



Loopy Laps

A collection of games you can play with your Mighty Milers in lap-formation.

Here are some games to play with your students while they are doing laps and accumulating miles. If you have others you think should be included in this resource, please let us know by emailing us at mightymilers@nyrr.org.

Enjoy!

Tips for Tracking Laps

Tracking students' laps during games may seem impossible, but if you have a clear and efficient system in place, it can be done. Here are some tips for how to do it:

- Students can self-report their laps or you can count them yourself. Otherwise, we recommend you use one of the two systems below:

The Punch Card System

- Students run an easily-monitored course carrying "punch cards"
- One or more staff members mark or punch the cards at the completion of each lap
- Laps are tallied by staff during data entry process
- Cards can be used for multiple sessions on the same course

The Popsicle Stick System

- Students receive a popsicle stick (or index card, or penny, etc.) for each lap they complete
- Students return items at the end of the session
- Staff tally items and record laps for data entry

Follow the Leader

- Have the class form a straight line and appoint the first student in line as the leader.
- Tell her/him to begin moving around the loop. She/he can use any movements she/he wants, as long as she/he keeps moving around the loop.
- The rest of the class should follow behind the leader imitating her/his movements.
- Every so often, appoint the next student in line as the new leader. The former leader should run to the back of the line so the leader is always first in line. The new leader should begin with some new movements.

In the Wink of an Eye

- Divide the students into two even groups. Have them all close their eyes and pick three students in each group to be “winkers.”
- Have both groups jog around the loop in opposite directions so they are passing each other. One group should be on the inside of the lane/track and one should be on the outside so they pass each other safely. Everybody should jog quietly making eye contact with each other. The groups can spread out as they run.
- The “winkers” should choose random people in the other group to wink at discreetly as they pass. Those people should slow to a walk as soon as they are winked at and for the rest of the game. No one should stop moving.
- When someone who is not a “winker” thinks they have figured out who all the opposing group’s “winkers” are, she/he should raise her/his hand to indicate they are ready to guess. (Walkers are allowed to guess too.) Students can only guess the opposing group’s “winkers” and they must guess all three at once. Stress that they cannot guess one “winker” at a time.
- If they guess correctly, the game is over. If they guess incorrectly, the game continues, and the person who guessed incorrectly must slow to a walk (if they are not already walking).
- If they guess quickly, you can play again with different “winkers.”

Music Mania

Materials: A boom box

- Tell the students when you turn on the music, they should run around the marked loop at a comfortable pace.
- When you turn it off, they should walk.
- Keep turning the music on and off, increasing the frequency towards the end to make the activity more challenging for all involved.

Laptastic

Materials: A boombox

- Have the students jog/walk around the loop.
- Turn the music on.*
- Tell them as long as the music is playing, they should keep jogging, but they should freeze and strike a pose whenever it stops.
- Demonstrate a couple of silly poses before they begin.
- Throughout the session, periodically turn the music off and encourage the students to strike fun, dramatic poses.
- You can point out some especially exciting ones each time or ask the students to call out the titles of their poses (e.g. “Fancy Pose,” “Baseball Pose,” or “Friendship Pose”).
- At the end, you can have them each strike their favorite pose.

* In keeping with the theme, if it is available to you, play Madonna’s song “Vogue.”

Body Bingo

- Have the students stand in a group at the start of the loop and tell them you are going to call out various statements. They should move whenever something applies to them and freeze whenever something doesn’t.
- Give them an example: Tell them you might call out something like “I have two brothers!” If that is true for them, they should begin to jog around the space. If it isn’t, they should stay where they are.
- You may want to use the popsicle stick method to keep track of students’ laps (See “Tips for Tracking Laps” for details.)
- You can either call these statements out or make up your own. Alternate between statements that will apply to a select group of students and statements that should apply to the whole group so all the students do a good amount of running:

“I speak more than one language!” “I go to school!” “I have been to another country!” “My name has a letter in it!” “I know all the multiples of seven all the way up to 77!” “I do my homework!” “I have run more than three miles at a time!” “I love summertime!” “I love pretzels!” “I can count to ten!” “I can do the Irish Jig!” “I have ridden a bicycle!” “I know how to salsa!” “I can spell cat!” “I can spell Mississippi!” “I love peanut butter and jelly sandwiches!” “I eat fruit!” “I love to sing!” “I eat vegetables!” “I love to read!” “I have a crush!” “My name has an ‘H’ in it!” “I know a word that rhymes with blue!” “I am four feet tall!” “I have arms!” “I know how to skateboard!” “I talk on the phone!” “My favorite color is blue!” “I eat food!” “I have a dog!” “I have a bed!” “I have a cat!” “I have helped cook dinner!” “I have a fish!” “I like movies!” “I like scary movies!” “I know all the words to at least one song!” “I have a big brother!” “I am nice!” “I can recite the Pledge of Allegiance!” “I can draw!” “I write poems!” “I can stand on my tippy toes!” “I have swum in a pool!” “I like to laugh!” “My favorite color is orange!” “I have played basketball!” “I have logged on the Mighty Milers database!” “I love to run!” “I am a Mighty Miler!”

Collecting Colors

Materials: Cones or similar objects (they can all be the same color or they can be several different colors). There should be a few less cones than students.

- Before the session begins, spread the cones around the loop.
- Tell the students they should run around the loop and every once in a while, you will call out “CONE!” (or a specific color such as “BLUE!” if your cones are multi-colored). On your verbal cue, they should run to the closest free cone ahead of them (or to the closest cone of the color you specified if you are playing that way) and touch it. Make sure they run in the same direction they have been running in to avoid a pile-up!
- There is only one student allowed per cone and if they reach a cone, they earn one point. If two students reach a cone at the exact same time, they both earn one point. If all the cones are taken, they do not earn any points. (It is up to you how well you keep track of the points the students earn.)

Animal Run

- Tell the students they are going to do some laps, but they should change up their speed every once in a while based on the natural speeds of the animals you call out.
- Have them start by jogging, then call out “Cheetah!”
- Other animals you can name are: rabbit, horse, penguin, turtle, chicken, hawk, ostrich, squirrel, fox, sloth, snail, hippopotamus, elephant, jaguar, dog, spider, gazelle.
- To mix things up, you can also have them adopt the movements of the animals instead of the speed.

Loopy Laps

- Tell the students, “Today is ‘Loopy Laps Day!’” Tell them they are going to walk/run their laps in funny ways.
- Tell them they should begin by skipping. If your loop is very small, you can have them complete one full lap per movement. If your loop is large or the movement is physically exhausting, you can have them switch to a new movement after 15-20 seconds.
- Next you can have them jog, do butt kicks, or run sideways.
- After that, call out different students’ names and each student called should come up with a new movement such as hopping, walking backwards, dancing, high knees, galloping, sliding, grapevine-ing, etc.

Non-Stop Duck Duck Goose

- Tell the students everyone should walk/jog around the loop.
- Pick one student to be “It.”
- Tell that student to stand still somewhere inside the loop and tap each passing student as she/he says “Duck.”
- As in the usual game, the student who is “It” should finally say “Goose!” and start running around the loop. The student tagged as the “Goose” should pick up the pace to chase the tagger around the loop.
- If the tagger makes it all the way around, the “Goose” is now “It.” If the “Goose” tags the tagger, the tagger remains “It.”
- Play until time runs out.

Mighty Mathletes

- Have the students count off, starting with “one.”
- Make sure each student remembers her/his number.
- Have them stand at the start of the marked loop and tell them to listen carefully.
- Start by saying: “Numbers one through ten run one lap and numbers greater than ten skip one lap!”
- Then call out:
“All the even numbers run two laps and all the odd numbers run one lap!”
“All multiples of three run three laps and everyone else run two laps!”
“All numbers that start with “T” skip two laps and everyone else run two laps sideways!”
- Keep going, as time permits.
- Be sure that everyone gets a chance to run by including everyone’s number as you call out various prompts.

Math Madness

- Tell the students you are going to ask them some math equations.
- Once they figure out the answers (as a group), they should run that number of laps (as a group).
- Here are some questions:
What is 1×2 ? (2!)
What is $10 - 7$? (3!)
What is $1,000,000,000 - 999,999,999$? (1!)
What is $15/3$? (5!)

