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California State University

San Bernardino

A PHYSICAL EDUCATION PROGRAM

FOR MARY TONE ELEMENTARY SCHOOL

GRADES 4-5, CRESTLINE, CALIFORNIA

A Project Submitted to

The Faculty of the School of Education

In Partial Fulfillment of the Requirements of the

Degree of

Master of Arts

in

Education: Elementary Option

By

Juliette A. Meunier, M.A.


San Bernardino, California

1989

APPROVED BY;



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A Physical Education Program for Mary Tone Elementary School.

Grades 4-5, Crestline, California.

Juliette A. Meunier, M.A.

California State University, San Bernardino, 1989

Statement of the Problem

The purpose of this project was to develop and implement a formalized physical education program for Mary Tone Elementary (MTE) school. This 4-5 school is located in a small community in the San Bernardino mountains, and the terrain, inclement weather, and lack of space and facilities do much to hinder the existing physical education program.

Design

The project suggested a physical education program consisting of physical fitness, sports, and indoor and outdoor activities. The sports included volleyball, soccer, basketball and softball. Another component of the P.E. curriculum was a lunchtime intramural program. In addition, students were taught lifetime health and fitness concepts such as avoiding drugs and smoking and participating in some form of fitness program.

Results

The result of the project was a formalized P.E. program for MTE school. Also, new facilities and equipment were purchased. In addition, an intramural program was implemented. Finally, the student's level of physical fitness improved and their exposure to sports and physical activity was strengthened.

Conclusions

This writer found that physical education was practically non-existent at this school. If this continues, the children will be deprived of physical fitness as well as social skills and self-esteem. It is essential that children learn about health-related fitness so that it will become a lifetime goal.

The teachers at MTE school will be able to use this project to run an effective P.E. program.

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Chapter I. Introduction

Area of Concern

Statement of the Problem

Objective

Definitions

I. Introduction

Area of Concern

It is the concern of the author that the Mary Tone Elementary School students are not receiving a quality physical education. Heart disease begins early in life and for this reason the fitness of youth should be a national priority (Corbin, 1987).

Statement of the Problem

The teaching of physical education in the elementary school is often performed in a non-structured way. In addition, elementary school teachers often have little or no formal physical education training. It is not unusual, for example, for a fourth grade teacher to have all of his students play kickball when there are several youngsters who are deficient in motor skills such as kicking and running. Due to the mountain environment, these children do not use their large muscles as much as children who are engaged in activities such as bicycling, roller skating, bouncing balls, and so on, year-round. The terrain, inclement weather and lack of space and facilities do much to hinder the existing physical education program. The author has been faced with the problem of developing and implementing a formalized physical education program for MTE school.

Objective

The objective of this project is to develop and implement a physical education program for MTE school.

Definitions

Body Composition: A component of physical fitness involving a suitable balance of fat and lean body tissue.

Cardiovascular Fitness: The ability of the heart, blood and respiratory system is to supply fuel to the muscles during sustained exercise.

Endurance: A component of physical fitness involving the ability to last physically.

Flexibility: A component of physical fitness involving the ability to stretch the muscular system.

Gross Motor Development: The increase in the ability to successfully complete activities which utilize groups of large muscles.

Muscular Strength: A component of physical fitness involving the strength of the muscular system.

Physical Activity: Any operation which develops the body; exercise.

Physical Fitness: A product or state of being which results from physical activity.

Chapter II

Review of the Literature

There are a variety of research articles, journals, books, and curriculum guides developed in physical education which indicate the importance of a formalized physical education teaching program.

Grineski (1988) noted five reasons justifying the inclusion of physical education in the educational programs for children:

1. To foster normal motor development through appropriate physical activity.
2. To take advantage of children's readiness to develop and practice motor skills.
3. To increase the potential that critical learning periods will not be missed.
4. To fulfill children's need and desire for movement.
5. To develop fundamental motor patterns.

Kraft and McNeil (1986) stressed the need for aerobic programs for children. Activity habits must be established at an early age to prevent lifelong patterns of inactivity. They suggested ten to twelve minutes per class period of

maximum involvement in strenuous activity would contribute to an appropriate level of aerobic fitness. They suggested offering a wide variety of activities to prevent boredom. The authors stated that circuits, aerobics to music and modified games be incorporated into an aerobic program for children. They found a positive relationship between aerobic activity and a child's health and fitness. Their conclusions noted that aerobic stress be placed on children to prevent disease risk factors and establish a lifelong habit of physical fitness (Kraft and McNeil, 1986).

Rowland (1986) stated that physical training was an effective measure in the management of obesity, hypertension, and other chronic diseases. He explored the motivational factors that are important in getting children interested in aerobic exercise programs. First of all, geographic proximity to an exercise site was an important factor in children's programs. He also noted the time of year as an important factor. Enthusiastic staff leaders were particularly significant in motivating children to participate in exercise. According to Rowland, goals help provide children with realistic expectations for improvement and success. The most important factor Rowland cited was parental support. He believed these parents seemed to be motivated by the perceived health benefits in their child's participation in an exercise program.

Corbin (1987) stated that there was more to physical fitness than cardiovascular fitness. He noted the importance of strength, muscular endurance, flexibility, and body composition. He acknowledged the relationship between strength, muscular endurance and flexibility with the reduced risk of back problems. He also noted that desirable body composition is associated with reduced risk of hypokinetic diseases. Corbin found that if all components of physical fitness were to be developed, that class time could not be spent only on cardiovascular fitness. He noted the importance of skill learning and social, cognitive, and affective objectives must be considered in planning an exercise program (Corbin, 1987).

In support of physical education programs for children, Espiritu (1987) stated that, "The primary goal in physical education is to produce moving, thinking, feeling persons who will engage in active lifestyles. It is in the integration of the psychomotor, cognitive, and affective behaviors that this goal can best be achieved" (p. 40). He noted that activity time was valuable and children want to participate in physical activity. However, he emphasized that knowledge was equally as important as doing.

Koslow (1988) stated that, "The concept of a balanced program, incorporating a variety of primary objectives, has received support from many scholars in the field of education" (p. 75). He described the specific elements of

physical fitness as cardio-respiratory endurance, muscular strength, muscular endurance, and flexibility. While traditionally, the primary objectives for a balanced program have included the development of physical fitness, motor skills, cognitive skills and social/emotional skills. This is a new concept in the teaching in physical education. The physical education program is one of the few curriculum areas claiming primary objectives in each of the behavioral domains (cognitive, affective, psychomotor).

This article is not based on a particular research finding, rather, Koslow attempted to organize and interpret various bits of information relating to the inclusion of physical fitness as an attainable objective within a balanced program of physical education. Based on recommendations by physical education scholars, Koslow concluded that approximately 90-120 minutes of each week be devoted to cardio-respiratory endurance activities, 60 minutes should be allotted for muscular strength/endurance, and 20-30 minutes of each week should concentrate on flexibility training. However, the frequency and duration of these physical fitness activities must be compared with the frequency and duration associated with the existing physical education class. Also, the development of a highly structured physical fitness program would possibly interfere with class time available for other curriculum areas (Koslow, 1988).

Koslow concludes that increased curricular time devoted to the development and maintenance of physical fitness produces encouraging results. However, he pointed out that until ample time for the attainment of these objectives is secured, physical educators must not claim more objectives than can be met (Koslow, 1988).

Fox (1988) pointed out that it was not known if fitness testing worked in the promotion of exercise and fitness and which were the best ways to use fitness testing in school programs. He believed the implication of fitness testing was long overdue.

Fox stated that exercise eventually becomes a choice behavior, and the child who has the desire, confidence and expertise to maintain regular exercise will be better equipped to make healthy lifestyle decisions. Therefore, a better understanding of the child's perceptions of exercise and fitness would ultimately produce better programs.

Since fitness is multidimensional, it is necessary in a health-related fitness program to emphasize those aspects which are related to health status (Fox, 1988). For example, certain skill-related aspects of fitness, such as agility, balance, and coordination, may be necessary for certain sports, but they do not directly function to promote health. However, certain components of fitness, such as muscular strength, endurance, flexibility and body composition are closely allied to aspects of health and

fitness (AAHPERD, 1988). These are the areas which should be incorporated into fitness testing as a way of promoting health.

The selection of fitness testing is very important. It is crucial that students are not confused with fitness for health versus high levels of athletic ability. For example, the shuttle run tests athletic ability and many students may be "physically fit" but not possess advanced motor skills.

Fox concluded with several suggestions for using fitness tests to achieve positive attitudes in children as well as motivating them toward the goal of lifetime fitness education.

1. Tests of health-related fitness should be used to provide information on a student's current status of health-related fitness.

2. Fitness tests should be used to monitor and encourage change over time, and be accompanied by realistic exercise programs.

3. In order to discourage being "turned-off" to fitness, the fitness testing environment should be a non-threatening, encouraging and rewarding experience.

4. Awards and grades should not be based on performances in fitness tests.

5. In order to provide students with a good understanding of fitness, the program must have a cognitive based.

Finally, Fox noted that if students are to be fitness independent, the, fitness testing should be taught as a personal fitness skill. The emphasis should be on self-monitoring fitness levels and teaching fitness tests which are usable in everyday life (Fox, 1988). In this manner students will be able to develop a stronger sense of fitness control.

Lambert (1988) stated that, "Physical education can add an exciting, dynamic dimension to our student's lives, for both the present and the future" (p. 119). It is essential that they learn how to make positive choices regarding their physical activity if they are to gain confidence in their abilities and have a better chance of continuing their physical activity interests. Our school physical education programs can make a unique and significant contribution to their lives and to the overall health and fitness of our country as a whole (Lambert, 1988). This literature supports the importance of a formalized physical education program for elementary school children.

III. Rationale and Goals

The Learner

The Community

The Society

The Philosophy of Education

The Learning Theory

Statement of Objectives

Selection and Organization of Content

III. Rationale and Goals

The Learner

The learner for whom this unit has been designed is the fourth and fifth grade student at Mary Tone Elementary School in Crestline, California. During middle childhood, children are going through the important transition from childhood to adulthood. This transition can be difficult as the child is not quite ready for adult responsibility, yet he wants to be treated as an adult.

Children grow more slowly during middle childhood than they did earlier or then they will in adolescence (Berger, 1980). The average ten-year-old weighs about seventy pounds and measures fifty-four inches. During these years the average child becomes proportionally thinner as he grows taller, however, muscles do become stronger each year (Berger, 1980). Also, there is greater range in height and weight at this time than in almost any other chronological group.

According to Piaget, upper-elementary students are in the third stage of cognitive development known as concrete operational thought (Egan, 1983). In terms of intellectual development the child understands and applies logical principles, or operations, to help interpret specific experiences or perceptions. By applying logical abilities, children learn to understand the basic ideas of

conservation, numbers, classification, and many other specific, or concrete, ideas (Berger, 1980). Actually, the typical upper-elementary student is able to reason almost anything they perceive. Fourth and fifth grade students usually understand logical principles, as long as the principles can be applied to specific, or concrete, examples. Based on this theory, it may be noted that the students learn best by doing. It is important that the classroom be a place where the learner can experiment, explore, and discuss since these are important cognitive achievements of middle childhood. Also, the typical upper-elementary student desires to be challenged, yet, needs to be able to master the task. More importantly, he needs the stability of knowing what is expected of him.

Motor skill learning is important to the child's overall development and should be an integral part of the child's educational experience. Gallahue (1976) states that, "The directed play experiences of children can serve as a primary vehicle by which they learn about themselves and their environment...through directed play experiences that have been carefully structured and preplanned (but avoid teacher domination), children learn how to come to grips with their world, to cope with life's tasks, to master fundamental movements and to gain confidence in themselves as individuals, moving effectively and efficiently through space" (p. 145). Children have a need for movement and

adventure. Acquisition of fitness skills provides children with feelings of success, which has a direct effect on the development of a strong self-image with a sense of belonging and peer acceptance.

In regard to psychological development, Maslow (1965) describes five areas of human needs. These are the needs to survive, freedom from damage and threat, the need for love and affection, the need to be recognized, and the need for self-actualization. These needs, which are met through the home and school, are essential in maximizing the potential of the learner. In general, the basic drive of all human activity is self-actualization. To attain this goal of self-realization, it is essential that physical, intellectual, emotional and social needs be met and satisfied.

Socially, upper-elementary students have a strong urge to be competent. Children develop a view of themselves as good workers or failures, or, in Erikson's words, "As industrious and productive or inferior and inadequate" (Egan, 1983). Basically, there is a certain calm about fourth and fifth graders who have grown from independence from parents to increased readiness to work at whatever skills the culture values (Hunt, 1979). The effects of peer pressure are now apparent and the learner is now interpreting his parents' values against those of his peers. The child is still obedient to authority and influenced by

family and friends, however, he is now feeling a stronger pull from those his own age (Irwin and Russell, 1971). During this phase of passing from immaturity to maturity, each sex normally associates with his own gender group.

The students for whom this unit is designed are fourth and fifth graders at Mary Tone Elementary School. MTE school is located in Crestline, which is a small community in the San Bernardino mountains. Since MTE school services only fourth and fifth-graders, it is essential that these students receive a strong physical education experience.

The children living on the mountain need to be involved in a well-balanced physical education program. They do not use their large muscles as much as children who are engaged in activities such as bicycling, roller skating, running and bouncing balls, year-round. The terrain, inclement weather, and accessibility of playgrounds cause these mountain children to spend a great deal of leisure time inside doing passive activities.

There is a common characteristic among these students being mountain dwellers, but due to the unique locations of homes, after-school friendships are difficult to maintain. The school experience is the main social focus for most of these students. This is especially true in the winter months when inclement weather often keeps the children indoors. However, the Rim of the World Parks and Recreation Department does offer a variety of after-school activities

such as soccer, baseball, softball, ice-skating, dance, ice-hockey and football. A strong physical education program implemented at the upper-elementary level will encourage these mountain children to move and learn.

The California Handbook for Physical Education (1986) lists five components for the learner:

1. The individual student shares universal needs with others, yet brings his own individual characteristics and experiences to the classroom.

2. Because each student is unique, he brings diversity to the classroom.

3. To accommodate each student, physical education programs must be diverse.

4. Physical education programs must be designed to meet students' individual needs, interests, abilities, and purposes.

5. The student's basic educational right is to be guided toward realizing his potential.

The Community

Mary Tone Elementary School is located in the small mountain community of Crestline in the San Bernardino mountains. It is a family community with life centering around the sports and recreation program, the schools and mountain living. MTE school has an enrollment of three hundred seventy students including six fifth-grade classes

and five fourth-grade classes. In addition, there is a resource classroom and a computer lab.

The staff consists of:

- one principal
- one secretary
- twelve teachers
- six teacher aides
- one visiting speech teacher
- one visiting adaptive P.E. teacher
- one librarian
- one visiting nurse
- one visiting psychologist
- one custodian

MTE consists of traditional self-contained classrooms. The teachers are responsible for covering the entire curriculum for their class.

The major strengths in overall curriculum at MTE School consist of:

1. Reading, with the implementation of a schoolwide sustained silent reading program and the incorporation of a literature-based reading curriculum.
2. Math has a strong emphasis with the addition of a new textbook and grouping students according to skill level.

3. Social studies is strong due to teacher excitement and several hands-on experiences.

4. Integration of academic subjects is strong in all areas.

The major weaknesses in overall curriculum at MTE School consist of:

1. Visual and performing arts are weak.
2. A formalized physical education program is non-existent.

Recent revisions and improvements of the curriculum include:

1. 1985-86 - new social studies textbooks.
2. 1986-87 - new science textbooks as well as science experiment kits, media and training.
3. 1988 - new math textbooks.
4. 1988 - teacher training in cooperative learning, assertive discipline and incorporating the literature theme into the reading program.
5. 1988 - Starlab.
6. 1989 - quality review decision to have a physical education program developed and implemented by Fall of 1989.
7. 1989 - new language arts textbooks.

Several major changes need to be incorporated into the overall design for more effective learning at MTE school.

1. More effective use of computers in the classroom.
2. More emphasis on the visual and performing arts.
3. Development of a schoolwide discipline program.
4. Development and implementation of a formalized physical education program.

Certain provisions have been made for keeping the school community (parents, staff, other citizens) informed about the school's philosophy and objectives. This information is publicized at PTA meetings, shared in board meetings and printed in district handbooks. In addition, the MTE school-site council is continually updating the school plan which ties in with the school's philosophy and objectives. Also, the quality review, which is every three years, helps the teachers to update and examine the school's philosophy and objectives. In the winter of 1989, the quality review team listed the development of a physical education program as top priority.

The Rim of the World Parks and Recreation Department plays an important role in the Crestline community. In March of 1989, a par-fitness course was installed around the perimeter of Lake Gregory. Meaning, the community sees a need for physical fitness facilities. This community

emphasis on fitness is supportive of the fitness goals at MTE School.

The California Handbook for Physical Education (1986) states that, "The school is the primary learning environment for physical education, but the home and community also play significant roles during a student's life" (p. 16). In this interdependent laboratory, the student develops the skills needed for lifelong participation in physical activity.

The physical education environment will expand to make greater use of community resources through intramural and interscholastic programs, the development of community service programs, and apprenticeships relating to careers in physical education.

The Society

Our society is and has been in a state of constant change. Societal changes such as technological advances, religion, culture and values, have had a considerable impact on our schools.

The impact of a highly industrialized society has developed the concept of career education (Hunt, 1979). In addition to a quality education, students must be prepared for "high tech jobs" with specialized training. Students are currently receiving daily, hands-on experience with computers. In fact, many homes now have computers. Basic

and survival skills must now compete with mastering the use of calculators and computers.

Since American children spend less time with their parents, they seem to be influenced more by their peers, TV, and music. Today, drugs are a threat to the young people of our country. Peer pressure is the root of the problem and a need for proper adult modeling is essential to de-glamourize drugs. Certain TV shows and music figures tend to portray drugs as "cool." TV, with its excessive violence, presents unrealistic views of life and inappropriate role models. Adult Controlled Television (ACT), a national organization attempting to teach children and parents how to view TV realistically, suggests no more than one hour per day. Next, it is important that parents explain the difference between the program and a real-life situation. Thanks to MTV, music television is producing a series of anti-drug public service announcements. Actually, educating children in solving problems and seeing social issues in a critical fashion would help balance out the negative influences of TV today.

Morals and values are also changing our present culture. With the current AIDS epidemic, many experts see the 90s as the cocooning decade, meaning that people will be content to stay at home in their own little "cocoon" for fear of the deadly disease. In addition, educating our children about the seriousness of AIDS may soon be a

mandatory part of the curriculum. One-parent households and two working parents has resulted in the latchkey-child, one who goes home to an empty house after school. The divorce rate remains high, however, the institution of marriage has returned.

Finally, changes are seen in traditional roles as well. The job market has expanded for men and women. Options are presently more numerous for women, minorities, and the handicapped. However, societal problems are currently in staggering proportions. Chemical dependency, child abuse, inflation, and unemployment have added a great deal of stress to a struggling society.

Contemporary life in the mountain community of Crestline is also influenced by these societal elements. Even though the area is isolated from the big cities we share in these same problems. The pace of life is much slower in the mountains and people tend to be less materialistic. Being a small community, people tend to keep to themselves. There are several new homes with stable families but there are also many transient and welfare families. Thus, the community covers a vast spectrum of economic levels. As more people move to the mountains to escape the problems of the city, the more our mountain community changes and must become equipped to deal with these changes and problems. To solve these issues it is essential that the home, school, and community work

together. A strong physical education in the schools as well as the community can be the unifying factor towards a drug-free, healthy and supportive community.

The Philosophy of Education

The Rim of the World Unified School District's philosophy of education is to lead students toward the fulfillment of their intellectual, emotional, and psychological growth and maturation. In order to meet these goals, students must be able to succeed academically as well as physically.

In addition, the district's mission statement is as follows:

The Rim of the World Unified School District is dedicated to providing academically rigorous instructional courses and extracurricular activities within a supportive environment dedicated to growth for all. Further, the district is dedicated to providing the students and staff with an appropriate level of challenge and a realistic opportunity to succeed.

The child is an experiencing individual with a capacity for continuous development (Smith, 1965). Education is a social process, thus interaction with a child's environment is the main vehicle for his development. The role of education is to provide the students with skills to grow and change within the society. Since each child is different and unique, education should concentrate on developing the individual differences in each student.

Education is a process based on democratic living. In other words, education is life itself, where students can experience living. Real learning takes place at the point when the learner is interacting with his environment (Bayles, 1966). Dewey (1929) observes, "Still more important is the fact that the human being acquires a habit of learning. He learns to learn" (p. 186). It now becomes evident that education is a life process. The child learns cooperation rather than competition through group thinking in a democratic atmosphere. Regarding this democratic fashion, the teacher will be the moderator rather than promoting a point of view (Bayles, 1966). In other words, learning is exploratory rather than explanatory.

Each student comes to school with a variety of home experiences he has had within his environment. Thus, education provides for the "whole child," centering its attention on all the needs and interests of the child. Learning now becomes real and most successful when it relates current learning to knowledge the child already possesses. To meet the individual differences in each child a variety of teaching methods will need to be used. The educational role of the teacher is to guide and advise the students through a problem-solving approach. Overall, the teacher must assist the students to build their strengths and help guide them toward self-actualization.

The California Handbook for Physical Education (1986) sees the philosophy of physical education as an integral part of education and contributes to the development of the individual through planned movement, physical activity, or exercise. Physical education includes a body of knowledge that depends on many disciplines, including the physical, biological and behavioral sciences. Finally, the six goals of physical education as listed in the Handbook for Physical Education (1986) are:

1. Physical activity
2. Physical fitness and wellness
3. Movement skill and movement knowledge
4. Social development and interaction
5. Self-image and self-realization
6. Individual excellence

(p. 19)

These goals carry many skills over in the classroom in all subject areas. They have a direct effect on the development of a strong-self-image with a sense of belonging and peer acceptance. They greatly influence the development of social skills and they channel energy and enthusiasm into constructive areas.

Finally, the overall goal of a general education and of physical education is to help individuals achieve optimum

growth and development. According to Dauer and Pangrazi, the broad aim of education can be further defined as, "The development in children of the ability to achieve satisfaction as responsible, contributing citizens of society" (p. 2). Physical education can make significant contributions to this overall goal. To accomplish this goal, physical education should focus on and maximize the unique contributions it makes to the education of the individual, concentrating on educational outcomes that are not likely to be achieved through other subject areas in the total school curriculum (Dauer and Pangrazi, 1989).

The Learning Theory

Learning is an active thought process of selecting and organizing information. Children learn through interacting with their environment. Children are adaptive learners who bring into the learning situation prior experiences, which help them organize and give meaning to the incoming response or stimulus. Learning occurs when the student explores various aspects of his own behavior, such as his feelings, his body, and the use of his own senses. By mentally grasping their senses, children have the ability to see and understand the nature of things (Berger, 1980).

Children must be developmentally ready before learning can take place. When learning is accelerated beyond the child's developmental phase little meaning is grasped.

Fifth-graders are primarily concrete thinkers and new experiences need to be developed around ideas they know and should be presented in a concrete way. New experiences are more readily assimilated when built on previous experiences of the learner.

Learning is a change in the way of perceiving events and gives meaning to them. Thus, the education of the whole child is essential and character education is a vital role of the school and teacher. The emphasis in learning is a cognitive process rather than a specific product.

The nature of learning calls for a child-centered curriculum. Activities are built on students' interests and prior experiences. To learn, an individual must interact with others. Each child will bring to the situation his own accomplishments and will respond differently to the stimuli. Group work, interaction, and discussion are important elements of curriculum planning. Within the group, however, individual differences must be maintained. The learning must revolve around meaningful experiences or else the process becomes too abstract.

Motivation is a key element in learning. Learning occurs when the child is motivated by needs and goals and is magnified by interest as well as practice. Each child is encouraged to perform at his individual best. Intrinsic motivation, which is more desirable, occurs when the child believes what he is learning is significant to him. In

other words, it is the true motivation of learning.

Extrinsic motivation is provided in the form of positive feedback and group and individual rewards granted by the teacher and peers concerning the related work.

The classroom atmosphere is scientifically oriented. Eisner (1985) has long held the theory that education should be scientifically based. He sees the utility and limits of science in the study of education as endless. Children are constantly questioning, researching, and formulating conclusions. Because learning is a societal process the students work in groups. Although the class is serious and time-on-task oriented, the children are encouraged to help and learn from each other. Repeated exposure to the concept contributes a growing concept of the idea to the learner. As the children work together they discover relationships in learning, and are able to apply these principles within a variety of tasks. Learning is transferred to each subject area and integrated throughout the curriculum. The teacher guides and moderates the group as the students feel secure to take part in the process of growing and learning.

The physical education program must provide for guided discovery in an unended series of planned opportunities and challenges (Riles, 1978).

The California Handbook for Physical Education (1986) notes that from birth through life, a commitment to regular participation in physical activity is a commitment to

continuous well-being and renewal. Since human needs exist throughout a lifetime, education must be viewed as a continuous process. Recognizing these needs, the physical education curriculum provides early childhood education as well as continuing education for adults. Young people who are taught how to learn are more apt to educate themselves in both formal and informal settings throughout their lives.

Statement of Objectives

The objectives for physical education in California schools are listed in the Physical Education Framework for California Public Schools:

1. To develop a positive self-image which includes awareness and understanding of the performance of one's body, the use of the body as an important means of expression, and the body as an instrument for self-realization.
2. To develop socially desirable behavior involving movement in interaction with others.
3. To develop efficient and effective motor skills and to understand the principles involved and to develop an appreciation for the aesthetic quality of movement.
4. To develop and maintain the best possible level of performance, understanding, and appreciation for physical

fitness to meet the demands of wholesome living and emergency situations.

5. To develop interest and proficiency in using the skills essential for successful participation in worthwhile physical recreation activities.

The American Alliance for Health, Physical Education, Recreation and Dance (AAHPERD) is now using the Physical Best guide for physical fitness education and assessment. The objective of the comprehensive educational plan for health fitness is to instill in children and youth the knowledge, skills, and attitudes which will prepare and encourage them to engage in appropriate physical activity throughout their lifetimes.

Selection and Organization of Content

This physical education program centers around the cognitive, affective and psychomotor domains. In order to meet these needs as well as prepare students for the California Assessment Program (CAP), the Physical Best guide will be adhered to. Due to the inclement weather and lack of space and facilities a specified program will be necessary to fulfill district and state guidelines.

IV. MARY TONE ELEMENTARY SCHOOL PHYSICAL EDUCATION PROGRAM**PLAN OF ACTION**

The Mary Tone Elementary school teachers attended a physical education workshop by Steve Malloy, in February of 1989. Due to this positive, common experience, many of Malloy's suggestions and philosophies will be incorporated into the program.

In addition to movement, the physical education class is about the "Big 4":

1. Handling problems (in appropriate, acceptable ways).
2. Being considerate (to others, things, self).
3. Supportive communication.
4. Doing your best (not giving up) (Malloy, 1988).

At the beginning of each new school year it is essential to establish the following guidelines:

EQUIPMENT

Equipment is an important part of the physical education class. Students will be instructed to treat all equipment with respect.

TESTING YOURSELF FOR GREATNESS

Students will be encouraged to use the "Big 4" in all areas of their live: out of class, for a substitute, during assemblies, on the bus, at home, at a restaurant, and so on.

PROBLEM SOLVING

Many times in the P.E. class students will be asked to get into groups for activities. The following steps will be followed: (1) find the proper number of persons to form a group, (2) sit down only when the proper number of persons are in the group, (3) clap in unison when everyone in class is sitting down, (4) when all children are clapping the teacher will clap with them and say, "1, 2, 3, and act." Students are now ready to move on to "action time."

If there are any people who are not sitting down then, (1) group talks it over and if it is agreed that they would like to add one person, they raise their hands, (2) person or persons standing see the hands and join the group.

STUDENT EXPECTATIONS

Students are responsible for doing their best and being willing to try to make the P.E. class work for everyone.

Students are expected to help their classmates and themselves and be responsible for making the class a positive experience.

STUDENTS HAVE CHOICES

Everyday in the P.E. class students make choices for themselves and their classmates. Students will be encouraged to say no to drugs and smoking and yes to a healthy life (Malloy, 1988).

The Yearly Plan

Physical fitness will be a major focus of the P.E. program throughout the year. Each class is mandated by the state to participate in one hundred minutes per week of formalized physical education. In addition, all the MTE teachers will have access to the physical education activities and resources included in this project. Due to limited space the schedule below will be followed.

	<u>4th</u>	<u>5th</u>
Sept.	Soccer	Volleyball
Oct.	Volleyball	Soccer
Nov.	Outdoor Games	Outdoor Games
Dec.-Feb.	Outdoor & Indoor Games	Outdoor & Indoor Games

	Square Dancing & Aerobic Dancing Physical Fitness Conditioning, Outdoor & Indoor Games	Square Dancing & Aerobic Dancing Physical Fitness Conditioning, Outdoor & Indoor Games
Mar.-Apr.		
May	Softball	Basketball
June	Basketball	Softball

Facilities

The facilities at MTE consist of:

- A. One upper grass field large enough for two classes.
- B. Three asphalt courts:
 1. Two handball courts
Two tetherball courts
Two-square and four-square area
 2. Basketball court
 3. Basketball court
Volleyball court
- C. One sand area consisting of six swings, one horizontal ladder, rings, parallel bars and one tetherball court.
- D. One auditorium with wooden floor.
 1. Basketball court
 2. Volleyball court
 3. Climbing ropes

Equipment

The following equipment is necessary to implement a successful physical education program at MTE school:

Upper field outdoor apparatus:

- horizontal ladder
- balance beam

- vault bar
- pole climb/incline
- parallel bars
- backstop
- sit-up station

Purchased equipment:

Ball pump

Ball bags

Line marker - several schools share

Stop watch

Whistle

Measuring tape

Wiffle balls (boxed)

Footballs (bagged)

Basketballs (bagged)

Volleyballs (bagged)

Soccer balls (bagged)

Parachute (boxed)

7" red balls (bagged)

8" red balls (bagged)

Volleyball net (boxed)

Cones (stacked)

Kickballs (bagged)

Sport-foam balls (bagged)

Softballs (boxed)

Catcher equipment (bagged)

Bats (boxed)
Bases
Hula hoops
Plastic bats (boxed)
Spot markers (boxed)
Jump ropes (bagged)
Mats
Record player on cart
Storage for records
Balloons (bagged)
Beach balls (bagged)
Beanbags (bagged)
Tetherballs (bagged)
Frisbees (bagged)
Skinfold caliper

Records

Salty Dog Rag
12th Street Rag
Cotton Eyed Joe
Angus Reel
YMCA
Jump for my Love
Flying Eight
Drivin' my Life Away
Hwy. 40 Blues

Clapping Out
Louisiana Saturday Night
Amos Moses
Popcorn
Rock'n Roll Girls.
Chicken Fat
Hokey Pokey
Bunny Hop
Birdie Song
Clapping Game
Elvira
Physical
Beat It
All Over the World
Pata Pata
Billy Jean

Collected and Homemade Equipment

1. Indoor frisbees: pre-cut foam from hardware stores.
2. Carpet squares:
3. Wastebasket
4. Swatter: rolled-up newspaper.
5. Ball bags: gunny sacks and old laundry bags.
6. Blindfolds: 12" cloth.
7. Homemade cones: posterboard.
8. Football flags: durable cloth.

