

**Archdiocese of Philadelphia**



# **Physical Education Guidelines**

**Grades 4-6**

**2005**

## Table of Contents

	Page
<a href="#">Mission Statement</a> .....	2
<a href="#">Intermediate Standards and Objectives</a> .....	3
<a href="#">General Description of National Standards</a> .....	4
<a href="#">Characteristics of the Middle School Child</a> .....	5
<a href="#">Assessment</a> .....	6
<a href="#">Tips for Teachers</a> .....	7
<a href="#">Integration</a> .....	7
<a href="#">Warm-ups</a> .....	8-12
<a href="#">Sample Lesson Plans</a> .....	13-20
<a href="#">Creative Movements and Stunts</a> .....	21-24
<a href="#">Simple Games</a> .....	25
<a href="#">Multi-cultural Games</a> .....	26-27
<a href="#">Team Sports</a> .....	28-32
<a href="#">Works Cited</a> .....	33

Archdiocese of Philadelphia  
Office of Catholic Education  
2005

## **Mission Statement**

As Catholic Educators, we are committed to teaching the whole child – academically, spiritually and physically. Through the physical education program students will be encouraged to grow, challenge themselves, and foster their individual talents to be the best Christians they can be. Teaching the value of physical activity and its contribution to a healthy, active lifestyle is integral to our goal of lifelong fitness.

How to use these guidelines:

The thrust of physical education is physical activity, teaching the child the benefits of being physically active. Nationally, statewide and locally, standards were implemented to address concerns for children's health and safety. Physical education teachers should be using the standards as guidelines incorporating the objectives in their lesson plans.

### **Archdiocese of Philadelphia Physical Education Standards for grade levels Kindergarten through 8**

- 1. Movement Skills.** Physical performance involves competency in a wide range of motor, non-motor, and manipulative skills. Learning is developmental, building simple movements into more complex patterns.
- 2. Physical Activity.** Achieve and maintain a health-enhancing level of physical fitness based upon continual self-assessment. Regular physical activity is necessary to sustain fitness and health.
- 3. Safety and injury prevention and personal responsibility.** Learn skills to ensure health and safety such as conflict resolution, accepting responsibility for yourself and others, treating others with respect and using safe practices.

#### **Intermediate Grade Objectives**

- 1.1.I. Demonstrates ball-handling, striking, throwing and catching skills in small-sided games.
- 1.2.I. Understands that practice is important for skill improvement and provides feedback to others to help improve their performance.
- 1.3.I. Integrates the knowledge of rules, boundaries and safe use of equipment during game play.
- 1.4.I. Demonstrates skills for participation in non-traditional or cooperative activities.
  
- 2.1.I. Completes a health-related fitness assessment and scores at an acceptable level.
- 2.2.I. Understands the relationship between physical activity and nutrition.
- 2.3.I. Demonstrates the knowledge of how to prepare the body before and after vigorous activity.
  
- 3.1.I. Works, in a positive manner, with those of varying skill levels.
- 3.2.I. Makes conscious decisions about applying rules, procedures, and etiquette and accepts responsibility for his/her actions in play situations.
- 3.3.I. Works cooperatively and productively in a group to accomplish a set goal.

## General Description of National Standards

### **#1. Demonstrates competency in many movement forms and proficiency in a few.**

In the primary years, students develop maturity and versatility in the use of fundamental skills (e.g. running, skipping, throwing and striking) that are further refined, combined and varied during the middle school years. These motor patterns, now having evolved into specialized skills (e.g. A specific dance step, chest pass, catching with a glove) are used in increasingly more complex settings (e.g. more players or participants, rules and strategies) through the middle school years.

### **#2. Applies movement concepts and principles to the learning and development of motor skills.**

Knowledge of such concepts and practice applying these concepts enhances the likelihood of independent learning and therefore more and regular effective participation in physical activity. In the middle school years emphasis is placed on applying and generalizing these concepts to real-life physical activity situations (e.g. Managing stress, effect of growth on movement).

### **#3. Exhibits a physically active lifestyle.**

Young children should learn to enjoy physical activity. They should participate in developmentally appropriate activities that help them to develop movement competence and they should be encouraged to participate in different types of unstructured play outside of the physical education class.

### **#4. Achieves and maintains health-enhancing level of physical fitness.**

Health-related fitness components include cardio-respiratory endurance, muscular strength and endurance, flexibility and body composition. For elementary children, the emphasis is on awareness of fitness components and having fun while participating in health-enhancing activities that promote physical fitness. Middle school students gradually acquire a greater understanding of the fitness components, how each is developed and maintained and the importance of each in overall fitness.

### **#5. Demonstrates responsible personal and social behavior in physical activity setting.**

In the middle school students learn to work independently, with a partner, and in small groups. Students learn to identify the purposes for rules and procedure and become involved in decision-making processes to establish rules and procedures for specific activity situations.

### **#6. Demonstrates understanding and respect for differences among people in physical activity setting.**

Middle school students participate cooperatively in a physical activity with persons of diverse characteristics and backgrounds.

### **#7. Understands that physical activity provides opportunities for enjoyment, challenge, self-expression, and social interaction.**

At the middle school level participation in physical activity provides important opportunities for challenge, social interaction as well as opportunities for continued person growth.

## **Characteristics of the Middle School Child**

The following characteristics encompass all aspects of the child in this age group. These characteristics are meant to be a guide for observing children of this age. They are not universally accurate as all children develop at different rates as individuals.

