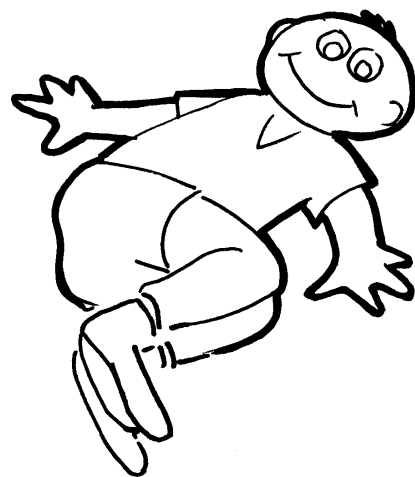




# Movement Games

- Warm-Up
- Strength Development
- Games



# DYNAMIC WARM UP

(Mobility activities for warm-up from the Saskatchewan Sport Medicine and Science Council)

The following are ideas for turning traditional dynamic exercises into FUN, CHILD-FRIENDLY activities. Many can be done in pairs to add a co-operative component.

**LET'S PRETEND** Pretend you are...; Show me how....; How would you...; Let me see you...; etc.

## STANDING

### Tick Tock

Legs wide and parallel  
1 arm out to each side rocking back and forth sideways.



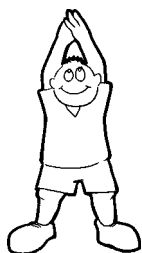
### Trees in the Wind

Legs wide and parallel – both arms to one side – twist to one side then the other.  
Adding a hurricane wind makes the trees twist and bend  
(left knee to ground as arms are twisted to right side – vice versa).



### Eggbeater

Join hands together then move them around in large circles – both directions.



### Going Swimming

Breaststroke - arms to side like wings – move arms to cross in middle then out like wings again.

Butterfly - circle both arms forward

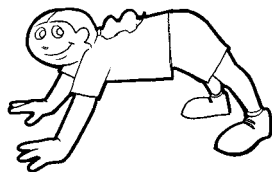
Backstroke - both arms backward

Sidestroke - 1 arm upward at same time as other arm moves downward



## Inchworm

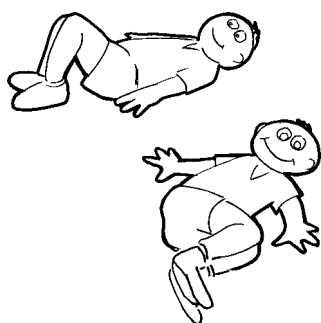
Walk fingers down legs, then on floor out in front, until in front support position (hands/feet on floor) then walk feet up to hands; continue walking hands out Feet up to hands.



## ON BACK

### Teeter Totter

Knees bent and together – feet on floor  
Keep knees together and touch them to one side then the other side.

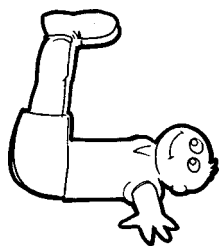


### Rocking Cradle

Same as above but with feet off the surface.

### Windshield Wipers

Legs straight in the air – move both across to one side then to other side.

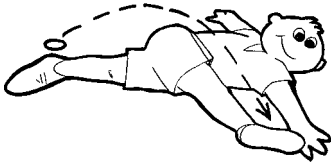


### Helicopter

Hands out to side – move right leg to right hand then across body to left hand.  
Same with left leg.



**Woodcutter**      Use legs to chop wood – right leg over to left hand – left leg over to right hand.

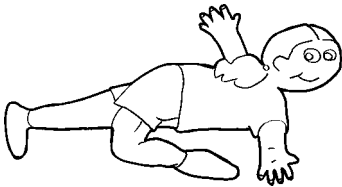


**Dead Ants Stretch**      Arms and legs in air, grab ankles and hold.

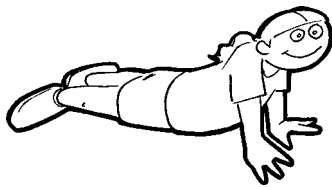


## ON STOMACH

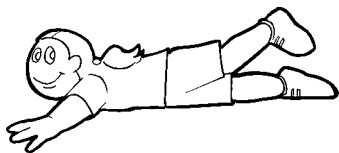
**Scorpion**      Bend right leg up across back to left hand, back down  
Then left leg up across back to right hand, down.



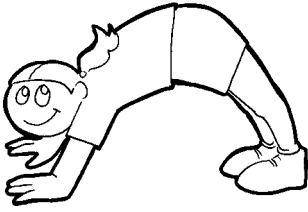
**Wiggle Worm**      Hands on floor under shoulders, push chest up slowly – back down.



