

TEAM: TOYs of '08, Engage, Activate, Motivate

Presented by:

2008 NASPE Elementary Teachers of the Year



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TOY'S of '08: Engage, Activate, Motivate

Engage, activate, and motivate students in the learning of the essential skills, concepts, and attitudes necessary for a lifetime of physical activity and good health. Our TEAM will demonstrate how to incorporate standards based instruction and assessment through a variety of activities including dance, rhythms, manipulative skills, and health related fitness. At the end of the session, participants will leave with practical ideas that can be applied in their physical education settings.



2008 NASPE Elementary TOY's (left to right): Cerie Godfrey, Sandy Noel, Kathy Wagner, Dan Persse, Colleen Wegimont, and Terri Drain

Engage, Activate, and Motivate with *Scatter Square Dance*

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What is scatter square dance?

- Scatter square dance is a fun way to introduce children to the skills of square dance without the actual structure of square dance or the need for a specific kind of music.
- Children are scattered around a designated area and respond to the calls that the teacher makes. Calls can involve individuals, partners, combined groups of people, or the entire class.
- Calls are randomly made and children select new partners or groups with each new call. They must do this quickly, however, by taking the person/group closest to them when the call is made. Children are encouraged to move about on their own without following each other.
- If working with a large group of children, it is helpful to establish a "Lost and Found" area where children go if they cannot find someone close to them when the call is made. At the "Lost and Found" they will be able to find a friend quickly and begin the activity. As caller, you should allow partner or group skills to last longer to accommodate individuals in the "Lost and Found." (Note: I place a cowboy hat and bandana on a stick for my "Lost and Found" and place it inside the hole at the top of a cone.)
- If there is a child left without a partner: (1) the teacher may choose to temporarily partner with that student, (2) the student might use an "imaginary partner," or (3) the student may join in with the partner/group closest to the "Lost and Found" and share the skill responsibility among all participants.

What are the benefits of scatter square dance?

- Scatter square dance is not gender specific. There is no need to have a boy/girl partnership in order to perform the skills. Skills may be done with any person.
- This activity can be done with a large group of people and does not necessarily need an even number of people, as in traditional square dance groups of eight. In fact, uneven numbers often require quick thinking on the part of the participants.

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- The skills can be spread out throughout the music so that children have time to react to the calls and perform them at a less stressful pace. This is particularly beneficial to young students.
- Any type of music can be used when working on the skills of scatter square dance.
- Scatter square dance skills change often. Therefore, students are not with each other for very long. This allows them to work and cooperate with a large number of people.
- Scatter square dance is easily adaptable to the age and skill level of the participants.
- Learning square dance skills in a scatter format creates an easier transition to traditional square dance.
- Corrections are easily made because of the smaller numbers in a group. Students feel more comfortable helping one another because of the informality of the activity.
- New skills can be continually added depending upon location, tradition, or special event. Creating new skills can be a fun challenge for students.

Which NASPE standards are applicable to scatter square dance?

Standard 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.

- Using locomotor and non-locomotor skills to move appropriately with the music

Standard 2: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.

- Follow directions and procedures for rhythmic activities, including rules of safety
- Recognize correct transitions from skill to skill
- Identify and coordinate the motions of the right and left sides of the body
- Develop a movement vocabulary

Standard 5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings.

- Demonstrate an ability to work rhythmically and politely with a partner
- Move to a partner without regard to personal differences
- Students assist and correct one another as needed

Standard 6: Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

- Recognize the application of this activity to a possible upcoming event (Pioneer Day, Wild West Days, Parent Night, PE program, etc.) and lifetime activities
- Understand the health benefits associated with being physically active

How can one assess scatter square dance?

- Teacher observation during teaching, student practice, or dance
- Peer assessment following practice or dance
- Self assessment following practice or dance
- Class review/discussion following the day's lesson
- Teacher asks specific skill related questions of the class as they are lining up to leave
- An ongoing skill's checklist can be used by the teacher or students as skills are introduced and mastered

Resources

National Association for Sport and Physical Education. (2004). *Moving into the future: National standards for physical education* (2nd ed.). Reston, VA: Author.

Ermler, K., Mehrhof, J. (2001). *Physical Essentials: Kindergarten – 5th Grade Physical Education Curriculum*. Emporia, KS: Mirror Publishing.

