



February Week 2, A: Cupid Tag

Equipment: ½ Pool noodle; Low cones to mark space; 24 poly spots; sponge balls - 2 per child

<i>Set Up</i>	Use low cones to create two large circles, one inside the other with about 2 feet between them, making a large donut shape. Scatter poly spots in the outer circle and sponge balls around the outside of the outer circle.
<i>Trans-In</i>	Half children inside the smaller circle and half outside the larger circle.
<i>Intro Qs</i>	Have you ever heard of Cupid? What does Cupid do?
<i>Explain The Game: When I say GO!</i>	Tagger rides pool noodle like a stick horse, turns the children in the inside circle into arrows. Tagged children move to a spot inside the outer circle and freeze in airplane pose like an arrow in flight. The children outside the larger circle free them by hitting them with sponge balls.
<i>Trans-Out</i>	Children put equipment away and return to their Starting Position.
<i>Change Up</i>	Younger children: Divide space in half. ½ the children with the sponge balls, other ½ are with the teacher as the tagger. Tree pose instead of airplane.



February Week, 2 B: Valentine Delivery

Equipment

2 small playground balls

Obstacle course equipment – see full plan for suggestions

<i>Set Up</i>	Set up an obstacle course with whatever equipment you have. See full plan for ideas.
<i>Trans-In</i>	Children line up at the starting line. If there are a lot of children, make two starting lines, one halfway through the course.
<i>Intro Qs</i>	What do you deliver to people on Valentine's Day?
<i>Explain The Game: When I say Go!</i>	Today we are going to deliver our valentines (playground balls) by carrying them through this obstacle course. Demonstrate the order of the course.
<i>Trans-Out</i>	Children help pick up the equipment and return to the Starting Position.
<i>Change Up</i>	For older children, don't demonstrate the activities. Instead, let them figure it out or create their own.



February Week 2, C: Balloon Paper Carry

Equipment

1 balloon or small beach ball and 1 sheet of newspaper for every 2 children

<i>Set Up</i>	No set-up required.
<i>Trans-In</i>	Pair the children with a partner and have them stand at one end of the room.
<i>Intro Qs</i>	Do you think it is possible to carry this balloon on a piece of paper?
<i>Explain The Game: When I say Go!</i>	Partners face each other, holding the short end of the newspaper so the paper is between them. Place a balloon on the newspaper. The children work together to keep the balloon on the paper as they move across the room. Demonstrate with another teacher.
<i>Trans-Out</i>	Return the newspaper to the teacher, take the balloon and partner back to the Starting Position.
<i>Change Up</i>	A balloon is more challenging to keep on the paper than a beach ball, so use a beach ball for younger children and a balloon for older children.



February Week 2, D: Balloon Belly Run

Equipment

1 balloon or beach ball for each pair of children

<i>Set Up</i>	No set-up required.
<i>Trans-In</i>	Pairs of children are in the Starting Position with a balloon or beach ball.
<i>Intro Qs</i>	Do you think it is possible to get this balloon to the end of the room without using hands or feet? How do you think you might do it?
<i>Explain The Game: When I say Go!</i>	Two children face each other and put the balloon on their bellies, pressing gently to hold it in place. Together they will move to the other end of the room carrying the ball with their bellies only.
<i>Trans-Out</i>	Children go to the middle of the room with their partner and balloon.
<i>Change Up</i>	This game is easier using a beach ball, so use a beach ball for younger children. For older children, start with a beach ball and then have them attempt the balloon.



February Week 2, E: Balloon Partner Bop

Equipment

1 balloon for each pair of children

<i>Set Up</i>	No set-up required
<i>Trans-In</i>	Children stand in the middle of the room with a partner, one balloon per pair.
<i>Intro Qs</i>	What happens if you hit a balloon up? If you hit a balloon to a friend, do you think the friend would have time to catch it?
<i>Explain The Game:</i>	Demonstrate how to bop the balloon by hitting it up with a flat palm.
<i>When I say Go!</i>	Partners stand facing each other, about an arm's distance apart. They take turns bopping the balloon to the partner and the partner trying to catch it before it hits the floor. Once each partner has successfully caught the balloon, they take a step backwards to make the distance between larger.
<i>Trans-Out</i>	Children return the balloons to their container and line up to leave.
<i>Change Up</i>	For younger children, a teacher will bop the balloon in the air and have the children take turns trying to catch it before it hits the ground.