



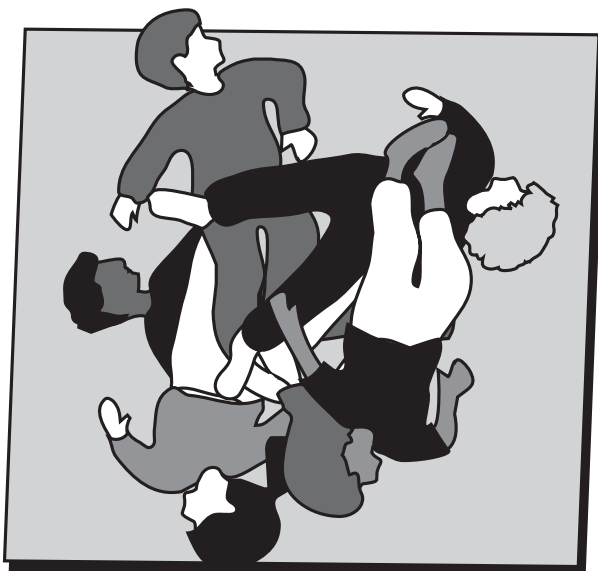
HOT TIPS

A Tip Sheet For Physical Educators

Feature Activity #1

SPAGHETTI

SPAGHETTI is a movement game for children kindergarten through 6th grade. Following are two methods for teaching this game:



1. Direct students to lie on their backs (mat area best) and be "limp as cooked spaghetti." Take one child by the legs and drag him gently to the middle of the room. Drag another child and place his legs over the first's stomach. Proceed to layer the children in a big heap. After spaghetti is prepared, ask children to "turn yourself into a meatball and gently roll to your feet."
2. Direct students to walk diagonally across center of gym area. "Walk stiffly like uncooked noodles." When they get to the center, they pretend to step into a pot of boiling water, slowly cooking (melting) from the bottom up. The next child melts gently on top of the first until all of the class is in a layered heap. After the plateful of spaghetti is made, proceed with the game as above.

From: Kogan, Sheila, *Step By Step*, Front Row Experience, 540 Discovery Blvd., Byron, CA 9451-9454, p. 121-122, 1982



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Feature Activity # 2

INDOOR MINIATURE GOLF

Jim Weno, physical education teacher at Southeast Junior High School, Iowa City, has developed a fun golf unit for several special classes in his school. (Unit adapted from: Nagle, Karen (1988), **Recreational Activities for Severe and Profound Students**, Iowa City Community Schools).

Students use pillo pollo sticks instead of golf clubs, and beanbags for golf balls. A bowling pin is placed on a carpet square to designate each "cup" and "green" on the course. Bases or poly spots mark the "tee-off areas." When the beanbag knocks down the pin, the "hole" is completed. These same stations could easily be changed or modified and used with most any upper elementary, junior high, or middle school physical education class.

KEY

- pillo polo stick
- beanbag
- carpet square
- bowling pin
- poly spot or base
- board (2' x 4') or cardboard tubing bolsters
- weight-lifting bench or table
- barrel (open-ended)
- wedge
- bowling ramp
- traffic cone
- folding mat (on end-accordion style)
- football blocking dummies
- hole markers

EQUIPMENT NEEDED

- 1 Pillo pollo stick per student
- 1 Beanbag per student
- 9 Carpet squares
- 9 Bowling pins
- 9 Poly spots or bases
- 2 Boards (2' x 4') - or cardboard tubing
- 2 Bolsters
- 1 Weight-lifting bench or table
- 1 Barrel (open-ended)
- 1 Wedge
- 1 Bowling ramp
- 10 Traffic cones
- 10 Folding mats (placed on end-accordion style)
- 6 Football blocking dummies

Feature Activity # 3

STEP-BOX AEROBICS

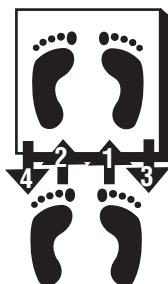
Cindy Elmers, Adapted Physical Education teacher at Iowa City City High School, has an effective and enjoyable way for her students with autism to get cardiovascular exercise. Cindy has developed several aerobic routines using boxes that are 4" - 8" high. She keeps things simple for this class and repeats the steps often (e.g. 8 times through). Following are a variety of steps and combinations that she has used. Choose a catchy tune with a good strong beat and develop your own unit. Use your imagination and enjoy!

