

# Physical Activity Resource Guide for Child Care Centres

2009

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Josée & Dominic – Summer Physical Activity Programmers 2009



## Outline of the Activities

The activities provided in this guide include warm-ups, moderate to vigorous physical activity for limited spaces and outdoors, cool-downs, stretches and other fun ideas. These activities can be used throughout the year. Activities should be adapted for different age groups and suggestions are provided throughout the guide. Repetition of a physical activity five or six times during the course of a month, for example, will allow children to become familiar with the activity, and reduces the time required for instruction in the activity. As a result, children have more time to be physically active. Leaders can also create variations on the activities, and can also encourage kids to create their own variations.

In addition, this activity guide includes resources from websites where you can find a wide variety of other games and activities. Over the course of the summer, we have tried a lot of the games listed in this guide. We have generated a list of games that we felt were most enjoyed during the course of the summer and wanted to share them in order for you to experience them in your childcare centres.

### Five Star Games

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\* Children may have different physical, mental, cognitive and emotional development when it comes to their basic characteristics. For example a child’s heart size, metabolism, strength, attention span, repetition, self concept and security might vary. It is important to pay close attention to these differences in order to develop certain activities according to their developmental capabilities.

## Emotional Development (ages 6-12)

Basic characteristics	General impact on performance	Implications for the coach
-Children like to be the centre of attention.		-Develop this characteristic. Plan activities that guarantee success. Always move from simple to more complex when teaching a skill movement. Allow children to show their skills.
-Children are developing their self concept.	-Children tend to evaluate their performance as a whole and in terms that may be black and white. (I was brilliant, or, I was useless.)	-Provide positive reinforcement to build self- esteem. Children are likely to perform the actions again if they are successful and feel good about it. Build on success.
-Children feel secure with a routine and structure to training.	-Introduce change sensitively and gradually.	-Build a structure that is progressive but maintains continuity.
-Children feel secure when coaching is constant.	-Children like things to be fair.	-Set and maintain high levels of expectancy, but be consistent with each child. Do not let mood swings or personal situations change coaching behaviors.

## Physical Development (ages 6-12)

Basic characteristics	General impact on performance	Implications for the coach
- Heart size increases in relation to rest of body	-Endurance capacity is more than adequate to meet the demands of most activities.	-Understand that the child has the capacity to keep going.
-Anaerobic system is not developed	-There is a limited ability to work anaerobically.	-Plan short duration anaerobic activities. The ability to hold breath must be practiced and built up gradually.
-A child's metabolism is less economical than an adult's	-Children use more oxygen whether it's expressed in absolute values or prorated for body weight.	-Do not expect younger children to keep up with older children.
-Large muscle groups are more developed than smaller ones	-The child is skilful in movement requiring the use of the large muscle groups.	-Emphasize the development of general motor skills involving the large muscle groups. Then gradually introduce more precise, coordinated movements requiring the interaction of smaller muscle groups.
-Children have a shorter tolerance time for exercise in extreme temperatures	-Children may show symptoms of overheating or hypothermia more quickly.	-To acclimatize children will take longer so longer warm-ups may be required. Watch closely for signs of distress caused by extremes of temperature.
-Children subjectively feel able to be active in the heat before physiological adaptation has occurred		-Postpone or restrict exercise in heat or humidity and ensure that plenty of fluids are ingested. Thirst is not a good indicator of fluid need.
-Motor patterns become more refined and the balance mechanism in the inner ear gradually matures	-Great improvement in agility, balance, co-ordination, and flexibility occurs towards the end of the stage.	-Emphasize co-ordination and kinesthetic sense when doing activities. Balance in the water using buoyancy aids is one way to develop these abilities.
-Strength develops by the improvement in the neural pathways	-There is apparent improvement in strength not brought about by the neuromuscular adaptations of muscle fibers.	-Plan coordination activities.

## Mental and Cognitive Development (ages 6-12)

Basic characteristics	General impact on performance	Implications for the coach
-The attention span gradually increases.	-Children cannot listen or stay still for long periods.	-Provide short and precise instructions. Devise strategies to ensure children are listening. Children learn well by imitating and practicing correctly modeled movements.
-Children are enthusiastic and often impatient.	-Children want to move and not listen.	-Do not bombard children with technical information. Give only sufficient detail for the activity to be undertaken. Keep the fun.
-Children have very limited reasoning ability.	-Children love to be led.	-Direct the training and give it a tight focus with activities that are fun and well planned. Introduce imaginative ways of achieving performance goals.
-Children enjoy the repetition of activities and improve through experience.	-Skill learning must be directed; children do not learn correctly just by trial and error.	-Provide correct demonstrations of the basic sport skills. Personal demonstrations must be accurate.
-Children establish their preferred learning style.	-Learning is through verbal, visual, or manual means. Most children are doers!	-Use a variety of learning styles to suit individual needs.
-Imagination is blossoming.	-Creativity should be encouraged.	-Allow the children to play and experiment. Use their ideas to create exciting sessions. Structure to encourage individuality and creativity. Sport provides an excellent vehicle for expression.
-Language skills may be limited but are improving.	-Children can't make corrections to their performance unless they understand what is being asked of them.	-Use terminology that can be easily understood. Gradually introduce technical terminology. Children love long words.

Adapted from: Canadian Sports for Life Long-Term Athlete Development Resource Paper V2 (Canadian Sport Centers, 2005)

## Guidelines for Adapting your Activities

- Make sure there are sufficient activities should some activities not work.
- Include everyone. Be sure to select activities that are appropriate for each individual or group so that the level of difficulty will be appropriately challenging and stimulating. This will allow them to avoid frustration or dull play and will maximize their fun time.
- Vary the same activities to maintain player interest and to facilitate organization. Familiarity with the game enhances children's understanding and contributes to active participation.
- The size, length, height or weight of the equipment used for activities may be increased or reduced, made shorter or longer, etc. The size of the playing area may also be adapted accordingly. Use devices, or modified equipment to enhance the children's performances and to make their experience more enjoyable. The rules may also be modified to reduce the complexity and demand of the activity. The time allotted and the group sizes are also components that can be modified accordingly.
- Ensure fullest possible participation from every child. Let them help in the organization of the game or activity. Give each individual a feeling of being part of the activity.
- Praise accomplishments both small and large. Provide ongoing constructive feedback. Immediate reinforcement is best. It's important that participation in the activity is rewarded.
- Be clear, concise and avoid lengthy explanations. Keep instructions short and simple to maximize activity time and keep students engaged. Children learn faster by doing.
- Encourage students to talk to peers while being physically active.
- Have fun and they will.

# STRETCHES FOR WARM-UPS AND COOL-DOWNS

Some of the stretches in this appendix are designed to stretch muscles, and some are designed to move the joints through a full range of motion.

## Warm-up

It is important that children do a warm-up before starting daily physical activities. A proper warm-up sets the tone for the class and reduces the risk of injury during an activity. To warm up, children should participate in some low-intensity aerobic activity, such as brisk walking. Using the large muscles and gradually increasing speed and intensity in this type of activity gradually increases the heart rate and blood flow to the muscles. During the warm-up, it is important to follow up with stretches that move the joints through their full range of motion. Stretches such as arm circles and flexing and extending of the arms and legs are helpful.

## Cool-down

After physical activity, a cool-down period involving a more gentle activity helps the heart and body to return to their normal state. Slow-moving activities and stretches also help normalize the blood flow to the muscles and improve flexibility. The cool-down activities concentrate on unhurried, slow stretching. Because the muscles are warm during stretches, the risk of injury is reduced. Stretches should include all the major muscle groups, starting with the largest muscles. Each stretch should be held without bouncing for 15–30 seconds. Stretching should be imaginative and creative. Children can “reach for the sky”, or pretend to be a tree that is growing, or stretch their arms out as “wide as a wall”. The cool-down can also prepare children for the transition back to less-active activities.

From: Ontario Ministry of Education, Resource Guide, Daily Physical Activity in Schools: Sample Activities for Students, Grade 1 to 8, 2005

## Stretches for different muscle groups

### NECK

#### Neck stretches

- Slowly tilt head to the right side, moving right ear towards right shoulder. Hold.
- Repeat on left side.
- Slowly tilt head forward, moving chin towards chest. Hold.
- Slowly roll head across chest from shoulder to shoulder in a half circle. Repeat four times.

#### Neck and Shoulder Stretch

- Without moving shoulders, turn head to one side and look over your shoulder. Hold.
- Repeat on same side; then do twice on the other side.

#### “I Don’t Know”

- Slowly tilt head side to side, shrugging shoulders. Raise hands in a gesture to indicate, “I don’t know!”

## SHOULDERS

### Swan Dive

- Raise arms outward from sides to shoulder height.
- Slowly press arms backward and hold.
- Feel a stretch across chest and down arms. Repeat.

### Snail Stretch

- In a kneeling position, with arms stretched forward in front (on the floor), try to touch armpits to the floor.
- Keep posterior high, and pretend it is the snail's shell. Press low to the ground and pretend to be a small snail.

### Shoulder Stretches (activity for range of motion)

- Move shoulders up and down, first one, then the other, then both at the same time.
- Move shoulders forward and backward together, or one at a time.

### Shoulder Shrug and Roll (activity for range of motion)

- Shrug shoulders up towards ears and hold. Repeat three times.
- With arms down by sides, slowly roll shoulders forward in a circular motion. Repeat, doing five circles forward.
- Slowly roll shoulders backward in a circular motion. Repeat, doing five circles backward.

### Reach and Stretch

- Stand with hands clasped and arms stretched over the head.
- Pull arms backward gently and hold.

## ARMS

### Tall as a House, Small as a Mouse, Wide as a Wall

- Stand on tiptoes with arms overhead, stretching fingers up to the sky as "tall as a house". Hold. Crouch down, hugging knees and tucking head down towards chest to curl up as "small as a mouse". Hold.
- Slowly return to standing position and extend arms and legs out on each side of body to stretch as "wide as a wall". Hold.

### Scarecrow

- Pretend to be a scarecrow, putting arms out to the side, parallel to the ground, palms facing backward.
- Bend arms at the elbows and let hands swing down and towards the body.

### Shake and splash (activity for range of motion)

- Gently shake hand as if shaking water off fingers.
- Flick fingers away as if splashing water.

- Flick other body parts (e.g., toes, hips, arms) as if flicking water.

### **Arm Swing (activity for range of motion)**

- Swing arms slowly forward and back.
- Swing arms in front of body.
- Swing arms overhead.

### **Growing Flowers**

- Stand with feet shoulder-width apart.
- Crouch down, tucking head towards chest and folding arms across front of body, like the closed petals of a flower.
- Slowly rise to standing position while unfolding arms.
- Extend arms overhead, like a flower opening. Repeat.

### **Upper Arm Stretch**

- Stand with feet shoulder-width apart.
- Raise right arm above the head and bend elbow so the right hand rests at the back of the neck or upper back.
- Place left hand on right elbow.
- Press the elbow slightly backward until a gentle stretch is felt in the right upper arm. Hold.
- Repeat with left arm.

### **Arm Circles (activity for range of motion)**

- Stand with feet shoulder-width apart.
- Hold arms straight out to the sides.
- Slowly circle arms forward and backward.
- Repeat with arms bent.

## **HANDS AND WRISTS**

### **Fist and Stretch**

- Make a tight fist, then spread out and relax the fingers.

### **Wrist Circle**

- Rotate wrists by drawing circles with hands.

### **Finger Press**

- Place hands in a steeple position.
- Press the ends of the fingers together.
- Pretend to make hands look like a spider doing push-ups on a mirror!
- Shake hands out.

## **CHEST AND BACK**

### **Chest, Shoulders, and Arm Stretch**

- Stand with feet shoulder-width apart.
- Clasp hands behind back and slowly lift arms upward until stretch is felt in the chest, shoulders, and arms. Hold.
- Repeat.

### **Back Stretch**

- Clasp hands in front of body and raise arms to shoulder height.
- Slowly press hands forward while curving the back and tucking chin down towards the chest.
- Feel a gentle stretch across the upper back. Hold.
- Repeat.

### **Cross and Reach**

- Cross one arm in front of body at shoulder height.
- Using the other arm, press arm across the body until a stretch is felt in the upper arm and upper back.
- Repeat on other side.

### **Hug**

- Sit or stand with back straight and tall.
- Slowly take a deep breath in through the nose and let it out through the mouth. Repeat three times.
- Wrap arms around shoulders and give yourself a big hug. Hold.

### **Be a Star**

- Stand with feet placed wide apart, moving onto tiptoes and extending arms over head to look like five points of a star.
- Hold stretch while standing on tiptoes.

### **Cat Stretch**

- Stand with feet shoulder-width apart, knees slightly bent.
- Bend forward, placing hands on knees and keeping the back flat.
- Slowly arch the back upward into a rounded position.
- Hold. Return to flat back. Repeat.

### **Horse/Camel (or Cat)**

- Get down on hands and knees. The horse position is with back slightly arched and head up; the camel position is with back curled and head down. Hold each position.

## **HIPS AND WAIST**

### **Twister**

- Stand with knees slightly bent, feet shoulder-width apart.
- Without moving hips or legs slowly rotate the upper body from the waist up, twisting to look behind.
- Repeat on other side.

### **The Pretzel (hip stretch)**

- Sit on the floor with right leg extended along the floor in front of you.
- Pull left leg over right leg in a bent position with left foot flat on the floor.
- Using the right hand, pull the left knee towards the chest.
- At the same time, twist torso to the left as far as possible.
- Place the left arm behind you for balance.
- Repeat on other side.

### **Sitting Twists (range of motion activity for hips)**

- Sit with legs bent and close to chest, arms at sides, and hands on floor for support.
- Keeping legs together, slowly twist them from side to side, touching knees to the floor on each side.

### **Hips, Shins, and Feet Stretch**

- Stand with weight on right leg.
- Bend left leg and rest the left foot on the floor with “shoelaces facing the floor” to stretch the front of the foot.
- Tilt the hips forward (pelvic tilt) to stretch the hip flexors.
- Keep abdominal muscles tight.
- Repeat on other side.

### **Front Lunges**

- Stand with feet shoulder-width apart.
- Take a giant step forward without moving the other foot.
- Bend front knee to 90 degrees while keeping back leg straight. Rest hands on front thigh.
- Repeat on other side.

### **Reach for the Sky (side stretch)**

- Stretch arms overhead, first straight up then diagonally up.
- Reach up with both arms as if you are being pulled up to the ceiling.
- Relax between stretches.

### **Side Lunges**

- Stand with feet spread wide apart, knees slightly bent, hands on hips.
- Move slowly from side to side by alternately bending and straightening each leg, keeping upper body vertical and facing straight ahead.

### **Torso Twist**

- Lie on the back with knees bent and arms out to the sides on the floor.
- Slowly lower both knees down to one side, while trying to keep both arms flat on the floor. Hold.
- Repeat with the other side.

### **Crossover Stretch**

- Lie on the back, and support body on bent elbows and lower arms (or lie flat on floor).

- Extend one leg on the floor and bend the other knee with foot flat on the floor.
- Press bent knee over straight leg towards the floor, keeping hips as level as possible.
- Repeat on other side.

### **Seat Walk (activity for range of motion)**

- In a sitting position on the floor with legs straight out in front and together, move forward, using only the hips to begin movement.

## **LEGS**

### **Shin Stretch**

- Hold onto desk, chair, or wall for balance. Stand with feet slightly apart.
- Lift one foot and move it slightly behind you, gently pressing the top of the toes into the floor. Feel a stretch up the shin.
- Keep knee of supporting leg slightly bent. Hold.
- Repeat with the other leg.

### **Calf Stretch**

- Stand with both feet together, lean forward, and place hands on the floor in front of feet. Press with arms to straighten legs, and push with shoulders. Push up with arms and straighten arms and legs.
- *Cue words:* "Make your body into a triangle."

### **Lunge and Reach**

- Stand with legs wide apart and knees bent.
- Place hands on thighs.
- Slowly lunge to the side by bending one leg and straightening the other. Keep feet flat on the floor.
- Alternate sides.

### **Butterfly (stretch for inner thighs)**

- Sit with legs bent in front, knees to the side, soles of feet touching.
- Using hands gently press knees towards the floor. Hold.

### **Leg Stretches**

- Lie on back with legs bent, one foot flat on the floor.
- Grasp the other leg and gently pull the leg towards chest.
- Slowly try to straighten leg.
- Repeat with the other leg.

### **Stork Stretch**

- Stand and, if necessary, hold onto something (chair, table, and wall) for balance.
- Lift right foot off floor and back. Grasp right foot or shin with right hand and gently pull it towards buttocks.
- Tilt right hip forward slightly until a gentle stretch is felt in the front of the thigh.

- Keep knees together. Hold.
- Repeat with the other leg.

## ANKLES AND FEET

### **Foot Flexors (activity for range of motion)**

- Lie on back, legs vertical, knees bent.
- Alternately flex and extend the ankles.
- Try both feet together.
- While standing, balance on one leg and alternately flex and extend the ankle on the other leg.
- Repeat on the other side.

### **Ankle Rotation (activity for range of motion)**

- Lie on back or sit, using hands for support, legs bent in front.
- Raise one leg off the ground and rotate the foot at the ankle.
- Repeat with other foot.

Variation: Do this exercise standing up, balancing on one leg, then the other.

## FULL BODY

### **Sky Stretch**

- While standing on tiptoes, stretch arms over head, reaching up as high as possible. Hold. Repeat.

### **Funny Body Shapes**

- Make interesting shapes (poses) with bodies or by using specified body parts, expressing such emotions or states as the following:
  - Anger
  - Strength/weakness
  - Fatigue/energy
  - Sadness/happiness
  - Hold body in each shape.

### **Body Stretch**

- Pretend to be a puppet controlled by strings.
- Be loose and limp, then tighten and stretch.
- Stretch up high, reaching with fingers, arms, legs, tiptoes, whole body.

### **Tight Body Exercise**

- Make whole body as stiff and tight as possible.
- Tighten one body part at a time: one arm, both arms, one leg, both legs, buttocks, whole body.
- Be as straight as a pencil and tighten all your muscles to stay straight. (The teacher can check tightness by trying to move or lift students' bodies to see if they stay tight or go loose and bend.)

## ABDOMINAL MUSCLES

### **Pelvic Tilt**

- Lying on back with knees bent; press the arch of the back into the floor by tightening the abdominal muscles. Hold.
- Repeat.