9. Pinnies: durable cloth.
10. Streamers: 5-6 feet of surveyor's tape.
11. Bleach bottle scoops.
12. Task card holder: 9" x 12" masonite board with a ledge to hold task cards in upright position.
13. Chinese jump ropes: stretch cord/army surplus.
14. Sit and reach box.

Physical Fitness

Students will be encouraged to take responsibility for their own physical fitness. Physical fitness will be incorporated into the program throughout the year. It is essential that students learn the components of health-related fitness.

CARDIOVASCULAR FITNESS

Cardiovascular endurance is the ability of the heart, the blood vessels, and the respiratory system to deliver oxygen efficiently over an extended period of time. To develop cardiovascular endurance, activity must be aerobic in nature (Dauer and Pangrazi, 1989).

BODY COMPOSITION

Body composition is the proportion of body fat to lean body mass (Dauer and Pangrazi, 1989).

FLEXIBILITY

Flexibility is the range of movement through which a joint or sequence of joints can move (Dauer and Pangrazi, 1989).

MUSCULAR STRENGTH

Strength is the ability of muscles to exert force; it is an important fitness component for learning motor skills (Rarick and Dobbins, 1975).

MUSCLE ENDURANCE

Muscular endurance is the ability to exert force over an extended period (Dauer and Pangrazi, 1989).

AAHPERD PHYSICAL BEST PROGRAM

MTE school will use the AAHPERD Physical Best Program to help the students achieve health-related physical fitness. Students will be instructed and tested in the cognitive, affective, and psychomotor domains. The ultimate objective will be that of developing knowledgeable students capable of assuming responsibility for their own fitness for life (AAHPERD Physical Best Program Manual, 1980).

The Physical Best Program offers three awards to students:

1. Fitness Activity Award. This award recognizes those students who participate in regular physical activity beyond the regular physical education program. Students must maintain a log of their exercise and physical activity. The teacher determines who receives the award.

2. Personal Fitness Award. This award allows an individual to make progress toward achievement of his health

fitness through a total approach: values, knowledge, and physical ability. Students must be motivated to develop and maintain their personal best.

3. Health Fitness Award. This award recognizes the mastery of health fitness standards. Students must attain a minimum level of physical fitness on all items of the AAHPERD Physical Fitness Test Battery (Dauer and Pangrazi, 1989).

The battery of tests follows.

1. Aerobic Endurance

Test Item: One Mile/Walk/Run

Test Objective: To walk or run one mile at the fastest pace that can be sustained throughout the entire distance.

Instructions: Students are instructed to run one mile in the fastest possible time. Emphasis should be placed on the development of the fastest pace that can be sustained across the full distance covered.

Students should always warm up, and they should be encouraged to practice walking or running the required distance prior to the official day of the test.

As they cross the finish line, elapsed time should be called to the participants (or their partners).

Walking is permitted, but since the objective is to

cover the distance in the shortest possible time, students should be encouraged to run at the fastest pace that can be sustained for the one mile distance.

Test Area: The one mile run can be conducted on a track or on any other flat, measured area. Examples of appropriately measured areas include the 110-yard/110 meter straightaway, outside fields or an indoor court area.

Equipment: Stopwatch, scorecards, and pencils.

Scoring: The one mile run is scored in minutes and seconds.

Optional Tests of Aerobic Endurance: In general, any test that requires a duration of six minutes or longer is acceptable as a substitute for the one mile run. Examples include the one-half mile walk/run for younger students and 1.5 mile walk/run for older students.

2. Body Composition

Test Item: Sum of Triceps and Calf Skinfolds.

Test Objective: To measure the degree of body fatness.

Instructions: The triceps skinfold is measured on the right upper arm, midway between the elbow and the

shoulder. It is important to measure at the midpoint on the back of the arm over the triceps muscle, Instruct students to stand erect with their right arm relaxed and palm facing their leg when taking the triceps measurement. Grasp the skinfold between the thumb and index finger with the skinfold running vertically. Gently lift the skinfold with the thumb and index finger 1/2" (about 1cm) above the midpoint of the arm. Place the calipers on the midpoint of the arm as described above.

The calf skinfold is measured on the inside (medial side) of the right lower leg at the largest part of the calf girth. Grasp and gently lift the skin up slightly above the level of the largest part of the calf with the thumb and index finger so that the calipers may be placed at the level of the largest part of the calf. Have students place their right foot on a bench with the knee slightly flexed when taking the calf measurement.

Equipment: Skinfold calipers. A variety of calipers are available, with cost ranging from approximately \$5 to \$200. The caliper must produce a constant pressure of 10 grams per square millimeter throughout the range of skinfold thickness. When possible, the best

constructed and more expensive calipers should be used. However, good results are possible with inexpensive plastic calipers if properly applied.

Recording: Each skinfold site should be measured three consecutive times with the recorded score being the median (middle) of the three scores. The final score will be the sum of the triceps and calf measurements.

Optional Measures of Body Composition: The sum of the triceps and subscapular skinfold thickness, the tricep thickness only, or the Body Mass Index.

The subscapular skinfold is measured on the right side of the body, 1 cm below the inferior angle of the scapula, in line with the natural cleavage of the skin. The scapula protrudes when the arm is gently placed behind the back and the inferior angle can be located in this way. Grasp the skinfold on a 45 degree angle to ensure measurement of the correct fold.

The body mass index (BM) is defined as the ratio of body weight (measured in kilograms) and the square of height (measured in meters). Body weight is measured with the individual clad in lightweight shorts and shirt. Obtain two readings, recorded to the nearest

0.5 kilograms and take their average. Standing height is measured with the individual standing full erect in stocking feet and stretched to his fullest height while keeping the heels flat on the floor. Obtain two readings, recorded to the nearest millimeter, and take their average. The body mass index is determined as follows:

$$\text{BMI} = \frac{\text{Body Weight (kg)}}{\text{Height}^2(\text{m})}$$

3. Flexibility

Test Item: Sit and Reach

Test Objective: To evaluate the flexibility of the lower back and hamstring muscles.

Instructions: Encourage students to stretch the low back and hamstrings prior to testing. The warm-up should include slow, sustained, steady (no bobbing), static stretching of the low back and hamstring muscles.

Have students remove shoes and be seated at the test apparatus with their knees fully extended; the heels should be approximately shoulder-width apart and the feet should be flat against the end board. Have the student extend the arms forward with the hands placed on top of each other to perform the test. Have the student lean forward extending the fingertips, palms down, as far forward along the ruler as possible. Each

student is allowed four trials. The fourth trial should be held for at least one second.

The trial should be readministered and considered invalid if the knees fail to remain fully extended, or if the hands reach unevenly. Without applying pressure, the teacher may place one hand on the student's knees to encourage that knees stay extended.

Equipment: Sit and Reach Box, a specially constructed box with a measuring scale where 23 cm is at the level of the feet.

Scoring: The score is the most distant point reached on the fourth trial by both hands and held for one second. Measure to the nearest centimeter. The trial should be considered invalid and readministered if the knees fail to remain fully extended, or if the hands reach unevenly.

Optional Tests of Flexibility: None

4. Muscular Strength Endurance:

Test Item: Abdominal Strength/Endurance Modified Sit-Ups

Test Objective: To evaluate abdominal muscle strength and endurance by performing repeated sit-ups.

Instructions: Students are instructed to lie on their back with knees flexed, feet on floor, and heels between 12 and 18 inches from the buttocks. The arms

are crossed on the chest with the hands on the opposite shoulders. The feet are held by partners to keep them in touch with the testing surface. On the command "ready-go", the student curls to a sitting position, maintaining arm contact with the chest. The sit-up is completed when the elbows touch the thighs. The student then returns to the down position until the midback makes contact with the surface. Students are encouraged to repeat a correctly performed sit-up as many times as possible in the one-minute time limit. Rest between sit-ups is allowed in either the up or down position.

Test Area: Mats or other comfortable surfaces are recommended although any area with sufficient floor space may be used.

Equipment: Stopwatch and mats.

Scoring: Record the number of correctly executed sit-ups that are completed in 60 seconds.

Optional Tests of Abdominal Strength/Endurance: None

5. Upper Body Strength/Endurance

Test Item: Upper Body Strength/Endurance Pull-ups.

Test Objective: To measure arm and shoulder girdle strength/endurance.

Instructions: The student begins by hanging from a bar using an overhand (palms outward) grip with his legs and arms fully extended. The feet should not contact

the floor. From the hanging position, the student raises the body with the arms until the chin is positioned over the bar. The student is encouraged to repeat a correctly performed pull-up as many times as possible with no time limit.

Test Area: A doorway, a small area for an inclined ladder, or a separate bar unit.

Equipment: Metal or wooden bar approximately 1-1/2 inches in diameter, a doorway gym bar, a piece of pipe, or an inclined ladder.

Scoring: Record the number of correctly executed pull-ups that are completed.

Optional Test of Upper Body Strength/Endurance: None. However, for students who cannot perform at least one pull-up, the Vermont modified pull-up may be used to track progress until the student can successfully perform one pull-up according to the directions explained previously. It should be understood that the modified pull-up test is not an optional test that may be used instead of the pull-ups test. For purposes of assessing status, and administering the Health/Fitness badge, the pull-up is the criteria used. The modified pull-up test is to be used as an adjunct to the pull-up test to assist the students with personal motivation and monitor personal progress toward individual goals.

Physical and Health Fitness Tests

Cognitive Test

1. Blood vessels which carry blood back to the heart are:
 - A. Veins
 - B. Capillaries
 - C. Arteries
 - D. Neurons
2. The heart is about the size of your:
 - A. Head.
 - B. Brain.
 - C. Foot.
 - D. Fist.
3. Where can you easily feel your pulse?
 - A. Thumb side of your wrist.
 - B. Neck (carotid artery).
 - C. Inside your upper arm.
 - D. All of the above.
4. As a result of regular jogging, swimming or jumping rope the heart:
 - A. Pumps more blood with each beat.
 - B. May beat slower while resting.
 - C. May increase in size.
 - D. All of the above.
5. The one mile run test measures:
 - A. Agility.

- B. Flexibility.
 - C. Cardiorespiratory endurance.
 - D. Body composition.
6. The pulse indicates:
- A. How many blood cells are in your body.
 - B. How fast you are breathing.
 - C. How fast your heart is beating.
 - D. All of the above.
7. One benefit of doing a lot of jogging, swimming or rope jumping is:
- A. A reduced chance of heart disease.
 - B. A heart that has to work harder.
 - C. Narrowed arteries.
 - D. Weight gain.
8. Blood vessels which carry blood away from the heart are:
- A. Veins.
 - B. Capillaries.
 - C. Arteries.
 - D. Neurons.
9. Cardiorespiratory exercises involve(s):
- A. Heart.
 - B. Lungs.
 - C. Blood vessels.
 - D. All of the above.

10. Which of the following exercises would best develop the circulation of the blood?
- A. Lifting weights.
 - B. Playing football.
 - C. Doing push-ups.
 - D. Jumping rope.
11. The skinfold test measures:
- A. Muscular strength and endurance.
 - B. Flexibility.
 - C. Cardiorespiratory endurance.
 - D. Body composition.
12. The recommended way to lose fat or keep from becoming too fat is to:
- A. Exercise daily.
 - B. Only eat once a day.
 - C. Go on a diet.
 - D. Stop eating foods which have added sugar in them.
13. Calories:
- A. Provide energy and are necessary for a person to live.
 - B. That are not used are stored as fat.
 - C. Cause a person to be fat if he takes in more than he uses.
 - D. All of the above.
14. Being excessively thin may:
- A. Be just as unhealthy as being obese.

- B. Cause your growth to be stunted.
 - C. Cause other serious health problems including death.
 - D. All of the above.
15. To lose weight you should:
- A. Go on a crash diet and skip meals.
 - B. Sleep a lot because sleeping uses up calories.
 - C. Cut back on calories and increase the amount of exercise.
 - D. None of the above.
16. Obese people are more likely to get _____ than thin people.
- A. Chicken pox.
 - B. The flu.
 - C. Heart diseases.
 - D. Smallpox.
17. The sit-up test measures:
- A. Muscular strength and endurance.
 - B. Flexibility.
 - C. Cardiorespiratory endurance.
 - D. Body composition.
18. Flexibility is the ability to:
- A. Run fast.
 - B. Run for long distances.
 - C. Lift heavy weights.
 - D. Bend and stretch easily.

19. The sit-and-reach test measures:
- A. Muscular strength and endurance.
 - B. Flexibility.
 - C. Cardiorespiratory endurance.
 - D. Agility.
20. The pull-up test measures:
- A. Muscular strength.
 - B. Flexibility.
 - C. Cardiorespiratory endurance.
 - D. Body composition.
21. Which of the following activities will help to increase flexibility:
- A. Running.
 - B. Push-ups.
 - C. Rope jumping.
 - D. Stretching.
22. An example of a person's muscular strength is:
- A. How much he weighs.
 - B. His ability to lift a pile of very heavy library books.
 - C. How much body fat he has.
 - D. None of the above.
23. Why do people exercise?
- A. It is fun.
 - B. It helps control their weight and they look better.

- C. It helps them keep healthy.
 - D. All of the above.
24. To become physically fit you need to:
- A. Eat balanced meals.
 - B. Exercise regularly.
 - C. Get proper sleep.
 - D. All of the above.
25. To enjoy physical fitness activities you have to be:
- A. An adult.
 - B. An athlete.
 - C. A weight lifter.
 - D. Willing to participate.

Students will be tested at the end of April. Fitness development will be a yearly process. However, an intrinsic training period will take place in March and April. To increase a child's present level of physical fitness, they must perform a higher-than-normal workload. Workouts will be conducted based on frequency, intensity, and time (FIT) (Dauer and Pangrazi, 1989). Frequency determines the number of exercise sessions that an individual will do per week. Three workouts per week is the frequency minimum if benefits are to occur (Dauer and Pangrazi, 1989).

Intensity will be individual in nature according to each child. The benefits will be in proportion to the

energy each child puts into the workout. The heart rate will be used to determine exercise intensity.

Time or duration is the length of each exercise activity. For developing cardiovascular endurance, the minimum amount of aerobic exercise should be 8 to 10 minutes (Dauer and Pangrazi, 1989).

Exercises for Development Fitness Routines

Six to ten exercises will be done in each class session. The P.E. class will meet daily for a minimum of 20 minutes since the state mandates that 100 minutes per week be allotted for physical education. Included in each lesson should be at least two exercises from the arm-shoulder girdle area, one for the abdominal area, one for leg and agility, and one for trunk twisting and bending. During fitness training at least twelve exercises should be included in the lesson (Dauer and Pangrazi, 1989).

Exercises, written on different-colored cards for each of the categories will assure a full range of coverage. Students will select a card from each color group, with the exception of two from the arm-shoulder girdle area.

FLEXIBILITY EXERCISES

Bend and Stretch:

Starting position: Stand erect, with hands on hips, and feet shoulder width apart and pointing forward.

Cadence: Slow.

Movement: Bend down gradually, taking three counts to touch the floor. Recover on the fourth count. Knees can be slightly flexed.

Beginning dosage: Eight repetitions, or 40 seconds.

Variation: Cross-Foot Toe Touch. Same as Bend and Stretch, except cross one foot in front of the other. Do half of the repetitions in this position and then reverse the feet.

Sitting Stretch:

Starting position: Sit on the floor with the legs extended forward and spread apart. The toes of the extended foot are touched with the fingertips of both hands as the chest gradually moves forward.

Cadence: Slow or at will.

Movement: Gradually bend forward, taking three counts to bend fully. Recover to sitting position on the fourth count. Repeat and touch the opposite toe.

Beginning dosage: Eight repetitions, or 40 seconds.

Stress point: Bend from the hips.

Partner Rowing:

Starting position: Partners sit facing each other, holding hands with palms touching and fingers locked. The legs are spread and extended to touch the partner's feet.

Cadence: Slow or at will.

Movement: One partner bends forward, with the help of the other pulling backward, to try to bring the chest as close

to the floor as possible. Reverse direction. Pairs should work individually.

Beginning dosage: Eight sets, forward and back, or 50 seconds.

Variation: Steam Engine - With both partners in the sitting position, alternate pulling hands back and forth like a pair of steam-engine pistons. Do eight sets, right and left combined twists.

ARM-SHOULDER GIRDLE EXERCISES:

Push-Ups:

Starting position: Assume the Push-Up position with the body straight from head to heels.

Cadence: Moderate or at will.

Movement: Keeping the body straight, bend the elbows and touch the chest to the ground, then straighten the elbows, raising the body in a straight line.

Beginning dosage: Five repetitions, or 25 seconds.

Stress Points: The movement should be in the arms. The head is up, with the eyes looking ahead. The chest should touch the floor lightly, without receiving the weight of the body. The body remains in a straight line throughout, without sagging or humping.

Modification: If children are unable to perform the activity as described, have them start with knees or hips in contact with the floor.

Variation: After gaining some competence in doing Push-Ups, try the following four-count sequence: (1) halfway down, (2) all the way down, (3) halfway up, and (4) up to starting position. Another interesting variation is to put an 8-1/2 inch playground ball under the chest, which is then lowered to touch the ball. Smaller balls add more challenge.

Teaching suggestion: Controlled movement is a goal; speed is not desirable. Most Push-Ups should be done at will, allowing each child to achieve individually.

Reclining Pull-Ups

Starting position: One pupil lies in supine position. Partner is astride, with feet alongside the reclining partner's chest. Partners grasp hands with interlocking fingers, with other suitable grip, or with an interlocked wrist grip.

Cadence: Moderate to slow.

Movement: Pupil on floor pulls up with arms until the chest touches partner's thighs. The body remains straight, with weight resting on the heels. Return to position.

Beginning dosage: Four to five repetitions, or 25 seconds.

Stress points: Supporting student should keep the center of gravity well over the feet by maintaining a lifted chest and proper head position. The lower student should maintain a straight body during the Pull-Up and move only the arms.

Variations:

1. Raise as directed (count 1), hold the high position isometrically (counts 2 and 3), return to position (count 4).
2. Set a target number. On the last repetition, hold the raised (high) position for eight counts.

Arm Circles:

Starting position: Stand erect, with feet apart and arms straight out to the side.

Cadence: Moderate.

Movement: Do eight forward 12 inch circles with palms up, moving arms simultaneously. Then do eight backward 12 inch circles with palms down, moving arms simultaneously. The number of circles executed before changing can be varied.

Beginning dosage: Three sets of forward and backward circles, or 50 seconds.

Stress point: Correct posture should be maintained, with the abdominal wall flat and the head and shoulders held back.

Crab Kick:

Starting position: Crab position, with the body supported on the hands and feet and the back parallel to the floor. The knees are bent at right angles. On all crab position, keep the seat up and avoid body sag.

Cadence: Moderate.

Movement: Kick the right leg up and down (counts 1 and 2). Repeat with the left leg (counts 3 and 4).

Beginning dosage: Twelve repetitions with each leg, or 25 seconds.

Crab Alternate-Leg Extension:

Starting position: Assume crab position.

Cadence: Fast.

Movement: On count 1, extend the right leg forward so that it rests on the heel. On count 2, extend the left leg forward and bring the right leg back. Continue alternating.

Beginning dosage: Ten sets, right and left combined, or 25 seconds.

Crab Full-Leg Extension:

Starting position: Assume crab position.

Cadence: Moderate.

Movement: On count 1, extend both legs forward so that the weight rests on the heels. On count 2, bring the feet back to crab position.

Beginning dosage: Twelve extension, or 20 seconds.

Crab Walk:

Starting position: Assume crab position.

Cadence: None.

Movement: Move forward, backward, sideward, and turn in a small circle right and left.

Beginning dosage: 15 seconds of movement.

Flying Angel:

Starting position: Stand erect, with feet together and arms at sides.

Cadence: None--no counting after initial signal.

Movement: In a smooth, slow, continuous motion, raise the arms forward with elbows extended and then upward at the same time rising up on the toes and lifting the chest, with eyes following the hands. Lower the arms sideward in a flying motion and return to starting position.

Beginning dosage: Six repetitions, or 30 seconds.

Stress points: The abdominal wall must be kept flat throughout to minimize lower back curvature. The head should be back and well up. The exercise should be done slowly and smoothly, under control.

Variation: Move the arms forward as if doing a breast stroke. The arms are then raised slowly, with hands in front of the chest and elbows out, to full overhead extension. Otherwise, the movement is the same as the Flying Angel.

ABDOMINAL EXERCISES

Knee Curl:

Starting position: Lie on back with the hands on the floor to the sides of the body.

Cadence: Moderate or at will.

Movement: Curl the knees to the chest. The upper body remains on the floor. As abdominal strength increases, the child should lift the buttocks and lower back off the floor.

Beginning dosage: Ten repetitions.

Stress points: Roll the knees to the chest and return the feet to the floor after each repetition. The movement should be controlled with emphasis on the abdominal contraction.

Variations:

1. Hold the head off the floor and bring the knees to the chin.
1. Instead of returning the feet to the floor after each repetition, move them 1 or 2 inches from the floor. This activity requires greater abdominal strength since there is no resting period (feet on floor).

Partial Bent Knee Sit-Up:

Starting position: Lie on the back, with feet flat and knees bent, and with hands flat on top of thighs.

Cadence: Moderate or at will. The verbal count can be given as "Up (lift), two, three, four, five, six, seven, down." Another method is to give only the "up" command.

Students count to themselves and return to position individually.

Movement: Leading with the chin, slide the hands forward until the fingers touch the kneecaps, then lift the head, shoulders, and upper body from the floor. Hold for eight counts and return to position.

Beginning dosage: Eight to ten repetitions, or 40 seconds.

Sit-Up (AAHPERD Physical Best Test Position):

Starting position: Lie on the back with feet flat and knees bent. Insteps should be held by a helper. The arms are crossed on the chest with hands on opposite shoulders.

Cadence: Moderate or at will.

Movement: Move up and then back down in a two-count pattern. This Sit-Up can also be done as an eight-count exercise, moving up on one count, holding for six counts, and moving down on the last count.

Beginning dosage: Five repetitions, or 30 seconds.

Stress points: Roll up, with the chin first. Move the chest as close to the knees as possible.

Variations:

1. Start with the arms along the floor overhead.
2. Sit-Up for Time. Set a specified time; 30 seconds is reasonable. Attempt to do as many sit-ups as possible during that time. A partner can count the repetitions.

The body must make a full upward movement and a full return to the floor.

Bent Knee Sit-Up with Twist:

Starting position: Lie on the back with feet flat and knees bent. The insteps should be held by a helper. Arms are folded and placed across the chest with hands on shoulders or behind the head.

Cadence: Moderate or at will.

Movement: Sit up and twist the chest to the left. Repeat, turning the chest to the right.

Beginning dosage: Five repetitions, or 30 seconds.

Variations:

1. Touch the outside of the knee with the elbow.
2. Touch both knees in succession. The sequence is up, touch left, touch right, and down.

ROWING:

Starting position: Lie on the back with arms extended overhead along the floor.

Cadence: Slow--can be irregular.

Movement: Sit up in one continuous movement, bringing the knees to the chest and extending the arms beyond the knees, parallel to the floor. Hold for a moment, squeezing hard. Return to position.

Beginning dosage: Five to seven repetitions, or 30 seconds.

Variations: On three successive up movements, bring the knees to the right, to the center, and to the left.

LEG EXTENSION:

Starting position: Sit on the floor with legs extended and hands on hips.

Cadence: Moderate.

Movement: With a quick, vigorous action, raise the knees and bring both heels as close to the seat as possible. The movement is a drag with the toes touching lightly. Return to position.

Beginning dosage: Eight repetitions, or 30 seconds.

Variation: Alternate bringing the knees to the right and left of the head.

TOE TOUCHER:

Starting position: Lie flat on the back, with feet about 2 feet apart and arms extended overhead.

Cadence: Slow, irregular.

Movement: Roll up, thrust the arms forward, and touch the toes, keeping the knees straight. Roll back to original position. Raise the legs, swinging them overhead; keeping the knees straight, touch the toes to the ground behind the head. Slowly lower the legs to starting position.

Beginning dosage: Three to four repetitions, or 30 seconds.

LEG AND AGILITY EXERCISES

Running in Place:

Starting position: Stand with arms bent at the elbows.

Cadence: Slow, fast, and then slow.

Movement: Run in place. Begin slowly, counting only the left foot. Speed up somewhat, raising the knees to hip height. Then run at full speed, raising the knees hard. Finally, slow down. The run should be on the toes.

Beginning dosage: 20 seconds.

Variations:

1. Tortoise and Hare. Jog slowly in place. On the command "Hare," double the speed. On the command "Tortoise," slow the tempo to original slow jogging pace.
2. March in place, lifting the knees high and swinging the arms up. Turn right and left on command while marching. Turn completely around to the right and then to the left while marching.
3. Fast Stepping. Step in place for 10 seconds as rapidly as possible. Rest for 10 seconds and repeat five or more times.

Jumping Jack:

Starting position: Stand at attention.

Cadence: Moderate.

Movement: On count 1, jump to a straddle position with arms overhead. On count 2, recover to starting position.

Beginning dosage: Ten repetitions, or 20 seconds.

Variations:

1. Begin with the feet in a stride position (forward and back). Change feet with the overhead movement.
2. Instead of bringing the feet together when the arms come down, cross the feet each time, alternating the cross.
3. On the completion of each set of eight counts, do a quarter turn right. (After four sets, the child is facing in the original direction.) Do the same to the left.
4. Modified Jumping Jack. On count 1, jump to a straddle position with arms out to the sides, parallel to the floor, and palms down. On count 2, return to position.

Treadmill:

Starting position: Assume push-up position, except that one leg is brought forward so that the knee is under the chest.

Cadence: Moderate.

Movement: Reverse the position of the feet, bringing the extended leg forward. Change back again so that the original foot is forward. Continue rhythmically alternating feet.

Beginning dosage: Ten steps with the right foot counting only the right foot, or 25 seconds.

Stress points: The head should be kept up. A full exchange of the legs should be made, with the forward knee coming well under the chest each time.

TRUNK-TWISTING AND BENDING EXERCISES

Truck Twister:

Starting position: Stand with feet shoulder width apart and pointed forward. The hands are clasped behind the head, the elbows are held backward, and the chin is in.

Cadence: Slow.

Movement: Bend downward, keeping the knees straight. Recover slightly. Bend downward again and simultaneously rotate the trunk to the left and then to the right. Return to original position, pulling the head back, with chin in.

Beginning dosage: Eight sets, or 40 seconds.

BEAR HUG:

Starting position: Stand with feet comfortably spread and hands on hips.

Cadence: Slow.

Movement: Take a long step diagonally right, keeping the left foot anchored in place. Tackle the right leg around the thigh by encircling the thigh with both arms. Squeeze and stretch. Return to position. Tackle the left leg. Return to position.

Beginning dosage: Eight sets, right and left legs combined, or 40 seconds.

Stress point: The value in flexibility comes from slow, controlled stretching.

SIDE FLEX

Starting position: Lie on one side with lower arm extended overhead. The head rests on the lower arm. The legs are extended fully, one on top of the other.

Cadence: Moderate.

Movement: Raise the upper arm and leg diagonally. Repeat for several counts and change to the other side.

Beginning dosage: Eight repetitions on each side, or 30 seconds.

Variation: Side Flex, Supported--Similar to the regular Side Flex but more demanding. A side-leaning rest position is maintained throughout.

BODY CIRCLES

Starting position: Stand with feet shoulder width apart, hands on hips and body bent forward.

Cadence: Moderate.

Movement: Makes a complete circle with the upper body. A specified number of circles should be made to the right and the same number to the left.

Beginning dosage: Five circles each way, or 30 seconds.

Variations:

1. Circle in one direction until told to stop, then reverse direction.
2. Change to a position in which the hands are clasped behind the neck and the elbows are kept wide. Otherwise, the exercise is the same. (This is more demanding than the regular Body Circles.)

WINDMILL

Starting position: Stand with feet shoulder width apart and arms extended sideward with palms down.

Cadence: Moderate.

Movement: Bend and twist at the trunk, bringing the right hand down to the left toe. Recover to starting position. Bend and twist again, but bring the left hand to the right toe. Recover to starting position.

Beginning dosage: Twelve touches to each toe, or 40 seconds.

Stress point: The arms and legs should be kept straight throughout.

(Dauer and Pangrazi, 1989).

JOGGING

Students will be able to jog on the upper field and also in the auditorium during inclement weather.

As an introduction students will participate in the jog-walk-jog method. The child covers a certain distance by a combination of jogging and walking. Eventually, the child will progress in distance and pace. Jogging will be done on alternative days to allow for recovery from the effects of the day's workout (Dauer and Pangrazi, 1989).

CIRCUIT TRAINING

In Circuit Training, each of several stations has a designated fitness task. The student moves from station to station, in a given order, completing the designated fitness task at each station. These exercise tasks will contribute to the development of all parts of the body as well as contribute to the various components of physical fitness (strength, power, endurance, agility, and flexibility) (Dauer and Pangrazi, 1989).

Students will spend approximately 30 seconds at each station with a 10-second interval to move from one station to the next. Signs will be placed at each station designating the activity and number of repetitions. If the circuit is performed more than once, allow students to perform a different exercise each time they arrive at the station. Cones will be used to designate a station and mats will be necessary if indoors. Circuits can be run outdoors as well as indoors.

