

***Special
Olympics
Ontario***

ACTIVE START ACTIVITIES

TABLE OF CONTENTS

WARM-UP & COOL DOWN

Fast Walk	3
Let's Get Together.....	4
Sticky Popcorn.....	5

MIGHTY MUSCLES – STRENGTH

Frogs, Flies, & Lily Pads.....	6
The Sky is Falling.....	7

DRIBBLING & KICKING (FEET)

Ball Handling Skills.....	8
Kick-Kick.....	9
Triangle Pass.....	10

DRIBBLING & PASSING (HANDS)

Follow the Leader (dribbling)	11
Dribblers and Defenders.....	12
Follow-The-Leader Passing.....	13

STRIKING AND VOLLEYING

Flap Jacks.....	14
Walk The Dog.....	15
Tumbleweeds.....	16

THROWING & CATCHING

“Busy Bee”n Bag.....	17
Frogs on the Lily Pads.....	18
Circle Step Back.....	19

Movement Concept Examples

Word:	Examples
Relationships	With: People, objects
Spatial awareness	Levels, pathways, direction, location, extensions
Effort	Time, force (strong, sudden, fast)

ACTIVITY: FAST WALK

Activity Type: Warm-Up & Cool Down		
Cones to designate activity area, music	Movement Concept(s)	Relationships; spatial awareness
Travelling	Equipment	1. Students are scattered in a designated activity area
	Organization	
	Skill Theme(s)	
DESCRIPTION		
<ol style="list-style-type: none"> On signal (music, whistle, drum), students walk throughout the activity area. Remind students to avoid bumping into others, look for and move into big open spaces. Give the following fast walk commands: <ol style="list-style-type: none"> Change directions on signal. While walking, bring knees up, slapping knees with hands as each step is taken. While walking, lower body by bending knees and raise again slowly. March with high knees and clap under thighs. Take long strides; take short strides. Walk straight, at an angle, zigzag, and in other geometric shapes. Walk different number or letter patterns. Have students pretend their shoes were dipped in paint and write their names. Tell them to “walk in the pattern of your name.” Walk on toes; walk on heels. For 2nd grade, try the grapevine step (side step, in front step, side step, behind step, etc.) 		
TEACHING SUGGESTIONS	NOW TRY THIS	
<ol style="list-style-type: none"> Change commands often. Remind students to move with “body control,” i.e. eyes up, avoid others, look for open spaces. 	<ol style="list-style-type: none"> Have students walk while holding a plastic hoop around their waist. Use signs or alternative signals to represent particular Fast Walk commands. Challenge students to do the activity with partner. 	

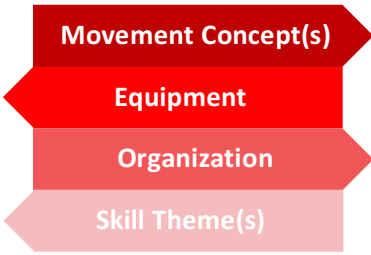


ACTIVITY: LET'S GET TOGETHER

Activity Type: Warm-Up & Cool Down		
Cones to designate activity area, music	Movement Concept(s)	Relationships; spatial awareness
Travelling	Equipment	1. Students are scattered in a designated activity area
	Organization	
	Skill Theme(s)	
DESCRIPTION		
<ol style="list-style-type: none"> 1. On signal, call out a locomotor movement. Students begin to move randomly throughout the activity area using that movement. 2. On stop signal, call out 'Let's get together,' a number, a body part. 3. Students are to form groups which correspond to the number called and touching each other with that body part, (e.g., 2 elbows, students will be in pairs touching elbows). 4. Students without a group of the proper size raise their hands and go to the center to get help finding a group. If numbers don't work out perfectly just add the extra student(s) to other groups. 5. When the next locomotor movement is called, students again move randomly throughout the activity area. 		
TEACHING SUGGESTIONS	NOW TRY THIS	
<ol style="list-style-type: none"> 1. Call directions quickly; encourage students to group quickly. 2. Increase the size of the area to promote more activity. 3. Change the locomotor movements (e.g., walk, run, skip, hop). 4. Encourage students to find new group members each time. 5. Use this activity to form groups of the size needed for the next activity. 	<ol style="list-style-type: none"> 1. Omit the body part to make it easier. 2. Challenge students to be in groups by the time you finish spelling a word (e.g., "I am going to spell 'banana'. B-A-N-A-N-A." Students should be grouped by the last letter). 	



