

Special Activities & Games

The oddballs...



Hot Buttered Popcorn Game

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List of the Special Activities and Games

- **Hoop Dreams:** (Sarratt)
- **Jump Stick:** (Sarratt, et at.)
- **Criss-Cross Fitness Challenge:** (www.thephysicaleducator.com)
- **Hot Buttered Popcorn:** (Larry Gordon/Sarratt)
- **Cookie Monster** (Dr. Curt Hinson/Sarratt)
- **Grab It!** (Dr. Curt Hinson/Sarratt)
- **Picture Analysis/Top Model:** (Dr. Curt Hinson/Sarratt)
- **Mat Ball** (Tom Taylor)
- **Sports Stations:** (Sarratt/B. Vandegrift, et at.)
- **Fantasy Island** (Paul Pfister/Sarratt)
- **Chair Ball** (Sarratt/Eric Read)

Introduction:

Welcome to Special Activities and Games! (SA & G) Better known as the oddballs; activities that don't fit anywhere else. Maybe the other units are shunning them. Or, they just don't fit in a typical unit? Are they appropriate and follow all the NAPSPE standards? A couple may gently bend a policy. (**Mat Ball**) As we know, variety is the spice of life, and that applies to recreation and PE.

This is the way I look at the following activities, yes, they are unique, and are just occasionally implemented. For example, offered for a class reward for excellent behavior. Or, you get bumped out of your gym, and only have ½ of the café or media center; no worries, **Hoop Dreams** is there to save you. Maybe one activity works as part of substitute plan. They also can be used for various recreation leaders for before/after school programs, summer camps, church groups and many others. It is the program leaders' freedom of choice.

Lastly, and sorry to report, like in all my units on this website, I am not able to share most of my school photos of the activities due privacy policies, therefore, please be patient with me. I'm giving it a go with my graphic arts and stock photos service.

Hoop Dreams (HD): (Grades K-5) (Dale Sarratt)

Introduction:

I created and named this game up after watching the documentary of the same name. HD is a simple manipulative game of tossing, blocking and catching into a bunch of hula hoops. As I mentioned in the open, HD does not require a lot of space. It may not look like it, but it is super fun and exciting to play for a few minutes, it is not meant for an entire class.

Why are we playing Hoop Dreams?

- ✓ to toss an object in a small space/target/accuracy-offence/attack
- ✓ to block or catch an object-goalie defense
- ✓ to show maturity by handling a win or loss with grace
- ✓ to use positive good sporting language during the game: **LPE**, listen, praise and encourage others (Glover/Midura)

Equipment:

- **Smaller hula hoops (HH):** 8-12 depending on class size-younger students
 - 24" dia. (Grades K & 1)
 - 30" dia. (Grades 2 & 3)
- **Larger HH:** 8-12 depending on class size-older students
 - 36" (Grades 4 & 5)
- **Bean bags:** larger size ½ amount for the HH
- **Koosh/Smoosh/Rubber Band Balls:** larger size ½ amount for the HH
 - **Great Lakes Sports**



Set of 6 – Gr. K-2, 3 ½" dia. # 11701set

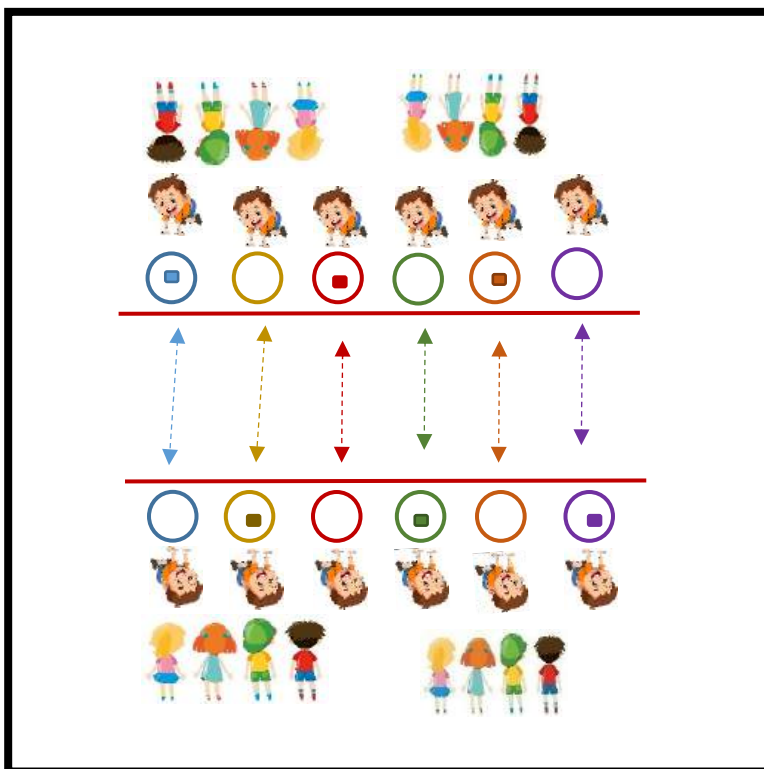


Gr. 3-5: 4 ¾" dia. #11702

- **Floor tape:** for taping lines
- **Carpet squares (optinal), one for each HH-**are recommended for kneeling

Organization: (See sample diagram below)

Use your best judgement when setting up the game. Closer and smaller HH for younger students/younger grades, further away and larger HH for older students/grades. Taping lines where the HH are placed is extremely helpful/recommended.



Hoop Dreams

How do we play Hoop Dreams?

- **Demo:** How to play/rules/procedures.
- **Behind the hoops:** 12 students kneel behind a HH; 6 per side.
- **Wait area:** The extra students stand behind a kneeling player. Watching encouraging and waiting to play.
- **Play time:** Students start tossing and defending, having a fun game/battle with the opposing player.
- **Pause not out:** When a player gets **“Hooped-out”** their **“dreams”** are over, and are “out.” *So sorry...* It is just a **pause** in the action, not eliminated. Still part of the game.
- **Keep calm and hoop on:** Hooped-out players, does not show frustration, (liked learned in the PE program/website) and instantly stops playing, standing up and exiting to the standing/waiting area. Again just a pause.
- **Next player in:** Waiting player slides instantly into the game, picks up the BB/KB and starts tossing. A new fun little battle begins!

Rules:

- **Attack:** Underhand or OH hand push type tosses only. Like a dart toss. No sidearm hard type shots. Play opposing player.
- **Pause/out:** When a BB lands *inside* the HH=out. So sorry... You are not eliminated from the game. Just a temporary pause in the game. He/she stands up and behind the hoop players, wait area for a brief time, next turn to play.
- **Defense/goalie:** Try to knock away, or to catch the BB/KB from entering the HH; to prevent scoring.
- **Behind hoop:** Players kneel behind the HH. Not to the side or in front of the HH.
- **Hands up:** No hands touching the floor inside the HH. Placing a hand to the side of the HH is okay.
- **Out>>>back in:** When a hoop becomes open, any waiting player can join in.

Variations/progressions:

- Create more hoops, battles if needed.
- Move hoops closer, or further away to challenge or assist players.
- Modify the size of the HH if needed. Larger or smaller.

Teaching Tips:

- **Scoring:** Keep score on the teams. Use a scoreboard.
- **Captured player:** Modify game play, for example, when a player gets out, they report to the *opponent's side*, wait area, until a hoop becomes available.



Jump Stick (JS): (Grades 1-3) (Sarratt, et al.)

Introduction:

Long single jump ropes and sticks have been around for decades, and I've seen several types used with classes over the years. Naturally, Jump Stick could and may have been placed in the *Jump Rope Unit*, however, it is more of an instant activity and a fun little adventure. Just to get the kids pumped-up for class. I would transport my JS to my part time schools, the kids loved it, asked to play it all the time. (Most the time not having the JS in possession.)

Why are we playing the Jump Stick Game?

- ✓ to provide a risky, exciting activity for the students
- ✓ to offer an activity for jumping, and timing of jumps

Equipment:

Jump Sticks-two common types

- Longer rope with a little ball at the end
- Straight thin plastic stick 10'-20'
 - Not transportable school to school.
- **Sarratt System Jump Stick:** recommended homemade and creative

Parts to making a Jump Stick:

 - **Short stick:** 48" (Home Depot) [Profession Unger Duel End-see below]
 - **Thin cord/rope:** 48" – 52" or so
 - **Bean bag:** on the end
 - **Safety pin:** for bean bag
 - **Tape:** to tape up and hold the safety pin



Professional Unger 48" duel end aluminum pole

Home Depot-less than \$10.00



5/32 in. x 75 ft.

Neon Colors

Polypropylene Diamond Braid Rope/Cord with Winder

Home Depot-Less than \$10.00



Small bean bag



Tape and small safety pin



Wrap cord around pole several time and tape



**Wrap tape again around cord, comes out the end
Wrap tape around safety pin of bean bag**

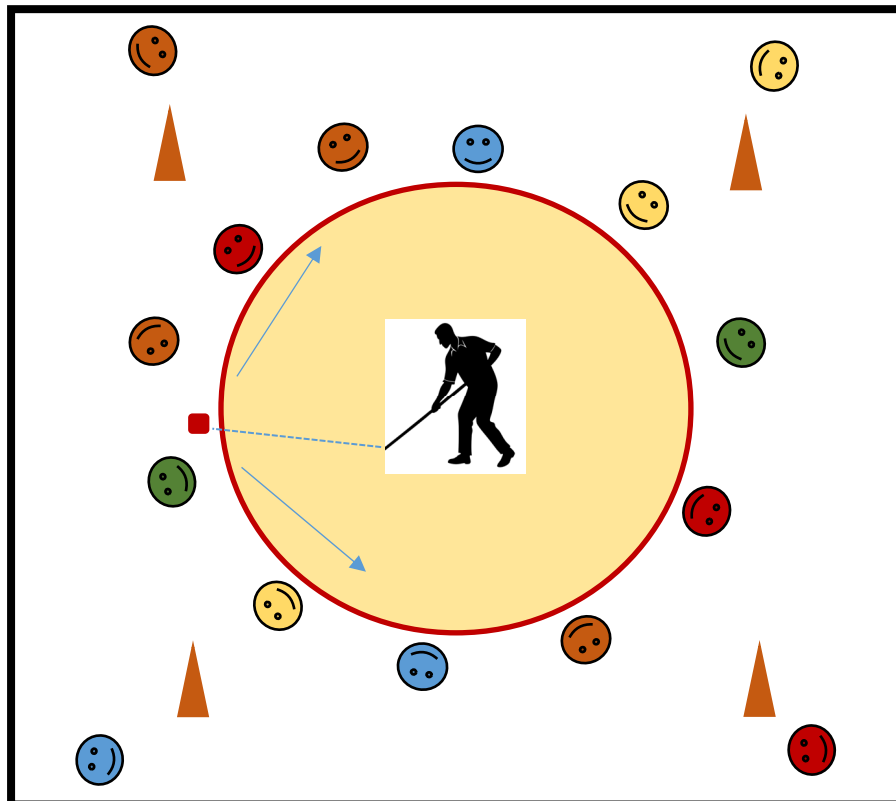


Done and easy! Cost-cheap!

Benefits of the Sarratt System Jump Stick:

- Works amazingly well for both kids and teacher
- Easy to make
- Cost less than \$20.00
- Works better than a long stick or single long rope
- Safer, the thin cord and bean bag is at the end, not a stick
- Fast! I mean super-fast if you want to get it really going!
- Easy to use-instructor can easy stand in one place, and twirl stick around, and behind your back. Not constantly spinning around, getting dizzy and falling down...
- Small and transportable to other schools. Fits in your car.

Organization:



- Create a circle using tape or use existing circle.
- Four cones around and away from the circle-jogging lane.
- Players stand just outside and around of the circle.

How do we play the Jump Stick Game?

- Swing the stick around slowly at first, new and younger players can place just one foot forward and in the circle, pull back or lift the foot when BB comes by.
- However, the kids want the ***jumping challenge***. They try to time the BB as it comes flying by, “*don’t get caught!*”

Variations/progressions:

- Change directions, get a tad tricky!
- *Got you!* So sorry, now ***run a fun fitness lap***, rejoin in your spot!
- Adaptable/modifications
 - Create/make more than one JS: longer or shorter length for different schools/ages
 - Adapt the length of rope: longer or shorter

Teaching Tips:

- Switch out BB for little animals! Yep, place a little toy mouse, squirrel or fish at the end.
- That gets the kids jumping! Really gets the kids excited!
- Students can warm-up, practice the horizontal jumping skills with the ***Twirl n’ Jump***.



