

HOT TIPS

A Tip Sheet For Physical Educators

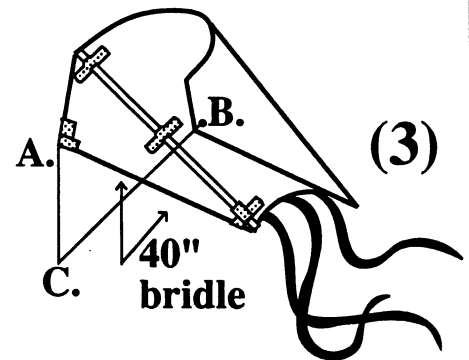
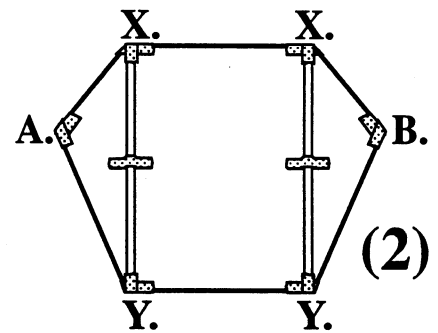
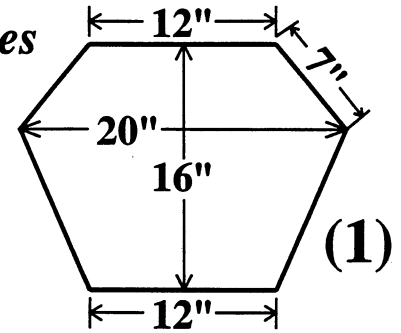
Hot Tips Feature Activities

PLASTIC BAG SLED KITE

flies indoors and out!

Materials:

- plastic storage bags for strong kites (Paper bags or butcher paper will work)
- sticks
- tape
- string
- tails



Directions:

1. Cut kite pattern using pictured proportions.⁽¹⁾ Kites may be made larger or smaller.
2. Tape each of 2 sticks from X to Y.
3. Reinforce points A and B with tape.
4. Attach the bridle at A and B. Bridle is twice as wide as the kite.
5. Tie a loop at the center of the bridle, C.
6. Decorate. Stickers work well.
7. Tape on tails.
8. Find a wind or run fast!



Feature Activities

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GRANT WOOD AEA
 Special Education Division
 4401 Sixth Street SW
 Cedar Rapids, IA 52404-4499

Published by the Adapted Physical Education Department, Special Education Division, Grant Wood Area Education Agency, 4401 Sixth Street SW, Cedar Rapids, Iowa 52404. Additional copies are available upon request. Editor: Ann J. Savel, 1-800-332-8488, ext. 858.

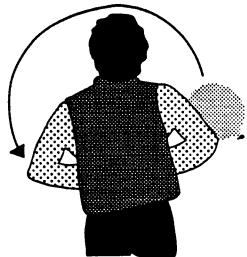
BALLOON HACKY SACK

Popular Hacky Sack stunts as demonstrated in Venice Beach, CA. Start with balloons so students can experience the success of the stunts. Small beach balls may also be used.

Goal: Develop eye-foot coordination emphasizing visual tracking and cross midline integration.

Stunts/Challenges

1. **Airborne:** Lock hands at chest height. Hits are made elbow to elbow at about shoulder height.



2. **Knee knockers:** Left knee, right knee...in turn repeatedly. Try for high controlled hits.

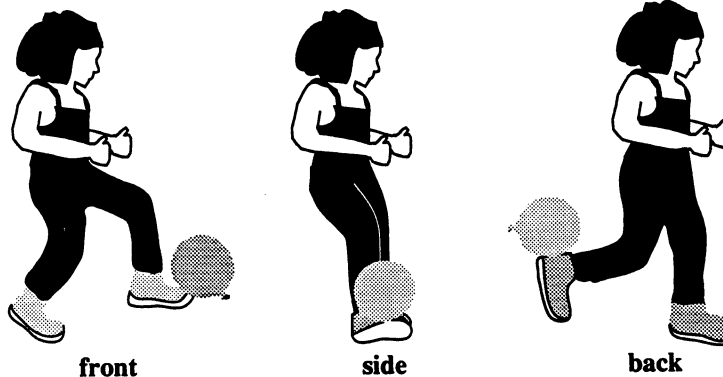
3. **Uptown:** A series of hits starting with feet, moving up the body to the head. Example foot, knee, hip, shoulder, head. Try for greatest number of hits without repeating a body part.

