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RUNNING HEAD: Physical Education Standards

Should physical education be a standard for public schools: Are unhealthy kids left behind?

Abby G. Michelsen

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Abstract

Physical education is an important part of elementary school learning because children develop necessary motor skills. These skills encourage learning not only about fitness but also about core ideas inside the classroom. This topic was chosen because physical education should be included in the mandated standards for every grade level. Three themes emerged from the data collected from two face-to-face interviews and eight paper surveys filled out by teachers from Marina School. A lesson plan book was created for second grade teachers to emphasize critical motor skills. To help teachers implement this program, a grant was written to provide the school with the necessary physical education equipment.

Setting the Scene

“When health is absent, wisdom cannot reveal itself, art cannot become manifest, strength cannot be exerted, wealth becomes useless, and result becomes powerless.”

Herophilus, 300 B.C.

For many years my friends and I would complain every school day when it came to the scheduled physical education. At this time our teachers would drag us out from the classroom full of learning, to the large field next to the playground to engage in what we liked to call 45 minutes of torture. What we did not know then was that we were so blessed to have the opportunity to exercise. I can remember the teachers standing in front of the classes doing the exercises with us. Although all the teachers participated, the main physical education teacher was a coach. She was actually trained to teach physical education.

Three days each week the students at Marina School are taken out to the large field to do physical education. For most teachers the time allotted for physical education is around 1:30 p.m.. This time is usually at the very end of the day after the entire mandated curriculum lesson has been taught. When lessons run long the physical education time is the first thing to be dropped. After the children are out of the classrooms the first thing I hear is, “Do we have to run?” It is customary to have children run to the far fence for the warm up exercise, and then the PE lesson usually consists of free play.

Most teachers see physical education time as extra time for the children to be on the playground. This is also a time most teachers use to make extra copies of homework

worksheets and checking mailboxes. They are usually not involved with running a physical education lesson for the children. Some teachers feel that the school system does not give physical education enough support. Mrs. Smith is a second grade teacher at Marina Vista Elementary School. She has experienced many of the changes that have restructured the public school system. One can hear the disappointment in this teacher's voice when she says she does not have time to plan a single lesson that could give her students the physical activity she knows they desperately need.

Today, as I sit and observe the classroom at the local elementary school, I see the frustrated teacher trying to teach subtraction to a large group of giggly, hyperactive and distracted children. Few children are listening and even fewer understand, perhaps because most of the children are looking around the room totally distracted from the lesson.

Children in today's world must use the little instruction they are getting at school combined with what they learn at home to build their wellness lifestyle. Their teachers must find lessons that emphasize the development of the appropriate muscle groups for their students' age level. These lessons must give students the necessary skills in the 100 minutes a week the school system requires for physical education. These muscle groups can be developed using fun and engaging activities that show children that fitness can be fun. Teachers must not look at physical education as taking time away from classroom instruction, but this can be an opportunity to build knowledge using different and exciting activities.

What is the Problem or Issue?

Americans do not argue that a child's physical fitness is not important. The current issue in elementary schools is who is responsible to teach a child physical fitness? Are classroom teachers responsible for a child's physical fitness? Some studies suggest that the only way classroom teachers can fit physical fitness in the class curriculum is by combining physical activity with other lessons. How do teachers feel about the expectations the country has concerning classroom teachers teaching physical education?

With budget cuts at an all time high, physical education teachers are no longer available for every elementary school in California. Even though these cuts have been made standards are still being increased without support. With standards set high in the academic setting, teachers no longer have time to develop lesson plans, especially for their physical education classes. "In California, about 97% of elementary physical education classes are taught by classroom teachers who have received little or no training in the subject" (Faucette & Patterson, 1989,pg.108). Because of budget cuts, school districts no longer have the money to pay physical education professionals to teach physical education classes. Classroom teachers have been improvising in order to give their students some physical activity during their day. These lessons are usually not well thought out and are usually just something that the teachers have printed up off the Internet or a popular game that students are given to play. A teacher interviewed said, "Sometime at the end of the day it's just easier to just go out and get them involved in a kickball game or softball"(Faucette & Patterson, 1989, pg.112). Depending on the student's age level, a kickball game may or may not be developmentally appropriate.

