



# TOOLS FOR TEACHING **REINDEER GAMES**

GRADES K thru 5

A PUBLIC SERVICE OF





TOOLS FOR TEACHING  
**REINDEER GAMES**  
**OPENPhysEd.org**

Create by:  
Aaron Hart, Kate Darpino, and Rich Wiles

Special Contributions by:  
Deedi Brown

Design:  
Aaron Hart & Jennifer Truong

In partnership with the SUNY Cortland AMP Lab.  
OPEN is a Public Service Organization supported by [US Games](#) and [BSN Sports](#).  
©2018

These documents and all of the content provided by OPEN are available to all teachers, coaches and activity leaders without cost or obligation. Please print, copy, and share the content responsibly. The sale of this work by a third party is prohibited in any print or electronic format.

Grade-Level Outcomes for K-12 Physical Education are used under license from SHAPE America.  
© SHAPE America, 2013, [www.shapeamerica.org](http://www.shapeamerica.org). All rights reserved.

## MODULE OVERVIEW

### ABOUT THIS MODULE

Every time you see your students is an opportunity to provide a social and emotional learning experience. Holiday games are no exception. In fact, Rudolf's fellow reindeer needed a reminder of how to be a good teammate! This Instant Activity Mini-Module was designed to provide fun holiday-themed learning activities with a focus on SEL core competencies.

This module's Depth of Knowledge Debrief Questions focus on:

- Relationship Skills (Communication & Using Positive Language)
- Social Awareness (Respect for Others)
- Self-Management (Impulse Control)
- Responsible Decision Making (Evaluation of Consequences)

*Learn more about SEL Core Competencies at: [www.casel.org](http://www.casel.org)*

### NATIONAL STANDARDS AND OUTCOMES FOCUS

- **Standard 4 [E4.K-5]** Shares equipment and space with others (K); Works independently with others in a variety of class environments (1); Works independently with others in partner environments (2); Works cooperatively with others (3a); Praises others for their success in movement performance (3b); Praises the movement performance of others both more and less-skilled (4a); Accepts "players" of all skill levels (4b); Accepts, recognizes, and actively involves others with both higher and lower skill abilities into physical activities and group projects (5).
- **Standard 4 [E6.K-5]** Follows teacher directions for safe participation and proper use of equipment with minimal reminders (K); Follows teacher directions for safe participation and proper use of equipment without teacher reminders (1); Works independently and safely in physical education (2a); Works independently and safely in physical activity settings (3); Works safely with peers and equipment in physical activity settings (4); Applies safety principles with age-appropriate physical activities (5).

### TABLE OF CONTENTS

RESOURCES	FOCUS OUTCOMES & STANDARDS	PAGE
Module Overview		i
<b>Activity Plans</b>		
Snowflake Maps	Standard 4	1
Red Nose Relay	Standard 4	2
Feed the Reindeer	Standard 4	3
Down the Chimney	Standard 4	4
Snowman & Sunshine	Standard 4	5
Frostbite Tag	Standard 4	6
Snowflake Station Cards		6 pages
Snowflake Map Sheet		1 page



## SNOWFLAKE MAPS

### STUDENT TARGETS

- **Fitness:** I will increase my heart rate to improve my fitness.
- **Social & Emotional Learning:** I will cooperate with my partner and use positive language for communication.

### TEACHING CUES

- Work Cooperatively
- Be Activity Engaged
- Move Safely

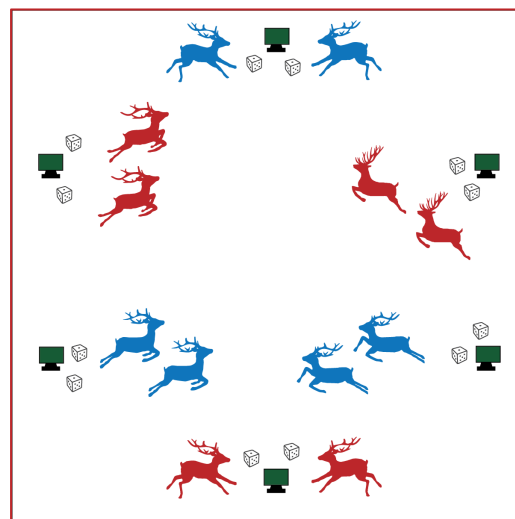
### ACTIVITY SET-UP & PROCEDURE

#### Equipment:

- 6 cones with task tents
- Snowflake Station Task Cards
- Snowflake Map Sheet and Pencil (1 per pair)
- 12 to 24 Dice

#### Set-Up:

1. Use 6 cones and task tents to create a large circle in the activity area. Place Snowflake Task Cards in task tents.
2. Distribute dice evenly to each cone (1 to 4 dice per cone)
3. Place Map Sheets and Pencil on the perimeter.
4. Pair students. Pairs can begin at any cone.



