

P.A.L.S.

Large  
Space  
Games

P.A.L.S.

Large  
Space  
Games



We are committed to providing accessible publications, programs and services to all.  
For assistance, please call 613-966-5500; TTY: 711 or email [accessibility@hpeph.ca](mailto:accessibility@hpeph.ca).  
For more information, please visit [hpePublicHealth.ca](http://hpePublicHealth.ca).



We are committed to providing accessible publications, programs and services to all.  
For assistance, please call 613-966-5500; TTY: 711 or email [accessibility@hpeph.ca](mailto:accessibility@hpeph.ca).  
For more information, please visit [hpePublicHealth.ca](http://hpePublicHealth.ca).

## ● Clothespin Tag

**Equipment:** Three clothespins for each student

**Instructions:**

- Designate a playing area. Give each student three clothespins and have them pin them on the back of their shirt. Have the students stand in a scatter formation around the playing area.
- On your signal, students will try and grab clothespins from other students. They place the clothespins that they have taken from other students on the front of their shirt - these are safe and cannot be stolen. At the same time, students try to avoid having the clothespins on their back taken.
- Students can only grab one clothespin at a time. If students lose all their clothespins from their back, they can go to the leader and perform a fitness task (i.e., 10 jumping jacks) to receive an additional clothespin.

**Variation:**

- Divide the class into teams of three students. After a set amount of time, see which team of students has grabbed the most clothespins.
- Have the students only run clockwise around the playing area.

## ● Clothespin Tag

**Equipment:** Three clothespins for each student

**Instructions:**

- Designate a playing area. Give each student three clothespins and have them pin them on the back of their shirt. Have the students stand in a scatter formation around the playing area.
- On your signal, students will try and grab clothespins from other students. They place the clothespins that they have taken from other students on the front of their shirt - these are safe and cannot be stolen. At the same time, students try to avoid having the clothespins on their back taken.
- Students can only grab one clothespin at a time. If students lose all their clothespins from their back, they can go to the leader and perform a fitness task (i.e., 10 jumping jacks) to receive an additional clothespin.

**Variation:**

- Divide the class into teams of three students. After a set amount of time, see which team of students has grabbed the most clothespins.
- Have the students only run clockwise around the playing area.

### Warm-up ideas:

- Follow the leader around the classroom. Lead or have the students lead a stretching routine.
- Have students walk around slowly pretending they are trees blowing in the wind, using their arms as branches. Students start in a big wind-storm in which branches break, and finish as the wind stops blowing.
- Point to one body part at a time, and have students move that body part in a variety of ways. If you are not pointing to a body part, the students continue to march in place.
- At the beach - lead students on an imaginary trip to the beach and include some of the following actions: bike to the beach; run into the water and splash around; swim front crawl; breast stroke; dog paddle.
- Walk around the room choosing an animal to mimic, or an Olympic sport theme (skiing, skating).

### Cool down ideas:

- At the beach - lead the students on an imaginary trip home from the beach and include some of the following actions: walking through deep sand, slowly walking home, getting home and shaking sand off entire body.
- Have students walk slowly around the classroom. Call out “tall”, “small”, or “wide” to have students stretch to be as tall as a house, as small as a mouse, or as wide as a wall.
- Have students form a circle. Designate a leader, who chooses stretches. Have students “pass” each stretch around the circle and hold it as others join in, creating a wave effect.

### Warm-up ideas:

- Follow the leader around the classroom. Lead or have the students lead a stretching routine.
- Have students walk around slowly pretending they are trees blowing in the wind, using their arms as branches. Students start in a big wind-storm in which branches break, and finish as the wind stops blowing.
- Point to one body part at a time, and have students move that body part in a variety of ways. If you are not pointing to a body part, the students continue to march in place.
- At the beach - lead students on an imaginary trip to the beach and include some of the following actions: bike to the beach; run into the water and splash around; swim front crawl; breast stroke; dog paddle.
- Walk around the room choosing an animal to mimic, or an Olympic sport theme (skiing, skating).

### Cool down ideas:

- At the beach - lead the students on an imaginary trip home from the beach and include some of the following actions: walking through deep sand, slowly walking home, getting home and shaking sand off entire body.
- Have students walk slowly around the classroom. Call out “tall”, “small”, or “wide” to have students stretch to be as tall as a house, as small as a mouse, or as wide as a wall.
- Have students form a circle. Designate a leader, who chooses stretches. Have students “pass” each stretch around the circle and hold it as others join in, creating a wave effect.