Steps and combinations:

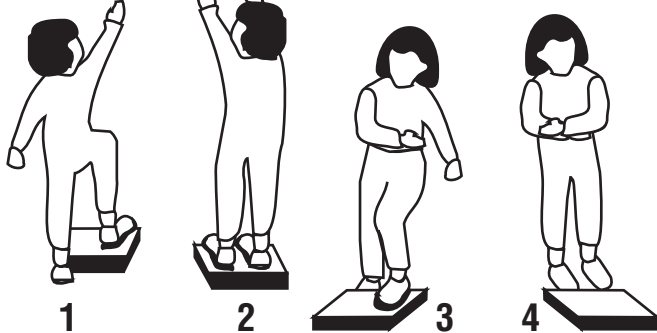
1. **Basic Step** - Face your box and step up with your right foot first, placing your whole foot on the box. Follow with your left foot. Now step back down with the right foot and then with the left. Use a variety of arm movements to keep this fresh and to build confidence (e.g. biceps curls, clap, scissors, elbows together and then apart, etc.).
2. **Star - "Up, Up, Hug Yourself, Hug Yourself"**. Step up with the right foot and raise your right arm straight up high. Repeat this with the left. Step back down with the right foot and wrap your right arm around your waist. Repeat this with the left. Repeat the move and help students one-on-one while stepping to the beat.

Pick music you like to motivate yourself and the students. Check their response. Try 10 in a row.

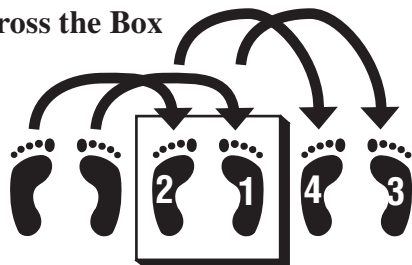
Basic Step



Star



Cross the Box



3. **Cross the Box** - Standing on the left side of the box, step up with the right foot and then the left foot. Next, step down with the right foot and then the left foot on the opposite side of the box. (You are stretching more to cross the length of the box.) Some students will face the side of the box head-on and approach it as a normal stair step, and then walk across it. Do whatever works and keeps them moving within safe limits. Some students jump off the box and land on two feet. This is another move you can add.
4. **Miscellaneous** - March behind the box using a variety of arm movements. Walk, skip, hop around the box (3 times max or you'll get dizzy), and change directions. Jump off and/or over the box. Walk, skip, hop or run between (amongst) boxes. To cool down, students can lie behind their box with feet up on the box and do bent knee sit-ups. You can add modified push-ups on the box. Keep arms straight and hands on top of the box. Lower the upper body so the chest almost touches the box and push back up. You can do mule kicks, too.

Suggested Music: "I Feel Good," James Brown; "Crazy Little Thing Called Love," Queen; "Respect," Aretha Franklin

ARE WE USING DEVELOPMENTALLY APPROPRIATE GAMES IN OUR PHYSICAL EDUCATION PROGRAMS?

Many times in physical education classes inappropriate lead-up and large group games are played without modification. Often these games provide very little activity for participants. Some have negative aspects that are detrimental to the learning and development of students. Kickball, Duck Duck Goose, Dodgeball and Red Rover are games that many physical educators still frequently use without modification in their teaching. Why does this continue to be a problem in our profession? Maybe because some physical educators do not want to take the time to plan appropriate activities and units! Could it be because these games require little equipment and set-up time? Or, are many teachers unsure of how to make physical education programs developmentally appropriate? **As a physical education teacher, you should want your programs to:**

- improve students' psychomotor skills
- teach children to solve problems
- foster students' self-esteem, and
- meet students' social and emotional needs.

(Gallahue, 1993; Weiller, 1992)

Physical educators must take another look at their programs and begin to think about the why, what, and how they are teaching. Those games and activities that are not developmentally appropriate should be modified or discarded. Some of our oldest and most popular games barely promote any of our goals and need to be eliminated.

Neil F. Williams (JOPERD, August 1992 and JOPERD, February 1994) has established "The Physical Education Hall of Shame" to help us with this process. The games and activities he had inducted into this "Hall" have elements that are not in the student's best interests. **To qualify for selection, a game or activity need only possess one of these elements:**

- absence of purported objectives of game
- potential embarrassment to student in front of class
- focus on elimination from participation
- over emphasis on students having "fun"
- lack of emphasis on teaching motor skills and lifetime fitness skills
- low participation time
- high likelihood for danger and injury

Developmentally Appropriate Games ➤ *next page*

ARE WE USING DEVELOPMENTALLY APPROPRIATE GAMES?

Continued from page 4

All games and activities are listed in alphabetical order. A brief description of “qualifying data” follows each.

