

Beyond Squad Lines:

Efficient Organizational, Grouping, and Instant
Activity Strategies



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7:30 – 8:30 AM

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Session Description:

Waiting in a line is not an option! Maximize your instructional time, create a positive classroom climate, and save your sanity with efficient organizational, grouping, and instant activity strategies such as grid spots, color zones, team squares, four corners, and crazy categories. Then, once you are organized, go beyond squad line warm-ups. Replace them with instant activity ideas to watch your students come alive when they enter the gym.

Objectives:

- By the end of the session, the participants will be able to identify at least two strategies that he/she can use to organize their class, group students quickly, maximize activity time, and efficiently assess students.
- By the end of the session, the participants will be able to justify the use of these strategies.

Introduction:

Many physical educators struggle with too little instructional time and too many students. Poor organizational strategies compound those issues. As a result, students have too little time to actually move in physical education, instruction is sub-par, or the teacher cannot assess. In this presentation, participants will learn a variety of organizational, grouping, and instant activity strategies. Benefits that will be shared for using the strategies include:

- Maximizes instructional time
- Improves MVPA
- Increases student time-on-task
- Enhances skill and fitness attainment
- Decreases behavior management issues
- Promotes safety
- Streamlines equipment distribution and return
- Allows the teacher time to do “housekeeping” items
- Creates an emotionally safe learning environment
- Facilitates efficient assessment protocols
- Makes PE fun!

Organization Patterns and Grouping Strategies:

1. Crazy Categories

Fast and fun ways to get into random teams for:

- ice-breaker activities
- activities that include dialogue, like reflection or review activities
- Team creation
- promote interaction with all members of the class
- formative assessment time

Sample categories:

1. Fold your arms. Right or left arm on top?
2. Clap your hands and fold your thumbs? Right or left thumb on top?
3. Can you roll your tongue or not?
4. Do you print or write in cursive?
5. Which is your dominant eye?
6. Do you lick an ice cream cone vertically or by rotating the cone?
7. Do you shower at night or in the morning?
8. Do you have light or dark hair?
9. Does your name in a vowel or consonant?
10. Turn around. Which way do you turn-clockwise or counter-clockwise?
11. Are you wearing jewelry or not?
12. Do you pick up pennies from the ground or do you ignore them?
13. When you walk by a vending machine, do you check to see if somebody left their change or not?
14. What color are your eyes? (Blue, brown, green, hazel)
15. Draw an arrow in the air. Which way did you make it point? Right, left, up, or down?
16. What is your shoe size?
17. What month were you born in?
18. What season were you born in (winter, spring, summer, fall)?
19. Astrological signs?
20. How many siblings do you have?
21. How many foreign countries have you have visited?
22. Without talking, line up in order of: Birthday (oldest to youngest)
23. Without talking, line up in order of: Birthday (Jan-Dec)
24. Without talking, line up in order of: Alphabetical order by first name, middle name, or last name
25. Without talking, line up in order of: Tallest to shortest

Source: *Quicksilver* by Karl Rohnke; published by Project Adventure

Mr. G's PE Page <http://mrgspepage.tripod.com/groups.htm> 40 ways to get into groups

2. Long-Term Groups

Assigning students partnerships or groups over the long term:

- Team Captains
- Squad Leaders
- Partner of the day (M-T-W-Th-F)
- Partner of the month
- Paparazzi partner or Muscle Magazine Pose partner
- Fist bump/ Firework/ Handshake partner
- Thumb wrestle partner
- Knee-tag partner
- Specific class topics or units like Grapevine Partner, Soccer Partner, etc.

Source: SPARK PE Grades 3-6 Manual, ASAP Activity *Mingle Mingle*

3. Grid Spots

Grid spots are ways for students to find their own personal space quickly. These “spots” are not marked on the floor. Instead, letter and number signs are placed on the wall. Students have to line their bodies up with both a letter and a number in order to find their spots. This helps with math and map reading integration. This also helps with getting into teams quickly.