Twirl n’ Jump
GOPHER Sport #GL41-058



Twirl n’ Jump
Great Lakes Sports #T0209AD

Criss-Cross Fitness Challenge: Grades K & 1 (www.thephysicaleductor.com)

Introduction:

Welcome to Criss-Cross Fitness Challenge! (CCFC) I'm not sure where I discovered this special activity, I believe when visiting Joey's stunning website. I just checked, and the activity is no longer posted, therefore, it's included.

I would not classify CCFC as a pure fitness routine, I teach it as a thinking skill-problem solving activity for younger students like K and 1st grade. Here is the issue, we can explain and walk kids through an activity; taking our time, part by part, however, once the youngsters start moving, they can get confused, get lost on what to do. Even something so simple. That's the brilliance of CCFC, it helps youngsters learn decision making and problem-solving while moving.

Why are we playing Criss-Cross Fitness Challenge?

- ✓ to problem-solve the challenge
- ✓ to perform a movement pattern
- ✓ to develop spatial awareness
- ✓ to practice locomotor skills
- ✓ to cooperate with other children

Equipment:

- Four large traffic cones: blue, green, red and yellow



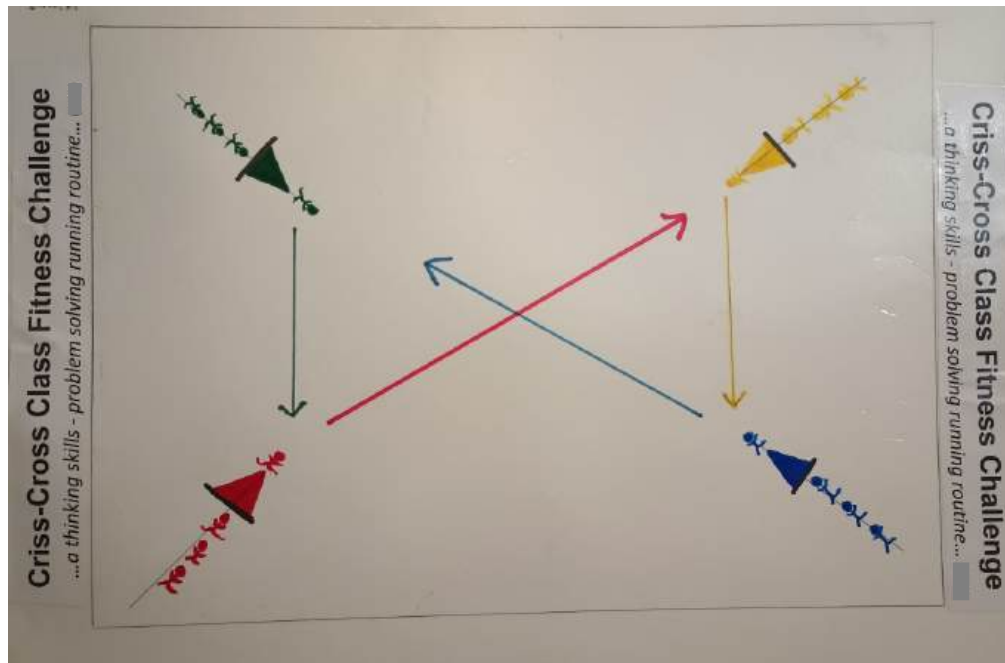
- Taggers/batons



- Floor tape (optional)



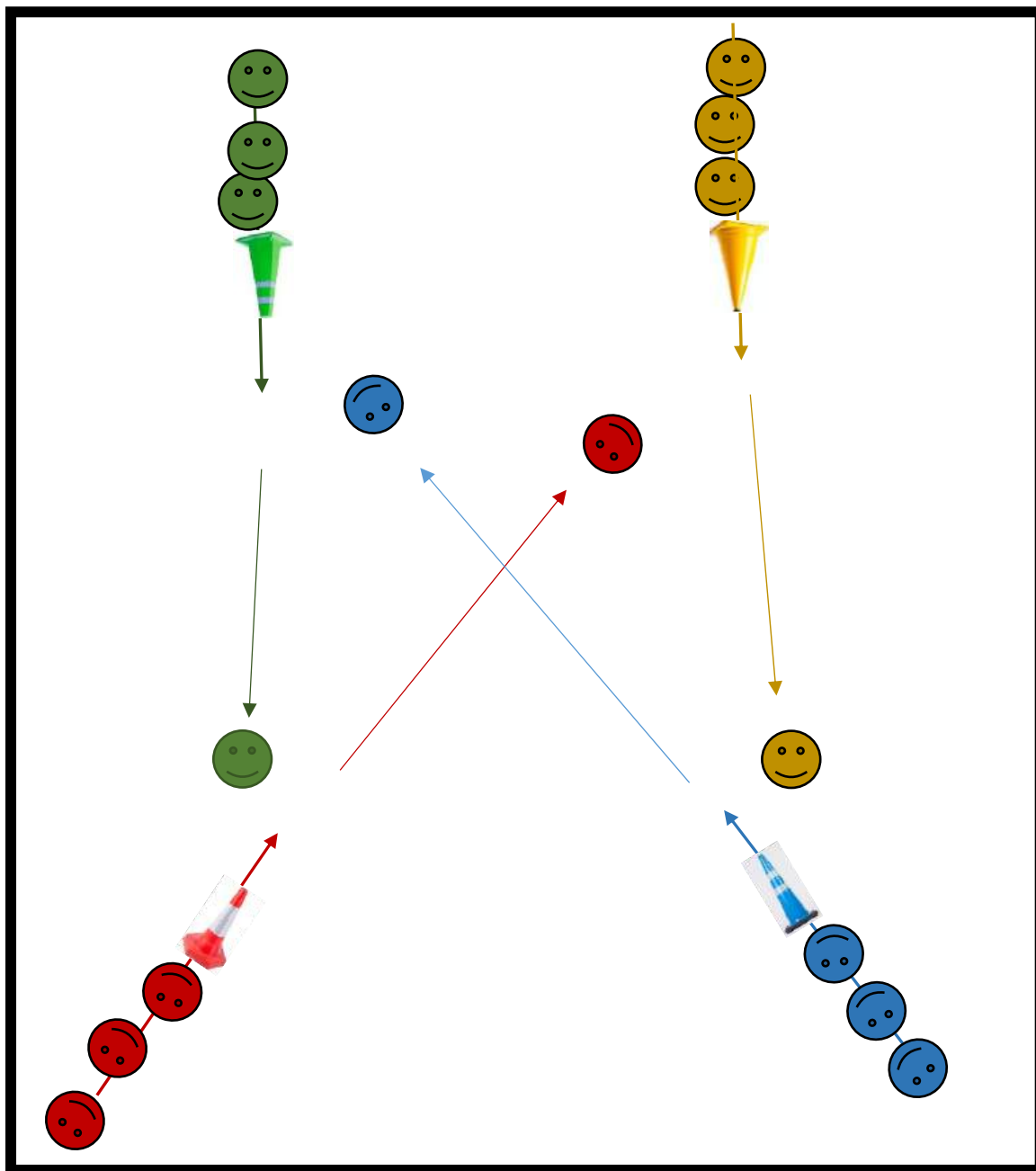
- Cone folders:
- Instructional poster



Organization: (See diagram below)

Set up cones toward the corners of the gym. The size and space should not be too large. $\frac{1}{2}$ of the gym is a good starting point.

Criss-Cross Fitness Challenge



Criss-Cross Fitness Challenge

How do we play Criss-Cross Fitness Challenge? (See diagram above)

- **Demo and describe:** Show the student the diagram/big poster.
- **It is one big circuit:**
 - Blue to Green to Red to Yellow, back to Blue.
 - Red and Blue pathway is a crossing, care with the Xing is needed.
 - Green and Yellow pathway is straight back. (No Xing)
- **Practice prior to play:** Have all the students line up behind the instructor, one long line. Walk all the students through the entire CCFC course, two pathways cross, and two pathways move straight down. Walking the pattern, teaches the proper pathway.
- *Got it?* Of course the kids get it, “*easy...no problem Mr./Ms. Gym... we got this!*”
- Divide the class into 4 groups, line up behind the cone. A tape line helps.
- Under each cone is a baton.
 - **One baton:** Start with one baton, the first student *speed walks* the proper pathway. He/she hands off the baton to the first person in line, behind the big cone. The receiving child performs his/her pathway. The passing child scoots to the back of the new line. .
 - **Confusion:** Some students get confused where to go; to the incorrect pathway/cone. They keep trying and problem solving. It’s fun and exciting!
 - **Add a second baton:** let’s see how the class does?
 - **Add more batons!** How is the class/each mini group doing?

Variation/progressions:

- Add fun lively fitness music
- Change locomotor movements: all students perform the same locomotor
 - Jogging and running to the music!
 - Skipping
 - Galloping, Etc.
- Change locomotor movements at each cone/corner:
 - Use a cone folders; list and diagram movements
 - **Blue Cone:** jogging
 - **Green Cone:** skipping
 - **Red Cone:** galloping
 - **Yellow Cone:** side sliding

Teaching Tips:

- **Be patient:** this activity confuses and challenges many pupils.

Closer:

- Criss-Cross Fitness challenges youngsters to good decisions and choices. *Who do I hand the baton to? What is my pathway? When do I go? Where do I go? How do I move? Why is this so fun?* CCFC promotes **thinking while moving** simultaneously. Training the brain and body.
- It is one of finest activities that prepares youngsters for more complex activities and games challenges. Just what we want!

Hot Buttered Popcorn: [Grades K-3] (Larry Gordon/Sarratt)

Introduction:

Welcome to Hot Buttered Popcorn! (HBP) Don't worry, we are not taking the students to movie night... HBP was invented by my buddy Larry Gordon; I think it is his finest original game invention, I only super-sized it. Who doesn't like an extra-large serving of hot buttered popcorn! Trust me, you are in for a tasty treat and may be cooking hot buttered popcorn tomorrow.

What it is and what it's not: Before proceeding, it's prudent to briefly describe HBP to save confusion. The class is pretending to be in chef school, learning to cook their first practice popcorn meal, with *Top Chef*/Mr./Ms Gym. *Student chefs* cook popcorn by striking the balls, into the center circle; the frying pan. They cooperatively keep stirring the popcorn, using their hands like spatulas. Stirring and stirring, trying not to let the popcorn get stuck and burned in the middle or popping out of the frying pan.

What it's not, is a game that the class can win, none do. There is no teams or scoring, just the internal fortitude or *will* to perform *well*. The student chefs do their very best cooking by showing cooperation, self-management and impulse control.

There are lot's challenges and progressions with HBP; levels. HBP uses lots of imagination, creativity and drama. So let's give it a go, knowing the game is going to be fantastic-your kids will pester you for it. Time to start cooking.

Why are we playing Hot Buttered Popcorn?

- ✓ to practice striking with the hand and paddles
- ✓ to develop line and body awareness
- ✓ to practice striking/tapping a ball with open hand or foam paddle
- ✓ to practice sharing skills
- ✓ to show honesty and responsibility
- ✓ to show self-management and impulse control

Equipment:

- **Balls:** Lots of 6" vinyl coated type balls 50-75+ (See samples below) A big bin or two of full balls is needed. Do not use small hard balls like tennis balls. Must be safe balls.
- **ULTRA SKIN:** made in Sweden by COG
Softi: a tad more firm than other Softi balls

Set of 6	6 inch	low/medium bounce	# G6SET	\$80.00
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- **GOPHER Sports: *Dura Coat*** their brand, well made softer feel and low to medium bounce

Set of 6 6.3 inch low/medium bounce GL71-652 \$125.00



- Rules posters, diagrams, mini posters:
- Frying pan & Popcorn: (real & uncooked)



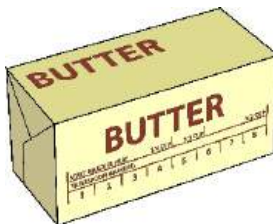
- **Oven mittens:**



- **Teacher props:** mini poster or empty containers of popcorn seasonings



Cooking oil



Butter



Grease



Pam



Salt



Pepper



Grated cheese



Caramel



Old Bay

-Anything else you'd like to add to popcorn?

