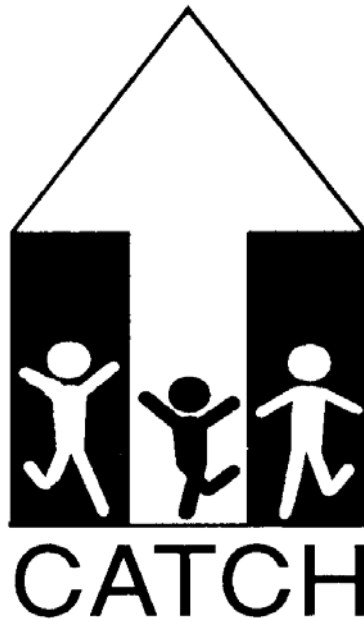




THE UNIVERSITY of TEXAS
SCHOOL OF PUBLIC HEALTH
AUSTIN REGIONAL CAMPUS

FLAGHOUSE

Coordinated Approach To Child Health
CATCH PHYSICAL EDUCATION



IOWA AHPERD
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CATCH ACTIVITIES & GAMES

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WHY CATCH? WHY NOW?

ON BEHALF of the many students you touch and teach each and every day – I want to personally thank you. Because, now more than ever, your students need you.

FACE IT, when teachers hear the call of “*No Child Left Behind*,” they know the course of academic priority has been charted. District mission statements proclaim to teach the “*Whole Child*,” and “*Provide a Well-Rounded Curriculum*.” We know quite well how these mandates influence instructional priorities to which school administrators will go in an effort to, “*raise those test scores!*”

TRUTH BE TOLD, it seems to be working – for we indeed have an epidemic of a ***Whole lot of Well-Rounded children Left on their Behinds***. The reason is simple – there is a direct correlation between the emphasis on charting journeys of “*No Child Left Behind*” and the decline of quality physical education programming. Schools quickly embrace any initiative that purports to raise test scores even if that means compromising physical education, recess or opportunities for children to move and be active in general.

THE RACE FOR ACADEMIC ACHIEVEMENT is but one reason children are less physically active. As teachers, we know that quality Physical Education directly addresses the critical and well-documented issues of health and well-being. We know that Physical Education is about opportunities to learn, meaningful content, appropriate instruction, and guiding youth in the process of being active for a lifetime. We know the consequences of denying children the right to be active on a regular basis. But do others? Parents? Classroom Teachers? Administrators? Our children? Put simply, we have systematically engineered physical activity out of our children’s lives.

AT CATCH WE HAVE STRIVED to uphold the standards of quality physical education programming for the past 15 years. The CATCH Physical Education Activity Boxes are a celebration of learning. The CATCH PE materials are instructionally robust resources that meets both State and National Content Standards. The CATCH PE instructional objectives, fitness activities, and skill development challenges ensure that all children will enjoy the learning process. Students will have numerous opportunities to practice and learn physical, affective, and cognitive skills within multiple contexts, and subsequently use their newly acquired skills to be healthy each day for a lifetime. CATCH materials are flexible, can blend into existing programs and are aligned with contemporary pedagogical theory and practice. In addition, CATCH materials serve as a solid instructional foundation for formatting assessment and documenting that learning is occurring.

BUT, CATCH IS MORE THAN JUST A BOX. Schools nationwide continue to “*think outside the box*” and use the CATCH Program materials to create and maintain healthy school environments. CATCH has been a key catalyst to engineering change that support increased opportunities for physical activity and documented changes in children’s dietary habits. CATCH can make a difference in your school, and, most importantly, in the lives of your students.

THE FIRST STEP is to begin *systematically engineering activity back into our children’s lives*. It means teaching classroom teachers how to weave in a bit of activity throughout their academic day. It means working with parents to help discover movement opportunities at home. It means empowering students with recess ideas other than monkey bars and slides. It means teaching children to value active use of their spare time when they are at home. Most importantly, it means reflecting even more so on the importance of what you do and the methods in which you teach.

YOU ARE THE KEY PIECE to engineering the activity puzzle! You are the engineer that constructs time in a faculty meeting to demonstrate a quick activity for classroom teachers to use the next day. You are the engineer that steps up to steal a moment at a PTA gathering to build the advocacy about the importance of physical activity. You are the engineer that pours the movement foundation and provides concrete examples how children can increase their physical activity opportunities each and every day.

