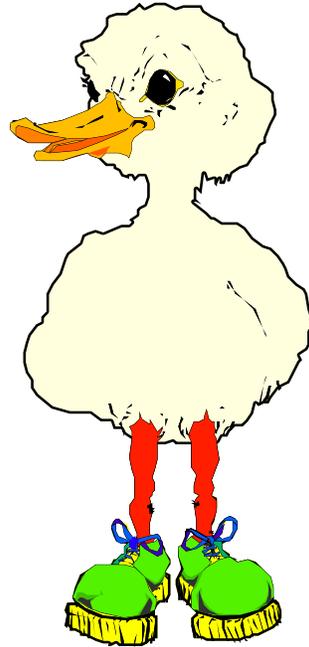


# P.E. Is More Than Duck, Duck, Goose



SHAPE America  
Seattle, WA

*“The Right Stuff – Teaching Fundamental Skills –  
One Cue at a Time”*

2015

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Jiji Jonas

activities with a purpose

# “The Right Stuff – One Cue at a Time”

Friday, March 20 2:00 PM-4:00 PM Convention Center: Ballroom 6A

Physical Education: K-12 Standards-Based Instruction in Physical Education

Are your classes meeting the 'busy, happy, good' standard that your principal thinks is a good program or are you teaching the basic fundamental skills such as throwing and catching, kicking, and striking through lead up games, in addition to fitness fundamentals? Our session includes warm up activities, lead-up games, and cooperation activities with modifications for special needs children all geared to teaching fundamental skills that meet national standards. All activities are kid tested and fun with a purpose.

## **New! Essential Components of Physical Education -**

<http://www.shapeamerica.org/upload/TheEssentialComponentsOfPhysicalEducation.pdf>

### **Warm up & Fitness development**

- Pursuit Tag
- Superman Fitness Tag
- Push Up dance
- Money Game
- Fitness Grab Bag
- Spot Remover

### **Skill development**

- Spiders and Fly
- Ultimate Shadow ball
- Super keep away
- Bean bag battle

### **Lesson Focus**

- Duck Ball

### **Assessment/Closure/Debriefing**

#### **THE FOUR PART LESSON FORMAT**

1. Instant activity
  - A. Warm up type activity – 2-5 minutes
  - B. Gross movement usually locomotor movement based
  - C. Can be used to establish anticipatory set or review previously learned skills
2. Fitness activity (health related fitness)
  - A. Fitness activities – 6-10 minutes
  - B. Activities that cultivate health-related fitness and activity habits
3. Skill development and lesson focus
  - A. Lesson focus – 15-20 minutes
  - B. Repetition and refinement of physical skills (Critical elements)
  - C. Instructional cues, sequential, and success oriented, at the heart of this component
  - D. Lesson activity highly enjoyable activity that stress and reinforce skills that were practiced applying them to a game like activity.
4. Closure, Assessment, and Debriefing
  - A. Wrap up – 2-5 minutes
  - B. Question and answer, game performance, instructions of the next lesson

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“**THE RIGHT STUFF - Teaching One Cue at a Time**” Louisiana Lagniappe (a little extra!)

**SHAPE America 2015** Scan and share with others!

[www.blog.usgames.com](http://www.blog.usgames.com) This will take you to the USGames web site. ALL of the presentations hosted by USGames are located in this section. Scroll down to [Conference Handouts from the US Games Presenters’ Network](#), open and there they are.

### Pursuit Tag

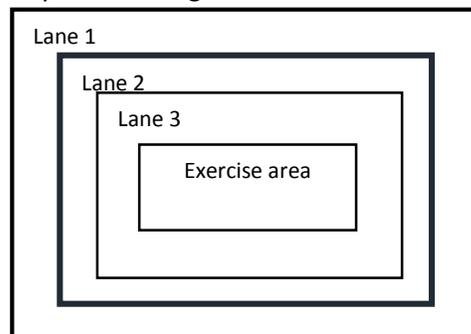
**Suggested grade level:** 2<sup>nd</sup> and up need at least 10 players

**Equipment:** Cones, tape, or lines to indicate lanes for walking, skipping, dribbling, etc.

**Objective:** Avoid being tagged from behind

**Description:** Everyone begins by walking in the outside lane. Each person is trying to tag the person in front of them. If the person is tagged they are to move into the next lane. When they move to the inside circle they perform a designated exercise or activity (dribble a ball, pushups, sit ups etc.) then they begin again in the outer most lane. After a few minutes change locomotor skill to skipping.

