A MANUAL OF ELEMENTARY PHYSICAL EDUCATION
SKILL THEME ACTIVITIES FOR PHYSICAL EDUCATION
SPECIALISTS TO USE IN COLLABORATION WITH CLASSROOM
TEACHERS

by
Wendy C. Mustain

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APPROVED:

George Graham

Michael W. Metzler

Gail Webster

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DEDICATION

I would like to dedicate this book to the memory of my mother, June A. Mustain. Her unfailing love and encouragement were always there to help me through the challenges of life and of building a better future. She was a tireless rooter. I wish she could have been here to see this project completed. Though I’m sure she knows, I regret not having the joy of sharing with her the finished product of my time at Virginia Tech.

I would also like to dedicate this book to my father, Gilmer S. Mustain. He is a Tech man of the class of ’51 and has been wonderfully supportive throughout my life and especially during my time in Virginia. He is an extra special dad and has always been there when I needed him.

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INTRODUCTION --

Quality daily physical education is a necessary ingredient in the lives of elementary school children. Daily physical education has been supported by Secretary of Education, William T. Bennett, the U.S. Congress, the American Medical Association, successful programs in France, Canada, and Australia, and extensive educational research. Its inclusion in elementary curricula is commonplace. In fact, in the state of California, the teaching of physical education at the elementary level is mandated by law.

The personnel responsible for teaching physical education at the elementary level are traditionally the classroom teachers. Many schools have employed specialists, individuals specifically trained in the field, to carry out the physical education program. Even with the presence of a specialist, the classroom teacher is often needed to provide physical education lessons, as the specialist is rarely able to visit every class five days per week. Thus, the classroom teacher is not immune to the responsibility of teaching physical education. Further, it is not uncommon to observe the classroom teacher struggling with this responsibility, for there are many problems traditionally associated with elementary classroom teachers
teaching physical education.

In an attempt to delineate the problems of classroom teachers teaching elementary physical education to school children, two sets of diametrically opposed characteristics became apparent; a pedagogical oil and water, so to speak. Both sets of characteristics are inextricably woven into the teaching of physical education at the elementary level.

One set of characteristics is that of effective teaching. Based on research, there are specific, identifiable components that are directly related to quality educational programs (Graham & Heimerer, 1981; Siedentop, 1983). The use of goals and objectives that provide program direction, yearly and daily lesson planning, lesson presentation, student engagement time, management of class time, choice of student activity, and feedback are some of the critical aspects so necessary in providing a high quality physical education program. In order to best use the potential benefits of these teaching components, it is necessary to have a competent background in the subject matter, the time and content knowledge to develop and plan sequential, appropriate lessons, and the time to consider the pertinent educational methodology necessary for effective lessons. Specifically, educational research identifies the need for "considerable and appropriate practice, practice at high rates of success, and
environments structured intentionally for learning" as significant aspects of a program that serve to promote skill development as cited by Graham, Holt/Hale, Parker (1987).

Do, or can, classroom teachers carry out this inventory of necessary ingredients for the effective teaching of elementary physical education? This has been a topic of concern for a number of years. These concerns stem from another set of characteristics crucial to the teaching of elementary physical education, those characteristics that describe the classroom teacher - his or her teaching environment, and professional preparation and experience.

A common thread among classroom teachers is the "interrole conflict" (Buschner, 1985) felt by having to choose between spending time adequately preparing for physical education experiences or attending to the workload associated with traditional academic subject areas. Thus Buschner (1985) describes the reality of teaching physical education in an elementary school environment:

Do the best you can with what you have; we realize there are only so many hours in the day; just keep them busy and avoid injuries; and
maybe next year we can look into getting you some help. (p. 233)

Beyond the limitation imposed by the intense workload of the elementary classroom teacher, is the lack of accountability associated with teaching physical education. It is not hard to imagine a want of motivation for teachers to prioritize a subject area that often holds little administrative interest or evaluation, and is poorly supported by resources and facilities. Teachers working under these conditions, out of mere survival, opt to spend their limited time addressing other academic areas. Consequently, teachers "experience a dysfunctional and contradictory exposure to elementary physical education" (Buschner, 1985 p. 233). In fact, so deleterious is the teaching environment in promoting quality programs that physical education has, in many cases, sunk to the ignominy of being indistinguishable with recess (Faucette and Hillidge, 1989).

In terms of professional preparation, classroom teachers traditionally receive one class relative to the subject of physical education. There is a wide array of content taught, from collections of games and activities, to comprehensive methodological principles and physical education content. Still, it is unrealistic to expect a thorough background from one course.
These two teacher characteristics have led to problems and ultimately to negative attitudes regarding the teaching of elementary physical education. Specifically cited were "lack of time and energy, multiple demands of the school outside physical education, teachers' lack of knowledge or training in physical education, and teachers' belief that physical education possessed little value when compared to other subject areas" (Faucette and Hillidge, 1989 p. 52).

Is it realistic to expect a mixing of these two realities of teaching physical education at the elementary level? Can the "oil" of effective teaching behaviors be mixed with the "water" of a classroom teacher's school environment and professional preparation? Traditional attempts to mix the two have been primarily short term solutions in the form of in-service programs, and conference attendance, often promoting merely a new variety of games and activities. Such solutions offer limited improvement in the content of most programs. Even with the introduction of new and innovative games, "teachers need to go beyond the band-aid solution of reducing the number of students waiting in line for a turn, to actually analyzing the structure of games and drills and modifying them to produce more opportunities for purposeful student responses" (Placek and Randall,
1986). Additionally, classroom teachers' selection of activities "did not focus on any consistent theme of progression but instead represented a cafeteria approach to curriculum planning" (Faucette and Patterson, 1990).

A different approach would be to arrange a partnership between the classroom teacher and the elementary physical education specialist. By working together, they have tremendous potential to provide children with quality, daily physical education. The physical education specialist brings content knowledge, an understanding of children's motor development and motor learning, skills in motor assessment and prescription, and the movement background to teach both the motor and cognitive knowledges necessary for children to become skillful movers. Classroom teachers are provided appropriate activities (by the specialist), and become the facilitators that provide skill reinforcement, through additional skill practice opportunities, of the content taught by the specialist. Because of the limited contact a specialist traditionally has with classes, it becomes imperative that classroom teachers make the best use of the "non-specialist" physical education time allotted in the curriculum.

In such a scenario, the specialist assumes the responsibility to design curricula and plan appropriate skill progressions and sequences. Activities
taught by the specialist should focus on the development of specific skills and their proper execution. It then becomes the responsibility of the specialist to provide the classroom teacher with prescriptive activities that will enhance and reinforce the skill taught with additional, appropriate, practice opportunities. These activities are presented to the students very briefly (no more than 2-3 minutes should be spent during the specialist's lesson), prior to the time the classroom teacher will direct the activity. For ultimate effectiveness, activities prescribed must be practical and realistic to the demands and limitations relative to the classroom teacher's teaching situation and experience. Because of this, activities must be carefully selected and fulfill both criteria of being: 1) appropriate to reinforce skills and provide additional practice opportunities, and 2) realistically carried out by the classroom teacher.

**PURPOSE**

The purpose of this project is to provide such a collection of activities. Organized by skill themes, each section has an assortment of activities suited for a variety of skill levels. Each of the activities fulfills the two criteria stated above providing appropriate and ample practice opportunities and is
practicable for the classroom teacher. Specifically, the activities contained herein:

**Provide maximum participation** -- Because the best way children improve at skills is by actually doing them, these activities emphasize that as many children as possible remain actively engaged in skill practice throughout the class, rather than spending their time waiting in lines or waiting for the ball to be kicked to them (Wilson, 1976).

**Are manageable** -- As there are many demands made upon a teacher during the day (Buschner, 1985), an attempt has been made to keep preparation and organization to a minimum. Though many of these activities do require some equipment set up, much of it can be accomplished by the students themselves or by the cooperative efforts of the p.e. specialist and classroom teacher. In all cases, the entire activity is clearly described, often with diagrams, to eliminate the need for exhaustive planning.

**Are brief** -- In all cases, these activities are designed to last for only ten to fifteen minutes.

**Are self motivating** -- Care has been taken to provide activities that are self motivating to the student. That is, each activity has an element of challenge, or competition, built in, to keep student interest high and the need
for teacher redirection low.

**Provide necessary practice** -- Overall, the most important element of these activities is that they provide additional opportunities for children to practice fundamental movement skills (Graham & Heimerer, 1981; Phillips & Carlisle, 1983; Siedentop, 1983; Rink & Werner, 1987). These activities will serve to enhance and reinforce the material the physical education specialist presents to the children.

As a result of this partnership, a new type of program could be developed. In lieu of a haphazard collection of games that provide little or no skill practice, the students could participate in a physical education program that provides considerable and appropriate practice, in organized, sequential activities, at high rates of success, in an environment structured intentionally for learning. The classroom teacher would be relieved of the planning of curricula and the educational activities necessary to effect such curricula, of which, traditionally, the classroom teacher has neither the time nor background to design. This in turn would ease the time constraints classroom teachers face on a daily basis. The specialist would be able to focus on the critical aspects of the specific skills being taught, knowing that students will not leave physical education, "putting their knowledge on the
shelf" until the next period they meet with the specialist. Rather, the specialist could count on students having had the opportunity to utilize and practice their recently acquired skill (by virtue of the prescriptive activities executed by the classroom teacher), prior to their returning to the physical education specialist for further refinement. The potential for this type of physical education program provides an improved movement background for children, well grounded in pedagogical theory, and carried out by professionals doing what they were best educated to do. Neither the classroom teacher, nor the physical education specialist is overly burdened by doing a job beyond his ability, and by working cooperatively accomplish much more than the sum of what they might accomplish individually.

The activities, skills, knowledges, and teaching approaches used in this guide are based on the text, *Children Moving* (Graham, Holt/Hale, & Parker, 1987). The approach advocated by this text uses skill themes as the "basic unit" of teaching physical education. In each of the following sections, an individual skill theme has been addressed (with the exception of "rolling," as it was felt that for safety reasons, it was better left solely to the expertise of the physical education specialist to present). Each activity included in skill theme sections contain a "purpose" statement that may help
focus the specialist in his or her prescriptive duties. Additionally, diagrams have been included where needed, to provide helpful visual information for improved understanding of the game or activity.

The collaboration of the physical education specialist and the classroom teacher may be enhanced by use of the following guidelines:

1. The physical education specialist designs and presents an overview of content to be presented during the academic year. This overview should be planned and discussed prior to the beginning of school so that all teachers involved have a clear sense of direction regarding the physical education program.

2. Periodic meetings (weekly, monthly, quarterly) should take place with the classroom teachers and the specialist to clarify questions and solve any problems that may occur.

3. A pre-arranged schedule for physical education by both the specialist and the classroom teachers is important to prevent "doubling up" on playgrounds and other facilities. NOTE: This becomes imperative in "year-'round" scheduling when cool mornings in the summer months are the preferred time to teach physical education.

4. The physical education specialist presents activities briefly (2-3 minutes
at the most) to the students prior to the day the classroom teacher will use
the activity. NOTE: - it would be inappropriate for the specialist to rely on
these activities to serve as a physical education program.

5. Activities suitable for inclement weather may prove helpful to the
continuity of the physical education program and should be made available
to the classroom teacher.

6. Communication between the physical education specialist and the
classroom teacher is critical to the successful partnership in teaching physical
education --

For the Specialist:
-- Provide materials well in advance
of a teacher's need for them.

-- Be available to answer questions.

-- Keep in mind the limited schedule of
the classroom teacher, and plan meetings,
materials, and suggested activities
accordingly

-- Make sure that appropriate facilities
and equipment are available for use by
the classroom teacher.

For the Classroom Teacher:
-- Be open to new activities and
different class organization in
p.e.classes.

-- Keep in mind the overall
direction of the p.e. program
when presenting activities.

-- Ask questions before they
become problems.

The following pages are samples of one method of communicating what
activities should be done with the children in the coming weeks. This information is prepared by the physical education specialist and might be distributed in the following ways:

Weekly /Monthly plans:
-- posted on teacher bulletin board in teacher's room
-- copied and distributed in teacher's boxes
-- distributed at periodic meetings
-- attached to weekly teacher bulletins

Activity information:
-- each teacher receives copy of this manual
-- each group of teachers (e.g. primary teachers, intermediate teachers, upper grade teachers, etc.) has access to a shared copy of this manual
-- copies of pertinent pages copied for distribution to teachers (in box, at meetings, attached to bulletins)
-- copies of pertinent pages posted in teacher’s room
This is a sample format of an activity sheet that the physical education specialist would prepare and distribute to the classroom teachers.

**Week of**  
Sept. 10  
**Grade Level**  
Primary  
**Topic**  
TRAVELING

**Specialist Focus:**

Moving and stopping with body in control -- No bumping, no falling down  
Using different traveling patterns - (p. 259 *Children Moving*)  
- Sliding  
- Galloping  
- Hopping  
- Skipping  
Performing Locomotor Sequences - (p. 260 *Children Moving*)

**Classroom Teacher Activities:**

1. Automobiles (p. ___)  
   - Use only walking, slow jogging as traveling patterns  
   - Emphasize moving with body in control, and stopping with body in control.
2. Task Card Mania (p. ___)
3. Return to Task Card Mania (p. ___)
4. Automobiles (p. ___)  
   - Use walk, jog, slide, gallop, hop, skip as traveling patterns

**Next Meeting Time:**

September 19, 2:30 pm, Kindergarten Room #2 -- See you then!

**Special Notes:**

Happy faces for the kindergartners! -- they have turned in all their equipment quickly and safely for the past two weeks - nobody bumped, nothing lost! Great job! Keep it up!

**HAVE A GOOD WEEK!**
This is a sample format of an activity sheet that the physical education specialist would prepare and distribute to the classroom teachers.

**Week of:**
  October 2

**Grade Level:**
  Intermediate

**Topic:**
  Throwing

**Specialist Focus:**
  Throwing underhand, overhand, and sidearm - (p. 474, *Children Moving*)
  Throwing for Distance - (p. 482, *Children Moving*)

**Classroom Teacher Activities:**

1. Clear the Deck! (p. ___)
   -- Have rounds using different specific throwing patterns

2. Snowball (p. ___)
   -- Play on large field to allow safe movement

3. Ricochet (p. ___)
   -- Have three games set up with different targets that allow a variety of challenge (e.g. foam balls for less challenge, buckets-intermediate challenge, deflated basketballs-most challenging!)

**Next Meeting Time:**
  October 15, 3pm, Resource Room. See you then!

**Special Notes:**
  Multi-purpose room unavailable Thursday -- class pictures being taken

  Thanks to Room #6, we have a new supply of milk jug scoops! Thank you and way to go!

**HAVE A GOOD WEEK!**
In conclusion, it is important to emphasize that the purpose of this manual is to provide supplementary activities that would support, but in no way replace, a curriculum of skill theme/movement concept content. This manual does not provide the depth to be, in any way, considered a curriculum. Nor are the activities described necessarily optimal, in terms of practice opportunities. They do, however, represent the type of activities that are easily organized and of high interest to children, and thus are realistically designed for use by teachers with a minimal background in physical education.
TRAVELING ---

Walking, Running, Hopping, Leaping, Sliding, Galloping, Skipping.

Introduction
Basic locomotor patterns such as these, develop naturally in most children. However, it is important to look for immature and/or inefficient traveling patterns at a young age and correct them. Another reason for teaching traveling skills is to enable children to practice traveling in varied ways and under a variety of conditions.

Some important points to know in TRAVELING:

---A **JUMP** is a general term that refers to motions that put the body in flight momentarily, and is also specifically an action using a **two-footed takeoff and landing**.

---A **HOP** is specifically a **one-footed jump**, where takeoff and landing are done by the same foot.

---A **LEAP** is simply a jump from one foot to the other that covers a substantial distance.

---A **SLIDE** and a **GALLOP** are very similar except that a slide is from side to side and a gallop is a forward and backward motion. Both maintain a lead foot and the other foot "catches up."

---A **SKIP** combines a step and a hop. Children who have trouble getting the hang of this motion can often be helped by simply following another child who is a proficient skipper.
TRAVELING ACTIVITIES ---

These activities are designed to reinforce the locomotor skill themes found in chapter 15 of *Children Moving*, pp. 246-278.

--Task Card Mania
--Return to Task Card Mania
--Automobiles
--Mixed Up Moving
--Obstacle Courses
--The Shrinking City
--Odd 'n' Even
--Do As I Do
--Statues
--Back To Back

--Traveling to Rhymes and Poems
--Partner Relays
--Ball of Yarn
--Zoo Parade
--Leapin' Lizards!
--Lucky Moves
--Copycat
--Deck the Halls
--Queen Bee
--Musical Hoops
TASK CARD MANIA

PURPOSE: To provide as much opportunity as possible for children to practice basic traveling skills.

With all the children scattered, hold up a task card with a traveling skill written on it in large letters. Announce to the class (or have them tell you) what the traveling skill is. On the signal, have the children perform that particular traveling task. Change the cards at different intervals -- children tend to become bored walking for a long time and tired hopping for a long time. As the children become better skilled, challenge them to change their traveling skills quickly. Sample traveling skills include: Walking, Running, Hopping, Leaping, Sliding Galloping, and Skipping.

RETURN TO TASK CARD MANIA

PURPOSE: To provide children with opportunities to practice sequencing basic traveling skills.

In this activity, tape a number of traveling task cards side by side on the wall--for example: "run-hop-gallop". Then set a number for each--for example: "run 5 steps - hop 2 times - gallop 5 steps". Rearrange the skills, sequences and numbers to make new combinations. The children can help you and will soon be able to make up sequences on their own. Other words that can be included in the combinations are: freeze, balance, collapse, explode, spin, pause, and more ideas can be found on pp.192-193 of Children Moving.
AUTOMOBILES  (from Kirchner, p. 224)

PURPOSE: To provide children opportunities to practice traveling and stopping with control.

The teacher stands at the edge of the circle. On "go," the children travel in a designated pattern (walk, run, skip, gallop, etc.) around the circle pretending to be automobiles. A child may move out to "pass" another but then must move back into the circle. No one may reverse directions. When the teacher calls "stop" or uses another signal, everyone must come to a full stop. A player who fails to stop, or bumps another player, must run and touch the teacher, then return to his place in the circle.

Variation 1: Vary the level, speed, and direction of the movement.

Variation 2: Substitute hand signals, flash cards, or traffic light colors for "go," "stop," and "slow." Also include hand signals for the students to use for turning, passing, and slowing down.

MIXED UP MOVING

PURPOSE: To provide children with opportunities to practice moving at different directions, levels, and pathways and in different locations.

An additional set of task cards is needed for this activity. These cards should have words like: forward, backward, up, down, right, left (directions), high, middle, low (levels), straight, curved, zigzag (pathways),
self-space, general space (locations). With this additional set of cards, you can tape different combinations of movements on the wall. For example: "Hop - Sideways - Zigzag - General space, would direct the children to hop sideways, in a zigzag pathway in general space. It might be helpful to keep each stack of directions, levels, pathways and locations separate. Other combinations might be:

Walk - Backward - Low - Personal space
This would mean to walk in a backwards direction, at a low level around your personal space.

Skip - High - Curved - General space
This would mean to skip with as many body parts as possible in a high level, in a curved pathway, in general space.

Leap - Forward - High - Straight - General space
This would mean to leap forward with as many body parts as possible in a high level, in a straight pathway, in general space.

Slide - Left - Curved - Personal space
This would mean to slide to the left side, in a curved pathway, staying in personal space.

These are just some examples to help you get started. The combinations are unlimited. Once the children understand the concepts, have them help you to create new ones.
OBSTACLE COURSES

PURPOSE: To provide children opportunities to respond to the challenges of an obstacle course by traveling in a variety of different ways.

Obstacle courses can be used often because the configuration can be adapted to suit skill focus and difficulty. Help with equipment is a major concern in these activities, but help from both the p.e. specialist and the students can overcome this, and lead to excellent experiences for the students. Below are some examples of obstacle courses. Adapting these ideas to suit your facilities and equipment may be necessary. You are encouraged to design and redesign these obstacle course to best fit the needs of your students and to keep interest high. Another feature of obstacle courses is that they can be used by many teachers throughout the day. The illustration below, is one example of an obstacle course. It might give you a starting point from which to work. Please use the example below as a jumping off point to create your own obstacle courses. Modify, rearrange, and create courses suited to your own equipment and needs. Themes can lend an added dimension of imagery for each task in an obstacle course and help to motivate students. The following are two brief examples of obstacle course "themes." Ask the children to help embellish the imagery used in an obstacle course. Students are excellent sources of creative imagery, and including them in the planning process can provide an effective interdisciplinary lesson to reinforce other subjects.

"Space Walk" - traveling over/around hoops representing moon craters, moving at various speeds (reflecting differences in gravity), Look out!
Meteor showers - better travel at a low level...
"Safari Adventure," - walking along a beam that represents a bridge over a deep gorge and rushing river, leaping from hoop to hoop to keep dry and safe from alligators in a river, galloping with herds of wild zebras, moving at a low level to avoid being seen by ferocious tigers, and traveling with as many body parts as possible at a high level, reaching to scratch the gentle giraffe behind the ears.

