



September Week 1, A: Freeze and Melt

Equipment

Poly spots, a few more spots than children
Music (i.e., *Move It* from the *Madagascar* movie)

Set Up	Spots in a circle, one stride apart.
Trans-In	Children stand on spots.
Intro Qs	Have you ever had an ice cream cone before? Is the ice cream frozen? What happens if you don't eat the ice cream fast enough?
Explain The Game: When I say GO!	Music starts, walk on the spots in a circle. Music stops, freeze like an ice cream cone, then melt to the ground, belly button on the floor. Restart music and start walking on the spots again.
Trans-Out	Children pick up the spot they are standing on for the next game (Speed Racer).
Change Up	Make transitions faster or slower.



September Week 1, B: Speed Racer

Equipment

Poly spots or paper plates for steering wheels
Red, yellow and green items for traffic light
Music (i.e., theme from *Speed Racer* TV show)

Set Up	Children hold spots as steering wheels. Pick up the unused spots.
Trans-In	Children gather in Starting Position.
Intro Qs	How did you get to school today? Can you drive a car? What is the big circle the driver holds? (Show red, yellow and green items) What color is this? When drivers come to a traffic light and see this color, what do they do?
Explain The Game: When I say Go!	Drive their racecar in the same direction, paying attention to the traffic light (teacher). React to the color. Reminder: red means stop, yellow means slow down, green means go.
Trans-Out	Freeze with their spots for the next game (Horse and Crab).
Change Up	Add crossing the midline during yellow light by turning wheel hard to the right and to the left.



September Week 1, C: Horse and Crab

Equipment

Poly spots, 1 per child

<i>Set Up</i>	Children will have spots from Speed Racer.
<i>Trans-In</i>	Children spread out around the room.
<i>Intro Qs</i>	Have you ever seen a horse? If you were going to ride a horse, what would you sit on?
<i>Explain The Game: When I say GO!</i>	The poly spot is a saddle and the children will be the horses. They balance the saddle on their backs, walking around on their hands and knees and neighing like a horse.
<i>Trans-Out</i>	Children put the poly spots on their heads and walk to the teacher. They use their hands to stack spots.
<i>Change Up</i>	Introductory Qs for Crab: Have you ever seen a crab before? What if you were going to ride a crab and it needed a saddle? Poly spot is now a crab saddle. Sit on the floor with hands behind and spot on belly. Lift bottoms off the floor. Crab walk while balancing spot.



September Week 1, D: Limbo

Equipment

Limbo stick and Limbo music

<i>Set Up</i>	Two teachers hold ends of limbo stick.
<i>Trans-In</i>	Children line up facing limbo stick.
<i>Intro Qs</i>	Have you ever played Limbo before? Do you know the object of the game?
<i>Explain The Game: When I say Go!</i>	Children will go under the limbo stick, go around behind the teacher, and get in line again for another turn. For each round, lower the stick, making it harder to go under. <ol style="list-style-type: none"> 1. Walk under the stick. 2. Waddle like a duck. 3. Crawl like a bear. 4. Crawl like a puppy. 5. Walk like a crab. 6. Slither like a snake. 7. Raise stick to mid-shin height and have them step over it. 8. Hold stick on floor and have them to jump over the stick with two feet.
<i>Trans-Out</i>	Return to Starting Position.



September Week 1, E: Lorax vs. Once-ler, Level 1

Equipment: Medium-sized cones, 3-4 per child

<i>Set Up</i>	Set up cones on far side of room, opposite the Starting Position. Place cones fairly far apart.
<i>Trans-In</i>	Children gather in Starting Position.
<i>Intro Qs</i>	What do you think these cones could be? (Trees) Have you ever read the book or seen the movie <i>The Lorax</i> ? Does the Lorax love or hate trees? (Love) Does the Once-ler love or hate trees? (Hate)
<i>Explain The Game: When I say GO!</i>	First round: They are the Once-ler. They chop down the trees with one hand, staying on their feet, then return to the Starting Position. Second round: They are the Lorax and plant all the trees by standing them up, then return to the Starting Position.
<i>Trans-Out</i>	Children pick up and stack cones.
<i>Change Up</i>	For 2s: Have them knock down the cones only. For older children, Be Once-ler/Lorax while bear crawling, kangaroo hopping, etc.