Having a certified physical education teacher or a few well-trained classroom teachers in every school will ensure that every child will get the physical education that they deserve. There are often reports in newspapers and on the TV news showing the increase in American obesity rates. “This sedentary lifestyle is the result of the modern changes in culture – with increased time spent in front of the television, computer, computer, and other technical devices – which have discouraged physical activity among children and adults alike” (Rice, Cavallini, & Wendt, 2007, pg. 38). Some reports blame parents, some blame the kids, and still others blame the failing school physical education program. Are schools responsible for nurturing the importance of math, language, as well as physical fitness?

Physical education is important to me because my life has been negatively impacted by obesity and a sedentary lifestyle. I was never taught to love physical activity. Exercise was used as a punishment when I was a child. Hating physical exercise is a direct result of hating punishment. I feel that if children are taught the essential movement skills and are encouraged to love physical activity and fitness, weight problems for older Americans would not be as huge an issue as it is today. As a future elementary school teacher, it is important for me to feel confident teaching every subject that I am expected to teach, including physical education.

The Research Literature

The Sports, Play, and Active Recreation for Kids program (McKenzie et al., 2000, pg 2) also known as the SPARK program, was started in 1995 to encourage a healthier generation in California’s public schools. This physical education program was started with a simple research project at the San Diego State University, much like this capstone.

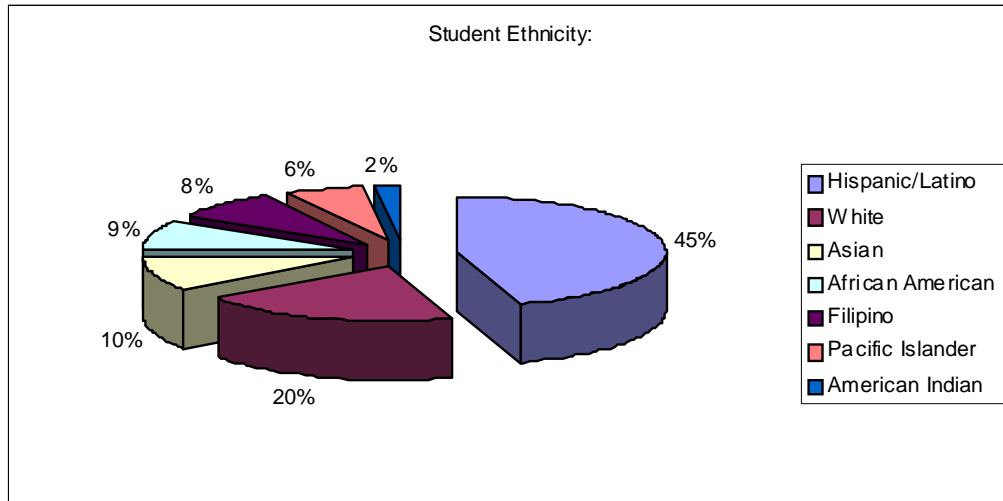
The research was conducted because someone saw a need for a new and improved curriculum to promote physical activity, fitness and nutrition in public schools. The current edition of the SPARK program is divided into three sections. These sections divide lesson plans into grade levels so teachers have easy access to developmentally appropriate lessons. Each section includes warm up and cool down exercises as well as clear objectives and standards to be met. To make the PE lesson even more accessible for teacher, the lessons also give teachers an equipment list for easy preparation. To support the classroom teachers, the SPARK program offers annual workshops. In addition to the classroom support and because of the lack of time for a physical education program, the SPARK program also offers a special section specifically geared toward the after-school programs.