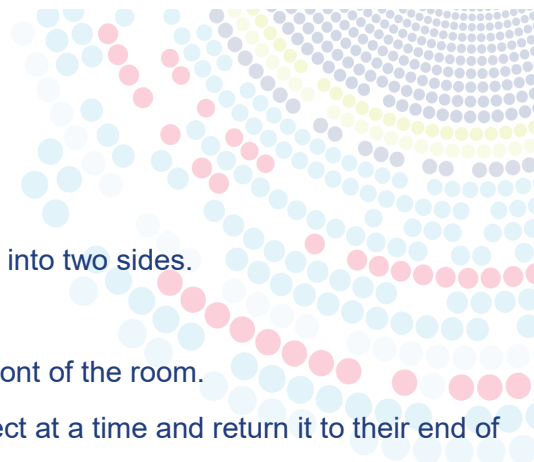


## Keep it Clean

**Equipment:** Variety of soft balls, bean bags, sponges or rolled up socks

**Instructions:**

- Divide the class into two groups. Designate a playing area that is divided into two sides.
- Place all of the soft objects along the centre line.
- One group stands at the back of the room and one group stands at the front of the room.
- On your signal, students walk quickly to the centre and pick up ONE object at a time and return it to their end of the room.
- When all the objects are gone from the centre, students can walk to the other side and take an object from the other side.
- Students work as quickly as they can to get as many objects on their side of the room as possible.
- The leader may challenge the students to move in different ways or to carry the object in unique creative ways.
- Students may also work to group or sort their objects as they are gathering them.
- After a set amount of time, stop the game and shuffle the teams.

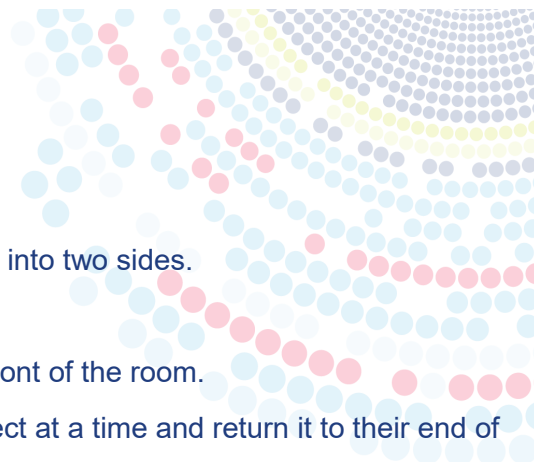


## Keep it Clean

**Equipment:** Variety of soft balls, bean bags, sponges or rolled up socks

**Instructions:**

- Divide the class into two groups. Designate a playing area that is divided into two sides.
- Place all of the soft objects along the centre line.
- One group stands at the back of the room and one group stands at the front of the room.
- On your signal, students walk quickly to the centre and pick up ONE object at a time and return it to their end of the room.
- When all the objects are gone from the centre, students can walk to the other side and take an object from the other side.
- Students work as quickly as they can to get as many objects on their side of the room as possible.
- The leader may challenge the students to move in different ways or to carry the object in unique creative ways.
- Students may also work to group or sort their objects as they are gathering them.
- After a set amount of time, stop the game and shuffle the teams.



### Warm-up ideas:

- Follow the leader around the classroom. Lead or have the students lead a stretching routine.
- Have students walk around slowly pretending they are trees blowing in the wind, using their arms as branches. Students start in a big wind-storm in which branches break, and finish as the wind stops blowing.
- Point to one body part at a time, and have students move that body part in a variety of ways. If you are not pointing to a body part, the students continue to march in place.
- At the beach - lead students on an imaginary trip to the beach and include some of the following actions: bike to the beach; run into the water and splash around; swim front crawl; breast stroke; dog paddle.
- Walk around the room choosing an animal to mimic, or an Olympic sport theme (skiing, skating).

### Cool down ideas:

- At the beach - lead the students on an imaginary trip home from the beach and include some of the following actions: walking through deep sand, slowly walking home, getting home and shaking sand off entire body.
- Have students walk slowly around the classroom. Call out “tall”, “small”, or “wide” to have students stretch to be as tall as a house, as small as a mouse, or as wide as a wall.
- Have students form a circle. Designate a leader, who chooses stretches. Have students “pass” each stretch around the circle and hold it as others join in, creating a wave effect.

### Warm-up ideas:

- Follow the leader around the classroom. Lead or have the students lead a stretching routine.
- Have students walk around slowly pretending they are trees blowing in the wind, using their arms as branches. Students start in a big wind-storm in which branches break, and finish as the wind stops blowing.
- Point to one body part at a time, and have students move that body part in a variety of ways. If you are not pointing to a body part, the students continue to march in place.
- At the beach - lead students on an imaginary trip to the beach and include some of the following actions: bike to the beach; run into the water and splash around; swim front crawl; breast stroke; dog paddle.
- Walk around the room choosing an animal to mimic, or an Olympic sport theme (skiing, skating).

### Cool down ideas:

- At the beach - lead the students on an imaginary trip home from the beach and include some of the following actions: walking through deep sand, slowly walking home, getting home and shaking sand off entire body.
- Have students walk slowly around the classroom. Call out “tall”, “small”, or “wide” to have students stretch to be as tall as a house, as small as a mouse, or as wide as a wall.
- Have students form a circle. Designate a leader, who chooses stretches. Have students “pass” each stretch around the circle and hold it as others join in, creating a wave effect.

## ● Cross the River

**Equipment:** Three hula hoops per team and four pylons (variation: pool noodle)

**Instructions:**

- Divide the group into teams of 6-8 students. Give each team three hula hoops.
- Set up the 'river' using two pylons to represent each side (x).

```
x                                     x
oooooo
oooooo                                River
x                                     x
```

- Team members line up (o), one behind the other, on one side of the river.
- The team must cross the river using the hula hoops as 'rafts'. The team cannot touch outside of the hula hoops.
- The team is also not allowed to shuffle the hula hoops (players must jump from one to the other).
- The first team to get everyone to the other side wins.