A circuit should always include activities for exercising the arm-shoulder girdle and for strengthening the abdominal wall (Dauer and Pangrazi, 1989).

In addition to the exercises for developing physical fitness, the following suggested activities can be implemented into circuit training.

GENERAL BODY ACTIVITIES

Rope jumping.

Jumping Jack.

Running in place.

ARM-SHOULDER GIRDLE EXERCISES

Crab walk.

Crab kick.

LEG EXERCISES

Step-ups: One bench is needed for every three children at this station. Begin in front of the bench, stepping up on the bench with the left foot and the up with the right foot. Now step down in rhythm, left and then right. When on top of the bench legs are to be fully extended and the body erect.

Treadmill

Straddle bench jumps: Straddle a bench and alternate jumping to the top of the bench and back to the floor.

AGILITY RUNS: LEGS AND ENDURANCE

Agility run-touch with the toes: Two lines are established 15 feet apart. Move between the two lines as rapidly as possible, touching one line with the right foot and the other with the left. Agility run-touch with the hand: same as above, except touch the lines with alternate hands instead of with the feet.

ARMS AND SHOULDERS

Standing arm circles.

Lying arm circles: Lie prone, with arms out to the sides. Alternate forward and backward arm circling, changing after five circles in each direction. The head and shoulders are lifted from the ground during the exercise.

Bent-knee sit-ups:

Alternate toe touching: Begin on the back with arms extended overhead. Alternate by touching the right toe with the left hand and vice-versa. Bring the foot and the arm up at the same time and return to the flat position each time.

FLEXIBILITY AND BACK EXERCISES

Bend and stretch.

Windmill.

Trunk twister.

(Dauer and Pangrazi, 1989).

Aerobic dancing and sport-regulated fitness activities will also promote physical fitness. These activities will be discussed in further detail.

Introduction

The sports program has always been an important part of the elementary curriculum. This program must meet the needs and interests of all the MTE school children. Sports selected for this program include volleyball, soccer, basketball and volleyball. The main goal of the sports program is to create interest in and provide background for immediate and future participation (Dauer and Pangrazi, 1989).

In addition to the children learning the basics of a sport, intramurals will expand and provide additional information and opportunities for competition.

VOLLEYBALL

Volleyball is a sport that can be played in the elementary grades and provide a foundation for future participation. In addition, boys and girls can participate together. However, for volleyball to be played successfully, certain skills must be taught. Passing, scoring, and setting must be developed for effective ball control.

VOLLEYBALL RULES

PROCEDURE

Volleyball is played across a high net by two teams made up of from one to nine players. The object of the game is to

control the ball by volleying (batting with the fingers) on one side and returning it to the opponents' court in such a way that the latter team cannot return the ball. Points are won only by the serving team. A player is required to serve the ball from behind the right end line without assistance from teammates. For inexperienced players, a service position may be used from 5 to 15 feet from the net at the center of each court. Each member of each team serves in turn as numbered. Following each successful service, the server steps into the court and helps with the volleying. The server continues his serve until his side makes a mistake and loses the serve.

TERMS:

Serving Team	-	Team serving ball
Receiving or Service	-	Team receiving the ball
Serving or Service	-	Act of striking the ball after each point
Side Out	-	When serving team loses its service and the ball goes to the receiving team (no point is scored)
Volley	-	The process of batting the ball back and forth over the net after service and before an

- error is made (sometimes called a rally)
- Let Ball - A ball that clips the top of the net and falls into the opponents' court
- Net Ball - A ball that strikes into the net
- Dead Ball - A ball that does not score because of some violation by either team
- Fair Ball - A ball which strikes any boundary line of either court so close to the net that it cannot be returned
- Setting Up The Ball - Playing the ball so that it will be in position for a forward to drive over the net

SERVED BALL:

The value of a served ball is determined by one of three conditions that may prevail following the service:

1. Fair Ball A serve is fair ball if the ball is:

- A. Correctly served and it clears the net and falls to the ground within or on a boundary line of the opposing court, or
- B. It is legally contacted by a member of the opposing team.

**VOLLEYBALL LEADUP ACTIVITIES
AND OTHER COURT GAMES**

NET BALL:

Teams are divided (2) equally. One team serves by throwing the ball over the net from the right back corner. The ball is caught by a player on the opposing team, he throws it to another player, the ball is caught and thrown to another player. The third player to touch the ball throws it over the net. The same procedure follows until someone misses.

NOTE: Tell your students that the ball is a hot potato, and they must get rid of it as fast as they receive it. (Call time on people who hold the ball over two seconds.) The ball cannot be returned to the person who tosses it to another person on his side.

- Example: 1-2-1 - Lost ball or point
 1-2-6 - Three different people to handle
 the ball before it is returned.

Points are awarded only if your team is serving. If the serving team misses, they lose their serve, not a point. Game can be played to 15 or 21 points with one point awarded for each volley that is won by the serving team.

LOW NET NEWCOMB:

Teams of 5 are placed on the back half of each side of the court. Ball is put in play by a player in the back line throwing the ball across the net. The object of the game is to throw the ball hard within bounds so the opposing players can't catch the ball. Each team must have 3 players touch the ball before it can be thrown across the net. A completely missed ball must land in bounds to score a point for the other team. Only the serving team can score a point.

Variations: Use a Nerf football and pass the ball. Make this game Chest Pass Low Net Newcomb.

BOUNDARY BALL:

Teams of 5 are placed on the court with cones dividing the center. Team may play 3 players in court and 2 players beyond the back line for retrieval purposes. The object of the game is for a player to stop the ball, run forward to

the center line, smash it down inside the opposing court, and make it bounce once outside the court. (One bounce inside, one bounce outside scores 1 point.) The retrievers attempt to keep the ball from bouncing out, and they feed the ball to the up players. The ball must bounce in Fair Territory out of bounds.

SCOOP BASKETBALL BOMBARDMENT:

A volleyball net divides the basketball court into two equal sides. Students are divided into two teams, and each student has a plastic scoop. Distribute to both teams 20 to 25 Wiffle Balls or Tennis Balls. On signal, each player attempts to launch the ball in his scoop over the volleyball net and into the stacked-up trash can on the other side. All loose balls are caught or picked up and launched. Ropes are put around the trash cans to make an off-limits area--prevents goal tending. Balls can be picked up in roped-off area. NOTES: Lower the net and move the trash cans up for the lower grades. Trash cans come from behind the kitchen.

DECK RING TENNIS BOMBARDMENT:

Teams are placed on the court. Play begins with the whistle. One, two, or three deck rings can be used, depending on the skill of the players. All tosses over the net must be underhand tosses. The object of the game is to score points by playing so well that your opponents drop or

miss the rings. One point is awarded to the opposing team when a ring touches the ground on one side.

VARIATION: Catch Up Deck Ring Tennis Bombardment. See Catch Up Ball.

SERVE IT BASEBALL - VOLLEYBALL:

Players are divided into 2, 5, 6, or 7-person teams. One team serves, the other catches. The object of the game is for a player for the serving team to hit the ball inbounds (over the net and inside the court) and run around the cone by the net and back to the serving area before players from the other team catch the ball and line up. After the ball is hit inbounds, the receiving team runs inside their half of the court and tries to catch the ball. When the ball is caught, the other players on the team line up in back of the catcher, and the ball is passed overhead until it reaches the last player in line. If the last player reaches the front of the line before the runner is back between his cones, the runner is out. If the runner beats, his team scores. A ball hit out of bounds (not over the net or out of court), is a foul; three fouls and the server is out. After all players on one team have served, teams change sides of court. Players serve until a served ball is called dead, or players foul out.

CATCH UP BALL:

Teams of 5 players are placed on each side of the court. A low net or chairs divide the court. Each team begins with one ball. The object of the game is to force the other team to have two balls in possession (in hand) at the same time. One point is scored each time that this happens. (Two players on the same team are holding balls at the same time.) Players catch and get rid of the ball rapidly. Eleven points make a game.

FRISBEE VOLLEY, SHOOT AND CATCH:

Teams of 6 are placed on each side of the court. The game begins with each team serving 2 frisbees from anywhere behind their line. The object of the game is to keep the flight low, throw correctly, and score points for your team. One point is awarded for each tin can or object knocked down by the frisbee. Three points are awarded when the object in the hoop is knocked down. Objects can be set up on waste baskets turned upside down.

HERCULES BALL:

Teams of 5 are placed on each side of the court. The Earth-team is put in play by having one team throw the ball over the net. The object of the game is to make the Earthball bounce twice on one side. A point is awarded if the ball bounces twice on one side. Immediately throw the ball over after a point is awarded. Continuous play.

THREE FLIES UP IN A HOOP:

Players are placed on the court standing in their hoops. The server serves the ball over the net. Players in hoops can go after the ball and catch it provided they do not step out of the hoop. They may slide hoop around with their feet. The first player to catch 3 flies, goes up and becomes the server.

LOW NET BOUNCE VOLLEYBALL:

Teams are placed on the court and are set up to play the same way a six-man volleyball team would be organized. The server bounces the ball, hits it over the net, and the ball must bounce in court. The opposing player bumps the ball and lets the ball bounce; another team player volleys the ball for one bounce; the next team player volleys the ball over the net.

Rule: A ball must bounce three times on each side before it is returned. The serving team receives 1 point for a score, and the opposing team can only earn the serve back. Note: Lead up without the net could promote more success.

PRISON BALL:

Divide playing field into 3 parts--a neutral territory in the center, 4 yards wide, and 2 end courts which may be adjusted in size according to the number of players. Each

team has a prison on the side of its court. The ball is started by a player on one team who calls the name of a player on the opposite team and throws the ball across neutral ground into the opponents' court. The opponents must catch the ball before it hits the ground in their court or player whose name was called must go to the other team's prison. Any player on the team may catch the ball. If it is caught, the catcher calls an opponent's name and throws it into the opponent's court. A team may free a prisoner by calling the prisoner's name as the ball is thrown into the opponent's court. If the ball is not caught by the opponents, the prisoner may return to his own team.

BALLOON VOLLEYBALL:

Teams of 5 are placed on court. Between 3 and 5 balloons are used to begin the game, depending on the level of the students. The object of the game is to keep the balloons up and in play. If any balloon lands on your court, a score is given to the opposing team. When a balloon falls, count the point and put it back in play. Continuous play.

VARIATION: Beach Ball Volleyball.

SHOWER BALL:

The game starts by one team throwing 3-6 balls over the net simultaneously from the back line. The opponents attempt to keep the balls from hitting the ground by catching them and

throwing them back across the net. No player may hold the ball more than 3 seconds. Taking more than one step with the ball is not allowed. The player catching the ball may not pass to a teammate; he must return the ball over the net quickly. A point is scored when the ball hits the ground or goes out-of-bounds. After the score, the player nearest the ball puts it in play by throwing it over the net. A game consists of 21 points.

TOTAL CLASS DRILLS BY THE TEACHER:

Students will not understand anticipation and going to the ball unless the teacher takes time to work through this drill.

Teacher holds the ball. If he holds ball stretched out in the right hand, all players slide left; left hand, all players slide right; out in front, all players back up; down by feet, all players move forward with hands held low.

Note: Students need to be taught to move and reach for the ball.

KEEP IT UP:

Players keep moving around circle. Serve a square for points. 15 points wins. Player in between can stop ball if serve isn't arching.

KEEP IT UP:

Against the wall. First player hits it high, next player hits it up.

NET RETURN RELAYS:

Two or more teams are lined up in front of volleyball net. Leaders stand on other side of net and toss ball over net to players. Every returned volley counts as one point.

BOUNCE SHUTTLE RELAY:

Two or more teams line up in shuttle formation. A-1 tosses ball up so that it lands in middle, bounces upward - A-2 volleys ball on first bounce to A-3. Then moves to back of opposite line. When everyone is back in place the relay is over.

ZIGZAG RELAYS:

Can be throwing and catching, serving, set yourself up and volley, and so forth. Leader serves straight across, next player serves to right. Ball returns same way. When leader has ball again the relay is over.

SET UP PRACTICE:

Player #2 sets up player #1 - #1 volleys ball over net to #3--#3 returns ball under net to #2 player. 3 volleys by #2 and then everyone rotates.

SERVE IT KEEP AWAY: (3 players)

Player #1 and #3 serve the ball to each other--#2 player attempts to intercept. If #2 intercepts, he takes the place of #1.

SOCCER

Soccer is a game full of movement and running which appeals to children. However, to play an effective game the children must learn how to handle the ball with their feet. Maneuvering the ball with the feet must become second nature, and this is accomplished by frequent opportunities on offense to kick, control, dribble, volley, and shoot and frequent opportunities on defense to mark, guard, tackle, and recover the ball (Dauer and Pangrazi, 1989). It is important that the children learn team play so that they do not form a group around the ball.

SOCCER LEADUP SKILL ACTIVITIES AND GAMES

CORNER KICK SOCCER:

Four teams are placed on the court. The object of this format is to have twice as much action by dividing the court into 2 games. When the teacher blows the whistle, all 8 corner players come out and attempt to kick the ball across the opponent's goal line. The players on the line use their feet to keep the ball from coming across the line. Everyone is involved. When the goals are scored, the court players return to center and get back in center of line. Corner players resume new lay on the whistle. Set a time limit for scoring.

Note: Skills can be added. One pass, two passes, before scoring, and so on.

LINE SOCCER:

Teams of 14-15 are placed around the court. The 4 layers nearest 1/2 court enter the court. The players in the end zone are goalies and may stop the ball with any part of their bodies except hands and arms. The side line players keep the ball kicked in bounds and in play. After a goal is kicked at either end, the court players return directly to the center of their end zone and two new players from each team enter the court. Resume play by putting ball in center, facing off and blowing whistle.

VARIATION: Two passes before scoring, each player puts foot on the ball to start.

BLUE CHIP SOCCER:

EQUIPMENT: 7 Wiffle Balls

PLACE: The entire Blacktop Area--no out-of-bounds. Players are divided into 2 teams on the blacktop. Seven Wiffle Balls are set for each color of Wiffle Balls. Blue--10 points; red--6 points; yellow--2 points. Two balls of every color except blue are required; use one blue ball. Play is started by a face off, or the teacher emptying the box of balls at center court. Cones are placed at each end of the playing area that the teacher selects for goals. No side or end boundaries are set. There is not out-of-bounds.

However, balls must go through the goals from the correct direction for a score. When a score is made, all balls are gathered and returned to the box. The teacher states the score. Players rest for 30 seconds. The teacher then tosses the balls out and play resumes.

NOTE: No designated goalies--your players will catch on and handle it!

SIX BALL SOCCER WITH YOUR WHOLE CLASS:

EQUIPMENT: 6 balls, Cones, Pinnies

Players are divided into two teams and begin play on their defensive half of the field. Players have no areas in which to play. They may roam all over the field except for the goalie boxes. The goalie is the only player who is allowed in the goalie box.

Goalie: The goalie is the only player who can touch or pick up a ball with his hands. The goalie's job is to keep the ball from passing between the cones. The goalie fields the ball, runs to the front of the box, and punts or throws the ball down field.

Scoring: Each goal is scored as one point. The goalie does not leave the goalie box to retrieve the ball. The scorer retrieves the ball and brings it back to the center of the field to juggle and begin play. To speed play, just have the goalie punt the ball after a goal. The game is

continuously played. The only ball not in play is the one being brought back to the center for rejugling. Regular elementary soccer skills and rules. Call hands, fouls, etc.

NOTES: Use 2 goalies--one chases the ball. Out-of-bounds: the other team has a throw-in.

CRAB SOCCER:

Players are divided into 2 teams and placed on the court in crab walk position. On the whistle, both teams (in crab position) attempt to kick the balls across their opponent's end line for a goal and one point. After a goal is scored the teacher tosses the ball back in play for continuous action. Balls that go outside are tossed back in. In the M.P. Room, there is no out-of-bounds.

NOTES: Four balls in the game give everyone opportunity to participate. Every time a ball hits the opposite wall, a goal is scored.

VARIATION: Play 2 games--7 or 8 on a side across M.P. Room.

END ZONE SOCCER:

EQUIPMENT: 4 Balls

Teams of 8 are placed on the court with each player aware of his position number - 1, 2, 3, or 4. Balls are placed on the center line. On the whistle, the number 1's run out and attempt to maneuver the ball past their opponents and kick

it through their goal line and hit the wall. A goal is scored if the ball passes the line or hits the M.P. Room wall. The job of the number 2 players is to move over and play goalie and keep the ball from going through. The job of the 3rd and 4th players is to stay out of bounds, use their feet, and keep the ball from going out of bounds. Blow the whistle to begin play. If a score has not been made with both balls in one minute, blow the whistle and stop play. The 4's become 3's--3's become 2's--2's become 1's--1's become 4's. Resume play. One point is awarded for each goal.

NOTES: Use small numbered cards on the floor the first day. Play 2 games cross court in your M.P. Room. Great on the grass also.

CIRCLE SOCCER:

Player takes position as seen in diagram. The object of the game is to kick a ball past one of your opponents. The ball must travel out shoulder height or lower to be counted for a score. One point is accorded for each goal. Players can block or trap the ball with any part of the body except hands and arms.

NOTE: Use 4 soccer balls for more action.

VARIATION: Move in and join hands and play.

SIX BALL SOCCER BALL DRIBBLING TAG:

EQUIPMENT: 6 Balls, 6 Pinnies

Six players have pinnies on and balls on the ground in front of them. See diagram. The remainder of the class is scattered in the field. The six players take off dribbling the ball and attempting to hit scattering players below the waist with the ball (stay in control). When a scattering layer is hit, he becomes a sideline player and stays out of bounds. The task of the hit players is to work as sideline helpers and kick the ball at scattering players or back to dribblers. When the scattering players are down to six, they change places, put the pinnies on, and everyone is back in the game.

VARIATION: Tagged players take the ball. Everyone stays in. Continuous play.

SOCCER WARM UP:

EQUIPMENT: 2 Bike Tires, 6 Balls, 6-10 Tennis Ball Cans, 4 Cones

Players are divided into 2 teams. Teams line up on boundary lines facing each other. On signal, 3 players from each team (the players standing between the cones) run to the bike tire, take a ball and dribble the ball with their feet to the pins, trying to knock them down. The player who knocks over a pin first, scores one point for his team. When players finish, they rotate to the end of their line.

NOTES: Use of 6 balls and 6 participants each time provides for maximum participation. Set up 10 pins for maximum activity. Tennis ball cans work in place of bowling pins. Next participants run out and set up pins as last participants re taking balls back to tires. Fast action.

BASKETBALL

Basketball is an active game enjoyed by many children. With access to three basketball courts, the MTE students have many opportunities to practice basketball skills.

The basketball instructions will focus on developing skills and competence so that students will choose to participate later in life (Dauer and Pangrazi, 1989). The emphasis will be on lead-up games that allow all students to experience success and enjoyment. A range of fundamental activities will be listed (Dauer and Pangrazi, 1989).

BASKETBALL RULES:

1. To start a game, players take positions. Each team has one center, two forwards, and two guards.
2. Play starts as the referee tosses the ball into the air between the two opposing centers in the center circle. The centers attempt to tap the ball to one of their own players.
3. After receiving the ball tapped from the center, the player tries to move the ball toward his team's basket by passing it to another player, dribbling it, or using a combination of these actions. To give directions for this activity, it is suggested that the teacher use the formation for offensive play illustrated in the Teaching Suggestions.

4. The opposing team tries to intercept the ball and return it in the direction of its own basket. The ability of the team to intercept the ball can be improved by using the zone defense formation as illustrated in the Teaching Suggestions.
5. The ball may be passed to any player of the team in any section of the court.
6. When the ball goes out-of-bounds, it is given to an opponent of the player who last touched the ball. It is then thrown in to a teammate from the point at which it went out-of-bounds.
7. Any player on the team may shoot for a goal.
8. When a score is made, play is stopped. The ball is then put in play from behind the end line by a guard of the opposing team. The ball is passed to a teammate and play resumes as before.
9. Fouls: Any player who trips, pushes, holds, charges, or has unnecessary body contact with an opponent is charged with a foul.

Penalty: One or two free throws.

- A. If a player is fouled when engaged in play other than shooting, one free throw is awarded that player at the free-throw line. If the free throw is unsuccessful, the ball is in play.

- B. When a player is fouled while actually shooting, two free throws are awarded the fouled player at the free-throw line. If the second free throw is unsuccessful, the ball is in play.
10. Violations: A violation is charged when any player takes more than one step with the ball without dribbling (traveling), double dribbles the ball, steps on or over a boundary line while in possession of the ball, kicks the ball, causes the ball to go out-of-bounds, or delays the game by keeping the ball in his possession for more than five seconds while closely guarded.

Penalty: Play is stopped, and the referee gives the ball to an opposing player, who puts it in play from out-of-bounds, nearest the point of infraction, by passing it to a teammate.

BASKETBALL LEADUP ACTIVITIES

BARREL BALL BASKETBALL:

Played with a soccer ball or volleyball - 4th grade.

Collect 4 trash cans from behind the kitchen and collect 2 long turning ropes. Set the bottom can upside down, the top can right side up on top of bottom can at each end. Rope off an area to stop goal tending. Everyone must stay out of roped area.

SKILL: To teach students to move without the ball. "NO DRIBBLING ALLOWED." Each team must pass the ball down court without taking steps, learn to pivot, pass and move into open spaces without the ball.

SIDELINE BASKETBALL:

Teams of 10 can all be a part of the game. One team is lined up on one sideline, the other team is lined up on the other sideline. Players are numbered off. Attempt to have boys/girls numbers correspond with boys/girls on other team. Three numbers are called--1, 6, 8. The first number called, #1, becomes the jumpers. Numbers 6 and 8 become team members. Two minutes are allowed for a team to score.

NOTE: The sideline players are also a part of the game. Team players can pass to sideline, then run into open and have ball passed back to them. Use the sideline players.

NUMBERS (TEAM) BASKETBALL:

EQUIPMENT: 4 Balls, 4 Deck Rings.

Players are divided into 4 equal teams. (Note: A teacher could have 8 equal teams and run this game on two courts side by side. Total class.) Each team player is numbered off from 1-4. The teacher calls #3. All 3's come out, take the balls off the deck rings, dribble back to the basket and attempt to shoot a basket. The first player to make a

basket, dribbles back to deck ring, sets ball down and runs across the line, scores one point for his team.

VARIATION: Dribble back and chest pass ball to all teammates instead of shooting a basket.

VARIATION: After 3 attempts at basket, dribble back.

FIGURE 8 RELAYS:

Six teams of 5 are set up on the court. On "Go," the first player in each line takes off--goes around the cone in front of the line, dribbles around next cone to left--dribbles around cone in front of his line, dribbles to mat and passes to next player. Continue. When everyone is back in position, relay is over.

NOTE: Middle lines always go to left. Go over all patterns with all teams. Let them walk through.

BALL FLAG TAG:

EQUIPMENT: 30 - 7" Balls, 30 Flags.

Concept--nobody out! Keep your eyes up! All players have flags on back pockets or close--same amount of flag showing for each player. Players begin dribbling around attempting to pull everyone else's flags. When a player pulls a flag, he dribbles over to the teacher and gives the flag to him. The flagless players come to the teacher, get a flag,

dribble to wall, slap the wall, and they're back in the game. Fun stuff! Start with one-on-one drills--pulling flags.

BALL HANDLING ACTIVITIES - SOME RELAYS

STRIDE BALL RELAYS:

Teams of 5 are lined up. First player passes ball between legs to next player--to next--last player runs forward and starts ball again. Continue. When all players are in starting positions, the relay is over.

PASS OR DUCK RELAYS:

Teams of 5 are lined up. The first player steps out 4 or 5 steps, faces team. First player passes the ball to first player in line (chest passes). Player passes ball back, ducks; first player passes to second player. Same procedure. First player ducks when ball is received for last time.

OVER'N OVER RELAYS - TOTAL MOVEMENT EDUCATION RELAY:

Teams of 5 are lined up. First player passes ball overhead to next player, then peels off and becomes last player. Next player passes and peels off. The entire team must cross the finish line moving backward. Fun stuff! Try it under and under coming back.

CONTINUOUS PASSING RELAY:

First player steps out to side of team. All players face first player. On "Go," first player passes to end player, then back to first player--to second--to third--to fourth. When the fourth player passes ball back to first player, the #4 player runs to the up position, and the up player runs to end position. Ball is passed to new #1 player and procedure continues until everyone is back in place.

COOPERATIVE BALL PASSING:

Teams of 6 - divide the team into 2 rows of 3. The 2 rows should be about 5 yards apart and face each other. The first two players begin side stepping down to the end line and passing the ball back and forth. Do the same thing back. Set the number of passes that should occur while traveling in one direction.

TIME BOMB:

Teams of 5 or 6 are standing in a circle bounce-passing the ball around when the music goes off or whistle blows. The player with the ball stands still. All of the other players run behind player with ball; the ball is passed overhead or between legs (your choice). The last player takes the ball and runs to the front of the line. The first team to do this, wins.

10 FREE THROWS:

Teams of 5 are lined up on free throw lines at different baskets. The first player shoots, retrieves the ball, tosses ball to second player; second retrieves, passes to third and gets in line. Each time a free throw is made, the whole team yells, "1 - 2 - 3 etc.." Relay is complete when a total of 10 free throws is made. (Move the line forward for more success.)

RETURN THE BALL RELAY - DRIBBLE, PIVOT, AND PASS RELAY:

Teams of 4 are lined up at least 6 feet away from other teams. Player #1 dribbles the ball to designated line, 5-8 yards away. Player #1 crosses line, pivots and bounce-passes ball to player #2 who must wait behind line until ball arrives. Player #2 dribbles across line, pivots, and passes to #3. When all players are across the line, the relay round is over. Start back the other way.

RETURN TO START RELAYS - PASSING, CATCHING, PIVOTING,**DRIBBLING:**

Players take position as shown in the diagram. On "Go," player #1 passes to #2, pivots, passes to #3. Number 3 pivots, passes to #4. Number 4 dribbles around the cone and back to #1 position. While this is taking place, #1 moves to #2, and so on. Continues until everyone is back in place.

CIRCLE BALL RELAYS, DRIBBLE AND SHOOT:

Four teams of 5 are placed on one court--the other 2 teams are on the half court next to this court; #1 passes to #2, #2 to #3, until #5 receives the ball. When #5 receives the ball, he takes off dribbling toward the basket and makes a shot. When he makes a shot, the ball is dribbled back to #1 spot and everything starts again. While #5 is shooting, everyone moves over a spot and vacates #1 spot.

NOTE: Three attempts and player dribbles ball back.

COMPETITIVE ACTIVITIES - PRACTICE - AROUND THE WORLD:

Taking one shot at each station around the key. If a player makes the shot, he moves to next space. A second shot can be taken at the spot where player missed. It is a chance spot. If player misses the second shot, he goes back to space one.

H-O-R-S-E:

The objective is to make such great shots that your opponent misses the exact shot that you just made. The first player shoots a shot--the second and third player must make the same shot. If the second player misses, he takes an "H." The third player is the new shooter for a shot. Play until opponents are finally out or H-O-R-S-E or 5 misses.

"21":

Each player is attempting to make "21" not "22." First player takes a shot from the free throw line, retrieves ball, takes a shot from the free throw line, retrieves ball, takes a shot from that spot, retrieves ball, and takes a shot from that spot. The first shot is worth 5 points, the second shot 3 points, the third shot 1 point. Player totals points for 3 shots. The next player does the same until someone gets 21 points (exact).

Rules to insert (optional):

1. Player must retrieve ball on first bounce.
2. If a player makes all 3 shots, he gets another turn right then.

ONE ON ONE - TWO ON TWO - THREE ON THREE:

Have students match up with someone about their own ability. This is a half court game which can be played one on one to three on three. The first player or team that scores 20 points wins the half court game.

HOT SPOT SHOOTING:

Five mats or spaces are placed near the basket and around the key (same spot every time). The spots are designated points 1, 2, 3, 4, 5, depending on proximity to basket. Participants are given a time limit to shoot from spots - 1, 2, 3 minutes. Participants retrieve their own shots and

shoot again. Total points for scores at end of time limit.
(Baskets only.)

FREE THROW CONTEST:

Participant stands on free throw line. Three balls and two retriever players are needed. Free throw shooter shoots continuous free throws as retrievers feed the balls one at a time to shooter. Shooter has a 1, 2, or 3 minute time limit. Option: shoot slowly--10 shots made.

ONE MINUTE SHOOT FROM ANYWHERE:

Participant starts shooting from free throw line, retrieves ball, and continues shooting from under the basket for the time limit. Total number of baskets is recorded.

SHUTTLE DRIBBLE FOR TIME:

Participant dribbles the length of the court twice, for time. Down and back twice. Stop watch records the time. Fastest time wins.

BALL HANDLING CHALLENGES

If possible, use 7" balls; if not, a variety of balls could be used to ensure that each child has a ball. These challenges require 2 minutes of moving and 1 minute of being stationary. Music really helps.

1. Dribble the ball, fingertip control, all over the floor, regular, low dribbles, high dribbles, spins, and so on. Preferred Hand--2 minutes. One minute task-- Stand with feet together, begin moving the ball around ankles, shins, knees, thighs, waist, chest, neck, and head. Go the other way. Spread your feet, push the ball around legs--figure 8 pattern. Just one leg--Faster!

2. Dribble the ball, fingertip control, all over the floor, regular, low dribbles, high dribbles, spins, and so on--other hand--2 minutes.
One minute task - Butterfly or Quick Hands. Stand with your feet apart, hold the ball between your legs--not touching legs--one hand in front, one hand around a leg. Switch hands as many times as you can without letting the ball hit the floor.

3. Dribble the ball 3 times with your right hand, 3 times with your left hand, as you move. Move in a zig-zag pattern. Imagine that someone is guarding you. Keep your body between the ball and your opponent.
One minute task - Stand and dribble the ball around your body--try to dribble continuously.

4. (Most difficult.) Dribble under a leg while walking forward. Dribbling with right hand, step forward with left leg. Dribble under leg to left hand. Step forward, with right leg, dribble under right leg to right hand. Try to smooth it out.

One minute task - Stand with feet apart. Dribble ball from right hand to left hand through the legs, back and forth, right to left, left to right.

5. Dribble 10 times and move forward rapidly. After the tenth dribble, stop on a dime and catch the ball. Now 10 dribbles with left hand. Stop on a dime. Continue for the 2 minute period.

