

Super-Programs – Don't Forget Your C.A.P.E. (Creative Activities for PE)

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www.PERocks.com www.noodlegames.net

www.youtube.com/user/NoodleGames

Let's Dance

Let's Go (by Calvin Harris)

There are four basic moves;

- 1) Fist pump right x 4, fist pump left x 4
- 2) Cross Crawls (opposite elbow opposite knees) x 4
- 3) 4-count Knee to Elbow Squat
- 4) Jumping Jacks x 4

Drum Sequence (make a quarter turn and march in place for each 8-count)

- 1) 8-count march
- 2) 8-count march
- 3) double time march
- 4) crazy feet march (fast as you can go)

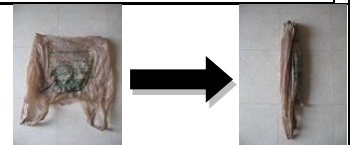
Pattern for dance (repeat each of the basic moves the number of times below during each section of the song)

- 1) Basic Pattern x 2
- 2) Drum/March
- 3) Basic Pattern x 4
- 4) Drum/March
- 5) Basic Pattern x 3
- 6) Drum/March
- 7) Basic Pattern x 2

Biker Shuffle (by Big Mucci)

Move It to the Right	4-count side step to the right
Bring It on Up	4-count shuffle steps forward (left foot shuffle step forward diagonal to the left, right foot shuffle step forward diagonal to the right)
Move It to the Left	4-count side step to the left
Bring It on Back	4-count shuffle steps backward (right foot shuffle step backward diagonal to the right, left foot shuffle step backward diagonal to the left)
Kick Baby Kick	Kick with right, step home, kick with left, step home Step out with right foot, out with left foot, step home, step home Kick with the right foot, step home
Step to the Right and Slide	Step right foot out to the side then step home Step right foot out to the side then slide left foot next to right foot Pivot on left foot and turn to the left 4-counts so that you are facing the wall to your left (REPEAT ENTIRE PATTERN)

Plastic Bag Activities



Bag Tag (from Jim Deline)

Equipment: One or two plastic shopping bags per student

Skills: Dodging, Fleeing, Locomotor Patterns

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 handles to the bottom of the bag (see photos). The bag will be tucked into the student's pants like they were tucking in a shirt. Most of the bag should be visible and it must 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 rejoin 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

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Never-Ending Bag Tag (from FAHPERDS 2009)

Equipment: One or two plastic shopping bags per student

Skills: Dodging, Fleeing, Locomotor Patterns

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). The bag will be tucked into the student's pants like they were tucking in a shirt. Most of the bag should be visible and it must 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 of the bags taken. During this game, no player is eliminated

Adaptations/Tips:

- 1) Have the students travel using different locomotor patterns while playing a round
- 2) 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
- 3) Only bags that are tucked in at the end of the round will count towards the player's final score

1-on-1 Bag Tag

Equipment: 2 plastic shopping bags for each student,

Skills: Dodging, Fleeing, Locomotor Patterns

Organization: Two partners will face one another in an open space.

Activity: Each student will need a partner for this activity. Each partner will have two bags (one for each hip). Remember the tips provided in the previous description. When the music starts, the partners will attempt to be the first person to pull both of the opponent's flags. If successful, the winner will receive one point

Adaptations/Tips:

- 1) Assign a larger number for points if a player wins (mathematics)
- 2) 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
- 3) Remind students that this is a face-off game, there should be no running and chasing
- 4) For safety, if a bag is taken from the opponent, it will be held. If it is dropped there is a risk of slipping or falling because the partners will be plying in tight quarters.

Float and Switch (from Carol Visotsky)

Equipment: One plastic bag per pair of students

Skills: Throwing, Tracking, Catching, Teamwork

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 to the bag. Make a rule that if they are not on their feet when they catch the bag, it does not count as a successful catch
- 2) Let every student have a bag so that both partners toss a bag and then switch positions to catch the other bag
- 3) Raise the number of successful catches required before they can move back
- 4) Add fitness challenges to the activity (do 4 jumping jacks before running to catch the bag)
- 5) Incorporate sport skills during the activity (i.e. – basketball lateral speed drill, volleyball three step approach, football three point stance, basketball rebound, etc.)