SO PUT ON THE HARD HAT ...We’re just here to get the ball rolling....it is up to you to CATCH it!

CATCH PE ACTIVITY BOXES

CATCH PE ACTIVITY BOX (Kinder - 2nd), 2nd ed.

I. WARM-UP/COOL-DOWN ACTIVITIES

II. GO FITNESS

- On the GO Task Cards
- CATCH'em Quick Activities
- Tag You're It! - Aerobic Games
- Mighty Muscles Strength Activities
- Limber Limbs Stretching Activities



III. GO ACTIVITIES

- | | |
|---------------------|----------------------|
| Dribbling & Kicking | Moving & Traveling |
| Dribbling & Passing | Rhythms |
| Plastic Hoop | Striking & Volleying |
| Jump Rope | Throwing & Catching |
| Parachute | |

ALSO: LIMITED SPACE & FORMATIONS SECTIONS

CATCH PE ACTIVITY BOX (GRADES 3-5), 2nd ed.

I. WARM-UP/COOL-DOWN ACTIVITIES

II. GO FITNESS

CARDIOVASCULAR EFFICIENCY

- | | |
|--------------------|----------------|
| Quick Cardio Games | Bench Aerobics |
| Aerobic Games | Jump Rope |
| Aerobic Rhythms | |

MUSCULAR STRENGTH & ENDURANCE

FLEXIBILITY

GO, SLOW, WHOA EAT SMART GAMES

FITNESS CHALLENGES



III. GO ACTIVITIES

- | | |
|--------------|------------|
| BASKETBALL | PARACHUTE |
| FLOOR HOCKEY | SOCCER |
| FLYING DISC | SOFTBALL |
| FOOTBALL | TENNIS |
| PLASTIC HOOP | VOLLEYBALL |

ALSO: LIMITED SPACE & FORMATIONS SECTIONS



LARGE GROUP GAMES

Battery Powered Rock Paper Scissors

Create 3-zones, Gold Medal, Silver Medal, and Bronze Medal. Objective is to reach the Gold Medal Zone as often as possible. Play Rock-Paper-Scissors with a partner. Winner moves up one zone – loser moves back one zone. Those that win in Gold zone stay in Gold zone. Those that lose in Bronze zone stay in Bronze zone. Variation: Battery Powered – students must keep feet moving at all times.

Fancy Feet Rock-Paper-Scissor

Students work in pairs. Facing each other both jump together two times. On the third jump players “show.”

Rock – land with feet together.

Paper – land with feet spread wide.

Scissors – land with one foot forward and one foot back.

Now Try This: Have students play while dribbling a basketball.

Hot Feet

Create an area large enough for a tag game and fast movement. Each student has a juggling scarf, plastic grocery bag, or bean bag. Objective is to throw your object and hit someone else’s feet while trying to dodge throws at your own feet. If hit on the foot (or below the knee), players must stop and do 5 jumping jacks before resuming play

Shadow Ball

Great social studies integration. Shadow Ball was a routine developed by the Negro League Baseball teams of the 1930-40’s. Often depleted of basic equipment, i.e., enough baseballs for pre-game warm up, players would warm up using an imaginary baseball. Throwing, catching and batting was all done with a “shadow ball.” The routine became so entertaining; it became a regular pre-game ritual at most Negro League Baseball games. Have students shadow ball their favorite sport. Play *Sweet Georgia Brown*. Every 30-60 seconds call out a new sport for them to shadow ball. Work in pairs or small groups of 3-4.



Gotcha! See'ya!

Create an activity area adequate for a tag game. Designate one student for every 3-4 students to be "it." Its attempt to tag any student not designated as an "it." When a student gets tagged both the "it" and the tagged student must stop. Its say, "Gotcha," and hand over the scarf to the student they tagged, then say "See'Ya!" The new it attempts to tag other students.

What's For Lunch?

