

# THE RACE IS ON



## **MACSA Teachers' Convention**

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*Presented by:*

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**Activity:****Group Orienteering**

*(Promoting Physical Activity & Health in the Classroom)*

**Equipment:**

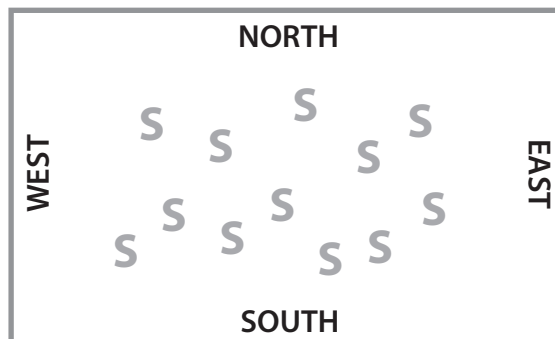
North, South, East and West signs

**Explanation:**

The activity starts with students moving around the room or gymnasium in scattered formation. The teacher then calls out a landmark, object or area in the room or gymnasium, such as class mailboxes, the windows, and school mascot on the floor, the wall with the school name or the wall opposite the clock. Students quickly return to their desks or starting spot and face the landmark. The group (row, pod, etc.) that gets back the safest and fastest gets a point.

**Teaching Tips:**

The walls can be marked North, South, East and West. As the year progresses, the wall markings can be removed as students integrate the directions through playing the game. A variety of locomotor movements can be used, and students can be asked to balance in a specific position (e.g. on one foot or with one foot on the ground and one hand on a chair or floor) while facing the landmark.



**Activity:**

**Modern Hopscotch**

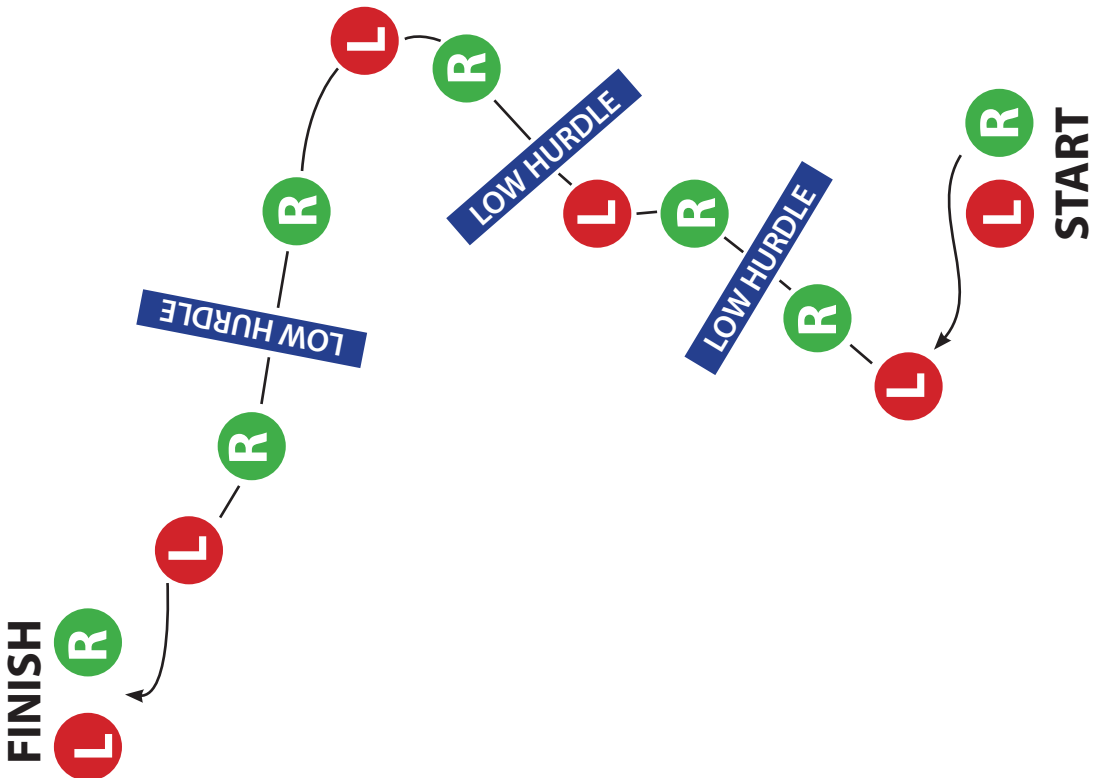
*(Teaching Elementary Physical Education, March 2005)*

**Equipment:**

Poly Spots/Colored Tape/Chalk, Hoops/Domes (something as a hurdle)

**Explanation:**

Create a winding course, just like a hiking trail might zig and zag around trees, rocks, and puddles. We want to help our students learn to move in all directions with equal competence. The goal of this activity is to challenge the students to move gracefully and to have fun. Add in long distance jumps, hops, and awkward cross-over steps. Make the course 3 dimensional by adding step-ups and step-downs on boxes, small hurdles between steps, wobble boards or small obstacles that are sturdy and well anchored. A further challenge could incorporate hand touches to floor targets. Have older students design a course. Consider a circular challenge or use the great outdoors to build your course that incorporates rocks, hills, mud puddles and other terrain features.



