

# ACTIVE PLAY ACTIVE LEARNING

## Peer Led Activity Guide



*active play*  
*active learning*

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## Goals and Objectives

1. Establish a **fun environment** that encourages students to be physically active.
2. **Promote leadership** among students through the formation of leadership teams with defined roles and responsibilities.
  - a. Teachers must provide ample time for the teams to *organize* for the week.
  - b. Teachers may need to *verbally prompt* students and/or *check for understanding* as they plan.
3. Promote **social cohesion** among all students.
4. Encourage **students to resolve conflicts on their own** with minimal interference from adults.
  - a. Teachers should look for opportunities to *support* the students in this process.
  - b. Teachers may guide students with *verbal prompts* to encourage the process.
5. **Include all students** in game play.
6. **Encourage game play outside of APAL time** by providing knowledge and skills of a variety of games to play outside of school.
7. Promote **safety** during game play.

## Class Agreements: Keys for Success

**1. I will listen to and follow directions the first time.**

**2. I will treat others as I want to be treated.**

Respect self-space

Keep hands and feet to self

Respect other's decisions

**3. I will be a good sport.**

Cooperate

Share equipment

Help others

Persevere

Try my best

Be nice

**4. I will participate fully with a positive attitude.**

**5. I will make positive choices.**

With my words

With my actions

With equipment

By not being a bully

## Description of Peer Led Process

### Background

*By providing increased opportunities for children's participation in physical activity, teachers hold the potential to not only enhance children's physical and mental health, but also increase their academic performance.* Children's participation in regular physical activity is associated with a range of health outcomes, including improved cardiovascular and musculoskeletal health, better mental health and emotional well-being outcomes, and prevention of chronic diseases such as obesity, hypertension and type 2 diabetes.<sup>1,2</sup>

*While health benefits of physical activity are fairly well known, did you know that physical activity is also associated with better academic performance in children?* Primary and secondary school-aged children who are more physically fit have been found to perform better in school and have increased academic achievement and other measures of cognitive functioning.<sup>3-9</sup> In addition to physical fitness, a large body of evidence also exists on the association between children's participation in physical activity, such as participating more often in PE class, and children's academic achievement.<sup>3,10-16</sup> The *PASS & CATCH Study*, a recent quasi-experimental study of elementary school students in 8 schools in Texas, found that children who attended intervention schools with increased physical activity breaks during class time and increased MVPA time during PE class achieved significantly higher math and reading scores based on a standardized academic achievement test, with the strongest effects found for students with increased emotional or behavioral problems.<sup>17</sup>

Mechanisms through which physical activity increases academic achievement include: increased arousal and reduced boredom- resulting in increased attention span and concentration, and higher self-esteem, which may improve classroom behavior and academic achievement.<sup>3,6</sup> In support of more recess time, a recent study found that children who attended schools with recess periods of 15 minutes or more on one or more times a day were found to have better classroom behavior.<sup>18</sup>

### Overview of the Peer-Led Process

Before the class will participate on their own in this project, the classroom teacher, PE teacher and an administrator from each pilot school will be trained on the process. All questions will be answered and the expectations will be explained. The students will learn all of the games included in the packet as they go through the process.

The teacher will divide the class up into teams of 5 students each. These are the leadership teams that will organize the activities for the class. Teams will have an assigned color and may choose names to identify themselves from the other leadership teams in the class. Teams will rotate by the week with the goal of 3 days of peer led activity per week. Each activity period should be a minimum of 15 minutes in length. Each team will have a game captain, an assistant game captain, a time keeper and two

equipment managers. These positions will rotate after each activity period. All students within a team must serve in all five roles at some time during the year.

The teacher will assign the leadership team for the first week. A rotation schedule should be established after that and posted for all teams to see. At some time during the school day, the team should meet and determine the game schedule for the next activity period along with the roles of the team members. The team should prepare the Pocket organizer for the next week.

