GREAT ACTIVITIES

The Nation's ONLY FREE Newspaper For Elementary & Middle School Physical Education

September/October 2025 Volume 1, Issue 1

"So Far Away"
Cindy Kuhrasch (Wisconsin)

"Hockey Camp Games"
Kelli Smith (Texas)

"Getting-to-Know-You Games"
Mic Seifert (Iowa)

Frisbee Mathematicians
Mike Bohannon (Kansas)

"In Tag-a-Lot, Tag-a-Lot"
Olivia Walls (Florida)

"Bingo Bash Hockey"
Susan Flynn (South Carolina)

"Tumbang Preso Game"
Ferdinand Buenaventura (Philippines)

"Veterans Day PE Stations"
Pete Charrette (Georgia)

"What Kind of Teacher Do You Want to Be? Book Study"
Kelli Smith (Texas)

"Acorn Action!"
Daniel Hill (Kentucky)

"GAN Classic Back Issues"
Various Folks Over the Years!

"Wonderful Contributors!"
Various Folks Around the World

"60-Second Energizers"
Dave April (New Hampshire)

"April Showers"
Mike Chamberlain (Minnesota)

"Bright Ideas"
Mic Seifert

"Healthy Highway Revisited"
Wendy Cooper (New York)

Send Us Your Games!

We are looking for your best activities and games to share with our readers.
Contact Artie Kamiya, Editor (Artie@ElementaryPE.com or Artie@greatactivities.net)

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Zachary Kamiya, Assistant Editor
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Artie Kamiya, Editor & Publisher

Zachary Kamiya, Assistant Editor

Please Help Us Grow...

Our Goal is to be the Country's 1st Free National #PhysEd Newspaper by being "adopted" by all 50 states. So far, 19 State SHAPEs/AHPERDs are providing this newspaper as a FREE membership perk: SHAPE Michigan, Tennessee AHPERD, MOSHAPE, Arizona Health and Physical Education, Texas AHPERD, Oklahoma AHPERD, SHAPE Pennsylvania, Kansas AHPERD, SHAPE Idaho, Georgia AHPERD, Wyoming AHPERD, MNSHAPE, CTAHPERD, Oregon SHAPE SHAPE Nebraska, INSHAPE, SHAPE South Dakota and North Carolina!

Words from the Editor

Welcome to the 1st Issue of Great Activities Newspaper 2.0!

First of All, we would like to thank each of you for being a part of the first 20,000 or so subscribers nationally and worldwide!

As we look back at our successful 38 years of publishing a print publication (1982-2020) and look forward, all of this would not have been possible without the support of each of you - our faithful readers!

Secondly, we would also like to recognize the amazing group of contributors who sent articles for this issue. Please take the time to reach out to these folks as time permits to thank them for making this publication possible. To become a future contributor, please e-mail Artie (Live Link).

Nation's 1st FREE #PhysEd Newspaper!

Remember when *USA Today* first began? It was on September 15, 1982. It was the country's first national newspaper.

We are also publishing our first issue on September 15th. And we will be the 1st FREE National Physical Education Newspaper!

Yours for the students we serve,

Artie Kamiya, Editor
Artie@greatactivities.net
(919) 818-6486

Please consider supporting GAN 2.0 - Artie's Labor of Love - with a small non-tax deductable donation.

Donating = Loving

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So Far Away...

Grades K-3

Cindy Kuhrasch University of Wisconsin - Madison

"So far away. Doesn't anybody stay in 'one space' anymore?"
Apologies to Carole King (Tapestry - 1971)

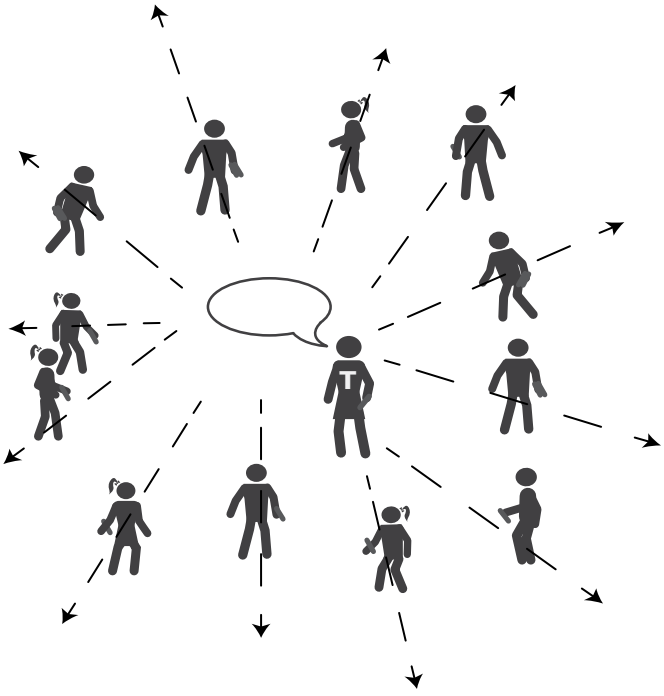
Equipment: None

How to Play: Here's a quick and easy-to-understand activity that I would list under "Sponge Activities" – games that can be used to soak up a little left-over time and/or as a quick energizer at the beginning of the school year.

Ground Rules/Prep: The teacher describes the meaning of personal space, general space and establishes the boundaries for the activity.

On "Go!" The students walk around the play area moving throughout general space until the teacher starts the countdown: "3, 2, 1... Freeze!" As the teacher begins the countdown, the students all scatter as quickly and safely as possible. The goal is to create space between themselves and the other students.

At the freeze signal, students freeze in place. The teacher selects a student who did a good job in getting quickly "far away" from everyone else. This student becomes the Judge.



The activity continues with the students gathering back towards the center and moving in general space. There is another countdown and "Freeze!" given by the teacher. The Judge determines who responded quickly, safely and stayed "far away." This player becomes the Judge for the next round.

Variations to Consider: Vary the types of the locomotor skills (gallop, skip, walk, jog) and speed (slow motion, moderate, fast) of the activity.

Kelli Smith, Baker Elementary School Prosper, Texas

Two lead-up games guaranteed to provide fun and enjoyment for your upper elementary and middle school classes.

* Hockey Pirates

Equipment

- Hockey sticks and pucks
- Cones
- Music

Safety Reminders

- Two hands on the stick: one near the top, the other halfway down the stick.
- Keep the blade below the knee - no high sticking.
- Push the puck, don't hit the puck.

Warm Up: Hockey Skills

Students spread out inside the designated play area. Each student has a hockey stick.

Guidelines for Skill Work:

- Stay inside the boundary
- Keep puck under control
- Do not touch anyone else's puck or stick.

Lesson Skill Work

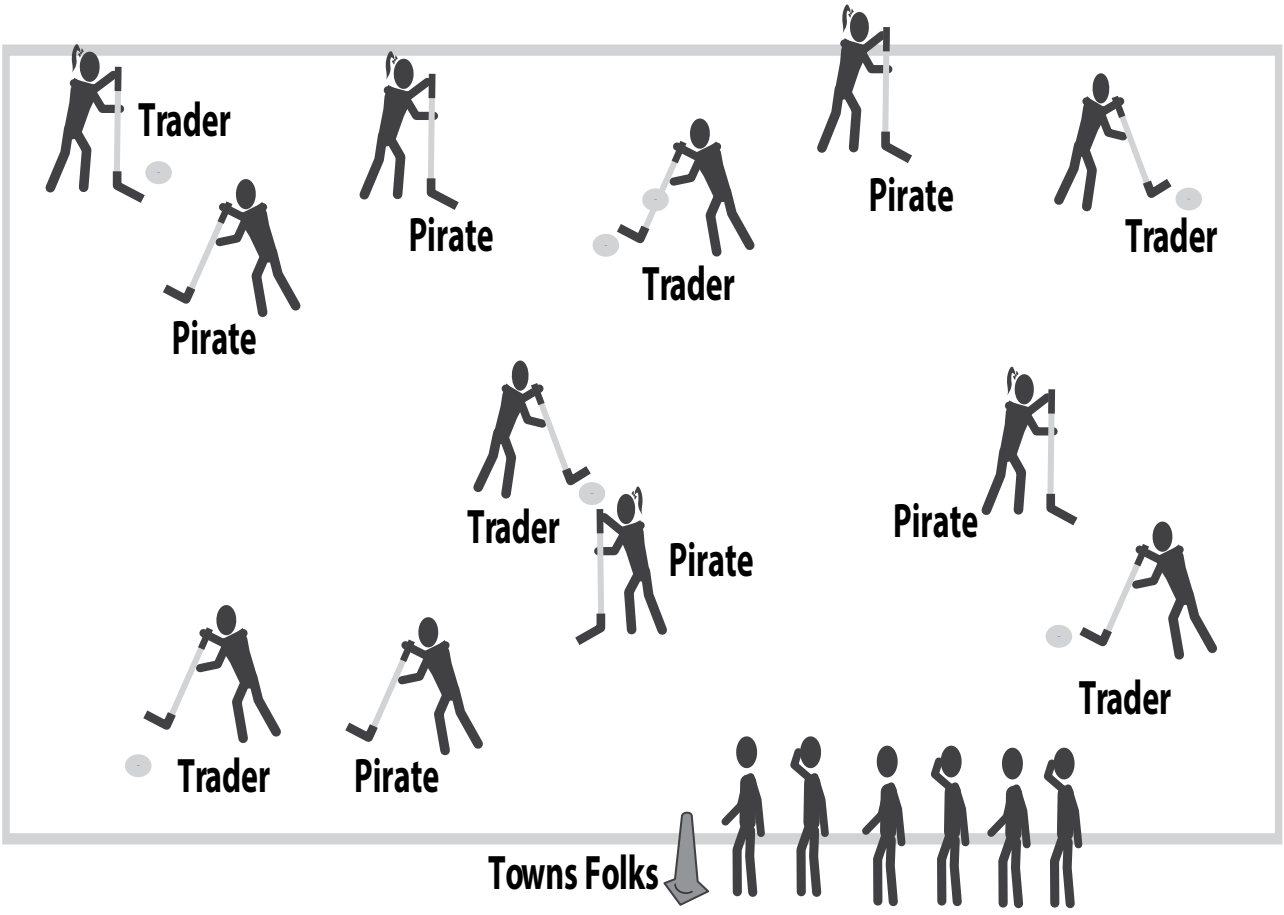
Skill #1: Keep sticks on ground, move around the gym, WITHOUT a puck (coaches are checking player's grip and making sure students are holding the stick correctly).

Skill #2: Stick handling around the track or inside black line with a puck (this is similar to a dribble in basketball, but using a stick and sliding the puck on the floor).

Skill #3: Find a line to straddle. Practice moving the puck back and forth across the line using both sides of the stick blade. How many times can they can tap the puck back and forth across the line?

Skill #4: Obstacle Course: Weave in-and-out of the cones using correct form.

* *Christina Fuller-Summey introduced this game to me. Thanks Christina!*



How to Play: Divide your students into three groups:

- Pirates
- Traders
- Towns Folks

The Traders spread out inside the play area with a puck and stick. When the music starts, s/he moves around the play area, avoiding the Pirates!