	A	B	C	D	E	F
1	A1	B1	C1	D1	E1	F1
2	A2	B2	C2	D2	E2	F2
3	A3	B3	C3	D3	E3	F3
4	A4	B4	C4	D4	E4	F4
5	A5	B5	C5	D5	E5	F5

Groupings using Grid Spots

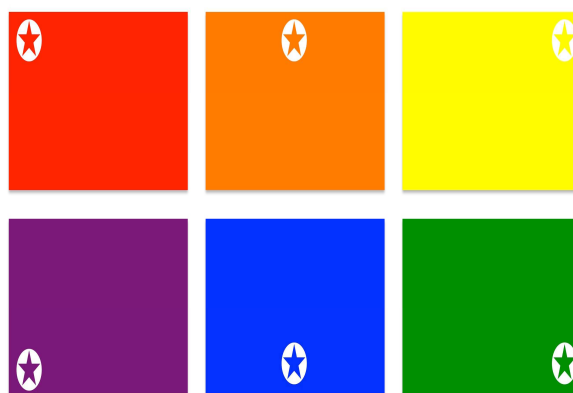
- Groups of 5: Number rows across
- Groups of 6: Letter columns down
- 2 teams or groups of 3: Column A, B, C vs. D, E, F
- 2 teams or groups of 3: Rows 1, 2, 3 vs. 4, 5, 6
- 2 teams or groups of 3: Primary Colors vs. Secondary Colors
- 2 teams or groups of 3: Warm Colors vs. Cool Colors
- 2 teams or groups of 3: Odd Numbers vs. Even Numbers (and split team 5 up equally)
- Partners or groups of 3: A with B; C with D; E with F
- Partners or groups of 3: 1 with 2; 3 with 4; 5 splits up
- Partners or groups of 3: A with F; B with D; C with E

4. Color Zones

Students also have an assigned color zone (which is based on their grid spot assignment). A color zone is the area of the gym where students go for warm-ups, to get equipment, to discuss an item in a small group, practice skills, and play grid games (small sided games). Many times, a folded gymnastic mat is used as a “table” for equipment (multiple distribution sites). The stars represent the locations for equipment distribution in multiple distribution sites.

Benefits:

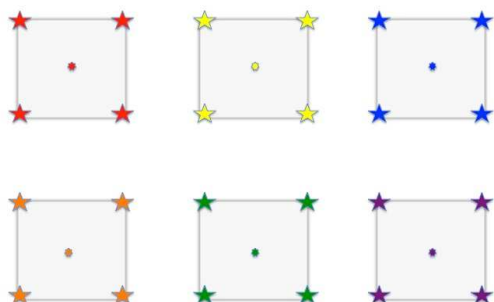
- Reinforces map reading skills and geometry concepts
- Assigns students to a personal space
- Conducive to more than one class in the gym at a time or limited space
- Conducive to job assignments/responsibilities
- Multiple ways to group students



Source: Darlene Bullock, Slippery Rock University and Slippery Rock Area Elementary School, PA and John Hichwa, *Right Fielders are People Too*

5. Team Squares

Another variation for personal space spots. Based on an area of the gym where students go for warm-ups, to discuss an item in a small group, and strategize.



Ways to Group with Team Squares

1. Primary vs. Secondary Colors
2. Warm vs. Cool Colors
3. 1 vs. 2; 3 vs. 4
4. 4 groups of 6: 1, 2, 3, 4
5. 4 v 4 games: 15 different color combinations
6. North side vs. South Side etc.



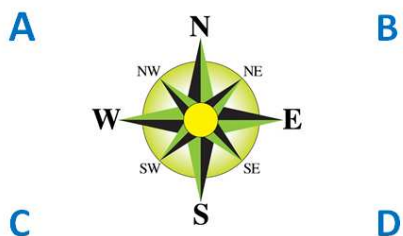
Source: Jeannie Schulze and Beth Shriner, Frederick County Public Schools, Maryland

6. Four Corners

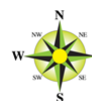
Another variation in place of color zones using only four groups. Based on corners of the gym where students go for warm-ups, to discuss an item in a small group, get and receive equipment, conduct assessments, and strategize.

