



Minimal Space; Minimal Equipment



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Minimal Space; Minimal Equipment

This session is designed to help elementary/middle school classroom teachers, physical educators, before/after school and recess supervisors develop/learn fun, exciting, and standards-based minimal equipment/minimal space activities. We often lose gym space to concerts, assemblies and we lose playground/outdoor space due to weather and other events (indoor recess, classroom physical activity, etc.). This session presents a variety of activities that can be created using minimal equipment/minimal space for those times when we lose traditional activity spaces.

Fine Motor Skills (Dr. Tracy Nelson)

I use these fine motor skills as stations, they also work for students that are “not allowed” to participate.

Clothes Pin Clip:

Standard/Goal One: Students will develop competency in all fundamental movement skills and proficiency in some movement forms

Standard/Goal Two: Students will analyze scientific concepts and principles to understand, evaluate, and enhance movement skill acquisition and performance.

Equipment: mini clothes pins (or standard size) 25+ and container

Directions: Students take one clothes pin at a time and attempt to clip to the container (I use a rubber made container that I keep the clothes pins in, to clip them to.)

First, use thumb and pointer finger, then thumb and middle finger, thumb and ring-finger, thumb and pinky finger.

Variation: Use your non-dominant hand

String Beads

Standard/Goal One: Students will develop competency in all fundamental movement skills and proficiency in some movement forms

Equipment: Beads/Buttons of all sizes and string

Directions: Students take one bead/button at a time and thread them onto the string

Tweezers Pick Up

Standard/Goal One: Students will develop competency in all fundamental movement skills and proficiency in some movement forms

Standard/Goal Two: Students will analyze scientific concepts and principles to understand, evaluate, and enhance movement skill acquisition and performance.

Equipment: Tweezers per student, small bead, buttons, paper (anything small enough to pick up with a tweezers) and a container

Directions: Students take a tweezers and use thumb and pointer finger to pick up small objects and place them in a container.

Variation: Use each combination of finger(s) and thumb; Use non-dominant hand; Use Tongs instead of tweezers

Markers

Standard/Goal One: Students will develop competency in all fundamental movement skills and proficiency in some movement forms

Equipment: Marker per student and marker board

Directions: Student will draw Figure 8's with right and left hand

Variations: Draw different shapes or letters: rainbows, "s", and tornadoes

Dice Stack w/ pencil erasers

Standard/Goal One: Students will develop competency in all fundamental movement skills and proficiency in some movement forms

Equipment: Several Dice per student (6+), pencil top erasers

1, 2, 3 or even/odd, letters on dice, spell words, scrabble tiles

Directions:

Student will hold pencil top erasers and use them to pick up dice.

Dice can be stacked a variety of ways, numerical order, evens, and odds

Variations: Use dice with letters (or scrabble tiles) to spell out spelling words; Use dice to 'write' math problems

Nuts and Bolts

Standard/Goal One: Students will develop competency in all fundamental movement skills and proficiency in some movement forms

Standard/Goal Two: Students will analyze scientific concepts and principles to understand, evaluate, and enhance movement skill acquisition and performance.

Equipment: Several nuts and bolts sets

Directions: Student will find partner sets of nuts and bolts and twist them together

Variations: Time them, in X time, how many sets can you make? Twist them on using different thumb and finger combinations

Crayon Drop

Standard/Goal One: Students will develop competency in all fundamental movement skills and proficiency in some movement forms

Equipment: Several Crayons per student

Directions: Student will hold a handful of crayons (4-7 depending on hand size)

A partner will then tell them which color to drop from their hand.

The student holding the colors will need to manipulate the crayons with only the one hand, so that only the color asked for is dropped.

Variation: Use poker size chips of different colors or buttons

Plate Alphabet

Standard/Goal One: Students will develop competency in all fundamental movement skills and proficiency in some movement forms

Equipment: Paper plates with the Alphabet written on it and a set of magnets per student

Directions: Students pick a plate then place the magnets, one on top, and one on bottom

They will use the bottom magnet to move the top magnet so that it traces the letter of the alphabet on top

Variation: Have shapes or number on the plate

Tennis Ball

Standard/Goal One: Students will develop competency in all fundamental movement skills and proficiency in some movement forms

Equipment: Tennis ball with a slit cut into it per student and beans or beads

Directions: Student will fill tennis ball with beads/beans until it is full and make it puke...

