

GHOSTBUSTER TAG



Game by Meggie Shoemaker

LEARNING TARGETS:

- **Skill:** I will demonstrate safe behaviors and pacing.
- **Cognitive:** I will discuss responsibility during class discussions.
- **Physical Activity:** I will increase my heart rate during this activity.
- **SEL:** I will demonstrate responsibility by completing jumping jacks.

TARGET VOCABULARY: Responsibility, Leader

EQUIPMENT NEEDED: Cones to create activity area and a haunted castle; 3 or 4 foam noodles for taggers; Ghostbusters theme song

ORGANIZE SPACE: Create a large activity area with cones. In the center of the area, create a space large enough for several students to safely perform jumping jacks.

ORGANIZE STUDENTS: Scatter students in the activity area. Choose 3 or 4 students as Ghosts (taggers) and give them foam noodles.



PROCEDURES:

- **The Object:** The object of the game is to avoid being tagged by the ghosts.
- **The Process:** Play the first game at a speed walking pace. Increase the pace when students demonstrate safe behaviors. When the music starts, the tag game begins. If tagged by a Ghost, students must report to the haunted castle and perform jumping jacks until they hear the word “*Ghostbusters*” in the song. They can then return to the game.
- Tagged students must be inside the haunted castle by the time they hear the word *Ghostbusters*. If tagged outside of the castle when *Ghostbusters* is said, they must perform jumping jacks until the next time they hear *Ghostbusters*.

SELF-REGULATION DISCUSSION STARTERS:

- What is responsibility? How did you demonstrate responsibility during this game?
- Why is it important for a leader to demonstrate responsibility?

ZOMBIE INVASION



Game by Megan Northcote

LEARNING TARGETS:

- **Skill:** I will demonstrate safe behaviors and pacing.
- **Cognitive:** I will discuss responsibility during class discussions.
- **Physical Activity:** I will increase my heart rate during this activity.
- **SEL:** I will demonstrate responsibility by moving safely and with consideration for others.

TARGET VOCABULARY: Responsibility, Leader

EQUIPMENT NEEDED: Cones to create boundaries; 10 hula hoops; 5 items in each hoop (foam balls, bean bags); 1 flag belt per 2 students

ORGANIZE SPACE: Use cones to create a large activity area. Create a smaller circular area inside of the activity area to be the “graveyard” zone. Scatter hoops in the large area. Place 5 objects inside of each hoop.

ORGANIZE STUDENTS: Create 2 teams – 1 team wearing belts. The team with belts is the Zombie team and begins outside the perimeter of the activity area (safe zone). The team without belts is inside the activity area and is defending the “candy” inside of each hoop.



PROCEDURES:

- **The Object:** The object of the game is for the Zombies to capture all of the candy inside each of the hoops.
- **The Process:** On the start signal, the Zombies can invade the activity area. They can only collect 1 piece of candy at a time and must make it outside of the activity area without getting their flag pulled. If a Zombie’s flag is pulled, candy is returned to the hoop and the Zombie must report to the graveyard.
- Zombies in the graveyard can be set free if a fellow Zombie can make it into the graveyard without having a flag pulled. All freed Zombies get a free pass back outside of the activity area perimeter.

SELF-REGULATION DISCUSSION STARTERS:

- What is a leader? How can you demonstrate leadership in physical education class?
- What does “leading by example” mean?

PICKLES IN THE PUMPKIN PATCH



Game by Kristen Stuber

LEARNING TARGETS:

- **Skill:** I will toss or roll foam balls using skill cues.
- **Cognitive:** I will discuss self-control during class discussions.
- **Physical Activity:** I will increase my heart rate during this activity.
- **SEL:** I will demonstrate self-control while competing and having fun.

TARGET VOCABULARY: Self-Control, Self-Regulation

EQUIPMENT NEEDED: 4 spot markers; 24 hula hoops; 1 foam ball or yarn ball per student; 1 cone per team to create a team patch

ORGANIZE SPACE: Create a large activity area with cones around the perimeter. Scatter hoops in the activity area. Place 4 hoops in the center of the area with spots inside each hoop.