A Sample of Scatter Square Dance Skills

Individual Skills Standing Still

Clap to the music or keep time to the music

Slap and Tap (*tap foot and slap thigh*)

Say "Howdy"

Bow or Curtsy or Honor your partner

Lasso (*pretend to twirl a lasso above the head*)

Rope a steer (*pretend to throw the lasso out to rope a steer and pull it in*)

Play the guitar...piano...fiddle...harmonica

Say "yee haw"... "yahoo"...or "yippee"

Wave goodbye

Coyote howl (*go down on one knee, place hands to mouth and howl*)

Individual Skills Moving

Hit the lonesome trail (*walk*)

Skip, Jump, Slide, etc.

Ride a Horse (*gallop*)

Walk backwards

Tip your hat to a friend (*walk and pretend to tip a hat to each person you meet*)

Meet and greet (*shake hands with people you walk past*)

Turn one alone (*turn one quick circle and keep walking forward*)

High five a friend (*high five people as you walk by*)

Lame Dog (*hop on one foot*)

Kick up your heels (*jump and kick heels together out to right and left sides*)

Partner Skills Moving

Circle two (*hold hands-walk in slow circle*)

Do si do (*circle around each other, always keep stomach facing same way*)

Right or left hand star (*turn circle with right/left hands touching above head*)

Right or left elbow trim (*hook elbows and turn in a circle*)

Horse and buggy (*two people stand one behind the other with back person's hands on shoulders and walk*)

Change Drivers (*back person moves to front of horse and buggy*)

Around the flagpole (*one person down on one knee with pointer finger in air – second person gently holds finger and walks in circle around partner*)

Promenade (*facing same direction, stand shoulder to shoulder with partner – hold right hand to right hand and left hand to left hand – walk*)

Reverse promenade (*partners walk and do an about face to go the other way – hands always stay connected*)

Wring the dishrag (*partners hold hands and turn a complete circle bringing their hands over their heads without releasing hands*)

Partner twirl (*Partners face each other. One partner extends right hand to his partner's left hand. The hands are lifted in the air as one person walks under the hands and back to the starting position. The partner then takes a turn.)*

Groups of Four Moving

Circle four (*hold hands-walk in slow circle*)

Walk to the middle and back with a whoop and a holler (*keep holding hands and take 3 steps in and yell and back out 3 steps and yell*)

Right hand star (*turn circle with right hands touching up in the middle of the circle*)

Left hand star (*turn circle with left hands touching up in the middle of the circle*)

Pinwheel (*two groups of elbow trims hook up together and turn*)

Wagon Train (*two horse and buggy's connect and walk*)

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Reverse (*entire group changes direction*)

Hook up four (*two wagon trains stand next to each other-all place inside hands on shoulder of person next to them - back people place outside hand on front person's shoulder*)

Dive for the oyster, duck for the clam (*from a circle four, one set of partners makes an arch with their joined hands while the other two dip under the arch and back out – other partners do the same*)

Thread the needle (*Similar to dive for the oyster/duck for the clam except partners walk under the arch and keep going. The first couple making the arch will follow them, making the entire circle now face out. The "thread the needle" can be reversed by saying "back it out" and the original two people who made the arch will do it again and the other couple will walk backwards through the arch while the other couple follows.*)

Cut the cake (*From a circle of four who are still holding hands, one couple walks in towards the other couple and uses their inside hands to gently "cut down" on the other couple's inside hands to separate them. The separated couple then backs up and walks backwards to reconnect hands with one another. The entire circle is now facing out and everyone continues to walk in a circle. The "cut the cake" can be reversed by saying "put it back, face the middle" and the partner's whose hands were separated will let go of hands and walk forward and around to reconnect in a circle that faces the center.*)

Large Group Moving

Circle up the wagons (*All group wagon trains circle into one big circle, all facing the same direction*)

Promenade to one big circle (*Partners promenade to make one big circle moving in the same direction. This can be varied by asking the outside person in the promenade to move one person forward so he/she can have a new partner.*)

Circle to the right or left (*face the center and move in the called direction*)

Cotton Eyed Joe (*From a promenade position, partners start the actions for the Cotton Eyed Joe. Cross right foot over left knee, kick right foot forward, take 3 small steps (R, L, R) backwards, cross left foot over right knee, kick left foot forward, take 3 small steps (L, R, L) backwards, Repeat right and left kick sequences one more time. Travel forward with 8 step together steps, starting with the right foot.*

** Note – the Cotton Eyed Joe can also be done as an individual, partner, or small group skill.)*



Engage, Activate, and Motivate with *Assessment FOR Learning*

"Today I learned how to throw"

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I teach at Vintage Hills Elementary in Pleasanton CA, which is 45 miles east of San Francisco at the northern tip of Silicon Valley. We are a K-5 school with 640 students. My classes range in size from 33 students (4th and 5th grades) to 40 students (1st, 2nd, and 3rd grades) and meet twice a week, each for 45 minutes.