Children at this age:

- Girls generally larger than boys
- Improved hand-eye and perceptual-motor coordination
- Reactions time slow
- A developing interest in fitness
- More interest in sports
- Capable of rhythmic movement
- More complex sport skills developed
- Attention span longer
- More interest in group play
- Curious to test personal limits
- Enjoy being challenged
- Willingness to try new activities
- Group activities that involve cooperation
- Like physical contact
- Becoming more conscious socially
- Sense of justice is strong
- Fighting and rivalry are strong
- Self assertive and may appear selfish
- Emotions are strong
- Self-control is weak
- Essentially honest and truthful
- Do not lose willingly

## Assessment

Today, there is an increasingly greater demand for accountability and assessment in physical education. Assessment is the gathering of information about the student's level of learning and achievement. A variety of assessment techniques should be used to gain a meaningful understanding of student progress.

### Assessment Techniques:

**Authentic Assessment:** This assessment is done in a real-life setting. For example, observing a particular skill in the context of a game rather than isolated, as in a skill test.

**Alternative Assessment:** This assessment differs from traditional (i.e. multiple choice, true/false, essay, standardized) assessment by using tools such as written tests with an emphasis in open-ended question, structured observation, portfolios, role playing, student projects (i.e. draw a picture, make a video) and student logs or journals.

**Performance Assessment:** This assessment is the observation of a student demonstrating or performing a particular skill. An example would be fitness testing or skill testing.

These examples of assessment tools and techniques are not a comprehensive listing, but just a sampling that may be used to make inferences about student learning.

**Rubric:** These scoring guides are used to measure the quality of the results of your authentic performance of alternative assessment tools. These guides should be clearly stated to the students before the assessment is given. A range of 1-6 qualitative levels is most common.

### Sample Rubric for an Overhand Throw

- 6 – Performs the correct technique for an overhand throw in game-like situations.
- 5 – Performs the correct technique for an overhand throw at a variety of distances.
- 4 – Performs the correct technique for the overhand throw in a closed environment.
- 3 – Moving towards the correct techniques for an overhand throw.
- 2 – Performs an incorrect overhand throw when requested to do so by the teacher.
- 1 – Randomly attempts an overhand throw.

## **Tips for Teachers**

Use games which are all-inclusive and do not eliminate students (especially the physically challenged ones.)

Use small, flexible groupings of students to allow more playing time and less waiting time.

Stress Health-related fitness and an appreciation of physical activity (children can be taught to measure pulse and understand target heart rate.)

Prepare children for physical fitness for life, with activities such as jogging, biking, tennis, walking, roller blading, dance, handball, and strength training.

Use different teaching strategies instead of always using the traditional whole group command style.

Have a variety of games prepared to motivate the students keeping them attentive for longer periods.

Stress cooperative games rather than the traditional teacher directed ones.

Give class responsibility for student led activities, i.e. warm-ups, groupings, games.

Teach student directed conflict resolution. When a problem with another person arises, tell the person what it is that's upsetting, or ignore the situation or move away.

Physical education should encourage students to be willing to:

Handle problems in appropriate ways

Be considerate to self, to others and to things (equipment)

Communicate in a way that is helpful and supportive.

## **Integration**

There are many opportunities to integrate other subject areas into physical education classes. Integration allows the reinforcement of skills and knowledge learned in the classroom to be developed in a kinesthetic learning environment.

Some examples of integrated games are "Geography with Football", "Body Math", "Three Letter Word, and "USA Obstacle Course."

## Warm-Ups

In all physical education classes, it is very important to begin all activity with a warm-up. The following are some recommended warm-up activities:

Moving/Dancing to music  
From *Jock Jams* to classical

All-over stretching  
-include both upper and lower body. Avoid any stretch that causes any undue stress on joints like knees or hips (such as a hurdler's stretch, bending with straight knees)

## Warm-Up Activities

In kindergarten and first grade, children are introduced to a "routine" warm up, which could be teacher led. This warm-up should consist of stretching and exercises to warm up most of the body with exercises added for strengthening. Children in grades 4 through 6 are well versed in the warm-up activities. At this ages, assign the warm-up jobs to the children.

Here are some examples of warm-up activities.

**Neck exercises** consist of moving the head down and to the sides for a count of six.

**Tip Toes** for five counts.

**Arm exercises:** hands out to the side, finger up – palms out, rotation forward, backward, in, down, and elbows together – all for a count of five.

**Back and stomach warm-ups:** bending forward and back and to the sides for five counts.

**Quadriceps stretches:** 2x each leg (raise one leg, touch heel to bottom.)

**Hamstring stretches:** hands on bent knees – forward and back for three sets.

**Jumping jacks:** great for coordination

**Elbow to knees** (aka knee slaps): also great for coordination skills (bringing knees up – opposite elbow touches opposite knee.)

**Stretching:** legs out straight and together (toes away and to the nose – sometimes may be done without talking but using hand signals.)

**Straddle stretch** – While in a straddle, walk out and walk back for a count of three.

Finish up with stomach crunches and push-ups.

### **More Warm-Up Activities**

So that our customary “routine” warm up does not get boring, we can shorten the warm up and add a dance, such as the “**Hokey Pokey**.” This dance enables us to focus on particular parts of the body (arms, legs, etc.) while moving the students in a consistent manner. No matter how much the children do not seem to favor dance, this usually brings out smiles and sets up for a favorable class.

**Wall Stretches:** The students place both hands on the wall with feet shoulder width apart. One leg remains straight while the other is slightly bent at the knee. Stretch out the back of the straightened leg two times and then switch to the other leg. Stretch each leg twice.

**Ultimate Hamstring Stretch:** Children pair up and one lies down on the floor while his/her partner braces one knee and slowly raises the child’s other leg. The student who is having his/her leg raised will notify the other student when he/she feels the slightest bit of stretching. The student holds the leg for three seconds and releases. This is done twice for each leg and then students switch roles.

**Back-to-Back Ball Pass:** Students pair up and stand back to back. Using a ball, pass the ball to your partner turning only the torso in a clockwise fashion. This activity can be done for 30 to 60 seconds and then reverses to a counterclockwise direction. This activity can also be done sitting back-to-back.

