# Increasing MVPA in Physical Education Classes

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# Instant Activities

**Alliance's Student Fitness Cards** – Downloadable, online resource which provides a simple way to create an environment of physical activity www.healthiergeneration.org/fitnesscards

**Alliance for a Healthier Generation Task Cards**
Pass out task cards to involve students in physical activity as they enter the gym. You can color code the cards, use stickers or numbers to use the cards to organize students into groups for the main part of the lesson. www.healthiergeneration.org/taskcards

**Fit Sticks**
Equipment: Wide craft sticks and markers, container for Fit Sticks, sound system, music
Print a movement on each craft stick. Students pick up a few sticks and do the movements to music. When students complete the activities, they can return the sticks and select new ones.

| | | |
|---|---|---|
| Jump rope | Baseball pitch | Wax on, Wax off |
| Hula hoop | Twist | Elbow to knee |
| Hop | Cha Cha | March |
| Jump | Half Jacks | Backstroke |
| Paddle a kayak | Head, Shoulders, Knees, | Breast stroke |
| Shoot baskets | Toes | High Knees |
| Tennis serve | Gangnam Style | Kick |
| Baseball swing | Punch | |

**Who's the Boss (from Don't Play Leapfrog with a Unicorn)** – Give each student one card from a deck of cards. Have the students begin walking throughout the activity area. Each time a student passes a classmate, they have to exchange cards. Continue this for about 30 seconds. After 30 seconds, the teacher calls, "Who's the boss?" The students quickly sort themselves into the four suits by going to designated gym corners. The student with the highest card leads the group in a fitness activity.
Vary loco-motor skills and repeat several times.

Variation – After the students are in their correct corners, the teacher asks for a certain fitness component. The "boss" must then lead his/her group related to that fitness component.

Closure – Review the muscle groups that were impacted by the muscle movement.

Source: Don't Play Leapfrog with a Unicorn

**Pass Around**
**Equipment:** Throwing Objects
**Procedure:**

1. Scatter a variety of objects throughout the gym.
2. Have each student find a partner.
3. On a signal, each pair tries to successfully pass as many objects as possible during a two minute period. Each pair must pass an object five times before they can move to the next one.
4. If an object is dropped, the pair leaves it and moves to another object.
5. Repeat the activity to see if the pairs can improve on their first scores.

**Options:**

- Younger students can work individually on their tossing and catching.
- Increase the challenge for older students by adding more passes or increasing the throwing distance.

Source: Don't Play Leapfrog with a Unicorn

**High 5 in the Middle**
**Grade Level:** 3-5
**Equipment:** none
**Fitness Component(s)** cardiovascular efficiency
**Skill Theme(s):** traveling

**Organization:**

1. Students work in pairs.
2. Designate two parallel lines 15-20 yards apart.
3. Partners stand on separate lines facing one another.

**Description:**

1. On signal, students walk to the middle, give their partner a “High 5,” and return home to their respective line.
2. Designate a second task, i.e., “Low 5.” Partners walk to the middle, perform the first task
3. (High 5), and then the second task (Low 5) and return home.
4. Add a task each subsequent round of play. Sample tasks include: right/left hand high 5, right/left hand low 5, high/low 10, behind the back 5, right/left foot 5, right/left elbow, right/left/both knee(s), etc.

**Teaching Suggestions:**

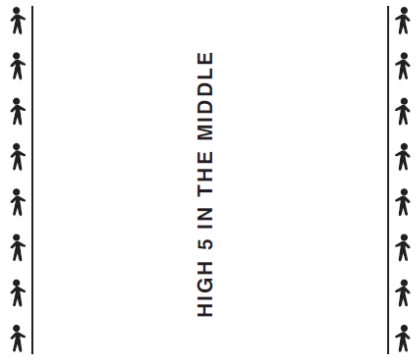
1. Acknowledge safe traveling and completing the task(s) correctly. Discourage racing.
2. Change partners often.

**Now Try This:**

1. Change the locomotor movement used to meet partners in the middle.
2. Designate pathways that must be traveled to meet partners, i.e., “Skip a curved/zig-zag pathway to the middle and give your partner a High 5.”
3. Challenge students to create their own tasks and sequences.
4. BASKETBALL, SOCCER, FLOOR HOCKEY, TENNIS, VOLLEYBALL: students move to the middle performing a skill specific to the respective piece of sport equipment
5. (Basketball/Soccer—hand/foot dribble. Floor Hockey—stick handle puck, tennis ball, or yarn ball. Tennis—paddle “downs” or “ups.” Volleyball—walk, toss, & set/forearm pass).

*DIAGRAM:* High 5 In The Middle

GRADES 3-5 10




Source: CATCH PE 3-5

**Over, Under, Around and Through**
**Grade Level:** K-8
**Equipment:** short ropes, scarves, pieces of cloth, tubular webbing
**Fitness/Skill Components:** cardiovascular efficiency, quickness, agility
**Organization:**

1. Children are scattered throughout the gym in groups of three.
2. Each group has two members of the group "holding hands" with pieces of rope or cloth. The third member of the group is standing to one side facing their partners.

**Description:**

1. The game begins when the teacher calls out a sequence of movement based on the commands Over/Under/Around and Through.
2. Only those four commands are used in the game but they may be used in any sequence and number. For instance, a command may be: "Over, under, over, around".
3. The "runner" in each group tries to complete the sequence as quickly as possible on the "go" command. S/he would be required to go over the joined hands, under the hands, over the hands, and then completely around both partners.

**Teaching Suggestions:**

1. After giving the movement sequence, pause and allow enough time for the team to rehearse the pattern.
2. Change runners each time.
3. Do not give more that 6 to 7 commands, depending upon the age of the students.

**Now Try This:**

1. Have each group of three pick another group they want to challenge.
2. Invite a winning group to pick the next movement sequence.

Source: CATCH PE 6-8

**4 Corners Rock-Paper-Scissor** – Set-up with cones/hoops. Wait at first cone, partner comes up, R-P-S winner runs to next corner, loser stays, winner continues to next cone, loser stays awaits new partner, winner advances…loser awaits new partner…see who completes most laps.

**Twist Tag** – Everybody's "It" (villains). When tagged by a chaser, the student must do the twist until someone else (hero) comes and does it with them for five seconds. Of course this has to be done to the song "The Twist".

## Students Warm Up During Roll Call

Roll taking can consume valuable class time. If a class meets for 50 minutes, and 5 minutes are spent on roll-call, a full 10% of class time is spent on this management task. If students are moving during this time rather than standing or sitting on roll-call numbers, the percent of class time spent in MVPA would be increased.

***Sample High MVPA Roll-Taking Strategies:***

**Walk/Jog Roll-Call**

Students begin walking a pre-established "walking/jogging route." Once they reach a certain point they may begin to jog. As they pass the teacher or roll-taker they report their roll-call number or name.

