

P.E. Gang Teacher Manual

HOW TO BE A CARING PERSON

Always remember - we become caring people by doing caring things!



HOW TO BE A RESPONSIBLE PERSON

Be responsible for your actions; don't make excuses or blame others.



HOW TO BE A FAIR PERSON

Play by the rules and tell the truth.



HOW TO BE A RESPECTFUL PERSON

Treat other people the way you want to be treated.



HOW TO BE A TRUSTWORTHY PERSON

Keep your promises and follow through on your commitments.



HOW TO BE A COOPERATIVE PERSON

Listen carefully to others and be sure you understand what they are saying.



CHARACTER EDUCATION WITH THE P.E. GANG

Hi, my name is Anthony Vekich I am the author of the book *The Adventures of the P.E. Gang*. I have been coaching sports and teaching elementary physical education for several years. With the help from several classroom teachers we have developed a character education program your students will love and enjoy. Children love to participate in youth sports, enjoy playing games, and viewing movies, so we have taken advantage of this opportunity to teach our students the importance of reading, having good character, staying healthy and having fun. The program is designed to assist you in developing these positive character traits: caring, responsibility, fairness, trustworthiness, respect and being cooperative.

How to begin:

1. Introduce the first character trait caring and explain to the students what it means to be a caring person. Lead a discussion of how each character and chapter in the book represents a character trait.
2. Read the story. Follow each chapter with a class discussion identifying how the story represents the trait. Encourage students to share what they learn from the story.
3. Complete the story activities in the *P.E. Gang Work Book* with the students.
4. For each chapter you will have to create a sports poster or use the *P.E. Gang Posters*. The first character trait is caring, draw a baseball diamond on poster board and have the students tape their caring baseballs to the poster. You will have to do a poster for each chapter.
5. After each character trait is completed play any of the games that are provided in this manual.

6. TeachWithMovies.com is a web site created for teachers to promote character education. After each character trait is completed, choose a movie from the TeachWithMovies web site to view with students. A list of movies is provided in the manual along with viewing activities. The activities will allow the students to open relevant discussions that will enhance your student's developing character.
7. Hand out character awards to the students after they complete each character trait. The last award is the P.E. Gang Membership card.
8. The P.E. Gang web site was designed for the students, use the web site for additional fun activities. (www.pegang.com)

Additional Notes

Character Symbol: Each character trait is represented by a character to serve as a visual cue and reminder. These characters appear on the posters, activities and awards.

Parent Letter: Send the letter to Parents home with students.

Interview: During each character trait, have students choose a person who they think exemplifies the character trait. Have the students use the form on page 7 to interview that person.

Self-Assessment: Students can use page 9 to tell when they have demonstrated good character. You may wish to ask them to complete a form daily, weekly, or over the course of the program.

Calendar: The calendar on page 8 can be used for a wide range of unit activities, such as recording good character behavior or logging assignments in order to encourage responsible work habits.

Awards: Individual character awards can be found in the manual. You may wish to make copies of them and give them to students to recognize and reinforce good character behavior.

P.E. GANG CHARACTER GAMES

Peanut Butter and Jelly Sandwiches - Players are told to decide if they want to be Peanut Butter or Jelly for this game, but they don't tell anyone else what they have chosen. On the teacher's signal everyone starts jogging or skipping around the playing area in scatter formation. When the whistle blows students have 30 seconds to make as many different sandwiches as they can. To make a sandwich students have to find partners with a different ingredient than theirs and high five each other.

Warm-Up Circle Tag - Place the players in a large circle and have them count off by fives. When the teacher calls out a number, the players assigned that number step outside the circle and begin power walking clockwise around the circle they try to catch and tag the person in front of them before they get back to their place in line. All tagged students go to the center of the circle and perform an exercise the teacher calls out, then rejoin the circle. The teacher calls out a new set of numbers while students in the circle or completing their exercises.

Toe Tag - Players pair up and each one is given a beanbag. On go, each player tries to "tag" the other's shoes by throwing the beanbag. Keep score of the number of times a player "tags" his partner's shoes in one minute. Players retrieve their own beanbag after each throw.

