

Title: The Beast Awakens!	Type of Game: Team-Building/Warmup
	Time required: 15 minutes
Rationale:	
<p>Allow students to focus on teamwork and to experience how effective communication can be. Goal is to allow students to use these lessons and apply them to team sports.</p>	
Required Supplies:	Safety Notes:
None	<p>Careful when pairing students of different heights—it can increase the difficulty and cause teams to fall over.</p>
Description	
<p>Students are to find a partner and sit with their backs touching. They must link arms back to back, and attempt to stand up when the instructor gives the command. Goal of the game is to work as a team and invent strategies to attempt to stand up at the same time. Once a team has successfully stood up, they must let out a loud roar to indicate that they have completed the challenge!</p>	
Adaptation and Application	
<p>Can be adapted for any number of participants. For example, game can be played with teams of 2,4,6, etc. Although the number of participants can fluctuate, the goal of the game remains the same. Difficulty increases as more participants join.</p>	
Source: Play It Fair Handbook	

Title: Cat & Mice	Type of Game: tag
	Time required: 5 minutes
Rationale:	
<p>This is an easy warm-up activity that gives students an opportunity to practice following verbal directions, demonstrate understanding through actions, build vocabulary and exhibit self-control. Additionally, students are encouraged to work cooperatively and develop their teamwork skills.</p>	
Required Supplies:	Safety Notes:
None	<ul style="list-style-type: none"> -Be aware of bleachers at sides of the gym -When running, avoid colliding with one another -There won't be objects used in this game that could cause harm.
Description	
<p>Set-Up: Designate a starting line at one end where students would line up and another line at the end of the gym where the "Caller" will stand</p> <p>Directions: The "Caller" calls out the instruction for the students to follow; either "go" or "stop." If a student doesn't follow the instruction, she/he is out and will have to line up with the Caller and become "Helpers" of the Caller. Once one of the students reaches the Caller, he/she can tag the Caller. When the Caller is tagged, students must run back to behind their starting line to avoid getting caught by the Caller and "Helpers" who are set free once the Caller is tagged. The last person to be tagged by the Caller is the next Caller.</p>	
Adaptation and Application	
<p>To increase the complexity of the game, Caller can call out different instruction of their choice. Also, by having the "Helpers" line up at the starting line, all students are encouraged to move away from the starting line and actively participate in the game.</p>	
Source: No source was used. Inspired by Simon Says.	

Title: "Cut the Cake"		Type of Game: Target Game
		Time required: 5 minutes
Rationale:		
It is a game that helps improve throwing and catching skills, and keeps students moving throughout.		
Required Supplies:		Safety Notes:
Large ball (if splitting into multiple groups 1 ball per group)		Avoid throwing balls at peoples faces, throw chest passes only. Beware of stray balls from other groups if splitting into multiple groups.
Description		
Students will form a circle with one person in the centre holding the ball. Student in the centre throws the ball to a student in the outer circle, then (running) swaps places with the student to the left of the one holding the ball. The student in the centre then throws the ball to the student to the right of the one that threw the bal. The student in the centre then swaps places with the student to the left of the one currently holding the ball and so on around the circle.		
Adaptation and Application		
Teaching proper chest passes beforehand is recommended. Once students understand the flow of the game, more interesting aspects can be introduced such as varying the types of passes used and changing the methods of traveling into and out of the centre of the circle (lunges, high knees, etc.).		
Source: This was a Netball drill I learned in PE as a child.		

