

**BIG IDEAS BOOK
VOLUSIA COUNTY SCHOOLS
ELEMENTARY PHYSICAL EDUCATION ACTIVITIES
K-5**

**CREATED BY THE FOLLOWING ELEMENTARY
CLASSROOM & PHYSICAL EDUCATION TEACHERS**

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July, 2009 Volusia County School District

DEAR TEACHERS:

THE FOLLOWING BIG IDEAS BOOK IS A RESOURCE FOR ELEMENTARY CLASSROOM TEACHERS WHO HAVE BEEN SELECTED BY THEIR SCHOOL PRINCIPAL TO TEACH PHYSICAL EDUCATION TO COMPLY WITH SB 150 (150 MINUTES OF PHYSICAL EDUCATION PER WEEK)

A COMMITTEE OF ELEMENTARY CLASSROOM AND PHYSICAL EDUCATION TEACHERS CREATED THIS BIG IDEAS RESOURCE BOOK DURING THE 2009-2010 SCHOOL YEAR.

IT IS A MIXTURE OF UNIQUE ACTIVITIES CREATED BY TEACHERS FOR TEACHERS. SOME OF THE IDEAS ARE ORIGINAL ACTIVITIES AND SOME OF THEM ARE TRIED AND TRUE ACTIVITIES THAT HAVE BEEN TAUGHT TO KIDS THE WORLD OVER. THANK YOU AND ENJOY!

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Elementary Physical Education Progressions: Standard 1

	KINDERGARTEN	FIRST	SECOND	THIRD	FOURTH	FIFTH
Locomotor Skills	Use a variety of locomotor skills to travel in personal and general space.	Travel using various locomotor skills while changing directions, pathways, and speeds.	Perform locomotor skills with proficiency in a variety of activity settings to include rhythms/dance.	Apply locomotor skills in a variety of movement settings (e.g., sequences, dances, games).	Apply movement concepts to the performance of locomotor skills in a variety of movement settings (e.g., sequences, dances, games).	Apply locomotor skills in a variety of movement settings while applying the appropriate movement concepts as the situation demands (e.g., directions, effort, relationships).
Striking with Body Parts	Strike objects using body parts forcefully.	Strike an object upward using body parts.	Strike an object continuously using body parts both upward and downward.	Strike a stationary object from a stationary position using body parts so that the object travels in the intended directions at the desired height (e.g., volleying, kicking, punting).	Strike a moving object using body parts from a stationary position so that the object travels in the intended direction at the desired height (e.g., volleying, kicking, punting).	Approach and strike a moving object with body parts so that the object travels in the intended direction at the desired height using correct technique (e.g., volleying, kicking, punting).
Striking with Implements	Balance a lightweight object on a paddle while moving.	Strike a lightweight object upward continuously using a paddle.	Strike an object continuously using a paddle both upward and downward.	Strike an object continuously using a paddle demonstrating correct technique of a forehand pattern.	Strike an object continuously using a paddle/racquet demonstrating correct technique of a forehand pattern.	Strike an object continuously with a partner using a paddle/racquet demonstrating correct technique of a forehand pattern.
Striking with Long Handled Implements	Strike an object forcefully using a modified, long-handled implement of various sizes, weights, and compositions (e.g., using bats, hockey sticks, golf clubs).	Strike a stationary object a short distance using a modified long-handled implement so that the object travels in the intended direction (e.g., using bats, hockey sticks, golf clubs).	Strike a stationary object a short distance using a long-handled implement so that the object travels in the intended direction (e.g., using bats, hockey sticks, golf clubs).	Strike both moving and stationary objects using a long-handled implement (e.g., using bats, hockey sticks, golf clubs).	Strike moving and/or stationary objects with long-handled implements using correct technique so the objects travel in the intended direction (e.g., using golf clubs, bats, hockey sticks).	Strike moving and/or stationary objects with long-handled implements so the objects travel in the intended direction at the desired height using correct technique (e.g., using golf clubs, bats, hockey sticks).

	KINDERGARTEN	FIRST	SECOND	THIRD	FOURTH	FIFTH
Dribbling	Use two hands to bounce and catch a large playground ball.	Dribble an object with hands or feet while demonstrating control in general space.	Dribble with hands or feet in various pathways, directions, and speeds around stationary objects.	Maintain control while dribbling with hands or feet against a defender.	Dribble and pass to a moving partner.	Apply dribbling skills in modified games focusing on offensive strategies (e.g., fakes, stopping and starting, changing directions and/or speeds).
Aquatics	Participate in a variety of introductory water skills (e.g., water entry, putting face in water, supported with feet off bottom).	Demonstrate a variety of basic water skills (e.g., prone float and recover, back float with assistance, move forward/backward with assistance).	Perform a variety of fundamental aquatics skills (e.g., prone float with flutter kick, back float and recover to a standing position).	Demonstrate a combination of basic swim skills (e.g., prone and back float with flutter kick, alternating arm movements, treading water).	Perform a variety of swim strokes (e.g., front crawl, backstroke, modified breaststroke).	Demonstrate proficiency in one or more swim strokes (e.g., front crawl, backstroke, breaststroke, sidestroke, butterfly).
Catching	Catch a variety of self-tossed objects.	Move in different directions to catch a variety of self-tossed objects-	Move in different directions to catch a variety of objects softly tossed by a stationary partner.	Move in different directions to catch objects of different sizes and weights thrown by a stationary partner.	Move in different directions to catch objects of different sizes and weights thrown by a stationary partner from varying distances.	Catch a variety of objects while traveling and being defended.
Throwing	Roll and throw a variety of objects using an underhand motion.	Demonstrate an underhand throwing motion for accuracy using correct technique.	Demonstrate an overhand throwing motion for distance demonstrating correct technique and accuracy.	Throw balls of various sizes and weights to a stationary partner using a correct overhand motion.	Throw balls of various sizes and weights to a stationary partner from varying distances using a correct overhand motion.	Throw a leading pass overhand to a moving partner using a variety of objects.
	Throw a variety of objects forcefully using an overhand motion.	Demonstrate an overhand throwing motion for distance using correct technique.				
Educational Dance	Perform a creative movement sequence with a clear beginning shape, at least one movement concept, and a clear ending shape.	Perform a self-designed creative movement/dance sequence with a clear beginning shape, use of one movement concept, and a different and clear ending shape.	Perform one folk or line dance accurately with good technique.	Perform a teacher-designed sequence using manipulatives (e.g., tinikling, lummi sticks, jumping rope).	Perform a teacher-designed sequence with or without manipulatives while demonstrating balance, coordination, clear shapes, purposeful movements, and smooth transitions (e.g., tinikling, lummi sticks, jump ropes).	Perform a self-designed sequence with or without manipulatives while demonstrating balance, coordination, clear shapes, purposeful movements, and smooth transitions (e.g., tinikling, lummi sticks, jump ropes).

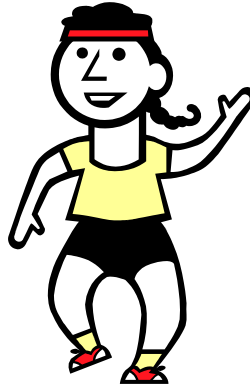
	KINDERGARTEN	FIRST	SECOND	THIRD	FOURTH	FIFTH
				Perform one dance accurately and with good technique (e.g., square, contra, step, social).	Perform two or more dances accurately and with good technique (e.g., line, square, contra, folk, step, social).	Perform a variety of dances accurately and with good technique (e.g., line, square, contra, folk, step, social).
Educational Gymnastics	Balance on a variety of body parts.	Demonstrate a sequence of a balance, a roll, and a different balance.	Demonstrate a sequence of a balance, a roll, and a different balance with correct technique and smooth transitions.	Perform a self-designed gymnastics sequence consisting of clear beginning and ending balances and two different movement elements with correct technique and smooth transitions (e.g. balances, rolling actions, changes in speed/direction, skills requiring weight on hands).	Perform a self-designed gymnastics sequence consisting of clear beginning and ending balances and three different movement elements with correct technique and smooth transitions (e.g. balances, rolling actions, changes in speed/direction, skills requiring weight on hands).	Perform a self-designed gymnastics sequence consisting of clear beginning and ending balances and four different movement elements with correct technique and smooth transitions (e.g. balances, rolling actions, changes in speed/direction, skills requiring weight on hands).
	Perform a variety of rolling actions.	Demonstrate the ability to take weight onto hands.	Perform at least one skill that requires the transfer of weight to hands.			
Jumping & Landing		Use a variety of takeoff and landing patterns to jump, hop, and leap safely in relation to various types of equipment (e.g., hoops, stationary ropes, boxes).		Continuously jump a self-turned rope.	Run and hurdle a succession of low to medium level obstacles.	
Chasing, Fleeing, & Dodging	Move in a variety of ways in relation to others (e.g., chasing, fleeing, and dodging).	Chase, flee, and dodge to avoid or catch others.	Chase, flee, and dodge to avoid or catch others while maneuvering around obstacles.			