Create an activity area adequate for a tag game. Each student will need a beanbag (blue, green, red or yellow). Students travel throughout the activity area (skipping, galloping, jogging, etc). Students find another student and each tosses their beanbag to the other. The objective is to try and make as many tosses with other students as possible. On the stop signal, each student stops, drops their beanbag and "shows" what they have for lunch. Those with Green GO food beanbags dance in place. Those with yellow SLOW food beanbags "work off" the food by doing a stretch of their choice. Those with red WHOA food beanbags "work off" the food by doing jumping jacks. Those with blue Food Fat beanbags "work off" their meal by jogging in place. Each student shows for 10-15 seconds and the game resumes.

Predator & Prey

Students work in pairs – 1 basketball per pair. Student with the ball is the "predator," student without the ball is the "prey." Predator objective is to shadow their prey and stay as close as possible. Prey objective is to elude and escape their predator. Predator starts with basketball. On signal, prey begins fleeing; predator wraps the ball around his/her waist 10 times and dribbles throughout area in search of their prey. Should predator lose control of the dribble, or either predator/prey touch another student – they must do 5 jumping jacks before resuming activity. On stop signal, both freeze immediately and face one another. Prey stands with feet together and cannot not move feet. Predator may take one step, and attempt to tag prey with the ball held in both hands.

Toe-to-Toe 5, 6, 7, 8

Music is titled *5, 6, 7, 8* by the British pop group Steps (available on iTunes). Use the jigsaw method to teach the four parts of the dance.

1. Find a toe-to-toe partner. Talk about where you are in the birth order of your family.

Part 1 Dance – grapevine right 4 counts, grapevine left 4 counts.

2. Find an elbow-to-elbow partner. Talk about your favorite food.

Part 2 Dance – slide forward right foot 2 counts; slide forward left foot 4 counts.

3. Find a hip-to-hip partner. Talk about your favorite physical activity.

Part 3 Dance – pat thighs 2x; pat hips 2x; clap 2x; raise the roof 2x.

4. Find a shoulder-to-shoulder partner. Talk about what you want.

Part 4 Dance – walk backward 4 counts; jump, "5, 6, 7, 8!"



PARTNER & SMALL GROUP ACTIVITIES & GAMES

Toe Fencing

Students work in pairs. Each student has an activity wand. One end of wand must slide along the floor at all times. Partners begin by crossing wands to make an 'X' and tap wands together 3 times. Objective is to touch partner's toes with the wand. Parry, block and lunge are all encouraged!

Partner Target Toss

Students work in pairs. One poly spot and beanbag per pair. Students face each other. One puts poly spot on the floor at his/her feet other student has the beanbag. On signal, beanbag student tosses at the poly spot. Score one point if bag touches spot, score 3 if bag is on the spot entirely. Poly spot student picks up beanbag, immediately switches places with partner and toss again. Objective is to see how many points each pair can accumulate in designated time.

Grab the GO!

Most of us could use another serving of fruits and vegetables. The object is to grab the Go Food (your beanbag) is to take that serving before your partner does! Start the music and assign different tasks (hands on knees, push-ups, snap fingers to the beat of the music, touch palms to floor in rhythm with the beat of the music, etc.). When the music stops, try and grab the apple before your partner!

Happy Feet

Students work in pairs and stand 3-5 yards apart. One student is the dodger, the other the thrower. The dodger puts their beanbag on the ground (this will mark the dodger spot and never gets picked up). The objective is for the thrower to try and hit the dodger on the feet with the beanbag. Partners trade places after each throw (remember that the one beanbag stays on the ground and is used only for the purpose of marking the dodging spot).

Twist & Turn, Bend & Stretch

Students work in pairs – one beanbag per pair. Task #1 – pairs stand back-to-back. On signal, student with the beanbag turns to one side and hands the beanbag to their partner. The partner takes the beanbag and quickly twists to the other side to hand the beanbag back. Challenge pairs to see how many they can do in 30 seconds. Task #2 – one person stretches above the shoulder to hand the beanbag to their partner. Partner takes beanbag and bends down low around the knees to hand the beanbag back. Now Try This: sound a signal and



Over-Under-Around-Through

In groups of three, have two players face each other and hold both hands. The teacher will call out a specific sequence for the third player to accomplish as quickly as possible. For instance; over, under, around, through. The player will go over the joined hands, under the joined hands, circle around both hand holders, and through the middle of the joined arms. Mix the sequence up and do some several in a row. Time each attempt as an incentive to go faster. Switch positions frequently.

