

Participants to run on the ball of the foot as they lift and lower feet quickly while standing on a "hot stove." This game teaches body control and promotes running on the balls of the feet with quick turnover.



## Instructions

- Participants will be running in place, pretending they're on a hot stove and lifting and lowering their feet quickly to keep from being burned.
- Practicing "fast feet" will help them stay on the balls of their feet and take quicker running steps.
- The leader controls the stove's temperature—and the turnover of runners' feet—by calling out "hotter" or "colder." The hotter it gets, the faster their feet need to move.
- When the leader calls out "foot fire," the participants need to move their feet as fast as possible and remain at top speed until the leader turns the temperature down and eventually puts out the fire.
- To demonstrate how participants should move, call out "cold" and demonstrate a slow turnover, and then call out "hot" and "hotter" and demonstrate quicker foot movement/turnover.



## Aim for:

- Quick feet
- Soft and quiet
- Feet visibly coming off the ground, but not too high
- Feet moving straight up and down, not kicking backward
- Landing on balls of feet
- Upright body posture, head up, not squatting or leaning forward.
- Arms swinging in sync with opposite legs, as in running, or hanging at sides for balance.

## Discussion Questions

When you've completed Foot Fire, talk to your participants about their experience with the activity. Here are some sample questions to get you started:

- Was it harder to control your body and keep good form when the fire was hotter? If so, why?
- Did your body get tense when you went faster? (Try to stay relaxed, even when running)

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fast.)

- Why do you think it's easier to run on the balls of your feet? (Because running on your heels is like putting on the brakes.)
- Will a quicker turnover—that is, when your feet touch the ground more rapidly—affect your speed? If so, how will it affect it? (Quicker turnover generally translates to faster speed.)

## Modification/Progression:

- Divide the participants into groups of about six and form each group into a circle. Designate a person in each group to start the activity for that group; that person will call out a temperature. About 10 seconds later, the participant to that person's right will call out a different temperature. This will continue until everyone has had two chances to call out a temperature. (For younger participants, rather than calling out temperatures, call out cold, colder, coldest, warm, warmer, warmest, hot, hotter and hottest.)
- Have the group form a wide circle. Tell the participants to slowly move in toward the middle as the temperature rises. Start the activity by calling out "cold" then "hot" and "hotter," progressively leading up to "foot fire." As feet move faster, participants move closer together. At "foot fire," everyone should be in a tight huddle.

## Inclusion Strategies

*Classrooms are filled with learners who demonstrate a variety of needs and abilities, including ESL participants, those with disabilities, and gifted/talented participants. Consider these adaptations as you work to modify the lesson for participant success.*

- Encourage partners to listen to each other when doing this activity.
- Identify a set number of times you want your feet to move quickly (e.g., "Okay this time I want to see 40 quick steps—count for your partner").
- Provide adequate instruction on breathing to avoid short and shallow breaths.
- Demonstrate using specific cues for participants with intellectual disabilities. For example, you may have to break down the skill and use arms only, then add legs/feet in a sequence to promote or maintain the proper running form.