

# **When East And West Meet In The Middle Powerful Learning Can Occur!**

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# **TEAM Time: Get your Body, Brain, and school connected!**

## **What is TEAM Time?**

**TEAM** (Together Everyone Achieves More) Time is the way Independence Elementary School students, staff and community start the day. When the bell rings for the beginning of school approximately 400 **students, staff, and community members** pile into the gym to start their day with movement, dancing, team building activities, signing, stretching, “Brain Gym”, aerobics, and singing, followed by morning announcements, and the Pledge of Allegiance. We end with a daily affirmation (I’m ready to learn!) that gets us excited and connected for learning. TEAM Time lasts about 15 - 18 minutes. When we are finished students are energized and ready for learning and the teachers are energized to teach. TEAM Time is about community building, as the whole school gathers together everyday to celebrate learning. This unifies our school and connects us both mentally and physically.

From a physical education perspective it gives me a chance, at a higher level, to teach and reinforce concepts to the whole school community including playground rules, Levels of Responsibility, health and fitness related knowledge, math skills, and dance movements. I love that I can incorporate the dances we learn in physical education and keep dancing them all year round. I also do Brain Gym which is a series of simple movements used in Educational Kinesiology to enhance the experience of whole brain learning.

## **How did it get started?**

The concept of TEAM Time came from an activity I did during National Physical Education and Sport week which comes the first week in May each year. I did daily movement assemblies for the whole school during that week that included movement and dances the whole school could do, usually with streamers. The staff loved the way the students behaved after exercising. At the beginning of the next school year I was approached by the staff and the principal about doing this on a daily basis. So we did and that was how TEAM Time came to be. Of course I asked for several things, like an elevated platform, PA system with four speakers, CD player, and wireless microphone all usable and mounted within the gym. Now I joke that my first class of the each day has 400+ students.

## **How do you make this work? (procedures)**

Each class has assigned places to gather within the gym with matching assigned places to place their backpacks. When the bell rings all students gather in the gym, put their belongings by the wall, check their own personal space and start following me. I am on a platform (about 4 foot tall, 4x5ft.) I lead and they follow. Classroom teachers meet their classes in the gym then go to the classroom to take attendance and lunch count.

Kindergartners are paired with a fourth grade buddy, that way they feel safe right away and have a great model to show them what to do and to help them. Kindergartners do great and the fourth graders like to help their buddies!

The first song is usually a slower warm-up song. I incorporate cross lateral movements, PACE, and stretching activities.

The second song is usually faster, during this song I use more vigorous movements and jump patterns. The third and fourth songs are usually some sort of dance. We know over 50 of them. I try to rotate them throughout the weeks but we do have our favorites. Students also lead from the platform.

The last song or songs, depending on time, are cool down songs where I repeat PACE, cross lateral movements, and a series of stretching activities.

On some days I also add a signing song where we sign a song like God Bless America, Happy Trails, One Light One Sun, or Wonderful World just before the cool-down.

After the cool-down students lead the flag salute, then I follow it up with any announcements followed by the affirmation of the day. (turn to your neighbors, put your hands apart, on the count of three say, “*learning rocks! Yes!*” Ready, 1,2,3....)

Students are then released to their classroom teachers who line them up and exit the gym!

**Are staff members required to come?**

YES! Classroom teachers and aids, if they are free, but everyone loves to be there. For some, this is the only exercise they get. Even the principal participates.

**Public Relations.** One thing that has been neat about TEAM Time, that I never dreamed of when I took on this endeavor, was the impact it would have on the community and the positive impact it has made on my physical education program. The parents love it and think its great which shines a bright positive light on physical education in general. TEAM Time is a one of kind program and many people come to see it. It has made a very positive impact on our school and has brought teachers and students together through movement and play. We have performed TEAM Time on center stage at the local Hop Festival and with the House of Representatives in the Oregon Legislature. It has been duplicated in various schools across Oregon and Washington and around the country.

**Favorite Dances include:**

The Chicken Dance, Electric Slide, Slappin’ Leather, Lilo and Stitch, Pata Pata, Saturday Night Fever Hustle, Macarena, Virginia Reel, Boot Scootin’ Boogie, Hand Jive, and Agadou.

**Favorite Music Includes:**

Hawaiian Rollercoaster Ride, Holes, Eiffel 65 – Blue, the Baha Boys, Putumayo Children’s Playgroup, Jock Jams, Pure Disco, and Disney Mania and Soundtracks.

**Theme Days Include:**

Country Western, Caribbean, Christmas, Halloween, Talk Like a Pirate Day, April Fools Day, St. Paddy's Day, Mardi Gras, Hawaiian, Cinco de Mayo, Mickey Mouse's Birthday, Martin Luther King Day, Take Me Out to the Ball Game Day, and Dr. Seuss's Birthday.

**Bibliography:****Getting Started Music:****Favorite Warm-Up Songs:**

<b>Song Title:</b>	<b>Time:</b>	<b>Artist:</b>	<b>Album:</b>
Angel	3:54	Shaggy	Hot Shot
Best Years Of Our Lives	2:58	Baha Men	Greatest Movie Hit
Come on Over	3:09	Christina Aguilera	Christina Aguilera
Dig It	3:48	D Tent Boys	Holes Soundtrack
Get Ready 4 This	3:25	2 Unlimited	ESPN Jock Jams Vol. 1
Getting Hotter	3:51	Baha Men	
Who Let The Dogs Out		Baha Men	
Gonna Make You Sweat	4:01	C+C Music Factory	ESPN Jock Jams Vol. 1
I Like it Like That	3:46	Tito Nieves	Jock Jams Volume 03
I Like to Move It	3:49		Jock Jams
I Need To Know	3:14	Marc Anthony	
Move It Like This	3:24	Baha Men	Greatest Movie Hit
Pump Up The Jam	3:59	Technotronic	ESPN Jock Jams Vol. 1
Pump Up The Volume	3:58	Marrs	ESPN Jock Jams Vol. 1
Ready 4 This Combo	3:51		
Lets Get Ready To Rumble			ESPN Jock Jams 1
Rock And Roll Part 2	2:58	Gary Glitter	ESPN Jock Jams Vol.1
Should've Been A Cowboy	3:30	Toby Keith	Toby Keith
Surfing USA	2:28	Beach Boys	Oldies
Twilight Zone	3:24	2 Unlimited	ESPN Jock Jams Vol. 1
Unbelievable	3:27	EMF	ESPN Jock Jams Vol. 1
Up!	2:52	Shania Twain	Up! (Red Disc)
Who Let The Dogs Out	3:19	Baha Men	Greatest Movie Hits
Whoomp There It Is	3:43	Tag Team	ESPN Jock Jams Vol. 1

