

Negative Space? Positive Outcomes!

Assessing Social Responsibility and Self Expression Outside the Gym

This is a collection of lessons I use when the gymnasium is closed. I rotate between P.E. in a Bag and P.E. on the Move.

P.E. in a bag consists mainly of table top games with low to moderate cardiovascular expectations. P.E. on the Move allows the students to get up out of their seats and perform various physical challenges.

After both lessons, you will find an appendix in which you can copy to create your own PE in a Bag collection.

OAHPERD 2011

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CES PE

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Lesson Plan Format: PE in A Bag Classroom Lessons

VITAL INFORMATION

Subject(s): Elementary Physical Education

Topic or Unit of Study: Classroom PE

Grade/Level: 1st and 2nd

Objective:

- Explore a variety of activities that can be played in small spaces
- Encourage students to create games at home on rainy days
- Work on challenges with a friend using Hellison's model of Behavior
- Demo cooperation with others and use conflict resolution strategies
- Take turns choosing baggies and who goes first
- Interact positively with others
- Enjoy the challenge of table top games and encourage enjoyment in others

Summary:

- Students will participate in cooperative activities with one other student.
- When confined to a small space or when the gym or play yard are not available, teach the students 2-4 PE in a Bag games. Add one or two games each time you are in an alternative space.

MATERIALS AND RESOURCES

Instructional Materials:

- Zip lock 1 and 2 gallon bags
- Coffee cans (5)
- 8-10 decks of playing cards

- 10-20 pennies
- 3-8 stop watches
- 3-5 checker boards or checker board paper
- Small turtle icons (10-20) cut out
- Lined paper with a start and finish line (5-10 sheets)
- 2-8 cans or packages of pick-up sticks or a box of straws divided
- Clip art of a baseball field (3-7 fields) and small chips or small items to act as base runners. Place about 10 chips into small baggies (need 3-7).
- Mini direction sheets for the memory game. Make about 3-8 packets of 5 different cards per packet. Put 3-8 directions onto each card. Three directions being simple to 8 creating a complex card.
- 8-10 triangle footballs
- 3-6 bean bags
- A variety of small chips or small markers to use as the fox and hound as well as other games (30 different chips to be split between the games)
- 3-8 paper checkerboards to play fox and hound game
- Photos of a variety of places to be used for Hide-go-seek game
- 8 dice and 4 or more 100's chart
- Collection of Pick-Up-Sticks game

Resources:

- Awesome Elementary PE Activities By Cliff Carnes
- <http://familyfun.go.com/> -Games and Table top Games
- <http://www.creativekidsathome.com/games/>

IMPLEMENTATION**OH State Standards:**

- **Standard 1:** Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.
- **Standard 2:** Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.
- **Standard 3:** Participates regularly in physical activity.
- **Standard 4:** Achieves and maintains a health-enhancing level of physical fitness.
- **Standard 5:** Exhibits responsible personal and social behavior that respects self and

others in physical activity settings.

- **5B:**
 - follow instructions and class procedures while participating in activity
 - demonstrate cooperation with others when resolving conflicts
 - take turns using equipment or performing task
 - interact positively with others in partner and small group activities without regard to individual differences
- **Standard 6:** Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

Procedure/Sequence of Activities:

- All activities are placed into single serve zip lock baggies.
- Directions, score card and necessary equipment are inside the baggie.
- Students work in pairs to complete the activity.
- When finished the pair can repeat the baggie task or trade it in for a new bag.
- Keep all rules as simple as possible. Most classes are 40 minutes or less. If given too many rules or procedures, social interactions begin to break down and the games quickly deteriorate.

The Games:

- Hand math baseball –math
- Card toss into a can -target
- Beanbag grab –reaction time
- Movement Memory card game- locomotor travel
- Triangle/tabletop football
- Pick-up sticks –balance and problem solving
- Clothes pin drop into a tennis ball can -target
- Table top card sort –sorting, speed
- Fox and Hound Checkers –strategies
- Turtle races
- Chop stick pick up -use chop sticks to pick-up and move objects –fine motor
- Marble maze –made out of a box, roll marble into holes for points -target
- Imaginary Hide and Go Seek –creative description

- Puzzle box, What's Inside Kids can draw a picture or pull from a container and have partner guess by asking questions or by the holder giving clues –guessing game, describing
- PIG or 21 dice game –math
- Fitness Land game sheet –fitness
- Fitness Card game sheet –fitness

Differentiated Instruction:

- Each bag can be varied in difficulty. Encourage students to create their own personal challenges and rules. This become easier as they learn the games and each other.

