INSTANT ACTIVITIES

Basketball

**Name: Fancy Dribble**

Description Of Idea:

As students enter the playing area instruct them to pick up a ball of their choice to dribble with their hands. Then they are to find a good self-space and face the teacher with the ball between their feet. When the music starts they are to dribble all over the playing area. Encourage them to keep their eyes up so they don’t run into others.

When the music stops they are to stop and practice dribbling in their own self-space. Encourage them to practice "fancy dribbling" (e.g., behind back, between legs, turning around, etc.) while in this stationary position. When the music starts again they are off and moving again.

**Name: Dribble & Jump**

Description Of Idea:

Students pair-up and have a ball to dribble with their hand. The students decide who will exercise and who will dribble first. On the teacher's command, one student dribbles with their dominant hand while the other completes jumping jacks (or any other exercise that would be appropriate—jumping rope, etc.) for a period of time set by the teacher (twenty to thirty seconds). At the end of the time period the students switch. Once that skill has been done switch to the non-dominant hand, then switching back and forth. You can be as creative as you want in giving them dribbling skills.

**Name: Spell & Dribble**

Description Of Idea:

Each student has a ball to dribble. Have students find a personal space on the court or designated playing area and their ball to dribble is put at their feet. Spelling words from the classroom teacher are written on poster board and posted for all
students to see.

The PE teacher points out and pronounces a spelling word. Students then dribble the ball as they spell the word with the 1) dominant hand, 2) non-dominant hand, and/or 3) alternating hands. It helps if the spelling words are posted at eye level (this not only helps students to see how the words are spelled, but it also helps them to look up and forward while dribbling). When the students are done spelling the word (once with the dominant hand, once with the non dominant hand, and once alternating from hand to hand), students may dribble however they choose until the teacher signals the class for the next spelling word (use a whistle or other signal to stop the class). The teacher then points out and pronounces the next spelling word. Repeat this procedure for all spelling words and any words that need to be reviewed again. Instead of dribbling with a ball, this activity can also be done with jump ropes, jumping jacks/jills, push-ups, etc.

**Name: 3 on 3 no dribble**

**Description Of Idea:**

Get the class into groups of three. Each team will play another group of three in a no dribble game. No traveling! The students must use passes to their teammates in order to move the ball down the court. Good passes and good defense will help them win the game. Have the teams rotate courts every few minutes.

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**Instant Activities / Soccer**

1. **Name of Activity:** Soccer Scatter

**Materials Needed:** Cones for general space boundaries, appropriate sized balls to foot dribble with

**Description of Idea**

This activity is preferably done in a large outdoor grassy area. Pair students up (groups of three will work fine if the class size is odd in number). One partner has a ball at their feet while the other partner does not. On the teachers signal the person with the ball dribbles throughout the coned off general space while their partner runs/jogs all over the area. On the stop signal the person with the ball traps the ball, the partner without the ball needs to get in position to receive a pass. He/she calls for the ball (e.g., "Hey, I'm open"), the person
with the ball makes a nice inside of the foot pass to the person and they start moving again. Keep repeating this process and vary it accordingly.

**Variations:**

Have the partners move far away from each other in general space. They have a tendency to stick close together.

Vary the kind of pass that is delivered. For example, have the passer use the outside of the foot or have them pick the ball up and toss to the thigh of the receiver.

This simulates a game very well so you may want to talk about how to move without the ball and moving to a teammate to collect a pass.

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### 2. Name of Activity: Statues and Dribblers

**Materials Needed:** Cones for general space, balls to dribble with the feet

**Description of Idea**

Have half of the class stand in general space with their feet apart (i.e., Statues). Have some students stand with their feet far apart, some at medium distance apart, and some with their feet just far enough apart for the ball to go through. The other students will get a ball and stand wherever they want in general space with their ball at their feet. They are the Dribblers. On the teachers signal the Dribblers are to dribble the ball with their feet throughout the space trying not to lose control of the ball (important cue "soft taps on ball"). When they come to a Statue they are to "foot pass" the ball through the statues feet and quickly run around the statue and trap the ball on the other side of the statue. **(NOTE:** They can’t make the pass from behind the statue-it must be from the front of the statue). They continue dribbling from there trying to keep control and finding other statues to pass the ball through. Switch dribblers and statues.

