

## I Teach More Than Gym - 2k15

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### **A Typical 50-Minute Class**

- Entering The Gym (1-2 minutes) - The classes enter and are either walking or skipping (teacher's choice). From here, we move into our fitness section of our class.
- Fitness Section (15-17 minutes) - The classes complete about 5 minutes of interval walking and jogging (we typically do this as boys and girls). The students then participate in a variety of fitness activities designed to increase their heart rate and engage the major muscle groups. This may include student or teacher-led activities, partner activities, and or large group activities. When completed with the exercises, we all move to the stage and have a 1-2 minute health/fitness tip.
- Lesson (25-30 minutes) - We will spend about 25 minutes on the standards-based physical education lesson. It may be a demonstration and then working through a skills progression or a large group activity (depending on the unit).
- Clean-Up & Exiting The Gym (1-2 minutes)

### **I'm Going On A Walk To... (K-5<sup>th</sup>)**

Equipment: Music, 1-2 half noodles (a pool noodle cut in half), 1-2 handheld counters, and a stopwatch

Description: This activity is designed to allow the students to see the benefits of walking/jogging with a friend over an extended period of time. Each teacher holds a half noodle and a handheld counter. We then assign each class to a PE teacher. The students walk and/or jog around the gym and tap their assigned noodle after each lap. The teacher will use the handheld counter to keep a running tally of how many times the students from their assigned class taps the noodle. After 10-15 minutes, we add the total counters together and divide that total laps by 28 (28 laps equals one mile in our gym). We then have the cumulative number of miles walked by the entire PE class during 10-15 minutes. We like to emphasize how it probably did not feel like 10+ minutes since they had people to walk and talk with along the way.

Variation: Have a competition between classes and/or keep a running tally to see which grade level can run across the county, state, etc. first!

### **Instant Fitness - Tag (K-5<sup>th</sup>)**

Equipment: Bucket with 12 taggers (half noodles)

Description: The students are reminded to move safely through the gym as they try to avoid being tagged and/or to help someone who has already been tagged. I select 6-8 students (depending on the size of the PE class) to be the first taggers. After tagging three people, they must hand their tagger to someone else. This keeps the activity moving! Note: K students are just learning this process halfway through the year. Up to this point, I have been stopping and changing taggers with them.

Suggested Tag Activities:

- Tunnel Tag (if tagged, stand with hands up and feet wide apart and wait for a peer to crawl through your tunnel to unfreeze you - we typically have boys unfreeze boys and girls unfreeze girls with the older grades)
- Alligator Tag (if tagged, go down on your knees and stick your arms out like an alligator mouth and wait for someone to come by and "feed" you to unfreeze you)
- Teapot Tag (if tagged, then stand like a teapot and wait for someone to come by and tap the nozzle of your teapot)
- Zombie Tag (if tagged, then go down on your knees like a zombie and wait for someone to tap one of your hands)
- 1 Knee Tag (if tagged, then raise one hand and go down on one knee and wait for someone to give you a high five)

**Lift The Beach Ball (3<sup>rd</sup>-5<sup>th</sup>)**

Equipment: 1 beach ball and 4 cones per small group of 4-5 students

Description: Tell the students the goal for this activity is to lift the beach ball off of the ground for at least 5 seconds. I then tell them the stipulations that they cannot touch the ball with their hands and their feet must remain outside of the 4-square court (ours are 8' x 8'). I then hand out the equipment to each group and allow them place the equipment in the middle of the court and then sit around it. I allow the students to talk in their small groups for a couple minutes about possible solutions. During this time, no one can touch the equipment. I then ask the groups to start demonstrating as I observe their solutions. After several minutes, I suggest that you bring all the groups to sit right around you and talk about what worked and what didn't while they were planning and executing their plan.

**Detectives (K-2<sup>nd</sup>)**

Equipment: 30 small cones (3 sets of 10 matching colors), 3 large cones (1 should match each set of the small cones), a bag of bagels (sliced pool noodles), a stack of cards with letters, and a stack of cards with numbers

Organization:

- The cones should be spread out on each side. (For ex., 5 red, 5 blue, and then 5 green along one side of the gym with the same on the opposite side).
- The students should be divided into pairs and sit behind a small cone.
- The bagels should be placed in one black circle, the letters in another, and the numbers in the third one.
- The large cones should be placed in the circle closest to the matching half cones.