**Variation:**

Have a shark. The shark is given a pool noodle. They can tag any players that they see touching the ground outside of the hula hoop. If someone is tagged, the entire team must restart the race.

## ● Cross the River

**Equipment:** Three hula hoops per team and four pylons (variation: pool noodle)

**Instructions:**

- Divide the group into teams of 6-8 students. Give each team three hula hoops.
- Set up the 'river' using two pylons to represent each side (x).

```
x                                     x
oooooo
oooooo                                River
x                                     x
```

- Team members line up (o), one behind the other, on one side of the river.
- The team must cross the river using the hula hoops as 'rafts'. The team cannot touch outside of the hula hoops.
- The team is also not allowed to shuffle the hula hoops (players must jump from one to the other).
- The first team to get everyone to the other side wins.

**Variation:**

Have a shark. The shark is given a pool noodle. They can tag any players that they see touching the ground outside of the hula hoop. If someone is tagged, the entire team must restart the race.

### Warm-up ideas:

- Follow the leader around the classroom. Lead or have the students lead a stretching routine.
- Have students walk around slowly pretending they are trees blowing in the wind, using their arms as branches. Students start in a big wind-storm in which branches break, and finish as the wind stops blowing.
- Point to one body part at a time, and have students move that body part in a variety of ways. If you are not pointing to a body part, the students continue to march in place.
- At the beach - lead students on an imaginary trip to the beach and include some of the following actions: bike to the beach; run into the water and splash around; swim front crawl; breast stroke; dog paddle.
- Walk around the room choosing an animal to mimic, or an Olympic sport theme (skiing, skating).

### Cool down ideas:

- At the beach - lead the students on an imaginary trip home from the beach and include some of the following actions: walking through deep sand, slowly walking home, getting home and shaking sand off entire body.
- Have students walk slowly around the classroom. Call out “tall”, “small”, or “wide” to have students stretch to be as tall as a house, as small as a mouse, or as wide as a wall.
- Have students form a circle. Designate a leader, who chooses stretches. Have students “pass” each stretch around the circle and hold it as others join in, creating a wave effect.

### Warm-up ideas:

- Follow the leader around the classroom. Lead or have the students lead a stretching routine.
- Have students walk around slowly pretending they are trees blowing in the wind, using their arms as branches. Students start in a big wind-storm in which branches break, and finish as the wind stops blowing.
- Point to one body part at a time, and have students move that body part in a variety of ways. If you are not pointing to a body part, the students continue to march in place.
- At the beach - lead students on an imaginary trip to the beach and include some of the following actions: bike to the beach; run into the water and splash around; swim front crawl; breast stroke; dog paddle.
- Walk around the room choosing an animal to mimic, or an Olympic sport theme (skiing, skating).

### Cool down ideas:

- At the beach - lead the students on an imaginary trip home from the beach and include some of the following actions: walking through deep sand, slowly walking home, getting home and shaking sand off entire body.
- Have students walk slowly around the classroom. Call out “tall”, “small”, or “wide” to have students stretch to be as tall as a house, as small as a mouse, or as wide as a wall.
- Have students form a circle. Designate a leader, who chooses stretches. Have students “pass” each stretch around the circle and hold it as others join in, creating a wave effect.

## ● Skipping Games

**Equipment:** Skipping ropes

**Instructions:**

*Blue bells, cockle shells, evey, ivey, over.*

*My mother sent me to the store*

*and this is what she sent me for:*

*Salt, vinegar, mustard, pepper.*

- Start with a pendulum swing. When the word “over” is said, the Enders turn the rope in a full turn and the Jumper continues jumping.
- The Enders then start to turn the rope a little faster on each word: salt, vinegar, mustard. When they say “pepper” they turn the rope as fast as they can.
- The Jumper counts the number of “pepper jumps”. When the Jumper misses, he/she changes places with one of the Enders.

### Other Games

Follow the leader (figure 8 and add an action), Snake, Weave (each group starts at the Ender and crisscross), Pendulum Swing (half turn), Birthday Month (name the months of the year - jump out on your month).

## ● Skipping Games

**Equipment:** Skipping ropes

**Instructions:**

*Blue bells, cockle shells, evey, ivey, over.*

*My mother sent me to the store*

*and this is what she sent me for:*

*Salt, vinegar, mustard, pepper.*

- Start with a pendulum swing. When the word “over” is said, the Enders turn the rope in a full turn and the Jumper continues jumping.
- The Enders then start to turn the rope a little faster on each word: salt, vinegar, mustard. When they say “pepper” they turn the rope as fast as they can.
- The Jumper counts the number of “pepper jumps”. When the Jumper misses, he/she changes places with one of the Enders.

### Other Games

Follow the leader (figure 8 and add an action), Snake, Weave (each group starts at the Ender and crisscross), Pendulum Swing (half turn), Birthday Month (name the months of the year - jump out on your month).