ACTIVITY: STICKY POPCORN

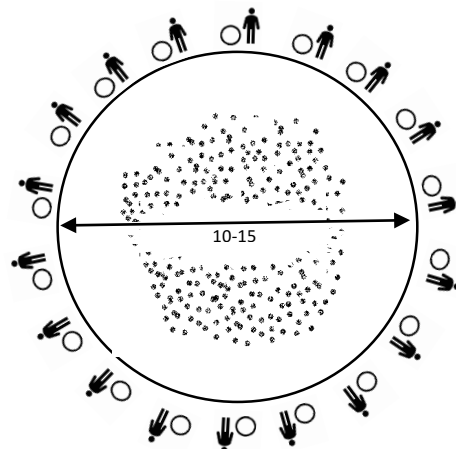
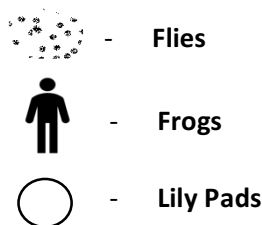
Activity Type: Warm-Up & Cool Down		
Cones to designate activity area, beach ball for each group of 4-5 students	 <p>Movement Concept(s)</p> <p>Equipment</p> <p>Organization</p> <p>Skill Theme(s)</p>	Effort; spatial awareness; relationships
Travelling, cooperation, teamwork		<ol style="list-style-type: none"> 1. Divide the students in groups of 4-5, each group has a ball. 2. Groups are scattered throughout a designated activity area.
DESCRIPTION		
<ol style="list-style-type: none"> 1. The ball is a giant piece of sticky popcorn. All members of the group are stuck to the popcorn and must stay in contact with the ball by placing two hands (easier) or one hand each on the ball (more challenging). 2. On signal, groups begin moving randomly throughout the activity area while staying stuck to the popcorn. 3. Call out the following challenges every 10-15 seconds. <p><u>Sticky Popcorn Movement Commands:</u></p> <p>Popcorn Down – group sits on the floor without losing contact with the ball</p> <p>Hot Popcorn – group forms a circle and hands the ball around the circle</p> <p>Popcorn Popping – group jumps up and down without losing contact with the ball</p> <p>Big Kernel – walk and contact the ball with the arms extended as far as possible</p> <p>Tiny kernel – walk and contact the ball with the arms close to the body</p> <p>Sizzlin’ – start walking faster and faster</p> <p>Off the Stove – freeze immediately</p> <p>Take a Bite – group forms a circle; each student pretends to take a bite from the popcorn and passes it to a teammate</p> <p>Sticky Popcorn – resume moving around the activity area maintaining contact with the ball</p>		
TEACHING SUGGESTIONS	NOW TRY THIS	
<ol style="list-style-type: none"> 1. Remind students to maintain a safe space between their groups and others. 2. Acknowledge safe traveling and praise students who move without bumping into others. 	<ol style="list-style-type: none"> 1. Designate a body part (elbow, shoulder, hip) that is stuck to the popcorn. 2. Experiment with different objects, i.e., beanbags, balloons, flying discs, etc. 	



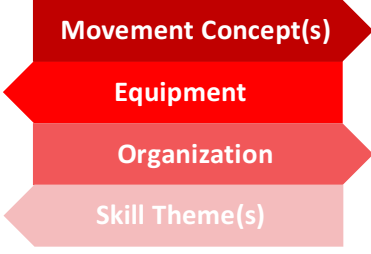
ACTIVITY: FROGS, FLIES, & LILY PADS

Activity Type: Mighty Muscles – Strength		
1 plastic hoop or polyspot & 3 small objects per student (e.g., beanbags, Yarn balls, juggling balls)	<p>Movement Concept(s)</p> <p>Equipment</p> <p>Organization</p> <p>Skill Theme(s)</p>	Effort; relationships
Jumping & landing, transferring body weight		<ol style="list-style-type: none"> Students sit around a designated circle 10-15 yards in diameter with their plastic hoop/polyspot placed behind them. The small objects are evenly distributed in a smaller concentric circle 5-6 yards inside the larger circle.
DESCRIPTION		
<ol style="list-style-type: none"> Designate the circle as the “pond,” the small objects as the “flies,” the students as “frogs,” and their plastic hoops as “lily pads.” On signal, frogs have 1 minute to catch flies from the pond and return them to their lily pad. Frogs must observe the following rules: <ol style="list-style-type: none"> Frogs may only collect 1 fly per trip to the pond. Frogs must place, not throw caught flies into their lily pad. The lily pad is full when 3 flies have been collected; once a frog has 3 flies, it must wait on the lily pad until the end of the game. 		
TEACHING SUGGESTIONS	NOW TRY THIS	
<ol style="list-style-type: none"> Present the rules of catching flies before playing the game. If hoops or space are scarce, two students can share a hoop. 	<ol style="list-style-type: none"> Challenge students to see how quickly they can catch all the flies in the pond. Increase the distance from the lily pad to the pond. Challenge students to invent other animal activities, i.e., rabbits jumping to the carrot patch, puppies digging up bones, etc. 	

Diagram: Frogs, Flies, & Lily Pads



ACTIVITY: THE SKY IS FALLING

Activity Type: Mighty Muscles – Strength		
Cones to designate a circle, 1 balloon for every child		Effort; relationships; spatial awareness
Transferring body weight, balancing, striking		<ol style="list-style-type: none"> 1. Designate a circle approximately 10-15 yards in diameter. 2. Students are scattered in the circle in a crab walk position, each with a balloon.
DESCRIPTION		
<ol style="list-style-type: none"> 1. Have students imagine the balloons are clouds and the circle is the sky. On signal, students strike the cloud back in the sky, immediately move and find another cloud, and strike it in the air, etc. Crabs can use their hands or their feet for striking. 2. Students must move like a crab as they travel in search of cloud. Students may not strike a balloon if they are sitting down (their bottom has to be up off the ground). 3. Balloons that travel out of the circle may not be returned until the conclusion of the activity. 4. Stop the activity for 45-60 seconds, count the balloons that have fallen out of the circle. Repeat the activity and challenge students to better their class score. 		
TEACHING SUGGESTIONS	NOW TRY THIS	
<ol style="list-style-type: none"> 1. Adjust the size of the circle to the size of the class. Students cannot move great distances grab walking; however, the space needs to be large enough to provide space for all the students. 	<ol style="list-style-type: none"> 1. Have students strike a balloon back and forth from a crab walk position with a partner. 2. Divide students into groups of 4. Challenge students to keep a balloon up in the air while maintaining a crab walk position. 	