Pirates move safely throughout the play area looking to steal a puck from a Trader. Once a Pirate steals the puck, s/he becomes a Trader. Traders that have their puck stolen, take their stick to the first player in the Towns Folk line and go to the end of the waiting line.

Kelli Smith, Baker Elementary School Prosper, Texas

Scatterbrain Hockey

Equipment

- 20 Bowling Pins
- Hockey Sticks
- 5-6 Hockey Pucks
- Gym Floor Tape

Safety Reminders: As with the previous game, please reinforce these safety procedures:

- Two hands on the stick: One near the top, the other halfway down the stick.
- Keep the blade below the knee - no high sticking.
- Push the puck, don't hit the puck.

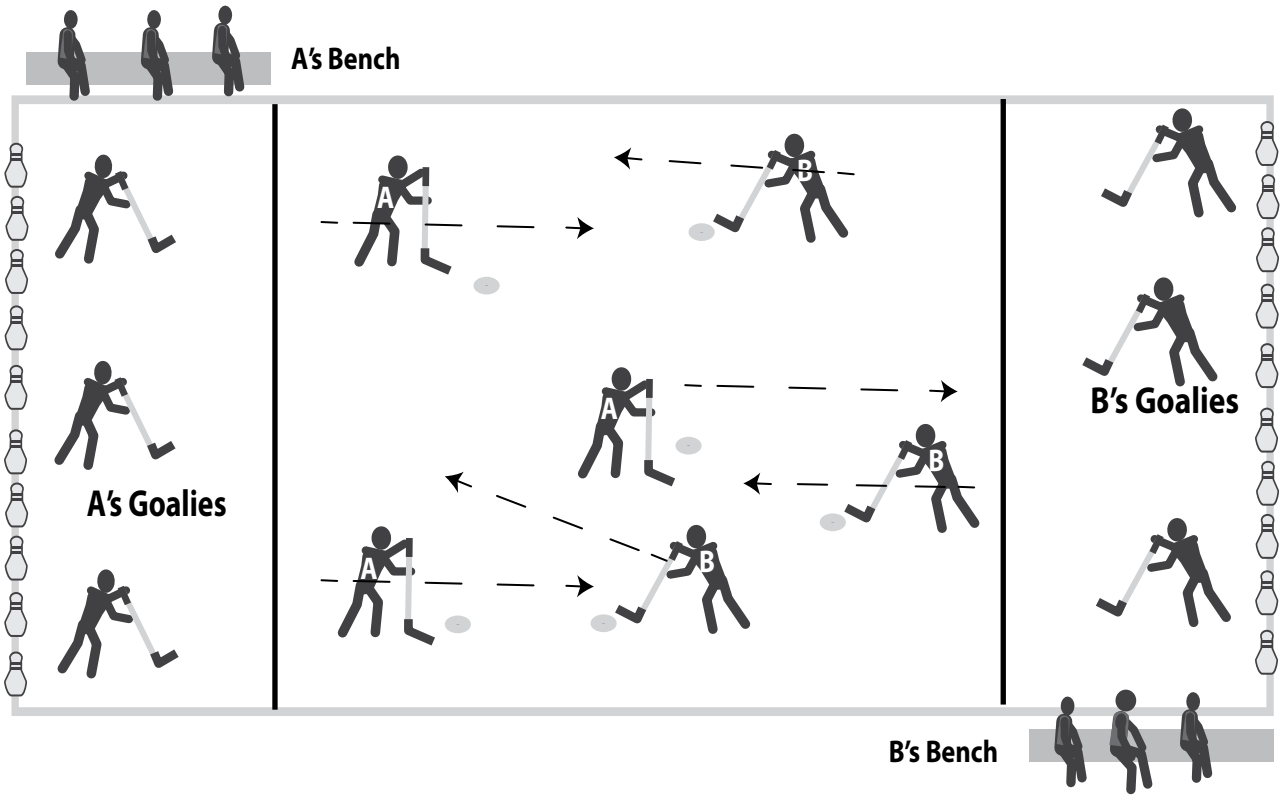
Game Set Up:

Place 10 bowling pins on each baseline. Use small pieces of tape to mark where each pin goes, so students will be able to see where to replace pins.

Game Description:

Divide class into two teams. Within each team, split students into 3 groups: Goalies, Forwards and Hockey Fans. Each team gets 3-4 hockey pucks to start each round. Play for 2-3 minutes per round.

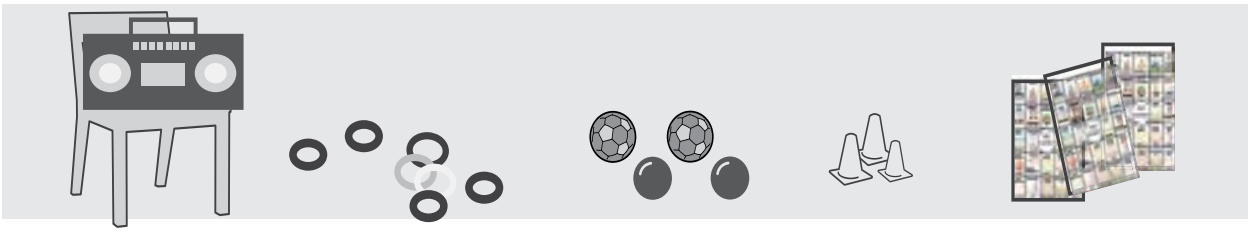
- **Goalies:** Goalies may not cross the line as designated by the floor tape. Their job is to defend their bowling pins. If a pin falls, wave it in the air for the scorekeeper to score the point, then reset the pin.
- **Forwards:** The main objective of the forward is to score by hitting pucks to knock down the opposing team's bowling pins. Forwards cannot cross the designated floor tape line. Forwards should look to pass the puck to open teammates.
- **Hockey Fans:** Get a quick drink of water, then sit in the designated area cheering for your team.



WOW (Words of Wisdom)

- We designate a penalty box located in front of the scoreboard. If a student is called for high-sticking (blade goes above their waist), they must go to the penalty box for an adequate amount of time.
- We award bonus points for cleanup. For example, the team that is able to get all positions in their proper places. Forwards return to the center of the court, Goalies sit behind blue line, and Hockey Fans sitting in their designated area and everyone is attentative, they get a bonus point.
- This helps students quickly clean up and therefore, they get more turns.
- Scoring is always optional.
- We have students leave the pucks where they are at the end of each round. This helps us clean up faster and avoids all the pucks being stacked up in the middle circle.
- **Variation:** Have all 5-6 pucks stacked in the middle circle and do a face off to begin each round.
- Rotate every 3 minutes and/or when 3 bowling pins are knocked down.
- Rotate from Goalies to Forwards and Forwards to Hockey Fans.

Mic Seifert, Madison Elementary School Davenport, Iowa



Froot Loops

Equipment

- Soccer, Nerf or Other Suitable Balls
- 20-30 deck tennis rings.
- Cones to make two "Cereal Boxes"
- Music

Class Set-Up

- Use cones to designate two "Cereal Boxes" about 10' x 10' on either side of the playing area.
- Place half of the deck tennis rings in each "Cereal Box." 15 per box.

How To Play

- Select four students to stand in the designated Cereal Boxes. Two students per box.
- The four students scatter the "Froot Loops" (deck tennis rings) about their side of the gym.
- The rest of the students are provided soccer balls and stand around the perimeter of the gym.

Play a song for about about 3 minutes. When the music starts, the students dribble their soccer balls about the playing area.

The object is to place the ball into a Froot Loop without using their hands. When this happens, they score one point. After earning a point, they leave their soccerball in the Froot Loop and jog to the closest Cereal Box.

Question of the Day: At the Cereal Box, the entering student asks one of the students in the Box the "Question of the Day." For example:

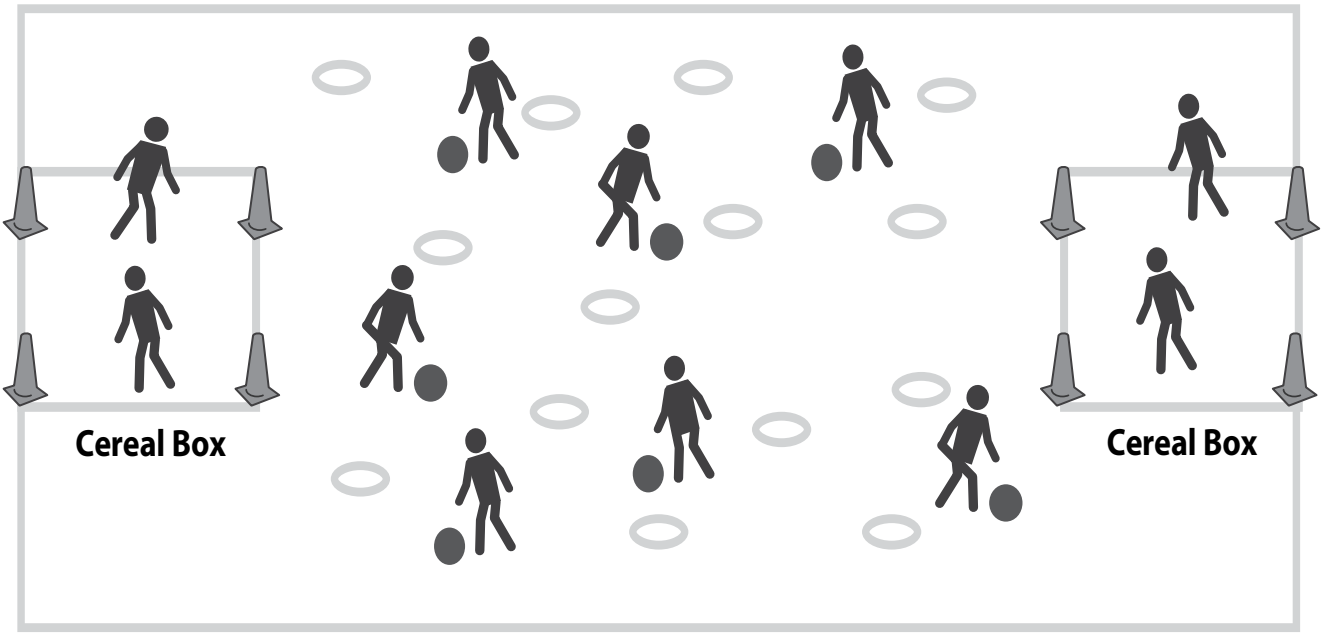
- How many brothers and sisters do you have?"
- Or "What is your favorite color?"
- Both players answer this question as a simple way to introduce themselves.

After answering the questions, the students exchange places. The original student in the Cereal Box enters the game by finding a soccer ball on a Froot Loop.

The other student remains in the Box to answer the question with a new entering player.

Froot Loops Diagram

Mic Seifert, Madison Elementary School Davenport, Iowa



Connect 4Fun

Equipment
- Connect 4 Fun Sheets
- Music

Background: Connect 4 Fun is my latest creation. The concept is for the students to begin building connections in class. Students are provided the Connect 4 Fun Sheets as found on the next page. They start on their own and move about the playing area looking to connect with their classmates to see what they have in common. For example, do they:

- Share the same birthday month?
- Like peanut butter with bananas?

