

## **CHARLIE OVER THE WATER**

**Age Level:** First Grade  
**Skills:** Selected locomotor skills, Stooping, Tagging  
**Equipment:** None  
**Formation:** Single circle, one or two children in the center

**Description:** One or two children are chosen as Charlie, depending on the size of the group. Charlie stands in the center of the circle. The others walk, skip, or hop around the circle chanting:

Charlie over the water,  
Charlie over the sea,  
Charlie catch a blackbird,  
Can't catch me!

As "me" is said, the children stoop quickly. Charlie tries to tag as many as he can before they are in a squatting position. Charlie is allowed three turns then chooses someone he tagged to take his place.

**Variation:** Points may be kept for those tagged; however, the initial emphasis should be on trying to avoid being tagged.

Movement Experiences for Children: Curriculum and Methods for Elementary School Physical Education, by Evelyn L. Schurr, Meredith Corporation, New York, 1967, pg. 327.

## **GARDENER AND SCAMP**

**Age Level:** First Grade  
**Skills:** Selected locomotor skills, Dodging, Tagging  
**Equipment:** None  
**Formation:** Circles of eight, one child inside the circle, one outside

**Description:** One player is selected as Scamp and stands inside of the circle made by the rest of the group. One is selected as the Gardener and walks around outside the circle, saying "Who let you in my garden?" The Scamp answers, "No one," and the Gardener begins to chase him. The Gardener must use the same locomotor movements that the Scamp uses in the chase. They may cut across, in and out and around the other players. When the Scamp is caught, he and the Gardener select replacements, and the game starts again. If the Gardener does not do the same movements that Scamp does, a new Gardener is selected by Scamp.

**Variation:** Players in the circle may hold hands and must raise their arms to let the runners in and out. Scamp should be encouraged to change his movement patterns frequently. If the Gardener cannot catch Scamp after a short time, halt the game and select new runners.

Movement Experiences for Children: Curriculum and Methods for Elementary School Physical Education, by Evelyn L. Schurr, Meredith Corporation, New York, 1967, pg. 328.

## **HOT BALL**

**Age Level:** Kindergarten and First Grade  
**Skills:** Kicking  
**Equipment:** One soccer or playground ball  
**Formation:** Single circle

**Description:** One player is chosen to “set a fire” under the ball. He dramatically “heats” the ball, then kicks it into the circle and says “the ball is hot.” The players try to kick the ball away to keep from getting “burned.” If the ball stops in the center of the circle or goes out of the circle, the person who kicked it last gets it and must “start the fire” again. The ball should be kicked with the side of the foot and kept close to the ground.

**Variation:** The ball may be thrown or pushed away.

Movement Experiences for Children: Curriculum and Methods for Elementary School Physical Education, by Evelyn L. Schurr, Meredith Corporation, New York, 1967, pp. 328-329.

## **OLD MOTHER WITCH**

**Age Level:** First Grade  
**Skills:** Running, dodging, tagging  
**Equipment:** None  
**Formation:** One goal line at one end of the playing area. Large box or circle drawn at other end of playing floor.

**Description:** One child is chosen to be Old Mother Witch. The Witch walks around in the box while the rest of the children walk around the outside of the box or dash across and out of the box. The children chant:

Old Mother Witch  
Fell in a ditch,  
Picked up a penny,  
And thought she was rich!

At the end of each verse the Witch asks, "Whose children are you?" The children may answer with any name; however, when one child answers "Yours," the Witch must chase the children back to their goal line. The first child tagged becomes the new Witch.

**Variations:** One child may be appointed as a Leader responsible for saying, "Yours." The Witch may catch any number of children she can, and gets a point for each child caught. A new Witch may be chosen by the old one.

Movement Experiences for Children: Curriculum and Methods for Elementary School Physical Education, by Evelyn L. Schurr, Meredith Corporation, New York, 1967, pg. 329.

## **RED LIGHT**

**Age Level:** First Grade  
**Skills:** Running, fast starts, fast stops  
**Equipment:** None  
**Formation:** A goal line drawn at each end of the playing area

**Description:** All of the players stand on one goal line. One person is selected as IT. IT stands on the far goal line and faces away from the others. He counts, "1, 2, 3, 4" and may say "Red Light," any time before he reaches "10." As he is counting the others advance as far as they can before "Red Light" is heard. Upon saying "Red Light," IT turns around. If he sees anyone moving, he sends them back to their goal line. The counting is repeated. The first one who reaches the other goal line becomes the new IT. Players may move anytime: however, if IT sees them, he may send them back to their goal line.

