

Suggestions For A Beginning Teacher
(Things I've Learned Through Trial and Error- Chip Candy)

1. Be on time for work every day...everyone watches the "new kid".
2. Be on time for class every day, every period...everyone watches the "new kid".
3. Do not stay out late at night...the students will know it and they will torture you the next day!
4. Wake up early, eat a good breakfast, and be ready/prepared for a great day!
5. Go to every workshop, in-service, and conference that you can. When you get there ask others who you should see, then go steal (borrow) every idea possible! Renew and Revitalize!
6. Do not let any student ruin your day! Do not let a parent ruin your day! Do not let another teacher ruin your day, and never let an administrator ruin your day!
7. Do not be influenced by negative thinkers/talkers! Find the positive people and hang with them! Be a positive, glass half full person!
8. Avoid "gossip" talk about students...stay out of the teachers/faculty room.
9. Begin a retirement plan for yourself right away...first check...don't wait.
10. Don't rush out and buy a new vehicle as soon as you have a little money in the bank.
11. Dress well; be professional in the way you look. The way students see you is a reflection on who you are. Dress for success!
12. Establish with students that you are in charge. Have fun but be firm. Establish rules and do not stray from them.
13. Use the best written and spoken communication as possible. Speak clearly, slowly, and use proper English.
14. Do (teach) things that students like (and you like) ...If it's not fun, don't do it!
15. Don't be afraid to try something new, change, or experiment. Remember, you know more than they know.
16. Talk to kids; be an influence on their lives. More importantly listen to what they say.
17. Teach first, coach second. Teaching is our primary job.
18. Make mistakes...lots of them...learn from them and don't make the same mistakes again.
19. Have students work towards improvement...and recognize improvement over achievement.
20. Read...books, journals, magazines, blogs, articles, etc. Stay up with what is new and "hot".
21. Use music...enough said!
22. Join your professional organizations...State AHPERD and National AHPERD.
23. Make no mistake about this fact...YOU ARE A ROLE MODEL!
24. Work at your job as hard as possible, **but**, keep the job in perspective, and have a life (a full, fun life) outside of work. Remember your family.
25. Don't listen to the people who tell you not to smile at your students until Christmas. Smile on the very first day...the students need to know that you like them, and that you love your job.
26. Find a mentor and call them/email them often...ask questions of those you respect.
27. Make friends in the profession and contact them often to find out what they are doing. Share what ideas are working and what ideas bombed with each other.
28. Don't let kids throw balls at each other!
29. Remember that they are your students, but they are someone else's children.
30. Kids have parents...that can be good or bad, but they didn't have a choice. Apples fall close to the tree.
31. Love life...it is infectious!
32. Steal (borrow) ideas, activities, games, programs, handouts, books, music, equipment from everyone. Thank them and give them credit/props.

33. Be prepared...**but**, be prepared to wing it when necessary. Have activities in your “back pocket” for any situation.
34. Know your stuff, know who you are stuffing, and know when and how to stuff them.
35. Dance! When you get the chance to sit it out or dance, I hope you’ll dance.
36. Be consistent...the same with every student, every day.
37. Sunscreen, hat, sunglasses...a good tan is bad health.
38. Plan and Prepare...Reflect and Revise.
39. They are your **students**, not your **friends**.
40. Try to focus on the “middle” kids, not the stars or the disruptive ones.
41. Don’t blow whistles at students...use other methods of getting their attention.
42. Leave yourself an out...allow your students a way out...don’t confront in “public”.
43. Take vacations...enjoy your weekends.
44. Change can be good or bad...make it good.
45. Don’t talk too much...give directions quickly and clearly, and then let them move. The more you talk, the less they will listen.
46. Don’t **ever** use exercise as a punishment...use it instead as a reward. Exercise should be something that we look forward to.
47. Quiet your voice...the louder you get the louder they will get. Train them to listen to you and listen to each other. Have their attention before you start talking...don’t talk over them, this creates poor listeners. Say it once...if you repeat it...they stop listening to you!
48. Create lifelong fitness lovers. Speak from your heart, to their heart, about their heart. Make fitness and exercise fun! Be a fitness role model.
49. Care for them...and about them. Show them that you care.
They don’t care how much you know, until they know how much you care.
50. Recognize and reward the positive...praise goes a long way, and deep into the “soul”.
51. If a student wants to be a negative influence on the class...sit them out and deal with them after class, or on their time. Do not waste the classes’ time with the negative.
52. Involve the community. Know your school board. Know your parents. Know your Home and School group. The more they know and see, the better they will understand and support. Promote, promote, promote.
53. If you don’t ask, the answer will always be no. Ask for the moon, you may end up with a mountain. Don’t give up; don’t ever give up (thanks Jimmy V.).
54. Get in shape and stay in shape...exercise so that you will feel good and feel good about yourself. If you preach it...you better live it...move it!
55. Change levels when teaching. Don’t always stand and have them sit...get down on their level sometimes.
56. If they ain’t buyin’ it, you ain’t sellin’ it right! Enthusiasm works and is one of the best ways to assure your success.
57. Ask students what they like and dislike in your class, but be prepared, they will be very honest, and it may make you change some things (for the better probably).
58. Be proud of and recognize small improvements and accomplishments (theirs and yours).
59. When you have a bad lesson/class period, apologize to the students...make changes and move forward in a positive manner.
60. Overestimating your students is a mistake...underestimating them is wrong. Students will rise to the occasion.
61. Sports are not it...lifetime movers is it! Teach them how to live a fit lifestyle.

62. Teach them how to cooperate...it's better than competing all the time, but don't worry about having winners and losers every once in a while...we need to know how to do both.
63. Use websites...there is so much good "stuff" out there. Try pcentral, Flaghouse, NASPE, AAHPERD, Great Activities, PEnpal, Action Based Learning, Project Adventure, etc.
64. Don't have a class of Kindergarten students take their shoes off.
65. Know and befriend the school secretaries...they run the school.
66. Know and befriend the custodians...they know the school.
67. Know and befriend the groundskeepers...you never know when you will need a load of dirt.
68. Recognize other teacher's accomplishments.
69. Call parents and tell them that their son/daughter is doing really well in your class.
70. Take a nap (especially the first couple of weeks of school) ...not in school however.
71. If you wake up and think, "I just don't want to go in today...it's time to move on and find something else to do. Don't be one of "those teachers" going through the motions...the kids will know it, and more importantly you will know it. Love it or leave it.
72. Take pride in what you are doing. Be proud of your chosen field of work...nothing could possibly be better than what we do. Love it or leave it.
73. Present your good stuff at a workshop or convention...it will sharpen you, organize you, energize you, and embolden you. Try it you'll like it. It's just like teaching!
74. School is not the time or place to be on your cell phone!
75. Keep a second set of socks and shoes in school...going through the day with wet feet stinks!
76. Take a day off from talking every once in a while...you will really learn how to communicate effectively.
77. Have a colleague evaluate you in teaching mode and have them be honest.
78. Don't complain about school unless you want to be part of the solution for making it better. Start a walking club, teach some problem solving/team building, organize a picnic, etc.
79. Reward kids for doing good/positive things. "Catch" students doing something for someone else. Tell a student a day that it is nice having them in class.
80. Kaizen – Improve daily...seek to do a better job and be a better person, teacher, leader, mentor, coach, employee, colleague every day. Work towards a better today than yesterday, and a better tomorrow than today.
81. If the sun comes up...you have a chance...you have a choice...it's a new day!
82. Ensure equal play...the same opportunities for everyone (nobody does two before everyone does one). Challenge them all equally...girls/boys, skilled/unskilled, big/small, short/tall, bold/shy, loud/quiet, enabled/disabled...everyone deserves a "shot".
83. Observe more, talk less...listen and learn (mostly from your students).
84. Laugh...at yourself and laugh with them (NOT AT THEM).
85. Wear crazy socks (or hats, or shirts, or shoes, etc.) ...don't take yourself too seriously!
86. If a Kindergartener stops for no apparent reason in the middle of a game...go get the mop.
87. Be a student for life...learn something new today.
88. Student behavior problems usually occur during down time/unstructured time/in-between time, therefore always strive to have smooth, fast, well thought out, planned transitions from activity to activity.
89. Use technology to enhance (not run) your class/lesson. Also use technology to get/stay connected with others and share new ideas (twitter).

90. Help with recess...always look for new ideas/strategies to keep students active, engaged, connected, focused, enthusiastic, and looking forward to their “downtime”/recreation time. Recreation means re – creation.
91. Variety...keep it fresh. Don’t just add stuff to add stuff, add stuff that makes your class dynamic/changing/new/cutting edge. If a student doesn’t like what you are doing today...just wait until tomorrow.
92. Specialize in not specializing.
93. Give it your best everyday...bring it.
94. When they leave your class, ask yourself if it was a positive experience for them as a class, and each student individually.
95. Check in with students...start class by asking how their day has been. Thumb-o-meter, fist of 5, one to 10 (top 10). When you do so, be observant and ask a student why they are having a bad day.
96. When you are having problems with a student...ask others if they are having similar issues. If they are, it will be reassuring that it’s not you. If they are doing well elsewhere...maybe the problem is you!
97. Teach using backwards design...establish the goal, then work backwards in the approach, design, structure, and lesson steps (progressions).

Most Important Things (I’ve) Learned About Teaching Physical Education

By Gregg Montgomery

1. Honor the children that you teach. Treat them with respect and you will reap the benefits.
2. Classroom management
 - a. Rules- Have a few rules (not 10) and state them in a positive manner (e.g.) Always come prepared for class.
 - b. Consequences and Rewards- What happens if the students don’t follow the class rules? What happens if they do follow the class rules?
3. Let a smile be your umbrella. Tell the students you are so happy that your smile can’t even fit on your face. (Extend your arms in a wide smile) If you are upset with something tell them that you are upset. Teachers have bad days too.
4. The Magic Formula For Education (Ambrose Brazelton W.B.G.)
 - a. Involvement
 - b. Success
 - c. Challenge
 - d. Relevancy
5. Use “smile stickers” for teaching throwing skills. Place one on the correct foot and hand.
6. When teaching the concepts of right and left. Use one side at a time. All “right” or all left. Before we totally confuse the little ones.
7. Teach the Hokey Pokey and other similar right –left games such as Looby Loo in scatter formation not in a circle. All children facing the same wall and the teacher using the opposite body part to assist them.
8. Place may Letter “L’s” around the gym for children to check whether they are using the correct side. Your left hand makes an “L” when you place it palm down and point your thumb to the side.

9. Teach balance skills using balloons. Kicking them requires balancing on one foot.
10. Calisthenics.....the 1940's curriculum??? Is there a better way to teach exercise to small children than the drill instructor method?
11. Are squads really necessary for elementary school children? Unless that is your method of taking attendance?
12. Finding a Partner? Try to find a new partner each day. Will you be my partner please? Will you invite "Billy" to join your group? Lost and Found- See the teacher if you cannot find a partner.
13. Remembering Names. (Lee Allsbrook) I pay 25c to the person whose name I forget. God forbid if you call them their brother or sister's name.
14. Prerequisites for Tag Games- The ability to start and stop quickly. The ability to change directions (agility) Play tag games using walking or power walking before you add running or other locomotor movements.
15. Young children need about 4-5 or more activities during one 40-minute class period. The noise level of the class will tell you when to switch most of the time. I use CD's and stop the activity after one or two songs.
16. Relays- Use small groups of students. Only 2 or 3 students in a group. Physical Education is not a Spectator Sport.
17. Introductory Activity- Make the introductory activity easy to understand. Use the acronym **SALT**

**Simple
Activity
Little
Teaching**

18. One piece of equipment for each child, or share equipment with a partner or small group.
19. Have the students sit down or take a knee when you are speaking to them... unless it for a very brief moment.
20. If the students are using a ball, e.g. playground ball or basketball, have them place it between their feet while you are giving directions. When I say, "Excuse me", place the ball between your feet."
21. The gym is the place where I teach physical education, not the subject matter I teach.
22. Learn how to end the "Bathroom / May I get a drink? game" If one child goes than the whole class will follow.
23. Music is a great motivational tool. Make sure that you use appropriate speed music for the activity. Don't play "Born to Be Wild" if you want the students to walk.
24. Warm fuzzies at the end of class. Many years ago a kindergarten teacher I knew drew stars on the heads of her students. Some children prefer their hand not their head be used.
25. All children do not grow up to be Olympic athletes; however, they do grow up to be taxpayers.
26. Keep your ideas in a notebook or card file. Sort them according to categories. Make copies of the important stuff especially for a substitute file.
27. Ask questions before you jump to conclusions. I was starting to get angry with a child for coming up to me after we started an activity to tell me he needed some equipment. I said, "I told you to get that equipment 5 minutes ago why haven't you started?" He

said, "I was in the bathroom". I said, "Oh ...I'm very sorry. I forgot. " Always ask first.

28. Former students include a professional football player, Miss New Jersey 2002 and a little chubby girl who has lost her baby fat and has now been elected homecoming princess 2 years in a row and continues to play sports. Which one do you think I am more proud.

Transition Time

- Tune up "Hernando's Hideaway" while students do lunges to another part of the teaching area for the next part of the lesson.
- Add high chest, staccato arm movements, and directional head changes to kick it up a notch on the fun meter!
- ALSO, how about forming a conga line and doing the "Conga" at the end of class/exit time?

GROUPING IDEAS

I See- The instructor calls out "I see". The participants respond with "What do you see"? The instructor then calls out group numbers and what they should be doing while waiting for the next activity. Examples:

1. Groups of 3 sitting back to back
2. Groups of 4 doing push-ups
3. Groups of 5 forming a seated circle
4. Groups of 3 lying side by side
5. Groups of 10 in a single file line doing the Bunny Hop

Mix & Match- The instructor calls out a category and the participants group themselves according to their response. Examples:

1. Birth Month
2. Favorite Ice Cream Flavor
3. Favorite Pizza Topping
4. Favorite Subject in School
5. Favorite Color
6. Favorite Season
7. Favorite Vegetable, or Fruit, or Soda, or Candy Bar, etc.
8. Favorite Food Nationality
9. Favorite Sport to Participate In
10. Favorite Sport to Watch
11. Favorite Snack
12. Favorite Meal
13. Favorite Type of Music
14. Number of People in Your Immediate Family
15. Same First Name/Last Name Initial

PSYCHIC HAND SHAKE- Each person picks a number (if you want 3 groups, then only numbers 1, 2, or 3) then everyone wanders around shaking hands with each other...only shaking the number that you picked. If the two people stop at the same time then they are in the same group. If they are different numbers then there will be some tension as one tries to stop and one tries to

keep going...not your group...move on!

IT'S A GROUP PROBLEM- Give the large group a problem with many variables that they must figure out in order to get into smaller groups. Example: You must have 4 people in your group, all must be different heights, co-ed, all with different shoes, and none of the people in the group can have the same first or last initial in their name.

CARD GROUPS- Scatter a deck of cards and have the group retrieve one each, then either find their suit (4 groups), or their number (you control the number of groups by the cards that you scatter).

RANDOM EQUIPMENT- Scatter random equipment around the playing area and have each person choose one. The equipment chosen will divide them into small groups (again you can control the number of groups by what/how many you scatter). This equipment should be used in the next activity.

Keep Away Progressions

1. Two students attempt to keep away an object from a third student. When the defender catches or touches the object, the thrower goes to the middle
2. 2 on 2 - Two students attempt to keep away the object from two other students. The goal is to complete 10 passes before the defenders can intercept or touch the object being thrown
3. 3 on 2 - Same as 2 on 2 except player 1 passes to player 2 and player 2 must pass to player 3. When the defense gains possession, on player for the other team joins them
4. 3 on 3 - each team makes as many consecutive passes as possible before it is intercepted. No player can pass to the same team member more than twice in a row
5. Ultimate Keep Away - 3 on 3. The goal is to pass the selected object to a teammate who must receive it over the goal line to score. The teammates pass the object to one another until it is intercepted, dropped, or they score. After a score, the opposing team puts the object in play and attempts to score at the other goal line

General Rules For Keep Away

1. NO body contact allowed
2. The receiver of a pass may take three steps
3. There is a change of possession whenever the object touches the ground or the other team intercepts
4. The defender can guard his/her/ man. If the offensive person has not taken three steps, he/she may move but the defender may not. The offensive person has taken three steps, the defender may stay on the offensive player.

Who Can

By starting with phrases such as Who can, Can you, Show me, Let's see, and Let's try, the teacher can take the class through an endless number of challenges to emphasize locomotor, non-manipulative, and manipulative skills

Some examples may be "Who can twist four different body parts?" "Show me what you would look like walking in deep mud." "Can you bounce the ball moving around your hoop?" "Let's see you move across the floor without walking or running." "Let's try to make ourselves very thin."

A few basic locomotor skills to be challenged in this activity would be walking, running, skipping, galloping, and hopping. Non-manipulative skills may include twisting stretching, jumping, landing, and balancing. Manipulative skills could be throwing, dribbling, kicking, striking, and catching.

All the above skills are basic to each child's movement experiences and can be enhanced with the use of these phrases. The success rate is high because there is not a wrong way to perform the tasks. This is a no fault movement.

Blasters Stompers/Foot Launchers

Stomping & Catching

1. Stomp with right foot – catch with two hands
2. Stomp with left foot – catch with two hands
3. Stomp with right foot – catch with right hand
4. Stomp with left foot – catch with right hand
5. Stomp with right foot- catch with left hand
6. Stomp with left foot – catch with right hand
7. Stomp with right foot – turn 180° and catch
8. Stomp with left foot – turn 180° and catch
9. Stomp and turn 360° and catch
10. Stomp do a trick (clap, touch nose, touch floor, etc.) and catch
11. Stomp do 2 more tricks and catch
12. Stomp with the heel and catch over the shoulder
13. Stomp 2 objects and catch both
14. Stomp 2 objects turn 180° and catch both objects
15. Stomp 2 objects turn 360° and catch both objects
16. Heel stomp 2 objects and catch

Partner Stomping and Catching

1. Student stomp and partner catch
2. Student stomp partner does trick and catch
3. Partner stomp and catch, other partner stomp and catch – continue # of catches
4. Student stomp 2 objects, partner catches both
5. Partner stomp 2 objects and each partner catches one object each
6. Each partner stomp and catch other's object
7. Each partner heel stomp and catch the other's object

Stomping & Striking

1. Stomp a strikeable object (ball, beanbag, etc.) with right foot and strike with left hand
2. Stomp with right foot and strike with right hand
3. Stomp with left foot, strike with right hand
4. Stomp with left foot and strike with left hand
5. Strike with right foot and back hand object with right hand
6. Stomp with left foot and strike with left back hand
7. Stomp and strike with bat, racquet, stick, etc. all of the above challenges

PARTNER CATCH COUNT DOWN

Each group of partners is given a rocket launcher, space station and 8 balls of the same color. Placing the launcher on the space station, the groups have 3 minutes to catch all 8 balls before time runs out. VARIATION: Players may be allowed to catch the bounce, or not.

PARTNER CATCH COUNT DOWN - Bonus Ball Edition

Each group of partners is given a rocket launcher, space station and 8 balls of the same color. Placing the launcher on the space station, the groups have 3 minutes to catch all 8 balls before time runs out. Have a second bucket of balls ready. If a group catches all 8 of the original balls, the group may start catching the “bonus balls”.

CLASS GOAL VARIATION:

Challenge the groups to have “20” bonus balls caught as a class.

TEAM CATCH COUNT DOWN

Each group of partners is given a rocket launcher, space station and 8 balls of the same color. Placing the launcher on the space station, the groups have 3 minutes to catch all 8 balls. If a group finishes before time runs out, they may go to another team and ask if help is needed. Only one group may help another group. If helping, the group brings the ball back to its own launching area,.

