

THINK OUTSIDE THE BALL

Workshops • Professional Development • Presentations

Jim DeLine

*Highland Park Elementary School, Austin TX
Physical Education (Kinder – 5th Grades)*

*US GAMES National Trainer & OPEN Development Council
Online Physical Education Network
www.openphysed.org*



512.803.3719 • jimdeline@yahoo.com • @jimsgymtx

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Who Is This Guy?

A Bit About Me

Jim DeLine, MS Ed, C.E.O. & 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.

He 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 2005 President's Distinguished Service Award from the National Association for Sport and Physical Education. In 2012 he received the Zarrow Outstanding Texas Teacher Award from the University of Texas College of Education, and the CATCH Champion Award from the Michael and Susan Dell Center for Healthy Living in 2013.

He authored the *CATCH Physical Education Activity Boxes* (Coordinated Approach To Child Health), the *Hyperwear Sandbell K-5 Physical Education Resource Guide*, 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). He serves on the Development Council for the *Online Physical Education Curriculum* (OPENphysed.org). 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 school districts and afterschool programs throughout the United States. He has given keynote speeches at the state Associations for Health, Physical Education, Recreation & Dance conferences in Arkansas, Iowa, and West Virginia, the Wisconsin Best Practices Institute, and the Kentucky Delta Trover Foundation. He was an invited speaker for the Texas Governor's Conference on Children's Obesity, the Republican Governors Association National Conference, and the Texas Secondary & Elementary Administrators Conference.

He resides in Manor, Texas near Austin with his amazing wife Cecilia and their two daughters Alexis and Mariana. His oldest children, Max and Samantha, are in college. How they all manage to put up with him is a nothing short of a miracle.



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 & P.E. Colleagues,

Thank you for the job you do. You can't spell resPEct without P.E. I have great resPEct for your service and work.

It is not a coincidence that the two most important letters in the word "respect" are P and E. In fact, without PE we'd be hard pressed to PErsvere, inspire with hoPE, honorably compete, keep kids in shaPE, and teach cooPERative teamwork. No question, PE is vital and the work you do essential.

First and foremost, I am a Dad. Here is just a small bit of what really concerns me:

- *Health care costs for American families doubled in less than 9 years. 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://cdn.missionreadiness.org/NATPR1109.pdf>
- *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. 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 to get our kids! I can't thank you enough for that. You **compEte** and **PErform** against all odds!

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. You are their **hoPE**!

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!" 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. We need to get our kids back into **shaPE**!

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 understand the importance of an active lifestyle. I will work to empower administrators to set forth district and campus policy that supports health and wellness. I will continue to teach children the importance of making healthy choices. Most importantly, I will constantly reflect even more so on the importance of what I do and the methods by which I teach. Together we will **PErsevere**.

Thanks for being part of the solution. Thank you for putting on the hard hat and rolling up your sleeves. Thanks for thinking outside the ball and your commitment and passion for kids. I am blessed to be a part of this profession and honored to work alongside you. You can't spell resPEct without PE!

Most Humbly & Actively Yours,



Herding Cats – P.E. Power Words

My Interactive Classroom Management System

Yes even blind dogs find a bone! I developed this with my good friend and mentor, Frank Tighe, a few years ago. Do yourself a favor, give it a try. The rationale is since kids want to instinctively move and and naturally want to talk, why not “make it legal”. In other words, why not create a management system that incorporates movement and requires kids to call and respond.

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, keeps students on task, and makes your instructional 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!”	“Yesssss!” 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-Hooo”	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.

Hit The Ground Running

Daily Warm-ups & Fitness Activity Routines

NOTE: At the beginning of each class, we have a 15-minute warmup and fitness routine. We have a repertoire of 8-9 activities and we do 3-5 each class period. The rationale is that (1) kids want to get moving as soon as they can; (2) kids need to get moving right away; (3) routine and consistency are critical keystones to class management; (4) transition time is minimal between a class of 50 kids leaving the gym and another class of 50 kids coming into the gym, and; (5) it is fun.

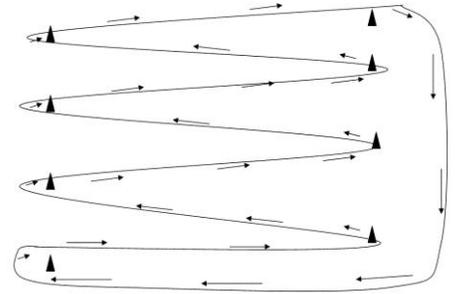
Rattlesnake Run

Group Activity. This is the first thing we do just about each and every day.

We call this the Rattlesnake Run for 3 reasons: (1) the tambourine is the rattle; (2) we run in a file but serpentine like a snake through the gym, and; (3) if you ever see a rattlesnake turn slowly and then RUN!

The markings in my gym lend them self perfectly to creating rows, but cones will suffice. Students begin running the moment they enter the gym. We easily get 50-60 kids running safely at a time. A tambourine is the most coveted piece of equipment I have. I give it to one kid to be the leader (a tambourine is not necessary, but it is a big thrill for the kid that gets it, and if for no other reason, you will be able to keep track of who the leader is). The guidelines are simple:

- **Eyes in front** (don't look back pay attention to what is in front of you)
- **Safe space ahead** (no passing).
- **Headlights forward** (your shoulders should be facing the direction you are running).
- **Be a bubble head** (be quiet, i.e., put a bubble in your mouth, hold your tongue but not your breath).



Move It, Move It

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

Equipment – 1 foam ball per squad/group

Music: I Like To Move It (from the movie Madagascar)

As soon as the music begins:

1. Groups make a “bookshelf.” The two students on either end stand – they are the “bookends.” One bookend needs the ball. Those in the middle are the “books.” They face in the same direction and position themselves in a downward dog yoga position (hips and bottom high in the air).
2. The student with the ball carefully rolls the ball through the tunnel to the teammate at the other end and immediately gets in downward dog position next to their teammates.
3. The other “bookend” line collects the ball and quickly travels around their teammates to the front of the tunnel (where the roller was).
4. **Safety** – the teammate that collects the ball should ALWAYS travel on the side of the tunnel where the feet are, and not the side where hands and fingers are located (this will prevent hands and fingers from getting stepped on).
5. Once the teammate who collected the ball starts traveling, the new last teammate in line stands and becomes the new receiver. Repeat the process.
6. As the team rolls and receives, the entire tunnel will slowly start shifting from the back of the gym to the front. Our kids like to make this a race.
7. Beanbag Variation – each students has a beanbag and slides it back and forth from one hand to the other while they are in the downward dog pose.



My Turn – Your Turn (Dueling Banjos)

Group Activity. Students are on their “Superstar” spot in line squad formation, i.e., their assigned place in the gym.

Music: *Dueling Banjos*, by Eric Weissberg & Deliverance

iTunes Link: <https://itunes.apple.com/us/album/dueling-banjos/id40454140?i=40454154>

I tell the class, “This is a my turn, then your turn activity. In other words, I will do a movement, you must wait until I am finished, and then I will tell you it is your turn to copy that movement.”

If you are familiar with the music, this is really simple. If you are not familiar with the music, it will become really simple after one listen. On the music track, there are two banjos. One banjo plays a riff; the other banjo repeats the same riff. The first banjo riff progressively becomes faster. The second banjo keeps pace.

You make up a move during the first banjo riff; the kids repeat it during the second banjo riff. During your movement riff, it helps to remind them verbally, “My turn!” And, cue them “Your turn!” when the second riff begins. There are two points in the music when the banjos play at the same time. At this, I have the kids, “do your own thing.” Observe closely, you will quickly gather ideas. Good luck!

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>

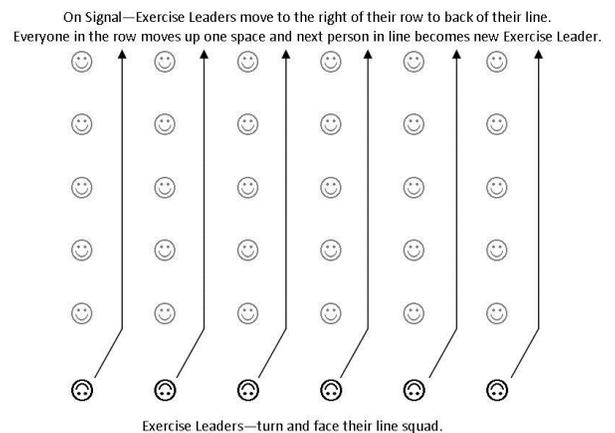
The first time we did this, I told the following social story:

“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!”

How to Play – 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 safe, and, 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 RhythmMix®, 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.

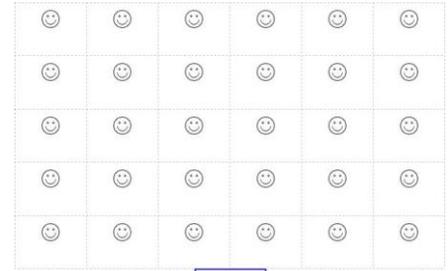


Hot, Hot Hot

Group Activity – Kids are in line squads (make sure they have plenty of room to move). You will need a “stage” (I use two gymnastic mats stacked side by side).