4. **Downtown:** Reverse of above - head to toe.

5. **Shoot the tube:** Outside right foot, inside right foot, inside left foot, outside left foot, and back.

6. **Threesies:** Any series of hits are made in a row but each hit must be repeated three times before changing to the next hit. Scoring: each set of three counts as one.

7. **Around the world:** Kicker turns a series of front, side, and back kicks to keep the balloon in one place.



8. **One behind:** Partner challenge. Three hits are made and the balloon switches to the other partner who must do the stunt just completed.

9. **Cross bones:** Right elbow, left knee, left elbow, right knee.

10. **Back door:** Kick balloon up and backwards overhead. Back under the balloon and repeat.

*Adapted from:
Kathryn Aufssesser
Adapted Physical Education Specialist
San Diego Unified School District*

CORRECTION: Hot Tips #8 Feature Activities “♥ Attack”

You might have noticed that the reference was missing! Sorry about that. “Heart Attack” was presented at the 1990 AAHPERD Convention by Paul Adams, Flynn Park Elementary, University City, MO.

PHYSICAL EDUCATION FOR PRESCHOOLERS

Why?

1. Required by law for all 3-5 year olds receiving special education services.

P.L. 94-142 Education for All Handicapped Act

A."Special Education means specially designed instruction, at no cost to the parent, to meet the unique needs of a handicapped child, including classroom instruction, instruction in physical education, home instruction, and instruction in hospitals and institutions." Federal Register, August 23, 1977, 121a.14, p. 42480.

B."Physical education is defined as follows:

- 1) The term means development of:
 - a. physical and motor fitness,
 - b. fundamental motor skills and patterns; and
 - c. skills in aquatics, dance, individual and group games and sports (including intramural and lifetime sports).
- 2) The term includes special physical education, adapted physical education, movement education and motor development." Federal Register, August 23, 1977, 121a.14, p. 42480.

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P. L. 99-457

P.L. 99-457, the Education of the Handicapped Amendments of 1986 amends P.L. 94-142 to include a mandate for the provision of educational and related services for handicapped children ages 3-5 years by 1991.

2. Gross motor and play skills are prime areas of development for the 3-5 year old age group.

What should the program include?

Following the enactment of 99-457, many new programs for preschoolers have been developed. Here are excerpts from an integrated unit approach which has been developed by adapted physical education specialists and preschool teachers. Each month of the school year is given a theme. In San Diego, May is TUMBLING TEDDY BEARS month.

GROSS MOTOR ACTIVITIES

For the first four activities, have students bring teddy bears or other stuffed animals to class. A note sent home the day before may be necessary, and spare animals for students who forget should be available.

Tapes suitable for playing as background for the activities include:

- Raffi, "Everything Grows", Song: "Teddy Bear Hug," side 2
- Wee Sing, "Color"; Song: "Teddy Bear," side B

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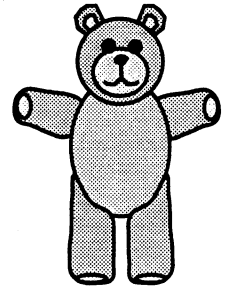
TEDDY BEAR TOSS

Materials: Students' teddy bears

Container, hoop or target

Have students, while seated or standing, toss and catch their teddy bears. Students may toss and catch their own bears, or bears may be tossed back and forth between students and teacher or students and partners.

Expand the activity by having students attempt to toss their bears into a container or hoop or try to hit a target such as an inflatable toy.



TEDDY BEAR PASS

Materials: Students' teddy bears

Seat students in a circle and have them pass their bears around the circle. Music such as "Pass the Bean Bag" or "Hot Potato" may be played for the passing game.

TEDDY BEAR TOUCH

Materials: Students' teddy bears

On command, have students touch their own body parts with their bears; for example: Touch your arm. Or direct students to touch their bears' body parts: Touch your bear's foot.

TEDDY BEAR PARADE

Materials: Students' teddy bears

Have students march in place or around the room holding their bears and following directions such as: Hold your bear up high. Hold your bear behind you.