**Activity:****The Race Is On**

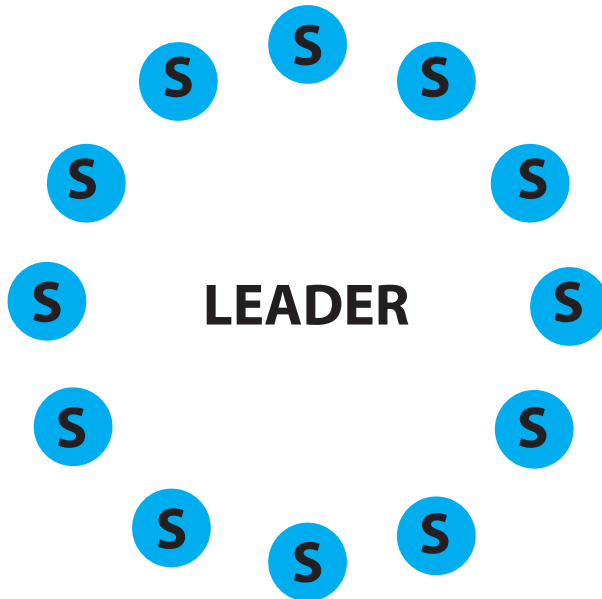
*(Teaching Elementary Physical Education, May 2006)*

**Equipment:**

Poly Spots

**Explanation:**

This activity is an enjoyable way to show students some similarities that exist between them. Create a large circle using poly spots, one for each student or for each pair of students. Students begin by sitting or standing on the poly spot, with the leader in the middle. The role of the leader is to state something personal (e.g. likes/dislikes, what they are wearing, number of siblings, etc.) The statement begins with, "The Race Is On if ...". For example, "The Race Is On if you like ice cream." All students who like ice cream have to move to a new poly spot. Students cannot return to the same poly spot or move to one that is directly next to them. The leader also tries to find a poly spot. The result is a new leader.



## **Activity:**      **Imaginary Trip to the Jungle**

**Equipment:**      Narrative

**Explanation:**      Let's take an imaginary trip to the jungle...

All the members of the safari are snug in their beds when DING-A-Ling-Ling the alarm goes off!

Rise and shine and raise those arms high! Stretch to the sky!

Off with the pajamas and on with the pants...the shirt...bend down to tie the boots...reach high to get the helmet and PLUNK it on your head!

Crawl low out of the tent...jump high for the bananas off the tree...quickly peel and eat three!

Into a line, all safari people go...follow along...tip, tip toe.

Hold your gun on your shoulder...look left and look right...

Oops, it's the river! We'll wade with guns high...and as it gets deeper we'll swim so fast...

We'll climb up the bank...don't you be last!

Back in the line, follow along...let's make ourselves small...smaller...small.

My goodness, it's a snake! Jump, jump up high! Over those snakes we really do fly!

And now the tall grass...push it aside...push hard to the sides...

Oh look! It's the lion! He's looking at us! I think we should run!

No, let's go up a tree! Climb high, higher, high! Oh look at him down there...I think he's smiling at us! Can we shoot him? Oh no! He's friendly, I trust.

Let's slide down the tree, give the lion a pat...now tiptoe right past and on to the grass!

Push grass aside, jump over the snakes, make yourself small and crawl down the bank. Swim over the river and wade to the edge, look left and look right and march back to the tent.

Crawl low into the tent, take off your clothes, put on your PJ's and snuggle back in for a wonderful nap.