Bag Timer

Equipment: One plastic bag per pair of students

Skills: Fitness, Speed, Agility

Organization: Students find an open space.

Activity: Students will practice floating the bags up into the air. The teacher will give the students a fitness activity (i.e. – cross crawls, high knees, burpees, crab kicks, etc.) to try while the bag is in the air. The students will try to complete as many repetitions as possible before the bag touches the floor. The students will play as many rounds trying to get the highest number of reps possible.

Adaptations/Tips:

- 1) This is a great warm-up activity for students.

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- 2) Teachers can use this activity as a homework assignment for students.
- 3) The teacher can mix up the fitness activities to target areas of weakness based on fitness tests.

Bag Skeet

Equipment: One plastic bag and one ball per pair of students

Skills: Throwing at a Moving Target, Teamwork, Underhand/Overhand Toss/Throw, Fitness

Organizations: Students will find a space on a sideline so that they are close to a wall.

Activity: To begin, the partners will collect the equipment and stand on a perimeter line facing the wall. The partner with the bag will move toward the wall and stand sideways to the wall about 3-4' from the wall. When the throwing partner is ready, they will call "pull" and the partner with the bag will toss the open bag up into the air as a target. Partners will earn points for their team by hitting the bag with the ball before it touches the ground (i.e. – ball touching the bag = 2 points). If the partner tossing can get the ball into the bag so that the bag and ball fall to the ground at the same time, he/she will earn bonus points (i.e. – ball in bag = 5 points).

Bag-sketball

Equipment: One plastic bag and one ball per pair of students

Skills: Basketball shooting, Teamwork

Organizations: Students will find an open space not too close to other pairs.

Activity: To begin, the partners will collect the equipment and find an open space. The partner with the bag open the bag and place it in front of his/her chest. The partner with the ball will demonstrate B-E-E-F when shooting the ball into the air and trying to get it into the bag. The partner with the bag will move the bag if necessary to help the shooting partner get it into the bag. Partners will earn points for their team by getting the ball into the bag (i.e. – ball in the bag = 2 points). After each shot, the partners will switch places. If the pair can make 4 shots in a row, they can increase the distance when taking future attempts.

Bean Bag Activities

FITNESS CONCEPTS

- 1) Foot Flip & Catch – Each student will place a bean bag on his/her foot. Quickly lifting the knee, the student will try to move the bean bag up into the air and try to catch it. After each attempt, the student will move the foot to the opposite foot and try again.
- 2) Foot Flip & Challenge Catch – Same as Foot Flip & Catch but now the students will try to catch the bean bag in different ways (back of the hand, dragon catch, circle with hand around the bag before catching, on the elbow, behind the neck, etc.).
- 3) Partner Foot Flip & Catch – Each student will get a partner. Partners will standing facing each other about 6'-8' apart. One partner will place a bean bag on their shoe and flip toward his/her partner and the partner will try to catch it. Teams get points for a successful flip and catch (i.e. – 2 points). When students demonstrate proficiency, they can both flip a bean bag at the same time.
- 4) Ab Two Foot Toss and Catch – Each student will sit on his/her bottom and place the bean bag between the feet. The student will try to lift the bean bag into the air and catch it with one hand. On the next attempt, the student will try to catch the bean bag with the opposite. Have students try the activity without ever touching their feet to the ground. To add a challenge, have the student attempt the task with their legs straight.
- 5) Partner Ab Toss and Catch – Each student will need a partner. One partner will sit facing the other and the other partner will stand. The partner sitting will attempt to Two Foot Toss it so that his/her partner will be able to catch the bag. The partners will switch jobs after each attempt. For a challenge, the student who is standing can face away from the partner tossing the bag until it is tossed.
- 6) Figure-8 Abs – Each student will have a bean bag and sit on the floor. While balancing on their bottom, students will move legs in a small scissor motion and move the bean bag in a figure-8 motion through the legs by alternating hands. ** Add a challenge to this activity by doing a push-up after each new movement.
- 7) Plank Back Balance – Each student will get into a plank position with the bean bag between his/her hands. To start, the student will lift the bean bag with one hand onto his/her bag. Once the bean bag is balanced, the student will use the opposite hand to remove the bean bag and place it back between his/her hands.