**Favorite Dance Songs:**

<b>Song Title:</b>	<b>Time:</b>	<b>Artist:</b>	<b>Album:</b>
Agadou (english)	3:20	Saragossa Band	
Best Years Of Our Lives	2:58	Baha Men	Shrek Soundtrack
Blue (Da Ba Dee)	3:26	Eiffel 65	Now That's What I Call Music 4
C'mon & Ride It (The Train)	4:03	Quad City Dj's	Jock Jams Volume 03
Celebration	3:40	Kool & The Gang	Pure Disco
Cotton Eye Joe	3:13	Rednex	Sex & Violins
D'hammerschmiedsgselln	1:52	Christy Lane	Multicultural Folk Dance--Vol. 1
Disney Mambo #5	4:09	Lou Bega	Radio Disney Jams 2
Do The Conga	3:28	Various Artists	Greatest Disco Dance
Electric Boogie	4:02	Marcia Griffith	Carousel
Gonna Make You Sweat	4:01	C+C Music Factory	ESPN Jock Jams Vol. 1
Hands Up! (Give Me Your Heart)	3:15		The Ultimate Party Survival Kit
Hawaiian Roller Coaster Ride	3:30	Various Artists	Lilo And Stitch Soundtrack
Monster Mash	3:12	Bobby "Boris" Picket	Halloween Horror
Mr. C's Cha-Cha Slide (Live Platinum Band)	6:27	Mr. C The Slide Man	Cha-Cha Slide
The Chicken Dance	2:37	Various Artists	The Ultimate Party Survival Kit

The Hokey Pokey	3:13	Various Artists	The Ultimate Party Survival Kit
The Tiki Tiki Tiki Room	3:30	Disney	Mouse House Dance Mixes
Tony Chestnut	3:33	Kimbo	Tony Chestnut & Fun Time
UCan't Touch This	4:17	MC Hammer	
Willie And The Hand Jive	3:08	Taj Mahal	Shake A Tailfeather
YMCA	3:45	Village People	Pure Disco

#### **Favorite Cool-Down Songs:**

<b>Song Title:</b>	<b>Time:</b>	<b>Artist:</b>	<b>Album:</b>
All I Really Need	3:46	Raffi	Baby Beluga
Black & White	3:19	Freddie McGregor	Reggae For Kids
Circle Of Life	3:59	Carmen Twillie	Classic Disney Vol. 1:
Don't Worry Be Happy	3:54	Bobby McFerrin	Don't Worry, Be Happy
I Believe I Can Fly	5:22	R. Kelly	Space Jam
I Hope You Dance	4:18	LeAnn Womack	
I Just Wanna Dance with You	3:32	George Strait	
I Think You're Wonderful	2:46	Red Grammer	Teaching Peace
Just Like You	3:27	Keb' Mo'	Holes Soundtrack
Love Train	4:29	Keb Mo	Big Wide Grin
No One Else On Earth	4:12	Various Artists	The Ultimate Line Dancing Album
The Power Of The Dream	4:31	Celine Dion	
Over The Rainbow	4:48	J.C. Lodge	Reggae For Kids
Puff (The Magic Dragon) [Live]	4:18	Peter, Paul and Mary	Around The Campfire (Disc 2)
Return To Pooh Corner	4:16	Kenny Loggins	Yesterday, Today, Tomorrow....
Smile (Album Version)	4:00	Vitamin C	Smile
Somewhere Over The Rainbow	5:08	Israel Kamakawiwo'ole	Facing Future
Superman	3:44	Five For Fighting	America
Thanks a Lot	2:40	Raul Malo	Country Goes Raffi
You'll Be In My Heart	4:18	Phil Collins	Tarzan

#### **Resources:**

##### Wesbsites:

[www.thebrainstore.com](http://www.thebrainstore.com)

[www.braingym.com](http://www.braingym.com)

[www.pcentral.org](http://www.pcentral.org)

##### Books:

Smart Moves by Carla Hannaford, PhD

Learning with the Body in Mind by Eric Jensen

PE-4-ME by Cathie Summerford

Brain Gym by Paul and Gail Dennison

# Dances

## **AGADOU - Australia**

Music: Agadou - Black Lace (there is a french and an english version)

FLAIR (fla 107)

Position: Scattered or lines

Agadoo - do -do - jab index fingers forward 3 times

Push Pineapple - pushing movement forward with hands

Shake the tree - Clasp hands together swing over left shoulder and right

Agadoo - do -do - jab index fingers forward 3 times

Push Pineapple - pushing movement forward with hands

Grind Coffee - make circles with hands over each other roly poly movement

To the left - point left arm in air or step to left side

To the right - point right arm in air or step to right side

Jump Up - both arms in the air and jump

And to the knees - bring arms down to knees

Cross over - hands at knees

Shoop during versus two to right and two to left!

Repeat

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## **THE CONGA LINE**

Music: Best Years of Our Lives, Baha Men, Shrek Soundtrack

Scattered or in lines

Walk, walk, walk out - basic pattern to be repeated one million times. May add arm and hip actions and words or sounds.

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## **HANDS-UP PARTY DANCE (Club Med Dance)**

Music: Hands Up! (give Me Your Heart) by Ottawan

Formation: Scattered one wall dance

Chorus: Hands up Hands up - raise hands in the air and lower them with words

Give me your heart - point with both hands together at someone and circle both arms/ hands around to your heart, repeat.

All your love - reach across your body with one arm and point while bringing your arm all away across your body back to the other side, repeat with other hand the other direction on follow up (all of your love)

On rest of song just do a step together step with a clap, right and then left to the beat of the music.

Follow the words to the song and you'll be fine!!!! Have fun with it!

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## **LILLO AND STITCH DANCE**

Music: Hawaiian Roller Coaster Ride (Lilo and Stitch Soundtrack - Disney)  
Developed by Oregon State University MS Physical Education Teacher Education  
Students, Graduating Class of 2003

R step together, step together (1, 2, 3, 4)  
2 cabbage patch (circle arms and hips while standing still) (1, 2, 3, 4)  
L step together, step together (1, 2, 3, 4)  
2 cabbage patch (circle arms and hips while standing still) (1, 2, 3, 4)  
Walk back, 2, 3, 4  
Raise the roof (hands pressing up) two to right and two to the left (1, 2, 3, 4)  
Walk forward, 2, 3, 4  
Raise the roof (hands pressing up) two to right and two to the left (1, 2, 3, 4)  
Hip 2, 3, 4  
jump jump jump 1/4 jump turn ccw  
repeat from beginning

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## **PATA PATA (South Africa) (modified)**

Introduction: 16 beats  
Formation: Individual, circle, or lines  
Music: Weikart Rhythmically Moving #6

Part I **R TOUCH, CLAP, L TOUCH, CLAP**  
**TOES, HEELS, HEELS, TOES**  
**R UP, AND OVER, UP, AND DOWN**  
**L BRUSH, TURN 1/4 CCW**

