

# *You Can't Spell hoPE Without PE!*

*Workshops • Professional Development • Keynotes*

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## Activities At-a-Glance

Activity	Section	Activity	Section
3 Passes	What's In Your W.A.L.L.E.T.?	Party Control Patrol	Instant Activities
Ahh, Umm, Err...	Instant Activities	Pasa La Pasta	Sometime You Win, Sometimes You Lose
Apple Turnover	What's In Your W.A.L.L.E.T.?	PE Power Words	Herding Cats
Circle Sandlot	Location, Location, Location	Peer-to-Peer Shout-outs	Silly Things I Do
Coaching Cues	Silly Things I Do	Pizza Pizza (Movement Stories)	Rhythms
Copy Cat	Instant Activities	Pokey The Circus Horse	What's In Your W.A.L.L.E.T.?
Cross Court - Down the Line	What's In Your W.A.L.L.E.T.?	Predator & Prey Tag	Tag You're It!
Dice Is Right	Sometime You Win...	Push Up Challenges	What's In Your W.A.L.L.E.T.?
Donkey Tail	Sometime You Win...	Push-up Dynamite Dance	Hit The Ground Running
Don't Tag Yourself	Tag You're It!	Quick Hands Catch	Instant Activities
Fan Club RPS	Instant Activities	Rattlesnake Run	Hit The Ground Running
First Things First	What's In Your W.A.L.L.E.T.?	Robotics Lab	What's In Your W.A.L.L.E.T.?
Flying Fries	What's In Your W.A.L.L.E.T.?	RPS Victory Lap	Instant Activities
Funky Feet	What's In Your W.A.L.L.E.T.?	Say Cheese Selfie Tag	Tag You're It!
Gitchie-gitchie-goo	Rhythms	Scatter Square Dance	Rhythms
Go Slow Whoa Ticket Tag	Go Green, Go Lean	See Ya' Later Alligator	Tag You're It!
Grab The GO!	What's In Your W.A.L.L.E.T.?	Shadow Ball	Instant Activities
Hamster Dance	Hit The Ground Running	Shoot 11	Instant Activities
Happy Feet	What's In Your W.A.L.L.E.T.?	Show Down at the Bone-K-Corral	Go Green, Go Lean
Hawaiin Roller Coaster Ride	Rhythms	Sit Down, Stand Up Sing-a-Long	Rhythms
Hey, Hey & Howdy	Instant Activities	Sneak & Swim	Tag You're It!
Hot Hot Hot	Hit The Ground Running	Spell Outs!	Silly Things I Do
Houdini Hoops	Sometime You Win...	Station Relays	Location, Location, Location
Huddle Huddle (Fat Cat Football)	What's In Your W.A.L.L.E.T.?	Superhero Museum	Instant Activities
Invention Convention	What's In Your W.A.L.L.E.T.?	Superhero Statue Tag	Tag You're It!
Jumping Jack Flash	Instant Activities	Tail Tag	Tag You're It!
Life With The Wright Family	What's In Your W.A.L.L.E.T.?	The Last Word	Silly Things I Do
Line Shuttle	Sometime You Win...	Three Person Kickball	Sometime You Win, Sometimes You Lose
M.V.P. Ticket Tag	Go Green, Go Lean	Tic Tac GO!	Sometime You Win, Sometimes You Lose
Magic Marker Madness	Sometime You Win...	Tobacco Ticket Tag	Go Green, Go Lean
Meet Me In The Middle	Go Green, Go Lean	Toe Fencing	Sometime You Win, Sometimes You Lose
Mirror, Mirror	What's In Your W.A.L.L.E.T.?	Tug Boat Tag	Tag You're It!
Move It, Move It	Hit The Ground Running	Two Line Shuttle	Sometime You Win, Sometimes You Lose
Move The Mountain	Sometime You Win...	Victory Dances	Silly Things I Do
Mük	Sometime You Win...	Waka Waka Workout	Hit The Ground Running
MVP Motto & Live Right Rap	Hit The Ground Running	Wave Relay	Sometime You Win, Sometimes You Lose
My Turn, Your Turn (Duelling Banjo)	Hit The Ground Running	Weave Relays	Location, Location, Location
Noodle Name Game	Instant Activities	What's For Lunch	What's In Your W.A.L.L.E.T.?
One Pin	Sometime You Win...	When Pigs Fly	What's In Your W.A.L.L.E.T.?
OPEN	Online Physical Education Network	Who Let The Dogs Out	Hit The Ground Running
Over Under Around & Through	What's In Your W.A.L.L.E.T.?	Whatcha Doing?	Instant Activities
Partner Pass Tag	Go Green, Go Lean	Yum-Yum-Yum	Go Green, Go Lean



## Who Is This Guy?

### A Bit About Me

#### **Jim DeLine, MS Ed, C.E.O. & W.B.G.**

Jim is a 32-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 three times 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 2013 CATCH Champion Award from the Michael and Susan Dell Center for Healthy Living.

He serves on the Development Council for the *Online Physical Education Curriculum* (OPENphysed.org). 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). 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 was a keynote speaker at the state Associations for Health, Physical Education, Recreation & Dance conferences in Arkansas, Iowa, Vermont, and West Virginia, the National Physical Education Institute in Asheville NC, and the Congreso Internacional de Educación Física y Deporte Escolar in Guadalajara, Mexico. He was a featured 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



**Health needs heroes!** As luck would have it, physical education teachers and coaches work with superheroes every day. This workshop will focus on how to empower our students with the skills and knowledge they need in order to be a lifetime M.V.P. (**M**ove & stay active, **V**alue healthy eating, & **P**ractice safe habits). These M.V.P. skills become the “superhero powers” children need in order to navigate an often health hostile world, and subsequently make important decisions that will impact their health and wellness for a lifetime.

**Physically**, we cover a wide range of innovative content, skill development progressions, unique fitness activities, and meaningful movement games which maximize skill proficiency, increase functional fitness, and keep students actively engaged and safely on task.



**Instructionally**, we identify best practices, practical classroom management techniques, and unique instructional formats allowing teachers and coaches to seamlessly deliver content and craft instruction that meets the needs of all learners while ensuring a positive and fun learning environment.

**Academically**, we bath students in the academic language of physical literacy while exploring kinesthetic opportunities to integrate core academic content (social studies, math, language arts and science). The goal is to use movement opportunities to help fortify cognition, reinforce understanding, and help retain key academic concepts.



**Formatively**, the effectiveness of physical education programs is measured by the extent to which all students are provided opportunities to understand what they have learned. We will examine and demonstrate a variety practical assessment methods designed to easily and effectively monitor student learning and progress.

**Most of all**, we will play like young’uns, work like rented mules, and have more fun than puppies at a tail wagging contest!

### Workshop Outcomes – We Will:

- **Model** 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.
- **Develop** an understanding of assessment as a means to enhance learning and a comprehension of content and performance standards.
- **Devise** learning opportunities in physical activity environments which enrich and support core academic content (language arts, math, science and social studies).
- **Empower** our students to have tons of fun, feel great about themselves, and make decisions and choices that enable them 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,






# OPEN

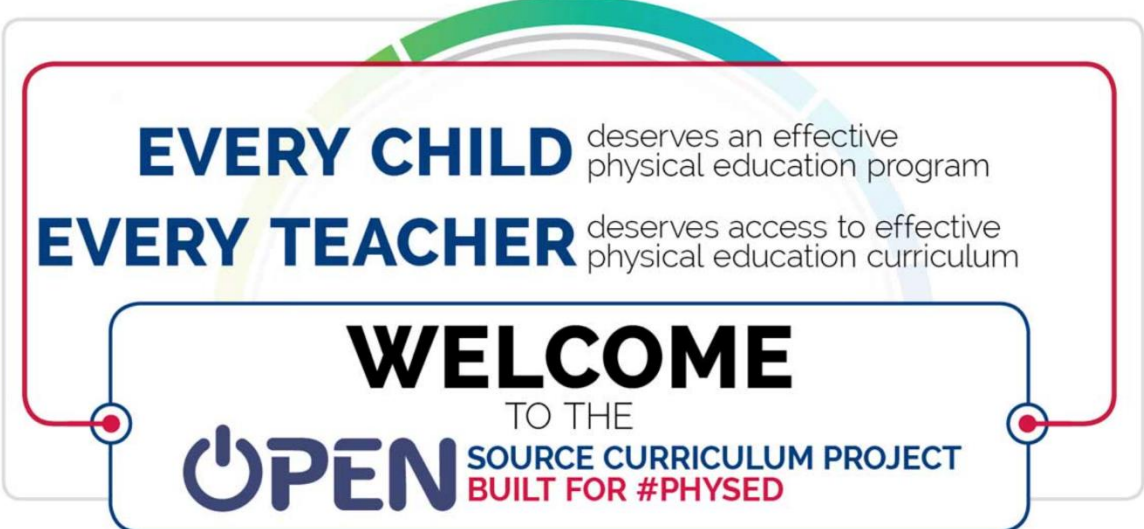
Online Physical Education Network – [www.OPENphysed.org](http://www.OPENphysed.org)





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Welcome to OPEN – the Online Physical Education Network.