**Flutter kicks**      Alternately raise and lower legs from floor.

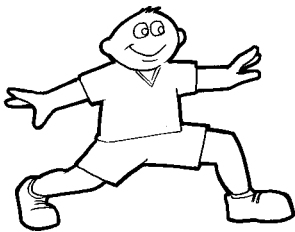


**Mad Cat Stretch** Hands and feet on floor, arch back high in the air.

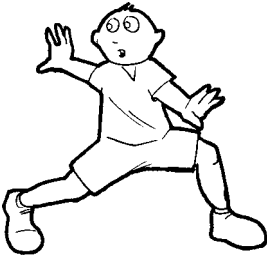


## MOVING FORWARD

**Giants** Large walking steps to lunge position on each step.



**Scared Giant** Large walking lunge step with a twist of arms and head to look behind on each step.

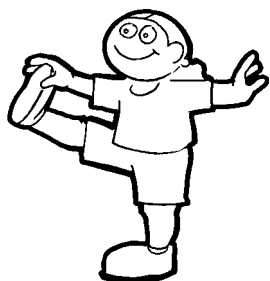


**Reverse Giant** Backward walking lunges – add body twist to check behind.



### **Tin Soldiers**

On each step kick opposite leg straight out to hand at approximately chest height.



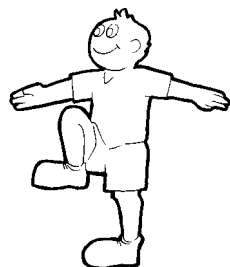
### **Penguins**

Legs straight, up on toes with each step (heel/toe)  
Body sways side to side on each heel/toe step.



### **Marching Soldiers**

Split arm swings – bringing legs up high to chest on each step.



### **Chicken Walk**

Squat position, arms between legs and around outside to grasp ankles.  
Strut like a chicken.



### **Picking Apples**

Stand tall and reach high into the tree to pick an apple  
Move forward and all around alternating right hand, left hand, both hands.



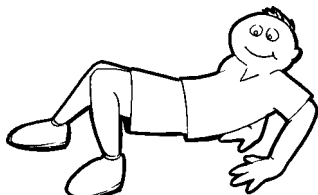
# STRENGTH DEVELOPMENT

Following are ideas for turning strength development exercises into FUN, CHILD-FRIENDLY activities.

## **Crab Walk**

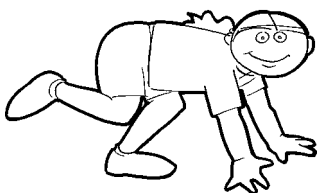
From sitting position, take weight on hands and feet and move forward, backward, sideways.

Greet another crab by touching each other with bottom of 1 foot.



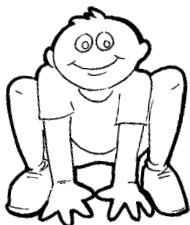
## **Lame Dog Walk**

Walk on hands and 1 foot (1 sore foot is held in the air).



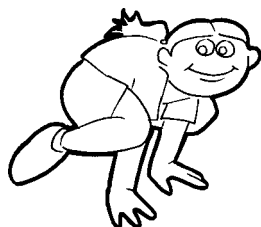
## **Frog Jump**

Squat – knees apart, hands between knees jump forward to squat.



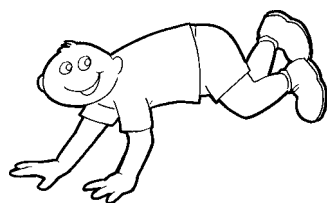
## **Frog Balance**

Arms and hands between knees, lift lower body



## **Monkeys**

Run on hands while springing from feet.



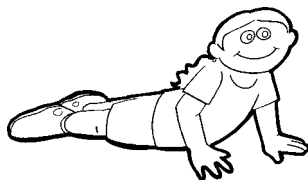
**Bears**

All fours, with right hand and right foot moving forward at the same time.



**Seals**

On stomach, walking on hands while dragging body behind or raise chest and clap hands 2 or 3 times



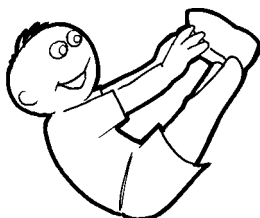
**Scissors**

Sitting in pike position – use legs in scissor action - apart - together.



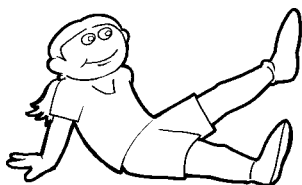
**Jack-knife**

Lying on back (knife open) – move arms and legs up to touch each other (knife closed)  
V-sit.



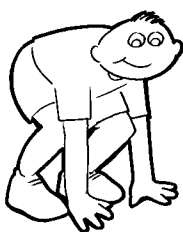
**Foot Artist**

Sitting on floor with hands behind, draw pictures in the air with 1 foot at a time.



**Stuck Like Glue**

Glue feet to the floor and walk hands in a circle on the floor around feet.





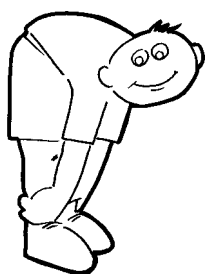
**Rooster Scramble**

In standing position, bend leg and grab ankle behind with opposite hand  
Bounce around like pesky roosters.



