










## *Wellness Tip Archives*



**Week 1:** Aug. 18-22, 1997

### **Improving Your Self Esteem**

-  **Look in the mirror daily and say something positive to yourself**
  
-  **Realize that you are unique and original and be happy because you are you**
  
-  **Avoid getting upset with others who insult you because these people are probably insecure themselves**
  
-  **Get involved in sports and activities in your school, town, or community**
  
-  **Perform volunteer work a few times a month**
  
-  **Accept compliments from others**
  
-  **Avoid comparing yourself to others**

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## *Wellness Archives*



**Week 2:** Aug. 25-29, 1997

### **Avoid Food Poisoning**

-  **Wash hands, utensils, and cutting surface with soap and water before and after food preparation.**
-  **Thaw frozen meat in the refrigerator, not on the counter.**
-  **Disinfect cutting surfaces with a solution of 1T of bleach in one quart of water.**
-  **Avoid cross-contamination of utensils - don't cut up a chicken and use the same knife to peel a tomato.**
-  **Don't eat raw eggs, fish, meat, and NO COOKIE BATTER!**
-  **Don't eat perishable food that has been left out of the refrigerator for more than 2 hours.**
-  **Don't refreeze meat.**

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Submitted by **Susan Patrick** who is a PE teacher at Little Flower School in Cincinnati, Ohio. Thanks for contributing to PE Central!

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## *Wellness Tip Archives*



**Week 3:** Sept. 1-5, 1997

### **Eliminating Morning Chaos**

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-  **Lay out your next day's clothes before you go to bed.**
  
-  **Set the breakfast table the night before.**
  
-  **Make sure your book bag contains everything you need for the next day.**
  
-  **Go to bed at a reasonable time.**
  
-  **If you're a slow riser, give yourself an extra 15 minutes in the morning.**
  
-  **No TV, radio, Walkmans, or CD players in the morning.**

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Submitted by **Susan Patrick** who is a PE teacher at Little Flower School in Cincinnati, Ohio. Thanks for contributing to PE Central!

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## *Wellness Archives*

**Week 4:** Sept. 8-12, 1997



# **Coping With Fear**

- **Talk to friends and family about your fear.**
- **Think about why you are afraid.**
- **Try to conquer your fear - 1 step at a time- if it would improve your life.**
- **Some fears, like skydiving, don't need to be conquered.**

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Submitted by **Chris Wirt**, who is a 9th grade student at Paramus High School in Paramus, New Jersey. Chris is in Ms. Hluchan's health class and wrote these Wellness Tips for a class assignment. Thanks for contributing to PE Central!

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## *Wellness Archives*

**Week 5:** Sept. 15-19, 1997



### **Babysitting Tips**

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-  **Know where the parents can be reached.**
  
-  **Know the address and telephone number of the house where you are babysitting.**
  
-  **Ask if the child is allergic to anything, or taking any medication.**
  
-  **Discuss the child's bedtime before the parents leave.**
  
-  **Ask what the child is allowed or not allowed to do while the parents are away.**
  
-  **Ask what YOU are allowed or not allowed to do while babysitting.**

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Submitted by **Susan Patrick** who is a PE teacher at Little Flower School in Cincinnati, Ohio. Thanks for contributing to PE Central!

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## *Cue Archives*

**Week 1:** Aug. 18-22, 1997



# Physical Fitness Tests

## Mile Run Cues

- Run at a pace that you can have a conversation with a friend
- Run with someone you feel comfortable with
- Try **NOT** to stop. If you have to slow down, do a fast walk
- Don't eat right before the test
- Upon finishing the test, keep walking so your heart can get back to a normal beat
- Don't compare your time with others-worry about yourself
- If you finish early, look for others to help and encourage

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Submitted by **Joselle Edwards, Jim Krouscas, and Mark Manross**. Joselle teaches PE at Harding Avenue ES in Blacksburg, VA. Mark and Jim are doctoral students in the Health and Physical Education Program at Virginia Tech. Thanks for contributing to PE Central!

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## *Cue Archives*

**Week 2:** Aug. 25-29, 1997



# Physical Fitness Tests

## Pull Up Cues

- Use an overhand grip (knuckles facing you) if you are doing the Presidential Fitness Test (some other tests and states allow different ways)
- Arms shoulder width apart on bar
- Pull yourself up steadily and slowly
- Start with a long hang-arms fully extended.
- Don't swing your legs
- Chin only needs to go to where it is even with the bar-don't wrap it over the top of the bar
- Eyes focused forward on an object

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Submitted by **Joselle Edwards, Jim Krouscas, and Mark Manross**. Joselle teaches PE at Harding Avenue ES in Blacksburg, VA. Mark and Jim are doctoral students in the Health and Physical Education Program at Virginia Tech. Thanks for contributing to PE Central!

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## *Cue Archives*

**Week 3:** Sept. 1-5, 1997



### **Physical Fitness Tests**

#### **Sit and Reach Cues**

- **Warm up your hamstring muscles by jogging and then doing the proper leg stretches**
- **Take test with your shoes OFF!**
- **Keep knees slightly bent-don't lock them**
- **Reach forward slowly**
- **Keep fingertips and hands together (shortest reaching fingertip is the score recorded)**
- **Start with a straight back and lean forward from the hips-don't slouch from shoulders**

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Submitted by **Joselle Edwards, Jim Krouscas, and Mark Manross**. Joselle teaches PE at Harding Avenue ES in Blacksburg, VA. Mark and Jim are doctoral students in the Health and Physical Education Program at Virginia Tech. Thanks for contributing to PE Central!