- **Chef hat:**



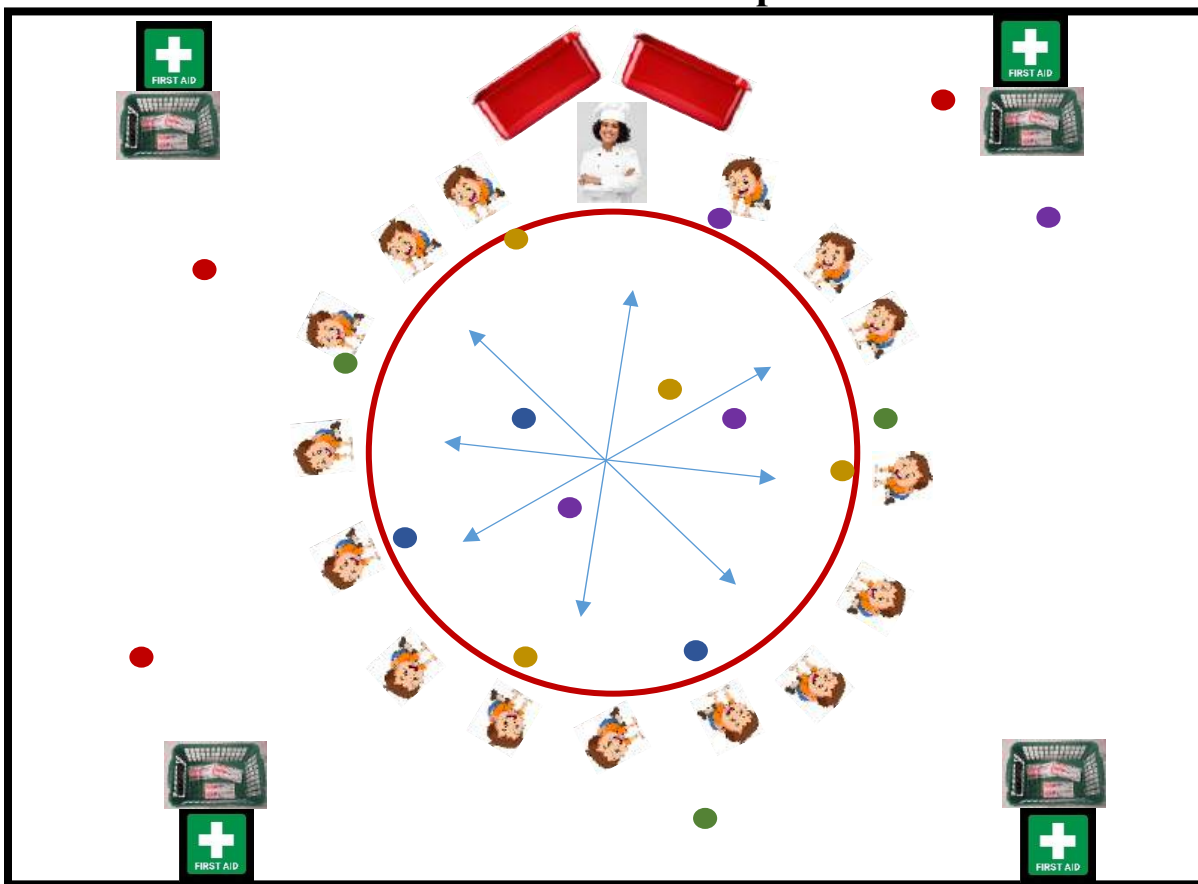
- **First Aid Stations:** two on each side of the gym, first aid kit with laminated large band aids in a small container-first aid kit (See dia. below)



Organization: (See diagram below)

- Tape a fairly large circle/use center gym circle. A 30' diameter is a great size for a typical class size. Smaller circle for K level and fewer kids.
- Create four **First Aid Stations**-two on each side of the gym. Mini poster, small basket and band aids. Students do not place a real band aid on self.
- Bin of balls behind the teacher.
- Bin/box of HBP supplies behind teacher: popcorn, seasonings, frying pan, chef hat, flash cards, etc.

Hot Buttered Popcorn



Hot Buttered Popcorn

How do we play Hot Buttered Popcorn? Rules and Procedure:

Game goal: Stir the popcorn in frying pan/pot, without burning any of the popcorn by getting it stuck in the middle, or allowing any to fly out of the pan, while following game rules. Impulse control. (See note about winning the game)

Note: there are several levels and progression of the game. Use your best judgement how fast and far you progress to the next level.

- Welcome to chef school!



Top chef



Student chefs

- **Story time:** To begin, tell a story that all the *student chefs* are now enrolled in a prestigious chef school taught by the famous *Top Chef*, and learning how to become master chefs. Upon graduation from chef school they become owners of a famous and successful fancy restaurant. The bad news, first lesson is cooking *Hot Buttered Popcorn*.



- **Spread out:** Each student chef is spread around just the outside edge of the circle/pan. (See diagram)
- **Demo time:** Demo your frying pan, pour in some popcorn. Student chefs see and hear the kernels in the frying pan-they are excited to create their first meal of Chef School.



- **Not yet:** Student chefs do not have a ball/piece of popcorn, yet.
- **A few key rules:** Top chef explains and demos a few basic rules/safety.
- **Hot!** Top chef turns the oven knob, pretends to turn on the oven, give it a few seconds to heat up. Lick finger and touch inside of the pan, ouch! *It's hot!*
- **Ouch!** Student chefs do the same thing, test it! *It's hot!*
- **No touching:** During the game, do not touch the edge circle/frying pan, you will get an ouchy!
- **Tap it:** We need to stir the popcorn and don't want it stuck in middle, gets burned. Don't grab and hold a piece of popcorn, its hot; just a little tap/strike/stir does it.

- **One ball start:** Top chef takes a ball/popcorn from the bin, taps/strikes/stirs with open hand, one ball across the circle/pan and a student chef taps/stirs it back across to the other side.
- **Play spot:** Student chefs do not move from their place, but guard their spot.
- **Two things:** Start with one ball/popcorn until two things happen.
 - The ball/popcorn gets stuck in the middle-getting burned up. Oh no!
 - The ball/popcorn gets knocked out the circle/pan. Oh my!
- **Stay and guard:** Student chefs don't get up from kneeling, guarding the edge of the circle/frying pan to chase it on the dirty kitchen floor.
- **More popcorn:** Top chef, very slowly adds a few more balls/popcorn-testing the student chefs ability to follow basic rules-not chase a ball and most importantly touch/crawl into the circle/pan.
- **No perfection:** Student chefs learn mostly through discovery and experience-however, they will not get it perfect. No cooking class does.
- **Lots of popcorn:** Top chef keeps adding more and more balls/popcorn and then halts the game due to several factors.
 - Student chefs not following directions. (Review and reflection time)
 - The popcorn has been stirred/tapped out of the pot-onto the dirty kitchen floor behind players. Ick!
 - A few of the remaining balls/popcorn is stuck in the middle-getting burned up. Oh no, the smoke alarm is going to go off!
- **Stop cooking:** When all the popcorn is stuck in the middle, or flew out of the pan, Top Chef calls a halt to the game.
- **Cool down:** Top chef, turns the oven dial off, blow in it and wave hand to cool it down. Slowly place hands down inside the circle. The frying pan is nice and cool...ahh...
- **Student chefs help cool it down:** Kids blow and wave hand. Hands to pan.
- **Go get the balls!** *Nope, not even close... Mr. Sarratt!* Kids will race, slide and fight for them. Student chefs are permitted to fast walk, but not race and fight for the scatter popcorn/balls.
- **One or two:** Come back with just one or two, popcorn/balls-no more.
- **Test time:** Did a student chef roll a ball to another student without a ball? Sharing and caring policy. Congratulate any student(s) who shared.
- **What do they need?** Revisit game rules and PE policies: every class is different, what does the class need to do a tad better?
- **Play another game!** Can the student chefs show the Top chef how to strike the ball/popcorn, guard the popcorn from flying out of the pot or not touching the frying pan? Maybe sharing a ball upon retrieval?
- **No way to win!** Again, there may not be another game like it. We can't keep score or win. All games end with a few popcorn stuck in the middle or flying out of the pan! Oh man... The best they can do, is follow directions, cooperate and keep the game going for longer by stirring the popcorn.

More HBP cooking lessons: Are the ready for additional challenges?

Variation/progressions:

- **First Aid Stations:** Add Chef School *First Aid Kits*: on each side of gym, two wall mini posters with little basket with laminated band aids. Any student chef, who self-discovers they touched the hot pan/circle, self-reports to First Aid Kit, and pretends to attach a band aid. (On their ouchy) After the student chef role plays self-care, he/she reports back to the game. Self-regulating behavior lesson.



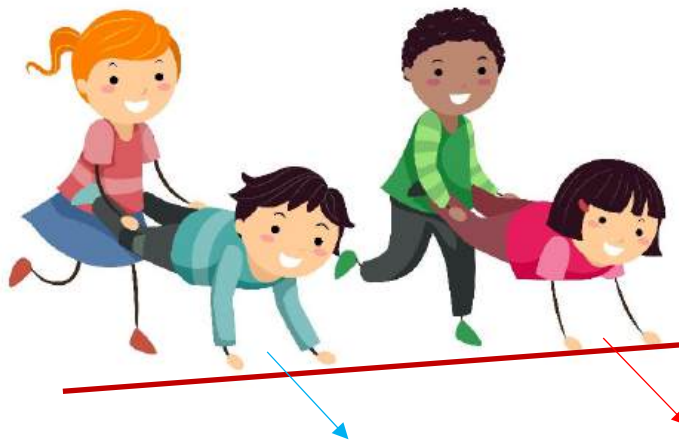
- **Grease, Oil and Butter:** Each new mini game add a seasoning to the popcorn. Show the empty container/paper mini poster. *We need to add oil to our pan!* Be dramatic and pretend to pour in lots of cooking oil or shovel in giant globs of grease/butter to the frying pan, *watch out kids!* Next game, shovel in salt, etc. All this drama and excitement adds impact to the game. The little kids, like K & 1st graders love it!
- **Oven mittens:** Oven mittens are a game changer. After turning on and testing the hot oven ritual, now the Top chef puts on *oven mitts*. Demo your oven mitts and student chefs follow along imaginarily putting on their oven mittens. Oven mittens change the nature of the game by allowing players to place hands on the hot frying pan/inside the circle, but not tummy, elbows or knees. Just the hands on the pan and inside.



- **Save the day!** With oven mitts on, student chefs now can get on hands and toes like a push-up, hand walk forward and stretch way out to strike and ball. Hands inside, toes outside. We call it “*saving the day!*”



- **Student support:** One student chef can stand outside the circle, and lift the feet of the other student, allowing extra distant to strike a popcorn; *buddies saving the day.*



Teamwork: saving the day!

Teaching Tips:

The final fun! Spatula: (Grade 3) to supersize the game and to aid striking/stirring skills, each student chef gets a spatula- the popcorn needs better stirring. Each student chef gets one foam scooter hockey paddle to stir the pot, wow! Each player with a mini paddle. Safe distance from each student chef is critical. *Now we can really stir the pot!*



Demo only



GOPHER Sport

Mini foam scooter hockey paddle #GL-10-859

Closure to HBP:

Thanks again to Larry Gordan for sharing *Hot Buttered Popcorn* with me several decades ago, it is a one of a kind special game and adventure!

The next three game are *Dr. Curt Hinson's*, I have modified them in several ways that I found appropriate for further PE challenges.



Cookie!!!

Guard the Cookie Jar/Cookie Monster (Grades 3-5) (Hinson/Sarratt)

Introduction:

The first Hinson game is a super fun and exciting, using guarding, tagging, and snatching skills. Played as an introductory game for a few minutes has proven great results. It uses the multiple games approach and inclusion. The equipment modifications improves organization, effective play and safety. I named it ***Cookie Monster***. Who wants a cookie more than him?

Why are we playing Cookie Monster?

