

Putting It All Together: Every Class, Every Day Deserves Your Best!
Intended audience K-5 Elementary Physical Education

Presented by Meg Greiner

2006 Disney Outstanding Specialist Teacher Award

NASPE 2005 National Elementary Physical Education Teacher of the Year

2005 USA Today All-Star Teacher Team

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- ✓ Greet each class at the door very class period! Discipline yourself to be ready to deliver the lesson as the students come to the door. Avoid taking care of other business when it's "their" time.
- ✓ Invite students to enter when they are quiet and listening. If they aren't ready, praise those who are, speak quietly to those who aren't. Begin on a positive note – show you are eager to get started.
- ✓ Have them enter with a controlled locomotor movement. Interact with students as you move with them. Smile and let them know you are glad to see them. Avoid getting into conversations. If someone has more to share, invite them to come see you at recess or after school.
- ✓ Stop the activity frequently, every 30 seconds or so and reinforce those who freeze quickly. Praise the good stuff and clarify your expectations.
- ✓ Move predominately around the outside of the area and scan to see what students are really doing. Overtly praise individuals and groups across the room.
- ✓ Create an area large enough for safe movement and small enough for effective supervision.
- ✓ If some students are not quite with you, get the class active then move immediately and correct the off-task behavior. Be specific with your request for appropriate action. Deliver the message quickly and quietly and move on. Don't get into a negotiation or discussion.
- ✓ **The first 5 minutes of class are perhaps the most important for setting the tone for the entire class session. Give students the chance to be on task! Be specific with your expectations and reinforce when you see students following directions!**

Ask yourself:

Do you know every student's first name? Do you interact with every student almost every day?

Do you have a mental picture of what you want to see from your students? How do students know what you expect from them? How do you communicate your expectations?

Do you send mixed messages? Do you smile and show your enthusiasm about being in class with each group of students/

Do you give students a chance to react to your signals (i.e., “Freeze” – Wait/Scan – Reinforce – Talk)? If students improve, do you let them know you notice their improvement?

Getting Started:

Setting the Environment Strategies:

- **Quick directions – 30 seconds or less**
- **Establishing a stop/freeze signal – move/stop sequences (move and freeze)**
- **Establish rules and procedures – home position for equipment, getting out and putting away equipment, drinks, bathroom breaks, shoes, dress, etc.**
- **Minimal student response time – specific reinforcement (three second freeze)**
- **Purposeful teacher movement – move and interact**
- **Back to the Wall Teaching**
- **Introduce and practice grouping techniques**
- **Develop consistent Freeze and Go signals (ie Freeze with hands on knees in 3 seconds, eyes on the teacher, don’t move until the teacher says the magic word)**
- **Have students practice moving in small spaces and not bumping into neighbors.**
- **Don’t let students run until they have total control of their bodies. Skip, gallop and slide instead.**

You set the environment, what you focus on, practice and reinforce is what becomes important.

Manage This: Self Management and Social Behavior

Rules:
Play Hard
Play Safe
Play Fair
Play Smart
Solve Problems
Do Your Best

Activities:

Move and Freeze:

Students perform a designated locomotor skill in open space, scattered position, moving controlled until the teachers says “Freeze”. All students freeze quickly. Do it again with another locomotor skill. Gets students ready for activity and a time for the teacher to see if students are with them and ready to move on.

Back to Back:

Activity Description	Teacher Cues
<p>Have students move in open space, on signal, each child stands back to back with another child. After children are in partner formation back to back, the teacher says, "Everybody run [skip, hop, jump, slide] Away!" Other commands, such as "Walk like an elephant," can also be given. Children move around in the prescribed manner. When the signal is sounded, they immediately find a new partner and stand back to back. Commands such as toe to toe, elbow to elbow, or combinations of different body parts can also be used.</p> <p>Variations: high fives, low fives, pinky shakes, 180 high fives,</p>	<p>Classroom management game to help establish working with all people in the class and to accept all as partners.</p> <p>Rules:</p> <ul style="list-style-type: none">• Must get with closest person• Find a partner as quickly as possible• Find a different partner each time• Variation: get a mixed gender partner• Move to lost and found to find someone <p>Lost and found: Students who can't find a partner quickly go to the middle of the gym with their hand up and meet other lost and found students. Once they are no longer lost students move out of the middle of the gym.</p> <p>Encourage students to hustle and praise those that find mixed gender partners and do it quickly!</p> <p>#1 way to get class divided in half quickly and equitably. Back to back, one person up one person down!!!</p>

Source: “*Dynamic Physical Education for Elementary School Children*” by Robert P. Pangrazi

What To Look For (measure/assess):

- Are students accepting of all partners?
- Are students hustling to find partners?
- Are they mixing themselves up?

