

1 V 1 TUG TO VICTORY

STUDENT TARGETS

- ✔ **Personal & Social Responsibility:** I will participate respectfully and demonstrate proper etiquette during a competitive activity.

TEACHING CUES

- ✔ Bend Knees
- ✔ Hold Rope Tightly
- ✔ Low Center of Gravity

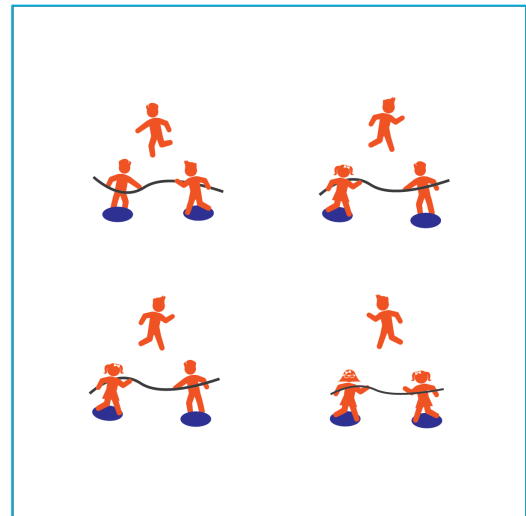
ACTIVITY SET-UP & PROCEDURE

Equipment:

- ✔ 1 7–10' rope (or similar) per group of 3 students
- ✔ 2 standing bases per group of 3 students (e.g., large spot markers, 1' x 2' board)

Set-Up:

1. Create 1 activity station for every 3 students:
 - a. 2 standing bases placed so that the distance between them is about 2' shorter than the rope's length.
 - b. 1 rope extending between the bases.
2. Create groups of 3, each group at a station.



Activity Procedures:

1. Today's activity is called 1 v 1 Tug to Victory. The object of the activity is for you to pull your opponent off of their base while staying on your base.
2. Start the activity with 2 players, each standing on a base and grabbing the rope. Students competing will count down together, "3, 2, 1, GO!" before pulling on the rope.
3. If either player's foot touches the ground off their base/platform, or a player lets go of the rope, the round is over. The 3rd person in the group then replaces the player who stepped off the spot.

Modifications:

- Tie a knot on each side of the rope to help students with grip.
- Students must keep 1 or both feet on the spot platform, based on students' skill and fitness levels.

STANDARDS & OUTCOMES ADDRESSED

- ✔ **Standard 4 [E6.3-5]** Works independently and safely in physical activity settings (3); Works safely with peers and equipment in physical activity settings (4); Applies safety principles with age-appropriate physical activities (5).

SPACE INVADERS

STUDENT TARGETS

- ✔ **Personal & Social Responsibility:** I will recognize and adhere to the rules and etiquette of Space Invaders.

TEACHING CUES

- ✔ Throw From Behind the Line
- ✔ Step with Opposite Foot
- ✔ Move Quickly

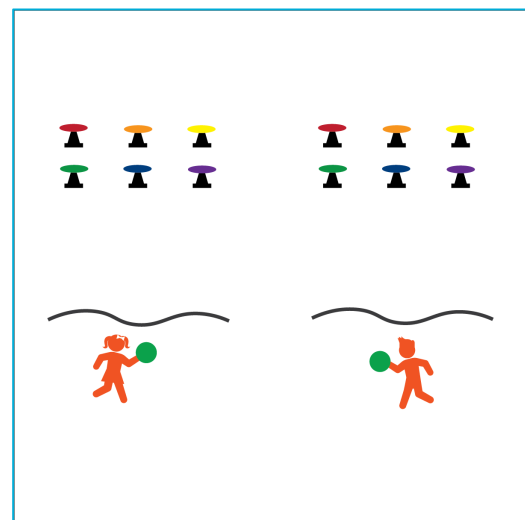
ACTIVITY SET-UP & PROCEDURE

Equipment:

- ✔ 12 cones
- ✔ 12 flying discs
- ✔ 2 foam balls
- ✔ 2 jump ropes (or another line marker)

Set-Up:

1. Create 2 space invader game boards, side by side with one another. Each board should include 6 cones with 1 disc balanced on top of each, a jump rope to mark the throwing line, and 1 foam ball.
2. This is an individual challenge with 1 student per game board.



Activity Procedures:

1. This activity is an individual challenge called Space Invaders. The object is to knock apart as many “space invaders” as you can in 60 seconds by throwing the foam ball from behind the line and knocking the discs off the cones.
2. On the start signal, throw the foam ball at the cones and discs. After you throw the ball, run and get it, return to the throwing line, and then throw again. Continue for 1 full minute.
3. If you knock all 6 discs off of the cones, you can reset the discs and then move back to the line to attempt more throws. Don’t forget to count the number of “space invaders” you destroy!

Modifications:

- Use a variety of balls/tossable objects.
- Increase the number, size, and distance of targets.
- Play this game as a team relay challenge.

STANDARDS & OUTCOMES ADDRESSED

- ✔ **Standard 4 [E5.3-5]** Recognizes the role of rules and etiquette in physical activity with peers (3); Exhibits etiquette and adherence to rules in a variety of physical activities (4); Critiques the etiquette involved in rules of various game activities (5).

PIZZA DELIVERY

STUDENT TARGETS

- ✔ **Personal & Social Responsibility:** I will recognize the rules and etiquette of this challenge in order to create a safe and positive activity environment.