Beats

- 1 Touch R sideward right (arms sideward with snap)
- 2 Step R next to L (clap)
- 3 Touch L sideward left (arms sideward and snap)
- 4 Step L next to R (clap) and transfer weight to both feet
- 5 Turn toes out (raise arms, elbows in)
- 6 Turn heels out (lower arms, elbows out)
- 7 Turn heels in (arms as in beat 5)
- 8 Turn toes in (arms as in beat 6)
- 9 Raise R knee in front of body
- 10 Touch R sideward right
- 11 Raise R knee
- 12 Step R next to L
- 13 Brush left foot and turn 1/4 turn ccw and repeat dance

# Brain Meanderings

## Moving With the Brain in Mind

- Too much too fast won't last
- Keep em moving. Choose activities that include everyone. All inclusive, equipment for everyone no waiting in lines, no elimination games.
- Too much talking makes them blue, more of them and less of you. Social Brain, get together and talk, cooperative learning is very powerful.
- Crosslateral and patterns are in. Juggling, jump rope, dancing, and hand patterns.
- Balance activities – enhance the vestibular system
- Crawling, spinning, critical thinking, problem solving.
- Exercise builds brain cells. Exercise/movement raises brain chemicals that make us “feel good”, serotonin, epinephrine, cortisol.

# Let's Get Moving – Pedometer Activities

## **Pedometers on – fit and setting**

- Must lay flat
- Must be closed
- Don't shake or tap

## **Check for accuracy:**

Open the pedometer get ready to walk 15 steps, close your pedometer and walk/count 15 steps, stop mid-stride. Check your pedometer you should be within 1 or 2 numbers of 15 if the pedometer is counting correctly. If not try again. If still off, reposition and try again.

- set and walk
- set and jog
- set and skip

## **Step approximation:**

Have students guesstimate how many steps they will walk in 30 seconds. Turn on some music and have them try it, then have them check their pedometers and see how close they got. Try it again using various locomotor movements. And then in a tag game like “Totally It Tag” approximately 1 minute of play.



Totally It Tag: All students are it. On signal, they try to tag each other. If they are tagged, they must perform a body reward like jogging in place or X jumps, and they are back in the game. If two or more players tag each other simultaneously, they are both "owe a body reward." Teacher can dictate the locomotor movement and the body reward or have students decide collectively.

Beat It : Choose a favorite active tag game and have students reset their pedometers. Play the game for 1 or 2 minutes. Students check their pedometers, reset, play again and try to beat their previous step count.

Key Point: Remind students the more they move the more steps they'll get! Have a discussion about how to stay active.

NOTES:

# Manage This: Self Management and Social Behavior Activities

**Rules: Play Hard  
Play Safe  
Play Fair  
Play Smart  
Solve Problems  
Do Your Best**

## Don Hellison's Levels of Responsibility (Awareness)

### Activity Description

### Teacher Cues

One strategy to help students examine and become aware of their behavior and personal responsibility in class. This program incorporates self-management and personal responsibility and teaches students to become aware of their own behaviors and actions and to take ownership of these.

After introducing the levels and making a point to identify desirable and undesirable behaviors students can begin to self-rate after activities or at various times during and then again after class. They do so by holding up fingers that match the number of the level that they believe they were working.

Levels of Awareness – Don Hellison

Level 0 – Little Self-Control:

- Not involved
- Uses putdowns
- Irresponsible

Level 1 – Under Control/Not Involved:

- Not participating
- Not prepared
- Non-productive

Level 2 – Under Control Teacher Directed/Involved:

- Frequently off task
- Needs prompting
- Needs frequent reminders

After your initial introduction and discussion this may be infused to your cool-down or culminating activity. But should be used consistently.

To teach students about personal responsibility it is important to point out desired behaviors of cooperation, respect, and effort during the course of a physical education class. Make them relevant and specific.

Students must become comfortable with the self-rating and levels of responsibility rubric and be able to discern the differences between the levels.

If students are off-task during an activity an easy teacher behavior is ask them to evaluate their level of responsibility and to describe the best action.

Ultimately, the goal is to use the ratings to help students assume the responsibility for their own behavior and to gain a realistic assessment of their behavior in class.

The Levels of Responsibility are most effective if the concepts and vocabulary are taught throughout the school and in common areas like the playground and cafeteria. They help to create a positive, caring, and productive learning environment for the whole school

Level 3 – Self-Responsibility

- Works independently
- Self-motivated
- Positive attitude

Level 4 – Self Responsibility and Caring

- Demonstrates level three behaviors
- Cares about others
- Involved with others
- Sensitive to the needs of others

Source: ***Teaching Responsibility Through Physical Activity*** by Donald Hellison  
Copyright 1995 112pp ISBN: 0873226542

What To Look For (measure/assess):

1. Can students give examples of desirable behaviors
2. Are students accurately assessing their behavior

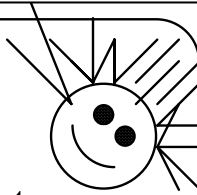


# LEVELS OF RESPONSIBILITY

Adapted by Meg Greiner from Don  
Hellison's Levels of Awareness

## LEVEL 5 TOTALLY AWESOME

I support and help others.  
I encourage others to do their best.  
I'm a self-directed learner.  
I'm a super star performer.  
I go above and beyond.



## LEVEL 4 AWESOME

I work independently.  
I have a positive attitude.  
I am self-motivated.  
I didn't need any teacher reminders  
I'm a super star performer.



## LEVEL 3 Under Control/Partially Teacher Directed SO - SO

Good effort, but not trying my best.  
I need occasional teacher reminders.  
I am occasionally off task.



## LEVEL 2 Under control/Teacher Directed BOGUS DUDE

I'm doing just enough to get by  
Fair to poor effort  
I'm not prepared  
I'm not working towards improvements.  
I need lots of reminders.



## LEVEL 1 Little Self-Control TOTALLY BOGUS

I'm not involved.  
I'm using putdowns.  
I'm preventing others from learning.  
I'm disruptive and need frequent reminders  
from the teacher.  
I'm not showing respect for the rights and  
feelings of others.



# Setting the Tone

- Develop consistent Freeze and Go signals (ie Freeze with hands on knees in 3 seconds, eyes on the teacher, don't move until the teacher says the magic word)
- Have students practice moving in small spaces and not bumping into neighbors.
- Don't let students run until they have total control of their bodies. Skip, gallop and slide instead.

## Activities

**Move and Freeze:** Students perform a designated locomotor skill in open space, scattered position, moving controlled until the teachers says "Freeze". All students freeze quickly. Do it again with another locomotor skill. Gets students ready for activity and a time for the teacher to see if students are with them and ready to move on.