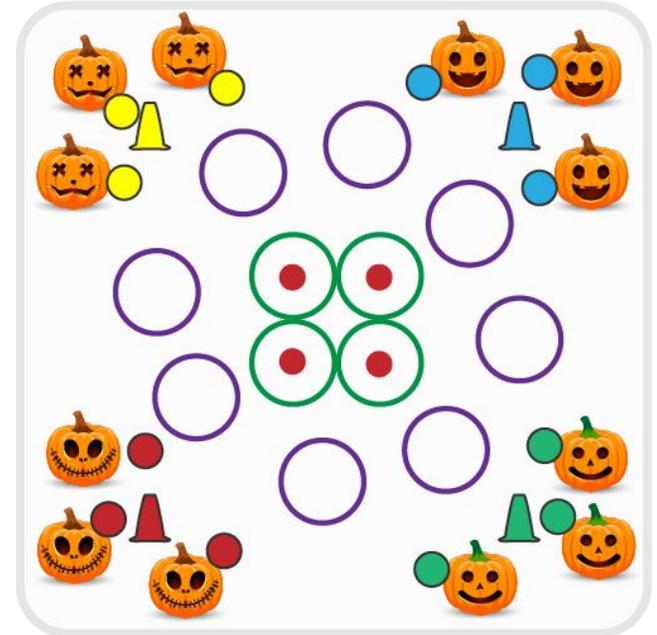
ORGANIZE STUDENTS: Create equal teams of 3 to 6 players. Divide foam/yarn balls evenly. Give 1 team only the green balls (these are pickles).

PROCEDURES:

- **The Object:** The object of the game is to collect as many hoops (aka pumpkins) as you can by tossing a ball so that it lands and stays in the hoop. Center hoops can only be taken if ball stays on spots.
- **The Process:** On the start signal, all teams start tossing balls into the hoop (pumpkins). If a ball lands (and stays) inside a hoop, move to collect the hoop and bring it back to your team's area. If you miss with a toss, move to collect your ball and try again. If 2 balls land in a hoop at the same time, players use Rock, Paper, Scissors to determine who captures the pumpkin.
- The green team (the pickles) will use their green balls to try and knock other balls out of hoops before they're collected. The pickles are trying to see how long they can keep the pumpkins safe and in the patch.
- Simplify the game without a pickle team. How quickly can students collect all of the pumpkins?

SELF-REGULATION DISCUSSION STARTERS:

- What is self-control? How did you demonstrate self-control during this game?



MONSTER MASH



Game by Sara Phillips

LEARNING TARGETS:

- **Skill:** I will throw foam balls using skill cues.
- **Cognitive:** I will discuss self-control during class discussions.
- **Physical Activity:** I will increase my heart rate during this activity.
- **SEL:** I will demonstrate self-control while competing and having fun.

TARGET VOCABULARY: Self-Control, Self-Regulation

EQUIPMENT NEEDED: 2 rows of folded mats; plastic pumpkins; halloween-themed stuffed animals; cones (covered with witches' hats); 1 foam ball per student

ORGANIZE SPACE: Use cones to divide the activity area in half. Set up a row of folded mats in the back of each activity area. Place objects (pumpkins, stuffed animals, etc.) on top of the row of mats.

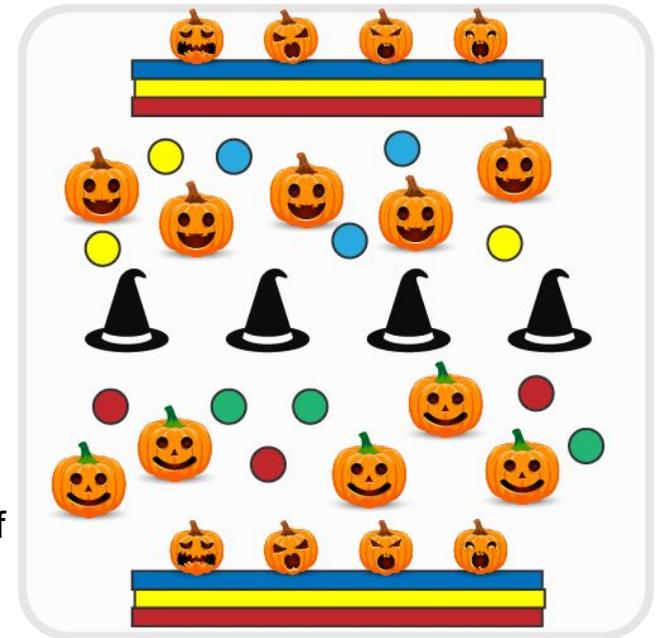
ORGANIZE STUDENTS: Create 2 teams, each team assigned one side of the activity.

PROCEDURES:

- **The Object:** The object of the game is throw foam balls to knock the “monsters” off of the other team’s row of mats.
- **The Process:** On the start signal, begin throwing at the monsters. You can defend your team’s monsters by using a ball to block an incoming throw. Once a monster is knocked down, you cannot pick it back up. We’ll keep playing until one team knocks off all monsters. Then, we’ll reset the game and play again.

SELF-REGULATION DISCUSSION STARTERS:

- What is self-regulation? What does self-regulation look like in physical education class?
- What strategies can help us with emotional self-regulation?



