

# **Politically INCORRECT “Holiday Games!?”**

A respective approach to “holiday” activities/games that can blend into your curriculum.

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Presented by

Michael Marchetti  
Physical Educator  
PreK - 5th grade  
Orange Avenue Elementary School  
Milford, CT 06461  
[mmarchetti@milforded.org](mailto:mmarchetti@milforded.org)

## Politically INCORRECT “Holiday Games!?”

These workshops are designed to STRETCH the imagination, BEND n’ FLEX the rules of stereotypes in school, and DODGE the Holiday’s we can’t celebrate.

An activity or 2 for EACH MONTH of the school year guaranteed to become “traditional” parts of your future curriculum!

## **AUGUST/SEPTEMBER**

"Heatwave" = 4 Low Impact Activities/Games/Stations

Bocce

Cornhole

Giant Jenga

Launch Boards

## **AUGUST/SEPTEMBER**

"Heatwave" = 5 Low Impact Activities/Games/Stations

Calming Corner Items

Scarf Catching

Honeycombs

Ice Cream Cones

Giant Wedding Rings

## **AUGUST/SEPTEMBER**

### Ice Cream Topple

Equipment: 1 'popper' cone for each player (ice cream cone), 1 scoop of ice cream per player (yarn balls), 1 short swimming noodle per player (ice cream scooper)

Establish the Boundary Lines/Play Area

The objective is to maintain control of your own ice cream cone, WITH it's scoop of ice cream on top, while simultaneously attempting to topple over other player's ice cream scoops, using your own ice cream scooper (swimming noodle).

YOU MUST have a scoop of ice cream on your own cone, to be able to participate.

\*Please attempt to hold your ice cream cone away from your own face. This will help ensure that your face and body, are not the targets in this activity/game.\*

## OCTOBER

### 5 Little Pumpkins

(Inspired by my colleague, Jennifer Green)

Five little pumpkins sitting on a gate.  
First one said, "Oh my, it's getting late."  
Second one said, "There's a frost in the air."  
The third one said, "But we don't care."  
The fourth one said, "Let's run and run and run."  
The fifth one said, "I'm ready for some fun!"  
"Oo-oo," went the wind and out went the light.  
And the five little pumpkins rolled out of sight.

Equipment: Red Solo Cups, Yarn Balls (pumpkins for each cone), Large cones/or Small cones, or Foam Bowling Pins, small and medium 'gatorskin' balls

Length of gymnasium for game arena

Rolling is ONLY allowed

Older grades levels: use taller cones for more force needed while rolling, OR Foam Pins to decrease the amount of force

3 different jobs 1) Setup-Clean Up Crew 2) Blockers/Defense 3) Rollers/Offense  
If "pumpkins" get knocked down then you can put them out of sight (under the cone)

Safety considerations: Personal Space, share, if anyone slides or DOES NOT roll, then he/she will sit out for that round, and the next round of play as well.

# OCTOBER

## "GHOSTBUSTERS"

may be introduced indoors, may or may not be on scooter boards,  
and my favorite, OUTDOORS.

"The ghosts of the \_\_\_\_\_ (fill in the blank with your school's name) have escaped the containment unit! It's up to the ghostbusters' to use their proton packs and capture, and store the ghosts back into the containment unit."

Characters/Equipment/Set Up:

- Containment Unit -

(a masking tape line) or cones set up in the middle of the play area.

\*This provides a lot of space and separates ghosts that have been tagged out, to the ghosts that are free to roam the streets/yard/campus.

\*This is also a place where ghosts are brought after being captured, in need of help to get re-entered into the game again

- Ghosts -

\*May 'fly/float' anywhere around the play area but MAY NOT enter, or Fly Through, the containment unit...they will be stuck and captured AUTOMATICALLY.

- Force Fields-

When a ghost saves another ghost, by flying towards the containment unit, to link together with a captured ghost that is sticking their body half in/half out of the containment unit, and saves their fellow ghost. A force field is created between a free ghost, and a captured ghost.

When these 2 ghosts are linked, she/he is in saving mode, and may not be tagged.