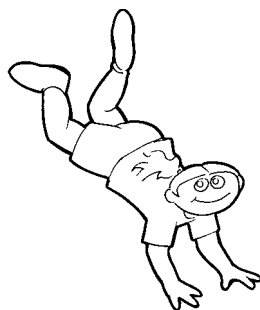
**Camel Walk**

Keeping legs almost straight, bend over and hold front of ankles  
Walk forward.



**Bucking Bronco**

Hands on floor, kick feet high in the air.



**Skiers**

In downhill ski position – jump back and forth over lines.



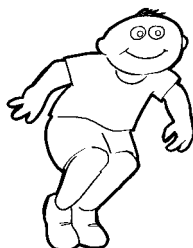
**Corkscrew**

Arms across chest – cross feet. Try to sit and stand without unfolding arms and legs.



**Kangaroos**

Jump forward – taking off and landing with 2 feet

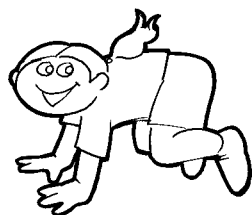


**Building Bridges**

Hands and feet, stomach facing down – bridges up, bridges down, wide/narrow.

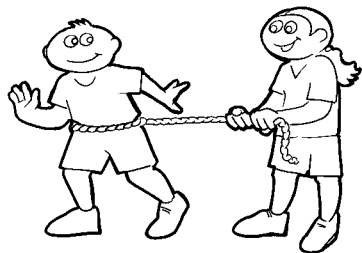
**Cats**

Squat with hands on floor – spring forward to hands bring feet up together.



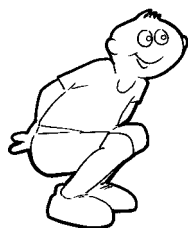
**Work Horse**

1 partner has a rope around waist as other holds onto end providing slight resistance.

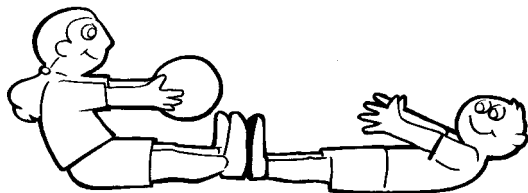


**Duck Walk**

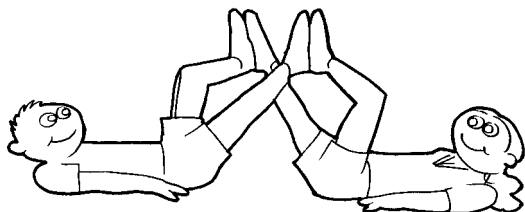
Low squat position, hands behind back – waddle forward keeping butt almost to ground.



**Tandem Sit-Ups** Start in back position – pass a ball to a partner while sitting up.

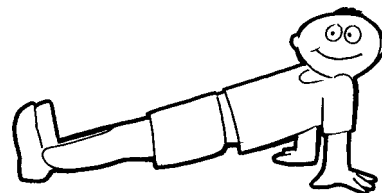
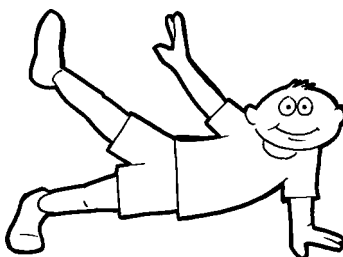
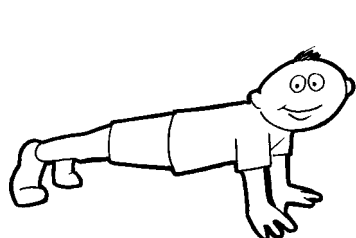


**Tandem Cycling** Lie on back and connect soles of feet with partner, close enough to do tandem cycling action.



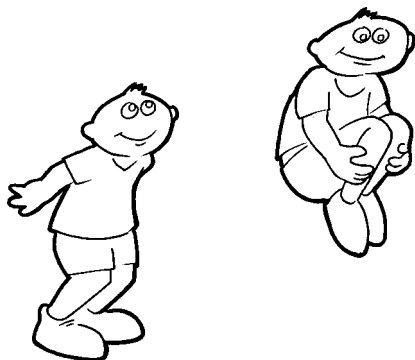
**Churn** Start in front support – keep body straight and tight throughout.

- Rotate to side; transfer weight onto 1 hand and 1 foot.
- Rotate to rear support position.
- Continue side rotation to finish in front support once again.



**Leaping Lizard** Leap (take off 1 foot, land on the other).

**Tuck Jump** Start standing, swing arms back, jump in air, at top of jump bring knees to chest.



## WALK THROUGH THE JUNGLE

## B

**Equipment:** Gym equipment, if available, or else activities done solely with children's imagination.

**Skills:**

Locomotion Skills:	Crawling, jumping, hopping, running, shuffling, rolling
Movement Skills:	Space awareness, statics, effort awareness
Cognitive Skills:	Problem solving, imagination, creativity
Social:	Listening, co-operation

**Organization:** Children participate as individuals or in pairs.  
Variety of equipment (if available) used to set up a "jungle".