#### Activity Procedures:

1. Today's we will create Snowflake Maps for the Reindeer to travel when delivering presents.
2. The object of this activity is to create a snowflake map by moving from cone to cone, remembering and then recording your pathway.
3. On the start signal, complete the Snowflake Task at your starting cone. Then, roll the dice to see which station you will go to next. For example, if you roll at 4 you will go to Snowflake Station Number 4. Roll again if you roll the number of the station where currently are.
4. Complete the exercise at the station before rolling the die at that cone and continuing.
5. Once you and your partner have rolled the dice 12 times, stop and get a snowflake map template and pencil. Now draw a line from cone to cone on the sheet, remembering the path you traveled.
6. When finished, compare maps with others. No 2 maps are the same, just like no 2 snowflakes are the same!

#### Modifications:

- Travel snowflake pathways on scooters.
- Have students create their own Snowflake Station Task Cards.

#### STANDARDS & OUTCOMES ADDRESSED

- **Standard 4 [E4.K-5]** Shares equipment and space with others (K); Works independently with others in a variety of class environments (1); Works independently with others in partner environments (2); Works cooperatively with others (3a); Praises others for their success in movement performance (3b); Praises the movement performance of others both more and less-skilled (4a); Accepts "players" of all skill levels (4b); Accepts, recognizes, and actively involves others with both higher and lower skill abilities into physical activities and group projects (5).

#### DEBRIEF QUESTIONS

- DOK 1:** How can you recognize positive language?
- DOK 2:** What did you notice when you used positive language with your partner?
- DOK 3:** How is positive language related to building good relationships with friends?

## RED NOSE RELAY

### STUDENT TARGETS

- **Fitness:** I will increase my heart rate to improve my fitness.
- **Social & Emotional Learning:** I will cooperate with teammates in order to move our red-nose foam ball from cone to cone.

### TEACHING CUES

- Work Cooperatively
- Communicate with Teammates
- Move Safely

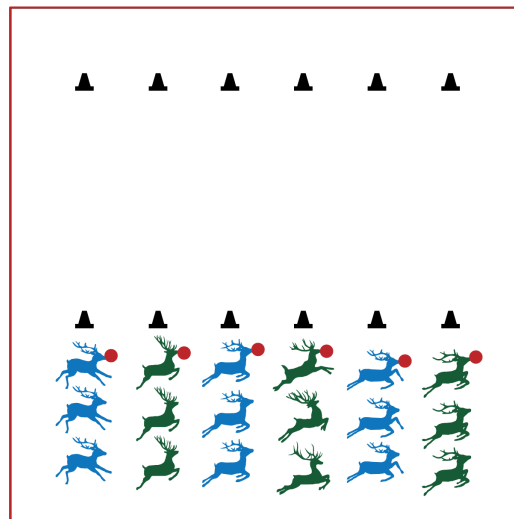
### ACTIVITY SET-UP & PROCEDURE

#### Equipment:

- 12 cones
- 6 red foam balls

#### Set-Up:

1. Create team relay lines using 6 cones.
2. Place the other 6 cones in a parallel line on the opposite side of the activity area.
3. Divide students into 6 teams; each team at a cone with 1 red foam ball.



#### Activity Procedures:

1. It's time for a Red Nose Relay! The reindeer in front of your line will have the red ball (Rudolph's nose). Rudolph's nose must always stay in the front of the line to light the way for the reindeer.
2. On the start signal, the reindeer at the back of the line will run to the front of the line. The reindeer with Rudolph's nose will pass it to the new line leader to light the way.
3. As soon as the new line leader has Rudolph's nose, she/he will yell "GO!" The reindeer at the back of the line will then run to the front.
4. Continue until your team travels down to the chimney (the opposite cone) and back.

#### Modifications:

- Prompt students to travel using a variety of locomotor skills.
- Increase or decrease the distance between cones to match the ability and fitness of your students.

#### STANDARDS & OUTCOMES ADDRESSED

- **Standard 4 [E4.K-5]** Shares equipment and space with others (K); Works independently with others in a variety of class environments (1); Works independently with others in partner environments (2); Works cooperatively with others (3a); Praises others for their success in movement performance (3b); Praises the movement performance of others both more and less-skilled (4a); Accepts "players" of all skill levels (4b); Accepts, recognizes, and actively involves others with both higher and lower skill abilities into physical activities and group projects (5).

