ENS 442 A & B
Physical Education for Elementary Schools
Fall 2012
MW 10-11:40
TR 12:30-2:10

COURSE PACKET

"To be successful our children must not only eat well, but also be physically active….The investment we make in a child’s physical education is also an investment in their academic education because healthier children learn better…"

-Governor Arnold Schwarzenegger, Dec 29, 2006
Physical Education for Elementary Schools/PEES Activity
Fall 2012
“America’s future walks through the doors of school each day.”
-Mary Jean Le Tendre

ENS 442A (2.0 units)  ENS 442B (1.0 unit)
Peterson Gym 174, 241  Hardy Elementary
MW: 10:00-11:40  TR: 12:10-2:15

“I care not what subject is taught, only that it is taught well.”
-Aldous Huxley

Instructor:  David Kahan, Ph.D.
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Fax phone: 619-594-6553

Office hours:  F (10:30-11:45) and by appointment
Hardy ES: 5420 Montezuma Road; 619-582-0136

Course prerequisites:
Technically: ENS 335, 347A, 347B; students on or after 2008-09 catalog (ENS 305, 337)
Fall 2012: None

San Diego USD requirements:  http://www.sandi.net/page/709 AND
1. TB Clearance Card: District will only accept result from private doctor within 60 days; if done at SDSU Health Center, clearance is good for 4 years.
2. Be able to present some form of current government-issued photo identification (driver’s license, passport, military ID, US or other government identification).
3. Complete and submit for approval the district School Volunteer Application
4. Submit to a criminal background check conducted by SDUSD School Police Services to determine whether the applicant is precluded from volunteering as specified in California Education Code section 35021 et seq. In rare cases, depending upon information returned, volunteer applicants may require fingerprinting.

You will not be allowed to set foot on the Hardy campus until requirements 1-4 are met.

Upon arrival to the Hardy ES Campus:
1. Sign in on the district approved “Volunteer Sign-in Sheet” in the main office, which includes a criminal disclosure.
2. Upon approval, be required to display a volunteer identification badge to be surrendered at the conclusion of the day’s volunteer activity.

Course materials:
1. Course reading packet (downloadable via Blackboard)
2. PowerPoint lecture files (downloadable via Blackboard)

1. **Online Access Only**: Purchase 1 year of student-level access to the “SPARKuniversity” section on SPARKfamily.org website for $49.99. Price includes 1 year of access to the K-2 PE, 3-6 PE, SPARKfit, and G.Y.M. (Great Young Minds) sections of SPARKfamily.org.
   

2. **Manual and Online Access**: Purchase a complete, hard-copy SPARK K-2 PE manual or SPARK 3-6 PE manual at the special student price of $99.99 (50% off the regular curriculum set price) and receive 1 year of student-level access to the “SPARKuniversity” section on SPARKfamily.org for FREE. Also includes 1 year of access to the K-2 PE, 3-6 PE, and SPARKfit sections of SPARKfamily.org.
   

**Web resources for lesson plans/assessment:**
1. PE Central at [www.pecentral.org/](http://www.pecentral.org/)
3. PE Links at [www.pelinks4u.org/](http://www.pelinks4u.org/)
4. Responsible Educators Accountable for Learning (REAL) at [www.supportrealteachers.org](http://www.supportrealteachers.org)

**Purpose**

The latest data (Ogden, Carroll, & Flegal, 2008) on the prevalence of overweight/obesity among American children (aged, 6-11) continue to paint a gloomy picture: Overall, 33.3% are overweight or obese, and by ethnicity the figures demonstrate painful disparities between Whites (31.6%), Blacks (36.9%), and Hispanics (42.8%). In San Diego County, 25.8% of youth tested in 5th, 7th, and 9th grades were classified as overweight. There is recent research to suggest that actual motor competence in children and perceived motor competence in tweens are strongly related to physical activity with higher motor competence leading to a positive spiral of engagement that ultimately leads to higher physical activity (Stoddard et al., 2008).

Elementary school physical education taught by elementary physical education specialists is the only dependable means of delivering sequentially and developmentally appropriate content that allows for the learning of knowledge, skills, and dispositions for adopting/maintaining lifetime physical activity. Additionally, it also serves as a means of accruing quality minutes of physical activity toward reaching the daily recommendation of at least 60 minutes MVPA. Young children, whose perceived motor competence is greater than their actual motor competence (i.e., they have an inflated opinion of their skill levels), demonstrate extraordinary task persistence, which we need to capitalize on by planning and organizing learning environments and tasks that are fun and challenging. With these issues in mind, this course is aimed at developing basic managerial and instructional skills in PE majors for providing quality instruction to elementary school students. Through a planning → implementation → assessment → reflection → refinement/revision cycle, students will improve their content- and pedagogical content knowledge – and perhaps consider a career in elementary physical education in the process.

**Course overview**

Objectives, curricula, activities, and application of basic scientific principles for the conduct of physical education in elementary schools.
Student learning outcomes
After completing ENS 442A, students should be able to…

1. Identify components of proactive and reactive behavior management.
2. Identify types of behavioral reinforcement.
3. Identify the 6 categories of game modifications.
4. Explain how general content can be integrated into physical education lessons.
5. Contrast psychomotor, cognitive, and affective characteristics by grade level.
6. Utilize observational data and textual material to evaluate the developmental appropriateness and progression quality of tasks.
7. Explain an at-risk student’s attitudes toward and engagement in physical activity through collection and interpretation of in-depth background data and characteristics relative to content standards.
8. Effectively encapsulate material in #7 in a presentation to peers in the form of a teaching case.
9. Effectively convey physical activity information to students/parents vis-à-vis a community back-to-school night.

After completing ENS 442B, students should be able to…

1. Extract information that is helpful to teaching physical education to students observed in their regular classroom setting.
2. Create lesson plans explicit enough to be taught by a substitute teacher.
3. Choose and modify packaged lesson plans that address teaching variables in play in a specific context (i.e., Hardy ES).
4. Demonstrate good-excellent class control behaviors as measured during formal observations of instruction.
5. Demonstrate good-excellent instructional quality behaviors as measured during formal observations of instruction.
6. Demonstrate good-excellent activity/task implementation as measured during formal observations of instruction.
7. Specifically reflect on critical events in one’s teaching while offering accurate (i.e., based on course material) critique of the event, one’s response to it, or both.
8. Select appropriate methods for gathering data to assess students’ skill acquisition.
9. Use rubrics and qualitative narrative to present formal and informal assessment data for purposes of summative evaluation of student progress.
10. Demonstrate excellent professional dispositions related to readiness to teach vis-à-vis adherence to course policy (e.g., dress, comportment, equipment care).

School of ENS learning goals and objectives

Learning Goal 1: Demonstrate core critical thinking skills and dispositions to ask and answer questions relevant to ENS.

Objective 1.1: Critically evaluate published research in the discipline.
Objective 1.4: Critically evaluate current trends and practices using disciplinary knowledge.

Learning Goal 2: Demonstrate effective oral, written, and other interpersonal skills to help communicate knowledge and promote health and wellbeing in diverse communities.

Objective 2.1: Use effective technical writing skills to communicate information about ENS.
Objective 2.2: Use effective oral presentation skills to present information to peers and other professionals.
Objective 2.3: Use effective interpersonal skills as part of an ongoing and guided dialogue with individuals who may benefit from modifying their health behavior.

Learning Goal 4. Use an array of technologies to support inquiry and professional practice.

Objective 4.2: Use various technology instrumentations to measure phenomena of interest.
Objective 4.3: Use software programs appropriate to the discipline to organize, analyze, and interpret findings.
Objective 4.4: Use presentation software to report project findings.

Learning Goal 5. Demonstrate ethical decision making, cultural competency, and civic responsibility when applying knowledge of ENS.

Objective 5.2: Use non-discriminatory/inclusive language when working with peers and clients in on-campus and off-campus settings.

Learning Goal 6. Use biological, behavioral, psychosocial, and ecological-theory based perspectives to design evaluate behavior change interventions in ENS.

Objective 6.2: Describe the biological, psychosocial, social, and environmental correlates and determinants of behavior change relevant to physical activity and diet.

Learning Goal 8. Demonstrate the ability to integrate and apply knowledge and skills through experiential learning opportunities.

Objective 8.1: Implement a physical activity, rehabilitative, or nutritional plan in an applied setting and assess its effectiveness.
Objective 8.2: Administer assessments in a variety of special populations, including children/adolescents, young adults, and older adults.
Objective 8.3: Organize and structure learning and research environments to maximize their quality and safety.

Emphasis learning objectives

Learning Goal 1: Demonstrate the ability to assess physical education learner common movement and sport skills.

Objective 1.1: Identify appropriate movement skills and sequences.
Objective 1.2: Identify and rectify common errors of critical elements of movement skills and sequences.

Learning Goal 2: Demonstrate the application of pedagogical content knowledge and skills through implementation of a PE lesson in field-based experiences.

Objective 2.1: Create or select age-appropriate lesson plans for physical activity experiences.
Objective 2.2: Implement age-appropriate lesson plans in field settings.

Learning Goal 3: Use an array of technologies to support and assess pedagogical practices including instructor and learner behavior.

Objective 3.1: Use presentation software to report findings from a pedagogical project.
Objective 3.2: Use the Internet, e-mail, and Blackboard to seek and communicate information.
Objective 3.3: Use software programs to facilitate and assess instruction.
## ENS 442A: Assessment & Grading

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<thead>
<tr>
<th>Assessment</th>
<th>Details</th>
<th>%</th>
<th>Due</th>
<th>Standards Addressed (LG)*</th>
</tr>
</thead>
</table>
| Case Project                | See pages 12-14 in reader for details.                                  | 50| Grades K-1: 11/28    | Emphasis: 3.1  
                                |                           |          | Grades 2-3: 12/3     | Department: 2.2, 4.4  
                                |                           |          | Grades 4-5: 12/5      | State: 13.6  
                                |                           |          |                       | National: 5.3, 6.2 |
| In-Class Chapter Exam       | Amalgamation of review quizzes for *Dynamic Physical Education for Elementary School Children*  
                                | Exam 1: Chs. 1-9  
                                |                           | 50| Exam 1: 10/24    | Emphasis: None  
                                | Exam 2: Chs. 10-15, 21-23 |          | Exam 2: 12/10 (10:30-12:30) | Department: 1.4  
                                |                           |          |                          | State: 11.4, 11.6; 15.2  
                                |                           |          |                          | National: 1.1-1.5 |
| Extra Credit                | (a) Wear appropriate teaching clothes to 442A class. (1% bonus)  
                                | (b) 4 persons to move equipment between Hardy school site and SDSU. Between the volunteers, 2 must bring a flatbed pickup truck or van with seats removed. (2% bonus)  
                                | (c) Case project questioning for excellent questions (0.5% pt bonus per excellent question) | Up to 5| (a) Thu, October 4  
                                |                           |          |                          | (b) Thu, Dec 6               | Emphasis: None  
                                |                           |          |                          | Department: None  
                                |                           |          |                          | State: None  
                                |                           |          |                          | National: 6.3, 6.4 |

*LG = learning goal (followed by objective after period [.]); K = knowledge; P = performance. Standards refer to (a) SDSU Physical Education Teacher Education Learning Goals, (b) School of ENS Learning Outcomes, (c) California Commission on Teacher Credentialing Single Subject Matter Standards, and (d) 2008 National Association of Sport and Physical Education Beginning Physical Education Teacher Standards.*
<table>
<thead>
<tr>
<th>Assessment</th>
<th>Details</th>
<th>Pts</th>
<th>Due</th>
<th>Standards Addressed (LG)*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesson Plans (LP)</td>
<td><strong>Description:</strong> Two self-made LPs using lesson plan forms found in reader and 11 additional plans taken from SPARK. <strong>Notes:</strong> All self-made LPs will be submitted for formal feedback. Self-made LP point values rise: 5 then 10 pts., and are scored based on the rubric found in the reader. An example of a self-made plan is found in the reader. SPARK plans (worth 1 pt each) must include written modifications/additions to address the unique teaching context of a particular lesson at Hardy.</td>
<td>26</td>
<td>Ongoing: LPs are to be presented to the instructor at every class meeting before one teaches. Teachers of 12:30 classes check in between 12:10-12:30 and those teaching at 1:20 check in between 1:10-1:20. You choose when to submit a self-made LP. Ideally, you should submit one per unit but it is not mandatory. You may not submit one for the rules, routines, and icebreakers lesson. Content from SPARK may not be included.</td>
<td>Emphasis: 2.1 Department: 2.1 State: 12.8; 17.2 National: 3.P1; 6.K3, 6.K6</td>
</tr>
<tr>
<td>Teaching Evaluations</td>
<td><strong>Description:</strong> Evaluation on 1-4 scale per category (18 total points possible) for activity characteristics, instructional qualities, and class control based on observational notes and systematic observation data. <strong>Notes:</strong> You are evaluated twice for 20 minutes each time. Weightings for 1st evaluation: class control (2x), activity characteristics (1.5x), instructional qualities (1x); 2nd evaluation: activity characteristics (2x), instructional qualities (1.5x), class control (1x). Instructional Evaluation Form is included in the reader.</td>
<td>36</td>
<td>A master spreadsheet in distributed in class that indicates the dates of your teaching evaluations.</td>
<td>Emphasis: 2.2 Department: 2.3; 5.2; 8.1, 8.3 State: 6.2, 6.3 National: 4.P2, 4.P3, 4.P4; 6.P3, 6.P7, 6.P11, 6.P12</td>
</tr>
<tr>
<td>Critical Incidents (CI)</td>
<td><strong>Description:</strong> Four-part handwritten or typed reflection performed between class meetings of an incident that occurred during a day’s lesson that was critical or important. <strong>Notes:</strong> You must write up one CI from each of four categories: culture/ethnicity, management, language/gender, and curriculum/instruction. The best CIs are those that go into the most detail, which can only happen if the CI is written up the evening of your teach (they take ~10-15 minutes). <strong>Required:</strong> Submission of CI on CI form (blanks are included in the packet). Make sure to check off the type of CI each time you submit.</td>
<td>12</td>
<td>They are due roughly every third class meeting (4 total). CIs not turned on/before a due date will be treated as a missing assignment and will be scored as 0. <strong>Due Dates:</strong> 10/23, 11/2, 11/15, and 12/6</td>
<td>Emphasis: None Department: None State: 6.4 National: 8.P1</td>
</tr>
<tr>
<td>Report Cards</td>
<td><strong>Description:</strong> Consists of a top-page Excel or MS Word Table rubric that scores and identifies the critical element components of each score for three skills (one from each unit) as well as student behavior. Additional pages consist of specific qualitative comments for each child that expand on rubric data, provide additional information about other aspects of the child’s skill performance not formally evaluated, and explains specific behavior incidents. <strong>Notes:</strong> You select one class; your partner does the other. You should solicit your partner to provide additional information or at least review your evaluation.</td>
<td>20</td>
<td>Tue, December 11 1. The original with wet signature is submitted to classroom teacher. 2. A copy is submitted to me.</td>
<td>Emphasis: 3.3 Department: 2.1; 4.3; 8.2 State: 16.1, 16.7 National: 7.P1, 7.P3; 9.P1</td>
</tr>
</tbody>
</table>
| Professional Behavior | Description: Timely attendance from start to finish of class; appropriate professional dress; while on campus – no gum chewing, cell phone use; demonstration of refined collegial behavior; does not use food rewards  
**Notes:** See expectations and class policies for additional details. Equipment duty is worth 4 pts and is based on the orderliness of the equipment closets as well as non-intermixing of equipment by type. Non-dress, gum chewing, tardiness/leaving early, non-collegial behavior result in the day’s professional participation point not being awarded. | 18 | Equipment Duty will be assigned to one or more teaching pairs on a particular date and can be found on the master spreadsheet. Other behaviors are assessed each lesson. | Emphasis: None  
Department: 5.2  
State: None  
National: 6.3 |
Grading criteria:
A range (outstanding achievement; available for only the highest accomplishment):
   A (93% and above); A- (90-92.9%)
B range (praiseworthy performance; definitely above average):
   B+ (87-89.9%); B (84-86.9%); B- (80-83.9%)
C range (average; awarded for satisfactory performance; the most common undergraduate grade):
   C+ (77-79.9%); C (74-76.9%); C- (70-73.9%)
D range (minimally passing; less than the typical undergraduate achievement):
   D+ (67-69.9%); D (64-66.9%); D- (60-63.9%)
F (failing):
   F (below 60%)

I (incomplete)
Portion of required coursework has not been completed and evaluated in the prescribed manner due to unforeseen, but fully justified, reasons and that there is still a possibility of earning credit. This grading option will most likely be used when a student has missed teaching one or more activity units (442B) without making up an equal number of missed lessons due to justifiable circumstances—typically related to injury. The missed lessons to be taught will be typically made up the following semester, but no later than 1 calendar year immediately following the end of the term in which the incomplete grade was assigned.

WU (withdrawal unauthorized)
Indicates you enrolled in the course, did not withdraw from the course, but failed to complete course requirements. It is typically used when a student stops coming to class and therefore misses a significant number of assignments, course activities, or both.

Expectations and class policies:

Attendance
442B: An excused absence occurs when the instructor is advised prior to a class that an absence will occur for some legitimate reason. For an excused absence to be granted, teaching responsibilities must be covered by one’s partner and based off of a previously prepared lesson plan. For illness-related absences, they must be verified by an appropriate medical certificate upon the day of return. Failure to abide by these conditions will be cause for treating an absence as unexcused and will result in a loss of 11.2 (10%) points in one’s grade. Upon return, it is the student’s responsibility to present documentation without being asked.

Dress
Professional attire is required at all times while teaching at Hardy ES. Since inception of the Hardy field experience in 1992, SDSU students have abided by the following dress guidelines:

- **Traditional**: Athletic socks, athletic shoes, shorts of reasonable length (not above upper one-third of thigh), and a collared shirt.

- **Alternative**: In lieu of the above shirt requirement, students may wear a shirt, sweatshirt, or jacket bearing the SDSU letters. Students may wear long pants provided they are sweatpants or warmups. (Jeans, dockers, trousers or any other non-athletic pant may not be worn.) Students may wear hats if desired; however, the bill of the cap must face forward.
Assignment submission and teach deadlines.
1. Absence on an assignment submission date will not excuse a student from submitting the assignment as it can be sent electronically as an e-mail attachment or faxed on or before the due date.

2. Generally, non-attendance on one’s instructor evaluation day (ENS 442B) will result in the forfeiture of associated points. Exceptions may be granted in documented cases of emergency or acute illness providing there is sufficient time to allow for a make-up evaluation. For absences in conjunction with university-sanctioned activities such as athletics, athletes must identify sport-course scheduling conflicts within the first two weeks of the semester per university policy.

Student add policy: Prioritization.
1st: International students.
2nd: ENS majors for whom the course is required for the major and in order of total number of units completed in the major.
3rd: Undergraduate non-majors seeking a specialization or minor for whom the course is required and in order of total number of units earned at or transferred to SDSU.
4th: Any other students the instructor wishes to add in order of total number of units earned at or transferred to SDSU.

Students with disabilities
If you have a documented disability and anticipate needing accommodations in this course, please make arrangements to meet with me soon. Please request that the Counselor for Students with Disabilities send a letter verifying your disability. You will receive the appropriate accommodations from the day that you provide me with the necessary documentation. Course accommodations will not be applied retroactively (e.g., after an examination).

Academic integrity
All work submitted in this course must be your own and produced exclusively for this course. If in doubt, you are encouraged to review the University guidelines (including definition and policy) regarding cheating and plagiarism (http://its.sdsu.edu/resources/turnitin/pdf/Plagiarism_AcadSen.pdf).

You are encouraged to study together and to discuss information and concepts covered in lecture with other students. You can give and receive consulting help from peers. However, this permissible cooperation should never involve one student having possession of a copy of all or part of work done by someone else, in the form of an email, email attachment, file, diskette, or a hard copy.

Plagiarism of peer’s work or using peer’s data for any assignment is prohibited and will result in a modification of the assignment grade by one full letter. The instructor also reserves the right to refer a case for adjudication to the Judicial Procedures Office within the Center for Student Rights and Responsibilities.
442A Course Block Calendar: Schedule and topics are tentative and may be revised with ample notice.

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<th>Wk</th>
<th>Topic</th>
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<td>8/27</td>
<td>1</td>
<td>Introduction; Icebreakers; KUSI Hardy Video</td>
<td>Ch. 1</td>
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<tr>
<td>8/29</td>
<td>1</td>
<td>Proactive Classroom Management</td>
<td>Ch. 6; R^20-23</td>
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<tr>
<td>9/5</td>
<td>2</td>
<td>Reactive Classroom Management</td>
<td>Ch. 6; R^24-26</td>
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<td>9/10</td>
<td>3</td>
<td>Modifying Games Lecture and Demonstrations</td>
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<td>9/12</td>
<td>3</td>
<td>Modifying Games Applications: Select Hardy Units</td>
<td>Ch. 22; R^50-53</td>
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<td>9/19</td>
<td>4</td>
<td>Instructional strategies/Universal access/Laws and Regs</td>
<td>Chs. 5, 9; R^57-59</td>
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<td>9/24</td>
<td>5</td>
<td>Instructional strategies/Laws and Regs</td>
<td>Chs. 5, 9; R^61-62</td>
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<tr>
<td>9/26</td>
<td>5</td>
<td>Instructional strategies/Laws and Regs</td>
<td>Chs. 5, 9; R^64-65</td>
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<td>10/1</td>
<td>6</td>
<td>Student Assessment: Video, Hardy Report Card Mechanics</td>
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<td>10/3</td>
<td>6</td>
<td>School Orientation; Classroom Observations Write-up (COW)</td>
<td>R^33-34,38-39</td>
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<td>10/8</td>
<td>7</td>
<td>Physical Activity and Fitness: Shaping Up! It's Elementary, Honey We're Killing the Kids (videos)</td>
<td>Chs. 12-14; R^34-39</td>
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<td>10/10</td>
<td>7</td>
<td>Physical Activity and Fitness: SD Town Hall (video)</td>
<td>Chs. 12-14</td>
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<td>10/15</td>
<td>8</td>
<td>Physical Activity and Fitness: Applications</td>
<td>Chs. 12-14; R^40</td>
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<td>10/17</td>
<td>8</td>
<td>Socio-environmental determinants of PA</td>
<td>R^35-38</td>
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<td>10/22</td>
<td>9</td>
<td>Socio-environmental determinants of PA: Neighborhood Audit</td>
<td>R^35-38</td>
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<td>10/24</td>
<td>9</td>
<td>Exam 1: Chapters 1-9</td>
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<td>10/29</td>
<td>10</td>
<td>Student Assessment (video)</td>
<td>Ch. 8; R^45-46,55-57</td>
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<td>10/31</td>
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<td>Students with disabilities; academic integration</td>
<td>Chs. 7, 11; R^43-44</td>
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<td>11/21</td>
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<td>11/26</td>
<td>14</td>
<td>Current Issues Presentations: Topics 11-12</td>
<td>R^62</td>
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<td>11/28</td>
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<td>Case Projects I: Grades K-1</td>
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<td>12/3</td>
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<td>12/22</td>
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<td>12/28</td>
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<td>12/5/10:30-12:30</td>
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<td>Finals</td>
<td>Exam 2: Chapters 10-15, 21-23</td>
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ENS 442B Course Outline: Schedule and topics are tentative and may be revised with ample notice.

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<tbody>
<tr>
<td>8/28</td>
<td>1</td>
<td>Introduction; Figuring Out the One Room Schoolhouse</td>
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12/11 10:30 - 12:30: (1) EXAM: Current Issues in PE; (2) Hardy Report Cards DUE
Case Project

Directions

Description and Notes:

- I will assign one of your classes so that all grade levels are covered.
- This is a teaching pair assignment; it is not an individual assignment.
- Select a single at-risk student to follow during the field experience.
- Your allocated presentation time is up to 15 minutes for slides and up to 5 minutes for questions.
- Please consult several of the following Internet tip pages for composing a quality presentation (Note. you are expected to incorporate graphics).
  - http://www.cheney268.com/training/powerpoint/powerpointtips.htm
  - http://www.makeuseof.com/tag/10-tips-for-preparing-a-professional-presentation/
  - http://www.iasted.org/conferences/formatting/Presentations-Tips.ppt

Synthesis:

- Produce an 11-slide PowerPoint presentation to include an eye-catching title slide, followed by 10 slides in the following order:
  - Standard 1.X: List standard verbatim and then identify evidence of the degree of meeting the standard
  - Standard 1.X: List standard again and provide specific intervention for remediating deficiencies or challenging the student further
  - Repeat above for Standards 2-5, which will result in 10 content slides

E-mail your PP presentation to Kahan (dkahan@mail.sdsu.edu) as ppt file extension. Bring file on memory stick as a backup.