- Takes up less space in a small gym
- Integrates social studies concept with map reading
- Great for asking multiple choice questions and formative assessment

Four Corners



Options for Teams with 4 Corners:



1. North vs. South
2. North vs. West
3. North vs. East
4. East vs. West
5. East vs. South
6. South vs. West
7. Northeast vs. Southwest
8. Northwest vs. Southeast
9. North & South vs. East & West

7. Line-Up or Drink Numbers

Drink and Line Up Numbers Cool Down Spots

- Eliminates fighting in line for a drink
- Another way to get into teams and organize the class
- Part of Fire Drill procedures
- Allows one class to be sitting and waiting for the teacher to arrive and cooling down while another class enters the gym

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Drink and Line Up Numbers Cool Down Spots

- Odds vs. Evens
- Get partners
- Get partner then split
- Partners, then combine to create team of 4; teams of 4 combine to create team of 8, etc.
- Multiples of 3
- Any size groups to count off

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Activity Descriptions

Crazy Categories
Focus: Get into different groups and partners
Equipment: None
<p>Procedure: Teacher call out specific way to get a partner and students will find a partner using the parameter given by the teacher. Examples of categories to get into partners or 2 large teams are:</p> <ul style="list-style-type: none"> • Fold your arms. Right or left arm on top? • Clap your hands and fold your thumbs? Right or left thumb on top? • Can you roll your tongue or not? • Do you print or write in cursive? • Which is your dominant eye? • Do you lick an ice cream cone vertically or by rotating the cone? • Do you shower at night or in the morning? • Do you have light or dark hair? • Does your name in a vowel or consonant? • Turn around. Which way do you turn-clockwise or counter-clockwise? • Are you wearing jewelry or not? • Do you pick up pennies from the ground or do you ignore them? • When you walk by a vending machine, do you check to see if somebody left their change or not? • Ways to get into groups of various sizes: • What color are your eyes? (Blue, brown, green, hazel) • Draw an arrow in the air. Which way did you make it point? Right, left, up, or down? • What is your shoe size? • What month were you born in? • What season were you born in (winter, spring, summer, fall)? • Astrological signs? • How many siblings do you have? • How many foreign countries have you have visited? <p>Example ways to get in line for groups/partnerships (Done without talking):</p> <ul style="list-style-type: none"> • Birthday (oldest to youngest) • Birthday (Jan-Dec) • Alphabetical order by first name, middle name, or last name • Tallest to shortest
Resource: Rohnke, K. (1995). <u>Quicksilver</u> . Dubuque, IA: Kendall-Hunt

Hula Hoop Exploration

Focus: Locomotor Skills and training for grid spots

Purpose: Moving in various locomotor skills in personal space.

Equipment:

- Locomotor Cards or Animal Cards
- Music to Move
- Domes/Cones and Poly Spot

Procedure:

Each student stands inside a hula hoop. Music starts and they must move around the grid demonstrating the correct locomotor skill while moving in personal space. When music stops student will return to hula hoop.

Wild, Wonderful, West Virginia Warm-Up

Focus: Instant Activity to get students moving that also integrates social studies content

Equipment: CD Player/ iPod, Music: Country Roads by John Denver, Movements on Slides or Big Book

Procedure:

Students will be led on a virtual tour of West Virginia and learn about landmarks and things to do in West Virginia. Teacher leads the class on a virtual tour of West Virginia. Students move at least 20 seconds for each of the actions listed below. You can personalize the tour for your area.

- March across the New River Gorge Bridge
- Kayak the Cheat River
- Climb up an Oak tree
- Pretend you are a country music star, like Brad Paisley and wave to all your fans
- Flex your muscles like a lumber jack or a coal miner
- Stomp the mud off your boots
- Pick apples in Musselman
- Ice skate with the Nailers at Wesbanco Arena
- Ski at Winterplace
- Climb to the top of Spruce Knob
- Crawl through a coal mine in Beckley
- Hit a homerun at AEP Power Park
- Shoot a foul shot at the West Virginia University Coliseum
- Swim to Blennerhassett Island
- Ride a bike up the Greenbrier River Trail

Resource: Let's Move - West Virginia Resource Guide

http://wvde.state.wv.us/healthyschools/documents/resource_guide_interactiveFinal.pdf

3 on 3 Ultimate Frisbee

Focus: Skill development

Purpose: Improve passing, offense and defense strategies

Equipment: 1 Foam Frisbees per 6 students, 1 Pinnies per 2 students, Grids

Procedure: Create grids for every 6 students – 2 groups per grid. One group wears pinnies and they begin on offense. Use one disc per grid for game. The object is to score points by passing the disc to a teammate beyond the opponent's endline. This may only happen after every player has caught at least 1 pass. The disc is advanced using passes. Defense becomes Offense on any turnover. Pinnies start with the disc on their own endline. The group scored upon gets the disc to begin play again at their endline. Pinnies Rule: the group wearing pinnies begins on Offense and always goes in the same direction. Principle of 3s: disc carrier may only take 3 steps before passing. Defenders must stay back 3'. Passes must travel at least 3'.