#### DEBRIEF QUESTIONS

- DOK 1:** Give an example of how your team used communication skills in this activity.  
**DOK 2:** How did communication affect your team's ability to move quickly?  
**DOK 3:** How is communication related to teamwork?

## FEED THE REINDEER

### STUDENT TARGETS

- **Fitness:** I will increase my heart rate to improve my fitness.
- **Social & Emotional Learning:** I will cooperate with partner by using equipment appropriately and effectively.

### TEACHING CUES

- Praise Your Partner
- Toss When Your Partner is Ready
- Move Safely

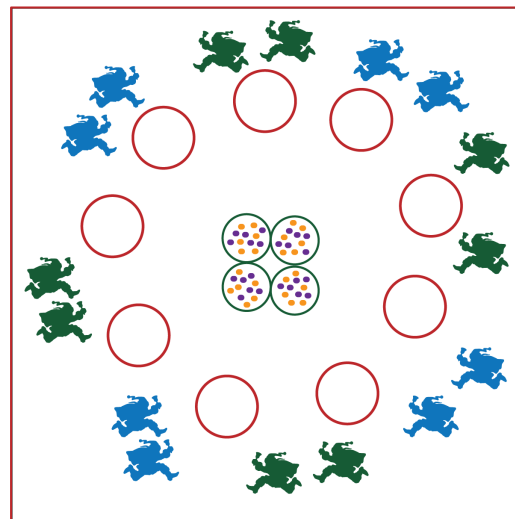
### ACTIVITY SET-UP & PROCEDURE

#### Equipment:

- 13 hoops
- As many tossables (beanbags or foam balls) as available

#### Set-Up:

1. Use 9 hoops to create a large circle around the perimeter of the activity area.
2. Place 4 at the center of the circle.
3. Scatter tossable objects in the 4 center hoops.
4. Pair students. Scatter pairs around the perimeter.



#### Activity Procedures:

1. Before the reindeer can fly to deliver presents, the elves have to feed them a good meal. You and your partner are elves. The object of this game is to take 1 bag of food at a time (tossable objects) and drop them into the reindeer bowls (perimeter hoops).
2. On the start signal, move with your partner to pick up 1 tossable. The partner with the tossable cannot move. Move the food by tossing it to your partner and then moving toward a bowl to receive another toss.
3. Tosses can only be 5 feet in distance (you can only move 5 feet at a time). If you drop the bag of food, you must return it to the center hoops, collect a new bag and then try again.
4. Continue until all bags of food have been delivered to the reindeer bowls.

#### Modifications:

- Allow younger (or less skilled) students to carry the bags of food cooperatively with no tossing.
- Increase or decrease the distance between hoops to match the ability and fitness of your students.
- Use a variety of tossable objects to either increase or decrease the level of challenge.

#### STANDARDS & OUTCOMES ADDRESSED

- **Standard 4 [E4.K-5]** Shares equipment and space with others (K); Works independently with others in a variety of class environments (1); Works independently with others in partner environments (2); Works cooperatively with others (3a); Praises others for their success in movement performance (3b); Praises the movement performance of others both more and less-skilled (4a); Accepts “players” of all skill levels (4b); Accepts, recognizes, and actively involves others with both higher and lower skill abilities into physical activities and group projects (5).

#### DEBRIEF QUESTIONS

- DOK 1:** How can you praise the performance of your partner?
- DOK 2:** How does it feel when you receive praise from someone that you respect?
- DOK 3:** Why do you believe it's important to praise others? Can you elaborate on your answer with examples?



## DOWN THE CHIMNEY

### STUDENT TARGETS

- **Fitness:** I will increase my heart rate to improve my fitness.
- **Social & Emotional Learning:** I will cooperate with partner by using equipment appropriately and effectively.

