

I Teach More Than Gym

Share The Wealth PE Conference 2013

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Bowling Blitz (K-5th)

Equipment: 20 or more balls and 20 or more bowling plastic bowling pins

-One half of the children should spread out around the perimeter of the basketball court. They will place their bowling pin on the boundary line. They can work to defend it by either standing beside, behind, or over the pin. They may not stand in front of or hold the pin with their feet. All of the other children will stand in the center of the gym. They are allowed to move anywhere to get a ball; however, they can only roll it from inside the volleyball lines (this puts them about 10'-12' away from those children with a pin). If they roll and miss, then they get another ball and try again. If they roll and successfully knock someone's pin over, then they switch places and the activity continues.

Reference: Ben Griffey & Brock Wilee shared this activity at a local in-service (I believe they found it on PE Universe).

Balance the Bagel (2nd-5th)

Equipment: 1 playground ball/basketball and 1 ping-pong paddle per child as well as tons of bagels (sliced pool noodles)

-The children should spread out around the gym. Upon a signal to start, they should dribble 1 lap around the gym while balancing one bagel on their paddle. As they successfully make another trip around the gym, they can stop and add another bagel to their stack. This activity helps to focus on dribbling while using their peripheral vision. This activity can continue as long as you wish....the last time we did it, after completing a lap with 5 bagels they traded for a small rubber ball to balance while dribbling.

Crab Tag (K-5th)

This is an activity we use to promote upper body strength, decision making skills, and fitness. Half of the students are on one side of the gym and half are on the other side of the gym behind the black line. Three teachers spread out across the center of the gym floor, each holding a long noodle. Students try to crabwalk (upper arm strength/cardio) across the gym to the other side without being tagged by a noodle. If they are tagged they go to the end of the gym they are closest to and sit down (or do jumping jacks). Play for about 1-2 minutes and then start a new round.

Variation: Each time you start a new game, change the movement/exercise they are to perform while crossing (to exercise other parts of the body).

Medicine Balls (K-5th)

We use medicine balls as part of the fitness portion of our 50 minute PE block. We have 80 - 2 lbs medicine balls in 4 separate containers around the gym. Upon a signal from the teacher, the student's retrieve one medicine ball and proceed to their fitness spot. Once there, they may warm-up with a two-hand curl. The teacher will start the music (I like "1,2 Step" - Missy Elliot) and then lead the students in exercises using a "Follow The Leader" format. We use a variety of movements (under knees, squats, triceps curl, etc.).

Reference: This activity was inspired after observing a colleague (Phil Burkhart) as well as the teachers at Woodlawn Elem.

Put A Ring On My Finger (4th-5th)

Equipment: 1 playground ball/basketball per child as well as tons of bagels (sliced pool noodles)

-Two students face off in dribble stare. They face each other and on the count of three start dribbling while staring at each other. The first one to look away loses. The winner moves on to the next level

while the other person stays and finds a person to challenge. If the person in level 2 is successful, then they move to level 3. If they win in level three, then they get to put a ring on their finger (a sliced pool noodle) and then they start all over. If a person loses at any time, then they go back to the first level. In my gym, I use two circles to distinguish the levels. Outside the large circle is level one, inside of it is level 2, and inside the center black circle is level 3. You could divide your gym in 3 sections in any manner that works for you!

Wavin' Flag "Coca Cola Celebration mix"

By: K'Naan – The Official World Cup 2010 Anthem

This is not an exact dance to the beat rather movements to music. The song is full of clear changes in music and that is the key to this dance! The Lyrics are in regular type and movements are in *italics*

Intro

- *Rapid drum beats (*pat thighs rapidly*)
- *3 big drum beats (*act like hitting large drum 3 times*)
- *Rapid drum beats (*pat thighs rapidly*)
- *3 big drum beats (*act like hitting large drum 3 times*)
- *Rapid drum beats (*pat thighs rapidly*)

Section 1

- *Ooooooh (*hop on right foot to the right while left foot and arms are extended to the left and are lagging behind*)
- *Woooh (*Small Pause*)
- *Ooooooh (*hop on left foot to the left while right foot and arms are extended to the right and are lagging behind*)
- *Small Pause
- REPEAT