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## *Cue Archives*

**Week 4:** Sept. 8-12, 1997



### **Physical Fitness Tests**

#### **Sit Up Cues**

- **Hands/Fingertips touch your shoulders**
- **Keep knees together with feet flat on ground**
- **Don't bounce off the mat-keep a steady pace**
- **Don't hold your breath**
- **Elbows go to thighs counts as one**
- **Holders-put hands across arches of your partners feet and **DON'T** sit on partner's feet**

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Submitted by **Joselle Edwards, Jim Krouscas, and Mark Manross**. Joselle teaches PE at Harding Avenue ES in Blacksburg, VA. Mark and Jim are doctoral students in the Health and Physical Education Program at Virginia Tech. Thanks for contributing to PE Central!

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## *Elementary Lesson Ideas*



### **Name of Activity / Task:** Sticker Step Throwing

**Concept being Taught:** Throwing

**Purpose of Activity:** To help children start to understand what foot they need to step with when throwing a ball using an underhand motion.

**Suggested Grade Level:** PreK-2

**Materials Needed:** Pack of stickers (enough for each student to have two: 1 for their hand and 1 for their foot), yarn or Koosh balls, bean bags, hoops, boxes, poly spots

### **Description of the Activity**

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Set up the playing area prior to student arrival by scattering poly spots throughout the playing area. Then place a hoop (or other target) about 3-5 spaces from the spot.

When you meet your students at the door, ask them to raise the hand that they write or color with. While the students are raising their hand, tell them that you will be placing a sticker on their raised hand and not to touch the sticker unless they are told to. Place the sticker on the back of their hand.

Then, tell them you are going to place a sticker on their sneaker but it is going to be on the sneaker/foot that is opposite to the sticker on their hand.

Ask the students to get a yarn/Koosh ball and stand quietly on a poly spot. Have them put the ball in the hand that has the sticker and then put two feet (side-by-side) on the poly spot. Have them step with the opposite foot (the one with the sticker) and underhand toss to the hoop or other target that is theirs. Practice this for awhile and then as some students start to understand **stepping with the opposite foot** remove the stickers.

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Submitted by **Claire Collins** who teaches PE at Weems Elementary School in Manassas, VA. Thanks for contributing to PE Central!

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## *Elementary Lesson Ideas*



### **Name of Activity / Task:** **Skiing Pathways**

**Concept being Taught:** Spatial Awareness/Pathways

**Purpose of Activity:** Students will demonstrate an understanding of and ability to move in straight, curved, and zigzag pathways

**Suggested Grade Level:** K-2

**Materials Needed:** 2 paper plates for each student

### **Description of the Activity / Task:**

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After introducing the concept of **straight**, **curved**, and **zigzag pathways** and having students move through general space while making different pathways, give each student a pair of **skis** (paper plates) to place underneath their feet. Students must keep their feet on the paper plates while listening to the ski instructor (you).

Explain to each student that they are on a mountain. Point out **valleys** (one side of the gym) and **other mountains** (other side of gym), where to get **hot chocolate** (any corner), etc. Tell students they will be skiing today, and that we will have to change their pathways as they move in order not to crash into other skiers.

Ask students then to ski around the mountain using straight, then curved and zigzag, pathways. Observe students to make sure that they are making the correct pathway. Have them ski to the "valley" or "other mountains" or to get "hot chocolate" using different combinations of pathways, for example, like making a spiral into a zig-zag pathway, etc. Then, ask them to design a pattern made up of the different pathways and practice "**freestyle skiing**" that pattern in the "snow" until they can do it exactly the same each time. If desired and time allows, have students draw these patterns on paper and/or demonstrate their pattern to other students (for example, all boys show the girls and visa-versa). This can also serve as an assessment of students' understanding of pathways.

### **Note**

- This activity works best on smooth floors!

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Submitted by **Leslie Dunham** who teaches PE at Prairie View and Pleasant Lea Elementary Schools in Lee's Summit, MO. Thanks for contributing to PE Central!

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## *Elementary Lesson Ideas*



**Name of Activity / Task:** Magic Ball

**Concept being Taught:** Spatial Awareness

**Purpose of Activity:** To help students apply the concept of moving in different directions

**Suggested Grade Level:** K-2

**Materials Needed:** One medium-sized ball of any type; hula hoops, poly spot, or other such space markers for each child

### **Description of the Activity / Task:**

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Once students have been introduced to the different directions of up, down, forward, backward, and sideways (for grade 2 students: may wish to be specific with "right" and "left"), let them know they will be moving to a "**Magic Ball**" today. What's magic about it is that whenever the ball moves, they will move, too!

Have the students move to a self space, using the space markers if desired. Make sure all the students can see and hear you well. Holding the "**magic ball**", begin to slowly move it in different directions around your body. The children should follow the movements of the ball. Be sure to mix the directions up, sometimes going at a faster speed and sometimes slower, to keep the suspense up! For example:

- Move the ball down to the ground: students sink or melt as far down as the ball goes; if it goes to the floor, students lay on the floor;
- Begin to move the ball up; students rise along with the ball;
- Move the ball up and down more quickly; students jump up and down;
- Move the ball sideways to the right or left; students move right or left as far as the ball moves;
- Push the ball away from your middle for "forwards"; move it toward your middle for "backwards".

