

**“KNOW-Brainer” Activities for
Physical Education/Classrooms!**

Presented by Bonnie Hopper, '92 NASPE Natl. T.O.Y.
Owner of Rocky Mtn. Pedometer Co. / Toll free... (877) 685-9059

Brain research gives us guidance as to brain-related best practices in teaching. Such research continues to show that PHYSICAL EDUCATION is regarded as highly valuable especially when we teach what brain-related research shows. This NEW session will share basic brain-related research info and physical education activities.

Session outcomes: By the end of this session, attendees/participants will:

1. Explain at least 2 brain-related research findings as they relate to physical education, and the classroom, and
2. Describe 4 physical activities that reinforce the above research.

Brain research says....novel and challenging (NOT over-challenging, however) activities work more of the brain!

NOVEL (and challenging) brain “warm-ups” (aka brain aerobics):

- Pointer finger forward/opposite thumb up...how quickly can you switch?
- Pointers and pinkies...palms toward self/curl fingers. Extend R thumb and L pinkie, then switch, switch, switch, etc. How quickly can you make them change?
- L hand holds nose/R hand touches opposite ear. Switch back and forth.
- Older students/takes practice: In seated position, turn one foot clockwise, but circle one of your pointer fingers in the opposite direction.
- Raise your L arm up and down (at your side) while you circle your R foot. Switch.
- Primary Rhythm: “Do Your Ears Hang Low?”(ok..most likely for primary grades!)
To the rhythm of the song, begin by patting your head/rubbing your belly. Then skip around the area for 24 or so counts of the music. Stop & do one of the finger activities above, then skip (or other locomotor activity). Continue! Laughter helps!
- Juggling-use scarves.
 1. Teach simple juggling skills (R hand only; 1 scarf.....L hand only; 1 scarf.....R hand only; 2 scarves.....L hand only; 2 scarves.....cross arm cascade
 2. ADD locomotor skills such as juggle and march, walk (F or B), skip (F or B), slide, etc.
 3. ADD foot patterns such as jumping jack feet (out, in, out, in), or F steps wide-wide, then B steps narrow-narrow, or step-step-step-hop (dance step) OR cross over steps....ETC.
 4. ADD a partner (jogging in place). The partner and the juggler skip count by 3s OR the partner gives math challenges (i.e. $7 \times 7 = ?$) and juggler answers.

Brain research says....Doing activities that cross the body’s midline strengthen hemispheric connections, thus enhancing student learning.

Cross-over Activities include:

- “The Down-Ups” with Ears, Shoulders, Hips, Knees, Ankles.
Positions for this activity include standing, push-up position, curl position, & crab position. How fast can you go? Can you go through the various positions one after another?
- Scarf Juggling---let’s do a simple “cross-over cascade” juggle to MUSIC!
(TUNE: “Walk the Dinosaur” by Queen Latifah/from *Ice Age* movie). In rows, switch places traveling with small side steps. Here’s a good start on your students’ PTA night performance! Explain the brain connection to families.
- Partner Cross-over Claps-partners create a series of claps that cross the midline. Intersperse with locomotor moves, or skill practice, or developmental exercises.
- “ALL My Cross-over Partners” – students change partners as they move through a variety of cross-over activities.
 1. Partner Quick-Taps: One partner holds both hands out, but at two different levels. Second partner does cross-over taps as the hand levels change. Switch!
 2. Partner cross-over hand-shakes, while marching in place,
 3. Partner high 5’s (hands) / low 5’s (feet),
 4. Partner windmills (L knee lifts and is tapped with R hand)
 5. Partner zig-zag walk (hook inside elbows; swirl L foot to R side, then step far L, reverse & continue this silly cross-over walk.)
 6. Own crazy cross-over creation!
- * Math Cross-Over – use painter’s tape on wall and make 2 columns of 4 basic math signs. One partner calls out the math function as they jog in place; the other partner cross-over touches the appropriate sign, naming the math function. (Variation: call out math answer such as “quotient,” “product,” etc.)
- * Dance: (re-make of the ol’ “Bunny Hop”)
 - a. Footwork normal (heel-toes & jumps)
ADD-ON: as right foot is working, then extend left arm across, etc.
 - Jump forward ADD-ON: arms cross & tap shoulders
 - Jump back ADD-ON: arms uncross & hands rest on gluts
 - JumpS forward ADD-ON: arms cross & tap shoulders again.
 - Final count variation:
 - on the final count of each set, turn 180 (or 90, 270, 360-?) degrees
 - partners in front/back formation
 - group of 4 or so in line formation

Great tune: “All Shook Up,” from *Honeymoon in Las Vegas* soundtrack.

