

# RAINY DAY ACTIVITIES

## Introduction to Juggling with Scarves

**Equipment:** scarves

**GOAL:** eye-hand coordination, crossing midline of body, toss, catch, attention, patterns.

Have students stand away from their desks and chairs to prevent injuries.

### One scarf

Free movement: Students move their scarves freely up, down, to the sides, dancing, etc.

Drawing in the air: have students draw in the air with their scarves (letters, their name, their teacher's name, school's name, their age, the year they were born, addition totals, multiplication, subtractions, etc.

Toss and grab with same hand (I tell students they must catch it using a downward "claw" motion).

Toss with one hand, grab with the opposite hand (good for crossing the body's midline)

Toss, clap, and grab.

Toss, touch floor with hand, and grab.



### Two scarves

Toss and grab both at the same time (one scarf on each hand)

Toss, pass, and grab (toss up with right hand; pass scarf from left to right; catch scarf with left hand)

Holding both scarves in one hand: toss one, toss the other, and consecutively grab-toss, grab-toss keeping the other hand behind their backs.

## QUICK FINGERS

**Equipment:** A small ball, bean bag or any other soft object per pair.

**GOAL:** improve reaction time, fitness development.

Students sit facing a partner, with a ball/bean bag/ or any other soft/safe object on the floor/desk between them. While the music plays the partners must create a hand clapping pattern. When the music stops, they must try to be the one to grab the object.

Have a different activity for grabbers/non grabbers. For example: the grabber hops on one foot while the non-grabber jogs around him/her.

For this activity I use a pre-recorded CD with 30 seconds of music and 10 seconds of silent pause.

Other options: Push-up position, alternate clapping hands with partner; sit-up position, with the object between their feet, they must do sit-ups, until the music stops, and then must try to grab the object.



## BODY BUILDING CHALLENGE

Divide the class in two teams.

Each team will have:

- a body building board and the body parts \*
- a bucket
- bean bags or paper balls

On the “GO!” students will take turns tossing the bean bags or paper balls into the bucket. The student that scores will take one of the body parts; go over / under obstacles and stick the body part in the right place. Student must return crab-walking back to the team. When all body parts have been placed, the game stops.

The team with more correctly placed body parts wins!

\*The body building board has an outline of the human body. The body parts are cut-outs of muscles, bones or organs with Velcro.



## FIT-TIONARY

**Equipment:** none

**Goal:** Identify the body parts affected by the different fitness activities; identify different sports or the name of physical activities, identify parts of the body and other health-related concepts learned in class.

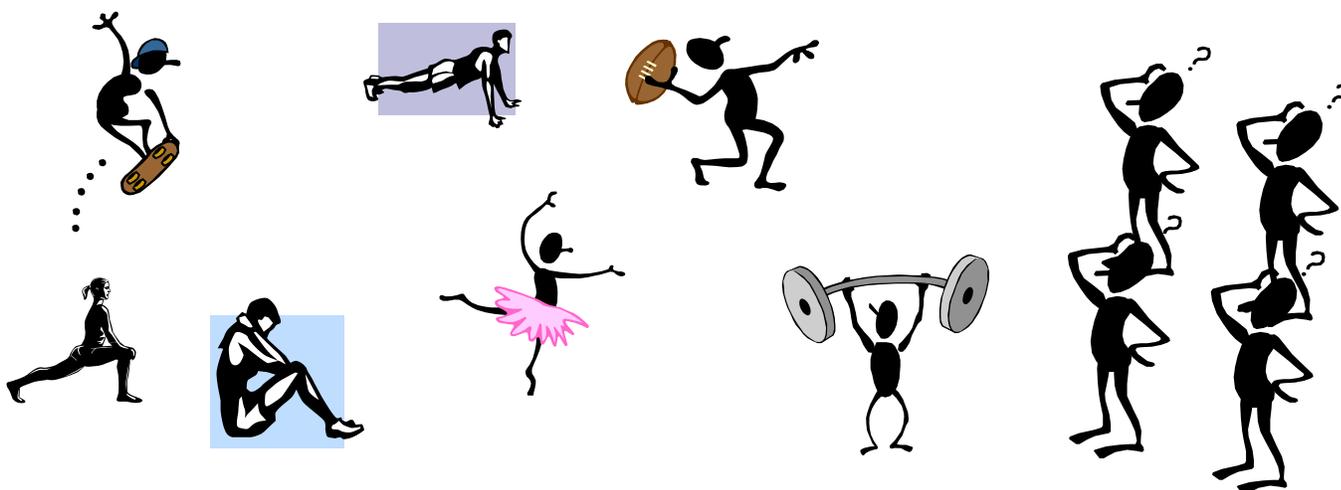
Make groups of 4-5 students.