Blaster Stompers and Foot Launchers (John Smith)

These 2' x 6' pieces of 1" wood are they key to many fun and creative catching and moving experiences. The 1/2 wooden dowel on the bottom causes a lever effected launch of the object when a foot is directed down on the short side. In other words, it blasts off and that's where the fun begins. Different types and styles of catches of the objects (bean bags, balls, chickens, or whatever else you can find) excite the students into better tracking skills, catching skills, and hand eye coordination.

Stomping and Catching:

- Stomp with right foot - catch with two hands
- Stomp with left foot - catch with two hands
- Stomp with right foot catch with right hand
- Stomp with left foot - catch with left hand
- Stomp with right foot - catch with left hand
- Stomp with left foot - catch with right hand
- Stomp with right foot - turn 180 and catch
- Stomp with left foot - turn 180 and catch
- Stomp and turn 360 and catch
- Stomp do a trick (clap, touch floor, touch nose, etc) and catch
- Stomp do 2 or more tricks and catch
- Stomp with heel and catch over the shoulder
- Stomp with 2 object and catch both
- Stomp with 2 objects turn and catch both

- Stomp with 2 objects turn 360 and catch
- Heel stomp 2 objects and catch

Partner Stomping and Catching:

- Partner stomp and other partner catch
- Partner stomp, the partner do trick and catch
- Partner stomp and catch, other partner stomp and catch - continue # of catches
- Partner stomp 2 objects and other partner catches both
- Partner stomp 3 objects and each partner catches one object
- Each partner stomp and catch each other's object
- Each partner heel stomp and catch the other's object

Stomping and Striking:

- Stomp a strike-able object with right foot and strike object with left hand
- Stomp with left foot and strike with left hand
- Stomp with right foot and backhand with right hand
- Stomp with left foot and backhand strike with left hand
- Stomp and strike with bat, racquet, stick all the above challenges

More Rocket Launchers (Jim Ross)

Students place an object at the end of the launcher. By stomping down on the opposite end, the object is propelled into the air. Students attempt to catch the object.

- Launch and catch one object
- Launch 2 objects at the same time and attempt to catch both objects
- Partners: 1 launcher and 1 catcher
- Partners: 1 launcher and 1 *Blindfolded* catcher

Partner Catch Count Down

- Each group is given a launcher, space station, and 8 balls of the same color
- Placing the launcher on the space station, the groups have three minutes to catch all 8 balls before the time runs out.
- Variation: students may be allowed to catch the balls on one bounce or not
- Bonus Ball Edition
 - Each group of partners is given a launcher, space station, and 8 balls of the same color
 - Placing the launcher on the space station, the groups have 3 minutes to catch all 8 balls before time runs out
 - Have a second bucket of balls ready
 - If a group catches all 8 of the original balls, the group may start catching the "bonus balls"
 - Class Goal Variation: Challenge the group to have 20 bonus balls caught in a class
- **Team catch Countdown**
 - Each of the groups of partners is given a launcher, space station, and 8 balls of the same color
 - Placing the launcher on the space station, the groups have 3 minutes to catch all 8 balls
 - If a group finishes before the time runs out, they may go to another team and ask if help is needed
 - Only one group may help another group
 - If helping, the group brings the ball back to its own launching area

CUP CATCHING Jim Ross (cups, rubber balls, ping pong balls)

Any plastic cup may be used for the following activities. In addition, the balls used for these activities may and should vary in size, weight and color. However, whichever ball is chosen, it should fit loosely inside the cup.

One Cup Activities:

Basic Toss and Catch: Each student is given 1 cup and 1 ball. Students toss the ball up and try to catch the ball with the cup. Encourage the students to switch the hand used for catching. Higher level skills would include catching without letting the ball bounce and tossing the ball higher.

Partner Toss and Catch: Student tosses his/her ball to a partner, while trying to catch his/her partner's ball.

Two Cup Activities:

Cup To Cup: Each student has 2 cups and 1 ball. Challenge the students to toss the ball up and catch with the opposite cup.

2 Ball Cup To Cup: Using 2 cups, with a ball in each cup, challenge the students to toss the balls at the same time and catch each ball with the same cup.

2 Ball Crossover: Toss the 2 balls but catch the balls in opposite cups.

For Fun!

Bounce In: Place all of the cups down on the floor. Challenge the students to try and bounce their ball into a partner's cup.

Launch and Landing: Challenge each student to bounce the ball and then place his/her cup on the ground trying to judge where the ball will come down!

Group Juggling with Cups: In groups of 5-7, the students must toss a ball to someone in the circle who is: not standing next to him/her and who has yet to have someone toss a ball to him/her. Everyone in the circle should receive the ball once before someone receives it twice. Once a pattern is established, try to complete as many cycles through the group as possible without dropping the ball. Add more balls! Try with or without bounces!

Deck Rings

With one ring:

- Toss and catch with one hand
- Toss and one hand catch with other hand
- Perform stunts such as clapping, turning and bending while ring is in the air
- Flip ring and catch
- Flip and stick hand through it like a spear to catch it

With 2 rings:

- Toss and catch with each hand alternately
- Toss and catch with both hands simultaneously
- Toss both so they cross in the air and catch them with opposite hands

With 3 rings – try to juggle

With a partner:

- Each partner holds a ring in right hand. Both throw at the same time to partner who catches with the same hand he threw with

- Alternate hands for throwing and catching – throw with left and catch with right then return it with right hand and catch with left hand
- One partner has 2 rings which they throw simultaneously to partner:
 - Try to toss so that partner must reach wide to catch
 - Try to toss that your partner reaches high with one hand and low with the other to catch them
 - Try to toss so that the rings cross in route to partner
- Both partners with 2 rings toss and catch simultaneously so that the rings don't collide in the air
- One partner with 2 rings the other with one. Toss and catch simultaneously so that each partner alternately catches one then two rings. Try to alternate which hand is used to catch the single ring
- Try to catch the ring on different body parts such as arm, or foot

Golf Tubes/Broomsticks

Exercises with a partner:

- Jumping Jacks: grasp the end of 2 tubes and have partner grasp opposite ends. Two count exercise: 1) jump, spread feet and extend tubes above the head, 2) jump, place feet together and lower tubes to the side. Repeat
- Choo-Choo: partners grasp the opposite ends of 2 tubes as in the jumping jacks. Two count exercise is for the twisting of the upper trunk: 1) push with left hand and pull with right, 2) push with right hand and pull with left. Repeat
- Rocking Chair: from a sitting position partners grasp the opposite ends of 2 tubes. One partner lies backward; the other remains sitting. Two count exercise involves pulling one partner to a sitting position as the other lies backward. Repeat
- Wring the Dishrag: partners grasp the ends of the same tube as they face each other. Lower one end of the tube as you raise the other so that the partners turn through and under the extended tube
- Crane Wrestle: partners hold end of tube in right hand. Left hand holds the right ankle behind the back. Hop, push, or pull until one partner loses balance. Switch hands and repeat
- Tube whirl: stand tube upright in front of you. Turn around quickly and grasp tube before it falls. Do it right and left. Try making 2 full turns and catch tube
- Tube Catch: stand a tube on one end and hold it in place with your fingers on top. Bring the foot quickly over the tube, letting it go and catching it with your fingers before it falls. Do this right and left, inward and outward for a complete set. Try to catch it with just index finger
- Step over the tube: hold tube horizontal across the front of your body, grasping it at both ends, with the palms facing down. Step over the tube, one foot at a time. Holding the tube close to the floor enables student to step over it more easily.
- Jump the tube: hold the tube in front of the body with hands hip width apart. Jump over the tube and back without letting go of it or touching it with your feet. Before attempting this, limber up the legs by raising one knee then the other to the chest several times.
- Thread the needle: (standing) holding the tube in both hands, step through the tube one leg at a time and return without touching the tube. Step through again, but this time bring the tube

up the back, over the head, and around the front. Reverse. Try from side to side with the tube held front and back

- Struggle up: lie on back and hold the tube between the palm of the right hand and the top of the right foot or toe. Stand up without touching the foot to the floor or losing the tube. Try the opposite hand and foot.
- Balance the tube: extend the tube into the air and balance it on the:
 - Palm
 - One finger
 - On top of the foot
 - On the chin

Walk forward and backward while balancing the tube. Lie down, sit down. Or move to various positions

- Twist under: grasp upright – standing tube with right hand. Twist around under the right arm, without letting go of the tube, taking it off the floor, or touching knee to floor. Repeat using left arm
- Partner catch: partners face each other a short distance apart (5'), each holding a tube in their right hand. On signal each tosses the tube to their partner with the right hand and catches the incoming tube with the left. Repeat tossing with the left and catching with the right.

Dome Markers

Dome markers make great stepping stones in helping static and dynamic balancing. Try some of the following activities:

- Can you balance on one body part on one dome marker?
- Using two domes, how many different body parts can you balance on?
- Can you create a wide balance using three domes?
- Can you perform an inverted balance, balancing on the domes
- Using one dome, balance with a partner using one body part each. Change the number of body parts.
- Place domes on a tarp/mat Challenge students to cross the “stream” stepping on just the “rocks”
 - Cross any way possible
 - How many different ways can you cross?
 - Cross using just specific body parts (Just elbows & feet)
 - Cross - never using the same body part twice
 - Spread the domes to practice leaping across the stream
- Play Twister

Fling It (Bandannas)

Toss and Catch

- With your partner, grip the FlingIt by the edges
- Place a ball in the center of the Fling It
- To toss the ball, spread your hands out to the side to pull the Fling It tight
- try to catch the ball in the center of the Fling It

The Big Switcheroo

- This is a toss and catch with both students switching positions (180) by rotating in a circle halfway around and then making the catch

The Crossover Catch

- Toss the Ball, cross right arm over left and catch the ball on the back side of the Fling It
- With arms crossed, toss the ball and catch in the “right side up” on the Fling It

The Turnover

- Toss the ball, one student turns outward to the right, and the other student turns outward to the left, while holding on to the Fling It
- As both students turn, they must raise the Fling It over their heads and look up to locate the ball on the back side of the Fling It

Fling It Wallbangers

- Toss the ball toward a wall with both students mirroring an L with their arms
- The bottom of the L arm should be the closest to the wall and the up leg of the L should be the arm that is away from the wall
- Catch the ball off the first bounce

Toss It

- With one ball and two Fling Its, use the wallbanger toss to throw and catch between each Fling It

Z-Balls

- Level 1:
 - Students must toss the ball to each other to be caught on one bounce.
 - After everyone catches a one bouncer, proceed to two bounces
 - Try to get your group to the highest # of bounces possible
- Level 2 - Progressive Bounces:
 - The group works together to catch the ball in increasing number of bounces
 - Players must participate in order
- Level 3
 - Two students challenge each other to catch a total of 21 bounces. They may catch the ball after as many bounces as they want, but it must be caught before it rolls.
 - A miss counts as no points
 - If a student goes over 21, they go back to 15 points

4 Square Progression and Variations

Beginner (K-1ST)

Serve- Drop ball and strike it with 2 hands – underhanded

- Make the ball land on poly spots or targets on wall to build accuracy. Alternating activities such as using old speed stacking cups stacked in 3's or 6's to knock over is fun for young ages as well and reinforcing the speed stack patterns when resetting them.
- This can be random around the room as unstructured or as structured as you are comfortable. This is a great time to level your students for small groups.
- As serving skills increase, place tape marks in a 4 square court as the targets and serve from the #4 square to make it more realistic.
- **Volley-** consecutive successful hits across the line

Toss-Strike-Catch -

- Partners will toss a ball to the student and the student will 2 hand-underhand strike it back to the teacher and the teacher catches it.

- Place students in groups of 2 and a line between them. Now have the students serve across the line and underhand strike it back then catch it (2 hits). Repeat
- Progression:
 - Count consecutive strikes after a correct serve without messing up and try to increase.
 - Count by 2's, 5's, and 10's to support math if you choose with 1st and 2nd graders.
 - Students strike with one hand (underhanded) for volley.
 - Dominant hand first then non-dominant.
 - Students alternate hands (underhanded) for volley.

Small groups with levels (1st-3rd)

Place students in groups of 4 at a court. One student should be at each square. Server is #4.

Squares going counter clockwise are #3, #2, and #1.

Level 1-

- Server will serve with 2 hands - underhanded to any of the other 3 players.
- Which ever player's square it hits, they will hit it back to the server's square and the server will then catch it.
- Then all 4 players will rotate clockwise. (#3 will be the new server).
- Repeat this process and label it with a pattern of your choice. (Names: 2 hits-1 catch; hit-hit-catch; serve-hit-catch).
- When the group can successfully perform this 10 times in succession with no mistakes, they may move to Level

Level 2-

- Server will serve correctly to either #3, *or* #1. That player will then pass it to #2.
- Then following the pattern, continue to pass it around to #3 or #1 who has not touched it yet. That player will then pass it back to the server and the server will then catch it.
- This should total 4 hits (serve, pass, pass, pass, catch).
- If they can make it all the way around correctly with no mistakes, they earn a point.
- If any shot goes out of bounds or is hit in the incorrect pattern, they do not get a point.
- Once the attempt is tried and finished, point or not, they rotate clockwise one square and repeat.
- When the group reaches 10 pts in a row without a mistake, they may move to level 3.

Level 3-

- Starts just like level 2 and is executed like level 2. The difference is when the server is to catch the ball in level 2, he/she instead reverses the direction of the striking pattern and 4 more hits must be made in correct order.
- The total should now be 8 hits and when it gets back to the server the second time, he/she then catches it.
- The students still rotate when it is done correctly or a mistake is made.
- When the team reaches 10 pts in a row without a mistake, they may start a real game of 4-square for competitive play and keep score.

Competitive Four Square (Upper Level) -

- The square with the serving triangle is the 4th square.
- Count counterclockwise to # the squares 3, 2 and 1.
- Only the server can score points (square # 4).
- To serve, the server must drop the ball into the triangle with feet outside the square.

- One foot must be on each side of the corner with the triangle when serve contact is made.
- Then the server must strike the ball with **2 hands and underhanded** into squares 3, 2, or 1.
- After the serve, overhand or underhand strikes are allowed for all players.
- If a player strikes the ball out of bounds or on any line, they are out.
- If a ball hits a player standing in their own square, the player standing inside the square is out.
- If someone plays another player's ball they are out.
- If a player hits someone's square and that player can't get to it before it hits the ground a second time, the player whose square was hit is out.
- When a player is out they must return to the #1 square or go to the end of the line outside the #1 square.
- The object is to strike the ball into someone's square and for them to not be able to hit it back in bounds.

Strategy: squares 1, 2, and 3 should work together to get out #4 always. *Sometimes this does not occur due to someone needing to save themselves with a wild or lucky shot. #2 should usually be the setter as it is easier to spike from #1 or #3.

* Students in line are judges. If a decision cannot be made on a call, replay the point.

Items of Note: Official 4 square rules state a ball landing on an outside line is in and an inside line is out. For ease of teaching, we always play any line is out. Also, dimensions of the court are 8 ft squares each but depending on your gymnasium, you can make them what you need to fit your area. Also (officially) you must serve to the #1 player each time. However I prefer to be able to serve it to any player to keep them all ready at all times. Any rules can be modified to fit your desired outcome!

Alternate and advanced 4 square activities:

Underhand only 4 square:

- This is simple. The same rules as regular 4-square but all hits are underhand.
- This eliminates spiking.
- As a teacher, you must decide about close diving side hand shots. Do you count the great effort or do you make it an easy call and make it out?
- Also, do you want them to be all 2 -hand or allow one hand as well? It's your choice but all of them are a fun variation.

Ping Pong 4 square:

- The rules are basically similar however the serve will be one handed – underhanded with a ping pong paddle.
- The ping pong balls travel very fast and stay low to the ground unless spiked.
- This creates a great lower body workout for the hips and gluteus!

Large 4 square tennis:

- You must use a rather large square for this activity maybe 20-24 ft total.
- Using this activity for passing practice is a bit better than a competition. However, I love competition.
- If you do too, use low bounce and dense foam balls or low bounce tennis trainers.

Volleyball 4-square: (beach balls, trainers, or regular)

- Now players start inside their square.
- Server stands inside their triangle.
- If the ball lands in players square, the player who is in the square is out.
- If it lands outside anywhere or hits a line, the player who hit it is out.

8 man mobile 4 square:

- 4 students start in their normal positions.
- 4 more students are placed outside the square where the squares meet but about 3-4 feet away. Mark this spot with a piece of tape.
- The game starts with a normal serve and then played with regular rules or all underhand strikes. The difference is, after each hit once the ball is served, the players rotate to the next position moving in either direction.
- If the tape marks present issues, just have them line up behind a normal player 2 deep.
- After the person in front of them rotates the 2nd player steps in. When they rotate, they go behind the person in the correct rotation sequence.

PROGRESSIVE PICK UP JACKS

An old “playground” game. Give each students a small ball such as a rubber ball or golf ball. In addition, supply each student with 5-6 “jacks”. Jacks may be anything from the traditional little pointy things to small blocks, gold coins or small marbles - anything that a student can easily hold 5-6 of in one hand. Working alone each student bounces the ball with one hand and attempts to pick up 1 “jack” with the other hand AND then catch the ball before it bounce again. If successful, the student places 2 jacks down and tries to pick up the two jacks.

With each successful pick up and catch, the student increases the number of jacks.

Variations:

1. Have the players switch hands (right catch, left pick up and left catch, right pick up).
2. Give the players a variety of balls to choose from: ping pong, golf, rubber, etc...
3. Challenge the students to stack their jacks (coins?). How high can they stack the jacks and successfully pick them up before the ball bounces a second time?

PARTNER JACKS CHALLENGE 1:

Played with a partner or in small groups. Give each group a die (or a set of playing cards).

Playing “Progressive Pick Up”, one player rolls the die. If an EVEN number turns up players must play the round catching with the right hand and picking up with the left. If an ODD number turns up, the left catches and the right picks up.

PARTNER JACKS CHALLENGE 2:

One player rolls a die. The number on the die indicates the number of jacks each player attempts to pick up. The successful player(s) receives one point. Play 5 rounds, switch partners, start a new game. Each round consists of one roll of the die, with each player playing the number that turns up.

PARTNER JACKS CHALLENGE 3:

One player rolls the die. The number on the die indicates the number of chances a player has to pick up as many jacks as possible. The die is rolled for each player during each round. Consequently, the number of chances the players have each round may be different - it depends on the roll of the die!

MULTI BOUNCE JACKS CHALLENGE:

Played with a partner or small groups. For each round the players determine the number of jacks that have to be picked up. One player rolls the die. The number that turns up indicates the number of bounces the ball takes for each turn. The player has that number of bounces to pick up the jacks AND still catch the ball. The waiting partner counts aloud the number of bounces the ball takes. The game may be played with a one or two hand pick up.

MEGA BOUNCE JACKS CHALLENGE:

Played with a partner or small groups. One player rolls the die. The number that turns up indicates the number of bounces the ball takes. The player has that number of bounces to pick up as many jacks as possible AND still catch the ball. The waiting partner counts aloud the number of bounces the ball takes. The game may be played with a one or two hand pick up.

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

Throwing & Catching

Object of Activity: The object of the activity to practice the skills of throwing and catching at a high intensity level. Maximize the throwing and catching practice by reducing the chasing after missed catches and inaccurately thrown balls.

THROWING BANDANAS into open Space

- Throw HARD
To begin, throw a rag that has no knots.
- Throw hard, for distance, not accuracy.
- Throw underhand, overhand or in modified motions.
- Throw using either hand.
Throw overhead, between legs, or behind back.
- Tie (loosely) 1 or more knot(s) in the towel to make it easier to throw for longer distances.

THROWING ACTIVITIES In Self Space:

- Toss up and catch with control.
- Toss up and catch with two hands.
- Toss up and catch at different levels.

- Toss up and catch with different body parts.(head, face, foot, back etc..)
- **In General Space**
- Form a line; All students facing in the same direction;
- On command, students: throw as hard and as far as they can in common direction; retrieve on command and travel to the opposite side. Repeat.

