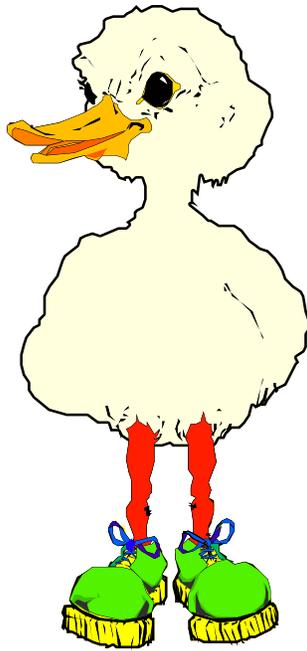


# P.E. Is More Than Duck, Duck, Goose



***“The Right Stuff”***  
***Physically Active for a Lifetime***

**SCAHPERD**

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**Joanna Faerber**

2009 NASPE National TOY

**[jfaerbe@lsu.edu](mailto:jfaerbe@lsu.edu)**

**activities with a purpose**

# PE IS More Than Duck, Duck, Goose "The Right Stuff"

The "Right Stuff" to help students learn basic skills needed to be **physically active for life**. The purpose of this presentation is to provide the physical educator with activities that promote fitness, skill development, and teamwork. The activities demonstrated are easy to organize, require minimal equipment, meet state and national standards and are "kid-tested".

Two of the most prominent **goals** of every quality physical education program include a focus on the development of a broad base of skills in a variety of areas along with the development of health related fitness. The components of a **quality physical education** program include a curriculum that is:

- 1) Standard-based
- 2) Provide opportunities to learn
- 3) Appropriate instruction
- 4) Provide student and program assessment to develop skills and fitness.

## THE FOUR PART LESSON FORMAT:

1. Instant activity
  - A. Instant 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

# PE IS More Than Duck, Duck, Goose "The Right Stuff"

## Introduction

### Instant activities

Pursuit tag  
Numbers  
Fing fang phoey

### Fitness Components

Push up Dance  
Continuous Relay

### Skill Development – one step at a time

Smaugs Jewels (Athletic position)  
Spiders and Flies (fakes)  
Launch boards – tracking/catching a self-toss  
Striking with body part – (tracking) net game  
Striking with implement – (tracking) net game

### Lesson Focus – Putting it all together

Throw and Rip  
Bucket Ball (fielding game)  
Swat ball

## Closure/Assessment

### 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 and chasing the person in front of you.

**Description:** Everyone begins by walking in the outside lane (track). 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 or track. When they move to the inside circle they perform a designated exercise (pushups, sit ups, motor skill basketball dribble, juggle, etc.) then they begin again in the outer most lane. After a few minutes change locomotor movement or add a ball to dribble.

### Push Up 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:** 5-12

**Materials Needed:** If used as a station, a print out of the directions is helpful. Music with strong four count beat.

Station card suggestions

- Shake hands (right hand)
- Shake hands (left hand)
- High five (right hand)

# PE IS More Than Duck, Duck, Goose

## "The Right Stuff"

- High five (left hand)
- Pat the floor with right hand
- Pat the floor with left hand
- 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.

### 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.

### 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.

### 22 Skadoo (A.K.A. Jail Break)

**Description:** Cooperative game that requires teamwork, strategy, and serves as a lead up to invasion type games.

**Equipment:** 3-4 noodles for taggers. Tape/cones marking playing area.

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

SAFE ZONE

Tagging Zone

Jail Zone

# PE IS MORE THAN DUCK, DUCK, GOOSE

## "The Right Stuff"

**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 may 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.

### MOSQUITO TAG

**Equipment:** Noodles cut into 8-10 inch lengths, cones to mark play area,

**Grade level:** k – up

**Direction:** Taggers (mosquitoes) chase the other children and try to tag them with the noodles. They try to avoid the mosquitoes by running and moving. If tagged, the person squats down and stays down until two players do a "double high-five" over them and shouts "OFF", then resume play. Mosquitoes cannot tag people that are in the process of "helping". The game continues until everyone is tagged or until a line of players form a single line of a designate number of players shoulder-to-shoulder (we use 7) shouting and clapping in unison, "1,2,3, OFF". If they perform this before they are tagged, the mosquitoes are exterminated and the game is over. Use various locomotor moves.

**FING FANG FOOEY-**The activity starts off like the Rock, Paper, Scissors game except that each person will hold out 1, 2, or 3 fingers after the count. With everyone in a circle, count off (fists striding open hands) Fing, Fong, Fooey and end with everyone's fingers pointing showing their choice of 1, 2, or 3. Add the number of fingers exposed. Then, starting with yourself, count each person around the circle until you reach the total number fingers counted. The last person counted is it. For example: You have five people in a group and all together you say "Fing, Fong, Fooey". Add the number of fingers showing (let's say it is 10) then count each person around the circle until you reach 10. In this case, the person right next to you is it. The "it" person performs designated exercise while the others "get away".



### Bucket Ball

**Equipment:** 1 US-1336412 batting T ball stand, 1 US-1316650 Foam bats and balls, 5 US-1256710 Buckets, 5 US-1179385 Foam relay batons, 3 cones

**Object of the game** is to score points by hitting the ball off of the T ball stand, run to a bucket retrieve a noodle, and return before the defensive team can tag the T ball stand with the ball.