If so, if they have made a connection and now stay together to work as a team until they "Connect 4."

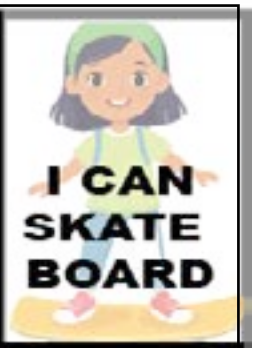
In other words, until they are able to find two other people who share the same attributes. Once they make a "Connect 4" connection, everyone in the group earns a point and they break off and begin again.

Personal Note: I'm also thinking about adding a locomotor movement element as they move around the gym, I just haven't tested it out yet. However, I did do this activity while presenting at SHAPE Iowa recently.

The physical education teachers present responded with alot of smiles as connections were being made.

I hope you enjoyed these two games!

Connect 4 Fun

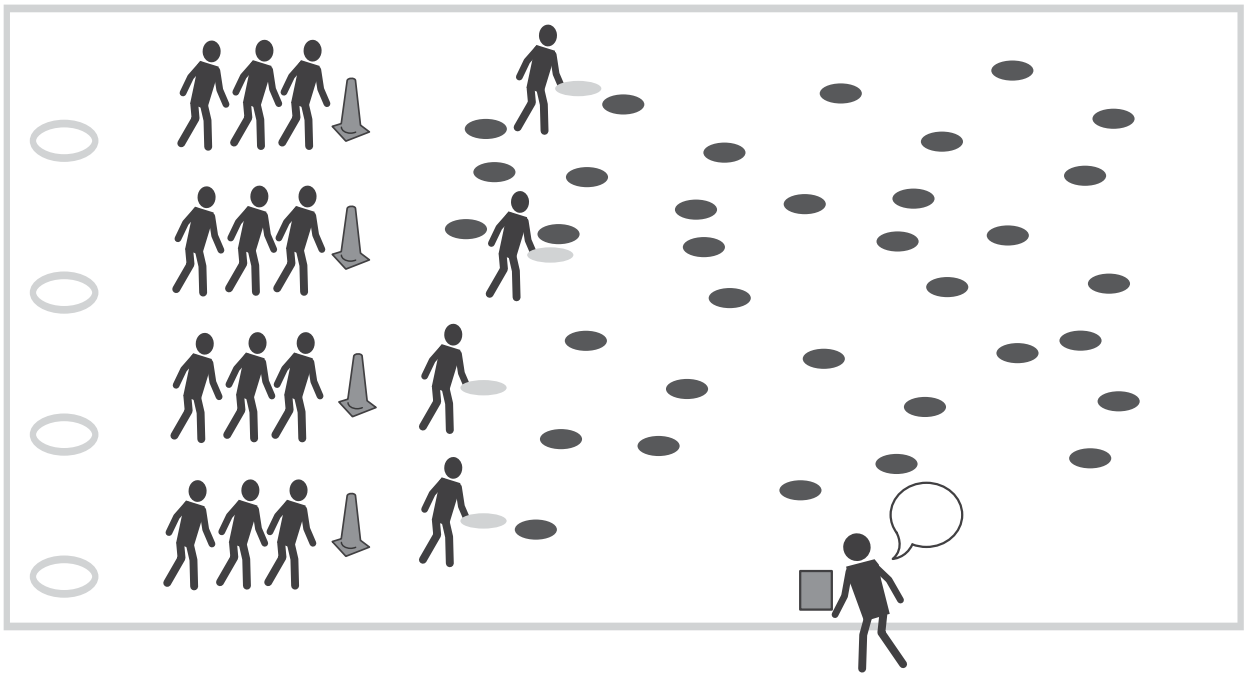
PLAYS MUSIC	SAME MONTH	ROASTED MARSH MELLOWS	LIKES THE MOUNTAINS	 I CAN SKATE BOARD
AVID READER	HAS A SISTER	WENT FISHING	NEVER HAD A CORN DOG	LOVES TO SWIM
LIKES THE BEACH	HAS BEEN ON A PLANE	FREE CONNECT!	LIKES TO SWING	HAS A BROTHER
NAME BEGINS A VOWEL	LEFT HANDED	CAN MAKE OMELET	MADE YOUR BED	LIKES TO DANCE
HAS WRITTEN A POEM	WALKED DOG	CAN PLAY CHECKERS	HAS BEEN TO THE ZOO	HAS A NICE SMILE!

Credit to Mic Seifert, 2025

Frisbee Mathematicians

Grades K-3

Mike Bohannon, Retired PE Teacher! Easton, Kansas



Equipment:

- 30 – 50 Frisbees with numbers 1 – 5 written on the bottom,
- One cone, deck tennis ring and hula hoop for each team.
- Math flash cards.
- Cone sleeves with a number for each cone.

Class Set-Up:

Spread the Frisbees out on one side of the gym. Number side down. Divide the class into teams of 3 to 5 people. Have them line up behind a cone on the other side of the gym. Place a hula hoop behind each team. Give the first person on each team a deck tennis ring.

How to Play:

The teacher will hold up a math flash card. The class will answer the problem verbally. One-by-one they will collect Frisbees trying to add the numbers on the bottom of the Frisbees to get the answer on the flash card.

For example, if the problem is 8 + 7, they will get Frisbees that will add up to 15. They cannot go over 15 so they may need to take a Frisbee(s) back.

On the teacher's signal to start, the first person of each team (carrying the deck ring) will travel to the Frisbees and pick one up. They can only pick up one Frisbee. They return to their team and give the deck ring to the next person.

The collected Frisbee is now placed in their hula hoop - number side up. When a team collects the correct number of Frisbees that add up to the answer, they sit down. The rest of the groups have approximately 30 seconds to continue to work on the answer. In the meantime, the teacher walks towards the sitting group to see if their answer is correct. When time is up, the teacher signals for the class to stop and return to their groups. The teacher checks the answers of the other teams at this time.

After the teacher is done checking, the teams take their Frisbees back to the playing area. We typically have the teams move down one cone before starting the next round, leaving their original deck tennis ring in place.

W.O.W. (Words of Wisdom):

- You can use addition, subtraction, multiplication flashcards depending on the grade level.
- With Kindergarten we work on number recognition and have them find the number that is on their cone.
- I also write the number on the deck tennis ring.
- Please ask the students to hand the deck tennis ring to the next person. In other words, do not throw, toss, or roll it to the next person in line.

There can also be a lot of movement in this game. For example, you can have the students travel in different pathways: straight line, curve, zig zag.

- Or have your students start and stop and change directions on your signal.
- Or they can run, jog, skip, gallop, slide step, etc. to get to the Frisbees and go back to their team.
- We generally do not ask them to sprint for safety reasons. It is also important that they keep their heads up and eyes open when moving because there are many people moving in many different directions. Be in control when moving around the Frisbees.

Other: Lastly, try to match up the colors of the cone, ring, and hula hoop for each team if possible.

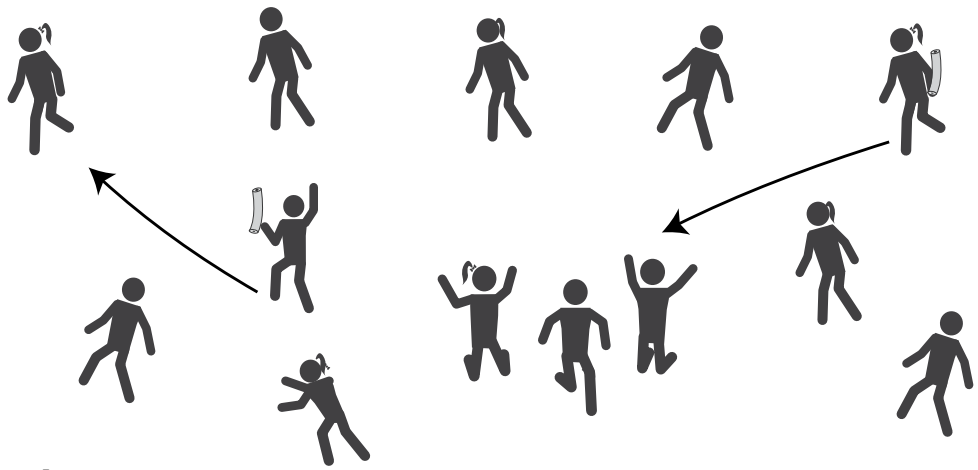
Have fun!

Olivia Walls, Seaside School Consortium Florida

"In short, there's simply not a more congenial spot
For happily-ever-aftering than here in Tag-a-Lot."

Apologies to Lerner & Loewe (Camelot - 1960)

Banana Tag



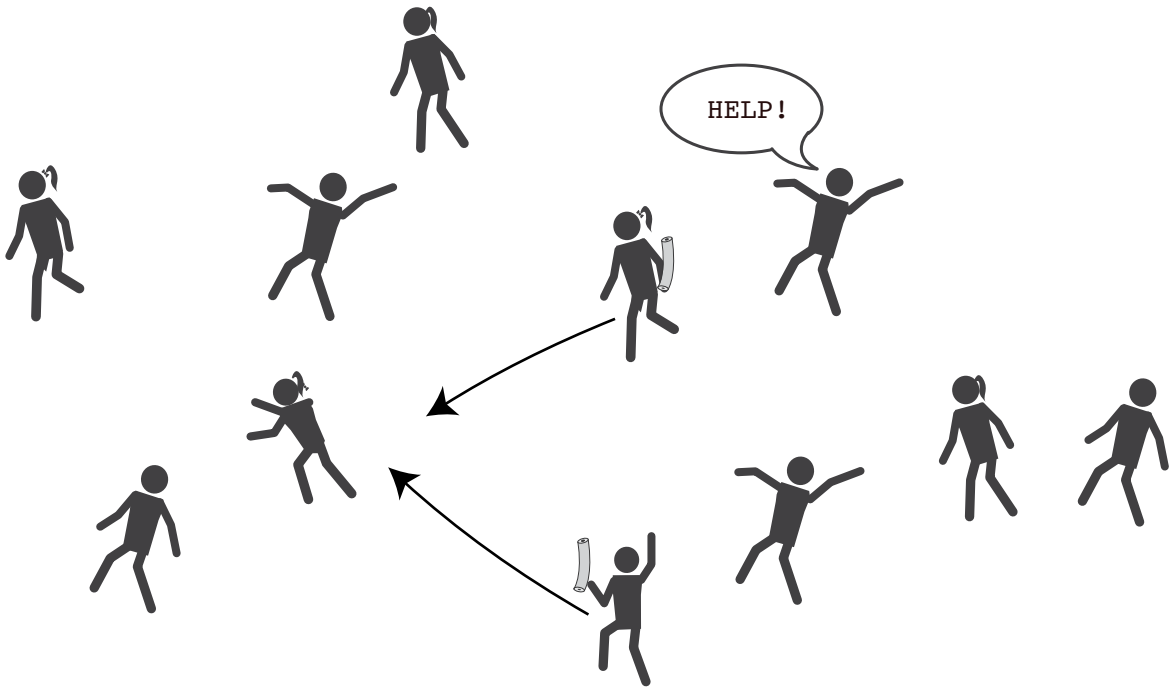
Equipment

- 2 Half Pool Noodles
- Cones to mark the playing area

How To Play

- Two taggers are selected to be Iguanas and are given a half pool noodles.
- Everyone else is a Banana!
- If a Banana gets tagged, they freeze with both hands above their head.
- To be saved, a free Banana will pull down one arm of a frozen Banana.
- Frozen Bananas cannot move until both arms are pulled down by two different students.