Music: *Hot Hot Hot, by Buster Poindexter & His Banshees of Blues*

1. As soon as the music begins the kids raise their hand, because they know I am going to ask, “Who’s feeling Hot Hot Hot?”
2. I pick a student (Aaron) and tell the class, “Ask Aaron what he’s Got Got Got!” The class responds, “Whatcha’ Got Got Got?”
3. Aaron becomes the movement leader, hustles to the stage, faces the class, and does his favorite dance move. After 15-20 seconds, I holler, “Tell Aaron he’s Hot Hot Hot!” The class responds, “You’re Hot Hot Hot!”
4. By now the kids that want to show their stuff will have their hands up and I ask the class “Who’s feeling Hot Hot Hot?” I never force anyone to the stage. Even though I call it a Movement Leader, some kids aren’t so inclined to “dance” in front of their peers.
5. I call upon another student and tell the class, “Ask Mariana what she’s Got Got Got!” The class responds, “Whatcha’ Got Got Got?” Mariana hustles to the stage and shows us her favorite dance move.
6. The class tells her she is, “Hot Hot Hot!” Pick another and repeat. Of course you have to bust a move also.



Movement Leader faces class.
“Stage” is two gymnastic mats stacked side by side.

Hamster Dance (YouTube video at: www.youtube.com/watch?v=2mmJ7VD1p0s)

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. The END!”

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 out of 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:

8. Each row quickly lines up in single file behind the leader of the row.
9. The entire row sits down and does 3-5 curl-ups (depending on grade level).
10. 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.
11. 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.
12. 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 |

Silly Things I Say & Do That Seem To Work

Shout-Outs, Victory Dances, The Last Word, Coaching Cues & Rap Rhymes

Peer-to-Peer Shout-outs (To Recognize Great Work)

Power Points – Everyone waves their hands high in the air and start hollering, “AHHHHHHHHH.” Crescendo all together and point at the deserving student finishing with a very powerful “AH!”

Arrumba-Bumba’s – We call these “Do Right Dances.” Someone did something right and we stop to give them a quick dance in their honor. The dance usually involves hands in the air and a lot of wiggling the hips and waist (or Bum-Bum as we tend to call that part of the body). The chant goes, “Jose, Jose, Arrumba-Bumba-Bumba!” Lots of shaking the bum-bum on the Arrumba Bumba part.

Picture Frame – Thanks Mike Smith, Colorado PE Teacher Extraordinaire. I’ll say, “Wow Cecilia that was really cool! Class, let’s check it out!” Each child draws an imaginary picture frame. (1) Reach each high with both index fingers together. (2) Draw the top of the frame (fingers separate and stop at the top corners) and say, “Whop!” (3) Draw the sides of the frame (fingers come down and stop at bottom corners) and say, “Whop!” (4) Draw the bottom of the frame (fingers come back together about chin high and say, “Whop!”. Now pretend to look through binoculars at the deserving student and everyone says, “Whoaaaaaaaaa!”

Top Shelf – Grandmother always hid the cookies on the top shelf. Otherwise a two legged rat would sneak in the kitchen and eat all the cookies. I didn’t know she was talking about me.

1. Point with one hand and say, “YOU.....”
2. Point with the other hand and say, “ARE...”
3. Reach high with one hand and say, “TOP...”
4. Jump high in the air with both hands and holler, “SHELF!”

Victory Dances

I chunk games and activities into levels. In other words, I explain to the students, “This is a Level 3 game. If you do well at Level 1, we will move to Level 2. Hopefully all of us will be able to play at Level 3.” This is nothing new really, some folks call it “scaffolding.” I do this for a number of reasons:

- It minimizes the amount of time I talk and give instructions.
- It simplifies the amount of information kids have to remember.
- I can focus on the safety aspects of the game or activity.
- The concept of Levels seems to resonate with kids.
- We will go back a level and re-teach if the new level doesn’t feel safe or kids are off task.

When we successfully accomplish the task at one Level we celebrate before moving on to the next. Our Victory Dance Chants and Dances go like this:

- Level 1 Victory Dance – “I’m done! I’m done! I’m done with Level 1!”
- Level 2 Victory Dance – “I’m though! I’m through! I’m through with Level 2!”
- Level 3 Victory Dance – “Not me! Not me! Not me at Level 3!”
- Level 4 Victory Dance – “No more! No more! No more at Level 4!”

Spell Outs!

The class does jumping jacks and spells out or chants a motivational rhyme or team cheer. The backslash symbol (/) indicates the jumping jack cadence. In the example below: Big/ means kids do a jumping jack while they say “Big.” Our mascot is the Scotties, but obviously insert the name of your school’s mascot.

The Big 3 For Life (thanks Frank Tighe, Round Rock, TX)

Big/ Three/ For Life/ Always/ Move/ Eat/ More/ Fruits/ Vegetables/ No/ Tobacco/ Scotties/
Scotties/ Scotties/ Strong! (kids freeze in a muscular Strong statue pose)

The Last Word!

Kids like to get the last word. So, I let them. I use short “fill in the blank” sentence statements and they fill in the last word. These are a great way to get the kid’s attention, reinforce concepts, affirm the work, motivate effort, and underscore important points. It’s simple, I start a sentence and stop talking before the last word of the statement. The respond all together chorally and hence, get the last word!

To Remind Kids about Safety

<u>I say....</u>	<u>They say (the last word)!</u>
“Wash your.....	HANDS!”
“Brush your... ..	TEETH!”
“Comb your.....	HAIR!”
“Flush the.....	TOILET!” (oh how they love saying ‘toilet’...amazing)
“SILLY IS NOT.....	SAFE!”

To Provide Affirmation

<u>I say....</u>	<u>They say (the LAST WORD)!</u>
“Great things happen to great kids when great kids do”	GREAT THINGS!”
“If was easy being awesome Anybody could do it. Good thing you are not”	ANYBODY!”
“Teamwork is.....	DREAMWORK!”

Motivation

<u>I say....</u>	<u>They say (the LAST WORD)!</u>
“All together. All one. That how teams get it done, all.....	WAYS!”
“Good is not good enough when better is	EXPECTED!”
“People may have more talent, but nobody should	WORK HARDER!”

Coaching Cues

Catching

- Tick Toc I’m a Catching Clock!
- Here are my hands!
- Ball High – Fingers to the sky.
- Ball Low – Down the fingers go.

Underhand Throw

- Feet together
- Target sees you nose
- Tick-Tock.
- Step with the opposite toes

Dribbling

- Waist high.
- Finger tips.
- Eyes up.
- As high as the hips.

Overhand Throw

- Side to target.
- Step to a “T”.
- Hand way back.
- Twist together and let it free.

What's In Your WALLET?

Wonderful Activities Learners Like Every Time

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.

Ahh, Umm, Err....

Large Group Game. Partner Activity – no boundaries needed.

1. Pairs are scattered throughout the activity area.
2. One partner is a Story Teller; the other partner is an Active Listener.
3. The objective of the game is for each Story Teller to tell their partner a story without saying, "Ahh," "Umm," or "Err."
4. Have all the Story Tellers huddle with you. Once huddled, give them an expository story prompt (one line story prompt), i.e., "I think my parents are aliens because....." The Story Tellers quickly return to their partner and have 1-minute to make up their story using the prompt as their opening line. Story Tellers have to tell the story without using the words "Ahh," "Umm," or "Err."
5. Active Listeners are active, i.e., they must move their body while the Story Tellers are telling their story. Their job is to listen intently (while being active) and try to catch the Story Teller using the words "Ahh," "Umm," or "Err."
6. If the Active Listener hears their Story Teller say one of those three words, they put both hands in the air and say "Stop! Gotcha!" The Active Listener then picks an exercise that both must do for the remainder of the minute. Partner change roles after the minute and repeat with a new story prompt.

Story Prompt Ideas:

- "I'm going to build the world's first robot that can...."*
- "I'm really a super hero and my special power is..."*
- "I bought a Guinea pig at the pet store and when it got home it started talking to me...."*
- "My pet dog is really a genie and it will give me one wish..."*
- "I think my science (math, language arts, P.E.) teacher is from another planet because..."*

Apple Turnover

Large Group Game. 1 beanbag for every 2 kids.