**Note:** This activity can also be used to assess students' knowledge of the different directions. As you move the "magic ball" up, down, right, left, etc., have the students write down the specific direction it was moved in on their paper. You may wish to post the direction words on a wall nearby to aid students in spelling the words, or you may encourage them to spell the best they can.

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## *Elementary Lesson Ideas*



### **Name of Activity / Task:** Grocery Bag Fun

**Concept being Taught:** Catching

**Purpose of Activity:** To help students improve their ability to catch and control an object. **Cue Focus:** Keep your eye on the bag (ball)

**Suggested Grade Level:** K-2

**Materials Needed:** a plastic grocery sack for each child

### **Description of the Activity / Task:**

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Using plastic grocery sacks to help children who are just beginning to learn catching works great! To get their attention before beginning, begin to toss and catch the plastic bag in the air, making sure to toss using one of the handles. Then tell them we'll be using the bags today to toss and catch. Ask them what they think they have to do in order to be sure and catch it (hopefully some of them say "keep your eye on the bag"). If they don't know, throw the bag up and then look somewhere else, therefore dropping the bag. Then see if they can tell you. Also remind them to hold it by the handle when tossing it.

Before giving them a bag, speak to them about **not putting the bag over their head!** Then have them take the bag to a self space. Once there, challenge them to do some of the following activities while keeping their eyes on the bag:

- Toss your bag up with your (right) hand. Can you catch it with that hand?
- Toss your bag up with your (other) hand. Can you catch it with that hand?
- Can you toss the bag up with one hand and catch it in the other?
- Can you toss your bag up and catch it with either hand for 5 times in a row, without letting it touch the floor?
- How many times can you toss and catch it up without letting it touch the floor? (Let students raise their hand when you say, "Raise your hand if you caught it 1-5 times in a row...5 to 10 times in a row...over 10 times (etc.)").
- Can you toss your bag up high, run under it, and then catch it?
- Can you spin around, holding your sack straight out, then let it go and catch it before it hits the ground?
- Can you toss your bag up high, spin around, and then catch it before it hits the ground?
- Can you toss your bag to a partner, who catches it and tosses it back to you?

Give students time to work with a partner, as the children work together to make up their own games using the bags. For example, one activity some of my students made up was having one child run with the sack trailing behind them. When they let it go, their partner (running behind them) tried

to catch the sack before it hit the ground.

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Submitted by **Kurt Weinberg** who teaches PE at Pioneer and Highland Acres Elementary Schools in Bismarck, ND.  
Thanks for contributing to PE Central!

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## *Elementary Lesson Ideas*



### **Name of Activity / Task:** Lining Up Strategies

**Purpose of Activities:** To put forth a number of ideas to aid teachers in having elementary students line up and/or move through the school in a safe, quiet, and controlled manner.

**Suggested Grade Level:** Ideas may work for a variety of different grade levels

### Description of Tasks/Activities:

As any teacher of elementary-age students can attest, getting students to line up quietly and safely can be a daunting task to even the most experienced teacher. This can be even more challenging for the physical education teacher, many of whom find themselves responsible for picking up and delivering children to and from their classroom to physical education. Doing this eight to ten times a day shows the need for instructional protocols which positively encourage and motivate students to line up and move through their school safely, quietly, and in a controlled manner. Hopefully you'll find the activities below to be of help in this regard. If you have a favorite "**lining up**" protocol, we encourage you to submit them as well. Just send an e-mail message to [pec@vt.edu](mailto:pec@vt.edu) with your ideas.

#### 1. **Ten Hut**

When the kids are lining up to leave physical education class, I tell them if they are quick and quiet, they will get to play **Ten Hut**. After they are in the line (we line up on two parallel lines to leave), I say "**Fall Out**". They can then be messy on the line, i.e., step off, not be in line, chatty, etc. I then say "**Ten Hut!!**" and they are to "snap to attention" by quickly slapping their legs, straightening up, being directly behind the person in front of them, and getting totally quiet. When they do this without being "messy" I give bonus points. This begins as a "contest" and always ends up with both teams in a tie. I make a big deal to their teachers and sometimes we perform for teachers or parents in the hall.

#### 2. **Colors**

- When it is time to leave the activity area ask first for the students who are wearing something red, then blue, then green, etc. to line up.
- Ask students line up according to eye color. "Those who have hazel eyes can line up now", etc.
- Ask students to line up according to hair color (i.e., brown, red, blonde, etc.)

#### 3. **Alphabetically**

After gathering students in front of you ask the students to line up alphabetically by last name (first name may work as well). This is a good cooperative activity so give them a little extra time to do this. Encourage them to use quiet voices while doing this. May want to time this to see how long it

takes and see if they can beat their record the next time.

#### 4. **Behavior**

- "I like the way Marvin, Jenn, and Crystal are sitting nicely, you may line up. Make sure you walk." Then have 3-4 more go and if all are doing well ask remaining to line up by walking. Of course if there are line leaders then they need to go to the front as they will surely remind you!
- "Tommy, Sally, and Mazy would you show us how to walk, keeping your hands to yourself, and form a straight and quiet line at the door." Have them do that and compliment them for doing well if they do what you asked. Then ask the class to copy exactly how they did that. If they do it well, compliment them. If not, have them practice!

#### 5. **Exiting Assessment in Line**

As students leave the room in a straight and quiet line ask them to tell you one thing they learned about from the lesson that day. For example if you worked on pathways (curved, zig zag, straight) then ask them to tell you a word that describes that movement. You may want them to tell you something that is curved, zig zagged, or straight that they know of in their classroom (i.e., a pencil for straight).