Extra Credit: Audience members may earn up to 2% extra credit (0.5% pt per question) by asking “good” questions over the course of presentations. A good question is one that demonstrates deep processing of the presentation and new ways of looking at the data that provoke discussion.
Sample “Naked” Slide#1 for 5th grade

1.7: Field a thrown ground ball

Based on formal assessment at end of softball unit (20 attempts: 10 slow, 10 fast; 4 straight, 3 dominant, 3 non-dominant)

1. Slow grounders: fielded cleanly; waited for ball to come to him (let ball play him)

2. Fast grounders: first movement was to back up; could only consistently field grounders right at him.

What slide would come next?
## ENS 442A: Case Project Scoresheet

**Student Name:** ______________________________  
**Date:** _________________  
**Points:** ____ /25

<table>
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<tr>
<th>Category</th>
<th>Missing or Fair 0 – 25%</th>
<th>Average 50%</th>
<th>Good 75%</th>
<th>Excellent 100%</th>
<th>Comments</th>
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<td>Mannerisms (distractors) (1 pt)</td>
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ENS 442A Section
San Diego State University
Peterson Gym 153

"I cannot teach anybody anything; I can only make them think."
-Socrates

"I never teach my pupils; I only attempt to provide the conditions in which they can learn."
-Albert Einstein
California PE Grade Level Themes
CAHPERD (www.cahperd.org/)

Preschool: Children Move in Their Environment
They are solo learners. They explore locomotor and non-locomotor movement individually and in their own personal space.

Grade One: Children Move through Space and Time
They expand their movement skills to include qualities of space and time by learning to move in different directions at varying speeds.

Grade Two: Children Choose Partners and Move in Space Together
They explore movement patterns with a partner to define movement in relation to another person, shape, group, or group shape.

Grade Three: Students Create Patterns that Demonstrate Continuity and Change in Movement
They react and respond to others in movement. They combine and sequence movement skills to create patterns that demonstrate continuity and to create patterns that demonstrate change.

Grade Four: Students Manipulate Objects in and through Space
They focus on demonstrating the correct technique for object manipulation. They work as partners within smaller groups.

Grade Five: Students Manipulate Objects with Accuracy and Speed
Accuracy and Speed in object manipulation are emphasized. Groups expand to 3 to 5 students.
California PE Model Lesson
CAHPERD (www.cahperd.org/)

Teachers create an optimal learning environment and an effective learning experience for their students through careful planning. The heart of effective instruction is the actual physical education lesson.

Throughout the lesson the teacher should maintain an orderly, safe, businesslike atmosphere and have clear expectations for the behavior and achievement of students. The teacher implements the lesson plan and makes adjustments as necessary for students not experiencing success or not participating.

Each day should begin with a variety of warm-up exercises involving the muscles to be used in the instructional phase and lasting one or two minutes. All students should be expected to perform the exercises to the best of their ability. However, adjustments may need to be made to deal with individual abilities. The teacher supervises the students, explains the purpose of each exercise, and provides corrective or positive feedback.

Warm-up is followed by the instructional phase. At this point the teacher explains the purpose of the main activity, which will include demonstrations and explanations. Then comes the activity phase. During the activity phase each student is engaged in the skill-learning time, with enough correct practice trials being provided during class time to acquire the desired skill. Activities should be designed to keep to a minimum the amount of time spent waiting in line and moving between activities. Equipment should be deployed efficiently (at least one object for every two students). Whenever possible, students should be placed in cooperative learning groups.

When working with individual students, the teacher should personalize instruction by using the student's name and giving feedback equally to boys and girls and to high achievers and low achievers in appropriate ways. At the end of the class, the teacher should provide a chance for discussion or processing of the lesson, encouraging the students to review the objectives or key points. In this way students can see relationships, attitudes, values, and other insights related to the lesson, and teachers can adjust the lessons for optimal learning the next day.

Variety of Strategies
Teachers should use a variety of teaching styles, including teacher-directed and student-initiated learning, to satisfy the learning styles of individual students and stimulate higher levels of thinking and creativity. Teaching styles might include command, practice, self-check, guided discovery, student-designed and student-initiated teaching, and self-teaching. Teachers should also employ a variety of instructional approaches, including competency-based learning, contract learning, drill, information processing, lecture, mastery learning, programmed instruction, and role-playing.

Especially appropriate for physical education instruction is cooperative learning. Assigning students to small learning groups (three to six members each) allows teachers and students to achieve a variety of goals, both social and cognitive. In addition, research has shown that cooperative learning produces higher achievement; improves cross-ethnic friendships and social skills; enhances self-image; and promotes greater interdependence, improved role-taking abilities (e.g., leadership), and a better classroom climate.
The first step in cooperative learning is the formation of heterogeneous teams. The size of each team will vary according to the activity; however, groups of three to six students (mixed as to ability, race, and gender) have proven to be most successful. After the teams have been formed, students need activities for team building and time to practice and receive feedback on appropriate social skills.

The specifics of cooperative learning lessons depend to a great extent on which method among many different cooperative learning approaches is chosen. However, the teacher must ensure positive interdependence and both individual and group rewards. A team can succeed only if all members are interdependent in their contributions toward a common goal.

**Instructional Strategies to Meet Special Needs**

Every physical education class includes students who are high achievers; those who are low achievers; and those, the majority, in the middle. Effective instructional strategies take into account the diverse needs of what are often very heterogeneous groups. All students, not just a select few, should receive positive feedback and reinforcement from the instructor or other students; and all should have opportunities to be involved.

**Gender Equity**

Federal law and California law require that students of both sexes be treated equally in integrated physical education classes. All students, male and female, should be given the teacher's attention and feedback on an equal basis and should be called on equally to demonstrate new skills. The teacher should also discipline males and females equally.

**Differences in Language or Communication**

Different types of instructional approaches will also be needed for students with limited proficiency in English or other communication problems. Bilingual interpreters or instructors skilled in sign language may be needed. For non-English speakers, information offered in their native language helps develop not just understanding but a positive attitude toward the information.

For teachers who do not speak a second language and for students who are limited-English proficient, sheltered instruction is another approach that can be used. Sheltered instruction provides students with a variety of interactive and multimodal means to accessing information. In sheltered instruction the language demands of the lesson can be modified through such techniques as clear enunciation, controlled vocabulary, fewer idioms, and such contextual cues as gestures, facial expressions, demonstrations, props, visuals, and overhead transparencies. Cooperative learning has also proved effective in teaching students at various levels of English proficiency because high levels of interaction are associated with enhanced learning of content and English.

**Instructional Support**

Support should include films, filmstrips, videos, laser disks, textbooks, overhead projectors, heart monitors, camcorder, video cameras, computers, etc.
Behavior Management
Proactive Behavior Management Class Discussion

1. What does a well-managed class look like?

2. If students misbehave who is to blame? Why do they misbehave?

3. Contrast proactive and reactive management?

4. List at least three pre-class (i.e., before instruction) routines.

5. List at least three during-class routines.

6. List at least three post-class (after activity/instruction is complete) routines.

7. List at least four generic (i.e., apply across the whole year) behavior rules for student conduct during class.

8. List at least three specific behavior rules (i.e., apply to a unit) for student conduct during a parachute unit and during a basketball unit.

9. List at least four teacher behaviors and four teaching behaviors that help foster a positive class climate.

10. List at least four methods of organizing students in ways that prevent misbehavior.

11. List at least four methods of organizing the teaching/learning environment in ways that prevent misbehavior.

12. List at least four methods for gaining students’ attention.
Proactive Behavior Management Class Discussion
Previous Response Examples

1. What does a well-managed class look like?
   - What students are (not) doing…
     Waiting in line is minimal, engaged in ALT-PE or cognitively, acting their age, taking age-appropriate responsibility for individual and group behavior, at least able to exercise self-control relative to language, attitude, and provocative/retaliatory behavior.
   
   - What the instructor is (not) doing…
     Provide engaging curriculum, provide active supervision, appropriately apply rules and consequences, provide multiple entry points/tasks, supply built-in cues for completing tasks beyond verbal instructions, identify and praise individual/group desirable behavior, identify and respond to undesirable behavior, minimize physical and social risk, use students names, use I-statements, refrain from power struggles, can make light of self or situation, refrain from nags, nasties, overprompting (verbal cues, nonverbal cues, and proximity), and embarrassing students.

2. If students misbehave who is to blame? Why do they misbehave?

   What is instructor doing? What is classroom teacher doing? What is happening at home (parents, siblings)? Reasons: skill level discrepancies, 80-15-5, implicit messages, loose accountability or soft boundaries, organic conditions (ADD, ADHD, autism, SED, LD).

3. Contrast proactive and reactive management?

   Proactive management consists of things that are done at the beginning of the school year or lesson that preempt problems from happening; reactive management consists of the responses to misconduct. Skill in both areas is necessary. Proactive management includes setting rules and routines early, practicing and reinforcing them; establishing a respectful, communicative, and consistent rapport; knowing students as individuals in terms of their behavioral limits and grouping/task preferences; selecting and setting up tasks that fit the cognitive, emotional, and physical development levels of children; and being able to predict what might happen and addressing it before or immediately as it happens. Reactive management includes responding to your red lines, appropriately ignoring behavior, selecting and applying the right reinforcement option, following up consequences consistently with no recriminations.

1. List at least three pre-class (i.e., before instruction) routines.

   Routines are specific procedures for performing tasks within the class. Any task that is performed frequently should be made into a routine. Common routines include: entry, attention/quiet, home base, gather, disperse, gain attention
Routines are often composed of multiple “implicit” rules and govern multiple behaviors that occur regularly as a desired segment of the class. Students internalize them more than rules as they are regularly practiced and reinforced.

Routines make class run smoother, reduce management time and therefore free up more activity and instruction time, foster autonomy, and aid in preventing behavior problems.

To effectively teach routines: explain and show, show non-examples, rehearse, expect perfection/reward direction, use positive models, provide frequent feedback, use activities to practice routines, and check for student understanding.

2. List at least three during-class routines.
   - Set up a warmup and cool down (during closure; NO: bringing them back nutty to the classroom teacher); self-guided and designated leaders (time to talk to students)
   - Partner set-up (toe-to-toe, mingle mingle; countdowns; lost and found)
   - On/go commands (do activity: When I say go)
   - Verbal commands: Attention getters (music; chant: 1-2-3 eyes on me, 1-2 eyes on you; T: duh-duh-duh-duh, S: dah dah; T:Hardy, S:Owls; T: I Love, S: P-E; T: Statue; T: If you can hear me, clap once/touch your nose; hissle blow for freeze)

3. List at least three post-class (after activity/instruction is complete) routines.
   - Collect equipment (turn music on and have students turn in equipment; race! GREAT first day behavior management game)
   - Do a cheer (team building; rapport)
   - Walk back to classroom
   - Give behavioral feedback in teacher’s presence
4. List at least four generic (i.e., apply across the whole year) behavior rules for student conduct during class.

Select broad categories of behavior rather than lots of specific rules (e.g., respect others, respect learning environment, support learning of others, try hard, safety). General rules frequently govern relationships between students, student-teacher, and student-equipment.

Proceed by defining observable behaviors for each specific rule (should be easy to determine compliance to rule); they may reflect your personal red lines and should always promote safety (primary concern)

Developmentally appropriate in terms of number, brevity, method of statement, and accounting for what children can do.

“Do” rules = can more easily positively reinforce (you’re also more likely to notice them). For example: raise hand to be acknowledged vs. do not talk

Some specific behavior rules: Don’t touch others; no gum; everyone must participate; no name calling; no talking while instructor is talking

5. List at least three specific behavior rules (i.e., apply to a unit) for student conduct during a parachute unit and during a basketball unit.

**Parachute:** (a) no shoes on chute; (b) do not hold the handles on the chute (hold the edge of the material); (c) glue hands

**Basketball:** (a) no kicking the ball; (b) no sitting on the balls; (c) only pass a ball to peers who are looking and/or call out your peer’s name when passing a ball; when the whistle blows, set the ball down and keep ball to self (glue feet)
Reactive Managerial Principles

1. Effective interactions for developing and sustaining discipline:
   - Clear, specific prompts (especially before misbehavior occurs)
   - Conveying high, yet realistic expectations
   - Frequent and appropriate praise
   - Effective nonverbal interactions
   - Public and private interactions (conspicuous praise)
   - Effective use of verbal desists (clear, firm, appropriately timed and targeted)

2. Common strategies for decreasing misbehavior and increasing appropriate behavior:
   - Consistency in ignoring tolerable behavior (extinction; consistency; gradually reinforce more tolerable behavior) (N)
   - Omission training (reward or praise for not behaving inappropriately) (+)
   - Positive practice (engage in appropriate behavior specific number of times as a consequence for inappropriate behavior) (-)
   - Time-out (student must ID infraction; no longer than 2 mins; egg timer) (-)
   - Reward cost (lose points or privileges as a consequence; points/privileges must be ongoing) (-)
   - Reinforcement of fewer infractions/alternative behaviors (shaping; as alternative to punishment) (+)

Reactive Management Pocket Toolkit

- 1. Positive pinpoint
- 2. “I” statements
- 3. Proximity
- 4. Nonverbals
- 5. Group feedback
- 6. Personal responsibility: questioning
- 7. First name prompt
- 8. Desist
- 9. Warning
- 10. Timeout
Reinforcement

**Definition:** Involves some response to behavior that results in maintenance, increase, or decrease in the behavior.

**Timing:** Reinforcement must follow the behavior within a reasonable time.

**Key requirement:** It must truly be reinforcing to the individual or group.

1. What are the major categories of reinforcement?
   - **Positive reinforcement:** “offering something valued as a consequence of a desired behavior, resulting in an increase of that behavior” (Lavay, French, Henderson, 2006, p. 95).
   - **Negative reinforcement:** “increases a desired behavior by encouraging students to perform that particular behavior in order to avoid, escape, or eliminate something they dislike” (Lavay et al., p. 88).

   Examples: (1) A student avoids losing points off her class grade (aversive stimuli) by performing all her warm-up exercises (increase in behavior); (2) A student who doesn’t want to sit in the bleachers and write a report (aversive stimuli) will dress for physical education class (increase in behavior).

   - **Extinction:** Withholding reinforcement by planned ignoring of minimally intrusive, inappropriate behavior, which results in a decrease of the behavior in the future.

   - **Punishment:** “decreases an undesirable behavior by either presenting an aversive stimulus or removing a positive stimulus” (Lavay et al., p. 95).

   Examples: (1) Making a student run laps (presenting aversive stimuli) in order to get the student to stop talking out of turn in class (decreasing behavior); (2) Taking away class free time (removing a positive stimulus) in order to get the class to stop littering the fields at lunchtime (decreasing a behavior)

   - **Premack principle** (1959): “you can use highly reinforcing activities to promote (i.e., increase) less popular behaviors” (Lavay, et al., 2006, p. 83). Heard in Pink Floyd’s *The Wall*: “If you don’t eat your meat, you can’t have any pudding.” Stated as “when and then” (i.e., when you do X, then you get Y).

2. What are popular subcategories of positive reinforcement?
   - Nonverbal social reinforcement (physical): arm around shoulder, high-five, pat on back, hug
   - Nonverbal social reinforcement (gestures): thumbs up, big hand, round of applause, smile, grin, nod/wink
   - Verbal social reinforcement: general and specific
• Tangible reinforcement: PE bucks, certificates, stickers, coupons, trophies, medals, stamps, food, tickets, small prizes, trading cards

• Physical activity reinforcers: bonus PE time, game play, activity and equipment choice, free time

• Privileges: squad leader, equipment manager, skill demonstrator, teacher’s aid, peer tutor, choose activity/partner, extracurricular opportunity, gofer

• Token economy: zero-sum problem; post-age-9 problems; reduces intrinsic motivation; difficult to implement with large groups

3. What strategies should (not) be used to reinforce?

• Catch children being good

• Don’t mistarget reinforcement

• Give fair warning

• Don’t threaten, lay guilt trips, use sarcasm on, yell at, force exercise, on hit, or put down a child

• Use proximity

• Look at glass as half full

• Positive pinpoint with caution

• Punish the behavior and not the person

• Deliver punishment softly and calmly

• Timeouts: active and passive; observational, exclusion, seclusion

• Use “I” statements

• Give appropriate feedback often and reduce frequency and increase latency over time as behavior takes root

• Eye contact

• Voice modulation

• Follow-up

• Magnitude of reinforcement should fit the behavior
**Instructional Methods**

**Questioning**

*Purpose:* As a form of feedback to the instructor and as a means of accountability for students.

*Methods:* (a) Absolutely sure-50/50-don’t know; (b) choral response; (c) stump the teacher; (d) Jeopardy; (e) add a response (for answers with more than part; answers with multiple questions); (f) whisper to a friend; (g) two-person conference/representative; (h) exit slips (write down 2-4 cues, as many as…., most/least fun activity and why); (i) poll the audience (multiple choice); (j) take away two choices.

**Formats**

*Purpose:* Alternative means of learning in which learners get more decision-making opportunities than in traditional formats.

*Commonly used ES formats:*

- *Teaching through questions,* subsets of which include (a) teaching by invitation (whole group is offered a choice at the onset of the task with expectation that they choose the level that they work best at) and (b) intratask variation (individual or small group adjustments to the task based on observation of already-developed proficiency/utilization) …may include challenges.

- *Station/task teaching,* rule of thumb is to add one station for every grade, beginning in Grade 1. Can double stations if an assistant is available. All or most tasks should be closed/simple; directions for performance clear and explained through visual/verbal cues; and some sort of challenge/criterion for success suggested. Key for success is monitoring student behavior, having low-organization transitions (directionality, transition cue), repeating/reusing the format throughout the school year, and tasks that are interesting and fun (allowing students to make up their own stations helps).

**Lesson Bookends**

*Purpose:* To focus attention at beginning and end of class on what is important about the lesson.

*Opening:* Greeting (other countries require students to greet their instructor before class begins), review (?), preview/goal, sponge (posted, dry erase board, easel)

*Closure:* Review (or have students) key points, ask questions, what comes next, homework, goodbye

**Teaching during Games Strategies**

Mike Metzler, *JOPERD,* 1989

*Purpose:* Teaching should not stop when games start. Many teachers fall silent during game play, when we know that in many sport settings, coaches do the most teaching during games.

*Pregame:* Chalk Talk, Walk Through

*Ingame:* Situations, Instant Replay, Player Coach, TV Analyst, You Make the Call
Sample Task Style Lesson Task Sheet
Grades 4-5: Striking with ball/bat

Name: ____________________

Task 1: (a) You and partner stand 10 feet facing wall; (b) partner stands by side; (c) partner drops ball from arm’s length over head on your signal; (d) you make contact, hitting ball into wall; (e) repeat 5 times, record results for each attempt by checking off correct result box for each swing, and switch roles.

<table>
<thead>
<tr>
<th>Attempt</th>
<th>Result</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Oops, I Missed</td>
</tr>
<tr>
<td>1</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
</tr>
</tbody>
</table>

Task 2: Repeat Task 1, but this time, your partner will drop the ball when he or she wants to, not when you signal.

<table>
<thead>
<tr>
<th>Attempt</th>
<th>Result</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Oops, I Missed</td>
</tr>
<tr>
<td>1</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
</tr>
</tbody>
</table>

Task 3: On your own, make up 2 different ways of projecting the ball to yourself in order to hit. List or draw the ways below—take 5 swings using each way and record the number of times you make contact.

How I projected the ball

1. _________________ / 5 attempts

2. _________________ / 5 attempts

Reflect:

Which task was hardest? (Circle one) Task 1 Task 2 Task 3

Which task did you like best? (Circle one) Task 1 Task 2 Task 3
Combative Activities
Mosston’s Practice Style B

Station 1: Fencing

Station 2: Tug-o-war
Task: Longer rope is for regular tug over line. Shorter rope is for tugging opponent out of his or her hoop. Keep track of score. Be sure to try both tug types. A point is scored when one person is tugged outside their hoop or over the line.

Station 3: Toe Wrestling
Task: Remove shoes. Fight a best-of-five matches using one-hand grip. Then repeat using two-hand grip. If time remains, try a different type of grip or position. A match ends when a player’s foot touches the top of an opponent’s foot.

Station 4: Box Out
Task: With back turned away from stealer, defender uses box out technique to defend against the ball being touched by an opponent’s hand. Using stopwatch, defender times how long s/he is able to keep opponent at bay. After a touch, time is stopped and partners switch roles to see if time can be beaten. Continue until transition noting wins and best times.

Station 5: Jousting
Task: Place beanbag on shoulder and stand in hoop. Using jump rope, pull against your opponent in such a way as to make his or her beanbag fall off before yours does. (You may not let go of your rope.) Keep score. Add a second rope, if desired, by lacing two ropes together (changes the pull).

Station 6: Balance Beam Sumo
Task: Each person takes a physio ball or beachball. Stand on balance beam. At signal, use the ball to bump partner off beam first. Keep score.

Station 7: Beanbag Snatch
Task: Standing up, player one presents palms face-up to an opponent with a beanbag in each hand. The opponent then places palms face down near the first player’s beanbags and attempts to snatch the beanbags in as few turns as possible. The number of attempts required to snatch both beanbags represents a score that the first player will try to beat upon switching roles. (Player one may only close a palm…can’t move hand away.)
# Modified Games

## Modified Games Theory

<table>
<thead>
<tr>
<th>Component</th>
<th>Categories</th>
<th>Subcategories</th>
</tr>
</thead>
<tbody>
<tr>
<td>Purpose</td>
<td>Physical</td>
<td>Skill development, fitness</td>
</tr>
<tr>
<td></td>
<td>Cognitive</td>
<td>Tactical awareness, knowledge of rules</td>
</tr>
<tr>
<td></td>
<td>Affective</td>
<td>Self-worth, enjoyment, satisfaction</td>
</tr>
<tr>
<td>Players</td>
<td>Individual characteristics</td>
<td>Skill level, gender, disability status</td>
</tr>
<tr>
<td></td>
<td>Group characteristics</td>
<td>Skill level, gender</td>
</tr>
<tr>
<td></td>
<td>Numbers</td>
<td>Individuals, groups, individuals per group</td>
</tr>
<tr>
<td>Movement</td>
<td>Types</td>
<td>(Non) locomotion, manipulation features, body awareness (body control)</td>
</tr>
<tr>
<td></td>
<td>Locations</td>
<td>Personal space (level, direction, pathways), general space</td>
</tr>
<tr>
<td></td>
<td>Quality</td>
<td>Force, flow, speed (time)</td>
</tr>
<tr>
<td></td>
<td>Relationships</td>
<td>Objects, players, group</td>
</tr>
<tr>
<td></td>
<td>Quantity</td>
<td>Number, distance</td>
</tr>
<tr>
<td>Objects</td>
<td>Types and uses</td>
<td>Moving in relation to, being moved by, sending away/gathering in with</td>
</tr>
<tr>
<td></td>
<td>Quantity</td>
<td>None, one, several, many</td>
</tr>
<tr>
<td></td>
<td>Location</td>
<td>Piece-piece, piece-player, piece-group</td>
</tr>
<tr>
<td>Organization</td>
<td>Pattern</td>
<td>Defined structure (file, circle, zone), undefined structure</td>
</tr>
<tr>
<td></td>
<td>Quantity</td>
<td>Even/odd # players, constant/variable throughout game</td>
</tr>
<tr>
<td></td>
<td>Location</td>
<td>Players, group, objects</td>
</tr>
<tr>
<td>Limits</td>
<td>Players</td>
<td>Movements and participation (acceptability, necessity)</td>
</tr>
<tr>
<td></td>
<td>Environment</td>
<td>Physical aspects (boundaries, equipment/player #/ratio), activity conditions (time of play, scoring, rules)</td>
</tr>
</tbody>
</table>

### Examples

**Purpose:** Fitness: Jump Rope, 3-person, Any-object Softball; Affective: Cheer + 1 Softball

**Players:** Numbers: 4 v. 3, O v. D Soccer

**Movement:** Body awareness (Matball); Locomotion (speed walk to even O v. D in Softball); Quality (flow: Standing Still Flag Football)

**Objects:** Types and uses: Tennis Racquet Softball; Location/Quantity: Lacrosse-style, Two-goal Soccer

**Organization:** Pattern: Opposite Field Softball (pizza pie); Location: Cageball (soccer, basketball)

**Limits:** Players (Coed Soccer Touch rule); Environment (5-min Softball)
## Modified Games Worksheet

**Instructions.** For each game/drill that is explained, demonstrated, or played check those columns where an adjustment/modification has been made from the original or traditional game form. Identify what the changes are and what outcome should be achieved.

<table>
<thead>
<tr>
<th>Game Name</th>
<th>Player characteristics</th>
<th>Movement</th>
<th>Equipment</th>
<th>Playing field</th>
<th>Rules, scoring, or playing conditions</th>
<th>Organization</th>
</tr>
</thead>
<tbody>
<tr>
<td>①</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>②</td>
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<td>③</td>
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<tr>
<td>④</td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>⑤</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Modified Games and Drills Sampler

BBK
Offense: Batter kicks bowled or stationary ball into play and proceeds to dribble a basketball around the base paths.
Defense: Ball is fielded and passed to players at various baskets who attempt to make a shot. Require two to three made attempts after which "freeze" is yelled.
Scoring: If batter circles bases and dribbles home before 2-3 baskets are made, a run is scored. If defense makes baskets before runner completes running bases, no point is score and (or) an out is recorded.
Organization: Play all team's batters kick each half inning or play 3 outs and switch.