Directions for an obstacle course:
--Walk at a high level on this beam (A)
--Slide to the carpet squares (B)
--Skip through the carpet squares without touching them (B)
--Leap over the cones with ropes (C)
--Slide through the hoops without touching them (D)
--Travel over the stacked mats and do a log roll down the flat mat (E)
--Travel into and out of the hoops -- under the first hoop, over and into the second hoop and either way you choose for the last hoop (F)
--Galloper to the "slanty rope" area (G)
--Hop over the ropes at whatever distance you choose at "slanty rope" (G)
--Turn right out of the "slanty rope" area, travel in a clockwise direction all the way around the obstacle course to begin again at the "high level beam." (A)
Obstacle Course --

A. balance beam

G. "slanty rope"

F. low cones with hoops

B. carpet squares

E. one mat laid out for landing

C. cones with ropes

D. hoops

stacked mats
Organizational Tips for Obstacle Courses:

1. To start students traveling through the course, have groups of children begin at a number of starting points -- not just one -- so that waiting time is minimized. (e.g. 3-4 students will begin at the first balance beam, 3-4 students will begin at the low cones with hoops station, 3-4 will begin at the second balance beam, and so on to scatter the children out throughout the course and get them moving more quickly.

2. Task cards, directing/reminding children what to do at each station of the obstacle course will help them to focus on specific movements.

THE SHRINKING CITY (adapted from Holt/Hale p. 8-9)

PURPOSE: To provide children experience traveling in limited space.

For this activity, mark a large, clear area with cones. Explain to the children that for the p.e. period, this will be their city. Have the children practice traveling throughout the city using various traveling patterns (Walking, Running, Hopping, Leaping, Sliding, Galloping and Skipping). Make sure that the children are skillful and safe movers at slow speed traveling before they are asked to move at faster speeds. When the children are moving well (not bumping, or falling down) within the large area, begin to shrink the area by moving the boundary markers in. Announce to the students "The city has begun to shrink!" This will mean that there is less space within which to move. Remind the students that more care must be taken to move safely without bumping or falling down. Each time the city shrinks, begin the children moving at slow speeds and gradually increase the
variety and speed of traveling. Periodically, when the children are moving well at the current size of the city, announce the shrinking of the city again and move the cones closer together to create a smaller moving area.

**ODD 'N' EVEN**

**PURPOSE: To provide children with experience traveling in different directions.**

With children in a scattered formation, announce a traveling skill. Then call out a number. If the number is even, the children will travel forward, if the number is odd, the children will travel backward. Vary the traveling skill (Walking, Running, Hopping, Leaping, Sliding, Galloping and Skipping), and the numbers called out.

Variation 1: Call out addition and subtraction problems - have the children travel in place until they solve the problem, when they do, use the solution (odd/even) to determine their direction.

Variation 2: Call out two numbers and the answer. The children must determine the operation used and use the predetermined pathway for that operation. (Note: Write the following guidelines on a chalkboard or poster for the children to refer to during the activity.)

- Addition = straight pathway
- Subtraction = curved pathway
- Multiplication = zig-zag pathway

Example: 2,3 = 6 -- the operation is multiplication (2x3=6) -- children travel in a zig-zag pathway. Keep the children moving in place until they
have solved the problem. You may combine this with the original activity and have the children travel in the direction determined by the solution (odd/even).

**DO AS I DO** (adapted from Kirchner, p. 224)

**PURPOSE:** To provide children opportunities to practice *traveling skills.*

One child is chosen to start the game. When he says, "Do as I do," she makes a movement such as hopping or skipping, and all must follow her movement. After each child has had one or two turns, choose a new leader and repeat the game.

Variation 1: Repeat the game but have the leader change the movement without speaking and all must be watching to see the change in movement pattern.

Variation 2: Add levels, pathways, directions, shapes and speeds to the movements.

**STATUES**

**PURPOSE:** To provide children opportunities to practice *stopping and starting and traveling skills.*

The object of this game is for the class to approach the student leader using various traveling skills. The student leader stands with his back to the class and about 20-30 feet away and signals the class to come forward by
shouting "Come on!". The other students begin traveling toward the leader in whatever traveling skills the teacher (or student leader) determines. Decide upon a signal -- "3-2-1-STOP" or "STOP and FREEZE". The signal could be shortened as the group improves its stopping skills. When the leader gives the signal, all the students traveling toward him must stop and "freeze" like statues. Any student still moving by the time the leader turns around, must go back to the starting line and begin again. No child is ever eliminated. The first child over the line becomes the new leader.

Variation 1: The new leader may be chosen from the students who stopped well and moved well (e.g. didn't bump into anyone else and didn't fall down).

Variation 2: Instead of having the first children over the line become the new leaders, acknowledge their crossing the line with a hand stamp or sticker and let them begin again from the starting line. Rotate in new leaders every 3-4 minutes.

Variation 3: Traveling skills may be further varied by adding: directions (forward, backward), levels (low, medium, high), and shapes (wide, narrow, twisted, curved).

Variation 4: Use this as a rainy day game by using a heel-toe traveling pattern indoors, or in a hallway.

BACK TO BACK

PURPOSE: To provide children opportunities to practice traveling and responding to signals. To increase body part awareness.
The children are in a scattered formation. The teacher calls out a traveling skill (Walking, Running, Hopping, Leaping, Sliding, Galloping or Skipping) and the children move about the activity area using that traveling skill. While the children are moving, the teacher calls out a partnering cue (e.g. "back to back," "knee to knee," "elbow to elbow," etc.). The children then move to find a partner and, as quickly as possible, stand according to the directions. Emphasize that you must find a partner as quickly as possible. Encourage children to find new partners each time. Vary the traveling skill, and the body part often. The group size may also be varied so that 3's, 4's and 5's may partner up, not just 2's.

**TRAVELING TO RHYMES AND POEMS**  (adapted from Gallahue)

**PURPOSE: To provide children with opportunities to move in response to imagery and rhythm.**

Have the children move to different rhymes and poems that have rhythm and action traveling words in them.

**Jack-in-the-Box**

Jack-in-the-box,
All shut up tight,  (children get small in personal space)
Not a breath of air,
Not a peep of light,  (children cover eyes)
How tired he must be,
All in a heap,  (children make round shape)
I'll open the box,
And up he'll leap.  (children leap)
My Little Puppy
My little puppy's name is Rags, (children walk)
He eats so much his tummy sags, (children walk at low level)
His ears flip-flop, his tail wig-wags, (children walk in wide shape)
And when he walks, he zigs and zags. (children walk in zig-zag pathway)

How Creatures Move
The lion walks on padded paws, (children walk)
The squirrel leaps limb to limb, (children leap)
Giraffes can run so straight and tall, (children run)
And fish can jump and swim, (children jump)
The snake will slither-slide around, (children slide)
A horse can gallop by, (children gallop)
And bunnies hop along the ground, (children hop)
And frogs leap to catch a fly, (children leap)
But boys and girls have much more fun;
They skip and jog and jump and run. (children skip, jog, jump, or run)

PARTNER RELAYS

PURPOSE: To provide children with opportunities to practice traveling.

Children working in partners, work to transport a number of objects from the starting line to the finish line. Each child holds the end of a 7-9 foot jumprope. Two hula hoops, one placed at the starting line, and one at the finish line hold the objects the children will carry (jumpropes or chalk circles and lines may also be used). Each object determines the traveling skill the children will execute (e.g. an eraser=run, tennis ball=hop, etc.).
The children may choose the order in which to travel. At the start line, one of the partners picks up an object and travels with his partner to the finish line in the traveling skill determined by the object carried. Each partner
must keep a grip on the jumprope. When the object has been deposited in the hoop at the finish line, the partners run back to the starting line and the other partner picks up an object and again, both partners travel to the finish line. Partners may time themselves with their personal timer (see homemade equipment appendix) or count how many objects have been moved by the time the teacher calls time. This activity is designed for all of the children to be active all the time. Large teams and waiting for turns should be avoided. Have children who ask, keep their own personal score and compete against their own time, not against others. Children decide when to start - they need not start simultaneously.

**Partner Relays --**

**BALL OF YARN**

**PURPOSE:** To provide children an opportunity to practice sliding (stepping to the side).
The children begin by standing shoulder to shoulder in a large circle, holding hands. The teacher is the leader for this activity and begins by starting to slidestep, creating a shrinking circle, or spiral formation, with the line of children. It is important to remind the children to be good followers and trace the steps of the person in front of them or the spiral tends to become a mess. As the spiral gradually winds itself into a smaller and smaller circle, the teacher changes direction and begins to lead the children OUT of the spiral, passing between the lines of children still heading INTO the center of the spiral. Eventually, all of the children will have slidestepped into and out of the center of the spiral and recreated a large circle once again. This activity sometimes needs some practice before it really looks like a spiral.

**ZOO PARADE**

**PURPOSE: To provide children with an opportunity to practice traveling at different speeds.**

Children are in groups of three, in a follow the leader formation, scattered around the activity area. Each child is assigned to be an animal - turtle, bear, or horse. Each animal travels at a different speed: turtle-slow, bear-medium, horse-fast. The children travel in line at whatever speed the leader travels. The teacher calls out the different animals to be leaders. Children can be asked to switch animals within their group so each can be a leader at the different speeds. New animals can be discussed and used to illustrate traveling at different speeds.
LEAPIN' LIZARDS!

**PURPOSE:** *To provide children with an opportunity to practice traveling patterns, especially leaping.*

The children are scattered throughout the activity area. On a signal from the teacher, the children begin moving in various traveling patterns. On the teacher's cue: "Leapin' Lizards!" children find a partner as quickly as possible and, standing next to one another, take a couple of steps and then leap in unison. Partners split and continue traveling as directed by the teacher. The next time the teacher shouts "Leapin' Lizards" a new partner is found and two leaps are executed. Traveling continues and three, four and five leaps follow. Allow steps in between each leap for better quality movement. Example: all skipping, 1 leap with partner, galloping, 2 leaps with new partner, hopping, 3 leaps with new partner...

Variation: Increase the number of people that are leaping in unison. First, two to a group, then three to a group, then four to a group and so on.

LUCKY MOVES

**PURPOSE:** *To provide children with the opportunity to move in as many combinations of movement activities as possible.*

Using the bottom of 1/2 gallon milk cartons, make a pair of dice as illustrated below. On each face of one die, write a traveling skill: walking, running, hopping, leaping, sliding, galloping or skipping. On the other die, write a direction on each of the six sides: forward, backward, right, left,
clockwise, counterclockwise. With the children scattered throughout the activity area, roll the dice and announce the combination for the children to move to. Other dice may be made and marked with effort concepts: fast, slow, strong, light, bound, free; space concepts: Levels - low, high, middle - repeated twice for one die, and Pathways - straight, curved, zig-zag; relationships: shapes - round, narrow, twisted, wide, symmetrical, non-symmetrical. As many dice as desired may be rolled at once. Also, children may work alone or in small groups with dice made by the children from individual lunchtime milk cartons.

Making Dice --

**STEP #1 CUT TWO MILK CARTONS**

**STEP #2 TELESCOPE BOTTOMS TOGETHER**

**STEP #3 TAPE PIECES TOGETHER**
COPYCAT

PURPOSE: To provide children with opportunities to travel in a variety of patterns, pathways, levels, directions, and shapes.

The children are split into two lines behind and to each side of the teacher. The children are attempting to copy the teacher. The teacher begins traveling, varying the skill, pathway, level, direction and shape of the movement. Walking may start the game, then walking at a low level, changing to a high level, then walking, backwards, then skipping forward, then skipping in a zigzag pathway, then hopping on one foot, then galloping in a curved pathway, then walking, making a wide shape, and so on. Lots of imagery can be implemented here to keep interest high. It is advisable to intersperse walking with the more strenuous traveling patterns, especially with younger children, who have little endurance.

DECK THE HALLS (adapted from Wirth, pp. 136-137)

PURPOSE: To provide children opportunity to practice traveling in a variety of different ways.

This activity is designed to be a very easy, and possibly permanent, obstacle "street". In a hallway, mark off six to eight foot sections with tape (temporary) or paint (permanent). Lines are "traffic lights" where children stop and prepare to change activity. Next, on the wall beside each "traffic light" place a card indicating what kind of traveling skill is required. Examples might include: walk at a low level, hop on one foot backwards,
skip in a curved pathway, leap at a high level, gallop in a zigzag pathway and so on. Further, if permanent "traffic lights" are made, cards can be changed on a regular basis for use at recess and lunchtime throughout the school year. This is also an alternative activity for a rainy day.

**Deck the Halls --**

*1 -- Walk at a low level
*2 -- Hop on one foot backwards
*3 -- Skip in a curved pathway
*4 -- Leap at a high level
*5 -- Gallop in a zigzag pathway

**QUEEN BEE** (adapted from Kirchner, p. 228)

**PURPOSE:** To provide children with opportunities to practice traveling skills.

Children are in a scattered formation with each child standing near a carpet square (or hoop). Three children are chosen to be "queen bees." All other children are standing next to the carpet square "flowers." On the instruction from the teacher, each bee begins traveling around their
"flower," and the "queen bees" travel about the activity area, each tapping 2-3 other bees to follow them. When the teacher says "Fly home!" All the tapped bees and "queen bees" travel to available carpet squares and wait for new "queen bees" to be chosen. Repeat the game with a different traveling skill.

FLOOR MUSICAL HOOPS (from Kirchner, p.265)

PURPOSE: To provide children opportunities to practice traveling skills and occupying limited space with others.

This activity is similar to musical chairs except that nobody is eliminated. Everyone places a hoop on the floor. When the music begins, everyone begins to move in the particular traveling pattern the teacher calls out. Three hoops are removed. When the music stops, everyone runs and stands inside a hoop - the catch is that any number of people can stand inside a hoop. Continue playing music and eliminating hoops. The game gets very exciting when only a small number of hoops remain and children are required to move carefully so that all can fit into the few hoops left on the floor.
CHASING, FLEEING AND DODGING ---

Introduction

Chasing, fleeing, and dodging are three skills that are usually combined and used in tag-type games. Chasing, fleeing and dodging are also used in other sport-type activities such as football, hockey, soccer, basketball and are critical to varying degrees. It is important that chasing, fleeing and dodging are taught after children have developed traveling skills and spatial awareness. These "prerequisites" will help to ensure that chasing, fleeing and dodging are practiced and learned in a safe and successful environment. Additionally, for safety, it is strongly suggested that activities that include chasing, fleeing, and dodging take place on large, grassy areas. Further, to reduce arguments and rough tagging, the use of velcro flags on flagbelts like those used in flag football are recommended (or make flags from rags that can be tucked into waistbands or hip pockets). Another helpful hint to avoid unintentional rough tagging is to have children tag with a lightweight foam ball in their hand. This way slapping and the grabbing of clothes is minimized.
CHASING, FLEEING AND DODGING ACTIVITIES ---

These activities are designed to reinforce the skill theme of chasing, fleeing, and dodging, found in chapter 16 of *Children Moving*, pp. 279-297.

--Mousetrap --Rumble Rhumba Snatch
--Flytrap --Sharks and Minnows
--Crows and Cranes --3-Person Dodgeball
--Frogs and Flies --Tunnel Dodgeball
--Eyeglasses --Diagonal Dodgeball
--North Winds and South Winds --Buddy Tag
--Midnight --Loose Caboose
--Color Tag --Newspaper Swat
--Tunnel Tag --Bucket Dodgeball
--Last Flag Pulled --Three Legged Tag
--Tugboats --Blob Tag
              --Crowned Head Foot Tag
MOUSERAP

PURPOSE: To provide children with the opportunity to practice dodging quickly while traveling.

Divide class into groups of six, with each child being assigned a number. Children numbered 1-5 form the "trap" by holding hands in as large a circle as possible. Number 6 child becomes the "mouse" and starts the game outside of the circle. On a signal from the teacher, the children forming the trap raise their clasped hands high and begin jumping slowly up and down in place. The teacher then calls "Run, mice, run!" The mouse at each circle then travels in and out of the circle. When the teacher calls "Snap!" the children in the circle lower their hands to close the trap. If the mouse is still inside the trap at that point he becomes part of the trap, number 5 child becomes the mouse, and the process is repeated until all children have had a chance to be mice.

NOTE: Ask children who have had a number of turns at being mice to allow other children a chance to be mice.

FLY TRAP

PURPOSE: To provide children with the opportunity to practice spatial awareness as related to the skill of fleeing.

Divide the class in half, with half the children (trappers) sitting scattered in the activity area. The other half of the class (flies), are directed to travel around the trappers buzzing like flies. On a signal from the teacher
(a drum or bell works well) the flies freeze and remain motionless as the trappers try to reach and tag as many flies as they can without moving from their crosslegged sitting position. If tagged, that fly becomes a trapper until the flies have been caught or until 3-4 minutes have passed when the children begin the game again with reversed roles.

CROWS AND CRANES

PURPOSE: To provide children with the opportunity to practice chasing, fleeing and dodging without being eliminated from the game.

This game requires two parallel starting lines, approximately 2 feet apart, and two cones marking another "safe" line approximately 15 feet behind each of those lines. With the class grouped into two teams, one known as crows, the other as cranes, each team member is asked to "toe the line" facing the other team. The teacher then calls either "crows" or "cranes." Whichever team is called then becomes the chasing team and tries to tag as many of the other team as possible before the fleeing team crosses their "safe" line, marked by two cones. Any fleeing players tagged join the chaser's team. The game ends when there are no more members on a team. It is best if the teacher can mix up the order called so the students are unable to anticipate which team will be chasing and which will be fleeing. Another suggestion is to draw out the beginning of each word to build suspense. Other words with the same beginning sound can be used to keep the children listening carefully (e.g. cricket, crash, crank, crater, creak, crook, crown). Also, other words may be substituted for "crows" and "cranes" such as
"ghost" and "goblin" for Halloween, or "skis" and "skates" in the winter. Variation 1: As children become more skilled at reacting to the words called, move the starting lines closer together, as they become better fleers, move the safe lines further from the starting lines.

Variation 2: Instead of calling a word, ask a true/false question of the children - the "true" team chases if the answer is true, the "false" team chases, if the answer is false (e.g. "The capital of the United States is New York City -- the answer is false, so the "false" team becomes the chasing team).

**Crows and Cranes --**

**FROGS AND FLIES**

*PURPOSE: To provide children with the opportunity to practice fleeing a chaser.*
One child is designated to be the frog, who will be the chaser in this game. The 4-5 other children are designated to be flies and will be chased by the frog. To begin the game, the frog squats in the center of a 12 foot circle inside a 30 foot square (see diagram below). The flies are directed by the frog to jog, walk, hop, or skip around the circle, all traveling in the same direction. When the frog jumps to his feet, all the flies run to the outside of the square before being tagged. If a fly is tagged, he then helps the frog catch flies on the next round. The game continues until all the flies are caught and then a new frog is chosen and the game is repeated.

NOTES: Make sure the frog varies the traveling pattern to keep interest high. Many games can be going on at once if ample space is provided so fleeing children don’t run into, and disrupt a nearby game.

Frogs and Flies --

![Diagram of frogs and flies game](image-url)
EYEGLASSES (from Kirchner, p. 225)

PURPOSE: To provide children with the opportunity to practice chasing, fleeing and dodging in a dynamic game situation.

Using an area similar to the one drawn below, choose one person to be "it" and stand outside, and have the remainder of the class stand inside, the eyeglass-shaped area. The goal of the game for "it" is to tag any player inside the area or to get her to step over the line. The tagger must remain outside the boundary, but is allowed to jump over any part of the area. If a player steps outside of the boundary, or is tagged, he becomes the new "it." A tagger may "conquer" a loop by jumping into it when the loop is empty. The teacher then chooses another "it."

Eyeglasses --

![Diagram]

 Variation 1: Require different traveling patterns during a game.
 Variation 2: Design different boundary shapes.
Variation 3: Have a number of smaller games going on at once (e.g. use smaller boundaries and have one tagger and 3-4 children inside the boundary).

**NORTH WINDS AND SOUTH WINDS** (from Kirchner p. 226)

**PURPOSE:** To provide children the opportunity to practice chasing, fleeing and dodging in a dynamic game situation.

In this tag-type game, children can be tagged by one of the two "north winds" (represented by children wearing a blue ribbon or carrying a blue foam ball for tagging) in which case they are "frozen" and must remain motionless where they are tagged. In such a case the child may be tagged by the one "south wind" (represented by a child wearing a yellow ribbon or carrying a yellow foam ball for tagging) who shouts "free!" when tagging the "frozen" child and allows her to "thaw" and participate in the game once again, fleeing the "north winds." Since it is virtually impossible for the "north winds" to tag every player and keep them "frozen," a time limit of 1-2 minutes should be set. At the end of the time period, should the teacher opt to keep score, the number of "frozen" versus "free" people may be counted, or, if a certain preset number of children are "frozen at the end of the time the "north winds win, if less than that number of children are "frozen," the "south wind" wins. Also at this time, a new "south wind" and pair of "north winds" should be chosen.
MIDNIGHT

PURPOSE: To provide children the opportunity to practice approaching and then fleeing a chaser.

