

# ENERGIZERS

## Get Moving!

### Physically Distanced Activities

*Modify activities for any large space (outdoors, field, hallway, cafeteria, or stage) if gymnasium space is limited*

#### Equipment Usage Tips

COVID-19 has shifted the way we approach physical education, but you can still use equipment with precautions as long as they follow your district's COVID-19 guidelines.

- Make a physical education bin for use by only your classroom. Fill the bin with items like beanbags (vinyl are easiest to clean), various sized balls, cones/poly spots, and any equipment that you use frequently. Clean the equipment before each use.
- Try a two-week sign-out approach for specific equipment, i.e., badminton, basketball, etc. One classroom will have the equipment for 2 weeks and be responsible for sanitizing before and after using it, then leave it for 72 hours before a new class gets it.

Using a sign-out method with class-designated equipment bins reduces the amount of time teachers need to spend deep cleaning equipment while following hygiene precautions.

#### **1. 3-Ball Kick Baseball** (Grades 3-6 / Time required: 20-30 min.)

Adapted from [PlaySport 3-Ball Kick Baseball Resource](#)

Equipment:

- Poly spots or hula hoops (at least 4)
  - Different kinds of balls (at least 3)
  - Batting implement (optional)
1. Separate students into teams of 4-5 players. Two teams will play together – a fielding team and a batting team.
  2. Set up a “field” with 3 bases and 1 home plate using poly spots or hula hoops. Set up enough “fields” for all teams to participate at the same time.

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3. One team will spread out in the field and the other will line up behind home plate. When students are waiting in line, give them an activity to perform like wall sits, cheering on their teammates, jumping jacks, etc., to keep them engaged. Remind students to maintain physical distancing.
4. The batter will kick 3 different balls into the playing area then run the bases around back to home plate before the fielding team has returned all 3 balls to home plate. Remind the fielding team to have a back catcher.
5. If the balls are returned before the batter makes it home, the batter stops at the nearest plate and waits for the next batter to go. Each time a batter returns to home plate, their team scores 1 point.
6. Teams will switch positions after all batters have had a chance to kick.
7. Have groups rotate so they get a chance to play against different teams.

To ensure physical distancing, ask the fielding team to pass the ball to one another, rather than running, to return the balls to home plate.

### *Modifications:*

- Instead of kicking, batters can throw the ball or use an implement to strike the ball (e.g., baseball bat, racquet, hockey stick).
- Give students a choice of what 3 kinds of balls they want to use and/or what striking or throwing method they want to use.
- Allow the batters to run past home plate back to first base or farther, to score more than 1 point per round. They should still stop when all the balls are returned.
- Include a rule stating that all balls must be touched by at least 2 fielding members before they are returned to home plate.

## **2. Tic Tac Toe Relay** (Grades 3-9 / Time required: 20 min.)

Activity outlined in [Fit Kids Healthy Kids - Tic Tac Toe Relay Resource](#)

### Equipment:

- Hula hoops (9 per game)
  - Bean bags (8 per game)
1. Split the classroom into teams of 4 students. Have 2 teams play with each other.
  2. Set up hula hoops in a 3 by 3 grid; 1 grid per 2 teams.
  3. Both teams will stand about 10m behind the grid. One line per team, with proper physical distancing in between teams and members.

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4. Give each team 4 bean bags, one for each member.
5. On *Go!* one member from each team will run to the grid and place their bean bag in a hoop. They will run to the back of their line and the next person will run and try to make their team's bean bags create a row of 3. Both teams going at once.
6. If all 4 objects are in hoops but neither team has 3 in a row, the next person in line will run to the grid, pick up one of their team's objects and move it.
7. The first team to get 3 in a row, wins.

Have multiple tic tac toe grids set up so all students are participating.

#### *Modifications:*

- Use only 3 markers, increasing the difficulty.
- Have the front of line closer or further away from the grid depending on age and ability of students.

### **3. Of Mice and Monkeys** (Grades 2-6 / Time required: 20 min.)

Activity outlined in [Active After School - Of Mice and Monkeys Resource](#)

#### Equipment

- Bean bags (approx. 10)
- Balls (2-3)

1. Split the class into 2 equal groups. One group will be the mice, and the other group will be the monkeys.
2. Mice have a pathway down the center of the gym, while equal numbers of monkeys are on either side of the pathway. Monkeys cannot enter the mice's pathway.
3. The mice will start at one end of the gym at the beginning of their pathway. One at a time, each mouse will run to the other side, pick up a piece of cheese (bean bags from your designated class equipment bin) and bring the cheese back to the starting point without getting hit by a ball (try using vinyl bean bags as they are the easiest to clean!).
4. When a mouse starts running, the teacher will throw 2-3 balls to the monkeys. The monkeys will try to throw the ball at the mice (below the shoulders). When a monkey has a ball, they can throw it at a mouse or pass it to another monkey but they cannot run with the ball.
5. If a mouse is hit, they freeze and drop the cheese (it is now rotten and out of the game). The next mouse in line will then have a turn. To become unfrozen another mouse has to successfully bring cheese to the original side.