Alaskan Softball
Offense: Batter hits pitched ball (with or without a bounce) and strikes it into play with a large-headed paddle. Batter then leads his/her teammates in running laps around cones set some distance apart.
Defense: Fielder fields ball, holds it above head; teammates race to him/her and form line behind. A series of over/under passes of the ball are made down the line—last person to receive yells freeze.
Scoring: Each time the batter completes a lap, a point is tallied for the team. Batter stops running upon "freeze" signal.
Organization: Use larger balls for younger children. Batter may not pass fellow teammates when running. All batters on a team bat each half inning. No outs are recorded. Ball may be hit anywhere.

Throwball
Offense: Batter throws ball into play beyond the infield and begins running around standard bases (can bring bases closer or farther apart). Batter freezes on pitcher's signal wherever they are on the base paths. Next batter comes up and throws into play and begins same running pattern; previous batter resumes running laps from where they left off.
Defense: Fielder fields ball and throws it on the fly or bounce to the pitcher who occupies a hoop in the infield. Upon catching it, pitcher yells "freeze" and play is over. If pitcher drops it or catches it outside of hoop, s/he must throw ball back into outfield and they try again to throw it in. No fielder may throw from inside the infield.
Scoring: Individual batters keep track of laps completed and at end of lineup, each person's laps are added to form a team total for the half-inning.
Organization: Pay careful attention to batting order due to aerobic requirements of game; change pitchers regularly. For more challenge and defensive involvement, require fielded balls to be passed to each defensive player before returning the ball to the pitcher.

Bowling Pin Soccer (individual version)
Object: Use shooting and passing skills to knock down opponents' cans and use defensive skills to prevent your can from being knocked over.
Organization: Each player gets a hoop, pin, and soccer ball. Upon signal, they shoot at others' pins and mentally record hits. Once they have shot a ball, it is up to them to get another ball by waiting to field a ball shot at them or leaving their pin unprotected and retrieving a ball. If they knock down their own pin inadvertently or have their pin get knocked down by ricochet, it counts against them just as it would if it were knocked down by a regular shot. Keep track how many times your pin is knocked down. If your pin is knocked down pick it up and resume play.
Scoring: Take number you knocked down and subtract number of times your pin was knocked down—this is your score; aiming for score above zero (0). Compare your score over several rounds to note improvement.
Modifications: If your pin is knocked down, leave it down and dribble one lap around perimeter before resuming play and standing pin up. Remove cluttered playing field for smoother play and more success by having many shaggers outside the field who collect balls leaving field and putting them back into play with a pass. Each round can last between 1-2 mins. Shrink or expand field to modify difficulty. Play one-on-one or one-on-one-on-one for increased focus on defensive skills and harder workout.
Cone Passing Drill:
Organization: Each player gets two cones, which they spread some distance away from their partner at a mutually agreed upon width. Using a single soccer ball, each player attempts to pass it with enough accuracy for the ball to cleanly go between the cones. After each player passes, a decision is made about cone spacing. If the pass was successful (you make the call as to what constitutes success, i.e. once, twice in a row, 4 out of 5), narrow the width of the cones; if not keep them the same width or widen them until criterion success is achieved.

Volleyball Ping Pong/Tennis:
Setup: Using ropes and cones, make a “Net” by stringing jump ropes together and marking off width boundaries with cones. Endline boundaries should also be marked off and vary based on skill level.
Play: Using bump and set (no spike), serve and then rally the volleyball as you would in game of tennis/ping pong. Balls out of play, that bounce more than once on a player’s side, or illegal hits score points. Use traditional sideout (middle school) or rally scoring.

Volleyball Four-Square:
Setup: Create a four-square court with jump ropes and a center cone.
A student is the king or queen of the court and always serves, serving to any square s/he chooses. The receiver of serve uses bumping and setting skills to pass the ball out of his/her square and into someone else’s. An illegal hit, more than one bounce in one’s own square, or hitting out of bounds ends play. If “1” makes “out”, everyone moves up one square.

Bowling Pin Football:
Organization: Use 3v3 or 4v4 setup with one team wearing pinnies. Line up 5-10 pins on endline and create a buffer zone between pins and playing field, in which no person may occupy.
Play: Game is played similar to ultimate Frisbee; ball is passed or shoveled between players trying to move up the field and knock over a pin by throwing or shoveling the ball toward it. A dropped ball and any shot attempt results in a change of possession. One point is awarded for every pin knocked down. Play for time or until all pins are knocked down.
# Physical Activity and Fitness

**Questionnaire – Do you walk the talk?**

Please recall any sports, recreation, or leisure you have participated in during the past week and mark your responses in columns B-D. Please include only the time you were physically active while doing them.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Participated in last week? (Circle one)</th>
<th>Frequency over last week</th>
<th>Average time per episode in hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Volleyball (4.0)</td>
<td>Y</td>
<td>N</td>
<td></td>
</tr>
<tr>
<td>Basketball (6.0)</td>
<td>Y</td>
<td>N</td>
<td></td>
</tr>
<tr>
<td>Baseball/softball (5.0)</td>
<td>Y</td>
<td>N</td>
<td></td>
</tr>
<tr>
<td>Soccer (7.0)</td>
<td>Y</td>
<td>N</td>
<td></td>
</tr>
<tr>
<td>Racket sports (e.g., badminton, tennis) (7.0)</td>
<td>Y</td>
<td>N</td>
<td></td>
</tr>
<tr>
<td>Martial arts (e.g., judo, karate, tae kwon do)(10.0)</td>
<td>Y</td>
<td>N</td>
<td></td>
</tr>
<tr>
<td>Jump rope (8.0)</td>
<td>Y</td>
<td>N</td>
<td></td>
</tr>
<tr>
<td>Skating (roller, blade, ice) (7.0)</td>
<td>Y</td>
<td>N</td>
<td></td>
</tr>
<tr>
<td>Meditative activities (e.g., yoga, tai chi, pilates) (4.0)</td>
<td>Y</td>
<td>N</td>
<td></td>
</tr>
<tr>
<td>Light intensity dance (e.g., low-impact aerobics, ballroom, ballet, modern) (5.0)</td>
<td>Y</td>
<td>N</td>
<td></td>
</tr>
<tr>
<td>High intensity dance (e.g., high-impact aerobics, step class) (7.0)</td>
<td>Y</td>
<td>N</td>
<td></td>
</tr>
<tr>
<td>Running (8.0)</td>
<td>Y</td>
<td>N</td>
<td></td>
</tr>
<tr>
<td>Bicycling (8.0)</td>
<td>Y</td>
<td>N</td>
<td></td>
</tr>
<tr>
<td>Swimming laps (7.0)</td>
<td>Y</td>
<td>N</td>
<td></td>
</tr>
<tr>
<td>Walking (3.5)</td>
<td>Y</td>
<td>N</td>
<td></td>
</tr>
<tr>
<td>Calisthenics (e.g., push-ups, sit-ups) (8.0)</td>
<td>Y</td>
<td>N</td>
<td></td>
</tr>
<tr>
<td>Weight training (6.0)</td>
<td>Y</td>
<td>N</td>
<td></td>
</tr>
</tbody>
</table>

For each activity performed, multiply MET value x (wt in lbs/2.2) x total hrs = Calories for activity. Sum all caloric expenditures across activities for a weekly total: __________ kCal (weekly total)
Physical Activity Correlates
Overview

Listed below are the four main determinants of physical activity proposed in the literature (Sallis, 2000). A determinant is a constant or changing factor/variable that serves to facilitate or deter people’s behavior.

Demographic and Biological
Age, sex, ethnicity, education, career choice, working conditions/workload, time, smoking status, BMI, health status (depression, fatigue, injury, chronic disability), genetic predispositions (orthopedic, metabolic, cardio-respiratory conditions)

Psychological, Cognitive, and Emotional
Self-efficacy, enjoyment, intention to be active (attitude and subjective norm), self-motivation*, perceived good health*, perceived benefits of exercise*, self-confidence, perceived barriers, modeling
*adult population

Social and Cultural
Social support (encouragement, support, approval) from friends, family and family members, and role models; interaction (e.g., familial support is often gender-based or allocated differentially by birth order; younger children and their parents/siblings parallel in activity); community norms based on shared values; religious prescription or proscription (e.g., intermingling of sexes, dress code, calendar restrictions)

Environmental
Availability of facilities, cost, climate (micro and macro, seasonal differences, temperature, humidity, air quality), safety, competent instruction, neighborhood features, topography, altitude
Physical Activity Correlates Worksheets  
Children Ages 4-12  
In conjunction with *Honey, We’re Killing the Kids!*

### Correlates of PA for Children (4-12)

#### Demographic & biological factors
*Sallis, Prochaska, & Taylor (2000)*

<table>
<thead>
<tr>
<th>Correlate</th>
<th>Association</th>
</tr>
</thead>
<tbody>
<tr>
<td>Age</td>
<td></td>
</tr>
<tr>
<td>Ethnicity</td>
<td></td>
</tr>
<tr>
<td>Sex (Male)</td>
<td></td>
</tr>
<tr>
<td>Socioeconomic status</td>
<td></td>
</tr>
<tr>
<td>Single parent status</td>
<td></td>
</tr>
<tr>
<td>Body Mass Index</td>
<td></td>
</tr>
<tr>
<td>Parent overweight/obesity</td>
<td></td>
</tr>
</tbody>
</table>

### Correlates of PA for Children (4-12)

#### Psychological, cognitive, and emotional factors
*Sallis, Prochaska, & Taylor (2000)*

<table>
<thead>
<tr>
<th>Correlate</th>
<th>Association</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self-esteem</td>
<td></td>
</tr>
<tr>
<td>Perceived competence (physical, sports)</td>
<td></td>
</tr>
<tr>
<td>Self-efficacy</td>
<td></td>
</tr>
<tr>
<td>Body image</td>
<td></td>
</tr>
<tr>
<td>Attitudes, outcome expectation</td>
<td></td>
</tr>
<tr>
<td>Sweat attitudes</td>
<td></td>
</tr>
<tr>
<td>After school activity attitudes</td>
<td></td>
</tr>
<tr>
<td>Dislikes PE</td>
<td></td>
</tr>
<tr>
<td>PA intention</td>
<td></td>
</tr>
<tr>
<td>PA preference</td>
<td></td>
</tr>
<tr>
<td>Perceived benefits</td>
<td></td>
</tr>
<tr>
<td>General barriers</td>
<td></td>
</tr>
</tbody>
</table>
**Correlates of PA for Children (4-12)**

**Behavioral attributes and skills**

Sallis, Prochaska, & Taylor (2000)

<table>
<thead>
<tr>
<th>Correlate</th>
<th>Association</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cigarette use</td>
<td></td>
</tr>
<tr>
<td>Alcohol use</td>
<td></td>
</tr>
<tr>
<td>Healthy diet</td>
<td></td>
</tr>
<tr>
<td>Caloric intake</td>
<td></td>
</tr>
<tr>
<td>Previous PA</td>
<td></td>
</tr>
<tr>
<td>Sedentary time (TV, video games)</td>
<td></td>
</tr>
</tbody>
</table>

**Correlates of PA for Children (4-12)**

**Physical environment factors**

Sallis, Prochaska, & Taylor (2000)

<table>
<thead>
<tr>
<th>Correlate</th>
<th>Association</th>
</tr>
</thead>
<tbody>
<tr>
<td>Access to facilities/programs</td>
<td></td>
</tr>
<tr>
<td>Parent provides transportation to PA</td>
<td></td>
</tr>
<tr>
<td>Season (summer/spring)</td>
<td></td>
</tr>
<tr>
<td>Milieu (rural)</td>
<td></td>
</tr>
<tr>
<td>Neighborhood safety</td>
<td></td>
</tr>
<tr>
<td>Time outdoors</td>
<td></td>
</tr>
</tbody>
</table>
## Correlates of PA for Children (4-12)

### Social and cultural factors

Sallis, Prochaska, & Taylor (2000)

<table>
<thead>
<tr>
<th>Correlate</th>
<th>Association</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parent PA</td>
<td></td>
</tr>
<tr>
<td>Parent PA participation with youth</td>
<td></td>
</tr>
<tr>
<td>Parent benefits of PA</td>
<td></td>
</tr>
<tr>
<td>Parent barriers to PA</td>
<td></td>
</tr>
<tr>
<td>Parental encouragement, persuasion</td>
<td></td>
</tr>
<tr>
<td>Parent transports child</td>
<td></td>
</tr>
<tr>
<td>Parent pays PA fees</td>
<td></td>
</tr>
<tr>
<td>Subjective norms</td>
<td></td>
</tr>
<tr>
<td>Peer influence</td>
<td></td>
</tr>
</tbody>
</table>
Guidelines for Teaching Physical Activity and Fitness

“What Every Physical Educator Should Know About Teaching Physical Activity and Fitness”
Charles Corbin, TEPE (January 2004, pp. 7-9)

1. Physical fitness is a state of being (i.e., product).
   - Health-related components (5)
   - Skill-related components (6)

2. Our ability to change the fitness of children is not as great as most of us would like.
   - Heredity, maturation, age

3. Teaching children about health-related fitness is an important goal.

4. The use of criterion referenced standards, rather than normative standards, is recommended.

5. Self-testing can help students learn important concepts.

6. Fitness tests are not good indicators of student achievement or teacher success.

7. Physical activity education is our paramount goal (i.e., focus on process)

8. Learning self-management skills is an important objective of PAE
   - Self-assessment/monitoring
   - Planning
   - Goal setting
   - Overcoming barriers

9. Activity guidelines for youth are not the same as for adults.
   - At least 60 minutes and up to several hours of daily activity
   - Long periods of inactivity (> 2 hrs) during waking hours should be avoided
   - Active in multiple bouts during day
   - Variety of activities (leisure, sport, PE, transportation)

10. Building intrinsic motivation is a key to promoting lifetime PA

11. The 8 Commandments

<table>
<thead>
<tr>
<th>Thou Shalt…</th>
<th>Thou Shalt Not…</th>
</tr>
</thead>
<tbody>
<tr>
<td>Encourage youth to be supportive of peers in activity settings.</td>
<td>Tolerate peer comments that deprive children of positive self-perceptions</td>
</tr>
<tr>
<td>Find words and take action that make all youth feel included and respected.</td>
<td>use language/take actions that undermine children’s self-perceptions</td>
</tr>
<tr>
<td>Make it clear that PA is for all people.</td>
<td>Condone/participate in actions against marginalized students</td>
</tr>
<tr>
<td>Find ways to make activity fun and enjoyable.</td>
<td>Use PA as punishment.</td>
</tr>
</tbody>
</table>
Flexibility and Strength Building Activity Sampler

Flexibility

Solo stretches (Use analogies)
- Flamingo
- Giraffe
- Penguin/duck
- Escape artist (arm to arm/back)
- Butterfly

Partner stretches
- Point your toes and reach
- Patty cake between the legs
- Patty cake behind the back
- Hamstring stretch

Strength

Solo
- Chair sit
- Walking hands static push up
- Static push up/dip with and without ball
- Holding crunch with counts or CBA’s
- Crunch with ball thrown up and caught/with ball jackknives
- Flat tire, gorilla, Miss America, Tarzan push ups

Partner (without resistance)
- Static wheelbarrow in self and general space
- Partner back-to-back stand
- Obliques with ball
- Ball toss sit-ups
- Ball jackknives
- Patty cake pushups

Partner (with resistance)
- Arm curl-up: facing each other
- Fist pull apart: lateral
- Forearm flex: extends hands out to partner’s shoulder and attempt to force him down to ground
- Butterfly: partner holds arms down to side
- Camel back
- Back builder: in bear crawl position, exerciser attempts to stand up as partner resists at shoulders
- Push-up with resistance
- Knee bender: exerciser on tummy flexing at knee
- Foot bender
Cooperative Games

Cooperative Game Overview

1. Often requires some cognitive component, which sacrifices activity; targets affective areas such as cooperation, communication, equality, leadership, risk, etc.

2. Students must be ready for relationships with people movement concept (2nd graders and up)

3. Activities can be grouped by number of students required (small, medium, large) or activity level (low, medium, high)

4. Success isn’t always measured by the outcome but by how students negotiate the process – this requires skillful debriefing or task sheet probes

5. They may be done at end of semester or year, sometimes at the beginning for older students in order to (a) develop/reinforce a positive learning/social climate; and (b) develop skills that transfer to real life (family, work, sports and activities)
Cooperative Activity Sampler

*Minesfield* or *Don’t step on the jellyfish* (PC): Place 30-40 mines (hot spots or cones) in a large square area. Have students form partners with one standing on one edge of the square blindfolded. His or her partner will use voice commands only to help the blindfolded person to successfully cross the minefield without stepping on a mine. If a mine is stepped on, start from the beginning. Switch roles. Can time challenge and measure improvement.

*Running the gauntlet:* Using the whole class, form two lines facing each other. Persons standing opposite one another hold hands. First persons in line then individually/together use various locomotor skills and speeds to run the gauntlet. As they run through, those in line raise their arms up to allow them through. After negotiating the gauntlet, the runners stay at end of the lines and hold hands as previously described. Next pair goes through, etc.

*Never-ending triangle relay:* three teams, three hula-hoops, 30 tennis balls (10 per hoop). Teams are seated in a single file row between two hula-hoops to form a triangle. At the signal, the person closest to the left hoop begins, by taking a single ball and passing it to the next person down the line who does the same. As soon as the first person rids them selves of the ball, s/he may take another. The last person in the team’s line, places the ball in hula-hoop to his/her right. Continue until the whistle is blown. The object is to have more balls in your right hoop than your left.

*Shoe Twister:* Each child removes one shoe and places it in a pile. Everyone then picks up someone else’s shoe, and while holding the shoe (method left up t children) everyone joins hands, forming a large circle. Each child then locates the owner of the shoe that she is holding, and all the children exchange shoes without breaking their joined hands. Once all shoes have been returned to their owners, the circle is reformed and children make another pile of shoes to start the game again. (The Cooperative Games and Sports Book, p. 29)

*Stunts:* Back-to-back raise; Group lap-sit line/circle; Stump; Group lean-in/lean-out (aka Yurt Circle)

*Human Knots:* Two ropes are used with loops tied at ends for handles. The two ropes are interwoven and handles held by each partner. Without releasing the handles, the goal is for partners to unknot without letting go of the handles.

*Others:* farmer’s boat problem; human checkers; last detail; telephone; Earth Ball; No “man” is an island (aka Hot Lava), human surfboard, group juggling

MORE AT…

- [http://www.mrgym.com/CooperativeGames.htm](http://www.mrgym.com/CooperativeGames.htm)
- [http://www.cwu.edu/~jefferis/unitplans/cooperativegames/index.html](http://www.cwu.edu/~jefferis/unitplans/cooperativegames/index.html)
Interdisciplinary PE

Overview

Reasons for Integration:

- **Economizing**: knowledge growth rate and finite time available
- **Real Life**: Fragmentation of knowledge does not happen in the real world
- **Connecting with students**: Making content relevant by connecting to larger world
- **Metacognitive development**: Teaching students the skill of integrating
- **Legitimacy**: Making a case for continued inclusion of PE in the curriculum

Major Types

**Internal Integration** = within the PE and Exercise Science domain: concepts, social/personal skills, thinking

- **Connected**: Topic to topic, concept to concept, year to year (e.g., TFU)
- **Nested**: Multiple skills simultaneously (e.g., THR and personal program design)

**External Integration** = between PE and other subject matter areas: directionality of integration

Approaches to Integration

- **Sequenced**: Teachers arrange topics/units to be taught at same time (e.g., alphabet)
- **Shared**: Team teachers plan a unit which focuses on key concepts, skills, or attitudes traditionally taught in the individual subjects (e.g., wellness across the disciplines)
- **Webbed**: Content organized around themes, such as concepts (e.g., caring, cooperation), topics (e.g., institutions, the mind), categories (e.g., science fiction, great books), great ideas (e.g., knowledge is power), or problems (e.g., how do humans survive?)
- **Threaded**: Global thinking or social skills are threaded through all the disciplines (e.g., multiple intelligences); focus on learner over content in planning process

Applications: Homework, projects, portfolios, textbooks, worksheets, scoresheets, modified activities


MORE AT…

http://www.fldoc.org/BII/CSHP/word/K5-PE-PAinterdisciplinary.doc
Interdisciplinary Activities Sampler

**Body solutions:** Students work together by using their bodies to form numerical answers to math problems (e.g., 2+2, 18-6, 4x5, 50÷5)

**Body geometry:** Students work together by using their bodies to form shapes (e.g., circle, square, right angle)

**Scrabble:** Students collect scrabble tiles dispersed randomly in gym and return one letter at a time to their home base to spell out words worth differing point values.

**Crossword Puzzle:** Students work together by using their bodies to form the shape of letters that solve a clue: (e.g., tabby or manx = cat; not old = new)

**Listen and Locate:** Listen to a piece of world music and locomote to the continent of origin as located in the gym space.

**Spaced Out:** Create a movement sequence by going on an exploratory space mission. Begin with a rocket takeoff. Include a tethered spacewalk, moonwalk, a work experiment, a computer glitch and resolution, return flight, and reentry to earth. (PE Methods for Classroom Teachers, p. 111)

**Watch Me Change:** All the people we know are growing and changing. Make a movement sequence that represents the changes that you have made since you were born until today. You can think about drinking from a bottle, learning to sit up, learning to roll over, learning to stand, learning to walk, learning to drink from a cup, learning to throw and kick a ball, learning to ride a tricycle or bicycle. (PE Methods for Classroom Teachers, p. 111)

**Counting in different languages:** Counting from 1-10 in 5000 languages can be found at www.zompist.com

<table>
<thead>
<tr>
<th>Language</th>
<th>1</th>
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<td>sìyám</td>
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Assessment
Overview

“The process of testing and evaluating students to determine progress towards program goals”

NASPE National Standards

Role of assessment in physical education

- Focus on individual student who otherwise might be ignored; motivation, diagnosis,
- Provides data as to whole class progress: predication, placement
- Offers feedback as to your instructional effectiveness: achievement of objectives, mastery learning/reinstruction
- Can be used as a teaching/learning tool (to teach is to learn twice)
- Public relations

Assessment areas

- Needs assessment
- Physical fitness: Prudential Fitnessgram, President’s Challenge, Physical Best (tests, administration, criteria)
- Psychomotor: basic fundamental skills (levels), sport skills
- Cognitive: Recall and higher-order thought processes
- Affective: social development, attitudes, and personal responsibility
- Formative (process) v. summative (product or sum)

Assessment strategies

- Portfolios
- Fitness testing
- Knowledge: check for understanding, poker chip surveys
- Journals: record feelings or performance
- Self-monitoring sheets: safe to assess honestly
- Rubrics: construction keys; multidimensional rating scales used to judge performance of multiple dimensions of behavior
- Self and peer assessment: checklists (skill and personal feeling), cuecards
- Videotaping
- Interviews and exit polls (smiley face): closed-ended question/affective measurement
- Projects: Game design/teach, PA log, Family fitness tree, Roots sport culture report

Time Management

- Train students on how to manage and perform assessment (role play, group discussion, demonstration)
- Embed assessment into regular learning tasks so students get practice while freeing you up
- Use stations
- Use PLACHEK and record those that can’t on a list
Grading

- Synthesize performance to one datum that is communicated to parents
- Identify what grade composites are and communicate expectations to students/parents beforehand
- Separate grades out into the three learning domains plus fitness (shows truer image of abilities) – include written comments

Behavior Assessment

- Hellison: respecting the rights and feelings of others; being sensitive and responsive to the well-being of others
- Behavior tracking system: provides specific feedback to students about their progress toward behavioral goals over time; posting rationale; reinforcement (e.g., classes with the most 4’s, classes with the highest average, classes that are most improved, classes that obtained only 3’s and 4’s)—earned PA time of choice (overhead); progress report back to teacher

Peer Tutoring

- Class wide peer tutoring (overhead) (20-day striking unit, PE every other day for 25 minutes, 3rd grade, low SES in Columbus)
- Loads of immediate feedback with 90% accuracy for peer observers
- While students accrued fewer OTRs, they performed them with more accuracy and higher percentage of correctness
Inspiration

The Innocence of Youth

We can always shed off our crusty cynicism, and recapture the purity and sincerity of our youth. If we allow ourselves to reflect, there is much we can learn from youth as the following anecdotes illustrate:

1. A four-year-old child had a next-door neighbor who was an elderly gentleman who had recently lost his wife. Upon seeing the man cry, the little boy went into the old gentleman's yard, climbed onto his lap, and just sat there. When his mother asked him what he had said to the neighbor, the little boy said, "Nothing, I just helped him cry."

2. Teacher Debbie Moon's first graders were discussing a picture of a family. One little boy in the picture had a different color hair than the other family members. One child suggested that he was adopted. A little girl said, "I know all about adoptions because I was adopted." "What does it mean to be adopted?" asked another child. "It means," said the girl, "that you grew in your mommy's heart instead of her tummy."