One minute task - Find a partner. Borrow your partner's ball for one minute. Dribble both balls at the same time. Now, give the balls to your partner-- partner's turn.

6. Dribble the ball all over the floor and skip at the same time. Continue for 2 minutes. Try to stay in rhythm.

One minute task - Stand and dribble, go to knees, to sitting, to stomach, to coffee grinder; around once, to sitting, to knees, standing.

7. Dribble the ball all over the floor as you gallop. Switch from side to side if you can. Try to dribble in rhythm--continue for 2 minutes.

One minute task - Find a partner. Develop a fancy passing routine with both balls moving at the same time. Example: One player bounce-passes the ball, the other player chest-passes the ball.

8. Dribble the ball while sliding in one direction all around the room. After 1 minute, slide in the other direction and change hands. I'll let you know when to change.

One minute task - Stand and dribble while facing me. Keep your eyes on me while you dribble. With your free hand, recreate the letters that I hold up. Now, a new letter.

9. Dribble the ball all over the room while making eye contact with everyone else. "Do not look at the ball." Practice--Practice.

One minute task - Stand in place--toss the ball up, spin your body all the way around and catch the ball on the first bounce. Try it without the bounce.

10. Dribble the ball around the room while imagining that you are in a game situation. Dribble around avoiding

other players, changing hands when necessary. Every once in a while, pull up, take a jump shot (like this but hang on to the ball).

One minute task - Try juggling the ball off of 3 body parts before it hits the ground--head, arms, knees, feet, hands, and so on. Try for your top score.

BASKETBALL - SELF-TESTING STATIONS

1. Free Throw Shooting

Pre-season 10 tries _____ shots made

Post-Test 10 tries _____ shots made

2. Shots from Behind the Line

2 or 3 balls available--2 returners who feed balls back immediately to shooter. How many shots can you make in 2 minutes from behind the line? Continuous feeding of the ball to shooter.

Pre-season _____ tries _____ shots made.

Post Test _____ tries _____ shots made

3. Hot Spot Shooting

Mark the numbers on the blacktop with chalk, or put carpet squares down in the same spot each day. Shoot from the spot, return your own balls. Numbers on the spots are the point values. Use a 3 minute shooting period. Total your points.

Pre-season _____ points made _____

Post Test _____ points made _____

4. Around the World

Take one shot from each around the world spot. The three spaces closest to the basket on each side are worth one point. All of the other spaces are worth 2 or 3 points. Take your shots and total your points.

Pre-season total points. Final score _____

Post Test total points. Final score _____

5. Chest Passes Through the Hoop

Hang a hula hoop from the basketball hoop with a jump rope. Hang it so that the hoop is about chest high. Pass the ball (chest pass) through the hoop from the free throw line. Count the number of chest passes that go through the hoop.

Pre-season 10 tries _____ passes made

Post Test 10 tries _____ passes made

6. Chest Bounce Passes Through the Hoop

Hang a hula hoop from the basketball hoop with a jump rope. Hang it so that the bottom of the hoop is knee high. Pass the ball (bounce pass) through the hoop from the free throw line. Count the number of bounce passes that go through the hoop.

Pre-season 10 tries _____ passes made

Post Test 10 tries _____ passes made

7. King/Queen of the Court - Stop Watch

Dribble begins at end of court between the cones. Stop watch starts. Dribble around A cone to B cone, around end cone or basketball standard and straight back down to the court through the cones--elapsed time. A cone and B cone are interchangeable.

Pre-season elapsed time _____

Post Test elapsed time _____

8. King/Queen of the Court - Cone Dribble - 10 Cones

Dribble begins at end of court between the cones or standards. Stop watch starts. He dribbles down the court in between each cone, goes through the standards at the end and dribbles straight back to starting point through the cones. Elapsed time.

Pre-season elapsed time _____

Post Test elapsed time _____

9. Self Testing 21

Take one shot from free throw line. Retrieve the ball on the first bounce and shoot from that spot. Return the ball on the first bounce and shoot again. The first shot is worth 5 points; second--3 points; third--1 point. How many shots did it take to make 21 points?

Pre-season _____ shots

Post Test _____ shots

10. Shuttle Dribble for Time - Stop Watch

Start at the end of the court. Dribble fast to the half court line. Dribble back to start, cross the line, dribble to the end of the court, cross the line, dribble to end of the court, cross line, dribble back.

Pre-season elapsed time _____

Post Test elapsed time _____

11. Shoot 15 Straight Shots or One Minute Time Limit

Stand close to the basket. Shoot a shot, retrieve, shoot, retrieve, shoot No hesitations; stand as close as you can. Shoot 15 continuous shots. How many shots did you make out of 15, or in one minute?

Pre-season _____ out of 15 shots or one minute

Post Test _____ out of 15 shots or one minute

BASKETBALL DRILLS

Chest Passes.

Bounce Passes.

Two Ball Passes.

Tossing ball overhead with both hands.

Chest Bounce Pass.

Lead Passing.

Over the Shoulder Lead Passing.

Whole Class Defense Drill--player here hands up Side Step R
or L or Back Pedal on Command.

Team moves in a circle while ball is being passed around.

Players side step--lead the moving players as you pass.

TOTAL CLASS DRILL

Pivoting--teaching players the difference between pivoting
and walking. Practice drill move--stop and pivot.

Defense--hands up, hand nearest the ball stretching out--do
not over-guard. Teacher or student can lead the group by
dribbling a ball from hand to hand and moving from side to
side.

One Hand Set Shot--teacher models set shot--everyone follows
teacher.

Lay Up--teacher models lay up. Everyone follows teacher.

Jump Shot--teacher models jump shot. Everyone follows
teacher.

Run Ditto Sheets of Relays - Each Captain Has a Copy

Continuous relays

11 3-person teams

The 3-person teams run all 10 relays continuously

The teacher sets the distance and rules.

The first team to complete all 10 relays wins.

BASKETBALL RELAYS - SHORT DISTANCE - TASK CARD

1. Dribble the ball down and back with your preferred hand.
2. Dribble the ball down and back with other hand.
3. Side step as you dribble the ball down and back with preferred hand.
4. Side step as you dribble the ball down and back with other hand.
5. Skip as you dribble the ball down and back with your preferred hand.
6. Skip as you dribble the ball down and back with other hand.
7. Gallop as you dribble the ball down and back with your preferred hand.
8. Gallop as you dribble the ball down and back with other hand.
9. Make 3 spins as you dribble down, 3 spins back with your preferred hand.
10. Make 3 spins as you dribble down, 3 spins back with other hand.

SOFTBALL

Children have a natural enthusiasm for softball, and a good program will make use of this energy. The main emphasis will be on instruction and lead-up games. Actual games will be incorporated into the intramural program. A wide range of skills will be expected at all levels (Dauer and Pangrazi, 1989) The fundamental skills of batting, throwing, and catching will be emphasized.

SOFTBALL LEADUP ACTIVITIES

BASE RUN - BEAT THE BALL

An activity devised for 6-8 players. There are always 4 players in the field--one player at each base. The remaining players are up to run. The base runner and the softball start at the same time. The catcher throws to first and around the bases. The catcher must throw the ball around the bases twice while the runner circles the bases once. One point is scored if the runner beats the ball. After one team runs, teams exchange places. If the game is played on a work up basis with an uneven number of players, the field players work their way up by playing third base, second base, first base, and catcher. The out player goes to third base, and the catcher becomes one of the up players.

MARATHON SOFTBALL

Divide the players into 2 equal teams. Play regular softball rules, except that teams do not change places after 3 outs. They change places after 3, 4, or 5 minutes of play. Set the limit. Count the runs, not the outs. It is the job of the up team to stay organized and ready to bat. The teacher has 3 balls at the mound. The teacher's job is to keep pitching the balls after outs and fouls in order to turn the batting line over as many times as possible within the time limit. As soon as the time is up, the teacher announces the score, and the other team begins their time up.

RULE: One wiff strike or two foul balls make an out; turn the lines over.

VARIATION: Play Marathon Tennis Baseball. It's Wild!

LONG BASE SOFTBALL

Divide the players into 2 equal teams. Up players can hit the ball and run to first or first and back home. Running rule: Players can stay at first until 3 players stack up at first, then everyone must run on the next hit regardless of how good the hit is. Players can be put out by (2) first base being tagged by a player with the ball before the hitter-runner gets there, or (2) being tagged with the ball while running.

NOTES: Four runs can be scored on one hit. Three outs could be made on one hit or play. Encourage field players

to throw the ball carefully. Change sides after 3 outs. Do not throw the ball away and let everyone score!

TENNIS BASEBALL

The game is played with the same rules that are used for softball with a few exceptions. The batter uses a tennis racquet for a bat, the pitcher uses tennis balls to pitch, and some of the fielders can use scoops to catch fly balls (optional)

NOTES: This equipment is very adaptable to use for playing Marathon Tennis Baseball. See Marathon Softball. Lots of action! One wiff strike or two foul balls make an out in Marathon Tennis Baseball. Turn the lines over--the teacher pitches.

ROTATION SOFTBALL

This game is played exactly like regulation softball except players rotate positions after each inning. This game is highly recommended as it gives children practice in playing all positions.

VARIATIONS: Players in field rotate positions after each out.

TEACHER SUGGESTIONS: Explain to class why it is important for all participants to have the opportunity of playing each position. Explain that lesser skilled players need class

support and encouragement so that they also get an opportunity to develop some confidence.

PICKLE ACTIVITY

Pickle is an activity devised for 3-5 players in a group. The object of the activity is to provide an opportunity for players to practice throwing, catching, and base running skills under pressure. Set 2 bases down the normal distance between 2 bases on the field. A player with a glove is stationed at each base. The runner is tagged up on one of the bases. The glove players begin playing catch. The runner takes off at an opportune moment and tries to run to the other base. The field players attempt to get the runner into a run down or "pickle" situation and tag him out. If tagged, the runner takes a glove and a glove player becomes a runner. Two or three runners give everyone a chance to take a breather.

THREE FLIES UP ACTIVITY

A batter is up. All other players are fielders and take turns about catching flies. When a player catches 3 flies, he becomes the batter.

BOOMER BAT BASEBALL

This game is played with the same rules as softball except for a few exceptions. A soft liter bottle with a dowel for a handle is used for the bat. See Striking Tools. A 4, 5, 6, or 7 inch Red Ball is used in place of softballs. The

pitcher can pitch the ball with one bounce or no bounce. The ball really booms when it is hit. Great action!

STRIKE BALL

The game is played with the same rules that are used for softball with a few exceptions. A Volleyball or Red Ball is used for the game. The striker (up player) must strike the ball out of his hand and bounce the ball off of home plate and strike it with his fist. If the ball is caught in the air, an out is made. A base runner cannot leave base before the ball is socked. Change sides after everyone has been up to strike. Count the runs, not the outs.

VARIATION: Play Work Up Strike Ball.

OVER THE LINE ACTIVITY

Over the Line can be played with 6, 7, 8, 9 or 10 players. Teams are divided evenly. Team players pitch for their own teams and attempt to make hitters out of team members. An arbitrary straight line is used between second and third base. The ball must be hit into the air and dropped in safely over the line to become a hit. The batter runs bases until the ball is thrown to the pitcher. If the batter hits a double, he touches second, then comes off the field because he will need to bat again soon. The ghost runner is still at second and is moved to third by a single. A double will bring the ghost runner home. Don't worry--your

students will keep track of "who's on first." If a grounder is hit, the batter is out. Fly balls that are caught are outs. The ball must be hit into the coned off side of the field on the left side of second base. The 4 field players are stationed out in the field to cover all the area that is in fair territory. Move the pitcher over toward the third base line when a left-handed batter is up to bat.

FAT BAT WIFFLE BALL SOFTBALL (Success)

Use a fat plastic bat that can be purchased inexpensively at K Mart, Payless, and so on. The game is played with the same rules as softball except that players use fat bats and plastic wiffle balls. A very success oriented game-- especially for primary children and players with limited skills--just fun to play anyway!

HIT THE PIN SOFTBALL

Divide into 2 equal teams. Play rules of softball except the player who hits the ball runs the bases while the opposing team tries to knock over the bowling pins (placed on a shorter base line) before the runner reaches home.

NOTE: use 5 pins third, short second, short first. The order of hitting the pins is not important. Keep the same team up until everyone has had a chance to hit. Count the runs, not the outs. Set pins inside of bases so that

runners will not get tangled up with the pins. Pins are knocked down by touching them with the ball.

NOTE: Emphasize teamwork; 5 people must touch the ball while knocking the pins down. Keep 2 balls in game to avoid delays when one ball is out of play. Adjust success by changing bases and pins.

DANISH ROUNDER SOFTBALL

Divide players into 2 equal teams. Play rules of home run softball. The hitter hits the pitched ball into the field of play. He then runs around his lined up teammates as many times as he can before a player in the field can retrieve the ball, throw it to another player, have that player throw it to another, and then tag home plate. The runner scores a run each time he circles his lined up teammate.

NOTE: The ball must be touched by either 3, 4, or 5 players in the field before it comes home. Decide before the game. Keep the same team up until everyone has hit the ball. Count runs, not outs. Emphasize teamwork. Keep two balls in game to avoid delays.

OUTDOOR AND INDOOR GAMES AND ACTIVITIES

INTRODUCTION

Games will be an important component of the P.E. program. The suggested games and activities will involve all children and offer a certain degree of skill development.

Through games, children can experience success and accomplishment. In addition, certain social objectives will be accomplished such as the development of social skills, acceptance and understanding of rules, and a better understanding of oneself in a competitive and cooperative situation (Dauer and Pangrazi, 1989).

Due to inclement weather, several indoor activities will be suggested.

OUTDOOR ACTIVITIES

RELAYS

BROOM RELAYS

EQUIPMENT: 6 Brooms

Five teams of 6 are lined up. Runners can ride the broom singularly or in 2's or 3's around a cone and back. Runners can sweep objects down and back with the broom. Runners can hold the broom in different positions or balance the broom down and back.

BOWLING RELAYS

EQUIPMENT: 6 Balls

Teams of 5 are lined up. The first player runs to a line about 20' to 30' from start, turns, and rolls ball back to next player who waits until ball crosses the starting line. He takes off and does the same. The first team to have everyone across the line, wins.

OVER'N OVER RELAYS

EQUIPMENT: 6 Balls

The first player passes the ball overhead and everyone does the same. As soon as a player passes the ball, he immediately peels off and becomes the end of the line.

"Pass'n Peel"--"Pass'n Peel." The whole team moves backward and must cross the finish line.

VARIATION: Under'n Under.

THREE PEOPLE SIDE STEP RELAYS - AEROBICS

Ten teams of three are placed in the center of the basketball court. Each team is holding hands. On "go," all teams begin side stepping to the line on the edge of the basketball court. Touch a foot outside, side step all the way back across as a unit. Touch a foot outside, come back to the other side. Pre-set number of lines to cross 8 - 1 - lines. Good practice for side step test and endurance.

LONG DISTANCE RELAYS

EQUIPMENT: 6 Batons or Erasers

Players are lined up. The first runners in line go all the way out to the fence (one hand on fence). The second runners go out about half way to the fence. The third runners in line start the relay with an object in hand. The starting runner carries the object to the half way runner and stays. The half way runner carries the object to the fence runner and stays. The fence runner carries the object to start and passes it off to first player in line. The first player takes off. The relay is run until everyone is back in place. The starting runner carries to the fence runner and stays. The fence runner carries it back to start. The starting player takes off. The relay is run until everyone is back in starting position.

JUNK RELAYS

EQUIPMENT: 10 Hoops - Junk - Ball, Ruler, Tape, Pencil, Eraser, and so on.

Six teams of 5 in a line. A hoop, tire, or mat is placed directly in front of each team, and another is placed at the end of the relay area. 4, 5, 6, 7 objects are placed in the hoops directly in front of each team. The runners must run, pick up all the objects, take them to the far hoop, set them inside, run back, tag the next runner. The next runner runs to far hoop, picks up junk, brings it back to close hoop, tags next runner.

TRAVEL RELAYS

EQUIPMENT: 15 Hoops, 6 Jump Ropes, 6 Bean Bags or Tires, 6 Balls

Six teams of 5 line up. Three hoops or tires are laid out about 12 yards apart in front of each team. A jump rope is placed in first hoop, a bean bag in the second, and a ball in the third. The first runner takes off, runs to first tire and picks up the jump rope, jump ropes to the next tire, puts rope inside, picks up bean bag and puts on head, fast walks to next tire, puts bean bag inside, picks up ball, dribbles back to tire one, puts ball inside and runs back and tags next runner. Definitely Reinforcement.

BLINDFOLD RELAYS

EQUIPMENT: 15 Blindfolds.

Players stand in lines of 6. Players then pair up within the lines. One player has blindfold on, one is the guide. The first two players in each line take off; the guide talks to, but doesn't touch, blindfolded player. They go down around the cone and back, tag next two players, and relay continues. Players reverse positions.

STEPPING STONE RELAYS

EQUIPMENT: 16 Mats or Newspapers

Teams of 4 are lined up across the basketball court. Each team has two mats. The first player lays a mat down, steps on it, sets the next mat down, steps on it, picks up previous stepped on mat, sets it down, steps on it until he has worked way to line across the court. He picks up mats, runs back, gives them to next player. This is continuous until all 4 players have participated.

COOPERATIVE RELAYS

TOTAL MOVEMENT RELAYS

Each team of 6 players is grouped in a small circle with one player in the middle and 5 players holding hands. On "go," the team takes off with middle player running and staying right in the middle; one person on team must cross the line, then the whole team takes off for starting line. When starting line is crossed by one player, the team exchanges the player in the middle and takes off again. Continue until everyone has been in the middle.

TRAIN RELAYS

Each team of 5 players is lined up. All participants have their hands on the shoulders of the runner in front of them. On "go," the team takes off and circles the cone and returns to cross the starting line and circle the cone on the starting line. As the team is circling the cone, the lead runner steps out and joins the back of the line and the team

relays again. This procedure takes place until everyone is back in starting position on the starting line.

VARIATION: Use a jump rope for team members to hang on to instead of using shoulders.

NOTE: Wide lanes for turning--short distance.

CHARIOTS OF FIRE RELAYS

Each team of 5 or 6 players is placed on the starting line in a circle. All players are facing outward and holding hands except for the driver who is facing inward and holding hands. He is positioned at the back of the circle. On "go," the team takes off, circles the cone and returns to circle the cone on the starting line. As the team is circling the cone, the chariot driver changes places with someone else. This procedure takes place until every player has had an opportunity to be the driver. The first team that crosses the finish line, wins.

NOTE: Wide lanes for turning--short distance.

PONY EXPRESS RELAYS

EQUIPMENT: 4 Pinnies, Batons or Erasers

This relay should incorporate the perimeter of your grass area. Teams are first lined up in groups of 6. Then, moved by number--all 1's, 2's, and so on--to specific areas around the edge of the grass area. The first runners all have pinnies on and batons or erasers in hand. On "go," they take off, run to number 2 runners, take pinnies off, put them on number 2 players, hand batons off and stay there. Number 2 players run to number 3 and do the same. When everyone is back in starting position, the relay is over.

KANGAROO RELAYS

The first player in each line holds the ball between his knees with pressure. The player jumps forward retaining control of the ball, around the turning point, and jumps back to the head of the line where he gives the ball to the next player who repeats. If the ball drops out, it must be replaced on the spot.

BALL RELAYS

1. Dribbling Relays

Dribble right hand, left hand, both hands. Alternate hands--3 spins while dribbling--sliding--other side and over the obstacles. Put ball between knees, jump down, run back. Foot dribbling. Create.

2. Basketball Pass

The lead player passes to all players in a line. When he passes to last player, he replaces first player and everyone moves over one place. Last player runs out to line and passes to number one player. When everyone is back in place, the relay is over.

3. Pass'n Duck

Six lines of 5 each. The first player steps out 5 steps and faces the line. On "Go," he chest-passes the ball to second player; player catches ball, passes back, "ducks." First player passes to third, and so

on. When everyone has passed and ducked and ball is back to first player, relay is over. First player ducks.

4. Stride Ball

Six lines of 5 each. Players stand in line with feet apart. On "Go," first players pass ball back between legs; all players follow suit until ball reaches last player. Last player runs to front and begins again. When everyone is back in place, the relay is over.

5. Time Bomb

Six players stand in small circle and bounce passing ball randomly. When whistle blows or music goes off, the player with the ball stands still. Everyone runs behind him, and player passes ball overhead to end. The last player runs to front with ball; first team finished wins.

6. Over'n Over Relays

Six lines of 5 each facing backward. First player passes ball back, over head, then peels off and becomes the end of the line. The entire line moves backward. The whole team must cross the finish line. A Total Movement Education Relay.

7. Travel Relays

Use 3 balls and 3 tires or hoops for each line.

Players run to first tire, pick up ball, dribble it with best hand to next tire. Put ball in tire, pick up next ball, dribble with other hand to next tire. Put ball in tire. Pick up third ball and dribble around cone and back to first tire, while performing motor skill. Place ball in first tire and run to tag next player. (Short lines.)

8. Return the Ball Relay

Teams of 4 are lined up at least 6 feet from other teams. Player #1 dribbles the ball to designated line 5-8 yards away. Player #1 crosses line, pivots and bounce-passes ball to player #2 who must wait behind line until ball arrives. Player #2 dribbles across line, pivots and passes to #3. When all players are across line, the relay round is over. Start back the other way.

9. Return to Start Relays

Players take position as shown in the diagram. On "Go," player #1 passes to #2, #2 pivots and passes to #3, #3 pivots and passes to #4, #4 dribbles around the cone and back to #1 position. While this is taking place, #1 moves to #2 and so on. This continues until everyone is back in place.

10. Cooperative Ball Passing

Teams of 6. Divide the team into 2 rows of 3. The 2 rows should be about 5 yards apart and facing each other. The first 2 players begin side stepping forth and do the same thing back. Set the number of passes that should occur while traveling in one direction. Set the type of passes also.

11. Grapefruit Relays

Player places the 7 inch ball between knees and hops down the short distance in kangaroo fashion, deposits the ball in a waste basket, then retrieves it and runs back.

PARACHUTE ACTIVITIES

Ripples and Waves - Small - large. Warm-up activity: shake the parachute "vigorously."

Popcorn - Place different types of balls on the parachute. Shake the parachute until the balls all bounce off and onto the ground. Wiffle Balls are great! Game Activity--make the balls bounce off on your opponent's half of the parachute.

Ball Roll - Place a ball on the parachute. The class cooperatively lifts the parachute at different intervals in order to keep the ball rolling in a circle around the edge of the parachute.

Locomotor Activities - Run, walk, jump, hop, skip, gallop, slide.

Cloud - Students begin in ostrich position. One--two--three--lift! When the parachute is inflated students walk in 3 to 5 steps on command: walk 1, 2, 3, 4, 5.

Sun Flower - Students begin in ostrich position and inflate parachute. When the parachute is inflated students take 3 steps forward and quickly bring the parachute to the ground and kneel down on the outside edge. All players join hands

and lean in and out on command to represent a sunflower seed.

Dome - Students begin in ostrich position and inflate parachute. When the parachute is inflated, students take 3 steps forward, turn quickly, change grips and quickly bring the parachute to the ground while they kneel or sit inside.
"Nobody Home"

Up! Up! and Away - Students begin in ostrich position and inflate parachute. When the parachute is inflated, students take one or two steps forward and release parachute on command. The parachute remains suspended for a few seconds. Imagination--the class decides what animal, monster, or creature the parachute resembles after it falls to the ground.

Dance Steps - Marching, circle dances, dances without partners, imagination activities can all be taught while students are holding the parachute waist-high.

Parachute Pull - Students all pull at the same time and hold count for 10 seconds.

Turn Around Pull - Students grasp parachute and face outward while holding parachute overhead. On signal, all students pull and hold count for 10 seconds.

Roll-Up - Students hold parachute waist-high. On signal, the entire class vigorously rolls and unrolls the parachute. This could be the last activity of the day. Put the parachute away after the last roll.

Sit Ups - Students sit down with legs placed underneath the parachute while grasping the parachute with overhand grip. On command, all students perform sit ups.

Circuit and Interval Training - The parachute placed on the floor is in perfect position for total class training. Perform strength and endurance activities in place on cue, jog around perimeter of parachute. Sit ups, push ups, jumping jacks, windmill, side bends are but a few of the statuing and astronaut activities that can be performed.

Total Relaxation - The parachute is placed flat on the floor. Students can lie on top of the seam and the teacher can present total relaxation activities to conclude the physical education period.

CHASING FLEEING GAMES

RED LIGHT-GREEN LIGHT

Red Light-Green Light can be played on the blacktop or grass. The head player stands on a line about 20 yards away from the line players. The line players stand on a line facing the head player. The object of the game is for the line players to walk or shoot past the head player without him detecting or seeing them move. The first line player to get past the head player becomes the head player for the next round. If a line player is detected moving, he can be sent back to the initial line or 5 steps back, depending on the rules. The game is best played for success with 3 groups of 10. The head player starts the game by turning his back and yelling "Green Light." Line players advance. At any time, the head players can yell "Red Light" and turn around. When the head player turns around, he begins detecting players who are still moving. The head layer must yell "Red Light" before turning around. If he doesn't players stay where they are.

MIDNIGHT

Midnight is a game that has one initial tagger, and the rest of the players are flee type participants. A court, a little larger than the size of a basketball court, is designated. The one tagger is the "Wolf." The fleeing players are the "Sheep." The wolf is designated to be in

the key of one end of the court or a small pen. The sheep skip out into the meadow and around the pen. The sheep begin asking the wolf what time it is. If he replies, "8:00," or "10:00," or any time other than midnight, the sheep continue skipping around. If a sheep asks for the time, and the wolf says "Midnight," all of the sheep run back across the end line and try to avoid being tagged or having their flag pulled. If they are tagged, they go to the wolf's den and sit down. When the game gets down to 10 or so, a new game is started. Do not let players sit for over 2 or 3 minutes. Football flags are great for stopping arguments about being tagged.

ALTERNATIVE: Tagged players can also become wolves and tag sheep.

RUN RABBIT RUN

Three players are selected to be hunters and are placed in center court, the remainder of the class is placed on a line at one side of the court. On the signal, the players in the line take off (staying in bounds) and attempt to run to the other side of the court without getting hit with a fluff ball. The center players are allowed to throw 3 balls each on one run. The other 6 fluff balls are ready to go. If a player is hit, he sits down at the spot where he got hit and becomes a hunter. He must stay on his bottom and not move around, but he can tag players and then, they sit down and

become hunters. The last two players not hit or tagged, become hunters.

VARIATION: Have the rabbits pull flags instead. Caught players stand instead of sit.

BRITISH BULLDOG

To begin, 2 players move to the center of the court, and the rest of the players line up on one end or one side of the court. When the players in the middle yell out "British Bulldog," the other players try to run past them to the opposite ends of the court (field) without getting caught. To be caught, a runner must be lifted off of the ground and held long enough to yell "British Bulldog 1, 2, 3." The catchers can plot and cooperate to catch larger players. Caught players become center players and the game continues until there are no side line players left.

NOTE: Play until side line players dwindle down to _____.

TOUCHDOWN

(Beans, coins, etc.) Players are designated to each end of the field--one team has on pinnies; both teams have flags in their back pockets. Teams huddle and decide who holds the beans. Each player closes his fists as if he were holding the beans. They yell "here we come." The object is for the person holding the beans to make it across the opposing team's goal line without getting his flag pulled. The teams

should end at the opposite ends of the field. Each team gets 2 turns, then the other team gets 2 turns. One point is given for a touchdown. A player who has a bean in hand and does not get his flag pulled, scores a touchdown. When the team huddles, people who have already had the objects, close fists so that everyone gets a chance to carry the ball. The defensive team attempts to pull everyone's flag in order to catch the ball carriers.

SACK THE QUARTERBACK

Two players are selected to be sackers. The rest of the players are quarterbacks. The job of the sackers is to encourage quarterbacks to come as close to the circle as possible, then, at a split-second, they yell "Sack." The quarterbacks take off and attempt to get across the line before their flag is pulled. If their flag is pulled before they cross the line, they become sackers and help out the other sackers. NOTE: Variation to increase intensity and skill--have each quarterback come into the court bunting, or tossing up, a 7 inch ball, or some object. When the signal to run is yelled, the quarterbacks retrieve their balls and run.

ROCK, PAPER, SCISSORS

(Scissors, Rocks). Players on both teams come to the line. Each team has a plan. After the usual Rock, Paper, Scissors

ritual, the team comes down with one category. Rock smashes scissors, scissors cut paper, paper covers rock. If one team has rocks and the other has scissors, rocks chase scissors. All players tagged become players on the other team or go out and perform a task. Play until one team disappears. Both teams do the ritual at the same time! Teams come to line with two plans in case teams come up with the same sign the first time. Use flags when possible.

CROWS AND CRANES

Crows and Cranes is a two equal-team line chasing, fleeing game. The teams line up about 3 feet apart facing off. One team is called the Crows, the other, the Cranes. There is a boundary about 10 yards behind each team. On a signal, the teacher calls out either Crows or Cranes, both teams are anticipating. If the teacher calls out Cranes, all Cranes retreat as fast as possible back across their own 10 yard safety line, while the Crows give chase and attempt to tag them in some way. Each Crane player tagged becomes a Crow. This can go on until one team gets down to 5 or whatever is relevant for your grade level. Begin again. Football flags are great to use to avoid the arguments of "I tagged you -no you didn't." When the flag is pulled from the back pocket, that's IT. NOTE: Alternative--Leave tagged players out until one team gets down to 5. Hopefully this will happen in 2 or 3 minutes. Out players can also jump rope or jog

around the perimeter, etc. NOTE: This game can be changed to many names, depending on the grade level.

TAG GAMES

STUCK IN THE MUD

EQUIPMENT: 6 Erasers, Fluffballs, or six 7 inch Balls

Six players are designated to be "IT" players. They all are holding a ball. Their mission is to tag everyone that is playing and stop all action. Once a player is tagged, he must stand still with feet apart and hands on head. The remaining free players can free a tagged player by crawling between their legs. Wham! They're back in the game. A continuous exhausting tag game.

LINE TAG

AREA: Basketball Court

EQUIPMENT: 3 softballs, fluffballs, erasers, etc.