TEACHING CUES

- ✔ One Hand Under the Disc
- ✔ Head Up, Eyes Alert
- ✔ Control Tags for Safe Play

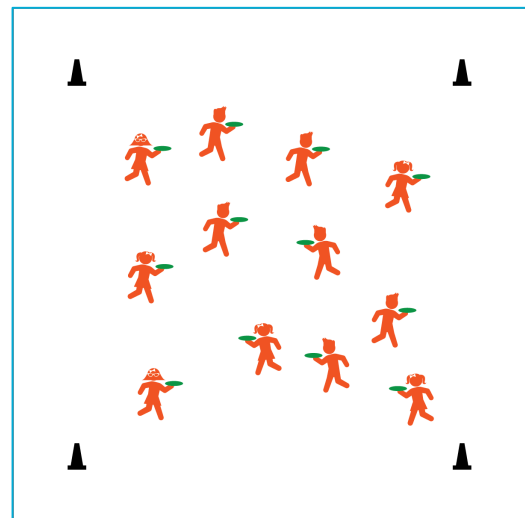
ACTIVITY SET-UP & PROCEDURE

Equipment:

- ✔ 1 flying disc per student (foam or plastic)
- ✔ 4 large cones

Set-Up:

1. Create a large activity area using 4 cones to mark boundaries.
2. Scatter students, each with a flying disc.



Activity Procedures:

1. This activity is an individual challenge called Pizza Delivery. The object of the game is to walk throughout the activity area while balancing your “pizza” on the palm of your hand without allowing it to be knocked to the floor by another player. At the same time, you’ll work to knock other players’ pizzas to the ground.
2. Begin by balancing your flying disc like a pizza platter. On the start signal, begin walking and continue to balance your disc. When the teacher yells, “TAG!” begin working to knock other pizzas to the floor.
3. If your disc falls to the floor, complete 10 jumping jacks, rebalance your disc, and continue playing.

Modifications:

- Assign 3–5 players as “taggers.” Only taggers are allowed to knock pizzas to the floor.
- When a pizza falls to the floor, students move to the perimeter and speed walk laps. The remaining players continue until there is only 1 pizza left.

STANDARDS & OUTCOMES ADDRESSED

- ✔ **Standard 4 [E5.3-5]** Recognizes the role of rules and etiquette in physical activity with peers (3); Exhibits etiquette and adherence to rules in a variety of physical activities (4); Critiques the etiquette involved in rules of various game activities (5).
- ✔ **Standard 4 [E6.3-5]** Works independently and safely in physical activity settings (3); Works safely with peers and equipment in physical activity settings (4); Applies safety principles with age-appropriate physical activities (5).

GRAND PRIZE GAME

STUDENT TARGETS

- ✔ **Personal & Social Responsibility:** I will recognize and adhere to the rules and etiquette of the Grand Prize Game.

TEACHING CUES

- ✔ Step with Opposite Foot
- ✔ Eyes on Target
- ✔ 1 Ball per Bucket

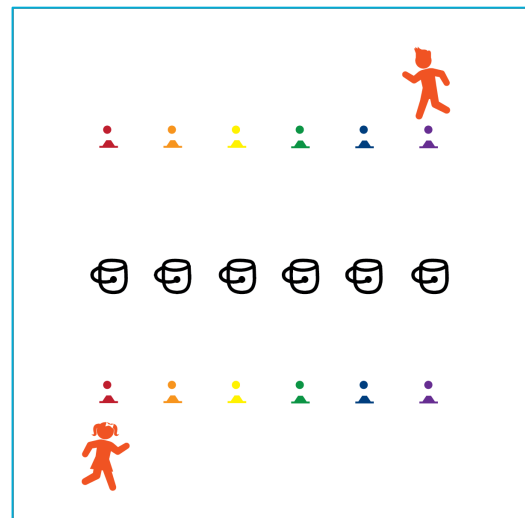
ACTIVITY SET-UP & PROCEDURE

Equipment:

- ✔ 12 plastic buckets
- ✔ 12 golf-ball-sized whiffle balls
- ✔ 12 low-profile cones

Set-Up:

1. Create 2 parallel lines using the low-profile cones.
2. Place 1 ball at each cone.
3. Place 1 bucket approximately 3' from each cone. They create a center line of buckets in the middle of the cones.
4. Divide students into 2 equal groups, groups lined up on each side.



Activity Procedures:

1. This activity is the Grand Prize Game. The grand prize is the world's largest imaginary stuffed animal!
2. The object of the game is to be the first player to toss each of the 6 balls on your side into each of the 6 buckets. You'll compete head-to-head with the player on the opposite line.
3. On the start signal, begin by tossing 1 of the balls into 1 of the buckets. If you miss, retrieve the ball and try again. Do not interfere with your opponent's toss. If you knock down your opponent's toss, you'll have to do 10 jumping jacks before tossing again. This will cost you valuable time.

Modification:

- Use ping pong balls. As an added challenge, the balls must bounce on the floor before landing in a bucket.

STANDARDS & OUTCOMES ADDRESSED

- ✔ **Standard 4 [E5.3-5]** Recognizes the role of rules and etiquette in physical activity with peers (3); Exhibits etiquette and adherence to rules in a variety of physical activities (4); Critiques the etiquette involved in rules of various game activities (5).

BOUNCE BACK

STUDENT TARGETS

- ✔ **Personal & Social Responsibility:** I will demonstrate the Spirit of the Game while competing in the game of Bounce Back.

TEACHING CUES

- ✔ Throw with Control
- ✔ Using Throwing Cues
- ✔ Compete with the Spirit of the Game

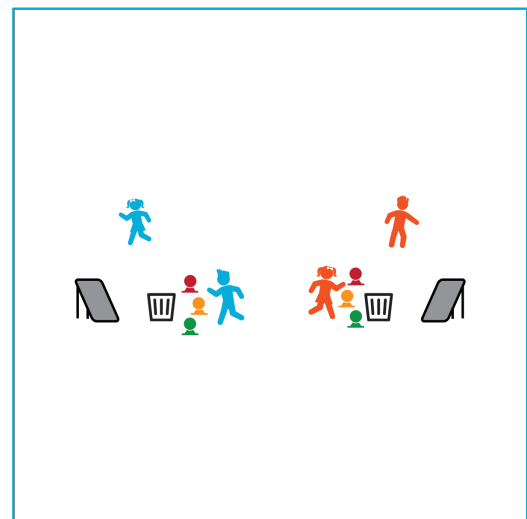
ACTIVITY SET-UP & PROCEDURE

Equipment:

- ✔ 2 rebounders per pair of students
- ✔ 2 large buckets or trash cans per pair of students
- ✔ 2 low-profile cones per pair of students
- ✔ 6 Voit Bouncee Foam Balls

Set-Up:

1. Place rebounders 5–6' from the large buckets/trash cans.
2. Place low-profile cones a safe throwing distance from the rebounders.
3. Pair students, or create 2 teams with 1 student from each team competing head-to-head.