- Haunted Houses -

Crash mats open and flat/or masking tape lines on the floor, or cones that match one another)

\*This is the only place where a ghost can be safe from being captured/tagged

\*Also, that place where a ghost must bring their fellow captured ghost (from the containment unit), to re-enter into the game, via force field

\*NO collapsing, diving, sliding, or bumping into other ghosts while in the haunted house

- Ghostbuster's -

(tagger's with swimming noodles)

\*May not tag any of the ghosts on the head, face, or necks

\*When a ghostbuster tags a ghost that is free, roaming in the streets/yard/campus, she/he must help escort the captured ghost to the containment unit

\*May not go into the haunted houses, or the containment unit at anytime

# NOVEMBER

## "The Great American Turkey Cook-Off" (inspired by my colleague, Michael Gruber)

### Equipment:

- 6-8 scooter boards w/ropes attached to those 6-8 scooter boards
- yarn and 'gatorskin' balls w/ 2 totes to house them
- cones to represent the 'Turkeys'
- Poly Spots/OR floor/masking tape to represent the kitchens
- something to represent the Freezer and Prep Tables/Sinks

"Turkey Handler's": attempt to transfer one Turkey at a time, from the Freezer, to the other side of the room to the sink/Prep Tables (two opposite sides of the room - marked out with cones/tapes), so the Turkey can be thawed out/cleaned. These zones are also safe zones, and may be used as rest areas.

\*If a Turkey Handler knocks over her/his her own Turkey, because they were traveling too fast, they must reset their own Turkey and continue.

\*All Turkey's Handers DO NOT need to start over if/when Turkey's get knocked down...just continue on their path.

Sous Chef's: collect all of the leftover food the Executive Chef's have rolled/threw/tossed out of their kitchen's on the floor in the action area.

\*using buckets (small, light-weight laundry baskets) keep out of the way of the Turkey Handler's, and ANY food that is released by the Executive Chef's

\*please do your best to reload the Executive Chef's with the food you collect, and do your best to continue until the round is over

### Executive Chef's:

\*must stay in the kitchens during a round, while throwing/rolling/tossing food at the Turkey's.

\*pay attention to their stepping foot while performing the above actions please

\*communicate to the Sous Chef's when food is needed (tote's are empty), since the Executive Chef's cannot leave the kitchen

## **NOVEMBER**

### 'Turkey Tango'

Equipment:

- Flag belts/or scarves/or long (clean) socks, for almost every player
- Set of cones to create one or two barns (zones so the Turkey's that get tagged/caught, must go to reset themselves)
- 2 to 4 medium swimming noodles (for the Farmer's).

Farmer's attempt to capture as many Turkey's and put them back in the barn.

To be safe for 5 seconds, a Turkey that is outside the barn may kneel down and put your wing up to cover yourself (acts as a breathing break also when need be).

\*Farmer's may NOT guard these Turkey's in resting mode at anytime

However, Farmer's may guard the barn if/when they choose because the barn has many exits for the Turkey's to escape from.

## **December**

### Ice Tag

Equipment needed:

- a bean bag (or ball that does NOT bounce) for each student playing
- boundary lines (out of bounds with enough space to perform physical fitness movements safely)

Each player must keep track of their own piece of ice (bean bag) throughout the round. You may not take or pick up anyone else's ice throughout the round

Each player tries their best to slide/roll their own piece of ice, in the attempt to have it tag/touch/contact an opposing player's foot (heel, toe, ANY PART of the sneaker).

\*IF/WHEN this happens, that player must go out of bounds to perform a physical fitness movement (determined by the P. E. Teacher, or student) to be able to re-enter in the round.

## December

### Frosty

Equipment needed: (for two teams)

- 3 to 5 bowling pins of some kind, per team (6 to 10)
- 3 to 5 polyspots for these bowling pins, per team (6 to 10)
- 2 crash mats or yoga mats, per team (4)
- 3 to 5 extra obstacles to use as snow forts (easy to move and remove) (6 to 10)
- Lots of yarn and small gatorskin 3" or 4" balls
- set of cones to divide the play area in half
- 1 hula hoop per team (2)

Set Up:

*1 backyard will include =*

\*3 to 5 snow people/bowling pins (1 snow person IS DRESSED slightly different with a scarf on it, so the other snow people look the same), set up near the base/back line of the gymnasium.

\*2 crash or yoga mats on the side(s) of that teams play area/backyard, EXTRA PATCHES OF SNOW

\*1 hula hoop to at as a FREEZER, set up off to the opposite side of the crash/yoga mats

\*After round two or three, 1 SNOW FORT(extra obstacles that are easy to move/remove)

Objective = be the first team to knock down your opponents' snow people, but leave FROSTY for last.

EXTRA PATCH OF SNOW =

\*Crash/Yoga mats, used as a snow angel zone for player's when he/she accidentally get their snowball, that is airborne, caught by the opponent. That thrower must perform 10 snowangel's in their EXTRA PATCH OF SNOW, to be able to re-enter themselves back into the game.

