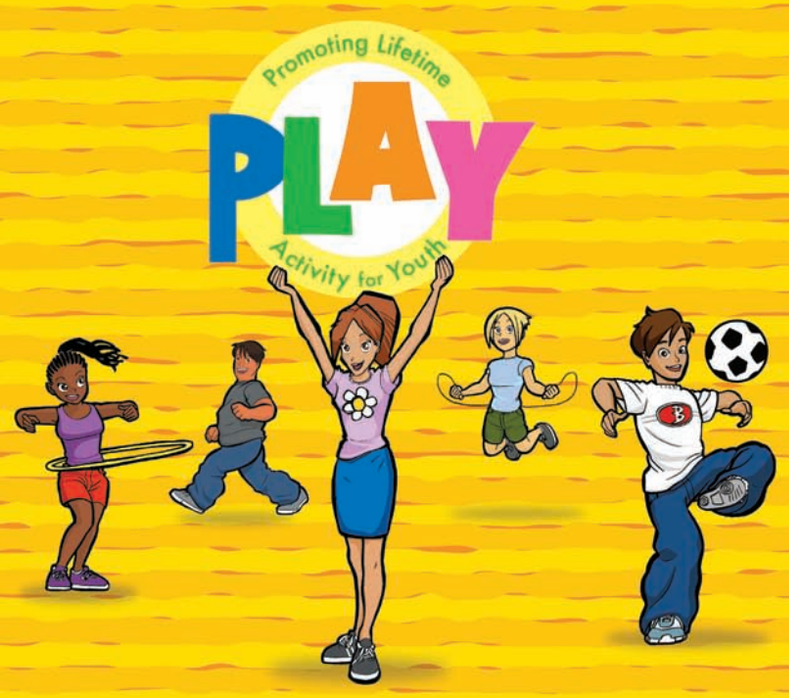

Arizona Department of Health Services

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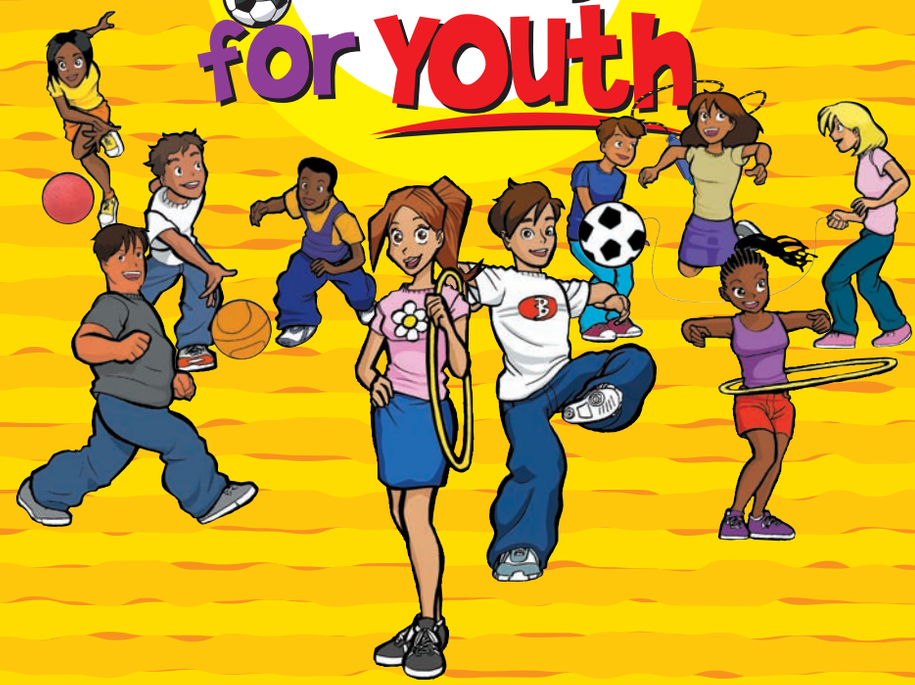
Game Book

PROMOTING Lifetime Activity for YOUth



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Classroom Management Skills for Physical Activity

Teaching physical activity can require skills different from those needed for traditional classroom instruction. Provided are some management skills to help you handle students in an active setting.

Entering the Activity Area:

- Students should enter the area under control.
- Explain how the class should enter the area and what they are supposed to do.
- "When I say enter the room, I want you to walk in and begin to walk around the area."
- While the class is in the freeze position, describe the day's activities.
- "Everyone freeze. When you all are in freeze position I will tell you the games we will play."
- Instructions start when all students are in position.

Deliver Instructions Efficiently:

- Make sure students are listening before giving instructions.
- Deliver instructions 1 – 2 points at a time (maximum of 30 seconds in length).
- Be specific.
- Alternate short instructional episodes with periods of activity.
- Tell students "when before what" (e.g., When I say go, I'd like you to…").

Stop and Start a Class Consistently: Pick a consistent signal for starting the class. Use both an audio (e.g., whistle) and a visual (e.g., raise hand) signal.

- Pick consistent signals for stopping the class (different from the one used to start the class).
- Practice the procedure with your class several times.
- Praise students when they perform the behavior properly.
- Expect 100% compliance when students are asked to stop.
- Scan the class to see if students are stopped and ready for more instructions.