Olivia Walls, Seaside School Consortium Florida



Equipment

- 2 Half Pool Noodles
- Cones to mark the playing area

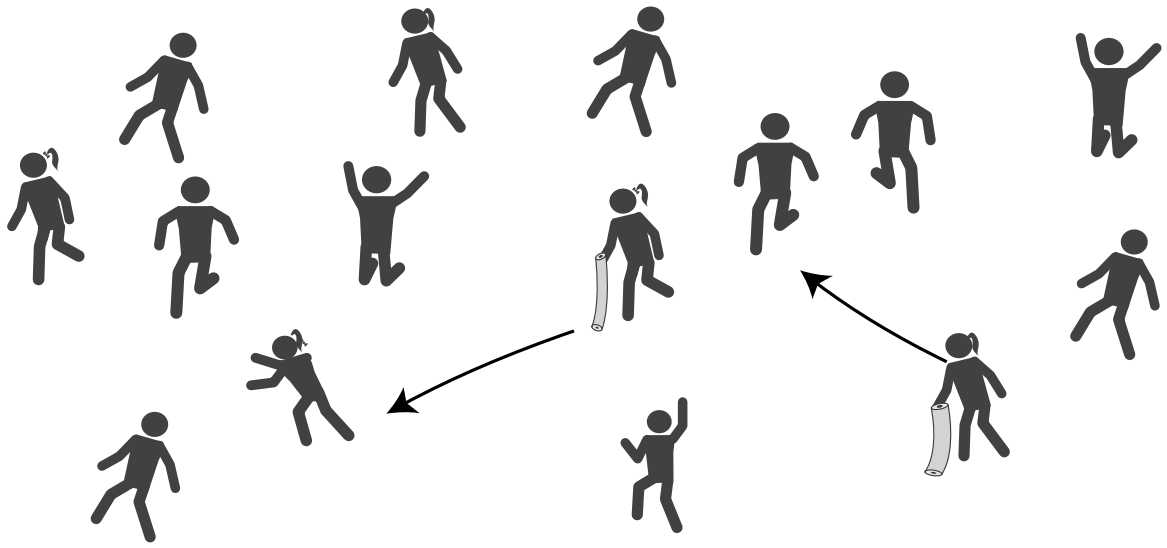
How To Play

- Two students are Sharks (Taggers) with one half pool noodle each.
- All other students are Fish.
- If a Shark tags a Fish, the Fish turns into a Starfish with their arms open in a star position.
- To be unfrozen, Fish that are not tagged can go up to a frozen Starfish and double high five them.
- Fish saving frozen Fish cannot get tagged.

IceHockeyTag

Grades K-5

Olivia Walls, Seaside School Consortium Florida



Equipment

- 2 Long Pool Noodles
- Cones to mark the playing area

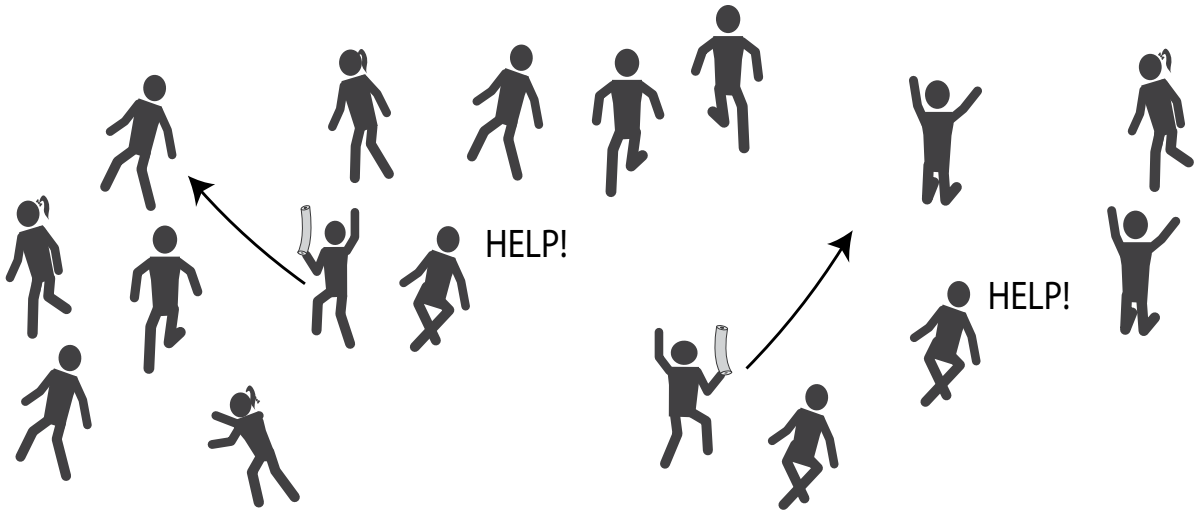
How To Play

- Two students will be Hockey Players (Taggers) with long pool noodles.
- Hockey Players have to keep their pool noodle on the ground like a hockey stick.
- All other students are Ice Skaters.
- If a Hockey Player tags an Ice Skater, the tagged Ice Skater must complete 10 side slides like they are skating on the ice.

BeachballTag

Grades K-5

Olivia Walls, Seaside School Consortium Florida



Equipment

- 2 Half Pool Noodles
- Cones to mark the playing area

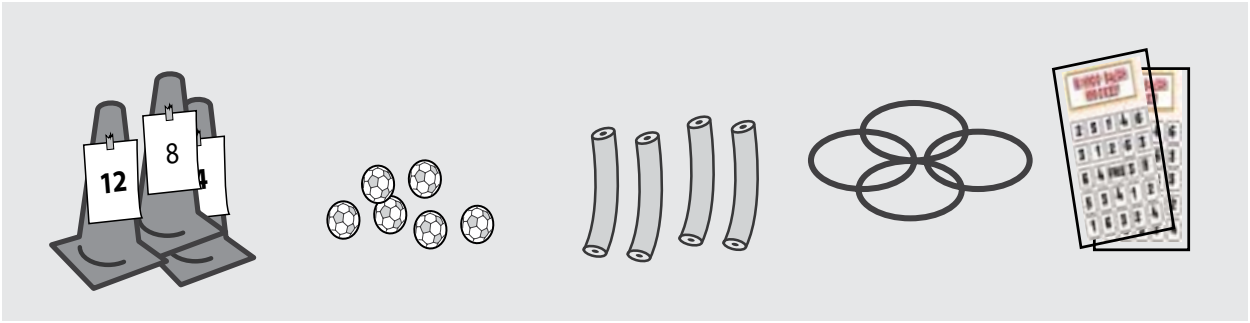
How To Play

- Two students are Taggers.
- If a student gets tagged, they will sit on the ground like a beach ball.
- To be saved, another student needs to stand next to the frozen student, stand like a beach umbrella (arms covering their classmate) and yell “I love the beach!”
- Both students can then continue playing the game.
- Both students get 5 seconds after being saved/saving before they can get tagged. again. Play for 2-3 minutes then switch taggers.

Bingo Bash Hockey

Grades K-3 & 4-5

Susan Flynn, College of Charleston & Memminger Elementary Charleston, SC



Background: Who has played a game called BINGO? It is a game where everyone is given a score card. In this game, everyone tries to mark an X on 5 squares in a row. See pages 22-25.

Has anyone played Hockey? We are going to use our math skills to play a Bingo Hockey game. Doesn't that sound like fun? We get to score hockey goals and also try to win BINGO.

Equipment: For each team -

- Bingo Cards and Markers
- Dice
- Half Pool Noodles, Balls
- Hula Hoops

Set-Up:

- Divide the students into teams of two. Station teams around the perimeter of the gym with "Hula Homes" (hula hoops).
- Randomly place 2 sets of numbered cones 1-6 in the center.

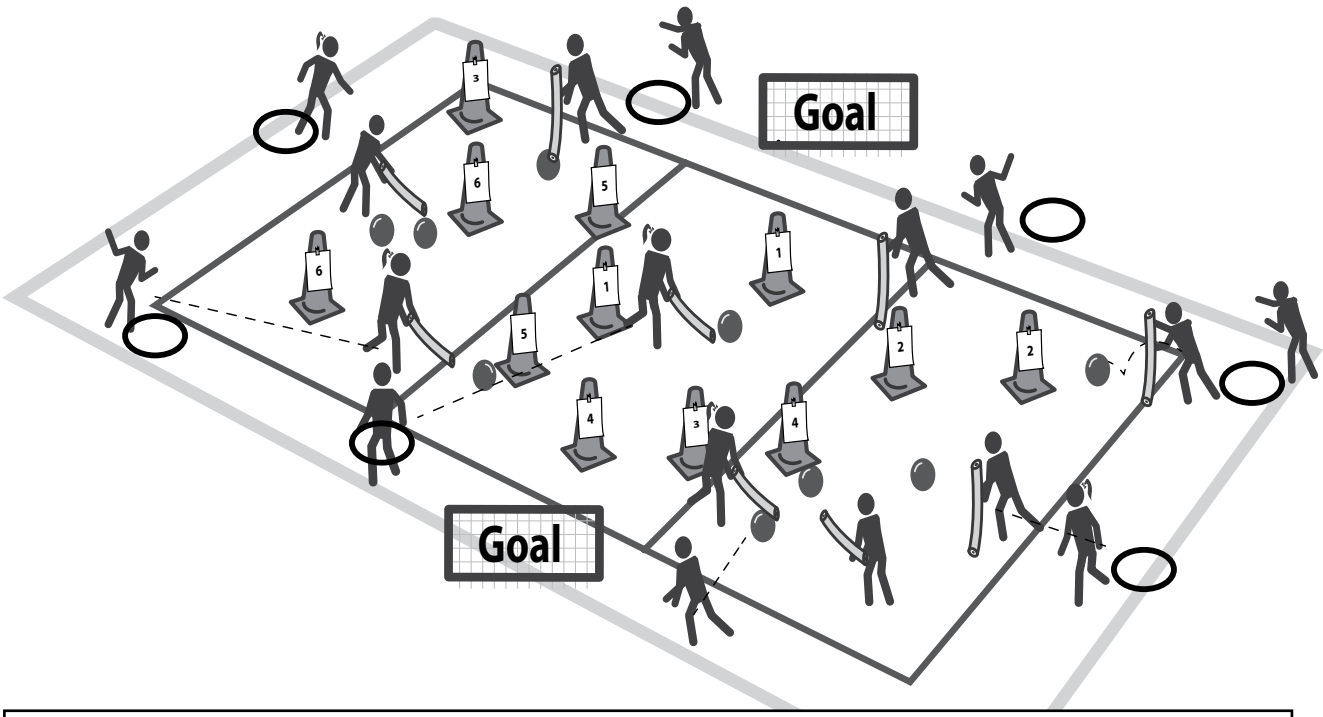
K-3 Play: The 1st Hockey Player uses a half pool noodle held like a hockey stick to strike the ball.

