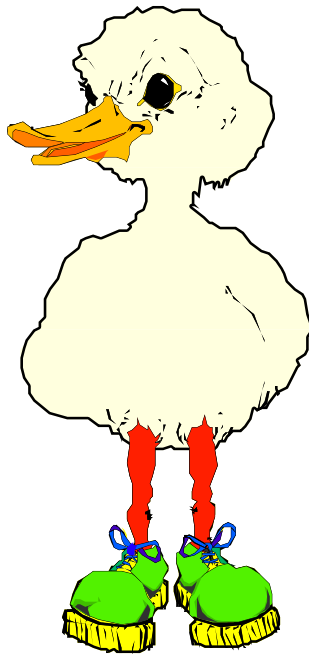


# **P.E. Is More Than Duck, Duck, Goose**



**Southern District AAHPERD Orlando, FL  
2012**

***“The Right Stuff – Teaching Fundamental Skills –  
One Cue at a Time”***

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[www.mygymshorts.schoolspecialty.com](http://www.mygymshorts.schoolspecialty.com)

**activities with a purpose**

## PE Is More than Duck, Duck Goose

Are your classes meeting the “BUSY, HAPPY, GOOD” standard that your principal thinks is a good program or are you teaching the basic fundamental skills such as kicking, throwing, catching and striking through lead up games, fitness fundamentals and cooperative activities? Our session includes warm ups, simple dances, lead up games and cooperation activities with modifications for special needs children all geared to teaching fundamental skills that meet national standards. All activities are “kid tested” and fun with a purpose.

The primary objective is to introduce fundamental skill activities that have clear objectives, are age appropriate, require little equipment and meet national physical education standards. Typically our greatest challenge in physical education is how to motive students to be physically active. This session will motive students to be more physically active by providing activities that are developmentally appropriate, teach fundamental skills that can be used in many activities, provide opportunities for success, gives them choices, stresses learning and having fun over winning, and provide for the participation of all students.

### Introduction tracking

#### Instant activities

Pursuit tag	Joanna
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#### Fitness Components

X and O Fun	JiJi
Push up Dance	Joanna
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#### Skill Development – one step at a time

Spiders and Flies	Joanna
Get the Under Over (noodle striking with hands)	JiJi
Launch boards – tracking/catching a self-toss	Joanna
Loons – striking	Joanna and JiJi

#### Lesson Focus – Putting it all together

Throw and Rip (ultimate)	JiJi
Bucket Ball (fielding game)	Joanna

#### Closure/Assessment

Joanna

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## Pursuit Tag

**Suggested grade level:** 2<sup>nd</sup> and up need at least 10 players

**Equipment:** Cones, tape, or lines to indicate lanes for walking, skipping, dribbling, etc.

**Objective:** Avoid being tagged from behind

**Description:** Everyone begins by walking in the outside lane. Each person is trying to tag the person in front of them. If the person is tagged they are to move into the next lane. When they move to the inside circle they perform a designated exercise (pushups, sit ups etc.) then they begin again in the outer most lane. After a few minutes change locomotor skill to skipping.

## Rock This Party

**Suggested Grade Level:** 2-5

**Recommended music:** "Gonna' Make You Sweat" by C & C Music Factory or "Rock This Party" by Bob Sinclair.

**Beginning dance formation:** Scattered in general space.

Begin the dance when you hear in the music: "Everyone Dance Now!"



**8 counts:** "Head ach walk"

- \* Right hand on forehead and left arm straight behind while walking to the right four steps. On the 4th step, clap.

- \* Then to the left, left hand on forehead and right arm straight behind while walking to the left four steps. On the 4th step, clap.

**4 counts:** "T Chest"

- \* Bring arms in towards chest, make a broken T (count one) and pump arms out forward quickly for three counts.

**8 counts:** "Monkey Arms"

- \* Four counts to the right, four counts to the left.

- \* Step forward and diagonal on the right foot, with arms straight and forward move arms up and down for four counts.

- \* Repeat on the left side.

**4 counts:** "Pump Around"

- \* Pivot on the left leg while pumping the arms up and down. (With hands in fists, right arm punches straight up over the head, left arm bends with elbow pointing down, alternating move arms up and down for four counts).

