**SMOKE AND FIRE TAG**

SESSION: Health Class—Let’s Move It, Move It!!

Presenter: *Diane Titterington (2013 KAHPERD Health TOY; 2014 Central District SHAPE America Health TOY)*

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**Objective:** A shorter warm-up or game activity to review students’ fire safety knowledge.

**Grade Level:** K-3

**Equipment:** 4 brown, black, or orange scarves

2 red or yellow yarn balls

1-2 orange pinnie (or orange yarn ball)

1 blue yarn ball

**Game Directions:**

Prior to starting the game, review the proper things to do if their clothes catch on fire and what to do if they are trying to get out of a building filled with smoke. Have students show you how they would do these actions, and make any necessary corrections.

Students will fast walk in this tag game. This game can be played in the gym or outside in the grass. Six students will be the taggers. (Two will hold scarves in each of their hands; two will hold a red/yellow yarn ball; one will either wear the orange pinnie or hold an orange yarn ball; one has the blue yarn ball.) When tagged, students will respond appropriately, depending on what tagged them. Students will respond as follows:

***Scarves*** = **SMOKE** ……………………………………. (Students will crawl for 3 seconds)

***Red/yellow yarn balls*** = **FIRE** ………………… (Students stop/drop/cover face/roll)

***Orange pinnies/yarn balls*** = **HOUSE ON FIRE** ….(Students freeze, then pretend they are a

house on fire. They will put their arms above their head to make a roof shape,

then do a funny house dance by wiggling their whole body w/ this house shape.)

***Blue yarn ball*** = **FIREMAN WITH WATER** ………. (Fireman tags houses that are on fire to

put out the house fire. The frozen person can now move around the playing area

again. The fireman can also tag students whose clothes are on fire to put out

their clothes fire.)

Start the game with just the fire and smoke taggers, then add the others (house on fire and fireman with water) a little bit later. This allows you to monitor correct behavior and responses to the taggers first before adding another element into the game.

**STREET SMART**

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**Objective:** Quick activity in which to teach/review bicycle and pedestrian street safety in an active way.

**Grade Level:** K-4

**Equipment:** 1/3 of the class = 2hand weights/Fitstix per student

1 yellow pinnie per student

1/3 of the class = 1 demi noodle (1/3 of a pool noodle) or baton per student

1 orange pinnie per student

1/3 of the class = 1 frisbee per student

Cones/lines

[**Note:** If you don’t have enough yellow and orange pinnies, just have the bicyclists wear them.]

Optional: Stop sign polyspots

**Set-Up:**

In gym----- Use cones and gym lines to make several “roads” that intersect, or just put cones in the corners and

have them move in a circle around the outside of the cones.

If outside---Use a chalk line machine to make intersecting roadways or just use cones and/or

sidewalk chalk.

Place a few traffic signs or stop sign polyspots at various places along the roads.

**Directions:** Before beginning, review proper street safety rules with students. Be sure to stress which side of the road they should be on. (Cars in U.S. drive on the right side of the road; bicyclist ride WITH the traffic, on the right side just like cars; pedestrians walk on the left side AGAINST the traffic.) Also remind them that bicyclists and pedestrians should wear bright colored clothes so they can more easily be seen by car drivers. Bicyclists should also wear helmets and know how to properly signal for turns.

Divide the class into thirds, assigning one group as walkers, one as bicyclists, and one as car drivers. Remind them of which side of the road they should be walking/riding/driving. Walkers wear a yellow pinnie and will walk at a fairly fast pace while holding 1-2 lb. dumbbells (or Fitstix) in each of their hands. Bicyclists will wear an orange pinnie and will hold a baton/demi-noodle horizontally in both hands to represent holding the handlebars of a bike. Have them move either by galloping or by moving at a slow jog while raising their knees higher in the air. Car drivers will hold a Frisbee like a steering wheel and will jog at a medium to fast pace.

