# 1-1 Instant Replay Name Game

<table>
<thead>
<tr>
<th>Equipment</th>
<th>None</th>
</tr>
</thead>
</table>
| **Set Up** | • Stand in a circle with the children. (Make 2 circles if more than 12 youth)  
• Ask each child to think of an active word that begins with the same sound as their first name, and a way to act out that active word.  
• Be ready to help them think of a word – and ask the group to help too.  
• Give examples: “Jumping Jordan” jumps up and down, “Crazy Kayla” waves hands in the air, “Stepping Stephanie” steps, “Turning Taylor” turns, and so on. |
| **How to Play** | Say,  
• I’ll start with my word, name, and action. (Demonstrate.)  
• Now all of us together repeat my word, name and action.  
• Next, the person on my right says his/her word, name, and action, then we all repeat that too, and then mine! Then the next goes, and we repeat all three.  
• We’ll keep going till we make it all the way around the circle.  
Create a rhythm to keep the game fast-paced and fun! |
| For Young Children | • Skip the active word and just have them say their name and then do any action, followed by the full group saying the name and then doing the action. |
| In a Small Space | • Ask children to choose actions they can do in place or at their desks. |

# 1-2 All My Neighbors

<table>
<thead>
<tr>
<th>Equipment</th>
<th>Place-markers (index card, sticky, etc.) for each person except one</th>
</tr>
</thead>
</table>
| **Set Up** | • One person is “It” and stands in the middle of a circle of other players.  
• Have each player put a place-marker in front of him/herself in the circle. |
| **How to Play** | Say,  
• For the first round, I’ll be “It.”  
• I will call out something that is true for me such as:  
• “All my neighbors who ate breakfast this morning.” (If I ate breakfast.)  
• Then, everyone who ate breakfast must find a new place in the circle while I also try to find an open spot (with a place-marker).  
• Whoever does not find a new place becomes the new “It”.  
Play one or two rounds with yourself as “It” until children understand how to play.  
Ideas: “who like grapes,” “have blue eyes,” “are wearing red” |
| For Young Children | • Have “It” pull out an “All My Neighbors Card” (Games Appendix) from a hat rather than think of something to call out on their own. |
| In a Small Space | • If needed, have children switch seats or desks, or pop up like popcorn (stand, then sit) while you pull “All My Neighbor Cards” from a hat. |
1-3 Go-Slow-Stop Tag

**Equipment**
- Boundary markers, 1-4 tagging balls

**Set Up**
- Post the list of identified examples of Go, Slow, and Stop Drinks from the Add.
- Establish play boundaries and a re-entry task area.
- Ask for a volunteer to be “It”; give him or her a tagging ball.

**How to Play**
Say,
- We’re going to play tag – with a twist to remind you about what we just learned about healthy drinks.
- “It” will try to tag you, but here’s the twist. I will call out a type of drink, and you need to decide if it’s a Go, Slow, or Stop Drink to know how to move.
  - If it is a Go Drink, everyone runs, including the “It.”
  - If it is a Slow Drink, everyone hops on one foot (again including the “It”).
  - If it is a Stop Drink, everyone walks toe-to-heel.
- If you get tagged, you go out outside the boundary and do 10 jumping jacks and then re-join the game. (Or choose another re-entry task)

**Tip:** First play a practice round just saying “Go Drink,” “Slow Drink,” or “Stop Drink” until they learn the game; then call out names of actual drinks such as various sodas, water, Capri-Sun, low-fat milk, etc.
(Optional: Add challenge by having more “Its”)

**Source**
Abigail Foster, 4-H Community Educator, Cornell Cooperative Extension of Warren Co.

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1-4 Back-to-Back

**Equipment**
- Boundary markers, lively music, music player (optional)

**Set Up**
- Ask children to stand an arm’s length apart within boundaries you set.

**How to Play**
Say,
- I’ll tell you a way to move around the room in some fun way.
  - (Gallop like a horse, hop, skate, jump like a rabbit, march, walk like a gorilla, and so forth.)
- When I call out “back-to-back,” find a partner quickly and stand back-to-back.
  - (Or knee-to-knee, elbow-to-elbow, shoulder-to-shoulder, hip-to-hip, elbow-to-knee, and so forth.)
- Listen carefully so you hear how to move and what you and your partner will need to do!

**In a Small Space**
- Make all movements walking, and get more creative with the body-to-body positions (elbow-to-shoulder, hip-to-knee, and so forth.)

