

“Tips & Tricks that MOTIVATE! Skills & Drills that THRILL!”

By, John Thomson, '91 NASPE National T.O.Y.

Education Director, U.S. Games

This activity-oriented session will share assessment techniques & procedures that maximize success & participation with your K-8 students. This presentation will be an educational experience that meets your students' physical, mental, and social needs brilliantly disguised as fun.

Practical & adaptable!

MVPA to the MAX!

This session is based on the following characteristics of a quality physical education program:

- **All students are participating at all times. Students are not standing in lines waiting to participate (i.e. relay races, skill practice).**
- **There are opportunities for different levels of success for all students rather than elimination-type activities**
- **Traditional team sports are broken down into small group activities rather than team sports with one ball per class (i.e. kickball, softball).**
- **Time-limit challenges are used for activities rather than a set number of repetitions, such as a pre-determined number of laps or push-ups.**

Designing curriculum with 100% success and 100% participation is a real challenge. Following are several practices to consider when developing lessons or units:

- **Plan for success the very first day. Repeat successes.**
- **Give simple rules.**
- **Correct one thing at a time.**
- **Move from strengths to weaknesses.**
- **Learn from success, not mistakes.**
- **Maintain HIGH expectations because no one rises to low expectations.**
- **Encourage students to:**
 - Try their guts out!**
 - Show BIG TIME manners!**
- **Provide choices, choices, choices!**
 - Positive choices get positive results.**
 - Having a choice implies ownership.**
 - Taking ownership implies responsibility.**
- **Choices = Success = Participation**
- **Remember.....**
 - Tell me.....I forget,**
 - Show me.....I remember,**
 - Involve me.....I understand!**

Steps to SKILL ASSESSMENTS:

- **Breakdown the skill to be taught and make a list of its “critical elements.”**
- **Create meaningful, age-appropriate cues. Novel cues can aide retention.**
- **When teaching a skill, display a poster with a list of “critical elements” for that skill. Refer to the checklist as you teach each skill.**
- **Create a checklist of essential elements for students to assess individually, in pairs, small groups, or for teacher use.**

90 Second Rule – research shows if you talk longer than 90 seconds at a time, you will start to lose your students.

ACTIVITIES:

BASIC TRAINING

***** Start-up Strategy for teachers**

- **Brief (see 90 second rule under Management Tips)**
- **Do**
- **Debrief**

***** Start-up Strategy for your students**

- **Listen**
- **Think**
- **Move**

*****Management Tips**

- **Establish north, south, east, and west in your teaching space. (i.e. Huddle in the NW corner, line-up on the west sideline facing east, etc.)**
- **Huddle – gathering place**
- **Apples – stand**
- **Oranges – sit**
- **Bananas – scatter**
- **Hawaii – lay down & relax**
- **FYI...Research shows that if you talk to your students MORE than 90 seconds at any one time, you start to lose them! Get them moving!**
- **Teaching Tip: Use a stopwatch to time all of your activities instead of assigning a set number of repetitions.**

***** Combine bean bag toss/catch warm-ups with Basic 8 traveling moves.**

***** Combine bean bag toss/catch warm-ups with Basic 8 traveling moves & a mental challenge.**

***** “Quick Hands with Equipment” (Partners with one bean bag OR mini-critter)**

Part 1: “Hand-over-Hand Drill” ...Partner A is the “dropper” and Partner B is the “catcher.” The “catcher” has one hand, palm-down, with arm extended at waist height. The “dropper” holds the object underneath the “catcher’s” extended hand and gives the cue “ready,” then drops the object. Hands cannot touch.

Part 2: “Double Hand-over-Hand Drill...” Catcher” uses both hands at the same time, shoulder width apart. The “dropper” will have an object in each hand and will drop them at the same time, following the “ready” cue. (Do NOT say “go” after “ready.”)

***** “Guard the Hoop” (partners with one hoop, 1 spot for tossing marker, & 2 bean bags)**

- 1 person guards the hoop (stands in front of the hoop), the other partner tries to toss 1 bean bag at a time into the hoop.