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## Participant Roles

### Role of Teacher:

- Facilitate the class discussion to determine the “Keys for Success”.
- Post the agreed upon “Keys for Success” in the classroom.
- Allow class time for the leadership team to organize for the next week.
- Facilitate the team meeting, if necessary, for the organization for the next week.
  - **Provide support for the teams through verbal prompts**
  - **Encourage groups to review the game set up before activity time**
- Assist the leadership team in getting the class to and from the activity area.
  - **Send the Equipment Managers out a few minutes early to set up the game of the day so that the game can start as soon as students arrive**
- Assist the leadership team as they practice their leadership skills.
  - **If students are struggling to set up the game, support them by reminding them of the proper set up for the game**
- Support the decisions made by the Team Captain.
- Use a questioning technique, as opposed to giving directives, to help settle any disagreements.
  - **If students are taking all of their disagreements to the Team Captain, provide support to those students by encouraging them to settle their own problems**
- Encourage all students to participate in all activities.
- Actively monitor game play and game time.

### Leadership Team

**Game Captain:** This student is the activity leader for the day. His/her decision is final as far as interpreting game rules and/or disagreements of players. The game captain is responsible for communicating the rules/expectations to classmates and defines the re-entry tasks for the game of the day. If/When a disagreement occurs during a game, the game participants may seek advice from the teacher if the game captain cannot help resolve the issue. The Game Captain will participate in all activities.

**Assistant Captain:** The primary job for this student is to be the right hand for the game captain. He/she assists the captain with all of his/her duties. If needed, the assistant can perform the duties of captain to help maintain the flow of the game. (e.g., if the Captain is occupied helping to resolve an issue between players). The Assistant will participate in all activities.

**Time Keeper:** This student monitors the time for all of the games. The Time Keeper starts and stops each round of play using the designated start and stop signal. When the time for a game has expired, the Time Keeper must notify all players to stop the activity. The Time Keeper will participate in all activities.

**Equipment Manager (2-3 per team):** These students are responsible for setting up the activity area including establishing the boundaries for each game. They are also responsible for distributing all equipment quickly so that the games can begin with minimal wait time. Once the Game Captain has determined that the game is over, the Equipment Managers organize the class for efficient collection of equipment. The Equipment Managers are responsible for returning the equipment to its proper storage place. The Equipment Managers will participate in all activities.

**Game Participants:** These students are the class members who do not have a leadership role for the game of the day. They are responsible for actively participating in all games and following the Keys for Success as defined by the class. During game play, these students agree to abide by the decisions made by the Game Captain and any other member of the leadership team for the day. If/When a disagreement occurs during a game, the game participants should use the "Rock, Paper, Scissors" method for problem solving. If an agreement cannot be reached, students may seek advice from the Game Captain and/or teacher.

**Teacher:** The teacher is responsible for actively supervising and monitoring the leadership team and class members during activity time. If/When there is a breakdown in the leadership team process the teacher is to check for understanding and/or prompt the leadership team to help maintain the flow of the game.

## Best Practices for Movement

- Select, design, sequence, and modify games to maximize the attainment of specific learning, skill enhancement, and enjoyment.
- Plan activities that emphasize self-improvement, participation, fair play, and cooperation.
- Design activities to meet a child's need for active participation in all learning experiences.
- Allow every child meaningful participation in physical activity.
- Modify the rules, regulations, equipment, and playing space to facilitate learning by children of varying abilities or to focus learning on particular games or skill components.
- Involve all children in activities that allow them to participate actively, both physically and mentally.
- Form groups/partners in ways that preserve the dignity and self-respect of every child.
- Organize small games (e.g., 2-3 per team that allow numerous practice opportunities for children while also allowing them to learn the various aspects of the game being taught).
- Provide equipment to permit active participation and practice for every child.
- Select a variety of equipment to accommodate the size, confidence, and skill levels of the children.
- Make sure that equipment is maintained, and routinely inspected for safety.
- Be aware of the nature of competition and incorporate appropriate levels and kinds of competition for children.

