

## Share the Wealth

presenter: Don Puckett

### CAPTURE 3

This is a simple activity with many possibilities for aerobic work and skill building. You will need five hoops, 8 beanbags, and 4 polypots for each game.

Set your playing area up by having one hoop in the center of the space and place all 8 beanbags in this hoop to begin the game. Place one hoop in each of the 4 corners of the playing area or at least an equal distance from the center and from one another.

Place a polypot beside each hoop in the corners. Divide the group into 4 teams and have a team line up behind each polypot with one player on the spot.

On the signal to begin, the player on the spot runs to the center and may get one beanbag and return it to his/her hoop. The beanbag must be placed inside the hoop and that runner must go to the end of the line before the next runner may leave. The first two runners will try to get the beanbags from the center hoop. All other runners may go to any of the other three hoops to get a beanbag. No one can guard the beanbags or hinder a player from taking one. The object is to keep sending runners until one group has three beanbags in the hoop. (Object --- "Capture 3")

A good distance to make the game challenging and manageable is the area the size of a volleyball court or half of a basketball court. You may vary the way students move to get the beanbags by having them dribble a basketball, dribble a soccer ball, jump a rope, or move on a scooter board.

### TABLE TOP 2 SQUARE

Use ping pong tables with the net off or two folding tables side by side. Student desks can be group together to create a playing area.

In this activity you are taking the games of 2 square and 4 square and raising them from floor level to table tops.

Each game has a server and a receiver to start the game. There will be a waiting line for players to enter the game.

The server rolls the ball across the table slowly to put it into play. The ball must go end to end on the serve. The receiver must let the ball bounce on the floor one time and the make an attempt to hit the ball back onto the top of the table. Hitting the side of the table results in that player leaving the game.

The receiver's return does not have to go end to end. After the serve hits the floor the ball may be hit onto the table top at any angle. When it is a player's turn to hit they must move to where the ball is coming off of the table. This becomes an aerobic game.

Players continue to play until one fails to get the ball back onto the top of the table. The winner stays to serve the next point and a new player enters from the waiting line.

Adding a third player during the point adds to the movement and increases participation. The player who fails to get the ball onto the top of table leaves. The player coming into the game automatically is third in the hitting rotation. The player who ended up with the ball in his/her hand when someone missed is the server, the other player left in is second and the player entering from the waiting line is third.

As skills improve players may bounce the ball one time on the floor and serve using two hands underhand. A ball served in this manner must touch the top of the table at least twice and still travel end to end.

### PARTNER TAG

Players pair up, stand side by side and join inside hands. As the game is played the pairs try to tag someone who is with another person or by themselves. You must have a partner to be able to tag someone.

If you get tagged you drop your partner's hand and kneel down. Your partner must get a new partner and it must be someone who is kneeling. Players who have lost their partners can be tagged by a pair while they are moving to get a new partner.

Players who have been tagged and are kneeling should be ready to get up in a hurry as someone comes by to make them their new partner. If a pair is moving and their hands come apart both players have to kneel down as if they were tagged.

If you have an odd number of players the person without a partner at the start of the game will try not to get tagged and as soon as some players are kneeling he can go for a partner. Play until you have 2 or 3 pairs left and start again. This is a good game for about 10 to 15 minutes. If you play much longer the players get too tired to enjoy the activity.

**GAHPERD Proposal:**

Submitted by: Marietta City Schools Elementary PE Specialists, Alan Brown, Andi Gehweiler, Beth Graham, LaVona Hyde, Ashley Caldwell, Nick Houstoulakis, Darrin Christ.

**Objective:** To incorporate “Thinking Maps” or graphic organizers into Physical Education games, dance, and activities to increase vocabulary, literacy and writing skills.

In Marietta City Schools all teachers in all content areas are using graphic organizers as tools to help students become readers and writers. Thinking Maps provide a common visual language for learning across disciplines. After completing an activity students can use a variety of graphic organizers to help them organize their thoughts in order to write about what they have learned in class. As physical educators we are continually striving to make our classes an integral part of the curriculum. Through the use of Thinking Maps, students are given the opportunity to write about the skills, tasks, challenges and cooperative activities they enjoy in PE. Graphic organizers also serve as quick and easy assessment tools.

We propose to present a variety of activities and then conclude each activity with a corresponding graphic organizer. For example, we will teach a dance and then use a flow map for participants to access their memory of the dance and give them a copy of a flow map with the steps so they may teach their students. We will present a warm up activity which will be followed by a Bubble Map. Later, we will present another warm up activity and compare/contrast it to the first warm up using a Double Bubble Map.