Whistle Mixer:

Activity Description	Teacher Cues
<p>Children are scattered throughout the area. To begin, they move in any direction they wish. The teacher whistles a number of times in succession and raises the same number of fingers above their head to signal the group size. Children then form small groups with the number in each group equal to the number of whistles. For example, if there are four short whistles, children form circles of four--no more, no less.</p> <p>The goal is to find the correct number of students as quickly as possible. As soon as a group has the desired number, they sit down to signal that other may not join the group. Children who cannot find a group nearby should move to the center of the area and raise their hand to facilitate finding others without a group.</p>	<p>Classroom management game to help students to get into groups quickly and quietly while establishing working with all people in the class and to accept all as partners.</p> <p>Rules:</p> <ul style="list-style-type: none">• Must get with closest person/group• Find a group as quickly as possible• Find a different group each time• Variation: get a mixed gender group• Move to lost and found• <p>Lost and found: Students who can't find a partner/group quickly go to the middle of the gym with their hand up and meet other lost and found students. Once they are no longer lost, students move out of the middle of the gym.</p> <p>Encourage students to hustle and praise those that find mixed gender partners/groups and do it quickly!</p> <p>#1 way to get class divided in groups quickly and equitably. You decide the number!</p>

Source: "*Dynamic Physical Education for Elementary School Children*" by Robert P. Pangrazi

What To Look For (measure/assess):

- Are students accepting of all partners?
- Are students hustling to find a group?

Rock, Paper Scissors

Activity Description	Teacher Cues
<p>Students begin by practicing the three symbols used in the game: a fist is a Rock, a flat hand is Paper, and two fingers represents Scissors. The hierarchy is: Rocks smash Scissors, Scissors cut Paper, and Paper covers Rock.</p> <p>Students begin by playing the game with partners, Rock, Paper, Scissors, show. Then find someone else to play. If a tie results try again.</p> <p>TEAM ROCK, PAPER, SCISSORS: In this game the class is divided into two teams, (using Rock, Paper, Scissors, winner sits down). Each team, without talking, choose their first and second choices for playing rock, paper, scissors (two choices incase of tie). When symbols have been chosen players meet on the centerline on their respective sides. Spread out. When the two teams are spread out and facing one another across the centerline, they say “Rock, Paper, Scissors and show their chosen symbol. The team that shows the winning symbol chases the other team, tagging as many as possible before they reach their safety line. Players who are tagged join the other team.</p>	<p>To play the game effectively, players must show their symbol on cue. Have students practice showing their symbol on the count of three or on show.</p> <p>An effective way to choose symbols nonverbally is for each player on a team to form the symbol of their choice with their hand, and put in the middle of the huddle.</p> <p><u>Safety</u></p> <p>Players must be spread out across the centerline. If the students are too close, they are likely to trip or stumble as they are chased to the safety line.</p> <p>If the game is played indoors, there must be sufficient room between the safety line and the wall for students to stop safely.</p> <p>If players on the same team show different symbols, a “stop” signal ends that game and teams are sent back to their huddles to try again.</p>

Source: *The New Games Book* by Andrew Flugelman (Editor)

What To Look For (measure/assess);

- Are students able to collectively (and without talking) decide on their symbols?
- Are students sufficiently spread out to make chasing and fleeing safe? (self-space)
- Do students on the same team show the same symbol?
- Do students willingly join the opposing team when they are tagged? (fair play)

The Freeze

Activity Description

Teacher Cues

Using “The Freeze” song by Steve and Greg, students move about the area using various types of locomotor movements. All must freeze when they hear the word **freeze**.

Before using “The Freeze” teach children your freeze or stop position and practice this by moving and freezing, also teach the different locomotor skills and reinforce them with this activity by incorporating them.