Activity Procedures:

1. This activity is called Bounce Back. The object of the game is to bounce all 3 of your foam balls into your bucket before your opponent bounces her/his into the opposite bucket.
2. You'll do that by throwing your foam balls from behind the low-profile cone, off of the rebounder, and into the bucket. If you miss, quickly retrieve your ball and then try again from behind your cone.
3. When a player completes the challenge, the competition is over. Shake hands and allow the next player on your team to get ready for the next round.

Modifications:

- Adjust the distance between the rebounders, buckets, and cones.
- Use a solid wall rather than a rebounder. Demonstrate bounce strategies for successful throws.

STANDARDS & OUTCOMES
ADDRESSED

- ✔ **Standard 4 [E1.3-5]:** Exhibits personal responsibility in teacher-directed activities (3); Exhibits responsible behavior in independent group situations (4); Engages in physical activity with responsible interpersonal behavior (e.g., peer to peer, student to teacher, student to referee) (5).

BOUNCE BALL TEAM RELAY

STUDENT TARGETS

- ✔ **Personal & Social Responsibility:** I will demonstrate safe and cooperative play during each Bouncy Ball Team Relay.

TEACHING CUES

- ✔ Work Safely
- ✔ Bounce with Purpose
- ✔ Listen for Teacher Cues
- ✔ Respect Equipment
- ✔ Cooperate with Friends

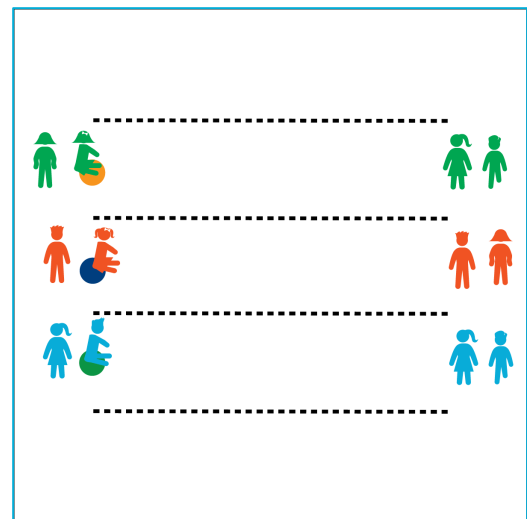
ACTIVITY SET-UP & PROCEDURE

Equipment:

- ✔ 1 bouncy ball with handles per team
- ✔ Paint or low-profile cones to mark lanes (50–70' in length)

Set-Up:

1. Mark race lanes with paint or cones.
2. Create teams of 4 students each.
3. Each team in a race lane with a bouncy ball at 1 end.
4. Racers 1 and 3 will line up behind the bouncy ball, racers 2 and 4 will line up at the opposite end of the lane.



Activity Procedures:

1. This activity is the Bounce Ball Team Relay. The object of the race is for each member of your team to bounce on the ball 1 full length of the race lane before all the members of the other teams finish.
2. On the start signal, the first bouncer on each team will begin bouncing down the race lane toward racer 2. At the end of the lane, racer 1 will get off of the bounce ball and give a fist bump to racer 2. Racer 2 will then race to racer 3, who will then race to racer 4.
3. When racer 4 crosses the finish line, all members of the team must sit quietly until all teams have finished.

Modifications:

- This race format can be used with a variety of locomotor movements, stilts, or scooters.

STANDARDS & OUTCOMES ADDRESSED

- ✔ **Standard 4 [E6.3-5]:** Works independently and safely in physical activity settings (3); Works safely with peers and equipment in physical activity settings (4); Applies safety principles with age-appropriate physical activities (5).

CHERRY ON TOP

STUDENT TARGETS

- ✔ **Personal & Social Responsibility:** I will use positive and encouraging language with both my teammate and my opponent.

TEACHING CUES

- ✔ 1 Ball at a Time
- ✔ Move Quickly
- ✔ Use Encouraging Language

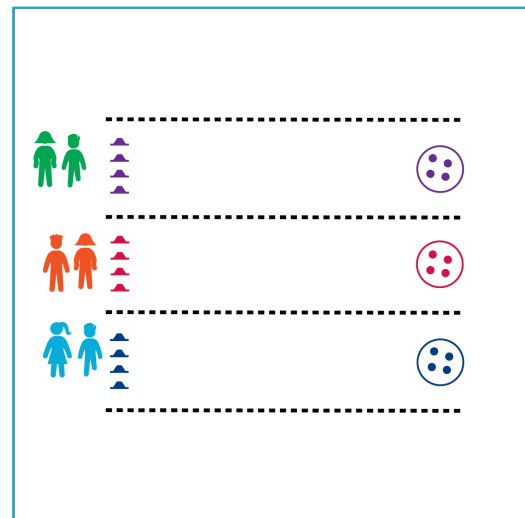
ACTIVITY SET-UP & PROCEDURE

Equipment:

- ✔ 4 cones of 1 color per team, each team with a different color
- ✔ 4 balls of 1 color per team, ball color matches team cone color
- ✔ 1 hoop per team, hoop color matches cone color

Set-Up:

1. Create racing lanes with 4 balls in a hoop at one end, and 4 cones at the other end (40' to 50' apart).
2. Pair students, each pair behind a hoop.