**Fun and Fitness Circuit**

Students in pre-assigned cooperative groups begin a "Fun and Fitness Circuit." Each group begins at a different station, and moves clockwise to the next station on cue. (You will need as many stations as there are groups.) Stations could include fitness challenges (e.g., sit-ups, push-ups, pull-ups) alternating with fun/skill challenges (e.g., dribble the length of a basketball court and shoot a lay-up, throw a softball with partner, dribble a soccer ball around the perimeter, etc.). Group leaders report attendance to the teacher when they pass him/her.

**Cooperative Groups**
Incorporate roll-call into the instructional unit or instant activity. For example, in basketball, students are pre-assigned to cooperative groups each with a roll-taker, and a back up if she/he is absent. Students arrive at class and dribble on their groups' half-court until the STOP cue. The teacher circulates from court to court, checking with the roll-taker and recording absences.

**Perimeter Move**
Students with a basketball (or soccer ball, or in pairs with football, Frisbee, etc.) dribble slowly around the perimeter of the court in the same direction. Students are to stop at each basket (or goal, if applicable) for one shot only. Students call their roll call number or name as they pass the teacher (or roll-taker).

**Popsicle Sticks**
Write names of all students on Popsicle sticks. Spread out sticks on ground. Students find the stick with their name and bring it to a specified collection box. Those sticks not collected indicate absentees. Bunching sticks with colored rubber bands helps differentiate between classes.

**Pedometer Check**
Students have assigned pedometer check-out numbers. Students put on pedometers as they arrive. Remaining pedometers identify absentees.

## Brief Instructions– Decrease Transition Time

Explain directions and skills quickly and clearly. By doing this, students will get more time to play and achieve MVPA. Strategies for concise instructions:

1. **When Before What** – Use the word "when" before the specific activity. For example, "When I say go, find a personal space within the boundaries."

2. **The Object of the Game is…**. -When explaining the rules to a game, make sure you give the students the objective. This will help in making the instructions clear and concise.

3. **No Questions** – Avoid answering questions before the activity begins. Questions can be addressed after the activity gets started.

4. **80/20 Rule** – If instructions are short and concise, and students are sent out to play, 80% of the students will start right away. That leaves 20% who don't get it. Once they see the other students beginning play, most will understand what they need to do.

5. **Become a Plumber** – Once activity begins, teacher helps groups with the mindset of a plumber under the sink: looking around to fix the leaks. Assist groups still unclear on game, activity, concepts, rules or skills.

6. **Principle of Three's** – When making rules, try to use the number 3. If the class is playing Ultimate Frisbee, implement these rules:

    a. Defender must be 3 feet way from the thrower
    b. Thrower must throw before 3 "seconds" is counted
    c. Three passes to 3 different people must be completed before a team can score.

-Adapted from SPARK PE www.sparkpe.org

## Grouping

1. **Whistle Groups (forming small groups)** The students start moving in general space doing a specific movement, such as skipping. After 30-45 seconds, blow whistle 3 times (or the number of students needed in each group), and show 3 fingers. They must get in groups of 3 in 10 seconds or less, to "Beat the Clock." If someone doesn't immediately have a group, he or she runs to the middle and yells, "Help! Help!" while waving their arms.
   The students are to sit ONLY when they have the correct number of students in their group (if there are only 2 in their group, they should continue standing and looking in the middle to "save" someone. If they have 4, they can't sit). When you have less than the required group size in the middle, those final students will become a small group. A "power" group includes both boys and girls.
2. **Team Shake App-**Team Shake provides a technological and environmentally friendly way to choose teams or anytime groups are required. The app is designed with ease of use and simplicity in mind. Names can easily be entered with the onscreen keyboard, chosen from the user's contacts, or imported from a file. The email and Facebook functions document the members of each individual team as well as preserving the team number and color assigned by the app. For repeated use of Team Shake, lists of friends can be easily saved and loaded later.
3. **Standers and Sitters (forming 2 teams)**
   Have everyone get a partner. Have one person sit and the other stand. Standers move to a teacher designated area and they form one team. Sitters become a team. Typically this eliminates best buddies and the higher and lower skilled being on the same team all of the time.
3. **Standers and Sitters: Part II (forming small groups)**
   Have students find someone who has the same size hand or shoe size and have them sit by each other. After all students have grouped together have one person stand. All students standing are on one team those sitting down are on the other.
4. **Group Face (forming small groups)**
   Have the kids move around in general space doing whatever you want them to do (skipping, jogging, etc.). When you call out a number, that is the size of the group the students they have to get into (i.e., "4" is called, so the teacher should see groups of 4). (Use math equations if you want i.e., 4-2+7=??). Call out several numbers or equations until you are happy with the groups that are formed.
   Have groups that are unable to form that numbered group come to you. Typically on their way to see you they find other groups having the same problem and they make the correct numbered group.
5. **Interlocking Grip (forming two teams)**
   Have students close their eyes and then put their hands together so their fingers are interlocking and their palms are touching each other. Have them open their eyes and look down at their hands. If their right thumb is on top then they are one team and if their left thumb is on top then they go to the other team.
6. **Back To Back (forming two teams)**
   Have students stand back-to-back with a partner (give them no longer than 10 seconds). Use the following options for forming groups:
   a. Have the younger of the two go to a designated area.
   b. Have the student with the larger or smaller foot size go to a designated area.
   c. Have the taller or shorter student go to a designated area.
7. **Hair Bands (forming different sized groups)**
   On the days that you need to form groups/teams give students small hair bands to wear on their wrists (they fit perfectly). Have 4-6 colors so then you can divide the class up anyway that you need to. You can group students differently each week by giving out different colors to different students. You can use for skill practice as well (i.e., yellow bands dribble around the yellow hoop, orange bands assess their skill by writing the cues they perform).
8. **Teacher Formed Groups (forming different sized groups)**
   One of the best methods to form equal groups and teams is to have the teacher make them up in advance. The teacher's knowledge of skill, gender, behavior, and compatibility of their own students is probably the best way to form the groups. For example, If you are doing stations list the names of the students on a card, give the group a name, and then have the students go to that station to start. Change groups frequently throughout the year.
9. **Deck of Cards (forming small groups)** Make a pack of playing sized cards with the names of your students on them. The teacher shuffles the cards and the student's names are called as they are pulled from the pack. If you want just one child, you can choose a child to pick a card, or shuffle them and pick the top one. This is random selection and avoids anyone feeling "bad" about being last or not picked. Ideal if you want any amount of groups as each 3 or 4 cards are turned over they become a group.
10. **Deck of Cards (Part II) (forming small groups)**
    Decide how many groups you want and what size. For example, if you would like to have 5 groups of 5 and you wanted to randomly put them into groups then get 5 Kings, 5 Aces, 5 2's, 5 Jacks, and 5 Queens (of course you will need more than one deck of cards) and shuffle them up. Pass them out and match up the five who get the Kings, Queens, etc. Those will be their groups for the day/period.