Children are scattered about the room. When the music starts, they move throughout the area, guided by the music. They walk, run, jump, or use other locomotor movements, depending on the selected music or beat. When the music is stopped, they freeze and do not move. Any child caught moving after the cessation of the rhythm pays a penalty. A tom-tom or a piano is a fine accompaniment for this game, because the rhythmic beat can be varied easily and the rhythm can be stopped at any time. This is an excellent game for practicing management skills. The game reinforces freezing on a stop signal.

Variations:

1. Specify the level at which children must freeze.
2. Have children fall to the ground or balance or go into a different position, such as the Push-Up, Crab, Lame Dog, or some other defined position.

Practice simple movements to the beat of the music and teach students how to freeze when the music or beat stops.

Stress safe moving, open space, not bumping into others, and stopping under control at all times. Reinforce those who do this well and consistently.

Variations: After students consistently use your freeze position encourage them to experiment with funny and creative freezes.

Assign a locomotor movement. This is an easy way to do a quick check on locomotor skills.

Source: “**We All Live Together Vol 2.**” by Steve Millang and Greg Scelsa, Youngheart Music Education Service, 1978

“*Dynamic Physical Education for Elementary School Children*” by Robert P. Pangrazi

What To Look For (measure/assess);

1. Safe and controlled movements
2. Quick and controlled stops
3. Basic locomotor skill assessments

Don Hellison's Levels of Responsibility (Awareness)

Activity Description

One strategy to help students examine and become aware of their behavior and personal responsibility in class. This program incorporates self-management and personal responsibility and teaches students to become aware of their own behaviors and actions and to take ownership of these.

After introducing the levels and making a point to identify desirable and undesirable behaviors students can begin to self-rate after activities or at various times during and then again after class. They do so by holding up fingers that match the number of the level that they believe they were working.

Levels of Awareness – Don Hellison

Level 0 – Little Self-Control:

- Not involved
- Uses putdowns
- Irresponsible

Level 1 – Under Control/Not Involved:

- Not participating
- Not prepared
- Non-productive

Level 2 – Under Control Teacher Directed/Involved:

- Frequently off task
- Needs prompting
- Needs frequent reminders

Level 3 – Self-Responsibility

- Works independently
- Self-motivated
- Positive attitude

Level 4 – Self Responsibility and Caring

- Demonstrates level three behaviors
- Cares about others
- Involved with others
- Sensitive to the needs of others

Teacher Cues

After your initial introduction and discussion this may be infused to your cool-down or culminating activity. But should be used consistently.

To teach students about personal responsibility it is important to point out desired behaviors of cooperation, respect, and effort during the course of a physical education class. Make them relevant and specific.

Students must become comfortable with the self-rating and levels of responsibility rubric and be able to discern the differences between the levels.

If students are off-task during an activity an easy teacher behavior is ask them to evaluate their level of responsibility and to describe the best action.

Ultimately, the goal is to use the ratings to help students assume the responsibility for their own behavior and to gain a realistic assessment of their behavior in class.

The Levels of Responsibility are most effective if the concepts and vocabulary are taught throughout the school and in common areas like the playground and cafeteria. They help to create a positive, caring, and productive learning environment for the whole school

Source: *Teaching Responsibility Through Physical Activity* by Donald Hellison
Copyright 1995 112pp ISBN: 0873226542

What To Look For (measure/assess):

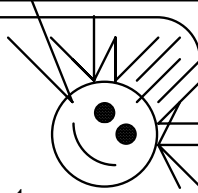
1. Can students give examples of desirable behaviors
2. Are students accurately assessing their behavior

LEVELS OF RESPONSIBILITY

Adapted by Meg Greiner from Don
Hellison's Levels of Awareness

LEVEL 5 TOTALLY AWESOME

I support and help others.
I encourage others to do their best.
I'm a self-directed learner.
I'm a super star performer.
I go above and beyond.



LEVEL 4 AWESOME

I work independently.
I have a positive attitude.
I am self-motivated.
I didn't need any teacher reminders
I'm a super star performer.



LEVEL 3 Under Control/Partially Teacher Directed SO - SO

Good effort, but not trying my best.
I need occasional teacher reminders.
I am occasionally off task.