Activity Procedures:

1. This relay challenge is called Cherry On Top. The object of the activity is for you and your partner to take turns placing your colored balls (“cherries”) on top of your cones until all 4 “cherries” have been placed.
2. On the start signal, racer 1 will take 1 ball to a cone, place it on top, then return and fist-bump racer 2. Racer 2 will then take another ball to a cone. This repeats until all 4 balls are placed on the 4 cones. When your team is finished, sit quietly until all teams finish.
3. When the race is done, you’ll reset by getting your colored balls back in your hoop, ready for the next racers.

Modifications:

- This can be done with larger teams or as an individual challenge. Adjust the number of cones and colored balls accordingly.

STANDARDS & OUTCOMES ADDRESSED

- ✔ **Standard 4 [E4.3-5]:** Works cooperatively with others (3a); Praises others for their success in movement performance (3b); Praises the movement performance of others both more and less-skilled (4a); Accepts “players” of all skill levels into the physical activity (4b); Accepts, recognizes, and actively involves others with both higher and lower skill abilities into physical activities and group projects (5).

MISSION IMPOSSIBLE

STUDENT TARGETS

- ✔ **Personal & Social Responsibility:** I will work safely and cooperatively with my partner using positive and encouraging language.

TEACHING CUES

- ✔ Blindfold Stays On
- ✔ Use Positive Language
- ✔ Communicate with Respect

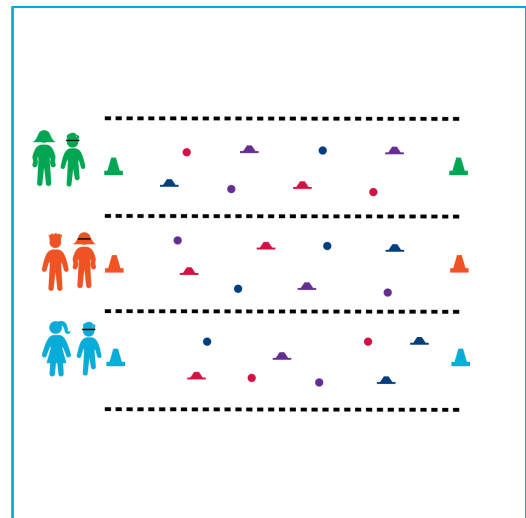
ACTIVITY SET-UP & PROCEDURE

Equipment:

- ✔ 1 blindfold per pair of students
- ✔ 2 cones (of the same color) per pair of students
- ✔ 5–10 “mines” per pair of students (e.g., bean bags, cones, bowling pins, hula hoops, etc.)

Set-Up:

1. Use cones to create 1 relay line per pair with 40–50' between cones.
2. Scatter “mines” all around the activity area, leaving enough space between mines for students to move safely.
3. Pair students, each pair at a starting cone with a blindfold.



Activity Procedures:

1. This activity is called Mission Impossible. You and your partner will work together to move across the minefield to the opposite cone and then back again without touching any mines.
2. The first player wearing the blindfold is the special agent, and the other player is the scout. The scout will use words to guide the special agent safely to the opposite cone, helping them avoid the mines. You may not touch or guide your partner with your hands.
3. Once you make it to the opposite cone, quickly switch roles and make your way back to the original cone.
4. If the special agent touches a mine, both players must return to the cone where they started, switch roles, and try again.

Modification:

- Use fewer “mines” to make the activity less challenging.
- Use nonverbal cues only (clap, stomp, whistle, etc.).

STANDARDS & OUTCOMES ADDRESSED

- ✔ **Standard 4 [E4.3-5]** Works cooperatively with others (3a); Praises others for their success in movement performance (3b); Praises the movement performance of others both more and less-skilled (4a); Accepts “players” of all skill levels into the physical activity (4b); Accepts, recognizes, and actively involves others with both higher and lower skill abilities into physical activities and group projects (5).

4-WAY CAPTURE THE FLAG

STUDENT TARGETS

- ✔ **Personal & Social Responsibility:** I will I will accept the efforts and abilities of everyone on my team by using positive and encouraging language.

TEACHING CUES

- ✔ Move Safely
- ✔ Work Together
- ✔ Apply a Strategy

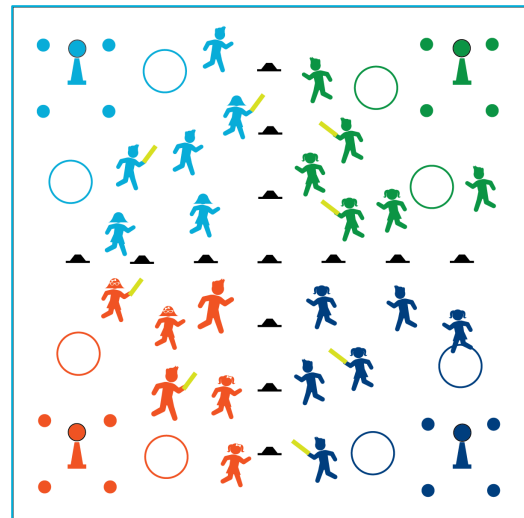
ACTIVITY SET-UP & PROCEDURE

Equipment:

- ✔ 20–30 low-profile cones
- ✔ 16 poly spots
- ✔ 4 foam balls
- ✔ 4 12" cones
- ✔ 8 hula hoops
- ✔ 8 foam noodles

Set-Up:

1. Use low-profile cones to separate playing area into 4 equal quadrants (10–15 paces each).
2. Use poly spots to make a square (2 paces by 2 paces) as the “no-guarding zone” in each quadrant.
3. Place a 12" cone in the no-guarding zone and place a foam ball (flag) on each cone
4. Put 2 hoops in each quadrant.
5. Divide students into 4 equal teams. Select 2 members from each team as taggers, and give them noodles.