ACTIVITY: BALL HANDLING SKILLS

Activity Type: Dribbling & Kicking (Feet)		
1 ball per student	<div style="text-align: center;"> <div style="background-color: #c00000; color: white; padding: 5px; margin-bottom: 5px;">Movement Concept(s)</div> <div style="background-color: #ff0000; color: white; padding: 5px; margin-bottom: 5px;">Equipment</div> <div style="background-color: #ff6666; color: white; padding: 5px; margin-bottom: 5px;">Organization</div> <div style="background-color: #ff9999; color: white; padding: 5px;">Skill Theme(s)</div> </div>	Effort; relationships
Kicking, dribbling, punting, trapping		1. Students are scattered around in a designated activity area, each with a ball.
DESCRIPTION		
<ol style="list-style-type: none"> 1. Paint Your Ball (one foot moves the ball) 2. Hot Potato (foot to foot) 3. Crazy Glue (drop and trap) 4. Dribble (out and back) 5. Big Kick (all students on one line. On signal, drop-kick the ball. (retrieve on signal.) 		
TEACHING SUGGESTIONS	NOW TRY THIS	
1. Keep kids in scattered organization until the last activity. Then, have them line up on a line	1. Challenge students to do the ball handling tasks with the ball of their choice, i.e., yarn ball, foam ball, tennis ball, etc.	



ACTIVITY: KICK KICK

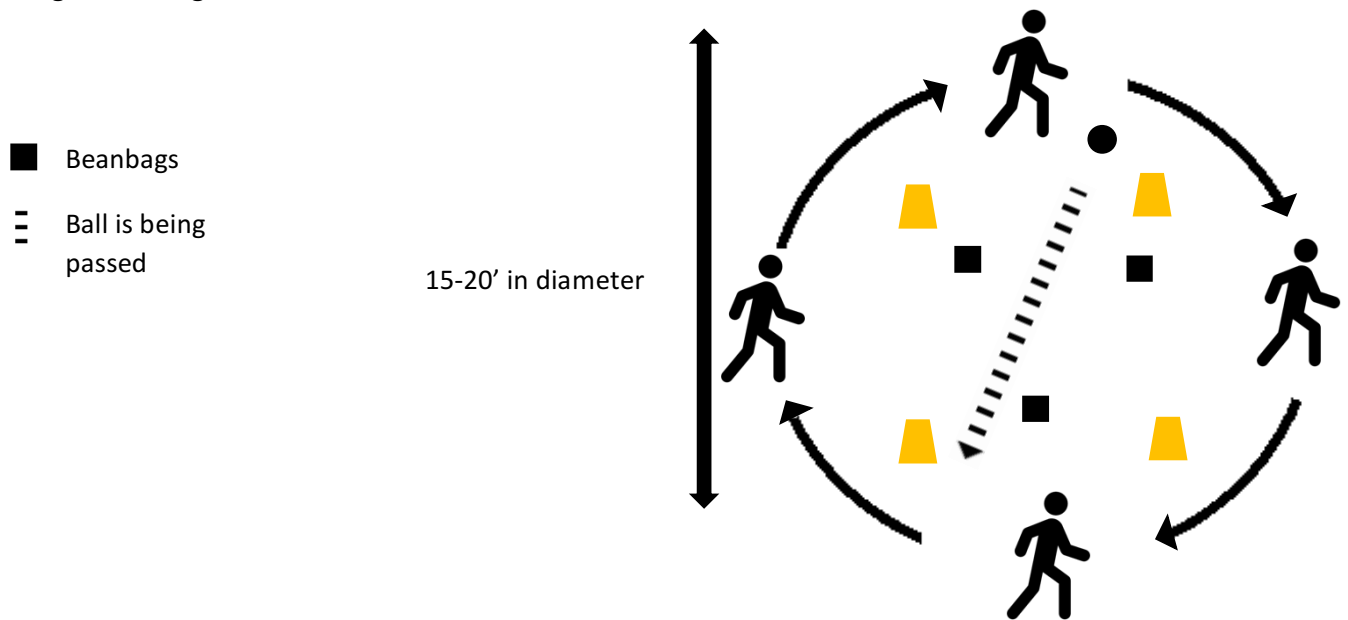
Activity Type: Dribbling & Kicking (Feet)		
1 ball per 2 students	<div style="text-align: center;"> <div style="background-color: #c00000; color: white; padding: 5px; margin-bottom: 5px;">Movement Concept(s)</div> <div style="background-color: #ff0000; color: white; padding: 5px; margin-bottom: 5px;">Equipment</div> <div style="background-color: #ff6666; color: white; padding: 5px; margin-bottom: 5px;">Organization</div> <div style="background-color: #ff9999; color: white; padding: 5px;">Skill Theme(s)</div> </div>	Effort; relationships
Kicking, dribbling, passing, and trapping		1. Students are in pairs, scattered in an area (not blacktop) 10-15 feet apart from each other. Each pair has a ball.
DESCRIPTION		
<ol style="list-style-type: none"> 1. On signal, pairs kick (pass) the ball back and forth to each other. On receiving a pass, a trap should be made with the foot before passing it back. 2. On stop signal, the receiver traps the ball and stops it. 3. Students make stops often to ensure control, but quickly resume play. 4. Challenges <ol style="list-style-type: none"> i. How many passes can you & your partner make in 1 minute? ii. How quickly can you make 10 passes? iii. How many times out of ten can you pass to your partner without them moving? 		
TEACHING SUGGESTIONS	NOW TRY THIS	
<ol style="list-style-type: none"> 1. "Trap the ball with your foot to stop it before passing it back. 2. "Pass the ball using different parts of your foot and different feet each time." 	<ol style="list-style-type: none"> 1. The student must dribble the ball before passing. 2. Give the class a goal of running around the perimeter of activity area, while passing go back and forth. 	