**Source**
Adapted from *Jump Into Foods and Fitness* Lesson 2, Michigan State University Extension, 2006
2-1 Balloon-a-Pallooza

**Equipment**
- 1 large round balloon (at least 9 inch) per 2-3 children, blown up but not tight
- Lively music and music player (optional); additional balloons (optional)

**Set Up**
- Have children form teams of 2-3 and spread out in the space
- Give each team a balloon – after explaining what you want them to do

**How to Play**
Say,
- I will give each team one balloon.
- When I say go (or start the music), toss your balloon in the air and try to keep it there – as a team – as long as you can.
- Take turns bopping the balloon up in the air; try not to hit it twice in a row.
- If your balloon touches the floor, quickly get it back in the air!

**Up the Challenge**
- Have children count the number of times they bop the balloon in one minute.
- Give 2 balloons to each team.
- Have teams hold hands and hit the balloon only with their joined hands, elbows, heads, or feet.
- Have teams keep the balloon in the air using only elbows, only feet, only knees, etc.

2-2 Fruit and Veggie Toss

**Equipment**
Soft toss-able toys that are easy for children to catch (see Active Games Tips)

**Set Up**
- Group stands in a circle (or two circles if the group is large.)

**How to Play**
Say,
- Everyone think of a vegetable or fruit.
- When you get the toy (or other tossable), say the name of a vegetable or fruit before you toss it to someone else.
- You can toss to anyone. Try to include everyone.
- Try to think of as many different veggies and fruits as you can, but it's okay if you repeat something someone else has already said.

**Up the Challenge!**
- Add a second, third, or fourth toy
- Designate one toy for veggies, and a second for fruits

**In a Small Space**
- Ask children to pass rather than toss the toy
- Use a balloon instead of a toy to avoid breaking items in the space

**Source**
### 2-3 Under the Cone Scavenger Hunt

**Equipment**
- 10 cones or markers (boxes, milk cartons, etc.),
- 1 set Under the Cone Activity Cards (from Games Appendix, 4 sets provided)
- 1 Team Sequence Card per team (from Games Appendix)

**Set Up**
- Place 1 Under the Cone Activity Card randomly under 8 of 10 cones scattered around room
- Divide children into up to 4 teams of 2-6 children

**How to Play**
- Say,
  - Here is your Team Sequence Card. (Give one card to each team)
  - As a team, find the first activity on your list on a card under one of these cones and do the activity. Leave the card for the next group.
  - Then look under cones until you find the second activity on your list and do it. Keep looking under cones until you find and do all the activities on your Team Sequence Card in order. Not every cone has a card under it!
  - When you're done, sit as a team here. (Point out where they can sit.)

**Up the Challenge**
- Challenge teams to think of their own activity to do for bonus points.

**Source**
Adapted from *Jump Into Food and Fitness* Lesson 3, Michigan State University Extension, 2006.

### 2-4 Double Tag

**Equipment**
- Boundary markers (lines on a gym floor, cones, etc.); tagging balls

**Set Up**
- Create 2 adjacent spaces about 20x20 feet in area.
- Divide children into 2 groups, half in each space.
- Designate 1 child to be “It” in each space. Give each “It” a tagging ball

**How to Play**
- Say,
  - Each of our “Its” will try to tag the kids in their space.
  - If you’re not “It,” you must stay within the boundaries of your space.
  - But if you get tagged, then you go to the other space. (Demonstrate by moving from one space to the other.)
  - If you’re “It,” you’ll try to empty your space by tagging others.
  - When I say “Freeze!” everyone will stop and the last person tagged will become our new “It.” Ready? Go!

**For Young Children**
- Play regular tag with all in Space 1, having those who get tagged go to Space 2.
- Repeat regular tag with a new “It” in Space 2; have all tagged go to Space 1.
- Then introduce rules above, designate 2 new “It’s,” and play.

**Source**
Used with permission from the CATCH program, licensed by Flaghouse Inc and the Board of Regents, University of California at San Diego.
### 3-1 Snap

<table>
<thead>
<tr>
<th>Equipment</th>
<th>None</th>
</tr>
</thead>
<tbody>
<tr>
<td>Set Up</td>
<td>Ask children to find a partner and stand back-to-back.</td>
</tr>
</tbody>
</table>
| How to Play | Say,  
- I’m going to teach you three signals (use any 3 hand and voice signals such as the following):  
  - Hold index finger horizontal, rub at lips, saying ‘Buh, buh, buh-buh, buh.’  
  - Bend from waist, rise back up and throw hands up in air and yell ‘Whoo!’  
  - Put thumbs to ears, wiggle fingers, say ‘Na, na, na-na, na!’  
- Now that you know what to do, see how often you can match what your partner does – without looking or talking about it first.  
- When I say, “1, 2, 3, Snap,” turn around to face your partner and immediately do one of our 3 signals, then turn back-to-back again for the next round.  
- We’ll do several rounds. See how many times you and your partner match signals. Remember not to talk about it first! |
| For Young Children | Simplify if needed by only teaching two signals.  
- Make the signals easier to remember, such as marching in place or hopping. |
| Up the Challenge | Have children come up with ideas for the different hand and voice signals. |

