

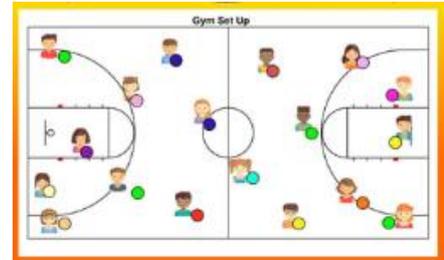
Fundamental Movement 2019 Games Resource

Name of the game: Pizza Delivery Tag

Equipment: 1 Frisbee per students

Set Up:

Designate a clear playing area using cones or sidewalk chalk to mark clear boundaries. Designate a hospital outside the play area using visible boundaries.



Game Play:

When the music starts, students travel around the space with their Frisbee upside down in an open hand (like a server at a restaurant). They attempt to make other players drop their Frisbee/pizza, while keeping their own Frisbee/pizza from falling to the ground. If a player has their Frisbee/pizza knocked out of their hand or they drop it as a result of a fast-evasive maneuver, they must perform a quick fitness activity in order to return to the game.

Name of the game: Plank Tag

Equipment: 4 hula-hoops, 4 foam half pool noodles (or something for the taggers to be identified)

Set-up:

Choose 4 students to be taggers. They start the game with half a pool noodle. These players are "IT." Choose 4 students to start with a hula hoop. These players are the "rescuers". Everyone without equipment will be chased.

Game Play:

The players holding tagging noodles must chase players without a hoop. If a player gets tagged, they must go down into a "plank or pushup" position and hold it until they are rescued. The rescuers (players with hoops) must find a player in the plank position and hold the hoop out in front of their head. The tagged player will lift each hand over the hoop and the rescuer will pass the hoop along their body until it gets to the tagged player's feet. They then lift their feet through the hoop and can now re-enter the game. Taggers cannot tag a rescuer.

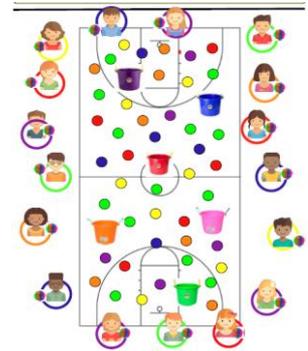


Name of the Game: Make it Take it

Equipment: All the spots you have, 6 large containers of some type, 1 hula hoop per 3-4 student, 1 small ball/beanbag per student, cones to mark the playing area.

Set-Up:

Scatter all the spots/dots you have around the inside of the playing area. Spread out all the containers inside the playing area too. Students in groups of 3-4 get a hoop and ball or beanbag and place the hoop on the floor around the outside of the playing area.



Game Play:

On the signal, 1st students in their group take their ball/beanbag, run inside the playing area and stand on a spot. They then toss their ball/beanbag from a spot toward one of the containers. If they make it, they pick up the spot, go retrieve their ball/beanbag and take the spot back to their hoop and place it in the hoop. If they miss their shot from a spot, they leave the spot there, go pick up their ball/beanbag and give the bean bag to the next person in their team to have a go. Play continues until all the spots are gone.

I will typically play two rounds of this activity. The first round I call the “record setting” round. The second round is the “record breaking” round. After the first round, students count all the spots in their hoop. This is the number they try to beat in the second round. This way, students compete against themselves to win instead of competing against other students.

Video Explanation: <https://youtu.be/MIpFmiwpmP4>

Name of the Game: Drop the Cookie

Equipment: Disc cones

Set up:

Remind players what a safe tag looks like (soft like a butterfly on the arms, shoulders and back) and tell them what the boundaries are.

Game play:

Hand out cones to about one-third of the group.

The players who do not have cones chase those who do. When they tag them, they yell “Drop the cookie!”

The player who is tagged must drop it and run away (becoming a tagger).

The tagger picks up the cone and then is chased by the other players.

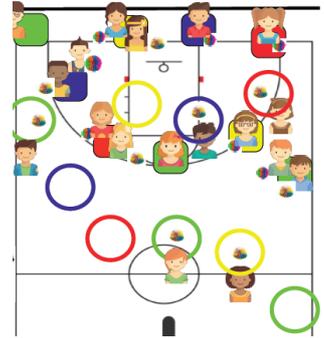
Alternating movement, such as hopping, walking or playing on knees.

Name of the game: Move the Mat

Equipment: 1 small ball per student, 1 hula hoop per 2 students, 1 foam mat/spot per 2 students

Set-Up:

Students find a partner. Each set of partners gets 2 balls, 1 hoop, and 1 mat/poly spot. Players start at the baseline on one end of the gym.