Activity Procedures:

1. Today’s activity is called 4 Way Capture the Flag. The object of the game is to capture the ball (“flag”) from 1 of the other teams. To capture the flag, you must run it back or make a completed pass. If the flag is passed, it must be caught before it touches the ground; otherwise, it must be returned to its cone.
2. Teams get a point (+1) for each time they return a flag to their own side. The team that had their flag captured loses a point (-1).
3. The taggers on each team try to protect their flag by tagging anyone who enters their quadrant. If tagged by noodle, players sit down in the spot they were tagged.
4. If you’re tagged, someone from your own team can free you by reaching you (before being tagged themselves). If you are freed, put a hand up signaling that you are taking your mandatory free walk back to own side. The player that set you free does NOT get a free walk.
5. Taggers are allowed to leave their side to free teammates or go for the flag.
6. If you step out of bounds, you’re “tagged.” Re-enter where you left the boundary and sit.
7. Hula hoops are safety zones, but only 1 person is allowed per hoop at a time.

Modification:

- Add more/fewer taggers to provide the appropriate challenge.

STANDARDS
& OUTCOMES
ADDRESSED

- ✔ **Standard 4 [E4.5]** Accepts, recognizes and actively involves others with both higher and lower skill abilities into physical activities and group projects (5).

ALASKAN BASEBALL

STUDENT TARGETS

- ✔ **Personal & Social Responsibility:** I will demonstrate cooperation with teammates to successfully complete game-related tasks associated with Alaskan Baseball.

TEACHING CUES

- ✔ Work Together
- ✔ Move Safely
- ✔ Use Positive Language

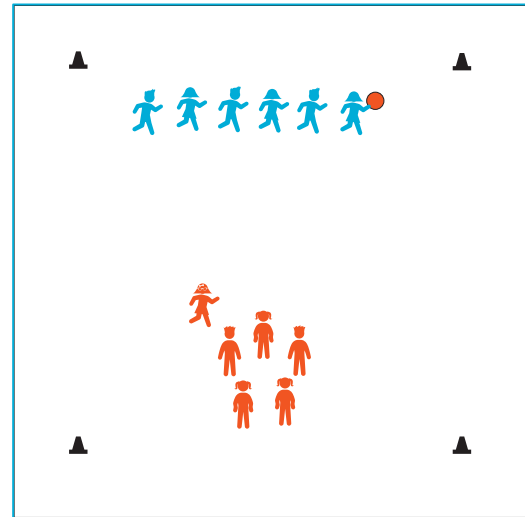
ACTIVITY SET-UP & PROCEDURE

Equipment:

- ✔ 1 soft, throwable object (rubber chicken or critter recommended)
- ✔ 4–8 cones

Set-Up:

- Using cones as boundary markers, create a square-shaped space large enough to accommodate an overhand throw.
- Create 2 equal teams; 1 team is the throwing team, the other is the fielding team.



Activity Procedures:

- Today's activity is called Alaskan Baseball. The object of the game is to score runs by running around your team's circle while the other team fields an object that you will throw.
- The throwing team will form a large circle (elbow to elbow). The fielding team will scatter in the activity space.
- On the start signal, the 1st thrower throws the object away from the fielding team (inside the cones).
- As soon as the object is thrown, the thrower runs around the outside of their team's circle. Every time he/she makes it around the circle, it counts as 1 run.
- At the same time, the fielding team is fielding the object. They form a line behind the 1st person who picks up the object. Then they pass the object between their legs until it reaches the last person in line. Then, they turn around and pass the object overhead back up the line.
- When the 1st fielder gets the object back, his/her team yells "STOP!" and the throwing team's runner stops. The throwing team yells out the score.
- To restart, the fielding team becomes the throwing team and creates a running circle. The player who first fielded the throwable throws away from the new fielding team and the game continues.

Modification:

- Instead of forming a huddle circle, the members of the throwing team perform an exercise or locomotor movement in their area until the receiving team yells "STOP." Teams score runs by completing as many repetitions as they can.

STANDARDS & OUTCOMES
ADDRESSED

- ✔ **Standard 4 [E4.3-5]:** Works cooperatively with others (3a); Praises others for their success in movement performance (3b); Praises the movement performance of others both more and less-skilled (4a); Accepts "players" of all skill levels into the physical activity (4b); Accepts, recognizes, and actively involves others with both higher and lower skill abilities into physical activities and group projects (5).

CHICKEN POT PIE

STUDENT TARGETS

- ✔ **Personal & Social Responsibility:** I will compete fairly, following the rules and etiquette of field day activities.

TEACHING CUES

- ✔ Move Quickly
- ✔ Throw with Control and Accuracy
- ✔ Throw from Behind the Cone

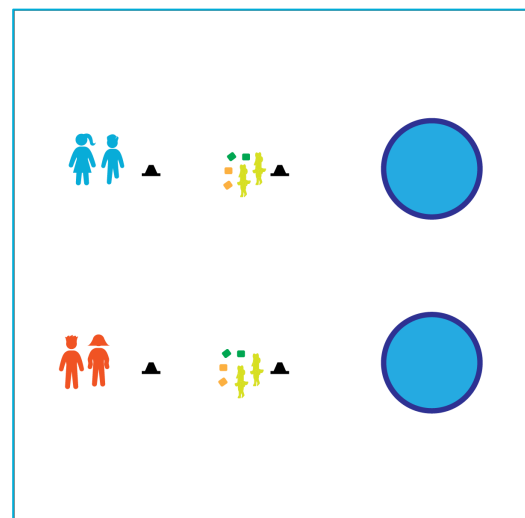
ACTIVITY SET-UP & PROCEDURE

Equipment:

- ✔ 1 Kiddie Pool (or large circular target)
- ✔ 2 rubber chickens per team
- ✔ 2 green bean bags per team
- ✔ 2 orange bean bags per team
- ✔ 2 low-profile cones per team

Set-Up:

1. Place low-profile cones 10–15' from pool. Place rubber chickens and beanbags behind the cone closest to the pool.
2. Create teams of 2 students each; 2 teams will play at a time (head-to-head).
3. Teams stand behind low-profile cones facing the pool.