11. **Everyday Questions (forming 2 groups)**
    "If you put both socks on before your shoes (sneakers), then you go to this side. If you put one sock and shoe on before the other then move over here."
    "If you get out of bed on the left side, then you are over here. If you are a right sider, then you are on this side"
12. **Hands Up and Down (forming 2 groups)**
    Have children line up along the middle line of the gym. Move past the students and as you do indicate if they should put their hand up or leave it down (i.e., say up, down, up, up, down etc.). The ups then form one team and the downs form another.
13. **Equipment Fun/Forming Groups (forming small groups)**
    Spread the pairs of equipment throughout the playing area. Have students enter the gym and pick up any piece of equipment. Have them start playing with the piece of equipment in a creative and safe manner and they should stay close to their personal space area. After about 3-4 minutes, form teams/partners by instructing the student to find the student with the matching piece of equipment. Combine equipment for fast groups of four (i.e., "all bean bags and nerf balls skip to the red line.")
14. **First Names (forming partners)**
    Have children count the number of letters in their first name. Now ask them to find someone in the class who has the same number of letters. Those two are now partners. If a child can't find someone ask him/her what other name he is called by (i.e., a student named Matthew may use the name Matt and then he may look for someone with 4 letters instead of 7). If they still can't find someone then have the children come to you so you can pair them up. ADVANTAGE: Now that they are in pairs I wanted one partner to get a balloon. They had to figure out whose name started with the letter closest to A. That child went to get the balloon. I tried this with my first graders and they loved it. It was great seeing them talking with one another to find a partner.
15. **Barnyard (forming small groups)**
    Students are each given one tongue depressor marked with the name of an animal (i.e., cow, pig, chicken, horse, etc.). (The number of different animals used depends on how many groups you want to form. For example, for a class of 30 ending in groups of six, use 5 different animals.) On signal and staying within a marked boundary, students begin to move around general space using a teacher determined locomotor movement (slow movements work best). While students are moving around they are to make the sound of the animal on their tongue depressor. Students "look" (listen) for anyone of the same animal category and hook up with them. Continue moving through space until all of your animal buddies have been found and are all together. Students should keep their tongue depressors in their hand but they shouldn't show it to anyone. Do not allow "human" communication for this activity and it is best to tell students to make the animal noises using a soft voice.
16. **Birthday Groups (forming small groups)**
    Have students form groups by their birthdays. If you were born in January go to the teacher designated area, February goes here, etc. To form larger teams you can ask them to get into groups if you born from January to March, April to July, etc.
17. **Seasons (forming into 4 groups)**
    All children born in the Spring form one group; all born in the Winter form another team, and so on.
18. **Birds of a Feather (forming small groups)**
    Give each student a card with a different kind of bird drawn and/or picture on it. Students are to find the person(s) with the bird that matches theirs. Of course you can use any category for this (i.e., dogs, cars, sports topics).

# Modifying Existing Activities

*Maximize Modified Games* - By moving away from traditional games and providing smaller more skill-centered activities, you will make PE more relevant and positive for all skill levels. For example, in a basketball unit, students participate in basketball related activities that emphasize improvement in basketball skills, (shooting, passing, etc.) at varied levels for optimal opportunities for success. This happens before larger, more elaborate games are offered. Modified games usually have teams of 4 or 5 and offer more opportunities for skill practice, success and enjoyment.

## Razzle Dazzle Rules of 3

**Equipment:** Cones for the two fields, rag football, regular football (only if appropriate) for some classes, flag football belts or different shirts to identify teams.
**Instructions:**

1. Divide your class into four even teams. Play on two fields that are side by side if you can. (If you have to go with just two teams that is fine also). A good length of the field is about 50 yards. If you have uneven sides then have a person rotate in on every play so no one will be sitting out on more than one play.
2. To begin the game, have a throw or a kick off. The receiving team immediately attempts to advance the ball toward their goal line. The offense has 3 seconds to throw and may take three steps in any direction. The defensive team must stay 3 feet away from the player with the ball. When the ball hits the ground, the defensive team immediately becomes the offense and advances the ball toward their goal. If the defensive team deflects a pass, they get possession.
3. The teacher designates the number of completed passes that are necessary before scoring. Typically, more students are involved if more passes are required.
4. Throughout the playing of the game it is important for the teacher to give feedback about throwing and catching but more important give feedback and demonstrate on occasion how important it is to complete shorter passes during this game. Emphasize moving to the open space on offense.

Source: Adapted by the Alliance for a Healthier Generation

**The Lost Art of Passing and Communication**

**Objective:** Students demonstrate passing, catching, underhand and overhand throwing skills. Explore different ways to incorporate MVPA into activities.
**Grade Level:** 4th–12th

**Warm-up:** *Star Passing:* Common 5 player formation in which the person throwing the ball must throw to a person across from them, but not on either side. The following person does the same until a star formation is created. Different forms of throws can be used (underhand, overhand, bounce pass...etc.), as well as different catches...two hands and one hand. Multiple balls can be added after students' perfect pattern….then multiple objects (example - football, soccer ball, hackey sacks, bean bags, tennis balls etc.). Speed up, compete on who does not drop an object or rotation of objects all around.
**Equipment:** 5 balls per circle or optional equipment

**Lead-in:** *Circle Passing Drill:* Students form two circles of evenly spaced people. 2 students go to the middle with one ball. Student passing the ball follows the ball and prepares for future receiving. This pass and move rotation goes all around the circle with new players coming to the middle each time to receive the ball. Competition can be timed on how fast ball is rotated through whole group back to starting point or between two circles to see who can get through it the fastest. Two more go to middle (4 total) and same passing pattern is used again with 2 balls being used at one time. Advanced---add another ball 3 total (6 players in the middle or even 4 balls, 8 players in the middle or even 6 balls). Harlem Globetrotter theme played and fun to be had. Drop step used, pivot foot, hustle, and communication verbal and non-verbal taught.
**Equipment:** 6 gator skin balls (optional activities can include passing or dribble skills using up to 6 basketballs or soccer balls).

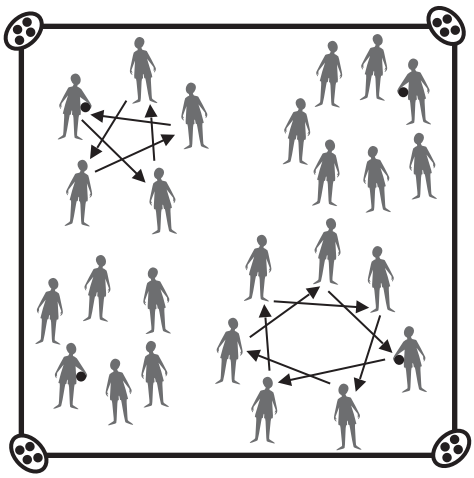
**Activity:** *Target Ball:* Students form a square with each side representing a team. Each side is given 5 throwing balls and on the whistle they begin aiming balls at the center target (a ball). Overhand throwing, tracking, and torque are emphasized in the fast paced game. Players are encouraged to pass ball to other players who might better keep the target ball away from their goal line. A score is made when the target ball passes over the goal line of one team. Note: a player must not physically touch the ball and must throw at least 3-4 feet away from the intended target.
**Equipment:** 20 gator skin balls (6.5" for elementary students, 8.5" for secondary students), stability ball (60 cm), stability ball (48 cm), 5.5" soft rubber ball, tennis ball, PG nerf golf ball, ping pong ball.