CATCHING IN SELF SPACE

Catching with a partner is extremely difficult till the thrower has a degree of accuracy.

Emphasize catching with two hands.

- Catch with arms extended, elbows flexed. Hula hoop – student holds hoop with arms spread to give a tangible target to partner.
- Catch with a cushioning effect.
Catch with one hand.
- Alternate catching with one hand.
- Add knot for more difficulty in catching.

• Johnny on the Spot

- Materials: 5” mini play balls, numbered poly spots, and poly spots
- Students will be paired for this activity.
- Each pair will be given a ball and poly spot as their “home”.
- The pair can choose where they will place their home spot.
- Players must place their “home spot” outside the boundaries marking the basketball court. Inside the playing area, numbered poly spots will be randomly placed face down.
- On the “go” signal, partners will move quickly to collect as many spots as possible.
- To collect the spots, one partner will stay at home with the ball while the other partner (Johnny) chooses a numbered spot to stand on.
- The partner at home will throw the ball to Johnny. Johnny will then return the throw to his partner. Both players must keep at least one foot on their spot while throwing and catching.
- If both players catch the ball without their foot coming off the spot, the number spot is returned home. The players will then switch positions and repeat.
- If a ball is dropped or a partner’s foot comes off the spot, the partners are not allowed to bring the spot back and must change positions and try again.
- After all numbered spots have been collected, pairs will add the numbers on the spots.
- The group with the highest total will be declared the winner.

PARTNER ACTIVITIES Facing each other:

- To be a successful catcher one must have a good accurate throw to catch.
- If giving points, give the thrower one for a successful catch.
- Share with a partner with emphasis on all throwing and catching activities previously attempted in Self-space
Catch while moving, at various angles toward the thrower.

- Catch rag and change places.

➤ **Facing away:**

- One partner is facing away from the throwing partner. Rag is thrown overhead and slightly in front of the catcher. Turn around and reciprocate.

- The catching partner is lead further and further with the throw.
- Catch and run to line on opposite side of activity area. The thrower follows.
- The catching partner makes the catch; the thrower runs by and is thrown the rag with a lead throw. Both move to the opposite side.
- One partner faces a wall; standing at arms distance; assumes a good catching position.
- Partner throws rag hard at the wall but over the head of the catcher. As the rag slides down the wall catch it..
- Throw to right and left of the partner facing the wall.
- Catcher tosses the rag back to partner over their shoulder while still facing the wall.
- After five trials reciprocate.

Number Rally Reporters: ----(Equipment = balls, dice)

- Students are standing across from partner at one end of the gym working on different passing skills or throwing and catching.
- A number of dice are dumped out randomly at the other end of the gym.
- One student runs down to the dice, rolls two dice and adds numbers together, then runs back to report to the other partner how many passes or throws/catches they need to complete.
- Partner waiting can be dribbling or tossing and catching the ball to themselves while they wait for their partner to return.
- Once they complete the number of passes, the other partner runs down to the dice, rolls, and returns to report the new number of passes to complete.

Rich's Rag Activities

➤ Teaching Suggestions:

- Encourage students to share their strategy for game play and the degree of success.
- Use different colored balls to better help identify which ball is going to which partner.
- Use different colored hoops indicating the different "home bases".
Set guidelines for safety concerns with the students ahead of game play.
- Ask the students for ideas to make up a variation of the game.

➤ Throwing at a Tossed Target

- **Purpose of Activity:** To practice the 'throw/toss' at a moving target.
- **Prerequisites:** Ability to throw a rag, tennis/football/lacrosse ball/scoop ball etc. size ball over.
- **Materials Needed:** Plenty of gym and wall space one hoop or target ball for every 3 students.
- This is a partner activity. One is the thrower and the other the 'tosser', the other the catcher (retriever).
- The thrower partner throws a ball, of their choice, over handed at a "target ball"/ HOOP/ that the 'tosser' throws up in the air.
- The thrower selects the size of the target ball/HOOP based on their skill. Students stand at 90 degree angles from each other with the thrower facing the wall. The wall should be 10-15 feet away from the thrower.
- The 'tosser' is close to the wall.
- The third person catcher (retriever).gather up thrown equipment and on rotation becomes the next tosser.

- The activity begins when the ‘tossers’ says "ready, set, go".
- On go, the ‘tossers’ tosses the ball upwards to 15 feet in the air and parallel to the wall.
- The throwing partner stands in the ready position to overhand throw the chosen object.
- When the target ball reaches its highest point, the throwing partner steps, and throws the object trying to hit the target ball/HOOP.
- The catcher (retriever). retrieves the respective objects.
Students rotate after five trials.

➤ **Variations:**

- Encourage students to select the target ball based on their skill level.
- Higher skilled students should use a smaller ball.
- Lower skilled a larger ball.
Use this activity as a station in a larger skill review.

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.)

FLAG RUGBY (Paul Chasse, Chuck Gutschmidt, Dorothy Potyra, Laura Taylor)

- Objective: To move the ball downfield by carrying it with two hands and touching the ball down over the goal line.
- Shirts must be tucked in, flags on side of hips at all times
- The ball must be carried with two hands at all times. (Eliminates stiff arms and flag guarding)
- A “Scrum Pass” is used to start game and first pass after a change of possession.
(Scrum Pass: A two hand pitch, ball must be pitched from ground, to a teammate behind to pitcher.)
- Team on offense may request entire defensive team to be in front of entire offensive team.
- Ball will be “Scrum Passed” from midfield at start of the game and after a score.
- Change of possession will occur:
 - Anytime the ball hits the ground
 - Anytime the ball is carried with one hand

- Anytime the ball is pitched with one hand
- When a ball is pitched out of bounds
- When a player has possession of the ball out of bounds
- If the ball carrier jumps or dives forward at anytime
- When the ball carriers flag is pulled:
 - Flag puller yells “Flag”
 - Both offensive and defensive players freeze
 - Offensive player has three seconds to pitch ball back to teammate
 - Defensive player hands flag back to player on offense
- Points are scored when player touches the ball down passed the goal line with two hands
- Modified Rules:
 - Ball may be punted forward (two hands must still be on the ball)
 - Offense may ask Defense to move past the next line if field is marked. (Lines on field or cones on sideline)
 - Hustle rule: After score, team with possession of ball may run to midfield and scrum pass before other team is set.

FLAG RUGBY LEAD-UP GAMES

• Line Pitch

Objective: To practice proper pitching with two hands as well practicing “scrum pass”.

- Equipment: 5 – 10 football or rugby balls, Cones
- 6-8 individuals, 3 yards apart in a straight line
- First player starts with ball and “scrum passes” ball to the next player who pitches back to the next player and so on.
- When the last player receives the ball, he or she will run to the front of the line and “scrum pass” it back to next player and the cycle continues.
- Do this from one side of the playing field to the other.
- Variation:
 - (1) Have last student weave in and out of line to front.
 - (2) Use as a relay
 - (3) Have students punt instead of pitch to teammate.

Mini Games

- Objective: To practice pitching and flag pulling etiquette. Equipment: 5-10 footballs or rugby balls, cones
- Format: Four cone box – 5 yds. x 5 yds., 5 yds. x 10 yds., 10 yds. x 10 yds.
- Rules: Two players on Offense and Two players on defense.
- Offense starts even with one set of cones,
- Defense starts even with adjacent cones.
- Player tries to run past the defenses goal line and score a touchdown.
- If ball carriers flag is pulled, ball must be pitched.
- Play continues until ball is scored or turned over.
- Players switch from offense to defense after each attempt.
- Variation : Change field size- 2 v. 2 use 5x5 field or 5x 10 field (width of field is 5 yds.), 4 v. 4 use a 10 x 10 field

TCHOUKBALL: The Ultimate Team Game

Advantages/Benefits of TCHOUKBALL...

- Improves students self-confidence and cooperation
- Enhances students physical, mental, and social development
- Meets National Standards for Physical Education
- Can be played by girls and boys on the same team
- Played successfully by players with different level of abilities
- Is competitive without encouraging aggression
- Avoids violent confrontations
- Is an inclusive team sport
- No defense or interference minimizes injuries
- Cooperation and strategy are rewarded with success
- Rules are intuitive and easy to follow
- Can be played outdoors or indoors
- Players are involved on offense and defense for whole game
- Teaches anticipation and physics as well as teamwork

TCHOUKBALL Inc.

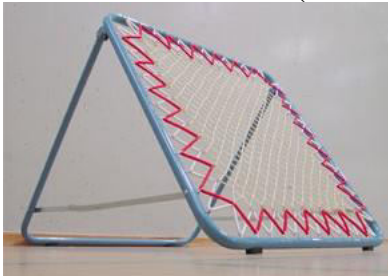
P.O. Box 1541

Bellevue, WA 98009-1541 Phone: 1-800-939-0273

Fax: 1-425-644-3111 www.tchoukballpromo.com Tchoukball@tchoukballpromo.com

Needed for TCHOUKBALL:

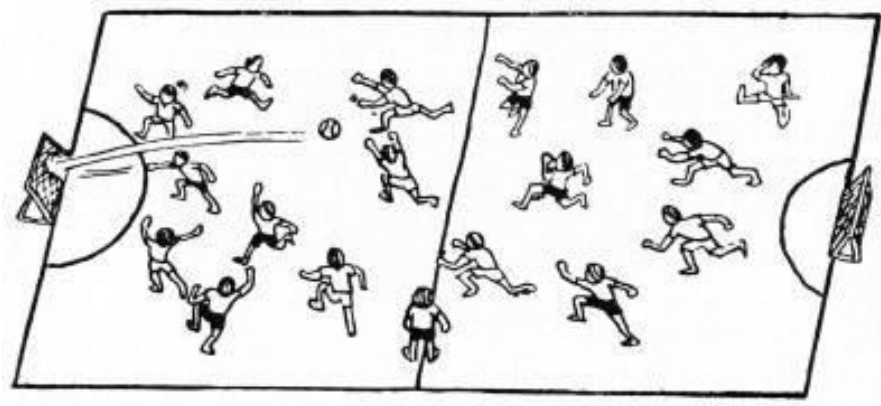
- Two rebound surfaces (frames)



- One Tchoukball



- a court about the size of a basketball court



TCHOUKBALL in five easy steps

1. A player scores a point for his team if they throw the ball on the frame in such a way that the opponent is not able to catch it before the ball touches the ground, in the field of play but out of the “forbidden zone.” After a point is scored the ball



2. A defensive player cannot steal the ball in the air during a pass, and/or defend a player. The defensive players must allow the offensive players to play without any interference. NO BLOCKING & INTERFERENCE allowed in Tchoukball.





3. A player cannot run while holding the ball. Only one step is allowed. No dribble is involved because there is no blocking. Players may only hold the ball for three seconds and can make a maximum of three passes.

4. If the ball is dropped during a pass, the ball goes to the other team. The player starts the game where the ball landed by holding the ball with two hands and touching the floor. A pass must be made before a shot is taken.

5. Adapt the size of the “forbidden zone” in order to have successful shots on the frame by the players. Adapt the number of players on each team (Ex: 10 players on each team = less points, more fun!; less players on each team = more points, more running to defend the floor)

Tchoukball: The Ultimate Team (Paul Chasse, Chuck Gutschmidt, Dorothy Potyra, Laura Taylor)

Tchoukball Lead-up Activities (Chad Triolet)

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Partner Passing Skills and Drills

1) **Toss and Catch** – Each pair will collect a ball of choice. The teacher will designate the distance to start (i.e. – 3 steps) and the direction (i.e. - north/south). The teacher will review the proper throwing pattern (i.e. – review the cues) for the type of throw being used by the students. The teacher will discuss the target for the tosses (knees or chest) depending on the type of catch that the teacher requires (tick-tock the catching clock).

2) Toss and Catch Challenges:

Catch and Switch – After a designated number of catches in a row, students will quick run and switch place

Catch and Spread – After a designated number of catches in a row, one partner will take a step back increasing the distance. If after two attempts to advance, the pair drops the ball before reaching the magic number, they will have to go back to the starting position and continue.

Catch and Run – Partners will throw and catch and either spell a vocabulary word or complete a multiplication table (i.e. - 3’s to 30). When done, the students will run to end lines, perform a fitness activity and then come back and repeat the activity with a new academic challenge.

Sit and Throw – Partners will practice the basic overhand throw while seated. The teacher will focus on the proper arm pattern for the overhand throw. For a challenge, have student perform several curl-ups each time they catch the ball.

Team Toss and Catch

All students in the group will work together to pass a large collection of balls while continually moving. The teacher will use between 8-10 balls (per group of 24 students). When the activity begins, students must jog and move

Long Pass Relay

Students will line up at an end line and get into groups of 4s. The purpose of this drill is to get practice throwing the ball further distances (throwing to the mid-line is how the game is often started in Tchoukball). The first player in line will move across the field to the opposite end line, the next player in line will move to the midline, and the third player in line will have the ball. To start, the player with the ball will throw it to player 2 (midline) then run to the midline. Player two will throw the ball to player 1 at the opposite end line, then run in the direction that they threw the ball (opposite end line). Player 1 will throw the ball to the midline (player 3). Player 3 will throw to player 4 (at the original end line) then run back to the original end line. The throwing and catching will continue with the player throwing always running in the direction that they throw the ball. It is critical that the ball moves from end line to opposite end line (always stopping at the midline) so that all partners will have equal turns.

Sumo Slam Ball

Split the group into two equal teams. Each student will wear colored pinnies to designate the team for which they are playing. The objective of the game is to score points by tagging any member of the opposing team while holding a soft ball. The team in possession of the ball must pass the ball in attempt to get it close enough to an opposing team member to tag them. The person holding the ball is allowed a pivot step but may not take additional steps after catching the ball. If a player from the other team is tagged or the ball is dropped, the other team will assume position of the ball. When the new team takes possession of the ball, the person who has the ball will hold the ball with two hands, touch the floor, then begin passing the ball. It is important to remember that at no time during the game can the defense interfere when a ball is being passed. The game can continue until a certain point is attained or a designated amount of time.

Tunnel Ball

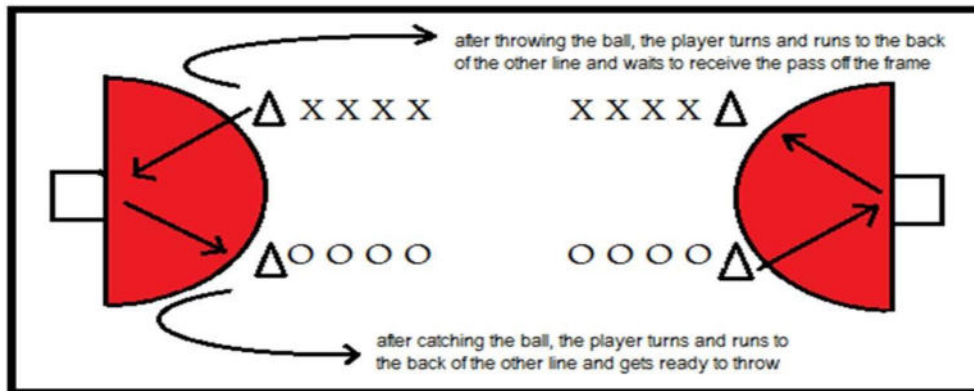
The class will be split into two teams. Each team will wear different colored pinnies. The objective of the game is to bounce the ball between a teammate's legs (while both feet are planted on the floor) and have the ball bounce a second time without being caught by the defense. If the ball bounces out of bounds, on the second bounce it does not count as a point. Again, the only way a ball can be moved by the offensive team is by passing. The player in control of the ball may take a pivot step but may not take any additional steps. When a point is scored or a ball is dropped, the person who has the ball will hold the ball with two hands, touch the floor, then begin passing the ball. It is important to remember that at no time during the game can the defense interfere when a ball is being passed.

The game can continue until a certain point is attained or a designated amount of time.

Rebound Relay

Each student will find a partner. Each pair will line up on opposite sides of a frame (see diagram below). The partner on the right side of the frame will have the ball and when in front of the line, the player with the ball will throw the ball off the frame so that his/her partner can catch the ball.

After the throw and catch, the pair will turn around and head to the frame on the opposite side of the playing area. The roles are then reversed for the next throw and catch. See diagram below.



More Tchoukball Lead-Up Games

Circle Juggle

- Objective: See how many balls can be kept moving in the circle without being dropped.
- Equipment: 6-8 Tchoukballs or similar balls per circle
- 8-12 individuals in a large circle
- Players determine that to be successful they must create a pattern.
- Scoring: Number of balls kept moving in the circle without dropping any
Ball may not be given to person on either side of the thrower or back to the person that threw it to them; everyone in the circle must receive the ball(s) each round

Box Passing

- Objective: Practice catching and throwing Tchoukballs both stationary and on the move.
- Equipment: One ball for every 3 students, large open space
- Groups of 3 moving around a large open space
- Move through space as thrower or catcher; no more than 3 steps; cannot hold ball more than 3 seconds

Thread the Needle

- Objective: Bounce the ball between the legs of a teammate to score a point.
- Shoot and score a point based on where the defense is positioned, teamwork, common goal, and strategy.
- Equipment: Cones for boundaries, scrimmage vests, a ball.
- Can use groups of 3 or divide into teams of no more than 8
- Scoring: Make a point by bouncing the ball between the legs of a teammate so that it hits the floor on the other side without being caught by the defense.
- The defensive players try to catch the ball after the first bounce but before the second bounce.
- Tchoukball rules; no interference by offense or defense; if the ball is dropped during a pass it is a turnover; after a point is scored the ball starts with the other team; if the ball is caught by the defense, they maintain possession and attempt to score; the offensive players cannot touch the ball or interfere with the defense in catching the ball after the first rebound; thrower must be close to person in straddle position or there is a chance they will hit their teammate.
- No Interceptions.

Clean Up the Backyard

- Objective: Clear team's designated backyard of trash (balls) by rebounding them off the Tchouk sending them into the opposing team's backyard.
- Equipment: Two Tchouks, cones to mark team areas, 10-20 balls/trash that will rebound. Be careful about the type and number of balls used as the balls may hit students when they are not looking.
- Divide the class into two teams – each team should have designated throwers and catchers; assign each team a backyard area (half the basketball court)
- Set a Tchouk in the middle of each team area with a forbidden zone and put an even number of balls in each area.
- Scoring: After a 3-5 minutes, count balls on each side; the team with least number of balls/trash is the winner
- Players may not cross center line; balls must be thrown at the Tchouk to be sent into other team area by designated tchoukers; catchers throw the ball to a tchouker; switch places after each game; players may not possess more than one ball at a time; tchoukers may not take more than 3 steps and must be aware of where their fellow tchoukers are located; catchers must attempt to protect their teammates from getting hit by balls; may need to assign catchers to specific zones if there are contact issues; no balls may be thrown after the stop signal or penalty occurs.

Lacrosse Strategies for Success

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***These lead up games can be used in most team sports: soccer, basketball, football, hockey, team handball, ultimate frisbee, etc.**

Lead up Games to Success – might encourage stationary throwing with 3 people to start.

1. **Repositioning** to open space – 4 poly spots and 3 people. One student starts with a ball (stationary) with 2 other students on poly spot. Students without the ball must reposition to open poly spot to receive the ball. A student can only move if there is a spot open to their left or right. They are **not allowed** to move across the center.
2. **Communication** with team member to reposition to open space (call for the ball or hand/stick signal) – 4 poly spots and 3 people. One student starts stationary (with ball) and 2 other students on poly spot. Students without the ball must reposition to an open poly spot to receive the ball. This time a student can move to a spot open to their **left or right or across the center**. This requires communication so there is no more than 1 person on a poly spot.
3. **Fakes, Repositioning, Communication** – 2 vs. 1, Monkey in the Middle with 4 poly spots. Student with the ball is stationary on a poly spot. Offensive player without the ball will use fakes, reposition and communicate with other team members to find an open poly spot away from a defender. Offensive player with the ball can also use ball/stick fakes to draw defender.