Dowel Races

Standard/Goal One: Students will develop competency in all fundamental movement skills and proficiency in some movement forms

Equipment: Wooden dowel per pair of students

Directions: Student take turns putting thumb and pointer finger on the dowel, each person putting theirs higher than the other persons, until they reach the top

Variation: Use each combination of thumb and finger(s)

Juggling Skills and Cues

Standard/Goal One: Students will develop competency in all fundamental movement skills and proficiency in some movement forms

Standard/Goal Two: Students will analyze scientific concepts and principles to understand, evaluate, and enhance movement skill acquisition and performance.

Standard Three: Students will develop responsible and respectful personal and social behavior in physical activity settings.

Equipment: Scarves or Plastic bags

Directions:

Holding Scarf: Grab the middle of the scarf with thumb, index and middle finger (Jelly Fish)

Throw and Catch: Hold scarf (Jelly Fish), lift arm as high as you can reach and just before you reach your highest point, gently flick your wrist and release the scarf into the air. Let the scarf float down and catch it at waist level. Use right and left hand/same hand throw and catch/ alternate hands. Cues: Lift and Catch

One Scarf Throw and Catch: Hold scarf (Jelly Fish) in one hand, bring your arm across your body and release it at the highest point, flick your wrist. Let the scarf float down and catch it with opposite hand. Repeat. Cues: Lift and Catch

Two Scarf Throw and Catch: Hold the scarves (jelly fish), one in each hand. Lift your right hand across your body and release the scarf on the left side of your body. Lift your Left arm across your body and release the scarf on your right side. Your arms have made an X pattern. Catch the scarves at waist level. First catch with left hand then right hand. Cues: Right Hand-Left Hand- Catch -Catch. Repeat.

HOLDING Three Scarves: Make a Jelly Fish with the First scarf. Place it in your hand and wrap your little finger and ring finger around the scarf. Do not stick the scarf in between fingers. Grab the second scarf, in Jelly fish position, with thumb, index and middle fingers of the same hand. Grab the Third scarf (jelly fish) with your other hand. Place it between thumb and middle finger.

Three scarves, One Throw: Hold the scarves in jelly fish position. Lift and release the scarf that is held by the thumb, index and middle finger in the hand that has two scarves. Lift and release it on the opposite side. Let it drop the ground

Three scarves, Two Throws: Hold the scarves in Jelly fish position, lift and release the #1 scarf (front scarf). Then, lift the scarf from the other hand, #2 and release it on the other side of the body. Remember to reach under the first throw when reaching across. Let both scarves fall to the ground. The scarves should land on the opposite sides of the body. Cues: Right and Left or One and Two (or colors of scarves).

Three Scarves, Three Throws: Hold the scarves in Jelly fish position. Lift and release the front scarf from the hand which has 2 scarves in it, #1. Then, lift the scarf from the opposite hand, #2 and release it on the opposite side. Lift and release the remaining scarf on the same side as the first scarf, #3. Let all 3 fall to the ground. Cues: Right and Left or One and Two

Three Scarves, Three Throws, Three Catches: Lift and release One, lift and release 2, Catch One, lift and release 3, Catch Two, Catch 3. Cues: Right-Left-Right, Lift-Lift-Catch-Lift-Catch

By Self: Lift and Catch are great Cue words. Then Partner Juggling, Lift and Switch are the words I use with 2 and a partner; with a partner and 4 scarves we say: Lift, Switch and Catch

Additional Games:

Jacks: Bounce ball, take 1 jack, bounce ball and take 2, etc.

Operation

Let's Go Fishin'

Barrel of Monkeys

Cootie

Jenga

Ants in the Pants

Walk Tag

Standard/Goal One: Students will develop competency in all fundamental movement skills and proficiency in some movement forms

Standard/Goal Two: Students will analyze scientific concepts and principles to understand, evaluate, and enhance movement skill acquisition and performance.

Standard Four: Students will understand that physical activity provides opportunities for enjoyment, challenge, self-expression, social interaction, and employment.

Equipment: none

Directions: Divide student into pairs. Students identify who will start as leader. On “go” leader begins walking throughout the activity area with follower trailing. Encourage follower to remain ‘as close as possible, without tagging’. On the “stop” signal, both players stop in place. The leader must remain frozen – no movement to avoid being tagged. The follower must keep feet in place, but can lean and stretch forward to attempt to tag the leader. If the leader is tagged, students change roles. If the leader is not tagged, keep the same role for the next round. If the leader is the same for two consecutive times, have them change roles.

