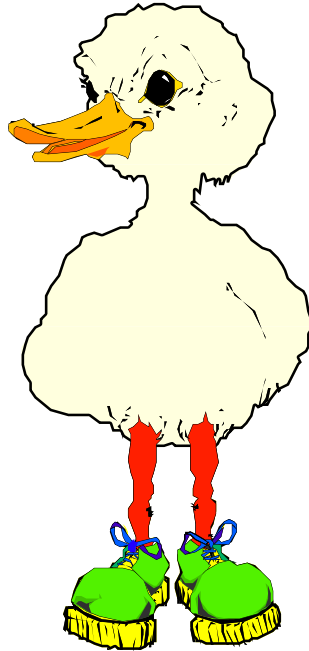


P.E. Is More Than Duck, Duck, Goose



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“The Right Stuff – From Fitness to Fun”

July 2015

activities with a purpose

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The Right Stuff from Fitness to Fun

New! Essential Components of Physical Education -

<http://www.shapeamerica.org/upload/TheEssentialComponentsOfPhysicalEducation.pdf>

Warm up & Fitness development

- Pursuit Tag
- Superman Fitness Tag
- Push Up dance
- Money Game
- Fitness Grab Bag
- Spot Remover

Peter Pan Relay Tag

Skill development

- Lord of the Rings
- Guard the Castle
- Smauggs Jewels
- Pass It Tag
- Four Corner Hot Spot
- One Goal Game
- Fake Out ADD
- Hoop it Up
- Spiders and Fly
- Super Keep Away
- Ultimate Shadow ball
- Fill the Bucket
- Bean Bag Battle

Lesson Focus

- Duck Ball
- Throw and Rip

Assessment/Closure/Debriefing



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Pursuit Tag

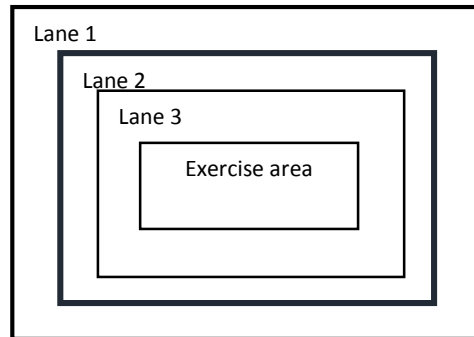
Suggested grade level: 2nd and up need at least 10 players

Equipment: Cones, tape, or lines to indicate lanes for walking, skipping, dribbling, etc.

Objective: Avoid being tagged from behind

Description: Everyone begins by walking in the outside lane. Each person is trying to tag the person in front of them. If the person is tagged they are to move into the next lane. When they move to the inside circle they perform a designated exercise or activity (dribble a ball, pushups, sit ups etc.) then they begin again in the outer most lane. After a few minutes change locomotor skill to skipping.

Variations: Students may be dribbling a basketball or soccer ball



22 Skadoo (A.K.A. Jail Break) (use the same layout as above but do not include lane 1)

Description: Cooperative game that requires teamwork, strategy, and serves as a lead up to invasion type games such as soccer, basketball, team handball, and any ultimate game.

Equipment: noodles for taggers, tape/cones marking playing area

Preparation: Use tape or cones to make two rectangles (one inside the other) to form the three zones of the game: jail, tagging zone, and safe zone. Basketball/volleyball court lines can be used to establish zones as well.

Rules: Start with approximately half of the class in jail. The helpers start in the safe zone and try to free their classmates from jail by giving them 22 handshakes. The player in jail is responsible for their handshake total as they might not receive all 22 shakes at once. Taggers patrol the area and attempt to tag the “helpers” as they are assisting those in jail. “Helpers” report to jail if tagged or if they accidentally step onto the jail line. Taggers must stay outside jail lines and run around the jail area when chasing helpers.

Variations: *Helpers may shake the hands of two different players at the same time.

*Two helpers may shake the hands of one jailed player at the same time.

*Students are instructed to “make it awesome!” by ensuring there is a balance between the jailed and helpers. Ex: If there are too many helpers, students can run into jail and make the game more fun.

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*Jail is not inactive! Jailed players should run around the jail area to spots that are not closely guarded by taggers and communicate with the helpers in the safe zone.

