

Light Your Fire, Get INSPIRED
By Your 2011 TOYs!



Presented By:

Chad Triolet, National TOY
Laura Shaw, Eastern District TOY
Erin Washkuhn, Midwest District TOY
Christa Hayes, Northwest District TOY
Nancy Hennefer, Southwest District TOY
Elaine Rosquist, Central District TOY

AAHPERD National Convention
March 13-17, 2012
Boston, Massachusetts

CHAD TRIOLET

ctriolet@gmail.com

Deep Creek Elementary, Chesapeake, VA
2011 National Elementary Teacher of the Year



Bean Tag (from Jim Deline)

Skill Focus: Dodging, Fleeing, Locomotor Patterns

Equipment Needs: One or two plastic shopping bags per student

Organization: Random (everyone must remain inside the boundaries)

Activity: Each student will get one bag. The bag will be folded/flattened so that it is straight from the handles to the bottom of the bag (see photos below). The bag will be tucked in on the side of the body near the hip. If the student is wearing a long shirt, they should tuck the shirt in where the bag is located for safety reasons. When the game begins, all students will try to pull off other players bags while avoiding having their bags taken. If a bag is pulled out, it will be dropped on the floor and play will continue. The person who had the bag pulled will pick it up and move to outland (somewhere outside the playing area). Once in outland, the student will perform a physical activity that has been designated by the teacher before they may rejoining the game.

Adaptations/Tips:

1. Have each participant start with two bags, as long as one bag is still tucked in, the player is in the game
2. Have the students travel using different locomotor patterns while playing a round.
3. Remind students that they may NOT hold their own bag, they may NOT dive or slide on the floor, and they should avoid grabbing the opponent's clothing

Never-Ending Bag Tag (from FAHPERDS 2009)

Skill Focus: Dodging, Fleeing, Locomotor Patterns

Equipment Needs: One or two plastic shopping bags per student

Organization: Random (everyone must remain inside the boundaries)

Activity: Each student will get one bag or two bags to start. The bag will be folded/flattened so that it is straight from handles to the bottom of the bag (see photos above). The bag will be tucked in on the side of the body near the hip. If the student is wearing a long shirt, they should tuck the shirt in where the bag is located for safety reasons. When the game begins, all students will try to pull off other players bags while avoiding having their bags taken. If a bag is pulled out, it will be kept, placed in the waist band and play will continue. Students will attempt to collect as many bags as possible while avoiding having any bags taken. During this game, no player is eliminated.

Adaptations/Tips:

1. Have the students travel using different locomotor patterns while playing a round.

CHAD TRIOLET

ctriolet@gmail.com

Deep Creek Elementary, Chesapeake, VA
2011 National Elementary Teacher of the Year

Float and Switch (from Carol Visotsky)

Skill Focus: Throwing, Tracking, Catching, Teamwork

Equipment Needs: One Plastic bag per pair of students

Organization: Students are lined up across from each other

Activity: One student tosses the bag into the air and then the partners switch places. The goal is to catch the bag before it touches the ground. If they switch and catch the bag successfully twice in a row, they can take one step back and try it from a longer distance.

Adaptations/Tips:

1. Remind students that they should not be diving or sliding to get the bag. Make a rule that if they are not on their feet when they catch the bag, it does not count.
2. Let every student have a bag so that both partners toss a bag then switch positions to catch the other bag
3. Raise the number of successful catches required before they can move back
4. Have students start in a plank position on the floor. Using one hand, toss the bag in the air then try to catch the other bag before it falls to the floor.

Poly Fishing (developed with collaboration from David Kinsman)

Skill Focus: Shooting or Throwing at a target, Teamwork, Cooperation

Equipment Needs: 30-50 poly spots, 1 cone for every two students, 1 ball/Frisbee/beanbag for every two students

Organization: Students will sit with a partner on a sideline behind a cone

Activity: The objective of the activity is for students to collect as many poly spots as possible by tossing/rolling/throwing an object to land on a poly spot. To begin, each pair will collect one object and sit behind a cone. In the "ocean" (center of the playing area), the teacher will spread out a large number of "polyfish" (polyspots). The teacher will explain the type of toss/roll/throw that the students will be using during the activity. Using the method of choice the teacher will demonstrate what the chosen manipulative pattern looks like.

The teacher will then explain the activity. Partner A will have an object (lure) for fishing. Partner B will have another piece of equipment or a fitness activity to perform while they wait. Partner A will cast the lure toward the fish. If the lure touches a poly spot, the fish is caught and can be collected (along with the lure) and returned to the boat (cone). If the lure misses, the lure is collected and returned to the boat. After a turn, the teammates switch equipment and continue the activity. The game will continue until all of the fish have been collected.