**Variations:** Students may be dribbling a basketball or soccer ball



**22 Skadoo (A.K.A. Jail Break)** (use the same layout as above but do not include lane 1)

**Description:** Cooperative game that requires teamwork, strategy, and serves as a lead up to invasion type games such as soccer, basketball, team handball, and any ultimate game.

**Equipment:** noodles for taggers, tape/cones marking playing area

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## “The Right Stuff – One Cue at a Time”

**Preparation:** Use tape or cones to make two rectangles (one inside the other) to form the three zones of the game: jail, tagging zone, and safe zone. Basketball/volleyball court lines can be used to establish zones as well.

**Rules:** Start with approximately half of the class in jail. The helpers start in the safe zone and try to free their classmates from jail by giving them 22 handshakes. The player in jail is responsible for their handshake total as they might not receive all 22 shakes at once. Taggers patrol the area and attempt to tag the “helpers” as they are assisting those in jail. “Helpers” report to jail if tagged or if they accidentally step onto the jail line. Taggers must stay outside jail lines and run around the jail area when chasing helpers.

**Variations:** \*Helpers may shake the hands of two different players at the same time.

\*Two helpers may shake the hands of one jailed player at the same time.

\*Students are instructed to “make it awesome!” by ensuring there is a balance between the jailed and helpers. Ex: If there are too many helpers, students can run into jail and make the game more fun.

\*Jail is not inactive! Jailed players should run around the jail area to spots that are not closely guarded by taggers and communicate with the helpers in the safe zone.

### Spiders and Flies

 **Suggested Grade Level:** 3<sup>rd</sup> & up

**Equipment needed:** 4 poly spots (US-1281781 numbered spots)

**Objective:** A fun way to work on anaerobic system. Also helps develop agility and quick thinks skills.



**Description of Activity:** Make a four square court with poly spots. One student is the spider and stands in the middle of the four square. The other four students pick a poly spot to stand on. The goal for the spider in the middle is to catch another student off their corner of the square by placing their foot on the corner of the square before they do. The goal of the flies is to try and trade places with each other without the spider getting into their corner. If a fly is beaten to the corner spot by the spider, the roles are switched. The goal is for the flies to make 10 changes without getting caught. If this happens, the spider in the middle owes the flies 10 movement exercises and a new spider is chosen. Rules: The flies must make an attempt to trade places every 10 seconds. If this doesn't occur in 10 seconds, you automatically become the spider. If the flies can go directly across the square they earn 2 changes toward the 10.

### Bean Bag Battle (moving to the open space)

**Equipment:** Cones for general space boundaries and to mark lanes. The number of balls is determined by the number of students. If you have 12 people to a side, allow 4 balls. Basically, the number of balls equal 1/3 the number of players. This helps each team focus not only on offense but play defense as well. Use 20-30 bean bags.

**Suggested Grade level:** 3<sup>rd</sup> – 5<sup>th</sup>

**Objective:** To help students practice catching and throwing skills in a dynamic setting, to familiarize students with the utilization of the entire open space, along with concept of “getting open.”

**Set Up:** The play space is similar to 5 yard line markers in football. The space needs to be divided into eight equal horizontal sections (two halves).

## “The Right Stuff – One Cue at a Time”

**Directions:** Divide the class into two teams (jerseys vs. non-jerseys). Each team begins with 20-30 bean bags behind their end-line in a bucket and with their own gator skin balls or any other easy to catch ball. Each team starts on their designated side, on “GO” they can travel into the other teams’ side to try to earn bean bags. They earn bean bags by successfully catching a ball thrown by their teammate, from their teams’ side of the play area. (Each thrower may go as far up as the center line to throw a ball to their team mate on the opponent’s side). The opposing team can guard, block or intercept. If the opposing team intercepts a thrown ball, they earn the specific amount of bean bags that the opposing team would have earned.