Robot Master

Standard/Goal One: Students will develop competency in all fundamental movement skills and proficiency in some movement forms

Equipment: Blind Fold per pair

Directions: Divide class into groups of 3. Each group picks a robot master; the other two students are robots. Robots can only walk in one direction. Once a robot comes to a barrier or another robot they must stop and call out the master’s name. The only other thing a robot can say is "BEEP". The master's job is to keep all of the robots moving around the room. When one gets stuck, the master turns the robot in new directions. Switch masters and repeat.

Man-Monkey-Camera

Standard/Goal One: Students will develop competency in all fundamental movement skills and proficiency in some movement forms

Standard/Goal Two: Students will analyze scientific concepts and principles to understand, evaluate, and enhance movement skill acquisition and performance.

Standard Four: Students will develop responsible and respectful personal and social behavior in physical activity settings.

Standard Five: students will understand that physical activity provides opportunities for enjoyment, challenge, self-expression, social interaction, and employment.

Equipment: None

Directions: This is a variation on Rock-Paper-Scissors. Students stand and hop 3 times as they say “Man-Monkey-Camera”. On the word “Camera” the student chooses their ‘symbol’ as the following:

“Man” is made by standing with hands at your sides (beats Camera)

“Monkey” is made with hands held high above your head (beats Man)

“Camera” is made with hands at your face; as if to take a picture (beats Monkey)

Divide playing area into 3 zones, then once the students are sure of the symbols, have them all start in zone 3 and they may play anyone in that zone. If you win in zone 3, move to zone 2. If you do not win, stay in 3 and play someone else. Once in zone 2, continue to play, if you win, move to zone 1. If you do not win in zone 2, drop back down to zone 3. If you win in zone 1 stay there and continue to play competitors as they enter your zone. After a few minutes, stop them and give them a breather, they will need it!

Speedy Shapes

(Grades K-2)

Standard/Goal One: Students will develop competency in all fundamental movement skills and proficiency in some movement forms.

Equipment: Music, Cards with shapes (or letters, numbers) Shape/letter/number can be also drawn on a marker board, if you don't have cards.

Directions: Assign each student a partner, when music plays, have students move (can use locomotor skills) around the general space. When music stops, find their partner and make the shape/letter/number with the partner that is shown on the card the teacher is holding.

Hoops and Bean Bags

Standard/Goal Two: Students will analyze scientific concepts and principles to understand, evaluate, and enhance movement skill acquisition and performance.

Equipment: Enough Hoops for each student and Bean Bags so that every set of partners has one bean bag, Music

Directions: Hoops are 2-3 feet apart in a double row. Have the students stand in a hoop.

One person starts off with the bean bag, when the music plays they try and toss it into their partner's hoop. The partner tries to block/catch the bag without letting it land on/in the hoop. Then, they throw the bag back at the partner's hoop. If the bag slides out of the hoop, it is not a point. It must stay on or in to count as a point. If it is too close to tell, rock-paper-scissors or re-do. Remind kids if they throw too hard, it won't stay in the hoop.

Rules 1: feet cannot be together in the front of the hoop, can be any way/place else in or/on the hoop; feet must stay on the floor (no kicking) Rule 2: Knees cannot touch the ground Rule 3: Your behind can't be lower than your knees

We play for about 1 min. turn off music and then give the bean bags to one side, and I have the other side switch partners (the move one person to their left, last person moves to the other end of the line). Switching partners often allows everyone a chance to have a little success and I find it stops arguing.

Toe Tag

Standard/Goal One: Students will develop competency in all fundamental movement skills and proficiency in some movement forms

Equipment: Bean bag per student

Directions: Each student has a bean bag, and throws their bean bag at everyone else's toes! They can have a point each time they hit some ones toes! I count any part of the shoe as a "toe". But remember, watch out! Everyone else is aiming at your toes, so keep moving! I switch often, everyone against everyone, one color of bean bag against another, boy against girls, Nike against Adidas, etc! The more you switch, the more they will love it! Plus, they will need a break! This game is a work out!

Tanks and Commanders

(Grades K-2)

Standard/Goal One: Students will develop competency in all fundamental movement skills and proficiency in some movement forms

Standard/Goal Two: Students will analyze scientific concepts and principles to understand, evaluate, and enhance movement skill acquisition and performance.