***** “Quick Feet” with no equipment. Use lines on your field or floor of your teaching space.**

- “Skier”-feet together back and forth across the line sideways
- “Bell”- feet together, back and forth across the line forward & backward
- “Line Switches” – one foot in front; the other behind the line. Continue to switch.

***** “Quick Feet” (Each person with a poly spot. Poly spots will take the place of agility ladders in your class.)**

All drills are for a set time. Start at 10 seconds and lengthen time as students become more conditioned.

Part 1: “Skier” Feet together, stand next to spot. Jump sideways on to the spot; jump back to starting position.

Part 2: “Bell” Feet together, stand behind spot. Jump forward on to the spot; jump backward to starting position.

Part 3: “Double Skier” Feet together, stand next to spot. Jump sideways on to the spot; jump sideways to the far side of the spot; jump back on to the spot; jump back to starting position.

Part 4: “Double Bell” Feet together, stand behind spot. Jump forward on to the spot; jump forward to the far side; jump backward on to the spot, then jump backward to starting position.

Part 5: “Step Up” Feet together, stand behind spot. One foot steps on to the spot, followed by the second foot on to the spot. First steps back off the spot; second foot steps back of the spot to the starting position. (up-up-down-down)

Part 6: “Double Up” Feet together, stand behind spot. One foot steps on to the spot, followed by the second foot on to the spot. First steps forward (to the far side); second foot follows to the far side. Repeat moving feet backward. (up-up-up-up-down-down-down-down)

Part 7: “Switches” Start with one foot on the spot and the other foot off the spot. Jump and switch feet. One foot is always on the spot.

Part 8: “Side Stepper” Feet together, stand by the spot. Inside foot steps on to the spot, followed by the outside on to the spot. Both feet are now on the spot at the same time. First foot steps off to the far side, followed by the second foot. Repeat back toward starting position. (on-on-over-over-on-on-over-over)

Part 9: Perform above drills on one foot only. Try one drill on the dominant foot, followed by the non-dominant foot. Compare and contrast scores.

Part 10: Perform above drills (Part 1-8) in push-up position, moving hands instead of the feet.

***** Toss & Catching World's Records (in partners)**

(The official World's Record is 10 catches in 4.62 seconds, tossers standing 5 feet apart)

- Add a mental skill (reciting the alphabet, counting, or multiplication tables) to tossing & catching
- Work on balance by standing on one leg while tossing & catching (Balance World Record is 20 min., 07 seconds with eyes CLOSED!)
- Pepper....each person with an object; perform a push-pass so objects pass side-by-side at the same time
- Three Person Pepper....Isosceles triangle; 2 objects.
- Three Person Pepper....Straight line formation; 2 objects. Person in middle performs a jump-turn.
- Mental Challenges
 - While performing a physical task such as any of the tossing & catching drills, attempt to verbalize any of these suggested tasks (alphabet, multiplication tables, count backward from 100 by 1's, by 2's, by 3's, etc, younger students sing a song such as "Twinkle, Twinkle Little Star" or "Row, Row, Row Your Boat (in the round), Teacher calls out numbers & have students add/subtract them, etc.)

***** Co-operative Activities**

- Up 'n At'em – Partners hold ball or dice with forehead; descend to prone position on the floor/field, then stand.
- Partner Ball / Dice Carries
 - Part 1 –same body parts touching the ball / dice
 - Part 2 – different body parts touching the ball / dice
- Whole class mass ball /dice carry – students line up on 1 sideline with 1 piece of equipment between each student. Move cooperatively forward (or backward) and see how far the entire class can move, as a group, without dropping any equipment.