#### 6. **Playing "I See"**

When it is time to line up the teacher says "**I see**". The students respond in unison "What do you see"? The teacher says "**I see all of my students quietly walking to line up on the blue line**". After they get in line say "**I see**" again and tell them you see a perfectly straight and quiet line with hands to themselves.

#### 7. **Cool Down Lining Up**

After getting them into quiet lines have them spread out a bit so they can do cool down exercises either standing up or laying down. Make sure they are quiet and they do appropriate stretches. Quiet music really helps with this activity.

#### 8. **Secret Student**

At the beginning of the class, secretly pick one child in the class to be your "**Secret Student**" for the day. If this child moves appropriately in line, the whole line "wins". Since the class doesn't know who the secret student is, they are usually motivated to do their best. Recognizing the successful "Secret Student" encourages their positive participation even more. This works especially great when you let the classroom teacher know that the "Secret Student" was very successful, and that that whole class did wonderful.

**Note:** if the "**Secret Student**" does poorly, it is best not to mention who that student was to the rest of the class. Just letting the class and classroom teacher know they weren't successful this day will make the students who didn't do well think about how they could have helped their classmates in a better way. You can always take this student aside a little later and discuss how their actions hurt themselves and their classmates.

This is also a good activity by which to discuss cooperation with the students -- on both the

part of the "Secret Student" and those classmates who may get upset and begin to blame a student who they think was the unsuccessful "Secret Student".

## 9. **Activities to keep students attention while in line**

Sometimes it is easy to get students into line but then it is hard to keep them quiet while they are in line. To accomplish this try these two things:

- As students are standing in line have them make shapes with their bodies like wide or narrow. Alphabet and number shapes work as well. It is best to finish with the number "1" or the letter "I" as then they will be ready to head onto their next destination.
- Have them point to the muscles on their bodies that you have previously reviewed in class (i.e., addominals, trapezious, etc.).
- Have them point to their eyes, ears, nose, knee, etc. to get their attention off of talking to their neighbor. This is especially good for the younger students.
- As students walk back to their class have them figure out their heart rate.

## 10. **Numbered Lines (Exiting and Entering)**

Paint numbers on the long line of the basketball court. (1-30) In the beginning of the year the students are given their Physical Education number. They are assigned that number usually by last name in alphabetical order. When they come in for class they sit on their number and when class is done they go back to that number and leave in "**ready to resume learning**" in their classroom. Additionally, the numbers can be used to divide into teams. 1-12 and 13-24 or odd and evens, etc.

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Activity #6 was taken from the book entitled "**Children Moving: A Reflective Approach to Teaching Physical Education (3rd Edition)**" authored by George Graham, Shirley Holt/Hale, and Melissa Parker. Mayfield Publishing has granted exclusive permission to PE Central to reprint this activity. Further reproduction of this task is strictly prohibited unless permission is obtained from Mayfield Publishers. To order the book (ISBN #1-55934-130-0) or to seek permission call Mayfield at 1-415-960-3222.

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## *Elem/Middle/High Lesson Ideas*



### **Name of Activity / Task:** Learning Students Names

**Purpose of Activities:** To put forth a number of ideas that may be helpful to teachers who need to get to know a lot of students names.

**Suggested Grade Level:** Each idea may work for a variety of different grade levels

### **Description of Tasks/Activities:**

Learning names in PE can be a daunting task, especially when physical educators are faced with over 500 names to learn. Hopefully the following activities will help in that endeavor. We encourage you to work hard at this and make it a priority. The best thing to do is understand that is going to be impossible to learn them all in 2 weeks. Give yourself some time and design your early lessons just around leaning names. If you have name learning strategies/activities that you have found to be effective we encourage you to submit them as well. Just e-mail us at [pec@vt.edu](mailto:pec@vt.edu).

#### **1. Name Tags**

Hand out blank name tags and have students write and design their own name tags. Just have them write their first name and make sure they write it big enough so you can see it. Have them be creative so you can identify them more easily.

Prior to the class get poster boards and put the homeroom teachers name on them (or something that identifies them, like period 5, 4th grade). Post these on the walls. As students leave have them put their name tags on the poster boards. This may help you remember them throughout the upcoming weeks.

**NOTE:** You may want to have them put a name tag on their backs as well especially if they are going to be moving. You will have a better chance at seeing them from there.

#### **2. Hoopin' the Names**

After checking the roll and seeing all the students faces tell them that you are going to give yourself a test. Put out several different colored hoops. You then call out about three letters of the alphabet and tell the kids whose first letter of their first name begins with one of those letters to get in the first hoop. You can call one group at a time or if you feel pretty confident several hoops at a time. I then have to identify everyone in the hoops. If I am unable to do so someone else in the hoop has to help me out.

**Example:** everyone whose first name begins with a,b,or c get in a blue hoop, everyone whose name begins with e, f, or g get in a green hoop etc. Once you start getting names down you can use the same activity to learn a little about your students. Example: everyone who likes soccer get in a blue

hoop, everyone who is a twin get in a red hoop, etc. The teacher then has to identify each student in each hoop by name again.

### 3. **Ask and Retreat**

Give students a safe cooperative task to complete. A good one would be [People Finder](#) which you will find right here on PE Central. Then as they are engaged in that activity your task is to go in and ask 4-5 students what their name is. Then retreat out of the activity and with your back to the wall see if you can recite their name for the next few minutes. Do this with the same students in about 5 minutes. That way you will see them in a different part of the gym. Choose another 2-3 students after that. It is best to choose less students because you are overloading your brain with all the previous names.