Source: Activities submitted by Erik Jokinen

# PATTERN PASSING

## Prep

- 3 balls (or a variety of tossables) per 5-7 students
- 4 hoops
- Music and player (optional)



## Set

- Place hoops in corners; fill them with a variety of tossables.
- Form groups of 5-7; each in a circle with a ball/ manipulative.

## Teach

1. In *Pattern Passing* you will cooperate and communicate to pass the ball around your circle following a pattern. It will be like juggling in a group.
2. On the music, begin with a pass across the circle to anyone not directly next to you.
3. Continue passing until everyone has received a pass and the ball returns to the 1st person.
4. Repeat, following the same pattern until you have successfully passed in sequence 3X, then add a 2nd ball following the same pattern. When you are successful with 2, try it with 3 balls simultaneously, all following the same pattern.
5. **Cues**
   - No one should catch the ball twice, until everyone has caught it once.
   - Keep your hands up and ready to receive a pass.
   - As soon as you have passed the ball, watch for the next one from your passer.
6. **Challenges**
   - How quickly can you get the ball back to the 1st player 5X?
   - How many objects can your group juggle without dropping the ball?
7. **Think About…**
   - Did you have to cooperate during today's activity? How?
   - Did you communicate? When? How?
   - How did trust factor into your game?
   - How did passing objects of different size, shape, and weight objects affect your group?

# PATTERN PASSING

## EXTENSIONS

### 7th Freeze Ball

Begin *Pattern Passing* with 1 ball for about 15-20 seconds. On "Freeze!" whoever has the ball holds it overhead. All others in the group quickly move in a file line behind the ball holder. The line begins moving (walking or jogging) around perimeter doing *Pass the Hat*. First in line passes overhead to 2nd in line and on down the line until it reaches the last person who runs with the ball to the front of the line. Then, all form a circle and continue with *Pattern Passing* in the set sequence.

### 8th Elevator

While passing, start in a standing position, then move to kneeling, and, finally, sitting. Now back up to a standing position.

## HOME INTEGRATION

*Pattern Passing* at home? Heck yeah! You need people (semi-coordinated adults will do) and a few small empty water bottles. Add to the challenge by filling each water bottle with a different amount of water. Screw the lid on tight (unless you are outside, it's hot and everyone needs to cool down). Get in a circle and start passing. Please don't pick on the clumsy adults. Remember, it's not their fault that *Pattern Passing* wasn't invented in the 1800's.

## STANDARDS ADDRESSED

***NASPE***

#1, 2 Throwing and catching

#5, 6 Cooperation and teamwork

***Your State*** (Write in here)

_____

_____

_____

_____

_____

_____

_____

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## TEACHING TIPS

- Add more movement by having students jog in place while passing.
- Provide a variety of tossable objects (size, weight, color, shape, etc.) to keep students challenged.
- Don't tell students how to "juggle" 3 or more balls at once. Let them solve it on their own.
- Beanbags are good for this activity; when dropped they don't roll away.

**NOTES**

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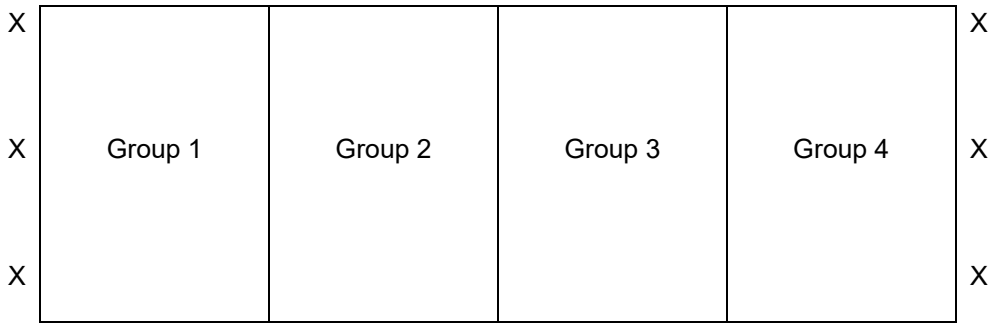
## End Zone

**Objective:** Students demonstrate overhand throwing, catching, and defensive skills during a moderate to vigorous physical activity.
**Grade Level:** 4th–12th

**Activity:** *End Zone*: This is a challenging game of keep away which emphasizes throwing, catching, and defending skills. Divide class into four groups. Players spread-out inside playing area.




- Groups 1 and 4 are receivers.
- Groups 2 and 3 are quarterbacks.
- Groups 1 and 3 are teammates.
- Groups 2 and 4 are teammates.

Start the game with 30-40 balls in area 2 and 30-40 balls in area 3 (nerf, gator skin, foam, softi, etc.).

- Quarterbacks throw balls to the receivers on their team in the end zone.
- Quarterbacks can also defend throws to receivers from the other team.
- If a ball is caught in the air by any of the receivers, it counts as one point and should be put in the mesh bags. These bags should be placed outside the playing area (x marks the spot for the mesh bags).
- Once all but four balls are caught and put in bags, the game should be stopped.
- Have players count the balls in each bag and announce the score.

Have players switch areas with teammates. Quarterbacks will now be receivers and receivers will be quarterbacks. New game starts with balls located near the quarterbacks.
**Equipment:** 60-80 nerf balls, gator skin balls, foam balls, softi balls, nerf Frisbees, nerf footballs, etc.

**Frisbee Mania**
**Objective:** Students demonstrate throwing, catching and defensive skills using Frisbees during a moderate to vigorous physical activity.
**Grade Level:** 4th–12th
**Equipment:** 1 Frisbee per 3 students
**Warm-up:** *ASAP Activity – Ultimate Chaos:*

- Need three Frisbees per team
- Practice passing and catching the disc while on the move.
- Find a partner. Get a disc and move to an open space.
- Use a variety of throws and catches with your partner until the whistle.
- May add a defender.

**6-Way Frisbee**

**Equipment:** 12 hula hoops, 3-6 Frisbees per team

- 6 teams
- The object of the game is to get your team's entire disc in your goal.
- All discs start in your middle hula hoop. Only one disc played at a time.
- A disc must be out of play or tossed into the goal before another of the team's disc can be put into play.
- Defense is allowed the second game. No contact and defensive players must remain an arms distance away from the opposing player.
- A dropped disc must be returned to the center of the playing area and tossed back out into play again.
- Players may not run with the disc.
- Disc that is intercepted by an opposing team must be returned to their hula-hoop in the center of the gym.
- The game is over when all discs have been thrown into the goal.

**Debriefing:**

1. How can we be more successful as a team?
2. How could we play more defense? Offense? Spread out more? Assign each player a color team to defend?
3. What can we do to get our disc home quicker?

