RoShamBo
This is fun large group adaptation of Rock, Paper, Scissors.
To play, first review the standard rules of rock, paper, scissors, described at the end of this activity.
Ask players to spread out and find a partner. Each pair plays a best of three round of Rock, Paper, Scissors. The losing player then stands behind the winning player and enthusiastically cheers for that player.
This new team then finds another team to play a new round of Rock, Paper, Scissors. Each time a team wins, it collects the other team’s players, and they line up behind the unbeaten leader. At the end, there will be two large teams, led by the unbeaten leader in front. After the final match, the celebration begins!
Traditional rules of Rock, Paper, Scissors...
Two players face each other and simultaneously throw out one of the following hand signals: rock, paper, or scissors.
Rock is formed by making a fist. Rock "beats" Scissors, by breaking them. Rock is beaten by the signal for Paper, as Paper covers Rock.
Scissors is formed by horizontally extending your middle and index fingers (a sideways peace sign). Scissors "beats" Paper by cutting it. Scissors are beaten by Rock, as Rock smashes Scissors.
Paper is formed by holding your hand out straight, with palm facing down. Paper "beats" Rock by covering it. Paper is beaten by Scissors, as Scissors cut Paper.
Generally, each player holds one hand out in front of their bodies and they simultaneously chant, "One, Two, Three, shoot" and on "shoot," both players display their signal. The player whose signal beats the other wins.

WhooshBall
Whoosh – Pass the whoosh ball around the circle in one direction by saying "whoosh." You must be silly and try to move the whoosh as fast as you can.
Whoa – In order to stop the whoosh ball, or to change its direction the person who is "whooshed" the ball can say "whoa" and place an open palm in front of the “whoosh-er” which will stop the whoosh ball and change its direction. If a "whoosh-er" has been "double-whoaed," a "whoa" on either side of them (directly from the person on their right and then on their left) the whoosh ball is to be sent around the circle as fast as it can until it reaches the "original double-whoaed whoosh-er."
Zap – If a "whoosh-er" has been "whoaed" and believes that they might be "whoaed" a second time (and would like to avoid a "double-whoaed whoosh") they can "zap" the whoosh ball across the circle to anyone (who is not at their direct right or left). In order to "zap" the whoosh ball, one must have possession of the ball and should step forward extending both arms and clapping their hands once in the direction of a person. A "zapped" whoosh ball can not be "whoaed" and a person can not "zap" during a "double-whoaed whoosh."
Boing – At any time during the game, except during a "double-whoaed whoosh" the person with the whoosh
ball can say "boing." Once this is said, the person with the whoosh ball bends down to the ground at the hips and knees and says boing. As the "whoosher" does this, the rest of the group must also do this. Because this can get annoying quickly, "boing" can only happen 3 times in a row, and then the whoosh ball must be moved around the circle.

Scrambled Egg – When a person has a whoosh ball, and the ball is not traveling around the circle during a "double-whooed whoosh," they can call for a "Freak-Out" and all members of the circle must change places. The person who stated "Freak-Out" is still in possession of the whoosh ball and must then pass the whoosh ball around the circle.

Tip: Have students break into small groups and create their own rules

**Excuse Me Tag**
Designate several students to be "it" and tag the others. Students can avoid being tagged by standing in a hula hoop. One person per hoop. If the hoop is occupied, the student says "excuse me" and the occupant must step out. No pushing. Change taggers frequently.

**Alaskan Baseball**

Description
1) Start with 2 teams.
2) One camper is given a throwable object, their team then forms a circle around them and that person throws the object.
3) After he/she has thrown the object then he/she goes around the circle saying everyone's name in order of the circle. Every time he makes it around the circle it counts as a run.
4) Meanwhile the other team is chasing the object. Everyone forms a line behind the first person that has gotten the object. They then pass the object between their legs until it reaches the last person, where it is then passed overhead back to the first person in line.
5) When the first person gets the object the team yells out, and the other team stops counting runs. The first person in line that retrieved the object now has a circle formed around him and he throws the object and the process reverses.

**Cooperative Hula Hoops**

Purpose(s)/Objective(s): Cooperation; Fitness/Movement oriented; Social, Locomotor skills

Equipment: Radio/Music, Hula Hoops

Number of students involved & Formation: Entire class around hula hoops set up in a circle

Rules/Description of activity: Similar to musical chairs only NO elimination. Students move around the hoops doing specified locomotor activity while the music is playing. There should be one less hoop than students to start with. When the music stops everyone needs to find a hoop. Students will have to double up in a hoop if they do not find their own hoop. Every time a hoop should be removed. Eventually the whole class will try to fit in one or two hoops dependent upon class size and ability.