The goal is for each team to earn all the bean bags in the opponent’s bucket by successfully catching balls on the opponent’s side of the court. The four lanes on each side coincide with the number of bean bags which can be earned with a successful catch in that lane. For example, the first lane (going horizontal equals 0 bean bags (which allows a buffer-zone for throwers/catchers), the second lane equals 1 bean bag, the third lane equals 2 bean bags, and the last lane equals 3 bean bags. A ball thrown from your team’s side, and caught in the third lane of the other team’s side, earns your team 2 bean bags. The catcher goes to the end line and gets 2 bean bags and then takes them back you their team’s bucket.

The other way to earn bean bags is to intercept a ball thrown by the other team. The team that captures all the opponent’s bean bags first wins the game.

**Assessment ideas:** Either at the end of the game or during the game, check for understanding by asking students, “How did you get open?”, “What’s a good way to play defense?” or “If you are a thrower, did you use a fake to help the receiver get open?”

**Adaptations:** For visually impaired students use balls that make noise and balls can be rolled instead of thrown. Buddies can be used with wheel chair students if needed.

**Push Up Dance** (student created routine)



**Purpose of Activity:** Push-ups are one component of most fitness tests and the only way to improve scores is to use activities to improve upper body strength. The purpose of this activity is for students to improve upper body strength (push-ups). Can be used as part of a strength warm-up or as a fitness station.

**Prerequisites:** The students should be able to hold a push-up position for at least 30 seconds.

**Suggested Grade Level:** 3<sup>rd</sup> & up

**Materials Needed:** If used as a station, a print out of the directions is helpful.

**Music:** Any music with a strong four count beat. We used TAIO CRUZ – Dynamite (Remix)

Station card suggestions

- Shake hands (right hand) (3 X and switch on the 4<sup>th</sup> beat)
- Shake hands (left hand) (3 X and switch on the 4<sup>th</sup> beat)
- High five (right hand) (3 X and switch on the 4<sup>th</sup> beat)
- High five (left hand) (3 X and switch on the 4<sup>th</sup> beat)
- Pat the floor with right hand (3 X and switch on the 4<sup>th</sup> beat)
- Pat the floor with left hand (3 X and switch on the 4<sup>th</sup> beat)
- Lift right foot
- Lift left foot

Let them practice some of these and encourage them to create their own movements. Have students make a routine with their partners.

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## **Variations:**

Use groups of 3 or 4 to create different routines.

Offer props such as small balls (tennis sized foam balls for example) to use as part of the routine.

## **Assessment Ideas:**

Ask students what muscles are being strengthened in this routine (biceps, triceps, pectorals, deltoids, etc.).

Have students track their push-up performance throughout the year.

## **Adaptations for Students with Disabilities:**

Students with physical challenges should be included in groups with the goal of improving everyone's upper body strength while including all students in the routine.

## **Super Keep Away**

**Suggested Grade Level:** 3<sup>rd</sup> – 5<sup>th</sup>

**Equipment:** two different color objects that are easily thrown/caught, scrimmage vest to differentiate teams.

**Objective:** The objective of this activity is to have a team member holding both balls at the same time. Divide the class into teams of 4 – 6 players. Each team starts on opposite ends of the court. Three games can be played at a time playing the width of a basketball court. Each team starts with a ball or other throwing/catching object. The game is initiated by both teams throwing off to their opponents at the same time. Each team is trying to protect and keep their ball, while trying to capture the ball of their opponents. To capture your opponents' ball, you can tag them, intercept it, or pick up a dropped pass. The ball is live at all times, so if you drop it or don't catch it, you can pick it up; it is not a change of possession. Players can move with the ball, but if they get tagged, they must give it to the person that tagged them, and no immediate tag-backs are allowed.

## **Ultimate Shadow Frisbee (Ball) (moving in a grid)**

**Equipment:** One ball for every two students

**Suggested Grade level:** 3-5

**Objective:** To teach students how to move in any Ultimate or other invasion games and to practice throwing and catching.

**Set Up:** Large open areas with end lines

**Directions:** Ultimate Shadow follows the rules of Ultimate Frisbee. The difference is that students work in pairs and are playing against their own shadow (no one). Students score when they catch the ball in the end zone. The shadow team scores when the ball is dropped, goes out of bounds, or a player moves with the ball.

