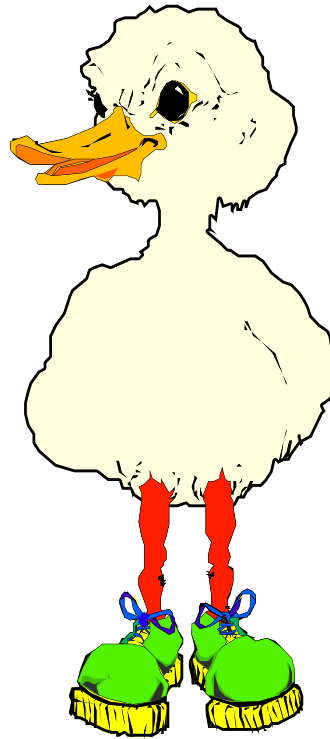


P.E. Is More Than Duck, Duck, Goose



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***“Awesome Authentic
Assessments”***

activities with purpose

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We should be able to demonstrate what our students are learning as a result of participation in physical education. While this might not sound very new, after all it might appear obvious that physical educators know what they teach, some different expectations need to be appreciated.

First, stating what you are teaching (e.g. basketball dribbling, shooting, and passing) does not adequately answer the question, *What are the students learning?* In view of the vastly different skill levels of students entering many PE classes, what each individual student will learn by the end of the class will also be different. Second, you should anticipate being able to answer a parent who poses the question, *What is my son/daughter learning?* or even more specifically, *What is it that my daughter/son will be able to do after this class that s/he couldn't do before?* Responding to such questions will demand information that many of us do not presently have available.

Currently the most widely-used assessments in PE are fitness tests. As you know, with most of these tests a student score is compared to a table of norms and given a rating. This is an example of a *norm-referenced* or *quantitative* test. You probably also know that similar tests are available for sport skills. For example, counting how many times a student can rally a tennis ball against a wall in one minute is also a quantitative test. With some skills these types of assessments provide useful indicators of student learning.

With more complex skills or when students are introduced to new skills, learning often occurs more slowly and performance of the whole skill is not a good measure of learning and improvement. In these instances it is often more useful to use *qualitative* types of assessment. In qualitative tests, as the name suggests, we are looking for changes in the quality of the skill as it is performed rather than the outcome. For example, for a genuine beginner it would take a long time to be ready to rally a tennis ball against a wall for one minute using the proper forehand technique. Assessing this student's learning from a one minute rallying test would not adequately indicate what the student had really learned. A better measure might be to ask the student to demonstrate the key parts of the tennis forehand while rallying against the wall (e.g. correct grip, sideways position, keeping the racquet head up, etc.). While the student might not be ready to play the game of tennis, improvement would be evident. For physical educators, a measure of learning and conversely teaching effectiveness would become available.

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Designing Appropriate and Purposeful assessment in Physical Education

Learnable Piece = Assessment Focus

1. Identify **Learnable Piece**
2. Assessment of what learning domains are appropriate for this learnable piece?
 - a. Cognitive
 - b. Psychomotor
 - c. affective
3. What is the purpose of the assessment?
 - a. Formative? (on-going to inform instruction and student progress)
 - b. Summative (end of instructional component, term, semester, year)
4. What form of assessment will best allow students to demonstrate their knowledge, skills, or attitudes or beliefs?
 - a. Reflective journals
 - b. Check lists
 - c. Portfolios
 - d. Case studies
 - e. Videotaping analyses
 - f. Oral reports
 - g. Peer or teacher observation
 - h. Interviews
 - i. Discussions
 - j. Peer lessons
 - k. Demonstrations
 - l. skill or written test
5. What are the desired qualities of performance?
 - Excellent?
 - Adequate?
 - Good?
 - Poor?
6. How are students going to be assessed?
 - Solo
 - Partners
 - Small group
 - Large group
7. Will this assessment task be short or long term in duration"?
 - a. 2 minute assessment
 - b. Class period assessment
 - c. Two day project
 - d. Week long project
 - e. Month long
 - f. Quarter/semester
 - g. Year long
8. What will the final product look like?
 - a. Reflective journals
 - b. Check lists
 - c. Portfolios
 - d. Case studies
 - e. Videotaping analyses
 - f. Oral reports
 - g. Peer or teacher observation
 - h. Interviews
 - i. Discussions
 - j. Peer lessons
 - k. Demonstrations
 - l. Skill or written test

