



Joanna Faerber

NASPE 2009 Elementary Physical Education Teacher of the Year

AAHPERD 2009 Southern District Teacher of the Year

LAHPERD 2008 Louisiana Teacher of the Year

Our primary goal is to have students see and feel the value in being physically fit. In order to accomplish this goal, we must somehow instill in our students the love and desire for physical activity. Children and adolescents need to desire physical activity and physical fitness for us (and them) to succeed.

Over 4600 Americans die every day from preventable chronic diseases. Cardiovascular disease, cancer, and diabetes are among the most prevalent, costly, and preventable of all health problems. In 1994, Louisiana ranked second in the United States in self-reported prevalence of diagnosed diabetes.

Recently Louisiana Department of Education declared December as the Healthy Kids Month. However, we know that physical fitness needs to be a lifetime commitment. The seeds of chronic disease are sown through unhealthy behaviors initiated during childhood and youth. Too many Louisianans are becoming obese. Louisiana ranks high in the misuse of leisure time, and the trend appears to be increasing within all age groups. A recent report indicates that 1 in 3 Louisiana students are classified as obese.

Typically our greatest challenge when trying to increase physical activity and fitness is **MOTIVATION!** To motivate our students we **MUST:**

- Design and present activities that are developmentally appropriate for all individuals regardless of level of fitness or ability
- Provide opportunities for success
- Give them choices
- Make it fun

Fitness and physical activity is not a unit it is a lifestyle.

Promoting a Lifestyle of Physical INACTIVITY

1. Fun with no learning.
2. Stress winning over learning and fun.
3. Fitness testing.
4. Students noticeably fail in most classes.
5. Play elimination games.
6. Put down students in front of others.
7. Believe Physical Education is a survival experience.
8. Teach a national curriculum of exercise, laps, and kids picking teams.

Promoting a Lifestyle of Physical ACTIVITY

1. Create a welcome environment.
2. Stress learning and having fun over winning.
3. Be positive and encouraging.



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4. Assess what you teach and let parents know.
5. Provide choices even in middle and high school.
6. Treat every student with dignity and respect.
7. Build the foundation of a lifestyle of physical activity.

Great guidelines for life...

Work... like you don't need the money

Love... like you've never been hurt, and

Dance... like no one's watching!

1. Cowboys and Cowgirls
2. Mosquito
3. Lawn mower Dance
4. Relay Tag
5. Line up Tag
6. Fake out
7. Intro to grids
8. Monkey in the middle Keep away in the grid 2-1
9. Spiders and flies 3-1
10. 2 on 2 keep away
11. Throw and rip "Ultimate ball"
12. Frozen banana
13. RPS (x3)
14. Numbers
15. Tick Tack toe cup stacking



COWBOY/GIRL TAG

Equipment: Cones to mark corral or play area

Directions: The object of the game is for the cowboys to capture all the cows. Two students are chosen to be the cowboy/girl taggers. They must hold hands as they run out to capture the cows (other students). When a cow is tagged, the cowboys make a circle



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around them and take them back to the corral. The captured cow goes back in the game as soon as another cow is brought to the corral. Use various locomotor moves.

After one person is tagged the group starts over.

MOSQUITO TAG

Equipment: Noodles cut into 8-10 inch lengths, cones to mark play area,

Grade level: k - up

Direction: Taggers (mosquitoes) chase the other children and try to tag them with the noodles. They try to avoid the mosquitoes by running and moving. If tagged, the person squats down and stays down until two players do a "double high-five" over them and shouts "OFF", then they may resume play. Mosquitoes cannot tag people that are in the process of "helping". The game continues until everyone is tagged or until a line of players form a single line of a designate number of players shoulder-to-shoulder (we use 7) shouting and clapping in unison, "1,2,3, OFF". If they perform this before they are tagged, the mosquitoes are exterminated and the game is over. Use various locomotor moves.

Ro Sham Bo

Rock Paper Scissors with Cheer Leaders

JUMPING RPS (ROCK/PAPER/SCISSORS): Players bounce up and down two times. On the 3rd bounce they land in one of three positions: together (rock), straddle (paper), or scissors (scissors). Rock beats scissors; scissors beat paper; paper beats rock.



Monkey Progression

Equipment: One ball for each group

Grade Level: 1st - 5th grade

Directions: Divide the class into groups of three. Two of the players pass a ball back and forth, trying to keep the ball away from the third player. The player in the middle must guard the player with the ball.

BRING ON THE TROOPS: Add more defenders (3 v 2), more on offense (4 v 1) or both (4 v 2) to create a more dynamic game.

OPEN UP THE GAME: Create a square playing area (10'x10') using cones. Allow the offense to move along their sides (between cones). Allow only certain passes to be made: no overhead passes; players may only pass to the person on the right or left (diagonal passing); add skip passes (split the defenders).

DEFEND THE KINGDOM: Place a target in the middle of the playing area.



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Variations:

Align the players in their own grid squares (no overhead passes).

Using four squares add a third player.

Add a 3rd passer, allowing the passers w/out the ball to move to open sides.

Add a second defender (3 vs. 2).