## Warm up and Cool Down activities

<b>All Aboard</b>	<p>Mimetic exercise - a train moving out of a station</p> <p>Each child extends one arm straight out from the shoulder and bends the other arm, keeping elbow back and at shoulder level. The arms change position slowly as the "train" moves, while slow steps with high knee rising are taken on the spot. This increase in speed to running steps and the arms change more rapidly.</p> <p>As the train goes faster, you may point to one child who then gives the train whistle. Choo! choo!</p>
<b>Back to back</b>	<p>Every group member must find a partner of approximately equal height and weight, if possible. The partners will lock arms with their backs to one another. With arms remaining locked at all times, the partners will sit down on the ground, kick their legs out straight, and try to stand back up. Then groups of four will try the same thing. Then groups of eight, sixteen, and eventually, the entire group together. This is the perfect activity to begin a trust sequence.</p>
<b>Ball bouncing</b>	<p>Bounce ball with right hand. This could be a set number or a do as many as you can thing. Repeat with left hand. Bounce ball with alternate hands. (left, right, left, right) Bounce the ball ONCE with both hands and catch it on its return, bounce 3, 4 times before catching it, bounce of the wall, thru your legs. Levels can go on and on. Let your imagination do the work. Have the children do levels as they do their locomotors skills, sitting, kneeling, etc.</p>
<b>Balloon Ball Games</b>	<p>Ball sports take on a new dimension when a balloon is used instead, e.g., get people into pairs, 1 balloon between them. Get them to play a series of 1 on 1 sport e.g., soccer, volleyball, table tennis, etc. - add equipment if you want, but without equipment people will improvise wonderfully. On a soft surface there can be dramatic diving. Variation: Ask participants to play some points in slow-motion.</p>

<p style="text-align: center;"><b>Balloon Finger Balance</b></p>	<p>Try balancing a balloon on the end of your finger. Have a competition to see who can do it for the longest. The balloon must not be held, only balanced, and it must not be tapped. The finger must be in direct contact with the balloon at all times. Good for focus, concentration and physical movement.</p>
<p style="text-align: center;"><b>Balls Galore</b></p>	<p>Work in pairs, or threes. Each team is given 50+ tennis balls (The more the better) to use for their World Record Breaking attempts. One person is designated the holder, the other player(s) will be the feeders. The object of the game is to see how many balls the holder can hold off the ground for 10 seconds, with the following rule: - The holder may not use clothing or any other item, to hold the tennis balls off the floor. - Tennis balls can be held with any body parts, as long as the tennis balls are not contacting the floors or walls. The feeders will continue to add balls to the holder until they have reached the holder max limit. Once the holder can hold no more, the score is counted and we switch holders until all players have had a turn to be the holder. Ideally, it would be nice for each player to get several turns so that they may utilize ideas in order to beat their personal best.</p>
<p style="text-align: center;"><b>Ball Goes Round and Round</b></p>	<p>You want to see how many different ways exist of getting the ball around the circle. The one person with the ball starts it with a bounce and each successive player does the same. When the ball reaches the sender, the one next to the sender starts it in a different way : (two hands, one hand, high, low, under leg, backwards, left hand only, two bounces ...) Reminder : Keep your eyes on the ball. Be alert, think!</p>
<p style="text-align: center;"><b>Bean Bag Tic-Tac- Toe</b></p>	<p>A larger-than-life tic-tac-toe game. Instead of with pencil and paper, this game is played with tape and bean bags. The bean bags should be in two different colors or labeled with x's and o's. To play, two people or two teams decide whether they are x's or o's. Then, they take turns throwing a bean bag into a square. They can move all around the sides of the board; they just need to make sure that they stand back about two feet from the sides. If a bean bag lands in the same square as the other person's or on a</p>

	<p>line, it doesn't count. Just like in regular tic-tac-toe, the first person or team to get three in a row wins.</p>
<p><b>Blanket Catch</b></p>	<p>Divide children into groups of 4 or six. Give each group one blanket and ball. Ask them to attempt a series of challenges with the blanket and the ball: throw the ball up and catch it with the blanket, throw the ball as high as possible, use the blanket to catch a ball thrown by a group member standing away from the blanket, adding more balls, see how long the group can keep them moving on the blanket, ask children to make up their own challenges</p> <p>Variation: Divide people into two groups, with the space divided into side A and side B. Four participants from group A and four from group B are chosen to be the "catchers" for their teams. The "catchers" for group A stand in a space behind group B and the "catchers" from group B stand in the space behind group A. The "catchers" use the blankets (two "catchers" per blanket). People from group A and B try to throw the ball over the heads of their opponents to their "catchers" on the opposite side of the playing space. Use a boundary line so they stand ahead of the catchers and do not block each other's "catchers." The group works together to catch as many balls as they can. Rotate the "catchers" often.</p>
<p><b>Circle Overtake</b></p>	<p>The players stand at opposite sides of the circles each holding one ball or one bean bag. On signal, begin to pass the ball or bean bag around the circle. Have one ball or bean bag overtake the other. Variations: Try reversing directions, Pass overhead, left hand only, roll ball, use your feet instead of your hands, etc. Add two, three, four, five bean bags or balls and try to keep them going (forget about the over take at this point)!</p>
<p><b>Clean Your Room</b></p>	<p>The game involves several balls, bean bags, several jerseys, etc. that create a mess on the floor. A barrier of mats is to be put up at the middle of the gymnasium or room creating a wall the kids can't see over. Divide teams and put them on each side of the mats. Upon your go, the kids are to clean their room and create a</p>

	mess for the other room that is over the mat. The game is to go on for about 2-1/2 to 3 minutes then you would stop it and evaluate them depending on the junk that is on either side.
<b>Give me a leg to stand on</b>	The goal of this activity is to get your group to have a minimum of contact points with the ground. In other words, you want to find out how few legs and arms you must use to maintain a balance point for, say, five or 10 seconds.
<b>Gutter ball</b>	An activity that can be modified to suit ages and settings. Each participant gets one gutter or half pipe tubing (cut paper towel cardboard rolls lengthwise). The object is to move a marble or assorted size balls using lengths of guttering from point A to point B without dropping them. Use limited space and have the gutters spiral downwards to the bowl or target. You could even have a few of them blindfolded.
<b>Leader</b>	Have the first child lead the group around the activity area using a variety of movements. Every 30 seconds, change leaders and increase their speed (e.g., slow walk, walk, speed walk, jog).
<b>Magic Carpet</b>	Set up teams of 8 to 12 players. Each team will be given one shower curtain as a magic carpet and all team members will be standing on it. You start out the game by telling teams the following: You are on a magic carpet, up in the sky. You've discovered that you're not going anywhere because your carpet is upside down. The object is to flip the carpet back upright without anyone stepping off into the abyss. You may use your hands.
<b>Match it</b>	Separate the children into pairs and have them line up one after the other along your end line. Assign each pair a card value. Example Ace, King Queen, Jack, 10, etc. At the other end of the gym randomly put the cards face down. The object is for the children to run down (hop, walk backwards, roll, etc.) one person from a pair at a time, flip over a card and see if it matches what they were given. If it matches they keep the card, if it does not they turn it back over and jog back to their partner and then their partner does the same thing. When the pair has 4 cards they bring them to the supervisor and quietly stretch at a designated area until all the others are done.

<p><b>Movement variety</b></p>	<p>Have groups of children move around the activity area in single file, slowly increasing their speed (e.g., walk, speed walk, slow jog, run). Have the last person in the line hold a flag or marker and move to the front of the line. Once to the front, he or she passes the flag or marker back until the new last person in line gets it, and then this person moves to the front and does a different movement. Each time all the members of the group have taken a turn, the speed slightly increases. Continue for 2–3 minutes.</p>
<p><b>Mystery relay</b></p>	<p>↵ There are 4 teams. Have them form 4 spokes inside a traced circle each of the 4 teams (one line per team) is facing outwards. Have a pile of mystery cards prepared for each group. On the signal, 1 person from each team flips a card, and goes around the circle (have cones so they don't shorten the circle) doing the designated movement. Ex. Hop, run backwards, walk low to the ground, etc. After that person has gone around the full circle, he tags the next person from his team and that next person flips a mystery card and goes around doing another movement and so on until every team member has had his turn.</p>
<p><b>Paper skate</b></p>	<p>Give each participant two sheets of paper. Have them place both sheets on the floor and put one foot firmly on each sheet. Challenge them to move or “skate” around the activity area in different directions, gradually increasing their speed.</p>
<p><b>Skipping</b></p>	<p>Skip alone, 2 by 2, 3 by 3, 4 by 4, etc. can you handle it! Variation: having flippers on your feet.</p>
<p><b>Slow throwing</b></p>	<p>Walk around the activity area, slowly decreasing their speed and throwing an object (ball, beanbag, rubber chicken ...) from person to person. Give a signal to stop. The last child in each group to touch the object leads the others in a stretch of the large muscle groups.</p>
<p><b>Sport imitation</b></p>	<p>Begin by having children list as many sports/games as they can. You could list the sports on a poster and hang it in your gym. The children then individually decide which sports they will "play" Put on some inspiring music Ex. Rocky theme songs. Children</p>

	<p>pantomime their sport-Stop the music every 15-30 sec. Then they change to a new sport. Repeat 4-5 times for a good warm up and a lot of fun.</p> <p>Variations: Partner up and do a sport together (pitching-batting, tennis, volleyball, etc. Groups of 4- 2 children perform a sport, other 2 try to guess which it is. Switch roles</p>
<b>Statues</b>	<p>Have children walk slowly around the activity area, pretending they are slowly turning into statues. Gradually, their arms and legs move more and more slowly, until they become perfectly still.</p>
<b>Stretching</b>	<p>Lead, or have a child lead a stretching routine (see the Appendix for sample stretches). Every warm-up and cool down should have a stretching period.</p>
<b>Stretch or warm-up Wave</b>	<p>Have participants form a circle arms length apart from the person next to them. Each circle made requires a leader to lead a series of stretches. The leader starts off by demonstrating and holding a stretch. One at a time, in a clockwise direction, the children follow the lead of the leader and perform and hold the stretch, creating a wave around the circle. When the stretch reaches the last person, the leader (or the person next to him) starts a new stretch. People should hold the previous stretch until the new stretch comes to them. Circle size and number of groups required should be monitored to ensure each participant is holding the stretch for approximately 10 to 15 seconds. You can also use different movements for warm-ups. Ex. shoulder rolls, trunk twists, ankle rolls, knee lifts, fast feet, move down and up, etc.</p>
<b>The Pose Game</b>	<p>Each player makes a unique pose ex. Stork stance, one at a time, and the others have to hold it for 10 seconds</p>
<b>Thread The Needle</b>	<p>Teams are standing in a straight line while holding hands. On signal, the first child leads the team under the arms of the last two people and around and under the arms of the next two people ...</p>

	They continue this procession until they are all facing the other way. Then, they unwind.
<b>Three Box Race</b>	Participants have 3 boxes per group. They must only step on the boxes and do the length of the course. Then the partner goes and does the same until they are all done with the 3 boxes over the finish line.
<b>Touch</b>	<p>From warm-ups or locomotor movements, the leader states familiar objects to touch. {Gallop...metal; or curl-up...plastic} and must get back to starting position as fast as possible</p> <p>Examples: Metal, wood, circles, squares, wheels, colors, numbers, letters, etc.</p> <p>Variations: How many different things can be touched in one minute? Combine objects (wood and metal; circle and color red)</p> <p>Try again and improve the first trial</p>

Daily Physical Activity in Schools: Sample Activities for Students Grade 1 to 8, Resource Guide, Ontario Ministry of Education, 2005.

<http://www.campresources.co.uk/>

[http://www.funattic.com/game\\_list.htm](http://www.funattic.com/game_list.htm)

<http://pbskids.org/zoom/activities/games/>

<http://wilderdom.com/games/>

## Grouping of Children for Activities



You can use different ways to divide children into groups or teams to provide variety and to give them opportunities to work with different people. Do not choose a captain or have a selected child choose their team members. Simple games can be used to divide them into groups. Any method of grouping children as partners will also serve as a method of dividing a group into two teams. Here are some grouping examples.

- Daily Physical Activity in Schools: Sample Activities for Students Grade 1 to 8, Resource Guide, Ontario Ministry of Education, 2005.

- <http://www.campresources.co.uk/>

<p><b>Back to back</b></p>	<p>Have children stand back to back (or shoulder to shoulder, or elbow to elbow) with another person as quickly as possible. The emphasis is on frequent and rapid selection. For example, to make two teams at any point, have one partner sit and the other stand; those who are sitting move to one area, those who are standing move to another.</p>
<p><b>Blanket drop</b></p>	<p>Use blanket to select teams of 2. You'll need two people to hold up a blanket as if it were a curtain. Separate the group of players in half and place the groups on opposite sides of the blanket. Each group picks 1 person from their team (very quietly so the other team doesn't hear) and that person goes and stands right behind the blanket (make sure that the players standing at the blanket cannot see each other). Choose one player from each team to get ready for the blanket to drop. The two people holding the blanket drop it and the two players facing each other are now a team of two.</p>
<p><b>Birthday Line Up</b></p>	<p>Have the group get in a line. Tell them they must, in silence, get in order by: birthdays, height, name, age etc.</p>
<p><b>First Names</b></p>	<p>Have everyone count the number of letters in their first name. Now ask them to find someone who has the same number of letters. Those two are now partners. If a person can't find someone let him/her use another name she/he is called by (i.e., a student named Matthew may use the name Matt and then look for someone with 4 letters instead of 7.) If they still can't find someone pair up with a person who has the closest number of letters.</p>

Forming circles	Gather the children and have them all hold hands. Then have them all back up until their arms are stretched. What a beautiful circle!
Line A, line B	Have children form two lines; line A becomes one team, line B the other team. For the next time a team is needed, people in the first half of each line form one team, and people in the second half of each line form the other team.
Select a partner	If children choose their own partners, two teams can be created either by choosing several pairs to form one team and other pairs to form the other team, or by splitting partners so that one partner goes to one team and one partner goes to the other.
Similarities	Ask children to find a partner with the same shoes, the same color shirt, the same color hair, the same birthday month, and so on.
Whistle Mixer	Have children jog on the spot. When the whistle is blown a certain number of times, they form groups. The number of people in the groups corresponds to the number of whistles. (The number of children in a group can also be changed by simply calling out numbers.)

## Locomotor Movements for Games and Activities

\* Note that these activities can be widely varied just by adding different pathways, directions and levels of intensity. Ex. Staying low to the ground, stretching as high as you can, fast speed, slow speed, zigzagging, curved, circular, square, triangular, spell your name while moving around, and so on.

<b>Balance</b>	an object on your head, on your toes and lift leg, on back leg, on knees, between 2 person, forehead, ...
<b>Bowl</b>	roll a ball, slide a beanbag, roll a disc or hoop, ...
<b>Creep</b>	crawl, sneak, tippy toe
<b>Dance</b>	make your moves, be creative
<b>Dribble</b>	a basketball, soccer ball, beanbag between cones, hockey and ball or puck, ..., with bean bag on head, etc.
<b>Hop</b>	alternating legs, 2 legs, 1 leg, twisting, ...
<b>Hula hoop loops</b>	at waist level, leg level, neck level, ad hoops, ...
<b>Jog</b>	on the spot, around an area, through obstacles, with knees high, while dribbling, ...
<b>Jump</b>	over the bench or hurdle, straddle jump, tuck jumps, stride jumps, leap, star jump, Bench-over's (place your hands on the bench and hop their legs over together down the length of the bench), Jumping jacks, ...
<b>Jump rope</b>	or hoop, one foot, two feet, straddle skip, twisting, walking skip, backwards, scissor skip, double side swing, with 2 person (each holding a side of the rope and jumping together), tree person, four person, etc. Triangular (3 ropes, 1 person jumps) or 2 ropes, class jumping (2 person turn the long rope and the whole class tries to jump it) Can you handle it!
<b>Kick</b>	Gluteus kicks, high leg kicks, Can-can, a ball, balloon, at a target, ...
<b>Pass</b>	the object down the line of participants, in a circle, high over head, low between legs, behind the back, with left arm only, ...
<b>Limbo</b>	Arch your back and walk under a stick or rope
<b>Lunge</b>	lunge walk, lunge stance, while rolling ball between legs, while dribbling, ...
<b>Pull</b>	Objects, tug-o-war, blanket with participants on it, ...
<b>Push-ups</b>	Modified push-ups, wall push-ups, bench push-ups, two person having one hand each (wow that ones hard!)
<b>Run</b>	around the pylons, one foot in each hoop set on the floor, through the narrow path made from skipping ropes, on the spot, through obstacles,
<b>Roll</b>	on a mat (front or side), cartwheel

<b>Shuffle</b>	Grapevine (walking sideways, crossing feet; one step crosses in front, the next step crosses behind), slide, stay low, ...
<b>Skip</b>	gallop
<b>Static stance, balance</b>	(hold for 10 seconds), stork, wall chair, invent a pose and freeze for 10 sec.
<b>Stretches</b>	(see appendix B)
<b>Throw</b>	Toss with one hand and catch with the other, with a blanket and a partner(s) toss and catch. Ball, Frisbees, beanbags, rings, etc.
<b>Walk</b>	power walk, crab walk, tiptoe, lunge walk, with hands holding ankles, with high knees, with hands on knees, backwards, long strides, heel walk, ...

## Physical Activity Games Categories:

We have classified our physical activity games in two categories to better suit your needs. Our first category is: *Limited Spaces*; this category includes small spaces such as classrooms, hallways, small space outdoors,... Our second category is: *Open Spaces*; this category includes wide open spaces such as gyms, fields, outside area's... Below you will find the two categories along with their page numbers to facilitate your search.

### LIMITED SPACES:

1, 2, 3 Look	p. 29	Four Square Jumping Pattern	p. 47
Alphabet / Numbers	p. 30	Fruit/ Vegetable Basket	p. 48
Assassin	p. 31	HA HA HA	p. 49
Bashball	p. 33	Huckle Buckle Beanstalk	p. 50
Bottle Bowling	p. 35	Human Tic Tac Toe	p. 51
Burst the Balloon	p. 36	Imagine and Move	p. 51
Changing Seats	p. 37	Land, Sea, Air	p. 53
Cooperative Hoops	p. 39	Luau Games	p. 54
Cotton Ball Pickup	p. 40	Pencil in the bottle	p. 55
Digging for Treasure	p. 41	People to People Twister	p. 56
Do as I say... Not as I do	p. 41	Pigs Fly	p. 57
Elves, Wizard, Giants	p. 43	Shark Attack	p. 60
Fence Weaving	p. 45	The Hand Game	p. 66
Fire on the Mountain	p. 45	Walk the Plank	p. 68
"FIT!" Game	p. 46		
Fitness Fun Card	p. 47		
Fitness Monopoly	p. 47		

### OPEN SPACES:

1, 2, 3 Stop!	p. 29	Body Part Tag	p. 34
10 Second of Life	p. 30	Bolf	p. 34
Air Raid	p. 31	Builders and Bulldozers	p. 35
Amoeba Tag	p. 31	Builders and Bulldozers variation	p. 35
Balloon Battle	p. 32	Capture the Flag	p. 36
Balloon Hot Potato	p. 32	Caveman Soccer	p. 37
Band-Aid Tag	p. 33	Chuck the Chicken	p. 38
Beanbag Basketball	p. 33	Circle Ball	p. 38

Clothes-Peg-Tag	p. 39	Pop the Cannon Ball	p. 57
Clothes Pin Hunt	p. 39	Pylon Power	p. 57
Crab Soccer	p. 40	Ravenous Raiders	p. 58
Cross Fire	p. 40	Red Light Green Light	p. 59
Dead Ant Tag	p. 41	Scarf Game	p. 59
Dirty Diaper Tag	p. 41	Scarf Juggling Circle	p. 59
Down, Down, Down	p. 42	Shark and Octopus Tag	p. 60
Dragon Chain	p. 42	Skip to it!	p. 60
Dunk or Hop	p. 42	Snakes, Rats, and Robots	p. 61
European Dodge Ball	p. 44	Star Games	p. 63
Everybody's it Tag	p. 44	Sunny Day Shadow Tag	p. 63
Field Dodge Ball	p. 45	Super Hoopers	p. 63
Fishing Net	p. 46	Swinging Trees	p. 64
Frisbee Golf	p. 48	Tank	p. 64
Garbage Can Relay	p. 49	Team Game: Kick the Stick	p. 65
Hidden Balls Relay	p. 49	The Blind Train	p. 65
Hot Potato	p. 50	The Cat and the Mouse	p. 66
Hula Hoop Aerobics	p. 50	Towel Ball	p.67
King Ceasar/ Queen Italy	p. 52	Vegetable/ Fruit Game #1	p. 67
Knock Down	p. 53	Vegetable/ Fruit Game #2	p. 68
Leap Frog	p. 53	Water Balloon "Squat"	p. 68
Meltdown Tag	p. 54	Water Balloon "Volleyball"	p. 69
Noodle Hockey	p. 54	Water Relay	p. 69
Number Fun	p. 54	Wet Shirt Relay	p. 72
Orienteering	p. 55	What Time is it Blue Whale?	p. 72
Physical Fitness Circuit	p. 56		

## WINTER GAMES:

Snow Relays	p. 62	Snowball Relays	p. 62
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# Physical Activity Games

<h2>1, 2, 3, Stop!</h2>	Equipment ✓ None
<ul style="list-style-type: none"> <li>• Participants are scattered along the wall about 20 meters from the person designated to be the leader (1, 2, 3 stop!)</li> <li>• The leader is looking forward and the players are a safe distance behind him</li> <li>• The leader counts out loud by clapping his hands varying the rhythm</li> <li>• The players get closer to the counter by walking very slowly while he counts</li> <li>• And the counter turn suddenly and returns back to the wall anyone he sees moving</li> <li>• The first person to arrive at the counter without being seen takes his place</li> <li>• The supervisors must assure the good implementation of this game</li> </ul>	

Mclean, Eric (1989). Guide thématique de jeux et d'activités physiques à l' intention des intervenants auprès de populations d'âge scolaire. 2<sup>e</sup> Edition. Vézina éditeur inc. Boucherville (Québec)

<h2>1-2-3- Look</h2>	Equipment ✓ None needed
<ul style="list-style-type: none"> <li>• This is a very simple game that can include the entire group. It can be hard if the circle gets too big, but it can still be done.</li> <li>• Everyone closes their eyes and lowers their heads, the leader calls out 1-2-3-Look! As the leader calls "look," the campers look up at one specific person.</li> <li>• Make sure you instruct them that they cannot change who they look at, because if you and the other person happen to be looking at each other then you are both out.</li> <li>• When the camper looks up he/she looks at one specific person. If that person is looking back at him/her, both players are out.</li> <li>• If that person is looking at a different person, the camper puts their head back down and waits for the next call of "1-2-3 Look."</li> <li>• Continue the game rapidly until only two players are left.</li> <li>• Continue bringing the chairs in closer and closer, and eventually you'll be left with two people. It's not a game of skill, it's just fun! (Just remember that if 2 people are looking at each other, they are both out!)</li> <li>• Have fun!!</li> </ul>	