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### 3-2 Stretching Mirrors

<table>
<thead>
<tr>
<th>Equipment</th>
<th>None</th>
</tr>
</thead>
<tbody>
<tr>
<td>Set Up</td>
<td>Ask children to find a partner and stand face-to-face several feet apart.</td>
</tr>
</tbody>
</table>
| How to Play | Say,  
- One of you will stretch as if you are warming up your muscles.  
- Your partner will try to copy your stretches as if looking in a mirror.  
- Stretch slowly, all parts of your body from head-to-toe.  
- Hold each stretch for about 10 seconds before you move to the next stretch.  
- Be kind to your partners, because after a few minutes they will get a chance to lead you in stretches! |
| For Young Children | Have them follow you as you lead them in slow stretches. |
| Up the Challenge | After stretching, suggest children lead more active movements such as marching, hopping, or jumping jacks in place. |
| In a Small Space | Ask children to limit stretches to those they can do within the space you have. |
3-3 Link Up Tag

**Equipment**
- Boundaries, tagging ball(s), music (optional)

**Set Up**
- Ask children to find a partner, link elbows, and scatter within the boundary.

**How to Play**
Say,
- For this tag game, we need someone to be “It.” (Give “It” a tagging ball.) Your partner now becomes the “Target” to be chased, and un-links from your elbow. (If there’s an odd number, become a player to create an even number.)
- If your elbow is linked with another, then you are safe – but whoever is the “Target” can link elbows with any pair to escape from “It” and become safe. When that happens, the person with linked elbows on the other side (the side away from the Target) has to let go and becomes the new Target! (Demonstrate.)
- If “It” tags someone not linked with a partner, the tagged person becomes the new “It.”

**For Young Children**
- Play Elbow Tag from the Extra Games instead.

**Source**

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3-4 Fitness Leaders

**Equipment**
- Fitness Activity Cards (Games Appendix, at least 1 per youth or 1 set per team)

**Set Up**
- Divide children into at least 2 teams, and have each team line up single file behind a start line as if about to run a relay race.
- Place a stack of randomly sorted Fitness Activity Cards face down about 10 feet in front of each team, and stand nearby to collect completed cards.

**How to Play**
Say,
- When I say “Go,” the first person on each team moves to their team’s stack of Fitness Activity Cards (point to stack) and draws a card.
- Lead the rest of your team to do that activity with you. Count out loud together. (Demonstrate by drawing a card and leading the whole group in that activity.)
- Then go back to your team and tag the second person, who will pick a new activity from the stack and lead that activity.
- Keep going until all team members have led an activity or until I say “Freeze!”

**Variation**
- During each round, ask the new leader to move to the cards in a different way – skip, hop, heel-toe walk, etc. (For rowdy groups, have all use heel-toe walk)
- If big group, have children take turns leading the rest, in the middle of a circle.

**In Small Space**
- Pass out Activity Cards and have each child take turns leading in small circles.

**Source**
Used with permission from the CATCH program, licensed by Flaghouse Inc and the Board of Regents, University of California at San Diego.
## 4-1 Musical Hoops

### Equipment
- 1 hula-hoop for every 2-3 children
- Music and music player (CD player, MP3 with speakers, etc.)

### Set Up
- Scatter hoops within play area boundaries

### How to Play
Say,
- Each time I turn the music on, I'll ask you to move around the space in a different way (walk, hop, slide, like a monkey, etc.)
- When I stop the music (at 10-20 second intervals), quickly step inside a hoop.
- Then we'll play it again with one less hoop.
- How many kids will one hoop hold? As many as you need it to!
- (Take a hoop away each time you start music again so children gradually have to squeeze together to fit into the only remaining hoop.)

### For Young Children
- Explain that this game is like Musical Chairs, which they may already know how to play.

### In a Small Space
- Play Musical Chairs instead, having children who get out do a re-entry task so they can come back in after the next round of music.

### Source
Used with permission from the CATCH program, licensed by Flaghouse Inc and the Board of Regents, University of California at San Diego.

## 4-2 Chair Aerobics

### Equipment
- Music (any high-energy song), music player
- Chairs or benches

### Set Up
- Have children sit in chairs or on benches, an arm-span between them, with you sitting on a chair facing them.

### How to Play
Say,
- When I put on the music, we’re going to ‘dance’ while sitting in our chairs. Just follow my moves, and do what I do.