**Making Dance Fun: “Come On and Ride The Train”**

**George Langford & Valdosta State University HPE Majors**

**Department of Kinesiology and Physical Education**

**Valdosta State University**

**Valdosta Georgia**

The purpose of the session is to provide teachers with ideas on ways to make dance fun and successful for all participants. Participants should be prepared to become activated and have fun with line dancing. Teachers will learn ways to make line dancing easy and successful for upper elementary, middle, and high school students. Specific progressions will be outlined to help teachers understand effective methods of teaching line dancing. Throughout the session, teaching cues, skill corrections, and ways to motivate and encourage students to be active and have fun will be presented. Come and learn from university students how dance can be fun and rewarding to teach.

## THIS AIN'T YOUR MAMA'S P.E.!!!

### SHARE THE WEALTH-2009

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**OBESITY BALL** – Equipment needed – 20 cones, 20-20 foam balls, one large beach ball or Omni kin ball. Make a large square in the gym (one side of the volleyball court works well) using the cones to mark the 4 sides of the square. Make the square large enough where the players can throw the foam balls across from one side to the other. Divide the class into 4 even teams and place one team on each side of the square and put the large ball in the middle of the square. Each team will try and make the large ball touch the other teams' side by throwing foam balls at the large ball. When the game begins, the teams will run into the square and get a foam ball. Players must return behind their cones before throwing their ball. NO balls may be thrown inside the square. If the large ball touches a side, the game stops until that team does 10 of some type of exercise or runs a lap around the playing square. If the large ball touches a player inside the square, that player's team does the exercise also! If the large ball hits the corner cone, both teams sharing the cone do the exercise.

**JUMPING JACK TAG**- Equipment – one beanbag for every player. Everybody is "It". Count to 5 so every student can spread out and using the "two finger tagging rule" anybody can tag anybody nice and easy with two fingers. If tagged, the student will lay their beanbag on the floor in front of them and do 5 jumping jacks. While they are doing their jumping jacks, other players can take their beanbag. Try and collect as many bean bags as possible before the game ends. Great strategy involved!

**SECRET EXERCISE LEADER**- Class stands in a circle. Pick one student to be the first "guesser" and have them turn around facing the outside of the circle with their eyes closed. Pick a second student to be the "Secret Exercise Leader." This student will lead the group in different exercises while trying to hide their identity from the guessing student. The "guesser" will turn around after the exercise leader starts the group with an exercise. The leader will switch from exercise to exercise and the group tries to follow the leader without letting the guesser know who the leader is. Go for about 1-2 minutes and give the guesser one or two tries to guess who the leader is. Tell the group to try not to directly look at the leader – and then switch leaders and guessers.



## Abstract

### Meeting the New Technology Standards in Physical Education

**Myung-Ah Lee & Molly Hare**  
**Indiana State University**

Recently, the International Society for Technology Education updated the National Educational Technology Standards and Performance Indicators for Teachers (NETS-T) (ISTE, 2008) and Students (NETS-S) (ISTE, 2007). New NET-T includes 5 standards and NET-S includes 6 standards. Each standard consists of four performance indicators that suggest the ways to meet the standard. The purpose of this presentation is to update the new technology standard information and to share practical ideas on how to meet new standards in Physical Education. At the end of this session we will have a group discussion to share useful resources and ideas of using technology in Physical Education.

## Frisbee Frenzy

Presented by: Dr. Sonya Sanderson (Valdosta State University), Dr. Pam Anderson (West Georgia University), Dr. Mike Griffin (Valdosta State University), and Valdosta State University Students (Lauran Bihl, Randy Drew, Lindsey Pittman, Kelly Davis, Sean Willett, Joe Jones, Kim Paratore,

### 2-3 Minute Stretch

Neck, Shoulders, Arm swings, Elbow (pull/pushes), Pec Stretches, Wrist stretches, Lunges, Glutes, thighs, Hips, and back stretches.

### Warm-up Game:

1. Frisbee Bowling—This is a fitness warm-up with using the equipment we will use for practicing skills and team competitions. Class size will determine your groups and how many you have in a group. Assign no less than 4 groups of 3 each. Students sit on their bottoms, behind a designated cone that is about 10-15' away from a bowling pin (which is in the center of the groups). Each student will receive a number. When their number is called, they will get up, run 1 lap around the outside of the other teams (students seated must remain on their bottoms with their feet under them, so not to trip runners) returning back to their original cone. They will get their Frisbee and SLIDE it on the floor towards the bowling pin. The first team to knock down the bowling pin (with the Frisbee sliding on the floor) wins the point. Only the person sliding the Frisbee may go get the Frisbee to return to their cone to continue trying to knock down the pin, until a team is successful. As soon as the pin is knocked down, someone picks up the pin, all Frisbees and students return quickly to their cone. The game begins again with a new number called.