## **Variations:**

1. Use various objects to throw/catch
2. Throw and move ahead of the catcher
3. 6 second pass
4. Use **Passive** Defense on Receiver - Use 3 players with one player standing in front of player being thrown to. The defense player only stands in front but does not try to intercept the ball.
5. **Active** Defense on Receiver - Use 3 players with the defense player actively trying to intercept the ball.

**Assessment:** Compare a team's ultimate shadow score from the beginning and the end of the unit.

Subtract the shadow team's score from the players score to get the assessment score. Example:

## “The Right Stuff – One Cue at a Time”

students 10 points, shadow 7 points, so the net score for students is 3 points. Did the students improve from the beginning?



### **Superman Fitness Tag**

**Suggested grade level:** 2<sup>nd</sup> and up

**Equipment:** 6 – 10 green pool noodles cut to about 8 inches with exercise inside a slit cut in the side of the noodle

**Directions:** Give 6 – 10 students a kryptonite stick (cut green pool noodle) and are superman’s arch nemesis Lex Luthor. All other students are Superman or Superwoman. When the music starts Lex Luthor will try to tag Superman and Superwoman. When Superman or woman is tagged they are given the kryptonite. They will need to regain super strength from the kryptonite and go to the fitness area. Once in the fitness area they will open up the kryptonite noodle. Inside the kryptonite is the exercise/ activity the student will need to do to regain Superman and Superwoman powers. When the exercise is completed s/he will become a tagger in the game play area.

**Safety:** Remind students to move with control (skip, gallop, slide, etc.) Eyes forward moving in open space. Tags should be a soft tap on shoulder, back, or legs.

**Suggested exercises:** Burpees, superman poise, vertical jump, planks, spine bicycling, mountain climber

### **The Money Game**

**Equipment:** paper money, buckets for the bank, signs for each bill, equipment needed for stations

**How to Play:** Make four signs - one for each domination \$1, \$5, \$10 & \$20. Hang each sign in a different corner. Write a number 1, 2, 3, 4, or 5 on the back of each bill. Place the money in labeled buckets in the middle of the gym. Students are on teams of four or five. The object of the game is to collect the most money. One at a time a student from a group grabs a bill from the bank and brings it back to their group. The entire group must then travel to the corner with the sign that matches the selected money and completes the requirement for the money. For example, if the leader picked a \$10 bill with the number 4, the entire team must complete the #4 task for \$10. Play continues until the banks are broke.

**Suggested exercises:**

#### **\$1**

- 1 – sitting in a straddle - stretch over right leg and hold for a slow count of 10, then left leg
- 2 – Quad stretch right and then left for 20 seconds each
- 3 – Do 12 alternating knee to chest grabs (lying on back)
- 4 – Jump and click your heels together 5 times
- 5 – Leap 5 times

#### **\$5**

- 1 – Touch Opposite knee to elbow 28 times
- 2 – Air seat for a slow count of 30
- 3 – With a partner wring the wash cloth 5 times
- 4 – Hook ankles with a partner & do 15 sit-ups (high 5 R high 5/L)
- 5 – Frog jump 10 times

#### **\$10**

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- 1 – Do 17 reverse step back lunges
- 2 – Vertical jump ten times trying to touch the rim of the goal
- 3 – Do 26 Nordic track moves
- 4 – Do 10 high karate kicks
- 5 – Hold a Plank position for 25 seconds

### \$20

- 1 – Jog 2 time around the cones
- 2 – 15 Burpees
- 3 – 10 Superman - bananas
- 4 – 25 Knee to Elbow touches
- 5 – Inchworm (start in push up position, climb your feet up to your hands, and then crawl with your hands back to push up position)

### Alphabet Fitness

**Suggested Grade Level:** K-2<sup>nd</sup>

**Materials Needed:** dome cones, alphabet cards, P.E. word cards

**Description of Idea:** Set up around the perimeter of the basketball court are dome cones with an index card on top of it. The index card has a word related to P.E. such as throw, kick, exercise or balance written on it. Sitting on the floor just in front of each dome is an alphabet card with the letters of the alphabet in a different order than the traditional ABC's. Working with a partner, or in relay fashion students will go to a dome and while in the up position of a push up take turns spelling the word and locating each letter on the alphabet board. (Remember the letters are not in their traditional order!) For example, if the word is SKIP, student #1 touches the letter "S" on the alphabet board, student #2 touches "K", etc. and it alternates like that.