**Activity:** Tell the children, "today we are going for a walk through the jungle. We have to be ready for anything."  
The adult leader talks the children through the activities appealing to their imagination and presenting them with situations a solution. Activities are limited only by the imagination of the instructor and the children. Examples:

- How can we help each other jump over the brook? Could be a variety of widths.
- Path is blocked – too high to get over – find a way to get past? Crawl under.
- Can you find a way to get down a very steep hill without falling? Roll.
- Tip toe through some shallow water.
- Shuffle between 2 trees that are close together (side-step then feet together).
- Show me ways to get us over this big log. Jump, climb over.
- How will we get away from the bear?
- Hurt our foot, now what are we going to do? Hop on 1 foot.
- Find a way to get across the river? Perhaps balance on a log across.
- Pretend we are monkeys (run on hands, while springing on feet).
- Pretend we are frogs jumping from lily pad to lily pad (from squat knees apart-hands between knees) jump forward to squat.



## HUMAN OBSTACLE COURSE

**Equipment:** None

**B, N, R**

**Skills:** Locomotion: Crawling, running, jumping, hopping, rolling  
 Movement: Space awareness, body awareness, balance, support  
 Cognitive: Problem solving  
 Social: Co-operation, listening, interaction, inclusiveness, responsibility

**Organization:** Children organized in groups of 4 or 5

**Activity:** 2 or more children from each group use their own ideas to make obstacles, using their joined bodies. Might be 2 pairs of feet for others to crawl under; hands joined for others to step over.  
 Remaining children, in pairs, holding hands or as individuals, negotiate the obstacle course.

**Teaching cues:** Show me a way to use your elbows (knees, feet, hands) to make an obstacle.  
 How would you make your obstacle higher (lower, narrower, wider; more curvy)?  
 What might be another way to get by the obstacle (jump, hop, crawl, climb)?

## MOVING TOGETHER

**Equipment:** None

**B, N, R**

**Skills:** Locomotion: Jumping, hopping, skipping, rolling  
 Movement: Body awareness, space awareness, statics, rotations  
 Cognitive: Problem solving, creativity  
 Social: Co-operation, interaction, listening

**Organization:** Groups of 3.

**Activity:** Children grouped in threes move through the play space as directed by instructor.  
 Instructor will provide challenges:  
 Show how you can move with only 3 feet touching the ground and hands on ankles.  
 How would your group move with 5 body parts on the ground?  
 Find a way to move with some body parts at low level and some at medium level.  
 What ways can you move with all of our sides connected to each other?  
 Now try moving with 1 person at low level and two at high level.  
 Show me how each of you can make a round/low shape.  
 Each person in your group show a different way of making noise without using feet or mouth.  
 See if you can move with all backs touching.  
 Make believe your group is a spider and use your bodies to look like one.



## CROSS THE POND

**Equipment:** None

**B, N**

**Skills:** Locomotion: Running, skipping, shuffling, galloping  
 Movement: Space awareness, effort awareness  
 Cognitive: Problem solving  
 Social: Co-operation, respect for others, interaction, respect for rules, listening

**Organization:** Children participate as individuals.

**Activity:** Children run around the outside of a large circle.  
 On command of “cross the pond”, they run through the centre of the circle without bumping, and then continue running around the circle.

**Variation:** Move using different locomotion. Example: gallop around circle – skip across.  
 Move in pairs or threes, change direction, move backwards, sideways.  
 Decrease size of circle.

**Teaching Cues:** Respect other’s space by not bumping.

## SHADOWS

**Equipment:** None

**B, N, R**

**Sunny day necessary**

**Skills:** Locomotion: Running, leaping, jumping  
 Movement: Evading, space awareness  
 Social: Co-operation, discipline, respect, accept rules, interaction

**Organization:** 2 children designated as chasers others are standing within 20 feet.

**Activity:** On “go” children scatter, while chasers try to step or leap on their shadows.  
 Count how many shadows are stepped on.  
 Change chasers often.



## ALPHAGETTI

Equipment: None

B, N

**Skills:** Movement: Body awareness, statics (balance, flexibility)  
 Cognitive: Creativity  
 Social: Co-operation, interaction, listening, respect

**Organization:** Children are grouped in pairs with each pair in their own space.

**Activity:** Instructor informs children they are to make the letters of the alphabet either using their 2 bodies or they can make 2 of the letters using their bodies separately. Children make the letters of the alphabet with their bodies and the instructor calls out the letters. "Show me how you can use your 2 bodies to make an A. Can you each make a C with your body?" Etc.

## RACE CARS

Equipment: Markers

B

**Skills:** Locomotion: Running  
 Movement: Space awareness, effort awareness  
 Cognitive: Imagination  
 Social: Respect for others, co-operation, discipline listening

**Organization:** Children randomly spaced; markers placed randomly in play space.

**Activity:** Children are told they are cars and asked to "start their engines". Drive your cars around without bumping into another car – if you can, you will be given your "driver's license". Instructor can suggest various movements if children are only going forward at one speed. Cars can:

- Be driven backwards
- Go faster downhill
- Go slower uphill
- Come to stop signs
- Go over bumpy roads
- Make wide turns
- Make short turns
- Zig zag to avoid other cars
- Back into garages
- Slow down for yellow lights

**Teaching Cues:** Cars need a lot of space to move so make sure you stay away from other cars. Defensive drivers watch other cars carefully in case they do something unexpected. Driver's license can be taken away for poor driving causing accidents.