CHAD TRIOLET

ctriolet@gmail.com

Deep Creek Elementary, Chesapeake, VA
2011 National Elementary Teacher of the Year

Poly Fishing (continued)

Fitness/Skill Activities (examples):

Activity	Object	Description
Toss and Catch	Bean Bag	Students will toss the bean bag in a rainbow from hand to hand. The bean bag should start in one hand around waist high. It will be tossed about head height and caught in the opposite hand. This continues until the partner returns.
Weaving through Legs	Bean Bag	Students will move the bean bag in a figure eight shape by weaving it in and out of their legs
Seated Weaving through the legs	Bean Bag	Students will sit and balance on their bottoms. They will move the bean bag in a figure eight shape by weaving it in and out of their legs while balancing on their bottoms.
Foot Flips	Bean Bag	Students will keep a bean bag on a foot and in a quick motion lifting the knee and keeping the foot parallel to the floor will catch the bean bag in one hand. The students will alternate feet and continue.
Knee Dribbling	Basketball	Students will sit on their knees and dribble the basketball using good technique
Cross-Over Knee Dribbling	Basketball	Students will sit on their knees and use the cross-over dribble and alternate hands when dribbling

Crossing the Curriculum:

- When counting the poly spots at the end of a round, the teacher will assign a point value for the poly spots (i.e. each poly spot is worth 5 points) (multiplication-math)
- To mix things up, provide a chart that shows the point values that are associated for each color (i.e. blue=5, green=4, yellow=3, red=10, etc) (addition-math)
- Each round that is played, have students offer name changes for the "ocean" (Arctic, Atlantic, Indian, Pacific, Southern) (geography)
- Assign one color poly spot to be "poison". "Poison" spots are worth negative points. If a player collects a "poison" spot, they may give it to any other team to lower their final score. (subtraction-math)

Adaptations/Tips:

1. Remind students that they may not touch others while traveling during this activity
2. If a student makes a shot and forgets to pick up the poly spot and in the meantime another student stands on the spot, the poly spot now is in possession of the new shooter.
3. Remind students only to collect the spots from where they shoot. Students only take a spot if they make a shot.
4. If using different equipment than the game provided, do not forget to provide a challenge for the partners waiting for a turn (challenges can be skill or fitness related)

CHAD TRIOLET

ctriolet@gmail.com

Deep Creek Elementary, Chesapeake, VA
2011 National Elementary Teacher of the Year

Hillbilly Hand Fishing

Skill Focus: Basketball Dribbling, Teamwork, Cooperation, Fitness

Equipment Needs: 30-50 poly spots, 1 cone for every two students, 1 ball/Frisbee/beanbag for every two students

Organization: Students will sit with a partner on a sideline behind a cone

Activity: The objective of the activity is for students to collect as many poly spots as possible by dribbling a ball with their hands. To begin, each pair will collect one object to dribble and sit behind a cone. In the "ocean" (center of the playing area), the teacher will spread out a large number of "polyfish" (polyspots). The teacher will explain that the students will be using basketball dribbling during the activity. The teacher will demonstrate how the students will dribble to a polyfish, pick it up, switch dribbling hands and carry the fish back to his/her partner.

The teacher will then explain the activity. Partner A will have a ball (lure) for fishing. Partner B will have another piece of equipment or a fitness activity to perform while they wait. Partner A will dribble the lure toward the fish and pick one up with the non-dribbling hand. After a turn, the teammates switch equipment and continue the activity. The game will continue until all of the fish have been collected.

Fitness/Skill Activities (examples):

Activity	Object	Description
Toss and Catch	Bean Bag	Students will toss the bean bag in a rainbow from hand to hand. The bean bag should start in one hand around waist high. It will be tossed about head height and caught in the opposite hand. This continues until the partner returns.
Weaving through Legs	Bean Bag	Students will move the bean bag in a figure eight shape by weaving it in and out of their legs
Seated Weaving through the legs	Bean Bag	Students will sit and balance on their bottoms. They will move the bean bag in a figure eight shape by weaving it in and out of their legs while balancing on their bottoms.
Foot Flips	Bean Bag	Students will keep a bean bag on a foot and in a quick motion lifting the knee and keeping the foot parallel to the floor will catch the bean bag in one hand. The students will alternate feet and continue.
Knee Dribbling	Basketball	Students will sit on their knees and dribble the basketball using good technique
Cross-Over Knee Dribbling	Basketball	Students will sit on their knees and use the cross-over dribble and alternate hands when dribbling

CHAD TRIOLET

ctriolet@gmail.com

Deep Creek Elementary, Chesapeake, VA
2011 National Elementary Teacher of the Year

Hillbilly Hand Fishing (continued)

Crossing the Curriculum:

- When counting the poly spots at the end of a round, the teacher will assign a point value for the poly spots (i.e. each poly spot is worth 5 points) (multiplication-math)
- To mix things up, provide a chart that shows the point values that are associated for each color (i.e. blue=5, green=4, yellow=3, red=10, etc) (addition-math)
- Each round that is played, have students offer name changes for the “ocean” (Arctic, Atlantic, Indian, Pacific, Southern) (geography)
- Assign one color poly spot to be “poison”. “Poison” spots are worth negative points. If a player collects a “poison” spot, they may give it to any other team to lower their final score. (subtraction-math)

Adaptations/Tips:

1. Remind students that they may not touch others while traveling during this activity
2. If a student mishandles the dribble when collecting a fish, he/she must drop the fish and then go back and switch places with his/her partner.
3. If using different equipment than the game provided, do not forget to provide a challenge for the partners waiting for a turn (challenges can be skill or fitness related)

Spot Shot Challenge

Skill Focus: Shooting or throwing at a target, Teamwork, Cooperation

Equipment Needs: 2-4 GenMove MultiGoals or ImpactGoals stacked (recommended)
(substitute using 2-4 trash cans or 2-4 large open containers (boxes, bins, etc. if no MultiGoals/ImpactGoals are available)

Organization: Students will sit with a partner on the sideline of the playing area

Activity: During this activity, students will demonstrate proper shooting or throwing technique while trying to get an object (ball, Frisbee, etc.) in a target. If a shot is made, students will collect the poly spot from which they shot or threw the equipment. During this activity, students can use a variety of equipment to shoot and score a poly spot. The example below is using basketball skills. At the end of the activity description, you will find a collection of other equipment that could be used instead of basketballs and gatorskin balls (i.e. – Frisbees, yarn balls, noodlettes, footballs, etc.)

Before the game begins, students will need to find a partner and line up together on the sidelines that are designated by the instructor. Partner A (front of line) will collect a foam or gatorskin ball, Partner B will collect a basketball and return to their line. When all students are ready, the activity will begin.

To start, Partner A will move to any poly spot on the floor and shoot at any goal. If the shot is made (if using stacked Socci goals, the ball must go in the top of the goal for the shot to count), Partner A will pick up the poly spot, retrieve the ball, and return to his/her partner. If the shot is missed, Partner A will retrieve the ball and return to his/her partner. When Partner A

CHAD TRIOLET

ctriolet@gmail.com

Deep Creek Elementary, Chesapeake, VA
2011 National Elementary Teacher of the Year

Spot Shot Challenge (continued)

returns, the partners will switch equipment and continue the activity as long as there are poly spots to collect.

While one partner is shooting, the partner with the basketball will be practicing dribbling skills (see below).

1. Right-hand dribbles
2. Left-hand dribbles
3. 5 and 5 – dribble 5 times with one hand then switch hands for the next 5 dribbles
4. Cross-over dribbles
5. Dribble through the legs

When all of the poly spots have been collected, the partners will count the number of poly spots collected. The objective of the next round is to improve each team's score.

Remind students to keep track of their foam ball. Practice dribbling with the basketball while waiting for a turn to shoot. When collecting a foam ball from the Soccer goals, bend low, lift the net, and reach under the goal.

Crossing the Curriculum:

- When counting the poly spots at the end of a round, the teacher will assign a point value for the poly spots (i.e. each poly spot is worth 5 points) (multiplication-math)
- To mix things up, provide a chart that shows the point values that are associated for each color (i.e. blue=5, green=4, yellow=3, red=10, etc) (addition-math)

Adaptations/Tips:

1. Remind students that they may not touch others while traveling during this activity
2. If a student mishandles the dribble when collecting a fish, he/she must drop the fish and then go back and switch places with his/her partner.
3. If using different equipment than the game provided, do not forget to provide a challenge for the partners waiting for a turn (challenges can be skill or fitness related)

CHAD TRIOLET

ctriolet@gmail.com

Deep Creek Elementary, Chesapeake, VA
2011 National Elementary Teacher of the Year

Tonight is the Night Dance (Song by Outasight)

Skill Focus: Rhythm and Dance

Equipment Needs: Music: Tonight is the Night by Outasight

Organization: Random

Activity: There are three parts to this dance (the travel section, the boxing section, and the jumping section)

Travel Section

4-count grapevine right and left (repeat)

Step and pull x2 to the right

Feet out, feet cross, and spin

Step and pull x2 to the left

Feet out, feet cross, and spin

Boxing Section

8 punches forward

4 upper cuts alternating sides

4 bob and weaves

Speed bag high over head for an 8-count

Jumping Section

Jump, jump, squat (repeat)

Right knee up, left hand up at the same time, switch to left knee up, right hand up – repeat x2

Repeat entire jumping section pattern 1 more time

Go to – <http://youtu.be/6e7F5MJnbd8> to watch the video for the dance!

Christa Hayes

Christa.Hayes@matsuk12.us

Machetanz Elementary School, Wasilla, Alaska
2011 Northwest District Teacher of the Year

Fing Fang Foey

National P.E. Standards: #1, #4, #5

Skill: Dodging, fleeing, locomotor patterns.

Equipment Needs: Pedometers or heart rate monitors if available.

Organization: Students are in groups of three facing each other in random space.

Activity: The activity is like rock, paper, scissors except that students use the words *fing, fang, foey*. After they say each word, each person holds out one, two, or three fingers. They add the numbers of fingers exposed and use that number to count around the circle. Select one person to begin the counting; go around the circle and change leaders each time. The last person counted is the runner, and the other two chase the runner around the playing area until he or she is caught. When that happens, play begins again. Note: Two chasing one means that the chasing usually won't go long before the runner is caught and the game begins again.