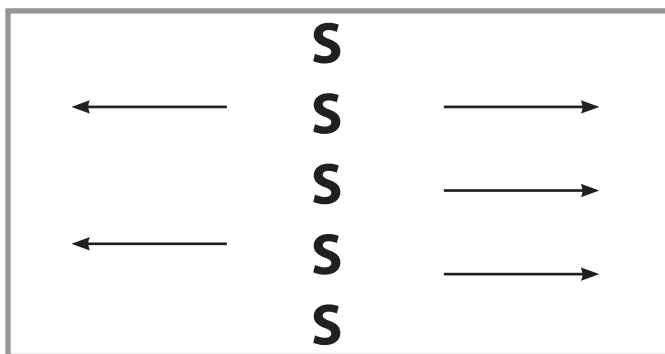
## Activity: **Either Or**

**Equipment:** None

**Explanation:** Have the student's line up on the half court line of a playing area facing toward the teacher on the sideline. The teacher will read a question with two options. The students must determine a response. The teacher will point which direction, left or right baseline for the option and the locomotor movement—run. For example, “Are you more like white milk or chocolate milk?” (Run)

**Questions:**

- Are you more like hiking boots or tennis shoes? (**Jog**)
- Are you more like a sweatshirt or a jacket? (**Skip**)
- Are you more like a tent or a Holiday Inn Express? (**Walk Briskly**)
- Are you more like a sleeping bag or air mattress? (**Gallop**)
- Are you more like a camp fire or a gas grill? (**Slide**)
- Are you more like a bear or a mountain lion? (**Walk Slowly**)
- Do you like coffee or tea in the morning? (**Grapevine**)
- Are you more like a flashlight or headlamp? (**Run**)
- Do you prefer using a map or following a path? (**Tiptoe**)
- Are you more like rock climbing or rappelling? (**Walk Backwards**)
- Are you more like a smore or a marshmallow? (**Jump**)
- Do you prefer hot food or cold food? (**Leap**)
- Do you prefer trail mix or celery and peanut butter? (**Stomp**)



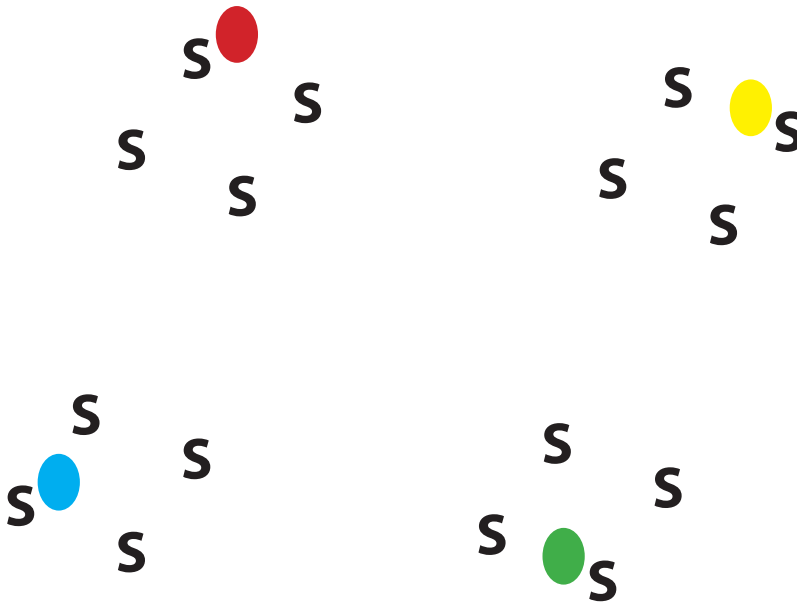
## Activity:

## Nutrition Volleyball

*(Promoting Physical Activity & Health in the Classroom)*

**Equipment:** 1 balloon per group of 4 students

**Explanation:** Teams of four students stand in a circle with one player holding a balloon. The goal is to keep the balloon up by hitting it upward as many consecutive times as possible. Encourage students to hit gently and watch out for others as the team keeps their balloon aloft. In order for a hit to count, the player must call out a different food each time they strike the balloon. To begin, any food may be called out. As students learn the game and master class content, the teacher can start to specify certain food groups, and all foods called out must be within that group. Consider using categories like, “Whenever Foods” and “Sometime Foods” as well.



**Activity:**

**Alphabet Walk**

*(Teaching Elementary Physical Education, November 2003)*

**Equipment:**

½ sheet of paper, pens or pencils

**Explanation:**

Have the students look around the classroom, gymnasium or playground. In the designated area, the students will walk to objects that start with as many letters of the alphabet as they can and also count the number of steps they take to each object. Write the name of the object in the space provided and the number of steps at the end of the time.

