

**Fall, 2020 Edition**



**Elementary Teachers'  
Indoor & Outdoor**

**G.A.M.E.S.**

**GAZETTE:**

**Great Activities Make Everyone Smile!**



***For Virtual Learning ... Blended Instruction ...  
In-Person Teaching***

# GAMES GAZETTE

## Great Activities Make Everyone Smile!

A COVID-19 Teaching & Planning Resource  
for Elementary Physical Education Teachers.

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# WORDS FROM THE EDITOR

**Welcome!** First of all, many thanks for purchasing this issue of the G.A.M.E.S. Gazette, a new elementary physical education resource for increasing your PE teacher's "Bag of Tricks" with a wide variety of games, activities and ideas for teaching during this period of COVID-19. Additionally, there are three primary reasons why we feel this new digital resource will prove valuable:

- **Enhanced Instructional Support:** Because most elementary physical education teachers work alone, we are hopeful that this new publication will provide you with on-going opportunities for new and creative ideas for your students.
- **Educational Insights:** Each issue contains valuable WOW Advice (Words of Wisdom) from physical education leaders and experts from across the United States and around the world!
- **For Inspiration:** As you read the teacher-tested games and activities, we hope you feel re-charged and renewed. We have also created a [Facebook Group](#) called the "G.A.M.E.S. Gazette" to consider as well.

**Many Thanks!** We would like to thank each of the contributors who have been cited in this issue for their activities and insight. Please feel free to join this group of dedicated educators too. We are always looking for new and exciting games. Please feel free to e-mail your ideas to [Artie@greatactivities.net](mailto:Artie@greatactivities.net) as time permits. Thanks!

**Introducing: "Three Teachers, One Question..."** As seen in the Table of Contents, our opening section is called: "Three Teachers, One Question." This section features the perspectives of three elementary physical education teachers as they plan, learn and develop their K-5 lessons. In this issue, each of them will be sharing their thoughts on this question: **"What are your current plans for teaching via distance learning, hybrid or in-person this school year?"**



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# Keeping Children First

By Ambrose Brazelton

MY CONCERN IS NOT WHAT'S BEST FOR ME.

NOR WHAT IS IN FASHION OR STYLE.

I PLEDGE TO DO WITH CONSCIENCE FREE,

WHAT'S BEST FOR EVERY CHILD.

EVEN THOUGH PROBLEMS,

PROGRAMS AND PEOPLE DISTRACT,

WITH EYES ON THE MONEY PURSE.

I COMMIT MYSELF, MY EVERY ACT:

TO KEEPING CHILDREN FIRST.

# “What are your current plans for teaching via distance learning, hybrid or in-person this school year?”

**Daniel Hill** is an elementary physical education teacher from Kentucky. He is well-known on Twitter as [@SuperDanPE](#) and the Past President of Kentucky AHPERD. Daniel writes:

**H**istorically Challenging Year: There is no doubt that the 2020-2021 school year will be historically challenging for students, families and educators. This will be my 21st year as a teacher. The beginning of school has always given me a feeling of excitement, enormous responsibility and hope for all the positive experiences ahead. However, this year I admit my own anxiety is very high. The uncertainty of the COVID situation we find ourselves in is beyond frustrating on so many levels.

For example, my school district has chosen to begin the year virtually until it is safer to begin face-to-face instruction. However, my plan of virtual instruction will be the same as if we were in the building. We will make every attempt to establish trust, clear expectations and valuable learning experiences for our students. Currently, it looks like we will offer live lessons via Zoom with each of my nearly 30 homeroom classes. I plan to introduce myself, explain the flow of a PE lesson and explain the process of how we will interact virtually.

**Establishing Good Communication with Students and Families:** Good communication will be key to establishing and/or re-establishing trust with my students. Our school uses ClassDojo and it has been an extremely effective tool to assist with family communication. We also will continue utilizing Google Classroom to deliver the majority of our virtual lessons. For those of you who are not familiar with this platform, Google Classroom helps students and teachers organize assignments, boost collaboration, and foster better communication.

**Special Area Classes:** Last year, our 4th and 5th grade students had a new schedule in their special area classes allowing them to choose based on personal interest. In physical education, we developed six separate courses each lasting about six weeks. Our students would come to that course for about thirty consecutive school days. These courses cover a variety of health, physical education and general wellness topics such as:

- “Stretch your Calm”- A yoga and mindfulness focus class.
- “Fitness Focused Fun”- A health-related fitness centered lessons.
- “Dreamwork/Teamwork”- Social skills and cooperation focused lessons.

Our plan is to continue this student choice approach to scheduling. Each of our student offerings will come complete with plans to develop a “commercial” that details each of the courses we have to offer. These commercials will be shared on Google Classroom and through school-wide ClassDojo messages.

**What Will These Classes Look Like?** Our typical lesson will follow a 5-part format as seen on page 10. This took a bit of trial-and-error and tweaking in order to create the type of lessons that reflected my teaching style and personality. The five parts include:

1. **Instant Activity:** The Instant Activity will be a short movement sequence that encourages my students to step away from their screens for a bit.
2. **Fitness Focus:** Our Fitness Focus will feature specific lessons to address the health-related components of fitness.
3. **Skill/Lesson Focus:** The Lesson Focus utilizes state and national grade level outcomes in both health and physical education.
4. **Final Fun:** The Final fun activity provides our students with way to utilize the specific skill of that lesson in an engaging activity.
5. **Mindful Minute:** Finishing each lesson with a calming mindful minute will hopefully help them reset and manage any stressors they may be experiencing.

**My Professional Learning Community:** As I plan towards implementing the ideas seen above, we have been relying heavily on a variety of FREE resources available by several individuals and organizations.

- **First and Foremost is [OPEN Physed](#).** This is a FREE web resource provided by BSN Sports/ US Games. The modules, tools and support received from OPEN helps me develop to develop high quality lessons.
- **Kevin Tiller ([@physedreview](#)):** This is a Twitter live link.
- **Joey Feith ([@phys\\_educator](#)):** This is a Twitter live link.
- **Becky and Mark Foellmer ([cbhpe.org](#))**

**Instructional Tools:** People ask me all the time for advice related to creating fun, upbeat and attractive instructional materials. So, here are a few that I have enjoyed using at my school. They include:

- **YouTube:** We plan to use YouTube as an asynchronously teaching tool to allow more flexibility to our students. For example, we will pre-record full lessons and share them with our families so they can access these anytime they can.

- **Google Slides:** With screencastify and other extentions.
- **WeVideo:** A video editing program.
- **Comic Life:** A terrific app that we use to create visuals like the one on the following page.
- **Seconds Pro:** A Tabata timer app.
- **Amazon Music:** This is the source for all of our music/songs.

**On Social-Emotional Learning:** This may be our most important task during the first nine weeks of school - focusing on making a connection with all of our students and teaching SEL concepts within our program. We know and understand that addressing the “elephant in the room” of the uncertainty, frustrations and challenges of learning under the umbrella of COVID-19 will take time and very careful listening on our part.

**Let’s S-M-I-L-E!** Within our teaching, we want to remember that physical education can still be the highlight of a child’s day – even teaching remotely. We can be our students’ reason to S.M.I.L.E. if I am able to:

- **Support** my students and colleagues by providing lessons and materials that are accessible in multiple formats.
- **Model** the lessons with both live and pre-recorded images of myself performing the various skills.
- **Inquire** often from both my students and families if the format of my virtual lessons is accessible and meeting their needs.
- **Listen** to feedback from other educators both in the building and beyond of what tools and resources I can utilize to teach virtually.
- **Empathize** with the challenges my students and families are facing as a result of virtual learning.

**Lastly:** Please never underestimate your impact. If you have an idea, tip or trick, please share it! The challenges of navigating this school year will be nearly insurmountable by yourself. Lean on each other in your school, district, state or beyond. #WeareStrongerTogether

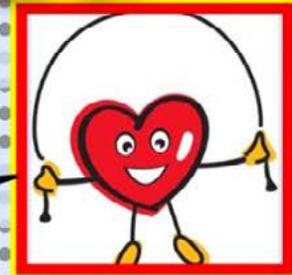


# PHYSICAL EDUCATION LESSON GUIDE



WE GET OUR  
BRAINS AND BODIES  
READY TO LEARN!

**INSTANT ACTIVITY**



**FITNESS FOCUS**

WE  
MAKE OUR  
BODIES STRONG  
AND HEALTHY!

## PHYSICALLY ACTIVE LIFESTYLE (noun)

A way of living that includes regular, habitual physical activity.

By encouraging her friends to be active with her, Izzi helped the people she cared about establish a physically active lifestyle.

OPEN

US Games

WE LEARN SKILLS AND  
CONCEPTS TO LEAD A  
PHYSICALLY ACTIVE  
LIFESTYLE!



**FINAL FUN**

WE USE  
SKILLS IN A FUN  
WAY!

**SKILL FOCUS**

WE END WITH  
CALM

**MINDFUL MINUTE**



MEET YOUR TEACHER:



MR. HILL

20 YEARS TEACHING

I HAVE TWO SONS

SUPERMAN IS MY  
FAVORITE HERO!

**GYM**  
is NOT a  
SUBJECT!  
IT'S MY  
**CLASSROOM**  
I TEACH  
**PHYSICAL  
EDUCATION**

# “What are your current plans for teaching via distance learning, hybrid or in-person this school year?”

**Ami Gibson** is an elementary physical education teacher from North Carolina. She is known on Twitter as @PeRockzz and was the 2019 NC SHAPE Middle School Physical Education Teacher of the Year before moving “up” to the elementary school this year. Ami writes:

**H**ybrid Schedule: Our school district has decided to use a Hybrid Schedule where the students will be face-to-face for two days and Virtual for three days. This was based on teacher and parent surveys conducted by the district. During in-person instruction, all staff and students will be under Enhanced Health Protocols that include a symptoms check before riding the bus, entering the school building and reporting to work. Social distancing and face coverings are required with face covering breaks occurring outside during the day.



Credit: Iredell-Statesville Schools

**A Personal Approach:** Teaching in these unprecedented times has brought about many challenges for parents, students and teachers alike. However, although the platform has changed from the traditional educational structure to hybrid or virtual, my personal approach hasn’t changed much.

The only thing that has changed for me is the way our lessons and personal interactions will be conducted. I have always vowed to value my students and let them know they matter by having a listening ear, being their personal cheerleader and giving my best to shape them to be the best versions of themselves. What this means for me is that we will need to always provide a learning environment that is supportive, friendly, welcoming and where positive relationships can grow.

**Our Motto:** We have decided to adopt a two-word motto to help us get through the 2020-2021 school year. It’s actually the motto that Apple used from 1997 to 2002. The motto is short, but powerful to our way of thinking. Their motto was “Think Different.” As COVID-19 has forced parents, teachers and stakeholders to think differently, change is the only thing that is inevitable this year. And change forces us to grow.

**The First Quarter:** The first 9-weeks of school will be like no other I've experienced. While we are opening Hybrid, I have decided to stick to the basics and focus on the Health Triangle and Socio-Emotional Learning. The Health Triangle consists of physical, social and mental health so we will use our introductory classes to cover how to ensure that the sides of our Health Triangle are equally balanced.

We will discuss, engage and participate in activities that focus on the “Why” and “How” of having a healthy body, good social interactions and a balanced mindset will help us to achieve this year. I will continue to focus on the whole child and how I can continue to positively impact their physical literacy by addressing the mind, body, and spirit.

**Our Typical Lesson:** Our typical 30-minute lesson will begin with me greeting my students physically at the door. We will use a social distancing greeting poster and they will choose the greeting they would like to share with me. After we greet each other, students will enter the gym and go to their assigned six-feet apart Home Base Spots. Then we will move into our lesson which will include:

- An Instant Activity/Warm-Up,
- Core Lesson,
- SEL “Health Nugget” and a
- Mindfulness Activity.

**Our Go-To Resources:** Gratefully, I have been very active on Twitter and Facebook and have been able to utilize dozens of free and low-fee instructional resources over the years as a middle school PE teacher. Now that I am working with elementary children, there are tons of valuable items from amazing #PhysEd Rock Stars!

In addition to the four listed in Daniel's article (OPEN, Kevin Tiller, Joey Feith and the Foellmer's cbhpe.com), I also would like to include:

- Ben Landers ([@thepespecialist](#)): This is a live Twitter link.
- Pete Charette ([@CapnPetesPE](#)): This is a live Twitter link.
- Mike Morris ([@mikemorrispe.com](#)): This is a live Twitter link.
- Will Potter ([@mrwillpe](#)): This is a live Twitter link.

**Closing Thoughts:** Although the world has been interrupted by the global pandemic, please keep in mind Apple's slogan: “Think Different” and continue to be the difference your students need this year!

# “What are your current plans for teaching via distance learning, hybrid or in-person this school year?”

**Kelly Zerby** is an elementary physical education teacher from Illinois. She is well-known on Twitter as [@Tall\\_Kelly](#) and the Illinois AHPERD Vice President of Children. Kelly writes:

**T**eaching Via E-Learning: As with Daniel, we are slated to go back-to-school in an E-Learning environment as we start the 2020-2021 school year. My situation: I will be in the building each day to instruct my students. Our students will be at home. We normally have daily physical education at the elementary level, but since we are going remote it will look a little different as described below.

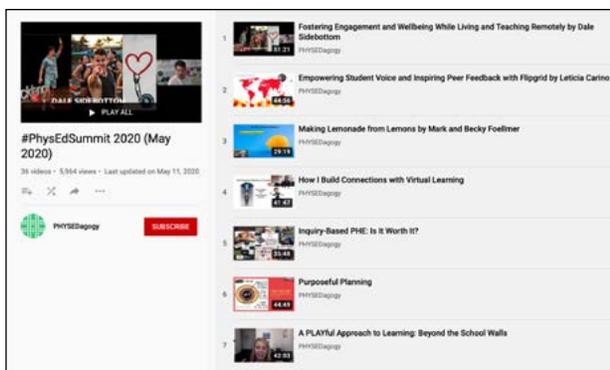
**AM and PM Teaching Schedule:** Our plans are to go live with each class via Google Meet at their designated time which will be every other day. There is a morning and afternoon schedule, alternating each day. On the days when we are not live, there will be an alternative activity via my Google Classroom.

**Will They Show Up?** At this point, we are super-curious to see how many students will be there each time we meet. We know some families in our district cannot do their learning during the designated the morning/afternoon time slots, so our sessions will be recorded and watched as feasible for each student.

**1:1 Chromebooks:** We are very fortunate that for the past several years all students in Grades 3-12 have been 1:1 with a Chromebook. This year we will be providing our K-2 students a chromebook as well. As we provided instruction in an E-learning format last spring, our students in Grade 3-12 should be used to our upcoming Google Classroom instruction. That leaves our K-2 students. We are working as a district on a way to train the parents of these students who will be new to the Google world.

**Student Teacher?** We will also have a student teacher this fall from Northern Illinois University. While you may think this adds another layer of complexity to my job, I'm actually looking forward to this as I will have another person to brainstorm possible teaching/learning activities. We anticipate that a typical 30-minute lesson will be slightly shorter in length as we are reaching our students via the classroom teachers' Google Meet. After we make sure the students have the adequate space and equipment, it will most likely look like 20 minutes of actual instructional time.

**Our Lesson Format:** We will keep each physical education lesson rather simple: A warm-up or instant activity then going into our main lesson. As we move through this time, I'll be posting my “Lessons Learned” on [Twitter](#) or the [G.A.M.E.S. Gazette Facebook Group](#). I'm also fortunate to have attended numerous online professional development opportunities this summer, learning a great deal about SEL and remote PE specific activities.



Click image to view video.



Click image to view video.

**Recommended Webinars:** As mentioned previously, watching a few of the following FREE webinar offerings would be greatly worth your time! Please consider the following or others you will find on our Facebook Group or Twitter. However, here are two I'd personally recommend:

- [Physeudagogy](#) (LIVE LINK)
- [EPEW](#) (LIVE LINK)

**FREE Teaching Resources:** Regarding potential K-5 physical education resources, there are so many potential sources out there (some good, some not-so-good), but here are two places I regularly visit:

- [www.cbhpe.org](http://www.cbhpe.org): Again, this is Becky and Mark Foellmer's website. For me, this is the most comprehensive place for curated K-12 ideas. They have so many resources you almost don't have to look anywhere else! Within their website are resources embedded with other resources. You can find a variety of content collections by any of the brightest #PEGeeks ever. This includes: Kyle Bragg, Kevin Tiller, Kate Cox, and so many more. (Editor's Note: You will find more information about this website in the Appendix with notations from the Foellmers as well.)
- [Illinois AHPERD](#): My second main resource is the IAHPERD website. This is my State Association, a trusted network of my fellow state colleagues. You will see tons of ideas under the "COVID Response" Section on our splash page.

**Twitter & Facebook:** As you will hear time-and-time again, Twitter and Facebook are the #1 and #2 more convenient K-5 physical education resource providers around. Do yourself a favor and learn more about these. There are new #PhysEd activities shared daily. \*\* Warning: You will need to find the best way to keep them all organized. For example, I either e-mail myself, organize them in Google Keep or copy and paste the link onto a word document I keep just for new ideas. You should be able to find a new activity a day from on either of these amazing sites!

**My COVID-19 Action Plan:** I am going to take all of this one week at a time. I plan to work collaboratively with my district physical education colleagues, continue to gather information and advice from multiple sources and plan the most amazing and effective physical education program possible for our remote learners. Keep calm and try one new thing at a time!

# GETTING-TO-KNOW-YOU

# GAMES

Getting-To-Know-You Games Classroom, Gym or Outdoors

## "What's Your PE IQ?"

### Can You Guess These Physical Education Terms?

#1 #2 #3

#4 #5 #6

ING JUMP

#7 a tennis racket, #8 a tennis ball, #9 a tennis racket

#MUT

Getting-To-Know-You Games Classroom, Gym or Outdoors

## "Don't Laugh"

**Background and Class Set-Up:** This game can be played in a classroom or other limited space setting. Have your students sit in a circle with adequate distance between players. The first player turns to the player on their right and says "Boo". The second player turns to the player to her right and says "Boo! Boo!". As this continues, each player will add and additional "Boo" as she speaks to the next student.

All of this goes on without any laughing. Any player who laughs has to frown during the remainder of the game. This action in itself will cause additional giggles and more frowns.

See how many players are still in the game when the last student is finished. When the "Boo's" get back to the original starting player, play another round as time permits.

**Variations:** What if the...

Getting-To-Know-You Games Gym or Outdoors

## I Like People Who

**Background and Class Set-Up:** Arrange your class in a large circle formation so that everyone is at a comfortable and safe distance. Provide each student with a polypot to stand on. The teacher (Leader) stands in the center of the circle to start the game. In this activity, the Leader calls out a certain characteristic that several students may have in common. In the following manner: "I like people who are wearing blue t-shirts" or "I like people who like to swim." If a student shares that characteristic, they need to quickly (but without bumping into others) step away from their polypot and find a new vacant spot to stand on. In the meantime, the Leader will also look for an open spot.

The player without a spot becomes the new Leader and continues with new attributes such as:

- "I like people who like the beach."
- "I like people who have a dog."
- "I like people who like hiking in the mountains."

**Variations:** Feel free to add additional instructions such as "no moving to a neighbor's spot." In other words, the players will need to find a new spot that is not adjacent to their own. You can also make the circle larger, ask the students to use a specific locomotor skill such as jumping or skipping when traveling from spot-to-spot, or to think of a creative way to move such as an elephant or bear walk.

Getting-To-Know-You Games Gym or Outdoors

## How Do You Do?

**Background and Class Set-Up:** This game uses the same set-up as the previous activity. Arrange your class in a large circle formation so that everyone is at a comfortable and safe distance. Provide each student with a polypot to sit or stand on. The teacher (Leader) stands in the center of the circle to start the game. In this activity, the Leader walks towards one of the students and asks:

Leader:	Student:
"How do you do?"	"I'm fine. Thank you!"
"Who are your neighbors?"	The student names the two players to his/her left and right.
"How is Miss _____?" Meaning one of the players to the student's right or left.	If the answer is "All right," the students shift one polypot to the right. If the answer is "She's feeling left out," the students shift one polypot to the left. If the answer is "All mixed up," all of the students will move to a vacant polypot.

While all of the students are moving to a new polypot, the Leader also quickly attempts to find a polypot. The player without a polypot will be the new Leader.

**WOW (Words of Wisdom):** Instead of "making" the student without a polypot be the Leader or "rewarding" a student who isn't interested in finding a spot as he/she wants to be the Leader, you can designate a new leader after the students finish scrambling to find an empty polypot.

# "What's Your PE IQ?"

## Can You Guess These Physical Education Terms?



#1



#2



#3



#4



#5



#6



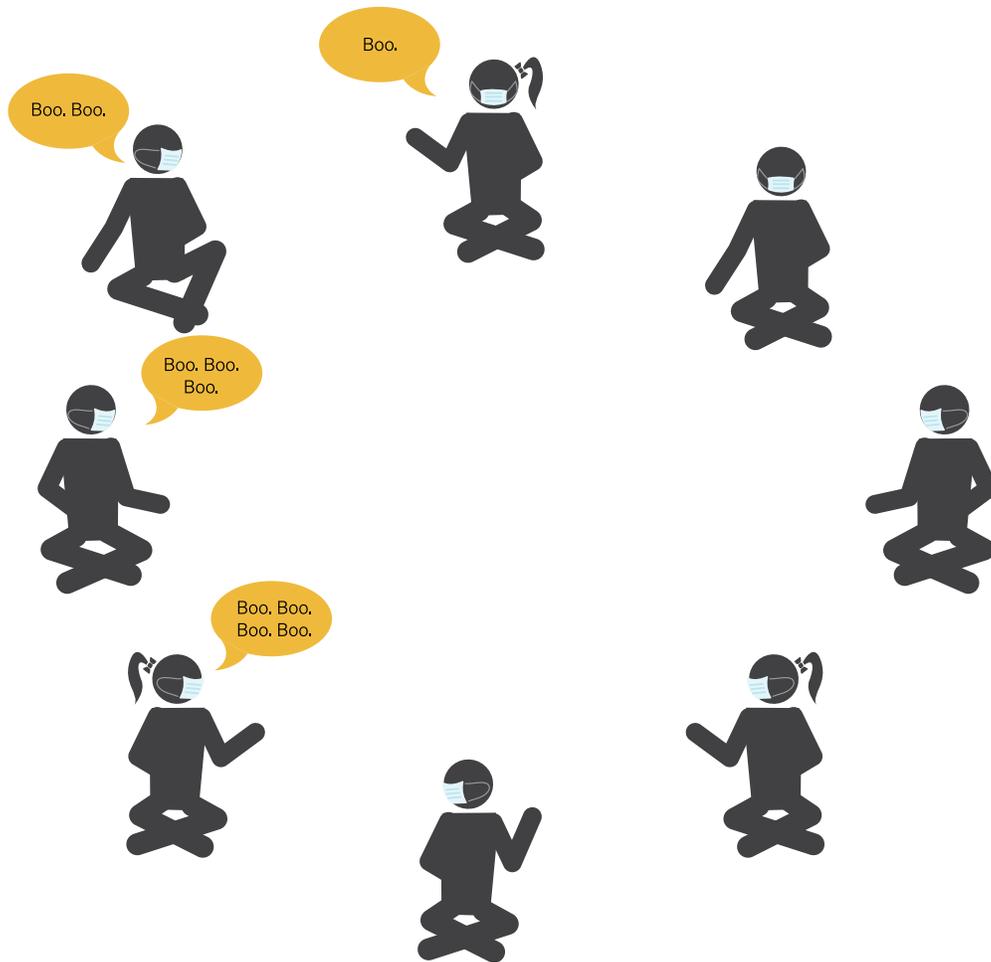
#7



#8



#9



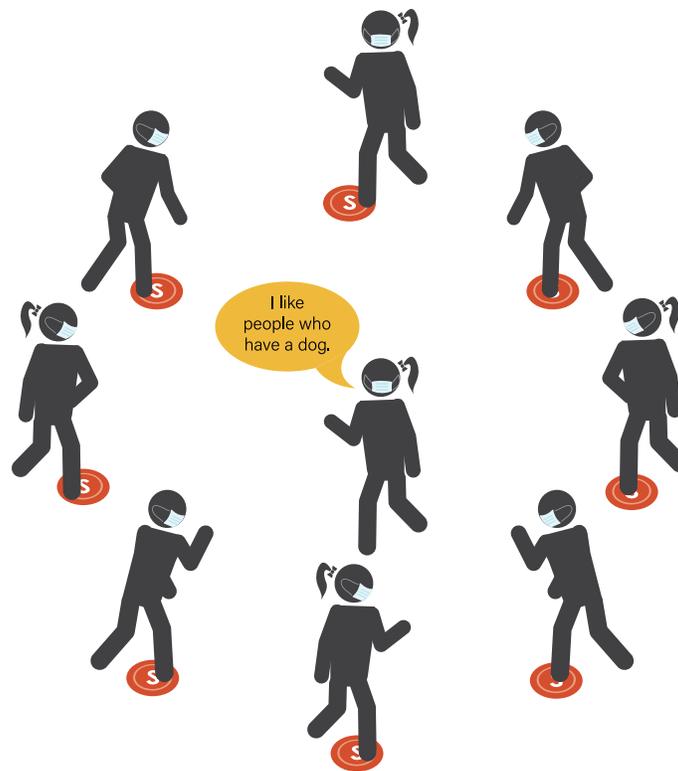
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All of this goes on without any laughing. Any player who laughs has to frown during the remainder of the game. This action in itself will cause additional giggles and more frowns.

See how many players are still in the game when the last student is finished. When the “Boo’s” get back to the original starting player, play another round as time permits.

**Variations:** While this is a Halloween-themed game, other seasonal holidays can be incorporated by changing the word to “Happy Birthday!” when there is a student celebrating his or her birthday, “Gobble!” for Thanksgiving or “Sorry!” if the monthly Social-Emotional Learning theme was on Forgiveness or Friendship.



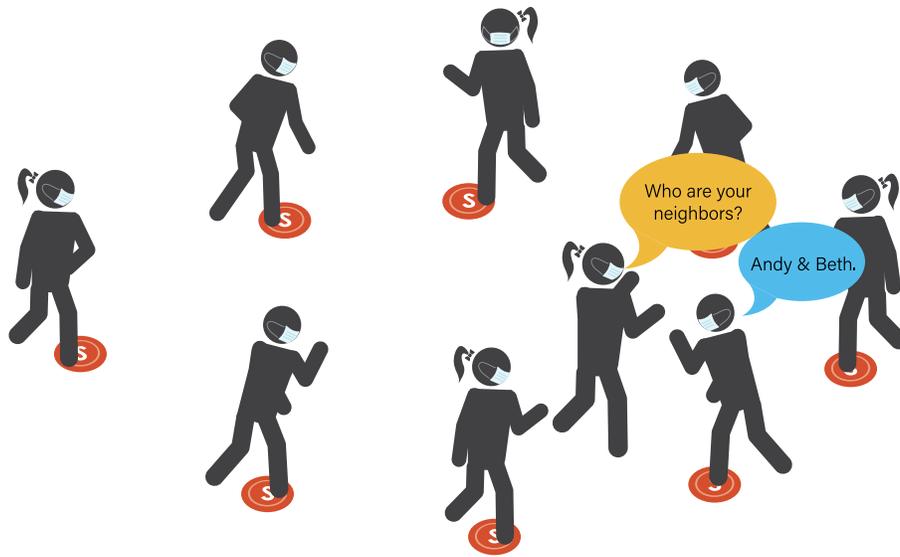
## I Like People Who

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Leader:	Student:
"How do you do?"	"I'm fine. Thank you!"
"Who are your neighbors?"	The student names the two players to his/her left and right.
"How is Miss _____?" Meaning one of the players to the student's right or left.	If the answer is "All right," the students shift one polypot to the right. If the answer is "She's feeling left out," the students shift one polypot to the left. If the answer is "All mixed up," all of the students will move to a vacant polypot.

While all of the students are moving to a new polypot, the Leader also quickly attempts to find a polypot. The player without a polypot will be the new Leader.

**WOW (Words of Wisdom):** Instead of "making" the student without a polypot be the Leader or "rewarding" a student who isn't interested in finding a spot as he/she wants to be the Leader, you can designate a new leader after the students finish scrambling to find an empty polypot.