## BUNNIES AND BULLFROGS

**Equipment:** Markers

**B, N, R**

**Skills:** Locomotion: Running, jumping  
 Movement: Effort awareness, reaction  
 Social: Listening, discipline

**Organization:** Players pair off and make circles 10-15 metres in diameter – 5-8 pairs per circle.  
 Each player in the pair is a “bunny” or a “bullfrog”

**Activity:** Instructor calls out either “bunny” or “bullfrog”  
 When “bunny” is called, all the “bunnies” run around the entire circle trying to make it back home before the other bunnies reach their home.  
 Same for when Bullfrog is called.

**Variation:** Change method of locomotion – jumping like bunnies or hopping like frogs (make circle smaller for these), carioka step, shuffle step, etc.

## 3 RING CIRCUS

**Equipment:** Target; balls, masking tape, markers

**B, N**

**Skills:** Locomotion: Running, skipping, jumping, hopping  
 Movement: Balance, flexibility; landings, rotations  
 Manipulative: Throwing accuracy  
 Social: Co-operation, interaction, support, listening

**Organization:** Set up 3 activity stations  
 1. “Tightrope walker”- narrow lines on floor or ground  
 2. “Clowns” – clown face target or other type of target to throw at  
 3. Trampoline artist  
 Divide participants into 3 groups

**Activity:** Children are given 1-2 minutes at each station to perform circus acts.  
*Tightrope Walker* – walk, skip, run, hop, tip toes (forward, backward, sideways).  
*Clowns* – throw beanbags or balls at target, clown face from behind a line.  
*Trampoline artist* – pretend to be on a trampoline – split jump, scissor jump, tuck jump, star jump, hop, jump/turn, roll, land on hands





## A VISIT TO THE ZOO

**Equipment:** None

**B, N**

**Skills:** Locomotion: Running, jumping, hopping, crawling,  
 Movement: Balance, body awareness, space awareness, effort awareness, springs, landings  
 Cognitive: Imagination, creativity  
 Social: Discipline, listening, independence

**Organization:** Own personal space

**Activity:** Explain we are taking a visit to the zoo and as you say the names of the animals we are seeing, the children pretend they are the animals and show how they move.

Suggested animals:

- Kangaroo     Jumping on 2 feet
- Crocodile    Crawl with right arm and left leg moving at same time
- Gorilla       Walk on all fours, hands turned inward
- Crab          Hands and feet, truck facing upward
- Bear          All fours, with right hand and right foot moving forward at same time
- Frog          Springing forward from squat (knees apart, hands between knees)
- Monkey       Run on hands while springing from feet – baby monkeys (low),  
adult monkeys (high), excited monkeys (spinning)
- Zebras        Galloping like horses – fast/slow
- Snakes        Slithering along on stomach
- Worms        All fours with straight arms and legs – walk feet up between hands,  
then walk hands forward – repeat several times
- Fox           Running on all fours – “lame” fox (1 leg tucked up behind)
- Donkey        Hands on floor kicking legs in the air
- Lizard        Leaping (take off and land on opposite foot)
- Hippo         With a full stomach

## TAKE IT BACK

**Equipment:** 20-25 balls or other small objects, 4 markers

**B, N, R**

**Skills:** Locomotion: Running  
 Movement: Ability, space awareness, effort awareness  
 Social: Co-operation, support, discipline

**Organization:** Divide group into 4 teams – 1 team at each of the 4 markers, which are placed in diamond or square formation, 30-50 feet apart  
 Objects are placed in the centre of the diamond.

**Activity:** On “go” 1 player from each team runs out and picks up an object and returns.  
 After tagging the returning player’s hand, the next player leaves.  
 Play continues until all objects are gone.  
 The team with the most objects wins the game.



## DUMPING GROUND

**Equipment:** at least 1 small object for each player, markers

**B, N, R**

**Skills:** Locomotion: Running  
 Movement: Agility, effort awareness  
 Cognitive: Decision making  
 Social: Co-operation, interaction, accept rules, teamwork

**Organization:** Put markers in diamond or square formation, 30 - 5- feet apart  
 Place objects at each of the markers – equal to number of children in group  
 Divide group into 4 teams  
 Set a time limit for game, 2–3 minutes probably

**Activity:** On “go” each player runs with an object and puts it in another team’s corner. They can also pick up an object, while there and put it in another team’s corner.  
 Objective is to have the least number of balls in your corner when time is up.  
 Players can remove objects from their corner and place them in another corner.  
 ONLY ONE OBJECT AT A TIME CAN BE MOVED.