Suggestions/Hints/Variations: Remove more than one hoop at a time. The way students move around the hoop
Individual Skills - catching

"Track": Track the ball with your eyes all the way into your hands.
"Reach": Reach arms towards ball.
"Give": Give with ball as ball hits hands to make it a soft catch.
"Pinkies and Thumbs": Pinkies together if ball is below waist. Thumbs together if ball is above waist.
"Quick Feet": Move your feet quickly to get into position to catch the ball.


Partner Skills - Underhand Throw

"Face the target": Belly button should be pointing to the target.
"Step": Step with your opposite foot towards the target (i.e., if throwing with right hand, step towards target with your left foot)
"Bowl the ball": Use a pendulum arm motion with the arm you are throwing with (i.e., like you are bowling).
"Follow through": Follow through to the sky or ceiling with hand your throwing hand.

Activity: Partner toss with one bean bag (or ball). Each time the pair successfully catches, take one small step back. Start over when dropped.
Add on: use a cone to catch (just because its fun)
Add on: 2 bean bags (or balls) and throw on the count of 3

Lead Up Games - Ultimate Frisbee lead up

Use a soft foam ball. Have teams of 4-5. Players can not walk or run when they have the ball, only pivot. Offense must throw to another member of the team to advance the ball. If a ball is dropped or knocked down, then the defensive team gains possession. No contact.
Teaching cues: communication, moving to get open, zone vs man to man defense

Aerobic Bowling

Bowler runs down to set up pin/pins. Person standing at pins chases ball and runs it back to the new bowler, then waits in line.

Triangle Tag

Have students form groups of three and join hands. The fourth group member will be outside the circle of three that are holding hands. He/She will be the chaser. Designate one person in the circle as the person that the chaser will try and tag.

On the teachers signal the chaser will try and tag the designated person in the group. The group holding hands will work together to try and protect the taggee. Play for a designated amount of time and if they tag the taggee then witch roles.
Variations:

Have the circled group hook elbows instead of hands.

**Aerobic Kickball:**

<table>
<thead>
<tr>
<th>ORGANIZATION</th>
<th>TEACHING CUES</th>
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<tbody>
<tr>
<td><strong>GROUP DAY</strong></td>
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<tr>
<td>- Set up a softball-type diamond and distribute 6 hoops in the outfield.</td>
<td>- Today's Great Game is called &quot;All-Run Kickball!&quot;</td>
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<td>- Play on a small baseball field if available. Grass fields may be adapted, however, they do not offer the safety advantages of a backstop.</td>
<td>- The fielding group gets the kicking group &quot;out&quot; by throwing the kicked ball to a different player in each of the 6 hoops.</td>
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<td>- Divide players into kicking and fielding groups.</td>
<td>- The first batter kicks either a rolled (pitched) or stationary ball into fair territory and runs around the bases without stopping.</td>
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<td>- Kicking group lines up behind the backstop or in a safe area.</td>
<td>- All members of the kicking group follow in single file (no passing allowed).</td>
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<td>- Change sides after 3 kickers.</td>
<td>- Each player reaching home plate before an &quot;out&quot; is declared, scores 1 run for the group.</td>
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<td>- Have children play different positions each inning.</td>
<td>- Fielders, don't stand in the baselines.</td>
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<tr>
<td>- Once game rules are understood, divide group into 4 groups (6-10/group) on 2 fields. Smaller groups allow the game to be played with everyone having a turn &quot;at bat&quot; before the other group is up.</td>
<td><strong>Variation: &quot;Alaska Snowball&quot;</strong></td>
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<tr>
<td>- Play with different equipment (e.g., frisbee, soccer ball, vortex, rag softball).</td>
<td>- The fielding group lines up in single file behind the person who fields the kicked ball.</td>
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<td></td>
<td>- Group members alternate passing the ball over their heads and through their legs until the last person carries the ball to the front and yells &quot;OUT!!&quot;</td>
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**Capture the Flag**

Divide the group into two teams; identify each by a set of jerseys. Set up a safe area (3-4 square yards) for the "flags" (can be bean bags, frisbees, jerseys...just about anything). Divide area into 2 halves, one for each team.