Source: Activities submitted by Charla Parker

**Mass Soccer**

**Objective:** Students demonstrate soccer skills of dribbling, passing, trapping, and shooting during a moderate to vigorous physical activity. Students demonstrate offensive and defensive skills and strategies for the game of soccer.

**Grade Level:** 4th–12th

Each team must attempt to score once on each opponent's goal, with 2 and 3 team games varying slightly. A flag is won for each goal scored and must be delivered to the team Captain. A team wins when its Captain is first to arrive at the scorer's table with one of each opponent's flag. Second place can be awarded to the next Captain to the table, third to the next, etc. The number of places to be awarded is left to the organizer's discretion.

**Teams and Players**

Mass Soccer™ is best played by 4 to 6 teams, but can be played, with some variation, by 2 or 3. Each team may have from 2 to 6 players. Teams are identified by the matching colors of their ball, pinnies and flags. Within each team, players are further identified by position letters: "C" for Captain; "G" for Goalie; "K" for Kicker.

**Goals and Their Location**

Although any goal is OK, the game is best played with those of floor hockey size (6'W x 3' to 4'H). In a pinch, even game cones can be used. Goals should be placed on the playing field at locations that are equidistant from the kick-off line and evenly spaced from one another.

**Let the Game Begin**

All balls are evenly spaced on the Center Kick-Off Line. Captains line up anywhere behind the Center Kick-Off Line. No other player may be closer than 10'. At the referee's whistle, Captains charge the balls. They may go defensive by kicking one or more of their opponent's balls away, or offensive by going for control of their own ball. Teams may only score using their own ball and most importantly: ONLY ONE GOAL CAN BE SCORED AGAINST ANY ONE GIVEN OPPONENT.

**Flags and How They Work**

Flags and belts play a significant role in the playing and scoring of Mass Soccer™. Remember, the winning team's Captain delivers all opponent flags to the scorer's table.

Each team receives 5 flags and 2 belts. The Goalie wears 1 belt with all 5 flags suspended in front. The Captain begins the game with an empty belt. As in Flag Football, the flags are removed or attached instantly, via hook-and-loop fabric.

Each time a goal is scored, the appropriate flag is taken and delivered to the Captain. The flag is then suspended from the front of the Captain's belt. When all appropriate opponent flags are collected, it's off to the scorer's table. The victory could possibly come down to a footrace between Captains.

Flags are easily identified. For instance, the yellow team's 5 flags are yellow with each having one additional color for each of the other teams. In a 6 team game, the yellow Goalie would have 5 yellow flags; 1 each with red, blue, green, orange and violet. A red team player scoring a goal takes the yellow flag with the red. WITH THE RED FLAG TAKEN, RED CAN NO LONGER SCORE ON YELLOW.

A ball kicked out of bounds must be retrieved by a member of the team to which the ball belongs. That player moves to the side line point where it went out, then uses a two-hand soccer throw to put the ball back in play. The ball must be touched by one other player before the throw-in player may again touch it. Soccer rules apply and penalties can be handed out, 1 minute (minor) or 2 minutes (major), at the referee's discretion. Penalty time begins when the player reaches the scorer's table.

**Two Team Variation**
In Two-Team Mass Soccer™, each team will be playing with 3 balls and will be required to score once with each one. Example: A game is held between red and green. The red team plays with red pinnies, flags and ball. They also play with the yellow and blue balls. Likewise, the green team plays with their regular equipment, plus orange and violet balls. Each Goalie suspends just 3 flags striped with the opposing ball colors. All other rules are in effect.

**Three Team Variation**
In Three-Team Mass Soccer™, each team plays with just 2 balls and must score 2 goals against each team (4 goals in total) to win. The red team plays with red and green balls, yellow team with yellow and violet, blue team with blue and orange. Goalies wear 4 flags, 1 each with the colors of the 4 opposing balls. All other rules are in effect.

**Safety Guidelines**
Where possible, a safety zone of at least 10' should be marked around each goal. This zone can be 10' circle or square. MASS SOCCER™ IS NOT A CONTACT SPORT! Contact violations should receive a 2 minute penalty. Deliberate offenders should be removed from the game.
We recommend the use of shin guards at all times.
*5 flags are used for 6-team, 4 flags for 5-team and 3 flags for 4-team games.

**Equipment:** 6 different color soccer balls (outdoor game) or 6 different color gator skin balls (indoor game). Teams are identified by the matching colors of their ball, pinnies and flags. Within each team, players are further identified by position letters: "C" for Captain; "G" for Goalie; "K" for Kicker. Each team receives 5 flags and 2 belts. The Goalie wears 1 belt with all 5 flags suspended in front. The Captain begins the game with an empty belt.
**Optional:** Use color wrist bands instead of pinnies. Colored wrist bands can be also be placed near the goalie box and collected following a successful goal.

Source: Sportime™

**Planet Ball**
Equipment: 24 Hula hoops and gator balls
Set-up: Teach students how to build the planets by having one base, two come together on one side and two on the other side and 1 hat on top to hold it all together.
Directions: Separate into two teams. Divide gym in 1/2; one team on each side. Team members cannot cross into the other team's space. The object of the game is to throw gator skin balls at the other team's planets and have all three planets down at the same time. If a planet gets knocked over then that team can build it back up as fast as possible. Only one guard per planet. 4th and 5th graders can have the planet anywhere on their ½ of the gym. Depending on size of gym, 2nd and 3rd may need to move planet closer to the center line.

# Distributing & Collecting Equipment:

Again, we want to decrease the amount of time getting equipment out to the students as well as returning it to a central location between activities or at the end of class.

***How do you distribute equipment? Is it efficient?***
***Are students given choices in types of equipment they can use?***
***What are some ways you could get the equipment spread out to the students quickly?***

Suggestions to get equipment out or back rapidly:

*4 Corners*
Equipment is placed in corners of the activity area, and students pick up an implement as they move around the perimeter.

*Monitors*
Assign equipment monitors to help.

*Same Out, Same In*
Collect equipment the same way it was distributed.

*Squatters and Standers*
If students are in pairs, have one squat, the other stand. Standers collect equipment while squatters move to designated activity space. When done, the squatters return it.

**Transitions**

Transitions are used between activities in a lesson. Typically, there is some down time in your class when kids are standing around waiting for something to happen. Most disruptions occur during down time!

***What do your students do between activities? (E.g. after they are done with a task, but are waiting for others to finish.)***
***What could they be doing during these "transition" times?***

*Here are a few ideas:*

Perimeter move
Walk/jog or variety of locomotor movements around the perimeter

First to finish starts new
Start a new activity for some while others finish the first.

Waiting game
Complete specific task while waiting for others. (e.g., dribble throughout the area or work on ball handling skills from a choice of a few drills.)

**Class Closure:**

Closure usually takes place during the cool-down period in a class. This is a good time to promote physical activity outside of PE class, get feedback from your students about the lesson, discuss game-type strategies that worked and those that didn't, and reward students for positive social skills. Here are a few sample activities you may want to try.