Time Allotment:

- 25 minutes of game time 10 minutes for instruction, grouping and management.

Assessment/Rubric: The assessment rubric will depend on the 'travel' lessons used.

Class assessment.

Standard 5 (K-2) Benchmark B "Social" play				
Student Name	Cooperate	Respect Others	Resolve Conflict/Fair Play	Average

Individual assessment cards for students

Standard 5 (K-2) Benchmark A & B, Standard 6 (K-2) Benchmark A & B	Score
Responds to verbal cues	
Interacts positively with others	
Applies rules for safe play	
Proper equipment usage	
Cooperates with peers with little or no teacher intervention	
Applies problem solving strategies during game play -i.e. rock, paper, scissors	
Considers skills of peers when making decisions during play	
Enjoy participation in a variety of physical activities.	
Discover that physical activities promote self-expression and positive social interaction.	

Don Hellison's model of personal and social responsibility through physical activity,
 "Children Moving: A Reflective Approach to Teaching Physical Education" -Graham,
 Holt/Hale, Parker

Levels of Social Responsibility [Hellison's Model]	Score
Level 4 – Caring PE: Will play with anyone and Helping someone who is having difficulty Recess: Asks others (not just friends) to join a game On task and encourages others.	
Level 3 – Self-Responsibility PE: Practicing a new skill learned in PE. Being a good person –following directions Recess: Return equipment when finished On task, independent.	
Level 2 – Involvement PE: Trying new things without complaining or saying "I can't"	

Practice even if you dislike the activity. Recess: Playing with others On task when watched.	
<i>Level 1 – Self Control</i> PE: Practicing but not all the time Recess: Standing and watching others play Not on Task: Just There	
<i>Level 0 – Irresponsibility</i> PE: Pushing and shoving others when lining up or selecting equipment Recess: Calling other students names Not on Task: Disruptive, Disrespectful, and Defiant	

REFLECTION

CES PE

Mr. Jessel

Lesson Plan Format: P.E. on the Move

VITAL INFORMATION

Subject(s): Physical Education

Topic or Unit of Study: Classroom Activities, Limited Space Lessons

Grade/Level: 1st and 2nd grade

Objective: The students will be able to....

- Perform low to medium physical activity in the classroom or small space for a 25 minute period.
- Students will discover how to stay physically active at home with limited equipment and limited space.

- Share their favorite physical activity and state why others would enjoy it.
- Will identify different components of exercise through experiences learned in the classroom (flexibility with play-doh, cardiovascular through classroom highway etc.)
- Engage in quality physical activity for limited space
- Interact positively with peers
- Work on challenges with others utilizing Hellison's Model of Social Behavior

Summary:

Students will participate in low to vigorous physical activity in limited space.

IMPLEMENTATION

- **OH State Standards:**
- **Standard 1:** Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.
 - **Move over and around equipment to balance and control**
 - **Strike a variety of objects with implement while attempting to control force and direction**
- **Standard 2:** Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.
 - **Apply different degrees of effort to accomplish task**
- **Standard 3:** Participates regularly in physical activity.
- **Standard 4:** Achieves and maintains a health-enhancing level of physical fitness.
 - **Distinguish between exercises that improve endurance, flexibility and muscular strength**
- **Standard 5:** Exhibits responsible personal and social behavior that respects self and others in physical activity settings.
 - **Follow instructions and class procedures while participating in physical activity**
 - **Demonstrate cooperation with others when resolving conflicts**
 - **Interact positively with others in partner and small group activities**
- **Standard 6:** Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.
 - **Benchmark A and B Assessment – students will draw a picture of their favorite physical activity and write why they enjoy it and why others should try it.**