LEVEL 2 Under control/Teacher Directed BOGUS DUDE

I'm doing just enough to get by
Fair to poor effort
I'm not prepared
I'm not working towards improvements.
I need lots of reminders.



LEVEL 1 Little Self-Control TOTALLY BOGUS

I'm not involved.
I'm using putdowns.
I'm preventing others from learning.
I'm disruptive and need frequent reminders
from the teacher.
I'm not showing respect for the rights and
feelings of others.



Beginnings and Endings: Proactive Strategies

Instant activities/energizers/introductory activities are easy games/activities to get everyone involved physically and emotionally. These activities are just that, instant, and should not last for more than 2-3 minutes. Beginnings get everyone ready to learn, endings keep them wanting to come back for more. (note: they are interchangeable)

“Vegas Hop”

equipment: music: “All Shook Up” from the Honeymoon in Vegas Soundtrack sang by Billy Joel

Traditional Bunny Hop moves to a non traditional song. Students perform the following sequence to the beat of the music while moving throughout the activity:
Heel-Toe Right, Heel-Toe Right, Heel-Toe Left, Heel-Toe Left, Jump Forward, Jump Backwards, Jump Forwards three times (repeat)

Start in individual space then on teacher signal join a pair then keep connecting until all are in one long Vegas Hop line!

“Totally It Tag” or “Fastest Tagger in the West”

equipment: none

Everyone is it and everyone tries to tag everyone else.

Rules: Don't tag your neighbor first, Use soft tags If you get tagged do a “body reward” to get back into the action and/or kneel down, teacher's choice but it will go very fast. I always stop the game before all are tagged and start over after 30 sec. To make more challenging make the playing space smaller.

Variations:

Hospital Tag: put a bandage on where you were tagged and continue playing, after 3 tags perform a body reward or see the Dr. to get well. (triple tag)

Octopus Tag: once tagged kneel down on one knee and if someone gets too close tag them and they you can get up and they must get down.

Gotcha: Same game but slide bean bags on the floor, if you get hit by a bean bag you must perform a body reward or could be played in teams, then change sides.

“High-5s”

equipment: music

Students move in open space using various locomotor skills when the music stops they give High 5's to as many different people as you can. When music starts start moving again. Variations: low 5s, 360 fives, high 10s, etc.

“Hook-up Tag”

equipment: none

Have students get partners and hook middle elbows. Choose 3 couples to be the fugitives and the rangers. (or whatever) The ranger must chase only his/her fugitive. The fugitive can escape by hooking onto one of the partners. When this happens the opposite partner now becomes the new fugitive. If the ranger tags his fugitive the roles reverse. The teacher can also reverse roles by saying change or reverse.

“Amoeba Tag”

equipment: pinnie for “it” designation

Start with 4 or 5 students designated as “it’s”. On signal “its” attempt to tag others. When tagged they join the it’s making a couple then a threesome and then a foursome. When a foursome is achieved that foursome splits in half and they both continue to tag others

“Blob Tag”

equipment: pinnie for “it” designation (optional music: The Blob” by the Five Blobs)

Start with 4 or 5 students designated as “Blobs”. On signal “blobs” attempt to add to their blob by tagging other students. If tagged they must join that blob and not break apart while trying to tag others to join their blob.

“Transformer Tag” (game learned from Project Adventure)

equipment: none

Demonstrate to the participants two body positions, suitable for running. The historical choices have been one hand on the head and one hand on one glute. Decide as a class if this is an acceptable body position for them. After determining their game identity indicate the start of the game by shouting “Declare!” or by flipping a coin in the air. Players then immediately declare their identity by adopting one of the body positions (ie either head or glute) The action involves one team – the heads for instance, trying to tag and transform all the tails. If a head tags a tail the tail becomes a head etc. Once transformed, the person continues to tag anyone of the opposing team. The game continues until one team successfully dominates the world! Replay only 2 or 3 times.

“Triangle Tag”

equipment: none

Groups of 4s. Three students make a triangle by holding hands, the other person is it. The IT decides which of the three in the triangle he/she would like to try and tag. That person is positioned directly opposite of the it. On signal from the would be chosen to be tagged person the IT tries to slide either clockwise or counterclockwise to tag the designated person. The triangle shifts and slides as well to protect that same person. The IT may not reach through, under, or over to tag but must go on the outside of the triangle. If the IT gets tired he/she may say “STOP” and then switch roles. If the IT is successful he/she can then select a new IT from the triangle.

