

American Edition

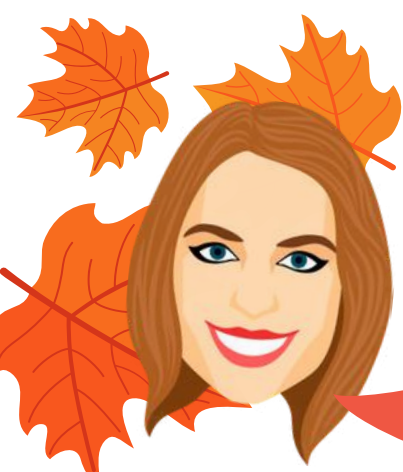
**MINI
MIND
MOTIVATORS**

**EDUCATOR ERIN'S
FAVORITE WARM-UP GAMES**

FALL EDITION

Crazy Bears and Ballerinas

Skunk Tag



Educator Erin's Favorite Warm-Up Games - Fall Edition

BALANCE WARM UP GAMES

SKUNK TAG



Gather the students in a clear and safe play area.

Choosing the Skunk: Select one student to be the "Skunk Tipper." This student will be "it" and will try to tag the other students.

Explain the Rules: Let the students know that when the game begins, the Skunk Tipper will try to tag the other students. However, there's a twist to this game. There is also no running or jumping on equipment or objects.

The Skunk Tipper's Role: The Skunk Tipper must skip around the room while holding their nose with one hand and using their other hand to try to tag other students by lightly tapping them on the shoulder or back.

Getting Tagged: If a student is tagged by the Skunk Tipper, they must freeze immediately and do the "Skunk Balance."

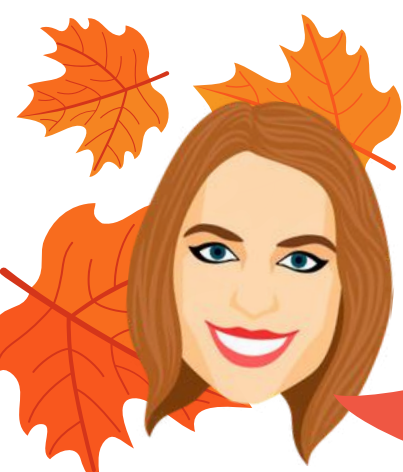
Skunk Balance: To do the Skunk Balance, the students lift one leg off the ground and hold it with the arm on the same side as the lifted leg. The other hand should be used to pretend to hold their nose. They must hold this balance steady for three seconds.

Getting Unfrozen: To become unfrozen, another student can "unfreeze" the frozen student by touching them. Once unfrozen, the student can rejoin the game.

Rotate the Skunk Tipper: After a set amount of time or when the Skunk Tipper successfully tags a certain number of students, switch roles and choose a new Skunk Tipper.

Continue Play: Continue playing, allowing different students to be the Skunk Tipper and enjoy the game.

RELATED LESSON: Lesson One - Balance



Educator Erin's Favorite Warm-Up Games - Fall Edition

ROTATION WARM UP GAME

CRAZY BEARS AND BALLERINAS



Gather the students in a clear and safe play area. Designate two carpets or areas, one for "Bears" and one for "Ballerinas."

Choose the Tippers: Select two students to be the "Crazy Bear Tipper" and the "Crazy Ballerina Tipper." These two students will be "it" and will try to tag the other students.

Explain the Rules: Inform the students that when the game begins, they will encounter two types of tippers: Crazy Bear Tippers and Crazy Ballerina Tippers. Each tipper has a unique action associated with getting tagged.

The Crazy Bear Tipper's Role: The Crazy Bear Tipper must skip around the room while making bear noises (growling, pretending to have paws, etc.). When they tag another student, that student must immediately go to the "Bear" carpet, shape their body like a bear, and spin once in their bear shape before rejoining the game.