## RACE THE BALL

**Equipment:** 1 ball for every 2 participants

**B, N, R**

**Skills:** Locomotion: Running  
 Movement: Reaction  
 Social: Interaction, respect rules, support

**Organization:** Partners stand side-by-side at start line. 1 partner has a ball.  
 Ensure enough space between pairs for safety.

**Activity:** 1 partner rolls the ball to the end line while the other races it. Change roles.

**Variation:** For younger groups the adult leader may have to be the one rolling it, while all children race it to the end line.



## RED LIGHT – GREEN LIGHT

**Equipment:** None

**B, N, R**

**Skills:** Locomotion: Running, skipping, galloping  
 Movement: Stop/start quickness  
 Social: Interaction, respect for rules, listening

**Organization:** Groups of 6-10  
 One “traffic light” for each group stands 10-15 metres in front of others.

**Activity:** When “traffic light” calls out “green light” the others run toward the leader. The “traffic light” can call out green light as often as they want. As long as green light is being called the runners move forward.  
 On “red light” they stop as quickly as possible.  
 Last person to stop moving takes 2 giant steps backward.  
 First person to reach the traffic light becomes the new traffic light.

**Variation:** Vary the method of locomotion to hopping or jumping instead of running.

## BEHIND ENEMY LINES

**Equipment:** Numerous small objects

**N, R**

**Skills:** Locomotion: Running  
 Movement: Agility  
 Social: Discipline, emotional control, teamwork

**Organization:** Mark out 2 lines 50-60 feet apart  
 Divide group into 2 teams, with each team starting behind one line  
 Objects are placed randomly in centre area  
 Establish a time limit, probably 2-3 minutes.

**Activity:** On “go” the objective is to place as many objects as possible over the OTHER TEAM’S line.  
 Only one object at a time can be taken.  
 Objects must be placed, not thrown, across the line.  
 If all objects are gone from the centre they may be taken from own end and placed in opponent’s end.  
 When time is up, the team with the LEAST number of objects in their end wins.



**REPLAY****Equipment:** None**B**

**Skills:** Locomotion: Variety  
 Movement: Body awareness, space awareness, effort awareness, landings, springs, statics  
 Cognitive: Creativity, imagination, categorizing  
 Social: Co-operation, listening, independence, discipline

**Organization:** Children scatter to personal space.

**Activity:** Tell children to think of their favourite sport on television or favourite sport character. Ask them to perform (without equipment) their character's favourite action. Pretend to push button to **replay** it on "fast forward", "slow motion", "backwards".

**Variation:** Partners are asked to perform activity of the other person like a "sport replay on TV". Perform a team sport action. Perform an individual sport action.

**DEFEND****Equipment:** Many small objects**N, R**

**Skills:** Locomotion: Running  
 Movement: Agility, evading  
 Social: Teamwork, accept rules, interaction

**Organization:** Mark out boundaries, a "safe" at both ends of the playing area and an area to be defended in between them.  
 Place objects in area to be defended.  
 Select 3-4 players to be defenders.  
 Remaining players are scattered in the play area.

**Activity:** Players defend the wall by trying to keep the others from grabbing an object and getting it back to a "safe" area without being tagged.  
 If caught, they become a defender.  
 Game ends when all objects are in safe area OR all players are caught.



## BEEP BEEP THE ROADRUNNER

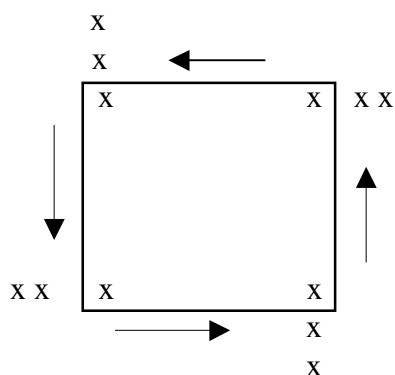
**Equipment:** 4 carpet squares for every 12 players

**B, N, R**

**Skills:** Locomotion: Running  
 Movement: Effort awareness  
 Social: Support, accept rules, discipline

**Organization:** Put down carpet squares in square or diamond formation with teams of 3 lined up at each carpet square.

One player starts in front of carpet base and the others stand behind.



**Activity:** On “go” the first player in each group runs around, touching all the bases on the inside corner and returns to teammates. Next player runs.  
 Set a time limit. Team with most bases touched gets the BEEP BEEP award.

**Teaching Cues:** **Kill the mosquito** – touch inside corner of base when rounding

**Variation:** Vary the locomotion skills.



## TRAINS AND PLANES

**Equipment:** None

**B, N**

**Skills:**

- Locomotion: Running, jumping, hopping
- Movement: Space awareness, body awareness, effort awareness, rotations
- Cognitive: Imagination, creativity
- Social: Co-operation, interaction, teamwork

**Organization:** Half of participants grouped in fours and half participate as individuals.  
Groups are trains (hold waist of person in front with left hand and right elbow with right hand)  
Individuals are planes.