The goal of this presentation is to provide a snapshot of assessment for learning and to demonstrate strategies teachers can use with their own classes.

Assessment *for* Learning

Formative assessment, also known as assessment *for* learning, provides descriptive feedback to students about their progress towards the learning goal and should be **a part of** the learning process (not separate). If done well, formative assessment is woven into instruction so that learning and assessment occur simultaneously. With a little practice, and a repertoire of assessment structures, it's possible for teachers to provide multiple opportunities for students to receive feedback about their progress in every lesson.

With assessment for learning (AFL) the criteria for success is clearly defined. Students have multiple opportunities to measure their progress and know where they are and where they need to go.

Research indicates that AFL motivates students, builds confidence, and encourages students to take responsibility for their own learning. AFL also leads to greater achievement for everyone – especially low achievers (Chappuis and Stiggins, 2006).



"Today I learned how to throw"



National Standard:

Standard 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.

Performance Outcome: Throws overhand with mature form.

Success criteria:

- stand sideways to target
- bend throwing arm to 90 degrees
- step forward with front foot
- follow through to opposite thigh

Step 1: Establish expectations for student learning.

"Today you are learning how to throw overhand"

Step 2: Establish relevance. Answer the question "Why do I need to learn this?"

Joggy Talky. In pairs, students jog around the perimeter and brainstorm a list of activities they participate in that use the overhand throw.

Use **popsicle sticks** to randomly select students to share answers with the class.

Step 3: Model the skill and provide students with a clear vision of the learning goal.

"The critical elements of the overhand throw are..."

- stand sideways to target
- bend throwing arm to 90 degrees
- step forward with front foot
- follow through to opposite thigh

Step 4: Provide verbal cues

"Words to help you remember how to throw overhand are *T, L, Step, and Tickle*"

Step 5: Learning activities (formative assessments) to develop skill and reinforce key elements of the overhand throw

Peer Assessment - While throwing back and forth students give points (hold up fingers) for the critical elements observed.

Structured Observation - While students are throwing with their partners, the teacher looks for, and provides feedback, on specific critical elements.

Think-Pair-Share - Students work in pairs to review and share critical elements.

Freeze Tag - When tagged, students freeze into one of the skill phases. They become free when another student identifies the phase.

Clay and Artist - One partner sculpts the other into a statue that demonstrates one phase of the skill

Coach and Player - One partner observes the other playing *Clean the Backyard* and scores the critical elements observed.

Step 6: Closure and homework

Students reflect on their learning and their progress towards the learning goal.

"Today I learned..."

"I am good at..."

"I need to work on..."

Homework

“Tell your family what you learned today in physical education”

“Teach someone how to throw overhand”

“Practice throwing with the T, L, Step, and Tickle”

References

- Chappuis, J., Stiggins, R. (2006). What a difference a word makes: Assessment FOR learning rather than assessment OF learning helps students succeed. *JSD*, Winter 2006, Vol. 27, No. 1.
- Clarke, Shirley. (2001). *Unlocking formative assessment*. London: Hodder Education.
- Colvin, A.V., Egner Markos, N.J., Walker, P.J. (2000). *Teaching the nuts and bolts of physical education: building basic movement skills*. Champaign, IL: Human Kinetics Publishing.
- Michigan Fitness Foundation. (2006). *Exemplary Physical Education Curriculum (EPEC)*. Lansing, MI: Michigan Fitness Foundation.