Grouping:

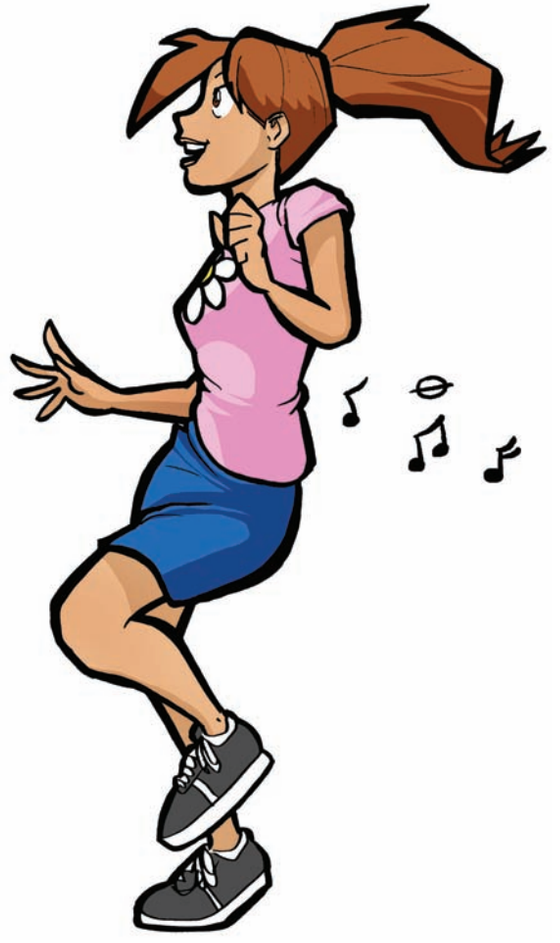
- Emphasize rapid selection of the nearest person–not their friend.
- Get toe-to-toe or back-to-back with a partner.

Dance

14. "HANDS ON YOUR KNEES": KNEE KNOCKS
    - Knock knees together, criss crossing hands on knees
15. "CHARLIE BROWN": CHARLIE BROWN
    - Two footed jump forward or back while nodding your head

"FREEZE": STRIKE A POSE

- Strike a pose and freeze



Dance

Dance: The Cha Cha Slide

Suggested Music: Cha-cha Slide Part I (Radio Edit) by Casper

Note: The lyrics of the song direct participants. The following steps may be different depending on the song you listen to.

1. "TO THE LEFT NOW": GRAPEVINE LEFT WITH TOUCH
   - Step left to left side, cross right behind left
   - Step left to left side, touch right beside left
2. "TAKE IT BACK NOW": STROLL BACK WITH TOUCH
   - Step back right, step back left
   - Step back right, touch left beside right
3. "ONE HOP THIS TIME": HOP FORWARD
   - Hop forward on right, hitching left (the number of hops will vary)
4. "RIGHT FOOT LET'S STOMP": RIGHT STOMP FORWARD
   - With weight on left stop right forward
5. "LEFT FOOT LET'S STOMP": LEFT STOMP FORWARD
   - With weight on right stomp left forward (the number of stomps will vary)
6. "NOW CHA-CHA": JAZZ BOX (WITH ATTITUDE)
   - Cross right over left, step back left
   - Step right to right side, step forward left
7. "TURN IT OUT" OR "LET'S GO TO WORK": TURN LEFT INTO GRAPEVINE RIGHT WITH TOUCH
   - Make turn left stepping right to right side
   - Cross left behind right, step right to right side, touch left beside right
8. "CLAP": HAND CLAPS
   - Clap your hands in time with the music
9. "CRISS CROSS": JUMP APART, JUMP & CROSS
   - Jump feet apart, jump feet together crossing right over left
10. "SLIDE TO THE LEFT": LEFT SLIDE
    - Step left to left side, sliding right to touch beside left
11. "SLIDE TO THE RIGHT": RIGHT SLIDE
    - Step right to right side, sliding left to touch beside right
12. "HOW LOW CAN YOU GO": LIMBO / TWIST DOWN
    - Limbo / twist down
13. "BRING IT TO THE TOP": STAND UP WAVING ARMS
    - Rise arms up waving to the beat

Classroom Management Skills for Physical Activity

- Students without a partner go to the center of the activity area.
- To split class in half, have one partner kneel and the other one stand.
- Students form groups according to the number of whistles blown.
- Students sit down when they have the correct number in their group.

Formations:

- To form a circle or a single-file line, have students run/walk randomly throughout the area.
- On the signal "fall in" students fall in line behind someone until a circle is formed.
- Use cones or markers to outline your activity area or circle size.

Systematic Approaches for Improving Class Behavior:

Teachers need to use a consistent approach for dealing with undesirable behavior that occurs randomly on an individual basis. The behavior plan should be discussed and accepted by students, so they know exactly what is acceptable and unacceptable behavior and understand what actions will be taken if they exhibit undesirable behavior.

Time-out communicates to youngsters that they have disrupted the class and must be removed so that the rest of the class can participate as desired. Children can also use the time-out area as a spot where they can move voluntarily if they become angry, embarrassed, or frustrated. Remember, if students do not enjoy being in class, time-out does not work!

Possible set of consequences for unacceptable behavior might be as follows:

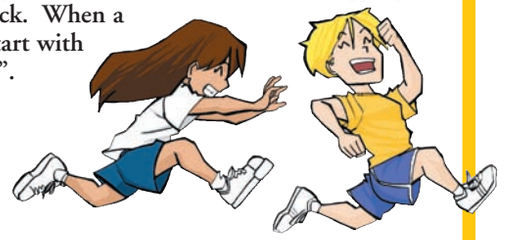
First misbehavior: The student is warned quietly on a personal basis to avoid embarrassment.

Second misbehavior: The student is told to go to a pre-designated time-out spot. The student must stay there until ready to re-enter the activity and demonstrate the desired behavior.

Third misbehavior: The student goes to time-out for the remainder of the period.