Resource: SPARK PE: 3-6 Manual pg. 28

Royal Court Tournament

Focus: Promote game play

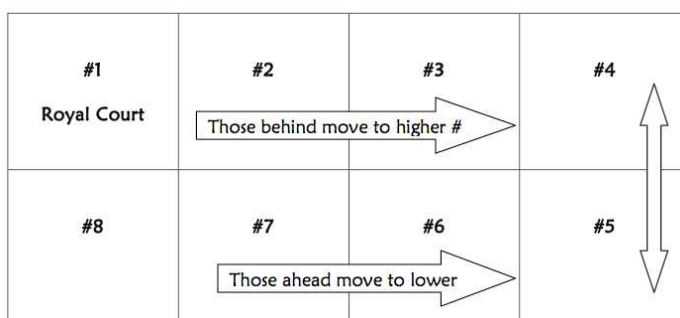
Purpose: Enhance basic knowledge of rules and strategies of the game

Equipment: Grids, Cones to separate grids

Procedure: In these tournaments, individuals/partners/or groups attempt to progress to the number 1 or "Royal" court. Use numbered grids with #1 being the highest, 2 the next highest, and so on. Randomly place players in all grids.

Allow game play for a specific time period. When time is up, groups move to a new grid according to the following rules to play a new group:

- Those groups with a higher score than (ahead of) their opponents move up 1 grid closer to the Royal Court.
- Those groups with a lower score (behind) move down 1 court farther from the Royal Court.
- Those in the Royal Court, who are ahead on the signal, stay in the Royal Court.
- Those in the court farthest from the Royal Court, who are behind, stay in that court.



Resource: SPARK PE: 3-6, Tournament Samples

<h2>Wall Stops Warm-up</h2>	
Focus:	Be able to move within the grid without touching the grid markers
Purpose:	To arrange groups for the GRID
Equipment:	<ul style="list-style-type: none"> • Music to Move • Domes/Cones and Poly Spot
Procedure:	Each student stands by a wall stop. Music starts and student must do the first exercise on their wall stop for 30 seconds or until the music stops. When the music begins again, students will do the next one down. This process will continue until all are completed. This will take 2:30 minutes and can include 4 exercises of teacher choice.
Variations:	<ul style="list-style-type: none"> • 30 sec. of each exercise/10 sec. rest; stay at Color Zone (2 ½ min-4 exercises) • 30 sec. of first exercise, and then move clockwise to the next station and do #2 at that station (4 min., 6 exercises) • 30 sec. of any exercise and rotate to next station student choice for exercise OR differentiated by fitness scores (4 min., 6 exercises) • 30 sec. of first exercise, 30 sec. run around the gym, and stay at your color zone to do the next one (4 min. with more cardio) • 30 sec. of first exercise, 30 sec. run around gym to the next station, and do exercise #2 (4 min) • 30 sec. of exercise, run 5x around gym, 30 sec. next exercise, run 4 x (~10 min.)
Source:	Darlene Bullock, Slippery Rock University, PA

<h2>Everyday Counts – Exit Slips</h2>	
Focus:	Formative or Summative Assessment
Purpose:	Assess Student knowledge of objectives for the day; grades
Equipment:	3x3 Post-It Notes, Pencils, Exit Slip Board
Procedure:	Place a task/question on the board, and the students will answer on a 3 x 3 sticky note. On the way out, they place the sticky on their corresponding number. It is a quick way to check who completed the task as well. Can be collected and placed into student portfolios.

<h2>Scramble</h2>	
Focus:	Be able to move within the grid without touching the grid markers
Purpose:	To arrange groups for the GRID
Equipment:	Domes/Cones and Poly Spot arranged in square
Procedure:	Each student stands on his or her spot, with one person at the team center. The person in the center is the caller the “Scrambler”. This game is similar to the game of musical chairs – you don’t want to be the person left out without a spot. To begin the game the “Scrambler” will say the word “scramble.” When the word is said the players all must move to a different corner. They may not return to the corner that they were on. If there is a disagreement on that occupied the spot first, students can peacefully talk it out, peacefully walk away, are play rock, paper, scissors.