3. As I was driving home from work one day, I stopped to watch a local Little League baseball game that was being played in a park near my home. As I sat down behind the bench on the first-base line, I asked one of the boys what the score was.

"We're behind 14 to nothing," he answered with a smile.

"Really," I said. "I have to say you don't look very discouraged."

"Discouraged?" the boy asked with a puzzled look on his face.

"Why should we be discouraged? We haven't been up to bat yet".

4. Whenever I'm disappointed with my spot in life, I stop and think about little Jamie Scott. Jamie was trying out for a part in a school play. His mother told me that he'd set his heart on being in it, though she feared he would not be chosen. On the day the parts were awarded, I went with her to collect him after school. Jamie rushed up to her, eyes shining with pride and excitement. "Guess what Mom," he shouted, and then said those words that will remain a lesson to me: "I've been chosen to clap and cheer."
**Teacher Salaries**

Teachers' hefty salaries are driving up taxes, and they only work 9 or 10 months a year! It's time we put things in perspective and pay them for what they do--baby sit!

We can get that for less than minimum wage. That's right. Let's give them $3.00 an hour and only the hours they worked, not any of that silly planning time.

That would be $19.50 a day (7:45 AM to 4:00 PM with 45 min. off for lunch). Each parent should pay $19.50 a day for these teachers to baby-sit their children.

NOW...How many do they teach in a day...maybe 30? So that's $19.50 x 30 = $585.00 a day. However, remember they only work 180 days a year!!! I am not going to pay them for any vacations.

LET'S SEE....That's $585 x 180= $105,300 per year. (Hold on! My calculator needs new batteries). HEAVEN FORBID WE SHOULD HAVE ANY STUDENT FIGURE THIS OUT WITHOUT A CALCULATOR...

What about those special teachers and the ones with master's degrees? Well, we could pay them minimum wage, and just to be fair, round it off to $7.00 an hour. That would be $7 x 61/2 hours x 30 children x 180 days = $245,700 per year.

Wait a minute--there's something wrong here! There sure is! (Average teacher salary $50,000/180 days=$277/per day/30 students= $9.23/6.5 hours = $1.42 per hour per student—VERY INEXPENSIVE baby-sitter and they even EDUCATE your kids!) WHAT A DEAL....
PE and Exercise Slogans

1. 7 days without physical education makes 1 weak.
2. The harder one works the luckier one gets.
3. Hard work involves the glands, sweat glands included.
4. If at first you don’t succeed, you’re on the right course.
5. There is no “I” in “Team.”
6. Triumph is try with a little bit of “umph.”
7. Extraordinary is ordinary with a little bit of extra.
8. You’re not finished when you lose; you’re finished when you quit.
9. Inch by inch is a cinch, yard by yard is too hard.
10. I had the perfect lesson, but the wrong kids showed up.
11. Whether you think you can or whether you think you can’t, you’re probably right.
13. You’re never too old to play games; you’re too old when you stop playing games.
14. To be a Perfect Person, you need a double dose of PE.
15. The legal PED = Physical Education Daily
16. If your dog is fat, you’re not getting enough exercise.
17. A person’s health can be judged by which s/he takes two at a time – pills or stairs.
18. The only exercise some people get is jumping to conclusions, running down their friends, side-stepping responsibility, and pushing their luck!
19. Fitness – if it came in a bottle, everyone would have a great body.
20. You don’t stop playing games because you grow old; you grow old because you stop playing games.
There is a story many years ago of an elementary teacher. Her name was Mrs. Thompson. And as she stood in front of her 5th grade class on the very first day of school, she told the children a lie. Like most teachers, she looked at her students and said that she loved them all the same. But that was impossible, because there in the front row, slumped in his seat, was a little boy named Teddy Stoddard. Mrs. Thompson had watched Teddy the year before and noticed that he didn't play well with the other children, that his clothes were messy and that he constantly needed a bath. And Teddy could be unpleasant. It got to the point where Mrs. Thompson would actually take delight in marking his papers with a broad red pen, making bold X's and then putting a big “F” at the top of his papers.

At the school where Mrs. Thompson taught, she was required to review each child’s past records and she put Teddy's off until last. However, when she reviewed his file, she was in for a surprise.

1. Teddy's first grade teacher wrote, “Teddy is a bright child with a ready laugh. He does his work neatly and has good manners...he is a joy to be around.”

2. His second grade teacher wrote, “Teddy is an excellent student, well-liked by his classmates, but he is troubled because his mother has a terminal illness and life at home must be a struggle.”

3. His third grade teacher wrote, “His mother's death has been hard on him. He tries to do his best but his father is overwhelmed and his home life will soon affect him if some steps aren't taken.”

4. Teddy's fourth grade teacher wrote, “Teddy is withdrawn and doesn't show much interest in school. He doesn't have many friends and sometimes sleeps in class.”

By now, Mrs. Thompson realized the problem and she was ashamed of herself. She felt even worse when her students brought her holiday presents, wrapped in beautiful ribbons and bright paper, except for Teddy's. His present was clumsily wrapped in the heavy, brown paper that he got from a grocery bag. Mrs. Thompson took pains to open it in the middle of the other presents. Some of the children started to laugh when she found a rhinestone bracelet with some of the stones missing and a bottle that was one quarter full of perfume. But she stifled the children's laughter when she exclaimed how pretty the bracelet was, putting it on, and dabbing some of the perfume on her wrist. Teddy Stoddard stayed after school that day just long enough to say, “Mrs. Thompson, today you smelled just like my Mom used to.” After the children left, she cried for at least an hour.

On that very day, she quit teaching reading, and writing, and arithmetic. Instead, she began to teach children. Mrs. Thompson paid particular attention to Teddy. As she worked with him, his mind seemed to come alive. The more she encouraged him, the faster he responded. By the end of the year, Teddy had become one of the smartest children in the class and, despite her lie that she would love all the children the same, Teddy became one of her “teacher's pets.”

A year later, she found a note under her door, from Teddy, telling her that she was still the best teacher he ever had in his whole life. Six years went by before she got another note from Teddy. He then wrote that he had finished high school, third in his class, and she was still the best teacher he ever had in his whole life. Four years after that, she got another letter, saying that while things had been tough at times, he'd stayed in school, had stuck with it, and would soon graduate from college with the highest of honors. He assured Mrs. Thompson that she was still the best and favorite teacher he ever had.

Then four more years passed and yet another letter came. This time he explained that after he got his bachelor's degree, he decided to go a little further. The letter explained that she was still the best and favorite teacher he ever had in his whole life. But now his name was a little longer. The letter was signed, “Theodore F. Stoddard, M.D.”

The story doesn't end there. You see, there was yet another letter that spring. Teddy said he'd met this girl and was going to be married. He explained that his father had died a couple of years ago and he was wondering if Mrs. Thompson might agree to sit in the place at the wedding that was usually reserved for the mother of the groom. Of course, Mrs. Thompson did. And guess what? She wore that bracelet, the one with several rhinestones missing. And she made sure she was wearing the perfume that Teddy remembered his mother wearing.

At the wedding Dr. Stoddard whispered in Mrs. Thompson's ear, “Thank you, Mrs. Thompson, for believing in me. Thank you so much for making me feel important and showing me that I could make a difference.” Mrs. Thompson, with tears in her eyes, whispered back. She said, “Teddy, you have it all wrong. You were the one who taught me that I could make a difference. I didn't know how to teach until I met you.”
ENS 442B Section
Hardy Elementary School
5420 Montezuma Road

"Knowing is not enough; we must apply. Willing is not enough; we must do."
- Johann Wolfgang von Goethe

"No! Try not. Do, or do not. There is no try."
-Yoda (Star Wars Episode V: The Empire Strikes Back)

- Confucius
Work Session Outline

By the end of today’s work session, you should have addressed and hopefully met most, if not all, of the following goals.

_____ Identify teaching schedule for the entire field experience (i.e., who will teach what, when, and to whom).

_____ Develop a common set of rules (rules may differ by grade). You may amend your rules based on your classroom observation.

_____ Develop a common set of routines (routines may differ by grade).

_____ Identify questions of points of clarification that you wish to bring up with the principal and classroom teachers when you first visit the school.

_____ Identify and plan behavior management games and icebreakers you will use for the first day’s lesson.

_____ Begin Unit 1 lesson planning process.
Progress Report Cards

The template for creating a rubric for your class can be found on the following page.

Example of an acceptable comment:

**Grade K context**

**Jenny Lim:** She struggled with directionality (discerning right from left; clockwise and counterclockwise). She memorized and performed a 2-step dance sequence but not in time with the music; however, she competently shadowed an instructor’s more complex dance moves. For throwing, she frequently stepped with the same foot and did not rotate her trunk smoothly nor follow through fully. She caught large objects easily, but dropped smaller objects because she did not cradle them nor brought them in toward her body. Jenny was unable to use any body part to rotate a hoop; however, she willingly jumped in/out and over a hoop placed on the ground. She was eager to please but sometimes drifted off and had to be reminded to stay on task; she received two warnings for such behavior. She tended to be quiet and wanted to be paired with only one other classmate (Patty). Sometimes she chattered and giggled with Patty and was placed in time out for such behavior on one occasion.
Hardy Instructor: (Hardy ES teacher’s last name)
Grade: (Grade level)
Semester: (Fall or Spring 201_)
SDSU Instructor: (Your name: first and last)
Instructor Signature: ______________________________

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<th>(Skill 3)</th>
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Legend
(Skill 1: identify assessment conditions)
4=
3=
2=
1=

(Skill 2: identify assessment conditions)
4=
3=
2=
1=

(Skill 3: identify assessment conditions)
4=
3=
2=
1=

Behavior
4=
3=
2=
1=
Progress Report Card Scoresheet

Name: _______________________________________

Adherence: To the template presented in class/reader

☐ Not at all - minimally (0)
☐ Somewhat (1)
☐ Mostly (2)
☐ Exactly (3)

Evaluation Grid: Neatly configured table

☐ Not at all (0)
☐ Somewhat (1)
☐ Very/Perfect (2)

Legend: (a) Performance criteria presented for each category; (b) criteria suit category; (c) clear differentiation between points on each scale

☐ Not performed (0)
☐ Needs improvement (1)
☐ Good (2)
☐ Excellent (3)
☐ Perfect (4)

Comments: (a) Specific feedback about strengths/areas in need of improvement that does not parrot/duplicate rubric information; (b) avoids comment redundancy across children – using same phrases and comments for multiple children

Number of students for which comment quality does not meet above criteria:

☐ >8 (1)
☐ 7-8 (2)
☐ 5-6 (3)
☐ 3-4 (4)
☐ 1-2 (5)
☐ 0 (6)

Writing: (a) Correct grammar; (b) correct spelling; (c) correct punctuation

Criteria refer to total errors/students

☐ > 6.0 (1)
☐ 4.5-5.99 (2)
☐ 3.0-4.49 (3)
☐ 1.5-2.99 (4)
☐ <1.5 (5)
Teaching Locations

<table>
<thead>
<tr>
<th>Equipment</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beanbags</td>
<td>Asphalt/Grass</td>
</tr>
<tr>
<td>Bowling</td>
<td>Asphalt</td>
</tr>
<tr>
<td>Dance</td>
<td>Asphalt/Grass/Multipurpose room</td>
</tr>
<tr>
<td>Fitness</td>
<td>Grass (asphalt is too hot for hands and too unsafe for tag)</td>
</tr>
<tr>
<td>Football</td>
<td>Grass</td>
</tr>
<tr>
<td>Frisbee</td>
<td>Grass</td>
</tr>
<tr>
<td>Gymnastics</td>
<td>Grass</td>
</tr>
<tr>
<td>Hockey</td>
<td>Asphalt (don’t set up in middle as balls will roll into other’s spaces)</td>
</tr>
<tr>
<td>Hoops</td>
<td>Asphalt/Grass</td>
</tr>
<tr>
<td>Lacrosse</td>
<td>Grass</td>
</tr>
<tr>
<td>Parachute</td>
<td>Grass</td>
</tr>
<tr>
<td>Racquet Skills</td>
<td>Asphalt (rally-type activities)/Grass (target-type activities)</td>
</tr>
<tr>
<td>Ropes</td>
<td>Asphalt/Grass</td>
</tr>
<tr>
<td>Scoops</td>
<td>Asphalt/Grass</td>
</tr>
<tr>
<td>Soccer</td>
<td>Grass</td>
</tr>
<tr>
<td>Softball</td>
<td>Softball dirt field/grass area with backstop</td>
</tr>
<tr>
<td>Volleyball</td>
<td>Asphalt/Multipurpose room (if working with balloons)</td>
</tr>
</tbody>
</table>

Notes
- If your equipment can be used at either a grass or asphalt teaching square location, select the less trafficked of the two areas.
- Multipurpose room is first-come first-reserved and priority switches to those being evaluated if inclement weather affects where lessons can be taught (i.e., asphalt only, indoors only)
- You may use your equipment in the jungle gym areas on a first-come, first-reserved basis, provided that the equipment is used for the main activity and playing on the jungle gym is not the main activity.
Expectations and Reminders

1. Have lesson plans neatly written out before you teach and keep these pages and other ENS 442B materials in a binder that is brought to each class session.

2. Observe dress code as stated in the syllabus.

3. Observe good hygiene practices on teaching days: (a) Bathe; (b) apply deodorant or antiperspirant judiciously; (c) keep neatly groomed; and (d) brush your teeth or use a breath freshener (no gum).

4. You are a role model to your students: Refrain from palming with them, teasing/sarcasm, or using indelicate language. (Invariably this type of behavior is reported home to parents.)

5. Get a good night’s sleep before a Hardy day…kids will know when you have not brought your A game.

6. Drink and smoke responsibly in relation to Hardy days. Drinking the morning of or night before or smoking the day of Hardy may result in behavior or odors that are easily perceived by students—they will then tell teachers and parents.

7. Document everything: roll/attendance, curriculum coverage, injury, student behavior and your reaction, personal conversations suggestive of physical or emotional abuse.

8. Communicate frequently with classroom teachers, parents (e.g., notes or newsletters home), and the instructors as we are ultimately held accountable for what goes on.

9. Do not chew gum or tobacco when on Hardy school grounds.

10. Do not use cell phones when on Hardy school grounds.

11. Do not give the students food.

12. Walk, bicycle, skateboard, or use any other non-motorized means of getting to Hardy.

13. Check your teaching area beforehand to determine its safety (e.g., mud, slick grass, holes, heat) and whether modifications must be made. Procure and return equipment so that none is lost. Flags hung near the equipment closet symbolize the level of care that must be taken relative to weather conditions and the field—green, yellow, and red.

14. You will check in daily to show lesson plans and other supporting material. Check-in is located at the front of the equipment closet from 12:10-12:30 and from 1:10-1:20. It is your responsibility to check in so that you may earn daily points.
15. Extent of non-teaching peer’s assistance:
   - You should collect your peer’s assessment data.
   - Keep your lip buttoned unless there’s an immediate danger that your peer should be made aware of.
   - You may assist in equipment distribution, set-up, and collection (including passing out name tags).
   - You may assist your teaching partner in a demonstration.
   - You may tend to Hardy students who are injured, going to the bathroom, or are in time-out.
   - When objects leave the playing area, you may retrieve them for your peer.

16. Use all of your allotted time—pick up students from classes at 12:30 and 1:20. Check for tied shoelaces and need for water and potty. Then get them to your teaching station in an active manner. The first class ends at 1:10 – leave the teaching area no later than 1:10. The second class ends at 2:00.

17. Two folders are kept on the ledge of the door of the equipment closet. One is for submissions and one is for returns: Place all submissions (e.g., critical incidents, self-made lesson plans) in the submission folder and claim all returned work from the other folder.

18. Students who have equipment duty on a given day or who were evaluated can expect to stay until 2:30. Generally, all messages will be conveyed through Blackboard e-mail, so it is up to you to regularly check e-mail in order to stay current.
Tips for Success

Consistency in responding to behavior
1. Timeout system?
2. Passive TOs may not work if students do not want to be involved in the activity in the first place; resort to active TO
3. 1 TO, 2 TO, return to class/note home

Enforcing routines?
1. Time to practice them?
2. When students perform a routine are they reinforced?
3. Do you look for the good and pinpoint?
4. Are you using a variety of routines that are at your disposal?

Getting kids out actively and quickly?
1. Tone setter
2. Breaks in lesson for water and bathroom (mister and/or water bottles).
3. In lieu of warmup (managerial crutch that isn’t necessary) try to start lesson with review activity from last time or easy activity that incorporates some aspect of the day’s lesson.

Using your partner
1. Are they taking roll for you?
2. Are they collecting data for you?
3. Are they helping you managerially by using proximity principle?

Dance
1. Using correct lesson plan? K-2nd graders need LPs that focus on exploration of movement concepts to music; 3rd grade and up can have more structured dance formats – boys will respond better when there is something boyish about the dance (e.g., Cotton Eyed Joe, Pata Pata) or if you challenge them.
2. For older students, consider Top 40 music (in past SDSU students have used pieces such as Hey Ya by Outkast)
3. Can turn dance into copycat group fitness

Fitness
1. Alternate cardio with muscular endurance/flexibility activities
2. If you use relays, consider 2-person copycat relays
3. Use tag games, follow the leader games
4. When giving tasks that are somewhat dull, add in counting/singing that serves as a distracter
5. To maintain effort, can challenge students against teacher

General
1. Offer multiple entry points (e.g., jump rope)
2. Use ENS course content (ENS 335, 337)
3. Focus on simple/visual cues
4. Mix in telling with asking
5. Lesson bookends: opening and closure
6. Grouping effectively (preset teams; SPARK methods)
Time Out Report

My name: ______________________
My teacher: ___________________
Date: ________________________

I am in time out because: __________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

I can do better by: _____________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Parents: Please sign and have your child return this form to me at our next class meeting. (We meet Tuesdays and Thursdays.)

_________________________________________  ________________________________
SDSU Physical Education Instructor  Parent Signature
Shoe Slips

English Version

Date:  ____ / ___ / 20__

Dear Parent(s) or Guardian(s):

Your child came to Physical Education class today wearing shoes that were deemed a risk to safe participation in the planned activities. Children wearing sandals to class are predisposed to possibly injuring toes or ankles, sustaining cuts, and (or) increasing the likelihood of skin injury (e.g., allergic reactions, stepping on a sharp object).

We place the children’s safety first and foremost and may require they not participate if we deem the risk of injury too great. Please help us provide your child with a safe and fun physical education experience by making sure they either wear or bring athletic shoes on Tuesdays and Thursdays from October 11 through December 6.

Thank you,

Hardy School—SDSU Physical Educator

Spanish Version

Fecha:  ____ / ___ / 20__

Querido Padre o Madre o Guardian:

Su hijo o hija vino a clase de educacion fisica con zapatos que puede arriesgar a su hijo(a) al participar en las actividades planeadas. Ninos usando sandalias a clase estan predispuestos a lastimarse los dedos de los pies o los tobillos, cortadas, o incrementando la posibilidad de que se lastimen la piel (reacciones alergicas, o pisando algo que sea filoso).

Tomamos el bienestar de los ninos primero y es lo mas importante para nosotros. Tambien podríamos requerir que no participen los ninos si pensamos que el riesgo es muy grande de lastimarse al participar en la clase. Por favor ayudenos a darles una experiencia divertida y saludable a sus hijos asegurandose de que usen o traigan zapatos atleticos los Martes y los Jueves, desde 11 octubre a 6 diciembre.

Gracias,

Escuela Hardy—maestro(a) de educacion fisica de SDSU
# Hardy Roll

**Instructions**: Use this form to record absences, time-outs given, injuries, or unusual student behavior EACH lesson taught. Write in student name(s) for each category in the appropriate box and additional specifics as needed. This form may be called to question by a Hardy teacher, parent, or principal.

<table>
<thead>
<tr>
<th>Lesson/Date</th>
<th>Absences</th>
<th>Time-outs</th>
<th>Injuries</th>
<th>Unusual behavior</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rules, Routines Date: ________</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unit1-1 Date: ________</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unit1-2 Date: ________</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unit1-3 Date: ________</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unit1-4 Date: ________</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unit2-1 Date: ________</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lesson/Date</td>
<td>Absences</td>
<td>Time-outs</td>
<td>Injuries</td>
<td>Unusual behavior</td>
</tr>
<tr>
<td>------------</td>
<td>----------</td>
<td>-----------</td>
<td>----------</td>
<td>------------------</td>
</tr>
<tr>
<td>Unit2-2</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Date: ______</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unit2-3</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Date: ______</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unit2-4</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Date: ______</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unit3-1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Date: ______</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unit3-2</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Date: ______</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unit3-3</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Date: ______</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unit3-4</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Date: ______</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
# Lesson Planning

## Lesson Plan Rubric

<table>
<thead>
<tr>
<th>Score</th>
<th>Level</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Adept</td>
<td>Specific plan that could be administered by a substitute and contains (may be missing or deficient in information for 1 area below, except H):   &lt;br&gt; A. Equipment (type and amount) &lt;br&gt; B. Lesson goal(s) clearly articulated. No information needs to be inferred &lt;br&gt; C. Teaching cues and skills to be taught (skill-related; metaphors/analogies used) &lt;br&gt; D. Specific activities with progressions/variations (explicitly written) &lt;br&gt; E. Time allocation (reasonable duration for task complexity and organization) &lt;br&gt; F. Organizational diagrams (neat; depict relationships between T, S, E) &lt;br&gt; G. Safety considerations (behavioral cues: S-S, S-E) &lt;br&gt; H. Developmentally appropriate activities</td>
</tr>
<tr>
<td>3</td>
<td>Bona fide</td>
<td>Missing, unclear, or inaccurate details in 2 areas under the 4-rating.</td>
</tr>
<tr>
<td>2</td>
<td>Conventional</td>
<td>Missing/unclear/inaccurate details in 3 areas of 4-rating, but areas addressed are clear enough to indicate potential for meeting educational objectives.</td>
</tr>
<tr>
<td>1</td>
<td>Developing</td>
<td>Areas addressed are either unclear or inaccurate in ≥4 areas or plan could not be implemented by a substitute teacher.</td>
</tr>
</tbody>
</table>

### Specific areas for improvement

- A. Lacking detail, or inaccuracies in equipment  
- B. Focus not clearly worded or implicit/subjective; still understandable  
- C. One or more skill cue is not specific does not include a metaphor/analogy, is related to behavior management, or is incorrect  
- D. Two or more tasks/activities are partially explicit or implicit (what to do; how many/criterion missing)  
- E. Time allocations are missing; too short or too long  
- F. One or more diagram is sloppy (difficult to interpret) or does not add any info (boundaries, dimensions, S-T locations)  
- G. Only one safety cue is listed or one of the listed cues is not pertinent or too generic  
- H. One or more activities are developmentally inappropriate (i.e., most students will not have required skill proficiency, or cognitive/organizational skills to successfully perform an activity)
Sample Self-Made Lesson Plan – Page 1

Instructor’s Name: Janie Duncan
Classroom Teacher: Mr. Niehuas
Activity Unit: Soccer

Date of Lesson: October 18, 2006
Grade: 5th
Day of unit: 2 3 4
Location of Lesson: Grass fields

Equipment needed (type and amount): 15 soccer balls; 8 medium orange cones; 15 hot spots; carnival tickets

Learning goals: What will students specifically be able to perform, know, or both by the end of the lesson that they could not perform or did not know at the start? (written as behavioral objectives)
1. TLW dribble in self-space observing eyes-up, ball close to body cues; dribble in general space with directional changes while being actively defended without losing possession of the ball more than 3 times during the applying task.
2. TLW verbally identify to a peer the following cues related to successfully dribbling: eyes up, arms out for balance, ball close to feet, do not show ball to defender.

Skills to be taught: What motor, manipulative, and game skills will students learn?
1. Dribbling a soccer ball in near/personal space
2. Dribbling a soccer ball in far/general space

Technical and tactical teaching cues: 2 per skill (use analogies/metaphors)
Eyes up (danger is everywhere; arms out for balance (can also parry off a defender)
Ball should be no further than 1 stride length away (dog off leash analogy)
Use body to shield ball away from defender; defender watches hips (hips don’t lie)

Activities and Organization: What am I teaching?