OPENING MOVEMENTS

LET'S GO ON A BEAR HUNT

Teach students the following poem and have them imitate the motor movements:

Let's go on a bear hunt.

All right, let's go.

(Tap hands on thighs in walking rhythm.)

Oh, look, I see a wheat field.

Can't go around it,

Can't go under it,

Let's go through it,

All right, let's go.

Swish, swish, swish.

(Rub hands together, like swishing through the wheat.)

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LET'S GO ON A BEAR HUNT (continued)

Oh, look, I see a tree.

Can't go over it,

Can't go under it,

Let's go up it.

All right, let's go

(Pretend to climb the tree. When the top is reached, place hand on forehead and look around. Climb down.)

Oh, look I see a swamp.

Can't go around it,

Can't go under it,

Let's swim through it,

All right, let's go.

(Pretend to swim.)

Oh, look, I see a bridge.

Can't go around it,

Can't go under it,

Let's cross over it,

All right, let's go.

(Making clicking sound with tongue, and stamp feet.)

Oh, look, I see a cave.

Can't go around it,

Can't go under it,

Let's go in it,

All right, let's go.

(Cup hands and make a hollow sound by clapping them together.)

Oh, look, I see something.

I think--it's a bear.

(Say this in a frightened voice.)

IT IS A BEAR!

Let's go!

(Repeat everything backward, and fast; wipe brow; make a big sound of relief.)

WHEW, WE MADE IT!

EXERCISES

BEAR GROWL

Conduct this exercise with students standing or seated tailor-style on the floor. Say: Pretend you are big, fierce bears. Growl. Stretch your mouths BIG while you growl. Now, hold your hands up high to show your claws.

BEAR STRETCH

Follow up the Bear Growl exercise by telling the "bears" to reach for the sky and str-r-etch their arms up high. Say: Reach with one arm...then with the other arm. Reach both arms as high as you can.

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BEAR HUG

While students are standing or seated, have them cross their arms across their chests and hug themselves. Tell them to hug as hard as they can; to squeeze and rock back and forth.

BEAR WALK

Have students pretend to be walking bears by bending over, putting their hands on the floor, and walking with arms and legs straight.

BEAR BALANCE

While students are in the bear walk position, direct them to lift one arm, and hold; to put it back on the floor; to lift the other arm, and hold; to lift one leg, and hold; to lift the other leg and hold.

BEAR FLINGS

While they are sitting or standing, have students touch their fingers to their chests, elbows bent. Then have them fling their arms back and to the sides until the arms are extended. Repeat the movement.

BEAR ROLLS

Tell students this exercise will relax them and stretch their lower backs.

Have students lie on their backs and hug their knees to their chests, tuck their chins under, and rock forward; then roll back and onto their shoulders. When they roll back, caution them to rest on their upper shoulders, not their necks.

Have students roll forward and back five times.

EXPANDING THE PLAN

Additional Activities and Ideas

Teddy Bear Day Activities

BOOKS FOR TEDDY BEAR DAY

Materials: Books about bears (See below.)

The following books are suggested for reading aloud to students on Teddy Bear Day:

Bears In, Bears Out by Catherine Barr

Little Fur Family by Margaret Wise Brown

Ask Mr. Bear by Marjorie Flack

Corduroy and A Pocket for Corduroy by Don Freeman

Arts and Crafts

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ARTS & CRAFTS ACTIVITIES

BEAR FEET

Materials:

For each pair of students -

Paint and paintbrushes

Long sheet of butcher paper

Group students in pairs. Supervise closely while one student in each pair paints the bottom of the other's foot (or feet). Have students whose feet are painted make "bare" tracks on a long sheet of paper. Wash the painted feet in a tub, and let the partners reverse roles. This is a perfect outdoor activity!

BEAR COATS

Materials: Bear pattern traced on brown construction paper, one for each student

White glue

Coffee grounds, sawdust, or fuzzy material

Trace and cut out a bear pattern on brown construction paper for each student. Have students make their bears' coats by covering the pattern with white glue; then sprinkling the glue with coffee grounds, sawdust, or fuzzy material.

TEDDY BEAR

Teach students the Teddy Bear poem. To the words of the poem, have students turn around, touch the ground, and balance on one foot.

Teddy Bear, Teddy Bear, turn around,

Teddy Bear, Teddy Bear, touch the ground,

Teddy Bear, Teddy Bear, show your shoe,

Teddy Bear, Teddy Bear, that will do!