Brain Research says.....Especially, CARDIO activities (non-stop, feet/leg moving) provide the brain with more oxygen-soaked blood AND also help remove toxic electrons.

Cardio Activities include:

1. Brisk Walking (paper + gravity = FUN!)...Dr. Medina says our brains are built for walking a mere 12 miles a day!
2. Cardio Routines (when creating your own routines, guidelines to success are: use 3 simple & different moves, be repetitive, and add a bit of whimsy.)

. **“Walk the Dinosaur” Music by: Queen Latifah, soundtrack of “Ice Age, Dawn of the Dinosaurs” movie**
Intro & Break: Walk in place-32 counts from the moment music begins; move hands/arms like playing a drum

Part 1: Hustle w/ Jump: R foot taps front, then B, then F, then jump feet together. Switch feet. Repeat 8 x’s
Part 2: Walk F 2 steps, then jump back 2 times. Repeat a total of 4 times.
Part 3: Open door by taking large steps & arms coming F, then to sides opening the door (2 F, 2 B) Rep. 4 x’s

Part 4: Swizzle hips moving shoulders/arms up and down at sides – 4 times

Repeat parts 1-4 again.

Break: Do just 16 cts. of walking in place/drum playing.....

Part 1: Hustle step, just 4 times

Part 2 4 times

Part 3: Open door....4 x’s

Part 4: Swizzle hips/shoulders/arms

Part 1: ‘Til end....Hustle steps Ending: FREEZE hips to one side!

3. Large Group Game Format: MASS Games... can utilize just about any equipment. Teams can be recognized by using 6-color equipment. HUGE potential! This game format is appropriate for grades 3 and up).

- Teams are composed of 4 players; 2 on offense, 2 on defense.
 - Each team has a home base (mark with cones, poly spots, etc).
 - To be termed “cardio,” ALL participants must keep their feet moving at ALL times.
 - Offense must complete 3 passes with equipment before they attempt to score on any other team.
 - Set safe method of scoring (i.e. ball must be below goalie’s hips to score).
 - If “open” offensive player is to keep one foot on a spot/cone, remind, remind, remind! They often forget and move around, which aids scoring.
 - Only one attempt to score is allowed on any team, then offense must move on to another team.
 - Defense tries to keep other teams from scoring on them.
 - SAFETY RULE: If/when any defensive player gets an opposing team’s ball (critter, etc.), they can only “bowl” it as far away as possible. NO THROWING, as other unsuspecting players could be hit!
 - Call “TIME OUT” as each team’s offensive and defensive players switch every 60-90 SECONDS! During this quick 10 second switch time, NO scoring is allowed. (teacher loudly counts down from 10!) Then, the game resumes.
 - Think basketball, football, critters, soccer, speedball, bowling, floor hockey, any/all equipment combos!
 - Not 100% of students moving 100% of the time? Have ALL come to middle of activity area and have them follow you/teacher doing a cardio move (like jog in place). Ask them “WHY” they think you brought them in? Remind them they all must keep moving to gain the benefits of cardio activity.
 - Equipment ideas today: _____
-
-

***+BIG-TIME NOTE: If possible, cardio/aerobic activities need to be done “most days of the week.” This means at least 5 days per week. You probably know this person..... Dr. Oz says each and every one of us needs to walk a minimum of 30 minutes a day.

OTHER GR8 BENEFITS of CARDIO/AEROBIC Activities (teach these to your students so they will know & understand why they are moving non-stop and possibly, sweating):

1. Look better and feel better!
2. Have a LOT more energy!
3. Can focus better!
4. Have a lot LESS stress!
5. Can sleep better (at night)!
6. Feel better about yourself (self-efficacy)!
7. Have a much healthier heart / cardio-respiratory system / body!
8. Less likely to be sick!
9. Can participate in activities longer!
10. Collectively, the above benefits (and there are many more not listed) greatly improve one’s QUALITY OF LIFE!!!!

Cool down, Stretch, and Questions

Thank you for growing professionally with me today!

Contact Info:

Bonnie Hopper, Owner of Rocky Mtn. Pedometer Co.

PO Box 15481, Boise, ID 83715-5481

Toll free: (877) 685-9059 FAX: (208) 331-3899 Email: hopperbb@aol.com

***GR8 brain-based reads for EVERY educator (after YOU read these books, loan them to your principal, school board members, & classroom teachers!):

1. Brain Rules by Dr. John Medina (director of the Brain Center for Applied Learning Research at Seattle Pacific University). Pear Press.
2. SPARK (referring to a book, not the curriculum) by Dr. John Ratey. Little, Brown, & Company.