### Warm-up ideas:

- Follow the leader around the classroom. Lead or have the students lead a stretching routine.
- Have students walk around slowly pretending they are trees blowing in the wind, using their arms as branches. Students start in a big wind-storm in which branches break, and finish as the wind stops blowing.
- Point to one body part at a time, and have students move that body part in a variety of ways. If you are not pointing to a body part, the students continue to march in place.
- At the beach - lead students on an imaginary trip to the beach and include some of the following actions: bike to the beach; run into the water and splash around; swim front crawl; breast stroke; dog paddle.
- Walk around the room choosing an animal to mimic, or an Olympic sport theme (skiing, skating).

### Cool down ideas:

- At the beach - lead the students on an imaginary trip home from the beach and include some of the following actions: walking through deep sand, slowly walking home, getting home and shaking sand off entire body.
- Have students walk slowly around the classroom. Call out “tall”, “small”, or “wide” to have students stretch to be as tall as a house, as small as a mouse, or as wide as a wall.
- Have students form a circle. Designate a leader, who chooses stretches. Have students “pass” each stretch around the circle and hold it as others join in, creating a wave effect.

### Warm-up ideas:

- Follow the leader around the classroom. Lead or have the students lead a stretching routine.
- Have students walk around slowly pretending they are trees blowing in the wind, using their arms as branches. Students start in a big wind-storm in which branches break, and finish as the wind stops blowing.
- Point to one body part at a time, and have students move that body part in a variety of ways. If you are not pointing to a body part, the students continue to march in place.
- At the beach - lead students on an imaginary trip to the beach and include some of the following actions: bike to the beach; run into the water and splash around; swim front crawl; breast stroke; dog paddle.
- Walk around the room choosing an animal to mimic, or an Olympic sport theme (skiing, skating).

### Cool down ideas:

- At the beach - lead the students on an imaginary trip home from the beach and include some of the following actions: walking through deep sand, slowly walking home, getting home and shaking sand off entire body.
- Have students walk slowly around the classroom. Call out “tall”, “small”, or “wide” to have students stretch to be as tall as a house, as small as a mouse, or as wide as a wall.
- Have students form a circle. Designate a leader, who chooses stretches. Have students “pass” each stretch around the circle and hold it as others join in, creating a wave effect.

## ● Chinese Jump Rope (also known as Elastics)

**Equipment:** A few Chinese jump ropes (can be purchased at the dollar store)

**Instructions:**

- Two players stand 1.5 m (4 ft.) away from each other with legs shoulder width apart. The elastic is held at the ankles of the two players to form a rectangle.
- The third player, the Jumper, does a variety of actions (see Variation) which all players have agreed on prior to playing.
- Once the Jumper has completed the routine, the elastic can be moved to different levels on the body (calf, knees, thighs, hips, and waist).
- The Jumper repeats the routine until they miss the intended jump. Then the Jumper changes places with one of the other players holding the elastic.

**Variation**

Players make their own routines by combining different moves to different rhymes.

## ● Chinese Jump Rope (also known as Elastics)

**Equipment:** A few Chinese jump ropes (can be purchased at the dollar store)

**Instructions:**

- Two players stand 1.5 m (4 ft.) away from each other with legs shoulder width apart. The elastic is held at the ankles of the two players to form a rectangle.
- The third player, the Jumper, does a variety of actions (see Variation) which all players have agreed on prior to playing.
- Once the Jumper has completed the routine, the elastic can be moved to different levels on the body (calf, knees, thighs, hips, and waist).
- The Jumper repeats the routine until they miss the intended jump. Then the Jumper changes places with one of the other players holding the elastic.

**Variation**

Players make their own routines by combining different moves to different rhymes.

### Warm-up ideas:

- Follow the leader around the classroom. Lead or have the students lead a stretching routine.
- Have students walk around slowly pretending they are trees blowing in the wind, using their arms as branches. Students start in a big wind-storm in which branches break, and finish as the wind stops blowing.
- Point to one body part at a time, and have students move that body part in a variety of ways. If you are not pointing to a body part, the students continue to march in place.
- At the beach - lead students on an imaginary trip to the beach and include some of the following actions: bike to the beach; run into the water and splash around; swim front crawl; breast stroke; dog paddle.
- Walk around the room choosing an animal to mimic, or an Olympic sport theme (skiing, skating).

### Cool down ideas:

- At the beach - lead the students on an imaginary trip home from the beach and include some of the following actions: walking through deep sand, slowly walking home, getting home and shaking sand off entire body.
- Have students walk slowly around the classroom. Call out “tall”, “small”, or “wide” to have students stretch to be as tall as a house, as small as a mouse, or as wide as a wall.
- Have students form a circle. Designate a leader, who chooses stretches. Have students “pass” each stretch around the circle and hold it as others join in, creating a wave effect.

### Warm-up ideas:

- Follow the leader around the classroom. Lead or have the students lead a stretching routine.
- Have students walk around slowly pretending they are trees blowing in the wind, using their arms as branches. Students start in a big wind-storm in which branches break, and finish as the wind stops blowing.
- Point to one body part at a time, and have students move that body part in a variety of ways. If you are not pointing to a body part, the students continue to march in place.
- At the beach - lead students on an imaginary trip to the beach and include some of the following actions: bike to the beach; run into the water and splash around; swim front crawl; breast stroke; dog paddle.
- Walk around the room choosing an animal to mimic, or an Olympic sport theme (skiing, skating).