Presented by

Jeff Phillips, Adapted Physical Education Specialist

19th National Conference on Physical Activity for Exceptional Individual

Sacramento, CA

11/90

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Need a good activity for a humid, overcast day? **BUBBLES** love that kind of weather and kids love bubbles.

Make your own soap for \$1.50/gallon.

Bubble recipe

2 cups Joy or Dawn dishwashing detergent

6 cups of water

3/4 cup white Karo syrup

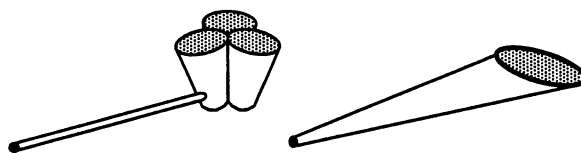
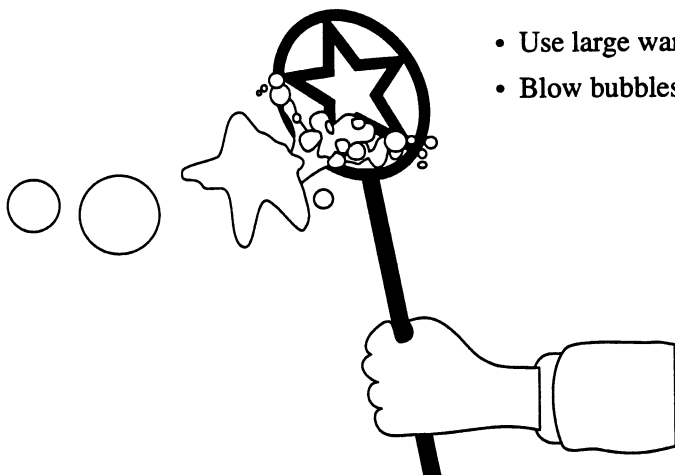
Combine, shake, let settle 4 hours. Store in a gallon milk jug in the refrigerator to extend "shelf life". Bring to room temperature before using. Non-toxic, but not for human consumption.

TIPS

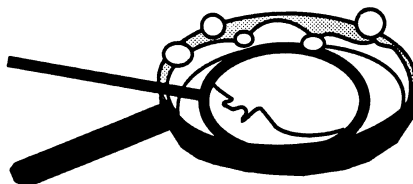
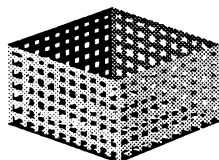
- Use small wands to blow bubbles



- Use large wands to make bubbles as you wave
- Blow bubbles with bubble pipes of trumpets



- Make multitudes of bubbles with wands or strawberry boxes
- Deep dish pizza pans or frying pans make good dipping trays.
- Make bubble clusters with six-pack holders.
- Scoop the foam off the bubble solution.
- Keep your bubble solution out of the direct sun. The sun weakens the suds.
- Visit the bubble exhibit at the Science Station in Cedar Rapids.



RESOURCES

Cassidy, J. and Stein, D. *The Unbelievable Bubble Book*. Klutz Press: Palo Alto, CA, 1987.

Sorcerer's Bubble Wand, 14013 Brick Mason Lane, Dubuque, IA 52001.

JUMP ROPE

Long rope -Problem: kids jump-up the rope to the turners

Suggestion -Tape an X on the floor

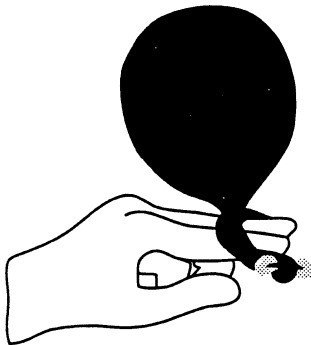
Ask students to jump on the X to practice up and down jumping rather than jumping forward.

Tie a knot in the center of the long rope to help students stay in the center of the rope.



Short rope - Problem: kids can't jump well enough or fast enough to fit in with classmates or derive aerobic benefit.

Suggestion: Cut your rope in half. - - They can't miss!



RE-USEABLE BALLOONS

“Rabbit-ear” tie the balloons so they can be easily untied, deflated, and re-used.

Pull loop half-way through when tying.

Mike Marsallo, Annandale, VA