**WHAT:** A FREE standards based, online physical education curriculum resource designed by teachers for teachers.

**WHY:** US Games is committed to helping teachers help kids and changing lives through effective physical education and health literacy. Teachers deserve equity of access to curriculum materials and the tools necessary to do their jobs effectively.

**WHERE:** [www.OPENphysed.org](http://www.OPENphysed.org)

**HOW:** Take 2-3 minutes to register. Download materials. Easy Peasy.

Step 1: Go to <http://openphysed.org>. Click the drop down box to register for a new account.

Step 2: Select “Login For Free” to create a new username and password.

Step 3: Select “Sign-up Now.”

Step 4: Register your new account.

## 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 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, “Drop anchor. Helicopter space.”
“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.*

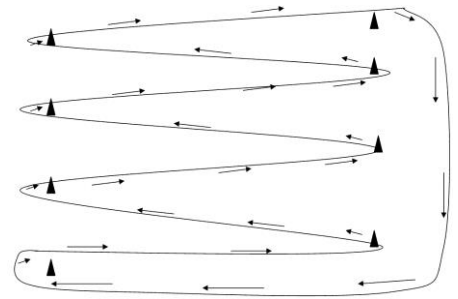
We call this the Rattlesnake Run for 3 reasons: (1) the tambourine is the rattle; (2) we run in single file but serpentine like a snake through the gym, and; (3) if you ever see a rattlesnake, back away slowly and then RUN!

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 where the leader is).

The safety guidelines are simple (yes it is meant to rhyme):

- **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).
- **Listen to what is said!** (travel quietly, listen for directions, don't distract your neighbors).



### 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](http://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>

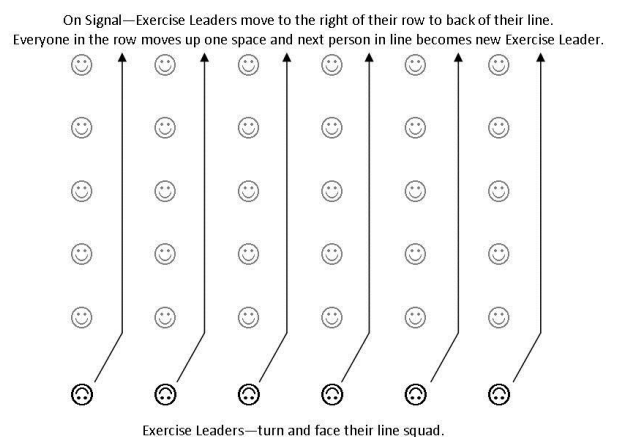
The first time we did this, I told the following social story:

*“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](http://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 <https://youtu.be/2mmJ7VDlp0s>)

*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.

### **YOU SAY                      and                      THEY DO!**

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:

1. Each row quickly lines up in single file behind the leader of the row.
2. The entire row sits down and does 3-5 curl-ups (depending on grade level).
3. 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.
4. 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.
5. 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

## **Push Up Dynamite Dance**

*Partner Activity – Students are in pairs facing each other in push-up position.*

*Music: TAO CRUZ Dynamite (Remix) by Taio Cruz*

Tip – practice first with partners standing and facing each other. When ready have them face a partner in push-up position.

1. Pat Floor alternate hands 16x (start with right hand)
2. Shake Hands with right hand 7x and switch on the 8<sup>th</sup> beat
3. Shake Hands with left hand 7x and switch on the 8<sup>th</sup> beat
4. High Five with right hand 7x and switch on the 8<sup>th</sup> beat
5. High Five with left hand 7x and switch on the 8<sup>th</sup> beat
6. Mountain Climbers 16x
7. Wave right hand in air 7x and switch on the 8<sup>th</sup> beat
8. Wave left hand in air 7x and switch on the 8<sup>th</sup> beat
9. Fist Bump with right hand 7x and switch on the 8<sup>th</sup> beat
10. Fist Bump with left hand 7x and switch on the 8<sup>th</sup> beat
11. Mountain Climbers 16x
12. Told You Once – right hand, hold up one finger (4x)
13. Told You Twice – left hand, hold up two fingers (4x)
14. Light Dynamite (4x) – one partner puts out fist with thumb up (the fuse), other partner “lights” the fuse
15. Kaboom (4x) – open and lift the hand and make an explosion noise.
16. REPEAT (if they aren’t too worn out by now!)

## **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             |



## Instant Activities – Ready In Minutes

### Just Add Fun

#### Ahh, Umm, Err....

*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 and give them an expository story prompt (one line story prompt), i.e., "I think my parents are aliens because....."
5. 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."
6. 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."
7. 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.
8. Stop the storytelling after one minute, call the other partners huddle with you and give them a new story prompt. Repeat as many times as you wish.

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..."*

#### Copycat

*Partner Game. No equipment needed.*

1. This is a GREAT transition game to kill time when students come into the gym, or after they have found a partner for another activity (and you are waiting for others to get their partner).
2. Partners stand face to face 3-4 feet apart.
3. One partner is the leader and starts a movement (exercise, dance move, or stretch).
4. The other partner is the "copycat" and mimics the movement.
5. Use a whistle, drum, or other signal to indicate when partners change roles (every 10-15 seconds).
6. It is fun, to find some of the more interesting moves and invite the entire class to try. It is a big thrill for the student who created the move.

#### Fan Club RPS

*Large Group Game. No equipment needed.*

1. Students find a partner and play rock, paper, scissors.
2. The winner immediately raises his or her hand. The loser stands behind their partner and becomes a member of their Fan Club.
3. Together they find another Fan Club and the two winners play rock, paper, scissors. Winner raises their hand. The losing team becomes part of the winner's Fan Club.
4. Eventually there will be only two Fan Clubs left. Play for the Championship of the entire galaxy.

## **Hey, Hey & Howdy**

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

1. On cue (music or verbal), students travel, mingle.
2. They say, "Hey" to the 1<sup>st</sup> person they greet and fist bump.
3. They say "Hey" to the 2<sup>nd</sup> person they greet and fist bump.
4. They say, "Howdy" to the third person they greet. If the 3<sup>rd</sup> person says "Howdy" back at the same time, both raise their hands and yell "Wheeeeeee!", and score a point.
5. If the third person in their sequence doesn't say "Howdy" they start the sequence over (Hey, Hey, Howdy).

## **Jumping Jack Flash**

*Partner Activity. A great game for reinforcing math fact families.*

1. The objective of the game is to be the first one correctly call out the sum of two numbers.
2. Students work in pairs. Each player begins with one hand hidden behind their back.
3. Players count together, "One, two, three!" On three, each player shows their "hand" revealing a number of fingers 1 through 5 (a fist or zero is not allowed).
4. The first player to call out the correct sum of the combined fingers is the winner and scores that many points. For example, Player A shows 3 fingers and Player B shows 4 fingers. Player A calls out, "Seven!" Player A scores 7 points.
5. Before playing each subsequent round, the player who correctly calculated the sum must do that many jumping jacks while the other player jogs in a circle around him/her. Using the above example, Player A must do 7 jumping jacks and Player B jogs in a circle around Player A. Play to 100 or until.

## **Noodle Name Game**

*Small Group Activity. 1 noodle (4') and 4 poly spots per group of 5*

1. For each group of 5, create a 6' by 6' square. Mark the corners with the poly spots.
2. One student stand in the middle with the noodle – they are the tagger. The other 4 find a poly spot and stand.
3. The objective of the game is to not be tagged by the student in the middle.
4. The students on the poly spot must stay on the spot. If they move off the spot they are considered tagged.
5. One student starts by calling the name of another student in the group. This is the person the tagger attempts to tag.
6. The student that was called, tries to call another name of someone in the group before being tagged. If they do, the tagger tries to tag that person. If they get tagged before calling a name, they exchange places with the tagger.
7. All tags must be below the knees. Students that move off the spot are considered tagged.
8. Version 2 – Students on the poly spot do straddle jumps.
9. Version 3 – Students on the poly spot sit on the spot with feet off the ground (v-sit position).
10. Version 4 – Students on the poly spot must balance on one foot.