### Cool down ideas:

- At the beach - lead the students on an imaginary trip home from the beach and include some of the following actions: walking through deep sand, slowly walking home, getting home and shaking sand off entire body.
- Have students walk slowly around the classroom. Call out “tall”, “small”, or “wide” to have students stretch to be as tall as a house, as small as a mouse, or as wide as a wall.
- Have students form a circle. Designate a leader, who chooses stretches. Have students “pass” each stretch around the circle and hold it as others join in, creating a wave effect.

## ● Rock-Paper-Scissors Baseball

**Equipment:** Clothespins

**Instructions:**

- Players all begin in an area designated as first base.
- Players challenge a player from the other team to a game of rock-paper-scissors.
- The player that wins the mini game advances to the next base and challenges another player or waits until an opponent arrives.
- If she/he wins, the advance of bases continues until they arrive at home plate.
- At that point, players challenge the umpire (coordinator) to a game.
- If they win, then a clothespin is given to them and they start again.
- If a player loses, that person must retreat to the previous base and continue to do so until they win.



## ● Rock-Paper-Scissors Baseball

**Equipment:** Clothespins

**Instructions:**

- Players all begin in an area designated as first base.
- Players challenge a player from the other team to a game of rock-paper-scissors.
- The player that wins the mini game advances to the next base and challenges another player or waits until an opponent arrives.
- If she/he wins, the advance of bases continues until they arrive at home plate.
- At that point, players challenge the umpire (coordinator) to a game.
- If they win, then a clothespin is given to them and they start again.
- If a player loses, that person must retreat to the previous base and continue to do so until they win.



### Warm-up ideas:

- Follow the leader around the classroom. Lead or have the students lead a stretching routine.
- Have students walk around slowly pretending they are trees blowing in the wind, using their arms as branches. Students start in a big wind-storm in which branches break, and finish as the wind stops blowing.
- Point to one body part at a time, and have students move that body part in a variety of ways. If you are not pointing to a body part, the students continue to march in place.
- At the beach - lead students on an imaginary trip to the beach and include some of the following actions: bike to the beach; run into the water and splash around; swim front crawl; breast stroke; dog paddle.
- Walk around the room choosing an animal to mimic, or an Olympic sport theme (skiing, skating).

### Cool down ideas:

- At the beach - lead the students on an imaginary trip home from the beach and include some of the following actions: walking through deep sand, slowly walking home, getting home and shaking sand off entire body.
- Have students walk slowly around the classroom. Call out “tall”, “small”, or “wide” to have students stretch to be as tall as a house, as small as a mouse, or as wide as a wall.
- Have students form a circle. Designate a leader, who chooses stretches. Have students “pass” each stretch around the circle and hold it as others join in, creating a wave effect.

### Warm-up ideas:

- Follow the leader around the classroom. Lead or have the students lead a stretching routine.
- Have students walk around slowly pretending they are trees blowing in the wind, using their arms as branches. Students start in a big wind-storm in which branches break, and finish as the wind stops blowing.
- Point to one body part at a time, and have students move that body part in a variety of ways. If you are not pointing to a body part, the students continue to march in place.
- At the beach - lead students on an imaginary trip to the beach and include some of the following actions: bike to the beach; run into the water and splash around; swim front crawl; breast stroke; dog paddle.
- Walk around the room choosing an animal to mimic, or an Olympic sport theme (skiing, skating).

### Cool down ideas:

- At the beach - lead the students on an imaginary trip home from the beach and include some of the following actions: walking through deep sand, slowly walking home, getting home and shaking sand off entire body.
- Have students walk slowly around the classroom. Call out “tall”, “small”, or “wide” to have students stretch to be as tall as a house, as small as a mouse, or as wide as a wall.
- Have students form a circle. Designate a leader, who chooses stretches. Have students “pass” each stretch around the circle and hold it as others join in, creating a wave effect.

## 4-Square

**Equipment:** 4-square court (can be painted, drawn with chalk or made with floor tape), and soft ball

**Instructions:**

- Make sure each square is numbered. Choose four players to start the game. Each one stands in a different square. Additional students waiting to play will line up behind square #4.
- Square #1 is the server's position. The goal of the game is for players to reach square #1 and maintain it.
- The player in square #1 serves the ball by bouncing it in their square once and then hitting it towards one of the other squares. The receiving player then hits the ball to any other player in one of the other squares. The ball must bounce in another player's square and they must hit it to another player before the ball bounces a second time.
- A player may hit the ball before it bounces in their square, if they choose to do so.
- A player is 'out' if they hit the ball so that it doesn't bounce in another player's square, or if they fail to hit the ball before the second bounce after it has landed in their square. Students that are 'out' go to the back of the line waiting to play. The first student in line advances into square #4. All the other players rotate to the next square (i.e., if the student that is 'out' was in square #3, the new student comes into square #4. The student currently in square #4 advances to square #3. If the student that is 'out' was in square #1, the new player advances to square #4, the student in square #4 goes to #3, the student in square #3 goes to square #2 and the student in square #2 goes to square #1).