Elementary Sunshine State Standards Checklist

1. Movement Competency

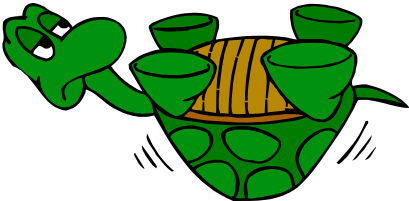
A. Locomotor skills	
B. Striking with body parts	
C. Striking with implements	
D. Striking with long handled implements	
E. Dribbling	
F. Aquatics	
G. Catching	
H. Throwing	
I. Educational Dance	
J. Educational gymnastics	
K. Jumping and Landing	
L. Chasing, fleeing, and dodging	

GRADES K- 2 ACTIVITIES



BALANCE
CHASE/FLEE/DODGE
COOPERATION
CATCHING/THROWING
FITNESS
LOCOMOTOR SKILLS
RHYTHMIC MOVEMENT
STRENGTH


Activity Name: Back Stand-Up

Target Objective: Improve Cooperation, Balance, and Strength.		
Grades: K-2	Equipment: none	Location: classroom
Activity	What You Do	What You Say
<p>Chinese Get-Up is adapted from Robert Pangrazi and Victor Dauer.</p> 	<ol style="list-style-type: none"> 1. Put students in groups of 2 (or 3) of about equal size. 2. From this position, they try to stand up by pushing against each other's back. 3. After a brief time, have the students sit down again. 	<ol style="list-style-type: none"> 1. "I will put you into groups of 2 or 3." 2. "Sit back to back." 3. "Bend your knees." 4. "Lock elbows." 5. "Push against each others back and try to stand up." 6. "You cannot touch the ground with your hands."

Academic Modifications: After each attempt, have students talk about what worked and did not work for their group. Stress to the students that you want them to improve on each attempt.

Safety Considerations: Make sure each group has their own area and can see the teacher.


Activity Name: Body Part Point Balance

Target Objective: Balance Using Different Body Parts, Movement, Problem Solving.		
Grades: K-2	Equipment: Music	Location: court/field
Activity	What You Do	What You Say
	<ul style="list-style-type: none"> • When the music comes on children move around the hoop area, decide on the movement before music starts. (walk, skip, jog, gallop etc.) • When the music turns off, children “freeze” and balance with the number of body parts touching the ground the teacher calls out. • Add problem solving by using partners to balance together. 	<ul style="list-style-type: none"> • Decide on the type of movement before the music starts. • Review and demonstrate “safe” movement when the music is on. • Call out a number “3”, and children balance with that many parts touching the ground. (one hand 2 feet = 3)

Academic Modifications: Demonstrate addition facts. 2 hands + 1 foot = 3

Safety Considerations: No touching as you are moving around the area when the music is on. Safely hold your balance, watch out for heads on the ground.


Activity Name: Cross-Legged Commands

Target Objective: Learn Left-Right Side of the Body (higher order thinking).		
Grades: K-2	Equipment: none	Location: classroom
Activity	What You Do	What You Say
<p>Cross-Legged Stand is from Robert Pangrazi and Victor Dauer.</p> 	<ol style="list-style-type: none"> 1. Sit on the ground with legs crossed (criss-cross applesauce). 2. Students will respond in varied order to appropriately touch their knees or feet with their hands. 3. The child must interpret that the right foot is on the left side, and vice versa. 	<ol style="list-style-type: none"> 1. "Sit on the ground, cross-cross applesauce." 2. "Touch your hands to either your knees or your feet depending on the command." 3. "Touch the right foot with the right hand." 4. "Touch the left foot with the right hand." 5. "Touch the right foot with the left hand." 6. "Touch the left foot with the left hand."

Academic Modifications: The commands should be given in varied sequences. If this is too difficult at first, have the children start with the feet in uncrossed position.

Safety Considerations: The students should be sitting on soft surface and able to see the teacher.


Activity Name: Hand and Knee Balance

Target Objective: Improve Multi-Lateral Balance and Sides of the Body.		
Grades: K-2	Equipment: none	Location: classroom
Activity	What You Do	What You Say
<p>Hand and knee balance from Robert Pangrazi and Victor Dauer.</p> 	<ol style="list-style-type: none"> 1. Get down on all fours, taking the weight on the hands, knees, and feet. 2. The toes are pointed backward. 3. Lift on hand and the opposite knee, keeping them from touching during the length of the hold. 4. Reverse hand and knee positions. 	<ol style="list-style-type: none"> 1. "Get down into the crawl position." 2. "Make sure your toes are pointed backward." 3. "Lift your left knee and right hand off the ground."

Academic Modifications: This can also be done in homo-lateral (lower order thinking) directions such as right-right or left-left.

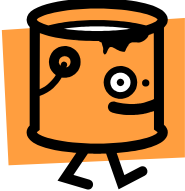
Safety Considerations: Students must be on a soft surface.

Activity Name: Jump Turns

Target Objective: Reinforce Directional Concepts and Balance.		
Grades: K-2	Equipment: none	Location: classroom
Activity	What You Do	What You Say
<p>Jump Turns adapted from Robert Pangrazi and Victor Dauer.</p> 	<ol style="list-style-type: none"> 1. Do 4 jump turns: quarter ($\frac{1}{4}$), half ($\frac{1}{2}$), three-quarter ($\frac{3}{4}$), and whole, as directed. 2. Direct the students to jump either left or right. 3. The arms should be kept slightly out to the side. 4. Student should land without a second jump. 5. Give the commands in varied sequence. <p>Commands can also be given using angles and degrees.</p>	<ol style="list-style-type: none"> 1. "On my command, you will rotate by jumping either left or right." 2. "You will rotate either a quarter turn, and half turn, three-quarter turn, or a whole turn." 3. "Make sure your arms are out slightly to the side for balance." 4. "Jump to the right a quarter turn." 5. "Jump to the right a half turn." 6. "Jump to the right a three-quarter turn." 7. "Jump to the right a whole turn." 8. "Jump to the left a quarter turn." 9. "Jump to the left a half turn." 10. "Jump to the left a three-quarter turn." 11. "Jump to the left a whole turn."


Safety Considerations: Please be sure students have their own space.

Activity Name: Bang the Bucket

Target Objective: Listening skills, Cooperation, Chasing and Fleeing		
Grades: K-2	Equipment: bucket, cones or markers	Location: outdoors (possibly indoors with lots of space)
Activity	What You Do	What You Say
	<p>Set up boundary with cones or markers (approximately 40' square). Select a student to be "it". "It" starts outside the boundary area; everyone else starts inside the square.</p>	<p>Each round will start with me banging the bucket. You must listen carefully and notice how many beats I do. When I stop, you should try to quickly get together with other students to form a group with the same number of students as the number of beats. Any students in a 'group hug' with that number are safe, but "it" will be trying to tag anyone who is not safe. If a group has too many or too few students, "it" can tag anyone in that group. Whoever gets tagged is the new "it", and everyone separates and listens for the next set of bucket beats.</p>

Safety Considerations: Make sure play area is clear of obstructions or hazards.


Activity Name: Cat and Mouse

Target Objective: Chase and Flee, Dodge and Avoid, Develop Strategy		
Grades: K-2	Equipment: flags, small ball, 3 cones	Location: open field
Activity	What You Do	What You Say
	<ul style="list-style-type: none"> • Establish boundaries in the play area. • Demonstrate how to tag or pull flag • Line up all the mice shoulder to shoulder on a long line. • Half are mice, half are cats. • On go, they cross the field to the other side, if their flag is pulled they go back to the starting line. • Make a safety circle, “mouse house” around the cone. • Mice steal the cheese and take it to the line. 	<ul style="list-style-type: none"> • This is a tag game, you must tag gently on the arm or pull their flag. • On my signal, the mice will run across to the mouse house. • Cats will pull the flags of the mice. • If tagged, the mice return to the starting line. Put their flag back on and try again. • Once in the mouse house, they are safe. Cats may not touch them in the mouse house. • The mice take the cheese and the cats chase them back to the line. • If pulled on the way, they return the cheese to the cone.

Academic Modifications: Use seasonal characters. British bulldog for 3 - 5

Safety Considerations: Adequate area for play and movement. Collisions between runners.


Activity Name: Color Tag

Target Objective: Chase and Flee, Dodge and Avoid		
Grades: K-2	Equipment: none	Location: open field
Activity	What You Do	What You Say
	<ul style="list-style-type: none"> • Establish boundaries in the play area. • Demonstrate how to tag. • Give the signal for players to scatter and whistle to freeze play. 	<ul style="list-style-type: none"> • This is a tag game, you must tag gently on the arm. • On my signal everyone will scatter and try to avoid being tagged by who is “it”. • When you are tagged, you are frozen. • You will be “it” if I call the color or the shirt you are wearing. • Red is “it”, Blue is “it” etc. • Stripes are “it”

Academic Modifications: Use seasonal characters.

Safety Considerations: Adequate area for play and movement. Collisions between runners.


Activity Name: Elf Emporium

Target Objective: Chasing and Fleeing		
Grades: K-2	Equipment: cones or markers, hula hoops	Location: outside on field
Activity	What You Do	What You Say
	<p>Set up a 'store' with cones or markers. Store should be a rectangle approximately 15 – 20 ft. wide by 10 ft. deep. Set up 3 or 4 hula hoops about 6 feet deep in the store. Set another line of markers or cones about 50 feet in front of the store. Select 2 or 3 students to be elves first, they will stand inside the hoops.</p>	<p>“Welcome to the Elf Emporium. These cones mark the boundaries of the store, and when the store is open everyone must stand inside the store.</p> <p>The elves will decide on a secret item to be sold and will tell everyone the category that the item is in. (ex. Item = hamster, category is pets). ‘Customers’ who wish to guess the item will raise their hand and the head elf will choose guessers. If the correct item is guessed the elves will run out of the hoops and try to tag customers. Customers will run out of the store and try to make it to safety, past the other line of cones. Anyone who gets tagged becomes an elf and will go stand in a hoop. Elves secretly decide on a new item (same category or different) and announce that the store is open. Customers remain in safety until the announcement is made.”</p> <p>With grades 2 through 5 you may allow elves to ‘fake’ when an incorrect item is guessed. Without stepping out of their hoop, they can make a move as if they are coming out. Customers who run out of the store become elves.</p>

Academic Modifications: for items, use things from curriculum like states, elements, books, etc.

Safety Considerations: Remind students to watch where they are going when chasing and fleeing. Select an area where students who fall will have a soft landing and not step in holes.