- ✓ to practice tagging skills
- ✓ to practice defensive/guarding skills
- ✓ to show quick/fast movements-fast on feet

Equipment:

- 4-6 tall traffic cones (kitchen counter/ kitchen table)



- 4-6 larger bean bags (cookies)



- 4-6 soft taggers/batons (spatulas)



Demo only

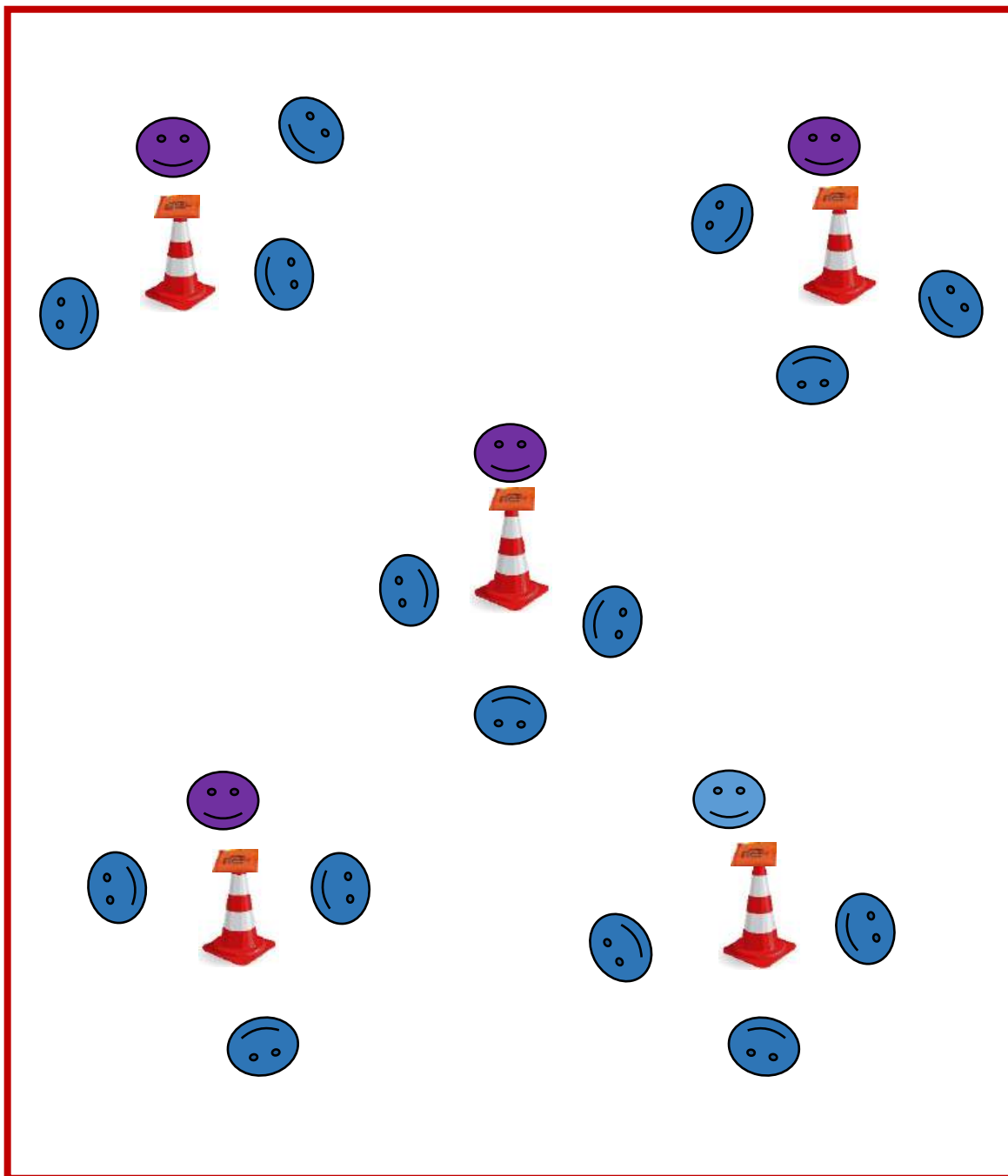


Soft Taggers

Organization: (See diagram below)

- Set up gym/play area as diagramed. For 20+ students or so, use 5-6 stations.

Cookie Monster Game



Parent



Child/Cookie Monster

How do we play Cookie Monster?

- Review honesty policy. *Why do we play games? To practice being honest!*
- Review safe tagging skills. Just a light touch with the tagger.
- Review boundary, running and chasing safety skills.
- Create several mini games/stations depending on class size space availability.
- Story time:

*The parent is cooking a wonderful dinner, yet the child is a tad hungry, turning her/him into a “**hangry**” **Cookie Monster**, and no way is going to wait for dinner and desert time. Nope, this child is impulsive and wants that cookie now. Cookie!!*



- **Several scenarios:**
 - The parent is not allowing desert before dinner and defends the freshly cooked cookie on the kitchen counter top. He/she uses the imaginary spatula (soft taggers), and tries to tag/tap the child’s fingers/hands/arms. *No cookie for you! It’s almost dinner time!*
 - The children, of course, sneak up, and tries to snatch a warm cookie off the counter top (the cone)! (See diagram above)
 - If the child is successful in snatching a cookie, he/she plays the parent part.
 - The parent, who just lost the cookie, walks away to another mini game; plays the children part; inclusion.
 - If the child/Cookie Monster gets tagged prior to the cookie possession, he/she also walks away, to try snatching at another game; inclusion.
- Play continues with the parent and children/Cookie Monster switching roles at the multiple mini games-all students remain in the game, no elimination.

Variations/progressions:

- Use 6 color-rainbow system

Teaching Tips:

- Experiment with amount of cones/cookies and mini game spacing.

Grab It! (Grades K-5) (Hinson/Sarratt)

Introduction:

This is the second of three Hinson games in a row. I first learned of it and played the very basic **Grab It Game** in workshop hosted by Dr. Hinson. Needless to say, I felt a connection with it and have worked diligently to transform the experience over the decades.

There were times when in June the gym was scolding hot, and kids could barely move or we were forced out of the gym, **Grab It** came to the rescue. We learned and play the basic Hinson method and then quickly progress/modify **Grab It** with the Sarratt System. Any approach works well. After reading this section, my guess you may be off to the dollar stores.

Why are we playing Grab It?

- ✓ to develop listening skills
- ✓ to develop quick reaction time, fine motor skills
- ✓ to develop cross lateral coordination
- ✓ to develop creative language processing
- ✓ to practice fun competition and cooperative skills

Equipment:

- Equipment choices are key to **Grab It**, maybe more than any activity or game. I spent lots of time in dollar stores shopping searching for fun and creative items just for this little game. Always on the look, hunt, for something cool that adds a fun new twist to the game. You will see what I mean in second.
- **Sample items:**
 - Small ball-tennis ball
 - Rubber band/Koosh/Smoosh ball
 - Pickle ball
 - Band Aid
 - Bean Bag
 - Yarn ball
 - Balloon
 - Foam dice-smaller size
 - Speed stack cup
 - Odd ball
 - Bean bag animal
 - Juggling scarf
 - Foam Frisbee
 - Blind folds
 - 3 X 5 or 5 X 7 index card
 - Clothes pin
 - Floor tape
 - Lens/dry wipe spray cleaner
 - Coffee creamer top (gold color)

Organization:

- Teacher chooses the intended items/grade level/amount.
- The items should be small and safe.
- Many items fit in a small basket. (see below) Not something bigger like a basketball.
- Teacher places each item type in a mini dollar store basket. (See mini green below)
- Every basket is laid against the wall; lined-up, side by side, organized and tidy.
- A portion of **Grab It** is getting the items, setting up. Upon game completion, replacing the items in the proper mini bin when cleaning up.
- Students are paired up, an extra player, can play against the teacher/TA or one group of three. It is recommended to have pairs if possible.
- Pairs walk down the line and take one item from each mini basket, item colors will not matter. In fact, choosing different colored items is recommended.
- Kids have no idea what is about to happen, but are very excited and love to choose items. It's like a mini shopping experience!
- Pairs sit cross legged and fairly close to each other. Face to face.
- All pairs in closer proximity to the teacher, not spread out too far. ¼ of the gym.
- Pairs cooperatively spread out and place items between them. Can they reach all items? With a left or right hand? Several rows is fine.

How do we play Grab It?

Hinson hints:

- Hinson recommends just a couple items. Like a bean bag.
- Hinson calls out “ready,” “hands to knees,” then “Grab It!”
- Hinson varies the game, by adding a ball to the game. Bean bag or ball.
- Hinson varies the game by stating left or right hand. “Left ball!”

Sarratt System:

- **Routine time:** Once students are set-up, teach and practice a clear step by step call routine, for each round: kids must know it and memories it.
 - **Starting position:** Students place *hands on knees*. (Every round).
 - **Direction:** what to do, how to grab it, left or right hand, both hands, color of object, etc. *Right hand, spider ball!*-then they grab it!)
 - **Grab it, hold it up high!** Place it back down, and back to starting position.
 - **Hint:** in many cases, just a hint is given, not a detailed direction, then they grab it! Use *sound effects* or *creative language*. This is the game changer, fun and artistic aspect to teaching it, and playing it. Your hints give a clue to what and how to grab it! There is thinking, problem solving and drama on both the teacher and students part. Nothing like it in PE. (*Pillow!-sleepy time!*-kids grab the bean bag, and lay head on it!) Yes, it is going to get wild!
- Ties are common, both kids grab it at the same time-teamwork. No worries, both are winner, hold it high, there is no reason to fight over it. They cooperatively laugh and reset it.
- Often times, there are multiple correct options/choices.

Sarratt sample items: *creative calls/hints:*

- **Something:** *red, blue, yellow, green, purple, orange, gold, black, white, etc.*
- **Something:** *round...*
- **Something:** *plastic...*
- **Something:** *wooden...*
- **Something:** *hard...*
- **Something:** *soft...*
- **Something:** *fun to play with...*
- **Small ball-tennis ball:** *bouncy, fuzzy...*
- **Rubber band/Koosh/Smoosh ball:** *rubber bands, stringy...*
- **Pickle ball:** *holes, see through it...*
- **Band Aid:** *ouchy, injured...*
- **Ping pong ball:** *white, sound of PP ball bouncing, getting hit...*
- **Bean Bag:** *pillow, sleepy...*
- **Yarn ball:** *soft, like a sweater...*
- **Balloon:** *sound of balloon inflating, popping or deflating...*
- **Foam dice-smaller size:** *call out a number, 1-6*
- **Speed stack cup/drinking cup:** *gulp, gulp, gulp... thirsty...*
- **Odd ball:** *lumpy, bumpy...*
- **Bean bag animals:** *zoo, vet...*
- **Juggling scarf:** *blanket, floating...*
- **Foam Frisbee:** *flying saucer, UFO*
- **Blind folds:** *darkness, sleepy time...*
- **3 X 5 or 5 X 7 index card:** *writing, note taking...*
- **Tongue depressor:** *wooden...*
- **Clothes pin:** *pinch, pinch/laundry time...*
- **Floor tape:** *sticky, lines...*
- **Lens/Dry wipe board cleaner (empty and clean):** *squirt, squirt, (spray sound)*
- **Coffee creamer top (gold color):** *gold, snap, snap, click, click, sweetness...*



Sample items:



Coffee Creamer Tops



Cups



Band Aids



Clothes pin



Lens cleaner



Tongue Depressor

Variation/Progressions:

- What items would you add? Do you have some fun and creative ideas?
- What creative calls do you use? Create some fun hints/calls.
- Combine several to make a mini project: *make an ice cream cone...*

Teaching Tips:

- Keep it fairly simple for younger kids, really challenge the older students, they love it!
- It's a one class experience per year.
- Using a large hula hoop per pair has proven to keep all the little items for the pairs.

Closure:

- My hope is you take the Hinson/Sarratt concepts and add your own *possession* to it! Grab for it!

Picture Analysis/Yoga Digest: (Grades 4 & 5) (Hinson/Sarratt)

Introduction:

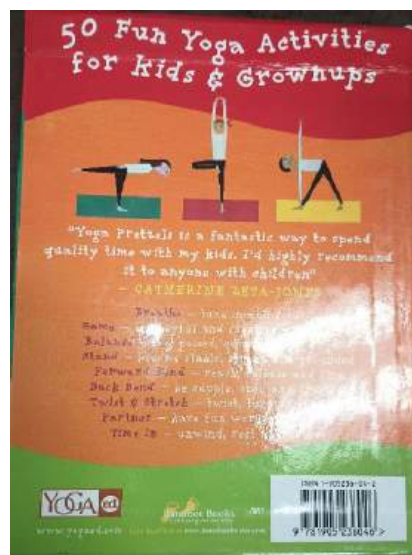
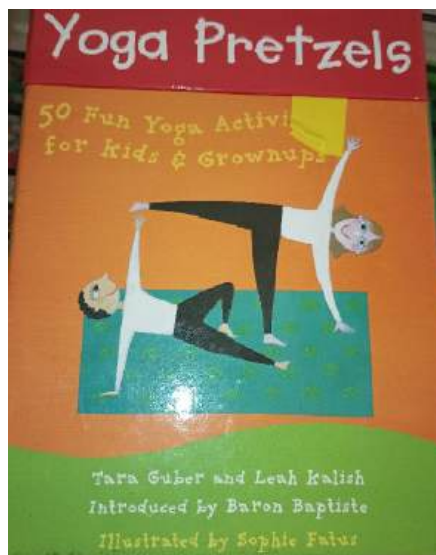
This is the final of three Hinson games in a row. I first learned of and played the very basic **Picture Analysis Game** in workshop hosted by Dr. Hinson. He calls it **Picture Analysis** and I gamified it by adding a theme and new name; **Yoga Digest**. Needless to say, I fell in love with it, and have used the experience over the decades. Therefore, we will learn the basic Hinson method of **Picture Analysis** and then progress/modify to **Yoga Digest** with the Sarratt System. My hope is you take the Hinson/Sarratt concepts and add your own *pose* to it!