<http://www.ultimatecampresource.com/site/camp-activities/circle-games.page-1.html>

<h1 style="text-align: center;">10 Seconds of Life</h1>	<p>Equipment</p> <ul style="list-style-type: none"> <li>✓ Frisbees (or small rings)</li> <li>✓ Balls</li> <li>✓ Pinnies</li> </ul>
<ul style="list-style-type: none"> <li>• Three players are taggers.</li> <li>• Spread Frisbees around the gym, and place one ball on each</li> <li>• Two or three Frisbees should not have balls on them.</li> <li>• Players are spread around the area.</li> <li>• On “go” taggers may chase any player who is not dribbling a ball.</li> <li>• Players try to pick up a ball from a Frisbee before getting tagged.</li> <li>• Players are safe from taggers while dribbling, but they can dribble only 10 times before they have to find an empty Frisbee to place the ball on and look for another ball. They may not use the ball they just put down.</li> <li>• If tagged while running without a ball, a player switches places with the tagger.</li> <li>• Taggers may not babysit. No tag-backs.</li> </ul>	

<h1 style="text-align: center;">Alphabet/ Numbers</h1>	<p>Equipment</p> <ul style="list-style-type: none"> <li>✓ 52 letter cards or number cards</li> </ul>
<ul style="list-style-type: none"> <li>• Prepare 50 cards of about 20-25 square centimeters. Draw the 26 alphabet letters on those cards red and 26 black.</li> <li>• Separate players into 2 equal teams and have each player have 1, 2 or 3 letters (depending on the group size)</li> <li>• Give different color letters to different teams</li> <li>• Line up each team so that they face each other with about 1 to 2 meters separating each line</li> <li>• A leader shouts a word from a pre established list.</li> <li>• The players from both sides with the appropriate letters run to the end of their lines (designated area) and stand together correctly to form the word ex. Head card facing outward so everyone can see.</li> <li>• The team to do it the fastest get a point</li> <li>• Continue until you reach 10 points</li> <li>• Do not have words with 2 or more of the same letters</li> </ul> <p>Variation:</p> <ul style="list-style-type: none"> <li>• Replace the letter cards by numbers ex. 0 to 9 and make them form large numbers ex. 582</li> </ul>	

Adapted from : Bruel, C. (1973) 400 jeux pour jeunes filles et enfants. Éditions Chiron, Paris

<h1>Air Raid</h1>	<b>Equipment</b> ✓ Fishing line ✓ 5 -6 obstacles ✓ Bucket / Water /Sponges
<ul style="list-style-type: none"> <li>• First begin by marking out a starting line and a finishing line approximately 50 feet apart. Find 5 or 6 obstacles that are large enough to be hidden behind, for example a table or a wheelbarrow. Place the obstacles approx. 10 feet apart in a zigzag pattern between the start and finish.</li> <li>• Assign two people to be the "Bombers" and give them each a bucket full of water and about 10 small sponges. (It works good to cut those big sloppy car sponges into three and use those. It is also possible to use water balloons but I find that they create more garbage and hurt more which is sometimes a consideration).</li> <li>• Place one of the "bombers" 10 feet past the finish line and one halfway between the lines.</li> <li>• The object of the game is to get from the start to the finish without getting hit by a wet sponge by going from obstacle to obstacle. Obviously the job of the "bombers" is to try and hit the runners.</li> <li>• The "halfway bomber" is only allowed to try and hit the runner until the runner has passed them and then they must cease fire. For every obstacle that the runner gets to they receive an assigned point value. Their total point equals their score.</li> </ul>	

<http://www.ultimatecampresource.com/site/camp-activities/high-activity-games.page-1.html>

<h1>Amoeba Tag</h1>	<b>Equipment</b> ✓ None needed
<ul style="list-style-type: none"> <li>• Two people are it. They hold hands and chase people.</li> <li>• Any person they catch joins the chain by linking hands.</li> <li>• When another person is caught they can stay together or split 2 and 2, but they must split even numbers and can link together at will.</li> <li>• This game is played until nobody is left.</li> </ul>	

<http://www.ultimatecampresource.com/site/camp-activities/cooperative-games.page-1.html>

<h1>Assassin</h1>	<b>Equipment</b> ✓ None needed
<ul style="list-style-type: none"> <li>• This is a game best played in a large group.</li> <li>• Sit all of the children in a circle, with legs crossed. Have all children put their heads down.</li> <li>• One person (have an adult around) would walk around the circle and tap one child on the head. This person was the assassin.</li> <li>• The child eliminates all other players by winking at them.</li> </ul>	

- If you are winked at, silently count to 10, then put your feet in the middle of the circle.
- If the assassin eliminates everyone, then they win. They can be "witnessed" as well. If a player thinks they know who the killer is, before they get winked at, they can say they have a suspect.
- Such as "I suspect that Sally is the assassin." If Sally is not the assassin, then the accusers are eliminated. A less brutal version is the sandman. Same thing, except being winked at means you take a nap.

<http://www.ultimatecampresource.com/site/camp-activities/cooperative-games.page-1.html>

## Balloon Battle

### Equipment

- ✓ Balloons
- ✓ String/Rope

- Designate a certain color for each team. If you have a LOT of children you can have more teams or you don't have to have teams at all.
- Tie a balloon to each player's ankle. Each team tries to burst the other's balloon first. The team with the last balloons wins.
- When your balloon burst, you must withdraw from the game.

[http://www.theideabox.com/Game\\_list.html](http://www.theideabox.com/Game_list.html)

## Balloon Hot Potato

### Equipment

- ✓ Water balloons
- ✓ Sharp object to poke hole

- Fill balloons with water, tie end. Have children gather in a circle.
- Carefully poke several (4-6) holes in the balloon.
- Children will pass the balloon around the circle, trying not to be the one holding the balloon when it runs out of water!
- To make it even more fun, especially if there are more than 6 children, have them pass 2-3 balloons at the same time.
- If you are playing near a pool or lake, the child who is holding a balloon when it empties has to jump in! Make sure to dispose of deflated balloons.

[http://www.theideabox.com/Game\\_list.html](http://www.theideabox.com/Game_list.html)

## Band-Aid Tag

### Equipment

- ✓ None needed

- One person is "it."
- Whenever someone is tagged by "it" they must hold a band aid (their hand) on the spot where they were tagged.
- Then the game continues. When someone runs out of band aids, (they get tagged three times), they are frozen until two other people come over to them and "operate."
- The two other people need to tag the frozen person at the same time and count to five.

- Let the game continue for as long as it remains exciting and fun. Switch the person who is "it" often.

<http://www.ultimatecampresource.com/site/camp-activities/cooperative-games.page-1.html>

<h2>Bashball</h2>	Equipment ✓ Medium sized ball
<ul style="list-style-type: none"> <li>• Minimum group size is 8.</li> <li>• Everybody stands in an open circle, but legs apart so that their feet touch those of the players next to them and there is sufficient space for a ball to pass between their legs. Once in this position players are not allowed to move their feet.</li> <li>• Without moving their feet or legs players have to stop the ball from going between their legs, by bending over from the waist and in this position using their hands to knock the ball away.</li> <li>• If the ball goes go between somebody's legs they are "out" but remain standing in their position legs apart with arms folded or on their head.</li> <li>• Because from now on any player that accidentally knocks the ball through the legs of a person who is out is also "out" and the person who was "out" become back into the game.</li> <li>• It is better to play with a time limit because the game is spent bend over at the waist and you'll get complaints if it goes on for too long.</li> <li>• For younger children you may play with a softer ball to decrease the speed.</li> <li>• For older ones play with harder balls with more speed and add multiple balls.</li> </ul>	

<http://www.group-games.com/>

<h2>Beanbag Basketball</h2>	Equipment ✓ Bucket ✓ Beanbag
<ul style="list-style-type: none"> <li>• Choose one team to "throw off the beanbag".</li> <li>• They throw the beanbag to the other team to start the game. Once this is done the offensive team (with the beanbag) must make their way to the other side trying to get the beanbag into the bucket on the other end of the playing field.</li> <li>• The other team can play defense but they cannot take the beanbag out of anyone's hands or physically touch any other player.</li> <li>• They basically can try to distract the other players and make it harder to make good passes. The only way to move the beanbag is to pass it.</li> <li>• Nobody can run with the beanbag. It must be passed and caught. If the beanbag is passed and missed, the other team gets possession of the beanbag.</li> </ul>	

<http://www.ultimatecampresource.com/site/camp-activities/sports-oriented-games.page-1.html>

<h1>Body Part Tag</h1>	Equipment ✓ None needed
<ul style="list-style-type: none"> <li>• To begin the game, the instructor selects one person to be the 'chaser'. The instructor begins the activity by calling out a body part.</li> <li>• So, now the 'chaser' has to use that body part to tag another person.</li> <li>• Once the 'chaser' tags a person, that person becomes the 'chaser' – the previous 'chaser' no longer has to tag but becomes one of the 'chases'.</li> <li>• However, before the new 'chaser' begins to tag people, the previous 'chaser' needs to tell the new 'chaser' to use a different body part to tag with.</li> <li>• The instructor should be sure to remind the players that all that is needed is a little tag.</li> <li>• You can add another component to this activity by instructing them throughout the game, to move in a variety of ways (i.e., hopping on one foot, walking slowly, moving like a gorilla, tip toeing, etc).</li> </ul>	

<http://www.ultimatecampresource.com/site/camp-activities/high-activity-games.page-1.html>

<h1>Bolf</h1>	Equipment ✓ Bucket ✓ Ping Pong ball, tennis ball, volleyball, basketball, golf balls...
<ul style="list-style-type: none"> <li>• Divide the group into two teams and set each one up 15 feet from a large bucket.</li> <li>• Each group is given two ping-pong balls, tennis balls, volleyballs, basket balls, golf balls, footballs, baseballs, soccer balls.</li> <li>• The object is to sink one of each type of ball into the bin. The first player from each team takes 1 toss with one type of ball.</li> <li>• If successful, the ball gets put aside. If unsuccessful, the ball is given to the next member of the team.</li> <li>• The player goes to the end of the line to await another try with another type of ball.</li> <li>• Players keep tossing the balls, one type at a time, 1 per player, until one of each type has been sunk.</li> <li>• The first team to sink one of each wins.</li> </ul>	

<http://www.ultimatecampresource.com/site/camp-activities/sports-oriented-games.page-1.html>

<h1>Bottle Bowling</h1>	Equipment ✓ Soda Bottles ✓ Ball
<ul style="list-style-type: none"> <li>Decorate soda bottles with paper to look like bowling pins.</li> <li>Create variations of what a "good" score could be. ...knocking down least amount of pins, knocking down most, one side, certain ones, etc.</li> <li>Most importantly, enjoy the time together.</li> <li>* You can also add a little bit of water to the empty 2 liter bottles. You can also decorate them for holidays/special occasions (Put pumpkins on bottles for Halloween.) Be creative!</li> </ul>	

[http://www.theideabox.com/Game\\_list.html](http://www.theideabox.com/Game_list.html)

<h1>Builders and Bulldozers</h1>	Equipment ✓ Pylons
<ul style="list-style-type: none"> <li>Split the group in half. One group is "builders" and the other "bulldozers". Spread out pylons (cones) around the gym, some tipped over.</li> <li>The builder's job is to stand up the pylons while the bulldozers must tip them over.</li> <li>The group leader can provide guidelines as to how you're to "build" and "bulldoze" the pylons. (with left foot, right foot, left hand, right hand, with a partner)</li> <li>The group can switch jobs and the process can be repeated.</li> </ul>	

<h1>Builders and Bulldozers variation</h1>	Equipment ✓ Tennis balls ✓ Cones
<ul style="list-style-type: none"> <li>There are 2 teams, many balls and cones.</li> <li>Half of the balls are on top of the cones and half are hidden under other cones. You either have a ball on top or underneath, 1 ball per cone.</li> <li>One team has to hide the balls under the cones and the other team has to put the balls on top of the cones. They do this simultaneously.</li> <li>Whoever has worked the hardest when the whistle is blown: win</li> <li>Switch the roles. Make sure that the cones can easily hold the balls.</li> </ul>	

<h1>Burst the Balloon</h1>	Equipment ✓ Balloons
<ul style="list-style-type: none"> <li>The balloons are blown up and scattered on the floor. Players stand in scatter formation. On "GO", the object is to break as many balloons as possible, by sitting on them!</li> <li>When a person breaks a balloon, he shouts "I SCORE!" and must put his hand in the air. The</li> </ul>	

score-keeper then runs up to the person whose hand is in the air, and marks a point down on his tally sheet.

- The player then tries to break another balloon and earn more points. When all balloons are broken, scores are added up and a winner is declared.
- VARIATIONS: Break the balloons by putting them between the knees and squeezing them until they break. Burst balloons by jumping on them with both feet. Burst balloon by squeezing it between two people.

<http://www.ultimatecampresource.com/site/camp-activities/high-activity-games.page-1.html>

<h2>Capture the Flag</h2>	<b>Equipment</b> <ul style="list-style-type: none"> <li>✓ Flags or other objects</li> <li>✓ Two different set of pinnies</li> <li>✓ Pylons</li> </ul>
<ul style="list-style-type: none"> <li>• Divide the group in half.</li> <li>• Give each team 10 flags out around the field (a different colored flag is used for each team).</li> <li>• Each team is on their side of the field wearing different colored pinnies.</li> <li>• Each team places a hula hoop on the far back side of their area.</li> <li>• Students must try to capture their opponent’s flags and make it safely back to their side without being tagged; however, if they are touched on the other team’s half of the field, they must go to their team goal area and remain their as a prisoner. Assign an activity for them to do while they are prisoners (e.g., jumping jacks, push – ups, sit-ups, skip on place, twist, skip rope, hula hoop)</li> <li>• To be set free, a team- mate will need to try and rescue their team- mate by tagging them while they are waiting in the hula hoop. If they are rescued, both team- mates receive a “free run” back to their side. It is also possible to call a “jail break” where prisoners from both sides are granted “free run” back to their side.</li> <li>• The game is over when one a team captures all 10 flags from the opponents. Use fewer than 10 flags if time is limited or if the participants are young.</li> <li>• In winter months, this game can be played using snowshoes.</li> </ul>	

Ministry of Education of British Columbia, **Daily Physical Activity Catalogue of Activities Grade 1 - 9**, Act Now BC

<h2>Caveman Soccer</h2>	<b>Equipment</b> <ul style="list-style-type: none"> <li>✓ 12 cones</li> <li>✓ Foam balls</li> </ul>
<ul style="list-style-type: none"> <li>• Divide the group into three equal groups.</li> <li>• Each group goes into one of the caves (a square of cones), which are placed far from each other.</li> <li>• Several balls are placed in the centre at an equal distance from each cave. There should be more balls than the number of players.</li> <li>• The game starts with each group in its respective cave.</li> <li>• On “GO”, all player run to the centre and dribble one ball (using soccer skills only; no hands</li> </ul>	

allowed) back to their caves.

- A player may either dribble a ball to his or her cave or try to steal a ball from players belonging to other caves, before they can kick it into their caves.
- When a ball is placed in the cave, it cannot be stolen by players from other groups.
- When all the balls are gone, groups counts the number of balls they have captured, and the group with the most balls receives a nice round of applause (no points are needed).
- Balls are returned to the centre and the game begins again.

## Changing Seats

Equipment  
✓ Chairs

- Have a leader stand in front of the children seated in their chairs.
- Children sit ready to move either way.
- The leader calls. “Change right!” and each child moves into the seat at his right. When the leader calls “Change left!” each moves left.
- The fun comes in the quickness and unexpectedness of the commands. They may be, for example, “change right!” for several times, then “Change left”!
- The row at the extreme right of left, without seats, must run across the room and secure vacant seats there.

## Chuck the Chicken

Equipment  
✓ 1-2 rubber chickens

- Divide the group in half.
- Have one group start with the rubber chicken. This group yells, as loudly as possible, “Chuck the Chicken”, and one person from the groups throws it.
- Have the second group run to the chicken, line up one behind the other, and pass the chicken over their heads and between their legs, alternating between the movements (“over – under”). When the last person in line gets the chicken, he or she yells “STOP!”
- Meanwhile, have the children in the group that threw the chicken form a circle where they are and jog on the spot. Have the child who threw the chicken run around his or her group until he or she hears “STOP!” (or have the team pass the chicken around the circle, everyone in the circle must touch it when it goes around) The team counts each time the person runs completely around the group (or times that the chicken travelled around). The next time, the team tries to beat their previous record.
- Have the group going the “over-under” sequence throw the chicken and make a circle. The other group locates the chicken and then does the “over-under” sequence.
- Stop the game to allow 30-45 seconds for groups to meet and discuss strategy and adaptations to the game. Then restart the game.
- To add to the game, have the children place themselves from shortest to tallest before doing the “over-under” sequence with the rubber chicken.

<h2>Circle Ball</h2>	<b>Equipment</b> ✓ Skipping ropes ✓ Soccer ball ✓ Ping Pong ball
<ul style="list-style-type: none"> <li>• Divide the group into 2 teams. Use the skipping ropes to make two circular goals at either end of the playing area. Each team is given a ping-pong ball. Team members must be connected by holding hands.</li> <li>• The soccer ball is placed in the centre of the playing area. Each team in the game moves as a unit. If any member of the team lets go or in any way becomes separated from the rest of the group, the team loses a point.</li> <li>• On "GO", each team moves its ping-pong ball along the ground and into the goal of the opposing team. Any player may touch the ball -no player may keep possession of the ball for the entire time.</li> <li>• As soon as a team 'sinks' its ping-pong ball, it races to the centre to try to kick the soccer ball into the opposing goal. The first team to do so scores a point and the game is repeated. The team scoring the most goals with the soccer ball is the winner.</li> </ul>	

<http://www.ultimatecampresource.com/site/camp-activities/sports-oriented-games.page-1.html>

<h2>Clothes-Peg Tag</h2>	<b>Equipment</b> ✓ 50 – 120 clothes pins
<ul style="list-style-type: none"> <li>• Have each child attach five clothes pegs to the back of his or her shirt.</li> <li>• Have the group play the following variant of the games of tag, in which everyone is “it” at the same time. The object of the game is to take as many clothes pegs off the back of other people’s shirt as possible.</li> <li>• The group attaches the clothes pegs they have taken to themselves on the front of their own shirts. Once a clothes peg is on the front of a shirt, it cannot be taken.</li> <li>• At the beginning of each game, have the group redistribute the clothes pegs so everyone start with the same number.</li> <li>• To add to the game, have the children hop, gallop, or skip instead of running.</li> </ul>	

Government of Ontario/ Ontario Education, **Daily Physical Activity in Schools**, Resource Guide 2005

<h2>Clothes Pin Hunt</h2>	<b>Equipment</b> ✓ 50 – 120 clothes pins
<ul style="list-style-type: none"> <li>• Before starting the game, establish a symbol to differentiate point values.</li> <li>• Draw the certain symbol on the clothes pin. (*,+, ?, -, ♠, Δ, ☺, ☹...)</li> <li>• Hide all of the clothes pins in a bush, tree’s, play structure...</li> <li>• Divide the group in half.</li> <li>• Have each child go and find the clothes pins without telling them the different point values.</li> <li>• When all of the clothes pins are found, have the two groups categorize their clothes pins according to the symbols and the “leader” may calculate their points.</li> </ul>	

<h2>Cooperative Hoop</h2>	<b>Equipment</b> ✓ Hoop and ropes
<ul style="list-style-type: none"> <li>• Form groups of 5 participants</li> <li>• Each group has 1 hoop and 4 lengths of rope</li> <li>• The 4 ropes are attached to the hoop and 4 children are each holding one</li> <li>• The 5<sup>th</sup> player is standing in the middle of the hoop</li> <li>• The group must pull the ropes so that the hoop doesn't touch the floor and that the 5<sup>th</sup> participant doesn't touch the hoop.</li> <li>• Have them move around a designated path or area. (Make challenging obstacles.)</li> <li>• Alternate persons in the middle</li> </ul>	

Mclean, Eric (1989). Guide thématique de jeux et d'activités physiques à l' intention des intervenants auprès de populations d'âge scolaire. 2<sup>e</sup> Edition. Vézina éditeur inc. Boucherville (Québec)

<h2>Cotton Ball Pickup</h2>	<b>Equipment</b> ✓ Cotton balls ✓ Vaseline
<ul style="list-style-type: none"> <li>• Spread out cotton balls in a designated area.</li> <li>• Each player has their hands tied behind their backs, or hands in their pockets and Vaseline on their nose.</li> <li>• When the game begins, the player walks to a cotton ball, bends down and picks up the cotton ball with their nose.</li> <li>• Either the first one back wins or set a time limit and whoever gets the most cotton balls. You can also play with teams!</li> </ul>	