**Variation:** Instead of counting, IT may say, "Green Light," pause, and then say "Red Light" as the signal to stop.

Movement Experiences for Children: Curriculum and Methods for Elementary School Physical Education, by Evelyn L. Schurr, Meredith Corporation, New York, 1967, pg. 330.

## **SLAP JACK**

**Age Level:** Kindergarten and First Grade  
**Skills:** Running, tagging  
**Equipment:** None  
**Formation:** Circles of eight, one child is IT

**Description:** All players in a circle stand facing the center with their hands held together, palms up, behind them. One is chosen as IT, and he walks around the outside. When he slaps a player on the hands, that player chases IT around the circle and tries to tag him before he reaches the empty place in the circle. The chaser becomes the next IT.

**Variation:** IT may run, skip, or perform any kind of locomotor movement.

Movement Experiences for Children: Curriculum and Methods for Elementary School Physical Education, by Evelyn L. Schurr, Meredith Corporation, New York, 1967, pg. 330.

## **SQUAT TAG**

**Age Level:** Kindergarten and First Grade  
**Skills:** Running, dodging, tagging  
**Equipment:** Colored scarf  
**Formation:** Large playing area with defined boundaries all around

**Description:** One player is IT and tries to tag any other player. To be safe, runners assume a squat position. When one is tagged, the tagger gives the new IT the colored scarf.

**Variation:** More than one player may be IT, but all should carry a colored scarf so that the IT is easily identified. Other safe positions may be designated.

Movement Experiences for Children: Curriculum and Methods for Elementary School Physical Education, by Evelyn L. Schurr, Meredith Corporation, New York, 1967, pg. 330.

## **SQUIRRELS IN TREES**

**Age Level:** Kindergarten and First Grade  
**Skills:** Running  
**Equipment:** None  
**Formation:** Groups of three scattered about the playing area

**Description:** Two players hold hands and form a “tree” for the other person to stand in. Two players are chosen as Squirrels and have no Tree. The leader gives a signal and all the Squirrels must get out of their trees and find a new one to get into. The extra Squirrels get into a Tree, and of course two are left out again. Emphasis should be placed on finding a Tree. Rotate Trees with Squirrels until everyone has been a Squirrel.

Movement Experiences for Children: Curriculum and Methods for Elementary School Physical Education, by Evelyn L. Schurr, Meredith Corporation, New York, 1967, pg. 331.



## **CAT AND RAT**

**Age Level:** Second Grade  
**Skills:** Running, dodging, tagging  
**Equipment:** None  
**Formation:** Single circle

**Description:** One player in center of the circle is the Cat, one on the outside is chosen to be the Rat. Circle players hold hands. The Cat tries to chase and tag the Rat. The circle players let the Rat in and out of the circle but try to prevent the Cat from going in and out by not lowering or raising their hands. When the Rat is caught or after the Cat has had ample time to catch the Rat, each chooses someone else to take his place.

Movement Experiences for Children: Curriculum and Methods for Elementary School Physical Education, by Evelyn L. Schurr, Meredith Corporation, New York, 1967, pp. 331-332.

## **STEAL THE BACON**

**Age Level:** Second Grade

**Skills:** Running, tagging, dodging, reaction time

**Equipment:** Bean bag

**Formation:** Two groups along parallel goal lines about 30 feet apart. Mark an X in the center of the two lines, and place the bean bag on it.

**Description:** Number players; start at opposite ends with 1. The leader calls one of the numbers. The player from each team having that number runs out and tries to snatch the bean bag and take it back across his goal line without being tagged by the other player. The player who successfully gets the bean bag across his goal line receives 2 points for his team. If the other player tags him before crossing the line, 1 point is awarded to his team. The bean bag is set back in the center, and new numbers called. The team with the most points at a designated time wins. Stress deceptive movements in trying to snatch the bean bag.

Movement Experiences for Children: Curriculum and Methods for Elementary School Physical Education, by Evelyn L. Schurr, Meredith Corporation, New York, 1967, pg. 332.

## **CROWS AND CRANES**

**Age Level:** Second Grade  
**Skills:** Running, changing direction, tagging  
**Equipment:** None  
**Formation:** Two lines 3 feet apart are drawn across the middle of the playing area.  
Goal lines are drawn at either end.

**Description:** Players are divided in half, one group called Crows and the other Cranes. They line up on respective opposite center lines. The leader calls out “Cr-rr-ows” or “Cr-rr-anes” and the Crows or Cranes (whichever team was called) turn and run toward their goal lines with the Cranes in pursuit trying to tag as many as possible before they cross their goal line. When a player is caught he must join the opposite team. The leader should drag out the “Cr” and mix calling the teams so there is suspense and a need for quick reaction on the part of both runners and chasers.