- S/he must strike the ball at least 3 times before touching a numbered cone to match the number rolled on the die.
- When this is done, the 1st player returns to their Hula Home and gives the half pool noodle and the ball to the awaiting player.
- Now the 2nd Hockey Player rolls the die and moves to the cone with the matching number while striking their ball with the noodle "hockey stick."
- Each player is responsible for marking the BINGO Bash Card. Students try to see how many squares they can complete in the given time.

Bingo Bash Hockey

Grades K-3 & 4-5

Susan Flynn, College of Charleston & Memminger Elementary Charleston, SC



- **3-5 Play:** For your upper grades, the Hockey Players alternate turns just like the younger students, except they do so trying to achieve a BINGO - 5 in a row.

SAMPLE BINGO Bash Cards: There are different level BINGO Bash cards found on pages 22-25:

- The 1st one is used for games using one die.
- The 2nd one is used with children who may not recognize numbers.
- The 3rd one is used when playing with a pair of dice.
- The last one is a blank BINGO Card.

Variations & Possible Progressions: There are a variety of variations and different possible progressions to use as desired. These include:

- **Round One:** Roll die and strike ball to touch matching cone.
- **Round Two:** After touching the cone(s), score a goal.
- **Round Three:** Add skating on two paper plates as you move.

Possible Progressions

Level One - Striking with Noodle : Each student will have a ½ size pool noodle. Students hold the pool noodle with two hands and with a side to target position. Students will stand and practice the striking swing.

Level Two - Striking with Noodle and Ball: Students will be given a ball and asked to strike the ball with 3 easy taps to maintain control in general space while moving. Best to start with slightly deflated balls to help students maintain control.

Level Three - Adding a Die: Students will roll a die, and move to the cone with the matching number from the rolled die while striking their ball with the noodle to touch the cone and the pick up the ball and carry it back to "Home Hoop" to switch with their partner. While the partner has his/her turn, the player will mark the BINGO Card for the number rolled.

Level Four - Adding a Goal: Same as above, except at this level once the player touches the cone with the ball, the player moves to a goal and strikes to score a goal, get their ball from the goal and move back to home dome to switch with their partner.

Level Five - Use a Pair of Dice: (For 1st through 2nd grade) Use two die for adding. After rolling a pair of dice at their "Home Hoop," students add the two numbers rolled and touch two cones with their ball, to match the numbers on the dice rolled and then mark the sum of the rolled dice on the BINGO Bash card.

Level Six - Use a Pair of Dice: (For 3rd Grade and Up) Use two die for adding. Students use their pool noodle to move/strike the ball to touch the number of cones equal to the SUM of the rolled dice. (Example for students using two dice: a #4 and #3 are rolled. Student moves/strikes the ball with the pool noodle to touch 7 cones. [4 + 3 =7] Example for students using one die: After students touch the correct number of cones, they shoot a "hockey goal." Students then return to their "Home Hoop" and mark the sum.

Credit to Susan Flynn, 2025

BINGO BASH HOCKEY

Credit to Susan Flynn, 2025

Credit to Susan Flynn, 2025

Credit to Susan Flynn, 2025

Tumbang Preso Game

Grades 6-8

Ferdinand Buenaventura, Luis Y Ferrer Jr North National High School Philippines

Slippers - Rubber Chickens - Bean Bags - Cans!

Background: Tumbang Preso is a beloved Filipino game that brings out a competitive spirit and requires quick reflexes! Imagine This: You've got an empty can, a trusty pair of slippers, and a bunch of friends ready for some action. While there are several versions, here's one to start with.

- **The Main Goal?** Knock down the can with your slipper, grab your slipper back, and make it to the Throwing Line without getting tagged by the Guard.
- It's a thrilling chase with lots of laughs!

Needed Equipment:

- Targets - (Soda Cans, Soup Cans)
- Throwing Objects: Old Slippers, Flip-Flops or other suitable objects such as beanbags or rubber chickens that can slide on the gym floor.)

The Target: You'll need an empty can – a soda can, a soup can, anything that can be easily knocked over. This becomes your central target.

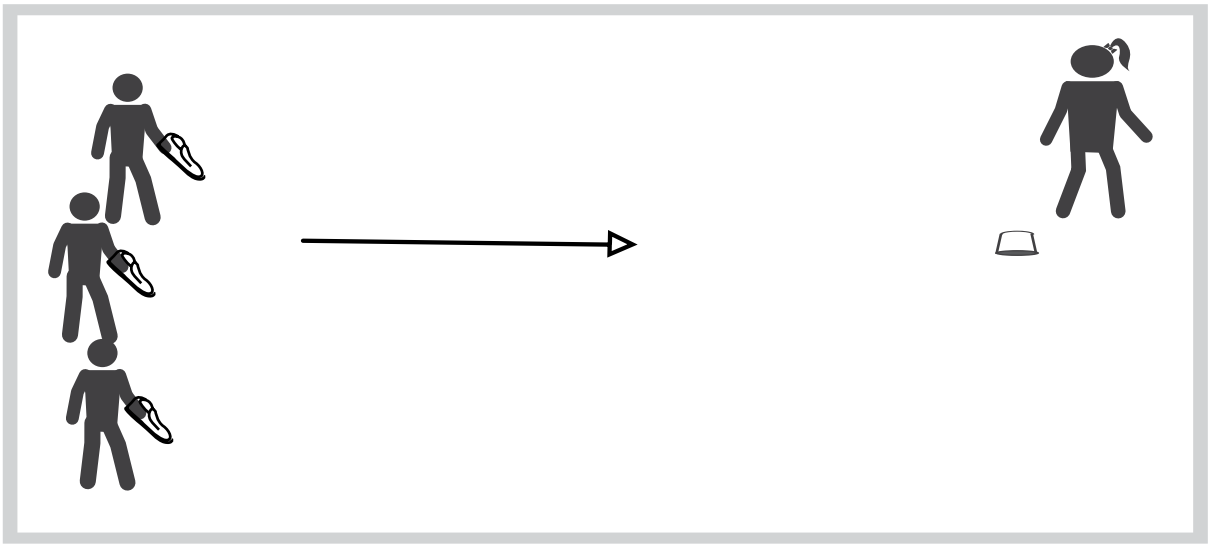
The Throwing Line: Designate a Throwing Line about 10' away from the can. This is your "launchpad" where everyone will throw their slippers.

The Players: Gather your crew! Usually, 3 to 9 players work best, and you can play individually or split into teams for more fun.

The Guard (Preso): One player gets to be the Preso, the one guarding the can.

How to Play:
Once you're set up, the fun begins!

1.Who's the First Preso? To decide who starts as the Preso, each player throws their slipper using a quick sidearm throw so that the slipper slides on the gym floor. The slipper that lands furthest from the throwing line gets the honor! Or if you prefer, a game of Rock-Paper-Scissors.



2. Take Your Shot! One-by-one, the players stand behind the Throwing Line, taking turns to knock down the can. In most cases, the slipper will scoot pass the can…

3. The Dash for Your Slipper! Now you will need to rush in, grab your slipper and get back to the safety of the Throwing Line before the Preso can tag you. And other players can throw their slippers while the Preso is distracted.

4. Tag, You're "It!" If the Preso manages to tag you while you're trying to retrieve your slipper, guess what? You're the new Preso for the next round!

5. Victory Lap! The ultimate aim is to be the one who knocks down the can and makes it back safely, slipper in hand, without getting tagged. You can play for a set number of rounds, and the team or individual with the most successful hits wins the bragging rights!

R-P-S FITNESS CHALLENGE FUN!

As mentioned previously, you can use R-P-S to determine who starts the Tumbang Preso activity. We also modify it a bit for a short and simple partner challenge as well.

As partners, the teacher instructs the class in Rock-Paper-Scissors.

The Winner for each round performs Jumping Jacks, while the other player performs mountain climbers for 20 or fewer seconds, depending on how quickly or how long the Climber wants his/her partner to do Jumping Jacks.

The Jumping Jack partner stops once the Mountain Climber stops. Exercises can be modified depending on the target workout of the day and age group.

Veterans Day PE Stations

Grades K-8

Pete Charrette, Retired! Georgia

Veterans Day (Tuesday, November 11th) provides a opportunity to engage students in activities that build fitness, cooperation, and appreciation for those who serve.

Introduction
Veterans Day provides a powerful opportunity to engage students in activities that build fitness, cooperation, and patriotic appreciation. These 20 themed movement stations are designed to keep your students active while honoring those who've served.

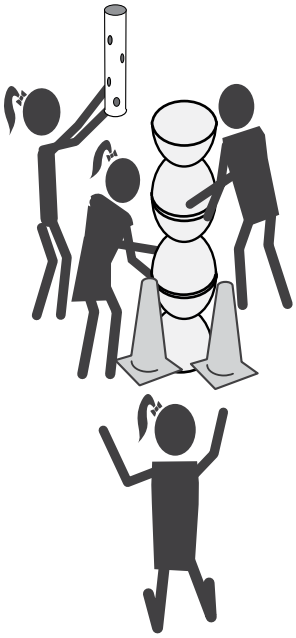
Equipment: I've listed the suggested equipment needed for each station. However, please feel free to design this activity based on your available equipment and supplies. These 20 stations can be adaptable to your gym, blacktop or classroom. Enjoy!

How to Use These: Please consider using these ideas during the week of Veterans Day as part of a PE circuit, small group rotation, or a daily warm-up. Your students will ask for them year after year!

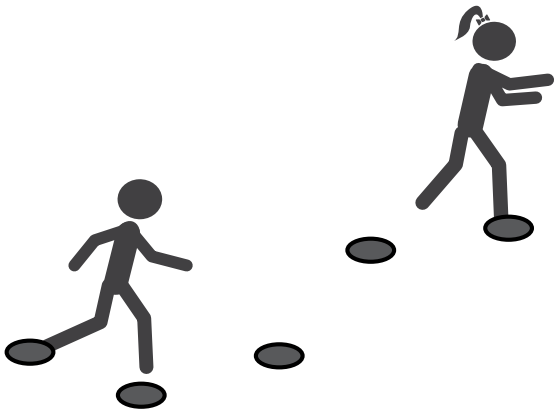
1. **Agility Drill:** Students race between two lines, retrieving beanbags or blocks. They can compete solo or in pairs to improve speed and agility.
2. **Crawl Course:** Create a tunnel with cones, mats, blankets, or rope for students to crawl under.
3. **Basic Training:** A mini workout including pushups, jumping jacks, burpees, and rests.