Just Run is a physical fitness program specifically designed to promote lifelong fitness for elementary school students in the Monterey Bay. Susan Love developed this free program in memory of her son, a young marathon runner. *Just Run* trains students to run the Big Sur Half Marathon, an annual event in the Monterey Bay community. Although the Big Sur Marathon is a timed, competitive race, the *Just Run* program promotes a non-competitive approach to fitness. “*Just Run* assists schools and youth organizations by offering a solution, an ongoing, vital youth fitness program to create lifestyle changes”(Just Run, pg.1). This program provides Monterey Bay schools with certified professionals to teach fitness workshops specifically geared toward elementary school students. Paired with the community service aspect, “Just Deeds” and the nutrition activities provided by “HELP (Healthy Eating Lifestyle principals)”(Just Run, pg.1), this program is a complete resource for classroom teachers.

The National Association of Sports and Physical Education (NASPE) is a nonprofit agency that encourages high standards for students in physical education programs all over the United States. *Shaping Up Physical Education* suggests that school districts and more specifically elementary schools should use the suggestions recommended by the NASPE to reform the current physical education program in their schools. The NASPE suggests that, “PE programs must be taught by a licensed physical education teacher” (pg. 62, 1991). These educators must have at least a four-year degree in physical movement specializing in elementary physical movement, in addition to required state teaching certificates. Secondly, NASPE (1991) suggests that lesson plans should be “well planned [and] individualized”(pg. 61). Finally, these well-planned lessons should encourage cognitive development while building upon previously mastered movement and critical thinking skills. Having universal high standards, such as the ones suggested by this organization, will increase expectations of the country’s physical education programs

Methodology

Classroom Context. Mrs. Chubbs’ classroom at Marina School is filled with thirty energetic second grade students. These students consist of eighteen girls and twelve boys. This classroom reflects ethnicities shown in the chart below.



Mrs. Chubbs has expressed frustration when describing the countless requirements forced upon her by the No Child Left Behind Act (NCLB) and the Monterey Unified School District. With more students than she can handle, the requirements of NCLB are even more challenging. Although she feels that physical education is important to teach in her classroom, she feels more pressure from her principal to improve test scores. The physical education program has been brushed aside to instead make room for more testing and classroom instruction time. In the end are the children being left behind? Does physical education help children in the classroom?

Participants. The majority of the teachers at Marina Vista are white women. The teachers' experience levels vary widely. Some teachers have been teaching more than twenty years, while there are at least three brand new teachers this year. In total, I received five completed surveys. I asked three teachers I knew personally to participate in face-to-face interviews in order to expand on the information I received from the written surveys. I interviewed one African American woman who has been teaching for several years, one new white teacher and the only male teacher who is a white man in his

forties. In addition to speaking to the teachers at this school, I also spoke to the principal who has just started her first year in the school's administration.

Researcher. As an after school program leader, I often arrived early to get my lessons ready for my students. As I walked past the playground I could see children running around while the teachers were standing together drinking their coffee and chatting. I later found out that this thirty-minute period was the physical education time for the second grade students. Instead of having planned activities, the children were given free time to play on the playground equipment and interact with their peers. Although the free play and interaction is beneficial to children, I wonder if the suffering test scores and attention spans in the classroom is at all connected to the lack of structured exercise.

Paper and Pencil Survey. The following survey was placed in the boxes of all the teachers at Marina School. A recruitment letter was attached to introduce myself and my goals at the school. I returned to the school a week later to collect the surveys. Since I only received three responses, I went around to the classrooms to remind the teachers to take a moment to fill out the questionnaire. When the teachers realized that I was going to help the school they were more than willing to participate.

Physical Education at Marina Vista

All surveys are confidential! If you would like to participate further in this project please sign your name on the bottom of this form!