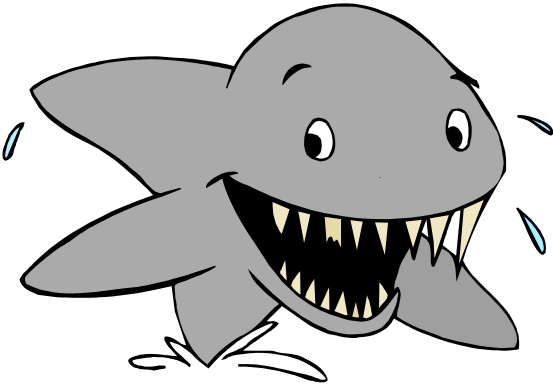
Activity Name: Mr. Wolf What Time is It?

Target Objective: Fleeing and Chasing		
Grades: K-2	Equipment: box or tree at the end of a field.	Location: court/ field
Activity	What You Do	What You Say
	<ul style="list-style-type: none">• Line up students facing the field where the wolf lives.• Pick 1 to 5 students to be the wolf.• Children will ask the wolf what time it is and they will take that many steps towards the wolf.• When the wolf says its “midnight!” he’ll jump from behind the tree and chase then back to the line.• Anyone tagged may be the wolf the next round.	<ul style="list-style-type: none">• All the children will chant, “Mr. Wolf, what time is it?”• Everyone takes that many steps and then asks again.• When they are very close to the wolf, he will say “midnight” and chase them back home.

Academic Modifications: Use a large clock to reinforce telling time. Can take steps by counting by 2's, 5's, 10's etc.

Safety Considerations: Make area large enough to run back safely and not trip. Children are to tag lightly when being the wolf.


Activity Name: Sharks and Minnows

Target Objective: Chase and Flee, Dodge and Avoid, Develop Strategy		
Grades: K-2	Equipment: flags	Location: open field
Activity	What You Do	What You Say
	<ul style="list-style-type: none"> • Establish boundaries in the play area. • Demonstrate how to tag or pull flag • Line up all the minnows shoulder to shoulder on a long line. • Pick 4 to 5 sharks depending on class size. • On go, they cross the ocean to the other side, if their flag is pulled, they become a shark. 	<ul style="list-style-type: none"> • This is a tag game, you must tag gently on the arm or pull their flag. • On my signal, the minnows will run across to the next line. • Sharks will pull the flags of the minnows. • If tagged, the minnows now become sharks until all are tagged or time is called.

Academic Modifications: Use seasonal characters. Food chain recognition.


Safety Considerations: Adequate area for play and movement. Collisions between runners.

Activity Name: Skunk Tag

Target Objective: Chasing and Fleeing		
Grades: K-2	Equipment: 3 or 4 foam or gatorskin balls, markers or cones, hula hoop	Location: outside
Activity	What You Do	What You Say
	<p>Mark an area with cones or other markers. Area can be a square (about 50' x 50'), or a circle about 50' across. Place a hula hoop outside the boundary.</p> <p>Choose the first 3 skunks and hand each a ball.</p>	<p>“These three students are the first skunks. They are holding ‘stink bombs’. If you get tagged with a stink bomb, you become a skunk. The tagger will hand you the stink bomb, and you must go stand in the hoop outside the boundary and announce that you are a skunk. You will then re-enter the boundary area and attempt to tag someone else.”</p>

Safety Considerations: Remind students to always watch where they are going when chasing and fleeing. Select an area that is free of holes and will provide a soft landing in case of falls.

Activity Name: Tunnel Tag

Target Objective: Chase and Flee, Dodge and Avoid		
Grades: K-2	Equipment: none	Location: open field
Activity	What You Do	What You Say
	<ul style="list-style-type: none"> • Establish boundaries in the play area. • Demonstrate how to tag. • Give the signal for players to scatter and whistle to freeze play. • Select 4 to 5 students to be “it”. • Tagged students will stand still in a straddled leg position. Other students can unfreeze them by crawling under their legs. 	<ul style="list-style-type: none"> • This is a tag game; you must tag gently on the arm. • On my signal everyone will scatter and try to avoid being tagged by who is “it”. • When you are tagged, you are frozen. • Stand and make a tunnel so another friend can come under and “free” you.

Academic Modifications: Use seasonal characters.

Safety Considerations: Adequate area for play and movement. Collisions between runners.

Activity Name: 1 Fish, 2 Fish, Red Fish, Blue Fish

Target Objective: Sorting, Cooperation, Teamwork, Problem Solving.

Grades: K-2

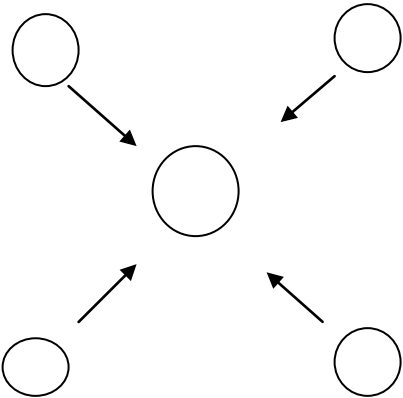
Equipment: 36 fish cut out in 6 different colors. 7 hula hoops or rings.

Location: inside or outside

Activity

What You Do

What You Say



- Place all fish in the center pool.
- Divide class into even teams
- Line up behind hoops as a relay.
- First person goes to center to take a fish back to their pool.
- You want to get a fish of every color.
- You can take from your neighbor's pool.
- You can only carry one fish at a time.
- Rotate through the line as a relay, first team with 6 different colors win.


- On my signal run in and grab a fish from the center pool.
- The first team to get a fish of every color wins.
- You may take from the center or from your neighbor's pool.
- You can only carry one fish at a time.

Academic Modifications: Add any kind of cut outs or objects.

Safety Considerations: Adequate area for play and movement.


Activity Name: Meet and Mingle

Target Objective: Cooperation with a Group, Problem Solving, "Inviting and Encouraging Team Work."

Grades: K-2	Equipment: Music	Location: court/ field
Activity	What You Do	What You Say
	<ul style="list-style-type: none"> • When the music comes on children move around the designated area. • When the music turns off, the coach will call out a number (3,5,2 etc). • The students will group themselves with that many students and sit down. • You may use a timer to see who can do it the quickest. • Make it more challenging by using only one boy in the group, or only 2 girls. • You can call out an addition fact and they have to group according to the answer. • Use the groups as sets to show multiplication facts. 	<ul style="list-style-type: none"> • Emphasize "including everyone" in the groups, and grouping differently each time. • You call out numbers according to class size. • Addition or multiplication facts can be discussed as the groups are made.

Activity Name: Musical Hoops


Target Objective: Cooperation, Teamwork, Learning Different Locomotor Skills. Thinking in Sets.

Grades: K-2	Equipment: 6 to 10 Hula Hoops	Location: court/ field
Activity	What You Do	What You Say
	<ul style="list-style-type: none"> • Spread out 6 to 10 Hula Hoops depending on class size. • When the music comes on children move around the hoop area, decide on the movement before music starts. (walk, skip, jog, gallop etc.) • When the music turns off, children “safely” move to a hoop and put one foot in, if everyone makes it in 5 seconds then the coach removes one hoop. • The goal is to include everyone within the smallest amount of hoops. 	<ul style="list-style-type: none"> • Decide on the type of movement before the music starts. • Review and demonstrate “safe” movement when the music stops. • No pushing to get in a hoop. • Make room for others, cooperate

Academic Modifications: Demonstrate multiplication facts by calling out a certain number for each hoop. 5 sets, (hoops) with 3 students in each. = 15

Safety Considerations: No crashing in the middle. One foot in only. Make room for others. Make sure you have adequate room for everyone to move safely.


Activity Name: Balloon Indoor Volley

Target Objective: Throwing and Catching		
Grades: K-2	Equipment: balloons, string, penny, marble	Location: indoors
Activity	What You Do	What You Say
	<ul style="list-style-type: none"> • Divide room with the string. (net) • Children will stay seated facing other team, either in desk or preferably on the floor. • Start several balloons hitting back and forth across the string. (like volleyball) • After a round of volleying, stop the play and add a balloon with a penny inside, then the marble. • Discuss the differences they see. 	<ul style="list-style-type: none"> • Teams will hit the balloon back and forth across the string. • You have to stay seated and in your personal space. • What happens to the balloon when a penny is put inside? • What happens when a marble is put inside?

Academic Modifications: Use predictions for other objects in the balloons. Sizes and shapes of balloons.

Safety Considerations: Adequate area for play, need to stay seated and wait until balloon comes to them.

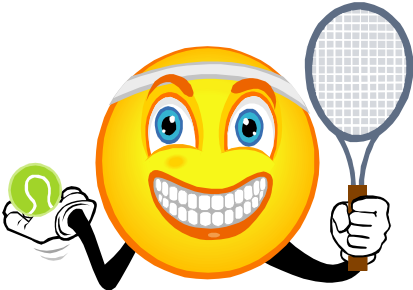
Activity Name: Beanbag Boogie

Target Objective: Throwing and Catching		
Grades: K-2	Equipment: Beanbag for every child/ music	Location: inside or outside
Activity	What You Do	What You Say
	<ul style="list-style-type: none"> Situate students where everyone has their own beanbag, space to hear tasks and room to participate in activity. <p><u>Students toss the beanbag upwards & catch it with:</u></p> <ul style="list-style-type: none"> 2 hands palms up/1 hand palm up. The hand opposite the one throwing. Left hand, right hand / side to side. Toss, clap, catch. 2 claps, 3, 4, 5 etc. Toss, touch the ground, catch. Toss, twirl around, catch. Under your extended arm and catch. Under your leg and catch. Around your back and catch. 	<ul style="list-style-type: none"> We are going to practice throwing and catching. I will demonstrate then you will get time to practice. When the music starts, you start, and when the music stops, you are to stop. Each student is responsible for keeping their beanbag in their own personal space.