THE PHYSICAL EDUCATION HALL OF SHAME



DODGEBALL

- ☞ Main focus to attempt to inflict pain, injury and embarrassment on opponents
- ☞ About half of students play - other half hide
- ☞ Typically highly skilled love to play - lower skilled dislike playing

DUCK, DUCK, GOOSE

- ☞ Task for goose nearly impossible
- ☞ Minimal student participation time
- ☞ Minimal activity for active participants

GIANTS, ELVES, AND WIZARDS/CROWS AND CRANES (Games with chase-capture scenario)

- ☞ Confusing rules
- ☞ 2% active anaerobic participation time factor

KICKBALL

- ☞ Typically high number of participants never catch or throw the ball
- ☞ 5% participation time factor for most players
- ☞ Get players “out” by hitting them with ball thrown as hard as possible

LINE SOCCER, SIDELINE BASKETBALL, AND SIDELINE HOCKEY

- ☞ Active participation time minimal
- ☞ Students on display in front of peers in pressure situation
- ☞ Sets students up for potential embarrassment and ridicule

MESSY BACK YARD

- ☞ Rather mindless game with little strategy or time element
- ☞ No physical activity when teams count large number of objects

Developmentally Appropriate Games ➤ *next page*

THE PHYSICAL EDUCATION HALL OF SHAME *Continued*

MUSICAL CHAIRS

- ☞ Elimination game with least skilled or least attentive eliminated first
- ☞ Active participation time 90% for higher skilled, often less than 10% for lower skilled



RELAY RACES

- ☞ Entire activity takes about 6-10 minutes to organize and run
- ☞ Active participation time factor 6% for most students
- ☞ Students required to perform under stress in front of 80% of class
- ☞ Teamwork aspect centered around who “won” and who “lost”

RED ROVER

- ☞ Dangerous
- ☞ Virtually no physical activity for anyone
- ☞ No motor skills taught or reinforced

SIMON SAYS

- ☞ Early elimination of unskilled players
- ☞ Play ends with “winner”
- ☞ Low participation time factor
- ☞ Low amounts of fitness-related activity
- ☞ Involves teacher deception, entrapment, punishment, and ridicule of students when eliminated

SPUD

- ☞ 6% active participation time factor
- ☞ Limited activity (little running, less throwing)
- ☞ Dangerous (balls thrown at each other)
- ☞ Generally ends up a contest among better athletes

STEAL THE BACON

- ☞ 5% active participation time
- ☞ Great potential for embarrassment
- ☞ Physical activity almost totally absent

TAG

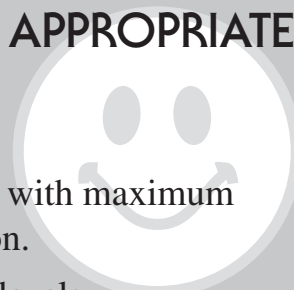
- ☞ Less skilled or least attentive eliminated first
- ☞ 90% participation time factor for highly skilled and 10% participation time for low skilled

*Condensed from: Williams, Neil F., JOPERD, “The Physical Education Hall of Shame”, August 1992.
Williams, Neil F., JOPERD, “The Physical Education Hall of Shame, Part II”, February 1994.*

Developmentally Appropriate Games ➤ *next page*

It is important for all of us as physical educators to plan and organize classes in order than we can best achieve our ultimate goals. We need to adapt, modify, and eliminate activities and games that are detrimental in meeting these goals. By following the “rules” developed by the Council on Physical Education for Children (1992), we can better plan for our students. We must be willing and able to make intelligent decisions in order to encourage our students in all areas of their development. Use the following rules to help you change “HALL OF SHAME” into “HALL OF FAME” games.

“RULES” FOR USING DEVELOPMENTALLY APPROPRIATE GAMES IN THE CURRICULUM



1. Use selected or modified games to provide students with maximum opportunities for skill improvement and participation.
2. Modify official, adult rules to match students’ skill levels.
3. Use games and activities that continually involve all students rather than eliminate them.
4. Form teams randomly or cooperatively rather than selecting captains or dividing by gender.
5. Use smaller teams to provide students with maximum practice.
6. Use activities/games that enhance self improvement and emphasize cooperation rather than competition.

(Council on Physical Education for Children, 1992)

References:

Conkell, C.S., Pearson, H. (1995). “Do You Use Developmentally Appropriate Games?”, *Strategies*, Vol. 9, No. 1, 22-25.

Council on Physical Education for Children (1992). *Developmentally Appropriate Physical Education Practices for Children: A Position Statement of the Council on Physical Education for Children*.(COPEC). Reston, VA: National Association for Sport and Physical Education.