Play the music and do a series of moves that fit the music such as:
- Kicks: doubles (2 right, 2 left) and singles (1 right, 1 left)
- Arms: circles (forward, backward); raises (above head, one at a time, both together); from sides like wings, etc.; twists (push right hand to left side while twisting at waist, repeat to left, etc.)
- Claps: high above head, at waist or chest level, under one leg, etc.
- Shoulders: shrugs to ears, tip right ear to right shoulder, then left ear to left shoulder, etc.

### For Young Children
- Simplify and repeat moves.

### Up the Challenge
- Give children a chance to lead the movements.
CHOOSING HEALTH: FOOD, FUN, AND FITNESS ACTIVE GAME

LESSON 4: EAT MORE WHOLE GRAINS

4-3 Stretch As If

<table>
<thead>
<tr>
<th>Equipment</th>
<th>• None</th>
</tr>
</thead>
<tbody>
<tr>
<td>Set Up</td>
<td>• Have children stand in a circle or spread out around the room</td>
</tr>
</tbody>
</table>
| How to Play     | Say,  
|                 | • We’re going to stretch our bodies as if we are different kinds of animals. I’ll call out the names of animals and then you stretch the way you think that animal stretches.  
|                 | Call out animal names such as:  
|                 | • Cat, dog, monkey, bear, horse, lion, dolphin, zebra, giraffe, eagle, snake, woodpecker, etc.  
|                 | • Ask children to think of animals.  
|                 | • Give children 30 seconds to stretch like that animal.  
|                 | • Suggest they look around to see how their friends might have different ideas about how that animal stretches. |
| Up the Challenge | • Have each child think of an animal, then start a story with each child acting out their animal doing something with or to the previous animal. Example: Fish swims in a pond, frog hops over fish, fox catches frog, and so forth. |

4-4 Heart Alert

| Equipment       | • Boundaries  
|                 | • Scarves, tagging balls, or other objects to identify “Its” |
| Set Up          | • Designate boundaries.  
|                 | • Ask 2-3 children to be “Its” and give them tagging balls or identifiers.  
|                 | • Other children scatter within boundaries.  
|                 | • Be ready to change “Its” as children tire. |
| How to Play     | Say,  
|                 | • This is a tag game a little like Freeze Tag.  
|                 | • If you get tagged, you have to jog in place and chant “Heart Alert” until someone comes to free you.  
|                 | • To free someone, face the person you want to free, and then both of you do 5 jumping jacks together.  
|                 | • “Its” can tag anyone except those doing jumping jacks. |
| For Young Children | Play one round of Freeze Tag where to free someone who’s been tagged (and thus “frozen”), all you have to do is touch him or her.  
|                 | • Then introduce the idea of jogging in place when frozen, and freeing someone who is frozen by doing jumping jacks together. |
| Source          | Used with permission from the CATCH program, licensed by Flaghouse Inc and the Board of Regents, University of California at San Diego. |
### 5-1 Slow Poke Copy Cat

**Equipment** | Quiet Music (optional)
---|---
**Set Up** | • Ask children to stand arm’s length away from each other, facing you.
**How to Play** | Say,
• I want you to copy my movements as if you were looking into a mirror.
Do,
• Lead the group through a series of slow movements (10-15 seconds each) to stretch each part of the body, such as:
  • Tip ear to shoulder, each side
  • Shoulder lift to ear, each side, then together
  • Shoulder circles, toward front then toward back
  • Stretch arm above head, each side, then together
  • Plant feet shoulder-width apart, twist to look behind, both sides
  • Spread feet, bend at waist to touch opposite hand to toes
  • Step feet together, bend at waist to touch toes
**Up the Challenge** | • Increase the tempo by leading movements that increase heart rate, such as:
  • Elbow to knee, arm circles small and large, marching in place, etc.
**Source** | *Jump Into Foods and Fitness* Lesson 6, Michigan State University Extension, 2006.

### 5-2 Hospital Tag

**Equipment** | • Boundaries
  • Designated area to be the “Hospital” (for re-entry task)
**Set Up** | • Children scatter within boundaries.
**How to Play** | Say,
• In this tag game, everybody is “It”!
• When I say go, you’ll all try to tag someone else – without getting tagged!
• You get three tags before you have to go to the hospital.
• The first two times you get tagged, you have to hold your “wound” by putting your hand where you were tagged – and keep trying to tag others. (Demonstrate holding your arm and shoulder.)
• The third time you’re tagged, you have to go to the Hospital. Do 12 jumping jacks, and you’re cured! Then you can come back into the game.
**For Young Children** | • Simplify to one tag wound before going to the Hospital to do a re-entry task.
**Source** | Used with permission from the CATCH program, licensed by Flaghouse Inc and the Board of Regents, University of California at San Diego.
### 5-3 Fast Food Relay

**Equipment**
- Visual Aid 5-V-1 Blubber Burger Cards (13 cards)
- Visual Aid 5-V-3 Fast Food Relay Cards (15 cards)

**Set Up**
- Create a start/finish line in a space large enough for a relay race.
- At end of space opposite start/finish line for each team, spread out all the fast food cards (Blubber Burger and Relay Cards, which both show teaspoons fat.)
- Divide group into teams of no more than 4-5 children and have teams line up.