### 4. **As They Leave**

As students leave see if you can say their names as they leave the gym. If you get it wrong or you can't remember then have them tell you their name and give you a high five.

### 5. **Exercising Your Name**

Have all students stand in a circle, including the teacher. The first student to the right of the teacher says his/her first name, then does an exercise or a stretch. The next student must say the first person's name, do that person's exercise, then say his/her own name and do his/her own exercise. The third person must say both of the first two persons' names, do their exercises then his/her own etc... Then the last person is the teacher who must go around the circle, starting with the first person, and say each student's name plus do their exercise. The next day, I have always remembered all of the students' names. It's a lot of fun for the teacher and the students.

### 6. **Let's Do It, Too**

Have students stand in a circle. Have the first student in the circle (your choice as to who that would be) begin by saying their name. After they say their name they are to put a movement for every syllable in their name. For example, if the student's name is Jessica...the movement could be **clap, stomp, clap**. The first clap is for "Jess", the stomp is for "i", and the third clap is for "ca". Then have all of the students repeat the movement while saying that person's name. The same procedure would be done for the next student in line. After the students have all said the next one, they would then come back and do the one before that. By the time the entire group is done, you will have said and done the movements for every person in the group.

### 7. **Ask Them**

During any lesson make sure when you call on students have them say their name before answering. This can also be done while distributing equipment. As they come to get equipment station yourself at the equipment area and tell them to say their name prior to giving out the equipment.

### 8. **Pre-Assessment**

On the first few classes give students a written assessment to work on. If you are an elementary teacher please try either of these--[Pre Assess K-2](#) or [Pre Assess 3-5](#). They can do this in class and then you can walk around and see the name they put on the sheet as you walk around checking their work. You could even have this to be a personal sheet where you get them to write down what their

favorite physical activities are, what their favorite team and athlete is, favorite subject, write a definition of what PE is and what the purpose of PE class is, etc. As they turn their sheets in you can tell them their name. The advantage is that you can post these or look at them at home. You gather a lot of good info as well.

### 9. **Sit In a Circle**

Have the students sit in a circle on the first or second day of class and ask them to tell something they did over the summer. Before they tell they have to say the name of the students prior to them. If this is too hard on the students then you tell them that is what you are going to do. Example: "Jill, please tell us what you did this summer. Before you do that, let me see if I can say the names of all the students that went before you. Here I go."

**NOTE:** This is a great activity to **videotape** because then you can look at it at home and really get to learn the names. You may need permission to do this from your school district.

### 10. **Greet Them at the Door**

Make it a point to greet each class at the door with a smile and try to say as many names as possible. Example: "Good morning, Justin. How are you? By the info sheet that you filled out yesterday, I learned that you liked to ride bikes. I do to....." Even if you get them incorrect students will appreciate that you are trying because it shows that you care.

### 11. **Characteristics of Students**

In your grade book or class roster try to write something next to their name to help you remember who they are. For example, Jessie Smith - red hair; Josh Brown - glasses; Sally Lane - pony tail; Jordan Ford - shoe laces on sneakers different color, etc.

### 12. **Eat Lunch with Them**

It is beneficial at the beginning of the year to eat lunch with students during their lunch. What I do is rotate around to a different table and grade each day and learn the names of the student's I am sitting with. I test myself by going around and naming each student at the table in order, then I mix them up and try again!

### 13. **Past Yearbooks**

Get a copy of the prior years Yearbook or Annual and look through it. This is especially helpful for new teachers. You can put together names, faces, and maybe see what some students like and enjoy doing.

### 14. **Toilet Paper Go Around**

Have students sit in a circle. Pass around a roll of toilet paper and tell students to take as much as they want (you may want to have several rolls on hand since some students will take a lot). Once everyone has their toilet paper, tell them that when it is their turn they must say their name, and for every square of paper, they must give a fact about themselves. The students who took half the roll are quite stunned when you say this!!! :-))))

### 15. **Class Photos**

Take a group picture of each class during the first or second week of school. Then, print out a class list with space next to each students name for recording during each day's lessons, then attach the picture at the bottom. The class list and picture are on construction paper that is the color of their grade level, according to the color coding used on my schedule. This is then laminated. I use these class lists to record daily the students progress with a china pencil or dry erase marker, which I can easily wipe off when the information is transferred into my grade book. This picture on my class list really makes cross-referencing names and faces much easier, especially with the younger children. You may want to make duplicates for the art and music teacher as well.

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Submitted by **Mark Manross** (#1, 3, 4, 6-8, 10), **Rick Johnson** (#2), **Charita Dews** (#9), **Brian Bolsen** (#5), **Felice Cloyd** (#11), **Amy Tyner** (#12-13), **Jenn Day** (#14) and **Lucy Lorenz** (#15). Mark is a graduate student in the Health and PE Program at Virginia Tech; Rick teaches PE at Crabapple Crossing ES in Alpharetta, GA; Charita is a student at The University of North Carolina at Greensboro in Greensboro, NC; Brian teaches at Shabbona Middle School in Morris, IL; Felice teaches PE at Arlington Elementary School in Bloomington, IN; Amy teaches at Stocks Elementary School in Tarboro, NC; Jenn is a undergraduate PE major in the Health and PE Program at Virginia Tech in Blacksburg, VA; and Lucy teaches PE at Ladd Elementary School in Fairbanks, AK. Thanks for your contribution!