The batter is out when;

# PE IS More Than Duck, Duck, Goose "The Right Stuff"

- 1) If the defense catches a fly ball
- 2) Offensive team tags the T before the batter
- 3) A swing and a miss
- 4) Batter hits a foul ball



The offensive team bats until there are three outs or all of the noodles have been collected (15 points). It is up to the batting team to keep their score.

**Hints:** If a runner does not hit the ball far enough to retrieve a noodle, they may run around the "short" cone only and not make an out.



## 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 (US-1205688 Jr. EZ Grab Football), (US-1310290 Bean Bag scarves), 2 hula hoops (optional)

- 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.

**Smaug's Jewels** (from New Games Foundation)

Review the proper way to play defensive position.

Scatter 6-8 US Games Biggie Dek Rings (US-20020024) around the playing area. Designate a player to guard each of the treasures. The object is for the other players to try and grab the bean bag without being tagged. If tagged, the player must go to different treasure. If successful, the player then guards the jewels.

Assess the critical elements of the athletic position.

## Swatball

**Lesson Focus:** Tracking and striking/volleying

**Equipment:** US-1266832 All Sport Balls, US-1039832 Adult nylon pinnies, floor or masking tape to mark targets.

# PE IS More Than Duck, Duck, Goose "The Right Stuff"

**Boundaries:** Swatball can be played in any gym or large multipurpose room with 4 walls and a high ceiling. The end walls serve as goals, and the side walls are in the field of play. Tape is used to mark a crossbar across the entire length of the end walls about 5-and-a-half to 6 feet high. The crossbar defines the top of the goal. A goalie box may be fashioned using an existing line on the gym floor or by creating a line using floor tape. This line should be anywhere from 6 to 8 feet away from the end line.

**Teams:** Depending on the size of the gym and ages of students, Swatball can be played with anywhere from 20 students to more than 60. For example if you have 40 students, then they are divided into two teams of 20 each. Each team is further divided into two groups of 10. One group of 10 is goalies and the other 10 are the offense and their job is to score.

**Description/Rules:** The game begins with a jump ball in the middle but each team must remain on their own half of the court until the ball is tapped. The ball may only be struck by swatting it with the front or back of an open hand. Players may never possess or hold the ball. The players may not use the fists to strike the ball.

The ball may be swatted to make three different types of passes. A player may swat the ball to make short passes in order to move the ball down the court. Medium passes are swatted to perform tactics such as a give-and-go, and long passes are swatted to clear the ball and/or move the ball quickly to open spaces.

Besides passing, the only other way a ball may be moved is through the use of an air dribble. Air dribbling occurs when a player strikes the ball in the air above their head repeatedly. An opponent may intercept an air dribble or any other type of pass at any time as long as there is no foul committed. A foul occurs when there is excessive contact between players.

Goalies are required to stay in the goalie box. Offensive players are not allowed inside the goalie box. Unlike other players, the goalies may use any part of their body to block the ball from going into the goal (including kick saves) but they may never block catch or hold the ball and must only strike the ball with an open hand.

Each goal is worth one point and there is only one way to score a goal: by striking the ball into the goal area. One of the most exciting and unique aspects of the game occurs when a goal is scored. After a goal, without a break in the action, each team's offensive player must switch roles with the team's goalies. All players must move into their new positions as quickly as possible. In other words, as soon as a goal is scored, the goalies of the team that was scored upon immediately go on the attack and become the offense while their teammates run back to become the team's goalies. If there are a large number of players in the class, two new teams can come into the game after a few minutes.

There are a number of violations that can occur during a Swatball game:

- Player strike the ball with a closed fist.
- A player catches or holds the ball.
- A player dribbles the ball on the floor
- A player kicks the ball
- Excessive physical contact by a player.

## PE IS More Than Duck, Duck, Goose "The Right Stuff"

If there are any of the above violations, play is whistled dead and the ball is given to the opposing team at the spot of the foul. Play is resumed with a free pass. The opposing team must give the passer 5 feet in which to pass the ball.

**Variations:** Two balls can be used instead of one during game play. At any point during the game, the teacher can toss a 2<sup>nd</sup> ball into play. After a goal is scored, the second ball is typically passed by a retreating offense player to a teammate who is coming out of the goal to play offense. Another variation is to split each team into two squads. Each squad rotates from goalie to offense to sideline after each goal. A 3<sup>rd</sup> more challenging variation is to employ four teams on the court at the same time, with each team guarding their own wall and shooting at the other three teams' goals. Safety must be ensured throughout the game, especially when a goal is scored and all four teams' transition from offense to goalies.

**Conclusion:** Swatball is an excellent remedy for the issues related to large classes. Swatball generates high-activity even with very large classes, is appropriate for a class of students with diverse skill levels, and is a great cardiovascular fitness activity.

5 minute video of the full game of Swatball, <https://www.youtube.com/watch?=1rZ7G3pgxel>

### **Favorite resources:**

**Graham, George (2001).** *Teaching Children Physical Education Becoming a Master Teacher* (2<sup>nd</sup> edition).

**Hichwa, John (1998).** *Right Fielders Are People Too* (1<sup>st</sup> edition). Champaign, IL: Human Kinetics.

**Music:** "More Crazy Hits" by Crazy Frog, "Phineas and Ferb" by Phineas and Ferbtone

**Equipment:** USGames Kurt Stone [kstone@usgames.com](mailto:kstone@usgames.com)