[http://www.theideabox.com/Game\\_list.html](http://www.theideabox.com/Game_list.html)

<h2>Crab Soccer</h2>	<b>Equipment</b> ✓ Soccer ball ✓ Pylons or Net ✓ 2L empty soda bottle
<ul style="list-style-type: none"> <li>• Divide the group in half.</li> <li>• Place teams at opposite ends of a gym or field.</li> <li>• Place five 2L plastic soda bottles in the centre of the field. A little gravel in the bottle helps it to stand up and creates more noise and excitement when hit.</li> <li>• At the start signal, players kick balls from behind their line trying to knock down a pin.</li> <li>• The players who knock down a pin must run out and set the pin back up</li> <li>• One point is awarded for each pin knocked down. First team to 5 points wins.</li> </ul>	

<h1>Cross Fire</h1>	<b>Equipment</b> ✓ 2 Foam Balls (or any kind of soft or light ball)
<ul style="list-style-type: none"> <li>• Divide the class into two groups; half the players stand around a large circle (marked lines), and the other half stand in the middle.</li> <li>• The players around the circle have one light foam ball each, which they kick low, always close to the ground. The object is to hit the inside players below the waist.</li> <li>• Players inside the circle may jump, dodge, or duck to avoid being hit.</li> <li>• Players who are hit leave the circle and join the players around the circle to help with kicking.</li> <li>• Introduce a second foam ball for the real cross fire, when fewer players are left in the middle. The game ends when one player is left in the middle.</li> <li>• Restart the game with players assuming the opposite functions.</li> </ul>	

<h1>Dead Ant Tag</h1>	<b>Equipment</b> ✓ None needed
<ul style="list-style-type: none"> <li>• Make really big boundaries.</li> <li>• One person is "it." This person has to chase the others. When he tags someone, that person must lay down with both hands and feet sticking straight up, like a dead ant.</li> <li>• In order for the dead ant to come alive, four people must tag one limb each.</li> <li>• Once someone has been a dead ant three times (this is on the honor system), they are now "it". It's always possible to have multiple people being "it" and makes it crazier when you don't know who to run from!</li> </ul>	

<http://www.ultimatecampresource.com/site/camp-activities/high-activity-games.page-1.html>

<h1>Digging for Treasure</h1>	<b>Equipment</b> ✓ Spray paint ✓ Sandbox ✓ Rocks
<ul style="list-style-type: none"> <li>• Use your sandbox to dig for Treasure!!</li> <li>• Ahead of time - have an adult spray several rocks with gold spray paint - let dry.</li> <li>• Then bury them in the sandbox.</li> <li>• Let each child take a turn to find the buried treasure! Options: you can use plastic gold coins or small toys to bury as well.</li> </ul>	

[http://www.theideabox.com/Game\\_list.html](http://www.theideabox.com/Game_list.html)

<h2>Dirty Diaper Tag</h2>	Equipment ✓ None needed
<ul style="list-style-type: none"> <li>• One person is "it." Whenever someone gets tagged, they become frozen until someone, who has not been tagged, crawls through their legs.</li> </ul>	

<http://www.ultimatecampresource.com/site/camp-activities/high-activity-games.page-1.html>

<h2>Do as I say... not as I do</h2>	Equipment ✓ None needed
<ul style="list-style-type: none"> <li>• Played in a circle.</li> <li>• First person SAYS one thing he/she likes ("I like to jump up and down"), but DOES another (flaps his/her arms).</li> <li>• The second person DOES what was just SAID (jumps up and down), but SAYS something he/she likes ("I like to rock climb").</li> <li>• This pattern continues around the circle.</li> <li>• For an added bonus, make it a group goal to remember both the SAID action and the DONE action for every person.</li> </ul>	

<http://www.ultimatecampresource.com/site/camp-activities/circle-games.page-1.html>

<h2>Down, Down, Down</h2>	Equipment ✓ Tennis balls
<ul style="list-style-type: none"> <li>• You start off with a tennis ball and throw the ball continuously back and forth until somebody drops the ball.</li> <li>• When someone drops the ball you say "Down on one knee" and the person must drop down and continue play on one knee.</li> <li>• If the same person drops it a second time then you says "Down on two knees".</li> <li>• If the same person drops the ball again you say "Down on one elbow".</li> <li>• If it happens again you say "down on two elbows". It then goes to chin and then you're out but remember you have to stay in the position you're in to catch the ball and throw the ball.</li> </ul>	

<http://www.ultimatecampresource.com/site/camp-activities/high-activity-games.page-1.html>

<h2>Dragon Chain</h2>	Equipment ✓ None
<ul style="list-style-type: none"> <li>• Participants form a row on one side of the gymnasium and one of them stays in the middle and is the dragon</li> <li>• On signal, they try to get to the other side without being touched by the dragon</li> <li>• Those who are touched by the dragon join him by linking hands and form a chain</li> </ul>	

- Only the extremities of the chain can now tag the others
- Must always wait the leaders signal before crossing to the other side of the room
- The game continues until one person remains or everyone has been touched
- The winner now becomes the dragon to start the next round

Mclean, Eric (1989). Guide thématique de jeux et d'activités physiques à l' intention des intervenants auprès de populations d'âge scolaire. 2<sup>e</sup> Edition. Vézina éditeur inc. Boucherville (Québec)

## Dunk or Hop

### Equipment

- ✓ One sack
- ✓ Two cones
- ✓ One rubber ball
- ✓ Two buckets
- ✓ Hula hoops (1 for each person)

- Divide the group into teams, A and B.
- One player (the shooter) stands between two cones at one open end of a large oval-shaped circle of hoops on the floor. The shooter holds the ball and has a sack on the floor next to her.
- Inside the circle are two buckets – one about 10 feet (3 meters) from the shooter and the other 20 to 30 feet (6 to 9 meters) from the shooter.
- The circle of hoops should not be too close to the buckets.
- Teams are in alternating positions in the hoops, that is, if a player from team A is the first shooter, the player to her right inside the foot will be one from team B. The pattern should be A, B, A, B, and so on.
- Following the formation described, the player between the cones (from team A) tries to throw the ball into the closer bucket. If the ball goes in, the player advances to the hoop on the right and all other players advance (rotate) to the next hoop on their right.
- The player in the last hoop becomes the next shooter (from team B).
- If the shooter misses the bucket, she must get into the sack and hop around the outside of the hoops the other players are standing in. Meanwhile, players from team B try to get the ball in the bucket before the hopping shooter reaches the cones. If they succeed, they prevent team A from scoring. If the hopping shooter gets to the cones before team B gets the ball in the bucket, she scores a point for team A.
- Team B players must have two feet inside the hoop when shooting the ball at the bucket. If they miss, they can come out of the hoop to retrieve the ball, but they may only shoot from inside the hoop. They keep trying until the shooter completes the lap.
- Once the shooter reaches the cones, she advances to the hoop on the right and everyone rotates again.
- If the shooter who misses belongs to teams A, only team B can throw the ball in the bucket, and vice versa.
- Points are awarded in the following manner: Only a shooter can score. If the shooter gets the ball in the bucket, his team gets a point. If he finishes the sack lap before the other team shoots the ball in the bucket, he also scores a point. However, if the opposite team gets the ball in the bucket during the sack lap, the team does not score a point. It simply prevents the

shooter from scoring a point for his team. The players rotate counterclockwise, and a player from the opposite team has a chance to score.

Ronald Dienstmann, Games for Motor Learning – 111 fun activities for growing brains

## Elves, Wizard, Giants

Equipment  
✓ None

- Similar to “Rock, Paper, Scissors”.
- You will have two teams on opposite sides of a line. Each team will decide on an action to take.
- Each character (Elf, Wizard, and Giant) has a specific action or noise.
- Elf: Squatting down and imitate pointed ears by holding two fingers up by your ears (similar to making bunny ears). Make “Eeking” noises while doing this movement.
- Giant: Standing on tip toe, arms raised in frightening posture making growling/ roaring sounds.
- Wizard: Standing normally but with arms outstretched as if casting a spell. Make appropriate spell casting noises.
- The giants stomp the elves, the elves chase the wizards and the wizards zaps the giants.
- Whoever wins will then chase the other team and tag as many people as they can.
- The object is to get everybody on one side.

<http://www.campresource.co.uk/activities/Active-Games.html>

## European Dodge ball

Equipment  
✓ Ball  
✓ Small hockey nets

- Same rules as dodge ball (which vary for everyone, so use your own dodge ball rules), except there are small hockey nets used to get goals on. They are placed on each team's side or evenly spaced apart if you play in a circle.
- The object of the game is to reach a certain number of goals per team by throwing a ball into the net. In addition to trying to score points, you try to get the other team's members out.
- There are two ways to win:
  - 1) Be the first team to reach the target number of points.
  - 2) Get all of the other team's players out.
- Variation: Crossover Dodge ball: Instead of having to sit out when hit you cross sides when you get hit. The side that ends with everyone on that side wins.

<http://www.ultimatecampresource.com/site/camp-activities/high-activity-games.page-1.html>

<h2>Everybody's it Tag</h2>	Equipment ✓ None needed
<ul style="list-style-type: none"> <li>• Proclaim, "Everybody's it!" in an open space and the participants begin trying to tag others, while avoiding getting tagged.</li> <li>• Decide beforehand if simultaneous tags result in both sitting down, and both remaining free.</li> <li>• Once tagged, participants sit down, extend their arms, and try to tag those left running around.</li> </ul>	

<http://www.ultimatecampresource.com/site/camp-activities/high-activity-games.page-1.html>

<h2>Fence Weaving</h2>	Equipment ✓ Picket fence ✓ Paper/fabric/plastic
<ul style="list-style-type: none"> <li>• If you have a chain link or picket fence give the kids strips of crepe paper, long strips of fabric or plastic and let them "weave" it through the spaces in the fence.</li> </ul>	

<http://www.angelfire.com/dc/childsplay/Activities.htm>

<h2>Field dodge ball</h2>	Equipment ✓ 1 ball ✓ 1 pylon
<ul style="list-style-type: none"> <li>• Separate the group in two teams.</li> <li>• One team will be in the field (throwing), one team will be batting (running).</li> <li>• The runners will be divided into two single lines behind an end boundary. On the given signal the first two players from each line will attempt to run around a marker at the opposite end of the field and return to tag the next player in line.</li> <li>• Once tagged, the next player in line will immediately do the same. One run will be awarded each time a runner makes it around the pylon (cone) and back, safely.</li> <li>• Runner are allowed anywhere inside the boundaries of the field. They may stop, start, dodge, and hide opposing players (without touching them to avoid being tagged out).</li> <li>• The fielders are given a football (or other ball); in order to get a runner out they must hit the runner with the ball (below the shoulders) before he reached the safety area. Fielders are not allowed to run with the ball. (only allowed to take 1 step) Fielders may have the ball for a maximum of three seconds.</li> <li>• After the fielders get three runners out they will switch positions.</li> </ul>	

<h2>Fire on the Mountain</h2>	Equipment ✓ None needed
<ul style="list-style-type: none"> <li>• Have the group lay flat on their backs. When you say “fire on the mountain” the group is to stand up as fast as possible.</li> <li>• The last one up has to then sit out until the end, or do ten jumping jacks, push-ups, sit-ups etc...</li> <li>• When the group is on their back they are to lie perfectly still. If you say something other than mountain (Mickey mouse, Montana, Mazda etc...) and they flinch or begin get up then the sit out or they do the jumping jacks.</li> </ul>	

<http://www.ultimatecampresource.com/site/camp-activities/high-activity-games.page-1.html>

<h2>Fishing Net</h2>	Equipment ✓ None
<ul style="list-style-type: none"> <li>• Five participants are the net and the others dispersed in the gymnasium are the fish</li> <li>• The five are holding hands and forming a line</li> <li>• The purpose of the game is to capture as much fish as possible by capturing them</li> <li>• The captured fish become the net</li> <li>• The game ends when there is no more fish to capture</li> </ul>	

McLean, Eric (1989). Guide thématique de jeux et d'activités physiques à l' intention des intervenants auprès de populations d'âge scolaire. 2<sup>e</sup> Edition. Vézina éditeur inc. Boucherville (Québec)

<h2>“FIT!” Game</h2>	Equipment ✓ Cards ✓ Bucket/Tub
<ul style="list-style-type: none"> <li>• Have strength, cardiovascular, endurance and flexibility exercises cards.</li> <li>• On the other side of the card put one letter/punctuation from the following word. <ul style="list-style-type: none"> <li>▪ F = Muscular Endurance</li> <li>▪ I = Muscular Strength</li> <li>▪ T = Cardiovascular Endurance</li> <li>▪ ! = Flexibility</li> </ul> </li> <li>• Children will be divided into 4 to 6 groups and find a place in the gym.</li> <li>• The “leader” stands in the middle of the gym / class with the cards placed in a bucket.</li> <li>• On “go”, one child from each group runs up to the bucket and blindly reaches for an index card.</li> <li>• Children run with the card back to their groups and the groups perform the activity on the card until the “leader” says “FIT!” (approximately 30 seconds)</li> <li>• On the “FIT!” cue, the next student from each group runs up and takes a card back to their group.</li> </ul>	

- Groups must continue to perform the activities, running back and forth until their cards spell FIT! (Children must return any duplicate cards back to the bucket during the game).

[www.ophea.net](http://www.ophea.net)

## Fitness Fun Card

### Equipment

- ✓ Five decks of playing cards
- ✓ Activity chart
- ✓ Pylons (optional)

- Divide the group into 4-5 groups. Place decks of cards in several locations around the activity area.
- Have one child in each group (the leader) draw one card from a deck of cards. The suit of the card designates a specific activity area for the group and the method of getting there (e.g., hearts – skip the right corner; spades – hop to the middle; clubs – speed-walk to a pylon; diamonds – jog to the left corner)
- Have an individual perform an activity designated by the number on the card that was drawn. Here is a sample activity chart for all cards:
  - 2 = 8 jumping jacks
  - 3 = 8 sit-ups
  - 4 = 8 touch your toes
  - 5 = 8 star jumps
  - 6 = 8 wall push-ups
  - 7 = 16 jumping jacks
  - 8 = 16 squats
  - 9 = 16 heel touches
  - 10 = 16 star jumps
  - Jack = 16 wall push-ups
  - Queen = jogging on the spot for 30 steps
  - King = 8 hops on each foot
  - Ace = free choice of any activity chosen by the leader
- Once the entire group completes the activity task, have the students move back to a deck of cards and draw a new card. This activity continues until all students have had an opportunity to be the leader.

Government of Ontario/ Ontario Education, **Daily Physical Activity in Schools Grade 4 to 6**, Resource Guide 2005

## Fitness Monopoly

### Equipment

- ✓ Fake money – optional

- You have different stations like in Monopoly.
- There are various activities to complete (could be a riddle, maybe be an active activity, maybe team building exercises).
- Fake Money will be given when they finish.

<h2 style="text-align: center;">Four Square Jumping Pattern</h2>	<b>Equipment</b> ✓ Masking tape or skipping ropes to mark the area
<ul style="list-style-type: none"> <li>• Have the group work in pairs to lay out a four-square pattern on the floor using skipping ropes, lined on the floor or masking tape.</li> <li>• Demonstrate and have the group practice the following jumping patterns:             <ul style="list-style-type: none"> <li>○ Regular jump: jump with feet together on the spot, five times.</li> <li>○ Side to side (square 4 to 3 and back or 1 to 2 and back) five times, feet together</li> <li>○ Up and back (square 4 to 2 and back or 3 to 1 and back) five times, feet together</li> <li>○ One foot jump up and back (square 4 to 2 and back or 3 to 1 and back) five times each foot.</li> <li>○ Side to side one foot (square 4 to 3 and back or 1 to 2 and back), each foot.</li> <li>○ Triangle (Square 1 to square 2 to square 4) five times, feet together.</li> <li>○ Four square (1 -3- 4-2) five times, feet together.</li> <li>○ Figure 8 (square 1, to square 3, to square 2 to square 4) five times, feet together.</li> </ul> </li> <li>• Some children may need to use a wall for guidance and balance.</li> <li>• Have one partner try to complete the jumping pattern in order, doing as many jumps as possible.</li> <li>• You may also verbally tell them what pattern you want them to do.</li> </ul>	

<http://www.education.alberta.ca/teachers/program/pe/resources/dpahandbook.aspx>

<h2 style="text-align: center;">Frisbee Golf aka Frolf</h2>	<b>Equipment</b> ✓ Skipping ropes ✓ Soccer ball ✓ Ping Pong ball
<ul style="list-style-type: none"> <li>• Played with the same rules as traditional golf, using a Frisbee as the "ball" and various items (trees, to cabins to cones) as the holes.</li> <li>• Players tee off and throw the Frisbee towards the hole. Each throw is counted as a stroke. Before each hole, determine the par (number of strokes) desired for the hole.</li> <li>• For variations put them in partners and blindfold one of the partners, and then it becomes a trust hike as well as a Frisbee golf game.</li> </ul>	

<http://www.ultimatecampresource.com/site/camp-activities/sports-oriented-games.page-1.html>

<h2>Fruit/ Vegetable Basket</h2>	Equipment ✓ None
<ul style="list-style-type: none"> <li>• Arrange the children in row formations, and give each player in a row a name of a different kind of a fruit or vegetable.</li> <li>• Then have one player stand in front of the room and call the name of a fruit. All players having that name must change their seats while the caller tries to get one of their seats.</li> <li>• If he gets a seat, the person left with the beanbag becomes the next caller. If he doesn't get a seat, he remains the caller until he does.</li> <li>• A variation to this game is to have the caller say, "Fruit/ Vegetable basket upset", to which all the players must change seats, and the caller tries to get one.</li> <li>• Another variation would be that the every child has a different type of fruit or vegetable.</li> </ul>	

Arthur Green, Physical Education Activities for Primary Grades

<h2>Garbage Can Relay</h2>	Equipment ✓ Garbage Can ✓ Water ✓ Bucket
<ul style="list-style-type: none"> <li>• When judge says "GO!" relay members race to water source with their buckets, returning to pour the water into their team's garbage container.</li> <li>• Remaining team members work as a unit to "plug" holes to the best of their ability.</li> <li>• First team to successfully fill their container to the marked line wins the relay race!</li> <li>• The ability to formulate a team who works together is central to this activity. Every member of the team has a strong purpose and success is only achieved if everyone cooperates.</li> <li>• Best played on warm days, preferably in bare feet and bathing suits. Great end-of-the-year activity for Recreation Groups!</li> </ul>	

[http://www.theideabox.com/Game\\_list.html](http://www.theideabox.com/Game_list.html)

<h2>HA HA HA</h2>	Equipment ✓ None needed
<ul style="list-style-type: none"> <li>• Have everyone lie in a circle with each other's head's on each other's stomachs.</li> <li>• On 'go', the first person will shout 'HA' and then it will be repeated one by one clock-wise around the circle. (When you do this everyone's heads bounce up on the person's stomachs).</li> <li>• Then you shout two 'HA HA's' and go around. Continue doing this and increase the number of 'HA's!'</li> <li>• See if you can get up to 10 HA HA's without everyone going bananas laughing!</li> </ul>	

<http://www.ultimatecampresource.com/site/camp-activities/cooperative-games.page-1.html>

<h1>Hidden Balls Relay</h1>	<b>Equipment</b> ✓ Tennis balls ✓ Cones
<ul style="list-style-type: none"> <li>• There are 2, 3, and 4... teams. Scatter lots of cones all over the playing area.</li> <li>• Have teams line up in different rows outside of the scattered cones area. Randomly place balls under about half the cones.</li> <li>• At the signal, 1 player from each team runs and collects balls from under the cones and bring them back to their teams designated ball collecting area (outside the cone boundaries).</li> <li>• Cones have to be replaced upright after the balls have been taken from underneath them so the other players don't know if there is a ball or not under the cone.</li> <li>• After about 30 seconds, blow the whistle and the next players in line from each team goes and collects balls for their teams.</li> <li>• Which team can collect the most? You can also add bonus items under 1 or 2 cones.</li> </ul>	

<h1>Hot potato</h1>	<b>Equipment</b> ✓ A ball
<ul style="list-style-type: none"> <li>• Form 2 teams of 6 children</li> <li>• They must try to make passes to each other without being intercepted</li> <li>• Every player from the team must touch the ball to make a point</li> <li>• Every time the opponent touches the ball, the count starts over</li> <li>• When a player has the ball in his hand, he must stay in place, the others must move around</li> </ul>	

Mclean, Eric (1989). Guide thématique de jeux et d'activités physiques à l' intention des intervenants auprès de populations d'âge scolaire. 2<sup>e</sup> Edition. Vézina éditeur inc. Boucherville (Québec)

<h1>Huckle Buckle Beanstalk</h1>	<b>Equipment</b> ✓ Small object
<ul style="list-style-type: none"> <li>• Pick a smallish object. Hide it in plain sight, where nothing has to be moved to find it.</li> <li>• The kids look for it, and when they find it, instead of picking it up or point to it, they sit down off to the side and say, "Huckle Buckle Beanstalk!" by leaving it there, and everyone gets a chance to find it.</li> <li>• If they need help, you can play the hotter/colder game. The first one to find it gets to hide it the next time.</li> </ul>	

<http://www.ultimatecampresource.com/site/camp-activities/cooperative-games.page-1.html>

## Hula Hoop Aerobics

### Equipment

- ✓ One hula hoop per participant

- Have the children scatter their hula hoops on the floor. Choose any of the following tasks:
  - Leave your hoop. Leap over 10 different hoops and return to sit in your own hoop.
  - Hopping on one foot only, land in a hoop, change feet, hop to another – continue until you have visited 8 hoops, then return to sit in your own hoop.
  - Visit all other hoops of the same color as your own hoop. Do one curl up in each and return to sit in your own hoop.
  - Jump in and out of your hoop as you circle it. Do this to 6 other hoops, then return to sit in your own hoop.
  - Go to 3 different hoops, circle the hoop around the waist 3 time, then return to sit in you own hoop.
  - Visit 5 different hoops, touch the hoop with you right hand and your left foot, then return to sit in your own hoop.
  - Visit 5 different hoops, pick up and skip with it 5 times, then return to sit in your own hoop.
  - Toss you hoop in the air and catch it while you are in the air 4 times.
  - Visit 2 other hoops of the same color as your own hoop and do 10 jumping jacks in each, then return to do 10 in your own hoop.
- Run/Jog one lap around the playing area and return to sit in your own hoop.