**How to Play**
Say,
- When I say go, the first person from each team will run to the pile of fast food cards, choose one, and run back. Then the next person will go, until everyone on your team has had a turn.
- Each card shows how many teaspoons of fat are in the fast food item.
- The goal is to pick lower fat food items, but also to be fast, so pick quickly.
- The team that finishes first gets 1 point, and the team that chooses the lowest amount of total fat gets 2 points.
- The winner is the healthiest team – the team with the most points.

**For Young Children**
- Be ready to help kids add up the teaspoons of fat on their team’s collection of cards.

**In a Small Space**
- Place cards closer; have children walk heel-toe rather than run.

**Source**
*Healthy Children, Healthy Families Curriculum, CHANCE, Cornell University, 2009.*

### 5-4 Dragon’s Tail

**Equipment**
- 1 bandana per child
- Boundary markers

**Set Up**
- Ask children to tuck their bandana into a back pocket or waistband so it hangs out like a tail, and scatter within boundaries.

**How to Play**
Say,
- Everyone’s “It”!
- When I say go, try to grab someone else’s tail – without letting anyone grab yours.
- When you grab a tail, put it on the ground, say the person’s name, and “I’ve got your tail!”
- If your tail is grabbed, pick it up, go outside the boundary and do 11 elbow-to-knee crunches (or some other re-entry task), then re-join the game.

**Up the Challenge**
- Have groups of 5-8 form a dragon by hanging on to the waist of the person in front of them, and give the last one a “tail.” The “head” tries to catch the tail of their own dragon, then becoming the tail, or of other dragons (2 ways to play).

**Source**
*Used with permission from the CATCH program, licensed by Flaghouse Inc and the Board of Regents, University of California at San Diego.*
6-1 Fitness Tag

**Equipment**
- 4 tagging balls or bandanas of different colors; Sign showing activity for each
- Boundaries and re-entry task area

**Set Up**
- Designate each tagging ball to represent a different fitness activity, such as
  - **Red** = jog around boundary
  - **Blue** = march in place for count of 15
- **Green** = 10 jumping jacks
- **Yellow** = 10 arm circles

**How to Play**
Say,
- This is a tag game with 4 “Its”; each has a different color tagging ball. (Ask for volunteers.)
- When you get tagged, look at the color of the tagging ball to know what you need to do to get back in the game. (Demonstrate each color’s task.)
- “Its,” when you tag others, remind them which activity goes with your tagging ball.

**For Young Children**
- Simplify by using 1 or 2 colors and tasks instead of 4.

**In a Small Space**
- Choose fitness activities to do in place: march, arm circles, toe touches, etc., and change from tag to ‘catch’ so children do task before tossing ball to another.

**Source**
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6-2 Breakfast Shake

**Equipment**
Soft toss-able toys that are easy to catch (about 1 per 4 children)

**Set Up**
- Children stand in a circle about arm’s length apart.

**How to Play**
Say,
- When you toss a toy to someone, name something you might eat for breakfast.
- When you catch a toy, shake it over your head and name a fun way to be active. (Give examples – skating or bicycling, dance, etc.)
- Don’t forget to include veggies and fruits as breakfast foods! (When children catch on, toss in more toys to increase activity level.)

**For Young Children**
- Simplify by just naming breakfast foods as toys are tossed in round one.
- Play a second round naming fun ways to be active.

**In a Small Space**
- Pass toys instead of tossing them.

**Up the Challenge**
- Ask catchers to think of an activity that begins with the same sound as the breakfast food named.
- Ask catchers to act out the activity they name.
### 6-3 Triangle Tag

**Equipment**

None

**Set Up**

- Ask children to get into groups of four.
- Each group chooses roles: 1 to be “It,” 2 to be “Defenders,” 1 to be the “Target.”

**How to Play**

Demonstrate how groups should arrange themselves:

- “Defenders” and “Target” all hold hands to form a triangle as shown.
- “It” stays outside the triangle.

Say,

- “It” tries to tag the Target while the Defenders protect the Target while still holding hands. (Ask a group to demonstrate.)
- In a few minutes, we’ll switch roles.

**Safety Tips**

- Play on a soft surface.
- Change to a new game immediately if children fall or play becomes too rough.