**Follow the Leader:** Lots of hopping, running from side to side or short distance run.

**Take You Higher** (to the song): Follow teacher’s movements to the music. On the word “higher” the students rise on toes and do some loco motor movement getting some elevation and keeping hands above the head.

**Monster Mash** (to the song): Children follow teacher-led exercise to the music. At the word “mash”, the students act like monsters.

## Warm-Up Games

### Beanbag Freeze

Purpose: cardiovascular fitness

Equipment: one beanbag for each student

Set-Up: Scatter formation

Procedure: On the teacher's signal, students move the play area trying to slide their beanbag on the ground attempting to "hit" the feet of other students. (Students then retrieve their own beanbags.) Students who are "hit" raise their beanbags above the head and stand with legs apart. To free the frozen student, another player slides a beanbag through his/her legs.

Note: Play for 3 – 4 minutes. Stop occasionally to remind students to help the frozen students.

### Touch and Go Tag (J. Thomson, 1998)

Purpose: To review and master tossing and catching, to develop cardio-respiratory endurance.

Equipment: ball or beanbag for every 2 – 3 students

Set-Up: students in pairs or three's, scattered, facing each other

Procedure: When the music starts, partners toss and catch. When the music stops, the person with the ball/beanbag tries to tag his/her partner. If tagged, the partner becomes the new tagger. When the music starts again, partners get together to toss and catch.

Note: Start and stop music often (10 – 15 seconds). Tag softly with the free hand. Allow time after the tag for the partner to get away. Start as a "walk fast" or "power walk" activity.

### Fitness Tag

**Purpose:** To develop cardiovascular endurance, stretching, strengthening different muscle groups

**Equipment:** Four different colored vests

**Set-Up:** scatter formation

**Procedure:** select four taggers. Each will wear a different colored vest. When these four people tag someone in the game, the person tagged must perform an exercise before resuming play. Examples:

If tagged by red: do five push-ups

If tagged by blue: do five sit-ups

If tagged by green: do ten jumping jacks

If tagged by yellow: do five toe touches

**Note:** Exercises can be done at the place where tagged, or off in a separate area. Also, there could be more than one tagger of each color.

### **Follow Me (M. Torbert, 1979)**

**Purpose:** Strengthening and stretching

**Equipment:** Music (upbeat movement or motivating) or seasonal

**Set-Up:** circle formation

**Procedure:** One student starts as a leader and the player to the left becomes the next leader. Each person takes a turn.

The leader chooses an exercise or movement and demonstrates the movement for all to follow. This exercise or movement can be anything, using any muscle group or body part. Each movement or exercise must be unique – leaders cannot repeat a movement or exercise already done. The exercise or movement must be safe and something everyone can do. A turn as a leader continues for a few seconds – either teacher directed to switch or when the music stops.

**Variation:** Moving Stars. Same idea, except students are in free formation. A leader is chosen and points to a new leader when the music stops.

### **Whistle Mixer (D. Monaghan, 2000 Workshop)**

**Purpose:** listening skills, inclusion practice, and cooperation

**Equipment:** none

**Set-Up:** Students in free formation (scattered)

**Procedure:** Teacher blows a whistle a number of times. Students must listen to number of times the whistle is blown and form groups using that number of people. In order that the groups are mixed evenly, I instruct them to make sure that their group has both boys and girls in it. It doesn't have to be an even mixture – just at least one boy and one girl in it. I also instruct them that they must make their group with the people closest to them when they heard the whistle signal. This eliminates the running around the room trying to get to their friends. We play this several times with many variations at the beginning so they understand the concept of cooperation and random grouping, while not leaving anyone out. If there are any students left over or not able to find a group, they go to a designated area (center circle) as the lost and found department. When all other groups are formed and seated, the “extra” students are added to the other groups. We do this a few times with many different numbers from two to ten before the number I really want in a team so that the students don't know which group is going to be used in the actual game. This keeps the teams more fairly mixed.

### **Three Letter Word**

**Purpose:** Good game for math and language arts integration.

**Area:** classroom or gym

**Equipment Needed:** Set of 100 cards with letters of the alphabet printed on each (following a Scrabble games as to number and value of each letter).

**Procedure:** Players are each given an index card which has a letter of the alphabet printed on it. When the leader yells out “three letter word” the players try to form groups that spell different three letter words. After one minute, call time and recognize the groups who have formed words. The leader may also call out for two, four and five letter words.

### **Human Tractor (R. Benton, 1998 Workshop)**

**Equipment:** none

**Set-Up:** Circle formation

**Procedure:** Identify one student as “start” and the student to his/her left as “bingo”. When the word “start” is given by the teacher, the person designated as “start” gets up and goes behind the person on his right and continues around the outside of the circle until he/she gets back to his own spot where he/she sits back down. As the first person goes behind the player on his right, he touches the shoulder of this person (“pinky touch”) and that person gets up and follows behind the leader. Each person on the circle follows in turn after being touched on the shoulder (this eliminated the student

who gets up too early.) The chain reaction continues in a fast walk pace until “bingo” sits back down in his/her spot, yelling “bingo.”

This is a times activity – stopwatch on when you sat “start” and stopwatch off when the student yells “bingo.” I always go at least twice through this activity to see if the students can beat their own best time.

**Note:** Stress safety in getting up – fast walking and sitting without sliding.

## **Sample Lesson Plans**

### **Prayer**

Student composed prayers. (Students write these the first week of class and then one prayer a week is chosen.)

### **Warm-ups**

All-over stretching to music

### **Activity of the Day**

#### **Radioactive River**

In groups of 4-6, students try to cross an area of the gym known as the radioactive river (20-30 feet across) without touching the floor with any part of the body. The team brainstorms and tries to figure out how to get each member from one bank to the other (marked by lines or cones) without anyone falling in. If any part of the body touches the floor, everyone starts over in that team. (Start over with the next person who was waiting in line.)

