

Team Building in PE 1.0

PreK	K
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1 st	2 nd
<ul style="list-style-type: none"> • Poly Spot Pickup • Frog On a Lilly • Evaporation 	<ul style="list-style-type: none"> • Evaporation • Poly Spot Pickup • Switch
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<ul style="list-style-type: none"> • Cone Flip Relay • Switch • Egyptian Racehorse 	



Team Building in PE 1.0

Oklahoma Academic Standards for Physical Education

- Fitness Knowledge (S3.E3)
- Personal Responsibility (S4.E1)
- Working with Others (S4.E4)
- Health (S5. E1)

Oklahoma Academic Standards for Health Education

- Identify the recommended amount of physical activity for children. (1.PA.2.1)
- Identify healthy ways to express needs, wants, and feelings. (4.IC.2.1)
- **Identify ways to increase daily physical activity. (1. PA.51)**
- **Demonstrate effective verbal and nonverbal communication skills. (4.IC.5.1)**

Health Behavior Outcomes

Engage in moderate to vigorous physical activity for at least 60 minutes every day. (PA-1)

Lesson Objectives

By the end of this lesson students will be able to:

- Describe a variety of ways to be physically active.
- Describe the benefits of being physically active.
- Practice verbal and non-verbal communication skills by participating in games that encourage teamwork.

Introduction

Hello, my name is (insert here)! I work for the Tulsa Health Department School Health Program, and I am a health teacher.

Health Definition

Our definition of health is:

- Health is when my body feels good, my brain feels good, and I feel safe to learn, grow and play.



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Skill Introduction – Interpersonal Communication

- When people talk and listen to each other in kind and respectful ways, it helps people to stay healthy and get along with others.
- Good communication means using words, body language, and listening to others share their feelings, solve problems, and build strong friendships. Learning how to talk and listen well can help avoid arguments and work better with others.

Physical Education

- Moving your body every day helps you feel good and stay healthy! It makes your heart and lungs stronger, helps your muscles and bones grow, and can even help you feel less worried or sad.
- When we learn about physical activity, we're learning how to take care of our bodies so we can stay strong, happy, and healthy.

Ask & Discuss

- How many minutes of **physical activity**, or exercise, should children get every day?
 - 60 minutes of physical activity is the recommended amount of physical activity for children to get every day.
- What are different ways to be physically active?
 - Playing at the park, jumping on the trampoline, swimming, riding bikes, walking a dog.
- What are the **benefits** of being physically active?
 - Improves and strengthens the heart, lungs, brain, muscles, & bones.
- Why is it important to choose a **variety** of ways to be physically active?
 - Different activities help to improve different parts of the body. For example, running is good for cardiovascular health. Lifting weights is good for muscular strength and endurance. Stretching improves flexibility.
- Today, we're going to learn how to talk and listen to others in a way that helps us make friends, solve problems, and feel understood!
- What is communication?
 - Communication is how we share our thoughts, feelings, and ideas with others by talking, listening, using our faces, and even our bodies.
- How can we communicate?
 - We can communicate verbally and nonverbally. For example, verbal communication is talking whereas nonverbal communication is texting, body language, facial expressions, listening, and eye contact.



- Why is communication on a team important?
 - Collaborate
 - Help
 - Include
 - Listen
 - Share
- How do you feel when someone listens to you?
 - When listening to someone, why is it important to wait your turn to say something?

Communication Activity

Toe-to-Toe

- Call out different locomotor skills and then call out different body parts to partner with someone i.e. “Toe-to-Toe” students will find a partner and go toe-to-toe.
- For each prompt there should be a new locomotor movement and partner.

PreK – 2nd

- What can you do if a friend is feeling sad?
- How do you show kindness at school?
- What do you like about PE?
- What makes you feel happy?

3rd – 5th

- What is more important: being kind or being right? Why?
- What does respect mean?
- What does it mean to be on a team?
- What is the most important characteristic of a teammate?
 - collaborating, helping, being inclusive, listening, communicating, being respectful.
- Show your partner by only using your body language how you are feeling?
- If you could invent something to help people, what would it be?

Summarize

Review Poster. Reflect on the toe-to-toe activity with students.

Collaborate	Did I collaborate with my team?
Help	Did I help others?
Include	Did I include everyone?
Listen	Did I listen to my team?
Share	Did I share my ideas?



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References

Sourced and adapted by THD School Health from Let's P.L.A.Y. Spring, 2024-Ben Landers. M.Ed.,

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30-Second Showoff

Grades: PreK – 5th

Objectives:

- Students will practice leading a physical activity of their choice.

Materials:

- Speaker
- Poly spots

Set-Up:

- Place several poly spots in a vertical line per team (dependent on number of students in class).
- Leave space between each poly spot in the line, enough space for students to stand on the spots and not intrude on others' space.

