

**CONVENTION 2026 ‘Get ‘em Movin’”**



# Small Space Games 2026



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Health and Physical Education Council  
Alberta Teachers Association

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# Teacher's Convention 2026 "Get 'em Moving"



HPEC- Health and Physical Education Council of Alberta

ATA Specialist councils- 1 free for every member

HPEC & Science Conference April 23-25, 2026 at The Banff Centre  
"Take the Learning Outside"

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# Conference Registration!



**JOIN US**  
**APRIL 23-25**  
**2026**  
**BANFF CENTRE**

Explore, Learn, Grow

**TAKE THE LEARNING OUTSIDE**  
Embrace the environment while staying active

Accepting Speaker Proposals starting October 15, 2025. Please go to [www.atasciencecouncil.com](http://www.atasciencecouncil.com) or [www.hpec.ab.ca](http://www.hpec.ab.ca) to submit a proposal.

Delegate registration will be available November 15, 2025!



# Become A HPEC Member



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# INSTRUCTIONS Full Body R-P-S

<b>OBJECTIVE &amp; PREPARATION</b>	<b>PROCEDURE</b>
<p>Students will practice basic locomotor movement patterns Students will warm up and be ready for the next activity No set up required</p>	<p>Students will skip through space until they come face to face with another student. They must then jump on the spot three times and say “rock, paper, scissors, shoot!” On ‘shoot’ they will drop into a tuck for rock, stand tall with their arms low for paper, or jump into a jumping jack position for scissors. The losing player will then complete a fitness challenge of your choice (ex. 5 chair squats). Both players then continue skipping and find someone new to play</p>
<b>EQUIPMENT</b>	<b>SAFETY CONSIDERATIONS</b>
<ul style="list-style-type: none"> <li>N/A</li> </ul>	<ul style="list-style-type: none"> <li>Obstacles in your space</li> <li>Students looking around during movement</li> </ul>
<b>ASSESSMENT/CHECKING FOR UNDERSTANDING</b>	<b>DIFFERENTIATION/VARIATIONS</b>
	<ul style="list-style-type: none"> <li>Change how students move through space (jump, hop, jog...)</li> <li>Change what the losing player has to do</li> <li>Have dice with “rock paper scissors” for less mobile students to roll</li> </ul>



# INSTRUCTIONS Hop in the Hoop

<b>OBJECTIVE &amp; PREPARATION</b>	<b>PROCEDURE</b>
<p>Students will practice basic locomotor movement patterns</p> <p>Students will warm up</p> <p>Scatter hula hoops to prepare</p>	<p>Scatter hula hoops around your space; give the students a locomotor skill, way of travel, or an exercise they need to perform. On the word “go,” students travel thru the hallway/space, not touching any hoops performing the given movement. Call out a number and the students have to stop and find a hoop, filling the hoop with the number called. No more, no less. Once the hoop has the right number of students, students raise their hoop to their waist to prevent anyone else from entering into their hoop.</p>
<b>EQUIPMENT</b>	<b>SAFETY CONSIDERATIONS</b>
<ul style="list-style-type: none"> <li>● Hula hoops</li> </ul>	<ul style="list-style-type: none"> <li>● Obstacles in your space</li> <li>● Students looking around during movement</li> </ul>
<b>ASSESSMENT/CHECKING FOR UNDERSTANDING</b>	<b>DIFFERENTIATION/VARIATIONS</b>
<ul style="list-style-type: none"> <li>- Cooperation and Listening</li> <li>- Spatial Awareness</li> <li>- Locomotor Skills Assessment</li> </ul>	<ul style="list-style-type: none"> <li>● Students can lift a pool noodle that is placed on a table instead of a hoop from the floor</li> <li>● If you have no equipment students can stand back to back, toe to toe or elbow to elbow</li> <li>● Remind students to show inclusiveness, if someone was left out in the last round, make sure they are included first in the next round</li> </ul>