## 4-Square

**Equipment:** 4-square court (can be painted, drawn with chalk or made with floor tape), and soft ball

**Instructions:**

- Make sure each square is numbered. Choose four players to start the game. Each one stands in a different square. Additional students waiting to play will line up behind square #4.
- Square #1 is the server's position. The goal of the game is for players to reach square #1 and maintain it.
- The player in square #1 serves the ball by bouncing it in their square once and then hitting it towards one of the other squares. The receiving player then hits the ball to any other player in one of the other squares. The ball must bounce in another player's square and they must hit it to another player before the ball bounces a second time.
- A player may hit the ball before it bounces in their square, if they choose to do so.
- A player is 'out' if they hit the ball so that it doesn't bounce in another player's square, or if they fail to hit the ball before the second bounce after it has landed in their square. Students that are 'out' go to the back of the line waiting to play. The first student in line advances into square #4. All the other players rotate to the next square (i.e., if the student that is 'out' was in square #3, the new student comes into square #4. The student currently in square #4 advances to square #3. If the student that is 'out' was in square #1, the new player advances to square #4, the student in square #4 goes to #3, the student in square #3 goes to square #2 and the student in square #2 goes to square #1).

### Warm-up ideas:

- Follow the leader around the classroom. Lead or have the students lead a stretching routine.
- Have students walk around slowly pretending they are trees blowing in the wind, using their arms as branches. Students start in a big wind-storm in which branches break, and finish as the wind stops blowing.
- Point to one body part at a time, and have students move that body part in a variety of ways. If you are not pointing to a body part, the students continue to march in place.
- At the beach - lead students on an imaginary trip to the beach and include some of the following actions: bike to the beach; run into the water and splash around; swim front crawl; breast stroke; dog paddle.
- Walk around the room choosing an animal to mimic, or an Olympic sport theme (skiing, skating).

### Cool down ideas:

- At the beach - lead the students on an imaginary trip home from the beach and include some of the following actions: walking through deep sand, slowly walking home, getting home and shaking sand off entire body.
- Have students walk slowly around the classroom. Call out “tall”, “small”, or “wide” to have students stretch to be as tall as a house, as small as a mouse, or as wide as a wall.
- Have students form a circle. Designate a leader, who chooses stretches. Have students “pass” each stretch around the circle and hold it as others join in, creating a wave effect.

### Warm-up ideas:

- Follow the leader around the classroom. Lead or have the students lead a stretching routine.
- Have students walk around slowly pretending they are trees blowing in the wind, using their arms as branches. Students start in a big wind-storm in which branches break, and finish as the wind stops blowing.
- Point to one body part at a time, and have students move that body part in a variety of ways. If you are not pointing to a body part, the students continue to march in place.
- At the beach - lead students on an imaginary trip to the beach and include some of the following actions: bike to the beach; run into the water and splash around; swim front crawl; breast stroke; dog paddle.
- Walk around the room choosing an animal to mimic, or an Olympic sport theme (skiing, skating).

### Cool down ideas:

- At the beach - lead the students on an imaginary trip home from the beach and include some of the following actions: walking through deep sand, slowly walking home, getting home and shaking sand off entire body.
- Have students walk slowly around the classroom. Call out “tall”, “small”, or “wide” to have students stretch to be as tall as a house, as small as a mouse, or as wide as a wall.
- Have students form a circle. Designate a leader, who chooses stretches. Have students “pass” each stretch around the circle and hold it as others join in, creating a wave effect.

## • Spaceships

**Equipment:** One hula hoop for each student and pylons to designate boundaries if outside

**Instructions:**

- Designate a playing area. You may want to use pylons if you are outside.
- Give each student a hula hoop. This will be their spaceship.
- Have the students run around the playing area holding the hula hoop around their waist. Encourage them to watch where they are going to avoid collisions.
- On your signal (whistle or when the music stops), the students stop, lay down their hula hoop/spaceship and move around the room.
- On another signal (another whistle or the music starts), the students run to pick up a new ship and travel around the galaxy.

**Variation:**

You can remove a spaceship each time. Students must join another spaceship and fly together OR the students without ships can fly around in space waiting to find a ship.

## • Spaceships

**Equipment:** One hula hoop for each student and pylons to designate boundaries if outside

**Instructions:**

- Designate a playing area. You may want to use pylons if you are outside.
- Give each student a hula hoop. This will be their spaceship.
- Have the students run around the playing area holding the hula hoop around their waist. Encourage them to watch where they are going to avoid collisions.
- On your signal (whistle or when the music stops), the students stop, lay down their hula hoop/spaceship and move around the room.
- On another signal (another whistle or the music starts), the students run to pick up a new ship and travel around the galaxy.

**Variation:**

You can remove a spaceship each time. Students must join another spaceship and fly together OR the students without ships can fly around in space waiting to find a ship.

### Warm-up ideas:

- Follow the leader around the classroom. Lead or have the students lead a stretching routine.
- Have students walk around slowly pretending they are trees blowing in the wind, using their arms as branches. Students start in a big wind-storm in which branches break, and finish as the wind stops blowing.
- Point to one body part at a time, and have students move that body part in a variety of ways. If you are not pointing to a body part, the students continue to march in place.
- At the beach - lead students on an imaginary trip to the beach and include some of the following actions: bike to the beach; run into the water and splash around; swim front crawl; breast stroke; dog paddle.
- Walk around the room choosing an animal to mimic, or an Olympic sport theme (skiing, skating).

