

All About HYPE (High-Yield Physical Education)

High-Yield Physical Education (HYPE) restructures the typical physical education class by incorporating the following lesson elements:

- Instant Activity/Warm-Up Activity
- Active Roll Call
- Circuit Training
- Skill Instruction
- Small-Sided Game Play/Lead-Up Game
- Closure/Cool-Down/Stretching

The HYPE Lesson Elements

- **Instant Activity:** This is an activity designed to get the students engaged “as soon as the first student comes out of the locker room” and/or get the students moving as soon as they enter the gym. This activity usually uses music. This is about 2-3 minutes long, just enough time to complete the “active roll call.”
- **Warm-Up Activity:** This is an activity designed to increase heart rate, blood circulation, and maximize the percentage of time students are in “moderate to vigorous physical activity” (MVPA). Many times, the instant activity can also serve as a warm-up activity too.
- **Active Roll Call:** Unlike the traditional “passive roll call,” an “active roll call” is a strategy where the teacher takes attendance while the students are engaged in the instant activity or warm-up activity.
- **Circuit Training:** This is an activity where the students perform strength and muscle endurance exercises with and/or without equipment.
- **Skill Instruction:** This is the “core content” skill instruction that is taught with students having a piece of equipment (e.g., if teaching dribbling skills, each student would have a basketball or a ball that bounces).
- **Small-Sided Game Play:** This is the “application” portion of the lesson where the students use the skills in a small-sided game or game-like situation.
- **Closure/Cool-Down/Stretching:** This reinforces the appropriate practice of stretching while the body is warm and serves as a way to “wrap-up” the class. Some teachers end class with a “group shout” (e.g., “Effort!”) in the same manner used with athletic teams.

Research-Based Benefits

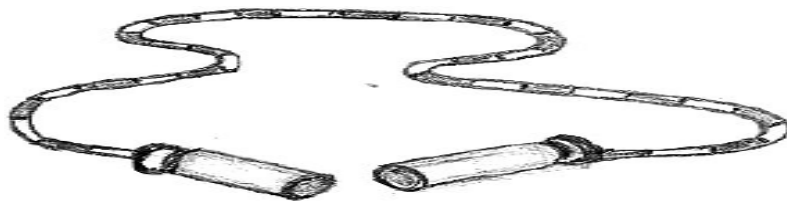
There are numerous benefits associated with PE programs incorporating the HYPE elements. These include:

- Decreasing student BMI (body mass index) levels.
- Increasing student fitness levels.
- Increasing the numbers of students making progress toward identified state physical education standards.
- Increasing the percentage of time students are physical activity during physical education class time.
- Increasing student participation and satisfaction.
- Increasing teacher satisfaction.

HYPE Instructional Principles

Basic HYPE Principles: There are five basic underlying instructional principles for HYPE. These include:

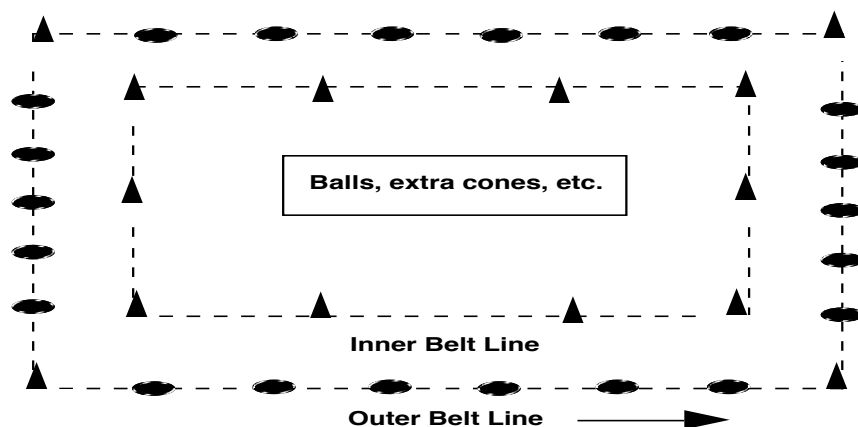
- (1) “Down Time is Bad Time.” Minimize any down time during the class.
- (2) “If You Don’t Work Them, They’ll Work You!” Keep the students on-task, they’ll be less likely to “work you.”
- (3) “No Sitting.” Students never (or rarely) sit in a HYPE physical education class.
- (4) “140 = MVPA.” Moderate-to-vigorous physical activity (MVPA) occurs when heart rate is above 140 beats/minute. When students are at this level for 50% of your class, a greater percentage of body fat is burned.
- (5) “Everyone Has Equipment.” HYPE programs have enough equipment for every student.