# INSTRUCTIONS

# Snakes and Lizards

## OBJECTIVE & PREPARATION

Perform Balances  
Perform Locomotors or other movements in space

## PROCEDURE

Get students into pairs, one partner is a snake and one is a lizard.  
Snake starts on a spot spaced out around the room, Lizard starts around the perimeter.  
On “Go” or start of Music, Lizard will move around the outside as instructed and Snake will balance on their spot  
Example combos: *Skip/Stand on 1 foot, Side Slide/stand on the other foot, jog/balance on 1 foot and 1 hand, fast walk/balance on 1 knee, Tippy Toe Walk/balance on 4 body parts etc*  
On the stop signal, Lizard goes over to snake who is hiding the object in one hand. If they are correct they switch spots, if they are wrong they go back to the perimeter and wait for the next stop signal.

## EQUIPMENT

Spot Marker for Each pair, or use coloured squares on floor  
Small object for each pair (something that can be hidden in a hand like a button or a cube from ten blocks)

## SAFETY CONSIDERATIONS

Make sure nothing is on the floor that students could trip on, try to have a space around the desks for the Lizards to move.

## ASSESSMENT/CHECKING FOR UNDERSTANDING

-Locomotor Movement Skills, Balance, Gross Motor Skills

## DIFFERENTIATION/VARIATIONS

In a larger space, use bigger movements or animal walks  
In a gymnastics unit, encourage creative balances like “Balance on big body parts, balance where a part of your body is twisted, using your head etc.



# INSTRUCTIONS

# Snatch AKA “Cone”



<b>OBJECTIVE &amp; PREPARATION</b>	<b>PROCEDURE</b>
<ul style="list-style-type: none"><li>• Partner Students Up</li><li>• Place a pylon or small object between partners, make sure students know not to rip the object out of someone's hand but to respect that they got it first.</li></ul>	<p>Call out a body part and have students place their hands on that location. For example “head, shoulders, knees, toes, knees, elbows, SNATCH”. When ‘snatch’ is called students must grab the object that is between them. The losing player can complete a fitness challenge before the next round begins.</p>
<b>EQUIPMENT</b>	<b>SAFETY CONSIDERATIONS</b>
<ul style="list-style-type: none"><li>• Pylons or bowling pins or small object</li></ul>	<ul style="list-style-type: none"><li>• Have students stand in a low ready position to avoid hitting each other in the head</li></ul>
<b>ASSESSMENT/CHECKING FOR UNDERSTANDING</b>	<b>DIFFERENTIATION/VARIATIONS</b>
<ul style="list-style-type: none"><li>- Listening to instructions</li><li>- Reaction Time</li><li>- Cooperation</li></ul>	<ul style="list-style-type: none"><li>• For older students use anatomically correct terminology ex. Hamstrings, deltoids, rectus abdominis, snatch!</li><li>- Play best out of 5 rounds, loser does fitness challenge then switch partners</li></ul>



# INSTRUCTIONS | Animal Muck

<b>OBJECTIVE &amp; PREPARATION</b>	<b>PROCEDURE</b>
<p>Class is divided into groups of 5-8 players, that form a circle with 1 person standing in the middle.</p> <p>Objective is to become a part of the circle and not be in the middle.</p> <p>Animals chosen can represent local animals, FNMI attachment.</p>	<ul style="list-style-type: none"> <li>• The person in the middle of the circle must pick an animal to act/ behave and imitate.</li> <li>• Said person must choose one person on the outside circle, make eye contact and try to make them laugh using sounds and actions. No physical contact is allowed.</li> <li>• If the person on the outside smiles, laughs, or breaks off eye contact, they come into the middle and act out a new animal.</li> </ul>
<b>EQUIPMENT</b>	<b>SAFETY CONSIDERATIONS</b>
N/A	No physical contact allowed.
<b>ASSESSMENT/CHECKING FOR UNDERSTANDING</b>	<b>DIFFERENTIATION/VARIATIONS</b>
Oral and Physical Expression, Social Interaction	Make 2 teams instead of groups, have players try to “steal” opponents by making them laugh. 2-3 players act out animals at a time to involve more students.