Introduction to Grids

Equipment: 4 cones or poly spots per group to create a grid approximately 8X8 square

Grade level: 2nd and up

Directions: Play 3 on 3 keep away game. Try to complete 6 passes in a row with teammates. Try a mini game of 3 on 3 football, basketball, or team handball, or soccer.

What about a mini ultimate game in the grid?

Fake Out: One student plays defense between two poly spots placed five to ten yards apart. The offensive player attempts to use a good fake and touch one of the poly spots. The defender tries to beat them to that spot and hit it with their foot first. Place spots according to fitness level.

Line Up Tag - Designated taggers begin tagging - when tagged you run to a poly spot located on the perimeter of the game. Once a third person arrives at your spot, the first person in the line is back in the game. (You may loudly encourage others to join your spot).

Relay Tag - In a large circle, groups of three line up facing the middle, and the first person enters the inside playing area. Five seconds later the next person (#2) enters trying to tag the first person. Once tagged, the first person returns to their line and sends the third person in to tag person number two. Add skill work to this by having the person being chased dribble a soccer/basketball, and not allow a steal.

Cowboy Boogie (4 wall dance)

Music: "Up" Shania Twain

Directions:

8 counts - Grapevine **right** (scuff left foot), Grapevine **left** (scuff right)

8 counts - Stomp forward **right** - clap (2 counts)

Stomp forward **left** - clap (2 counts)

Walk backward **R, L, R, clap** (4 counts)

8 counts - Hip bumps (in place) - **2L, 2R, 1L, 1R** (6 counts)

Stomp **L**; scuff **R** foot while turning $\frac{1}{4}$ **L** (2 counts)



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Lawn Mower Dance

Music: GET READY FOR THIS - Jock Jams

Directions: Teacher leads the students through the following movements that simulate mowing the grass. GET READY FOR THIS is a 4/4 beat and I do each one twice.

Suggested moves:

- Pull mower back and forth - Put on your work gloves
- Pull lawn mower starter - Rake the leaves
- Weed eater - Sweep the sidewalk
- Water sprinkler - Pull weeds
- Fertilizer - Clippers

Spiders and Flies

Suggested Grade Level: 3rd and up

Equipment needed: 4 poly spots per 5 students

Objective: agility, anaerobic development

Skills previously taught: fakes

Description of Activity: Place the poly spots so they make a square. Each poly spot is a corner. One student is the spider and stands in the middle of the square. The other four students, the flies, stand on a poly spot. The object for the spider is to catch another student off their corner by placing their foot on the poly spot first. The object for the flies is to try and trade places with each other without the spider getting into their poly spot or corner. If the spider beats the fly, the roles are switched.

Challenges: The flies try to complete 10 exchanges without being caught. If the flies can go directly across the square they earn extra points.

Frozen Banana Tag



Suggested grade level: 1st and up

Lesson focus: Warm-up activity and teamwork

Equipment: None

Description: In this tag game, the taggers are "evil banana taggers" who want to turn the whole world into bananas. If tagged, a player puts his arms together and over the head and leans to the side - making the shape of a banana. The banana is frozen until two other players "peel" the banana. Peeling is done with two players, each holding a wrist of



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the banana and pulling the banana's arms apart and down. Players may not be tagged while holding onto the wrist of a frozen banana.

Sports Stacking-Tic-Tac-Toe

Suggested grade level: 3rd and Up

Lesson focus: Sports skills, fitness and teamwork

Equipment: Enough cup stacking sets for several groups and tic-tac-toe game board on paper along with pencil for marking or game piece for marking

Description: Design a tic-tac-toe game board. Place the paper in the middle of two teams. The players should be seated 10-15' from the game board. On the starting signal the players begin a 3-3-3 stacking pattern or less depending on amount of Cups Stack sets you have. When completed, the players run to the middle and place a game piece in on of the squares. The players then runs back and either tags off or does another Cup Stack pattern. This continues until one of the players has tic-tac-toe or a stalemate is reached.

- Use different cup stacking patterns
- Allow the students to remove an opponent's game piece from the board rather than putting on one of their own pieces.



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Mrs. Faerber's PE Class

Bone of the Day:
Phalanges (bones of the fingers
toes)




FITT PRINCIPLE
F stands for **FREQUENCY**
How often should you exercise?

- ❖ Every day or "almost every day"

Mrs. Faerber's PE Class

Bone of the Day:
PATELLA (knee cap)



FITT PRINCIPLE
T stands for **TIME**
How long should I exercise?


- ❖ 60 minutes (1 hour)-added up throughout the whole day

How often should you exercise?

- ❖ Every day or "almost every day"

Mrs. Faerber's PE Class

Bone of the Day:
Femur (thigh bone-longest and strongest bone in the body)




FITT PRINCIPLE
I stands for **INTENSITY**
How hard should you exercise?

- ❖ Enough to increase your heart rate
- ❖ Enough to increase your breathing rate

Mrs. Faerber's PE Class

Bone of the Day:
Mandible (Jaw bone)



FITT PRINCIPLE
T stands for **TYPE**
What type of exercise is best?

- ❖ The ones that use large muscle groups
- ❖ Allow for intensity
- ❖ Allow for duration
- ❖ The exercise you do and have FUN!!!!!!