ACTIVITY: TRIANGLE PASS

Activity Type: Dribbling & Kicking (Feet)		
For every 3-5 students: 1 ball, 4 cones, 3 beanbags	<div style="text-align: center;"> <div style="background-color: #c00000; color: white; padding: 2px; margin-bottom: 2px;">Movement Concept(s)</div> <div style="background-color: #ff0000; color: white; padding: 2px; margin-bottom: 2px;">Equipment</div> <div style="background-color: #ff6666; color: white; padding: 2px; margin-bottom: 2px;">Organization</div> <div style="background-color: #ff9999; color: white; padding: 2px; margin-bottom: 2px;">Skill Theme(s)</div> </div>	Effort; relationships
Kicking, passing		<ol style="list-style-type: none"> 3-5 students are in circles 15-20 feet in diameter (marked with 4 cones). Form a triangle inside the circle using 3 beanbags 4 feet apart. One ball per group
DESCRIPTION		
<ol style="list-style-type: none"> Students walk/jog around the circle clockwise. Student with the ball attempts to pass the ball across the circle to another student and through the beanbag triangle. The team scores a point every time a pass goes through the triangle. Challenge students: how quickly can you make 5 points? How many points can you make in 2 minutes? 		
TEACHING SUGGESTIONS	NOW TRY THIS	
<ol style="list-style-type: none"> "Keep moving around the circle." "Stay evenly spaced and keep your circle big" 	<ol style="list-style-type: none"> Start with students in place (not walking). After walking becomes easy, move up to jogging. Add a second ball 	

Diagram: Triangle Pass



ACTIVITY: FOLLOW THE LEADER (DRIBBLING)

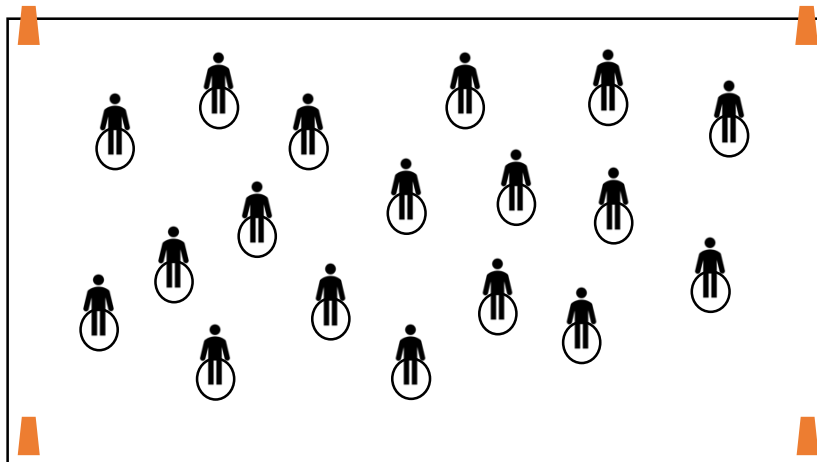
Activity Type: Dribbling & Passing (Hands)		
1 basketball or playground ball per student, large surface area	<div style="text-align: center;"> <div style="background-color: red; color: white; padding: 5px; margin-bottom: 5px;">Movement Concept(s)</div> <div style="background-color: red; color: white; padding: 5px; margin-bottom: 5px;">Equipment</div> <div style="background-color: red; color: white; padding: 5px; margin-bottom: 5px;">Organization</div> <div style="background-color: red; color: white; padding: 5px;">Skill Theme(s)</div> </div>	Spatial awareness; relationships
Dribbling		<ol style="list-style-type: none"> Students are spaced evenly in lines of 3-5 Designate one student per line to be the leader, all others follow around the perimeter
DESCRIPTION		
<ol style="list-style-type: none"> On signal, students dribble while following their leader. Leaders keep moving and dribbling. Stay away from other groups. 		
TEACHING SUGGESTIONS	NOW TRY THIS	
<ol style="list-style-type: none"> Change the leaders every 20-30 seconds. “Change dribble to challenge your followers, such as: sideways, in place, different hands, etc.” 	<ol style="list-style-type: none"> Have the leader choose a specific locomotor pattern that the others must follow. Assign a pathway (zigzag, curved, spiral) that group must travel 	




