

# **Planning for Primary PE**

## **From Year Planning to Great Lessons!**

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*UBC Student Teacher Pro-D Conference*  
*December 5, 2019*

### **Table of Contents**

#### **1. Planning a Year in PE**

- Quick how to
- Sample Plans
  - School season plan
  - K-3 Plan
  - Blank Year Plan
  - Blank Lesson Plan

#### **2. First Week Routines**

#### **3. Signals and Attention Getters**

#### **4. How I Teach - Underhand Throw Lesson**

#### **3. Instant Activities**

- Jog and Walk
- 5 Min Challenge
- RPS Tag/ Surfer Tag
- Pirate Game/Winter Warm-Up

#### **4. Tag Games for Fitness**

- Beginning Tag Games
- Zookeeper Tag
- Clam Tag

- RPS Tag
- Surfer Tag
- Rocket Tag
- Selfie Tag
- Fire and Ice Tag
- Plank Tag
- Bumble Bee Tag
- Dog Catcher
- Sharks & Seals
- Jack Frost Tag
- Grinch Tag

#### **5. Skills with Activities and Games that provide Purposeful Practice**

- Following Directions
- Space Awareness
- Catching
- Underhand Throw
- Underhand Roll
- Overhand Throw

#### **6. Assessing and Reporting**

#### **7. Favourite Resources**

## *Planning the Year*

1. **Fill in important dates** (holidays, Pro D days, assemblies, concerts, special events, sports day, etc.
2. **Block in district extracurricular seasons** - Units can precede/overlap with sport seasons so intermediate students are learning and practicing the skills needed to participate on teams if they wish.
3. **Think about Skill Themed Units vs Team Sport Units** - What are the skills students need to develop competence and participate confidently in ....
4. **Lead up skill ideas** - Helena Baert's posters
5. **Block in your units** - I do approximately 3 week units but also try to revisit skills throughout year.
6. **Add in the skills** you want students to learn for that grade
7. **Research activities and games** that will allow students purposeful practice of the skills

Three great resources are:

The PE Specialist's Plan – [How to Plan a Whole Year of PE in 15 Minutes](#)

Phys.Ed. Review – [K-5 Year Plan using a Looping Curriculum](#)

[Using Comic Life to Create a Yearly Plan](#)

Cap'n Pete's Power PE - [Lesson and Year Templates](#)

# 2018-19 VANCOUVER ELEMENTARY SPORT SEASONS

September						
Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

CROSS-COUNTRY

October						
Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

SOCCER LEAGUE GAMES

November						
Su	M	Tu	W	Th	F	Sa
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4	5	6	7	8	9	10
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VOLLEYBALL LEAGUE GAMES

December						
Su	M	Tu	W	Th	F	Sa
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2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

January						
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13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

BASKETBALL

February						
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					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
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24	25	26	27	28		

BASKETBALL SEASON

March						
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24	25	26	27	28	29	30
31						

April						
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21	22	23	24	25	26	27
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BADMINTON LEAGUE PLAY

May						
Su	M	Tu	W	Th	F	Sa
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5	6	7	8	9	10	11
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19	20	21	22	23	24	25
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TRACK AND FIELD MEETS

June						
Su	M	Tu	W	Th	F	Sa
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2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

ULTIMATE TOURNAMENTS

# 2019-20 PLANNING CALENDAR

September						
Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
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29	30					

February						
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October						
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27	28	29	30	31		

March						
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29	30	31				

November						
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17	18	19	20	21	22	23
24	25	26	27	28	29	30

April						
Su	M	Tu	W	Th	F	Sa
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12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

December						
Su	M	Tu	W	Th	F	Sa
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29	30	31				

May						
Su	M	Tu	W	Th	F	Sa
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10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

January						
Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

June						
Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

# GRADES K-2 - 2019-20 PLAN

September						
Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

**ROUTINES & SAFETY**

**MOVEMENT AWARENESS-  
LOCOMOTORS, SIMPLE TAG**

February						
Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29

**DRIBBLE, PASS, SHOOT**

**THROWING & CATCHING**

**BADMINTON  
(SHORT HANDLE STRIKING)**

October						
Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

**MANIPULATIVES -  
SCARVES, HOOPS, BEAN  
BAG CHALLENGES**

**SLIDE, CATCH, TOSS**

**HALLOWEEN GAMES/  
STATIONS**

March						
Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

**FLOOR HOCKEY SKILLS  
(LONG-HANDLE STRIKING)**

**SPRING BREAK**

November						
Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

**UNDERHAND TOSS,  
ROLLING  
CATCHING & THROWING**

**OVERHAND THROW**

April						
Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

**JUMP ROPE  
SHORT ROPE, LONG ROPE**

**TENNIS  
APR 14-27**

**JUMP ROPE**

December						
Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

**THROWING GAMES**

**WINTER CONCERT,  
HOLIDAY GAMES**

May						
Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

**STARWARS GAMES**

**RELAYS, SPORTS DAY  
ACTIVITIES**

**FOOT SKILLS - BALL  
CONTROL, PASS, SHOOT**

January						
Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

**GYMNASTICS**

**BALL HANDLING,  
BOUNCE & CATCH  
PROGRESSIONS**

June						
Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

**BOUNCING, STRIKING  
HOOPBALL/SPIKEBALL**

**FOOT SKILLS**

**OUTDOOR GAMES**

**PE Lesson Plan**

**Unit/ Skill Theme** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Warm-up (Instant Activity)**

**Fitness/ Cardio:**

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**Skill Focus:** \_\_\_\_\_

What

Why

How

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**Practice Activities:**

**Cues:**

**Game:**

**Review/ Closure:**

## Signals & Attention Getters

<b>Hey, Hey Team!</b> <b>Hey Team!</b>	<b>“Hey Hey Coach!”</b> <b>“Hey Coach!”</b>	<b>Turn and face you.</b> <b>See lots of Jim Deline’s ideas in this <a href="#">Fiddlesticks Youtube</a></b>
<b>Everybody freeze</b>	<b>“Hands on Knees!”</b>	<b>Stop, put their hands or equipment to their knees and face you quietly.</b>
<b>Stand tall</b>	<b>“Whooop”</b>	<b>Stand up</b>
<b>Put your spoons in your bowl</b>	<b>Quietly</b>	<b>Put hands in lap</b>
<b>Do this, do this, do that.</b>		<b>Students do action when you say, “do this”, don’t do action when you say “do that”.</b>
<b>When you’re listening, touch your nose, when you’re listening, touch your elbow.....</b>		<b>More &amp; more students do as they settle and follow along.</b>
<b>Clap once if you hear me, clap twice.</b>		<b>Students clap once, then twice</b>
<b>When the teacher’s talking, everyone is....</b>	<b>Listening</b>	<b><a href="#">The PE Specialist.com</a> <b>I do this a lot with primaries, even older grades!</b></b>
<b>If you have something to say, raise your....</b>	<b>Hand</b>	
<b>Please keep your hands and feet...</b>	<b>To yourself</b>	
<b>After all, it’s just a ..... Everyone say “No big deal” “Just a friendly competition!”</b>	<b>....Game! “No big deal” “Just a friendly competition!”</b>	<b><a href="#">The PE Specialist.com</a></b>

<b>Everybody say “Keep on Trying!” “Don’t give up!”</b>	<b>“Keep on trying!” “Don’t give up!”</b>	<a href="http://ThePESpecialist.com"><u>The PE Specialist.com</u></a>
<b>The more you talk, the less time we have. The less you talk, the more time we have.</b>		<a href="http://ThePESpecialist.com"><u>The PE Specialist.com</u></a>
<b>Give me one Give me two Give me three</b>	<b>See Jerusha Willenborg's Youtube video for attention getters &amp; clapping patterns</b>	<a href="#"><u>How to teach “Give me one”</u></a>
<b>Eyes are Voices are</b>	<b>Forward Off</b>	<a href="#"><u>More of Jerusha’s attention getters</u></a>
<b>Are-You-Ready?</b>	<b>Yes we are!</b>	<a href="#"><u>More of Jerusha’s attention getters</u></a>
<b>Let’s give ourselves a Woo Woo</b>	<b>Lap,lap, clap, clap, Woo Woo!</b>	<a href="#"><u>More of Jerusha’s attention getters</u></a>
<b>Let’s give ourselves a Woosh-dab</b>	<b>Lap, lap, clap, clap, Woosh (dab)</b>	
<b>PE class is almost over, everybody say OH, MAN! (Kind of a groan! Like oh, rats!)</b>	<b>“OH MAN!”</b>	<b>The PE Specialist.com</b>
<b>How to Get Your Students to Stop Talking while you are Teaching</b>	<b>Resources, videos, You tube, podcast - lots of helpful stuff!</b>	<a href="#"><u>The PE Specialist.com - How to Get Students....</u></a>

## *Instant Activities*

Great to get students active and engaged as soon as they get to the gym! Then they are better able to focus on instruction. Good place to fit in fitness and locomotor skills.

Minimal equipment, minimal instruction required (once you've taught them).

Games that keep going, or continually generate new taggers are good activities that keep students moving so you can set up any equipment needed for the class.

- ***Jog and Walk***

- Jog on long lines, walk on short lines
- Just a warm up, not a race, no passing
- Jog, skip, gallop, side shuffle, grapevine, add noodle jump (leaping)
- Can add animal locomotors.

Ben Lander's website [The PE Specialist.com](http://ThePESpecialist.com) [Helping Kids Focus with Instant Activity](#)

- ***5 Minute Lap Challenge*** - from [5 Motivating Fitness Ideas for PE](#)

- I do with Grade 2 and up, do this every couple weeks to add variety.
- No passing the first 2 laps. I put 4 cones around the gym. Students run on the right of the black line that goes around the gym. If they need to walk, they walk close to the wall. If students are running faster and want to pass, they pass on the left of students. I use a counter from Staples for about \$10.

- ***RPS Baseball***

Have each corner of gym as 1st base, 2nd base, 3rd base and home. Bucket of popsicle sticks at 3rd base. Everyone starts at home pairing up quickly and doing RPS. Winner runs to first base, does RPS with someone there. Winner goes to 2nd, and so on. Once at 1st base, stay to meet new challenger, but if lose at 2nd or 3rd, go back one base. When you win at 3rd base, pick up popsicle stick, run home and start again, goal is to get as many popsicle sticks as you can.

Also called [4 Corner RPS](#) by Mike Graham.

- From [OPENPhyzed.org](http://OPENPhyzed.org) – **Online Physical Education Network**

– register for **FREE** to login - Tons of Instant Activity games and Units, and YouTube channel

## **PIRATE GAME (aka Shipwreck)**

Good for class or when waiting in a line up. Lots of variations out there.

<http://www.teachingideas.co.uk/warm-up-ideas/pirate-ship>

My basic commands are:

Captain's coming	– they stand quietly and salute
Pirate's coming	– they cross arms, put foot out and say "Arrrrrr!" (the only one where they say something)
Stand at attention	– quiet, arms at sides
Climb the rigging	– pretend to climb ladder
Swab the deck	- pretend to wash floor
Lifeboats	– sit down and row
Can say "2 person lifeboats"	– feet together, hold hands arms row back and forth
Submarines	– on back, one leg in the air
Captain's girlfriend	– pose like looking in mirror, or something, they love this one.
Bow!	Run to one end of gym (remind them to slow down before hitting wall)
Stern!	Other end
Starboard!	Run to right side of gym - I point so they know where to go
Port!	Run to left side of gym
Hit the deck	– flat on tummy
Ship is sinking	– up on a bench or mat
Walk the plank	– walk on a line

## **WINTER WARM-UP**

Santa's coming	– make a tummy, go ho-ho-ho
Snow is coming	– they cross arms, shiver and say “Brrrrrr!”
Ice statue	– freeze quietly, any position
Climb the mountain	– pretend to climb, or mountain climbers
Shovel the snow	- pretend to shovel
2 person sleds	– sit down, one behind other, pretend to be on sled
Snowman	- snowman shape
Reindeers	– make antlers on head
Jack in a box	– everyone crouches, count 1,2,3 jump up YAY!
North Pole!	Run to one end of gym (remind them to slow down before hitting wall)
South Pole!	Other end
East Coast!	Run to right side of gym - I point so they know where to go
West Coast!	Run to left side of gym
Christmas Tree	– make point above head
Snowflake	– arms and legs out
Snow angel	- make snow angel on ground
Snowball	– crouch on the ground

- means minim

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## **FITNESS & CARDIO with TAG GAMES**

Great for cardio, to practice/observe locomotor skills, and students can be doing a strength challenge while frozen.

### **Stopping, Listening, and Changing Taggers Quickly**

I do:

**Music stops and/or 2 Short Whistles, “Everyone Freeze.” (“Hands on Knees”)**

**“Stand Tall”.** (*Whoop!*)

**“Raise your hand if you would like to be IT.”**

**“Taggers, pick someone who is standing quietly with their hand up”.**

I then countdown 5,4,3,2,1 then start game right away so students get in habit of picking someone quickly.

For safety, can add in **“Don’t Freeze Yourself”**

- **Speed Limit** - I say “Speed limit is skipping or galloping”, then running (frozen if not doing speed limit)  
- safety, levels playing field, practice/observe locomotor skills
- **Boundaries** – frozen if go out of bounds
- **Stay on your feet** - frozen if you fall down

K’s I only use 1 tagger (I choose the tagger until later in the year)

Gr. 1 and 2 start with 1 then 2 taggers.

Gr. 3 up, 2-3 taggers

### **1) Beginning Tag Games – K/1**

-**Freeze Tag** - freeze with arms out, any student can free by running under arms

-**Bridge Tag** - freeze like downward dog, any student can free by crawling under

-**Turtle Tag** - freeze on back with arms and legs in air (turtle on shell), rescue by gently pushing legs to side, so turtle can roll off it’s shell

**2) Zookeeper Tag** - animals have escaped from zoo! Have 4-5 hoops on floor. Students move like animals of their choice, have 1 or 2 zookeepers. When they tag an animal, they go and stand in a cage, another animal can lift the hoop off so animal can be free again.

### **3) Clam tag (cooperation) (K-2)**

- freeze with arms by sides, 2 rescuers hold hands on either side, lower arms to floor, frozen student carefully steps out

### **4) Rock Paper Scissors Tag (Gr.1 and up)**

- everyone is it, when tagged do RPS, losing player sits/jogs/dances on the spot, watch the person who beat them, when that person sits, first player is back in game.

Call “Fresh Start!” often (everybody back in).

### **5) Surfer Tag (Gr. 2 and up)**

- Like RPS Tag. Surfer beats Wave, Wave beats Shark, Shark beats Surfer.

Everyone is it, when tagged, both players jump 3 x and pose as Surfer (surfer position), Shark (both arms wide open like jaws), or Wave (both arms up and curled over). Student who loses sits and watches person that beat them. When that person sits down, first student is back in game. Call *Fresh Start!* To get everyone back in game.

**6) Rocket Tag (K-2) - 2 foot jump, power**

- freeze in a rocket shape, rescuers put hoop over top down to floor, student blasts off/ jumps out of hoop

**7) Selfie/Say Cheese Tag (All grades) - 2 foot jump, power**

- when tagged, students do High/Lows (touch ground and jump up) To be rescued, another student stands beside them and take selfie together. They say "Selfie!" and student is back in the game.

**8) Fire and Ice Tag (All grades)**

- have 2 or 3 noodle taggers, and maybe 3 rescuers with a "fire ball", when frozen, students do the noodle dance (move side to side, pump arm in the air), rescuers toss a ball to free student, that student then becomes rescuer

**10) Plank Tag – (Gr 1 and up)**

– when tagged, go in push-up (high plank) position, rescuers have hoop, pass hoop so planking student lifts hands, then feet to get through hoop

**11) Bumble Bee Tag (All)**

- if tagged tagger drops stinger, do 3 JJ to get energy back, become tagger

**11) Jack Frost Tag (All)**

- Jack Frost is the tagger with a blue noodle, ball, or bean bag, 2-3 Suns (rescuers), Students freeze in a statue shape. Hold ball over frozen student to melt (3,2,1,) give them the ball, melted student becomes rescuer.

**12) Grinch Tag (All)**

- Mark off a "Who-spital" with cones - have one Grinch as tagger. Have several Max the Dogs with scooters. When tagged, students sit, rescuers come and student sits on scooter, push scooter to Who-spital, becomes rescuer. OR can do 5 Jumping Jacks and is back in game.

## **Skill Focused Activities & Games**

**PLANNING PE CURRICULUM** – What Skills Should I teach?

[BC's Physical & Health Education Curriculum](#)

[SHAPE America Grade Level Outcomes for K-12](#)

[Kevin Tiller's Condensed Outcomes for K-5](#)

[FMS Posters](#) by Helena Baert

### **LESSON FOCUS**

This is the learning piece – what will students be able to do better at the end of class?

**WHAT-** are we learning today?

**WHY** - are we learning it?

**HOW** - do we know when we've learned it?

From [Setting up Successful Lessons with What, Why, How](#)

Joey Feith's website [The PhysicalEducator.com](#)

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#### **1. Pirate Game - (K and up)**

- warm-up activity, following directions

- *instructions above*

#### **2. Hula Hoop Road Trip - (K-1)**

- following directions, spatial awareness, locomotors

[Video](#)

#### **3. Johnny may cross the ocean - (K and up)**

- listening, following directions

Great for a warm-up or filling last few minutes of a class.

Everyone lines up, choose 2 students to be IT, stand at center of gym.

One of the two students says "*Johnny may cross the ocean IF..... you are wearing* (a certain colour, or stripes, or shorts, etc), those students go across gym free. Teacher then says GO! All the other students run across, if tagged, join taggers in middle.

#### **4. 6 & Switch (K-2)**

- toss and catch with self, partner

From [Carley's PE Games](#)

Have lots of different objects around gym (big balls, small balls, bean bags, pool noodles, rings, animals, scarves, etc)

Students do 6 good toss & catches and go to next one

Similar to Mike Graham's [Catch the Critters](#)

### **5. Catch Quest (K and up)**

- Self-Guided catching progression ideas from Mike Ginicola - [PhysEd Depot](#)

### **6. Toss 3 and High 5 (K and up)**

-throwing, catching, working with variety of partners

Do 3 good toss and catches with a partner and give partner a High 5. Partner without ball jumps side to side, with one arm fist pump. Partners with ball find a partner who is jumping side to side. Repeat.

### **7. Pass and Sting (Gr. 2 and up)**

- warm-up activity, review different types of throws and catches

Teacher says "PASS". Partners begin passing ball back and forth using designated throw.

When teacher says "STING", student with ball runs after partner to try to tap them with the ball as many times as they can before teacher says "PASS" again.

Add in different types of throws, roll, behind back, between feet, etc.

### **8. Decorate the Cookie (K and 1)**

- underhand throw, taking turns

Bean bags are chocolate chips and sprinkles. Organize 2 or 3 students with a pile of bean bags and a hoop placed near wall.

First student does underhand throw to hoop, using "swing, step (with opposite foot), throw".

If BB lands in hoop, they do a victory lap (run around hoop), if miss, run and get BB and go to back of line.

### **9. Move the Mat (or Hoop) (Gr. 2-3)**

- underhand throw, partners, taking turns)

On signal, pairs decide how far they want target away from spot,

Both take turns underhand throwing, if one misses, retrieve and throw again,

When both BB are in hoop, move spot to hoop, and move hoop again. At wall, collect popsicle stick.

### **10. Partner Pin Pick-Up - (Gr.1 and up)**

- underhand roll

[Video](#)

- set up pins randomly around half or one-third of gym. Students are in pairs. They take turns rolling to knock down pin, bring back pin if knock down, put in hoop, can only score one pin at a time.

### **11. Astronauts and Aliens (or Snowballs) (K & Gr.1)**

- overhand throwing

I often do when I have net up for volleyball or badminton, or can use benches, cones, etc

Pick 4 students to be astronauts - they go to opposite side of net or benches

Rest of students are aliens. They do T, Twist and Throw to throw foam balls over to astronauts.

Level 1 at close line, Level 2 at line further back, etc.

Pick new astronauts until everyone has gone

I sometimes put up a "Force Field" of cones so students don't go too close to benches.

## **12. Build Your Own Target (Gr. 1 and up)**

### **- overhand throwing**

Have students in groups of two or 3. Put out a variety of cones, balls, pins, hoops etc. Students build own target and take turns using overhand throw to knock it down.

## **13. Catch and Score (video)**

### **- overhand throw for distance and accuracy**

Scatter spots, Bean Bags, or popsicle sticks in far half of the gym

Pair off students. All pairs start at near end of gym with hoop or bucket.

On GO:

- catching partner runs to a spot, throwing partner positions self behind throwing line.

Must throw from behind the throwing line

Catcher must stand with one foot on a base (beanbag etc)

If partner catches ball, they earn that spot, pick it up and run back to place it in hoop or against wall.

Switch ball and places, Catcher is now the Thrower.

Catch or no catch, switch jobs after each throw.

Remember to focus on proper throwing techniques

## **14. Snowman Down - (K and up)**

### **-throwing, rolling for accuracy, working with partner**

#### **Kindergarten Version**

Each student has hoop and pin, pass out balls. Student roll or throw balls to knock down other pins. If pin is knocked down, pick up hoop and pin and move to a new spot.

#### **Gr. 1 and up (individual)**

For a class of 20, spread out about 16 hula hoops with a pin (snowman) in middle of each hoop. Each student protects own snowman and tries to knock over anyone else's. The remaining students are doing "steppers" on a bench or "hoppers" in and out of hoops on floor along side of gym (not necessary just added movement). Everyone is on the lookout for a "Snowman Down". When a snowman falls, everybody yells SNOWMAN DOWN and the first person in line replaces the student with the fallen snowman. That student goes to the end of the stepper line. I tell them to say "Oh man!" or "No big deal!"

#### **Partner Version (Intermediate students love too!)**

For a class of 24, put out about 10 hula hoops, with a pin in middle of each hoop. Students are in pairs and assigned to guard a snowman. Two or more pairs of students are doing steppers, waiting to replace a pair when their snowman falls. To throw or guard, student must have one foot in hoop (not 2 feet, can't guard over top of pin with feet on both sides.) One or both partners can leave hoop to get a ball, but must return to throw at an opponent's snowman. When a snowman is knocked down, that pair leaves and is replaced by another pair. If there is a group of 3, have them in center spot, since it is hardest to guard. Occasionally call "Switch hoops!"

## Team Pinball - from Carley's PE Games

Divide students into 2 teams (I do Ketchup/Mustard, or Tuna/Goldfish)

### Equipment

- 20 bowling pins
- 10-15 small playground balls or gatorskin balls
- 20 poly spots to be placed under bowling pins (easier for set up, but not required)

### Skills:

Underhand Roll  
Rolling to target  
Defense

### Set-Up:

Set up 10 bowling pins (spread out) along both end lines.

### Object:

The goal of the game is to ROLL the balls to knock down the other team's bowling pins. If a pin is knocked down, players must leave it down, do not stand pins back up until game is over.

There are two teams (using jerseys for younger students is helpful so they know what side of the gym to stay on). Each team has their own side of the gym, so they can not cross the half court line.

### Rules:

- 1) Balls are ROLLED, not thrown or kicked.
- 2) Do not cross the half court line.
- 3) Do not stand right in front of pins to block them. Players may stand anywhere in FRONT of a certain line to block pins, but not right in front or on top of pin.
- 4) Players are encouraged to STOP rolling balls anyway possible, with their hands, feet (trapping, not kicking balls), or sliding on the floor to stop a rolling ball.
- 5) Players begin the game standing on their team's end line. If they have a ball, they put it BETWEEN their feet to begin.
- 6) Can decide if pins knocked down by balls rebounding off wall count or not

### Notes:

When music stops, all students freeze and we count to see how many pins each team has. Whoever has the most pins still standing earns a point. I also give a point for teams who get ready for a new game within 1 MINUTE. So, if they stand up their pins and get on their end line with ball between their feet, their team earns a point.

(can decide if balls that rebound off the wall and knock a pin down are reset or not)

### Penalties:

1. If player steps across center line.
2. Kicking ball
3. Overhand throwing (if doing rolling game)
4. Setting up a knocked pin.

If a student knows they broke a rule, they go to penalty area and do exercise ie) 10 Jumping Jacks

\* I start with rolling version, then can do throwing version with soft balls

## **Sink the Ship from Carley's PE** (2nd grade and up) [Link](#)

**Object:** to knock down other teams pins

- Set 4 big mats across from each other, closer for younger grades. I set them around center circle in gym.
- On floor, place a pin at corner of each mat (put 4 pins at front of mat for younger grades).
- Place 2 scooters and a ball for each student on mat. Designate 2 students to ride the lifeboat (scooter) - they are the only students who can retrieve balls from the sea (gym floor) and bring them back to the ship. However, the students on the mats may catch thrown balls or reach for them on the floor keeping one foot on the mat. The students on the mat are trying to knock down the pins at the other mat by throwing balls. At least one foot must be on their mat at all times. When all the pins by your mat are knocked down, that ship sinks - have all sailors from that ship run to a designated spot ("bottom of the ocean") and do 10 JJ together. Then they run back to their ship, set their pins up and resume play. Switch lifeboat person.

## Assessing and Reporting Ideas

I'm just starting to use the Communicating Skills for Learning (CSL) and learning how to apply the Student Competency Scale for assessing and reporting in PE.

<b>Beginning</b>	<b>Developing</b>	<b>Applying</b>	<b>Extending</b>
to acquire knowledge, skills, strategies and processes	the ability to apply knowledge, skills, and processes	knowledge, skills, strategies, and processes consistently.	knowledge, skills, strategies, and processes creatively and strategically
<i>I am just getting started.</i>	<i>I am getting there.</i>	<i>I get it.</i>	<i>I get it and go beyond what is expected of me.</i>
<i>I learn best with help</i>	<i>I am beginning to do more and more on my own"</i>	<i>I can do it on my own.</i>	<i>I can teach it to a friend.</i>
-with assistance can -sometimes is able to... -has a beginning understanding of...	-is developing independence ... -is beginning to... -has a basic understanding of...	-is able to... -most of the time is... -is capable & competent at... -consistently...	-goes beyond... -has a comprehensive understanding of... -has fully demonstrated.. -independently... -is innovative when...
Not Yet	Almost there/ Got it sometimes	Got it most of the time	Wow!
Awkward, Misses often, Oops moments	High concentration Some oops Not all cues	Basics Almost automatic, Success in isolation	Automatic Skilled with people, other skills & challenges

I've linked my list of suggestions for **Term 1 Report Card Comments** and assessment items for Kindergarten to Grade 5 [Here](#)

## *Favourite Resources*

[The PE Specialist.com](#) - Ben Landers

- [First Week of School](#)
  - [How to Teach Jump Rope](#)
  - [Resource Page](#) - Management, Units, Games, etc
- has great cooperative activities too.

[Keeping Kids in Motion](#) - Justin Cahill

- [10 Soccer Activities for PE](#)
- [10 Turbo Charged Basketball Activities](#)
- [10 Simple Holiday Games](#)
- [10 Halloween Games](#)
- [NYS AHPERD Slide Presentation](#)

[Physed Depot](#) - Mike Ginicola

- [Self-Guided Progressions](#)

[PE4everykid](#) - Mike Graham

- [Skill Practice Activities](#)
- [Warm-ups, Fitness, Skill, Coop Activities](#)
- [Hula Hut Relay](#) - awesome coop activity!

**Twitter** is fantastic for inspiration and ideas for PE.

**Google Keep** is a great way to organize your finds on Twitter and elsewhere.  
See who I'm following.

I'm at Lynn Dawson [@WestCoast\\_PE](#)

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