Invite one player from each group to come to the teacher. Teacher shows a card with a word.

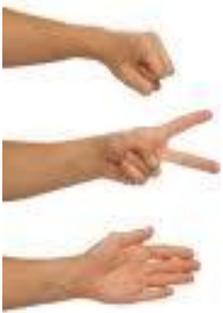
The player goes back to the team and mimics an activity for the group to identify it.

The groups earn one point for every activity guessed in 30 seconds.

ALTERNATIVE: If you have the space, as soon as a team guesses correctly all team members must perform a physical activity (for example: 10 jumping jacks). The team that first finishes the physical activity wins the points.



## ROCK, PAPER, SCISSORS – DOUBLE ACTION



**Equipment:** None

**GOAL:** To help students differentiate between strength and stretching exercises.

**OPTION 1:** The teacher says or writes on the board a specific pair of actions (push-ups/toe touches, sit-ups/shoulder stretch, jumping jacks/trunk twist, hop on one foot/pull knee to chest, etc.). Students pair up and do Rock, Paper, Scissors. The winning hand does the strength/power exercise 5 times. The losing hand does the stretching exercise 5 times.

**OPTION 2:** Same as before, but winning hand does the activity 10 times, while the losing hand does it 5 times.

## ROCK, PAPER, SCISSORS – FOOT ACTION

**Equipment:** None

**GOAL:** To help students differentiate between upper body and lower body, and between strength and stretching exercises.

Partners stand facing each other. They will do Rock, Papers, Scissors with their feet instead of their hands.

While they say “rock, paper, scissors”, they softly bounce on both feet.

**Rock** = feet together

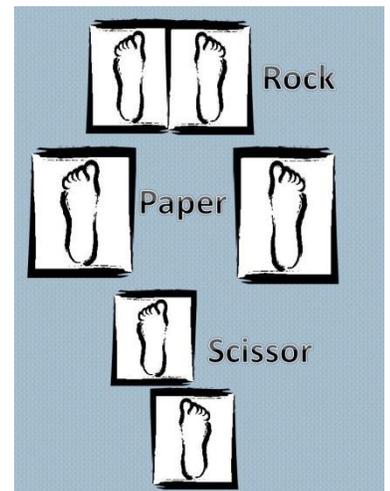
**Paper** = feet apart

**Scissors** = one foot in front, one behind.

Winning pair of feet does an upper body strength or stretching exercise.

Losing pair of feet does a lower body strength or stretching exercise.

Post examples of strength and stretching exercises on the board.



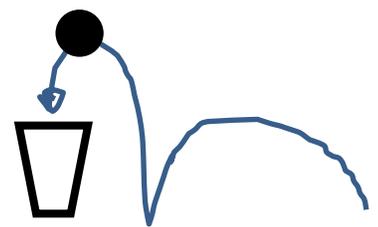
## PING PONG DUNK

**Equipment:** 1 table tennis ball for each pair.

**GOAL:** Eye-hand coordination, understand concept of force.

Students sit on the floor facing each other 4 feet apart. Place the cup (cup stacking or any plastic cup) in the middle. Students take turn bouncing the ball and trying to score inside the cup.

Alternative: Have the students bounce the ball on a desk while partner tries to catch it with the cup.

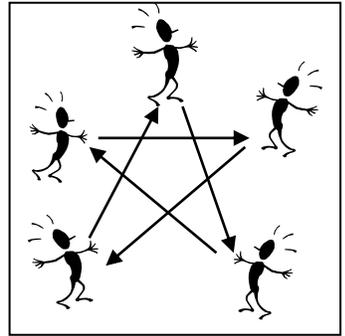


## STAR JUGGLING

**Equipment:** 3 foam tennis balls/paper ball for each group of 5 students.

**GOAL:** Team work, follow a pattern, toss and catch skills, attention.

Students need to toss the ball to other players while describing a “star” pattern. When a team has been able to go around 3 times without losing the ball, add a second ball. Remind students to only pass the ball if the receiver is ready (looking for the ball with hands ready).