The object of the game is to penetrate the other team's area and capture their flag. A flag is "captured" after it has been returned to the captor's area.

Prisoners are taken by being tagged by an opponent. Prisoners must kneel down where tagged and wait there until they are set free by a teammate.

The game continues until all flags are captured, or time is up.

Tip: Play MUSIC!!!
Teaching Cooperation

"All for one, one for all" - Alexandre Dumas

Cooperative learning is a teaching approach with the goal of helping all students attain the educational standards and interpersonal skills required for successful involvement in a multicultural, diverse, and inclusive world. As we all know, cooperative learning involves organizing students into learning groups for particular periods of time or for set tasks. This is coupled with the expectation that all the students will contribute to the learning process and the associated learning outcomes (Metzler, 2000).

Why Cooperative Learning?
A few of the benefits of cooperative learning over competitive or individualistic instructional approaches include: higher achievement levels, increased productivity, higher-level reasoning, greater creation of new ideas and solutions, better transfer of learning, more time-on-task, and improved personal relationships.

Also critical is the idea of creating a risk tolerant environment which allows kids to feel that making mistakes is a part of the learning cycle. It is through these mistakes that we grow and learn.

Brown and Grineski (1992), in a position paper concerning the negative effects of competition in physical education programs, stated that students have been consistently involved in numerous competitive activities based on the premise that society in general is competitive. They further suggested that societal daily activities tend to be far more cooperative in nature. Employers in today's workplaces actively recruit and hire employees who have interpersonal, pro-social, and personal communication skills. However, nearly two decades later, it can be argued that the physical activity programs provided for present day school children continue to be dominated by competition.

Cooperative games...
...encourage children play with one another.
...allow everybody to win and succeed.
...eliminate fear of failure.
...let children play for play's sake.
...do not allow for elimination.
...are fun and supportive.
...build feeling of worth.
...increase self-esteem.
...are self-validating.

Competitive games...
...encourage children to play against one another.
...allow only half or one of the group to win.
...equalize loss with failure.
...let children play to beat the other guy or girl.
...have frequent elimination.
...are not always fun and supportive!

Using Cooperative Learning Effectively in Physical Education
The selection of groups is a vital ingredient in the success of cooperative learning situations, and is also an integral thread throughout all five of the essential elements. Students need to be grouped heterogeneously, resembling the gender, socio-economic, skill level, and multicultural diversity of the class. Smaller groups offer greater advantages in the amount of participation allowed. For example, pairs or trios promote maximum participation and increased opportunities for communication and involvement. The choosing of group members is also an important issue; teacher assigned groups or random grouping are more effective than student-selected groupings.

The Five Elements
For maximum benefit of participation, all cooperative learning activities need to comprise the following five key elements.

1) Positive Interdependence - Structure tasks so students are dependent on each other to achieve their goals (e.g. establish common goals, divide work equally, limit resources to promote sharing, require a group effort, and conduct evaluation on group performance).

2) Individual Accountability - Hold students accountable for their actions and decisions. (e.g., activities should require the effort and knowledge of all the group members so group members will participate and contribute to their full ability).

3) Face-to-Face Interaction - Provide opportunities for students to support, encourage, and praise one another in their learning. This can assist in higher achievement and the establishment of better personal relationships. Group size is vital to this element of cooperative learning. Meaningful face-to-face
interaction cannot occur with large group size; groups with 2-4 members are an ideal size.

4) Collaborative Skills - Collaborative skills include listening, conflict resolution, supporting others, taking turns, and sharing. Simply telling students to work together, to take turns, and to listen to others will not work. Collaborative skills need to be modeled, verbalized, and reinforced by teachers and delivered in a systematic manner (similar to how other academic concepts and skills are taught).

5) Group Processing - Group processing refers to the time allotted for discussing the experiences being presented to the students. Group members can discuss what actions were helpful, or unhelpful, and make suggestions about possible behaviours or decisions for future experiences (e.g. verbal reflection occurs at the end of an activity to demonstrate understanding and facilitates the development of social skills).

Cooperative learning experiences, if taught correctly, can foster the development of these skills in children. During the school years much of the development of skills, attitude, and knowledge in the affective, cognitive, and psychomotor domains takes place. Therefore, the inclusion of cooperative learning experiences in school physical activity classes can only serve to support the overall development of children to their full potential. The inclusion of cooperative learning experiences is one way that the quality of physical activity programs can be enhanced the only school curricula that impacts the whole child - physical education!