Time Allocation

<table>
<thead>
<tr>
<th>Activity</th>
<th>Time</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ball massage</td>
<td>4:00</td>
<td>On hot spot, TLW use dominant then non-dominant foot to massage ball in CW and CCW directions 10x each (first performed with forefoot then rearfoot (make sure eyes are up/arms out; trust that the ball is glued to your foot)</td>
</tr>
<tr>
<td>Ball taps</td>
<td>4:00</td>
<td>Tap ball with dominant forefoot while alternating jumps on L/R foot (L foot “airtaps” the ball – perform rhythmically while singing alphabet). Repeat with non-dominant forefoot; then alternate tapping with both feet (eyes up/arms out)</td>
</tr>
<tr>
<td>Tweedle Dees</td>
<td>3:00</td>
<td>Rhythmically tap ball between insteps – first while feet are on ground (count by 2’s to 40); proceed to hop-flare out legs to quicken pace on these side-to-side taps (for those who can perform initial task)</td>
</tr>
<tr>
<td>Red Light Green Light</td>
<td>6:00</td>
<td>TLW dribble FWD according to my signal (green = fast dribble; yellow = controlled dribble; red = stop ball immediately). If ball is too far off leash (green), too fast (yellow), or not stopped (red), TLW go back 5 dribbles for “3rd grade.”</td>
</tr>
<tr>
<td>Me and My Shadow</td>
<td>5:00</td>
<td>TLW select partner (one ball per pair) and take turns on whistle to dribble in general space in an attempt to try and lose one’s shadow (partner). Shadow passively follows and does not try to play the ball.</td>
</tr>
</tbody>
</table>

Task Formsations

<table>
<thead>
<tr>
<th>Use legend and colors if necessary.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tasks 1-3: ◊ = me; ○ = S on hotspot</td>
</tr>
<tr>
<td>○-----6’ between------○ ○ ○ ○ ○</td>
</tr>
<tr>
<td>8’-10’ between rows (3 rows for 15S)</td>
</tr>
<tr>
<td>○ I should stay on perimeter</td>
</tr>
<tr>
<td>Task 4: ◊ = me; ○ = S</td>
</tr>
<tr>
<td>○ (30 yds away from S line)</td>
</tr>
<tr>
<td>S one arm’s length away from one another width wise</td>
</tr>
<tr>
<td>○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○</td>
</tr>
<tr>
<td>Task 5: I will be on perimeter of a 30 x 30 yd field (corner cones)</td>
</tr>
<tr>
<td>○ = S w/ ball; ○ = S shadow</td>
</tr>
<tr>
<td>Sample movement pattern: ○ ○</td>
</tr>
<tr>
<td>Must stay within boundaries and away from other pairs!!</td>
</tr>
</tbody>
</table>
Sample Self-Made Lesson Plan – Page 2

**Game(s) Played:**

Describe in detail how to play game activity or applying task including rules and scoring

**Time Allocation**

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>10:00</td>
<td><strong>1. Dribble Driving:</strong> TLW drive his/her car (i.e., ball) in general space in response to driving directions given by me. Directions = R turn, L turn, U turn, neutral, reverse flat tire, 1st gear, 3rd gear, 5th gear. (u turn requires the ball to be reversed 180; neutral requires the ball to be ball tapped in personal space; reverse requires ball to be dribbled while student jogs backward; flat tire requires student to stop, drop, and perform a static push-up with hands on ball; gears correspond to speed of dribble). Be sure to demonstrate all directions, CFU, and start with few directions spaced out over time. Students who do not perform the direction quickly or who perform the incorrect direction are given a moving violation citation (flat tires and neutral moves excepted) using the carnival tickets. Criteria for success: Speed Racer (≤ 3 tix); Racer X (4-6 tix); Pops Racer (7 or more tix).</td>
</tr>
<tr>
<td>6:00*</td>
<td><strong>2. Dribble Knockout:</strong> Set up two playing fields based on skill level. One “tagger” is selected who without the ball attempts to conquer any and every other player’s ball and kick it out of the playing area. Each round should last 45 seconds (use stopwatch), then for rest ask students how many times their ball left the field; ask students cues for success and what they did to elude the tagger. Switch taggers and continue until all 7-8 players per field have had one chance to be a tagger. Criteria for success: 0 balls lost per round = Heavyweight champ (word play on knockout); 1 ball = welterweight; 2 = featherweight; 3 = flyweight (this one should not happen too frequently because of 45-second time limit per round).</td>
</tr>
</tbody>
</table>

* DK game will be introduced today and carried over to Day 2 of the unit; remaining 2 minutes will be devoted to closure (cognitive pair and share of cues).

**Safety Cues:** What cues must you teach/remind students of in order for them to participate safely in the specific (i.e., not cues governing the whole semester) activities planned for the lesson?

1. Eyes up is not only a performance cue but a safety tip as well (when students dribble in general space, they must be aware of other students who might be coming near them).

2. Taggers in dribble knockout game should try poking ball away first as no one is wearing shin guards and a more aggressive play may result in a student being inadvertently kicked in the ankle or shin.

**Game Organization**

Neatly diagram locations of S-T-E, space dimensions, and traffic flow

<table>
<thead>
<tr>
<th>Game (S) Played</th>
<th>Game Organization</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dribble Drive</td>
<td>Use legend and colors if necessary.</td>
</tr>
<tr>
<td>Dribble Knockout</td>
<td><strong>Dribble Drive:</strong> I will start on north side of a 30 x 30 yd field (corner cones) and move into the field to hand out citations.</td>
</tr>
<tr>
<td></td>
<td><strong>(northern border of field)</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Ø = S with ball</strong></td>
</tr>
<tr>
<td></td>
<td><strong>◊ = me</strong></td>
</tr>
<tr>
<td></td>
<td>-------approximately 3yd between each student--------</td>
</tr>
<tr>
<td></td>
<td><strong>3 yd</strong></td>
</tr>
<tr>
<td></td>
<td><strong>betw.</strong></td>
</tr>
<tr>
<td></td>
<td><strong>S border of field</strong></td>
</tr>
<tr>
<td></td>
<td><strong>rows</strong></td>
</tr>
</tbody>
</table>

**Diagram:**

- **Dribble Drive:** I will start on north side of a 30 x 30 yd field (corner cones) and move into the field to hand out citations.
- **Dribble Knockout:** 1 field setup (need 2 altogether)
- **Ø = student with ball**
- **◊ = tagger**
- **△ = cone**
- **Space:** 20 x 20 yd
- ------ = 1 lap around perimeter
- When ball knocked out
# Self-Made Lesson Plan # 1

| Score: _____ / 5 |

| Instructor’s Name: __________________________ | Date of Lesson: ______ |
| Classroom Teacher: __________________________ | Grade: ______ |
| Activity: _________________________________ | Location of Lesson: __________________________ |

**Equipment needed** (type and amount): _________________________________________________________________

**Learning goals**: What will students specifically be able to perform, know, or both by the end of the lesson that they could not perform or did not know at the start? (written as behavioral objectives)

1. __________________________________________________________________________________________
2. __________________________________________________________________________________________

**Skills to be taught**: What motor, manipulative, and game skills will students learn?

<table>
<thead>
<tr>
<th>Technical and tactical teaching cues: 2 per skill (use analogies/metaphors)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. __________________________________________________________________________</td>
</tr>
<tr>
<td>2. __________________________________________________________________________</td>
</tr>
<tr>
<td>3. __________________________________________________________________________</td>
</tr>
</tbody>
</table>

**Activities and Organization**: What am I teaching?

<table>
<thead>
<tr>
<th>Task Formations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Neatly diagram locations of S-T-E, space dimensions, and traffic flow</td>
</tr>
</tbody>
</table>

**Time Allocation**

<table>
<thead>
<tr>
<th>List in detail all informing, refining, and extending tasks</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. __________________________________________________________________________</td>
</tr>
<tr>
<td>2. __________________________________________________________________________</td>
</tr>
<tr>
<td>3. __________________________________________________________________________</td>
</tr>
<tr>
<td>4. __________________________________________________________________________</td>
</tr>
<tr>
<td>5. __________________________________________________________________________</td>
</tr>
</tbody>
</table>

Use legend and colors if necessary.
Game(s) Played: Describe in detail how to play game activity or applying task including rules and scoring

Time Allocation

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
</tr>
</tbody>
</table>

Game Organization

Neatly diagram locations of S-T-E, space dimensions, and traffic flow

Use legend and colors if necessary.

Safety Cues: What cues must you teach/remind students of in order for them to participate safely in the specific (i.e., not cues governing the whole semester) activities planned for the lesson?

Cue 1.  
Cue 2.  
Cue 3.  
Self-Made Lesson Plan # 2

Score: _____ / 10

Instructor’s Name: __________________________ Date of Lesson: __________
Classroom Teacher: ________________________ Grade: __________
Activity: ________________________________ Location of Lesson: _______________

Equipment needed (type and amount): _____________________________________________

Learning goals: What will students specifically be able to perform, know, or both by the end of the lesson that they could not perform or did not know at the start? (written as behavioral objectives)
1. __________________________________________
2. __________________________________________

Skills to be taught: What motor, manipulative, and game skills will students learn?
Technical and tactical teaching cues: 2 per skill (use analogies/metaphors)
1. ____________________________________________
2. ____________________________________________
3. ____________________________________________

Activities and Organization: What am I teaching?

Task Formations

Use legend and colors if necessary.
Game(s) Played:
Describe in detail how to play game activity or applying task including rules and scoring

<table>
<thead>
<tr>
<th>Time Allocation</th>
<th>Game Organization</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. _______________________________________________________________________</td>
<td></td>
</tr>
<tr>
<td>2. _______________________________________________________________________</td>
<td></td>
</tr>
</tbody>
</table>

Game Organization
Neatly diagram locations of S-T-E, space dimensions, and traffic flow

Use legend and colors if necessary.

Safety Cues: What cues must you teach/remind students of in order for them to participate safely in the specific (i.e., not cues governing the whole semester) activities planned for the lesson?

Cue 1. _______________________________________________________________________
Cue 2. _______________________________________________________________________
Cue 3. _______________________________________________________________________
Critical Incident Form

Name: ___________________________ 
Pts: ____ / 3

Date: ______________________

Check CI category and number of your reflection: ✓

<table>
<thead>
<tr>
<th>Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>Culture or Ethnicity</td>
</tr>
<tr>
<td>Management</td>
</tr>
<tr>
<td>Language or Gender</td>
</tr>
<tr>
<td>Curriculum or Instruction</td>
</tr>
</tbody>
</table>

Part I: Describe IN DETAIL a single event during your lesson today that you felt was very important. It can be either a positive or negative experience.

_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________

Part II: WHY was this event so critical? _____________________________________________
_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________

Part III: HOW did you respond (or not) to this event at the moment? Looking back, would you have changed your response? ________________________________
_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________

Part IV: HOW do you intend to follow up on this event at your next class meeting? ______________
_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________
Critical Incident Form

Name: ___________________________ Pts: ____ / 3
Date: _______________________

Check CI category and number of your reflection: √

<table>
<thead>
<tr>
<th>Type</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Culture or Ethnicity</td>
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<td></td>
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________________________________________________________________________________
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________________________________________________________________________________
________________________________________________________________________________
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________________________________________________________________________________

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________________________________________________________________________________
________________________________________________________________________________
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Part IV: **HOW** do you intend to follow up on this event at your next class meeting? ____________
________________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________
Critical Incident Form

Name: ___________________________  Pts: __ / 3
Date: ________________

Check CI category and number of your reflection: √

<table>
<thead>
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<tbody>
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________________________________________________________________________________
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________________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________

Part IV: HOW do you intend to follow up on this event at your next class meeting? _____________
________________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________
Critical Incident Form

Name: ___________________________________________  
Date: ___________________

Pts: __ / 3

Check CI category and number of your reflection: √

<table>
<thead>
<tr>
<th>Type</th>
</tr>
</thead>
<tbody>
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</table>

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________________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________
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________________________________________________________________________________

Part II: WHY was this event so critical? ____________________________________________
________________________________________________________________________________
________________________________________________________________________________
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________________________________________________________________________________

Part III: HOW did you respond (or not) to this event at the moment? Looking back, would you have changed your response? ____________________________________________
________________________________________________________________________________
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________________________________________________________________________________

Part IV: HOW do you intend to follow up on this event at your next class meeting? _______________ 
________________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________
Instructor Evaluation Form

Student Name: __________________________
Observer: __________________________
Date: __________________________

Scale per area: 1-1.5 needs improvement, 2-2.5 average, 3-3.5 good, 4 excellent

(1) Activity Characteristics
1. Minimal wait time: avoids lines and optimizes student to equipment ratio
2. Quality of partner, group, or teamwork (pro-social behavior)
3. Activity is age appropriate: 60-80% success rate for most individuals
4. Time spent in activity is sufficient: not too long or short

Average: ________ x 1.5 (E1) or 2 (E2)

(2) Instructional Qualities
1. Feedback: quantity and specificity (cue-based)
2. Questioning: checks for understanding; at least 1 higher-order question
3. Explicit task instruction: what, where, how to perform a task
4. Demonstration quality: visible and correct, cues, CFU
5. Lesson opening (purpose, preview) or closure (review, coming attractions)

Average: ________ x 1 (E1) or 1.5 (E2)

(3) Class Control
1. Usage of student’s names: Quantity, variety, accuracy
2. Student on-task behavior
3. Positive reinforcement: group or pinpointing for following rules/routines
4. Negative reinforcement: utilizes time-outs when necessary; avoids nags/nasties
5. Organizing students in formations/with others that promote on-task behavior
6. Routines and rules: establishes, practices, and reinforces
7. Equipment distribution and treatment: student-centered routines; misusage minimal
8. Teacher monitoring of behavior: perimeter, short interactions, proximity principle
9. Injuries and safety: surface and activity intensity match; quick response to student activity levels/dangerous misbehavior; provides safety cues during instruction

Average: ________ x 2 (E1) or 1 (E2)
Comments

Area 1: ____________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________

Area 2: ______________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________

Area 3: ______________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
School Accountability Report Card

Issued Spring 2012 for Academic Year 2010–11
San Diego Unified School District • William Kowba, Interim Superintendent • 4100 Normal Street, San Diego, CA 92103 • www.sandi.net

Hardy Elementary School
5420 Montezuma Rd, San Diego, CA 92115-1329
Phone: (619) 582-0136
E-mail: kwolfe1@sandi.net
Web: new.sandi.net/schools/hardy/
Kathy Wolfe, Principal

Student Enrollment: 374

Per Pupil Expenditure: $6,513

Student Enrollment by Group
Percentage of Enrollment %
African American ...................5.1
Asian...............................5.9
Filipino............................1.3
Hispanic..........................27.3
Indochinese........................26.7
Native American..................0.5
Pacific Islander....................0.3
White..............................21.9
Two or more races..............11.0

Socioeconomically Disadvantaged 60.2
English Learners 39.6
Students with Disabilities 6.7

Standardized Testing and Reporting Program

STAR Program Results
STAR scores are ranked according to five “performance levels”: Advanced (exceeds state standards), Proficient (meets state standards), Basic (approaching state standards), Below Basic (below state standards), and Far Below Basic (well below state standards). Students scoring at the Proficient and Advanced levels have met state standards in that content area. The following tables show the percentage of students in each grade who achieved the Proficient or Advanced levels (meeting or exceeding state standards) at the school, district, and state levels for the last three years. Statewide data are rounded to the nearest percentage point.

**STAR – English-Language Arts**

<table>
<thead>
<tr>
<th>Grade School</th>
<th>2008–09</th>
<th>2009–10</th>
<th>2010–11</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>68.9</td>
<td>83.8</td>
<td>81.2</td>
</tr>
<tr>
<td>3</td>
<td>60.6</td>
<td>56.3</td>
<td>72.9</td>
</tr>
<tr>
<td>4</td>
<td>74.1</td>
<td>78.6</td>
<td>80.1</td>
</tr>
<tr>
<td>5</td>
<td>65.6</td>
<td>78.1</td>
<td>78.5</td>
</tr>
</tbody>
</table>

**STAR – Mathematics**

<table>
<thead>
<tr>
<th>Grade School</th>
<th>2008–09</th>
<th>2009–10</th>
<th>2010–11</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>75.0</td>
<td>86.7</td>
<td>88.2</td>
</tr>
<tr>
<td>3</td>
<td>96.4</td>
<td>88.5</td>
<td>86.5</td>
</tr>
<tr>
<td>4</td>
<td>81.0</td>
<td>98.6</td>
<td>84.8</td>
</tr>
<tr>
<td>5</td>
<td>77.0</td>
<td>94.0</td>
<td>97.0</td>
</tr>
</tbody>
</table>

California Physical Fitness Test Results (2009–10)
The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. This table displays by grade level the percentage of students meeting fitness standards for the most recent testing period. Detailed information regarding this test, and comparisons of a school’s test results to the district and state levels, may be found at www.cde.ca.gov/ta/tg/pf/.

Percentage of Students Meeting Fitness Standards (5th grade)
Level
Four of Six Standards: 25.9
Five of Six Standards: 34.5
Six of Six Standards: 13.8

Academic Performance Index
The Academic Performance Index (API) is a measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at the API website at www.cde.ca.gov/ta/ac/ap/.

API Ranks—Three-Year Comparison
This table displays the school’s statewide and similar-schools API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 10 means that the school has an API score in the highest 10 percent of all schools in the state, while a statewide rank of 1 means that the school has an API score in the lowest 10 percent of all schools in the state. The similar-schools API rank reflects how a school compares to 100 statistically matched “similar schools.” A similar-schools rank of 1 means that the school’s academic performance is in the lowest 10 percent of the 100 similar schools, while a similar-schools rank of 10 means that the school’s academic performance is in the highest 10 percent of the 100 similar schools.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Statewide</td>
<td>8</td>
<td>9</td>
<td>10</td>
</tr>
<tr>
<td>Similar Schools</td>
<td>8</td>
<td>7</td>
<td>10</td>
</tr>
</tbody>
</table>

API Changes by Student Group—Three-Year Comparison
This table displays, by student group, the actual API changes (growth) in points added or lost for the past three years, and the most recent API score (growth).

<table>
<thead>
<tr>
<th>Actual</th>
<th>API Group Change</th>
<th>API Score</th>
<th>District</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students at the School</td>
<td>19</td>
<td>20</td>
<td>920</td>
<td>798</td>
</tr>
<tr>
<td>Asian</td>
<td>27</td>
<td>0</td>
<td>927</td>
<td>878</td>
</tr>
<tr>
<td>Hispanic</td>
<td>-3</td>
<td>60</td>
<td>884</td>
<td>735</td>
</tr>
</tbody>
</table>
“In 1930, there were about 150,000 one-room public schoolhouses in the United States. By 1997 that number had dwindled to just 450.”

-Mark Dewalt

“To teach is to learn twice.”

-Joseph Joubert
Introduction

With the suspension of the PE program at SDSU, the administration decided that all current students and incoming transfers would be accommodated (i.e., take necessary coursework) at once – this fall semester. As such, all prerequisites have been waived. Furthermore, courses that have always been required – ENS 335, 337, 347A, 347B, 445 – have been canceled and will be waived for those who have not already completed them. This situation creates a very wide knowledge-practice gap amongst you. To do some justice to the expectations put on us as an accredited (i.e., CSET waived) program, I am infusing parts of ENS 335, 337, and 445 into class meetings of the ENS 442A and 442B courses. This material and its assessment form the basis of a 1-unit ENS 499 Independent Study that all of you have enrolled in.

All students will complete a Current Issues in PE Presentation and take an exam based on these presentations.

Students who have not taken ENS 335 will be assessed on a gymnastics routine and dance teach.

Students who have not taken ENS 337 will be assessed on manipulative skill performance.

Students who have taken ENS 335, 337, or both will take ownership of specified days to teach their peers the designated material and will be assessed on their practical knowledge of the material and teaching skills.

<table>
<thead>
<tr>
<th>Grading Components</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Current Issues Project</td>
<td>30</td>
</tr>
<tr>
<td>Current Issues Exam</td>
<td>20</td>
</tr>
<tr>
<td>Manipulative Skill Performance</td>
<td>15</td>
</tr>
<tr>
<td>Gymnastics Routine</td>
<td>15</td>
</tr>
<tr>
<td>Dance Teach</td>
<td>20</td>
</tr>
</tbody>
</table>

All students

Students perform what they are missing. Students teach what they have completed. The amount of teaching is adjusted according to what has been completed so that every affected person is proportionately teaching the same amount, which will count 50% toward his or her grade.
Current Issues in PE Project

Topics
1. Active Transportation
2. Before and after school PA Programs
3. Parent Attitudes/Involvement
4. Recess
5. Food and Nutrition Law and Policy in California
6. Link between Academic Performance and PE
7. Curriculum War: Physical Activity vs. Skill Instruction
8. Advocacy and Administrative Support
9. Elementary School – Middle School Instructional Alignment
10. Who Should Teach EPE? Classroom Teachers vs. Specialists
11. PE Budgets
12. Coed vs. Single-Sex PE

Expectations and Notes
1. PowerPoint presentation should be comprehensive and take at least 30 minutes to present.
2. Slide content should be informed by multiple primary or secondary sources (e.g., research studies, reviews, position statements, white papers, state/national guidelines, textbooks other than those used in course).
3. These (#2 above) will be submitted as a separate hard copy MS Word reference list (APA 6th ed. formatting).
4. Slide layout and aesthetics and speaking skills will be assessed in similar fashion to Case Study Project.
5. Presenters will electronically submit a MS Word file document with 10 Multiple-Choice questions (with answers boldfaced) based on their PowerPoint presentation. It is expected that these will not be shared with peers per definition of academic misconduct.
6. Questions will be selected from each submission to form the basis of an exam.
One Room Schoolhouse  
Peer Teacher Scoresheet

Name: ___________________________________
Date: ____________________

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Unacceptable</th>
<th>Effective</th>
<th>Exemplary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Effective presentation skills: clarity, conciseness, pacing</td>
<td>1-------------2</td>
<td>3---------4</td>
<td>5</td>
</tr>
<tr>
<td>Comprehensive subject matter knowledge</td>
<td>1-------------2</td>
<td>3---------4</td>
<td>5</td>
</tr>
<tr>
<td>Effective demonstration of skills: use appropriate instructional cues and prompts to facilitate competent motor skill performance</td>
<td>1-------------2</td>
<td>3---------4</td>
<td>5</td>
</tr>
<tr>
<td>Creates a positive learning environment: enthusiasm, body language, student rapport</td>
<td>1-------------2</td>
<td>3---------4</td>
<td>5</td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Based in part on PETE Handbook – BYU (August, 2011) and NASPE BPETS
Short Rope Jumping
## Individual Jump Trick Checklist

<table>
<thead>
<tr>
<th>Skill</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Side Swing</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Double Side Swing &amp; Jump</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2-Foot Basic Step</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hop-Dominant &amp; Non-Dominant</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Alternate-Foot Basic Step</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pigeon Walk</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Duck Walk</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Alternate Pigeon-Duck</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Swing-Step Forward</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Swing-Step Sideward</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rocker Step</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spread Legs FW/BW</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cross Legs Sideward</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Toe-Touch Forward</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Toe-Touch Backward</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Shuffle Step</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Skier</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bell</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Heel-Toe</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Leg Fling</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Heel Click</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Step-Tap</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Skipping</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Schottische</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bleking</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Crossing Arms</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Double Turning</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Backwards Turning</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sideways Skipping</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3-Sixty</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Jogging FW</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Jogging High Knees</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Jogging Kick Bottoms</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sliding</td>
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<tr>
<td>Hopping FW</td>
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<tr>
<td>Repeat 32-36 BW</td>
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<tr>
<td>Other_____________________________</td>
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<td>Other_____________________________</td>
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1 = Cannot perform  
2 = Can perform several before missing  
3 = Can perform consistently  
4 = Can perform continuously and efficiently
INDIVIDUAL ROPE JUMPING

Individual rope jumping should place emphasis on establishing basic turning skills and letting children create personal routines. Individual rope jumping is particularly valuable as part of the conditioning process for certain sports. It lends itself to prescribed doses based on number of turns, length of participation, speed of the turning rope, and various steps. Because rope jumping is of a rhythmic nature, the addition of music is a natural progression. Music adds much to the activity and enables the jumper to create and organize routines to be performed to the musical pieces. The most effective approach is probably a combination of experiences with and without music.

There are a number of types of jump ropes on the market, all of which are satisfactory, depending on the likes and dislikes of the instructor. The most popular appear to be the solid plastic speed (often called licorice) ropes and the beaded or segmented ropes. The speed rope is excellent for rapid turning and doing tricks. It does not maintain momentum as well as the segmented ropes, which can be important for beginners. Sash cord is economical but doesn’t wear well on blacktop or cement. In addition, without handles, it is a second-rate jump rope.

Instructional Procedures

1. The length of the rope is dependent on the height of the jumper. It should be long enough so that the ends reach to the armpits (Figure 17.23 on page 377) or slightly higher when the child stands on its center. Preschool children generally use 6-foot ropes, and the primary-level group needs mostly 7-foot ropes, with a few 6- and 8-foot lengths. Grades three through six need a mixture of 7-, 8-, and 9-foot ropes. A 9- or 10-foot rope serves well for tall students and most instructors. Ropes or handles can be color-coded for length.

Two types of ropes are available—the beaded (plastic segment) and the plastic (licorice) rope. The beaded ropes are heavier and seem easier to use for beginning jumpers. The drawback to the beaded ropes is that they hurt when they hit another student. Also, if the segments are made round, the rope will roll easily on the floor and cause children to fall when they step on it. The plastic licorice ropes are lighter and give less wind resistance. For experienced jumpers more speed and control can be gained with this type of rope. An ideal situation would be to have a set of each type.
turn for beginning jumpers. The drawback to the beaded ropes is that they hurt when they hit another student. Also, if the segments are made round, the rope will roll easily on the floor and cause children to fall when they step on it. The plastic licorice ropes are lighter and give less wind resistance. For experienced jumpers more speed and control can be gained with this type of rope. An ideal situation would be to have a set of each type.