FREEZER =

\*When an opponent knocks down a snow person, that teams puts that snow person into their own FREEZER, to regenerate later.

\*Every/anyone may guard the snow people. Keep in mind, if they knock down their own snow person, that snow person goes into the FREEZER.

FROSTY = the different bowling pin

SNOW FORT = \*after round 2 or 3, the incentive for a team to catch 5 snowballs in the air, collectively, to earn a SNOW FORT during the round.

\*However, if that team that earned their SNOW FORT, and accidently knocks down FROSTY first, instead of last, then BLIZZARD MARCHETTI comes by to knock down and remove their SNOW FORT.

\*PreK, K, and 1st grade version too (feel free to modify any/all parts of this activity to help aid opportunities for success)

## **December**

### Reindeer Games

Equipment needed: 8 to 10 swimming noodles (icicle arms for Jack/Jill Frost = the taggers'), 4 to 5 ropes (your choice) for the Reindeer to use, 4 to 5 tall cones for the Reindeer post/stables (re-entrance zones), scooter boards (with big wheels, and with small wheels for most of the players in the activity)

#### The Characters

Reindeer w/rescue ropes:

Jack/Jill Frost w/icicle arms:

Villagers w/scooter boards:

Objective: The Villagers attempt to avoid Jack/Jill Frost while riding their sleighs in the snow.

If/when Jack/Jill Frost do tag you, you are frozen/caught a cold and can't move and need to call/signal for help (seated on the scooter board/sleigh) to the Reindeer.

Once that signal is seen by the Reindeer, the Reind leaves it's post with the rescue rope out into the snow. The Reindeer safely transfers the frozen sleigh rider back to its' stable/post, and gives them hot chocolate/warm blanket.

When the sleigh rider is ready, they may re-enter into the snow.

## January

### Feed the Reindeer

*The Characters and Equipment needed:*

Reindeer - 2 buckets in the case 1 gets full

Feeder - inside a hula hoop (can't leave the hoop, but may plank their way to reach out if/when needed)

Collector - in the field gathering 1 piece of food at a time (may be selective based on the skill level of their teammates), each collector for their team is on a scooter board

Sweepers - with longer swimming noodles to help sweep/or clear the barn of all of the food that was missed/dropped.

All of the students are pre-grouped into different team colors, scooter boards, hula hoops, etc.

The Collector's are on scooter boards and in the "Field" (they should collect on piece of food at a time)

This will help to ensure = an accurate count, ability to toss the food without any obstructions, and ample control of the scooter board

The Feeder inside the hula hoop must attempt to catch the item that is tossed by the Collector. If the food is dropped outside of the hula hoop, The Feeder does have the option of performing a plank, keeping their feet inside the hula hoop if/when needed, to obtain that piece of food.

The Reindeer with a bucket, are in the stable, and have a bucket ready to catch that piece of food, that will be tossed by their team's Feeder.

If the food is not successfully caught by The Reindeer, the food stays on the ground.

Sweepers = may use a long swim noodle, or baskets/buckets, to "sweep" the food that was not successfully caught, and place it all back in the "Field".

## January

### Whoville strikes back

“The Who’s from Whoville are fed up with the Grinch, and his minions that have joined him/her. They want their presents/gifts back, so they have all come up with *plans/teams/lists* of the items they are going to TAKE BACK from the Grinch’s Cave.”

#### *Equipment needed:*

The Teacher provides verbally, or written checklist, or ipad with the list, of odd items (and puts these items inside a boxed out/coned off/vertical crash matted area = symbolizing the Grinch’s cave)

To create The Grinch’s cave, you may get wild and make the crash mats/standing them vertical, as well as provide a ring of cones surrounding this area to help with a safety buffer.

Swimming noodles for the 1 - 3 Grinch and helper’s as taggers (depending on the learning space)

Who-houses may be coned off, boxed out with tape, or on a mat (that doesn’t slide) as an option, or hula hoop cluster.

If the Who’s are seen/tagged out by the Grinch, they must return that item taken, and return to their house so another teammate can try.

## **February**

(AHA's Healthy Challenges) presented AND CREATED by my colleague (Stephanie Dawid)

## March

### Wishing Well/Volcano Ball/Oscar's World

Materials needed: crash mats/trapezoid mats that can stand vertically and independently, medium gator skin balls and vball trainers (soft type), set of cones to mark the defensive zone around the crash/mats

#### Safety Precautions:

Allowing students inside the vertical trapezoid/crash mats to pretend to play the different characters below, please remind them to avoid touching the mats. This will keep the mats from falling down, and on others.