**Variations:** Children may be challenged to find sound-alike words to vary the name of the game.

Movement Experiences for Children: Curriculum and Methods for Elementary School Physical Education, by Evelyn L. Schurr, Meredith Corporation, New York, 1967, pg. 333.

## **HOUND AND RABBIT**

**Age Level:** Second Grade  
**Skills:** Running, tagging  
**Equipment:** None  
**Formation:** Groups of three

**Description:** Two hold hands and are called the Tree, the other is a Rabbit and stands in between them. There is an extra Rabbit and Hound. The Hound tries to catch the Rabbit. The Rabbit can be safe by dodging into a tree. The Rabbit who was in that tree must get out and then becomes the Rabbit who is chased. If the Hound catches the Rabbit, they change places. Periodically, the game should stop, and Rabbits and Trees exchange places until all have had a chance to be Rabbits. This is an advanced version of Squirrel in Trees.

Movement Experiences for Children: Curriculum and Methods for Elementary School Physical Education, by Evelyn L. Schurr, Meredith Corporation, New York, 1967, pp. 333-334.

## **MIDNIGHT**

**Age Level:** Second Grade  
**Skills:** Running, tagging  
**Equipment:** None  
**Formation:** Large playing area with end lines, and defined side lines.

**Description:** One end is the Roost and one the Den. One player is chosen as the Fox, the remainder are Chickens. The Chickens walk slowly up to and around the Den line and ask the Fox, who is in his Den, "What time is it, Mr. Fox?" The Fox answers with various times. When he says, "Midnight," the Chickens all run for the Roost. The Fox tries to catch as many as possible and then sends them to his Den where they join him in trying to catch Chickens the next game. No one may start to flee or chase until the Fox calls, "Midnight!" When a greater number of chickens have been caught, the Fox chooses someone to replace him and the game starts again.

Movement Experiences for Children: Curriculum and Methods for Elementary School Physical Education, by Evelyn L. Schurr, Meredith Corporation, New York, 1967, pg. 334.

## **BLUE AND GOLD**

- Age Level:** Third Grade
- Skills:** Running, dodging, quick reaction, and change of direction
- Equipment:** A piece of cardboard or rubber painted blue on one side and gold on the other.
- Formation:** Playing area divided in half with goal lines and side lines marked off. A 3-foot space should separate the two halves. Players divided into two teams.

**Description:** The teams, called Blue and Gold Teams, line up along their center line. The leader throws the object up in the air between the teams. The team bearing the name of the color of the side of object which lands facing upward, turns and runs to its goal. The members of the other team try to tag them before they cross the goal. If tagged, a player must join the other team. The team with the most players at the end of a specified time wins.

**Variations:** Points may be given to a team rather than having players change teams with caught. Any two color combinations may be used.

Movement Experiences for Children: Curriculum and Methods for Elementary School Physical Education, by Evelyn L. Schurr, Meredith Corporation, New York, 1967, pg. 335.

## **CHINESE WALL**

**Age Level:** Third Grade  
**Skills:** Running, dodging, tagging  
**Equipment:** None  
**Formation:** Two end boundary lines with two parallel lines about 10 feet apart drawn across the middle of the playing area. This space is called the Wall.

**Description:** Two children are chosen as Defenders of the Wall. Everyone starts behind one end line. At a signal everyone tries to cross the Wall and get to the other end line without being tagged by a Defender. Everyone who is caught becomes a helper for the Defenders. New Defenders are chosen from among the last few who have not been caught and the game starts again. Defenders may not go off the Wall.

**Variations:** Points may be given for each time one crosses the Wall. People may cross the Wall with partners. If one gets caught the other is considered caught also. This will encourage strategy in trying to outwit the Defenders.

Movement Experiences for Children: Curriculum and Methods for Elementary School Physical Education, by Evelyn L. Schurr, Meredith Corporation, New York, 1967, pp. 335-336.

## **LOOSE CABOOSE**

**Age Level:** Third Grade  
**Skills:** Running, dodging, tagging  
**Equipment:** None  
**Formation:** Players in groups of three, holding onto waist of one in front of him. The first player is the Engine, the second the Baggage Car, and the third the Caboose, all forming a train.