Equipment: Small soft balls and blindfold for each team

Directions: Each student will have a partner, one will be tank and the other will be the commander. The tank puts on the blind fold. The commander gives verbal directions to the tank so that the tank can find the soft balls scattered around the playing area When a tank is loaded (finds a ball) it must toss it to destroy another tank. A tank that is hit

reverses roles with its commander. Commanders can protect their tanks from being hit by knocking down the incoming balls, but can never touch their tanks. Switch rolls often.

Rise and Shine

Standard/Goal One: Students will develop competency in all fundamental movement skills and proficiency in some movement forms

Standard Four: Students will develop responsible and respectful personal and social behavior in physical activity settings.

Equipment: ball per pair

Directions: Partners hold a ball between their heads (no hands). They go down to the ground, laying down flat. Once down, they must stand back up without letting the ball drop, or using their hands

Variations:

Hip Ball Hip: Partners hold a ball between their hips, and move to X location. Do not touch your partner. Walk forward, backward, in a circle, gallop, skip, etc.

Two Different Body Parts Touching Ball

Groups of 3 with 2 balls or 5 people with 4 balls

Hamburgers and Hot Dogs

Standard/Goal One: Students will develop competency in all fundamental movement skills and proficiency in some movement forms

Standard Four: Students will develop responsible and respectful personal and social behavior in physical activity settings.

Equipment: 1/2 swimming noodle per student and a noodle slice per student (I cut about 2" thick chunk off of the ends of the noodles for the slices)

Directions: Each student is given 1/2 a swim noodle (French fry) and one noodle slice (hamburger). Students place the slice on the back of one hand. On go students use the noodles (fries) to try to knock the hamburger off the other student's hands. If a student had his burger knocked off, he picks it up, blows it off, and places it on the back of his other hand to continue playing. You are never out of the game. Play continues. Have different colored noodles go against other colors or boy/girls. Switch it up.

Mosquito Tag

Standard/Goal One: Students will develop competency in all fundamental movement skills and proficiency in some movement forms

Standard Four: Students will develop responsible and respectful personal and social behavior in physical activity settings.

Equipment: 1/2 swimming noodle (3-4)

Directions: Several (3-4) students are given swim noodles and are it. They hold the noodles on their foreheads so that it looks like a mosquito-stinger. The mosquitoes move around the play area trying to tag the other players with their stingers. If a student is stung, she freezes and yells for help. Two more students come to her aid and get her back into the game by holding hands and dancing around her calling out "deep woods, deep woods off".

Partner Macarena (Jo Dixon @AAHPERD)

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Standard Five: students will understand that physical activity provides opportunities for enjoyment, challenge, self-expression, social interaction, and employment.

Equipment: music!

Directions: Stand shoulder to shoulder and hip to hip with your partner while keeping the inside arm behind your back. Only use your outside arm to make the dance movements with your partner.

Partner	Count	Movement
1	1	Right hand goes out palm down
2	2	Left hand goes out palm down
1	3	Right palm up
2	4	Left palm up
1	5	Right hand to left shoulder
2	6	Left hand to right shoulder
1	7	Right hand to right back of ear
2	8	Left hand to left back of ear
1	1	Right hand to left hip
2	2	Left hand to right hip
1	3	Right hand to right hip
2	4	Left hand to left hip
1	5	Right hand lasso and roll hips

2	6	Roll hips with left hand still on hip
1	7	Right hand lasso and roll hips
1 & 2	8	With small jump, turn ¼ turn to the left and clap with right and left hand together
Repeat		

Jump Bands

Gross Motor Skills (Dr. Tracy Nelson)

Bean Bag Bowling	
State Standard: 1, 2, 3, 5	
Equipment: Bean bag per student, spots on the floor (I use my spots that are marking where bowling pins are placed)	Grade: K-1
Purpose of Event: Working on mechanics of throwing and aiming, at a stationary target	
Time: 5-10 minutes	
<p>Description: Each student has a bean bag. Start the students about 4' away from spot. On go, students begin to throw bean bag underhand (or overhand) trying to get the bag to land on the spot. Repeat</p> <p>Variations: Have spots worth a set amount of point, closest worth 1, next row worth 2 and so on. Continue to move students back as they progress; add math by counting points; add spelling by placing letters on spots and have them spell words!</p>	
Concerns: Only retrieve bean bag after everyone that is aiming a your spot has thrown.	
This idea is from: Shawn Spurrell, my student teacher from SDSU	
Ribbons: Alphabet	
State Standard: 1, 3,	
Equipment: Ribbon on a Stick for each student, music	Grade: K-2
Purpose of Event: Creative Movement, Flow, Effort, Personal and General Space	
Time: 5-10 minutes	
<p>Description:</p> <p>Each child is in their personal space with a ribbon stick, start by "drawing" the letters of the alphabet, they may pick upper or lower case. I usually don't tell them which, unless they ask, in which case, I let them pick the first time. Then do upper and lower. Add body movement to each letter.</p>	

Variations: Spell words, their name, or letters in any order, connect the words when you "draw" the alphabet; Put effort movement into the "drawing" of each letter, do does the letter feel or sound to you? Show me. Move around in general space to make letters, shapes, numbers etc.