Players are spread out on lines throughout the basketball court. Three players have objects in their hands. They are the taggers. The other 27 players attempt to stay away from them and not get tagged. "All" players must stay on lines.

All lines! If a player is tagged, he has the object--

continuous play. NOTE: This is a great movement game with music in the M.P. Room. Players will go a whole record.

Then est, then play again with music. NOTE: Use 2

basketball courts side by side outside.

TEN SECOND TAG

AREA: Basketball size court

EQUIPMENT: 4 cones; teacher needs a watch

Half is lined up and ready to go in the court. The other half is lined up and ready to go in the court. The teacher lets one player in at a time. He has 10 seconds to tag someone. If the tagger does tag someone, the tagged player exits out and "rewards" him by jogging around the court and getting in line. If 10 seconds go by and no one is caught, the tagger exits and does the same. Lines turn over rapidly. Tasks can be set up along the way--jump rope--2 jumps--2 jumping jacks, and so on.

BEAN BAG FREEZE TAG

Each player is given a bean bag to place on some body part (directed by teacher); all on heads, shoulders, arms, and so on. Three people have an object, fluffball, deck ring, wiffle ball, etc. These players are taggers; they also have on bean bags. They chase players and try to hand them or touch them with the object. If they do tag them, the newly tagged players are "IT" players and are after everyone.

Rule: If a chased player drops his bean bag, he is frozen until another player comes by and bends down, picks up the bean bag and places it on him. If an "IT" player drops the bean bag, he can put it back on body part and continue.

LAST FLAG PULLS

EQUIPMENT: Football flags

All players begin game wearing football flags. On "go," everyone begins pulling everyone else's flag. The last layer to have a flag, wins. NOTE: On each pulled flag, the flag must be handed to the teacher. Everyone is in until the last flag is pulled. VARIATION: Let layers keep the pulled flags and put them back into pockets. Continuous play--Aerobic--End the game on a recess.

BLOB TAG

Players are scattered on the defined area. Two layers are holding hands and are the "initial blob." The "blob" runs around tagging other players with outside hands. As players are tagged, they become part of the blob by joining hands. Only outside players tag other players.

BACK TO BACK TAG

An uneven number of players is needed for this tag game. Players stand back to back with one "out" player. The teacher yells, "Back to back" or blows a whistle, and all players scramble for a new back to back person. The "out" player also scrambles to get back to back with someone. The remaining player is the "out" player for this round. The object of the game is to not be the "out" player.

SIAMESE TAG

EQUIPMENT: Super rubber bands, balls, or erasers

The game begins with everyone paired up with inner tube strips from an old car, holding the legs together on the inside, just below the knee. One pair of players is holding a ball, and they are the "IT" players. They attempt to tag other pairs of players with the ball. When they tag a pair, the new pair accepts the object and becomes the "IT" players. Continuous play. VARIATION: Players wear bands on upper arms.

HUG TAG

AREA: Basketball size court.

EQUIPMENT: 2 soft objects

Play begins with everyone standing by himself. Two players have a soft object, fluffball, etc. The teacher calls out "3's." Everyone must get into 3's before the taggers can catch a player and tag him. If a player gets tagged, he now becomes "IT." The teacher may call 2's, 4's, 5's, and so on. The new "IT" players have the objects.

HOOK ON TAG "LOOSE CABOOSE"

Teams of 5 or 6 players are designated. They are spread out around the court. The first player steps out and faces his line. The line is one player behind another, hooked on with each player having hands on hips of player in front. The last player may have a flag sticking out of his pocket. The object for the team is to protect the last player by staying hooked up but moving around so that the free player cannot grab the flag. VARIATION: Team hook on flag--the whole team is hooked up, only the end player has a flag. Teams try to collect as many flags from the other teams as possible. VARIATION: Circle hook on tag--all players except one are holding hands in a small circle. One circle

player has a flag in his pocket. Loose player attempts to get flag.

PEOPLE TO PEOPLE TAG

The game begins with players standing in 2's facing each other. One player is the "out" player (no partner). The object of the game is to always be paired up and to not become the out player. The teacher decides whether or not he needs to play. When the teacher calls out, "People to People," everyone pairs up with someone else, and the out player tries to pair up--a new out player exists. In between the call, "People to People," the teacher may say-- Toe to Toe, Knee to Knee, Back to Back, Side to Side, Finger to Finger, and so on. Then the change call, "People to People." Continue.

SQUAT TAG

The game is played like ordinary tag with the exception that players may free themselves from being tagged by assuming a squatting position. While the same player is "IT" however, they may do this once. Use a small object for the "IT" player to carry. Fluffballs, erasers, etc. can be used.

CHINESE TAG

The "IT" player tries to tag any of the other players on an awkward spot such as the knee, ankle, elbow, and so on. The new "IT" player must hold his hand on that spot while chasing the other players; the other players must hold their hands on the same spot while being chased.

ELBOW TAG

The game begins with everyone standing in 2's with elbows locked together and outside elbows on hips except for the "out" player. When the action begins, the "out" player tries to hook on to the outside elbows while couples avoid the "out" player. When he hooks on, the player on the other side becomes the "out" player. continuous play.

LAST COUPLE

Players are lined up by couples in a column formation with an "IT" standing at the head of the column. He has his back to the column. He calls, "Last couple out." The object of the game is to have the last couple separate and rejoin beyond the place where "IT" is standing without being tagged by him. If "IT" tags either of the two, that person becomes "IT." The old "IT" joins the remaining player as his partner, and the pair go to the head of the line. If the couple is able to join hands without being tagged, they take places at the head of the column, and "IT" takes a try at the next couple. "IT" is not permitted to look back and cannot start his chase until the separated couple comes up even with him on both sides. VARIATION: The game can be played by partners who have inside hands joined.

THREE DEEP

A runner and chaser are chosen. One-half of the remaining children form a circle, facing in. Each of the other children stands behind one of the circle players, forming a double circle formation with all facing in. The chaser tries to tag the runner, who can escape by taking a position in front of any pair of players. This forms a 3-deep combination, from which the game gets its name. The outer player or the 3 now is he runner. When the chaser tags the runner, the positions are reversed. Game becomes more interesting if frequent changes are made. It may be well to limit running to halfway around the circle. In no case, should the runner leave the immediate circle area.

SHIP, CAPTAIN, CREW TAG - COMMANDS

This game stresses listening, following directions, and quick movements performed with control. Four of your students are selected to be "Fish Gobblers." Each Fish Gobbler is given an object to carry in one hand--eraser, fluffball, sport foam ball. Fish Gobblers follow the same rules and directions that the other players follow until the teacher calls, "Fish Gobbler." At that time the Fish Gobblers attempt to tag as many players as possible before they can get into Fish Gobbler position, which is "body flat on the floor and connected to at least one other person." Players tagged while not in position are sent to the brig.

Players in the brig perform 10 sit ups, 10 push ups, 10 jumping jacks and they are back in the game. Other commands given by the teacher are:

Shipwreck - run to the right wall

Iceberg - freeze

Dive - hit the deck

Man Overboard - player in 2's; one player on hands and knees, the other with one knee on partner's back - searching

Man in the Galley - players in 3's, flat on backs, legs in air with feet touching

Fog Horn - standing straight and tall, turning around, making fog horn noises

Swim - specific instructions, strokes, backstroke, and so on

Walk the Plank - 3 steps, jump up, then sink to the floor

Storm - run to the left wall

Torpedo - run in a scattered pattern around the room

Drop the Anchor - sit

REVERSE TAG

An even number of players are needed for this game. Players stand about one yard apart while facing each other. One player is designated to be the chaser and another, the chased player. The chaser begins chasing the chased player.

When the chased player gets tired or is about to be tagged, he steps between two players. The player that is now facing the chased player's back becomes the chaser and the game reverses. NOTE: Use more than one team of chasers and chased players.

HIT THE DECK TAG

AREA: Coned off grass area

EQUIPMENT: Six 7 inch balls, erasers, or visible objects

Six players are designated to be "IT" players. They are all holding a visible object. Their mission is to tag everyone who is playing and stop all the action. A player can keep from being tagged by hitting the deck and turning upside down with arms and legs pointed upward. Tagged players hit the deck and remain on stomach. Upside down players can get up and run anytime. Any free layer can tag any stomach player and free him. Continuous play.

TASK STEAL THE BACON

crab soccer.

NOTE: This format is great for setting up 3 small groups of objects after each number has been called at least once. For added interest, rotate the groups to the next set line before the players from the opposing team can get to and tries to push the floor object back across his home base to the center, picks up the piece of equipment for pushing number. If the player's number is called, he then hurries numbered from 1 to 5 or 1 to 6. The teacher will call one back across the line (soccer skill). Each team on a side is in center; players run out, use their feet to dribble ball. Specific skills can be worked into the game. Example: Ball division of students provides for total class involvement.

Participants are divided into teams of 5 or 6. This

6. Ping pong paddles - bean bags
5. Plastic bats - wiffle balls
4. Feet - cans
3. Hands (paddles) - balls
2. Foot sticks - pop cans
1. Brooms - balls

EQUIPMENT: Variety of equipment adds interest.

THREE STATION STEAL THE BACON

GAMES

EQUIPMENT: 30 pocket flags, 4 hula hoops, bike tires, wastebaskets, cones, 8 flags to be used as objects for players to take after teacher drops them on the wastebasket. Teams of 15 are placed along the sidelines. Directions are given to each team in regard to the direction in which they are supposed to take the flag and run. Each team member has a football flag placed in his back pocket or equitable place. The teacher is holding about 8 flags in his hand. He tells each team that 2 players will come out each time that a flag is dropped on the trash can, and each player coming out will try to pick up the flag and head for his designated end of the court. The player who does not get the flag will try to pull the flag that is in the opponent's pocket before he gets across the line. The player with the flag in hand must perform some (one) kind of task before moving across the line.

1. Go through the vertical hoop.
2. Jump with both feet in the flat hoop.
3. Perform some type of stunt, or
4. Place the flag cleanly down on the trash can with one hand and pick it up with the other. Then cross the line.

Any 3 or 4 tasks can be made by the teacher. Point values are assigned to each task. Students get so involved that everyone soon forgets about the score. The teacher does not

warn the students as he drops the flags; they must keep moving into the cones and be aware. Turn lines over every minute. Return flags to teacher and players immediately.

CAPTURE THE FLAG

EQUIPMENT: 6 hoops, 2 flags, 4 long turning ropes, 30 football flags

Teams are divided (2) equally. They line up across from each other at the center of the field. The objective is to capture your opponent's flag and bring it back across the center line without getting your own personal flag pulled. If any player is caught (tagged), he is sent to jail.

Jail Release: A player can be released from jail if another player can make it safely into the jail area. Only one released player per time. The two players step out of bounds and run back up the sideline to the center line and resume play. Football flags are returned by the teacher.

Safety Areas: Inside of jail--flag area and hoops. Only one player can be inside a hoop at a time.

Flag: The captured flag must stay in plain sight at all times.

NOTE: Encourage children to plan a strategy.

NOTE: The use of football flags for all players increases interest. When flags are pulled, keep them yourself until students are released from jail--saves arguments.

SPEEDBALL/FOOTBALL

Players are divided into 2 equal teams. All players are wearing football flags. One team is wearing pinnies. One team begins with the ball about 1/3 of the way up the field. The objective is to get the ball across your opponent's goal line by running or passing the ball without (1) letting the ball drop to the ground; (2) getting your flag pulled when you have the ball; (3) getting intercepted. All three items result in a turnover, and the ball goes to the other team on the spot. Teams must pass to at least 3 people before they can cross their opponent's goal line. If a team intercepts on the one foot line, the ball must be passed to 3 people (minimum) before a touchdown can be made.

VARIATION: Run 2 games at the same time. Use short fields for success and motivation. Four teams of 8--referee both games.

VARIATION: Play this game with frisbees, or scoops and tennis balls.

COURT LINE TAG

Players are spread out on line throughout the basketball court. Three players have objects in their hands. They are the taggers. The other 27 players attempt to stay away from them and not get tagged. "ALL" players must stay on lines. All Lines! If a player is tagged, he gets the object--continuous play.

NOTE: This is a great movement game with music in M.P. Room. Players will continue play until the record stops. Then rest. Then play again with music. Outside play-- extend game to two courts side by side.

FOUR CORNER RELAYS

EQUIPMENT: 4 bases, 4 cones

Each team is numbered from 1-8 consecutively. Players are standing on their space. The teacher calls out 2's and 6's. All 2's and 6's take off, relay around the four corners and run to center through their own vacated space and end on the base that is designated to be the team base. First player to end earns 4 points for his team. Finishing teams receive 3, 2, and 1 point accordingly.

VARIATION: Players can sit around edge and the first player back in place, wins.

VARIATION: Balance on one foot--hop in--make opponents put their other foot down. Use the ball to push opponents.

VARIATION: Star Wars Dodgeball. Use the rebound nets and about 12 nylon or fluff balls. Play the same rules as in Wastebasket Dodgeball.

HOOP BALL

EQUIPMENT: Red Balls, Four Hoops

Four teams are divided equally. A hoop and ball are designated for each team as seen in diagram. Players in

lines are assigned permanent numbers. The teacher calls a number (6), all number 6's race out and take the ball from the hoop and race to number 1 position and hand the ball to #1. He, in turn, hands the ball to #2 and on to the last player. The last player races with the ball back to the hoop. First team to finish wins the round. All players move over one space as players are racing out to get the ball out of the hoop. After the player in the last position puts the ball in the hoop, he runs over and assumes the number one position. Resume Play.

STRIKE BALL DODGEBALL

Players are arbitrarily placed around a square or circle. Circle players attempt to put center players out by serving the ball as in a volleyball serve. When a player is hit, the striker exchanges places with the hit player. Keep 6 or 7 balls going. A self-contained game.

BOWLING DODGEBALL

Use the same rules as in Strike Ball Dodgeball, only the circle players bowl the balls at center players.

PINBALL DODGEBALL

Use the same rules as Strike Ball Dodgeball, only the circle players turn around and shoot the ball between their legs at center players.

GUARD'N GANGSTER DODGEBALL

Players are arbitrarily placed around the square or circle. Center players are hooked together--the player in back places his hands on waist of front player. Circle players attempt to hit Gangster (back player); when Gangster is hit, the Guard becomes the Gangster, and the Gangster goes to the edge of square or circle. The player who hit the Gangster comes in and plays in front of Gangster as the Guard.

DONKEY DODGE

Play the same as Guard'n Gangster, only 3 players are hooked together instead of 2. The object of circle players is to hit the tail or last player. Rotate as in above game.

PIN BOUNDARY BALL

EQUIPMENT: 7 inch Balls (Soccer or Volleyballs), Tennis Ball Cans

Players are divided into 2 teams. Each team begins with 3, 4, 5, 6, 7 balls. On signal, members of each attempt to roll the ball across their opponent's end zone area.

Defending players cannot stop a ball in the end zone area.

SCORING: 1 point is scored each time that a ball crosses the end zone area. 3 points are scored if a pin is knocked down. Team plays until "X" amount of pins are knocked down.

NOTE: (1) Teams can continually set pins up and have continuous play. The M.P. Room is a much better place to play as there are walls to stop the balls. Emphasize "Bowling" safety. (2) Tennis ball cans can be used in place of bowling pins. (3) A throwing game can be developed if sport foam balls are used. Use 10 bowling pins or tennis ball cans. Some of them set up on wastebaskets.

NEWSPAPER SWAT

EQUIPMENT: 6 Wastebaskets, 6 Swatters (rolled up newspapers that are taped with masking tape), 30 Mats for outer circle players

Players form a circle; six players are designated to be center players and move to center area and sit down on a wastebasket that has been turned upside down. A swatter is placed beside the can. Each circle player should be standing on a small mat with no extra mats around the circle. Example: 24 circle players--24 mats. Players number off from 1-30 including center players. Players keep the same number throughout the game, but do not keep the same space. The teacher calls out 5 or 6 random numbers such as 6, 19, 4, 11, 2, and 27 and says "go." These six people must run and exchange positions before the wastebasket players can pick up a swatter and swat someone on the seat lightly. The swatters drop the newspaper on the swat, and the swatted players pick up the newspapers and attempt to re-swat any player in the circle who does not have a newspaper. Everyone gets in place; all mats are covered with players, and the teacher calls six new numbers, says "go"; play resumes.

NOTE: (1) It is very important to players for the teacher to check off numbers evenly. (2) Players really enjoy this activity. (3) Two games of 15 players each can be played side by side with 3 wastebasket players in each circle.

WASTEBASKET DODGEBALL

A circle is formed. Six players are sent to the center with a wastebasket. The balls are given to the players on the perimeter of the playing area. They begin throwing the balls at the center players. The center players use the wastebaskets to bunt the balls away. When a player is hit, the thrower takes his place in the circle. Continuous play. Hold the wastebasket so that the bottom is facing out and toward the circle.

NOTE: This game could be one large game with 6 players in the center with wastebaskets, or two games with 3 wastebaskets and 3 throwers. Six throwers--6 dodgers at all times. Sport foam balls are the greatest! Nobody gets hurt! "Kids like the sound of the sportfoam balls thumping the wastebaskets."

DOUBLE DODGEBALL

EQUIPMENT: 2 or 3 Large Red Balls

Players are divided into two equal teams with two goalies on each team, placed at the opposite end of the court. One goalie on each end starts the game by throwing the ball at the players in front of him. Players are out when hit by the ball on any part of the body or clothes. Players are out when they move one foot over any line. When the first person is out, he becomes the goalie and thus replaces the

starting goalie who then goes into the game. After each member is out, he replaces a goalie until all the starting goalies are in the game. After all starting goalies are in the game, the players become goalies as they are hit or play the sidelines and remain outside. If a team member attempts to catch the ball and drops it, he is out, but can then throw the ball at the opposite team from the sideline. If the ball hits one or more team members and is not caught before hitting the ground, both are out. Both teams can have side goalies. When all members are hit and out, the game is over and the team with the last player left in a court is declared the winner. This can be changed to "X" number left to end game.

BOMBARDMENT

EQUIPMENT: 20 Nylon Stocking Balls or 20 Fluff Balls

Teams are divided equally (2). They line up across from each other. The back 2 yards of each court is off limits unless a player is retrieving a ball or is in the penalty box for getting hit with a ball. Players are encouraged to run up as close to the center as they can with a ball, throw it, and hit another player on the opposite team and not get hit themselves. If a player is hit, he then goes to the penalty box. The team with the most players still involved, wins. **NOTE:** Games should not exceed 2 minutes in order to get everyone back into play as soon as possible.

VARIATION: (1) You go back in when someone in out; (2) Set up 3 or 4 tennis ball cans in center of each court. No guarding the can. When all are knocked down, the other team wins. No one goes out.

ROUND TRIP DODGEBALL

EQUIPMENT: Cones, 6 Sportfoam Balls

Players are divided into 3 teams. Each team makes its turn in the "X" position. "X" players take off one at a time, circle the cone, and return to the line. "*" and "O" players let the balls fly under teacher direction: throw underhand, overhand, side arm, hit below the waist, and so on. Running player must make it back and forth within 10 seconds or adjusted time. A time limit keeps the game moving. Time limit optional. Runs are scored when players make it safely (without getting hit) around the cone and back to the line. Teacher says--only underhand throw or side arm, or overhand, below waist, and so on.

NOTE: (1) Non-threatening balls are a must; (2) One point can be awarded for making it down even if runner gets hit going back; 2 points for a round trip. If runners get hit on the way down, the teacher can keep the runners with him and send them all back at once to save time.

CROWN THE KING

EQUIPMENT: 6 Bike Tires, 6 Sportfoam Balls (8-1/2") and 6 Tennis Ball Cans

A large circle is formed; 6 bike tires are placed in the center of the circle with a tennis ball can in each tire.

Six players are selected to come in and protect the cans.

Protectors aren't allowed to step inside the tires.

Protectors protect only one can. Six balls are distributed among the players on the outer circle. Players begin throwing balls at cans while protectors, without using hands, protect their own cans. The person who knocks down a can, replaces the protector. Continuous play.

VARIATION: Break the game into 2 smaller circles and play 2 games with students playing at 2 levels.

NOTE: (1) Sportfoam balls are the greatest! Nobody gets hurt. (2) If one big circle is used--6 tires, 6 cans, 6 balls--keeps your students hustling.

BUDDY SPEED

EQUIPMENT: Cones for Circle, 4 or 5 - 7 inch Balls, Clipboard, Note Card marked 1-7

Have players gather around you in the center of a large marked circle. Players are numbered from 1-7 with 4 players having the same number. 1111 - 2222 ... EXPLANATION: Have the 1's throw the balls up; you call out 6. The four 6's retrieve the balls while all other players scatter to the

edge of the circle. The 6's then bowl the ball toward the scattered players. The scattered players must leave both feet on the ground while they attempt to dodge the ball. Dodging players can turn feet on edge; they just cannot lift a foot off of the ground while they are dodging a ball that has been bowled toward them. If a player is hit, he takes a point for his designated team. If the bowler misses everyone, he takes a point for his designated team. Tally scores and start again with the 6's tossing up the balls.

NOTE: (1) The team with the fewest points at the end of the game, wins. (2) Have students balance on one foot, throwers close eyes--whatever. Bowl the ball.

BATTLE ROYAL

EQUIPMENT: 8 Deck Rings, 8 Sportfoam Balls

Four teams of equal number of players line up on 4 sides of court. Each team has a sideline as its home base. Players on each team are numbered correspondingly. A ball is placed on each deck ring. When 2 numbers are called, opposing players come out, take balls, and attempt to hit opposing players with their balls. The players on the line also retrieve balls and throw them at opposing team players inside. Players may block thrown balls with the ball that they are holding, or catch a thrown ball. Players must stay inside of court; any player hit must go to the sideline.

The last player in scores a point for his team. Set a point limit (optional)

VARIATION: Crab Soccer - use 3 beach balls or large red rubber balls; 4 teams as usual. Call 3 numbers (3, 6, 2). Twelve players come out in crab walk position and kick balls from center across anyone's goal line. Players on sides are in crab walk position trying to kick in balls.

FIND YOUR MATE

Players are given cards with the names of animals, insects, or whatever. Two players have the same animal. On "Go," players begin making gyrations relating to that animal. Sooner or later everyone should be paired up and tell the class what they are. Participants can then show off their gyrations.

KNOTS

Eight, 10, 12 players form a circle. They take hands with two other people who are not next to them. (There are enough hands to work it out.) When everyone has 2 hands, not next to them, they hang on and begin turning their bodies and unraveling until they are all untangled and are back in a circle holding hands. Some people will be facing

in; some will be facing out. The activity always works best with an even number of participants.

THE LAP GAME

Players form a tight circle looking in, shoulder to shoulder. The referee says, "everyone face to your right." Every one makes a quarter turn. Then they adjust and move in one step. On command, everyone sits on the person behind them. If this spectacular group effort works, everyone will be sitting on everyone's knees. If it flops, everyone will fall. Try again. When successful, move arms, and so on.

GROUP JUGGLING

Players form circles of about 10. One player begins by throwing an object around such as a ball or frisbee. The pattern is established as to whom the object is thrown each time. A new object is worked in, then another, until as many as 4 or 5 objects are flying in pattern form. If an object is dropped or missed, whoever picks it up just puts it back into his pattern. Use Wiffle balls, Red balls, Frisbees, Soccer balls, whatever.

SNAKE IN THE GRASS

Boundaries are set. The starter snake lies down on the grass on his stomach. Everybody else gathers fearlessly around to touch him (one finger will suffice). When the referee shouts, "Snake in the Grass," everyone runs within bounds of the snake area. While the snake, moving on his belly, tries to tag as many as he can. Those touched become

snakes too. Take off your shoes for more fun. The snakes' hissing always adds excitement. The last player to be tagged becomes the new snake in the next game.

HAGOO

Hagoo means, "come here." Teams are lined up facing each other. One player from each team is selected to go to the end and begin walking down the center. The object of the game is for one team to do anything to make the opposing player break the straight face and smile or laugh. Any antics are all right except touching. Continue rotating in new players.

KICKBALL GAMES

HOOPLA KICKBALL - DODGEBALL

Teams are divided (2) equally; one team is up to kick, the other team is out in the field. The object of this game is to score safely.

1. The ball is placed down on "Home Plate." The kicker kicks the ball into the field of players. The kicker then runs to one of the 3 hoops at the end of the field or "sticks" in a side hoop. If he is hit with the ball, he is out. The kicker must remain in a hoop at the end of the field or a side hoop by home plate for the next kick. A player cannot run down and back on his own kick.
2. A caught fly ball results in an out, "your rule."
3. If hoops at either end are full, everyone, at that end, must run.
4. Several outs can be made in one turn.
5. The last kicker must attempt to run both ways.

6. Safety Hoop - if a kicker kicks a weak kick, he can run sideways to the safety hoop and go down field on a strong kick by someone else. "Built-in Success."
7. Hoops that are nearest the ball are to be used for players to pick up and put over their body before they cross the line on their return trip.

NOTE: If the teacher uses 3 balls, the ball out in the field can become a "dead" ball and a new one can be used to keep the game going while the other ball is being rolled in.

LONG BASE KICK - DODGEBALL

Divide the players into 2 equal teams. Up players can kick the ball and run to first or first and back home. Running rule: Players can stay at first until 3 players stack up at first; then everyone must run on the next kick regardless of how good or bad the kick is. Players can be put out by (1) first base being tagged by a player with the ball before the kicker-runner gets there, (2) being hit by a thrown ball below the waist between the long base and home or (3) being tagged with the ball while running.

NOTE: Four runs could be scored on one kick. Three outs could be made on one kick or play. Encourage field players to throw the ball carefully to hit the runner. Change sides after 3 outs. Use 10 inch Red Ball.

BEAT THE BALL

Divide the players into 2 equal teams. Play the role of Home Run Kickball. The kicker kicks the pitched ball into the field of play. He then runs around all the bases before a member of the opposing team can retrieve the ball, step on a base, and throw the ball to other base players who, in turn, step on a base. The ball is thrown to all bases. Four players must handle the ball before the final base is tagged.

NOTE: Keep 2 balls in the game to avoid delays. Have all players kick before changing sides. Count runs, not outs.

KICKBALL BASKETBALL

Divide the players into 2 equal teams. Play the role of Home Run Kickball. The kicker kicks the pitched ball into the field of play. He then runs around all the bases before the opposing team can retrieve the ball and make a basket in any basketball hoop on the court. There could be as few as one basketball hoop or as many as six to use. If the runner runs around all bases before a basket is made, he scores one run.

NOTE: Keep 2 balls in game to avoid delays. Have all players kick before changing sides. Count runs, not outs.

VARIATION: Players must pass or dribble the ball. (Make adjustments with base length.)

HIT THE PIN KICKBALL

Divide into 2 equal teams. Play the rules of Home Run Kickball. The kicker kicks the ball into the field of play and runs around all of the bases before players on the opposing team can pass the ball around and knock all the bowling pins down. The order of hitting the pins is not important. Keep the same team up until everyone has had a chance to kick. Count the runs, not the outs. Set pins inside of bases so that runners will not get tangled up with the pins.

NOTE: Emphasize teamwork. Three people must touch the ball while knocking the pins down. Keep 2 balls in game to avoid delays when ne ball is out of play. Adjust success by changing bases and pins. (Optional pin at home plate.)

GOAL BALL

Teams are divided (2). Team B is placed on the field behind an imaginary boundary. They must wait there until the ball is kicked. The bases are set up as foul lines and are also goals for the kicker to run around when he kicks the ball. A kicker from Team A kicks the ball into fair territory and then runs around one of the bases and back through the goals before Team B can collectively kick the ball between the goals for one point.

SCORING: One point is allowed for each goal. Three outs and you change sides. A goal is allowed if any member of the team in field touches the ball with his hands.

VARIATION: Let everyone kick. Just count the runs, then change sides.

KICK OFF BEAT THE BALL

Divide players into 2 equal teams. Play the rules of Home Run Kickball. The kicker kicks the teed football into the field of play and then attempts to run to all the bases before a player in the field retrieves the ball and throws it to another player and then to all the players on the field (players stand still). All players must handle the ball. Have all players on a team kick before changing sides. Count the runs, not the outs. Fly balls that are caught cannot be counted as outs; decide before you begin playing.

NOTE: Keep 2 balls teed up to speed up play.

MARATHON KICKBALL

Divide the players into 2 equal teams. Play regular kickball rules, except that teams do not change places after 3 outs. They change places after 3, 4, or 5 minutes of play. Set the limit. Count the runs, not the outs. It is the job of the up team to stay organized and ready to kick. The teacher has 3 balls at the mound. The teacher's job is

the ball, throw it to another player, have that player throw

times as he can before a player in the field can retrieve
of play. He then runs around his lined up teammates as many
kickball. The kicker kicks the pitched ball into the field
Divide players into two equal teams. Play rules of Home Run

DANISH ROUNDER KICKBALL

avoid delays.
Count the runs, not the outs. Keep two balls in the game to
NOTE: Let everyone on a team kick before changing places.

back the ball, a run is scored.
makes a home run before the other team can line up and pass
the ball overhead to the end of the line. If the runner
still, and all of his teammates line up behind him and pass
before a player in the field retrieves the ball, stands
field of play. He then tries to run around all the bases
Run kickball. The kicker kicks the pitched ball into the
Divide the players into two equal teams. Play rules of Home

LINE IT UP KICKBALL

score, and then the other team begins their time up.
NOTE: As soon as the time is up, the teacher announces the
the time limit.
turn the kicking line over as many times as possible within
to keep pitching the balls after outs and fouls in order to

it to another, and then tag home plate. The runner scores a run each time he circles his lined up teammates.

NOTE: The ball must be touched by either 3, 4, or 5 players in the field before it comes home. Decide before the game.

Keep the same team up until everyone has kicked the ball.

Count the runs, not the outs. Emphasize teamwork. Keep two balls in the game to avoid delays.

FOOTBALL GAMES

TOUCHDOWN

Players are designated to each end of the field--one team has pinnies on, both teams have flags in their back pockets. Teams huddle and decide who holds the beans; five beans are handed out. Each player closes his fists as if he were holding the beans. The Bean Team yells, "Here we come." The object is for the person holding the object to make it across the opposing team's goal line without getting his flag pulled. The teams should end at the opposite ends of the field. Each team gets 2 turns, then the other team gets 2 turns. One point is given for a touchdown.