1. Divide the class into 2 groups – the "Bakers" and the "Ovens."
2. Scatter the Ovens around the gym. Each Baker starts with a beanbag.
3. The objective of the game is for each Baker to see how many points they can earn.
4. They do this by "cooking" as many Apple Turnovers as possible.
5. The Ovens choose to start either in downward dog yoga position or crab walk position – it doesn't matter which. You might have them demonstrate the two different positions before playing the activity.
6. On signal, the Bakers skip around the gym and find the closest Oven.
7. The Bakers put the beanbag on the ground next to empty Oven and say, "Apple."
8. The Oven "cooks" the beanbag by sliding it under their body to the other side and says, "Turnover!"
9. Immediately after cooking the beanbag, the Oven literally "turns over" to the other position. For example, if the Oven started in the crab walk position, they turn over to the Downward Dog position, and vice-versa.
10. The Baker says, "Thank You!" and picks up the beanbag. The Baker quickly skips to another Oven and repeats.
11. Remind the Ovens that each time they "cook" a beanbag, they turn from one position to the next.
12. Play for about a minute and then switch roles.

Cross Court – Down the Line

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

1. Partners face each other 2-3 steps apart.
2. One partner is “Cross Court” the other partner is “Down the Line.” I explain that these are tennis terms and strategies how and where to hit the ball.
3. *Cross Court* (Partner 1) gently tosses the beanbag with the RIGHT hand to their partner’s RIGHT hand (cross court).
4. *Down the Line* (Partner 2) catches the beanbag in their RIGHT hand and tosses it back to their partner’s LEFT hand (down the line).
5. *Cross Court* (Partner 1) catches the beanbag in their LEFT hand and tosses cross court to their partner’s LEFT hand.
6. *Down the Line* (Partner 2) catches the beanbag with their LEFT hand and tosses down the line to their partner’s RIGHT hand. This completes one cycle.
7. Depending on the grade level, you might be lucky to get them to understand this much.
8. Once they understand the pattern, challenge each pair to see how many cycles they can complete in a minute. Change roles, i.e., Cross Court now becomes Down the Line and vice-versa

Fan Club RPS

Large Group Game. No equipment.

Students find a partner and play rock, paper, scissors. The loser joins their partner and becomes a member of their Fan Club. Together they find another Fan Club and the two winners play rock, paper, scissors. The losers become part of the winner’s Fan Club. Eventually there will be two Fan Clubs left. Play for the Championship of the entire galaxy.

Funky Feet

Entire Class Activity. Each student needs a beanbag.

1. The objective of the game is to give others “Funky Feet” while dodging others who are trying to “Funky Feet.”
2. They do this by throwing the beanbag UNDERHAND at someone’s SHOES (emphasis for them, not you).
3. If your shoe gets hit by a throw, you must do traveling jumping jacks to the yellow line (there is a reason for this) and then do 5 High-Lows to get back into the game (they better know this exercise).
4. You have tagged yourself and must do 5 High-Lows if:
 - If you throw your beanbag and it slides out of bounds past the yellow line.
 - If you step on or over the yellow boundary line.
 - You fall down trying to dodge a throw.
 - You bump into someone else while traveling.
5. Additional rules are:
 - The speed limit is skipping. If the class does well and plays safely we can play again and everyone can jog instead of skipping.
 - Do not throw at someone traveling to the boundary doing jumping jacks. They have already had their shoe hit and are going to do High-Lows.
 - You must keep up with your own beanbag. Do not pick up a beanbag that is not yours.
 - All throws are underhand. First Warning – 10 High-Lows. Second Warning – out of game.

Happy Feet

Beanbags. 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 throw the beanbag hit the dodger’s foot. 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).

Hey, Hey & Howdy

Large Group Game. No equipment needed. Small activity space will suffice.

On cue (music or verbal), students mingle and fist bump. They say, “Hey” to the 1st person they greet. They say “Hey” to the 2nd person they greet. And they say, “Howdy” to the third person they greet. If the 3rd person they greet also says “Howdy,” both put their arms high in the air, turn around and yell, “Wheeeeeeee!” Each scores one “point.” Repeat the sequence of Hey, Hey, Howdy. The objective is to see how many points you can get.

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.

Invention Convention

Invention Convention is the name I give to an activity that allows students to work independently in small groups or with a partner and invent new variations of the activity or game we have been playing. I use *Invention Convention* to “reward” students for staying on task, following directions, working together, etc., throughout the direct teach challenges of the activity. Students enjoy *Invention Convention* because it allows them to create, explore, work independently, and demonstrate responsibility.

Example: **Cooperative Triathlon** (OPEN 3-5 Personal & Social Responsibility). Students are in groups of 4, each group with a hula hoop and a beanbag. Groups are presented a variety of challenges. A couple of examples from the activity are below

- 1) How many times can one pair toss and catch the beanbag through the hoop while the other pair holds the hoop vertically at waist level? Give your entire group a point for each toss and a bonus point for each catch. Now hold the hoop horizontally.
- 2) How many times can one pair toss the bean through the hoop while the other pair rolls the hoop slowly back and forth. Give your entire group a point for each toss and a bonus point for each catch.

As groups progress through each challenge we process reasons why they are being successful, the importance of working together, being silly is not safe, etc. In other words just reinforcing the instructional parameters and behavioral expectations. This seems to set the stage for how what is expected during their Invention Convention time.

I introduce Invention Convention by saying, “Class, you have done such an outstanding job that I have used up all of my ideas. Coach is out of things for you to try. The good news is that you are professional kids and you do kid work for a living. Your group has 5 minutes to experiment with new ways to do this activity. You will have an opportunity to demonstrate and share your new activity invention with the rest of the class. Remember that you have this privilege because you demonstrated how responsible your group could work together and follow directions. I can’t wait to see what you come up with!”

For us teachers, letting go is sometimes difficult. Truth be told, not all groups will handle the opportunity as well as others, but overall the students will relish in the opportunity to experiment. No doubt you will be pleasantly surprised with some of the very cool ideas they invent.

Kong

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

1. Partners toss the object back and forth.
2. When the music stops the student with the object is "KONG," student without the object is the "PREY."
3. Kong's objective is to chase and tag their Prey. The Prey's objective is to elude Kong.
4. Before chasing, Kong must place the object on the ground and give a ferocious Kong yell for 5 seconds. Then Kong picks up the object and begins the chase.
5. When tagged, Prey becomes Kong and Kong becomes Prey. Before chasing the new Prey, the new Kong must place the object on the ground and yell ferociously for 5 seconds.

Life With The Wright Family

Large Group Game. Students in a circle each with an object to pass (beanbag, SandBell, juggling scarf, etc.)

1. Read the story below (paragraph by paragraph works best introducing the Reflections Questions between each paragraph).
2. Students hand their object to the right everytime they hear the word, "Wright" or "right"
3. Students hand their object to the left when they hear the word "left".
4. Remind students to hand their object to their neighbor, not pass or throw.
5. Reflection questions:
 - a) How can we make this easier? (Answers: Focus. Slow Down. Listen. Teamwork).
 - b) When is it important to focus and slow down?
 - c) How does listening help us learn?
 - d) How does teamwork help us achieve?

The Story:

One day the Wright family decided to take a vacation. The first thing they had to decide was who would be left at home since there was not enough room in the Wright family car for all of them. Mr. Wright decided that Aunt Linda Wright would be the one left at home. Of course this made Aunt Linda Wright so mad that she left the house immediately yelling, "It will be a right cold day before I return."

The Wright family now bundled up the children, Tommy Wright, Susan Wright, Timmy Wright and Shelly Wright and got in the car and left. Unfortunately, as they turned out the driveway someone had left a trash can in the street so they had to turn right around and stop the car. They told Tommy Wright to get out of the car and move the trash can so they could get going. Tommy took so long that they almost left him in the street. Once the Wright family got on the road, Mother Wright wondered if she had left the stove on. Father Wright told her not to worry he had checked the stove and she had not left it on. As they turned right at the corner, everyone started to think about other things that they might have left undone.

No need to worry now, they were off on a right fine vacation. When they arrived at the gas station, Father Wright put gas in the car and then discovered that he had left his wallet at home. So Timmy Wright ran home to get the money that was left behind. After Timmy had left, Susan Wright started to feel sick. She left the car saying that she had to throw up. This of course got Mother Wright's attention and she left the car in a hurry. Shelly Wright wanted to watch Susan get sick, so she left the car too. Father Wright was left with Tommy Wright who was playing in the backseat.

With all of this going on Father Wright decided that this was not the right time to take a vacation, so he gathered up all of the family and left the gas station as quickly as he could. When he arrived home, he turned left into the driveway and said, "I wish the Wright family had never left the house today!"

Mirror, Mirror

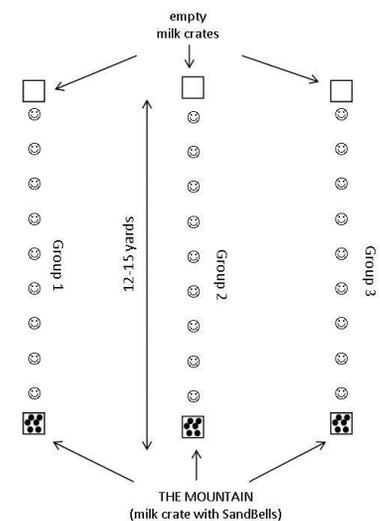
Partner Game. 1 manipulative (critter, ball, beanbag, etc.) per pair.