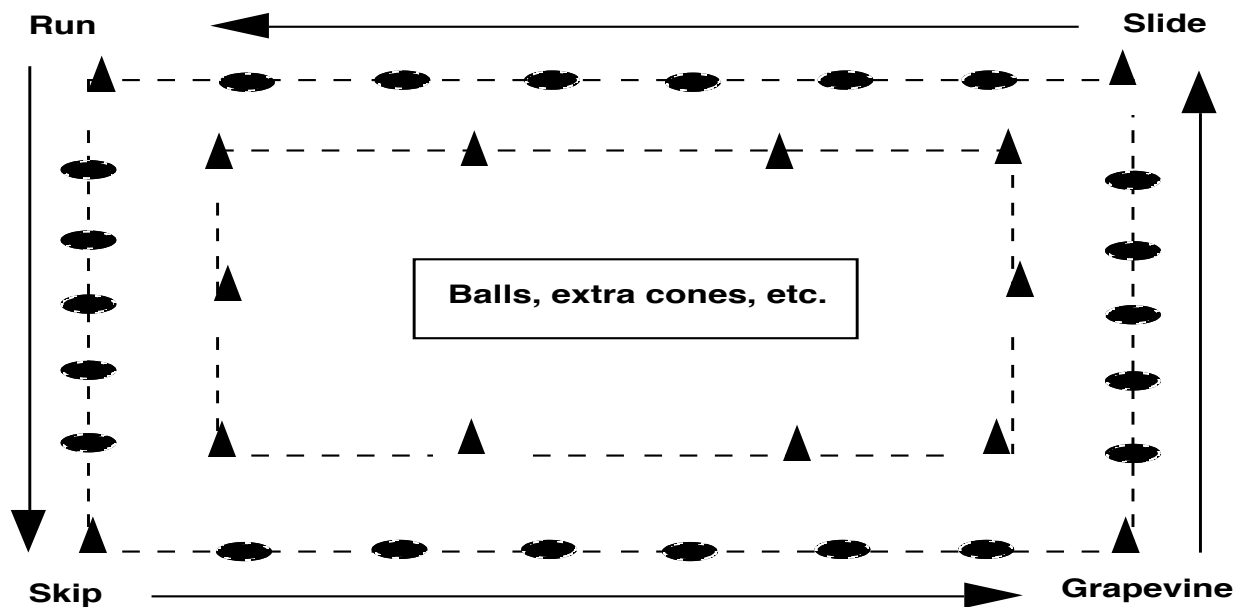
Get on the Belt Line (Grades 3-12)

- Equipment Needed:**
- Cones, Polyspots, Balls
 - Locomotor signs
 - Fitness circuit signs
 - Music

Set-Up: Place the cones and polyspots as shown below to create the Belt Line consisting of an outer and inner track.



Instant Activity (Walkie-Talkie): Upon entering the activity area all of the students will walk at a brisk pace in a counter clockwise direction using the “outer belt line.” Music from the CD/cassette player will dictate the pace. During this time, the teacher is positioned at a corner of the gym and will visually take attendance as the students pass by. Students are allowed to walk/talk with 1 - 2 friends as long as they are able to keep pace to the music.