Academic Modifications: Do all the same drills with a partner.

Safety Considerations: Adequate area for play and movement.

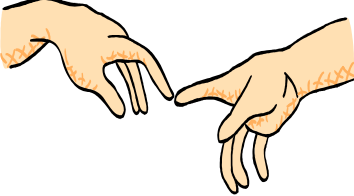
Activity Name: Bucket Bounce

Target Objective: Bouncing, Catching, and Aiming for a Target		
Grades: K-2	Equipment: 1 tennis ball per student, 1 bucket or box per group.	Location: court or hard surface area
Activity	What You Do	What You Say
	<ul style="list-style-type: none"> • Give each student a tennis ball. • Find a partner or group • Place a bucket or box in between the pairs or group can circle the bucket. • Stand them 3 feet from the bucket • Students must bounce the ball on the ground to make it land inside the bucket. • Vary by placing bucket on stool or chair. 	<ul style="list-style-type: none"> • You will bounce the ball on the ground to see if you can get it into the bucket. • Do not bounce too hard. • When you make it 3 times, take a step back. • See how far back you can go! • What happens with the force of the bounce when the bucket is raised?

Academic Modifications: Predictions with other types of balls. Height of bucket and distance away from the bucket.


Safety Considerations: Plenty of room to bounce and move without interfering with others or objects.

Activity Name: 5 Touches

Target Objective: Cardiovascular Endurance, Agility, Locomotor Skills		
Grades: K-2	Equipment: 4 cones	Location: outside
Activity	What You Do	What You Say
	<p>Students standing on a line marked by cones.</p> <p>Establish boundaries where students may go to find and touch 5 objects.</p> <p>Have students play at least 3 times, changing the locomotor skills.</p>	<p>The object of the game is to touch 5 different objects and return quickly.</p> <p>On “Go” begin walking, touch 5 objects and return to me quickly.</p> <p>After all have returned:</p> <ul style="list-style-type: none"> -raise your hand and tell us one thing that you touched. -Listen carefully and try not to repeat what someone else has said - Let’s do it again! This time gallop (skip, side slide) and touch 5 new objects.

Safety Considerations: Be aware of boundaries, stay under control


Activity Name: Beach Walk

Target Objective: Physical Fitness		
Grades: K-2	Equipment: poster (to show progress)	Location: outside
Activity	What You Do	What You Say
	<ul style="list-style-type: none"> • Teacher calculates how many miles it is to a favorite destination spot (such as the beach) from your school. • Have the students walk around a track or neighborhood to accumulate those miles. • Once your class has accumulated enough miles to have “made it to the beach,” HOLD a beach party. • You could change this to any destination that is close to you. • Make a poster that shows your progress. 	<ul style="list-style-type: none"> • Today we are going to start a beach walk. • I have calculated the miles from our school to the beach. • Our goal is to walk around the track until we’ve reach the same amount of miles from our schools to the beach. • Once we have reached our goal, we will hold a beach party.

Academic Modifications: Every time you accumulate miles, practice addition by adding the new miles to the previous miles. Also, you could go further by subtraction the total miles from the miles you have accumulated to see how many miles you have left. You could even go into Science and hypothesize how many days it will take to walk the total miles.

Safety Considerations: Must wear proper walking shoes.

Activity Name: Fitness Tag

Target Objective: Endurance		
Grades: K-2	Equipment: none	Location: outside
Activity	What You Do	What You Say
	<ul style="list-style-type: none"> • Select one student to be it. • On the signal to start, the it person tries to tag a player. The player who is tagged becomes it. • Players are “safe” from a tag if they are in a push-up position. • The maximum amount of time a player can be in the “safe” position is ten seconds • Variation: switch up the “safe” position. Ex. balance on one foot, be in a squat position, doing crunch, or knees up. 	<ul style="list-style-type: none"> • We are going to play tag with a twist. • The person who is it must try to tag the other students. • If the person who is it tries to tag you, you can become “safe” from the tag if you are in a push up position. • However, you can only be in that position for 10 seconds. • If you get tagged, you are it.

Safety Considerations: Must wear proper shoes.

Activity Name: Frogger

Target Objective: Cardiovascular Fitness and Teamwork

Grades: K-2

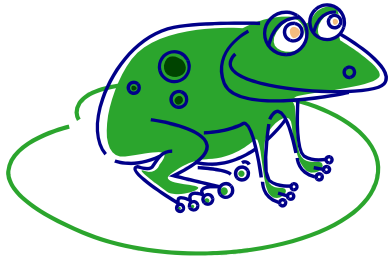
Equipment: 2 hula hoops for every 3 students

Location: outside/field

Activity

What You Do

What You Say



- Split the class into teams of three.
- Give each team 2 hula hoops.
- Assign 2 students to be the tadpoles, and one to be the frog.
- Have all students stay in their groups and line up on one side of a court or fence.
- The object is to get the frog to the other side of the pond.
- The frog can only move forward by jumping in the hoops.
- The tadpoles can move outside the hoops; every time the frog jumps the tadpole must move the hoop up so the frog can advance.
- The first team to the other side wins.

- The object of the game is to move the frog to the other side of the pond.
- The frog can only move by jumping into the hoops.
- The tadpoles can move outside the hoops. Every time the frog jumps into the hoop, the tadpole must move the next hoop up for the frog to move forward.
- The first team to the other side of the pond wins.

Safety Considerations: May hurt hands if surface is rough.

Activity Name: Hula Games

Target Objective: Fitness and Coordination

Grades: K-2

Equipment: Hula hoop for every child – music (Twist)

Location: outside/field

Activity

What You Do

What You Say




- Every child gets a hula hoop and plenty of room to swing and do activities without touching anyone around them.

Skills to practice:

- Spin hoop around left arm, right arm, finger etc.
- Spin hoop around neck, waist, ankle
- Transfer around your back to make wide circle around your body.
- Drop the hoop in front of you, bounce on the ground and then catch.
- Spin the hoop on the ground in front of you, when it gets low to the ground, jump in!
- Walk the hoop around your area like you are pushing a tire.
- Backspin the hoop out in front and see if it will come back.
- Throw it up in the air and catch it.

- Stay in your own space and do not bump others.
- Spread out so you have your own personal space.
- When the music is on you follow my lead, music off hold hula hoop by your side.


Activity Name: Running Relays

Target Objective: Cardiovascular, Teamwork, Agility and Speed		
Grades: K-2	Equipment: cones, tennis ball, or ring	Location: field area
Activity	What You Do	What You Say
	<ul style="list-style-type: none"> • Establish boundaries in the play area. • Demonstrate how to put ring on the cone and off. • Line up the class 3 to 4 in each group. • On go, #1 in line takes the ring to the cone, comes back and tags the next person in line. • #2 person runs and takes off ring and brings it back to #3. • This continues until whole line goes or until time is called. • You may use a golf ball or any other object. 	<ul style="list-style-type: none"> • This is a relay game. • One at a time, your line will go and then you go to the end of the line. • You must use teamwork to pass successfully. • Cheer your team on. Everyone needs to sit down when everyone has had a turn. (Or you may have a time limit for continuous play.)

Academic Modifications: Use word cards, flash cards, spelling letter by letter to make a word.

Safety Considerations: Adequate area for play and movement. Collisions between runners.


Activity Name: Travel Relays

Target Objective: Cardiovascular, Teamwork, Agility and Speed		
Grades: K-2	Variety of objects Equipment: beanbags, rings, hula hoops, ball, jump ropes (4 to 5 each)	Location: field area or court
Activity	What You Do	What You Say
	<ul style="list-style-type: none"> Establish boundaries in the play area. Demonstrate how to run to each stop and travel with the equipment to the next stop. Line up the class 4 to 5 in a row. On go, #1 in line travels, does each task and then #2 goes, on and on to #3, etc. This continues until whole line goes or until time is called. A jump rope, a bean bag, and a ball are laid out about 10 to 12 yards apart. You can use a hula hoop or just a cone to mark spot. 	<ul style="list-style-type: none"> On go, the first runner takes off to the first stop. They pick up the jump rope, & jump ropes to the next stop. Next they pick up the bean bag and put it on their head, then fast walks to the next stop. NO hands. Drops the bean bag at the next stop and picks up the ball. They dribble back to home and passes off to the next player.

Academic Modifications: Pick up a number at each stop; add them together at the end. Pick up a letter at each station; arrange to make word at the end.


Safety Considerations: Adequate area for play and movement.

Activity Name: Cookie Monster

Target Objective: Locomotor Skills, Agility, Evasion, General Coordination		
Grades: K-2	Equipment: 4 cones	Location: outside
Activity	What You Do	What You Say
	<p>Individuals on a line facing another line 20 to 40 paces away.</p> <p>Play until all are tagged except one. Last one tagged becomes next cookie monster.</p> <p>Repeat using different locomotor skills (e.g., skip, gallop, etc.)</p> <p>The cookie monster must move the same way as the cookies.</p>	<p>To begin, all are “cookies” except person in the center of play area who is the “cookie monster”.</p> <p>The cookie monster will try to tag as many “cookies” as he/she can as you try to safely walk across our “sea of milk”</p> <p>When cookies yell “Cookie monster, cookie monster, are you hungry?”</p> <p>When the cookie monster says, “ Yes, I’m hungry!”, all the cookies try to get to the other side without being tagged or eaten.</p> <p>If tagged, you become one of the Cookie Monster helpers. I will tell everyone when we are ready to begin.</p>

Safety Considerations: Tagging is done with 2 fingers safely, between shoulders and waist.

