

PE IS MORE THAN DUCK, DUCK, GOOSE THE RIGHT STUFF

The “Right Stuff” to help your students learn the basic skills needed to allow your students to be **physically active for life**. The purpose of this presentation is to provide the physical educator with activities that promote fitness, cooperation, skill development and teamwork. The activities demonstrated are easy to organize, require minimal equipment, meet state and national standards and are “kid-tested”. Our session will include warm-up activities, simple dances, lead up games, cooperation building activities along with modifications for children with special needs so that ALL students are active participants and gain healthy heart benefits.

The focus of this presentation is to provide participants with an understanding of a quality lesson format that allows for the achievement of the goals of a quality physical education program. In addition, this handout provides a number of teaching principles that can be utilized to enhance teaching and learning.

Two of the most prominent goals of every quality physical education program include a focus on the development of a broad base of skill in a variety of areas along with the development of health related fitness. The many other objectives of a quality physical education program should, in most cases, be integrated into the activities that are used to develop skill and fitness. Physical education classes should be an activity based experience in which the many and varied objectives are achieved via activity skill 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



USA Relay

Equipment: Pre written Popsicle sticks, cones, US map for each team US-1281781 numbered spots, US-17906PK color my class cones,

Suggested Grade level: 4th up

Objective: Review previously social studies learned lesson, cardio vascular, cooperation

Set Up: Write one name of each state on a tongue depressor or Popsicle stick. Scatter the 50 sticks, plus 25 blank ones, in general space. Be sure to place the name of the states face down. Divide class into 5 groups relay formation.

Directions: Give each group 1 pencil and 1 blank USA map. On "go", the first person in each line runs the perimeter of general space, then picks up a Popsicle stick. Then the runner tags the next person on his/her team, runs a lap, enters general space and picks up one stick, and then returns it to the group. This continues until the group has 10 states. Once the group has 10 states, they write the names of their 10 states in the correct place on the map. If a runner picks up a blank stick, he/she must bring it back to the team, and it counts as one turn.



SPOT REMOVER

Suggested grade level: All grade levels, with children that cannot read provide pictures of the activities

Equipment: fitness spots (US-1205602, US-1238396, US-1205626, US-1281712, US-1238389, US-1238389, HotSpots) OR plain spots and tape exercise/activities to the underside of the activity

Directions: The teacher will split the group into two equal teams. Each team will line up on either side of a playing area. In the center of the playing area, spread out near the midline 20-50 poly spots. When the activity begins, the students from both teams will move into the playing area and try to remove/collect poly spots and place them on their team's side. To remove poly spots, the students will put a hand or foot on a spot and complete a fitness task.

Teaching Tips:

1. Students from each team who are playing must face the opposing team when attempting to collect a poly spot. This will keep players from confusing the other team when trying to collect spots.
2. The teacher will designate the fitness activity based on student's grade/ability levels.
3. The teacher should change the muscle group focus of the fitness activity when students are showing fatigue.
4. Discuss with students which body parts/muscle groups are being used to play the game.

Adaptations:

1. 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.
2. 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.).

activities with purpose

PE IS More Than Duck, Duck, Goose

The Right Stuff



Spinning Tops

Suggested grade level: All grade levels, if the student cannot read provide pictures of the activities

Equipment: Game cards and tops from a discount store (US-1256673 gripper balls, US-1249804, tubing, US-4407 med. Density balls)

Directions: Divide the players into 2's or 3's. One player starts as the "spinner" and spins the top. His/her partner must perform an activity for as long as the top spins. Spinner can hold in a stretch position while the top is spinning. Switch roles. Some suggested activities: any jumping pattern; push-ups, jogging laps, dribbling a ball, balloon taps; roman salutes, mountain climbers; etc...

These activities can be done individually or with partner(s):



Spin top and:

- Do sit-ups until it stops
- Do pushups until it stops
- Do jumping jacks until it stops
- Hold a stretch until it stops
- Jog around it until it stops
- Dribble a ball until it stops
- Hold a balance until it stops
- Toss and catch a ball until it stops
- Hop on 1 foot until it stops
- Line jumps until it stops



Can You? Individually or as a group....

