The Book

Of

Physical Education

Games
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**Astronaut -- CFD**

Number of Players: Entire Class. Movement Patterns and Skills: Running & Dodging. Equipment: One balloon per child in class. Purpose: Develop loco-motor and non-loco-motor skills. Develop endurance. Develop group cooperation. Directions: Four children are selected as astronauts. Each astronaut is given a balloon for air supply. On a signal the rest of the class (the Martians) chase the astronauts and try to destroy their air supply (pop the balloons). Once all of the astronauts have their balloons popped, repeat the game with four new astronauts. Play until everyone has had a chance to be an astronaut. Teaching Hints: Use a large grassy area for this game. The children can tire quickly, so allow short periods of rest. Make sure all of the astronauts have balloons popped. Do not allow children to keep the balloons. A variation would be to use flags; once an astronaut’s flag has been pulled, they must surrender the balloon to the Martian.

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**Bear Chase – CFD**

K-1 – Players: 30 – Area: grass – Equip: 2 long ropes for goal lines – Skills: chasing and fleeing. Directions: All players, but one; are in a circle with hands joined at one end of the playing area behind a goal line. The extra player is Mr. or Mrs. Bear who stands out in the center of area. The circle asks, “How many steps Mr., Mrs. Bear?” The bear calls out any number from 1 to 20. The circle marches counter-clockwise the number of steps. All clap hands once and run to opposite goal while Bear chases them. Any caught becomes helpers. Another circle is made at opposite end to run back. Last caught is new Bear for a new game.

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**Bird, Beast or Fish – Relationships**

Directions: Group forms a three deep circle. Inside player is a Bird, middle player is a Beast and the outside player is a Fish. IT is in the middle. He will call a name – Bird, Beast, or Fish. The group that he names must all change places. When the group is changing, IT runs to an empty place and the person left without a place becomes IT.

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**Blob Tag (Wolf Tag) – CFD – Relationships**

Area: Basketball size court, Grass or Blacktop. Directions: The game begins with everyone spread out except the “It” couple who have hands joined. They chase everyone, as they tag them – outside hands – the tagged players become a part of the blob until everyone is holding hands. Only outside players tag. Additional blobs may be formed when five players are tagged.
Buffalo Bill – CFD

Directions: Children who are standing on the line choose the color buffalo they would like to be. Buffalo Bill in the center calls “All Brown Buffaloes Run!” The children try to get to the opposite line without being hit by an arrow. (Tagged) When touched, they sit at the spot, and can tag anyone coming by to help Buffalo Bill. After the last person is tagged, the teacher selects a new Buffalo Bill. Note: Children who are sitting cannot scoot around. They must stay in place. Have two games going on.

Circle Hook-On – CFD


Directions: This is a game of one child against the other three, who form a small circle with joined hands. The object of the game is for the lone child to tag a designated child in the circle. The other two children in the circle, by dodging and moving around, attempt to keep the tagger away from the third member of the circle. The circle players may maneuver and circle in any direction they wish, but must not release hand grips. The tagger, in attempting to touch the protected circle player, must go around the outside of the circle. The tagger is not permitted to go underneath or through the joined hands of the circle players.

Variations: Use a piece of cloth, handkerchief, or “flag” tucked in the belt behind the child opposite. The fourth child tries to pull the “flag” from the belt.

Colors – Traveling

Number of Players: Entire Class. Movement Patterns and Skills: Running, Skipping, Galloping, and Sliding. Equipment: Colored paper or construction paper cut into geometric shapes. Purpose: Develop loco-motor skills. Develop listening skills. Identify Colors or geometric shapes.

Directions: Children are seated in a circle. Each has a colored marker or geometric shape he/she places in front of himself/herself. When the teacher calls a particular color or shape, all the children with that marker race around the circle back to the space he or she started from. The first one seated upright is declared the winner.

Variation: Change the loco-motor movements throughout the game. After a period of play, leave the markers on the floor and have the children change spaces. If there are, no markers available then assign numbers to the children. Usually numbering off by fours or fives works well.
Crows and Cranes – Listening


Directions: Two goal lines are at either end of the playing area. Two additional lines are a short distance apart in the center of the playing area. Students stand along the center lines, facing the same direction. One group is called the Cranes; the other group is called the Crows. A caller, the teacher or a child, stand at one side of the playing area between the centers lines, facing the two groups. The caller calls the signal Crows or Cranes. On the signal Crows, the group with that name turn and runs to their own goal line with the Cranes chasing them. All those tagged become Cranes. The game continues until almost all are on the one side or the other. The caller can vary the calls and make the game more exciting by holding onto the crrrrrrrrrr, and calling other words with the crrrr sounds, such as: crack, crackles, crumpets, crystal, etc., emphasizing the phonetic sounds.

