

# Jessica Shawley

Physical Education C.H.A.M.P.S.! Creating Healthy Active Minds for Personal Success

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## Maximizing Lawn & Yard Games with Fitness!

Recreational activities such as lawn and yard games offer students lifelong activity options that promotes social responsibility, leisure activity for enjoyment, wellness, and can be 'amp'd up' to provide fitness benefits as well.

<p><b>KISS Sequence Options:</b></p> <ul style="list-style-type: none"> <li>• Stations</li> <li>• Circuit</li> <li>• Integrated Model</li> <li>• Jigsaw Practice &amp; Teach</li> <li>• Games - Traditional</li> <li>• Games - Fitness Focus</li> <li>• Choice Tournament</li> </ul>	<ul style="list-style-type: none"> <li>• Teach 1 or 2 at a time</li> <li>• Teach all as a circuit and repeat daily until all complete.</li> <li>• Integrate yard games into other units (running rest stop area).</li> <li>• Jigsaw: students learn ONE game and then split up to teach them (forming new group)</li> </ul>	<p><u>Health Components</u></p> <ul style="list-style-type: none"> <li>• Cardiovascular Fitness</li> <li>• Muscular Endurance</li> <li>• Flexibility</li> </ul> <p><u>Skill Components</u></p> <ul style="list-style-type: none"> <li>• Agility</li> <li>• Balance</li> <li>• Coordination</li> <li>• Reaction Time*</li> </ul> <p><b>Other:</b> Accuracy, Repetition &amp; Strategy</p>
<p><b>National Standards Alignment on page 4</b></p>		
<p><b>Simple Sport Education:</b></p> <ul style="list-style-type: none"> <li>• Equipment Manager</li> <li>• Score Keeper</li> <li>• Reader-Reporter</li> <li>• General Manager</li> </ul> <p><b>Roles promote belonging and ownership within a group.</b></p> <ul style="list-style-type: none"> <li>• Students pair up. Then find another pair for a team of 4. Choose roles.</li> <li>• Stay with same role, or rotate roles as needed.</li> </ul>	<p><b>Roles &amp; Responsibilities:</b></p> <ul style="list-style-type: none"> <li>• <u>Equipment Manager:</u> Directs team in how to properly care for equipment. Leads setup &amp; take down. Ensures proper use or reports misuse to teacher.</li> <li>• <u>Score Keeper:</u> Gets scoring supplies. Keeps accurate records and scores. Turns in scorecard at end of day.</li> </ul> <p><i>*When all have a role &amp; responsibility, the ability to stay on task improves.</i></p> <ul style="list-style-type: none"> <li>• <u>Reporter:</u> Reads directions at stations. Reports progress to teacher. Reports team rotation to group &amp; guides movement.</li> <li>• <u>General Manager:</u> Oversees overall game play. Leads activity. Keeps team on task &amp; within spirit of game.</li> </ul>	
<p><b>Including Yard Games:</b></p> <ul style="list-style-type: none"> <li>• Stand alone unit</li> <li>• On Choice Days</li> <li>• With fitness or in circuits</li> <li>• As themed lunch activity</li> <li>• At Family Fitness Night</li> <li>• After school club</li> <li>• Tie to community options</li> <li>• In Field Day events</li> <li>• Minute to Win It events</li> </ul>	<p><b>Fitness Focus:</b></p> <ul style="list-style-type: none"> <li>- One minute on/off rounds. On = Play. Off = Fitness</li> <li>- Modify movement during games (skip, hop, etc.)</li> <li>- Partner jump ropes, line hops or jacks while waiting turn.</li> <li>- Run a lap around at rotations.</li> <li>- Students create own fit version</li> <li>- Balance on disc w/ throws</li> </ul>	<p><b>Set Pedometer Goals:</b></p> <p>Track MVPA, Activity Time &amp; Steps each day or per game. Compare games and reflect. Try Meet or Beat Challenge.</p> <p><b>Create Your Own Yard Game:</b></p> <p>Students modify existing or create new and teach to others.</p>

### **Framework:**

Included is a one-page Quick Reference Sheet for various yard games that serve as a starting point. Use and adapt. Keep a task sheet at each station as a reminder of rules (settles disagreements).

Use the handouts for the Jigsaw style lesson (students learn a game and teach it to others).

\*Many of the game intensity levels can be increased by adding the "Horseshoe Cancellation Factor" where if your throw lands on top of someone else's or goes through same hole it cancels out points.

### **Additional Tips:**

- Use sport education model to your advantage! Be sure all have a role and duties to help the team.
  - Have a list of teams/groups and their assigned game for the day so they are in charge of setting it up and taking it down.
  - Use a scorecard system they fill in each day (use same one all unit, or new ones daily).
- Add in Team building activities as a station or challenge of the day for the class.
- Non-traditional Yard Games to try: Cup Stacking, hackey sack, Omnikin Games, Steal the Bacon, Relays or Field Day Events (three-legged race, sack races, egg on spoon relay, etc.)
- Work into curriculum ANYTIME: Weather is NOT an issue. Yard games can be inside or out on lawn, tennis courts or asphalt.
- ***Adaptations - Differentiation:***
  - Change size of the "target".
  - Change distances between target and thrower.
  - Change how students throw/toss (non-dominant hand, two-hands, behind back, through legs, no step allowed, off of knees or scooter, from plank position, etc.
  - Change how students move during the game, transitions, etc. (jog, skip, use scooters, crab walk)
  - Fitness Focus: see box on pg. 1 above and you can also have students complete a set of bodyweight exercises each time they score or attempt.
  - Nutrition Focus: Add nutrition by allowing students to collect a food card each time they complete a game (score 11 or 21 points) and see what kind of healthy plate they can create.