**Teaching Suggestions:**

- Encourage students to use "very soft taps" on the ball for control
- Statues can’t take the ball from the dribbler
- Make sure the statues are standing far away from other statues so there is room to get ball on other side

**Variations:**

- Challenge them to go through as many statues as possible a minute or two
- Use cones in place of the student statues
- After passing the ball through a statue have students go around a cone that is lining the playing area

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### 3. Name of Activity: Dribble Tag

**Materials Needed:** Cones for general space boundaries, balls for all students that bounce
Give all students a ball that they are comfortable dribbling with their feet (i.e., soccer ball). Designate 2/3 students as taggers. These taggers, while still dribbling a ball themselves, move throughout the area trying to tag other students who are also dribbling a ball. Players who are tagged hold their ball above their head. They are free to join the game again after a "free dribbler" tags them.

**Teaching Suggestions:**
- Have boundary cones away from walls if playing inside.
- Stop the game if the students aren’t moving safely.

(This activity is taken from the book "Children Moving: A Reflective Approach to Teaching Physical Education (3rd Edition)" by George Graham, Shirley Holt/Hale, and Melissa Parker. Mayfield Publishing has granted exclusive permission to PE Central to reprint this activity. Further reproduction of this task is strictly prohibited unless permission is obtained from Mayfield Publishers. To order the book (ISBN #1-55934-130-0) or to seek permission call 1-415-960-3222.)

**Variations:**
- If students lose control of the ball have them stand with ball over head.
- Have students walk instead of running.

**4. Name of Activity: 3 Team Soccer**

**Materials Needed:** Outside area with several soccer fields, two or three sets of pinnies per court and one basketball for each court

**Description of Idea**
Form students into groups of anywhere between 3-5. This will depend on your class size and facilities. Give the students different colored pennies to identify their teams. Team A begins at one goal, Team B is at the other goal while Team C begins at center field. Team C receives the ball and moves down the field to play against Team A. If Team C scores, they keep possession of the ball and they go down to play Team B. If Team A stops Team C from scoring or Team C violates a rule, then Team A dribbles down and plays Team B. Team C stays at the goal where Team A was and waits. This continues in this manner until the teacher stops it (preferably only 5-10 min.). Feel free to keep score for each team if you want.

**Rules:**
- Offense only gets one attempt at scoring.

**5. Name of Activity: Fancy Dribbling/Juggling**

**Materials Needed:** Appropriate sized balls to dribble with, (i.e., playground balls, soccer balls), up tempo music, tape/cd player, cones to define the boundaries of the playing area.
Description of Idea
As students enter the playing area instruct them to go to a ball of their choice to dribble with their feet. Then they are to find a good self-space and face the teacher with the ball between their feet. When the music starts they are to dribble all over the playing area. Encourage them to keep their eyes up so they don’t run into others. When the music stops they are to stop and practice dribbling in their own self-space. Encourage them to practice juggling the ball with their feet and knees while in this self-space position. When the music starts again they are off and moving again.

6. Name of Activity: Juggle Jacks

Materials needed: 1 ball to dribble per 2 students

Description of Idea
Students pair-up and have a ball to juggle with their feet. The students decide who will exercise and who will juggle first. On the teachers command, one student juggles with any body parts except arms while the other completes jumping jacks (or any other exercise that would be appropriate--jumping rope, etc.) for a period of time set by the teacher (twenty to thirty seconds). At the end of the time period the students switch.

Assessment Ideas: This is a nice time to see how your students are doing with their soccer juggling skills.

7. Name of Activity: Soccer Warm-Ups

Materials Needed: Masking tape, task cards that explain each warm-up, each student should have 1 ball for individual warm-ups or each partner group should have 1 ball for partner warm-ups

Description of Idea
Create stations by posting the task cards on the gymnasium walls with masking tape. Distribute the balls equally among the stations. For example, if you have 30 students and five stations, place 6 balls at each station for the individual warm-up or place 3 balls at each station for the partner warm-up.

