

Active School Challenge Activities

Balancing Shapes

Materials: Music, Bean bag

Description: Balance on various parts of the body

Challenge Time: 20 minutes

Challenge Development:

Students move around the gym to music. On the signal, ask students to freeze in an interesting shape eg. High, medium, low, tall, small, wide, narrow

Students to make different balances using specific body parts

Challenge them to freeze on different signals; eg, hand with no audio, music, clapping

Challenge: Balancing Shapes

Students balance themselves in a variety of interesting shapes using different body parts and hold balance for 3 seconds

Challenge Application: Sequences

Students put 3-4 balances together into a sequence. Encourage students to use a variety of balances (different levels, shapes) and to work on a smooth transition between balances



Team rock/paper/scissors (Warm up)

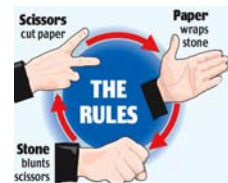
Equipment: None

Organization:

1. Students are separated into two teams
2. teams line up on either side of the mid court line in the gymnasium, a yard line on an active field or any designated line that divides the playing area into two equal parts
3. Position a line of cones at a predetermined distance behind each line (baseline in gym, goal line on football field.) This is the teams "safe" zone

Description:

1. Each team will group together in their safe zone and decide on one sign to show the other team. Signs are rock (a closed fist), paper (an open hand, palm down) or scissors (index and middle help in sign of victory, with palm down)
2. Both teams then line up at the mid-line. The teacher will call out loudly, "one, two three!" while pounding his/her right fist into the left palm.
3. Members of each team will follow the count of the teacher by pounding their right hand into left palm at waist level. On "three", they will show their team's sign with the right hand in the left palm.
4. Students on the "winning" team then try to tag as many members of the "losing" team as quickly as possible before the losing team can turn and run to
5. Their safe zone. Winners and losers are determined by relationship of the signs:
 - a. Rock crushes Scissors
 - b. Scissors cut Paper
 - c. Paper covers Rock
6. If a losing player is tagged, s/he becomes a member of the winning team.
7. The game continues until one team eliminates the other



Teaching Suggestions:

1. Students must be reminded to play safe and be aware of others in their running path.
2. Remind students to lightly tap the others on the shoulder and not push when tagging
3. Vary the distance of the safe zone from the mid-line. The longer the distance, the more often the unskilled students are unable to escape a tag.

Over, under, around and through (Warm up)

Equipment: Short ropes, scarves, piece of clothing

Organization:

1. Children are scattered throughout the gym in groups of three.
2. Each group has two members of the group "holding hands" with pieces of rope or cloth. The third member of the group is standing to one side facing their partners

Description:

1. The game begins when the teacher calls out a sequence of movement based on the commands Over/Under/Around and through.
2. Only those four commands are used in any sequence and number; for instance, a command may be: over, under, over, around."
3. The "runner" in each group tried to complete the sequence as quickly as possible on the "go" command. S/he would be required to go over the joined hands, under the hands, over the hands and then completely around both partners.

Teaching Suggestions:

1. After giving the movement sequence, pause and allow enough time for the team to rehearse the pattern.
2. Change runners each time
3. Do not give more than 6 to 7 commands, depending on the age of the students.

Now try this:

1. Have each group of three pick another group they want to challenge.
 - a. Invite a winning group to pick the next movement sequence.

The Snake Trail

Equipment: 5-12 cones or desks, 1 whistle (optional), music (really helps to have)

Organization:

1. Organize desks or cones in 3 to 4 rows (or you can make any formation you want) with walking space between each row.
2. Line students up in the pattern.
3. Tell students in which direction to move

Description:

1. On signal, students begin to walk in selected pattern
2. On signal, the movement changes to a:
 - a. Fast Walk
 - b. March
 - c. Jog
 - d. Locomotive movement of teacher's choice (skipping, hopping, galloping)



Teaching Suggestions:

1. Students are to stay behind the person in front of them
2. change leaders frequently

Now try this:

1. After completing the walk, fast walk, and march movement, call on a student to "lead" a movement. Everyone else follows.
2. Change direction of movement.
3. For a cool down, use slower movements.
4. Place movement cards along the trail. Students switch movements when they pass the card

Indoor Arithmetic Scramble

Equipment: None

Organization:

1. Students are seated on the floor in a circle
2. Designate 1 student as "it" to sit in the center of the circle.
3. Number all students 1-5 (including "it").
4. Designate the locomotor movement to be used.