# INSTRUCTIONS 2 Ball

OBJECTIVE & PREPARATION	PROCEDURE
<p>To be the last player left in the game Can play as a warm up activity or classroom game</p>	<p>Warm up game: break into groups of 5, every player needs a ball (tennis balls are good size, depends on size of players) Players stand in a circle, each with a ball in one hand. One player has a ball in each hand at the start of the game. Game begins when this player underhand tosses 1 ball to another player. Ball can be passed to anyone in game. The player that is receiving the ball needs to pass the ball in their hand prior to catching the ball that is coming their way. If a student drops the ball, makes a bad throw, or throws too early they are eliminated. Cannot throw and catch with the same hand</p>
EQUIPMENT	SAFETY CONSIDERATIONS
<p>Tennis balls Softer ball</p>	<p>Spacial awareness Throws are all underhand</p>
ASSESSMENT/CHECKING FOR UNDERSTANDING	DIFFERENTIATION/VARIATIONS
	<p>Can play in a classroom space, quiet game Group of up to 8 works best or else circle can get too big and throws are too far away For less skilled players you can allow players to catch before they throw Instead of elimination - can just play continuous or with a “consequence”</p>

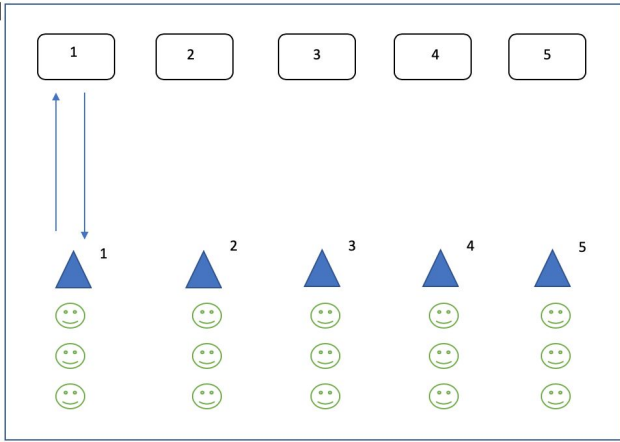


# INSTRUCTIONS Go Fish Relay

OBJECTIVE & PREPARATION	PROCEDURE
<p>The goal of this activity is to get the most amount of pairs for your team. Go fish card game rules apply.</p> <p style="text-align: center;"> <b>Spatial Awareness</b>   <b>GO FISH RELAY</b>    </p>	<p>All students start with two different cards. Students then go from student to student asking if they have one of their cards matching equipment. If a student does not have the matching equipment, the student says, "Go FISH". The reciprocate student then gets to ask for one matching equipment card. Once you get a match, student goes back to their team hula hoop and places matching equipment card. Student then comes up to the teacher or card bin and grabs another card. Students always need two cards.</p> <p>Each round you change up the locomotor movement pattern. For example, in one round students gallop to their next student.</p>
EQUIPMENT	SAFETY CONSIDERATIONS
<ul style="list-style-type: none"> <li>- Team hula hoops or baskets</li> <li>- matching equipment cards (email <a href="mailto:nichole.simigan@gppsd.ab.ca">nichole.simigan@gppsd.ab.ca</a> for resource)</li> </ul>	<ul style="list-style-type: none"> <li>- Training of spatial awareness movement skills</li> </ul>
ASSESSMENT/CHECKING FOR UNDERSTANDING	DIFFERENTIATION/VARIATIONS
<ul style="list-style-type: none"> <li>- Demonstrate various ways of moving safely through space during physical activity.</li> </ul>	<ul style="list-style-type: none"> <li>- Changing up the locomotor movement pattern based on space</li> </ul>