## **2 Favorite Instant Activity or Quick Start Lead-Up Games:**

<b>Cardio Cornhole (from Chad Triolet)</b>	<b>Reaction Ball Blitz (from Curt Hinson)</b>
Equipment: Polyspot & 2 beanbags per pair.	Equipment: Reaction Ball per pair
<b><u>How To Play:</u></b> Standing approx. 20 feet away from spot, each student will take a turn tossing their bean bag toward the spot. Once everyone has thrown, they quickly gather beanbags, add new points to total and return to start line. Play to 11 points. Cooperative: Work together to play to 11. Competitive: Pairs team up against another pair and work to be first to 11 points. <b><u>Scoring:</u></b> Play to 11 points. Land ON Spot = 3 pts. Partial land on spot = 1 pt.	<b><u>How To Play:</u></b> Players stand facing each other approx. 5 feet apart. Player A holds ball at Player B's head height and drops it. Player B tries to catch the ball after it bounces in order to score. The ball must be caught to score the points (number of bounces allowed before the catch). Once ball can no longer be caught off bounce or rolls away, that play is done. Switch roles. <b><u>Scoring:</u></b> Play to exactly 21. 1 point per bounce (sealed with a catch). If over 21, begin subtracting points to get back to 21.

## SAMPLE SCORE CARD:

Names	Game Names & Scores			Pedometer Totals:
Pair 1:	1)	2)	3)	MVPA - Activity Time
Pair 2:				

### Design-A-Game Assignment Template:

**Directions:** As a team, design at least 3 rule modifications (something you change, add to, or leave out) for a specific yard game (or combo of games) learned thus far. Write them on this sheet in the boxes below. You can name your new game if you desire.

Everyone on the team must know and understand the rules to your new game because each person will go to a new group to teach it to other students.

It must fall within the following minimum requirements.

The game must involve at least 2 people or 2 opposing teams (cooperative or competitive).

The game must have a well-defined scoring system.

The game must be safe and something everyone can try to do.

Optional equipment may be added such as cones, hula hoops, bean bags, spots, pins, etc. (speak with teacher first).

Original game(s) our team adapted: \_\_\_\_\_

New Name (if applicable): \_\_\_\_\_

Equipment needed: \_\_\_\_\_

Rule Modification #1: \_\_\_\_\_

Rule Modification #2: \_\_\_\_\_

Rule Modification #3: \_\_\_\_\_

*Reflection Questions for Students (can write out in journal, portfolio, or answer verbally):*

1. Which game did you enjoy best & why?
2. Which game had the most health related fitness benefits & describe why this is so.
3. Where can you play these games in our community? What does it cost? How can you keep them low cost?

***For more, please visit the website through the QR Code or Weebly site listed on page 1.***

## Emphasized Middle School Outcomes for Lawn & Yard Games Unit:

Standard 1	Grade 6	Grade 7	Grade 8
<b>Games &amp; sports: Target games</b>			
<b>S1.M18 (Underhand throw)</b>	Demonstrates a mature underhand pattern for a modified target game such as bowling, bocce, or horseshoes. (S1.M18.6)	Executes consistently (70% of the time) a mature underhand pattern for target games such as bowling, bocce, or horseshoes. (S1.M18.7)	Performs consistently (70% of the time) a mature underhand pattern with accuracy and control for one target game such as bowling or bocce. (S1.M18.8)
Standard 2	Grade 6	Grade 7	Grade 8
<b>Games &amp; sports: Target games</b>			
<b>S2.M9 (Shot selection)</b>	Selects appropriate shot and/or club based on location of the object in relation to the target. (S2.M9.6)	Varies the speed and/or trajectory of the shot based on location of the object in relation to the target. (S2.M9.7)	Varies the speed, force and trajectory of the shot based on location of the object in relation to the target. (S2.M9.8)
Standard 3	Grade 6	Grade 7	Grade 8
<b>Fitness knowledge</b>			
<b>S3.M7</b>	Identifies the components of skill-related fitness (S3.M7.6)	Distinguishes between health-related and skill-related fitness. (S3.M7.7)	Compares and contrasts health-related fitness components. (S3.M7.8)
Standard 4	Grade 6	Grade 7	Grade 8
<b>Personal responsibility</b>			
<b>S4.M1</b>	Exhibits personal responsibility by using appropriate etiquette, demonstrating respect for facilities, and exhibiting safe behaviours. (S4.M1.6)	Exhibits responsible social behaviors by cooperating with classmates, demonstrating inclusive behaviors and supporting classmates. (S4.M1.7)	Accepts responsibility for improving one's own levels of physical activity and fitness. (S4.M1.8)
Standard 5	Grade 6	Grade 7	Grade 8
<b>Social interaction</b>			
<b>S5.M6</b>	Demonstrates respect for self and others in activities and games by following the rules, encouraging others, and playing in the spirit of the game or activity. (S5.M6.6)	Demonstrates the importance of social interaction by helping and encouraging others, avoiding trash talk and providing support to classmates. (S5.M6.7)	Demonstrates respect for self by asking for help and helping others in various physical activities. (S5.M6.8)