Instruct students to stay on the correct side of the road and to obey all traffic signs. Remind them to pass others carefully. Bicyclists must signal properly before turning. If students meet someone at an intersection they must stop and take turns going (like a 4-way stop sign).

If possible, play some music while they move.

After 2-3 minutes, have them set down their equipment and switch places (ex. bicyclists become walkers; walkers become motorists; motorists become bicyclists). Repeat the activity. After a few more minutes, switch again so everyone does all 3 ways of moving.

**GREAT FOLLOW-UP ACTIVITY: Play “Line Tag”.**

After the above activity’s equipment is set to the side, choose 2-3 students to be “It”. Have them wear a pinnie and carry a demi-noodle with which to tag people. Students must stay on a line while playing this tag game. The more lines, the better. If a student is tagged they must go outside the playing area and perform a given exercise for that round, then re-enter the game. If a student steps off a line to avoid getting tagged, he must go to the wall just as if he had been tagged. Students cannot step off the line to pass someone. Stop and change taggers, exercises to be performed, and method of locomotor movement every few minutes.

**RISKY OBSTACLE COURSE**

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**Objective:** Toteach/reinforce how risky behaviors and controllable risk factors have consequences and can

greatly affect people’s lives.

**Grade Level:** Grades 7-12

**Equipment:** 3 Roller racers or scooters

3 pr. goggles with lenses smeared with petroleum jelly

2-3 Chairs

3 pr toy or safety glasses with a sheet of paper or cloth taped sideways along the top and sides of

the glasses so the student can only see the floor when wearing them.

1-2 martial arts boxing/kick-boxing bags

Several balloons with values written on them (family, friends, health, school, sports, honesty,

college, work, etc.) and 6-7 with “drugs” written on them.

3 whiffle ball bats

3 aerobic steps

Enough straws or coffee stirrers for each student to have 1-2

Trash can in which to throw used straws

2-3 mats

3 sandbells or medicine balls

3 pr. thick winter gloves

12 beanbags

4-5 cheap pirate eye patches (or students can just cover 1 eye with their hand)

5 - 3’ long sections of stretch band sheets

60-70 small, soft balls and/or beanbags (Enough for 2 per student)

Deck of playing cards with key as to what each card means

(Or write consequences on index cards)

Cones (Enough to mark each station plus ones for obstacles to run around)

Signs for each station

Various obstacles to jump over/step around

**Set-Up:** Scatter stations around the gym, placing necessary equipment at each station, as described below. Place a station instruction sign on a cone at each station. Place obstacles (cones, mats, cone hurdles, etc.) around the gym where needed. Keep in mind that some stations need little space while some need a lot.

Ahead of time, either type/write actions and consequences on 40-50 index cards or just use a deck of cards and write the risky behaviors and specific consequences on a poster board with the card number/symbol next to the consequence on the poster. (Some examples could include: You were drinking at the party and ended up having unprotected sex with a boy you don’t even know. Now you are pregnant; or…You were high on speed while driving with some friends. You missed a curve and crashed. Two of your friends died and one is in a coma. You have a broken back and may never walk again; etc.)

**Directions:** Explain to students the objective of today’s activity, and why it’s important to think about all the possible consequences of our actions. Tell them that as they go to each station they need to read the sign and follow the directions at each station. When they complete it they will move to the next station. (Or you could have them move on your signal) When they complete all stations, they are to repeat the stations until told to stop.