# “DANCE CONNECTIONS”

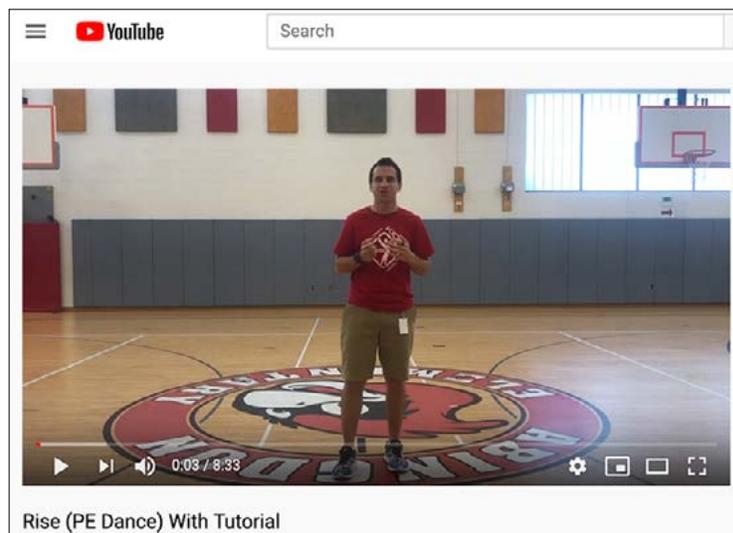
**Let’s Move and Groove!** Let me introduce myself. My name is **Victor Spadaro**. I am a young professional (26 years old) and dedicated to becoming the best me for my students. I am going into my 3rd year of teaching elementary physical education in Arlington, Virginia. I’m an avid runner who loves to dance whenever and wherever! My top 5 favorite activities are running, dancing, frisbee, tennis, and volleyball.



**Before We Start:** We will feature four dances for you. If you’re not a “Dancer,” please don’t worry as I will be providing both the dance steps and a video for you and/or your students to watch. Once learned, these dances can serve as your Instant Activity or Warm-Up. Otherwise, they can also be the primary portion of your physical education lesson.

For your younger students, please break-down the longer or more complicated dances into several parts so they can be taught/reviewed over several days. Also, when I teach dance to my kiddos, I don’t try to teach them right and left. Dance is about expressing yourself. You are not wrong if you are having fun!

## Dance #1: "Rise" by Glee



Click image to view video.

**Background:** This dance was created show the power of resiliency. It is an 8:33 minute video complete with a tutorial for yourself and your students. There will always be times when we FAIL (First Attempts In Learning) and when this happens we may think everything is lost or over. But it's not. This song displays the strength we all have to get back up and RISE again!

### Steps and Sequences:

- Jazz Square: Step forward, over that foot, back step, back step.
- Side-To-Side  $\frac{1}{4}$  Turn: In place, step side-to-side 8x then  $\frac{1}{4}$  to a new wall to face and repeat.
- Feet Shuffle: Both feet, heels out toes out and toes in heels in.
- Rise: Bend down and swing your arm like your brushing the ground, repeat on the other side, next kick out alternating feet and hands 4x Repeat both parts. Then raise both hands top right, top left, bottom right, bottom left (2x), and box step. Repeat again.

### Dance Overview:

- 8x Jazz Square
- 4x Side To Side  $\frac{1}{4}$  Turn
- 12x Feet Shuffle
- Rise

### 8x Jazz Square

- 4x Side To Side  $\frac{1}{4}$  Turn
- 12x Feet Shuffle
- Rise

### Feel the music keep rising...

- Rise
- Keep rising
- Rise 1st part

## Dance #2: "I Believe That We Will Win" by Pitbull



Click image to view video.

**Background:** With this 5:34 minute dance, we were inspired by the lyrics to start a conversation about "Teamwork" with our students and to go deeper into what this word means to us.

### Steps and Sequences:

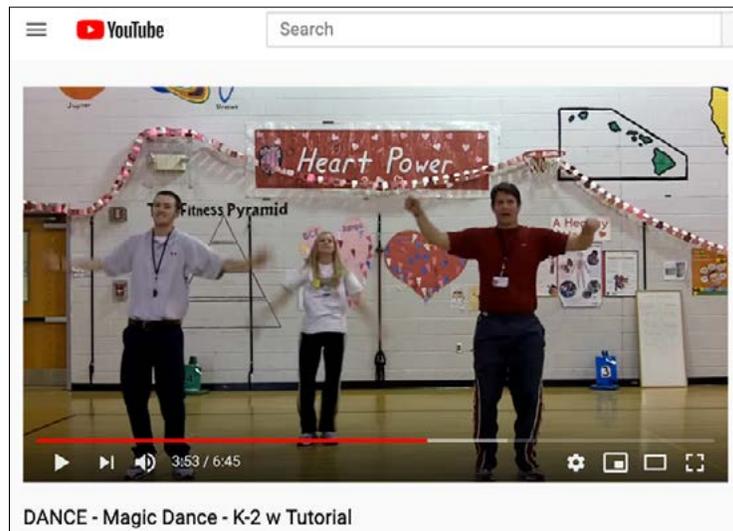
- Claps: Either with 1 hand or 2.
- Step Swing: Step slow to the side and swing your arm from the side starting low and ending to your head 2x.
- Step Swing: Step fast to the side and swing your arm from the side starting low and ending to your head 4x.
- Swing Levels: Swing your hips side to side as you slowly move hands/arms side to side going up.
- Jump Swing - Jump to the side 4x while swinging your arm from the side bottom to your head 8x.
- Squat: Shoulder - width apart, bend your knees trying not to pass your foot and back straight (use arms for support).
- Leg Back Arm Chest: Lift your leg back while moving your hands to your chest, come down and hands out.
- Front Front Back Back Cross Out: 1 at a time hand forward down, forward down, behind down, behind down, cross hands in front, out, cross, out.

### Dance Overview:

- 32x Claps
- 2x Step Swing
- 4x Step Swing
- 8x Swing Levels
- 8x Jump Swing
- 8x Squat
- 8x Leg Back Arm Chest
- Front Front Back Back Cross Out
- 2x Step Swing
- 4x Step Swing
- 8x Swing Levels
- 8x Jump Swing
- 8x Squat
- 8x Leg Back Arm Chest
- Front Front Back Back Cross Out
- 2x Step Swing
- 4x Step Swing
- 8x Swing Levels
- 8x Jump Swing

# Dance #3: Magic by B.O.B. for Grades K-2

(Permission granted by Chad Triolet)



Click image to view video.

**Background:** This dance is a fun, fast-paced dance by Chad Triolet, a fellow Virginia elementary physical education teacher and a former National Elementary PE Teacher of the Year. My kids love this dance. Chad also has a 3-5 version for this dance as you will see in Dance #4. Both dances follow an 8-count sequence.

## Steps and Sequences:

### Part 1

- **Magic:** One big step out to the side while you wave your arms like a rainbow, repeat to your original spot.
- **Shimmy Hands:** Throw your arms up to one side and lean to the other side. Alternate your hands forward and back 8x real fast, repeat on the other side.
- **Turn Tables:** Just like a dee jay, put your hand forward and rotate your hand in a circle like your spinning a record.
- **Lawnmower:** Standing in place, use your hands to start a lawnmower. Put both hands straight out together, pull one of your hands back and then to the front again, repeat on the other side.

### Part 2

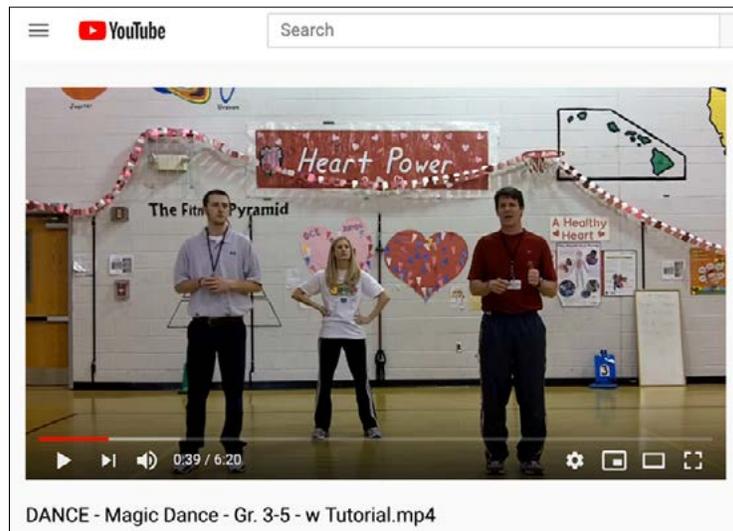
- **Jump:** Jump, Each time you land switch between your feet out and together.
- **Rock:** 1 foot forward and 1 foot back, alternate the foot your landing on when you jump.
- **Fist Pump:** Throw your fist in the air. Move your fist up and down above your head 4x, repeat on the other side.
- **Scissors:** 1 foot forward and 1 foot back, when you jump alternate which foot is in front and in the back.

### Dance Overview:

- 3x Part 1
- 3x Part 2
- 3x Part 1
- 3x Part 2
- 3x Part 1

# Dance #4: Magic by B.O.B. for Grades 3-5

(Permission granted by Chad Triolet)



Click image to view video.

## Steps and Sequences:

### Part 1

- Magic - 4 steps to the side while you wave your arms like a rainbow 2x, repeat to your original spot.
- Shimmy Hands - 4 steps to the side while you throw your arms up to one side and lean to the other side. Alternate your hands forward and back 8x real fast, repeat on the other side.
- Turn Tables - Just like a dee jay, put your hand forward and rotate your hand in a circle like your spinning a record.
- Lawnmower - Standing in place, use your hands to start a lawnmower. Put both hands straight out together, when you step back pull one of your hands back and then to the front again, repeat on the other side. Then roll your arms as you walk 4 steps forward.

### Part 2

- Jump – Jump: Each time you land switch between your feet out and together
- Rock: 1 foot forward and 1 foot back, alternate the foot your landing on when you jump
- Fist Pump - Throw your fist in the air: Move your fist up and down above your head 4x, repeat on the other side.
- Scissors: - 1 foot forward and 1 foot back, when you jump alternate which foot is in front and in the back.

### The whole dance laid out

- 3x Part 1
- 3x Part 2
- 3x Part 1
- 3x Part 2
- 3x Part 1

# COOL CLASSROOM GAMES

# GAMES

Classroom Games Virtual, Classroom, Gym or Outdoors



### The Duke of York

Background and Class Set-Up: This is a fun singing action-song. You can use the following words to any tune you want. If in the classroom students are sitting in chairs or standing in a semi-crouched position if in the gym or outdoors.

Teacher:	Students:
"There was a Duke of York. He had ten thousand men..."	Students listen and sing along...
"He marched them UP the hill..."	Students stand up.
"And marched them DOWN again..."	Students sit down.
"Cause when you're UP, you're UP..."	Students stand up.
"And when you're DOWN you're DOWN..."	Students sit down.
"And when you're only halfway UP..."	Students stand halfway up.
"You're neither UP nor DOWN"	Students quickly stand up and sit down.

WOW (Words of Wisdom): This activity can be used when teaching word opposites (up/down) such as soft and hard, fast and slow, start and stop.

Classroom Games Virtual, Classroom, Gym or Outdoors



### Mailbox Mix-Up

Background and Class Set-Up: This activity is usually played inside a classroom, although it can take place in a gym or outdoors if polypots were available.

Materials Needed:

- None (or polypots)

How We Play It: One student is selected to be the Mail Person and leaves the room. The Teacher directs the class to stand up behind their desks. One-by-one, designated students move to stand behind a new desk. After 2-3 students have switched desks, the Mail Person is called back into the room as the Teacher says: "Mr/Ms Mail Person, the children's letters are lost. Can you please take them back to their correct homes?"

The Mail Person has 2-3 minutes to scan the classroom to determine which students have switched places. Play for several rounds as time permits, selecting new Mail People for each round.

Classroom Games Virtual, Classroom, Gym or Outdoors



### Follow the Previous Command

Background and Class Set-Up: This is one of our all-time favorite activities! It can be used for virtual instruction as well as the other three settings listed above.

Materials Needed:

- Music (a fun, upbeat song)

The teacher (Leader) stands at the front of the class. Students are standing by their desks or at designated spots in the gym. In this activity, the Leader starts to perform a movement such as walking in place to the beat of the music as the class watches. After 5-10 seconds, the Leader performs a different movement such as slapping her knees. On this action, the students start to perform a different movement such as slapping her knees. This is the signal for the Leader to perform a different movement such as knee bends. This is the signal for the class to begin slapping their knees. When the Leader switches to the next movement (shoulder rolls), the class slap their knees.

WOW (Words of Wisdom): Do you see why this may be an all-time favorite activity? It's because the Teacher can perform a vigorous activity such as jumping jacks for 5-10 seconds and move to a less vigorous one such as stretching for 20-30 seconds. All the while the teacher stretches, the students are engaged in a higher intensity activity!

Classroom Games Virtual, Classroom, Gym or Outdoors

### Sitting Square Dance

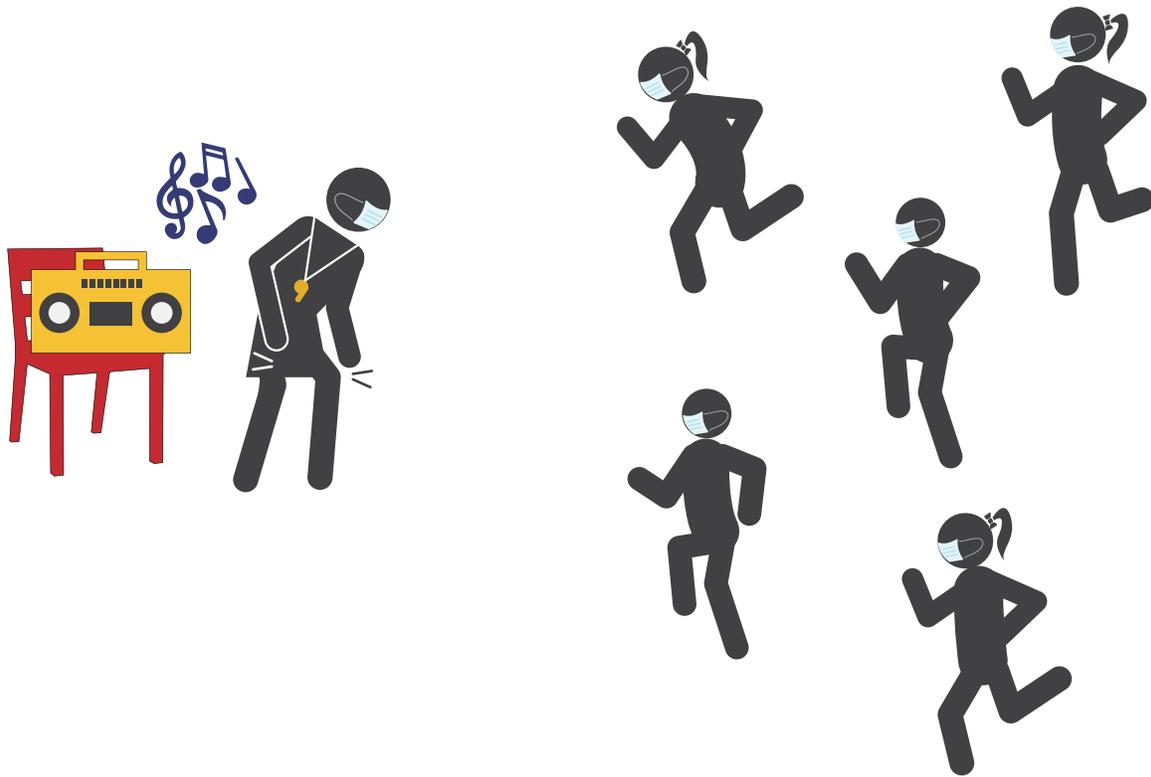
Background and Class Set-Up: Another all-time fun favorite. This can be used for virtual instruction as well as the three settings listed above.

Materials Needed:

- Music (a fun, upbeat traditional square song such as Cotton-Eyed Joe)

The teacher (Leader) sits at the front of the class. In this activity, the Leader will call out a variety of square dance calls while the students are sitting at their desks or sitting at designated locations in the gym. For example:

The Teacher Says:	The Students Respond:
"Everybody clap your hands" The teacher claps her hands to the beat of the music.	The students follow along, mirroring the actions of the Teacher...
"Everybody stomp your feet" The teacher stomps her feet to the beat of the music.	The students follow along, mirroring the actions of the Teacher...
"Make your shoulders go up and down" The teacher moves her shoulders up and down to the beat of the music.	The students follow along, mirroring the actions of the Teacher...
"Make them go forward - round and around" The teacher does forward shoulder rolls to the beat of the music...	The students follow along, mirroring the actions of the Teacher...
"Enough of that, make them go back!" The teacher does backward shoulder rolls to the beat of the music...	The students follow along, mirroring the actions of the Teacher...
"Now everybody circle right" The teacher extends her hands out to the side as if holding hands with a person to her left and right. The teacher bobs up and down as she leans to her left (the students' right).	The students follow along, pretending to be holding hands and bobbing their bodies up and down as the Teacher...
"Now circle left, go the other way back" The teacher bobs up and down as she leans to her right (the students' left).	The students follow along, pretending to be holding hands and bobbing their bodies up and down as the Teacher...



## Follow the Previous Command

**Background and Class Set-Up:** This is one of our all-time favorite activities! It can be used for virtual instruction as well as the other three settings listed above.

### Materials Needed:

- Music (a fun, upbeat song)

The teacher (Leader) stands at the front of the class. Students are standing by their desks or at designated spots in the gym. In this activity, the Leader starts to perform a movement such as walking in place to the beat of the music as the class watches. After 5-10 seconds, the Leader performs a different movement such as slapping her knees. On this action, the students start to walk in place. They continue to walk in place for as long as the Leader slapping her knees. After a while, the Leader performs a different movement such as knee bends. This is the signal for the class to begin slapping their knees. When the Leader switches to the next movement (shoulder rolls), the class slap their knees.

**WOW (Words of Wisdom):** Do you see why this may be an all-time favorite activity? It's because the Teacher can perform a vigorous activity such as jumping jacks for 5-10 seconds and move to a less vigorous one such as stretching for 20-30 seconds. All the while the teacher stretches, the students are engaged in a higher intensity activity!

# I See

**Background and Class Set-Up:** Another classroom favorite. It can be used for virtual instruction as well as other settings.

The teacher (Leader) stands at the front of the class. The game begins by the Leader saying: “I see!” The entire class responds with: “What do you see?” The teacher tells her students what she sees as the students act out the scenarios one-by-one. Between each scenario, the teacher says “I see” with the students responding, “What do you see?”

<b>Leader:</b>	<b>Student:</b>
“I see children jumping all around.”	The students begin jumping in place and/or jumping around the room if adequate space is available.
“I see flowers growing from the ground.”	The students pretend to grow from small seedlings to tall flowers stretched high into the air.
“I see a person chopping down a tree.”	The students pretend to chop down a tree with an axe.
“I see students laughing at me.”	The students pretend to laugh at the teacher who looks as if her feeling were hurt.
“I see cowboys and cowgirls riding horses high.”	The students gallop in place or around the room if adequate space is available.
“I see birds flying in the sky.”	The students bend their elbows and pretend to flap their wings and soar high in the sky.
“I see rocket ships headed towards the moon.”	The students lift their arms high and place their hands together making a wiggly motion as the rocket heads high towards the moon.
“I see children singing a silent tune.”	The students pretend to sing a song all the while not making any noise.
“I see people marching around the town.”	The students march in place.
“I see happy children quietly sitting down.”	The students quietly sit back into their seats.

# Sitting Square Dance

**Background and Class Set-Up:** Another all-time fun favorite. This can be used for virtual instruction as well as the three settings listed above.

**Materials Needed:**

- Music (a fun, upbeat traditional square dance song such as Cotton-Eyed Joe)

The teacher (Leader) sits at the front of the class. In this activity, the Leader will call out a variety of square dance calls while the students are sitting at their desks or sitting at designated locations in the gym. For example:

<b>The Teacher Says:</b>	<b>The Students Respond:</b>
"Everybody clap your hands" The teacher claps her hands to the beat of the music.	The students follow along, mirroring the actions of the Teacher...
"Everybody stomp your feet" The teacher stomps her feet to the beat of the music.	The students follow along, mirroring the actions of the Teacher...
"Make your shoulders go up and down" The teacher moves her shoulders up and down to the beat of the music.	The students follow along, mirroring the actions of the Teacher...
"Make them go forward - round and around" The teacher does forward shoulder rolls to the beat of the music...	The students follow along, mirroring the actions of the Teacher...
"Enough of that, make them go back!" The teacher does backward shoulder rolls to the beat of the music...	The students follow along, mirroring the actions of the Teacher...
"Now everybody circle right" The teacher extends her hands out to the side as if holding hands with a person to her left and right. The Teacher bobs up and down as she leans to her left (the students' right).	The students follow along, pretending to be holding hands and bobbing their bodies up and down as the Teacher...
"Now circle left, go the other way back" The Teacher bobs up and down as she leans to her right (the students' left).	The students follow along, pretending to be holding hands and bobbing their bodies up and down as the Teacher...

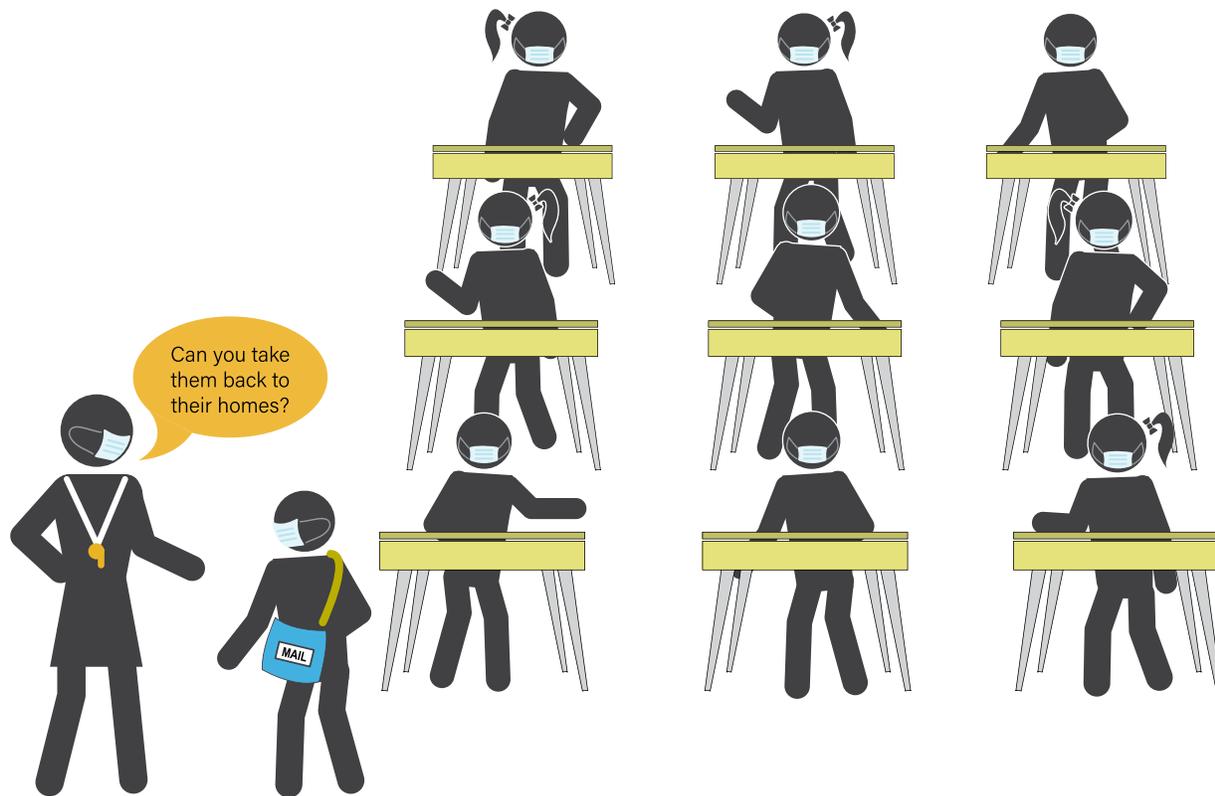
<b>The Teacher Says:</b>	<b>The Students Respond:</b>
<p>“Go into the center with a hoop and a shout” The Teacher brings her hands forward as if she is walking towards the center. When she gets to the center, she shouts: “Yee-haw!”</p>	<p>The students follow along, pretending to be holding hands and walking to the center as the Teacher and shout: “Yee-haw!”</p>
<p>“Now everybody come back out” The Teacher brings her hands back as if she is walking backwards...</p>	<p>The students follow along, pretending to be holding hands and walking back to their original places on the circle...</p>
<p>The students follow along, pretending to be holding hands and walking back to their original places on the circle...</p>	

**Modifications:** Wasn’t that fun? Here’s a more extended version with a “look and feel” of a real square dance for your kind consideration.

<b>The Teacher Says:</b>	<b>The Students Respond:</b>
<p>“Bow to your partner” The teacher bows and to the students on one-half of the class.</p>	<p>The students follow along and bow back at the Teacher.</p>
<p>“And to your corner there” The teacher bows to the students on the other side of the class.</p>	<p>The students all simultaneously bow to the students on the other side of the class so everyone gives and receives a bow.</p>
<p>“Show a nice smile to everyone everywhere, we’re going to do some dancing, nice and slow.” The teacher moves her shoulders up and down to the beat of the music.</p>	<p>The students follow along, smiling to everyone on their side of the room and to students on the other side as well.</p>
<p>“Let’s go! Everybody clap your hands” The teacher claps her hand to the beat of the music...</p>	<p>The students follow along, mirroring the actions of the Teacher...</p>
<p>The Teacher repeats the calls and motions as seen in the introductory section above and closes with the calls seen below...</p>	<p>The students follow along, mirroring the actions of the Teacher...</p>
<p>“Now everybody flap your wings up high...” The teacher extends her elbows up and flaps them in an upward motion...</p>	<p>The students follow along, mirroring the actions of the Teacher...</p>

<b>The Teacher Says:</b>	<b>The Students Respond:</b>
"Now flap them low, don't be shy..." The teacher brings her elbows down and flaps low...	The students follow along, mirroring the actions of the Teacher...
"Fly into the center with a crow bird shout" The Teacher flaps her hands as she pretends to fly towards the center. When she gets to the center, she shouts: "Caw-haw! Caw-Haw!"	The students follow along, pretending to fly into the center and say: "Caw-haw! Caw-Haw!" with the Teacher.
"Now everybody fly back out" The Teacher flaps her wings and leans back as if flying backwards...	The students also lean back in their seats and pretend to fly back as well.
"Again, fly into the center with a crow bird shout" The Teacher flaps her hands as she pretends to fly towards the center. When she gets to the center, she shouts: "Caw-haw! Caw-Haw!"	The students follow along, pretending to fly into the center and say: "Caw-haw! Caw-Haw!" with the Teacher.
"Now everybody fly back out" The Teacher flaps her wings and leans back as if flying backwards...	The students also lean back in their seats and pretend to fly back as well.
"Now give yourself a great big hug!" The Teacher gives herself a great big hug...	The students also give themselves a great big hug!
"Again, give yourself a great big hug!" The Teacher gives herself a great big hug...	The students also give themselves another great big hug!
"Bow to your partner... Bow to your corner... Smiles everyone, this dance is through!"	The students bow to the Teacher, bow to the students on the other side of the class and smile to everyone in class!

**WOW (Words of Wisdom):** Here's one last Teacher Tip to consider. When moving into the center, add a bit more fun to this activity by using one hand to tug at your shirt as to look like you're being pulled forward. Same when you are circling right and left. I guarantee your students will love this little added touch!



## Mailbox Mix-Up

**Background and Class Set-Up:** This activity is usually played inside a classroom, although it can take place in a gym or outdoors if polypots are available.

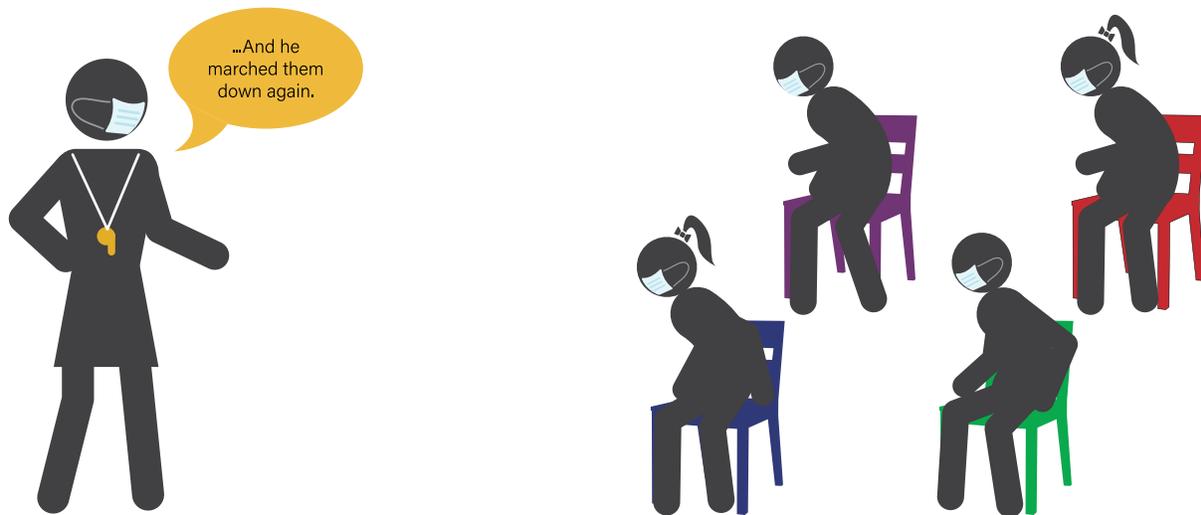
**Materials Needed:**

- None (or polypots)

**How We Play It:** One student is selected to be the Mail Carrier and leaves the room. The Teacher directs the class to stand up behind their desks. One-by-one, designated students move to stand behind a new desk. After 2-3 students have switched desks, the Mail Carrier is called back into the room as the Teacher says: “Mr/Ms Mail Carrier, the children’s letters are lost. Can you please take them back to their correct homes?”