[www.ophea.net](http://www.ophea.net)

## Human Tic Tac Toe

### Equipment

- ✓ Chairs

- Divide players into two teams (you need a minimum of 6 people (3 in each team)) and arrange nine chairs in to the center of a room or playing area in a tic tac toe formation as shown below.
- Number each player (1, 2, 3, 4...) so that they have an opponent in the opposite team. (If you have an odd number either get a player to double up on a number or get another leader to join in to make up the numbers.
- Call out three numbers. These players then have to run to the chairs and, as in tic tac toe, as a team create a straight line of three. The first team to do so sitting down wins the round.
- It's also useful to require that each team can not make a line using the chairs nearest to them. (They can use one chair from the chairs closest to them, but not all three!)

[http://www.funandgames.org/active\\_teamgame.htm](http://www.funandgames.org/active_teamgame.htm)

<h2 style="text-align: center;">Imagine and Move</h2>	<p style="text-align: center;">Equipment ✓ None</p>
<ul style="list-style-type: none"> <li>• Create a list of different athletic activities. The list could be posted on the blackboard or wall and could include the following: <ul style="list-style-type: none"> <li>▪ A swimmer: Walk on the spot while moving arms in a front crawl motion.</li> <li>▪ A dancer: Dance on the spot. Use your imagination.</li> <li>▪ A jogger: Jog on the spot</li> <li>▪ A cyclist: Move feet quickly as if pedaling a bike.</li> <li>▪ A rock climber: March on the spot while moving arms up and down.</li> <li>▪ A baseball player: Swing the bat and run on place going through the 3 bases.</li> <li>▪ A soccer player: Kick the ball and run quickly on place.</li> <li>▪ A football player: Pass to your teammate and protect your running back.</li> </ul> </li> <li>• Teach the actions that correspond with each type of athletic movements.</li> <li>• Have children march around the room or sit on chairs, and have them perform the action that corresponds with the athlete you call out.</li> </ul>	

Government of Ontario/ Ontario Education, **Daily Physical Activity in Schools**, Resource Guide 2005

<h2 style="text-align: center;">King Caesar/ Queen Italy</h2>	<p style="text-align: center;">Equipment ✓ Cones</p>
<ul style="list-style-type: none"> <li>• Choose one child to start as the king or queen. The child goes to the middle of the playing field.</li> <li>• All other children go inside three castles (formed by four cones set in a square). Set castles far apart to provide a challenging running area between them.</li> <li>• The King / Queen begin the game in the middle of the area.</li> <li>• Players are safe as long as they are in a castle. They may leave one castle to go to another whenever they feel they can make it there safely.</li> <li>• Captured slaves (tagged players) chase the remaining players and help capture them for the king or queen. (The king/ queen cannot invade the castle.)</li> <li>• The kind or queen has two jobs: to capture slaves by tagging players running from castle to castle and to be on the lookout for empty castle to take over.</li> <li>• When the king or queen invades an empty castle, he or she yells “king’s castle” or “queen’s castle” and all players must freeze.</li> <li>• The king or queen steps out of the invaded castle and picks one of the frozen players, who now tries to enter the king’s or queen’s castle without getting tagged.</li> <li>• The king or queen protects the castle (but cannot be inside in this one-on-one challenge), trying to tag the chosen player.</li> </ul>	

- If the chosen player enters the castle without being tagged, that player becomes the new king or queen.
- If tagged before being able to enter the king's or queen's castle, the chosen player goes back to the spot where she was frozen, and the king or queen challenges another player to try to enter the castle.
- If too many players are unsuccessful in their attempts to enter king's or queen's castle, the king or queen simply names another player to be next king or queen and the game restarts from the beginning.

Ronald Dienstmann – Games for Motor Learning – 111 fun activities for growing brains

<h2>Knock Down</h2>	Equipment ✓ Balls and bowling pins
<ul style="list-style-type: none"> <li>• Form teams of 8-10 and have them line up in the center of the gymnasium.</li> <li>• There is a line of bowling pins at both ends of the gym.</li> <li>• At the signal every player throws or rolls their ball trying to knock over the pins on their side of the gym.</li> <li>• They can aim at any pins.</li> <li>• The team with the most fallen pins wins.</li> <li>• Start over many times or have them restart with the remaining pins up until they are all down.</li> </ul>	

Mclean, Eric (1989). Guide thématique de jeux et d'activités physiques à l'intention des intervenants auprès de populations d'âge scolaire. 2<sup>e</sup> Edition. Vézina éditeur inc. Boucherville (Québec)

<h2>Land, Sea, Air</h2>	Equipment ✓ Line (skipping rope...)
<ul style="list-style-type: none"> <li>• This game is for 5 or more people and should be played outside or in an open area.</li> <li>• To play this game, you just need to draw a line on the ground.</li> <li>• Pick one person to be the caller.</li> <li>• The caller calls out the commands, "land", "sea", or "air".</li> <li>• If the caller says "land", everyone jumps behind the line.</li> <li>• If the caller says "sea", everyone jumps over the line.</li> <li>• If the caller says "air", everyone jumps up.</li> <li>• If land or sea is called twice in a row, the second time, you don't move.</li> <li>• If air is called twice in a row, jump up both times.</li> <li>• If you jump on the line or make a mistake, you're out.</li> <li>• The last person still jumping is the winner.</li> </ul>	

<http://pbskids.org/zoom/activities/games/landseaair.html>

<h2>Leap Frog</h2>	Equipment ✓ None needed
<ul style="list-style-type: none"> <li>• This is a fun and quick game to play! All children can be on one team, or you can create two teams.</li> <li>• Have children line up one in front of each other (with space in-between) and get on their hands and knees (tuck their heads under).</li> <li>• The child at the end of the line will be the Frog first and leap over each child till they get to the front of the line. Then they squat down.</li> <li>• They keep doing that until each child has had a turn or until they reach the finish line.</li> </ul>	

[http://www.theideabox.com/Game\\_list.html](http://www.theideabox.com/Game_list.html)

<h2>Luau Games</h2>	Equipment ✓ Broomstick ✓ Music ✓ Hula hoops ✓ Cardboard/paint
<ul style="list-style-type: none"> <li>• Here are three great games to play at a luau.</li> <li>• LIMBO Use a pole (broomstick) and two people to hold it up. Play fun music and see "how low can you go".</li> <li>• HULA HOOP CONTEST Get several hula hoops and see who can go the longest!!</li> <li>• PIN THE COCONUT ON THE PALM TREE Create a palm tree out of cardboard and paint. Mount on the wall. Cut out several coconut shapes out of brown paper and number. Attach double stick tape to back of coconuts. Place a star onto the tree so people will know the target spot. Blindfold each person and see who can get the closest.</li> </ul>	

[http://www.theideabox.com/Game\\_list.html](http://www.theideabox.com/Game_list.html)

<h2>Meltdown Tag</h2>	Equipment ✓ None needed
<ul style="list-style-type: none"> <li>• One person is "it". If they tag anyone, that person must begin to "melt down" by lowering themselves to the ground slowly.</li> <li>• If they are touched by another player before they reach the ground they are free. If they melt all the way to the ground then they become another "it".</li> <li>• Play continues until only one person is left.</li> </ul>	

<http://www.ultimatecampresource.com/site/camp-activities/high-activity-games.page-1.html>

<h2>Noodle Hockey</h2>	<b>Equipment</b> ✓ Noodles ✓ Ball
<ul style="list-style-type: none"> <li>• The name nearly says it all... Its hockey, but with noodles!</li> <li>• Replace the hockey sticks with pool noodles, the puck with a wiffle ball, and the goal keeper sticks and gloves with a broom.</li> </ul>	

<http://www.ultimatecampresource.com/site/camp-activities/high-activity-games.page-1.html>

<h2>Number Fun</h2>	<b>Equipment</b> ✓ Ball (or object) that will be set in the middle.
<ul style="list-style-type: none"> <li>• Divide the group in half.</li> <li>• Have one group stand on one side of the playing space and the other group on the other side.</li> <li>• Assign each individual from the first group a number (this will vary depending of the number of people you may have in a group). You must start from the number 1 and increase. You will also assign a number to the second group starting from the number 1.</li> <li>• An individual or the instructor calls out the numbers. If there is an impair number have them call out the numbers.</li> <li>• When you call out the numbers (e.g., 1, 1 or 3, 7 ...), the people that have the corresponding number must run to the center and grab the ball or the object.</li> <li>• Upon collection of the ball or object, the individual returns to his spots and the game continues.</li> </ul>	

<h2>Orienteering (Treasure Hunt)</h2>	<b>Equipment</b> ✓ Flags / ribbon (optional) ✓ Whistle ✓ Map (treasure map) ✓ Treasures
<ul style="list-style-type: none"> <li>• Hide flags/ ribbons somewhere on the childcare grounds.</li> <li>• Give verbal or written clues (map) that leads the children throughout the play area. Every three to four minutes, blow a whistle to provide a clue. Encourage students to move quickly when following clues. Each clue direct students closer to the flag.</li> <li>• The flag/ ribbon will direct the children to the treasure.</li> </ul>	

Ministry of Education of British Columbia, **Daily Physical Activity Catalogue of Activities Grade 1 - 9**, Act Now BC

<h2 style="text-align: center;">Pencil in the bottle</h2>	<p>Equipment</p> <ul style="list-style-type: none"> <li>✓ String</li> <li>✓ Pencil</li> <li>✓ Bottle</li> </ul>
<ul style="list-style-type: none"> <li>• This is a hilarious game and can either be played one-by-one or in a team relay. Tie string around a pencil.</li> <li>• Kids then tie the string around their waists so that the pencil hangs down behind them about six inches.</li> <li>• On 'go' the must then stoop down and insert the pencil into a plastic bottle.</li> </ul>	

<http://www.ultimatecampresource.com/site/camp-activities/cooperative-games.page-1.html>

<h2 style="text-align: center;">People to People Twister</h2>	<p>Equipment</p> <ul style="list-style-type: none"> <li>✓ None needed</li> </ul>
<ul style="list-style-type: none"> <li>• Pair up in groups of two and stand back to back. Make sure participants introduce themselves to one another.</li> <li>• Then the leader will say different combinations that the group has to try to get to while staying back to back (right hand to right hand, left foot to right foot, head to head, right hand to left leg, etc...). The pairs must maintain all called combination until they switch partner.</li> <li>• Once the leader says People to People they will then go switch partners.</li> <li>• If you have an odd number of participants, the odd person is the leader. Once pairs switch, the odd person out is the new leader. (Twister variation)</li> </ul>	

<http://www.ultimatecampresource.com/site/camp-activities/cooperative-games.page-1.html>

<h2 style="text-align: center;">Physical Fitness Circuit</h2>	<p>Equipment</p> <ul style="list-style-type: none"> <li>✓ Jump ropes</li> <li>✓ Hula Hoops</li> <li>✓ Activity cards</li> <li>✓ Beanbags</li> <li>✓ Etc.</li> </ul>
<ul style="list-style-type: none"> <li>• Have 3 people per station and rotate every two minutes. * Time may vary. <ul style="list-style-type: none"> <li>○ <b>Station 1</b> - Jump rope or hula hoop (1 foot, 2 feet, jogging motion, etc.)</li> <li>○ <b>Station 2</b> - Push-ups (modified push-ups, wall push-ups, bench push-ups)</li> <li>○ <b>Station 3</b> - static stance in hula hoop, balancing activities (Chair pose at the wall,</li> </ul> </li> </ul>	

plank position, various poses in hoop, 1, 2, or 3 point body balance stance, etc.)

- **Station 4** - Rest station (lay down and relax)
- **Station 5** - Mystery station (flip a card to see the activity, ex. 5 squat jumps) \*
- **Station 6** - Stretching exercises \*
- **Station 7** - Sit-ups, crunches, or sitting tucks
- **Station 8** - throw a beanbag at a target (hula hoop) vary the distances accordingly
- **Station 9** - bench step-ups
- **Station 10** - Mystery station (flip a card to see the activity, ex. Act like a chicken) \*

\*see list of various physical activity and stretching exercise possibilities at the end of the binder

## Pigs Fly

Equipment

✓ None needed

- The children should stand in a group facing the leader.
- Each child should have enough room to make full "flapping" movements with their arms.
- The leader calls out "Ducks Fly", "Owls Fly", "Pigs Fly"...and so on. If the animal that is called out really does fly, the children should continue flapping their "wings". If the animal is the type that does not fly, then the children should stop flapping.

<http://www.ultimatecampresource.com/site/camp-activities/cooperative-games.page-1.html>

## Pop the Cannon Ball

Equipment

✓ Balloons  
✓ String/rope

- Blow up balloons - make sure to leave them semi-uninflated. If they are too full of air - they will pop when they scrape the ground or grass.
- Tie each balloon to a piece of string - and then tie to the ankles of a child. (One balloon for each ankle).
- The object of the game is to have the children run around in an area determined by you. They need to try to step on the other person's balloon and try to pop it.
- The last person left with at least one cannon ball wins!
- Optional: You can also make this into a team game. Warning: Please collect all the broken balloon pieces and place in trash bag. Broken balloon pieces can be dangerous to small children.

[http://www.theideabox.com/Game\\_list.html](http://www.theideabox.com/Game_list.html)

<h1>Pylon Power</h1>	<b>Equipment</b> ✓ Pylons ✓ 4 – 6 soft balls
<ul style="list-style-type: none"> <li>• Divide into teams of 4 -6. Divide the activity area into smaller areas, using pylons to create boundaries, so that several games can be played at the same time. Each game involves two opposing teams.</li> <li>• Set up four pylons at each end of each of the game areas.</li> <li>• Explain to the children that the object of the game is for each team to try to hit and/or knock over the other team’s pylons. However, before the ball may be thrown at a pylon, it must be passed FIVE TIMES from one teammate to another. Members of the opposing team attempt to intercept passes, but they may not guard the pylons or stand still in front of them. If a member of the opposing team successfully intercepts a pass, the ball goes to the opposing team.</li> <li>• Once a child catches the ball, he or she may not take anymore steps. The child can be in possession of the ball for a maximum of 3 seconds. If the student holds the ball for longer than 3 seconds, it must be given to the other team. If the ball touches the ground, it goes to the opposing team.</li> <li>• The game is over when all of a team’s pylons have been hit and/or knocked over.</li> <li>• To add to the game, have children use only one kind of pass (e.g., underhand, overhand, bounce...), play the game using a soft object, such as a stuffed animal, instead of a ball.</li> </ul>	

Government of Ontario/ Ontario Education, **Daily Physical Activity in Schools**, Resource Guide 2005

<h1>Ravenous Raiders</h1>	<b>Equipment</b> ✓ 25 – 50 beanbags ✓ 2 - 4 hula hoops
<ul style="list-style-type: none"> <li>• Divide the activity area in half, and place a hula hoop at each end of the activity area. Divide students into two groups and assign each group to one part of the activity area.</li> <li>• Spread 25- 50 beanbags across the centre line.</li> <li>• Have the children on each team stand at their end of the activity area, then, on a signal, have them run the centre, pick up one beanbag, run back, and drop the bag inside their group’s hula hoop.</li> <li>• When all the beanbags have been gathered from the centre, have the children run from their end of the activity area all the way to the other team’s hula hoop, grab one beanbag, run back and drop the beanbag in their own hoop.</li> <li>• The children must carry the beanbags to their area, and may not pass or throw them.</li> <li>• Stop the game after a few minutes and add or change some aspects if it (e.g., team members must skip/hop {on one foot}/ speed walk / gallop rather than run; one player from each team is “it” and can tag students from the other team; when tagged, a student must jog on spot for 15 seconds)</li> <li>• To add to the game, divide the activity area into quarters and have students in four teams move from the four corners to gather beanbags from the centre of the activity area</li> </ul>	

Government of Ontario/ Ontario Education, **Daily Physical Activity in Schools**, Resource Guide 2005

<h2>Red Light Green Light</h2>	Equipment ✓ Optional: red/green cardboard
<ul style="list-style-type: none"> <li>• Players stand in a straight line about 50 feet from IT.</li> <li>• IT turns his back and says "green light," counts to ten, and says "red light" and then turns around.</li> <li>• Meanwhile the players have moved as far forward as possible during the "green light".</li> <li>• When IT says "red light" the players must stop. Whomever he sees moving after IT says "red light" and turns around, must return to the starting place.</li> <li>• The first person to pass IT wins.</li> </ul>	

[http://www.theideabox.com/Game\\_list.html](http://www.theideabox.com/Game_list.html)

<h2>Scarf game</h2>	Equipment ✓ 4 mats and different colored scarves
<ul style="list-style-type: none"> <li>• Form 4 teams identified with different color scarves</li> <li>• Each team has a designated corner</li> <li>• Every player has an easy to pull out scarf hanging from their waist</li> <li>• 2 designated team meet in the center and try to remove the opponents scarves until the whistle is blown</li> <li>• Other teams are called and do the same until the whistle is heard.</li> <li>• Even if a player loses his scarf, he continues to play</li> <li>• The team with the most scarves win</li> </ul>	

Mclean, Eric (1989). **Guide thématique de jeux et d'activités physiques à l' intention des intervenants auprès de populations d'âge scolaire.** 2<sup>e</sup> Edition. Vézina éditeur inc. Boucherville (Québec)

<h2>Scarf Juggling Circle</h2>	Equipment ✓ Scarves or plastic grocery bags
<ul style="list-style-type: none"> <li>• Have the group form a large circle facing inwards while holding a scarf.</li> <li>• Say "to the right – throw and go" and everyone throws their scarves straight up in the air and takes one step to their right and catches the other person's scarf. This is repeated until the students get a rhythm going.</li> <li>• Then say "to the left- throw and go" and everyone throws their scarves straight up in the air and takes one step to the left.</li> <li>• Vary the level of difficulty by having the group face clockwise in the circle and toss their scarves straight up over their heads, taking a step forward to catch the scarf of the person in front of them.</li> <li>• You can add elimination into the game when someone does not get the scarf in time before it hits the ground.</li> </ul>	

<http://www.education.alberta.ca/media/318467/dpa3.pdf>

<h1>Shark and Octopus Tag</h1>	Equipment ✓ None needed
<ul style="list-style-type: none"> <li>• Everyone begins the game as an octopus and stands on one side of the playing field.</li> <li>• One person is chosen to be a shark and they will stand in the middle of the playing field.</li> <li>• Play begins when the shark calls out, "Octopus, Octopus, swim in my ocean!" All players must run across the playing field trying to get to the other side without getting tagged by the shark.</li> <li>• Anyone who is tagged must sit down where they are tagged. They now become the shark's helpers.</li> <li>• When the shark calls out "Octopus, Octopus, swim in my ocean!" again, the players will try to run back to the other side. Anyone who runs within arms reach of the sitting players and gets tagged must sit down.</li> <li>• The game continues until there is only one person left.</li> </ul>	

<http://www.ultimatecampresource.com/site/camp-activities/high-activity-games.page-1.html>

<h1>Shark Attack</h1>	Equipment ✓ Parachute
<ul style="list-style-type: none"> <li>• Select one player to be the shark and one player to be the lifeguard.</li> <li>• All other players must sit on the ground while holding the parachute over their legs.</li> <li>• The shark must be under the parachute looking for someone to attack.</li> <li>• The lifeguard walks around behind players that are sitting, hoping to save any victims of a shark attack.</li> <li>• The players will wiggle their legs and shake the parachute keeping it low to the ground.</li> <li>• The shark will pick a victim and try to pull them under by the legs.</li> <li>• The lifeguard must come around and try to pull them back. If the lifeguard gets there in time, the shark lets go and find another victim.</li> <li>• If a player is pulled under then there are two sharks. The victim cannot kick or use their hands to attack or hurt the shark. They must go with the shark if pulled under; only the lifeguard can save them.</li> </ul>	

<h1>Skip to It!</h1>	Equipment ✓ Skipping ropes for the group
<ul style="list-style-type: none"> <li>• Have the group complete the following list of skipping activities for 20 seconds each at a slow pace. If a student's rope stops, he or she immediately starts skipping again. <ul style="list-style-type: none"> <li>○ Two-foot skipping</li> <li>○ Alternate – foot skipping</li> <li>○ Skipping on the left leg</li> <li>○ Skipping on the right leg</li> </ul> </li> <li>• After the group has skipped continuously for 2 minutes, allow them 1 minute to practice on their own.</li> <li>• Have the group complete the following list of skipping activities for 30 seconds each at a</li> </ul>	

medium pace:

- Two-foot skipping
- Alternate – foot skipping
- Skipping on the left leg
- Skipping on the right leg
- After the group has skipped continuously for 2 minutes, allow them 1 minute to practice on their own.
- Have the group do as many skips (any style) in 1 minute as they can.
- Have the group try different styles of skipping (e.g., straddle skip, scissor skip, double side skip...)
- To add to the game, increase the amount of time on each skipping activity.