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**Human Knot**

If the group is really big, split them up into smaller groups. If there are too many people in a human knot it becomes extremely difficult. Groups of 10-12 are ideal.

Arrange group members in a circle, standing shoulder to shoulder.

Tell everyone to put their right hand up in the air, and then grab the hand of someone across the circle from them.

Everyone then puts their left hand up in the air and grabs the hand of a different person.

Check to make sure that everyone is holding the hands of two different people and that they are not holding hands with someone directly next to them.

Tell group members to untangle themselves to make a circle without breaking the chain of hands.

If group members break the chain they need to start over.

Note: You can give teams a time limit on this activity to make it more challenging.

You can also mute/ blindfold participants throughout the activity.

Instead of making groups start over when the chain is broken you can create penalties like blinding or muting a group member.

How did it feel to be successful/ unsuccessful?

How did it feel to be mute/ Blind?

What strategy did your team end up using to complete the task?

Who were the leaders in this activity?

Did the team reach consensus on a plan of action? What process did the team go through to reach consensus?

How do you feel your team communicated during this activity?

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**Team Stand**

Team Stand-Up: Sit in circle on floor facing inwards with interlocked arms; stand together working as a team; sit together; repeat.

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**Riverboat**

Requires a group to transport themselves across a large open space. There is one basic solution to this task, but it usually takes a group the better part of a class period to successfully complete the challenge.

The team will transfer themselves from one area to the other without touching the ground with their bodies. The group may use two folded tumbling mats (or pieces of plywood) to create a riverboat. All members of the team and all equipment must make it to the other side.

Rules

1. If a group member touches the ground with any part of their body, the entire group must go back to the starting position.

2. All equipment must be brought across the river.
Team Challenge!

Everyone does ALL items. Go in any order. Captain must bring paper to be signed after each item.

- Everyone does 10 jumping jacks

- Everyone demonstrates the following basketball sequence 5 times: “Dribble, dribble, jump shot” (no ball needed- show correct form)

- High five the members of another team

- Grab a hula hoop and form a circle with your group. Join hands and, without letting go, pass a hula hoop around your circle 3 times.

- Everyone pats the members of another team on the back and says “Good Job”

- Captain counts loudly to 15, meanwhile all other team members fake a bad ninja movie fight scene (no contact)

- Everyone does 10 squats and counts REALLY loud!

- Whole group demonstrates an unsupported cooperative group chair sit
How to play:
- As an action-packed story is being told, the students participate by acting out the action words (RED). "First Kid on the Moon" is a sample of how this is done. Have the children start by slowly marching in place during the story. At each action word, be sure and pause to give the students time to keep that action going. Resume marching until the next action word is read.
- Class continues until 10 minutes of physical activity have been completed.

Beginner:
- The teacher reads "First Kid on the Moon" aloud to the class. When the action words in RED appear, the class demonstrates and dramatizes these actions.

Intermediate:
- The teacher makes up stories using age-appropriate action words that the class can act out. (Below are some topic sentences to get a story going.)

Advanced:
- The teacher can begin the story and occasionally call on a student to add a sentence which leads the story into creative options. (The teacher may need to bring the sentence back to an action that will enable the class to continue moving.)
  The TAKE 10! Crew chases after a falling star . . .
  The TAKE 10! Crew discovers a new planet . . .
  The TAKE 10! Crew members are the first kids on the moon . . .

How Health Smart Are You?
1. If you are in the state of California, which direction would you travel to go to Georgia?

2. Does the sun come up first in New York or California each day?

3. Why can't you jump as high on Earth as you can on the moon?

Answers:
1. West
2. New York
3. Because of gravity
Stories In Space

First Kid on the Moon (Students begin marching)

Jordan and Raven had been chosen to be the first kids to go to the moon. They had trained for years for this trip. Each morning they would start the day with a four-mile MARCH just like we are doing now. They MARCHED and MARCHED and MARCHED. As part of their training they would do 20 JUMPING JACKS (counting aloud), then 20 SQUATS (counting aloud), and finally 20 VERTICAL JUMPS (counting aloud). As they continued MARCHING they practiced working on their cardinal direction skills. Raven would pretend she was the axis of the earth. Jordan would call out directions and Raven would demonstrate the appropriate direction. The directions are NORTH (She’d PUMP HER ARMS TOGETHER UPWARD as if lifting a barbell 10 times, north 1, north 2, . . . north 10), SOUTH (Raven would SQUAT to a count of 10 (south 1, south 2 . . . south 10), EAST (She’d PUMP HER LEFT ARM and point east to a count of 10 (east 1, east 2 . . . east 10), and WEST (She’d PUMP HER RIGHT ARM and point west to a count of 10 (west 1, west 2 . . . west 10). Then they would do the intermediate directions by KICKING EACH LEG OR PUMPING EACH ARM in the appropriate direction while counting up to ten. *SOUTHEAST, *SOUTHWEST, *NORTHEAST, *NORTHWEST (*direction 1, direction 2, . . . direction 10). When they finished, they continued MARCHING.