### Cool down ideas:

- At the beach - lead the students on an imaginary trip home from the beach and include some of the following actions: walking through deep sand, slowly walking home, getting home and shaking sand off entire body.
- Have students walk slowly around the classroom. Call out “tall”, “small”, or “wide” to have students stretch to be as tall as a house, as small as a mouse, or as wide as a wall.
- Have students form a circle. Designate a leader, who chooses stretches. Have students “pass” each stretch around the circle and hold it as others join in, creating a wave effect.

### Warm-up ideas:

- Follow the leader around the classroom. Lead or have the students lead a stretching routine.
- Have students walk around slowly pretending they are trees blowing in the wind, using their arms as branches. Students start in a big wind-storm in which branches break, and finish as the wind stops blowing.
- Point to one body part at a time, and have students move that body part in a variety of ways. If you are not pointing to a body part, the students continue to march in place.
- At the beach - lead students on an imaginary trip to the beach and include some of the following actions: bike to the beach; run into the water and splash around; swim front crawl; breast stroke; dog paddle.
- Walk around the room choosing an animal to mimic, or an Olympic sport theme (skiing, skating).

### Cool down ideas:

- At the beach - lead the students on an imaginary trip home from the beach and include some of the following actions: walking through deep sand, slowly walking home, getting home and shaking sand off entire body.
- Have students walk slowly around the classroom. Call out “tall”, “small”, or “wide” to have students stretch to be as tall as a house, as small as a mouse, or as wide as a wall.
- Have students form a circle. Designate a leader, who chooses stretches. Have students “pass” each stretch around the circle and hold it as others join in, creating a wave effect.



## Triangle Tag

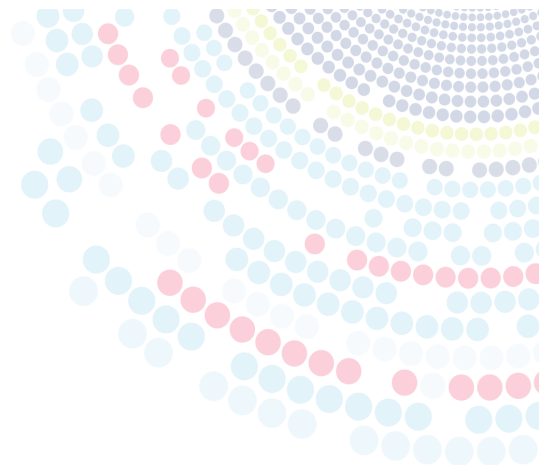
**Equipment:** None

**Instructions:**

- Designate a playing area.
- Divide the students into groups of four.
- Choose one student in every group to be the “it”.
- Have the remaining three students join hands - forming a triangle.
- Designate one student in every triangle to be the “special person”.
- On the teacher’s signal, “it” tries to tag the “special person”.
- The other players in the triangle try and prevent “it” from tagging the “special person”.
- “It” is not allowed to reach across the triangle.
- The teacher stops the game after a set amount of time and instructs the group to rotate positions.

**Variations:**

Give “it” a 1/2 pool noodle to add some fun.



## Triangle Tag

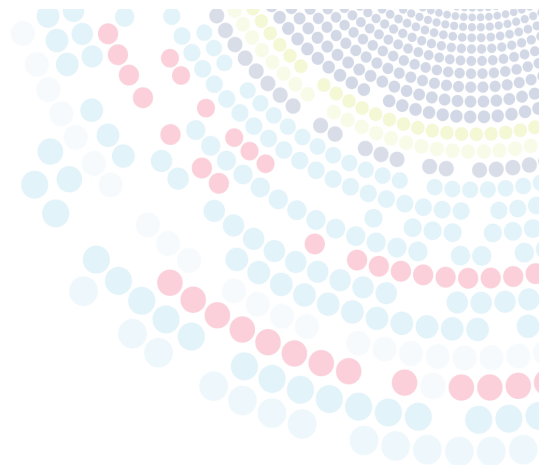
**Equipment:** None

**Instructions:**

- Designate a playing area.
- Divide the students into groups of four.
- Choose one student in every group to be the “it”.
- Have the remaining three students join hands - forming a triangle.
- Designate one student in every triangle to be the “special person”.
- On the teacher’s signal, “it” tries to tag the “special person”.
- The other players in the triangle try and prevent “it” from tagging the “special person”.
- “It” is not allowed to reach across the triangle.
- The teacher stops the game after a set amount of time and instructs the group to rotate positions.

**Variations:**

Give “it” a 1/2 pool noodle to add some fun.



### Warm-up ideas:

- Follow the leader around the classroom. Lead or have the students lead a stretching routine.
- Have students walk around slowly pretending they are trees blowing in the wind, using their arms as branches. Students start in a big wind-storm in which branches break, and finish as the wind stops blowing.
- Point to one body part at a time, and have students move that body part in a variety of ways. If you are not pointing to a body part, the students continue to march in place.
- At the beach - lead students on an imaginary trip to the beach and include some of the following actions: bike to the beach; run into the water and splash around; swim front crawl; breast stroke; dog paddle.
- Walk around the room choosing an animal to mimic, or an Olympic sport theme (skiing, skating).