## Conflict Resolution Protocol

<u>Types of conflict:</u>	<u>Possible Solution(s):</u>
Broken rule	Team Captain will speak to the individual about their behavior and remind him/her of the Keys for Success
Participant not performing re-entry task before returning to game	Team Captain will speak to the individual about following the rules and remind him/her of the Keys for Success
Confusion over who is "it"	<ol style="list-style-type: none"> <li>1) The "it" players should be identified before the game begins.</li> <li>2) The "it" players could carry a scarf for identification.</li> </ol>
Participant out of bounds	All participants should help to monitor this. Team Captain will assign a re-entry task to the offending player
Participant arguing with tagger about being tagged	<ol style="list-style-type: none"> <li>1) Participant and tagger will attempt to resolve the issue by playing Rock-Paper-Scissors</li> <li>2) Team Captain &amp; Teacher will make the final decision after hearing both sides</li> </ol>
Participant arguing with Team Captain	<ol style="list-style-type: none"> <li>1) Team Captain will remind participant of the Keys to Success</li> <li>2) Team Captain will seek the advice of the Teacher</li> </ol>
Unsportsmanlike conduct	Team Captain will speak to the individual about their behavior and remind them of the Keys for Success

## Games List

### **Game Set #1 – play these games during the First Semester of Implementation**

- Catch Me If You Can
- Crazy Glue
- Scram Sam
- Tail Tag
- Topsy Turvy

### **Game Set #2: play these games in addition to the first five as students become familiar with the process**

- Dogs and Ducks
- Indy 500
- Rainbow Fitness
- Team Rock, Paper, Scissors
- Treasure Hunt

## CATCH ME IF YOU CAN

**NAME OF ACTIVITY:** Catch Me If You Can

**EQUIPMENT:** cones, sand timer

**FITNESS COMPONENT:** cardiovascular efficiency

**SKILL COMPONENT:** agility, speed of movement

**ORGANIZATION:**

1. Groups of 4 students scattered in the playing area.

**DESCRIPTION:**

1. 3 students make a circle around a cone with 1 person left on the outside to be the Tagger. The students must hold hands, stay on their feet, and keep the cone in the middle of them at all times.
2. Designate one member of the circle to be "It". The Tagger tries to move/slide around the circle to tag the "It" person. The group tries to protect the "It" person from being tagged by positioning themselves between the "It" person and the Tagger. The group must rotate in a circle keeping the cone in the middle of them and may not move away from their area.
3. Taggers cannot reach across or through the circle.
4. Rotate student roles each time someone is tagged.
5. Stop and switch roles after 1 minute.

**HELPFUL HINTS:**

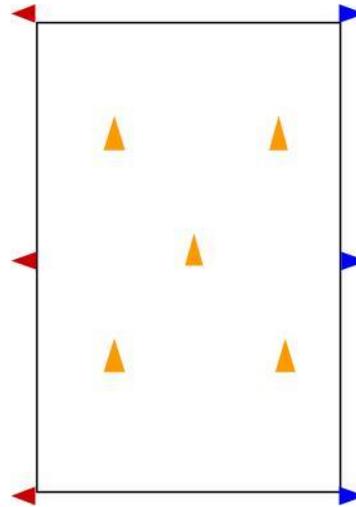
1. Remind the students in the circle to work together and move as a group.

**VARIATIONS:**

1. Increase the number in the groups to make the tagging more difficult.

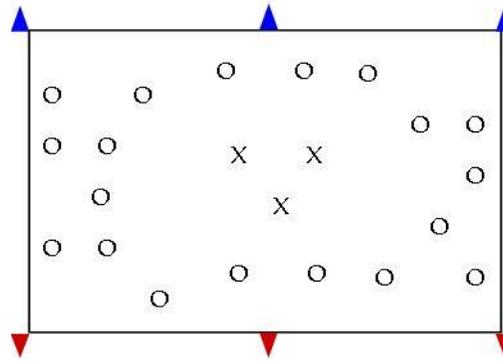
**TEACHER "LOOK FORS":**

1. Students should rotate/slide around their cone – not run away from it.
  - If students are not maintaining the circle, ask, "Look at your cone, where is your circle supposed to be?"
2. If students are having trouble holding onto hands, use the scarves instead.
3. If students are jerking other students during the game ask, "Are you working together as a group? Remember to talk to your teammates if you are changing directions."



X = Its/'Glue'

O = Rest of students/'Sticks'



## CRAZY GLUE

**NAME OF ACTIVITY:** Crazy Glue

**EQUIPMENT:** cones to designate activity area, sand timer, scarves (optional)

**FITNESS COMPONENT:** cardiovascular efficiency

**SKILL COMPONENT:** force (fast, sudden), spatial awareness (directions, pathways), relationships (with people), traveling, chasing, fleeing and dodging

### ORGANIZATION:

1. Select 2-4 students to be "Glue" (It). The Glues begin the game in the center of the activity area.
2. Identify the other students as "Sticks". Sticks scatter throughout the activity area.