**Source**

- Used with permission from the CATCH program, licensed by Flaghouse Inc and the Board of Regents, University of California at San Diego.
- For a demonstration of how to play, see the video at: [http://youtu.be/SZil5s0uksM](http://youtu.be/SZil5s0uksM)

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### 6-4 Group Juggling

**Equipment**

4-6 soft toss-able toys or beanbags that are easy to catch

**Set Up**

- Divide large groups to make groups of no more than 10-15 children.
- Children stand in a circle.

**How to Play**

Say,

- We’re going to toss these toys – underhand – and create a pattern so we get a toy from the same person and toss a toy to the same person every time.
- To start, let’s all put our hands in the air. After you catch and toss a toy, put your hands down. Then we’ll know who hasn’t yet had a turn. (Toss the toy to a child. Remind each to put hands down after they’ve had the toy.)
- (When the toy has gone to all, have the last person toss back to you.) That’s our pattern. Let’s see if we can repeat it. Call a person’s name when you toss so s/he knows it’s coming.
- (When children have the pattern, add a 2nd toy, then a 3rd, 4th, or even more as long as children are being reasonably successful.)

**For Young Children**

- Make circles of no more than 8-10 children.
- Be sure toys are easy to catch; limit number of toys.

**Up the Challenge**

- Once the pattern has been successfully mastered, have children walk clock-wise while tossing.
- For more activity, ask children to run wherever they choose within boundaries while still maintaining the tossing pattern.
**Elbow Tag**

<table>
<thead>
<tr>
<th>Equipment</th>
<th>• Boundary markers, Re-entry zone, tagging balls</th>
</tr>
</thead>
<tbody>
<tr>
<td>Set Up</td>
<td>• Ask for a volunteer to be “It”; give him/her a tagging ball</td>
</tr>
<tr>
<td></td>
<td>• Other children scatter within boundaries</td>
</tr>
<tr>
<td>How to Play</td>
<td>Say,</td>
</tr>
<tr>
<td></td>
<td>• This is a tag game, so “It” will try to tag you.</td>
</tr>
<tr>
<td></td>
<td>• If you link elbows with 1 other person, you’ll be “safe” – but only until you count to 10. Count out loud.</td>
</tr>
<tr>
<td></td>
<td>• If “It” tags you, you become “It,” and try to tag others with the tagging ball.</td>
</tr>
<tr>
<td></td>
<td>• Then the old “It” goes to the Re-Entry Zone and does 14 toe-touches before coming back into the game.</td>
</tr>
</tbody>
</table>

| Variations | • Change children’s locomotion to skip or gallop |
|           | • Change the re-entry task                      |
| Source    | Used with permission from the CATCH program, licensed by Flaghouse Inc and the Board of Regents, University of California at San Diego. |

**Fitness Speedway**

| Equipment | • 8 cones or other markers to form Pit Stops |
|           | • 1 Pit Crew Activity Card per Pit Stop      |
| Set Up    | • Set up cones in an oval with 1 Pit Crew Activity Card next to each cone. |
|           | • Ask children to find a Race Team partner  |
| How to Play | Say,                                           |
|           | • The lane outside these cones is our race-car track. (Point to an imaginary oval outside cones.) |
|           | • The cones are Pit Stops where the racers re-fuel and get their tires changed. |
|           | • Each Race Team (partners) starts at a different Pit Stop (cone). Go there now. |
|           | • One partner is the Driver and runs around the track – when I say go. |
|           | • The other partner is the Pit Crew who does what the Pit Crew Activity Card says until the Driver gets back. |
|           | • Then you both run to the next Pit Stop (cone) and switch roles. (Demonstrate.) |

| For Young Children | • Have both partners run around the track and then do Pit Crew Activities together. |
|                    | • Just have them do Pit Crew Activities together. |
| Source             | *Jump Into Foods and Fitness* Lesson 5, Michigan State University Extension, 2006.* |
# Cat and Mouse

**Equipment**
- Tagging balls

**Set Up**
- Children stand in a circle close enough to hold hands.

**How to Play**

Say,
- I need a volunteer to be the Mouse who starts inside the circle.
- For the first round, I’ll be the Cat and stand outside the circle with a tagging ball.
- The Cat wants to catch the Mouse, and the Mouse wants to stay away from Cat.
- When the Cat or Mouse goes in or out of the circle, the two people on either side hold hands and ‘close the door’ so neither Mouse nor Cat can enter or leave the circle between them again.
- (Choose a new Cat and Mouse when the Cat tags the Mouse or when the circle becomes fully closed.)

**Up the Challenge**
- In a big group, make the game more challenging by adding a second Cat and/or Mouse. Give the new Cat a tagging ball.
- Have the circle side-step clockwise while the Cat and Mouse are moving in and out of the circle.