## **Party Control Patrol**

*Large Group Activity. 1 ball.*

11. Designate a activity, i.e., jog in place, wiggle, giggle, jump up and down, dance, etc.
12. Throw the foam ball high into the air. When the ball is in the air everyone begins to move.
13. Stop moving when the ball is caught. Score a point if you stopped when the ball was caught.
14. Vary the height of the throw. Pretend to throw but don't. Make quick throws. Let the ball hit the ground and bounce before catching it.

### **Quick Hands Catch**

*Partner Activity. 1 manipulative (juggling scarf, ball, beanbag, etc.) per pair.*

Teach the quick hand counts without the manipulative equipment.  
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).

### **RPS Victory Lap**

*Large Group Game. Cones placed every 10 feet around the boundaries.*

1. The object is to win as many games of RPS games as possible.
2. After each win, you'll run a victory lap around the closest cone to celebrate your success.
3. Find a new partner as soon as you complete your lap and play again.
4. If you don't win, quickly find a new partner and play again.

### **Superhero Museum**

*Large Group Activity. Students start with a partner. No equipment.*

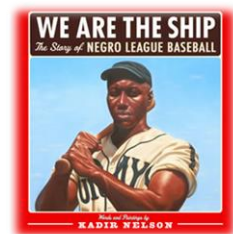
1. Students are in pairs. Scatter the pairs. One partner is a Superhero Statue other is a Visitor.
2. Superheroes are statues and pose. It helps to explain, "Statues don't wiggle, and statues don't talk."
3. The objective of the game is for each Visitor to score as many points as possible. They do this by visiting Superhero statues and having them change poses.
4. On signal, all the Visitors travel to any Superhero statue they want, gently touch the statue on the shoulder and say, "Bing!" Then they move on to another statue.
5. The statue responds, "Bum Ba Bummm!" and quickly changes into a new pose.
6. Change roles after 1-2 minutes.

### **Shadow Ball**

*Small Group Activity. Students in groups of 3.*

*Music: Sweet Georgia Brown (Brother Bones & His Shadows)*

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



Shadow Ball was a fan favorite. It is a game of imaginary baseball invented by the Indianapolis Clowns. It quickly spread to all the teams. Players pantomime throwing, catching and hitting using an invisible baseball. It is now the opening trademark ritual of the Harlem Globetrotters as they pay tribute to the creative, joyous, and very talented athletes of this era.

1. Your group of 3 will play an imaginary baseball game using invisible equipment.
2. One of you is the pitcher, one of you is the batter, and one of you is the catcher.
3. Every 15-20 seconds, I will signal you to change positions.
4. Remember to stay in your space and be careful of others. Get busy when you hear the music.
5. Variation: Shadowball other sports, i.e., basketball, football, soccer, volleyball, etc.

### **Shoot 11**

*Small Group Activity. Groups of 4-5. No equipment.*

1. The objective is to be the first team to score and celebrate.
2. Each group stands in a circle, and each student places one hand behind their back.
3. Teacher counts, "1, 2, 3, shoot!" On "shoot" each group member takes their hand from behind their back and displays any number of fingers (0-5). Best to hold the fingers toward the middle so all can see.
4. Each group adds the fingers together for a sum total. The group wins if (a) the collective group sum of all hands equals 11, and (b) they are the first to yell "Jackpot!"
5. The winning group picks an exercise for the other groups to do and cheers excessively while the other groups perform the exercise 11 times.
6. Play again. And again.....and again.....

### **Whatcha Doing?**

*Small Group Activity. Groups of 4-5. No equipment.*

1. Groups of 4-5 in a circle. Student #1 mimes and acts out a sports or exercise activity, e.g., shooting a basketball.
2. With the exception of the student to the immediate right (Student #2), the rest of the students mimic and pantomime the activity.
3. Student #2 asks the Student #1 "Whatcha doing?"
4. Student #1 responds with an answer that has nothing to do what she or he is actually doing. For example, "I'm kicking a soccer ball," even though they are actually miming shooting a basketball.
5. As soon as she says, "I'm kicking a soccer ball," everyone in the group begins to pantomime kicking a soccer ball. Student #3 asks Student #2, "Whatcha doing?" Student #2 responds with something other than kicking a soccer ball, e.g., "I'm doing push-ups." Immediately, everyone in the group starts doing push-ups.
6. Student #4 asks Student #3, "Whatcha doing?" Continue until nobody knows what the heck they are doing.

## **Tag You're It!**

### **Easy Peasy Tag Games**

#### **Don't Tag Yourself (The First Game We Always Play)**

*Large Group Game. Set up space suitable for a tag game. Music for stopping and starting.*

We call this our Level 1 activity. We always play *Don't Tag Yourself* before we introduce a new tag game or play an old favorite. This helps us practice traveling safely and reinforce the expectations for responsible movement.

It's quite simple, is to travel around the area without "tagging yourself." This means that students must:

- a) Avoid bumping others.
- b) Stay inside the boundaries.
- c) Stay on their feet (not fall down).
- d) Go the designated speed limit (we always start with fast walk, then skipping/galloping, and finally running).
- e) Keep voices calm and quiet.



To Play (directions to students):

1. The objective of the game is to score 5 points. You score a point if you can safely travel through the activity area without tagging yourself (see above).
2. You do this by traveling at a designated speed limit when the music is on and stopping when the music is off.
3. If you tag yourself you must do 5 jumping jacks and you cannot earn a point that round.
4. If you freeze when the music stops and you didn't tag yourself, then you earn one point.
5. We will play a few rounds and challenge you to move faster each round.
6. After a few rounds, I'll invite all those with enough points to join us for our Level 2 tag game you will learn today.
7. Those of you who didn't earn enough points will hold a juggling scarf while we play Level 2. You will continue to practice our Level 1 safety rules. This means you can still travel, but the taggers will not be able to tag you, nor will you be able to help those that tagged.

### **Predator Prey Tag**

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

1. Partners toss the object back and forth while the music is on.
2. When the music stops the student with the object is THE "PREDATOR," student without the object is the "PREY."
3. PREDATOR'S objective is to chase and tag their PREY. The PREY'S objective is to elude REDATOR.
4. Before chasing, the PREDATOR must put the object on the ground and do 5 jumping jacks. The PREDATOR picks up the object and gives chase (having everyone skip is a good way to begin the game).
5. When tagged, the PREDATOR gives the object to the PREY (and begins to flee, they are now the new PREY).
6. The former PREY now becomes PREDATOR, does 5 jumping jacks, picks up the object and gives chase.

VARIATION – Pairs start the game in push-up, sit-up, or crab walk position and pass/roll the ball back and forth while

### **Say Cheese Selfie Tag – (OPEN)**

*This game can be found on the OPEN website: [www.openphysed.org](http://www.openphysed.org)*

Curriculum Resources → 3-5 Physical Education Modules → 3-5 Tools For Teaching → Instant Activities  
Scroll to "Tag of the Month Club" – it is the tag game for March.

### **See Ya' Later Alligator**

*Large Group Tag Game. Set up space suitable for a tag game.*

*1 noodle (for tagging), per 10 kids. 1 hoop for every 3-4 kids.*

1. Scatter the hoops though out the activity area. Give the noodles to the taggers.
2. On signal everyone begins skipping. A student can step inside the hoop to avoid the taggers. However, only one student can remain in the hoop at a time.
3. Students inside a hoop have to leave if another student steps inside, waves, and says, "See ya' later, Alligator!"
4. Students must remain in a hoop until another student steps in to claim the hoop.
5. A student may not exit the hoop and then immediately step back in, they have to go to a different hoop.
6. Students that are tagged, step outside the boundaries and do a re-entry task (e.g., sit-ups, push-ups, jumping jacks, mountain climbers, etc.) and then re-join the game.
7. NOTE – too many hoops makes it more difficult for the taggers. Too few hoops makes can make the game a bit unsafe. Experiment with the right number of hoops for your class size.
8. Change taggers every minute or so.

VARIATION (Kinder – 2nd Grade) – Before playing with taggers, have students travel and practice entering and exiting hoops. They will have a great time just going from hoop to hoop saying, "See ya' later Alligator!"

### **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 Statue Tag**

*Set up space suitable for a tag game. 1 hoop per pair and 2 noodles (for tagging), per 10 kids*

#### **Level 1 – The Museum**

1. Students are in pairs. Scatter the pairs. One partner is a Superhero Statue other is a Visitor.
2. Superheroes are statues and pose. It helps to explain, "Statues don't wiggle, and statues don't talk."
3. The objective of the game is for each Visitor to score as many points as possible. They do this by visiting Superhero statues and having them change poses.
4. On signal, all the Visitors travel to any Superhero statue they want, gently touch the statue on the shoulder and say, "Bing!" Then they move on to another statue.
5. The statue responds, "Bum Ba Bummm!" and quickly changes into a new pose.
6. Change roles after 1-2 minutes.