NOTES: Many Chasing-Fleeing games fit into format--just change number of players. Opposing team attempts to pull everyone's flag in pursuit of people carrying objects.

HIGH TOSS FOOTBALL

Players on both teams stand round the tosser or person holding the ball. Each player has on a flag; one team has pinnies. The tosser tosses the ball straight up in the air. Players on both teams attempt to catch the ball. When a player from one team catches the ball, he runs toward the goal. When his flag is pulled, he stops, puts flag back in and tosses the ball straight up for a new play. The tosser cannot catch the ball. One point is scored for each

touchdown. Go back to center of field and high toss football.

NOTE: Keep 2 balls going with 30 players. (It works out.)

SPEEDBALL/FOOTBALL

Players are divided into 2 equal teams. All players have on football flags. One team begins with the ball about 1/3 of the way up the field. The objective is to get the ball across your opponent's goal line by running or passing the ball without (1) letting the ball drop to the ground, (2) getting your flag pulled when you have the ball, (3) getting intercepted. All three items result in a turnover, and the ball goes to the other team on the spot. Teams must pass to at least three people before they can cross their opponent's goal line. If a team intercepts on the one foot line, the ball must be passed to three people (minimum) before a touchdown can be made.

VARIATIONS: Run 2 games at the same time. Use short fields for success and motivation. Play this game with frisbees.

SACK THE QUARTERBACK

Two players are selected to be sackers. The rest of the players are quarterbacks. The job of the sacker is to encourage quarterbacks to come as close or into the circle, if possible; then at a split second, yell, "Sack." The quarterbacks take off and attempt to get across the line

before their flag is pulled. If their flag is pulled before they cross the line, they become sackers and help out the other sackers.

NOTE: Variation to increase intensity and skill--have each quarterback come into the court bouncing or throwing up a 7 inch ball, or some object. When the signal to run is yelled, the quarterbacks retrieve their balls and run.

KICK OFF KICKBALL/PASS IT AROUND

Teams are equal; one team is up to kick as in kickball. Two footballs are teed up next to home plate. The kicker runs up, eye on the ball, kicks off into field of play. The kicker then attempts to run the bases for a home run before someone in the field catches or picks up the football and passes it to a close player. The ball must be passed from one player to another until everyone has touched it. If the runner circles the bases before everyone has received the ball, he scores one run for the team. If the team in field finishes the passes to everyone, the runner is out.

NOTES: Players in field cannot move closer, once the ball is caught by the first player. Adjust bases in and out until you have the distance correct. Let everyone on the up team kick before you change sides. Count the runs, not the outs.

FIRST DOWN FLAG FOOTBALL (For More Success on Offense)

The object of this game is to keep the players moving and thinking about strategy and success.

First Down Number One Rule:

The field is set up and marked off in quarters. The offensive team receives a first down each time that they cross over a quarter of the field line with the ball.

First Down Number Two Rule:

The offensive team receives a first down each time that it completes 3 passes in 4 downs.

Regular flag football rules apply except for first downs.

NOTE: Play this game with a tennis ball! Action!

FIVE HUNDRED

The up player punts the soccer balls into the field. Field players score a certain number of points, depending on how they receive the ball.

- | | | |
|----|------------------------------|-----|
| a. | Caught on fly..... | 100 |
| b. | Caught on first bounce..... | 75 |
| c. | Caught on second bounce..... | 50 |
| d. | Missed..... | 0 |

Players continue to add cumulative points. First player to go over 500 becomes the next punter.

NEWCOMB WITH A FOOTBALL

Teams of 7 or 8 are placed on each half of the court. The ball is put in play by a player in the back line throwing the ball over the net. Each team must have 3 players handle the ball before it returns over the net. The third person returns the ball. Have the players handle the ball like a hot potato for fast action. No reaching over the net--a chalk line about 2 inches from net stops this. If a ball is dropped or lands in bounds, a hesitation is called, or

repeat players handle the ball 1-2-1. A point is scored if the winning side served. Otherwise, the serving team loses its serve.

VARIATION: (Play Deck Tennis) with deck rings - underhand toss. (Catch up Ball-Low Net) start a ball from each side of net at the same time. If both balls are in possession on the same side, the other team receives a point--fast action.

TEN CATCHES - KEEP AWAY (Passing, Receiving Agility)

An area or field is coned off for play. One team has on pinnies, and both teams have on flags. A player from X begins play by passing to a teammate. The object of the game is to pass 10 consecutive times to teammates without; (1) dropping a pass, (2) fumbling, (3) getting intercepted, and (4) getting your flag pulled when you have the ball. Any infractions result in a turnover, and the other team starts. If 10 straight catches are made, 6 points are awarded, and the other team starts. No one can pull the starting player's flag.

NOTES: Begin with 5 completions; as players become better, move to 6, 7, and so on. This is an extremely active game; 10-15 minutes should be enough for one P.E. period before you move students to another activity.

PUNT, PASS, OR KICK SCHOOL OR CLASS CONTEST

EQUIPMENT: A straight line about 120' marked off in 10' lengths, measuring tape, markers for where ball lands, score sheet, lots of help from students. Whether punting, passing or place kicking is taking place, the actual distance that the ball travels on the fly from the starting line until it hits the ground is measured. An adjustment is made for distance away from the line.

EXAMPLE: If the ball is thrown 50' and lands 5' off of the line, the distance awarded is 45'; 45 points would be what the participant received if that was the best thrown. Add those points to the punt and place kicking points for a grand total.

PUNT BACK (Punting, Judging Distance, Catching)

Players take the field as teams. One team punts the ball to the other team. A team player catches the ball or stops the ball, picks it up, and punts it away to the other team from the point of control. Eventually, one team will punt the ball deep enough to cross the back goal line. One point is awarded for punting the ball across the line. Play is started again from 1/2 the distance to the center.

NOTE: Adjust field sizes with cones.

INDOOR ACTIVITIES

CLASSROOM GAMES

KING OR QUEEN UP

EQUIPMENT: 30 - 3 x 5 cards numbered 1-30

Have students place numbered cards on desk tops. One person is selected to be king or queen. The king calls out 6. Six must immediately call out another number as 8 or call king. Any hesitation and 6 goes to the end of the line and everyone from 6 back moves up one space. The object of the game is to get the king out so that number 1 can take his place. The king becomes number 30 and everyone moves up one space.

VARIATIONS: Number called cannot call the number previously called before his. Change names of some of the number.

CHALKBOARD RELAY

EQUIPMENT: Chalkboard and Chalk

Children are seated in rows facing the chalkboard. The child in the first seat, the Captain, is given a piece of chalk. At a signal, the Captain walks to the board and writes the first word of any sentence. The Captain quickly returns to his row and gives the chalk to the second player, who goes to the board and adds the second word to the sentence. As the game progresses, each player within the row adds a word but avoids completing the sentence. It is the duty of the last player in the row to complete the

sentence with one word. The first team that completes a sentence in the manner described, is the winner.

TEACHER SUGGESTIONS: While children are gaining experience with this game, it is suggested that the last player in line be allowed any number of words to complete the sentence, instead of only one.

VARIATIONS: Use the same rules to form words from letters. Use the same rules, everyone draws one line until a described picture is complete. Example: Best looking bear.

SIX OBJECT REVERSE PASS LINE PLAY

EQUIPMENT: Six Objects - Bean Bags, Balls, Erasers, and so on, for each group.

Players stand in columns facing the front of the room. The first person in each column is the leader. Each leader is provided with six objects. On a given signal, the objects are passed, one at a time, over the left shoulder to the second player. Player #2 must have all six objects in his hands before he, in turn, passes them to player #3. When the last player in the line has received the six objects, the player calls, "Turn," and all players in the line face the opposite direction. The bean bags are now passed back in the same manner that they were passed forward. The team wins that returns the six objects to the original leader first. The activity can take place with 3, 4, or 5 objects depending on the class.

SILENT DYNAMITE

Players sit on desk tops. Three fluff balls are tossed around the room (good tosses, good catches). Players toss balls to players who are looking at them continuous tossing and-- catching. When a player misses the ball, or makes a bad toss, he sits down. When 10 players or so are sitting down, start over. No talking. If a player makes any noise, he sits down also.

WHO'S MISSING

One player leaves the room. The teacher selects one of the room players to hide in the closet. Everyone changes sides. The outside player comes into the room and is given 30 seconds to guess who is missing. If the correct guess is made within 30 seconds, the guesser gets to choose the next player.

GETTING WARMER

One player leaves the room. The teacher selects one person to put a small object in his desk. The class begins clapping moderately. The outside person enters the room and quickly begins moving around the room. As he gets closer to the object, the clapping gets louder--softer as the player moves away. The player is given one minute to locate the object. A new layer is selected.

COOPERATIVE THREE OBJECT RELAY

The relay is played by children seated in rows. Two rows constitute a team. Players on one team sit facing each other with their feet in a common aisle. Each team has 3 objects placed on the starter's desk. On "Go," the starter hands the first object to the player directly across the row; that player hands it to the next player across the aisle, and the object moves in zig zag fashion down the aisle and back. The second object is started just as soon as the first player can play it. When all objects have gone down and back, the relay is over.

NOTE: Start with just one object, then add a second as understanding increases.

CHARADES

Groups are selected and allowed sufficient time to work out a charade together. A captain is chosen for each group. The word, title, or object chosen by a group should have syllables to make it easier to act out. In deciding upon the method to be used in acting out the ideas, the players remember that all dramatizations are to be in pantomime. Each group has an opportunity to act out its word, name, or title in front of the class. The Captain calls on the class members to guess the syllable or complete word. If the word has not been guessed within a certain time, the Captain

tells the class, and the next group prepares to perform. To make the game more interesting, all groups may be asked to decide on a certain general category from which all words must be chosen--famous names, songs, books, inventions, countries.

NONELIMINATION SIMON SAYS

The entire class participates in 2, 3, or 4 games, which start at the same time, each with a leader who performs various movements by saying, "Simon says," and the children are to imitate the movement. If the leader neglects to say, "Simon says," the child is transferred to one of the other games. This way, no one is eliminated from the game.

FOOTBALL UPSET

All players are seated except for the leader. All players have been designated to be one of five positions on a football team--quarterback, wide receivers, fullbacks, centers, tight ends. Positions are evenly distributed. The leader, who also has a position for the game, calls out, "Fullbacks." All fullbacks attempt to change seats with each other while the leader attempts to set in a seat. One fullback is left out; he calls a new position, and the game continues.

NOTE; Student can sit on desk tops.

SEVEN UP

Seven children are chosen to stand side by side in front of the room. The appointed leader of this group gives the command, "Heads down--Thumbs up!" On this command, the seated children close their eyes, lower their heads, and leave one thumb extended in the air. At this time, each of the seven players quietly circulates among the tables or desks and touches one of the seated children on the thumb. Each child returns to his original position in front of the room. When all 7 players return to the front of the room, the leader says, "Heads up, Seven up!" On this command, all children raise their heads, and the 7 tagged children try and guess who it was that tagged them. If they guess correctly, he takes a place at the front of the room, and the player who tagged him sits down and participates.

SIX OBJECT BASKET RELAY

EQUIPMENT: Bean Bag or Eraser

Children are seated in rows. Each row constitutes one team. All rows must have the same number of players. The first player in each row is the Captain. On his desk are the same number of objects as there are players in the row (Captain included). A container--basket, box, circle drawn on the floor, and so on,--is placed in front of each Captain. On a given signal, each Captain picks up one object and passes it over his left shoulder to player #2, who passes it to player

#3, and so on. This action is repeated by each player on every team. When the last player in the row receives the object, he leaves his seat, walks swiftly, but safely, to the front of the row and deposits the objects in the basket. At this time, all players in the row rise and move back one seat. This action leaves the front seat vacant for the player who put the objects in the basket. When this player is seated, he picks up another object from the top of the desk and passes it back as before.

NOTE: Have players and Captains use the same side to make the switches.

VARIATION: Use one eraser per row. Have the last player bring the eraser to the front desk, sit down, and pass it back when everyone is in position. The relay is over.

PASS'N DUCK CLASSROOM RELAYS

Players stand in lines beside their desks with the Captain standing about 5' away facing toward the relay team. The Captain passes the ball to #1 player. #1 player passes it back to the Captain and ducks. The Captain passes the ball to #2 player; #2 player passes the ball back and ducks. This continues until the last player passes back to the Captain, ducks; and the Captain ducks and yells, "Done." The first team to finish wins the round. Pick new Captain; continue.

RING ON A STRING

EQUIPMENT: One large String, 15' approximately, tied together at ends with ring attached.

Circles of 10 players are formed with 1 player standing in the middle. The string with the ring is held loosely in both hands by all players in the seated circle. The object of the game is to slip the ring along the string from one player to the next while "It" tries to locate the ring or who has it. The player who is successful, changes places with the one under whose hand the ring was. If unsuccessful, he continues as "It."

WHO CHANGED THE MOTION?

The whole class plays. Players sit in a circle. One player is "It" and leaves the room. Another player is selected to be a leader and starts a motion (swings arms, taps head, wiggles foot, and so on) which the other players immediately follow. "It" is called back into the room, and the group follows the leader, changing from motion to motion. "It," standing in the center of the circle, tries to guess who is the leader, and players try to confuse "It" by looking at each other as they follow the changes. The leader also tries to confuse "It" by looking at another player as though that player was the leader.

DICTIONARY "HIDE-IT"

The whole class plays in rows, with a dictionary and one eraser for each row. One person, from each row, comes forward and stands in front of his row, facing the front of the room. As the leader reads words from the dictionary, at a fairly rapid rate, the players in each row quickly pass the eraser up and down from one person to the next. As soon as the leader stops reading, the person with the eraser quickly hides it. At the same time, the person standing at the front of the row whirls around to identify who has the eraser before she can hide it. If the player at the front of the row identifies the person with the eraser, they change places and the game continues. Suggestion--teacher can also use a record instead of the dictionary.

DO THIS, DO THAT

One child is the leader and performs various movements which are accompanied by either "Do This" or "Do That." All players must execute the movements which are accompanied by "Do This." If the directions are "Do That," no one is to move. Those who move at the wrong time are eliminated and sit down in place. ("Take-off on Simon Says.) Show child movements performed by any part of the body to music. Class will need help in building up their vocabulary of body parts.

STATUE

Children mimic animals, merry-go-round, airplane, and so on. When music stops, everyone freezes in the same position. Teacher brings attention of everyone to the "funniest" statue.

BELLRINGER

One person is chosen to leave the room. Players stand shoulder to shoulder, in a row, with their hands behind their backs. One player is given a bell. When the person chosen to leave returns, the player with the bell rings it once. The person then decides who rang the bell. If the person guesses right, he gets another turn. If not, the one with the bell gets to leave the room. Have 3 teams; only 2 or 3 guesses.

BALLOON BALL

The class is divided into two teams. Rows 1, 3, and 5 are Team A. Rows 2, 4, and 6 are Team B. The aisle near the windows is Team A's goal, and the aisle near the side wall is Team B's goal; or the left and right sides of the room may be the goals. Three balloons are tossed into the air in the center of the room by the teacher. The seated players strike them with the open hand and try to get it over their opponent's goal. Players may not strike the balloons with their fists or leave their seats. If either of these

violations is committed, the balloon is tossed into the air by a member of the team that committed the violation. Each goal counts one point. The team scoring the greater number of points wins the game. If too many goals are made, one player from each team may be chosen to be goalkeeper. They may stand and try to prevent the balloons from strike the floor in their respective goal areas.

BALLOON VOLLEYBALL

EQUIPMENT: 5 Balloons

FORMATION: Yarn across the middle of the classroom.

PLAYERS: Whole class.

This is an informal game with children trying to bat the ball back and forth across the rope. Two balloons should be used for variation. If children are sitting on the floor, put yarn 3' from floor; if children are at their seats, put yarn 5' high. Scoring is done when side fails to control a ball and allows it to touch the floor or wall. The balloon can be batted as often as possible.

VARIATION: If a marble or button is put inside the balloon, the balloon will take an erratic pat adding interest to the game. Could be 2 against 2 or more.

KEEP THE BALLOON UP FOR TIME

All players are seated--players must remain seated the entire time. (No raising of the bottoms off of the seat.) The teacher passes out 10, 11, 12, 13, 14, 15 balloons. Students top them up at the same time. The class keeps all of the balloons topped up as long as possible. Set a new record for elapsed time. Break the record--move from this activity to classroom balloon volleyball.

NOTE: Begin with a few balloons.

TIME BOMB

The entire class uses erasers or similar objects. Someone is chosen to leave the class while another person in the class puts the eraser in plain sight. The person outside is called back into the room to look for it. The class counts aloud while the person looks for the object. As he gets closer, the class counts louder; and as he gets farther away, the class counts softer. Suggestions: Have the person who finds the eraser choose another person to go out. Have the class determine what number they are going to count to before time is up and the time bomb explodes.

AUDITORIUM ACTIVITIES

DANCING

CLAPPING OUT (by Jack and Helen Todd)

EQUIPMENT: Record, "Steppin' Out," by the Texans, Blue Star Records.

GROUPINGS: Any number in a circle formation.

PLAYING ARE: Playground or inside room.

PLAN OF ACTION: Have the students stand in a circle formation standing shoulder to shoulder (you need to be close enough to your "neighbor" to touch his knees!!). There are four patterns to be learned and they are as follows:

1. Tap your own knees, tap knees of person on the right, tap your own knees, tap knees of person to the left; repeat pattern for a total of 4 times.
2. Tap your own knees, cross hands and tap own knees, uncross hands and tap your own knees, tap the knee of the person to your left with your left hand and tap the knee of the person to your right with your right hand, at the same time (some hands pass underneath others); repeat pattern 4 times.
3. Tap own knees, clap your hands, wave hands above head for two counts; repeat pattern 4 times.
4. Tap own knees, clap your hands, snap fingers twice; repeat pattern 4 times.

Each time you return to pattern #1, part of the music will fade out on the record! The third time you begin pattern #1 there will be absolutely no music! This is where the fun begins! Your group will have to keep time to silence! If your group is "right on" you will be starting pattern #4 just as the music starts again! It's crazy and wild! Lots of talking, laughing, and enthusiasm!

A STAR IS BORN

EQUIPMENT: Record, "Popcorn," by Hot Butter, Eric Records, Rock and Roll Girls, by John Fogerty, Warner Bros. Records.

GROUPINGS: 4 to 8 members per group.

PLAYING AREA: Playground or inside room.

PLAN OF ACTION:

Teach the dance steps as follows:

Touch right foot to side twice

Touch left foot to side twice

Touch right foot back twice

Touch left foot back twice

Right knee up twice, left knee up twice

Right knee up once, left knee up once.

Clap and jump one quarter turn right

Repeat all of the above

After the dance is taught to the whole class, and after a few practices, groups will create their own routines!

"Practice sessions" will be given so the groups can add "style" and "flair" to their routines! Groups will then be given a "showcase" number and perform their outstanding routine for all to see and enjoy!

VARIATIONS: Film the "showcases" and show them to your students. Add "props" to the routines (colored scarves, ropes, Hawaiian leis, and so on). Add a "quality sequence" to the groups' routine. That is, give each group a card with three types of movements on it (i.e., slow, quick, strong, low, high, and so on). The students then add these "quality" movements to their routine. Stand back and watch the fun and excitement!

12TH STREET RAG - Twelfth Street Rag, Pee Wee Hunt, Starline Records.

Walk forward 4 steps starting on right foot

Point right toe and touch front and touch side

Stamp right, left, right in place

Walk backward 4 steps starting on left foot

Point left toe and touch front and side

Stamp left, right, left in place

Do above steps twice and continue on to the next steps

7 quick steps to the left

Reverse to right

Do previous two steps twice

Walk full circle to the right starting on right foot (7
steps and clap

Reverse to the left, clap

Put both hands on knees, on waist, roll index finger and
yell "charge!!"

SALTY DOG RAG - Salty Dog Rag, Red Foley, originally
released by Decca Records, now released by MCA Records
(Choreographed by Buzz Glass)

Right 3 steps (clap on third step)

Left 3 steps (clap on third step)

Skate right, left, right, left

Do above steps twice and continue on to next steps

Jog right, left, right, kick

Do above 2 steps twice and continue on to next steps

Heel - Toe: right foot forward and back

left foot forward and back

right foot backward and forward

Clap, clap, clap

POPCORN - Popcorn, Rock and Roll Girls, John Fogerty

Touch right foot to the side twice

Touch left foot to the side twice

Touch right foot back twice

Touch left foot back twice
 Right knee up twice, left knee up twice
 Right knee up once, left knee up once
 Clap and jump one quarter turn right

AMOS MOSES - Amos Moses, RCA Records

Touch right heel forward
 Bring right foot back and close to the left foot
 Touch left heel forward
 Bring left foot back and close to the right foot
 One quarter turn on the right foot
 Grapevine step; left, right (step behind left foot,
 left one-half turn on left foot
 Stamp right foot after the one-half turn and clap at
 the same time

LOUISIANA SATURDAY NIGHT - Mel McDaniel, Capitol Records.

Touch right heel forward
 Bring right foot back and close to the left foot
 Stamp right, left, right (clap on the 2nd right)
 Touch left heel forward
 Bring left foot back and close to the right foot
 Stamp left, right, left (clap on the 2nd left)
 Do above steps twice and continue on to the next steps
 Grapevine step: left, right, left (hop), right (hop),
 left (hop)

Grapevine step in opposite direction: right, left,
right (hop), left (hop), right (hop)

Do above grapevine steps twice

CLAPPING OUT - Steppin' Out, The Texans

Do the following patterns in a circle:

Pattern #1: Slap own knees, slap knees of person on the right; slap own knees, slap knees of person on left; repeat a total of 4 times

Pattern #2: Slap own knees, cross hands and slap own knees; uncross hands and slap own knees, slap out to the right and left at the same time (some hands pass underneath others); repeat a total of 4 times.

Pattern #3: Slap own knees, clap own hands; wave hands above head for 2 counts; repeat a total of 4 times.

Pattern #4: Slap own knees, clap own hands; snap fingers twice; repeat a total of 4 times.

Repeat the 4 patterns above. In the Steppin' Out record only the rhythm section is recorded.

Repeat the 4 parts above. In the Steppin' Out record there is no music for patterns #1, #2, #3, then a full orchestra comes in for pattern #4. If the group has kept the correct rhythm, pattern #4 will start at the same time that the

music comes in again. Most groups will tend to speed up.
Great fun will be had by all!

HIGHWAY 40 BLUES - Ricky Skaggs, Epic Records (choreographed by Wayne Nelson).

4 "uptights" (step left--touch right foot to left
foot--step right--touch left foot to right foot
Rock step left (rock forward on left foot--back on
right foot--forward on left foot--back on right foot)
Rock step right
Repeat above 2 steps
Walk forward left, right, left and make a quarter turn
Repeat above step only 3 times
Walk in place 8 steps
Walk forward 4 steps
Diamond jump back 4 counts

FLYING EIGHT - Morning Train, Sheena Easton, EMI Records and
Drivin' My Life Away, Eddie Rabbit, Elektra Asylum Records

Step left, cross right back, step left, hop
Step right, cross left back, step right, hop
Step right, cross left back, step right, hop
One quarter turn on right foot
Step left, cross right back step left
Turn 3/4 on left foot (swing right foot around)
Rock - right, left, right

Hop right, left, right

JUMP FOR MY LOVE - Jump For My Love, Pointer Sisters, Planet Records

Jump forward and backward 8 counts (Bell Jump)

Jump side to side 8 counts (Skier Jump)

Side straddle jump 8 counts

Front straddle jump 8 counts

Criss-cross straddle jump 8 counts

Jump in a circle and throw arms up into the air 8 counts

Reverse to the other direction 8 counts

Walk forward 4 counts (double beats)

Walk backward 3 counts and on the 4th count 1/4 turn and clap

Y.M.C.A. - Y.M.C.A., Village People, Casablanca Records

"Create" your own routine using some or all of the following movements:

1. Jumps - pogo, skier, bell, straddle, and so on.
2. Marching.
3. Arm motions.
4. Grapevine.
5. Leg and knee kicks.
6. Use your imagination for further "movements!"

The "chorus" will be spelling out Y.M.C.A. with arms and body!

ANGUS REEL - Angus Reel, Folkraft Records

Circle formation, inside hands joined

Walk forward 8 steps

Face partner and back away 4 steps

Stomp right, left, right

Clap, clap, clap

Star right (8 counts)

Do-si-do (8 counts)

Move (veer) to the right and you'll have a new partner!

COTTON EYED JOE - Cotton Eyed Joe, Willie Nelson, Columbia Records

Kick right foot twice

Stomp right, left, right

Kick left foot twice

Stomp left, right, left

Do above steps twice

Two step left and two step right 8 counts

BILLY JEAN - Billy Jean, Michael Jackson, Epic Records

Step left, spin forward to right foot, spin forward to left foot, clap

Step right, spin forward to left foot, spin forward to
right foot, clap

Do above steps twice

Hop on left foot twice and hop on right foot twice (do
4 times)

Walk forward and backward 4 counts (do 4 times)

Touch left foot cross, side, cross and yell "go!"

PATA PATA - Pata Pata, Miriam Makeba, Warner Special
Products

Touch right to side, touch left to side

Feet out, out, in, in

Right knee up 2 times

Left leg kick and 1/4 turn right

Step back right, left, right

ALL OVER THE WORLD - All Over The World, Electric Light
Orchestra, MCA Records (choreographed by Buzz Glass)

Scatter around room

Walk 4 steps

Touch others 4 beats

Do above steps 4 times

Face someone, hop 8 times

Stretch anyway you want to slow count 16 (32 beats)

BEAT IT - Beat It, Michael Jackson, Epic Records

(choreographed by Buzz Glass)

Two step right (step, close, step, touch)

Two step left

Do above steps twice

Slide close right 4 times

Slide close left 4 times

Do above two steps twice

Jump with feet apart, claps hands

Do above two steps for 8 counts

Side step right, stomp right beside left

Do above two steps for 8 counts

PHYSICAL - Physical, Olivia Newton-John, MCA Records

(choreographed by Buzz Glass)

Reach up with arms 4 times - right, left, right, left

Reach with arms to the side 4 times - right, left,

right, left

Do above steps twice

Elbow to the opposite knee 8 counts (alternate knee and
elbow every two counts)

Jump forward and backward 8 counts (throw arms up and
down)

Jump straddle - front, left, front, right (do twice)

Touch head, shoulders, knees, clap (do 4 times)

Jump straddle - front, left, front, right (do twice)

Touch knees, waist, clap, clap (do 4 times)

ELVIRA - Elvira, Oak Ridge Boys, MCA Records

Right heel and toe, butterfly, butterfly

Left heel and toe, butterfly, butterfly

Left touch forward, cross, forward, back

Right touch forward, cross, forward, back

Do above two steps twice

Walk forward and backward 4 counts (do 3 times)

1/4 turn 3 steps, clap

ALTERNATE VERSION:

Right heel and toe, butterfly, butterfly

Left heel and toe, butterfly, butterfly

Do above steps twice

Bend knees to the right and left 4 counts

Walk forward and backward 4 counts (do 4 times)

CLAPPING GAME - The Clapping Song, Shirley Ellis, Congress

Records: D'Hammerschmiedsgselln, Journeyman Blacksmith,

Folkraft Records

Do the following patterns first with two people and then go to four people:

Pattern #1: Tap own thighs.

Pattern #2: Tap own hips.

Pattern #3: Clap your hands.

Pattern #4: Slap right hands together.

Pattern #5: Slap left hands together.

Pattern #6: Slap both hands together.

Start out with a "single" clapping beat and go to a "double" clapping beat! Great fun and laughter will fill the air!

THE BIRD DANCE - The novelty dance of the 80s, also called "The Chicken" or "The Turkey."

I. Solo dance or facing partner:

1. 4 Tweets - thumb and fingers, hands up
2. 4 Flaps - arms up and down, bent elbows
3. 4 Wiggles - hips, knees bent low
4. 4 Claps

II> Right hand star twice around, reverse (also done in groups of 3, 4, and 5).

HOKEY POKEY - movements given on record.

BUNNY HOP - movements given on record.

HULA HOOPS

Hula Hoops are made from 3/4" or 1/2" poly pipe normally used for sprinklers. The pipe can be purchased in 100' coils from any plumbing company. The diameter of the hoop is determined by the length. The cut lengths should be 3 times the diameter desired; 30"-32" is a good diameter.

To weld ends together, (1) use doweling the size of the inside of the pipe, cut about 1" long, glue with Elmer's Glue, and tape from the outside or (2) use 2-way repair stems for pvc pipe, purchased at the sprinkler shop. Use contact cement on the stems and tape on the outside. Also, use clear plastic tubing, the size of the inside of the pipe.

NOTE: If doweling or tubing is extra tight, put the end of the pvc pipe into boiling water for a few seconds until it expands.

NOTE: To repair kinks that arise from extended use, cut the kinks out and insert a plug.

HULA HOOP CHALLENGES

HOOPS FLAT

Stand in your hoop and balance on one foot--other foot--other foot, eyes closed. Tall balance on one foot--low

balance on one foot--reverse. Balance in your hoop on 3 body parts--try 3 other body parts. Let me see you balance on 5 body parts--now 5 with 3 inside hoop, 2 outside hoop. Can you jump up and down 5 times, each time jumping a little higher? Jump forward out of your hoop--jump backward into your hoop--jump backward out of your hoop--jump forward into your hoop--jump sideways out of your hoop--sideways into your hoop--sideways out of your hoop--sideways out of your hoop--sideways into your hoop--sideways out of your hoop--sideways out of your hoop--sideways into your hoop--sideways out of your hoop--sideways turn 1/2 turn. Long jump forward out of your hoop as far as you can--turn around and long jump into your hoop--"soft landing." Stand in your hoop -hop up and down 5 times on one foot--5 times on the other foot. Hop all the way around the outside of your hoop--change feet and hop around the other way -hop around the hoop on one foot--land inside -outside--inside--other foot. Find your way to travel around the hoop.

HOOPS UP

Hold your hoop above your head like this--drop it without letting it touch your body. Can you skip around in Angel Walk Position? Now pretend that you are driving straight up a mountain, twist and turn as much as you can--don't run into anyone. Spin your hoop like an eggbeater, let it spin low to the ground. Jump in and out without stopping it--use your hoop like a jump rope. Hold your hoop straight up and

down, jump in and out. Toss your hoop up, catch it before it touches the ground. Spin your hoop away from you with backspin--make it come back to you. Can you do it without moving your feet? Roll your hoop forward--run and catch it. Let me see you roll it forward and run around as it rolls.