ACTIVITY: DRIBBLERS AND DEFENDERS

Activity Type: Dribbling & Passing (Hands)		
5-10 hoops, 1 ball per student, boundaries	<div style="text-align: center;"> <div style="background-color: red; color: white; padding: 5px; margin-bottom: 5px;">Movement Concept(s)</div> <div style="background-color: red; color: white; padding: 5px; margin-bottom: 5px;">Equipment</div> <div style="background-color: red; color: white; padding: 5px; margin-bottom: 5px;">Organization</div> <div style="background-color: red; color: white; padding: 5px; margin-bottom: 5px;">Skill Theme(s)</div> </div>	Spatial awareness; relationships
Dribbling, stretching, chasing, and dodging		<ol style="list-style-type: none"> 5-10 hoops are scattered in designated activity area, from one end to the other. One “defender” stands in each hoop, with both feet in the hoop Other students, each with a ball, stand along one sideline
DESCRIPTION		
<ol style="list-style-type: none"> On signal, the dribblers attempt to dribble from one sideline to the opposite sideline without getting the ball stolen from them. Defenders stand with at least one foot in the hoop and attempt to legally steal balls from the dribblers as they cross the court. Change defenders after two crossings. 		
TEACHING SUGGESTIONS	NOW TRY THIS	
<ol style="list-style-type: none"> “Dribble using hand farthest away from the defenders.” Defenders, reach out as far as you can, but touch only the ball to make a steal.” 	<ol style="list-style-type: none"> Allow defenders to step out of the hoop with one foot. Add more hoops to make it easier for defense (defenders) or remove some hoops to make it easier for offense (dribblers) 	

Diagram: Dribblers & Defenders



 = Hoop with a “defender”



ACTIVITY: FOLLOW THE LEADER (PASSING)

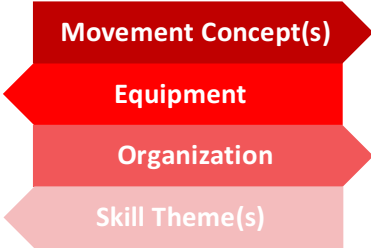
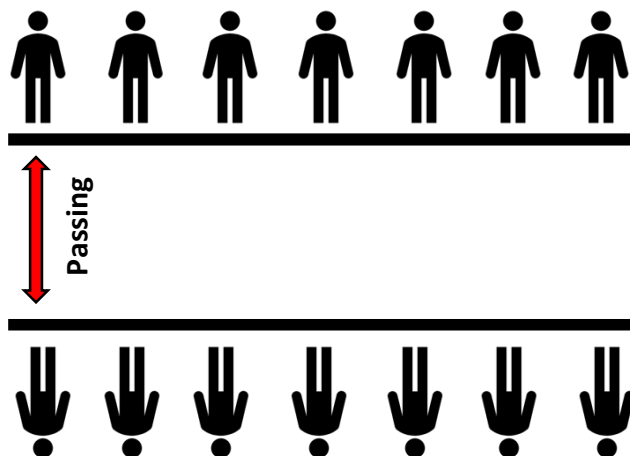
Activity Type: Dribbling & Passing (Hands)		
1 basketball or playground ball per pair of students		Effort; relationships
Throwing and catching		<ol style="list-style-type: none"> Students are in two long parallel lines, 10 feet apart from partner in the opposite line. One ball per pair. The ball holder is the first leader.
DESCRIPTION		
<ol style="list-style-type: none"> On signal, the leader passes the ball to his/her partner, using any type of pass. The partner must mimic the pass when passing it back. The leader changes the type of pass, or the action done just prior to the pass each time. 		
TEACHING SUGGESTIONS	NOW TRY THIS	
<ol style="list-style-type: none"> “Step forward when passing.” “Extend elbows forcefully on passes.” “Pass only when partner is ready.” Change leaders every minute or so. 	<ol style="list-style-type: none"> Change partners every few minutes by having one line move one person to the right. The end person runs around to the other end. Modify the distance between partners in accordance with their respective passing and catching skill levels. 	