4. **Fakes, Repositioning, Communication** – 4 vs. 2 (fold two areas into one), Monkey in the Middle with 8 poly spots. Student with the ball is stationary on a poly spot. Offensive players without the ball will use fakes, reposition and communicate with other team members to find an open poly spot away from defenders to receive a pass. Offensive player with the ball can use ball/stick or body fakes to draw defender.

5. **Fakes, Repositioning, Communication (Add another ball)** – 4 vs. 2 (fold two areas into one), A player must stop immediately after receiving a pass and then pass the ball within 5 seconds. Offensive players without the ball will use fakes, reposition and communicate with other team members to find an open poly spot away from defenders. The ball carrier can use body and ball/stick fakes to draw defenders. Same organization as above but with 2 balls

ADVANCED JUMPING SEQUENCES	
Sequence #1	"Over" - "Over" - "In" - "Out" - "On" - "Out"
Sequence #2	"On" - "Straddle" - "Out" - "In" - "Side by side" - "In"
Sequence #3	"Over" - "Side by side" - "On" - "Out" - "Straddle" - "Out"
Sequence #4	"Straddle" - "In" - "Out" - "On" - "Side by side" - "On"

6. **Fakes, Repositioning, Communication** – 4 vs. 2 (**general space**), Monkey in the Middle with 8 poly spots as boundaries. A player must stop immediately after receiving a pass and then pass the ball within 5 seconds. Offensive players without the ball will use fakes, reposition and communicate with other team members to find an open space away from defenders to receive a pass. The ball carrier can use body and ball/stick fakes to draw defenders. Poly spots are only used as boundaries in this game.
7. **Fakes, Repositioning, Communication (Add balls)** – 4 vs. 2, a player must stop immediately after receiving a pass and then pass the ball within 5 seconds. Offensive players without the ball will use fakes, reposition and communicate with other team members to find an open space away from defenders to receive a pass. The ball carrier can use body and ball/stick fakes to draw defenders. **Same organization as above but with 2 balls**
8. **Fakes, Repositioning, Communication** – 3 vs. 3 with a directional goal line. A player must stop immediately after receiving a pass and then pass the ball within 5 seconds. Offensive players without the ball will use fakes, reposition and communicate with other team members to find an open poly spot away from defenders. The ball carrier can use body and ball fakes to draw defenders. **Back to 1 ball**
9. **Fakes, Repositioning, Communication** – 3 vs. 3 with a directional goal line. This time a player does not have to stop immediately after receiving a pass and has the option to pass the ball within 5 seconds or take 5 steps. Offensive players without the ball will use fakes, reposition and communicate with other team members to find an open poly spot away from defenders. The ball carrier can use body and ball/stick fakes to draw defenders. **Back to 1 ball**
10. **Fakes, Repositioning, Communication** – 3 vs. 3 with a directional goal line. Same as above, but can add a goal
11. Variations:
 - Add more players

- Add points to keep score
- Add more balls

Sport Stacking (Jim Ross)

The Shuffle

- Two different colors (6 cups of each color) are need for this activity.
- Begin with the cups in a 1 stack position, 6 cups of one color atop 6 cups of another color (fig. 11). Pick up 6 cups with one hand and 5 cups with the other hand.
- Starting with hand that has 6 cups, re-stack the cups into a 1 stack (if done correctly the colors should alternate, see fig. 12).
- Continue taking 6 and 5 cups in each hand (always start with the 6 cup hand). When the cups return to the original order, 6 of one color on top of 6 of the other color, the activity is finished.
- With no mistakes it should take 10 steps to complete the shuffle



Ring My Bell

- Players face each other with their stacks in front.
- A desk bell is positioned between the players and their stacks.
- The group decides on which stacking pattern to perform.
- On a “go” signal, the players try to be the first to complete the pattern, stacking up and stacking down.
- When done, the first player to ring the bell wins!

Tic-Tac-Toe

- Students sit at opposite ends of the playing area.
- A tic-tac-toe game board and pieces are placed halfway between the players.
- Players pick a stacking pattern to perform.
- On a “go” signal, the players stack their cups up and then down.
- When finished, the students run to the middle and place a game piece on the board.
- Once the piece is down it may not be moved.
- Players run back and complete another stack up and stack down.
- Play continues until there is a win or a tie. Start a new game.

Flip Flop Stack

- A flip flop is done starting in the “up” push up position.

- While balancing on the same side foot and hand, the student turns until s/he is in the “crab position” or with the stomach facing up and balancing on the hands and feet.
- One more turn should bring the student back to the “up” push up position.
- On the floor, place 2 stacks of cups approximately 4’-5’ apart.
- Starting in front of one of the stacks, the student positions him/herself in the “up” push up position.
- On the “go” signal, s/he stacks the cups up and down using alternating hands.
- After completing the first stack, s/he performs a “flip flop” to the next stack.

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- After performing a stack up and down at the 2nd stack, the student flip flops back to the 1 stack and re-stacks those cups.
- The player continues stacking and flip flopping for 1 minute.
- This activity is best performed with a partner, with players switching every minute.
- Each player should complete 3-5 sets, stacking as many times as possible within the time limit.

Short Track Stack

- The inspiration for this activity came after watching short track speed skating during the Winter Olympics.
- The activity can run up to 10 minutes with breaks and changes in direction.
- Divide the group into 4 lines, setting up like spokes on a wheel.
- One player stands on the outside with a bean bag.
- The outside player travels around the other players, finally placing the bean bag at the head of one of the lines. The players in that line perform a pre-selected stacking pattern.
- When completed, the players race around the other groups and try to make it back to a space in their line.
- Meanwhile, the outside player takes the place of one of the runners.
- When the group makes it back to the line, one player is left out and becomes the new outside player.
- Once the players understand the game, add another outside player/bean bag to get more groups up and running.

*Note: All players should run in one direction (clockwise or counterclockwise). Also, reinforce with the players to run around the other groups and not in between them.

Suggested patterns: 3 cup pyramids, 6 cup pyramids, 6-6, 3-3-3, 3-6-3, 1-10-1

Walking 3

- This activity requires 3 cups.
 - Establish a start and finish line (no more than 3 feet apart).
 - Place the cups in one stack behind the starting line.
 - On “go” stack up and stack down a series of 3 cup pyramids.
 - If alternating hands are used the stack will “walk” forward.
 - Keep stacking until the front edge of a cup touches the finish line.
 - Finish in a 1 stack. Be careful not to move cups forward illegally by accidental dragging or tipping.
 - If a cup falls off, it must be returned to the previous position before moving forward again.
- *Note: Playing areas can be determined by using timing mats or by placing 2 lines of tape, approximately 3 feet apart, on a table.

Flip Stacking

- This activity does not use one of the traditional stacking patterns.
- One stack of cups and a stopwatch (optional) are needed.
- Start with the cups in a one stack.
- While alternating hands build 2 cup stacks by placing one cup down and another cup on top – closed end to closed end.
- When 6 stacks have been created, reverse and end up in a one stack.

Topsy-Turvy

- This is a good warm up activity for students to “loosen up” before being timed for the stacking patterns.
- Equipment: 1 stack of cups per group, 1 top or plastic egg per group
- Divide the players into 2's or 3's.
- Give each group a spinning top and a stack of cups (a plastic egg also works in place of a top).
- One player starts as the “spinner”.
- The spinner spins the top. His/her partner performs a stacking pattern for as long as the top spins.
- Switch roles.
- Suggested Patterns: 3-3-3, 3-6-3, 6-6, 1-10-1, or the cycle _____

FitStacking

Fitness Games and Activities For The Stacking Crowd Jim Ross Ridgewood, NJ

Jog n' Stack Aerobic Relay Run

- This large group activity is designed for smaller groups of 2-4.
- Assign a number to each member of a group (ie. number 1-4 if in groups of 4).
- Each group sets up a stacking station some where on the perimeter of the jogging track.
- Player #1 begins at the stacking station while the other members of the group line up, single file, on the jogging track.
- On the “go” signal, player 1 begins stacking and the players on the track begin jogging.
- The front player in the jogging line sets the pace as the group tries to stay in a single line.
- When the 1st player finishes the 3rd stacking pattern, s/he runs to his/her group and joins the line at the back.
- The lead jogger runs to the stacking station and begins stacking.
- The new player in front sets the pace as the group continues to jog.
- Variations:
 - Change the time limit for longer or shorter jogging times.
 - Allow the lead jogger to select the locomotor pattern.
 - Change the stacking patterns.

Forearm Balance Stack

- Give each player a stack of 3 cups.
- Challenge players to complete as many 3 cup pyramids as possible while holding a forearm balance.

- Players alternate hands for every cup moved.
- This can be run as a timed event (30secs-1minute)
- Suggested patterns: 3 cup pyramid, 6 cup pyramid, 3, 3, 3

3 Cup Pyramid Push Ups

- Give each player a stack of 3 cups.
- While remaining in an “up” push up position, players try to record as many 3 cup pyramids as possible before losing push up form.
- Players use one hand to stack up and down switching to the opposite hand upon completion.
- Players alternate hands after every stack down.

Jump Stacking

- Give each player a stack of 3 cups. Select a stacking pattern (3-3-3, 6-6, 3-6- 3, and 1-10-1 work best).
- Players stack the cups up – do not stack down yet!
- After stacking up, the players jump over the stack.
- Once on the other side, the players stack down.
- After stacking down, the player stacks up and jumps over the up stack once again.
- The pattern is: stack up-jump over-stack down-repeat.
- Challenge the players to complete as many patterns as possible in 1 minute.

Up, Over and Back

- Give each player a stack of 3 cups. Select a stacking pattern (3-3-3, 6-6, 3-6- 3, and 1-10-1 work best).
- Players stack the cups up – do not stack down yet!
- After stacking up, the players jump over the stack and then back over.
- The players finish the stack down.
- Challenge the players to do as many stacks as possible in 1 minute. The pattern is: stack up-jump over and back-stack down- repeat.

Mountain Climbing

- Give each player a stack of 3 cups. Select any stacking pattern.
- The players perform the stacking pattern (up and down).
- After completing the stacking pattern, the players perform 10 mountain climbers.
- To perform a mountain climber the player starts in a lunge position (hands down one leg extended, the other leg flexed with the foot under the chest).
- While keeping the weight on the hands, the player switches the positions of the feet.
- Count 1 for every switch of the feet.
- After 10 mountain climbers, the players perform another stacking pattern (the same or different depending on the task).
- Challenge the players to perform as many patterns as possible in 1 minute.

Minutes To Glory!

- This is a class activity performed in groups of 3 (2 will also work).
- Give each group a stack of cups, hand counter (optional), score sheet (see appendix), and a pencil.

- A count down timer gives the students a good visual of the time, though this is an optional item.
- Select a number of fitness activities that involve stacking cups (there are 7 listed on the score card found in the appendix).
- The stacking patterns are determined by the selected activities.
- With each group in its own area, have them set up a rotation: performer, on-deck and scorer.
- On the “go” signal, the performer completes the activity as many times as possible in 1 minute. The scorer counts the number of patterns completed.
- After 1 minute a signal is sounded and the on deck player begins – do not stop the clock!
- The previous performer becomes the scorer while the scorer moves into the on- deck position.
- When each player has performed for 1 minute the task changes- again, do not stop the clock!
- The game is over when all of the activities have been scored by each player.
- At the end of the activity the groups total up their scores.
- Instead of competing head to head give the class a goal to reach - 100 stacks, 500 stacks, whatever is thought reachable given their skill levels.
- **Topsy-Turvy**
- This is a good warm up activity for students to “loosen up” before being timed for the stacking patterns.
- Divide the players into 2’s or 3’s.
- Give each group a spinning top and a stack of cups (a plastic egg also works in place of a top).
- One player starts as the “spinner”. The spinner spins the top.
- His/her partner performs a stacking pattern for as long as the top spins. Switch roles.
- Suggested Patterns: 3-3-3, 3-6-3, 6-6, 1-10-1, or the cycle

Grizzly Bear Stack Relay

- Another traditional type of relay, the Grizzly Bear Stack Relay also helps to develop upper body strength.
- The “grizzly bear” walk is performed by traveling on the hands and feet.
- Set your class in a standard relay format with 2-4 players in each group.
- Place 3 stations of cups equal distances away from each other (10’-15’ apart) for each group.
- Designate one end of the playing area as the start/finish where the groups are located.
- At the opposite end of the playing area, place a cone for each group.
- On the “go” signal, the first player from each group performs the “grizzly bear” walk to the first set of cups.
- Once there, s/he begins performing the stacking pattern. When completed the player performs the “grizzly bear” walk to the next set of cups and begins the stacking pattern.
- After finishing the 3rd stacking pattern, the player performs the “grizzly bear” walk to the cone, tags the cone and runs back to the line. The 2nd player begins after receiving a high 5 from the 1st player.
- The three sets of cups in the relay may all be the same pattern (all patterns work) or may be a combination of any or all of the patterns.
- This relay may also be run against a designated time limit (possible multiple winners) or in a traditional race format.

Short Track Stack

- The inspiration for this activity came after watching short track speed skating during the Winter Olympics.
- The activity can run up to 10 minutes with breaks and changes in direction.
- Divide the group into 4 lines, setting up like spokes on a wheel.
- One player stands on the outside with a bean bag.
- The outside player travels around the other players, finally placing the bean bag at the head of one of the lines.
- The players in that line perform a pre-selected stacking pattern.
- When completed, the players race around the other groups and try to make it back to a space in their line.
- Meanwhile, the outside player takes the place of one of the runners.
- When the group makes it back to the line, one player is left out and becomes the new outside player.
- Once the players understand the game, add another outside player/bean bag to get more groups up and running.
- All players should run in one direction (clockwise or counterclockwise). Also, reinforce with the players to run around the other groups and not in between them.

Zippity-Doo-Daa!

- Divide the class into groups of 2-3.
- Station the groups around the perimeter of the playing area.
- Give each group 1 set of cups.
- In the middle of the playing area place a large cone (something the players may tag with their hands).
- Select one pattern the class will perform.
- On “go”, one player from each group performs the stacking pattern.
- After completing the pattern, the player runs and tags the cone in the middle of the playing area before returning to high 5 his/her partner (the next player).
- The group scores one point after the high 5 is made.
- The next player begins performing the stacking pattern after receiving the high 5.
- The groups have 3 minutes to score as many points as possible.

Super Muscle Stack Shuffle

- This is a 2 or 3 player game.
- The players sit facing each other with their cups, a bell, and deck of cards (face down) between them.
- Assign an upper body exercise or activity to each of the playing card suits.
- For example:
 - HEARTS = 3 Cup Pyramid Push Ups
 - CLUBS = Flip Flop Stack
 - DIAMONDS = Log Roll Stack
 - SPADES = Ultimate Pyramid Push Ups
- The number on the card determines the number of repetitions the players must perform the corresponding task.
- The game begins with 1 player flipping a card off the top of the deck.
- One card is turned over at a time, alternating between the players.

- As the card is turned over the players complete the activity.
- Card values should be from 1-10. Eliminate the face cards or designate the value of the face card anywhere from 1 to 10. • Suggested patterns: 333, 6-6, 363, 1-10-1

Three Jump Stack Relay

- Divide the class into groups of 2-3. Position all of the groups behind a designated starting line.
- At the opposite end of the playing area, place cones in a straight line.
- The distance between the starting line and the line of cones is determined by the amount of the playing area available and the grade level of the class (a longer distance for higher grades).
- Set a timer for 3 minutes.
- On the “go” signal, the first student in each group makes 3 jumps forward (2 feet to 2 feet) while holding onto a set of cups.
- At the end of the 3rd jump, the player places the cups on the floor and performs the pre-selected stacking pattern.
- After completing the stacking pattern, the player takes 3 more jumps, stopping after the 3rd jump to complete the stacking pattern once again.
- When the player crosses the line of cones (this could be done on the 1st, 2nd or 3rd jump), s/he completes the stacking pattern one more time and then runs back to his/her partner.
- The next player may go after receiving a high 5 from the player returning from the playing area.
- A group “wins” if every player in the group is able to complete the task in under the time limit.
- Suggested Patterns: 3-3-3, 3-6-3, 6-6, 1-10-1, cycle

CHINESE JUMP ROPES (Jim Ross)

- Chinese jump ropes
- Chinese jump rope activities work on jumping and landing, balance and sequencing movements.
- Normally played against one or more players, Chinese jump rope may also be used as a self-challenge.
- In groups of 3, one player is the jumper and the other two players stand with the rope forming a rectangle or triangle (advanced).
- To start, students select a level at which to perform (beginner, intermediate, advanced). Next, the player determines which sequence to use.
- All jumpers start at the lowest jumping level (rope around the ankles) and move up as the sequence is performed without a miss.
- If a sequence is missed a new jumper is chosen.

BASIC SKILLS

- “In” - Jump and land with both feet inside the ropes.
- “Out” - Jump and land with both feet on the outside of the ropes.
- “Over” - Jump over the ropes and land on the opposite side.
- “On” - Jump and land with a foot on each rope.
- “Straddle” - Jump and land with both ropes between the legs.
- “Side by side” - Jump and land straddling one rope and then the other.

JUMPING LEVELS

If you can perform a sequence successfully 4 times in a row, move up to the next level!

- level 1 ... Ankles
- level 2 ... Calves
- level 3 ... Knees
- level 4 ... Thighs
- level 5 ... Hips

BEGINNER JUMPING SEQUENCES

Sequence #1

“In” - “Out”

Sequence #2

“Straddle” - “In”

Sequence #3

“Side by side” - “On”

Sequence #4

“Straddle” - “Out”

Sequence #5

Make up your own sequence using 2 skills.

INTERMEDIATE JUMPING SEQUENCES

Sequence #1

“In” - “Over” - “On” - “Out”

Sequence #2

“On” - “Straddle” - “Out” - “In”

Sequence #3

“Over” - “Side by side” - “On” - “Out”

Sequence #4

“Straddle” - “In” - “Out” - “On”

Sequence #5

Make up your own sequence using 4 skills.

Flipping Out

- Players face one another with their stacks of cups in front. Each group has a pack of playing cards (it is not necessary for each group to have a full 52 cards).
- After deciding on the stacking pattern, one player flips the top card.
- The number on the card indicates the number of stacks that must be performed.
- First one to finish wins!
- For example: Pattern to be played is 333. The card that is flipped is a 4. The first player to perform the 333 (stacking up and down) 4 times, wins!

Luck Of The Draw

- Run in relay format, this activity is performed in groups of 2-4.
- Give each group a stack of cups and a deck of cards.
- Designate a spot on the floor or at a table for each group to perform their stacking pattern.
- The deck of cards should be placed, face down, somewhere near the stacking area.
- Each group line is positioned 3-5 feet behind the stacking area.
- On the “go” signal the first player in each line runs to the stacking area and performs a designated stacking pattern.
- Upon completion of the pattern, the player flips one card over and then runs back to the line, giving a high 5 to the next player in line.

- The players continue to alternate turns trying to complete as many stacking patterns (and flipping as many cards) as possible within the 3 minute time limit.
- When time is up the groups collect the cards they turned over.
- Each group counts the cards to determine their scores.
- A sample of the point system is listed below:

Card	Point Value	Card	Point Value
Ace	10	Eight	80
Two	20	Nine	90
Three	30	Ten	100
Four	40	Jack	-10
Five	50	Queen	-10
Six	60	King	-25
Seven	70	Joker	100

Stack Attack!