Two parallel lines are marked approximately 25 feet apart in a large grassy area. One line marks the edge of the chicken coop, and the other line marks the edge of the "fox's den." One child is assigned to be the fox, while the remaining children are known as "chickens." The game begins with the chickens approaching the fox's den and asking the fox "What time is it, Mr. Fox?" The fox may can give any time he chooses for an answer, but when the fox replies "Midnight," he chases the chickens and tries to tag them before they get back to their chicken coop where the chickens are safe. Any chickens that are caught become the fox's helpers and try to tag the remaining chickens the next time Mr. Fox replies "Midnight" to the chickens' question.

Midnight --
Variation 1: Adjust the distances between the two lines to make the game more or less challenging.
Variation 2: Vary the traveling pattern used (e.g. skipping, hopping, or galloping instead of simply walking toward the fox's den and then running away) when approaching the den and fleeing the fox.

**COLOR TAG** (from Nichols, p. 404)

**PURPOSE:** To provide children the opportunity to practice chasing, fleeing, and dodging.

The class is divided into three or four groups, each group assigned to a color. Hoops, carpet squares, or polyspots of each color are scattered throughout the activity area, numbering one less than the number of children in the group. One person from each color group is chosen to be "it." The object of the game is for children to move from one color spot to another spot of the same color without being tagged. "It" may only tag people in his color group. If a child is tagged, she becomes the new tagger for the color group. A new "it" may be selected if the tagger is unsuccessful for more than 1-2 minutes.

**TUNNEL TAG**

**PURPOSE:** To provide children with the opportunity to practice chasing, fleeing, and dodging.

Tunnel tag is played like a traditional "freeze" tag game except that
players, when tagged, must "freeze" standing with feet wide apart and their hands clasped over their head. Any "frozen" player can be freed when by having a "free" person crawl between their feet. If tagged in the process, both players stand, one in front of the other, in the "freeze" position. A "free" person can free them both by crawling through both sets of feet, but if tagged in the process, there will be three people in line in the "freeze" position. Set a time limit for play, approximately 4-5 minutes, then replace the tagger(s).

NOTE: Playing on grass is a great deal easier on the knees for crawling, but can cause problems of grass stained knees!

Note: Variations for freeing people: Give a "frozen" person a ...high five handclap, ...a hug, ...a secret handshake, ...a hip to hip "bump," or require the frozen player to spell the freeing players first name. Think of your own safe and appropriate ways for children to free each other.

**LAST FLAG PULLED** (from Carnes, p. 57)

**PURPOSE:** To provide children with the opportunity to practice chasing, fleeing, and dodging in a dynamic game situation.

This game is a free-for-all type game that requires players to try and pull everyone else's flag while dodging to avoid having their own pulled. Even after a player's flag is pulled, she may continue to pull the flags of other players. After every flag is pulled it is delivered to the teacher; the last person to be wearing a flag gets to start the next game.

Variation: Play free-for-all, but require that flag pullers must be wearing a flag in order to pull the flags of others. Also, allow players the chance to
"earn" back their flag by having them count backwards from 25. The game is never ending and very aerobic.

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NOTE: The next three activities require somewhat unique, but easy to make, equipment. To make both types of equipment, you'll need at least one, 1-gallon plastic jug per student (usually a milk or water container). Cut the bottom inch from the jug to make "tugboats" and use the remaining portion of the jug for "rumble rhumbas."

Rumble Rhumbas are made by making two holes on either side of the handle and then running a length of clothesline through the holes and tying the jug (open end up) around the waist.

Tugboats are made by making a single hole in one of the sides of the "tray" that has been cut from the bottom of the milk jug. Simply tie a length of yarn or string through the hole and your tugboat is done!

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TUG BOATS

PURPOSE: To provide children with the opportunity to practice chasing, fleeing, and dodging while manipulating objects.

The class is divided into two teams, with each child pulling a tugboat with a bean bag in it. On the signal from the teacher, the children move around the activity area, trying to capture as many beanbags as possible and put them in their own tugboats that are being dragged by a colored piece of yarn or cord (an easy way to mark teams) attached to the tugboat and held in
the hand throughout the game. Only one bean bag may be taken from a
tugboat at a time (i.e. you can't grab a handful of bean bags at once, you
must take one, put it in your tughboat, and then go back for another one. At
the end of a time limit (1-2 minutes), count the number of beanbags each
team has collectively in its possession, then continue for another 1-2 minutes.
Variation 1: Play in crab position.
Variation 2: Play free-for-all instead of teams.

RUMBLE RHUMBA SNATCH

PURPOSE: To provide children with the opportunity to practice
chasing, fleeing, and dodging while manipulating objects.

This is a free-for-all type game with everyone having a rumble rhumba
tied around their waist with one bean bag in it. On the signal from the
teacher, each child tries to snatch beanbags, one at a time, from other
players. Once snatched, the bean bag is placed in the rumble rhumba and
can be resnatched from any other player. In this game, rumble rhumbas are
worn in the back, with the cord tied around the waist. Players are only
allowed to snatch from rumble rhumbas, no taking beanbags out of others
hands. Additionally, hands may not be used to guard a personal rumble
rhumba, nor may they be used to touch another player or his rumble
rhumba.
Variation 1: This game may be played in teams, much like Tugboats -- use
pinnies, colored waist ties, or different colored/marked rumble rhumbas to
distinguish between teams.
Variation 2: Reverse the game - Rumble Rhumba Drop - to where players
must get rid of all their bean bags by dropping them into other player's rumble rhumbas. All bean bags that drop to the floor must be picked up by the one who dropped it. The same rules that are in effect in Rumble Rhumba Snatch that prohibit the guarding of rumble rhumbas and touching of other players should be followed.

Rumble Rhumba Drop --

SHARKS AND MINNOWS

PURPOSE: To provide children with the opportunity to practice chasing, fleeing, and dodging.

Children line up at one end of an activity area. One child is chosen to be "it" -- the shark. On a signal, the rest of the children -- the minnows, try
to run past the shark, to the other end of the activity area (past a "safe" line), without being tagged. Any child who is tagged becomes "seaweed," and helps the shark tag minnows. The only restriction a "seaweed" player has is that he may tag only those minnows he is able to reach with one foot remaining "glued" on the spot where he was tagged. The last person tagged becomes the new shark for the next game.

**3-PERSON DODGEBALL**

**PURPOSE:** To provide children with the opportunity to practice dodging a thrown ball.

In groups of three, the two end players try to throw a foam ball and hit the middle player below the shoulders. The middle player tries to dodge the throws and if successful for five consecutive throws, earns a letter, if hit, exchanges places with the thrower. The first player to spell out a predetermined word (such as "dodge," or "physical," or spelling words the children are studying) wins. Distances of ends may be adjusted for different throwing abilities. Marking end spots with chalk, polystrips, or carpet squares may help reduce arguments. Also, marked "alleys" help to prevent dodgers from moving too far away from throwers.
3-Person Dodgeball --

![Diagram of 3-Person Dodgeball]

TUNNEL DODGEBALL

PURPOSE: To provide children with the opportunity to practice dodging thrown objects.

The class is divided into two teams with half the children arranged in two parallel lines approximately 25 feet apart and facing each other. The other team is the running team and stands behind a "safe" line. On a signal from the teacher, the running team begins to run through the "tunnel" formed by the two lines of the other team and dodging the soft foam balls they are throwing. The running team has 1 minute to try to get as many runners through the tunnel safely as possible. Runners are "safe" if they are not hit by a foam ball between "safe" lines. Runners may run through as many times as they wish, as long as they always travel in the same direction. After 1 minute, a total number of "safe" runs is counted and the teams
change places.

Tunnel Dodgeball --

\[
\begin{array}{cccccccccccc}
  & X & X & X & X & X & X & X & X & \hline \\
  & X & X & X & X & X & X & X & X & \hline \\
  & \rightarrow & \rightarrow & \rightarrow & \rightarrow & \rightarrow & \rightarrow & \rightarrow & \rightarrow & \hline \\
\end{array}
\]

\[\begin{array}{c}
X = \text{Thrower} \\
\bullet = \text{Runner}
\end{array}\]

**DIAGONAL DODGEBALL** (adapted from Kirchner, p. 238)

**PURPOSE:** To provide children with the opportunity to practice dodging thrown objects.

Arrange children in activity area as shown below. Give each child a foam ball, and on a signal from the teacher, teams try to throw and hit members of the other team with the foam balls. Children may move anywhere in their own square, and may leave the square to retrieve thrown balls. Children may only throw and be thrown at when inside their square. Optional scoring may be done by the number of direct hits scored by each team. After a set period of time (1-2 minutes), have children switch teams by changing those children in any two adjacent squares.
Variation 1: Those children hit by a direct throw, join the thrower’s team. This keeps the teams constantly changing.

Variation 2: Have each child who is hit, step outside the square and earn her way back in by practicing her dodging through a short, 6 cone obstacle course. Upon completion she quickly rejoins her team.

**Diagonal Dodgeball**

![Diagonal Dodgeball Diagram]

**BUDDY TAG**

**PURPOSE:** To provide children the opportunity to practice chasing, fleeing, and dodging.

Buddy tag is simply a traditional game of tag with an innovative twist in that to be safe from being tagged, children must complete some type of
cooperative action. Here are some examples of buddy tag games.

**Back To Back Tag** -- Children are safe when they are standing back to back with one another child. Vary, using other body parts (e.g. knees, shoulders, feet, etc.).

**Chain Tag** -- Children are safe when they are standing with elbows linked with one or more children.

**Balance Tag** -- Children are safe when they are balanced with one other child and have no more than two body parts touching the ground collectively.

**Hoop Tag** -- Children are safe when they occupy a hoop with at least one other person (both feet of each person must be inside the hoop).

**Wheelbarrow Tag** -- Children are safe when they work with a partner and assume the wheelbarrow position (one child upright, holding the other's feet, who is supported by his hands).

**Bridge Tag** -- Children are safe when they form a bridge of some type with another child.

**LOOSE CABOOSE**

**PURPOSE:** To provide children with the opportunity to practice chasing, fleeing, and dodging in small groups, working together.

Children are grouped into "trains" of three, each group standing in a single file line, all holding onto one jumprope with the right hand (or left hand, as long they all hold the rope on the same side). Each train should allow about 1-1 1/2 feet of rope to dangle past the caboose. The front child is the "engine," the middle child is the boxcar, and the last child is the
caboose. In addition, there are 2-4 "loose cabooses." When the game begins, each of the "loose cabooses" try and attach themselves onto a train by grabbing the dangling end of the rope. If a "loose caboose" should succeed, she becomes the new caboose, the old caboose becomes the new boxcar, the old boxcar, the new engine and the former engine is now a "loose caboose" trying to attach on to any of the trains traveling through the activity area. Trains should work together to avoid "loose cabooses" by running, dodging and turning quickly to prevent them from attaching onto the train. One rule that may prevent problems is to disallow trains from holding onto, or "guarding, their dangling rope. If it happens, immediately assign the nearest "loose caboose" to the train. For safety, do not allow "loose cabooses" to try to grab the people forming the trains, encourage them to touch only the rope.

**NEWSPAPER SWAT** (from Carnes, p. 67)

**PURPOSE:** To provide children with the opportunity to practice dodging.

Form a large circle, with places marked off with polyspots, carpet squares, masking tape, or chalk. Number all the children in the circle (they must remember this number, it will be theirs for the entire game), beginning with the number "1." Choose approximately every fourth or fifth player in the circle to begin the game as taggers sitting on plastic buckets (often available free at paint stores or cafeterias) in the center of the circle. The remainder of the people forming the circle must try to move to a new marked spot when they hear their number called. To do this they must
travel through the middle of the circle to a new spot that is not adjacent to the one they just vacated. The taggers' job is to attempt to tag the runners with a swatter (made out of 1-2 pieces of newspaper, rolled loosely and wrapped with a couple of pieces of tape). If a tagger is successful, he immediately drops the swatter and moves to any unoccupied spot on the circle and the tagged runner assumes his position in the middle of the circle as a tagger.

NOTES:
1. The teacher should be in charge of making the first swatters, taking care to keep them very lightweight -- they don't need to be terribly sturdy, if they fold or bend during the game it only adds that much challenge to being a tagger.
2. It is important that the teacher keep track of the numbers called to keep everyone moving equally.
3. Call numbers quickly, often, and in a loud voice to keep the tempo of the game up.
4. You may want to remove some of the spot markers to make it a more challenging game -- even to the point of having one less spot than are runners at any one time.
5. The size of the circle depends on the number of people involved. It is suggested that with large classes, two games be run at once using the same numbers. That way there is less waiting and more moving and dodging. A double game with two circles of 8-14 dodgers and 3 taggers works well.
BUCKET DODGEBALL  (Carnes, p. 67)

PURPOSE: To provide children with the opportunity to practice dodging a thrown object.

Children form a large circle with three people chosen to be in the center. The center people, armed with 5 or 10 gallon plastic buckets (often available free at paint stores or cafeterias), attempt to tap away large foam balls thrown by the outside circle children. If a center player is hit below the shoulders on a direct hit (not on a bounce), she changes places with the thrower -- the game doesn't stop! Just a quick change of position takes place. Any ball may be retrieved from inside the circle, but the thrower must return to outside the circle to throw it. If players are able to remain in
the center for extended periods of time, stop the game momentarily and replace them with an entire new group of inside players. Remember, this is a game to promote dodging practice, so make sure all students have the opportunity to be inside players.

NOTE: This game is played well with three inside and six outside players and six balls -- the more balls used, the more action!

**Bucket Dodgeball --**

![Diagram of Bucket Dodgeball](image)

**THREE LEGGED TAG**

**PURPOSE:** To provide child with the opportunity to practice chasing, fleeing, and dodging while working cooperatively with a partner.

Partner children and have them form "three legs" by tying a strip of
old inner tube around their inside legs (just above the calf -- **NOT** around the ankles) while standing shoulder to shoulder. Choose one or more sets of partners to be "it" to chase and try to tag other partners. 

**Variation:** Taggers hold foam balls to use to tag (not throw at) other partner pairs. When tagged, the new "its" take possession of the ball.

**BLOB TAG**

**PURPOSE:** To provide children with the opportunity to practice chasing cooperatively as well as fleeing and dodging solo.

Children are scattered throughout the activity area in groups of 6-7. Two children are chosen to be the "blob" to begin the game. The "blob" chases the rest of the children in their group by tagging them with their free (outside) hands. When tagged, a child attaches itself to the "blob" by taking the hand of the tagger. Only those children on the outside of the "blob" tag children. The game ends when there are only two children left who then become the "blob" to begin the next game. Keeping the activity groups small for this game is important to maximize safety. Blobs over 5-6 children in length can become unwieldy and cause safety problems if all children are not at the same level of skill.

**NOTE:** If hand holding is a problem, give each child a rag about 10-12 inches long and 3-4 inches wide and have the children hang onto the rag instead of holding hands.
CROWNED HEAD FOOT TAG

PURPOSE: To provide children with the opportunity to practice dodging in a limited space.

Working in partners, children play a game of foot tag, where partners throw fleece balls at the feet of their partner. To make this task more difficult, each child must play the game keeping a beanbag on his head, hence making it a "crowned head". This limits the type of dodging to creative twisting and turning and controlled jumping. If a player loses his crown, he must freeze (no moving or throwing) until the crown is replaced. It is perfectly legal for a partner to continue throwing at a "frozen" partner.
JUMPING AND LANDING ---

Introduction

Jumping and landing are skills that are found in virtually all sport-type activities as well as gymnastics and dance. Jumping is an "umbrella" term that refers to the act of putting the body in flight momentarily and can be achieved in a number of different ways. Landing is an unavoidable task when jumping and must be taught so that safe, "quiet" landings take place. Learning to bend at ankles, knees, and hips upon landing will encourage soft, "quiet" landings that absorb and dissipate the force of the landings. It is recommended that jumping and landing activities take place on mats or on grass as these surfaces tend to be softer and will "give" more upon landing than will a hard surface such as concrete or linoleum.

The specific types of jumps that are included in this chapter are:

-- Two-foot takeoff to a one-foot landing = "jump"
-- Two-foot takeoff to a two-foot landing = "jump"
-- One-foot takeoff to a two-foot landing = "jump"
-- One-foot takeoff to an opposite foot landing = "leap"
-- One-foot takeoff to a same foot landing = "hop"

Two general uses for jumping is to jump for height and/or jump for distance.
JUMPING AND LANDING
ACTIVITIES ---

These activities are designed to reinforce the skill theme of jumping and landing, found in chapter 17 of *Children Moving*, pp. 298-330.

--Blast Off! --Jumping Into Shape
--Jack in the Box --Hoop Jumping
--Bounce Around --Footsie
--Hoop Hop --Jump the Shot
--Hoopscotch --Rocket Reach
--Partner Hopscotch --Slam Dunk
--Toss and Go --Jumping Challenges
--Cross the Raging River --Jump Rope Activities
BLAST OFF!

PURPOSE: To provide children the opportunity to practice jumping for height and landing safely.

Children are scattered in the activity area with lots of space between them to allow for safe movement. The teacher leads this activity by counting slowly backwards from ten to zero. At the same time, the children are beginning to crouch from their standing position -- lowering their body with each number until zero. On zero, the teacher shouts "BLAST OFF!" and the children jump as high as they can from their crouched position. Encourage controlled (e.g. not falling down) and "soft" or "quiet" landings by telling the children to bend at the hips, knees and ankles when they land.

JACK IN THE BOX

PURPOSE: To provide children with opportunities to practice jumping on a signal and landing safely.

The children are scattered throughout the activity area, traveling in whatever pattern the teacher has specified. During this time, music, from a tape deck or record player is being played. The children travel as long as the music is on. When the music stops, the children must quickly stop traveling and jump as high as they can landing softly, and holding their landing position for 2-3 seconds. The music then resumes and the children begin traveling once again. NOTE: When using a tape deck to play music, it may be of help to the teacher to pre-record a tape that stops for 2-3 second intervals. This
will allow the teacher more freedom to move around the activity area, and will prevent the children from anticipating when the stop in the music will occur based on the teacher's proximity to the tape deck.

**BOUNCE AROUND**

**PURPOSE:** To provide children with the opportunity to practice jumping at different heights.

The children are scattered throughout the activity area. On the signal from the teacher, the children begin to jump lightly on their toes, gradually jumping more forcefully, higher and higher. On a second signal from the teacher, the jumping continues, but the jump height is gradually reduced. Using a dropped playground ball as a model, direct the children to jump so that their jumps become shorter and more frequent, trying to match the pattern of a bouncing ball coming to a rest. The teacher may choose to use a drum to emphasize the increased speed in repetition as the ball bounces lower and lower. Point out to the children that it takes longer to do a high jump (more distance to travel) than it does to do a short jump (less distance to travel).

Variation: Give each child a playground ball and ask them to match their jumps to the bounces of the ball.

**HOOP HOP** (from Wirth, pp.120-121)

**PURPOSE:** To provide children opportunities to practice jumping.
Lay out hoops in lines of 4-10 hoops in length. Rope or chalk circles may be substituted for hoops. The children count "one" (verbally) and simultaneously jump once in the first hoop, they then step to the second hoop, count to "two" and jump twice while counting. This pattern continues to the end of the line of hoops. When a child finishes one line, she may go to another line and begin again.

**Hoop Hop**

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**HOOPSCOTCH**

*PURPOSE: To provide children with opportunities to practice different jumping patterns.*

Arrange hoops in various patterns and have children travel through them using specific types of jumps at each hoop. See diagram below for a sample hoopscotch pattern. Once children get the hang of it, have them design their own hoopscotch pattern. Have them identify the type of jump they are doing
as they execute the jump.

**Hoopscotch --**

![Hoopscotch Diagram]

**PARTNER HOPSCOTCH**

**PURPOSE:** *To provide children with the opportunity to practice jumping in unison with a partner.*

Using a hopscotch pattern like the one shown below, have partners travel through the pattern, jumping simultaneously on their "outside" foot (foot furthest from partner) for numbers 2,3,5,6,8,9, and on the inside foot (foot closest to partner) for numbers 1,4,7,10. Try using different hopscotch patterns, or using different types of jumps and hops to increase variety in the activity.
Partner Hopscotch --

**TOSS AND GO** (adapted from Wirth, p. 159-60)

**PURPOSE:** To provide children with the opportunity to practice jumping over an object at different distances, and using different jumping patterns.

Each child works individually with a beanbag, alternately tossing the beanbag out in front of herself, and then trying to jump over the beanbag. Children will learn to adjust the distance the beanbag is tossed by how proficient they become at jumping. Once the child has jumped over the beanbag, she turns, without moving from her landing spot and retrieves the beanbag to toss it again. Encourage children to practice different jumping patterns to get over the beanbag -- the traveling pattern used may determine how far the beanbag should be thrown in order to travel over it successfully. It is recommended that this activity be down on grass to maximize safety.

**NOTE:** The object is to jump over, and not ON the beanbag. If this becomes
a problem, ask the children to jump alongside the beanbag, trying to jump slightly beyond it, but not over the beanbag.