Engage, Activate, and Motivate with *Dance and Innovative Activities*

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**Do Wah Diddy Diddy
Paper Plate Routine**

There she was (salute with right hand and then left hand)
Just a walkin' down the street (clap plates 4 times and march in place)
Singin
Do wah diddy diddy dum diddy do
(right plate out to side, left plate out to side, shake both plates down to side)
Snappin' her fingers (salute with right hand and then left hand)
And shufflin' her feet (clap plates 4 times and shuffle feet)
Do wah diddy diddy dum diddy do
(right plate out to side, left plate out to side, shake both plates down to side)
She looked good (diagonal plates right up, clap plates twice)
She looked fine (diagonal plates left up, clap plates twice)
She looked good (right plate up at shoulder level)
She looked fine (left plate up at shoulder level)
And I nearly lost my mind (paper plates to side of head and move head)

Before I knew (salute with right hand and then left hand)
She was walkin' next to me (clap plates 4 times and march in place)
Singin
Do wah diddy diddy dum diddy do
(right plate out to side, left plate out to side, shake both plates down to side)
Holdin' my hand (salute with right hand and then left hand)
Just as natural as can be (clap plates 4 times and march)
Do wah diddy diddy dum diddy do
(right plate out to side, left plate out to side, shake both plates down to side)

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We walked up (diagonal plates right up, clap plates twice)
To her door (diagonal plates left up, clap plates twice)
We walked up (right plate up at shoulder level)
To her door (left plate up at shoulder level)
And we kissed a little more (blow kisses with plates)
Oh, Oh, Oh, Oh,.....
I knew we were falling in love
Yes, I did and so I told her all the things
I've been dreamin' of.....
(Free movement like an airplane)

Repeat again.....

Choreographer

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Southern District Elementary P.E. Teacher of the Year





Making a Snowman In P.E. Class

Equipment needed for each group:

2 large hoops, 2 medium hoops, 2 small hoops, 2 hockey pucks, 10 gold coins, 1 small orange cone, 1 hat, a pair of Lummi sticks, 4 bean bags, hockey stick and a scooter board for each group.

Procedures:

Place all of this equipment in a pile.

Students should line up behind a cone with their scooter boards.

I only have 3 students in each line.

The object is to make a snowman out of P. E. equipment.

The first student rides the scooter board down on his stomach and picks up the big hula hoop and slides the hoop back. The next student rides down on his stomach and picks up the medium hoop and slides it back. The final student rides down and picks up the small hula hoop and slides it back. After they make the body, they can put the rest of the snowman together in any order they would like.

While one student is riding down, the other students are cooperating to make the snowman.

After all snowmen are made, we do a clapping meter for the best put together snowman.

I let some classes build other objects. They created their own holiday symbols such as ornaments, gingerbread men, Santa Claus, and reindeer.

I found this activity in the NASPE Teacher Toolbox.

Engage, Activate, and Motivate with *Pedometers*

PE Scientists

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I strongly believe in the concept of PE Scientist. Most of my students love math, science, and experiments, and I feel that the gym is a great place to set up a movement and learning lab. I want my students to know the how's and why's. I work on critical elements and cues and I feel it is important that they don't just do something because the teacher tells them to, but they know why they are doing it. Even if they do not master a particular skill, my students should be able to explain what it is, how it works, and what the benefits are for them.

During this session, we will look at the PE Scientist Concept, the use of pedometers in the PE class, and some of my favorite activities I use to introduce the pedometer. I have included my introductory lesson for Digi-Walkers, pedometers, and the concept of being a PE Scientist in this handout. I set the stage for my lessons over the next four years as they work with the pedometers and we learn to explore the how's and why's of physical activity and movement.

I feel it is important to provide time for the students to explore activities and skills on their own, not always teacher directed. We do a lot of pairing and sharing as well as small group work. My program is a cooperative one, not a competitive one. This particular lesson helps to set the tone for the year. Everyone is different, everyone will have different steps, and that it is okay as long as they know why. It is not a competition.

I strive to set up a number of opportunities for my students to use their math and science skills. Estimation is a fun way to use the pedometers. Over the years, I have found that children can recognize and identify numbers easier from the pedometer than from the board in their classroom. I work with my 2nd grade teachers with this concept and skill using our classroom set of pedometers. They borrow them for a week at a time. I have also provided them with lessons and worksheets for the pedometers. I believe strongly in integration and working with my classroom teachers.

As far as the assessments, my children will assess themselves in each lesson. I have given each child their own card to record their steps and the activity for each class. Once the card is full, I have a sheet that the children will complete looking for activities that had high number of steps and low number of steps. I have included these two sheets in this handout.

Lesson Plan Week 2 2nd Grade

National Standard 4:

Achieves and maintains a health-enhancing level of physical fitness.