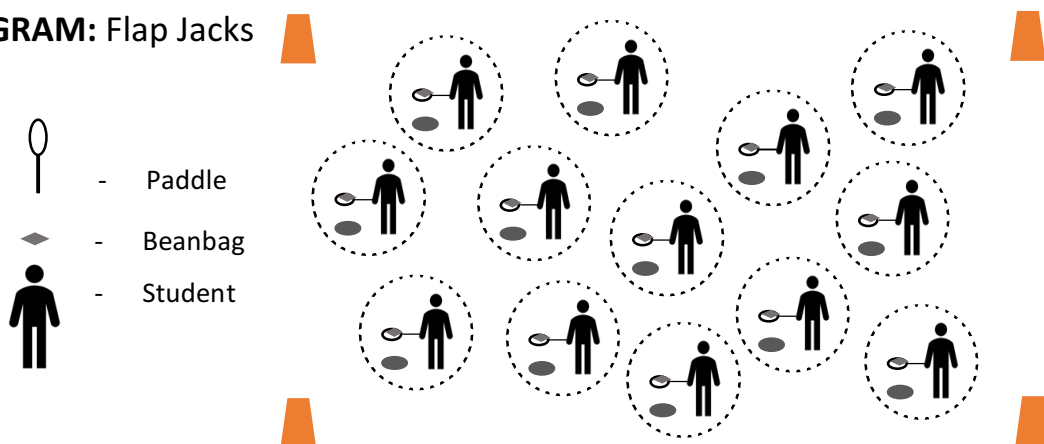
DIAGRAM: Follow-The-Leader Passing



ACTIVITY: FLAP JACKS

Activity Type: Striking & Volleying		
Lollipop foam paddle, beanbag, one polyspot per student	<div style="text-align: center;"> <div style="background-color: red; color: white; padding: 2px; margin-bottom: 2px;">Movement Concept(s)</div> <div style="background-color: red; color: white; padding: 2px; margin-bottom: 2px; transform: rotate(180deg);">Equipment</div> <div style="background-color: red; color: white; padding: 2px; margin-bottom: 2px;">Organization</div> <div style="background-color: red; color: white; padding: 2px; margin-bottom: 2px; transform: rotate(180deg);">Skill Theme(s)</div> </div>	Spatial awareness; effort
striking		1. Students are scattered, each with a paddle and a beanbag.
DESCRIPTION		
<p>Students pretend to be chefs; the paddle is a frying pan. Students will “cook pancakes,” (the beanbag).</p> <p>Cooking Instructions:</p> <ol style="list-style-type: none"> Using the forehand “palm up,” balance the beanbag in the middle of the paddle and “sizzle” the pancake by gently moving the paddle back and forth. Next, “sauté” the pancake by moving it all around the paddle. Finally, “flip” the pancake – gently toss the pancake in the air and catch it in the frying pan. Repeat and cool until golden brown. <p>To Serve:</p> <ol style="list-style-type: none"> Stand 2-3 steps away from the plate (polyspot). Balance the pancake on the paddle, and toss the pancake to the plate. Credit one point if any part of the beanbag is touching the polyspot. After every 3 points, take one step back and continue “serving” pancakes. 		
TEACHING SUGGESTIONS	NOW TRY THIS	
1. Use the following cues to help students concentrate on proper paddle grip and control. Grip – “shake hands.” Paddle Control – “Firm wrist, flat paddle.”	1. Repeat activity using the backhand “knuckles up” grip.	

DIAGRAM: Flap Jacks



ACTIVITY: WALK THE DOG

Activity Type: Striking & Volleying		
Lollipop foam paddle and a foam/beach ball per student	<div style="text-align: center;"> <div style="background-color: #c00000; color: white; padding: 5px; margin-bottom: 5px;">Movement Concept(s)</div> <div style="background-color: #ff0000; color: white; padding: 5px; margin-bottom: 5px;">Equipment</div> <div style="background-color: #ff6666; color: white; padding: 5px; margin-bottom: 5px;">Organization</div> <div style="background-color: #ff9999; color: white; padding: 5px;">Skill Theme(s)</div> </div>	Spatial awareness; effort
Striking		1. Students are scattered, each with a paddle and a foam/beach ball.
DESCRIPTION		
<ol style="list-style-type: none"> 1. Have students imagine the ball is their pet dog and the paddle is the leash. Students are going to take their dogs out for a walk. 2. Students begin with the foam/beach ball on the ground “sandwiched” between their leg and the paddle. Identify this as the “heel” position. 3. On signal (whistle, drum, music), students tap their ball throughout the activity area. The ball should roll on the ground and stay within a racket length at all times. 4. Give the stop signal, “Heel!” students have three seconds to “sandwich” their ball in the starting position. 		
TEACHING SUGGESTIONS	NOW TRY THIS	
<ol style="list-style-type: none"> 1. Imagery motivates young learners. Weave a story about their dog walking to “sniff this shrub,” “chasing a squirrel,” or “sitting to rest.” 2. Remind students to “keep a firm wrist” when tapping the ball. 3. Cue students to “tap, tap, tap” and not strike the ball too hard. 	<ol style="list-style-type: none"> 1. Challenge students to use both sides of the paddle. 2. Challenge students to walk backward and tap. 3. Challenge students to walk sideways but keep the ball in front of their body. 4. Scatter cones throughout the activity area. Challenge students to “walk their dog” without touching the cones, or to use the cones as targets and touch as many cones as possible. 	