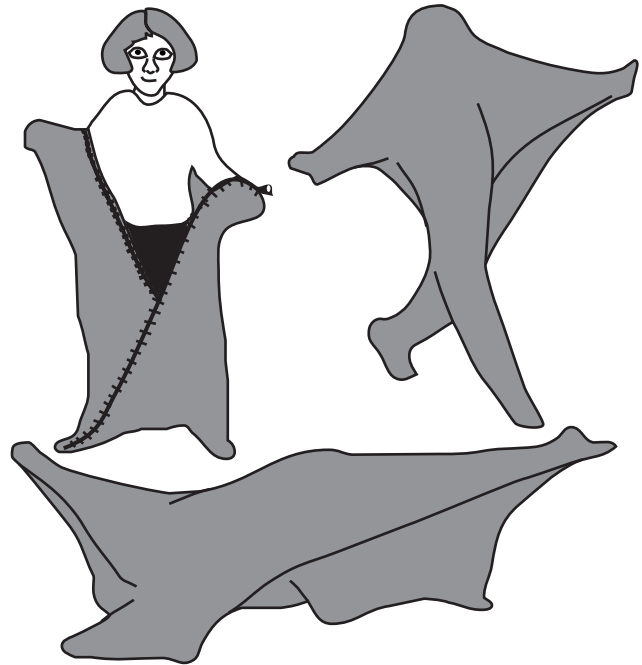
Ideas and Resources

BODY SOCKS

Karen Nagle also enlisted the help of her PTA to get the body socks she has wanted for some time, but never could afford!

Karen purchased spandex material (lots of bright solid colors) on sale at a local sewing store. Hoover parents made thirty-five body socks in a variety of sizes. Socks were made for second, third, and fourth graders, using sizes and dimensions from the Chime Time Equipment catalog. (Remember it is better to have them too big, rather than too small!) Inside corners were reinforced with extra material to strengthen the socks. Two-way zippers were sewn in the side seams. (The zipper is less noticeable when placed on the side.)

Thirty-five body socks ordered commercially would cost approximately \$1400.00. Hoover's socks were made for \$300.00. These socks have taken away all inhibitions at Hoover school. Karen reports that the only drawback is that sometimes students end up with a bad hair day!



100 JUGGLING CUBES FOR UNDER TEN DOLLARS!!!

by Karen Nagle, Hoover Elementary School, Iowa City, Iowa

I was very interested in starting a juggling unit and knew my budget could not afford the cost of many supplies. I already had the scarves (and one can use plastic bags from the grocery stores) and knew what I really needed was juggling cubes. Upon pricing them, they were quite expensive. So, I decided to have them made! Total cost: under \$10.00 for over 100!!! This is what to do.

- A. Find the parents in your building who sew. Let them know what your plans are concerning a juggling unit and how expensive the juggling cubes are. One can seek out parents or advertise in the weekly newsletter!
- B. Find the material; maybe a parent will look for you. We used the material back packs are made of for ours; this material is quite durable. Also, wanting 3 different colored cubes and each two toned, we purchased different colors of material.
- C. Finding what to stuff the cubes with was the biggest challenge. I wanted the cubes to be washable. (Rice and beans make good fillers, but would not be washable.) So, to the phone book! Knowing plastic firms use tiny plastic pellets for injection molding equipment, I called a local company and told them my story. They were great and donated 50 lbs. of pellets to the school!!!