Crossing the Curriculum:

- Math – Incorporate multiplication after adding the fingers.
- Health – Remind students that they had three people in their groups, which represents that they should have their hearts beating fast at least three days per week for 15 minutes or more, although doing so every day is even better! Incorporate activity logs and challenge students to complete a one month activity log where they must stay active for at least three days a week and for 15 minutes or more.

You've Been Chicken Fried

National P.E. Standards: #1, #4, #5

Skill Focus: Dodging, fleeing, locomotor patterns

Equipment Needs: Rubber chickens, container of cardio cards, vile of chicken fat. You could incorporate pedometers or heart rate monitors if available

Organization: Students are scattered in self-space.

Activity:

There are two jobs:

1. Rubber chickens are the LDLs (loser cholesterol) which can cause a heart attack once they tag any of the students moving around the gym area.
2. Healthy students who are trying to move around enough to avoid the rubber chickens (LDLs).

Christa Hayes

Christa.Hayes@matsuk12.us

Machetanz Elementary School, Wasilla, Alaska

2011 Northwest District Teacher of the Year

You've Been Chicken Fried (continued)

A number of students are given the rubber chickens and they are "it". When a chicken tags someone they drop the chicken and the tagged student must pick it up and try and tag another student. The game continues until the teacher calls "Chicken Fried!" Everyone stops, points to someone who has the chicken and yells "You've Been Chicken Fried!" If you are caught with the chicken you are fried, and you must step out of the game to work off that fried chicken you ate at the picnic. The game continues while the group of chicken fried students does some kind of exercise off to the side. The teacher calls "Chicken Fried" again catching a new group of students with chickens. The new group of chicken fried students starts doing exercises while the first group rejoins the game. The game continues with new groups of students doing exercises as they are caught with the chicken.

Crossing the Curriculum:

- Health – Discuss other LDLs food (bacon, fried fish, french fries, donuts...). If we avoid the LDLs by staying active and making smart food choices, we have less of a chance of developing heart disease which can lead to a heart attack.

Rockin' Robin Fitness Dance (from www.pecentral.com)

National P.E. Standards: #1, #4, #5

Skill Focus: Rhythm and Dance, Cardiovascular Endurance

Equipment Needs: Music – Rockin' Robin

Organization: Students can be in lines across the room, in a circle or in their self-space.

Activity/Dance Steps:

16 counts – Knee pops with claps x16 (cue: twiddly dee...)

16 counts – Jumping Jacks x8 (cue: He rocks in the treetop...)

16 counts – Twist x16 (cue: Rockin' Robin)

16 counts – Hop in place x4R, x4L, x4R, x4L (cue: every little...)

16 counts – Twist x16 (on count 9, start twisting lower and lower to prepare for the next move) (cue: Rockin' Robin)

8 counts – Stand back up in position

12 counts – Step left, together, right, together, etc. (cue: a pretty little raven...)

Freeze on "Out popped a buzzard", Hands up on "Oreo"

16 counts – Jog in place x16 (cue: He rocks in the treetop...)

16 counts – Twist x16 (cue: Rockin'Robin)

12 counts – Jumping Jacks x6 (cue: the pretty little raven...)

Freeze on "Out popped a buzzard", Hands up on "Oreo"

16 counts – Knee pops with claps x16 counts (cue: He rocks in the treetops...)

16 counts – Twist x16 (cue: Rockin'Robin)

Christa Hayes

Christa.Hayes@matsuk12.us

Machetanz Elementary School, Wasilla, Alaska

2011 Northwest District Teacher of the Year

Rockin' Robin Fitness Dance (continued)

Closure: Listen for the three distinct emphasis on the beats. On the first one, Group 1 squats down. On the second beat, Group 2 squats down, and on the third beat, Group 3 squats down. Hold this pose and everyone jumps up on the final whistle, with hands in the air (like leap frogs!)

Crossing the Curriculum:

- Health – Have the students put their hand over their heart at the beginning and end of the dance. After performing the dance, ask students if their heartbeat feels different. Ask them what muscle they are working. Additionally talk about what fitness activities they can perform at home to strengthen the heart - and how moving to music makes exercise more fun!

Nancy Hennefer

nhennefer@lodiUSD.net

Julia Morgan Elementary School, Stockton, CA
2011 Southwest District Teacher of the Year

As many if not most of us use Rock, Paper, Scissors (Ro Sham Bo) as a simple conflict management tool, you can use this activity as a quick tag game!

Ro Sham Bo Tag

Skill Focus: Dodging, Fleeing, locomotor movements

Equipment Needs: None

Organization: Partners standing across from each other in open space

Activity: Students are in partners and play the basic game of Rock, Paper, Scissors.

Whichever partner has the winning signal chases the other person. At the whistle, they regroup and play again (about every 10 seconds). If the chaser tags the partner before the whistle, they win a million dollars! Or, if the whistle blows and no tag occurs, the one being chased wins!

Adaptation: After the students have played this the standard way (with hands and fingers), have them try the game using their feet to form the signal. Jump up and down 3 times. On the third jump, they may land in a rock position (both feet land together), paper (feet spread apart) or scissors (stride position). Play continues as described above.