Mirror, Mirror

Work in pairs. One player is designated “BEAUTIFUL” the other “GOOD LOOKING.” Assign BEAUTIFUL’s to be Different; GOOD LOOKING’s to be Same. Begin by facing one another and jumping together three times while chanting, “Mirror, Mirror on the wall.” On the word “wall”, each player lands with one foot forward in a scissor position. BEAUTIFUL’s win if both players land with a different foot forward, i.e., right foot forward of one player and left foot forward of the other player. GOOD LOOKING’s win if both players land with the same foot forward, i.e., right OR left feet forward of both players.

The loser must run around the winner once while loudly complimenting the winner’s beauty, i.e “You’re Beautiful! You’re Beautiful....!” Or, “You’re Good Looking.....!”

Jumping Jack Flash

A great game for reinforcing math fact families. Students work in pairs. Each player begins with one hand hidden behind their back. To play, players count together, “One, two, three!” On three, each player shows their “hand” revealing a number of fingers 1 through 5 (a fist or zero is not allowed). The first player to call out the correct sum of the combined fingers is the winner and scores that many points – the other player scores one point. For example, Player A shows 3 fingers and Player B shows 4 fingers. Player A calls out, “Seven!” Player A scores 7 points and Player B scores 1 point.

Before playing each subsequent round, the player who correctly calculated the sum must do that many jumping jacks while the other player jogs in a circle around him/her. Using the above example, Player A must do 7 jumping jacks and Player B jogs in a circle around Player A. Play to 100 or until someone gets too tired.

MÚK

Students work with a partner. Pairs scattered or use grid stations (2 pairs per grid). MÚK is a native Eskimo word that means “silence.” Pairs face each other 2-3 feet apart. Both dribble simultaneously while staring into each other's eyes. Teacher calls out challenges, i.e., "dribble low, cross over, stand on one foot, touch knee," etc. Challenge is over when one player breaks eye contact, loses dribble, or is the first to smile. Player who lost challenge dribbles around partner twice and then begins another game.



ACTIVE CLASSROOMS

“TAKE TWO” AT A FACULTY OR PTA MEETING

Stand Up Sit Down Sing-a-long

Good game for K-2 to help with phonemic awareness (letter sounds). Teacher sings *My Bonnie Lies Over The Ocean*. On each /b/ sound, students alternate standing up or sitting down. Variation: Read the nursery rhyme *Peter Piper*. Students sit down or stand up on the /p/ sound. Really, any tongue twister will do...Sally sells seashells by the seashore. Peter Piper picked a pickle peppers. You get the idea...

Gitchie-gitchie-goo and A-rah-ta-ta

Students stand in a circle – at least four per circle or as many as desired. First, teach and practice the following lyrics and movements:

A-rah-ta-tapat knees three times
A-rah-ta-tapat knees three times
Gitchie-gitchie-goo.....one hand scratches top of head while other hand scratches chin
and A-rah-ta-tapat knees three times

A-rah-ta-tapat knees three times
A-rah-ta-tapat knees three times
Gitchie-gitchie-goo.....one hand scratches top of head while other hand scratches chin
and A-rah-ta-tapat knees three times

Awaaaaysway up high to one side
Awaaaaysway down low to other side
Gitchie-gitchie-goo.....one hand scratches top of head while other hand scratches chin
and A-rah-ta-tapat knees three times

Awaaaaysway up high to one side
Awaaaaysway down low to other side
Gitchie-gitchie-goo.....one hand scratches top of head while other hand scratches chin
and A-rah-ta-tapat knees three times

Now sing the song again but with the following two changes:

A-rah-ta-ta**pat the knees of the person to your immediate right**
Gitchie-gitchie-goo.....**one hand scratches top of head while other hand scratches chin of the person to your immediate left.**

Good Luck.



Letter Line

An activity to help students remember how letters should be formatted. Some letters reach above the line, e.g., *h, t, f*. Some letters go below the line, e.g., *p, q, g*. And others are written on the line, e.g., *a, r, s*. Simply call out letters at random and students respond as follows:

- Reach Tall – for letters above the line
- Squat in a Seated Position – for letters on the line
- Touch Toes – for letters below the line.