- Split the class into 2 or more groups.
- Divide the playing area in half so each group has a “home” area (for more teams divide the playing area so each group has their own area).
- Within the “home” area have the students place hoops.
- Inside the home area, each player stacks up his/her cups (decide on the 333 or 363).
- On the go signal, all the players go to another group’s home area and stacks down one set of cups.
- They bring the cups back to their own home areas and stack the cups up again.
- At the end of a 2 minute time limit, the group with the most “stack ups” wins.

King/Queen Of The Hill

- Make a series of stations around the room, 1 station for every 2 students.
- Place 2 sets of cups at each station.
- Assign the students evenly to each station.
- Designate one station as the #1 station or top of the hill.
- Select a stacking pattern for the entire class to perform.
- On a “go” signal, the players compete, 1 vs. 1, at each station.
- The winner moves up one station toward the top of the hill.
- The losing player moves down a station toward the bottom.
- If a player wins at the top of the hill, s/he stays at the top.
- Begin another round.
- The rounds are quick.
- Once the players understand which direction to move, the game moves quickly.

Chicken Dance Stacking

- This is a great activity for creating repetition of a pattern in a fun and distracting kind of way!
- Any version of the song “The Chicken Dance” may be used.
- Begin playing the song. During the verses of the song the players start stacking a pattern.
- It is best if the pattern used is one of the more simple patterns such as the 3-3-3.
- During the chorus, the players stop stacking and must perform the chicken dance.
- When the verse begins again, the players return to stacking as fast as possible.
- This is also a great activity for a family fun night!
- Suggested patterns: 3-3-3, 6 cup pyramid, 6-6, 3-6-3

The Drinking Bird

- This activity helps to develop balance and core stability while practicing the sport stacking patterns.
- The player places a 3 cup stack on the floor.
- While balancing on 1 leg, the player lifts one foot, bends at the waist and slightly at the knee while reaching down to the cup stack.
- The player builds a 3 cup pyramid up and then down.
- Upon completion of the stack, the player returns to an upright position without letting the one foot touch the floor.
- This is one repetition.
- Each player should attempt 5-6 repetitions before switching the balance leg.
- This activity should be performed for 2-3 sets on each leg.

Chinese Jump Rope Patterns

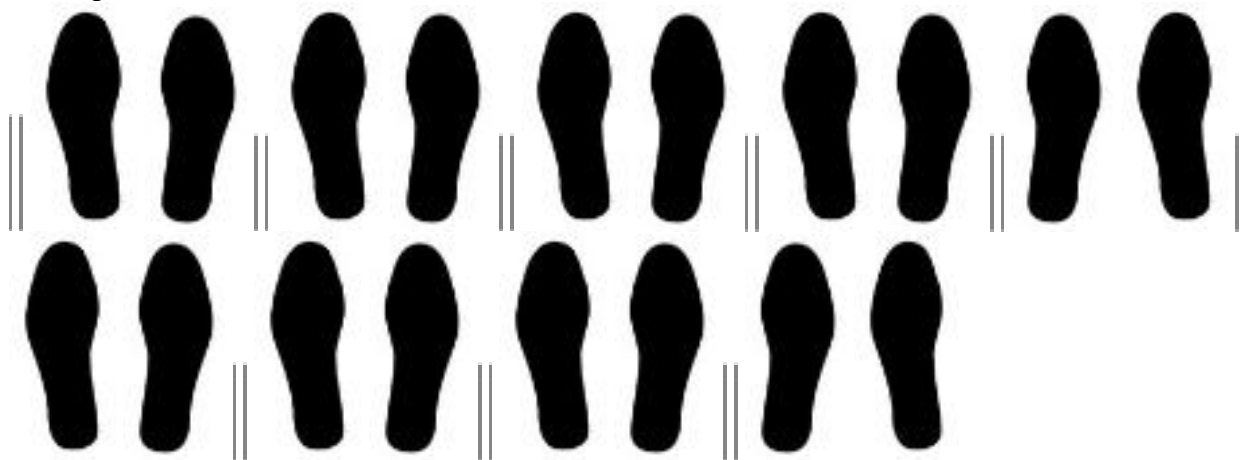
Diamonds

- Start facing the rope
- Hook your right toe under the rope closest to you
- Step up and over the rope furthest from you
- With your left foot, step in the rope

- Turn to face an ender and stand in a wide foot position.
- “Jump turn” inside the rope while spelling your name/vocabulary word
- On the last jump, the jumper jumps out of the ropes to a “straddle” position

American

- Start in an “out” position on the right side
- Jump to “right straddle”
- Jump to “left straddle”
- Jump to “right straddle”
- Jump “home” (out)
- Jump “In”
- Jump “Straddle”
- Jump “In”
- Jump “On”



Mascot

- Starts in the “out” position facing the rope ➤ Jump “on” to the first rope
- Jump “on” to the second rope
- Jump “on” to the first rope
- Jump “home” ➤ “Jump turn” “in” ➤ Jump “straddle” ➤ Jump twist ➤ Jump “straddle”



Sailboat

- Start by hooking your toe on the first rope
- Step over the second rope
- Hook your toe on the second rope
- Step over the first rope
- 7 count split jumps (with ropes around your ankles)
- On the 8th count “jump turn” out of the ropes to a straddle

Have Fun and Get Fit With the Chinese Jump Rope Grades K -12 Jürgen Kraehmer Jurgen_Kraehmer@interact.ccsd.net

Benefits of the Chinese Jump Rope:

- a. Life-long activity
- b. Increase fitness – anaerobic endurance, flexibility, muscle endurance
- c. Cooperation/teamwork
- d. Equipment is inexpensive, easy to set-up , and needs very little storage space
- e. Each student is engaged
- f. Working on locomotor skills and balance
- g. Foot –eye coordination
- h. Novelty activity
- i. Increase brain action by different learning jumping patterns.
- j. It’s fun for all ages (children – adults)
- k. Great for training for basketball and volleyball jumping skills

Learning Concepts:

Participate in activities from diverse cultural and ethnic origins
Identify and perform locomotor movements
Participate in life-long physical activity
Work cooperatively and productively within a small group, demonstrate with positive responses to challenges, successes and failures

Equipment: 16 foot Chinese jump rope works best.

To buy a spool of rope to cut and sell to students, go to Jammarmfg.com.

Safety: Personal space, do not walk around with your feet inside the rope, do not over stretch the rope, do not snap the rope at someone and do not put the rope around your neck.

General Rules:

Three students in a group, two people inside the ropes with feet apart and the rope at ankle level (**basic position**). If a person completes the pattern correctly in a row without making a mistake, they go again, but this time the end people move the rope higher to mid-calf, then knee,

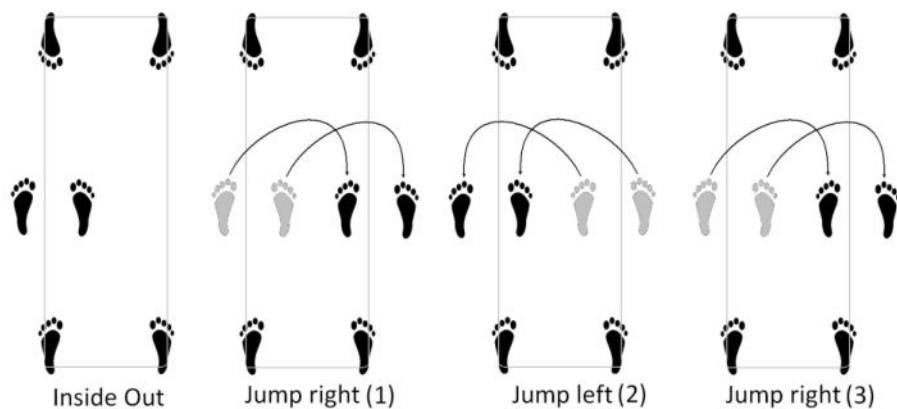
mid-thigh, hip and then waist. If the jumper makes a mistake, the next person goes. Mistakes or misses could be stepping on the ropes, the wrong jump order, foot in the wrong place, etc. The jumper cannot touch the ropes with their hands at any time. Teacher's option if the jumper starts from the beginning each time or starts at the level the jumper missed on.

Kindergarten: (Enders start in basic position)

The jumper stands facing the ropes and jumps forward over one rope and then the other. Turns around and do it again, next the jumper jumps sideways over one rope and then the other. Turn around and do it again. If completed correctly move the rope to the mid-calf.

Activity #1: American (Enders start in basic position)

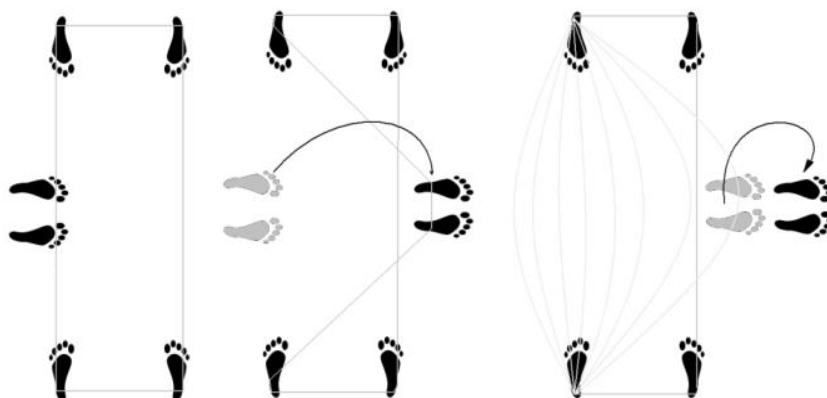
The jumper stands sideways with one foot outside and one foot inside both ropes. They begin by doing three jumps across the ropes with alternating feet with one inside both ropes (**inside/out**). Then jump up and land with both feet inside both ropes. Jump up and land feet apart/straddle over both ropes. Jump up and land feet together inside both ropes. Finally jump up and land with one foot on top of each strand of the rope. The count would be: 1-2-3-4, in-apart-in-on.



Activity #2 Shapes (Enders start at the ankles in basic position, after the jumper completed correctly a-d, raise the rope to the mid-calf and so forth).

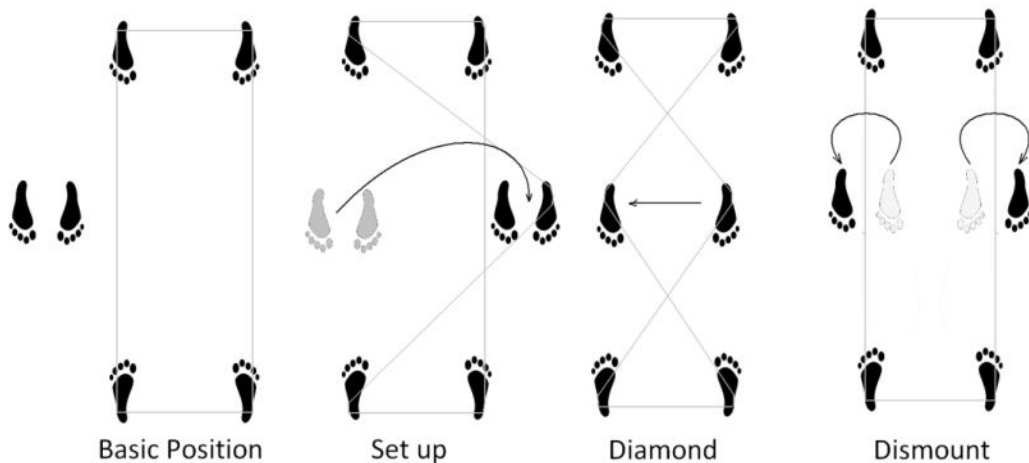
a. Bunny Jump (triangle)

Start by standing with your toes just under the near rope facing both ropes, then jump up, pick up the near rope on your toes, and land on the other side of the far rope. You should have a rope on your ankles. Finally, end the Bunny jump by jumping up and letting the rope drop off your ankles.

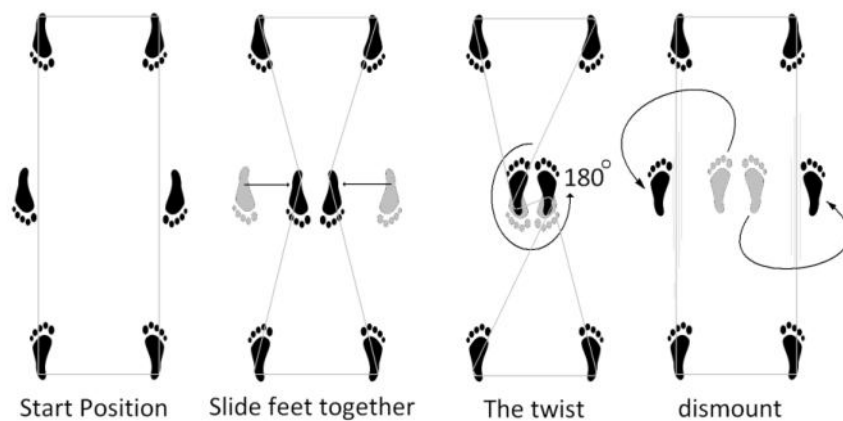


b. Diamond Jump

Start by standing sideways outside both ropes. Jump sideways across both ropes, taking one rope with you by your ankles. Spread your feet to make a diamond out of both ropes. Jump up and let the ropes slip off your ankles. Land so your feet straddle the ropes.

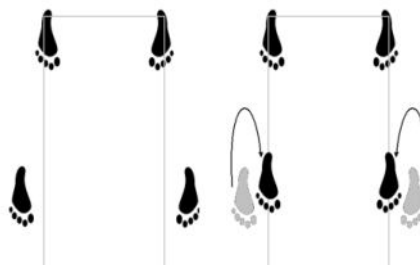


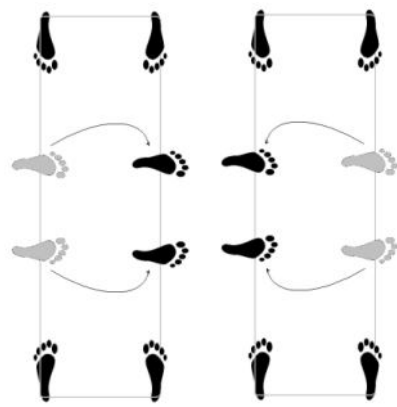
to face the other direction. The ropes will wrap around your ankles. Then jump up and out of the ropes, landing so your feet straddle both ropes.



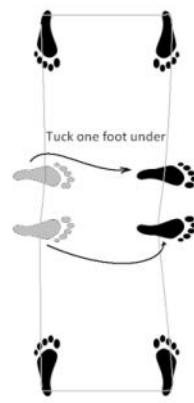
d. Double Trap Jump(rectangle)

With your feet straddled over ropes, jump up and land with one foot on top of one of each of the ropes.





Jump back and forth on the rope



One foot over, one under

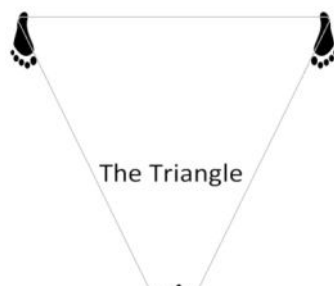
Land with one foot tucked under the rope and the other one on top.

Activity #3 German (Enders start in basic position)

- Jumper starts with one foot in and one foot out. Do four inside/outs. [activity #1]
- Jumper faces ropes and jumps five times forwards and backwards landing with two feet on one rope.
- Jumper faces ropes and starts with one foot over and one foot under the same rope. Jump four times always keeping one foot over and one foot under.
- If the jumper completes correctly a-c, the Enders raise rope to mid-calf and the jumper starts again from a.

Activity #4 Triangle (One ender stands in basic position and the other has only one foot holding the rope. The rope should look like a triangle).

- The jumper stands sideways to the ropes and does the pattern: In, apart/straddle, on, in and out on the opposite side.
- The jumper does the diamond pattern by jumping sideways across both ropes and taking one rope with them by their ankles. Spread feet forming a diamond shape.
- Do 5 circle jumps while in the diamond. Jump up and out to the side with both feet together.
- Move the rope up if completed correctly.

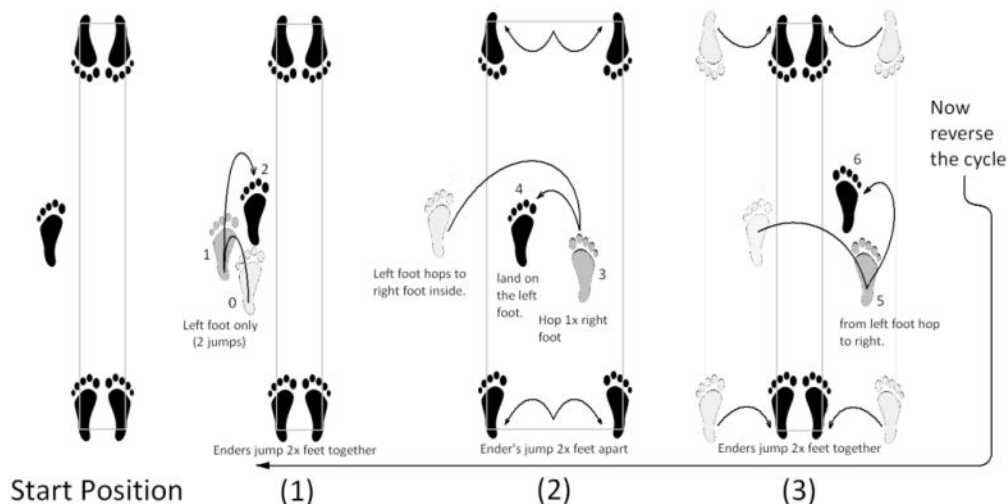


Activity #5 Tinikling/Jump Bands

Enders start in basic position with feet together. Jumper stands sideways to ropes. Enders will jump in a pattern of 2xs feet together and 2xs feet apart.

- Singles – Jumper hops 2xs left foot outside of ropes, 1xs right foot and 1xs left inside, 2xs right foot outside, 1xs left and 1xs right inside and then start again with 2xs left outside.
- Doubles – Jumper jumps with both feet together 2xs outside, 2xs inside, 2xs straddle outside and 2xs inside and start again.
- Hops – Jumpers hops 2xs left outside, 2xs right inside, 2xs left outside, 2xs right inside and start again.

Note: Jumper only has to do 1 of the 3 patterns correctly before enders raise the rope to mid-calf.



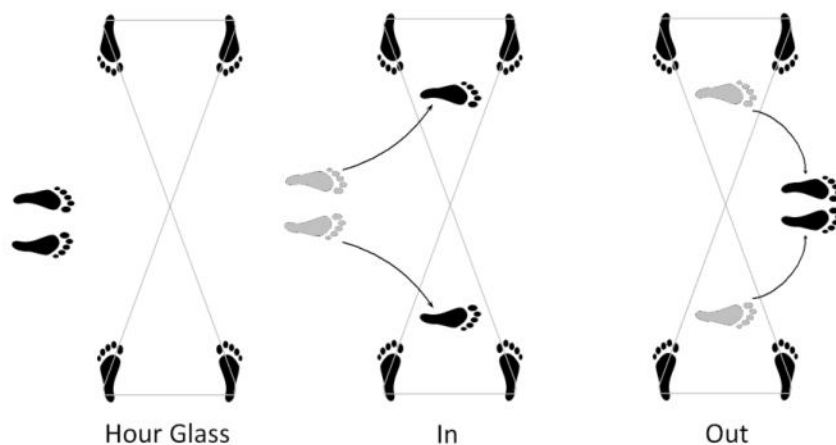
Activity #6 Slanted Basic (Enders start with basic position but with one rope behind the ankle and the other behind the mid-calf).

- Jumper stands sideways to the low side and does: In, on, inside/out (2xs), in, on, spread legs apart and jump out on the high side.
- Jumper repeats pattern starting on the high side: In, on, inside/out (2xs), in, on, spread legs apart and jump out the low side.
- If jumper completed correctly a & b, the enders raise it to one side mid-calf and other rope to the knee.