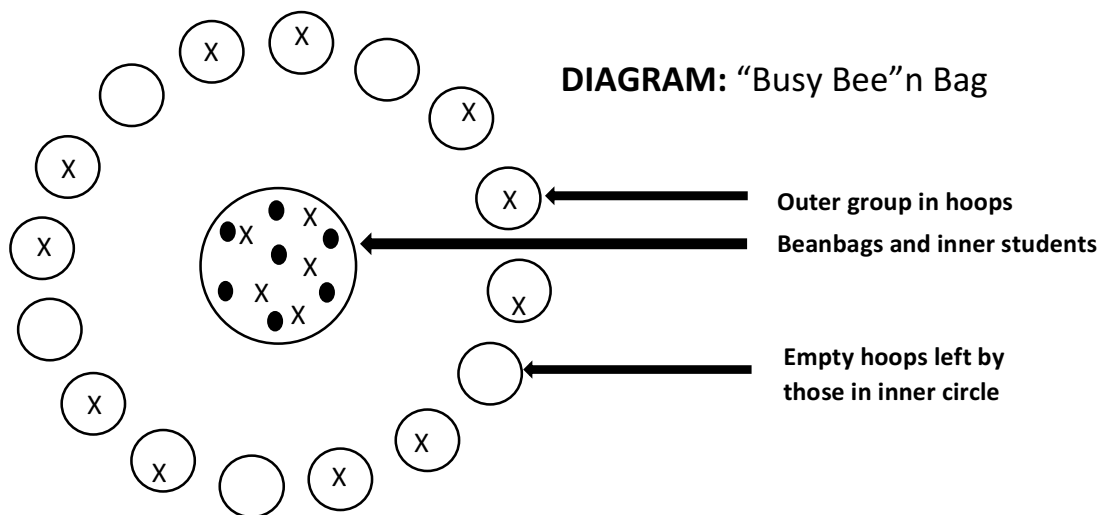
ACTIVITY: TUMBLEWEEDS

Activity Type: Striking & Volleying		
Lollipop foam paddle and one 8"-10" balloon per student	<div style="text-align: center;"> <div style="background-color: #c00000; color: white; padding: 2px; margin-bottom: 2px;">Movement Concept(s)</div> <div style="background-color: #ff0000; color: white; padding: 2px; margin-bottom: 2px;">Equipment</div> <div style="background-color: #ff6666; color: white; padding: 2px; margin-bottom: 2px;">Organization</div> <div style="background-color: #ff9999; color: white; padding: 2px;">Skill Theme(s)</div> </div>	Spatial awareness; effort
Striking		1. Students are scattered throughout the activity area, each with a paddle and a balloon.
DESCRIPTION		
<ol style="list-style-type: none"> The balloons are tumbleweeds. On signal, students begin using an underhand motion to strike the balloon randomly across the prairie. Give a stop signal – students who can collect their tumbleweeds by the count of 3 earn one point. Challenge the students to strike the tumbleweed at different levels, i.e. tumbling along the ground, bouncing around waist level, or even darting up the sky. 		
TEACHING SUGGESTIONS	NOW TRY THIS	
<ol style="list-style-type: none"> Remind students to use gentle taps in order to keep the balloon close to them. Space permitting, have students experiment with different degrees of force, i.e. how light/medium/strong “winds” would propel tumbleweed. Remind students to watch where they are traveling Expect balloons to break. More often than not, breakage is due to normal wear and tear. Have extra balloons ready. 	<ol style="list-style-type: none"> Remind students to use both sides of the paddle. Challenge them to use a variety of striking motions, i.e. side swing, underhand swing, overhead volley swing. Although balloons will delate over time, do not throw them away. Balloons with less air are heavier and therefore travel a bit faster. More proficient learners will find striking them a bit more challenging. 	



ACTIVITY: "BUSY BEE" N BAG

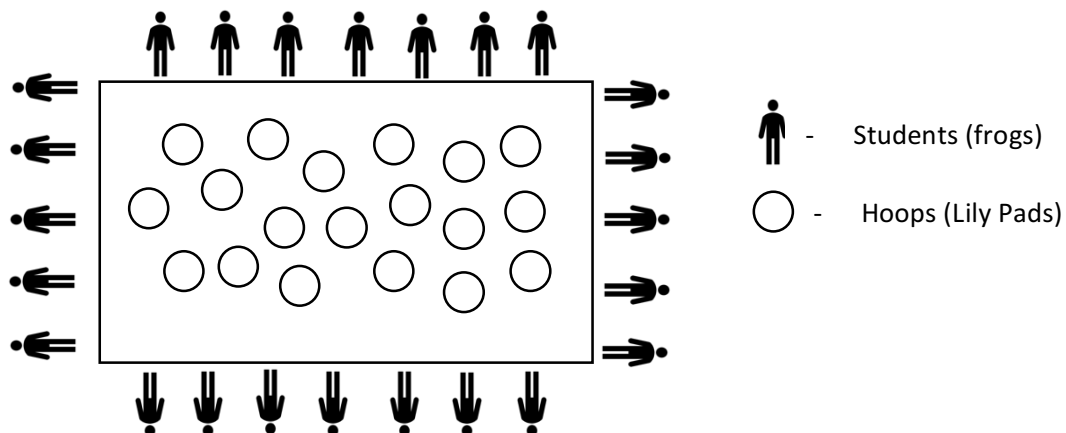
Activity Type: Throwing & Catching		
1 beanbag (or other soft item) per student, 4-5 jump ropes, 1 hoop (various colors) per student	<p>Movement Concept(s)</p> <p>Equipment</p> <p>Organization</p> <p>Skill Theme(s)</p>	Effort; spatial awareness; relationships
Throwing, catching		<ol style="list-style-type: none"> 1. Make a large circle using the hoops (20 yds) and a smaller inner circle made of ropes 2. Students from one hoop color at a time go into the inner circle. 3. Place all beanbags in the inner circle.
DESCRIPTION		
<ol style="list-style-type: none"> 1. The object of the game is for the inside players to throw the beanbags out of the circle, and for the outside players to throw them back in. 2. On signal, the inner students pick up and toss the beanbag out of the circle. 3. As the beanbags land outside of the circle, outer students attempt to catch them and throw them back in. they may leave their hoops to retrieve them, but they <u>must return to their hoop before throwing.</u> 		
TEACHING SUGGESTIONS	NOW TRY THIS	
<ol style="list-style-type: none"> 1. Emphasize safety on the beanbag throws. "you are throwing into and out of the circle, <u>not at</u> anyone." 2. Change the inner circle students every few minutes by calling a new hoop color (or group of students). 	<ol style="list-style-type: none"> 1. Outer students may throw a beanbag back only if they caught it in the air. 2. To increase MVPA, outer students must do a specific locomotor task one time around the circle after they throw a beanbag into the circle. 3. Try different soft objects (foam balls, socks, paper balls, yarn balls). 4. Do not allow students outside of the circle to use their hands catch or pick up a beanbag – only to throw it back in. 5. Students outside of the circle must run (other locomotor skills) the beanbag to the circle and <u>drop</u> it in, then run back out for more. 	