Activity Name: Crossover Game

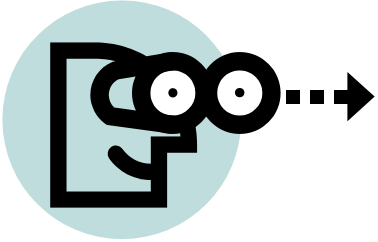
Target Objective: Learning Different Locomotor Skills and Likenesses and Differences of Others.		
Grades: K-2	Equipment: none	Location: court/ field
Activity	What You Do	What You Say
	<ul style="list-style-type: none"> • Line up students in two parallel lines facing each other. Might want to start with boys on one side and girls on the other. • Students will listen to the question and crossover depending on their answer. • You can call out different locomotor skills to use as they cross over. • Children can see likenesses and differences they have with their friends. 	<ul style="list-style-type: none"> • Give students the way to cross over to each question. • I want you to “skip” to the other side if you have a brother, a sister, a dog, a cat etc. • I want you to bearwalk over if you like pizza, fish, broccoli, etc. • I want you to tip toe over if you have seen snow, the beach, a mountain etc.

Academic Modifications: Use this technique to add movement to going over homework questions or any multiple choices. Who chose a, b, c or d. Each answer can have a different location to move to.

Safety Considerations: No crashing in the middle. No touching as you cross over. Make sure you have adequate room for everyone to move safely.

Activity Name: I See, I See


Target Objective: Prepare Students for more Rigorous Activity, Body and Spatial Awareness, Locomotor Skills

Grades: K-2	Equipment: 4 cones for boundaries (20x20 paces)	Location: outside
Activity	What You Do	What You Say
	<p>Teacher says to students, "I see, I see!"</p> <p>Students respond with, "what do you see?"</p> <p>I will tell you what I see, then you make it happen!</p>	<p>I see:</p> <ul style="list-style-type: none"> - Wonderful children walking fast with big smiles on their faces. -Deer skipping happily through the forest. -Rabbits jumping over fallen trees. -Lizards leaping slowly through the air -Eagles flying gracefully from tree to tree. -Kangaroos hopping about the outback.

Academic Modifications: encourage students to create possible combinations

Safety Considerations: Tells students not to collide with others, make sure you have plenty of space.

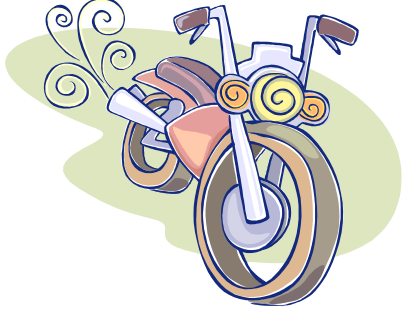
Activity Name: Let's Eat!

Target Objective: Nutrition/Food Categories and Locomotor Skills		
Grades: K-2	Equipment: pictures of foods (1 food item per picture) 2 boxes or buckets	Location: in/outside
Activity	What You Do	What You Say
 <p>Prior to activity, scatter food pictures on the floor.</p> <pre> 0 0 0 0 0 0 0 0 0 0 0 0 (food pictures) + + (2 boxes/buckets) x (students in rows) </pre>	<p>Before the activity, briefly review the nutritional value of some foods students like to eat. Give some examples of foods that could be eaten frequently, and some that should be limited.</p> <p>Divide students into 4-6 teams of 3-4 students. The teams are in lines facing the scattered food pictures.</p> <p>Place the labeled boxes or buckets between the student lines and the food pictures.</p> <p>Once game begins, the teacher should occasionally stop the action and take the food pictures out of the boxes/buckets. Check for understanding by seeing if the students are placing the foods in the correct box/bucket. This presents a good opportunity for group discussion as some foods can be considered both “sometimes” and “all the time” foods.</p>	<p>Tell the students that they have to classify the foods they pick up in this game as a “sometimes” food, or an “all the time” food.</p> <p>On your signal “go”, the first student in each line runs to the scattered food pictures on the floor. They pick up one picture, and place it in the box labeled “sometimes” or “all the time”. They then return to their team’s line and go to the end.</p> <p>Teacher may choose to have the next student waiting in line go automatically.</p> <p>Teacher may also change the movement students are to perform as they move to/from the pictures. Suggest students “walk like they are in peanut butter”, or have them “jump as if they’re on jello”.</p>

Academic Modifications: Teacher may choose to have cards with food names on them instead of pictures to integrate reading skills.


Safety Considerations: If space is limited, teacher may choose to have students walk only. Outside, pictures may be placed up to 20 yards away from lines to increase endurance.

Activity Name: Motorcycle Mania

Target Objective: Cardiovascular Endurance, Agility, Locomotor Skills		
Grades: K-2	Equipment: 8 cones	Location: outside
Activity	What You Do	What You Say
	<p>Students scattered within play area (20x20 paces) standing at their home bases.</p> <p>Adjacent to play area is a smaller area (10x10 paces) marked by cones (the garage).</p> <p>On “stop”, motorcycles freeze. On “go” students must do three jumping jacks before continuing. (Then play with 3 “kick starts”, 3 sit ups, 3 push ups, 3 hops.)</p>	<p>Let’s practice being a motorcycle. Put your handle bars up and make some motorcycle noises.</p> <p>On “go”, you may make motor cycle noises, and start moving slowly within our “neighborhood,” the area between our four cones.</p> <p>On “stop” stop your motorcycle right where you are.</p> <p>On “go” again, you must do three jumping jacks first.</p> <p>Be careful to not crash into another motor cycle. If you do, you have to go to the “garage” and practice driving slowly by yourself.</p>

Safety Considerations: Be aware of boundaries, stay under control. Students who bump must go to the garage to practice driving slowly. Then they may rejoin traffic.


Activity Name: Gator Race

Target Objective: Rhythmic Movement		
Grades: K-2	Equipment: string	Location: inside
Activity	What You Do	What You Say
	<ul style="list-style-type: none"> Establish a finish line with string Divide students into two groups. (If there is an uneven number, join one group yourself or, ask one student to judge at the finish line.) Ask each group to stand in a straight line at the opposite end of the room from the finish line. Ask the students to put their hands on the hips or shoulders of the person in front of them. Then crouch down in a squat position. They must race to the other side of the room by waddling in the squat position. The first one to the finish line without breaking apart wins. 	<ul style="list-style-type: none"> Stand in a straight line and put your hands on the hips or shoulders in the person in front of you. Everyone crouch down at the same time in a squat position. You are now two long alligators. You are to pretend you are Alligators and race to the other side of the room waddling in the squat position without breaking apart. The first alligator to reach the finish line wins.

Safety Considerations: If the room is not big enough to have the race, set up two sets of obstacles for them to weave through.


Activity Name: Move to the Music!

Target Objective: Creative and Rhythmic Movement

Grades: K-2	Equipment: CD player with music, spot markers	Location: inside or outside
Activity	What You Do	What You Say
 <p>Preset activity area With markers spaced 4' apart in 4 – 5 rows</p> <p>X-teacher</p> <p>X X X X X (leaders)</p> <p>X X X X X</p> <p>X X X X X</p> <p>X X X X X</p> <p>X X X X X</p>	<p>Assign each student a marker to stand on</p> <p>Once directions are given, start the music. Stop it after 30 - 45 seconds.</p> <p>When the music is stopped, congratulate the leaders for their creativity. Ask the leaders to go to the end of their row, and all students move one marker forward, bringing a new leader to the front of the row. Start the music again with the new leaders creating a movement.</p> <p>Teacher may target different body parts or right side/left side by giving leaders specific instructions for their creative movement, such as move right arm only like a butterfly.....</p> <p>Upper grades may target bones/muscles announced by the teacher.</p>	<p>All students are to listen to the music and move to it in any safe way they choose keeping feet on the ground. Students at the front of each row are the leaders</p> <p>All students watch the leaders and imitate their movement. Students may change their movements by imitating any of the leaders at any time. Tell the students that standing still is not allowed in this game while the music is playing.</p> <p>Congratulate the leaders; ask the leaders to go to the end of their rows while all students move one marker forward. Now you have a new leader. When the music starts again, all students are to watch the new leaders and imitate their movement. Remind leaders to demonstrate a new movement.</p> <p>Teacher chooses to leave activity as a free creative movement for students, or he/she may dictate the movements to suit the lesson. The teacher may also use a variety of styles and speed of music to challenge the students.</p>

Academic Modifications: Primary students will take to this game with enthusiasm. Intermediate students may be embarrassed as the leader. The teacher may stand behind the leaders and help them create a movement. The idea is to let students understand that any movement, even as small as tapping a foot or snapping fingers to the beat is acceptable. The longer the game progresses, the more confident the students become. Having 4 – 5 leaders at one time takes the pressure off any one student to be the center of attention.

Activity Name: Crunches

Target Objective: To Improve Abdominal Strength		
Grades: K-2	Equipment: none	Location: classroom
Activity	What You Do	What You Say
	<ol style="list-style-type: none">1. Students lay with backs on the ground.2. Legs can either be placed flat on the ground with knees bent, feet in the air so knees are at a 90 degree angle, or lower legs placed on a chair.3. Arms can be placed across the front of the body, straight in front, or gently on the side of the head. Never place behind the head.4. Roll head and shoulders off the ground.	<ol style="list-style-type: none">1. "Lay on your back."2. "Place your...(feet on the ground with knees bent), (feet in the air with knees at a 90 degree angle), (lower legs on your chair)."3. "Place your arms across the front of the body, straight in front of you, or gently on the side of your head."4. "Roll you head and shoulders off the ground and do as many times as you can in x seconds."

Academic Modifications: Strong abdominal muscles helps improve posture. Use as a math/science lesson by graphing, predicting, comparing, mean, median, and mode.


Safety Considerations: Remind students to use the abdominal muscles and not their neck to lift up and to clear the area for safety.