On the teacher's "GO" signal, have each student or partner group find a ball at a station and begin to perform the activity described on the task card for 30-45 seconds. On the teacher's "STOP" signal, the students take their ball, go to the next station, and begin to perform the next activity described on the task card for 30-45 seconds. Continue to rotate stations until all students have gone to each station once. Descriptions of the individual and partner ball warm-ups are listed below.

Individual Ball Warm-Ups:
Hamstring-Tricep Extensions: Stand up and hold the ball with both hands. Bending at the waist, hold the ball between your feet and hold this position for 3 counts. Then extend both arms straight overhead and hold this position for 3 counts. Repeat this movement sequence until you hear the teacher’s "STOP" signal. Remember, keep your knees slightly bent and perform the sequence in a slow fluid motion.

Sit-Ups: Get into the sit-up position and hold the ball against your chest with both hands. Perform sit-ups and see how close or how many times you can get the ball to your knees.

Ball Push-Ups: Get into the push-up or modified push-up position. Place the ball so each time you go down during a push-up, your chest touches the ball. See how close or how many times you can touch the ball.

Ball Straddle Stretch: Sit down on the floor in a straddle position (legs spread apart in a "V" formation). With both hands, roll the ball around each foot, along the outer side of your leg, behind the back, along the other leg, and back around the feet. Remember, keep your knees slightly bent, perform the sequence in a slow fluid motion, and change directions.

Partner Ball Warm-Ups:
Partner Sit-Ups: Get into the sit-up position facing your partner and toes touching. One student holds the ball against his/her chest with both hands and then both students perform sit-ups at the same time. When the students are in the "UP" position of the sit-up, the student with the ball extends both arms toward his/her partner, while the partner also extends both arms to grab hold of the ball. Repeat this movement sequence, handing off the ball each time.

Partner Straddle Stretch: Sit down on the floor in a straddle position (legs spread apart in a "V" formation) facing your partner and touching toes. With both hands, the student with the ball rolls the ball behind the back, along the outside leg, and up to the feet. The other partner then rolls the ball along the outer side of his/her leg, behind the back, along the other leg, and back to the feet where the other partner then continues to roll the ball. Remember, keep your knees slightly bent, perform the sequence in a slow fluid motion, and change directions.

Back-to-Back Figure 8: Stand back to back with your partner and then each of you takes a half step forward. Have one student hold the ball with both hands. At the same time both students will twist their waists to the left. The student with the ball will hand it off to his/her partner. Both students will then twist their waists to the right and then hand of the ball again. Repeat this movement sequence, handing off the ball each time. Remember, keep your knees slightly bent, perform the sequence in a slow fluid motion, and change directions.

Over and Under: Stand back to back with your partner. The student holding the ball extends both arms straight overhead while the other student extends both arms straight overhead to grab hold of the ball. The student who has the ball now, bends at the waist and extends both arms between his/her legs while the other student extends both arms to grab hold of the ball. Repeat this movement sequence. Remember, keep your knees slightly bent, perform the sequence in a slow fluid motion, and change directions.

Teaching Suggestions:
Demonstrate each task and the correct rotation before letting the students perform the stations.
Have students dribble with their feet to the next station.
Use music as your stop and go signals.
8. Name of Activity: Partner Tag

**Materials Needed:** Cones for general space  

**Description of Idea**

Have students find a partner. After they are with a partner have them find a good self-space in the playing area. Identify one student as the chaser and the other as the dodger.

On the teacher’s signal, the chaser will have thirty seconds to try to tag the dodger. If the dodger gets tagged then he/she then becomes the chaser. They keep switching in this manner until the time limit is up. Let this continue for about 30-40 seconds, then stop them. After this time period make sure to change the chaser and dodger just in case no one was tagged. This is quite a workout for the students! May want to take pulse before and after activity.