The Mail Carrier has 2-3 minutes to scan the classroom to determine which students have switched places. Play for several rounds as time permits, selecting a new Mail Carrier for each round.

**WOW (Words of Wisdom):** This is a fun activity to play throughout the school year as more and more of your students become more aware of their classmates. For younger students, the activity can also be used to reinforce the notion that everyone should know their own address and primary phone number(s).



## The Duke of York

**Background and Class Set-Up:** This a fun singing action-song. You can use the following words to any tune you want. If in the classroom students are sitting in chairs or standing in a semi-crouched position if in the gym or outdoors.

Teacher:	Students:
"There was a Duke of York. He had ten thousand men..."	Students listen and sing along...
"He marched them <b>UP</b> the hill..."	Students stand up.
"And marched them <b>DOWN</b> again..."	Students sit down.
"Cause when you're <b>UP</b> , you're <b>UP</b> ..."	Students stand up.
"And when you're <b>DOWN</b> you're <b>DOWN</b> ..."	Students sit down.
"And when you're only halfway <b>UP</b> ..."	Students stand halfway up.
"You're neither <b>UP</b> nor <b>DOWN</b> !"	Students quickly stand up and sit down.

**WOW (Words of Wisdom):** This activity can be used when teaching word opposites (antonyms) such as soft and hard, fast and slow, east and west, hot and cold, etc. We have found that your older students will enjoy the activity of singing the song faster and faster as it becomes a challenge to keep up with the Teacher. Also try singing the song backwards! For example, when the words "up" and "down" are sung, the students do the opposite action. If they were to stand up, they sit down. If they were to sit down, they stand up. To start this backwards activity, the class is standing as the song begins.

# My Bonnie Lies Over the Ocean

**Background and Class Set-Up:** This is another fun singing action-song. It is sung to the tune of “My Bonnie Lies Over the Ocean.” This follows the basic actions as the previous activity of either standing up or sitting down, except this song has a bit of a fun twist. Students either stand or sit whenever they hear a word that begins with the letter “B.” As in the previous activity, the students can be seated in their chairs or standing in a semi-crouched position if in the gym or outdoors.

Teacher:	Students:
“My <b>bonnie</b> lies over the ocean...”	Students stand up...
“My <b>bonnie</b> lies over the sea...”	Students sit down...
“My <b>bonnie</b> lies over the ocean...”	Students stand up...
“Oh, <b>bring back</b> my <b>bonnie</b> to me...”	Students quickly stand up, sit down and stand up...
“ <b>Bring back...</b> ”	Students quickly stand up and sit down...
“ <b>Bring back...</b> ”	Students quickly stand up and sit down...
“Oh, <b>bring back</b> my <b>bonnie</b> to me...”	Students quickly stand up, sit down and stand up...
“ <b>Bring back...</b> ”	Students quickly stand up and sit down...
“ <b>Bring back...</b> ”	Students quickly stand up and sit down...
“Oh, <b>bring back</b> my <b>bonnie</b> to me...”	Students quickly stand up, sit down and stand up (Whew!)

**WOW (Words of Wisdom):** As with the previous activity, the song can be sung more quickly or backwards. Quite a good quadriceps workout.



## My Body Lies on the Sofa

**Background and Class Set-Up:** Here’s a fun variation of the previous activity. Please feel free to modify the words as needed.

Teacher:	Students:
"My <b>body</b> lies on the sofa..."	Students stand up...
"My <b>body</b> sees too much TV..."	Students sit down...
"My <b>body</b> needs to move more..."	Students stand up...
"Oh, <b>bring back</b> my <b>body</b> to me..."	Students quickly stand up, sit down and stand up...
" <b>Bring back</b> ..."	Students quickly stand up and sit down...
" <b>Bring back</b> ..."	Students quickly stand up and sit down...
"Oh, <b>bring back</b> my <b>body</b> to me, to me..."	Students quickly stand up, sit down and stand up...
" <b>Bring back</b> ..."	Students quickly stand up and sit down...
" <b>Bring back</b> ..."	Students quickly stand up and sit down...
"Oh, <b>bring back</b> my <b>body</b> to me."	Students quickly stand up, sit down and stand up (Whew!)

# “MOTOR SKILLS CONNECTIONS”

**Let’s Meet Andy Hair:** Andy Hair is a PhysEd Teacher based in Geelong, Australia. His life’s goal is to see kids excel and achieve their dreams. Andy’s physical education mission: “Dream, Believe, Achieve.” Andy works at Leopold Primary School a K-6 setting in Victoria, Australia. Currently Leopold Primary School is conducting all instruction via remote learning.

**H**ow To Teach Motor Skills? As a physical education teacher, I have been in a personal tug-a-war of sorts. For example, it is often easier to participate in physical activities rather than what I would call physical education. Because of this, I have been challenged with how to really teach physical education well remotely. In other words, how can I keep students participating in Fundamental Motor Skill development and be satisfied as an physical educator that the outcomes will be consistent with my goals for the lessons?

**The Creative #PhysEd Mindset:** Teaching physical education (especially elementary PE) has always been a hands-on process for me. However, the current COVID-19 situation has me on-the-move and seeking a new #PhysEd Mindset calling for new innovations and different ways of thinking. Like much of what I have found in my sports and athletic life, looking for solutions means redirecting my way of thinking.

Instead of an internal panic, my thoughts are on finding creative routes we all can get over, through and around the barriers we encounter each day. I want and need to see the Green Pastures that exist on the other side. To do so, I have broken my thinking down into the following mindset:

Barrier		Redirection
Direct teaching of FMS	→	Gamify FMS teaching
Student engagement low	→	Student engagement high
Student development	→	Student interaction

You see, every single crossroad we encounter now creates openings to alternate routes to travel. Because remote teaching makes it hard to provide direct teaching of Fundamental Motor Skills (FMS), we need to find ways around the barrier and re-think how we operate as physical educators.

**Gamified Teaching:** One of the many helpful trends within physical education has been the establishment of [Gamification of Learning](#). For example, at my school I have been actively developing online FMS games to encourage movement and explore movement in a gamified manner. An example of some of these games I have developed to encourage FMS extension include the following three FMS activities:

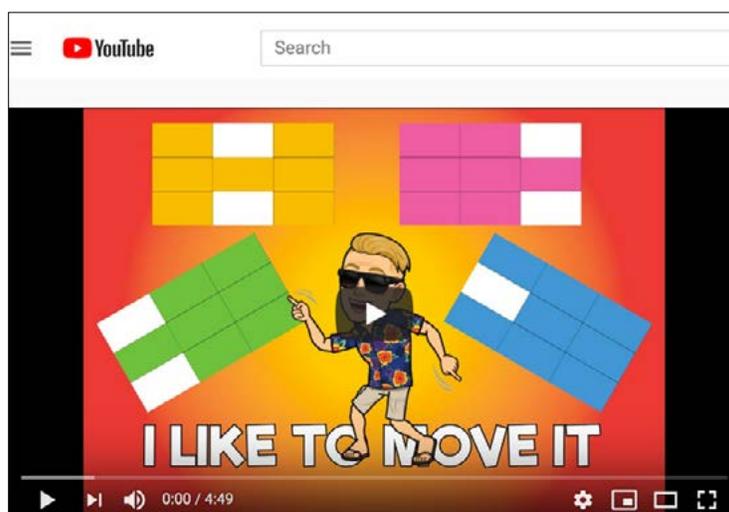
## FMS Activity #1: “Mind Your Step”



Click image to view video.

**Background:** This is a 4:49 minute video describing a “PE@Home” activity called “Water and Sand” where the students jump across a designed crevasse in the middle of the room. As you will see, these games encourage both locomotor and object control through a series of different levels within a game challenge. Engagement is high and self-gratification encourages students to want to pass to the next level.

## FMS Activity #2: “I Like To Move It”



Click image to view video.

**Background:** This is a video describing a “PE@Home” activity where the students jump to specified boxes as shown in the video. As the video progresses, the students are challenged to higher and higher levels of difficulty. This is an activity your students will certainly enjoy.

## FMS Activity #3: “Control It Like This, Control It Like That”



Click image to view video.

**Background:** For this game you will need a bat, a tennis ball, a basketball and a soccer ball.

**In Closing:** Many of my ideas for remote learning instructing have been motivated by my admiration of Dr. Robert Marzano and his work-related to Previewing New Content. If time permits on your part, please consider doing a bit of research on your own to learn more about why I believe this strategy has significant applications within physical education. For now, I’ve included a chart that shows the direction I’m headed towards and will include more details in following “Motor Skills Connections” columns:

Skill	<b>Beginning:</b> Starting to develop the skill.	<b>Developing:</b> Inconsistent use of the skill.	<b>Apply:</b> Uses the skill as expected.	<b>Innovating:</b> Uses the skill to better the outcome.
Throwing	Limited body movement, Arm dominated, No opposition	Shows opposition, Follows through toward target sometimes	Throws a ball with trunk rotation and follow through.	Can transfer throwing skills to a “game situation.”

# ROCK-PAPER-SCISSORS GAMES

Rock-Paper-Scissors Games  
By Mike Bohannon

## Rock-Paper-Scissors Dribble Soccer

**Needed Equipment:**

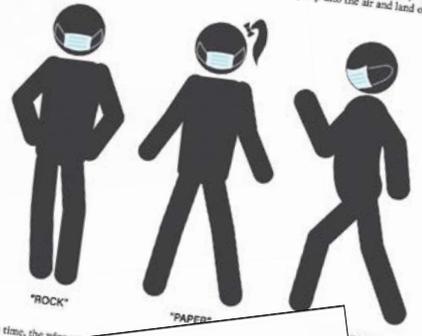
- One soccer ball for each student in the class.
- Two cones for each student in the class.

**How We Play It:** Divide the class into partners. Place half of the cones in the center of the playing area, six feet apart or more. Place a soccer ball by each cone in the center. Partners will stand in the center behind a cone facing their partner. Place one cone ten to fifteen feet behind each partner.



Partners play until time is up in each round. Rounds will last for two minutes. At the end of the round, have the partners on one side move down one cone to face a new partner. They will use their feet to take their soccer ball with them.

**Second Round:** In the second round, change the Rock-Paper-Scissors game so the players use their feet instead of their hands. As they count "1, 2, 3," they jump into the air and land on "3" showing either a:



"ROCK"  
"PAPER"  
"SCISSORS"

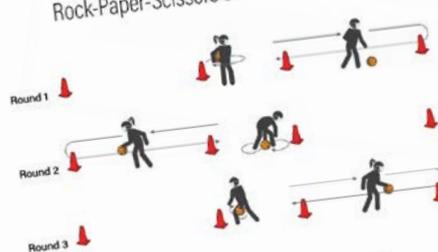
The partners will play a hand out flat as shown hitting their fists on the floor. In this game, a Rock beats Paper, Paper beats Scissors, and Scissors beats Rock.

**Mike Bohannon** is a well-liked and well-known elementary physical education teacher from Easton, Kansas. He has taught for 30+ years and currently works at Pleasant Ridge Elementary School. Mike's Twitter handle is [@mbohannon4](https://twitter.com/mbohannon4). Mike is the author of [No We Are Not Playing Dodgeball](#).

**Background:** Here are three fun games that use the traditional Rock-Paper-Scissors activity for added interest. As already discussed, please clean and disinfect equipment as directed by local school policy.

Rock-Paper-Scissors Games  
By Mike Bohannon

## Rock-Paper-Scissors Dribble Basketball



**Equipment:**

- One basketball for each person in the class. Two cones for each person in the class.

**How We Play It:** Divide the class into partners. Place half of the cones in the center of the playing area, six feet apart or more. Place a basketball by each cone in the center. Partners stand in the center behind a cone facing their partner. The winner will dribble the basketball down one cone around the cone behind them and back to the center. The other partner will wrap the basketball around the waist ten times. Partners play until time is up in each round. At the end of the round, have the partners on one side move down one cone to face a new partner. They will take their basketball with them. In the second round, change the RPS to feet instead of hands and have the partners on the other side move down one cone to face a new partner and go back to RPS with their feet ten times with the basketball. Third round have the partners on the other side move down one cone to face a new partner and go back to RPS with their feet ten times with the basketball. Third round have the partners on the other side move down one cone to face a new partner and go back to RPS with their feet ten times with the basketball. Third round have the partners on the other side move down one cone to face a new partner and go back to RPS with their feet ten times with the basketball.

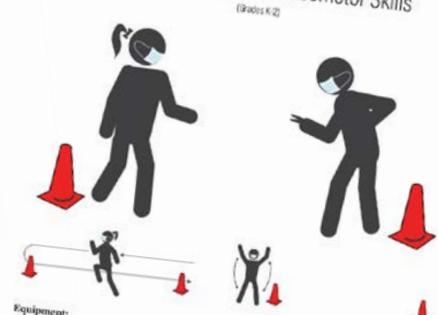
**Suggestions and Variations:**

- When players dribble to the cone have them use the right hand the first time, the left hand the second time and alternate hands the third time.
- Have them dribble down slow and faster coming back, or dribble low then high just mix it up.
- Clean and disinfect equipment as needed after class.

Rock-Paper-Scissors Games  
By Mike Bohannon

## Rock-Paper-Scissors Locomotor Skills

(Grades K-2)



**Equipment:**

- One basketball for each person in the class. Two cones for each person in the class.

**How We Play It:** Divide the class into partners. Place half of the cones in the center of the playing area, six feet apart or more. Partners will stand in the center behind a cone facing their partner. The winner will perform a locomotor skill down one cone around the cone facing their partner. The other partner will do a designated exercise or stretch. Partners play until time is up in each round. Rounds will last for two minutes. At the end of the round, have the partners on one side move down one cone to face a new partner. Third round have the partners on the other side move down one cone to face a new partner.

**Suggestions and Variations:**

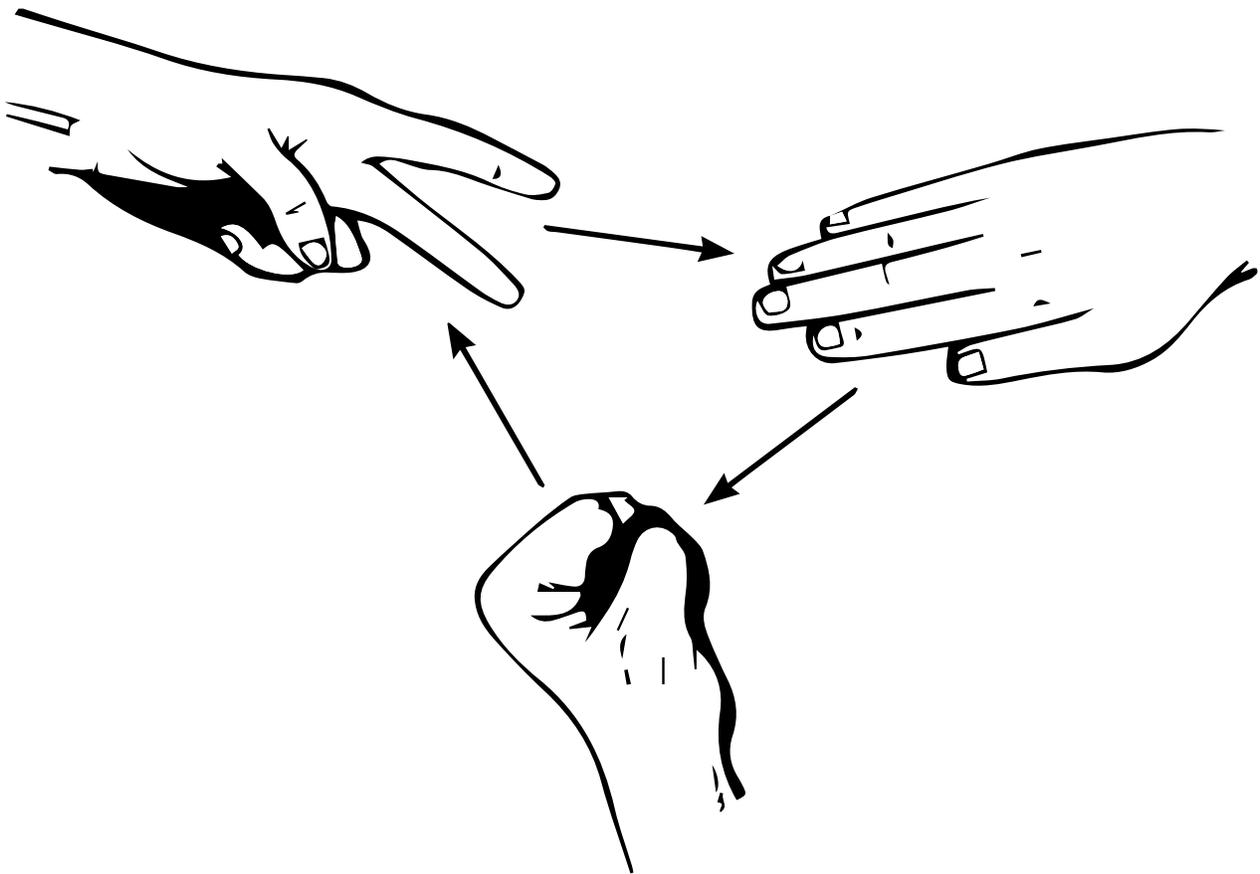
- Change the locomotor skill each round - skip, Gallop, slide step etc.
- Have time to rest between rounds by explaining the new locomotor skill and exercise.
- RPS using their feet instead of their hands.

# Rock-Paper-Scissors Dribble Soccer

## Needed Equipment:

- One soccer ball for each student in the class.
- Two cones for each student in the class.

**How We Play It:** Divide the class into partners. Place half of the cones in the center of the playing area, six feet apart or more. Place a soccer ball by each cone in the center. Partners will stand in the center behind a cone facing their partner. Place one cone ten to fifteen feet behind each partner.

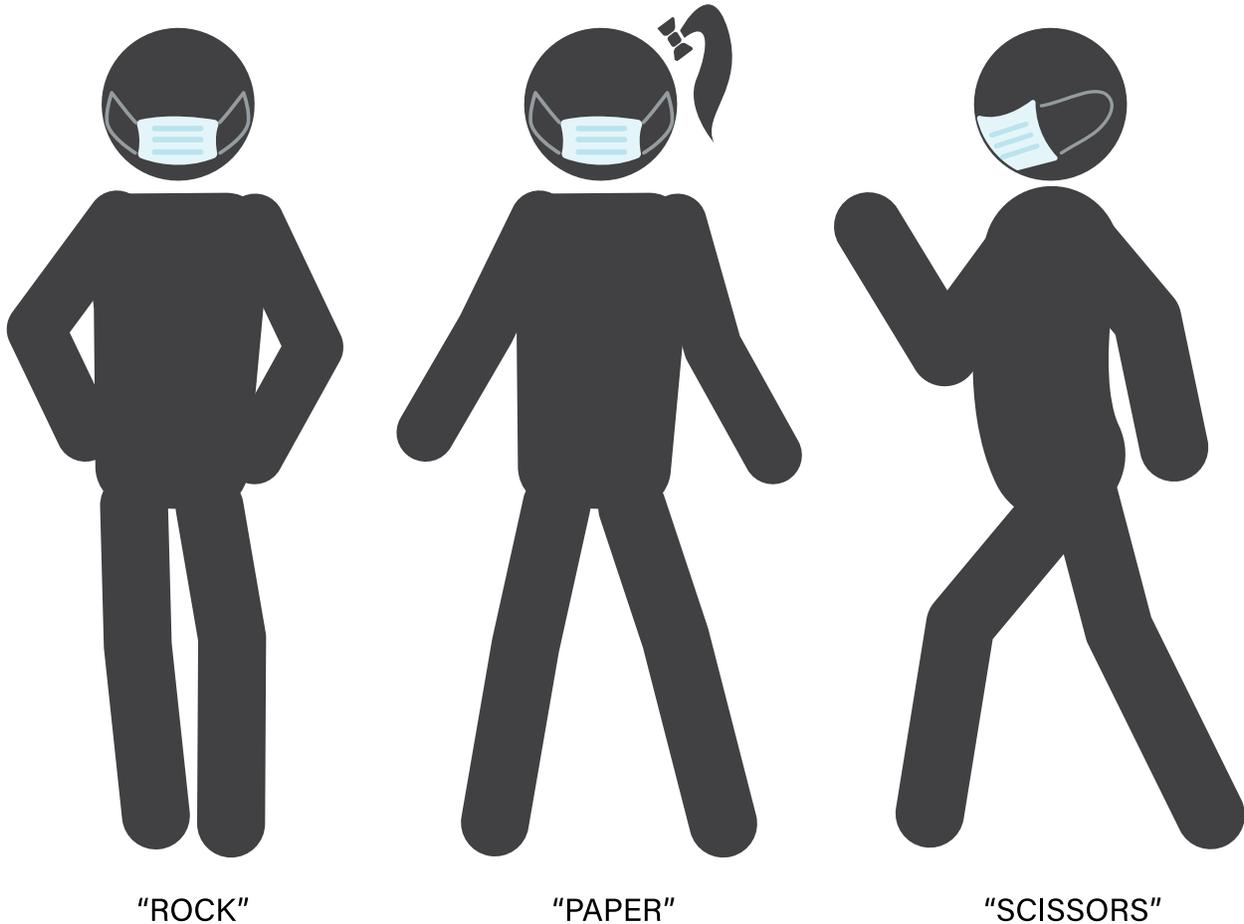


The partners will play a game of Rock-Paper-Scissors. In this game, the two students hold one hand out flat as shown and the other hand makes a fist. Both players count: “One, two, three,” hitting their fists on the resting hand on each count. On “three,” the students show a: fist, flat hand or scissors.

In this game, a Rock beats the Scissors, Scissors beats Paper and Paper beats Rock. The winners dribble their soccer ball around the cone behind them and back to the center. The other partner will do a designated exercise such as soccer toe touches during this time. [Here is the link](#) for the gif for this exercise.

Partners play until time is up in each round. Rounds will last for two minutes. At the end of the round, have the partners on one side move down one cone to face a new partner. They will use their feet to take their soccer ball with them.

**Second Round:** In the second round, change the Rock-Paper-Scissors game so the players' use their feet instead of their hands. As they count "1, 2, 3," they jump into the air and land on "3" showing either a:

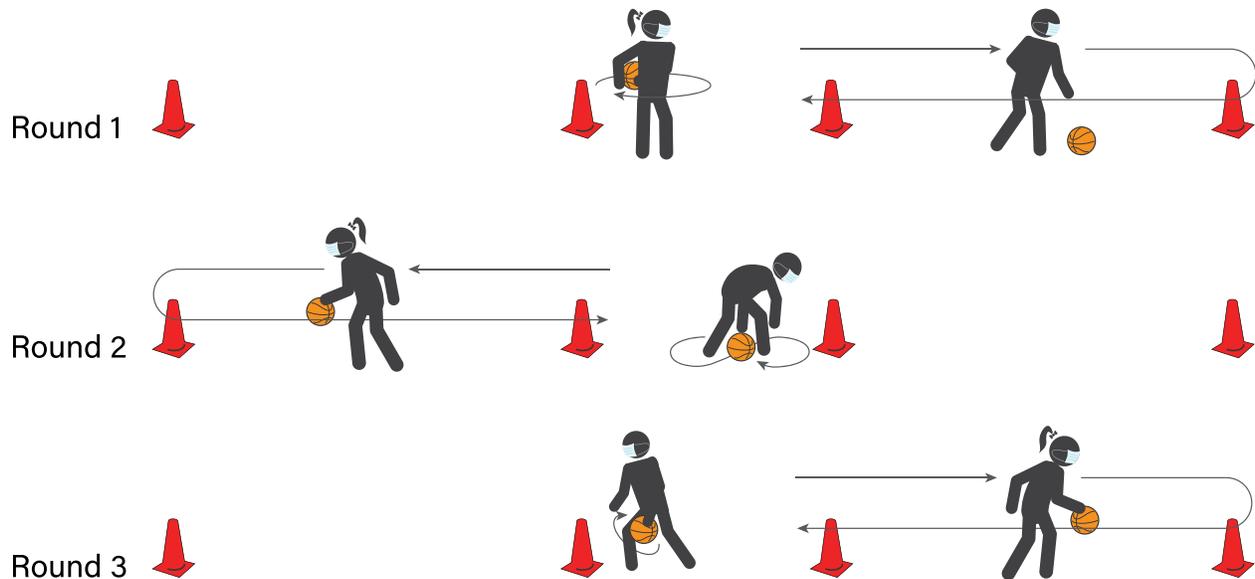


This time, the winners perform the [Tick-Tock exercise](#) while the partners dribble their soccer ball around the cone behind them and back to the center.

**Third Round:** In the third round, have the partners on the other side move down one cone the opposite direction to face a new partner. The game continues with the students doing R-P-S with their hands and then with their feet.

**WOW (Words of Wisdom):** For your younger students, please substitute Soccer Toe Touches or another appropriate skills in place of Tick-Tock. Also, please have your students practice both exercises prior to doing this activity. Both skills are best learned over time and performed at the student's own pace.

# Rock-Paper-Scissors Dribble Basketball



## Equipment:

- One basketball for each person in the class. Two cones for each person in the class.

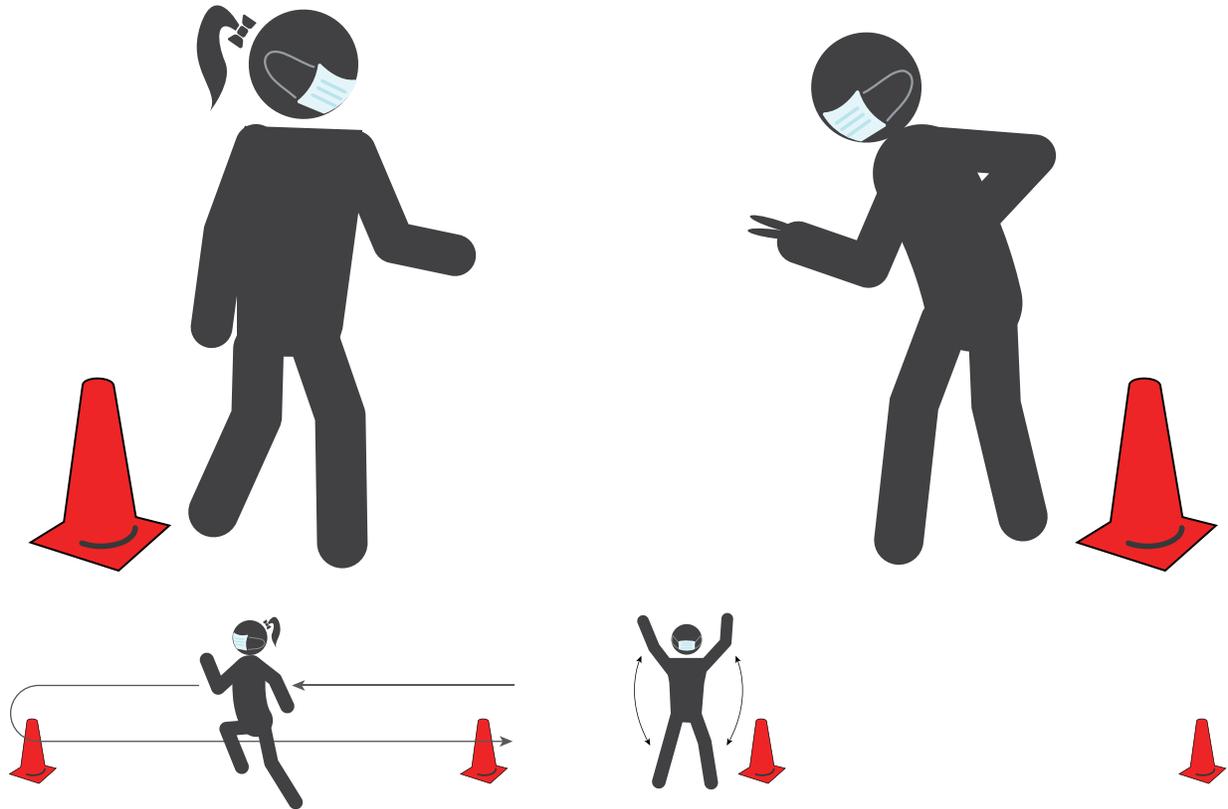
**How We Play It:** Divide the class into partners. Place half of the cones in the center of the playing area, six feet apart or more. Place a basketball by each cone in the center. Partners will stand in the center behind a cone facing their partner. Place one cone ten to fifteen feet behind each partner. The partners will play Rock-Paper-Scissors. The winner will dribble the basketball with their hands down around the cone behind them and back to the center. The other partner will wrap the basketball around the waist ten times. Partners play until time is up in each round. Rounds will last for two minutes. At the end of the round, have the partners on one side move down one cone to face a new partner. They will take their basketball with them. In the second round, change the RPS to feet instead of hands and have the losing partner roll a figure 8 around their feet ten times with the basketball. Third round have the partners on the other side move down one cone the opposite direction to face a new partner and go back to RPS with hands, with the losing partner wrapping the basketball around the knees ten times. The next round wrap the basketball around one leg ten times.