GRADES 3-5 ACTIVITIES




CHASE/FLEE
COOPERATION
COGNITIVE
DIRECTIONALITY
FITNESS
RHYTHMIC MOVEMENT
SOCIAL SKILLS
STRENGTH
THROWING/CATCHING

Activity Name: Capture the Rings

Target Objective: Chasing and Fleeing		
Grades: 3-5	Equipment: cones, hoops, rubber rings or other item that can be grabbed easily	Location: outside on field
Activity	What You Do	What You Say
	<p>Divide field space in half with a line of cones or markers in the center. Place a hoop near the back of each side. Place a cone with some type of pole standing in the cone in the middle of each side. Divide the group in half. The game works best if students can readily tell which team each student is on, So if you do not have vests of pennies, try to pick out something that distinguishes about half the group (everyone with white shoes on one team, everyone wearing denim, everyone with long pants, etc.)</p> <p>Spread 6 – 8 rings out on each teams' side. It helps if the rings or items on the two sides are different colors.</p>	<p>“This is an invasion game which means you may be trespassing on the other team’s territory during the game. If you cross the center line you are trespassing and if you are tagged on the other team’s territory you must go to their detention hoop. Teammates can ‘rescue’ students from detention by getting to the hoop and tagging them, without getting tagged themselves.</p> <p>You are trying to capture rings from the other team’s territory. You are only allowed to carry one ring at a time. If you get tagged while carrying a ring before you make it back to your territory, you must drop the ring and go to the detention hoop. If you make it back to your territory, put the ring on the post and it will remain there until the end of the round. The round is over when all rings are captured from one territory, or when the time runs out. In this case the team who has captured the most rings wins.”</p>


Safety Considerations: Remind students to watch where they are going when chasing and fleeing. Make sure the field does not have holes or objects that students could run into.

Activity Name: Group Juggling

Target Objective: Throwing and Catching Skills, Cooperation		
Grades: 3-5	Equipment: soft (gator skin or foam) balls	Location: inside or outside
Activity	What You Do	What You Say
	<p>Divide the class into groups of 6 to 8 students. Have them stand in a circle. Give them one ball.</p> <p>When the group demonstrates that they are being successful tossing and catching throughout the pattern, introduce a second ball. If the group is successful with two balls you may want to try three.</p>	<p>“We are going to try group juggling. This will take some skillful tossing and catching and a lot of cooperation in order to be successful.</p> <p>Your group will start with one ball. You are to decide on a pattern that you will maintain throughout the process. The ball must be tossed to each member of the group without anyone getting it twice. Practice your pattern until you have memorized it well, and everyone is tossing and catching the ball.”</p> <p>“Now that you know the pattern we are introducing a second ball. It will be tossed in the same pattern as the other, so two balls will be traveling through your group. After you toss a ball, be sure to look back at the person who will be tossing to you”</p> <p>(if the group masters two balls, you can introduce a third)</p>

Safety Considerations: Use balls that are soft. Remind students not to pass to a student unless they are looking at them.


Activity Name: Group Spelling

Target Objective: Cooperation, Spelling		
Grades: 3-5	Equipment: a set of letters on cardstock (one letter per sheet)	Location: inside or outside
Activity	What You Do	What You Say
	<p>Make a list of spelling words. Make sets of letters, one letter per sheet, which will allow spelling of each word (you will not need some letters and will probably need more than one of others).</p> <p>You will need a set for each group. Divide the class into 2 or 3 groups. Each student holds one letter.</p>	<p>“Each group has the letters necessary to spell the words that I will announce. When the word is announced your group must stand on the line, holding your letters so that the word is spelled correctly. The first group to be standing with the correct spelling wins the round.”</p>

Academic Modifications: Use words from current curriculum.


Activity Name: Circulatory System

Target Objective: Know the Movement of Blood and Gas through the Body.

Grades: 3-5	Equipment: paper, pencil	Location: classroom
Activity	What You Do	What You Say
	<ol style="list-style-type: none"> 1. Students take out paper and pencil. 2. Have the students draw a heart, lung, and muscle and have them label (draw) the flow of blood and gas through the body 	<ol style="list-style-type: none"> 1. "Take out a paper and pencil" 2. "Draw a heart in the middle of your paper. Draw a lung on one side and a muscle on the other side. Write 1,2,3,4 at the bottom of the paper on the left side." 3. "In four steps draw and label the path of blood and gas through the body." <p>"Label where the tube the blood goes in the body and the gas it carries."</p>

Academic Modifications: Answers: 1. vein, carbon dioxide 2. artery, carbon dioxide 3. artery, oxygen 4. vein, oxygen

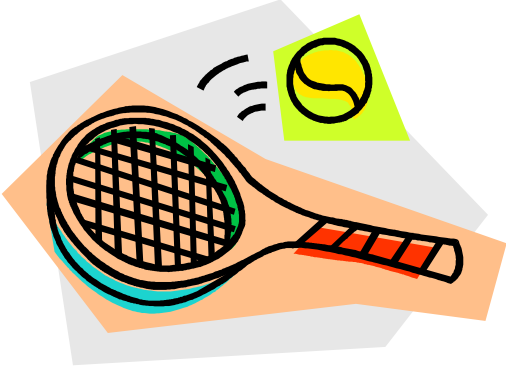
Activity Name: Heads or Tails

Target Objective: Strategy, Teamwork, Problem Solving.		
Grades: 3-5	Equipment: Frisbees, cups, or 2 sided colored paper or poly spots.	Location: court/ field
Activity	What You Do	What You Say
	<ul style="list-style-type: none"> • Distribute Frisbees throughout the designated area. Some up and some down. • Split class into 2 teams. Heads and Tails • Each team can wear flags or adjust if you have no flags. • Offense will flip Frisbees to their side • Defense will defend it from being flipped by pulling their flag. If flag is pulled they have to return to the starting line and go again. 	<ul style="list-style-type: none"> • On my signal, one team will flip to the heads and the other flip to tails. • You may play offense or defense. • On my whistle, game stops and the team with the most up or down, heads, or tails, wins.

Academic Modifications: Could discuss probability and defense strategies.


Safety Considerations: Make area large enough to keep everyone moving building endurance. Spread the objects out to avoid collisions.

Activity Name: Tennis Ball Frenzy

Target Objective: Body Control, Agility, Quickness		
Grades: 3-5	Equipment: 6 hula hoops, 8 tennis balls, 5 cones or markers	Location: outdoors
Activity	What You Do	What You Say
	<p>Set up 1 hoop in the middle of the play area. Surround the center hoop with the other 5 hoops, about 8 ft. away from the center. Put a cone or marker a few feet behind each outer hoop. Put all the tennis balls in the center hoop to start each round.</p> <p>Divide students into 5 groups and have them line up behind the 5 cones</p>	<p>Only the first person in each line is playing in the first round. Your goal is to get 3 tennis balls in your hoop. You are only allowed to carry one ball at a time. You may pick up a ball from the center hoop, or from another player's hoop. The first player to have 3 balls in their hoop wins that round. Those players will then go to the back of their lines and we will start the next round.</p>


Safety Considerations: Remind students to watch where they are going (5 students are going different directions), and to not lean over the center hoop when getting balls as they could bump heads with another student.

Activity Name: Hula War


Target Objective: Move from One Side to the Other Walking while Hula Hooping		
Grades: 3-5	Equipment: Music/ 8 to 10 hula hoops	Location: court/ field
Activity	What You Do	What You Say
	<ul style="list-style-type: none"> • Line up children in rows facing each other with the cross zone in the middle. • Pick 2 to 3 students to be (asteroids) in the middle depending on size of class and area available. • Students will walk and hula across the middle. • The “asteroids” will walk towards the students crossing and try to make them drop their hoop by hitting into them. • If they make it across they pass it to their partner on the other side. If they get stopped they roll it over and pass it off. 	<ul style="list-style-type: none"> • Review and demonstrate “safe” movement when the music is on. • Keep the teams moving so everyone gets plenty of turns. • After a short amount of time, change out the “asteroids.”

Safety Considerations: No touching as you are moving around the area when the music is on. Only the hoops should touch.

Activity Name: Plank and Play

Target Objective: Upper Body Strength, Eye Hand Coordination		
Grades: 3-5	Equipment: beanbags, timer	Location: classroom corner or outside
Activity	What You Do	What You Say
	<ul style="list-style-type: none"> • Start in a push up/ plank position. • Line up/ stack beanbags on the floor in front of student. • Switching hands, lift and pick up each beanbag and put in Frisbee or small box in front of player. • Keep body in plank position for entire length of play. • Two students can challenge each other. • Students can time each other. 	<ul style="list-style-type: none"> • Starting in plank position, pick up each beanbag and place in box using alternating hands. • Do it as fast as you can.


Activity Name: Pony Express Relay

Target Objective: Cardiovascular, Teamwork, Agility and Speed		
Grades: 3-5	Equipment: swim noodles jump ropes (4 to 5 each)	Location: field area or court
Activity	What You Do	What You Say
	<ul style="list-style-type: none"> Establish boundaries in the play area. Demonstrate how to run to each stop and travel with the equipment to the next stop. Line up the class 4 to 5 in a row. On go, #1 in line travels, does each task and then picks up #2, on and on to #3, etc. This continues until whole line goes or until time is called. Children can hold onto shoulder, or use a jump rope or swim noodle. 	<ul style="list-style-type: none"> You can either hang on to the shoulders of the person in front of you, or straddle the noodle or jump rope like riding a horse. On go, the first runner takes off, circles the cone and returns to the starting line. He picks up the next in line and 2 are now riding down and around the cone. Then 3 are riding on the noodle etc. You can either subtract back or ride to see how many can stay on.

Academic Modifications: Addition or pattern play can be added. What happens to speed as more riders are added. How is cooperation needed to be successful.

Safety Considerations: Adequate area for play and movement. Wide corners.