Now Try This: Give a word, i.e. *pat*. Spell the word with movement only, e.g., touch-squat-reach.

Stare & Glare Joggin' Showdown

Students work with a partner. The challenge is to stare and glare eye-to-eye your partner. Challenge is over when one player breaks eye contact or is the first to smile or laugh. Begin 6-8 feet apart. Pairs start jogging in place. Blow a whistle every 4-5 seconds – students must take a step closer to each other. Variation: dribble a basketball while staring.

Live Right Wrap

Students are scattered. As you prepare the pledge below, first say the words and follow with the action. The students then chorally respond both the “say” and the “action”. Add the steps one by one, then two by two, and finally challenge your students to repeat the entire Live Right Wrap without stopping.

- | | SAY | and | DO! |
|----|------------------------|------------|----------------------------------|
| 1. | “Eat Right” | | Slap stomach twice |
| 2. | “Be Fit” | | Touch collar bones-make fists |
| 3. | “Work Hard” | | Pump up imaginary weights |
| 4. | “Never Quit” | | Scissor arms |
| 5. | “Take Care of My Mind” | | Point twice to head (both hands) |
| 6. | “Take Care of My Body” | | Hug self |
| 7. | “Be Strong” | | Double biceps pose |
| 8. | “And Heart Healthy” | | Cover heart with both hands |
| 9. | “UGH!!!” | | Freeze in a most muscular pose |

Shoot 11

Work in groups of 4-5. The objective is to score 11 points. Youngsters use only one hand. On the count of three each group member displays any number of fingers (0-5). The group wins if the collective sum of all hands equals 11. Winning groups yell, “Jackpot!” and cheer excessively before playing again. If the sum does not equal 11, the entire group does that number of jumping jacks.



INSTRUCTIONAL FORMATS

2-LINE GAMES

Huddle Up

2-Line Game (15-20 yards apart). Students work with a partner – one starts as offense, the other starts as defense. Football per pair. Defensive team stands on one line. Offensive players start with a football and huddles up on other line. Quarterback calls a “wellness play”, e.g. brush your teeth. Offense breaks huddle and pantomimes (without speaking) the play to their partner. When partner guess play correctly, partner takes football becomes offensive player and sprints to huddle. Plays to call: drink lots of water, wear a helmet, get plenty of sleep, use the crosswalk, exercise at home, etc.

Meet Me in the Middle

2-Line Game (15-20 yards apart). Students work with a partner. Basketball per pair. Partner with ball always dribbles to the center. Pairs have 15 seconds to meet in the middle, perform a task and return to their respective lines. In order to structure activity so that partners take turns dribbling to center, first task is 3 back to back ball handling passes (turn and hand ball to partner). On second trip to middle, repeat first task and add a second. On third trip repeat first two tasks then add the third, etc. Tasks to add in the middle are 2 chest passes, 2 bounce passes, 2 overhead passes, 2 shots, etc.

Story Time

Create two parallel lines 15-20 yards apart; students work in pairs. One partner begins on one line; their partner is directly across on the other line. The objective is for each pair to sequence a story. Select a popular and easy to tell children’s story, i.e., Three Little Pigs, Red Riding Hood, Goldilocks and the Three Bears. Designate one line as the Storytellers. Designate the other line as the Active Listeners. On signal, both Storytellers and Active Listeners travel to the middle. Storytellers begin telling the story. Active Listeners jog in place while they are listening to the story. Give a change signal (new chapter), both groups immediately run back to their respective line and quickly return to the middle. They resume the story, except this time the roles are reversed. The new Storytellers must resume the story from the point at which their partner stopped when the change chapter signal was given. Repeat this and even number of times (4-6) so that both partners can add to the story equitably.

Another Idea – have the partners come up with their own story prompt. In writing circles this is called an expository writing prompt, and principals will love the face that you are working to integrate language arts into a movement setting.



Sharks & Eagles

2-Line Game (15-20 yards apart). Students work with a partner. Basketball per pair. One student is the eagle, their partner is the mouse. Mice sneak toward their eagle dribbling basketball. On signal, “Fly Eagles,” eagles try to tag their mouse partner before s/he reaches their line. Change roles – eagles become minnows, mice become sharks. Minnows swim dribble basketball toward shark. On signal, “Swim Sharks,” sharks try to tag minnow partner before s/he reaches their line.