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.

Move The Mountain

Large Group Game – groups of 8-10. For each group – 2 milk crates or hoops and 6-8 objects.

1. The student closest to the milk crate of objects is the Starter.
2. The game begins with all students placing their hands on their knees.
3. Give the command to start.
4. The Starter picks up one (and only one) object and tosses it to the person next to them; who in turn passes to the next and so on to the last person in line.
5. The Starter can pick up another object immediately after passing the first one.
6. One by one, the objects are passed from the milk crate, to each team member in line, all the way down to the crate on the other side of activity area.
7. The last person in line fills the milk crate as the objects arrive.
8. Award a point to the first team to have all the objects in the crate.
9. Play again. The objects are already set up to be passed back in the other direction.

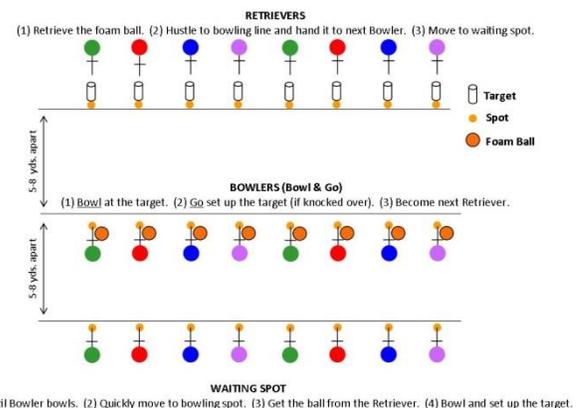


One Pin

Small Group Game. 1 poly spot, foam ball, and knock down target (a bowling pin, 6”foam noodle piece, small cone, empty water bottle, etc.) per group of 3 students.

Organization & Set-up

1. Set-up three parallel lines 5-8 yards apart.
2. Students are in groups of 3. One starts as the Bowler, one starts as the Retriever, and one starts at the Waiting Spot.
3. Place spots for the Retrievers along one side of the gym. Set the target up on these spots.
4. Place spots for the Bowlers on the middle line. They begin with the foam ball.
5. Place Waiting Spots along the other side of the gym. For now they just wait (duh!).



How To Play

1. The objective of this activity is to see how many points your group can score.
2. Students do this by taking turns rolling the foam ball underhand at a knock down target attempting to knock it down.
3. Underhand Throwing/Rolling Cues – feet together, tic-toc swing, step with the opposite foot, knuckle down, let go, and follow through.
4. The Bowler “triggers” the group rotation. Each person rotates simultaneously and has a job to do as soon as the Bowler slides the Foam ball:
 - Bowler – bowls and runs to sets up the target (only if toppled) and becomes the Retriever.
 - Retriever – collects the foam ball (doesn’t worry about the target), runs to the bowling spot and gives the Foam ball to the next Bowler, and continues running to the Waiting Spot.
 - Waiting Spot – hustles to bowling spot and becomes the next Bowler and bowls once she or he gets the Foam ball from the Retriever.
5. Important – make sure the target is reset on the spot only by the Retrievers.

Push Up Challenges

Partner Cooperative Activity. 1-2 manipulatives (critter, ball, beanbag, etc.), 1 hoop, 1 poly spot per pair.

- a) **Toss Back** – 1 in push-up position and 1 standing behind push-up person’s feet. Push-up person tosses the object back to partner. Partner catches and scores one point. Partner returns object to the push-up person. Repeat. How many points can pair score in 30 seconds?
- b) **See Saw** – 1 in push-up position and 1 standing to the side. Partner slides object under push-up person to other side and runs around to that side. Push-up person picks up object and gives it to partner – score one point. Repeat to other side. How many points can pair score in 30 seconds?
- c) **Snack Attack!** – Most of us could use another serving of fruits and vegetables. The object is to grab the Fruit or Vegetable Critter before your partner does (use a bean bag if you don’t have fruit or vegetable critters)! Students are in push-up position. Start the music and assign different tasks (snap fingers to the beat of the music, touch palms to floor in rhythm with the beat of the music, etc.). When the music stops, try and grab the beanbag before your partner can!
- d) **Houdini Hoops** – 1 in push-up position with the object by the hands. Other holds the hoop. Partner passes the hoop the push-up person from the hands to the feet. Score 1 point. How many points can pair score in 30 seconds?

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 a beanbag or juggling scarf. Pairs face each other, one in the ready position and the other in front with the beanbag or juggling scarf. Partner calls a number and drops the object. The student in ready position tries to catch the object with the appropriate hand(s).

Partner Target Toss

Beanbags. 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.

Pokey the Circus Horse

Noodles. Large group fitness activity. 1 noodle per student.

Designate an activity area suitable for your group to move in general space without bumping into others. Pretend to take a phone call on your cell phone from your old friend POKEY. Have a “conversation” that POKEY has just landed at the airport and is on his way to visit. Tell POKEY you can’t wait to see him, say goodbye and hang up the phone. Tell the kids that POKEY is a retired circus horse, you used to be his trainer, and that you want to show them some of POKEY’s tricks before he gets here.

Start the music. Using the noodle as a horse, the students “giddy-up” (gallop around) for 15-20 seconds. When music is off, they stop galloping and you show them one of POKEY’s tricks below. After learning a trick, start the music and giddy-up again. Guaranteed to wear them out in a few minutes:

Jump the Fence Push-up position. Put the noodle by the feet and 2-foot jump from one side to the other.

Roll Oats Sit-up position. Roll the noodle from waist to top of knees.

Swat Flies Push-up position. Swat your back with the noodle. Change hands and swat again.

Climb the Rope “V” sit position. Hold the top of the noodle with both hands and walk feet up and down.

Tight Rope Push-up position. Walk feet up and down on noodle without falling.

Water Well Sit-up position. Hold noodle hand at each end. Extend noodle overhead. Do a full sit up to “crank” the pump handle, i.e., move through a range of motion that touches the floor above the head and then the tops of the shoes.

Invent A Trick The kids are a plethora of creative ideas. Ask them.

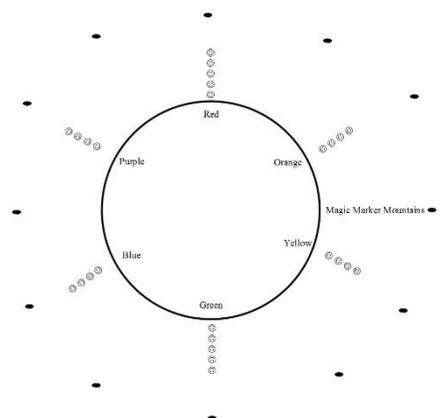
Variations – (1) Use different locomotor skills. (2) Use “call-outs” while they are galloping. For example, call out “Cactus” – the students jump over the imaginary cactus; call out “Tree Limb” – the students duck low under the imaginary tree limb; call out “Rattlesnake” – students stop and freeze, then back up very slowly. Make up your own call outs – let your inner Cow Poke out!

Rainbow Run

Large group fitness activity. 8-12 Frisbees and dome markers. 6 poly spots (red, orange, yellow, green blue, & purple). Magic Markers (2-3 ea. red, orange, yellow, green blue, purple, brown, & black).

The objective of the game is to be the first team to have all their teammates mark their forearms with 8 different colors. Teams do this by searching under the Magic Marker Mountains to find the color their team has been assigned. Teams will be issued another color to find once (1) ALL teammates have marked their arm and (2) the entire team has returned to their home base poly spot.

- Create Magic Marker Mountains, e.g., put all the red markers in one frisbee with a dome marker on top, all the orange in another frisbee, etc. The dome marker hides the markers. Note, some frisbees are decoys and don’t have markers under the dome marker.
- Set up the 6 polyspots in a circle 10-12’ in diameter.
- Divide the kids up equally and assign each group a colored poly spot.



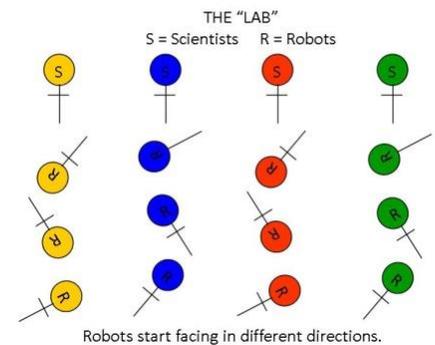
- d) Make a note of how many people each team has (some teams may have one more person than others).
- e) Remind each team the first color to look for is the color of their home base.
- f) All teams start with their foot on their poly spot home base. Start the game.
- g) Teammates will scatter in different directions to look under the Magic Marker Mountains for their first color. Eventually they will find color marker they are looking for, mark their arms, and to return their home base for a new color to search.
- h) Before assigning another color to the team, make sure that:
 - all the team members are present with the correct color mark on their arm.
 - they don't have markers in their hand – markers must be returned to the frisbee.
- i) With the exception of BLACK, assign the next color BELOW the color they just found. After finding the BLACK start at the top of the list with RED.
- j) First team to have everyone report back to home base with all 8 colors marked is the winner.