### **Equipment**

Two carpet squares and a scooter for each team. Equipment may be added or subtracted (jump ropes, etc) as needed.

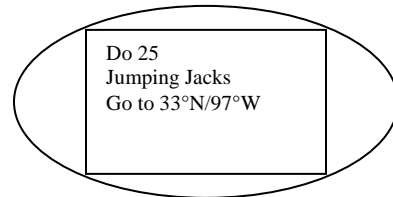
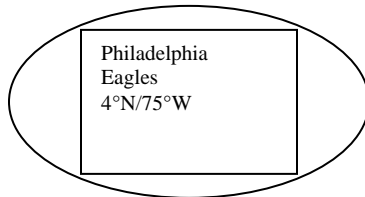
### **Comments**

Stress the concepts of cooperation and teamwork. Brainstorming is important.

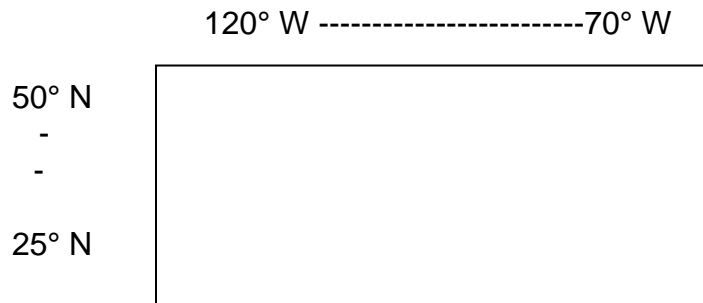
## Football with Geography

Teacher preparation before class:

1. Cut football shapes from construction paper.  
Side one shows the pro-football team's name, city and location (by longitude and latitude) Side two shows an exercise and the next coordinates.



2. Longitude and latitude signs hanging in the gymnasium – 70° W – 125° W and 25° N – 50° N (by 5's)



**Objective:** Eye-hand coordination

**Procedure:**

1. Prayer
2. Warm-Up – 5-7 minutes. Place footballs on the gym floor in accordance with their longitude and latitude locations. Students work with partners and go from location to location doing the exercise on the back of their football.
3. Drills
  - a. Throw and catch with a partner along a line of latitude
  - b. Place a hoop along your line of longitude at 25 latitude. Practice throwing the ball so it lands in the hoop
  - c. Practice centering (hiking) the ball, jogging forward and receiving (catching) the ball over the shoulder from the quarterback.
4. Activity
  - a. Team up with another set of partners and practice defending (guarding) each other. Give each set of partners four downs (chances) on offense.

5. Warm down
  - a. Review vocabulary words. Brag time – tell me something great about someone else.

## **Omniken**

**Area:** Gym, ½ gym, all-purpose room, or outside

**Equipment:** Omniken ball – any large (40” or larger) lightweight ball

**Teams:** four or five to a team. Each team is given a color as their name.

**Aim/Objective:** To encourage teamwork and cooperation. Stresses individual responsibility for team’s success. Movement and cooperative-based activity to promote fine and gross motor skills, hand-eye coordination, spatial awareness, listening and following directions, fair play, self-esteem and total inclusion.

**Procedure:**

Warm-up: Follow Me. Exercise routine to music in circle formation. Each student picks one movement/exercise that everyone on the circle imitates. Music stops, next person on the left begins their movement. No two may be alike.

**Omniken Game:**

Whistle mixer to make teams of five

Identify line order for each team member – this order cannot change (first, second, third, fourth fifth)

First person in line order is the striker. On the next turn the second person is striker, and so on.

Pick a team to begin. The striker hits the ball underhand with two open hands as the team keeps the ball off the floor (“Tees up” the ball)

As striker hits the ball, he/she calls out the color of another team. The ball must stay in designated “strike area” (center of circle or coned area.)

The team called must get to the ball and “tee it up” as a team before the ball hits the ground.

As soon as the ball is teed up, the next team’s striker hits the ball and calls another color right away.

**Scoring:** One point if ball hits the ground  
One point if striker hits the ball out of the area (foul)  
Three point penalty if striker goes out of order

**Winning:** Team with lowest score wins.

**Cool Down:** In single line teams, pass the ball overhead from front of line to back (one person at a time.)

**Source:** Omniken game book

### **Trash Can Basketball on Scooters**

**Area:** Large room, half of basketball court

**Equipment Needed:** Smaller, lighter ball (i.e. volleyball), scooters, Two large trashcans

**Procedure:** For this game, using half court works well because the children will get worn out. They play basketball using the scooters. Obviously there is no dribbling, but they must maneuver around the court with the ball while trying to shoot the ball or pass to another player. The trashcans are baskets and the children try to get close to the basket for the dunk. A player can also shoot from a distance, but must loft the ball to get the ball over the defenders' hands.

If the half court is used, four players per team are suggested. The other students can outline the court area and help their teammates with passes, but they cannot shoot. This enables the children to scoot around while using their sideline partners for help moving the ball around the court. Putting pinnies on the scooter players will help with team recognition but outfitting the sideline players can be tough. Most of the children are able to identify their teammates outlining the court and learn to use them to their advantage.

### **Snatch the Pin**

**Area:** Large room, gym

**Procedure:** Divide the class into two equal teams. One group will be the "snatchers" and the other team the "guards." Using the outline of the basketball court, the snatchers are on one sideline and the guards are across from them on the opposite sideline. Take a bowling pin and place it in the center of the gym.