Passing Tag

2-Line Game (15-20 yards apart). Students work with a partner. Basketball per pair (or other throwing (Frisbee, foam ball, etc. Instruct students to move to the middle and face each other 3-4 yards apart. Pairs begin tossing the item back and forth. On the teacher signal (whistle, drum, etc.) the student with the ball turns and dribbles back to their line. The student without the ball chases his/her partner and attempts to tag before partner reaches s/he has dribbled to their home line.

Fast Break

2-Line Game (15-20 yards apart). Students work in groups of 3. Each group needs 2 hula hoops and a basketball. Place one hoop on one line and the 2nd hoop across on the other line. Starting at one hoop, players pass to teammates toward other hoop and score one point if ball is “shot” into hoop (or use wall target). After shooting at one hoop, immediately start fast break toward other hoop. How many points can your group score in 60 seconds? Rules: (1) must make at least 3 passes; (2) only one shot at the hoop; (3) cannot run with ball; (4) same player may not shoot twice in a row.

Bean Bag Bucket Brigade

2-Line Game (15-20 yards apart). Students work in groups of 3-4. Each group needs 2 hula hoops and 3 basketballs. Place one hoop on one line and the 2nd hoop across on the other line. Put the balls in one hoop (this hoop is the firehouse). Students are firefighters. On signal, group lines up facing the basketballs. Wrap ball around the waist and hand it over head to the teammate behind. After handing ball, immediately move to the end of the line. When line travels to 2nd hoop, place ball inside hoop, sprint back to firehouse, retrieve another ball and repeat. Play until all balls are removed from firehouse and place inside 2nd hoop.



GRID STATIONS

Setup: Designate 6 -10 small grids or activity stations (depending on the size of the class). Typically, each station has a different task or assignment, and 4-6 students are assigned to each station. The size of the activity station and the number of students per station will vary with the size of the instructional area available.

Managing With Music: Use music intervals to cue students when how much time to spend at each station. The silence intervals are their signal to stop work, clean up, and rotate to the next station.

Teacher Talk:

- *“Work in your station while the music is on. When the music is off, clean up the equipment and rotate to the next station.”*

LEARNING IN GRIDS (BASKETBALL)

Passing Challenges

Grid Station (approximately 10'x 10'). Students work in groups of 3-4. How many passes can the group make in 30 seconds? 60 seconds? Variation: (1) use different passes, e.g., bounce pass, overhead pass, shooting, etc.; (2) sound a signal and students must change passing direction.

Give & Go

Grid Station (approximately 10'x 10'). Students work in groups of 4. One ball per group. Student with the ball must establish a pivot foot. Other students move randomly around the grid space. Student with the ball can only pass to a player that is moving to open space. How many passes can your group make in 30 seconds? 60 seconds?

Not Me

Grid Station (approximately 10'x 10'). Students work in groups of 3-4. One ball per group. Teammates pass ball while music is on. When music stops, student with ball is it and attempts to tag one of the other teammates. All students must stay within the grid boundaries. It must always maintain a dribble. When tagged the "it" gives the ball to the tagged student who becomes the new it. Students begin passing to one another when the music resumes.

Partner Pass Tag

Grid Station (approximately 10'x 10'). Students work in groups of 3-4. One student is the Hound, all others are Foxes. The Hound attempts to elude the tag of the Foxes. The Foxes pass the ball to one another and must tag the Hound with the basketball held in two hands. The Fox with the ball cannot move, i.e., must establish a pivot and is not allowed to run with the ball. Foxes without the ball should move into a position near enough to the Hound to receive a pass. The key is for the Foxes to pass quickly and move as soon as they pass the ball, i.e, Give & Go.

INTERVAL STATIONS

Setup: Use when students are working with a partner or small group, and students will need to take turns, rotate tasks, or find a new partner or group member. Pairs or small groups are scattered about the activity area.

Managing With Music: Music intervals cue students to work with their partner/group. The silence intervals cue students to find a new partner/group, or switch roles, or take turns with equipment.