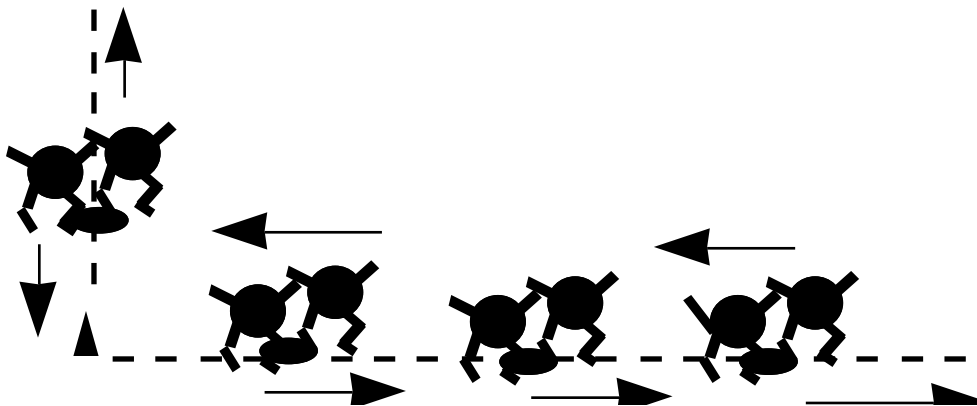


Warm-Up Activity #1 (4 Corners): Once attendance has been taken, the teacher will direct the students to move according to the signs placed on each of the four outer cones. The signs indicate four different locomotor movements (i.e.. run, slide, grapevine, skip). Students change movements as they move from one corner to another.



For example, the students would skip until they come to the corner with the “Grapevine” sign. From this corner, they perform the grapevine step until they come to the next cone. A different locomotor skill is performed from cone to cone. Again, the purpose of the warm-up activities is to elevate a student’s heart rate to 140 beats/minute as to increase MVPA to 50% of the class time.

Warm-Up Activity #2 (The Inner Belt Line): Direct the students to find a partner and walk side-by-side around the outer belt line. Once everyone has a partner, they select a polyspot and stand on opposite sides, facing each other. One partner faces to the outside, the other faces to the inside.



Meeting Spots: This polyspot is the “meeting spot” for each partner. Now, the students who are facing out start to power walk clockwise on the inner belt line. The students facing in start to jog around the outer belt line going counter clockwise. When the partners get back to the “meeting spot,” they give each other a “high-five” and then exchange places (from outer beltline to inner belt line, inner belt line to outer) and continue moving in opposite directions by power walking or jogging.

SCATTERED SQUARE DANCE:

Starting Formation: Individual students are scattered in general space.

Music: "Square Dance Reel" from Awesome Heart-Healthy Dances.

Equipment: Record player, microphone, and record.

Procedures: Practice the calls before the music starts.

For teacher demonstration, "Okay, now stop and freeze with your eyes on the teacher." The teacher then demonstrates the move with a partner or group as the music plays. You can also instruct the students to look at you when a new call is given and to watch the new move. Then on the teacher's verbal "go," the students perform the move with their partners or group. Between calls, students are to continue to walk around the area, keeping time to the music. Continuous activity is the goal. The following calls are a good beginning sequence to introduce the scatter square dance basic skills. Once the basic skills have been mastered, teachers and/or students can put together new dance sequences.

A Sample Scattered Square Dance:

1. HIT THAT LONESOME ROAD: Move individually in the general area while keeping time with the music.
2. FIND A PARTNER AND GIVE 'EM A SPIN: Partners face each other, join two hands and turn together in a small controlled circle.
3. AROUND THE FLAGPOLE: Partners join right hands, raise joined hands, while one partner walks around the other partner who stands in place.
4. HIT THAT LONESOME ROAD: Move individually in the general area while keeping time with the music.
5. CIRCLE UP THE WAGONS: Get in groups of four or more, join hands and circle right.
6. CIRCLE TO THE LEFT: Circle to the left.
7. SQUEEZE THE LEMON: Move four small steps toward the center and shout "hey" and then back up four steps.
8. HIT THAT LONESOME ROAD: Move individually in the general area while keeping time with the music.
9. FIND A NEW PARTNER AND RIGHT ELBOW SWING: All students "hit the lonesome road" and find a new partner by doing a right elbow swing with this partner.
10. DO-SI-DO: Two dancers facing each other advance and pass right shoulders. Each moves to his right, passing in back of the other person and without turning, passes left shoulders and moves backward to place.
11. DOWN AND AROUND: Partners join right hands, one partner kneels on one knee while other partner walks around the kneeling partner.
12. LEAD A PARADE: The class lines up behind a selected couple and follows them around the room.
13. HIT THAT LONESOME ROAD: Move individually in the general area while keeping time with the music.
14. BOW TO EVERYONE, THE DANCE IS DONE! The students bow to several people.

CALL YOUR OWN SQUARE DANCE: Use “Fisher's Hornpipe” from Awesome Heart-Healthy Dances. Divide the class into groups of four. In this activity, each of the students will have the opportunity to call a short square dance to the members of his or her group of four. Each player in a group numbers off from 1 to 4. The students hold hands and form a small circle. The teacher will direct the students in the following fashion:

Teacher:

“Caller #1 have some fun...”