Activity Game: Fruit Basket Upset, Over, On, and Beside, Flexology, OHPE Standard 6 Assessment, Noodle and Chair Workout, Classroom Highway, Flapjacks and Frying Pans

MATERIALS AND RESOURCES

Instructional Materials:

- Play-Doh
- Silly Putty

- Class set of Gator Skin Balls or like balls
- Flexology Paper
- Deck rings or hula hoops
- Music –optional
- Pool Noodles

Resources:

No gym? No Problem: Physical Activities for Tight Spaces by Charmain Sutherland

PROCEDURE/SEQUENCE OF ACTIVITIES:

Warm-up: Fruit Basket Upset [No Gym No Problem page 21]

Ohio PE Standard 1A (Walking)

Intensity =Low to Medium Bursts

Skills: Strategy, teamwork, reaction time

Steps/Procedures:

1. Divide class into four groups. Assign each group a ‘Fruit’ name.
2. Call names of two groups, who will switch places.
3. Each group will try to sit in the others seat.
4. This activity is to be assessed as a ***group effort***, not one-on-one effort
5. Have groups strategize for success.

**Warm-up:** Over, On, and Beside

Ohio PE Standard: 1A(Jumping), 2A(Space and Relationships), 5, 6

Intensity = Medium to High

Skills: Fitness, strength, endurance, reaction time

Steps and Procedures:

Students place ball on the floor and will move their feet (jumping) in relation to the ball according to instructions. (2-3 minutes)

- Right
- Left

- Straddle
- Behind
- Front
- Side
- Over
- Over
- Over



Lesson: Flexology [No Gym No Problem page 41]

Ohio PE Standards 1-5

Intensity =Medium to low



Skills: Moving through a full range of motion, stretching, warming up, increasing flexibility for more agile joints

Equipment: Music, Silly Putty or Play-Doh, Flexology sheet

Set-up/Procedures: The play-doh and silly putty represent cold muscles. This lesson focuses on warming up the body before performing stretching or flexibility challenges. Refrigerated play-doh works great. The kids really need to work it before sculpting.

1. Silly Putty represents a cold muscle
2. Lead kids with prompts.
3. Pull putty apart. This happens quickly because it is clod.
4. Now do locomotor move as you squeeze and warm up putty.
5. Use Flexology guide to shape putty.
6. Putty is easier to work with.
7. Use Flexology guide and perform the stretch.
8. Have student create their own Flexology sheet and link it to Yoga or My Daddy is a Pretzel book.

Lesson: Values Physical Activity, ODE Physical Education Assessment Packet

Standard 6 Benchmark A-B Assessment

1. Students identify their favorite physical activity
2. Write why they enjoy it
3. Write a sentence to encourage others to participate
4. Identify why someone would do the activity



Lesson: Noodle and Chair Workout [No Gym No Problem page 62]

Ohio PE Standard

Assessment:

Intensity Level =

Skills: balance, flexibility and strength exercises

Equipment: Pool noodle and chair/ desk for every student

Steps/Procedures: Students participate in movement activities as called by the teacher

Lesson: Classroom Highway [No Gym, No Problem page 80]

Ohio PE Standard 1, 2, 5, 6

Assessment:

Intensity = Medium to low

Skills: Spatial awareness, grouping, directional patterns

Equipment: Music (Cars Soundtrack), deck ring or hula hoop for each player

Steps/Procedures:

1. Each student is given a steering wheel.
2. Students decide on color of car, or use color of equipment.
3. Students can decide type of car, Jeep, motorcycle, Mini
4. Teacher calls out a vehicle color or type and students respond to that direction.
 - a. Drive forward
 - b. Stop
 - c. Slow down –it's rush hour
 - d. Drive forward
 - e. Stop
 - f. Slow down –it's rush hour
 - g. All motorcycles turn right
 - h. Tunnel ahead – move at low level
 - i. Drive over bridge –walk on toes

- j. Bumpy road –jump
- k. _____ cars drive fast –speed walk
- l. _____ vehicles turn left
- m. Gas –pull off highway and do 20 push-ups in corner of room
- n. Hungry – go to Subway and do 40 jumping jacks
- o. Create index cards of directions.
- p. Grocery store –pull over at the store and create a meal/shopping list
- q. Have an officer or State Highway Patrol to give out tickets.
- r. There are endless possibilities.....
- s. See attached form for more ideas