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- 8) Fill in the Hole (w/ the feet) – The student will sit facing his/her partner with feet on the floor and knees bent about 90 degrees. In between the partners will be two poly spots about 3-5 feet apart and 3-5 bean bags on top of one of the spots. The students will take turns moving the bean bags (one at a time) using the feet to the other poly spot. The first partner will continue until all the spots have been moved. ** Add a challenge by requiring pairs to keep their legs straight (pike position) to move the bean bags back and forth.
- 9) Fill in the Hole (w/ the hands) – Partners will face on another in a plank position about 2-3 feet apart. In between the partners will be two poly spots about 3-5 feet apart and 4-6 bean bags on top of one of the spots. The students will take turns moving the bean bags (one at a time) using alternate hands to the other poly spot. The second partner to go will repeat the task moving the bean bags back to the original poly spot. The objective is to see which pair can move the bean bags back and forth the most during a designated time period. ** Add a challenge by having each partner maintain the plank position for the entire timed interval.
- 10) Plank Partner Pass - Partners will face on another in a plank position about 2-3 feet apart. One partner will have a bean bag next to a hand to start the activity. When the activity begins, Partner A will pick up the bean bag with one hand while remaining in the plank position and hand the bean bag across to Partner B's hand. Partner B will then place the bean bag by the other hand, transfer the weight to the hand that just moved the bean bag and pick the bean bag up with the other hand and repeat the task to Partner A. The objective is to see which pair can move the bean bags back and forth the most during a designated time period.
- 11) Plank Partner Toss and Catch – Partners will work together to toss and catch a bean bag while in a plank position. The partner with the bag will stand facing the other partner who is in a plank position. When ready, the partner with the bag will toss it gently toward the plank partner and see if he/she can catch it. The plank partner will then toss the bag back to the standing partner. On the next attempt, the partner standing will toss the bag toward the partner's other hand. When returning the bag to the standing partner, the plank partner will toss the bag with the other hand. After two attempts, the partners will switch jobs. For an additional challenge, the partners can both get into a plank position and will begin tossing and catching the bean bag.
- 12) Partner Plank Leap Frog – One partner will get into a plank position and his/her partner will stand behind him/her (near the feet). The partner in the plank will have a bean bag and toss it over his/her shoulder toward his/her partner with the dominant hand. The standing partner will try to catch the bean bag and then slide it underneath the plank partner so that he/she can stop it and then toss the bean bag again using the non-dominant hand. The partners will then switch places. To do so the standing partner will go in front of the plank partner then get into the plank position and the plank partner will stand. The activity continues as the partners take turns and advance down the playing area.
- 13) Bean Bag Hockey - Partners will face on another in a plank position about 3-5 feet apart. One partner will have a bean bag next to a hand to start the activity. When the activity begins, Partner A will place a hand on top of the bean bag and try to slide it on the floor between Partner B's hands before Partner B can stop it with one hand. Partner B will then get a turn and turns will rotate until time is up. The object is to see who can score the most points. ** Add a challenge by not letting either partner touch his/her knees to the floor.



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Small-Sided Games

Lord of the Rings – This activity was originally an activity that I used with noodles, it has turned into much more than that.

Version 1 (Noodles, Dodging & Fleeing)

Place 4-6 hula hoops in the center of the playing area in a straight line (hoops should be 5-8 feet apart). The teacher will select 4-6 students to be the "orcs" and stand in one of the hoops in the center of the playing area. Each "orc" will have a noodle piece (2-foot) in their hand. The remainder of the students ("hobbits") will line up on either side of the playing area. The sidelines will be considered the hobbit village.

When the game begins, the "hobbits" will travel from the village toward the rings in the center of the playing area and try to collect "Magic Ring Points" by touching their foot in a hoop and returning back to their village. The "hobbits" may not cross over to the other side of the playing area (safety issue that could cause students to run into each other). The "hobbits" can touch the foot in the hoop and return to the village without being touched by an "orc", they will receive the amount of "magic ring points" designated by the teacher. The "orcs" will try to protect the rings from the "hobbits" by tagging the "hobbits" below the knee with their noodle piece. The "orcs" may not stand in or over a hoop when the game begins and can chase the "hobbits" if they would like.