Rockin' Robots

Large Group Game – Students in groups of 4-5. 1 basketball for just about everyone (optional).

1. Divide the students into groups of 4-5 (1 Scientist and 3-4 Robots per group). The groups are scattered throughout the area. Their particular space is called the "lab."
2. Robots start "deactivated" (slumped over) and each Robot faces in a different direction.
3. The Robots "activate" when the music comes and begin walking (and dribbling if using a ball) in the direction they are facing.
4. Some things to keep in mind:
5. Scientists only tend to the Robots in their group.
6. Robots can only move one of two ways; (1) walking, or; (2) dancing.
7. Robots can only walk in a straight line – they cannot change directions.
8. Robots cannot touch other Robots.
9. Eventually, a Robot will come to a wall or another Robot blocking its path. When this happens, the Robots are stuck and begin dancing in place. Every 10 seconds (self-count) they must dance a little faster.
10. The Scientists search for their Robots that are stuck and rescue them. This will require them to run all over the gym.
11. To free a stuck Robot, the Scientist gently turns the Robot in a different direction.
12. Once turned in a new direction, a Robot resumes walking. The Scientist finds another of Robot to rescue (remember Scientists tend to their Robots only).
13. Play for a minute or so and then have everyone report back to their "lab." Assign a new Scientist. Continue playing until all have had a turn to be the Scientist.



Sneak & Swim

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

One partner is the eagle and begins on one line; partner is the mouse directly across on the other line. Mice sneak toward their eagle. On verbal signal, "Fly Eagles Fly," eagles try to tag their mouse partner before s/he returns back to their line.

Change roles – eagles become minnows, mice become sharks. Minnows swim toward sharks. On verbal signal, "Swim Sharks Swim," sharks try to tag minnow partner before s/he reaches their line. Variation: have students dribble a basketball when they are the mice or the minnow.

Superhero Tag

Large Group Tag Game. For a class of 40 you will need:

- 6 pieces of plastic or foam fruit/vegetable (pictures or small balls will work just fine)
 - 4 foam pool noodles for the taggers (cut to a 2 ft. length)
1. Set up an activity area suitable for a tag game. Define the boundaries with cones if necessary.
 2. Designate 3-4 taggers (Sneaky Sugar) and give them each a pool noodle.
 3. Designate 5-6 Superheroes and give them each a plastic fruit or vegetable.
 4. **Before You Start** – Make sure all your students know how to do a Hi-Low. The cues are:
 - Squat down low and touch your hands to the floor.
 - Jump up as high as you can with both feet.
 - Lift the Manipulative high above your head.
 - Land back in squat position – don't fall on your bum-bum.
 5. Turn on the music. Everyone begins to skip throughout the area.
 6. Sneaky Sugar tries to tag anyone other than the fruit or vegetable Superheroes.
 7. Tagged students stop and do Hi-Lows until rescued by a Superhero. The rescue scene goes down like this:

Superhero says, "Stop what you are doing. I am here to help!"

High-Low student says, "My Hero!"

Superhero says, "Try this healthy fruit (vegetable) instead!"

High Low student says, "Thank you!"
 8. They both strike a superhero pose and say together say, "Bum-Bum-Ba-Bummmm."
 9. They exchange equipment. The tagged student is now a Superhero.

Story Line

2-Line Activity (create two parallel lines 15-20 yards apart). Students work in pairs.

One partner begins on one line; their partner is directly across on the other line. The objective is for each pair to sequence a story. Select a popular and easy to tell children's story, i.e., Three Little Pigs, Red Riding Hood, Goldilocks and the Three Bears. Designate one line as the Storytellers.

Designate the other line as the Active Listeners. On signal, both Storytellers and Active Listeners travel to the middle. Storytellers begin telling the story. Active Listeners jog in place while they are listening to the story. Give a change signal (new chapter), both groups immediately run back to their respective line and quickly return to the middle.

Upon returning to the middle, they resume the story, except this time the roles are reversed. The new Storytellers must resume the story from the point at which their partner stopped when the change chapter signal was given. Repeat this and even number of times (4-6) so that both partners can add to the story equitably.

Extension Idea – have the partners come up with their own story prompt. In language arts classes this is called an expository writing prompt, and principals will love you for integrating language arts.

Twist & Turn, Bread-n-Butter

Partner Activity. 1 beanbag or critter and poly spot per pair.

Twist & Turn (Side-to-Side)

1. Each pair stands back-to-back with their heels touching the poly spot (this helps them to anchor up on their spot and not drift around).
2. The student with the beanbag turns to one side and hands the beanbag to his or her partner.
3. The partner takes the beanbag and quickly twists to the other side to hand the beanbag back.
4. Remind students to keep their heels on their poly spot. **Challenges:**
 - a) "How many times can you and your partner 'pass the bread' in 15 seconds? Can you beat your score?"
 - b) "Can you exchange the beanbag with your partner using only one hand?"
 - c) "Can you exchange the beanbag side-to-side by your knees? Your ankles? Your shoulders?"

Bread-n-Butter (Change Directions)

1. Add a new challenge. When you say “bread” they will exchange the SandBell in one direction, but when you say “butter” they switch and exchange in the other direction.
2. Practice a bit and alternate the “bread” and “butter” commands every few seconds.

Peanut Butter & Jelly (High-Low)

1. Add a new challenge – exchange the SandBell from high to low.
2. One student is “Peanut Butter” and exchanges the SandBell up high by their shoulder.
3. The other is “Jelly” and exchanges on the down low on the opposite side.
4. Practice a bit. Holler, “Switch!” The Peanut Butter student becomes Jelly and the Jelly student becomes Peanut Butter.

Wave Relay

Large Group Team Activity (8-12 students per team). 6-8 objects and 1 hoop per team.

1. Group of 8-12; provide each group with 6-8 objects.
2. Students stand side-by-side. The objects are placed next to student #1 in a hoop.
3. Designate a second parallel line 5-10 yards away. There are two main rules:
 - I. you can only exchange the object to your teammate when both of you are standing on line #1.
 - II. When you receive an object, you must move to line #2 and complete the designated task.
4. On signal, student #1 picks up an object runs to the second line and touches the object to the ground. Then they run back to their original starting spot and hand the object off to student #2.
5. Student #2 repeats the task above, handing the object to student #3 when done.
6. Meanwhile, student #1 picks up a second object and repeats the task.
7. The activity is completed when all the objects have been cleared from the side of student #1, passed along the Wave, and are stacked next to the last student in line.

What’s For Lunch?

Beanbags. 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.

When Pigs Fly (Invention Convention)

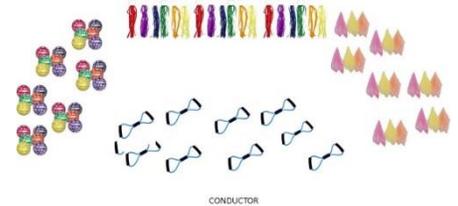
Small Group Cooperative Activity – Groups of 3-4. 1 manipulative (critter, ball, beanbag, etc.) per pair & hoop per 3-4 students.

1. Depending on the challenge, 1-2 students manipulate the hoop and 1-2 people work with the tossing object.
2. How the students decide to hold, spin, or roll the hoop as well as toss, throw, or slide the object is up to them. Problem solving is part of the process.
3. Make sure each student gets a chance to attempt a particular challenge before moving on to a new one.
4. Invention Convention challenges are:
 - a) **Thread the Needle** – Have 1-2 hold the hoop perpendicular to the floor (the bottom of the hoop touches the floor. Have 1-2 get on either side and toss the object through the hoop to one another. Slowly raise the hoop up higher in the air.

- b) **Eggs in the Basket** – Have 1-2 hold the hoop parallel to the floor. Have 1-2 take turns tossing the object down through the top of the hoop. Slowly raise the hoop higher in the air.
- c) **Gather No Moss** – A rolling stone gathers no moss. Neither does a rolling hoop. Two students stand 4-5 steps apart and roll the hoop back and forth to each other. The other student(s) attempt to toss the object through the rolling hoop.
- d) **Cow Jumps Through the Moon** – Each group stands in a square. Number the students 1, 2, 3, and 4. Numbers 1 & 3 are the hoop Tossers. Numbers 2 & 4 are the Throwers. Hoop is tossed from #1 to #3 up and over (like the moon rising). When the hoop is up, #2 tries to throw the object through the hoop to #4. The ENTIRE group scores a point if the object is tossed through and caught. Note: the Tossers might have to get a bit closer to each other.
- e) **Transformers** – The student(s) holding the hoop slowly transforms it continuously to different angles and levels. Toss the object through the hoop while it slowly transforms.
- f) **Out for a Spin** – Spin the hoop. Hold the object and run around the hoop 1 time. Hand it to the next person and they run around 1 time. Hand it to the next person and they run one time. Hand it to the next person and they run 1 time. Hand it to the.....are you dizzy yet? Stop running when the hoop stops spinning.
- g) **Invention Convention** – Invent your own hoop and tossing object challenge. Be safe.