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## *Elementary Lesson Ideas*



### **Name of Activity / Task:** Loop Da Hoop

**Concept being Taught:** Cooperation

**Purpose of Activity:** To have students practice cooperation skills as a group while working on a task

**Suggested Grade Level:** 3-5

**Materials Needed:** One or more plastic hoops

### **Description of the Activity / Task:**

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Instruct players to hold hands in a circle with a hoop hanging over a pair of hands between two people. On teachers signal, tell the group to pass the hoop around the circle **without letting any hands go**.

Encourage players to use different strategies to help their neighbors position the hoop. The task is finished when the hoop returns to its initial position.

With 8 or more players, add a second hoop of different color across from the first hoop. Once the group has completed the task, score the game by how many hoops a group can pass around in a specified time frame. (Continue passing the same hoop[s] around successive times until time expires.)

Make sure to give feedback to the group about how well they are cooperating or not cooperating. May want to deduct points/time if you see incidences of un-cooperation.

### **Variations:**

- Add another hoop and/or suggest that players try to pass the hoops without letting them touch the floor.
- Add a smaller and/or larger sized hoop for an additional challenge.

Idea is used with permission from Henkel, S. (1995). Games for success: Developing children's character through recreational play, p.88. Lanham, MD: University Press of America.

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Submitted by **Steven A. Henkel** who is at Bethel College in St. Paul, MN. Thanks for contributing to PE Central!

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## *Grades 3-5/Classroom Lesson Ideas*



**Name of Activity / Task:** Cooperative Geographical General Space

**Concept being Taught:** Cooperation/Working Together

**Purpose of Activity:** To help students work together and learn about states and/or countries while designing their movement area for the day.

**Suggested Grade Level:** 3rd-5th

**Materials Needed:** 40-50 jump ropes (or any number that works for your space)

### **Description of the Activity / Task:**

The students are told after they arrive in class that they have **5 minutes** to take the jump ropes from the box and make the state or country of the teachers choice with the ropes by laying the ropes on the ground to form the shape of that state. They are told that they can use the entire area and they must use **all of the ropes** in the box.

The teacher will know when they are done when they are all standing around the **capital** of the state. If the students don't finish in 5 minutes they will be asked to start again with a new state. Upon completion it is a good time for the teacher to talk about how well they cooperated during the activity. This new area can now serve as the space for warm activities in general space.

**Safety Note:** If you do choose to use the area to have them move in please inform the students they should stay away from the rope borders on the floor because it is real easy to slip on the ropes. If the teachers sees this happening then they should stop the activity and put cones up instead.

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Submitted by **Mark A. Manross** who is a Doctoral student in the Health and PE Program at Virginia Tech. Thanks for contributing to PE Central!

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## *Elementary Lesson Ideas*



### **Name of Activity / Task:** Muscle of the Week

**Concept being Taught:** Location and functions of the major muscles

**Purpose of Activity:** To teach students the location and function of the major muscles and to practice activities which strengthen the specific muscle group

**Suggested Grade Level:** 3-5

**Materials Needed:** Washable markers, muscle chart, stretch bands for designated muscle groups

### **Description of the Activity / Task:**

---

On the first day during the week when I see each class in physical education, I draw a muscle on my body using washable markers. This becomes our "**muscle of the week**". While we are warming up I introduce the proper muscle name (ex. tibialis anterior) and we practice an exercise that strengthens and/or stretches that muscle (for example, using stretch bands to contract and lengthen the muscle). Throughout the class, we emphasize movements and activities which employ the "muscle of the week" and solicit responses from students for additional movements that use the muscle.

During the second class meeting of the week, I verbally quiz each class about the name of the muscle, its location, movement and practical functions (no muscle is drawn on my body during this class meeting.)

**Note:** for muscles not readily displayed, I draw the muscle on a t-shirt and /or shorts. We also remember to review the previous week's "**muscles**" during the following week. A bulletin board display can also be used to further the concept of the "muscle of the week".

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Submitted by **Lisa Euler** who teaches PE at Margaret Beeks Elementary School in Blacksburg, VA. Thanks for contributing to PE Central!

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## *Middle/High Lesson Ideas*



### **Name of Activity: People Finder**

**Rationale/Purpose of Activity:** Students are rarely given the opportunity to find out the interests of other students. **People Finder** is an excellent way to get students and teachers to learn more about each other. This is an excellent activity to do in the beginning of the year when the classroom environment is beginning to be established. It is also an excellent way to reintroduce students to each other after a long vacation or when the teacher feels students need to reacquaint themselves with each other.

**Suggested Grade Level:** 6th and up

**Materials Needed:** A pencil and a copy of the people finder work sheet for each student. Try playing some music during this activity.

### **Description of the Activity / Task:**

---

Provide each student with the following worksheet. Have students find other students who match the descriptions listed. A pre-briefing talk about the importance of getting to know one another is suggested so that students understand that the purpose is to begin meeting others in the class, which is the beginning point of fostering a positive classroom environment.

**Integration Opportunity:** As a class have them figure which item was the most popular amongst their class. Use percentages to illustrate this.

[Click here](#) to print out the [People Finder Worksheet](#).

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Submitted by **Jim Krouscas** who is a Doctoral student in the Health and PE Program at Virginia Tech. He taught for three years at Benicia Middle School in California. Thanks for contributing to PE Central!