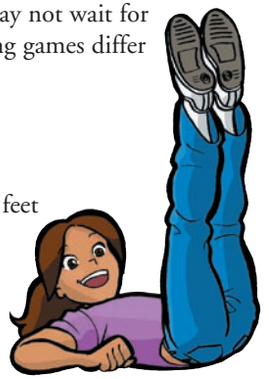
Tag

Begin all tag games with students scattered about the area. Movement should be controlled. If necessary, have students skip, gallop or slide instead of run. Tagging should be done gently on the shoulder or back. When a tag is made, the tagger states, "You're it." Start with a number of people (4 – 6) designated as "it".



Tag One Person and Give Up

In this type of tag game, a student is "it" until they tag someone and then give up the tag. The person tagged becomes "it". Students can assume a "safe" position (for 5 seconds) to rest or avoid being tagged. Students who are "it" may not wait for a "safe" student to resume play. The following games differ by what is "safe".



Turtle Tag

To be "safe", students lie on their backs with feet pointed toward the ceiling.

Color Tag

Players must stand on or by a specified color to be "safe".

Frozen Tag

Four to six students are "it" at one time. When tagged, players must assume the "frozen" position and keep both feet in place. Any free player who hasn't been tagged can touch a "frozen" player to release him/her. The goal of the taggers is to freeze all players. "Frozen" players should raise their hands so other players can easily identify them.

Squad Tag

The class is divided into squads of 4 to 6 students. Each squad gets a turn at tagging. An entire squad acts as taggers. The object is to see which squad can tag the remaining class members in the least amount of time. The squad that is "it" stands in a huddle formation in the center of the area. On signal, the time clock starts and the tagging squad scatters and tries to tag the other students. A student who is tagged, stops in

Dance

Dance: Chicken Dance

Suggested Music: Chicken Dance by Happy Organ

1. Class forms a large circle
2. Hold your hands in a "bye-bye" position, and pretend they are your beaks "Chirp" your fingers four times
3. With your arms in "wing position" (hands tucked in armpits), flap your wings 4 times
4. Now "wiggle your tail feathers" down to the floor 4 times
5. Clap your hands 4 times
6. Repeat all of the movements above three more times, to complete the chorus
7. Skip around the circle when the music changes to a slower beat
8. Repeat steps 1-6 when music changes to faster beat

Dance: Hand Jive

Suggested Music: "Handjive" by unknown pop artist

1. Slap 2 times on knees
2. Clap 2 times
3. Palms over 2 times
4. Palms under 2 times
5. Fists over 2 times
6. Fists under 2
7. Hitchhike over right shoulder 2 times
8. Hitchhike over left shoulder 2
9. Repeat and do fast!

Dance: The Twist

Suggested Music: The Twist by Chubby Checker

1. Twist your body left and right
2. Twist your body left and right while bending knees slightly
3. Twist your body left and right while bending knees more until you are all the way down
4. Twist your body left and right while straightening knees
5. Twist your body left and right while straightening knees until you are back to start
6. Repeat and do fast

Dance: The YMCA

Suggested Music: YMCA by Village People

1. Step right with right foot
2. Step right with left foot
3. Step left with left foot
4. Step left with right foot
5. Repeat Steps 1-4 during chorus (or invent your own moves)
6. During the "YMCA" make the letters with your hands
7. Repeat

Dance

Dance: Macarana

Suggested Music: Macarana by unknown pop artist

1. Right hand goes out palm down
2. Left hand goes out palm down
3. Right palm up
4. Left palm up
5. Right hand to left shoulder
6. Left hand to right shoulder
7. Right hand to right back of ear
8. Left hand to left back of ear
9. Right hand to left hip
10. Left hand to right hip
11. Right hand to right buns
12. Left hand to left buns
13. Roll hips with hands on hips
14. Roll hips with hands on hips
15. Roll hips with hands on hips
16. With small jump turn 1/4 turn to left, hands still on hips and hips rolling

Dance: Electric Slide

Suggested Music: Electric Boogy by Marcia Griffiths

1. Step to right with right
2. Hook left foot behind right
3. Step to right with right
4. Touch left foot beside right foot & Clap
5. Step to left with left
6. Hook right foot behind left
7. Step to left with left
8. Touch right foot beside left foot & Clap
9. Step back on right foot
10. Step back on left foot
11. Step back on right foot
12. Touch left beside right foot (don't put weight on this foot)
13. Step forward on left foot
14. Touch right foot behind left foot
15. Step back on right foot
16. Touch left foot in front of right (don't put weight on this foot)
17. Step forward on left foot begin to turn left 1/8 turn
18. Brush kick with right foot turning completing 1/4 turn to left
19. Begin Again!

Tag

place and remains there. The time clock stops when the last person is tagged.

Hospital Tag

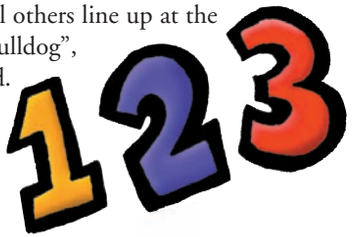
Every player is a tagger. Any player who is tagged must cover with one hand the body area that was touched. Students may be tagged twice but must be able to hold both tagged spots and keep moving. A student who is tagged three times must "freeze". Restart the game when most of the students have been "frozen".

Wild Card Tag

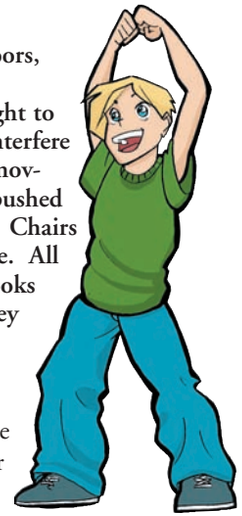
Every player is a tagger. The object is to tag other players without being tagged. Players who are tagged must sit or kneel and await the next game. Start new games frequently. If two or more players tag each other simultaneously, they are both "out".