Team Ro Sham Bo

Skill Focus: Dodging, Fleeing, Locomotor movements, Cooperation

Equipment Needs: None

Organization: Two teams standing across from each other

Activity: Divide class into 2 teams with one “quarterback” for each team. In a huddle, the quarterback assigns the “signal” that will be used. Both teams meet across from each other in side by side lines. On the teacher signal, both teams Ro Sham Bo together. The “winning” team chases the other team back to a designated boundary line. Anyone who is tagged becomes a member of the “winning” team and play continues with a team huddle and new signal.

Shooting Stars!

Skill Focus: Underhand Throw

Equipment Needs: Poly spots (several different colors), large basket

Organization: Partners sitting around perimeter of playing area

Activity: Scatter poly spots or poly stars around a “basket” in a circular fashion. Each color poly star represents a money value. Put stars with higher money value farthest away. These values should be displayed on a poster or chart. Students are in groups of two at a designated starting point with one beanbag, one pencil and a piece of paper per team. On signal, first student runs to a spot, using an underhand toss, attempts to toss the beanbag

Nancy Hennefer

nhennefer@lodiUSD.net

Julia Morgan Elementary School, Stockton, CA
2011 Southwest District Teacher of the Year

Shooting Stars! (continued)

into the basket. If successful, student picks up the star, retrieves the beanbag and brings both back to the team. If not successful in making a basket, student simply retrieves the beanbag, runs back to the team.

Partners trade off attempts. This continues until all spots have been picked up. At the conclusion, each team adds their total score to determine how much money they earned. I supply them with a “worksheet” to help them with the calculation. They then report to the “bank” where they identify and select the correct amount of money (pretend!) from the banker.

Adaptations/Tips:

- To enhance the fitness element, keep teams to no more than 3 people. I like teams of 2 as the action is continuous and fast!
- As students are engaged in the game, you have the chance to do a true authentic assessment by observing for the critical cues they should be using to throw for accuracy. (Step opposition and follow through in particular!)

Crossing the Curriculum

- **CA Subject Matter: Mathematics: standard 5.0 Students model and solve problems by representing, adding, and subtracting amounts of money:**
 - 5.1 Solve problems using combinations of coins and bills.
 - 5.2 Know and use the decimal notation and the dollar and cent symbols for money.

Elaine Rosquist

Elaine.rosquist@bvsd.org

Fireside Elementary, Louisville, CO
2011 Central District Teacher of the Year

Sponge Bob Tag

Skill Focus: Dodging, Fleeing, teamwork

Equipment Needs: Hula Hoops, large sponges, paper

Organization: Random

Activity: Set three hula hoops on each sideline of the gym. (Six hoops total) In each hoop place a sponge with sponge Bob's face drawn on it. Also place three pieces of paper for each player in the class. (28 students -6 taggers = 22 students x 3 = 66 pieces of paper) Pick six Sponge Bob taggers who each stand in their own hula hoop with the sponge in their hand. All other players pick up three pieces of paper and spread out in the gym. The teacher yells "go". Players and taggers may run in this game. If you are tagged you must give one piece of paper to the Tagger. The tagger cannot touch any other player until they drop off their paper in their hoop. When a player gives up their last piece of paper they are stuck like a starfish with their arms out straight above their head.

Other players may free a player who is stuck by giving him/her one of their pieces of paper. Reasons for sharing your paper: more fun if more players play, if there are other players in the game it takes the pressure off you, friendship and teamwork. Game continues until all players are stuck or the teacher stops it when there are maybe three students left. Pick new Sponge Bob taggers and start again.

Story line: the players that are not Sponge Bob Taggers are Plankton and the pieces of paper are crabby paddies. Starfish is named Patrick.

Card Fitness

National P.E. Standards: #3, #4, #5

Skill Focus: cardiovascular endurance

Equipment Needs: hula hoops, 6 decks of playing cards, large tub, exercise posters

Organization: students divided into teams

Activity: Place one hula hoop in each corner of the gym (use four different colors) put six decks of cards including the jokers in a large tub in the middle of the playing area. Hang a poster on each wall that has a picture of the suit and the exercise you want the students to perform. For example: clubs/vertical jumps, spades/mountain climbers, diamonds/ line push-ups, and hearts/jumping jacks.

Explain the game: We will be working on our cardiovascular endurance today. Make a fist with your hand. That is the size of your heart. Now pump your heart and make your fist move. Your heart is a muscle and we must exercise our heart to keep that muscle strong. Also talk about lungs. Try to encourage the students to keep their heart rate up but also let them know it is o.k. to walk for a little while if they get tired. The game will end when all cards are gone from the tub. Explain that face cards are equal to ten exercises, an ace is one and jokers are zero or a free card. This game can take 5-10 minutes; it is a great warm up activity.