Government of Ontario/ Ontario Education, **Daily Physical Activity in Schools Grade 4 to 6**, Resource Guide 2005

## Snakes, Rats, and Robots

### Equipment

- ✓ Beanbags
- ✓ Cones
- ✓ Hula hoops

- Divide the group into three equal teams.
- Choose two children in each group to be snakes and two to be robots; the remaining children in the groups are rats.
- Set up each group in an area that is circled by cones with the beanbags in the centre (put the beanbags inside a hula hoop).
- The snakes must stay within the cone boundaries, moving like snakes protecting the treasure (the beanbags), and trying to tag other team robots who enter the area (the safe) to steal beanbags one at a time. When a robot gets tagged by a snake, the robot has to go back to its area.
- Snakes have to be on their bellies at all times.
- Rats crawl around the gym trying to tag robots before they can reach the safe. When a rat tags a robot, the robot also goes back to its original area before attempting to go out to steal beanbags again.
- Robots do not tag anyone; they are the only ones who can steal the treasure from other team, one beanbag at a time.
- Robots must speed walk only and cannot jump over snakes to steal the treasure.
- Robots that get tagged inside the safe when stealing a beanbag have to return to the beanbag and go back to their areas.
- After stealing a beanbag and exiting an opponent's safe, a robot cannot be tagged anymore, until it has deposited the beanbag in its own safe.
- The game ends when one team is out of beanbags. Players then switch their roles and the game restarts.

Ronald Dienstmann, Games for Motor Learning- 111 fun activities for growing brains

<h2>Snow Relays</h2>	<b>Equipment</b> <ul style="list-style-type: none"> <li>✓ Beanbags</li> <li>✓ Snowshoes/ cross-country skis (optional)</li> <li>✓ Buckets</li> <li>✓ Hula hoops</li> <li>✓ Tennis balls</li> </ul>
<ul style="list-style-type: none"> <li>• Divide the group into teams of four children. Each team will have a bucket of 20 tennis balls or beanbags.</li> <li>• The first group member on the team hops, jumps, or runs through the snow to a predetermined distance to the bucket and throws five balls to the hoop hanging or laying a set distance away.</li> <li>• The remaining team members should jog on the spot. Upon completion of the task, the child runs back to the start and the next student takes a turn. They continue the task until the last person returns to the start line.</li> <li>• At the end of the relay, the team counts the number of calls or beanbags successfully thrown in to the hoop and the activity is repeated to try to improve the score.</li> <li>• Try this activity using two hoops as targets. Throwers could use various objects, such as beanbags, tennis balls or rings.</li> <li>• To add variation, have children complete the relay wearing snowshoes or cross- country skis if a class set is available.</li> </ul>	

Ministry of Education of British Columbia, **Daily Physical Activity Catalogue of Activities Grade 1 - 9**, Act Now BC

<h2>Snowball Relays</h2>	<b>Equipment</b> <ul style="list-style-type: none"> <li>✓ Pylon</li> <li>✓ Snow</li> </ul>
<ul style="list-style-type: none"> <li>• Divide the group into groups of 3. Give one upside down pylon to each group of three students.</li> <li>• Line up each group at a starting line to begin the snowball relay. Each team of three students will need to make a snowball large enough to fit on the opening of the pylon (like a snow cone)</li> <li>• On the signal, the first student places the snowball onto the pylon. He or she runs with the pylon and snowball to a designated line, touches the line with a hand, and turns around and runs back to the start line.</li> <li>• The first person then passes the pylon and snowball to the next student in line. Then the second person runs to the line and back and so on.</li> <li>• If the snowball falls off the pylon or inside the pylon, the person must stop, pick it up, repair it and place it back on the pylon to continue.</li> </ul>	

Ministry of Education of British Columbia, **Daily Physical Activity Catalogue of Activities Grade 1 - 9**, Act Now BC

<h2>Star Game</h2>	Equipment ✓ Ball or object
<ul style="list-style-type: none"> <li>• Divide the group into any number of equal teams (4 are shown here) with each team standing in line legs apart facing the middle where the object is placed.</li> <li>• Number each member of the team from the middle outwards so that all the 1's are nearest the centre.</li> <li>• When a person's number is called out they have to leave their position, run around the outside of the star to the back of their team where they have to tunnel/ crawl through their team members legs to reach the ball/ object first.</li> <li>• Have an instructor or uneven number calling the numbers.</li> </ul>	

[http://www.funandgames.org/active\\_teamgame.htm](http://www.funandgames.org/active_teamgame.htm)

<h2>Sunny Day Shadow Tag</h2>	Equipment ✓ None needed
<ul style="list-style-type: none"> <li>• One person is "it". Their job is to try to tag the shadow of the other players by stepping on it.</li> <li>• When a person's shadow gets stepped on, they are frozen until another player steps on their shadow.</li> </ul>	

<http://www.ultimatecampresource.com/site/camp-activities/high-activity-games.page-1.html>

<h2>Super Hoopers</h2>	Equipment ✓ 20+ Hula Hoops ✓ Three + Beach balls
<ul style="list-style-type: none"> <li>• Spread the hula hoops on the floor and have all but three children stand in them, one person per hoop.</li> <li>• The three children are the taggers; they each hold a beach ball.</li> <li>• The game starts with players hula-hooping while taggers move among them.</li> <li>• Each time a hula hoop stops or falls from the hips, that player has to move to another hula hoop, or run from the taggers until a hoop on the floor becomes available.</li> <li>• While players are moving to other hula hoops, the taggers try to hit them with the beach balls before they can step into another hoop.</li> <li>• When tagged, players switch places with taggers.</li> <li>• Taggers must keep moving, they cannot babysit next to a hula-hoop.</li> </ul>	

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<h2>Swinging Trees</h2>	<b>Equipment</b> ✓ 20 “spots” (hula hoops) ✓ 4 pinnies
<ul style="list-style-type: none"> <li>• Choose four children to be taggers, and have them each a pinnie. Each tagger represents a wind – south, north, west, and east.</li> <li>• The remaining players are “trees”. They each take a “spot” standing inside the ring or hoop, and begin to swing, standing up, rocking from heel to toe.</li> <li>• The trees swing continually while on a spot. Taggers may not tag them when they are swinging on a spot.</li> <li>• Anytime they choose, trees may challenge the winds to tag them by running from one spot to another.</li> <li>• Taggers may also tag trees that are standing in a spot but not swinging.</li> <li>• If tagged, a tree becomes a fallen tree and sits on its spot (or the place it was tagged) until another tree saves it by lightly touching its head.</li> <li>• After a few minutes, choose four other individuals to be winds (taggers).</li> </ul>	

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<h2>Tank</h2>	<b>Equipment</b> ✓ Blindfold ✓ Water Balloons
<ul style="list-style-type: none"> <li>• Split the group into groups of two. One of the partners gets blindfolded, and is given a soft throwing object or water balloon.</li> <li>• The partner with sight is the “tank” driver, and those that are blindfolded are the “tank.”</li> <li>• Walking with the tank, but not touching, the driver must guide the tank, help the tank aim and tell them when to fire.</li> <li>• The tank then has to pick up his own ammunition. The driver cannot touch the ammunition at all, so they have to go pick up the ball when they miss. <i>If playing the water balloon version, the driver can carry balloons for re-loading.</i></li> <li>• The driver can step in front of incoming shots, but if their tank gets hit then that tank and driver must sit out. Also if two tanks collide they both go out.</li> <li>• For safety make sure that the driver is taking care of the tank.</li> </ul>	

<http://www.ultimatecampresource.com/site/camp-activities/water-games.page-1.html>

## Team Game: Kick the Stick

### Equipment

- ✓ Sticks

- Kids are divided into two teams. Two sticks need to be found (NOT pulled off of a tree), and they should be of equal length and density (about a foot long and a quarter of an inch thick works well).
- Boundaries need to be established, including a starting zone and a finish line about twenty feet away or so.
- Each team lines up behind the starting line. When the game begins, the first players from each team need to kick the stick as far and as hard as they can.
- The object is to move the stick from the starting line to the end line without picking it up. (Be sure to state that they cannot wedge the stick between their flip-flops and run with it, or anything of the kind. It has happened! )
- Once reaching the finish line, the players run back to their team carrying the stick and drop it to the next camper in line. Each player goes once; and the first team to complete the task wins.

<http://www.ultimatecampresource.com/site/camp-activities/high-activity-games.page-1.html>

## The Blind Train

### Equipment

- ✓ Blindfolds (handkerchiefs)
- ✓ Objects for an obstacle course (hula hoops, balls...)

- Separate the children in 2, 3 or 4 groups of 5 or 6 players. Have them stand in their rows.
- Every train must reach their train station. (determine the train station)
- Each player will place both of their hands on the shoulders of the person in front of them and will have their eyes covered except for the last person in every row.
- It's the last person from every row who orders and directs the train to the strain station.
- The train moves when the last person from the row squeezes the shoulder of the person and in front of him and the train continues the squeezing.
- When you get squeezed on your right shoulder it indicates you must move to the right. When you get squeezed on your left shoulder it indicates you must move to the left. When you get squeezed on both shoulders it indicates to move forward.
- To add to the game, make a little obstacle course they must pass through before getting to the train station. The difficulty of the obstacle course should vary depending on the group's age.

Les jeux d'enfant de 5 a 12 ans – Claude Vinel

<h2>The Cat and the Mouse</h2>	<p>Equipment ✓ N/A</p>
<ul style="list-style-type: none"> <li>• Form 4 groups of 5 people. (This will depend on the number of children you have). You also need to choose a cat and a mouse.</li> <li>• Every player faces the game “leader” (Instructor). Every player extends their arms and form 3 corridors.</li> <li>• The cat tried to catch the mouse using these three human corridors.</li> <li>• At the “leaders” signal, the human corridor makes a quarter turn to the right and obtains four human corridors perpendicular with the direction of the preceding corridors.</li> <li>• The cat and mouse must move in the new corridors. If the cat catches the mouse they change roles.</li> <li>• It’s important to rotate the mouse and cat and the orientation of the corridors.</li> </ul>	

Les jeux d’enfant de 5 a 12 ans – Claude Vinel

<h2>The Hand Game</h2>	<p>Equipment ✓ None needed</p>
<ul style="list-style-type: none"> <li>• Everyone must either lie on their stomachs with their hands in front of them or sit at table with their hands in front of them, in a circle. Either way, have your hands ready to slap a flat surface.</li> <li>• Once everyone places their hands directly on the table or ground in front of them, move your right hand in between the person to your right's hands. This creates an alternating hand pattern.</li> <li>• So, looking down onto the group the hands would look like this: (From left to right) My LEFT hand, then the person on my left's RIGHT hand, then the person on my right's LEFT hand, then my RIGHT hand, and so on. Although it is hard to describe, it's a really simple set-up...</li> <li>• To start, one person calls out the tapping direction, either Left or Right, and starts slaps their hand once on the ground/table. The hand closest to the first slap, in the named direction, slaps the hand, then the next closest, and so on.</li> <li>• If hand A slaps, hand B can either single slap or double slap. A single slap keeps the slap going in the correct direction; a double slap sends the slap in the opposite direction. If someone slaps out of turn, they must remove that hand. All other hands stay where they are. When both hands are out, that person is out of the game.</li> <li>• The game is over when there are two people left.</li> <li>• Try and go faster as the game progresses. If you make a mistake, then you leave the circle.</li> </ul>	

<http://www.ultimatecampresource.com/site/camp-activities/circle-games.page-1.html>

<h2>Towel Ball</h2>	<b>Equipment</b> ✓ Large towels ✓ Rubber ball ✓ Rope or net
<ul style="list-style-type: none"> <li>• Dive the group in half, one on each side of the net.</li> <li>• Give each pair of players a towel.</li> <li>• The players use the towel to try to throw the ball over the net.</li> <li>• Each time the ball has passed over the net and another pair across the net catches it before it touches the ground, both teams score one point.</li> <li>• Players must throw the ball from where they catch it. They are not allowed to catch, walk over to the net, and shoot.</li> <li>• If the ball bounces on the ground, the game continues with players catching it after the bounce and throwing it over the net.</li> <li>• If the ball goes under the net, the opposite team restarts the game.</li> <li>• Each team can make as many attempts as needed to get the ball over the net.</li> <li>• The players should always use the towel, not the hands, to throw and catch the ball.</li> </ul>	

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<h2>Vegetable/ Fruit Game #1</h2>	<b>Equipment</b> ✓ Vegetable cards
<ul style="list-style-type: none"> <li>• Place the cards (Vegetables/Fruits) turned upside down around one side of the classroom.</li> <li>• The matching cards will be scattered on the other side of the playing space</li> <li>• Have each group start at a different spot and, using a specific locomotors pattern (e.g., hopping on one foot, skipping, twirling...), move to one side to pick a card.</li> <li>• Then they move, using the same locomotors pattern, to the other side of the playing area to find their matching word. If they turn over a card that matches, they bring it back. If it doesn't, they place it back on the floor upside down for the other teams to find.</li> <li>• Partners must stay together and can only turn over one card at a time.</li> </ul>	

<h2>Vegetable/ Fruit Game #2</h2>	<b>Equipment</b> ✓ Vegetable cards
<ul style="list-style-type: none"> <li>• Give one card (Vegetables/Fruits) to every child. Every child becomes the fruit or vegetable they receive.</li> <li>• Everybody with a card remains on one side of the playing area. One person must be "it".</li> <li>• The person "it" must face the opposite way than the players. The "it" ask questions to the fruits and vegetables: (e.g., Are you a green vegetable?, Do you have seeds?...)</li> <li>• People that answer "yes" to these questions must run to the other side of the playing area without being touched by "it". If you get touched, you must be "it" with the other player.</li> </ul>	

<h2>Walk the Plank</h2>	<b>Equipment</b> ✓ Boards ✓ Handkerchiefs (flags)
<ul style="list-style-type: none"> <li>• For older children: Lay the boards out end to end in a zig zag pattern (usually 3 boards). Place a mask on the child.</li> <li>• Place a bucket of flags (can be handkerchiefs) at the end of the planks.</li> <li>• The object is to go from one end of the planks to the next (blindfolded), and bring back a flag in the shortest amount of time.</li> <li>• Each time the player steps off - they need to go back to the start.</li> <li>• For younger players: Lay out the boards in more of a straight pattern. Don't use the blindfold - and make the object to go from one end, grab a flag and make it back. They shouldn't be timed.</li> <li>• Optional for both ages: you can also set up two courses and make teams!</li> </ul>	

[http://www.theideabox.com/Game\\_list.html](http://www.theideabox.com/Game_list.html)

<h2>Water Balloon “Squat”</h2>	<b>Equipment</b> ✓ Water balloons ✓ A container to hold the filled water balloons ✓ 2 lengths of rope to mark the start and finish lines.
<ul style="list-style-type: none"> <li>• Use the rope to make two parallel lines on the ground at least 20 feet apart.</li> <li>• Divide the players into two equal teams and place two piles of balloons at the start line.</li> <li>• On the word “Go!” the first kid on each team puts a water balloon under his chin and runs to the finish line.</li> <li>• At the finish line they must sit on their balloon and pop it and run back to the start line.</li> <li>• If the balloon breaks suddenly, the player has to get a new balloon at the start line and start over.</li> <li>• The game continues like this until every child on both teams has had a turn.</li> <li>• The first team to finish gets to break (with their hand) the remaining balloons on the opposite team members head or get to soak the other team with buckets of water...</li> </ul>	

[www.awesome-kid-birthday-parties.com/water-balloon-games.html#J1](http://www.awesome-kid-birthday-parties.com/water-balloon-games.html#J1)

<h2>Water Balloon “Volleyball”</h2>	<b>Equipment</b> ✓ Water balloons ✓ Net (optional) ✓ 2 old sheets ✓ Container to hold the filled water balloons
<ul style="list-style-type: none"> <li>• Set up the net (optional)</li> <li>• Divide the kids into groups of four and have each team stand on either side of the net.</li> </ul>	

- Give each team a bed sheet. Have each team surround their sheet on all sides and hold it open.
- Put a water balloon in one team's sheet and have them try to flip it over the net. If the players do a count down ("one, two, and three... Up!) To each toss it really helps!
- The other team must try to catch the water balloon in their sheet and flip it back.
- If one team misses, drops or breaks the balloon the team must do 25 jumping jacks (or another exercise)
- For an extra challenge play a variation of the game by putting multiple water balloons in the sheet at one time.
- This game can be played without a net or a rope. And it's just as fun!

[www.awesome-kid-birthday-parties.com/water-balloon-games.html#j1](http://www.awesome-kid-birthday-parties.com/water-balloon-games.html#j1)

## Water Relay

### Equipment

- ✓ Water balloons
- ✓ Buckets
- ✓ Styrofoam cups
- ✓ Pair of jogging pants
- ✓ Sponges
- ✓ Water
- ✓ Pylons

- Set up the stations ahead of time.
- **Station 1:** Water balloon toss
  - Divide the players into teams of two and give each team a water balloon.
  - Line the teams up an equal distance apart (3 feet to start)
  - Have one player toss a balloon to her partner. If her partner catches it she takes one step back.
  - The player keeps tossing the water balloons back and forth until they drop or break their balloons.
  - Keep in mind that the "catcher" must step back for each successful catch.
  - The game continues until one team is left with an unbroken water balloon.
- **Station 2:** Back to back water balloon race
  - Have them pair up with the same team member as the previous game. Then separate the pair of people into two groups.
  - Have the first pair of kids from each team stand back to back with their arms locked at the start line. Place a water balloon between their backs.
  - On the word "Go!" they must transport the balloon between their backs to the finish line. Then they have to maneuver themselves so they can deposit the balloon into the empty bucket.

- If any pair breaks their balloon before they deposit it into their teams bucket then they sit out and the next pair goes.
- After they deposit the balloon into the empty bucket, the pair must run back and touch the hand of the next pair.
- The game continues after every pair has had a chance to go. The team with the most balloon in the bucket wins this relay.
- **Station 3: Water balloon “squat”**
  - Divide the group in 2 equal teams and place two piles of balloon at the start line.
  - On the word “GO!” the first child on each team picks up a balloon and runs to the finish line. Then they must sit on their balloon and pop it and run back to the start line to hit their team member’s hand.
  - The game continues until every child on both teams has had the chance to cross the finish line.
  - The first team to finish popping all their balloons wins this relay.
  - Variation: Instead of having them “squat” the water balloon, have them squeeze the balloon over their heads (Water Balloon “squirt”).
- **Station 4: Leaking relay**
  - Divide into two teams. (Or have the same teams as for the above game).
  - First player on each team fills his cup with water from the bucket, then places the leaking cup over his head and runs around a previously marked course.
  - When he gets back to the beginning he pours into the empty container whatever water is left in his cup then hands the empty cup to the next player.
  - The team that fills their container the fastest wins this relay.
- **Station 5: Soggy sweatpants relay**
  - Divide into two teams. (Or have the same teams as for the above game).
  - To begin, the first team member of each team dunks the sweatpants in a bucket of water, puts them on as fast as possible and runs the designated distance, then returns to the starting line and takes off the sweatpants.
  - The next team member must dunk the pants again into the bucket of water and put them on, etc.
  - The first team to finish wins this relay.
- **Station 6: Jump rope “Slash”**
  - Divide into two teams. (Or have the same teams as for the above game).
  - Take a large jump rope and have two people twirl the rope.