**Assessment Ideas:** Any closure can include students using their memory to remember words they spelled out, practice spelling a word to a partner, brainstorming new P.E. words or talking about the parts of the body they were making stronger by being in the push-up position!

### SPOT REMOVER

**Equipment:** 3 - 4 Poly spots with fitness activities written on them or slips of paper taped to them per student (If you have 25 students about 50 spots)

**Suggested grade level:** 1<sup>st</sup> & older

**Objective:** Collect spots as a warm-up by practicing a variety of musculoskeletal activities/exercises

**Set Up:** Relay type lines with 2-3 students per line. The students can be arranged around the circle of spots.

**Directions:** The teacher will arrange students in relay type lines with two to three students per team. Each team will line up on either on one side of a playing area or around the perimeter of the spots. In the center of the playing area, spread out 20-50 poly spots depending on the amount of time you are going to warm up and/or the available spots. When the activity begins, the first student from each group will move into the playing area and try to remove/collect poly spots and place them on their team's side. Once they have a spot they will return it to their "team" to perform the exercise/activity the designated number or time.

### Teaching Tips:

1. The teacher will designate the fitness activity based on student's grade/ability levels.

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2. The teacher should change the muscle group focus of the fitness activity when students are showing fatigue.
3. Discuss with students which body parts/muscle groups are being used to play the game.

### Adaptations:

1. Roll a ball (as in pitching or bowling) and the first spot touched by the ball is the spot they collect.
2. To make the game more interesting, allow players from each team to collect spots from the other team’s side. Players can perform the fitness task to collect a spot from the other team’s side. When such a spot is collected, it will be returned to the middle of the playing area so that it can be re-collected by any team.
3. Add locomotor movements to the activity by having players travel different ways across the playing area to collect spots (gallop, skip, leap, side slide, etc.).

### Fitness Grab Bag

**Suggested grade level:** 1<sup>st</sup> - up

**Equipment:** dominos, ducks or tiles (any small object that can have letters and or numbers marked on them), (optional: white board and marker or scrap paper and pencil)

**Directions:** Write letters on the back of dominoes or use tiles with letters and place numbers on the back. We are using rubber ducks that have letters on them. Arrange the ducks/dominos in a bag or bucket for easy access for the children to “grab”. Divide the class into small groups of 2-3 students in a relay line fashion. Each line would have a “grocery list” of fitness activities, assigning a fitness activity to each letter of the alphabet.

On the “go” signal”, one player from each group runs to the buckets or bags, pulls out one duck/domino and then runs back to their group’s home base. After checking the letter on the “grocery list” (indicating which fitness activity the group performs), the group totals up the number of dots on the duck/domino. The total of number of dots indicates the number of the fitness activity to perform. After the group performs the activity, the group sends out the next player for another domino. At the end of the time limit, each group totals their points and/or arrange the letters to spell words. (Exercise activity sheets are **FREE** at the website <http://blog.usgames.com/conference-handouts-us-games-presenters-network/>)

A-Z Fitness activities page 1 (fitness activities)

- A— **Air** seat for a slow count of 30
- B— **Bear Crawl** 20 feet
- C— **Calf** Raises 30 times
- D— **Dribble** a ball around the outside of the class
- E— **Expert!** (Do the exercise you think you’re the best at)
- F— **Frog** jump 10 times
- G— Do 24 alternating knee to chest **grabs** (lying on back)
- H— **Hook** ankles with a partner & do 15 sit-ups (high 5 R high 5/L)
- I— **Inchworm** (start in push up position, climb your feet up to your hands, then crawl with your hands back to push up position)