#### *Wishing Well*

students inside the Wishing Well, are to keep emptying the well (tossing the vball trainers/etc. Up and out of the Wishing Well).

*The Wishers* = on the outside of the Wishing Well, are to pick a wish, Make a wish out loud/or softly, and toss/shoot it into the Wishing Well.

Any wish that did not make it and is sitting in the outer ring (coned off area, around the Wishing Well, the *Maintenance Crew* are to help toss those wishes back into the well, for the wishes can then, come true.

#### *Volcano Ball*

Volcano = Students inside the vertical mats, picking up the "lava" and throwing/tossing/shooting the lava , and emptying the volcano (making it erupt).

The Islanders = playing in and around the inside area circle (between the mats and cones).

He/she attempts to block the "lava" from entering Volcano by utilizing their defense skills (jumping, reaching, catching, deflecting skills). They may not leave the coned area.

Explorers = Pick up the lava, without entering into The Islander's area, and toss/shoot/throw the lava back into the Volcano

#### Oscar's World

A spin off of the previous two activities, and Sesame Street too.

Oscar = inside his trash can making a mess by throwing/tossing the trash out onto Sesame Streets roads/yards

Oscar's Friends = Defensive Zone attempting to deflect and keep the trash out of the trash can

Sesame Street Characters = attempting to pick and toss/throw/shoot the trash into the trash can and keep the streets/yards clean

## March

### "Lucky Charms"

Materials needed:

Lots of bean bags, 3 to 4 green swimming noodles, enough scooters to accommodate the number of students, 4 wristbands (or pinnies) 10 to 12 buckets (rainbow = 2 of each color)

Focus of the Lesson: Chasing, Fleeing/Dodging

Special Considerations include, but NOT limited to:

- What are the safety concerns?
- What is unique about the students in this class? Adaptations for special needs children?
- How can I allow the student's to be self-peer during game play?

Set-Up:

Cones set for boundary lines (Rainbow)

- Students will be able to enter the magical land and try to take "lucky charms" for their cereal, from a leprechaun.
- **The leprechaun** will have a green noodle and will be trying to tag people (safely) if they enter her/his forest
- **The leprechaun** will also have to be aware of their zones they are NOT allowed to travel past, because they will lose their magic (like safe zones so the people may move safely and free)
- Each player will be on a scooter board and everyone will be on a specific color coded team.
- If tagged, that player picks up their scooter board and walks it over to their team color.
- If NOT tagged and retrieve a lucky charm from their team color bucket the leprechaun is protecting, they also get off their scooter and bring that charm back to their team.

Assessment/Checking for understanding:

Provide specific skill cues when traveling on and/or when NOT traveling on scooter boards. Maintain smooth transitions enabling the flow of the design of the lesson plan.

What are two different ways to travel on a scooter board?

Participate in the activities without being re-directed at all for conduct, and such?

Demonstrate correct mechanics when traveling on a low level piece of equipment?

## April

### Mother Hen

PreK - 5 seasonal - cooperative play

Equipment needed: 4 -6 jump ropes, 4-6 buckets, 100 or so plastic eggs, floor tape (OPTIONAL) and one cut swimming noodle

Use the center circle as the chicken coop. Inside the chicken coop you can make 4 nests filled with plastic eggs, (use a cloth jump rope to form a circle to contain the eggs). Place the buckets about 30 steps away, and put one in each corner of the gym.

Synopsis: The mother hen is protecting her eggs, she does not want anyone to come in and take them. The hungry, sneaky foxes only want to take ONE to help feed their family.

Once a mother hen or rooster is chosen, small teams of fox are formed. Those teams stand near the bucket (this is where floor tape can be used).

- When the game starts, one fox at a time will come out and try to take an egg from one of the nests.
- If tagged, fall, or slide = NO egg is awarded. They must also return and gently high five the next person and go to the end of their order of foxes.
- The hen will try to "shoo" the foxes away by gently tagging the fox
- If NOT tagged, return and go back and gently high five next person, put the egg in the bucket and then to the end of the fox order

Safety precautions:

Please do not step on or over nests

Please attempt to make the game fun for all (you don't have to tag every player every time).