**Activity:** On signal “all aboard” trains and planes start moving around play area.  
Encourage sound effects.

Challenge trains to:

- Move right arms together in circular motion like a piston
- Lean into a turn – both directions
- Chug up a hill – hop
- Speed up going downhill
- Go in reverse
- Duck down to go through a tunnel
- Join up with another train

Challenge Planes to:

- Fly fast and slow
- Land smoothly
- Dip wings and turn shoulder when turning – both directions
- Make rotations

After a couple minutes exchange trains and planes.



## IMAGINE THIS...

<b>Equipment:</b> None
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<b>B, N</b>
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**Skills:**

Locomotion:	Running, jumping, hopping, skipping
Movement:	Body awareness, balance, effort awareness, flexibility, springs, landings, rotations
Cognitive:	Imagination, creativity, problem solving
Social:	Listening, co-operation, independence

**Organization:** Children in own personal space

**Activity:** Choose similes for children to act that would be in the range of their experiences. Try not to demonstrate unless there are no responses from the children. Pretend you are...; Show me how...; How would you...; Let me see you... etc.

- Are a tightrope walker
- Skip like a giant with big boots
- Pop like a bursting bubble
- Skip like a light fairy
- Pounce like a cat catching a bird
- Float like a balloon – POP!
- Wiggle like a worm on the ground
- Fly like Superman
- Move your legs like a pair of scissors
- Shake like a just washed puppy
- Hop like a hammer just dropped on toe
- Melt like an ice cube in the sun
- Jump like cheerleaders
- Walking on a railway track
- Make a bridge with 2 hands/2 feet on floor
- Make a bridge with 2 hands/1 foot on floor
- Make the bridge high/low/narrow/wide
- Make a bridge with 1 hand/2 feet on floor
- Kick like a wild pony
- A figure skater gliding on 1 foot
- Fall while skating
- Tackled from behind in football



**PACK RAT**

<b>Equipment:</b> 8 beanbags (or other small objects) for every 8-10
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<b>B, N, R</b>
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- Skills:** Locomotion: Running, skipping, hopping, shuffle  
 Movement: Effort awareness, agility  
 Manipulative: Dribbling (if soccer or basketball skills are incorporated as well as running)  
 Social: Positive attitude, co-operation, support
- Organization:** Groups of 4 or 5  
 2 teams 10-15 metres apart stand behind home base line.  
 Each team has 4 beanbags (or other small objects) in a marked circle behind their line.
- Activity:** On “go” the first in each line runs to opposition circle, picks up beanbag, and returns it to own team and places it inside the circle.  
 When the beanbag hits the surface, the second player does the same.  
 The objective is to get 6 beanbags into own circle.  
 Game ends when 6 beanbags are in own circle.
- Variation:** Vary the method of locomotion.  
 Use soccer or kick balls and dribble the balls back to own line.  
 Use volley or racket striking skills to get balls back to own line.





## KEEP YOUR CLOSET CLEAN

**Equipment:** Numerous small objects

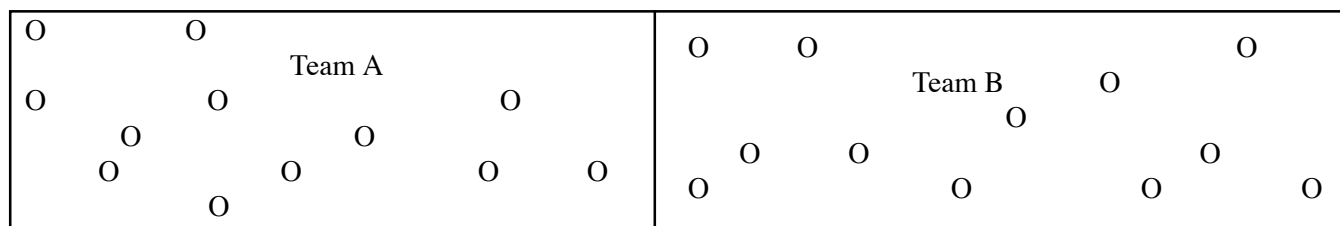
**B, N, R**

**Skills:**

- Movement: Agility, reaction
- Manipulative: Throwing, catching, kicking
- Cognitive: Decision making, analyzing
- Social: Interaction, responsibility, support, co-operation

**Organization:** 2 teams on either side of centre line. Each team's area is their "closet".  
Equal number of small objects (bean bags, balls) scattered about each team's area.

O - object



**Activity:** On "keep your closet clean" players gather and throw – one at a time – the objects into the opposition team's closet.  
At end of time limit – 45-90 seconds, count the number of objects in each closet – fewest number of objects wins.  
**BE CAREFUL NOT TO HIT TEAMMATE!**

**Variation:** Use kick balls and kick or hit with hand to get them out of closet.  
Vary method of locomotion – duck walk, dog walk, camel walk, frog jumps, rooster hop, etc.



