

THINK OUTSIDE THE BALL

Workshops • Professional Development • Presentations



Daughter Mariana – Age 11

Jim DeLine

Austin Independent School District

Highland Park Elementary School

512.803.3719 (cell)

jimdeline@yahoo.com

#jimsgymtx

www.gym-solutions.com

ILLINOIS SHAPE CONFERENCE

Think Outside the Ball – What’s In Your W.A.L.L.E.T?

Wonderful Activities Learners Like Every Time

Session 19

Thursday, 20-November, 2014

10:45 – 11:45 • Mega A

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Who Is This Guy?

A Bit About Me

Jim DeLine, MS Ed, & W.B.G.



Jim is a 30-year veteran of the health and physical education profession. From kinder to college, he has taught or worked at every level of the educational continuum. He currently teaches physical education in Austin, Texas at Highland Park Elementary School—home of the Scotties. He has the privilege of teaching 675 incredible kinder through 5th grade students. We are Scottie Strong!

Jim was selected as the Austin ISD Teacher of the Year in 1995, was twice nominated for Texas Physical Education Teacher of the Year, and awarded the President's Distinguished Service Award from the National Association for Sport and Physical Education.

He is the author of the *CATCH Physical Education Activity Boxes* (Coordinated Approach To Child Health), and the *MEND Childhood Obesity Physical Activity Manual* (Mind, Exercise, Nutrition, Do It!). He is a contributing author to the *SPARK Programs 3rd-6th Grade Physical Education & Online Curricula* (Sports, Play, Active Recreation for Kids). Additional contributions include crafting national standards alignment, implementing coordinated school health programs, designing campus staff development, and lecturing at the University of Texas at Austin.

Jim has conducted over 300 workshops and staff development workshops for schools districts and afterschool programs throughout the United States. He has given keynote speeches at the Arkansas Association for Health, Physical Education, Recreation & Dance Conference, the Wisconsin Best Practices Institute, the Kentucky Delta Trover Foundation and the West Virginia Association for Health, Physical Education & Recreation Conference. He was an invited speaker for the Republican Governor Association, the Texas Secondary & Elementary Administrators Conference, and the Texas Governor's Conference on Children's Obesity.

Personally, Jim thinks he is wittier than he really is. He resides in Manor, Texas near Austin with his daughter Mariana and their hamster named Volleyball. Neither is for sale.

What You Got Yourself Into

Workshop Descriptions & Outcomes

This workshop provides physical education specialists and coaches with a variety of unique and developmentally appropriate content, unique instructional formats, and fitness activities which are specifically designed to maximize skill development, increase activity time, increase functional fitness, and integrate core academic content.



Instructionally, we specifically address how to craft instruction and deliver content which meets the needs of all learners and identify instructional best practices which directly impact a positive and fun learning environment.

Academically, we provide kinesthetic opportunities to integrate core academic content (social studies, math, language arts and science). We call this bringing the BAM! (Brain, Academics & Movement). BAM! helps provide students with additional opportunities to fortify better cognition, understanding, and retention.

But most of all, we have FUN!

Workshop Outcomes

Today we will:

- **Employ** instructional strategies to include all children, optimize skill competency, facilitate learning, and enhance fitness.
- **Craft** meaningful instruction, deliver lessons which are developmentally appropriate, and utilize instructional best practices to create a positive learning environment.
- **Devise** learning opportunities in physical activity environments which enrich and support core academic content (language arts, math, science and social studies).
- **Provide** opportunities for youth to have tons of fun, feel great about themselves, and use their newly acquired skills to be healthy each day for a lifetime.