Activity Name: Push Up Power

Target Objective: Upper Body Strength, Eye Hand Coordination		
Grades: 3-5	Equipment: beanbags, timer	Location: classroom or outside
Activity	What You Do	What You Say
	<ul style="list-style-type: none"> • Patty Cake: Two people in push-up position face each other. Tap right hand to right hand and then left to left. Continue alternation until too tired to go on or to a predetermined number. Increased intensity by moving farther apart. • Push-Up Hockey: Two people in push-up position face each other about 5 feet apart. Using a bean bag or ball, try to slide or roll the object between your partner's two hands. The partner may stop it with one hand only. Students may choose to keep score if they like. • Alphabet Push- ups: Two students are in push-up position across from each other about arms length apart. They are to high-five each other using opposite hands while working their way through the alphabet. • Bean Bag Push-ups: Materials needed for this activity are a crate, box, or basket which stands about 1 ½ feet off the ground and bean bags, balls, or rolled up paper. Students are in push-up position with beanbags and baskets in front of them. They start by picking 1 beanbag up off the floor with the left hand and placing it on the crate, then the next with the right hand, then the next with the left until all the beanbags are in the crate. First one with all the objects in the crate wins! 	<ul style="list-style-type: none"> • Demonstration is best. Either the teacher or another student can be used to show activity. • Be safe, take breaks when needed.


Safety Considerations: May hurt hands if surface is rough.

Activity Name: Rapid Relays

Target Objective: Cardiovascular, Teamwork, Agility and Speed		
Grades: 3-5	Variety of objects Equipment: beanbags, rings, hula hoops, ball, batons, beanie babies	Location: field area or court
Activity	What You Do	What You Say
<p>Ways to pass the objects:</p> <ul style="list-style-type: none"> • Toss beanbag, hand to hand, one hand only, between legs, over and under. • Rings – pass hand to hand, roll, from baton to baton with no hands, over and under. • Hula hoops – hand to hand, rolling, down arm, over body to next person using no hands or holding hands down the line. • Balls – rolling, bouncing, tossing, one bounce etc. 	<ul style="list-style-type: none"> • Establish boundaries in the play area. • Demonstrate how to pass over, under, back and front. • Line up the class 4 to 5 in a row. • On go, #1 in line passes to #2, to #3, etc. • Last person, either runs to the front or passes back to the front depending on age group. • This continues until whole line goes or until time is called. 	<ul style="list-style-type: none"> • This is a relay game. • One at a time, you will pass the object to the person behind you. • You must use teamwork to pass successfully. • Cheer your team on. Everyone needs to sit down when everyone has had a turn. (Or you may have a time limit for continuous play.)

Safety Considerations: Adequate area for play and movement. Collisions between runners.


Activity Name: Run and Spell

Target Objective: Heart-Lung Fitness, Endurance, Reinforcing of Cross-Curricular Terminology/Concepts		
Grades: 3-5	Equipment: 12 cones, sticks(tongue depressors/popsicle), scrap paper, pencils	Location: outside
Activity	What You Do	What You Say
	<p>Pre-set up grassy area with circle of 12 cones 20 – 30 yards across.</p> <p>Assign 2 students to stand at each cone.</p> <p>Teacher stands in the center of the circle with a list of spelling words and sticks.</p> <p>After teacher says “go”, they monitor students traveling around the circle.</p> <p>As students run into the circle center, the teacher announces a spelling word to the students.</p> <p>The teacher checks the spelling of each student, and rewards those that spelled the word correctly with a stick. Students misspelling the word return to their partner without a stick.</p> <p>Remind students that this is a walking and running game, and they may choose to walk at any time.</p> <p>At activity end, congratulate all students, declaring all teams earning 10 sticks winners.</p>	<p>Tell students the object of this game is to run or walk quickly around the cone circle one time each time they have a turn.</p> <p>After completing one lap, students run to the center of the circle where the teacher is standing. They will pick up one piece of scrap paper and a pencil.</p> <p>Teacher will announce one spelling word to the group. Each student writes the word on their paper and shows it to the teacher. If the word is spelled correctly, the teacher will give that student a stick. The student then runs back to their cone and tags their partner, who takes their turn running around the circle. Sticks are placed under each group’s cone. Continue this until the teams have earned 10 sticks, or until activity time is over.</p>


Academic Modifications: This game can be used to reinforce many curriculums. Teachers can use geography, states and capitals, health, math computations or any subject they wish for questioning the students.

Safety Considerations: During initial instructions to the students, make sure to direct them all to run/walk the same direction. Remind students to run or walk as they desire, as the game can be strenuous.

Activity Name: Sideline Soccer

Target Objective: Improve Anaerobic and Aerobic Endurance, Cooperation and Knowledge of Soccer.		
Grades: 3-5	Equipment: soft soccer ball, goals	Location: outside field
Activity	What You Do	What You Say
 <p>Sideline Soccer</p> <ol style="list-style-type: none"> 1. Players on sideline can use hands to pick up ball and throw it in using two hands over the head. 2. Sideline players can also kick the ball in bounds. 3. Sideline players cannot score. 4. After each goal, switch teams or if no goal after an extended time, stop play and switch teams. 5. If ball hits players arm or hands, other team kicks ball from spot of foul. 6. No pushing. 7. Boys play boys and girls play girls. 8. There may be goalies, but no hands (keeps it simple) 	<ol style="list-style-type: none"> 1. Assign students into even teams of boys and girls and put them on a sideline. 2. Put the ball in the middle of the playing area. 3. Assign teams to their half of the field. 4. Spread out sideline players along the length of the sideline. 5. Assign one team to kick off. Non-goal scoring team kicks off after beginning of game. 6. Continue to remind players of rules. <p>Cones can be used for goals and/or sidelines.</p> <p>Make sure the playing area is safe of debris and holes.</p> <p>Students should have proper shoes they must be tied tight and correctly.</p>	<ol style="list-style-type: none"> 1. "We will play sideline soccer; let me read you the rules." 2. "I will assign you into two teams; go to the sideline I tell you to go to." 3. "(Gender) on this sideline come to this side of the playing field, and (gender) from that sideline go to that side of the field." 4. "When I blow the whistle, you may kick off."


Activity Name: Steal the Chicken

Target Objective: Cardio Fitness		
Grades: 3-5	Equipment: rubber chicken, or anything that represents a chicken, and cone	Location: outside
Activity	What You Do	What You Say
	<ul style="list-style-type: none"> • Split your students into two sides with each student having a number that corresponds with another student on the other side. • Place cones as the bases on each side so that the distance is the middle of the two teams. • Throw the “chicken in the middle of the field and call off a number. The student with that number then races out and tries to “steal the chicken” the other student tries to tag them as they run back to their side. • If they make it back without being tagged, it is two points. If they get tagged, the other side gets one point. 	<p>After you give them a number and place them at their bases say...</p> <ul style="list-style-type: none"> • I will call out a number as I throw the chicken up in the air. The student with that number will run in the middle to steal the chicken. • The student who steals the chicken will try to run to their side without being tagged. • If they get there safely they get 2 points for their team. If they get tagged the other team gets one point • The team with the most points at the end wins!

Academic Modifications: Give each student a number that is a product of a multiplication problem. Call out the problem 5×7 . The student with the number 35 runs in the middle to "steal the chicken."

Safety Considerations: Must wear tennis shoes. The tag must be a swipe on the back, not a push.


Activity Name: Walking/Running

Target Objective: Improve Cardio Vascular Health		
Grades: 3-5	Equipment: none	Location: outside
Activity	What You Do	What You Say
	<ol style="list-style-type: none"> 1. Find an area outside that would be a safe area for walking or running. 2. Put cones down or use natural landmarks (trees, fences, etc...) to form a circular shape. 3. Students can walk and/or run for the duration of the time set by the teacher. 	<ol style="list-style-type: none"> 1. "You will walk and/or run for x minutes around the area" 2. "You may walk and/or jog with your friends"

Academic Modifications: Students can also run for x minute and walk for x minute and repeat the cycle. Aerobic exercise has been shown to increase oxygen flow to the brain and improve attention in the classroom.


Safety Considerations: Check to make sure the area is free of objects that can be used as harmful devices and there are no holes in the ground that can injure students.

Activity Name: Catch Me If You Can

Target Objective: Rhythmic Movement		
Grades: 3-5	Equipment: Long jump rope	Location: outside
Activity	What You Do	What You Say
	<ul style="list-style-type: none"> • Chose two students to twirl the jump rope. • The rest of the class forms a line in front of the jump rope. • The first person is the “leader” and the person behind them is the “catcher.” • The first person jumps in the jump rope once, and turns to go back to the front of the jump rope. • The “catcher” jumps in after them and tries to catch them by tagging them. • Both students keep going until the first person is tagged or one of them makes a mistake while jumping. • Who ever wins, is the winner and the leader for the next round. • The loser goes to the back of the line. 	<ul style="list-style-type: none"> • We are going to play a chase game. • The first person will be the leader, and the person behind them must try to catch them. • Each person will jump in the jump rope and continue until the leader is tagged, or one of them messes up jumping. • The goal is to try to stay in the leader position.

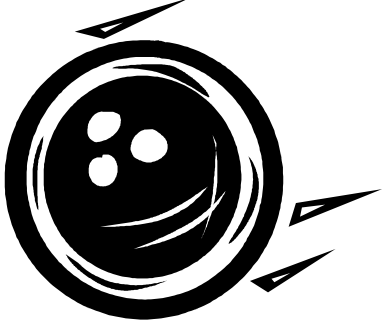
Safety Considerations: Student must have proper shoes and attire.