1. Are you satisfied with the physical education at Marina Vista?

Yes

No

2. Do you think that physical education is important in classrooms? How often?
3. Do you feel that you have enough training to run the physical education program in your classroom? Please explain:
4. What does your physical education program look like?
5. Do you use pre-made lesson plans?
6. If you had lesson plans would you use them?
7. Do you have adequate equipment?
8. Do you have access to a physical education teacher for suggestions or other assistance?
9. How many times each week and for how long does your physical education program run?
10. What can I do to help with your physical education program?

Name (Optional): _____

Please return in the large envelope in the After School Academy box! Thank you!

Interview Questions.

Principal-

- What does your physical education program entail?
- What benefits does your program have for your students?
- Can your program be improved?
- How much physical activity is required per week?

- Do you think this is adequate time to promote a healthy lifestyle?
- Do you have adequate equipment for the physical education program?
- What else do you feel can you do?
- Do you supply teachers with physical education lesson plans?
- If I provided a program do you feel the teachers would use it?
- What else can I do to support this issue at your school?

Teachers.

- The minimum requirement for physical education is 100 minutes of activity per week. Do you meet this requirement? How?
- What does a typical physical education lesson entail?
- Do you have lesson plans? How do you access your plans?
- How much time do you spend developing or accessing physical education lesson plans weekly?
- What do you think is a developmentally appropriate physical activity for 2nd graders?
- Are you satisfied with your program?
- Do you feel that physical activity benefits classroom instruction?

- If you had a book of lesson plans would you use them?

Data Analysis. To interpret the data, I read the responses to both the written surveys and the face-to-face interviews. I looked for common themes that the teachers discussed when describing the physical education program at Marina Vista.

Results

The ten Marina Vista Elementary School teachers who returned the paper and pencil surveys seemed to give the questions a lot of thought. Answers were not only answered with “yes” or “no,” but teachers took the time to explain their answers with detailed input. In addition to answering the set questions, I got several suggestions that have made my project much stronger. Three teachers volunteered to do a follow-up interview. After doing all of the interviews and going through all of the pen and paper surveys, it became clear that physical education is an issue on the minds of the teachers. After compiling the data, several themes emerged from both the paper surveys and in-person interviews.

The first theme that was obvious in the interviews and paper surveys was the lack of resources for teachers. “Some major barriers that seriously inhibit teachers include inadequate training, insufficient equipment and facilities, low levels of teacher expertise and confidence, and time constraints for teaching PE in an already crowded curriculum”(Morgan & Hansen, 2007, pg. 99). This theme was not only linked to physical education resources but also the resources for the classroom activities. At first the teachers did not know who I was and they did not know what I was doing at the school. When I approached them they answered me with an overwhelmed attitude. Both teachers who I interviewed were very busy. They were only able to give me forty-five

minutes of their time. One teacher expressed that her principal expected too much, she added:

She is always coming to us with new ideas and programs before we get a chance to see if the old ideas even worked. When it comes to PE the principal expects up to make our kids be active for a set period of time each week but we are not given the materials or the time to develop the materials.

Several teachers mentioned that they did not even have a key to the equipment room. After my interview with the principal I asked to see the equipment room. The room was a small walk-in closet that housed a rack of worn out jump ropes, hula-hoops and several deflated balls. Not only is the equipment lacking, but at Marina Vista the teachers are given several scripted lesson plans, but physical education is not one of these programs. The teachers expressed that they have no access to physical education lesson plans. I asked if the teachers would use lesson plans if they were given the resource and they all responded positively. Most teachers would be very excited to see the physical education resource coming to their school.