Directions:

- Students will stand on a poly spot facing the leader of each row.
- The leader of each row will face the students in their row.
- The leader of each row will start doing a movement (exercise or dance) of their choice, when music is playing. The music can play for any number of seconds that the instructor chooses.
- Students in each row will perform the movement that their leader is doing.
- When the music stops, the leader will move to the end of the line in their row, and the next student becomes the leader.
- This activity will continue until each student in the row has had a chance to be leader.

Variations:

- Have students practice crossing their mid-line during the movements they choose.



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Frogs on a Lily

Grades: PreK – 1st

Objectives:

- Demonstrate locomotor skills (e.g., skipping, hopping, galloping) while moving in a designated space.
- Improve hand-eye coordination by accurately tossing a bean bag into a target (hula hoop).
- Develop spatial awareness while navigating around objects and peers safely.
- Practice self-regulation by waiting for the signal before retrieving the bean bag.

Materials:

- Hula hoops (25-30)
- Beanbags (25)
- Cones (4)

Set-Up:

- Place several hula hoops spaced out in the playing area — these are the “lily pads.”
- Students will stand around the perimeter of the hula hoops.
- Give each student one bean bag (frogs).

Directions:

- Students will move around the outside of the hula hoops using a locomotor skill (e.g., skipping, hopping, galloping) as directed by the instructor.
- When the music stops, students will:
 - Stop moving.
 - Toss their bean bag into any hula hoop of their choice.
- If a hula hoop ends up with three bean bags, it has “sunk” and will be removed from the game.
- Do not retrieve bean bags until the instructor gives the signal.
- Repeat steps 1–4 until all hula hoops are removed.



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Lucky Square

Grades: PreK – 5th

Objectives:

- Practice a variety of locomotor movements in a controlled space.
- Perform basic fitness exercises with correct form and repetition.
- Improve balance and coordination by navigating around obstacles and standing on one foot in a hoop.

Materials:

- Dice (1)
- Hula hoops (6)
- Numbered cones (6)
- Speaker

Set-Up:

- Arrange hula hoops in a large circle formation in the playing area.
- Place a numbered cone (1–6) inside each hula hoop.
- The instructor stands in the center of the circle with a die.

Directions:

- Students move clockwise around the outside of the hula hoops using various locomotor skills (e.g., skipping, hopping, galloping, etc.) as directed by the instructor.
- When the music stops, each student places one foot inside the nearest hula hoop.
- The instructor rolls the die.
- The students that have a foot in the hula hoop that matches the number rolled become the "lucky group."
- The lucky group moves to the center of the circle and performs 10 reps of a designated exercise that they choose (e.g., jumping jacks, squats, push-ups).
- After completing the exercise, the group returns to the circle and the game resumes.

Variations:

- The instructor could roll more than one dice and have two groups come to the center.
- Once the lucky group has completed the exercise, they stay in the center until the next round is completed.
- Use different variations of dice (double dice)



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Poly Spot Pickup

Grades: 1st – 5th

Objectives:

- Improve jumping and landing skills with control and balance.
- Develop gross motor coordination through dynamic movement.
- Enhance spatial awareness and body control.
- Encourage teamwork and communication between partners.

Material:

- Poly spots
- Cones

Set-Up:

- Place a cone for each team at the starting line.
- Stack 3 poly spots next to each team's cone (one per student).
- Divide students into pairs or small groups (2–3 students per team).

Directions:

- Instructor will assign roles: One student is the jumper, and the other(s) are poly spot movers.
- The jumper starts at the cone standing on one poly spot.
- The mover places another poly spot in front of the jumper.
- The jumper leaps forward to the new poly spot.
- If the jumper misses the spot, they must go back and start over.
- The mover then takes the poly spot from behind the jumper and places it in front again.
- Repeat the leap-frog motion, moving the poly spots forward one at a time, until the team reaches the end.
- Once at the end, repeat the same process to return to the starting cone.
- Switch roles so all students have a turn as the jumper.

Variations:

- Instead of poly spots, hula hoops may be used.
- Jumper will then jump into the hula hoop placed on the floor.
- Mover will then bring the hula hoop over the jumper's head.



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Evaporation

Grades: PreK – 5th

Objectives:

- Practice throwing accuracy and aim using a beanbag or frisbee.
- Improve hand-eye coordination through target-based challenges.
- Promote teamwork and communication within small groups.

Materials:

- Hula hoops (25)
- Cones (10)
- Beanbags (10)

Set-Up:

- Scatter hula hoops across the playing area so that they are all touching but not overlapping.
- Place a cone for each team in a straight line facing the hoops — this marks the team's starting line.
- Divide students into teams of 2–3 and have them line up behind their team's cone.
- Place one beanbag or frisbee at each cone.