Lesson: Flapjacks and Frying Pan ` [No Gym, No Problem page 166]

Ohio PE Standards: 1,2

Assessment:

Ohio Physical Education Assessment:

Intensity = low

Skills: To manipulate a deflated ball or beanbag on top of a paddled

Equipment: balls, beanbags and paddles for each student (use a variety so kids can have multiple opportunities and combinations of practice)

Steps/Procedures:

1. Have the students enter the 'Kitchen' and welcome them to cooking class.
2. Each student will be given a frying pan and a flapjack
3. Today they will be working on their cooking skills by following teacher prompts
4. Goal is to keep pancake on/in the frying pan and keep the kitchen clean.
5. Prompts
 - a. Grip handle (proper grip)
 - b. Shuffle pancake (tip to handle)
 - c. Shuffle (left to right)
 - d. Circle the flapjack
 - e. **NOTE TO SELF -distinguish between a toss with paddle verses a strike with paddle in an upward direction? Is there a difference? Is tossing once and striking up more than once? PRACTICE!!!**
 - f. Toss and catch flapjack
 - g. Toss and flip/spin paddle over catching the flapjack on other side.
–backhand flapjack flipping

- h. Toss flapjack at low level and increase height of flapjack.
- i. Try striking the flap jack up
- j. Reinforce control as needed
- k. Add butter to frying pan, strike beanbag, while it is in the air touch the frying pan and re-catch beanbag
- l. Add syrup, strike, touch toes re-catch
- m. Chef to Chef challenge, toss ONE flapjack back and forth and catch
- n. End with **THE TOP CHEF Challenge**

3

2

1

Hand Baseball

1. Sit at your desk with a friend.
2. Decide who the **batter** is and who the **pitcher** is.
3. Put one hand behind your back.
4. Put the other hand on the desk in a fist.
5. Both players say "Ready, set, Bat."
6. On the word bat, both players stick out their hand with one to five fingers showing.
7. Add up all the fingers on your hand and your friend's hand.
8. Follow the finger code to see if the runner is out or safe and which base to go to.

You are safe and on base if

2 fingers – walk
4 fingers – single
6 fingers – double
play out
8 fingers – triple
triple play out
10 fingers – homerun

You are out if

3 fingers – out
5 fingers – out
7 fingers – double

9 fingers –

[Use the little feet as runners]

Other rules:

- All runners are forced to next base
- Runners cannot advance on an out
- On a double play, the batter and the runner nearest to home is out
- A double or triple play with bases empty means only one out
- A triple play with one person on base means two outs.

Table Top Card Sorting

1. Decide who will work the stop watch and who will sort.
2. Put your name on the score card,
3. Time your friend.
4. Remember, the goal of each event is to separate the cards into piles.

Copy and place into the bags along with a pencil.

NAME: _____

TaskTime

1. Red pile and black pile

1.

2. Number groups (1, 2, 3, 4...)

2. _____

3. Number 1-7 in a pile, 8 and up in another pile

3. _____

4. Sort diamonds, hearts, clubs, spades

4. _____

Card Toss into a Can

1. Put a can between you and a friend on the floor.
2. Sit backwards on your chair.
3. See who can toss the most cards into the can.

Memory Card Game

1. Read the directions on the card.
2. Read them again.
3. Hand the card to your friend.

4. Try to follow the directions without any help from your friend.

Bean Bag Grab

1. Sit on the floor with a friend.
2. Place a bean bag between you.
3. Put your hands on your hips.
4. Both of you say, "Ready, set, grab."
5. The player with the bean bag wins.

Pick Up Sticks

1. Sit on the floor with a friend.
2. Dump out all the sticks or straws on the floor between you.
3. Try to pick up one stick or straw **WITHOUT** moving any other stick or straw.
4. You can use the black stick to flip out another stick.
5. If a stick moves your turn is over. Give the black stick to another player.
6. Blue sticks = 50 points
7. Green sticks = 40 points
10. Red sticks = 25 points

Triangle Football

1. Sit at your desk with a friend.
2. The object of the game is to push or flick the football so it hangs over the edge of the desk.
3. Each player get 3 tries to get it to hang over the edge.
4. If the football hangs you get 6 points and a chance to kick.
5. To kick, balance the football and flick it.
6. Your friend makes a goal post or use the goal post in the bag. You get one point if it goes between the goal post.
7. Now it is your friends turn.
8. If the football falls off the table, you lose your turn!!!