Bulldog 123

One person is on one side of the yard. All others line up at the other end of the yard. When they call "Bulldog", everyone runs to the other side of the yard. Anyone caught helps the bulldog until everyone is caught. The first person to be caught is the next bulldog.



Limited Space (Indoor)

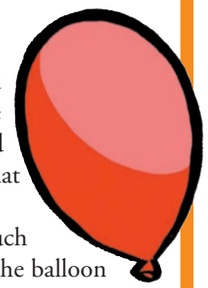


The following activities are designed to be performed indoors, where the space is limited. Cooperation is essential for successful classroom experiences. Students have to be taught to keep exuberance under control so their activity does not interfere with other classes. When classroom desks and chairs are movable, a variety of activities are possible. Furniture can be pushed together to permit circle activities and rhythmic activities. Chairs and desks can be pushed to one side to form an open space. All personal items must be put away, desktops cleared, and books and other objects staked underneath in such a way that they will not fall out when the desks are moved.

Shuffle Foot

Have the students form pairs. One person is the "same", the other is "different". The two players stand facing each other about 3 feet apart. They run in place 20 steps. On the 20th step, each player puts a foot forward. If the feet are the same (right, right; left, left), the student designated the same wins. If the feet are different, the other child wins. The game continues to a set number of points.

Balloon Volleyball



This game can be done with students standing, sitting on the floor, or seated at desks. Children are positioned on both sides of a rope stretched just above their reach. They try to bat a balloon back and forth across the rope. The balloon can be batted as often as necessary. Two balloons used at once provide good action. A system of rotation should be set up, so that all players have a chance to occupy a position near the rope. Scoring is accomplished when one side fails to control a balloon and allows it to touch the floor or a wall. (Variation: a small marble or button is placed inside the balloon which causes it to take an erratic path, which adds interest to the game.)

Who's Leading?

Have the students form a circle, either sitting at their desks or on the floor. One person is "it" and steps away from the circle and covers their eyes. The teacher selects a person to become the leader. The leader starts a motion such as jumping up and down, twisting back and forth, hopping on one foot, running in place, etc. and the class follows the movements. The child who is "it" uncovers their eyes and watches the group, as they change from one motion to another, and tries to determine who is leading. Players should cover up for the leader, who also tries to confuse the guesser by looking at other players. The child who is "it" gets two guesses. The game seems to work best when the guesser is positioned in the center of the circle, because she cannot then observe all of the children at once.

Low-Organized, High Activity

Sneak Attack

Two parallel lines are drawn about 60 feet apart. Students are divided into two teams. One team takes a position on one of the lines with their backs to the other line (they are the Chasers). The other team is on the other line, facing the chasers' backs (they are the Sneak Team). The Sneak Team moves forward on a silent signal toward the Chasers. When they get reasonably close, a whistle or some other signal is given by the teacher, and the Sneak Team turns and runs back to their line by the other team. Anyone caught before reaching the line changes to the Chasers. The game is repeated with the roles reversed.

Busy Bee

Half of the children form a large circle, facing in, and are designated the stationary players. The other children seek partners from this group, and stand in front of the stationary players.

An extra child in the center is the busy bee. The bee calls out directions such as "Back to back," "Face to face", "Shake hands", "Kneel on one knee (or both)," and "Hop on one foot". The other children follow these directions. The center child then calls out, "Busy bee." Stationary players stand still, and their partners seek other partners while the center player also tries to get a partner. The child without a partner becomes the new busy bee.

Car Lot

One player is "it" and stands in the center of the area between two lines established about 50 feet apart. The class selects four brands of cars (e.g., Honda, Corvette, Toyota, Cadillac). Each student then selects a car from the four but does not tell anyone what it is. The tagger calls out a car name. All students who selected that name attempt to run to the other line without getting tagged. The tagger calls out the cars until all students have run. When a child (car) gets tagged, he must sit down at the spot of the tag. He cannot move but may tag other students who run too near. When the one who is "it" calls out "Car lot", all of the cars must go. The game is played until all students have been tagged.

Variation: Instead of naming cars, kids choose a food from each food group (e.g., banana, carrot, pasta, steak or milk). Same rules as car lot except leaders call "Pig Out" when they want everyone to run.

Low-Organized, High Activity

Touchdown

Two parallel lines are drawn about 60 feet apart. Two teams face each other; each standing on one of the parallel lines. One team goes into a huddle, and the members decide which player is to carry an object (something small like a coin or paper clip) to the opponents' goal line. The team moves out of the huddle and lines up like a football team. On the charge signal "hike", the players run toward the opponents' goal line, each player holding his/her hands closed as if carrying the object. On the charge signal, the opponents also run forward and tag the players. Once tagged, a player must stop immediately and open both hands to show whether or not he/she has the object. If the player carrying the object reaches the goal line without being tagged, he/she calls "Touchdown" and scores 6 points. The scoring team retains possession of the object and gets another try. If the player carrying the object is tagged in the center area, the object is given to the other team. They go into a huddle and try to run the object across the field to score.

Crows and Cranes

Draw two goal lines about 50 feet apart and divide students into two groups (the Crows and the Cranes). The groups face each other with one foot on a line drawn halfway between the two goal lines. The leader calls out either "Crows" or "Cranes", using a "cr-r-r-r-r" sound at the start of either word to mask the result. If "Crows" is the call, the crows chase the cranes to their goal line. If "Cranes" is the call, then the reverse. Any student tagged goes to the other team. The team with the most players at the end of the game wins.

Whistle Mixer

Students are scattered throughout the area, walking in any direction they wish. Teacher blows a whistle a number of times with short, sharp blasts. Students form circles with the number of students in the circles equal to the number of whistle blasts. The goal is not to be left out or caught in a circle with the incorrect number of students. Students should be encouraged to move to the center of the area and raise their hands to facilitate finding others without a group. After the circles are formed, the teacher calls "Walk" and the game continues.