Directions:

- The first player throws the beanbag or frisbee from behind the cone, aiming to land it inside a hula hoop.
- If the beanbag/frisbee lands inside a hoop:
 - The player runs out, collects both the hoop and their beanbag/frisbee, and brings them back to the cone.
 - Place the hoop over the cone to keep score.
- If the beanbag/frisbee misses:
 - The player runs out and retrieves only the beanbag/frisbee — the hoop stays in place.
- After completing their turn, the player hands the beanbag/frisbee to the next student in line.
- If two teams land in the same hoop, the first player to touch the hoop gets it.
- The game continues until all hoops are collected or time runs out.



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Switch

Grades: 3rd – 5th

Objectives:

- Develop quick thinking and fast physical response to a verbal signal.
- Learn to move safely and effectively within a shared space.
- Engage in respectful competition, including resolving ties with honesty and fairness.
- Increase physical agility by quickly changing directions and avoiding collisions.

Materials:

- Poly Spots.

Set-Up:

- Place 4 poly spots in the playing area to make a *15 X 15 ft* square. Place them in the corners.
- Place a 5th poly spot in the center of the square and a 6th poly spot at the starting line on the outside of the square.

Directions:

- The first 5 students in line enter the square and each find an open poly spot to stand on.
- The first student in line will be the “caller” for a round.
- The caller stands on the poly spot designated as the starting line (outside the square) to avoid being in the way.
- The caller shouts the signal: "Switch!" at random, trying to catch the players off-guard.
- On the signal, all players will leave the spot they're on and find a new open corner (poly spot). Players can not use the middle poly spot.
- If a player fails to find an open spot, they must go to the back of the line.
- Stay on your feet – if a player slides or falls, they are automatically out and go to the back of the line.
- In case of a tie for a corner:
 - The player with their foot on the corner first wins, or
 - Resolve the tie with Rock, Paper, Scissors.
- After each round:
 - The caller enters the square and stands on the center poly spot.
 - The next student in line becomes the new caller for the round and takes their place on the starting spot



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Egyptian Racehorse

Grades: K – 5th

Objectives:

- Develop underhand throwing skills with control and accuracy.
- Improve gross motor skills through running, retrieving, and hoop-flipping.
- Enhance coordination and spatial awareness.
- Encourage team cooperation and support through shared progress.

Materials:

- Hula hoops
- Beanbags
- Poly spots

Set Up:

- Place a poly spot at each team's starting line and finish line.
- Divide students into teams.
- Teams will line up behind their team's starting poly spot.
- Set one hula hoop on the ground at each team's starting line, centered on the poly spot.
- Place one bean bag at each team's hula hoop.

Directions:

- The first student will underhand toss the bean bag, trying to land it inside their team's hula hoop.
- If the toss misses, the student retrieves the bean bag and runs it back to hand it off to the next student in line.
- If the toss lands inside the hoop, the student:
 - Runs to the hoop and flips the hula hoop once forward, moving it closer to the finish line.
 - Picks up the bean bag and runs it back to the next student in line.
- The next student repeats the process. Students will always toss the bean bag towards the hula hoop while standing on their team's starting poly spot.
- The game continues until the team's hula hoop crosses the finish line.

Variations:

- Students throw their bean bags toward the hula hoops causing the hoops to scoot along the floor toward the finish line.
- Different objects could be used in place of bean bags to practice different throwing/tossing techniques.



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Cone Flip Relay

Grades: 2nd – 5th

Objectives:

- Practice hand-eye coordination and fine motor control while flipping cones.
- Improve agility and speed during relay running.
- Develop gross motor skills through dynamic movement.

Materials:

- Numbered cones
- Speaker

Set-Up:

- Divide students into teams.
- Each team will stand at their starting mark in a line.
- Place 6 cones lying flat in a straight line in front of each team, spaced about 4 feet apart.

Directions:

- The first student in line runs to the first cone in front of their team.
- The student attempts to flip the cone so it lands upright.
- Whether the flip is successful or not, the student runs back and hi-fives the next teammate, who takes their turn.
- If a cone does not land upright, it remains in place until the team tries again during their next turn.
- Teams continue in relay style until all 6 cones are flipped and land upright.
- The first team to successfully flip all cones landing upright, wins.

Variations:

- Activity can be done with a partner.
- Students stand face-to-face with the cone in the center.
- Have students rock, paper, scissors to determine who will go first.
- Students will take turns flipping the cone.
- The first student to successfully land the cone right side up stays, while the second student does a lap.
- After the lap is complete, the second student will find a new partner.



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