Secondly, the teachers felt that there was not enough concern on the part of the community. The teachers want to hear from the community. They expressed that they feel alone in their classrooms. They want to see help being offered from several venues including the district, the principal, and the parents. Specifically two teachers emphasized the lack of parental involvement. One put it this way, “I’ve tried to connect with parents at home but it just seems like they don’t care about what happens in the classroom” (personal communication, 2008). The lack of parental involvement is an

important issue and fixing this problem could mean great things for Marina Vista. Extra hands on the playground during physical education time could mean extra time for the teachers to prepare better activities. Having parents take a hands-on approach in the classroom and on the field can also set a good example for the students. Letting children see their parents or other adults have fun doing physical exercise will give kids the incentive to find the fun in fitness. Along with parental support the teachers feel that they need their school administration to take a more active role in addressing the whole child. For example, one teacher wrote, “While I feel classroom work is important and testing is necessary to assess the child’s learning, we must also think about their overall wellness” (personal communication, 2008). Another pointed out that, “Physical education is never a subject in the weekly teacher meetings. It seems that we are free to do whatever we have time for. As long as we are meeting the standard of 100 minutes a week the school district is happy” (personal communication, 2008).

Another theme that emerged from the interviews with the teachers at Marina Vista was the most important issue in my eyes--life long fitness habits. “Physical education not only gives children an opportunity to be active but it teaches them the skills they need to be active throughout their lifetime” (Physical, n.d., pg.1). The teachers are concerned that the children were not connecting physical fitness with fun. For example, one teacher stated, “I feel that parents expect me to teach physical education and make their kids love physical exercise! I want them to have fun learning both in the classroom and outside being active” (personal communication, 2008). Other teachers did not feel that it was their full responsibility to encourage fun activities. As one teacher put it, “If PE could be

fun it would be good but I honestly don't have the time to develop the games everyday"(personal communication, 2008).

Through examining these themes and the school's issues, I was able to develop a plan to give teachers a tool to support their physical education programs. Although I cannot create time in the schedule, I can provide teachers with the tools necessary to create a physical education program that emphasizes physical fitness and fun. This program will be created so little preparatory time is taken from the teacher's already busy schedule. Through my capstone the teachers will hopefully also receive physical education equipment that will help not only supplement the teachers' lesson plans but also encourage physical activity and fun during recess.

Description and Justification of Action

To help the teachers at Marina Vista Elementary School solve the issues they have with the current physical education program, I developed a physical education program entitled "Healthier Me." These physical education lessons are specifically designed for the second grade students at Marina School. Using the program I have developed will give the teachers the physical education program they desire for their students. Preparation time is very minimal with this program. An equipment list is also included with every lesson and a master list is available to make ordering easy for the school's administration. As suggested by "Shaping Up Physical Education", standards have been set to insure that the "Healthier Me" physical fitness program is developmentally appropriate.

These standards are the cornerstone of a high-quality PE program and should be used to design the K-12 curriculum.

Content areas should include fitness development, movement concepts, fundamental motor skills, individual and team games, educational gymnastics, rhythm and dance, adventure and outdoor pursuits, and leisure activities (1999, pg.59).

In my interviews the second grade teachers were very concerned about the effectiveness of the physical education program that they used in their classroom. “Healthier Me” is not only developmentally appropriate, but it is specifically designed for the classrooms and playground area of Marina Vista Elementary School. In response to the teachers’ request I have included both warm-up and cool-down suggestions as well as a good combination of games and motor skill activities. Teachers who have never had physical education planning should be able to pick up the “Healthier Me” program and teach it immediately.

Although it is not the intention of this project, all of the “Healthier Me” lesson plans can be modified to include students with disabilities. Some suggestions have been made in the manual to help adapt lessons for every child. The specific classrooms that this program has been developed for do not have students with disabilities but if the situation arises in the future the lessons can be modified.

Action Documentation

The Healthier Me program includes lesson plans that have been specifically designed for the children in the second grade. This program has been copied and given to the second grade teachers at Marina School. Because I am a Liberal Studies major and

because I plan on teaching second grade in the future, I will be able to use these lessons in my own classroom to benefit my own students.

Critical Reflection

This capstone has been a long adventure filled with many challenges, but even more successes. Starting this project was the hardest part. Although I had been very active in the school where I did my research, I came to find that I really did not understand what the teachers really needed. Until I actually received feedback from the pen and paper surveys, I really did not understand what would benefit the teachers and the students at Marina School. I am very proud of the work that I have done for this community as a whole.