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9. Does this assessment adequately inform students, teachers, parents, etc., about student progress toward the mastery of the learnable piece?
10. Is this assessment purposeful?
 - Does the assessment provide the information you designed it for?
11. Quick self-check on the quality of the assessment
Is the assessment task:
Engaging? Valid?
Rigorous? Measureable?
Coherent?

Assessment of Student Learning

Role of Assessment

Appropriate Practice: Teacher decisions are based primarily on ongoing individual assessments of children as they participate in physical education class activities (formative assessment). Assessment of children's physical education progress and achievement is used to individualize instruction, plan yearly curriculum and weekly lessons, identify children with special needs, communicate with parents, and evaluate the program's effectiveness.

Inappropriate Practice: Students are evaluated on the basis of fitness test scores or on a single physical skill test. For example, children receive a grade in physical education class based on their scores on a standardized fitness test or on for the number of basketball free throw shots made.

Physical Fitness Testing

Appropriate Practice: Scores on fitness tests are used to help students set personal goals and to determine individual progress.

Inappropriate Practice: Fitness tests are used for assigning grades.

Achievement Based Physical Education

Appropriate Practice: Assessment is based upon clearly defined educational goals. There are distinctly defined criteria for determining student progress and achievement. Student achievement is based upon individual progress relative to goals and objectives.

Inappropriate Practice: Students are evaluated and graded using an arbitrary or subjective measure not reflecting the centrality of instructional objectives. Single skill test are given only one time as measure of performance instead of being integrated throughout the unit to measure student improvement.

Class Atmosphere During

Appropriate Practice: Students are tested in a supportive atmosphere which encourages optimal performance as opposed to one that exposes the student to undue pressure. Individual and group learning rates should determine the time of testing rather than the class schedule. Test score are reported in an individualized and private manner.

Inappropriate Practice: Students are assessed under the pressure of having to perform alone in front of the entire class or when not ready. Results are posted and made public.

Assessment Covers the Three Domains of Learning

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Appropriate Practice: Assessment covers all three domains of learning (psychomotor, cognitive and affective) and uses a wide variety of assessment techniques which may include; skills test written tests, reflective journals, check lists, portfolios, case studies, videotape analyses, oral reports, peer or teacher observations, fitness appraisals, interviews, discussions, group projects, demonstrations and student development and student developed and /or selected techniques. Both standardized assessment (i.e. skill test, fitness test) as well as authentic assessment (i.e. interviews, journals, and portfolios) are used.

Inappropriate Practice: Students are assessed in one domain using limited assessment techniques.

Curricular Decisions Based on Assessment

Appropriate Practice: The results of student assessment may also be used for program and curriculum planning, including the development of daily and weekly objectives. Records of individual student progress are passed on from year to year. Instruction is modified as a result of assessment.

Inappropriate Practice: Assessment is not used in curriculum planning process.

Interpretation of Program to Public

Appropriate Practice: Assessment is used to evaluate the program's effectiveness and to communicate goals to faculty, administration, and parents.

Inappropriate Practice: Assessment is used solely for the purpose of determining grades.

(This information is from *Developmentally Appropriate Physical Education Practices for Children: position Statement*. (COPEC, 1992), *Appropriate Practices for Middle School Physical Education* (MASSPEC, 1995) and Wendy Mustain Central Washington University.

Quality learning in physical education PK-12 occurs when assessment is...