➤ *next page*

Ideas and Resources

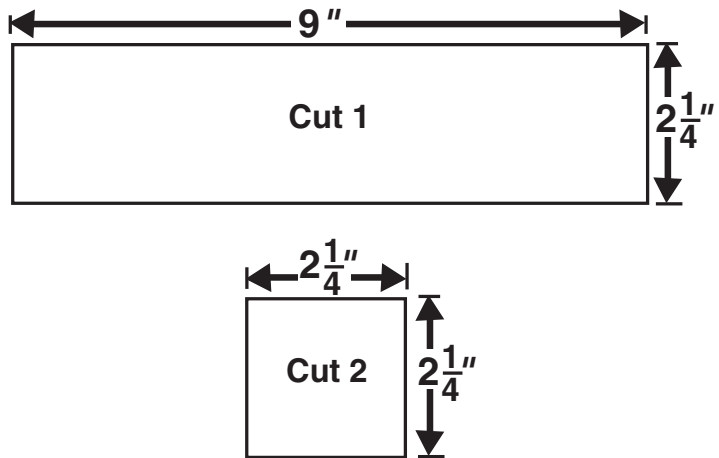
JUGGLING CUBES *Continued*

- D. So, with the cubes sewn and the pellets on hand, it was time to fill them. This is a trick and takes time. Use a funnel or a piece of paper rolled into a funnel shape. Sprinkle the pellets into the funnel after the small end has been placed inside the open seam of the cube. Make sure this is done over a big tub or there is a big mess! Once the cube is relatively filled it is easier to place a little more in by hand. It is better not to over stuff and to leave the cubes somewhat squishy (it makes for a better feel and easier juggling). I did enlist the help of the students who are in our after school program; every extra hand makes the job go faster.
- E. After the cubes were stuffed, they went back to my volunteer parents who stitched them closed for the final product. And, they are fantastic!
- F. Hope this helps some of you out and that you can start a juggling unit, too!

****Following is a “pattern” for sewing the juggling cubes (thanks to one parent, Candy Carmichael):

JUGGLING CUBE PATTERN

1. Cut two $2\frac{1}{4}$ ” squares of fabric and one strip 9 ” x $2\frac{1}{4}$ ” (for each cube).
2. Begin sewing the long strip to one side of one square, right sides together. Use $\frac{1}{4}$ ” seam allowances and leave a little extra ($\frac{1}{2}$ ”) of the long strip extending to the left on the long strip. Stop stitching $\frac{1}{4}$ ” from edge of square.
3. Leaving the needle inserted in the fabric, raise the presser foot and pivot at the corner. Lower presser foot and sew the next side of the square, again stopping $\frac{1}{4}$ ” from the square’s edge.
4. Continue until all four sides of the square have been attached, pivoting at each corner. When you return to the beginning of the stitching, backstitch to secure.
5. The other square is attached in the same way. It is quite helpful to sew with the seam edge to the left of the presser foot rather than to the right, as normal. This allows one to work with the square on top of the strip so that it is possible to see where to stop stitching and pivot.
6. Turn the cube right side out. Fill it with plastic pellets, then turn in the remaining edges and whipstitch them together....



W h a t ' s n e w

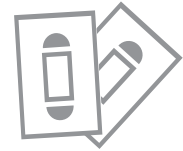
*The following items may be of interest to you!
Stop by the GWAEA Professional Library and check these out.
Call 399-6736 or 1•800•332-8488 for materials to be sent to you.*



Books

- R79.Roh *Quick Silver: Adventure Games, Initiative Problems, Trust Activities and a Guide to Effective Leadership*
- R617.481Ell *Adapted Adventure Activities: A Rehabilitation Model for Adventure Programming and Group Initiatives*
- R794You *Youth Leadership In Action: A Guide to Cooperative Games and Group Activities*
- PS3G *New York City Street Games*

Videos



- 90-001351 *Disability Awareness in an Inclusive Setting*
- 90-001352 *Plain Talk: Teacher to Teacher*

Announcing . . .

Shirley Ryan (Mt. Vernon High School—895-8843) is looking for someone to share expenses in bringing Christy Lane to this area for line dance instruction. Call Shirley if interested.

Staff Development Course Option for Credit

WHAT?

Physical Education for Students with Disabilities

- 1 hour recertification or graduate credit

Description: This course is designed to assist physical educators in meeting the motor, play, recreation and leisure needs of diverse student populations. Physical education program content, methods, procedures and equipment will be examined in relation to various disabilities and adaptations and accommodations suggested.

Objectives: Teachers who have completed this course will be able to:

1. design and provide an appropriate, quality program of movement experiences for all children.
2. recognize the physical, psychological, and cognitive disabilities which may impact student performance of motor skills.
3. design sequentially ordered movement experiences and develop progressions of activities which reflect a knowledge of motor development.
4. analyze games and activities and manipulate their components to produce games or contests which develop basic skill combinations.
5. adapt/invent toys and equipment to enable students to play.

WHEN?

Fifteen (15) Contact Hours • arranged at the request of school district(s)
These hours may be any combination of inservice days, curriculum days, or non-contract times.

HOW MANY?

Eight (8) person minimum enrollment required to schedule class.

WHERE? Arranged

- At your school and/or at Grant Wood AEA

For More Information contact:

Your principal and/or your APE (Adapted Physical Education) Consultant :

Ann Griffin – 1•800 • 332-8488 ext. 6858
or 399-6858

Sally Leme – 1•800 • 332-8488 ext. 6871
or 399-6871

Sue Deets – 1•800 • 854-0446 ext. 6268
or 351-2510 ext. 6268

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