The snatchers are then asked to count off for a playing number. The guards also count off to have a corresponding number. When a number is called, the snatcher with that number tries to take the pin and return to his/her sideline without being tagged by the guard. The guards are instructed not to touch the pin and cannot tag the snatcher until he/she has placed a hand on the pin. Some guards will try to stand over the pin, which should be discouraged before the game starts. Most basketball courts have a circle for the "tap" which can be used as a buffer for the snatcher. Guards can be instructed not to enter the circle until the snatcher has touched the pin.

The children not only enjoy playing this game but watching the others as well as seeing what skills they use in this game. After everyone has had a turn, roles can be reversed.

Score can be kept and numbers recorded on a paper to keep track of which have been called.

## USA Obstacle Course

**Purpose:** Teaches U.S. historical and geographical facts through various locomotive skills.

**Area:** Gym or multi-purpose room

**Equipment Needed:** Signs with descriptions of specific geographical areas of the United States placed around the room at various stations.

Suggested Activities:

Station 1 – Alaska (our largest state). An expandable cloth tunnel – the Alaskan pipeline.

Skill – crawling

Station 2 – Michigan (car capital of the world). A row of automobile tires.

Skill – eye-foot coordination while stepping into each tire.

Station 3 – Arizona (Grand Canyon) – Walking across a balance beam is if walking over canyon.

Skill – balance while moving

Station 4 – Florida (Cape Canaveral) – Jumping and trying to reach balloon (moon) taped high on wall.

Skill – jumping and reaching

Station 5 – Alaska (Mt. McKinley – highest mountain in the US) – Jumping over a cage ball or climbing over a table.

Skill – jumping and landing softly

Station 6 – Boston, Massachusetts. (Boston Marathon – 26 miles)

Skill – Running in place 26 steps.

Station 7 – California State Flag (grizzly bear symbol of state's animal). Use tumbling mat.

Skill – bear walk full length of mat.

Station 8 – Florida (site of the Everglades) – Scattered bamboo poles and rubber alligators, frogs, etc.

Skill – eye-foot coordination practice while stepping through area without stepping on a pole or critter.

These are just some ideas to get you started. Have your students help you make up more of your own!

## YMCA

**Equipment needed:** recording of YMCA

**Area:** Classroom, gym

**Procedure:** Many children love this song and everyone knows what to do at the YMCA part, but what about the rest of the song?

I divide the class into four groups and play the music. Each group is instructed to have every member of the group come up with some type of movement for the song. There could be six to eight children in each group. After five minutes or so of working on this they blend the contributions together and their entire group performs to the song using all the movements combined. The object is to get this part in before YMCA part comes in. These movements are repeated for the duration of the song.

The creative students enjoy this and this is their time to shine. Someone will take this lead and others will follow. The sillier it gets the better, because the children will try to come up with crazier dance steps than the last one.

## Gymnastics

**Important note:** For safety reasons, gymnastics and tumbling should only be taught by a certified instructor.

**Warm Up:** Stretching, splits, straddles, bridges (in class formation) on mats.

**Lesson:** Log roll  
Forward roll  
Variations: straddle roll, shoulder roll, backward roll  
Cartwheels  
Variation: round-off  
Headstands  
Handstands

Review position for each: hands and head in a triangle position for headstand, Keeping a straight line for cartwheels, stiff body for handstand.

**Objective:** To be able to follow directions and procedures for various stunts  
To demonstrate ability to control body in different positions  
Use of small and large muscle groups in warm up stretch and stunts

**Resources/Equipment:** Mats, chalk

## Soccer

**Prayer** – Student composed. Ex. “God, our Father, I thank you for the ability to walk, Run, catch and play. Help me to appreciate your gifts, through Christ our Lord, Amen.”

**Equipment:** Soccer balls, gym or field area.

**Warm-ups:** Soccer drills with partner

Dribble – Kick the ball 8 to 10 inches ahead of you. Use the instep with light Taps. Don't kick too hard or kick too far ahead.

**Heading** – Snap the head back and thrust it forward so that the ball hits the player's forehead. Aim toward the ground.

**Foot Trap** – Stop the ball by placing the sole of the foot on top of the ball as it comes to you. The heel points down the back of the ball.

**Tackle** – Watch the ball and put one foot in contact with the ball to take it away from the opponent.

**Passing** – The kicking leg swings sideways. The weight is on the opposite foot. Contact the center of the ball with the inside of the foot. Follow through with the leg across the body in the direction the ball is going.

**Goal Tending** – Only the goalie can use hands to stop the ball from going into the cage. He or she then throws or kicks the ball. The goalie cannot run with the ball and must bounce it as he/she moves.

### Soccer Game – Circle Dribble

Two circles. Each player is given a number. When a player's number is called, he/she stands, runs to the center of the circle, dribbles the ball out and around the circle, back into the middle, and then sits down. The first one back scores a point for the team.

## Fitness Stations

**PE Prayer** – Bow of Respect

**Warm Ups** (led by individual students) – Approximately 20 warm up activities that range from quadriceps and hamstring stretches, along with arm, neck and back warm-ups. Exercises include jumping jacks, stomach crunches, and push-ups. Individual

students are given one of the above and lead the class. Since this is a routine warm-up, the children are well versed in this activity and are adequately prepared to lead the exercises. The basic elements of this warm-up are introduced gradually in Kindergarten and first grade and can be completed by first graders in the latter part of the school year.

### **Station Work**

Objective – to facilitate one-minute sit-up testing of the entire class.

Station #1 – Sit-up testing (Items needed – mat and stopwatch)

Station #2 – Juggling (Items needed – scarves)

Station #3 – Soccer ball kick into net (net and soccer balls)

Station #4 – Lay-up station (basketballs and basketball net)

I will divide an average class of 28 to 30 students into four groups. I will stay at station #1 to facilitate sit-up testing. I will divide students into two groups for testing. Half will go on the mat while the other half spots. Students are given instructions and spotters monitor the count. After they switch roles, the groups rotate clockwise. Students are at each station approximately five to seven minutes.