Description:

1. "it" points to a student and announces a number from 6-10.
2. That student must announce 2 or 3 numbers between 1 and 5 which add up to the number the "it" announced.
3. On the command "go" from the teacher the students having those numbers exchange places, using the designated locomotor movement
4. "It" also tries to occupy open space. The student left without a space is now "it".
5. If "arithmetic scramble" is called, everyone must change places.

Teaching Suggestions:

1. Change the locomotor movement frequently.
2. For Safety, fast locomotor movements (ie, running, leaping) should not be used.

Now Try This:

1. Have students sit on towels or carpet squares. While waiting for "it" to select a student, all students will continually move one seat to the right.
2. Students are named after beans (lima, pinta, etc). "It" calls out a type of bean. Those "beans" trade places. If "bean salad" is called, everyone trades places.

Suggested Locomotor Movements:

1. crawl
2. reptile crawl (one belly like a snake)
3. creep (walk while squatting)
4. crab walk
5. bear walk (on hands and feet)
6. seat scoot
7. inchworm



Take a Stroll

Equipment: Music

Organization:

1. Divide the class into 2 groups.
2. Line each group facing the other

Description:

1. When the music begins, the first student in 1 line moves into the open space between the 2 lines.
2. That student moves down through the center of the 2 lines of the other side using a selected locomotive movement of choice (walking, dance step, etc)
3. All others do the same movement in place.
4. Alternate students from each line until everyone has gone

Teaching Suggestions:

1. Demonstrate/role model by going first.
2. If students are extremely shy about going alone, let them go in pairs.
3. Pairs may choose a movement together, or each lead their own line in individual movements.
4. This is a time for movement and creativity. Encourage original movements as long as they are safe.

Non-Elimination “Simon Says”

Equipment: None

Organization:

1. Divide students into 2-4 groups
2. Assign a leader to each group.
3. Space groups around the room
4. Designate a locomotive movement to be used when changing to a new group.

Description:

1. The leader performs various locomotor movements or exercises (ie. Jumping Jacks, stretches) by saying “Simon Says” and students move, students go to a new group
2. After a designated time, rotate the leaders and change the designated locomotor movement

Teaching Suggestion:

1. Challenge the leaders to use movements that A) involve the whole body and b) require minimal traveling.
2. The following are some suggested movements:
 - a. Walk in place
 - b. March in place
 - c. Jog in place
 - d. Dance in place
 - e. Jump forward and back
 - f. Jump left and right
 - g. Hop on 1 foot
 - h. Stand up and sit down
 - i. Jumping jacks
 - j. Do the twist
 - k. March in place slapping hands to knees
 - l. Jump rope in place (pretend rope)
 - m. March in place slapping knees
 - n. Little arm circles, big arm circles



Sit Down All Class Volleyball

Equipment: 2-8 beach balls, 4-6 cones

Organization:

1. Set up the playing area. Cones may be used to outline the playing area.
2. The class spreads out evenly in the playing area and sits down on the floor
3. Leave enough room in between so that they can freely swing their arms.
4. Announce a "goal time" (how long the ball must be in play).

Description:

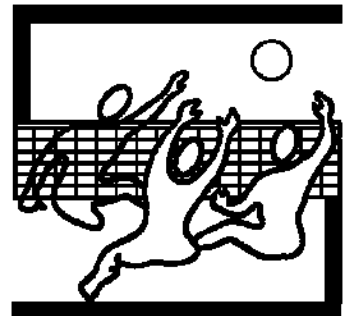
1. The balls are tossed into play by the teacher. The clock starts when the first ball is put into play.
2. Players attempt to keep the ball in play by hitting the balls with their hands to keep all balls from touching the ground or going out of bounds until the goal is reached.
3. Players must remain seated at all times.
4. The game stops when a) the "goal time" is reached, b) a ball touches the ground or goes out of bounds, or c) a player arises from the sitting position.
5. If the "goal time" is reached, the class wins (or scores a point). The game may be repeated until a desired number of points or wins has been scored.