Activity #7 Hour Glass (One ender stands in basic position, other ender crosses the rope once and then stands in the rope like the basic position. The rope should look like an hour glass with a “X” in the middle).

- Jumper faces the ropes, jumps into the hour glass with one foot in each triangle. Then the jumper jumps out.
- The jumper turns around and does the same thing again.
- The jumper does this four times before the Enders raise the rope to mid-calf.

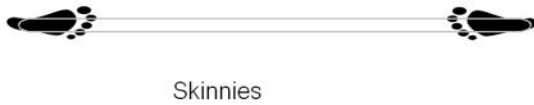


Activity #8 Eye of the Needle (The enders have the rope around only one foot, pointing their foot to each other, this position is called skinnies).

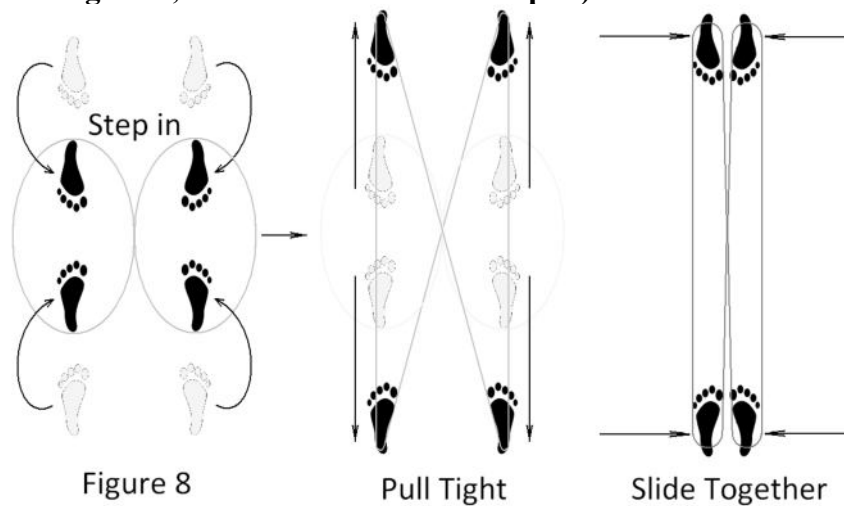
The jumper stands sideways with the right foot inside pointing to one ender.

- Lift your left foot and step all the way over to the other side of the rope, turning as you go so you face the other ender. Do this three more times fast. You should end up facing the ender you started out facing.
- Step into the center with your left foot, so that both feet are inside the ropes. Jump out with both feet and land so you straddle the ropes.
- Jump up, turn sideways and land on both ropes with both feet.
- Now jump up, turn and land facing the one of the enders with your feet straddling the ropes.
- Do the Twisty Jump (see activity #2 c). Do the Twisty Jump again.
- Do the Diamond Jump (see activity #2 b). Do the Diamond Jump again.

- g. Do the Bunny Jump (see activity #2 a). Turn around and do another Bunny Jump.



Activity#9 Three Ropes (Enders lay the rope on the ground in the shape of an “8” and step into it. The “8” should be facing the jumper. Then pull the rope up to the knees and stand with your feet together, so that there are three ropes.)



- a. **Back-kick Hop**- Jumper starts sideways with right leg closest to the rope and then does a back-kick hop (bend knee as you kick back) with right foot over the first rope. Then switch feet by back-kick with left foot. Hop over the middle rope with right then left and hop over far rope with right and then follow with your left foot. Jumper is always on one foot.
- b. **Inside/out** – go back to your starting side and step your right foot over the near rope – right in and left out. Jump up and land so your feet straddle the middle ropes – one foot on each side. Now jump up and land so your feet straddle the far rope. Jump out to the far side with both feet outside.
- c. **Ons** – go back to your starting side, facing the ropes and jump up and land with both feet on the first rope. Jump off of this rope and land on the two middle ropes with both feet. Now jump off the middle ropes and land on the far rope with both feet. Jump off this rope.
- d. **Underjumps (Bunny Jump)** – go back to your starting side and jump up, hooking the near rope with your feet and land with both feet on the middle ropes. Keeping that first rope hooked on your feet, and jump onto the far rope. If you land on any other rope, it's a miss! Now jump all the way out to the far side, letting the ropes slip off your feet as you do. If the ropes don't slip off, or if you don't land in the right place, it's a miss!

- e. When you have finished this level without missing, have the enders move the ropes down to their ankles and start over again. This is harder because the ropes will be even closer together.

Activity #10 Partner Jumps

Do activity #1 with a partner.

Activity #11 Have students create their own pattern or routine.

Hoops, Hoops and More Hoops!

1. Driving the hoop (types of drivers - fast – medium – slow speeds), (truck drivers, sports cars, RVs, buses), (directions – forward, reverse, zig-zags)
2. Dropping the Hoop over Your Head: spatial awareness activity
 - Hold the hoop above your head with 2 hands
 - Drop the hoop down around your body without it touching you
 - Drop it with eyes closed
 - Spin, eyes closed, stop and drop it
3. Spinning the hoop
 - Right and left hands
 - Clockwise, counter-clockwise
 - Spin 2 hoops
 - Group spins
 - Spin Challenges: longest, fastest, staying on a spot
4. Bouncing the Hoop: like a basketball
5. Hoop rolling: pushing the hoop
 - a. Walk the hoop
 - b. Walk the hoops with short pool noodle
 - c. For accuracy in a line or through an obstacle course
 - d. Hoop rolling for distance(move along side the hoop)
6. e. Hoop rolling for control (move along side the hoop) rolling with partners:
7. f. Hoop rolling for control Back and forth
 - i. 2 at a time
 - ii. Backwards
 - iii. Over the small noodle
- g. Rolling contests for distance, accuracy
6. Jump Rope the Hoop forwards and backwards
7. Hoop on the ground
 - a. Jumping in and out (front, back, sideways)
 - b. Walking around forward, backwards, right shoulder in and left in
 - c. Walking around with 1 foot in and 1 foot out
 - d. Hoops in a row jumping
8. Jumping hop scotch style: create patterns
9. Jumping group patterns: long lines of hoops
10. Hula Huts
11. Spin Back and Tricks
 - Spin back 1 with right and left hand

- Spin back 2 at the same time one right handed one left handed
- Spin back through a partners spin back
- 12. Arm spins: spinning the hoop around your arm
 - Starting: swing and spin
 - Different directions: forwards and backwards
 - Right hand to left hand switching
 - Slipping from one arm to another with partner
 - Both arms a hoop on each arm (same way-opposite ways)
- 13. Group arm spins (use half a noodle to save arms!)
- 14. Hula Hooping one and then several hoops
- 15. Hula hooping with one foot
- 16. Hula hooping while moving in different directions
- 17. Giant Hoops
- 18. Heavy Hoops
- 19. Moon Craters: game of stepping in hoops that are spread all over the floor
 - Stop in a hoop with both feet
 - One foot in 2 different hoops
 - One foot in 2 different color hoops
 - One foot 2 different hoops of the same color
 - You may not share a hoop (using the skills from above)
 - Final game: if you are eliminated take a hoop out with you!

To build a BIG SUPER HOOP

- Cut 2 - 24" hoops, connect them together with a wooden dowel and duct tape

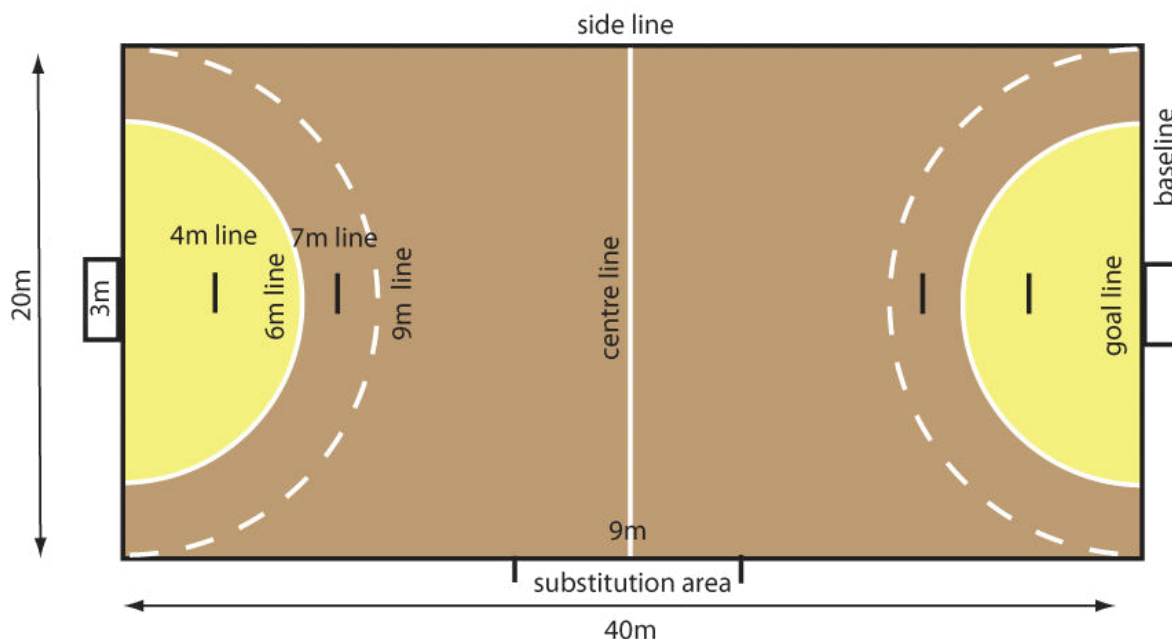
Modified team handball activities for large class size of all ages

By Eugene F. Asola & Sonya Sanderson, Valdosta State University. GAHPERD Conference 2017

Handball is one of the fastest team sports. Players require the use of body coordination, running, creative techniques, variable and tactical interaction, combined with a good team spirit to play the game. The characteristics of this attractive sport can benefit young and older students as part of a physical education curriculum. This will be a modified activity presentation based on the International Handball Federation (IHF) rules and regulations. A large number of children can be active at the same time, using basic and varied athletic forms of movements. It is anticipated that teaching these activities will offer opportunities to students of all ages and abilities, to engage in fun and enjoyable learning experiences. Handball games for students can easily be organized within a short time, in small halls, on different safe playing surfaces, outside or even at the beach. The game can be played with many different types of balls. Those suitable for beginners can be soft balls of their hand size grip. The benefits of physically active students playing handball as a team sport will promote children's health, increase their social interaction, with many opportunities to engage and interact with one another, and a sources of motivation to stay active for life.

The Handball Court

- Basic skills include; ball handling
- Throwing and Catching, dribbling, passing and shooting
- Offensive and defensive Playing strategies



How to play the Game of Handball

- Abbreviated Playing Rules (Note: goals can be modified to suit players' ages and conditions)
 - *A team consist of seven players*, including one goal keeper for each side.
 - Players from each team assume offensive or defensive positions depending on who wins the coin toss.
 - Play begins from the center line with a hand-off or throw-off to a teammate on the same side to advance play.
 - Players can; throw, catch, stop, push or hit the ball, by using hands (open or closed), arms, head, torso, thighs, and knees.
 - *A player can hold the ball* for a maximum of 3 seconds; also when it is lying on the floor.
 - During play, players can take a maximum of 3 steps with the ball *while standing or running*:
 - *Players can* bounce the ball once and catch it again with one or both hands.
 - While in possession of the ball players can bounce the ball repeatedly with one hand (dribble), and then catch it or pick it up again.
 - A player is allowed to roll the ball on the floor repeatedly with one hand, and then catch it or pick it up again with one or both hands, but it must be played within 3 seconds or after take no more than 3 steps.
 - *Players are not permitted* to touch the ball more than once, unless it has touched the floor or another player, or the goal after the ball has been controlled.
 - Players *cannot* touch the ball with their feet or legs below the knee, except when the ball has been thrown at the player by an opponent.
- After a goal is scored, play is restarted at the center by the team that was scored against.

Ball handling activities

- For younger ages allow students to familiarize with the ball on the spot with hand ball-eye coordination activities.

- Throwing and catching in pairs, threes, (2 v 2) (3 v 3) etc.
- “Player” in the middle game to consolidate throwing a catching skill while moving.
Designate 3 players to specified areas to avoid collisions (mark with cones, 6-10 yards square area depending on the space available).

Dribbling/Bouncing activities

- All students must have a ball, and begin dribbling on the spot, then progress from walking to jogging before running up and down court area designated.
- In pairs, players advance on the dribble and passing to each other from one of the court to the other.
- Try the common (figure of 8) 3 man weave move depending on the ages of your students from one end to the other.
- Dribble to finish by shooting at the end (Provide goals to hold the balls from rolling back onto the courts during this drill).
- Play a small team game using combined skills from throwing and catching with dribbling and shooting if possible.

Offensive and defensive Playing strategies

- Defensive Positioning: Players are between the 9 and 6 meter lines, arms spread wide and waving from side to side as in basketball defense. Players move from side to side with attacking ball movement direction.
- Attacking Positioning: Players are spread outside around the 9 meter line facing the attacking goal.

Hoops and Hoopla !!!!

Whistle Hoops

- One hoop for each student scattered around the gym.
- When music plays students will do any locomotor movement that is chosen any place in the gym.
- The teacher will blow a whistle a number of times this number signals how many people you need in your hula hoop, standing inside the hoop with all body parts.
- This needs to be done in 5 counts. The teacher will do the counting.
- If you are there in 5 counts you receive a point.
- If you are not in a hoop by the count of 5 no points are scored.
- This is an easy way to set up your formations for the next activity in case you would need partners, threes, etc.

The Donut Race(3rd-8th)

- Groups of 5 or 6 students.
- One stopwatch, hula hoop, record sheet and pencil for each group.
- The hula hoop is placed ½ way across the gym the hoop holder will also do the timing for each activity. The holder timing person switches for each activity.
- For each activity the entire group has to stay connected either by holding hands or holding on to a short rope, do the activity and touch wall on other side of the gym and do activity on the way back and finish at start line.
- Times for events are written down and teams go down the posted list or a list on paper where they will record their times.
- When they finish all the activities they can redo any activity to improve their score.

- Give all teams ample time to complete all races at least one time.

DONUT RACE	Time		Time
1.Over	_____	4.Through the hoop	_____
2.Under	_____	5.Around and Through	_____
3.Around	_____	6.Through the hoop backwards	_____

Musical Hoops (K-5)

- Hoops scattered around gym floor one for each student.
- When music plays students are doing locomotor movement around the gym.
- When music stops they stand inside a hoop with all body parts.
- As music plays teacher removes a few hoops at a time forcing students to congregate into hoops. I keep playing until about 4 hoops are left for a class of 20.
- This will depend on the size of your students. Before we play this game we review the rule “Make people feel good about themselves”, so that we have students inviting other students into their hoop.
- Give them to the count of 5 before they have to be in a hoop or they stand with me through the next round and then let them play. This eliminates the problem you have with students not making up their mind or always wanting to be with their friends.

Tossing Out (k-3)

- Students are lined up on a line on one end of the gym.
- Each student is holding a hula hoop.
- The teacher will roll each of the student’s hoops to the other end of the gym. As soon as it is rolled the student runs after it and tries to catch it before it stops.
- Once they catch it they stay on a line on the opposite side of the gym and toss the hoop to themselves trying to catch with, one hand, other, both, or do other tricks with the hoops while they are waiting their next turn.

Hoop Tag (1-5)

- 4 or 5 students as taggers, I simply use a squad as the first taggers.
- All students including the taggers will be standing in a hoop.
- When the music plays all students must begin moving and keep moving throughout the game inside their hoop shuffling along as they go.
- Both feet must be inside the hoop.
- Students with bean bags will try to throw their bean bag underhand inside another student’s hoop.
- If they do that person is “tagged” and they try to throw the bean bag into another student’s hoop.
- There are no throw backs.

Ring It (k-5)

- Before you play this game, you may want students to practice rolling the hoop.
- Play this game after students have been doing some activity that is very tiring.
- This activity gives them a rest.
- Have large cones scattered around the floor inside a rectangle.
- Have students with two hoops if you have that many, stand on the perimeter of a rectangle and roll the hoop so when it stops it encircles a cone.
- Start with a small rectangle and then increase the difficulty by moving students farther back or make the rectangle larger.
- After students roll their hoop, ask them to pick up the two hoops that are closest to them, that way they will have more chances.
- If students are arguing over a hoop, this could be one of those teachable moments about making “Students feel good about themselves”.
- One point is scored if the hoop touches a cone when the hoop stops, 2 points for a ringer.

The Moving Tunnel (K-6)

- Groups of 3 students 4 hoops.
- Two students will hold two hoops each, if you have enough hoops. If not one hoop will work.
- The two holders stand side by side holding the hoops in front of them as the 3rd student crawls or runs through the hoop.
- Each time the student goes through a hoop the team gets a point. Holders must have shoes touching the other partner’s shoes.
- The other scoring takes place when the students reach a designated line on the other side of the gym. This is worth 50 points, (you can vary the point system for younger students or not do any point system) plus what hoops they go through.
- Do this for one minute.
- Then switch the runner. For older students there are a number of strategies they can employ to get a larger score.
- Other variations could be to go around the holders and alternate directions so the runner does not get dizzy. Switch the runner and the holder each time. Go around and then through etc. the possibilities are endless.

Push Pull (2nd-5th)

- One beanbag and one hula hoop for two people.
- The object of this game is to move your bean bag across the gym.
- The bean bag and one partner is inside the hula hoop.
- The other partner is on the other side of the gym(width).
- The partner tries to shuffle the hoop dragging the bean bag along. Crossing certain lines are worth a point each.
- If bean bag comes outside the hoop the partner has to use their feet to push the hoop to move the bean bag toward the end line where the other partner takes over and tries to push or pull to the other side of the gym.

Take Aim (2nd-6th)

- You may want to practice rolling the hoop and underhand throwing before you play this game.
- One player rolls hoop as other partner has two bean bags in their hand and throws underhand through the hoop.

- Switch positions, points for bean bags through the hoop for their team.
- Talk about the strategies here regarding speed and direction of the hoop.
- For less congestion you could have two groups at each starting line area.
- When the first group gets $\frac{1}{2}$ way across the gym the second group could begin.
- The first group when they finish could walk along the perimeter of the walls and back to their starting spot so they would not interfere with the groups going down the floor.
- Variations:
 - As partner throws they quickly run after the two bean bags and try to throw them through the hoop again before it stops rolling.

Bocce Bean Bags (2nd-6th)

- Have a soft Frisbee or poly spot as the target. Each partner has two same colored bean bags, other partner different colored bean bags.
- One student throws the target out and partners throw alternately underhand to see if they can get close to the target. Scoring:
- 3 points on top of target, 2 points touching target, 1 point closest to the target.

Olympic Rings(1-6)

- Partner holds two hula hoops intersecting each other dividing the hoops in half.
- Partner tries to throw bean bags through the intersected parts of the hoop.
- If you want to score for points 2 points for each bean bag through the intersection, 1 point through the other part of the hoops.
- Vary distance for more points, letting students choose their own difficulty level. Score as a team.
- This activity can be done vertically and horizontally.
- Have students throw at least two bean bags for their turn so they can make adjustments to their first throw.

Keeper of the Ring (2-6)

- Partners with a hula hoop and two bean bags.
- Partner's hoop is about 2 steps away from other partners hoops.
- The object of the game is to throw your bean bag inside your partner's hoop.
- Partners each stand inside their own hoop.
- They may block the bean bag with any part of their body.
- Action is continuous.
- Once all bean bags are thrown, start over.

Footsies (k-6th)

- One hoop two bean bags two people.
- One student holds the hula hoop horizontally as the other student places the bean bag on their shoe and tries to score by kicking the bean bag in the air and through the hoop.
- Hoop can be held at knee height 1 pt. Waist height scores 2 pts. Shoulder height 3 pts.
- Practice at a close line maybe 5ft. away then 10ft. then 15ft.
- After students practice at the different distances.
- Have them choose the distance they want for the game.