#### **Level 2 – Superhero Switch**

7. Distribute a few more hoops so there are more hoops than statues.
8. When touched by a visitor, the statue must run to an empty hoop and strike a new Superhero pose.
9. Switch roles after 1-2 minutes.

#### **Level 3 – The Kryptonite**

10. Pick one pair and give them a noodle. They are the taggers.
11. Taggers try to tag Superheroes that are traveling to an empty hoop.
12. If tagged, they must do a re-entry task (e.g., jumping jacks, hi-lows, scissor jumps, high knees, etc.)

### **Tail Tag**

*Set up space suitable for a tag game. 1 juggling scarf per student. Students are scattered inside the activity area.*

1. Students place the scarf in the waistband on the side of their body (at the hip).
2. Shirts must be tucked in and at least 75% of the scarf must be visible.
3. Instruct the students that everyone must skip, stay in the boundaries, and avoid bumping others (body contact is not allowed).
4. Everyone is IT. The objective of the game is to remove the "tail" from other students, and not have others remove your "tail."
5. If a student successfully removes the tail of another student, they give the scarf back to that player (don't put it on the ground – it becomes a slipping hazard).
6. Students that have their tail removed must step outside the playing area and perform a pre-determined exercise (e.g. dance for 10 seconds, do 5 jumping jacks). Afterwards, they reposition their tail and re-enter the game.

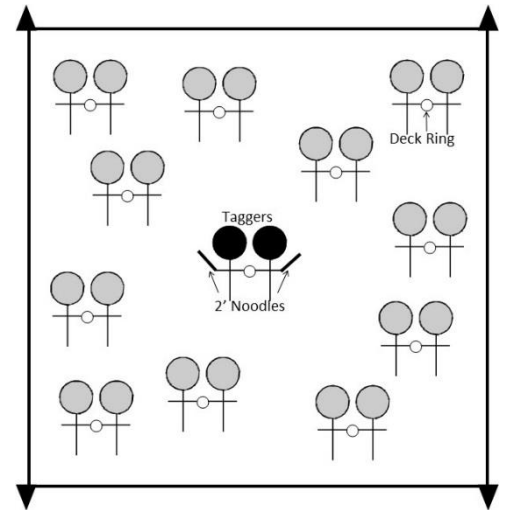
Variation – students find a partner and stand one behind the other. The person in back places has the tail and places their hands on their partner's shoulders. Pairs must travel without detaching. The partner in front tries to take tails, the partner in back works to avoid having the tail taken. Both do 5 jumping jacks if tail is taken.

### **Tug Boat Tag**

Set up space suitable for a tag game. 1 noodle (for tagging), per 10 kids. 1 deck ring for each pair. Students are in pairs – each pair holds a deck ring.

#### **Level 1 – Don't Tag Yourself (Safety Practice)**

13. Explain that you and your partner are “No-tug Tug Boats.”  
This means that you cannot tug or pull on the ring as you and your partner travel through the activity area.
14. Have pairs practice skipping around the activity area without “tagging themselves”, e.g.:
  - a) Bumping into other pairs.
  - b) Falling down.
  - c) Coming apart (not letting go of the deck ring).
  - d) Stepping out of bounds.
  - e) Pulling, tugging, or jerking their partner.
15. If you tag yourself, you must stop, put the ring on the ground and do 5 high-lows (squat and touch the ground then jump up high) before returning to the game.
16. Vary the locomotor pattern. Keep practicing until pairs are moving safely.



#### **Level 2 – Draw Bridge (Tag Game)**

17. Designate 1-2 pairs (depending on your class size) as taggers. Give each pair two noodles (each person holds a noodle in the outside hand). The tagging pair still holds the deck ring.
18. Taggers must travel without letting go of the ring and attempt to tag the Tug Boats.
19. When tagged, the Tug Boat becomes a draw bridge, i.e., stop and raise the ring up in the air.
20. To unfreeze, another Tug Boat must travel under the draw bridge.

#### **Level 3 – Variations**

1. Double Under – to get unfrozen, another Tug Boat has to travel under the bridge, then around the Tub Boat and back under the bridge a second time.
2. Secret Password – to get unfrozen the helping Tug Boat asks the frozen draw bridge pair to answer a secret password, i.e. “Name a fruit.” “Name a vegetable.” “What is the capital of Texas?” To get unfrozen the question has to be answered correctly. If answered incorrectly, the helping pairs moves on to another pair.
3. Patrol Boat – the taggers are not connected. The move individually and attempt to tag Tug Boats.

## ***What's In Your W.A.L.L.E.T.?***

***The Capital “Fun” Card (Wonderful Activities Learners Like Every Time)***

### **3 Passes**

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

1. The object of the activity is to earn as many individual points as possible.
  2. You do this by finding different people and completing 3 passes.
  3. Half the class starts with a tossing object.
  4. On signal, those with tossing objects find a partner without one and throw it back and forth three times (score one point).
  5. After 3 passes both folks find a new partner and repeat.
  6. Find as many different partners as you can, score one point for each partner.
- VARIATION – Use different pieces of equipment, i.e., soccer balls (pass with feet), basketballs (chest/bounce/over head pass), volleyball (self-toss set to partner), etc.

### **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.

### **First Things First – (OPEN)**

*Partner Game. This game can be found on the OPEN website: [www.openphysed.org](http://www.openphysed.org)*

Curriculum Resources → 3-5 Physical Education Modules → 3-5 Tools For Teaching → Instant Activities

### **Flying Fries**

*Students work in pairs. One 2 foot foam noodle per pair. Pairs start 5-6 feet apart.*

1. The objective is for you and your partner to score 20 points.  
You do this by launching the noodle back and forth and scoring points for each catch.
2. To launch, hold the noodle in one hand and strike the end of the noodle with the other (like serving a volleyball underhand).
3. Scoring: 2 points – catch the noodle with 1 hand.  
1 point – catch the noodle with two hands.  
0 points – fail to catch the noodle.
4. Supersize Variation (after scoring 20 points): Both students have a noodle and launch at the same time. Score as before, but add partner scores together, e.g., partner 1 catches with one hand (2 points), partner 2 catches with two hands (1 point) = total score of 3 points.



## **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 or you tag yourself, you must do 5 High-Lows to get back into the game.
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 we skip safe, we’ll play again and everyone can jog instead of skipping.
  - 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.

## **Grab the GO!**

*Partner Activity. Pairs facing each other in push-up position 2 feet apart. One bean bag per pair.*

1. Most of us could use another serving of fruits and vegetables. GO Foods are “anytime” foods, i.e., food that you should eat anytime like fruits and vegetables.
2. The object is to be the first to grab the GO Food when the music stops.
3. 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!

Variation: Give each pair two beanbags of different colors (it doesn’t matter if one pair has red/blue and another has yellow/green). Call out a color when the music stops. Deduct points if the wrong beanbag is called touched.

## **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 one beanbag stays on the ground and is used only for the purpose of marking the dodging spot).

## **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, 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. A couple of examples from the activity:

- 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.

I introduce Invention Convention by saying, “Class, you have done an outstanding job. I have used up all of my ideas and am 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 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.

## **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**

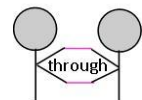
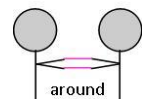
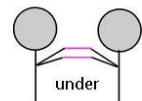
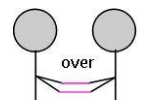
*Partner Game. 1 manipulative (critter, ball, beanbag, etc.) per pair.*

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 3<sup>rd</sup> 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.

### **Over Under Around & Through**

*Groups of 3. Each group needs two juggling scarves.*

1. Two face each other, take the ends of two scarves, and hold the scarves parallel to the ground.
2. The 3<sup>rd</sup> student is the Runner.
3. Call out a 4-word movement sequence using the prepositions, *over*, *under*, *around* and *through*. Use them in any order you want and can even repeat the same preposition twice.
  1. For example you say, "Under, Through, Over, Around."
  2. The students echo the movement directions, "'Under, Through, Over, Around!'"
  3. Then you say, "Go!"
  4. With the help of their two partners, the Runners complete the movement sequence as fast as they can without touching the scarves. In this example the scarf partners:
    - a) hold the scarves up high and the Runner goes under to the other side.
    - b) hold one scarf high and the other low and the Runner goes through to the other side.
    - c) Hold the scarves down low and the Runner goes over to the other side.
    - d) Hold the scarves waist high and the Runner runs around the partners one time.
5. When the Runners complete all 4 movements everyone in the group does jumping jacks (or another exercise of their choice).
6. Switch out the Runner. Call out a new movement sequence, "Over, Under, Over, Around!" Groups echo the sequence and you say, "Go!"
7. Challenge Option – state a completion time, e.g., 10 seconds. Groups who are doing jumping jacks within the designated time get a point.