Jingle Bell Dance:

Position: Scattered in partners
Music: “Jingle Bells” by Crazy Frog

Part One; On the Jingle Bell Chorus section – jingle bells, jingle bells, jingle all the way the hand pattern is:

Jingle bells – 3 thigh pats
Jingle bells - 3 self hand claps
Jingle all the – 4 hand pats with partner
Way – hands on thighs
Oh what fun it...elbow turn, repeat for chorus

Part Two: Dashing through the snow partners face each other and slide together around the room. Fancy sliding can involve a turning slide which entails facing front to front and then turning and facing back to back and continue sliding. (8 counts each)

Dynamic Endings plus Closure: Leave Them Wanting More

End the class on a high note. Play a favorite game or challenge to keep them excited for the next physical education class. Then close your class by reviewing what was taught, important concepts or cues to remember, and, most importantly, **what did you learn today in Physical Education that you can share with your mom, dad, sister, brother, aunt, uncle, grandma, grandpa etc. PR PR PR!!!!**

Ghost Buster Tag

Sideline to Sideline game

Equipment: none

Music: optional “Ghostbusters” by Ray Parker Jr.

Action: Choose 4 “Ghostbusters” (its) to be in the middle all other students students are one a sideline. The Ghostbusters in the middle say “who you gonna call?” and the others responds “Ghostbusters”! Upon replying the non its run, skip, or use any other designated locomotor skill to travel from their sideline to the other without getting tagged by a Ghostbuster in the middle. If they are tagged or step out of bounds on the endlines they too become Ghostbusters and help to capture other ghosts. Sliding and running into walls is not allowed.

Bridge Tag:

Equipment: pinnie’s for it’s

Action: Choose 6 students to be taggers. On go or when the music starts students travel in open space. If tagged by an it they are changed into a bridge. Other students who are not it try to unfreeze the bridges by going under a frozen bridge, thus unfreezing them. Change taggers frequently and encourage helping behaviors.

Clam Free:

Equipment: pinnie’s for it’s

Action: Designate 6 students at it’s. If tagged by an it that student must freeze in a starfish position. To be unfrozen two students must form a bridge over that student and say “Clam Free”. After doing so the frozen student is unfrozen and may move again. If students are helping other they may not be tagged.

Nonda’s Carlot:

Source: Pangrazi, Dynamic Physical Education for Elementary School Children

Equipment: none

The original game is played like this. Have students line up along a sideline in the gym. Select 3 or 4 students to be “it”. Each choose a favorite care, ie. Corvette, Hummer, VW Beetle etc. Students who are not it now decide which of the cars they wish to be, but they don’t share this with anyone.

Action: The “its” can call out any of the cars. If they call the car that you have chosen you must safely drive your car to other sideline of the gym without getting tagged by the it. If you are tagged you become an it. If the it’s yell “carlot” all cars must cross no matter where you are.

Rules: stay in the boundaries, safe tags, stay on your feet, don’t run into the walls, be honest if you are tagged join the taggers in the middle. Variations: pizza tag, vegetable tag, fruit tag.

Holes: (loosely based on the book and movie Holes)

Equipment: green pinnies for the lizards and orange pinnies for the superheros

Boundaries: the basketball court lines around the gym, people and lizards must stay in bounds but the heroes can go out of bounds.

Music: “Dig It” by the D Tent Boys from the Holes Soundtrack, Disney Records

Three jobs: Regular folks, Green spotted poisonous lizards, and superheroes. Choose 4 people to be super heroes, have them put on the orange pinnies, choose 6 or 7 people to be spotted poisonous lizards. The rest are regular folks.

The lizards are trying to poison (freeze) the regular folks by tagging them. If they are tagged they lay on the ground with their feet in the air until a hero and can sneak into the field and rescue them by tagging their feet. The heroes are safe if they are out of bounds but can be poisoned if they are tagged by a lizard inbounds. Only Heroes can save/unfreeze poisoned heroes and regular folks. Trade positions often.