Why are we playing Yoga Digest?

- ✓ to develop listening skills
- ✓ to develop speaking skills
- ✓ to develop creative language processing
- ✓ to develop gross and fine motor skills (moving into position)
- ✓ to learn how to perform various yoga type poses/moves
- ✓ to practice fun cooperative skills

Equipment:

- Yoga, fitness, exercise type cards with poses on them. Showing athletic moves/poses.
- Yoga Pretzel Cards are highly recommended. (Amazon)



Organization:

- Students start by working in pairs (Hinson)
- Progress to working in groups of three (Sarratt System)

How do we play Yoga Digest?

Hinson:

During the workshop, Hinson produced original student pose cards showing his sons with created poses; they were exceptional. I bought a set from him, used them for years, but somehow lost them over the years. Sadly, these cards/poses are no longer available. Hinson also had us/recommends working in pairs. One person listening and performing the pose. The other partner explaining to the performer, how to get into the pose. When complete, pupils get a new card out of the main bin, and switch roles. Great game!

Sarratt System:

Theme/story: *“Boys and girls, **Yoga Digest**, the world’s most prestigious yoga magazine, has hired your team to take new photos and with unique poses. Your job is to tell your buddy to get in the exact position and take his/her photo with your smartphone. New yoga cards, for kids will be created with these poses. It is important to share jobs, so that there are lots of photos to choose from. Thank you boys and girls!”*

3 Jobs: Pupils form groups of three.

1. **Model:** Is the student listening and performing the poses. The model listens, but does not to talk, ask questions or tell buddies anything. He/she is the model, and his/her job is following directions as best as possible. Yikes, not easy!
2. **Photographer:** Picks the new card, from the big bin of yoga cards, not letting the Model see it. (May need to cover the back with hands.) The photographer using **only words**, not physical gestures tries to explain the intended pose. Yikes, not easy! To be clear, the photographer is not allowed to touch and manipulate, helping the Model; again just using words, expressions, etc. Note the detail with hands, feet and head positions. **Yoga Digest** has high standards. When the Photographer see the Model achieves the correct pose, smile and take photo, **click!**
3. **Art Director:** Stands behind the Photographer, and is also silent, watching the action of the **Photographer** and **Model**. The **Art Director** is called in only when the photo is taken, **click**, to assess the pose/photo. Yikes, not easy!

How is the pose/photo compared to the Yoga card? Do they match?

- a. Photo/pose correct=thumbs up *“great job.”*
- b. Photo/pose not correct=needs a little help; then the Art Director may make positive suggestions. Helps the photographer. Cooperation.

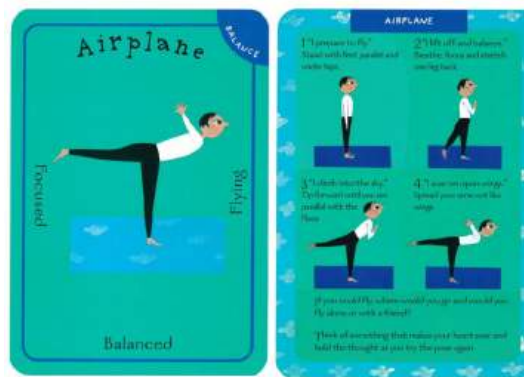
Rotate positions:

Model >>> Photographer >>> Art Director >>> Model

Sample poses from: Yoga Pretzel (yogaed.com)



Yoga Pretzel: Tree pose



Yoga Pretzel: Airplane pose



Yoga Pretzel: Airplane pose



Yoga Pretzel: Triangle pose

Variation/Progressions:

- The Yoga Pretzel cards are offered in levels by color.

Teaching Tips:

- Keep the game to older students, grades 3-5, the youngsters struggle.

Closure:

- Thanks again to Dr. Curt Hinson for *Guard the Cookie Jar*, *Grab It and Picture Analysis*, great memories with these special activities... they help kids to cooperate, collaborate and positivity communicate.
- You can visit Dr. Hinson (AKA Dr. Recess) www.playfiteducation.com

Mat Ball (Grades 3-5) (Tom Taylor)

Introduction:

Welcome to Mat Ball! I first learned about the game during my student teaching experience. Tom Taylor invented it years earlier, when he was starting out teaching PE in the Midwest, I believe, Ohio, prior to ***Baltimore County Public Schools*** and played it for decades at ***Pot Springs Elementary School***.

Tom modified kickball into a faster higher action/paced game. I made a few modifications to ***Mat Ball***, the game is Tom's.

Teacher notice: there is the human target issue and outs / elimination, and may choose to skip to the next game. I only offer the Mat Ball for those recreational program leaders that are looking for a better option to regular kickball. Not recommended as a core PE activity.

Why are we playing Mat Ball?

- ✓ to practice controlled accurate kicking skills
- ✓ to practice fielding skills
- ✓ to practice throwing and catching skills
- ✓ to practice offensive and defensive tactical awareness

Equipment:

- 8 ½" softie type ball:



Great Lake Sports #G825Y



GOPHER Sport #GL71-654

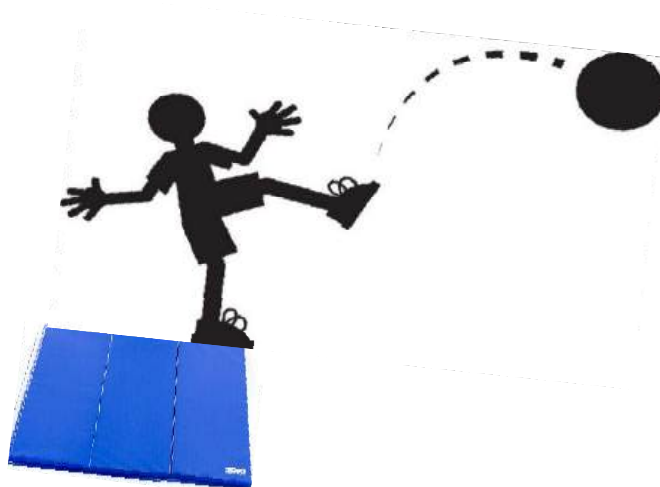


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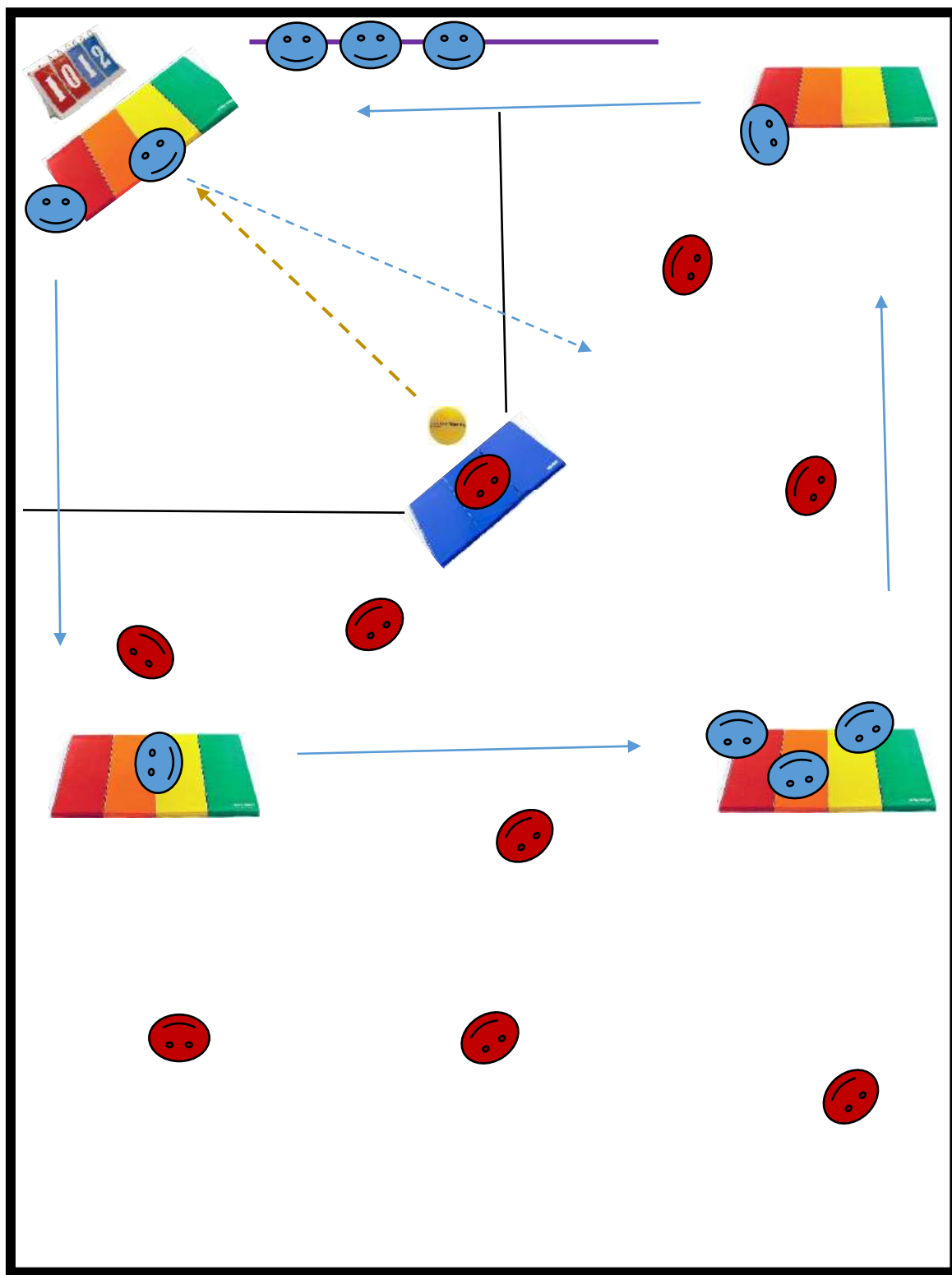
- 4 Small to medium size tumbling mats
- Home base plate (a smaller tumbling mat is an option)
- Two sets of pinnies, one color for each team
- Scoreboard

Organization: (see diagram below)

- Play in the gym or outside; it is possible on a sports turf or dry grass field. I have played Mat Ball both inside and outside.



Mat Ball



Mat Ball

How do we play Mat Ball?

Basic rules and procedures:

- Pitcher rolls an underhanded pitch to the kicker. It must be a quality pitch or re-pitch.
- Kicker thinks, pre-shot routine, of the best kick, tactic, and runs up and kicks the ball.
- Kicker must run, attempts to make it to 1st base or further.
- Kicker must run twice around all bases to score a point-yes, twice around.
- Out or Run? Sit on the kicking team's wait line (purple line)
- More than one offensive player, base runners, permitted on a base, including home base. This is why tumbling mats are used.
- Stopping all the base runners: by throwing the pitcher the ball, when she/he is on the pitcher's mound. He / she calls out **"stop!"** after catching it. All base runners stop running, if needed, report back to the closest base.
- After twice around, player scored a point on scoreboard. Sit on wait line.
- It is okay to kick the ball off the walls, angle shots.
- No leading off or stealing bases.
- No bunting rule, must travel to/past the home plate area or further. (See lines)
- No kicking into the ceiling. Ceiling=out.
- Fielders do not stand on the bases/mats, also not blocking base runners.

Outs: 3 out rule, ½ inning is over

- Catching a fly ball, even off the walls.
- Tagging a base runner with the ball.
- Soft toss, tagging, the base runner with the ball (shoulder or below)
- Kicking into the ceiling.
- Unsafe kicking into on deck/waiting teammates. (Gentle ball touches are okay)
- Bunting; ball stops short of home plate lines (see diagram above)
- Unsafe base running; diving/flipping onto the mats.

Variations/progressions:

Learning Game:

- All kickers get a kick, then the ½ inning is over.
- Each half inning rotate players, so that the same player is not kicking last.
- Last player or two do not have to run twice around, only once to score a run.

Teaching Tips:

- The first learning game, the program leader can pitch and coach the game until students are independent.

Sports Stations: (Grades K-5) (B. Vandegrift/Sarratt, et. at.)



Sport Stations!

Introduction:

Welcome to ***Sports Stations***. My buddy and co-teacher, Brian Vandegrift, and I worked on this activity for several years. We put our heart and souls into Sport Stations. Our goal was a yearend activity that changed from standard units, to an extremely motivating unit during those last challenging weeks of school.

Our mindset is that ***Sports Stations*** provides a valuable two week yearend review of several key sports and activities performed over the year. ***Sports Stations*** does that with efficiency. Students are able play with their buddies, being social and showing independence and agency. Thus, high energy and ALT, are a couple benefits of ***Sports Stations***.