Students:

Each of the #1 players will call to their group. The #1 players participate in the dance by calling from the circle.

“Caller #2 it's up to you...”

Now the #2 players get to call.

This continues with the teacher directing the other players to call. Each player gets about 30 seconds to call for his or her group. This is an excellent way to assess your students' ability to demonstrate what they have learned during your class. Use a video camera to give your students additional feedback!

SITTING SQUARE DANCE: Students are sitting on chairs or on the gym floor. Use an upbeat square dance instrumental piece. Use “Cotton Eyed Joe” from Awesome Heart-Healthy Dances. The teacher will direct the students to perform the following square dance calls:

Call:

“Everybody clap your hands...”

“Everybody pat your knees...”

“Shake hands with a neighbor...”

“Hug yourself...”

“All join hands and circle left...”

Movement:

The students clap their hands using the same rhythm as the teacher.

The students pat their knees using the same rhythm as the teacher.

The students shake hands with nearby students.

The students hug themselves.

The students join hands with their neighbors and move their arms as if circling left.

“Now circle right...”

The students lean to the right and continue circling.

“Into the center with a hoop and a shout!”

The students join hands, raise their hands and shout!

“Now come back out...”

The students “back out.”

The teacher continues the dance with a variety of real square dance calls and other silly made-up calls. Example: pat your head, smile to everyone, etc.

Remember: You're in a No-Fault Zone!



What is the Most Important Throwing Cue?

Based on a bit of “action research,” numerous elementary and middle school physical education teachers say the most important teaching cue for a strong overhand throw is reinforcing the need to reach back - “**pick an apple from an apple tree.**” Here’s a typical 6-point throwing checklist for your consideration:



1. **Swing Down, Around & Back:** “Swing throwing arm down and around (make a “smiley face”) and reach far back “pick an apple from an apple tree,”
2. **As You... Turn Side to Target:** “Pivot body so that the non-throwing shoulder is facing the intended target,”
3. **Step:** “Step with opposition, place lead foot so it points toward the target,”
4. **As You... Rotate Hips:** “Rotate forward so the body is facing the intended target,”
5. **Throw:** Swing arm forward, releasing the ball at about 2:00 o’clock,
6. **Follow Through:** Arm moves forward and across body.

Other Throwing Cues: If you have been teaching for a while, you most likely have your own personal method for teaching an overhand throw. Here are a few simple throwing rhymes and cues to consider:

- “Elbow low, it’ll go slow.”

“Elbow high, watch it fly!”

- “The shoulder points,”

“Elbow’s high,”

“Step and turn,”

“Watch it fly!”

- “Thumb to thigh,”

“Elbow’s high,”

“Finger’s to the sky,”

“Wave bye-bye.”

- “T-position,”

“Rotate,”

“Step,”

“Throw!”

The Overhand Throw



Throwing Skill Elements

1. ___ Make a “smiley face” and “pick an apple,” as you...
2. ___ Turn side to target
3. ___ Step with opposition, as you...
4. ___ Rotate hips to face forward
5. ___ Swing arm forward, releasing the ball (2:00)
6. ___ Follow through (arm moves forward and across body)

Partner Assessment Sheet

Your Name: _____

Partner's Name: _____



Do you know the six throwing skill elements?

1. ____ Make a “smiley face” and “pick an apple,” as you...
2. ____ Turn side to target
3. ____ Step with opposition, as you...
4. ____ Rotate hips to face forward
5. ____ Swing arm forward, releasing the ball (2:00)
6. ____ Follow through (arm moves forward and across body)

What are the Most Important Catching Cues?

Here is a quick review of catching cues. Please review these with your students. One of the more important cues when catching a ball is knowing when to have your fingertips up (catching a ball above your waist) or down (catching a ball below your waist). Another common mistake when fielding a ground ball is attempting to stop the ball underneath the body, rather than in front of the body. Here's a typical 6-point throwing checklist for middle school students:

1. Eye on the ball!
2. If the ball is above the waist, say "Hello" - Fingertips up! (bending the elbow will absorb the impact).
3. If the ball is below the waist, say "Take it low" – Fingertips down!
4. Use two hands – say, "Hand in the pocket" (glove's pocket!) or "Alligator snap it" (showing an "alligator mouth" with your hands). These cues teach the importance of placing the throwing hand on top of the ball to ensure that it doesn't pop out.
5. Say, "Main squeeze" to remind the students to squeeze the ball with the glove hand.
6. Say, "Don't delay - Make the play" to encourage students to throw the ball after catching it.