HAUNTED HOUSE



Game by Paul Redman

LEARNING TARGETS:

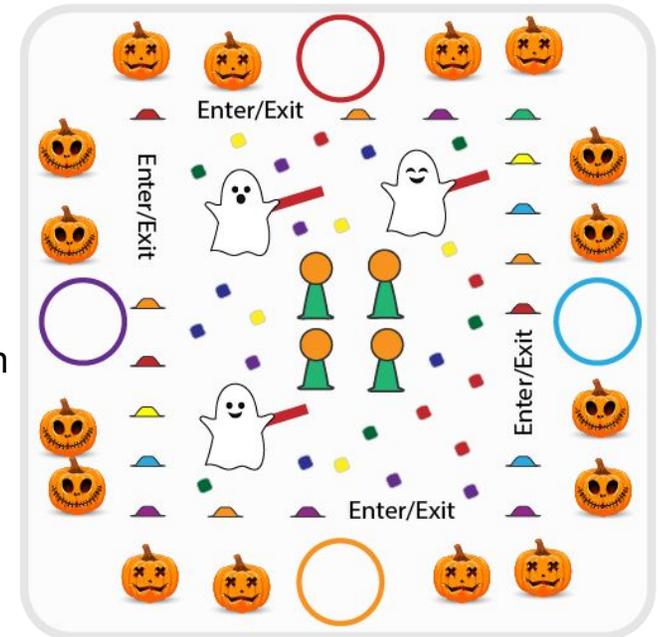
- **Skill:** I will demonstrate safe behaviors and pacing.
- **Cognitive:** I will discuss integrity and fair play..
- **Physical Activity:** I will increase my heart rate during this activity.
- **SEL:** I will demonstrate integrity by following all rule of the game.

TARGET VOCABULARY: Integrity, Fair Play

EQUIPMENT NEEDED: 60+ bean bags / pool noodle slices; 4 basketballs; 40 low-profile cones; 4 12” cones; 4 pool noodles; 1 hoop per team; scooters (optional)

ORGANIZE SPACE: Use low-profile cones to build a “Haunted House” with 4+ entries/exits for students to enter and leave. Create the “kitchen” in the center with basketballs (pumpkins) on 12” cones. Scatter bean bags & noodle slices (candy) throughout the Haunted House.

ORGANIZE STUDENTS: Place 1 hoop per team around the perimeter of the Haunted House. Create even teams. If desired, each team with a scooter. Designate 2-4 students as “ghosts” with pool noodles.



PROCEDURES:

- **The Object:** The object of the game is for each team to collect as much candy and pumpkins as possible while avoiding ghosts. Candy is worth 1 point and pumpkins are worth 5.
- **The Process:** When the music starts, 1 player per team will enter the haunted house (either on foot or on the scooters). The game is played in relay format. Students in the house can collect 1 piece of candy or pumpkin and return it to their team’s hula hoop. If tagged, students must return to their teams empty handed. When the music stops, we’ll count our candy.

SELF-REGULATION DISCUSSION STARTERS:

- What is integrity? How is it related to fair play
- How does integrity help you be a better teammate?

I PUT A SPELL ON YOU



Game by Jennifer Carver

LEARNING TARGETS:

- **Skill:** I will demonstrate safe behaviors and pacing.
- **Cognitive:** I will discuss integrity and fair play..
- **Physical Activity:** I will increase my heart rate during this activity.
- **SEL:** I will demonstrate integrity by following all rule of the game.

TARGET VOCABULARY: Integrity, Fair Play

EQUIPMENT NEEDED: 3-4 pool noodles for taggers; cones to mark boundaries; *I Put a Spell on You* music

ORGANIZE SPACE: Create a large activity area for a safe tag game.

ORGANIZE STUDENTS: Designate 3-4 students a “witches” and give them a magic wand (noodle). All other students are Trick-or-Treaters. Scatter students.

PROCEDURES:

- **The Object:** The object of the game is to avoid being tagged by witches while also helping classmates who have been tagged. Witches are trying to “put a spell” on trick-or-treaters by tagging them with the noodles.
- **The Process:** This game is played at a speed walking pace. Tell the witches what their locomotor spell is (e.g., skipping, galloping, etc). When the music starts, the game begins. Witches will try to tag trick-or-treaters with their magic wands and saying, “I put a spell on you! SKIP!” When tagged, trick-or-treaters must skip (or perform the locomotor “spell” given). Students can help tagged players by tapping them safely on their shoulders and saying, “the spell is broken!” Students then return to a speed walking pace.

SELF-REGULATION DISCUSSION STARTERS:

- What does fair play look like in physical education class?
- How is fair play related to *fun* during physical education class time?