### DESCRIPTION:

1. On signal, Glues chase and try to tag Sticks. Tagged Sticks hold hands with the Glue who tagged them to become a "Glue Stick".
2. Glue Sticks continue tagging and adding Sticks until they have grown to be a Glue Stick of 4 students. Upon reaching 4, Glue Sticks divide into 2 equal Glue Sticks of 2 students each.
3. The game ends when all Sticks are part of a Glue Stick or 1 minute expires.

### HELPFUL HINTS:

1. Encourage students to move with "body control." If safety becomes an issue, have all students skip or gallop instead of jog.
2. Prohibit Glue Sticks from diving under the arms of the Glues to avoid being tagged.

### VARIATIONS:

1. Experiment with the size of the activity area. Larger areas make the task more challenging for Glues. Smaller areas make the task more challenging for Sticks.

### TEACHER "LOOK FORS":

1. If students are having trouble holding onto hands, use the scarves instead.
2. If students are jerking other students during the game ask, "Are you working together as a group? Remember to talk to your teammates if you are changing directions."

## SCRAM, SAM!

**NAME OF ACTIVITY:** Scram, Sam!

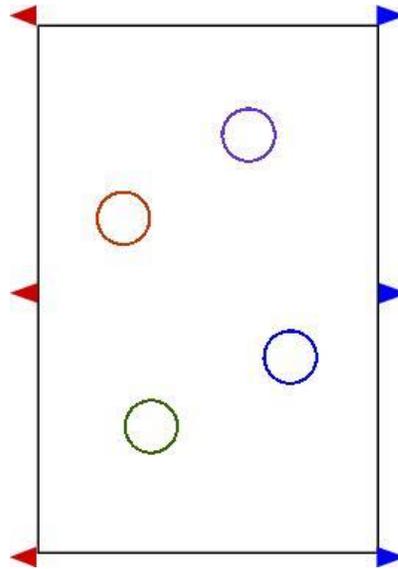
**EQUIPMENT:** 3-5 hoops, 10-12 jump ropes, 3-4 scarves to identify "Its", 6 cones to designate activity area, sand timer

**FITNESS COMPONENT:** cardiovascular efficiency

**SKILL COMPONENT:** chasing, fleeing and dodging, jump rope

### ORGANIZATION:

1. Students and approximately 4 hoops are scattered in a designated activity area.
2. Jump ropes placed outside of the activity area.



### DESCRIPTION:

1. Select 3 or 4 students to be "Its", and give each "It" a scarf to hold.
2. On signal, students skip throughout the activity area attempting to avoid "Its".
3. Tagged students must jump rope 10 times or do 10 jumping jacks before rejoining the game.
4. Students may stand in a hoop to avoid being tagged. However, only 1 student is allowed in a hoop at any given time.
5. A student may enter a hoop that is already occupied by standing just outside the hoop and saying "Scram, Sam!" to the student who is in the hoop. Upon hearing "Scram, Sam!", the student in the hoop must immediately leave the hoop; he/she has the option of moving to another hoop or moving about the activity area. A student may not go back to the same hoop he/she just occupied.

### HELPFUL HINTS:

1. For safety, play at a slow speed until students are able to move without colliding.
2. Increase the distance between hoops to promote more activity.
3. Use fewer hoops to make tagging easier, use more hoops to make tagging more difficult.

### VARIATIONS:

1. Chase using a variety of locomotor movements.
2. Change the re-entry task (e.g., push-ups, sit-ups, jumping jacks, etc.).