2. Posture is an important consideration in rope jumping. The body should be in good alignment, with the head up and the eyes looking straight ahead. The jump is made with the body in an erect position. A slight straightening of the knees provides the lift for the jump, which should be of minimal height (about 1 inch). The wrists supply the force to turn the rope, with the elbows kept close to the body and extended at a 90-degree angle. A pumping action and lifting of the arms is unnecessary. The landing should be made on the balls of the feet, with the knees bent slightly to cushion the shock. Usually, the feet, ankles, and legs are kept together, except when a specific step calls for a different position.

3. The rope should be held by the index finger and thumb on each side with the hands making a small circle. The elbows should be held near the sides to avoid making large arm circles with the rope.

4. Introducing and teaching youngsters individual rope jumping skills can be accomplished with the following steps:
   a. Students should first jump without the rope until they learn the correct rhythm and footwork. For slow time, this would be a jump and then a rebound step. Children can pretend that they are turning the rope. Remember that rope jumping involves learning two separate skills: jumping a rope and turning a rope. Youngsters who have a problem need to practice the parts separately before they are put together as a whole.
   b. Turn the rope over the head of the jumper and catch it with the toes.
   c. The jumper holds the rope stationary in front of the body. Jump forward and backward over the rope. To increase the challenge, swing the rope slightly. Gradually increase the swing until a full turn of the rope is made.
   d. Hold the rope to one side with both hands, swing the rope forward and jump each time the rope hits the floor. If swinging the rope is a problem, practice without jumping first.

5. Music can be added when jumpers have learned the first stages of jumping. Music provides a challenge for continued jumping.

6. In the primary-level group, some children cannot jump, but by the third grade, all children who have had some experience should be able to jump. Children who cannot jump may be helped by the pendulum swing of the long rope, or another student jumping with the child inside an individual rope. Cues such as “Jump” or “Ready-jump” should be used.

7. Most steps can be done with either rhythm: slow time or fast time. In slow-time rhythm, the performer jumps over the rope, rebounds, and then executes the second step (or repeats the original step) on the second jump. The rebound is simply a hop in place as the rope passes over the head. Better jumpers bend the knees only slightly, without actually leaving the floor on rebound. The object of the rebound is to carry the rhythm between steps. The rope is rotating slowly, passing under the feet on
every other beat, and the feet slip more slowly, since there is rebound between each jump.

In fast-time rhythm, the rope rotates in time with the music, one turn per beat (120 to 180 turns per minute, depending on the tune's tempo), and the performer executes a step only when the rope is passing under the feet.

8. Instructional cues to use for improving jumping technique are as follows:
   a. Keep the arms at the side of the body while turning. (Many children lift the arms to shoulder level trying to move the rope overhead. This makes it impossible for the youngster to jump over the elevated rope.)
   b. Turn the rope by making small circles with the wrists.
   c. Jump on the balls of the feet.
   d. Bend the knees slightly to absorb the force of the jump.
   e. Make a small jump over the rope.

9. To collect ropes at the completion of a rope-jumping activity, have two or three children act as monitors. They put both arms out to the front or to the side at shoulder level. The other children then drape the ropes over their arms (Figure 17.24). The monitors return the ropes to the correct storage area.

### Basic Steps

The basic steps presented here can be done in slow or fast time. After youngsters have mastered the first six steps in slow time, fast time can be introduced. The Alternate-Foot Basic Step and Spread Legs Forward and Backward are two steps that work well for introducing fast-time jumping.

### SIDE SWING

Swing the rope, held with both hands to one side of the body. Switch and swing the rope on the other side of the body.

### DOUBLE SIDE SWING AND JUMP

Swing the rope once on each side of the body. Follow the second swing with a jump over the rope. The sequence should be swing, swing, jump.

### TWO-FOOT BASIC STEP

In the Two-Foot Basic Step, jump over the rope with feet together as it passes under the feet, then take a preparatory rebound while the rope is over the head.

### ALTERNATE-FOOT BASIC STEP

In the Alternate-Foot Basic Step, as the rope passes under the feet, the weight is shifted alternately from one foot to the other, raising the unweighted foot in a running position.

### BIRD JUMPS

Jump with the toes pointed in (pigeon walk) and with the toes pointed out (duck walk). Alternate toes in and toes out.

### SWING-STEP FORWARD

The Swing-Step Forward is the same as the Alternate-Foot Basic Step, except that the free leg swings forward. The knee is kept loose, and the foot swings naturally.

### SWING-STEP SIDEWARD

The Swing-Step Sideward is the same as the Swing-Step Forward, except that the free leg is swung to the side. The knee should be kept stiff. The sideward swing is about 12 inches.

### ROCKER STEP

In executing the Rocker Step, one leg is always forward in a walking-stride position. As the rope passes under the feet, the weight is shifted from the back foot to the forward foot. The rebound is taken on the forward foot while the rope is above the head. On the next turn of the rope, the weight is shifted from the forward foot to the back foot, repeating the rebound on the back foot.

### SPREAD LEGS FORWARD AND BACKWARD

For Spread Legs Forward and Backward, start in a stride position (as in the Rocker) with weight equally distributed on both feet. As the rope passes under the feet, jump into the air and reverse the position of the feet.
STRADDLE JUMP

Alternate a regular jump with a straddle jump. The straddle jump is performed with the feet spread to shoulder width.

CROSS LEGS SIDEWARD

In Cross Legs Sideward, as the rope passes under the feet, spread the legs in a straddle position (sideward) to take the rebound. As the rope passes under the feet on the next turn, jump into the air and cross the feet with the right foot forward. Then repeat with the left foot forward and continue this alternation.

TOE-TOUCH FORWARD

To do the Toe-Touch Forward, swing the right foot forward as the rope passes under the feet and touch the right toes on the next count. Then alternate, landing on the right foot and touching the left toes forward.

TOE-TOUCH BACKWARD

The Toe-Touch Backward is similar to the Swing-Step Sideward, except that the toes of the free foot touch to the back at the end of the swing.

SHUFFLE STEP

The Shuffle Step involves pushing off with the right foot and sidestepping to the left as the rope passes under the feet. Land with the weight on the left foot and touch the right toes beside the left heel. Repeat the step in the opposite direction.

SKIER

The Skier is a double-foot jump similar to a technique used by skiers. A chalked or painted line is needed. The jumper stands on both feet to one side of the line. Jumping is done sideways back and forth over the line. Children should try it in a forward and backward direction also.

HEEL-TOE

In the Heel-Toe, as the rope passes under the feet, jump with the weight landing on the right foot while touching the left heel forward. On the next turn of the rope, jump, land on the same foot, and touch the left toes beside the right heel. This pattern is then repeated with the opposite foot bearing the weight.

LEG FLING

On the first jump, bring the right leg up so that it is parallel to the floor with the knee bent. On the second jump, kick the same leg out and up as high as possible. Try with the other leg.

HEEL CLICK

Do two or three Swing-Steps Sideward, in slow time, in preparation for the Heel Click. When the right foot swings sideward, instead of a hop or rebound when the rope is above the head, raise the left foot to click the heel of the right foot. Repeat on the left side.

STEP-TAP

In the Step-Tap, as the rope passes under the feet, push off with the right foot and land on the left. While the rope is turning above the head, brush the sole of the right foot forward and then backward. As the rope passes under the feet for the second turn, push off with the left foot, land on the right, and repeat.

SKIPPING

Do a step-hop (skip) over the rope. Start slowly and gradually increase the speed of the rope.

SCHOTTSCHIE STEP

The Schottische Step can be done to double-time rhythm, or it can be done with a varied rhythm. The pattern is step, step, step, hop (repeat), followed by four step-hops. In varied rhythm, three quick turns in fast time are made for the first three steps and then double-time rhythm prevails. The step should be practiced first in place and then in general space. Schottische music should be introduced.

BLEKING STEP

The Bleking Step has the pattern slow-slow, fast-fast-fast. The rope should turn to conform to this pattern. The step begins with a hop on the left foot with the right heel forward, followed by a hop on the right with the left heel forward. This action is repeated with three quick changes: right, left, right. The whole pattern is then repeated, beginning with a hop on the right foot with the left heel extended. If done to the music for the bleking dance (page 432), four bleking steps of slow-slow, fast-fast-fast are done. The second part of the music (the chorus) allows the children to organize a routine of their own. They must listen for changes in the music.

Crossing Arms

Once the basic steps are mastered, crossing the arms while turning the rope provides an interesting variation. Crossing the arms during forward turning is easier than crossing behind the back during backward turning. During crossing, the hands exchange places. This means that for forward crossing, the elbows are close to each other. This is not possible during backward crossing.
Crossing and uncrossing can be done at predetermined points after a stipulated number of turns. Crossing can be accomplished during any of the routines.

**Double Turning**

The double turn of the rope is also interesting. The jumper does a few basic steps in preparation for the double turn. As the rope approaches the feet, the child gives an extremely hard flip of the rope from the wrists, jumps from 6 to 8 inches in height, and allows the rope to pass under the feet twice before landing. The jumper must bend forward at the waist somewhat, which increases the speed of the turn. A substantial challenge for advanced rope jumpers is to see how many consecutive double-turn jumps they can do.

**Shifting from Forward to Backward Jumping**

To switch from forward to backward jumping without stopping the rope, any of the following techniques can be used.

1. As the rope starts downward in forward jumping, rather than allowing it to pass under the feet, the performer swings both arms to the left (or right) and makes a half turn of the body in that direction (i.e., facing the rope). On the next downward swing, the jumper spreads the arms and starts turning in the opposite direction. This method also works for shifting from backward to forward jumping.

2. When the rope is directly above the head, the performer extends both arms, causing the rope to hesitate momentarily, at the same time making a half turn in either direction and continuing to skip with the rope turning in the opposite direction.

3. From a crossed-arm position, as the rope is going above the performer’s head, the jumper may uncross the arms and turn simultaneously. This starts the rope turning and the performer jumping in the opposite direction.

**Sideways Skipping**

In sideways skipping, the rope is turned laterally with one hand held high and the other extended downward. The rope is swung around the body sideways. To accomplish this, the jumper starts with the right hand held high overhead and the left hand extended down the center of the body. Swing the rope to the left, at the same time raising the left leg sideways. Usually the speed is slow time, with the rebound taken on each leg in turn. Later, better jumpers may progress to fast-time speed. The rope passes under the left leg, and the jumper then is straddling the rope as it moves around his body behind him. Take the weight on the left foot, raising the right foot sideways. A rebound step on the left as the rope moves to the front brings the jumper back to the original position.

**Combination Possibilities**

Numerous combinations of steps and rope tricks are possible in rope jumping. Some ideas are:

1. Changes in the speed of the turn—slow time and fast time—can be made. Children should be able to shift from one speed to another, particularly when the music changes.

2. Developing expertise in various foot patterns and steps is important. Children should practice changing from one foot pattern to another.

3. The crossed-hands position should be tried both forward and backward. Many of the basic steps can be combined with crossed-hands position to add challenge.

4. Moving from a forward to a backward turn and returning should be practiced. Perform the turn while doing a number of different basic steps.

5. Double turns combined with basic steps look impressive and are challenging. A few children may be able to do a triple turn.

6. Children should try to move forward, backward, and sideward, employing a variety of the basic steps.

7. Backward jumping is exciting as it is a different skill than forward jumping. Most basic steps can be done backward or modified for the backward turn.

8. Speedy turns (Hot Peppers) can be practiced. Have children see how fast they can turn the rope for 15 or 30 seconds.

**Individual Rope Jumping with Partners**

Many interesting combinations are possible when one child turns the individual rope and one or more children jump it. For those routines in which the directions call for a child to run into a jumping pattern, it may be more effective to begin with the child already in position, before proceeding to the run-in stage.

1. The first child turns the rope and the other stands in front, ready to enter.
   a. Run in and face partner, and both jump (Figure 17.25).
   b. Run in and turn back to partner, and both jump.
   c. Decide which steps are to be done; then run in and match steps.
d. Repeat with the rope turning backward.

c. Run in with a ball and bounce it during the jumping.

2. Partners stand side by side, clasp inside hands, and turn the rope with outside hands.
   a. Face the same direction and turn the rope.
   b. Face opposite directions, clasp left hands, and turn the rope.
   c. Face opposite directions, clasp right hands, and turn the rope.
   d. Repeat routines with inside knees raised.
   e. Repeat routines with elbows locked. Try other arm positions.

3. The first child turns the rope while the second is to the rear ready to run in. The second child runs in and grasps the first child's waist or shoulders, and they jump together (engine and caboose).

4. The children stand back to back, holding a single rope in the right hand.
   a. Turn in one direction—forward for one and backward for the other.
   b. Reverse direction.
   c. Change to left hands, and repeat.

5. Three children jump. One turns the rope forward; one runs in, in front; and one runs in behind. All three jump. Try with the rope turning backward.

6. Two jumpers, each with a rope, face each other and turn both ropes together, forward for one and back-ward for the other, jumping over both ropes at once. Turn the ropes alternately, jumping each rope in turn.

7. One partner jumps in a usual individual rope pattern. The other is positioned to the side. The turning partner hands over one end of the rope, and the other maintains the turning rhythm and then hands the rope back.
   a. Try from the other side.
   b. Turn the rope backward.

8. Using a single rope held in the right hand, partners face each other and turn the rope in slow time. With the rope overhead, one partner makes a turn to the left (turning in) and jumps inside the rope, exiting by turning either way. See if both can turn inside.
Individual Gymnastics Skills
Pangrazi et al. Levels I-III

Notes: You will perform routine twice: (a) intermittent (i.e., name skill then perform it); (b) continuous (run through routine without stop to check fluidity). May perform with or without a spotter.

<table>
<thead>
<tr>
<th>LEVEL I Basics</th>
<th>Tumbling/Inversions</th>
<th>Individual Stunts</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Tuck (Stand, Sit, Lie)</td>
<td>12. Rolling Log</td>
<td>20. Jump Turns (1/4, 1/2, R, L)</td>
</tr>
<tr>
<td>2. Pike (Stand, Sit, Lie)</td>
<td>13. Side Roll</td>
<td>21. Turn Over</td>
</tr>
</tbody>
</table>

Dance Positions

<table>
<thead>
<tr>
<th>LEVEL I Basics</th>
<th>Tumbling/Inversions</th>
<th>Individual Stunts</th>
</tr>
</thead>
<tbody>
<tr>
<td>6. Attitude</td>
<td></td>
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<td>7. Lunge</td>
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<td>8. Plie</td>
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<td>9. Releve</td>
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<td>10. Arabseque</td>
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<tr>
<td>11. Jumps (T, P, S)</td>
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</tbody>
</table>

Balance

<table>
<thead>
<tr>
<th>LEVEL I Basics</th>
<th>Tumbling/Inversions</th>
<th>Individual Stunts</th>
</tr>
</thead>
<tbody>
<tr>
<td>17. One-leg: Kimbo, Knee Lift, Stork, Balance Touch</td>
<td></td>
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</tr>
<tr>
<td>18. Double Knee--&gt;Head Touch--&gt;Hand &amp; Knee--&gt;Single Knee</td>
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<table>
<thead>
<tr>
<th>LEVEL II Animals</th>
<th>Tumbling/Inversions</th>
<th>Individual Stunts</th>
</tr>
</thead>
<tbody>
<tr>
<td>24. Mule Kick</td>
<td>30. Forward Roll to Walkout</td>
<td></td>
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<tr>
<td>25. Turtle</td>
<td>31. Backward Roll (regular or inclined)</td>
<td></td>
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<tr>
<td></td>
<td>32. Headstand (climb-up, kick-up) (handclap, FW/S straddle)</td>
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<tr>
<td></td>
<td>33. Frog handstand (tip-up)--&gt;1/2 Teeter-Totter--&gt;Teeter Totter</td>
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<tr>
<td></td>
<td>34. Cartwheel</td>
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<tr>
<td></td>
<td>35. Forward Roll (from a pike)</td>
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</tbody>
</table>

Tumbling/Inversions

<table>
<thead>
<tr>
<th>LEVEL II Animals</th>
<th>Tumbling/Inversions</th>
<th>Individual Stunts</th>
</tr>
</thead>
<tbody>
<tr>
<td>36. One-leg balance reverse</td>
<td></td>
<td></td>
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<tr>
<td>27. Tummy balance</td>
<td></td>
<td></td>
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<tr>
<td>28. Leg dip</td>
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<tr>
<td>29. Balance jump</td>
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</tbody>
</table>

LEVEL III Balance

<table>
<thead>
<tr>
<th>LEVEL III Balance</th>
<th>Tumbling/Inversions</th>
<th>Individual Stunts</th>
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</thead>
<tbody>
<tr>
<td>41. Push-up variations</td>
<td></td>
<td></td>
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<tr>
<td>42. Flip-Flop</td>
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<tr>
<td>43. Front-Seat Support</td>
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<tr>
<td>44. Elbow Balance</td>
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<tr>
<td>45. Wall Walk-up</td>
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<tr>
<td>46. Rocking Horse</td>
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<td>47. Walk Through</td>
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<tr>
<td>48. Pretzel</td>
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<tr>
<td>49. Handstand against wall</td>
<td></td>
<td></td>
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<tr>
<td>50. Freestanding handstand</td>
<td></td>
<td></td>
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<tr>
<td>51. Cartwheel and round-off</td>
<td></td>
<td></td>
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<tr>
<td>52. Straddle press to handstand</td>
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<tr>
<td>53. Walk-over</td>
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<tr>
<td>37. Coffee Grinder</td>
<td></td>
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<tr>
<td>38. Inverted Bridge (Supine long bridge)</td>
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<td></td>
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<tr>
<td>39. Knee Jump to Standing</td>
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<tr>
<td>40. Forward Drop</td>
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</tbody>
</table>
# Gymnastics Routine Scoresheet

**Student Name:** ______________________________________

**Points:** ________ / 15

<table>
<thead>
<tr>
<th>Level I</th>
<th>Level II</th>
<th>Level III</th>
<th>List all stunts to be performed in order</th>
<th>Name</th>
<th>Quality</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Basics</strong>&lt;sup&gt;1or2; All&lt;/sup&gt;</td>
<td><strong>Balance</strong>&lt;sup&gt;Choice&lt;/sup&gt;</td>
<td><strong>Balance</strong>&lt;sup&gt;Choice&lt;/sup&gt;</td>
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</tr>
<tr>
<td>1. Tuck</td>
<td>26. 1-leg balance reverse</td>
<td>42. Flip-flop</td>
<td>1-</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Stand</td>
<td>27. Tummy balance</td>
<td>43. Front Seat Support</td>
<td>2-</td>
<td></td>
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<tr>
<td>Sit</td>
<td>28. Leg dip</td>
<td>44. Elbow balance</td>
<td>3-</td>
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<tr>
<td>Lie</td>
<td>29. Balance jump</td>
<td>45. Wall walk-up</td>
<td>4-</td>
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<tr>
<td><strong>2. Pike</strong></td>
<td><strong>T/I</strong>&lt;sup&gt;Choice&lt;/sup&gt;</td>
<td><strong>T/I</strong>&lt;sup&gt;Choice&lt;/sup&gt;</td>
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<tr>
<td>Stand</td>
<td>32. Headstand</td>
<td>49. Handstand against wall</td>
<td>5-</td>
<td></td>
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<tr>
<td>Sit</td>
<td>33. Frog handstand</td>
<td>50. Freestanding handstand</td>
<td>6-</td>
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<tr>
<td>Lie</td>
<td>33a. ½ Teeter Totter</td>
<td>51. Round-off</td>
<td>7-</td>
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<tr>
<td>34. Cartwheel</td>
<td>52. Walk over</td>
<td>8-</td>
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<tr>
<td><strong>T/I</strong>&lt;sup&gt;Choice&lt;/sup&gt;</td>
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<tr>
<td>13. Side roll</td>
<td>37. Coffee grinder</td>
<td>9-</td>
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<tr>
<td>14. Forward roll</td>
<td>38. Inverted bridge</td>
<td>10-</td>
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<tr>
<td>15. Backward roll</td>
<td>39. Knee jump to standing</td>
<td>11-</td>
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<tr>
<td></td>
<td>40. Forward drop</td>
<td>12-</td>
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T/I = Tumbling/Inversion
Tuck Position

The tuck position is performed with the legs bent and the chin tucked to the chest. Students can be cued to "curl up like a ball." There are three different tuck positions, and students should learn all of them: the Sitting Tuck (Figure 20.1 on page 470), the Standing Tuck, and the Lying Tuck.

Pike Position

The pike position is performed by bending forward at the hips and keeping the legs straight. The three basic pike positions are the Sitting Pike (Figure 20.2), the Standing Pike, and the Lying Pike.

Straddle Position

The straddle position is accomplished by bending forward at the hips and spreading the legs apart to the sides as far as possible. The legs should be kept straight. Variations of the straddle position are the Sitting Piked Straddle (Figure 20.3), the Standing Piked Straddle, and the Lying Piked Straddle.

Front-Support Position

This position is similar to the push-up position. The body is straight with the head up (Figure 20.4).

Back-Support Position

The back-support position is an inverted push-up position. The body is kept as straight as possible (Figure 20.5).
Gymnastic Dance Positions

Attitude

An attitude is a position in which the body weight is supported on one leg while the other leg is lifted and bent at the knee. The arm on the side of the lifted leg is usually bent over the head, and the other arm is extended at the side (Figure 20.6).

Lunge Position

In lunge position, the nonsupporting rear leg is straight while the forward, supporting leg is bent at the hip and knee. Most of the weight is placed on the forward leg. The arms are extended, and the head is up with the eyes forward (Figure 20.7).

Plié

A plié is the bending of the knees. Both knees are bent, the arms are extended at right angles to the sides, and the seat is tucked to maintain a flat abdominal wall. The plié teaches children how to absorb the force of the landing. There are different plié positions, but the basic purpose of the plié in gymnastic instruction is to teach landing with grace and control.

Relevé

The relevé is an extension movement from the plié position. The movement goes from the plié (knees bent) position to the extended position. Extension should be complete through all of the joints, stretching upward from the balls of the feet.

Arabesque

In the arabesque position, the weight is supported on one leg while the other leg is extended to the rear. The extended leg is kept straight with the toe pointed, and the chest is kept erect (Figure 20.8 on page 472). The Back Extension and the Cartwheel are often brought to completion with an Arabesque.

Jumps

Three jump variations are used commonly in gymnastic dance. They are the Tuck Jump, the Pike Jump, and the Straddle Jump. These jumps are simply a jump with the prescribed position added. The arms are raised in a lifting motion to increase the height of the jump and to enhance
Tumbling and Inverted Balances

ROLLING LOG

Lie on the back with arms stretched overhead (Figure 20.15 on page 478). Roll sideways the length of the mat. The next time, roll with the hands pointed toward the other side of the mat. To roll in a straight line, keep the feet slightly apart.

**FIGURE 20.15** Rolling Log.

**Variation:** Alternately curl and stretch while rolling.

SIDE ROLL

Start on the hands and knees, with one side toward the direction of the roll. Drop the shoulder, tuck both the elbow and the knee under, and roll over completely, returning to the hands-and-knees position. Momentum is needed to return to the original position. Practice rolling back and forth from one hand-and-knee position to another.

**FORWARD ROLL**

Stand facing forward, with the feet apart. Squat and place the hands on the mat, shoulder width apart, with elbows against the insides of the thighs. Tuck the chin to the chest and make a rounded back. A push-off with the hands and feet provides the force for the roll (Figure 20.16). Carry the weight on the hands, with the elbows bearing the weight of the thighs. If the elbows are kept against the thighs and the weight is assumed there, the force of the roll is transferred easily to the rounded back. Try to roll forward to the feet. Later, try with the knees together and no weight on the elbows.

**Spinning:** The spotter should kneel alongside the child and place one hand on the back of the child's head and the other under the thigh (Figure 20.17). As the child moves through the roll, give an upward lift on the back of the neck to assure the neck does not absorb the weight of the body. This technique should be used for all forward roll variations.

BACK ROLLER

Begin in a crouched position with knees together and hands resting lightly on the floor. Roll backward, securing momentum by bringing the knees to the chest and clasping them with the arms (Figure 20.18). Roll back and forth rhythmically. On the backward movement, go well back on the neck and head. Try to roll forward to original position. If you have difficulty rolling back to original position, cross the legs and roll to a crossed-leg standing position. (This stunt is a lead-up to the Backward Roll.)

**FORWARD ROLL (STRADDLE POSITION)**

Start with the legs spread in the straddle position. Bend forward at the hips, tuck the head, place the hands on
the mat, and roll forward. A strong push with the hands at the end of the roll is necessary to return to the standing position.