### Back to Back:

Activity Description	Teacher Cues
<p>Have students move in open space, on signal, each child stands back to back with another child. After children are in partner formation back to back, the teacher says, "Everybody run [skip, hop, jump, slide] Away!" Other commands, such as "Walk like an elephant," can also be given. Children move around in the prescribed manner. When the signal is sounded, they immediately find a new partner and stand back to back. Commands such as toe to toe, elbow to elbow, or combinations of different body parts can also be used.</p> <p>Variations: high fives, low fives, pinky shakes, 180 high fives,</p>	<p>Classroom management game to help establish working with all people in the class and to accept all as partners.</p> <p>Rules:</p> <ul style="list-style-type: none"> <li>• Must get with closest person</li> <li>• Find a partner as quickly as possible</li> <li>• Find a different partner each time</li> <li>• Variation: get a mixed gender partner</li> <li>• Move to lost and found to find someone</li> </ul> <p>Lost and found: Students who can't find a partner quickly go to the middle of the gym with their hand up and meet other lost and found students. Once they are no longer lost students move out of the middle of the gym.</p> <p>Encourage students to hustle and praise those that find mixed gender partners and do it quickly!</p> <p><b>#1 way to get class divided in half quickly and equitably. Back to back, one person up one person down!!!</b></p>

Source: *“Dynamic Physical Education for Elementary School Children”* by Robert P. Pangrazi

What To Look For (measure/assess):

- Are students accepting of all partners?
- Are students hustling to find partners?
- Are they mixing themselves up?

### **Whistle Mixer:**

<b>Activity Description</b>	<b>Teacher Cues</b>
<p>Children are scattered throughout the area. To begin, they move in any direction they wish. The teacher whistles a number of times in succession and raises the same number of fingers above their head to signal the group size. Children then form small groups with the number in each group equal to the number of whistles. For example, if there are four short whistles, children form circles of four--no more, no less.</p> <p>The goal is to find the correct number of students as quickly as possible. As soon as a group has the desired number, they sit down to signal that other may not join the group. Children who cannot find a group nearby should move to the center of the area and raise their hand to facilitate finding others without a group.</p>	<p>Classroom management game to help students to get into groups quickly and quietly while establishing working with all people in the class and to accept all as partners.</p> <p>Rules:</p> <ul style="list-style-type: none"> <li>• Must get with closest person/group</li> <li>• Find a group as quickly as possible</li> <li>• Find a different group each time</li> <li>• Variation: get a mixed gender group</li> <li>• Move to lost and found</li> <li>• </li> </ul> <p>Lost and found: Students who can't find a partner/group quickly go to the middle of the gym with their hand up and meet other lost and found students. Once they are no longer lost, students move out of the middle of the gym.</p> <p>Encourage students to hustle and praise those that find mixed gender partners/groups and do it quickly!</p> <p><b>#1 way to get class divided in groups quickly and equitably. You decide the number!</b></p>

Source: *“Dynamic Physical Education for Elementary School Children”* by Robert P. Pangrazi

What To Look For (measure/assess):

- Are students accepting of all partners?

- Are students hustling to find a group?

### **Rock, Paper Scissors**

Activity Description	Teacher Cues
<p>Students begin by practicing the three symbols used in the game: a fist is a Rock, a flat hand is Paper, and two fingers represents Scissors. The hierarchy is: Rocks smash Scissors, Scissors cut Paper, and Paper covers Rock.</p> <p>Students begin by playing the game with partners, Rock, Paper, Scissors, show. Then find someone else to play. If a tie results try again.</p> <p><b>TEAM ROCK, PAPER, SCISSORS:</b> In this game the class is divided into two teams, (using Rock, Paper, Scissors, winner sits down). Each team, without talking, choose their first and second choices for playing rock, paper, scissors (two choices incase of tie). When symbols have been chosen players meet on the centerline on their respective sides. Spread out. When the two teams are spread out and facing one another across the centerline, they say “Rock, Paper, Scissors and show their chosen symbol. The team that shows the winning symbol chases the other team, tagging as many as possible before they reach their safety line. Players who are tagged join the other team.</p>	<p>To play the game effectively, players must show their symbol on cue. Have students practice showing their symbol on the count of three or on show.</p> <p>An effective way to choose symbols nonverbally is for each player on a team to form the symbol of their choice with their hand, and put in the middle of the huddle.</p> <p style="text-align: center;"><u><b>Safety</b></u></p> <p>Players must be spread out across the centerline. If the students are too close, they are likely to trip or stumble as they are chased to the safety line.</p> <p>If the game is played indoors, there must be sufficient room between the safety line and the wall for students to stop safely.</p> <p>If players on the same team show different symbols, a “stop” signal ends that game and teams are sent back to their huddles to try again.</p>

Source: *The New Games Book* by Andrew Flugelman (Editor)

What To Look For (measure/assess);

- Are students able to collectively (and without talking) decide on their symbols?
- Are students sufficiently spread out to make chasing and fleeing safe? (self-space)
- Do students on the same team show the same symbol?
- Do students willingly join the opposing team when they are tagged? (fair play)



## **The Freeze:**

Activity Description	Teacher Cues
<p>Using “The Freeze” song by Steve and Greg, students move about the area using various types of locomotor movements. All must freeze when they hear the word <b>freeze</b>.</p> <p>Before using “The Freeze” teach children your freeze or stop position and practice this by moving and freezing, also teach the different locomotor skills and reinforce them with this activity by incorporating them.</p> <p>Children are scattered about the room. When the music starts, they move throughout the area, guided by the music. They walk, run, jump, or use other locomotor movements, depending on the selected music or beat. When the music is stopped, they freeze and do not move. Any child caught moving after the cessation of the rhythm pays a penalty. A tom-tom or a piano is a fine accompaniment for this game, because the rhythmic beat can be varied easily and the rhythm can be stopped at any time. This is an excellent game for practicing management skills. The game reinforces freezing on a stop signal.</p> <p>Variations:</p> <ol style="list-style-type: none"> <li>1. Specify the level at which children must freeze.</li> <li>2. Have children fall to the ground or balance or go into a different position, such as the Push-Up, Crab, Lane Dog, or some other defined position.</li> </ol>	<p>Practice simple movements to the beat of the music and teach students how to freeze when the music or beat stops.</p> <p>Stress safe moving, open space, not bumping into others, and stopping under control at all times. Reinforce those who do this well and consistently.</p> <p>Variations: After students consistently use your freeze position encourage them to experiment with funny and creative freezes.</p> <p>Assign a locomotor movement. This is an easy way to do a quick check on locomotor skills.</p>

Source: **“We All Live Together Vol 2.”** by Steve Millang and Greg Scelsa, Youngheart Music Education Service, 1978

***“Dynamic Physical Education for Elementary School Children”*** by Robert P. Pangrazi

What To Look For (measure/assess);

1. Safe and controlled movements
2. Quick and controlled stops
3. Basic locomotor skill assessments

# Great Beginnings

**Instant activities/energizers/introductory activities are easy games/activities to get everyone involved physically and emotionally. These activities are just that, instant, and should not last for more than 2-3 minutes. Beginnings get everyone ready to learn, endings keep them wanting to come back for more. (note: they are interchangeable)**

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## **“Vegas Hop”**

equipment: music: “All Shook Up” from the Honeymoon in Vegas Soundtrack sang by Billy Joel

Traditional Buny Hop moves to a non traditional song. Students perform the following sequence to the beat of the music while moving throughout the activity:

Heel-Toe Right, Heel-Toe Right, Heel-Toe Left, Heel-Toe Left, Jump Forward, Jump Backwards, Jump Forwards three times (repeat)

Start in individual space then on teacher signal join a pair then keep connecting until all are in one long Vegas Hop line!