Game Play:

On your signal, students decide how far they want to place their hula-hoop (target) away from their mat/spot. Both students toss their ball at the hoop. If they both make it into the hoop, they get to pick up their mat/spot and move it to where the hoop was on the floor. If a student misses, they must retrieve their ball and try again. Only after both partners make their ball can they move their mat/spot. Once a group reaches the other end of the playing area, they then turn around and attempt to make it back to the other side. You can modify it by changing the way they throw, or they have to sit and throw instead of standing up.

Video: <https://youtu.be/ti16sdD3h-k>

Name of the Game: Animal Tag

Equipment: Cones for boundary

Set Up:

Demonstrate safe tagging: Light touch, like butterfly wings on the shoulder

Unsafe tags: hard contact that might cause the person being tagged to fall

Review the boundaries and the consequences for going outside them

Group children into 2 groups, assign each group to be an animal

Have groups practice making the sound of their animal. Designate a large play area with clear boundaries and enough room for students to run around safely.

Game Play:

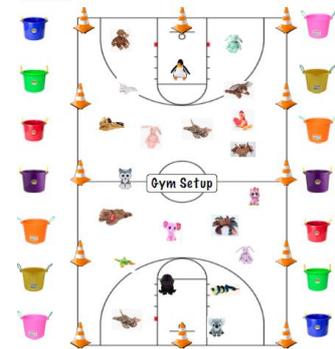
The goal is to turn everyone into the same animal as your group. Once the game begins all children should be making animals noises and trying to safely tag each other. Once a child is tagged, s/he becomes the animal of the person that tagged her/him. The game continues until all children are the same animal.

Name of the Game: Catch the Critters

Equipment: bean bags, 1 hoop/per 3-4 students, cones to mark playing area

Set-Up:

Students find a group of 3-4. Each group stands at a hoop placed outside the playing area. Spread out all bean bags inside the coned off playing area.



Game Play:

On your signal, students run out to the playing area and pick up any bean bag. They must complete 5 self tosses/catches. If successful, they get to keep the bean bag, run back to their group's hoop. If they drop it while attempting to get to 5 catches, they must start over from zero until they complete 5. When all the bean bags are gone, students go back to their bucket and count how many critters they captured all together. Have students throw/spread critters back out into the playing area to play another round.

Video: <https://youtu.be/974mbpmz0YU>

Name of the Game: Human Knot

Set up:

Divide everyone into small groups of up to twelve and have them form a tight circle.

Game play:

The players take one hand and grab the hand of anyone in the group except the people standing next to them. The players take their other hand and grab the hand of anyone in the group except the people standing next to them and the person they are already holding hands with. The challenge is to get untangled without letting go of each other's hands. Emphasize that getting untangled requires a lot of communication and cooperation.



Name of the Game: Band aid tag

Equipment: Cones for boundary, hoops/mat/cones for hospital, bibs for taggers

Set Up:

Designate a clear playing area using cones or sidewalk chalk to mark clear boundaries. Designate a hospital outside the play area using visible boundaries.

**Game play:**

In this game, every player is it and can both tag others and be tagged. If a player is tagged, that player must take one hand and put it directly on the place where they were tagged. The hand is a band aid. After being tagged once, players continue to run around, avoid being tagged and attempt to tag others, but they must keep their band aid on and therefore only has one free hand. If a player is tagged again, they must take the other hand and place it on the second spot where tagged. The player can continue to run around with both band aid on. If any player is tagged a third time, they must go to the hospital and do five jumping jacks (or another per-determined action) to get back in.

Variations

Players can be treated at the hospital by counting to 20 and then return to the game without any band aids. Players can go to the hospital at any time to remove any band aids. They do not have to wait until they are tagged the second or third time. Allow players to heal themselves by stepping anywhere outside the boundaries to do the jumping jacks or other action. Vary the speed of the game by having all player use different footwork, such as move like you are walking through glue, like you are creating static electricity, or like you are a bunny.

Name of the Game: Whistle mixer

Equipment: Whistle, cones for area

Set Up:

Set up a clearly designated play area with visible boundaries.



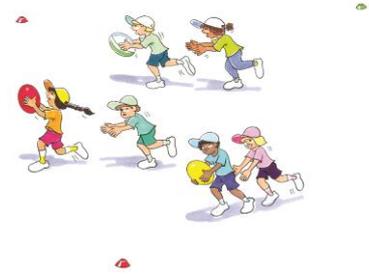
Game play: When the leader blows the whistle a specific number of times the students must form groups with the same number of people as whistle. If s/he blows the whistle four times the students must group themselves in groups of four (five whistles=groups of five, etc.). Students can be directed to hold hands or perform a number of physical movements once they form their group (balance on one foot, frog jumps etc). Those students who were not able to form with a group will go to the "waiting area" and do five start jumps before returning to the game.