**FORWARD ROLL PRACTICE**

Review the Forward Roll (tucked), with spotting and assistance as necessary. Work on coming out of the roll to the feet. Grasping the knees at the end of the roll will help.

**Variations:**

1. Roll to the feet with ankles crossed.
2. Try to roll with knees together.

**BACKWARD CURL**

Approach this activity in three stages. For the first stage, begin in a sitting position, with the knees drawn up to the chest and the chin tucked. The hands are clasped and placed behind the head with the elbows held out as far as possible. Gently roll backward until the weight is on the elbows (Figure 20.19). Roll back to starting position.

In stage two, perform the same action as before, but place the hands alongside the head on the mat while rolling back. The fingers are pointed in the direction of the roll, with palms down on the mat. (A good cue is, “Point your thumbs toward your ears and keep your elbows close to your body.”)

For stage three, perform the same action as in stage two, but start in a crouched position on the feet with the back facing the direction of the roll. Momentum is secured by sitting down quickly and bringing the knees to the chest. This, like the Back Roller, is a lead-up to the Backward Roll. Teach children to push against the floor to take pressure off the back of the neck.

**BACKWARD ROLL (HANCLASSP POSITION)**

Clasp the fingers behind the neck, with elbows held out to the sides (Figure 20.20). From a crouched position, sit down rapidly, bringing the knees to the chest for a tuck to secure momentum. Roll completely over backward, taking much of the weight on the forearms (Figure 20.21). With this method, the neck is protected.

**Spotting:** Spotting is not necessary for this lead-up activity. Youngsters can have early success in learning the backward roll by using this approach. Children should be reminded to keep their elbows back and out to the sides to ensure maximum support and minimal neck pressure. This is a lead-up activity to the regular backward roll. If youngsters cannot roll over, allow them to practice rocking back and forth with the elbows out. In no case should force be applied to the hips by another individual in an attempt to force the child over.

**CLIMB-UP**

Begin on a mat in a kneeling position, with hands placed about shoulder width apart and the fingers spread and pointed forward. Place the head forward of the hands,
so that the head and hands form a triangle on the mat. Walk the body weight forward so that most of it rests on the hands and head. Climb the knees to the top of the elbows. (This stunt is a lead-up to the Headstand.)

**Spotting:** In the Climb-Up as well as in the Three-Point Tip-Up, overweight or weak children may need spotting. This is done by placing one hand on the child's shoulder and the other on the back of the thigh.

**TEACHING TIP**

**Variation:** Raise the knees off the elbows.

**THREE-POINT TIP-UP**

Squat down on the mat, placing the hands flat with fingers pointing forward. The elbows should be inside and pressed against the inner part of the lower thighs. Lean forward, slowly transferring body weight to the bent elbows and hands until the forehead touches the mat (Figure 20.22). Return to starting position.

The Three-Point Tip-Up ends in the same general position as the Climb-Up, but with the elbows on the inside of the thighs. Some children may have better success by turning the fingers in slightly, thus causing the elbows to point outward more and offering better support at the thigh contact point. This stunt is a lead-up to the Headstand and the Handstand done at later levels.

**Spotting:** Same as for the Climb-Up.

**TEACHING TIP**

**Variation:** Tuck the head and do a Forward Roll as an alternative finishing act.

**MOUNTAIN CLIMBER**

This activity is similar to the exercise known as the Treadmill. The weight is taken on the hands with one foot forward and one foot extended back, similar to a sprinter's start. When ready, the performer switches foot position with both feet moving simultaneously. This activity is a lead-up to the Handstand and teaches children to support the body weight briefly with the arms.

**SWITCHEROO**

This Handstand lead-up activity begins in the front lunge position with the arms overhead. In one continuous movement, bend forward at the hips, place the hands on the mat, and invert the legs over the head. Scissor the legs in the air, and then reverse the position of the feet on the mat. Repeat in a smooth and continuous motion.

**Balance Stunts**

**ONE-LEG BALANCE**

Lift one leg from the floor. Later, bring the knee up. The arms should be free at first and then assume specified positions: folded across the chest, on the hips, on the head, or behind the back.

**DOUBLE-KNEE BALANCE**

Kneel on both knees, with the feet pointed to the rear. Lift the feet from the ground and balance on the knees. Vary the position of the arms. Experiment with different arm positions.

**HEAD TOUCH**

On a mat, kneel on both knees, with feet pointed backward and arms outstretched backward for balance. Lean forward slowly and touch the forehead to the mat. Recover to position (Figure 20.23). Vary the arm position.

**HEAD BALANCE**

Place a beanbag, block, or book on the head (Figure 20.24). Walk, stoop, turn around, sit down, get up, and so on. The object should be balanced so that the upper body is in good posture. Keep the hands out to the sides for balance. Later, vary the position of the arms—folded across the chest or placed behind the back or down the sides. Link together a series of movements.

**ONE-LEG BALANCE STUNTS**

Each of the following stands should be done with different arm positions, starting with the arms out to the...
sides and then folded across the chest. Have children devise other arm positions.

Each stunt can be held first for 3 seconds and then for 5 seconds. Later, the eyes can be closed during the count. The child should recover to original position without loss of balance or excessive movement. Stunts should be repeated, using the other leg.

1. **Kimbo Stand.** With the left foot kept flat on the ground, cross the right leg over the left to a position in which the right foot is pointed partially down and the toe is touching the ground.

2. **Knee-Lift Stand.** From a standing position, lift one knee up so that the thigh is parallel to the ground and the toe is pointed down. Hold. Return to starting position.

3. **Stork Stand.** From a standing position, shift all of the weight to one foot. Place the other foot so that the sole is against the inside of the knee and thigh of the standing leg (Figure 20.25). Hold. Recover to standing position.

**BALANCE TOUCH**

Place an object (eraser, block, or beanbag) a yard away from a line. Balancing on the line on one foot, reach out with the other foot, touch the object (no weight should be placed on it) (Figure 20.26), and recover to the starting position. Reach sideward, backward.
on the other leg (Figure 20.27). Hold for 5 seconds without moving. Reverse legs. (This is also called a Forward Scale.)

2. **Backward Balance.** With knee straight, extend one leg forward, with toes pointed. Keep the arms out to the side for balance. Lean back as far as possible. The bend should be far enough back so that the eyes are looking at the ceiling.

3. **Side Balance.** Stand on the left foot with enough side bend to the left so that the right (top) side of the body is parallel to the floor. Put the right arm alongside the head and in line with the rest of the body. Reverse, using the right leg for support. (Support may be needed momentarily to get into position.)

**HAND-AND-KNEE BALANCE**

Get down on all fours, taking the weight on the hands, knees, and feet, with toes pointed backward. Lift one hand and the opposite knee (Figure 20.28). Keep the free foot and hand from touching during the hold. Reverse hand and knee positions.

**SINGLE-KNEE BALANCE**

Perform the same action as in the previous stunt, but balance on one knee (and leg), with both arms outstretched to the sides (Figure 20.29). Use the other knee.

**JUMP TURNS**

Do jump turns (use quarter turns and half turns) right and left, as directed. The arms should be kept outstretched to the sides. Land lightly without a second movement.

Jump turns reinforce directional concepts. Number concepts can also be developed with jump turns. The teacher calls out the number as a preparatory command and then says, "Move." Number signals are: "One" for a left quarter turn, "Two" for a right quarter turn, "Three" for a left half turn, and "Four" for a right half turn. Give children a moment after the number is called and before the "Move" command.
Hold the body in a wide push-up position with the feet apart and the hands widely spread (Figure 20.48). From this position, move in various directions, keeping the plane of the body always about the same distance from the floor. Movements of the hands and feet should occur in small increments only.

**Figure 20.40** Turtle.

**Tumbling and Inverted Balances**

**FORWARD ROLL TO A WALKOUT**

Perform the Forward Roll as described previously, except walk out to a standing position. The key to the Walkout is to develop enough momentum to allow a return to the feet. The leg that first absorbs the weight is bent while the other leg is kept straight.

**Spotting:** Same as the Forward Roll (Figure 20.16).

**BACKWARD ROLL (REGULAR)**

In the same squat position as for the Forward Roll, but with the back to the direction of the roll, push off quickly with the hands, sit down, and start rolling over onto the back. The knees are brought to the chest, so that the body is tucked and momentum is increased. Quickly bring the hands up over the shoulders, with palms up and fingers pointed backward. Continue rolling backward with knees close to the chest. The hands touch the mat at about the same time as the head. It is necessary at this point to push hard with the hands to release pressure on the neck. Continue to roll over and to push off the mat until the roll is completed (Figure 20.49). Emphasize proper hand position by telling children to point their thumbs toward their ears and spread their fingers for better push-off control.

**Spotting:** In spotting, care must be taken never to push a child from the hip, thus forcing the roll. This puts undue pressure on the back of the neck. The proper way to aid the child who has difficulty with the stunt is as follows: The spotter stands in a straddle position, with the near foot alongside the spot where the performer’s hands and head will make contact with the mat (Figure 20.50). The other foot is one stride in the direction of the roll. The critical point is for the spotter to lift the hips just as the head and hands of the performer make contact with the mat. This is accomplished by taking the back hand and reaching across to the far hip of the performer, getting under the other hip with the near hand. The lift is applied on the front of the hips just below the beltline. The object is to relieve the pressure on the neck.

Rather than spotting the youngster who is having trouble doing the Backward Roll, it may be wise to substitute the Handclasp Backward Roll (Figure 20.19) and practice on an inclined mat (see following activity).

**BACKWARD ROLL (INCLINED)**

If possible, the Handclasp Backward Roll should be practiced on an inclined mat. The gentle incline allows the youngster to learn to develop momentum in a non-threatening manner. An inclined mat can be made by leaving one mat folded and laying a crash pad or another mat over it.

**Figure 20.49** Regular Backward Roll.

**Figure 20.50** Spotting the Backward Roll. (The lift is at the hips of the roller. The performer should be lifted, not forced, over.)
Turn-Over

From a front-leaning rest position, turn over so that the back is to the floor. The body should not touch the floor. Continue the turn until the original position is reassumed. Reverse the direction. Turn back and forth several times. The body should be kept as rigid as possible throughout the turn.

Thread the Needle

Touch the fingertips together in front of the body. Step through with one foot at a time while keeping the tips in contact (Figure 20.31). Step back to the original position. Next, lock the fingers in front of the body, and repeat the stunt. Finally, step through the clasped hands without touching the hands.

Sitting Stand

Stand with feet apart and arms folded in front. Pivot on the balls of both feet, and face the opposite direction. The legs are now crossed. Sit down in this position. Reverse the process. Get up without using the hands for aid, and uncross the legs with a pivot to face in the original direction. Little change should occur in foot position (Figure 20.34).

Mule Kick

Stoop down and place the hands on the floor in front of the feet. The arms are the front legs of the mule. Kick out with the legs while the weight is supported momentarily on the arms (Figure 20.45). Taking the weight on the hands is important. The stunt can be learned in two stages. First, practice taking the weight momentarily on the hands. Next, add the kick.

Variation: Make two kicks before the feet return to the ground.

Teaching Tip

Variation: Stop halfway down and halfway up. Go up and down by inches.
HEADSTAND

Two approaches are suggested for the Headstand. The first is to relate the Headstand to the Climb-Up, and the second is to go directly into a Headstand, using a kick-up to achieve the inverted position. With either method, maintaining the triangle position of the hands and the head is essential.

In the final inverted position, the feet should be together, with legs straight and toes pointed. The weight is evenly distributed among the three points—the two hands and the forward part of the head. The body should be aligned as straight as possible.

The safest way to come down from the inverted position is to return to the mat in the direction that was used in going up. Recovery is helped by bending at both the waist and the knees. The child should be instructed in the case of overbalancing, to tuck the head under and go into a Forward Roll. Both methods of recovery from the inverted position should be included in the instructional sequences early in the presentation.

HEADSTAND CLIMB-UP

Take the inverted position of the Climb-Up (page 479) and move the feet slowly upward to the headstand position (Figure 20.51), steadied by a spotter only as needed.

Spotting: The spotter is stationed directly in front of the performer and steadies as needed. The spotter can first apply support to the hips and then transfer to the ankles as the climb-up position is lengthened into a Headstand. If unable to control the performer, the spotter must be alert to moving out of the way when the performer goes into a Forward Roll to come out of the inverted position.

HEADSTAND KICK-UP

Keeping the weight on the forward part of the head and maintaining the triangle base, walk the feet forward until the hips are high over the body, somewhat similar to the Climb-Up position. Keep one foot on the mat, with the knee of that leg bent, and the other leg extended somewhat backward. Kick the back leg up to the inverted position, following quickly with a push by the other leg, thus bringing the two legs together in the inverted position (Figure 20.52). The timing is a quick one-two movement.

The teacher should emphasize the importance of the triangle formed by the hands and the head and the importance of having the weight centered on the forward part of the head. Most problems that occur during performance of the Headstand come from an incorrect head-hand relationship. The correct positioning has the head placed the length of the performer’s forearm from the knees and the hands placed at the knees. A useful technique to aid children in finding the proper triangle is to mark the three spots on the mat with chalk. (More lasting spots can be made with paint.)

Spotting: When learning, youngsters can attempt the stunt with a spotter on each side. Each spotter kneels, placing the near hand under the shoulder of the performer. The performer then walks the weight above the head and kicks up to position. The spotter on each side supports by grasping a leg (Figure 20.53 on page 492).

It is not desirable to let children stay too long in the inverted position or to hold contests to see who can remain in the Headstand longest. Most of the responsibility for getting into the inverted position should rest with the performer. Spotters may help some, but they should avoid wrestling the performer up. The goal of the kick-up method is to establish a pattern that can be used in other inverted stunts.

HEADSTAND PRACTICE AND VARIATIONS

Continue work on the Headstand. Try the following variations. (Spot as needed.)

1. Clap the hands and recover. The weight must be shifted momentarily to the head for the clap. (Some
children will be able to clap the hands twice before recovery.)

2. Use different leg positions (Figure 20.54)—legs split sideward, legs split forward and backward, and knees bent.

3. Holding a utility ball or a beanbag between the legs, go into the Headstand, retaining control of the ball.

Squat down on the mat, placing the hands flat, with fingers pointing forward and elbows inside and pressed against the inner part of the knees. Lean forward, using the leverage of the elbows against the knees, and balance on the hands (Figure 20.55). Hold for 5 seconds. Return to position. The head does not touch the mat at any time. The hands may be turned in slightly if this makes better contact between the elbows and the insides of the thighs. (This stunt follows from the Three-Point Tip-Up.)

**HALF TEETER-TOTTER**

This comprises continued lead-up activity for the Headstand. Begin in the lunge position and shift the weight to the hands. Kick the legs up in the air to a 135-degree angle, then return to the feet. This activity is similar to the Switcheroo, except that the feet are kicked higher without switching foot position.

**CARTWHEEL**

Start with the body in an erect position, arms outspread and legs shoulder width apart. Bend the body to the right and place the right hand on the floor. Follow this, in sequence, by the left hand, the left foot, and the right foot (Figure 20.56). Perform with a steady rhythm. Each body part should touch the floor at evenly spaced intervals. The body should be straight and extended when in the inverted position. The entire body must be in the same plane throughout the stunt, and the feet must pass directly over the head.

Children who have difficulty with the Cartwheel should be instructed to concentrate on tucking the weight of the body on the hands in succession. They need to get the feel of the weight support and later can concentrate on getting the body into proper position. After the class has had some practice in doing Cartwheels, a running approach with a skip can be added before takeoff.

**Spotting:** In spotting, the spotter stands behind and moves with the performer. To assist, the spotter assumes a crossed-arm position and grasps the performer at the waist. The spotter’s arms uncross as the performer wheels.
for a moment in the handstand position before returning to the standing position.

**HANDSTAND**

Start in the lunge position. Do a Teeter-Totter to the inverted position. The body, which is extended in a line from the shoulders through the feet, should be kept straight with the head down. It is helpful to teach the correct position first in a standing position with the arms overhead and the ears between the arms.

**Spotting:** The Handstand can be done with double or single spotting. In double spotting, the spotters are stationed on both sides of the performer. Each spotter should have a firm grip on the shoulder while the performer’s hand is on the mat. The spotter can assist the lift by upward pressure on the thigh (Figure 20.57). The performer walks the hips forward until they are over the hands and then kicks up with one foot, pushing it with the other and raising that leg to join the first in the inverted position (Figure 20.58 on page 494). The rhythm is a one-two count.

In single spotting, the spotter takes a stride position, with the forward knee bent somewhat (Figure 20.59 on page 494). The performer’s weight is transferred over the hands, and the body goes into the handstand position with a one-two kick-up. The spotter catches the legs and holds the performer in an inverted position (Figure 20.60 on page 494).

**Balance Stunts**

**ONE-LEG BALANCE REVERSE**

Assume a forward balance position (pages 481–482). In a quick movement, to give momentum, swing the free
leg down and change to the same forward balance position facing in the opposite direction (a 180-degree turn) (Figure 20.61). No unnecessary movement of the supporting foot should be made after the turn is completed. The swinging foot should not touch the floor.

**Figure 20.58** Double spotting for the Handstand, second stage.

**Figure 20.59** Single spotting for the Handstand, first stage. (The performer's shoulder is against the spotter's leg.)

**Figure 20.60** Single spotting for the Handstand, second stage. (Note knee pressure against performer's shoulder.)

**Tummy Balance**

Lie prone on the floor with arms outstretched forward or to the sides, with palms down. Raise the arms, head, chest, and legs from the floor and balance on the tummy (Figure 20.62). The knees should be kept straight.

**Figure 20.61** One-Leg Balance Reverse.
**LEG DIP**

Extend both hands and one leg forward, balancing on the other leg. Lower the body to sit on the heel and return without losing the balance or touching the floor with any part of the body. Try with the other foot. (Another child can assist from the back by applying upward pressure to the elbows.)

**BALANCE JUMP**

With hands and arms out to the sides and body parallel to the ground, extend one leg back and balance the weight on the other leg (Figure 20.63). Quickly change balance to the other foot, maintaining the initial position but with the feet exchanged (Figure 20.64). Keep the body parallel to the ground during the change of legs. Try with arms outstretched forward. Working in pairs might be helpful. One student critiques the other's performance to make sure that the arms and body are straight and parallel to the floor.

**COFFEE GRINDER**

Put one hand on the floor and extend the body to the floor on that side in a side-leaning rest position. Walk around the hand, making a complete circle and keeping the body straight (Figure 20.69). The stunt should be done slowly, with controlled movements. The body should remain straight throughout the circle movement.

**LONG BRIDGE**

Begin in a crouched position with hands on the floor and knees between the arms. Push the hands forward a little at a time until an extended push-up position is reached (Figure 20.71). Return to original position. (The teacher should challenge children to extend as far forward as they can and still retain the support.)

**Variations:**

1. Begin with a forward movement, then change to a sideward movement, establishing as wide a spread as possible.
2. Work from a crossed-hands position.
KNEE JUMP TO STANDING

Kneel, with seat touching the heels and toes pointing backward (shoeless against the floor). Jump to a standing position with a vigorous upward swing of the arms (Figure 20.74). It is easier to jump from a smooth floor than from mat, because the toes slide more readily on the floor.

Variation: Jump to a standing position, doing a quarter turn in the air in one quick motion. Try a half turn.

A critical point in the Handstand against a Wall is to position the hands the correct distance from the wall. It is better to be too close than too far. Being too far can cause the performer to collapse before the feet gain the support of the wall. A mat should be used in the preliminary stages.

FREESTANDING HANDSTAND

Perform a Handstand without support. Students must learn to turn the body when a fall is imminent, so that they land on the feet. (Spotters can be used to prevent an awkward fall.) Move the hands to help control the balance.

CARTWHEEL AND ROUND-OFF

Practice the Cartwheel, adding a light run with a skip for a takeoff. To change to a Round-Off, place the hands somewhat closer together during the early Cartwheel action. Bring the feet together and make a quarter turn to land on both feet, with the body facing the starting point. The Round-Off can be followed by a Backward Roll.

HANDSTAND AGAINST A WALL

Using a wall as support, do a Handstand. The arms must be kept straight, with the head between the arms (Figure 20.96). Some performers like to bend the knees so that the soles of the feet are against the wall.

STRADDLE PRESS TO HEADSTAND

Begin by placing the hands and head in the Triangular Headstand position. The feet are in a wide straddle position and the hips are up. Raise the hips slowly by pressing to a point over the base of support. Slowly raise the legs to a straddle position and finish with the legs brought together in regular Headstand position. All movement is done as a slow, controlled action. (This is a more difficult stunt than the regular Headstand.)
HEADSPRING

With forehead and hands on the mat and knees bent, lean forward until almost overbalanced. As the weight begins to overbalance, raise the feet sharply and snap forward, pushing with the hands. As the feet begin to touch the ground, snap the body to a bent-knee position (Figure 20.99). Keep control of balance and rise to a standing position.

Spotting: Two spotters should be used, one on each side of the performer. Each spotter places one hand under the performer's back and the other hand under a shoulder. The spotters should give the performer a lift under the shoulders to help in snapping to the standing position.

FIGURE 20.98 Single spotting for the Handstand.

FIGURE 20.99 Headspring.

Some instructors like to introduce this stunt by performing it over a rolled-up mat, which provides more height for the turn. A slight run may be needed to get the proper momentum.

WALK-OVER

Do preliminary movements as if for the Handstand. Let the legs continue beyond the handstand position and contact the floor with a one-two rhythm. The body must be well arched as the leading foot touches the floor. Push off with the hands and walk out.

Spotting: The spotter gives support under the small of the back.

PRETZEL

Touch the back of the head with the toes by raising the head and trunk and bringing the feet to the back of the head. Try first to bring the toes close enough to the head so the head-to-toe distance can be measured by another child with a handspan (the distance between the thumb and little finger when spread) (Figure 20.111). If this distance is met, then try touching one or both feet to the back of the head.

FIGURE 20.111 Pretzel.

PUSH-UP VARIATIONS

Begin the development of Push-Up variations by reviewing proper Push-Up techniques. The only movement is in the arms. The body should come close to, but not touch, the floor. Explore the following variations.

Monkey Push-Up Point the fingers toward each other. Next, bring the hands close enough for the fingertips to touch.

Circle-O Push-Up Form a circle with each thumb and forefinger.

Fingertip Push-Up Get up high on the fingertips.

Different Finger Combinations Do a Push-Up using the thumb and three or two fingers only.

Extended Push-Up Extend the position of the hands progressively forward or to the sides.

Crossed Push-Up Cross the arms. Cross the legs. Cross both.

One-Legged Push-Up Lift one leg from the floor.

One-Handed Push-Up Use only one hand, with the other outstretched or on the hip.

Exploratory Approach See what other types of Push-Ups or combinations can be created.
FLIP-FLOP

From a push-up position, propel the body upward with the hands and feet, doing a Turn-Over (Figure 20.101).

Figure 20.101 Flip-Flop.

Flip back. The stunt should be done on a mat. (Review the Turn-Over [page 484] before having students try this stunt.)

WALK-THROUGH

From a front-leaning rest position, walk the feet through the hands, using tiny steps, until the body is fully extended with the back to the floor (Figure 20.108). Reverse the body to original position. The hands stay in contact with the floor throughout.

ROCKING HORSE

Lie facedown on a mat with arms extended overhead, palms down. With back arched, rock back and forth (Figure 20.107). (Some children may need to have someone start them rocking.)

Variation: Reach back and grasp the insteps with the hands. (The body arch is more difficult to maintain in this position.) Also try rocking from a side position.

Figure 20.107 Rocking Horse.

FRONT SEAT SUPPORT

Sit on the floor, with the legs together and forward. Place the hands flat on the floor, somewhat between the hips and the knees, with fingers pointed forward. Push down so the hips come off the floor, with the weight supported on the hands and heels. Next, lift the heels and support the entire weight of the body on the hands for 3 to 5 seconds. (Someone can help the performer get into position by giving slight support under the heels.)

ELBOW BALANCE

Balance the body facedown horizontally on two hands, with elbows supporting the body in the hip area. To get into position, support the arched body with the toes and forehead. Work the forearms underneath the body for support, with fingers spread and pointed to the back. Try to support the body completely on the hands for 3 seconds, with elbows providing the leverage under the body (Figure 20.104). (Slight support under the toes can be provided.)

The Elbow Balance presents a considerable challenge. The teacher should take time to discuss the location of the center of gravity. The elbow support point should divide the upper and lower body mass.

Figure 20.104 Elbow Balance.

Figure 20.105 Well Walk-Up.