"Ball's above the waist, say hello."

"Ball's below the waist, take it low."

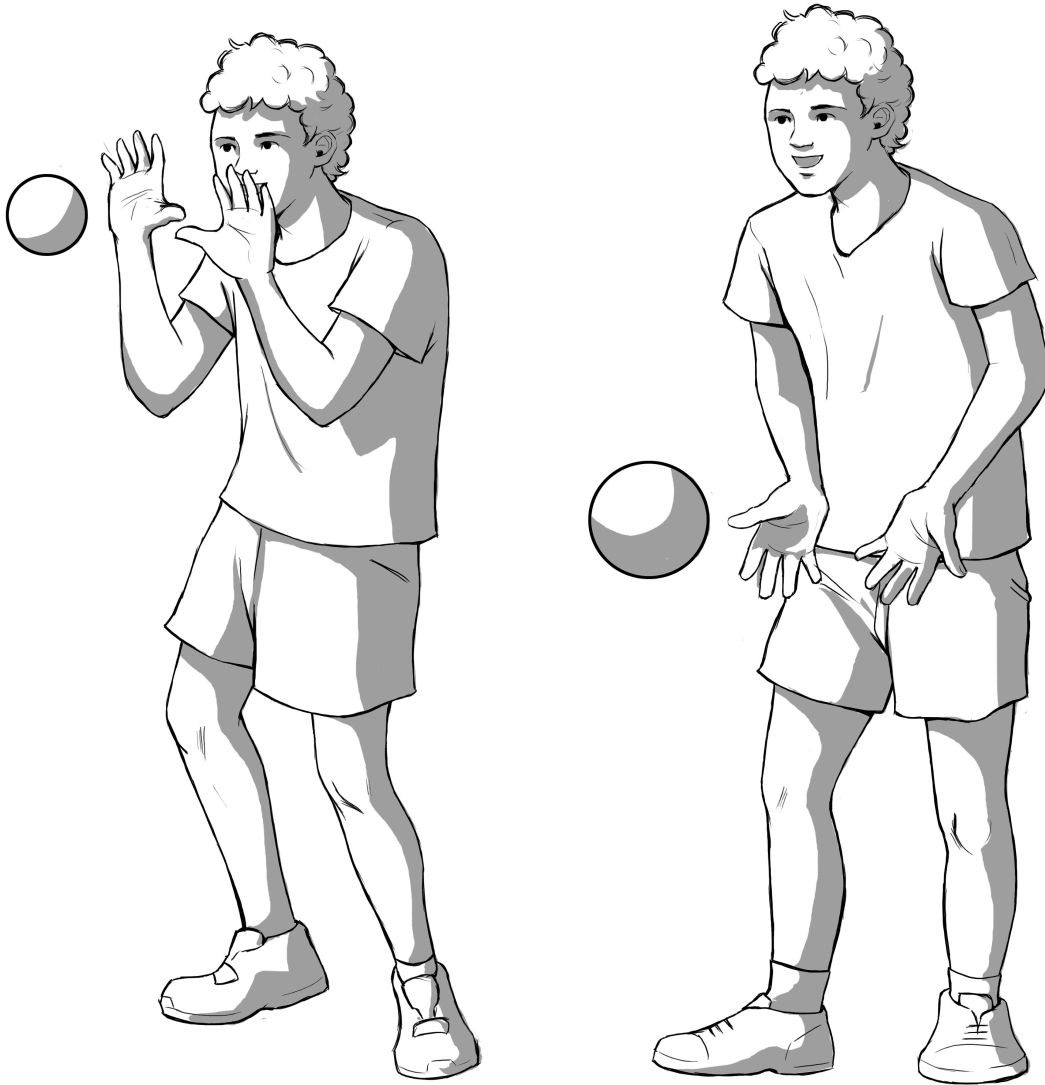
"Hand in the pocket - Alligator snap it."

"Main squeeze – Don't delay – Make the play."