“March Drills”

4. **March Drills:** Students perform designated locomotor movements such as jogging, high knees, or marching around cones.
5. **Build It Up:** In relay-style groups, students collect PE items (cups, blocks, hoops, ropes) to build collaborative structures.
6. **Climbing Wall:** If a climbing wall is available, students take turns crossing laterally.
7. **Coast Guard Tug:** One student rides a scooter board while a partner pulls them using a jump rope—great for core and upper-body strength!
8. **Cross the River:** Students jump across polyspots or balance domes while carrying a small object. Don’t fall in!
9. **Hurdle Course:** Set up hurdles using cones, mats, or hoops. Students run and leap over the obstacles in a timed or relay format.

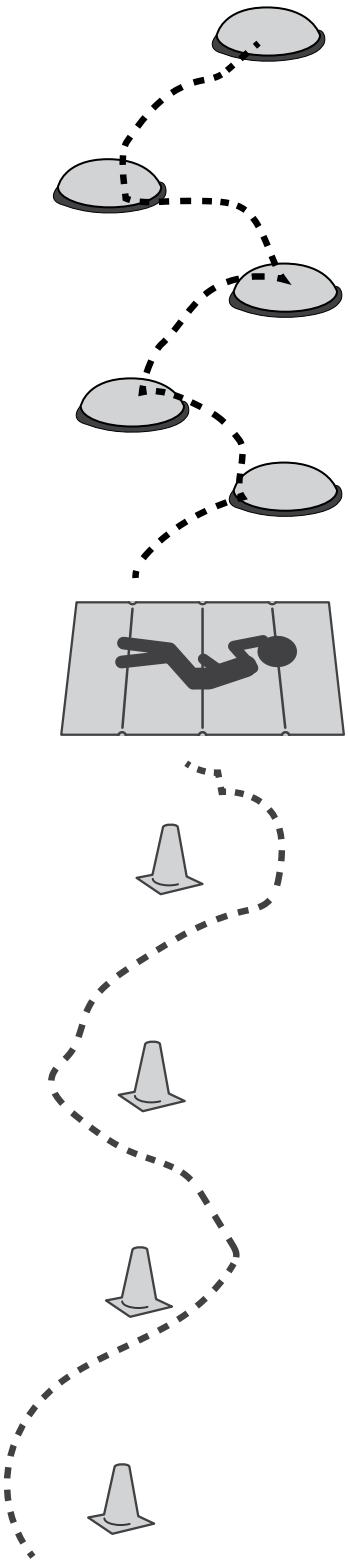


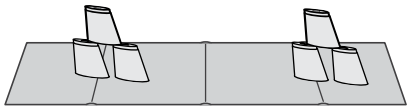
“Build it Up”



“Cross the River”

10. **March in Unison:** Students work in small groups to march around a course while chanting and staying in sync.
11. **Obstacle Course Challenge:** Create a course using ropes, cones, hula hoops, hurdles, and mats. Students crawl, jump, balance, and roll through!
12. **Parachute Action:** In small groups, students raise and lower the parachute or bounce balls inside it—working together as a team.
13. **Pull-Ups and Hang Time:** Students try pull-ups, flexed-arm hangs, or simply hang from a bar for time. Great for upper body endurance!
14. **Quick Steps Course:** Students move quickly through a rope ladder or tire-style hoop layout on the floor, mimicking a military agility drill.
15. **Ride the Jeep:** Students ride scooter boards along a marked course, propelling themselves forward or backward with hands and feet.
16. **Ship Shape Push Mission:** One student rides a mat (on top of scooter boards), while another pushes from behind. Switch roles for fairness.
17. **Take Flight Run:** Using a pool noodle or foam wand as a propeller, students run a course and then perform "flight" movements at the end.





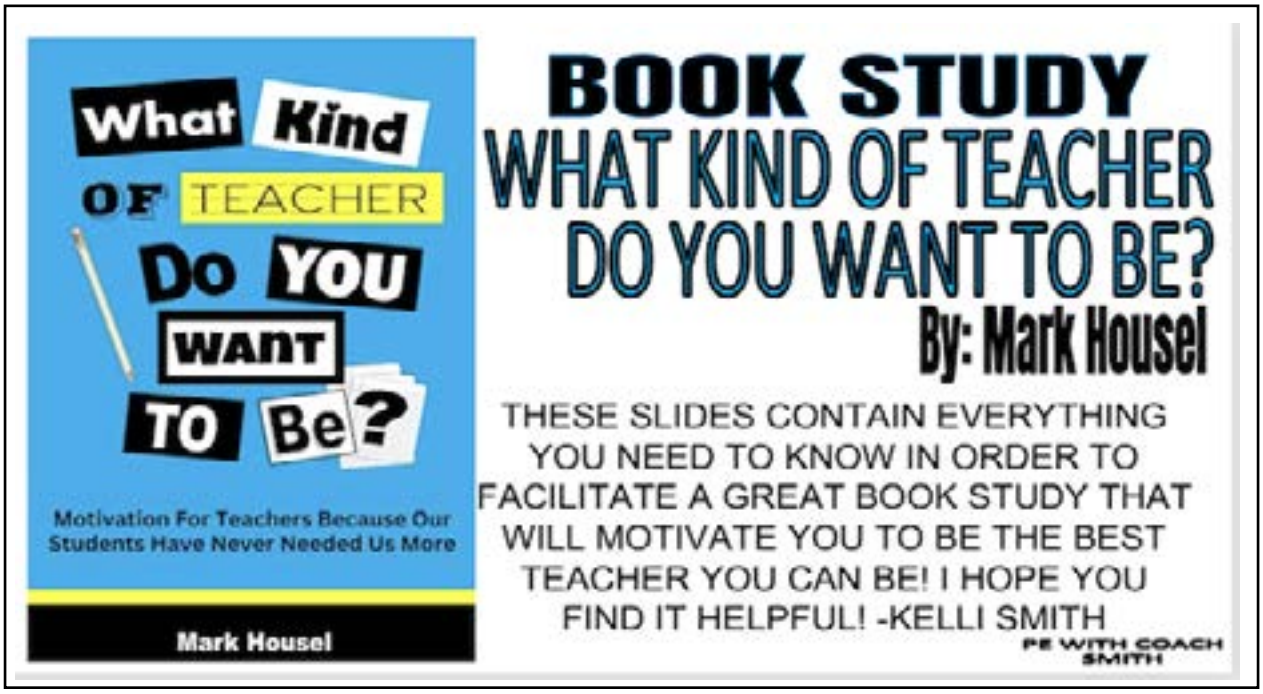
18. **Target Practice Throw:** Students throw foam balls at targets like cones, pins, or wall-mounted paper targets. Encourage accuracy and control.
19. **Tug-O-War Battle:** Small teams compete in a classic tug-o-war. Use cones or a taped center line to mark the winning pull.
20. **Thank You Station** (Creative Reflection): After the movement fun, students write thank-you notes, draw pictures, or create poems honoring veterans.

Teacher Tips for Success

- Rotate every 3–5 minutes based on your time and class size.
- Use themed music (e.g., "Top Gun" soundtrack) for ambiance.
- Laminate station signs for easy setup and long-term use.
- Allow time for a cool-down or reflection at the Thank You Station.

*What Kind of Teacher: A Book Study

Kelli Smith Texas



Background
In Texas, we have TTESS goals (Texas Teacher Evaluation and Support System) as part of our annual teacher evaluations. These goals are designed to help us grow professionally and improve student learning. We saw this book study as a meaningful way for our team to collaborate, connect and grow.

Set-Up & Procedures:
This was designed as a 7 month-long Book Study using Google Classroom (or you could use Zoom) for our teacher discussion and virtual meeting place. Each month, teachers were directed to read a certain amount of pages in the book and answer 2-3 of the suggested discussion questions on their own.

Tip #1: Choice + Deadline.
Teachers are asked to pick from the above questions to reflect upon. We always set a deadline for them to send their responses. For example, "Please respond to one or two of the book study questions by October 15th."

Tip #2: Meeting Format. When meeting via Google Classroom, we always allowed adequate time in our PLC team meetings for book study discussions, reviewed book highlights, and what worked in their classes.

** Many thanks to the Baker Elementary Specials Team for creating this wonderful Book Study!*

Kelli Smith Texas

Book Study Reading Schedule

Background: In our Book Study, each team member was responsible to lead and facilitate the discussion for the monthly assigned chapters. Our Study group consisted of non-core teachers: Art, Music and Physical Educators. Housel's book was perfect for our group since it was written for **all** teachers. Each facilitator could use the suggested questions, and/or could provide different questions for the group.

Each facilitator was also responsible for posting the questions on the stream in our Google Classroom so that everyone saw the reflection questions. We asked each leader to post their questions by the 1st with the other team members responding to questions by the 15th.

- **1st Month:** Chapters 1-2 (Pages 1-17)
- **2nd Month:** Chapter 3 (Pages 18-48)
- **3rd Month:** Chapter 4 (Pages 49-60)
- **4th Month:** Chapter 5 (Pages 61-85)
- **5th Month:** Chapter 3 (Pages 86-134)
- **6th Month:** Chapter 3-4 (Pages 135-160)
- **7th Month:** Chapter 5-6 (Pages 161-204)

We start the timeline in September, however please start it as you feel fit. As our school year starts in August, using a September start date gave us a month to get settled in. Also we pause during the busy month of December so we are able to finish the study in April.

The following two pages provide more specific information.

* *Please note that Kelli Smith has graciously provided the PowerPoint Slides for this specific Book Study. The link is under her name as found on Page 39. Thanks Kelli! Mark Housel has also provided ways to purchase his book as well. Thanks Mark!*

September

Chapters 1-2 (pages 1-17)

Please respond to 2-3 of the following questions by September 15th:

1.-What kind of teacher do you want to be, especially on challenging days when things aren't going as planned?
2 What specific actions will you take daily to ensure that you become the kind of teacher who inspires, supports, and positively impacts your students, even on the most challenging days?
3. If you had the chance to start over, would you still choose the profession you are in now?
4.What are the most important reminders you should keep in mind to stay motivated and focused on making a positive impact as a teacher every day?

October

Chapters 3 (pages 18-48)

Please respond to 2-3 of the following questions by October 15th:

1. What 3 things would you include in a personal list of "Top Things to Remember When Teaching" list? (p. 19)
2. Have you been able to find a way to connect with a student that drives you crazy? What have been the results? (p.23)
3. Mr. Housel advises to never allow students to pick their own teams (p. 29-30). What has been an effective unbiased strategy you have used for creating teams/groups?
4. Page 36 discusses kids giving their power away and adults stripping it from them. How do you protect the power kids have to solve their own problems? How do you "help by not helping?" Be specific.