You Can't Spell ResPEct without PE

Thanks For What You Do

My Fellow Parents & Educators,

First and foremost, I am a Dad. This is the generation of my own children. And, here is just a small bit of what really concerns me:

- *Employer-sponsored health insurance will climb to a projected \$8,008 this year from \$3,634 in 2002. That amounts to an additional \$84 a week from household budgets for health care.* (2001 Milliman Medical Index)
<http://publications.milliman.com/periodicals/mmi/pdfs/milliman-medical-index-2011.pdf>
- *75% of young Americans are not fit enough to serve in the military.* (AOL News. 3-Nov-09) <http://www.aolnews.com/2009/11/03/70-percent-of-young-americans-are-unfit-for-military-duty/>
- *1 out of 3 children are projected to have diabetes by the year 2040.* (Henry J. Kaiser Family Foundation) <http://www.cdc.gov/chronicdisease/resources/publications/AAG/ddt.htm>



Next (and not far behind) I have great respect for what you do. It is not a coincidence that the two most important letters in the word “respect” are P.E. I don’t have to tell you teaching is hard work. I am blessed to work alongside so many passionate and dedicated colleagues. The above statistics are not a surprise to you. No doubt you have been an advocate of health and wellness long before you donned your first whistle and taught your first class. Each and every day you see the impact of unhealthy lifestyles upon our young people. And, each and every day, you do something about it. Despite the rigors of your job, you continue to roll up your sleeves and do what it takes. I can’t thank you enough for that.

Nevertheless, the statistics above scare me. I am troubled that this is the legacy we are leaving for our kids. As an educator of 25 years, I ask myself constantly, “*If not me – then who? If not now – then when?*” Things must change. Our children depend on it.

Sadly, kids are simply not as active as they should be. As a youth, my mom told me to be home, “when the lights came on!” The statistical surge in childhood obesity is indeed alarming. Yet, childhood obesity is a byproduct of a much larger systemic issue; kids aren’t moving their bodies. For many reasons – changing family structures, social media, perceptions regarding the safety of children going outside alone, an emerging social acceptance that devalues physical activity, an educational system which prioritizes standardized testing – the opportunities for kids to be physically active have been slowly engineered out of their lives. The sandlot is now the parking lot, and the playing field of green is now the Nintendo screen.

So, it’s time to think outside the ball. I’m taking a stand. I demand we no longer deny children their fundamental right to be active on a regular basis. I will work to re-engineer opportunities for children to be physically active in their daily lives. I will teach classroom teachers how to weave in a bit of activity throughout their academic day. I will work with parents to help discover movement opportunities at home. I will work to empower administrators to set forth district and campus policy that supports health and wellness. I will teach children use spend portions of their spare time to be physically active. Most importantly, I will constantly reflect even more so on the importance of what I do and the methods by which I teach.

Thanks for being part of the solution. Thank you for putting on the hard hat and rolling up your sleeves. I’m just here to get the ball rolling.....I res-PE-ct you so much for thinking outside it!

Most Humbly & Actively Yours,

Herding Cats – P.E. Power Words

My Interactive Classroom Management System

Yes even blind dogs find a bone! This is the best thing I ever created. I developed this with my good friend and mentor, Frank Tighe, a few years ago. Do yourself a favor, give it a try. It might just extend your teaching career. It did mine.

I figured kids are going to want to talk and move despite my best efforts. So why not “make it legal” (thanks Gary Lane). In other words, why not incorporate movement and allow them to use their voices into my management system?

The best way to introduce it is to play a game called “KIDS vs. COACHES”. The game is played to 10 points, the loser has to do 10 push-ups. The kids win a point if they all finish the command quickly (3-5 seconds depending on the grade level). You get the point if they don’t. Yes, I never win and do quite a few push-ups. But it is worth it. They like working as a team, beating the teacher, and the end result is that you have created a management system that expedites learning, increases activity time., and makes your life easier.