CROSS THE RAGING RIVER

PURPOSE: To provide children the opportunity to practice different jumping patterns trying to jump for distance.

Set up various stations of "raging rivers" using the "slanty rope" idea (e.g. one straight side and one that slants-see diagram below). At each river post a sign giving directions as to how to cross the raging river safely. Signs might simply show footprint patterns to direct jumping patterns, or use terms such as "hop", "leap", or "2-foot takeoff - 2-foot landing jump". Each station should require a different type of jump and give directions as to the minimum times a child should practice each jump. To increase interest and challenge in crossing the rivers, add some other components to the jumps. Sample direction cards:

BASIC JUMPS:

--Jump (2-foot to 1-foot) over the raging river! Practice 4 times before you move on.
--Hop over the raging river on your right foot! Practice 4 times before you move on.
--Leap over the raging river! (you may take a few steps running start before you leap) Practice 3 times before you move on.
--Jump (1-foot to 2-foot) over the raging river! Look out for crocodiles! Practice 5 times before you move on.

ADVANCED JUMPS:

--Jump (2-foot to 2-foot) and make a 1/4 turn before you land on the other side of the raging river.
--Leap and get as many body parts at a high level that you can before you land on the other side of the raging river.

--Hop and make a wide shape in the air before you land on the other side of the raging river.

Cross the Raging River --

Jump—
2 feet to 1 foot.
Practice 4X

Hop and make a wide shape in the air.
Practice 2X

Leap! You may take 3 running steps
Practice 3X

Jump with a 1/4 turn.
Practice 2X
JUMPING INTO SHAPE

PURPOSE: To provide children with opportunities to practice jumping and making shapes while in flight.

Children working individually, practice jumping, and when in the air making a shape (e.g. narrow, wide, twisted, round, symmetrical, asymmetrical, and combinations of these). Children may choose their own shape to form while in the air or the teacher could give the children a word and the children would try to form a shape like each letter in the word. For example, CAT = round shape (C) on the first jump, wide shape (A) on the second jump, and narrow shape (T) on the third jump. Flag = wide shape (F) on the first jump, narrow shape (l) on the second jump, round shape (a) on the third jump and twisted shape (g) on the fourth jump. Words, names, even sentences, or words to songs and poems could be used to direct different types of shapes to make in the air. It is important to note that the children are not attempting to recreate the specific letters while in the air, simply the similar type of shape.

Variation: Have the children practice their jumps off of low, sturdy milkcrates or benches and onto grass or mats to provide more time in the air to make a shape.
HOOP JUMPING

PURPOSE: To provide children with the opportunity to practice jumping rhythmically.

Using a hoop, children try to turn the hoop so that it rotates around their body, and they jump through it when it reaches their feet. Children become very adept at this and often times can jump a hoop prior to their jumping rope. Encourage the children to try different variations of jumping over the hoop (e.g. hopping on one foot, jumping from two feet to one foot, etc.).

Hoop Jumping --
FOOTSIE

PURPOSE: To provide children with the opportunity to practice jumping over a moving (self-propelled) object.

This activity requires a unique, but easily made piece of equipment called a "footsie." To make a footsie, simply take a coffee can lid and cut just the center out (enough so the rim can allow a foot to get through). Next, tie one end of a strong string to the rim and a weighted object (such as an old sock rolled up) at the other end. Instruct the children to "wear" the footsie around one ankle, swinging the foot and ankle so that the string and sock travel around the ankle in a circle. As the string and sock come around to the other foot, raise that foot, jumping over the string and sock. See how long the children can keep the footsie going. As children become more proficient, they can travel while working the footsie around their ankle.

JUMP THE SHOT

PURPOSE: To provide children with the opportunity to practice jumping over a moving (externally propelled) object.

Working in groups of three to four children, select one child to turn the "jump the shot rope" (made from a regular jump rope or piece of sash cord or rope, with a weighted object at one end -- usually an old tennis ball or rolled sock). While the center child turns the rope - remaining stationary and dragging the rope on the ground in a circular pathway, the remaining children form a circle around the turner and try to jump over the rope when it reaches
their place in the circle. Turners should be changed often so each of the children get plenty of jumping practice.

**Jump the Shot --**

![Diagram of children jumping](image)

**ROCKET REACH**

**PURPOSE:** To provide children with the opportunity to practice jumping for height and retrieving a ball.

Working individually, children practice bouncing a playground ball (the "rocket") straight up, directly in front of them and try to jump, reach and catch the ball as it begins to descend. The trick is to adjust the timing and height of the jump so that the ball is caught as high as possible.

**SLAM DUNK**

**PURPOSE:** To provide children with the opportunity to practice jumping for height.

Set up for this game requires that hoops must be hung from a rope, or
cord, at a height that children participating are able to reach by jumping. This can be done rather easily with the use of metal shower curtain hooks (two per hoop) clipped onto both the hoop and the rope (see diagram below). The object of this activity is to get children to practice combining the skills of running and jumping. Children enjoy this because succeeding in a "slam dunk" is an exciting accomplishment. Each child is given a ball and allowed to choose a hoop at which to work (Provide enough hoops so that there are no more than two or three at each hoop). Initially, children may simply want to carry the ball and practice jumping with it to put it through the hoop. As children become more proficient, they may choose to add a dribble, travel in various pathways (straight, curved, and zigzag), and to dodge a stationary defender (another child working at the same hoop alternately defending and slam dunking).

Slam Dunk --

![Diagram of rope and hoops](image)

JUMPING CHALLENGES

PURPOSE: To provide children with the opportunity to practice different types of jumps at their own pace with the help of a task
JUMPING TASK SHEET

I CAN:

1. Jump and land on one foot without falling down.

2. Jump and spin 1/4 turn before landing.

3. Jump and spin 1/2 turn before landing.

4. Jump the full distance of my height.


6. Jump and land keeping a beanbag between my knees.

7. Jump and slap my heel before landing.

8. Jump and give my partner a "High-Five."

9. Jump and click my heels before landing.

10. Jump and do a full turn before landing.

11. Jump and land keeping a beanbag on my head.

12. Jump a turned rope 10 times.

Date

Initials
JUMPING ROPE

Jumping rope not only utilizes a variety of jumping patterns, it is also an excellent activity to help develop cardiovascular fitness. Further, ropes are a versatile and inexpensive item to add to your equipment collection.

Listed below are some basic jumps as well as some activities and stunts that children can practice to add interest and diversity to their rope jumping repertoire. **NOTE:** Practicing the foot movements first without the rope, and then with a rope, can help children succeed more quickly.

JUMPING WITH SHORT ROPES --

Short ropes are primarily used for individual jumping patterns and stunts though some partner stunts are listed for increased challenge.

Three different components to vary in basic jump rope tricks are:

--Direction of rope turn
  • forward
  • backward

--Feet used to jump
  • both feet
  • right foot only
  • left foot only

--Number of "bounces" between turns of the rope
  • double bounce = two landings per turn of the rope
  • single bounce = one landing per turn of the rope

Here is a list of the twelve variation combinations.

Double Bounce:
  • forward both feet • forward right foot • forward left foot
  • backward both feet • backward right foot • backward left foot
Single Bounce:

- forward both feet
- forward right foot
- forward left foot
- backward both feet
- backward right foot
- backward left foot

Individual trick jumps might include:

- Consecutive jumps
- Hot Peppers (turning the rope very fast, using a single bounce)
- Crossies (crossing the arms on every down turn of the rope)
- Keep on Truckin' (jumping rope while jogging)
- Double Unders (two turns of the rope for every single jump!)
- Slalom (begin straddling a line, when jumping, both feet land to one side of the line, sides alternating with each turn of the rope)

Partner trick jumps might include:

- Jumping Doubles (two people jumping one rope simultaneously)
- Partner Chaining (partners standing side-by-side, each holding and turning the others' inside rope handle)

JUMPING WITH LONG ROPES --

Long ropes are usually turned by two "ends" and can be the setting for more involved stunts since the hands of the jumper are freed from turning the rope. Care should be taken to rotate all the children to both jumping and turning jobs so that each child has the opportunity to practice jumping. One suggestion for decreasing the numbers of "ends" (and thereby reducing the amount of non-jumpers) is to tie one end of each long jump rope to a swivel key chain and then attach the spring clip to the fence.

Long rope stunts might include:

While rope is turning --
• Touch the ground
• Turn around
• Tap heel with hand
• Click heels together
• Do jumping jacks
• Dribble a ball
• Jump a short rope simultaneously

• Add people
• Turn two long ropes at once:
  » Double Dutch
  » Egg Beater

Jumping a short rope simultaneously with a long rope.

**Eggbeater**

Two ropes (at right angles) turning at the same time.
Double Dutch --
Two ropes turning at the same time (parallel). One is turning clockwise and the other counterclockwise.
BALANCE ---

Introduction

Balance is required of nearly every action we attempt. It is the maintenance of balance that allows us to better control our motion rather than allowing the motion to control us. Two types of balance to practice with children are static balance (balance while stationary), and dynamic balance (balance while moving). Both types of balance are important for children to practice.

BALANCING ACTIVITIES ---

These activities are designed to reinforce the skill theme of balance as found in chapter 19 of *Children Moving*, pp. 363-393.

--Balancing Obstacle Course
--Spinning Statues
--Balance Tag
--Cross the City Bridge
--Balancing Circus
--Task Sheet for Balancing
BALANCING OBSTACLE COURSE

PURPOSE: To provide children with opportunities to practice both static and dynamic balancing in a variety of situations.

With children scattered in an activity area, have each child design a rope pathway using their individual rope. Then set up as many low wooden balance beams, tape lines, or ropes on the floor as possible in the activity area. Finish the obstacle course by scattering 10-15 hoops throughout the area. When setup has been completed, ask the children to travel through the activity area walking along rope pathways and low beams trying to keep in balance, and to travel to hoops and pose, holding different types of "statue" balances for the length of time it takes them to recite the alphabet. As the children become more skilled, devise more challenging methods of balance (e.g. travel with as many body parts in a high level as possible and keep in balance the length of all the low beams; travel sideways in balance the length of the rope pathways; have an increasing/decreasing number of body parts in contact with the floor when children are in the hoops -- balance on 1 body part in the first hoop, 2 body parts in the second hoop, and so on to 4 body parts; designate certain hoops as upper body balance or lower body balances only, face up or face down balances only).

SPINNING STATUES (from Wirth, p. 99)

PURPOSE: To provide children with opportunities to practice balancing in dynamic and static situations.
On a soft, or grassy area, a pair of children, facing each other, grasp hands and lean slightly backwards. Gently, and with gradually increasing speed, the two children begin to spin in a circle. On the signal (from the teacher, or from one of the pair), the children drop hands, having one child take a few steps and balance in a shape. After the children become familiar with the game, more variation may be added. The teacher (or partner) may add certain specific characteristics to the balance. Example shapes might include symmetrical/asymmetrical, round, narrow, wide, or twisted. Other variations might include portraying different animals, occupations, or famous people (e.g. a flying bird, a bus driver, Napoleon). It is important to teach and require children to spin with each other gently. Of equal importance is to encourage children to concentrate first on maintaining their balance at all times.

**BALANCE TAG**

**PURPOSE:** To provide children opportunities to practice a variety of different balances.

Play a game of tag. Instead of being "out" when tagged by an "it" player, a child is required to freeze in a balance until freed, either by being tagged by another non-"it" player or by the elapse of a time limit.

Variation 1: Have more than one person designated as "it." Use up to 3-4 children as taggers, depending on the size of the class.

Variation 2: Upon becoming tagged, have the children move to a special balance area where they balance for a set period of time (e.g. 5 seconds) before becoming mobile again.
Variation 3: Have a predetermined type of balance for the children to maintain (e.g. on one foot, frozen in a particular action, using equipment such as a balance beam or balance board).

**CROSS THE CITY BRIDGE**  (from Kirchner, pp. 268-267)

**PURPOSE:** To provide children with opportunities to practice balancing while working cooperatively.

Children start at opposite ends of a balance bench or at opposite ends of an area marked by parallel ropes/lines spaced approximately 12 inches apart. Each child is inside a hula hoop, holding it, using only their hands. The children walk toward the center of the bench or rope area and at the middle attempt to pass each other to continue on to the opposite end of the bench. In attempting this, the following rules are in effect:

1. You may use only your hands to touch the hoop.
2. You must avoid touching the other person with any part of your body.
3. If any part of either person's body touches the floor, or steps outside the rope/line area, both must start again from their starting point.

Note: It is legal to place your hoop around the other person during this activity.

**BALANCING CIRCUS**

**PURPOSE:** To provide children with a variety of opportunities to practice different types of balances.
This activity is organized as station work. At each "circus act" the children are required to perform different types of balances.

High Wire Act! -- Using painted playground/gymnasium lines, temporary masking tape lines, or lines made by the construction of the floor for a "high wire", each child designs, practices and performs a series of 3-5 balances while traveling on the line. Body shapes (narrow, wide, curled, twisted), direction of travel (forward, backward, side-to-side), and levels (high, medium, low) can all be used to vary the balances.

Acrobats! -- Different stunts are posted on the wall at this station. They include: Turk Stand, where with one foot crossed over the other and arms folded across chest, the student tries to sit down and rise again to a standing position. Thread the Needle, in a standing position, the student clasps hands together in front of her body. She then attempts to step through her arms, one leg at a time to end up standing with her arms behind her back. The process is then reversed to return to the starting position of arms in front of the body. This activity can also be done while holding a broomstick or length of pvc pipe. Push Upper, working cooperatively in partners, children sit back to back, and, with interlocked elbows push against each other to come to a stand. Pull Upper, working cooperatively in partners, children sit foot to foot, clasp hands and pull towards each other to come to a stand.

Note: It is recommended that these activities be performed with ample room on a padded mat or on the grass.

Traveling Magic! -- These balance stunts are done while traveling. They include: Human Top (also known as coffee grinder), where the student, supporting himself with one arm outstretched to the side, and feet
touching the floor, supports his weight and travels in a circle, pivoting on the outstretched hand. *Swagger Walk* (from Nichols, p. 241), in a standing position, the student walks by stepping forward by placing each foot behind, around and to the outside of the other foot. *Heel Walk*, where the student walks with only the heel of the foot coming in contact with the floor. *Stilt Walk*, where the student travels using tin can stilts.

**TASK SHEET OF BALANCES**

**PURPOSE: To provide children with opportunities to practice a variety of balances.**

This series of balances is designed for the students to practice specific balancing stunts at their own pace, using a task sheet. The following task sheet is just one version of a task sheet. It may be more beneficial for you to create your own task sheet that emphasizes specific balances you choose to work on with your students (samples of other balance task sheets can be found on page 80 and 378, of *Children Moving*).
*** TASK SHEET -- BALANCE ***

**Individual Balances**

1. Knee Scale -- Kneeling on one knee, the opposite hand is on the floor. The other leg is raised off the floor and pointed backward, while the hand opposite is raised and pointed ahead. The head is up during this balance.

2. Arabesque -- While standing, the weight is kept on one foot as the other foot is lifted back as high as possible. The body is bent forward slightly at the hips and the back is arched. The arms extend forward and backward in the same way that the legs do.

3. V-Sit -- In a sitting position, the legs are raised together to form one side of the "V", while the arms are raised to form the other side of the "V".

4. Single Leg Balance -- While standing, the student raises one leg as high as possible to the side, holding the heel with the hand.

5. "L" Support -- In a sitting position with the legs fully extended, the student places his hands, fingers pointing forward, on the mat to the sides of his body and raises his body and legs up to a support using only his hands.

**Traveling in Balance**

6. Line/Rope/Beam Walk -- Walk the length of a line/rope/beam without losing balance or contact with the walking surface.

7. High Level Walk -- Walk the length of a line/rope/beam on tiptoes with hands overhead without losing balance or contact with the walking surface.

8. Blind Walk -- Walk the length of a rope with eyes closed without losing balance or contact with the rope.

9. Pathway Balance -- Walk the length of a rope shaped in a curved or zigzag pathway without losing balance or contact with the rope.

**Partner Balances**

10. Partner Upright Balance -- Hold a balance while connected to a partner where only one foot of each partner can be on the floor.

11. Partner "No-Foot" Balance -- Hold a balance while connected to a partner where no feet are allowed to touch the ground.

12. Partner "Foot-In-Hand" Balance -- Hold a balance with a partner where each partner has one foot on the ground and the other foot in her partner's hand. (Encourage children to simply allow the foot to rest in the hand and not to grasp the foot.)

**NOTE:** It is recommended that whenever possible, balances and stunts be done on grass or mats to maximize safety.
TRANSFERRING WEIGHT ---

Introduction

Most commonly, transfer of weight occurs in walking, when weight is transferred from foot to foot. Many other movements require transfer of weight from one body part to another. Not limited to foot-to-foot, weight transfer can occur from foot to hand, hand to hand, foot to elbow, hand to knee and many other combinations. The major emphasis, however, will be the transfer of weight from feet to hands.

NOTE: Because of the nature of this activity, a few safety considerations are warranted:

1) Require that children refrain from touching or bumping in these activities.
2) Avoid "follow the leader" types of activities. Children may feel obligated to engage in an activity for which they are ill prepared, and which consequently may prove dangerous.
3) Ask children to engage in only those activities in which they feel comfortable. Requiring children to work beyond their ability in this type of activity can be dangerous.
TRANSFERRED WEIGHT
ACTIVITIES ---

These activities are designed to reinforce the skill theme of weight
transfer found in chapter 20 of Children Moving, pp. 395-416.

--Stunt City
--Building Bridges
--Transferring Weight to Different Body Parts
--Sequences
--Pop Goes the Weasel
--Crab Tag
STUNT CITY

PURPOSE: To provide children with opportunities to see and experience the idea of weight transfer.

Children can be directed to perform many stunts and activities that require the transfer of weight. Some ideas include--Traveling activities all require weight transfer. Practice them, pointing out where the weight transfer occurs. Bronco kick—children transfer weight to hands and kick feet in the air. Frog jump—children squat, and while jumping from that position, transfer weight to hands before landing again in squat position on feet. Partner rocking—children face partner and grasp hands, then rock gently from one foot to the other, side to side.

BUILDING BRIDGES

PURPOSE: To provide children with opportunities to use many different body parts and shapes to demonstrate the idea of weight transfer.

Children are challenged to create and demonstrate a variety of "bridge" shapes with their body. Weight transfer is the focus, so remind the children to transfer weight to as wide a variety of body parts as possible. One example that highlights the transfer of weight would be to have the children begin sitting on the floor, with only their bottoms touching. On a signal, have the children transfer their weight to their hands and feet into some type
of bridge - a push-up position would be one example, a back bend is another. Look for variety in the way the children fulfill the challenge. Other examples could include having the children transfer weight from the backbend position to one that uses two hands and has one foot. From this position, challenge the children to transfer their weight to any two, or any three, or any four body parts.

**TRANSFERING WEIGHT TO DIFFERENT BODY PARTS**

**PURPOSE:** To provide children with an opportunity to explore a variety of ways to transfer weight onto different body parts.

With all the children scattered, allow each child to work with two floor markers (hoops or carpet squares work well). Using a variety of body part combinations, have the children demonstrate putting those body parts in contact with the floor markers. For example, challenge the children to "Transfer your weight from two feet (if the children are standing) to an elbow, two knees and a foot. Now show me how you can move to the other floor marker using only those body parts." Which body parts are you transferring your weight to, as you move? The combinations are limitless, and soon with practice, the children will be able to create their own combinations.
SEQUENCES

PURPOSE: To provide opportunities for children to combine movements that require weight transfer.

Task cards are helpful for this activity. Cards would have listed on them movements that require weight transfer. Leap, roll, slide, are simple examples of weight transfer and can be made into sequences. More complex examples would include "Transferring weight to hands and rolling", or "Transferring weight from feet to hands in an inverted (upside down) position. Task cards can be held up by the teacher, or posted on the wall. Sequences may be designed by the teacher at first, and later by the children themselves.

POP GOES THE WEASEL

PURPOSE: To provide children with the opportunity to practice transferring weight from their feet to their hands.

Children move about the activity area, using various traveling patterns, as directed by the teacher. Music to "Pop goes the weasel" may be played and when the phrase "Pop goes the weasel" is heard, the children kick up, trying to support their weight on their hands and hold it for as long as they can. If no music is available, the teacher may have the children traveling and simply call out "Pop goes the weasel." When the children become upright again, they resume traveling as directed by the teacher.
CRAB TAG

PURPOSE: To provide children with opportunities to practice transferring weight to both the hands and the feet while moving.

Children assume a "crab" position; with backs to the ground, with weight on hands and feet. Three children are designated to be "it." On the signal from the teacher, children begin playing a simple tag game in crab position. Children who are "it" attempt to tag others. If they are successful, the tagged children become "it." Children are never eliminated from the game. Periods of activity should be short to begin with, and interspersed with plenty of short rest periods.
KICKING ---

Introduction

Kicking, simply stated, is striking an object with the foot. Emphasis should be on kicking the ball on the instep (shoelaces) of the foot, rather than with the toes. Another pattern of kicking includes the foot dribble which is a series of short taps done with the inside, and/or outside, of the foot. Punting is a specialized form of kicking. A punt requires that a ball be dropped and contacted with the foot prior to the ball's hitting the ground. Because punting is a more complex skill (having to coordinate the drop prior to the kick), it is advised that introducing the skill take place after the children have had some kicking instruction. Large foam balls and slightly deflated playground balls work well for kicking and punting.
KICKING ACTIVITIES ---

These activities are designed to reinforce the skill theme of kicking, found in chapter 21 of *Children Moving*, pp. 417-458.