# INSTRUCTIONS Puzzle relay

OBJECTIVE & PREPARATION	PROCEDURE
<p>The goal is for teams to finish their puzzle first.</p> 	<p>Students get divided into teams. Each team gets separate puzzles. Placing a puzzle into a bin with the corresponding number allows teams to know what bin their team is collecting. If you have small spaces, just designate separate spaces where groups must move to the puzzle and then back to their team. Adding movement for the replay is key to collecting all pieces of the puzzle first. After teams collect all puzzle pieces, teams then start building the puzzle together. It helps that all teammates make a circle during puzzle building for collaboration.</p>
EQUIPMENT	SAFETY CONSIDERATIONS
<ul style="list-style-type: none"> <li>- Puzzles each team (Dollar store have 35 pieces big piece puzzles)</li> <li>- bins (optional)</li> </ul>	<ul style="list-style-type: none"> <li>- Open space for moving to puzzle pieces and back to teammates</li> </ul>
ASSESSMENT/CHECKING FOR UNDERSTANDING	DIFFERENTIATION/VARIATIONS
<ul style="list-style-type: none"> <li>- Participate in physical activities that can provide personal enjoyment.</li> <li>- Demonstrate positive interactions with others during physical activity.</li> <li>- Display behaviors that support participation, safety, and participant enjoyment.</li> <li>- Exhibit teamwork in a variety of physical activity contexts.</li> </ul>	<ul style="list-style-type: none"> <li>- Change up the locomotor movement pattern while student go back and forth collecting puzzle pieces</li> <li>- Allowing teams to start building their puzzles right away and continuously while teammates collect pieces.</li> </ul>

# Games for a Bigger Small Space

Example, Stage, Drama Room, Dance Studio Etc.

All Wall Gaga Ball

Elephant Soccer/Circle Soccer

Catapults and Loaders

Small Space Dodgeball

Subway Tag (Partner Walking Tag)

Kaboom Ball (Balloons and Noodles)



# INSTRUCTIONS

# All Wall Gaga Ball



OBJECTIVE & PREPARATION	PROCEDURE
<p><b>Goal:</b> Not get hit with the ball and to use the ball to eliminate other players</p> <ul style="list-style-type: none"> <li>- Strike the ball with an open hand or fist, trying to eliminate others in the class.</li> <li>- Create an Open Space, Take down anything on the wall that could fall and break, block off any tables and chairs using mats or benches.</li> </ul>	<p>Whole class game, Entire space is the playing area            Ball is “live” <b>ALL</b> the time- off the walls, floor, blue curtains and people            Ball is “out” if it goes off the ceiling, or desks, Human Wall, so the last person to touch it before it goes out would be <b>ELIMINATED</b>            Players are <b>ELIMINATED</b> if they get hit with the ball anywhere on their body            *Except on for their hands or forearms (so from your finger tips to elbows are safe), or if they Kick the Ball            Eliminated players stand in a line in front of the lunch tables to make a Human Wall            - Eliminated players stand in the line to act as a wall / barrier and may use their hands to hit the ball back into the playing area to help eliminate participants            -The Human Wall will be moved forward by the teacher as the number of participants left in the game decreases to shrink the playing area            Champion is the last student left in the game</p>
EQUIPMENT	SAFETY CONSIDERATIONS
<ul style="list-style-type: none"> <li>- 1 or 2 soft bouncy balls (smaller than a volleyball, bigger than a wiffle ball)</li> </ul>	<p>Be aware of spacing and surroundings (sharp edges on walls of stage)            Be aware of movements of self and others *Players must keep themselves and others safe at <b>ALL</b> times</p>
ASSESSMENT/CHECKING FOR UNDERSTANDING	DIFFERENTIATION/VARIATIONS
<p><u>Movement Skills:</u> Sending, receiving, striking  <u>Fair Play and Teamwork:</u> fair play, sportsmanship, respect, following rules / expectations</p>	<p>Start with 1 ball, can introduce a 2<sup>nd</sup> ball as the game progresses if the class is able to <u>safely</u> manage it.</p>