Spiders and Flies

 **Suggested Grade Level:** 3rd & up

Equipment needed: 4 poly spots (US-1281781 numbered spots)

Objective: A fun way to work on anaerobic system. Also helps develop agility and quick thinks skills.



Description of Activity: Make a four square court with poly spots. One student is the spider and stands in the middle of the four square. The other four students pick a poly spot to stand on. The goal for the spider in the middle is to catch another student off their corner of the square by placing their foot on the corner of the square before they do. The goal of the flies is to try and trade places with each other without the spider getting into their corner. If a fly is beaten to the corner spot by the spider, the roles are switched. The goal is for the flies to make 10 changes without getting caught. If this happens, the spider in the middle owes the flies 10 movement exercises and a new spider is chosen. Rules: The flies must make an attempt to trade places every 10 seconds. If this doesn't occur in 10 seconds, you automatically become the spider. If the flies can go directly across the square they earn 2 changes toward the 10.

Lord of the Rings

Equipment: Cones, scrimmage vest, deck rings

Suggested grade level: 3rd & older

Objective:

Set Up: Divide the class into 5-6 teams. One team is designated to be the taggers (Golluims/Smegiels from the Lord of the Rings). The other teams line up behind one of the cones. At the other end of the play area are 24 deck rings placed behind a line of cones. The object is to capture as many rings as possible.

Directions: The tagging team is given scrimmage vest to wear. These players are the Smegiels who are guarding the “rings”. On the teacher's command, the first players in line run into the play area to retrieve one of the rings without being tagged by a Smegiel.

Non-Stop Action: If a player is able to get back to his line safely with a ring, the next player immediately starts to run to get another ring. If a player without a ring is tagged, he quickly runs back to him line and tags the next player. If a player with a ring is tagged, he must place the ring back behind the line of cones. However, the next player in line can start running as soon as the player with the ring is tagged. Smegiels may not go behind the line of cones where the rings have been placed.

We change taggers every 2-3 minutes until each team has been the taggers. When all or most of the rings have been “captured”, the team with the most rings is declared the Lord the Rings”.

Bean Bag Battle (moving to the open space)

Equipment: Cones for general space boundaries and to mark lanes. The number of balls is determined by the number of students. If you have 12 people to a side, allow 4 balls. Basically, the number of balls

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equal 1/3 the number of players. This helps each team focus not only on offense but play defense as well. Use 20-30 bean bags.

Suggested Grade level: 3rd – 5th

Objective: To help students practice catching and throwing skills in a dynamic setting, to familiarize students with the utilization of the entire open space, along with concept of “getting open.”

Set Up: The play space is similar to 5 yard line markers in football. The space needs to be divided into eight equal horizontal sections (two halves).

Directions: Divide the class into two teams (jerseys vs. non-jerseys). Each team begins with 20-30 bean bags behind their end-line in a bucket and with their own gator skin balls or any other easy to catch ball. Each team starts on their designated side, on “GO” they can travel into the other teams’ side to try to earn bean bags. They earn bean bags by successfully catching a ball thrown by their teammate, from their teams’ side of the play area. (Each thrower may go as far up as the center line to throw a ball to their team mate on the opponent’s side). The opposing team can guard, block or intercept. If the opposing team intercepts a thrown ball, they earn the specific amount of bean bags that the opposing team would have earned.

The goal is for each team to earn all the bean bags in the opponent’s bucket by successfully catching balls on the opponent’s side of the court. The four lanes on each side coincide with the number of bean bags which can be earned with a successful catch in that lane. For example, the first lane (going horizontal equals 0 bean bags (which allows a buffer-zone for throwers/catchers), the second lane equals 1 bean bag, the third lane equals 2 bean bags, and the last lane equals 3 bean bags. A ball thrown from your team’s side, and caught in the third lane of the other team’s side, earns your team 2 bean bags. The catcher goes to the end line and gets 2 bean bags and then takes them back you their team’s bucket.

The other way to earn bean bags is to intercept a ball thrown by the other team. The team that captures all the opponent’s bean bags first wins the game.

Assessment ideas: Either at the end of the game or during the game, check for understanding by asking students, “How did you get open?”, “What’s a good way to play defense?” or “If you are a thrower, did you use a fake to help the receiver get open?”

Adaptations: For visually impaired students use balls that make noise and balls can be rolled instead of thrown. Buddies can be used with wheel chair students if needed.

Fill the Bucket

Equipment: cones to mark the area, 2 VERY large buckets, beanbags, scrimmage vests

Suggested grade level: 3rd and up

Objective: to throw and catch beanbags

Set Up: make two lines of cones 20-30 feet apart in the center of the play area. Between these two lines is the “No Kid Zone”. Only the teacher is allowed in this zone. Place half of the bean bags on each side of the “No Kid Zone”. Put two big buckets or hoops at the end of the each teams half. (I place mine a little farther out so they will run an extra 5 yards.)

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Directions: Divide the class into two teams. Each team is given a colored jersey to wear. Direct each team to have members on both sides of the “No Kid Zone”. The object of the game is to throw a beanbag across the “No Kid Zone” for a teammate to catch. When this is done, the player catching the beanbag, runs to the team’s bucket and puts the beanbag in the bucket. One point is scored when this happens. Players must catch the beanbag in the air. If it drops, no points are scored. Anyone can play defense. An intercepted beanbag caught in the air also counts as a point. No contact. Do not interfere with a player running to a bucket. No crossing through the “No Kid Zone” to score a point in our bucket you must around the zone. Remind students to return to their same side after they score a point. This will keep the numbers for each team equal on each side of the zone. Strongly encourage communication between teammates when throwing the beanbags. Only one beanbag may be tossed or caught at a time.

Guard the Castle pre Smaugs Jewel

Equipment: bean bag for every group of 4 students, cones or poly spots to mark a 5’X5’ square

Suggested grade level: 2nd grade and up

Objective: moving in defensive position

Directions: Divide the class into groups of four players. Each group is assigned to a 5’X5’ square or grid using cones or poly spots to mark the boundaries. Place a beanbag or critter in the center of the grid and one student will begin as the guard. The other three remain students are outside of the grid. The three outside players work together as a team trying to divert the guard’s attention. When this happens, one of the payers may try to remove the beanbag or critter from the center. The student in the middle guards the equipment by tagging the students as they enter the grid. When a students is tagged, all of the students perform one quick jog around the perimeter of the grid. The tagged player switches with the student in the middle.

Pass it Tag pre moving in a grid

Equipment: cones or poly spots, easy to throw and catch ball, and scrimmage vest to determine teams

Suggested grade level: 2nd grade and up

Objective: how to move with and without the ball

Directions: Divide the class into groups of two-three players. Two opposing groups (Team A vs Team B) are assigned to a 10’X10’ grid using poly spots or cones. Team A is provided with a medium-sized gator skin ball. Team tries to tag the other team with the ball. The team with the ball cannot move when they have possession of the ball. If the other team gains possession by intercepting it is the other team’s ball.

Four Corner Hot Spot

Equipment: poly spots, easy to throw and catch ball

Suggested grade level: 2nd grade and up

Objective: throwing and catching, moving to the open space

Directions: Divide the class into groups of four. These players are assigned to a 10’X10’ grid marked by cones or poly spots. One player starts by standing in the center. The other three players stand on one of the poly spots. The game starts with one of the players on the poly spot with a ball. The object of the game is to see how many passes the three players can complete without the ball being intercepted by the player in the middle. Students must move to the open spot when catching the ball. Students must be standing on a spot when they catch it as well. If the student in the middle intercepts or knocks down the ball, it is a turnover and the student that threw it becomes the new defender.

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One Goal Game

Equipment: poly spots, cones, ball to dribble, and scrimmage vest

Suggested grade level: 1st and up

Objective: working with a partner

Directions: Divide the class into teams of 2 or 4 players. Each team is assigned to a 10'X10' grid. Students work 1 vs 1 or with a partner 2 vs 2. Place one goal (two cones) in the center of each square. The teams may score from any direction by either dribbling through the goal, running through the goal, passing through the goal.

Super Keep Away

Suggested Grade Level: 3rd – 5th

Equipment: two different color objects that are easily thrown/caught, scrimmage vest to differentiate teams.

Objective: The objective of this activity is to have a team member holding both balls at the same time. Divide the class into teams of 4 – 6 players. Each team starts on opposite ends of the court. Three games can be played at a time playing the width of a basketball court. Each team starts with a ball or other throwing/catching object. The game is initiated by both teams throwing off to their opponents at the same time. Each team is trying to protect and keep their ball, while trying to capture the ball of their opponents. To capture your opponents' ball, you can tag them, intercept it, or pick up a dropped pass. The ball is live at all times, so if you drop it or don't catch it, you can pick it up; it is not a change of possession. Players can move with the ball, but if they get tagged, they must give it to the person that tagged them, and no immediate tag-backs are allowed.

Push Up Dance (student created routine)



Purpose of Activity: Push-ups are one component of most fitness tests and the only way to improve scores is to use activities to improve upper body strength. The purpose of this activity is for students to improve upper body strength (push-ups). Can be used as part of a strength warm-up or as a fitness station.

Prerequisites: The students should be able to hold a push-up position for at least 30 seconds.

Suggested Grade Level: 3rd & up

Materials Needed: If used as a station, a print out of the directions is helpful.

Music: Any music with a strong four count beat. We used TAIO CRUZ – Dynamite (Remix)

Station card suggestions

- Shake hands (right hand) (3 X and switch on the 4th beat)
- Shake hands (left hand) (3 X and switch on the 4th beat)
- High five (right hand) (3 X and switch on the 4th beat)
- High five (left hand) (3 X and switch on the 4th beat)
- Pat the floor with right hand (3 X and switch on the 4th beat)
- Pat the floor with left hand (3 X and switch on the 4th beat)
- Lift right foot
- Lift left foot

Let them practice some of these and encourage them to create their own movements. Have students make a routine with their partners.

Variations:

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Use groups of 3 or 4 to create different routines.

Offer props such as small balls (tennis sized foam balls for example) to use as part of the routine.

Assessment Ideas:

Ask students what muscles are being strengthened in this routine (biceps, triceps, pectorals, deltoids, etc.).

Have students track their push-up performance throughout the year.

Adaptations for Students with Disabilities:

Students with physical challenges should be included in groups with the goal of improving everyone's upper body strength while including all students in the routine.

Hoop it Up!

Equipment: poly spots, cones, beanbag, hula hoop, and scrimmage vest

Suggested grade level: 1st and up

Objective: working with a partner

Directions: Divide the class into groups of three or four players. These players are assigned to a 10'X20' rectangle designated using four ply spots or cones. Place a hula hoop at each end of the playing area. One team is given a beanbag to start. To score you must toss the bean bag into your opponent's hoop. Players may only take three steps when they have possession of the bean bag. No contact, but the defenders may intercept the beanbag or knock it down for a turnover.

Variations: Pass to the partner must have a team mate standing in the hoop to score

Ultimate Shadow Frisbee (Ball) (moving in a grid)

Equipment: One ball for every two students

Suggested Grade level: 3-5

Objective: To teach students how to move in any Ultimate or other invasion games and to practice throwing and catching.

Set Up: Large open areas with end lines

Directions: Ultimate Shadow follows the rules of Ultimate Frisbee. The difference is that students work in pairs and are playing against their own shadow (no one). Students score when they catch the ball in the end zone. The shadow teams scores when the ball is dropped, goes out of bounds, or a player moves with the ball.

Variations:

1. Use various objects to throw/catch
2. Throw and move ahead of the catcher
3. 6 second pass
4. Use **Passive** Defense on Receiver - Use 3 players with one player standing in front of player being thrown to. The defense player only stands in front but does not try to intercept the ball.
5. **Active** Defense on Receiver - Use 3 players with the defense player actively trying to intercept the ball.

Assessment: Compare a team's ultimate shadow score from the beginning and the end of the unit.

Subtract the shadow team's score from the players score to get the assessment score. Example: students 10 points, shadow 7 points, so the net score for students is 3 points. Did the students improve from the beginning?

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Superman Fitness Tag

Suggested grade level: 2nd and up

Equipment: 6 – 10 green pool noodles cut to about 8 inches with exercise inside a slit cut in the side of the noodle

Directions: Give 6 – 10 students a kryptonite stick (cut green pool noodle) and are superman’s arch nemesis Lex Luthor. All other students are Superman or Superwoman. When the music starts Lex Luthor will try to tag Superman and Superwoman. When Superman or woman is tagged they are given the kryptonite sticks. They will need to regain super strength from the kryptonite and go to the fitness area. Once in the fitness area they open up the kryptonite stick (a.k.a a noodle) and perform the exercise/activity to regain Superman and Superwoman powers. When the exercise is completed s/he will become a tagger in the game play area.

Safety: Remind students to move with control (skip, gallop, slide, etc.) Eyes forward moving in open space. Tags should be a soft tap on shoulder, back, or legs.

Suggested exercises: Burpees, superman poise, vertical jump, planks, spine bicycling, mountain climber

Peter Pan Relay Tag

Equipment: Cones, puzzles with 8-12 pieces. (I cut plastic placemats into puzzle pieces)

Suggested grade level: 3rd & older

Set Up: relay formation with a puzzle for each team

Directions: Divide the class into teams. Select two students to be the “alligators”. The puzzles are placed at the other end of the play area. The alligators move in a crab position. The object of the game is for players from each team to run (one by one) across the gym to get a puzzle piece and return to their team safely. Students tagged by an alligator become an alligator. If you are caught with a puzzle piece, you must put it back. The first team to have at least one person left and the puzzle complete wins.

The Money Game

Equipment: paper money, buckets for the bank, signs for each bill, equipment needed for stations

How to Play: Make four signs - one for each denomination \$1, \$5, \$10 & \$20. Hang each sign in a different corner. Write a number 1, 2, 3, 4, or 5 on the back of each bill. Place the money in labeled buckets in the middle of the gym. Students are on teams of four or five. The object of the game is to collect the most money. One at a time a student from a group grabs a bill from the bank and brings it back to their group. The entire group must then travel to the corner with the sign that matches the selected money and completes the requirement for the money. For example, if the leader picked a \$10 bill with the number 4, the entire team must complete the #4 task for \$10. Play continues until the banks are broke.

Suggested exercises:

\$1

- 1 – sitting in a straddle - stretch over right leg and hold for a slow count of 10, then left leg
- 2 – Quad stretch right and then left for 20 seconds each
- 3 – Do 12 alternating knee to chest grabs (lying on back)

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4 – Jump and click your heels together 5 times

5 – Leap 5 times

\$5

1 – Touch Opposite knee to elbow 28 times

2 – Air seat for a slow count of 30

3 – With a partner wring the wash cloth 5 times

4 – Hook ankles with a partner & do 15 sit-ups (high 5 R high 5/L)

5 – Frog jump 10 times

\$10

1 – Do 17 reverse step back lunges

2 – Vertical jump ten times trying to touch the rim of the goal

3 – Do 26 Nordic track moves

4 – Do 10 high karate kicks

5 – Hold a Plank position for 25 seconds

\$20

1 – Jog 2 time around the cones

2 – 15 Burpees

3 – 10 Superman - bananas

4 – 25 Knee to Elbow touches

5 – Inchworm (start in push up position, climb your feet up to your hands, and then crawl with your hands back to push up position)

Alphabet Fitness

Suggested Grade Level: K-2nd

Materials Needed: dome cones, alphabet cards, P.E. word cards

Description of Idea: Set up around the perimeter of the basketball court are dome cones with an index card on top of it. The index card has a word related to P.E. such as throw, kick, exercise or balance written on it. Sitting on the floor just in front of each dome is an alphabet card with the letters of the alphabet in a different order than the traditional ABC's. Working with a partner, or in relay fashion students will go to a dome and while in the up position of a push up take turns spelling the word and locating each letter on the alphabet board. (Remember the letters are not in their traditional order!) For example, if the word is SKIP, student #1 touches the letter "S" on the alphabet board, student #2 touches "K", etc. and it alternates like that.

Assessment Ideas: Any closure can include students using their memory to remember words they spelled out, practice spelling a word to a partner, brainstorming new P.E. words or talking about the parts of the body they were making stronger by being in the push-up position!

SPOT REMOVER

Equipment: 3 - 4 Poly spots with fitness activities written on them or slips of paper taped to them per student (If you have 25 students about 50 spots)

Suggested grade level: 1st & older

Objective: Collect spots as a warm-up by practicing a variety of musculoskeletal activities/exercises

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Set Up: Relay type lines with 2-3 students per line. The students can be arranged around the circle of spots.

Directions: The teacher will arrange students in relay type lines with two to three students per team. Each team will line up on either on one side of a playing area or around the perimeter of the spots. In the center of the playing area, spread out 20-50 poly spots depending on the amount of time you are going to warm up and/or the available spots. When the activity begins, the first student from each group will move into the playing area and try to remove/collect poly spots and place them on their team’s side. Once they have a spot they will return it to their “team” to perform the exercise/activity the designated number or time.

Teaching Tips:

1. The teacher will designate the fitness activity based on student’s grade/ability levels.
2. The teacher should change the muscle group focus of the fitness activity when students are showing fatigue.
3. Discuss with students which body parts/muscle groups are being used to play the game.

Adaptations:

1. Roll a ball (as in pitching or bowling) and the first spot touched by the ball is the spot they collect.
2. To make the game more interesting, allow players from each team to collect spots from the other team’s side. Players can perform the fitness task to collect a spot from the other team’s side. When such a spot is collected, it will be returned to the middle of the playing area so that it can be re-collected by any team.
3. Add locomotor movements to the activity by having players travel different ways across the playing area to collect spots (gallop, skip, leap, side slide, etc.).

Fitness Grab Bag

Suggested grade level: 1st - up

Equipment: dominos, ducks or tiles (any small object that can have letters and or numbers marked on them), (optional: white board and marker or scrap paper and pencil)

Directions: Write letters on the back of dominoes or use tiles with letters and place numbers on the back. We are using rubber ducks that have letters on them. Arrange the ducks/dominoes in a bag or bucket for easy access for the children to “grab”. Divide the class into small groups of 2-3 students in a relay line fashion. Each line would have a “grocery list” of fitness activities, assigning a fitness activity to each letter of the alphabet.

On the “go” signal”, one player from each group runs to the buckets or bags, pulls out one duck/domino and then runs back to their group’s home base. After checking the letter on the “grocery list” (indicating which fitness activity the group performs), the group totals up the number of dots on the duck/domino. The total of number of dots indicates the number of the fitness activity to perform. After the group performs the activity, the group sends out the next player for another domino. At the end of the time limit, each group totals their points and/or arrange the letters to spell words. (Exercise activity

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A-Z Fitness activities page 1 (fitness activities)

- A— **Air** seat for a slow count of 30
- B— **Bear** Crawl 20 feet
- C— **Calf** Raises 30 times
- D— **Dribble** a ball around the outside of the class
- E— **Expert!** (Do the exercise you think you're the best at)
- F— **Frog** jump 10 times
- G— Do 24 alternating knee to chest **grabs** (lying on back)
- H— **Hook** ankles with a partner & do 15 sit-ups (high 5 R high 5/L)
- I— **Inchworm** (start in push up position, climb your feet up to your hands, then crawl with your hands back to push up position)
- J— **Jump** and click your heels together 5 times
- K— Do 10 high **karate** kicks
- L— **Leap** 5 times
- M— Do 10 **Mountain** Climbers
- N— Do 26 **Nordic** track moves
- O— Touch **Opposite** knee to elbow 28 times
- P— Hold a **Plank** position for 25 seconds
- Q— **Quad** stretch right and then left for 20 seconds each
- R— Do 17 **reverse** step back lunges
- S— Do 16 alternating **superman** push-ups (Lift R Leg/L hand forward)
- T— Do the **twist** for 40 seconds
- U— Toss a ball **underhanded** to a partner 10 times
- V— **Vertical** jump ten times trying to touch the rim of the goal
- W— With a partner **wring** the wash cloth 5 times
- X— **“X”** marks the spot! (Find an X around the gym and do the activity it says)
- Y— Sing **“Y-M-C-A”** and do the dance
- Z— **Zig-Zag** walk, zoom! (Power walk around the outside of the class)

Team Toss Tag

Suggested grade level: 2nd and up

Equipment: 3 – 6 foam balls, scrimmage vest to identify tagger

Objective: Students will have opportunity to work on passing, catching, teamwork, strategy and dodging and running skills.