If you have an odd number in your class have one group of three. One student can rest for the 30 seconds and then be partnered up with one of the other two when the teacher stops the game.

**Teaching Suggestions:**

Make sure your students have a good grasp on how to move safely in and around others while in general space (i.e., they have learned some chasing, fleeing, and dodging skills).

Remind the kids to keep their eyes up and be adamant about not allowing students to dive to tag someone. They must stay on their feet at all times.

Do not use the walls of a gym as boundaries of the space. Use cones that are away from the walls.

**Variations:**

May want to have the chasers give each other a five second start before they start chasing.

Have the students switch partners.

9. Name of Activity: Safety Bases

**Materials Needed:** Cones for general space boundaries, 6-8 hoops  

**Description of Idea**

The object is for students to work on dodging in a game situation. The object is for one team, team 1, to cross the space without being touched by a team of taggers, team 2. Team 1 begins at one end of the designated space, the taggers on team 2 begin at the other end. On the signal, the runners try to cross the space without being tagged; the taggers try to stop as many runners as possible from getting across the designated space. Spread out hoops across the designated space which if the runners are inside the hoops (safety bases) they can’t be tagged.
Give the runners about 2 minutes or less to cross the designated space. Give each team a chance to be both the runners and taggers.

**Teaching Suggestions:**
- Have boundary cones away from walls if playing inside.
- Have students walk instead of running if they are unable to move safely.
- Stop the game if the students are unable to move safely.

**Variations:**
- You may want to change the method in which the runners and taggers travel such as: hopping, skipping, galloping, sliding, etc.

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**10. Name of Activity: Team Leap Frog**

**Materials Needed:** A large outdoor grassy playing area, cones

**Description of Idea**
Split the class in half by handing every other person in class a penny of the same color (see our forming groups section for other ways of forming teams). Using half of a soccer field (or another large open field space) one team gets on one end of the field and the other team on the other end.

On the teachers signal give one team 45-60 seconds to see how many people on the other team they can tag and have squatting at the end of the time. When someone is tagged they must **squat down at a low level**. The only problem for the tagging team is that members of the other team may jump or leap over squatting teammates and that unfreezes those people so they are up and running again. After 45 seconds, switch chasing and fleeing teams.

**Teaching Suggestions:**
- Stress to students that when squatting they are **not** to rise up while other kids are moving over them.
- Make sure the field space is large enough to give fleeing persons room to run and find people on their team to jump over. A small area defeats the purpose.

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**11. Name of Activity: Everybody It**

**Materials Needed:** Cones for general space boundaries

**Description of Idea**
Children are in scattered formation within the playing area. The activity begins with all of the students being "it". The objective of the activity is for the students to move about the general space tagging various classmates while avoiding being tagged.
Once a student is tagged he/she must perform a previously identified fitness exercise (i.e., sit ups, dance). If a double tag occurs both students perform the agreed upon task. The length of time to use for this instant activity should be based on how safely the students are able to move about the general space.

**Teaching Suggestions:**
1. Don't let students perform the exercises incorrectly! Have them redo if they perform them using poor techniques.
2. Limit the speed and type of movement until the students are able to move safely through general space (i.e. walking first).
3. Once the students are comfortable with the activity it is possible to alternate between the fitness components (i.e., curl-ups and static stretching).
4. May want to have students move to the side of the area to complete their exercises if you are working in a very crowded area.
5. Make sure all students understand that they need to be aware of students on the floor while they are moving. Don't trip over them.

**12. Name of Activity:** Clothespin Steal

**Materials Needed:** Cones for general space boundaries, 3 clothespins for each student

**Description of Idea**
Have ALL of the students pick up three clothespins as they enter the gym or playing area. After they have found a good self space in a coned off area ask them to attach the clothespins to the back or on the sides of their shirts (nearby classmates can help if they can't do it by themselves).

After they have secured the clothespins explain the object of the activity is to collect as many clothespins from your classmates as possible in a specified time limit (i.e., length of a short song). You are only allowed to take one pin at a time however. When you get a clothespin you put it on your shirt.