Why are we playing Sports Stations?

- ✓ to provide a variety of sport experiences in one class
- ✓ to practice key sports and activities with good skills
- ✓ to have students work cooperatively in each station
- ✓ to problem-solve at each station-completing the tasks

Equipment:

- Noted at each specific station
- Cone Folders: station name/diagrams (Yes, the kids teased us about our diagrams...)
- Lively fitness music
- Traffic cone folder tops (See below)



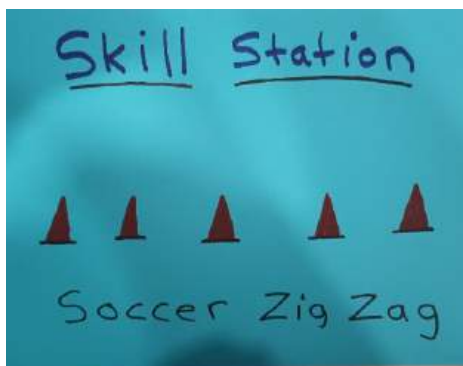
Great Lakes Sports # CFSET



GOPHER sport #GL93-315

Organization:

- Plan the stations and think about space, flow and safety.
- Create mini Sport Stations, 6-10 areas around the gym.
- Use a variety of styles of stations so that it fills unique student interest. Focus is on sports, but jump rope, hula hoops, scooters, dance, climbing wall, yoga and gymnastic help balance the sports stations and a variety of student motivation.
- Each station, is a review from the past year, this saves valuable time with lengthy directions, just a few instructional comments at each station is needed.
- Set-up main, larger stations first.
- Fill in with smaller stations in between the few main stations.
- **Sample stations:**
 - **Soccer Zig Zag Dribbling:**
 - **Equipment:** traffic cones, 8" softie ball



- **Towel Toss/Pop It Up:**

- **Equipment:** towels/mini parachutes, small ball/bean bag



Bath Towels

School Specialty #9-1565201-545

- **Scooter Riding and Racing:**

- **Equipment:** gym scooters, Ultimate scooters, big cones

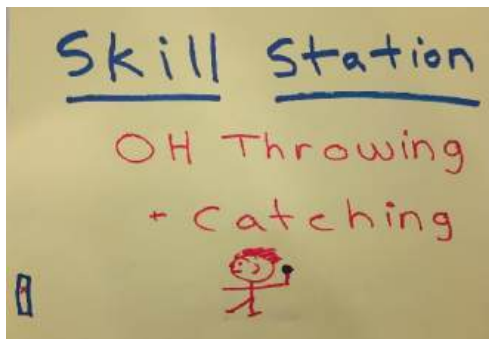


GOPHER Ultimate Scooter #GL82-010

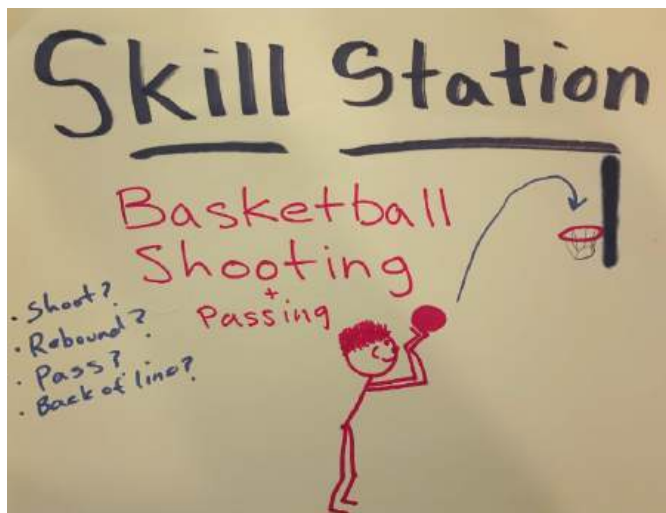
Partner, Group Challenge

- **OH Throwing/pitching to a target:**

- **Equipment:** taped targets, 5" balls



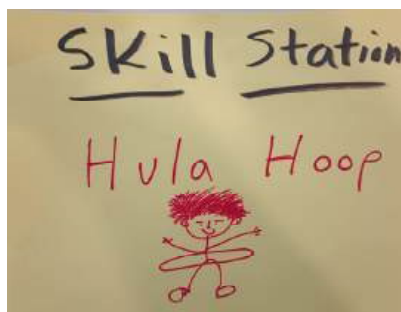
- **Basketball Shooting/Challenge Ball:**
 - **Equipment:** basketballs, PG balls



- **Lacrosse OH Throwing/Goal Shooting:**
 - **Equipment:** STX sticks, Pugg type goals, bowling pins, HD fleece balls

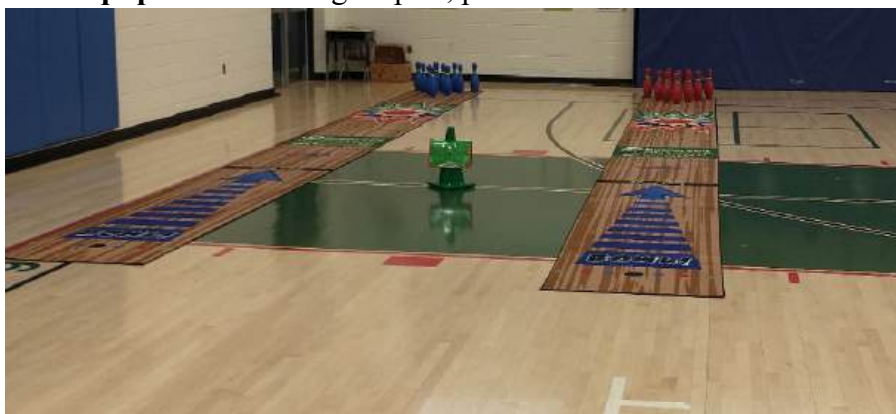


- **Hula Hoop:**
 - **Equipment:** medium and large hula hoops



- **Bowling:**

- **Equipment:** bowling carpets, pins and balls



- **Jump Rope:**

- **Equipment:** jump ropes, various sizes



- **Soccer Goal Shooting/Goalie:**

- **Equipment:** mat/goal, 8" softie ball



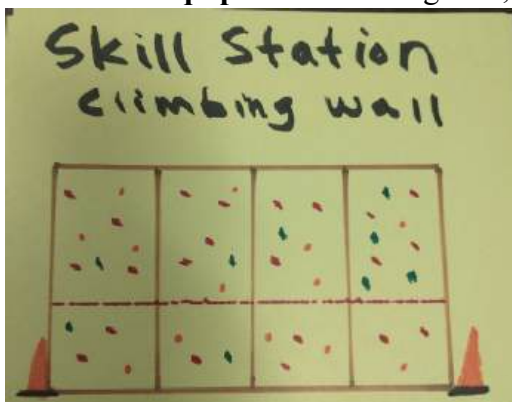
- **Balloon Tap and Paddle Striking:**

- **Equipment:** foam paddles, balloon or beach ball

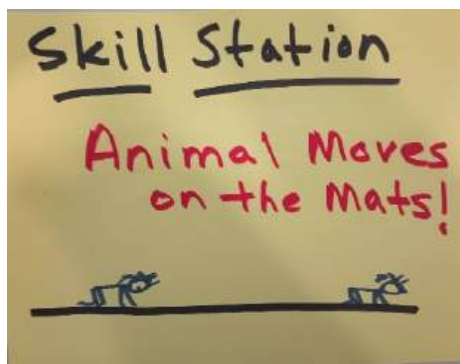


- **Climbing Wall::**

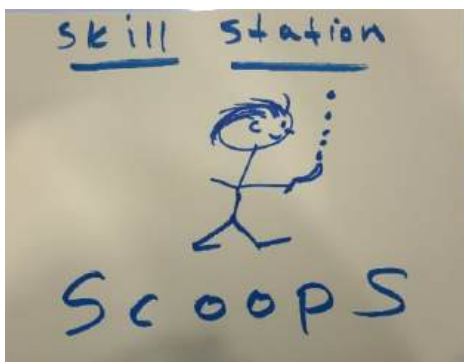
- **Equipment:** climbing wall, safety cones



- **Animal Creative Mat Moves:** (Grades K-2)
 - **Equipment:** tumbling mats

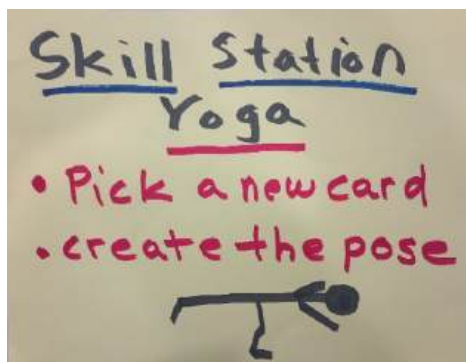


- **Scoops:** tossing and catching, switching hands, back and forth to partner
 - **Equipment:** scoops and balls



○ **Yoga:**

- **Equipment:** yoga/tumbling mats, container with various *Yoga Pretzel* cards



○ **Cartwheel:** (Grades 3-5)

- **Equipment:** tumbling mats



○ **Dancing:**

- **Equipment:** upbeat dance music



- **Jumping/Vaulting:**

- **Equipment:** small and larger jumping/vaulting box, tumbling mats, safety cones



Jumping Station-smaller, younger grades (Grades 2 & 3)



Jumping Station-larger, older students (Grades 4 & 5)



Jump, stick the landing! Feet, down, head up

Tricks: *side kick, tuck, pike, straddle*

How do we play Sports Stations?

- Partners and small groups of 3-4 students work well. Pairs are also fine.
- At each station, student's perform and stay on task, performing the skill.
- Skills challenges develop per grade level. Keep it very simple for younger students, much more challenging and exciting for the older learners.
- Student's rotate to the next station after a few minutes/pause of music.
- If the students do not finish a complete rotation, the next class they pick-up at the next station.
- The second week, add a new/variety stations. Jumping/vaulting is a good example.

Variations / Progressions:

- Each PE program varies with gym size, equipment and program goals.
- Use your best judgement when it comes to planning and layout of the various stations.

Teaching Tips:

- Have fun with Sport Stations. Thanks again, Brian!

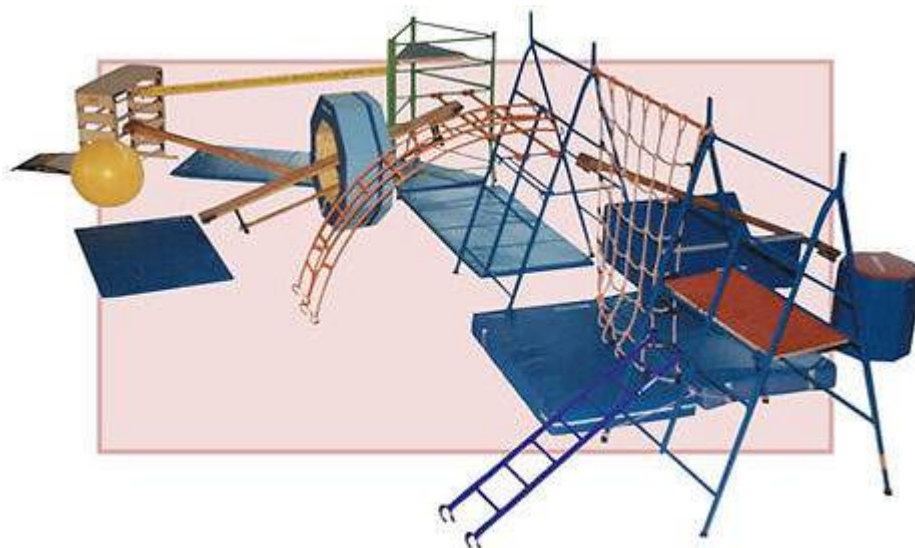


Sports Stations!

Fantasy Island (Grades K-5) (Paul Pfister, Dale Sarratt, Tom Taylor, Larry Gordan)







Introduction:

Welcome the Fantasy Island! (FI) My most unique PE unit of all time, up there with Teambuilding Challenges. Credit goes to several PE teachers, primarily my first elementary PE teaching partner, Paul Pfister who invented a game he called *Quicksand*. He used tumbling mats and hula hoops. Students entered one end of the gym, and jogged, leaped and jumped to the next tumbling mat/HH and finishing on the far end of the gym. They avoided the quicksand (the gym floor). The kids loved it. After watching this wonderful activity, I got the idea to supersize it. We worked together and created *Fantasy Island* over the next few years. I taught it several decades, only stopping to focus on the *Teambuilding and Adventure Unit*.