Health-Related Physical Fitness Potpourri

- Do include a health related physical fitness activity each day
- Do focus on a health related physical fitness concept each week
- Do bulletin boards about these concepts
- Do color coordinate your signs. For instance **Red** for **Cardiovascular Endurance**, **Blue** for **Muscular Strength and Endurance**, and **Yellow** for **Flexibility**. This way students are starting to make a connection between concepts and activities.
- Do make physical activity fun, mix it up!
- Do use appropriate upbeat music as often as possible.

Activities:

“I see”: (K-2)

Scattered Formation Source: unknown Equipment: none

Health Related Physical Fitness Concept: All

In this activity the teacher says “I see” and the children respond “what do you see?” The teacher then tells them what she/he sees. Then everyone does that. Can include any of the above Health Related Physical Fitness concepts. Limited only by your imagination.

For instance:

- I see galloping zebras
- I see jumping frogs
- I see slithering snakes
- I see grizzly bears
- I see crabs at the beach
- I see alligators
- I see angels in the snow

Healthy Heart Tag: (K-8)

Scattered formation

Source: Physical Best Activity Guide, Elementary Level, Human Kinetics pg. 51

Health Related Physical Fitness Concept: Cardiovascular Endurance

Equipment: segmented music (45/30)/cd player, station cards, pinnies for taggers

How to Play: Place the Healthy Heart Tag Signs on cones around the perimeter of the gym. Demonstrate and have the children demonstrate each Heart Healthy Tag Sign.

Discuss that many types of activities can improve Cardiovascular endurance.

To play the game, select 5 or 6 students to be taggers and give them a pinnie or other object to identify them as such. (I use those squeezable hearts). When the music starts the taggers try to tag as many people as they can. When a student gets tagged the first time they place their hand on their heart, the second time they go to the nearest Healthy Heart Sign and performs that particular activity, usually 10 repetitions or once around the gym depending upon the body reward, then back in the game. When the music stops all students find their pulse, then change taggers. Encourage children to perform a different Healthy Heart Activity each time they are tagged.

Four Corner Fitness: (K-8)

Scattered formation next to cones

Source: Bob Pangrazi, Dynamic Physical Education for Elementary School Children
Health Related Physical Fitness Concept: Cardiovascular Endurance, Muscular Strength, and Flexibility

Equipment: continuous music or segmented depending, 4 traffic cones, 4 Corner Fitness Cards

Procedures: Students are distributed evenly around the playing area, not all starting at the same place. Place 4 traffic cones on half of the gym, making a makeshift race track. On the cones place a fitness card for students to refer to. Try to have as many pictures as possible or take your own with a digital camera. Music is continuous or you can segment it and compliment the activity with stretching time every 30 seconds.

When the music starts students travel from cone to cone reading the activity card and performing that particular activity to the next cone. Continue reading and doing around the room. When students have finished the 1st activity on each card they then continue around the room performing activity #2. Continue around the room until the teacher stops the activity. Encourage quality not quantity.

Station cards consist mostly of locomotor skills (on the long sides) to develop cardiovascular endurance, and animal walks (on the short sides) to develop muscular strength and endurance.

For Kinders and 1st graders you might start out with just one activity per cone and demonstrate what that is around the room, then add on. Pictures help tremendously.

Push-up/Curl-up Challenges: (K-5)

“Intensity is the amount of weight or resistance your muscles must work against to become stronger. By increasing the intensity and developing your muscles, you become stronger” (PBAG: E p. 128)

Equipment: None

Procedures: Scattered. Have each student perform the sequence of activities. Ask them what they notice about their muscles as they proceed through the activities.

Health Related Physical Fitness Concept: Muscular Strength and Endurance

Source: Physical Best Activity Guide, Elementary

Push-up Sequence.

- 1) Start on knees, raise one hand, the other, one foot, the other
- 2) Lift knees to full body push up position - raise one hand, the other, one foot, the other.
- 3) Start in push up position, move hands across a line: *over, over, back, back*
- 4) Start in push up position, sink slowly to the ground (slow leak)

- 5) Start in push up position, roll over the crab walk position, and back without touching down.
- 6) Start in push up position and pretend to do the crawl stroke in swimming.