**Description:** One or two players are designated as Loose Caboose, and must find a train to latch onto. The Engine tries to avoid the Loose Caboose and the rest of the train must try to dodge with him. The Loose Caboose tries to latch onto other Caboose. If they do, the present Caboose becomes Loose or IT, the Engine becomes the Baggage Car, the Baggage Car the new Caboose, and the former Loose Caboose the new Engine. If a train pulls apart in trying to be evasive, the Loose Caboose joins the train and the Caboose is IT.

Movement Experiences for Children: Curriculum and Methods for Elementary School Physical Education, by Evelyn L. Schurr, Meredith Corporation, New York, 1967, pp. 338-339.



## **NERVOUS WRECK**

**Age Level:** Third Grade  
**Skills:** Throwing, catching, reaction time  
**Equipment:** One 8 ½ inch playground ball  
**Formation:** Single circle with one person chosen as IT in the center of the circle.

**Description:** IT throws the ball to each person in the circle or pretends to throw it. If the catcher makes any move to catch the ball and it is not thrown he must sit down. If it is thrown, he must catch it or sit down. The thrower must be encouraged to move very fast. The last one standing is the new IT. With small circles the game should go very quickly. Catchers may not hold onto their clothing in order to avoid flinching.

Movement Experiences for Children: Curriculum and Methods for Elementary School Physical Education, by Evelyn L. Schurr, Meredith Corporation, New York, 1967, pg. 339.

## **NUMBERS EXCHANGE**

**Age Level:** Third Grade

**Skills:** Running

**Equipment:** None

**Formation:** Single circle, players numbered off around the circle. IT chosen to be in the center of circle.

**Description:** IT calls two numbers. Players whose numbers are called try to exchange places. IT tries to get in one of the vacated positions before the other gets there. The player left without a position becomes the new IT.

Movement Experiences for Children: Curriculum and Methods for Elementary School Physical Education, by Evelyn L. Schurr, Meredith Corporation, New York, 1967, pg. 340.

## **TRADES**

**Age Level:** Third Grade  
**Skills:** Running, dodging, pantomime  
**Equipment:** None  
**Formation:** Playing area is divided into half with a free space of 5 feet between two center lines. Players divided into two teams, standing behind own goal line.

**Description:** Team 1 selects some trade or occupation of which each player with pantomime the movements which characterize the trade. As they advance toward the center line, the players call out:

(Team 1) "Here we come!"

(Team 2) "Where from?"

(Team 1) "Detroit (or any city)."

(Team 2) "What's your trade?"

Following this Team 1 acts out their trade. Members of Team 2 call out what they think the trade is. If and when they do call the correct one, all members from Team 1 run for their goal line and members of Team 2 chase and try to tag them. They count the number of players caught and the score is recorded. A new game is started and Team 2 becomes the tradesmen. The winners are those who have the most number of points at the end of the playing game.

Movement Experiences for Children: Curriculum and Methods for Elementary School Physical Education, by Evelyn L. Schurr, Meredith Corporation, New York, 1967, pg. 341.

## **CHAIN TAG**

**Age Level:** Fifth Grade  
**Skills:** Tagging, running, dodging  
**Equipment:** None  
**Formation:** Scattered. If the outside area is too large, side and end boundaries should be established. One player is selected as IT.

**Description:** IT tried to tag someone. As soon as he does, they join hands and work together to tag some one else. Each new person caught joins the chain. Only the head and end players may tag. If the tagging or chain line breaks, no one may be tagged until it is rejoined. If the group is too large, two chains may be formed. Play may continue until all are caught or until a specified time elapses.

Movement Experiences for Children: Curriculum and Methods for Elementary School Physical Education, by Evelyn L. Schurr, Meredith Corporation, New York, 1967, pg. 350.

## **CRAB SOCCER**

- Age Level:** Sixth and Seventh Grade  
**Skills:** Crab walk, kicking  
**Equipment:** Soccer ball, color bands  
**Formation:** Playing area approximately 40 by 60 feet with a goal line designated for each team. Players are divided into two teams.

**Description:** Teams line up on their own goal line. Ball is placed in the center of the playing area. On signal, players from both teams advance using a crab walk (weight on hands and feet, with seat toward the floor) and try to kick the ball over the opposing team's goal line. Hands may not touch the ball. Two points are awarded to the team which gets it across the opponent's goal line. After a goal is made, the ball is placed in the center, and play starts again. The winner is the team with the most points at the end of a designated period of time.

**Variation:** If gym scooters are available, one may sit on them and kick the ball.

Movement Experiences for Children: Curriculum and Methods for Elementary School Physical Education, by Evelyn L. Schurr, Meredith Corporation, New York, 1967, pg. 359.