The Crazy Ballerina Tipper's Role: The Crazy Ballerina Tipper should skip gracefully around the room like a ballerina. When they tag another student, that student must go to the "Ballerina" carpet, create a ballerina pose, and spin like a ballerina before rejoining the game.

Rotating Tippers: After a set amount of time or when the tippers successfully tag a certain number of students, switch roles and choose new Crazy Bear and Crazy Ballerina Tippers.

Continue Play: Continue playing, allowing different students to take on the roles of Crazy Bear and Crazy Ballerina Tippers. This game, with its rotating themes and actions, provides a fun way to reinforce the concept of rotations, making learning engaging and active. It encourages students to move, be creative, and develop their motor skills while understanding the concept of turning and spinning.

RELATED LESSON: Lesson Four - Jumping and Turning

CURRICULUM LINKS - AMERICA

KINDERGARTEN

Standard 1: Demonstrates competency in a variety of motor skills and movement patterns

S1.E1 Locomotor - Hopping, galloping, running, sliding, skipping, leaping

- Performs locomotor skills (hopping, galloping, running, sliding, skipping) while maintaining balance. (S1.E1.K)

S1.E7 Nonlocomotor* (stability) - Balance

- Maintains momentary stillness on different bases of support. (S1.E7.Ka)
- Forms wide, narrow, curled & twisted body shapes. (S1.E7.Kb)

S1.E10 Nonlocomotor (stability) - Curling & stretching; twisting & bending

- Contrasts the actions of curling & stretching. (S1.E10.K)

Standard 2: Applies knowledge of concepts, principles, strategies and tactics related to movement and performance

S2.E1 Movement concepts - Space

- Differentiates between movement in personal (self-space) and general space. (S2.E1.Ka)

Standard 4 - Exhibits responsible personal and social behavior that respects self and others.

S4.E1 Personal responsibility

- Follows directions in group settings (e.g., safe behaviors, following rules, taking turns). (S4.E1.K)

YEAR ONE

Standard 1: Demonstrates competency in a variety of motor skills and movement patterns

S1.E1 Locomotor - Hopping, galloping, running, sliding, skipping, leaping

- Hops, gallops, jogs and slides using a mature pattern. (S1.E1.1)

S1.E7 Nonlocomotor* (stability) - Balance

- Maintains stillness on different bases of support with different body shapes. (S1.E7.1)

S1.E10 Nonlocomotor (stability) - Curling & stretching; twisting & bending

- Demonstrates twisting, curling, bending & stretching actions. (S1.E10.1)

Standard 2: Applies knowledge of concepts, principles, strategies and tactics related to movement and performance

S2.E1 Movement concepts - Space

- Moves in self-space and general space in response to designated beats/ rhythms. (S2.E1.1)

Standard 4 - Exhibits responsible personal and social behavior that respects self and others.

S4.E1 Personal responsibility

- Accepts personal responsibility by using equipment and space appropriately. (S4.E1.1)

YEAR TWO

Standard 1: Demonstrates competency in a variety of motor skills and movement patterns

S1.E1 Locomotor - Hopping, galloping, running, sliding, skipping, leaping

- Skips using a mature pattern. (S1.E1.2)

S1.E7 Nonlocomotor* (stability) - Balance

- Balances on different bases of support, combining levels and shapes. (S1.E7.2a)
- Balances in an inverted position* with stillness and supportive base. (S1.E7.2b)

S1.E10 Nonlocomotor (stability) - Curling & stretching; twisting & bending

- Differentiates among twisting, curling, bending and stretching actions. (S1.E10.2)

Standard 2: Applies knowledge of concepts, principles, strategies and tactics related to movement and performance

S2.E1 Movement concepts - Space

- Combines locomotor skills in general space to a rhythm. (S2.E1.2)

Standard 4 - Exhibits responsible personal and social behavior that respects self and others.

S4.E1 Personal responsibility

- Practices skills with minimal teacher prompting. (S4.E1.2)