KICKING:
--Rebound Kicking
--Kicking to a Target
--Crown Your Foot
--Soccer Croquet
--Keep It Going!
--Target Kicking
--Partner Kicking Through a Target
--3 Step
--500
--Station Kicking

--Soccer in a Square
--Half Court Soccer
--Fire Ball
--Tennis for Kicks!
--Partner Soccer
--Mini-Soccer
--Kick Around
--Goalmobile
--Obstacle Kicking
--Unsoccer

PUNTING:
--Partner Punting
--Punt Back
--Punt for Points
REBOUND KICKING

PURPOSE: To provide children with the opportunity to kick a ball as it rolls to them.

Provide each child with a foam soccer ball or rubber playground ball (preferably 8 inch size). Have children work against a wall, first rolling the ball against the wall and then kicking it back to the wall as the ball rebounds and rolls back to them.

**Rebound Kicking** --

```
student ---- O

1 ___roll___ ➔
2 ←___rebound___ ➙
3 _____kick____ ➔
   ←___catch___ ➙

W
A
L
L
```

After the student kicks the ball against the wall, have him catch it and repeat the process. As skill improves, challenge the children to keep the ball going without catching it.

Variation: Have children work in pairs. Partner rolls ball, and ball is kicked back to partner who catches it and rolls ball again.
KICKING TO A TARGET

PURPOSE: To provide children with the opportunity to kick a ball at a predetermined target.

Have children choose a target - a spot on a wall, a cone, a milk jug, possibly a target of their own making. Again, using the foam soccer balls or playground balls, direct the children to kick towards their target. Encourage the children to challenge themselves by moving back a step each time they are successful.

SOCCER CROQUET (from Dauer and Pangrazi, p. 361)

PURPOSE: To provide children with the opportunity to practice kicking to a changing target.

Have the children in partners, with one ball per child. The object of the game is to hit your partners ball after it has been kicked. The game begins with one child kicking her ball 10-15 feet. The second partner uses that ball as a target and tries to kick his ball to hit the first ball. As children run to chase the balls, kicking alternates. Scoring is optional. Variations can include changing partners, or having the children kick at their partners ball while it is still moving. It is recommended that a large area be provided for this activity.
KEEP IT GOING!

PURPOSE: To provide children the opportunity to practice kicking to a target, and trapping, in a dynamic situation.

Working in groups of fours, have children form a square, starting at about 15-20 feet apart. Using two balls, placed at the opposite corners of the square, have the children begin kicking to another child in the group.

Keep it Going --

Step 1:

\[
\begin{align*}
\text{a} & \quad \text{kick} \quad \rightarrow \quad \text{b} \\
\text{d} & \quad \text{trap} \quad \leftarrow \quad \text{kick} \quad \text{c}
\end{align*}
\]

Step 2:

\[
\begin{align*}
\text{a} & \quad \text{trap} \\
\text{kick} & \quad \downarrow \quad \text{kick} \\
\text{d} & \quad \text{kick} \\
\text{b} & \quad \text{trap} \\
\text{c} & \quad \text{kick}
\end{align*}
\]

Make sure all the kicking goes in the same direction (e.g. all kicks go
clockwise or counter-clockwise). As each child receives a kick he must trap the kick to control it prior to kicking it to the next child. Challenge the children to keep it going for a specified length of time, or for as many kicks as possible, without losing control of it.

**CARD KICKING**

**PURPOSE:** To provide children with the opportunity to practice kicking to a target.

Using cones, string, clothespins and cards, have children set up targets as illustrated below. With one ball per child, have children practice kicking, trying to hit the cards on the string. Keeping score is optional. Challenge the children to increase the distance between themselves and the target and to kick at different angles. Setting the cones near a fence helps keep down the amount of chasing the children must do. **Interdisciplinary Ideas:** Art and Math activities could be reinforced by having the children design their own target cards or by having the children use a variety of different scoring methods. For instance, in round one you could add all of the scores, in round two multiply them. Other combinations could reinforce whatever mathematical operations the children are studying.

To vary the skill slightly, ask children to use a running approach (3-4 steps) to kick the ball, use a variety of card sizes for targets, and kick with both the dominant and non-dominant foot.
Card Kicking --

```
String
Cone
Clothespin

5  2  5
```

PARTNER KICKING THROUGH A TARGET

PURPOSE: To provide children with the opportunity to practice kicking to a target, and receiving a kicked ball.

Working in partners, have the children set up a pair of cones to form a goal. Allow children to choose the width of the goal to which they would like to kick. Have each partner stand about 10-15 feet away, on each side of the goal, facing each other. Using one ball, have the partners kick back and forth, trying to kick to their partner, through the goal.

Partner Kicking Through a Target --

```
Student

Goal

Ball

Student
```
Challenge the students by having them move back one step each time they are successful and/or by shrinking the goal when they are consistently successful.

3-STEP

PURPOSE: To provide children with the opportunity to practice kicking a stationary ball and/or punting.

In groups of 4-5 children, one child is selected to be the first kicker. He stands at one end of a large activity area facing the other children and either punts, or kicks a stationary ball to the rest of the group who are standing approximately 20 yards away. Each time the ball is kicked the catcher of the ball is allowed to take 3 giant steps forward, toward the kicker. The ball is returned to the kicker, who then kicks again. After a number of kicks the receivers are beginning to get close to the kicker. The first one to reach a predetermined spot (marked by a cone, approximately 20 feet in front of the kicker) becomes the new kicker and the old kicker becomes a catcher. Note: If the same people are always the kickers in a game, encourage them to give others in their group a chance to kick.

500

PURPOSE: To provide children opportunities to practice kicking in the air and/or punting.
This game is set up much like 3-Step, with 4-5 children playing in a large activity area. One child is designated to be the first kicker and kicks the ball in the air towards the others in the group. The receiver of the ball is awarded points depending on how many bounces the ball took before it was caught.

0 bounces (on a fly) = 100 points,
1 bounce = 75 points,
2 bounces = 50 points,
3+ bounces = 25 points (as long as the ball is still moving when it is picked up)
The first child to reach 500 points becomes the new kicker.

STATION KICKING

PURPOSE: To provide children with the opportunity to practice a variety of kicking experiences.

Station #1 - Kicking in the air - Have the children practice kicking a foam soccer ball into a basketball hoop. Optional points could consist of 10 points for making a basket, 5 points for hitting the backboard and 1 point for kicking into the air, regardless of where it goes.

Station #2 - Dribbling a ball with control - Scatter a number of hoops as obstacles for the children to dribble a ball around. Imagery such as making the hoops "pizzas", or "volcanoes" or "craters" helps to keep interest high.
Caution the children not to let their ball get in the "cheese" or the "lava" or fall into a crater! How long can you dribble in control?

Station #3 - Kicking to a target - Using a "pyramid" of tennis ball cans, have the children try to kick a ball and knock the "pyramid" over from increasing distances. (note: a number of objects can be used to make the target - the fewer objects there are to set up, the less time the children will need to reconstruct the target, making more time available for kicking.

Station #4 - Dribbling a ball with control - Have the children working in partners. Using a modified follow the leader format, have one child lead, dribbling his ball in whatever pathway he likes (e.g. zig-zag, straight, curved, or any combination of these). The partner must dribble her ball while keeping it in control, and follow her partner's pathway. Have the children change roles after 30 seconds or a minute, or after they count to 100.

When using stations, it is best to have as few students as possible at each station. For this reason, it is advisable to set up two of each station for the children to rotate to. For instance, if you have 30 children in a class and only 4 stations, you end up with 7-8 children at each station. This creates a great deal of waiting for the children in place of activity. If, on the other hand, you create two of each of the stations listed above, you can have 4 children or less at each station, minimizing the waiting time and increasing the activity time.

Another time saving strategy is to have the stations set up and used by many different classes during the day.
SOCcer IN A SQUARE

PURPOSE: To provide the opportunity for children to practice kicking and defending a goal in a dynamic situation.

Children work in partners - four sets of partners to a game. In a square approximately twenty feet by twenty feet, a goal is marked with cones in the center of each of the four sides. A chalk line or jump ropes form a semi-circle in front of each of the goals and constitutes a restraining line (See diagram below). Each team is composed of an offensive player and a defensive player. Offensive players may go anywhere in the twenty foot square except past the other three team's chalk restraining lines. It is the job of the offensive player to try to kick his ball through any of the other three goals. Defensive players are unrestricted and may travel anywhere in the square and may score if they are able. It helps if players wear distinguishing markings (e.g. pinnies, flag belts, etc.). The game is basically a two person, four way soccer game. The object is to score as many times as possible, by kicking through opponents goals, below shoulder height. Offensive players must always retrieve their own goals and out-of-bounds kicks. Soccer size foam balls are recommended. Every 3-5 minutes call end of the period and change jobs on a team -- offensive players become defensive players and vice versa. Goal size may also be adjusted to suit the skill of the players. Variation: Children assume crab position during the game. It is recommended that periods need to be shortened to 2-3 minutes in this case.
HALF COURT SOCCER

PURPOSE: To provide children with the opportunity to practice kicking to a target in a dynamic situation.

Children are organized into teams of 2-3. Using a basketball court or any large rectangular area, set cones at the end lines and at half court on the sidelines (See diagram below). Each team starts with a ball (a soccer size foam ball works well) and tries to kick the ball over the opponents endline, between the cones and below shoulder level. Once the balls are in play, an additional ball may be added. Team members may travel only on their half of the court. Hands may not be used except to retrieve out-of-bounds kicks. As children become more skillful as kickers, decrease the width of the goal.
Half Court Soccer --

= Goal Scoring Area
= Boundaries

FIRE BALL  (adapted from Kirchner, p. 229)

PURPOSE: To provide children with the opportunity to practice kicking.

Four to five children form a circle. One child begins the game pretending to set a fire under the ball. She then kicks it and says, "The ball is hot." The circle players try to kick the ball away from them to avoid getting "burned." If the ball goes out of the circle, the person who last touched it, brings it back in, pretends to set the ball on fire again, and kicking resumes.

Variation 1: Allow the children to use only a dominant or non-dominant foot to kick the ball.

Variation 2: Use two "fireballs" at a time for more kicking opportunities.
TENNIS FOR KICKS!

PURPOSE: To provide children with the opportunity to practice kicking in the air to targets.

Ideally, this game is played on a tennis court, with 2-4 people on each side of the net. (If a tennis court is not available, any activity area of approximately the same size will do. You simply need to add some sort of an improvised net in the center. String tied between to standards or chairs works fine.) The object of the game is to kick the ball in the air, over the net, to your opponents within the set boundaries. Their job is to get to the ball before it bounces twice, trap it, and kick it back over the net. If a team fails to get to the ball before the second bounce, they put the ball in play again and the a point is scored for the other team. This game is especially appealing to the soccer players in a class.

PARTNER SOCCER  (adapted from Kirchner, p. 234)

PURPOSE: To provide children with the opportunity to practice kicking.

Children stand shoulder to shoulder in pairs, holding hands, or flags between them. A goal is set up behind them, approximately eight feet wide, marked by cones. An opposing team is arranged the same way at goal twenty feet away. Play begins with one team kicking toward the other's
goal. The other team traps it and kicks toward their opponent's goal. Teams may trap or pass the ball to their partner, but they may not dribble it more than three steps. Goals score one point and the first kick after the score goes to the team scored against.

MINI-SOCCER (Dean Wurzburger, from Reese, p. 239)

PURPOSE: To provide children with the opportunity to practice kicking, dribbling and trapping in a dynamic game situation.

Two goals are designated by cones or field markers. No goal keepers are used. Teams of three, using only their feet, try to score goals. Don't worry about boundaries, just make sure a goal is always scored in the same direction (e.g. the ball is kicked from within field boundaries through goal). Variation 1: Play the same game, but with four goals -- two goals to defend and two goals to attack. Adjust the goal size to fit the children's skill level. Variation 2: If some children tend to dominate moving the ball, impose a restriction that a player may touch the ball only twice before another player touches it. Another problem may arise where players kick wildly. In such cases, rule that the ball must be brought under control (dribbled or stopped) prior to kicking it.

KICK AROUND

PURPOSE: To provide children with the opportunity to kick for
distance and to kick for accuracy in a dynamic game situation.

This game is set up like a scaled down version of baseball. The differences are that the "batter" is required to kick a stationary ball and then must run all the way around the four bases to "home" without stopping. If he arrives home before the "fielders" (four of them, who may be scattered anywhere in the field) catch the ball and kick it to each of the other "fielders" the "batter" scores a run. Altogether, there will be four kicks made by the "fielders", in any order that they choose. Once the batter has completed his attempt to score a run, he rotates into a fielding position and one of the fielders comes in to "bat."

NOTE: One thing that will help to keep this game challenging is to require the fielders to freeze in their positions if they are not going after the ball, otherwise there tends to be a tight little cluster of people kicking to one another and the opportunity for practicing accurate kicks is lost.
**GOALMOBILE** (Dean Wurzburger, From Reese, p.239)

**PURPOSE:** To provide children the opportunity to practice a dynamic game situation involving kicking.

With children working in partners, choose 3-5 pairs of two children to be goals. Holding a broomstick, piece of PVC pipe or jump rope between
them children form a moving goal as they walk through the playing area. Other children ("non-goals") work cooperatively in groups of twos or threes to pass to each other and kick the ball through the walking goal. A score is made by having the ball pass underneath a goal in either direction. After a goal is scored the ball remains in play and the partners move the ball through the activity area to score again at a different goal. Make sure "goal people" are changed often so that everyone gets a chance to kick to the moving goals. A large playing area is recommended as there are no boundaries in this game.

**OBSTACLE KICKING**

**PURPOSE:** To provide children with opportunities to practice kicking in a variety of different situations.

An obstacle course is set up for this activity. A sample course is shown in the diagram below, where challenges include dribbling in confined areas to enhance ball control, as well as targets to enhance kicking accuracy. A number of other ideas can be used in an obstacle course such as kicking in the air over a low bench or beam, kicking in the air to a hoop target flat on the ground, or kicking at target such as a hoop in an upright position, using a hoop stand. There are many ways to vary the challenges, and the course can be designed specifically to suit the skill needs of your class.
Obstacle Kicking --

UNSOCCER (Dean Wurzburger, from Reese, p. 238)

PURPOSE: To provide a dynamic situation for children to practice kicking skills.

Played the same as soccer, except with four goals and three balls. Try to limit the number of players in one game to 6-8. Have 2-3 games going on at once on different fields!
PUNTING ---

The following are activities that can enhance the skill of punting.

PARTNER PUNTING

PURPOSE: To provide children with the opportunity to practice punting.

Children work in pairs for this activity and, with one ball per pair, practice punting the ball over a net or rope to each other. As children become more proficient at this task, increase the challenge of the situation by:
1) moving further away from the net or rope when they punt, or
2) kicking so accurately that their partner doesn't have to move further than one step in order to catch the punted ball.

PUNT BACK

PURPOSE: To provide children with the opportunity to practice punting to a target.

Children are working in groups of four - two against two in activity area approximately 20 yards long. A rope divides the activity area into two 10 yard areas. At each end of the activity area is a target (a hoop, rope in a
circle, trash can, or bucket with a semicircular restraining line in front of it. The game begins with one team punting a ball (large foam balls or slightly deflated playground balls work well) over the net, aiming for the target. The receiving team may catch it anywhere in their half of the activity area, except that they may not cross the restraining line. The location of the catch is the spot from which it must be punted back over the net. If the ball does not make it over the net, the "would-be" receiving team gets to punt from anywhere on their side of the net they choose. If the ball lands inside the target, the punting team earns 3 points. If the ball hits the target, but does not land inside it, the punting team earns 1 point. The non-scoring team makes the next punt, and may do so from anywhere on their half of the activity area they choose.

Variation 1: If the targets are too small for children to be successful, place a number of targets along each end of the activity area. For further adjustment, have one target removed for each 3 point punt that is successfully made.

Variation 2: Require that punting alternate between partners with each successive punt.
Punt Back --

PUNT FOR POINTS

PURPOSE: To provide children with the opportunity to practice accurate punting for distance.

Working in partners, children arrange five cones in a straight line between them, each cone spaced at equal intervals. The object of the game is for children to kick to a self-specified zone created by the cones. The farther away the zone, the more points it is worth. If the child is successful in contacting the ball, she earns 1 point, if she punts the ball at least past the first cone, she earns another point. If the student punts the ball to land in the zone predicted, she earns the point value of that zone, in addition to the other points she earned for a successful punt past the first cone. Point values for each of the zones is based on how far away the zone is for the punter (see diagram below).
Punt for Points --

Other games for punting include:

3 STEP and 500 (p. 102-103) that have been written up in the kicking section of this chapter. The same activity is done, but punting replaces kicking as the skill used.
THROWING AND CATCHING ---

Introduction

Throwing and catching are two skills that are often practiced together, yet remain distinctly different in nature. Throwing involves moving an object away from the body, whereas catching is a movement that involves receiving an object. There are three types of throwing patterns that children should practice: underhand, overhand, and sidearm.

Catching also has some variation: above the waist, and below the waist, each requiring different body positioning. Helpful in teaching children how to catch is to remind them of how to position their hands -- "pinkies" together for catches below the waist, thumbs together for catches above the waist.
THROWING AND CATCHING
ACTIVITIES ---

These activities are designed to reinforce the skill theme of throwing and catching, found in chapter 22 of *Children Moving*, pp.459-498.

--Ewok Ball
--Clear the Deck!
--Snowball
--Ricochet
--Beanbag Horseshoes
--Beanbag Golf
--Scoop the Deck!
--Off the Wall

--3-to-3 Bleach Ball
--Shower Ball
--One Step
--Juggle a Number
--Slam and Jam
--Two to Two
--High Five
--Tower Topple
EWOK BALL

PURPOSE: To provide children with the opportunity to throw underhand at a guarded target.

Children are positioned around a circle (preferably painted on the ground or marked with spots or small carpet pieces); they are the "Ewoks." In the center of the circle is a hoop with a tennis ball can, or small (1 qt.) plastic jug in the center of the hoop. One child is chosen to guard the can/jug inside the hoop; this child is known as an "Imperial Storm Trooper." Five to six dense foam balls are given to various children (Ewoks) around the circle. It is the job of the Ewoks to throw the balls underhand at the can/jug and knock it over. There are two restrictions on the Ewoks: 1. Ewoks must stay outside the outer circle when throwing balls, and 2. All throws must be done using an underhand throw. It is the job of the Imperial Storm Trooper to protect the jug from being knocked over. This job has two restrictions: 1. Only the feet may be used to deflect an oncoming ball, and 2. The Imperial Storm Trooper must stay outside the hoop in the center of the circle. If an Ewok is successful in throwing a ball and knocking over the can/jug, he trades jobs with the Imperial Storm Trooper. NOTE: It is often helpful to weight the can/jug with an inch or so of sand or water - this prevents the can/jug from tipping over in the wind, as well as requiring a more accurate and direct hit rather than simply a glancing blow.
Ewok Ball --

NOTE: Use your judgement in determining the size of the circle used, if the game seems too easy, enlarge the circle, too hard, make the circle a bit smaller.

NOTE: A variation on the selection of those who become the Imperial Storm Trooper when the can/jug is tipped, might be a set order of those who will take his place, rather than always the child that knocks over the can/jug.

CLEAR THE DECK! (adapted from Carnes, p. 89)

PURPOSE: To provide children with the opportunity to practice throwing.

Children are split into two groups, each on opposite sides of a line of cones. Around the activity area are scattered as many fleece, yarn, light foam, and sock balls as are available - the more the better! On a signal from the teacher, each group of children attempts to clear their side of the activity
area (the "deck") of balls by throwing them onto the other side of the cone line. Action continues for periods of 1-2 minutes and is stopped by the teacher's signal. If score is kept, the teacher counts the number of balls on each side of the cones. The team with the least amount of balls on their side of the cones earns a point for the round. Play continues from there. Each round might require the children to use a different pattern of throwing (e.g. overhand, underhand, sidearm). If children use the incorrect throwing throwing pattern repeatedly during a round (e.g. they throw overhand in an underhand round, they go to the "bullpen" and practice throwing, using the correct pattern ten times before they can rejoin their team). Children may move anywhere in their half of the activity area, but may not cross the line of cones.

Clear the Deck! --

SNOWBALL (adapted from Kirchner, p. 230)

PURPOSE: To provide children with the opportunity to practice throwing at moving targets and to moving partners.

Children are grouped into teams of three or four, playing against
another group of three or four. Using 6-8 fleece, yarn, light foam, or sock balls per group (one ball per person is recommended), players attempt to throw and hit members of the opposing team on the feet and ankles. If a hit is made, that player may no longer throw at the other team, but can still retrieve balls and throw to "unhit" teammates who may still throw at opponents. Players are encouraged to run, dodge, and jump out of the way of thrown balls to avoid being hit.