Limited Space (Indoor)

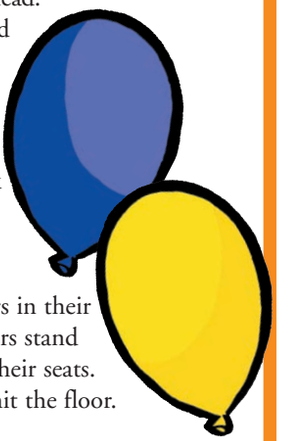
Hide the Coin

One child, the searcher, stands to the side with their eyes covered. One child is given the coin and hides it in their pocket. The searcher moves among the class, trying to locate the coin, as the students walk and run in place. They walk and run faster as the searcher nears the child with the coin. The searcher tries to identify the student with the coin based on the reactions of the class. New searchers are appointed after each bout.

Overhead Relay

Have the students line up in rows. Each row forms a team. The first person in each row has in front of his/her the object that is to be passed to the desk behind (e.g., an eraser, beanbag). At the signal to pass, this child claps his/her hands, picks up the object, and passes it overhead to the child behind. The next child places the object on his/her desk, claps his/her hands, and then passes the object overhead. When the last child in the row receives the object, he/she runs forward to the head of the row, using the aisle to the right. After he/she has passed by, each child, using the same aisle, moves back one seat. The child who has come to the front then sits down in the first seat, places the object on the desk, claps his/her hands, and passes the object overhead. This continues until the children are back in their original seats and the object is on the front desk. The first row finished wins.

Balloon Air Dribble Relay



Have students form groups of 4 to 6 players. Each group has a balloon at one end of the room. On signal, the player must walk to the end of the room and back while dribbling the balloon in the air. The next player in line starts as soon as the active player crosses the starting line. The first team to finish is declared the winner. An alternative way to play this relay is to keep youngsters in their desks. Each row of desks is a group. When it is their turn, players stand up and move completely around their row of desks and back to their seats. If desired, students can be penalized for allowing the balloon to hit the floor.

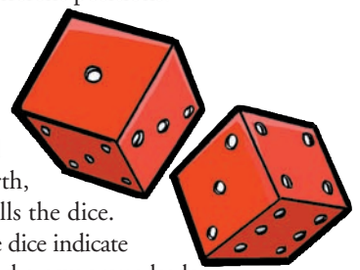
Pantomime

The teacher explains the definition of pantomiming with emphasis on silent gestures. The children are then directed to take a position next to their desk. A student is chosen to lead the class in the activity of pantomiming (e.g., pretend you are rowing a boat, pretend you are jumping rope, pretend you are sneaking, pretend you are climbing a ladder, pretend you are getting dressed, etc.) A variety of ideas may be used.

Limited Space (Indoor)

Down, Down, Down

Start with a soft ball (beach ball or nerf ball) and throw the ball continuously back and forth until somebody drops the ball. When someone drops the ball you say, "Down on one knee" and that person stays in that position. If the same person drops the ball again they "Drop to both knees", drop it again and they go "Down on one elbow", drop it again and they go "Down on both elbows", drop it again and they go "Down on your chin". Once down on their chin, if they drop the ball again they are out. They must stay in each position to catch and throw the ball. As different people drop the ball more players will be in the different positions.



Rolling Dice

Divide students into groups. Have each group select an activity from a variety of categories listed on the board (e.g., jog in place, twist back and forth, hop on one foot, etc.) A selected group leader rolls the dice. The entire class does the activity as many times as the dice indicate (e.g., hop on one foot, 8 times). The dice then go to the next group leader.

Eraser Race

Materials: At least two clean chalkboard erasers.

1. For the Eraser Race, players sit at their desks or on the floor. Select a volunteer to begin as Eraser Racer and hand him or her two erasers, one for his or her own head and one for another player.
2. Eraser Racer, with eraser on top, walks around and places the second eraser on someone's head. This player immediately becomes the Eraser Chaser and tries to tag Eraser Racer before he or she returns to the player's empty spot and sits down. Whoever "drops a top" must stop and put it back on.
3. If Eraser Racer gets tagged, the second player becomes the new Eraser Racer and the challenge continues.

Variations: To involve more players, select two or more Eraser Racers.

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Cooperative

Streets and Alleys

This game takes a large group of 24 players or so. The more the better!

1. Everyone, except for three players, lines up in several parallel rows with at least six players in each row. Players stand far enough apart so their fingers touch the fingers of the players on either side and players front and back. One of the three players is the Chaser, another is the Runner, and the third is the Caller. The Caller calls two commands, "Front!" and "Sideways!"
2. At the command "Front!" the players face the front with arms stretched out, touching hands and forming a series of aisles or "streets".
3. At the command "Sideways!" they pivot a quarter turn and all face sideways, touching hands with players who originally were in front and back. This makes new aisles or "alleys" as the Caller switches back and forth between "Front!" and "Sideways!" the aisles shift between streets and alleys.
4. Now the Runner and Chaser run up and down streets and alleys that are continually changing directions by the Caller's commands. Neither runner can cut through or under anyone's hands. It's quite a challenge.
5. When the Chaser finally tags the Runner, it's time to let three more players take a turn.

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Three Deep

Students are placed in partners and in a large circle facing inward and two deep (one partner looking at the back of the other partner's head). Two students are identified as a Chaser and Runner. The Chaser will try to catch the Runner who can be released from the chase by standing in front of a twosome. The person at the rear of the twosome is now being chased. If the Chaser tags the Runner, the roles are reversed. Also, if the teacher signals, the roles are reversed at any time. After students learn the concept of the game, more Chasers and Runners can be designated.