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6. Continue until all mice have had a chance to run, or for a predetermined amount of time. Allow groups to switch roles, and whichever group collected the most cheese wins.

*Modifications:*

- This game would also work well outside.
- Allow multiple mice to run at one time to eliminate time spent in line.
- Give monkeys more balls to use to hit the mice.

## 4. Throwing Backwards (Grades 1-6 / Time required: 15 min.)

Activity outlined in [Active After School - Throwing Backwards](#)

*Equipment:*

- Bean bags (6-12 for each group)
- Hula hoops (1 per group)

1. Split class into groups of 3-5 students. Each group will start at one end of the gym and on the other side will be 1 hula hoop for each group filled with 6-12 beanbags.
2. On *Go!* one student from each group will run to their hula hoop and pick up a bean bag. As they face the hoop, they will throw the bean bag backwards towards their team. After they throw, they will run to the beanbag wherever it landed and throw it backwards again until it reaches their group.
3. When the bean bag has made it to their group they will sit at the end of their line and then the next person in line will take a turn.
4. The groups will continue until all their bean bags have been moved to the starting point.

*Modifications:*

- Instead of running to the beanbag, give students different locomotion ideas (e.g., crab walk, high knees, skipping, bear crawl, etc.)
- Have students bring the beanbags to their line and then back again to the hoop.

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## 5. Run Down (Grades 10-12 / Time required: 15 min.)

Activity outlined in [Ever Active Schools - Individual Activities Lesson 1 Grades 10-12](#)

### Equipment:

- Pylons/cones (2 per group)

1. Have students form groups of 3.
2. Two students from each group will stand next to each other (let's call them students 1 and 2) while student 3 stands facing them about 5m away. Use pylons or other visual markers to show where students should stand to ensure physical distance.
3. When the music starts, student 1 will run toward student 3 and stand behind them, physically distanced, in line at a pylon.
4. Student 3 will then run behind student 2, and this pattern will continue.
5. When the music stops, if a student is in the middle of running, they must do a physical activity of the teacher's choice (e.g., jumping jacks, plank, squats etc.).
6. After a couple rounds of running to the other side, introduce the mechanics of running: high knees, bum kicks, and leg extension snaps.
7. Have students try high knees as a locomotion to get to the other side. Then introduce bum kicks, then leg extension snaps. Incorporate physical activities when the music stops.
8. Continue until students have had a chance to practice all 3.

### Modifications:

- Have more students in each group, to give more rest time.
- Let a student pick a physical activity to do when the music stops.
- For younger grades: modify/eliminate the mechanics, choose age-appropriate physical activities and use various locomotion instead of running (e.g., galloping, hopping, log roll, etc.).

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## **6. Circuit Time, Safety First!** (Grades 4-6 / Time required: 30-40 min.)

Activity outlined in [Ever Active Schools - Individual Activities Lesson 6 Grades 4-6](#)

### Equipment

- Hula hoops (12)
- Bean bags (12)
- Bench (1)
- Scrap paper
- Jump rope (4)

1. Divide students into groups of 2-4. Keep groups small to encourage participation and physical distancing.
2. Set up cardiovascular and strength/flexibility stations around the gymnasium. Try to have 12-16 stations that alternate between cardiovascular and strength or flexibility.
  - a. Cardiovascular Station Ideas: bean bag shuffle (moving beanbags back and forth between two hoops), rabbit hops (keep feet together and jump on alternating sides of a line or bench), speed skating (on the spot standing on paper), tire drill (using hula hoops), jump rope.
  - b. Strength/Flexibility Station Ideas: crab push up (in a crab walk position, straighten and bend arms), speed bag (pretend to be punching a bag), disc scissors (stand on paper or paper towel in a plank position and move legs in and out), stork stand (balance like a stork, standing on one leg with arms out to the side for 1 min.), flapping your wings (arm circles), bear crawl.
3. Groups will move through the stations in a predetermined order. Students will spend 60 to 90 seconds at each station. Stop/start music to indicate when to switch stations.

### *Modifications:*

- Adjust the level of difficulty at the stations depending on students' age and ability.