If someone loses all of their clothespins they continue to play because they are trying to retrieve pins from others.

**Teaching Suggestions:**
Kids have a tendency to hold the clothespins they steal in their hands. Please remind them to put them on their shirt before they continue to try to steal others pins.

Give them feedback about the dodging skills they use.
13. Name of Activity: Flag Steal

**Materials Needed:** Cones for general space boundaries and for "the stolen flag/safe area", two velcro flags, one flag belt for each student

**Description of Idea**
Have each student put on the flag belt and then attach the two flags so they are hanging from their hips. On the signal, students are to move throughout the playing space (i.e., walking, skipping) trying to steal as many flags as possible from other students in the playing area. Upon stealing a flag students are to go to the stolen flag/safe area (coned off area in the middle or outside of playing area) and drop the flag. They can either go back out and try to get more flags or they can put flags on their empty belt if they had one stolen. No students are eliminated. Activity stops on teachers signal.

**Teaching Suggestions:**
1. Give feedback to those making nice dodges to avoid getting a flag taken.
2. Take resting pulse before and after activity to see how this activity raises heart rate.
3. Do not let students protect their belts with their hands. They need to use their dodging skills.
4. Set up boundary cones so they are AWAY from walls.
5. Make sure students can already move safely in general space with others before doing this activity.
6. Start the activity off by walking. Then change to more difficult locomotor movements, as you are satisfied with

14. Name of Activity: Builders and Bulldozers

**Materials Needed:** Cones for boundaries, pennies to designate groups

**Description of Idea**
After randomly setting cones (these cones should be light so they are easily knocked over) throughout the playing area explain to the students that there will be two groups moving around the general space during this activity. One group, the Bulldozers, will wear pennies and their job is to go around tipping over as many buildings (cones) as they can. The Builders are to rebuild the fallen cones by standing the fallen cones back up. All students will have to travel from cone to cone using a pre-determined locomotor movement (walk, hop, jump, etc.). Have the students switch groups midway through the instant activity.

**Teaching Suggestions:**
Please have students walk in general space before trying to run and do this activity. As you see them get more adept at moving through space then you can add more difficult locomotor movements like skipping, sliding, and/or skipping.

**Variations:**
Have the Bulldozers knock down the cones with different body parts (e.g. knees, toes, hips, etc.).

15. Name of Activity: Fortune Cookie Warm-up

Materials Needed: index cards with instructions/activities written on them, couple of boxes to put cards in, various balls, hoops, cones, and other equipment that match the activities on the cards, stop watch or clock on wall that students can see, upbeat music

Description of Idea
Put a number of index cards with written activities and instructions (see below) on them in one or two boxes in the gym. Divide your class into groups of two or three. Have the students read an activity index card from one of the boxes. They are to return the card to the box and then their task is to perform the activity as it was explained on the card.
It is fine to use one box but I use two boxes so they aren’t doing the same activity at the same time. Tell the students how many activity cards they will have to complete (older students can do 5-8, younger students 3 or 4). It is best to mix up harder tasks with easy ones. Inform the students that you have the authority to have them do the activity again if you notice them not doing it properly or following the directions on the card.

Sample Activities for Index Cards
(These are a mixture of elem. and secondary activities)

- score two goals a piece while playing Push Up Position Hockey
- play leapfrog from one end of the gym to the other
- hula hoop with a partner for a minute without it falling to the floor
- tell your teacher the most important cues for shooting a basketball
- jump rope around the gym or track do the Macarena dance with a partner for 3 min.
- take your heart rate and record it on a piece of paper
- do fun pushups
- 20 overhand throws with a partner
- volley a ball back and forth without it hitting the floor 5 times
- 25 figure 8 basketball dribbles around each leg
- 30 abdominal crunches
- 3 successful tennis serves
- Rest for one minute while doing an appropriate stretch (this can’t be your first activity because we don’t stretch cold muscles). If you get this card first please select another one.