## **WHITE DUCK, YELLOW DUCK**

**Age Level:** Kindergarten, First Grade, Second Grade  
**Skills:** Running, dodging, pantomime  
**Equipment:** None  
**Formation:** The children form a circle, facing the center. One player is chosen as IT and stands outside the circle.

**Description:** IT goes around the outside of the circle tapping each child on the shoulder and saying, "White Duck, White Duck, White Duck," until he taps one child and says, "Yellow Duck." IT may say, "White Duck" any number of times before he says "Yellow Duck." The Yellow Duck chases IT around the circle. If IT can reach the place in the circle the Yellow Duck occupied without being tagged, he is safe. If he is caught, he goes to the center of the circle and pantomimes a duck during the next turn. The Yellow Duck becomes IT.

**Variation:** Substitute "Donald Duck" for Yellow Duck.

A Guide for Teaching Physical Education in Kindergarten, Primary I and II, Curriculum Bulletin 65 E 25, Maurice Irick and Jack Ragsdill, Spring Branch Independent School District, Houston, Texas 1966, pg. 117.

## **ITISKIT, ITASKET**

**Age Level:** Kindergarten, First Grade, Second Grade  
**Skills:** Running, dodging, tagging  
**Equipment:** Bean bag  
**Formation:** Circle with the children facing forward, a designated IT on the outside of the circle.

**Description:** IT walks around the outside of the circle carrying a bean bag. The children chant the following:

Itiskit, Itasket,  
A green and yellow basket;  
I sent a letter to my love  
And on the way I dropped it  
I dropped it, I dropped it  
And on the way I dropped it.

When the children chant, "I dropped it," IT drops the bean bag behind some player. This player immediately picks up the bean bag and chases IT who runs around the circle and tries to reach the place vacated by the chaser. If the chaser succeeds in tagging IT before IT reaches the vacant space in the circle, he may drop the bean bag in the next game. If he does not overtake and tag IT before he reaches the vacant space in the circle, he goes back to his space in the circle, and IT continues.

A Guide for Teaching Physical Education in Kindergarten, Primary I and II, Curriculum Bulletin 65 E 25, Maurice Irick and Jack Ragsdill, Spring Branch Independent School District, Houston, Texas 1966, pg. 119.

## **CUT THE CAKE**

**Age Level:** Kindergarten, First Grade, Second Grade

**Skills:** Running

**Equipment:** None

**Formation:** Players stand in a circle with joined hands. IT, the knife, stands inside the circle.

**Description:** The knife, IT, brings his hands, with palms facing down over the joined hands of two circle players. He is cutting the cake. The two players, run in opposite directions around the circle. The knife remains by the space to see which player gets back first, and then joins the circle. The winning runner is the next knife.

**Variations:** Children can jump, skip or hop around the circle. When the knife cuts the cake, he names the movement they are to use.

**Note:** Children enjoy playing this game at a child's birthday party.

A Guide for Teaching Physical Education in Kindergarten, Primary I and II, Curriculum Bulletin 65 E 25, Maurice Irick and Jack Ragsdill, Spring Branch Independent School District, Houston, Texas 1966, pg. 121.



## **SPRING THE TRAP**

**Age Level:** Kindergarten, First Grade, Second Grade

**Skills:** Running

**Equipment:** None

**Formation:** Four or five players join hands to form a smaller circle inside of a larger circle.

**Description:** Four or five players join hands to form a small circle in the center of the larger circle. This represents the trap. The other players move around outside the smaller circle. When the leader says, "The trap is open," the center circle players raise their joined hands and the outer circle players walk through the trap. When the leader says, "Snap," the center players drop their hands quickly and catch those inside the trap. The players caught join the trap. This game is played until all the players are caught.

A Guide for Teaching Physical Education in Kindergarten, Primary I and II, Curriculum Bulletin 65 E 25, Maurice Irick and Jack Ragsdill, Spring Branch Independent School District, Houston, Texas 1966, pg. 123.

## **AROUND THE WORLD**

**Age Level:** Kindergarten, First Grade, Second Grade

**Skills:** Running, stopping on signal

**Equipment:** None

**Formation:** Two concentric circles facing center. One player is chosen to be IT.

**Description:** Players stand in two concentric circles facing center, each one in the outer circle standing directly behind a player in the inner circle. IT stands in the center of the inner circle. The outside players run in the same direction around the outside circle. When the players have run around the circle once, a signal is given, and the runners and IT attempt to get places behind the inside circle players.