- \* Turning around (pump 360 degrees around).

**4 counts:** "Rock it"

- \* Rock in place (swaying the hips right to left) or step forward with the right foot and swing arms side to side three counts and clap on count four. Then swing arms three times side to side while standing back up to center. On count four, slap sides of thighs.

**4 counts:**

- \* March in place or if you use the lunge forward move in previous step, then swing arms three times side to side while standing back up to center. On count four, slap sides of thighs.

Repeat the dance to the end of the music.

**Variations:** On the last eight counts students can choreograph their own movements and finish with a clap on the 8th count.

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## X and O Fun

**Suggested grade level:** 1<sup>st</sup>-12<sup>th</sup>

**Lesson focus:** Warm-up activity, teamwork and fitness

**Equipment:** Tic-tac-toe game board with exercises in each square along with pencil for marking or game pieces/checkers for marking.

**Description:** Divide students in groups of two. Give each group a Tic-Tac-Toe game board and pencil or checkers for marking. Decide who will go first to pick a square and to be either an X or O. The student picks a square and both students perform the exercise. Play until one student gets three O's or three X's in a row or a tie occurs. Students can play the game again or get another card depending upon the length of warm-up you determine for the class.

Examples of exercises: 8+2 squats, 12-2 jumping jacks, dance like a rock star for 10 seconds.

**Variation:** For younger students or special needs students put a picture of an exercise in each square and the number of repetitions.

## Tic-Tac-Toe

**Suggested grade level:** K-5<sup>th</sup>

**Equipment:** 3-4 balls, 2 targets, tic-tac-toe board (about 4ft per side) between the two goals

**Description:** This fast paced activity is excellent to practice basketball shooting skills, team work, and to learn the tic-tac-toe game.

**How to Play:** Teams line up in front of the basketball hoop. The first players in line hold the balls.

The tic-tac-toe board is drawn in the center circle of the basketball court. Determine which side will be "X's" and which will be "O's". The "X's" will hold their arms crossed over their head, while the "O's" will hold their arms forming a circle cover their head.

- One by one each student shoots at a basket/target.
  - ✓ If they don't make the basket, the same student must pick up the ball and hand in to the next player in line that does not have a ball (shooter then goes to the end of their line).
  - ✓ If they make the basket, student leaves the ball and runs to take a spot on the tic-tac-toe board. (Another team member retrieves the ball).
- When either of the teams completes a line (as in a tic-tac-toe game) they return to their team and start over.
- Once a student has entered a square, he/she cannot change squares (think before entering!)
- The game never stops, unless the teacher signals to stop.
- No need to keep score!

### Alternatives:

- Fewer balls: at least one ball per team.
- Different targets
- One goals: both teams line up at the same hoop/target and use a different color ball
- Require different forms of loco motor to travel to tic-tac-toe board
- Different distances

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### Everybody Over and Under

**Players:** teams of 4-6

**Setup:** Players position themselves on the floor on all fours (both hands and knees) in a line (like railway ties) approximately one step apart

**Equipment:** Start and stop cones

**Objective:** To move everybody on the team over and under everyone else on the team as quickly as possible

**How to Play:** On the signal the last player in line goes over the second to last player, under the third to last player over and continues to they are in the front of the line where they position themselves on all fours. Continue to moving forward till the team reaches the designated finish line.

### Push Up Routine



**Purpose of Activity:** Push-ups are one component of most fitness tests and the only way to improve scores is to use activities to improve upper body strength. The purpose of this activity is for students to improve upper body strength (push-ups). Can be used as part of a strength warm-up or as a fitness station.

**Prerequisites:** The students should be able to hold a push-up position for at least 30 seconds.

**Suggested Grade Level:** 5-12

**Materials Needed:** If used as a station, a print out of the directions is helpful. Music with strong four count beat.

Station card suggestions

- Shake hands (right hand)
- Shake hands (left hand)
- High five (right hand)
- High five (left hand)
- Pat the floor with right hand
- Pat the floor with left hand
- Lift right foot
- Lift left foot

Let them practice some of these and encourage them to create their own movements. Have students make a routine with their partners.