November

Chapter 3 (pages 49-60)

Please respond to 2-3 of the following questions by November 15th:

1. On page 51, Housel talks about talking to kids in a way that empowers them. In what ways do you feel your communication with the kids helps to empower them to take control of their own learning? (Page 51)

2. On page 54, Housel gives an example and talks about using humor with the students in order to get positive reactions. Do you feel that students respond better to humor in your room, and give an example of a time you used this approach. (Page 54)

3. On Page 57, Housel discusses some of the challenges associated with being the new person in a situation, either as a student, or as a teacher. Think about a time in which you were the new person, and talk about someone who made your transition easier. (Page 57)

4. On page 58, Housel brings up the concept of challenging yourself to make your least favorite class your favorite class. How do you feel this would benefit both yourself as a teacher, as well as your students? (Page 58)

January

Chapter 3 (pages 61-80)

Please respond to 2-3 of the following questions by January 15th:

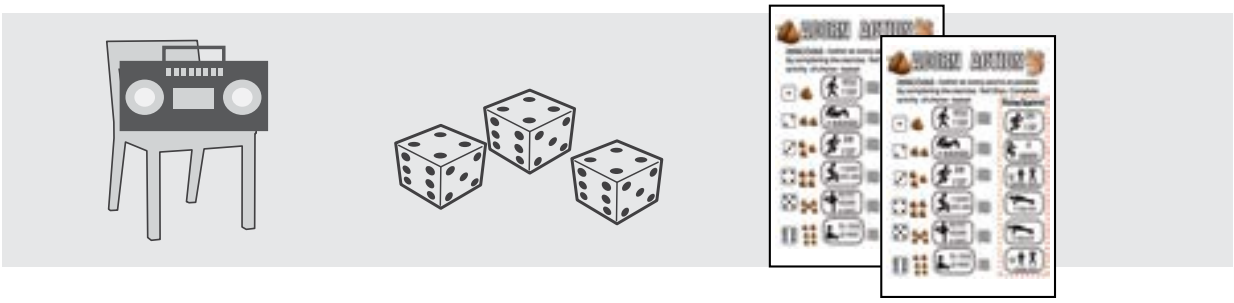
1.- As Denzel Washington said, "If you hang around the barbershop long enough, you're going to get a haircut." How can you identify and spend more time with people who uplift and inspire you, while minimizing your interactions with those who bring negativity into your life?
2.- As George Bernard said, "We don't stop playing because we grow old; we grow old because we stop playing." How can you incorporate more play and movement into your life to nurture your brain and bring more joy?
3.-How can we inspire kids to use their imagination and create new ways to play? Are they less imaginative, or just lacking opportunities?
4.-How can you take inspiration from others' ideas and adapt them to create something uniquely suited to your own needs and goals?

Acorn Action!

Grades K-5

Daniel Hill

Fayette County Schools, Kentucky



Equipment

- Dice (One per small group)
- Acorn Action Activities Sheet (1 per student or 1 for a small group)
- Timer or Music (optional)

Set-Up: Divide the students into groups of 2-3 with each group being provided with a pair of dice and one Acorn Action Activities Sheet per student as seen above.

Anticipatory Set: The animals are busy preparing for a long winter. Which animal do you see around your home gathering food? There is one that works very hard…. a squirrel!

Squirrels love to eat acorns!

Which person in your group will get the most acorns for their hungry squirrel?

How to Play

Students begin by rolling their dice. Each number corresponds with an activity choice. Perform the activity to earn that number of acorns for your hungry squirrel.

Students have two options. To select the activity on the left column or to select the Flying Squirrel activity. Either one will do!

- After completing your activity, immediately roll again.
- Challenge your teammates to get the most acorns.
- Make a mental note of how many acorns you have collected.
- Continue for several minutes.

Modifications: Activities on the form could be changed. The higher numbers warrant a more strenuous activity. Students could have the option of working individually if they chose to work alone.

W.O.W. (Words of Wisdom):

- Foam dice work great!
- Roll your die in a small container (bucket or cup) so groups can easily keep track of their die.

ACORN ACTION

DIRECTIONS: Gather as many acorns as possible by completing the exercise. Roll Dice- Complete activity of choice- repeat.

1	WALK 1 LAP	OR	JOG 1 LAP
2	5 CRUNCHES	OR	5 SQUATS
3	JOG 1 LAP	OR	10 Jumping Jacks
4	4 LUNGES BOTH LEGS!	OR	4 PUSH-UPS
5	ONE FOOT BALANCE 10 COUNT	OR	5 PUSH-UPS
6	TOE TOUCH 20 COUNT	OR	20 Jumping Jacks

Flying Squirrel

Credit and appreciation to Daniel Hill

Sept-Oct 4-Pack Bundle!

We hope you enjoyed the games, activities and WOW teaching tips contained in this issue! If you'd like more, please consider this 4-Issue Pack from our TeacherpayTeacher Book Store! (LIVE LINK)

Description: Here's a collection of 51 fun games and activities from four different September - October Issues of the past!

Just what you need to start thinking and planning about the beginning of any school year. Games and activities included in this bundle are:

1. **ADAPTED PE CORNER (MODIFYING PRESIDENTS FITNESS/FITNESSGRAM IDEAS!)**
2. TWO SQUARE PROGRESSIONS
3. **BASKETBALL BUZZ**
4. CUP CASTLES
5. **COOPERATIVE KICKBALL**
6. CAPTURE THEM ALL
7. **FIRST WEEK OF SCHOOL**
8. FUN WITH PUSH-UPS
9. **STARTING LESSONS WITH A BANG!**
10. **PUMPKIN HUNTING**
11. RUN FOR THE COLORS
12. **HUKILAU: HAWAIIAN DANCE**
13. PASSWORD
14. **KICK AND SPELL**
15. CRAZY FRIZBALL
16. **LET'S DO LUNCH**
17. SIDE TO SIDE KICKBALL
18. **TIGHT ROPE HOKEY POKEY**
19. FITNESS PATCH
20. **THE CONSTITUTION GAME**
21. STUDENT SUBMISSION
22. RULES RELAY
23. **PACER ACTION**
24. MONSTER MASH
25. AEROBIC SCRABBLE
26. GHOST BUSTERS
27. **MOVIE LAND**
28. MUSCLE TREK
29. CALORIE BLASTER
30. **GREAT PUMPKIN TAG**
31. FOXTAIL VOLLEYBALL
32. **STEAL THE SHAMROCKS**
33. DUCK FEATHERS
34. LACROSSE BASKETBALL
35. SHUFFLE HUSTLE
36. BLACKJACK FITNESS
37. HEAD, SHOULDERS, KNEES, AND TOES
38. LIZARD TAG
39. DANCE YOUR WAY TO THE TOP!
40. TWO PASS, FIVE PASS
41. HALF BALL
42. DOME CONE CHALLENGES
43. FOOTBALL TARGET BALL
44. SHOW ME THE VERB
45. DISC UNITNOODLE VARIATIONS
46. BOOT SCOOTIN' BOOGIE
47. **FITNESS FUN-DUH-MENTALS**
48. TIMERS TOPS
49. FITNESS SOUP
50. **PROBLEM SOLVING ROCK WALL**
51. LAUGHTER AND LIFE
52. WHO ARE YOUR HEROES?

Our Wonderful Contributors...

Cindy Kuhrasch's "So Far Away" (Page 5). Cindy works at the University of Wisconsin - Madison where she is a Distinguished Faculty Associate in the Department of Kinesiology. All of Cindy's work is designed to develop caring and compassionate leaders who provide opportunities for children and youth to develop physical, cognitive, and social skills through movement. In her current position, Cindy teaches methods, assessment, curriculum, class management, and technology coursework as well as supervising the placement and evaluation of the student teachers.

Kelli Smith's "Hockey Camp Games" (Pages 6-9) and * **"What Kind of Teacher? Book Study" (Pages 32-35).** Kelli Smith is an Elementary PE teacher from Texas with 20+ years' experience. Kelli was awarded Teacher of Year for Dooley Elementary in 2015, and Baker Elementary in 2018. She is a long-time member of Texas AHPERD, where she serves as Technology Chair, as well as presenting at local and state conferences. Kelli's YouTube channel, PE with Coach Smith, is another outlet she created to share PE activities and teaching strategies.

Mic Seifert's "Getting-to-Know-You Games" (Pages 10-12) and **"W.I.N. in PE"** (Page 46). Mic has just finished his 25th year of teaching elementary PE at an inner city title one school in Davenport Iowa. He is one of many educators who enjoy using technology to create innovative activities to increase student engagement. He is a constant source of inspiration! Mic shares his ideas and resources on X and Instagram @coachmicfit. As well as a YouTube channel @PEwithMrS.

* **Mark Housel writes:** You can find my book on Amazon for $19.95. If you are ordering in bulk for your school district, the cheapest way is to order through me. Please contact me at info@houselfitness.com.

Our Wonderful Contributors...

Mike Bohannon's "Frisbee Mathematicians" (Pages 13-14). Mike is retired, having taught physical education at Pleasant Ridge Elementary School in Easton, Kansas for many years. He is the author of *No, We Are Not Playing Dodge Ball* for K-5 elementary physical education teachers. He really enjoys creating games that use Academic Infusion to reinforce what students learn in the classroom.

Olivia Walls' "In Tag-a-Lot, In Tag-a-Lot" (Pages 15-18). Olivia has been teaching Elementary PE for 4 years, currently at Seaside Charter in Florida. She is a graduate from West Virginia University with a Bachelors and Masters in Physical Education. She was named as a recipient of the College Football Playoff Foundation Extra Yard for Teachers for being an aspiring teacher and student athlete (rowing).

Susan Flynn's "BINGO Bash Hockey" (Pages 19-25). Susan teaches in the School of Education at The College of Charleston, training students in teacher education. She has over 40 years of teaching in public education: Purdue University, Maryland as a middle school special education teacher and as an Adapted Physical Education Specialist in Ohio. She also co-authored a book: Teaching Children Dance 4th edition for Human Kinetics.

Ferdinand Buenaventura's "Tumbang Preso" and "Rock-Paper-Scissors Challenge Fun" (Pages 26-27). Ferdinand teaches at Luis Y. Ferrer Jr. North National High School in General Trias City Philippines. He teaches grade 7-12. A Floorball advocate, Ferdinand has been recognized for his outstanding leadership in this sport and has an Excellence in Subject Teaching Award for Physical Education.

Our Wonderful Contributors...

Pete Charrette's "Veterans Day PE Stations" (Pages 28-31). Pete is a nationally board-certified physical education teacher with over 30 years of experience. As the creator of Cap'n Pete's Power PE, he's authored more than 875 PE and health resources used by educators around the world. You can find his TPT store under "Cap'n Pete's Power PE."

Daniel Hill's "Acorn Action!" (Pages 36-37). Daniel has 20+ years in teaching elementary physical education. He is a National Board Certified Teacher and Past President of KY-SHAPE. In 2014 Daniel was named Kentucky's Elementary Physical Education Teacher of the Year.

Dave April's "11 60-Second Energizers" (Pages 42-43). Dave taught at the Clark/Wilkins Elementary School in Amherst, New Hampshire for 37 years. He won a bunch of teaching awards during his time and is now a happy car parts delivery person!

Mike Chamberlain's "April Showers" and "Skill Castles" (Pages 44-46). Mike teaches at Diamond Path Elementary in Apple Valley, Minnesota. In 2024, Mike was named the Minnesota Elementary PE Teacher of the Year with a goal to teach his students "to learn to love to move."