- Hand out a full cup of water to each kid.
  - One person from each team will skip rope at the same time for a count of 20 jumps with their full cup of water.
  - After 20 jumps, the jumpers will pour their glass of remaining water into an empty bucket.
  - The team that spilled the least water will win the relay.
- Station 7: Sponge relay race
    - Fill two buckets with the exact same amount of water.
    - Form two teams and give each team a big car-wash sponge.
    - At the start of the race, the first person on each team soaks up as much water as she can and passes the sponge to her team by going “over and under”. The last person then squeezes out the water and runs back to the front and soaks the sponge in the water and repeats the process.
    - The game continues till every team member has had the chance to soak the sponge.
    - The team that has the most water in the empty buckets wins the relay.
- Station 8: Drip drop (Just like “duck duck goose)
    - Get a bucket full of water and a sponge.
    - Have everyone sit in a circle on the grass.
    - One player will get the wet sponge out of the bucket and walk around everyone dripping drops of water on their head. When you get to a person that you choose, drop or squeeze all the water out of the sponge.
    - Then that person will have to chase you around the circle to get back to where you started without being tagged.
    - \* Remind the children to make sure everybody get’s a turn.
- This relay contains 8 stations, you may add or take out activities depending on the amount of time you have and the amount of people in your groups.
- You may also add other games such as:
    - Ping Pong – Relay: The object is to have players one at a time, run barefoot down the course to where the bucket and five ping-pong balls are on the ground. They are to sit on the ground and using only their feet, pick up the ping-pong balls and put them into the bucket. Once they have all the balls into the bucket, they are to dump them out, run back to the team and have the next person do the same. The first team with everyone completing the task is the winner of that relay. You could also use water balloons.
    - Whip Creamed Bubbles: Divide into teams of 6 – 10 players per team. Set up tables with small paper plates – one plate per player is what you’ll need. On each plate place one piece of unwrapped bubble gum and then scoop or spray whip cream into the plate of whip cream; keeping their hands behind their back; they

must find the bubble gum with their mouth. They are to chew the bubble gum, create a bubble and then run to tag the next player on their team. You may add an obstacle course they must go through before tagging the other player.

## Wet Shirt Relay

### Equipment

- ✓ Buckets
- ✓ Water
- ✓ Shirt

- Fill four buckets with water and place them about 10 feet apart in a straight line. Put a t-shirt in each.
- Divide the group into four teams, and have each team line up across from a bucket, about 30 feet away.
- Once the race begins, the first member runs to the bucket, puts on the wet t-shirt, and runs back to his/her team. When he/she reaches the team, he/she removes the shirt and gives it to the next person.
- The next person runs with the shirt in hand to the bucket, dunks the shirt into the water, and puts on the wet shirt.
- The first team to have all players finishes the task wins!

<http://www.ultimatecampresource.com/site/camp-activities/water-games.page-1.html>

## What Time is it Blue Whale?

### Equipment

- ✓ Hose, Water Bucket

- Basically the same as what time is it Mr. Wolf, but with a hose (water bucket).
- The person who is "It" has the hose or bucket, with the help of the leader.
- The campers say what time is it blue whale? until they reach the IT person.
- Then the IT person says "spray time!" Whoever they soak is now it.
- NOTE - the IT person must spray below the waist because water in the face hurts.

<http://www.ultimatecampresource.com/site/camp-activities/water-games.page-1.html>

## Other Fun Games and Challenges

<b>Backwards Day</b>	Choose a day that the kids can wear their clothes backwards. Be creative but not too tacky as to how to look. At dinner you should serve a backwards dinner to top off the day. Start out with dessert first, and then the main course, then the salad and veggies last if you have any room left. See if you can plan out any other ideas for the day.
<b>Balloon Head Race</b>	Organize players so that they're into pairs and each team receives a partially inflated balloon. When the game starts, teams must race to a finish line carrying a balloon between their heads, remember don't use your hands. On hot days try it with water balloons or through a sprinkler. You can even try an obstacle course.
<b>Balloon shaving</b>	Each player is given a balloon coated with shaving cream. At the same time, all players must shave their balloon with out popping it. The player who does this first wins!
<b>Blanket Carry</b>	Play this game in an open grassy area. Divide the group into teams of 10 players. Each team will be given one blanket. Set out one cone per team at the end the playing field for players to go around. Each team will need four players to carry the blanket; one player on each corner and the corners will be numbered corner #1, #2, #3 and #4. They will also need one player to ride in the blanket. The players will rotate after each carry so that each player on the team has been at all of the corner positions and the carried player. On go, the teams will race down around the cones and back then rotate until all players have had a turn. If one team is short on players that team will have to repeat some players so that all teams take the equal amount of trips down and back. The first team to complete the rotation is the winner.
<b>Bucket Brigade</b>	Divide into teams of 5 to 10 players. Each team will be given two water bottles, one full and the other empty. Each player will receive one cup. The teams line up front to back in a row sitting on the floor. The person in front will hold the full water bottle and the last person on the team will have the empty water bottle. On go, the first person in line will pour water into his cup and then without turning pour his cup of water into the cup of the player behind him. Each player will pour his cup of

	<p>water into the cup of the next player. The last player will then pour his cup of water into the water bottle. As soon as the first player passes his water he can refill the cup and start passing again. They will continue until all the water is out of the first bottle. The team with the most water in the bottle at the back of the line is the winner.</p>
<p><b>Count Off</b></p>	<p>Ask the group to count to 20 without pre-planning who is going to say each number. There is a catch....there are no verbal or signal allowed, the group must do it randomly without any two people saying the number simultaneously. If more than one person says it at the same time then the group needs to start the count over again. It can also be done with the alphabet. See how fast they can do it!</p>
<p><b>Comic Strip Creator</b></p>	<p>Have kids go through magazines and newspapers looking for interesting things to cut out. Instruct them to have a theme or story in mind for this project. Once they have cut and laid out there piece in order of their story, have them glue them on plain paper in a line or several lines. Make sure they leave room for the caption and story line. If they have a great story that goes on and on, encourage them to use several pieces of paper. After they have glued pieces in order, have them work on writing the story out based on the pictures above. This exercise will help some children learn to frame their thoughts.</p>
<p><b>Drop the Toothpick</b></p>	<p>Set up a desired number of teams. Have a starting line and a plastic pop bottle for each team about 6 yards away. On go, one person from each team is to race to their plastic bottle with a box of tooth picks in hand and try to drop a tooth pick into the bottle while standing over it. Once this is achieved they are to race back without spilling toothpicks, back to line and the next person completes drop until the team is done. If toothpicks are too hard, try giving the teams raisons.</p>
<p><b>Eat Under The Table</b></p>	<p>Once in awhile when mom's in a good mood and looking for something fun to do with the kids, plan a unique meal. The meal should take place the same day that the kitchen floor has been mopped. A good fun meal could be taco salad or something that your family would enjoy. Pull away all the chairs and sit Indian style as you enjoy a special time together. Warning, the kids will totally enjoy this and they will bug you until you do it again.</p>
<p><b>Fitgo</b></p>	<p>FITGO follows a Bingo type of game, but instead of calling off numbers, the teacher calls off exercises. If a student has the exercise on their</p>

	<p>FITGO card, they perform the exercise and then cover it up. If a student has five in a row, they have a FITGO!!! Fitgo game boards can be borrowed at the Sudbury and District Health Unit.</p>
<p><b>Hidden Surprise</b></p>	<p>Here's a game for both the young and old. Take a small container and place something in it, whatever you decide you want the winner to have. Wrap it up with layers of newspaper and duct tape, electrical tape or any other kind of tape. You can even layer it with different types and make a huge tape ball. Have everyone stand in a circle. Take a set of dice and place them in a flat box. If the person rolls a double, they must go inside the circle and start working on getting the tape ball apart. They continue unwrapping until the next person rolls a double. Keep going until someone wins the prize. This can take awhile and it is real fun and exciting for all ages. You can modify this game using different containers to hold food or other prizes. Have prizes in different layers. Do physical activities before each roll.</p>
<p><b>Human Knot</b></p>	<p>The group starts out in one or two tight circles. Everyone in the group reaches across the circle with their right hand to grab another group member's right hand. The group then reaches in with their left hand to grab a different group member's left hand. The object is to untangle the group without letting go of hands until a circle is formed. If the group is having extreme difficulty, you can administer "knot first-aid" and break one set of tangled hands (with group consensus), otherwise group members may not let go at any time. You may have to decide as a group that the knot is not solvable, after prolonged attempt. NOTE: Can have group do without talking if they are advanced enough.</p>
<p><b>Human Overhand</b></p>	<p>Distribute the ropes, and demonstrate an overhand knot (the kind that you start tying your shoes with ... half of a square knot ...); have the group practice the knot with you a few times to make sure that they understand what an overhand knot is. Now instruct the group to face you and grab on to the end of someone else's rope so that they form a connected line - not circle - with a rope connecting each person. To truly labor the point, the human configuration should be person-rope-person-ROPE-person-rope-person. Why the caps in that center ROPE? Because that is the rope in which the group must tie an overhand knot without anyone letting go of the ropes that they are holding. Simply instruct the group to tie an overhand knot in the center rope without</p>

	<p>anyone releasing the ends that they are holding and step back. That's it.</p>
<p><b>Ice Fishing</b></p>	<p>Fill a roasting pan with ice and then put marbles in it. You can break the kids up into teams and then have each person on the team come and try to “fish” out one of the marbles with their bare feet. The first team done wins. You’ll really like watching everyone’s expressions when they stick their feet in the ice.</p>
<p><b>Inchworm</b></p>	<p>This can be played as teams or individually. Mark off a starting point and finish line. Players are to lie belly down, with cup filled with sand or water placed on their back, crawl like an inchworm to finish line. If cup falls off and spills they are to start over.</p>
<p><b>Killer Froggy</b></p>	<p>Everyone sits in a circle. One person is chosen to be the detective. He leaves the room or goes to a place where he cannot see or hear what is going on in the circle. Everyone in the circle closes their eyes. An adult or leader walks around the circle and taps someone’s shoulder who now becomes the Killer Frog. But no one knows who the frog is at first. The detective comes back in. The frog sticks its tongue out at random people around the circle, trying not to be noticed by the detective. If the frog sticks its tongue out at you, you just lay down. The detective gets three tries to guess the killer frog’s identity. If he succeeds, someone else is chosen for the next round. If he doesn’t, then he is the detective again. It’s okay if other players know who the frog is.</p>
<p><b>Listening Skills Drawing</b></p>	<p>You will need a piece of paper and a writing utensil for each participant. You also will need two different diagrams for each pair. Have partners sit back to back and decide who will be the “listener” and who will be the “talker” first. Each will eventually have a chance to play both roles. Give each “talker” a copy of a diagram. The Listener must sketch what they hear described, and in this round 1, is not allowed to speak or ask questions. This pair is using “one-way communication.” There will be 1-2 minutes allotted for this round, or longer if time permits. Partners compare drawings when finished to see how close they came to the original. The second round can begin and partners switch roles, still sitting back to back. The dyad together must try to improve results. In this round 2, the talker gets different diagram, and the listener can speak and ask questions. After the</p>

	<p>allotted time has passed, partners should compare results again. Then bring the two groups together to talk about the benefits of both types of communication.</p>
<p><b>Newton's Law</b></p>	<p>Under the ceiling there hang some apples (or tennis balls) on the strings. The players are given the scissors. The players divide into pairs. The first player in each pair cuts off the apple, the second player tries to catch it into the hat (the hats are given to them beforehand). The difficulty is that it is prohibited to take the hat off the floor. The pair which manages to gather the greatest number of apples wins the game.</p>
<p><b>Pick Up Sticks</b></p>	<p>Set up teams and one at a time they are to complete task. They are to put on oven mitt and pick up toothpicks, placing them into a container. Ahead of time you should count out the same amount toothpicks for each team participating. The first team where each player has completed task is the winner.</p>
<p><b>Scavenger Hunt</b></p>	<p>Divide the group into teams. Each team is given a list of articles to collect. Set a time limit. Option: Keep what you collect from the list</p>
<p><b>Sledding Snow Target</b></p>	<p>On your favorite sledding hill set up buckets right side up, on the path down the course. Each player will take two snowballs per trip down. For each bucket they hit they receive one point, if it lands in bucket they receive two points. You can even use other ideas for targets.</p>
<p><b>Sweetheart Counting Contest</b></p>	<p>Count out and fill a glass jar with candy hearts, puzzle pieces, etc. Have a sheet of paper where the kids can guess how many candy hearts are in the jar. The person with the closest guess is the winner of the candy or the contents of the jar.</p>
<p><b>The Great Egg Drop</b></p>	<p>The goal is to build a structure that will prevent an egg from breaking when it is dropped from a height of 8 feet. The only materials allowed are 20 straws and 30 inches of 1/2-inch masking tape (or your choice of limited materials). Try to do it with as few materials as possible.</p>
<p><b>The Spider Web Game</b></p>	<p>Tie the end of each ball of yarn to a different piece of furniture and wind the yarn through obstacles, like under chairs and around the legs of a table. Make it look like a spider web by overlapping the different colors of yarn. You might want to set up your spider web before your</p>

	<p>kids arrive and have them follow their web to their seats. Each player takes the loose end of their yarn and makes their way through the web, rewinding their ball of yarn.</p>
<p><b>Twister</b></p>	<p>Twister is played on a large plastic mat that is spread on the floor and has four rows of large colored circles on it with a different color in each row: red, yellow, blue, and green. A spinner is attached to a square board and serves as a die for the game. The spinner is divided into four labeled sections: right foot, left foot, right hand, and left hand. Each of those four sections is divided into the four colors (red, yellow, blue, and green). After spinning, the combination is called (example: right hand yellow) and players must move their matching hand or foot to a dot of the correct color. In a two-player game, no two people can have a hand or foot on the same circle—rules are different for more people. Due to the scarcity of colored circles, players will often be required to put themselves in unlikely or precarious positions, eventually causing someone to fall. A person is eliminated when they fall or when their elbow or knee touches the mat.</p>
<p><b>Two extremes</b></p>	<p>A game of two extremes! This is a simple ice breaker to get people up and moving and sharing their preferences or views on topics. Create an imaginary line from one end of the room to the other. Instruct people to move to a point in the room where they stand on a particular issue. For example - move to the left hand side of the room if you like chocolate, the right hand side if you like strawberry. Continue with other examples / extremes.</p>
<p><b>Who Is It?</b></p>	<p>Everyone takes a sheet of paper and at the top of it draws the head either of a man, an animal or a bird. Then the sheet must be folded so as the drawn head can't be seen, except a little part of the neck. Then this drawing is passed to the player next to. Now every player has a new sheet with the picture he/she hasn't seen yet. He/she continues drawing. Now everyone draws the body then folds the paper and again passes it to the player next to. At last must be drawn the low extremities. And now unfold the picture and let you be surprised at seeing a creature you've got!</p>

- 👉 <http://www.campresources.co.uk/>
- 👉 [http://www.firststepstraining.com/resources/activities/archive/activity\\_overhand.htm](http://www.firststepstraining.com/resources/activities/archive/activity_overhand.htm)
- 👉 <http://fitgobingo.com/>
- 👉 [http://www.funattic.com/game\\_list.htm](http://www.funattic.com/game_list.htm)
- 👉 <http://www.pedagonet.com/PhysEd/physed.htm>
- 👉 <http://wilderdom.com/games/>

## Walking Programs

25-km Club	<p>Create a line drawing of a caterpillar, snake or other suitable character with 25 body sections. Every time a person completes a kilometer of walking, they color in one section. When the picture is colored in, the kid becomes a member of the 25-km Club. For older children, challenge them to represent kilometers in various types of graphs.</p>
Adapted Walking	<p>Have the children adapt their walking by taking backward steps, sidesteps, walk three-legged with a partner, carry a backpack, wear snowshoes or wear inline skates. Also vary the number of participants, the length of the walk, the intensity (run, walk) and the objective (flat for speed, hilly terrain or staircase for training).</p>
Lap the World	<p>Choose a province or country that the children can “travel” across. Before beginning, have them walk one lap and count the number of steps, average the whole group’ results and arrive at an average number of steps per lap. Have them walk, jog, run or wheel around the track or course and record the number of steps completed. Each week, tally up the number of kilometers travelled by the group and mark their progress on a map of the world. A “lap” of the world would be 80 150 000 steps</p>
Pedometer Challenge	<p>Have the kids participate individually or collectively in a “pedometer challenge” in which individuals or groups set goals and challenge their personal bests. Have them use pedometers to record the number of steps taken in a day, week or month. Have participants log the minutes or distance they walk. Display the logs along the hallways to promote physical activity. Have parents join the activity by coloring in their own shoes and display them along side their children’s. Have children log their steps, distance or minutes walked to and from school every day for a week. Calculate the total for the group. Try and improve the total achieved for next week or challenge another group. (<i>pedometers can be borrowed at your local Health Unit</i>)</p>
Walking Tour of Canada	<p>Have children go to the “Walking Tour of Canada” Web page (<a href="http://www.goforgreen.ca">http://www.goforgreen.ca</a>) and record the distances walked. As the kids “walk” through each province or territory, they will find information that relates to history and social studies. They will also be able to use the Travel Mode Calculator to compare how various modes of transportation impact climate change and the health of our environment.</p>

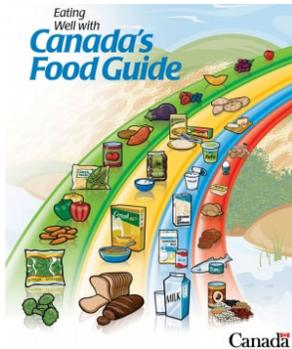
## Wall of Walking

Pick a wall in the facility that can be easily viewed by everyone and label this the “Wall of Walking.” Make cut-outs of shoe prints or footprints and distribute to all the people involved in the walking program. Allow participants to decorate and color the cut-outs. Make sure their names are included on the footprint. Post the footprints on the “Wall of Walking.” Over time you can watch the “Wall of Walking” grow as more people get involved with the walking program.

 Daily Physical Activity in Schools: Sample Activities for Students Grade 1 to 8, Resource Guide, Ontario Ministry of Education, 2005.