## Suggestions and Variations:

- When players dribble to the cone have them use the right hand the first time, the left hand the second time and alternate hands the third time.
- Have them dribble down slow and faster coming back, or dribble low then high, just mix it up.
- Clean and disinfect equipment as needed after class.

# Rock-Paper-Scissors Locomotor Skills

(Grades K-2)



## Equipment:

- One basketball for each person in the class. Two cones for each person in the class.

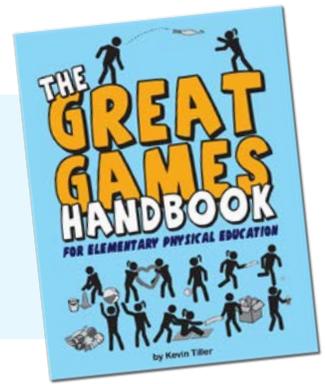
**How We Play It:** Divide the class into partners. Place half of the cones in the center of the playing area, six feet apart or more. Partners will stand in the center behind a cone facing their partner. Place one cone ten to fifteen feet behind each partner. The partners will play Rock-Paper-Scissors. The winner will perform a locomotor skill down around the cone behind them and back to the center. The other partner will do a designated exercise or stretch. Partners play until time is up in each round. Rounds will last for two minutes. At the end of the round, have the partners on one side move down one cone to face a new partner. Third round have the partners on the other side move down one cone the opposite direction to face a new partner.

## Suggestions and Variations:

- Change the locomotor skill each round - skip, Gallop, slide step etc.
- Change the exercise with each new round – Jumping Jacks, side stretch, star jump, Yoga pose etc.
- Have time to rest between rounds by explaining the new locomotor skill and exercise.
- RPS using their feet instead of their hands.

# THE HULA HOOP SCHOOL

**Kevin Tiller** teaches at West Elementary School in Andover, Massachusetts. He has been a Physical Education teacher for 20+ years both in Massachusetts and New Hampshire. He is also the author of the best-seller, "[The Great Games Handbook](#)," available on TeachersPayTeachers.



**Background:** The Hula Hoop School is a series of 13 different challenges for elementary students. Students progress from “kindergarten” to “12th grade” as they perform these 13 challenges placed around the activity area. The full-page challenges can be taped to a cone or on your gym wall. Students may start at any one of the 13 stations and rotate as directed by the teacher.

**Skill Focus:** Eye-hand coordination, locomotor skills

**Equipment Needed:** Hula hoops (enough for every student)

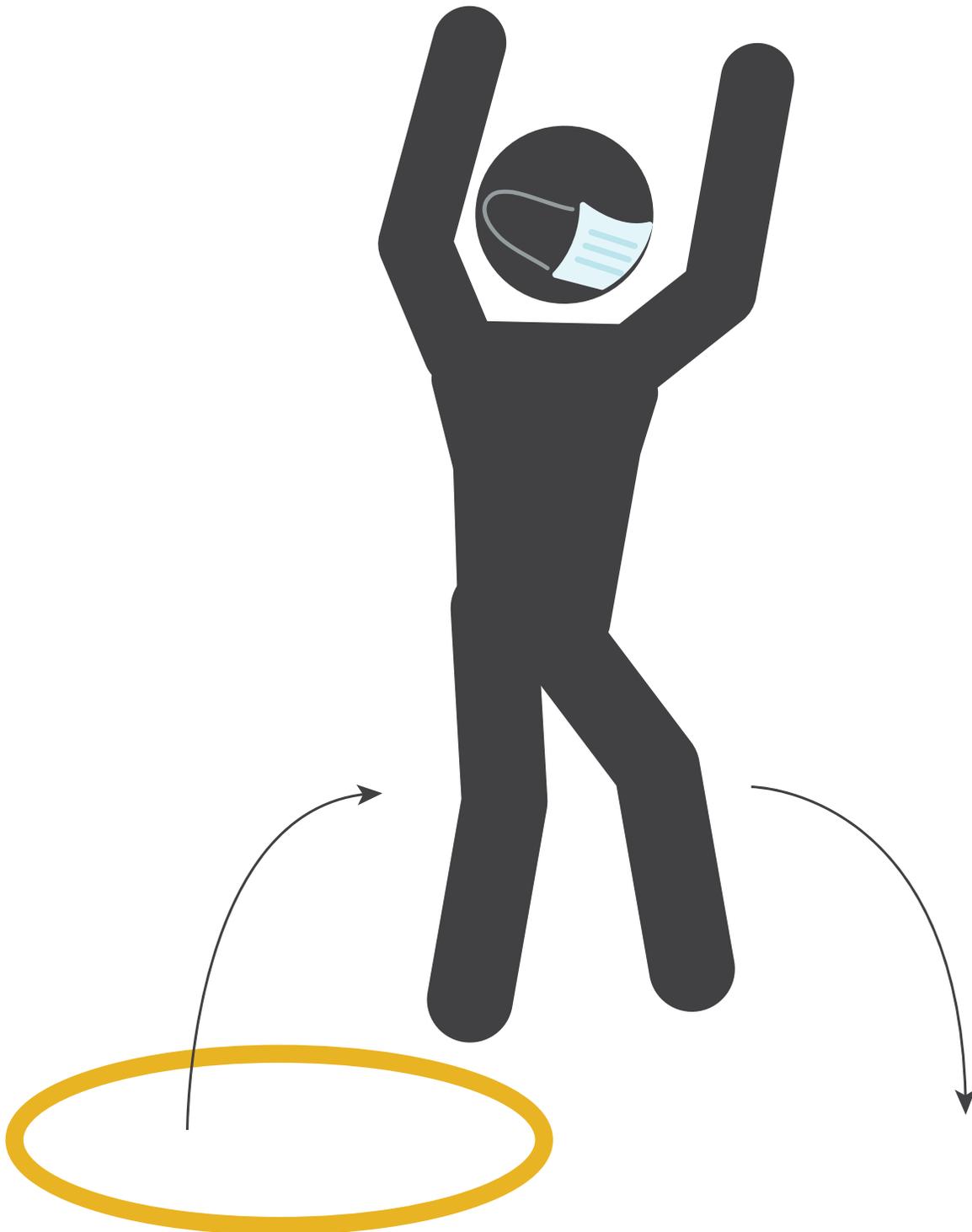
**Set-Up:** Each student is provided a hula hoop. The 13 stations are placed around the perimeter of the gym. You can also use background music to signal when to rotate to the next station. For example, play music for 1-2 minutes per station as desired.

**Directions:** Welcome to “Hula Hoop School!” After the teacher demonstrates and the students have practiced the skills, they are allowed to select a starting grade level and move from station-to-station.



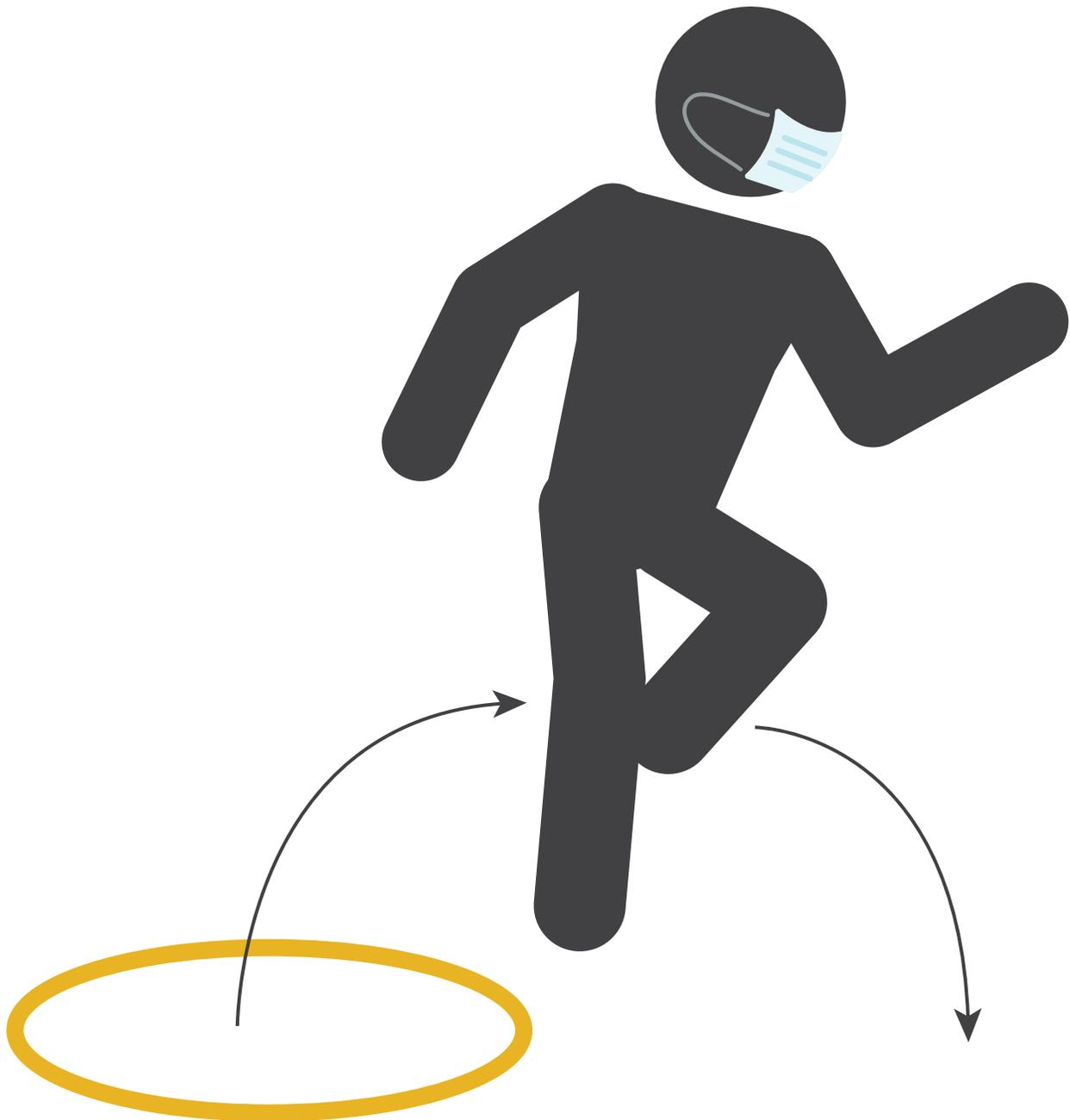
# Hula Hoop School: Kindergarten

Place the hula hoop on the floor and stand inside it. Jump in and out of the hula hoop with two feet without touching it.



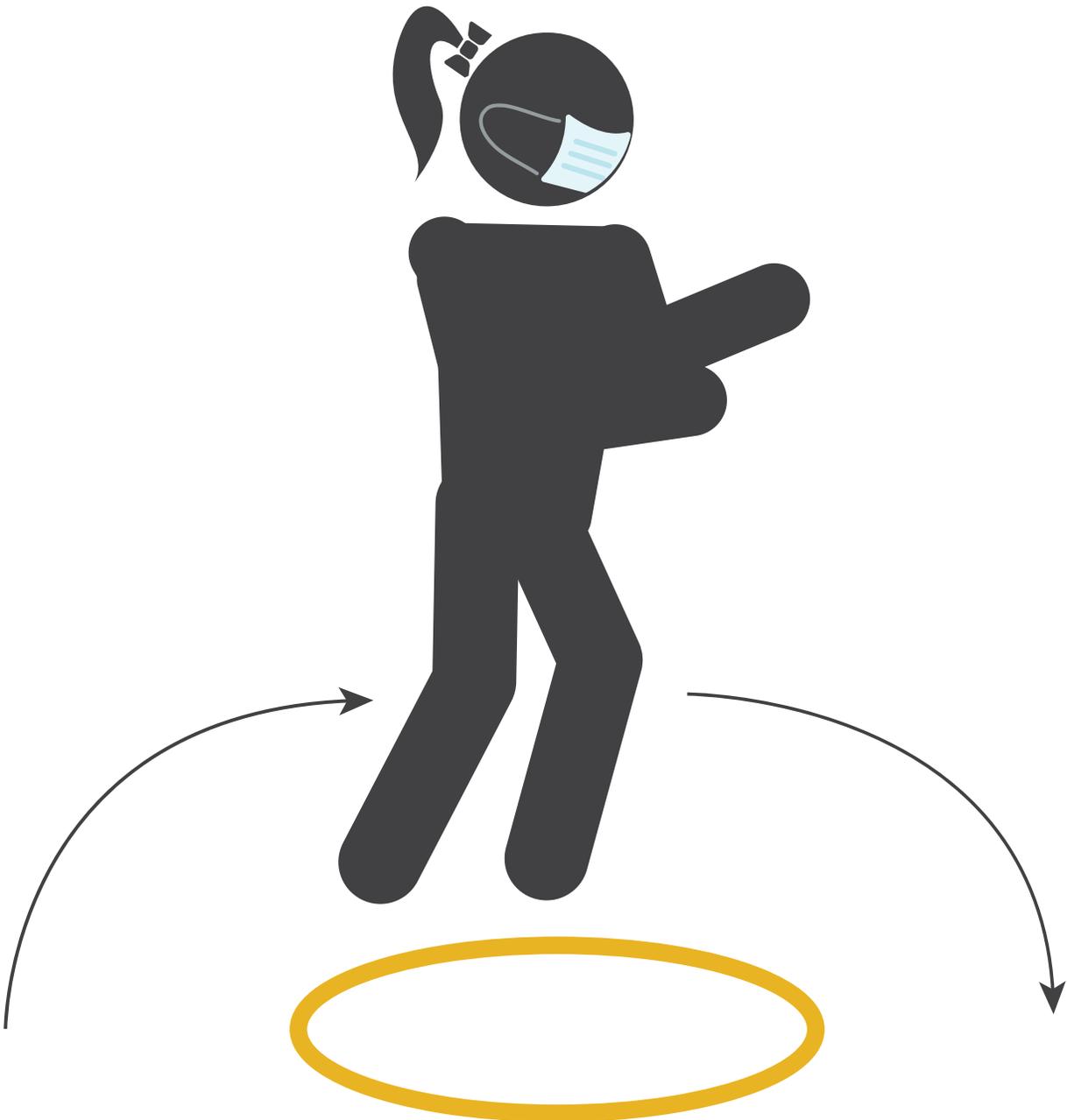
# Hula Hoop School: 1st Grade

Place the hula hoop on the floor and stand inside it on one foot. Hop with one foot in and out of the hula hoop without touching it.



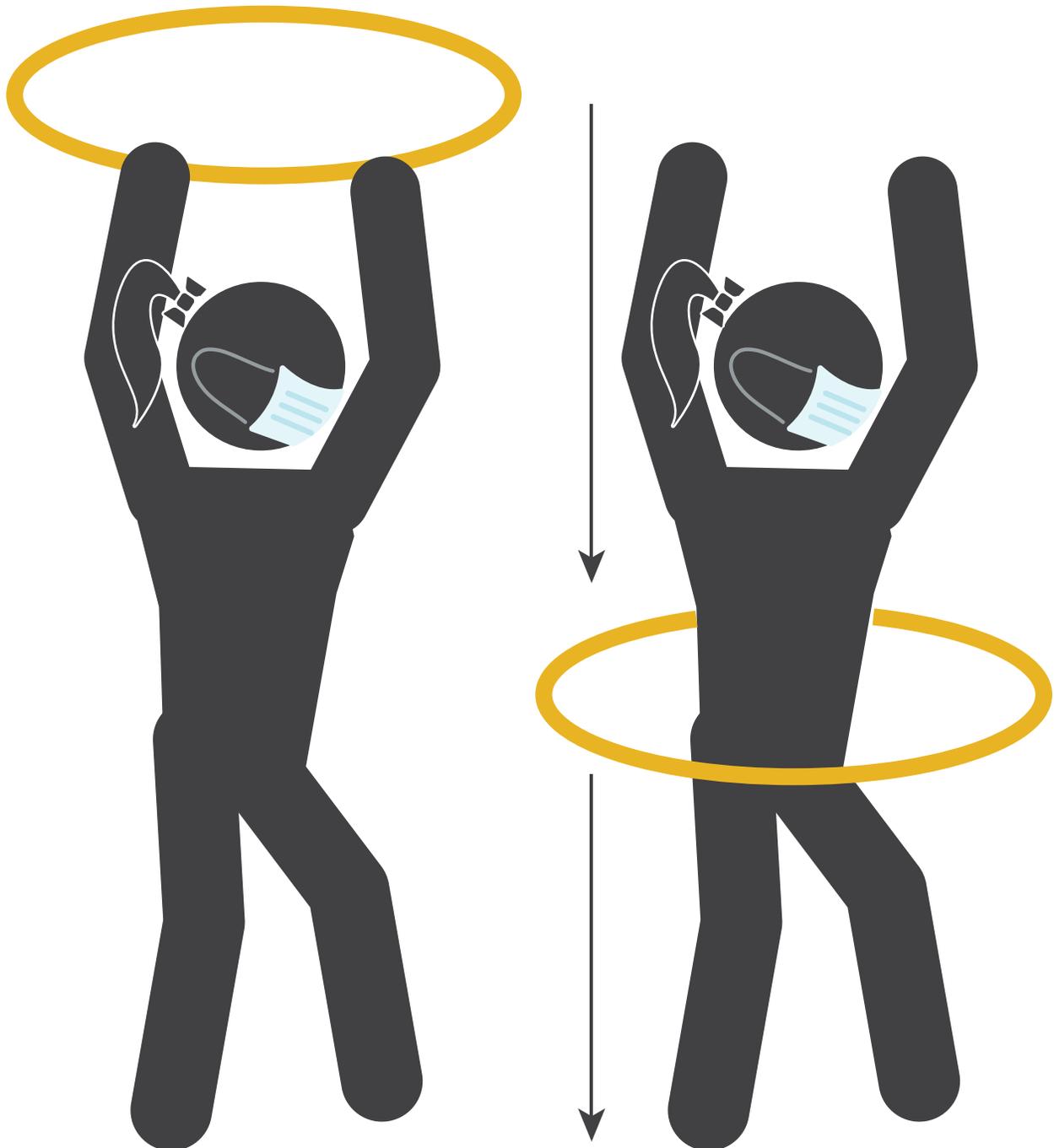
## Hula Hoop School: 2nd Grade

Place the hula hoop on the floor. Stand behind the hula hoop. Jump with two feet all the way over the hula hoop without touching it.



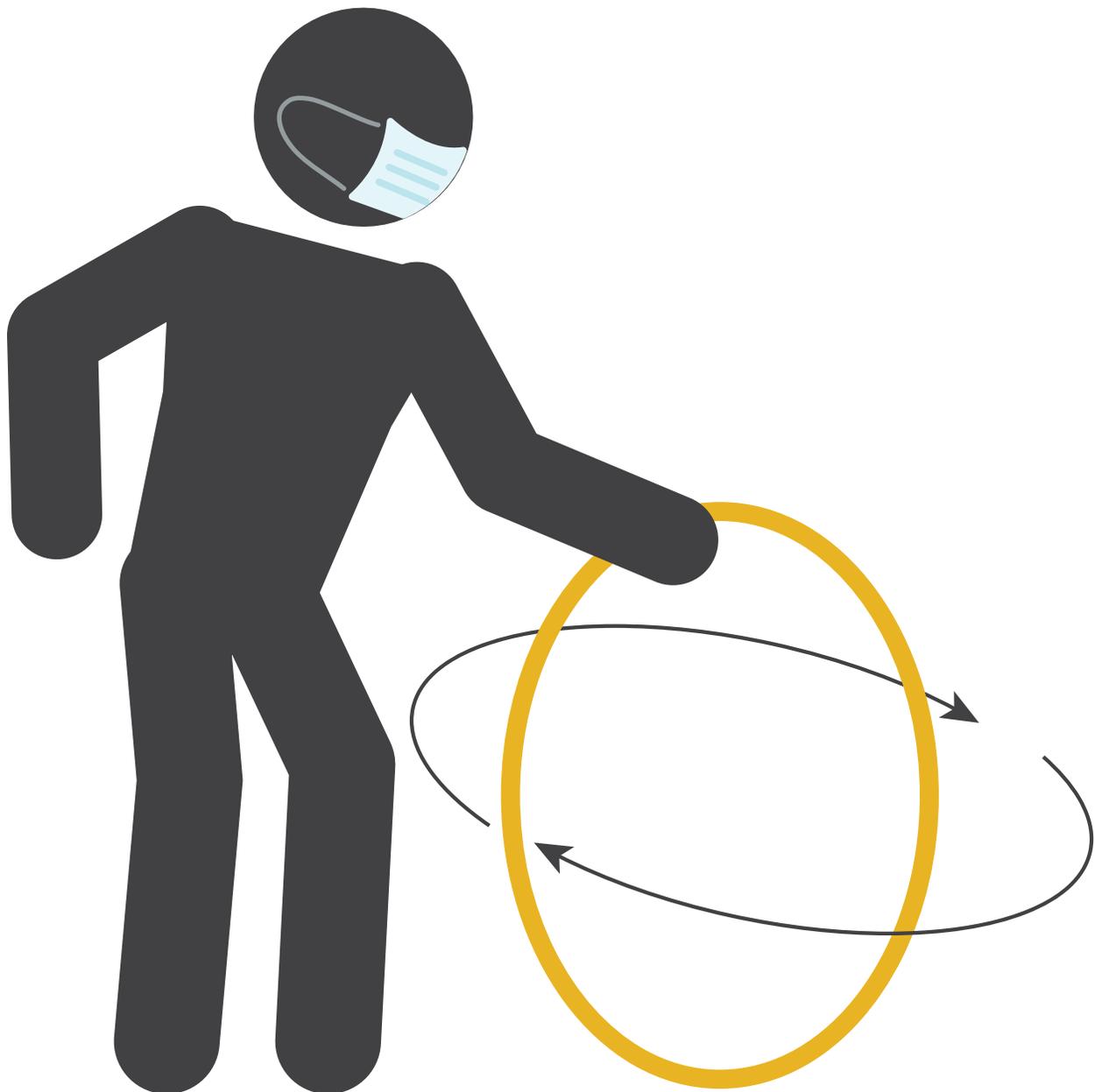
## Hula Hoop School: 3rd Grade

Pick the hula hoop up off the floor. Hold it above your head with both hands. Drop the hula hoop down over your body to the floor without it touching your body on the way down.



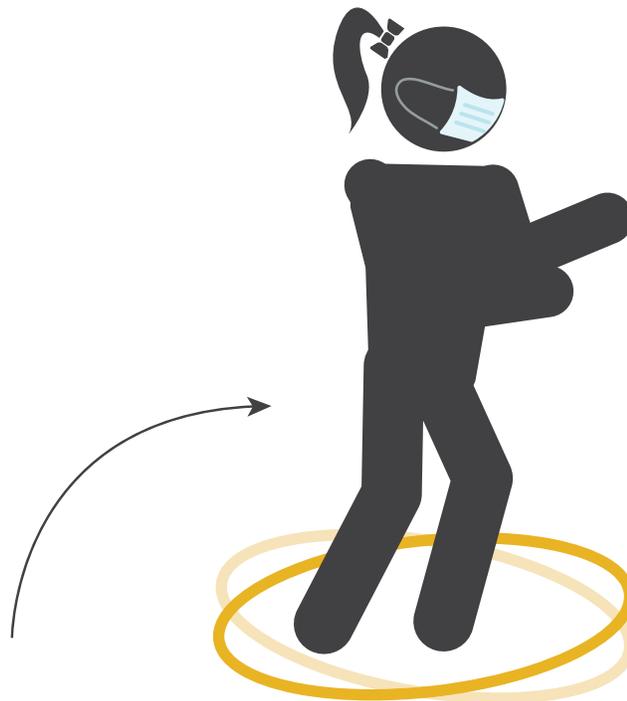
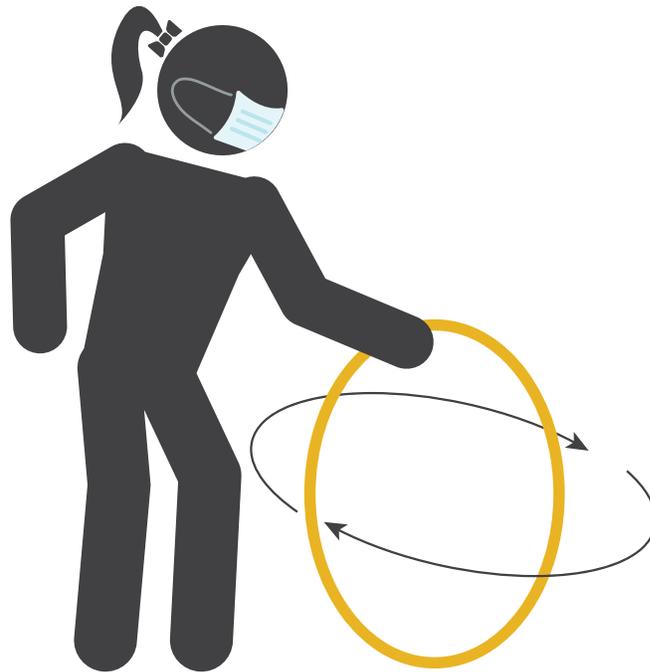
# Hula Hoop School: 4th Grade

Pick the hula hoop up off the floor. Spin the hula hoop on the floor like a top.



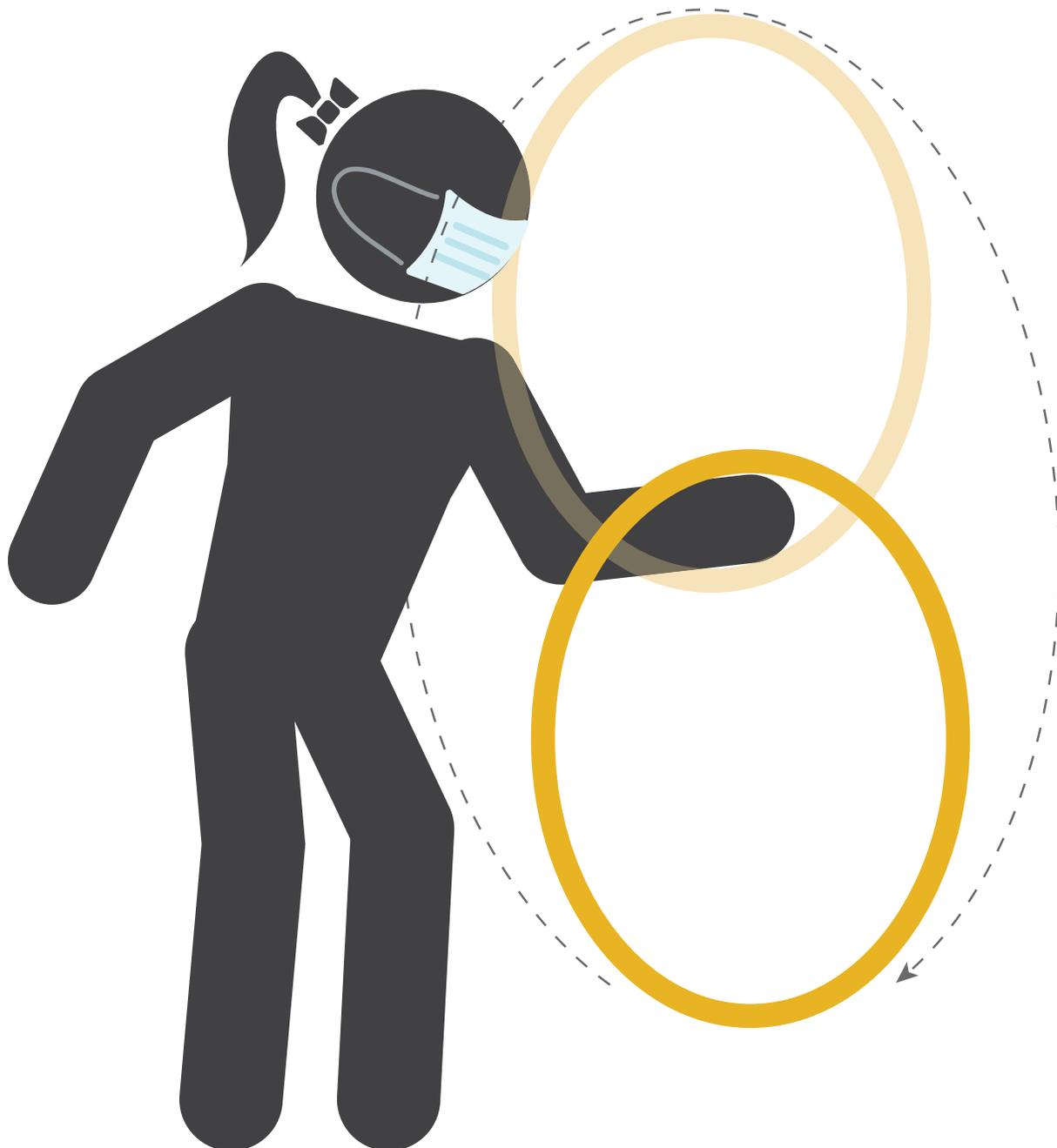
## Hula Hoop School: 5th Grade

Pick the hula hoop up off the floor. Spin the hula hoop on the floor like a top. When you think it's safe, try to jump inside the hoop while it is still spinning and without touching the hoop.