Activity Procedures:

1. This activity is called Chicken Pot Pie. The object is for you and your partner to throw all of your items (“veggies” and “chicken”) into the kiddie pool before the other team.
2. On the start signal, Partner 1 will run to the hoop, pick up an item, and toss it into the pool. If your throw is accurate and the object lands in the pool, turn and run back to Partner 2. Give her/him a high-5 and then she/he will move to toss the next object. Each player will throw 1 object at a time.
3. If you miss, quickly run to the object, pick it up, bring it back and place it in the hoop. Then move to high-5 your partner.
4. Continue until 1 team tosses all objects accurately into the pool.

Modifications:

- Adjust the throwing and/or running distances.
- Add more tossable objects.

STANDARDS & OUTCOMES
ADDRESSED

- ✔ **Standard 4 [E5.3-5]** Recognizes the role of rules and etiquette in physical activity with peers (3); Exhibits etiquette and adherence to rules in a variety of physical activities (4); Critiques the etiquette involved in rules of various game activities (5).

MEGA MAT BALL

STUDENT TARGETS

- ✔ **Personal & Social Responsibility:** I will use positive language to help players of all skill levels feel accepted during the game of Mega Mat Ball.

TEACHING CUES

- ✔ Always Keep Your Eye on the Ball
- ✔ Cooperate and Communicate
- ✔ Maintain Control and Run Safely

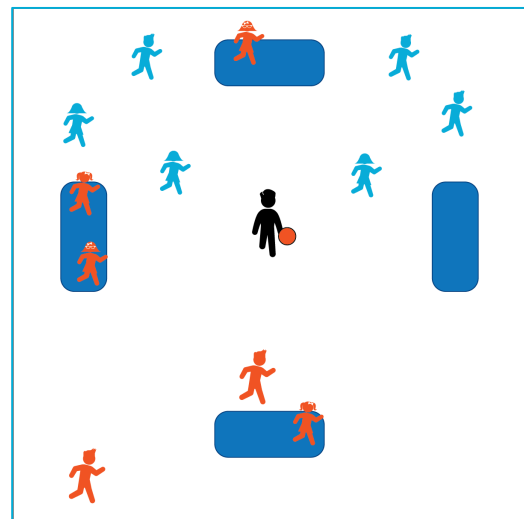
ACTIVITY SET-UP & PROCEDURE

Equipment:

- ✔ 4 large bases (can mark base areas with field paint, cones, mats, etc.)
- ✔ 1 playground ball

Set-Up:

1. Create a large kickball-style playing field with 4 bases.
2. Create 2 equal teams of 5–10 players each.
3. Provide multiple games for groups larger than 20.



Activity Procedures:

1. This is Mega Mat Ball. The object of the game is to score points by running around the bases 2 full times without getting tagged. The game is similar to kickball. The pitcher on the fielding team rolls the ball to the 1st kicker, who kicks the ball and runs to 1st base.
2. To score, a player must successfully make it around the bases twice. The 2nd time they touch 4th base equals a run for their team (they rejoin the kicking line).
3. There are 2 ways to get out: 1) a pop fly caught before it bounces, or 2) being tagged by a ball when not on a base. There are no force outs.
4. You are never forced to run. There can be any number of players on a base, including 4th Base (usually home base). You can run at any time. However, once you leave a base, you MUST keep going forward to the next base.
5. The teacher (umpire) CAN call a foul ball on a kick if the ball goes backwards, gets stuck in an obstacle, or interferes in another game. Other than that, all kicks are fair. If a foul is called, this is the 1 and only time runners must go back to the base they were on before the foul was called.
6. After 3 outs, kickers and fielders switch (keep same/similar kicking order).

Modifications:

- Teachers pitch.
- Students only run once around the bases.

STANDARDS & OUTCOMES ADDRESSED

- ✔ **Standard 4 [E4.3-5]** Works cooperatively with others (3a); Praises others for their success in movement performance (3b); Praises the movement performance of others both more and less-skilled (4a); Accepts “players” of all skill levels into the physical activity (4b); Accepts, recognizes, and actively involves others with both higher and lower skill abilities into physical activities and group projects (5).

RACE THROUGH THE GALAXY

STUDENT TARGETS

- ✔ **Personal & Social Responsibility:** I will work cooperatively with my teammates and use positive language to demonstrate acceptance for all of my teammates.

TEACHING CUES

- ✔ Communicate
- ✔ Control Your Movements
- ✔ Cooperate

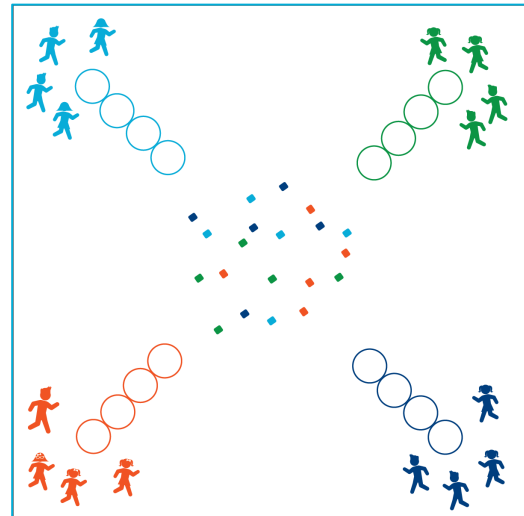
ACTIVITY SET-UP & PROCEDURE

Equipment:

- ✔ 4 hoops per team (1 color per team)
- ✔ 5 bean bags or foam balls per team (1 color per team)
- ✔ 1 stopwatch (optional)

Set-Up:

1. Create a large, square activity area with hoops arranged in a diagonal line from each corner, pointing into the center of the area.
2. Scatter each team's colored bean bags and foam balls around the center of the activity area.
3. Create teams of 4–6 students, each team behind a line of hoops.