Equipment: Digi-Walkers, Cards and Pencils

Lesson Concepts:

1. Movement equals Steps.
2. Steps equal Exercise.
3. Exercise helps Fitness.
4. More Steps you get the more Exercise you get.
5. More exercise helps you on the fitness trail. (Active lifestyle)
6. Everyone is different and it is okay to get less steps- need to know why.
7. PE Class: Here to learn about yourself, not compare yourself to others.

Lesson Progression:

1. Introduction to pedometers: Digi-Walkers
2. Introduction to 2nd grade curriculum: PE Scientists
3. Understanding the differences between people's steps: Stride
4. Estimation and Movement Exploration (Practice locomotor skills)

Lesson:

The students will be given their own pedometers (Digi-Walkers) and the teacher will review the proper placement position and the use of this tool. The students will experiment with a variety of locomotor skills and compare their own steps with a friend, in small groups, and with the whole group for two to three minutes.

The student will then practice several locomotor skills for 2 minutes and will check their step counts and re-set each time. The whole group will discuss the differences they noted. The students will try the following activities:

- | | |
|------------|---------------------|
| 1. Walking | 3. Jumping/Hopping |
| 2. Jogging | 4. Skipping/Hopping |

The students will discuss why the steps are different. The teacher will pick one student (small child) and do an experiment with walking across the gym. The teacher will emphasize the fact that she took fewer steps than the student but they went the same distance. WHY? The teacher will stress the importance of not competing with each other on steps. Everyone is different.

The children will work on estimation of their steps and practice moving the length of the gym. The students will do 2- 4 laps. The students will then move to the front of the gym, re-set their Digi-Walkers and perform the Digi Song. They students will compare their steps with a neighbor. The students will participate in a Tag Game and will then check their steps.

Wrap-up: The teacher will review the lesson concepts. The students will have the opportunity to share their observations from today's lesson and experiments.

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Name _____

Room Number _____

PE Scientist



Using Pedometers in PE Class

Today you will move for 3 to 4 minutes doing 3 different locomotor skills. You will first estimate your number of steps and record it on this sheet. After you have performed the locomotor skill, you will record your actual steps. Please remember to re-set your pedometer when you start a new locomotor skill. Please circle if your steps were higher, lower, or exactly the same. Finally, you will have one question to answer about today's activity.

♥ Walking

My Estimate

My Actual Steps

H L S

♥ Jogging

My Estimate

My Actual Steps

H L S

♥ Skip/Gallop

My Estimate

My Actual Steps

H L S

Question: Tell me one thing you learned today from your experiments.

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NAME _____

CLASS NUMBER _____

	Week #1	Week #2	Week #3	Week #4
STEPS				
ACTIVITY				
	Week #5	Week #6	Week #7	Week #8
STEPS				
ACTIVITY				
	Week #9	Week #10	Week #11	Week #12
STEPS				
ACTIVITY				
	Week #13	Week #14	Week #15	Week #16
STEPS				
ACTIVITY				

Pedometer Cards

Name _____ Room _____

1. Which week did you have the most steps? _____
2. What activity did you do that week? _____
3. Which week did you have the least number of steps? _____
4. What activities did you do that week? _____
5. What did you learn while using the Digi-walkers this year?
6. Did you like wearing the Digi-walker in class? Yes No Sometimes

Pedometer Cards

Name _____ Room _____

1. Which week did you have the most steps? _____
2. What activity did you do that week? _____
3. Which week did you have the least number of steps? _____
4. What activities did you do that week? _____
5. What did you learn while using the Digi-walkers this year?
6. Did you like wearing the Digi-walker in class? Yes No Sometimes

Engage, Activate, and Motivate with *Football*

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Playing Football?

- Engage students with learning skills, rules, strategies, and tactics with a traditional sport in a fun new way!
- Activate student skills by helping students learn how to throw, catch, and punt an oddly shaped manipulative both in static and dynamic situations
- Motivate students by helping students feel successful with various skills as well as an appreciation and understanding for the modified game of football

Football

I teach the Football Unit at Blaine Elementary School so ALL students can participate during each class session; progressively developing several of the necessary skills that help children become physically active for life: throwing, catching, and punting.

Football is a great sport to modify for your classroom setting. With appropriate progressions and instructional procedures both boys and girls can develop an interest and appreciation for America's traditional pastime activity and sport while improving essential skills necessary for success with many activities.

While students participate in this unit, they also meet the national standards based on the skills a physically educated person should know and be able to do as a result of having played Football:

National Standards:

A physically educated person:

Standard 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.

Standard 2: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.

Standard 3: Participates regularly in physical activity.