***** Continuous Formation Drills (groups of 3)**

- Basketball passing
- No bounce rolling
- Octopus bowling
- Back-off bowling
- Back-off throwing
- Soccer kicking with deck tennis ring
- Z-Ball – 1 bounce grounder
- Z-Ball – 1 bounce grounder with retriever facing AWAY from tosser
- Pyramid Ball – bounce pass
- Pyramid Ball – 2 bounces & retriever dribbles the ball back

***** Running Man**

- **Overhand grip**
- **Underhand grip**
- **Partner mixed grip (one over and one under)**
- **Partners one handed - one over, one under / inside arm or outside arm**
- **Balancing on one leg**
- **Race – one side rolled all the way up in starting position**

***** Parachute Activities**

- **“Frequent Flier” - this is designed to get small groups/teams working cooperatively to accomplish a synchronized activity.**
 - **Named for a rubber chicken but any critter will work**
 - **Group numbered off 1-6, #1 person calls “ready, down, up.” Critter is propelled up; team catches it on parachute. #2 person calls “ready, down, up” and this procedure continues around the ‘chute so all have a turn.**
- **“Hot Wings” – pairs of parachute teams flip one critter back & forth.**
- **“Double Order of Hot Wings” – pairs of parachute teams, each with their own critter, flip them back and forth at the same time.**
- **“Fish Monger” – named for a rubber fish, but any critter will work**
 - **Team flips critter to 1 person who is standing out away from the parachute. Each person takes a turn as the catcher.**
 - **“Double Vision Fish Monger”- two items on the parachute are flipped to the catcher.**
 - **“Blurry Vision Fish Monger” – three items on the parachute are flipped to two catchers. 1 person catches 1 item; the other person catches 2.**
SAFETY ISSUE: Catchers should stand shoulder to shoulder.
- **Parachute and numbered octopus**
 - **Catcher catches flipped octopus by one leg. Team scores the number of points from that particular leg**
 - **Catcher catches 2 legs (one each hand) and adds (subtracts or multiplies) the total for the team score**
 - **Parachute with Foxtail**
Part 1 – catcher catches Foxtail and team scores number of points from the particular area caught
Part 2 – student with paddle strikes the Foxtail to a catcher & team scores that number of points indicated from the area caught.
- **Parachute with Jumbo Football**
 - **Catcher (quarterback) calls signals “ready, down, HIKE!”**
 - **Kicking Field Goals....A hula hoop holder (goal post) stands between the parachute & the quarterback. Quarterback calls signals and the football must go through the hoop and be caught by the quarterback for the team to kick a field goal & score.**

***** Magic Hoop Push-Ups – Partners with one hoop; 1 partner in push-up position.**

- **Pass hoop hands then feet**
- **Pass hoop feet then hands.**
- **Pass hoop hands then feet, then partners switch places**

***** Let It Fly – groups of 2 or 4.**

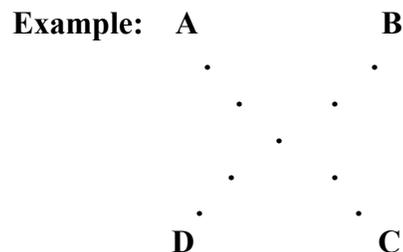
- Round ball on net. Flip up, let bounce on floor, then catch on net.
- Substitute a critter for the ball. Flip critter and catch with no bounce.
- Two groups needed / net for each group / 1 shared ball. 1 group flips the ball up, it bounces, then is caught by other group.
- “Chilly Willy Goes Iceburg Hopping” – same as above except use a penguin and there is no bounce.
- “Leap Frog” - Two groups / net for each group / 1 shared ball or critter. This activity will travel across the activity area. The first group flipping the ball, advances to the far side of the catching group. (under, over, or around) The first flippers then become the new catching group. Ball or critter must be caught for group to advance.

***** Tip Drill – Groups of 3 to 6 / 1 ball**

Person with ball tosses ball high to second person, who tips ball up & backward over their head to the 3rd person, who catches the ball, runs to the front and starts the procedure over. The sequence is..... toss, tip, catch. Every time you add more people to your group, you have more tips (Example: with 5 students it would be toss, tip, tip, tip, catch, run to front and start again).