Teaching Hints: Some may move ahead of time, or each time the start of the signal is called, some may start to run, if this is “catching” with the group or if the entire group continues to move at the first indication of the call, it may be that the group is not yet ready for this game. Try it six months from now. Some children, in their excitement, may push as they tag. This may be due to the students not yet being able to handle themselves adequately in stopping, starting and running forward. There are many things to remember in playing this game: listening for the call, remembering which name is yours and where you go if your name is called, and if the other group is called what to do. Playing the game several times with reminders from the teacher may help.

Teaching Variation: Football flags are great tools to use to avoid the argument of a student saying, “I tagged you” and the other student saying No you didn’t” When the flag is pulled from the back pocket that is IT.

Do What I Do – Relationships

Directions: The teacher makes certain motions and children follow by mirroring them. Pat head with one hand, rub stomach – Put right hand on left ear, left hand on nose, switch, on left ear, left hand on nose, switch, clap low, high, behind, etc. Begin with easy moves and go into complex. Note: Have children pair off; put on a mellow record and children mirror each other’s moves. One is the leader – switch, etc. Streamers can be integrated.

Elbow Tag – Relationships

Area: Basketball size court, Grass or Blacktop.
Directions: The game begins with everyone standing in 2’s with elbows locked together, and outside elbows on hips except for the “Out” player. When the action begins the “Out” player tries to hook on to the outside elbows on the hips while couples avoid “Out” player. When he/she hooks on, the player on the other side becomes the “It” player. Continuous play.

Fire in the Forest – Relationships

Directions: Double Circle Formation – one child in center. The Inner circle players are trees, outer circle players are animals, and the player in the center is the forest ranger. The ranger yells “Fire in the forest, run, run, run!” He claps his hands and animals begin running and continue to run around the outer circle. The ranger stops clapping and runs in front of a tree. This is the signal for all animals to do the same. Odd player becomes the new ranger; trees become animals, animals become trees. Repeat.

Fish Gobbler – General space – Levels

Verbal calls are made and children must instantly change the activity.

Verbal Calls:

Shipwreck: Children run in general space toward your pre-selected direction (point to one of the boundaries).

Storming: Children run in general space toward the opposite direction of shipwreck (point to the other side of general space).

Iceberg: Freeze

Hit the deck: All children drop to the floor.

Walk the plank: Children pretend they are walking the plank and must “jump in the water.”

Drop the anchor: Children sit.

Swab the deck: Children pretend they are mopping the deck in their self-space.

Man overboard: Children put hand over eyes looking out to sea.

Torpedo: Children pretend they are running a crash course through general space.

Foghorn: Children stand straight, turn around, and make foghorn sounds.

Fish gobbler: All children must drop down to the ground and touch another child. (This is the only time they can violate self-space.) The teacher (or student chosen) starts out as the fish gobbler and must try to tag any student not touching another student. Those tagged become fish gobbler’s “minnows” (helpers). Continue until two-thirds to three-fourths are captured. Verbal cues can be deleted or added depending on the level of the students.

Forest Ranger – Relationships

6
Number of Players: Entire Class. Movement Patterns and Skills: Running. Equipment: None. Purpose: Develop loco-motor skills. Develop listening skills.

**Directions:** One-half of the children form a circle facing in. These are the “Trees.” The other half of the children are the “Forest Rangers” and stand behind the trees. An extra child, the “Forest Lookout,” is at the center. The Forest Lookout starts the game with the command, “Fire in the Forest. Run, run, run!” Immediately, the Forest Rangers run around the outside of the circle to the right (counterclockwise). After a few moments, the Lookout says, “Fire’s out.” This is the signal for the Lookout and each of the Rangers to step in front of a Tree. One player is left out, and he/she becomes the new Forest Lookout. The Trees become Rangers and vice versa. Each time the game is played, the circle must be moved out somewhat, as the formation narrows when the Rangers step in front of the Trees.