Elaine Rosquist

Elaine.rosquist@bvsd.org

Fireside Elementary, Louisville, CO
2011 Central District Teacher of the Year

Card Fitness (continued)

Each team standing by their hula hoop should number off. When I say “all the ones” the ones from each team will run to the tub and take the first card they touch without digging or flipping any other cards over. (The cards are placed face down) Next, the student runs to the wall with their suit and does the correct number of exercises. For example, I pick up a queen of hearts; I will run to that wall and do ten jumping jacks. The student will then run to their hula hoop and drop the card. He/she will then run back to the tub and pick up another card. As soon as the number one’s have their card in their hand I call out “two’s”, etc... this is only done at the beginning of the game so every student is not trying to get a card out of the tub at the same time. Once all numbers have been called students continue to run and play the game. Make sure you have a good size plastic container (tub). Students really like this game and they will be tired after playing. When all cards are gone each team sits near their hula hoop and counts their cards. You do not have to count but my students enjoy it and we talk about the fact that some people may have a lot of cards but maybe they had low numbers and maybe the team with fewer cards had high numbers which take longer to complete the exercises. All my students know they are winners if they worked hard.

Ribbons or Jump Ropes

National P.E. Standards: #1, #2, #4

Skill Focus: Distinguishes between curved, straight and zigzag patterns/ applies the concept of crossing the midline/ maintains continuous aerobic activity during dance or jump rope activities/ develops patterns and combinations of movements into repeatable sequences/ designs, refines and performs a routine with a partner or in small groups/ consideration and cooperation skills, cognitive thinking skills.

Equipment Needs: dance ribbons or jump ropes

Activity:

Dance Ribbon Moves:

Rainbow
Figure 8 (in front, left side, right side)
Circle (overhead, right side, left side)
Circle over head turn with it
Tornado
Tornado (turn around with it)
Tornado (bring it up)
Zigzag (up and down)
Snake
Whip
Mountains
Spell your name

Jump Rope Tricks:

Basic single bounce
Double Bounce
Skier
Bell
Side Straddle
Forward Straddle
“X” motion
Single side swing
Double side swing
Criss Cross
Backward Criss Cross
Can Can

Elaine Rosquist

Elaine.rosquist@bvsd.org

Fireside Elementary, Louisville, CO
2011 Central District Teacher of the Year

Ribbons or Jump Ropes (continued)

Leap	Kick Swing
Fisherman	Twist
Toss and spin around (for older students only)	180
Disco move across body	360
Switch hands behind back	Double Under
Etc...	Extra Credit (side swing cross)
	Etc...

Demonstrate all moves. (Ribbons or Ropes)

Have students jump with an imaginary rope and practice the moves then add the rope. Grades 3-5 put into groups of three. They must fill out a routine worksheet. Third grade may draw pictures. Students may pick their own music or use mine. They have a few days to practice.

They will jump in front of the class for at least one minute. I film the students so they can watch themselves the next day. We make it fun and it is o.k. to make a mistake, no one is allowed to laugh at someone who cannot jump well. With three students jumping at one time the other students don't really look at the person who is not a good jumper.

Elaine Rosquist

Elaine.rosquist@bvsd.org

Fireside Elementary, Louisville, CO

2011 Central District Teacher of the Year

Dance Ribbon or Jump Rope Routine

Names of people in your group: 1. _____

2. _____

3. _____

Draw a picture or explain how each person in your group will start using a pose.

In order: list the first ten skills each person will perform in the routine. You may use the word repeat instead of writing it out twice.

1. _____ 2. _____ 3. _____

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Draw or explain the ending pose of the routine.

What grade do you think your group earned? 1 2 3 4

What did your group like about this activity?

Any ideas that would make this activity better?

Erin Washkuhn, NBCT

Erin.washkuhn@sbcglobal.net
Anderson Elementary School, St. Charles, IL
2011 Midwest District Teacher of the Year

Go Dog Go by P.D. Eastman



Skill Focus: This activity will increase listening skills and practice personal space, hula hoop skills and relationship skills.

Equipment Needs: Hula Hoops (Red, Blue, Yellow, Green), Cones and music “Who Let the Dogs Out” by Baha Men, and stereo to play music.

Organization: Hula Hoops are scattered around in the middle of the gym with cones around the outside allowing for a race track on the outside of the gym. Students are standing next to a hula hoop.

Activity: While reading the story, the students practice the individual hula hoop skills, listening skills and following directions. The color of hula hoop represents the color of dog. For example, a blue hoop is a blue dog.

Hula Hoop Skills

- **Big Dog:** bodies as big as they can and bark deep
- **Little Dog:** bodies small as possible and little bark
- **“Hello”:** Jump into hula hoop
- **“Do you like my hat?”:** Raise hula hoop above head to look like a hat
- **“No I do not like your hat”:** Hula hoop drops to the ground
- **“Goodbye”:** hula hoop falls to ground
- **Color Dogs:** Trade hoops with the other color mentioned. (example: Red and blue move to another hoop either a blue or red)
- **Cars:** inside hoop and drives around the outside of the gym, the race track
- **Up:** Hoop overhead being held with both hands
- **Down:** drop the hoop with body in the middle
- **“Three dogs down in the water”:** doggie paddle sitting in hoop
- **Boat:** sit inside hoop and paddle singing “Row Row Row Your Boat”