Name of game: Farmers and Chickens

Equipment: Balls for third of group, cones for playing area

Set up:

Set up a clearly designated play area with visible boundaries.
'Remind players what a safe tag looks like (soft like a butterfly on the arms, shoulders and back) and tell them what the boundaries are.



Game play:

Nominate players to start as taggers (farmers) without a ball. All other players carry a ball (they are the chickens) and run randomly in an area evading the farmers. Farmers try to tag a chicken. If a chicken is tagged, they must immediately 'lay the egg' (place their ball on the ground between their feet and step over it), and they then become a tagger (farmer). The player who tagged the chicken then scoops the ball (egg) and now becomes a chicken.

Name of the Game: Elephant

Equipment: 1-3 Large balls

Set up:

Make sure the circle isn't too big, 8-10 players per circle.

Game play:

Players form a circle standing with feet shoulder width apart touching their neighbours' feet. All players clasp their hands at the front to form a trunk like an elephant. (like a volleyball serve). The ball is played in the middle of the circle, the players then use their trunks to stop the ball going through their legs (gate) by hitting towards someone else's gate. The ball must stay on the ground when hitting it (should not be lifted).

Extension: can add more balls into the circle.



Name of the Game: Jump Rope Fun

Equipment: Skipping Ropes

Set Up:

Have a number of jump ropes for kids to experiment and play with.

Games ideas:

Challenge your child to learn some of the basic jumping skills, such as:

- Scissor jumps: land with one foot forward, then on the next jump switch feet
- Cross jumps: land with feet crossed like an X, then apart, then crossed again
- Duckie: land with heels apart, toes and knees pointed in; then on next jump, put heels together and toes and knees pointed out
- Swing: land on one foot and swing the opposite leg out to the side, then switch on next jump



Jump Rope Rhymes: If you have a small group of kids and a big rope, jump rope rhymes are usually a hit! Classics like "Cinderella" and "Teddy Bear, Teddy Bear" are easy to learn and add some fun variety to your jump rope games.

Snake: This jump rope game is good for beginners or younger kids who have trouble timing their jumps with a swinging rope. For Snake, the rope stays on the ground. Have one person hold it at each end and wave it gently along the ground like a slithering snake, while other players attempt to jump over it. Take turns being the jumper and the snake-mover.

Partner Jumping: Double the fun by trying to jump with a partner using a single-person rope. Try face-to-face (with one person holding both ends of the rope) or side-by-side (each person holds one end or handle of the rope).

Helicopter: To play this game, you need a group of kids, a long rope. Make a large circle on the ground (its diameter should be twice the length of your rope) and mark a spot for each player around the end of the circle. One player stands in the middle while the rest stay in their spots around the edges. This central player holds the rope up high and swings it in a circle while saying: "Helicopter, helicopter over my head, I choose a color and the color is ... Once they names a color, she begins rotating the rope along the ground. When the other players hear the color name, anyone who is wearing that color steps forward and tries to jump over the rope. If anyone steps on the rope, the central player starts over.

Name of Game: Sharks and Survivors

Equipment: Bibs, Hoops, cones

Set Up: Randomly place six hoops (islands) inside a defined area. Select four players to wear bibs and to be the sharks. Remind players what a safe tag looks like (soft like a butterfly on the arms, shoulders and back).

Game play: Four players are chosen as sharks (taggers). The sharks must defend the islands (hoops). The remaining players, survivors, skip around the outside of the playing area. On a signal (shark attack), the survivors, run into the area and try to get an island by standing inside a hoop (can be more than one person inside a hoop). The sharks try to tag the survivors before they get to an island. When survivors are tagged, they miss a turn in the activity. While they wait, they go to hospital where they practice their skipping.



Name of Game: Banana Split

Equipment: Cones for playing area, bibs for taggers

Set up: Set up a playing area. Remind players what a safe tag looks like (soft like a butterfly on the arms, shoulders and back).

Game play:

Tagger: To tag as many people as you can turning them into Bananas. **Runners:** To avoid being tagged and to help peel those who have been turned into a Banana.

Game Rules:

The tagger will attempt to tag the runners. If tagged the runner will turn into a Banana by holding both arms above their head, hands together (in the shape of a Banana). The Bananas will have to stay still with their arms up until they have been peeled by a run. Once peeled the Banana becomes a runner again.