The moon trip had finally arrived. They were in their spaceship and ready to go. The countdown began! They could not sit still so they CLAPPED THEIR HANDS ABOVE THEIR HEAD WITH EACH COUNCETDOWN (20 CLAP, 19 CLAP, 18 CLAP, . . . 0 BLAST OFF!). Before they knew it they were on the moon. It was so cool! They decided to start MARCHING and do their same morning training from earth. This time it was so much more fun. EVERYTHING SEEMED LIKE IT WAS IN SLOW MOTION SO WHEN THEY JUMPED THEY REALLY JUMPED!

Raven took the lead and called out each activity. (Simulate being weightless while performing the following exercises)

• 20 JUMPING JACKS (counting aloud);
• 20 SQUATS (counting aloud);
• 20 VERTICAL JUMPS (counting aloud);
• VARIETY OF DIRECTIONS (Call out different directions and do appropriate directional activity for a count of 10.)

After spending several fun-filled days playing on the moon, they PLANTED THE AMERICAN FLAG, SAID THE PLEDGE OF ALLEGIANCE and headed back home to planet Earth!
Invisible Jump Rope

How to play:
• The objective of this TAKE 10™ activity is to recall basic counting, addition and subtraction facts while jumping.
• Each student pretends to have an invisible jump rope and begins to jump.
• Class continues until 10 minutes of physical activity have been completed.

Beginner:
• Teacher calls out numbers from 1-10 starting with one.
• Everyone jumps as they count up to that number.
• Start at 20 and count backwards as students do the invisible jump rope backwards.

Intermediate:
• Incorporate different jumping rope styles such as crossing arms or alternating one-footed vs. two footed jumping.
• Warm up with class as indicated in beginner’s section above, counting up to 20.
• Start at 20 and count backwards as students do the invisible jump rope backwards.
• Counting by 2’s: Recite the cheer and then start counting!
• Counting by 5’s: Count by 5’s up to 100!
• Counting by 3’s: Count up to 36 or count by 4’s up to 48!

Advanced:
• You do the math: The leader calls out different math problems while everyone is jumping rope at a steady pace. Use addition, subtraction and multiplication problems to make it more difficult. Once someone says the correct answer, everyone jumps that number of jumps while counting all together. During this time, have the children jump at a more vigorous rate.

How Health Smart Are You?
1. What is the name of the tube that brings air into your lungs?
2. What is the name of the muscle near your stomach area that goes up and down as you breathe?
3. What gas in the air does the body use? It begins with the letter “O.”

Answers:
1. The windpipe (also called the trachea)
2. Diaphragm
3. Oxygen
Invisible Jump Rope

Warm-ups:
1 - 1
2 - 1,2
3 - 1,2,3
4 - 1,2,3,4
5 - 1,2,3,4,5
6 - 1,2,3,4,5,6
7 - 1,2,3,4,5,6,7
8 - 1,2,3,4,5,6,7,8
9 - 1,2,3,4,5,6,7,8,9
10 - 1,2,3,4,5,6,7,8,9,10

Counting backwards:
• Starting at 20
• Starting at 50

Counting by 2’s:
Two, four, six, eight, staying healthy’s really great!
While you jump count by two up to 20 then you’re through!
Ready, go!

Counting by 5’s:
Count by 5’s to 100.

Counting by 10’s:
Count by 10’s to 100.

You do the math:
5+5=10   6+6=12   7+7=14
5+6=11   6+7=13   7+8=15
5+7=12   6+8=14   7+9=16
5+8=13   6+9=15   7+10=17
5+9=14   6+10=16  7+11=18
5+10=15  6+11=17  7+12=19
5+11=16  6+12=18  8+8=16
5+12=17

Switch and do Subtraction
8+9=17
8+10=18
8+11=19
8+12=20