### TEACHER "LOOK FORS":

1. If students are pushing others out of the hoops say, "Use your hands to wave good-bye when saying 'Scram, Sam.'"

## TAIL TAG

**NAME OF ACTIVITY:** Tail Tag

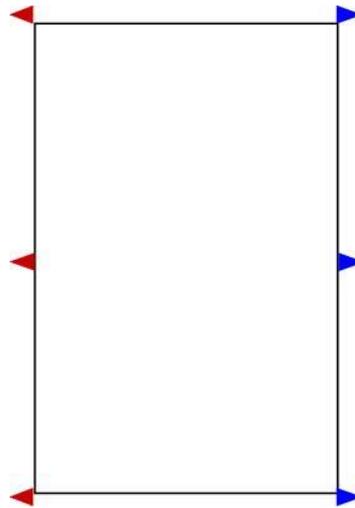
**EQUIPMENT:** 1 scarf per student, cones to designate activity area, sand timer

**FITNESS COMPONENT:** cardiovascular efficiency, muscular strength and endurance

**SKILL COMPONENT:** chasing, fleeing and dodging

**ORGANIZATION:**

1. Students are scattered in a designated activity area, each with a scarf



**DESCRIPTION:**

1. Students tuck a small portion of their tail (scarf) into the side of their pants. Shirt tails should be tucked in.
2. On signal, students skip through the activity area attempting to pull the tails of other players.
3. Players are **NOT** allowed to:
  - a. Hold on to their own tail.
  - b. Fall down, dive, sit on, tuck or tie their tail.
  - c. Contact others while pulling tails or prevent their own tail from being pulled.
  - d. Pull tails if their tail is missing.
4. Students who pull a tail must say "(Name), I got your tail!" and immediately give the tail back to the student.
5. Players who lose their tails must take their tail and go outside the activity area to do 5 push-ups or sit-ups, or 10 jumping jacks before tucking their tail back in and returning to the game.
6. Stop and reset the game after 1 minute; change the re-entry task often.

**HELPFUL HINTS:**

1. For safety, start playing at a low speed (e.g., walking or skipping) until students are able to move without colliding.

**VARIATIONS:**

1. Play using a variety of locomotor movements.
2. Change the re-entry task for players who have lost their tail (e.g., jump rope, hula hoop, jumping jacks).

**TEACHER "LOOK FORS":**

1. If students are breaking any of the rules ask, "\_\_\_\_\_, are you allowed to \_\_\_\_\_ in this game?"

2. If tails are being thrown on the ground in the playing area, remind the Game Captain to have students give the tails back to the person they took it from.
3. If students are grabbing clothing as they pull a tail ask, "\_\_\_\_\_, what are you allowed to touch when you are pulling a tail?"
4. If students are running into one another during the game, **stop the game** and say, "Game Captain, I have seen several students running into one another. Can you remind us about the safety rules for this game?"

## TOPSY TURVY

**NAME OF ACTIVITY:** Topsy Turvy

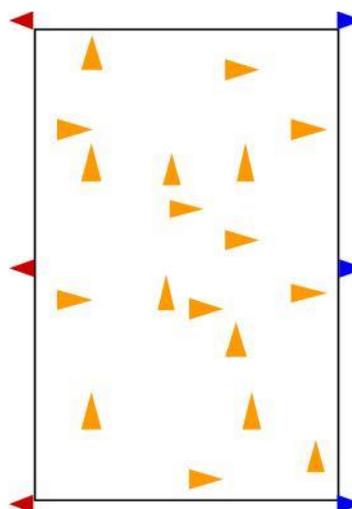
**EQUIPMENT:** 15-20 cones, sand timer

**FITNESS COMPONENT:** cardiovascular efficiency, muscular strength and endurance

**SKILL COMPONENT:** traveling

**ORGANIZATION:**

1. Cones are scattered throughout the activity area.



**DESCRIPTION:**

1. Divide the class into two groups. Designate one group as "Topsy" and the other "Turvy".
2. On signal, all students begin moving throughout the activity area. Turvy group moves around gently knocking over the cones, while the Topsy group simultaneously moves through the area setting the cones back upright.
3. Stop after 1 minute. Have students count how many cones are upright (Topsy) and how many are knocked down (Turvy).
4. Switch roles after 2-3 minutes.

**HELPFUL HINTS:**

1. For safety, students should stay on their feet as they do their jobs and keep their heads up. No sliding on the ground.
2. Consider having the students knock over or set the cones upright using both hands.

**VARIATIONS:**

1. Challenge the students to use different locomotor movements from cone to cone.
2. Use muscular strength exercises to travel (bear walk, crab walk, lame puppy walk, etc.).
3. Instead of "Topsy" and "Turvy" designate the teams as "Lumberjacks" and "Environmentalists" (lumberjacks knock the cones over and the environmentalists set them back upright).