Variations:

- You may make or assign different point values to the eggs based on color or size AFTER the rounds are played, NOT before.
- You can also vary the locomotor/movement concepts instead of running for optimal safety (scooter boards are a great option).
- Outside is a wonderful option too, much more space and more nests can be created with different distances to train more rigorous
- While waiting her/his turn, "HOW CAN THEY INCREASE THEIR HEART RATE WHILE THEY WAIT"?

# April

## Dr. Seuss stations

Level K-2

Main Activity: Dr. Seuss Activities

Equipment needed: 2 scooters, 2 baskets, 1 jump rope, 6 peacock feathers, juggling scarves, direction cards, 6 frisbees, 6 green fleece/yarn balls, 6 green bean bags, 2 stuffed animals, several cones.

Student performance objectives, by the end of the lesson should be able to:

1. TSW be able to listen and follow the directions for these low organizational activities.
2. TSW be able to perform various manipulative skills related to books written by Dr. Seuss.
3. TSW develop a sense of enjoyment while participating with their group.

Teacher Performance Objectives, during the lesson the teacher will:

1. TTW reinforce the need for spatial awareness and to keep body in control.
2. TTW help students realize they can make up activities or games from books they have read.
3. TTW will remind students of the need to share, take turns and play cooperatively with one another.

Station 1: Green Eggs and Ham:

Students will try to toss up green egg (fleece ball) with the frying pan (frisbee) and try to catch it in frying pan. Can you catch the ham in the frying pan? Can you catch the egg and the ham in the frying pan? Challenge: Try to toss the egg or ham to your friend's frying pan. Can you catch it while your friend tosses it?

Station 2: The Shape of Me and Other Stuff:

Children make a circle and spread out. One person tosses the rope gently into the middle of the circle and all students try to recreate that pose with their body. Hold for 10 seconds and then another friend tosses. Take turns and spread out.

Station 3: The Cat in the Hat:

The students will form lines behind the spot on floor. They will look, step and throw the "cat" (stuffed animal) into the "hat" (hoop) and try to score a point. The student will get their own rebound and hand it to the next person in line and switch sides. Take turns and share.

## April

### Dr. Seuss stations

Station 4: If I Ran the Circus:

Scarf Juggling. Can you juggle one scarf with one hand? Can you juggle one scarf with two hands? Can you juggle two scarves with one hand? Can you juggle two scarves with two hands?

Can you explore other ways to juggle?

Balancing peacock feathers. Can you balance the feather on your hand? Can you balance it on one finger? Can you balance it on another part of your body? How long can you balance it for?

Station 5: Go Dogs Go and One Fish, Two Fish Red Fish Blue Fish:

Two different lines. Dogs side children will take the steering wheel and zigzag between the cones and back carefully giving the scooter to the next student and getting in opposite line. Fish side children will lay on belly and pretend to swim through the zig zag of cones and back.

Share, take turns and be careful with the scooter.

When it is time to change I will ask all students to clean up their area and sit with their group.

Then I will call the groups to rotate. I will allow all the groups to have time at each station.

Discuss that these activities were created from the Dr. Seuss books I have read. Do you think you can create any games from a book you have read? Ask students to share their favorite activity and why.

## May

### "A Bug's Life"

(inspired by Disney/Pixar films, and because I love teaching outside activities)

Equipment needed:

- 5 to 10 flat poly spots (to symbolize the ANT HILLS)
- 1 to 3 swimming noodles (to identify taggers GRASSHOPPER'S and to tag others safely with)

All other students are = ants, or bugs of all sorts. He/she must stay away from the Grasshopper's while traveling around the designated play area.

If a tagged, he/she must lay, carefully, on their back with both arms and legs extended straight up towards the sky.

\* A bug can be brought back in the game if...TWO other bugs that are NOT tagged take the bug by the hands and shoulder blades and HELP them to their feet. Then, the 2 helpers must escort that bug to an ANT HILL (poly spot or cone). Finally, they are back in the game as soon as they step on the ANT HILL.

\*\*\*\*\*A GRASSHOPPER cannot tag any bugs of any kind that are in the process of HELPING\*\*\*\*\*

Extensions of the game:

1. Begin the game with a large play area, then gradually close space off to test the student's awareness skills (IF AGE/GRADE/LEVEL OF AWARENESS IS APPROPRIATE)
2. Take away/subtract the # of cones/spots (ANT HILLS)
3. Keep adding more GRASSHOPPERS as the game continues and then ask....  
"How do you keep this game from ending?"  
"Why is it important to help others?"

## May/June

SPIRIT DAY/Field Day events