#### **Variations:**

Use groups of 3 or 4 to create different routines.

Offer props such as small balls (tennis sized foam balls for example) to use as part of the routine.

#### **Assessment Ideas:**

Ask students what muscles are being strengthened in this routine (biceps, triceps, pectorals, deltoids, etc.).

Have students track their push-up performance throughout the year.

#### **Adaptations for Students with Disabilities:**

Students with physical challenges should be included in groups with the goal of improving everyone's upper body strength while including all students in the routine.



### Bunco Fitness Dice

Students are in groups of four and each group has three dice. They will take turns rolling the dice.

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If the dice are all the same, this is a BUNCO and everyone shouts “**BUNCO!**” and everyone in their group gets the opportunity to run a lap. If the dice are **NOT** all the same, then the group totals the dice and everyone in the group completes the following exercises:

17 = 17 Jumping Jacks

16 = 16 Sit-ups

15 = Jump rope 15 times

14 = 14 Wall Push-ups

13 = 13 Step Ups

12 = Use Hula Hoop for 12 seconds

11 = 11 “X” Jumps

10 = Skip 2 times around the Gym

9 = Runners stretch, 9 seconds for each leg

8 = 8 Basketball Dribbles

7 = Jump over Hoop 7 times

6 = 6 Mountain Climbers

5 = Jump 180’ or 360’ 5 times

4 = Crab Walk around Hoop 4 times

3 = 3 Regular or Modified Push-ups

### **Variations and Suggestions:**

Music will increase the intensity and motivation level.

Modify the activities to meet the needs of your students.

**Reflection:** Bunco is a chance activity and there is not skill involved. Fitness is not a chance, and students and adults need to purposefully engage in activity every day for 60 minutes.



### **Spiders and Flies**

**Suggested Grade Level:** 3<sup>rd</sup> & up

**Equipment needed:** 4 poly spots per student

**Objective:** A fun way to work on anaerobic system. Also helps develop agility and quick thinks skills.

**Description of Activity:** Make a four square court with poly spots. One student is the spider and stands in the middle of the four square. The other four students pick a poly spot to stand on. The goal for the spider in the middle is to catch another student off their corner of the square by placing their foot on the corner of the square before they do. The goal of the flies is to try and trade places with each other without the spider getting into their corner. If a fly is beaten to the corner spot by the spider, the roles are switched. The goal is for the flies to make 10 changes without getting caught. If this happens, the spider in the middle owes the flies 10 movement exercises and a new spider is chosen.

**Rules:** The flies must make an attempt to trade places every 10 seconds. If this doesn’t occur in 10 seconds, you automatically become the spider. If the flies can go directly across the square they earn 2 changes toward the 10.



### **Get the Under - Over**

**Skill Themes:** Hand/eye Coordination, Tracking, Striking and Catching

**Equipment:** Noodle Slices, Hoops, may use Timer Tops if desired

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**Procedure:** Pair up students (two pairs may work together). Each student has own hoop with specified number and color of noodle slices. Object is to have students alternate striking noodle slices to partner who attempts to make a successful catch. Use an underhand striking motion. If the noodle is caught--it may be placed in receiver's hoop. If not, slice is returned to striker. The challenge is to exchange colored noodles from one partner to the other. Partners may use a Timer Top during the activity or you may just have partners who complete the challenge run and high five each other so you know they have completed the challenge.

### Variations:

- \* use only an overhand striking motion
- \* use alternate underhand/overhand striking motion
- \* working with two partner groups:
  - both partners on same side strike simultaneously to opposing partner on the same side
  - one partner from each side strike simultaneously to opposing partner on the same side
  - both partners from same side strike simultaneously to partner diagonally across
  - one partner from each side strike simultaneously to partner diagonally across



### Bucket Ball

**Equipment:** 1 T ball stand, 1 plastic bat, 1 whiffle ball, 5 buckets, 5 noodles about 8 inches long, 3 cones

**Object of the game** is to score points by hitting the ball off of the T ball stand, run to a bucket retrieve a noodle, and return before the defensive team can tag the T ball stand with the ball.