- Partners are a team scoring as mentioned above only now add 1 pt. from 5ft. line, plus the points going through the hoop at different heights. 2pts from 10ft. line and 3pts. from the 15ft. line.
- Example: if a student made the bean bag through the waist high hoop from the 15ft. line they would score 5 pts.
- This is a great cross-curricular game.

Doubles Catching (3rd-6th)

- Two hoops and two bean bags-partners.
- Partners stand about 4ft. away from each other.
- One partner has one bean bag in each hand and the other partner has one hula hoop in each hand. Students begin tossing and catching at the same time.
- Once they have caught 3 times without a miss, they take one step backward and continue from this distance.
- Variations: one hoop and one bean bag in each hand. Criss-cross the hands as you catch

The Spinmeister (3rd-6th)

- Partners each with a hoop and a bean bag.
- Use one bean bag for two to start.
- Students spin the hoop on their wrist as they toss one bean bag to each other from a distance of about 6ft. After 3 catches step back a step etc.
- Variations:
 - Each throw a bean bag at the same time while spinning.
 - Spin hoop in front of you on your arm and partner throws bean bag through your hoop and you try to catch the bean bag, initially thrower does not have to be spinning their hoop.
 - Throw bean bags at the same time.
 - Vary the distance. Both spin and throw at the same time. Spin and toss bean bag to partner as you are moving through out the gym.

Threesies(3-8)

- This game is similar to **TAKE AIM** except you have 3 people.
- The roller rolls the hoop out and partners on each side of the hoop toss and catch the bean bag continually.
- If they catch in the air through the hoop 2 pts.
- If they get it through hoop 1 pt.
- Switch hoop roller after hoop stops. Total team points.

Sock ball Horseshoes

- Equipment: Hoops, Sock balls (Tennis balls inside of tube socks)
- Pairs of players will play horseshoes using sock balls and hoops as targets.
- Each pair of students will split up so that they face each other from opposite hoops.
- Each team has two sock balls.
- The game starts from one side.
- There are 2 teams for each hoop.
- Players alternate throwing the sock ball. For example:

- The first player from Team A will throw the sock ball.
- The first player from Team B throws the sock ball.
- The second player from Team A throws the sock ball.
- Finally, the second player from Team B throws the sock ball toward the hoop.
- Players must throw from behind the hoop.
- The players score points by getting the part with the ball in it (head) in the hoop.
- When this happens, 2 points are scored.
- If both sock balls are in the hoop both earns 5 points.
- If none of the sock balls are in the hoop, score one point for the sock ball that is closest to the hoop.
- Play until one team reaches 7 points.

10 Seconds of Life (Grades 4-5)

- Equipment: Frisbees (or small rings/hoops), balls, pinnies, noodles, scarves or something to identify taggers
- Formation: 3 players are taggers; spread Frisbees/rings/hoops around the gym and place one ball on each; 2-3 Frisbees/rings/hoops should not have ball on them; players are spread around the area
- On “Go,” taggers may chase any player who is not dribbling a ball; players try to pick up a ball from a Frisbee/ring/hoop before getting tagged; players are safe from taggers while dribbling, but they can dribble only 10 times before they have to find an empty Frisbee/ring/hoop to place the ball on and look for another ball (they may not use the ball they just put down); if tagged while running without a ball, a player switches places with the tagger; taggers may not babysit and there are no tag-backs, taggers should use “safe” tags only
- Variation: (K-1) This game can be played with younger children who cannot dribble well yet. Have children toss and catch ten times. Or simply place a rubber chicken on each Frisbee/ring/hoop. Players are safe while holding a chicken for a 10 second count – hence the name 10 Seconds of Life.
- My Variation: (2-3) I also play this tagging game without a ball. Pairs of poly spots are placed through the gym area and players may use them for safety. They get “10 seconds of life” by placing a palm on each of the polyspots and assuming plank position. Players can stay in this safe position for a 10 second count and then resume fleeing.

Bang on the Drum All Day! (Pam Powers)

This lesson has been adapted from Drums Alive! Drum Alive is a program that offers professional development and training. Teachers have the opportunity to become a certified Drums Alive instructors. The benefits to the activity include the development of muscular endurance and cardiovascular conditioning. The patterns are choreographed to music, adding to the development of timing and rhythmic movements.

Equipment needed: Stability balls-65 cm, lummi or drumsticks, five gallon buckets, music, open space

Safety considerations: Students should be aware of balls that may roll off buckets around them during the activity. With practice, students will become more aware of the positioning of strikes on the ball that will help maintain the stability.

Room set up:

Set up buckets and balls in rows with each row offset one bucket to open windows.

Set up buckets in a circle.

Basic drumming

Students begin behind the ball and bucket. Each student has their own set of drumsticks

Double strike:

Both sticks strike the ball at the same time

- elbows bent, sticks up in front of body, hit the ball at the same time

- as the sticks hit ball, bend knees slightly

Single strike:

- Alternate sticks hitting ball

- As one stick strikes ball, opposite stick is up in front of body

- Rock hips side to side-as right stick strikes, rock to right, left stick strike, rock to left

Side strike:

- open arms out to sides and strike the sides of the ball

- turn toes out and open feet wide

- squat or bend knees as the ball is hit

- extend knees and bring sticks in front and strike sticks together in front of body

Single Side Strike:

- open arms out to side and strike right side with right stick, bending knees

- return to center, extend knees and strike sticks together in front of body

- open arms to side and strike left side with left stick, bending knees

- return to center, extend knees and strike sticks together in front of body

Double Side Strike:

- take both sticks to right side, strike side with both sticks

- lunge to the right, bending right knee and extending left leg

- return to center

- take both sticks to the left side, strike side with both sticks

- lunge to the left, bending left knee and extending right leg

Squat:

- Sticks overhead and strike together

- toes turned out, feet wide. Bend knees and squat

- strike the sides of the ball

Jacks:

- extend arms overhead and strikes sticks together

- jump feet apart, bending knees

- strike ball on each side

- jump feet together

Bells:

- begin with sticks overhead

- begin with right foot in the air to the side

- leap onto right foot, extending left leg to the side

- right knee bent

- left stick comes down and strikes side of the ball

- leap onto left foot, extending right leg to side

- right stick comes down and strikes the side of the ball

Double Bells

- begin with sticks overhead
- begin with right foot in the air to the side
- leap onto right foot, extending left leg to the side
- right knee bent, hop once
- left stick comes down and strikes side of the ball twice
- leap onto left foot, extending right leg to side, hop once
- right stick comes down and strikes the side of the ball twice

Skipping

- step hop, alternating from right to left foot
- strike ball with both sticks on each step and hop

Skip Twist

- step on right foot turning body to the right
- hop on right foot, turning body to center
- step on left foot turning body to the left
- hop on left foot, turning body to the center
- strike ball with both sticks on each step and hop

Scissor

- jump feet apart, right foot forward, left foot back
- strike the ball with the right stick
- jump left foot forward, right foot back
- strike the ball with the left stick

Running

- run around the ball clockwise
- strike the ball with right stick with each step
- run around the ball counterclockwise
- strike the ball with the left stick with each step

Circle Run

- Participants face to the left
- right stick on ball
- begin running clockwise
- strike a ball every other step as you pass
- left stick on ball
- begin running counterclockwise
- right stick on ball

Cupid Shuffle

- side together to the right four times-on the final together, hit the ball with both sticks. Student should be at the ball to the right of their own ball.
- Side together to the left four times-on the final together, hit the ball with both sticks. Student should be at their own ball.
- Four kicks, striking the ball while you kick
- strike the ball four times as you turn to face left
- walk forward four counts, clicking sticks together and start at new ball

Modifications: Consider giving students different objects for drumming such as a larger size stick to grip or have partners assist with drumming. Two students may drum on the same ball using opposite sides.

Assessment

Select at least four movement patterns and put together a 32 count drumming routine

Criteria	1 point	2 points	3 points	4 points
32 count routine	Student was unable to create a 32 count pattern	Student was able to create a portion of a 32 count pattern	Student created a 32 count routine	Student created a 32 count routine and was able to phrase with the music
Movement patterns	Student is unable to perform the movement patterns	Student is able to perform some of the movement patterns	Student is able to perform most of the movement patterns	Student is able to perform all movement patterns with music
Rhythmic movement	Student is unable to stay with the music and on the beat	Student is able to stay with the music and beat some of the time	Student is able to stay with the music and beat most of the time	Student is able to consistently stay on the beat and is able to phrase with the music
Original pattern	Student is unable to create an original pattern	Student is able to take an existing pattern and alter slightly	Student is able to create an original drumming pattern	Student is able to create an original drumming pattern while phrasing with the music
Participation	Student was unable to participate in a positive manner	Student was able to participate in a positive manner some of the time	Student was able to participate in a positive manner most of the time	Student consistently participated in a positive manner

NOODLE HOCKEY (Chad Triolet)

- The teacher will spread a large number of noodlettes in the center of the gym.
- Each student will get a demi-roni and then go to their designated side of the playing area.
- When the teacher says “go”, the students will use their demi-roni like a hockey stick and attempt to move ONE noodlette to their side of the gym.

- When the activity is completed, the teacher will ask the students to bring the noodles back to the middle of the gym or put them away.
- To modify the game, the teacher can ask students to move the noodlettes to different location in the gym.
- They can allow the players to take the noodlettes from other.

NOODLE SOCCER (Chad Triolet)

- The object of the game is to kick the noodlettes (one at a time) into a designated goal.
- They must use their feet only. The goals can be made using mats, a cone, hula hoop, or another object.
- To modify the activity, allow the students to take noodlettes from other players. Change the locations of the goals.

• NOODLE BATTING PRACTICE (Chad Triolet)

- Each student will find a partner and collect some equipment.
- They will need a demi-noodle, a bucket, a poly spot, and at least 8 noodlettes.
- One partner will be the pitcher. Their job is to throw the noodlettes underhanded and try to get it into the bucket.
- The batter will stand slightly in front of the bucket (towards the pitcher) to protect the bucket.
- When the pitcher tosses the noodlette, the batter will try and hit it away from the bucket.
- When all of the noodlettes are tossed, the players will switch position and continue the game.

NOODLE VOLLEYBALL (Chad Triolet)

- Each student will have a noodle piece (demi-noodle).
- Students will be placed on opposite sides of the volleyball net.
- Using a balloon, the students will attempt to strike the balloon up and over the net to the other side.
- Students may not hit the net with the noodle for safety reasons.
- The activity can be used as a game or for skill development.
- The teacher can also add rules to challenge the students (i.e. – cannot touch the balloon two times in a row, must use three or few hits to get the balloon over the net, etc.).

NOODLE RACKETBALL (Chad Triolet)

- For this activity, each student will need a partner.
- Each pair will have a racket and either 3 or 5 noodlettes.
- In an open space, the pair will take turns working on racket skills using the noodlettes and the racket.
- Examples:
 - a) student with the racket practices tossing and striking the noodlettes (one at a time) using a serving motion, the partner will retrieve the noodlettes that have been hit,
 - b) student without the racket will toss the noodlettes toward their partner (one at a time) and the partner with the racket will use either a forehand or backhand motion to strike the noodlettes back toward their partner.
- It is important to realize that the noodlettes are light and soft so there is little risk of injury.

Using Jump Bands (Lynn Barry)

Jump Bands is a rhythmic fitness activity derived from a rhythmic dance called, “Tinikling. This activity originates in the Philippine islands. In tinikling, there are two bamboo poles and two crossbars, which the bamboo poles rest on. The two people holding the poles are called the “strickers” which are in a kneeling position near the crossbars. The students in the middle that are moving are considered the “jumpers.” The “jumper(s) is the only person participating in the total body aerobic activity.

- This is a good opportunity to integrate art and history into the unit by having the students draw a map of the Philippine islands and the surrounding bodies of water and land. Let them be creative!

Jump Bands were created to increase the aerobic participation of all participants from the rhythmic activity of Tinikling. This activity is a high intensity exercise activity. The “strickers” are called “enders” and the person(s) in the middle are called “jumpers.” This activity is awesome because EVERYBODY participates and EVERYBODY is exercising!

- There are a variety of beats students can create while using the jump bands. The beats will also depend on the beat of the music. For example:
 - One, two (in, in -two counts) three, four (out, out -two counts)
 - One, two (out, out -two counts) three (in -one count) or vice versa
 - One (out -one count) two (in -one count) three, and (out, out -two counts) four (in- one count)

Guideline for using the jump bands:

- To motivate the students to find the jumping patterns or beat, use clapping, drum beat, vocal cue, or Lummi stick rhythmic activities to help with the timing of the 4/4 beat.
- Teach the proper way to put the bands on and take them off for safety.
 - Make sure the “enders” is always seated close together while putting the jump bands on the ankles (ANKELS ONLY!). Once the bands are both on, have the “enders” slowly stand up and the stretch the bands.
 - To take off the bands, have the “enders” move in towards each other and sit down. Students must be careful to not let the bands snap from each other.
 - Walking with the bands on or jumping and turning with the ropes on is not permitted.
 - Tying knots is not permitted. Make sure students do not stretch the bands to the max.
 - Always have an “ender” start the activity by counting, 5, 6, 7, 8 or ready set go. Make sure all participants know the count or direction of the movement.
 - Allow students to progress at their own rate. Always let students know to give their best at what step they are successful at doing.

Jump Band Variations:

- Jump in and out of the bands with two feet.
- The “jumper” begins with a straddle position and the “enders” is in a closed position with their feet. On counts one and two, the “jumper” jumps twice outside the bands. On counts three and four, the “jumper” moves inside the bands, while the “enders” move to a straddle position. Challenge: The “jumper” moves ½ or full turn. Practice entering and exiting the bands.
- Quick feet: Begin with the R foot closest to the bands. The pattern is 1, 2 inside the bands, and 3, 4 outside the bands. This is like “running through the bands.”

- Side by side jumps: Jumper begins with right foot closet to band. Jump two feet in (1,2) and out of the bands (3,4) while moving across the bands. Challenge: Add a straddle position with feet inside the bands on 1,2 and then on the outside of the bands on (3,4)
- Rhythmic Hopping: Begin with the right foot closest to the bands. Start on Left foot outside the band (only to start). L, R, L, R Hop (the pattern is in, in, out, hop). Repeat pattern. Challenge: Try and make a ½ or full turn while moving through the bands. Add dance moves to the pattern.
- Create a sequential routine using a variation of movement, footwork and beat. Allow students to share the routines with their classmates. On presentation days, some will even wear matching outfits ☺ Students love to perform!
 - Use other objects to support the routine (basketballs, hula-hoops, playground balls, and (“stomp related gear such as tin lids, lummi sticks, buckets, etc...))

Jump Band formations:

- Allows more than one person to jump. (8-12 per group)
- Uses different jumping techniques such as hop, jump skip, turns, and even push up jumps ☺
- Place two sets of bands in a “triangle”, “plus symbol,” or “parallel lines.”
- Team jumping – allows the entire class to jump (or move through all the bands. It is good to have tape on the floor for a visual (usually in the younger grades)
 - Half of the class is wearing the bands in a line and the other is jumping to a song. All students are moving the bands at the same tempo. Students jumping are doing the basic step.
 - Add dance moves! Make it fun! Play fun music! ☺

MUSIC:

- “Hey Mickey” - The Riplets
- “Calabria 2007” – Enur
- “Zombie Nation” – Zombie Nation Stadium Anthems Music
- “Get Ready for This,” “No Limit,” “The Twilight Zone (Rave Edition)” 2 Unlimited
- “Techno Please Don’t Go” – Yaz
- “Give it Up” – The Goodmen ESPN Jock Jams Vol. 2
- “Jump” – Kris Kross

Reaction Balls

Reaction balls will help your students understand the importance of the Ready Position in sports. They can also help students develop the following skills:

1. Balance - to maintain and recover equilibrium.
2. Bilateral Movement - using both sides of the body (arms and legs) with equal efficiency.
3. Depth Perception - judge the distances of objects and move accurately in relation to them.
4. Eye-Hand Coordination - seeing an object and coordinate the hands in relation to it.
5. First Step Quickness - moving to an object quickly and accurately.
6. Focus - maintaining concentration.
7. Peripheral Awareness - seeing and interpreting what’s happening in your side vision while aware of what is going on in front.
8. Tracking - following a moving object smoothly and accurately with both eyes.

Partner Catch

- Pairs 6-8 feet apart with hula hoop in between
- Toss underhand and soft, must bounce in hoop
- Catch after one bounce
- Each catch scores 1 point
- Play to 11 or 21

1,2,3 Catch

- Pairs 6-8 feet apart with hula hoop in between
- Toss underhand and soft, must bounce in hoop
- Can let ball bounce 1, 2, or 3 times before caught.
- If caught the points awarded are the same as the number of bounces, but if you miss your opponent is awarded that number of points.
- Play to 21

180 Degree Spin & Catch

- One partner has his back to the first about 6-8 feet away
- Tosser calls partner's name at the same time he tosses the ball into the air.
- The second person turns 180 degrees and tries to catch the ball after the first bounce.
- How many catches as a team can you make in 60 sec.

360 Degree Spin & Catch

- Partners face each other 6-8 feet apart
- Tosser calls out spin as he tosses ball into air
- Partner spins 360 and tries to catch after first bounce
- How many catches as a team can you make in 60 sec.

2 Ball Complexity

- Partners face each other 6-8 feet apart.
- One partner has a z ball and a tennis ball
- Toss both balls at same time, partner tries to catch off first bounce, both balls
- How many catches both partners together in 60 sec.

Seeing Double

- Partners facing each other.
- One partner tosses 2 reaction balls at the same time.
- The second partner catches both balls at the same time,
- Try catching one in each hand.

Seeing Triple

- One partner tosses 3 reaction balls at the same time.
- Between both players, all three balls must be caught after one bounce.
- Count how many 3-ball catches the pair can make in 60 sec.

SKILL EXTENDERS

Grounders

(skill builder - Baseball/Softball)

- One to five athletes.
- Throw or hit groundballs .

Solo Wall Bounce (skill builder - Basketball/Softball/baseball) 1. Facing a wall the athlete tosses the ball off a wall.

2. Then tries to catch the ball before it hits the ground. 3. See how many times you can catch the ball in a row.

Catch & Exchange (skill builder - Volleyball/Basketball)

1. Five athletes stand about 10' apart 3 on one side and 2 on the other.
2. Begin on the side with 3 and toss across.
3. After tossing you follow the ball and go to the end of the opposite line.

Call Out (skill builder - Volleyball)

- Coach stands with back to net.
 - Players with balls line beside the coach along the net.
 - More players form a single line in front.
 - Teacher calls out catch with two hands or catch with one hand.
 - Teacher tosses the ball, the athlete makes the play and goes to the end of the line next to the coach.
 - The line next to the coach in turn will hand their ball to the coach and go to the end of the catching line.
- All other players will be on the sidelines to catch stray balls.

Multi Bucket Stacking Towers!