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<http://pe.central.vt.edu/peoplefinder.html>

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## *Middle/High Lesson Ideas*



**Name of Activity / Task:** **How Far To Mount Katahdin** (Part I)

**Concept being Taught:** Hiking/Math/Geography

**Purpose of Activity:** To teach students to calculate distance while hiking.

**Suggested Grade Level:** 9th-12

**Materials Needed:** timer, 1/4 mile track or measured distance, note cards or forms, calculator

### Description of the Activity / Task:

The Appalachian Trail stretches more than 2,000 miles through 14 states, from Maine's mighty Katdhin to Georgia's forested Springer Mountain. Nearly two-thirds of the US population lives within a day's drive of this continuously marked footpath. Each year, about 2,000 hikers attempt to thru-hike the trail, but **only 200 succeed!** What we are going to do today is figure out how many steps it would take to get to Maine's Katadhin!

**Are you ready for the challenge? Great!**

**[Click here to get started](#)**

(A one page printable handout for your students)

**If you have questions about this activity please e-mail Bane McCracken at [bmccrack@access.k12.wv.us](mailto:bmccrack@access.k12.wv.us)**

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Submitted by **Bane McCracken and Bryan Butts** who teach PE at Cabell Midland High School in Ona, WV. Thanks for contributing to PE Central!

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PE Central Assessment Sheet  
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## How Many Steps to Katahdin Worksheet

Student Name: \_\_\_\_\_

Grade: \_\_\_\_\_

**Directions:** Complete the following tasks to learn about how many steps it would take to get to Katahdin.

### 1. How many steps would it take?

#### A. Half step measurement

Walk 1 lap around a 1/4 mile track. Count every left footstep and keep track of the amount of time it takes. Record your results in the space provided. Repeat three times.

1/2 Step _____	Time _____
..... _____	..... _____
..... _____	..... _____
 Ave.* _____	 Ave.* _____

\* Add all three scores, then divide by three to get the average.

- B. How many half steps per 1/4 mile? \_\_\_\_\_
- C. How many 1/2 steps per mile? \_\_\_\_\_
- D. How many steps in a mile? \_\_\_\_\_
- E. How many steps for the entire trail? \_\_\_\_\_
- F. It would take me \_\_\_\_\_ steps to hike the Appalachian Trail!

### 2. How many hiking hours would it take to complete the trail?

- A. How long did it take to hike 1/4 mile? \_\_\_\_\_
- B. How long for one mile? \_\_\_\_\_
- C. How many miles can you hike in one hour? \_\_\_\_\_
- D. How many hiking hours would it take to hike the entire 2,000 miles?

\*\* If I hiked \_\_\_\_\_ M.P.H. for \_\_\_\_\_ hours, I could hike the Appalachian Trail!!!

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## *Middle/High Lesson Ideas*



**Name of Activity / Task:** **How Far To Mount Katahdin** (Part II)

**Concept being Taught:** Hiking/Math/Cardiovascular and muscular endurance

**Purpose of Activity:** To teach students to calculate distance while hiking.

**Suggested Grade Level:** 9th-12

**Materials Needed:** timer, 1/4 mile track or measured distance, note cards or forms, calculator

### Description of the Activity / Task:

Part Two of our trip to Mount Katadhin finds us focusing on how fast students can and should hike. Hiking all day is very difficult, so it is important to monitor your pulse to determine how fast you should hike. In order to conserve energy and to be able to continue hiking for long periods of time, you should keep your pulse levels at 50-60 % of maximum. We are going to practice that today. Complete the following questions while moving around a 1/4 mile track to find out how fast you should hike.

#### 1. Calculating Your Pulse

- A.  $220 - \text{_____ (your age)} = \text{_____}$  (This is your maximum pulse rate)
- B. 50% of your maximum pulse rate = \_\_\_\_\_
- C. 60% of your maximum pulse rate = \_\_\_\_\_
- D. 70% of your maximum pulse rate = \_\_\_\_\_
- E. 80% of your maximum pulse rate = \_\_\_\_\_
- F. 90% of your maximum pulse rate = \_\_\_\_\_

#### 2. How Fast Should You Hike?

On a measured 1/4 mile track walk at a comfortable pace, record you pulse rate and time at the end of each lap. Do not let your pulse raise above the 60% level!

- A. Lap #1 Time \_\_\_\_\_ Pulse \_\_\_\_\_
- B. Lap #2 Time \_\_\_\_\_ Pulse \_\_\_\_\_

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## *Middle/High Lesson Ideas*



**Name of Activity / Task:** **How Far To Mount Katahdin** (Part III)

**Concept being Taught:** Hiking/Math/Cardiovascular and muscular endurance

**Purpose of Activity:** To teach students to calculate distance while hiking with a load and up a hill.

**Suggested Grade Level:** 9th-12

**Materials Needed:** timer, 1/4 mile track or measured distance, hill for the students to climb, note cards or forms, calculator

### Description of the Activity / Task:

Part Three of our trip to Mount Katadhin finds us focusing on how fast students can hike while carrying a load and how fast they can hike while climbing a hill. Hiking all day with a loaded backpack is not usually done all on flat surfaces. Often times you encounter hills and climbs so this worksheet and activity should help you with knowing how fast you should hike. Complete the following questions while moving around a 1/4 mile track and the hill that we have out back.

#### 1. How Fast Can I Hike With a Load?

On a measured 1/4 mile track walk at a comfortable pace while carrying a 40 lb. load. Record you pulse rate and time for each lap. Do not let your pulse raise above the 60% level !