Three Letter Word - Players are each given an index card which has a letter of the alphabet printed on it. When the leader yells out "three letter word" the players try to form groups that spell different three letter words. After one minute call time and recognize the groups who have formed words. The leader may also call for two, four, and five letter words. You can make your own set of 100 cards by using a scrabble game to determine how many each letter you need. A-9, B-2, C-2, D-4, E-12, F-2, G-3, H-2, I-9, J-2, K-1, L-4, M-2, N-6, O-8, P-2, Q-1, R-6, S-4, T-6, U-4, V-2, W-2, X-1, Y-3, Z-1. You can also add the scrabble letter point values to the cards so that the different words which are spelled total up to different words which are spelled total up to different point values. A, E, I, L, N, O, R, S, T, and U are worth one point. D and G are worth 2 points. B, C, M, P, and W are worth 3 points. F, H, V and Y are worth 4 points. K is worth 5 points. J and X are worth 8 points. Q and Z are worth 10 points. For

younger children you may want to add shapes, colors and symbols to the cards and have them group in those categories rather than spell words.

Me And My Shadow - Have players get into pairs. One player becomes the walker and other one his shadow. On go, the walker takes off around the playing area. The shadow tries to stay as close as possible to the walker. Then the teacher blows the whistle for everyone to freeze. If the shadow can take one step and touch the walker, then the shadow gets a point. If not, then the walker gets the point. Reverse roles and play again.

Throw And Catch Tag - The entire class forms two lines of partners facing each other. Each member of one line is given a ball or beanbag. On the teacher's signal, the students start tossing the item back and forth to their partners. When the whistle blows, the tag game begins. Whoever has the ball when the whistle blows tries to tag their partner before they get to the free zone behind them. The game can also be played where the ball is thrown at the fleeing partner.

Tanks And Commanders - Pairs of players decide who is going to be a tank and who is going to be the commander. The tank puts on a blindfold. The commander gives verbal directions to the tank so that the tank can find the "soft" balls scattered around the playing area. When a tank is loaded (finds a ball), it must toss (not throw) it with their non-dominant hand, to destroy another tank. A tank that is hit reverses roles with its commander. Commanders may also protect their tanks from being hit by knocking down any incoming balls, but can never touch their tanks.

Poison Ball - Divide the players into four teams and have each group stand on one side of a large square play area. Place a half-deflated beach ball in the center of the play area between them. On the teacher's signal each team begins throwing yarn balls or tennis balls at the beach ball. The goal is to make the ball travel past one of the other team's sideline, which is marked, by cones or a line on the floor.

Team Soccer Relay - Groups of 5-6 students place their hands around the shoulders of their teammates and form circles for this relay. A soccer ball is placed on the ground inside each circle. On the teacher's signal, the team tries to move to the finish line, while only using their feet to keep the ball inside the circle. If the ball leaves the circle then the group must stop and retrieve the ball before they can continue.

Cooperative Walk Tag - Players pair up and join elbows with their partner. Then pairs form groups of four and decide which pair will be "it". The "it" pair begins to count to 50 "by fives" while the other pair moves around in the play area. "It" begins to chase the other pair until they catch them, then their roles are reversed. Both pairs are limited to a fast walk and must stay joined together. The teacher can blow a whistle after each minute of play, which signals groups to switch roles automatically. Walk tag can be played one on one or up to four on four.

Guard The Pin - Place the students into groups of 6-8 and form a circle with one student in the center. On the floor in the center of the circle, place an empty soft drink bottle or plastic bowling pin. The players on the circle have one foam ball. The object of the game is for the person in the center of the circle to protect the pin from being knocked down by the group. If the pin is knocked down, the thrower then becomes the pin protector.

Paint The Alphabet - In this warm-up, students use different body parts as large paint brushes to paint the entire alphabet on an imaginary canvas.

Crazy Name Game - Players form circles of 8-10. A player moves to the center of the circle saying, "My name is _____", while she performs some crazy movement or exercise (examples - hopping, jumping jacks, turning in circles). After she moves back onto the circle the rest of the players must copy the move while saying " Her name is _____". Each player takes a turn saying their name and doing a movement for the group to copy.

Oh Fiddle Sticks - Place students into groups of 8-10 and have them form a circle with one team member in the middle of the circle. In front of each student on the circle place something (poly spot, paper plate) to mark their spot. The game begins by players making eye contact with another across the circle from them. Within five seconds of contact the two players must try to trade places. The student in the center of the circle tries to get to a vacated spot before another student. Play continues with different students ending up in the center because they lose their spot. At any time a player in the center may call out "Oh fiddle sticks", which signals all players to move to a new spot.