A Guide for Teaching Physical Education in Kindergarten, Primary I and II, Curriculum Bulletin 65 E 25, Maurice Irick and Jack Ragsdill, Spring Branch Independent School District, Houston, Texas 1966, pg. 124.

## **FLYING DUTCHMAN**

**Age Level:** Kindergarten, First Grade, Second Grade  
**Skills:** Running  
**Equipment:** None  
**Formation:** Players stand in a single circle, facing center, with partners' hands joined. One couple is chosen to be IT.

**Description:** The players in couples stand in a single circle facing center, partners' hands are joined. The couple chosen to be IT runs around the outside of the circle and with joined hands tags a new couple on its joined hands. The couple tagged runs in the opposite direction around the circle. The couples stop to bow to each other when they meet, keep to their own right in passing, and continue to the empty space. At no time must they drop their partner's hand during the running. The couple failing to reach the empty space is IT for the next game.

A Guide for Teaching Physical Education in Kindergarten, Primary I and II, Curriculum Bulletin 65 E 25,  
Maurice Irick and Jack Ragsdill, Spring Branch Independent School District, Houston, Texas 1966, pg.  
127.

## **POM POM PULLAWAY**

**Age Level:** Kindergarten, First Grade, Second Grade  
**Skills:** Running, dodging, tagging  
**Equipment:** None  
**Formation:** All players stand at one end of the playing area, except one player that is chosen as IT. IT stands in the center of the playing area.

**Description:** All players stand at one end of the playing field except IT who stands in the center. He calls any player by name, as "John Smith, Pom Pom Pullaway. If you don't come, I'll pull you away." The player named must then run across the open space to the safety line at the opposite end, while IT tries to tag him before he reaches that line. If he gets there he remains safely until all of his comrades have joined him or have been caught. Anyone caught by IT joins the latter and helps to catch other players as they dash across the open space. The original IT remains the caller throughout the game. When the game is familiar to the players, IT should call, "Pom Pom Pullaway, if you don't come, I'll pull you away," without calling any child's name. Then all players who have not been called must run across at once. The last one tagged starts a new game.

A Guide for Teaching Physical Education in Kindergarten, Primary I and II, Curriculum Bulletin 65 E 25, Maurice Irick and Jack Ragsdill, Spring Branch Independent School District, Houston, Texas 1966, pg. 133.

## **TIGER IN THE CAGE**

**Age Level:** Kindergarten, First Grade, Second Grade

**Skills:** Running, dodging, tagging

**Equipment:** None

**Formation:** A large area about the size of a volleyball court with a 6 foot center circle. One Player, the Tiger, is in the cage, the circle.

**Description:** The Tiger is in the cage, the circle. The other players are scattered about the playing area. The tiger cannot leave his cage. The other players enter the cage and dare the Tiger to catch them. They may run through the cage and out the other side. The Tiger may tag them while they are in the cage, or if they are touching the boundary line. The first player tagged becomes the new tiger.

**Variations:** If children try to be tagged, have the last one caught become the new Tiger. AS the others are tagged, have them wait until all have been caught.

A Guide for Teaching Physical Education in Kindergarten, Primary I and II, Curriculum Bulletin 65 E 25, Maurice Irick and Jack Ragsdill, Spring Branch Independent School District, Houston, Texas 1966, pg. 134.

## **RUN, RABBITS, RUN**

**Age Level:** Kindergarten, First Grade, Second Grade  
**Skills:** Running, dodging, tagging  
**Equipment:** None  
**Formation:** Area the size of a volleyball court with a center circle. The players are divided into two groups, the Foxes and the Rabbits. Each group chooses a leader, the Old Fox or Mother Rabbit.

**Description:** The rabbits stand in their nest, the strip marked at the end of the court. The Foxes roam about the woods, the center of the court, but keep close to the Old Fox. The Mother Rabbit takes the young rabbits out into the woods. They move cautiously so that the foxes will not catch them. The foxes follow each other about the woods. When the Old Fox thinks the rabbits are within catching distance, he calls, "Run, Rabbits, Run!" At this signal, the foxes chase the rabbits who run back to their nest. They may not run outside the court area. The rabbits caught become foxes and help catch the other rabbits. When all the rabbits have been caught, the original foxes become rabbits, and the rabbits become foxes. The last rabbit to be caught becomes the Old Fox. The new rabbits choose their leader.

**Variation:** To reduce the excitement of the game, fewer foxes can be used. When rabbits are caught, they may be taken to the foxes den, one of the squares marked at the opposite end of the court.