Activity Procedures:

1. This activity is called Race Through the Galaxy! The object of the activity is for you to fill your ship's gas tank so you can take off and find a new planet to call home. You'll do that by working together, moving in your "hover craft" (hoops) through the activity area, collecting "fuel" (items that match the color of your hoops), and then returning them to your home hoop.
2. On the start signal, each team will begin to travel by using 3 of your 4 hoops (the hoop in the corner is designated as the home hoop and does not move). You'll collect 1 item that matches your team's color and then return it to your home hoop. Continue in this way until all items are collected.
3. The play area is filled with poisonous swamp water, so all teams must travel inside of the hovercrafts (hoops). Hoops can't be moved with players inside of them. You'll need to squeeze your team into 2 of the 3 hoops, and then move the 3rd hoop in front of the team so you can continue moving in the direction you need to go.
4. If anyone touches the poisonous swamp water, the team has to drop any fuel items they're holding, walk back to the home hoop, and continue from there.
5. Play continues until all teams complete their mission. Use the stopwatch to time the fastest group. Then play again, with all 4 teams trying to beat the previous record time.

Modifications:

- This can be done as a partner activity with 2 hoops as hover crafts.
- Allow students to pick up as many fuel items as possible.

STANDARDS & OUTCOMES ADDRESSED

- ✔ **Standard 4 [E4.3-5]** Works cooperatively with others (3a); Praises others for their success in movement performance (3b); Praises the movement performance of others both more and less-skilled (4a); Accepts "players" of all skill levels into the physical activity (4b); Accepts, recognizes, and actively involves others with both higher and lower skill abilities into physical activities and group projects (5).

PIE PAN RACE

STUDENT TARGETS

- ✔ **Personal & Social Responsibility:** I will work safely with the Pie Pan Race equipment and with my teammates.

TEACHING CUES

- ✔ Move Safely
- ✔ Work Quickly
- ✔ Have Fun

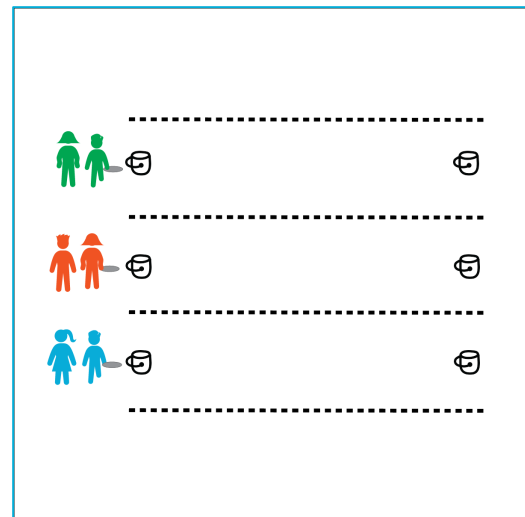
ACTIVITY SET-UP & PROCEDURE

Equipment:

- ✔ 1 aluminum pie or casserole pan per team
- ✔ 2 buckets per team
- ✔ Water
- ✔ Stopwatch (optional)

Set-Up:

1. Puncture 1 hole in each aluminum pan. The hole should be just large enough for a steady stream of water to leak from the bottom.
2. Use buckets to create a start and end lines for each team. Fill each ending bucket with water.
3. Create teams of 3–4 students, 1 team behind each starting bucket.



Activity Procedures:

1. This activity is the Pie Pan Race. The object for your team to move in a relay-race format to fill your starting bucket with water from your ending bucket.
2. When you hear the start signal, the first person on your team will move down to your ending bucket with the pan. Fill the pan with water and then quickly move back to your team’s starting bucket.
3. Dump the remaining water into the bucket and then hand the pan to the next racer on your team.
4. Each race will last for 60 seconds (or any time you designate). The team with the most water in their starting bucket wins the race.

Modifications:

- Students must move from bucket to bucket while holding the pan above their heads.
- Students form a cooperative line and must move the pan from one bucket to the next by handing it off from player to player.

STANDARDS & OUTCOMES
ADDRESSED

- ✔ **Standard 4 [E6.3-5]** Works independently and safely in physical activity settings (3); Works safely with peers and equipment in physical activity settings (4); Applies safety principles with age-appropriate physical activities (5).

RUBBER DUCK RELAY

STUDENT TARGETS

- ✔ **Personal & Social Responsibility:** I will recognize and adhere to the rules and etiquette of the Rubber Duck Relay.

TEACHING CUES

- ✔ Move Quickly and Safely
- ✔ Hand Off the Cups (Don't Toss Them)
- ✔ Control the Water

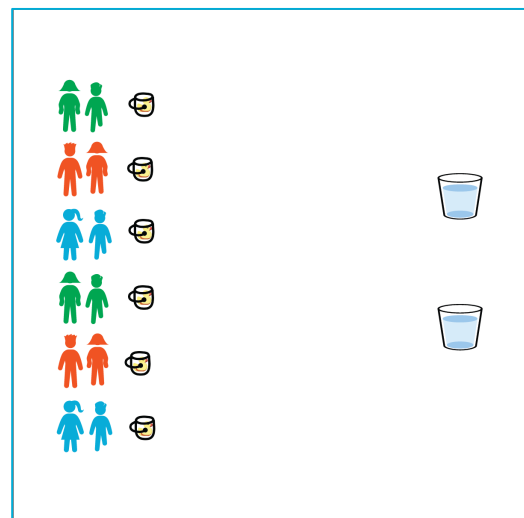
ACTIVITY SET-UP & PROCEDURE

Equipment:

- ✔ 6 buckets
- ✔ 6 large plastic cups
- ✔ 1 or 2 large containers filled with enough water to fill 6 buckets
- ✔ 6 rubber ducks

Set-Up:

1. Create starting lines using the buckets, with 1 rubber duck in the bottom of each bucket.
2. Place large containers of water a reasonable distance from the buckets.
3. Create teams of 2–4 players, each team at a bucket with a large plastic cup.