Animal Kingdoms

- Pick three animals that make easily identifiable sounds e.g. a pig, a donkey, and a snake.
- Whisper one of the animals in each student's ear.
- Tell the class to begin running around the loop. As they run, they should make the sound of their animal as loud as they can. They should listen for which classmates are also making that sound and join them, but only by running in the same direction along the loop.
- The goal is for each animal to find its appropriate kingdom and run several laps as a group. You can encourage them to continue making animal noises as they run and inspire friendly competition to see which animal kingdom is loudest.
- If the students find their kingdoms quickly, you can play another round with different animal sounds, such as dog, cat, dolphin, rooster, bear, monkey, frog, lamb, duck, bee, canary, parrot, etc.

Centipede

Materials: A baton

- Have the students form a line and hand the baton to the first student in line. (You may know this activity as a chain run.)
- Pick a category (see below) and tell them to start jogging while passing the baton back to the person behind them.
- Once the baton has reached the end of the line, the last person should run up along the side of the line and take over as the leader.
- As they run to the front, they should call out something that falls within the category.
- The students should continue passing the baton back to the end of the line and the last person in line should continue running up to the front, while calling out something else that falls within the given category.
- For a more advanced version of Centipede, have each student call out something within the given category every time they receive the baton and the last student in line call out a new category as they run to the front.
- Give them examples. Tell them if the category was "Olympic sports," they could say "swimming" or "running" and if it was "cartoon characters" they could say "Mickey Mouse" or "Sponge Bob."
- Other category ideas are: Boys' names that start with 'J,' singers, basketball teams, colors, healthy breakfast foods, etc.
- In a slight variation of this game, often known as "Celebrity" or "Geography," the first student would call out a celebrity's full name (e.g. Usain Bolt) or a place (e.g. Jamaica) and the following students would call out names or places that begin with the last letter of the name or place that the preceding student called out. So, if the first runner called out "Usain Bolt," the next runner could call out "Tyra Banks" and the next "Steve Martin," etc.

Favorite Swap

Materials: A boombox

- Tell the students as the music plays, they should move around the circle however they desire—they can dance, jog, walk, etc. When you turn the music off, they should find a partner (the person closest to them). Then you will ask them a question and they should share a one-word response with their partner.
- When you say switch, the partners should switch who is talking and who is listening.
- When the music comes back on, they should again move around, etc.
- Encourage them to find a new partner every time.
- Turn on the music. After about 30-60 seconds, turn it off and ask this question: What is your favorite fruit?
- Continue like this, asking different questions every time. Some examples are: Your favorite place you've ever visited or lived? Your favorite song? Your favorite singer or rapper? Your favorite movie? Your favorite book? Your favorite sport? Your favorite school subject? Your favorite food? Your favorite weekend activity? Your favorite summer activity? Your favorite animal? Your favorite color?
- Feel free to improvise these questions.

Continuous Relay

Optional Materials: Batons or similar objects (enough for half the students to have one)

- Split the students into pairs and give one person in each pair a baton. If you don't have batons, you can use other objects or just have the students slap hands when they reach each other.
- Have all the students stand at the starting point.
- Have the students with batons (or whomever you select from each pair) run around the loop and back to the starting point, pass off the batons to their partners (or slap hands with them), and remain there. Then the partners should run around until they reach their partner again, etc.
- The students should continue passing back and forth until time runs out.
- If your loop is fairly large, you can divide the students into groups of three, position two at the start and one in the middle of the loop, and have each student run only halfway around the loop before they pass the baton off to their teammate (or slap hands with them).
- Alternate version: Create small teams and space the students on each team evenly around the loop. Have all students start walking. Give one student on each team a baton. Students with the batons should run until they catch up with the closest walking teammate and pass the baton off to them. Then that student takes off running and passes his/her baton to the closest walking teammate. Continue until time runs out.

Dribbling Drill

Materials: A few basketballs or playground balls

- Pass out the basketballs to a few students and tell them to dribble the balls as they run a lap at a comfortable pace.
- The rest of the students should also run a lap.
- Whenever a student with a ball completes a lap, they should pass the basketball to a new student (preferably a student who has not yet had a turn with the basketball) and that student should run a lap dribbling the ball, and so on.

* If you are using an outdoor space, please take caution about the balls rolling into the street.

The Compliment Game

Materials: One piece of paper, tape, and a non-leaky, non-permanent marker for every student

- Tape a piece of paper to the back of each student's shirt and hand each a marker.
- Tell them they should jog some laps and when you say "Stop!" they should write one kind adjective* about the person nearest them on the paper taped to her/his back then start running again.
- Tell them they can't take their papers off their backs until you say it is okay.
- If the person nearest them is someone whose paper they have already written on, have them find the next nearest person.
- Play until time runs out or until everyone has had a chance to write on everyone else's back. At the end, tell them to take their papers off their backs and read the kind words their teammates wrote about them.