After rounds between 1-2 minutes, the "orcs" can choose a new person to take their place and the game will continue.

ADAPTATIONS:

- 1) If the "hobbits" are having a hard time scoring points, increase the number of hoops in the middle of the playing area or decrease the number of "orcs".
- 2) To add a team component, have students who collect points collect an object (like a noodlette) to help the team members keep score. The team with the most noodlettes at the end of the round wins.
- 3) To add additional challenges for students, add bonus points for touching different body parts into the hoop (hand, knee, belly, etc.). For this version, make sure that the game is played outdoors in the grass.

Version 2 (Rolling, Throwing, and Catching skills, Hockey Defense)

Place 4-6 hula hoops in the center of the playing area in a straight line about 5-8' apart. A plastic bottle (i.e. – 2 liter bottle) or bowling pin will be placed in the center of each hula hoop. Students will get into groups of 3 or 4 depending on class size and equipment available. Each team (the Hobbits) will start at one end of the playing area or the other (mark each team's starting point with a cone) and will have one gatorskin ball per team. The objective of the game is to score points by having a teammate roll the team's ball and knock down a bottle/pin.

To begin, the teacher will choose one or two teams (depending on class size and amount of equipment available) to be the Orcs who will defend the rings in the middle of the playing area. The Orcs can travel anywhere inside the playing area to play defense with the exception of the hula hoops. A defender may not stand over or stand in a hula hoop. The Orcs will have a noodle piece or a polo hockey stick to use for defense. Orcs may NOT knock a ball out of a student's hands but can block or intercept balls that are passed (using their hands). An Orc may block a ball that is rolled using the defensive implement or any body part. The Hobbits will try to move their ball across the playing and close enough to roll the ball so that it knocks down a bottle/pin. When moving the ball, the Hobbit with the ball can only pivot. To advance the ball, the teammates must pass the ball from player to player. If the Hobbits drop their ball, the ball is intercepted or a player attempts to roll the ball and misses, they will have to go back to their starting spot and restart.

ADAPTATIONS:

- 1) If the "hobbits" are having a hard time scoring points, increase the number of hoops in the middle of the playing area or decrease the number of "orcs".
- 2) After about 2-3 minutes, choose new teams to go into the center of the playing area and play defense.
- 3) Remind all players that this is a non-contact game and all defenders must give offensive players at least a 3' bubble so they can pass or roll the ball.

Version 3 (Throwing and Catching, Offense (Triangle Offense), and Defense)

Place 4-6 hula hoops in the center of the playing area in a straight line about 5-8' apart. A plastic bottle (i.e. – 2 liter bottle) or bowling pin will be placed in the center of each hula hoop. Students will get into groups of 3 or 4 depending on class size and equipment available. Each team (the Hobbits) will start at one end of the playing area or the other (mark each team's starting point with a cone) and will have one gatorskin ball per team. The objective of the game is to score points by having a teammate catch the team's ball while standing in one of the hoops in the center of the playing area.

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To begin, the teacher will choose one or two teams (depending on class size and amount of equipment available) to be the Orcs who will defend the rings in the middle of the playing area. The Orcs can travel anywhere inside the playing area to play defense. Orcs may NOT knock a ball out of a student's hands but can block or intercept balls that are passed. The Hobbits will try to move their ball across the playing area and have a teammate catch the ball with a foot in one of the hoops. When moving the ball, the Hobbit with the ball can only pivot. To advance the ball, the teammates must pass the ball from player to player. If the Hobbits drop their ball or the ball is intercepted, they will have to go back to their starting spot and restart.

ADAPTATIONS:

- 1) If the "hobbits" are having a hard time scoring points, increase the number of hoops in the middle of the playing area or decrease the number of "orcs".
- 2) Build additional skills by changing the equipment that is used for passing (i.e. – use footballs, Omnikin balls, basketballs, tennis ball, 5" gatorskin ball, Frisbee, etc.). Using a different piece of equipment adds to the challenge.
- 3) After about 2-3 minutes, choose new teams to go into the center of the playing area and play defense.
- 4) Remind all players that this is a non-contact game and all defenders must give offensive players at least a 3' bubble so they can pass or roll the ball.