Not My First Rodeo Rhapsody! (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 2:40, thank god!).



1. **Juggling Scarves – standing to your right**
 - *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.
2. **Balls – standing to your left**
 - *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.).
3. **Ribbon Wands/Hoops – standing directly across from you**
 - *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.
4. **Stretch Bands – seated right in front of you**
 - *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.

First and foremost – I am rhythmically challenged. If I can do this, then bundle up those two left feet and get out there. Truly, there is no right way to do this – it is more a creation that must come from your “inner conductor.” It helps to listen to the music until you hear it in your sleep. No kidding....in the car, cooking pancakes, while you shower...at least I did.

The music has natural breaks, and you should be able to discern changes of tempo, measures, etc. I always start with the Jugglers, then move to the Balls, then the Ribbon Wands (which is an easy fit given the music for this section), and finish the first phase with the Stretch Bands. Then back to the Jugglers, back to the Handlers, but this time around go to the Ribbon Wands, and finish with the Stretch Bands.

From there I wing it.....But, there is a nice place where the balls sound like they should be thrown in the air. Remember, no two conductors are alike – that's what makes this so wonderful. The bottom line is you are a conductor of change, and it is up to you to orchestrate all the symphonic pieces of this stupendous sonata so that those who experience the essence of your work will leave a lasting impression and move forward, inspired to work towards helping our kids. BRAVO!!!!

I'd Rather Stick A Knife In The Toaster Than Teach Rhythms

Easy Peasy Rhythms & Dance (No Right Foot Needed)

5, 6, 7, 8 Toe-to-Toe

Group Dance. Music is titled 5, 6, 7, 8 by the British pop group Steps (available on iTunes).

Use the jigsaw method to teach the four parts of the dance.

1. Find a toe-to-toe partner. Talk about where you are in the birth order of your family.
Part 1 Dance – grapevine right 4 counts, grapevine left 4 counts.
2. Find an elbow-to-elbow partner. Talk about your favorite food.
Part 2 Dance – slide forward right foot 2 counts; slide forward left foot 4 counts.
3. Find a hip-to-hip partner. Talk about your favorite physical activity.
Part 3 Dance – pat thighs 2x; pat hips 2x; clap 2x; raise the roof 2x.
4. Find a shoulder-to-shoulder partner. Talk about what you want.
Part 4 Dance – walk backward 4 counts; jump, “5, 6, 7, 8!”

Sit Down, Stand Up Sing A-long

Group Activity. Good game for K-2 to help with phonemic awareness (letter sounds).

Divide class into two groups. One group sings the song My Bonnie Lies Over The Ocean. On each /b/ sound, the other group alternate standing up or sitting down.

Another Idea: read the nursery rhyme Peter Piper. Students sit down or stand up on the /p/ sound. Really, any tongue twister will do...Sally Sells Seashells by the Seashore.

Gitchie-gitchie-goo & A-rah-ta-ta

Group Activity. Work in a circle – at least four per circle, no maximum.

Teach and practice the following lyrics and corresponding movements:

Verse 1 (sing 2 times):

*A-rah-ta-ta (pat knees three times)
A-rah-ta-ta (pat knees three times)
Gitchie-gitchie-goo (one hand scratches top of head while other hand scratches chin)
And a-rah-ta-ta (pat knees three times)*

Verse 2 (sing 2 times):

*Awaaaay (sway up high to one side)
Awaaaay (sway down low to other side)
Gitchie-gitchie-goo (one hand scratches top of head while other hand scratches chin)
And a-rah-ta-ta (pat knees three times)*

Now sing the song again but with the following two changes:

1. A-rah-ta-ta pat the knees of the person to your **immediate right**, and;
2. Gitchie-gitchie-goo one hand scratches top of head while other hand scratches chin of the person to your **immediate left**.

Good Luck.

Movement Stories – Pizza Pizza

Group Activity. One large circle – or students scattered.

Music – a fast paced Italian Tarantella (Christy Lane’s Multicultural Folk Dance Vol. 2 works great). This a movement story about making pizza. Tell students as a youngster you were once a pizza maker, but now that you are a bit elderly you have forgotten the procedure. Ask them to help you remember what needs to be done to make a pizza.

- | | | | |
|--------------------------|------------------------------|-----------------------------------|----------------------------|
| • <i>put on an apron</i> | • <i>roll out the dough</i> | • <i>cut the vegetables</i> | Now
that
you
have |
| • <i>wash your hands</i> | • <i>toss the dough</i> | • <i>throw on the ingredients</i> | |
| • <i>make the dough</i> | • <i>put on the sauce</i> | • <i>put it in the oven</i> | |
| • <i>knead the dough</i> | • <i>sprinkle the cheese</i> | • <i>cut the slices</i> | |

your list, start the music and call out a task. Perform the task for 8-16 beats and change the task. The students like it when you holler, “What comes next?”

Or, I often tell the story that the pizzeria was owned by a mean man we called, Chef. Cuckoo. We called him this because he would stick his face in the kitchen through a small shuttered window and yell at us, “I need a pepperoni pizza and I need it RIGHT NOW!” We called him Chef. Cuckoo because when he stuck his head through the shuttered window he looked just like a cuckoo clock.

Our answer back was always the same, “Okay! Okay! Okay!” But every couple of minutes, Chef Cuckoo would stick his head in the kitchen and holler at us again. The kids like it when you act as Chef. Cuckoo and holler, “I need a pepperoni pizza and I need it RIGHT NOW!” Of course they should holler back, “Okay! Okay! Okay!”

Other Ideas:

Movement Theme	Story	Music (fast paced beat/rhythm) & Notes
On the Lonesome Trail	Cowboys/Cowgirls riding the open range; roping cows; dusting chaps, jumping creeks, sitting on cactus, etc.	Country
Hit The High Seas	Pirates/Sailors on the high seas; swabbing decks, hoisting sails, swashbuckling, walking the plank, etc.	Irish Jig
Vamos a la Playa	A trip to the beach; packing the beach bag; jumping waves; running across hot sand, surfing, feeding birds, etc.	Meringue or Samba
The “Bizz-ari” Safari	A trip to Africa; riding the jeep; walking through tall grass, seeing and mimicking different animals; taking pictures; etc.	African Dance

Go Green, Go Lean, Quick Assessment Routines

My Quest For Simplicity

Disclaimer – The following might offend you. Or it might inspire you. Be advised to some the next two pages are one of my many soap boxes. To others it's just teaching banter at a Saturday morning breakfast or over an afternoon beer just trying to figure out better ways to help kids. Skip the next couple of pages if you want to get to activity ideas.

Assessment & Grading & Rubrics – Oh My!

Some of us love assessment. Some of us would rather chew aluminum foil. Regardless of where you fall on the “love it or leave it” spectrum, most agree that the unique instructional logistics of physical education make assessment challenging at best and daunting at worst. The inherent challenges are many: limited instructional time, large classes, diverse skill range, cumbersome methods, and prolific paperwork. Oh, and how about TIME???

This is not to say this isn't important stuff. People have written entire books on this topic. States have designed comprehensive curricula around what to assess. There is an entire vernacular devoted to detailed descriptions of various assessment methods, systems, and strategies. Assessment helps kids learn and helping kids learn is what we as physical educators are all about. I just want to keep it simple

My Line in the Sand

Sorry, call me a stick in the mud, old school, unprofessional, yada-yada.... but I am simply not going to waste valuable movement time giving out 40 sheets of paper twice a 9-week grading period to 20 different classes to administer a written test on how well kids know their bones or muscles or water safety. Then grade those 800 papers 8 times throughout the school year. Go ahead, give me a knife; show me the toaster. I am not convinced this is good for kids. That said I understand assessment is important, I get it. But why does it have to hurt? Why make a hard job harder?

There Has To Be A Better Way! Go Green, Go Lean, Keep it Simple

This is why I have embarked on a daring assessment quest to **GO GREEN** (find paperless solutions), to **GO LEAN** (kids work out – not write out – answers), and **KEEP IT SIMPLE** (i.e., not grade 800 papers 8 times a year). Bottom line – practical for me and fun for kids! I am better able to attend to the learning process. And I am confident the product will take care of itself. This certainly doesn't make me make me popular amongst the administrative brethren, but it certainly helps assuage the pressures of bean counting, ticking charts, subjective decisions and teaching just to produce a grade. Besides, I am going to retire soon.

A Case in Point – Graceful Grace & Shy Sean

Today is gymnastics assessment day! Graceful Grace has been taking gymnastic lessons for years. She not only does a cartwheel, but finishes with a round off, back handspring, front walkover, flip flop springy thing-a-ma-jiggly that quite frankly you can't describe (because you have never seen it before). Yup, Grace gets an A+!