* For younger children, you may need to define adjective and give some examples of nice adjectives such as funny, smart, friendly, kind, strong, etc.

Buzzy Bees

- Tell the students to begin slowly jogging around the loop in a line.
- Tell them they are going to count down the line as they move, but every time they come across a number with a seven in it (7, 17, 27, etc.) they must say "buzz."
- For a more difficult version, have them say buzz every time they come across a multiple of seven (7, 14, 21, etc.) as well.
- Tell them they can have several tries to reach whichever number they choose.
- Pick one student to begin. That person should say "one."
- The group should continue moving while counting one person at a time as far as they can count.
- If one person forgets to say "buzz" then the next person must start over with the number "one."

Someone's Callin' My Name

- Teach your students this call and response song.
Group: Hey, _____! (Student's name)
Named student: Someone's callin' my name!
Group: Hey, _____! (Same name as used above)
Named student: I think I hear it again!
Group: You're wanted on the telephone!
Named student: Well, if it isn't _____ (name someone else), I'm not home!
Repeat with new student's name.
- Start it off by choosing a student's name to replace the first two blanks and have that student choose another student's name to replace the last blank.
- Have them jog/walk around the loop singing the song. If you have time, be sure everyone is included in the song.
- There is a catchy tune to this popular camp song, but if you are not familiar with it feel free to make up another tune, beat, or even song.

Letting Imagination Run

Optional Materials: One hula hoop for each student

- Have the students pick a fun, wacky vehicle to be for the day, such as a race car or a spaceship.
- If they choose a race car, you can have them "rev their engines" and then act as the marshal and call out different commands to facilitate speed variation, such as "race full speed" and "do a caution lap." Call the commands out frequently to keep things interesting and to prevent the kids from full-out sprinting for too long.
- If they want to be on a spaceship and you have hula hoops, give each kid one and tell them to pretend it is the spaceship. You can shout out space-related themes like "warp speed," "escape the aliens," and "slow down for moon-landing."

In Between Laps

- Have the students run a lap together and stop when they reach you to receive their next challenge.
- Some challenges you can give are: Do 10 twirls, pat your head and rub your belly, spell your name backwards, do a 30 second squat against the wall, do 5 jumping jacks, make a basket (if there is a basketball hoop set up).
- They should continue running once they complete each challenge and you should give them a new challenge after each lap.

Alphabetical

- Tell the students they should jog at their own pace and listen for you to call out their name.
- When they hear their name, they should provide the next line of the group's story, using words that begin with the appropriate letter.
- This is the template: Hi, my name is _____. I live in _____ and I sell _____. (You can create a simpler template with only one blank to fill in, such as I live in _____ / I love _____ / I sell _____.)
- The first student should start with "A," filling in the blanks with words that start with "A" like this: "Hi, my name is Allen. I live in Alabama and I sell apples." The next student called should fill in the blanks with "B" words, and so on through the alphabet or until time runs out.

Caution: When playing the games, make sure to use enough space/lanes to avoid collisions.

Note: Many of these activities were adapted from other NYRRF resources. Please request a copy of our Active Eating activities, lesson plans, or After the Basics activities if you are interested in teaching other concepts through fun, physically active games.

Sample Inclusion Tips:

- Establish "passing lanes" so students can run comfortably at their own pace without worry.
- If the instructions call for students to vary their pace between walking and running and students are unable to run, have them vary between walking or "wheeling" (for students in wheelchairs) slowly and walking or wheeling quickly instead.
- Make sure everyone gets moving, but if any students need to stop walking/running laps early, have them assist you as you track each students' laps and give directions.
- Put emphasis on personal progress as opposed to competition.
- If you are using movement (e.g. skipping) and speed variation activities, choose movements that are manageable for the students with disabilities or provide variations for them, but make sure they are similar to the original version.
- Position students with visual or auditory impairments in such a way as to see and hear all the directions clearly.
- If necessary, use a "buddy system." Pair students who have difficulty moving on their own up with students who can help guide them.
- Make sure the loop is clearly and consistently marked so students do not veer off of it.