Wendy Cooper's "Healthy Highway Revisited" (Page 47). Wendy is a retired Physical Education Teacher from Greece, New York. She is presently the President of the non-profit Healthy Highway and loves Pickleball!

11 60-Second Energizers

Grades K-6

Dave April, Retired! Wilkins Elementary School, New Hampshire

Editor's Note: Before retiring, Dave April created a series of game ideas that could be used in a classroom setting. Later, he came up with cross-curricular units that could be used by his classroom teachers throughout the school year. We are planning on showcasing these in future issues. For now - a few fun energizers!

(#1) ZAP!

Directions: Students sit or stand in a circle. The teacher and students begin by rubbing their hands together to create friction. The teacher leads everyone to take three deep breaths in unison. Then he calls out, "One, two, three!" On the count of three, everyone points into the center of the circle and yells ZAP!!

(#2) MIRTH Quake

Directions: The teacher gives the following directions: "Stand, stretch without noise, smile without noise looking to the left and then to the right, pantomimes laughing hysterically - a real belly laugh - finally, let's hear it!!!" (From The Laughing Classroom)

(#3) Animal Madness

Directions: Each student pantomimes and makes the sound of an animal named by the teacher, i.e., dog, cat, tiger, frog, etc. The facilitator names a different animal every 5-10 seconds at first, and then STEPS ON THE GAS by changing the animal every 1-3 seconds. The teacher intermittently names an animal that makes an unfamiliar sound. The students are encouraged to make up the sound and have fun!

(#4) Body Blither

Directions: Start by vigorously wiggling your hands. Then add shoulders, hips, legs and feet, and finally your head. The accompanying "blbll, blbll" sound that occurs when you relax your mouth and cheeks while vigorously shaking your head is fun and energizing, too. (From Rhythms of Learning)

(#5) Stretching Yourself

Directions: While music is playing, ask students to reach down and touch the floor. Then ask them to stretch to each side. Have them see how far they can reach behind them. Ask students to stop moving and, with eyes closed, imagine their body reaching as far as it can in all directions. Now, ask your students to envision a goal they would like to accomplish. Tell them to quietly

imagine themselves reaching toward their daily, weekly, or monthly goal until they have attained it. Let them enjoy this vision! (From Rhythms of Learning).

(#6) Mental Vacation

Directions: Ask the students to close their eyes and take a mental vacation. Have them picture their favorite place or a place that they'd like to go. Tell them to picture all that is around them, sounds that they hear and smells that they smell. After 60 seconds ask them to pantomime what they would be doing there.

(#7) 60-Second Problem Solving

Directions: Ask the students to write down a problem or a question on a 3 by 5 card. Pass the card to the left. The person on the left writes down solutions to the problem or question for 60 seconds. Return the card to the original person.

(#8) Hello

Directions: Form a circle, and say hello in any way to the person on your right. The person on the right repeats it exactly the same way and then says hello in a new way to the next person in the circle. Continue around the circle.

(#9) JellyRoll

Directions: The students form a circle and hold hands. On the signal from the teacher, the students walk into the center - roll in - and shout "Jelly Roll!"

(#10) My Bonnie Lies Over the Ocean

Directions: Have the students sit in chairs to form a circle. The class sings the song, "My Bonnie Lies Over the Ocean." Each time a word that begins with the letter "B" is sung, the group stands up if they are seated or sits down if they are standing. Try this, it's fun!

(#11) Tea Party

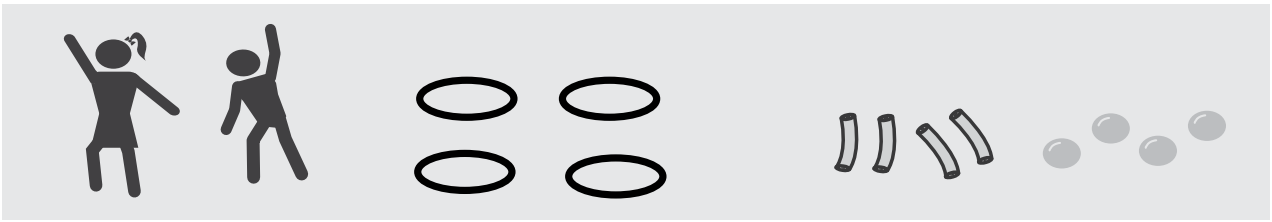
Directions: After direct instruction or a long time sitting, ask the students to stand and share a key point from the lesson or activity to three people before sitting down.

April Showers

Grades K-8

Mike Chamberlain

Diamond Path Elementary, Minnesota



Background: This activity was created to be played during "Severe Weather Awareness Week" which typically is in the Spring. However, it can be used throughout the school year as well.

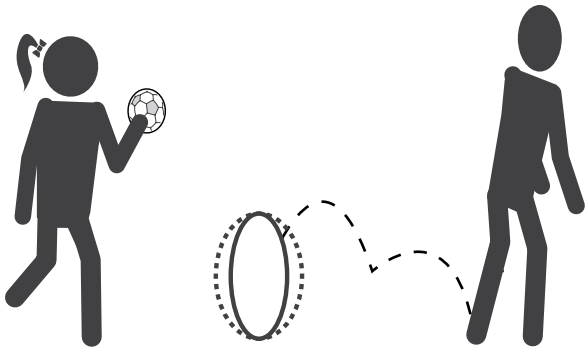
This activity provides challenge, fun, and repetitive practice to improve reaction speed, defensive and offensive skills, sportsmanship, and mobility moving side to side.

Needed Equipment:

- A Hula Hoop (Storm)
- Small ball (Hail) or Short Pool Noodles (Lightning)

Set-Up/Diagrams: Two students stand opposite each other with a hula hoop in the middle.

How to Play: One player (Player 1) spins the hula hoop and the other student (Player 2) is the Tagger. Player 1 tries to avoid Player 2 until the hula hoop lays flat on the ground, which means the storm has passed. If tagged or if the hula hoop falls flat, the round is over and the students switch roles.



Modifications: Students may change their tagging tool based on the difficulty they want.

- Have students move on scooters.
- Use groups of 3-4 to allow students to take a short break.

WOW (Words of Wisdom)

- Students may change their tagging tool based on the difficulty they want.
- Rotating Groups and/or New Challengers every 2-3 minutes will help students stay engaged and motivated longer.

This activity is a great warm-up or closing activity since it requires limited equipment, space and can be played for a duration of 1 to 10 minutes.

Mike Chamberlain
Diamond Path Elementary, Minnesota

Background: This activity format provides an instant activity students can do as soon as they enter the gym. Additionally, this format allows students to individualize their learning as you will see!

Needed Equipment:
- Jump ropes for each student
- Assortment of small cup stacks

Set-Up/Diagrams: Each student will need to find their own space to jump and collect their cups.

How to Play: Student self-select a jumping challenge such as Forward Single Bounces or Backwards Single Bounces. Once the skill has been selected, the students perform the skill based on their perceived skill levels:

1. **Learning It:** Earn a cup for every 5 successful jumps.
2. **Getting It:** Earn a cup for every 10 successful jumps.
3. **Got It:** Earn a cup for every 20 successful jumps.
4. **Teach It:** Earn a cup for every 25 successful jumps.

Additionally, each challenge has a different jump rope goal to earn a cup with the end goal to collect no more than 10 cups.

If a student collects more than 10 cups, they will discover they need to increase their challenge (I.e. - On one foot, or backwards, Jogging, etc).

If a student collects fewer than 10 cups, the student will know to continue practicing or lower their jumping challenge.

Mike Chamberlain Diamond Path Elementary, Minnesota

Modifications

- Add a short pool noodle to the middle of the jump rope to provide an additional challenge!
- Have students use a hula hoop to jump.
- Requiring the students to jump the challenge goal in a row (5, 10, 20, 25). Have the students collect a cup after the goal has been reached - each jump counts!

WOW (Words of Wisdom) Limit this activity to around 5 minutes at the beginning of each class with the number of earned cups accumulating from the previous lesson. In other words, try to incorporate jump rope skills throughout the school year.

Bright Ideas

W.I.N. in PE

Mic Seifert

Background: Here's an easy-to-do lesson review idea for bringing closure to each of your lessons. It's called "How to W.I.N in Physical Education."

We WIN	By Doing This:
W	What did we learn today?
I	Interesting things we learned were...
N	New ideas for the lesson include...

Healthy Highway Revisited

Wendy Cooper, Retired New York

Note from the Editor: I asked Wendy to provide us with an update to Healthy Highways, a non-profit she had always dreamed of starting as an elementary PE teacher. Here it is...

Road Trip #1: My teaching career has taken me places beyond my wildest dreams. I always knew I wanted to be a Physical Educator. For 30 years, I loved every moment. In the last five years of my career, PE professionals were given the task of incorporating nutrition objectives into their lessons. That's when Healthy Highway was born. Just an idea to use a fun, traffic-themed approach that expanded each year. It grew into a full curriculum for PE classes and eventually an entire school-wide initiative.

Road Trip #2: As I watched my students embrace the program—making as many "green light choices" as possible—I knew I had to share this with others. This road took me across the country, presenting at state and national conferences for PE professionals.

Road Trip #3: With this success, I wrote *Healthy Rules of the Road*, a book designed to bring the program's success from the classroom to the living room. It became an "Owner's Manual" for families looking to make healthy choices.

Road Trip #4: The book lead to an invitation - to join a 3-year initiative led by the Oswego County Hospital and Health Department. We worked with all 24 elementary schools in the county. Wow! Later this was recognized with a *Promising Practice Award* from the National Association of City and County Health Officials.

Road Trip #5: We decided to use our mascot Rev and turned him into a huggable, lovable cuddle buddy. This sparked another idea. To bring Rev cuddle buddies to children facing challenging times. As of today, 1,263 Rev cuddle buddies have been donated in 31 states. Our largest single donation—100 cuddle buddies—was to a preschool in Altadena, CA, where every child had lost their home in the wildfires. If you'd like to learn more, see Wendy's info on Page 41.

STAY IN TOUCH WITH THE EDITOR

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Calendar of Events

For the Months of September & October, 2025 Across the United States

> September 25-27, 2025
SHAPE Florida State Convention

> October 5-7, 2025
Georgia AHPERD State Convention

> October 6-7, 2025
Oklahoma AHPERD State Convention

> October 10, 2025
SHAPE Delaware State Convention

> October 11, 2025
Oregon SHAPE State Convention

> October 11, 2025
SHAPE Nevada State Convention

> October 28-29, 2025
Arizona SHAPE State Convention

ARIZONA HEALTH & PHYSICAL EDUCATION

"Extra Eyes" on Arizona HPE (October 28-29 in Mesa, AZ): We are pleased to highlight this event as Keynoter Judy LoBianco and Special Presenter Scott Williams are two outstanding speakers! Both of these individuals are well-known across the United States and are guaranteed to bring a new level of excitement and inspiration just for you!

Please contact Dr. Jennifer Houston (houston@azhpe.org) or click on the above AZHPE logo. Thanks!