A Guide for Teaching Physical Education in Kindergarten, Primary I and II, Curriculum Bulletin 65 E 25, Maurice Irick and Jack Ragsdill, Spring Branch Independent School District, Houston, Texas 1966, pg. 140.

## **FREEZE TAG**

**Age Level:** Kindergarten, First Grade, Second Grade

**Skills:** Running, dodging, tagging

**Equipment:** None

**Formation:** Open area with players scattered around. One player is chosen to be IT.

**Description:** The players are scattered around the open area. IT tries to tag as many people as possible. To each child he tags he says, "Freeze!" That child holds a position as though frozen. Any player who runs outside the marked playing area is frozen. IT continues until all players have been frozen. The last child frozen is IT for the next game.

**Variation:** When some players have been frozen, other players who are not frozen dodge IT to touch the frozen players and say, "Melt." When melted, these players in turn can touch and melt other frozen players.

A Guide for Teaching Physical Education in Kindergarten, Primary I and II, Curriculum Bulletin 65 E 25, Maurice Irick and Jack Ragsdill, Spring Branch Independent School District, Houston, Texas 1966, pg. 143.

## **GNOMES AND DWARFS**

**Age Level:** Kindergarten, First Grade, Second Grade

**Skills:** Running, turning, tagging, dodging

**Equipment:** None

**Formation:** Players are divided equally into two group, Gnomes and Dwarfs. Each group stands behind an end line of the playing area, side by side and about 4 feet from each other.

**Description:** Each group appoints one member as a lookout. One group, the Gnomes, turn their back while the other group, the Dwarfs, softly steal forward toward them. When the group has its back turned, the lookout stands where he can see the approaching group. When they are within 10 or 15 feet from the Gnomes, the lookout calls, "The Dwarfs are coming!" The Gnomes then chase the Dwarfs to their goal, tagging as many as they can. Those caught become Gnomes. The game is repeated with the Dwarfs turning their backs.

A Guide for Teaching Physical Education in Kindergarten, Primary I and II, Curriculum Bulletin 65 E 25, Maurice Irick and Jack Ragsdill, Spring Branch Independent School District, Houston, Texas 1966, pg. 147.



## **WIND AND THE LEAVES**

**Age Level:** Kindergarten, First Grade, Second Grade  
**Skills:** Guessing, running, tagging, dodging  
**Equipment:** None  
**Formation:** The players are divided into two groups, which stand behind the end lines of the playing area. The players stand about 4 feet from each other for safety in running. One group is called the Leaves and the other group the Wind.

**Description:** The Leaves choose the name of a leaf, such as Eucalyptus, Oak, or Pepper. They walk towards the opposite group representing the Wind. When the lines are about 10 feet apart, the Leaves stop. The players representing the Wind then try to guess the name chosen by the Leaves. If they guess the correct name, the Leaves run back to their starting line, the Wind chasing them. Any players caught by the Wind, return to the Wind's line. The remaining Leaves choose a new name and the game continues until all of the Leaves have been caught, or until the Wind has had 3 turns to catch the players. The groups may then change sides.

**Suggestion:** If the Wind group has difficulty guessing, hints may be given to help them.

A Guide for Teaching Physical Education in Kindergarten, Primary I and II, Curriculum Bulletin 65 E 25, Maurice Irick and Jack Ragsdill, Spring Branch Independent School District, Houston, Texas 1966, pg. 148.

## **BACK TO BACK**

**Age Level:** Kindergarten, First Grade, Second Grade

**Skills:** Running

**Equipment:** None

**Formation:** Players are arranged in couples, back to back, scattered over the playing area. One player is selected to be IT.

**Description:** The players are arranged in pairs, back to back, and scattered over the playing area. IT begins the game by calling "Change" or "Back to Back!" At this signal, each player seeks a different partner with whom he stands back to back. The one left without a partner becomes the new IT.

A Guide for Teaching Physical Education in Kindergarten, Primary I and II, Curriculum Bulletin 65 E 25, Maurice Irick and Jack Ragsdill, Spring Branch Independent School District, Houston, Texas 1966, pg. 149.

## **PENNSYLVANIA**

**Age Level:** Kindergarten, First Grade, Second Grade  
**Skills:** Running, dodging, tagging, pantomiming  
**Equipment:** None  
**Formation:** Playing area is divided into half with a free space of 5 feet between two center lines. Players divided into two teams, standing behind own goal line.