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## **“Totally It Tag” or “Fastest Tagger in the West”**

equipment: none

Everyone is it and everyone tries to tag everyone else.

Rules: Don’t tag your neighbor first, Use soft tags If you get tagged do a “body reward” to get back into the action and/or kneel down, teacher’s choice but it will go very fast. I always stop the game before all are tagged and start over after 30 sec. To make more challenging make the playing space smaller.

Variations: **Hospital Tag:** put a bandage on where you were tagged and continue playing, after 3 tags perform a body reward or see the Dr. to get well. (triple tag)

**Octopus Tag:** once tagged kneel down on one knee and if someone gets too close tag them and they you can get up and they must get down.

**Asteroids and Anklebiters:** Same above games (totally It Tag) and (Octopus Tag) but with soft fleece balls involving throwing.

**Gotcha:** Same game but slide bean bags on the floor, if you get hit by a bean bag you must perform a body reward or could be played in teams, then change sides.

**Note: If you use soft aggression games that involve throwing balls at people make Sure the equipment is soft and that everyone remains physically and emotionally safe. Don’t let students pound each other with balls.**

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### **“High-5s”**

**equipment: music**

Students move in open space using various locomotor skills when the music stops they give High 5's to as many different people as you can. When music starts start moving again. Variations: low 5s, 360 fives, high 10s, etc.

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### **“Hook-up Tag”**

**equipment: none**

Have students get partners and hook middle elbows. Choose 3 couples to be the fugitives and the rangers. (or whatever) The ranger must chase only his/her fugitive. The fugitive can escape by hooking onto one of the partners. When this happens the opposite partner now becomes the new fugitive. If the ranger tags his fugitive the roles reverse. The teacher can also reverse roles by saying change or reverse.

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### **“Blob Tag”**

**equipment: pinnie for “it” designation**

Start with 4 or 5 students designated as “Blobs”. On signal “blobs” attempt to add to their blob by tagging other students. If tagged they must join that blob and not break apart while trying to tag others to join their blob.

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### **“Transformer Tag” (game learned from Project Adventure)**

**equipment: none**

Demonstrate to the participants two body positions, suitable for running. The historical choices have been one hand on the head and one hand on one glute. Decide as a class if this is an acceptable body position for them. After determining their game identity indicate the start of the game by shouting “Declare!” or by flipping a coin in the air. Players then immediately declare their identity by adopting one of the body positions (ie either head or glute) The action involves one team – the heads for instance, trying to tag and transform all the tails. If a head tags a tail the tail becomes a head etc. Once transformed, the person continues to tag anyone of the opposing team. The game continues until one team successfully dominates the world! Replay only 2 or 3 times.

.....

### **“Triangle Tag”**

**equipment: none**

Groups of 4s. Three students make a triangle by holding hands, the other person is it. The IT decides which of the three in the triangle he/she would like to try and tag. That person is positioned directly opposite of the it. On signal from the would be chosen to be tagged person the IT tries to slide either clockwise or counterclockwise to tag the designated person. The triangle shifts and slides as well to protect that same person. The IT may not reach through, under, or over to tag but must go on the outside of the triangle. If the IT gets tired he/she may say “STOP” and then switch roles. If the IT is successful he/she can then select a new IT from the triangle.

# Health Related Physical Fitness Potpourri

- Do include a health related physical fitness activity each day
- Do focus on a health related physical fitness concept each week
- Do bulletin boards about these concepts
- Do color coordinate your signs. For instance I use Red for Cardiovascular Endurance, Blue for Muscular Strength and Endurance, and Yellow for Flexibility. This way students are starting to make a connection between concepts and activities.
- Do make physical activity fun, mix it up!

## Activities

### “I see”: (K-2)

Scattered Formation

Source: unknown

Health Related Physical Fitness Concept: All

Equipment: none

In this activity the teacher says “I see” and the children respond “what do you see?” The teacher then tells them what she/he sees. Then everyone does that. Can include any of the above Health Related Physical Fitness concepts. Limited only by your imagination.

For instance:

- I see galloping zebras
- I see jumping frogs
- I see slithering snakes
- I see grizzly bears
- I see crabs at the beach
- I see alligators
- I see angels in the snow

### Healthy Heart Tag: (K-5)

Scattered formation

Source: Physical Best Activity Guide, Elementary Level, Human Kinetics pg. 51

Health Related Physical Fitness Concept: Cardiovascular Endurance

Equipment: segmented music (45/30)/cd player, station cards, pinnies for taggers

How to Play: Place the Healthy Heart Tag Signs on cones around the perimeter of the gym. Demonstrate and have the children demonstrate each Heart Healthy Tag Sign. Discuss that many types of activities can improve Cardiovascular endurance. To play the game, select 5 or 6 students to be taggers and give them a pinnie or other object to identify them as such. (I use those squeezable hearts). When the music starts the taggers try to tag as many people as they can. When a student gets tagged the first time they place their hand on their heart, the second time they go to the nearest Healthy Heart Sign and performs that particular activity, usually 10 repetitions or once around the gym depending upon the body reward, then back in the game. When the music stops all students find their pulse, then change taggers. Encourage children to perform a different Healthy Heart Activity each time they are tagged.

#### **Four Corner Fitness: (K-5)**

Scattered formation next to cones

Source: Bob Pangrazi, Dynamic Physical Education for Elementary School Children  
Health Related Physical Fitness Concept: Cardiovascular Endurance, Muscular Strength, and Flexibility

Equipment: continuous music or segmented depending, 4 traffic cones, 4 Corner Fitness Cards

Procedures: Students are distributed evenly around the playing area, not all starting at the same place. Place 4 traffic cones on half of the gym, making a makeshift race track. On the cones place a fitness card for students to refer to. Try to have as many pictures as possible or take your own with a digital camera. Music is continuous or you can segment it and compliment the activity with stretching time every 30 seconds.

When the music starts students travel from cone to cone reading the activity card and performing that particular activity to the next cone. Continue reading and doing around the room. When students have finished the 1<sup>st</sup> activity on each card they then continue around the room performing activity #2. Continue around the room until the teacher stops the activity. Encourage quality not quantity.