Concerns: Students stay in personal space, or move carefully in general space

This idea is from: Mine :-)

Hoop Warm Up

State Standard: 1, 2, 3

Equipment: Enough hoops for at least, one per student & Music

Grade: K-3

5th Grade Science lesson: Body Awareness! Use the correct names of the body parts, phalanges, patella, mandible, etc.

Purpose of Event: Check for listening skills, following directions, knowledge of left/right, locomotor skills; opposites (right hand/left foot etc.) personal and general space

Time: 5-15 minutes

Description:

Scatter hoops around playing area, one student in each hoop. When the music starts, the students move around the area performing the following tasks: (also call out locomotor and non-locomotor skills, so they know how to move from hoop to hoop).

1. move around the area without touching any hoops
2. step inside as many hoops as possible with one foot
3. step inside as many hoops as possible with both feet at the same time (jump)
4. touch inside as many hoops as possible with one hand
5. Touch inside as many hoops as possible with two hands
6. touch inside as many hoops as possible with one hand and one foot at the same time
7. touch inside as many hoops as possible with both feet and both hands at the same time
8. jump inside a hoop and lift it up and over your body, then place it back on the floor and go to another one
9. pick up a hoop, put it over your body, then drop it and run out of it to another one
10. do a coffee grinder (put one hand in center of hoop, run around hoop one time) and go to another
11. jump (two feet) in, out, in, out, then move to another hoop
12. do everything above with a partner
13. come up with your own way to moving around, in, or through the hoop
14. do everything above while dribbling a ball
15. right hand and left foot in a hoop
16. left hand and right foot in a hoop

Concerns: Be careful, hoops can slide on the floor! Don't step on them!

This idea is from: Curt Hinson He has a great book called Fitness for Children; call 888-217-9131 to order

Brain Breaks (Dr. Tracy Nelson)

Snap & Wink (Modified from David Sladkey) (4-12)

- Snap your right hand while you wink your left eye
- Then snap your left hand while you wink your right eye
- Alternate and repeat for 60 seconds
- Try to go as fast as you can

Toe Tap (3-12)

- Stand facing partner
- Tap Right foot to Right foot one time
- Tap Left foot to Left foot two times
- Tap Right foot to Right foot three times
- Tap Left foot to Left foot one time
- Continue on with sequence

X and O (3-12)

- Teacher stands facing class; demo and give directions prior to start of activity
- This activity will get the students standing up and sitting down
- When teacher uses left arm students move their arms into an “X” shape
- When teacher uses right arm student move their arms/hands into an “O” shape
- When teacher moves arm in upward direction, students do the X or O standing up
- When teacher moves arm in downward direction (by sides), student do the X or O while seated

Finger Trap (modified from David Sladkey) (5-12)

- Group of 3-10 people stand in a circle
- Hold Left hand out with palm facing up (flat)
- Hold Right hand Index finger pointing down and into the palm of the person beside you (their left palm)
- Teacher says “TRAP” and students try to grab other students index finger while avoid getting their own finger trapped.
- Variation: Repeat with arms crossed

Find it Flash Cards (K-5)

- Set of flash cards (colors, shapes, letters, numbers)
- Choose a number (ie. 3) (could also roll a dice to get number, or draw a number card)
- Draw a card (ie. Yellow)
- As quickly and safely as possible, students need to find 3 yellow items in the classroom
- Items can be written down, or ‘tagged’ have students touch them
- Can be done with partners

ABC 123 (Modified from David Sladkey) (4-12)

- Outline a letter in the air say a number
- Outline A in the Air, say one

- Outline B in the Air, say two
- Continue

Seat Exchange (K-12)

- Teacher yells, “seat exchange”
- Students move to a new spot
- Can make ‘qualifications’ has to be “X” distance away, or boy/girl, or different row