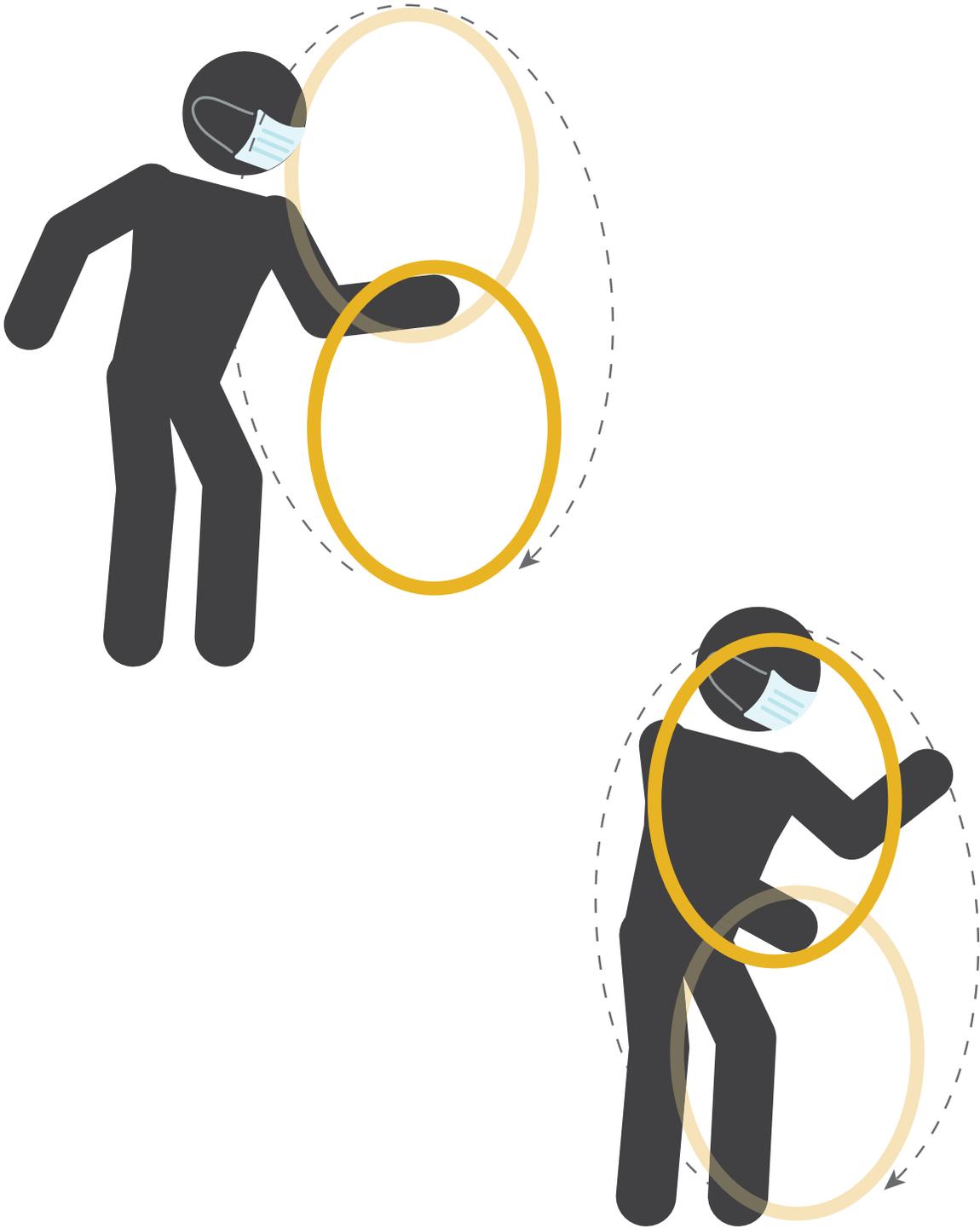
# Hula Hoop School: 6th Grade

Hold the hula hoop in one hand. Twirl the hula hoop around one arm.



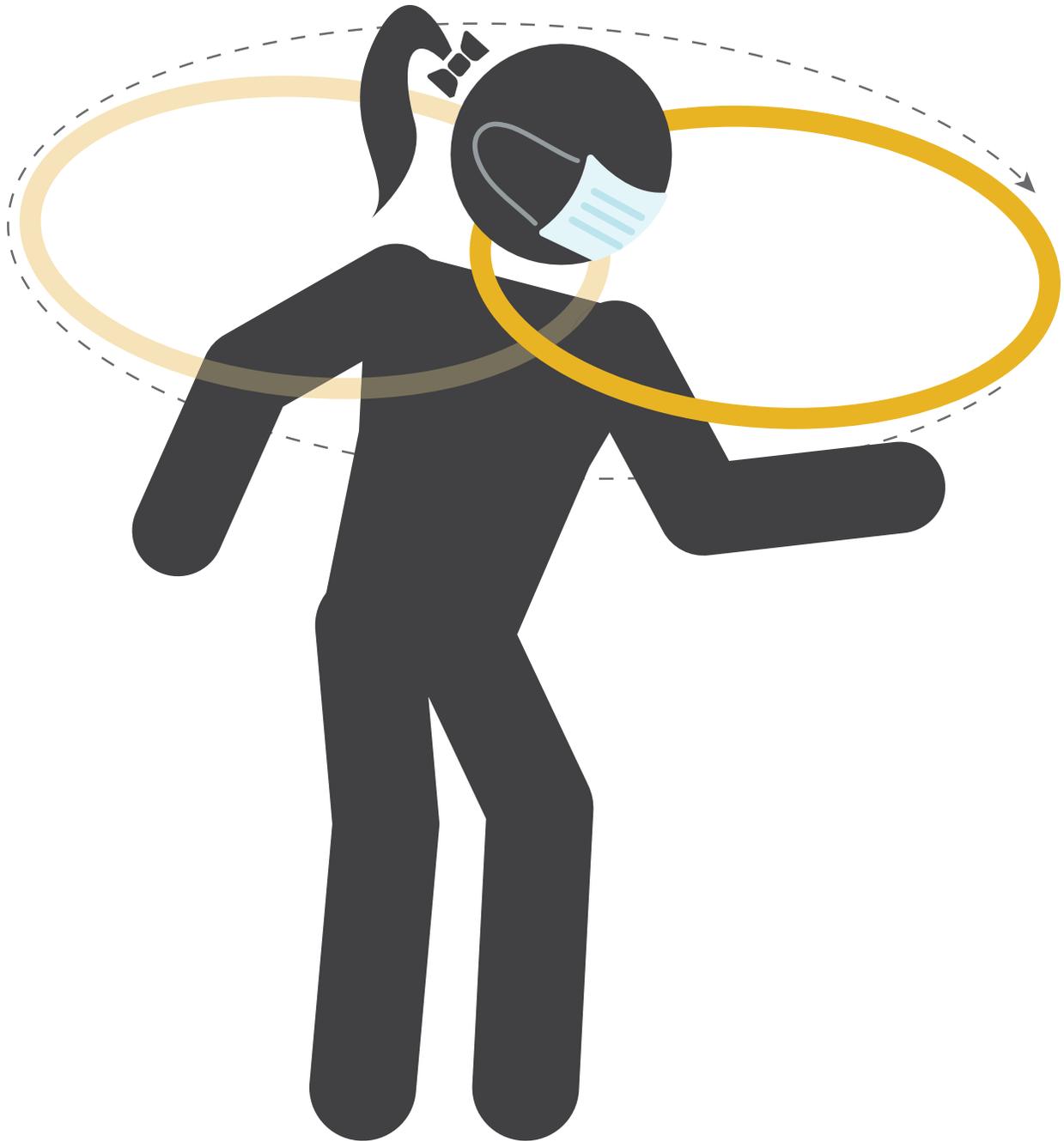
# Hula Hoop School: 7th Grade

Hold the hula hoop in one hand. Twirl the hula hoop around one arm. While it is spinning, change arms and keep the hoop spinning around the other arm.



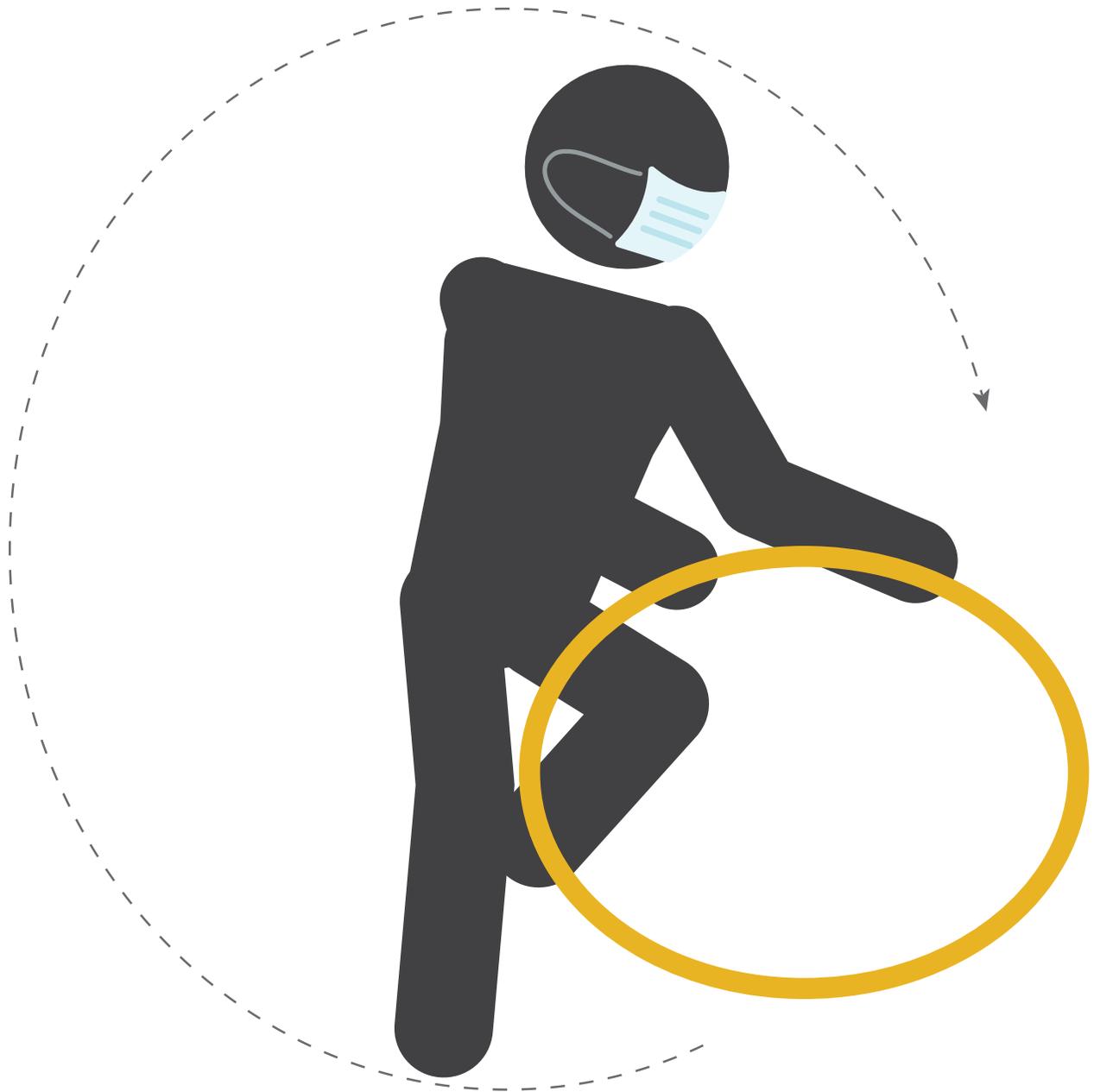
# Hula Hoop School: 8th Grade

Place the hula hoop around the back of your neck. Twirl the hula hoop around your neck.



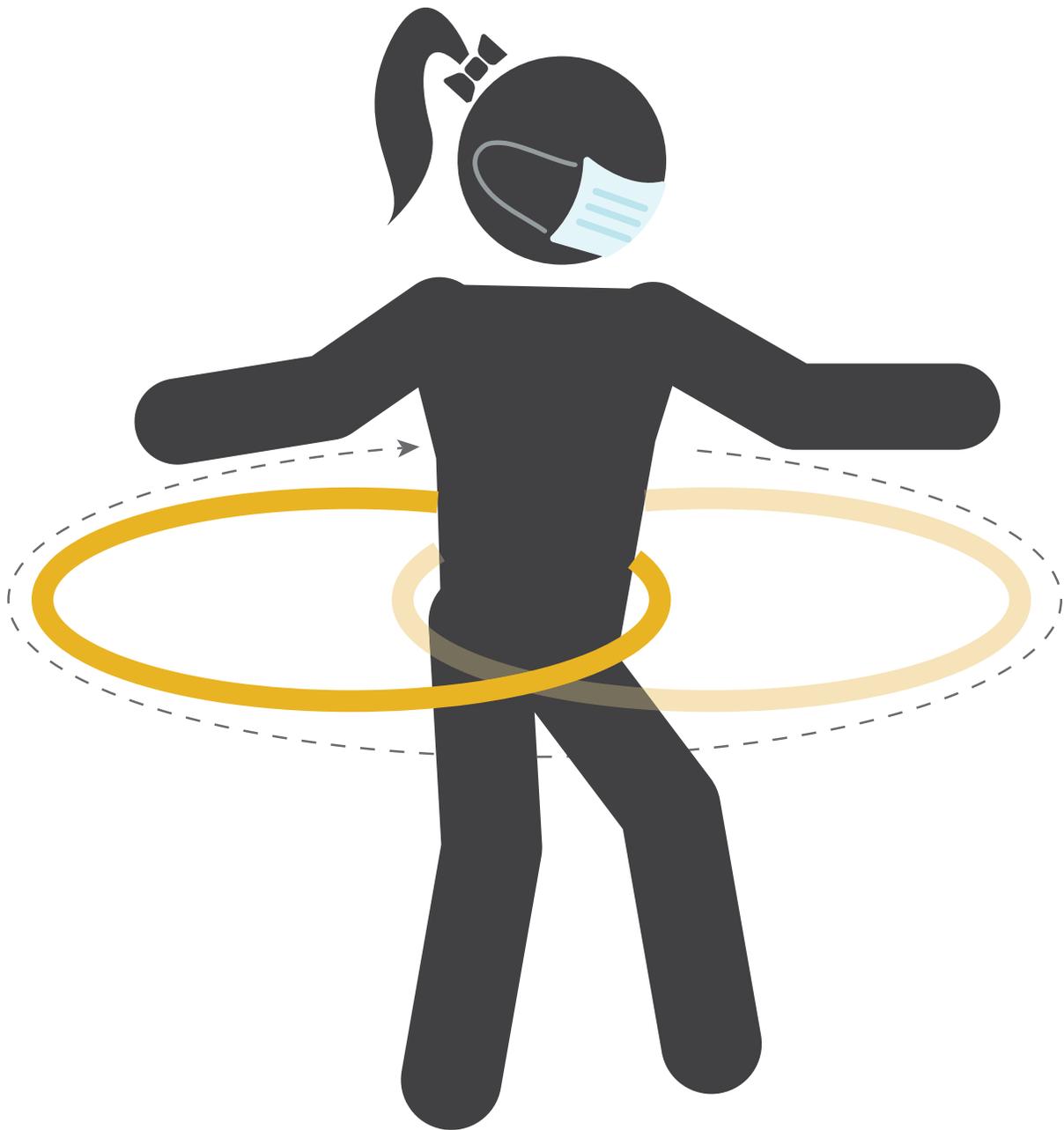
## Hula Hoop School: 9th Grade

Hold the hula hoop with both hands. Use the hula hoop like a jump rope and jump over it as it comes around your body.



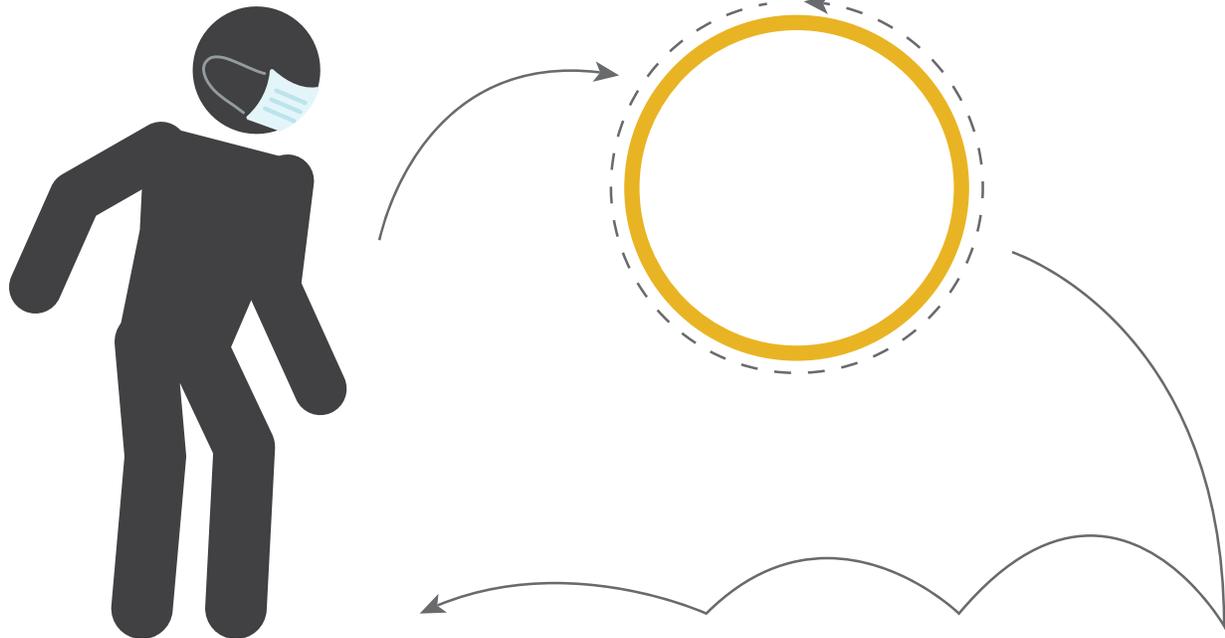
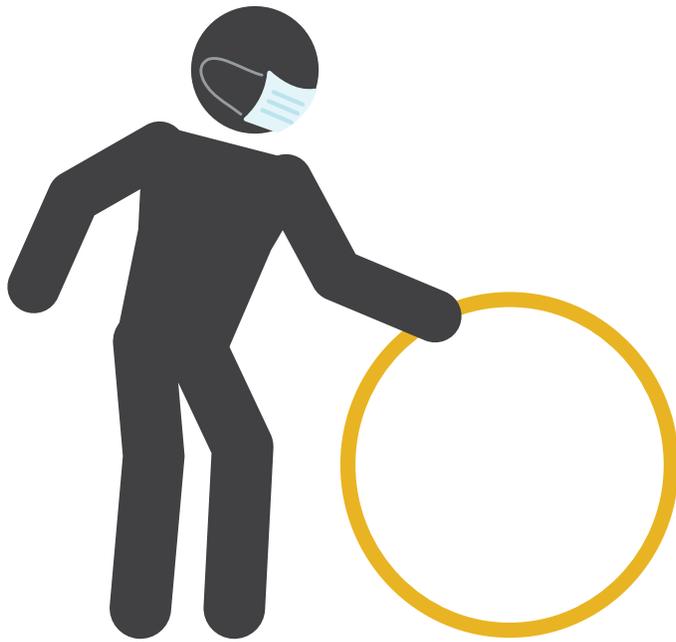
# Hula Hoop School: 10th Grade

Place the hula hoop around your waist. Twirl the hula hoop around your waist.



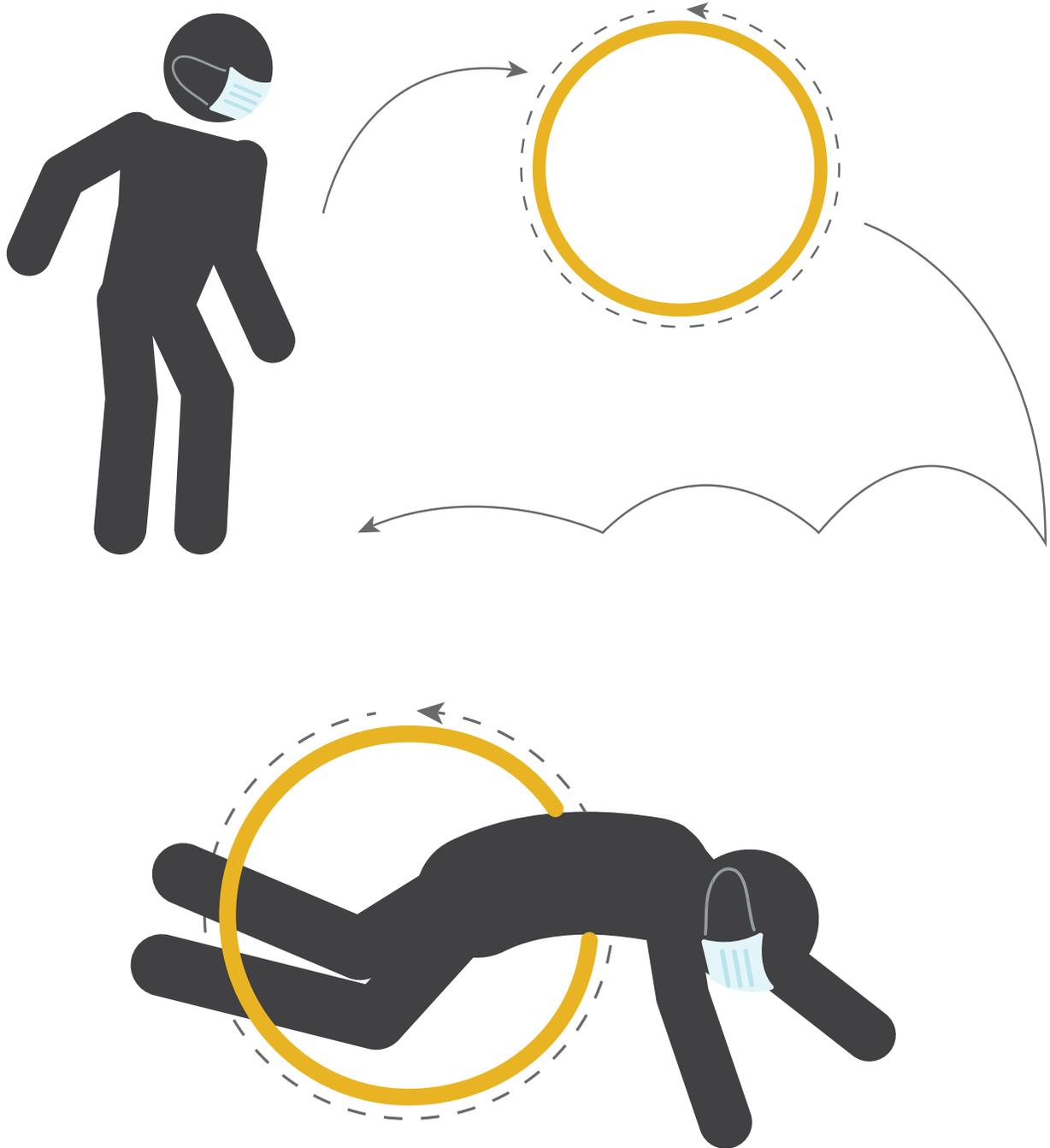
# Hula Hoop School: 11th Grade

Hold the hula hoop with one hand. Throw the hula hoop in front of you on the floor a few feet with some backspin so the hoop comes back to you.



# Hula Hoop School: 12th Grade

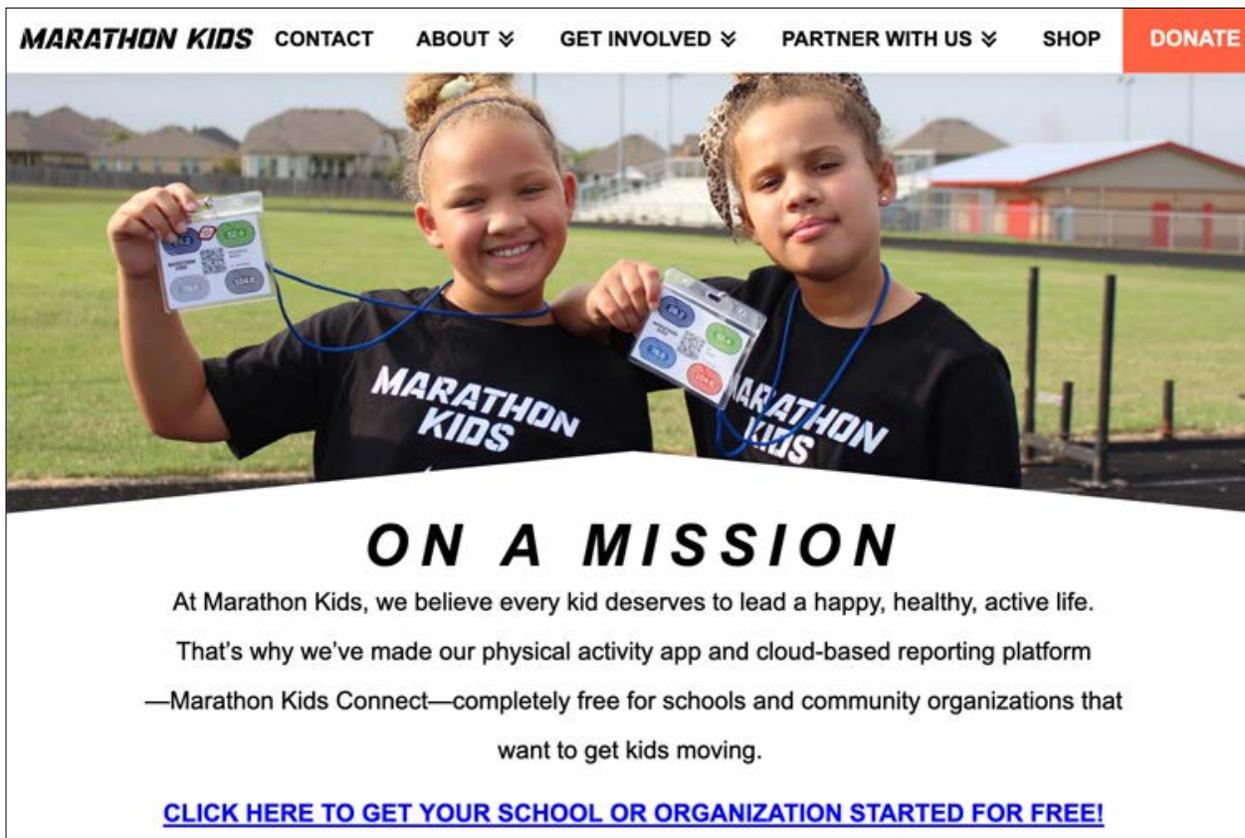
Hold the hula hoop with one hand. Throw the hula hoop in front of you on the floor a few feet with some backspin. While it is moving, jump through the hoop without touching it.



# “TECHNOLOGY CONNECTIONS”

Hello! My name is **Don Forster**, a 20+ year K-8 physical education teacher working in Wichita, Kansas. In this issue, we will be reviewing three technology resources for your consideration and asking each of you to consider submitting innovative platforms that have proven to be helpful as we navigate this new COVID-19 era.

## Marathon Kids



**MARATHON KIDS** CONTACT ABOUT ▼ GET INVOLVED ▼ PARTNER WITH US ▼ SHOP **DONATE**

**ON A MISSION**

At Marathon Kids, we believe every kid deserves to lead a happy, healthy, active life.

That's why we've made our physical activity app and cloud-based reporting platform—Marathon Kids Connect—completely free for schools and community organizations that want to get kids moving.

[CLICK HERE TO GET YOUR SCHOOL OR ORGANIZATION STARTED FOR FREE!](#)

Click image to visit link.

**Marathon Kids (marathonkids.org):** This non-profit organization is based in Texas and has a mission to assist children and youth to “lead happy, healthy and active lives.” They have just come out with a new FREE cloud-based platform and scanner app called “Marathon Kids Connect.” This innovative program is designed to help save you time, provide data to support your physical education program. Whether you scan runner ID cards or enter manual miles for physical activity done at home or school, this FREE tool provides you hands-free physical activity for an unlimited number of participants, data at your fingertips, and gives you, parents, students, and your administration their own impact dashboard view.