***How does your class usually end?***
***Is there a cool-down routine?***
***What type of closure do your students receive?***

Here are a few ways to provide closure:

- *Stretch and talk*
  While stretching, encourage students to participate in physical activity outside of PE class.
- *Perimeter move*
  While walking perimeter, reward students for positive social skills seen/heard throughout the lesson.

- *Pick up*
  While collecting equipment, review the teaching cues for the skills worked on.
- *Toes on the line*
  Solicit feedback from students on the lesson objectives while they stretch standing on a line of the court or field. “Thumbs up if you were able to…?”

# High Activity Skill Progressions

**Jump Rope Skills with High Activity**

1. In groups of 5, make sure you have one jump rope.
2. In between two people (or two cones), lay one jump rope on the ground. The other three people line up next to one of the “rope” people. As one of them say “go”, run over the rope and line up next to the other person with the rope. Make sure that the people rotate their positions.
3. Do the same as 1, except two people are now turning the rope. Rotate positions so that everyone gets a turn.
4. Do the same as 2, except the person runs through the turning rope. Attempt to have a person go through for every turn of the rope.
5. Same as 3 except to either go through the turning rope or attempt a jump and then get out. Pedometer check! Calories burned! Distance traveled in miles? Time of activity?

**Volleyball Skills with High Activity**

1. ***Individual Practice***—Shadow Practice: Students mirror the teacher and practice propelling and receiving without the implement. This is presented in a large group, scattered format with the teacher observing performances and providing individual feedback.
2. ***Partner Activities with Implement***—Teachers can teach and reinforce technique as students practice together. Teachers can choose between scattered formations or a more structured set-up such as lines. Students immediately start playing catch or striking the object back and forth. As the partners are propelling the object back and forth, the teacher moves to a small group—perhaps one corner of the activity area or one side of the structured set-up—and gives a single skill cue (e.g. make a flat surface with the arms by placing back of one hand in the palm of the other). After giving a group a skill to work on, the teacher can walk over to other groups and give the same instruction. This teaching approach allows 90 percent of the class to be active while presenting information to a smaller group. The teacher continues to supervise the perimeter of the play space until he/she has given students one or two critical elements related to the lesson’s objectives. (Move feet to get arms under the ball. Meet the ball with your arms.) As some students progress more quickly than others, skill challenges can be added to keep them on task.
3. ***Time Challenge***—The teacher asks the students, “How many passes can you make in 20 seconds?” “During the next 20 seconds, can you improve upon your first score?” “How many of you improved your score?”
4. ***Pass Challenge***—After two passes, students move their body to a lower position. Partners move closer and closer to the ground after each successful pass. When the students are in the lowest position, direct students to raise their bodies.
5. ***Partner Step Back Challenge***—For safety, this activity requires a more structured set up, in which all students are passing in the same direction. Students face each other approximately 10 feet apart. After every two passes, one student takes one step back. If the object is not successfully passed and received, one student takes one step up.

***Small Group Activity***

1. ***Forearm Passes with a Rotating Net***—Students form groups of 6. Two students hold a 12-15 foot rope or webbing and slowly walk in a circle. Two students are on each side of the net and volley the ball back and forth while the net rotates. After practicing, challenge the students to make 25 consecutive hits.

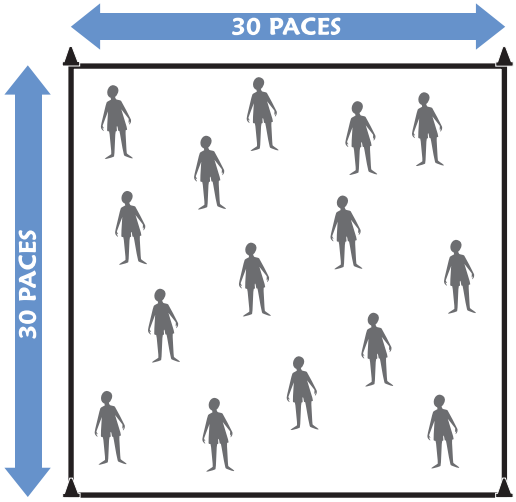
# 5-6-7-8

## Ready...

- Music: "5-6-7-8" (*SPARK 3-6 Music CD*, #7)
- Music player
- 4 cones (for boundaries)

## Set...

- Create large (30X30 paces) activity area.
- Scatter students in area.
- *5-6-7-8 Prompt Page (SPARK Instructional Media CD).*




## GO!

1. The object is to perform a line dance using an "add-on" format.
2. On music, move throughout our area. When the music stops, find a partner.
3. This is your "Jumping" partner. Together, jump 4X and say "5,6,7,8" (4 counts).
4. On music, leave your partner, and move again. When music stops, find a new partner.
5. This is your "Grapevine" partner. Grapevine step R (step R, L behind, R, touch L) then Grapevine step L (step L, R behind, L, touch R) (8 counts).
6. Move on the music. When it stops, find a 3rd partner.
7. This is your "Skating" partner. Together, skate slowly by sliding R foot forward, then L foot forward, R foot forward, L foot forward (8 counts).
8. Move on the music. When it stops, find a 4th partner.
9. This is your "Hip" partner. Touch your R hip with R hand, L hip with L hand, R glute, L glute, clap 2X, "Raise the Roof" *(push hands from shoulders to sky)* 2X (8 counts).
10. Move on the music. When it stops, find a 5th partner.
11. This is your "Back-walking" partner. Together, backward-walk 4 steps, counting "1,2,3,4" (4 counts).
12. Now, we'll play the music, and combine all the steps. The music has a prelude, then on cue, "5,6,7,8," begin jumping.

### Cues

- Find partners quickly.
- Move to the beat.

# Camouflaging Fitness

**Objective:** Students achieve and maintain a health-enhancing level of physical fitness.
**Grade Level:** 3rd–12th

**Double Dice Fitness** – Post 6 exercises numbered 1 through 6 on a wipe-off board…work with partner…roll each dice separately…dice #1 corresponds to exercise number…dice roll #2 equals number of reps to be performed by both partners. How many rolls in 3 minutes?

**Hula Hoop Track** – 12-15 hoops in oval (track), several dice in each hoop, students roll one of the dice, move up that many hoops. 3-4 hoops have no dice, land on those…go to middle and complete assigned exercise. Continue to see who has the most laps.

**Hula Hoop Planks** – Work in partners. One partner starts on the floor in a plank/ pushup position. The other partner passes the hula hoop through the arms and legs of the partner on the floor. The partner on the floor lifts his hand, hand, leg, leg as the hula hoop passes under his body. Decide on the number of repetitions (10) with the first partner completing the first 5 before switching. If students can't do 5 in a row, have them complete as many as possible and keep switching until the partners get to 10. As students get stronger increase the number.

**We Did It!**
Equipment: 5 hula hoops & 5 bean bags

Set-up: Use half of the gym or half of the volleyball court. Place one hula hoop in each corner and one in the middle of the area. Place the 5 bean bags in the center hula hoop. Divide the class into 4 teams and have each team at a different hula hoop. (if you have large classes, create 2 or 3 games in the gym or outdoor area)

Directions: One player from each team runs to get a bean bag from another hoop. Alternate players until one team gets 3 bean bags in their hula hoop. When a team has 3 bean bags in a hoop, shout "We did it!)