Number Up, Letter Down (4-12)

- Activity can be done teacher lead, or with a partner
- With younger students, it would be good to have an alphabet chart visible, and let students know they can use it
- Teacher says a number and the students have to say the number that comes next (ie. Teacher says 3, students reply 4)
- Variation: Teacher says a number and the students have to say the number that is prior (ie. Teacher says 3, students reply 2)
- Teacher says a letter and student says letter just after (ie. Teacher says B, students reply C)
- Variations: Teacher says a letter and student say letter prior (ie. Teacher says T, students say S)

Walking worksheets (4-12)

- Tape worksheets around classroom (walls, chalkboard, easel, file cabinet)
- Students must move from worksheet to worksheet to answer questions
- Great for review

Opposite Hunt (4-12)

- Divide class in half
- One half writes the vocabulary word
- Other half writes definition
- Shuffle cards and hand one to each student
- Students must then walk around room to find match

Air Hockey Pennies (K-12)

- 3 pennies per pair of students
- Start with pennies in a triangle shape touching each other on a flat table
- Students sit across from each other
- One starts with pennies
- Other student uses thumbs and index fingers (palms down on table) to make a goal box
- Student two, with pennies ‘slams’ index finger onto pennies to break them apart
- Student two then chooses one penny to “push” through the other two pennies, the penny that was just slide will serve as a new ‘post’ and the student will use one of the other two to “push” through the other two pennies
- Continue until they have pushed the penny (puck) into the First students goal box, or no moves are left
- Switch

Jack-in-the-Box (K-12)

- Modification of Simon Says, great for listening
- When the teacher says Jack in the Box, students sit
- When teacher says Jack out of the Box, student Stand
- Teacher should say the phrase quickly and try to trick the students to get 'caught'
- No consequences for mistakes, I challenge students to not make a mistake, if they do, it is ok. Next time we play, try to make one less.
- Variation: Great for dismissing for drinks, once eliminated, get a drink, and return to your work.

Clean Up the Backyard (4-12)

- Divide class room in half, can be done using tape on the floor, a row of desks, two fixed points at either end of room, etc.
- Half students on one side of the room, half on the other
- Have students take out worksheet that is due ;-) or a blank piece of paper, and crumple it up into a ball
- Start a timer, and say go!
- Student are to throw all of the 'litter' to the other teams side
- When the time is up, yell stop; NO more throwing
- Whichever side has less paper at the end of the time, gets a bonus point on their assignment, or maybe to line up first for recess; or just a congratulations!

Pattern Mania (Retrieved from: Energizing Brain Breaks by David Sladkey) (3-12)

- Have students stand facing a partner (s).
- Call out partner movements and have students do them while you speak (you might have to demonstrate what you mean).
- For example:
 - Right hand shake (they both shake each other's right hand)
 - Left hand shake (they both shake each other's left hand)
 - Two quad slaps (they both tap their own quads (thighs) twice)
 - Double hand five (they both high five each other using both hands)
- Once you give them the pattern, they have to remember it and repeat it with each other again, trying to go a little faster.
- *Modify by having students change partners and try the pattern again.

Ear & Nose Switch (Retrieved from: Energizing Brain Breaks by David Sladkey)(3-12)

- Stand up.
- Take your right hand and grab your left ear. Keep your right arm close to your body.
- Now take your left hand and touch your nose.
- Uncross your arms and move your left hand to your right ear and your right hand to your nose. Your left arm should now be closest to your body.
- Switch back and forth as fast as you can.

Forward & Backward circles (Retrieved from: Energizing Brain Breaks by David Sladkey) (k-12)

- Point your arms toward the ceiling.
- Keep your elbow straight and move your right arm forward creating a large circle. Continue making forward circles with this arm. Now do the same with your other arm except go BACKWARD. Continue with both arms moving at the same time. Make sure you have this pattern working before you continue.
- While both arms continue to move, lift your right foot off the ground and make a ninety degree angle with your knee. Hold this for a few seconds. Now extend your right knee out to make your leg parallel to the ground. Hold for a few seconds.

- Stop.
- Repeat the same process again with your left leg.

Airplane (Retrieved from: Energizing Brain Breaks by David Sladkey) (K-12)

- Point your arms toward the ceiling.
- Lift your right leg and put it behind you. Try to keep your knee straight.
- Lean forward with your body. Try to make your body, arms and leg parallel with the ground. Hold for 10 seconds.
- Now try the same sequence with your left leg behind you.