### **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

### **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?

### **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., touch the floor behind the head and then the tops of the shoes.

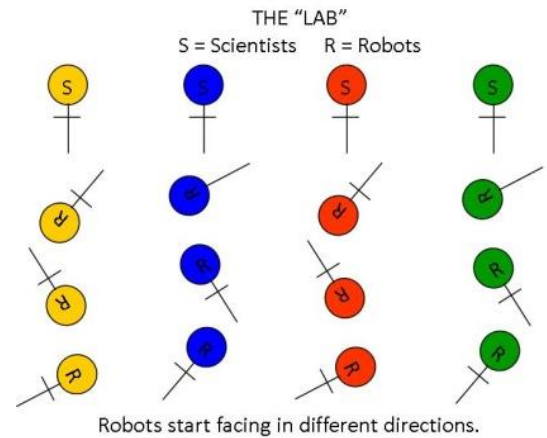
*Invent A Trick*.....The kids are a plethora of creative ideas. Ask them.

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

## Robotics Lab

*Large Group Game – Students in groups of 4-5.*

1. Divide the students into groups of 4-5 (1 Scientist and 3-4 Robots per group).
2. Scatter the groups throughout the area. Their particular space is called the “lab.”
3. Robots start “deactivated” (slumped over). Robots face in a different direction.
4. Robots “activate” when the music begins walking in the direction they were facing.
5. 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 they must dance a little faster (self-count).
6. The Scientists search for their Robots that are stuck and rescue them. This will require them to run all over the gym.
7. To free a stuck Robot, the Scientist gently turns the Robot in a different direction.
8. Once turned in a new direction, a Robot resumes walking. The Scientist finds another of their Robots to rescue
9. 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. Keep in mind:
  - Scientists only tend to the Robots in their group.
  - Robots can only move one of two ways; (1) walking, or; (2) dancing.
  - Robots can only walk in a straight line – they cannot change directions.
  - Robots cannot touch other Robots.



## 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 (below). Students show what they had for lunch by moving in accordance with the beanbag they have (10-15 seconds and the game resumes).

- 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.

## When Pigs Fly

*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.

## *Sometimes You Win, Sometimes You Lose*

### *Team Games & Partner Challenges*

#### **Dice Is Right**

*Relay Game. Color coding equipment is extremely helpful. Kids are in relay groups of 4-5. Each group needs:*

- 2 plastic discs
- 1 dome or spot marker
- 1 small foam die
- 6 hockey pucks or beanbags numbers 1 through 6

1. Set up – for each group place the spot marker on the starting line. One plastic disc goes next to the spot marker. The other disc with the numbered beanbags goes at the end line 10-12 yards away. The first person in line holds the die.
2. The objective of the game is to be the first team to retrieve all the beanbags from the disc at the end line and place them in the disc by the starting line. Teams do this by rolling the dice to determine which bag to retrieve or place back.
3. To Play – first person in line tosses the dice in the air and catches it. The thumb of the right hand determines the number “rolled,” for example the number 2. They hand the dice to the next person in line, run to the end line, retrieve the beanbag with the number 2 on it, and return it to the disc by the starting line (note – they are not retrieving two beanbags, just the bag with the corresponding number).
4. The next person “rolls” the dice. If the number 2 is “rolled” then, they have to return the number 2 beanbag back to the disc at the starting line. However, if they roll another number, they retrieve the beanbag with the corresponding number written on it.
5. This continues until all the beanbags have been retrieved from the disc at the end line and placed in the disc at the starting line.



## **Donkey Tail**

*Small Group Game (2 teams of 3 players). One foam Gatorskin ball per group.*

1. Team 1 forms a triangle 3-5 yards from point to point. Team 2 stands positions in the middle of the triangle in single file line and hand placed on the shoulders of the person in front.
2. Team 1 objective is to throw (chest pass only) and hit (below the waist) the last person in the Team 2 line. Team 1 strategies: pass the ball quickly, use fakes, and take open shots quickly. Team 1 players cannot move their feet when they have the ball.
3. Team 2 objective is to protect the last person in their line. Team 2 strategies: rotate so the first person in line is always facing the ball, first person keeps hands up to block the ball, and communicate with each other. Team 2 players cannot take hands off of the shoulders of the player in front of them.
4. Play a game to three points. Team 1 scores a point for a successful hit. Team 2 scores a point if they dodge a Team 1 attempt to hit them, or for an illegal throw to hit (something other than a chest pass).

## **Houdini Hoops**

*Small Group Game (4-8 per group). One hula-hoop per group.*

The group joins hands. Place the hoop on the wrist of one student (it hangs like a large bracelet). The objective of the game is to “pass” the hoop around the circle as quickly as possible while not letting go of hands. On cue students move the hoop around the circle (right or left) by stepping or ducking through the hoop. Remember don’t let go of hands, work together, lift (don’t twist or bend) the arms.

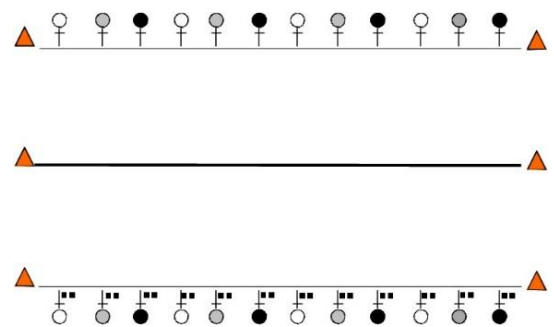
Challenges:

- How quickly can your group pass your hoop around your circle two times?
- How many times can your group move the hoop around the circle in one minute?
- Start one hoop in one direction and another hoop in the other direction. Kids have to figure out how to cross them through when they intersect around the circle.
- Caterpillar – groups are in a line not a circle. Once you pass to your partner, you have to quickly run to the end of the line before the hoop reaches the end of line.

## **Line Shuttle**

*Two Line Game. 2 poly spots and 2 beanbags per pair (yarn balls, deck rings, or juggling scarves will suffice), cones to mark lines.*

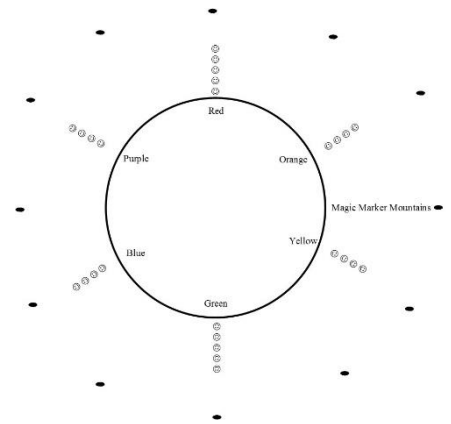
1. Set up 3 parallel lines 5-8 yards apart. The center line is the “midline” and the other two lines are “home lines.”
2. Pairs start across from their partner on their own home line. Use spot markers to help them remember their home base.
3. One partner starts with two beanbags on their spot marker.
4. The objective of the game is to see how fast each pair can shuttle their beanbags from one partner to the other. The winner will be the pair that has both beanbags on the spot marker on their partner’s spot.
5. On “Go!” both partners travel to the middle. The partner with the beanbags brings a beanbag and gives it to their partner.
6. After the exchange, both partners return to their home base. The partner that received the bag puts the bag on their home spot marker. The partner that started with the bags, runs to retrieve the second bag.
7. Partners meet in the middle to exchange the 2<sup>nd</sup> bag. First pair to have both beanbags on the spot win.
8. VARIATIONS – (a) Challenge with a time limit, i.e., pairs that finish within 15 seconds earn a point.
  - (b) Use an underhand toss to exchange beanbags.
  - (c) Increase the distance between the line.



### **Magic Marker Madness** (adapted from John Jones johnjonespe.com, re-written with permission)

*Large group fitness activity. 8-12 plastic discs 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.



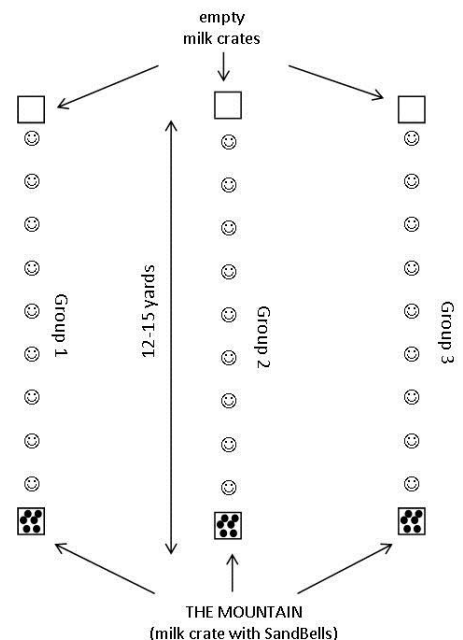
1. Create Magic Marker Mountains, e.g., put all the red markers in one plastic disc with a dome marker on top, all the orange in another plastic disc, etc. The dome marker hides the markers. Note, some plastic discs are decoys and don't have markers under the dome marker.
2. Set up the 6 polyspots in a circle 10-12' in diameter.
3. Divide the kids up equally and assign each group a colored poly spot.
4. Make a note of how many people each team has (some teams may have one more person than others).
5. Remind each team the first color to look for is the color of their home base.
6. All teams start with their foot on their poly spot home base. Start the game.
7. 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.
8. 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.
9. 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.
10. First team to have everyone report back to home base with all 8 colors marked is the winner.