**Description:** Players in Group A tell their ideas for pantomiming to their leader. The leader helps them select the best idea, and the group works out a uniform pantomime such as "Putting up the flag," "Driving the car." When the pantomime has been planned, the two groups approach each other and the following conversation takes place:

Group A: "Here we come!"  
Group B: "Where from?"  
Group A: "Pennsylvania"  
Group B: "What's your trade?"  
Group A: "Lemonade"  
Group B: "Show us how if you're not afraid"

Group A then performs the pantomime using no words, and Group B guesses. When a guess is correct, Group A shouts, "Pennsylvania" and races for their home line with Group B in pursuit. If any players in Group A are tagged, they join Group B. Group B then chooses a subject to pantomime and the game continues.

A Guide for Teaching Physical Education in Kindergarten, Primary I and II, Curriculum Bulletin 65 E 25, Maurice Irick and Jack Ragsdill, Spring Branch Independent School District, Houston, Texas 1966, pg. 150.

## **MY SHIP IS LOADED**

**Age Level:** Kindergarten, First Grade, Second Grade  
**Skills:** Rolling a ball, receiving a ball that is rolled, humor, remembering items in a list  
**Equipment:** 9 inch or 13 inch ball  
**Formation:** Players are seated in a circle on the floor

**Description:** One child is given a ball, and starts the game by rolling it to another player. As he starts the ball rolling, he says, "My ship is loaded with bicycles (or any other cargo he wishes to name)." The child receiving the ball repeats what the first child said, and adds a new item, "My ship is loaded with bicycles and shoes." Successive players repeat the sequence, each adding a new item. When a child fails to continue the sequence, the ball is given to the player at his right who starts a new game.

A Guide for Teaching Physical Education in Kindergarten, Primary I and II, Curriculum Bulletin 65 E 25, Maurice Irick and Jack Ragsdill, Spring Branch Independent School District, Houston, Texas 1966, pg. 218.

## **SIT DOWN TAG**

**Age Level:** Kindergarten, First Grade, Second Grade

**Skills:** Running, tagging, sitting

**Equipment:** None

**Formation:** All players are standing and spread around the playing area. One player is selected to be IT.

**Description:** A wide path is cleared so that IT can move safely and quickly to reach all players. IT can tag any player who is standing. To avoid being tagged, players sit on chairs or floor. When IT moves out of range, players must stand again immediately. If IT succeeds in tagging a player, that person becomes IT.

**Variation:** If children try to be caught to become IT, change the rules so that the same IT continues throughout the game, and players who are tagged remain seated.

A Guide for Teaching Physical Education in Kindergarten, Primary I and II, Curriculum Bulletin 65 E 25, Maurice Irick and Jack Ragsdill, Spring Branch Independent School District, Houston, Texas 1966, pg. 219.

## **HOWDY PARTNER**

**Age Level:** Kindergarten, First Grade, Second Grade

**Skills:** Voice recognition, guessing

**Equipment:** None

**Formation:** Players are seated around the playing area. One player is chosen to be IT. Another is chosen to be the Leader.

**Description:** IT stands in front of the group of players with his back turned toward them. The Leader signals to another player. This player approaches IT, stands in back of him and says, "Howdy Partner." IT tries to guess the voice, and answers, "Howdy, John (or whoever he thinks the person is)." If IT fails to guess correctly, the second player becomes IT. If he guesses correctly, he remains IT until he fails to guess who the other player is.

**Variation:** "Buenos dias" or any suitable greeting may be used. The sound of animal voices may also be substituted.

A Guide for Teaching Physical Education in Kindergarten, Primary I and II, Curriculum Bulletin 65 E 25, Maurice Irick and Jack Ragsdill, Spring Branch Independent School District, Houston, Texas 1966, pg. 221.

## **TWO LITTLE DICKIE BIRDS**

**Playing area:** Grass or concrete.

**Players:** A whole class or group of children

**Equipment:** Rope about 2 metres long.

**Skills:** Jumping, co-ordination, team co-operation.

**Aim :** To take turns and / or run as an elimination game.

**Rhymes:** There are as many skipping games to play as there are rhymes to make up to go with each games.

### **Description:**

1. Before starting decide what names you will use for this game and which player will be which name.
2. While the rope is turning 2 children enter the rope skipping when their names are called and they say the following rhyme.

*Two Little Dickie Birds Sitting In A Tree (no-one skips, just the rope turns)*

*One Called Peter And One Called Paul (one child comes in and then the other)*

*Fly Away Peter, Fly Away Paul (one child skips out and then the other)*

*Come Back Peter, Come Back Paul. (one child returns and then the other child returns)*

3. Keep turning the rope. There may be no-one skipping, one child or 2 children skipping together.
4. Make different rhymes by using different names of children in the group.

Taken from the Internet