**RICOCHET** (adapted from Kirchner, p. 238)

**PURPOSE: To provide children with the opportunity to practice throwing at a target.**

With the class divided into two groups, set up an area as diagramed below. The object of the game is to move the targets set up on the center line of the activity area, across a "goal line" marked by sideline cones, 15 feet on either side of the center line. To do this, set up 3-4 targets (slightly deflated large basketballs, volleyballs, or playground balls, 5-gallon paint buckets, or any other target that won't move too quickly if hit) on a line in the center of the activity area. Mark two more lines on each side of the center line. One, a "goal line" that a target must cross when hit with balls thrown by the opposite team, and Second, a restraining line that players must not cross when throwing at the targets. Balls used for throwing at the targets can be dense foam balls, or 6"-7" playground balls (1 per child is ideal). Usually, targets will tend to move back and forth across the center line, as a result of being hit by both teams. Teams are encouraged to work together to move targets away from their own goal line, and prevent a "goal" by the other
team.

**Ricochet --**

Variation 1: Use different types of throwing pattern in each round.
Variation 2: Set up two activity areas with different types of balls (e.g. dense yarn balls or sock balls and beachball targets), at different distances, for lesser skilled children or younger children who lack hand size and/or shoulder strength to throw a heavy ball.
Variation 3: Use a cageball as a target, and 6"-7" playground balls to throw.

**NOTE:** It is helpful to adjust teams that are unevenly matched in throwing skills. This keeps the game challenging and interest high. Also, encourage children to share the throwing opportunities with others on their team.

**BEANBAG HORSESHOES** (adapted from Kirchner, p. 251)

**PURPOSE:** To provide children with the opportunity to practice throwing in an underhand throwing pattern at a stationary target.

Working in pairs, children practice throwing beanbags underhand to a hoop or bicycle tire placed 15-30 feet away. Each child gets 4 beanbags to
throw. Children will get in more throwing and less waiting equipment if set up as in the diagram below and the children don't retrieve their own beanbags, but instead, use the beanbags thrown by their partner. Scoring is optional. One example of scoring is: each beanbag inside the hoop/tire scores 5 points, each beanbag that lands on the rim scores 3 points, and each beanbag that lands outside the hoop/tire, but is touching the hoop/tire, scores 1 point. The size of the hoop/tire and the distance away that children are to throw can be adjusted and is dependent on the skill and physical maturity of the individual child.

Variation: With each successful "ringer" (a 5-pointer) have the child back up one step. This adds an element of increasing challenge to the children.

**Beanbag Horseshoes**

**BEANBAG GOLF** (adapted from Kirchner, p. 253)

**PURPOSE:** To provide children the opportunity to practice throwing to stationary targets.

Children progress around a "course" of hoops and bicycle tires, trying
to throw their beanbags into hoops with the least amount of throws possible. Starting areas ("tee-off" spots) are marked by bicycle tires, and children stand inside the tire, stepping out to throw towards a hoop ("hole") placed 15-40 feet away. The child moves to where the beanbag landed, picks the beanbag up and throws again toward the hoop. When the child has thrown the beanbag so that it lands inside the hoop, she picks the beanbag up, moves to the next tee-off spot and repeats the process. Scoring can be similar to golf, with a score for each hole and a grand total, but is optional.

**Beanbag Golf --**

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**Key:**

- Coffee cans = penalty for hitting cans = 1 stroke
- Hoop = "green"
- Bench = loss over
- = bicycle tire = "tee off" area
- = volleyball netting
Variation 1: Add "hazards" to the playing area. (e.g. an old net as a "bunker," a hoop in a hoopstand to throw over, or around, hoops on the ground representing "water hazards" that are placed near the hole. Spray paint can also be used on grassy areas - blue paint = water hazard, yellow paint = sand bunkers, red paint = out-of-bounds. Hazards and out-of-bounds count as extra strokes or cause the player to retrieve the bean bag and move 5 giant steps further away from the hole.

Variation 2: Add directions to such as "take three giant steps away from the hole," or "throw with your eyes closed on your next shot," or "throw only with your non-dominant (non-preferred) hand at the next tee-off area," or other appropriate directions that would add challenge to the course.

Variation 3: Use a frisbee and lengthen distance of "holes."

**Scoop the Deck!** (adapted from Reese, p. 179)

**Purpose:** To provide children an opportunity to practice throwing, using an underhand throwing pattern.

The class is divided into groups of three or four, each team occupying one side of an activity area divided in half by a net. Tennis, whiffle, all-balls, or sock balls are distributed, approximately one per child. On a signal, players attempt to use their scoop to "launch" the balls over the net and make them land inside a trash can placed toward the back of the court. One point is scored for each ball that lands and stays in the trash can by the end of a two-minute round. All "launches must be made using an underhand throwing pattern. All loose balls may be picked up and "launched." Ropes or cones may be placed around trash cans to prevent goal tending.
Scoop the Deck! --

OFF THE WALL

PURPOSE: To provide children with the opportunity to practice throwing overhand and catching at different levels.

Working in partners against a wall, one child begins the game by throwing a tennis ball or playground ball so that the ball hits the ground first and then rebounds against the wall and back towards the other player. The second player must then catch the ball before it hits the ground a second time. If she does, she earns a point; if not, no point is scored, but it is still her turn to throw the ball for the other player to attempt to catch.

NOTE: It may be helpful to mark a line (with chalk or a jumprope) approximately 3-4 feet from the wall to prevent impossibly short rebounds from the wall.
3-TO-3 BLEACH BALL (adapted from Reese)

PURPOSE: To provide children the opportunity to practice using throwing in a dynamic game situation.

Working as a team of three, children move a ball (usually a tennis ball) down a field, using throwing and catching with plastic scoops, to score a goal. A goal is scored by throwing the ball with the scoop and hitting a stationary target (e.g. a 3-tennis ball can pyramid, a cone, a trash can) behind a half circle restraining line marked by a chalk line, long rope or set of cones. The ball is carried in the scoop. A player may pass the ball or run three steps with it before passing to another player or trying to make a goal. If a ball is dropped, any player may retrieve the ball by catching it in a scoop or scooping it up off of the ground. No bare hands are used. After a score is made the game continues with the team working from the end line to the goal at the other end of the field. A number of trios can be working on the same field at the same time. It may even add an extra challenge to have to consider other players on the field when moving the ball up and down the field.

3-to-3 Bleach Ball --
SHOWER BALL (adapted from Reese)

PURPOSE: To provide children the opportunity to practice throwing and catching.

Working in two teams of four, children attempt to throw foam balls over a net or rope between the teams. Any ball that is not caught before a bounce (that lands on the other side of the net within the boundary -- usually a volleyball court), takes a point away from the group. Each group decides at what number they would like to start and then begins throwing balls back and forth over the net cooperatively. Use one ball to start, and as children become more skilled add up to 2 more balls. No passing is allowed, the catcher must throw the ball back over the net, and players are not allowed to take more than one step with the ball prior to throwing. Challenge the children to choose a starting score that is reasonable and see how long they can go without running out of points.

ONE STEP (from Graham, Holt/Hale, & Parker.)

PURPOSE: To provide children with the opportunity to practice throwing and catching at increasingly longer distances.

Children, working in partners, begin by standing facing each other, one step apart. One child throws a beanbag (sockball or any other appropriate type of nonthreatening ball) to the other child. If the catcher is successful, the thrower takes one step backward and attempts to catch the next throw. Each time a throw/catch is successful, the thrower takes one step
backward. If the throw/catch is unsuccessful, the children come all the way back to the original position of being only one step apart. Challenge the children to see how far they can move apart and still throw and catch successfully.

Variation 1: Use scoops to catch.
Variation 2: Use scoops (plastic gallon milk jugs with holes punched near the top to allow for a cord) tied to the waist to catch.

NOTE: It is advisable to direct the children to throw underhand, when close together, for safety reasons. Also, it is much safer to have all of the children throwing parallel to one another so that all the balls are traveling in the same direction.

**JUGGLE A NUMBER** (from Kirchner, p. 262)

**PURPOSE:** *To provide children with an opportunity to practice throwing and catching in a dynamic and increasingly more challenging situation.*

Children begin in a circle formation of four to five children. Each child is numbered randomly around the circle rather than sequentially. Four to five balls are placed in front of player number 1, who starts the game by throwing to player #2, who throws to player #3, and so on until the ball returns to player #1. When this is mastered, player #1 starts the process again, adding an additional ball. Now there are two balls traveling around the circle. As skill improves, add balls until there are the same number of balls moving as there are children in the circle. If a ball drops, any player may pick it up and try to get it back in the throwing sequence. Challenge the
children to see how long they can keep going!
Variation: When children have demonstrated mastery in this task, ask them to move - jogging (sliding, skipping, galloping, hopping) while maintaining their circle and completing the throwing and catching task.

SLAM AND JAM

PURPOSE: To provide children with an opportunity to practice catching balls in the air.

Working in partners, one child "slams" a playground ball (or tennis ball for more challenge) by throwing it downward forcefully into a hoop; she then "jams" by running as fast as she can around a cone placed 15-20 feet away and back to her starting point next to the hoop. In the meantime, her partner attempts to catch the ball on a fly, if he does, the runner is out and the children change places. If the ball is not caught on the fly, the defensive player must get the ball and place it into the hoop as quickly as possible. If he gets the ball into the hoop before the runner has returned there, no point is scored, but the runner gets another chance to "slam and jam" to score a point.

NOTE: Running distances may be adjusted to suit the skill level of the children and make the game more challenging.

Variation: Allow the children three throws before changing places regardless of the outcome of the catch, and keep score by the number of times a runner can return to the hoop before the ball is placed there.
TWO TO TWO

PURPOSE: to provide children with the opportunity to practice throwing and catching to a partner while moving.

Working in pairs, children try to throw and catch a ball to each other, and at the same time, keep it away from another partner pair. It would be similar to a "doubles" keep away game. The only restrictions are: 1) that the players must move constantly, never remaining in one place, and, 2) that players are not allowed to touch any other player during the game.

HIGH FIVE

PURPOSE: To provide children an opportunity to practice throwing and catching while in the air and while moving.

This game is played in rounds, with each round becoming gradually more difficult. Working in partners, children are playing a challenging game of catch.
Round #1: Thrower stationary -- catcher airborne to make catch.
Round #2: Thrower airborne during throw-- catcher stationary.
Round #3: Thrower on the run to throw-- catcher airborne to catch.
Round #4: Thrower airborne to throw-- catcher on the run to catch.
High Five!: Both thrower and catcher on the run and airborne, when completing tasks.

Definitions: Stationary = not leaving occupied space. Airborne = both feet off the ground. On the run = running while completing task.
To advance to each successive round, partners must complete each task twice -- once being the thrower and once being the catcher. Can you get to the "High Five! Round" and complete it successfully? Good Luck!

**TOWER TOPPLE**

**PURPOSE:** To provide children with an opportunity to practice throwing at a target from various distances.

Children are organized into groups of five -- four throwers, who are trying to storm the tower and knock it over, and one tower guard, who tries to defend the tower (a cone with a tennis ball can on top) from the throwers. The game is set up in a semicircle formation, with the throwers starting at approximately 30 feet away. Using fleece, yarn, or lightweight foam balls, throwers advance toward the tower. The distance a thrower may advance is based on the distance of his throw. A thrower may only throw from the spot where his thrown ball has landed. As the throwers advance on the tower, the guard may block a throw, or pick up a ball and throw it away from the tower. If that happens, the thrower must run back to where the ball landed and begin to throw again toward the tower. The first thrower to topple the tower (knock the can off the cone with a ball), becomes the next guard and the game begins again with the can replaced, and the throwers advancing from 30 feet away.
VOLLEYING ---

Introduction

Volleying is the act of striking an object using a body part. Volleying is primarily done with the hands or feet in sport type activities, but when learning, children should be encouraged to practice and experiment volleying using many different body parts (e.g. head, elbows, knees, shoulders, etc.) in addition to the hands and feet. Further it should be emphasized that volleying is a striking motion, and should exclude catching and throwing motions. At first, it is advisable to use balloons to practice volleying, as they are light, slow moving, and less threatening to children. Balloons give way to beach balls and punch balls, and eventually to playground and volleyballs.
VOLLEYING ACTIVITIES

These activities are designed to reinforce the skill theme of volleying, found with volleying in chapter 23 of *Children Moving*, pp.499-539.

--Alphabet Tap --Hackey Balloon
--Follow the Volley --WallyVolley
--Pinball Volley --Cornerball
--Upsy-Downsy --Two Tap
--Volley Match --Air Square
--Off the Wall --Circle Volley
--Two Square --Volley On the Move
--Running Two Square --Obstacle Volley
--Hooper --Cooperative Volleyball
--Barrier Ball
ALPHABET TAP

PURPOSE: **To provide children with the opportunity to practice striking an object in the air repetitively.**

Children working individually, each with their own balloon, try to strike the balloon in the air repetitively, each tap representing a letter of the alphabet. Can each student reach the letter "Z"?

Variation: As students become more proficient at this, have them use a beach ball, a playground ball, or a volleyball (each is progressively more challenging) and do this as a quick warm up activity for later volleying activities.

FOLLOW THE VOLLEY

PURPOSE: **To provide children with the opportunity to practice striking a balloon forward and traveling to follow it.**

Each child working individually, with his own balloon, tries to tap the balloon forward in the air and then travels to follow it and tap it forward again. It is important to encourage the children to look for others when they travel and to avoid collisions by traveling defensively.

PINBALL VOLLEY

PURPOSE: **To provide children with the opportunity to practice striking using different body parts.**
Working individually, each child chooses three body parts with which to strike a balloon. Children practice striking their balloon with the three body parts chosen, and when successful, may choose a different combination of three body parts to use to strike the balloon. When the children have had ample time to practice two or three different combinations of three body parts, challenge them to see if they can keep the balloon in the air using their favorite combination of body parts to strike the balloon. Can children keep their balloon in the air for 15 seconds? 30 seconds? 60 seconds?

**UPSY-DOWNSY**

**PURPOSE:** To provide children with the opportunity to practice striking at different levels.

Each child is given the challenge to keep their balloon afloat by striking it with their hands while moving their bodies to different levels. If the use of hands to strike the balloon provides too little of a challenge, ask the children to use different body parts.

**VOLLEY MATCH**

**PURPOSE:** To provide children with the opportunity to practice striking back and forth to a partner.

Working with a partner, and something to volley (e.g. balloon, beachball, playground ball, volleybird, or volleyball), one child demonstrates a specific volley to his partner. The partner must try to
replicate the specific type of volley back to his partner. Each child gets to create three types of volleys for his partner to match, and then the other child becomes the creator of the volleys to copy. Encourage the children to think of new ways to volley using a variety of body parts.

**OFF THE WALL**

*PURPOSE: To provide children with the opportunity to practice volleying off a wall.*

Working in pairs, the children try to volley a ball (a 6 or 8 inch playground ball works well) off the wall, alternating hits, for as long as possible without letting the ball bounce more than once on the ground between volleys. As children become more skilled, ask them to practice specific types of volleys (e.g. underhand, overhand, dominant hand, non-dominant hand). Challenge each of the pairs to see how many consecutive hits they can count before losing control of the ball.

**TWO SQUARE**

*PURPOSE: To provide children with the opportunity to practice volleying underhand back and forth to a partner using a bounce.*

Using an activity area approximately 8 by 16 feet, split in the middle to create two equal squares, partners work, using one ball, volleying back and forth continuously. Children alternate who "serves," or puts the ball in play. Serving is done by dropping the ball and using an underhand striking motion
to tap the ball into the square occupied by the other player. Scoring is optional, as the game can be cooperative - How many consecutive volleys can you and your partner do? -- or more competitive - with each successful volley into the other players square counting for a point.

Two Square --

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**RUNNING TWO SQUARE**

**PURPOSE:** *To provide children with the opportunity to practice volleying underhand to a target area.*

In groups of four, utilizing an activity area as described above, students arrange themselves so that one person is in each of the two squares, and one more person is in line behind them. The activity is designed to be a cooperative one in which children volley underhand to the square opposite them and then run outside the court to the line behind the opposite square.
Running Two Square --

Because the group is so small and the activity so continuous, there is no waiting and the children are moving all of the time. The goal of the group is to keep the volleys going:

1. Without letting the ball bounce more than once between volleys, and
2. Without letting any volleys bounce outside of the squares.

Accurate volleys and quick movement to the next position are keys to success in this activity.

HOOPER

PURPOSE: To provide children with the opportunity to practice volleys underhand in a dynamic situation.

Children, working in groups of four, set up an activity area as
diagramed below. Each child, guarding her "home" hoop, tries to volley the ball underhand into one of the other players hoops, or into the center (neutral) hoop.

**Hooper --**

A player is responsible for volleying the ball into another hoop when:
   1) The ball lands in that player's hoop, or,
   2) A player is directly opposite another player who volleyed the ball into the neutral hoop.

The game may be played cooperatively or competitively.

**BARRIER BALL**

*PURPOSE: To provide children with the opportunity to practice volleying to a partner over a barrier.*

Working with a partner on either side of a barrier (e.g. hoops in hoopstands, a 3-4 foot high rope), children work to volley a ball (balloon, beachball, punchball) back and forth over the barrier. How many consecutive volleys can be completed?
Variation: Play using a beachball in crab position.
HACKEY BALLOON

PURPOSE: To provide children with the opportunity to practice volleys with the foot.

Children, working individually, try to keep a balloon (as they get better, challenge them to try a small beach ball, a beanbag, or a small playground ball) in the air using only the feet. How many taps can they do without letting the balloon touch the ground? How long can they keep the balloon afloat?

WALLYVOLLEY

PURPOSE: To provide children with the opportunity to practice volleys a ball to a large target on a wall.

With children working one on one, the object of the game is to volley a ball underhand or overhand against a wall, inside a specific area (area may be marked by tape, chalk or existing wall markings. The suggested area should be about 10 by 10 feet in size). Volleying alternates between players, who must volley the ball so that it contacts the appropriate wall area and lands on the bounce inside the other players court (see diagram below). Serving alternates and scoring is optional.
CORNERBALL

PURPOSE: To provide children with the opportunity to practice volleying a ball off of two walls.

This game can be played as a singles game or as a doubles game. The court is set up as diagramed below, and consists of three zones. Serving is done by dropping the ball and volleying it underhand on the bounce toward the wall. The ball must contact the wall above a height of 18 inches (a chalk or tape line is helpful here) and rebound back into the activity area (any of the three zones). In singles play, volleying alternates between the two players; in doubles play, volleying alternates between the two teams and also within the two players on the same team.
Cornerball --

For example, If player #1 of team A serves, and player #2 of team B returns the serve, player #2 of team A and then player #1 of team B will hit next, respectively. Any ball that as team is unable to return earns the other team the number of points of the zone in which the ball landed. If a ball is mishit by a team, the other team is awarded one point. The ball can bounce once or not at all prior to contact. Last team to score a point is the serving team. Game is 15 points.

TWO TAP

PURPOSE: To provide children with the opportunity to practice volleying to a partner.
Working one on one, children volley a ball back and forth, each contacting the ball twice -- once to receive the ball and control it, and a second contact to send it back to the other player. As the children become more skilled at this activity, challenge them to use two different body parts to receive and send the ball to the other player (e.g. receive the ball with the hands, tapping it upward to control the ball and prepare for the next hit, and then volleying off the knee to send it back to other player).

AIR SQUARE

PURPOSE: To provide children with the opportunity to practice volleying a ball in the air in different directions.

In groups of four, using a standard four square court, children play a cooperative four square game, trying to keep the ball (balloon, beachball, volleyball) in the air as long as possible. In order to encourage controlled and accurate volleying, require that children keep at least one foot in their square at all times to complete a successful volley. Challenge the children to see how many consecutive hits they can complete without letting the ball hit the ground, and without having to leave their squares to keep the volleying going.

Variation 1: Use different body parts to volley the ball.
Variation 2: Use two balls (a preplanned order of who hits to whom is helpful).
CIRCLE VOLLEY

PURPOSE: To provide children with the opportunity to practice volleysing underhand.

Children, working cooperatively in groups of four, arrange themselves in a circle. Using two balls (different colors or sizes is helpful), children try to keep the balls in the circle, volleysing (allowing bounces) one at a low level and the other at a medium level. Continuous underhand volleysing, keeping both balls going at once is the goal.

Variation 1: Children work toward the same goal, but send one ball in a clockwise direction and the other in a counterclockwise direction.

Variation 2: Children use any body part but their hands to contact the ball.

VOLLEY ON THE MOVE

PURPOSE: To provide children with the opportunity to practice volleysing while traveling.

Children, working in groups of two or three, practice volleysing amongst themselves while traveling a specified distance (e.g. the length of a basketball court, up and down the playground, or a distance marked by cones).

Variation 1: Require each of the children to use different body parts when volleysing.

Variation 2: Require specific "stunt" volleys (e.g. volleys behind the back, volleys using only the left side of the body).
OBSTACLE VOLLEY

PURPOSE: To provide children with the opportunity to practice volleying in a variety of different situations.