Clothes Pin Drop into a Tennis Ball Can

1. Stand and hold a clothes pin up to your chin.
2. Do not bend over.
3. Aim for the can.
4. Drop the clothes pin.
5. The player with the most in the can wins.

Card #1

- Go to the pencil sharpener.
- Touch it.
- Walk left 3 steps.
- Spin around once.
- Look out the window.

- Walk back to your seat.

Create your own cards based on the set-up of the classroom or multipurpose room used.

Card #2

- Go to the door.
- Touch it.
- Walk to the TV.

- Touch your toes.
- Look out the window.
- Walk back to your seat.

Card #3

- Sit on the floor.
- Spin 2 times.
- Stand up.
- Walk one lap around the room.
- Touch your toes.
- Walk back to your seat.

Card #4

- Walk to the window.
- Spin 2 times.
- Count to 20.
- Walk one lap around the room.

- Touch your toes.
- Walk back to your seat.

Card #5

- Walk to an empty chair.
- Sit on the chair 5 times.
- Stand up.
- Walk one lap around the room.
- Touch your toes.
- Walk back to your seat.

Card Fitness

You and your partner can play 'war'.

The winner gets to exercise and the loser must sit and watch ☹ .

Or

Each player can take turns pulling a card and both

players can perform the exercise.

Turtle Race

1. Each player gets a turtle. Line up all the turtles with their heads at the starting line.
2. Players take turns tossing the dice coins (that is, flipping them onto the table) and moving their turtles as follows:
 - two heads and you move your turtle two lines

forward (and get to roll again, if you dare)

- one head and one tail and you move one line (and can toss again)
 - two tails and your turn is over and must start over
3. At any point before rolling two tails, a player can choose to end her turn. Continue until one speedy turtle crosses the finish line.

Fox and Hound

1. First, decide who will be the fox (a single checker of one color) and who will be the hounds (4 checkers of the second color).
2. Set up the hounds on the board as shown. The fox can choose any of the black squares in the row at the opposite end.
3. The pieces are moved diagonally as in checkers, one square at a time.
4. The hounds can only go forward.
5. While the fox can go backward too.
6. There's no jumping or capturing; the fox is always up against four hounds.

- 7. The hounds win by trapping the fox (so he can't make any more moves); the fox wins by evading the hounds and making his way to one of the hounds' home squares.

Starting Line Finish Line			
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Laminate and cut for the turtle races.

Laminate and cut for the Fox and Hound game.

PIG

1. Roll the dice.
2. Add the dice.
3. Your goal is to roll the dice and try to get as close to 50 as you can without going over 50.
4. If you roll a #1 you lose your turn and must give the dice to the other player.

5. If you go over 50 you lose your turn. (Piggy, Piggy, Piggy)
6. Keep rolling until you are happy with you number.
7. Whoever as the number closest to 50 wins the round.

Fitness Land

- Place marker on start.
- Flip the penny.
- Heads = 2 spaces forward
- Tails = 1 space forward
- Read and complete the square you land on.

Fitness Land

- Place marker on start.
- Flip the penny.
- Heads = 2 spaces forward
- Tails = 1 space forward
- Read and complete the square you land on.

Flexology

1. Each player needs to open a play-doh.
2. Walk or slow jog around the room and warm the play-doh up in your hands.
3. Use the Flexology paper to create shapes with the play-doh.
4. Practice the body shape that matches the play-doh shape.
5. Take turns.
6. Create your own play-doh shape and body shape.

Flexology

7. Each player needs to open a play-doh.
8. Walk or slow jog around the room and warm the play-doh up in your hands.
9. Use the Flexology paper to create shapes with the play-doh.
10. Practice the body shape that matches the play-doh shape.
11. Take turns.
12. Create your own play-doh shape and body shape.