# Health and well being information

## Canadian Food Guide



\* Children who eat right and keep active:

- Do better at school
- Have a healthy body weight
- Feel good about themselves
- Have the energy to be active.
- Build habits for lifelong good health
- Reduce their chances of disease and illnesses

*Eating Well with Canada's Food Guide. Health Canada, 2007*

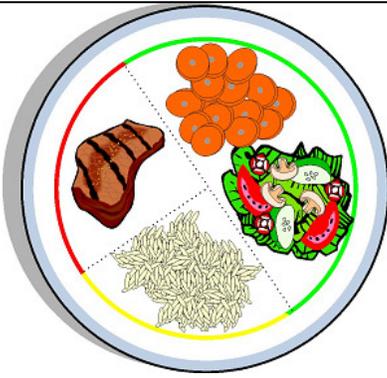
*Here are some ideas for planning your educational sessions on health and well being:*

### \* Provide a recent copy of the Canadian Food Guide to the children

- Offer a variety of foods from the four food groups.
  - Vegetables and Fruits
  - Grain Products
  - Milk and Alternatives
  - Meat and Alternatives
- Consume more fruits, vegetables and whole grain products.
  - Kids should eat at least one dark green (broccoli, romaine lettuce, spinach) and one orange vegetable (carrots, sweet potatoes, winter squash) each day.
  - Kids should eat at least half of their grain products in whole grain each day. (barley, brown rice, oats, wild rice, whole grain breads)
- Try to avoid fatty substances
  - Compare the Nutrition Facts on labels to make wise choices.
  - Limit foods and beverages high in calories, fat, sugar or salt such as cakes, pastries, chocolate, candies, cookies, granola bars, muffins, ice cream, potato chips, soft drinks, sport and energy drinks)
- Consume the daily recommended calcium intake
  - Drink skim, 1%, or 2% milk each day
  - Other calcium choices are: yogurt, cheese, soy beverages...
- Select lean meat and alternatives
  - Eat at least two Food Guide Servings of fish each week (chicken, herring, salmon, sardines, or trout).
  - Have meat alternatives such as beans, lentils and tofu often.
- Satisfy your thirst with water! Drink water regularly. It's a calorie free way to quench your thirst. Make sure children have plenty of water in hot weather or when they are very active.
- Be active
  - For children and youths, they recommend 90 minutes of physical activity a day. (see physical activity section)

## What is considered ONE portion?

- Have small nutritious meals and snacks each day.
- Ask the children what they think is a meat portion? Vegetable serving? ... (The size of your palm is equal to one meat portion.)
- A child from the ages of 5-8 should have:



\* This plate shows how you should put together a healthy meal:

- ½ Vegetables
- ¼ Grain products
- ¼ Meat and alternative
- ¼ Mild Product

- 5 servings of Fruits and Vegetables;
- 4 servings of Grain Products;
- 2 servings of Milk and Alternatives;
- 1 serving of Meat and Alternatives

▪ A child from the ages of 9-13 should have:

- 6 servings of Fruits and Vegetables;
- 6 servings of Grain Products;
- 3- 4 servings of Milk and Alternatives;
- 1- 2 serving of Meat and Alternatives

▪ Here is what one serving looks like:

- 1 cup of salad → A fist
- ½ cup fresh vegetables, fruit or juice → A tennis ball
- ½ bagel or small muffin → A hockey puck
- ½ pita or large tortilla → A hand
- ½ cup cooked rice, pasta, couscous → A tennis ball
- ¾ cup hot cereal → A cupped hand
- 1 cup of milk or soy beverage → small measuring cup
- ¾ yogurt → single container
- 1 ½ hard cheese → size of 2 thumbs
- 2 tbsp of peanut butter → 1 golf ball
- ½ cup cooked fish, poultry, lean meet → A hockey puck
- ¾ cup cooked and canned beans, hummus, chickpeas → A cupped hand

Eat Right Be active, A guide for parents and caregivers of children ages 6- 8.

## Healthy Lunches



Examples of healthy lunches:

### Tuna sandwich

Vegetable jus  
Dried fruit  
Yogurt  
Muffin

### Vegetable salad

Tropical jus

▪ A healthy lunch includes a variety of food from all four food groups. Plan a lunch that includes :

- Vegetables and Fruits: dried fruits, fruit or vegetable jus, baby carrots, sweet red peppers, zucchini strips and serve with a yogurt or zesty dip...
- Grain Products: make their favorite sandwich using whole grain bread, whole wheat pasta, rice...
- Milk and Alternatives: milk carton, yogurt, cheese (feta, mozzarella, cottage...)
- Meat and Alternatives: Lunch meat\*, boiled eggs, chick peas, fish (tuna, salmon)\*\* , peanut butter\*\* ...

▪ Here are examples of healthy sandwiches:

- Natural yogurt, grated cheese, grated apple and chopped nuts
- Hummus, grated carrots and grated zucchini
- Egg salad sandwich with parsley and mayonnaise
- Tuna sandwich with onions, celery and natural yogurt
- Crushed avocado, cut shrimp, lemon jus, lettuce and natural yogurt

▪ Hygiene and healthiness

- Never let your lunch close to a heat source, this could risk the quality of some food item.
- Always clean your lunch box everyday with hot water and soap.

Carrots and cucumbers  
Homemade banana bread  
Tube yogurts

**Meat spaghetti sauce**  
Water  
Salad  
Cheese  
Raisins

*Pour un Virage Santé à L'école, Fiche Thématique 4 – Boîte à Lunch Santé, Education, Loisir et Sport Québec*

*Eating Well with Canada's Food Guide. Health Canada, 2007*

- Have the children compare between a recommended lunch item and an item that is not recommended for lunches
    - Cut pictures of different food items
    - Have a poster to place the items in the two different categories
    - Ask the children to place their items in the good categories by justifying their answer for this choice.
- \*If you eat luncheon meats choose those with lower salt and fat.  
\*\* It is important to know the food allergies in the childcare centres.

**Label**

**Nutrition Facts**  
Serving Size: 1 cookie, medium (2-1/4" dia)  
**Amount Per Serving**  
Calories 78      Calories from Fat 41

		% Daily Value*
<b>Total Fat</b>	4.54 g	7%
Saturated Fat	2.25 g	11%
Trans Fat		
<b>Cholesterol</b>	11.2 mg	4%
<b>Sodium</b>	54.56 mg	2%
<b>Potassium</b>	35.36 mg	1%
<b>Total Carbohydrate</b>	9.31 g	3%
Dietary Fiber		
Sugars		
Sugar Alcohols		
<b>Protein</b>	0.91 g	
<b>Vitamin A</b>	95.04 IU	2%
<b>Vitamin C</b>	0.03 mg	0%
<b>Calcium</b>	6.08 mg	1%
<b>Iron</b>	0.4 mg	2%

**reading**  
\* Chocolate Chip Cookies, homemade, made with butter

- If you are wondering what cereals, soups or other packaged foods to take for your lunch, compare the Nutrition Facts table on each label.
    - First, check the serving sizes on each brand to see if you are comparing similar amounts
    - Secondly, choose the brand with more vitamins, minerals and fiber.
    - Lastly, choose the brand with the fewer calories and less sodium, saturated fat and Tran's fat.
  - Have many items (soups, cereal...) and give two different items to each child (or in groups of 2) and tell them to choose the healthiest choice by justifying their answer for this decision.
    - Keep in mind that the serving of each brand must be the same; to make it less complicated for younger children.
    - Remind the children that they must refer to the label readings to correctly identify the healthier choice.
    - Use labels that are most popular for children such as: Cheerios, Lucky charms, Pop Tarts, Cookies, Yogurt, Fruit Roll Ups...
- Eat Right Be Active, A guide for parents and caregivers of children ages 6 – 8*

**Health Check**



<http://www.healthcheck.org/>

- The Heart and Stroke Foundation's Health Check program can help you choose foods in grocery stores and restaurants that can be part of a healthy diet.
- These are over 1800 Health Check products in grocery stores including fruits and vegetables, grain products, milk and alternatives and meat and alternative.
- The Health Check items are low in fat, sugar, and sodium and high in fiber.
- Here are examples of cereals that have the Health Check:
  - Cheerios
  - Bran Flakes
  - Multigrain Cheerios
  - Multigrain Toasted Oats
  - Raisin Bran Cereals

	<ul style="list-style-type: none"> <li>Apply the Health Check symbol on the wall. Ask the children what this symbol means to them. Explain to them the meaning of this symbol. From this symbol, they should easily find healthy food.</li> </ul>
<p><b>Why should we eat well? Here are 5 benefits!</b></p> 	<p>The benefits of eating well include:</p> <ol style="list-style-type: none"> <li>Better overall health / Lower risk of disease</li> <li>Better sleep</li> <li>A healthy body weight</li> <li>Feeling and looking better.</li> <li>More energy</li> </ol> <ul style="list-style-type: none"> <li>Have the children create 5 benefits that they think healthy does to their body. Have them elaborate on each benefit. Compare their benefits with the ones listed above.</li> </ul> <p><i>Eating Well with Canada's Food Guide. Health Canada, 2007</i></p>
<p><b>Physical Activity for Children and Youth</b></p>  <p>Tuning up your body with physical activity helps you to:</p> <ul style="list-style-type: none"> <li>Build strong bones and strengthen muscles</li> <li>Enhances development of brain function, coordination, social skills, gross motor skills, emotional development, leadership and imagination</li> <li>Improves flexibility</li> <li>Achieve a healthy weight</li> </ul>	<p>Provide a copy of Canada's Physical Activity Guide or magazine to the children</p> <p>Canada's Physical Activity Guides for Children and Youth recommend an increase in the amount of time children and youth currently spend being physically active by at least 30 minutes more per day and decrease the time they spend on TV, playing computer games and surfing the Internet -- by at least 30 minutes less per day.</p> <p>The increase in physical activity should combine 3 types of physical activity for best results and include a combination of moderate and vigorous activity:</p> <ol style="list-style-type: none"> <li><b>Endurance activities</b> help the heart, lungs, and circulatory system stay healthy and provide increased energy. Activities that increase cardiovascular endurance should be moderate to vigorous <ul style="list-style-type: none"> <li><i>Moderate physical activity</i> causes some increase in breathing and/or heart rate, but not enough to prevent an individual from carrying on a conversation comfortably during the activity. Examples of moderate physical activities include brisk walking, dancing, swimming, and biking.</li> <li><i>Vigorous physical activity</i> is aerobic activity, which increases the breathing and heart rates enough for cardiovascular conditioning. This type of activity may, depending on fitness level, cause "huffing and puffing," so that talking is possible but the ability to carry on a conversation is limited. Examples of vigorous physical activities include jogging, basketball, and aerobics, fast dancing, and fast swimming.</li> </ul> </li> <li><b>Flexibility activities</b> help bodies to move easily, keeping muscles relaxed and joints mobile, and decreasing the risk of injury. Regular flexibility activities can help us to live better, longer, so that quality of life and independence are maintained. Flexibility activities include gentle reaching, bending, and stretching of all muscle groups. Activities that help increase flexibility include stretches, Pilates, dancing, gymnastics, and swimming.</li> <li><b>Strength activities</b> help muscles and bones stay strong, improve posture,</li> </ol>

- Improve fitness, promote good posture and balance
- Meet new friends
- Strengthen the heart and lungs
- Build confidence and develop positive self-esteem
- Increase relaxation
- Promote healthy growth and development
- Reduce chances of disease and illnesses

Here are some activities to try and incorporate into your daily life:

- Take stairs instead of elevators
- Take a walk after supper – and make the walk an adventure
- Play ball, ball hockey, soccer, ...
- Ride a bike or scooter
- Rake the leaves, shovel snow or carry groceries together
- Toboggan or ski or build a “snowman”
- Organize neighborhood games to help kids make active choices
- Play sports of any kind
- Dance, dance, dance
- Bring the kids outdoor and play
- Work with the neighbors to create a walking “school bus”
- Leave the car at home when going on short trips

and help to prevent diseases like osteoporosis. Strength activities are those work muscles against some kind of resistance, like pushing or pulling hard to open a heavy door. To ensure good overall strength, include a combination of activities that exercise the different muscle groups –upper body and lower body, right and left sides, and opposing muscle groups (e.g., both the front and back of the upper arm). Examples of activities that build strength are rope or stair climbing, bat and racquet games, push-ups, weight training, rowing, and skating.

The guidelines recommend that inactive children and youth accumulate this increase in daily physical activity in periods of at least 5 to 10 minutes each.

Over several months, children and youth should try to accumulate at least 90 minutes more physical activity per day and decrease by at least 90 minutes per day the amount of time spent on non-active activities such as watching videos and sitting at a computer.

School- age kids should not be inactive for periods longer than 2 hours.

Adapted from:

Canada’s Physical Activity Guide for Children, 2002

Developing Physical Literacy A Guide for Parents of Children Ages 0 to 12, Canadian Sport Centres

Daily Physical Activity Catalogue of Activities: kindergarten to grade 9, British Columbia Ministry of Education, 2007

[http://kidshealth.org/parent/nutrition\\_fit/fitness/exercise.html#](http://kidshealth.org/parent/nutrition_fit/fitness/exercise.html#)

## Safety

Strategies and suggestions in this sections are adapted from: Ontario Ministry of Education, Resource Guide, Daily Physical Activity in Schools: Sample Activities for Students, Grade 1 to 8, 2005



Wear the helmet flat on the head, not tilted back at an angle!



Make sure the helmet fits snugly and does not obstruct the field of vision. Make sure the chin strap fits securely and that the buckle stays fastened.

## The importance of a good warm up and cool down

- Warm up:
  - A proper warm-up reduces the risk of injuring during an activity.
  - During the warm up, it is important to follow up with stretches that move the joint through their full range of motion.
  - Stretches such as arm circles and flexing and extending of arms and legs are helpful.
- Cool down:
  - After physical activity, a cool-down period involving more gently activity helps the heart and body to return to their normal state.
  - Slow-moving activities and stretches also help normalize the blood flow to the muscles and improve flexibility.
  - The cool-down can also prepare children for the transition back to less-active activities

## Bike Safety

- When riding a bike it is important to wear a bicycle helmet. By wearing a riding helmet you can prevent brain injury.
- It is important to wear your helmet the right way to be safe. On the side, you will see the proper way to wear a helmet.
- The 2-4-1 rules apply when wearing the helmet correctly.
  - 2 fingers above the eyebrow to the bottom of the helmet

<http://www.cchosp.com/cchpage>.

**Left turn**



**Right turn**



**Stop**



Adapted from:

[http://kidshealth.org/kid/watch/out/bike\\_safety.html](http://kidshealth.org/kid/watch/out/bike_safety.html)

- 4 fingers to make a V- shape around the bottom of each ear
- 1 finger under the strap beneath the chin



Adapted from:

[http://kidshealth.org/parent/firstaid\\_safe/outdoor/sun\\_safety.html](http://kidshealth.org/parent/firstaid_safe/outdoor/sun_safety.html)

<http://www.hc-sc.gc.ca/hl-vs/pubs/sun-sol/safety-prudence-eng.php>

**Sun Safety**

- Unprotected exposure to the sun’s ultraviolet rays can cause skin damage, eye damage, immune system suppression and even cancer.
- When the sun radiates light, there are 3 types of invisible ultraviolet rays (UV) that cause tanning, burning and other skin damages.
  - UVA rays pass effortlessly through the ozone layer.
  - UVB rays are absorbed by the ozone layer, but enough of these rays pass through to cause serious damage.
  - UVC rays are the most dangerous but fortunately, these rays are blocked by the ozone layer and don’t reach the earth.
- Avoid the strongest rays of the day. This is normally between 10:00AM until 4:00PM.
- Cover up the children to screen out harmful UV rays. If you are going to be outside all day, bring along a wide umbrella and pop-up tent to play in.
- Apply sunscreen consistently. Select and SPF of 15 or higher to prevent both sunburn and tanning. Re-apply sunscreen often, every 2-3 hours. Re-apply after a child is sweating or swimming.
- Use protective eyewear for kids.
- Double check medication. Some medications increase the skin’s sensitivity to UV rays.
- Think Prevention: Before the Kids go out in the sun, remember, SLIP SLAP SLOP
  - SLIP on a shirt
  - SLAP on a brimmed hat and sunglasses
  - SLOP on sunscreen with an SPF of at least 15

[http://kidshealth.org/PageManager.jsp?lic=1&article\\_set=36501&cat\\_id=20221](http://kidshealth.org/PageManager.jsp?lic=1&article_set=36501&cat_id=20221)

**Car Safety**

- When you ride in a car, you must wear your seatbelt at all times.
- If you’re wearing a seat belt correctly
  - The lap part of the belt should be sitting low and tight across the upper part of your hips. It should never go across the upper half of your belly.
  - The shoulder part of the seat belt should fit snugly across your chest and shoulder, not under your arm or across your neck or face.
- Kids 12 years old and under need to be sitting in the back of the car. It is the



Adapted from:

<http://kidshealth.org/kid/watch/out>

/car\_safety.html



Adapted from:

Daily Physical Activity Catalogue of Activities:  
kindergarten to grade 9, British Columbia  
Ministry of Education, 2007

safest place to be in a car.

- It is also important not to horse around when in the car because it can be hard for the driver to concentrate on driving and see what's going on outside.

### **Snow safety**

- Dress for the weather – layers of loose fitting clothing trap air and provide good insulation. In winter weather it is important to wear:
  - Hat covering ear lobes
  - Mittens
  - Loose layers
  - Socks
  - Boots
- It's important for kids to get out of wet clothes and shoes as quickly as they are the biggest factors in frostbite.
- If the temperature falls below  $-25^{\circ}\text{C}$  ( $-13^{\circ}\text{F}$ ), regardless of the wind chill factor children should stay indoors.
- The skin freezes when the wind factor is reported as  $-28^{\circ}\text{C}$  ( $-15^{\circ}\text{F}$ ) or greater.

### **Allergies**



Adapted from:

<http://kidshealth.org/parent/medical/>

[allergies/food\\_allergies.html](http://kidshealth.org/parent/medical/allergies/food_allergies.html)

- With a food allergy, the body reacts as though the particular food product is harmful.
- Allergies can trigger symptoms (runny nose, itchy rash, tingling tongue, lips and throat and abdominal pain) that can affect the respiratory system, gastrointestinal tract, skin, or cardiovascular system.
- A child can be allergic to any food, here are the eight common allergens:
  - Milk
  - Eggs
  - Peanuts
  - Soy
  - Wheat
  - Tree nuts
  - Fish
  - Shellfish
- Food allergy reaction can vary from person to person. Some can be very mild (hives on skin) and other can be more severe and involve more than one part of the body

- A serious allergic reaction with widespread effect on the body is known as anaphylaxis. Epinephrine is often used to treat severe allergic reactions, or anaphylaxis.
- If a child has severe food allergies, allergist will want the child to have two epinephrine auto injectors (EpiPens) on hand at all time in case of a life threatening reaction.
- After a child receives epinephrine, you are to immediately bring the child to a hospital so additional treatment can be given, if needed.

## Hand washing



Hand washing, when done correctly, is the single most effective way to prevent the spread of communicable diseases. Good hand washing technique is easy to learn and can significantly reduce the spread of infectious diseases among both children and adults.

Follow these five simple steps to keeping hands clean :

1. Wet your hands with warm running water.
2. Add soap, and then rub your hands together, making a soapy lather. Do this away from the running water for at least 15 seconds, being careful not to wash the lather away. Wash the front and back of your hands, as well as between your fingers and under your nails.
3. Rinse your hands well under warm running water.
4. Pat hands dry with a paper towel.
5. Turn off water using same paper towel and dispose in a proper receptacle.

It is important to encourage and help children to wash hands before eating, after playing outdoors or playing with pets, after using the bathroom, and after blowing their noses.

Even though hands may appear to be clean, they may carry germs or microorganisms that are capable of causing disease. Don't assume that children know how to wash their hands properly. Supervision, especially in a day care setting, is an essential element in forming good hand washing habits in children.

Children learn by example! Let them observe good hand washing technique from the adults who care for them.

[http://www.health.gov.on.ca/english/public/program/pubhealth/handwashing/handwashing\\_mn.html](http://www.health.gov.on.ca/english/public/program/pubhealth/handwashing/handwashing_mn.html)

[http://kidshealth.org/parent/general/sick/hand\\_washing.html](http://kidshealth.org/parent/general/sick/hand_washing.html)

# Reference & Resources

## Book Resources:

Arthur Green, Physical Education Activities for Primary Grades

Bruel, C. (1973) 400 jeux pour jeunes filles et enfants. Éditions Chiron, Paris

Government of Ontario/ Ontario Education, **Daily Physical Activity in Schools Grade 1 to 8**, Resource Guide 2005

Government of Ontario/ Ontario Education, **Daily Physical Activity in Schools Grade 4 to 6**, Resource Guide 2005

Les jeux d'enfant de 5 a 12 ans – Claude Vinel

Mclean, Eric (1989). Guide thématique de jeux et d'activités physiques à l' intention des intervenants auprès de populations d'âge scolaire. 2<sup>e</sup> Edition. Vézina éditeur inc. Boucherville (Québec)

Ministry of Education of British Columbia, **Daily Physical Activity Catalogue of Activities Grade 1 - 9**, Act Now BC

Ronald Dienstmann, Games for Motor Learning – 111 fun activities for growing brains

## Nutrition web sites:

<http://www.cdafcq.qc.ca>

<http://www.dairygoodness.ca>

<http://www.lesoeufs.ca>

<http://www.phac-aspc.gc.ca/pau-uap/paguide/>

<https://www.publications.serviceontario.ca>

<http://www.teachnutrition.org/>

## Games web sites:

<http://www.angelfire.com/dc/childsplay/Activities.htm>

<http://www.awesome-kid-birthday-parties.com/index.html>

<http://education.alberta.ca>

[http://www.funandgames.org/active\\_teamgame.htm](http://www.funandgames.org/active_teamgame.htm)

[http://www.funattic.com/game\\_list.htm](http://www.funattic.com/game_list.htm)

<http://www.group-games.com/>

<http://www.mrgym.com/>

<http://www.ophea.net/activityideas.cfm>

<http://party-games.zaural.ru/party-games.html>

<http://pbskids.org/zoom/activities/games/>

<http://www.pedagonet.com/PhysEd/physed.htm>

<http://www.recreationtherapy.com/tx/actindex.htm>

<http://www.theideabox.com/>

<http://www.ultimatecampresource.com>

<http://wilderdom.com/games/>