Standard 5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings.

Standard 6: Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

Performance Outcomes:

- Throws overhand with mature form:
 - Critical elements:
 - Stands sideways to target holding back of ball with fingers on back laces
 - Bring ball past ears
 - Throw overhand stepping toward receiver rotating at hips
 - Follow-through
- Catches an object in static and dynamic situations
 - Critical elements:
 - Keep eyes on ball
 - Thumbs/index fingers together for high pass
 - Thumbs apart for low pass
 - Absorb the ball bringing into body
- Drop kicks an object – Punting
 - Critical elements:
 - Drop the ball onto laces/toe area of foot
 - Keep toe pointed to where you want the ball to go
 - Keep eyes on ball
 - Kick upward and through the ball

Instructional Sequence (used with grades 3, 4 & 5 @ 25 minutes a lesson):

Day 1

With students *in groups of two*: Introduce how to hold the football; Throwing and catching; Introduce self-hiking – three steps back to throw; fixed “Line of Scrimmage” (or L.O.S.) using quarterback (QB) and receiver (R) positions running a straight out, or “I” pattern play (or route). If R catches the ball, they run to the (far) wall for a “touchdown”. Note: L.O.S. remains same place for this lesson (using any court line).

Day 2

In groups of two: Review holding the football, throwing and catching, self-hiking taking 3-steps back, QB and R positions, L.O.S., and “I” pattern running. Introduce the “buttonhook” (J) and “straight out-turn” (L), both right & left, patterns as strategies for the QB and R to use. If R catches the ball, they run to the wall for a touchdown. Note: L.O.S. remains same place for this lesson (using any court line).

Day 3

In groups of two: Review throwing and catching using 3-steps back; review pattern running off of L.O.S. With students *in groups of three*: Introduce defensive back (DB) position. Students rotate through positions: QB goes to R, R goes to DB, and DB goes to QB. Discuss strategies of using plays against DB, tactics R can use against DB, and DB against R. If R catches ball they run to the wall for a touchdown. If DB “intercepts” the ball then they run to QB/R’s wall for a touchdown. Note: L.O.S. remains same place for this lesson (using any court line).

Day 4

In groups of two: Review QB and R pattern running using straight-out, button hook (right and left), and straight out-turn (right and left) off L.O.S. With students *in groups of three*: Review player positions of QB, R, and DB. Introduce “2-hand touch” of R as a way of stopping the play, or “down”. Use same rotation as Day 3. Note: L.O.S. remains same place for this lesson (using any court line).

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Day 5

In groups of two: Introduce punting the ball. Practice skill for 5-minutes. With students *in groups of three:* Review positions, strategies, and tactics of QB and R using various pattern plays against DB. Introduce students making up their own plays as QB and R. Introduce QB and R have up to two downs to score a touchdown against DB before rotation (as Day 3). DB uses 2-hand touch to stop play. If DB intercepts ball then rotate. Note: L.O.S. is now spotted at place of 2-hand touch.

Day 6

In groups of two: Review punting the ball. Practice skill for 5-minutes. With students *in groups of three:* Review again QB, R, and DB 2-down rotation. With students *in groups of four:* Introduce QB and R against cornerback (CB) and DB. QB may run with the ball (but then can not pass) if R is covered by DB. CB and DB stop play with 2-hand touch. Use 2-down rule. Rotation: QB and R go to CB and DB, etc. Note: L.O.S. is now spotted at place of 2-hand touch.

Day 7

In partner groups: Review punting the ball. Review QB and R pattern running off of L.O.S. *Now join partner groups* (four students) to review QB and R against CB and DB using 2-downs, and moving L.O.S. *In groups of six:* Introduce "center" (C) position as the hiker who goes out as a R after hiking the ball. QB, C, and R play against the "nose guard" (NG), CB, and DB. Use 2-down rule, then add 3-downs, and then 4-downs (time permitting). Again, L.O.S. is spotted at place of 2-hand touch.

Day 8

In partner groups: Review punting the ball. *In groups of six,* review QB, C, and R against NG, CB, and DB. Introduce punting the ball as a way to begin play for the receiving team. As students play 3-on-3 observe and assess critical elements for throwing, catching and punting.

NOTE: The instructional sequence listed above encompasses the progressions, skills, strategies, and tactics that I have developed over the years. From this experience, I present the developmentally appropriate skills necessary for instructing upper elementary students. Please modify these activities based on the ability level of your students and the context of your learning environment.