Broad-Based (Uses)

- *A variety of techniques
- *Performances
- *Written responses
- *Rubrics
- *Observation
- *Checklists
- *Demonstrations
- *Portfolios
- *Peer Assessment
- *Self-assessment
- *Technology
- *Oral responses
- *Independent projects
- *Presentations
- *Journaling

Assessment

Interactive

- *A variety of people involved
- * Shared
- *Interactive technology

Extension

- *of knowledge, skills, & attitudes
- *relevant to real life
- *keyed to benchmarks

Reflective

- *self-evaluation
- *student set goals

Quality learning in physical education PK-12 occurs when assessment is . . .

- Y Broad-based, interactive, and meaningful
- Y Responsibilities are shared by teachers, students, and peers
- Y Practices are connected to classroom activities
- Y Student goal setting and self-evaluation are used to promote growth.
- Y Promotes extension of knowledge, skills, and attitudes for each learning situation

Formative Assessment	Summative Assessment
<i>Assessment for learning</i>	<i>Assessment of learning</i>
<ul style="list-style-type: none"> ▪ Occurs all the time in the classroom ▪ Is used to improve learning and performance ▪ Provides feedback ▪ Involves both the teacher and the student in reflection and review of progress ▪ Enables students to target weaknesses ▪ Includes observation, rating, checklists, etc. 	<ul style="list-style-type: none"> ▪ Provides a summary of student learning or attainment at a particular point in time ▪ Is used at the end of key stages, units, or the year. ▪ Is used to make judgments about a student's performance ▪ Provides quality assurance to courses ▪ Includes the use of standardized tests or evaluation instruments

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Tools for assessment

There are many tools that can be used by teachers to assess' student learning and understanding. There are the traditional ones using standardized tests for fitness, tests for sports rules, sport skills, and sports knowledge. Alternative assessment includes portfolios, video-taping, student journals, self-assessment, peer assessment thirty second wonders, rubrics, homework, open-ended questions and many others.

Whatever tools the teacher chooses to use for assessment should answer some of the following ten questions.

Does the tool.....

1. Relate to the philosophy/purpose of the program?
2. Measure student progress?
3. Require active participation by learner (s)?
4. Include process as well as product?
5. Promote learner self-evaluation?
6. Enable learners to set their own goals?
7. Provide formative information?
8. Inform teachers, parents, and learners?
9. Inform the teacher about the effectiveness of his/her program?

Accountability and assessment are two terms we cannot ignore in elementary physical education. Finding out how far students can throw a ball is less important than helping them

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The single most common barrier to sound classroom assessment is the teachers' lack of vision of appropriate achievement targets within the subjects they are supposed to teach.

Learning Targets

- **Knowledge** - Mastery of substantive subject content where mastery includes both knowing and understanding it. An example – knows and understands the critical concepts and elements for catching a ball thrown above their head
- **Reasoning** - The ability to use knowledge and understanding to figure things out and to solve problems. An example - Examine data/results from their Fitnessgram assessment and propose a meaningful interpretation
- **Performance/skills** - The development of proficiency in doing something where the process is most important. An example - Dribbles to keep the ball away from an opponent
- **Products** - The ability to create tangible products that meet certain standards of quality and present concrete evidence of academic proficiency. An example - Develop a personal health-related fitness plan

Without Clear Targets We Can't Do Any of the Following...

- Know if the assessment adequately covers and samples what we taught.
- Correctly identify what students know and don't know and their level of achievement.
- Plan next steps in instruction.
- Give detailed, descriptive feedback to students.
- Have students' self-assess or set goals likely to help them learn more.
- Keep track of student learning target by target or standard by standard.
- Complete a standards-based report card.

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Hot Potato Tag

Equipment: Any type of ball or throwing object

Objective: To assess overhand throwing/catching technique and allow for skill practice.

Description: Students will throw and catch a ball/object with a partner while music plays. When music stops, whoever has the ball performs 3 push-ups and then chases their partner and tries to tag. When the music starts again, students resume throwing and catching.

You Make the Call

Equipment: One balloon or beach ball per group of two

Objective: Practice striking

Description: Partners work together using balloon or beach ball. One partner hits it to the other partner and calls out a body part that their partner must use to volley it back. Switch after four volleys.