| I SAY... | THE KIDS SAY... | THE KIDS SHOULD... |
|---|---|---|
| “Hey Team!” or “Hey Team Team!” | “Hey Coach!” or “Hey Coach Coach!” | Turn and face you. |
| “Freeze!” | “Hands to knees!” | Stop, working, put their hands to their knees and square up their shoulders in your direction, i.e., shine their “headlights.” You don’t want “tail lights”, i.e., their behinds facing you. |
| “All aboard!” | “Aye-Aye!” | Run to the center circle and stand. |
| “Hit the track!” | “Yee-Haw!” | Run to the outside perimeter boundary and stand. |
| “Super Stars!” (our gym has stars for assigned spots) | “Bing!” | Run to their assigned spot and stand. |
| “Get to work!” | “Okey-Dokey!” | Begin exercising where they are. Use an exercise that keeps them standing up (jumping jacks, jog in place, jump rope jumps, high-lows, etc.). |
| “Time to teach!” | “Yessssss!” and pump their fist. | Wait for your instructions, then turn to their partner and “teach” their partner. For example, “When I say go, turn to your partner and identify 5 bones and 5 muscles. Ready Go!” |
| “Huddle, Huddle!” | “Hustle, Hustle!” | Quickly gather around the teacher. |
| “Applesauce!” | “Wheeeeeee” | Sit down where they are and put their “spoons in the bowl,” i.e., hands in their lap |
| “Stand tall!” | “Whoooooop” | Stand up where they are. |
| “Big space!” | “Whoo-Hoo” | Find personal space, “Anchor your Chopper”. |
| “Let’s Go Scotties!” | “S-C-O-T-T-I-E-S Scotties, Scotties, Scotties, STRONG!” | Do jumping jacks and spell Scotties, then freeze quietly on “STRONG” for 5 seconds. |

Waka Waka Workout (YouTube video at: www.youtube.com/watch?v=FKj_ESfC57w)

Group Activity – Kids are in line squads (make sure they have plenty of room to move).

Music: *Waka Waka*, by Tribute Band

iTunes Link: <https://itunes.apple.com/us/album/waka-waka/id411237076?i=411237082>

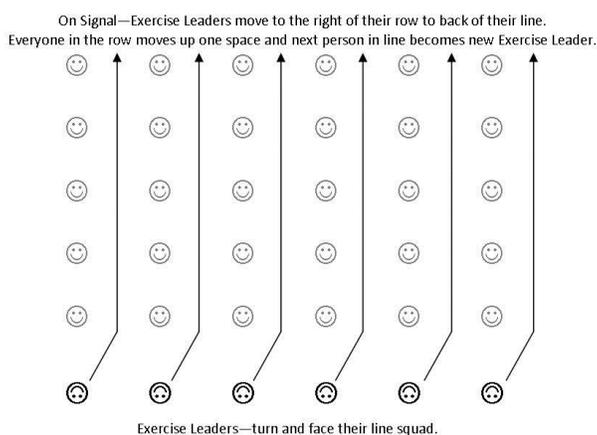
This activity is part of our everyday routine. The first time we did this, I told the following social story:

“When I was a kid (and that was a long time ago because I invented the exclamation point) I had a friend named Jack. He was a very clever kid. Even back then Jack knew how important it was to be physically active. Every chance he got he would move his body. In church, in a restaurant, on the playground, at stores – it didn’t matter he would always move his body. People would always ask him, ‘Why do you jump Jack? Jack, why are you jumping? Why are you Jumping Jack?’

That’s right boys and girls, my friend invented the Jumping Jack. And it wouldn’t be so bad, except every year I see him and he always brags and reminds me that he invented an exercise that is done all around the world. Well, if Jack can get famous for jumping, then what we do at Highland Park Elementary can change the world. I’m done with Jack. We’ll invent our own exercises!”

Students are in line squad formation. The kid at the head of the line is the Exercise Leader. I use the music *Waka Waka* by the Tribute Band (but any upbeat music will do). The objective is for the exercise leader to create their own exercise, move, or dance (and it is fun to name it, i.e., Sara Slides, Jamie Jiggles, Paco Punches). I encourage kids to invent their own exercises as long as they are; (1) safe, and; (2) doable for all, e.g., a back bend or the splits are great exercises, but not everyone can do them.

You will need a signal for the Exercise Leader to change (I use a Woodpecker noise maker from RhythMix®, (www.lprhythmix.com), but a whistle or drum will do). On the change signal, the Exercise Leader passes to the right of their squad and takes the place at the back of their line. Everyone else moves forward one space and there is a new Exercise Leader. In the beginning, it is important to teach passing down the right hand side. It is a safety thing that is well worth taking the time to teach.

**Hamster Dance** (YouTube video at: www.youtube.com/watch?v=2mmJ7VDIpo0s)

Group Activity – Fitness activity (this activity addresses the FitnessGram curl-up, push-up, & trunk lift components).