Variations:
As students get used to this IA, you may want to hide the box so then one of their tasks is to first find it and then do the task. This adds some excitement.
Add music and when you stop the music that means they have to get another card regardless
16. Name of Activity: Flag Drag Tag

**Materials Needed:** Hula hoops (quantity depends on the number of taggers), 2 flags per student, and cones for boundaries

**Description of Idea**
Flag Drag Tag is a nice instant activity for a field hockey unit. It’s a good warm-up for students’ legs and also gets them comfortable moving about in the bent over position that is necessary to properly grip a field hockey stick.

Use cones to establish the playing area. Place the hula hoops around the perimeter of this area. The number of hula hoops will depend on class size and also on the amount of taggers.

Hand out two flags (one for each hand) to all students except 2-4 (depends on class size—you can have more or less). These students (called the **runners**) will have one flag in each hand and will move (i.e., jogging, running, walking, etc.) in the designated area dragging the flags behind them. The **runners'** flags must stay in contact with the ground and behind them at all times. The **taggers** (who do not have flags) will then "tag" the runners by "stepping" on their flags with their feet.

Once a runner has his/her flag "stepped on", they must release the "stepped on" flag. The tagger then takes the "stepped on" flag and places it inside one of the hula hoops. The runner (whose flag was "stepped on") continues to participate in the game until his/her other flag is "stepped on". When a runner has no flags left, he/she must step outside of the playing area and do five jumping jacks before retrieving two flags from the hula hoops to rejoin the game. Be sure to switch taggers often.

**Teaching Suggestions:**
You will need at least one hula hoop per tagger.

Flags must be long enough so they drag at least three feet behind the runners while in a bent over position.

Flags can be made from plastic garbage bags cut into strips; however, these tend to "float" above the ground. A heavier material, like a heavy canvas or cotton cloth, will work better.

You can substitute any appropriate movement for the five jumping jacks such as abdominal crunches, push-ups, dynabands, etc.

17. Name of Activity: Team Marathon

**Materials Needed:** Hula Hoops, Basketballs, Jump Ropes, and music (not required)

**Description of Idea**
Have your students get into groups of three. Within each group the students need to number off 1, 2, and 3. When this is finished have the students get 1 basketball, 1 hula hoop, 1 jump
rope, and 1 sheet with the activities on it. Have the students find a spot on the outer part of the gym where they need sit down with their equipment inside the hula hoop.

The teacher then explains the "Marathon" sequence. The students will perform only the activities on the sheet that correspond with the number they are. **Example:** The entire group runs 1 lap of the gym, then 2 dribbles a basketball 50 times, 1 does 10 tuck jumps, etc. Only one person will be at an activity at a time unless everyone is behind the activity.

**Team Marathon Activities and Sequence:**

Run 1 lap (everyone)
1. 1. 25 jumps with the jump rope
2. 2. Dribble a basketball 50 times
3. 3. 10 push-ups

1. 1. 10 tuck jumps Skip 1 lap (everyone)
2. 2. 15 jumping jacks
3. 3. Jump rope 50 times

1. 1. Snap fingers 20 times Gallop 1 lap (everyone)
2. 2. Walk toe to heel across the gym (run back)
3. 3. Take a basketball around the waist 15 times

1. 1. Hula Hoop 15 times
2. 2. Give a high five to everyone on the team
3. 3. Make a fist 20 times Grapevine 1 lap (everyone)

1. 1. 15 toe raises
2. 2. Sing all of the song "Row, Row, Row Your Boat" (LOUD ENOUGH TO BE HEARD ACROSS THE GYM)
3. 3. 10 sit-ups

1. 1. 10 cart wheels Slide a lap (everyone)
2. 2. Clap 20 times for each person on your team
3. 3. Jump over and back on a line - 20 times

1. 1. Leap across the gym (run back)
2. 2. Crawl through a tunnel formed by the others legs
3. 3. Touch all four wall of the gym Run backwards 1 lap (everyone)

1. 1. 15 sit-ups
2. 2. Flap chicken wing arms 15 times
3. 3. Bell jump 25 times

1. 1. Jump rope 20 times
2. 2. Do four 180 degree turns
3. 3. Jump in and out of the hula hoop 15 times.