Description: Divide the class into teams of 4 – 6 and divide the play area into the same number of members of the team. If there are 4 members per team divide it into 4 sections, 6 team members 6 sections. Place one tagger with a scrimmage vest and a foam ball in each section. The rest of the

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students can move freely anywhere they want to avoid a tag. The taggers can only tag people in their section and they can only tag with a foam ball.

To start the game give two taggers a foam ball. As the students flee the sections to avoid a tag, the taggers must pass the ball to their teammate tagger in the other sections in order to tag a student. Once tagged, the student must “freeze” and in order to re-enter the game he or she has to receive a high five from another student.

Variations: add more balls; remove the sections and have taggers stand still when they have the ball; elimination of players when tagged; change team when tagged.

Guard the Castle (great lead up to Team toss, and Monarch tag, Smauggs Jewels touchekball, progression)

Suggested grade level: 2nd and up

Equipment: objects to identify four corners, cones or poly spots, and deck ring, bowling pin, or other easy to grab object

Set Up: class is divided into groups of 4, and assign a 5 X 5 foot square (similar to one four square area)

Object of the game: Place deck ring in the center of the square. One student is in the center, guard, the other three remain outside the square. The three outside players work together as a team trying to divert the guard’s attention. When this happens, one of the players may try to take the piece of equipment from the center. The student in the middle guards the equipment by tagging the students as they enter the square. When a student is tagged, all of the students perform one quick jog around the perimeter of the square. If a player is successful in grabbing the object they become “king of the square” and become the new guard.

Duck Ball



Suggested grade level: 3rd grade to middle school

Equipment: playground ball or other ball that can be passed and caught, cones, batting tees, an object that will balance on the T (we are using a duck), scrimmage vest, jump ropes (to distinguish no scoring zone) US-426506 whiffle balls, US-1039832 scrimmage vest

Objectives: The students will have opportunities to develop cardiovascular endurance, and practice throwing and catching skills in game like situations.

Directions: The game is played similarly to any invasion type activities including basketball, team handball and other “ultimate” type activities. The object of the game is to throw the ball at the tee and knock the “sitting duck” or similar object off of the tee without entering the 15 foot no scoring zone. If the team is successful they score a point. Team members advance the ball by taking three dribbles, three steps or a combination of the two. After taking three dribbles or three steps, there is a three second interval to get rid of the ball. Any dropped ball or incomplete pass automatically becomes the other team’s ball. Offensive players cannot go into the 15-foot no scoring zone during play. Defensive players are allowed to enter to recover the ball. Fouls (same as in basketball) result in a turnover.

“Quack! Quack!”

The Right Stuff from Fitness to Fun

Strategies: Each team needs to spread out on the field. Take advantage of the whole area. Use short, crisp passes (similar to good basketball skills). Maintain control of the ball at all times.

Throw and RIP

Suggested grade level: 3rd and up (SPECIFIC SKILLS MUST BE TAUGHT PRIOR TO PLAYING THE GAME)

Equipment needed: 4 footballs or other object(s) that can be kicked or thrown and caught, flags or something to hang from their pockets for each player, 2 hula hoops

- Two numbered teams
- One team in the field in a scattered formation (defense)
- One team “at bat” (offense)



Objective: To move the ball down the field and catch the ball in the end zone and place it in the hoop. The team “at bat” puts the ball in play by kicking, throwing, or hitting the ball into the field (there are no foul balls). Both teams are equipped with flags or anything that will hang from their back pockets. When the ball is received the player that catches the ball may not move or be “ripped off” (flag pulled) until the ball is tossed to an eligible teammate (any player on their team that still has their flag). The defensive players try to “rip” the flags off of the offense. Any player that has possession of the ball cannot have their flag ripped. The defense may try to knock down or intercept the ball. If this occurs the ball is placed out of play. When this occurs the offense begins play with their next “batter” and new ball. Defensive team receives one point for each flag that is ripped. Offense receives one point for each successful catch in the hoop. Switch places after the four balls have been played or all have “batted”. **NOTE:** If there is a dropped ball offensive players may pick up the ball and continue to play. If the defense recovers it they can put it out of play.