## LUCK OF THE DRAW

**Equipment:** Activity Card, one deck of cards per group

**GOAL:** To develop a variety of fitness skills, team work, waiting for turn.

**OPTION 1:** Teacher asks a question. The student with the right answer gets to pick a card from the pack. All students must do the activity assigned to that card.

**OPTION 2:** Make groups of 4 students. Give each group an activity card and a deck of cards.

Students take turns pulling a card from the deck. All group members must do all the activities.

**OPTION 3:** Same as options 1 and 2, but allow students to do as many reps as they are able to in 30 seconds.

Card	...do this exercise
Ace	Do Rock/Paper/Scissors with partner. Winner chooses an activity from this card. Both players do it.
2	Jog in place 20 times
3	One-foot Ski Jump: Jump on RIGHT foot 20 times from side to side
4	One-foot Ski Jump: Jump on LEFT foot 20 times from side to side
5	10 jumping jacks and 10 jumping Jills
6	Windmill: 20 alternate arm circles forward
7	Back Windmill :20 alternate arm circles backwards
8	10 push-ups with hands on chair or desk
9	10 chair crunches
10	5 times <b>HAND JIVE</b> while jogging in place
Jack	5 walking laps around desk while doing tummy rubs/head pats
Queen	20 seconds touch your toes
King	20 sec reach as high as you can



**HAND JIVE:** Slap thighs twice, clap twice, both hands cross in front twice (like “safe” motion from umpire), bump fists twice (right over left), then switch and bump twice again (left over right), hitch-hike over right shoulder twice, and twice over left shoulder.

# CUP STACKING CHALLENGES

**Equipment:** Stacking cups, desks or floor space.

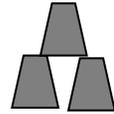
**GOAL:** eye-hand coordination, learn basic cup stacking techniques, pair work, attention.

Students begin with hands on their knees (if they are sitting at a desk, their hands begin on the desk beside the cups).

## 3 cups

**Give each student 3 cups or pair students and have them take turns.**

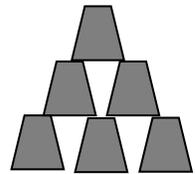
On the signal they must make a 3-cup pyramid, down stack them, and finish with hands on knees or desk.



## 6-cups:

**Give each student 6 cups or pair students and have them take turns.**

On the signal they must make a 6-cup pyramid (3-2-1 pattern), down stack them, and put their hands on knees or desk.



## The Twins:

In pairs, students stand or sit side by side and must use their outside hand to build the 6 cup stack, and later to down stack it.

## Cup Stacking relays

Teams line up on one side of the classroom; have a stack of cups on a desk for each team.

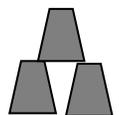
On the signal, the first player hops, walks, skips, etc. to the desk and sets the first cup. This player returns with the same locomotor skill, high-fives the next player, and so on until a team has finished up stacking. Have a second relay to down stack the cups.

## Tic – Tac - Cup

*Set up: 3 cups per team, 1 tic-tac-toe card, 5 buttons, chips, or markers per team.*

*On the Go! The first member of the team will up stack and down stack the cups. Once done, move to the tic-tac-toe board and place a piece on it. Return to team and high five the next player. Be the team that finishes the tic-tac-toe game first!*

*Alternatives: instead of stacking the pyramid, have students build a tower and down stack it.*



# JACKS, JILLS & more

**Equipment:** 1 die, one chart of exercises.

**GOAL:** Develop lower body coordination and strength.

Students are paired up.

**OPTION 1:** Teacher asks a question. The student with the right answer gets to roll the die.

**OPTION 2:** Each group has an activity card and one die. Students take turns rolling the die.

**OPTION 3:** Same as 1 or 2 but activity is done in bouts of 30 seconds.

Number	...do this exercise
1	10 Full jacks (full jumping jacks)
2	10 Full Jills (Open and cross legs front-back, swinging opposite arm in front)
3	10 Partner Jack Kicks (Facing each other, one jumps and opens legs sideways while partner kicks foot in the middle of partner/switch)
4	2 Partner Circle Jacks (One partner does jumping jacks in place while the other does 4 jumping jacks in circles around him /switch)
5	10 Jacks and Jills (alternate one jack and then one jill)
6	Jacks of choice (students choose their favorite from the list)