Erin Washkuhn, NBCT

Erin.washkuhn@sbcglobal.net
Anderson Elementary School, St. Charles, IL
2011 Midwest District Teacher of the Year

Go Dog Go by P.D. Eastman(continued)

- “**Dog over the water**”: Swim freestyle stroke
- “**Dog under the water**”: Swim under water
- **Ferris Wheel**: hula hoop
- **Sun**: Hold hoop over head as if it is the sun
- **Night**: sleep inside hoop
- **Get up**: Stand up and stretch
- **Party**: Free time with hoop while “Who Let The Dogs Out”
- **Before reading the book, talk about things they can do to “work” and then things they can do to “play”. Have them demonstrate different work activities and play activities. This will be needed in the book.**
- First time doing this activity, go through the book and do all the individual activities together. They will learn from through demonstrations and by doing and be able to do all activities the next time.

Rules:

- Must keep personal space at all times
- Listen carefully
- Have fun!

Variations: Use different hula hoop skills, different music, be creative



ABC's of Handwashing Germ Epidemic

Skill Focus/Objective: Cardio vascular fitness/The purpose of this activity is to teach students how germs are spread and how to properly wash our hands.

Equipment Needs: 8 Hula Hoops, 30 yarn balls, 2-4 green yarn balls, “Germs”

Organization: To introduce the lesson, the class will be bunched together to listen to the book and explain the importance of handwashing to stop the spread of germs. For the activity, hula hoops will be lined up on the side (bathrooms) and the students will start in the scattered formation.

Activity: The object of the game is to show students how quickly germs can be spread. Therefore, students are trying to avoid being tagged by germs.

Game Procedure: A bucket of yarn balls is placed in a safe location. Pick one student to start as a germ. On the signal “Go” students will run around the gym trying to avoid being tagged by the

Erin Washkuhn, NBCT

Erin.washkuhn@sbcglobal.net
Anderson Elementary School, St. Charles, IL
2011 Midwest District Teacher of the Year

ABC's of Handwashing Germ Epidemic (continued)

germ. If tagged, the student goes to the bucket and takes a yarn ball. They are now considered a germ. Keep playing until all students are germs. After the game, discuss how quickly germs can be spread and ask for suggestions on how to avoid spreading germs. This will take you to ABC'S of Handwashing.

Object of ABC'S Handwashing: The object of the game is to properly identify good handwashing habits. A demonstration of the technique is used to show students how we apply soap, sing our ABC'S as we wash all areas of our hands, wrist and lower arms, then properly rinsing off the soap ending with drying our hands. Students will demonstrate this technique through a game of tag.

Game Procedure: Identify two to four taggers (green yarn balls to identify taggers) to act as the germ. Hula –Hoops are lined up on the side to represent bathrooms. On the signal "Go", students run around the gym trying to avoid germs. If tagged by a germ, the student must go to the "bathroom" to wash their hands using the ABC technique. Upon completion, students may return to the game. Play for several minutes and then change taggers. Locomotor skills can be changed for a variation. During the game, use visual observations to make sure students are properly washing their hands, correct if needed.

Ground Rules:

- Use proper tagging technique
- Run with head up, eyes open and forward
- Be aware of your surroundings
- Must sing the ABC'S to ensure hands properly cleaned.
- Take turns in the "bathroom"

Adaptations/Variations:

- Other songs can be used such as Happy Birthday
- Change Locomotor skills
- Use tape to outline bathrooms instead of hula hoops
- Read the book "Germs" to explain how germs are spread and the types of germs

Erin Washkuhn, NBCT

Erin.washkuhn@sbcglobal.net
Anderson Elementary School, St. Charles, IL
2011 Midwest District Teacher of the Year



Plaque Busters

Skill Focus/Objective: The purpose of this activity is to teach students the proper way to brush their teeth and increase Cardiovascular Endurance.

Equipment Needs: 2-4 Foam Toothbrushes, 2-4 yellow yarn balls to represent plaque

Organization: Students will be together for demonstration on proper brushing technique. After the demonstration, students will be in the scattered formation for the game.

Activity:

Object of the game: The object of the game is to avoid the plaque monsters. If tagged, they must wait for a dentist to come and brush the plaque away.

Procedure: Identify 2-4 taggers to represent Plaque Monsters (yellow yarn balls) Identify 2-4 students to represent the dentists and give them a foam toothbrush. Explain that the proper way to brush your teeth is to brush the sides, front, back, top and bottom. Remind them to brush their roof of mouth, tongue and cheeks. On the signal "Go" students (a tooth) will run around the gym avoiding the plaque monsters. If tagged, they become frozen by standing with their feet apart (roots of tooth) and hands over their head in the shape of a heart (crown of tooth). They stay there until the dentist arrives and brushes the front, back, side top and bottom of tooth. Once plaque is removed, the student returns to the game. Play for several minutes and then switch plaque monsters and dentists.