The lesson plan books will be copied and distributed after a certified physical education teacher reviews the lessons. Each second grade teacher at Marina Vista will receive a copy of the lessons. I also plan to take my work to the person in charge of curriculum at the Monterey Unified School District. I hope the school district will look at my suggestions in order to improve the physical education programs in every school in the area.

To continue to fight for physical fitness in elementary schools I will continue to educate myself. Because I plan to teach in the public school system in California, I assume that I will be dealing with the same problems that the teachers face today. Understanding what programs are the most developmentally appropriate will help me when I am ready to develop my own physical education program.

Personally I am very proud to say that I have completed a project that will not only make a difference in the lives of the students and the teachers at Marina Vista, but I hope this project will open the eyes of the administration to the shortcomings that the current programs have. Through the research that I have done, I hope teachers recognize the power they hold in the community. Currently, classroom teachers hold the power to not only teach math and reading, but they also hold the power to encourage our children and our community to take a healthy step toward the future.

During my career at CSUMB I have learned that one pulls from every experience when one looks at a new project. When I started this capstone project I expected to read a few articles, put together a few lesson plans, and write the longest paper I have ever written. Much more went into the development of this project than a semester of learning. Every class that I have taken and every experience from working for the school district and being in this community has had an impact on this project. Specifically, facing challenges from the administration has shown me the passion that I must have for teaching. In order to change the way our current programs run I need to trust that my passions will help me when I face challenges.

My learning from classes taken to fulfill the MLOs have helped me create the best program to promote physical education. The skills learned in Human Development have helped me recognize what is developmentally appropriate for each child in the classroom. CSUMB classes specifically Service Learning have instilled the importance of Social Responsibility. As a freshman the word community was drilled into the brains of every student in the required classes. Helping the community has become a very important in

my life, especially in the Liberal Studies major. Providing a community with the necessary tools to make healthy choices will directly influence every child's learning.

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Appendix

“Healthier Me” was designed for the second grade classrooms for an elementary school in Marina, California. These lesson plans are designed to be appropriate for second grade children or ages 6-8. Many people contributed to the success of this program. I would personally like to thank my capstone advisor Dr. Patty Whang, my parents, my friends Krash and Esther for their never ending support and finally the teachers and students who have taught me so much about teaching and learning.

Equipment List

30 beanbags (enough for one per child)

Portable CD player and several CD's

15 Hula Hoops

6 rubber balls

3 light balls (beach balls)

2 buckets or large "goals" (ie: trash cans)

15 Frisbees

Assorted balls (footballs, foam balls, soccer balls)

Activity Name: Ship Shape

Standards Met: listening, endurance, coordination

Equipment Needed: none needed

Step-by-Step Instructions:

- Instruct children to spread out and listen for commands
- Go through each command one at a time, adding a new command as soon as the students master the previous skills.
- Review skills repeatedly one at a time.
 - Ship Shape- stand up straight hands at sides
 - Iceberg- freeze where you are
 - Ships ahoy- salute the teacher and say, “Aye, Aye Captain”
 - Drop the anchor- Sit down
 - Hit the deck! - Lay on stomach
 - Sardines- class clumps together

Teaching Tips: Make sure students have enough room to spread out. A gym or dry grassy area may be best for this game.

Notes:

Activity Name: Grab the Bacon

Standards Met: listening and timing

Equipment Needed: “Bacon”- beanbag or some small object

Step-by-Step Instructions:

- Class Teams:
 - Give each student a number
 - Students listen for their number
 - When the teacher calls the students’ number first one to grab the “bacon” scores a point
 - Instead of using numbers, teacher can use clothing colors or other characteristics of students
- Partners:
 - Teacher can use this exercise to practice math facts.
 - Write and dictate a math problem
 - Give several possible answers one at a time
 - Students grab the “bacon” when they hear the right answer.