- In this giant stacking activity, each team is given 18 jumbo cups to stack as high as possible in one tall stack.
- To start the game, each team is set up 10 yards from the stacking area.
- Two players from each team, each carrying a jumbo cup, run to the stacking area and begin stacking the cups one on top of the other alternating facing up and facing down.
- They then return to the team and the next 2 players run to the stack and add their 2 cups to the tower.
- This continues until all of the cups are stacked or the tower falls. If the tower falls, start again with everyone back at the starting point with all the cups.
- Everyone must have their feet on the ground at all times No lifting anyone off the ground No ladders!
- Players may not use any extra pieces of equipment
- Other Multi Bucket stacking activities:
 - Bring the buckets to the stacking area one at a time and return them touching only one bucket at a time.
 - Relay stacks of 3 with 1 bucket on top of 2 buckets in pyramid form (each person can only touch one bucket at a time)
 - Relay stacks of 6 with 3 on lower level, 2 on middle level and one on top level.
 - Relay stacks of 10 with 4 on lower level, 3, then 2 then 1 on top Stack of 3 on each side of a stack of 6

- Stack of 15

TENZI, SIXZI

Giant Dice Games! (John Smith)



- Be the first player to get all ten/eight/six of your dice to show the same number.
- **HOW TO PLAY:**
- (2-4 or more! players.) Each player/team chooses a set of dice. Players hold all ten/eight/six dice in their hands. Someone says “Go” and everyone rolls at the same time. Quickly look at your roll and decide which number you are going to go for. (For example, if you have more 3’s than any other number, that’s what you want to go for.) Put all your dice with that number aside, collect the remaining dice and quickly roll again. (You do not have to wait for others to roll again. Everyone rolls together only on the first roll.) Keep rolling until all ten/eight/6 of your dice show the same number.
- **WINNING:** The first player to get all ten of their dice to match (ten 3’s, for example) shouts out “TENZI, EIGHTZI or SIXZI” and wins the game!
- **Variations:**
 - Oddzi: all dice must be odd numbers
 - Evenzi: all dice must be even numbers
 - Wavezi: after each roll do the wave
 - Twinzi: Roll pairs different numbers
 - Rotatezi: Roll your dice, separate the # you are going for and then rotate to the team to your right. Next game all rotate left!
 - FitnessZI: Roll the dice, pick your number, do a fitness exercise before rolling again

Hula Hoop Activities

Equipment Needed: A hula hoop for EVERY child.

1. Spread hula hoops around the perimeter of the gym, or on the edge of the stage if you have one. Talk to the students about what colors of hoops they see. (I line them up like the rainbow). Ask students if they have ever used a hula hoop before, or have one at their house. Tell them there are many things to do with hoops besides spinning it around your waist (this skill is very hard for young children, but they love trying).
2. Let students choose what color hoop they want. Tell them when they get their hoop to follow what you are doing with your hoop. I always call a few names of kids to choose at a time (kids who are sitting with a smile on their face). If you let them all choose at the same time they will all run and try to grab the hoops and maybe fight over favorite colors.
3. Students are in personal space, standing inside their hula hoop.
4. Teacher does these things with hoop as students do the same with their hoops:
 - a. Stand inside hoop, stand outside of hoop.

- b. Stand inside and do some arm movements and have students follow (arms up, touch knees, hand on hips, etc.....to check to make sure kids are following directions).
- c. Jump with two feet INSIDE of hoop. Then jump OUTSIDE of hoops. (maybe 10 times each or for about 30 seconds).
- d. Pattern - Jump In, Jump Out, Jump In, Jump Out (Kindergarteners learn about patterns in their classroom so you can talk about AB patterns, AABB patterns, etc. (AABB jumping pattern = Jump IN-IN, OUT-OUT, IN-IN, OUT-OUT, etc)
- e. Hop INSIDE of hoop. Hop OUTSIDE of hoop. (10 times each or for 30 seconds)
- f. Pattern - Hop In, Hop Out, Hop In, Hop Out, etc.
- g. Straddle Jump - Put one foot inside of hoop, one foot outside and jump up and down.
- h. Straddle Switching Feet - Straddle hoop. Jump and switch feet so right foot is in, then left foot is in, etc.
- i. Option - allow students 1-2 minutes to make up their own pattern for jumping.
- j. Spins - Teach students how to spin the hoop on the floor like a top. Students hold hoop out far in front of their feet. "Wind up and spin". (twist wrist to wind up and spin it). Spin and jump inside - Spin it on the floor and as it's getting lower and almost touching the floor, jump inside of it.
- k. Roll Hoops - Stand hoop up and push it so it rolls. You can have them start on one sideline and see if they can get it to the other side or opposite wall. Who can get their hoops to touch the opposite wall? Reverse Roll - Stand hoop up and hold with one hand. Pull your hand down toward the floor and hoop will roll backwards. After learning that, kids can try throwing it lightly in front of them with a reverse spin on it and it rolls backwards.
- l. Spin Around Body - Practice spinning hoops around waist, ankle, neck, etc.
- m. Animal Walks - Frog jump or bunny jump in and out of hoops or around hoop. Do animal walks around hoops (crab, dog, etc.)
- n. Free time to explore - offer a few minutes for kids to get creative
- o. Make a bridge with your body over your hoops, flip over and make a bridge the other way. Pretend ships are going under you and hold your body up!
- p. Use the hoop like a jump rope. Hold it in front of you with two hands. Step through it with both feet and turn it over your head.

Games with Hula Hoops

1. Cooperative Musical Hoops (from "Dynamic Physical Education for Elementary School Children" by Robert Pangrazi). Hoops are placed on the floor. When music is playing, students perform a given locomotor movement (jog, walk, skip, hop, gallop, etc). When music stops, students find the nearest hoop and sit inside of it. Teacher may remove hoops and encourage students to share hoops. Keep playing and removing hoops to see how many students can share (option is to stand with one or two feet inside to fit more people).
2. Hula Hoop Circle (from "Dynamic Physical Education for Elementary School Children" by Robert Pangrazi). 4-6 students join hands, forming a circle, with one hoop dangling on one pair of joined hands. They are to move the hoops around the circle by moving their bodies so the hoop goes through everyone in the circle (without letting go of hands). See how fast you can get it to the starting point.
3. Airplanes: Students sit or kneel inside their hula hoop. Tell them they are going to pretend to be riding in an airplane (or they can be the pilots). They can think of a place they want to fly

to. Show them how to TAKE OFF (slowly stand up and accelerate), FLY (lift hula hoops above their heads and jog around, and LAND (decelerate and return to kneeling position inside of hoops). Use music to cue taking off and landing. Students may fly in free space, or around cones in the same directions, depending on how much space you have to use. With a smaller gym, kids should be flying in the same direction to avoid crashing into other planes.

4. Cars - Students PARK their cars by sitting inside of hoops. Teacher uses STOP, GO, and SLOW signs to signal “cars”. If the teacher holds up yellow, students pick up their hoops and walk with it around their waist, making car noises. Green sign - GO (RUN), Red Stop Sign = cars stop. Give opportunities for cars to fill their gas tanks, or travel to different destinations (“let’s go to Grandma’s house, or the grocery store, etc.”).

Spaldeens, Pinky, and High Bounce Andy Schmidt

Elementary Progressions

Getting used to the Ball

Elementary students must acclimate themselves to the bounce and feel of the ball.

Begin with:

1. Bounce and catch with the dominant hand
2. Repeat with the non-dominant hand
3. Bounce and catch from one hand to the other with a “ V “ bounce
4. With the dominant hand toss the ball in the air, let it bounce, then strike it underhand into the air and let it bounce to the non-dominant hand
5. Repeat above starting with the non-dominant hand.

Students should now get a partner

6. Bounce the ball to your partner using a “ V “ bounce with the dominant hand
7. Repeat with the non-dominant hand
8. With the dominant hand, drop the ball and strike it underhand so that it will one bounce to a partner
9. Repeat with the non-dominant hand
10. If wall space is available, #'s 8 & 9 can be repeated bouncing the ball off the wall

Game Play

Co-operative partner play:

1. See how many times you can strike the ball back and forth consecutively with one bounce in between using an underhand hit
2. Repeat above with a quad

Middle School Progressions

Review of skills and modified Games

Middle school students should show a higher level of skill competency; review of skills previously taught should be centered on the underhand strike with forehand and backhand methods.

1. Using the dominant hand and an underhand strike hit the ball to a partner so that it will arrive on one bounce.
2. Repeat above using the non-dominant hand

3. Bounce the ball to your partner and have it returned with a backhand style strike, crossing the dominant hand over the mid-line of the body
4. Repeat the above using the non-dominant hand
5. Repeat the above working co-operatively to attain the most amount of consecutive hits
6. The above may also be done using a wall space to bounce the ball off between partners

Twosies

- With a partner find a safe play space with one ball and a hoop.
- Warm up by volleying with your partner using an underhand hit that can only bounce inside the hoop.
- When starting the game volley for serve-the first to miss the ball after the first bounce loses the serve.
- Points can only be tallied when serving.
- Only underhand hits are allowed, and the ball must bounce.

Foursies

- Same as above but adds the rule that the ball can be played by either member of the opposing team – similar to doubles in tennis.
- If two people are dominant players the a numerical order for hitting the ball can be instituted i.e. 1, 2, 3, 4,

Net Ball

- This is a variation of Twosies using two cones with a stretch band between them.
- Volley for serve. Only the serving team can score.
- The serve goes to the opponent when the serving team misses the ball or lets it bounce twice.
- The ball must be struck underhand so that it goes over the band and bounces on the other side, only one bounce per side is allowed, with one point given for a double bounce or missed ball.
- This game may also be played as a foursome similar to doubles tennis.
- A variation of this game may be played with the above rules, except that the ball must bounce under the band.

Wall Ball

- Create a court by drawing a line on the wall and floor.
- Each half of the court can be played in either a singles or doubles situation.
- The ball must be struck underhand across the line and must bounce into the opposite court.
- Volley for serve, serving team can score points.
- The serve is lost when the ball is missed or bounces on the ground twice.

POPPERS 101

Poppers are from the uniquely crazy mind of Ryan McCormick, a Project Adventure Instructor. Poppers are made from pool noodles and are used in a variety of fun ways to promote fitness, and eye hand coordination. To make a bag of poppers, cut about an inch to an inch and a half off of a pool noodle (preferably one that has a hole in the middle of it). Then take that slice and cut it in half, through the middle, creating a piece that looks like a letter C. Scissors work well, or try an electric knife... very fast, but messy. These can then be used to pop up into the air in a variety

of ways. Ideas listed below are a collaborative effort, and by no means is this list the end of the ideas...it's a start!

1. Explore- Give the group a chance to try them out on their own...let the fun begin!
2. Highest Pop/Longest Pop
3. Grip Change- Try popping, gripping it from the front, back, side, etc.
4. Pop with the Right, Catch with the Left. Pop with the Left, Catch with the Right.
5. Rainbow- Do the same as above, but put your arms up, and out, so the popper floats over your head before catching.
6. Off the Wall- Pop it off the wall...how far away from the wall can you move?
7. Trick Pops- Under the Leg, Behind the Back, Over the Head...your call.
8. Trick Catches- Pop, Spin, Catch...Pop, Clap, Catch...Pop, Touch the Floor, Catch...Pop, Clap Catch (the catch is actually a clap).
9. Sleeper Catch- Lie down on your back and pop/catch.
10. Clothing Catches- Catch it in your...Shirt, Hood, Pocket, etc.
11. Hacky Sack- Pop it, then "Hacky" it off of a foot, thigh, head, etc., and then catch.
12. Popper Basketball- Use a regular basketball hoop and try to score, or use a bucket, trash can, laundry basket, etc., and set up scoring style games.
13. Popper Golf- Use Hula Hoops for the holes, and tee it up! Play it where it lies.
14. Doubles- Try popping two at the same time, and catching both.
15. Popper Topper- Partners challenge each other to try different throws, catches, and combinations...can you do this?
16. Partner Poppers- Start with popping one back and forth, then move to two (the first style being one each, then go to Quick Draw, with one partner firing two, and the other catching both). The ultimate challenge would be four (2 each).
17. Poppycock- Pop one at your partner, who swats it back with an open hand, and the original partner tries for a successful catch. Try pop/swat/catch by yourself.
18. Pop Top- Back to back partners fire a popper over their heads to each other.
19. Wild, Wild West Draw- The catcher turns their back to the popping partner, and when they hear the popper fired, they turn, locate, and catch.
20. Ultimate Popper- Partner #1 pops to partner #2. If caught, then partner #1 runs past #2 and sets up for a catch. If it is dropped it must return to the popping partner until a catch is made. How far can the partners travel, "leapfrogging" past each other, while popping and catching.
21. Popper Pong- One person holds a Hula Hoop (above head height) between two facing players. The popper must travel back and forth through the hoop. If the popper does not go through the hoop, or if it is dropped, a point is awarded to the opponent. Game to 3, and then rotate positions. Try it with a low net...great fun!
22. Popcorn Shower- Place a volunteer in the middle of a velcro circle, everyone with two poppers. The goal is to pop them up in the air and gently shower the middle person.
23. Popper Tag- Everyone in the game has their own popper, and should make every effort to use only that one. The goal is to tag 10 people in the back only (shoulders to waist), by popping. No tagging a player while they are picking up a popper. Overachievers may continue on past 10, or simply walk around and help others out by being a target. Boundaries are a must! A cool variation is being able to score 2 points by popping someone and catching it off of their back.

24. Popsicle Tag- Two teams each with different colored poppers. The goal is to freeze the other team by popping them in the back, as above. When frozen you must put your hands above your head in a circle. A teammate may unfreeze you by popping one through your arms (from the back side only, to avoid a popper facial). No popping someone in the bent down, pick-up position.
25. Pop Goes the Weasel- Two weasels start as taggers... each with a popper. Speed walking only, the rest of the group tries to avoid being popped in the back by a weasel. If you are popped, you grab a popper and become a weasel. Play continues until everyone is a weasel (Weasels learn quickly that they need to work in pairs). Players must be moving at all times, and may not stand back to back. Can you figure out how to play this game in reverse?
26. Pop Relay- 3 people line up behind a cone with one popper. The first person pops the popper towards the finishing line, or hoop, or wall, etc., then runs behind their group and lines up. The second person runs out and pops the popper further along, then returns and high fives the next, who runs out and continues the popper on its way. This continues relay style until the goal is reached.
27. Poppercorn- Have the group form a circle, each with a popper. Have them practice making a pop sound in their hand, without releasing it. Then send the pop sound around the circle as fast as it can travel. Try it with eyes closed!
28. Popper Pile- Have one person lay down on their stomach, in the middle of a large rope circle. The rest of the group must stand on the outside of the circle, and try landing poppers on that person without crossing the rope line. The poppers may be retrieved from the middle, but nobody may touch the floor/ground inside the circle. Give the group 2 minutes, count up the number of successful “landings”, then have the group set a goal for round 2, and try again. Give them 2 minutes of strategy time between attempts. (Hint...poppers may be used to retrieve errant poppers from the middle)
29. Popper Abs- Lie down on your back. Pop one in the air. Catch it with your feet. How many can you catch in 2 minutes?
30. Move Those Poppers- Place a large number of poppers at one end of the gym and challenge the group to pop them all to the other end. No moving while a popper is in your hand. Pops only...no kicking, throwing, carrying, etc. Time their first attempt, then allow the group time to strategize and set a new goal for round 2.

Activities with Half Noodles (John L. Smith)

Basic Skills:

- One arm bicep curls: right and left
- One arm bicep curls (2 noodles): alternating left and right
- Two arm curls
- Bench press
- Shoulder press
- Clean: lifting it off the ground to your shoulders
- Clean and Jerk: lifting weights off the floor to over head in 2 movements
- Over head press alternating in front of your face and behind your head.
- Noodle bending and curling:

- Noodle bend and curl: Hold noodle out in front with hands facing up. Curl right hand over to left hand and then back to starting place. Curl left hand over to right hand and back
- Noodle front squeezes down: hold each end of noodle with hand facing down out in front, then squeeze noodle ends together so they slightly touch together
- Noodle front squeezes up: hold each end of the noodle with hands facing up out in front, then squeeze the noodle ends together so they slightly touch together
- Noodle front squeezes to circles horizontal forward: hold noodle near the ends with hands facing away from you with thumbs up. Bend the ends of the noodle together into a circle
- Noodle squeezes to circles: : hold each end of noodle with hand facing down out in front, then squeeze noodle ends together so that they form a complete circle
- Noodle front squeezes up: hold each end of the noodle with hands facing up out in front, then squeeze the noodle ends together so they form a circle
- Noodle slaps up: hold each end of the noodle with hands facing up out in front, then squeeze the noodle ends together so they slap together making a slapping noise
- Noodle slaps down: hold each end of the noodle with hands facing down out in front, then squeeze the noodle ends together so they slap together making a slapping noise
- Noodle slaps forward: hold the noodle about 6" from each end with hands facing out and noodle in a horizontal position. Slap the ends of the noodle together. Fast and slow slaps
- Noodle bicycle forwards: hold each end of the noodle and make the arms move in a bicycle motion forwards
- Noodle bicycle backwards: hold each end of the noodle and make the arms move in a bicycle motion backwards
- Criss-Cross Ribbons: Hold the noodle in front of you with the noodle curve pointed up. Move your hands from right to left and left to right forming a ribbon. Reverse left and right and front and back on each switch.
- Noodle stair climbers: Hold noodle in front of you with both hands and noodle in the shape of a ? mark (right hand lower than the left hand. Push right hand up while pulling left hand down then push left hand up while pulling right hand down.
- JJ's: Hold noodle in front of you with the noodle in a J shape (left hand lower than right hand). Pull left hand up as you pull right hand down. Reverse and pull left hand down as you pull right up.
- S's Vertical: Hold the noodle out in front of you near the ends of the noodle with both hands facing down. Push your right hand towards and above your left hand to form the noodle into an S shape. Bring them back to starting position and then push left hand towards and above right hand to form a backwards S shape
- S's Horizontal: Hold the noodle out in front of you near the ends of the noodle with both hands facing down. Push your right hand forward and towards your left hand to form the noodle into a horizontal S shape. Bring them back to starting position. Push left hand forwards and towards the right hand to form a backwards S shape.
- Horse Shoe Shape Pumps Vertical: Hold the noodle out in front of you with the noodle in a horse shoe shape and hands facing each other. Pump the hands together as fast as you can.
Horse Shoe Shape Pumps Horizontal: Hold the noodle out in front of you with the noodle in a horse shoe shape and hands facing each other. Pump the hands together as fast as you can.
- Power Push: Hold the noodle towards the ends with hands facing down and try to push the hands together without bending the noodle
- Core and Balance: Balance on your seat while performing the following tasks:

- Hand noodle from right to left hand over knees and back
- Hand noodle from right to left hand under knees and back
- Hand noodle from right to left hand around back and back
- Hand noodle from right to left hand between knees and back in a figure 8
- Hand noodle from right to left hand with noodle slap on floor and then back
- Curl Ups: In sitting position with knees slightly bent and half noodle under the legs. Place hands on the top of the noodle and roll it back and forth as you do your curl ups
- Push Ups: In a push up position with noodle in front of hands, place right hand over noodle and then left hand over noodle. Then bring right hand back and followed by the left hand back over noodle. Repeat.
- Push Up Touch: Place noodle under your chest area as you are in the push up position. Do push-ups touching your chest to the noodle

Noodlettes

These Noodle Slices are made of 1 inch cut pieces of water noodles.

- Noodle Slices Activities: Place a large amount of Noodle Slices in the center of the activity area. Partners take turns going into the area to pick up 1 or 2 slices and return to their group to continue the activity.
- Balance slices on a partner. Groups of 3 with 2 partners going into the middle to retrieve the slices bring them back and balance them on partner #3. This continues until the balanced slices fall. Then change the balance partner.
- Slices Sandwich: 2 partners place 1 slice between their hands. The third partner retrieves 2 more slices and places them between the hands. This continues until the slices fall. Then another partner becomes the retriever.
- Noodle Slices Muscle Building: Partners 1 and 2 go into the activity area and retrieve 1 slice each. They return and build biceps on partner #3. This continues until the bicep falls. A new partner then becomes the muscle.
- Weight Lifting Slices: Just like Noodle Slices Muscle Building except the Slices Weight Lifter must hold their hands up like they are doing a bench press or a lift and jerk.
- **Noodle Bit Back Tag –Partners:**
- Each partner has a noodle bit or noodle slice.
- Objective of the game is to pop a noodle bit off of another person's (not partner or alliance) back.
- This scores 1 point. If you catch it off the back you score a bonus point!
- Game is played for 1-2 minutes and team score is added up.