Activity Procedures:

1. This activity is the Rubber Duck Relay. The object of the game is to be the first team whose rubber duck's beak is lifted above the rim of your team's bucket.
2. On the start signal, the 1st player in line will run to the water container, fill the cup, and then run back to pour the water in their team's bucket.
3. As soon as the water is poured, pass the cup to the next player and repeat in relay-race format.
4. There will be 1 duck judge assigned to each team. As soon as the duck's beak is clearly above the rim of the bucket, the judge will yell, "STOP!"

Modification:

- Poke a small hole in the bottom of each cup.
- Students must move from container to bucket with the full cup held above their heads.

STANDARDS & OUTCOMES ADDRESSED

- ✔ **Standard 4 [E5.3-5]** Recognizes the role of rules and etiquette in physical activity with peers (3); Exhibits etiquette and adherence to rules in a variety of physical activities (4); Critiques the etiquette involved in rules of various game activities (5).

PARTNER SPONGE CHALLENGE

STUDENT TARGETS

- ✔ **Personal & Social Responsibility:** I will work safely with my partner and my classmates.

TEACHING CUES

- ✔ Fill the Sponge
- ✔ Move Safely
- ✔ Squeeze the Sponge

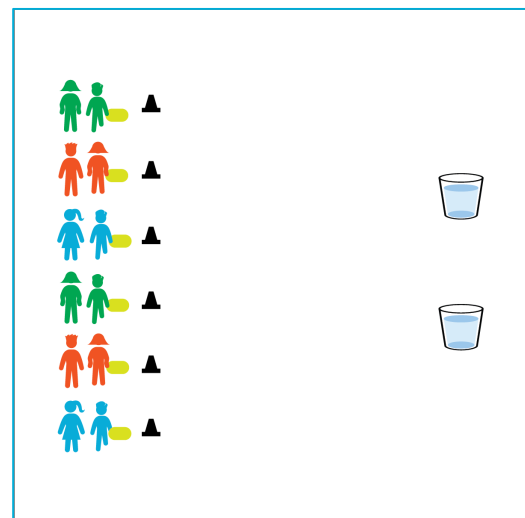
ACTIVITY SET-UP & PROCEDURE

Equipment:

- ✔ 1 extra-large sponge per pair of students
- ✔ 1 cone per pair of students
- ✔ 1–3 large containers filled with plenty of water
- ✔ Students in swimsuits
- ✔ Stopwatch

Set-Up:

1. Create starting lines using the cones.
2. Play on a safe surface that does not get slippery when wet.
3. Place large containers of water a reasonable distance from the cones.
4. Pair students, each pair at a cone with a sponge.



Activity Procedures:

1. This activity is the Partner Sponge Challenge. You'll have 90 seconds to soak your partner using the large sponge.
2. On the start signal, partner 1 will run with the sponge to the water and then back to your cone. When partner 1 returns, she/he will hold the sponge above partner 2's head and squeeze the water out of the sponge. As soon as the sponge is (relatively) empty, partner 2 will take it to the water, fill it, and return to squeeze the water on top of the partner 1's head.
3. On the stop signal, teacher judges will determine which pair is the most wet.

Modification:

- Use small drink cups instead of sponges.
- Assign 1 teacher per team. The object is to get your team's teacher as wet as possible.

STANDARDS & OUTCOMES ADDRESSED

- ✔ **Standard 4 [E6.3-5]** Works independently and safely in physical activity settings (3); Works safely with peers and equipment in physical activity settings (4); Applies safety principles with age-appropriate physical activities (5).

KETCHUP BOTTLE TAG

STUDENT TARGETS

- ✔ **Personal & Social Responsibility:** I will work safely with my classmates by tagging only below the neck.

TEACHING CUES

- ✔ Speed Walk Only
- ✔ Squirt Below the Neck
- ✔ Refill and Go

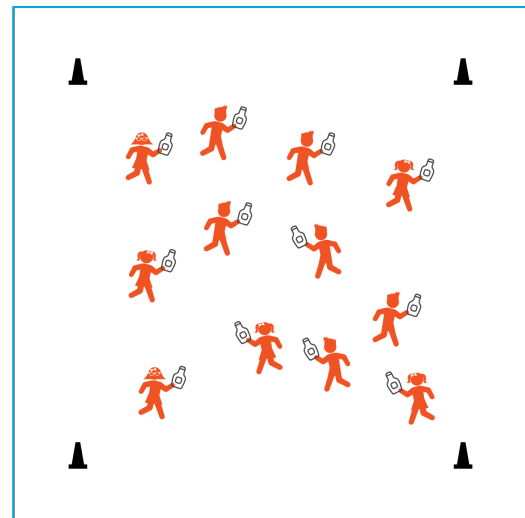
ACTIVITY SET-UP & PROCEDURE

Equipment:

- ✔ 1 clean ketchup bottle (or other clean squeeze bottle) per student
- ✔ Students in swimsuits
- ✔ 4 cones to create boundaries

Set-Up:

1. Create a large activity area using cones.
2. Play on a safe surface that does not get slippery when wet.
3. Scatter students in the activity area, each student with a clean ketchup bottle full of water.
4. Provide a “refill station” with several teachers refilling bottles.



Activity Procedures:

1. This activity is Ketchup Bottle Tag. The object of the game is to tag other players by squirting them with your ketchup bottle.
2. On the start signal, begin at a speed-walking pace.
3. When your ketchup bottle is empty, move to a refill station and hold plank position as long as you can while your teacher refills your bottle.

Modification:

- Use any type of clean squirt bottles.
- Designate several teachers as Ketchup Bottle Targets. Students only tag teachers.

STANDARDS & OUTCOMES ADDRESSED

- ✔ **Standard 4 [E6.3-5]** Works independently and safely in physical activity settings (3); Works safely with peers and equipment in physical activity settings (4); Applies safety principles with age-appropriate physical activities (5).