Music: *The Hamsterdance Song*

The first time we do this, I tell the following social story:

“My favorite book as a boy was Ralph and the Motorcycle by Beverly Cleary. Ralph is a mouse who lives in a rundown hotel. A 9-year old boy named Keith comes to stay in the hotel. The two become friends. Keith has a toy motorcycle and Ralph learns to ride it by making motorcycle sounds with his mouth. Keith even made Ralph a helmet out of a ping pong ball so he would always be safe when he rode. I loved the book so much I wanted my own mouse for my birthday. My mother, by mistake, bought a hamster instead. By the time I figured this out, it was too late and the pet store would not take the hamster back. I was so sad I cried and cried because I wanted a mouse – not a hamster. To make me feel better, Mom bought me a small toy motorcycle, much like the one in the book.

Well, the hamster hated that motorcycle, because I would grab him out of the cage and plop him on the seat and drive him around real fast. My pet cat would stop and stare at us hoping I would leave the hamster alone for just a second so he could gobble him up. The hamster couldn’t stand it anymore. He started exercising so he would

get strong enough to break out of that cage. I would see the hamster doing sit-ups, push-ups, and stretches everyday so he could bust out.

Which he did. And, he even took my motorcycle and helmet. Boys and girls this activity is about that brave hamster.”

Your best bet for learning this is to watch the YouTube video. It takes a bit of practice to time your commands to the music, but the good news is that you get to practice this 7-8 times a day. In a week you will have it! It’s cool to have the book on hand also. Principals love this stuff.

- | <u>YOU SAY</u> | <u>and</u> | <u>THEY DO!</u> |
|---------------------------|------------|---|
| 1. “Ride the wheel” | | Lay on their back, legs in the air and ride |
| 2. “Down and rest” | | Lay down on their back in a pike position |
| 3. “Up and eat” | | Come up to a “V” sit position |
| 4. “Get a drink” | | Roll to their stomachs and do the cobra stretch |
| 5. “Push the ball” | | Get up in bear walk position and do mountain climbers |
| 6. “Climb the cage” | | In a “V” sit position they pretend to climb up the cage |

Who Let The Dogs Out?

Group Activity – Students begin in line-squad formation of their assigned, “Superstar” spot.

Music: *Who Let The Dogs Out*, by the Baha Men

iTunes Link: <https://itunes.apple.com/us/album/who-let-the-dogs-out/id365346229?i=365346245>

As soon as the music begins:

- Each row quickly lines up in single file behind the leader of the row.
- The entire row sits down and does 3-5 curl-ups (depending on grade level).
- With the exception of the first person in line, the rest of the group makes the “doghouse.” Each student in the row rolls over into a Downward Dog yoga position.
- The first person in each row is the “dog.” They get to crawl on their belly under the “doghouse” to the other end. Stress travel on the belly and not the hands and knees.
- As soon as the first dog gets through the doghouse, the row does 3-5 more curl-ups, rolls over to the Downward Dog position and repeats the process.



Downward Dog Position

MVP Motto & Live Right Wrap

Group Activity. Do anywhere (in line, as a transition, in the cafeteria, at the end of class, at the beginning of class, at faculty meetings, at PTA meetings – you name it!).

- | <u>YOU SAY</u> | <u>and</u> | <u>THEY DO!</u> |
|--------------------------------|------------|--|
| 1. “Eat Right” | | Slap stomach twice |
| 2. “Stay Fit” | | Touch collar bones-make fists |
| 3. “Work Hard” | | Pump up imaginary weights |
| 4. “Never Quit” | | Scissor arms |
| 5. “Brain Wise” | | Point to head (both hands), then thumbs up |
| 6. “Safety Smart” | | Put on seat belt |
| 7. “Live Strong” | | Double biceps pose |
| 8. “For a Heart Healthy” | | Cover heart with both hands |
| 9. “UGH!!!” | | Freeze in a most muscular pose |

Think Outside The Ball

Moving the Masses, Crazy Critters, & Manipulative Madness

3 Passes

Large Group Game. 1 tossing object (critter, ball, beanbag, etc.) per pair. Large space.