### **Move The Mountain**

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

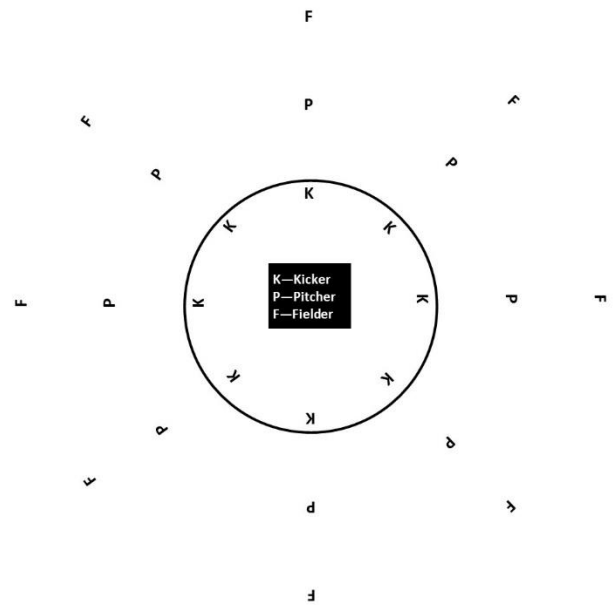
1. The student closest to the milk crate of objects is the Starter.
2. The game begins with all students placing their hands on their knees.
3. Give the command to start.
4. The Starter picks up one (and only one) object and tosses it to the person next to them; who in turn passes to the next and so 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.



### **Three Person Kickball**

*Groups of 3. One ball and cone per group.*

1. The objective is to see which team can score the most points.
2. Your team will do this by kicking the ball and scoring points for balls caught on the fly or fielded on the ground.
3. Kicker stands by the cone. Pitcher stands 8-10 paces away. Fielder stands behind the Pitcher.
4. Pitcher rolls the ball to Kicker. Kicker tries to kick the ball to the Fielder. Score as follows:
  - 15 points – ball caught in the air by the Fielder
  - 10 points – ball caught in the air by the Pitcher
  - 5 points – ball fielded on the ground by either Fielder or Kicker.
5. Each player rotates immediately after the ball is fielded; Kicker to Fielder, Fielder to Pitcher, Pitcher to Kicker. Remind groups:
  - a. the quicker team members rotate to their new position, the more points they can score.
  - b. trying to kick the ball accurately will help them score points.



**Challenge – Double Up!** If the kicker yells, “Double Up,” she/he is kicking the ball with their non-dominant foot. As a result all points count double.

### **MÚK**

*Partner Activity. Each partner has a basketball.*

MÚK is a native Eskimo word that means “silence.” Pairs face each other 2-3 feet apart. Both dribble simultaneously while staring into each other's eyes. Teacher calls out challenges, i.e., “dribble low, cross over, stand on one foot, touch knee,” etc.

Challenge is over when one player breaks eye contact, loses dribble, or is the first to smile. Player who lost challenge dribbles around partner twice and then begins another game.

### **Tic-Tac-GO!**

*Small Group Relay Activity (3-4 students per team).*

*3 beanbags and 1 dome marker per team.*

*9 dots or hoops per 2 teams.*

1. I prefer to use poly spots instead of hoops. Hoops tend to slide if they get stepped on. This is a face paced very competitive game.
2. The objective of the game is to be the first team get 3 in a row (horizontally, vertically, or diagonally).
3. Use the spots or hoops to set up a tic-tac-toe space 10-12 yards from the starting line.
4. Each team places the dome marker at the starting line. Each student has a beanbag.
5. On go, the first person from each team runs down to the tic-tac-toe board and places their beanbag on one of the spots. After they place the marker, they rack back to their line to high five the next student in line.
6. The next student races to place their beanbag in an open spot.
7. There is a 5 jumping jack penalty if a student leaves the starting line early before getting a high.



8. If all 3 markers have been played and there is no tic-tac-toe, the next student in line races down to move one of their own team markers into an open space.
9. For safety, remind students of these rules:
  - The object must be placed and not thrown.
  - Runners must stay on their feet at all times. Diving is not allowed.
  - The object must be completely on the dot.

## **Toe Fencing**

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

1. If using plastic wands, one end of the wand must slide along the floor at all times. If using noodles require that the noodle must stay below the knees at all times.
2. The objective is to touch your partner's shoes with one end of the wand/noodle.
3. Partners begin by crossing noodles to make an 'X' and tapping the wand/noodles together 3 times.
4. Parry, block and lunge are all encouraged!
5. Discourage students from chasing one another.
6. First to touch their partners foot gets a point. Play 2 out of 3 and find a new partner. No whining.

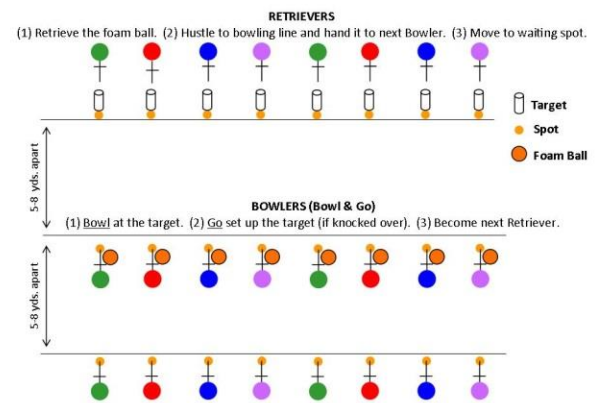
Challenge – play in groups of three; play on one foot only; use the non-dominant hand.

## **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!).



(1) Wait until Bowler bowls. (2) Quickly move to bowling spot. (3) Get the ball from the Retriever. (4) Bowl and set up the target.

### **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.

### **Passa La Pasta**

*Large Group Team Activity (8-12 students per team). 6 two foot noodles per team (other objects work as well, i.e., beanbags, critters, scarves, etc.) and 2 hoops or buckets per team.*

1. Group of 8-12; provide each group with 6-8 objects.
2. Each group stands side-by-side arm width apart. Put 6 noodles in a bucket per team and place the bucket next to student #1. The second bucket is placed next to the last student in line.
3. Version 1 Hand Off – The objective of the game is to be the first team to hand the noodles down the line and place them in the bucket. Rules
  - It is okay to run back and forth from one neighbor to the next.
  - Noodles must be handed to the next person, not tossed or thrown.
  - Swinging the noodle and hitting others is prohibited.
  - Students can only pass one noodle at a time (they cannot have two noodles in their hand at any time).
4. Version 2 – “Candle Toss” the noodles to your partner. It helps to demonstrate the best way to toss a noodle. Hold the noodle like a candle, get close to your neighbor, and gently lift and toss the noodle. Again, only one noodle at a time.
5. Version 3 – Bear Walk the noodle from one neighbor to the next.
6. Version 4 – Sit & Spin. Sit and place the one noodle in between the feet, spin to your neighbor and pass it using only the feet. Note – you might have to move the lines closer to each other.

### **Wave Relay**

*Large Group Team Activity (8-12 students per team). 6-8 objects (beanbags, critters, scarves, etc.) and 2 hoops per team.*

7. Group of 8-12; provide each group with 6-8 objects.
8. Each group stands side-by-side. The objects are placed next to student #1 in a hoop. The second hoop is placed next to the last student in line.
9. 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.
10. 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.
11. Student #2 repeats the task above, handing the object to student #3 when done, and so on until the last student in line receives the object, moves to line #2 to touch the object on the ground, and puts the object in the hoop.
12. Meanwhile, student #1 picks up a second object, moves to line #2 and touches the object on the ground.
13. The activity is completed when all the objects have been cleared from the side of student #1, passed along the line and are inside the second hoop at the end of the line.