Teacher note: Parent helpers are needed in each class. Parents and TA's monitoring safety and assisting students through the pathways.

One last personal thought, I had no intention to include FI on this website, thinking it was entirely too much information or teachers would not be interested. However, after rereading **Dan Glover's** book, *40 Years in the Gym, Favorite Physical Education Activities*, Human Kinetics, 2006, I changed my mind. In his book, Chapter 7, is not one Obstacle Course activity, but an entire chapter with lots of examples. Thank you Dan for the inspiration. I can't tell how much I have learned from you.

Why are we playing Fantasy Island?

- ✓ to use various movement skills to complete a pathway; jumping, crawling, stepping, over, under and through
- ✓ to problem solve completing a pathway
- ✓ to use cooperation to work with and assist others
- ✓ to use drama and imagination in an activity

Equipment:

- Discussed/diagram below on each FI level

Organization:

With Fantasy Island, the best game plan, is to describe and teach it with *learning levels*, scaffolding, and progressing the information and experiences, from simple to more complex. Not all PE programs are able to purchase the very expensive equipment, or are able to permanently set-up the big and heavy equipment for several weeks. But, this does not preclude the program leader from basic FI experience.

This is the approach that Paul and I discovered at the beginning, we started out simple and developed the unit over several years. Other PE teachers who taught at Manor View offered wise ideas and we added them along the way. Let's visit Fantasy Island and get going! Careful, watch out for the quicksand!!

Quicksand...



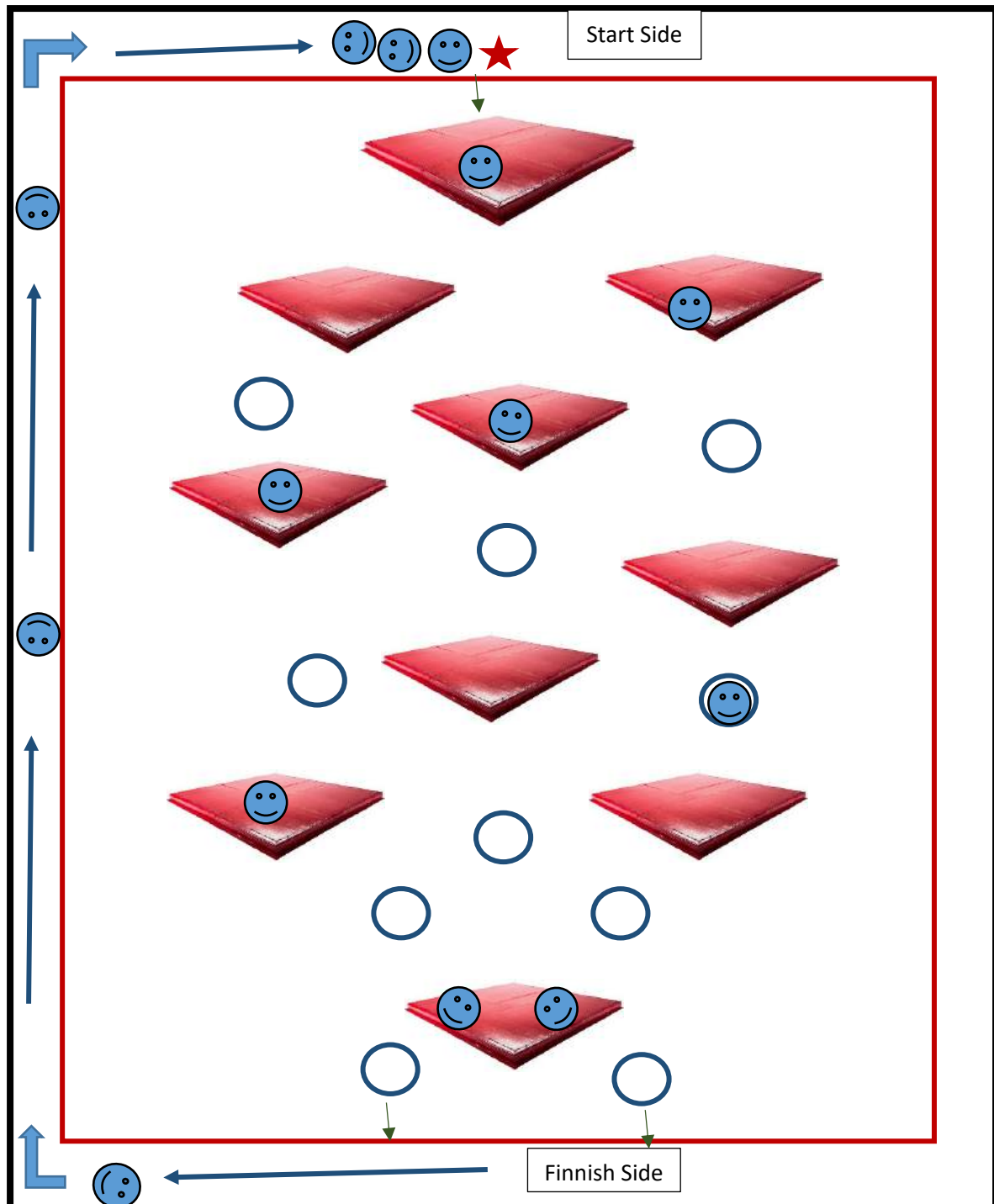
Quicksand...

Level 1:

Quicksand (Paul Pfister)

Equipment:

- Tumbling mats and hula hoops.



How do we play Fantasy Island?

Level 1

- **Theme/story:** With all the FI levels, start with theme/story that the kids are ship wrecked to an isolated island and are stranded. There is **quicksand** (the gym floor). Kids are traveling through FI to see if they can find help, without falling into the quicksand needing getting rescued by nice people. The theme/story works in concert to assist rules, responsibility and safety.
- **Quicksand?** Ask / explain what quicksand is?
- **Start side:** Students line up on the **start side**. They always travel on a pathway from **Start Side** to **Finnish Side**. The multiple pathway choices is what creates such a wonderful activity.
- **One at a time:** On start signal, the kids jump, leap from mat to mat and hula hoop (stepping stone) to the next one. They may choose any pathway they feel suits them best.
- **New pathway:** Each time through, every student discovers a new pathway. It's fine to repeat a pathway.
- **Help!** If a student is unsuccessful making a jump to the next mat/hula hoop, by touching or falling into the quicksand/floor the player stops and sits in the quicksand/floor and calls out. ***"Help! I'm sinking..."*** Just a pause, however, they must be saved/rescued by another player as outlined throughout the website.
- **Saving/hero:** Students saves others in the quicksand by reaching out a hand, and pulling the sinking student to safety. ***"Thank you,"*** to the helper is a common response. No elimination, inclusion. Creative cooperation.
- **Upon finish:** After completing a pathway, students return by walking back on the outside of the course.



"Help! I'm sinking..."

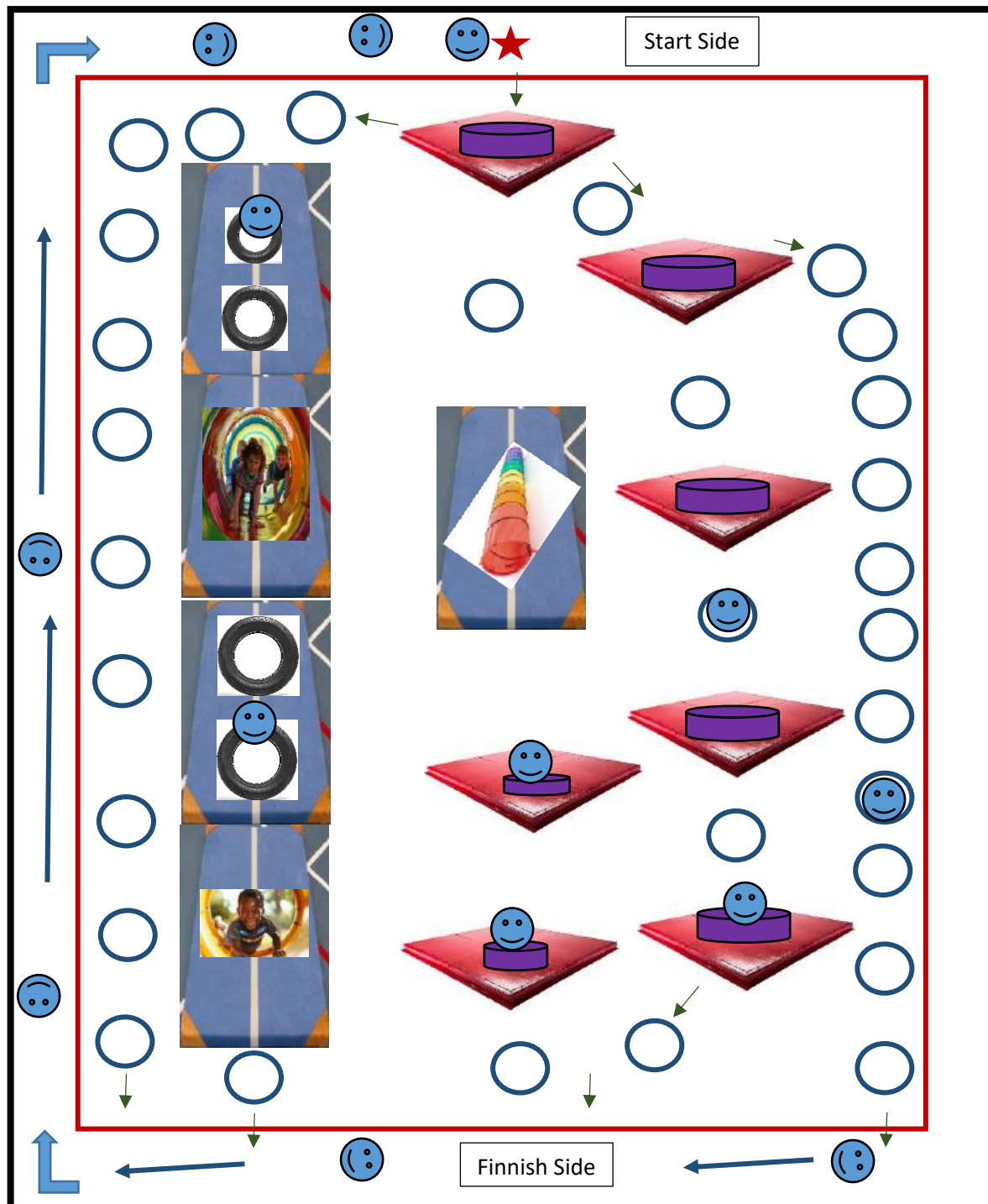
Level 2:

Equipment:

- Add used car tires, tunnels, stepping stones, poly spots

Organization:

- With the new equipment, 3-5 separate pathways are created



How we play Level 2:

- Create equipment pathways: students choose a new pathway each trip through.