Virtual Instruction Resources Too! The Marathon Kids website also has some excellent free resources for no-contact physical distanced activities for schools that may be starting in person.

# IHT Spirit System

The image is a promotional banner for the IHT Spirit System. In the top left corner, there is a logo for IHT | SPIRIT SYSTEM, with 'Interactive Health Technologies' written below it. In the top right corner, there are search and menu icons. The main part of the banner features a photograph of a person in a classroom setting, viewed from behind, holding a tablet. The tablet screen displays a 'PE National Standards Connected to SEL Outcomes' table with various colored bars and data. Overlaid on the right side of the photograph is the text 'Creating The Future Of Education, Measured Through Health'. At the bottom of the banner, a white bar contains the text 'Integrate Wellness Into Every Aspect Of Learning' in blue.

Click image to visit link,

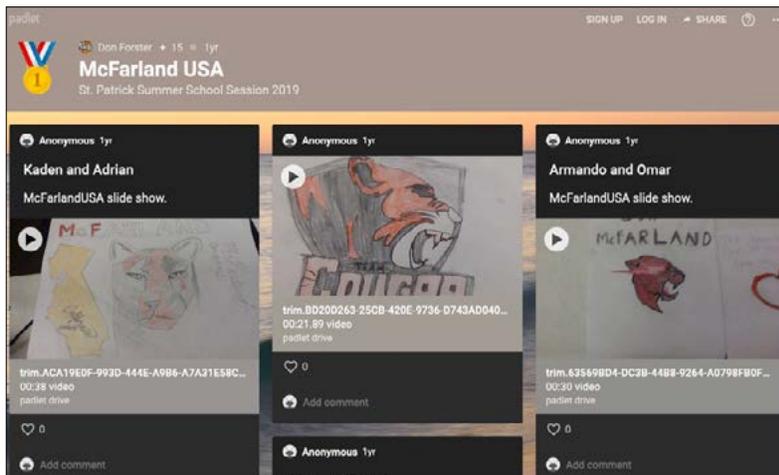
**IHT Spirit System ([ihtusa.com/spirit-system](http://ihtusa.com/spirit-system)):** While not a FREE resource, the IHT Spirit System is a good example how technology can be used in an online setting. This platform offers an online physical education, SEL and other student resources such as journaling for reflections at school or at home. Their Mobile App for Remote Physical Education also provides physical education teachers with instant feedback for their students at home.

## Padlet

**Padlet (padlet.com):** As one of many multi-teacher families, our daughter Sarah Forster introduced our school to the Padlet Virtual World. Padlet is an educational web communication tool that allows students to connect with the larger world. Padlet is an online bulletin board that can be used many different ways. It is free to sign up. However, you can only make three Padlets before you need to upgrade to a monthly or yearly subscription. Teachers can get a 30-day free trial before upgrading to the monthly or annual plan.



Click image visit link.



**“McFarland USA” (Click on the graphic to the left):** We have used Padlet to allow our students to communicate on a wall discussion board with Mr. Johnny Samaniego, a runner’s story profiled in the movie “McFarland USA.” The students were able to communicate with Mr. Samaniego and determine the facts from the fiction of the movie. The most powerful and

moving virtual experience that I have encountered was a summer-school student, Kaden, who was so moved by Mr. Samaniego’s story that Kaden decided to try out for his high school cross country team last fall. Hopefully this will help to demonstrate the possibilities of what students can do on a Padlet wall board. For a low fee monthly charge, Padlet will allow an individual to upload videos to share with their post.

**PE = Powerful Education!** Lastly, if you or someone you know has an awesome physical education tech idea, resource, and/or creation for future G.A.M.E.S. Gazette issues, please let us know! I can be contacted at [dforster@ctkwichita.org](mailto:dforster@ctkwichita.org) as time permits.

# FUN INDIVIDUAL & GROUP CHALLENGES

Fun Individual & Group Challenges By Zachary House

## The Floor is Lava

**Zachary House** is an elementary physical education teacher with Hinton Public Schools in Oklahoma. He recently created a [YouTube Channel](#) for his students and athletes and invites you to follow along as time permits.



**Background:** This activity was originally adapted as a "PE at home" idea. However, it can also be used in a gym or outdoor setting.

**Equipment:**

- Pillows
- Blankets
- Furniture
- Trophy

This is a popular game concept where the idea is to safely cross the floor to retrieve a designated object without touching the floor (hot lava). The players start off the floor by standing on the provided objects placed in the gym. The game can be played outdoors on a playground or in the gym by setting up an obstacle course-like series of challenges such as traveling across the Muddy Acid Bogs (using mats, pogs/pots and other objects as stepping stones), the Cliffs of Courage (using low balance beams, benches and other objects to walk on), the Fire Pits of Terror (using carpet squares and hula hoops as rocks) and finally leaping across the lava to safety on the other side of the gym.

WOW (Words of Wisdom):

Fun Individual & Group Challenges By Drew Burris

## "Dot-To-Dot"

**Drew Burris** is a physical education teacher at La Monte R-IV in La Monte, Missouri. Drew teaches Physical Education and has been teaching for 8+ years. Additionally, he is a High School Soccer Coach.



**Background:** This game is similar to "The Floor is Lava" activity described previously. Except in Dot-To-Dot, the entire gym floor is transformed into a lava field. Within the lava field are stepping stones (pogs/pots).

**Equipment Needed:**

- Jump Ropes
- Pogs/pots
- Cones

**Set-Up:** Each student will need their own jump rope and will need to find a spot to start on.

**How We Do It:** Students will work on balancing pathways. On the "Go" signal, students will try to make their way to the other side of the playing area by connecting their rope from dot to dot and walking across. If a student falls off their rope, they must start over from the beginning. Students must try their best to be 6 feet physically distant from the other students. If a student makes it all the way to the end, they must start back at the beginning. Students are to see how many times they can make it down and back before time runs out. Students are to use only their own rope. Sanitize after use.

**Variations:**

- Inside/outside activity

Fun Individual & Group Challenges By Hal Kramer

## Watch the Teacher

Note: This game comes from **Hal Kramer's "The First Six Minutes"**. It is another IET resource that will prove valuable in assisting you to increase your "bag of tricks".



**Class Set-Up:** This is a fun command-style activity where the Teacher tries to trick the students somewhat like the game of "Simon Says." To do well, this activity will take a bit of thinking on your feet. The students begin in a scattered formation about the playing area.

**Procedures:** The students listen to the following directions to be given by the Teacher.

Teacher:	Actions:
"Go!"	The students jog through the playing area in any direction, watching to avoid bumping into others.
"Stop!"	The students freeze.
"Up!"	The students jump up and down.
"Down!"	The students squat.

However, if the Teacher has his arms crossed when giving the command, the students perform the opposite command. For example, "Go!" means "Stop!" "Stop!" means "Go!" "Up!" means "Down!" and "Down!" is "Up!"

**Variations:** Try using additional commands such as "Fast Feet" (Quickly jogging in place), "Crab Walk Right" or "Crab Walk Left." Try playing this activity with a partner. One player gives the commands with arms crossed or uncrossed while his partner performs the movements. Change commands frequently.

**WOW (Words of Wisdom):** Usually we play this for fun. No one is out for making a mistake! roles frequently.

Fun Individual & Group Challenges By Hal Kramer

## Red, White and Blue

Note: This game comes from **Hal Kramer's "The First Six Minutes"**. It is another IET resource that will prove valuable in assisting you to increase your "bag of tricks".



**Background:** A fun cardiovascular fitness activity that will be a "sure fire" hit with your students.

**Set-Up:** Establish a center line (White) and two end lines (Red and Blue). All students stand on the White centerline at an appropriate distance apart and wait for the Teacher's commands.

Teacher:	Actions:
"Red!"	All students jog to the Red line and back to the White center line.
"Blue!"	All students jog to the Blue line and back to the White center line.

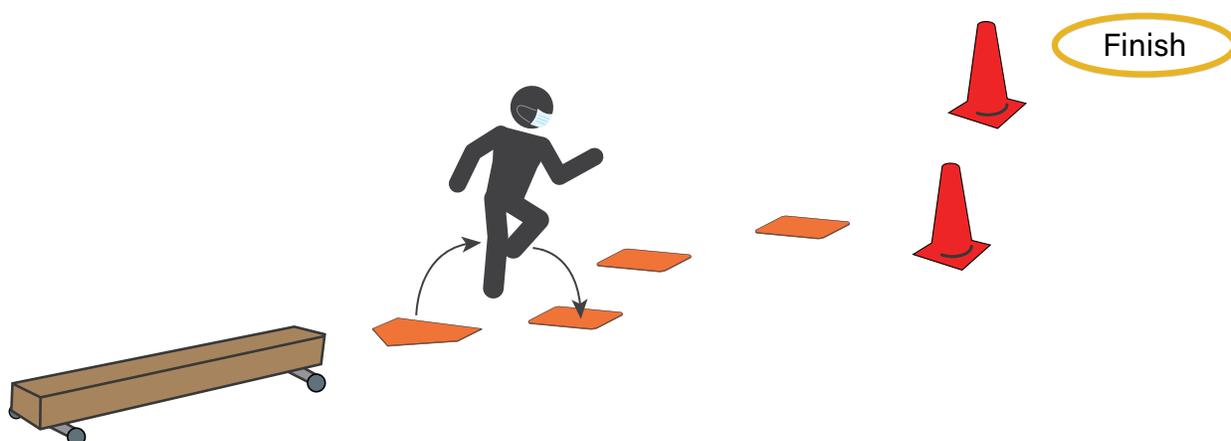
**Variations:** Vary the locomotor movements used when traveling between lines. You can also vary this game by having the students stay at the line that was called. For example, when the students run to the Red line, they remain there rather than automatically returning to the White line. The Teacher's next call can be either White or Blue.

**WOW (Words of Wisdom):** Here are a few teacher-tested suggestions for your consideration. If your students are tiring too quickly, have them jog to the called line and walk back to the center. Also try these Brain-Body Teasers:

- **Do As I Say:** The Teacher calls "Red" but points towards the Blue line. The students respond only to what the Teacher says.
- **Do As I Do:** The Teacher calls "Red" but points towards the Blue line. The students respond only to where the Teacher points.
- **Memory Bank:** When you call "Red" the students walk. When you call "Blue" the students run to the Red line. Your students will need to remember and respond to the previous line you called.

# The Floor is Lava

**Zachary House** is an elementary physical education teacher with Hinton Public Schools in Oklahoma. He recently created a [YouTube Channel](#) for his students and athletes and invites you to follow along as time permits.



**Background:** This activity was originally adapted as a “PE at home” idea. However, it can also be used in a gym or outdoor setting.

## At Home Equipment:

- Pillows
- Blankets
- Furniture
- Trophy

## At School Equipment:

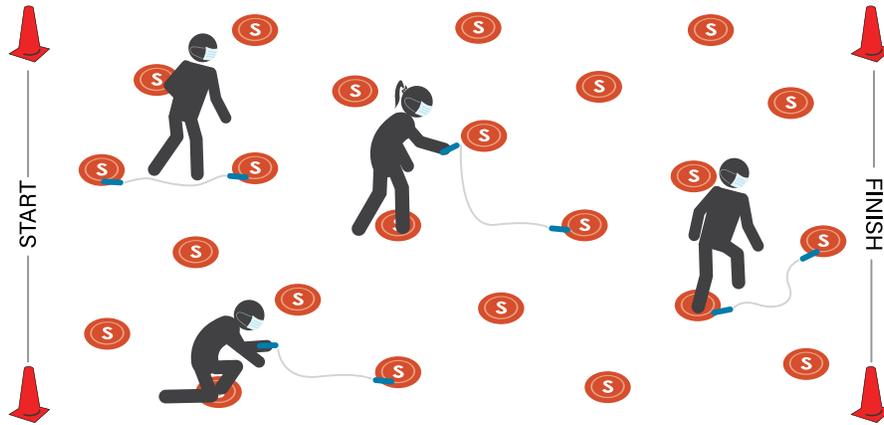
- Cones
- Throw-Down Bases
- Polyspots
- Low Balance Beam, etc.

This is a popular game concept where the idea is to safely cross the floor to retrieve a designated object without touching the floor (hot lava). The players stay off the floor by standing on the provided objects placed in the gym. The game can be played outdoors on a playground or in the gym by setting up an obstacle course-like series of challenges such as traveling across the Muddy Acid Bogs (using mats, polyspots and other objects as stepping stones), the Cliffs of Courage (using low balance beams, benches and other objects to walk on), the Fire Pits of Terror (using carpet squares and hula hoops as rocks) and finally leaping across the lava to safety on the other side of the gym.

**WOW (Words of Wisdom):** Set-up multiple courses that allow for movement from one side of the playing area to the other. Remind the players to take their time as they move across the gym. Once on the other side, they can take the Hidden Trail marked by cones back to the other side of the gym where they take another challenge to cross the gym safely.

# “Dot-To-Dot”

**Drew Burris** is a physical education teacher at La Monte R-IV in La Monte, Missouri. Drew teaches PreK-9th grade and has been teaching for 8+ years. Additionally, he is a High School Soccer Coach.



**Background:** This game is similar to “The Floor is Lava” activity described previously. Except in Dot-To-Dot, the entire gym floor is transformed into a lava field. Within the lava field are stepping stones (polypots).

## Equipment Needed:

- Jump Ropes
- Polypots
- Cones

**Set-Up:** Each student will need their own jump rope and will need to find a spot to start on.

**How We Do It:** Students will work on balancing/pathways. On the “Go” signal, students will try to make their way to the other side of the playing area by connecting their rope from dot to dot and walking across. If a student falls off their rope, they must start over from the beginning. Students must try their best to be 6 feet physically distant from the other students. If a student makes it all the way to the end, they must start back at the beginning. Students are to see how many times they can make it down and back before time runs out. Students are to use only their own rope. Sanitize after use.

## Variations:

- Inside/outside activity.
- Longer/shorter ropes.
- Increase/decrease polypot spacing.
- Have students walk sideways/backwards on rope.
- Pool noodles could substitute for the jump ropes.

# 1, 2, Buckle My Shoe

**Equipment Needed:** This is an individual or small group ball handing activity. Each student is given a small rubber ball that bounces. Your older students can use basketball or playground balls.

**How We Play It:** Have your students in a scattered formation in the gym. Using the chant in the chart seen below, the Teacher leads the students in a series of individual or small group challenges. Please use your school or school district-approved cleaning or disinfecting procedures between classes.

Chant: Level 1	Actions:
"One and two buckle my shoe."	Students say the chant as they drop and bounce the ball on underlined text and catch it.
"Three and four shut the door."	Students say the chant as they drop and bounce the ball on underlined text and catch it.
"Five and six pick up sticks."	Students say the chant as they drop and bounce the ball on underlined text and catch it.
"Seven and eight lay them straight."	Students say the chant as they drop and bounce the ball on underlined text and catch it.
"Nine and ten, the big fat hen!"	Students say the chant as they drop and bounce the ball on underlined text and catch it. When they get to the last three words, they more forcefully push the ball to the ground so that it flies higher and catch it in their hands.

**Partners or Small Groups:** Once your students have mastered saying the chant and performing the motions, have your students get into partners or small groups of 3-4 players. Repeat the activity with each group saying the chant together. Remind your class to speak slowly until everyone is able to do the chant and actions together in unison.

**WOW (Words of Wisdom):** Depending on your students, you may need to group your students somewhat by ability level and/or work in partners with a suitable Encourager to assist a student in learning the Level I sequence.

**Levels II-V:** Here are four additional Levels to challenge your students as they gain confidence and skill. Have fun!

<b>Chant: Level 2</b>	<b>Actions:</b>
<p>"<u>One</u> and <u>two</u> buckle my shoe."  "<u>Three</u> and <u>four</u> shut the door."  "<u>Five</u> and <u>six</u> pick up sticks"  "<u>Seven</u> and <u>eight</u> lay them straight."  "<u>Nine</u> and <u>ten</u> the <b>big fat hen</b>."</p>	<p>Students say the chant as they drop and bounce the ball on underlined text and catch it. When they get to the last three words, they more forcefully push the ball to the ground so that it flies higher <u>as the students turn around and catch the ball on one bounce.</u></p>
<b>Chant: Level 3</b>	<b>Actions:</b>
<p>"<u>One</u> and <u>two</u> buckle my shoe."  "<u>Three</u> and <u>four</u> shut the door."  "<u>Five</u> and <u>six</u> pick up sticks"  "<u>Seven</u> and <u>eight</u> lay them straight."  "<u>Nine</u> and <u>ten</u> the <b>big fat hen</b>."</p>	<p>Students say the chant as they drop and bounce the ball on underlined text and catch it. When they get to the last three words, they more forcefully push the ball to the ground so that it flies higher <u>as the students turn around and catch the ball in the air.</u></p>
<b>Chant: Level 4</b>	<b>Actions:</b>
<p>"<u>One</u> and <u>two</u> buckle my shoe."  "<u>Three</u> and <u>four</u> shut the door."  "<u>Five</u> and <u>six</u> pick up sticks"  "<u>Seven</u> and <u>eight</u> lay them straight."  "<u>Nine</u> and <u>ten</u> the <b>big fat hen</b>."</p>	<p>Students say the chant as they drop and bounce the ball on underlined text and catch it. When they get to the last three words, they more forcefully push the ball to the ground so that it flies higher <u>as the students let the ball bounce, lift their right leg over the ball and catch it.</u></p>
<b>Chant: Level 5</b>	<b>Actions:</b>
<p>"<u>One</u> and <u>two</u> buckle my shoe."  "<u>Three</u> and <u>four</u> shut the door."  "<u>Five</u> and <u>six</u> pick up sticks"  "<u>Seven</u> and <u>eight</u> lay them straight."  "<u>Nine</u> and <u>ten</u> the <b>big fat hen</b>."</p>	<p>Students say the chant as they drop and bounce the ball on underlined text and catch it. When they get to the last three words, they more forcefully push the ball to the ground so that it flies higher <u>as the students let the ball bounce, lift their left leg over the ball and catch it.</u></p>

**WOW (Words of Wisdom):** Please feel free to create additional Levels, such as having your students design their own "Hardest Trick."

- Have your students design their own ball routine.

# Circle-Up

**Equipment Needed:** This is another interesting ball handing activity. Each student is given a small rubber ball that bounces. Your older students can use basketball or playground balls.

**How We Play It:** The students stand in a large circle formation. Using the commands seen below, the Teacher guides the students in a fun series of challenges based on commands. Please use your school or school district-approved cleaning or disinfecting procedures between classes.

Teacher:	Actions:
When I say "One," please throw you ball into the air and catch it. Ready... One!	Students throw the ball into the air about head high and catch it.
When I say "Two," please throw you ball into the air, clap once and catch it. Ready... Two!	Students throw the ball into the air, clap their hands and catch the ball.
When I say "Three," please throw you ball into the air, clap twice and catch it. Ready... Three!	Students throw the ball into the air, clap their hands twice and catch the ball.
<p>"Ready... Let's see if you remember what to do... One!"</p> <p>"Ready... Let's see if you remember what to do... Two!"</p> <p>"Ready... Let's see if you remember what to do... Three!"</p> <p>"Ready... Let's see if you remember what to do... Two!"</p> <p>* This continues as the Teacher "tests" the students' knowledge and skill. After a while, the teacher continues on with additional challenges such as the examples shown.</p>	<p>Students throw the ball into the air about head high and catch it.</p> <p>Students throw the ball into the air, clap their hands and catch the ball.</p> <p>Students throw the ball into the air, clap their hands twice and catch the ball.</p> <p>Students throw the ball into the air, clap their hands and catch the ball.</p>
When I say "Four," please throw your ball into the air, turn around once, let the ball bounce and catch it. Ready... Four!	The students follow the Teacher's example and perform the skill on cue.

**WOW (Words of Wisdom):** Please feel free to create additional Levels/Numbers as desired.

# “HEALTH CONNECTIONS”

**Megan Rasche** is an 11th year physical education and health teacher at Pride Alternative School in Illinois, part of the AERO Special Education Cooperative. In her current role, Megan works with students with behavioral and emotional needs. Prior to this, she was an Adapted Physical Education Teacher, working with students with mostly autism and multi-needs health impairments.

**W**hat A Year! What a year this has been for everyone! March 13th was the last day I would see my students in person. It was a normal Friday. The kids walked down the hallway, I told them goodbye and have a great weekend. See you on Monday. Two hours later, we would learn that we would be switching to E-Learning, to create a Google Classroom and include assignments the students could do from home.

**Feeling Defeated...?** I don't know about you, but I felt defeated as a teacher. I just wanted to help my students, but could not due to Covid 19. As the school year closed and I finished my 10th year as a PE Teacher, I said goodbye to my students over Google Classroom. I felt sad and frustrated that I could not give them a hug goodbye or a high five or a fist bump and tell them to have a Great Summer.

**But, We Did It!** As a department, we never used Google Classroom for our students or used Google Slides or Google Forms in our instruction. But we learned:

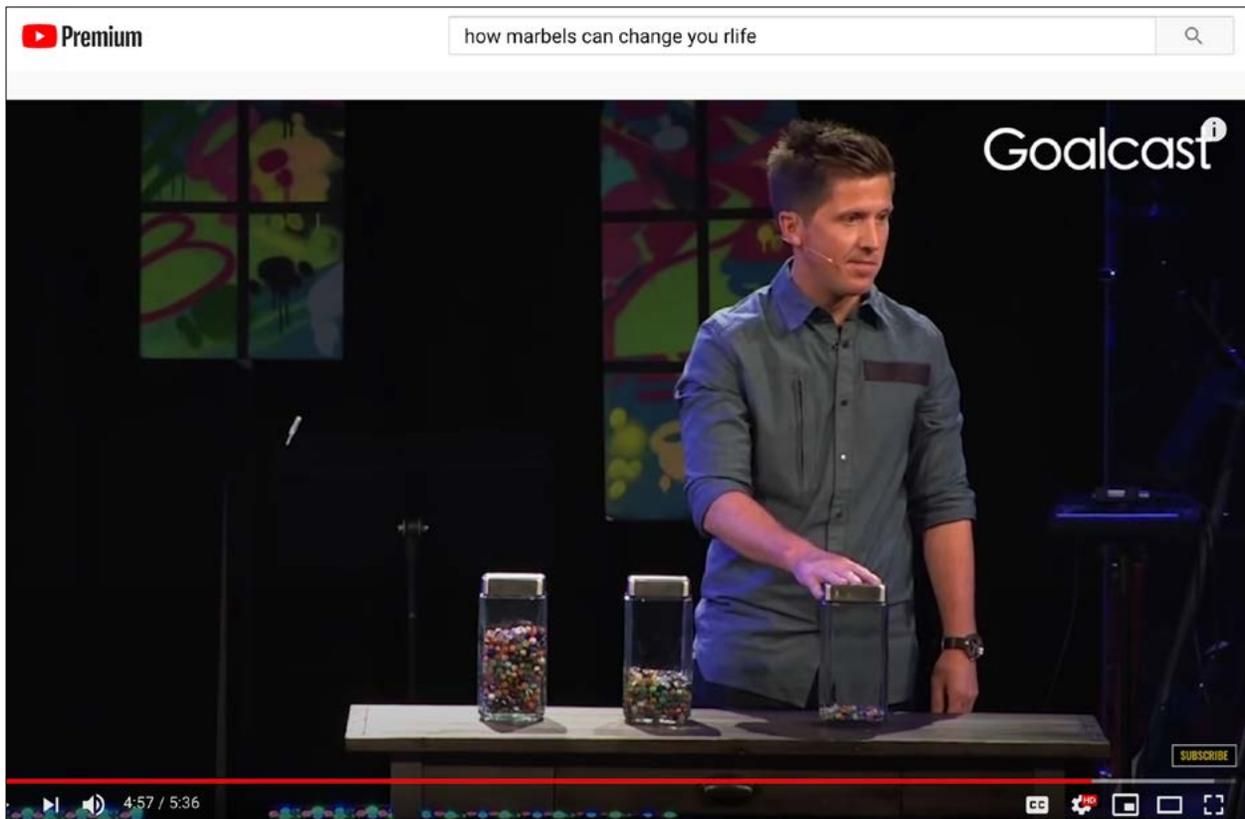
- Learned how to create a video, edit it, and create a Youtube Channel,
- How to create a Bitmoji Classroom,
- Learned how to gather resources on Twitter and Facebook.

**But What About Their Health?** Even though we were creating these great assignments, our students continued to have a hard time adjusting to COVID-19. Their home lives, their mental and emotional wellness and overall wellness had to become the number one priority before learning could take place. The one thing that I learned over and over is that as health and physical education teachers, we are not alone. Teachers across the United States had the same issues of frustration of not knowing how to use technology or students not completing assignments.

**Giving Back to the Profession...** With all of this in mind, I wanted to find additional way to give back to the physical education and health community. We are all in this together. When Artie Kamiya posted on Facebook and Twitter that he was looking for a “Health Connections” Editor for the G.A.M.E.S. Gazette, I jumped on the opportunity. In each of the four annual editions, I will be highlighting three health resources that I have personally used and reviewed. Hopefully you will find each of the following resources useful during the 1st quarter of the 2020-2021 school year.

# Resource #1: "How Marbels Can Change your Life"

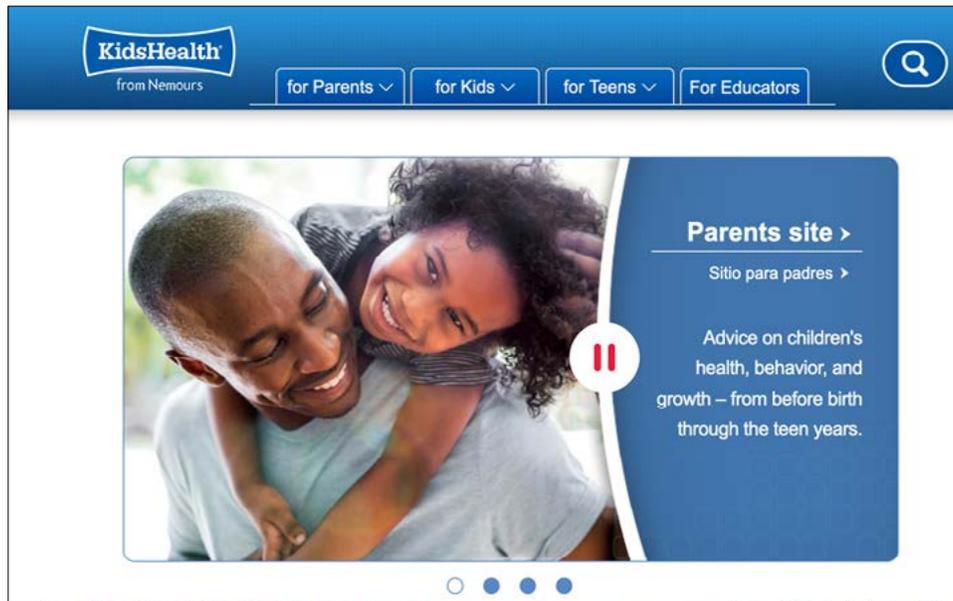
by Josh Shipp



Click image to view video.

**Background:** We saw this video during our week of professional development before remote learning started this school year and it really hit home for us. Josh Shipp, a foster child, gave his story about the critical turning point in his life and how you can make a difference in someone's life. Without giving away too many details of the video, the real takeaway from the video was the visual of using a jar of marbles. A person born to the day they turned eighteen, has 936 marbles, which represents each week they are alive. A five year old has 260 marbles (676 weeks till 18), a 10 year old has 520 marbles (416 weeks till 18), a 15 year old has 780 marbles (156 weeks till 18). These are the amount of marbles they have as they inch closer and closer to the day they turn 18, which is when they legally become an adult and have to start making choices on their own.

## Resource #2: Kids Health



Click image to visit site.

**Background:** We love using the kids health website because it is a great resource for parents, kids, teens, and educators. When I first started teaching health education three years ago, we did not have a curriculum or a health book to use with our 9th graders. This became one of our primary resources for instructional materials and lessons. The website is divided down into various tabs: Parents, Kids, Teenagers and Educators.

- **Parents Tab:** This provides advice and articles on children's health, behaviors, and emotions from birth to adolescence.
- **Kids Tab:** This offers a variety of articles on how the body works, puberty and growing up, how to stay healthy, how to be safe, and feelings. We love showing our K-5 students how their body works and on the website, you can click on a body part and it will show them a short video on that body part as well as quizzes, articles, activities, and word searches. In addition, it also has a Spanish option when giving students an article to read online and can read it out loud to them.
- We will be using this feature during remote learning for our students when they have asynchronous learning for physical education.
- **Teacher Tab:** The teacher tab offers teachers free health related lesson plans for PreK through 12th grade. Each teacher guide includes discussion questions, classroom activities, printable handouts, and quizzes all aligned to the National Health Education Standards.
- In addition, it has a special needs tab, which gives fact sheets that explain the basic health conditions that can affect learning in the classroom and offer quick tips on teaching strategies to help students succeed in school.