Don't Fall (Retrieved from: Energizing Brain Breaks by David Sladkey) (K-12)

- Point your arms toward the ceiling.
- Lift your right leg and put it to the side of you. Try to keep it straight.
- Point your body in the opposite direction. Try to make your body, arms and leg parallel with the ground. Hold for 15 seconds.
- Now try the same sequence with your left leg to the side.

FITLIGHT Trainer™ (Dr. Scot Klungseth)

The FITLIGHT Trainer™ is a unique wireless reaction system comprised of 8 RGB LED powered lights controlled by a tablet. The lights are used as targets for the user to deactivate, and can be adapted and configured for all sports and training regimes. The system is versatile and dynamic, with the ability to capture various attributes of human performance such as reaction time, speed, agility, coordination – all measured for immediate performance feedback. Variations for utilizing the FitLights in physical education, sports training, fitness training, adaptive physical education are only as limited as your imagination and ability to do a little research. At last check there are over 500 youtube videos demonstrating different drills and activities utilizing FitLights as well as videos on the FitLight website itself (<http://www.fitlighttraining.com>). No matter the space you have you can create activities that are exciting, active, engaging, and consistently utilize moderate to vigorous physical activity.

Shape America Dance (Kelly Knutson)

Music by:

Rappin Roy & Reggie Regg

Start in a push-up position.

Move to the left - 2 counts

Move to the right - 2 counts

Repeat

Jump up (into standing position)

Step forward and dip

Step back and dip

Repeat

Clap your hands above your head (8 counts)

Stomp your feet (8 counts)

Down in crab position.

Crab kicks (6 counts)

Push-up to side plank right arm up then left arm up (6 counts)

(Stay in push-up position)

Move to the left - 2 counts

Move to the right - 2 counts

Jump up

Step Forward Dip

Step back and dip

Repeat

Clap your hands above your head. (8 counts)

Stomp your feet (8 counts)

Down in crab position.

Crab kicks (6 counts)

Push-up to side plank right arm up then left arm up (6 counts)

(Jump up)

Clap your hands above your head (8 counts)

Stomp your feet (8 counts)

(Stay Standing)

Move to the left - 2 counts

Move to the right - 2 counts

Jump up

Step Forward Dip

Step back and dip

Repeat

Clap your hands above your head (8 counts)

Stomp your feet (8 counts)

Jumping Jacks (16 Counts). End on #1

Pound Fitness with Rhythm Sticks

Modified Version of Stephanie Di Piazza's Routine

Song – “Bass)

Equipment – Rhythm Sticks

Start with feet together

Hit overhead (when music starts) 4X

Feet shoulder wide – jump feet out into straddle position

Twist side to side with both sticks – 4X

Run – in place

Clap 3x – Clap 3X – Clap 3X – Wait (hit sticks 3 times)

Clap 3x – Clap 3x – Clap 3X – Wait!

8 – Pound Center

8 – Center (Double tap)

Base – Pound (drum roll) sticks all over the floor

Hands at Waist

Kick – Kick – Kick – Kick

Rope above your head (Lasso)

Reverse the Lasso

Clap 3x- clap 3x, -clap 3x - Wait!

Clap 3, -clap 3 x –Clap 3x – Wait!

Rainbow – tap sticks above your head and on the ground

8x

Double Rainbow taps (2 taps on floor/ 2 taps above head

8x

Pound (Drum Roll) “Feel the Bass all over the place” 4x

Jumping Jacks 16x

Double Rainbow 8x

Base – Pound (drum roll) sticks all over the floor

4 taps above head - Freeze

The Sid Shuffle – Ice Age 4 – Continental Drift

What’s up my mammals This is Sid The Sloth from the movie Ice Age And we’re about to do this new dance. The Continental Drift

It’s time to get up on your feet It’s easy to do, just follow me

Move it out do the Sid (Move forward 2 steps)

Take it back and do the Sid (move back 2 steps)

Step left and then drift

Step right and then drift

criss cross AND DO THE MANNY! (Manny the mamouth, with his wiggly trunk)

criss cross AND DO THE MANNY! (Manny the mamouth, with his wiggly trunk)

Now jump, jump, wiggle your rump and walk it out like granny Source

To the front and do the Sid

Take it back and do the Sid

Step left and then drift

Step right and then drift

criss cross AND DO THE MANNY! (Manny the mamouth, with his wiggly trunk) criss cross AND DO THE MANNY! (Manny the mamouth, with his wiggly trunk)