Balloon Frenzy

Equipment: Three or four balloons or more

Objective: Practice volleying and team work

Description: Groups of 3 or 4 students work cooperatively to keep balloons in the air. Once a student makes contact with a balloon they must contact a different balloon for the next volley. As groups are successful, add more balloons.

Double Dog Dare

Equipment: One balloon or beach ball per group of two

Objective: Practice striking

Description: Partner dares the partner to volley the balloon in a pattern. For example "I dare you to volley using your foot, head, and elbow" and then hit back to me. The partners then switch roles.

**"The purpose of assessment is to enhance learning, not just document it."
Assessment will be tied directly to curriculum, students are told what they need
to learn, are taught what they were told they had to learn, and are assessed on
what they are taught. Lois Carnes**

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Throwing and Catching

Purpose of Activity: To determine if students can recognize and identify a critical element of throwing in a photograph or picture.

Suggested Grade Level: 3-5

Materials Needed: Picture Project assessment sheet, construction paper, books, magazines, newspapers.

Time Needed to Complete: One week.

Description of Idea

Students will be given one week to find a picture which illustrates one of the critical cues for throwing or catching and mount it on construction paper. They will neatly label the picture with the name of the skill and critical cue.

Critical Elements Overhand Throwing

K-5th grade

- Point non-throwing side/shoulder to the target (i.e., if left handed thrower, point right shoulder/side towards target)
- Throwing arm way back behind head
- Step with your opposite foot towards target (i.e., if throwing with left hand, step towards target with your right foot)
- Follow through by letting your throwing arm come across the opposite side of your body
- To get the feel of the full throwing motion throw at something that is far away or throw hard

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Name: _____ Date: _____

Find a picture which illustrates one of the critical cues for throwing or catching. Mount it on construction paper. Neatly label your project with the name of the skill and critical cue in large letters.



Skill: Overhand Throw

Critical Element: Step with opposite foot

Sample Scoring Rubric

Level 4 – Skill is labeled, picture clearly shows critical cue, critical cue is correctly identified, good use of color, creative touches, and project is neat.

Level 3 – Skill is labeled, able to identify critical cue in picture, critical cue is correctly identified, some use of color, project is neat.

Level 2 – Skill is labeled, able to identify critical cue in picture, critical cue is not correctly identified, limited use of color, and project is fairly neat.

Level 1 – Skill is labeled, unable to identify critical cue in picture, critical cue is not correctly identified, no use of color, project is messy.

Score: _____

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Overhead Volleying Self-Assessment

Purpose of Activity: To assess children's attitudes/collaboration skills (re: partner work during partner volley practice) as well as assess their understanding of the volleying cues we were practicing.

Suggested Grade Level: 1st – 3rd

Time Needed to Complete: To be completed during the lesson. This sheet is to be compiled by the individual students separately even though the activity was partner work. This allows each member of the pair to respond honestly.

Name

Date

Today you practiced volleying a beach ball over our pretend "nets". Fill in the face to share your feelings about your volley practice today.



I worked well with my partner today.



I think I can teach someone else how to volley overhead.

2. To volley over-head correctly: - (Place a "✓" or an "X" in the blank spaces)

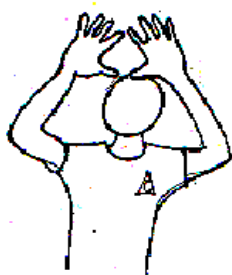
_____ I need to close my eyes.

_____ I need to get under the beach ball by bending my knees.

_____ I must stretch my body and arms up to push the beach ball up to the sky, over the net.

_____ I need to make an "upside-down heart" with my hands.

3. Circle and color in the child who is showing the correct finger position to volley overhead.



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Student Observed

Class

NASPE Standard # 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

The following skills were assessed from my observations>

Date

PE Teacher (assessor)



Can volley a balloon with my hands



Can volley a balloon and maintain control with hands, arms, or racquet.



Can volley a light weight ball tossed by a partner, using arms, hands, or racquet.