### Skills:

Throwing and Catching Frisbee Skill Stations (Each station will involve throwing and catching with one or two partners within the confines of the station area. (Presenters and student presenters will be available for specific corrective feedback.)

**Station #1** \* Backhand throw & \*Two handed-pancake catch

**Station #2** \*Forehand throw (w/forefinger & Frisbee draped at an angle toward the ground) & \*Two handed- "C" catch

**Station #3** \* Thumbler throw (forehand thrown with thumb under the rim and palm up) & \*One Handed- "C" catch

**Station #4** \* Underhand throw & \*between the legs catch

**Station #5 \* Overhead (hammer) –** thrown to make the Frisbee turn upside down upon landing using the forefinger & \*catch of choice and possibly the tip catch

**Station #6 \* Forearm wrap- lay Frisbee on forearm with arm outstretched- thrown sideways with back of hand toward the target & \*catch of choice**

**Station #7 \* Skip Pass & \*catch of choice-** (Note: The behind the back catch may be attempted within any station, and

**Station #8 \* Freestyle-** At this station, any throw and any catch combination can be attempted.

### **Team Competition:**

1. **Wall Frisbee:** Students practice skills throwing  $\frac{1}{2}$  court (they can not go past the  $\frac{1}{2}$  court area to throw) to the opposite end of a court towards the wall. The wall is marked with scoring lines. You can determine how many points students receive for throwing the Frisbee at certain target zones on the wall. After about 3 minutes, stop, have students add up their team scores. They will be using "math" skills to determine the team score....Interrelated. Each student will have to keep up with their scores, unless you have someone who can keep score for both teams on a flip chart or score board.

2. **Frisbee Basketball:** Students are split into half courts. Continuing with throwing skills, students will now aim for the basketball goal. Students receive 1 point for hitting the backboard, 3 points for hitting the rim, 5 points if the Frisbee goes through the hoop. Again, students will be responsible to adding their individual scores. After about 5 minutes, stop and give the students time to add up their team scores.

Either of these can be used as quick assessments for accuracy of throws. "How many of you received? (certain amount) points?"

## Teaching Fly Fishing in the High School Physical Education Curriculum

The proposal will cover the basics of fly fishing from the mechanics of casting to the use of and purchase of equipment, to the tying of important knots.

### Casting

The basics of casting will be covered and will include hand position on the rod, rod position at the start of the cast, the back cast, tapping forward to create a tight loop, and follow through. A second cast and the roll cast will also be covered.

### Equipment

Putting together a balanced system will be stressed. This entails using a rod and fly line that are compatible.

Using a rod that is rated lighter than the line itself produces disastrous results. Thus, this and other information related to equipment needs will be covered thoroughly:

Fly Rods, rated 1-14

Fly Line, rated 1-14 with varying profiles

Reels – important features to consider

Leaders – Tapering, length, and size

Dry Flip – Those used on the surface of the water

Wet Fly – Those that drop below the water surface

Poppers – Used primarily for bass and bluegill

### Knots

Perfection loop – for fly line to leader

Clinch knot – for leader to fly

Double Surgeon knot – for connecting monofilament to monofilament

## An Examination of Perceptions of Pre-service Teachers

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Experts agree that pre-service teachers must be engaged in on-going self reflection and assessment (NASPE, 2003). In fact, the National Standards for Beginning Physical Education Teachers recommend that pre-service teachers consistently describe, justify, critique, and revise their teaching performance. A common thread in our Physical Education Teachers Education curriculum is the use of a thoughtful reflective cycle. Students are required to submit reflections in seven physical education practicum classes. These classes represent teaching experiences in a variety of settings to include preschool, elementary, middle school, high school, and at-risk populations. After each teaching experience, students must submit reflections specifically addressing organization/management, instruction, discipline, and assessment. And finally, they set specific goals for the next lesson.

As might be expected, the quality and depth of their observations and insights improve as they progress through the major. Students develop a critical eye for recognizing ineffective teaching strategies and become increasingly confident in making modifications. The presentation will include a summary of student perceptions and summarize the feedback from both supervising teachers and students.