**Polyspot Land**

Suggested Grade Levels: 2-6

**A warm-up or fitness activity that is active and fun!**

**Background**: During our “Gymnastics” (Body Management) unit, our gym is setup with a lot of equipment and apparatus. I was looking for an active warm-up for students which made use of the space between the mats and apparatus. Also, since we combine classes during this unit, the warm-up needed to accommodate a large number of students. The activity reminded me of the board game, Candyland, hence the name Polyspot Land.

**Equipment:**

- polyspots – assortment of colors (orange, yellow, blue, purple, green, red)

- exercise chart (see sample provided)

- 2 large dice (Level I)

- enough dice for each student or pair of students (Level II)

- additional types of polyspots (optional)

**Setup:** Alternate the different

color polyspots to form any pattern.

In this diagram, the setup originally

used during our gymnastics unit is

illustrated. **rings**

**cargo net**

 **vaulting**

**horse**

 **horizontal bar**

 **4 ropes**

 **balance beams**

**How to Play - Level I:**

* Each student stands on a different polyspot.
* The teacher rolls the pair of large dice.
* The students add the numbers on the dice to see how many spaces they should move. Since students all move the same number of spaces, there should still be only one student on a polyspot. (Unless a student counted incorrectly.)
* Each student matches the color of the polyspot on which they land with the color on the exercise chart. The student chooses one of the exercises from the list next to that color.

* When the music starts, each student performs the exercise he or she has chosen.

* When the music stops, students stop exercising and the teacher rolls the dice again. (When using this as a warm-up, I repeat the procedure 8-12 times.)

**Variations – Level I:**

* Add special polyspots. – I use smiley face polyspots. – If a student lands on one of them they can choose any exercise from the chart.
* For younger students, intersperse shark, frog or other fun polyspots that correspond to a list of exercises on the chart. (You will have to add the list to the chart.)
* For older students, intersperse fitness and/or yoga polyspots. When students land on these, they perform the exercise illustrated on that polyspot.

**How to Play - Level II:**

* Give each individual or set of partners a pair of dice. Let them roll and move at their own pace. (There will now be more than one student at a polyspot.)
* In this level, the music plays from the beginning until the end of activity.
* Students perform 10 repetitions or 10 seconds of the exercise before rolling again. If a student lands on the same colored polyspot three consecutive times, that student may either roll again or choose any exercise.

**Variations – Level II:**

* Have students subtract the higher number from the lower number on the dice.

(If the answer is zero, students may roll again.)

* Have students multiply the numbers on the dice.
* Put in “surprise” polyspots so students have to turn over the polyspot to see what an index card, taped underneath, says to do.
* Use special polyspots, such as the smiley face ones I use. If a student lands on one, they may move to another smiley face polyspot anywhere on the “game board,” (similar to the game “Chutes and Ladders) then roll again.
* Use alphabet and/or numbered polyspots. - The variations are endless!
* **Example:** One teacher used Polyspot Land as an entire lesson on fitness. The polyspots were placed around the perimeter of the gym. Every 5-8 minutes, all students would move toward the center of the gym to learn and perform a dance. When finished, they would return to the polyspot where they were last standing then continue on.

**Safety:** Remind students to roll the dice close to the ground so the dice do not make a lot of noise and don’t roll too far. Also remind them to stay in close proximity to their polyspot while performing the exercise.

**W.O.W. (Words of Wisdom):**

* Teaching Level I before using Level II makes the transition of students rolling their own dice and moving on their own much easier.
* I keep my exercise charts on my laptop and often change them. I project the chart onto one of the walls so it can be read from anywhere in the gym. To project, I either print them on a transparency and use an old overhead projector or connect an LCD projector to my laptop.

**Wrap-up:** I like to take a few minutes at the conclusion of the activity to review which part of fitness each exercise affects.

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