Jumpin' Jack Flash - Players form pairs and stand facing each other. The players make a fist and throw their fists in front of them (like "Rock, Paper, Scissors"). On the third throw they each stick out fingers (1 to 5, no zero). The object is for the two players to add the fingers together and call out the answer before the other one calls it out. Whoever calls out the correct answer first wins. The other player performs the same number of jumping jacks as the answer. The winner should do the jumping jacks with his partner because exercise is good for you!

West African Jumping - Players form pairs and stand facing each other approximately 3 to 4 feet apart. One partner is designated to be the winner when the feet are on the same side and one partner is designated to be the winner when the feet are on different sides. The two players jump up and down 6 times simultaneously. On the sixth jump, each player lands with either her right foot in front of her right. If the feet of both players end up on the right side, Player A gets one point. If the feet of both players end up on opposite sides, Player B gets one point. A new turn is then started with the players jumping six times again. The first player to score 11 points wins.

Grab It - Equipment, one beanbag or rolled up sock for every two players. Object of the Game, to grab the object first. Players form pairs and sit on the floor facing each other, with their legs crossed and the beanbag (or any small round object) between them. The player should be close enough to the beanbag where they both grab it. There is a leader who will call out the directions. On the signal "READY," both players place their hands on their knees. On the signal "GRAB IT," they each try to grab the beanbag before their opponent. The player that grabs the beanbag first is the winner. The beanbag is then placed back on the floor for the next turn. The game continues with the leader saying "Ready."

Variations: Call out "Right" or "Left" and the players have to use the appropriate hand to grab the beanbag.

Drop 21 - For this game you will need a small round rubber ball that bounces. The players stand facing each other about four or five feet apart. The player with the ball (player A) holds it at the height of the other player's head then drops it. The object is for the other player (player B) to catch the ball after it bounces. Every bounce counts as a point.

Therefore, if the ball is caught after one bounce player B gets 1 point, after two bounces, 2 points, etc. However, once the ball rolls away or can no longer be caught off the bounce, no points are awarded. Each player is trying to achieve 21 points. To win, a player must have exactly 21 points. If she exceeds 21, she must begin subtracting points to get back to 21.

The Glob - Have players spread out in the general space within the boundaries, then choose 2 players to be the "globs". On the signal the remainder of the player's task is to avoid being tagged by the globs. The globs travel separately throughout the space (they don't hold hands to start). If a person gets tagged, he/she holds hands (or they can hook elbows if you want) with the "glob" and continues to try and catch the rest of their remaining classmates. Once 6 people make up one glob they can split into two groups of 3, but can only split if they have enough for three in a group. Play until one or two people who haven't been tagged are left. Discuss what strategies any "globs" used in order to work together well (they moved at the same speed; thought about all those in their group, not just themselves; etc.). Encourage them to work together using these strategies for the next game.

Invent A Game - Randomly assign players to form groups of 3-4. Give each group 2-4 pieces of equipment. Ask the players to create a game that uses all of the pieces of equipment and includes all of the players who are going to play the game. They also need to come up with the rules for their game. Have them work on this for about 15 minutes. Have the players present and show off their game to the rest of the group. In their presentation they need to explain the rules and show how they included all players in the game.

Frogs And Ants - Choose a few players to be the frogs. You will need 5-8 hula-hoops to use as lily pads. At the signal, the frogs move around and try to tag the **ants**. When tagged, the ant must lay on their back with their feet and hands extended in the air. At this point, the ants that have not been tagged can try to "save" their fellow ants by getting four ants to carry and set the "**hurt**" ant inside a **lily pad** (have players demonstrate how to safely carry a "hurt" ant, and how to carefully set them down on the ground). When all four ants are attached to the "hurt" ant, they are safe and cannot be tagged by the frogs. After the ant is placed down on the lily pad, all five ants have **two seconds** to get away before they can be tagged by the frogs. The game is over when all the ants have been tagged and are laying on their backs; frogs will be changed when the game is over.

Name _____ Date _____



Questions About Character

Directions

Think of someone you admire. Ask that person the questions below to find out how he or she shows the character trait your teacher names.