Assessment Structures:

First-day formative assessment through teacher observation

Students throw and catch the football while teacher observes individual skill levels

Peer observations

Partners give points for the critical elements observed. Used in a formative setting.

Think-Pair-Share

Students worked in pairs to review and share critical elements, strategies, and tactics of player positions. Used in a formative setting.

Partner Skill Checklist

Partners use skill check sheets to record the number of times the thrower demonstrates correct form. This can be used in a formative format periodically throughout the unit, or as a summative assessment.

Self assessment

Students rate themselves on each critical element. This assessment can be both formative and summative

Resources

Graham, G., Holt/Hale, S.A., & Parker, M. (2004). Children Moving (6th Edition). New York, NY: McGraw Hill Publishing

Pangrazi, R. (2004). Dynamic Physical Education for Elementary School Children (14th Edition). San Francisco, CA: Pearson Education, Inc.

Engage, Activate, and Motivate while *Eating Smart and Playing Hard*

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Since the foods we eat are critical for proper brain/body functioning throughout our lives, we need to understand the fuels that are needed for a healthy brain/body. The brain needs oxygen, blood sugar, fatty acids, amino acids, water and the right combination of vitamins and minerals. Fruits provide many of the vitamins; vegetables and whole grains are sources of needed minerals. Protein foods supply the amino acids and some to the fatty acids the brain needs. Water is essential, along with exercise, to bring more oxygen to brain cells.

To contrast with the good foods that feed the brain/body, there are junk foods or “foodless” foods that can actually harm the brain/body. Too much sugar can destroy B1 or thiamin. Partially hydrogenated fats can clog arteries to the brain and slow down certain processes. Overeating provides too many calories in general and makes the brain age faster.

I developed the following activity to kinesthetically link the connection between the calories in the food we eat and the amount of activity needed to burn the calories. My students have found this activity to be most enlightening.

Calories In, Calories Out

Equipment and Resources

Food Pyramids, Calories In- Calories Out Sheets, Hula Hoops
Food Cards from Midwest Dairy Council

Illinois Nutrition Education: www.kidseatwell.org

School Nutrition Association: www.schoolnutrition.org

Center for Ecoliteracy: www.rethinkingschoollunch.org

Willett. W. (2001). *Eat, drink and be healthy*. New York: Fireside.

Key Concept: Students will understand the importance of maintaining a healthy energy balance.

NASPE Standards:

Standard 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.

Students will use locomotor and non-locomotor skills while participating in a relay.

Standard 2: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.

Students will demonstrate correct form while performing sit-ups, push-ups, vertical jumps, ski jumps, and transitions.

Standard 5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings.

Students will treat self and others with respect by working cooperatively in a group and encouraging teammates.

Standard 6: Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

Students will explain to partners the definition of a calorie and understand that certain types of foods need more energy to burn them off by pairing calories with activities.

Direct the students to form a circle. Explain that a calorie is defined as the quantity of heat required to raise the temperature 0.1 gram of water by 1 degree C. Ask students to think about what that might mean in regard to the calories in food and exercise. Explain that to maintain a healthy body, we need energy balance. The number of calories that we burn should equal the calories that we eat each day. In "Calories In – Calories Out" we will link the calories in foods to exercise.

Direct students to form groups of four to five and sit in relay formation. Give each group a copy of the food pyramid, a calories activity sheet, a packet of food cards and a hula hoop.

Explain that at the signal, the first person is to run down, pick up a card from his/her team's hoop, and bring it back to the group. The group identifies the food, its place on the pyramid, the number of calories, and the activity to be done to work off the calories. ALL perform the activities together. Person number two then runs down. Repeat in relay fashion until the cards are out of the hoop.

Reflection and Assessment

Gather the students together. Ask students to explain the connection between calories in and calories out. Ask what foods have the most “value” for the calories; what foods were the most “nutrient dense”. Ask students to compare the salad with a junk food.

Have students find a partner and discuss how it felt to do all the activities together as a group.

Have students self-assess their team-building skills. Did they act as encouragers for each other? Were they role models for good sportsmanship?

Calories In Calories Out

	Laps	Sit-ups	Push-ups	Vert Jump	Ski Jump
50	1				
51-100	1	5			
101- 150	1	5	5		
151-200	1	5	5	5	
201-300	2	5	5	5	5
301- 400	3	5	5	5	5
400+	4	5	5	5	5