Teaching Suggestions:

1. Begin with one ball and add more balls each game. Encourage students to control the ball balloon.

Variations:

1. Players sit on towels or benches. On signal, everyone must move to a different bench or towel
2. Use two courts. After a player hits the ball s/he must move to the other court.
3. Divide players into small groups of two or three. Space the groups around the room. Each small group is given one ball and tries to keep it in play longer then the other groups.
4. Players keep the balls aloft using feet, legs, head and chest. Hands and arms may not be used. (Safety Not: allow enough room between players to freely kick legs without contacting another player).



Sock it to me

Equipment: One rolled up sock, yarn ball or loosely knotted fabric strip per student

Organization:

1. Set up a rectangular or square activity area at center line.
2. Divide the class into two teams. Each team spreads out on their side of the activity area and stands facing the center line.

Description:

1. On the signal, students throw their socks on the other teams side of the line.
2. Socks may be picked up from the floor and thrown as often as desired. Before throwing a sock, the student must perform two push ups or two bent knee sit ups
3. The game continues to a time limit. The team with the least amount of socks on their side may earn a point.

Teaching Suggestions:

1. Be sure area is clear of equipment, and/or other obstacles before socks are thrown
2. The object is to have as few socks on your side as possible when time runs out. The object is not to throw socks directly at the opposing team members.

Variations:

1. Increase the number of push-ups and sit-ups.
2. Have the students perform the push-ups and sit-ups with a friend
3. Use crumbled paper balls in place of socks.

The Rhythm Train

Equipment: Drum or music with a strong beat

Organization:

1. Students are in file lines of 4-6.
2. Students should stand with their hands on the shoulders of the person in front of them.

Description:

1. The front student is the train engine, the middle ones are the passenger cars and the last one is the caboose.
2. On, beat, engines lead the trains anywhere in the activity area at a walking pace, matching the beat.
3. On signal, "woo woo" (like a train whistle) the caboose lets go and runs to the front to become the new engine. The trains should not stop to wait while the new engine moves in to the front

Teaching Suggestions:

1. Be sure students move to the beat.
2. Students need to watch out for the feet of the person in front of them.
3. Engines must move their train to the open space.
4. Change tempo often.

Variations:

1. Put some obstacles around the areas such as cones or hoops. Trains must move around them.
2. Add two trains together for more of a challenge.



Bean Bag Buddies

Equipment: One bean bag per student

Organization:

1. Students in pairs scattered in the activity area. 2 bean bags per pair.

Description:

1. Partners complete challenges as instructed by the teacher. Between challenges, pairs complete a locomotor task together around the perimeter of the activity area.
 - a. Stand back-to-back with a partner. Pass the bean bag back and forth with partner. Try another way. And another. What is the silliest way you can pass it? What is the quickest? (Give them 10 seconds and have them count the number of passes). Repeat 5 times so they can see which is fastest.
 - b. Stand side-by-side and repeat 1 partner switches sides.
 - c. Stand front-to-front (toes-to-toes).
 - d. Stand front-to-back.
 - e. Partners make up a routine with a buddy to complete 10 passes, using at least 3 different ways to pass.

Teaching Suggestions:

1. Change partners every few minutes
2. Give students enough time to experiment with different moves, but not enough to get bored.

Variations:

1. Can be done using balls, or nearly any object with which can be passed back and forth easily
2. organize students in 2 long parallel lines. Switch partners after each trick by having one line move 1 person to the left. Last kids run to the other end. Or do this with 2 circles.
3. Try each activity using 2 beanbags and 3 students.