Character Trait: _____

1. What does this character trait mean to you?

2. How have you shown this character trait to others?

3. When has someone shown this character trait to you?

Name _____ Date _____



Character Calendar

Month: _____ **Dates:** _____

Monday: _____

Tuesday: _____

Wednesday: _____

Thursday: _____

Friday: _____

Name _____ Date _____



Showing Good Character

Directions

Complete the paragraphs to tell how you showed good character.

On _____, I showed the character trait of

_____.

Here is what I did:

_____.

It made me feel _____

because _____

_____.

Next time I would _____

_____.

P.E. Gang Enrichment Activities

1. **Student of Character Star of the Week** - Each week, celebrate a child who evidences on the character traits supported by the P.E. Gang. Students vote in physical education or classroom settings, providing written support/evidence of why the student they selected should be honored. Student can also be selected by the teacher, if desired. The honoree will outline him/herself on white butcher paper, illustrate, and place many speech bubbles of actions/words they are being honored for (e.g., Honesty. I was honest when I could have cheated on my math test, but did all my own, best work instead.)
2. **Rap** - Students create a rap for the rules of a particular sport. Or how they show good character both on and off the field.
3. **Acronym** - Students can select a character trait taught through the P.E. Gang, and develop an acronym whereby each letter provides support/evidence of what that trait means to them.
4. **Skit/Role** - Of game or event that lacked good sportsmanship, and how it could be turned around to show fairness, encouragement, etc.
5. **Wanted Poster** - Students create a poster looking for the "kid with good character." Posters should evidence one trait, such as "Fair Freddie: The Football Player With No Foul Play."
6. **Research** - Biographical Heroes, both textually and via the Internet, who evidenced the P.E. Gang character trait under study.
7. **Quotes** - Famous quotes throughout history can be located that mirror the thinking, actions and words of the particular trait under study (e.g., perseverance).
8. **Lesson Plan** - Students in regular classroom form teacher-directed small groups, or form around a character trait they'd like to teach. They create a lesson plan, with visuals and assessment of what their trait means and how students can actively demonstrate it throughout life.

9. **Surveyors of Character** - Students survey the school and "catch" classmates and other school members demonstrating the monthly trait under study. The "winner" is announced on the PA and receives a special gift.
10. **Bar Graph** - Students in P.E. class with graph the amount of times in one month several specific traits were evidenced in class during games. Then, the trait with the lowest bar can be actively focused and concentrated upon!
11. **Children's Story Writing** - Students work together in partner pairs to create their own children's story, both writing and illustrating that evidences good sportsmanship. Then, as guest readers, they read aloud their story to students in K - 1 classrooms. They can also create an oral retell assessment for comprehension questions afterward (e.g., story map).
12. **Board or Card Game** - Evidencing P.E. Gang character and sportsmanship using tag board and various other materials.
13. **Metaphor** - Create a metaphorical comparison of a character trait or sportsmanship to a seemingly unrelated object, drawing parallels. For example, how is your sportsmanship like a juicy orange?
14. **New Sports Game** - Students design a new sports game where extra points are awarded for teamwork, fairness, encouragement, etc. Have the game refereed by an objective adult, such as another teacher. Here's one game where scoring the goal doesn't have to happen only in the net!!
15. **New Mascot and Motto** - Students design their own P.E. Gang mascot and motto.
16. **Street Name Signs** - Students develop and design street name signs to be placed in specific hallways around the school (e.g., Trustworthy Terrance, Honest Hallway, Fairness Freeway). Students are then invited to write an essay with four to five real world examples of how they show the street's trait" in their lives. If their essay is accepted, the child gets his or her "name in lights" on that particular road.



**CARING
AWARD**
Congratulations,

You completed the character trait of
CARING.

Sincerely,
The P.E. Gang



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**CARING
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**RESPECT
AWARD**
Congratulations,

You completed the character trait of
RESPECT.

Sincerely,
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**FAIRNESS
AWARD**
Congratulations,

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FAIRNESS.
Sincerely,
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RESPONSIBILITY
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**TRUSTWORTHINESS
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**COOPERATIVE
AWARD**
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P.E.GANG

Play Fair, Be Honest



member name

I promise to always play fair, be honest, work together and encourage others. I will also be a good citizen in my community, be helpful to my neighbors and I will always respect my classmates as well as teachers, adults and most importantly my parents or guardians.

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