Title: The Elements	Type of Game: Low Organizational Game
Time required: 5 minutes	
Rationale:	
The purpose of this game is to encourage directed and/or independent movement as well as to have fun.	
Required Supplies:	Safety Notes:
<ul style="list-style-type: none"> - Gym benches (or anything to stand on) - Music - Speakers 	<p>Make sure the objects you provide for students to stand/ climb on are safely secured and not too high. Remind students not to push and be respectful of each others space.</p>
Description	
<p>There are three elements: Fire, Water, Earth Each of the elements has a corresponding action</p> <ol style="list-style-type: none"> 1. Fire- lie flat on the floor 2. Water- stand on the benches on anything that is raised off the ground 3. Earth- touch any gym wall <p>The instructor plays music and asks the students to move according to the rhythm of the music. Students may dance, skip, hop, etc.</p> <p>When the music stops, the instructor will call out an element and the students must do the corresponding action.</p> <p>The last person to perform the action is out and observes the remaining students. The instructor now transfers the responsibility of eliminating others to the student who is already out. He or she may switch back into the game when the next person is out, and so on.</p>	
Adaptation and Application	
<p>Application:</p> <ul style="list-style-type: none"> - Identifying basic elements - Preparing students for natural hazards such as fire, earthquake and flood. 	
Source:	

<p>Title: Fox and Squirrel (or can be modified to be played as Pirate and Captain)</p>	<p>Type of Game: Fun tag game</p>
<p>Time required: unlimited</p>	
<p>Rationale:</p> <p>Multi-Active Model-Learning motor skills while maintaining an interest through exposure to a wide variety of sport and movement. May lack organization, students get bored, repetitive, poor outcomes</p>	
<p>Required Supplies:</p>	<p>Safety Notes:</p>
<p>None</p>	<p>Make sure there is enough space Make sure students are able to navigate through the groups</p>
<p>Description</p> <p>Fox and Squirrel . Each player stands with one partner to represent a tree. Partners are to stand in one place – connected in some way (holding hands, locking elbows – etc.) Select one partner group – one player will be the fox the other the squirrel. The fox’s job is to tag the squirrel, the squirrel’s job is to get away from the fox and link onto one of the trees. When the squirrel links onto a tree – this makes 3 people. The player not linked to the squirrel becomes the new squirrel. If the fox tags the squirrel – the two players switch roles.</p>	
<p>Adaptation and Application</p> <p>You may have 2 sets of fox/squirrel to make the game more active (and challenging). Very important to be organized and give clear instruction and model the game first. In order for students not to get bored you need more than one cat and mouse pair. You need to keep a record or monitor so that each child gets a turn.</p>	
<p>Source: YMCA games</p>	

Jelly Fishing	Type of Game: Tag
	Time required: 15 minutes
Rationale:	
An engaging physical activity that encourages students to build team work by having students work collaboratively in order to free those who are in the cage.	
Required Supplies:	
Safety Notes:	
Gym, field or enough space for children to run around in	Brief students about the importance of being gentle and aware of surroundings.
Description	
Divide the students into “Hunters” and “Jelly fish.” Pick a group of hunters to be “IT” (numbers of hunters depend on how many people are playing in total). The cage is set up at one corner of the room. Jelly fish that are tagged will remove themselves from the game and go to the cage. The jelly fish in the cage can only be saved by a free jelly fish tapping on them gently. Once freed, the jelly fish can re-join the game. Each student can only save one jelly fish at a time.	
Adaptation and Application	
One possible adaptation to ensure constant, active participation is to use a smaller enclosed area for the game, so students will need to move around more to avoid being captured. Another adaptation is to assign certain physical movements for the students in the cage, such as pretending to be a jelly fish by waving their arms or jogging on the spot to keep their heart rate up.	
Source: http://www.teachingideas.co.uk/pe/jellyfishing.htm	