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

## *Easy Peasy Rhythms & Dance (No Right Foot Needed)*

### **Scatter Square Dance**

*Group Dance. You will need some upbeat country or western music.  
Create a large enough space to accommodate general movement.*

This is essentially a squatter square dance. The key term is "Giddy-up!" This is the call to gallop anywhere within the activity area. Every 5-8 seconds, call another task to perform. Alternate 2-3 tasks and then have all "Giddy-up" again. There are three different "formations", e.g., singles, partners, and fours. Calls include (but really make up your own as well):

Singles (by yourself):

- **Dust Your Chaps** – keep time to the music and pat your thighs.
- **Turn One Alone** – turn around in place.
- **Snake in my Boot** – stomp 1 foot in place and clap hands.
- **Lasso** – stomp 1 foot in place and circle one hand overhead.
- **Tumble Weed** – sit and spin on the floor.
- **Pony Express** – double time.
- **Dust Devil** – spin around while walking.
- **Trail Ride** – call one student's name; the others follow behind that person and place their hands on the hips of those in front.

Partners (quickly find someone and...):

- **Honor Your Partner** – face your partner and bow.
- **Circle Up Two** – join hands with another and move in a circle (skip, gallop, etc.).
- **Promenade** – stand side-by-side, right hands together, left hands together, travel around.
- **Elbow Turn** – hook elbows and turn in a circle.
- **Allemande Left/Right** – join left or right hands and walk in a circle.
- **London Bridge** – one pair form an arch with hands held high in the air. All others pair up with someone and go under the arch.
- **Horse & Jockey** – one partner stands behind partner and places hands on the shoulders, both gallop together.
- **Do-Sa-Do** – face partner and pass right shoulder to right shoulder walking forward. Move back to starting position by walking backward passing at the left shoulder. Don't bump butts.

Fours (quickly find three others and...):

- **Circle Up Two** – join hands in a circle with all (skip, gallop, etc.).
- **Right/Let Hand Star** – place right or left hand in the center of the circle and walk in a circle.
- **Mountaineer Loop** – form a circle of four. One pair forms an arch. The other pair goes under the arch, drops hands with their partner and travels around the arch couple and back to their place. The arch couple turns under their own arms and all join back into a circle of four.



### **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**).*

### **Hawaiian Roller Coaster**

*Small Group Activity. Students start with a partner, then move to groups of four, and finally perform as a class.*

*Music: Hawaiian Roller Coaster Ride (from the Movie Lilo & Stitch) by Mark Keali'i Ho'omalu*

1. Theme is surf, Hawaii, beach, tropical, etc. The music has 8 beats per measure.
2. **Part 1** –One student creates a movement and performs it for 2 measures (16 beats). Partner “copy cats” and mimics the movement. Reverse roles (total of 32 beats).
3. Let the music play and allow each pair to take turns practicing their two moves, back and forth for 16 beats each (remember to mimic your partner’s movement).
4. **Part 2** – Group each pair with another pair for groups of 4. One person starts their movement (16 beats), and the other three move along. Then switch to the second person, etc., until all have practiced.
5. Keep playing the music then let them practice. Option – is to have each group perform for others (of course those watching move along with the person leading the dance).
6. **Part 3** – Circle up. It is fun to have a Hawaiian lei. Put the lei on one student in the circle and she or he leads the dance for 8 to 16 beats (at this point it doesn’t really matter). When done, they put the lei on their neighbor and so on.
7. If you put on a grass skirt you are my hero.

### **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

## **Pizza Pizza & Other Movement Stories**

*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.

- *put on an apron*
- *wash your hands*
- *make the dough*
- *knead the dough*
- *roll out the dough*
- *toss the dough*
- *put on the sauce*
- *sprinkle the cheese*
- 
- *cut the vegetables*
- *throw on the ingredients*
- *put it in the oven*
- *cut the slices*
- 

Now that you have 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 “Biz-ari” Safari	A trip to Africa; riding the jeep; walking through tall grass, seeing and mimicking different animals; taking pictures; etc.	African Dance

## **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.

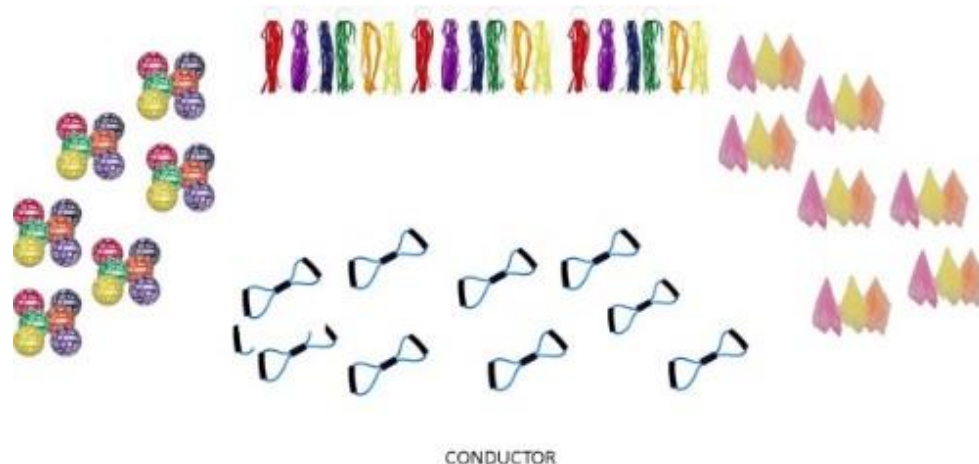
### 4. **Stretch Bands – seated right in front of you**

- *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!!!!



CONDUCTOR

# 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-jiggy 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 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**

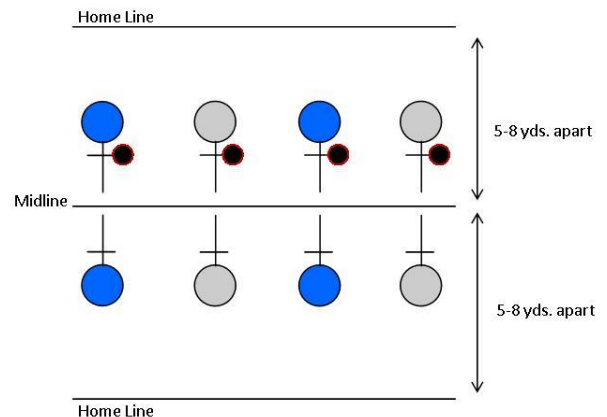
I use this activity with Kinder – 2<sup>nd</sup> grade to assess True/False and Multiple Choice Questions.  
Partner Activity. Create three parallel lines 5-8 yards apart.

1. The center line is the “midline” and the other two lines are “home lines.”
2. Pairs start across from their partner on their own home line.
3. I ask a question and say, “Go!”
4. For example, “True or False. The black substance from cigarettes is called tar. Ready, Go!”
5. Pairs have 6-8 seconds (depending on grade) to meet in the middle, act and say the answer to each other, and race home. To score a point, they must stop safely on their home line.
6. It is fun to have them show you their movement actions for “True” and “False.”
7. When the answer echoes the same from all pairs, I feel comfortable they have and understand that piece of information. When I hear a cacophony of different answers, we stop and discuss the question.
8. My favorite question (and theirs), is, “True or False. Coach DeLine is extremely good looking.”
9. The above is true of course.

## **Partner Pass Tag**

I use this activity with 3<sup>rd</sup> – 5<sup>th</sup> grader to help identify healthy foods, food groups, bones and muscle, smoking facts, etc.  
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, beanbag, critter, etc.).
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. As they toss, they are listening for a key word.
5. For example, “Boys and girls, the key word is something that is not in the lean protein food group.” As they toss, you holler the names of lean proteins, “Tofu. Tuna. White meat chicken, fish, beans and rice...”
6. When you say the key work (something that is not a lean protein, e.g., “yogurt, bread, or fruit”), the students with the object turn and run to their home line. They must carry their equipment with them.
7. The other students (without the object) 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.
9. Ideas (key word is in CAPS underlined in *italics*):
  - Fruit: apples, peaches plums, cherries, strawberries, kiwi, oranges...**CARROTS!**
  - Smoke Tobacco: pipes, cigarettes, cigars, hookah, cigarillos, bidis...**SNUFF!**
  - Bones: femur, tibia, patella, skull, radius, ribs, pelvis, humerus, ulna, phlanges...**BICEPS!**



## **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.

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



## **Showdown 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 wants to pass 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!

**Ticket Tag Activities**

All the activities below are large group activities. Create a space large enough to accommodate a tag game. Go to my Google Drive Folder to download the tickets needed for each activity below: <http://bit.ly/jdlinefolder>

**M.V.P. Ticket Tag**

2-3 noodles for tagging, 3-4 plastic discs, MVP tickets.