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**Four Corner Cage ball – Kicking**


**Directions:** Divide class into four teams. Each team forms a side of a square marked off by cones. Each team is numbered off and children are to remember their numbers. A cage ball is placed in the center of the square. When a particular number is called, the four children from each team who have that number move to the cage ball in a crabwalk position. The object of the game is for the four players in the center to kick the ball over another team’s head. The rest of the children who are in a crabwalk position also can block the ball with their feet only. If a ball goes over the heads of a team, that team receives a point and the game begins again with new numbers coming into the center. The object of the game is to receive no points.

**Teaching Hints:** Because of the competitive nature of the game, the children will get very excited and often use their hands to block the ball. If hands are used other than for safety reasons, points can be added to a team’s score. For safety purposes, children should remove glasses and no hard shoes or boots should be allowed. If the game is played on the grass, check closely for debris. If time runs out and not everyone has had a turn, extend boundaries, if necessary, and call two or three numbers at a time.

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**Fox Hunt – Chasing & Fleeing**

**Directions:** Object of the game is not to be caught by hunter. Have foxes line up at end line and recite, “We are the foxes, and man can we run. In addition, if you do not believe us, shoot us with your gun. Hunter replies, “Bang”, and then foxes try to reach opposite end line without being tagged. All foxes tagged then join hunter in center of playing area.
**Group Juggling – Relationships**

Area: Grass or M.P. Room. Equipment: Wiffleballs, Red Balls, Nylon Balls, Soccer balls, Fluff balls, or Deck Rings.  
**Directions:** Players form circles of about 10. One player begins by throwing an object around such as a ball. The pattern is established as to whom the object is thrown to each time. A new object is worked in, and then another, until as many as 4 or 5 objects are flying in pattern form. If an object is dropped or missed, then whoever picks it up will put it back into his/her pattern. Start with 3 – build up to 5 or more. Activity for 4, 5, 6, grades. Patience! Patience!

**Hill Dill Come Over the Hill – CFD**

Area: Gym/Playground. Equipment: None. Players: 30  
**Directions:** It chants from the center, “Hill Dill come over the Hill, I’ll catch you if you’re standing still.” All children run and “IT” tries to tag them. If they are tagged, they must help “IT.” Repeat the chant with all the people who were tagged. Two parallel lines are drawn 50-75 feet apart. All players but “It” stand on one line while “It” stands half way between the lines. “It” calls, “Hill Dill, come over the hill or I’ll catch you while you’re standing still.” At this signal, all players must run for the opposite line. All those that “It” can catch help him/her in the next game. When all are caught, a new “It” is chosen.

**King Kong – CFD**

**Directions:** Children form a circle around “King Kong” who stands beside the World Trade Building (a cone). The children pretend they are helicopters moving in to capture King Kong. They move around King Kong without touching him/her until King Kong says, “Kong!” On the signal “Kong”, all of the children run to the goal lines for safety. Anyone caught becomes King Kong’s helper and the game continues. After several children are caught, select a new King Kong and start the game over.

**King or Queen Up – Rainy Day**

Listening – Thinking – Reacting. Area: MP or classroom. Equipment: 3x5 cards numbered.  
**Directions:** Have students place numbered cards on the floor in front of them and stand behind them. One person is selected to be King or Queen. The King calls out 6. 6 must immediately call out another number such as 8 or call King. Any hesitation and 6 goes to the end of the line.
and everyone from 6 back moves up one space. The object of the game is to get the King out so that number 1 can take his place. Then King becomes number 30 and everyone moves up one space. Numbers come in rapid fire – 6, 8, 7, 21, 4, King, 3, 9, 7, etc. King or Queen can be called anytime.

**Variation:** No repetitions except 3, 4, 3. Change names of numbers: 2 is duce; 3 is tray, 7 is lucky, etc.

**Note:** Alternative game for this format-sheets and alleys. A Variation is to balance on one foot. This is a good “Rainy Day” classroom game – players move from desk to desk as out players return to spot 30. The difficult concept to get across is when to move. Move only if your number is greater than the out number.

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**Knots – Relationships**

**Directions:** 8 – 10 – 12 players form a circle. They take hands with two other people that are not next to them. (There are enough hands, work it out.) When everyone has 2 hands, not next to them, they hang on and begin turning their bodies and unraveling until they are all untangled.

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**The Lap Game – Relationships**

**Directions:** Players form a tight circle looking in, shoulder to shoulder. The referee says “Everyone face to your right.” Everyone does a ½ turn. Then they adjust and move in one or two steps. On command, everyone sits on the person behind him or her. If this spectacular group effort works, everyone will be sitting on everyone’s knees. If it flops, everyone will fall. Try again. When successful move arms etc.

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**Man From Mars – CFD**

**Directions:** Players: Class. Object is to be last one tagged. Earthlings call, “Man from Mars, Man from Mars. Will you take us to the stars?” Man from Mars reply “only if you are wearing (color).” Those with the color called may walk safely to other side. Players without the color run for the other side and try to avoid being tagged. Those tagged join Man from Mars in center playing area.

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**Mickey Mouse – Traveling – Dribbling**

Directions: Children are seated in a circle and they count off by fours or fives. Four to five balls are placed in the center of the circle. When a number is called, all of the children with that number stand, run to the center of the circle, pick up a ball and dribble it out of their own space in the circle, and continue to dribble completely around the circle to their own space, return the ball to the center of the circle, and return to their space and sit down. The first person returning to his/her own space is the winner of that round. The game continues until everyone has a turn.

Variations: A number of sports skills can be reinforced in this game, i.e., soccer, hockey and basketball. The game can be played without apparatus also. It is a particularly good game to be played with a parachute.

Midnight – CFD


Directions: One player is selected to be the Fox and the remainders are Rabbits. The Rabbits line up side-by-side on one end line and the Fox stands at the other end. In unison, the Rabbits say, “What time is it Mr. (Mrs.) Fox?” The Fox answers with various times. Whatever time the Fox says, the Rabbits take that many steps forward, gradually working their way to the Fox’s Den (line). When the Fox responds with, “Midnight,” all of the Rabbits race to their home (their goal line). Any Rabbits that are caught become the Fox’s helpers, and the game repeats itself until only a few Rabbits are left.

Teaching Hints: It helps to appoint a “Mother Rabbit” to set the stride. If everyone takes different size steps, the game becomes hard to control. In addition, the original Fox determines to say midnight.

Midnight is a game that has one initial tagger and the rest of the players flee type participants. A court a little larger than the size of a basketball court is designated. The one tagger is the “wolf”. The fleeing players are the sheep. The “Wolf” is designated to the key of one end of the court or a small pen. The sheep skip out into the meadow and around the pen. The sheep begin asking the wolf what time it is. If he replies 8:00 – 10:00 or any time other than midnight, the sheep continue skipping around. If a sheep asks for the time and the wolf says “Midnight” all of the sheep run back across the end line and try to avoid being tagged. If they are tagged, they go to the wolf’s den and sit down.

Mouse Trap -- Levels


Directions: Half the children form a circle with hands joined, facing the center. The other children are on the outside of the circle. Three signals are given for the game. These can be
given by word cue or whistle. The circle players represent the mousetrap, and the outer players are the mouse.

Signal 1. The “Mice” skip around the circle, playing happily.
Signal 2. The trap is opened; that is the circle players raise their joined hands to form arches. The mice run in and out of the trap.
Signal 3. The trap snaps shut (the arms come down). All mice caught join the circle.

The game is repeated until all or most mice are caught. The players change places and game begins new.

Note: Do not allow children to run in and out of adjacent openings. Music adds to movement.

Children in a large circle join hands and raise their arms high to make the mouse trap. A small group of the children (mice) will run through the trap. The teacher, who is part of the circle, calls the signal “SNAP”. When the circle children hear the signal to snap the trap, they quickly lower their arms. When the trap shuts, the mice inside will then become part of the circle near the teacher. When all are caught, new mice are named.

My Ship is Carrying – Rainy Day

**Directions:** Have group sit in a circle. One person begins with “My ship is carrying…” The first person starts with an animal that begins with “A.” The next person says “My ship is carrying…” saying what the first person said then adding their animal beginning with “B.” Keep going around the circle remembering the animals before you and adding yours in alphabetical order.

New Orleans or Traders – CFD

**Number of Players:** Entire Class. **Movement Patterns and Skills:** Walking, Running, Changing Directions. **Equipment:** Boundary Markers. **Purpose:** Develop loco-motor and non-loco-motor skills. Develop creativity. Develop group cooperation.

**Directions:** Two groups are formed, each on a goal line at opposite ends of the playing area. Each group is given a few moments to huddle together to come up with an occupation or work experience they would like to portray, i.e., truck driver, pizza maker, etc.

When each group has selected an occupation and an accompanying action to portray the occupation, the game begins. The group to start first walks to the other teams’ restraining line, changing, and “Here we come.” The second group responds, “Where from?” The first group replies, “New Orleans.” The second group says, “What’s your trade?” The first group replies, “Lemonade.” Finally, the second group says, “How’s it made?” or “Show us some if you’re not afraid.”

After the last chant, the first group acts out its occupation and the second group tries to guess what it is. When the occupation is guessed, the group turns and runs back to its own goal line.
with the second group trying to tag. Children keep track of the number of times they were tagged.

**Teaching Hints:** Some players may return to their own goal line before the occupation has been called. Since the game builds up anticipation, the children tend to get excited and often the occupations cannot be heard. It sometimes helps to appoint a leader who gives a signal when the proper occupation has been called.

**Variation:** The chant may be varied to include countries that the children are studying and the “trade” they select must be found in that country.

Norwegian Ball – Kicking


**Directions:** Divide class into two equal teams. One team is the kicking or throwing team. The kicking team lines up one behind each other in a straight line. The other team is spread out in a large playing field. The first player in line kicks or throws the ball anywhere in the field and runs around his/her own team as many times as possible before the other team can get the ball, line up behind the one who has the ball, and pass it over everyone’s head. When the last player in line holds up the ball, the runner on the kicking team must stop. The kicking team’s score is the number of times the runner ran completely around his/her own team. The game continues with the fielding team now becoming the kicking team. The teams keep reversing positions.

**Teaching Hints:** This game can be very tiring and should not be played an entire period. Watch out for fatigue. The person who gets to the ball in the field first should be the next kicker. The kicking team should count aloud every time a point is scored. Vary the movement patterns used to propel the ball.

Ocean is Stormy – Levels – CFD


**Directions:** One person is selected to be the leader or “it.” He or she stands in the center of the playing area while the other players stand behind one boundary line. When the leader says, “Ocean is stormy”, all of the children try to run to the opposite boundary line without being caught. Anyone who is tagged must freeze where he or she is tagged and become a crab. The game continues as before, but the crabs become assistants to the leader and try to tag the other players while maintaining a crabwalk position. When most of the players are tagged, stop the game and start over.

**Teaching Hints:** This is a good game to play if the children are studying about marine life. Instead of becoming crabs, the children who are tagged can become various fish or mammals in the ocean.
Old Gray Cat -- CF

Directions: Entire class forms a circle. One person is chosen to be the gray cat. The circle walks counter clockwise around the cat chanting, “We are weak little birds way up in the tree. You are an old gray cat, you can’t catch me.” On me, the birds run for the safety line. The gray cat tries to tag the birds. If you are tagged you become a cat.

One Move Behind – Rainy Day

Visual Game
Directions: The teacher leads the group to start with. The teacher puts his/her hand on nose, players do nothing. Teacher puts hand on ear, players put hand on nose. Teacher puts hand on knee; players put hand on ear, etc. One moves behind. Game can be expanded with older children.

People to People – Relationships

Area: M.P. Room or Blacktop. Equipment: None.
Directions: Players form a circle, and then pair off into twos. An uneven group of players is needed. The referee can decide whether he needs to play. The center person, not paired up, yells out, “Elbow to Elbow – Head to Head – Hand to Hand – Toe to Toe.” At any given time, he yells “People to People.” Everyone scrambles for a new partner. The odd person becomes the caller. The game continues.

Poison Hoops – Relationships

Directions: The players are placed in a large circle and holding hands. Five or six hoops are placed over held hands in random places. The object of the game is not to be caught with a hoop on when the whistle is blown or music stops. The teacher says go or starts the music – players begin putting their bodies through hoops as they come around (as quickly as possible). If the whistle blows or music stops when a hoop is on some part of a player’s body, he/she takes a point. Continue to play.
Note: Pass balls, beanbags. Music is great for this activity.

Rascals and Rabbits – CFD

Directions: A line is drawn near each end of the playing area (far enough away from lines or obstruction so that children can stop before contact with hard surface, thus avoiding accidents). Children are divided into two groups. The Rascals stand side by side on one line and the Rabbits on the other. All Rascals turn their backs. The teacher gives a hand motion to the Rabbits to advance. The Rabbits approach quietly because they want to surprise the Rascals. When the Rabbits are almost up to, the Rascals line the teacher calls, “The Rabbits are coming!” On that signal, the Rascals turn around and chase the Rabbits, who retreat to their own line. All Rabbits tagged go to the Rascals side. Repeat this procedure until several Rabbits have been caught (usually 4-5 times). Without having the children return to their original groups, switch and have the Rascals approach the Rabbits.

Teaching Hints: The teacher may need to be continually encouraging some children to go closer and closer to the opposite team. Some children may have a hard time waiting for the teacher, and turn around to look. Usually this is in anticipation and being completely absorbed in the game, rather than deliberately breaking a rule, discussion may help. If it persists with some children, a rule may be added, such as turning around is the same as being captured. Some children may lack the coordination to shift quickly from going in one direction to going in another, such as turning around and running back to own goal. If the teacher is aware of this, she may call the signal when the majority of the group is close. This game should be played on the grass or in a multipurpose room. Avoid playing this game on asphalt.

Variation: Have children make up own names of groups, i.e. “Ghosts and Goblins,” “Fish and Whales,” “Thunder and Lightning,” etc.

Red Light Green Light – Directions


Red Light Green Light – can be played on the blacktop or grass. The head player stands on a line about 20 yards away from the line players. The line players stand on a line facing the head player.

Directions: The object of the game is for the line players to walk or shoot past the head player without him/her detecting or seeing them move. The first line player to get past the head player becomes the head player for the next round. If a line player is detected moving, he/she can be sent back to the initial line or 5 steps depending on the rules. The game is best played for success with 3 groups of 10. The head player starts the game by turning his/her back and yelling “Green Light”. Line players advance. At any time, the head player can yell “Red Light” and turn around. When the head player turns around, he/she will detect still moving players. The head player must yell “Red Light” before turning around. If he/she does not, players stay where they are.
Variation: Play three separate games with three leaders.

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Red Lion – CFD

Directions: Children form a circle around “Red Lion.” Red Lion sits, stands, or kneels in his/her den while the rest of the children move around the den chanting, “Red Lion, Red Lion, come out of your den.” If Red Lion says “no,” the children continue moving around the den repeating the game chant. If Red Lion says, “yes” everyone quickly runs to a goal line at either end of the playground. If anyone is caught, he/she becomes Red Lion’s helper and goes to the center of the circle. The game is continued until several children are caught. Once several children are caught, stop the game and repeat it over.

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Red Rover – CF

Directions: “It” stands in the middle and calls “Red Rover, Red Rover, everyone with (red/green) on Come over.” Everyone with that color on runs. If they are tagged, they stay with “It” and help. Finish all people from one side, then turn and start on the other side.

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Reward Tag -- CFD

Area: Basketball size court. Equipment: 4 cones, teacher has watch on.
Directions: Half of the players are inside the court, while the other half are lined up to be ready to go into the court. The teacher lets one player in at a time. He/she has 10 seconds to tag someone. If the tagger does tag someone, the tagged player exits out and will “Reward” himself/herself by jogging around the court and getting in line. If 10 seconds go by and no one is caught, the tagger exits and does the same. Lines turn over rapidly. Tasks can be set up along the way – jump rope – 2 jumps – 2 jumping jacks, etc.

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Rock, Paper, Scissors – CFD

Directions: Players on both teams come to the line. Each team has a plan. After the usual Rock, Paper, Scissors ritual. Rock smashes scissors, scissors cuts paper, paper covers rocks.
After the ritual, each team produces one sign. If one team has rocks and the other has scissors, Rock chases Scissors. All players tagged become players on the other team. Play until one team disappears or there is an elimination of 6 players on one team.
Note: Pulling Football Flags will stop pushing and arguments.
Variation: You can use Crows and Cranes, Star Wars Groups, or Quarterbacks & Linebackers.

Run Rabbit Run – CFD – Throwing

Chase/Flee game. Skills: Throwing & Dodging. Area: M.P. Room or Basketball Court.
Equipment: 2 hoops, 12 fluff balls or sport foam balls of any type.
Directions: Two players are selected to be hunters and are placed in center court; the remainder of class is placed on a line at one end of the court. On the signal, the players on the line take off (staying in bounds) and attempt to run to the other end of the court without being hit with a fluff ball. The center players are allowed to throw 3 balls each on one run. The other 6 fluff balls are ready to go. If a player is hit, he sits down at the spot where he was hit thus he becomes a hunter. He must stay on his bottom not move around, but he can tag players and then they sit down and become hunters. The last two players, not hit or tagged, become hunters.
Variation: Have the rabbits pull flags instead. Caught players stand instead of sit.

Scrabble – Interdisciplinary

Directions: Form groups of six. Place scrabble letters (The letter and point value are written on large 5” X 8” index cards) in a circle or square in center of groups. One person must hop out to get a letter while others are trying to form words. Take turns going and getting the letters. When you have formed a word write it down with its point value, then return all of the letters and begin the process again. The team with the most points wins.

Sentence Punctuation – Interdisciplinary

Directions: The teacher calls out punctuation commands:
- Comma – run, pause, run.
- Period – run, stop.
- Question Mark – run, change direction and run the opposite way.
- Exclamation Point – run, jump stop.
Have class run around in general space and call out commands. When it looks like the class is comfortable with the commands try reading a sentence and have the class add the punctuation.

Simon Says – Relationships
**Directions:** The leader Simon commands the group to do everything he/she says by prefacing command with “Simon Says”. If the command is not prefaced by “Simon Says” and the player does it anyway the player sits down.

**Spaceman/ Spaceman – CFD**

**Area:** Gym or Playground. **Equipment:** None. **Players:** 20 – 30

**Directions:** “It” stands on a planet in outer space. From the line everyone chants, “Spaceman, spaceman, may we chase you?” He answers, “Yes, if you have on green.” Then only those with green chase “It” around until one person tags him. (Say Space girl when appropriate). Repeat with new IT and change the color.

**Spelling Tag – Interdisciplinary**

**Directions:** Choose someone to be “it” (or a couple of people to be “it”). They run around and tag people. If you are tagged you must sit down. Someone runs up to you and asks you how to spell one of the spelling words. If you spell it correctly, you can get up. You cannot be tagged if someone is “spelling” to you. It may help to post the spelling words up on the wall.

**Spiders and Flies – CFD**

Chase/Flee game. **Skills:** Chasing, fleeing, flag pulling, dribbling. **Area:** M.P. Room or basketball court. **Equipment:** 30 football flags, 30 7” balls.

**Directions:** Two players are selected to be spiders. The rest of the players are flies. The job of the spiders is to encourage flies to come as close to the web (center circle) as possible, then at a split second, they yell trap. The flies take off and attempt to get across the safety line before their flags are pulled. If their flag is pulled before they cross the line they become spiders and help the spiders.  
Note: The teacher can use the whistle to set the trap. Variations to increase intensity and skill: Have each fly come into the court bouncing, or throwing up a 7” ball, or some object. When the signal to run is yelled, the flies retrieve their balls and run.

**Squirrel In the Trees – Relationships**

**Directions:** Primary Circle. Lots of Involvement. **Area:** MP or blacktop. **Equipment:** None. A tree is formed by two players facing each other with hands held or hands on each other’s shoulders. A “Squirrel” is in the center of each tree, and one or two extra squirrels are outside. Musical chairs concept – could be music. A signal to change is given. All squirrels move out of
their trees to another, and the extra players try to find trees. Only one squirrel is allowed in a tree. To form a system of rotation, as each squirrel moves into a tree, he changes places with one of the two players forming the tree. Note: If you are in the MP room, you can have the squirrels skipping, etc. to music. When the music goes off, all squirrels flee for the trees.

Stuck in the Mud – CFD


Directions: Three to four people are selected as taggers. The class scatters and the taggers try to tag all the class members. Once someone is tagged, he/she must freeze with feet in a wide stride position. After a player is tagged, he/she must remain frozen unless another player unfreezes him/her by crawling through his or her legs. If a player is caught by a tagger while freezing another player, that player becomes “stuck in the mud” and must become frozen. If a player becomes stuck in the mud, he/she stands in front of the person that he/she was trying to unfreeze. They both can be free if another player crawls through their legs. The game continues until all players are caught.

Teaching Hints: If taggers find it too difficult to freeze everyone, add a few more taggers to the group.

Superman – CFD – Extensions

Area: Gym/blacktop. Equipment: None (or a cape on Superman). Players: 30.

Directions: S is Superman and he stands at one end with arms down. The “Villains” can sneak up on S when he puts his arms up as if he is flying. S waits patiently and whenever he wants, turns around to chase the bad guys. Those who are tagged must help S. It’s a bird, No, it’s a plane – No, It’s Superman or Superwoman!

Tommy Tucker


Directions: Tommy Tucker stands in the middle with all his gold and silver around him. Players from the line chant, “We’re on Tommy Tucker’s land, picking up gold and silver.” As they chant, they run up to Tommy and try to steal his gold without being tagged. If tagged, they must return the gold and sit out until the next game starts. A new “IT” is selected from the one who picks up the most gold.
Touchdown – CFD

Skills: Agility, Eye Hand, Chasing, & Fleeing. Grades 1-6. Area: Grass Area. Equipment: Football flags, pinnies, 3 small objects to place in a closed fist – 3 beans, quarters, etc.

Directions: Players are designated to each end of the field – one team has pinnies on, both teams have flags in their back pockets. Teams huddle and decide who holds the beans. Each player closes his fists as if he were holding the beans. They yell, “Here we come.” The object is for the person holding the object to make it across the opposing teams goal line without getting his flag pulled. The teams should end at the opposite ends of the field. Each team gets 2 turns, then the other team gets 2 turns. One point is given for touchdown.
Note: Many chasing fleeing games fit into format – just change number of players.
Note: Opposing team attempts to pull everyone’s flag in pursuit of people carrying objects.

Train Dodge Ball – Throwing

Directions: Divide children into groups of six. Each group breaks in half with one half being the throwers and the other half the dodgers. The dodgers stand in the center of a circle or four square area and form a train by standing in file formation, each with hands placed on the hips of the child in front. The object of the game is for the throwers to hit the caboose of the train with a nerf ball. The train can move and the front of the train protects the caboose by deflecting the tossed balls. When the caboose is hit, the groups switch positions. If the train breaks during the maneuvering, the dodgers switch with the throwers.

Trivia Tag – Interdisciplinary

Directions: Some of the class are given index cards (corners rounded) with a question and answer on it. The people with cards tag someone and ask them the question. If the person tagged got the question wrong they must take the card, tag someone, and ask him or her the same question. If the person tagged got the question right, the original person keeps the card and tags someone else. At the end of the game, review all of the questions and answers.

Uncle Sam – Dodging
Number of Players: Entire Class. Movement Patterns and Skills: Running, & Dodging. Equipment: Boundary Markers. Purpose: Develop loco-motor and non-loco-motor skills. Develop leadership skills. Identify colors. Directions: One player is selected to be “Uncle Sam” or “Auntie Pam.” He or she stands in the center of the play area while the other players stand behind one boundary line and chant, “Uncle Sam (Auntie Pam), may we cross your ocean dam? Uncle Sam says, “Yes, if you have on the color…blue” (or any color). All children wearing that color can move to the other boundary line without being tagged. Once all the children wearing the selected color are at the opposite boundary line, Uncle Sam gives the signal, “Go” for the remaining children to run to the opposite boundary line. Uncle Sam tries to tag as many runners as possible. Anyone caught comes to the center and assists Uncle Sam. Repeat procedure with Uncle Sam selecting a new color. Teaching Hints: Once several players are caught, stop the game and select a new “Uncle Sam” or “Auntie Pam,” and play the game over. Be careful about getting too many players in the center. This can cause some safety problems. Object of the game is to be last one tagged. One player is called Uncle Sam. Other players line up and call, “Uncle Sam, Uncle Sam, May we cross your river dam?” Uncle Sam replies, “Only if you have (color).” Those people with that color may walk to the other side safely while others must run without being tagged to opposite goal. Those who are tagged also become Uncle Sam.

Who has the object or where is the object – Rainy Day

Auditory Game
Directions: One child stands in front of the room with back turned to the group. Another child is given the castanet. All children keep hands behind their back, and pretend to be shaking the castanet. The child who is the guesser turns, and listens for the castanet. He then attempts to guess who has the castanet. You may wish to use a bell or other type of noisemaker. Children can put a dime under some one’s foot and clap louder or softer as the guesser listens and selects the person who has the dime.

Who’s Missing – Rainy Day

Visual Discrimination
Directions: One child is sent outside. The teacher hides one person and can move a few people around. The child comes back in and tries to decide who is missing.