### Cool down ideas:

- At the beach - lead the students on an imaginary trip home from the beach and include some of the following actions: walking through deep sand, slowly walking home, getting home and shaking sand off entire body.
- Have students walk slowly around the classroom. Call out “tall”, “small”, or “wide” to have students stretch to be as tall as a house, as small as a mouse, or as wide as a wall.
- Have students form a circle. Designate a leader, who chooses stretches. Have students “pass” each stretch around the circle and hold it as others join in, creating a wave effect.

### Warm-up ideas:

- Follow the leader around the classroom. Lead or have the students lead a stretching routine.
- Have students walk around slowly pretending they are trees blowing in the wind, using their arms as branches. Students start in a big wind-storm in which branches break, and finish as the wind stops blowing.
- Point to one body part at a time, and have students move that body part in a variety of ways. If you are not pointing to a body part, the students continue to march in place.
- At the beach - lead students on an imaginary trip to the beach and include some of the following actions: bike to the beach; run into the water and splash around; swim front crawl; breast stroke; dog paddle.
- Walk around the room choosing an animal to mimic, or an Olympic sport theme (skiing, skating).

### Cool down ideas:

- At the beach - lead the students on an imaginary trip home from the beach and include some of the following actions: walking through deep sand, slowly walking home, getting home and shaking sand off entire body.
- Have students walk slowly around the classroom. Call out “tall”, “small”, or “wide” to have students stretch to be as tall as a house, as small as a mouse, or as wide as a wall.
- Have students form a circle. Designate a leader, who chooses stretches. Have students “pass” each stretch around the circle and hold it as others join in, creating a wave effect.

## Switch

**Equipment:** Four-square lines on the playground (or use this game indoors using floor tape)

### Instructions:

- One player stands on each corner of the four-square. "It" stands in the very middle.
- Either the teacher or the "it" yells "SWITCH". The four corner players must switch corners. The "it" quickly steals a corner while the other players search for a new corner. The one player left without a corner is the new "it". If there are substitutes, the player without a corner leaves and the new player becomes the new "it".

### Variations:

No one yells "SWITCH" in this version. The corner players switch on their own while the "it" attempts to steal a corner when they do. Players may go back to their own corner in this version. Younger children may refuse to leave their corner in this version. If this happens, go back to yelling "SWITCH" again.

## Switch

**Equipment:** Four-square lines on the playground (or use this game indoors using floor tape)

### Instructions:

- One player stands on each corner of the four-square. "It" stands in the very middle.
- Either the teacher or the "it" yells "SWITCH". The four corner players must switch corners. The "it" quickly steals a corner while the other players search for a new corner. The one player left without a corner is the new "it". If there are substitutes, the player without a corner leaves and the new player becomes the new "it".

### Variations:

No one yells "SWITCH" in this version. The corner players switch on their own while the "it" attempts to steal a corner when they do. Players may go back to their own corner in this version. Younger children may refuse to leave their corner in this version. If this happens, go back to yelling "SWITCH" again.

### Warm-up ideas:

- Follow the leader around the classroom. Lead or have the students lead a stretching routine.
- Have students walk around slowly pretending they are trees blowing in the wind, using their arms as branches. Students start in a big wind-storm in which branches break, and finish as the wind stops blowing.
- Point to one body part at a time, and have students move that body part in a variety of ways. If you are not pointing to a body part, the students continue to march in place.
- At the beach - lead students on an imaginary trip to the beach and include some of the following actions: bike to the beach; run into the water and splash around; swim front crawl; breast stroke; dog paddle.
- Walk around the room choosing an animal to mimic, or an Olympic sport theme (skiing, skating).

### Cool down ideas:

- At the beach - lead the students on an imaginary trip home from the beach and include some of the following actions: walking through deep sand, slowly walking home, getting home and shaking sand off entire body.
- Have students walk slowly around the classroom. Call out “tall”, “small”, or “wide” to have students stretch to be as tall as a house, as small as a mouse, or as wide as a wall.
- Have students form a circle. Designate a leader, who chooses stretches. Have students “pass” each stretch around the circle and hold it as others join in, creating a wave effect.

### Warm-up ideas:

- Follow the leader around the classroom. Lead or have the students lead a stretching routine.
- Have students walk around slowly pretending they are trees blowing in the wind, using their arms as branches. Students start in a big wind-storm in which branches break, and finish as the wind stops blowing.
- Point to one body part at a time, and have students move that body part in a variety of ways. If you are not pointing to a body part, the students continue to march in place.
- At the beach - lead students on an imaginary trip to the beach and include some of the following actions: bike to the beach; run into the water and splash around; swim front crawl; breast stroke; dog paddle.
- Walk around the room choosing an animal to mimic, or an Olympic sport theme (skiing, skating).

### Cool down ideas:

- At the beach - lead the students on an imaginary trip home from the beach and include some of the following actions: walking through deep sand, slowly walking home, getting home and shaking sand off entire body.
- Have students walk slowly around the classroom. Call out “tall”, “small”, or “wide” to have students stretch to be as tall as a house, as small as a mouse, or as wide as a wall.
- Have students form a circle. Designate a leader, who chooses stretches. Have students “pass” each stretch around the circle and hold it as others join in, creating a wave effect.