### TEACHING CUES

- Stay at a Safe Speed
- Use Equipment Safely
- Be Aware of Space, Objects, and Classmates

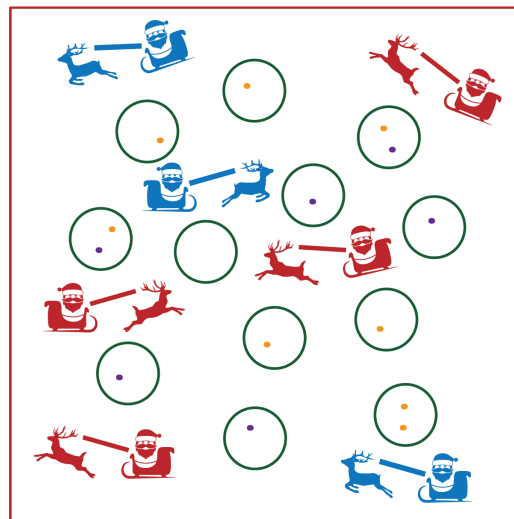
### ACTIVITY SET-UP & PROCEDURE

#### Equipment:

- 12 hoops
- 6 bean bags (or other object) per pair
- 1 scooter per pair
- 1 or 2 noodles per pair

#### Set-Up:

1. Scatter hoops throughout the activity area.
2. Pair students; each pair with a scooter, 6 bean bags, and noodles.



#### Activity Procedures:

1. It's time to deliver presents! One student is a reindeer, the other student is Mr. or Mrs. Claus.
2. The object of this activity is to drop your presents, one at a time, into the chimneys (hoops).
3. On the start signal, one partner will sit on the scooter and hold the beanbags. The other partner will use the noodle to pull the her/him at a walking pace. Any scooter moving faster than a walk will receive a speeding ticket. After 2 speeding tickets your sleigh (scooter) will be impounded and you'll have to walk to deliver the presents.
4. After all presents are delivered, stand next to your partner holding your scooter. When the entire class has delivered their presents, we will switch roles and play again.

#### Modifications:

- This activity can be played without scooters. One student leads the other with the noodle while galloping.
- Use a variety of safe objects as presents.

#### STANDARDS & OUTCOMES ADDRESSED

- **Standard 4 [E6.K-5]** Follows teacher directions for safe participation and proper use of equipment with minimal reminders (K); Follows teacher directions for safe participation and proper use of equipment without teacher reminders (1); Works safely with physical education equipment (2b). Works independently and safely in physical activity settings (3); Works safely with peers and equipment in physical activity settings (4); Applies safety principles with age-appropriate physical activities (5).

#### DEBRIEF QUESTIONS

**DOK 1:** How can you recognize responsible decision making in physical education?

**DOK 2:** How does responsible decision-making affect safety?

**DOK 3:** Why do you believe class safety is everyone's responsibility? Can you elaborate on why you feel this way? Can you elaborate on how you contributed to class safety in today's activity?



## SNOWMAN & SUNSHINE

### STUDENT TARGETS

- **Fitness:** I will increase my heart rate to improve my fitness.
- **Social & Emotional Learning:** I will work safely by controlling my movement and my behavior.

### TEACHING CUES

- Control Your Speed
- Be Aware of Space and Others
- Move and Tag Safely

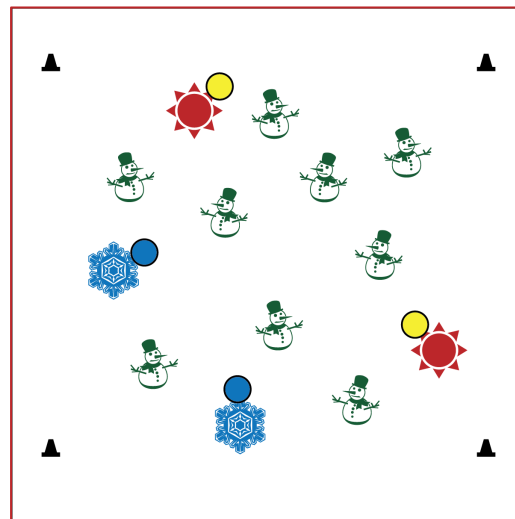
### ACTIVITY SET-UP & PROCEDURE

#### Equipment:

- 4 cones to create boundaries
- 2 to 3 yellow foam balls to identify the taggers
- 2 to 3 blue foam balls to identify the freezers

#### Set-Up:

1. Create a large playing area using the 4 cones.
2. Scatter students in the activity area.
3. Identify 2-3 taggers by giving them the yellow foam balls.
4. Identify 2-3 freezers by giving them the blue foam balls.



#### Activity Procedures:

1. Let's warm up our bodies for physical education class by playing Snowman & Sunshine Tag.
2. When I say "GO!" we'll begin at a speed-walking pace. Taggers will do 10 jumping jacks to give you time to move away. The taggers are the "suns" looking to melt the snow people of the North Pole (rest of the class).
3. If a snow person is tagged by the sunshine, she/he will stop moving and begin to melt by performing a sun salutation.
4. Continue melting (sun salutation) until a student with a blue ball comes along and refreezes you.
5. Stop and freeze when you hear the stop signal. We will change taggers and freezers and begin again.