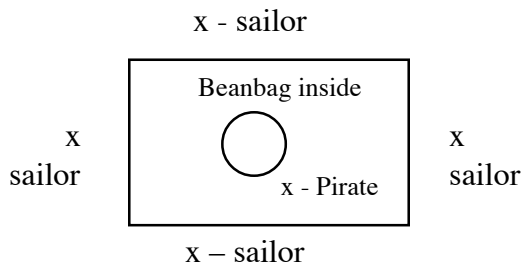
## TREASURE CHEST

**Equipment:** beanbags, markers

**N, R**

**Skills:** Locomotion: Running  
 Movement: Dodging, space awareness, effort awareness, agility  
 Social: Co-operation, support

**Organization:** Groups of 5 (1 pirate – 4 sailors)  
 Mark a square play area for each group with a small circle in the middle and a beanbag inside.



**Activity:** Sailors try to steal the “treasure” (beanbag) from circle and return outside the boundaries without being tagged by the pirate.  
 Pirate protects the treasure but cannot go in the circle with it.  
 Establish time line (1-2 minutes) to see how many times sailors can steal the treasure.

**Teaching Cues:** Sailors work together and make a plan to steal the treasure.



## RABBIT IN THE HOLE

**Equipment:** Carpet squares or other similar sized markers, noise maker

**B, N, R**

**Skills:**

- Locomotion: Running, skipping, galloping
- Movement: Body awareness, space awareness, agility
- Cognitive: Problem solving
- Social: Co-operation, inclusiveness, support, sharing

**Organization:** Place a carpet square around play area or draw circles in the dirt. Start with 2-3 less than the number of children participating.  
Prepare the noisemaker – stick on garbage can lid or cassette player or drum or kazoo.  
Tell children they are “rabbits” and the carpet squares are safe “rabbit holes”.

**Activity:** When noise begins, children run around play area avoiding the carpet bases.  
When noise stops they get into the “rabbit holes” as quickly as possible.  
Remove 1 carpet base each time the noise stops until all the “rabbits” have to squeeze into 1 “rabbit hole”. By the end they may only be able to get 1 toe in the hole.  
If they have trouble saving all the rabbits ask them for possible solutions.

**NOTE:** If providing a noisemaker is a problem, just call out “fox is here” to send rabbits to their holes.  
**For safety use a slower method of locomotion when number of squares gets low.**

**Variation:** Vary the method of locomotion – skip, rabbit hops, gallop, frog jumps, etc.

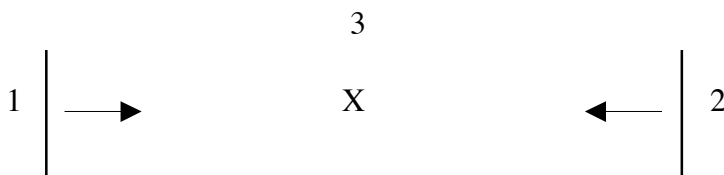


**SNATCH IT****Equipment:** 1 object for every 2 participants**B, N, R**

**Skills:**

Movement:	Faking, agility, reaction
Cognitive:	Decision making
Social:	Discipline, respect for opponent

**Organization:** Groups of 3  
 2 players positioned, behind a line, opposite of each other; each 6-10 feet from an object (X) in the centre. The third player is off to the side, out of the way.



**Activity:** When the third child calls “snatch” the other 2 run out to try to grab the object and get to their own line before being tagged by the other.

**Variation:** Start within a few steps of the bottle to minimize running speed being a factor.  
 Use instructor to call “snatch” only using a child if there is an odd number of participants.



# DOMINATOR

**Equipment:** None

**N, R**

**Skills:** Movement: Balance, Strength Development

**Organization:** Partners scattered in free space. Change partners often.

**Activity:** Following are a variety of activities to develop strength and balance. Each partner tries to be the “dominator” over the other.

1. Partners place their right feet against each other, with other foot spread for balance. Clasp right hands. The objective is to pull or push the other person so they are forced to move 1 of their feet to maintain balance. Switch to left feet and hands. A variation would be to allow the movement of the back leg – but not braced leg.
2. Partners sit back-to-back with hands on their own knees. They push against each other’s backs trying to push their partner outside of a marked area.
3. Partners stand back-to-back, each bends forward, reaches between their own legs to grasp their partner’s hand. Each then attempts to pull their partner to a pre-determined place on the floor.
4. Partners try to push or pull each other outside of a designated play area.
5. Partners face each other and place hands against each (as if to play patty cake). They then try to push each other in an attempt to make their partners move 1 or more feet.
6. Partners hold own ankles with hands, then try to bump each other out of the designated area with their bottoms. Domination occurs when one lets go of ankles, falls to the ground, or steps out.



## FAVOURITE NUMBER

<b>Equipment:</b> None
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<b>B, N</b>
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**Skills:** Locomotion: Running, skipping, hopping, galloping, hopping  
Movement: Body awareness, space awareness, effort awareness  
Cognitive: Problem solving, creativity

**Organization:** Children find personal space large enough to create the movements necessary without infringing on another child's territory.

**Activity:** Children pick their favourite number then create that number in a large movement pattern on the floor or ground.  
They can gradually increase the speed at which they move through the pattern. This will provide opportunities to stop, start, change directions.  
Children should be challenged to use a variety of locomotion skills in the pattern – including backwards and sideways.