Station cards consist mostly of locomotor skills (on the long sides) to develop cardiovascular endurance, and animal walks (on the short sides) to develop muscular strength and endurance.

For Kinders and 1<sup>st</sup> graders you might start out with just one activity per cone and demonstrate what that is around the room, then add on. Pictures help tremendously.

#### **Push-up/Curl-up Challenges: (K-5)**

“Intensity is the amount of weight or resistance your muscles must work against to become stronger. By increasing the intensity and developing your muscles, you become stronger” (PBAG: E p. 128)

Equipment: None

Procedures: Scattered. Have each student perform the sequence of activities. Ask them what they notice about their muscles as they proceed through the activities.

Health Related Physical Fitness Concept: Muscular Strength and Endurance

Source: Physical Best Activity Guide, Elementary

### **Push-up Sequence.**

- 1) Start on knees, raise one hand, the other, one foot, the other
- 2) Lift knees to full body push up position - raise one hand, the other, one foot, the other.
- 3) Start in push up position, move hands across a line: *over, over, back, back*
- 4) Start in push up position, sink slowly to the ground (slow leak)
- 5) Start in push up position, roll over the crab walk position, and back without touching down.
- 6) Start in push up position and pretend to do the crawl stroke in swimming.

### **Curl-up Sequence:**

- 1) Start by laying on your back. Place your hands on your abdominals. Lift your head off of the floor and look at your feet. Can you feel your stomach getting as hard as a rock when you lift your head? What does it feel like when you are laying down? (jello)
- 2) This time lift your head and wave at your toes
- 3) Lift your head and wave one foot at the same time, repeat with the other foot.
- 4) Bend your knees and place your feet on the floor, now slowly slide your hands up your legs to your knees while curling your back and lifting your head off of the floor.
- 5) Start sitting up and then slowly lean back as far as you can without laying down. Hold it there for as long as you can and return to the starting position. (reverse curl-up)

### **Race Track Fitness: (3-5)**

Formation: Partners, one standing, one sitting

Equipment: 30/5 segmented cd, cones, and activity signs

Source: Paul Darst, Arizona State University

Health Related Physical Fitness Concept:

Action: Half of the students will be working on the inside of the circle doing the first activity on the card while the other half of the students are running/walking around the cones in race track fashion. When the music stops they trade jobs. Continue in this way until each group has performed all of the activities on the signs.

### **Cookie Jar Fitness: (3-5)**

Formation: Partners

Equipment: 6 hula hoops (cookie jars), Cookie Jar Fitness Cards (color coordinated by

Health Related Physical Fitness concepts)

Source : Paul Darst, Arizona State University

Health Related Physical Fitness Concept: All

Place 6 hula hoops scattered around the activity space. Within each hoop place your Cookie Jar Fitness Cards, split the Cardiovascular cards and place in two different hoops (red), split the Muscular Strength and Endurance Cards and place in two other different hoops (blue), split the Flexibility Cards and place in two other different hoops (yellow).

Action: When the music starts partners travel as a team to a hoop (cookie jar) where they draw a card. Read the card, put it back and perform the activity. Travel to a different hoop and repeat the action. Have students alternate colors so they are getting a rounded workout. Encourage partners to work together and encourage each other to do their best.

### **Continuity Exercises: (3-5)**

Formation: Scattered

Source: Bob Pangrazi, Dynamic Physical Education for Elementary School Children;

Health Related Physical Fitness Concept: All

Equipment: 30/30 segmented cd, jump ropes for everyone

Procedure: When the music is on students will be jumping rope (or running, skipping, sliding, etc something Cardiovascular) when the music stops the teacher dictates what activity to do alternating muscular strength and endurance activities ( curl-ups, push-ups, crab cross-crawl etc.) with Flexibility activities (butterfly stretch, modified hurdler stretch, upper body stretch etc.). When the music starts again students are back to jumping rope.

Key teaching point: If you have students who can't jump rope continuously they can swing the rope at their side or just pretend to jump rope. This activity could be done without jump ropes as well.

### **Parcheesi Fitness: (3-5)**

Formation: square board pattern with cones.

Source : Physical Best Activities

Health Related Physical Fitness Concept: All

Equipment: 40/15 segment tape, cones and fitness signs as many as possible, large foam dice.

Procedure: Depending upon how many signs you have students stand by a sign or with partners at a sign. The dice is rolled. Students move that many cones cw and do the exercise at that station until the music stops. When the music stops the dice is rolled again and players move forward.

# Jump n' Jive

**Dance Rules:** Do Your Best  
If you are facing the wrong way, turn around  
**ACCEPT ALL** for partners  
Have Fun☺

**Teaching Tips:** Don't emphasize rights and lefts  
Partners can be anyone, don't demand boys and girls  
Keep instructions short and sweet  
Have students say and do cues

## **Content Standards:**

- 1) Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.
- 5) Exhibits responsible personal and social behavior that respects self and others in physical activity settings.
- 6) Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

**Reminder:** *“Too much talking makes them blue more of them and less of you!”*

**DANCES:** Warm-Up: *De Bolon Pin Pin*, Latin Playground – Putamayo  
Cool-down: *La Compasita* – Tango  
*Just Like You*, Keb Mo, Holes Soundtrack  
Signing Song: *Happy Trails*, Roy Rogers and Dale Evans

(NOTE: some music for this presentation available at [www.itunes.com](http://www.itunes.com) search for TEAM Time imix)

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## **THE ALLEY CAT (American Novelty Dance - Origin Uncertain)**

Music: The Alley Cat, Christmas Twist - Jingle Bell Rock

Formation: Scattered

Cues: right to the right (side touches)  
left to the left (side touches)  
right back, right back  
left back, left back  
right knee up twice  
left knee up twice  
right knee up  
left knee up



clap  
and jump  
repeat!!

\*\*\*\*\*

### **LA RASPA (Mexican Folk Dance)**

Cinco de Mayo (may 5th, celebrating Mexico's Independence over France in war)

Music: La Raspa Folk Dance music

Skills: Bleking step, running, elbow turn

Formation: Partners face each other. They may hold both hands or not.

Action:

Measure 1-4: Hop on the left foot, sliding the right foot forward, toe up. Hop on the right and slide the left forward, toe up. Hop on the left and slide the right forward again, toe up. Pause.  
Repeat the movements beginning with a hop on the right foot.  
Ending with a half face to the right. (bleking step)  
5-8: Repeat actions of measures 1-4, ending with a half face to the right.  
9-16: Repeat measures 1-8.

Part II: Partners hook elbows, other hand up toward ceiling....

Measures 1-4: Do a right elbow swing, using eight running or skipping steps.  
Release and clap the hands on the eighth count.  
5-8: Do a left elbow swing, using eight running or skipping steps.  
Release and clap the hands on the eighth count.  
9-16: Repeat measures 1-8

Repeat the entire dance, parts I and II over and over again.