Title: Octopus	Type of Game: Tag
	Time required: 5 minutes
Rationale:	
<p>This game enables students to make connections between physical education and the concepts of food chains and predator/prey interactions learned in their Science class.</p> <p>Students stay away from the octopus and seaweed. The winner is the last person to be caught.</p> <p>Through this game, students will also be able to practice listening to instructions. When caught by the octopus, the seaweed and octopus use teamwork to catch the remaining players, thus promoting good sportsmanship.</p>	
Required Supplies:	Safety Notes:
n/a	Remind players to be friendly and safe – no pushing/shoving and if they're tagged then they have to change into seaweed.
Description	
<p>Set up: Choose 1 “octopus” for the game. Determine boundaries of the ocean by marking two lines at the end of play space (Gym/field). The octopus stands in the middle of the two lines.</p> <p>How to play: Students (fishes) stand at one end of the gym. The octopus calls out “Come swim in my ocean.” Fishes run to the other side of the gym without being tagged. Students who are tagged before they reach the boundary become seaweed and stand in the spot they were tagged in. In the next round, both the octopus and the seaweed try and tag players as they pass by.</p>	
Adaptation and Application	
<ul style="list-style-type: none"> • Instead of “Come swim in my ocean” the octopus can choose other action words (ex. run, skip, jump etc.) • Fishes who are tagged by the seaweed stay with the seaweed for 5 seconds. After the 5 seconds, the fish can “swim” away. • Instead of becoming seaweed, tagged players can hold hands with the octopus and help tag players • Boundaries can be changed to make the ocean smaller • More than one octopus can be chosen 	
<p>Source: http://www.fungameskidsplay.com/octopusgame.htm</p>	

Title: Popcorn & Simon Says Red Light Green Light – Grade 1	Type of Game: Body/Space Awareness and Locomotor movement Time required: 5 mins
Rationale:	
Popcorn helps warm the children up for the activity to follow. It helps create knowledge of the need to warm up. Simon says game helps create awareness of multiple locomotor movement skills.	
Required Supplies:	Safety Notes:
Gym space. Whistle.	Children to be aware of their surroundings and not get to close to others while performing movements.
Description	
Popcorn as a warm-up – 1.5 mins Simon says Red Light Green Light as activity – 3.5 mins Popcorn This game should be played in an open area that is free from chairs, tables, and other obstructions. Gather your group (less than 15) around you on the floor, then explain that each person is to become a big kernel of popping corn. Children move into a squat position, with head tucked in and arms wrapped over the head. Children pretend they are kernels of popcorn and that the pot is getting hotter. They begin to jump up and down on the spot when the “popcorn” begins to pop. Continue for 20 – 30 counts, rest, and then repeat.	
Simon Says Red Light Green Light In this game, one person plays the "stop light" and the rest try to touch him/her. At the start, all the children form a line about 20m from the stop light. The variation here though is that the stop light will say “green light skip”, or “green light hop”. At this point the kids are allowed to move towards the stoplight. At any point, the stop light may say "red light!" and turn around. If any of the kids are caught moving after this has occurred, they are out. Play resumes when the stop light turns back around and says "green light [insert activity]". Otherwise, the first player to touch the stop light wins the game and earns the right to be "stop light" for the next game. <u>Simon Says Activities:</u> - leap/jump - skip - hop - run - pinstep	
Adaptation and Application	
Popcorn can also include a science component explaining how heat is applied to the popcorn causing it to ‘pop’. For Simon Says, encourage the students to come up with their own activities. As locomotor skills are learned, these can be added into the game to make it more relevant to the group.	
Source:	