HULA HOOP IMAGINATION

Spin your hoop around your arm, change arms without stopping the hoop. Can you spin your hoop around your neck? Let the hoop hang heavy around your neck--move around heavy like a big old work horse. Let me see the world's largest earring--can you do the earring hop? Change earring side and hopping side. Now let's be a walking mirror--don't use your hands to hold the hoop--how fast can you walk? Don't bump into anyone. Be a race care driver--use the hoop as your steering wheel--make lots of noise as you turn sharp corners--Go Fast!

Game Switch - Hoops - Fast Record - M.P. Room - Break into 3 games.

The object of the game (switch) is to change places with other players on the outer circle without getting caught in center. Center player can taken an outside hoop anytime. The player caught without an outside hoop, when the music stops, takes a point and starts in center.

Motor skills reinforcement - skip, hop, gallop, run backward, and so on.

Musical Hoops - Hoops - Fast Record - M.P. Room - Total Class--30 Hoops - 31 players

Players move around the room to various commands--skip, hop, gallop, run backward, slide. When music goes off, all players try to land in a hoop. The "out" player takes a point and states next motor skill challenge or type of movement.

A challenge can be posed for landing in a hoop when music goes off--be a statue, land on 3 body parts, and so on. Integrate motor skills.

Flat Hoop Line Relays - Different Types of Relays:

- A. Leap over each hoop.
- B. Run around each hoop.
- C. Land in each hoop.
- D. Put each hoop over body.

*All of the above will turn into 15 more--change them around.

Circle Standing Hoop Relays - 4 games of 8 players

Hoops are held vertical in front of body with bottom of hoop touching the ground. On "Go," one designated player drops hoop, takes off, crawls through all of the other hoops, picks up own hoop. Next player takes off--when all players have gone, relay is over.

Hula Hoop Tag - 6 Hoops

Integrate the hoops into any tag game. Use the hoops as safety areas. A player can stay in a hoop for 15 seconds before he has to move.

Hoop Bumper Tag

DIRECTIONS: Players are paired with both players inside a hoop holding the hoop waist high. The "It" hoop players are holding an object (either player). The object is to identify them as "It" players. All hoop players run around holding up hoops. The "It" players attempt to bump another hoop which is the same as tagging. The new "It" players take the object and begin chasing other sets of hoop players.

NOTE: 3 sets of "It" players with 30 players make for an active game.

Poison Hoop - Fast Record - 4 Games - 8 Players - 2 Hoops per Group

Four circles of players--each player holds hands with other circle layers. Hoops are placed over arms of players. When music starts, players begin to step through hoops to the left.

OBJECT: Not to get caught with hoop over body when music goes off. Move fast.

VARIATION: Use one hoop - Poison Hoop Relays. How many times can a team get the hoop around.

Hoop Patterns - Hopping, Jumping, and so on. Many patterns.

Partners

Find a partner; exchange hoops by rolling them to each other. Try it again. Give both hoops to your partner. Let your partner make an obstacle course--you travel through it--reverse.

Hoop Space Shuttle Relays (Primary Favorite)

Teams of four are lined up across the court. The first player in each line is holding a hoop around his waist. On "Go"--the first players take off, run to the line and back. On returning, they pick up the next player in the hoop and relay back and forth, pick up the next.... The first four players who cross the last line in a hoop win the relay.

Balloon Four Hoop Soccer

DIRECTIONS: Teams are divided equally (2); one team should be wearing pinnies. Two players from each team are designated to be Hoop Goalies for their teams. The job of the Hoop Goalies is to run round on the outside of the circle, while holding hoops vertically, and encouraging team members to kick the balloons through their hoops. Team members on both teams have two functions--to kick goals and to stop the other team from kicking goals. Balloons are great! Balloons with a super-ball inside are even greater--
Total Movement.

Hula Hoopin' Craze

Hula hoop with the hoop wound around your waist. 5, 6, 7, 8, 9, 10 seconds!

Slip the Hoop

Place your hoop flat on the ground. Step into your hoop. Get the hoop back over your head and away from you while using only your feet.

Toss, Spin and Catch a Hoop

Toss your hoop into the air. Spin your body all the way around. Catch the hoop.

Shoot the Hoop

Roll your hoop forward. Run through the hoop while it is moving. Can you make it back through?

Spin to Win - Backward

Spin your hoop like an eggbeater. Run around the hoop two or three times before it falls.

Circle Your Hoop

Roll your hoop forward. Circle your hoop 2 or 3 times before it stops. Make sure you have a lot of space.

Straddle the Hoop

Shoot the hoop away from you with backspin. As your hoop returns, straddle-jump and try to clear the hoop completely.

Hula Hoop Jumpin'

1. Use your hoop like a jump rope.
2. Can you jump 10 times backward without missing?

Arm Hoop Spinning

Spin your hoop around your right arm for one minute while you are walking around. Spin your hoop on your left arm for one minute while walking around.

Full Spin Land'n Spring

Place your hoop flat on the ground. Run forward toward the hoop. Jump into the air, make a full spring with your body and land in the hoop. Spring out!

BEAN BAGS

Bean Bags on Ground - Locomotor Tool

Stand in front of bean bag --stand beside bean bag--stand in back of bean bag. Jump over bean bag--jump backward over bean bag. Can you hop all the way around it? Now, with your other foot, let me see you hop over sideways--now, back over. Now, let me see you build a bridge; touch your belly button on the bean bag. Show me 3 great pushups. Let's create some other bridges. Can you make one more? While we are on the ground, let's get into coffee grinder position with your extended hand on the bean bag. Travel all the way around your bean bag in coffee grinder position. Try using your other hand; go the other way. Stand a few feet away from your bean bag--run toward it--jump up and click your heels right over the top. Try it again,. Now, let's skip around the room to the music. When the music goes off, land on your bean bag and be a great statue. Now, let's go again, only this time let's move backward; don't bump into anyone....

Bean Bags Up

(Participants can be sitting, kneeling, standing, depending on the challenge.)

Put the bean bag between your feet. Can you jump up and toss the bean bag into your hands? Try it again; that's fun! Toss the bean bag into the air, clap once, touch your

shoulders once, catch it. Toss it up again, touch your knees, clap, touch opposite shoulder, catch it. Toss it up, clap 3 times, catch it with other hand--start with your other hand. Hold the bean bag in one hand, toss it back and forth to the other hand without moving your head--how wide can you go? Can you catch it 10 times? Toss the bean bag up, run under it and catch it--you should be facing the other way. Practice time. Hold the bean bag as high as you can with both hands, release it, catch it again. Do this again, only clap before you catch it. This time, catch it after it has fallen below your knees. Release it, touch your shoulders, catch it.

Let's think of some other ways that we could do this. Now, let's hold the bean bag in one hand as high as you can--release it, catch it. Now, try it again, only catch it below your knees. Now, let's work your other hand--same thing. Now, we're ready for reaching across. Hold the bean bag up with your left hand -release it--reach across and catch it with your other hand. Practice. Now, other hand--below the knees catch. This time, toss your bean bag straight up--sit down and catch it. Now, toss it up from sitting position--stand up and catch it. Sit down. Place the bean bag between your feet, rock back and touch the bean bag on the floor behind your head. Now, lie down and place the bean bag on the ground behind your head, rock back and

pick the bean bag up with your feet. Stand up, toss the bean bag up. Walk under it and catch it behind your back. Toss bean bag up--spin your body all the way around and catch it.

Bean Bag Freeze Tag - Line Tag

Each player is given a bean bag to place on some body part--head, shoulders, arms, and so on, as directed by the teacher. Three people have an object such as fluffball, deck ring, wiffle ball, and so on. These players are taggers; they also have on bean bags. They chase players and try to hand them or touch them with the object. If they do tag them, the newly tagged players are "It" players and are after everyone. Rule: If a chased player drops the bean bag, he is frozen until another player comes by and bends down, picks up the bean bag, and places it on him. If an "It" player drops the bean bag, he can put it back on the body part and continue.

Bean Bag Egg Toss

Same game as Bean Bag Freeze Tag, only all players must stay on the line of a basketball court. Players can place bean bags on shoulders, elbows, head, and so on. Use an object to hand off to a tagged player.

Players begin lined up down the court standing across from each other (12' distance). One player tosses the bean bag to partner, and partner tosses it back. If no one drops it during the tosses, both players step back one step and begin again, each time stepping back in successful exchanges. The team that can expand the farthest distance with perfect catches, wins. If one player misses, players return to start.

ADD: Right hand only - left hand only.

Bean Bag Toss' Duck Relays

Toss the bean bag to each player and back. Each line player ducks after tossing bean bag back. The first team finished, wins.

Bean Bag Relays

Wear the bean bag on different body parts.

Bean Bag Patterns

Toss the bean bag to the same person each time. Add 2, 3, 4, more bean bags as you become successful. Groups of 8-10.

RELAYS

Sentence Relay: Each row of children represents a relay team. The blackboard is divided into equal sections, one for each row. The first child in each row has a piece of chalk in hand, and upon signal from the teacher, hurries to the blackboard to write the first word of a sentence. He then hands the chalk to the next player on his team who adds another word on the chalkboard. This continues down the row until a sentence is completed. The first team to finish scores a point. Can be used at holiday times. For example, draw a Christmas tree with ornaments.

All Down Relay: Team lines up with one member out in front facing the rest with a ball. The ball is thrown to the first one who catches it, and throws it back and drops to his knees or to a squatting position. The ball is then thrown to the next person who does the same until all have caught the ball, and all are down. If the ball is missed, it must be retrieved and brought back into line before it can be returned to the thrower. If the thrower misses a return, he must retrieve it and return to his position.

Alphabet Scramble: Players stand in relay formation. A complete set of alphabet cards is laid on a chair about 10 feet away from each team. A base line is drawn about the same distance back of the row of chairs. When the leader

announces a word the first few players in each team--as many as there are letters in the word--hurry forward to the chairs, select the needed letters, carry them on to the base line, and stand there holding them arranging themselves in the proper order. The team finishing its word first is the winner. Then these players go back promptly to their own lines, taking their places at the rear. A double letter may be expressed by shaking the card from side to side. The leader should have ready a list of words that do not use the same letters twice--except when it is doubled.

Apple Race: Relay teams of 6 to 12 line up at starting point, each leader with an apple balanced on his head. At the signal they start for the goal, no use of the hands being allowed to keep the apple in place. If the apple falls from the head, contestant must pick it up, go back to the starting point, and start over. The winner is the team all of whose members finish first. It is well in this contest for the contestants to remember and heed the old proverb that "haste makes waste." Note: Players are allowed to use their hands when transferring the apple to a teammate's head.

Bean and Straw Race: Dry navy beans and soda straws are used. Line up players in teams and give each player a straw. About 15 feet in front of the leader of each team

put a small pile of beans on the floor, more in number than there are players in the line. Each player, in turn, goes up to the beans, sucks one into the straw, and in that way carries it back and drops it in front of his team. Hands may not be used to help. The team getting back to the original position first wins.

Bundle Relay: You will need two balls of cord. The captain of each relay team is given a ball of cord. The players stand shoulder to shoulder. At the command to go, the captain winds the end of the cord around his finger and passes the ball down the line to the end person who turns as does the whole team and passes it up the other side so that the whole team is bound around with cord. The second race is the one in which the ball is rewound in passing it back over the same route.

Circle Ball Relay: You will need 2 balls or bean bags. A single circle formation is used. Players number off one, two; one, two; etc., around the circle. All "ones" belong to the same team and a captain is designated to hold their ball. "Twos" belong to another team with their captain and ball. The one ball starts around the circle in one direction and is passed only to members of team one, while the two ball goes in the opposite direction, being handled only by team two. Thus the balls skip every other person.

Ball completing circle first wins. Winners of two out of three races are champions. Change direction of balls in each race.

Circle Pass Relay: All circles, with the same number of participants, on the command to start, will pass the handkerchief hand to hand around the circle to the right. The circle first completing three complete circuits of the handkerchief shall be declared winner.

Clothes Pin Race: You will need five clothes pins for each contestant and a clothes line. The contestants equipped with five clothes pins in one hand and with the other behind their backs form at the starting line. On signal they run to the clothes line, put the clothes pin on the line with one hand, and return. The one back first is the winner.

Dropping Beans in the Milk Bottle Relay: You will need bottles or cartons to drop beans in, high back chairs and five beans for each person in the lines. The chairs are stationed with the backs facing the relay lines. The teams line up in back of the chair and try to drop beans into the bottle without touching the chair, person, by person. The team that drops in the most beans wins. (You may use clothes pins instead of beans.)

Paper Bag Relay: Players are divided into teams. Each team lines up in file formation, one behind the other. Each player is given a blown-up paper bag and places same on the floor beside him. On the signal "Go" the leader of each team picks up his bag and breaks it. When the bag bursts, the second player picks up his bag, and so on.

VARIATION: Give each player a bag which hasn't been blown up.

Passing Peanuts Relay: With several teams composed of 5 or 6 members each, in lines one behind the other, give the first person on each team 8 or 10 peanuts. At a given signal, the peanuts are passed by each team one at a time over the right shoulder of each person to the end of the line and back again in the same manner. The team to get all of the peanuts back first wins. Of course each team starts with the same number of nuts to be passed.

Vacuum Relay: Provide each player in the line with a cup and soda straw. Place ten small white beans in the cup of the first player in each line. At the starting signal the first player in each line transfers a bean from his cup to the next player's cup by inhaling through the straw. Each bean is passed entirely down the line in this manner.

Weaver's Relay: Have the layers form small circles of 8 to 12 with one person in the center of the circle. Be sure that the people in the circle are stationed arm's length apart. On a signal from the leader, the person in the center of the circle will start to weave in and out between the individuals forming the circle until he makes the complete circuit. When he gets back to the place from he started, he taps the next individual off. That person goes through the weaving procedure demonstrated by the person before him. In his turn each member of the circle will weave in and out between the members forming that circle, and when the person who started in the center is back in the center of the group, the game is over and the circle able to complete it first is declared the winner.

Flag Chase: The class is divided into four even teams seated on the sides of the square facing the center, with a marker in front of each team. The player on the left end has a flag. On signal, this player runs to the marker, goes around it from the right (counter-clockwise), and then runs to the seat on the right of the team. In the meantime, all players have moved one place to the left, vacating the right seat. The runner sits in the vacant chair and the flag is passed down the line to the left. The player now in the left seat becomes the new runner and runs the same course in the original position in the left seat. Variation: An

under-the-leg pass can be used, with the stipulation that the flag must go under all legs during transit. The run around the marker can be omitted, with the runner going directly from the left to the right seat.

Overhead Relay: Each row forms a team. The first person in each row has in front of him the object that is to be passed to the desk behind. At the signal to pass, this child claps the hands, picks up the object, and passes it overhead to the child behind. This child places the object on the desk, claps the hands, and passes the object overhead. When the last child in the row receives the object, he runs forward to the head of the row.

Kickball Relay: Students line up in teams, more teams with fewer members per team is best. This can be played in an open room or a classroom. One person from each team is selected as "pitcher." The pitching position rotates each round. A round ends when a point is scored. The pitcher delivers the ball to the first person in line by rolling the ball on the ground (you can use soft foam balls). The kicker then kicks the ball and runs and retrieves the ball and runs and gives it to the pitcher. Then he runs to the far side of the room to begin the line again. The pitcher rapidly delivers the ball to the next person in line--this continues until all the members of the team have moved to

the far line, are sitting down and quiet. The first team finished receives one point--the game/relay continues until a team reaches 10 points. Keep the game moving rapidly for best effect!

Ring the Neck: You will need a stick, string, ring (large enough to go over the neck of a bottle. Tie the string to one end of the stick, the other end of the string to the ring. Provide each team with the equipment required. Each player must place the ring over the neck of the bottle by holding the stick in one hand. As each one does this the stick is passed to the next player. The first team finished wins.

Rebound Ball: At the signal, the Captain passes ball to person on the right and so on until it returns to the Captain, Captain calls "One" and continues passing. This continues until the Captain calls "Five." Game ends. First team finished wins. Various passes which may be used: Underhand toss (two hands), bounce pass, or hook pass.

Farmer and Crows: First players are Farmers, second Crows, and so on through the team alternating Farmers and Crows. The front player holds all the seeds. On signal, the farmers hop forward and plant the seeds in a straight line to the end of the playing area (10 to 20 feet). The farmers

then turn and run back touching the next Crow. The Crows hop over each seed to the last one, turn, then pick up each seed and hop back to the line, picking up the seeds on the way. They hand the seeds to the next Farmer. Play continues. First team to finish wins.

Arithmetic Relay - (Spelling, English, and so on: The first child writes a number, the second writes another, the third adds, subtracts, multiplies, divides and so on until the entire row is done. (Agree beforehand process to be used. For English, first child writes a word, second another, and so on until row is done--object being to complete a sentence at end of relay.

Draw Your Hand Relay: Player in front seat has a piece of chalk; at "go" ahead, first players run to board and draw one hand. As soon as hand is complete, he runs to second player, who takes the chalk, runs to the board, and so on until the relay is completed.

Bottle Relay: 18" circles are made in front of each team. At signal, first players of each team walk to their circle, place a bottle in the center, run back and tag second player who runs to the circle, and sets the bottle out. Next runner puts the bottle back, etc. The bottle must be upright at all times. The first line to finish wins.

Home Run: Players are divided into teams so all rows are filled and equal. #1 in each row has the ball. At signal #1 throws the ball to #2 who stands on the signal, #2 throws back to #1 and sits. #1 throws to #3 who stands as soon as #2 is seated. Play continues until all have had a turn. When #1 receives the ball from the last player, he says, "Home Run," and scores a run for his team. Players then move up one place with #1 becoming the last player. Game continues until #1 is in original place. All teams change positions when the first team scores a run. Note: If desks are not in rows, lines may be used with player stooping after receiving the ball.

Last Seat: The players sit in their chairs in rows. Nothing is needed in the way of equipment. A player stands behind each row. At the command, "Go," he runs forward to the head of the row and touches the first child in the row who stands. He takes this youngster's seat. The student who has just arisen touches the person behind who rises. He then takes that seat. This continues on down the row until the player in the last seat rises. He must run to the front of the row. The game continues until everyone returns to his original position. Teaching hints: The children should move to their right to return to the head of the row to avoid collision with other runners.

Eraser Relay: The entire class may participate. A clean eraser is needed for each row of seats. This eraser is placed on the floor next to the right of the seat of each child in the right-hand row of seats. The children are seated. On the signal, each child in the right-hand row picks up the eraser in his right hand, passes it to his left hand, and places it on the floor next to the seat of the child to his left. The child to his left repeats this procedure. The eraser is passed in this manner across the width of the room. The team which places the eraser on the floor in the left-hand outside aisle first is declared the winner. Teaching hints: To increase the activity of the game, two erasers may be used. The second eraser cannot be passed until the first eraser has been placed on the floor on the left side of the room.

Clodhopper Relay: Ten to 25 children can participate in this relay simultaneously in an area at least 15 by 30 feet. Two large shoe boxes will be needed for each relay team. The children are lined up behind the starting line in files of four to eight players. Two shoe boxes are placed on the floor in front of the first child in each file. On the starting signal, the first child steps into one of his boxes, balances himself on one foot, reaches back to grasp the other box in his hand, places it one step ahead of

himself, steps into it with the foot which he has been holding in the air, balances on the forward foot, and repeats the previous procedures, progressing in this manner until he reaches the touch line. He then turns around and returns in the same manner. When he reaches the line, he hands the boxes to the second child and goes to the rear of the line. All members of the team take their turn. The team which finishes first is the winner. Teaching hints: Several extra shoe boxes should be on hand to replace the ones that come apart during the race. The shoe boxes may be reinforced with tape.

Messages: All seats are arranged in equal rows. Everyone in his seat. Everyone places hands on desk and closes eyes. At a signal, the last player in each row taps the shoulder of the child in front of him. This child in turn taps the shoulder of the child in front of him. When the first person in the row is tapped, he stands up and the first one up indicates the winning team.

Automobile Relay: One object for each row of players is needed. File formation, with an equal number of players in each row. Each row of players chooses the name of an automobile. The last player in each row is given an object to carry. On signal he gets up and walks quickly around his row. When he gets back to his seat, he passes the object to

the next player in front of him. The game continues until everyone has had a turn. The row finishing first has won the automobile race.

Baby Steps: All students will participate from their chairs placed in four equal rows. At the teacher's signal, the first student in Row 1, second student in Row 2, third student in Row 3 and fourth student in Row 4 will rise and take small baby steps while advancing to the back of the row, around the corner, up the next aisle and back to their seats. This will be followed by the next student in the row and continue until an entire row of students has completed the run. That row will be designated the winner. This activity could be altered to take giant strides and call the game "Big Kid Steps." By staggering the starters, some confusion can be eliminated in the aisles.

Book Relay: An old book is needed for each row participating. The entire class will participate and equal teams of four to five students should be organized. The teams are to stand in rows. A book is placed on the head of the first student in each row. That student is to walk to the back of the row, around the end and back to the front. This continues until each student in one of the rows has completed the book relay.

Head to Toe Relay: Draw a goal line on the floor with chalk. All students participate in this activity. Students are divided into teams of eight to ten each. From a starting point, the players must advance to the goal line and return by placing the heel of the advancing foot against the toe of the stationary foot and progressing in that manner. The first team to have all players complete the course is victorious.

Pass the Clothespins: The children stand in two lines facing each other. The captain of each side has a double handful of clothespins. On signal he puts all of them on the floor in front of the player next to him. This one in turn must pick them up and place them on the floor in front of the one next below him. Each child must have all the clothespins in his hands before he can lay them down. If he drops any, he must pick them up before placing any in front of his neighbor. The line that can first pass the clothespins down its line and back to its leader wins.

Indian File Relay: The children are seated, the same number in each row, only every other row playing at the same time. At a signal all children get out of their seats on the right-hand side, run forward and round their row, completely encircling that row of seats back to their own seats, the entire row running up one behind the other at the same time.

The row having all its players seated and up in position first is the winner. The remaining rows play, and finally the two winning rows may play for the championship.

Schoolroom Basketball Relay: Have an equal number of children in each row. Mark off a starting line with chalk at the side of each front desk. Mark another line about six feet or more directly in front of this. One child in each line is chosen as a basket and stands back of the line farthest from the seats with his arms held shoulder high in front and forming a circle. At a signal the first child rises, toes on the starting line and tries to throw ball into basket, then runs and gets ball and passes it, after having seated himself, to next child behind who immediately rises and runs to line and throws. Thus the game continues until the last person in same line has thrown basket, secured ball and returned to his seat. Each "basket" made scores points and the row finishing first scores five points. One child representing each team records scores of his team on the blackboard. A bean bag or indoor baseball should be used for a ball.

Stoop and Stretch Relay: A chalk line is drawn across the front of the room. Alternate rows play at the same time. Rows not playing remain seated. Players stand by desks facing forward with an equal number in each row. The leader

of each row stands on the line holding an eraser in both hands shoulder high. At the word "go" from the teacher the leader raises the eraser over his head and drops it in back of him. The next child stoops, picks it up, raises his hands over his head and drops it back of him, and so on down the line to the last player who runs in the empty aisle to the front, toes the lines and continues the game. Each time the last player runs forward the players move back the distance of one desk. Each player must move back to another desk, or the line will be too crowded. A child not running should watch each row to see that there are no errors.

Pumpkin Relay: Boys and girls are seated with six players in each row. They may be seated at desks or on the floor. The remaining children may stand in the back of the room as observers. Each #1 player in the row has a piece of chalk. On the signal "Go," #1 players run to the blackboard and draw an outline of a pumpkin. They return to their seats and hand the chalk to #2 players, who run to the blackboard and place a stem on the pumpkin. #3 layers draw one eye. #4 players draw the other eye. #5 players draw the nose. #6 players draw the mouth and return the chalk to #1 players. The teams then stand. The first team to stand is the winner. To assure each team an equal chance, squares may be drawn on the board in which the pumpkins must be

placed. This game may be played at Christmas by drawing Christmas trees with decorations.

Sideward Pass Relay: Players are seated at their desks. Those sitting in the front row, across the room, form Team A; those in the second row, Team B, and so on. One or more bean bags are placed on the floor at one side of the room opposite each player occupying a seat. On signal, those next to the bean bags pick them up with the nearest hand, pass the bean bags to the opposite hand, and with that hand place the bean bags on the floor in the next aisle. The process of picking up, changing from hand to hand, and placing the bean bags on the floor is continued across the room. The players in the farthest rows of desks, as they receive the bean bags, touch the bags to the floor and immediately start the bean bags on their return trip. As the original aisle players receive the bean bags they touch them to the floor and then lift the bean bags high into the air, as a signal that the relay is completed. The first row to complete the game wins.

Teaching Suggestions:

1. Increase the number of times an object is passed before determining the winner.
2. Reverse the direction of the first passing.
3. Pass the bean bags while using only one hand.

4. Have all players sit facing the side wall of the room. Bean bags are passed backward over their heads, those behind having to stretch to secure the bean bag.

Sitting Through-the-Hoop Relay: This relay is somewhat strenuous for some occasions. All players sit on the floor. The first person of each team has a hoop, and at the signal, he passes the hoop over his body in either direction without standing. Each in turn receives the hoop, passes it over his body, and hands it to the next person.

Handclasp Relay: Each team stands in line, each person grasping the hands of their two neighbors. At each end of the line is a chair, one of them with ten peanuts (in the shells) on it. The peanuts are passed, one at a time, from person to person until they are all transferred to the chair at the far end of the line. The passing must be done with the clasped hands, the hands being kept joined from the beginning to the end.

Clothespin Relay: Each team stands in line. The person at one end has five spring-type clothespins. At the signal, he attaches these to the fingers of the next person, one on each finger of the nearer hand. As soon as they are all in place, the second person removes them and attaches them to

the hand of the next and so on until they are on the hand of the last person. This is the end of the race as it is usually conducted, but it is better to continue until the last person has attached the clothespins to the hand of the first person. The simplest way to do this is for the team to form in a circle; if the team is in a straight line the last person may run back to the first person and then attach the pins.

Pencil Relay: Each team stands in line, the person at one end holding four pencils. He places the pencils one at a time between fingers of the next person; that is, one pencil between the thumb and forefinger, another between the first and second fingers, and so on. As soon as the pencils are in place, the second person removes them and places them between fingers of the third person. He must place them one at a time but may remove them as he desires. The pencils are passed thus from person to person until they reach the end of the line. Instead of pencils, playing cards may be used, or any other small objects that can be gripped with the fingers.

Drop-and-Pick Relay: Each team stands or sits in a line. A collection of miscellaneous small objects is at one end of the line: buttons, spools, coins, marbles, or anything else small enough to fit into the cupped hands of a player. Each

second player forms a cup by holding his hands together. The person nearest the objects picks them up one at a time and drops them into the cupped hands of the one next to him. The third person picks the objects from the hands of the second and drops them into the hands of the fourth, and so on. Thus, only the odd numbers handle the objects, and the even furnish the cups. The objects are passed one after another, each passer taking the next object as soon as possible.

Dropping Hopping Bean Bag Relay: Children are seated at desks, an equal number in each row. Desks not in use are designated by having a book placed on them. Children decide what stunt activity is to be performed. At a signal, each front player picks up his bean bag and using both hands, drops it behind his head. The second player must catch or pick up the bean bag, drop it on the desk, and clap his hands. Then, and not before, and using his two hands, he drops the bean bag behind his head. The procedure continues. When the last player in a row secures the bean bag he hops down his aisle on one foot, performs the required stunt, sits down in the front seat of his row and, using both hands, passes the bean bag backward over his head in the prescribed manner. As soon as a hopping player passes a desk the person occupying that desk moves to the seat behind him. When the starting player of one team

returns to his desk, sits, places the bean bag on the top of the desk, and raises both hands high into the air, that team wins.

Teaching Suggestions:

1. See that pupils keep their feet under the desks.
2. Players will be prone to omit the hand clapping; see that is done.
3. Sometimes allow two teams with fewer players than the other teams to compete against each other instead of against the entire group.
4. If a team is short a player, have one player run twice but not in sequence.

Blind Pass Relay: Your head is on your left arm and your eyes closed. Your right hand is out in the aisle ready to take something that is going to be passed to you. The game starts at the back of the room. The last player in each line has a ruler or other appropriate object in his right hand ready to pass. Everyone has his head down on his desk on his left arm and eyes tightly closed. When the teacher gives the signal to begin, the last player in each line moves the ruler around until he finds the hand of the player ahead. He must not peek while passing or at any time during the game. The next player passes the ruler to the person ahead. When the first player on the team receives the ruler, he holds it up in the air so the teacher can see his

team is finished. No one may look up or open his eyes until the teacher gives the word.

Trick Relay Race: This is a walking relay, but it has a trick to it. Each player, when it is his turn, stands up at the left side of his seat, walks up the aisle and around the front seat and back to his place. The first player has a short walk, but each player's is a little longer than the one ahead of him. The trick part is in what each player must do with his hands when it is his turn. You will be told what to do with your hands as you walk. The first players on each team will do one thing, the second players will do another. Teacher will tell each row what they must do before the game starts. Remember what your trick is. If you get into position you'll be all ready when your turn comes, and you won't forget what you are supposed to do.

1st players: Walk with hands on hips.

2nd players: Walk with hands on shoulder.

3rd players: Walk with hands on head.

4th players: Walk with right hand on stomach and left hand on back.

5th players: Walk with hands on knees and be sure to keep them there.

6th players: Walk holding nose with right hand and left ear with left hand.

Other Suggestions:

1. Walk with right hand on right shoulder and left hand on left hip.
2. Walk holding right ear with left hand and left ear with right hand.
3. Do the duck-waddle with hands clasped behind neck.
4. Walk with right hand on right knee and left hand on head.
5. Walk with arms folded behind back.

There is one more trick for you to remember. When two players meet in the aisle, each must say, "How do you do?" to the other before passing. Players who fail to do this lose a point for their teams.

Scoring: Winning team, first finished with each player doing his trick properly, ten points; second team, five points; third team, two points (less any points taken away for failing to say "How do you do?").

