



Pre-K Recess Games

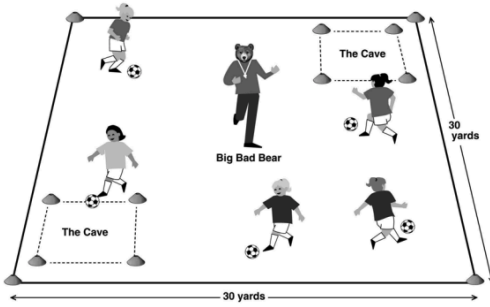
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Please feel free to send additional games to elyse.tussey@urbaninitiatives.org if you'd like to add them to the appendix.

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The Big Bad Bear

| Big Bad Bear: Tag with safe bases. | |
|---|--|
| Diagram | Set Up |
|  | -Create a 30 X 30 yard grid marked with cones. Players must stay within the grid. |
| | Equipment 12 cones - 4 cones to mark grid the grid, 8 cones to make two caves -1 ball for each player (optional-you can play by just running not dribbling) |
| Directions | |
| Objective: Avoid the Big Bad Bear. <ol style="list-style-type: none"> 1. The coach is the “Big Bad Bear” and the bear must try to capture the players “Squirrels”. 2. The players run around the area while the bear tries to capture them. 3. The bear cannot capture the players if they hide in the cave. 4. The players can only stay in the cave for 10 seconds and must go to the other cave to avoid capture. 5. If a player is captured they become a Big Bad Bear and help the other bear capture the remaining players. 6. The last player to be captured is the winner. | |
| Variations | Coaching Points & Resources |
| <ul style="list-style-type: none"> • All Bears must hold hands while trying to capture the remaining players. • Bears must always be growling. • Play 1 round without balls. | <ul style="list-style-type: none"> • Have players count to 10 when they are in the cave or have players designated ot be in the cave and count for others |

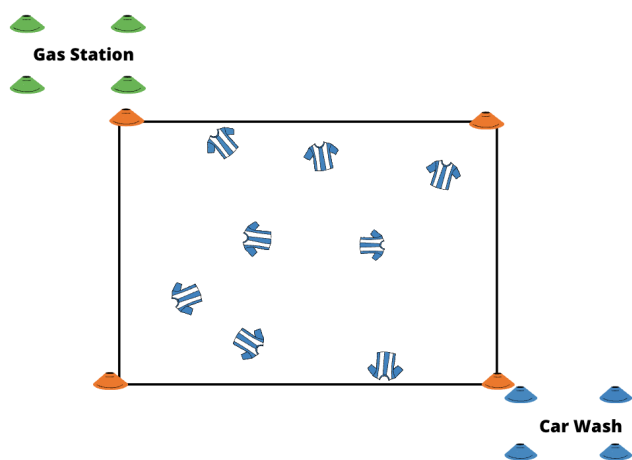
Reflection: Self-Awareness

1. How did you decide when to go into the cave to hide?
2. Did you like being a Big Bear or a Squirrel?

Car Wash

Car Wash: Follow the coach's command in an obstacle course.

Diagram



Set Up

- Create two Rectangles at either end of a rectangle field

Equipment

-Disc Cones

Directions

Objective: To practice following the coach's calls quickly

1. Have players run around the "highway"-rectangle field area
2. Call out one of the following- practicing 1 multiple times before adding on.
 - a. **Car Wash:** all players drive to the car wash box and turn in circles
 - b. **Gas Station:** Players drive to gas station box, and do jumping jacks or hop over the ball
 - c. **Raining:** Stomp your feet in place
 - d. **Wind-Shield Wipers:** Hands over head back and forth

Variations

- Ask players for suggestions for other moves that can be done

Coaching Points

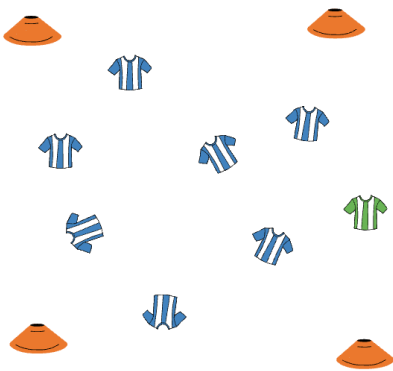
- Encourage players to drive slowly and then speed up

Reflection: Self-Management

1. Do you think you are a good driver?
2. How did you make sure not to run into anyone else's car?

Center Stage

Center Stage: Players dribble to the player Center Stage.

| Diagram | Set Up |
|---|--|
|  | Equipment |
| | - Open space |
| | - Balls |
| Directions | |
| <p>Objective: To listen and run to the player called.</p> <ol style="list-style-type: none"> 1. All players will walk around the space. 2. The coach will call out a player's name "Jack-Center Stage." 3. The player that is called should stop in place and throw their hands up in the air. 4. All other players will run to Jack and Throw their hands in the air and freeze. 5. Once everyone is near the "Center Stage" and not moving. Coach will call "Walk Around," and players will continue to walk around. 6. Repeat until all the players have had a chance to be Center Stage. | |
| Variations | Coaching Points & Resources |
| <ul style="list-style-type: none"> • Have a player called out the names • Try calling out different attributes instead of names "Someone with curly hair" | <ul style="list-style-type: none"> • Encourage players not to touch each other. |

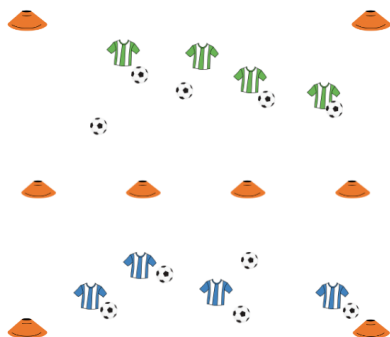
Reflection: Self-Awareness

1. How did it feel to be center stage?
2. What did you like about this game?

Clean your Room

Clean Your Room: Players try to kick their balls out of their area to “clean” their room.

Diagram



Set Up

- Set up a large rectangle with cones
- Make a center line of cones “moat”
- Split the group into two teams
- Every player starts with a ball at their feet

Equipment

- Balls
- Disc cones



Directions

Objective is for the team to kick as many balls out of their room as possible- they want to keep their room clean.

1. Players kick or throw the balls in their “room” over to the other team’s room.
2. Players should not use their hands.
3. The winning team has the least balls in their area when time is called.

Variations

- Players can allow the ball to bounce before receiving and playing a pass back to the server.
- Remove cones in the middle for easier play

Coaching Points

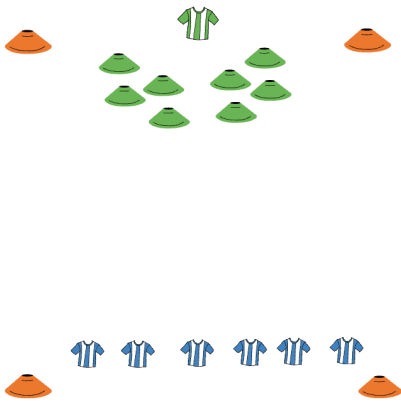
- Encourage players to kick the ball on the ground with the inside foot shot

Reflection: Self-Management

1. Was it easy to “clean your room” during this game?
2. How do you keep your room clean at home?

Cookie Monster

Cookie Monster: Players try to steal the Cookie Monster's Cookies while their back is turned.

| Diagram | Set Up |
|---|--|
|  | <p>-20x25 yard boundary -2 semi Circles of Cones around the Cookie Monster</p> |
| | <p>Equipment</p> |
| | <p>-Disc Cones</p> |
| Directions | |
| <p>Objective: Steal cookies from the cookie monster and make it back to the end line without being tagged.</p> <ol style="list-style-type: none"> 1. Players line up on the end line opposite the coach. 2. When the coach is facing the players, players say "Cookie Monster Are you Hungry". 3. The coach says "No" and turns away. 4. Players start to walk to the coach when the coach turns their back. 5. When the coach turns around, all players must freeze! (The coach can warn you by saying "I'm hungry!") 6. Players are trying to steal some of the cookies from the cookie monster "disc cones" and bring them back to their start line. If a player is caught moving by the coach, they must do a fun activity or restart at the end line. | |
| Variations | Coaching Points |
| <p>-If they get a cookie they have to balance it on their head on the way back</p> | <ul style="list-style-type: none"> • You can be really big to warn students to freeze by turning around and saying I'm hungry or be sneaky and turn around quickly to catch players |

Reflection: Responsible Decisions

1. What is your favorite cookie?
2. Cookies are good, but after playing and running around we need healthy snacks to give us fuel to keep playing. What is a good snack?