To accomplish this activity, some prior set up is necessary, after which, the class pretty much runs itself through the setup like station work. Challenges included in the obstacle course can require a student to volley continuously while performing the following types of movements, or combinations of movements: moving the body to different levels, traveling in a variety of different pathways and/or directions, volleying with different body parts, volleying with dominant/non-dominant body parts, volleying back and forth to two specific body parts, volleying to a partner, volleying while completing another task (e.g. dribbling a ball, writing your name, touching your toes, turning 360°), or volleying with eyes closed. The diagram below shows a sample obstacle course. It may be helpful to offer a number of different objects to volley to allow for differences in ability - a lower skilled student may feel more comfortable volleying a balloon through the course while a higher skilled student may not feel challenged enough using a balloon and might opt for a beach ball or a playground ball.
Obstacle Volley --

Volley with hands while walking the length of the beam

STOP!
Volley from one hand to the other 10 X

Practice volleying using at least four different body parts

(carpet squares)

Walk, volleying continuously while changing levels.

(jumpropes)

Can you sign your name with one hand and volley with the other simultaneously?

(table with paper and pencils)

STOP!
Volley 10X with eyes closed.

(Volley while traveling in different pathways - zig-zag and curved.

Practice continuous volleying while turning 360°, touching toes, and/or doing a heel slap.

Walk, volley only with your non-dominant hand.

(taped x's)

(hoops)
COOPERATIVE VOLLEYBALL

PURPOSE: To provide children with the opportunity to practice volleying to teammates and to a team across a net or rope.

In groups of six, three to a side, children play a modified volleyball game where each team can contact the ball (beachball, playground ball, volleyball) a total of three times in sending it over to the other team. Each successive hit results in an additional point as long as:

1) No player hits the ball more than once, and,
2) The ball travels over the net and either lands within the court or is touched by a player on the other side.

In essence, a team can score up to three points per time of possession. If, however, a player contacts the ball twice in one possession, the team can only score a total of one point for a successful volley over the net. The game is played on court about 12 by 12 feet, with a net approximately fingertip height for the players involved. Serving takes place from anywhere on the court and is always done with an underhand motion. Scoring is the same as in regulation volleyball -- you must be the serving team to score a point otherwise you gain possession of the ball upon an opponent's mistake (e.g. hit a ball that lands outside the opponent's court or that does not cross the net).

This game encourages children to receive and control a ball from the opponents and to play cooperatively by passing to all of their teammates.

NOTE: Court size and net (or rope) height can, and should, be adjusted for the skill and success of the students involved. Also, it is recommended that a beachball be used initially in this game as it gives players more time to maneuver and move to the ball. As skill increases, the use of a playground
ball or volleyball may be substituted as might the inclusion of a bounce between volleys be allowed.
DRIBBLING ---

Introduction

Dribbling, as discussed here, is a striking motion done with the hand to bounce a ball downward repeatedly. Dribbling can be done at varying speeds, while traveling in a number of different pathways, and should be practiced with both the dominant and non-dominant hand. Initially, children may choose to use two hands at once when dribbling. This habit, and that of using a stiff, slapping motion to contact the ball, gives way to a more controlled, one-handed, flexed hand dribble with practice. Keep in mind that very small and very large balls are hardest for children to control when practicing dribbling.

DRIBBLING ACTIVITIES ---

These activities are designed to reinforce the skill theme of dribbling, found with volleying in chapter 23 of *Children Moving*, pp. 499-539.

--Spot Dribbling
--Alphabet Dribble
--Elevator Dribbling
--Signal Dribbling
--Captain Dribble!
--Dribbling Routines
--Caterpillar Dribble

--Dribble Maps
--Uptown-Downtown
--Dribbling While Mirroring/Matching
--Hotshot
--Flag Tag Dribbling
--Dribble Defender
--Dizzy Dribble
SPOT Dribbling

Purpose: To provide children with the opportunity to practice controlled dribbling.

Each child practices dribbling a ball and making it land on a polyspot, or chalk mark on the ground. Children can start off by simply dropping the ball on the spot and then catching it. When this is mastered, children can practice pushing the ball downward, toward the spot repeatedly. Challenge the children to see how many times they can make the ball hit the spot. How many times in a row are they able to hit the spot?

Alphabet Dribble

Purpose: To provide children with the opportunity to practice dribbling continuously.

Children working individually, each with his own ball, try to dribble continuously, each bounce representing a letter to the alphabet. Can each student reach the letter "Z?"

Variation: Number Dribble -- by asking the children to dribble to the multiplication table!
ELEVATOR DRIBBLING

PURPOSE: To provide children with the opportunity to practice dribbling at different heights.

Working in partners, each child with his own ball, one child is designated to begin as the leader. The leader begins the game by dribbling at a height of his own choosing (low, medium, or high). The other child must NOT dribble at the same height, but at either of the other two heights. The leader may switch heights of the dribble at any time after three dribbles at the current height. Quick changes and fakes may succeed in tricking the partner. See how many times in thirty seconds the leader can "catch" the partner dribbling at the same height. Switch jobs after thirty seconds.

SIGNAL DRIBBLING

PURPOSE: To provide children with the opportunity to practice changing dribbling patterns quickly on a signal.

With each child working with a ball, have children scattered, dribbling in self-space. On the signal from the teacher, children will switch and begin dribbling with the other hand. Continue to give signals intermittently requiring switching of hands at irregular intervals to keep the children from anticipating the switch.
Variation 1: Instead of having children switch just hands, have them switch: --Heights of dribble (low, medium, high)
--Body positions (standing, on one knee, on both knees, sitting, on tummy)
--Placement of dribble (in front of body, to the left/right, or behind the back)
--Dribble using combinations of these challenges!

Variation 2: Have the children moving in general space and switch:
--Directions (right/left, forward/backward)
--Pathways (straight, curved, zigzag)
--Speeds (slow-walk, medium-easy jog, fast-quick jog)
--Dribble using combinations of these challenges!

CAPTAIN DRIBBLE!

PURPOSE: To provide children with the opportunity to create and practice dribbling tricks.

Divide class into groups of 4-5 children. Each group forms a circle with one child in the center as the first "Captain Dribble." With each child working with her own ball, Captain Dribble creates and demonstrates a dribbling stunt that the children forming the circle try to copy. After 25 dribbles, or 30 seconds, a new Captain Dribble is chosen until each of the children in the circle have had a chance to be the Captain.

NOTE: For children who find the dribbling stunt too difficult, they may opt for either a modified version of the stunt (they may choose to adapt one aspect of the dribble) or they may choose to follow the dribbling stunt that the teacher has provided. The choice is up to the individual student.
DRIBBLING Routines

PURPOSE: To provide children with the opportunity to practice dribbling in a variety of ways in self space.

STATIONARY ROUTINES --
One Person--
Components of routines might include:
--dribbling with dominant/non-dominant hand
--alternating hands while dribbling
--dribble under leg
--dribble around body
--dribble at different levels (low, medium, high)
--dribble and do a 360° turn and continue dribbling
--dribble with one hand and write your name in the air with the other
--dribble through and around legs
--dribble with your body in different positions (sitting, kneeling, on tummy)

Partners-- (each person with a ball unless otherwise stated)
Components of routines might include:
--3 dribbles (or 2, 4...) and partners bounce pass to each other simultaneously
--same as above, add a 360° turn before catching bounce pass
--use all the individual components listed above with bounce passes to partner
--back to back - dribble around body to partner - start with one ball, then
two!
--side to side - dribble around body to partner - start with one ball, then two!
--facing, both dribbling, partners count fingers held up on partner's hand
--side to side - alternate hands, pass under leg to partner --use only one ball
--back to back - dribble with right hand to partner's left, pass through both
sets of legs, catch and dribble with left hand to partner's right, pass through
both sets of legs and begin again -use only one ball
MOVING ROUTINES --

Have children piece together individual routines using different
elements of pathways, directions, speeds, hands used to dribble, placement of
ball, and stunts (e.g. dribble through the leg, spin 360° while dribbling,
dribble behind the back).

Have children create and practice partner routines using many of the
same elements of the individual moving routines, and adding passes with
both one and two balls.

Variation: Obstacles such as cones, hoops, spots, or floor markings may be
used to make the traveling more challenging, and also to mark where
specific changes in the routines should take place (e.g. at each cone on the
floor, switch hands).

NOTE: All moving routines should travel in the same general direction for
safety.

CATERPILLAR DRIBBLE

PURPOSE: To provide children with the opportunity to practice
dribbling continuously, and around stationary objects.

Children are working in groups of four or five, each child with her own ball. Children arrange themselves in a line shoulder to shoulder, approximately arms distance apart. When children have arranged themselves, all the children begin to dribble in place. The child at one end of the line continues to dribble while traveling zig-zag through the remaining 3-4 children. When she reaches the other end of the line, she resumes dribbling in place where she stopped. The next person in line then zig-zags through the line of people and takes a place arm's length past the last person in line. This pattern continues -- all dribbling, one traveling while dribbling -- until one of the children in the group reaches a cone (or fence, or wall) placed 20-30 yards away. As children become adept at dribbling and traveling, the speed with which the children move increases and children can test themselves against their past times.

**DRIBBLE MAPS**

**PURPOSE:** To provide children with the opportunity to practice dribbling in different pathways.

Prior to class, make up, or have the children make up "maps" to move to in physical education. These maps should include the use of several different pathways - straight, curved and zig-zag, and may include changes in levels, speeds and directions. Children use these maps to direct their way when dribbling. Have the children follow a number of different maps to
allow a variety of traveling and dribbling patterns. An example of a map would look like:

**Dribble Map --**

- **Dribble...**
  - ... forward at a low level, straight pathway
  - ... forward at a medium level, zig-zag pathway
  - ... forward at a high level, curved pathway, slow speed
  - ... backward, at any level, zig-zag pathway
  - ... forward at a medium level, fast speed, straight pathway
  - ... backward at a straight pathway

**UPTOWN-DOWNTOWN**

**PURPOSE:** To provide children with the opportunity to practice dribbling and moving in a variety of different ways.

Have each end of the gym or playground designated as either uptown or downtown. On go, each child with a ball travels from "uptown" to "downtown" using a specific dribbling pattern. When each child reaches the other end of the activity area, or "downtown," he travels back "uptown" by doing the opposite of one aspect of the dribbling pattern. For example: If
the "uptown" to "downtown" dribbling pattern is --right handed dribbling, travel forward-- the "downtown" to "uptown" dribbling pattern reversed might be -- left handed dribbling traveling forward, OR -- right handed dribbling traveling backward. In either case, one aspect of the dribbling pattern is reversed.

Some "reversible" patterns might be:
--dribbling with right hand TO --dribbling with left hand
--sideways with right foot leading TO --sideways with left foot leading
--traveling forward TO --traveling backward
--dribbling at a high level TO --dribbling at a low level
--dribbling in straight pathway TO -- dribbling in a curved or--zigzag pathway
--dribbling fast TO -- dribbling slowly

Let the children invent more!

**DRIBBLE WHILE MIRRORING / MATCHING**

**PURPOSE:** To provide children with the opportunity to practice matching and mirroring another person's dribbling pattern.

Children are working with partners, each child with a ball. In mirroring, one child is designated to be the leader to start. She must face her partner and begin a dribbling routine --changing hands, ball placement, height and speed of dribble, etc. The partner must follow her partner's movements as though she were a mirror reflecting each move (i.e. leader's left hand and follower's right hand moves simultaneously) and change of
pattern the leader makes. After 30-45 seconds, partners switch jobs and activity continues. Matching is much the same, except that instead of facing each other, partners are side by side and the follower is trying to duplicate the leader's moves exactly (i.e. both partners move right hand simultaneously). After 30-45 seconds, partners switch jobs and activity continues.

**HOTSHOT**

**PURPOSE:** To provide children with the opportunity to practice changing dribbling patterns quickly.

Children work in pairs, each with a ball. One child starts as the leader, or "Hotshot," and dribbles to the end of a the gym or activity area, changing pathways, heights of dribbles, and speed, and may also add some simple stunts such as passing the ball behind the back, etc. When the Hotshot is done, the partner must attempt to replicate the entire sequence of different dribbles. When completed, partners switch jobs and the follower becomes the Hotshot and creates his own sequence of dribbling for his partner to copy.

**FLAG TAG Dribbling**

**PURPOSE:** To provide children with the opportunity to practice moving evasively while dribbling.
Children are working in pairs, each with a ball and a flag tucked into their belt or waistband (or on a flagbelt). The game is played with each child dribbling and trying to pull the partner's flag. If a flag is pulled, the child who pulled the flag does a dribbling stunt that the partner has to copy. If the partner matches the stunt, the flag is replaced and the game continues, if the partner is unable to copy the stunt, she gets a "letter" and then the flag is replaced and the game continues.

Variation: See how many times a child can pull her partner's flag in 2 minutes.

**DRIBBLE DEFENDER**

**PURPOSE:** To provide children with the opportunity to practice dribbling, and moving defensively.

Children are working in groups of four to five people, each with his own ball. Inside a marked area (a dodgeball circle, or an area of about the same size marked with cones or chalk), everybody is dribbling continuously. At the same time, each player is moving and trying to tap the other players' ball away (to the outside of the activity area) while at the same time moving to keep his from being tapped away. If a ball is tapped away, that player must retrieve his ball and continue dribbling OUTSIDE of the area, still trying to reach in and tap away the inside players' ball. When there is only one player left in the circle begin the game again with everyone dribbling inside the circle. Smaller circles make the game more challenging. As children become more skilled, challenge them to play in the smaller circles!
DIZZY DRIBBLE

PURPOSE: To provide children with the opportunity to practice dribbling in a dynamic setting.

In groups of three, each child is given a ball to dribble and one child is given a hoop in addition to the ball. To begin the game, the player with the hoop dribbles the ball with one hand and twirls the hoop (keeping it in contact with the ground) with the other hand. In the meantime, the other two players are dribbling and trying to pass a ball through the hoop to the player on the other side. What makes this game so challenging is that for a good portion of the activity, each player is required to do two things at once -- this forces the attention away from looking directly at the ball when dribbling and draws the attention to the ever changing game situation. Players may have to dribble two balls at once for a short period of time! If this proves to be too much of a challenge, use only one ball for the players trying to pass the ball through the hoop. Change jobs every 1-2 minutes. How many successful "pass throughs" can your students make!
Dizzy Dribble --
STRIKING:  
with racquets and paddles --

Introduction  
Striking with racquets and paddles is usually a one-handed motion that is practiced many ways and is ultimately used in a variety of net games. To simplify the complex skill of striking with a racquet or paddle, adjustments have been made to moderate the most difficult elements of striking and encourage children's success in striking activities. Visual tracking, a skill that is refined in later elementary grades, is made easier by the use of large, slow moving, easy-to-see objects such as balloons, or beachballs. Short handled, lightweight, easily maneuverable rackets such as ethafoam paddles (known as "lollipops") are recommended to compensate for developing eye-hand coordination and limited arm strength and endurance. When basic striking patterns have been practiced the introduction of forehand and backhand strokes will follow, as will hitting over a net or barrier. Additional considerations to enhance safety when teaching striking include the use of wrist strings on racquets (such as those found on racquetball racquets), and providing ample room for children to strike, and move safely around others that are striking.
STRIKING ACTIVITIES ---

These activities are designed to reinforce the skill theme of striking with racquets and paddles, found in chapter 24 of *Children Moving*, pp. 540-569.

--Balancing Act    --Over-Through
--Tricky Maneuvers --Hit for a Hundred!
--Whacko!          --Roundabout
--Alphabet Tap     --Around the World
--Going Up!         --Switch
--Piddle Paddle    --Up and Back
--Tic-Tac-Toe      --3-Spot
--Strike Force!     --Pong Ball
--Hoop Rally       --Spot Shot
                   --Aerial Four Square
BALANCING ACT

PURPOSE: To provide children with the opportunity to practice balancing an object on a paddle or racquet while traveling.

Children, working individually, each with a paddle and a ball, practice balancing the ball on the paddle while traveling. Children are encouraged to keep the paddle as level as possible to prevent the ball from rolling off. Different traveling patterns (e.g. walking, running, skipping, galloping, etc.), may be used to increase challenge and interest.

TRICKY MANEUVERS

PURPOSE: To provide children with the opportunity to practice striking tricks with a paddle/racquet and a balloon.

Children are working individually, attempting to accomplish one of the following tricks:

Strike the balloon in the air, and before striking it in the air again,
-- turn 360°
-- tap racquet once on hip, next time twice, and so on
-- jump and click heels
-- touch the ground
Let the children create more!
WHACKO!

PURPOSE: To provide children with the opportunity to practice striking a suspended ball.

For this activity, a number of balls - one for each child is suspended from a rope, or climbing apparatus. Each child, using a paddle or racquet, practices striking the ball from a stationary position. As the ball swings back toward the child, he may attempt to strike it while it is still moving. If he is successful, he can call out "whacko!" If he is unsuccessful, he simply stops the ball from moving and tries again, hitting it first from a stationary position and then while it is moving.

ALPHABET TAP

PURPOSE: To provide children with the opportunity to practice striking an object upward continuously.

Working individually, using a paddle or racquet, each child tries to tap an object (balloon, shuttlecock, yarn ball, whiffle ball, or foam ball work well, depending on the skill of the individual) in the air as many times in a row as possible, each tap representing a letter of the alphabet. Can each student reach the letter "Z"? Other counting ideas include naming 20 U.S. states, 25 countries, or reciting a poem - one tap for each word!
GOING UP!

PURPOSE: To provide children with the opportunity to practice striking the ball upward and downward.

With the children scattered, each working with a paddle/racquet and a ball that bounces, challenge the children to create patterns of hitting the ball upward and downward. For instance, a simple pattern might be:

Hit the ball: up once...down once, up twice...down once, up three times...down once, and so on.

Or,

Hit the ball: up once...down once, up twice...down twice, up three times...down three times, and so on.

Or,

Let the children create their own patterns!

PIDDLE PADDLE

PURPOSE: To provide children with the opportunity to practice tapping a ball back and forth, from right to left hand.

For this activity, each child needs TWO paddles or racquets. Because of the need for so many striking implements, this activity might be easier to do as one of a series of "stations." With a child using two paddles, one in each hand, she attempts to tap the ball back and forth from one paddle to the other. For children just beginning, a balloon to tap is recommended. As skills progress, a "livelier" ball can be substituted. One helpful hint to get
the children started when using balls to tap, is to let the ball bounce once to get the sequence started, since both hands are busy holding paddles!

**TIC-TAC-TOE**

*PURPOSE:* *To provide children with the opportunity to practice striking to targets.*

Have the children set up targets (paper plates, colored paper) in a tic-tac-toe formation on a wall or fence. Challenge the students to hit to specific targets (called out prior to attempt) to complete a straight line in a tic-tac-toe game. Missed shots can count as marks for the imaginary opponent!

**STRIKE FORCE!**

*PURPOSE:* *To provide children with the opportunity to practice using varying force to send objects different distances.*

Each child arranges three markers (polyspots, chalk marks, carpet squares) at different distances from a wall. The object is to hit the ball against the wall, making it rebound even with one of the markers three times in a row. A new marker is chosen as a target and the ball is hit to land even with it three times in a row. Distances may be adjusted to provide more or less challenge to the individual as needed.
HOOP RALLY

PURPOSE: To provide children with the opportunity to practice hitting through a target to a partner.

The set up for this activity is similar to the set up required for "WHACKO!" as hoops need to be suspended from a rope across the activity area. One hoop is needed for every two children. Children, working cooperatively in pairs, practice hitting a ball through the hoop to each other. Allowing the ball to bounce before returning it tends to make the activity easier, but hitting the ball before it bounces is also allowed. How many consecutive hits can the partner pairs make? How many seconds can they rally without losing control of the ball?

OVER-THROUGH

PURPOSE: To provide children with the opportunity to practice hitting a ball over a barrier and through a target.

Working cooperatively in partners, children set up an activity area that includes a hoop in hoopstands, on the line between two squares in a four square court (see diagram below). Partners hit the ball back and forth, letting it bounce only once before hitting it to the other square, over the hoop. After five consecutive, successful, hits (e.g. over the hoop, and landing inside the partner's square) the receiver must hit the ball so that it goes through the hoop and lands inside the partner's square. If the "through" hit is successful, play continues for another series of five "overs"
and a "through." If the "through" hit is unsuccessful, the five "over" hits must be repeated.

*Over-Through --*

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**HIT FOR A HUNDRED!**

*PURPOSE: To provide children with the opportunity to practice striking a ball against a wall.*

Children working individually, with a ball and a racquet or paddie, try to score one hundred points by hitting a ball back and forth off a wall. To score, a child must hit the ball above a line (approximately 18 inches high) on a wall. For each successful hit, the child scores ten points. Additionally, if the child returns the ball to the wall (and over the line) on the first bounce, he can score ten more points - on the second bounce, five more points. As skill improves, children can set their goal at 100, 200, even 500 points!
ROUNDABOUT

PURPOSE: To provide children with the opportunity to practice striking to a specific target.