Ground Rules:

- Use proper tagging technique
- Run with head up, eyes open and forward
- Be aware of your surroundings

Adaptations/Variations: Read a book about Teeth, change locomotor skills, use a swim noodle as dental floss

Erin Washkuhn, NBCT

Erin.washkuhn@sbcglobal.net
Anderson Elementary School, St. Charles, IL
2011 Midwest District Teacher of the Year



KINECT 4

Product Detail

The basic objective in Kinect-4™ is for six competing teams to create the largest number of lines by placing four or more identically colored objects in contiguous, horizontal, vertical and/or diagonal lines. This is accomplished by each team moving one 4" (10cm) color-coded square from a location away from the game board (how far away is determined by facility and player ages) to the 8' sq. (2.4m) game board located in the middle of the activity area. Once there, the piece must be snapped into one of the numerous vacant openings. Each time a piece is put down; a strategic decision is to be made. The players at the board have to decide if the placement will be offensive or defensive. Will they use it to extend their line(s) or block another team's? A team's ability to make the right choices and win will be determined less by the physical or intellectual strengths of individual team members, but more by the way they organize and manage their physical and intellectual strengths. This becomes even more critical at upper grade levels where additional blocking elements can be introduced into the game. One Affordable Set Fits All A single Kinect-4™ set can be used for small and large groups, in small or large facilities, at virtually any age level, from pre-K to adult. A set includes 36 puzzle-cut MasterPanels (6 each; red, yellow, blue, green, purple and orange). All panels are black on one side. Each MasterPanel measures 12" x 24" (30.5 x 61cm), and when fully assembled, forms an 8' sq. (2.4m) game board. For smaller groups and lower challenge levels, each set can be used to create four 4' sq. (1.2m) game boards. Each MasterPanel contains the pop-out playing pieces. After the playing pieces are removed, the MasterPanels are turned over and locked together to create the black outlined grid of eight 4" sq. (10cm) openings that form the Kinect-4™ Game Board(s). Complete with detailed game instructions and handy storage/carrying bag.

Item # 1383672

\$249.99

Laura Shaw

Lauriep717@verizon.net

Dows Lane Elementary School, Irvington, NY
2011 Eastern District Teacher of the Year

Color Fitness

Skill Focus: Muscular Strength and Endurance, Cardiovascular Fitness

Equipment Needs: Baskets, buckets, colored slips of paper, exercise cards, cones

Organization: Put four buckets of colored paper in the center of the playing area. In each corner place a cone with the same colors with a specific exercise on it and a hula hoop

Activity: On the go signal, each student will take a colored card from one of the center buckets. He/she will then find the corresponding colored cone in one of the corners of the playing area. They will go to that cone and do the specified exercise for the indicated number of times. After completing the exercise, the student will place their card in the basket near the cone and repeat the process. Continue until all the colored cards are gone from the center.

Paddle Mania (Flash Fitness)

Skill Focus: Striking with a short-handed paddle

Equipment Needs: Rackets, balls, hoops, polyspots, and letter cards

Organization: Scatter the hoops around the playing area and place a letter card inside each one. Also, scatter polyspots around the playing area.

Activity: Give each student a racket and a ball. Give each student a list of 5 spelling words. On the go signal, the students will try to spell each word on their list using the racket and ball. For each letter, the student must choose a polyspot and try to hit the ball into the hoop to hit the letter. It must be the first bounce that the ball hits in the hoop. The student must hit the letters in the order of proper spelling of the word. If they miss the hoop, they should retrieve their ball and try again.

Crossing the Curriculum

- Have the students spell different spelling words that are on the spelling list of the week in the classroom.

Penny Dots (Flash Fitness)

Skill Focus: Striking with a short-handed racket

Equipment Needs: Pennies or other coins, balloons, polyspots

Organization: Students in open space

Activity: Give each student a penny, balloon and polyspot. On the go signal, the student flips their coin so it lands on their polyspot. If the coin lands heads up, the student strikes the balloon in the air 10 times. If the coin lands tails up, the student will strike the balloon towards the wall 10 times.

Adaptation/Variation: For students, who can strike with tennis balls, give each student a racket and ball for the activity. For heads up, they will strike the ball in the air 10 times. For tails up, they will strike the ball against the wall 10 times.

Laura Shaw

Lauriep717@verizon.net

Dows Lane Elementary School, Irvington, NY

2011 Eastern District Teacher of the Year

Strike 'n' Spell (Flash Fitness)

Skill Focus: Strike and object with hand or short-handed paddle

Equipment Needs: Beach balls or balloons, paddles

Organization: Students with a partner sitting across from each other

Activity: Give each pair a balloon. The object of the game is for the partners to strike the balloon back and forth equal to the number of letters in a spelling word. Give the students the first word, and they will start striking the balloon back and forth, with each strike they will call out one letter of the word until the entire word is spelled. When the pair completes the first word, they run to the word wall at one end of the gym and look for the next word. They will continue in this process until the end of the activity. At the end of the activity, see how many words each group was able to spell out.

Adaptations/Variations: Instead of using the hands to strike the balloon, give each student a paddle. More advanced students can strike a foam ball back and forth instead of a balloon.