Students are expected to be performing the particular task at each station. Children do not dislike testing days because there are several activities to keep them busy. I can also adjust the activity to monitor any other fitness testing (i.e. Chin-up, push-up, etc.)

## Creative Movements and Stunts

### Mat Games

**Purpose:** Gross motor skills, strength building

Equipment: tumbling/gymnastics mats

**Set-up:** mats in rows

**Activities:**

**Wheelbarrow races** – with a partner, students do wheelbarrow races (holding partner's legs while partner walks on hands.) Switch places at end of mat.

**Three-legged races** – standing side-by-side with a partner, the adjoining legs are tied together and the pair tries to walk.

**Piggy-back** – one partner carries the other to the end of the mat.

**Crab races** – on their backs, students walk backward on hands and feet.

**“Army” crawl** – flat on stomachs, students pull themselves forward using only their arms and elbows.

**Partner drag** – one partner holds the other by the arms or feet and drags him/her to the other end of the mat.

**Baby crawl** – on all fours like a baby.

## **Parachute Games (Strong and LeFevre, 1996)**

Purpose: Class cooperation, listening skills

**Equipment:** large parachute

**Procedure:** Each student takes a place around the parachute, holding on with outstretched hands. At teacher's direction, the class performs various movements with the parachute:

**Slow, big waves**

**Faster, shorter ripples and waves**

**Umbrella** – overhead

**Umbrella and “Let go”** – then allowing it to float down

**Umbrella throw** – trying to get the parachute to touch the ceiling

**Popcorn** – the teacher adds soft balls to the parachute as it is rippling and waving

**Mountain** – the students raise the parachute overhead and then quickly pull it to the ground, kneeling on the edges to trap the air inside.

**Mousetrap** – giving each student a number (one, two, or three), the teacher calls out one number at a time so the students can take turns going under the parachute and getting caught in the mousetrap. The students on the outside are holding the edges down as in “mountain”.

**Shark** – Students sit down in a circle with legs extended under the parachute. Each student is given a number and takes turns being either a “shark” hiding under the parachute pulling other children under by their feet (gently) or a “lifeguard”, who walks around the seated students rescuing anyone being pulled under.

**Igloo** – good as a closing activity. Standing around the parachute, the students raise the parachute over their heads and then step inside, dropping to a crouch and pulling the parachute to the floor, forming an igloo.

## **Tube Music**

**Purpose:** listening skills, following directions, attentiveness, and teamwork

**Area:** any

**Procedure:** One large circle with all students sitting down

- 1 or 2 water noodles per student
- Directions given first “tap” – students tap bottom end of tube on the floor in unison one time.
- “Slap” – students slap tube horizontally on floor in unison one time.
- Vary commands e.g. “Tap, tap, slap”
- Give directions first then students do it together.
- The challenge is to add more commands in varied patterns, then a large list of commands combined for a song set to music.
- Variation: Advanced listeners only: “Clap” – hit your tube to the tube of the person next to you for a “clap” sound. Direction is “clap left” or “clap right”. So an advanced command sequence would be “tap-slap-clap left – slap – clap right – tap”. Say it first, and then students do it all together. It’s challenging.
- Establish a pattern and repeat it over and over to music. Select something with a great beat!

## **Alphabet Balance Beam (Glover and Medura, 1992)**

**Equipment:** Balance beam or line on floor

**Procedure:**

- Sit or stand randomly on beam (six to eight at a time.)
- Group members try to rearrange themselves alphabetically.
- Directions: left to right, right to left, alphabetical order (first name, last name, mother’s first name, etc.)
- Rules: All group members remain on beam. If one goes off the beam, the entire group must start over in original random order.

## Country Line Dance

**Procedure:** Girls start on right foot  
Boys start on left foot  
Face each other

**Girls:** Right heel, toe, left heel, toe, right step, slide, left step, and slide

**Boys:** Left heel, toe, right heel, toe, left step, slide, right step, and slide

**Clap right hands 2x**

**Clap left hands 2x**

**Clap both hands 2x**

**Do si do** with partner (girls go around partner's left shoulder)

**Do si do** (both boys and girls do this):

Step forward

Step right

Step backward

Step forward to new partner

**Repeat**

## Achy Breaky Heart (Billy Ray Cyrus)

**Touch** right heel forward.

**Bring** right foot back and close to the left foot.

**Touch** left heel forward.

**Bring** left foot back and close the right foot.

**Step** with the left and make a 1/4 turn to the left.

**Step** with the left and make a 1/4 turn to the left.

**Grapevine step:** Left, right, left behind right

Right 1/2 turn on the right foot.

Stamp left foot after turn and clap at the same time.

## Scarf Juggling

**Purpose:** Hand-eye coordination

**Area:** any

**Equipment Needed:** Juggling scarves (three per child.) They can be made of almost any light fabric or even plastic.

### Juggling one scarf:

- Step 1. Throw one scarf across your chest with your palm out.
- Step 2. Reach up with your other hand.
- Step 3. Catch straight down, then throw across the other way.
- Step 4. Catch down again and repeat. The path is like a sideways figure 8.

### Juggling two scarves:

- Step 1. Hold one scarf in each hand
- Step 2. Throw one across, when it starts to fall, throw the other one.
- Step 3. Catch the first one, then catch the second one.

### Juggling three scarves:

- Step 1. Hold three scarves (two in one hand, one in the other.)
- Step 2. Throw the first, and when it starts to fall, throw the second and catch the first
- Step 3. When the second starts to fall, throw the third and catch the second. Now just keep going and follow the figure eight path.