\*\*\*\*\*

### **PATTY CAKE POLKA:**

Music: Patty Cake Polka , Wagon Wheels

Formation: Partners scattered or Double circle dance

Cues: Moving in scattered position or in double circle line of direction counter clockwise

CCW Heel Toe, Heel Toe, slide slide slide

CW Heel Toe, Heel Toe, slide slide slide

Clap Right, Clap Left, Clap Both, Clap Down

Elbow Turn

Mixer: and move to your left right now and repeat with new partner

Variation: Do this same dance to McHammer "Can't Touch This".

Break it down = Free Dance

.....

Music: D'Hammerschmledgselin (German Folk Dance) Christy Lane Multicultural Folk Dance Treasure Box Cd #1

Variation: Once partners have the pattern then put them in groups of 4's. Couples perform the dance together using an alternating clapping pattern. The first couple starts the hand pattern and the second couple begins their hand pattern while the first couple is on the 4,5,6. of the hand pattern. They then continue with this pattern throughout the hand pattern section. On the star they make a four person star.

Cues:

- walk (forward) 2, 3, 4, 5, 6, 7, 8
- circle, 2, 3, 4, 5, 6, 7, 8
- inside out (arch), 2, 3, 4, 5, 6, 7, 8
- circle (inside out), 2, 3, 4, 5, 6, 7, 8
- break (into a line) 2, 3, 4, 5, 6, 7, 8
- change (center person moves to next group) 2, 3, 4, 5, 6, 7, 8
- Repeat from beginning.....

## **IRISH STEW**

Music: "Rakes of Mallow" from Weikart's "Rhythmically Moving Album 2"

Formation: Small groups in circles about 4 or 5 people, may hold hands or not

Intro: Wait 8 cts.

Cues: Circle (sliding) 2, 3, 4, 5, 6, 7, .....16

Circle (sliding the other way) 2, 3, 4, 5, 6, 7, .....16

Jump, Jump, clap, clap

Jump, Jump, Clap, Clap

In (walk into center of circle) 2, 3, 4

Out (walk back out) 2, 3, 4

Repeat

\*\*\*\*\*

## **HANDS-UP PARTY DANCE (Club Med Dance)**

Music: Hands Up! (give Me Your Heart) by Ottawan

Formation: Scattered one wall dance

Chorus: Hands up Hands up - raise hands in the air and lower them with words

Give me your heart - point with both hands together at someone and circle both arms/ hands around to your heart, repeat.

All your love - reach across your body with one arm and point while bringing your arm all away across your body back to the other side, repeat with other hand the other direction on follow up (all of your love)

On rest of song just do a step together step with a clap, right and then left to the beat of the music.

Follow the words to the song and you'll be alright!!!! Have fun with it!

\*\*\*\*\*

*Dance like no one is watching,  
Love like you'll never be hurt,  
Sing like no one is listening,  
Live like it's heaven on  
earth. "*

*- William Purkey*

# Life Is A Balancing Act

## Core Stability and Dynamic Balance Activities

To develop Core Stability and Dynamic Balance I use a stations approach with the following equipment choices. These are also awesome activities that help promote climbing skills. I use them when teaching how to climb the bouldering/transverse climbing wall. I call them “off the wall” activities.

Equipment:    Stability balls/Therapy Balls/Swiss Balls  
                  Stability pads  
                  Dome cones  
                  Bean bags

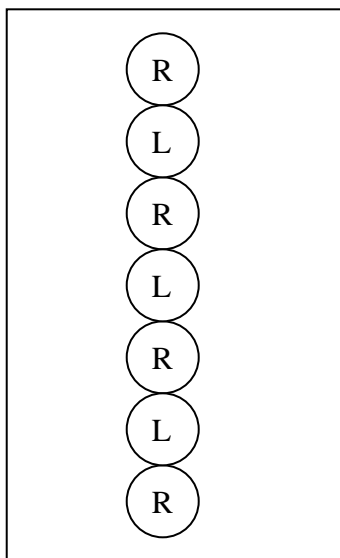
The stability pads and dome cones activities are the same but effect is different with the stability pads being less stable.

Teaching cues:        Foot in the middle (of cone or pad)  
                              Focus eyes and head  
                              Slow controlled movement

Pathways and Challenges:

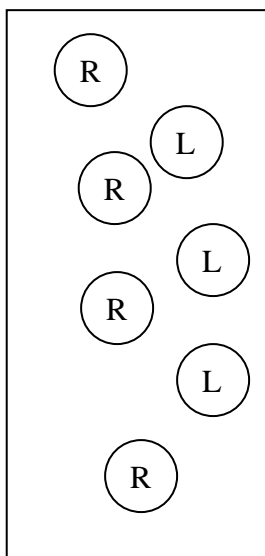
Straight Pathway:

- Forwards
- Backwards
- Sideways



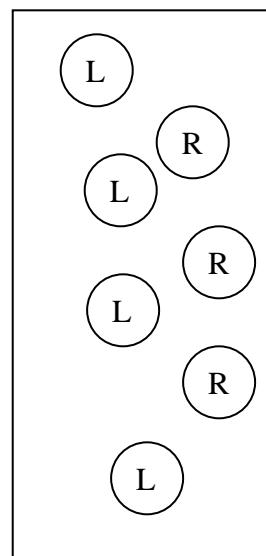
Zig-Zag Pathway:

- Forwards
- Backwards



Zig-Zag Pathway:

- crossover



Challenges: Once students have mastered the above pathways and directions add the following challenges:

- Bean Bag Balance on head and other body parts while moving on stability pads/dome cones.
- Bean Bag pickup and move forward while balancing on dome cones
- Bean bag balance and pickup and move.

Challenges on Stability Pads:

- Balance on right foot
- Balance on left foot
- Knee balance
- One knee balance
- Seat balance
- Superman/eagle balance
- Make own pathways and travel using different body parts for balancing

Stability Ball Activities/Challenges:

- Ride the horse
- Seat Balance
- Seat Balance to Ride the Wave
- Curl-ups
- Foot patterns while bouncing – straddle, together, and skier
- Drumming
- Bounce and turn right and left
- Superman/eagle balance
- Alligator
- Alligator, 3 pushups and return
- Tiger
- Back stretch

# Closures: Leave Them Wanting More!

End the class on a high note. Play a favorite game or challenge to keep them excited for the next physical education class. Then close your class by reviewing what was taught, important concepts or cues to remember, and, most importantly, **what did you learn today in Physical Education that you can share with your mom, dad, sister, brother, aunt, uncle, grandma, grandpa etc. PR PR PR!!!!**

## Nonda's Carlot:

Source: Bob Pangrazi, Dynamic Physical Education for Elementary School Children  
Equipment: none

The original game is played like this. Have students line up along a sideline in the gym. Select 3 or 4 students to be "it". Each choose a favorite car, ie. Corvette, Hummer, VW Beetle etc. Students who are not it now decide which of the cars they wish to be, but they don't share this with anyone.