Double Bubble

Preparation: Clear a large space or play in a gym or outdoor area.

1. Have players pair as partners and decide on a way to move together, such as hopping on one foot, skipping, bumping hips, clapping hands and so forth.
2. Then, while teams of two are moving around performing various actions, call out "Double Bubble!" That means each pair joins with another pair and all four decide on a new way of moving together.
3. This pattern continues with groups getting progressively larger with each "Double Bubble" command. When the group's finally in one large circle, it's time to see if the whole group can move together as one. Then see what happens when you call out "Pop!"

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Cooperative

Circle Touch

One child plays against three others, who form a small circle with joined hands. The object of the game is for the lone child to touch a designated child (on the shoulders) in the circle with a yarnball. The other two children in the circle, by dodging and maneuvering, attempt to keep the tagger away from the third member of the circle. The circle players may maneuver and circle in any direction, but must not release hand grips. The tagger, in attempting to touch the protected circle player, must go around the outside of the circle. She is not permitted to go underneath or through the joined hands of the circle players.

Dragon's Tail

In groups of 8 – 10 students; form a dragon by holding on to the waist of the person in front of them. The last person carries a flag (the tail). The goal is for the head of the dragon to catch the tail. The tail then becomes the new head. This can also be played with two or more dragons trying to catch the tails of other dragons.

Flip the Beanbag

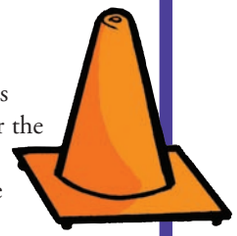
Divide the class in half and give one half a beanbag. Two or more players are chosen to be "it". If someone is tagged, they must sit and are eligible to tag active players who move close to them. Anyone holding a beanbag is immune from being tagged and beanbags can be tossed to other players to make them immune from tag. A player can only hold one beanbag at a time and cannot throw it to the same player twice in a row. The beanbag can only be held for 5 seconds. A variation is to reactivate frozen players by throwing them a beanbag.

Octopus

Octopus is a game that gets its name from the many hands joined together in the activity. Children stand shoulder to shoulder in a tight circle. Everyone thrusts their hands forward and reaches through the group of hands to grasp the hands across the circle. Players must make sure that they do not hold both hands of the same player. Players also may not hold the hand of an adjacent player. The object is to untangle the mess created by the joined hands (without letting go of their grip) by going under, over, or through fellow players.

Steal the Cone

Put students into groups of 7 – 10 and have them make a circle. A player is chosen to move to the center and guard a cone. The goal of the game is for the guard to tag all players without letting them steal the cone. When the guard tags players, they must sit down until the next game starts. The cone must be cleanly stolen; a knockdown or drop does not count.

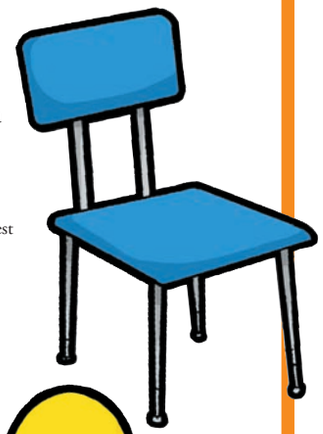


Limited Space (Indoor)

Ocean Waves

Materials and Preparation: One vacant chair plus one chair for each player. Arrange the chairs in a circle, close together.

1. Seat players in chairs in the circle, and designate someone to stand in the center as "it".
2. "It" directs them to "Move right!" or "Move left!" Depending on the command, everyone keeps shifting to the right or to the left to fill the vacant chair as it appears next to them. "Its" challenge is to sit in an empty seat; the players' challenge is to prevent this.
3. The location of the vacant seat is constantly changing, as players move in and out of seats. When "it" finally grabs a seat, the new "it" is the player who missed moving to the empty chair in time.



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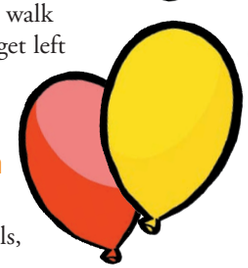
Around the Row – Chairs

Chairs are in row with an extra player per row. They walk around their row until "stop" is shouted. Try not to get left out.

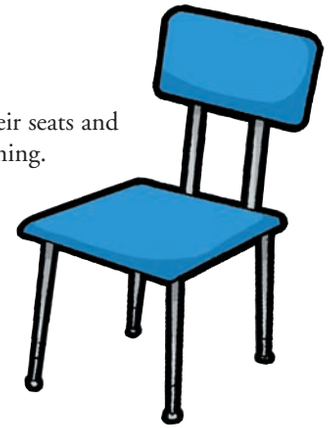


Balloon Football – Chairs & Beach Balls

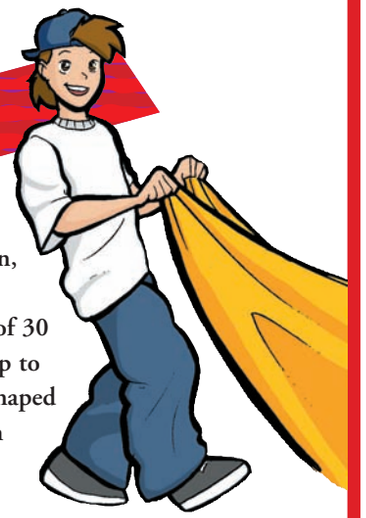
Two teams face each other in a line. Using beach balls, the children try and bat it over the other team.

Colors – Chairs & Colors

Call out colors. Class must get out of their seats and touch 5 objects of that color before returning.