Teaching Tips: This game can be played in partners (one bag for each team) or as a class (2 rows on either side of the “Bacon”)

Notes:

Activity Name: Hula for Hoops

Standards Met: Cooperation, strategy, balance and organization

Equipment Needed: one hoop for every two students

Step-by-Step Instructions:

- Teams of 6 join hands in a circle
- Each circle needs one hoop
- Have teams practice the hula relay
 - Hang hoop on wrist
 - Each child fits body through hoop and passes hoop to the next person in the circle
- When every student has had a turn to practice, time the students as they guide the hoop around the circle.

Teaching Tips:

- Students should talk to each other about the best and quickest way to get their bodies through the hoop.
 - Why is this the best way?
- Let students develop and practice different strategies.

Notes:

Activity Name: Leg Goals

Standards Met: muscle strength, cooperation, hand- eye coordination

Equipment Needed: 3 or 4 rubber playground balls

Step-by-Step Instructions:

- In a circle, have students spread legs so that students are touching feet.
- The goal of this game is to block balls from your goal (through the legs).
- Students can block and hit the ball with their hands only.

Teaching Tips:

- To help improve form, have students bend their knees and stay low to the ground.
- This game is not to be scored! Play this game to improve cooperation!
- As students improve add additional balls one at a time

Notes:

Activity Name: Keeping it High

Standards Met: Communication, cooperation, balance

Equipment Needed: 3 large light balls

Step-by-Step Instructions:

- Group stands together in large group in clearly marked area
- With hands in the air, group should work together to keep the ball in the air.
- Students should count and track how many times the ball has been hit.

Teaching Tips:

- As students get better teacher can add in another ball to increase difficulty.
- Challenge the students by timing how long the team can keep the ball in the air.
- Large team can be split up into smaller groups to compete against each other.

Notes:

Activity Name: Tag

Standards Met: locomotor skills, chasing, fleeing, cooperation

Equipment Needed: Beanbags

Step-by-Step Instructions:

- Teacher chooses several students to be “it”
- “Its” are given one bean bag each
- Children must avoid being tagged by the beanbag

Teaching Tips:

- Rules should be very clear before game is started
 - “It” is only to tag students with the beanbag
 - “It” should only tag students under the neck and over the waist
 - The beanbag is to be transferred to the new “it” when he is tagged.
 - A safe area should be designated before the game starts and students can only remain in “safe” for 5 seconds.
 - Teacher can instruct students to skip, hop, crawl, etc.

Notes:

Activity Name: Cartoon Tag

Standards Met: locomotor skills, chasing, fleeing, cooperation

Equipment Needed: beanbags

Step-by-Step Instructions:

- Teacher chooses one student to be “it”
- “It” carries a beanbag in order to identify himself
- In a designated place, students run around to avoid being tagged by “it”
- Before a student is tagged, student picks a cartoon then squats down
- “It” must tag a player who cannot think of a cartoon quickly enough or one who repeats a cartoon.

Teaching Tips:

- Students cannot repeat a cartoon and if students do not squat they can be tagged.

Notes:

Activity Name: Freeze Tag

Standards Met: locomotor skills, chasing, fleeing, cooperation

Equipment Needed: beanbags

Step-by-Step Instructions:

- Teacher chooses one or two students to be “it”
- “It” carries a beanbag in order to identify himself
- In a designated place, students run around to avoid being tagged by “it”
- To unfreeze a student, another student who has not been tagged yet must crawl under the legs of the frozen student.

Teaching Tips:

Notes:

Activity Name: Elbow Tag

Standards Met: locomotor skills, chasing, fleeing, cooperation, listening, coordination

Equipment Needed: No equipment needed

Step-by-Step Instructions:

- Class is divided into teams
- Team links arms at the elbows
- Teacher picks one team to be the “it” and the “runner”
- The runner must pick another team to connect to
- Once connected, the extra link must run to find a new team before “it” tags her
- If she is tagged, “it” becomes the runner.