Cut the Cake

Number of Players (Max): 15 per circle

Equipment Needed: None

Length: 5-10 minutes

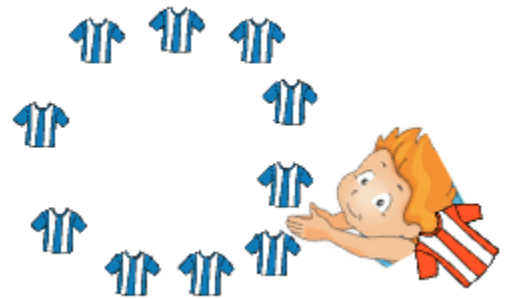


Social Emotional Learning: Self-Management, Social Awareness

Skill-building: Body Awareness, Following Directions, Group Participation

How to Play:

Objective: The goal of the game is similar to "Duck, Duck, Goose." The players who are chosen must run in opposite directions around the circle. The player who wins takes a turn inside the circle.



1. Players form a circle, one player starts out in the middle as the leader.
2. The leader turns in a circle and makes a cutting motion with both hands pressed together, leading the group chant "Cut, cut, cut the cake! Cut, cut, cut the cake!..."
3. At some point, the leader calls out "CUT!" and "slices" between 2 players. Each player runs around the circle (in opposite directions).
4. The leader stands at the cutting point with one hand outstretched.
5. The first player to run all the way around the circle and tag the leader's hand is the winner.
6. The winner switches with the leader and the game continues.

Optional Song: Clap your hands together, give yourself a shake, make a happy circle and then you cut the cake.

Notes/Variations:

- Make sure to mention that players will be crossing each other's path as they run around the circle. They have to be very careful to not run into each other.

Duck, Duck, Goose

Circle Game, No Equipment, Small Space, Silly Game, Younger Kids

Number of Players (Max): 15 per circle

Equipment Needed: None **Length:** 5-10 minutes



Social Emotional Learning: Social Awareness, Responsible Decision Making

Skill-building: Body Awareness, Following Directions, Group Participation

How to Play:

Objective: The goal is to not get caught by the person you pick as the goose!



1. Players form a circle, one player starts out in the middle as the leader.
2. The leader walks around the circle tapping heads very lightly, saying "Duck" with each head they tap.
3. The leader then picks a player and says "Goose!" when they tap the player's head.
4. When a goose has been chosen, the goose chases the leader **once** around the circle and tries to tag the leader before they sit in the spot that the goose vacated.
5. The goose then becomes the leader.

Notes/Variations:

- For a more competitive game, players that get caught by the goose have to sit in the middle of the circle and are "out" until the next round.

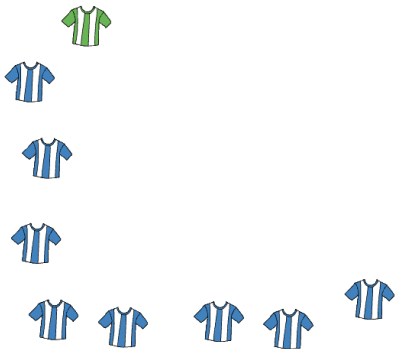

Feelings Freeze Dance

| Freeze Dance: Players dance until they are told to freeze. | |
|---|--|
| Equipment | Set Up |
|  | -Open space |
| | Equipment -1 ball per person -Music or you can sing a song  posters  |
| Directions | |
| Objective: to get to your ball in freeze position when the music stops. 1. Have players dance or move with their balls in the boundary when the music is playing. 2. When the music stops have players stop in freeze position. 3. Play the music again and players continue to dance. Now tell the players to Dance like they feel “Happy” (Show the Happy card), Freeze (prompts-smile, skip, move slow or fast) Tell your players to dance like they feel “Sad” (Show the Sad card), Freeze (prompts-frown, move slowly, head down, shoulders slumped) Tell the players to Dance like they feel “Excited” (Show the Excited Card), Freeze (prompts-Jump, have energy, move fast) Tell the players to dance like they feel “Angry” (Show the Angry Card), Freeze (prompts-stomp your feet, kick your ball, frown) | |
| Variations | Coaching Points & Resources |
| <ul style="list-style-type: none"> Have a player call out the emotions | <ul style="list-style-type: none"> Highlight player's moves and acting |

Reflection: Self-Awareness

All emotions are good emotions because they are clues to what we need. What might you need if you are sad? (a hug) If you are tired? (a nap)

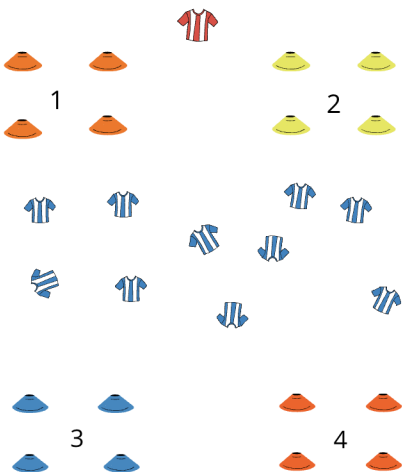
Follow the Leader

| Follow the Leader: Players follow the leader and copy their movements. | |
|--|--|
| Diagram | Set Up |
|  | -Open space for the team to move -Coach starts as the leader |
| | Equipment - 1 ball per player |
|  | |
| Directions | |
| Objective: Players follow the leader copying their movements and direction. <ol style="list-style-type: none"> 1. Start off with the coach as the leader in front. Walk in a square or squiggly line. 2. After 15-20 seconds say stop. The line "Stops." 3. Say "Peel the banana" that means who ever is in front goes to the back of the line and there is anew "leader" 4. The game continues and the coach continues to call "Stop" to give everyone a turn. | |
| Variations | Coaching Points |
| <ul style="list-style-type: none"> • Have players not be in a line but follow you in a group like fish • Try practicing different motor skills like jumping, balancing, etc. | <ul style="list-style-type: none"> • Practice stopping and starting first • Practice peel the banana-explain that everyone will get a chance to be the leader. |

Reflection: Self-Awareness

1. What did it feel like to be the leader?
2. What did you do to make sure everyone who was following you was safe? (slow down, choose safe movements)

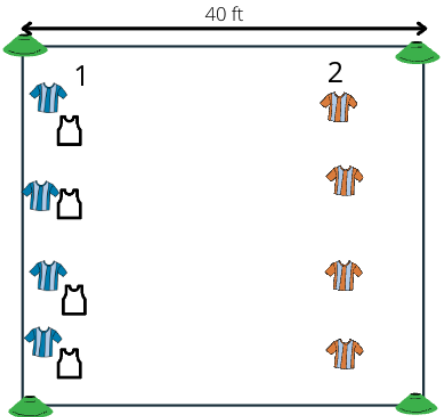

Four Corners

| 4 Corners: Dribble to the corner called by the coach. | |
|---|--|
| Diagram | Set Up |
|  | - Make 4 corners |
| | Equipment - 4 Different Color Cones (You can also place different objects in each corner to designate) |
| Directions | |
| Objective: Choose the corner that the caller doesn't choose. <ol style="list-style-type: none"> 1. Choose a caller and have them turn around or close their eyes. 2. On "Go" all players choose a corner to run to and they freeze. 3. When everyone is frozen in a corner the Caller calls out a corner. 4. Anyone in the corner is either out or has to do 5 jumping jacks. 5. Change Callers and play again! | |
| Variations | Coaching Points |
| <ul style="list-style-type: none"> • Coach calls the numbers faster. • Coach calls more than 1 number. • Increase/decrease area size. • Make 6 Bases instead of 4 | <ul style="list-style-type: none"> • Encourage players to move quietly to not give hints to the caller • Count down if players are taking too long to choose |

Reflection: Decision Making

1. How did you decide which corner to choose?
2. What did it feel like when the caller chose your corner? What did you do to stay positive?

Foxtails

| Foxtails: Attackers try to take the pinny from the Foxes. | |
|--|---|
| Diagram | Set Up |
|  | <ul style="list-style-type: none"> - Set up a designated playing area using cones - Give every player on 1 team a pinny and instruct them to tuck it into their back pocket or the back of their waistband on their pants |
| | Equipment <ul style="list-style-type: none"> - Disc cones - pinnies or bandana or ribbons  |
| Directions | |
| Objective: To steal the pinny from the fox or to not let the fox steal your pinny. <ol style="list-style-type: none"> 1. On "Go," players without a pinny try to steal one from the other team. They cannot touch/tag the player, they can only grab the pinny. 2. If they successfully grab a pinny, they have 5 seconds to tuck it into their own waistband 3. Now the players from the other team can attempt to steal it back. 4. At the end of time, see which team has the most pinnies. <p><i>** Watch to make sure that the other team/players aren't trying to steal a pinny back right away -- give a player 5 seconds to tuck in their pinny!</i></p> | |
| Variations | Coaching Points |
| <ul style="list-style-type: none"> • Coach help count for players whose pinny is stolen • Have students play Rock, Paper, Scissors in order to steal the pinny if they become too aggressive | <ul style="list-style-type: none"> • Encourage team communication • Remind players they can not hold on to their pinny or stuff it into a pocket, it should be tucked into a waistband and hang down • Remind players to count to 5 to give time for ppl to put tails into their waistband |

Reflection 1: Self-Awareness

1. How do you feel about this game?
2. What was hard? What was easy?

Fruit Bowl

Circle Game, Healthy Games, Less Active, Small Space, Younger Kids

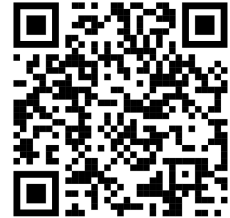
Grade Level: K-3

Number of Players (Max): 60

Equipment Needed:

Length: 10-15 minutes

Construction/Colored paper cut outs of fruit: red apple, purple grapes, pink grapefruit, green pear, yellow pineapple, blue plums, orange orange, etc. Each participant needs one fruit.



Social Emotional Learning: Social Awareness, Responsible Decision Making

Skill-building: Agility

How to Play:

Objective: The goal of the game is to avoid being left in the middle of the circle!





1. Give each player a cut-out paper piece of fruit.
2. Have players sit in a circle. Their place must be marked by a chair or a placeholder like a shoe.
3. Choose one player to be in the center of the circle.
4. The player in the center calls out a piece of fruit. Every player with that piece of fruit changes positions in the circle with someone else.
5. The last player left in the circle calls out another piece of fruit.
6. The caller can also call out "Fruit Salad" where all players must switch players.

Variations:

- For younger or larger groups, no one is left in the center of the circle, and instead players just change places as fast as they can.
- The caller in the center can say more than one fruit at a time.
- Players switch spots by moving the *way their fruit moves*.
- Older Kids can play "Have you Ever?"
 - Person in the middle asks "Have you ever...."
 - Anyone who has done that has to get up and get a new chair (can't be the one next to you)

Funny Running

| Funny Running: Players run across the field as different characters. | |
|--|---|
| Diagram | Set Up |
|  | Equipment |
| | <ul style="list-style-type: none"> - A large open space with boundaries - Disc cones to create boundary - Balls optional  |
| Directions | |
| <p>Objective: to be creative with your characters and get to the other side.</p> <ol style="list-style-type: none"> 1. Line up players on the end line. Split the group so they can see each other run and there is more space. 2. Coach calls out a character and players run across the space in that character. Optional Characters: -Run like a robot, Run like a turtle, Run like it's raining, Run like a bunny 3. Give players specific praise as they run. "Jessica-great robot run! You look just like a robot" | |
| Variations | Coaching Points |
| <ul style="list-style-type: none"> • Have players add a ball and have them dribble like their character • Have players choose the characters | <ul style="list-style-type: none"> • Encourage players to be creative • If players don't know the character, give them an example. |

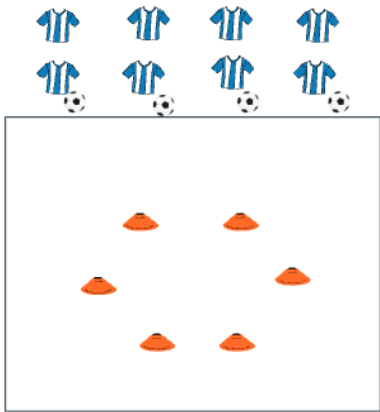
Reflection 1: Support and Encouragement

1. When we are playing a game what is something you can say to your friend to encourage them?

-You can do it!, Great job!, I like what you are doing!, Good Try!

2. Turn to the person next to you and tell them one thing you like about them. It could be how they played the game, that they are a good friend, that you like their shirt.



Golf

| Golf: Try and pass your ball into the Target Zone. | |
|---|---|
| Diagram | Set Up |
|  | <p>-Create a 25 X 25 yard grid marked with pro cones around the center circle of the field. All players with a soccer ball at their feet will be located outside of the grid.</p> |
| | <p>Equipment</p> <p>-12 or more pro cones to mark the grid -one ball per player (soccer, volleyball, small balls to throw)</p> |
| Directions | |
| <p>Objective: Pass 5 balls into the target zone.</p> <ol style="list-style-type: none"> 1. Line players up a cross from the target. 2. Players kick, roll, or throw their ball at the same time trying to get it to stay in the target area. 3. When all players' balls are stopped they go and retrieve their ball and run to the back of the line. (Or you can have them kick or throw it back to the next teammate) 4. The first team to play five balls that stop within the grid will be declared the winner. | |
| Variations | Coaching Points & Resources |
| <ul style="list-style-type: none"> • Increase the size of the grid. Decrease the size of the circle • Change the location of the circle or the players. • Use more or less cones as obstacles. | <ul style="list-style-type: none"> • Have players practice first to determine the size of the area and distance from the target. |

Reflection 1: Social Awareness



1. Who can you shout out for doing a good job at this game?
2. What was easy about this game? What was hard?

Handshake Game

| Handshake Game- Practice Handshakes with as many people as you can. | |
|--|--|
| Diagram | Set Up |
|  | Circle Up- Open space |
| | Equipment N/A |
| Directions | |
| <p>Objective: To complete a handshake with as many people as you can before the timer goes off.</p> <ol style="list-style-type: none"> 1. Give an example of a handshake 2. Everyone has 20 seconds do to the handshake with as many people as they can 3. A: Hi name is_____ B: Hi my name is_____ Both: Let's Do This. 4. Do Handshake 5. Get back in your spot in the circle. (Try out 2-3 Handshakes) <p>Fist Bump and blow up-Fist bump and then open your hand as you slowly pull back.</p> <p>Twist and Shout-Twist hips back and forth 2 times and then jump up and shout</p> <p>Robot-shake hands with stiff halted movements like a robot (they don't actually have to touch)</p> <p>Players Choice-Have players make up a handshake for everyone.</p> | |
| Variations | Coaching Points & Resources |
| More Advanced Handshakes  | <ul style="list-style-type: none"> • Note that not everyone likes to be touched so we can do handshakes almost touching • Encourage players to introduce themselves before doing the handshake |
| Reflection 1: Relationship Skills: Making Friends | |
| <p>Sometimes when we are making friends the best thing to do is see what we have in common.</p> <p>-Let's use our thumbs to share what we like and what we don't like. Let's Play a Thumbs Up/Thumbs Down Game</p> <p>If you like what I say, put your Thumb Up, if not, put your thumb down</p> <p>Suggestions: Soccer, School, Pizza, Tacos, Morning, Video Games, Jumping Jacks</p> <p>Acknowledge aloud to the group when students agree or disagree -"I see that Mia and Alec both like Pizza"</p> | |

Head, Shoulders, Knees, and Cones

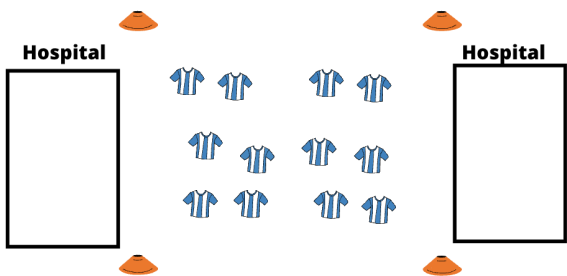

Heads, Shoulders... Players practice body parts and try to pick up their cone before their partner.

| Diagram | Set up |
|---|--|
|  | -Put players in pairs -Place a cone equal distance between each partner |
| | Equipment -Disc Cones  |
| Directions | |
| Objective: To pick up your cone before your partner. <ol style="list-style-type: none"> 1. Coach calls out Head, Shoulders, Knees. Players should touch these body parts. 2. When the Coach says Cones partners try to pick up their cone 1st. 3. Coach should mix up body parts to try and trick players. 4. After 1 round have 1 line move down to a new partner. | |
| Variations | Coaching Points |
| -Players can grab the cone and then they have to run to a line about 10 feet away, without being tagged by their partner -Players can play for points | -Try and trick players -Make sure players are staying equal distance away from the cone -Have everyone clap at the end of each round to encourage good sportsmanship |

Reflection: Self-Awareness

1. What does it mean to be a good listener?
2. When do we need to use our listening skills in this game? At school?

Hospital Tag

| Hospital Tag: Tag game where you can tag a player 2 times before they must go to the hospital. | |
|--|--|
| Diagram | Set Up |
|  | -A large square playing field marked by boundaries -Area with for hospitals |
| | Equipment - Disc cones |
|  | |
| Directions | |
| Objective of the game: To not get tagged. <ol style="list-style-type: none"> 1. Play a game of tag in a smaller area. 2. Inside the grid, you try to tag people on the arm. If you tag them, they must hold that arm that got tagged and yell "ouch!" 3. If they get tagged a 2nd time by someone else, that arm as well (now holding 2 arms) 4. If they are tagged a 3rd time, they must run to the outside of the grid (hospital), perform 3 jumping jacks and then they can reenter the game with no injuries. | |
| Variations | Coaching Points |
| <ul style="list-style-type: none"> • Change what they have to do at the hospital- Run in place, Do a dance, High knees | <ul style="list-style-type: none"> • Encourage players to tag each other's arms • Encourage players to be creative with how they avoid other's tags • If players tag each other at the same time they both have body parts to hold. |

Reflection: Self-Management

1. Let's see if we can practice being calm now but trying some of our balloon breathing.

Balloon Breathing

-Interlock hands and place them on your head.

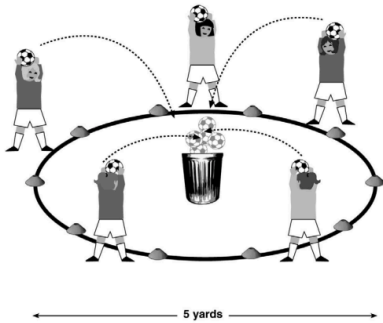
-Take a breath in and inflate your balloon over your head

-Breath out on a flutter of the lips or a pursed lips blow out.

Place hands on head and take a deep breath in and arms go up like a hot air balloon and your head is the basket and then out deflate the balloon



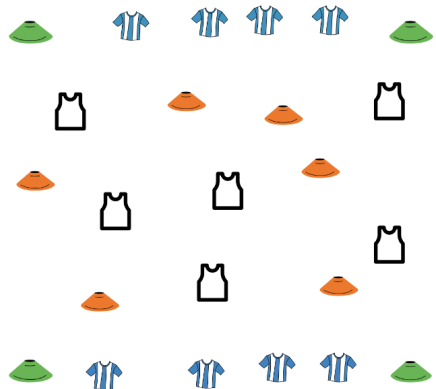
Into The Well

| Into the Well: Practice throw ins by throwing your ball into the “well” | |
|--|---|
| Diagram | Set Up |
|  | - Circle the players (5 yard diameter circle) around a target (trash can) with soccer ball in hand. |
| | Equipment 10 or more cones to mark grid 1 ball for each player and a trashcan or large bin |
| Directions | |
| Objective: For the whole team to shoot their ball into the “well” <ol style="list-style-type: none"> 1. The players attempt to throw the balls into the trash can all at once. 2. The object is to improve the number of balls that go into the trashcan, not to have a winner. Have the team work on improving the number of balls in the target. 3. Walk through the basics of how to do a throw in. | |
| Variations | Coaching Points & Resources |
| -Increase the circumference of the circle. -Allow a parent to move around the circle carrying the target | Throw-In – To execute a proper throw-in, the player must: <ul style="list-style-type: none"> • Face the field of play. • Have part of each foot on the ground, either on or behind the touchline when the ball is released. • Use both hands and deliver the ball from behind and over the head in one continuous motion. • Hold the ball evenly in both hands (hands should be slightly apart). • Feet must be kept on the ground until the ball is released. |

Reflection: Self-Awareness

1. What made this game difficult?
2. What did you do to get your ball into the bucket?


Jump, Touch, Tap

| Jump, Touch, Tap: Complete agility moves to get points. | |
|---|---|
| Diagram | Set Up |
|  | Equipment |
| | -fill the field with randomly placed cones and pinnies, or other objects - Disc cones -Pinnies |
| Directions | |
| Objective of the game: to complete as many agility moves before time runs out. <ol style="list-style-type: none"> Show players the following Challenges: <ol style="list-style-type: none"> Jump: two-footed jump over cones/pennies Touch: Touch hand to a pinny on the ground Tap: touch foot to cones/pennies Make up new combinations. Give players 30 sec-1 minute to do as many of these moves as possible. -If someone is already doing a move with one of the objects they should wait until they are done. | |
| Variations | Coaching Points & Resources |
| <ul style="list-style-type: none"> Challenge students to do them moves in order: Jump, Touch, Tap Call out different ways of moving: Slow motion, only jumping, lunges Ball: Have players try dribbling around the obstacles | <ul style="list-style-type: none"> Encourage players to encourage each other Encourage players to wait their turn if they want to interact with an object that someone is already working with Start with just jumping, then touching, etc so they can try out the skills before choosing. |

Reflection 1: Social Awareness

1. What did you do during this game to make sure you were safe?
2. What did you do to make sure others were safe?

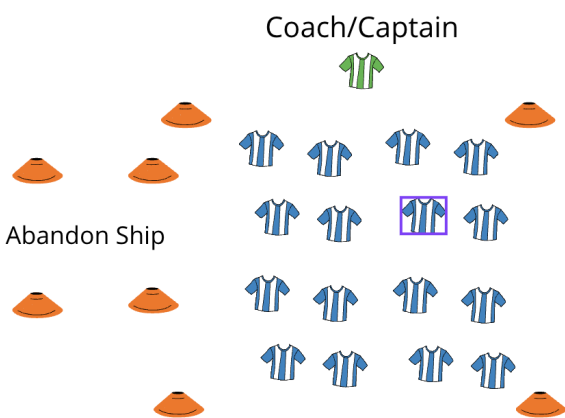

Monkey in the Middle

| Monkey in the Middle: Players practice triangle passing with a defender in the middle. | |
|---|--|
| Diagram | Set Up |
|  | -Groups of 4 |
| | Equipment - 1 Ball per group - 4 Disc cones per group |
| Directions | |
| Objective: To keep the defender from stealing the ball. <ol style="list-style-type: none"> 3 players form a triangle in their boundary area, 1 player is the defender in the middle Teams try to make 4 passes without the defender stealing the ball. Switch the defender if they steal the ball. (last person who had the ball is the new monkey) | |
| Variations | Coaching Points & Resources |
| <ul style="list-style-type: none"> Increase number of passes or decrease depending on skill Make square larger or smaller | <ul style="list-style-type: none"> Practice throwing first and then add the defender Remind students to support and encourage each other |

Reflection: Social Awareness

- Who did you encourage your teammates during this game?
- What did you do to stay positive if your ball was taken?

Pirate Ship

| Pirate Ship: Very active "Simon Says" with a Nautical Theme and specific motions. | |
|--|--|
| Diagram | Set Up |
|  | <ul style="list-style-type: none"> - Set up a square of cones - Create a large square of cones to "Abandon Ship" - Students start in middle space between cones |
| | Equipment <ul style="list-style-type: none"> - Disc Cones  |
| Directions | |
| <p>Objective: Players complete the coach's command without doing the wrong action.</p> <ol style="list-style-type: none"> 1. Coach explains 1st command and players practice. Add the next command and so on. <ul style="list-style-type: none"> - Captain's coming- Stand tall, saluting, can't move until the coach says "at ease." - Freeze- Players have to freeze exactly as they are standing. - Rock the Boat- Players run from side to side in the boundary area. - Abandon Ship- Run to the small square of cones | |
| Variations | Coaching Points |
| <ul style="list-style-type: none"> • Students who do the wrong task can be out or do jumping jacks. • Have students make up additional commands | <ul style="list-style-type: none"> • Start with 1 command and build on doing just 2 then just 3. • Recognize when students are being creative with how they act commands out |

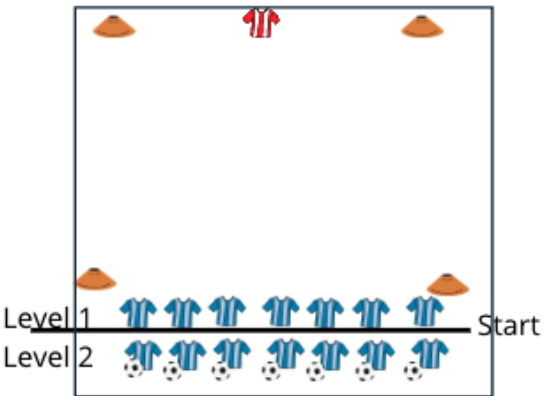
Reflection: Self-Awareness: Identifying Feelings

Let's check in with our feelings now. (Use an emotion chart for a visual)

1. **What emotions did you feel during this game?**
2. **What is your favorite movement to do?**

Red Light, Green Light

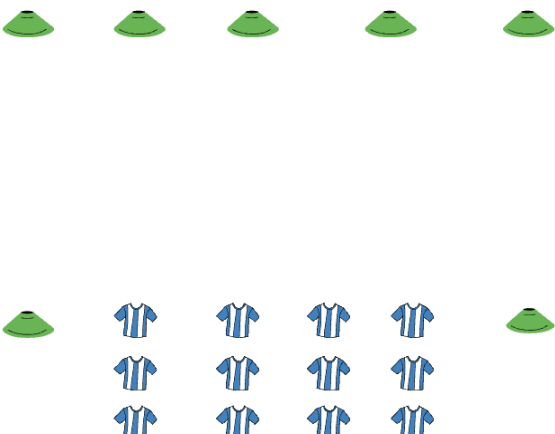
Red Light, Green Light: Dribbling stop and start on Coach's call.

| Diagram | Set Up | | | | |
|---|---|-------------------|------------|-------------------------|---|
|  <p>Level 1</p> <p>Level 2</p> <p>Start</p> | <p>- Designate a "Start Line" and "Finish Line" with cones or field lines, distance can vary based on age/ability of group</p> <p>Equipment</p> <p>-Cones or start and end lines</p> | | | | |
| Directions | | | | | |
| <p>Objective: To cross the field first.</p> <ol style="list-style-type: none"> Coach introduces the three colors of a traffic light and players respond to the coach's call. <ul style="list-style-type: none"> Red - Stop/Freeze Yellow - Walk/Light Jog Green - Run If a player moves when it is a Red light they have to go back to the start line. | | | | | |
| Variations | Coaching Points & Resources | | | | |
| <ul style="list-style-type: none"> Add in different colors for different actions: <table border="1" data-bbox="194 1092 828 1218"> <tr> <td>Pink light</td><td>High five someone</td></tr> <tr> <td>Blue Light</td><td>Turn in a circle 1 time</td></tr> </table> | Pink light | High five someone | Blue Light | Turn in a circle 1 time | <ul style="list-style-type: none"> Praise students for good listening and moving carefully |
| Pink light | High five someone | | | | |
| Blue Light | Turn in a circle 1 time | | | | |

Reflection: Self-Awareness

1. What does it mean to be a good listener?
2. When do we need to use our listening skills in this game? At school?

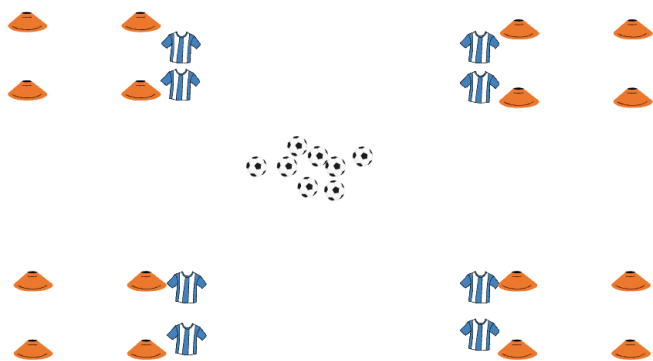

Relay Race

| Relay Race: Teams race against each other until the fastest team crosses the finish line. | |
|---|---|
| Diagram | Set Up |
|  | -Start line and end line -Place a cone on the end line in front of the teams |
| | Equipment -cones |
| Directions | |
| Objective: To be the first team to cross the finish line. <ol style="list-style-type: none"> 1. Split players into even teams, we would recommend no more than 4 players to a team so they don't wait as long. 2. Player 1 runs to the line, runs around the cone, and comes back to the start line. 3. They tag player 2 who runs to the line and tags player 3, and so on. 4. The first team to have all of their players over the line and sitting down wins! | |
| Variations | Coaching Points & Resources |
| <ul style="list-style-type: none"> • Add music and players have to freeze when the music stops • Change how player run: <ul style="list-style-type: none"> ◦ Skip, shuffle, jump, 2 steps and jump, etc. | <ul style="list-style-type: none"> • Have a coach stand at the far line to remind students to run around the cone • Have players practice cheering for their team |

Reflection: Social Awareness

1. How did you cheer for others?
2. How do you like others to cheer for you? (What can they say to make you feel encouraged?)


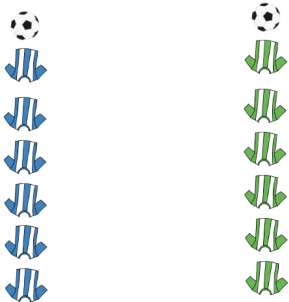

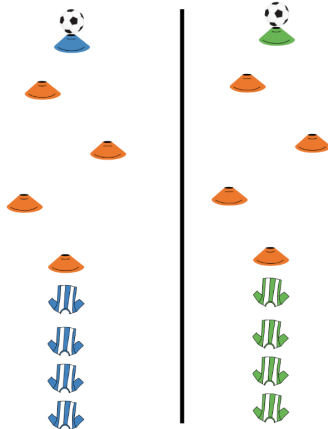

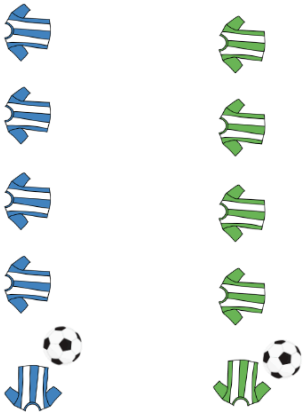
Robin Hood

| Robin Hood: Collect as much "treasure" as you can in the time given. | |
|---|---|
| Diagram | Set Up |
|  | <ul style="list-style-type: none"> - Put as many balls as you can in the middle of the field - Split team into 4 groups - Create a square of cones for each team |
| | Equipment <ul style="list-style-type: none"> - Soccer Balls - Disc cones  |
| Directions | |
| <p>Objective: Players take turns running to the pile of treasure (soccer balls) and bringing them to their "hide out".</p> <ol style="list-style-type: none"> 1. Make teams 4 teams. 2. Explain that their job is to get as much treasure as they can. 3. After all of the balls have been taken to the "hide outs" give players 30 seconds to steal from other teams. 4. The team with the most balls wins! <p>Options for how to retrieve balls:</p> <ul style="list-style-type: none"> - Pick up ball and run back - Dribble the ball back - Kick the ball back to your teammate | |
| Variations | Coaching Points |
| <ul style="list-style-type: none"> • Have teams play against each other • Have teams play against a clock • For shorter wait times, make teams smaller and move them closer to the center | <ul style="list-style-type: none"> • Use "big touches" to run with the ball. • Encourage players to try different techniques to stop the ball when they are done running. |

Reflection: Self-Awareness

1. How does your body feel when you run a lot?
2. What parts of your body are tired? Let's stretch them.

Relay Race Variations

| Game + Links | Diagram | Directions |
|--|---|--|
| Over-Under Relay Race  |  | <ul style="list-style-type: none"> -Each Time is in a straight line -Player 1 passes the ball over their head to Player 2 -Player 2 passes the ball between their legs to player 3 -The team continues until everyone has passed it Over/Under. Everyone sits down after the last player gets the ball. |
| Zig-Zag Relay Race  |  | <ul style="list-style-type: none"> -Players are in a line behind a cone -Player 1 must touch all 3 cones then get the ball touch it without knocking it off the cone and run it back to the line -Player 1 tags player 2 who repeats -If the ball is knocked off the cone the player has to start back at the starting cone |
| Tunnel Relay race  |  | <ul style="list-style-type: none"> -Players lay down on their stomachs in a line -Player 1 picks up a ball and jumps over each teammate or runs around each teammate in a zig-zag -At the end of the line the Player 1 rolls the ball under each teammate who is making a bridge with their bodies. -Player 1 lays down at the end of the line, Player 2 repeats |

Rock Paper Scissors Dragon

(Rock Paper Scissors Cheerleader)

Equipment Needed: None

Length: 10 minutes

Social Emotional Learning: Social Awareness, Self-Management

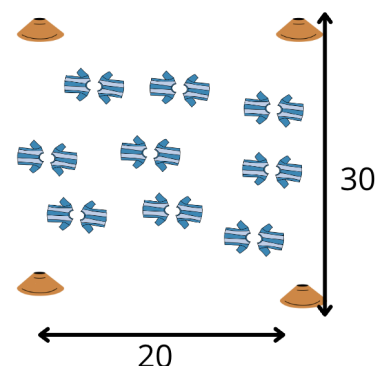
Skill-building: Physical Awareness, Teamwork



How to Play:

Objective: Win each game of rock paper scissors.

1. Review rules of [Rock, Paper, Scissors](#).
2. Everyone should be in pairs.
3. Coach Calls: Rock, Paper, Scissors-Shoot- All players put out their choice. The winner will go on to play another winner.
4. Instruct the losers of the first match to create a tale behind the winner.
5. Have all the winners pair up and face off against each other while the ones they beat are cheering for them as they create a tale behind them. When one winner beats the other, all the people behind the losing player add on to the tail behind the winner.
6. Repeat this process in elimination, tournament style, until there are only two players left. Each should have a large group of people cheering them on from their previous wins. Let them play the final match. The game is over after one player wins the final match.

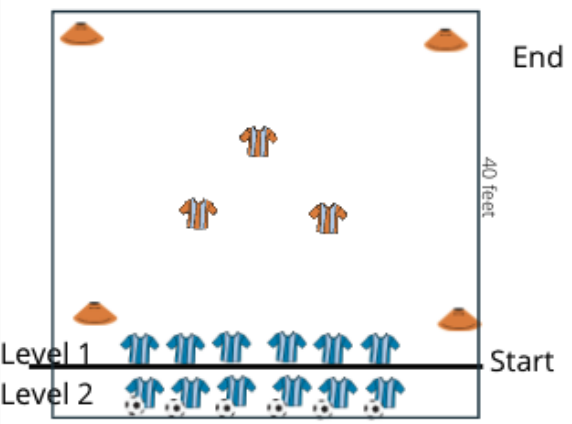



(Optional) If you have an odd number of people and you want to reset the game and play again, have the winner of the last game stand aside as a referee with you to give another player the chance to win instead.

Variation:

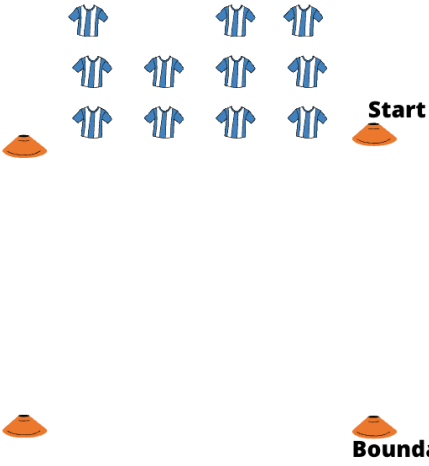

- Best out of 1 game versus best out of 3.
- Hand rock paper scissors or Body Rock Paper Scissor

Sharks & Minnows

| Sharks & Minnows: Dribble across the field without getting your ball stolen by a shark. | |
|---|---|
| Diagram  | Set Up <ul style="list-style-type: none"> - Set up a large playing field with boundaries - Choose 2-3 players to be sharks and give them pinnies to wear Equipment <ul style="list-style-type: none"> -Balls - Disc cones - pinnies  |
| Directions Objective: Minnows to get across the field with out being tagged. <ol style="list-style-type: none"> 1. Minnows start at one end line and have to run to the opposite side without being tagged or going out of bounds. 2. If players are tagged they become a shark. 3. <i>Once players make it to one side they have the game continues with the new sharks added to the middle.</i> | |
| Variations <ul style="list-style-type: none"> • Alter # of sharks and minnows based on how many players are at practice | Coaching Points & Resources <ul style="list-style-type: none"> • Encourage players to have a positive mindset • Coach players to take advantage of open spaces |
| Reflection 1: Self-Awareness: Identifying Feelings Using the Emotion chart <ol style="list-style-type: none"> 1. How are you feeling today? 2. What can you do if you get frustrated when you are tagged? <ul style="list-style-type: none"> -Take a deep breath -Tell yourself-"it's okay, I'm learning" -high five a teammate to get some good energy | |

Sneak and React

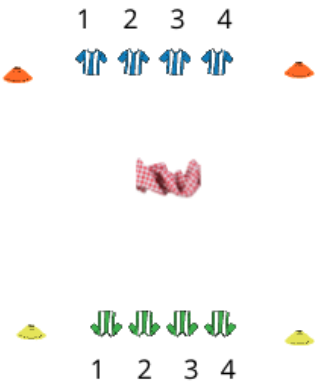

Sneak and React: Players try and tap a teammate and make it back to the start line without being tagged.

| Diagram | Set Up |
|---|---|
|  | <p>- 2 Lines-use cones or lines in the gym</p> |
| | <p>Equipment</p> <ul style="list-style-type: none"> - Disc cones to create boundary -Two lines  |
| Directions | |
| <p>Objective: to make it back to the start line without being tagged.</p> <ol style="list-style-type: none"> 1. Line up students across the start line 2. 1st person in line will walk to the start to the end line facing forward and can't look back. <ol style="list-style-type: none"> a. Look at a spot in the distance or something on the wall as they walk forward 3. 2nd player in line will sneak up on them quietly when they get to them they tap them on the shoulder 4. After the tap 1st player chases them back to the start line and tries to tag them 5. When they get back they go to the back of different lines. | |
| Variations | Coaching Points |
| <ul style="list-style-type: none"> • Have players add a ball and have them dribble like their character • Have players choose the characters | <ul style="list-style-type: none"> • Encourage players to be creative • If players don't know the character, give them an example. |

Reflection: Self-Awareness

1. How hard is it sneak and not be heard?
2. When are times at school or home where we try to be quiet?

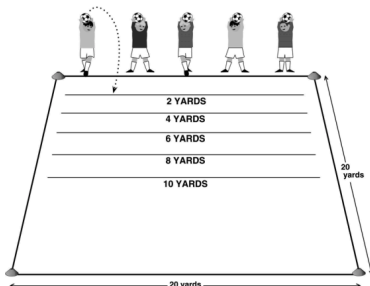
Steal the Bacon

| Diagram | Space |
|--|---|
|  | Gym |
| | Equipment |
| | Bacon-bandana, towel, bacon-looking object Cones  |
| Directions: | |
| <p>Objective: Race to the middle to retrieve an object without being tagged by the other team.</p> <ol style="list-style-type: none"> 1. Divide everyone into two to four groups; each team sits on a boundary line. 2. Give each player a number, each group should have a one, a two, etc. 3. Place the “bacon” in the center of the playing area and assign each team one goal line at either end of the playing area. 4. The adult calls out a number and all students with that number run to pick up the “bacon.” 5. The person who gets the “bacon” first tries to run across his/her team’s goal line without being tagged. The person whose number was called who did not get the “bacon” should try to tag the other player before they get across the goal line. 6. Once someone is tagged or gets across their goal line, the round is over. Everyone who played in the round give each other high-five’s and they go back to the boundary line with their teams. | |
| Variations | Coaching Points & Resources |
| -Create a goal where people have to throw or kick the bacon (make the bacon a soccer ball) | Video |

Reflection Questions

1. How did you manage your time effectively during each round?
2. How do players use self-reflection to evaluate their performance and identify areas for improvement?
3. How do players' thoughts and beliefs about themselves and the game influence their behavior and performance?

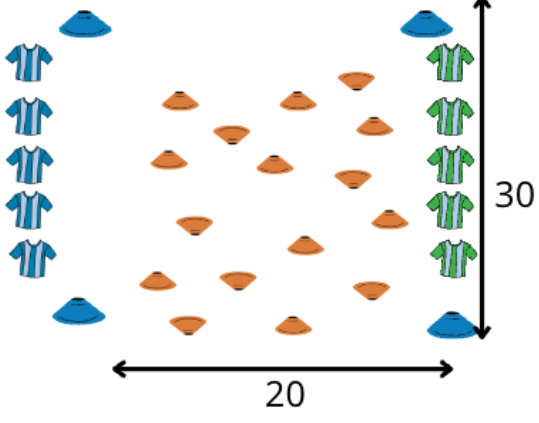

To The Line

| To the Line: to throw the ball the farthest. | |
|--|---|
| Diagram | Set Up |
|  | - Create a 20 X 20 yard grid marked with cones. Place all players at one end of the grid with a ball in hand. Mark a target line of some type placed about 2 yards apart. |
| | Equipment 4 or more cones to mark grid 1 ball for each player -some thing that can be used for a line (rope, cones, or a piece of pvc) |
| Directions | |
| Objective: To try and throw your ball the furthest or to hit your target. <ol style="list-style-type: none"> 1. Line students up at one end of the field facing the field. 2. The coach will have the first player on the line try to hit the first target line with a Throw-in. 3. The coach goes from player one to the end of the line. On the second throw-in the second target line will be the goal and so on and so on. 4. Use a point system for the team outcome. If all five players hit the first line, award five points. Two points for all that hit the second line. 5. Try to top the previous total. | |
| Variations | Coaching Points & Resources |
| -Have the students decide how far away the goals are or place a target at each line to try and knock down. | Throw-In – To execute a proper throw-in, the player must: <ul style="list-style-type: none"> • Face the field of play. • Have part of each foot on the ground, either on or behind the touchline when the ball is released. • Use both hands and deliver the ball from behind and over the head in one continuous motion. • Hold the ball evenly in both hands (hands should be slightly apart). • Feet must be kept on the ground until the ball is released. |

Reflection: Self-Management

1. If you want to learn to throw the ball farther what can you do? (Practice, have someone help you).
2. We can always improve our skills if we ask for help and we practice! What's something you want to practice?

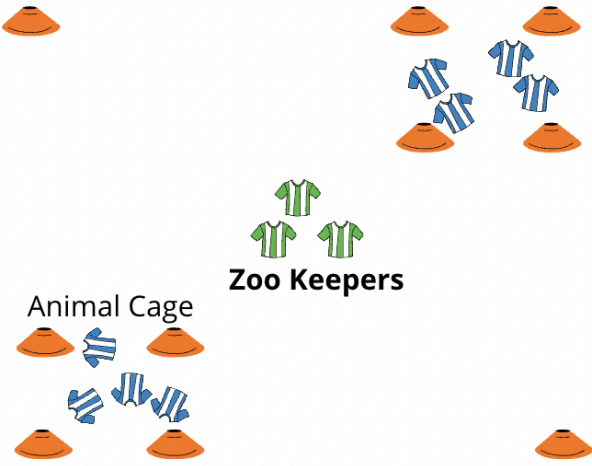
Volcanos and Ice Cream Cones

| Volcanos and Ice Cream Cones: Turn over cones faster than the other team. | |
|--|--|
| Diagram  | Set Up - Place cones randomly inside the boundaries of the game. Some should be right-side up, some should be upside down. Equipment - Disc cones - pinnies  |
| Directions Objective: To have the most cones flipped to your team's side (Ice Cream Cones or Volcanoes). <ol style="list-style-type: none"> Split the team in half, one team is ice cream and the other is volcanos. Players try to flip the disc cones to match their team Rightside up= Ice Cream Cones and Upside down=Volcanos After 1 min. of play, the coach counts how many cones are Ice Cream Cones and how many are Volcanoes. | |
| Variations <ul style="list-style-type: none"> If you don't have enough space for everyone at once, have each team send in 4 players for 1 minute rounds | Coaching Points & Resources <ul style="list-style-type: none"> Pause halfway through to allow teams to discuss strategy Remind players to be careful not to run into each other Great opportunity to practice "freeze" with students stopping play abruptly when coach blows the whistle |

Reflection: Self-Awareness: Identifying Feelings

- How do we feel after this game?
- You might have felt frustrated, what's something you can do to calm down when you are frustrated?

Zoo Keeper

| Zoo Keeper: Players act like animals in a game of tag. | |
|---|---|
| Diagram | Set up |
|  | -Create two Square Areas on 2 corners of a field- "Animal Cages" -Choose 3 Zookeepers to be in the middle of the field |
| | Equipment -Disc Cones |
| Directions | |
| Objective: To receive the ball and pass it back to the coach. 1. "Three Zoo Keepers were finished with their work for the day when all of the sudden all of the (insert animals) escaped. 2. The players then escape their cage and run out of the field acting like that animal until the zoo keeper catches them. 3. When they are caught they go back in the cage until all animals are caught. | |
| Variations | Coaching Points |
| -Add more cages or Zoo Keepers for different levels of difficulty -Have players pick the animal | -Encourage players to use their body and voice to play the animal. -Tell players these are nice animals and can not attack the Zoo Keepers |




Reflection: Social-Awareness

1. Think about your favorite animal.
2. Now, find a partner and act out your animal and see if they can guess what it is.

Video Games to watch as a Group



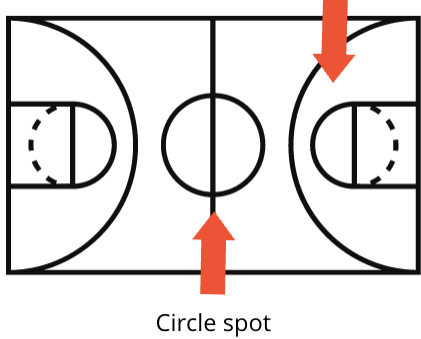
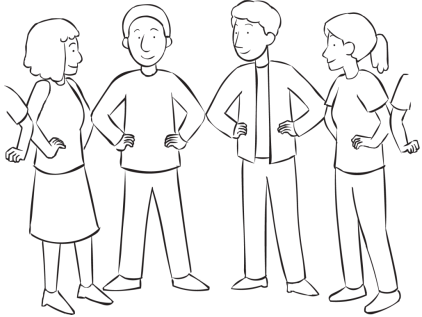
| <u>Game</u> | <u>QR Code</u> |
|-------------------------------|---|
| Floor is Lava |  |
| Freeze Dance |  |
| Tootie Ta |  |
| Hokey Pokey |  |



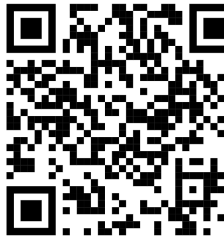

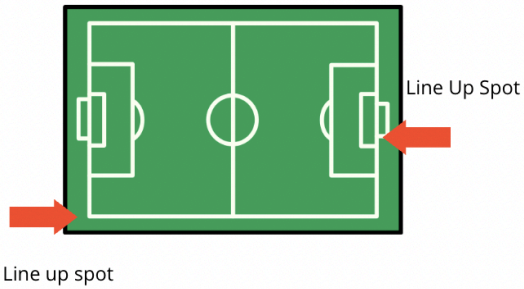

| | |
|--|--|
| Peanut Butter in a Cup |  |
| Kid's Yoga | <div>  </div> <div> Cosmic Kids-Sonic </div> <div> Cosmic Kids-T-Rex </div> <div>  </div> |



Making Circles

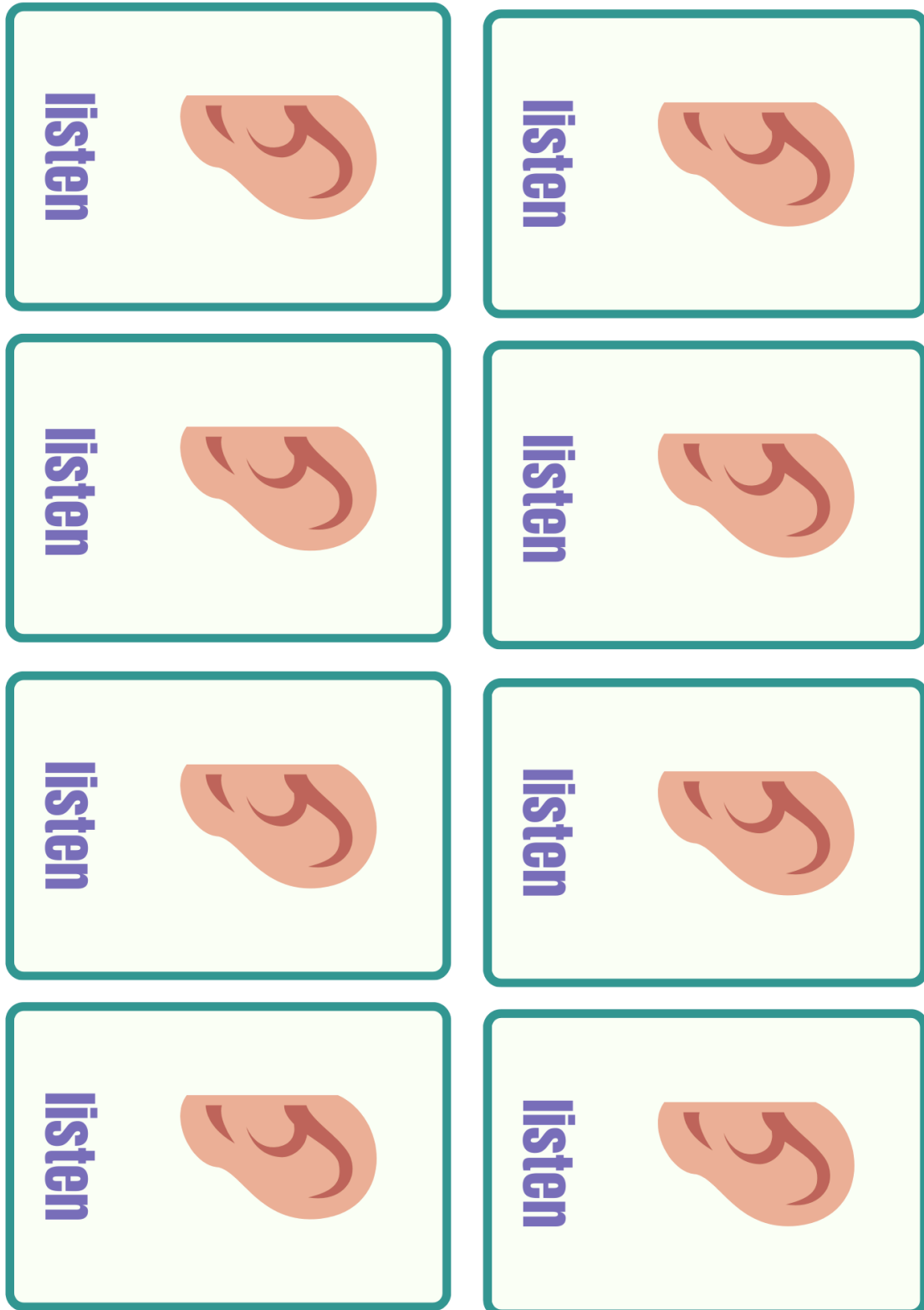
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|--|--|
| <p>Try using a Song</p> | <p> Make a Circle Song</p> <p> Circle Song 2</p> |
| <p>Designate a space on your field to be the circle spot</p> <p>Or</p> <p>Use cones or Tape to create a circle on your field</p> | <p>Basketball Court/Soccer Field</p> <p>Circle spot</p>  <p>Circle spot</p> |
| <p>Have students hold hands or touch elbows</p> |  |

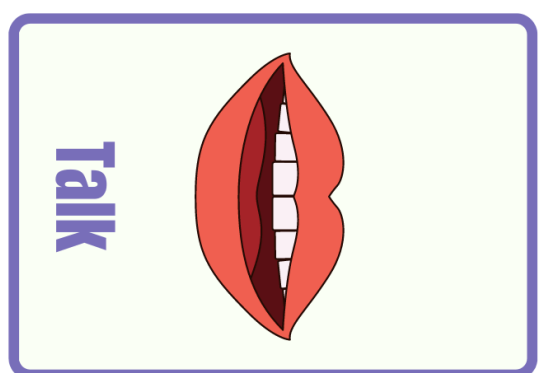
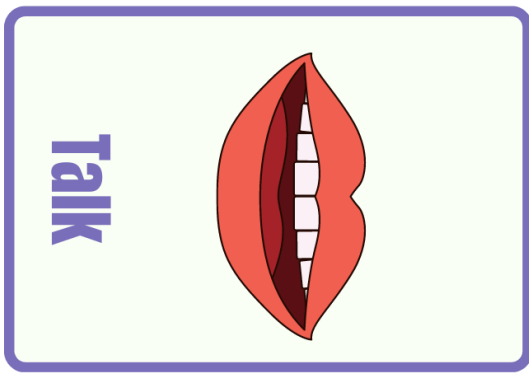
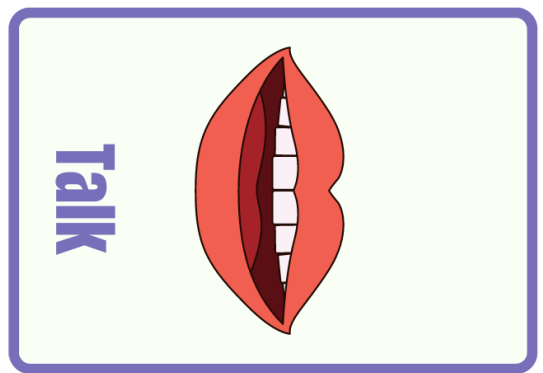
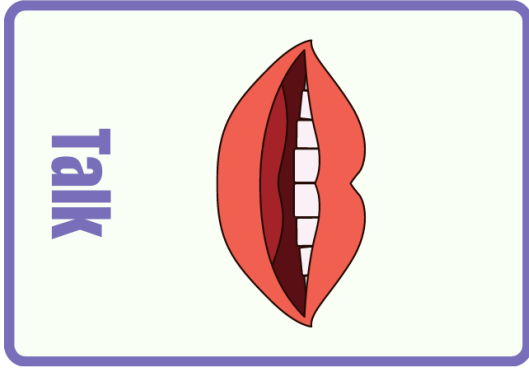
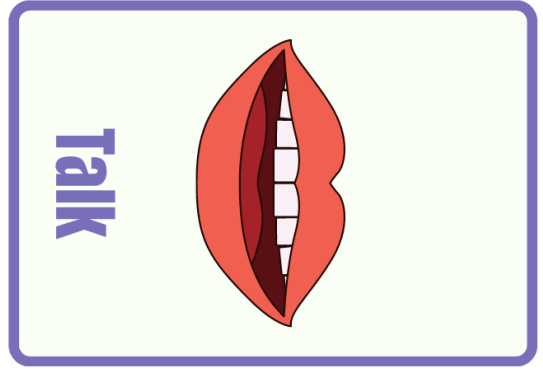
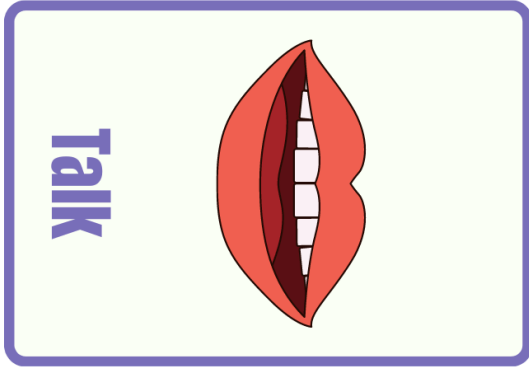
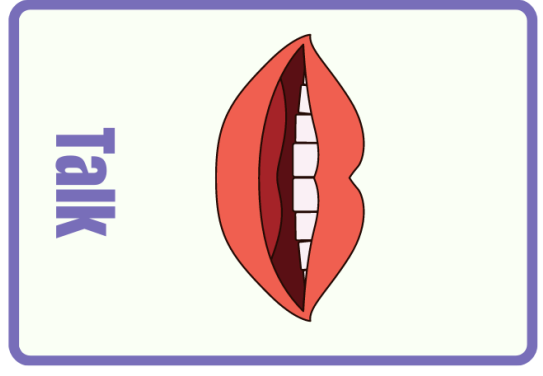
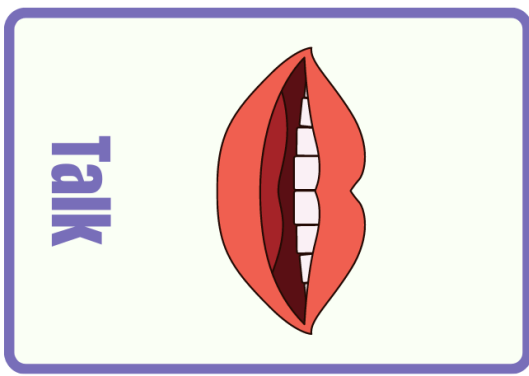
Making Lines

| | |
|---|---|
| <p>Use a song to get into line</p> | <p>Line Up Song</p>  <p>Line Up Song 2</p>  |
| <p>Create a Line out of Tape where students always go when you need them in a line</p> <p>or</p> <p>Use an area on the court or a line on the court which will be your Line-up spot</p> |  |
| <p>Have students be in charge of putting their classmates in line</p> <p>or</p> <p>Have students put their hand on the shoulder of the person in front of them</p> |  |

Turn and Talk Strategy

- Give the Mouth card to 1 child and the Ear card to another to show who is listening and who is talking- have them switch when they are done.
- Encourage Eye Contact
- Knee to Knee
- Show students how to listen when their partner is talking
- Tell students to share when it is their time to share





Starters for Giving Positive Feedback and Encouragement

Some Starters for Giving Positive Feedback and Encouragement

- “You do a dynamite job of...”
- “You have really learned how to...”
- “You must feel proud of yourself for...”
- “Excellent idea for...”
- “You’ve done a wonderful job at...”
- “See how _____ has improved in...”
- “You have worked so hard...”
- “Look how well s/he did at...”
- “That’s a resourceful way of...”
- “WOW!! What a fabulous job you’ve done of...”
- “That’s a cool way to ...”
- “I’m so appreciative that you...”
- “It really pleases me when you...”
- “You’ve really grown up because you...”
- “You are a real problem solver for...”
- “Brilliant thinking for...”
- “Give me an EXTRA HUGE high five for...”
- “Class, I have an announcement! Let’s all give a hip, hip hooray to _____ for _____”
- “I really appreciate the way all of you have your eye on the story and are listening so carefully. It’s like you have eye-ball glue!!!”