The object of the activity is to earn as many individual points as possible. Half the class starts with a tossing object. On signal, those with tossing objects find a partner without one and throw it back and forth three times (score one point). After 3 passes both folks find a new partner and repeat. Find as many different partners as you can, score one point for each partner.

Apple Turnover

Large Group Game. 1 tossing object (critter, ball, beanbag, etc.) per pair. Large Space.

Divide the class into 2 teams – the “Bakers” and the “Ovens.” The objective is for the Bakers to see how many points they can earn. The Bakers start with a tossing object. The Ovens are scattered throughout the area and start in a bear walk or crab walk position – it doesn’t matter which.

On signal, the Bakers begin skipping looking for an oven. The Bakers put the object on the ground underneath an empty Oven and say, “Apple.” The Oven immediately turns over from one position to the other (from bear to crab and vice-versa), and says, “Turnover!” The Oven then moves the object from one hand to the other and gives it back to the Baker. The Baker scores a point and quickly looks for another Oven. Play for 30-45 seconds and then switch roles.

CATCH 100

Small Group Game. 1 catapult (Let It Fly – US Games or towel) and 12 sided die per group of 4.

1. The objective of the game is to be the first team to catch 100 points.
2. Two people are the Towel Throwers the other teammates are the Catchers.
3. Towel Throwers throw use the towel to toss the 12-sided foam die in the air. Catchers catch the die and calculate the points.
4. The right thumb determines the number of points earned. For example if your right thumb touches the number 5 side, your team has earned 5 points. No points allowed if die is not caught.
5. After you catch the die and add up your points put the die back in the towel. Catchers have to run to the other side of the towel before the Throwers can throw again.
6. After 3 throws, the Catchers and Throwers change places.
7. Add your score and as you go. Keep your teammates informed.
8. When you get to 100 points, shout “CATCH 100!” and do 100 jumping jacks. You can count by 5’s. First team done with the jumping jacks wins”
9. Again, the important rules are:
 - Points are calculated by where the right thumb catches the die.
 - Again, the important rules are: The catchers have to run to the other side of the towel before the die can be tossed again.
 - No points can be scored if the die hits the ground
 - Catchers and Throwers change places after every 3 throws (successful catches or not).
 - Count out loud as you add points.
 - When a team gets to 100 they shout “Catch 100” and do 100 jumping jacks (count by 5’s).

Happy Feet

Bean Bags. Partner activity – pairs stand 3-5 yards apart. One student is the dodger, the other the thrower.

The dodger puts their beanbag on the ground (this bag stays on the ground marking the dodger's space). The objective is for the thrower to try and hit the dodger on the feet with the beanbag. Partners trade places after each throw (remember that the one beanbag stays on the ground and is used only for the purpose of marking the dodging spot).

Hot Feet

Bean Bags. Large Group Game. Create an area large enough for a tag game and fast movement.

Each student has a juggling scarf, plastic grocery bag, or bean bag. Objective is to throw your object and hit someone else's shoe while trying to dodge throws at your own shoes. If hit on the shoe, players must stop and do 5 jumping jacks before resuming play.

To discourage students throwing as hard as they can, impose a rule if a student throws their object so hard it slides out of bounds, they have to do 5 jumping jacks before joining the game.

Huddle Huddle (Fat Cat Football)

Large Group Game. 2-Line Activity (create two parallel lines 15-20 yards apart). Students in pairs facing each other.

Create two parallel lines 15-20 yards apart. Scatter a bunch of cones in the space between the two lines. Students work in pairs – one starts as offense, the other starts as defense. Distribute a ball per pair. Defensive team stands on one line. Offensive players start with a ball and huddle up with you on other line.

You call a "wellness play", e.g. brush your teeth. Offense players breaks the huddle, run to their partner and pantomime (without speaking) the play. When their partner guesses the play correctly, offensive players hand off or pass the ball. The new offensive player sprints to huddle (dodge and fake the cones!). Other wellness plays to call: drink lots of water, wear a helmet, get plenty of sleep, use the crosswalk, exercise at home, ride a bike, walk the dog, wash your hands, dance, skate, swim, etc.

Mirror, Mirror

Partner Game. 1 manipulative (critter, ball, beanbag, etc.) per pair.