Activity Name: Clothes Relay

Target Objective: Social Skill Development		
Grades: 3-5	Equipment: 2 equal sets of oversized men and women clothes.	Location: inside or outside
Activity	What You Do	What You Say
	<ul style="list-style-type: none"> • Gather the clothes together and divide your class into two even groups. • Place each set of clothes in front of the first person in each group. • Decide on a turn-around point at the other end of the room, and tell the students where the turn-around point is. • The first person from each team must put on all the clothes in their set (over their own clothes), run to the designated turn-around point, run back to the team, take off all the clothes, and hand them to the next player who will repeat the same steps. 	<ul style="list-style-type: none"> • * When I say “go” The first person from each team must put on all the clothes in their set (over their own clothes), run to the designated turn-around point, run back to the team, take off all the clothes, and hand them to the next player who will repeat the same steps. • The first group to have each member complete the relay wins.

Safety Considerations: If you choose to perform this activity inside, make sure you have cleared enough space so no one will trip or fall. Make sure students shoes are tied properly.


Activity Name: Frisbee Bowling

Target Objective: Social Skills Development		
Grades: 3-5	Equipment: 12, 2 liter soda bottles, water	Location: inside or outside
Activity	What You Do	What You Say
	<ul style="list-style-type: none"> • Fill 12, 2 liter soda bottles with about 1 cup of water each (to weigh them down). • Set up the bottles in two pyramid formations (like bowling pins) at one end of the room about 3 feet apart so the point of each pyramid is facing the rest of the room. • Divide you students into two groups. • Student will line up about 6-12 feet away from the bottles, depending on the size of the room. • Each person in the group will take turns throwing the Frisbee to knock down the pins. • They must run as fast as they can to reset the pins, run back to the line, and tag the next person, which signals them to take their turn. • Each pin knocked down is one point 	<ul style="list-style-type: none"> • each group needs to line up 6-12 feet away from the pins. • The first person in each group will throw the Frisbee to try to knock down as many pins as possible. • After you have knock them down, you must race as fast as you can to set them up then run back and tag the next player to have them start their turn. • Each pin is worth 1 point. Which ever team has the most points at the end wins.

Academic Modifications: Have the student learn measurement by measuring the one cup of water and the distances in feet from the bottles.


Safety Considerations: Proper shoes must be worn. Clear the room for space if doing this activity inside.

Activity Name: Broad Jump for Fun

Target Objective: Explosive Leg Strength, Balance Math - Estimating Distance, Understanding Feet and Inches		
Grades: 3-5	Equipment: sidewalk chalk, yardsticks or measuring tape, pencils, recording sheets	Location: Outside on hard surface
Activity	What You Do	What You Say
	<p>Make sure students understand how to measure using yardsticks or measuring tape prior to this lesson.</p> <p>Assign each student a partner, give each group of two 1 piece of chalk.</p> <p>Give partners a broad jump recording sheet that you have made and a pencil.</p> <p>Have one student demonstrate the broad jump. They should bend knees and swing arms prior to pushing off the ground. Feet should be behind a start line and should be side-by-side on the takeoff and landing. Remind students to freeze upon landing so their distance can be marked. Distance is marked by making a chalk line on the ground where student's heels land.</p>	<p>Tell students that they are going to practice the skill of broad jumping, which is jumping from a standing position, pushing off of both feet simultaneously, and landing without taking extra steps or falling down.</p> <p>Tell them the broad jump measures the explosive strength in the leg muscles, which is the type of strength used when sprinting, playing tennis or dodgeball.</p> <p>After viewing the demonstration, tell partner groups to spread out. Each partner is to broad jump one time and measure the distance.</p> <p>They then estimate what they think their next three jumps will be and record it on their sheets.</p>

	<p>Teacher may include math challenges on the recording sheet, such as asking students to compute the difference between their longest and shortest jumps.</p> <p>Teacher may ask the students how much further they would have had to jump to make a jump of 6'. Intermediate students could figure out what $\frac{1}{4}$ or $\frac{1}{2}$ of their jump distance might be.</p>	<p>Students then take turns jumping three more times each, recording their scores and comparing them to their estimates. Encourage students to jump their farthest to set a personal record.</p> <p>If time, suggest that one partner lay on their back on the court, while the other marks a chalk line at their head. Challenge students to see if they can broad jump their height.</p>
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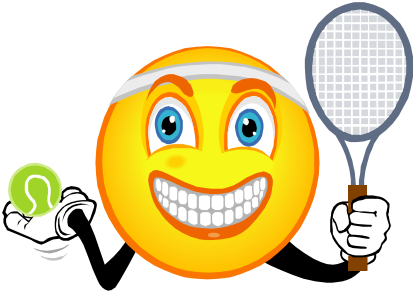
Activity Name: Stomach Touch Push Ups

Target Objective: Improve Upper Body Strength and Balance		
Grades: 3-5	Equipment: none	Location: classroom
Activity	What You Do	What You Say
	<ol style="list-style-type: none"> 1. Have students in push up position with hands flat on the ground under their shoulders, body straight, and on their toes. 2. Students alternate hands touching their stomach. 	<ol style="list-style-type: none"> 1. “We will be doing stomach touch push ups. Get in correct push up position” 2. “Do x number of stomach touch push ups” or “Do as many stomach touch push ups as you can in x number of seconds”

Academic Modifications: This can also be done by touching opposite hip, shoulder, and elbow. This can be a Math/Science lesson on body parts, graphing, predicting, angles, mean, median, and mode. This is an activity that all students can do to improve upper body strength. The crossing of the body midline also improves brain readiness for reading and writing.

Safety Considerations: Be sure there is an adequate amount of space to perform the activity.

Activity Name: Having a Ball

Target Objective: Throwing and Catching, Ball Handling Skills		
Grades: 3-5	Equipment: tennis ball for every child/ music	Location: inside or outside, court or field area.
Activity	What You Do	What You Say
	<ul style="list-style-type: none"> Situate students where everyone has their own tennis ball, space to hear directions and room to participate in activity. <p><u>Students toss the ball upwards & catch it with:</u></p> <ul style="list-style-type: none"> 2 hands palms up/ 1 hand palm up The hand opposite the one throwing Left hand, right hand / side to side Toss, clap, catch. 2 claps, 3, 4, 5 etc. Toss, touch the ground, catch Toss, twirl around, catch Under your extended arm and catch Under your leg and catch Around your back and catch 	<ul style="list-style-type: none"> We are going to practice throwing and catching. I will demonstrate then you will get time to practice. When the music starts, you start, and when the music stops, you are to stop. Each student is responsible for keeping their tennis in their own personal space and under control.

Academic Modifications: Do all the same drills with a partner.

Safety Considerations: Adequate area for play and movement.

WRITING PROMPTS FOR PHYSICAL EDUCATION

Some people are concerned that students are not as healthy as they should be. They think that regular exercise and information about good health habits are essential parts of an education. Therefore, some people want to require a daily physical education and health class for all students.

Write a persuasive essay stating whether or not you agree that all students should be required to take a daily physical education and health class. Give reasons why you think as you do.

Springfield School District 186, August 2003 – 7th grade

Read the articles and observe how accounts vary, even though they observed the same game. Examine the similarities and differences as well as the writing style. Are there any bias?

Have students choose a story and write two different accounts using the same set of facts.

Have two students observe a portion of a game and write a story. Observe the differences in the articles.

“Ladies at Play”

“Pretty Girls Chase the Puck”

www.collectionscanada.gc.ca/hockey

You or your classmates may sometimes whine about the food served at the school cafeteria. Do you like the food your school serves? Explain. If you don’t like the food, what would you change and why?

Make a list of all the fruits and vegetables that are used to make different varieties of pies. Are there any fruits or vegetables that you think should be used for pies and currently are not? Which type of pie is your favorite and why?

Think about all the different games you play. Now think of your favorite two. How could you combine these two games to make one new game? What would you call this new game? What rules would the game have? How would someone win the game?

One of the great players in baseball is Ty Cobb. Baseball is considered to be “America’s Pastime.” How do you think this statement came to be? Why do you think the game of baseball was selected?

In 1884, the ball-bearing roller skate was patented. Explain how the roller skate is similar and different from today’s roller blades. Which would you rather skate on and why?

People love to eat cookies. Create a new type of cookie. What are the ingredients? What is its name? How would you promote the sale of your cookie? Be sure to include a drawing of your new cookie.

www.theteacherscorner.net

On December 3, 1967, the first successful heart transplant was conducted. It is important to keep your heart, along with the rest of your body, healthy. Create a list of ten (10) activities that will help keep your heart healthy.

www.theteacherscorner.net

Snowboarding is a recent Winter Olympic sport. If you could invent a new Olympic event, what would it be and why?

Jesse Owens was born in 1913. Owens won a number of medals in Track and Field events in the 1936 Olympics. Many people consider him a hero for how he won gold medals over the Germans of Adolf Hitler. Who do you consider to be a hero and why?

Describe...

Argue that the (Atkins) diet is or is not a healthy regimen.

What effect does underage drinking have?

What effect does tobacco have?

How can stress affect your health?

Explain the technique for the 3 core lifts in APC.

Explain the number process for achieving the number goals you have set for bench, squat, and clean.

What is the most important lift in APC? Why?

How can training improve your performance in your sport or fitness routine?

Design a sport specific workout for your sport?

Name one skill taught in (flag football) and explain why it is important to physical education.

Describe in detail, the technique of the squat exercise using tips and techniques you have learned.

Explain the physics involved in a piece of playground equipment?

www.teachers.plainfield.k12.in.us

Should schools put as much emphasis on subjects as music, physical education, and the visual arts as they do on traditional courses such as English and Math?

www.wc.iup.edu

Article to read:

Writing in the Physical Education class: Writing assignments in physical education, in addition to enhancing general literacy, have content specific values- such as reinforcing key concepts. And they are easy to implement.

Edward Behrman

JOPERD

Vol. 75

2004