Procedure:

1. Upon a signal from the teacher, one student from each pair will go to their assigned circle, gather one object, and return to their line.
2. The partner will then have a turn.
3. This process should continue for 5-6 minutes.
4. Round One – Red cones will be Math Detectives, blue cones will be Pattern Detectives, and the green cones will be Word Detectives. It is best to place a matching large cone in the appropriate circle to help guide the students to the correct area to retrieve their items.

Math Detectives:

- The partner waiting will look at their gathered numbers and try to find a sequence of numbers (i.e., 1-10) or make simple math equations with imaginary signs (i.e., 347 would be 3+4=7).

Pattern Detectives:

- The partner waiting will look at the various colors of their bagels and try to make a pattern (i.e., RBRB, or YYGGYYGGYY, etc.).

Word Detectives:

- The partner waiting will look at their gathered letters and try to find a sequence of letters (i.e., A-M) or make words.

5. At the end of the round have the students clean up their items and return them to the black circles.
6. Round Two – Simply adjust the large cones (i.e., move the red one to the patterns, the blue one to the letters, and the green one to numbers). The students are now a new type of detective and should follow the same process of retrieving items from the circle with the matching large cone. At this point, the student pathways will be crossing as they go to a new circle so you need to discuss safety of moving through "traffic."
7. This process should continue for 5-6 minutes.
8. At the end of the round have the students clean up their items and return them to the black circles.
9. Round Three – Simply adjust the large cones one final time (i.e., move the red one to the letters, the blue one to the numbers, and the green one to the patterns). The students are now a new type of detective and should follow the same process of retrieving items from the circle with the matching large cone.

**Mr. & Mrs. Noodle (K-5<sup>th</sup>)**

We use two characters we created to lead the little ones in fitness exercises. The students will mimic the moves the Mr. & Mrs. Noodle perform. Sorry, this one is too hard to describe...

**“On Top of the World”- Imagine Dragons**

\* Movements are in bold, corresponding lyrics are in parentheses \*

**Intro**

**-Clap 8 counts** (Song begins with clapping)  
**-Twist down for 4 counts & twist up for 4 counts ,**  
**REPEAT** (Instrumental)

**Section 1a**

**-Grapevine to the Right and to the left for total of 8 counts** *\*\*start on the strong beat immediately prior to the lyrics\*\** (If you love somebody Better tell them while they're here 'cause)  
**-Lean R, L, RR then lean L, R, LL for total of 8 counts** (They just may run away from you)  
**-Grapevine to the Right and to the left for total of 8 counts** (You'll never know quite when, well, then again it just depends on)  
**-Lean R, L, RR then lean L, R, LL for total of 8 counts** (How long of time is left for you)

**Section 1b**

**-Raise the roof 4 times and push the floor 4 times for a total of 8 counts** (I've had the highest mountains, I've had the deepest rivers)  
**-Raise the roof 4 times and push the floor 4 times for a total of 8 counts** (You can have it all but life keeps moving)

**Section 2**

**-Look left and right - 5 counts** (I take it in but don't look down)  
**-Shimmy right and jump on “ay” - 4 counts** (Cause I'm on top of the world, 'ay)

**-Shimmy left and jump on “ay” - 4 counts** (I'm on top of the world, 'ay)  
**-Turn for 8 counts** (Waiting on this for a while now. Paying my dues to the dirt)  
**-Shimmy right and jump on “ay” - 4 counts** (I've been waiting to smile, 'ay)  
**-Shimmy left and jump on “ay” - 4 counts** (Been holding it in for a while, 'ay)  
**-Turn for 8 counts** (Take you with me if I can. Been dreaming of this since a child)  
**-Pause for 6 counts** (I'm on top of the world)

**Repeat Section 1a****Repeat Section 2**

**-Wave arms back and forth slowly for 16 counts**  
 (Whoah-oh oh oh...)

**Repeat Section 2****Repeat Section 1a & 2**

\*Note: at the end it quickly goes into the next Section 2 (there is no looking left or right....immediately into the jump on “ay”)

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 Please check out my eBook –

**I Teach More Than Gym**

Volume I: A Collection of Elementary  
 Physical Education Activities

This collection contains complete lesson plans and easy to understand diagrams for 30 large group activities that my students love! Available at

[teacherspayteachers.com/Store/I-Teach-More-Than-Gym](http://teacherspayteachers.com/Store/I-Teach-More-Than-Gym)

You can also browse through other free or individually priced resources!