1. Students are in pairs (if you have an odd number of students, create one group of 3 and they can pass in a triangle – the 3rd person can be "Gorgeous").
2. Pairs are scattered throughout the space.
3. One person is designated "Beautiful" and the other is designated "Good Looking."
4. Pairs face each other and stand 3-4 steps apart.
5. Toss the object underhand back and forth when the music begins.
6. When the music stops whoever is holding the object must run around their partner. While they are running they must shout out loud that their partner is either Beautiful or Good Looking.
7. For example, Good Looking ends up with the object. She runs around her Beautiful partner shouting, "YOU'RE BEAUTIFUL! YOU'RE BEAUTIFUL! ADAM IS SOOOOOO BEAUTIFUL!"
8. After a few seconds, turn the music back on and play again.

Partner Target Toss

Bean Bags. Partner activity – pair face each other 5-8 feet apart. One poly spot and beanbag per pair.

One student puts the poly spot on the floor at his her feet, the other student has the beanbag. On signal, student with the beanbag tosses at the poly spot. Score one point if bag touches spot, score 3 if bag is on the spot entirely. As soon as the beanbag lands, the student at the poly spot picks up the beanbag and immediately switches places with partner and toss again. Objective is to see how many points each pair can accumulate in designated time.

Quick Hands Catch

Partner Activity. 1 manipulative (critter, ball, beanbag, etc.) per pair.

Teach the quick hand counts without Manipulatives.

Start in Ready position, i.e., straddle position, knees bent, hands to side of head.

- 1 – Both hands go straight down, touch the knees and return to side of head.
- 2 – Right hand to right knee and back to side of head.
- 3 – Left hand to left knee and back to side of head.
- 4 – Clap then touch both knees and return to side of head.
- 5 – Both hands to opposite knees (cross arms) and back to head.
- 6 – Right hand to left knee and back to head.
- 7 – Left hand to right knee and back to head.
- 8 – Clap then both hands to opposite knees and back to head.

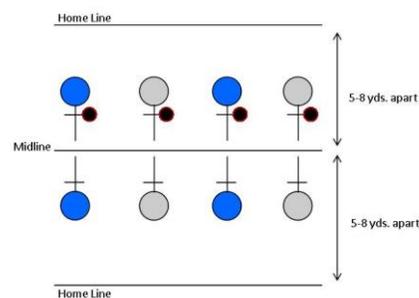
Now add the Manipulative. Pairs face each other, one in Ready position the other in front with a Manipulative.

Partner calls a number and drops the Manipulative. Ready position student tries to catch Manipulative accordingly.

Supersize (Partner Pass Tag)

2-Line Activity. Students in pairs. 1 tossing piece of equipment per pair.

1. Create 3 parallel lines 5-8 yards apart. The center line is the “midline” and the other two lines are “home lines.”
2. Students work in pairs. Each pair has an object to toss back and forth (basketball, Manipulative, bean bag ect.).
3. Pairs face each other at the midline 3-4 steps apart.
4. On your signal, the pairs toss their equipment back and forth to each other.
5. After 15-30 seconds holler, “Supersize!”
6. The students with the object turn and run to their home line. They must carry their equipment with them.
7. The other students become the evil, nefarious “Sinister Supersizer” who chase their partner and try to tag them before they cross their home line.
8. Whoever wins the round gets to pick the exercise and both do 10 repetitions. Get ready to play again.



What's For Lunch?

Bean Bags. Large Group Activity. Create an activity area adequate for a tag game. Each student will need a blue, yellow, green or red beanbag.

Students travel throughout the activity area (skipping, galloping, jogging, etc). Students score “points” by finding another student and tossing their beanbags to one another. The objective is to try and make as many tosses with other students as possible. On the stop signal, each student stops, drops their beanbag and “shows” what they have for lunch. The activity depends on the color bag they end up with:

Green GO food beanbags dance in place (GO foods make us feel good and happy!).

Yellow SLOW food beanbags “work off” the food by doing a stretch of their choice.

Red WHOA food beanbags “work off” the food by doing jumping jacks.

Blue FOOD FAT beanbags “work off” their meal by jogging in place.