PUMPKIN BALL



Game by Tracie Hammond

LEARNING TARGETS:

- **Skill:** I will demonstrate safe behaviors and shoot only from spot markers.
- **Cognitive:** I will discuss grit and determination during class discussions.
- **Physical Activity:** I will increase my heart rate during this activity.
- **SEL:** I will demonstrate determination by working hard and continuing to shoot the basketball using shooting skill cues.

TARGET VOCABULARY: Grit, Determination

EQUIPMENT NEEDED: 1 basketball per student or per pair; basketball hoops, Spot Markers; Pumpkin Ball Math Flashcards

ORGANIZE SPACE: Play on a basketball court with multiple hoops. Place a pile of flashcards in the corners of the court as well as on the half court line. Scatter spots in shooting-range based on student skill level.

ORGANIZE STUDENTS: Scatter students in the activity area each with a basketball. Or in pairs with 1 ball per pair.

PROCEDURES:

- **The Object:** The object of the game is to earn shots by correctly answering flashcards.
- **The Process:** When the music starts, dribble to a pile of flashcards and pick one up. If you're playing in pairs, bring the card back to your partner and answer the equation. Put the card back in the pile when finished.
- If answered correctly, you earn 1 shot. Dribble to a spotmarker next to a hoop and take your shot. Rebound your ball and dribble to a different pile of flashcards. Continue until you hear the stop signal.

SELF-REGULATION DISCUSSION STARTERS:

- What is grit? How is grit related to determination?
- Why is grit and determination important for you as you try to reach personal goals?



GHOST HUNT



Game by Tiffany Beam

LEARNING TARGETS:

- **Skill:** I will demonstrate safe behaviors while hunting for ghosts.
- **Cognitive:** I will discuss grit and determination with my classmates.
- **Physical Activity:** I will increase my heart rate during this activity.
- **SEL:** I will demonstrate determination by working with my team to complete exercises and hunt for ghosts.

TARGET VOCABULARY: Grit, Determination

EQUIPMENT NEEDED: 50-100 cones; 40-90 colored yarn balls or bean bags; 10 white yarn balls or paper “Ghosts”; 6 hula hoops; exercise charts

ORGANIZE SPACE: Create a grid of cones with colored and white yarn balls hidden under the cones. Place hula hoops up in a row at one end of the activity area.

ORGANIZE STUDENTS: Create 6 even teams, each team at a hoop and an exercise chart.

PROCEDURES:

- **The Object:** The object of the game is for your team to collect as many ghosts as you can.
- **The Process:** This is a speed walking game (or use scooters). On the start signal, teams will send 1 student (relay race format) out into the graveyard to hunt for ghosts. Look under 1 cone. If that cone is hiding a white yarn ball (ghost) bring it back and put it into your team’s hula hoop (ghost trap). If the cone you looked under is hiding a colored object, leave it there and move back to your team. Look on the exercise chart and lead your team in the exercise listed under the color that matches the object you just uncovered. When done, the next player moves out to hunt for a ghost.

SELF-REGULATION DISCUSSION STARTERS:

- In your own words, what does determination mean?
- How is grit and determination related to your personal health?



THE GREAT PUMPKIN RUN



Game by Sara Phillips

LEARNING TARGETS:

- **Skill:** I will practice my running pace in preparation for race day.
- **Cognitive:** I will discuss social and emotional concepts as a class.
- **Physical Activity:** I will walk/jog/run in preparation for race day.
- **SEL:** I will demonstrate grit, leadership, fair play, and self-regulation.

TARGET VOCABULARY: Self-Regulation, Leader, Fair Play, Grit

EQUIPMENT NEEDED: Cones, signs and/or sidewalk chalk to mark run course; stopwatch. (OPTIONAL) Great Pumpkin race bibs; participation awards; clementine prizes for top 3 runners (with jack-o-lantern faces)

ORGANIZE SPACE: Create a running course that is age appropriate for your students. K-1: ¼ mile; 2nd+: ½ mile.

ORGANIZE STUDENTS: Students begin at a starting line and end at a finish line.

PROCEDURES:

- **The Object:** Complete the Great Pumpkin Run as fast as you can.
- **The Process:** Throughout the *Pumpkin Patch Games* in the month of October, allow students to walk/jog/run the course to practice (i.e., train for the big race). Set a race date and celebrate with decorations, music, race bibs, and healthy prizes. Use music as your start signal. When the music starts, runners can run and the clock starts. Give participation awards to all students. Award Clementine Jack-O-Lanterns to the top 3 finishers. Consider having a running and walking category for prizes, especially if you have students who are reluctant runners. Take pictures and have fun!

SELF-REGULATION DISCUSSION STARTERS:

- What is grit and how does it relate to training for a running race?
- How can you demonstrate leadership in an event like The Great Pumpkin Race?
- What does fair play look like during a running race event like The Great Pumpkin Race?
- Why is self-regulation important on race-day? What emotions might need to be regulated?