Title: Rooster Game	Type of Game: Fundamental Movement Skills
	Time required: 5 Minutes
Rationale:	
<ul style="list-style-type: none"> • To help students become physically literate in hopping and balancing skills. • To help students become aware of their surroundings and rules of the game. • To help students learn fundamental movement skills through play. 	
Required Supplies:	Safety Notes:
<ul style="list-style-type: none"> • Mats to lay on the ground when playing inside the gym. • Bibs to separate the students into teams. 	<ul style="list-style-type: none"> • For safety we can mention that we would place mats on the floor to soften the fall. • In order to prevent possible injuries, we would emphasize on the consequence of sitting out, if any of the rules are breached.
Description	
<p>Set the boundaries based on the size of the class. Can be in any shape as long as there are clear lines that indicate what is out of bounds.</p> <p>Split the class into two teams and assign bibs to one of the teams.</p> <p>Everyone will start outside the boundaries. Standing on one leg, students balance by placing one leg over, resting it on their thigh and grabbing their ankle.</p> <p>The objective of the game is to defeat as many of your opponents by</p> <ul style="list-style-type: none"> - making them lose balance - forcing them out of boundaries - making them lose hold of their ankle - tagging them from outside the boundary line <p>If defeated, player is out and must stand outside the boundaries. Players outside the boundary can continue to help their teams by tagging opponents who come near.</p> <p>The team with the last person/people standing, win!</p> <p><i>*Demonstrate the game*</i></p> <p>Rules:</p> <ul style="list-style-type: none"> -You can team up on each other (2on1) -No elbows <p>So everyone line-up along the line. The game will start when we say GO!</p>	
Adaptation and Application	
Half way into the game, we could suggest students to switch their legs for the ease of the game.	
Source: Traditional South Korean game that has been passed on through generations.	

Title: Statues in our school	Type of Game: Individual Movement
	Time required: 5-minutes
Rationale:	
To reinforce basic movement actions (walking; running; hopping; skipping) and to practice creative expressions through different poses.	
Required Supplies:	
None	Safety Notes: Visually survey the area before commencing the game. Remove any foreseen hazards. Clearly indicate the boundaries to the students before starting the game. Cones can also be used to mark the boundaries if desired. Remind students to be mindful of their surroundings so they do not crash into any other students while moving.
Description	
The teacher will describe how they are a night guard (teacher) in the school. The school has a large collection of strange statues (students) in different poses. To start the game the teacher faces away from the students so that he/she cannot see the “statues.” During this time, the “statues” move around in the designated space by demonstrating a movement skill. The students must stay in motion until the teacher turns around. The teacher will indicate with an audible and visual cue when they intend to turn around. For example: clapping, whistling, or shouting a key word. Then the “teacher” will turn around and try to identify any suspicious “statues.” Any student who doesn’t freeze or moves while the teacher is looking is out. The students who are out of the game are required to aid the “teacher” in spotting any moving “statues.” The game ends when all of the students are declared out or a predetermined amount of time has elapsed.	
Adaptation and Application	
To increase the difficulty the teacher could shorten the intervals between each viewing. Likewise, the teacher could extend the time between each viewing or allow for a greater lag between the audible / visual cue to decrease the difficulty for students. The teacher could also announce a specific movement skill for each round to add more structure to the game. When a student is declared out they could simply switch roles with the teacher to ensure all students are actively participating. This eliminates students intentionally trying to get out. This way only the teacher is standing still and only for a short amount of time.	
Source: http://en.wikipedia.org/wiki/Statues_(game)	

Title: Tires & Tacks Tag	Type of Game: Tag
	Time required: 5+ minutes
Rationale:	
<p>Helps young children understand the importance of teamwork and helping out others (the pump has to “save” the players who have been tagged). Also just a great way of getting kids moving around and active.</p>	
Required Supplies:	Safety Notes:
None.	Ensure students understand to tag gently and watch where they are running, to avoid any injuries or collisions
Description	
<p>One student (or more) is the tack (it), and runs around the gym tagging the other players who are bikes. (They can run around as if they are peddling on bikes.) If the tack tags a bike, the bike stops running, stands in one spot, and folds over forward in half – they are now “deflated”. Another student (or more) is the pump, who runs around rescuing tagged players by pumping up their tires. They go to a tagged player and pump, counting 1-2-3, and then the tagged player is able to resume playing.</p>	
Adaptation and Application	
<p>Could put a “speed limit” on the bikes – walking only, for example – to accommodate players with mobility issues.</p> <p>Could increase or decrease the size of the playing area.</p> <p>Could increase the number of players beginning as tacks (it) and/or pumps (rescuer) – keeping in mind that too many more tacks than pumps makes it very difficult for the player(s) rescuing tagged players.</p>	
Source: not applicable	