The batter is out when;

- 1) If the defense catches a fly ball
- 2) Offensive team tags the T before the batter
- 3) A swing and a miss
- 4) Batter hits a foul ball



The offensive team bats until there are three outs or all of the noodles have been collected (15 points). It is up to the batting team to keep their score.

**Hints:** If a runner does not hit the ball far enough to retrieve a noodle, they may run around the "short" cone only and not make an out.

### Throw and RIP

**Suggested grade level:** 3<sup>rd</sup> and up (SPECIFIC SKILLS MUST BE TAUGHT PRIOR TO PLAYING THE GAME)

**Equipment needed:** 4 footballs or other object(s) that can be kicked or thrown and caught, flags or something to hang from their pockets for each player, 2 hula hoops

- Two numbered teams
- One team in the field in a scattered formation (defense)
- One team "at bat" (offense)

**Objective:** To move the ball down the field and catch the ball in the end zone and place it in the hoop.

The team "at bat" puts the ball in play by kicking, throwing, or hitting the ball into the field (there are no foul balls). Both teams are equipped with flags or anything that will hang from their back pockets. When the ball is received the player that catches the ball may not move or be "ripped off" (flag pulled) until the ball is tossed to an eligible teammate (any player on their team that still has their flag). The defensive

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players try to “rip” the flags off of the offense. Any player that has possession of the ball cannot have their flag ripped. The defense may try to knock down or intercept the ball. If this occurs the ball is placed out of play. When this occurs the offense begins play with their next “batter” and new ball. Defensive team receives one point for each flag that is ripped. Offense receives one point for each successful catch in the hoop. Switch places after the four balls have been played or all have “batted”.

**NOTE:** If there is a dropped ball offensive players may pick up the ball and continue to play. If the defense recovers it they can put it out of play.



### **Smaug’s Jewels** (from New Games Foundation)

Scatter 4-5 bean bags (rings) around the playing area. Designate a player to guard each of the treasures (Bean Bags rings). The object is for the other players to try and grab the bean bag without being tagged. If tagged, the player must go to different treasure. If successful, the player then guards the jewels.

### **Turbo Hustle Music:** Turbo Hustle D. J. Maestro

**Suggested Grade level:** 2<sup>nd</sup> and up

The Turbo Hustle is a one wall dance and is self directed by the music.

#### **Directions:**

Right stomp three times	Two right shoulders to the right
Left stomp three times	Two left shoulders to the left
Right stomp	One shoulder to the right
Left stomp	One shoulder to the left
Right kick	Kick right, left
Left kick	¼ turn to the right and kick right and left
Right knee	
Left knee	
Bend down and roll and roll	

### **SPORTS STACKING-TIC-TAC-TOE**

**Suggested grade level:** 3<sup>rd</sup> and Up

**Lesson focus:** Sports skills, fitness and teamwork

**Equipment:** Enough Speed Stack Cup stacking sets for several groups and tic-tac-toe game board on paper along with pencil for marking or game piece for marking

**Description:** Design a tic-tac-toe game board. Place the paper in the middle of two teams. The players should be seated 10-15’ from the game board. On the starting signal the players begin a 3-3-3 stacking pattern or less depending on amount of Speed Stack Cups sets you have. When completed, the players run to the middle and place a game piece in one of the tic- tac-toe squares. The players then runs back and either tags off or does another Cup Stack pattern. This continues until one of the players has tic-tac-toe or a stalemate is reached.



**Variations:** Use different cup stacking patterns, allow the students to remove an opponent’s game piece from the board rather than putting on one of their own pieces.

### **Rock and Roll Tag**

**Suggested grade level:** 1<sup>st</sup>-12

**Lesson focus:** Warm-up activity, team work and fitness



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**Equipment:** Signs with 6 exercises, four hoops, four dice, Rock and Roll music.

**Description:** Place a hoop and a die in each corner of the area. Place an exercise card by each hoop. Everyone is it and can tag anyone. When a student is tagged, they go to any hoop and role the die into the hoop. The number on the die corresponds to the number listed by the exercise. Older students will perform the exercises ten times and younger students will perform the exercises five times. The student performs the exercise and returns to the game.