Curl-up Sequence:

- 1) Start by laying on your back. Place your hands on your abdominals. Lift your head off of the floor and look at your feet. Can you feel your stomach getting as hard as a rock when you lift your head? What does it feel like when you are laying down? (jello)
- 2) This time lift your head and wave at your toes
- 3) Lift your head and wave one foot at the same time, repeat with the other foot.
- 4) Bend your knees and place your feet on the floor, now slowly slide your hands up your legs to your knees while curling your back and lifting your head off of the floor.
- 5) Start sitting up and then slowly lean back as far as you can without laying down. Hold it there for as long as you can and return to the starting position. (reverse curl-up)

Race Track Fitness: (3-8)

Formation: Partners, one standing, one sitting

Equipment: 30/5 segmented cd, cones, and activity signs

Source: Darst/Pangrazi, Dynamic Physical Education for Secondary School Students

Health Related Physical Fitness Concept: All

Action: Half of the students will be working on the inside of the circle doing the first activity on the card while the other half of the students are running/walking around the cones in race track fashion. When the music stops they trade jobs. Continue in this way until each group has performed all of the activities on the signs (7-8 minutes).

Cookie Jar Fitness: (3-8)

Formation: Partners

Equipment: 6 hula hoops (cookie jars), Cookie Jar Fitness Cards (color coordinated by Health Related Physical Fitness concepts)

Source : Paul Darst, Arizona State University

Health Related Physical Fitness Concept: All

Place 6 hula hoops scattered around the activity space. Within each hoop place your Cookie Jar Fitness Cards, split the Cardiovascular cards and place in two different hoops (red), split the Muscular Strength and Endurance Cards and place in two other different hoops (blue), split the Flexibility Cards and place in two other different hoops (yellow).

Action: When the music starts partners travel as a team to a hoop (cookie jar) where they draw a card. Read the card, put it back and perform the activity. Travel to a different hoop and repeat the action. Have students alternate colors so they are getting a rounded workout. Encourage partners to work together and encourage each other to do their best.

Squad Leader Exercises (3-8)

Formation: Groups of 4-6

Source: Darst & Pangrazi, Dynamic Physical Education for Secondary School Students

Health Related Physical Fitness Concept: All

Equipment: 30-45/5 segmented cd, cones and components of fitness sign for each group

Procedure: Place cones with signs on ½ the teaching area. “On Go, not more than 6 students at each cone. Tallest student begins to lead a stretch as soon as the group is in place. First leader, choose a component of fitness (strength, cardio-vascular, flexibility) and one of the listed activities under that component. When music pauses, a new leader selects a different component and activity to lead. Continue changing leaders and fitness components until everyone has had a chance to lead and all components have been completed.

Key teaching point: Quality, correct moves are important. Use shorter segments of time to start with to build success. Have students discuss the importance of each fitness component.

Scavenger Hunt (3-8)

Formation: Groups of 2-4. Partners the first time or for younger students.

Source: Darst & Pangrazi, Dynamic Physical Education for Secondary School Students

Health Related Physical Fitness Concept: All

Equipment: 1:00/20 segmented cd, one Scavenger Hunt card for each group. Jump ropes and sport specific equipment depending on version.

Procedure: “ON GO: get a partner (or group of ..), shortest person pick up the scavenger hunt card and bring it back to the group, read the first challenge then **move with your group** to complete the task. Read next task and begin immediately. Continue thru the list of tasks. Take the card with you and watch for others as you move.

Key teaching point: All group members must stay together and only move as fast as all members can move.

Continuity Exercises: (3-8)

Formation: Scattered

Source: Bob Pangrazi, Dynamic Physical Education for Elementary School Children;

Health Related Physical Fitness Concept: All

Equipment: 30/30 segmented cd, jump ropes for everyone

Procedure: When the music is on students will be jumping rope (or running, skipping, sliding, etc something Cardiovascular) when the music stops the teacher dictates what activity to do alternating muscular strength and endurance activities (curl-ups, push-ups, crab cross-crawl etc.) with Flexibility activities (butterfly stretch, modified hurdler stretch, upper body stretch etc.). When the music starts again students are back to jumping rope. ***Key teaching point: If you have students who can’t jump rope continuously they can swing the rope at their side or just pretend to jump rope. This activity could be done without jump ropes as well.**