Teaching Tips:

If there is an odd number of students join in and play! If one person is running than the rest make a new rule: only connect to a person who has not been chosen.

Notes:

Activity Name: Laundry Basket Ball

Standards Met: cooperation, tossing skills, muscle strength

Equipment Needed: 2 buckets (baskets or trash cans will due, 2 playground balls)

Step-by-Step Instructions:

- Teacher should divide class into two teams
- Buckets (goals) should be placed at either side of the playing area
- Students should dodge and flee to avoid being tagged by the opposite team
- Starting in the middle, both teams hold their own ball and at the sound of the whistle teams run to their goal to make a “basket”
- If student with the ball is tagged, their team member should throw the ball in from the side of the middle of the playing field.
-

Teaching Tips:

- Hands are only to be used!
- No Feet!
- Student may pass the ball to their teammates.

Notes:

Activity Name: Flying Frisbees

Standards Met: skill, aim, throwing

Equipment Needed: every team of 2 needs one Frisbee

Step-by-Step Instructions:

- Teacher should divide class into partners.
- A line should be drawn to show the pass line.
- Starting at five paces away from the line, students aim to toss Frisbee across the pass line.
- In increments of 5 paces, students should record their skill.

Teaching Tips:

- Teachers can use the skill recording to make charts and graphs.

Notes:

Activity Name: Warm Ups- Beans

Teacher should demonstrate each command one at a time.

JUMPING BEAN- Jump around the room

RUNNER BEAN- Run around the room

BAKED BEAN- Lay on the floor

BEANY BABY- Walk around the room, crying like a baby!

FRENCH BEANS- Strike a pose and shout "Bonjour!"

BEANSTALK Children could start crouched on the floor and grow up slowly until they are straight and tall like a beanstalk

MAGIC BEAN Children waggle their fingers as if casting a spell.

BEAN BAG Children get into pairs

SNAP BEANS Children snap their fingers.

COWBOY BEAN -The children call "ye how"!!!!

CHILLI BEAN- Shiver and shake

Notes: <http://www.teachingideas.co.uk/pe/beans.htm>

Activity Name: Group Juggling

Standards Met: cooperation, team building, listening and memory

Equipment Needed: At least 6 different items to juggle (football, foam ball, stuffed animals, etc.)

Step-by-Step Instructions:

- Divide class into teams of no more than 10 students.
- Start the group with one object.
- Each student chooses one student to throw to. Student should not throw object to the student next to him or her.
- The order of the toss is very important. Everyone should always toss to the same person.

Teaching Tips:

- Once students are able to toss the first object around the circle at least twice, another object can be added in.
- Once students have mastered the skill, the ball can be tossed in the opposite direction.

Notes:

Activity Name: Human Knot

Standards Met: communication, listening, team building

Equipment Needed: None

Step-by-Step Instructions:

- Divide class into groups of 5 or 6
- Instruct students to grab someone else's hand
 - Do not hold both hands from one person or the person standing next to you
- Encourage students to work together to untangle themselves
- Hands may not be released

Teaching Tips:

- If students become frustrated try offering a few suggestions.
- Students may want to appoint a director.
- If students release their hands, team must start over.

Notes:

Activity Name: Nature Hunt

Standards Met: listening, team building, creativity

Equipment Needed: Items on a nature hunt list, paper, pencils

Step-by-Step Instructions:

- This activity can be used to get students outside and thinking about nature!
- Students should be given a list of items to find or teacher can dictate items one at a time.
- Students should be paired in partner groups (no more than 4 students per group)
- Teams can collect items or a team can keep a drawing journal to keep and share with the class

Teaching Tips:

- Items can include but are not limited to:
 - Plants
 - dandelions
 - seeds
 - Insects
 - spider web
 - leaves

Notes: