

PE Secrets

Your guide to Physical Education Success

INTRODUCTION

"Are we going outside today? What are we going to do?" Elementary students look forward to Physical Education classes. It is still one of their favorite classes. So why have physical education classes and daily recesses virtually disappeared from the elementary curriculum? Educators have felt pressured to improve test scores, and as a result, PE classes and recesses have been eliminated from the daily schedule to provide more instructional time for academics. How sad! With the all work and no play philosophy for elementary students, educators have made for a dull day.

We now know the value of physical activity. Exercise makes a student feel and look good! Exercise is a great stress buster. Exercise increases the recirculation of immune cells in the blood stream. As we see more and more students today developing health problems as a result of obesity, it cannot be ignored that one of the recommended components of health care for these individuals is regular physical activity. Most students view exercise and physical activities as fun. Educators now realize that physical educational time must be restored to the school day.

Just how much time should students engaged in moderate to vigorous physical activities? According to the American Heart Association, students from ages five and above should participate in activities at least 30 minutes, three times a week. Exercise should be strenuous enough to make the heart beat at a rate of 135 to 155 beats per minute for at least 15 minutes.

This handy, instructional guide will help you, the elementary classroom teacher, meet physical education standards with a minimal amount of equipment and space. Many fun and challenging activities will be found in this guide.

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WHAT ARE THE COMPONENTS OF PHYSICAL FITNESS

Physical fitness contains two components. One is health fitness. It consists of the parts of physical fitness that give a person better health and resistance to diseases. These activities are designed to help keep your heart and lungs healthy. Health fitness includes five elements that are improved by exercise.

1. Cardiovascular fitness means that your heart is strong and fit and can pump more blood with each beat. A fit heart will beat less often and rest longer between beats. With good cardiovascular fitness, the student can stay active without getting tired.
2. Muscular strength reduces the chance of injuries and sore muscles as a person performs activities. It is the amount of force that your muscles can produce.
3. Muscular endurance allows the muscles to work for long periods of time without getting tired.
4. Flexibility helps the body to move fully and easily without causing injury. A student can bend and move his/her body without a great deal of effort
5. Body composition makes up the fifth element of health fitness. It includes the amount of fat and lean tissue in a body. Not all fat is bad. Fat stores certain vitamins, helps to keep your body warm during cold weather, cushions and protects your body when bumped and helps to give you your shape.
Importantly, fat stores energy. Approximately 10 – 15 percent of a student's body should be fat.

The other component of physical fitness is skill fitness. It helps a person perform physical skills. These activities help a person to do better in sports and games.

Skill fitness has six parts and is the second component of physical fitness.

Skill fitness is made of the following six components.

1. Agility is the ability to change body positions rapidly and to control body movements.
2. Balance is the ability to stay upright while moving or standing. Good balance prevents falls and some injuries.
3. Coordination is the ability to correlate the senses with body parts. This is frequently referred to as hand-eye coordination and foot-eye coordination.
4. Power consists of a combination of strength and speed.
5. Reaction time is another component of skill fitness. It refers to the amount of time it takes to start moving once a signal is seen or heard.
6. Speed is the ability to perform a movement or cover a distance in a short period of time.

NATIONAL STANDARDS FOR PHYSICAL EDUCATION

The educator should attempt to adhere to the following guidelines that are set forth as the national standards for physical education.

1. Demonstrates competency in many movement forms and proficiency in a few movement forms.
2. Applies involvement concepts and principles to the learning and development of motor skills
3. Exhibits a physically active lifestyle.
4. Achieves and maintains a health-enhancing level of physical fitness.
5. Demonstrates responsible personal and social behavior in physical activity settings.
6. Demonstrates understanding and respect for differences among people in physical activity settings.
7. Understands that physical activity provides opportunities for enjoyment, challenge, self-expression, and social interaction.

COMPONENTS OF A GOOD EXCISE PROGRAM

Know the difference between aerobic and anaerobic exercises. Both should be included in the PE lesson. An aerobic exercise is an activity designed to improve the respiratory and circulatory systems of the body. Students do aerobic activities to develop cardiovascular fitness. These types of activities generally do not cause the student to get “out of breath.” Usually this type of activity can be done for a long period of time without stopping. To do aerobic exercises, warm-up with stretches, begin slowly to gradually increase heartbeat rate and exercise at a steady, comfortable pace for 10-15 minutes. Running, swimming, and walking are examples of aerobic activities.

An anaerobic exercise is an activity done quickly for a short period of time. The body is worked so hard that the student must rest for a brief period of time to replace oxygen or “catch his/her breath.” Students must rest for a short period of time after doing anaerobic exercises and sports. Do anaerobic exercises for 10 to 40 seconds, and then rest for 30 to 90 seconds. Repeat this process from 5 to 15 minutes. Anaerobic exercises help build endurance for sports such as basketball, football, and soccer.

STANDARDIZED FITNESS TESTING

Students enjoy competition and love to earn awards. Use the President’s Challenge to accommodate these needs. It is a long-standing program designed to assess student fitness on a nation-wide basis. Measurements of the students’ fitness level can be taken at the beginning and end of the school year to encourage students to keep an active lifestyle over summer and to show them the physical improvements that they have made over the course of the school year.

The President's Challenge includes 5 different fitness tests. Curl-ups or partial curl-ups are designed to measure abdominal strength and endurance. The shuttle run measures speed. The endurance run/walk measures heart and lung endurance. Pull-ups measure upper body strength and endurance. The fifth test, the V-sit reach, measures the flexibility of the lower back and hamstrings. Student may earn an award at one of three levels. The highest, the Presidential Physical Fitness Award, is earned when test score are at or above the 85th percentile on all five test. The National Physical Fitness Award goes to the students who score on or above the 50th percentile on all five tests. For those students who score below the 50th percentile, the Participant Physical Fitness award is earned.

Complete information about the President's Challenge can be found at these websites.

www.fitness.gov

www.indiana.edu/~preschal

CHILDREN WITH DISABILITIES

The Americans with Disabilities Act and Special Education laws ensure that all students with disabilities are treated fairly at school and that medical needs are met during the school day. Schools districts have their own policies for addressing students' disabilities and must keep these policies on file in the students' records. There are several health concerns that a classroom teacher must be aware of that can trigger a life threatening condition brought on by physical activity. Be sure to know who is certified in CPR (usually Special Education paraprofessionals).

As students participate in physical education activities, be attentive to students' unusual behaviors and health complaints. All conditions should be taken seriously, and even the slightest symptom should be treated as an emergency. Remember that the teacher cannot legally treat any student. Any ill or injured student must be sent to the proper authority. A student should not be sent to the proper authority alone; another student should be sent with them.

The following are potential situations that a teacher may face during a PE class.

Dehydration

Dehydration is the loss of water and important blood salts like potassium and sodium. Some early warning signs of dehydration include mild to severe thirst, dry lips, and a rapid, weak pulse. In severe cases, a person develops cold hands and feet, blue lips and confusion. To avoid dehydration, encourage students to drink adequate water before, during, and after physical activities. If symptoms appear, have the student drink fluids. If severe, seek medical attention immediately.

Heat Stress and Heat Stroke

Heat stress and heat stroke are the loss of body fluids through increased perspiration with an elevated body temperature. Symptoms include decreased sweating, muscle cramps, increased heart rate or lightheadedness. If symptoms

are mild, the victim should be taken to a shady spot and given plenty of fluids. If symptoms appear severe, seek medical attention immediately.

Asthma

Asthma is a disease of the respiratory system. Colds, viral infections, irritants, air pollution, strong emotion, exercise and over-exertion trigger asthma attacks. Students with asthma sometimes have trouble breathing when engaging in physical activities. Asthma is chronic and must be considered life threatening. Student symptoms include coughing, wheezing, difficulty in breathing, breathlessness, and tightness in the chest. Look for a bluish color in the lips and nail beds. Identify students who have asthma and make sure they have proper medication available. Send the student to the proper authority immediately. If symptoms worsen or the medication does not relieve the symptoms, seek emergency medical attention immediately.

Diabetes

Diabetes is a disease in which the body produces no or ineffective amounts of insulin. Insulin is a hormone that helps change food into energy. Some of the symptoms to look for during physical activities are excessive thirst, hunger, excessive urination, rapid, hard breathing, sudden vision changes, weakness and drowsiness. Make sure you identify your diabetic students and the school personnel who are trained to manage these students. Seek medical attention immediately for these students if they display any of the above symptoms.

Seizure Disorders

A grand mal seizure is another teacher health concern that students have. The student may stare into space and not respond. They may move aimlessly or jerk parts or all of the body. The student may remain rigid, stagger or fall. They may smack lips and chew. If a seizure occurs, seek medical help immediately. In the
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meantime, help the person to lie down. Remove any glasses and loose clothing and cushion the head. Clear the area of hard objects and turn the head to let saliva or vomit drain. Stay quietly until the person is conscious. Do not put anything in the student's mouth, attempt to restrain or move the student. Do not have a verbal confrontation with the student.

Anaphylaxis

Anaphylaxis, a rare and potentially life-threatening allergic reaction to certain substances such as foods, bee stings, medications and chemicals, occurs rapidly and can close off the breathing passages immediately. Symptoms include a feeling of the throat "closing off," a tingling sensation in the mouth, face, or throat. Itching, wheezing, shallow respiration, whelps or hives are also symptoms of anaphylaxis. Allergic reactions are often accompanied with sweating and weakness. If a student complains of any of these symptoms, notify the proper authority immediately.

ADD and ADHD

Attention Deficit Disorder with or without Hyperactivity is a disability (ADD or ADHD) in which the student may exhibit little impulse control, have a very short attention span, is very active and has immature control of small muscles. Many students with this disability have been prescribed medication. Side effects such as restlessness and a fast heart rate may occur. These symptoms must be reported immediately. At times, these students will not take their medication, and they may present a serious behavioral management problem

Congenital Heart Defect

Congenital heart defect is a broad term used to cover heart conditions that are present at birth. Heart defects range from minor to life threatening. The severity

of the condition will determine if a student participates in PE. A student may want to participate in PE, but the doctor may say “No.”

Hypertension

Hypertension or high blood pressure is a chronic condition that can lead to a heart attack or stroke. This condition is showing up more and more often in elementary students due to the increasing numbers of overweight and obese children. It is very beneficial for students with hypertension to engage in physical activity since weight loss and increased activity assist in lowering high blood pressure. Additional treatment may include medication. Side effects of hypertension and/or medication include irregular heartbeat, dehydration, dry mouth, nausea, vomiting, diarrhea, muscle weakness, cramps, ringing in the ears, apathy, dizziness, fainting, and depression.

HOW DO YOU DETERMINE OVERWEIGHT STUDENTS?

One of the best places to address the growing crisis of overweight and obese students is in our schools. Just how can this be done? Engage students in meaningful and fun physical activities, and as a result, the classroom teacher can successfully increase the time students spend doing moderate and vigorous physical activities. Obese students are another group of students who will have difficulty in participating in physical activities. These students will exhibit many of the same symptoms as asthmatic and diabetic students.

Body mass index or BMI is a guideline used to determine if an individual has a healthy body weight to his/her height. It is used differently with elementary students than it is with adults. As children grow, their body fatness changes. The interpretation of BMI depends on the student’s age as well as his/her sex. A student can calculate their Body Mass Index (BMI) to determine if their body

weight is appropriate for his/her height. Even in students from ages 2 – 20, BMI is a good indicator for cardiovascular disease and risk of adulthood obesity

FITNESS AND EXERCISE SAFETY

To encourage students to develop fitness and to help students to avoid injuries and soreness follow these safety guidelines.

1. Make sure students are fit for physical activities before they are allowed to participate. Students who are not in good physical condition are more susceptible to injury.
2. Make sure that students warm up before beginning any type of activity. Begin with slow, easy exercises such as stretching and jumping jacks.
3. Make sure that students are dressed properly for exercise. Clothes should fit loosely so that free movement is encouraged. Students should wear shoes designed to support and protect feet during exercise. Clothing should be appropriate for the weather as well.
4. Make sure that the physical education area is safe. Check for holes, uneven spots, and sharp objects.
5. Avoid using equipment that may cause injury such as hard bats and balls. Make every effort to eliminate anything that may cause injury to students.
6. If an injury occurs, fill out an accident report and give it to the proper authority. Be sure to seek appropriate medical attention for the student injured.
7. Make sure students cool down after vigorous activities to avoid sore muscles. Warm up and cool down exercises are similar.
8. Also make sure students are hydrated before activities and re-hydrated after the activities.

HARMFUL PRACTICES TO AVOID

When doing exercises, certain practices should be avoided.

1. Do not hold your breath
2. When doing sit-ups, avoid placing the hands behind the neck or head.

Keep the knees bent and try not to lift the buttocks off the floor when doing sit-ups. Crunches are a safer alternative to sit-ups and do not stress the back as much.

3. Avoid doing deep knee bends and the duck walk. These activities may cause damage to the knee joints.
4. Avoid doing stretching exercises with locked knee joints. These exercises may hyper-extend the joint. Students should determine the extent of their flexibility.
5. In general, if an activity puts stress on any joint, the back, or neck, it should be avoided.

WHY INJURIES OCCUR

Every effort must be taken to insure that students are not injured during physical education activities. Injuries occur for a variety of reasons. Some injuries are preventable, and some are not. Students have different levels of abilities. Some are limited in the basic components of physical and skills fitness. Some are limited by their attitudes while others are limited by their disabilities. Be diligent in your awareness of your students various impairments. These are the common injuries many teachers may face during a PE session.

Bruise

A bruise is an injury that may occur to a student during physical activities. It is an injury to the skin that comes from being hit, pushed, or squeezed. Bruises can occur anywhere on the body, and the area is usually sore, swollen and often red or blue in color. Most bruises will heal in 3 to 10 days on their own. Bruises do not usually produce any serious medical problems. A few bruises can be very serious. For example, infection can develop in the bruised area, internal injuries to the liver, lungs, heart or brain can occur, and extreme swelling can cut off circulation to extremity.

Muscle Cramp

A muscle cramp or “charley horse” is very painful and frightening for a student. It becomes very incapacitating. When a student suffers from a muscle cramp, have the student do the following.

1. Massage the muscle.
2. Try to straighten the affected limb.
3. Drink water to rehydrate the muscles as cramps usually occur during prolong and vigorous exercise.
4. Allow the student to take a break.

At some point, students will complain of some sore muscles as a result of physical activity. Students' want to know what to do. Offer these suggestions.

1. If there is no obvious swelling or burning sensation, remind the student not to exercise for a few days.
2. If the injury is very painful or involves a joint, the student should seek medical attention immediately.

HOW DO YOU DETERMINE IF A BONE IS BROKEN?

A broken bone is another hazard of PE activities. The human body has approximately 206 bone that form the skeleton. Attached to these bones are a variety of muscles, nerves, and soft tissues. There are two basic types of broken bones, a compound fracture and a simple fracture. In a compound fracture, the broken ends of the bone are out of alignment and a segment of the bone may emerge through the soft tissue and skin. If the bone is exposed, this is a very dangerous situation for the student because the bone can be exposed to infectious elements. A simple fracture breaks through the bone but does not displace the bone sections. A student who has received a severe blow to a body part and experiences one or more of the following symptoms may have a fractured bone, complaints of pain or tenderness to the touch, inability to move a body part, or swelling and discoloration to the soft tissue.

Do not allow a student who appears to have a broken or fractured bone to move. If possible, keep the student lying down and cover him to prevent shock. Seek medical attention immediately. Tenderness in a specific location can be the key indicator of a fracture, but this is not always the case.

ATHLETIC SHOES

The type of shoe that a student wears is probably the most important decision that a student will make regarding fitness activities. Many students select sneakers based on fashion rather than quality. As a result, the potential risk of injury increases. Encourage students to look for a shoe that absorbs shock and supports the foot. In addition, encourage students to wear a high top sneaker as it best supports the ankles.

THE BENEFITS OF OUTSIDE PE DURING THE WINTER

Brr.., it's too cold to go outside will be the complaint of many students. Even in the wintertime, students need to get outside. Sunlight is a great provider of much needed vitamin D. Natural sunlight is a great way to help beat the winter blahs. There is such a thing as seasonal affective disorder (SAD) that happens in the months when there are fewer hours of daylight. Students may feel depressed and lack energy. That cold, fresh, sunny outside is just the cure for it. Outside activities also help reduce the risk of spring and summer time injuries by keeping the students in shape.

SUN EXPOSURE

Just as important as it is for students to get sun exposure during the winter months, it is equally important to avoid excessive exposure when the sun's rays are the most direct, generally between 10:00 AM and 4:00 PM. Use the shadow test to determine how direct the sun's rays are. If the student's shadow is shorter than he/she is tall, a student can burn. Stay out of the sun at this time or use protective measures. PE uniforms traditionally expose legs and arms when they

should be protected. Some type of head covering is usually not a part of the uniform and is not allowed in many school dress codes.

As much of the skin as possible should be covered. The best type of fabric is so tightly woven that it can not be seen thorough when held up to the light. Believe it or not, denim clothing provides almost 100% protection from the sun's UV rays. The best type of hat to wear is one that provides shade for your face, neck and ears. Large brim straw hats, tennis hats, or cowboy hats are best. Since many students prefer a baseball cap, remind the students to keep the brim toward the sun and apply sunscreen to exposed ears and neck.

Encourage students to wear sun block or sunscreen; most students prefer the minimum amount of clothing required when doing PE activities. Sun block actually forms a physical barrier preventing the ultraviolet rays from reaching the skin. To be effective, it must stay on. Sunscreen absorbs the ultraviolet rays. To be most effective, sun block or sunscreen should be applied at least 20 minutes before gong out in to the sun and should have a SPF of 15 or higher. Sunscreen that is not waterproof may sweat off and need to be reapplied.

WHAT TO DO WHEN YOU HAVE THE COMMON COLD

Colds are contagious viruses and a frequent nuisance during the wintertime. Teach students how to protect themselves as well as others from catching and spreading the common cold. Remind them to do the following:

1. Students should avoid physical contact with others.
2. During sneezing or coughing (your most contagious period), a student needs to sneeze in a tissue or turn his/her head. If a student feels a sneezing or coughing attack coming on, the student should ask to be excused to an outer area until it passes. He should cover his mouth if possible. If the nose needs to be blown, a student should excuse him/herself from the class.

3. The student needs to remember to wash his/her hands as frequently as possible to reduce the spread of germs to objects that others may come in contact with.
4. Advise students to bundle up. When cold, the body diverts energy away from the immune system to generate heat! Didn't Mom frequently remind us to put on our jackets and hats! Fifty percent of body heat is lost through the head.

FITNESS MISCONCEPTIONS

Fitness related myths prevail. Consult doctors and fitness experts to determine fact from fiction. Know the truth about these common fitness myths.

No pain, no gain

Pain happens to be the body's signal that something is amiss. Stop the activity because serious injury may occur to the body part in pain.

Excessive sweating means that you are out of shape.

Just the opposite is usually true. The more fit an individual is, the better the body is at cooling itself.

Drinking water during exercise gives an individual cramps.

According to doctors, an individual should drink water before, during, and after exercise. This prevents dehydration and overheating.

If an individual stops exercising, muscle will turn to fat.

Since the make-up of muscle cells and fat cells are different, this is impossible.

What actually happens is that muscles shrink and fat accrues because fewer calories are burned.

To get fit, an individual needs to exercise for hours and hours every day.

Research has shown that exercising from to 30 to 60 minutes three times a week was enough to keep an individual fit. Too much exercise can actually be harmful and painful.

Thin people do no need to exercise.

Regardless of an individual's size, exercise increases total health by building a healthier body. This includes the brain!

Exercise can "spot reduce" fat.

The only way to get rid of fat is to reduce calories and overall body fat content.

Exercising a certain area builds muscle, not reduces fat!

If an individual is walking for fitness, he/she does not require warm up activities.

Walking can be just as vigorous and strenuous an exercise as any other type of work out. Warm up, cool down, and stretching are needed to prevent muscle soreness and injury. Walking is a wonderful lifetime habit for healthy bodies that

don't cost a dime! Teach students proper walking techniques. Encourage students to keep backs straight, shoulders back, and chests open. Walk looking straight ahead. Arms should swing or pump back and forth with the elbows bent at a 90-degree angle. Practice squeezing the buttocks while walking. Walk whenever possible (while brushing teeth, talking on the phone) Try to walk at least 30 minutes four times a week even if it is only for a few minutes at a time. Aim for a 15-minute mile.

There is a best time to exercise.

Contrary to popular opinion, it is not the time of the day that you exercise, but the quality of the workout that gets the desired results. It is best not to exercise on a full stomach because blood is diverted to the stomach to assist with digestion so less blood is available for the muscles.

SPORTSMANSHIP

Ideally, the PE teacher wants every student to be a good sport. Someone who respects others and obeys the safety rules shows the characteristics of a good sport. The teacher can foster good sportsmanship. First of all, teach the rules. This allows for fewer injuries and less disagreements.

Rules level the playing field. Encourage every student to give his/her best effort. Each student needs to try his/her best whether the student is on the winning or losing team. Do not allow another student to refer to another student's actions in a negative way. Emphasize to the students that it is just a game. Many students play in competitive sports and do not know how to control the competitive spirit in the classroom environment.

CLASS MANAGEMENT

Avoiding injury is a major concern for the PE teacher. The teacher must clearly define rules and review them frequently. Some general suggestions are as follows. To help students remember class rules for PE utilize some type of mnemonic devise.

PE LAWS

Participation is required unless excused by a doctor.

Execute only the directions given.

Look and listen to learn.

Ask or answer questions when directed by the teacher.

Wear suitable clothes and shoes.

Sit or stand quietly as directed.

THE RELUCTANT AND THE DISRUPTIVE STUDENT

What do you do with the student who refuses to participate? These students need to be handled with care. Allow them to get their exercise by being a teacher helper. They can carry equipment, fetch balls, referee or participate in demonstrations.

What do you do with the student who disrupts the class? If the student enjoys participating in physical education, the solution is fairly simple. TIME OUT! If the student does it to avoid participating, try to win him/her to your side by being a teacher helper.

If these efforts fail, try to negotiate a contract with the student. For example, discuss with the student what you as a teacher expect regarding physical education participation. Have the student suggest rewards and consequences that would encourage PE participation. Here is a sample form.

BEHAVIOR CONTRACT

Student Name: _____ Date _____

_____ will participate every day in PE unless excused by a doctor or ill. _____ is expected to follow the teacher's directions the first time given. He/she is expected to do so promptly and with a good attitude. Each time that _____ meets these expectations, he/she will receive a + mark for the class on the tracking sheet. Each time _____ refuses to meet these expectations, he/she will receive a - mark for the class on the tracking sheet. These tally marks will determine the rewards and consequences that _____ receives. For every 3 +, _____ earns a reward. For every 3 -, _____ earns a consequence.

	M	T	W	TH	F
Warm-up exercises					
Game activity					
Cool down exercises					

We agree to the terms of this behavior contract as set forth above.

Teacher's Signature

Student's Signature

Parent's Signature

Sample Rewards and Consequences

+ = Draws for one of the rewards listed below (predetermined).

- = Draws for a consequence (predetermined).

Suggested Rewards

Second sip of water

One reward slip

One piece of candy

Line leader

Gets to be teacher helper

Bathroom pass

Suggested Consequences

Last in water line

Last in lunch line

Empty trash can

Last to go to locker

Last to be dismissed for recess

Dust erasers

EXERCISES

Many students often question, “Why do I have to take PE?” Share with them this information. Regular physical activity will help them to age in a healthy way. It will help them to maintain a healthy weight. It will help to reduce the risk of disease as they get older. Physical activity causes the body to produce beta-endorphins, a natural, healthful high! So tell student, “Get ready to exercise!”

STANDING EXERCISES

These exercises require a minimal amount of space and can be done in the classroom on inclement days as well as outside. Make sure students do not hold their breath while performing these exercises.

ADDUCTOR STRETCH

Sit on the floor with the soles of your feet together.

Keep your back straight.

Hold the stretch for 60 seconds while you inhale and exhale deeply

ARMS-AND-CHEST WITH PALM PRESS

Stand with your knees slightly bent and feet shoulder-length apart.

Press the palms of the hand together in prayer position as hard as you can and count to six.

Relax arms by your side and repeat for a total of five times.

Variation:

Rotate one hand 180 degrees and repeat

ARM AND CHEST WITH FINGER PULL

Stand with your knees bent and feet shoulder-width apart.

Clasp fingers together.

Try to pull apart until the count of ten.

Repeat for a total of five times.

ARM CHANGES

Jump raising both hands straight over your head.

Land on both feet.

Jump again, ringing your arms straight in front of your shoulders.

Land on both feet

Alternate arm positions with each jump.

Do up to 10 jumps.

BEAR HUG

Stand with feet comfortably spread and hands on hips.

Take a long step diagonally right, keeping the left foot anchored in place.

Grab the right leg around the thigh with both hands.

Lift the leg as high as possible.

Return to the beginning position.

Repeat with the left leg.

Complete five repetitions.

DEEP BREATHING

Stand with feet shoulder width apart.

Inhale deeply as student raises both arms simultaneously to the “sky.”

This opens the chest.

Hold for as long as possible.

Exhale as arms are slowly lowered.

Repeat 3 – 5 times.

DOUBLE BALL BOUNCE

Stand with feet shoulder length apart.

Hold a bouncing type ball in each hand.

Bounce both balls at the same time at least knee high.

Bounce three times in a row without losing control of either ball.

HEAD, SHOULDERS, KNEES AND TOES

Stand tall with feet a few inches apart.

Raise both hands above the head.

As you start bending to touch the floor, touch the top of the head with fingertips, then the shoulders, then the knees and finally the toes.

Straighten by reversing the body part touched.

Repeat for a total of five times.

Variations

- a. Perform similar movement as singing this song. Touch body part as you sing the song. Tony Chestnut knows I love you. Tony knows, Tony knows, Tony Chestnut knows I love you. That's what Tony knows.
Translated toe, knee, chest, nut (make the crazy sign with your fingers circling around your ears or by making a funny face)
- b. Perform while singing this song: Head and Shoulders, Knees and Toes, Knees and Toes, Head and Shoulders, Knees and Toes, Knees

and Toes. Touch the body part described in the song. Sing the song faster and faster.

HOP KICK

Stand on your left leg.

Kick your right leg forward as you hop on your left foot.

Alternate legs for a total of ten repetitions.

IN-PLACE RUNNING

Run 180 steps in the same place for one and a half minutes.

Rest for one minute

Then repeat.

Variations:

JOG IN PLACE

Jog, but do not move from your place on the floor.

Do for one minute

Variations:

- a. Tortoise and Hare. Jog slowly then on the command of hare, double the speed. On the command tortoise, slow the to the original pace.
- b. March in Place. Lift the knees high and swing the arms up. Turn right and left on command while marching.
- c. Fast Stepping. Step in place for 10 seconds as rapidly as possible, then rest for 10 seconds and repeat up to five times.

JUMPING JACKS

Stand with legs together and hands by the side.

On the count of one, jump to the straddle position (legs apart) with arms reaching overhead.

On the count of 2 return to the starting position.

Repeat twenty times.

Variations:

- a. Begin with the feet in a stride position (forward and back) and change feet with the overhead position.
- b. Instead of bringing the feet together when the arms come down, cross the feet each time, alternating the cross.
- c. At the end of four jumping jacks, do a quarter turn to the right until a circle is completed. Repeat to the left.
- d. Jump with arms out to the sides parallel to the floor and palms down.

JUMP ROPE

Jump rope in place.

Do as many jumps as possible for two minutes.

Variations:

Skip jump

Jump rope backwards both ways.

Jump crossing ropes.

LINE JUMP

Draw a line on the floor or ground.

Standing the line balance on your right foot.

Jump so that your left foot lands to the right of the line. Jump to the left side of the line landing on your right foot.

Jump again, landing on the line with your left foot.

Try to do the activity two out of three times without losing your balance.

POGO HOP

Stand with your knees slightly bent and the right leg forward and the left leg slightly back.

Lock your hands behind your head.

Jump up and move the left leg forward and the right leg back.

Do as many pogo hops as you can in two minutes.

POWER JUMP

Bend knees to form an acute, less than 90 degrees, angle.

Extend both arms backward.

Jump as high as possible while swinging arms upward and overhead.

Variations:

Jump and complete a quarter, half or full turn.

Jump and perform various skills such as heel touch or hand clap

RUNNING IN PLACE

Stand with arms bent at the elbows.

Begin slowly running in place on the toes.

Speed up raising the knees to hip height.

Then run at full speed, raising the knees hard.

Then slow down.

RUNNING WINDMILLS

Jog in place.

Swing your left arm in a big forward circle each time you jog on your left.

Swing your right arm in a big forward circle each time you jog on your right foot.

Do for one minute.

SIDE BEND

Stand with your feet shoulder width apart.

Place your hands on your hips.

Keeping your back straight, lean to the left.

Hold the stretches for ten seconds, then repeat to the right side.

Do three with each side.

SIDE KICK

Stand with your arms out at shoulder height.

Hop on your left leg as you kick your right leg to the side.

Return to the starting position and repeat with the opposite leg.

Repeat alternating legs for one minute.

SIDE STRETCHER

Stand with your feet about twelve inches apart.

Arch your right hand up over your head.

Bend as far as you can to the left reaching as low as you can with your left arm.

Return to starting position and bend to the right.

Do five alternating stretches to the side.

STORK STAND

Stand straight with your feet together.

Hold arms out to the side parallel to the floor.

Lean forward on one foot, extending the other foot out behind you.

Hold the position for a count of ten.

Repeat standing on the other foot.

Do this activity three times for each foot.

TIRED CATS

Stand with feet slightly apart.

Lift arms above your head and reach as high as you can

Then curl up as small as you can.

Do from three to five repetitions.

TRUNK TWISTER

Stand with feet shoulder width apart and pointed forward.

Cup the hands and place loosely over the shoulders, elbows out and the chin tucked.

Bend forward and downward, keeping the knees relaxed.

Return to the starting position.

Do up to five repetitions.

Variations:

Lean to the back.

Turn to the left, then the right.

TWIST

Stand with feet shoulder length apart and toes pointing forward.

Hold arms straight out to your sides and parallel to the floor.

Twist your body to the left and hold for ten seconds.

Then repeat to the right.

Do from three to five repetitions.

TWO-HAND ANKLE GRAB

Squat with heels together.

Reach with both hands through the front of your legs and behind your ankles.

Reach around your ankles and clasp your hands in front of your ankles.

Interlock your fingers.

Hold to a count of five while keeping your balance.

TWO –MINUTE JUMP

Mark a line on the floor.

Place your right foot in front of the line on the floor.

Place your left foot behind the line.

Bend both knees slightly.

Place both hands behind your head.

Jump in place, alternating feet so that you land with your left foot in front of the line and your right foot behind the line

Jump for two minutes trying to complete 240 jumps.

WINDMILL

Stand with your feet shoulder width apart.

Stretch arms out parallel to the floor palms down.

On the count of one, bend forward, twist your body to the right and touch your left hand to your right foot.

Straighten and repeat to the opposite side.

Do ten repetitions.

FLOOR EXERCISES

These exercises require that the student get on the floor or a hard surface that is clean.

BENT-KNEE PUSH-UP

Lie on your stomach on the floor.

Place the palms of your hands on the floor next to your shoulders.

Push the upper part of your body off the floor with the palms of your hands while keeping your knees touching the floor.

Bend your elbows as you lower your body to within a few inches of touching the floor.

Stop at fifteen.

BICYCLE

Lie on your back.

Lift your legs and hips up with toes pointing to the ceiling.

Stretch your legs upwards as far as possible.

Support your hips with your hands and arms.

Move your legs as if you were pedaling a bicycle.

“Pedal” for at least one minute.

CRUNCHES

Lie on your back with your knees bent and feet flat on the floor.

Cross your arms over your chest.

Lift your head and shoulders off the floor by pulling with your stomach muscles.

Raise your body about half way to a sitting position.

Slowly return your head and shoulders to the floor.

Try to complete at least 36 in two minutes.

DORSAL ARCH

Lie face down on the floor with your hands extended over your head.

Raise your head and toes from the floor along with as much of your chest and hips as possible.

Hold this position for at least three minutes.

Rest and repeat several times.

DOUBLE-LEG HUG

Lie on your back.

Bend and lift both legs toward the chest.

Put both hands under the knees and hug toward your chest while lifting your head and shoulders toward your knees.

Hold for ten seconds.

Variation:

Lift and hug one leg at a time.

MONKEY CLAPS

Face the floor and support your body on your hands and feet.

Keep your body straight.

Push both feet off the floor and try to clap the heels together,

Push both hands off the floor and try to clap the hands.

Alternate clapping hand and feet.

Do three repetitions.

PUSH-UPS

Face the floor.

Support your body off the floor with your hands and feet.

With the body straight, lower yourself to the floor by bending the elbows until your nose almost touches the floor (not your body.)

Straighten your arms to return your body to the starting position.

Do five.

RABBIT JUMP

Squat on the floor.

Place hands on the floor in front of the feet.

Reach forward with both hands and support the body weight.

Jump forward with both feet toward the hands.

Repeat for a total of 5 times.

SIDE FLEX

Lie on one side with both arms extending parallel overhead.

Rest the head on the extended arm.

Fully extend the legs with one on top of the other.

Lift the topside leg and arm diagonally.

Repeat five times and change sides.

SIDE LEG-RAISE

Lie on your right side keeping your body straight.

Use your right hand to lift your head off the floor,

Place your left hand in front of you to help you stay balanced on your side.

Lift your right leg in the air perpendicular to the floor then lower.

Repeat four more times and repeat the exercise on the other side.

SITTING STRETCH

Sit on the floor with one leg extended forward forming a 90 degree angle with the floor.

Bend the other leg at the knee and place its foot in between the thighs.

Extend both arms forward, bending from the hips to touch the toes of the extended leg with the fingertips. Some students may not be able to touch toes due to limited flexibility or body shape.

Return to the starting position and repeat four more time change leg positions and repeat.

SITTING TUCK

Sit on the floor with your knees bent.

Extend the arms from the sides parallel to the floor.

Lift both knees close to the chest.

Keep both feet off of the floor.

Lean back and balance on your hips.

Hold this position for as long as possible.

Variation:

Straighten your knees so that the body forms a V

Alternate between the knee tuck and V position

SIT-UP

Lie on the floor with both knees bent.

Place your arms across your chest.

Sit up slowly lifting your back up off the floor.

Return to your starting position.

Do as many as you can in one minute.

SQUAT-THRUST

Squat on the floor with feet shoulder length apart.

Place both hands on the floor in front of your feet.

Thrust both legs straight back so that your legs are supported with your toes parallel to the floor.

Return to the squat position and stand upright.

Set a goal of ten.

TOE REACH

Sit on the floor with legs extended forward.

Spread the legs about three feet apart.

Bend your body forward over your right leg and reach toward your toes as far as you can reach

Try to touch your head to your knee.

Hold for a count of five.

Return to the starting position and repeat with the opposite side.

TREADMILL

Face the floor and support your body on your hands and feet. (push-up position.

Bring one leg forward so that the knee is under the chest.

Rhythmically alternate the position of both legs for one minute.

TRUNK LIFT

Lie face down on the floor.

Place hands parallel along the side of the body.

Keep legs flat on the floor as you lift your head and shoulders as far off the floor as you can.

Try to hold for five seconds.

WALK-UP

Face the floor and support your body on your hands and feet. (push-up position)

Slowly walk your feet forward without moving your hands.

Slowly walk your feet back to the starting position.

Do as many as you can in one minute.

DESK EXERCISES

ARM CURL

Sit in a chair or desk.

Keep both elbows by your waistline and your hands in your lap.

Lift one hand to your shoulder keep the elbow at waist level.

Return the arm to the lap position.

Do 15 arm curls with each arm.

Variation:

Do arm curls with a textbook.

BACK ZIPPER

Lift one arm straight above your head.

Bend at the elbow and place the hand behind the back.

Reach up from behind your back with the other hand.

Clasp fingers together and try to pull the fingers apart.

Alternate arm positions and do three more repetitions.

CHAIR PUSH-UPS

Sit in a chair with feet flat on the floor.

Place hands to your sides with palms and fingers holding the edge of the chair.

Push up so that your body and feet clear the desk and floor.

Lower your body to the desk.

Repeat for a total of 5 chair push-ups.

FORWARD ARM PUSH

Sit in a chair or desk.

Hold your arms shoulder high parallel to the floor.

Bend your arms at the elbow to form an acute angle.

Push arms as far back as possible.

Hold for 10 seconds and relax.

TRUNK TWIST

Sit in a desk or chair as straight as possible.

Cross your arms on your chest with fingertips touching your shoulders.

Slowly twist your shoulder to one side and hold for a count of 10.

Return to starting position and twist to the opposite side.

GAMES, TAG, RACES AND RELAYS

When playing any team game use the softest ball possible. Also make sure that all hits are made below the waistline. Any hit above the waist is a disqualification. Watch for any student that is being unfairly attacked by multiple students. Make sure that teams are evenly divided and that the teacher makes the team assignment. For class sizes under 30, two to four teams are usually adequate.

Follow these guidelines to determine teams and team play.

Form teams that allow for the most number of equal members.

Designate who lines up first. (alphabetical order, smallest to largest, largest to smallest, alternate sexes)

In addition to mixed teams, pit girls against boys. At the elementary level, boys and girls are fairly even in fitness and skill levels.

For mixed teams, number consecutively 1, 2, 3, and 4 according to the number of teams desired. Students group according to the assigned number.

When a team is a player short, designate a student to do the activity twice.

Separate friends.

Have students crouch or stoop to signal completion of the relay.

Members of a relay team may start and finish on the same side.

Members of the relay team may be divided equally and placed on opposite parallel lines and relay to the opposite side and back.

Mark parallel lines and squares according to the age of the students.

Primary 10' to 30'

Elementary 30' to 60'

Junior High 40' to 70'

Mark rectangular playing area according to the age of the students.

Primary 20' to 40'

Elementary 30' to 60'

Junior High 40' to 80'

GAMES

ACTION ELIMINATION

EQUIPMENT:

None

AREA:

General space large enough to form a class circle

PROCEDURE:

Select one student to be the leader to direct the game.

Have the rest of the class to form a circle around the leader.

The leader calls out a variety of actions such as sit, stand, and clap

your hands, turn to the left, right, or around, jumping jack, jog in place, etc.

The last student to do the action steps back and sits until the game is over. (The teacher must help the leader determine the last student.)

The last person standing starts the next game.

Variation:

Divide the class into teams.

The team winners compete.

ALL ON ONE SIDE

EQUIPMENT:

Two beach balls or balloons, cones or objects to mark boundaries

AREA:

Rectangular space the size of a volleyball court (30' by 60') or smaller

PROCEDURE:

Mark boundaries and divide the court into a square appropriate for the age group.

Divide the class into Team A and Team B.

Give each team a ball.

One player volleys the beach ball to another player on his team and then scoots to other side.

The receiving players repeat the process until the last player.

The last player volleys the ball to one of his teammates on the opposite side.

The process is repeated until both teams return to the original starting position.

The first team to return wins.

BALL CATCH DODGEBALL

EQUIPMENT:

A soft rubber type or nerf ball

AREA:

General space large enough to form a circle

PROCEDURE:

Select one or more students to stand in the center of a circle to be "IT."

The rest of the class joins hands in a circle around the center student.

When the center student throws the ball up, the circle of students drop hands and run as far away from the center as possible.

When the center student catches the ball, the runners STOP.

The center student takes three giant steps to get as close as possible to the nearest student in order to hit the student with the ball below the waist.

The student being aimed at may twist, duck, or bend but not move his feet in order to avoid being hit.

The student hit is out of the game and helps to retrieve the ball.

The rest of the students encircle the “IT”, and the procedure is repeated until the last person is standing. They become the next “IT.”

BASH THE LEADER

EQUIPMENT:

Several soft foam balls (Can be various sizes)

AREA:

General space large enough to form a class square

PROCEDURE:

Divide the class into two teams.

Team 1 selects one student to be the leader.

The rest of Team 1 forms a square or circle around their leader close enough so that the team can protect their leader without moving their feet, only their body and hands.

Team 2 forms a square or circle around Team 1.

Team A tries to hit Team B leader with the soft foam balls.

Team 1 tries to deflect the balls.

If any balls land within the inner area without rolling out, it remains.

When the leader is hit, the teams change positions.

The team who protects their leader the longest is the winner.

BEAT THE "CLOCK"

EQUIPMENT:

Two soft balls of different sizes

AREA:

General space large enough to form a class circle.

PROCEDURE:

Divide into 2 to 4 even teams. Have student line up alternating in a circle.

Join, then drop hands to space the circle.

The minute hand (smaller ball) is passed around the circle in a clockwise direction first.

When the small ball is about half way around the circle, the hour hand (large ball) is started in the same direction.

The students try to pass the large ball so that it catches up with the smaller ball.

The smaller ball can only be passed in clockwise direction while the larger ball can go in either direction.

The person handed the small ball and the large ball is eliminated.

The circle is respaced, and it begins again.

The team with the most members left wins after a designated number of rounds.

BOX BALL

EQUIPMENT:

A sturdy box to hold at least 4 soft nerf type balls, 4 soft balls, cones or objects to mark the boundaries

AREA:

General space large enough for a 50' by 50' square or smaller.

PROCEDURE:

Mark the size of the square appropriate for the age group.

Place the box in the center of the square to hold the balls.

Divide the class into 4 equal teams.

Each team forms a line along the side of the square facing inward.

Each team numbers off consecutively from right to left.

The leader calls a number and the player from each team that has the number runs forward to the box and takes a ball.

He runs to the head of his line and takes the place of #1.

The rest of the players in his line move to the left just enough to fill in the space left by the runner.

Upon reaching the head of the line, the runner passes the ball on down the line to the end man.

The end man runs forward and returns the ball to the box.

The first team to return the ball to the box scores 1 point. Players keep their original number even if they are out of order.

The first team to score 10 points wins.

CAT AND MOUSE

EQUIPMENT:

None

AREA:

General space

PROCEDURE:

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Arrange students in a rectangular grid.

Students stand two arms lengths apart in all directions. For example, if one student holds out his arm and another student does the same, they are two arm lengths apart.

Fingertips remain touching in the direction that the maze is facing.

Select one student to be the mouse and another to be the cat.

The mouse runs through the maze with the cat chasing him/her.

At various points during the game, call TURN RIGHT or TURN LEFT.

Students in the maze make a quarter or 90-degree turn to change the direction of the maze and the chase.

When the mouse is caught, select another pair of students to participate in the chase.

CHINESE DRAGON DODGE BALL

EQUIPMENT:

Large soft rubber ball or nerf ball, cones or objects to mark the boundaries

AREA:

General space large enough to form a class circle

PROCEDURE:

Select four students to form a chain in the middle of the circle by joining hands at the waist like a Congo line.

The rest of the class forms a circle around the dragon chain.

The players who form the circle try to hit the last person of the dragon below the waist.

The rest of the dragon tries to shield the end with their bodies.

When someone hits the end of the dragon, that person goes to the head of the dragon and the end person joins the circle.

CIRCLE BALL

EQUIPMENT:

Two soft rubber or nerf balls,

AREA:

General space large enough to form a class circle

PROCEDURE:

Select one student to be the leader.

Have the class form a circle around the leader.

Give one ball to the leader and one to the circle.

The students in the circle quickly pass the ball around the circle

The leader tries to throw the ball to someone in the circle who might miss the ball. This is usually the person who is about to receive the ball being passed around the circle.

If either ball is dropped, the one who drops the ball changes places with the leader. If the leader's ball is caught, it must be thrown back to the leader.

CIRCLE DODGE BALL

EQUIPMENT:

A soft ball such a kickball or nerf ball

AREA:

General space large enough to form a class circle

PROCEDURE:

Divide the class evenly into Team A and B.

Team B forms a tight cluster in the center.

Team A forms a large circle around Team B.

At the signal, Team A players throw the ball at Team B, attempting to hit them below the waist. Anyone who hits above the waist is disqualified from the game. Team B players try to avoid being hit by dodging or running aside. A player is out when hit by the ball.

When all players on Team A are out, the teams reverse positions.

VARIATION:

Use more than one ball to speed up the game.

COOKIE MONSTER

EQUIPMENT:

Enough tennis balls for half of the class, container in which to put the balls, cones to mark the boundaries

AREA:

Clean, hard surface large enough for the class to sit apart facing each other

PROCEDURE:

Mark two parallel lines spaced apart appropriate for the age group.

Select one student to be Cookie Monster.

Divide the class in half and have each sit opposite the other on the parallel lines.

Give one side a tennis ball.

The students are to roll the balls back and forth as quickly as possible.

The Cookie Monster will try to “eat” the cookies by picking up as many as he/she can in a predetermined time amount and put into the container.

VARIATION:

Give both sides a tennis ball and have two Cookie Monsters.

CORNER DODGE BALL

EQUIPMENT:

Large, soft kickball, cones or objects to mark the boundaries

AREA:

General space with room enough to mark off at least a 30' by 30' square or smaller.

PROCEDURE:

Mark off square suitable for age group.

Select one player to be “IT.”

Select another player to chase down out of play balls to return to “IT.”

Draw a circle with a three-foot diameter in the center of the square for “IT” to stand in with the ball.

Divide the rest of the class into four groups.

The four groups of players stand in each of the four corners.

At the start signal, players run in clockwise order while "IT" tries to hit the moving players below the waist with the ball. Only "IT" can put students out.

The only time the players can stop running is when the leader calls "HOME." Students return to the nearest corner continuing to run in clockwise order.

The first player out replaces student selected to be first ball chaser.

As students are put out, they line up around the outside boundaries to help retrieve and return the ball to "IT."

The game is over when one player is left. The last player becomes the new "IT."

DODGE BALL

EQUIPMENT:

A soft ball or nerf type ball, cones or objects to mark the boundaries

AREA:

Rectangular space the size of a volleyball court (30' by 60') or smaller.

PROCEDURE:

Mark the boundaries appropriate for the age group.

Select two students to be the end throwers.

The rest of the class stands in the middle of the rectangle.

The throwers take turns trying to hit the people in the middle to put them out.

When out, the middle players join the throwers on the end to help put out the players still in the middle.

The last two players out become the end throwers.

DROP THE HANDKERCHIEF

EQUIPMENT:

Bandanna

AREA:

Area large enough to form a circle.

PROCEDURE:

One child is chosen to be “IT.”

The rest of the students form a circle and face the center.

“IT” runs around the outside of the circle and drops the handkerchief behind a classmate.

That player picks up the bandanna and runs in the opposite direction of “IT.”

The first player back to the vacated space is safe. The student remaining starts a new game by repeating the action with another player.

ERASER SNATCH

EQUIPMENT:

Eraser or similar type object, cones to mark the boundaries

AREA:

Rectangular area about the size of a volleyball court (30' by 60') or smaller

PROCEDURE:

Mark boundaries appropriate for the age group.

Divide the class into two teams.

Each team lines up on the far side of the court, faces inward, and counts off consecutively from right to left.

Place the eraser in the center of the rectangle between the two teams.

Call a number.

The student with the corresponding number from each team races to the center and tries to snatch the eraser.

If the student is able to race back to his starting line without getting tagged, he earns a point for his team.

If a player drops the object before crossing his starting line, a point is awarded to the other team.

VARIATION:

Call two numbers at a time.

FACE-OFF DODGEBALL

EQUIPMENT:

Several large soft rubber balls or nerf balls (enough for half of the class if possible, cones or objects to mark the boundaries

AREA:

Rectangular space the size of a volley ball court (30' by 60') or smaller

PROCEDURE:

Mark the boundaries appropriate for the age group.

Divide the class into two equal teams.

Mark a centerline on the playing area.

Team A faces Team B with the centerline in between.

Team A has the balls. (The more the better)

Team A throws the balls across the centerline trying to hit Team B without the ball bouncing on the playing area.

If anyone on Team B is hit below the waist that person is OUT.

If anyone on Team B catches the ball, the thrower on Team A is OUT.

Team B throws the balls back trying to put out Team A.

This continues until one player is left.

FOOTBALL GOAL CATCH

EQUIPMENT:

Junior-size soft or nerf football, cones or objects to mark boundaries

AREA:

Rectangular area the size of a volley ball court (30' by 60') or smaller

PROCEDURE:

Mark end and side boundaries and centerline appropriate for age group.

Divide the class into two groups.

Four players from each team stand behind the goal line of the opposing team.

The rest of the team plays anywhere in their half of the field.

The ball is given to one of the players behind the goal line.

He tries to throw it to one of his teammates at the opposite end of the playing field.

The fielders then try to pass the football to a goal line player.

If one catches it, the team receives one point. If not the other team gets the ball.

The opposing team tries to intercept it by catching or knocking down the pass and in turn, tries to throw it to one of their players behind the goal line.

At the end of a set time, teams switch sides.

The team with the most points wins.

FREEZE

EQUIPMENT:

Small objects such as unsharpened pencils, bean bags or empty yogurt cups to balance on heads

AREA:

Rectangular space about the size of a volleyball court (30' by 60') or smaller

PROCEDURE:

Mark the boundaries appropriate for the age group.

Divide the class into Team A and Team B.

Give each student an object to balance on his/her head.

On GO, students move around within the defined area at their own pace.

The leader changes the action by directing students to do actions such as hop, skip, run, trot, stoop, turn around, right face, left face or about face..

If the beanbag falls off a student's head, he is frozen in that position.

Another student may attempt to return a teammate to the game by picking up the fallen bean bag and replacing it on the team mate's head without losing his /her own object.

The winner is the team who has the most students left with objects on their heads at the end of a designed time period.

FRUIT BASKET TURN OVER

EQUIPMENT:

Cones or objects to mark the boundaries

AREA:

General space with a clean, hard surface approximately 30' by 30' or smaller

PROCEDURE:

Mark the boundaries to form a square appropriate to the age group.

Divide the class into four groups and assign each group a corner.

Give each group a fruit name such as apples, bananas, grapes or oranges. These are kept through out the game.

Call two names and have each group run and change places.

The group to be seated first is the winner and earns one point.

When the leader calls FRUIT BASKET, all of the children run and sit in the center of the space. Also call FRUIT BASKET RETURN, FRUIT BASKET STAND, AND FRUIT BASKET SIT.

The team who sits first earns a point.

The team with the most number of points at the end of the game is the winner.

IN AND OUT OF THE POOL

EQUIPMENT:

Cones or objects to mark the boundaries

AREA:

Square space approximately 30' by 30' or smaller

PROCEDURE:

Mark the boundaries appropriate for the age group.

Select one student to be the leader.

The rest of the students spread out along the four sides of the square.

When the leader shouts "in the pool or out of the pool," everyone jumps in the direction indicated and squats.

The leader tries to trick the other students by hesitating or saying the wrong phrase.

The last person to jump is eliminated. That student sits in the middle of the "pool" until the game is over.

The last person standing becomes the new leader.

JUGGLING BALLS

EQUIPMENT:

Two less tennis balls than students, cones or objects to mark lines

AREA: Space large enough to mark three parallel lines 15' or less apart and 15' long

PROCEDURE:

Mark three parallel lines appropriate for the age group.

Divide the class into Team A and Team B.

One student from each team is selected to stand on the centerline and face his/her teammates.

The students throw the tennis ball to the first teammate in the line who throws it back, the second, third, fourth, etc. until it starts over again.

After the first ball is restarted, the leader starts a second.

Each time a round is completed, another ball is added.

The team that has the most balls in motion without dropping any, is the winner.

VARIATION:

Students form a circle.

Students toss the ball to another in alphabetical order.

JUMP THE ROPE

EQUIPMENT:

15' – 25' long rope

AREA:

Area large enough for a circle with at least a 50' diameter

PROCEDURE:

Select one person to swing the rope in a circle while holding it low.

The rest of the class forms a circle facing in and around the center person.

As the rope swings in a circle, everyone must jump over the rope to stay in the game.

If a student misses a jump or the rope touches him/her, that person is out.

The last person in is the winner and the next rope swinger.

LINE SOCCER

EQUIPMENT:

2 soft rubber or nerf balls, cones or objects to mark the boundaries

AREA:

Open area large enough to mark a square 30' by 30' or smaller

PROCEDURE:

Mark the boundaries appropriate for the age group.

Divide the class into two groups.

Each team stands behind its own goal line.

One kicker is selected from each team.

The rest of the class acts as linesmen and stands behind their goal.

The leader places the two balls in the center.

On GO, both kickers run to the center of the field and try to kick their ball across the goal of the opposing team.

Linesmen may not use their hands to keep the ball from crossing the goal line.

The linesmen must stay behind their goal,

The kickers may only use their feet to position the ball to kick it.

Two points are scored when one of the balls crosses the goal line and through the feet of the opposing linesmen.

A foul is called when one of the rules is broken or a player gets too rough.

The opposing team is given a free kick. The linesmen cannot attempt to block the ball.

The free kick scores one point.

MONKEY BALL

EQUIPMENT:

2 soft rubber or nerf balls, empty box

AREA:

Any open space that contains a space about 30' by 30' or smaller

PROCEDURE:

Divide the class evenly into two teams.

Each team stands side by side with arms linked at the elbows to form a line to serve as goalies when the ball is in play.

Teams face each other with a space in the middle appropriate for their age group.

Place two soft balls in the box and place in the center of the two teams.

Assign one person from each team with the same number ranging from one to the total number of team players.

The game leader calls out one number.

The player from each team who has that number will run to the center, get a ball, and try to roll it between the legs of the opposite team.

The opposing team tries to block the ball from going through their legs by moving only from side to side keeping arms attached.

The play is over when the ball goes out of bounds or when a shot is made.

ONE-TWO-THREE

EQUIPMENT:

Objects such as erasers

AREA:

Area large enough to hold a class circle

PROCEDURE:

Students join hands to form and space a circle.

Number the students 1, 2, and 3 to form a team.

Place two less objects than the number of teams of three in the center of the circle.

The leader calls out one of the three numbers.

On GO, this person runs around the outside of the circle until he gets back to his group.

He runs through an arch formed by his teammates into the center of the circle.

He grabs one of the objects and returns to his place in the circle.

He scores a point for his team.

The leader calls a different number and the process is repeated.

The group with the most points at the end of the game wins.

RED LIGHT

EQUIPMENT:

Cones or markers for boundaries

AREA:

Rectangular space the size of a volleyball court (30' by 60') or longer

PROCEDURE:

Mark start and finish line appropriate for the age group.

Select one person to be "IT."

"IT" lines up on the finish line with his back to the other players.

The rest of the students line up on the starting line.

"IT" calls 1, 2, 3, Red Light and quickly turns around to face the other players.

While "IT" is counting 1, 2, 3, students try to run to the finish line.

If "IT" catches anyone moving, the runner goes back to the starting line.

The first student to reach “IT” begins the next game as “IT.”

RED LIGHT, GREEN LIGHT

EQUIPMENT:

Cones or objects to mark boundaries

AREA:

Rectangular space approximately 30' by 60' (volley ball court) or larger

PROCEDURE:

Mark the boundaries appropriate for the age group.

Select one person to be “IT.”

“IT” lines up on the finish line facing the rest of the class on the starting line.

When “IT” says green light, the class advances toward “IT”.

When “IT” says red light, the advancing students must stop immediately.

Any student still moving after “IT” says red light must go back to the starting line.

The first student to reach “IT” begins the next game as “IT”.

ROLL’EM

EQUIPMENT:

Enough tennis balls for each student, cones or objects to mark boundaries

AREA:

Rectangular space the size of a volley ball court (30' by 60') or larger

Mark the boundaries appropriate for the age group.

Divide the class into Team A and Team B.

Scatter the tennis balls all over the court.

The leader calls “ROLL’EM, ROLL’EM.”

Students must keep the balls rolling with their feet and keep them inbound.

If a ball stops moving or goes out of bounds, it is a strike.

Three strikes and a team is out.

VARIATION:

Have each team start on opposite ends of the court and using their feet, roll the tennis balls to the opposite side first without going out of bounds.

RUNNING DODGE BALL

EQUIPMENT:

4 soft or nerf type balls, cones or objects to mark the boundaries

AREA:

Rectangular area about the size of the volley ball court (30’ by 60’) or smaller

PROCEDURE:

Mark the boundaries appropriate for the age group.

Divide the class into Team A and Team B.

Team A is divided in half and lines both of the long sides of the rectangle.

Each side is given two balls to throw at Team B as it runs down the rectangle. Team A can recover balls from the running area, but must return to the sides to throw.

Team B lines up on the short end of the rectangle and tries to run to the opposite end of the rectangle without getting hit with the balls by Team A. They can run separately or all together. Those that are hit drop out immediately.

The game continues until all players are out.

Trade places and begin again.

SHOE TWISTER

EQUIPMENT:

None

AREA:

Open area with a clean surface large enough to form a class circle

PROCEDURE:

Students take off one shoe and put it into the center of the circle.

Students join hands around the pile of shoes and spread out to form a circle.

On GO, everyone gets a shoe from the center using a foot and finds the person who owns it.

They put it back on that person's foot without letting go of the hands of the people beside them.

SIMON SAYS

EQUIPMENT:

None

AREA:

Outside space the size of a classroom

PROCEDURE:

Select one person to be Simon.

Simon stands in front of the class and gives a variety of commands.

Each command must be preceded with Simon says.

Anyone who moves without the command “Simon says,” is eliminated and sits down.

Command examples: clap your hand, stand up, squat, left turn, right turn, about face, jumping jacks, two steps, smile, count to ten, tap head, touch nose, etc. (The list is endless.)

To confuse the students, Simon gives commands rapidly and does all of the movements too.

The last student in the game becomes the next Simon.

SNIPER DODGE BALL

EQUIPMENT:

A very soft ball such as a kickball or nerf ball, cones or objects to mark the boundaries

AREA:

Rectangular space approximately 30' by 60' or larger

PROCEDURE:

Mark the boundaries appropriate for the age group.

Divide the class into two equal teams.

Each team stands in one half of the rectangle.

One player from each team stands behind the opposing team's end boundary to catch and return the team's ball.

The team who gets the ball first tries to hit a player on the other side below the waist to put him out.

The outside player may also hit a player from the other team as long as the student throws from out of bounds.

“Out” players stand behind the opposing team’s side and helps to get them out.

The last team with any player “in” wins the game.

SPIRALS

EQUIPMENT:

None

AREA:

Open space large enough to form a class circle

PROCEDURE:

Everyone joins hands in a circle.

One student is chosen to be leader.

The leader releases the hand of his neighbor and begins to walk around the outside of the circle leading the rest of the circle as a chain.

The other person who broke hands from the leader remains in position as the end person.

The chain of people spiral around and around the stationary person drawing the people tighter and tighter in a coil until all the people still holding hands are wrapped around each other.

To unfold the spiral, the center person ducks down in the middle, still holding hands and the rest of the rope of people follows

STOMP THE ROPE

EQUIPMENT:

Four ropes approximately six feet long, cones or objects to mark the boundaries

AREA:

Rectangular space the size of a volleyball court 30' by 60' or larger

PROCEDURE:

Mark the boundaries appropriate to the age group.

Select four students to drag the ropes.

They must drag the rope on the ground at all times.

On GO, everyone runs.

The rest of the class chases after the runners and tries to stomp the rope.

If someone stomps the rope from the runner, they are the new rope runner.

SUPERTEAM

EQUIPMENT:

Set of tennis balls or objects for each team, 1 box, cones or objects to mark boundaries

AREA:

General space that includes at least a 30' to 60' square

PROCEDURE:

Mark the boundaries appropriate for the age group.

Divide the class into 4 teams.

Place the box with the balls inside in the center of the square.

On GO, the last person on each team does the following:

Runs around the outside of the square in a clockwise direction

Returns to his team

Goes to the center of the circle

Grabs a ball

Returns the head of the line

Each student on the team repeats the process.

The first team to complete the relay, crouch and yells SUPERTEAM wins..

TADPOLES

EQUIPMENT:

Soft rubber or nerf ball

AREA:

General space that includes at least a 30' by 30' square or larger

PROCEDURE:

Dive the class into two teams

Team A forms a circle with one student in the center.

Team B forms a line and stands next to the circle.

The student positioned in the middle of the circle throws a ball back and forth to each boy in the circle counting the number of consecutive catches.

If anyone drops the ball, the count starts over.

In the meantime, students in the line run in relay fashion around the circle and back to the line to tag the next player until all have run around the circle. This serves as a timer.

Teams swap positions and repeat the process. The team with the most number of consecutive catches is the winner.

TAIL GRAB

EQUIPMENT:

Two-foot long piece of string or ribbon for each student, cones or objects to mark the boundaries

AREA:

Rectangular area the size of a volleyball court (30' by 60') or larger

PROCEDURE:

Mark the boundaries appropriate for the age group

Each student tucks the string in the back waistband of his/her pants.

On GO, students chase after each other trying to grab each other's tail.

The student with the most tails wins.

Variation:

Have students forms teams of two or more by holding the belt or waist of the student in front. The last student tucks the tail in the back waistband of his/her pants.

THIEF

EQUIPMENT:

Small Object for one half of the class (pencil, ball of paper), cones or objects to mark the boundaries

AREA:

General space large enough to form two parallel lines up to 30' feet apart

PROCEDURE:

Mark two parallel lines at a distance appropriate for the age group.

Divide the class into two teams

Team A stands on one parallel line facing Team B standing on the opposite parallel line.

Team A stands with feet apart touching those of the next student.

Team A places a small object between their feet.

Team B tries to steal the objects from Team A and returns to its line without being caught.

Team A tries to tag Team B before it reaches their line.

TRAFFIC COP

EQUIPMENT:

One red, yellow, and green circle, cones or objects to mark boundaries

AREA:

Open space large enough to mark at least a 50' by 50' square or larger

PROCEDURE:

Mark the boundaries appropriate for the age group.

The teacher selects one student to be the traffic cop.

The rest of the students scatter about the area so that each can see the traffic cop.

The traffic cop holds up the various circles one at a time.

If the traffic cop holds up green, the students run.

If the traffic cop holds up yellow, the students run in place.

If the leader holds up red, the students remain still.

The traffic cop tries to trick the students.

Students who disobey the traffic cop sit or squat on the side.

The game restarts with the last student in the game as traffic cop.

TOUCHDOWN

EQUIPMENT:

4 tennis ball or similar size, cones or markers for boundaries

AREA: Rectangular space approximately 30' by 30' or larger with a clean hard surface

PROCEDURE:

Mark the boundaries appropriate for the age group.

Divide the class into four groups.

Each team lines up along the side of each square facing the center.

One person from each team becomes the thrower.

The thrower stands in the center of the square facing his team.

The teammate throws the tennis ball back and forth to his teammates.

If a teammate drops the ball, he/she “drops down on one knee.”

If the same person drops the ball a second time then he/she “drops down on two knees.”

If the same person drops the ball a third time, then he/she drops “down on one elbow.”

If the same person drops the ball a fourth time, he/she “drops down on two elbows.”

The game is over when the first person drops the ball a fifth time. Students must stay in the down position as they try to catch the ball.

Variation:

Each time the ball is tossed a round, students take a step back.

Two students toss a ball back and forth until a champ is determined.

WHISTLE MIXER

EQUIPMENT:

Whistle, cones or objects to mark the boundaries

AREA:

General space with an area the size of a volleyball court (30' by 60') or larger

PROCEDURE:

Mark the boundaries appropriate for the age group.

Students begin by walking in different directions about the area.

The teacher blows the whistle a number of times in succession with short, sharp blasts.

Students form circles in the corners by joining hands according to the number of whistle blasts.

Students are eliminated when left out of a circle. They sit or squat on the side.

If too many students join a circle, the whole circle is eliminated.

When the leader calls walk, run, jog, skip, or hop, the game continues until the whistle is blown again.

TAG GAMES

Tag games help to develop cardiovascular fitness and endurance. All students get to participate until the game is over. Because of “safe” positions, tag games can continue for a period of time without the students getting “tired.” Define the size of the tag area with markers such as cones so that “IT” changes frequently.

ARCH TAG

EQUIPMENT:

None

AREA:

General space large enough to form a class circle

PROCEDURE:

Select two students to form an arch with their hands.

The rest of the class forms a circle and rotates through the arch.

The leader calls stop and the arch traps someone.

The trapped person goes into the center and the game continues.

When another person is caught, another arch is formed next to the first arch.

As students are eliminated, they are to sit or squat until the game is over.

The last person caught is the winner.

BALL TAG

EQUIPMENT:

Soft rubber or nerf ball, cones or objects to mark the boundaries

AREA:

Rectangular space the size of a volley ball court approximately 30' by 60' or larger

PROCEDURE:

Mark the boundaries appropriate to the age group of the students.

Select one student to be "IT".

"IT" chases after a student and tries to throw the ball at a student to tag them.

The student must be tagged below the waist for the tag to count.

That person becomes the next "IT".

BASIC TAG

EQUIPMENT:

Cones or objects to mark the boundary lines

AREA:

General space

PROCEDURE:

Place cones to designate the boundaries of the tag area appropriate to the age group.

Designate one person as "IT".

"IT" chases after a classmate and tags another classmate who becomes the next "IT".

IMITATION TAG

“IT” determines the manner of locomotion. For example, if “IT” runs, hops, skips, or creates some other type of motion, then everyone else does the same.

IMMUNITY TAG

Stipulate before the game begins various “safe” positions or actions for **5** seconds.

Back-to-back

Balancing on one foot

Elbow hook

Freeze

Group (join hands in a number designated by the leader)

Jogging in place

Jumping jacks

Stoop

CATCH ONE CATCH ALL

EQUIPMENT:

Cones or objects to mark the boundaries

AREA:

Rectangular space the size of a volley ball court (30' by 60') or larger

PROCEDURE:

Mark the boundaries appropriate to the age group.

Select one student to be “IT”.

When “IT” tags another student, other student also become “IT”,

“IT” must keep one hand behind his/her back to be identified as “IT”.

CIRCLE TAG

EQUIPMENT:

None

AREA:

General space with area large enough to form a class circles

PROCEDURE:

The class forms a circle by joining hands and spreading out.

Students drop hands and count off consecutively from 1 to 4.

The leader calls a number and all students with that number run clockwise around the circle trying to catch and tag the player in front.

The student left is the winner.

Students return to point of origin, and the leader repeats with a different number.

To determine class champ, have winners compete.

Renumber students to form different groups.

CROWS AND CRANES

EQUIPMENT:

Cones or objects to mark the boundaries

AREA:

General space to form three parallel lines 15' to 40' apart, cones or objects to mark the boundaries

PROCEDURE:

Mark three parallel lines at a distance appropriate for the age group.

Divide the class into two teams.

Name one of the team's crows and the other cranes.

Have students face each other approximately 5' apart from the center parallel line.

When the leader calls crows, the crows turn and run back to their safety zone (one of the outside parallel lines) with the cranes in pursuit.

If any of the cranes tag a crow, the crow becomes a crane and joins the cranes.

The leader rotates calling cranes and crows until there is only one team.

ELBOW TAG

EQUIPMENT:

Cones or objects to mark the boundaries.

AREA:

Rectangular space approximately the size of a volleyball court (30' by 60') or larger

PROCEDURE:

Mark boundaries appropriate to the age group.

Two students are selected to be "IT" and Tagger.

The rest of the students form partners by joining arms at the elbow.

Students place the outside hand on the hip.

The TAGGER chases "IT".

"IT" can secure safety by hooking onto the outside arm of one of the partners.

The other partner drops off and becomes the new "IT".

To vary the game and rest the TAGGER, the leader calls SWITCH and the roles reverse.

FROZEN TAG

EQUIPMENT:

Cones or objects to mark the boundaries

AREA:

General space large enough to mark a rectangle up to 30' by 60'

PROCEDURE:

Mark boundaries appropriate for the age group.

Select two students to be "IT."

The rest of the students scatter in the designated area.

Students freeze when touched by either "IT."

A student becomes unfrozen when another student crawls through his/her legs.

If frozen a second time, the student is out of the game.

The last two students become the next "ITS."

GO TAG

EQUIPMENT:

Cones or objects to mark the boundaries

AREA:

General space long enough for the class to form a line in the crouched position.

PROCEDURE:

Mark the boundaries appropriate for the age of the group.

Everyone squats in a line with alternate players facing the opposite direction.

The two end students become the “IT” and the TAGGER.

Students run either clockwise or counter-clockwise but may not switch directions once the chase has started.

Both “IT” and the TAGGER may change places with anyone in the line as long as the new person is facing the same direction.

Encourage the students to change “IT” and TAGGER frequently.

When the TAGGER catches “IT”, a new game begins.

SERPENT TAG

EQUIPMENT:

Cones or objects to serve as markers

AREA:

General space large enough to mark a rectangle up to 30' by 60'

PROCEDURE:

Mark the boundaries appropriate to the age of the group.

Select four students to join arms and form a serpent.

The rest of the students scatter about the area.

The “serpent” runs around and tries to encircle as many students as it can.

The encircled students join the “serpent” and tries to capture the rest of the students.

The last four caught begins the next game.

SHADOW TAG

EQUIPMENT:

Cones or markers to set the boundaries.

AREA:

General space large enough to mark up to a 30' by 60' rectangle

PROCEDURE:

Mark the boundaries appropriate for the age of the group.

Designate half of the class to be the “leader”.

Assign the remaining half of the class to be the “follower.”

The follower must follow as closely as possible without touching the leader.

The leader or extra student controls the form of motion by directing the students to skip, walk, run, jog, hop, or stop.

If partners stop without touching, the two remain in the game.

The last pair in wins the game.

The game may be repeated with different partners.

TIME BOMB

EQUIPMENT:

Timer with an alarm, small box, strong rubber band

AREA:

General space large enough to form a class circle.

PROCEDURE:

Have students form a circle so that they are standing close enough to pass the box around.

Set timer and place inside the box.

Secure with the rubber band.

Have students pass the box quickly around the circle until the alarm goes off.

The student who has the box when the alarm goes off has to do a forfeit (run around the circle, etc.) and the game continues.

Forfeits also occur when a student drops the box or two students are in the process of passing the box when the alarm goes off.

VARIATION:

2 or more timers being passed around

WILEY FOX TAG

EQUIPMENT:

Cones or objects to mark the boundaries

AREA:

General space large enough to form up to a 60' square

PROCEDURE:

Mark the boundaries of the square at a size appropriate for the age group.

Mark a center circle with a five-foot diameter.

Select one student to be the fox and another to be the gatekeeper.

The fox stands in the center of the circle.

The gatekeeper holds arms out keeping the fox inside the den.

The rest of the class stands around the fox's den as close as possible and chants, "Wily Fox, Wily Fox, come out of your den. Whoever you catch will be one of your men."

The students chant this until the gatekeeper drops his hands and lets the fox out.

Students run as fast as they can to the boundaries.

Anyone who is tagged becomes a fox.

The game continues until everyone is tagged.

RACES

Each of these races can be done as a relay. It is fun to do individual competition as well as team competition.

BOAT RACE

EQUIPMENT:

Cones or objects to mark boundaries

AREA:

Space large enough to mark two parallel lines up to 60' feet apart

PROCEDURE:

Mark two parallel lines to serve as a start and turn line at a distance appropriate for the age group.

Divide students in groups of three.

Students crouch to form a line.

The second and third students place their hands on the shoulders of the person in front of them.

On GO, teams race to the finish line without breaking up.

CENTIPEDE RACE

EQUIPMENT:

Cones or objects to mark the start and turn line

AREA:

Space large enough to mark two parallel lines up to 60' apart

PROCEDURE:

Mark two parallel lines to serve as a start and turn lines at a distance appropriate for the age group.

Have students pair up one behind the other.

The first student reaches back with his hands and grabs the hand of his partner behind him/her.

On GO, the teams race to the turn line and back.

The first team back wins.

CHINESE GET-UP

EQUIPMENT:

None

AREA:

General space

PROCEDURE:

Have students partner up with each other.

Sit on the ground back to back.

Fold arms across their chest.

On the starting signal, each pair tries to stand up without uncrossing their arms.

First pair up wins. Can be done in heats after which winners of heats can compete for champion.

DUCK RACE

EQUIPMENT:

Cones or objects to mark boundaries

AREA:

Space large enough to mark two parallel lines up to 60' apart

PROCEDURE:

Mark two parallel lines to serve as a start and turn line at a distance appropriate for the age group.

Students line up on the start line.

Students bend over, grab their ankles and walk backward to the turn and start line.

If a student bumps another student, both must go back to the start line.

HEEL GRASP RACE

EQUIPMENT:

Cones or objects to mark boundaries

AREA:

Space large enough to mark two parallel lines up to 60' apart

PROCEDURE:

Mark two parallel lines to serve as a start and turn line at a distance appropriate for the age group.

Students line up on the start line.

Students bend both knees and grasp the left heel with the left hand and the right heel with the right hand.

In this position, students walk to the turn and start line without releasing both hands or falling.

VARIATION:

Each runner runs on his heels, toes, or backwards, hops on one foot

NEWSPAPER RACE

EQUIPMENT:

Two sheets of newspaper per student or used loose-leaf, cones or objects to mark boundaries

AREA:

Space large enough to mark two parallel lines up to 60' apart

PROCEDURE:

Mark two parallel lines to serve as a start and turn line at a distance appropriate for the age group.

Give each student two sheets of newspaper. (1 sheet torn in half)

On GO, each student runs the race by:

Stepping on one,

Laying the other in front of him/her,

Stepping on it,

Retrieving the paper from behind him/her

to the finish line.

VARIATION:

Students make two balls out the paper and roll both to the turn line and back with their feet.

SPIDER RACE

EQUIPMENT:

Cones or objects to mark the boundaries

AREA:

Space large enough to mark two parallel lines up to 60' apart

PROCEDURE:

Mark two parallel lines to serve as a start and turn line at a distance appropriate for the age group.

Have students partner up with each other.

Each student stands back to back and links elbows and lines up on the start line.

On GO, partners race to the turn line and back.

The first team back wins.

WACKY WALKERS

EQUIPMENT:

A ruler for each pair of students, cones or objects to mark boundaries

AREA:

Space large enough to mark two parallel lines up to 60' apart

PROCEDURE:

Mark two parallel lines to serve as a start and turn line at a distance appropriate for the age group.

Divide the class into pairs.

Give each pair a ruler.

Pairs line up at the start line.

Partners hold their object between them.

Pairs race to the turn and back to the start line as fast as possible while stepping over the object one foot at a time without letting go of it.

Partners twist and turn each taking a turn to step.

The first pair that crosses the finish line is the winner.

Players that let go of their object must go back to the line and start again.

WIGGLE WORM RACE

EQUIPMENT:

Cones or objects to mark the boundaries

AREA:

General space large enough to mark two parallel lines up to 60' apart

PROCEDURE:

Mark two parallel lines to serve as a start and turn line at a distance that is appropriate for the age group.

Divide the class into teams.

Each team lines up behind the line designated as start.

Each person in the line puts his/her left hand between his/her legs except the last person.

The second through last person grabs the left hand of the person in front of him/her with his/her right hand.

On GO, each team races to the opposite parallel line and back.

The first team to return with hands intact from the beginning to the end of the race wins.

If a team breaks hands, it must start over.

RELAY GAMES

Relay races feed the competitive spirit of students while developing the various components of health and skill fitness.

ANIMAL RELAY

EQUIPMENT:

Cones or markers to mark boundaries

AREA:

Space large enough to mark two parallel lines up to 60' apart

PROCEDURE:

Mark two parallel lines to serve as the start and finish lines at a distance that is appropriate for the age group.

Divide the class into the desired number of teams.

Assign each member on the team an animal's movement to mimic.

On GO, the first person mimics the movement of the assigned animal to the turn line and back, then tags the next person who mimics the movement of the assigned animal until the each member is finished and stoop down.

Examples of animals to mimic include kangaroo (hops on two legs), bird (tiptoes and flaps arms), frog (hops on all fours), dog (walks on all fours and swings tail), cat (walks on all fours and arches back), elephant (walks on all fours and swings head back and forth), and crab (walks on all fours with stomach up).

The team that completes the relay and is in the crouched position is the winner.

BACKLASH RELAY

EQUIPMENT:

A soft, rubber or nerf type balls for each team, cones or objects to mark the boundaries

AREA:

Space large enough to mark two parallel lines up to 60' apart

PROCEDURE:

Mark two parallel lines to serve as a start and turn line at a distance that is appropriate to the age group.

Divide the class into two relay teams.

Divide each team into pairs.

Each team lines up behind the start line.

Place the ball between the backs of the pairs.

Each pair races to the turn line and back.

Pass it to the next pair and repeat the process until all pairs have completed the relay.

Variation:

Pairs join hands to form a basket and carry the ball back and forth.

Pairs can walk, skip or hop.

BASKETBALL RELAY

EQUIPMENT:

Enough basketballs for each team, cones or objects to mark boundaries

AREA:

Space large enough to mark two parallel lines up to 60' apart

PROCEDURE:

Mark two parallel lines to serve as a start and turn line at a distance that is appropriate to the age group.

Divide the class into the desired number of teams.

Students dribble to the turn line, turn, dribble back to the start line, and tag the next student who repeats the process until all students have completed the relay and is in a crouched position.

Dribble with left hand, right hand, alternating hands and ball between the legs.

BEAN PLANTING RELAY

EQUIPMENT:

At least eight or more containers such as plastic cups for each team, at least matching numbers of bean-like objects for each student, cones or objects to mark the start and finish line.

AREA:

Space large enough to mark two parallel lines up to 60' apart

PROCEDURE:

Mark two parallel lines to serve as a start and turn lines at a distance that is appropriate for the age group.

Space the cups equidistant apart to the turn line. (3 feet)

Divide the class into teams.

Give each student the same number of small objects to match the number of cups.

On GO, each student is to follow the line of cups walking heel to toe and drop a seed-like object in the small cup.

When the student reaches the end, he/she runs back to the start line and taps the next student on the team.

The first team that has completed the relay and in the crouched position is the winner.

The relay is repeated by having each student to “pick” the beans. If a student skips a bean, the student must run back to get it.

CAN STACK

EQUIPMENT:

Soft drink can for each student, cones or objects to mark start and finish line

AREA:

Space large enough to mark two parallel lines up to 60' apart

PROCEDURE:

Mark two parallel lines to serve as a start and turn line at a distance that is appropriate for the age group

Divide the class into teams.

Have each team line up behind the start line.

Give each student a cola can.

On GO, the first student races to the opposite parallel line and places the can on the line.

The student races back and tags the next student who runs to the opposite line and stacks his/her can on top of the first can and races back and tags the next student.

This continues until all students stack his/her can on top of the previous student's.

If the cans tumble, the last student to place his/her can must restack the fallen cans.

The winner is the first team finished and waiting in a crouched position.

The relay is repeated with the unstacking of the cans.

CHECKERS RELAY

EQUIPMENT:

Four to six objects such as checkers that can be stacked, cones or objects to mark boundaries

AREA:

Space large enough to mark two parallel lines up to 60' apart

PROCEDURE:

Mark two parallel lines to serve as a start and turn line at a distance appropriate for the age group.

Divide the class into teams.

Have each team line up behind the start line.

Give the first member in each team a stack of checkers to balance on the back of his/her hand.

On GO, each team member races to the opposite parallel line, turns, and races back to the next person in the line.

Each team member transfers the stack of checkers to the next teammate without either using his/her other hand. Usually, the student will place the back of his hand on top of the stack of checkers, and the other student will slowly turn his hand over until the checkers are transferred.

The process continues until all teammates have completed the relay and is crouched to indicate that the team is finished.

The only time that a teammate may use the other hand is when the checkers have been dropped and need to be restacked and steadied.

CROSS OVER RELAY

EQUIPMENT:

A large, soft or nerf type balls for each team

AREA:

Space large enough to mark two parallel lines up to 60' apart

PROCEDURE:

Mark the two parallel lines.

Divide the class into teams.

Each team stands in a line behind the start line.

The first player runs with the ball to the opposite line, turns and throws the ball to the next player on his team.

The second player catches the ball, runs across the turning line, stands in front of the first player and throws the ball to the third player using a chest pass.

The rest of the players repeat the process until all have crossed over to the opposite side.

Variations:

Repeat the process to return to the starting line.

Repeat the relay by bounce passing the ball back to the next player.

Repeat the relay by rolling the ball back to the next player.

CUP RELAY

EQUIPMENT:

A plastic cup and small object for each team, cone or objects to mark the boundaries

AREA:

Space large enough to mark two parallel lines up to 60' apart

PROCEDURE:

Mark the two parallel lines to serve as a start and turn line at a distance appropriate for the age group.

Divide the class into teams.

Have each team line up behind the start line.

Give the first person in each team a plastic cup.

The first student races to the opposite parallel line and places the cup right side up.

The student races back and tags the next student who races to the opposite parallel line and turns it upside down.

The student races back and tags the next player who turns the cup right side up.

Students alternate the procedure until all have completed the relay and are in a crouched position.

VARIATION:

Place the cup right side up.

Give the first student in each team a small rock like object.

The first person puts the rock in the cup, the second takes it out of the cup, the third puts it in, etc. until all have completed the relay and are in a crouched position.

HAMBURGER RELAY

EQUIPMENT:

Set of objects for each team to represent a table, tray, hamburger, French fries, extra ketchup, milk shake, drink, eating utensils, napkins, etc.

AREA:

Space large enough to mark two parallel lines up to 60' apart

PROCEDURE:

Mark the two parallel lines to serve as a start and turn line at a distance appropriate for the age group.

Place the object to represent the table on the line opposite to the starting line.

Place the object to represent the tray on the table.

Divide the class into relay teams.

Give each member of the relay team, except the first person, an object.

On GO, the first person runs to the opposite side, grabs the tray, and brings it back to the second member of his team.

The second member puts his object on the tray and races to the table and sets it on the table.

He runs back with the tray, and each team member repeats the process with his object.

The process is reversed to clear the table.

If a team member drops his item, he must return to the start line and begin again.

First team to complete relay and crouch down wins.

JUMPBALL RELAY

EQUIPMENT:

Soft, rubber or nerf type balls for each team, cones or objects to mark boundaries

AREA:

Area large enough to mark three parallel lines up to 25' apart

PROCEDURE:

Mark three parallel lines at a distance appropriate for the age group.

Space balls on the middle line, one for each team.

Divide the class into teams.

Teams line up behind the start line.

On GO, the first team member races to the ball on the center line, picks it up and places it between his/her knees, and races back to the next teammate.

The next teammate places the ball between his ankles and races back to the centerline and puts it back, and races back to tag the next person in line.

The next person repeats the action of the first teammate.

The ball is carried to the third parallel line by either the first or last member of the team and the process is repeated.

If the ball is dropped, the teammate goes back to the start line.

KANGAROO RELAY

EQUIPMENT:

Enough soft, rubber or nerf balls for each team, cones or objects to mark boundaries

AREA:

Space large enough to mark two parallel lines up to 60' apart

PROCEDURE:

Mark the two parallel lines to serve as a start and turn line at a distance appropriate for the age group.

Divide class into teams.

Give each team a ball.

Each student places the ball between his/her knees, jumps to the turn line and back without dropping the ball, tags the next player who repeats the process until all team mates have completed the relay.

If the ball is dropped, the student must stop, replace it and continue from the drop point.

LOOP TOUCH RELAY

EQUIPMENT:

Cones or objects to mark boundaries

AREA:

General space large enough to mark three parallel lines up to 25' apart

PROCEDURE:

Mark the parallel lines at a distance appropriate for the age group.

Divide the class into teams with an even number of members.

One half of each team stands on the outside parallel lines facing each other.

On GO, opposite teammates run to the center parallel line, grasp right hands, run around each other in a circle, run back and touch the next team mates who repeat the process.

The process is repeated with left hand grasp, two hand grasp, right elbow hook, and left elbow hook.

Squatting must indicate the first team finished.

MEMORY RELAY

EQUIPMENT:

Cones or markers to mark two parallel lines, a deck of cards or index cards with the numbers 1 through x matching the number of players on each team

AREA:

Space large enough to mark two parallel lines up to 60' apart

PROCEDURE:

Mark two parallel lines age appropriate distance apart.

Divide the class into teams.

On the line opposite to the start line, place face down the cards "1" through "X number" in random order to match the number of students on each team.

On GO, each student one at a time races to the cards and turns one over. If it is not the card that is numbered “1”, he turns it face down and run back to his/her team and tags the next player. When the card numbered one is turned up, it remains up.

The student runs back to his/her team and tags the next player who repeats the process to find and turn up the card numbered two.

The winner is the team that turns all of their cards up in sequence first and is sitting in a crouched position.

Blank cards can be added to make the game more challenging.

PENNY DROP RELAY

EQUIPMENT:

Cone or objects to mark boundaries, one plastic bottle for each team, one penny for each student

AREA:

Space large enough to mark two parallel lines up to 60' apart

PROCEDURE:

Mark two parallel lines at a distance appropriate for the age group.

Place one plastic bottle per team on one line.

Divide the class into equal teams,

Have each team line up behind the parallel line opposite the bottles.

Give each student a penny.

On GO, the first person on each team races to the opposite line, attempts to drop the penny into the bottle races back and tags the next person on his team.

Each student must hold the penny with a bent arm at waist height.

Each student gets only one chance to drop the penny in the bottle.

The team with the most pennies in their bottle wins.

SPOON RELAY

EQUIPMENT:

Spoon and lightweight object for each team, cones or objects to mark the boundaries

AREA:

Space large enough to mark two parallel lines up to 60' apart

PROCEDURE:

Mark two parallel lines at a distance apart appropriate for the age group.

Divide the class into teams.

Have each team line up behind the start line.

Give the first person in the line the spoon and small object to carry in it.

On GO, each student races to the turn line and back without the small object falling off.

Each team member repeats the process.

The winning team is the first to complete the activity and sitting in the crouched position.

VARIATION:

Fill the spoon half full of water.

SUICIDE

EQUIPMENT:

Four cones or objects for each team

AREA:

Space large enough to mark four parallel lines at least 10' apart.

PROCEDURE:

Mark the four parallel lines at a distance appropriate for the age group.

Place a cone for each team on the 1st, 2nd, 3rd and 4th lines.

Divide the class into teams of equal number.

Each team lines up behind the 1st cone.

On GO, the first player in each team races to the 2nd cone, tags it, races back to the 1st cone and tags it.

The student then races to the 3rd cone, tags it, races back to the 1st cone and tags it.

Then the student races to the 4th cone, tags it, and then races back to the 1st cone and tags the next player.

Each student repeats the process until all have completed the relay and is crouched.

VARIATION:

Have students walk, skip, and hop on one leg.

SPRADDLE LEG RELAY

EQUIPMENT:

Soft rubber or nerf ball for each team, cones or objects to mark the boundaries

AREA:

General space large approximately 30' by 30'

PROCEDURE:

Divide students into teams.

Have each team stand in a line one behind the other.

Place fingertips on the shoulders of the person in the front of each student to space one from the other.

Spread feet about two feet apart.

Give each team a ball.

On "GO," the first person bends over and throws the ball between his legs and through the rest of his team's legs until it reaches the last person.

The last person catches the ball and runs to the front of the line and repeats the process.

If the ball rolls out of the line, the first person must start the ball over again.

The first team to finish and be in a crouched position is the winner.

VARIATION:

Have students spread farther apart than arm length.

WHEEL RELAY

EQUIPMENT:

Cones or objects to mark two parallel lines

AREA:

Space large enough to mark two parallel lines up to 60' apart

PROCEDURE:

Mark two parallel lines at a distance appropriate for the age group.

Divide the class into teams.

Have each team line up behind the start line.

On "GO," have each member go to the opposite parallel line and back in the following ways.

Unicycle - hopping on one foot

Bicycle – running on two feet

Tricycle – using two feet and one hand touching the ground

Car – using two hands and two feet touching the ground

Train – Place hands on the shoulders of the student in front to form an unbroken line and race to the opposite line and back

The winner is the first team to cross the start line and be in the crouch position.

LESSON PLAN (Bonus Section #1)

PE Lesson Plan for _____ Date: _____

Lesson Title: _____ Grade: _____ Period: _____

OBJECTIVE: _____

Lesson Time: _____ Location: _____

Equipment/Materials:

Procedure I

- | | | |
|---|---|--|
| <input type="checkbox"/> Roll Call | <input type="checkbox"/> Discussion | <input type="checkbox"/> Guided Practice |
| <input type="checkbox"/> Record Dress Out | <input type="checkbox"/> Skill Building | <input type="checkbox"/> Exercise |
| <input type="checkbox"/> Explanation | <input type="checkbox"/> Demonstration | <input type="checkbox"/> Review |

Procedure II

Warm-up Exercises (5 min.)_____

Game/Activity: (20 min.)_____

Directions/Illustration:

Cool down Exercises (5 min.)_____

Accommodations for Individual Differences

- | | | |
|---|--|---|
| <input type="checkbox"/> Preferential Seating | <input type="checkbox"/> Peer Tutoring | <input type="checkbox"/> Paired Learning |
| <input type="checkbox"/> Positive Reinforcement | <input type="checkbox"/> Redirect Student Interest | <input type="checkbox"/> Repeated Instructions |
| <input type="checkbox"/> 504 Modifications | <input type="checkbox"/> Learning Styles | <input type="checkbox"/> Decreased Distractions |
| <input type="checkbox"/> Extended Time | <input type="checkbox"/> Other | |

Integration of Skills with Core Area Subjects:

Assessment: Dressing Out Participation Student Effort

Written Test Skills Test Other

Closure: Praise Review Other

RESOURCES (Bonus Section #2)

Quality planning for an effective PE program requires a lot of input from the experts. These resources may be as useful to you as they are to me.

PHYSICAL EDUCATION WEB SITES

American Alliance for Health, Physical Education, Recreation and Dance (AAHPERD)

<http://www.aahperd.org>

American Fitness Alliance

<http://www.americanfitness.net/>

American Heart Association (AHA),

<http://www.americanheart.org>

California Physical Education Resources

<http://www.stan-co.k12.ca.us/calpe/>

Lesson Planning: The Web Puts "Fizz" Into Physical Fitness

http://www.eduation-world.com/a_lesson/lesson114.shtml

National Association for Sport and Physical Education (NASPE),

<http://www.aahperd.org/naspe/naspe-main.html>

P. E. Central

<http://www.pe.cenral.org/>

pe-talk-digest

<http://www.lyris.sportime.com/pe-talk-index.html>

Physical Education Links

<http://pelinks4u.org>

Physical Education Resources That You Can Use

<http://www.k12.in.us.opd/physed/phyresources.html>

Surgeon General's Report on Physical Activity and Health

<http://www.cdc.gov/nccdphp/sgr/sgr.htm>

The Fitness Jumpsite! Calorie Counter Calculator, Fitness Equipment and a Fitness Library

<http://primusweb.com/fitnesspartner>

BOOKS

Dodds, P. and Carr, N., Basic Stuff Series I and II, AAHPERD, 1987.

Hopple C., Teaching Outcomes in Elementary Physical Education: A Guide for Curriculum and Assessment, Human Kinetics, 1995.

Hughes, H. and Alfonso, R., Meaningful Movement: A Developmental Theme Approach to Physical Education for Children Lesson Plans, Kendall/Hunt Publishing Company, 1994.

NASPE, Moving Into the Future: National Standards for Physical Education, A Guide to Content and Assessment, Mosby, 1995.

Young, J., Klesuis, S. and Hoffman, H., Meaningful Movement: A Developmental

Approach to Physical Education for Children, Second Edition, Kendall/Hunt Publishing Company, 1994.

BROCHURES

Developmentally Appropriate Physical Education Practices for Children, AAHPERD/NASPE, 1992.

Developmentally Appropriate Practices in Movement Programs for Young Children ages 3-5, AAHPERD/NASPE, 1994.

Looking at Physical Education from a Developmental Perspective: A Guide to Teaching, AAHPERD/NASPE, 1994.

Moving Into the Future: National Standards for Physical Education, AAHPERD/NASPE, 1995.

Outcomes of Quality Physical Education Programs, AAHPERD/NASPE, 1992.

JOURNALS

FAHPERD Journal, FAHPERD

Journal of Physical Education, Recreation and Dance, AAHPERD

Journal of Teaching Elementary Physical Education, Human Kinetics

Journal of Teaching Physical Education, NASPE, Human Kinetics

Research Quarterly, AAHPERD

Disclaimer: Any links to websites are provided as a service only. The author is not responsible for any of the content on those sites. The author does not necessarily endorse the providers of that information.

CPR Review/Cheat Sheet (Bonus Section #3)

1. Risk factors of stroke:

- A: heart disease
- B: high red blood cell count
- C: TIA's

2. Signs of a stroke:

- A: alteration in consciousness
- B: sudden weakness or numbness in an extremity on one side of the body
- C: sudden falls
- D: unexplained dizziness
- E: facial paralysis
- F: difficulty speaking

3. Controllable risk factors of stroke and heart attacks:

- A: high blood cholesterol
- B: obesity
- C: TIA's
- D: smoking
- E: heart disease

4. Chain of survival (adults)

- A: early access (911)
- B: early CPR
- C: early defibrillation
- D: early ACLS

5. Chain of survival (pediatric)

- A: prevention of injuries and arrest
- B: early CPR
- C: early access (911)
- D: advanced care

6. Rate of compression

- A: adult-about 100x per minute
- B: child-about 100x per minute
- C: infant-at least 100x per minute

7. Depth of compression

- A: adult- 1&1/2 to 2" compression (hands overlapping)
- B: child- 1 to 1&1/2" compression (only heel of one hand)
- C: infant- ½ to 1" compression or 1/3 to ½ the depth of infant's chest (2 fingers)

8. Ratio of compression to ventilations

- A: adult- both one and two rescuers should use a 15:2 compression to ventilation rate
- B: child- both one and two rescuers should use a 5:1 compression to ventilation rate
- C: infant-both one and two rescuers should use a 5:1 compression to ventilation rate

9. Rescue breath with a pulse

- A: adult-5 seconds (10-12 times per minute)
- B: child- 3 seconds (about 20 times per minute)
- C: infant- 3 seconds (about 20 times per minute)

10. Common causes of cardiac arrest in infants and children

- A: breathing emergencies
- B: onset following or from illness or injury
- C: heart rhythm dysfunction

Adult one-rescuer CPR

1. establish unresponsiveness, activate EMS
2. open airway-look, listen, feel
3. if breathing is inadequate or absent give 2 slow breaths
4. check carotid pulse and signs of circulation in response to the 2 rescue breaths
5. if no pulse, give cycles of 15 chest compressions
6. after 4 cycles of 15:2 check pulse
7. if no pulse cont. beginning with chest compressions

**If victim begins breathing, place in recovery position.

Child one-rescuer CPR

1. establish unresponsiveness, send second rescuer for EMS activation if available
2. open airway-look, listen, feel
3. if breathing is inadequate or absent give 2 slow breaths
4. check carotid pulse and signs of circulation in response to the 2 rescue breaths
5. if no signs of circulation are present or heart rate is less than 60 bpm with signs of poor perfusion, begin cycles of 5 chest compressions and 1 breath
6. after about 1 minute, check signs of circulation. If alone, activate EMS, then continue compression/ventilation ratio
7. if signs of circulation are present but breathing is absent or inadequate, continue rescue breathing (1 breath every 3 sec. about 20 breaths per minute)

**If victim begins breathing, place in recovery position.

Infant one-rescuer CPR

1. establish unresponsiveness, send second rescuer for EMS activation if available
2. open airway-look, listen, feel
3. if breathing is inadequate or absent give 2 slow breaths
4. check brachial pulse and signs of circulation in response to the 2 rescue breaths
5. if no signs of circulation are present or heart rate is less than 60 bpm with signs of poor perfusion, begin cycles of 5 chest compressions and 1 breath, using 2 finger technique
6. after about 1 minute, check signs of circulation. If alone, activate EMS, then continue chest compression/ventilation ratio
7. if signs of circulation are present but breathing is absent or inadequate, continue rescue breathing (1 breath every 3 sec. about 20 breaths per minute)

**If victim begins breathing, place in recovery position.

Adult-Foreign Body Airway Obstruction-Unresponsive

1. establish unresponsiveness "Are you o.k.?"
2. activate EMS
3. open airway and check breathing
4. attempt to ventilate
5. give up to 5 abdominal thrusts with victim on their back
6. open airway with tongue-jaw lift followed by a finger sweep
7. repeat steps 3 through until effective, then continue CPR as necessary

Adult-Foreign Body Airway Obstruction-Responsive

1. ask "Are you choking?"
2. give abdominal thrust (chest thrusts for pregnant or obese victim)
3. repeat cycle until object is cleared or victim becomes unresponsive
4. if victim becomes unresponsive-activate EMS
5. perform tongue-jaw lift followed by finger sweep
6. open airway and try to ventilate, if still obstructed, reposition head and try again
7. give 5 abdominal thrusts with victim on their back
8. repeat steps 5-7 until breathing is effective, then continue the steps of CPR as needed

Child-Foreign Body Airway Obstruction-Unresponsive

1. establish unresponsiveness "Are you o.k.?"
 2. activate EMS if a second rescuer is available
 3. open airway and check for breathing
 4. if breathing is absent or inadequate-attempt to ventilate, if unsuccessful reposition and reattempt
 5. if ventilation is unsuccessful, perform 5 abdominal thrusts with the victim on their back
 6. open airway with a tongue-jaw lift, and if you see the object, remove it-no blind sweeps
 7. repeat steps 3-5 until ventilation is successful, then continue the steps of CPR as needed
 8. if rescuer is alone and airway obstruction is not relieved after about 1 minute, activate EMS
- **If victim begins breathing, place in recovery position.

Child-Foreign Body Airway Obstruction-Responsive

1. ask "Are you choking?"
2. give abdominal thrust, avoid Xyphoid
3. repeat thrusts until object is expelled or victim becomes unresponsive
4. activate EMS if a second rescuer is available
5. open airway with tongue-jaw lift, if you see the object remove it, no blind sweeps
6. open airway , attempt rescue breathing, if no chest rise, reopen airway, and try to ventilate again
7. if ventilation is unsuccessful, provide 5 abdominal thrusts with victim on their back
8. repeat steps 5-7 until effective, then provide additional CPR if necessary
9. if rescuer is alone and airway obstruction is not relieved after about 1 minute, activate EMS

**If victim begins breathing, place in recovery position.