- Add used car tires/stepping as ***boulders*** to step on: 

- Add long pathway(s) of hula hoops as ***lily pads*** to step in: 

- Add small poly spots or blocks as **stepping stones** to step and stand on: 

- Add tunnels ***as caves*** to crawl through:

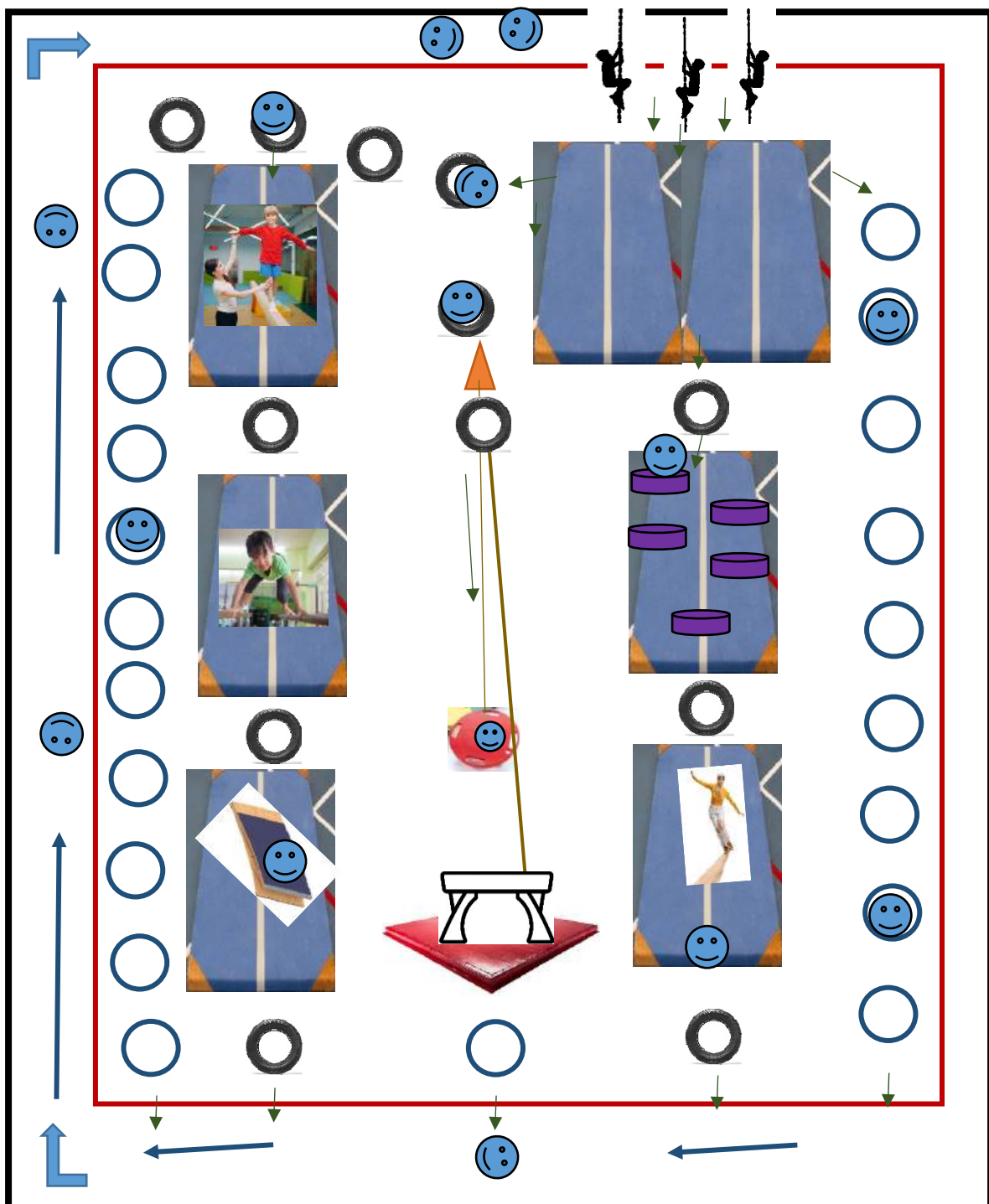


Stepping Stones

Level 3

L 3 add gymnastics equipment, ropes and Swam Buggy equipment for new skill challenges.

Organization:



How we play Level 3:

L 3 adds rope swinging, valting board, parallel bars, large scooter with attached ropes/swap buggy, pommel horse, balance beams, jumping boxes.

Many schools were build, and included with various gymnastic equipment. Manor View had a complete set of *Nissan* gymnastic equipment. (Mostly collecting dust) Your **Facilities Department** may need to transport some additional gymnastic equipment to your school.

Paul and I added and modified the gymnastic equipment to challenge the students depending on age.

On each pathway we added a new challenge: Not all were added or used at the same time.

- Swing ropes: **three climbing rope**; place a **huge crash mat** under and towards the wall. Students grabbed a **climbing rope**, walked backwards against wall, jump up and swing out to a landing mat. *Swing vine*. This is how all the learners now entered FI.



- Small (K-2) and bigger (3-5) **jumping valting board: cliff jumping**.
 - Youngers kids (K & 1) walk to the end and jump off, land on feet/mat.
 - Older grades, jog up, jump, land of feet/mat.



- **Parrall bars: fallen trees**
 - K-2 walk or crawl underneath on tumbling mat
 - Hold and hang-on, hand walk down the bars! (Like monkey bars)
 - 3-5 Crawl on top of the parallel bars



- **Mountain Climbling:** Tumbling mat drapped over top of the parallel bars. Jump and climb up, spin around on tummy, slide down the other side and land feet first.

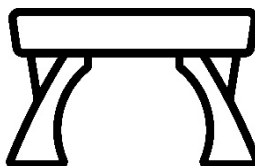


- **Large scooter: *Swap buggy***



GOPHER Sport #GL82-011

- Swap Buggy: Anchor tie the tug of war rope on the end around a support legs, big equipment. (***pommel horses***) A thinner rope is tied to ***Swap Buggy***, and used to pull the Swap Buggy back. Tie the thinner rope to a large cone or object. With the thinner rope, kids can pull the Swap Buggy back, and get on. Once on the Swap Buggy, kids pull themselves using the tug of war rope to towards the end, can crawl under ***pommel horse***, or climp on top, ***big boulder*** and jump off. Place a small mat under the pommel horse.



- **Low and higher balance beam** on tumbling mats: walk or crawl, jump off the end



How we play FI Level 3:

- For younger grades, K-2, keep the students low and safe. They do not climb high, but stay low, and under most equipment. Any student needing assistance is spotted/helped.
- For older students grades 3-5, are permitted to choose to climb higher over each piece of equipment. They are always allowed to crawl under if they wish.
- **Pro Tip:** Safety tips are taught about each new peiece of equipment. A review/practice session for each student is given.



Level 4

L 4 adds the Whittle/Gerstung/Gym-Thing Movement Education Equipment. (See below)

Level 4 is a game changer to Fantasy Island. With the new equipment and challenges further helps the students learn through the creative/exploratory mode. Students further develop spatial awareness, creativity, strength, flexibility and most importantly, confidence.

Some school districts own this wonderful equipment and schools sign up for it and **Facilities Department** delivers it. This is the finest way to manage the equipment, due to a couple factors; storage and expense.

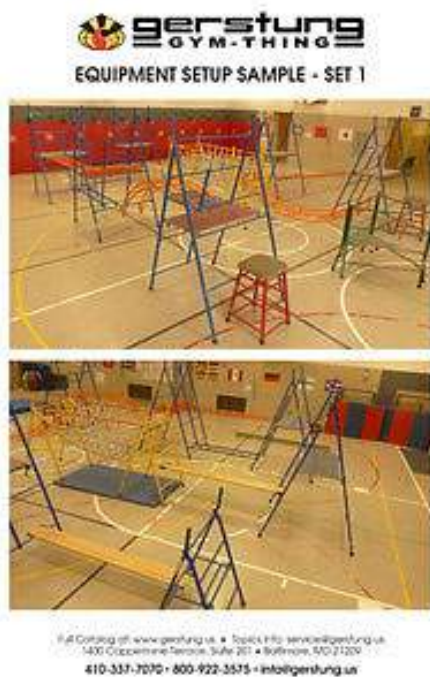
There are many set-ups and methods with the Gerstung equipment but with Fantasy Island we continue the multiple pathways for excellent ALT and creativity. It is hard to beat the multiple pathways system from one side of the gym to the other. Creative long pathways.

The sample photos and diagrams show possible connections. As mentioned, I can't show my FI photos/set-up due to student confidentiality issues.

Equipment and Organization:

- Removing some of the previous equipment is necessary to make way for new equipment.
- Set-up trestles, tower bases, bridges, ladders, nets, bars, beams, stools and planks to create pathways. (See photos below)
- For younger children, K-2, bridges, ladders, horizontal nets, bars, beams and planks are lower, for the older youngsters the connecting pieces are higher.
- **Pro Tip:** All students are taught and practice the *3 contact climbing* safety rule.

Gerstung/Gym-Thing Equipment



gerstung
GYM-THING
EQUIPMENT SETUP SAMPLE - SET 3



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Level 5:

L5 animals arrive to FI.

- **Animals:** Add stuffed/plastic animals. Students bring in all kinds of animals from home to add drama and impact to the game. The animals are used and stay at school during the unit. Kids take them home upon unit completion.



- For example, kids now have to swing over the *snake pit* and land on safely on the mat.



- The other animals are placed strategically on the equipment and floor.



- **No touch:** Students do not touch them, they may be dangerous! Consequently, pupils perform all movements by avoiding the FI animals. Increasing the drama and movement challenges. *How do they travel through avoiding the animals?*

Level 6:

L6 Banded Buddies: Students are banded together, by holding the ends of nylon straps and must problem solve using cooperation and communication to complete the challenges. *How will they do it?*



Level 7:

L7 animal care:

- **Sick:** Students discover that the animals are not dangerous, but are, in fact, sick and in need of medical assistance and care.
- **Carry on:** Students now, carry an animal through FI. They problem solve how to perform the moves, and challenges while holding on to an animal-quite the difficulty. Kids love it!



- **Fantasy Island Veterinary Hospital:** Also, there is a *Fantasy Island Veterinary Hospital*. Students can visit the FI vet at any time to give medical care to their animal.



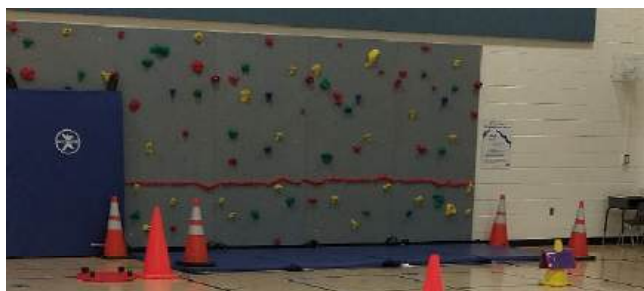
- **Pro Tip:** Set-up a table in a corner and create a mini vet center. Include a mini air pump, (shots) water cup, a stethoscope, heating pad and other fun creative care items for the youngster to perform animal care.

Integrating care and kindness.



Level 8:

L 8 adds the climbing wall. A climbing wall is a positive addition to FI. Students are able to choose the climbing wall pathway or skip it.



Use a mini wall/section!



Students traverse the entire Fantasy Island rock wall!

Variation/progressions:

Creativity and artistry is key with FI. As discussed, there is no exact formula for levels implementation to conduct the FI unit. Each year we added new and fun progressions and pathways. For, example I did not conceive of *buddy bands* and animals integration the first several years.

Note below: The creativity and complexity of Tom Taylor's adventure program at Pots Springs Elementary School. I can honestly say, it was mind-boggling amazing. (See photos below) Thanks for sharing Tom.

Tom Taylor's Program





Tom Taylor's program at Pot Springs Elementary School

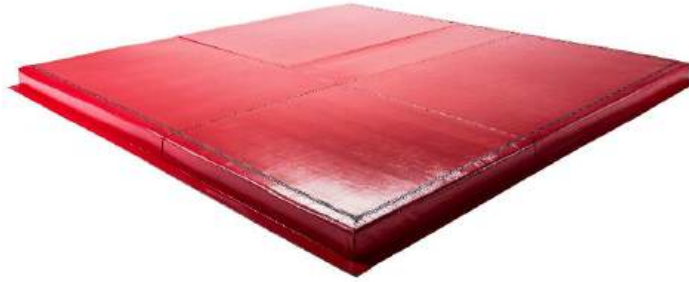
Teaching Tips:

- **Curb Appeal:** Dressing up your front door adds instant impact/drama. No more questions for a while, “Mr./Ms. Gym what are we playing today in PE?”



Welcome to Fantasy Island!

- **Pro Tip:** You may see in some photos there are no tumbling mats under the Gerstung equipment. I feel it is wise to error on the safe side. We always used safety mats. Liability has two parts, *maleficence* and *misfeasance*. Being proactive in player safety is critical to staying in the gym, and out of court.



Conclusion:

I hope you see, Fantasy Island offers students one of the most memorable physical education experience. Over the years it was the students' favorite unit of the year. Best wishes, Dale

It is time for summer vacation, and the most unusual game on this website, *Chair Ball*.



Summer friends!

Chair Ball (Dale Sarratt/Eric Read)

Introduction:

Chair Ball (CB) is a super causal and fun game, however, not for PE. My buddy Eric and I invented it when swimming at his sister's Betsy's house years ago during the summer. Our goal was to create a pool game that the kids and adults could play. It is a simple version of water polo. I include it to offer you fun with your family and friends on your summer break.

The name is derived, due to fact, the target, the goal, is a chair! A what?



Why are we playing Chair Ball?

- ✓ It is summer vacation, we are hanging at the pool, and we want to have fun!

Equipment:

- Pool



- Two chairs, on each side/edge of the pool. The chairs are the same.



- Medium size ball, 5-7 inches dia. or so



How do we play Chair Ball?

- **Game goal:** Each team passes the ball, from teammate to teammate, and shoots the ball into the chair; for the point.
- The ball stays on/in the chair, it doesn't roll or bounce out, or it will not count...
- Make two teams, decide on a few simple rules and play it!
- Super fun!

Pro Tips:

- Laying a beach towel sideways on the chair helps hold the ball from rolling out the sides.
- Playing in the deep end, makes the game more challenging and fun.



What a wonderful world!

Life is good!

Enjoy your summer vacation, rest up, you earned it! Dale