- Touch the middle of all four walls before the top stops
- Skip around the perimeter of the room before the tops stops
- Touch all four corners using a different locomotor skills to each corner
- Shake hands with 20 people
- Travel forward, backward, sideways touching each door
- Circle ten different people
- Do 10 pushups, 10 sit ups, 10 jumping jacks



Bouncing Ball Activities

- Dribble the ball with your favorite hand
- Dribble the ball with your other hand
- Dribble the ball switching hands
- Dribble the ball at different levels
- Dribble the ball while jogging
- Dribble the ball around your body
- Dribble around each foot
- Dribble around both feet
- Dribble the length of the court



Balloon Skill Activities

- Keep the balloon up in the air with your hands
- Tap the balloon between your hands
- Tap the balloon with your ten fingers
- Keep your balloon up using your head
- Kick the balloon up in the air
- Toss the balloon up and ump up and catch it
- Keep the balloon up using different body parts on each hit
- Hit the balloon up and do pushups or curl-ups until it comes down

3 vs 1 Throw Tag (Lead up to any ultimate type invasion game)

Suggested grade level: kindergarten and up

PE IS More Than Duck, Duck, Goose

The Right Stuff

Equipment: 1 ball for each group, and cones or poly spots to mark the area (US-4407 Med. Density balls tuff skin, US-17906PK color my class cones)

Directions: Three people try to tag the fleeing person with a ball (you may not throw the ball at this person but must tag with the ball) When you have the ball you may not move. The object is to move the ball quickly, catch it right next to the fleeing person, and tag fast!

Fitness Grab Bag

Suggested grade level: 1st and up

Equipment: dominos (I am using rubber ducks from Oriental Trading CO. with the alphabet already on them) and “grocery” list of exercises) US-17906PK color my class cones, US-1281781color my class numbered spots)

Directions: Write letters on dominoes. Place the dominoes in a bag or bucket. Divide the class into smaller groups of 2-3. Create 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 bucket, pulls out one domino and then runs back to his/her group’s home base. After checking the letter on the “grocery list” (indicating which activity the group performs), the group totals up the number of dots on the domino. The total of number of dots indicates how many of the fitness activity to perform. After the group performs the activity, the group sends out a player for another domino. At the end of the time limit, each group totals their points.



Duck Ball

Suggested grade level: 3rd 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

Number of participants: no more than 6-8 per team

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 Tchoukball, 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 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.

Them Bones

Classroom Content Being Taught: Science/Anatomy integrated with locomotor skills

Purpose of Activity: To enable students to learn the correct names of various bones in the human body by using locomotor skills.

Suggested Grade Level: 2nd – 12th

activities with purpose

PE IS More Than Duck, Duck, Goose

The Right Stuff

Materials Needed: Patterns of bones in the human skeleton, cut out and anatomical names written on them (one skeleton will be needed/group), variety of locomotor skills and directions from which children can choose (See samples below), Evaluation worksheet and accompanying Answer Sheet (for the teachers primarily).



Description of the Activity: Arrange students in single file lines of no more than four. Place a set of skeleton bone patterns in front of each group at the opposite end of the playing area. Instruct each group member to use a specific locomotor skill (drawn from the stack at the front of each line, you must draw the skill on top and move in the specified manner to get to the specified bone listed on your sheet) to move to the "pile of bones" to get the specified piece of the skeleton and the label required and return to the group. If someone in your group has trouble identifying the particular bone, one person from the group may go and help out until the correct bone is found.

Examples of tasks include:

Jump in a zigzag path to the neck bones.

Run sideways to pick up the rib cage bones.

Hop on your left foot to pick up the ileum bones and hop on your right foot back to the group.

Continue to use a variety of pathways and locomotor skills to collect the bones. When all of the bones have been collected, group members assemble the bones according to the arrangement in the human skeleton with the labels beside each bone. When your group is complete yell out "We've got them Bones" and be seated until everyone is finished.

Modifications:

- Separate bones of the spinal column into cervical, thoracic and lumbar
- Do not write names on bones and ask students to identify the bones
- Separate ribs from sternum
- Do not separate individual bones of the arms and legs
- Keep clavicle, sternum, and ribs as one piece
- Cut jigsaw pieces of the skeleton and groups assemble the puzzle