Each student shows for 10-15 seconds and the game resumes.

William Tell Overture

Group Activity. *The William Tell Overture* (The original piece is by Italian born Gioachino Rossini, 1792-1868. It is actually 16 minutes long – the finale, by Christi Lane is only 1:40, thank god!).

Divide into 4 groups:

- **Jugglers (juggling balls/scarves)**
 - *Message – It is time to juggle priorities. Make Physical Education must receive the same consideration as other core academic areas.*
 - Activity Task – juggle the objects in the air.
- **Handlers (balls)**
 - *Message – What is more important than handling the health and well-being of our children? Don't drop the ball!*
 - Activity Task – all handling skills (wrap the ball around waist, through legs, etc.).
- **Supporters (ribbon wands)**
 - *Message – We must promote our profession and showcase quality physical education programs. Wave your banner and sound your horn!*
 - Activity Task – wave the ribbon wands all around.
- **Problem Solvers (stretch bands)**
 - *Message – Fat kids, skinny budget....Any questions? A new solution to an old problem means it is time to stretch resources and allocate budgets.*
 - Activity Task – pull and stretch the band.

Go Green, Go Lean – Quick Assessment Routines

My Quest For Simplicity

Shadow Ball

Small Group Activity. *Students in groups of 3-4. Assessment – sport skills.*

Shadow Ball was a routine developed by the Negro League Baseball teams of the 1930-40's. Often depleted of basic equipment, i.e., enough baseballs and bats for pre-game warm up, players would warm up using an imaginary baseball.

Throwing, catching and batting was all done with a “shadow ball.” The routine became so entertaining; it became a regular pre-game ritual at most Negro league baseball games. It is now the opening and trademark pre-game warm-up of the Harlem Globetrotters.

Have students shadow ball their favorite sport. Play Sweet Georgia Brown. Every 30-60 seconds call out a new sport for them to shadow ball.

Yum-Yum-Yum

Large Group Activity. *Students on their spots. Assessment – anything you want (I use it for Go and Whoa Foods).*

Go Foods – Foods that you can eat anytime, i.e., fruits, vegetables, whole grains, lean proteins.

Whoa Foods – Foods that you should eat on special occasions, i.e., donuts, candy, cake, ice cream, etc.

The kids jog in place. You say a Go Food. They yell, “Yum, Yum, Yum!” and keep jogging. Name another go Food, they yell, “Yum, Yum, Yum!” and keep jogging. Repeat 3-4 more times. Now name a Whoa Food, and the kids yell, “Whooooooooo!” and lay down.

Show Down at the Bone-K-Corral

Partner Activity. Assessment – identify bones of the body.

Music: *The Good, The Bad, and the Ugly*, by Ennio Morricone

1. Optional Equipment – maraca, tambourine, speed stack cups, noodles for horses, imagination.
2. Designate 2 parallel lines 10-12 yards apart.
3. Everyone has a partner. One partner on one side, and one on the other.
4. One side is Sheriff Lazy Bones. The other side is the PE Posse (give them a noodle).
5. Suggestion – practice the play in parts, i.e., scene by scene. Once practiced, the whole play takes no longer than 2-3 minutes.
6. It helps to either print a script for each student, make big cue cards out of poster board, project the dialogue on screen, or cue their lines ahead of time.
7. **NEED MORE INFO?** Like a Bone-K-Corral Bulletin Board Idea? A PowerPoint or hard copy of the script? Email me and I will send you more stuff....assuming your draw is quicker than mine!

THE PLOT

Narrator (that is you) explains in your best Cowboy/Cowgirl accent:

1. Sheriff Lazy Bones has just arrived and has taken over the town.
2. He is lazier than fried lard. In fact, he is laziest Sheriff this side of the Pecos River.
3. Of course, he has no idea where the Pecos River is – it just sounds good.
4. He loves being lazy. Even doing nuthin' is too much like work.
5. His aim is to have everyone in town to be as lazy as he is.
6. He passes laws that it is illegal to be physically active or exercise.
7. Sherriff Lazy Bones told the town, "Now all y'all listen up. There is a new Sheriff in town. Thangs gonna change 'round here. Everyone has to be more lazy. I ain't puttin' up with all dis physical activity and exercise ba-hooey. From now on, there ain't no more running around like wild critters. Ain't no more gym classes or playin' down yonder at the park. I gets plum tuckered just thinking about it. So from now on it's against 'da law to exercise, play, or be physically active. Whew, I'm tired."