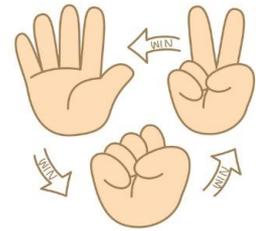


Name of Game: Paper, Scissors, Rock

Equipment: Cones

Set Up:

You will need a rectangular space with two sidelines and a center line.



Game Play:

There are two teams, each team has a home line opposite each other. When the leader gives the signal, teams walk to the center line and pair up with a player on the opposite team. On another signal, each pair plays Rock Paper Scissor. The player who loses the game of Rock Paper Scissors quickly turns and runs back to their outside line. The player who wins the game of Rock Paper Scissors, chases the other player attempting to tag them before reaching the outside line. Then have each player go back to their line. Have one-line shift players down one spot so they will meet a new opponent at the center line. And repeat.

Name of Game: Stop, drop and roll

Equipment: Cones, hoops

Set Up: Set up a clearly designated play area with visible boundaries. Randomly place some hoops (safe zones) inside a defined area.



Game Play: Children move around inside an area (running, skipping, jumping). When the leader calls 'stop, drop and roll' the children must stop where they are, drop to the floor and then do a log roll. Once they have done this they must run to a safe zone (hoop).

Name of the Game: Beat the Leader

Equipment: Tennis Balls, large container

Game play:

Place a lot of tennis balls inside a large plastic container. The leader in the middle is 'it' and must try to empty the container by throwing out all the balls one by one. The rest of the players try to make sure the tennis balls get back inside the container before the container is empty. – 'it' can only throw one ball at a time.

Name of Game: Body Balance Activities**Equipment: None****Game play:**

Read the story and have children do the actions. Make sure you demonstrate the actions first and then read the story slowly allowing time for the children to hold the positions.



Moving Mountains: One beautiful day, we all took off in an airplane (**standing on one leg extend arms out to the side, fold at the waist and extend other leg out behind you**) and headed towards Hawaii. While on the airplane there was some turbulence (**shake**). As we flew over Hawaii, we could see all the trees (**balance pose standing on one leg, other leg bends at the knee and rests on the inner shin or inner thigh of standing leg, arms extend for branches**). As the wind blew, we could see the trees sway back and forth (**lean from side to side**). While we were there we took a hike up a volcano (**standing tall on both feet, arms extend overhead and arms open to create the crater at the top of the volcano**). There were frogs (**crouch down into squat**) and monkeys (**bend at waist, hands flat on the ground**) on the volcano. All of a sudden, the volcano started to shake so we ran down to the bottom and made it safely to the beach where we had a fun day!

Going for a swim: Its was a lovely warm summers day so the Richards family decided to head to the beach. Sophia loved swimming so the first thing she did was grabbed her snorkel equipment (**hold nose and pretend to snorkel down, standing on one foot**) she jumped (**jumping two footed on the spot**) through the waves until the water was over her head. Once she could no longer reach the bottom she started swimming freestyle (**stand on one leg doing freestyle arms**). When Sophia felt she was far enough away from shore, she decided to dive down (**on one leg and with arms pretend to dive into the water**). When she got to the bottom, she could see all sorts of cool things like starfish's (**hold a one legged starfish action**). Sophia then become short of breath and needed to come back to the surface using big breaststrokes (**on one leg with arms do breaststroke**). Once Sophia made it back to the surface and caught her breath, she heard her mum calling from the shore so Sophia decided to head back in this time swimming backstroke (**on one leg doing backstroke arms**).

Children pretend they are a flower growing from a seed: Crouch down into a seed. Seed starts to grow and reach up towards sun Extend arms and stand tall, taking in sunlight The wind blows and your petals wave side to side in the breeze Droop forward (forward bend) when the plant is thirsty When you get water extend and reach for the sun At night the flower closes its petals; in the morning it wakes up As cool weather comes the plant slowly crumbles to the ground

Name of the Game: A day at the zoo

Equipment: Cones

Set up:

Set up clear boundaries with cones



Game play:

Guide children through a range of actions that involve bilateral control and reciprocal use of arms and legs. 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:

Crocodile Crawl: with right arm and left leg moving at same time- bridge position

Gorilla: Run on hands while springing from feet

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: Walk on all fours, on balls of feet. Opposite arm and leg.

Snakes: Slithering along on stomach

Caterpillar: All fours with straight arms and legs – walk feet up between hands, then walk hands forward – repeat several times

Baby: all fours, opposite hand to knee