Multi-Goal Soccer -

In a large open space spread out 4-8 "goals". A "goal" can be a GenMove MultiGoal or place three 12"-18" cones close together like a tee and place a large ball on top. All of the students will find partners for this activity. The teacher will select a pair of students per goal to start as goalies. The goalies will work together to protect all sides of the goal during the game. All of the remaining pairs will collect one ball and start in the center of the playing area. When the game begins, the teams will move toward any goal and attempt to score a goal. More than one team may attack a goal at the same time. Teams can score the goal from any direction around the goal. When a goal is scored (the ball must touch the net, or a ball is knocked off the cones), the goal will be placed on its side while the goalies and goal scorers switch places. When the new goalies are ready, they may lower the goal or place the ball back on the tee to start. The old goalies will move their ball to the center of the playing area and then go in search of a goal. Tips – 1) For safety, the goalies may only use their hands if the ball is above their waist, 2) if a goal stops a ball, he/she may drop kick it in any direction, 3) encourage partners to work together to pass the ball and score the goals, 4) teams can score from any direction around the goals.

*** This activity can also be used to practice hockey skills and team handball (throwing and catching) skills.

4-Down Touchdown -

This is a small sided activity that requires teamwork and cooperation. Students will review the names of football positions (i.e. – center, quarterback, receiver). Students will also have multiple opportunities to practice throwing and catching throughout the activity.

The teacher will have the students get into small groups of twos or threes for this activity. Each team will have one polyspot and one football. The teacher will set up boundaries for the game. The players will always start at one end of the field and travel toward the "endzone". Students will attempt to complete as many touchdowns possible in 4 or fewer passes.

If playing with groups of twos. Partner A will be the center to start and will stand near the polyspot with the ball. Partner B will stand behind Partner A and will be the quarterback. When Partner B says "hike", the center (Partner B) will hike the ball either through their legs or using a side hike (depending on the directions from the instructor) to the quarterback (Partner B). Afterward, the center (Partner A) will turn into the receiver and go out for a pass. When the quarterback tells the receiver to stop, he/she will turn around and try to catch the ball thrown by the quarterback. If successful, the team will move the polyspot to the location where the ball was caught and the partners will switch jobs. If the ball is dropped, the receiver will bring the ball back and the partners will switch jobs.

* If playing with three partners, Partner A will be the center, Partner B will be the quarterback, and Partner C will be the receiver. The rotation will be center to quarterback to receiver, etc.

ADAPTATIONS:

- 1) To help motivate your students provide incentives for scoring "touchdowns". If the students can make a "touchdown", they can collect some "Bling" (rubber bracelets, wrist bands, plastic rings, pretend money, etc.). If the team can score the "touchdown" in four or fewer throws, they can collect more of the designated item (2, 3, or 4).
- 2) For more advanced groups, give them a selection of patterns that the quarterback can choose for the receiver to run (example pattern cards are attached below).
- 3) To extend the activity, add defense to the game. The team on offense will work together to try and make successful throws and catches. The defense will try to block or intercept passes. If a ball is intercepted or the defense cannot reach the "endzone" in the required number of plays, the defense goes back to the start line and becomes the offense. Any time a score takes place, the offense and defense switch jobs.

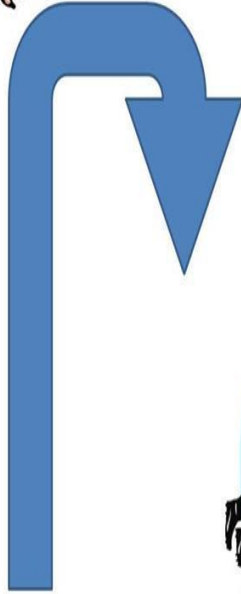
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Receiver Pattern Examples:



Button Hook

To the Right
or
To the Left



Slant

To the Right
or
To the Left



GO Route



IN or OUT (90° route)

To the Right
or
To the Left