Thank Goodness...

8. The P.E. Posse has just rode in and aims to run Sherriff Lazy Bones right out of town.
9. Since the town a'int big enough for the two of them, they're gonna have a showdown at the Bone-K-Corral.
10. Who can name their bones the fastest? The loser has to skedaddle out of town.
11. Somewhere in the distance a dog barks.....

SCENE 1 – The Double Dog Dare

STAGE – the PE Posse starts on one side of the gym. All Sheriff Lazy Bones are on their spots on the other side of the gym.

CUE THE MUSIC (*The Good, The Bad, and the Ugly*, by Ennio Morricone)

ACTION (after 10-15 seconds of music):

1. On your cue, the PE Posse rides to their spot on the other line across from their partner (use the Speed Stack Cups to simulate horses galloping).
2. The PE Posse says, "Whoaaaaa!" and gets of their horse (put the noodles down)

ACTION (dialogue below):

PE Posse: "Sheriff, we have a bone to pick with you."

Lazy Bones: "Is that so...."

PE Posse: "This town ain't big enough for the two of us."

Lazy Bones: "Whatcha' gonna do about it?"

PE Posse: "We're here to run you out of town."

Lazy Bones: "I double dog dare 'ya!"

PE Posse: "I'll see you at the Bone-K-Corral. High Noon!"

Lazy Bones: "Don't be late!"

Sound Effects

3. After *"Don't be late!"* have the students all gasp together.
4. Mimic a vulture flying away, "ca-ca-ca..."
5. Use a maraca to mimic a rattlesnake.
6. And of course, somewhere in the distance a dog barks....

SCENE 2 – The Stare DownACTION:

1. Lazy Bones and the PE Posse slowly start walking toward one another (use the tambourine as a sound effect for spurs hitting along the ground as you shuffle forward).
2. Stop when they are 2-3 yards apart from their partner.
3. Start staring. When you are doing staring with one eye- stare with your other. When you are done with that eye, stare with both eyes.
4. The next move you make might be the last move you make!
5. Start the dialogue in Scene 2. Note: the actions in parenthesis isn't dialogue (and don't really spit – duh!).

ACTION (dialogue below):

Lazy Bones: (pretends to spit)

PE Posse..... (pretends to spit)

Lazy Bones: *"You just spit on my boots..."*

Posse: *"We sure did!"*

Lazy Bones: *"So you think you're purty smart?"*

PE Posse: *"We sure do!"*

Lazy Bones: *"Smart enough to name your bones faster than me?"*

PE Posse:..... *"We sure are!"*

Lazy Bones: *"Well the loser will have to skedaddle out of town."*

PE Posse: *"Better hope your bags are packed!"*

SCENE 3 – The ShowdownACTION:

1. You name a bone. Who has the fastest draw?
2. The students repeat the name of the bone and try to touch it faster than their partner.
3. Name as many bones as you wish (repeating some is just fine).
4. After a couple of minutes, end the showdown.

ACTION (dialogue below):

Lazy Bones: *"You're purty smart after all."*

PE Posse: *"You're not so bad yourself."*

Lazy Bones: *"This twon might be big enough for the two of us."*

PE Posse: *"I was thinking the same thing."*

Lazy Bones: *"Let's say we get some hot chocolate and talk about it."*

PE Posse: *"I know just the place!"*

Lazy Bones: *"Saddle up Amigo!"*

PE Posse: *"Giddy up Partner."*

THE FINALE

1. Narrator (that's you again) says, *"And just like all happy endings, the good people of (your school name here) rode off into the sunset. But what those watching at the movies don't know, and is a secret to all cowboys and cowgirls everywhere, is that over yonder past the hills, through the gorge, over the high plains is a..... Starbucks! And they are serving free hot chocolate. Giddy-up!"*
2. Everyone rides off into the sunset.
3. THE END!