**TEACHER "LOOK FORS":**

1. There is no "cone guarding". If students are guarding the cones that they just knocked down or set up, say, "Keep moving, everyone should keep moving." If students are kicking the cones ask, "What part of your body should you be using to put the cones down? What part of your body should you be using to set the cones up?"

## Dogs and Ducks

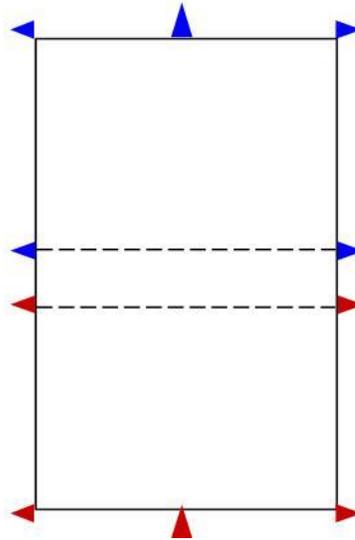
### DOGS AND DUCKS

**EQUIPMENT:** 6 cones to designate activity area

**SKILL CONCEPTS:** cardiovascular efficiency, chasing, fleeing and dodging, traveling

#### SET UP:

1. Designate an activity area
2. Divide the class into 2 teams, "Dogs" and "Ducks"
3. The 2 teams face each other about 4 feet apart at the center of the activity area
4. The goal lines are parallel behind each team about 20 yards away



#### ACTIVITY DESCRIPTION:

1. Leader calls out either "Dogs" or "Ducks" using a d.d.d.d... sound at the start of either word to mask it. If "Dogs" is called, then the Dogs chase and tag as many Ducks as possible before they can reach their end line.
2. If players get tagged before reaching their end line, they join the other team and help tag their former team members.
3. Begin a new round immediately by calling, "Are You Ready?".
4. The team that has the most players when the game ends is the winner.

#### HELPFUL HINTS:

1. Call directions quickly. Encourage students to line up quickly.
2. Increase the size of the activity area as students become fit.
3. Encourage players to tag gently.

#### VARIATIONS:

1. Have the opposing teams stand back to back the beginning of the game.
2. Divide the group into partners and play 1 on 1. Change partners often.

#### TEACHER "LOOK FORS":

1. If students are pushing as they tag ask, "\_\_\_\_\_, what part of the body are you supposed to be tagging"?
2. If students are having trouble remembering which way to run, have all team members call out who should be chasing and who should be running.

## Indy 500

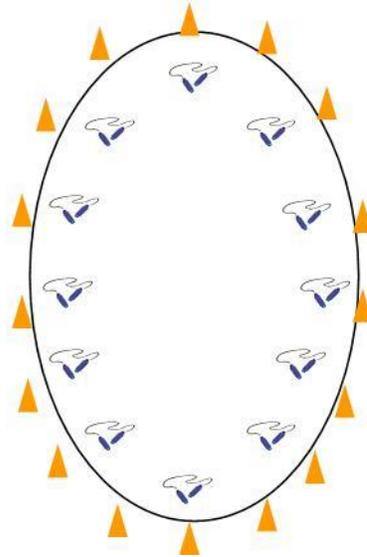
### INDY 500

**EQUIPMENT:** 15-20 cones (or poly spots), 10-12 jump ropes, 1 plastic hoop per pair (optional)

**SKILL CONCEPTS:** cardiovascular efficiency, muscular strength, flexibility, traveling, jumping and landing

#### SET UP:

1. Place cones 3-5 yards apart in the shape of a race track. Designate the direction (clockwise or counterclockwise) students will move around the track.
2. Students work in pairs; designate a #1 and a #2 in each pair.
3. Determine 3 jump rope tasks students will perform when they are not running the track.



#### ACTIVITY DESCRIPTION:

1. Instruct #1s to run one lap around the race track.
2. At the same time, #2s perform the first jump rope task inside the "pit area" until their partners return.
3. Upon completing their lap, #1s tag their partner and exchange places (#2s run while #1s perform the 1<sup>st</sup> task).
4. Continue until both partners have finished all 3 jump rope tasks. Have pairs that finish move to the "pit area" and do cool-down stretches.