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# Glue and Stretch

**Equipment**
- Boundary markers, music (optional)

**Set Up**
- Children find a partner and scatter within boundaries.

**How to Play**

Say,
- Decide which of you will be the first leader. Both will get a chance.
- Leaders, stand in front of your partner, both facing the same direction.
- When the music starts, the leader will move and your partner will try to “stick like glue” without actually touching you.
- If you’re leading, try changing speed and direction to make it harder for your partner to stick to you!
- If you’re following, remember not to touch your partner!
- After a minute, the leader will do a 30 second stretch, and then you’ll switch roles.

**Source**
Used with permission from the CATCH program, licensed by Flaghouse Inc and the Board of Regents, University of California at San Diego.
**Everybody’s It**

**Equipment**
- Boundary markers

**Set Up**
- Have children scatter within the boundaries

**How to Play**
Say,
- This is a tag game, but instead of having just one “It,” everybody’s “It!”
- When I count to three, start trying to tag others – while staying within the boundaries.
- If you get tagged, stop where you are and do 10 jumping jacks, and then you’re back in the game.
- Remember, it’s not fun if anybody gets hurt, so tag gently!
- Ready? 1…2…3… Everybody’s It!

**Variation**
- When tagged, players freeze with hands on knees until the person who tagged them gets tagged, and then re-join the game.

**Up the Challenge**
- Change the re-entry task
- Each time children get tagged, they add an extra 5 jumping jacks to the previous re-entry task.

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**Fruit Salad**

**Equipment**
- 1 hula-hoop or other place-marker per child

**Set Up**
- Children stand in a circle, one per hoop or on a place-marker.
- Post a list of the fruit names given to make it easier for “It” to remember

**How to Play**
Say,
- We need one volunteer to be “It;” you stand inside the circle.
- Each of the rest of you will be a different kind of fruit. (Give fruit names to remaining children: orange, banana, raspberry, kiwi, grape, etc.)
- “It” will call out two names of fruits. These two “fruits” change places with each other before “It” gets to one of these spaces. (Demonstrate.)
- If “It” gets to a space before the “fruit” does, then they switch roles. (“It” becomes banana and banana becomes “It”.)
- If “It” calls out “Fruit Salad”, everyone changes places at once!

**For Young Children**
- Use fewer fruit names so that there will be 2 pears, 2 apples, etc. and “It” only has to call out one fruit.

**In a Small Space**
- Have kids exchange seats rather than use hula hoops for each child.

**Variation**
- Give names of vegetables or other healthy foods.

**Source**
Used with permission from the CATCH program, licensed by Flaghouse Inc and the Board of Regents, University of California at San Diego.
### Streamers Galore

**Equipment**
- 1 or 2 bandanas, scarves, or other cloth streamers per child
- Lively music and music player

**Set Up**
- Give each child 1 or 2 bandanas
- Ask children to spread out so they can stand with room around them to move

**How to Play**
Say,
- When I start the music, follow my arm movements with your streamers. Have kids take turns leading movements.

Try or suggest:
- Write your name with streamers
- Switch streamers between hands
- Toss and catch streamers

<table>
<thead>
<tr>
<th>Up the Challenge!</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Have kids try juggling the streamers or tossing streamer(s) to a partner at the same time the partner tosses streamer(s) back.</td>
</tr>
<tr>
<td>• Challenge them to come up with other more difficult moves.</td>
</tr>
</tbody>
</table>

**In a Small Space**
- Limit side-to-side movement
- If necessary, sit in place while moving streamers.

**Source**
*Jump Into Foods and Fitness, Lesson 3, Michigan State University Extension, 2006.*

### Table for Three

**Equipment**
- None

**Set Up**
- Ask children to scatter and keep moving as you direct (like a kangaroo, elephant, etc.) until you call out “Table for Three” (or another number).

**How to Play**
Say,
- When I say go, you'll move around this space jumping like a kangaroo (or an elephant, monkey, bear, snake, duck, crab, etc.)
- When you hear me say “Table for Three” get in a group of three as quickly as you can and pretend that you're sitting at a restaurant table. Or I might call out a different number, and you'll need to find a group of that number.
- Then I'll say go again and you'll move around again. Listen so you’ll know what animal you’ll move like this time and how many you'll need in your group!
- (Don't bother to count groups, but begin another round to keep the game fast-paced and fun! Moving is more important than counting in this game!)