Individual Stunts

WALL WALK-UP

From a push-up position with feet against a wall, walk up the wall backward to a handstand position (Figure 20.105). Walk down again.
Dance
## Dance Practicum Scoring Rubric

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<tr>
<th>Category</th>
<th>Student 1 Initials</th>
<th>Student 2 Initials</th>
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<td><strong>Modeling</strong></td>
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<td>S1</td>
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<td>☐ ☐ Correctly performs technical steps</td>
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<td>☐ ☐ Is visible</td>
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<td>☐ ☐ Addresses mirror issue if applicable</td>
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<td><strong>Cueing</strong></td>
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<td>☐ ☐ Uses appropriate terminology</td>
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<td>☐ ☐ Provides correct cues and signals transitions</td>
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<td>☐ ☐ Provides alternative cues (visualization)</td>
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<td>☐ ☐ Asks sequencing questions.</td>
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<td><strong>Feedback</strong></td>
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<td>☐ ☐ Gives adequate (specific) feedback</td>
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<td>☐ ☐ Balances positive/corrective</td>
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<td>☐ ☐ Demonstrates enthusiasm</td>
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<td>☐ ☐ Creates positive learning climate.</td>
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<td><strong>Methodology</strong></td>
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<td>☐ ☐ Applies part-part-whole method</td>
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<td>☐ ☐ Demonstrates congruence between musical selection and steps (i.e., plausible steps match T/R)</td>
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<td>☐ ☐ Repeats basic elements obtain appropriate complexity level</td>
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<td>☐ ☐ Varies steps to prevent monotony.</td>
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<td><strong>Pair Scores</strong></td>
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<td><strong>Lesson pacing</strong></td>
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<td>☐ ☐ Uses allocated time smoothly (not rushed or overly slow)</td>
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<td>☐ ☐ Music is turned on by 14 minutes</td>
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<td>☐ ☐ Allows for sufficient practice to promote student learning.</td>
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<td><strong>Organization</strong></td>
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<td>☐ ☐ Has music ready</td>
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<td>☐ ☐ Competently uses remote</td>
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<td>☐ ☐ Effectively locates and groups students – based on ability level – and self</td>
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<td><strong>Outcomes</strong></td>
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<td>☐ ☐ Student enjoyment</td>
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<td>☐ ☐ Student competence (i.e., independent dance performance without teacher modeling or cueing)</td>
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Dance Lesson Information

PART I

Goals: (1) Understand principles for effective dance instruction; (2) appreciate the spectrum of complexity relative to dance curriculum and pedagogy and emerge more confident in your abilities to instruct elementary dance; (3) When listening to a piece of music, show an ability to identify plausible responses to rhythms and tempo vis-à-vis a skill analysis framework.

Activities: (1) Lecturette on teaching dance; (2) Movement annotation for creative dance using skill themes and movement concepts; (3) Video – Teaching Dance (Shag, Clouds in the Sky);

Notes

1. What to call dance (rhythmic vs. creative)
2. Seat to Feet Method
3. Partner/small group work on basic steps or Follow-the-Leader
4. Grades 3-5 begin performing combo steps and creating routines
5. Whole group instructor-led practice: (a) rows and columns, (b) mirror problem, (c) call out transition ahead of time, (d) placing students
6. Part-part-whole method for steps first then music: (a) in each part, introduce no more than 2 step sequences; (b) count out loud; and (c) no more than 4 parts for a total of 32 counts
7. Selecting music: Start with instrumentals, then songs with words [especially those that are repetitive, use words that cue/suggest a movement] (e.g., Twist; Hokey Pokey, Head-Shoulders-Knees-Toes, Doing the Penguin]

Doing the Penguin

Flip your flippers up and down
Look at the sky and turn around
Peck forward, raise flippers
And waddle
And waddle
You waddle
You waddle
You waddle
You waddle
You waddle
You waddle
You waddle
You waddle

Flip your flippers once or twice
Take two steps and fall on the ice
Pick yourself up and fall down again
That's doin' it
That's doin' the penguin

PART II

Goals: (1) When listening to a piece of music, show ability to identify/execute plausible responses to rhythms and tempo vis-à-vis movement analysis framework; (2) move and understand rationale and context of two different instructional formats (teacher-centered and student-centered)

Activities:

1. Complete movement annotation for creative dance using skill themes and movement concepts, then performing in front of a partner execute the annotation and receive feedback regarding which skill themes/movement concepts were performed and any alternatives
2. Tai Chi (David Byrne’s “Last Emperor”)
3. Whole Group Fitness (Venga Boys, “We Like to Party”)
4. Geometry Dance (Deep Forest, “Sweet Lullaby”)
5. Jigsaw Group Fitness (low and high impact medley)
6. Deal a Dance Card: Dance Technique
PART III

Goals: (1) Understand how dance practical exam is scored; (2) Complete anything left over from Dance II; (3) Learn basic cultural, line, and folk dances (SPARK) utilizing PPW Method

Activities:

- Review dance practicum scoring rubric
- Learn basic steps to each dance by PPW method without then with music
  1. Conga
  2. Macarena (traditional, partner, push-up)
  3. Achy Breaky Heart
  4. Electric Slide
  5. Tinikling
  6. Cotton-eyed Joe
  7. Pata Pata
  8. Hora
  9. Greensleeves

NOTES
Movement Concepts and Skill Themes
The Wheel
### Movement Concept Choreography

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<th>#</th>
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<th>Location</th>
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# MOVEMENT OPTIONS

<table>
<thead>
<tr>
<th>Legs</th>
<th>Arms</th>
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</thead>
<tbody>
<tr>
<td>Single side step (step together)</td>
<td>Clap</td>
</tr>
<tr>
<td>Double side step</td>
<td>Military press (Press up)</td>
</tr>
<tr>
<td>Side lunge</td>
<td>Bicep curls (side, forward)</td>
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<tr>
<td>Heel taps (step, heel)</td>
<td>Triceps press</td>
</tr>
<tr>
<td>Knee lifts</td>
<td>Arm swing (single, double)</td>
</tr>
<tr>
<td>Kick backs</td>
<td>Forward push</td>
</tr>
<tr>
<td>Jumping jacks (single, double, half)</td>
<td>Pull downs</td>
</tr>
<tr>
<td>Jog (in place, forward, backward)</td>
<td>Single punch</td>
</tr>
</tbody>
</table>

## LEG MOVEMENTS

**Single Side Step:** Step to your right side with your right foot, step together with your left foot. Step to your left with your left foot together with the right. Repeat movement, alternating sides.

**Double Side Step:** Same as single side step; done twice in the same direction.

**Side Lunge:** Feet together with left foot stationary, take large step to the right with the right foot, toe pointed in, heel pressed to ground. Step back to center with right foot. Repeat movement, stepping with the left foot. Repeat alternating sides.

**Heel taps:** Feet together with right foot stationary, tap left heel forward and bring back to center. Repeat with right heel. Continue alternating sides.

**Knee Lifts:** Alternate lifting knees waist high in front. Keep back straight.

**Kick Backs:** Feet shoulder width apart, right foot stationary. Bend left knee lifting heel behind, toward the right side. Repeat movement with left stationary, lifting right heel behind. Continue alternating sides.

**Jumping Jacks:**
- **Single** – When hands are above head, feet are apart. When hands are down at sides, feet are together.
- **Double** – Same as single jacks; bounce twice when feet are apart and when feet are together.
- **Half** – Same as single, only raise arms to shoulder level and return to sides.

**Jog:** Jog in place, jog moving forward, back or to the side.

## ARM MOVEMENTS

**Military Press:** Elbows bent, hands (palms up) at shoulders. Push hands straight up. Return hands to shoulder level.

**Bicep Curls:**
- **Side** – Arms are straight out to the side with palms facing up. Pull hands in toward shoulders. Return arms out to side.
- **Forward** – Arms are straight out in front with palms facing up. Pull hands in toward shoulders. Return arms to front.

**Triceps Press:** Elbows are out to the side shoulder level. Hands near waist, palms facing away from body. Bend at elbows pressing hands out to shoulder level. Return to waist.

**Forward Push:** Elbows bent, hands at shoulders, palms facing forward. Press palms forward, straightening arms. Bring arms back to shoulders.

**Pull Downs:** Arms are straight above head. Pull hands to shoulder level keeping elbows at sides. Return to starting position.

**Single Punch:** Hands in fists at shoulder level with elbows bent. Punch your right fist forward, straightening arm. Bring back to beginning position. Repeat with the left arm.

**Arm Swings:**
- **Single** – Swing arm straight forward to shoulder level with palm facing down. Bring arm back down to side and repeat with the left arm.
- **Double** – Arms are at sides, swing both arms straight above head. Return arms to sides.
## SAMPLE ROUTINE

<table>
<thead>
<tr>
<th>Steps</th>
<th># Counts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Single side step with clap</td>
<td>8</td>
</tr>
<tr>
<td>Single side step with military press</td>
<td>8</td>
</tr>
<tr>
<td>Single side step with forward push</td>
<td>8</td>
</tr>
<tr>
<td>Single side step with biceps curls</td>
<td>8</td>
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<tr>
<td>*Repeat</td>
<td></td>
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<tr>
<td>Side lunges (no arms)</td>
<td>8</td>
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<tr>
<td>Side lunges with single arm swing</td>
<td>8</td>
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<tr>
<td>Side lunges with double arm swing</td>
<td>8</td>
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<tr>
<td>Side lunges with single punch</td>
<td>8</td>
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<tr>
<td>*Repeat</td>
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<tr>
<td>Heel tap with single arm swing</td>
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<td>8</td>
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<tr>
<td>Heel tap with forward push</td>
<td>8</td>
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</tbody>
</table>
**Tinkling**

Stand along L side of band with R foot closest to it

Step R-L between bands, then hop on R foot 2xs outside of bands

Step L-R between bands, then hop on L foot 2xs outside of bands (back to original side)

Basic step sequence is: RL RR LR LL

**Electric Slide**

Grapevine R: Step to R on R foot. Cross L foot behind R foot, step to R on R foot, tap L foot

Grapevine L: Step to L on L foot. Cross R foot behind L foot, step to L on L foot, tap R foot

Walk backwards 3 steps: R, L, R

Tap L foot forward

Rock: forward, backward, forward (slowly)

Kick R foot forward and a do a ¼ turn on L foot

**Conga**

Walk forward 3 steps: R, L, R

Slide L foot out to L side

Immediately walk forward 3 steps: L, R, L

Slide R foot out to R side

**Hora**

Step to the L on the L foot

Kick R foot across L leg

Step to the R on the R foot

Kick L foot across R leg

Step on the L foot to the L side

Cross the R foot in front of the L foot

Step on the L foot to the L side

Cross the R foot in back of the L foot
Macarena
Extend R arm out in front, palm down
Now the L arm in front, palm down
Turn over R palm
Turn over L palm
Place R hand on L elbow/shoulder
Place L hand on R elbow/shoulder
Place R hand behind head
Place L hand behind head
Place R hand on L hip
Place L hand on R hip
Place R hand on R backside
Place L hand on L backside
Shake body for 4 counts while doing ¼ turn to the L

Pata Pata
Tap R foot to the R side, then back together 2xs
Tap L foot to the L side, then back together 2xs
Point toes out, move heels out (wounded duck), move heels in, moves toes in
Lift R knee 2xs
Kick L foot forward 2xs
Do a ¼ jump turn to the right, pause 1 count; cup hands

Cotton Eyed Joe
Suffle/two-step FW (shot quick gallops) beginning on R foot
Shuffle/two-step FW on L foot
Repeat shuffle/two-step sequence, alternating R and L foot for total of 8xs
Cross-kick R foot forward: weight on L foot, R foot crosses in front of L shin and kicks forward. Then stamp feet 3xs
Cross-kick L foot forward: reverse of above
Repeat R foot kicking and stamping, then L foot kicking and stamping

Achy Breaky Heart
Step-touch R 2xs
Step-touch L 2xs
Walk backward 3 steps: R, L, R, then tap L
Rock: FW, BW, FW (quickly)
¼ turn on L foot, lifting R knee as you turn
**Greensleeves**

Join hands with a partner and stand in front/behind the other pair in your group

Walk FW 16 steps

Form a R hand star with your group

Walk 8 steps around in own circle

Reverse with L hand star for 8 steps

The pair behind (P2) forms an arch, while the pair in front (P1) walks backward 4 steps under the arch

P1 then forms an arch while P2 walks backward 4 steps under arch

Repeat arches and steps sequence

Repeat dance from the beginning
Pedometer Games and Activities

Gilbert Bagaman – anybagaman@aol.com

(All games and activities begin with each participant having a pedometer reset to 0000 and clipped to the waist)

Tag Games

Pedometer Tag (Gilbert): One person is “it” and attempts to tag another person. However, in order for the “tagged” person to become the next “it”, their score on the pedometer has to be lower than the current “it” person’s score. Object of the game: there are two ways of not becoming “it.” Avoid being tagged or have a very high score on the pedometer. It is recommended that a new “it” be chosen within one minute. Hint: pick someone with a high pedometer score.

Partner Tag: Have one partner run off with a 3 seconds head start, then have the second partner try and tag the first partner. If tagged, both check their pedometer score. If second partner’s score is higher, then the first partner is now “it”. But if first partner’s score is higher, then second partner have to give another 3 seconds escape time to first partner and attempt to capture him/her again.

Eliza Partner Tag: With a partner in hooked elbows, attempt to chase down another pair by tagging them. Then pedometers scores are compared. The pair with the lowest differential wins one point. Game continues for 3 minutes. The team with the most points wins.

The Red Baron (Max): Each student is a WWI pilot trying to become an “ACE” by catching up to another pilot from behind, tagging them, and then comparing pedometer scores. The pilot who has a higher score gets the “kill” but both pilots resume in the game. The same person cannot be shot down by the same pilot twice. At the end of 5 minutes, the pilot with 5 kills is an Ace, 10 kills equals a double Ace.

Battleship (Jack): Have students stand in lines of either one (row boat), two (PT boat, three (cruiser), or four (battleship). Students must be connected somehow. The person in the front is the Captain and steers the ship. When the Captain tags anyone of another ship, all players concerned declare their pedometer score. The highest scores from each ship are compared, and the winner captures the high score person from the other ship. No one resets there pedometers until the game is over. (5 = Air Craft Carrier, 6 = Super Carrier, 7 = Love Boat). The object to winning at the end is to have the largest ship.

Garrett Freeze Tag: One person is all time “it” and attempts to tag everyone else. If tagged, player has to stand in place in continue doing the Francesca. However, if another player that has not been tagged comes to close, the frozen person can tag that person and then become free. Game ends when all players are frozen, and the winner is the person with the highest pedometer score.

Dance Games

Hula Dance Off: Each participant wears two pedometers, and then dances to the “Hula” for one minute. The challenge is to have the same score on each pedometer afterwards.

Freeze Dance: All participants dance when music plays, and freezes when music stops. The “Judge” (usually the instructor) plays and stops music, and will rule on who failed to stop their movement with the music. The consequence for not stopping is the participant(s) have to stand next to the judge for 10 seconds without moving. The winner of this game is the person with the highest step count.

Dance Party: A secret number is written down as the winning step count before the game. Participants then dance to a song played, noting that the winning number is relatively high, and will require considerable movement. The winner is the participant with their pedometer step count matching or is the closest to the secret number. Note: This game removes the competitive aspect where the fastest wins, and allows all who actively engaged in the game a fair chance of winning.

Step Count Control Games

10, 20, 30, 40, 50 or More: Students all line up shoulder to shoulder, then attempts to bounce in place exactly ten times to get a pedometer score of 10. If successful, they move up to the next line without resetting their pedometer and bounce ten more times to reach an exact score of 20. This continues until someone reaches the 50 line. A player may only check once in each line. If any score other than the goal is obtained, the player must go back to the first line, reset their pedometer, and try again.

Simon Says: Simon will say a random (low) number, and everyone will step and try to get to that exact number, if successful, they get one point. Without resetting the pedometer, Simon will then say a higher number next, and everyone will then try to step and reach that number. If successful, they will get another point. Participants for the first few numbers will only get one chance to check to see if they reached the stated number. The next few numbers are large, and with a time limit. Participants will get to check as often as they wish, but must reach the exact number before time expires. The winner is the one with the most points.

Conductor (Sabrina): Have one person (the conductor) stand in front of the group holding a pedometer. All other participants have their pedometers on their hips. The conductor will then bounce the hand held pedometer up and down to some musical beat while the other participants attempt to bounce along. The challenge is to match the score on the conductor’s pedometer after the music stops.
Bouncing and Shaking Games

**Cindy Lederer:** Have each participant stand on one leg and bounce and shake their body up and down the whole time. The person with the highest pedometer score “wins.”

**Francesca:** Have each participant attempt to bounce and shake their body up and down with both feet touching the ground the whole time. The person with the highest pedometer score “wins.”

**Desiree:** Have each participant attempt to bounce and shake their body up and down with both feet and hands touching the ground the whole time. The person with the highest pedometer score “wins.”

**Nick:** Same as Desiree’s game, but in crab walk position.

**Elias:** Lay flat on your back, shake and wiggle for ten seconds. Person with highest score wins.

**Shake a Leg:** Clip pedometer onto the shoe, while balancing on one leg, shake the pedometer foot as fast as possible. The highest score wins.

**Partner and Small Group Games**

**Guess My Score:** Have partners on the command “Go”, begin moving in place. The challenge is to be able to count the number of steps of your partner and then accurately guess their score when directed to “stop.” The winner is the person that comes closest to getting their partner’s score correct.

**Who’s the Fastest/Slowest?:** In groups of 4 or more, have one person stand in the middle with the other group members forming a small circle around this person. On command “Go”, the members on the circle will begin moving. The challenge is for the person in the middle to watch each person moving, and then pick out the person with the highest score after command “stop” is given. The same challenge can be done but the middle person picks out the person with the lowest pedometer score.

**Synchronized Partner Jump:** With a partner in small groups of 3-4, all will jump in sync together for one minute. Check to see if you can match your partner’s score.

Object of activity: It allows participants to check their pedometer to insure it is in good working order.

**Drill Team:** Have 10-12 students led by a drill sergeant. The sergeant barks the command: “ready…march…left, left, left, right left” and repeats cadence.

Objective is to have the entire group register the same pedometer score after one minute of marching.

**Follow the Leader:** In small groups of 4-5 people, select one to be the leader. The leader moves and the other members of the group attempt to mimic the leader’s movements. After one minute, have everyone check their pedometer’s scores. The person who has the closest score to the leader’s score becomes the next leader.

Precaution: Make sure no leader does any dangerous or difficult to follow movements.

Alternative: Have each leader lead a line dance or do the “Bunny Hop”, or the “Hokie Pokie” Dance.

**Math Test:** Two partners both hop for ten seconds then both show score to each other. If they can add the two scores together and verbalize it correctly within 3 seconds, then both players win. The game continues with a new partner. The winner is the person with the most “wins” after 2 minutes.

Alternative: Subtract smaller score from bigger score for winning results.

**Weakest Link (Hannah):** Organize groups of 5-6 participants. Number each group #1 – what-ever number of groups that exist. On the command “Go”, each participant attempt to rapidly step in place to achieve the highest score within their group. The person with the highest score moves to the next group that has a lower number. The challenge is to eventually get into and stay in group #1. The person with the lowest score in group #1 is expelled to the group with the highest number to begin over.

**The 30’ Dash:** Line all runners along a starting line. All runners have 10 seconds to jiggle, bounce and hop over the finish line that is 30’ away. The winner is the person who can cross the line within the time limit and who has the highest score.

Alternative: Same race, except the winner is the runner with the lowest score.

**Track Meet:** 125 steps equates to 100 yards. Have each participant move on the command “Go” in an attempt to be the first to attain the needed 125 steps. The first person that raises their hand and can confirm they have at least a score of 125 is the winner.

**Mile Race:** 2000 steps on a pedometer equal one mile. Have participants jog, hop, or skip in a small general area; the first to a score of 2000 wins the race.

**Relay Mile Race:** In groups of four (or less), one pedometer is used and passed after first person is fatigued, and first team to reach 2000 wins the race.

Alternative: 800m race would be 1000 steps; 400m race would be 500 steps, 100m dash would be 125 steps.

**Red Light, Green Light, One Two Three!**

One person is designated as the “Caller” and positioned at the center of the basketball baseline. All other participants assemble behind the opposite baseline. When the “Caller” shouts “Green Light” all participants move forward closer to the baseline the Caller is standing on. All must stop on the command “Red Light.” The “Caller” moves in place as well.
as all the participants. After the command “Red Light” the Caller checks his/her own pedometer score and shouts it out. Any participant with a lower score has to return to the starting line. The pedometers are not reset. Objective is to be one of the first three to reach the baseline of the “caller”. However, the first two people after crossing the finish line may not move anymore. The highest score of the first three that crosses will become the next “Caller”.

**Knock Out Basketball (Kobe):** Play regular basketball Knock Out game, but with all participants wearing a pedometer. After 4 players have been knocked out, all stop to check pedometers scores. The lowest score from the players still “in” is declared, and those players that are “out” but have a higher score may replace that player and get back into the game. The same process is repeated after every 4 players being eliminated. There are two potential winners in the end, the person who actually wins the game of knock out, and the person with the highest pedometer score; it may even be the same person.

**4 Squares:** Play 4 square as normal, but when a player is eliminated, the pedometer score of the player who got him/her out must be higher than the score of the player that’s out, if not, then the person with the lowest score of the other three playing is out. Note: Strategically, the person with the lowest score need to be aggressive in trying to knock someone out, this way, they’re safe from elimination.
Utilization Level Skill Theme Performances

Skill Theme

**Striking (one-armed)**
1. Striking overhead over a net
2. Hitting cooperatively/continuously w/ partner

**Throwing and Catching**
3. Catching to throw quickly to a target
4. Throwing for distance and accuracy (football)
5. Throwing for distance and accuracy (Frisbee) **High score = 4 of 6**
6. Throwing on the move (toward target)
7. Throwing on the move (away from target)

**Volleying**
8. Volleying continuously to a partner **High score = 23**
9. Playing aerial soccer **High score = 27**

**Punting**
10. Receiving a pass, then punting **minimum 3 attempts needed**
11. Punting at angles **High score = 7/10**

**Kicking**
12. Playing 2-on-1 soccer **High score = (11 x 2) + (4 x3)**
13. Kicking to a traveling partner **minimum 6 attempts needed**

**Dribbling**
14. Dribbling vs. opponent: 1v1 (basketball) **minimum time = 12s**
15. Dribbling vs. opponent: 1v1 (soccer) **minimum time = 12s**

**Striking (two-armed)**
16. Striking UH pitched object varying distance **High score = 5/5 contact & distance**
17. Striking OH pitched object varying distance **High score = 5/5 contact & distance**
18. Directing the placement of an object (UH) **High score = 10/10**
19. Two-on-one hockey **High score = 9 sets**
20. Perform a continuous dribble and change of direction (hockey) **High score = 15.4s**

**Scoring**

(A) 1 point = met product performance criterion; 0.5 point = did not meet performance criterion.

(B) 2 points = performed majority or greater of attempts with proper form; 1.5 points = performed 50% or fewer of attempts with proper form.

MAX = 40 Points
Striking (one-armed)
1. Striking overhead over a net: place serve into called upon; (6/10)
2. Hitting cooperatively/continuously w/ partner (26): at least 10' apart; 20 or more times continuously

Throwing and Catching
3. Catching to throw quickly to a target: pop flies struck off racket with throw in under 2-1000s; (8/10)
4. Throwing for distance and accuracy (football): ≥30 yds. to 3 called upon target areas (L-C-R); (4/6)
5. Throwing for distance and accuracy (Frisbee) (4): ≥20 yds. to 3 called upon target areas (L-C-R); (4/6)
6. Throwing on the move (toward target): 10 yds. away boxball style; toward target (4/5)
7. Throwing on the move (away from target): 10 yds. away boxball style; away from target (3/5)

Volleying
8. Volleying continuously to a partner (30): Maintain rally ≥10 repetitions using forearm pass at least 5' away from partner
9. Playing aerial soccer (27): Maintain 1-bounce rally with soccer ball for ≥10 repetitions

Kicking and Punting
10. Receiving a pass, then punting (3): From snapped ball, travel at least 15 yds. in defined area in under 3-1000s; (3 of 5)
11. Punting at angles (7): Travel in direction called ≥25 yds.; (4 of 6)
12. Playing 2-on-1 soccer [(11 x 2) + (4 x 3)]: 3 minutes to complete 6 sets of 2 passes with at least 2 sets ≥3 passes
13. Kicking to traveling partner: Stationary kicker must hit partner in stride from at least 10 yds; (6 of 10)

Dribbling
14. Basketball Dribbling (12s): Dribble against an opponent the length of the court without losing the ball more than twice within 20s
15. Soccer Dribbling (12s): Dribble against an opponent the length of the court without losing the ball more than twice within 30s

Striking (two-armed)
16. Striking UH pitched object varying distance (5/5): Tossed from 20' (make contact on 4; 3 must travel beyond 20')
17. Striking OH pitched object varying distance (5/5): Pitched from 20' (make contact on 4; 3 must travel beyond 20')
18. Directing the placement of an UH tossed object (10/10): Tossed or pitched from 20' (6 of 10 must travel in intended direction)
19. Two-on-one hockey (9 sets): 3 minutes of 2 v. 1 keep away to complete 5 sets of 2 passes (defender w/out stick)
20. Perform a continuous hockey dribble and change of direction (15.4s): 5 changes of direction with each 5-10 yd. apart; (under 30s)