Now jump, jump, shake your rump and walk it out like granny

Move it out,

you got it Take it back,

oh yeah Step left all my mammals in the house, (hey) do it with me baby Criss cross here we go ya'll Criss cross hey

Now jump, jump, wiggle your rump and walk it out like granny

Move it out, Go Go Go Go and do the Sid

All my mammals everywhere If you got warm blood and grow hair If you feelin this groove We wanna see you move It's that continental drift And we did it just like this

Everybody to the front

Oh yeah Oh yeah Oh yeah Step left then drift Step right that's it criss cross AND DO THE MANNY! (Manny the mamouth, with his wiggly trunk) Criss cross here we go

Now jump, jump, wiggle your rump and walk it out like granny

To the front Oh yeah Oh yeah Oh yeah Step left then drift Step right that's it criss cross AND DO THE MANNY! (Manny the mamouth, with his wiggly trunk) Criss cross here we go

Now jump, jump, wiggle your rump and walk it out like granny

Move it out

Hey Hey Hey

Get on your feet human people Stop holding up the wall

Criss cross you got it You got it You got it

Now jump, jump, wiggle your rump and walk it out like granny

Move it out Hey, come on get down with Sid your favorite Sloth Hey

All my mammals everywhere If you got warm blood and grow hair If you feelin this groove
Then we wanna see you move It's that continental drift And we did it just like this

Everybody Jump Jump Jump Jump Jump Jump Jump

Everybody Jump Jump Jump Jump Jump Jump Jump

Everybody Jump Jump Jump Jump Jump Jump Jump

Everybody Jump Jump

Now Freeze

Oh yaaaaaaaaaaaaa!

The cool is cold

ICE AGE 4 CONTINENTAL DRIFT

Cotton Eyed-Joe

8 Counts clapping to the music

4 Counts: Grapevine Right

- Right foot out
- Left Foot Behind
- Right Foot Out
- Left Foot Tap or Touch

4 Counts: Grapevine Left

- Left Foot Out
- Right Foot Behind
- Left Out
- Right Foot Tap or Touch

4 Counts - Take it back for 4

- Right Foot
- Left Foot
- Right Foot
- Left Foot Tap or Touch

4 Counts – Rocker Step-Touch

- Rock or Step Forward Onto Left Foot -Touch or Tap Right Foot
- Rock or Step Backward onto Right Foot- Touch or Tap Left Foot.

4 Counts – Rock, Scuff and Stomp

- Rock Forward Onto Left Foot
- Scuff Right Foot on Ground Next to Left Foot and do a Quarter Turn.
- Stomp Right Foot Next to Left Foot.

Pause

Jump and Do Four Lasso Whips above your head.

Repeat until song is over.

Jumping and Jamming Agility

Equipment - line or a jump rope (can be done inside or out and with limited space).

Good for students of all ages and abilities. Lie jump rope down on the ground. Give them which direction you would like the ropes to face, such as North to South or East to West.

1. Run around the rope.

Variations: forward, backwards, slow, medium or fast.

2. Gallop around the rope.

Variations: forward, backward, right foot lead, left foot lead, different speeds.

3. Skip along the rope.

Variations: forward, backwards, different speeds.

4. Skier - side to side jumps/ zig-zag down the rope.

Variations: forward and backwards

5. Scissors - face the rope. Start with one foot in front of the rope and one behind

the rope. Jump up and switch your feet. Travel side to side while doing scissor jumps.

6. Straddle Cross - straddle rope, jump and cross right foot in front, jump straddle, jump cross left foot in front.

Variations: stationary, forward, backwards

7. Hopping - hop on one foot.

Variations: hop around the rope, forward, backwards, zig zag hop down the rope, front to back facing the rope.

8. Front to Back (2 feet) - jump over the rope with two feet and jump backwards with two feet.

Variations: Stationary or move side to side down the rope.

9. Front to Back Step - start facing the rope, step over rope with right foot then left foot, step back with right foot then left foot. Repeat pattern.

Variations: stationary or moving side to side.

10. Walking push -up- move side to side down the rope touch the handle and move back.

Variations: Do a push-up at each end of the rope, mountain climbers, and scorpions.

11. Crab Walk - travel down the rope in crab position.

Variations: front to back, side to side, crab kicks at each end.

12. Helicopter - start in a push-up position, keep your feet together, rotate with a straight body until the stomach is facing upward. Repeat down the rope rotating the body.