“What are we learning in PE today?”

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Let’s Dance – check out the dances on my YouTube page, http://youtube.com/noodlegames

Magic – by B.o.B (featuring Rivers Cuomo)

For this dance, we teach two separate 32 count patterns.

<table>
<thead>
<tr>
<th>The first pattern matches the chorus of the song and repeats twice.</th>
<th>The second pattern follows each chorus and uses different jump rope patterns.</th>
</tr>
</thead>
<tbody>
<tr>
<td>PATTERN 1 (chorus)</td>
<td>PATTERN 2</td>
</tr>
<tr>
<td>Magic hands side step to right x 2</td>
<td>Straddle Jumps x 8</td>
</tr>
<tr>
<td>Magic hands side step to left x 2</td>
<td>Rocker x 8</td>
</tr>
<tr>
<td>Quick hands up to left, 4 side steps to the right</td>
<td>Fist pump w/ right hand x4, fist pump with left hand x 4</td>
</tr>
<tr>
<td>Quick hands up to right, 4 side steps to the left</td>
<td>Scissors Jumps x 8</td>
</tr>
<tr>
<td>DJ w/ right hand x 4</td>
<td><strong>REPEAT twice</strong></td>
</tr>
<tr>
<td>DJ w/ left hand x 4</td>
<td></td>
</tr>
<tr>
<td>Lawnmower pulls x 4</td>
<td></td>
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<tr>
<td><strong>REPEAT twice</strong></td>
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</tbody>
</table>

| **Learning:** Dance teaches patterns, self expression, and rhythms |

30 – Second Fitness Challenge:

**Equipment:** Task Cards (different challenges), FitnessGram Station Cards

**Learning:** Connecting exercises with FitnessGram tests

**Activity:** Each student will collect a task card before beginning the activity from the center of the playing area. Once the card is picked, the student will move near the station card that best matches the FitnessGram test item that the task card will improve. Some cards will help multiple tests so the student will have a choice. When the music starts, the students will begin performing the activity that is on the task card. When the music stops (in 30 seconds), the students will move toward the middle of the playing area, and trade/pick up a new card from the floor. The student will quickly move to the station card that best fits the new card and when the music begins will start the new activity. This activity will continue until the students have completed 4 – 6 rounds.
Sample Task Card:

Olympic Rock, Paper, and Scissors:

Equipment: Posters with diagrams of which move beats the other

Learning: This activity is a Conflict Resolution Strategy. The teacher will take great care in explaining how to play the game and how it can be used in real life scenarios to settle a dispute.

Activity: The teacher will review the basic concepts of the game “Rock, Paper, and Scissors”. Prior to starting, the students will practice the starting pattern with the teacher 1-2-3-GO! The students will quickly find partners and will then practice. When there is a winner, the partners will find a new player and the winner will collect two points. This will continue for about 1-2. The students will play until there is a winner, then the winner will move up a level to Silver while the other player looks for a new partner. The activity continues as above with the following exceptions;

a. No one may go lower than Bronze  
b. Players in Silver will either move up to Gold with a win or back to Bronze with a loss.  
c. Players who win on Gold earn a Gold medal and can try again with another player for more. If they lose they must go down to Silver to try and get back into the Gold medal round.

The object is to collect as many Gold medal points as possible before time expires.
**Additional Versions of R, P, S:**

**African Jumping Game** – Students must jump three times with feet together then show the symbol for Rock, Paper, or Scissors using their feet on the fourth jump. Paper = feet apart (side to side)/ Scissors = feet apart (one in front one in back)/ Rock = feet together.

**Astronaut, Gorilla, Ninja** – Students must jump three times with feet together then show the symbol Astronaut, Gorilla, or Ninja by acting them out as described; Astronaut = elbows bent in front of belly with hands and fingers pointing toward the opponent, the astronaut says “ZAP!”, Gorilla = hands under arms while saying “OOOOOO”, Ninja = strike a karate pose and say “HIIYAA”. Astronaut zaps Gorilla, Gorilla eats Ninja, Ninja kicks laser out of Astronauts hand.

**Save Jamestown:**

**Equipment:** 4 – 6 demi-noodles (which represent “challenges” that can be used to tag other players and make them “sick”, 5 – 8 balls (which represent “knowledge” which was shared by the Native Americans to help save the colony (players who have been tagged))

**Learning:** When introducing the activity, have students discuss the many challenges faced by the Jamestown colonists (history).

**Activity:** The teacher will designate several players to start as taggers. Each tagger will have a demi-noodle that will represent a “challenge” that the colonist faced at the Jamestown Colony. The teacher will also designate 3-6 players (depending on the size of the group and the number of students participating) to hold a noodlette (the noodlette will represent “knowledge” that the Native Americans shared with the colonists to help them survive). These players will be called “Native Americans”. The remaining players (“colonists”) will spread out in the playing area and try to avoid being tagged.

When the game begins, the taggers will tag any player without equipment (on the legs only). If a player is tagged, he/she is now “facing a challenge” and must move outside the playing area (also known as “outland”). Once in “outland”, the student will perform a fitness activity designated by the teacher (i.e. – cross crawls, push-up shoulder taps, lunges, curl-ups, etc.). The “tagged” player will continue performing the fitness activity until he/she is saved by a “Native American” who is willing to share their “knowledge” (the ball) to him/her. Once the “knowledge” has been exchanged, the “Native American” becomes a “colonist” and the “saved” student becomes the new “Native American”. After about 2 minutes, switch taggers and continue the game.

**Risk Factor Tag:**

**Equipment:** 6 demi-noodles (each one is a different color (red, yellow, blue, green, orange, & purple)), 6 colored cones (they should match the noodle colors), 6 risk factor task cards

**Learning:** When introducing the activity, review the risk factors for heart disease (health). Discuss the importance of regular physical activity to help lower the chance of getting a risk factor in the future (health). After the students have completed the activity, have them list at least three of the risk factors for heart disease (language arts/ writing).

**Activity:** The objective of the game is to avoid the risk factors for heart disease which are represented by the 6 demi-noodles. Each demi-noodle (6 – each a different color) represents a different risk factor (OH, DISH – Obesity, High Blood Pressure, Diabetes, Inactivity, Smoking, and High Cholesterol). If a student is tagged below the knee with a demi-noodle, he/she will go to the color cone
that matches the color of the noodle and perform the activity on the card (because regular physical activity can help reduce the risk factors for heart disease). The person who is the tagger must drop the noodle after tagging another person. If a risk factor noodle is on the floor, any student who has not been tagged may pick it up and become a tagger. For safety, students may NOT slide or dive on the floor, players must stay INSIDE the boundaries lines, and tagged students must do their physical activity outside the boundary lines at the designated cones.

**Germ Tag:**

**Equipment:** A large collection of noodlettes (place containers in the four corners of the playing area) which will represent the germs in this game.

**Learning:** The class can discuss the ways to avoid spreading germs (cover your mouth with hand or elbow, wash hands frequently, do not directly share food with others, use tissues when appropriate, etc.). The class can also discuss different types of germs, the fact that germs are so small they cannot be seen, and practice the hand washing song (from the CDC).

**Activity:** The teacher will select 4-6 students who are infected with a germ. Each infected person will hold a noodlette which will represent the germ. The class will see how quickly germs can spread to the entire class. When the game begins, the infected students will try and tag other players who are not holding a “germ”. When a tag is made, the infected player will hand the germ to the newly infected person and then run to the corner of the playing area collect a new germ and resume tagging. This will continue until all players have been “infected”.

For fun, the teacher can time each round to see how long it takes to “infect” the entire class.

For safety reason, be sure to use an appropriately sized playing area or modify the game so that students can only walk.

**Fitness Daily Literary Review (D.L.R.):**

**Equipment:** 12-16 D.L.R. cards, same number fitness cards, any equipment needed to complete the fitness cards, dry erase tablets or paper for each pair of students, dry erase markers or pencils.

**Learning:** Students will practice identifying correctly written sentences. Students will also be able to identify the components of fitness that are used when performing the different fitness activities.

**Activity:** The teacher will place the D.L.R. cards on the perimeter of the playing area. Next to each D.L.R. card will be placed a fitness task card. Students will find a partner. Each pair will collect one dry erase board and one dry erase marker (if available). The teacher will assign each team to a D.L.R. card to start. When the music starts, one partner will write down the number of the station and then the correct answer on the tablet. The other partner will perform the fitness activity on the task card while they are waiting. When done, the partners will move to the next station and switch roles. This will continue until the tablet is filled or all the D.L.R.s have been completed. If the tablet gets filled before all of the D.L.R.s are done, the students can see the teacher and go over the answers that they have completed so far. Once the answers are checked, they can be erased and the students can continue.

This can be a timed activity or continue until the task is completed.
Habitat Survivor:

Equipment: 10 - 12 scooter boards, food (many pieces of small equipment, koosh balls, yarn balls, bean bags, noodle pieces, etc.), 5 hiding places (big cones or laundry baskets), and 10 polyspots, remember to double the amount of equipment for more than one class

Learning: This activity reinforces the concept of habitats. Students can name different habitats before starting the activity and provide definitions for the following vocabulary words; 1) habitat, 2) carnivore, 3) herbivore, 4) predator, 5) prey, 6) conservation, etc.

Activity: The teacher will begin discussing the following (what is a habitat, what is an ecosystem, what is conservation, what does a predator do, what is a carnivore, herbivore?). The teacher will split the class into teams of 3 – 5 students. Each team will become a woodland (forest) animal that must collect food. They must collect a certain number of food items (teacher decides) in order to survive the winter. Each team will have a scooter board (talk about safety concerns) so they can move fast like an animal and a hiding spot for the food they recover (a polyspot). One player at a time will ride the scooter across the forest (gym floor) and try to get to “Fruit & Nut Trees”. If the students make it to the “Fruit & Nut Trees” they may get one piece of food and try to return to their home. There will be some predators (students in the middle on a scooter and wearing colored pennies). They will try to capture (or tag) the animals while they are on their way to the “Fruit & Nut Trees”. If a predator tags an animal, the animal must return to home (by picking up the scooter) and let another person have a turn to go. If they had a piece of food when tagged, they must return it to the “Fruit & Nut Trees”. Any animal is safe as long as they are 1) in the “Fruit & Nut Trees” or 2) have any body part on one of the cones (hiding trees) on the floor. A player is out if they are tagged by a predator or if they fall and get injured while trying to get food or escape (fall off the scooter). The teacher will select the first set of predators to be in the middle. Each round will last about 2 minutes before the predators are replaced. For the fastest action, have two predators waiting by the wall ready to play at all times, then you will not have to stop the game as often. The team that gets the most food at the end, wins.

Adaptations: To make the game more exciting, the teacher can change the habitat to make it more difficult to survive.

a. Add predators
b. Put out less food
c. Eliminate the hiding trees because of construction
d. Increase the amount of food needed to survive a harsher winter

For more information or additional teaching resources, visit - http://www.PErocks.com