***** Cow Jumped Through the Moon – Groups of 4 / 1 hula hoop / 1 rubber cow**

To begin, each group of 4 stands in a square formation....corner A, corner B, corner C, and corner D. Two students are the hoop tossers facing each other, standing on corners A and C. The other 2 students are the cow throwers, also facing each other, standing on corners B and D.



Hoop is tossed up and over, like the moon rising and setting.

When the hoop is up, the cow is thrown through the hoop.

Switch hoop tossers and cow throwers after set time. The group is successful if the cow goes through the hoop and is caught.

***** Dice (D-12s or D-6) – Partners / 1 dice**

- Math tossing and catching-every time the dice is caught, your team (you and partner), score the amount of points your right thumb is on (change fingers as you want).
- Soccer passing/Foot trapping – same procedure as above math drill, but points scored where your partner foot traps the dice.

***** Juggling Scarves**

- Toss high/catch low
- Toss high/how many claps/catch low
- Scarf tossing with clapping tricks such as ½ jacks, pop-up push-ups, etc.
- Scarf back-off with partner.....each partner picks up a critter or bean bag in middle
- Scarf back-off with partner.....add basketball dribbling
- Individual with a scarf & basketball....toss scarf with 1 hand while dribbling with the other
- Scarf juggling while in the crab walk position (or other appropriate animal walk positions)
- Cooperative scarf juggling with a partner...stand shoulder to shoulder and use outside hands only to cooperatively juggle the scarf(ves).
- Scarf Toss Back-Off
 - Part 1. Partners, each with a scarf, toss their scarf & trade places with each other and catch their partner's scarf. If successful, back-off.
 - Part 2. Same procedure of tossing and trading places, but on the way across, each partner picks up their "critter," then catches the scarf. If successful, back-off.
 - Option: Challenge your students by substituting a smaller object such as a bean bag or noodle "slice" instead of the "critter."

*****Deck Tennis Rings**

- Soccer Drills....use deck tennis rings as indoor soccer balls
 1. Tunnels....1/2 class with DTR; the other ½ scattered around activity area with their feet spread wide to form tunnels. How many different tunnels can the dribblers go through in a set amount of time?
 2. Close the Tunnels....1/2 class with rings; ½ class as tunnels. Dribblers attempt to close the tunnels as quickly as possible. A tunnel closes when 5 different rings have gone through that tunnel.
- * Toss & Catch Drills (each person has a ring)
 1. Bull's Eye....Toss the ring with 1 hand; as it comes down, the other hand quickly goes through the ring. How far can you get your hand & arm through the ring?
 2. Horse Shoes....Standing, drop the ring with your hands extended in front. Extend 1 leg, as in punting, and catch it with the toes. Repeat with opposite foot.

***** Novel Challenges**

- One Hand Day....how many different activities can you perform with just 1 hand?
- Dominant Hand Day / Non-Dominant Hand Day
- Backward Day....how many different activities can you perform backward?
- Create a Game Day....bring out all of your equipment; divide class into small groups (4-6); each group creates a game. Now it's "show & tell time" and everyone plays each group's game.

***** "Crazy Critter Catching" – groups of 3; one tosser, two catchers. One starting spot and one distance marker. Tossers stand on starting spot & tosses a critter to the 2 catchers, who are standing behind the distance marker. Catchers catch with their shoulders or their backs. No hands allowed for catching. After every successful, distance marker is moved back from starting spot 1 step.**

***** “Cow Soccer” – Partners; each pair with 1 rubber cow.**

- **Instep passing / foot (sole) trapping – pass & trap cow**
- **Volley kicking – 1 person tosses the cow; their partner volley kicks the cow back to the tosser, who catches the cow.**
 - **Start with tosses to dominant foot**
 - **Tosses to non-dominant foot**
 - **Alternate tosses to dominant & non-dominant foot**
- **Heading – 1 person tosses the cow; their partner “heads” it back to the tosser who catches the cow.**
- **“Abby Wambach Drill” – groups of 4; 1 hoop & 1 cow. Each person has a job: 1 tosser, 1 header, 1 hoop holder, 1 catcher (goalie). Tossers toss the cow to the header who heads the cow through the hoop, so the goalie can catch it. Cow has to go through the hoop & be caught by the goalie for the team to score a point. Remain in these positions for a set time (15 seconds or more) then rotate. (This formation can be used as a volleyball drill using Featherlite balls or “Goldie” the giant fish ball.**