Teacher Talk:

- *“Find a partner and pass your ball back and forth while the music is on. When the music is off, find a new partner and try practice a different pass.”*
- *“Decide who in your group will be the worker, the counter, and the recorder. When the music is on your group will work. When the music is off switch roles and assign everyone a new role.”*

STATIONARY STATIONS

Setup: Used when students practice assigned tasks in their own personal space. Scatter students throughout the activity area and “anchor up,” i.e., don’t drift into someone else’s space (designating their space with a spot marker or cone is helpful).

Managing With Music: Music intervals cue students when to practice and work. Reinforce teaching cues, provide feedback, take heart rates, or preface the next task during intervals of silence.

Dribbling Tasks Using Stationary Stations:

- 30 seconds music – students practice cross over dribble.
- 15 seconds silence – rest while teacher reinforces dribbling cues (eyes up, waist high, finger pads)
- 30 seconds music – students practice cross over dribble again.
- 15 seconds silence – take heart rate.
- 30 seconds music – students practice figure eight ball handling skills, etc.

Teacher Talk:

- *“Remember to stay in your own space when the music is on. Put your equipment down and eyes on me when the music is off. We will take your heart rate or talk about some coaching cues.”*

RACE TRACK STATIONS

Setup: Create an oval race track using cones or spot markers.

Partners: One student works with equipment inside the oval (jump rope, dribbling, juggling, etc.), while the partner travels (jogs or walks) clockwise around the perimeter of the oval.

Groups of 3: Two students work with equipment inside the oval (passing, balloon striking, etc.), while the third student travels (jogs or walks) clockwise around the perimeter of the oval.

Managing With Music: Use music to manage the time students are traveling around the perimeter of the oval. Students switch places during the silence intervals.

Teacher Talk:

- *“When the music is off, those moving around the outside find your partner/group and take your turn practicing with the equipment at your inside space. Those on the inside put your equipment down and start jogging or power walking around the race track.”*

STATION RELAYS

Setup: Students work in groups of three. Student #1 is stationed on one side of the activity area; Student #2 is stationed on the other side (use cones or spot markers to designate where students should be positioned). The third student begins as the “traveler,” and is stationed in the middle between the two other students.

Movement Rotation: This is essentially a 3-person weave drill. Travelers (student #3) move to student #1 and exchange places → student #1 travels across to exchanges places with student #2 → student #2 travels across and exchanges places with student #3 → student #3 travels across and again changes places with student #1, etc.

Once students get the hang of the movement rotation, give the Traveler (student #3) a piece of equipment to use as they move across. After exchanging equipment, students not traveling perform an exercise (jumping jacks, stretch), or use a piece of equipment (jump rope, beanbag, hula hoop) while they are waiting. They merely exchange their equipment with the traveler once the traveler arrives at their cone.

Managing With Music:

1. Use music to manage time students will work with particular equipment, *“When the music is off all travelers get a new piece of equipment.”*
2. Or how long students work with their particular groups, *“When the music is off, everyone find a new group of 3.”*



ENGINEERING ACTIVITY TIME
LITTLE THINGS THAT MAKE A BIG DIFFERENCE

- | | | | |
|-----|--|-----|----|
| 1. | Were students active right from the start? | YES | NO |
| 2. | Did the session include a warm-up activity? | YES | NO |
| 3. | Were the boundaries well established? | YES | NO |
| 4. | Was the stop/start signal clear? | YES | NO |
| 5. | Were the instructions clear and concise? | YES | NO |
| 6. | Were management and transition times minimal? | YES | NO |
| 7. | Did group sizes maximize participation and practice opportunities? | YES | NO |
| 8. | Were all participants involved? | YES | NO |
| 9. | Was the student:equipment ratio adequate? | YES | NO |
| 10. | Were activities conducted in a safe manner? | YES | NO |
| 11. | Did the students have many opportunities to practice? | YES | NO |
| 12. | Did most of the students appear to be enjoying the activities? | YES | NO |
| 13. | Were participants challenged at a level commensurate? | YES | NO |
| 14. | Were students praised/rewarded for being physically active? | YES | NO |
| 15. | Were students active 50% of the lesson? | YES | NO |
| 16. | Did the session include a cool-down activity? | YES | NO |