Cooperative Three Object Relay: The relay is played by children seated in rows. Two rows constitute a team. Players on one team sit facing each other with their feet in a common aisle. Each team has 3 objects placed on the starter's desk. On "Go," the starter hands the first object to the player directly across the row; that player hands it to the next player across the aisle, and the object moves in

zig zag fashion down the aisle and back, the relay is over.

NOTE; Start with just one object, then add a second as understanding increases.

Wall Relay: An equal number of players sit in each of the competing rows. At a given signal the first one in each row runs and tags the front wall. As soon as he has left his seat the remaining pupils move forward one seat. He then runs back to the last seat in his row. When he is seated, the player who now occupies the front seat runs to the wall in the same manner. The row moves forward again, the runner returns to the back seat, and the race continues. The row wins whose last runner first returns to his original seat.

Line Ball: A line is drawn across the front of the room a foot or more from the blackboard. A second line is drawn across the front row of desks. A leader is chosen from each row who stands toeing the line nearest the blackboard while he faces his row. There should be an even number of children in each row. At a signal, the first child in each row rises, stands toeing the line by the desk, and the leader tosses the ball to this player who tosses it back to the leader and immediately sits. The last is a signal for the next pupil to run forward, toe the line, and continue the tossing. This goes on until the leader has thrown to all in his row. As soon as this has occurred, he runs to

the line by the desk and holds up the ball. The line to do this first wins the game. The teacher may designate what kind of throw is to be used such as, the chest throw, the underhand or overhand pass, and so on.

BALLOON TYPE GAMES

Balloon Madness:

Equipment: Balloons and a great sense of humor!

Groupings: From 4 to 8 people per group.

Playing area: Playground (on a non-windy day) or an inside room.

Plan of action:

Let each group get a balloon. Have them blow the balloon up, but do not tie it! The first thing we want to do is let the balloon go and see if anyone in our group can catch it before it hits the ground. This is wild!! It is such a difficult task that catching it earns your group 1,000 points! (Getting "points" is great, isn't it?) Our next activity requires the balloon to be tied. Turn on the music and have the groups start hitting the balloon with different body parts. Try to send it around in a circle and don't let it touch the ground. Keep changing the body parts and the level of the students (i.e., hit the balloon with your elbow while standing; hit it with your nose while lying on your back, and so forth). The Grand Finale is next. As a group you are going to pop the balloon in a way that has never been done in the history of the world and truly reflects the uniqueness and wonderfulness of your group! Talk about your creative genius! What a way to make a living!

Balloon Carrying: You will need colored balloons blown up to even sizes and handed out, one to each individual. Mark off two lines, any distance apart that is not too great. The participants must carry the balloons in one hand from the starting line to the other line and back. It is hard to keep the balloon in one hand and run or walk. If it gets away or drops, it must be recovered by one hand before the player can continue.

Creative Balloons: Balloons--fun, inexpensive, and readily available--can help students develop a variety of skills. Introduce this equipment to a class by having students blow up the balloons, release them, and watch and listen as they spurt through the air. When you're ready to begin manipulative activities, have the children blow up the balloons and tie them with twist-ems. (You may prefer to have the balloons already blown up and tied when the students come to class.)

With students working alone, ask questions like the following to encourage them to experiment with their balloons: rub your balloon against your leg very quickly; what happens when you let go of it? Can you keep your balloon in the air by blowing it? How many different body parts can you use to keep your balloon in the air?

Have the children work with partners, and ask questions like these: how many times can you and your partner tap the balloon back and forth? Can you hit it back and forth underhand and overhand? How many ways can you and your partner keep the balloon moving?

One possible activity to end the class is to give each child a balloon and let them find ways to make the balloons explode. For instance, you may tie the balloons to the students' ankles with string and let the children chase each other, trying to step on each other's balloons.

(Explain that there will be loud noises and ask whether they want to try this activity or save it for another day.)

Balloon Battle: Children remain in their seats and numbers are assigned to each row across the width of the room. Those in rows 1-3-5 are members of one team while rows 2-4-6 constitute the opposing team. Each team has a goal to defend, the space in front of row one and behind row six. The teacher stands in the center of all the rows and releases an inflated balloon. Members of one team tap the balloon in the direction of the opponent's goal while the opposing team tries to reverse the flight of the balloon toward the opposite goal. When the balloon falls to the floor in either goal space, a point is scored against the

defending team. Players must remain in their seats. If desks are movable, children may face their opponents' goals.

Rocket Balloons: All you need is: a straw, thread, tape, a balloon, and two chairs. Blow up the balloon, but don't tie it. Attach a straw to the outside of the balloon with tape. Run the thread through the straw on the balloon. Tie the ends of the string to two chairs (or however you want to connect it). Keep a hold on the end of the balloon and then let go. You've got your own homemade rocket! Have fun.

Balloon Football: The class is divided into two teams. Players must sit in their chairs and keep one hand on the back of the chair throughout the game. The balloon or beach ball is tossed between two teams. Both teams try to bat it over the heads of their opponents so that it touches the floor behind the opposite team. Each touchdown scores a point. A student should be placed behind each team to serve as scorekeeper and retriever. The balloon should be put into play at different places along the two lines to prevent action from concentrating among a few players.

Balloon Basketball: You will need balloons and two waste baskets at opposite ends of the room). Choose teams of five persons each and proceed as in basketball except that

balloons may not touch the floor. The difficulty of the game is in making the balloons stay put in the baskets.

Balloon Blowing Race: You will need a balloon for each individual. The contestants stand in line, each with an empty balloon. Upon signal, each blows his balloon until it breaks.

Keep the Balloon Up For Time: All players are seated-- players must remain seated the entire time. (No raising of the bottoms off of the seat.) The teacher passes out 10, 11, 12, 13, 14, 15 balloons. Students toss them up at the same time. The class keeps all of the balloons tossed up as long as possible. Set a new record for elapsed time. Break the record--move from this activity to classroom balloon volleyball. NOTE: Begin with a few balloons.

Balloon Volleyball: You will need at least two balloons (extras should be available, since there is breakage). Children are positioned on both sides of a rope stretched just above their reach. They try to bat a balloon back and forth across the rope. The balloon can be batted as often as necessary. Two balloons used at once provide good action. A system of rotation should be set up. Scoring is accomplished when a side fails to control a balloon and allows it to touch the floor or a wall. A small marble or

button placed inside the balloon causes it to take an erratic path, adding to the interest.

Balloon Throw: Contestants take turns in throwing an inflated toy balloon. A time is marked on the floor, and the thrower may use any method of throwing as long as he does not step on or over this line. His throw is measured from the line to the spot at which the balloon first touches the floor.

Balloon Hammer-Throw: An inflated toy balloon has a string about three feet long attached to it. A knot is tied in the string about a foot or less from the end. The contestant grasps the string beyond the knot, whirls the balloon around one or more times, and throws it as fast as he can.

Balloon Base: Class is divided into two teams. A batter starts the game by hitting the balloon with his open hand into the "field." Fielders, which open-hand hitting, attempt to hit the balloon across the home baseline before the batter walks to first base and home. If the fielders catch the ball, the batter is safe. The batter is out if the balloon does not get into the air on the first try. Three outs and the teams exchange positions. One point is awarded for each run.

JUMP ROPES

Ropes Flat - In a Line: Jump both feet around rope, straddle rope, jump to end, jump back, turn around, jump backward and back--forward down, backward back--jump to the end landing on opposite sides each time--jump back. Try this backward, down, and back. Face the rope sideways; jump over the rope to the end and back, facing the rope sideways. Stand on the end of the rope--walk to the end, walk back, walk backward both ways--forward down, backward back. Straddle the rope again. Jump up, make a half turn and land facing the opposite direction. Keep trying this as you move down the rope. Get yourself into the lame dog position, one hand on each side of the rope. Keep your hands on the ground as you jump back and forth across the rope. Keep your hands on the ground as you jump back and forth across the rope. Try this with your other foot. Hop on your best foot all of the way around the rope. Hop with your other foot, hop down your rope, landing on each side as you hop. Try this with your other foot. Try this while hopping backward; try your other foot. Face the rope sideways. Hop sideways--back and forth over the rope to the end--come back. Try this with your other foot. Criss-cross walk to the end. Faster! Faster!!

Ropes Flat - In a Circle: Put your ropes in a circle on the floor. Stand inside your rope. Make your body as small as

you can, as huge, balance on one foot; other foot. Swan balance; other foot. Tall balance, low balance; other foot. Balance with your eyes closed; other foot. Use 4 body parts to build a bridge across your pond--huge--narrow--high--low. Touch your belly button on the floor. Make the bridge backward (crab position)--huge, narrow--low--high. Touch your belly button to the roof. Place one hand in the circle, legs straight out, and pretend that you are a grinder. Move all of the way around the circle; opposite hand; opposite way. Balance with 2 body parts inside--one out; 4 parts inside--one out; 3 parts inside--one out. Jump out of the circle; jump backward into, sideways out; in. Jump straight up. Make a 1/2 turn. Do it again; 1/2 turns. Put one foot inside, one out. Jump all of the way around your circle. Let's try leaping--leaping across your pond.

Ropes Flat - Multi-Disciplinary: Have children stand at bottom of letters and numbers. Show me what a triangle looks like--a square--a rectangle. Let me see how you would make the first letter of your name. Great! Now let's see the last letter of your name. Show me what the third letter of the alphabet looks like--5th--7th, and so on. Find a partner; make a 2-digit number; make a consonant blend. Hook up with 2 more people; print a person's name, only 4 letters. By yourself, add $5 + 4$; make the answer with your rope. Draw the Eskimo's house. Can you make a 5 sided

figure? What do you call it? Let me see a vowel sound--all at once, yell out your vowel sound. Print a 2 letter word, the first with your rope, the second with your body (all caps).

Pretend Series: Invent the world's largest earring, longest beard in the world, coolest mustache, braided hair, world's largest shoestring, karate belt. Invent a telephone, cowboy rope, hospital patient, world's largest bow tie.

Ropes Up: Hold both ends of the rope in your right hand. Turn the rope rapidly, making the loop touch the ground each time. Turn it backward; other hand; forward; back; turn it each side. Change hands each time. Turn circles in front of body while touching ground; clockwise, counter-clockwise, each hand. Don't stop--above head, helicopters, other hand. Can you jump your own shot? Take the rope in your best hand, turn the rope at your side; jump in rhythm as the rope hits the ground near your feet. Try it with the other hand. Turn the rope with your right hand; hop on your left foot in rhythm. Find a partner; one holds both ropes--turn both ropes at the same time, jumping as the ropes touch the floor.

ALTERNATE ACTIVITIES

"A" and "B" Exercising

Equipment: Happy children and their wonderful muscles!

Groupings: Two people per group.

Playing Area: Playground or inside room.

Plan of Action: The children are with a partner and they decide who will be the letter "A" and who will be the letter "B." When the "start" signal is given, the child who is the letter "A" will begin talking to his partner (uninterrupted of course) for 15 seconds about a subject to be determined by the teacher! When the teacher says "switch," "A" stops talking and "B" begins talking about the same subject. When the students hear the music begin, both "A" and "B" begin exercising together. When the music goes off, students have 5 seconds to find another partner. This time they will be the letter "C" or the letter "D." Repeat the same steps as above for as long as you like. This is a great opportunity for students to express and share their opinions. Great conversation and superstar movements.

Variations: The teacher moves around the partner groups and gives a signal for everyone to look where he is standing. Whatever group the teacher is pointing at, everyone in the class "blends" in and recreates that particular movement.

Lite Beer "Health" Commercial:

Equipment: Nerf balls or any playground balls.

Groupings: Two people per group.

Playing Area: Playground or inside room.

Plan of Action: The Lite beer commercials on TV just seem to enthrall almost everyone and their success is unbelievable. Here is one way to take an already successful idea and turn it into a positive reinforcement tool.

The children are with a partner and they have one nerf ball for the two of them. The teacher gives directions on how he wants the children to move the ball between them (i.e., hike it like a football, throw it overhand, and so on). The children do this on the "start" signal (music is a great start signal). As soon as the "stop" signal is given (in this case the music off) the children with the ball go to another designated line. The children are then facing each other and this is where the "Lite beer health commercial" begins.

The teacher sets up the scenario. For example, the teacher says, "What should I do to stay healthy?" One line then yells, "no smoking" and then the other line yells "no drugs." I encourage the children to say their line in such a way as to convince me and their classmates that's what it takes to lead a healthy life. Instead of "less filling" and "tastes great," we have created another way to reinforce those things that we want to imprint in our children's

minds. Your imagination and concern will create many more commercials.

Green Dot Card Game:

Equipment: 3 x 5 cards, great imaginations.

Groupings: 4 to 8 people per group.

Plan of Action: Spread the 3 x 5 cards out on the ground in a scattered formation. Have the groups form single file lines. On the "signal" have one group run out to the area where the 3 x 5 cards are scattered. This group will be looking for a card with a green dot on it. When each person in this group finds a "green dot" card they will take it to a designated area. When everyone in the group is in this designated area, they will yell "bingo." While this group is collecting the cards, the rest of the groups are performing a certain task (for example, getting as many "high fives" as possible) until they hear the "stop" signal. The "task" groups then get back together and add up their "task" scores. Great fun and enthusiasm for all!

Variations: Put different types of things on the 3 x 5 cards. That is, put states, vowels, consonants, different colors, state capitals, and so on. Tie it in with your subject matter.

Three in a Circle:

Equipment: Superstar people with a zest for fun!

Groupings: 4 per group.

Plan of Action: Children form groups of 4 and pick one person to be the "it" and one person to be the "non-it." The "it" stands outside the circle formed by the remaining three children. On the signal, "it" tries to touch the "non-it" as many times as possible until the stop signal is given. The "it" cannot touch anyone except the "non-it" and the circle of three must stay connected. Tiring teamwork and great fun!

Variations: Use more people per group and more "its" and "non-its." Allow the "its" to move to any group in the class to try and touch the "non-its."

I Like You:

Equipment: Fluff balls, nerf balls or any "non-threatening" pieces of equipment.

Groupings: Everyone against everyone.

Play of Action: On the "signal" everyone tries to hit everyone else in the "buns" with the ball. When the ball hits you in the "buns," turn and say "I like you" and pick up the ball and try to "bun" someone else.

Variations: Have a snowball fight during the winter months.

Clean Your Backyard:

Equipment: Nerf balls, fleece balls, old socks, any soft, "non-threatening" pieces of equipment.

Groupings: Half the class against the other half.

Plan of Action: This is a fast-paced, crazy type of game.

Dump all your "non-threatening" balls out into the playing area. Turn on a fast-paced record (or use your own "unique" starting signal) and let the children start throwing (underhand) all the "junk" out of their backyard into their neighbors' yard. When the music stops, players cannot toss any more "junk." Team with the least amount of "junk" in their yard wins that round. Play several rounds!

Germ Warfare:

Equipment: Nerf balls, fleece balls, any "non-threatening" balls.

Groupings: Half of the class against the other half.

Plan of Action: Each side is a separate "world." Each "world" has two "doctors" who keep the population from extinction. Each nerf ball represents a deadly "germ" that can slowly infect your body if you are hit with one. On the starting "signal" (think of something clever) each "world" begins to throw their "germs" at the other "world." If you are hit by a germ, you must fall down "on the spot" and call for the "doctor" to help you. The "doctors" will sneak up and tap you with the "syringe of life." You magically come

back to life. Caution: if your "doctor" is hit by a "germ," their healing power ceases and they must turn in their "syringe." (They remain in the game, though.) Catching a germ on a fly does not infect you. Protect your doctors. They are your "road to immortality." Fun and excitement abound in this game.

Game Inventors of America:

Equipment: Any and everything you have!

Groupings: From 1 to 100.

Plan of Action: I am a "high-level" person in the "games people play" business. I'm looking for games that have never been invented. These games should be exciting, challenging, and full of activity. The games must have four things: (1) name (catchy, of course); (2) rules; (3) a scoring system; (4) boundaries. Game inventors can work alone or with as many other inventors as they wish to share their great ideas. We will be coming around to "check out" your game, so good inventing.

V. INTRAMURALS

The intramural program is an organized activity for students that is an extension of the physical education program. Participation is voluntary (Dauer and Pangrazi, 1989). The teacher can spend more class time on skills and lead-up activities since the opportunity to play the sport can occur in the intramural setting.

Hopefully, all students participate in at least one activity. In addition to developing recreational interests, students will reinforce fitness levels. This is also an ideal setting for students to develop social skills.

Through the intramural program students learn leadership skills and how to compromise and assert themselves. The purpose of the program is to provide a recreational and competitive program (Dauer and Pangrazi, 1989).

To run a successful program demands a qualified director. This person needs to be interested and enthusiastic. A school intramural student council will provide direction, serve as referees, timers, scorers, and other aides.

Due to the bussing situation the intramural program will be run during the lunch hour. Members of the PTA and Crestline Senior Citizens Club will provide adult supervision.

An intramural bulletin board, located next to the office, will display schedules, standings and future activities.

PROGRAMMING

The team sports taught in the P.E. class will be incorporated into the intramural program. Intramural scheduling will be as follows:

Fourth**Sep.** Soccer**Oct.** Volleyball**Nov.** Outdoor games**Dec.** Friday night ski club will meet at Snow Valley.**Feb.** Fee charged.**Mar.** Track and field**Apr.** Outdoor games**May** Softball**Jun.** Basketball**Fifth**

Volleyball

Soccer

Outdoor games

Track and field

Outdoor games

Basketball

Softball

*Playday = last day of school.

VI. IMPLEMENTATION

To implement the P.E. program the following ingredients are essential:

1. A commitment on paper.
2. A staff commitment beyond the paperwork.
3. A key person at the school who is emotionally involved in the program (the author and administrator).
4. Facilities and equipment.
5. Indoor space.
6. Adequate time set aside each day.
7. Instant lesson plans available (this project).
8. In-service twice a year:
 - Juliette Meunier: 5th grade teacher at MTE school with a background in physical education, sports and recreation.
 - Nancy Thompson: Rim of the World Unified School District mentor teacher in physical education, 1989-91.
 - Steve Malloy: Born to Move Workshop, 822 MacDuff Ave., Stockton, CA 95210 (209) 477-6318.
 - Cliff Carnes: P.E. Consultant, 3949 Linns Way, Carmichael, CA 95608
 - Bob Ruff: In-service participation workshops for teaching techniques for dancing used in school programs, 8459 Edmarn Ave., Whittier, CA 90605 (213) 693-5976.

9. \$2.00 per student set aside each year for new and replacement from funds, PTA, and so on, or a combination of sources.
10. A \$500.00 starter for equipment from funds, PTA, or a combination of sources.
11. Volunteer help for intramural program.
12. An extra person (teacher or aide) to work as a specialist within the programs (Carnes, 1983).

VII. EVALUATION

The Physical Best Health and Fitness Test will evaluate the physical fitness level as well as the cognitive learning of the fifth grade students.

Students will receive a quarterly progress report.

Physical Education Progress Report Grades 4 and 5

Student: _____

Teacher: _____ Grade: _____

School: _____

Symbols:

- O - Outstanding
- S - Satisfactory
- U - Unsatisfactory

<u>1st Semester</u>		<u>2nd Semester</u>	
1st	2nd	3rd	4th

Locomotor Skills

Body Mechanics

Physical Fitness

Game Skills

Sport Skills

1. Volleyball

2. Soccer

3. Basketball

4. Softball

Dance Activities

Responsibility

Participation

Citizenship

Sportsmanship

The following evaluation instrument will be used to evaluate the MTE school physical education program on a regular basis.

MTE SCHOOL P.E. PROGRAM EVALUATION

Program Philosophy

1. Physical education is regarded by the administration as an integral part of the total curriculum and is dedicated to the same curricular goal, the fullest possible development of each pupil for living in a democracy. 0 1 2 3
2. A written and up-to-date sequential curriculum is available and used by all instructors. 0 1 2 3
3. The course of study includes units of activity appropriate for the grade levels.
4. Lesson plans are developed from the course of study and are used as the basis for instruction. 0 1 2 3
5. Students are scheduled in the physical education program on a regular basis. Music, field trips, and extracurricular activities are not accepted as substitutes for physical education. 0 1 2 3
6. Children are taught the "why" of physical 0 1 2 3

- activity in relation to appropriate psychological and physiological principles.
7. Grading procedures are consistent with those used in other subject areas. 0 1 2 3
8. The budget specified for equipment and supplies for physical education is adequate. 0 1 2 3
9. The services of an elementary physical education specialist or consultant are available. 0 1 2 3
10. Classroom teachers use effectively the services of the physical education specialist or consultant to supplement and improve physical education instruction. 0 1 2 3
11. In-service sessions are organized for improvement of instruction in physical education based on demonstrated need. 0 1 2 3
12. Physical education instruction is evaluated regularly by an appropriate supervisor. 0 1 2 3
This information is used to provide immediate feedback for the purpose of improving instruction.
13. A broad intramural program is present with a variety of activities to suit the needs of boys and girls. 0 1 2 3

Comments:

Instructional Procedures

- | | | |
|----|---|---------|
| 1. | Instructors use sound class management techniques during instruction. | 0 1 2 3 |
| 2. | Teachers are familiar with different styles of teaching and use them when the need arises. | 0 1 2 3 |
| 3. | Leadership opportunities such as demonstrating, officiating, planning, and leading peers are offered to students. | 0 1 2 3 |
| 4. | Instructors are strong models for students. They possess an appropriate level of fitness and dress properly for physical education. | 0 1 2 3 |
| 5. | The minimum amount per class of time allotted for physical education activity is 30 minutes. | 0 1 2 3 |
| 6. | Each class receives physical education instruction a minimum of three times per week, excluding recess and supervised play. | 0 1 2 3 |
| 7. | Program activities are coeducational in nature. | 0 1 2 3 |
| 8. | Disciplinary measures in physical education instruction do not include expulsion from class or punishment using physical activity. | 0 1 2 3 |

- | | | |
|-----|---|---------|
| 9. | Youngsters wear appropriate clothing and shoes to physical education so that attire does not restrict activity. | 0 1 2 3 |
| 10. | There is a special program for adaptive P.E. | 0 1 2 3 |
| 11. | There is an annual review and evaluation of the curriculum for purposes of revision and adjustment. | 0 1 2 3 |
| 12. | Bulletin boards, charts, pictures, and other visual materials are posted and used in the instructional program. | 0 1 2 3 |
| 13. | Teaching aids such as films, slides, and models are used to enrich and supplement instruction. | 0 1 2 3 |
| 14. | A learning center containing reading materials appropriate to the reading and interest level of youngsters is available for physical education. | 0 1 2 3 |

Comments:

Curricular Offerings

- | | | |
|----|---|---------|
| 1. | The physical education program provides learning experiences to help each child attain the following: | |
| A. | A personalized level of physical fitness and body conditioning. | 0 1 2 3 |

- | | | | | | |
|----|--|---|---|---|---|
| B. | Suitable skills in a variety of educational movement patterns on the ground and on appropriate apparatus. | 0 | 1 | 2 | 3 |
| C. | Manipulative skills leading to the development of specialized skills. | 0 | 1 | 2 | 3 |
| D. | Specialized skills related to games, rhythms, tumbling, stunts, and sport activities. | 0 | 1 | 2 | 3 |
| E. | Knowledge of rules, techniques, and strategy related to specialized skills. | 0 | 1 | 2 | 3 |
| F. | Desirable social standards and ethical behavior. | 0 | 1 | 2 | 3 |
| G. | Proper safety practices for self and others. | 0 | 1 | 2 | 3 |
| H. | Competence in activities that can be used during leisure time. | 0 | 1 | 2 | 3 |
| I. | Knowledge and understanding of concepts leading to human wellness. | 0 | 1 | 2 | 3 |
| 2. | Activities are organized and adjusted to suit the maturity and skill levels of youngsters. | 0 | 1 | 2 | 3 |
| 3. | All children are considered important and the program is adjusted to suit the maturity and skill levels of youngsters. | 0 | 1 | 2 | 3 |
| 4. | The program offers something for all | 0 | 1 | 2 | 3 |

children: boys and girls, skilled and unskilled, physically fit and low-fitness youngsters, and special education students.

- | | | |
|----|---|---------|
| 5. | Each lesson has a portion of time (16 minutes) devoted to physical fitness activities. | 0 1 2 3 |
| 6. | The physical education program emphasizes and allocates enough time at the appropriate grade level for each of the following areas: | |
| A. | Educational movement patterns. | 0 1 2 3 |
| B. | Fundamental skills including locomotor, nonlocomotor, manipulative, and specialized skills. | 0 1 2 3 |
| C. | Rhythmic activities | 0 1 2 3 |
| D. | Stunts, tumbling, and combatatives | 0 1 2 3 |
| E. | Games and relays. | 0 1 2 3 |
| F. | Sports and lead-up activities. | 0 1 2 3 |
| 7. | An up-to-date professional library is available for the physical education specialist and faculty. | 0 1 2 3 |
| 8. | There is an aquatic program in either the public schools or in the community recreation program (or another agency) so that all children have the opportunity | 0 1 2 3 |

- to learn to swim.
9. Both indoor and outdoor teaching stations are assigned for physical education instruction. 0 1 2 3
10. The yearly curriculum is planned and written so that a wide variety of activities is offered. 0 1 2 3
11. Units of instruction last no longer than 4 weeks and include skill instruction. 0 1 2 3

Comments:

Facilities, Equipment, and Supplies

1. Facilities include teaching stations that allow all students a minimum of three classes per week. 0 1 2 3
2. Maximum use of facilities for physical education instruction is apparent. 0 1 2 3
3. Outdoor facilities include the following:
- A. Areas for court games. 0 1 2 3
- B. Cement or asphalt spaces marked with a variety of game patterns. 0 1 2 3
- C. Backstops and goals for softball, soccer, and basketball. 0 1 2 3
- D. Suitable fencing for safety and control. 0 1 2 3
- E. Outdoor playground equipment 0 1 2 3

including climbing apparatus,
turning bars, and tetherball areas.

- | | | |
|----|---|---------|
| 4. | The outdoor area is free from rocks,
sprinkler heads, and other hazards that
might cause injury. | 0 1 2 3 |
| 5. | Indoor facilities meet the following
standards: | |
| A. | Clean, sanitary, and free from
hazards. | 0 1 2 3 |
| B. | Well-lighted, well-ventilated,
heated, cooled, and treated for
proper acoustics. | 0 1 2 3 |
| C. | Surfaced with a non-slip finish
and include painted games area lines. | 0 1 2 3 |
| 6. | There is periodic inspection of all
facilities and equipment, both indoor
and outdoor, and a written report is sent
to the appropriate administrators. | 0 1 2 3 |
| 7. | Storage facilities are adequate for
supplies and portable equipment. | 0 1 2 3 |
| 8. | Adequate provision is made for off-
season storage of equipment,
apparatus, and supplies. | 0 1 2 3 |
| 9. | Basic supplies are sufficient in the
following areas: | |
| A. | Manipulative equipment (one piece | 0 1 2 3 |

for each child); fleece balls,
small balls, beanbags, wands,
hoops, and jump ropes.

- | | | |
|-----|--|---------|
| B. | Sport and game balls: softballs,
footballs, volleyballs, basketballs,
soccer balls, tetherballs, and
cageballs in sufficient numbers. | 0 1 2 3 |
| C. | Sport and game supplies. | 0 1 2 3 |
| D. | Testing equipment: measuring tapes,
stopwatches, calipers to measure
skinfold thickness, and specialized
apparatus. | 0 1 2 3 |
| 10. | Sufficient materials are available for a
varied rhythmic program: variable-speed
record player and records. | 0 1 2 3 |

Comments:

The following form will be used by students to evaluate the MTE school physical education program.

MTE STUDENT P.E. PROGRAM EVALUATION

1. I enjoy P.E. (strongly agree, agree, strongly disagree)
2. I participate in an organized P.E. activity at least three times per week. (strongly agree, agree, strongly disagree)
3. I have been exposed to a variety of sports. (strongly agree, agree, strongly disagree)
4. I have learned several different dances. (strongly agree, agree, strongly disagree)
5. I have participated in the intramural program. (strongly agree, agree, strongly disagree)
6. My teacher is interested and enthusiastic about P.E. (strongly agree, agree, strongly disagree)
7. My level of physical fitness has improved. (strongly agree, agree, strongly disagree)
8. I am able to jog continuously for ten minutes. (strongly agree, agree, strongly disagree)
9. Through the school program I have developed an interest in a specific activity. (strongly agree, agree, strongly disagree)
10. I enjoy dancing with my classmates. (strongly agree, agree, strongly disagree)
11. I have gained more confidence in certain sports. (strongly agree, agree, strongly disagree)

12. I plan on working at personal fitness throughout my lifetime. (strongly agree, agree, strongly disagree)
13. I have learned a lot about health. (strongly agree, agree, strongly disagree)
14. I have learned the five components of physical fitness. (strongly agree, agree, strongly disagree)
15. I know that my body is the only one I'll ever have and realize that I should say no to drugs and smoking. (strongly agree, agree, strongly disagree)
16. I have fun in my P.E. class. (strongly agree, agree, strongly disagree)
17. I know the major bones and muscles of the human body. (strongly agree, agree, strongly disagree)
18. I have made lots of friends through the intramural program. (strongly agree, agree, strongly disagree)
19. I have participated in P.E. even when the weather is bad. (strongly agree, agree, strongly disagree)
20. Participation in P.E. has helped me to improve in other subject. (strongly agree, agree, strongly disagree)
21. I like myself. (strongly agree, agree, strongly disagree)

The following form will be used by parents to evaluate to MTE school physical education program:

MTE PARENT P.E. PROGRAM EVALUATION

	<u>Y</u>	<u>N</u>	<u>NS</u>
1. My child is receiving a well-planned and formal P.E. experience.	—	—	—
2. The physical fitness level of my child is improving.	—	—	—
3. My child is learning about health, nutrition and lifetime fitness goals.	—	—	—
4. My child has a positive self-image.	—	—	—
5. My child is being encouraged to pursue individual excellence.	—	—	—
6. My child shares and cooperates with others.	—	—	—
7. My child has learned a variety of sports.	—	—	—
8. My child participates in the intramural program.	—	—	—
9. MTE school has adequate facilities and equipment.	—	—	—
10. I have volunteered my time assisting with the intramural program.	—	—	—
11. My child enjoys P.E.	—	—	—

12. I am satisfied with the MTE
school P.E. program.

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Comments and suggestions: _____

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