**Source**
Adapted from the game “Mingle,” Used with permission from the CATCH program, licensed by Flaghouse Inc and the Board of Regents, University of California at San Diego.
Plan and Prepare to be a Great Leader of Fun

When you lead a game, you take on a big responsibility – to help everyone get the most fun and the most physical activity they can while nobody gets hurt. **Prepare well** so you can:

- Get kids excited but not so over-stimulated that they are unsafe or that you can’t bring them back from chaos!
- Explain new games quickly so children don’t have to stand around before they play!
- Avoid down-time between games when kids might try to create unsafe fun
- Focus on a great play experience for everyone – not just the “winners” of a game

Teach Players an “Attention Please” Signal

Teach children (or adults) a signal to say “Time to listen to me now!” Only use your “Attention Please” signal when you really need it. Pick a signal that is fun, effective, and fits your own game leadership style. Here are some for you to consider.

- Say, “Clap once when you can hear my voice.” If needed, say, “Clap twice (or three or four times) when you can hear my voice.”
- Use a silly and loud noisemaker, horn, chime, or drum.
- Teach players a clapping, knee-slapping, or stomping rhythm.
- Say, “I need your attention in 5…4…3…2…1.” Get players to count down with you to add to your volume.
- Gather a small group and get them to shout a positive phrase (Let’s rock, Hop to it, or some other catchy words) to get the attention of the rest of the players.
Active Games Leadership Tip #3

Keep Games and Transitions Active and Fast-Paced

- Plan how to move from one game into the next with little or no down time in between!
- Keep kids moving as much as possible!
- Use “re-entry tasks” like jumping jacks, toe touches, and so forth to “re-circulate” players who get out so all stay engaged and active and no one ends up waiting on the side and not moving!
- Change the game to make it more active:
  - Add a second “It” to a tag game – or even three!
  - Change the boundaries - bigger or smaller!
  - Add equipment. If you’re playing with one toss-able toy, what happens if you add more?
- Plan how you’ll transition from active games to quieter activities. Lead kids in a stretch break or a series of deep breaths; tell them what’s next.

Active Games Leadership Tip #4

Make a Game out of Forming Teams

Use a game (like Table for Three) to help kids get into teams quickly. Or use one of the following methods to get players in roughly equal-sized teams. Then adjust to make teams equal.

- Ask players to fold their arms. People who put their right arms on top are one team, left on top are another team.
- Ask players to fold their hands. Right thumb on top are one team, left on top are another.
- Ask players to group themselves by their birth months. Put January-June and July-December together for two teams or divide the months into quarters (January-March, April-June, July-September, October-December) for four teams.
- Ask players which pant-leg they put on first, or which shoe they put on first. Left is one team, right another.
**Active Games Leadership Tip #5**

**Choose Health: Food, Fun, and Fitness**

**Ready, Set, Play!**

- Plan what you’ll say to introduce games quickly so kids won’t get antsy waiting for play to begin.
- Stand where everyone can hear and see you.
- Get kids into game’s formation, explain how to play, demonstrate the game, start the play.
- If a game has many rules, consider introducing only a few before players try out the game, then stop the play with your “Attention Signal” and add the rest of the rules.

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**Active Games Leadership Tip #6**

**Choose Health: Food, Fun, and Fitness**

**Make Games Safe**

- Think about physical and emotional safety issues before your play. Bleeding, bruising, or being embarrassed seriously interrupts fun.
- Adapt the environment (creating physical boundaries, removing hazards, and so forth)
- Create rules (only one person holds the ball, run only after your team member returns to the line, and so forth) to make the play safe.
Quit While You’re Ahead

• Plan to stop a game at the peak of fun – when the players are having the best time possible – before it gets boring and so they’ll want to play the game again.
• Each Choose Health Active Game is meant to last five minutes or less.
• Leave them wanting more, and they may request to play a game from an earlier lesson again.

Use Soft Toss-able Toys and Tagging Balls

• Make it easy for children to catch and throw by using soft toss-able toys like Koosh™ balls or homemade “Hoosh” or “Spoosh” Balls (See instructions on next cards).
• Give soft “Tagging Balls” to “Its” during tag games to reduce the chance that children will hurt each other in the excitement of the game.
To Make a “Hoosh”

**Materials:** 1/8 yard soft knit fabric (or old lightweight tee shirts)  
Stiff piece of cardboard approximately 3” x 4”

**Instructions:** Cut 1-inch wide strips of soft knit material across the grain  
Wind strips around cardboard until card is very full  
Insert a strip of fabric under other strips on one end  
Tie a tight knot  
Cut strips at other end  
Fluff into ball shape  
Launder after each use with children

To Make a “Spoosh”

**Materials:** Two foam sponges (about 4”x6”)  
Heavy-duty rubber band

**Instructions:** Cut sponges crosswise in 1” strips  
Gather 8 cut sponge pieces together with a rubber band  
Fluff to form a ball  
Launder after each use with children

**Source:** Capital Area Eat Smart New York  
Grab and Go Lesson