Modifications: It the game is too easy, spread the hula hoops further apart. If the game is too hard, move them closer together. Assign a particular locomotor movement.

**Hula Hoop Warm-Up—Command Style**

Hula hoops are scattered in a general space. Students are paired at a hula hoop and, on command (music signal); perform partner activities with or around hoops until the music stops. For the next minute, students perform locomotor skills in general space. Again, music is used as a starting and ending signal. When the music stops, students quickly find new partners at hoops and perform the next partner activities.

1. Partner sit-ups: Students face each other in sitting position while holding onto the hoop. They perform sit-ups like a teeter totter.
2. Partner squats: Students face each other in standing position while holding onto the hoop and perform squats.
3. Partner chase in push-up position: Students face each other in a push up position with their hands inside the hoop. Student A chases student B until
   she can touch student B's hand. Then student B chases student A.
4. Partner chase in crabwalk position: Students face each other in crabwalk position with their hands inside the hoop. Student A chases student B until
   she can touch student B's hand. Then student B chases student A.
5. Jump "rope" with hula hoop: Student A twirls the hoop so both partners can jump "rope." After one minute, "twirlers" switch.
6. "High Tens": Student jumps into hoop to give the other a "High Ten," then jumps back out.
7. Hoop lift: Students sit back to back next to hoop and together lift the hoop over their heads from side to side (flexibility).

8. Back stretch: Students lay down on their stomachs facing each other with their hands on the hoop. When the music begins, they slowly lift up the hoop as much as they can, then lower it back to the floor. Repeat several times.

**Hula Hoop Fitness**
12 hoops in oval (track), dice in each hoop, students roll dice, move up that many hoops. 3 hoops have no dice, land on those ….go to middle and complete assigned exercise. Continue to see who has the most laps.

**Musical Hoops**
Materials
CD player
Music
Index cards with exercises on them and a pair of dice

Directions
Scatter hoops around the gym with index fitness cards inside the hoops.
Students move freely from one hoop to another and when the music stops, each student goes to a hoop and reads the fitness card. One student rolls the dice. The addition of the two numbers from the dice indicates how many times the students must perform the activity listed on the fitness card.
Two sixes indicate the students must perform twelve of that particular activity. Fitness cards can include jumping jacks, crunches, mountain climbers, sit-ups, push-ups, running in place, skipping in place, and free choice.

**UNO Fitness**
Directions
Each student receives an UNO card. They are to perform an activity based on
the card.

Red Cards =pushups
Yellow Cards =mountain climbers
Blue Cards =curl ups
Green Cards=bell jumps/lateral jumps
Skip Card -- skip one lap around the gym
Reverse Card -- jog/walk one lap backward around gym
Draw two Cards -- draw two cards from the regular UNO deck and perform the activities corresponds to the card color and number of the card
Wild Draw 4 Card -- draw four cards from the UNO deck and do all four activities.

**Straddle Ball Setup:**
- One soft small foam ball or playground ball for a group of five to eight students.
- The group sets up in a circle with legs wide apart and feet touching.
- The space between each player's feet is a goal that they defend by using their hands only.
- Bend your knees and get low with the palms of your hands facing the middle of the circle and your fingers pointing down.

Ready, Begin…
- The game starts when one player sets the ball in front of them and taps it with their hand in an attempt to get the ball through another player's legs.
- The ball may only be tapped with their hands. No stopping the ball and rolling it.
- You may not reach over in front of another player's "goal".
- If a ball travels outside of the circle, the player that touched it last should retrieve it and start a new game.

Variation One: Use two or even three balls if it is a larger group.

Variation Two: Turn around so you are facing out. Position your feet, so you have to hit the ball through your legs backwards.

**Donkey Rodeo**

**Description:** Students attempt to throw a hoop over their partners' legs as they do a Donkey Kick.

**Goal:** To fatigue core and upper body muscles doing Donkey Kicks and to promote collaboration between teammates

**Materials:** 1 hula hoop per 2 people

**Setup:** Gather the class together for the briefing. Set up a start and end line for the Donkey Rodeo, and have one hula hoop per pair of students.

**Framing:**

Say to students: "Have you ever been to a rodeo? What are some rodeo events? (Bull Riding, Barrel Racing, Calf Roping, Bronc Busting...) Today we'll be doing our own version of a lassoing event - Donkey Hooping. Here is how it goes. The intent of this session is to get a good upper body workout while racing to win the rodeo competition. It is also important that you take personal responsibility for the type of donkey kick you can safely do with your body."

**Procedure:**

1. Teach the following moves to the class, and give them time to practice each:
    a. Donkey Pose: Both hands on the ground, one leg pointed up in the air and held up in the air
    b. One-armed Donkey Pose: One hand on the ground, opposite leg in the air
    c. Modified Donkey Kick: Kick the legs up one at a time, instead of with both feet at the same time.
    d. Donkey Kick: With two hands on the ground, kick both feet together into the air.
2. Divide the class into pairs, and give each pair a hoop.
3. Challenge the students to throw the hoop over the legs of their partner as they do the Donkey Pose or the One-Armed Donkey Pose.

**Donkey Hooping - Novice Round**

1. Competition begins with pairs standing behind the start line. Set the finish line a moderate distance away (25 yards or so).
2. The event is played just like Hoop me Rhonda, one student from each pair runs forward, gets into their Donkey Pose, while their partner hoops their leg. If successful, the Donkey who was lassoed stays put, the thrower runs ahead, and they change roles.
3. When a hoop misses the Donkey, the Donkey stays in the pose while the thrower tries again.
4. The thrower can't move any closer.
5. Play continues until the teams reach the finish line.
6. If a Donkey is not hooped, the hoop must return to the last tossing point. The Donkey may move closer if necessary.
7. To begin the relay, one partner will enter the play area, while the other remains behind the start line with the hoop. The hoop is tossed over the Donkey's leg. Once a successful toss is made, the thrower runs past the Donkey and prepares to receive the hoop.
8. When pairs have had a chance to practice, announce the first four- minute round.
9. The goal is to see how many lengths of the play space can be covered by each team over a four minute period.
10. Before beginning, ask each partnership to decide on a goal for their first round. Have them record their goals.
11. This is a good time to remind students that setting STAR goals is important when engaging in a fitness routine or plan. Teach or review STAR goals at the start of this lesson (Specific, Trackable, Achievable, Relevant)
12. After each round, give students a chance to record how they did, brainstorm and practice improvements, and revise their goals.

Complete as many fast-paced rounds with short rests between as time allows.

**Donkey Hooping - Advanced Round**

1. Repeat as above, this time using the Donkey Kick instead of the Donkey Pose.
2. Give pairs a chance to practice the technique, and explain that their scores may be much lower due to the degree of difficulty for this event.