## Simple Games

### Oh, Fiddlesticks (D. Monaghan, 1998 Workshop)

**Purpose:** Strategy building, quick reflexes

**Area:** Any size room or outdoors

**Procedure:** Divide class into groups of 5 or 6

- Give polypots out to each group with one less than the number in the group
- Form large circle with polypots – one student on each spot – the extra player in the middle.
- When ready, the students give a non-verbal signal to someone else on the circle (e.g. a wink, eye contact, a nod, etc.) indicating they will

[page 25](#)

- switch places. As soon as the eye contact has been made, the
- students on the spots switch places, and the person in the middle tries to get on one of the spots, leaving a different player in the center.
  - Game continues for several rounds.
  - Variations – each couple of rounds, remove one spot
  - If one student repeatedly becomes stuck in the middle, that student may call out “Fiddlesticks!” forcing all of the students to immediately leave their spots in search of a new one, giving the “stuck” student first choice at a free spot.

### **Circle Pin Game**

**Purpose:** Teamwork, cooperative skills, toss and aim skills, strategy

**Area:** Any size room or outdoors

**Procedure:** Divide class into groups of 5 or 6.

- Form circle with students – one student in the middle with a bowling pin, water bottle, empty soda bottle or similar object. Polyspots can be used to define circle and help keep it from “shrinking”. One student throws a beanbag or nerf ball trying to knock down the pin while the student in the middle guards the pin by blocking the throw with his/her body. The action is continuous with circle players quickly throwing the beanbag or ball until the pin is knocked down. The player who knocks the pin down takes the place of the middle player, setting up the pin again and guarding it.
- Variation: Add another pin guard to help block and an extra beanbag to increase action.

### **Multicultural Games**

#### **Palm Ball**

**Place of origin:** Italy

**Skills:** aiming and striking

**Players:** two to four

**Equipment:** any ball that bounces

**Area:** large room, gym or outside area

**Playing the Game:**

Mark off a large rectangular boundary. Draw a line across the middle. Each player or team stands in one half of the box. One player begins by serving the ball to the other side by bouncing it and hitting it with his or her palm. The ball is allowed to bounce once before the other team hits it back over.

Points are scored every time a ball is sent out of bounds or missed by a player. The first player or team to reach 21 points is the winner.

### **Chapete**

**Place of Origin:** Mexico

**Skills:** Balance and agility, eye-hand coordination

**Players:** four to six

**Equipment:** Hacky Sack ball

**Playing the Game:**

Players form a circle. Play begins when the ball is tossed up and players take turns bouncing it off their bodies. Players may use any part of their bodies but their hands.

The object is to keep the ball from hitting the ground for as long as possible.

### **Takraw**

**Place of Origin:** Unknown, but history dating back to 14<sup>th</sup> century in Thailand, Malaysia, Burma, Laos, India and Philippines

**Skills:** Eye-hand coordination

**Equipment:** Buka ball

**Area:** Badminton court

Traditionally, Takraw is played by forming a circle to kick, head and shoulder the ball to opposing players, much like in soccer and volleyball drills. The object is for the players to keep the takraw ball off the ground for as long as possible without using their hands and arms.

### **Sepak Takraw**

Developed in 1945, it is played by two teams of three players each over a five foot net. The court and net height are the same as in badminton. Each team is permitted to hit the ball three times before it must cross the net, much like in volleyball. The ball can be hit three times by the same player.

The play is initiated by a forward tossing the ball to the back and the back player kicking the ball in to the opponents' court with one try. The serve is good even if it hits the net before going over.

Fifteen points win the game. Only the serving team can score a point.

*Both games and their rules can be found by purchasing the buka ball through one of the physical education catalogs.*

## Team Sports

Team sports should be covered according to your own school's times allotments, schedule, equipment and facilities. The importance of covering team sports is the importance of stressing team skills. Since all of your students differ, trying to play a regulation game is almost impossible with only 40 minutes once a week. The experienced players tend to take over and the less athletic ones tend to stay in the background. To make the activity both fun and all-inclusive some variations and modifications may have to be made depending on each class's needs. The skills, however, should be stressed and emphasized. The most important skills that can be reinforced include good sportsmanship, tolerance, respect (teammates, opposition and equipment), cooperation and teamwork. All-inclusive means, of course, everyone plays, not just a selected few. Playing two teams against each other in a game is fine as long as having fun and the aforementioned skills are the focus, not simply winning.

### **The Use of Team Sports as a Tool for Teaching Physical Education**

The teaching of team sports concepts coincides well with the National Standards for Physical Education numbers three, five, six and seven.

#### **#3 Exhibits a physically active lifestyle.**

Introduction to team sports will make students aware of choosing physical activity for both enjoyment and health-related benefits.

#### **#5 Demonstrates responsible personal and social behavior in physical activity settings.**

The use of team sports will help students identify the purposes for and follow activity-specific safe practices, rules, procedures, and etiquette. They develop cooperation skills to accomplish team goals in both cooperative and competitive activities.

#### **#6 Demonstrates understanding and respect for differences among people in physical activity settings.**

Through the concepts of team sports, the students learn to understand and respect the contributions of others with varying skill levels to the team goal.

#### **#7 Understands that physical activity provides the opportunity for enjoyment, challenge, self-expression and social interaction.**

Involvement in team sports will help students identify activities that they consider fun. Competing in team sports provide the opportunity for challenge, enjoyment, and positive social interaction.

Teaching the concepts behind team sports helps students develop positive self-esteem and promotes cooperative attitudes towards others. Students finding enjoyment in one particular sport or another tend to participate in activities outside of school, developing positive attitudes toward social interaction and healthy, active lifestyles.

## **Team Sports**

### **Mass Dribbling Flag Capture (Basketball lead-up game)**

**Area:** Gymnasium or other large room

**Equipment:** Up to 16 basketballs, flags for each player.

**Procedure:** Divide class into four equal teams, four to eight on a team. Two teams compete at a time. Each player is wearing two flags.

In both teams, each player has a basketball to dribble.