M – Move and Stay Active V – Value Healthy Eating P – Practice Safe & Healthy Habits

1. Print, copy and cut the M.V.P. tickets and place them in discs on one side of the gym.
2. Give the noodles to the taggers.
3. When tagged, students get one of the tickets. You (or another student or parent) are the ticket taker.
4. They present their ticket to you, and must answer the grade level appropriate question below to get back in the game (it helps if you have them think about and prep their answers ahead of time):
  - 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.



**Go, Slow & Whoa Food Ticket Tag**

2-3 noodles for tagging, 3-4 plastic discs, G,S,W tickets.

G – Go Foods (anytime foods, i.e., fruits, vegetables, etc.)  
 S – Slow Foods (sometimes foods, i.e., pretzels, cheese, etc.)  
 W – Whoa Foods (once in a while foods, i.e., cake, pizza, soda)



1. Print, copy and cut the G-S-W tickets and place them in discs on one side of the gym.
2. Give the noodles to the taggers.
3. When tagged, students get one of the tickets. You (or another student or parent) are the ticket taker.
4. They present their ticket to you, and must answer the grade level appropriate question below to get back in the game (it helps if you have them think about and prep their answers ahead of time):
  - Kinder & 1st grade – What does the letter stand for?
  - 2nd & 3rd grade – Tell me if your ticket is an “anytime”, “sometimes” or “once in a while” food.
  - 4th & 5th grade – Tell me at least 3 foods that correspond with your ticket.

**Tobacco Ticket Tag (Princess Peer Pressure)**

One noodle for tagging, 1 Tobacco Ticket per student

1. Princess Peer Pressure is the tagger. She attempts to tag other students.
2. When tagged do an exercise (jog in place, high-lows, straddle jumps, etc.). This is your signal you need help
3. Another student “Teams Up” (Princess Peer Pressure hates it when you stick together). The student helping reads their question to the student that was tagged, i.e. “True or False. Smokeless tobacco can cause cancer of the throat and mouth.” Note that the correct answer is underlined on all questions.
4. If answered correctly, the students swap cards and both are back in the game (the tagged student does not read their card).
5. In answered in correctly, the students still swap cards, but the helper now joins the tagged student. Both must do an exercise until a third comes to help free them from the grips of Princess Peer Pressure.

<b>TRUE or FALSE</b> 9 out of 10 smokers starting smoking before they were 18 years old.	<b>TRUE or FALSE</b> Peer pressure is the number one reason why kids try cigarettes and smokeless tobacco.	<b>TRUE or FALSE</b> Smokeless tobacco can cause cancer of the throat and mouth.
<b>TRUE or FALSE</b> Tar is the black, toxic sticky substance left in the lungs after burning cigarettes.	<b>TRUE or FALSE</b> Smokeless tobacco like chewing tobacco and “snuff” is as addictive as cigarettes.	<b>TRUE or FALSE</b> The addictive chemical in cigarettes is called nicotine.
<b>TRUE or FALSE</b> Tobacco cigarettes are the leading cause of preventable deaths in the United States.	<b>TRUE or FALSE</b> Electronic cigarettes are filled with nicotine and other harmful chemicals.	<b>TRUE or FALSE</b> Smoking destroys your lungs and makes it hard to breath and exercise.
<b>TRUE or FALSE</b> Secondhand smoke is the smoke from cigarettes and it can hurt your eyes, heart and lungs.	<b>TRUE or FALSE</b> Smoking just a few cigarettes can have the same effects as smoking a lot of cigarettes.	<b>TRUE or FALSE</b> Tobacco companies spend billions of dollars each year advertising cigarettes & smokeless tobacco.

# 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.

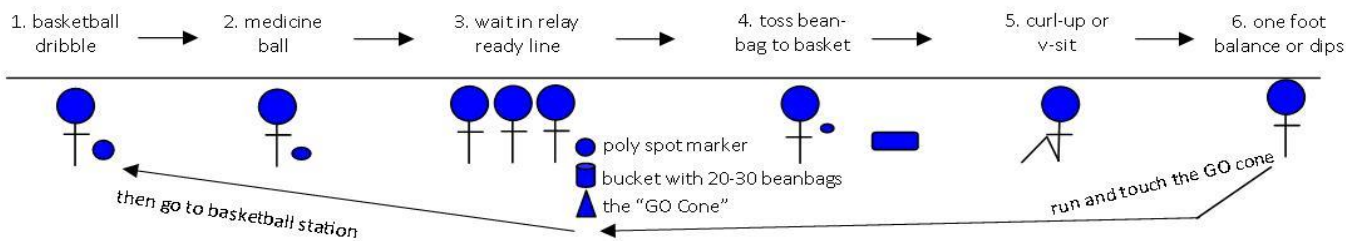
### Station Relays

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

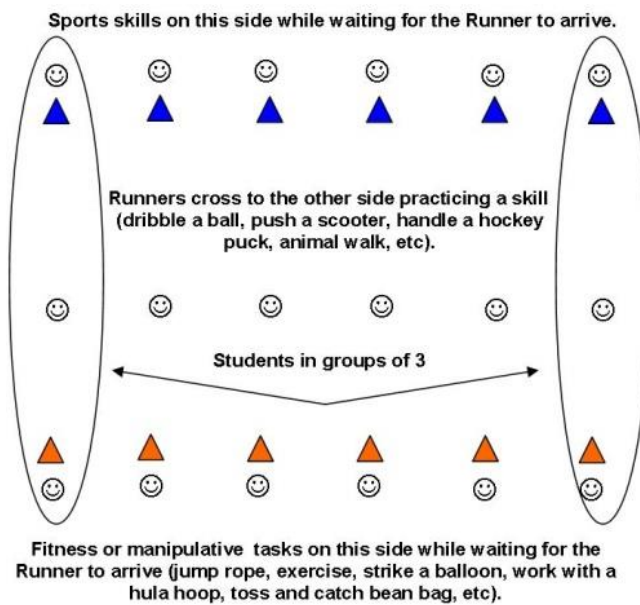
## Weave Relays

### 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:

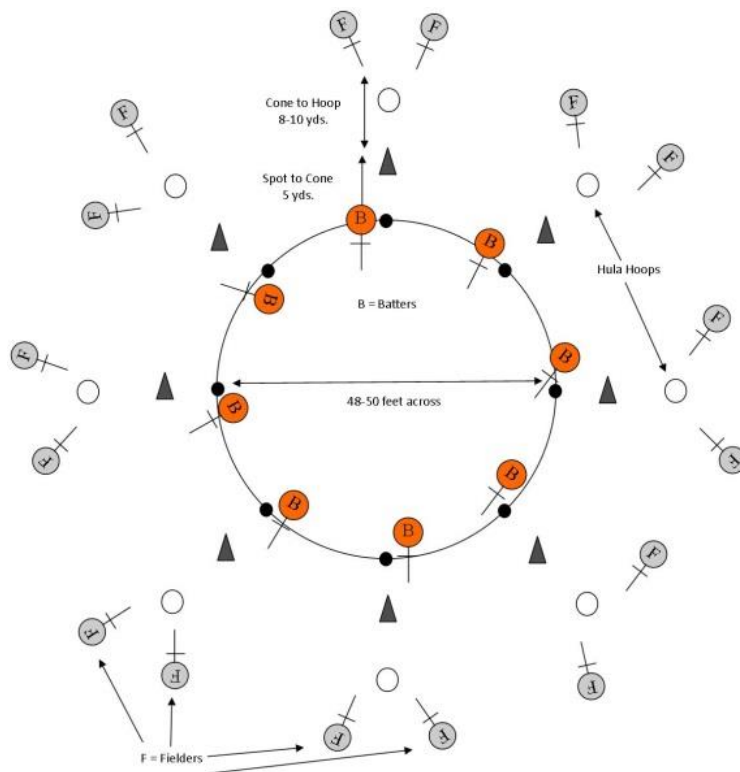
4. This is essentially a 3-person weave drill. Travelers (student #3) move to student #1 and exchange places → student #1 travels across to exchanges places with student #2 → student #2 travels across and exchanges places with student #3 → student #3 travels across and again changes places with student #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 cone, 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!"
  - v. Batter bats for three "outs" and all switch places.



# 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, “AHHHHHHHHHH.” 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 of 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.

You Are Fabulous – Thanks Brandon Herwick, New York Teacher Extraordinaire.

1. Point with one hand and say, “YOU.....”
2. Point with the other hand and say, “ARE...”
3. Wave both hands and say, “FAB-ULOUS!”

Picture Frame – Thanks Mike Smith, Colorado PE Teacher Extraordinaire. I'll say, “Wow, Cecilia that was really cool! Class, let's frame it!” 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.

4. Point with one hand and say, “YOU.....”
5. Point with the other hand and say, “ARE...”
6. Reach high with one hand and say, “TOP....”
7. 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.