**Stations:**

1. **Drinking & driving**: Put on goggles smeared with petroleum jelly. Ride the scooter/roller racer around obstacles, trying not to crash into them.
2. **Paralyzed from the waist down due to a drunk driving accident:** Do the seal walk (Pull body with arms while feed drag behind.) over a distance of 10-15 ft. At the end, pull yourself up onto a chair using only your arms since you are paralyzed. When accomplished, lower yourself back off the chair without using your legs.
3. **Impaired physical ability due to alcohol/drugs**: Place one end of whiffle ball bat on the ground and place your head on top of the other end. While holding head and hands on the bat, run (spin) around the bat 8 times as fast as you can, then try to run down to a cone on the opposite end and back.
4. **Texting and driving**: Put on the glasses with the paper/cloth hanging down. (It should block your vision so you can only see the floor by your feet.) Walk or slow Jog through the mini obstacle course, going around and over objects without crashing into them or anyone else.
5. **Clothes on fire due to smoking in bed:** Do 10 pushups, 10 curl-ups, and 10 jumping jacks on the mat as your “nightly routine” before bed. Your clothes then catch on fire due to smoking in bed so stop/drop/cover your face/ and roll on the mat for 5 seconds to put out the fire. Then go to the end of the mat and crawl to the opposite end to get out of your house which is now filled with smoke.
6. **Sedentary lifestyle and obesity as risk factors**: Carry a sandbell (or medicine ball) while running a shuttle run and jumping over the obstacles. (Option: Have them run 1 lap around the gym while carrying their sandbell/ball.)
7. **Impaired locomotor skills due to alcohol/drug use:** Put on the winter gloves. Untie your shoes, try to toss them underhand, one at a time, into the hoop 15-20 feet away from you. Crabwalk down to get your shoes. If one or more of your shoes landed inside the hoop (and stayed there), you may take off one of your gloves, otherwise keep both gloves on. Now put on your shoes and try to tie them. Hop back to the starting point and remove your gloves for the next person to use.
8. **Blind in one eye due to a head injury while riding a bike without a helmet**: (Note: Or it could be due to a fight while intoxicated/on drugs or a car accident while texting and driving) Put the pirate eye patch over one eye or just cover one eye with your hand. Pick up a beanbag and, standing behind your cone, try to toss it into the bucket/tote across from you. Keep your eye covered while doing this. Repeat with a second beanbag. Run down, pick up your 2 beanbags and try the same thing again. Repeat 1 more time. Now, remove the eye patch and try it one last time. Is it easier with both eyes?
9. **Drug addiction and loss of things you value**: Pick up 3-4 balloons out of the box/trash can. One of your balloons should have “drugs” written on it, while the other 2-3 are labeled with things you value. Move your body and all 3-4 balloons to the cones at the opposite end of your station and back, while keeping the balloons up in the air while you move down and back. Because you are addicted to drugs and your entire life right now revolves around drugs the drug balloon has to remain in the air with you. If any of the other balloons fall to the ground you have lost that thing you once valued due to your drug addiction. Feel free to try this challenge a second or third time, or with more than 4 balloons, too. When finished, place your balloons back in the box/trash can.
10. **Emphysema due to smoking**: Put a straw in your mouth and plug your nose. Using the aerobic step, do 50-60 step-ups trying to breathe just through the straw. (Feel free to switch your lead foot.) This is similar to the way a person with emphysema feels every second of every day, until he eventually dies from the disease.
11. **Kick out/fight back against risky behaviors and risk factors:** Punch and kick the kick-boxing bag for 2 minutes as you say no and fight back against drugs and other risky behaviors.
12. **Risky behaviors have consequences**: Have a partner hold the stretch band out wide and tight. Pick up a ball/beanbag and place it in the middle of the stretch band. Pull it back and try to fling the ball to the tote at the opposite end of the gym. If you made it in the tote, take a second ball and repeat. If you missed the tote (on either try), your turn is over. Go to the opposite end and pick up a card that is lying closest to your ball. (If you didn’t even get it in the area where the cards were, pick it up and toss it the rest of the way so it lands in the card area.) Read your actions and resulting consequences written on your card.

When time is almost up, stop the activity and have the class come near you to discuss what they learned from the obstacle course station activities. Re-iterate that risky behaviors often lead to tragic endings for you and for others. Say no to drugs and other risky behaviors before it’s too late.

As an additional summary, you could have students put a red “x” on a large sheet of paper posted near the last station if their card said they died, and put a black “x” on it if it said someone else died as a result of my actions.