Parachute



Parachute play can be enjoyed by children of all ages. Activities must be selected carefully for younger children, since some of the skills presented would be difficult for them. One parachute is generally sufficient for a class of 30 children. Each parachute has an opening(s) near the top to allow trapped air to escape and to keep the parachute shaped properly. Activities should be done vigorously and with enough repetitions to challenge the children. In addition to the activities presented, others can be adapted to parachute play.

Toe Toucher

Sit with feet extended under the parachute and hold the chute tight with a two-handed grip, drawing it up to the chin. Bend forward and touch the grip to the toes. Return parachute to stretched position.

Curl-Up

Extend the body under the parachute in curl-up position so that the chute comes up to the chin when held tight. Do Curl-Ups, returning each time to the stretched chute position.

Backward Pull

Face the parachute and pull back, away from its center. Pulls can be made from a sitting, kneeling or standing position.

Hip Walk and Scooter

Begin with the parachute tight. Move forward with the Scooter or Hip Walk. Move back to place with the same movement until the chute is tight again.

Elevator

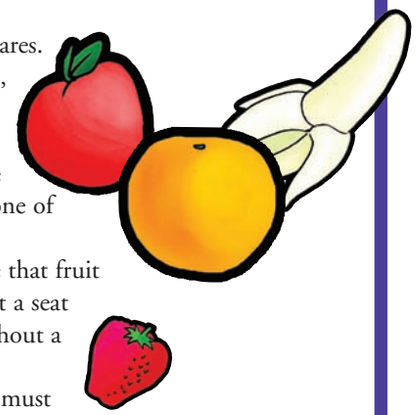
Begin with the chute tight and at ground level. On the ground "Elevator up," lift the chute overhead while keeping it stretched tight. On the command "Elevator down" lower the chute to starting position. Lowering and raising can be done quickly or in increments. Levels can also bring in body part identification, with children holding the chute even with their head, nose, chin, shoulders, chest, waist, thighs, knees, ankles and toes.

Isometrics

Hold the chute tight at shoulder level and try to stretch it for 10 seconds. Many other isometric exercises can be performed with the parachute to develop all body parts.

Cooperative

Fruit Salad



Have students form a circle of chairs or cardboard squares. The "it" stands in the middle of the circle. All players, including the "it" selects 1 of 4 fruits such as apple, orange, strawberry or banana. All players keep their fruit choice a secret and is the same fruit for the entire game. The "it" player tries to get a seat or square by one of two methods:

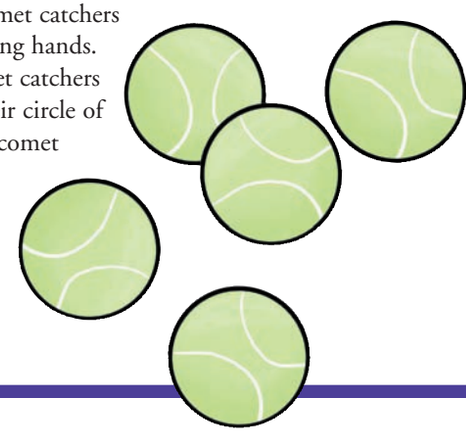
1. "It" calls a fruit, which signals everyone who chose that fruit to find another seat or square. "It" attempts to get a seat during the exchange and the player remaining without a seat or square is "it".
2. Or "it" calls "Fruit Salad" which means all players must find a new seat or square. "It" attempts to find a square or seat and the player remaining becomes "it".

Guidelines:

- Have players "shuffle" their feet when the exchange is going on.
- Players are not allowed to come back to the seat they just left, or to the one to the right or left of it (this is to encourage kids to be more active and move around the circle as much as possible).
- Have "it" choose a new "it" to take his/her place.

Catch the Comet

Divide the class into groups of 4 – 6 students. Each group assigns one person to be a comet thrower who goes to the opposite end of the area with 5 comets (tennis balls inside old socks). The comet thrower is blindfolded and throws the comet as high as possible into the field of play. The comet catchers are in the field of play in a circle holding hands. The object of the game is for the comet catchers to move so the comet lands within their circle of hands. They may yell or chant at the comet catcher to help direct the throw.



Cooperative

Cooperative games require more emphasis on students working together to reach common goals. They are easy to teach and make all students feel important. The following points should be incorporated when teaching cooperative games:

- Place emphasis on working together to reach a common goal.
- Do not criticize. No criticism of teammates is acceptable.
- Allow any solution to the desired outcome to be acceptable.
- Enrich the environment by creating roles for students within small groups (e.g.,Organizer, Praiser, Encourager, Reviewer and Modifier.)
- Focus on the process of participation, not the product.
- Place emphasis on group enjoyment rather than game outcomes.

Relay Games

Classes are divided into 4 teams. Each team member takes its turn in going from one side of a boundary to the other, and back, while performing the following tasks:

- Carrying a penny between their knees.
- Pushing an orange (or tennis ball) with their noses.
- Kicking a hacky sack from one side to the other.
- Jump roping from one side to the other.
- Create your own relay with other creative ideas. First team with all members finished is the winner.

Dizzy Izzy

Divide the class into 4 teams and have each team line up on one side of the field. A baseball bat will be lying on the ground 20 – 30 feet in front of each team. One at at time, team members run to the bat, put one end of the bat on the ground and their forehead on the other end. They spin around five times then run back to their team. This creates some funny moments as students dizzily try to make their way back to team members.

The Clock

Place cones or markers in a circle to represent Noon, 3, 6 and 9 o'clock. Students sit in a large circle outside the cones and join hands. Teacher says, "go". Group is to get up without breaking their grip and make one complete circle around to the place where they started, then switch and go back the other direction, returning to the place they started from and sit down. The goal is to see how quickly the group can complete the problem without breaking their grip. If the grip is broken, they must start over.