ACTIVITY: FROGS ON THE LILY PADS

Activity Type: Throwing & Catching		
1 hoop per every 3-4 students, 1 beanbag per student, boundaries	<p>Movement Concept(s)</p> <p>Equipment</p> <p>Organization</p> <p>Skill Theme(s)</p>	Effort; relationships
Throwing, travelling		<ol style="list-style-type: none"> Students are scattered on outside boundary, each with a beanbag. Hoops are scattered inside boundaries.
DESCRIPTION		
<ol style="list-style-type: none"> On signal, students move in same direction around perimeter. When the teacher says "toss your frogs", students stop moving and toss beanbags aiming at the hoops (lily pads). If there are two or more beanbags in 1 hoop, the "frogs" have sunk the "lily pad," and that hoop should be removed. When all have been tossed, the teacher signals each to retrieve his/her own beanbags, students whose beanbags sunk a lily pad all pick up that hoop and take it out of the pond together. Play until all hoops are removed. 		
TEACHING SUGGESTIONS	NOW TRY THIS	
<ol style="list-style-type: none"> "Work together with the students around you to sink the lily pad." "Try to retrieve your own beanbag." 	<ol style="list-style-type: none"> Vary the locomotor skill around the perimeter to retrieve beanbags. To add difficulty, place the hoops closer to the center of the area; to make it easier, place them closer to the perimeter. Make it more difficult to sink a lily pad with greater than 2 frogs. 	

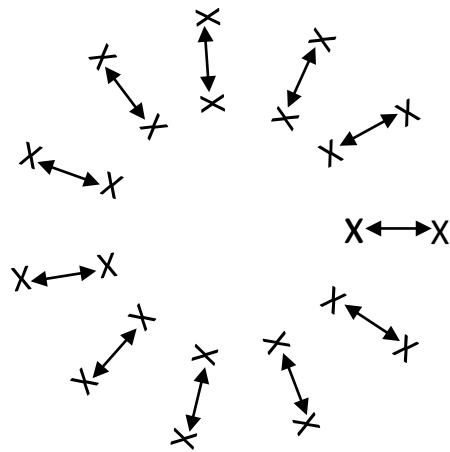
DIAGRAM: Frogs on the Lily Pads



ACTIVITY: CIRCLE STEP BACK

Activity Type: Throwing & Catching		
1 beanbag per pair of students	<div style="text-align: center;"> <div style="background-color: #c00000; color: white; padding: 2px; margin-bottom: 2px;">Movement Concept(s)</div> <div style="background-color: #ff0000; color: white; padding: 2px; margin-bottom: 2px;">Equipment</div> <div style="background-color: #ff6666; color: white; padding: 2px; margin-bottom: 2px;">Organization</div> <div style="background-color: #ff9999; color: white; padding: 2px;">Skill Theme(s)</div> </div>	Effort
Throwing, catching		<ol style="list-style-type: none"> Students form 2 circles, one inner, one outer, of the same number of students. Students face partner in opposite circle. Beanbag is in inner circle's hands.
DESCRIPTION		
<ol style="list-style-type: none"> On signal, the students throw the beanbag to their partner. If caught, the outer circle partner stakes 1 step back. If dropped, he/she steps toward the inner circle partner. On stop signal, all in the outer circle run in to the original position. The beanbag goes back to those in inner circle. All in the inner circle rotate 1 partner to the right. 		
TEACHING SUGGESTIONS	NOW TRY THIS	
<ol style="list-style-type: none"> Change partners every couple of minutes. "Throw using overhand throw." "try catching using just hands. Watch the beanbag as it comes into your hands." "show your partner you are ready to catch by putting your hands out in front." 	<ol style="list-style-type: none"> Can use any shape you choose – 2 parallel lines is easy. Increase activity by having students run in their circle in one direction for a minute between rotations. Be sure they remember original partner, or just don't worry about it. 	

DIAGRAM: Circle Step Back



X ↔ X = pairs throwing and catching