Title: Toilet Tag	Type of Game: Chasing Game
	Time required: 5 minutes
Rationale:	
<p>Toilet Tag is a fun game to get kids moving and active. This game allows students to be more aware of the open space around them to avoid collisions with other students. Student will learn how to move carefully in a large group environment. They will also practice the skills of running and evading. It is a good game to promote team work because students have to help each other to continue the game. For example, students who are not tagged can free other students to allow them to rejoin the game.</p>	
Required Supplies:	
None	Safety Notes:
	<p>Student should ensure to tag other students lightly on the arm. Also students should pay attention to space to avoid collisions with other students.</p>
Description	
<p>Depending on the class size, the instructor will choose one or two students to be "it." The instructor will ask the students that are "it" to come stand beside him or her while the rest of the class scatters around the gym. The instructor will signal the start of the game. Then the students who are "it" will chase the rest of the students and try to tag them. If a student is tagged, he or she will become a toilet by squatting down and raising one arm to their shoulder level (horizontally). Their arm represents the toilet handle. Any student that is not tagged can free the toilets by pressing lightly on their toilet handle (their raised arm). Once freed, the student has to spin around twice before rejoining the game. The spinning motion represents the flushing of a toilet. The game ends when 5 minutes (or preferred time limit) is up or when all the students have been changed to toilets.</p>	
Adaptation and Application	
<p>To make the game more difficult, the instructor can increase the number of students that are "it" to make the other students move more. Also to increase difficulty, the instructor can designate one student to be the "plumber." The plumber cannot be tagged and is the only person who can free the toilets. Another way to increase or decrease difficulty is to increase or decrease the size of the play area. For example, a smaller space makes it more difficult for students to avoid being tagged.</p> <p>To avoid exhausting the students that are "it", the instructor can appoint new students to be "it." This also allows more students to try different roles.</p>	
Source:	
<p>Gates, D. (n.d.). <i>Toilet Tag</i>. Retrieved from Mr. Gym: http://mrgym.com/Tag/ToiletTag.htm</p>	

Title: Zombie Tag	Type of Game: Tag
Time required: 5 minutes	
Rationale:	
<p>These days, children love zombies, so we thought we could use the game of tag and adapt it to make it more exciting and enjoyable for the students. This would be a good activity to use in a physical education class because it keeps students moving - there isn't really any standing around time. As well, because the game can keep going, students can play as long as they want with minimal explanation or idle time.</p>	
Required Supplies:	Safety Notes:
<p>None! But pinnies can be used if distinction between humans and zombies is necessary.</p>	<p>1) Ensure that “tagging” is gentle and does not include pushing and/or shoving. 2) Make sure students pay attention to others in the space, especially with regards to arms or legs sticking out so that nobody runs into or trips over another player.</p>
Description	
<p>One individual will volunteer to be the “Zombie leader” while the rest of the group will be the people or citizens. A specific area will be marked out before the game to indicate where the game will take place; if a person leaves the area, they automatically become a zombie. The zombie leaders objective is to tag every person/citizen in the game while the peoples/citizens’ objective is to be the last person standing. Once tagged, the person will transform into a zombie by putting up their arms and dragging one foot. As the game play continues, the instructor will call out “ZOMBIE APOCALYPSE” which indicates that the specified game play area is made smaller. These new areas can be specified before the game play commences. The game can conclude with the last person standing or can continue in reverse where the last person standing now tries to tag all of the zombies and the last zombie standing is the winner.</p>	
Adaptation and Application	
<p>Both students and teachers can adapt this game on the fly. Since it is just a game of tag with a twist, you could incorporate any popular figure at the time to make the game more interesting for children.</p> <p>The purpose of this game is really just to get children moving. They are able to jump right into the game and play for as long as they want. It is a good game to use if you want to get students exercising right away and to stay interested and excited about their exercises.</p>	
Source: N/A	