# INSTRUCTIONS Catapults & Loaders

OBJECTIVE & PREPARATION	PROCEDURE
<ul style="list-style-type: none"> <li>● Knock down all of the opposing teams bowling pins</li> <li>● Work as a team in predetermined roles</li> </ul>	<ul style="list-style-type: none"> <li>● Split into two teams</li> <li>● On each team designate 4-8 players that are “catapults”</li> <li>● Everyone else on the team is a “loader”</li> <li>● Loaders are not allowed to throw the balls. They can only defend the pylons and load the catapults</li> <li>● Catapults lie on their backs (on mats for comfort) with their feet up in the air, loaders place the ball between their feet. Catapults can reach up to grab the ball and then do a sit up to throw the ball at the bowling pins to knock them over.</li> <li>● If a player is hit by a dodgeball they can continue to play</li> </ul>
EQUIPMENT	SAFETY CONSIDERATIONS
<ul style="list-style-type: none"> <li>● Gymnastics or yoga mats (for comfort, not required)</li> <li>● Bowling pins or pylons</li> <li>● Dodgeballs</li> </ul>	<ul style="list-style-type: none"> <li>● Ball moving at fast speeds, potentially hitting a student head.</li> </ul>

## DIFFERENTIATION/VARIATIONS

- If a player is hit by a dodgeball they must move to the side and complete a fitness challenge before rejoining the game (ex. 10 jumping jacks)
- Dodgeballs used or different sized balls for more inclusion.
- Alter the distance that bowling pins are placed
- Alter the number of bowling pins



# INSTRUCTIONS Elephant Soccer



OBJECTIVE & PREPARATION	PROCEDURE
<p>Have fun, follow instructions and build leg strength as well as hand Eye Coordination</p>	<ul style="list-style-type: none"> <li>• Divide the class into 2 or 3 groups, everyone in the group makes a circle with their feet <u>AT LEAST</u> shoulder width apart and touching the feet of the person beside them.</li> <li>• Using only your 2 arms, try to direct a dodgeball between the legs of the of people in the circle</li> <li>• If the ball goes between your legs the first time, now you use 1 arm and must put the other arm behind your back</li> <li>• The second time the ball goes between your legs, you are eliminated from the game(you become a black hole- you cannot use your hands, but if someone hits the ball between your legs, THEY lose an arm).</li> <li>• If you get scored on or if you hit the ball out, you must retrieve the ball.</li> </ul>
EQUIPMENT	SAFETY CONSIDERATIONS
<p>1 Small Dodgeball per group of 10</p>	<p>Be aware of spacing and surroundings</p>
ASSESSMENT/CHECKING FOR UNDERSTANDING	DIFFERENTIATION/VARIATIONS
<ul style="list-style-type: none"> <li>- Movement Skills</li> <li>- Teamwork and Fair Play</li> </ul>	<ul style="list-style-type: none"> <li>• Create an additional game where all the eliminated people go <u>OR</u> you can also play where you just keep track of the # of goals you score rather than players getting eliminated.</li> <li>• Can also be played with any number of groups as long as there is at least 5 members per group. You can play that you get +1 point if you score a goal, -1 point if you hit the ball out of the circle (between 2 player or over someone's head)</li> </ul>

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# INSTRUCTIONS

<b>OBJECTIVE &amp; PREPARATION</b>	<b>PROCEDURE</b>
<b>EQUIPMENT</b>	<b>SAFETY CONSIDERATIONS</b>
✓	
<b>ASSESSMENT/CHECKING FOR UNDERSTANDING</b>	<b>DIFFERENTIATION/VARIATIONS</b>



# DIAGRAM |