## Resource #3: ChromeBooks

The screenshot shows the CBHPE website header with the logo and tagline: "Improve Student Learning with ChromeBooks (and other devices) in Health and Physical Education". A navigation menu includes: Home, IDEA TANK, BackToSchool, #HPEatHome, Templates, Projector, GIFs, Apps, HMM, EDI/Social Justice/SEL, Resources, and About.

The main content area features a lesson titled "Grounders" with the following list:

1. Bend knees
2. Non-throwing hand palm up
3. Throwing hand palm down

To the right of the list is a video of a baseball player in a batting stance. A dark green box with white text "This is where ..." is overlaid on the video. At the bottom left of the video area is a dark green box with white text "Got Chromebooks or other devices?". At the bottom right is a dark green box with white text "WE SHARE!".

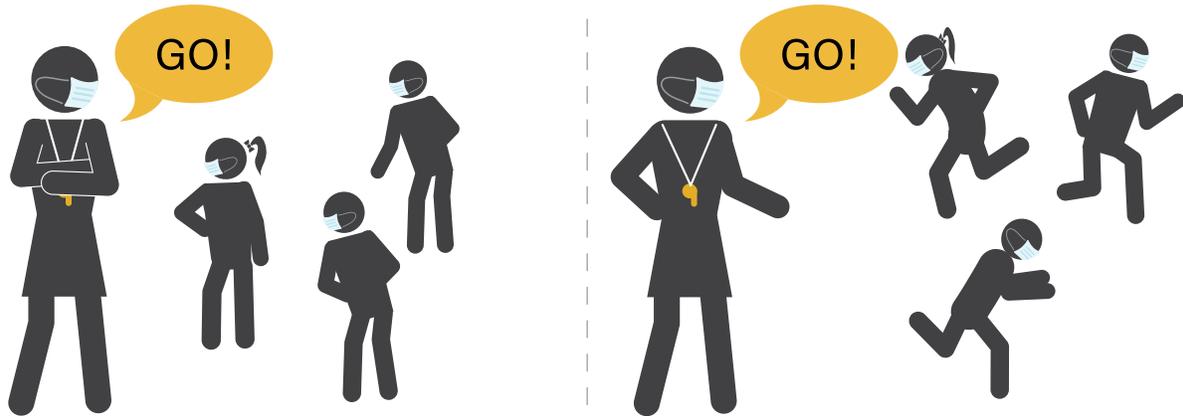
Click image to visit site.

**Background:** This outstanding FREE resource has been mentioned several times by others. In relationship to health education, this website was created with the purpose for health educators to share lessons and ideas and for anyone to access materials. There are many tabs that include health and physical education at home lessons, projector ideas, templates, Gifs, and social justice, equity, diversity, and inclusion resources.

**In Closing:** Like the other five "Advice Column Experts," I'd like to extend a virtual handshake and a hug to each of you! If you have any questions, comments or recommendations please feel free to contact me at [megan.kopacz@gmail.com](mailto:megan.kopacz@gmail.com) Or via Twitter: [@rasche\\_pe](https://twitter.com/rasche_pe).

# WATCH THE TEACHER

Note: This game comes from [Hal Cramer's "The First Six Minutes."](#) It is another TPT resource that will prove valuable in assisting you to increase your "bag of tricks".



**Class Set-Up:** This is a fun command-style activity where the Teacher tries to trick the students somewhat like the game of “Simon Says.” To do well, this activity will take a bit of thinking on your feet. The students begin in a scattered formation about the playing area.

**Procedures:** The students listen to the following directions to be given by the Teacher.

Teacher:	Actions:
“Go!”	The students jog through the playing area in any direction, watching to avoid bumping into others.
“Stop!”	The students freeze.
“Up!”	The students jump up and down.
“Down!”	The students squat.

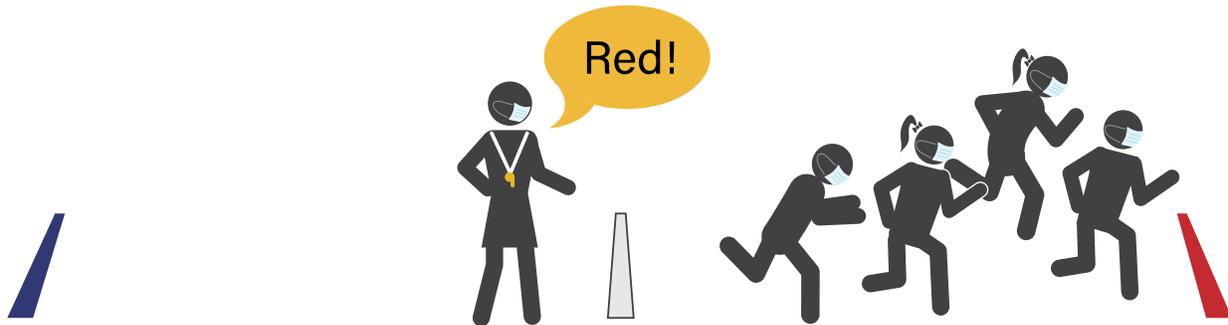
However, if the Teacher has his arms crossed when giving the command, the students perform the opposite command. For example, “Go!” means “Stop!” “Stop! Means “Go!” “Up”is “Down!” and “Down!” is “Up!”

**Variations:** Try using additional commands such as “Fast Feet!” (Quickly jogging in place); “Crab Walk Right” or Crab Walk Left.” Try playing this activity with a partner. One player gives the commands with arms crossed or uncrossed while his partner performs the movements. Change roles frequently.

**WOW (Words of Wisdom):** Usually we play this for fun. No one is out for making a mistake!

# RED, WHITE AND BLUE

Note: This game comes from [Hal Cramer's "The First Six Minutes."](#) It is another TPT resource that will prove valuable in assisting you to increase your "bag of tricks".



**Background:** A fun cardiovascular fitness activity that will be a “sure fire” hit with your students.

**Set-Up:** Establish a center line (White) and two end lines (Red and Blue). All students stand on the White centerline at an appropriate distance apart and wait for the Teacher’s commands.

Teacher:	Actions:
“Red!”	All students jog to the Red line and back to the White center line.
“Blue!”	All students jog to the Blue line and back to the White center line.

**Variations:** Vary the locomotor movements used when traveling between lines. You can also vary this game by having the students stay at the line that was called. For example, when the students run to the Red line, they remain there rather than automatically returning to the White line. The Teacher’s next call can be either White or Blue.

**WOW (Words of Wisdom):** Here are a few teacher-tested suggestions for your consideration. If your students are tiring too quickly, have them jog to the called line and walk back to the center. Also try these Brain-Body Teasers:

- **Do As I Say:** The Teacher calls “Red,” but points towards the Blue line. The students respond only to what the Teacher says.
- **Do As I Do:** The Teacher calls “Red,” but points towards the Blue line. The students respond only to where the Teacher points.
- **Memory Bank:** When you call “Red,” the students wait. When you call “Blue,” the students run to the Red line. Your students will need to remember and respond to the previous line you called.

# EXERCISE SCAVENGER HUNT

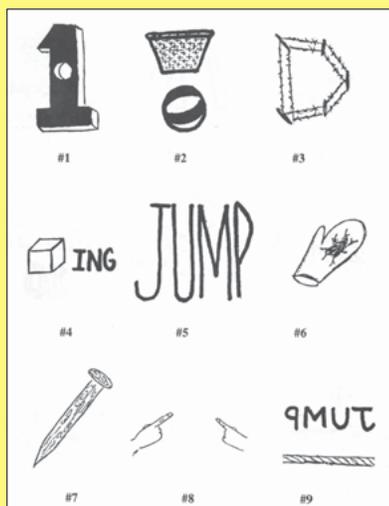
**Kelly Zerby** is an elementary physical education teacher from Illinois. She is well-known on Twitter as [@Tall\\_Kelly](#) and the Illinois AHPERD Vice President of Children.

**Background:** This outdoor scavenger hunt can be done alone, in pairs or in small groups. If you copy and laminate ahead of time you can reuse them. Give students the space and time they need to do all 15 actions. It's easy to adapt this scavenger hunt to fit the needs of your school's playground. This activity is quick, great as a warm-up, or you can have several hunts prepared and they can do several at a time.

**Directions:** Hand each student a copy of the Exercise Scavenger Hunt Sheet. The students can do this activity alone, with a partner, or a small group.

**WOW (Words of Wisdom):** Have more than one scavenger hunt ready to go! Mix up the order if you want your students doing different things at different times.

## Answers to Page 16



1. Hole in One
2. Basketball
3. Defense
4. Boxing
5. High Jump
6. Badminton
7. Spike
8. 2-Points
9. Jump Rope Backwards

# OUTDOOR EXERCISE SCAVENGER HUNT

Good Luck!

- \_\_\_\_\_ 1. Perform 20 jumping jacks.
- \_\_\_\_\_ 2. Touch 5 different trees.
- \_\_\_\_\_ 3. Say, "I love P.E.!" ten times.
- \_\_\_\_\_ 4. Collect three twigs.
- \_\_\_\_\_ 5. Do 10 jumping jacks.
- \_\_\_\_\_ 6. Jog over and say "Hi" to a parked car.
- \_\_\_\_\_ 7. Perform 10 curl-ups.
- \_\_\_\_\_ 8. Collect three flowers or leaves.
- \_\_\_\_\_ 9. Skip around for 1 minute.
- \_\_\_\_\_ 10. HOP on each foot 10 times.
- \_\_\_\_\_ 11. Say the alphabet forward and then backward.
- \_\_\_\_\_ 12. Name your favorite vegetables and fruits.
- \_\_\_\_\_ 13. Do 5 push-ups.
- \_\_\_\_\_ 14. Do Mountain Climbers and Count by 5's to 100.
- \_\_\_\_\_ 15. Slowly reach for your toes and hold it for 20 secs.

# “SOCIAL-EMOTIONAL LEARNING CONNECTIONS”

**Meet Lyn Porter:** I am now beginning my 30th year in Champlain Valley School District in Vermont. Specifically, I'm a Pre-K – 2 physical educator at Allen Brook School in Williston, Vermont. This year I was fortunate to be the recipient of the prestigious Sanford Teacher Award for Vermont for our school's work for incorporating social-emotional learning through physical education.

**B**uilding Upon Our Own Experiences: I believe we all have the responsibility to use our different life experiences to become better educators. For me, my childhood was not easy. There were many times of turmoil and angst in my youth. And these experiences of good and not-so-good helped build you and me into the educators we are today. How we choose to use those experiences can either make us stronger and more resilient or hinder our growth and forward movement.

As educators we have an awesome responsibility. We are shaping the future. There is no other profession that has a greater impact in the future of our world. The children we teach now will become the future leaders, teachers and caregivers of our future. Does this scare you a bit?

**Building Trust:** Building trust with our students is not often easy. It takes effort and time. And making ourselves fully present. Sometimes their trust was a gift not easily given. I am thankful to have the opportunity to share these thoughts with you. For now, here are a few resources that will get us started on the path of Social Emotional Learning.

## Social-Emotional Learning Resource #1: TED Talk Speaker Olympia Della Flora

**Background:** This is a good jumping off point. “Creative Ways to Get Kids to Thrive in School” is a TED Talk delivered by Olympia Della Flora. As a principal, she talks about how to change your thinking around school climate, looking at how SEL impacts learning.



Click image to view video.

## Social-Emotional Learning Resource #2: Sanford Harmony

**Background:** Available at no cost, Sanford Harmony is a social emotional learning program for Pre-K-6 grade students designed to foster intergenerational communication and understanding, connection, and community both in and outside the classroom and develop boys and girls into compassionate and caring adults.



Click image to view video.

## Social-Emotional Learning Resource #2: "Sally Sore Loser"

**Background:** Sally Sore Loser is a wonderful 6:16 minute story for a read aloud. This story focuses on the importance of being a good sport and cooperating with others. This book is read aloud and can be shared either in person or virtually.



Click image to view video.

# ALTERNATIVE OUTDOOR GAMES

# GAMES

Alternative Outdoor Games

### 1. Locomotor Leader



**Class Set-Up and Procedures:** Have your students sitting down in a semi-circle on the gym or outside. One player is selected to be the Locomotor Leader. That player shows the locomotor skill to be used (walk, skip, gallop, etc.) and shows "All Aboard the Locomotor Leader uses that locomotor skill (skip) and skips between the students who are sitting. The Locomotor Leader uses that locomotor skill (skip) and skips between the students who are sitting. One-by-one, the students join the train behind the Locomotor Leader. When the train is full, select another student to be the Locomotor Leader. When the train is full, select another student to be the Locomotor Leader. When the train is full, select another student to be the Locomotor Leader.

**Modifications:** This activity can also be done in a classroom setting. When the Locomotor Leader moves in and out between the rows of students, the Locomotor Leader moves in and out between the rows of students, the Locomotor Leader moves in and out between the rows of students.

**Wow! (Words of Wisdom):** Try this fun variation. Once the Train is full, the Locomotor Leader points to a seated player as a signal to join the train. This is the signal for all students to quickly go back to their seats. This is the signal for all students to quickly go back to their seats. This is the signal for all students to quickly go back to their seats.

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Alternative Outdoor Games

### 2. 9-Hole Disc Golf

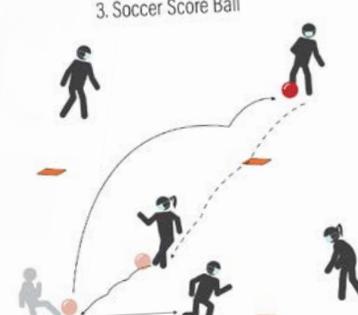


**Set-Up and Procedures:** This game is played just like a real game of disc golf. Select several objects around your school's playground to serve as holes. Select several objects around your school's playground to serve as holes. Select several objects around your school's playground to serve as holes.

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Alternative Outdoor Games

### 3. Soccer Score Ball



**Set-Up and Procedures:** This is basically a no-hands kickball game with a score-keeping twist. In this game, the bases are assigned a different point value from 1-4. The ball is rolled by the Pitcher by kicking it towards the waiting "batter." When the ball is kicked, the batter runs to first base (1 point). The fielding team needs to retrieve the ball and return it to their Pitcher who yells "Stop!" This is the signal for the base runner to stop at the last base touched. For example, if the base runner was able to get to second base before the fielding team was able to return the ball back to their Pitcher, 2 points would be scored.

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# 1. Locomotor Leader



**Class Set-Up and Procedures:** Have your students sitting down in a scattered formation in the gym or outside. One player is selected to be the Locomotor Leader. That person announces the locomotor skill to be used (walk, skip, gallop, etc.) and shouts: “All Aboard!” Immediately, the Locomotor Leader uses that locomotor skill (skip) and skips between the sitting players. As she does, she will point to a seated player to join the Train. This student stands up and begins skipping behind the Locomotor Leader. One-by-one, the students join the Train until the entire class is doing the selected locomotor skill. When the train is full, select another Locomotor Leader to begin another round of play.

**Modifications:** This activity can also be done in a classroom setting as well. In this game modification, the Locomotor Leader moves in and out between the rows of desks. The Locomotor Leader points to a seated player as a signal to join the train.

**WOW (Words of Wisdom):** Try this fun variation. Once the Train is full, the Teacher shouts: “Train Wreck!” This is the signal for all students to quickly go back to their original spots. You can also add a bit of suspense to the activity by saying “Train Track!” or “Train Signal!” instead of “Train Wreck!” as a fun way to encourage your students to only respond to the correct term. If polyspots are available, they can sit on the designated polyspot as an easy point of reference for this activity.

## 2. 9-Hole Disc Golf



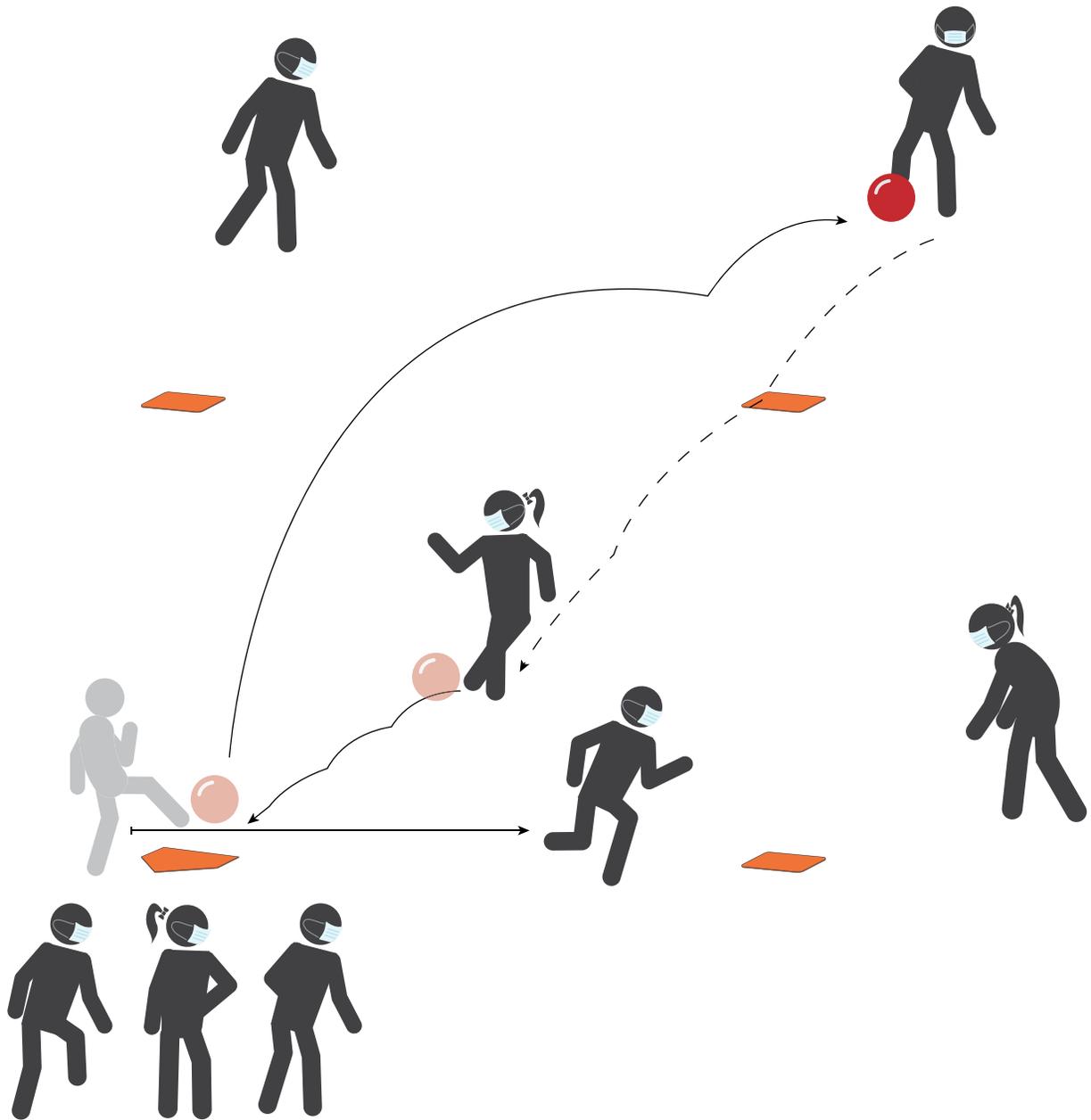
**Set-Up and Procedures:** This game is played just like a real game of golf, except with a Frisbee. Select several objects around your school's playgroup to serve as the holes. For example, you might select a certain tree, a trash can or a light pole. Divide the class into foursomes. Each group has a Scorer. Use the accompanying score card for the Scorer to keep track of everyone's score. The players are each given a Frisbee and start at a designated tee area (hula hoop). Each throw will count as an ordinary golf stroke. The object of the game is to hit the designated object and "hole out" as seen in the accompanying graphic.

Name	Hole 1	Hole 2	Hole 3	Hole 4	Hole 5	Hole 6	Hole 7	Hole 8	Hole 9	Total

Name	Hole 1	Hole 2	Hole 3	Hole 4	Hole 5	Hole 6	Hole 7	Hole 8	Hole 9	Total

Name	Hole 1	Hole 2	Hole 3	Hole 4	Hole 5	Hole 6	Hole 7	Hole 8	Hole 9	Total

### 3. Soccer Score Ball



**Set-Up and Procedures:** This is basically a no-hands kickball game with a score-keeping twist! In this game, the bases are assigned a different point value from 1-4. The ball is rolled by the Pitcher by kicking it towards the awaiting “batter.” When the ball is kicked, the batter runs to first base (1 point). The fielding team needs to retrieve the ball and return it to their Pitcher who yells: “Stop!” This is the signal for the base runner to stop at the last base touched.

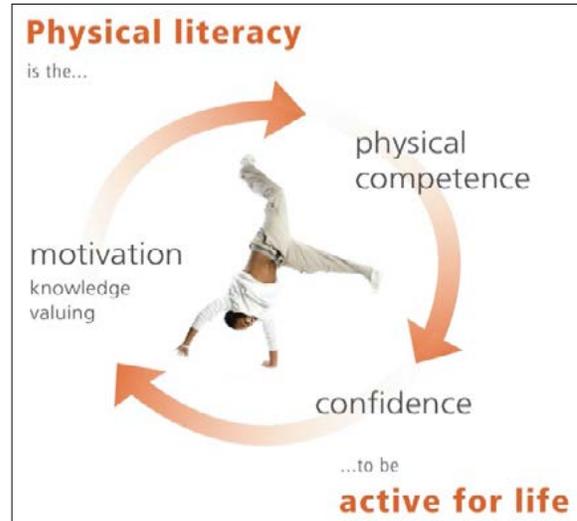
For example, if the base runner was able to get to second base before the fielding team was able to return the ball back to their Pitcher, 2 points would be scored.

# “PHYSICAL ACTIVITY CONNECTIONS”

**James Hambel** is an elementary physical education teacher grades at PS 457 which is located in South Bronx, New York. James has been teaching for 10 years: 8 years in physical education and two years in Special Education.

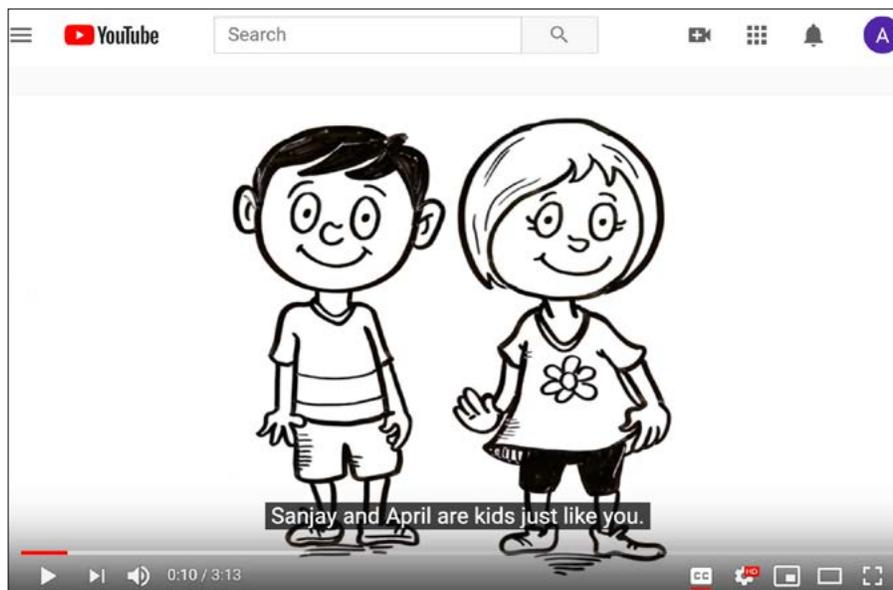
## **P**hysical Activity or Physical Education?

For over the past 10 years (at least), our profession has been involved in this debate: How do you distinguish physical education from physical activity? For me, the difference is that physical education involves assisting our students to become physically literate. In other words, we want all students to learn to become confident in their abilities and motivated to want to move and challenge themselves. And they need to be instructed in skills designed to develop this competence.



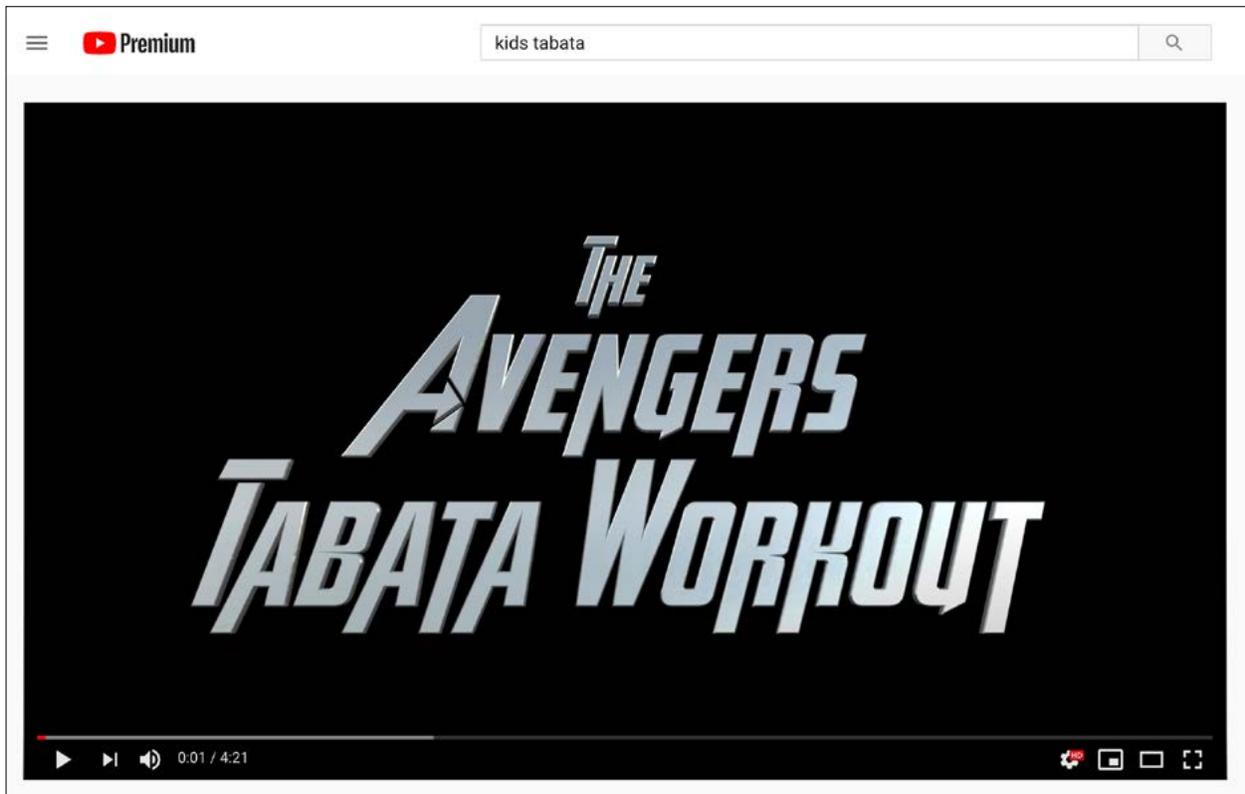
## Physical Activity Resource #1: “Physical & Health Literacy”

(“Introduction to Physical & Health Literacy” courtesy of [Sportball.us](http://Sportball.us))



Click image to view video.

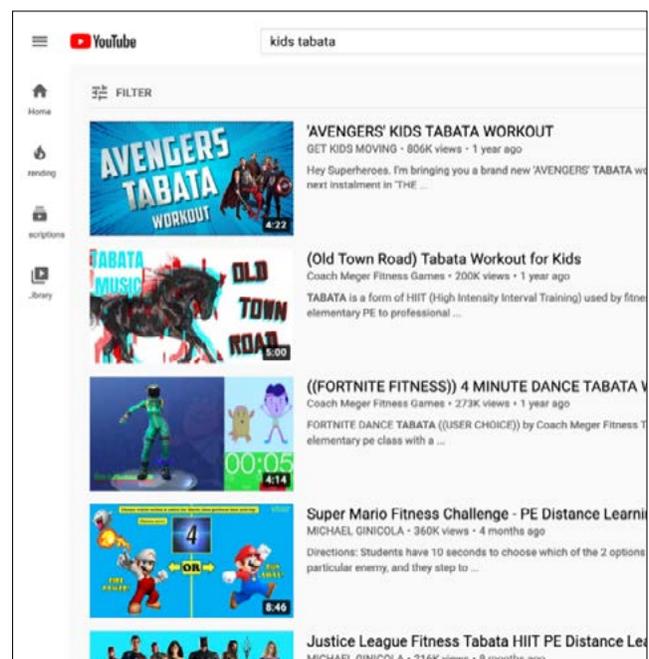
## Physical Activity Resource #2: "Tabata"



Click image to view video.

**Background:** One of my favorite activities to do is Tabata. Tabata involves performing an exercise as many times as you can in a set amount of time and then resting for 10 or so seconds. Fortunately, there are bunches of short Tabata workouts listed on YouTube as seen to the right. Just find a few that work for you and your students and you're on your way!