***** Non-traditional “Pepper” Drills – partners; each with a piece of equipment.**

- **“Pork ‘n Beans” (pig & bean bag) or “Fish ‘n Chips” (fish & bean bag) – partners face each other & toss their equipment at the same time. Objects pass each other side by side. This drill is performed using a push pass.**
- **“3 Person Pepper” – groups of 3 with 2 pieces of equipment.**
 - **Triangle formation**
 - **Straight line formation**

... For MORE activities, go to www.usgames.com On the home page, click on “John Thomson Workshops.” It may take a couple of minutes to open the file.

Laws of Learning:

- 1. Explanation**
- 2. Demonstration**
- 3. Imitation**
- 4. Repetition**

Things to think about....

- **Learning starts to take place on the edge of uncomfortable.**
- **Don't be afraid to have fun!**
- **Act with enthusiasm and soon you will have enthusiasm. (Frank Bettger)**
- **Tell your face to get ready to be excited!**
- **Your partner's success is your responsibility.**
- **What you think creates how you feel.**
- **Think about what you are doing.**
- **You get what you emphasize.**
- **Look for magic, not obstacles.**
- **Exercise is brain fertilizer.**
- **The more physically fit you are the better prepared to learn.**
- **When we learn we create new mental maps and motor maps.**
- **Be quick, but don't hurry. (John Wooden)**
- **We are in the memory making business.**
- **It's the singer, not the song.**
- **People laugh because I'm different; I laugh because they are all the same.**
- **If you're not on the edge, you're taking up too much space.**

Using the Depth of Knowledge Framework's Levels of Assessment

Source: Webb, Norman L. and others. "*Web Alignment Tool.*" Wisconsin Center for Educational Research, UW-Madison.

LEVEL 1: (Recall)	Level 2: (Skill/Concept)	Level 3: (Strategic Thinking)	Level 4: (Extended Thinking)
Define	Estimate	Critique	Design
Identify	Cause/Effect	Assess	Connect
Name	Organize	Revise	Apply concepts
Locate	Modify	Compare	Critique
Repeat	Summarize	Hypothesize	Analyze
Measure	Classify	Differentiate	Create
List	Show	Investigate	Prove
Label	Identify patterns	Draw conclusions	
Find	Graph		
Match	Predict		
Tell	Interpret		
Match	Relate		

LEARNER ACTION:

Level 1 / Recall: Requires simple recall of such info as a fact, definition, term or simple procedure.

Level 2 / Skill/Concept: Involves mental skills, concepts, or processing beyond a habitual response; students must make some decisions about how to approach a problem or activity.

Level 3 / Strategic Thinking: Requires reasoning, planning, using evidence, and thinking at a higher level.

Level 4 / Extended Thinking: Requires complex reasoning, planning, developing, and thinking most likely over an extended time.

SAMPLE QUESTIONS:

Level 1/Recall: How many...? Label parts of the....? Find the meaning of.....? Which is true or false.....?

Level 2 / Skill/Concept: Identify patterns in... Use context clues to..... Predict what will happen when.... What differences exist between...? If x occurs, y will....

Level 3 / Strategic Thinking: Can you illustrate the concept of....? What might happen if.....? Use evidence to support..... Make a (verbal) defense for.....

Level 4 / Extended Thinking: Design x (game/activity) that shows..... Critique the following.... Develop a sequence that shows.....

Contact Info:

John Thomson

Cell: 208-861-7983

Email: JThomson@USGames.com

