

Name/Title: Hands and Feet of Many Colors

Academic content: Language Arts: Colors & Shapes

Purpose of Event: This activity serves several purposes: 1) Color and shape discrimination which assists with language arts/reading development. 2) Memory practice. 3) Practice with and skill building in sharing and group cooperation.

Prerequisites: Students need to have color awareness, the ability to follow oral directions and basic cooperation/sharing skills.

Suggested Grade Level: K-2

Materials Needed: 2 or 3 Sets each of the Color Spectrum Rubber Hand and Rubber Feet; Colorz Foam Dice (Spectrum) or Write-On Wipe-Off Dice (at S & S)- can be color coded with the six colors (red, orange, green, yellow, purple, blue)

Physical activity: Locomotor Skills & Balance

Description of Idea

- Set-up consists of randomly spreading out the hand and feet rubber markers/spots.
- When the students arrive, throw the Colorz Dice and call out "foot." Students need to find a foot marker/spot of the color rolled and place their feet on that foot marker. Emphasize that more than one student can share the marker. Throw the dice again and call out "hand". Students find the hand of the same color rolled and place their hand on that marker/spot. Play several rounds with single color/body part emphasizing that more than one student can share a marker/spot.
- For the next round, tell students that you will call out two body parts, i.e. hand-foot, foot-foot. After the color is identified by the roll of the dice, they will need to find two different markers/spots of that same color to place their two body parts. For example, if you call out hand-foot and the yellow is rolled, students need to place a hand on a yellow hand marker/spot and a foot on a yellow foot marker/spot.
- Continue to emphasize the sharing of the markers/spots. Also tell students that they can move the markers/spots by sliding them on the floor in order to complete the task. No markers can be picked up - only slid on the floor.
- The game progresses - two body parts - and the dice is rolled twice. An example is hand with a roll of the dice being purple and the second hand with a roll of the dice being red.
- The game keeps evolving until all four body parts - two feet and two hands are used with four rolls of the dice. I ask the students to wait until all four directions are given before they go to

their markers/spots. This builds their memory skills as they have to remember all four color-body combinations. At this level of play, a lot of teamwork takes place as students work with one another to figure out how to get all four of their body parts on the four different markers/spots. It looks like a cooperative form of Twister!

Variations:

To make the game more difficult, limit the number of rubber spots, so that more students have to share the individual markers/spots.

Assessment Ideas:

Lead a discussion after the game about teamwork and sharing.

Adaptations for Students with Disabilities:

Find out if any students have color blindness. If a student has color blindness, he or she can be paired with a classmate.

Submitted by **Jackie Gerstein** in Santa Fe, NM. Thanks for contributing to PE Central! **Posted on PEC: 9/18/2008.**

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