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- J— **Jump** and click your heels together 5 times
- K— Do 10 high **karate** kicks
- L— **Leap** 5 times
- M— Do 10 **Mountain** Climbers
- N— Do 26 **Nordic** track moves
- O— Touch **Opposite** knee to elbow 28 times
- P— Hold a **Plank** position for 25 seconds
- Q— **Quad** stretch right and then left for 20 seconds each
- R— Do 17 **reverse** step back lunges
- S— Do 16 alternating **superman** push-ups (Lift R Leg/L hand forward)
- T— Do the **twist** for 40 seconds
- U— Toss a ball **underhanded** to a partner 10 times
- V— **Vertical** jump ten times trying to touch the rim of the goal
- W— With a partner **wring** the wash cloth 5 times
- X— **“X”** marks the spot! (find an X around the gym and do the activity it says)
- Y— Sing **“Y-M-C-A”** and do the dance
- Z— **Zig-Zag** walk, zoom! (power walk around the outside of the class)

### King of the Hill

Divide the class into multiple teams (5 is a good number). Each team is given a target to guard (cone with a ball on top). Using a square playing area, assign one team to the middle and the other teams to the corners. The objective is to be the team in the middle or “king of the hill”. The first team to knock the “king” ball off the cone becomes the new “king”. The team in the middle may protect its domain by knocking the ball off the other teams’ cones. If a team’s ball becomes dislodged from its cone, the team is out. If all four teams are eliminated, the “kings” are declared “supreme rulers of the universe”. Begin a new game with a new team takes on “top of the hill”.

\*Instead of eliminating teams, have a team perform a task to re-enter the game. If the kings can stay on top for 3-5 minutes (teacher determined), then they are pronounced “supreme rulers”.

### Duck Ball



**Suggested grade level:** 3<sup>rd</sup> grade to middle school

**Equipment:** playground ball or other ball that can be passed and caught, cones, batting tees, an object that will balance on the T (we are using a duck), scrimmage vest, jump ropes (to distinguish no scoring zone) US-1281781 color my class batting T’s, US-426506 whiffle balls, US-1039832 scrimmage vest

**Objectives:** The students will have opportunities to develop cardiovascular endurance, and practice throwing and catching skills in game like situations.

**Directions:** The game is played similarly to any invasion type activities including basketball, team handball and other “ultimate” type activities. The object of the game is to throw the ball at the tee and knock the “sitting duck” or similar object off of the tee without entering the 15 foot no scoring zone. If the team is successful they score a point. Team members advance the ball by taking three dribbles, three steps or a combination of the two. After taking three dribbles or three steps, there is a three

## “The Right Stuff – One Cue at a Time”

second interval to get rid of the ball. Any dropped ball or incomplete pass automatically becomes the other team’s ball. Offensive players cannot go into the 15-foot no scoring zone during play. Defensive players are allowed to enter to recover the ball. Fouls (same as in basketball) result in a turnover.

**Strategies:** Each team needs to spread out on the field. Take advantage of the whole area. Use short, crisp passes (similar to good basketball skills). Maintain control of the ball at all times.

### Throw and RIP

**Suggested grade level:** 3<sup>rd</sup> and up (SPECIFIC SKILLS MUST BE TAUGHT PRIOR TO PLAYING THE GAME)

**Equipment needed:** 4 footballs or other object(s) that can be kicked or thrown and caught, flags or something to hang from their pockets for each player, 2 hula hoops

- Two numbered teams
- One team in the field in a scattered formation (defense)
- One team “at bat” (offense)



**Objective:** To move the ball down the field and catch the ball in the end zone and place it in the hoop. The team “at bat” puts the ball in play by kicking, throwing, or hitting the ball into the field (there are no foul balls). Both teams are equipped with flags or anything that will hang from their back pockets. When the ball is received the player that catches the ball may not move or be “ripped off” (flag pulled) until the ball is tossed to an eligible teammate (any player on their team that still has their flag). The defensive players try to “rip” the flags off of the offense. Any player that has possession of the ball cannot have their flag ripped. The defense may try to knock down or intercept the ball. If this occurs the ball is placed out of play. When this occurs the offense begins play with their next “batter” and new ball. Defensive team receives one point for each flag that is ripped. Offense receives one point for each successful catch in the hoop. Switch places after the four balls have been played or all have “batted”. **NOTE:** If there is a dropped ball offensive players may pick up the ball and continue to play. If the defense recovers it they can put it out of play.