

Quick Reference Activity Card: Ropes 1

Set-up: Scatter ropes in the activity area to serve as a Home Base for each student.

1 student per Home Base. Use 4+ cones to set perimeter boundaries.

Each activity below should take approximately 10 minutes.

Schedule 6 activity breaks throughout the day to provide 60 minutes of daily physical activity.

*Suggested MC Cards* refers to the Movement Concept Cards the authors recommend for each activity.

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|  | Activity Description | Suggested MC Cards | Category |
| 1 | *Get in Shape*   * Students use the ropes to create various shapes. Allow them to experiment and create any shape they want. * Teacher describes a shape for students to create (e.g. round, 3 sides, 4 sides) and then ask students its name. * Partners: create shapes that match. | Self-Space, Low Level, Matching, | **Movement Concepts** |
| 2 | *“A” is for Activity*   * Students use the ropes to create letters of their choice. * Give students a letter to create. * Challenge: Give a letter sound; students make the letter that matches the sound. | Self-Space, Low Level | **Social/Emotional** |
| 3 | *Know Where*   * Students use the ropes to create a pathway (straight, curved, zig-zag) and walk/balance on it. * Ask students to stand on/next to/behind the rope. * Partners: One partner creates a pathway with 2 ropes for her/his partner to walk along. | Pathways: Curved, Straight, Zigzag | **Balance** |
| 4 | *Be like Superboy/Supergirl*   * Students place the rope in a straight line and then jump over it, landing on 2 feet. * Remember to swing arms like superboy/supergirl. * Challenge: Can students leap or hop over the rope? | Over, Follow, Pathways | **Locomotor** |
| 5 | *Yikes…Snakes!*   * Students sit and drag the rope (“snake”) along the ground in front of them. As a class, count to 20. * Partners: One partner wiggles the rope, the other attempts to catch the snake (palms down, don’t grab). | Low Level, On | **Manipulative** |
| 6 | *What’s on your Plate?*   * Students make a circle with the rope, pretending it is a plate. * Students hop inside of the circle and name the healthy foods on their plate. * Challenge: Talk about the 5 senses. Identify a food and describe how it tastes, looks, etc. | Inside | **Health/Nutrition** |