



March Week 1, A: Switch Tag

Equipment
None

<i>Set Up</i>	None
<i>Trans-In</i>	Children are in the Starting Position.
<i>Intro Qs</i>	If Ms. Smith and I were to switch places what would that mean?
<i>Explain The Game: When I say GO!</i>	Children will be on one team and teachers are on the other team. Children will start out tagging the teachers. When tagged, a teacher will do 5 jumping jacks before running again. When a teacher calls "SWITCH," the teachers become the taggers.
<i>Trans-Out</i>	Children make a circle in the middle of the room for the next game.
<i>Change Up</i>	For older children, make two teams of children with names. Call out team names to switch roles. Or, give teams numbers and switch roles by holding up that number of fingers.



March Week 1, B: Brooklyn Bridge in a Circle

Equipment

1-3 playground balls

<i>Set Up</i>	None
<i>Trans-In</i>	Children form a circle with feet out a little wider than their hips, touching feet of their neighbors.
<i>Intro Qs</i>	What is a bridge used for? Do you see that your legs have made a bridge?
<i>Explain The Game: When I say GO!</i>	Hit a ball through someone else's legs by hitting it with your hands – not throwing it. Use your hands to block any balls that come to your bridge. Do not move your feet unless you are retrieving a ball from outside the circle.
<i>Trans-Out</i>	Return the ball to its storage place and go to the Starting Position.
<i>Change Up</i>	For older children, continue to add balls to make it more challenging. For children younger than 4, make two lines of children facing each other. Each side makes a bridge with their feet and takes turns trying to roll the ball through a bridge in the other line.



March Week 1, C: Foot Placement

Equipment

Pictures of feet and painter's tape

<i>Set Up</i>	Tape down 2 lines of foot cards with left foot and right foot about 3 inches apart. Put some pairs for jumping, some for walking, and some for hopping.
<i>Trans-In</i>	Children line up at beginning of cards.
<i>Intro Qs</i>	Do you see the footprints of the floor? Can you match your feet to them?
<i>Explain The Game: When I say GO!</i>	Children move through the pattern of feet, putting the correct foot on the card on the floor. Seems simple, but can be tricky for younger children still working on body awareness.
<i>Trans-Out</i>	Ask children to gently pull the cards off the floor and return them to their storage place.
<i>Change Up</i>	For older children: Add hand cards so they bear crawl along the lines of cards. For younger children: Just have them jump from two feet to two feet.



March Week 1, D: Scarf Catching Across Room

Equipment

1-2 scarves

<i>Set Up</i>	1-2 teachers have scarves
<i>Trans-In</i>	Children are in Starting Position, lined up facing teachers.
<i>Intro Qs</i>	Do you think a scarf will fall slowly or quickly if I throw it up in the air? Do you think you can catch it?
<i>Explain The Game: When I say GO!</i>	Teacher will start at one end of the line and toss the scarf into the air for that child to catch. (If using two teachers, they can start at either end of the line and move toward the center.) Give a 1-2-3-GO warning before tossing the scarf. Start standing about 1 foot away from the line of children, and then increase distance in each round.
<i>Trans-Out</i>	Children return to the Starting Position.
<i>Change Up</i>	For older children, start further back in the first round. For younger children, start 1 foot away, and just practice that distance several times.