Grouped in threes, children arrange themselves approximately 8-10 feet apart, in a triangle. The object of the activity is to keep a ball moving by striking it to each player without losing control of it. As children become more proficient at this activity, add more people and a second ball. Bounces are allowed, even encouraged, but not required in the activity. Determining a set order of who hits to whom is helpful, especially in larger groups.

AROUND THE WORLD

PURPOSE: To provide children with the opportunity to practice hitting cooperatively and continuously to a partner.

Six markers are arranged in a circle. Polyspots or carpet squares work well for this. Partners stand on spots directly across from one another. One child begins the game by hitting the ball once in the air, hitting it to her partner across the circle, and then moving one spot to her right. The other child receives the ball, taps it once in the air, hits it back to the partner, and moves one spot to the right - exactly copying her partner. This continues, with each round including one extra tap in the air prior to hitting the ball to the partner. At the completion of the "five-tap" round, the circle is enlarged slightly and the activity is repeated. At any time there is a mis-hit ball, activity continues by repeating the last successful round. For lower skilled
children, keep the spots relatively close and use a beachball or balloon to begin with. As skills progress, move the spots farther away and use a smaller ball. With this type of activity, children are very good at coming up with their own variations and modifications -- they may create some vastly improved patterns of moving the ball -- ask them to try it!

**SWITCH**

*PURPOSE:* To provide children with the opportunity to practice striking using both the dominant and non-dominant hand.

Working cooperatively in pairs, children hit a ball back and forth, each time switching body position from forehand to backhand in preparation for the next hit. How many consecutive hits can be done, alternating forehand and backhand hitting? Remember, partners are working cooperatively and should provide good ball placement for their partner to successfully alternate forehand and backhand strokes. (Hint: Hit the ball upward 6-7 feet to allow time to change position.)

**UP AND BACK**

*PURPOSE:* To provide children with the opportunity to practice hitting cooperatively and continuously to a partner.

Partners set up an activity area that is approximately 10 by 20 feet in size with a barrier (low net, hoops in stands, rope, line on the ground) dividing the area into two - 10 by 10 foot courts. The object of the game is
to work cooperatively, hitting a ball back and forth across the barrier, while moving one step forward or one step backward with each successful hit. To begin, each player stands at the endline of his court. One player hits the ball over the barrier, into the other player's court, and if successful, takes one step into his court. The receiving player tries to do the same, returning the ball over the barrier into the other court, and if successful, takes one step into her court. This continues until both players have moved forward into the court to one arm's length from the barrier. When players have reached this point, with each successful hit, they may take a step backward, working themselves back to their endline, where they began the game. If, at any time there is a mishit (ball does not get over barrier, ball is unreturnable, ball lands outside of court), players must return to endlines and begin the process over.

Variation 1: Use a forehand stroke moving toward the barrier and a backhand stroke moving away from the barrier.

Variation 2: Play, keeping the ball in the air the entire game.

**Up and Back --**
3 - SPOT

PURPOSE: To provide children with the opportunity to practice hitting cooperatively and continuously to a partner over a barrier.

Children work in pairs, one on each side of a barrier (low net, hoops in stands, rope). On each side of the barrier are three spots, arranged in a triangle, with the point of the triangle pointing toward the barrier.

3-Spot--

Players must hit from one of the spots to send the ball over the barrier. One player "serves" the ball, hitting it over the barrier to the other player. That player receives the ball, tapping it on his paddle/racquet until he can reach a spot to hit from. Upon reaching the spot, the player hits the ball back to the serving player who must reach the ball and tap it on her paddle/racquet until reaching a spot from where she can return the ball over the barrier. This pattern continues with one requirement - that players cannot hit from the same spot twice in a row. Hitting in the air or on the bounce are both legal.

Variation 1: Play with a beachball initially, for lower skilled players.
Variation 2: Disallow bounces during rallies.

**PONG BALL**

*Purpose:* To provide children with the opportunity to practice hitting cooperatively and continuously to a partner.

Three children arrange an activity area like the one diagramed below. One child occupies the center hoop with the other two children occupying two adjacent outer hoops.

Pong Ball --

This game is played keeping the ball constantly in the air. The center child begins the game by hitting the ball in the air to one of the children in the outer hoops. The receiving child taps the ball two times to herself and then hits it back to the center hoop player. The center player must match that by tapping the ball two times before passing it on to the next player. This player must tap the ball three times before sending it back to the center player to match. This continues until the center player completes seven taps. Additionally, after each time one of the outer hoop players hits the ball to
another player, he must move to a new, and unoccupied, hoop. Any mishits require the group to begin all over again. When the group has completed the seven taps, or when 3 minutes have elapsed, a new center hoop person is chosen and the activity begins again.

**SPOT SHOT**

**PURPOSE:** To provide children with the opportunity to practice cooperative striking, using a variety of different types of strokes.

This activity requires a little set up and a great deal of cooperation between partners. The activity area is set up as diagramed below, with one person designated initially as the "server," and the other person designated as the "returner."

**Spot Shot --**

The first hit the server hits is to the returner's "off" side, requiring a
backhand hit to return the ball to the server. The server then taps the ball on the paddle/racquet, until the returner moves to the second position. Upon arriving at the second position, the server hits a high shot, requiring the returner to hit an overhead stroke back to the server. Server taps, returner moves to third position, where an underhand stroke is required to move the ball back to the server. The sequence is repeated, moving the returner to the overhead and backhand stroke to finish the cycle. The players change places and a new cycle is begun. 1 cycle = 1...2...3...2...1 finished! Adjusting spot distances based on skill level is encouraged.

**AERIAL FOUR SQUARE**

**PURPOSE:** To provide children with the opportunity to practice hitting cooperatively and continuously in a group game setting.

This is essentially a four square game with three distinct differences:
1) The players are using paddles/racquets instead of their hands to strike the ball,
2) The ball is required to stay in the air, and players must keep at least one foot in their square at all times, and
3) The players are working cooperatively to keep the ball in the air as long as possible.

A great game! Lots of effort to hit accurately and to reach for every ball. Somewhat larger four square courts can be helpful as things can get a little crowded. For more competitive students, challenge one four square court to another, who can keep the ball in the air longer? At the end of one challenge, mix up the people in the two squares and try it again!
Variation: Play "Call Your Shot" by requiring players to call out the player to whom she is hitting. Then, only the person whose name was called may contact the ball. Adds challenge to the game!
STRIKING:
with long-handed implements ---

Introduction

Striking with long-handed implements usually requires a two-handed grip and should be practiced using a variety of striking patterns. For instance, striking with bats requires swinging in a predominantly flat, or horizontal plane. Striking with a hockey stick requires a diagonal, or oblique striking pattern. Common to both of these patterns is the need for good eye-hand coordination. There are other, often less emphasized, long handled implements used in elementary school physical education, these include: shuffleboard, croquet, and lacrosse. While these activities are modified to varying degrees, they often require similar striking patterns, and utilize eye-hand coordination. When teaching striking skills it is extremely important to provide ample room for activities to take place safely. Another safety precaution that must be enforced is to require children to keep hockey sticks in contact with the floor so that dangerous wild swinging does not occur. Other considerations when teaching striking include the use of modified equipment to promote safe, successful experiences for children. Lightweight, non-threatening balls to strike, and shorter, lighter striking equipment, such as the use of only plastic implements such as whiffle bats and plastic street hockey sticks are recommended.
STRIKING ACTIVITIES ---

These activities are designed to reinforce the skill theme of striking with Long-handled implements, found in chapter 25 of *Children Moving*, pp. 570-612.

--1,2,3,4 Point ------- 4 Hit
--Beat the Clock ------- Strike Away
--Carpet Goal ------- Hit Away
--Score More ------- Ghost Ball
--Keep it Moving! ------- Alien Hockey Bowl
--Strike and Go ------- Hockey Keep Away
--Pie Hockey ------- Zone Hockey
--One Step ------- Incredible Shrinking Goals
--American Cricket ------- Two-Way Tee Ball
1,2,3,4, POINT - Bats

PURPOSE: To provide children with the opportunity to practice hitting a ball as far as they can.

With children working in pairs, have the children set up activity areas that include a batting tee, three cones, a hoop (as a collecting place - a rope circle, or bucket can also be used) and 2-3 lightweight balls - whiffle balls work well. Each activity area has the batting tee as "home," and the cones spaced apart in a line along what would traditionally be the first base line.

1,2,3,4, Point --

Fielder

Collecting place

Cones

Batter
(hitting off tee)

Partners working at each activity area choose the distance between each
cone. The "collecting place" is set up somewhere along the third base line. One child begins the activity by placing a ball on the tee and hitting it as far as she can. Upon contact with the ball, the batter tries to run to the furthest cone possible and back to "home" before the fielder can retrieve the ball and place it in the hoop. The distance the ball is hit will help to determine which cone the batter can run to successfully. After three hits, the partners switch jobs.

**BEAT THE CLOCK - Hockey**

**PURPOSE: To provide children with the opportunity to practice controlling a moving ball on a signal.**

On a signal from the teacher, children travel in general space, tapping a ball gently with a plastic hockey stick. On a second signal from the teacher, the children stop and try to stop the ball from moving, using only their stick. At the time of the "stop" signal, the teacher begins to count backward from ten in a loud voice. When all the balls have stopped moving, the teacher stops counting. The goal is for the children is to control their ball as quickly as possible and stop the counting. Challenge the children to beat their previous attempts. Vary the counting patterns (e.g. count backwards from one hundred by fives), and the length of movement time between signals to keep interest high.

**CARPET GOAL - Hockey**

**PURPOSE: To provide children with the opportunity to practice**
changing directions using a ball and a hockey stick.

Each child is equipped with a ball (foam, fleece, whiffle, or tennis) and a hockey stick. In the activity area are scattered carpet squares. On a signal from the teacher, the children travel throughout the activity area, changing directions to avoid letting their ball touch any of the carpet squares. When the teacher calls "carpet goal!" the children change their traveling strategy and direction so that they approach a carpet square in their pathway, and with a short tap, make the ball roll over the square and score a "carpet goal."

Variation: Have the children score a goal by stopping the ball on a carpet square.

SCORE MORE - Hockey

PURPOSE: To provide children with the opportunity to practice striking a ball to a target.

Working against a wall or fence, each student sets up three targets. Tennis ball cans, plastic milk containers, and plastic pop bottles all work well. From a marked spot on the ground, students strike a ball at the targets they have set up. Students score one point for each target they hit, and 3 points if they hit the target they "called" prior to the hit. The activity can be modified to be more challenging if a number of spots at various distances are set up, and with each successful hit, the student moves one spot backwards, away from the targets. Targets too, may be set up at various distances to provide variety and increased challenge.
Score More --

**KEEP IT MOVING!** - Hockey

**PURPOSE:** To provide children with the opportunity to practice striking at different places around the body.

In this activity, children are arranged in a scattered formation in the activity area, each place marked by a polyspot, chalk mark or carpet square. Enough room between each of the markers must be provided so that each child can move his stick without hitting others. Additionally, each child has a hockey stick and uses it to tap balls that come near. The object of the game is to keep all of the balls moving at all times. There should be at least as many balls scattered around the activity area as there are children playing - preferably more. At various times during the activity, the teacher can have the children freeze and see how many balls are moving at once. On the next signal from the teacher, activity resumes and the children continue tapping
the balls that roll near them. One limitation on the children is that they are not allowed to move from their spot on the floor. They may rearrange their foot position as long as they remain on their marked spot. Playing this game in a room with walls helps to cut down on the chasing of balls. Also helpful is to encourage taps rather than hard hits.

**STRIKE AND GO - Hockey**

**PURPOSE:** *To provide children with the opportunity to practice striking to a stationary partner.*

Working with a partner, have the children practice striking back and forth without either of the partners moving from their space. When the children are successful at this, increase the challenge by having one partner strike to the other partner and then moving to another space. The receiving partner controls the ball, checks to see where his partner moved, strikes the ball back and then moves to a new space. Two key points to this game are: 1) Control the ball (stop it) before hitting to a partner, and 2) Wait until the partner has stopped moving before hitting to him. Provide lots of open space for the children to move and strike the ball.

Note: For safety, REQUIRE that hockey sticks remain in contact with the floor.

**PIE HOCKEY - Hockey**

**PURPOSE:** *To provide children with the opportunity to practice striking to stationary targets at various distances.*
Children are arranged into groups of six with directions to set up an activity area as diagramed below (groups of 3, 4, or 5 work well, it just creates a different amount of wedge area to cover). When the activity area is set up, ask each of the children to take a place in a "wedge" (wedges can be marked with chalk, tape, or paint). In each of the wedges, on the outer ring of the circle, two cones or other markers are set up to be a goal. Each student is assigned to a wedge, out of which they are forbidden to travel, and from which they try to strike balls through the goals in the other wedges.

Pie Hockey --

ONE STEP - Hockey

PURPOSE: To provide children with the opportunity to practice striking to a partner from various distances.
Working with a partner, children strike a ball or hockey puck back and forth, using a hockey stick. With each successful hit to the partner (e.g. a hit that the partner receives without having to leave her position) the striking partner takes one step back. This continues, with each partner taking a step back until a miss occurs. When either of the partners is unable to hit successfully to the other partner, both partners begin the activity again, about 6-8 feet apart.

Note: For safety, REQUIRE that hockey sticks remain in contact with the floor.

**AMERICAN CRICKET - Bats**

**PURPOSE:** To provide children with the opportunity to practice striking a pitched ball.

This is a partner game that is similar to the batting process in the English game of cricket. The equipment set up requires that a cone topped by an inverted tennis ball can be placed directly behind home plate. Another cone is placed approximately 25 feet away from home plate. The game begins when the pitcher/fielder pitches the ball (whiffle balls and light foam balls work well) to the batter. Three things can happen: 1) The batter hits the ball - in which case the pitcher/fielder must retrieve it and knock the can off of the cone at home plate before the batter can run to another cone and back, or 2) The batter swings and misses it, or 3) the batter doesn't swing at all. In the latter two cases, the batter is given two more tries before he can bounce the ball to himself and hit it - then run to the cone and back. After
four "at bats," the players switch jobs.

4 HIT - Bats

PURPOSE: To provide children with the opportunity to practice striking a ball with a bat.

In groups of three, children play a "workup" game of sorts. One player is chosen to be up and must travel around a set of bases, hitting a lightweight ball (whiffle or foam work well) at each base. Using the traditional 4 bases used in baseball and softball, a different hitting situation is set up at each base.

4 Hit --

\[ \begin{align*}
\{ & = \text{ball} \\
\ast & = \text{tee} \\
\bigcirc & = \text{base (hoop)}
\end{align*} \]

For instance, beginning at home plate the batter hits a ball off of a tee (or cone). Then, running to first base and carrying the whiffle bat, the batter finds a ball on the base, bounces it and hits it into the field. Running to second, the batter finds a ball, tosses it in the air and "self hits" it into the
field. Continuing on to third base, the batter picks up a ball and using one of the three methods of hitting, hits the last ball into the field. The batter then runs home. It is the job of the fielders to retrieve the hit balls and replace them on an unoccupied (by a ball or batter) base before the batter gets home. Once the series of four hits is completed by a batter, the children switch jobs, the batter becoming a fielder, one fielder remaining (and will be the final batter) and the other fielder coming in to bat.

**STRIKE AWAY - Bats**

*PURPOSE: To provide children with the opportunity to practice hitting to open places.*

Children are working in partners; one is a batter and the other a fielder. The activity begins when the batter hits three balls - one off of a tee, one off of a short cone, and one off of a tall cone. As soon as the third ball is hit, the batter runs to a cone (placed 25 feet away) and back to the tee.

**Strike Away --**
In the meantime, the fielder collects all of the balls and places them in a hoop in the center of the activity area before the batter runs back to the tee. After three "at bats" (a total of nine hits) the partners switch jobs. Whiffle balls and bats work well for this activity. Allow plenty of space for the children to work, and make sure the batters are hitting away from the other games.

**HIT AWAY - Bats**

**PURPOSE: To provide children with the opportunity to practice striking a pitched ball different distances.**

Children are working in groups of four, each rotating to do different jobs as the game progresses. The game begins with one person batting, one catching, one pitching, and one person acting as a fielder. The field is set up in zones, as diagrammed below. The pitcher tosses the ball underhand to the batter who hits the ball as far as possible. Wherever the ball lands determines where the batter must run. For instance, if the ball lands in the third zone, the batter must run to the third hoop along the side of the activity area. If the batter can run to the appropriate hoop and back home again, before the ball is fielded, thrown to the other two players and put into the hoop marking pitcher's mound, the batter is safe. After one more opportunity to bat, the children rotate jobs - the catcher becomes the batter, the pitcher to catcher, the fielder to pitcher, and the batter to fielder.

**NOTE:** If the batter is unable to hit two pitched balls, she may hit from a tee.
Hit Away --

GHOST BALL - Bats

PURPOSE: To provide children with the opportunity to practice hitting to open spaces.

Children work in pairs, one in the field, and one as a batter. The batter tosses the ball to himself and hits it into the field. As soon as contact is made, the batter begins to run the bases (marked by polypots, throw down bases, carpet squares, cones, or chalk marks). The fielder chases the ball down and must throw it as quickly as possible into the infield (e.g. inside the
bases). When the ball lands in the infield, the batter must stop advancing on the bases and puts a "ghost runner" on the last base touched. The batter then bats three more times and tries to score as many "ghost runners" as possible. A "ghost runner" advances as many bases as the runner does on any hit. For instance, if a "ghost runner" is on first base and the batter hits the ball and reaches second base, the "ghost runner" would advance two bases to third base and stop. One of the strategies a batter can employ is to hit the ball in an area where the fielder isn't standing. One helpful hint to keep frustration of the fielder in check is to ask the batter to call out one field that is "closed" - that is, the one area of the outfield that the batter agrees not to hit to. This allows plenty of room to hit open spaces without requiring the fielder to cover an unrealistic amount of area.

ALIEN HOCKEY BOWL - Hockey

PURPOSE: To provide children with the opportunity to practice striking to and dodging stationary objects.

Arrange the activity area with thirty to fifty "pins" (cones, plastic pop bottles, tennis ball cans all work well) scattered throughout. On ten or fifteen of the pins, place a fleece or foam ball. This marks the pins as "ALIENS." Children dribble a ball through the activity area, keeping the ball under control, taking care not to contact any of the pins. On a signal from the teacher, children stop dribbling and strike the ball at only the alien pins. Challenge the class to see if they can knock the ball off all of the alien pins! After each striking episode have the children set up all of the cones and replace the balls that fell off of the alien pins. Begin dribbling again.
NOTE: For safety, REQUIRE that hockey sticks remain in contact with the floor.

**HOCKEY KEEP AWAY** - Hockey

*PURPOSE:* *To provide children with the opportunity to practice striking to dodge an opponent.*

This activity is similar to traditional "Keep Away" except that the only way to move a ball is with the hockey stick. Three children stand approximately twenty feet apart, forming a triangle. Using a hockey stick, they try to pass back and forth to each other. Inside the triangle is a fourth student, also using a hockey stick, that is trying to disrupt and intercept the passing. When passers have made four successful passes or have been intercepted four times, one of the ends changes jobs with the middle player, and the game continues.

NOTE: For safety, REQUIRE that hockey sticks remain in contact with the floor.

**ZONE HOCKEY** - Hockey

*PURPOSE:* *To provide children with the opportunity to practice striking around an opponent.*

Working in groups of six, each child occupies one end of a zone in the activity area (see diagram). The game begins with a ball in each zone, and players trying to score goals in any of the zone goals at the opposite end of
the activity area. Players must stay within their zone and cannot move past the 3/4 restraining line to shoot a goal. A roving goalie may be added to each end to increase challenge. After each score rotate positions (rotate one position clockwise - children will change ends throughout the game).

Zone Hockey --

INCREdbILE SHRINKiNG GOALS - Hockey

PURPOSE: To provide children with the opportunity to practice striking to a goal in a dynamic game situation.

This game can be played two-on-two, or three-on-three on a small, single goal court. One team plays only defense, and the other only offense for a set period of time (three minutes to start). Each time the offense scores a goal, the cones marking the goal are moved closer together. At the outset of the game, place the cones approximately four feet apart. With each successive goal, move one cone 3-4 inches toward the center. At the end of
the three minute period, teams change jobs with the cones being replaced to their original width.

**TWO-WAY TEE BALL - Bats**

**PURPOSE:** To provide children with the opportunity to practice striking a ball in a dynamic game situation.

Three children are involved in this activity. One child is a batter and the other two children are fielders, arranged in front of and behind the batter at the tee.

Two-Way Tee Ball --

The batter has two balls to hit off the tee - one toward each fielder (see diagram). After both balls are hit, the batter uses the bat to tap a third ball (like a dribble in hockey) around the batting tee while the two fielders retrieve the balls and replace them in a hoop next to the tee. The batter's
batter's score is the number of times he can dribble the ball around the tee before the balls arrive in the hoop. After two at bats, children rotate jobs.
REFERENCES --


Congressional Record. (1986) 99th Congress, 2d Session. House Congressional Resolution 344, Senate Congressional Resolution 145.