Action: The "its" can call out any of the cars. If they call the car that you have chosen you must safely drive your car to other sideline of the gym without getting tagged by the it. If you are tagged you become an it. If the it's yell "carlot" all cars must cross no matter where you are.

Rules: stay in the boundaries, safe tags, stay on your feet, don't run into the walls, be honest if you are tagged join the taggers in the middle.

Variations: pizza tag, vegetable tag, fruit tag.

## Holes: (loosely based on the book and movie Holes)

Equipment: green pinnies for the lizards and orange pinnies for the superheros

Boundaries: the basketball court lines around the gym, people and lizards must stay in bounds but the heroes can go out of bounds.

Music: "Dig It" by the D Tent Boys from the Holes Soundtrack, Disney Records

Three jobs: Regular folks, Green spotted poisonous lizards, and superheroes.

Choose 4 people to be super heroes, have them put on the orange pinnies, choose 6 or 7 people to be spotted poisonous lizards. The rest are regular folks.

The lizards are trying to poison (freeze) the regular folks by tagging them. If they are tagged they lay on the ground with their feet in the air until a hero and can sneak into the field and rescue them by tagging their feet. The heroes are safe if they are out of bounds

but can be poisoned if they are tagged by a lizard inbounds. Only Heroes can save/unfreeze poisoned heroes and regular folks.  
Trade positions often.

## Public Relations: Promoting Your Program A Thematic Approach

**Toot your own horn – ring your own bell – no one else will do it for you!**

### **Events to Celebrate:**

- International Walk to School Day – October 5<sup>th</sup>.  
[www.walktoschool-usa.org/](http://www.walktoschool-usa.org/)
- Worldwide Day of Play – October 1<sup>st</sup> Nickelodeon,  
[www.nick.com/myworld/letsjustplay/index\\_nointo.jhtml](http://www.nick.com/myworld/letsjustplay/index_nointo.jhtml)
- Hispanic Heritage Month – September 15 – October 15<sup>th</sup>
- National Disability Awareness Month
- National African American History Month – February
- American Heart Month – February [www.americanheart.org](http://www.americanheart.org)
- NEA Read Across America – Dr. Seuss's Birthday, March 2<sup>nd</sup>  
[www.nea.org/readacross/](http://www.nea.org/readacross/)
- Project ACES (All Children Exercising Simultaneously) First Wednesday in May, [www.projectaces.com](http://www.projectaces.com)
- Girls and Women in Sports Day, NAGWS, February 1, 2006  
[www.aahperd.org/nagwsdcental](http://www.aahperd.org/nagwsdcental)
- National Physical Education and Sport Week, May 1-7  
[www.aahperd.org/naspe](http://www.aahperd.org/naspe)
- Earth Day – April 22, 2006 [www.earthday.net](http://www.earthday.net)
- International Talk Like a Pirate Day September 19<sup>th</sup>  
[www.talklikeapirate.com](http://www.talklikeapirate.com)
- Great American Smoke Out – National Cancer Society
- Red Ribbon Week – Just say no to drugs
- Olympics
- Holidays – multicultural activities, dance, music, and games

**Get yourself noticed:** Have your students perform at local events. school board meetings, city council meetings, parades, sporting events, and at the legislature. Organize Family Physical Education Nights, Dances, Fun Runs, and rollerskating outings.

### **Other techniques:**

- Bulletin Boards
- PE Newsletters home

- **Open House activities**
- **PE Homework**
- **PE Sportfolios and report cards to be shared with parents at conferences**
- **Video tape classes and show the videos at open house. Make a slide show and loop it (let it run over and over again)**
- **Get Pedometers to check out of your library for families**
- **Invite community speakers into your gym, ie ex Olympians or college or local sport teams**
- **Organize and partner with the local golf club to teach lessons to your students**
- **Team up with local Health Club, arrange field trips to the club**
- **Bring in special guest – assemblies who have special skills like juggling, dancing, unicycling, jump rope.**
- **Get involved with after school sports, organize lunchtime and before school activities.**

**A picture is worth a thousand words – invite the local newspaper in to do a story on something special that you are doing.**

### **Physical Education Resources**

Corbin, C. B. & Pangrazi, R. P. (2004). Physical activity for children: a Statement of guidelines for children ages 5-12. Reston: National Association for Sport and Physical Education.

Dennison, P & Dennison, G (1994). Brain Gym, Teacher's Edition Revised. Ventura, CA: Edu-Kinesthetics, Inc.

Graham, G. (2001). Teaching Children Physical Education Becoming a Master Teacher. Champaign, IL: Human Kinetics.

Greiner, M. E., Levels of Responsibility adapted from Hellison, D. (1995). Teaching Personal and Social Responsibility in Physical Education. Champaign, IL: Human Kinetics.

Jensen, E, Learning with the Body In Mind, [www.thebrainstore.com](http://www.thebrainstore.com)

Hopple, C. J. (1995) Teaching For Outcomes In Elementary Physical Education. Champaign, IL: Human Kinetics

NASPE (2004). Moving Into the Future National Standards for Physical Education Second Edition. Reston: National Association for Sport and Physical Education

NASPE (2005). Physical Best Activity Guide Elementary Level second Edition. Champaign, IL: Human Kinetics.



Pangrazi, R. Pedometers: Answers to FAQ. Gopher Sport & Walk4Life.

Pangrazi, R. P. (2003). Dynamic Physical Education for Elementary School Children, 14<sup>th</sup> ed. San Francisco: Benjamin Cummings [[www.aw.com/bc](http://www.aw.com/bc)]

Pangrazi, R. P. (2003). Lesson Plans for Dynamic Physical Education for Elementary School Children, 14<sup>th</sup> ed. San Francisco: Benjamin Cummings [[www.aw.com/bc](http://www.aw.com/bc)]

Pangrazi, R. P., Beighle, A. and Sidman, C. L. (2003). Pedometer Power: 67 Lessons for K-12. Champaign, IL: Human Kinetics.

### **Websites**

Council on Expanded Children's Physical Education (Conference information and links to physical education resources): [www.ccepe.net](http://www.ccepe.net)

Get Active, Stay Active (Pedometer Recording):  
<http://www.getactivestayactive.com>

NASPE: Teacher's Tool box [www.aahperd.org/naspe](http://www.aahperd.org/naspe)

PE Central: <http://www.pecentral.org/>

PE Links 4U: <http://www.pelinks4u.org/> This is a weekly Web newsletter featuring the latest news about PE and Health.

Station PE: <http://www.stationpe.com/>

Bonnie Hopper's Rocky Mountain Pedometer Co: <http://www.gr8pedometers.com/>

Sandy Spin Slade – Skillastics <http://www.sandyspinslade.com>

<http://www.Christylane.com>