#### HELPFUL HINTS:

1. Praise safe movement, stress proper pace, and discourage racing.
2. The PE teacher on your campus has jump rope task cards that can be used for this activity.

#### VARIATIONS:

1. Change the "pit area" task (e.g., hoop activities, muscular strength exercises, specific sports skills, etc.).

#### TEACHER "LOOK FORS":

1. Remind students to stay in their area as they are moving or exercising

## Rainbow Fitness

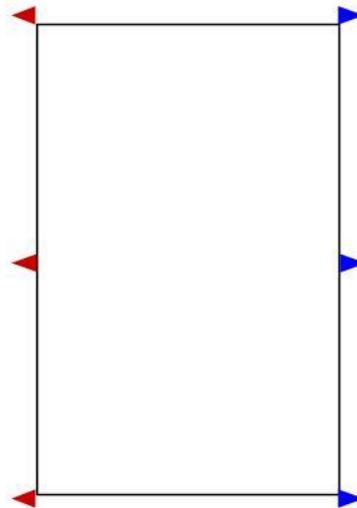
### RAINBOW FITNESS

**EQUIPMENT:** 4 different colored yarn balls, 6 cones to designate activity area, sand timer

**SKILL CONCEPTS:** cardiovascular efficiency, muscular strength, flexibility, traveling, chasing, fleeing and dodging

#### SET UP:

1. Students are scattered in a designated activity area.
2. Identify 4 students to be "its", each with a different colored soft object.
3. Assign a fitness component/exercise to go with each color (i.e., red object-10 push-ups, blue-jog in place for 10 counts, green-stretch for 10 counts, yellow-10 jumping jacks).



#### ACTIVITY DESCRIPTION:

1. On signal, students move (skip, jog, or gallop) around the activity area.
2. "Its" try to tag others. All tagging objects should be held and NOT thrown.
3. When students are tagged, they first note the color of the object they were tagged with, and then move to the perimeter of the activity area to perform the corresponding fitness activity/exercise.
4. Upon completion of the assigned task, tagged students rejoin the game.

#### HELPFUL HINTS:

1. Encourage students to move with "body control."
2. To help students remember the corresponding color exercise, ask "its" to say their assigned exercise out loud when they tag a student.
3. Change "its" every 1 minute.

#### VARIATIONS:

1. Designate tagging colors to correspond with fitness components (red- muscular strength, blue- cardiovascular efficiency, yellow- flexibility, green- student choice). Challenge students when tagged to think of and perform an exercise of their choice which corresponds to the respective fitness component.

**TEACHER "LOOK FORS":**

1. If students are breaking any of the rules ask, "\_\_\_\_\_, are you allowed to \_\_\_\_\_ in this game?"
2. If balls are being thrown at players, remind the students to only tag with the yarn balls.
3. If students are pushing as they tag ask, "\_\_\_\_\_, what part of the body are you supposed to be tagging"
4. If students are running into one another during the game, **stop the game** and say, "I have seen several students running into one another. Can someone remind us about the safety rules for this game?"

## Team Rock-Paper-Scissors

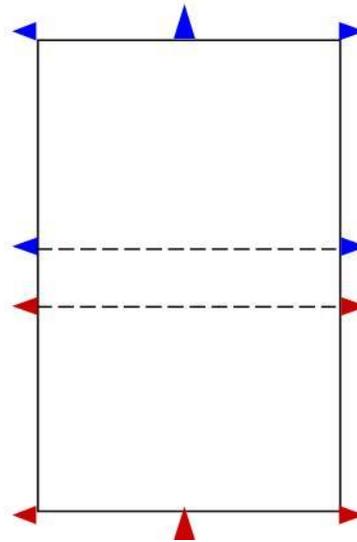
### TEAM ROCK/PAPER/SCISSORS

**EQUIPMENT:** 6 cones to designate activity area,

**SKILL CONCEPTS:** cardiovascular efficiency, chasing, fleeing

#### SET UP:

1. Students are separated into two teams.
2. Teams line up on either side of the mid court line in the gym, a yard- line on an athletic 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 the gym, goal line on a football field). This is the team's safe zone.



#### ACTIVITY DESCRIPTION:

1. Each team will group together in their safe zone and decide on one sign to show the other team. Signs are either "rock" (a closed fist), "paper" (an open hand, palm down), or "scissors" (index finger and middle finger held in the sign for victory, palm down).
2. Both teams then line up at the mid line. The teacher will call out loudly, "One, two, three, show!" 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 hands into their left palm at waist level. On "show", 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 other team as quickly as possible before they can turn and run to their safe zone.

Winners and non winners are determined by:

Rock	crushes	Scissors
Scissors	cut	Paper
Paper	covers	Rock

5. If a non winning player is tagged, he/she becomes a member of the winning team.
6. The game continues until one team eliminates the other.

#### HELPFUL HINTS:

1. Remind students to tag on the arm between the shoulder and elbow and not push when tagging.
2. "Move with body control." "Look where you are moving."

**VARIATIONS:**

1. Vary the distance of the safe zone from the mid-line. The longer the distance, the more often the unskilled students are able to escape a tag.
2. Divide the group into partners and play 1 on 1. Change partners often.

**TEACHER "LOOK FORs":**

1. If students are pushing as they tag ask, " \_\_\_\_\_, what part of the body are you supposed to be tagging"
2. If students are complaining of another team member "cheating", remind them of the Keys for Success, "I will be a good sport".
3. If students are having trouble remembering which way to run, have all team members call out who should be chasing and who should be running.

## Treasure Hunt

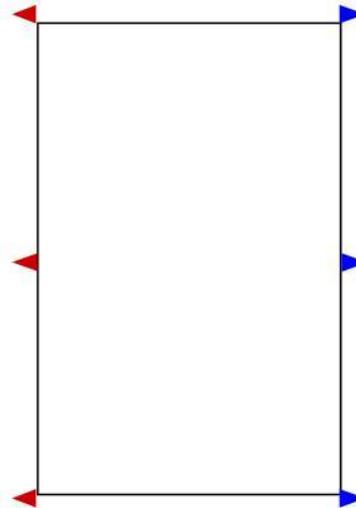
### TREASURE HUNT

**EQUIPMENT:** 6 cones to designate activity area, 1 small object to be the "treasure" (bean, cotton ball), 4-5 scarves to identify "its"

**SKILL CONCEPTS:** cardiovascular efficiency, spatial awareness (directions, pathways), relationships (with people), traveling, chasing, fleeing and dodging

#### SET UP:

1. Designate the activity area.
2. Designate a separate task area for the tagged Treasure players.
3. Designate 4-5 students to be "its".



#### ACTIVITY DESCRIPTION:

1. Students from the Treasure Team huddle in the center of the playing area and select a player to hide the Treasure (bean) in his/her fist so it cannot be seen.
2. Other members of the team make a fist so that the "its" cannot tell who has the object.
3. The "its" jog around the perimeter of the square.
4. On the signal, "its" enter the square and try to tag the students in the activity area.
5. If a player is tagged, he/she must go to the task area and perform a predetermined re-entry task before returning to the activity area.
6. After 1 minute, the time keeper gives the "stop" signal; all the students freeze.
7. If the player with the treasure is in the activity area when the freeze signal is given, the Treasure Team wins that round. If the player with the treasure is in or on the way to the task area, the "its" win the round.
8. Change the "its" and the treasure holder after each round. Change the re-entry tasks often.

#### HELPFUL HINTS:

1. Start with the students walking and progress to faster locomotor movements.
2. Remind students to keep their hands in a fist so that the "its" cannot tell who has the treasure.
3. Encourage players to tag on the arm between the shoulder and elbow.

### VARIATIONS:

1. Modify the name of the game to match something that is currently being taught in the classroom. (e.g., Find the Gold, Search for the Key to...)

Treasure Hunt (cont.)

2. Allow the Treasure Team to secretly pass the bean to another student during the game.
3. Play with more than one treasure.

### TEACHER "LOOK FORS":

1. If students are breaking any of the rules ask, "\_\_\_\_\_, are you allowed to \_\_\_\_\_ in this game?"
2. If students are pushing as they tag ask, "\_\_\_\_\_, what part of the body are you supposed to be tagging"
3. If students are running into one another during the game, **stop the game** and say, "I have seen several students running into one another. Can someone remind us about the safety rules for this game?"