On signal, both teams must dribble non-stop while trying to capture a flag from another player from the other team. Each flag is worth one point. Play is continuous for one to two minutes.

Play continues with other team rotating.

### **Two Base Softball (Softball lead-up game)**

**Area Needed:** outside or large room, gym

**Number of Players:** Four or five per group.

**Equipment Needed:** two bases, one wiffle bat and one wiffle ball per group.

**Procedure:** Place the bases 15 feet apart. Each group is spaced about 30 feet apart.

Each group consists of one batter, one pitcher, one catcher, and one or two fielders.

**Scoring:** A run is awarded when a batter hits the ball and runs to the base and back to home plate before a fielder tags home plate with the ball.

After one out, players rotate positions.

### **Three-Pass Sideline Basket with a Twist**

**Area:** Gymnasium/Basketball Court

**Equipment Needed:** a basketball

**Procedure:** Divide class into two equal teams lined up on opposite sides of gym. Each team counts off consecutively so there are corresponding numbers on both

teams. Call out five random numbers. Those players come to center and face their own basket. The teacher gives the ball to one player.

At the signal, all players scatter away from the center to get open for a pass.

This game is a **pass only** game. No one can run with or dribble the ball.

**Rules:**

- Three-second time limit on all passes.
- Ten second pass distance limit
- Specify the pass allowed (chest only, bounce only)
- Player with the ball can pass to a center player (one of five numbers called) or a sideline player within three seconds.
- Play is one-on-one: each player may only block or intercept from his/her own player, not anyone else.
- Players must keep arm's length distance from each other
- No physical contact
- No stealing from hands, no knocking it away, only interceptions on a pass to gain possession
- Play is continuous. If a pass is missed, possession goes to opposite team.
- If the ball goes out of bounds, the sideline corner gets the ball and play continues.

**Scoring:**

After one team has made three or more continuous passes, they may attempt to shoot a basket as follows:

Must be shot from inside the "paint" or zone. No outside shots allowed.

No rebound, if the shot is made, two points are scored and the ball goes back to the center again. If the shot is missed, the other team gains possession of the ball at the corner. (No player shoots twice until every player shoots once.)

The game is fast-paced and both competitive and non-competitive players seem to like it.

Be aware of players who need reminders that all teammates should be included in passes.

Stress non-aggressive and non-threatening fast-paced fun for all. Passes must be appropriate and not forceful. Practice first if necessary.

### **Volleyball Lead up Game**

Grades four through six are an excellent time to introduce the fundamentals of volleyball. Stations are a good way to implement the basic skills of volleyball.

**Area:** Gym, large room or outside

**Equipment Needed:** Volleyball trainer balls, kiddie balls, or regulation volleyballs

**Station #1 – Bump Station** – Form two lines facing one another, approximately 8 to 10 feet apart. One line is the feeding line. The students in the feeding line toss the volleyballs to the receiving line, who receive the volleyball by “bumping” it. This is the basic form used to receive the volleyball. With knees bent, the ball is received with arms extended, forearms open, and both hands clasped. The ball is lifted relatively high, hopefully with control to be returned to the feeding line. This activity is repeated, and lines switched to both feed and receive.

**Station #2 – Setting Station** – Again, form two lines facing each other. One line will feed the ball and the line that receives the ball will practice the overhead set. Students are discouraged from lifting or carrying the ball and this will take some practice. The ball is set with the fingers, trying to avoid the palms. Spring the ball into the air, with some height and hopefully, control, to return the ball to the feeding line.

These are two of the basic ways that children can learn to contact the volleyball. Trainer balls, kiddie balls or real volleyballs could be used. Some children pick this up quickly, but even those who don't, enjoy trying. If you repeat these skills periodically throughout the year, improvement will occur. When they reach seventh or eighth grade, the students will understand the concept of volleyball (bump, set, and later spike) and how to contact the ball.

I may offset these stations with other activities (i.e. jump rope, foul shots or juggling) to make the lines shorter.

We will play volleyball, using nets (adjusted a bit lower) and a trainer volleyball. A real game of volleyball may cause frustration. Work on the volley (keeping the ball moving), keeping the ball off the floor, and working within the three hit limit. Many of the children will try the bump receive and a few will attempt to set the ball.

## **Hockey**

**Area Needed:** Gym or outdoors

**Number of Players:** 2 teams (up to 10 or so on each side), a goalie on each side

**Equipment Needed:** Hockey goals, hockey sticks for each player, soft puck or tennis ball

**Procedure:** Play starts when puck is dropped in center of game (face-off) and players try to pass the puck to the other players on their team.

**Rules:**

Hands may not be used except by the goalie (unless to knock down a high shot), and players may not score this way.

Hitting (checking) is not allowed, and players are reminded to keep their sticks from hitting another player.

No swinging the stick overhead (high sticking), or international tripping.

No interfering with goaltender or going inside the goalie area (crease).

**Scoring:** A goal is scored when the puck is hit into the net over the goal line.

I usually divide the children in “Offense” (trying to score) and “Defense” (guarding the goal) and switch periodically. I also switch goalies at this time.

## Works Cited

Thomson, John. Making A Difference. Louisville, KY: UNEEDPE Publishing Co., 1998.

Torbert, Marianne. Follow Me. Englewood Cliffs, NJ: Prentice Hall, 1979.

D.R. Glover and D.W. Medura. Team Building Through Physical Challenge. Champaign, IL: Human Kinetics, 1992, 22-24. Reprinted by permission.

T. Strong and D. LeFevre. Parachute Games. Champaign, IL: Human Kinetics, 1996.

The Multicultural Games Book. New York. Scholastic Professional Books. 1998.

Moving Into the Future. National Physical Education Standards – A Guide to Content and Assessment. New York. WCB/McGraw-Hill, 1995.