<h2>Fitness Bracelet Challenge</h2>	
Focus:	Be able to move within the gym in personal space in various locomotor skills
Purpose:	Students will perform fitness challenges.
Equipment:	<ul style="list-style-type: none"> • Pony Beads • Pipe Cleaners • Straws • Activity Chart
Procedure:	Create an Activity Chart for a pairs of students. Include 5 columns – activity, 1 st , 2 nd , 3 rd , 4 th . The students will complete as many challenges as they can in the time period (5 to 7 minutes). The teacher will check off the skill when it is completed in the correct column. At the end of the time period, students will receive a bead for each check. Have them string their beads on the pipe cleaner. Twist the pipe cleaners onto the wrist and then have their bracelet. You can extend the activity and have certain colors represent each component of fitness or distinguish between health-related / skill-related fitness with straws vs. beads.

<h2>Team Marathon Challenge</h2>	
Focus:	Be able to move within the gym in personal space in various locomotor skills
Purpose:	Students will work cooperatively using Color zone teams
Equipment:	<ul style="list-style-type: none"> • Team Marathon Challenge Sheet • Four Corner Cones • One piece for each group <ul style="list-style-type: none"> • Hula Hoop • Basketball • Jump Rope • Music to Move
Procedure:	Have your students get into groups of four/ team color. Within each group the students need to decide who will be A, B, C, and D. When this is finished have the students get 1 basketball, 1 hula-hoop, 1 jump rope, and 1 sheet with the activities on it. Have the students find a spot on the outer part of the gym where they need sit down with their equipment inside the hula-hoop. The teacher then explains the "Marathon" sequence. The students will perform only the activities on the sheet that correspond with the letter they are. Example: The entire group runs 1 lap of the gym, then B dribbles a basketball 50 times, C does 10 tuck jumps, etc. Only one person will be at an activity at a time, unless it is entire team task.

<h2>Go Noodle. com - Yoga</h2>	
Focus:	Improve flexibility
Purpose:	Cool-down from class
Equipment:	Computer with internet connection, Projection screen, LCD projector, Speakers
Procedure:	www.gonoodle.com

Go Noodle.com- Airtime
Focus: Deep breathing
Purpose: Cool Down
Equipment: Computer with internet connection, Projection screen, LCD projector, Speakers
Procedure: www.gonoodle.com

Sid Shuffle
Focus: Dance
Purpose: Instant activity
Equipment: Computer with internet connection, Projection screen, LCD projector, Speakers
Procedure: Basic Steps:
Source for Images: http://www.poggirlworld.com/iceage/sid-shuffle-slides.aspx
Resource: http://youtu.be/N1k1f2exCrc http://www.poggirlworld.com/iceage/sid-shuffle-slides.aspx

Music:

1. **Take 5** (originally recorded by Dave Brubeck Quartet) by Chilled Jazz Masters on “Jazz After Dark” Album
2. **It’s Showtime** by The Learning Station on “Get Funky and Musical Fun” Album
3. **Hello** by Martin Solveig & Dragonette (single)
4. **If You’re Wearing Colors** by The Learning Station on “Get Funky and Musical Fun” Album
5. **I Walk the Line** by Johnny Cash on “Johnny Cash: 16 Biggest Hits” album
6. **Walking on Sunshine** by Katrina and the Waves on “Anthology” Album
7. **Rodeo: IV: Hoe-Down** by Antal Dorati & Detroit Symphony Orchestra recorded at Copland: Appalachian Spring
8. **Jump** by Kris Kross on “Totally Krossed Out” Album
9. **Rock and Roll Part II (30 second intervals)** on SPARK Grades 3-6 Music CD
10. **Calabria 2007** (Club Mix) by Enur (single)
11. **(I Can’t Get No) Satisfaction** by The Rolling Stones on Hot Rocks 1964-1971 album
12. **Crazy Frog** by Axel F on Crazy Hits Album
13. **Good Time** by Owl City & Carly Rae Jepsen (single)

Other Resources:

- Susan M. Flynn – Purdue University, Indiana
- Joella Mehrhof – Emporia State University, Kansas
- PE Central