Artie's Other Catching Cues

- "Tick, tock, I'm a catching clock."
- "Eyes, hands, teeth"

Catching Cues



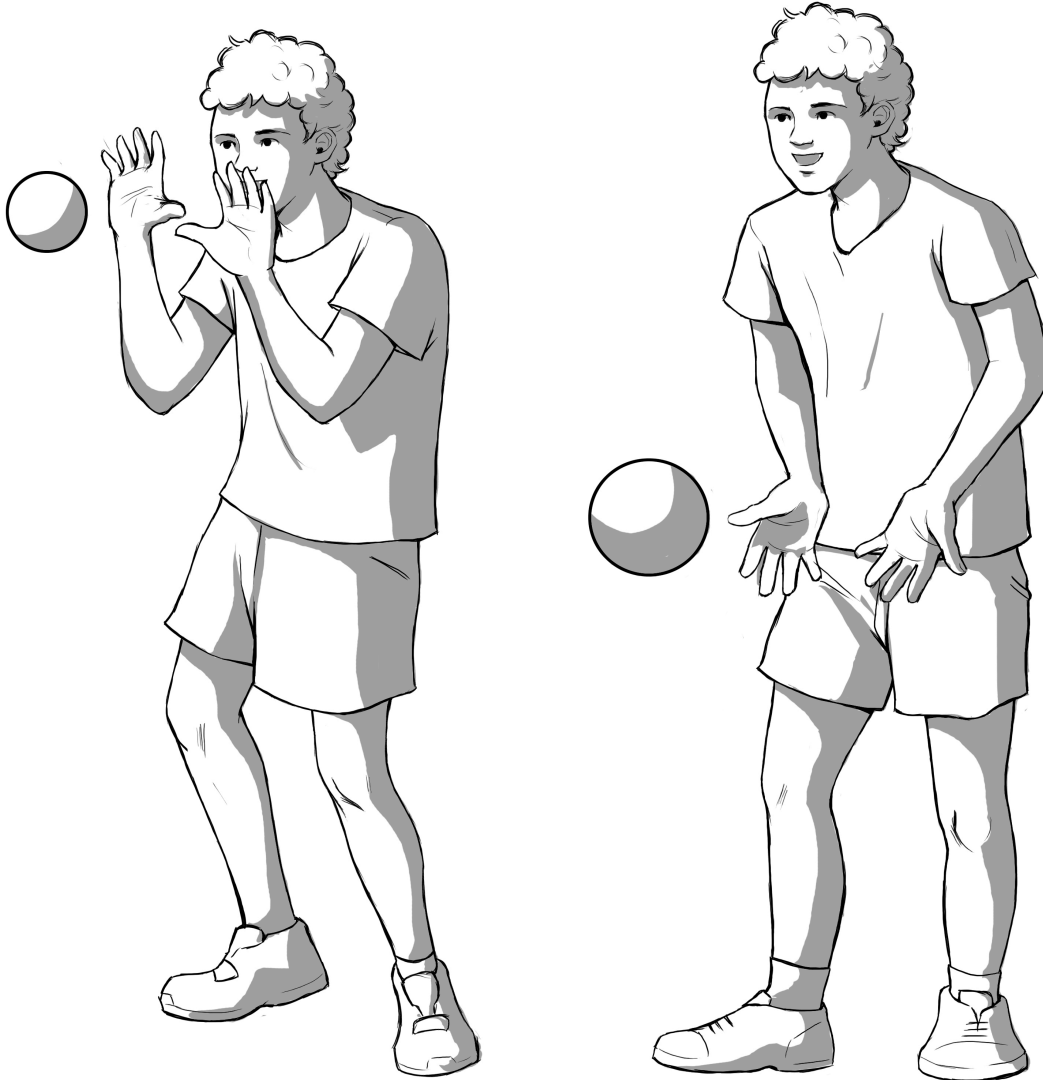
Catching Skill Elements

1. ___ Body faces the incoming throw
2. ___ Knees bent, feet shoulder-width apart
3. ___ Thumbs face together for balls above the waist, thumbs face away for balls below the waist
4. ___ “Soft” hands reach for ball, absorb impact (ball toward chest)

Partner Assessment Sheet

Your Name: _____

Partner's Name: _____



Do you know the four catching skill elements?

1. ___ Body faces the incoming throw
2. ___ Knees bent, feet shoulder-width apart
3. ___ Thumbs face together for balls above the waist, thumbs face away for balls below the waist
4. ___ “Soft” hands reach for ball, absorb impact (ball toward chest)