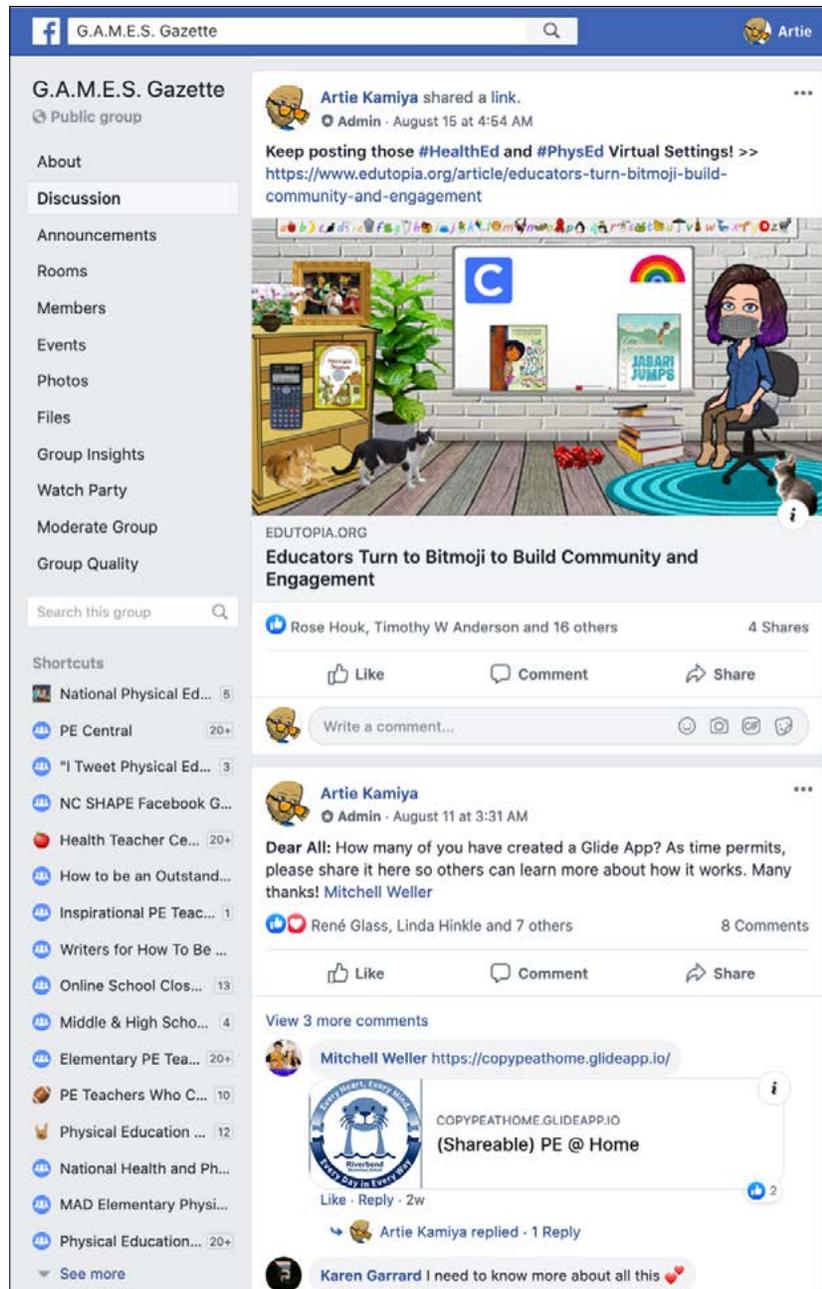
Please preview each video prior to instruction as to be culturally appropriate.



Click image to view site.

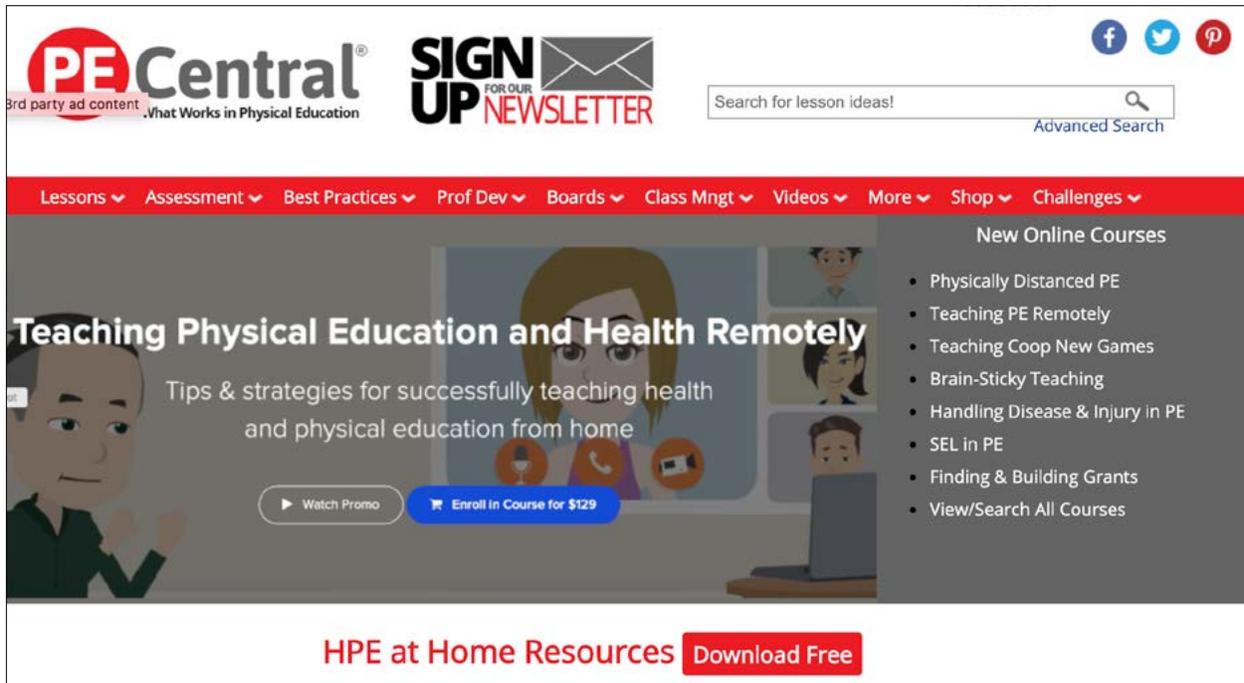
# G.A.M.E.S. Gazette Facebook Group

**Background:** As mentioned in the opening “Welcome” Section, there is a [GAMES Gazette Facebook Group](#). Currently, we have about 1,500 members. Please consider joining this group as all of our contributors, columnists and other featured guests are standing ready to assist you via this Facebook Group.



Click image to visit site.

# Appendix A: PE Central's Professional Development Series



Click image to visit site.

**Background:** [PE Central](#) is the world's most trusted source of physical education games and activities having served the K-12 Physical Education Community for decades. Recently, they have created a terrific assortment of quality professional development opportunities for teaching remotely that have been widely acclaimed.

**Teaching PE Remotely:** Has your school district made the choice to go back to teaching PE online? No problem! We have a great course for you called [Teaching PE Remotely](#). If you are going back and teaching in-person, we also have a course to help you called Physically Distanced PE.

## Save 10% On all Courses with **Coupon Code PECSAVE10** at Checkout!

# Teaching Physical Education and Health Remotely

**Cost:** \$129

**Credit:** 15 PD hours + Optional 1.5 CEU's (\$)

Instructor: Charles Silberman

**Course PDF:** [dropbox.com/TeachingPERemotelySellSheet.pdf](https://www.dropbox.com/TeachingPERemotelySellSheet.pdf)

**Course Description:** The course explores and demonstrates practical ways to teach physical education and health remotely. Objectives include deciding what subject to teach and how to teach online, analyzing how to use proper online learning tools, learning how to effectively communicate with students and parents digitally, creating effective and engaging lessons, assessing students effectively, keeping students engaged and accountable online, and identifying best practices for online learning and teaching.

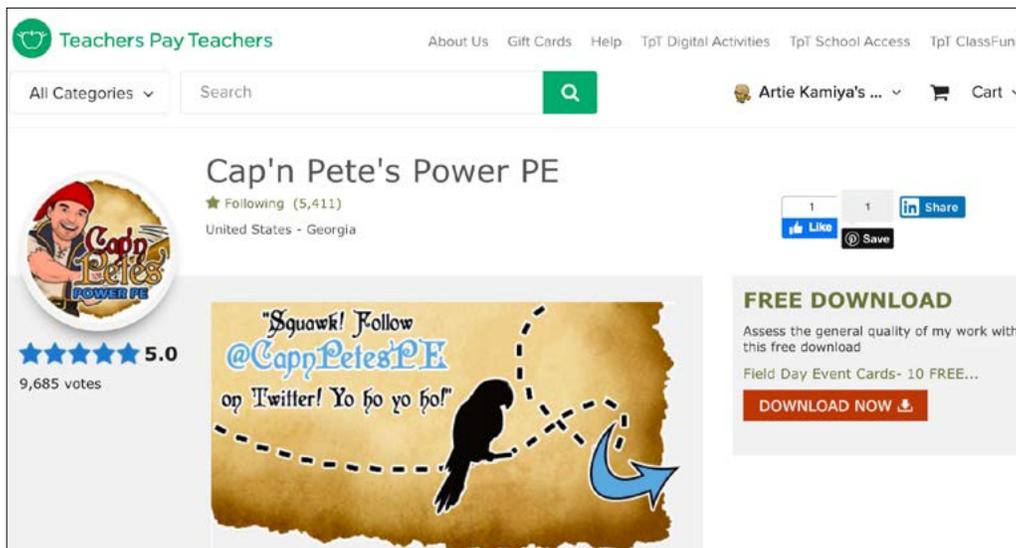
“ The instructor, Charles Silberman, was fabulous!! I absolutely appreciated his prompt responses and comments to completed assignments and his willingness to answer questions. Thank you for an AWESOME class and AWESOME learning experience.  
- Rich M.

“ The course materials were easy to access and extremely helpful. I was able to work through the course at my own pace and my instructor did a great job at communicating which is critical when distance is involved. The instructor's feedback was wonderful! I thoroughly enjoyed the course and highly recommend this course to anyone who wishes to learn more about teaching PE online.  
- Kim E., PE teacher, Johannesburg, South Africa

# Appendix B:

## Spotlight #1: Pete Charette's Resources

**Background:** While there are literally thousands of terrific K-6 physical education resources on TeachersPayTeachers, we would like to focus on three vendors in this issue. The first is Pete Charette!



Click image to visit site.

**Cap'n Pete!** Elementary physical education teacher Pete Charette has recently created a series of 15 Virtual Skill-Based Physical Education Lessons that include:

- Catching
- Underhand Tossing
- Overhand Throwing
- Volleying
- Foot Dribbling
- Underhand Rolling
- Kicking
- Striking

[PE Distance Learning from the Virtual Gym- 15 Skill-Based Lesson Super Bundle:](#) This Super Bundle is designed for physical education or classroom teachers to use to help students

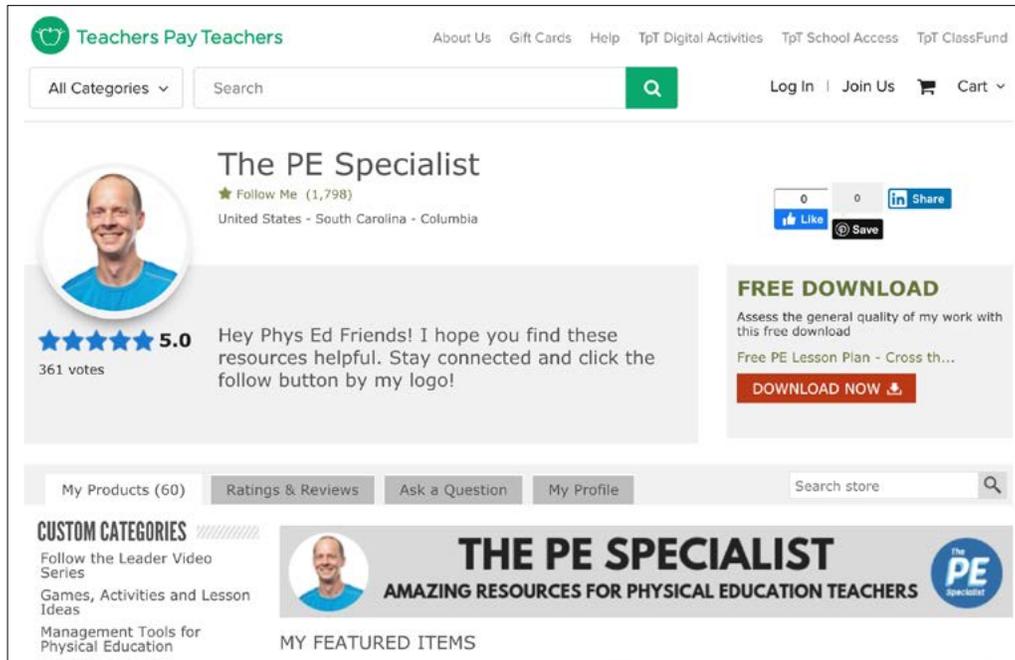
move and learn at home. Each individual digital lesson provides 5 critical lesson components that students interact with using a device in their own home setting.

- Teachers can easily send home the PDF virtual gym lesson through a Dropbox link or by digital download.
- With the PDF file, students can click on the 5-component lesson sections to read, move and learn!
- The activities, assessment and knowledge components are standards-based and are perfect for students to perform by themselves or with others in their homes.
- Although only 30 minutes in length, these PE “At-Home” lessons certainly pack a punch!

# Appendix C:

## Spotlight #2: Ben Lander's Resources

**Background:** The second vendor we would like to highlight is elementary physical education teacher Ben Landers! Here are a few of Ben's most popular products:

The image is a screenshot of a Teachers Pay Teachers (TpT) profile page for a user named 'The PE Specialist'. At the top, the TpT logo and navigation links like 'About Us', 'Gift Cards', 'Help', 'TpT Digital Activities', 'TpT School Access', and 'TpT ClassFund' are visible. Below the navigation is a search bar and a 'Log In | Join Us | Cart' section. The main profile area features a circular profile picture of a man, the name 'The PE Specialist', a 'Follow Me (1,798)' button, and location information 'United States - South Carolina - Columbia'. There are social media-style buttons for 'Like', 'Save', and 'Share'. A 5.0 star rating with '361 votes' is shown next to a bio: 'Hey Phys Ed Friends! I hope you find these resources helpful. Stay connected and click the follow button by my logo!'. To the right, a 'FREE DOWNLOAD' section offers a 'Free PE Lesson Plan - Cross th...' with a 'DOWNLOAD NOW' button. Below the profile, there are tabs for 'My Products (60)', 'Ratings & Reviews', 'Ask a Question', and 'My Profile'. A 'CUSTOM CATEGORIES' section lists 'Follow the Leader Video Series', 'Games, Activities and Lesson Ideas', and 'Management Tools for Physical Education'. A banner for 'THE PE SPECIALIST' with the tagline 'AMAZING RESOURCES FOR PHYSICAL EDUCATION TEACHERS' and a 'MY FEATURED ITEMS' section are also present.

Click image to visit site.

### [The Crazy Cards Challenge Icebreaker:](#)

- In this fun activity you'll get a set of cards with fun, silly and challenging tasks that can be completed by students. There is also a link to a video where you'll see how I present the task to my students and some things to think about!

### [Jump Rope Unit Plan including Animated GIFS Slideshows and Follow the Leader Videos:](#)

- This is our best selling "Follow the Leader" resource - you'll find detailed lesson plans with activities and slideshows containing animated GIFS that will demonstrate each trick for your students on a video loop so you don't need to do the same trick 5,000 times a day as an example for kids learning new jump rope tricks :-)

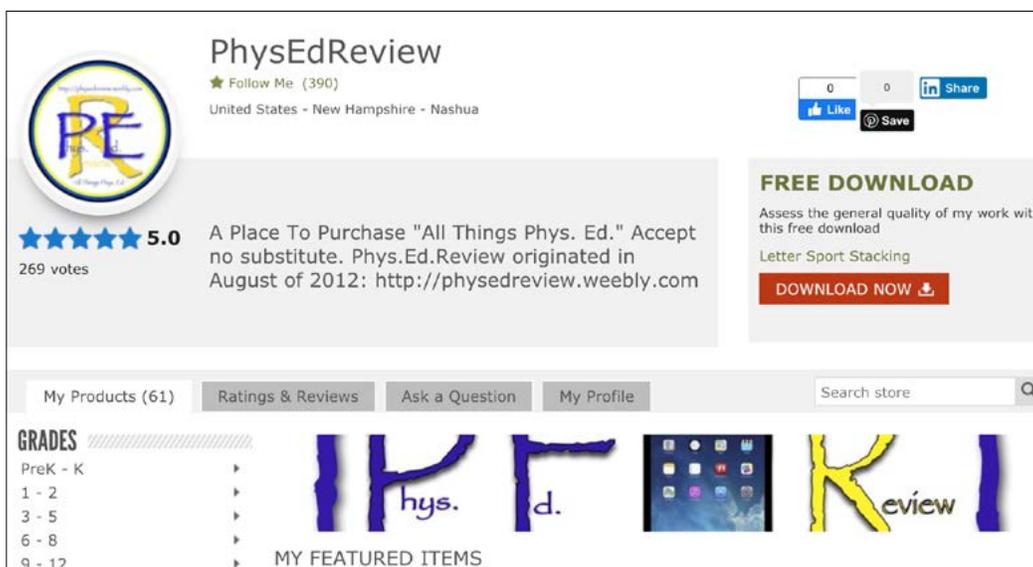
### [Printable "I Can Statements for PE":](#)

- This resource includes 58 different kid friendly "I Can Statements" that can be easily printed and placed on display to communicate to students and admin what you are focusing on that day in class.

# Appendix D:

## Spotlight #3: Kevin Tiller's Resources

**Background:** The last vendor we would like to highlight in this issue is elementary physical education teacher Kevin Tiller! Here are a few of Kevin's most popular products:



Click image to visit site.

### [Fraction Fitness:](#)

- This product can be used by Physical Education teachers to help keep their students fit. The integration of Fitness and Math make this resource not only fun but educational as well. Sheets can be printed out to use during class or sent home to add a unique and fun twist to developing fitness. Have fun!

### [Skeletal & Muscular System Fitness Adventure Bundle:](#)

- A great way to incorporate anatomy and fitness. Print out and place these posters all around the outside of the playing area. Students get to start at anyone they wish. First, they perform the fitness activity. Second, they then find the next activity indicated on the bottom of the sheet. A great activity that promotes fitness, anatomy, and physical distancing.

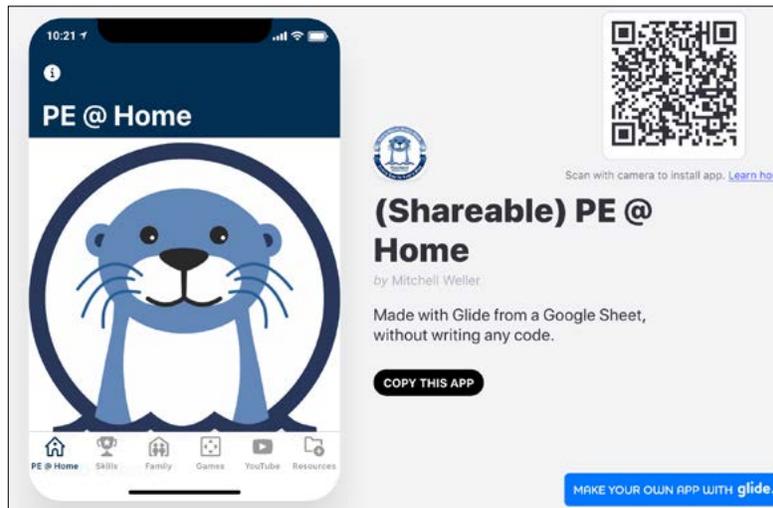
### [My Missing Letter:](#)

- A great activity to bring together fitness and spelling. Students find the missing letter then do the fitness activity that corresponds to that letter. This activity can be used in school or online for those learning from home. Fully illustrated with easy to understand exercises.

# Appendix E:

## Mitch Weller's "PE@Home" Glide App

**Meet Mitchell Weller!** My name is Mitchell Weller and I am going into my 8th year as an educator. I teach K-5 Health and Fitness at Riverbend Elementary School in the Central Valley School District in Spokane Valley, Washington.



Click image to visit site.

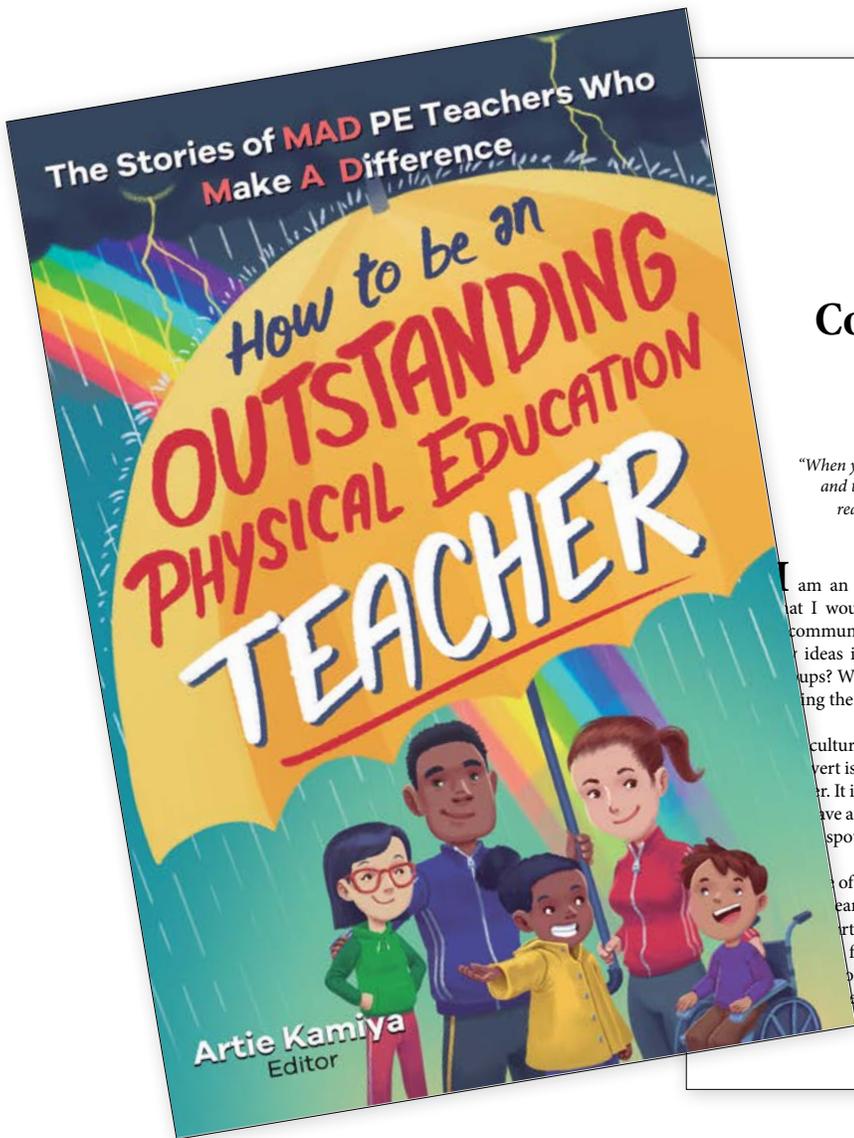
**Why We Created This Glide App:** We created the "Riverbend PE @ Home" app through the Glide platform, which utilizes Google Sheets to build your own app. I came across the app on twitter where Kevin Sheppard, @supportREALtchr, shared one that he had made utilizing some of the gamification progressions that Mike Ginicola, @PhysEdDepot had created. We used this as a template and through trial and error, with the help of Kevin, created the app to best meet the needs of our community. For example:

- **Skills:** Here is a collection of cool physical education skills for your students.
- **Family:** These are activities to play with your family members.
- **Games:** These are games to play with your family as well.
- **YouTube:** These are links to YouTube videos.
- **Resources:** Here's a collection of terrific social media gurus and their work. You can spend days searching through their material.

**More About Glide Apps:** All of the information you'll need to build your own app can be found at glideapps.com. There are over 50 videos on YouTube. Plus, please feel free to ask for help on the G.A.M.E.S. Gazette Facebook Page. The glide app allowed for asynchronous learning that can be accessed at any time from phones, tablets or desktops.

# Appendix F: Seth Lundquist's "The Introverts Guide To Good Communication Skills"

**Background:** Seth Lundquist was one of the many talented contributors to our 1st Edition of "How To Be An Outstanding Physical Education Teacher." Seth is a physical education teacher at Jefferson Parish Schools in Louisiana.



Click image to view on Teacher Pay Teachers.

## "The Introvert's Guide To Good Communication Skills"



*"When you're an introvert like me and you've been lonely for a while, and then you find someone who understands you, you become really attached to them. It's a real release." - Lana Del Rey*

I am an introvert. I knew when I set out to become a teacher that I would have to overcome significant obstacles. How would I communicate with colleagues and parents? How would I voice my ideas in professional development meetings while working in groups? Would I be able to manage and teach a class without always being the right words to say?

In a culture where we are expected to "think on our feet," being an introvert is difficult. I describe myself as an independent thinker and a loner. It is problematic for me when I am forced to work in teams. I have a hard time engaging in small talk and answering questions on the spot.

Because of these traits, other people have described me as "arrogant," "not a team player," "slow thinker," and "anti-social" even though I am furthest from the truth. Sometimes I wish I could give them a day for a day and make them understand. It's not that I have anything to say; I just prefer to internalize my thoughts and work on myself.

# “The Introverts Guide To Good Communication Skills”

*“When you’re an introvert like me and you’ve been lonely for a while, and then you find someone who understands you, you become really attached to them. It’s a real release.” - Lana Del Rey*

I am an introvert. I knew when I set out to become a teacher that I would have to overcome significant obstacles. How would I communicate with colleagues and parents? How would I voice my ideas in professional development meetings while working in groups? Would I be able to manage and teach a class without always having the right words to say? In a culture where we are expected to “think on our feet,” being an introvert is difficult. I describe myself as an independent thinker and worker. It is problematic for me when I am forced to work in teams. I also have a hard time engaging in small talk and answering questions on the spot.

Because of these traits, other people have described me as “arrogant,” “not a team player,” “slow thinker,” and “anti-social” even though that is furthest from the truth. Sometimes I wish I could give them my brain for a day and make them understand. It’s not that I have nothing to say; I just prefer to internalize my thoughts and work on them myself.

In my first two years of teaching, I always focused on the negative traits of my personality and not on the ones that made me unique. I thought that if I wanted to stay in teaching, I would have to make some changes. So I began to read books and articles online about being an introvert. I began to understand that instead of trying to replicate extroverts, I should embrace my introversion. I realized that there were other people out there just like me. I now had a completely different mindset on how my brain worked!

There are so many advantages to being introverted. I am able to listen to my students without interrupting. This allows my students to find their voice and gives them confidence to present ideas. My students are basically my personal Physical Education Public Affairs Committee. When I began teaching physical education, I didn’t realize how much I would have to advocate for my program. I loved teaching, but I didn’t like the aspect of having to talk to so many people just to get equipment and support.

I quickly learned that my students could help me. I do not go around my school boasting to colleagues and my principal about how fun and engaging my PE class is. My students do that for me! My students have helped me become the Teacher of the Year at my school, get grants, gain social media followers and most importantly, have given me the confidence to know I belong in PE. Being an introvert allows me to notice the smallest changes in my students' behavior. Introverts excel at one-on-one conversation. We are able to build lasting relationships with our students through meaningful, deep interactions.

As I was learning to be more comfortable in my skin, I also learned different strategies to help me better communicate with teachers, students and parents. At my school it always seems like teachers often call in sick during the months of October and February, two months when we have high stress and low energy. These months are twice as bad for me.

As an introvert, I need breaks so I can re-energize. In order to combat tiredness, I schedule units that I either love teaching or get the students moving right away with little direction. Keep in mind that the students also feel the same way during these months. When I am invited to unscheduled meetings or stopped in the hallway and asked a question that requires a thoughtful answer, I usually say, "Let me think about it and we can talk later." When I started teaching, I would attempt to answer quickly and blurt out the first idea that came to mind. The "voice in my head" or what I call "my inner monologue," would then remind me throughout the day about the "stupid thing" that came out of my mouth.

Furthermore, I make sure I am fully prepared for meetings. For example, if it is a meeting about student behavior I will have behavior charts and possible solutions to fix the behavior. This prevents me from being blindsided by questions or comments by administrators or parents. I also find times in the school day for "quiet time." This can happen in between classes, during my planning period and lunch. During these times, I find a secluded place to sit and process my thoughts and the day's events.

My hope is that other introverts read this and are able to attach their experiences to mine. There is a world of PE teachers that understand the way you feel, act and communicate. If you struggle to find the right words, just know it doesn't take a lot of words to tell a student, "I care about you" and "I am proud of you."