**Variation:** Have several students chosen to be “it” and give them short noodles to tag with. For younger students and special needs students use pictures for the exercises.

### Uninterrupted

**Suggested grade level:** 1<sup>st</sup> – 5<sup>th</sup>

**Equipment needed:** 200 plastic straws, 3 – 4 gator-skin balls or other tagging implements, 4 – 8 poly spots, hoops or bases, container to hold the straws.

**Objective:** The object is to see if students can keep moving—either walking or running, and collect straws without being tagged.

**Description:** Before the class, spread the bases out over the area. Choose three to four students to start the game as “it”. Give them something to tag with. The students picked as “it” spreads out in the playing area. All other students start at one end of the gym. At the signal, students run/jog to the opposite end of the area to get a straw while trying not to be tagged. They then walk or jog back to the end line to begin again. Students continue to collect straws throughout the game. Students may stop on a base to keep from being tagged: only one player allowed per base. If a student is tagged by one of the taggers, that student gives one of their straws the tagger gives the tagging implement to the student tagged. The old “it” then walks or jogs to the end line to begin playing the game.

When the game is over have students check their pulse. Discuss how continuous activity such as this game – even if you take a “break” once in a while – is what their heart needs in order to be healthy.

### Teaching suggestions:

1. Set a limit as to how long a student can remain on a spot
2. Taggers are not allowed to “guard” a spot, waiting for a student to move off.
3. Remind about safety when running.
4. Use heart rate monitors as additional teaching aid
5. Get plastic straws from your cafeteria for free or next to nothing.

Activity submitted to PE Central by Janet Williams

### Fitness Points

**Suggested grade level:** 3<sup>rd</sup> – 5<sup>th</sup>

**Equipment needed:** Index cards with exercises on them, cones (Number depends on how the number of students in class)

**Objective:** The objective is to collect a certain number of points, such as 25, 30, or 35 points (depending on how long you want your warm-up to be).

**Description:** Begin by creating three sets of index cards with warm-up exercises on them. Label 1/3 of the cards requiring the students to do each exercise 25 times, 1/3 of the cards requiring the students to do each exercise 15 times and the remaining 1/3 of the cards requiring the students to do each exercise 10

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times. Then assign point values to the 25/15/10 cards. One example is to make the cards requiring each exercise to be performed 25 times worth 5 points, the 15 times worth 3 points and the 10 times worth 1 point. For example, 25 sit ups are 5 points, 15 pushups are 3 points, and 10 crab kicks is 1 point. Place the cards, under cones spread randomly around the gym. Students must partner up and go to a cone, do the exercise under the cone, and move on to another. The goal is to collect a certain number of points such as 25, 30, or 35 points (depending how long you want your warm-up to be).

**Adaptations:** Assign a peer helper: create special fitness cards with modified exercises or use pictures instead of words. Put these under special color cones just for the special students.

Submitted to PE Central by Meredith Repp

### **Favorite resources:**

**Graham, George (2001).** *Teaching Children Physical Education Becoming a Master Teacher* (2<sup>nd</sup> edition).

Champaign, IL: Human Kinetics.

**Hichwa, John (1998).** *Right Fielders Are People Too* (1<sup>st</sup> edition). Champaign, IL: Human Kinetics.

**Music: "More Crazy Hits" by Crazy Frog**

**"Phineas and Ferb" by Phineas and Ferbtunes**

**"Kids Country Song and Dance" Learning Station**

**Equipment: Sportime Physical Education and Recreation School Specialty 888-388-3224**

**Try Fit Bracelets – S & S P.E. Store and Equipment 800-298-9941**

### **Favorite websites:**

[www.mygymshorts.schoolspecialty.com](http://www.mygymshorts.schoolspecialty.com)

[www.pecentral.org](http://www.pecentral.org)

[www.PELINKS4U.org](http://www.PELINKS4U.org)

[www.aahperd.org](http://www.aahperd.org)

[www.wordle.net](http://www.wordle.net)