**ALPHABET WALK**

Letter	Word	# of Steps
A		
B		
C		
D		
E		
F		
G		
H		
I		
J		
K		
L		
M		
<b>Total Steps =</b>		

Letter	Word	# of Steps
N		
O		
P		
Q		
R		
S		
T		
U		
V		
W		
X		
Y		
Z		
<b>Total Steps =</b>		

<b>Step Tally</b>	
A-M	
N-Z	
<b>Total=</b>	

## Activity:

## Healthy Choices

*(Promoting Physical Activity & Health in the Classroom)*

### Equipment:

Pictures displaying healthy and unhealthy activity choices

### Explanation:

The teacher holds up a picture for the class to see. If the picture depicts a healthy choice, students jump up and down. If the picture shows an unhealthy choice, they hop from side to side. Examples of pictures could include the following:

A child looking both ways before crossing the road (H)

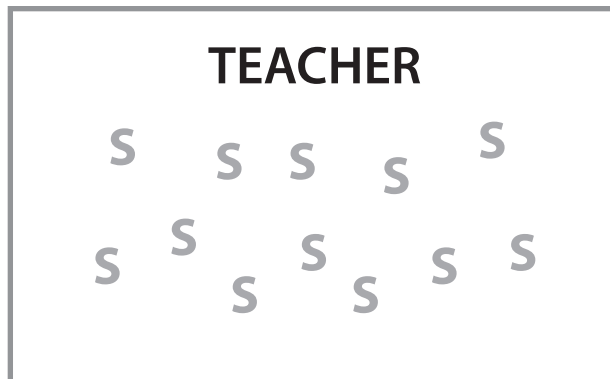
A child eating a nutritious breakfast before school (H)

A child skateboarding without a helmet (U)

A child helping clean the house or walk the dog (H)

### Teaching Tip:

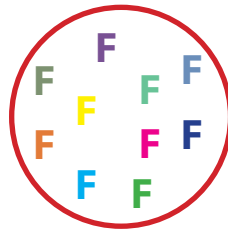
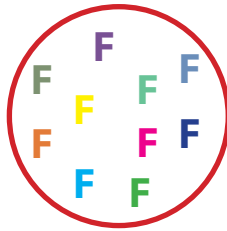
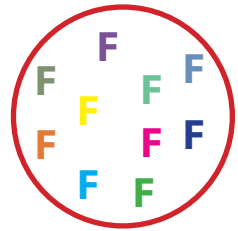
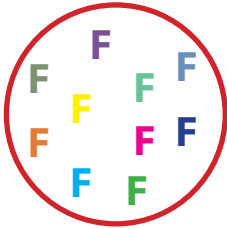
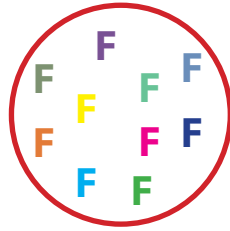
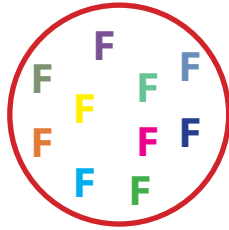
This activity may be vigorous. After every three or four pictures, stop and have a brief discussion about why the various activities are either healthy or unhealthy.



## **Activity:** **Borrow a Meal**

*(Teaching Elementary Physical Education, November 2004)*

- Equipment:** 6-8 hoops, 60 pictures or pieces of food (plastic food can be purchased at most toy stores.)
- Explanation:** Place hoops evenly around the perimeter of the activity area. Inside each hoop place 10 pieces of food. Divide students into groups of six. The number of hoops needed and amount of “food” needed will depend on the number of groups. Place each team by a hoop.
- Game 1:** Instruct students that the hoop is their plate of food. On the signal, borrow as much food as possible. Quickly move to another team’s plate, grab ONE piece of their food and return it to your team’s plate by **SETTING** it in the plate. This game should be played for about a minute.
- Game 2:** The objective of the second game is to borrow only meat (or protein with older classes). “Carry one piece of food to another team’s plate and exchange it for a meat. Take the meat back to your plate as in the first game.” This game can be modified for vegetables, fruit, grains, dairy, etc.
- Game 3:** The objective of the third game is to create a well-balanced meal. Again, exchange food from your plate with food on another team’s plate. The key to this game is to know what foods are needed or not needed in order to make a balanced meal. For example, if one team has all vegetables, you may need to take a vegetable to another team’s plate and exchange it for a dairy project. An added challenge for older students would be to restrict the number of pieces of food allowed on the plate.
- Game 4:** The object of the final game is to have the most “unhealthy” meal possible. The rules to this game are similar to Game 3.
- Teaching Tips:** Be sure to emphasize safe movement and setting the foods down in the plate. “Guarding” the plate should be avoided. Stop the games often for brief bouts of instruction regarding the nutrition concepts being taught.



**Resources:** Pangrazi, R., Beighle, A., & Pangrazi, D. (2009). *Promoting physical activity & health in the classroom*. Boston, MA: Benjamin Cummings.

Teaching Elementary Physical Education. *Human Kinetics*.

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