Shelby County Schools Physical Education/Wellness Handbook

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TABLE OF CONTENTS

Polices and Procedures Guidelines..... 3

Best Practices of a Physical Educator..... 5

Safety and Proper Equipment Storage 6

Syllabus Examples..... 7

Example of Medical Problems Letter.....11

Example or Discipline Recording and Reports 12

Sample Seating Chart 14

Subfolder Information.....15

Disability Awareness in Physical Activity Best Practices.....16

Kicked Out of the Gym Activities.....18

Examples of Field Day Activities..... 19

Physical Education Standards and Reference.....,..... 25

Polices and Procedure Guidelines

Staff Ethics:

Every staff member represents Shelby County Schools and should strive toward ethical behavior. Ethical behavior includes, but not limited to the following:
- Two-way communication with parents, students, staff, and community is mandatory.
- Follow all school policies and procedures.
- Keep records confidential as required by state law.
- All relationships with students, parents, staff members, and community are to remain strictly professional.
- Attend in-service activities with the mindset to grow in skill and understanding.

Instructional Supplies:

Instructional supplies are available to encourage student learning. Student books, workbooks, teacher books, gym equipment, etc are examples of instructional supplies.

Classroom/Gym Routines and Procedures Teaching Strategies:

Teaching strategies should require thoughtful planning and the selection of appropriate teaching strategies for effective instruction. Two types of instruction that many follow are the Direct Instruction Model (teacher explains a new skill, models, practices then allows student to work independently) and Differentiated Instruction (flexible classroom sensitive to student learning needs).

Plant Management:

The plant manager works on the day-to-day responsibilities of the school. It is important to familiarize yourself with areas of the school, such as the lounges, restrooms, and hallways, and get to know the plant manager.

Classroom/Gym Environment:

Creating a classroom environment that is conducive to learning is a vital part of a teacher. Establishing a safe learning environment makes for students to feel that they can learn without interruption. Classroom/gym environment must promote educational activities.

Classroom/Gym Management:

New teachers must learn to create a classroom/gym management plan that states clear classroom/gym standards and expectations. This plan should be incorporated into the classroom/gym and clearly stated to students and parents.

Special Education:

Special education is an important part of the educational process. Students with IEPs must adhere to their individualized education plan, and teachers must follow student's IEP. It is pertinent to familiarize yourself with these plans so that you will improve the educational opportunities for children with disabilities. Our goal as teachers is to recognize how to help struggling students.

Lesson Planning:

Planning is the foundation for good teaching and productive lessons. Clear, concise, and sequential plans are necessary to bring focus to the continuity of learning.

Teacher Evaluation:

All new teachers will be evaluated and must understand the reflective practices about teaching, student learning, and what makes a lesson even better. Teach and plan lessons as if you were being evaluated by your administration and Central Office each day (Prior Planning Prevents Poor Performance).

First Days of School:

The first days of school are very important as it sets the tone for the remainder of the school year. Some items to discuss during the first days of school include the following: greeting students, introducing yourself, explaining rules, expectations, and procedures, and homework requirements, etc.

Computer Labs/Technology:

Integrating technology into the classroom/gym is consistent with the 21st century classroom. It is important to familiarize yourself with the computer labs, their availability, and what the labs have to offer.

Best Practices of Teaching Physical Education

Super Star teachers ensure all students are aware of physical education standards.

Critical Elements – All elements will be present within the instruction and learning of physical education.

- Active Participation for Students/Student Engagement
- Skill Development
- Assessment

Active Participation for Students

- Are physically active for most of the class
- Have an enjoyable experience
- Promote physical activity outside of school
- Introduce cooperative and competitive games
- Teach without humiliating students

Skill Development

- Learn self-management skills such as goal setting and self-monitoring
- Learn active cooperation, fair play, and responsible participation in physical activity
- Emphasize knowledge and skills for a lifetime of physical activity
- Help adolescents make a transition to a physically active adult life.
- Help students develop self-confidence and self worth

Assessment

- Assess students on their progress in reaching goals, not on whether they achieve an absolute standard
- Provide different activity choices and differentiated instruction
- Meet the needs of all students including those who are athletically gifted
- Assess students based on defined standards

Safety and Proper Equipment Storage

Starting the year off right.....

Teachers must.....

- Apprise themselves of the medical backgrounds and physical limitations of their students
- Become knowledgeable of students with heart disorders, asthma, epilepsy, diabetes, and severe allergies.
- Ensure you are aware of the process your school uses to avail teachers of medical information
- Instruct students about appropriate dressing room procedures and conduct, emphasizing the need to change quickly and proceed to the gymnasium. Reinforcement of these guidelines throughout the year is a necessity.
- Provide a fully stocked first-aid kit that is readily accessible to the gymnasium. When activities are offered off site, an appropriate, portable first-aid kit readily accessible is a sagacious idea.
- Develop an emergency action plan on how to deal with accidents in the gym
- Outline possible risks of any activity(warnings of possible dangers) prior to teaching any skill or activity.
- Demonstrate how to minimize the risks of any activity and teach procedures and rules for safe play
- Inform students of the locations of the fire alarms, fire exits, and alternative routes from the gymnasium
- Provide a safe environment for class activities. The supervising teacher should make a pre-activity check of the facilities and equipment to be used. This could be done using a checklist. The minimum requirement is a pre-use visual check. Hazards must be identified and removed as a factor in the activity. Potentially dangerous and immovable objects (e.g., goal posts, protruding stage) must be brought to the attention of students and administration.
- Check all equipment regularly to ensure it is in good working order. Equipment listed in the document applies only to safety. Students must be encouraged to report equipment or facility problems to the teachers. Students should also be encouraged to take responsibility in creating a safe learning environment.
- Do not store equipment/furniture that is hazardous to the activity around the perimeter of the gymnasium or any other large indoor room used for physical education. Equipment cannot be stored on the top shelf thirteen inches from the ceiling, in front of public doorways, and in bathrooms.

BOARD POLICIES

PHYSICAL EDUCATION AND WELLNESS - Due to safety reasons, the following activities are prohibited from physical education, wellness, and recess:

- Any form of dodge ball
- Any form of football (except scooter football)
- Any form of tether ball
- Any form of hockey without personal proper equipment
- Please consider the possible need for personal equipment when planning physical education/wellness lessons.
- Daily Requirements for physical activity for elementary school children - Please note that Shelby County Schools Board of Education Policy #3013.2, passed June 16, 2006, states the following: Supervised recess should be offered daily to all elementary schools children. Contact: Physical Education Supervisor: Margaret Gilmore- 321-2572 office

Elementary Syllabus Example

Dear Parents,

I am delighted to have your child for Health and Physical Education this year. The children can look forward to many exciting and fun-filled experiences as the year progresses. Please, please, we do ask that your child is wearing tennis shoes and appropriate clothing on the days he/she is scheduled to have P.E. If a child is persistently without tennis shoes a reminder note will be sent home.

I firmly believe that life-long success depends on self-discipline: and I have developed a Physical Education Discipline Plan that gives every student the opportunity to manage his or her own behavior. Your child deserves the most positive educational climate possible for academic growth. Therefore, this plan will be in effect at all times

GYM RULES

1. Enter in an orderly manner and sit on you assigned spot.
2. Keep hands and feet to yourself.
3. Stop when you are given a signal or when you hear the whistle.
4. Follow directions.
5. Candy, gum, and food are not allowed in the gym.
6. Be polite and show good sportsmanship.

TO ENCOURAGE STUDENTS TO FOLLOW THE GYM RULES, WE ENFORCE APPROPRIATE BEHAVIOR WITH:

1. Verbal praise.
2. Opportunity to be leader, helper, or assistant.
3. Stamps, bookmarks, and class P.E. awards
4. Positive notes to students.

IF A STUDENT CHOOSES TO BREAK A RULE, THESE ARE THE CONSEQUENCES:

1.st Time	Warning
2nd Time	2 minute time out,
3rd Time	5 minute time out.

4th TimeNote home or call home.
Severe Clause: Refer to an Administrator.

WE HAVE DISCUSSED THE PHYSICAL EDUCATION DISCIPLINE PLAN WITH THE STUDENTS, BUT WE WOULD APPRECIATE IT IF YOU WOULD ALSO REVIEW THE PLAN WITH YOUR CHILD, THEN SIGN AND RETURN THE FORM BELOW TO US.

----------CUT HERE----------

I HAVE READ THE PHYSICAL EDUCATION DISCIPLINE PLAN AND DISCUSSED IT WITH MY CHILD

Middle School Example

Middle School Physical Education Policy

Students are expected to exhibit proper behavior in all physical education classes by following and encouraging other students to follow the rules.

Rules and Expectations

1. Enter and exit the gym in a quiet and orderly manner
2. Dress appropriately
3. Participate in class activity
4. Follow directions and use equipment properly
5. Stop, look, and listen when the whistle blows
6. Avoid violent actions toward others
7. Keep your hands, feet, and objects to yourself
8. Do not eat, drink, or chew gum

Life Skills Policy	Conduct
1. No offenses	**E**
2. First offense - walk for the entire gym for a period of time	**S**
3. Second offense - parent notification	**N**
4. Third offense - detention	**U**
5. Fourth offense - contact parent/office referral	

Dress Code

Each student is expected to wear a gym uniform, socks, and tennis shoes. The uniform consists of a t-shirt and shorts. ***Lockers are available for students to use during class. Students should bring a lock to use and take with them when they leave. P.E. teachers will not be responsible for lost or stolen items. ***

Grades and Conduct

Physical Education class meets 1- 2 days per week. Grades and conduct are based on dress, participation, and attitude, and will be assigned as E, S, N, or U. Student performance will be reported to parents by interims, report card, and phone calls.

Excuses from Activity

A student may be excused from activity with a note from a parent for no more than 2 gym days. A note does not excuse the student from dressing out for gym. The student must dress out for class. Excuse notes must include the student's name, date, nature of illness or injury, P.E. section number, parent signature, and phone number. An alternate activity will be assigned to the student, such as keeping score or completing an activity report, in order to earn a grade. A doctor's note will be required to withdraw a student from activity for an extended period of time.

High School Example

HIGH SCHOOL
WELLNESS

Dear Parents and/or Guardians,

I would like to welcome you and your child to a new and exciting year at () High School. As you probably already know, the opportunity for your child to succeed can only be improved with us working together. There are several ways we can communicate throughout the year to try and keep you informed on your child's progress (e-mails, phone calls, power school, progress reports). Feel free to contact me anytime if you would like to get an update on your child, either in the classroom or in the gym. The dates that we are in the gym / classroom can be found on my school webpage under 'switch dates'. Thanks again for taking time to read and sign all appropriate sheets.

Phone: **Email:**

Sincerely,

I have read and support all attached information regarding Lifetime Wellness class.

Parent / Guardian Signature
_____
Email: **Phone:**

Student Signature_____

Supplies Needed For This Course:

Gym – 1. Gym Uniform (Shirt & Shorts) $(principal choice) Cash or Check
2. Shoes with laces and rubber sole
3. Lock for gym locker (optional) * Only to be used during class not overnight

Class - 1. Folder with pockets / brads
2. Paper
3. Pen /Pencil

OPTIONS FOR PERSONAL BELONGINGS IN GYM:

1. Keep belongings in the locker room unlocked
2. Keep belongings in the locker room locked only during class

3. Put belongings in the gym against the wall
4. Give your belongings to me during class

RULES AND PROCEDURES
LIFETIME WELLNESS

Classroom Rules

1. Be on time.	Must be in the classroom when the tardy bell rings
2. Be prepared.	Have all supplies with you each day
3. Be on task.	Remain on assigned tasks until completed
4. Be responsible	Find out missed assignments when absent
5. Be respectful	Treat others with kindness

Gym Rules

1. Be on time	Must be in the gym area when the tardy bell rings
2. Dress Out	Must have gym uniform, shoes with laces and socks to be dressed out
3. Participate	Do not have to be dressed out to participate. Based totally on effort during exercises and activity
4. Equipment	Must use all equipment the way it was intended to be used or as demonstrated by the teacher
5. Respect Others	Be kind, not critical

Gym Procedures

1. Roll Call	Go to your assigned spot for roll call
2. Dress Out	You will have 7 minutes to dress into your gym uniform and be in the gym
3. Exercise	Participate in daily exercises
4. Activity	Instructions for that days activity will be given and/or demonstrated by the teacher
5. Dress In	You will have approximately ten minutes at the end of class to dress back into your school clothes

Grading Procedure: 50% of your overall grade is health and 50% is physical education

Classroom

Major Tests = 50% includes chapter tests, projects and folder
Daily Quizzes = 50% includes completing notes, lesson quizzes
Assignments turned in late will lose 50 points per day unless an excused absence

Gym

Each day you will earn 20 points
10 points will come from dressing out
10 points will come from participation (Exercise & Activity)

Medical Problems (Sample)

If your child has any medical problems or is taking any medications, please explain the situation in the space provided.

_____
_____
_____
_____
_____
_____
_____

Student Information

Name:

Grade:_____ Homeroom Teacher:_____

P.E. Section:_____ P.E. Teacher:_____

Parent's Names:_____

Home Phone:_____ Work Phone:_____

Student's Signature _____ Date:_____

Parent's Signature_____ Date:_____

*** Return this form signed and completed to the homeroom teacher***

(Example)PHYSICAL EDUCATION DEPARTMENT DISCIPLINE RECORD SHEET

N	DATE	STUDENTS NAME	RULE BROKEN	CONSEQUENCES	TEACHER
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					
11.					
12.					
13.					
14.					
15.					
16.					
17.					
18.					
19.					
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25.					
26.					
27.					
28.					
29.					
30.					
31.					
32.					

Example Elementary Discipline Letter to Parents

Name_____

Teacher_____**Date**_____

I regret to inform you that your child exhibited the following during Physical Education class:

No tennis shoes_____

Continually off-task, not following the teacher's directions_____

Argued with the teacher____

Mistreated equipment_____

Discourteous to others_____

Talked often while the teacher was giving instructions_____

Refused to participate_____

Lack of effort_____

Disrupted the work of others_____

Spoke using foul language/ hand gestures____

Chewing gum/eating candy____

Additional comments:

_____
_____
_____
_____
_____

Please discuss the above incident with your child. I am concerned about the harm your child's behavior is causing himself/herself and classmates. I will keep you informed of progress made in coming weeks. Thank you for your support and cooperation!

P.E. Teacher:_____**Please sign and return by:**_____

Parent Signature:_____

SAMPLE SEATING CHART

Teacher:
Grade:
Class/ Teacher:

Row 1	Row 2	Row 3	Row 4

SUBSTITUTE FOLDER

(Many schools have their own requirements. If your school does, follow it.)

Schedules

- Your personal schedule (including lunch time, preparation time, and duties) *If you are a floating teacher, don't forget to include the room number for each class and map with the classrooms highlighted.)*
- Bell Schedule (including special events)

Student Information

- Class roll
- Class seating charts
- Identify 2-3 responsible students on whom the substitute can rely
- Identify students with special needs (medical or instructional)

Lesson Plans

- 2-3 days of emergency lesson plans with all handouts and materials ready – Do not expect a substitute to arrive in time to duplicate materials. Indicate in your folder where these materials will be located in your room.
- Make sure that the lesson is something that anyone can present, but it cannot seem like busy to the students.
- Make it something that will be assessed when you return, Have the substitute collect the students' work at the end of class.

Explanation of Procedures

- How to take attendance
- How the lunch dismissal works
- Classroom procedures
- Emergency procedures (fire and tornado drills, lockdown instructions)
- Where you want materials from the substitute to be placed at the end of the day.

Where to Find

- Additional materials/lessons plans if needed
- Audiovisual equipment
- Photocopy/Duplicating equipment
- Supplies

Who to Turn To

- Who to contact for disciplinary problems
- Who to contact about attendance questions.
- Names and locations of teachers who teach the same subject or the subject area chairperson

Disability Awareness in Physical Activity Best Practices

Equipment:

Larger/lighter bat
Use of Velcro
Larger goal/target
Mark positions on playing field
Lower goal/target
Scoops for catching
Vary balls (size, weight, color, texture)

Rules Prompts, Cues:

Demonstrate/model activity
Partner assisted
Disregard time limits
Oral prompt
More space between students
Eliminate outs/strike-outs
Allow ball to remain stationary
Allowing batter to sit in chair
Place student with disability near teacher

Boundary/Playing Fields:

Decrease distance
Use well-defined boundaries
Simplify patterns
Adapt playing area (smaller, obstacles removed)

Actions:

Change locomotor patterns
Modify grasps
Modify body positions
Reduce number of actions
Use different body parts

Time:

Vary the tempo
Slow the activity pace
Lengthen the time
Shorten the time
Provide frequent rest periods

Bowling

Simplify/reduce the number of steps
Use two hands instead of one
Remain in stationary position
Use a ramp
Use a partner
Give continuous verbal cues

Basketball

Use various size balls (size, weight, texture, color)
Allow travelling
Allow two hands dribble
Disregard three second lane violation
Use larger/lower goal

Golf

Use a club with a larger head
Use shorter/light club
Use colored/larger balls
Practice without a ball
Use tee for all shots
Shorten distance to hole

Soccer

Use walking instead of running
Having well defined boundaries
Reduce playing area
Play six-a-side soccer
Use a target that makes noise when hit

Softball

Use Velcro balls and mitts
Use larger or smaller bats
Use a batting tee
Reduce the base distances
Use incredible ball

Volleyball

Use larger, lighter, softer, brighter colored balls
Allow player to catch ball instead of volleying
Allow students to self- toss and set ball
Lower the net
Reduce the playing court
Stand closer to the net on serve
Allow ball to bounce first
Hold ball and have students hit it

Tennis

Use larger, lighter balls
Use shorter, lighter balls
Use larger head racquets
Slow down the ball
Lower the net or do not use a net
Use brightly colored balls
Hit ball off tee
Allow a drop serve
Stand closer to net on serve
Do not use service court
Use a peer for assistance

KICKED OUT OF THE GYM ACTIVITIES

1. Show a video of your Relay or Field Day in their classroom or stage in your cafeteria.

2. Play sports Jingo or Human Body Jingo found at The Learning House

3. Have a sports competition in their classroom. Ask the students sport and health questions while they write response on the board. Give their team a point for each correct answer.

4. Show a video in their classroom: Magic School Bus – "Flexes its Muscles".

5. Have worksheets of every sport that you will teach, as well as worksheets on heart and nutrition. When administration informs you that the gym is needed for other activities, then you can immediately make copies of your already prepared worksheets and let the students complete them in the classroom.

6. Balloon Volleyball – You can play this in a classroom, hallway, or on stage. You have one team facing the other team sitting criss-cross, and they are only allowed to use their hands to hit the balloon. You can attach a string to two chairs to make a net in the middle. The students hit the balloon back and forth across the string. Keeping scores are not required.

7. Pass the Ball – I use a squeeze ball and the students start by standing up by their desk. They have to point to the person to whom they are throwing the ball to. If the person doesn't catch the ball and the ball was thrown correctly, they have to sit down. Whoever is left standing, wins. You can also have them ask the student they are throwing the ball to... sports question.

Examples of Field Day Activities for Grades K-2

SCOOTERS (INSIDE)
A group of students will use the scooters in pairs or singles for a designated time, then they will turn the scooters upside-down and a new group will ride the scooters. A student running the activity will have a stop watch to monitor time.

LIMBO (INSIDE)
Students line up to limbo. Lower the stick (bamboo?) after everyone makes a pass.

TOSSING GAMES (INSIDE)
A variety of tossing games will be set up in the gym. Students will have a line from where to toss the designated items. Emphasize underhand tossing. All students must retrieve the items that they tossed before they move to another station.

JUMBO JAM (INSIDE)
Using nerf balls, the students may shoot into the target. They must rebound their ball. Four or five students may shoot for 3 minutes, and then a new group of students will have a turn. Students must not crash into the target.

ALLSTAR THROW (INSIDE)
Students will form a line at the free throw line. Three playground balls will be used in this game. The first three students may shoot once, rebound their ball, and then give the ball to the next person in line.

FUNNEL BALL (OUTSIDE)
The students for three lines. Each line faces the funnel. The first person in line tosses the ball into the funnel, retrieves the ball and the gives it to the next person. The balls are different colors and each line represents a different color. The shooter must retrieve the correct ball.

SOCK TOSS (OUTSIDE)
The students form four lines. The first person in each line picks up the sock by the tail. The challenge is to toss the sock so that it lands in the hoop or bucket. The student runs to retrieve the sock and gives it to the next student in line. How many socks can you get to land in the hoop or bucket?

FROGGY FINDS A PAD (OUTSIDE)
The students form four lines. Each line has 3 beanbags of one color. Spread over the game area a dozen lily pads. (Upside down Frisbees represents the lily pads.) How many frogs can each student toss onto a lily pad? The students toss from the sidewalk. The lily pads are on the grass. The students may shoot from any spot on the sidewalk within the designated area. Award 2 points for each bulls eye (a frog that rests entirely on a Frisbee) and 1 point for each frog that has less-than-total contact with a Frisbee.

TARGET CHALLENGE (OUTSIDE)
The target: Olympic Rings strung between volleyball standards. (Use 5 hula-hoops and duct tape.) The students will throw soft Frisbees or soft footballs through the rings. Each student will get 3 throws. There can be two side-by-side targets using 3 standards.

RACQUET BALANCE (OUTSIDE)
Students will form 4 lines. Using a racquet and small whiffle ball, they will balance the ball on the racquet and walk around a cone, and then they will walk back to their line. They will give the equipment to the next person in line. If they drop the ball, they just have to pick it up and continue from that spot.

CARRY ALL YOU CAN (OUTSIDE)
The students will form four lines. The first person in line carries all of the equipment down to the cone and back to the next runner who does the same. A suggested method of carrying is: a ball in each hand, hoop over a shoulder, baton under the chin and dribble the remaining ball with the foot. Each student must carry or transport: 3 playground balls, 1 hula-hoop and 1 baton.

RUBBER CHICKEN TOSS (OUTSIDE)
The students form 4 lines. The first student from each team stands behind the line and throws their RUBBER CHICKEN, one person at a time. You may want to watch to see that students do not step over the line. Students may throw the chicken any way they wish. Have the next group of students continue as described above until all have had a turn. The judges can mark the farthest throw.

LONG JUMP ROPES (OUTSIDE)
Older students will turn long jump ropes for younger students. Every jumper gets two turns.

Examples of Field Day Activities for Grades 3-5

4-SQUARE (INSIDE)
The students will play 4-Square at two of the courts in the gym using "gym" rules. All hits must be underhand. You can hit the ball only once and it must bounce one time in your square before you hit it.

PARTNER SCOOTERS (INSIDE)
A group of students will use the scooters in pairs for a designated time, then they will turn the scooters upside-down and a new group will ride the scooters. A student running the activity will have a stop watch to monitor time.

TOSSING GAMES (INSIDE)
A variety of tossing games will be set up in the gym. Students will have a line from where to toss the designated items. Emphasize underhand tossing. All students must retrieve the items that they tossed before they move to another station.

GIANT SHOES (INSIDE)
Four students will use one set of Buddy Walkers. They must learn to balance and cooperate to walk on the walkers. As a team, they will walk to a cone and back, then the next team may take their place. It is not a race!

SOCK TOSS (OUTSIDE)
The students form four lines. The first person in each line picks up the sock by the tail. The challenge is to toss the sock so that it lands in the hoop or bucket. The student runs to retrieve the sock and gives it to the next student in line. How many socks can you get to land in the hoop or bucket?

EGG AND SPOON RELAY (OUTSIDE)
Each team has one wooden spoon and wooden egg. One player must balance and carry the egg on the spoon around a cone and back. If the egg falls, the student must pick it up and continue after the egg has been replaced on spoon. Only one hand may be used in the process. The race continues until all students are done.

MARBLE DIP (OUTSIDE)
Students must take off their socks and shoes. Please remind them to put their socks inside of their shoes. Teams stand inside of the pools, arms on each other's shoulders for support. On the signal, they begin to pick up marbles on the bottom of the pool with their toes. They drop the marbles in the can in the middle of the pool. TOES ONLY! Small marbles count for one point; large marbles count for ten points.

CROQUET COURSE (OUTSIDE)
The students form 4 lines. The first person in line uses the hockey stick to move the ball through all three wickets, then to the cone. The student picks up the ball and goes straight back to the line.

TARGET CHALLENGE (OUTSIDE)
The target: Olympic Rings strung between volleyball standards. (Use 5 hula-hoops and duct tape.) The students will throw soft Frisbees or soft footballs through the rings. Each student will get 3 throws. There can be two side-by-side targets using 3 standards.

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HOOPING IT UP (OUTSIDE)
The students running this game will let the students play with the hula-hoops and have contests.

RUBBER CHICKEN TOSS (OUTSIDE)
The students form 4 lines. The first student from each team stands behind the line and throws their RUBBER CHICKEN, one person at a time. You may want to watch to see that students do not step over the line. Students may throw the chicken any way they wish. Have the next group of students continue as described above until all have had a turn. The judges can mark the farthest throw.

RUNNING MAN (INSIDE OR OUTSIDE)
Two players hold handles at each end of their rope. One starts winding IN at their end while the other player winds OUT at their end. As they do so, the Running Man runs from one player to the other. Communication and cooperation is required between the partners. Teams will race against each other.

LAVA RELAY (OUTSIDE)
Each student will have 2 hula-hoops. The student must stand in one hoop, place the second hoop in front of them and step in it, pick up the hoop behind them and do the same thing. This continues to the end of the lane.

Examples of Field Day Activities for Grades 6-8

Swimming Relay
Event Description: All students will start behind the starting line. On the signal, students will quickly put on all of the equipment, run down around the cone and back. The student will then quickly remove all of the equipment, tag the next person, and have a seat at the end of the line.

Egg and Spoon
Event Description: Students will be split up in the shuttle formation, half on one end, half on the other. The race will start with the first person in line balancing their egg on their wooden spoon. On the signal, the student will race down to the other end as quickly as possible. They may only hold the spoon with one hand; the other hand must stay behind their back. We will be using real eggs, so the students must be extra careful. Each line will have one back-up egg, just incase they break their first egg. If they break both eggs, they will be disqualified. Once they race down to the other end, they will hand the spoon and egg off to the next person and have a seat at the end of the line.

Balloon Pop
Event Description: All students will start behind the starting line. On the signal, the first person in line will race to the opposite end of their lane where there will be a chair with a balloon in it. Assistants will be holding the balloons in the chairs. Students will run down, sit on the balloon and pop it. Once they have popped their balloon, they will run back as fast as they can, tag the next person in line, and have a seat at the end of the line.

50 Yard Dash
Event Description: Students will be split up in the shuttle formation, half on one end, half on the other. Students will race down to the opposite end, hand off the baton to the next person, and have a seat at the end of the line.

100 Yard Dash
Event Description: Students will race down to the opposite end around the cone and back, hand off the baton to the next person, and have a seat at the end of the line.

Sack Race
Event Description: Students will be split up in the shuttle formation, half on one end, half on the other. Within each lane, every child will need a partner. If there are an odd number of students, designate one student to go two times. Each pair of partners will start behind the starting line. On the signal, students will get in their sacks and hop down to the other end of their lane. Once at the opposite end, they will take off the sacks and hand them to the partners in line. They will then have a seat at the end of the line.

Sponge Squeeze
Event Description: All students will start behind the starting line. On the signal, the first person in line will race down with a sponge to the opposite end of their lane where there will be a bucket full of water. They will dip their sponge in the water and race back to the

empty bucket that will be sitting in the front of their lane. They will squeeze all the remaining water from the sponge into the empty bucket and hand the sponge to the next person in line. The race will continue until the team has filled their bucket to designated line. Students may have to go more than once in order to fill their bucket.

Pass the Cup

Event Description: All students will start behind the starting line. On the signal, the first person in line will race down with a cup to the opposite end of their lane where there will be a bucket full of water. They will dip their cup in the water and race back to the empty bucket that will be sitting in the front of their lane. **STUDENTS HAVE TO HOLD THEIR CUP FROM THE TOP SO THAT WATER MAY ESCAPE FROM THE HOLES. THEY CANNOT COVER UP THE HOLES.** They will pour out all the remaining water into the empty bucket and hand the cup off to the next person in line. The race will continue until the team has filled their bucket to designated line. Students may have to go more than once in order to fill their bucket.

Tug-O-War

Event Description: Students will form teams by homerooms. One class will be on one side of the rope, one class on the other. We will perform this tournament style until we have an overall winner. On the signal, students will pull the rope until the flag in the center reaches the outside of the circle. Students may bring gloves to wear, but they may **NOT** wear cleats.

Physical Education Resources

Standard 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.

Resources:

Online:
www.pecentral.org - Designed for physical education teachers, students, interested parents, and adults. This site has games and activities that can be taught in the gym at any level.
www.pe4life.com - Today's best practices in physical education to inspire and educate all students about the fundamental importance of lifetime physical activity and fitness.
www.peuniverse.com - This allows you to chart and view videos posted by other physical education teachers. Great site for lesson plan ideas.
www.tahperd.us - This site has great resources of other physical education programs in the state of Tennessee.
www.pelinks4u.org - Great website for physical education resources. The site contains helpful books, links, newsletters, and current events.
www.ncperid.org/ - National Consortium for Physical Education and Recreation for Individuals with Disabilities
www.teachnet.com - This site has fitness, health, and lesson ideas for physical education.
www.aahperd.org - This site gives you recourses from our national organization in physical education.
www.sportime.com - Provide innovative tools to educators, which help enhance physical development, and ensure that all kids enjoy physical activity and understand the benefits of remaining active throughout their lifetime

Books:
www.amazon.com - "Ready to Use Motor Skills & Movement Station Lesson Plans for Young Children"

www.amazon.com - The Physical Educator's Big Book Of Sport Lead-up Games: A Complete K-8 Sourcebook Of Team and Lifetime Sport Activities For Skill Development, Fitness and Fun!
www.amazon.com - No Standing Around in My Gym: Lesson plans, games, and teaching tips for elementary physical education

Standard 2: Demonstrates understanding of movement concepts, principles, strategies and tactics as they apply to the learning and performance of physical activities.

Resources:

Online:
www.pecentral.org - Designed for physical education teachers, students, interested parents, and adults. This site has games and activities that can be taught in the gym at any level.
www.pe4life.com - Today's best practices in physical education to inspire and educate all students about the fundamental importance of lifetime physical activity and fitness.
www.peuniverse.com - This allows you to chart and view videos posted by other physical education teachers. Great site for lesson ideas.
www.tahperd.us - This site has great resources of other physical education programs in the state of Tennessee.
www.pelinks4u.org - Great website for physical education resources. The site contains helpful books, links, newsletters, and current events.
www.ncperid.org/ - National Consortium for Physical Education and Recreation for Individuals with Disabilities
www.teachnet.com - This site has fitness, health, and lesson ideas for physical education.
www.sportime.com - provide innovative tools to educators, which help enhance physical development, and ensure that all kids enjoy physical activity and understand the benefits of remaining active throughout their lifetime

Books:
www.amazon.com - No Standing Around in My Gym: Lesson plans, games, and teaching tips for elementary physical education
www.amazon.com - Performance-Based Assessment for Middle and High School Physical Education
www.amazon.com - Assessment Strategies for Elementary Physical Education

Standard 3: Participates regularly in physical activity.

Resources:

Online:
www.sikids.com - Sports Illustrated has designed this site for intermediate and middle school aged children interested in the latest information on the hottest sports. The site includes news clips. Puzzles, sports games, comics, and more
www.mypyramid.gov - This site will help you integrate nutrition, food groups, and classroom activities.

www.pe4life.com - Today's best practices in physical education to inspire and educate all students about the fundamental importance of lifetime physical activity and fitness.
www.tahperd.us - This site has great resources of other physical education programs in the state of Tennessee.
www.fda.gov/oc/opacom/kids/ - This site contain information on dealing with health and safety topics. The Food and Drug Administration sponsor this.
www.pecentral.org - designed for physical education teachers, students, interested parents, and adults. This site has games and activities that can be taught in the gym at any level.
www.peuniverse.com - This allows you to chart and view videos posted by other physical education teachers. Great site for lesson ideas.
http://www.fueluptoplay60.com/ - Fuel Up to Play 60 is a fun, interactive program that allows you to decide how to make your school an even healthier place. You can put your ideas and plans into action to help everyone eat healthy and get active.
http://www.cedu.niu.edu/~shumow/itt/ParticipationPhysical%20Education.pdf
This site helps teachers get students to participate in physical education.
http://school.discoveryeducation.com/schrockguide/health/fitness.html - This site contains charter education, BMI calculators, nutrition, and much more.

Books:
www.amazon.com - P.E. Games & Activities Kit for Grades 6-12: Over 250 Games to Put New Variety and Challenge into Your Physical Education Program

Standard 4: Achieves and maintains a health-enhancing level of physical fitness.

Resources:

Online:
www.fitnessgram.com - Fitness assessment and reporting program for youth. The assessment includes a variety of health-related physical fitness tests that assess aerobic capacity; muscular strength, muscular endurance, and flexibility; and body composition. Scores from these assessments are compared to Healthy Fitness Zone standards to determine students' overall physical fitness and suggest areas for improvement when appropriate.
www.pecentral.org - Designed for physical education teachers, students, interested parents, and adults. This site has games and activities that can be taught in the gym at any level.
http://rubrics4teachers.com/ - This website has rubrics of assessing students in physical education.
www.mypyramid.gov - This site will help you integrate nutrition, food groups, and classroom activities.
http://www.fueluptoplay60.com/ - Fuel Up to Play 60 is a fun, interactive program that allows you to decide how to make your school an even healthier place. You can put your ideas and plans into action to help everyone eat healthy and get active.
www.pesoftware.com/technews/news.html Newsletter provides physical educators and health educators with the latest information on using technology in physical education.

www.cdc.gov This site offers a broad range of current information on health and wellness and is an excellent source of quality information for students and teachers.
www.ashaweb.org The professional organization for health educators.
www.kidshealth.org - Parents. Children, teens, and professionals find answers to commonly asked health questions. Topics include the benefits of different types of vitamins, the food pyramid, healthy children's recipes, how to read food labels, and keeping fit.

Books:
www.amazon.com Performance-Based Assessment for Middle and High School Physical Education
www.amazon.com - Assessment Strategies for Elementary Physical Education
www.amazon.com No Gym? No Problem! - Physical Activities for Tight Spaces
www.amazon.com - Performance-Based Assessment for Middle and High School Physical Education-2nd Edition

Standard 5: Exhibits responsible personal behavior and social behavior that respects self and others in physical activity settings.

Resources:

Online:
www.pecentral.org - Designed for physical education teachers, students, interested parents, and adults. This site has games and cooperative activities that can be taught in the gym at any level.
www.discoveryeducation.com - Site contains charter education.
http://www.fueluptoplay60.com/ - Fuel Up to Play 60 is a fun, interactive program that allows you to decide how to make your school an even healthier place. You can put your ideas and plans into action to help everyone eat healthy and get active.
www.cdc.gov This site offers a broad range of current information on health and wellness and is an excellent source of quality information for students and teachers.
www.ashaweb.org The professional organization for health educators.
www.kidshealth.org - Parents. Children, teens, and professionals find answers to commonly asked health questions. Topics include the benefits of different types of vitamins, the food pyramid, healthy children's recipes, how to read food labels, and keeping fit.

Books:
www.amazon.com - Cooperative Learning in Physical Education

Standard 6: Values physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

Resources:

Online
www.pecentral.org - Designed for physical education teachers, students, interested parents, and adults. This site has games and activities that can be taught in the gym at any level.
www.pe4life.com - Today's best practices in physical education to inspire and educate all students about the fundamental importance of lifetime physical activity and fitness.
www.sikids.com - Sports Illustrated has designed this site for intermediate and middle school aged children interested in the latest information on the hottest sports. The site includes news clips. Puzzles, sports games, comics, and more
www.cdc.gov This site offers a broad range of current information on health and wellness and is an excellent source of quality information for students and teachers.
www.ashaweb.org The professional organization for health educators.
www.kidshealth.org - Parents. Children, teens, and professionals find answers to commonly asked health questions. Topics include the benefits of different types of vitamins, the food pyramid, healthy children's recipes, how to read food labels, and keeping fit.
www.ualberta.ca/healthinfo - Provides access to free interactive software that teaches about various health topics relevant to young adults.

Books:
www.amazon.com - Lifetime Physical Fitness and Wellness