Now, here comes Shy Sean who has never taken a gymnastic lesson in his life. In fact, your unit is his first experience with gymnastics. He is a little pudgy, athletically challenged, and lacks self-esteem. But he's as smart as a whip and so sweet he ought to be in a bakery. He's the first to accurately cite word for word all the instructional cues for a cartwheel (bless his heart) but couldn't do a cartwheel to save his life. Given the wide range of developmental abilities of the students in just one class, how do you assess Shy Sean and Graceful Grace equitably using a standardized rubric?

Answer – you can't. And you shouldn't.

It Ain't Apples to Apples

What is a more valuable lifetime skill for Shy Sean; (1) the ability to do an actual cartwheel, or: (2) understanding the process of learning how to learn (e.g., self-analyze, steps he can take to problem solve, how to break down skills and practice learnable chunks, set personal goals, and feel good about himself along the way)? Answer #2 and “*Tell them what they won, Bob!*” Cartwheels are nice, but when was the last time you were in the grocery store and saw other shoppers turning cartwheels in aisle 13 shopping for bread?

The point is, for Sean the process of learning the cartwheel (not the actual cartwheel itself) is an authentic lifetime skill. Through the outcome of transferring his weight from hands to feet, he discovers how to problem solve, analyze performance, set goals, practice, and ultimately accomplish his objective. He builds self-esteem through the process

of being successful at doing something new today that he wasn't able to do last week. And for Grace, the cartwheel is already serves as affirmation of her capacity to learn and produce a *product*. Now the skill can become a conduit for extending the learning process to other valuable tenets of learning such as meaningful practice, the importance of fundamentals, and setting personal performance goals.

There is Nothing Better Than Getting Better – Building the Bulls-eye!

The general sentiment from savant folks at the national level and the academic world is that meaningful assessment must be authentic and formative. Students should be involved in the assessment process and a variety of tools should be used to provide information about they are learning over a period of time. Assessment should represent each student's ability and progress toward meeting learning objectives and not necessarily a comparison of which student is better skilled than others.

How does this impact you and your program? It means you have incredible latitude how you can use assessment to help students reach outcomes that are meaningful and motivating. In other words, you get to build the bulls-eye! You design the target you want students to hit. However, it is not where you build the bulls-eye that most impacts learning, but how you decide to build it.

Skip to the last section if you don't like stories or parables. The story below will connect the dots between meaningful learning, targeting student outcomes, and the very vital role you play in helping children to learn and be physically active for a lifetime.

An old King who had ruled his country for decades free of war was informed by a captain of a trade ship that a another country had recently set sail to invade his land and that they would arrive within the week. The invading nation had attacked and destroyed most of the captain's fleet and he was fortunate to escape with his life. The King panicked for his people had lived in peace free of war and invasion for so long that he had no need of an army. They were defenseless against an invasion.

He immediately set out in search of people who might be capable of quickly training and commanding an army. A long shot, but he had to try something. He loved his people and his people loved him. After two desperate days of searching, he and his entourage entered a small village and saw the most compelling thing they had ever seen. On every tree, every home, and every building side, a bulls-eye had been painted, and in the middle of each bulls-eye 3 arrows rested dead center. The King was delighted for he had finally found a competent marksman that could possibly train an army and defend his kingdom.

He summoned the townspeople to bring forth the person responsible for this display of tremendous marksmanship. A 10-year old girl stepped forth and took responsibility. The king, of course, was in disbelief and questioned the audacity of the townspeople. Nevertheless, they insisted this young girl was responsible for every bulls-eye and every arrow that sat dead center. "How is this possible?" the King asked, "That such a small girl is so skilled in archery and the most accurate marksman I have ever seen in my life?"

The girl blushed and quietly answered, "Tis easy your Highness. First, I simply stick the arrows where I want them, and then I draw the bulls-eye and the rest of the target around them."

Taking Aim! Make Their Next Step Their Best Step

The beauty of assessment is that you get to create the target you want the students to hit. You craft the instruction to meet specific, and often times, individual outcomes. *You literally get to build the bulls-eye.*

Can Shy Sean get an A+ for performing a cartwheel? Of course! Not the same A+ perhaps as Graceful Grace, but his bulls-eye is about articulating what he knows, setting a reasonable goal for what he wants to accomplish, practicing the skill as much as anyone else and finally.....TA-DA! Sean has done an impressive two handed donkey kick semi-round off from one side of his mat to the other without falling on his rear end! The crowd goes wild! Graceful Grace, on the other hand, looks like a windmill on the move. Oops, she forgot to point her big toe...that might cost her a fraction of a deduction. But overall, her cartwheel is probably better than yours and merits a high mark as well.

You get the point. Assessment doesn't have to be mind boggling. Do the best you can with what you have, paint as many bulls-eyes as you can, and help students take aim so that their next learning step their best step yet.

Meet Me In The Middle

2-Line Activity (create three parallel lines 5-8 yards apart).

1. Create 3 parallel lines 5-8 yards apart. The center line is the “midline” and the other two lines are “home lines.” Pairs start across from their partner on their own home line.
2. This is an “add-on” activity. In other words, you add on a new task each round.
3. The 1st task is to give your partner a *high five*. Say “Go!” Start counting down from 10 (e.g., 10, 9, 8,.....).
4. Pairs meet their partner at the midline, give each other a high five, and get back to their home line.
5. Pairs that make it before you reach zero score a point for themselves. Now add the 2nd task, a *low five*.
6. Again, they have 10 seconds to meet their partner in the middle, perform the 1st task (high five), then the 2nd (low five), and get back to their home line. Add a 3rd task, then a 4th and so on up to 8-10 tasks.
7. Increase the completion times at the 4th and 7th tasks to appx. 12 and 15 seconds respectively.
8. Now play again to assesses nutrition themes (say a fruit, add a vegetable, add a whole grain, etc).

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.

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 a big screen, or cue their lines ahead of time.*
7. **NEED MORE INFO?** *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 Down

ACTION:

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 Showdown

ACTION:

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.**"

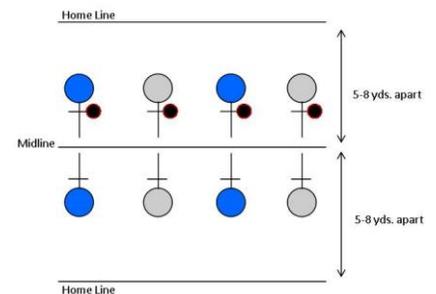
THE FINALE

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!

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.



Toe Fencing

Large group activity. Students work in pairs. Each student has a noodle or plastic wand.

One end of noodle must slide along the floor at all times. Partners begin by crossing noodles to make an 'X' and tap noodles together 3 times. Objective is to touch partner's shoes with the noodles. Parry, block and lunge are all encouraged! For safety, require that the noodle must stay below the knees at all times. Discourage students from chasing one another.

Challenge – play in groups of three; play on one foot only; use the non-dominant hand.

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, “Whoooooooooo!” and lay down.

M.V.P. Ticket Tag

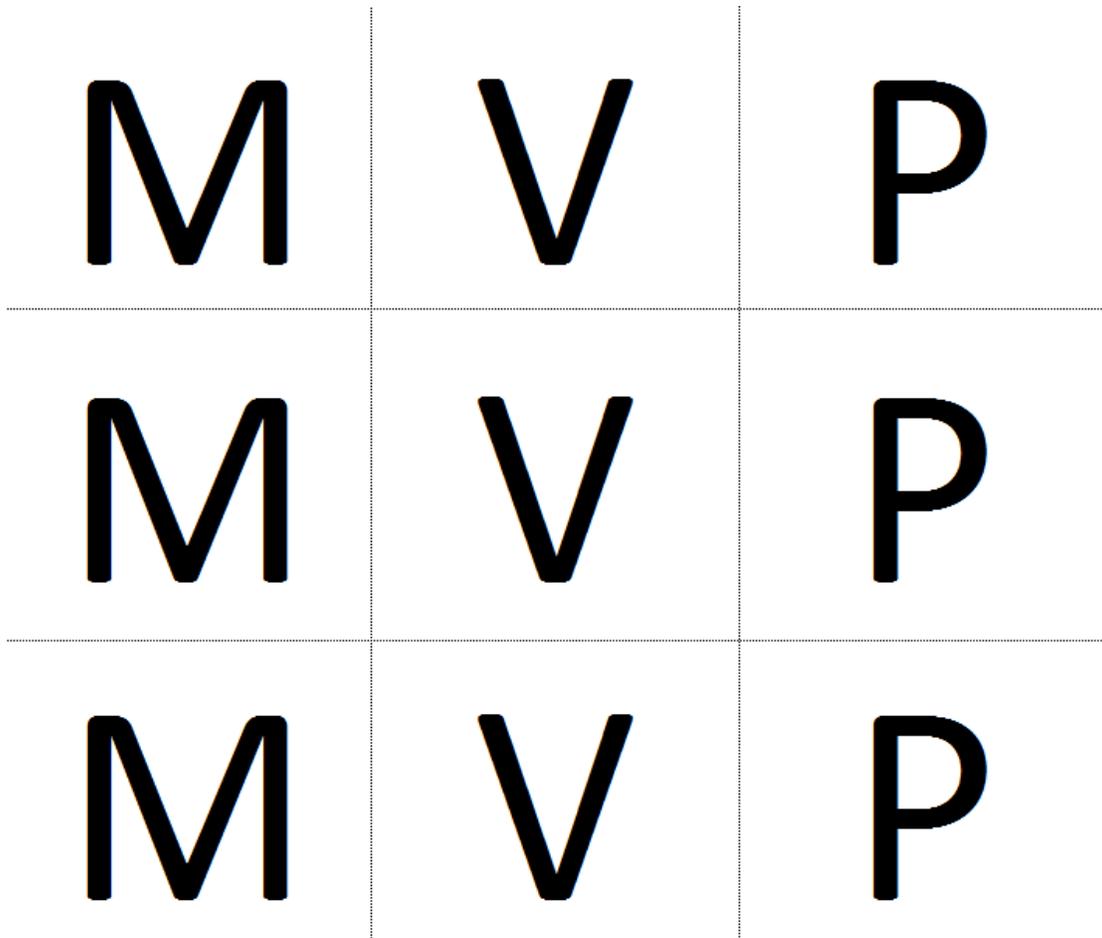
Large group activity. Create a space large enough for a tag game. 2-3 noodles for tagging, 3-4 frisbees, MVP tickets.