#### Modifications:

- Modify sun salutation movements to meet the needs of your students.
- Prompt students to use a variety of locomotor skills.

#### STANDARDS & OUTCOMES ADDRESSED

- **Standard 4 [E6.K-5]** Follows teacher directions for safe participation and proper use of equipment with minimal reminders (K); Follows teacher directions for safe participation and proper use of equipment without teacher reminders (1); Works independently and safely in physical education (2a); Works independently and safely in physical activity settings (3); Works safely with peers and equipment in physical activity settings (4); Applies safety principles with age-appropriate physical activities (5).

#### DEBRIEF QUESTIONS

- DOK 1:** What does it look like when a student has good self-control?  
**DOK 2:** How do you apply self-control during tag games?  
**DOK 3:** How is self-control related to safety? How is it related to personal health and fitness?

## FROSTBITE TAG

### STUDENT TARGETS

- **Fitness:** I will increase my heart rate to improve my fitness.
- **Social & Emotional Learning:** I will work safely by controlling my movement and my behavior.

### TEACHING CUES

- Control Your Speed
- Be Aware of Space and Others
- Move and Tag Safely

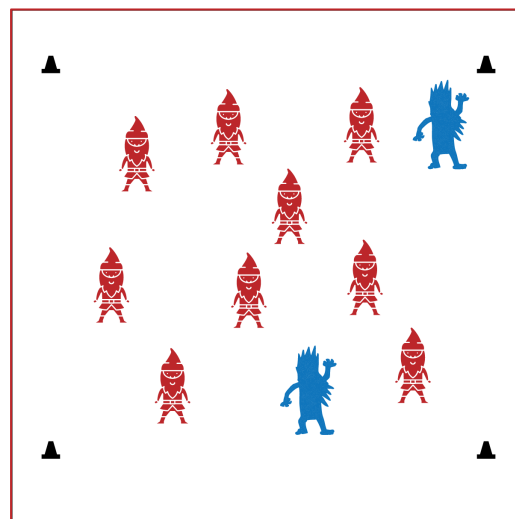
### ACTIVITY SET-UP & PROCEDURE

#### Equipment:

- 4 cones to create boundaries
- 2-3 noodles to identify the taggers

#### Set-Up:

1. Create a large playing area using the 4 cones.
2. Scatter students in the activity area.
3. Identify 2-3 taggers by giving them noodles.



#### Activity Procedures:

1. Let's warm up our bodies for physical education class by playing Frostbite Tag. Frostbite occurs when our skin isn't covered in cold winter weather. Frostbite can cause damage to your skin. That's why it's important to dress appropriately in cold weather.
2. When I say "GO!" we'll begin at a speed-walking pace. Taggers will do 10 jumping jacks to give you time to move away. The taggers are "frostbite" looking for students with exposed skin on cold winter day.
3. If you're tagged, stop moving and act like you're freezing cold. You are frozen until a classmate comes up to you and wraps an imaginary blanket around you and then gives you a double high five to increase blood flow to your frozen hands.
4. Stop and freeze when you hear the stop signal. We will change taggers and begin again.

#### Modifications:

- Prompt students to use a variety of locomotor skills.

#### STANDARDS & OUTCOMES ADDRESSED

- **Standard 4 [E6.K-5]** Follows teacher directions for safe participation and proper use of equipment with minimal reminders (K); Follows teacher directions for safe participation and proper use of equipment without teacher reminders (1); Works independently and safely in physical education (2a); Works independently and safely in physical activity settings (3); Works safely with peers and equipment in physical activity settings (4); Applies safety principles with age-appropriate physical activities (5).

#### DEBRIEF QUESTIONS

- DOK 1:** What is a consequence?
- DOK 2:** How does decision-making affect consequences?
- DOK 3:** On a cold winter day, what decisions can you make about what you wear in order to avoid negative consequences?
- DOK 3:** What decisions can you make in physical education class to avoid negative consequences?

1

5 Push-Ups  
(any style)



2

8 Burpees



# 3 8 Snowflake Jumps



# 4

# 10-Count Plank



# 5

## 25 Jumping Jack Frosts





6

30 Seconds  
Jog in Place



Snowflake Stations

Names: \_\_\_\_\_

Draw lines from cone-to-cone, illustrating the path that you and your partner traveled.