**Variations:**

Donkey kicks provide great core muscle and upper body exercise. Any activity that gets students doing them can be useful. Additional ideas include:

- Donkey Kick Baseball: one partner pitches a soft beach ball to another who tries to Donkey Kick it out of the park.
- Students see how many Donkey Kicks they can do in one minute.
- Donkey Toss: Donkey Pose is held until the partner misses three throws of the hoop. After each throw, the; thrower must step back at least one full stride.

**Closure:**

Ask students to reflect on their own ability to hold the Donkey Poses, and to do the Donkey Kick. Have them record this in their journals.

- What muscles did you rely on in this activity?
- Did you manage to do the appropriate type of Donkey Kick for your body?
- How would you rate your arm strength in comparison to a year ago? Do you think you could have done a Donkey Kick then?
- How many Donkey Kicks do you think you accomplished today?

**Partner Tag** - partners hold hands or scarves so one hand is left free to tag others. Partners must remain attached in order to have tagging power. If a player is tagged, or comes unattached, he/she must let go of their partner's hand and sit down on the floor in hook sit position. The partner that is not tagged can go get another player who is sitting down to be his or her new partner. They may not join up with somebody else that is standing up! They cannot tag unless attached with a partner (they have no tagging power!). If their hands come apart while moving they both must sit down. For a different variation, we let the partners that are sitting down tag as runners go by them and then they can get back into the game and pull up a different partner to be their new partner. The partner they tag must sit down of course. If I see a particular student not being chosen, I will announce "all students with blue shirts, white socks, brown hair etc. get up and get a new partner", so nobody sits more than a minute or two. Great warm -up activity! All the ups and downs will get those heart rates soaring quickly!

**Card Sharks** - each player starts with one card. When the music starts, the tag game begins. If tagged, the players swap cards. When the music stops, the tag game ends. The student places their card face up where you can see it and performs the exercise/activity the number of times indicated by the card (face cards = 10, ace = 1, joker = 20, wild card = 1). Different exercises/activities should be used for each suite (for example, clubs – push-ups; hearts – curl-ups; spades – lunges; diamonds – jumping jacks).

**Survivor Tag** - divide your class into 4, 5, or 6 teams. Everyone is a tagger. If a player is tagged by someone on another team, the player kneels on one knee and raises a hand in the air. To become unfrozen, the kneeling player must receive a high five from a teammate. If all the players from one team are frozen, the team becomes extinct! A time limit of 2-3 minutes usually helps make games go faster. If a team becomes extinct they have to walk around the perimeter until a new game starts. Teams should be given a short period of time to strategize before each game.

Partner Tag, Card Sharks and Survivor Tag adapted from Melanie Champion

ALLIANCE FOR A HEALTHIER GENERATION

# RPE Scale for Kids!

**RPE** stands for **Relative Perceived Exertion**. Relative Perceived Exertion means, *"How hard to I feel I am exercising?"* It is a tool you use to tell others how your body is feeling when you exercise. Kids who exercise in the yellow zone are getting moderate to vigorous exercise. That means your body is getting the right amount to be healthy! You should get 60 minutes of exercise in the yellow zone every day.

| My number... | My face... | This is what I may be thinking..... | This is what my body may be doing.... |
|---|---|---|---|
| 1 | GO | This exercise is the same as resting. | I am getting ready to exercise, but I don't feel different yet. |
| 2 | | This exercise isn't hard. | I am getting a little warm. I can still talk normally. |
| 3 | | I am just beginning to feel like I am exercising. | I am feeling like my body is warming up. |
| 4 | | I am starting to feel like I am exercising. I feel good! | I can almost talk in a regular voice, but it is getting harder. |
| 5 | | This exercise is a good workout! I am really working hard. | My cheeks are getting pink. I am getting a little sweaty. |
| 6 | | I am exercising more than I thought. It is getting hard to do. | I feel like talking is getting harder. I have to stop sometimes for air. |
| 7 | | This is pretty hard. I can exercise a little bit longer, then I'll stop. | I am getting really sweaty. My body is hot! |
| 8 | | This exercise is really hard, but I'm not ready to quit. | I can talk a little, but not too much. |
| 9 | | I need a break from this very hard exercise. | My face looks red. I feel like I need to stop. |
| 10 | STOP | I'm exercising too much! My body is making me stop now! | My heart is beating very fast and strong. I can't talk. |

# Mass Basketball

**GRADE LEVEL:** 3rd – 12th

**EQUIPMENT:** 5 or 6 sets which include: 1 basketball, 5 or 6 pinnies or wristbands, 5 or 6 collectables (cards, flags, etc.), 5 or 6 basketball goals. It is best if each set is color coded, for example: the blue set would have a blue basketball, 5 or 6 blue vests or wrist bands, blue collectables (cards, flags, etc.). Start the game by using different style basketballs, cards as collectables, and pinnies or wristbands.

**HIGHLIGHTS:** Virtually all aspects of basketball: dribbling, passing, shooting, rebounding and defense.

**INSTRUCTIONS:** Divide the class into 5 or 6 equal teams. Each team should have a distinctive basketball, collectables, and pinnies or wristbands (if possible). The object of the game is to be the first team to collect a determined number of ***different*** collectables.

**RULES:** Each team will need to have offensive and defensive players. Let each team figure this out for the first game, but in the next game defenders must be offense and offense must play defense. On the signal, each team must try to earn one collectable from each of the other teams. The first team to get one collectable from each team is the winner. **Rules of play:**

- A player earns a collectable from the other teams by scoring a goal into the opposing team's basket. Upon scoring, one of the offensive players will pick up a collectable (near the baseline).
- If a team does not score after taking two shots, they must move to the next basket. If time permits, this team can come back and try to score again.
- Upon earning a collectable, the team will move on to the next basket. A team may only score one time at each goal, so they should never have more than one collectable from each team.
- Any player may guard, steal a ball, or rebound a ball from any team, at any time. Once a ball is stolen or rebounded, it must be ***placed*** on the baseline by the defense and play continues with a thrown-in by an offensive player.
- A team may only score with their own basketball.
- All dribbling and fouling rules should be followed. Players should call their own fouls. If a foul is called, the ball is thrown in from the baseline to start a new possession.

**HELPFUL HINTS:** The following can be used for collectables: cards, flags, beanbags, hacky sacks etc.
To shorten a game, have the teams collect a fewer number of collectables to win. To lengthen the game, play until there is a second or third place winner.

# MVPA Assessment

School_____Date_____

Teacher_____

Grade Level_____

Class Size_____ Girls_____ Boys_____

Class start time (at least 75% of class present)_____

Class end time (dismissal of students)_____ Total class time_____

Start stopwatch when at least 75% of students in class are engaged in MVPA.

Stop stopwatch when less than 75% of students are engaged in MVPA.

- Total minutes of moderate to vigorous activity_____
- % of class time students engaged in MVPA _____ (total class time ÷ MVPA time)

- Target goal is 50% or more MVPA during a class period

Class activities:

Comments:

Assessor Signature:_____