1. 1. Carry one team member across the gym and all run back.
2. 2. Bounce pass the basketball around the team circle 7 times.
3. 3. Yell "I LOVE PE" 5 times (everyone)

Run a final lap (everyone). Put all equipment in the hoop and sit in a line behind the hoop

**Variations:**
The hula hoop does not have to be done around the waist they can use their arm, wrist, ankle, anything. The laps can be anything you would like to make them (speedwalk, push a wheel chair, etc.) The list can also be shortened to your needs.

**Assessment Ideas:**
This activity should get their heart rate going. Check their pulse before and after finishing.

### 18. Name of Activity: Aerobic Exchange

**Materials Needed:** All available PE equipment, the physical plant, paper, cardboard, task cards with about 50 different activity words which may be laminated

**Description of Idea**
Place five words on a task card that pertain to the physical plant or objects that may be found in the gym or playing area. For instance the task card may have the following words on a card: *pole, cloth, blue, wood, rectangle.* (Make about 28 task cards with different sequential orders to make the exchanges challenging.)

On the teachers signal students must touch something in the room that matches the words on their activity cards. In the example above the students would first touch a pole, then something made out of cloth, something that is blue in color, etc. Upon completion of the five tasks they exchange their card with another student in the designated exchanging area (i.e. coned off area of your choice). The object is to exchange as many task cards in the time allotted. 3-5 minutes is typically a good time allotment for this.

**Teaching Suggestions:**
Stress "eyes up" at all times so students don't run into one another.
Make sure they touch the objects gently!

**Variations:**
To incorporate a complete aerobic workout, have the student jog in place and search out another jogger and this will determine when the task is completed and cards need to be exchanged.

### 19. Name of Activity: Mat Move Over

**Prerequisites:** To successfully complete this IA students must have prior work with moving safely in general space and they must have had practice with transferring weight skills such as different kinds of rolls.

**Materials Needed:** 5-7 mats, cones for general space boundaries

**Description of Idea**
Spread mats a safe distance from each other throughout the playing area. Have students spread out in the area. On the teacher’s signal, students are to move throughout the space using locomotor movements of their choice. Upon coming to an open mat students are to move across the mat using some sort of weight transfer. Some choices are to log roll, cartwheel, forward roll, egg roll, leap over, walk over, etc. Students must be completely off the mat.
before a new person can go to a mat. Please make sure to tell students that they need to make sure it is clear before moving over the mat.
Not all students have to go to a mat. They are free to just move about the general space on their feet.

Teaching Suggestions:
DO NOT allow students to jump and make the mat slide.
Make sure students do not go to a mat until it is completely open
Make sure students move with their eyes up so they can see if another student is about to go to a mat
It is best to have students NOT RUN during this activity.

20. Name of Activity: Keep Up

Description of Idea
Have students line-up single file on a line. There should be two other lines each approximately 5 feet from the students. One line is on their left and one on their right.
Tell the students the object is to follow the "called" signals, without making a mistake.
While hopping on one foot, up and down, randomly call out "SWITCH", "UP", "DOWN", "LEFT", or "RIGHT".
The following indicates what they should do on each command:

SWITCH - Turn 180 degrees.
UP - Jump up in the air and reach for the sky with both hands.
DOWN - Reach down and touch the floor.
LEFT - Run to the line on the left, back to the center line, and continue hopping.
RIGHT - Run to the line on the right, back to the center line, and continue hopping.
Once they get the concept or once the entire class does it correctly, tell them they are now to do the opposite. So LEFT is now RIGHT, RIGHT is now LEFT, UP is DOWN, and DOWN is UP. SWITCH doesn’t change.

Teaching Suggestions:
Students should hop throughout the warm-up. Continue hopping upon return to the line from a "LEFT" or "RIGHT" signal.
Teachers may want to use with hand signals as opposed to voice or a whistle.

Variations:
Instead of doing this as a whole class warm up have students in groups of 4 or 5 with one student leading the group. Student leaders will call the signals.