Parachute

Blooming Flower

Children make a dome and kneel with both knees on the edge of the chute. Youngsters hold hands around the chute and lean in and out to represent a blooming flower opening.

Dome Activities

To make a dome, children begin with the parachute on the floor, holding with two hands and kneeling on one knee. To trap air under the chute, children stand up quickly, thrusting their arms above the head and then returning to the standing position. Some or all of the children can change to the inside of the chute on the down movement. Domes can also be made while moving in a circle.

Students Under the Chute

Tasks for under the chute can be specified, such as turning a certain number of times with a jump rope, throwing and catching a beanbag or bouncing a ball a number of times. The needed objects should be under the chute before the dome is made.

Number Exchange

Children are numbered one to four. The teacher calls a number as the dome is made, and those with the number called must change position to be under the dome before the chute comes down. Locomotor movements can be varied.

Punching Bag

Children make a dome and stand on the edges. They then punch at the chute while slowly and gently walking the edges of the chute toward the center.

Lights Out

While making a dome, the children take two steps around the center and sit inside the chute. The chute can be held with the hands at the side or by sitting on it.

Mushroom Activities

To form a mushroom, students begin with the chute on the ground, kneeling on one knee and holding with two hands. They stand up quickly, thrusting the arms overhead. Keeping the arms overhead, each walks forward three or four steps toward the center. The arms are held overhead until the chute is deflated.

Parachute

Mushroom Release

All children release at the peak of inflation and either run out from under the chute or move to the center and sit down, with the chute ascending on the top of them.

Mushroom Run

Children make a mushroom. As they move into the center, they release hands and run once around the inside of the chute, counterclockwise, back to place.

Shaking the Rug and Making Waves

Shaking the Rug involves rapid movement of the parachute, either light or heavy. Making waves involves large movements to send billows of cloth up and down. Waves can be small, medium or high. Different types of waves can be made by having children alternate their up-and-down motions, or by having the class work in small groups around the chute. These small groups take turns showing what they can do. For a more demanding activity, children can perform locomotor movements while they shake the rug.

Chute Crawl

Half the class, either standing or kneeling, stretches the chute at waist level parallel to the ground. The remaining children crawl under the chute to the opposite side from their starting position.

Kite Run

The class holds the chute on one side with one hand. The leader points in the direction that they are to run while holding the chute aloft like a kite.

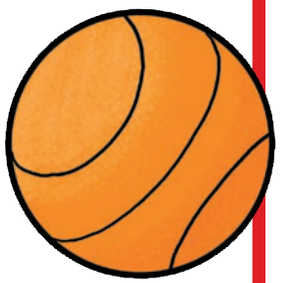
Running Number Game

The children around the chute count off by fours; then they run lightly, holding the chute in one hand. The teacher calls out one of the numbers. Children with that number immediately release their grip on the chute and run forward to the next place vacated. They must put on a burst of speed to move ahead.

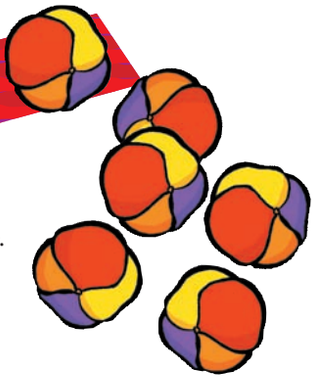
Parachute Activities Requiring Extra Equipment

Ball Circle

Place a basketball or a cageball on the raised chute. Make the ball roll around the chute in a large circle, controlling it by raising or lowering the chute. Try the same with two balls.
A beach ball is also excellent.



Parachute

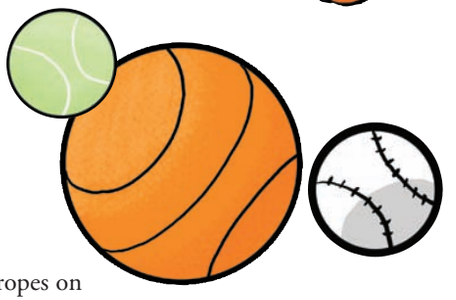


Popcorn

Place a number of beanbags (from six to ten) on the chute. Shake the chute to make them rise like popcorn.

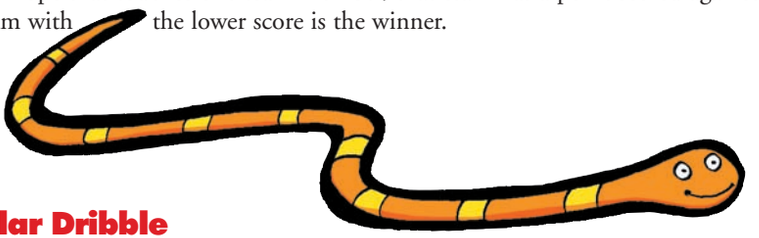
Team Ball

Divide the class in half, each team defending half of the chute. Using from two to six balls of any variety, try to bounce the balls off the opponents' side, scoring 1 point for each ball.



Poison Snake

Divide into teams. Place from 6 to 10 jump ropes on the chute. Shake the chute and try to make the ropes hit players on the other side. For each rope that touches one team member, that team has a point scored against it. The team with the lower score is the winner.



Circular Dribble

Each child has a ball suitable for dribbling. The object is to run in a circular fashion counterclockwise, holding onto the chute with the left hand and dribbling with the right hand, retaining control of the ball. As an equalizer for left-handers, try dribbling clockwise. The dribble should be started first, and then, on a signal, children start to run. A child who loses a ball must recover it and try to hook on at his or her original place.

Hole in One

Use four or more plastic whiffle balls the size of golf balls. The balls should be of two different colors. The class is divided into teams on opposite sides of the chute. The object is to shake the other team's balls into the hole in the center of the chute.