Section 2

- *Give me freedom (*turn 90° to the L & do 2 fist pumps*)
- *give me fire (*turn 90° to the L & do 2 fist pumps*)
- *give me reason (*turn 90° to the left & do 2 fist pumps*)
- *take me higher (*turn 90° to the left & do 2 fist pumps*)
- *See the champions (*slide to the right*)
- *take the field now (*cross right arm then left arm at waist then uncross simultaneously and snap*)
- *unify us (*slide to the right*)
- *make us feel proud (*cross right arm then left arm at waist then uncross simultaneously and snap*)
- *REPEAT

Section 3

- *Singing forever young (*twirl with arms extended to the right and end with a clap*)
- *singing songs underneath that sun (*twirl with arms extended to the left and end with a clap*)
- REPEAT

Section 4

- *We all say....
- *When I get older (*jump diagonally to the right*)
- *I will be stronger (*hold arms up and flex*)
- *They'll call me freedom (*hold arms like you are about to shoot a bow and arrow up in the sky at a 45° angle*)
- *just like a wavin' flag (*swirl both arms above your head slowly*)
- REPEAT
- *So wave your flag (*twirl your right hand*)
- *now wave your flag (*twirl your left hand*)
- *now wave your flag (*twirl your right hand*)
- *Oooohhh,

REPEAT Section 1

REPEAT Section 2

REPEAT Section 3

REPEAT Section 4

REPEAT Section 1

REPEAT Section 4

**Modified from Montreat Youth Conference
Energizer '11**

I Choose You (K-5th)

Equipment: 20 or more soft-type volleyballs (one for each child in a single homeroom), each ball should have a poly-spot underneath it, music, list of locomotor movements, stopwatch, and several poly-spots for the exercise area.

-When the music starts, the students will slow jog (or other locomotor movement) in a counter-clockwise direction around the “track” (area surrounding the center of the gym) for 30 seconds. When the music stops, all students freeze. A classroom is called to come to the center of the gym (we traditionally have three or four classrooms in the gym at a time) and sit with a soft-type volleyball in front of them. When the teacher gives a signal, the children in the center circle should roll their ball at the other children that are still spread out and frozen. The teacher then asks the students to clean up their mess. At this time, the children who rolled the balls should go and bring their ball back to the center of the gym and then spread out in the track. At the same time, the children that were hit by a ball should move to the exercise area (poly-spots along wall #1 and #3). When the music starts, the children on the track should once again jog for 30 seconds while the children in the exercise area do jumping jacks (or prescribed exercise). When the music stops, all children freeze. Another classroom is called to come to the center of the gym. Repeat. *If a child is doing jumping jacks and their classroom is called, they may ALSO go to the center of the gym. If a ball hits a child, who has JUST completed jumping jacks, then they DO NOT have to stay in the exercise area (they may re-enter the track). If the ball ricochets off of one student and hits another, then BOTH students are out. If the ball hits a wall before hitting a student, the ball is considered dead, and that student IS NOT OUT. If a child moves to dodge the ball, he/she is OUT and goes to a poly-spot to do jumping jacks.

Bottle Knock Down (K-5th)

Equipment: 20 oz plastic bottles, cones, and 20-30 playground balls (depending on size of your class)

-Students will get a partner and sit down around the playing area. One partner gets a bottle and walks to the playing area, places bottle on a poly spot, their feet cannot touch the poly spot (the students may stand over, beside, in front of, or behind their bottle), and become the “bottle person.” “Bottle people” may use their hands to stop a ball from hitting their bottle; however, they cannot continuously keep their hands around their bottle or squat. The partner waiting is the “wall person.” The teacher distributes 20-30 balls to the game. (roll balls out in playing area). When a signal is given anyone can pick up a ball and roll the ball in an attempt to knock down someone’s bottle. The “wall people” retrieve all balls that roll out of the playing area and may attempt to knock down bottles when rolling them back into the game. They may not enter the playing area to get a ball. As soon as a “bottle person’s” bottle is knocked down for ANY reason, then he/she should

retrieve their bottle, walk back to their partner, give them the bottle and switch roles. The partner takes the bottle to the playing area, places it on a poly spot, stands in correct position and becomes the “bottle person.”

Note: More balls can be added if the children choose to participate under control.

Do not roll the ball as hard as you can, throw the ball, or kick the ball! Make sure students protect their face in case a ball bounces upward.

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