M – Move and Stay Active

V – Value Healthy Eating

P – Practice Safe & Healthy Habits

1. Copy and cut the M.V.P. tickets below.
2. Place the cut tickets in the discs and place them on one side of the gym.
3. Give the noodles to the taggers.
4. When tagged, students get one of the tickets. You are the ticket taker. They come to you with the ticket and must answer the grade level appropriate question below to get back in the game:
 - Kinder & 1st grade – What does the letter stand for?
 - 2nd & 3rd grade – Tell one thing they do that corresponds with the letter. For example, if you have the letter “M” you need to tell me how you Move and Stay Active.
 - 4th & 5th grade – Tell me one thing you will try to get better at that you aren’t doing now. For example if you have the letter “V” you might tell me that you will try to not drink so many sodas.



Location, Location, Location?

Instructional Formats That Make My Life Easier

Below are three instructional formats that make my life easier. I use them to assess skill development, i.e., dribbling, striking, throwing, etc. The secret is to keep kids in motion, isolate an area of the gym or space where the skill will be practiced (so that I don't have to move everywhere), and give each kid many opportunities to practice the particular skill.

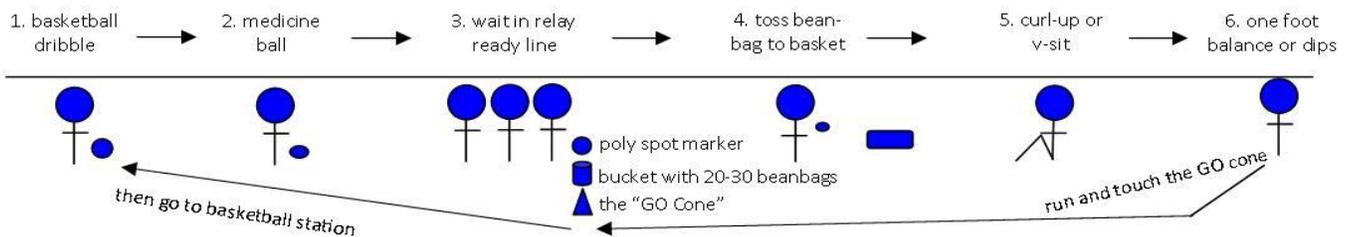
Station Relays

This format is somewhat equipment dependent and takes an instructional commitment. However, like all procedures and routines, once the kids learn and understand the drill, I can have 48-60 kids vigorously active doing a variety of skill based tasks all at the same time. It is well worth the effort, time, and patience.

1. For me, color coding equipment is the key. The blue team is pictured below, but there are 5 other teams participating at the same time (red, green, yellow, orange and purple).
2. This is a "chain reaction" activity. The first kid in line picks up a beanbag from the bucket, runs to a spot marked in front of the laundry basket and attempts to toss the bag in the basket.
3. The bag stays where it lands (on the ground or in the basket). After tossing, s/he tags the teammate at the sit-up station and takes their place.
4. The sit-up person tags the teammate at the balance station and takes their place.
5. The balance person then runs and touches the GO cone which triggers the next runner to the laundry basket.
6. In the meantime, the teammate that touches to Go cone takes tags off and exchanges places with the basketball station (who moves to and tags off the medicine ball station).
7. Activity is over when one team has tossed all their beanbags. Count the bags in the basket for a winner.

STATION RELAYS—SAMPLE TASKS

1. Stay at your station until someone takes your place.
2. Don't leave the Relay Ready line until your teammate touches the GO cone.
3. Exchange the equipment—don't throw it to your teammate.



RED TEAM HERE

GREEN TEAM HERE

ORANGE TEAM HERE

PURPLE TEAM HERE

YELLOW TEAM HERE

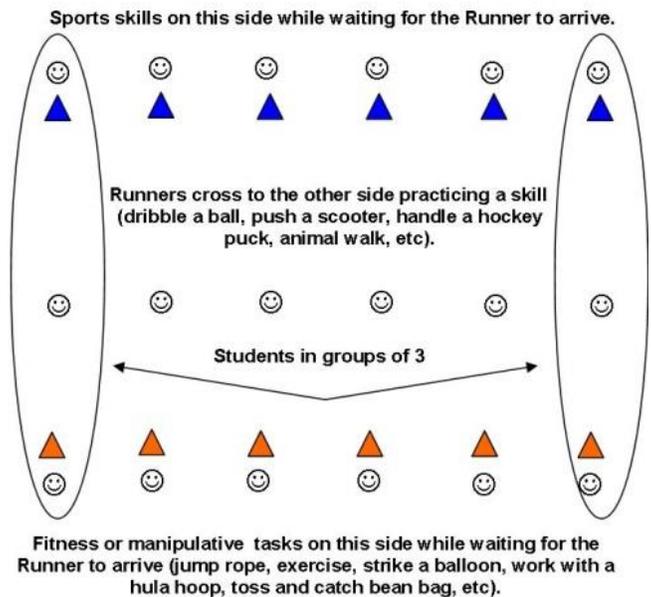
Weave Relays

Setup:

1. Students work in groups of three. Designate 2 parallel lines 15-20 yards apart.
2. Student #1 is stationed on one side of the activity area. Student #2 is stationed on the other side. It helps to use cones or spot markers to designate where #1 and #2 should be positioned.
3. Student #3 begins as the "traveler," and is stationed in the middle between #1 and #2.

Movement Rotation:

4. This is essentially a 3-person weave drill. Travelers (student #3) move to student #1 and exchange places → student #1 travels across to exchanges places with student #2 → student #2 travels across and exchanges places with student #3 → student #3 travels across and again changes places with student #1, etc.
5. Once students get the hang of the movement rotation, give the Traveler (student #3) a piece of equipment to use as they move across. After exchanging equipment, students not traveling perform an exercise (jumping jacks, stretch), or use a piece of equipment (jump rope, beanbag, hula hoop) while they are waiting. They merely exchange their equipment with the traveler once the traveler arrives at their cone.



Circle Sandlot (Outside Activity)

Note: The diagram and description is for t-ball, batting and fielding. I have used it for punting, throwing (Frisbees and balls), and soccer skills

1. **Set-up:** Paint a circle 48-50 feet in diameter. Mark 8 spots evenly around the circle. Outward from each dot, place a cone 5 yards away, and a hula hoop another 8-10 yards from the cone.
2. **Groups:** Students work in groups of 3-4. One student is the Batter. The other 2-3 students are Fielders.
3. **Equipment:** Each group of 3-4 needs: 1 foam bat, on batting tee (or 18 inch cone), a 12-inch once, and a rag baseball ball.
4. **How To Play:**
 - i. Batter bats the ball. The ball must travel farther than the cone.
 - ii. The Batter is automatically out if the bat is thrown after the ball is batted.
 - iii. Batter tries scores runs by running back and forth from the tee to the cone. Touch the cone = 1 run. Make it back to the tee = 2 runs.
 - iv. The Fielders work to get the Batter out. One Fielder fields the ball while the other runs to the hoop. The Fielder with the ball throws to the Fielder in the hoop. When the ball is caught and the Fielder is in the hoop), the Fielders yell "OUT!"
5. Batter bats for three "outs" and all switch places.