A. Lap #1 Time \_\_\_\_\_ Pulse \_\_\_\_\_

B. Lap #2 Time \_\_\_\_\_ Pulse \_\_\_\_\_

C. Lap #3 Time \_\_\_\_\_ Pulse \_\_\_\_\_

#### 2. At this pace, How long would it take to hike twenty miles?

#### 3. How Fast Can I Hike Up A Hill?

As you hike up a hill you must go at a slower pace. On a measured 1/4 mile grade of 8%, record your pulse and time. Do not let your pulse raise above the 60% level!

A. Climb #1 Time \_\_\_\_\_ Pulse \_\_\_\_\_

B. Climb #2 Time \_\_\_\_\_ Pulse \_\_\_\_\_

C. Climb #3 Time \_\_\_\_\_ Pulse \_\_\_\_\_

#### 4. How long will it take to climb to the top of Mt. Washington?

If you have questions about this activity please e-mail Bane McCracken at [bmccrack@access.k12.wv.us](mailto:bmccrack@access.k12.wv.us)

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Submitted by **Bane McCracken and Bryan Butts** who teach PE at Cabell Midland High School in Ona, WV. Thanks for contributing to PE Central!

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<http://pe.central.vt.edu/katahdin3.html>

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## *Middle/High Lesson Ideas*



### **Name of Activity / Task:** Fitness Stations

**Concept being Taught:** Fitness skills

**Purpose of Activity:** To prepare students for success on the Physical Fitness Tests.

**Suggested Grade Level:** 6-8

**Materials Needed:** Stop watch, a signal to switch stations (i.e. drum, a clap, a whistle, etc.), paper for exit (assessments), pencils, 4 mats (2 folded, 2 unfolded), 3 jump ropes, 18 five pound weights, 18 two pound weights, 6 hoops, 3 step aerobic benches, and a tape/cd player for upbeat music. Posters with the following information on them should be included at each station so the kids will know where to go next and what to do.

### **Description of the Activity / Task:**

---

There are 12 stations. Divide class into 12 groups (if there are 36 students, 3 per station). Listed below are the station numbers, the equipment needed and the performance tips (i.e., cues) for each station.

Each group will start at a different station. Take 5 minutes to explain all of the stations (have the students walk from station to station with you while you demonstrate skills). Students have 30 seconds at each station and 15 seconds to put there equipment away and get to the next station and begin. They will go around the stations twice. Students will check their heart rate at the beginning of the class and at the end of the class. As an assessment, they will answer the following questions.

#### **Assessment questions:**

- What was your heart rate at the beginning and end of class?
- Is it different? Why or why not?
- List three of your favorite stations and tell which fitness test it was preparing you for.
- Why did we have you do these stations?
- What would you change about today's lesson about fitness?

#### **Station 1:** Dance

- Dance any school appropriate dance in the time allowed.

**Equipment:** tape/cd player and music

#### **Station 2:** Push-ups

- Do as many [push-ups](#) as you can in the time allowed
- You can do them on your knees or on your toes
- Cues: Hands shoulder width apart

**Equipment:** 1 mat

**Station 3:** Jump Rope (Individual ropes)

- Jump rope as many times as you can in the time allowed
- You can jump frontwards, backwards or with a partner (one turning, two jumping).
- Cues: Use wrists and fingers to turn the rope and not your arms, jump only high enough to clear the rope

**Equipment:** 3 (or 4 depending on number in each group) jump ropes and plenty of space

**Station 4:** Front Extensions

- Do as many front extensions as you can in the time allowed
- Cues: Keep your arms straight and shoulders down

**Equipment:** 6 (or 8) 5 pound weights and 6 (or 8) 2 pound weights.

**Station 5:** High Steps

- Walk with high knees to the PE teacher, give teacher a "**high five**" and walk with high knees in general space during the time allowed

**Station 6:** Front/back hops

- Do as many front/back hops as you can in the time allowed
- Cues: Jump high enough to get over the hoop, Remember to land inside the hoop so you don't slip on it.

**Equipment:** 3 (or 4) hoops

**Station 7:** Lateral Extensions

- Do as many lateral extensions as you can in the time allowed
- Cues: Keep your arms straight and shoulders down

**Equipment:** 6 (or 8) 5 pound weights and 6 (or 8) 2 pound weights

**Station 8:** Bench Steps

- Do as many bench steps as you can in the time allowed
- Cues: Plant each foot on the bench before transferring your weight, Step with right foot, then left foot

**Equipment:** 3 (or 4) step aerobic benches, bleachers, or steps

### **Station 9:** Reverse Push-ups

- Do as many reverse push-ups as you can in the time allowed
- Cues: Completely straighten your arms after each reverse push-up.

**Equipment:** 2 folded mats

### **Station 10:** Crunches

- Do as many crunches as you can in the time allowed
- Cues: Keep your elbows pointed out to the side, concentrate on tight stomach muscles

**Equipment:** 1 mat

### **Station 11:** Side hops

- Do as many side hops as you can in the time allowed
- Cues: Remember to land inside the hoop so you don't slip on it.

**Equipment:** 3 (or 4) hoops

### **Station 12:** Tricep Extensions

- Do as many tricep extensions as you can in the time allowed
- Cues: Keep your elbows by your ears

**Equipment:** 6 (or 8) 5 pound weights and 6 (or 8) 2 pound weights.

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Submitted by **Melinda Fuller** who is an undergraduate Health and PE Major in the Health and PE Program at Virginia Tech. She is presently student teaching at Brandon Middle School in Virginia Beach, VA under the supervision of Dr. Kathy Morocco. Thanks for contributing to PE Central!

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