Body Balance

Equipment: 1 beanbag per student, boundaries

Organization:

1. Students are scattered in personal space, each with a beanbag

Description:

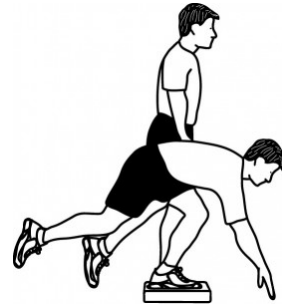
1. Students balance beanbags on various body parts as instructed by the teacher
2. they complete balances while standing still, and complete an aerobic task between each balance (eg. Jumping jacks, jog in place, high kicks, jump tucks, push-ups, etc.)
3. Begin with head, face, shoulders, elbows, hands, belly, back, thigh, calf, then foot.

Teaching Suggestions:

1. You may have to make slight adjustments in your balance in order to keep the beanbag from falling
2. Try one side, then try the other, with each body part

Variations:

1. Balance while walking, or moving around area



Me and My Beanbag

Equipment: 1 beanbag per student

Organization:

1. Students are scattered in self-space worth boundaries, each with a beanbag.

Description:

1. Students take cues from the teacher to practice various skills with beanbags
2. Challenge students with the following:
 - a. Get over your beanbag. In front of it. Now behind it. To the left of your beanbag. Now to the right of it.
 - b. Jump around the beanbag. Hop on one foot around. Hop over it. Leap over it. Jump backwards over it. Jump forward.
 - c. Touch the beanbag with one body part and move around it in a circle. Try a different body part and the other direction.
 - d. Pick up the beanbag without using your hands. Try another way.
 - e. Put the bean bag on your foot and “toss” it to yourself. Can you go higher and still catch it?
 - f. Can you do it using your knee? How about your elbow?
 - g. Pretend your beanbag is in a roll of mummy wrap. Start at your toes and wrap yourself from toe to head using the “wrap”. Now unwrap.

Teaching Suggestions

1. Do not stay one task too long. Watch students for cues when to move on.
2. Keep things moving and challenging
3. Recognize those doing it well and using creativity

Variations:

1. Any object can be used. A hoop can be lots of fun. (Just change the name of the game).
2. After you have done it one or twice, have students call out the instructions

Mingle, Mingle

Equipment: Music (optional), 4 cones

Organization:

1. students are scattered in an approximately 20x 20 yd. activity area

Description:

1. Call out "Mingle, Mingle" (or start the music) and a locomotor movement (eg. Walk, jog, slide, hop). Students begin to move randomly within the activity area
2. When the music stops, call out a number from 2 through 5
3. Students from groups which correspond to the number called, join together and then move around the activity area using the designated locomotor movement
4. All groups continue to move around the perimeter in the same direction until a new direction is given
5. students without a group of a proper size raise their hands and go to the center to find the others
6. When the next locomotor movement is called, students again "Mingle, Mingle". When the next number is called, students try to find new group members



Teaching Suggestions:

1. Call direction quickly; encourage students to group quickly
2. Increase the size of the activity to promote more activity
3. Change the locomotor movements (eg. Walk, run, skip, hop.)

Variations:

1. Body parts (for getting into groups): call out 1 or more body parts (eg. Knee, elbow, hands, shoulder) at the same time the group formation size is called. Students then form the group by touching those parts. The students then move around the perimeter in the called formation (eg. Touching elbows.)
2. Back to back (for getting students into pairs): instruct students to move inside the boundaries (with a specified locomotor movement-walk, jog, skip, slide, leap, gallop) when music is on and to stand back to back with someone when music stops
3. Basketball, Soccer: students dribble a ball while moving through the area. On signal, students form groups and dribble around the perimeter.

Go Fish

Equipment: None

Organization:

1. Students are scattered within the activity area

Description:

1. Students pretend they are fish in the ocean
2. Students move according to the following verbal commands
 - a. Wave in- march into designated "shore"
 - b. Wave out- walk backwards towards the sea
 - c. Low tide- duck down and walk towards the sea
 - d. High Tide- walk on balls of feet, arms overhead towards the shore
 - e. Shark- all run to nearest sideline and stand on 1 foot (hiding)
 - f. Go fish- skip through activity area in any direction



Teaching suggestions:

1. Stress the importance of safety and watching out for other fish

Balance Train:

Equipment: None

Organization:

1. students form one long line

Description:

1. On signal, student at the head of the line begins moving train (a line of students) around activity area
2. On stop signal, students stop and teacher calls out number of body parts to balance on
3. Each car in the train (students in line) performs the trick
4. On signal, leader goes to back of line, a new leader moves the train

Teaching Suggestions:

1. Encourage leaders to use all space available
2. Encourage students to balance differently from the car in front of them. BE CREATIVE!
3. Kindergarten: Have students walk around a perimeter line instead of randomly around the area.



Bucket Chicken

Description:

Set up various stations of distances to the buckets. Then see how many times students can toss the rubber chicken into the bucket within a minute from the specific marker. After each minute, students rotate to another station. You may make the game an individual or group challenge.

Equipment:

Rubber chickens, buckets, trash cans, recycling bins

Space:

Playground or gymnasium





Chicken Toss and Tag

Description:

In pairs, throw and catch a rubber chicken. When a signal is given (whistle, cluck of hen, duck call, etc.) the person with the chicken chases the one who does not have a chicken and tries to tag the person. When the tag is made, the partners begin to throw and catch the chicken again until another signal is given and a new chase begins.

Equipment:

Rubber chickens

Space:

Playground or gymnasium

Sling Shot Hose

Description:

In groups of three, use a pair of panty hose or leotards like a sling shot to propel balls for a distance, height or accuracy. One person grabs the hose by the foot, one person takes the other foot and the third person is the loader. Cooperate to pull the hose back and then sling the object forward. Set up scoring system. Incorporate team vs team challenges. Sling at targets, posts, goals or over obstacles. Other things that can be sent flying include rubber chickens, rubber boots or rolled up panty hose

Equipment:

Panty hose or leotards, balls

Space:

Playground or gymnasium

Adaptation:

Using the length of the soccer field, have the groups make their way across the great distance (and back again) by only moving the distance their object travels.

Fairway Fair Play

Description:

Set up a disc golf course with as many holes (hoops) as you wish. Number each hole. Students take a disc, start at the tee (cone) and toss the disc towards the hole (hoop). The object is to have the flying disc land inside the hoop. Count the number of "strokes" (tosses) needed to land then disc inside the hoop.

Equipment:

Flying discs, hula hoops, cones

Space:

Playground or gymnasium

Adaptation:

In teams of four, run a Texas scramble or "best toss" type event. Each student tosses the disc towards the hole. Students then decide which disc is closest to the hole. Team-mates retrieve their disc, go to where the best toss landed, and take the second toss landed, and take the second "stroke" (toss) from there. Continue this way, and count number of strokes.

Blanket Keep-It-Up

Description:

Divide the group into two teams and position them on either side of the net. Hang the blanket over the net so that the teams cannot see each other. Each team volleys the ball back and forth over the net as quickly as possible. The goal is to keep the ball in continuous motion for as many passes over the net as possible. As students become more confident, add more beach balls.

Equipment:

Volleyball net, four or five beach balls, blankets

Space:

Playground or gymnasium

Adaptation:

Impose a minimum of three passes per side before the beach ball can be passed over the net. Use a badminton net for younger children. To make the game even more difficult, give each team a blanket that they must use to propel the ball over to the other side of the net.



Chute Ball

Description:

The object of the game is to keep the balls bounding on and around the parachute. Toss in a few balls of different weights and sizes for a round of ball toss. You may also add water balloons for more excitement.

Equipment:

Parachute, balls (any size or kind)

Space:

Playground or gymnasium

Adaptation:

If you have two parachutes play a game of pass. As students become more comfortable add more balls into the mix.

Lifeguard Rescue

Description:

A Lifeguard is responsible for saving passengers from a sinking ship by using hula hoops as life preservers to move passengers from the "start line" to the "end line" by placing one hula hoop in front of the other. Passengers are challenged to move from one hoop to another without stepping outside the hoop. Once passengers successfully reach the "end line" they lead a physical activity for the rest of the survivors to participate in.

Location:

Indoors (classroom, multi-purpose room or gymnasium) or outdoors

Materials:

8-10 hula hoops

Skill Development:

- divide students into groups of 4-5
- students from a circle connected together by holding each others hands
- a hoop is placed at one end of the line on the arm of the first student
- students are challenged to see how fast they can pass the hula hoop around the circle person to person without unclasp hands
- the students need to work together to manoeuvre the hoop around their body without letting go of each others hands
- once the group completes the task, challenge them to improve their time

Challenge:

- divide students into groups 8-10
- have each group select a "lifeguard"
- identify a "starting line" and an "end line" (approximately 10-15 meters apart)
- The lifeguard rescues passengers by placing one hoop in front of another (maximum four hoops) to move passengers from the "start line" to the "end line".
- At the "start line" passengers must jog on the spot to be rescued by the lifeguard
- When a hoop is placed in front of a passenger at the "start line", the passenger steps into the centre of the hoops and walks on the spot with high knees (keeping their feet dry)
- The lifeguard may attempt to rescue more than one passenger within the center of the hoop however, if a passenger steps outside of the hoop they must go back to the "start line" and jog on the sport and wait to be rescued again by the lifeguard
- Once a passenger successfully reaches the "end line" they lead the rest of the survivors in a physical activity, this continues until a new passenger is rescued
- Challenge the students to try and improve the time it takes to successfully save all the passengers from the sinking ship

Adaptations

- *Increase the Challenge*
 - Use fewer hula hoops
 - Increase the level of physical activity at the "start line" and "end line"
- *Decrease the challenge*
 - Use more than one lifeguard
 - Decrease the distance from the "start line" to the "end line"



Tennis Anyone?

Description:

On signal, students move around, practicing their throwing and catching skills as they exchange tennis balls with other students. With each new round, students bring different letters to their group's "home base". Students work cooperatively in a team to try and create as many words as they can with letters found on their tennis balls.

Location:

Indoors (classroom, multi-purpose room or gymnasium) or outdoors

Materials:

- 30-40 tennis balls
- 1 lettered and numbered tennis ball per student (both a letter and number appear on each ball) Note: use a variety of consonants and vowels and a variety of numbers
- 4 hula hoops or 4 pieces of chart paper and 4 markers

Skill Development

- divide students into groups 4-5
- each student is provided with a tennis ball that has a letter and a number on it
- on signal, students move around the activity area and toss/pass their tennis ball to students in their group
- when the music stops, each student looks at the number on their ball and if it is an "Even" number they are to do a specified activity (eg. Wall push ups), if it is an "odd" number they are to do a different specified activity (eg. Wall push ups).
- Have students participate in the activity for 30-60 seconds (adjust the time limit to meet the varying needs and abilities of students)
- On signal, have students start to throw/pass the tennis balls again.
- Designate new activities for the "odds" and "even" frequently and allow students to suggest some ideas.

Challenge:

- Divide the class into 4 equal groups
- Assign each group to a 'home base' in a corner of the activity area using either a pylon or a hula hoop
- Have each student start off with a lettered tennis ball at their "home base"
- Have the students circulate within the activity area tossing and exchanging tennis balls with the various students in the class. Encourage students to exchange with students who are not apart of their 'home base'.
- Stress safety by encouraging students to make eye-contact and to call out the person's name when they are sending their tennis ball.
- Once a signal is given, each student is to take their "new" tennis ball back to their base and create as many words as they can in 30-60 seconds.
- Have students record their words on chart paper or simply place the tennis balls side by side as in a game of 'scrabble' or in a 'crossword fashion'.
- At the end of the time limit, a signal is given and all teams are to stop creating words and must move around while the music plays exchanging tennis balls again.
- Continue playing 4-5 rounds



- You can choose to keep a running record of how many words each group creates or you can simply have each group share with the others 1-2 words that they created for that round

Adaptations

- *Increase the challenge*
 - Have students only make words with 4 or more letters
 - Have students add each of the numbers on the tennis balls for a grand total
- *Decrease the challenge*
 - Use numbers and have students put them in order from lowest to highest
 - Using letters have the students put them in alphabetical order

Slam Dunk in the Sun

Description:

This is a variation of team ball (max 3 steps, max of three seconds, max of three passes). It is played like a game of mini-basketball.

Location:

- Indoors (classroom, multi purpose room, gym) or outdoors
- Classroom (no traveling allowed, only passing to progress the ball towards your goal, use a soft ball.

Materials:

- Ball (gatorskin ball) one per group
- Collapsible bins or garbage bin can be substituted

Skill Development:

- Divide students into groups of 3-4. Each group is provided with a ball.
- Within each group assign students a letter from the alphabet (a, b, c, d).
- To start, a, b and c pass the ball back and forth to each other, while D is in the middle of the group trying to intercept the ball
- Signal students to switch roles frequently
- Provide a minimum of two turns for each student to be in the middle
- Challenge students to keep track of the number of times they are successful in intercepting the ball and encourage students to continue to practice and improve their personal best



Challenge:

- Divide students into groups 6-10
- Create a division line to identify two courts of it space allows, four courts
- Students try to pass the ball to another member of their team without the ball hitting the ground or being intercepted by the other team. If the ball is intercepted by the other team or hits the ground-the other team gets the ball.
- The object is to get the ball from one end of the play area to the other end and place it into one of the large bins found at each end of the play area.
- Once a student catches the ball, they make more take any steps
- Students may not touch each other and must stay one step away from anyone they are trying to intercept the ball from
- Students may only hold onto the ball for three seconds
- Once students have placed the ball into either end a total of 3 times, start a new game

Adaptations

- *Increase the challenge*
 - Instruct the students to make 6-8 successful passes before placing the ball into the bin
 - Each student must touch the ball once before placing the ball into the bin
- *Decreasing the challenge*
 - Allow students to pass the ball back and forth together as one team a minimum of 5 times from one end of the play area to the other before placing it in the bin or to pass to each other by bouncing it on the floor.

Summer Card Run

Description:

Students work in teams to complete various fitness challenges using playing cards to identify high-low number cards

Location:

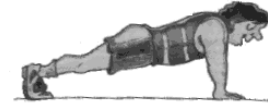
- Indoors (classroom, multi-purpose room, gym) or outdoors

Materials:

- Decks of playing cards
- Chart of fitness challenges

Skill Development:

- Have students work in groups of 3-4
- Each student group lines up in a single file facing one other group.
- Place a deck of playing cards, cut in half, face down on the ground or on a bench in the middle of each of the groups (to simplify the task you may want to consider only using numbered cards)
- Have the first person in each group run to the middle and take one card and turn it over. The student who draws the higher card returns to the group and together they jog on the spot. The student who draws the low card returns to their group and together they complete 10 jumping jacks
- If there is a tie between 2 cards both students run back to the line and the next student starts immediately
- The activity continues until all the cards have been drawn



LUNGES

Challenge:

- Divide students into groups of 4-5
- Have each group take turns designating a "card leader" who is responsible to come to the teacher or a designated area to collect a card
- Once the card has been collected, the whole group works together to complete the designated physical activity for that card (eg. Ace=10 jumping jacks, king=8 shoulder rolls, hearts= 6 lunges with alternate legs)
- Write the activities on a chart and ensure that the activities chosen are ones that can be done in the chosen activity area. You may want to incorporate some equipment (jack= 6 bounces to a partner) into some of the tasks

Adaptations:

- *Increase the challenge*
 - Increase the number of times students have to do the activity on the card
- *Decrease the challenge*
 - Decrease the number of times the students have to do each activity and lower the intensity level of the physical activities
 - Using the number cards, limit the number of physical activities and encourage students to complete the activity for a total number of times as identified on the card eg., 3 of hearts=complete 3 jumping jacks