Always demonstrates



Demonstrates competency sometimes



Needs to more practice

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Volley Skill Assessment Stations

Students enjoy working with balloons and beach balls individually and with partners. Using a variety of tasks before presenting the stations will allow the students the time to progress before assessment.

Students are divided into six groups and placed at one of the six stations.

Station 1 – each student has a balloon and attempts to keep it in the air using a variety of body parts.

Station 2 – Each pair of students has a balloon and tap it back and forth to each other in control. If time allows teacher can create cards with different pictures of body parts for students to volley with.

Station 3 – Each student was a balloon and a plastic golf tube. The student attempts to keep the balloon in the air using different parts of the golf tube.

Station 4 – each student has a lolli-pop paddle (or similar paddle) and a balloon. The student attempts to keep the balloon in the air using the paddle. Once they are successful with a balloon let the try a yarn or puff ball.

Station 5 – Each student has a beach ball or Balzac balloon and attempts to keep it in the air using their hands.

Station 6 – Each pair of students has a beach ball or Balzac balloon and attempts to volley it back and forth to each other.

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Overhand Throw Peer Assessment

Student

Friend

NASPE Standard # 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

NASPE Standard # 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.



Point non-throwing side/shoulder to the target



Throwing arm way back behind head



Step with opposite foot towards target



Follow through by letting your throwing arm come across the opposite side of your body



Always demonstrates



Needs to more practice

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Catching a Ball Assessment

Name: _____ Date: _____

Perform each step of the ladder at least three times and mark either "Can Do" or "Needs Practice." When you successfully catch the ball three times, mark "can do."

	"I can do"	"I need more practice."
1. Toss and let ball bounce and catch.	_____	_____
2. Toss and catch at high level.	_____	_____
3. Toss, clap once, catch.	_____	_____
4. Toss, clap twice, catch.	_____	_____
5. Toss, clap three times, catch.	_____	_____
6. Toss ball forward, let bounce, move and catch.	_____	_____
7. Toss overhead, turn around, catch.	_____	_____
8. Toss to wall, let bounce, catch.	_____	_____
9. Toss to wall, no bounce, catch.	_____	_____
10. Have someone else toss you a ball and catch.	_____	_____

Here are important catching criteria that we are learning during this unit.

1. Feet shoulder width apart and catch ball with the fingers.
2. Feet straddle position (one foot in front of the other).
3. Place the fingers upward (thumbs together) when catching a ball above the waist. Place fingers downward (little fingers together) when catching a ball below the waist.
4. Watch the ball into hands and give with arms to absorb force.

Dear Parents: Students are asked to practice each day at home with adult supervision. It would be great if you would practice with your child. Please date and sign the form so that it can be returned to me on your child's next PE class. Thank you for your help in developing the important skill of catching.

Parent's Signature: _____ Date: _____

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Volley/Striking Sequence Assessment

Name

Date

NASPE Standard # 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.

Directions: The student will volley a beach ball to their partner demonstrating three different body part sequences. Check if the student is able to complete the task.

YES

NO

Sequence:		
Foot		
Elbow		
Hand		

YES

NO

Sequence:		
Elbow		
Foot		
Hand		

Comments: _____

Note: This can be used as a teacher, peer, or a self-assessment. If time allows the student can also create their own sequence and record it on the below.

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Assessment Tool Examples

Characteristics of an effective assessment tool:

- ✓ Measures student learning
- ✓ Aligned with the content standard
- ✓ Has scoring criteria (which is shared with students)
- ✓ Is as authentic as possible
- ✓ Age appropriate
- ✓ Manageable

Examples

Pairs/Share/compare	Students work with a partner to generate answers. Then they compare their work to the lesson's critical elements.
Teacher Observation	The teacher compares student performance to predetermined criteria.
Checklist	Students work in pairs. One is the "checker" the other is the "performer." Students use a checklist containing the skill's critical elements to determine if the performer is successfully performing each element of the skill correctly.
Finger points	A type of peer observation. Partners award finger points if skill elements(s) are executed correctly.
Freeze tag	Students freeze when tagged into one of the critical element positions of the skill.
Muscle kid	The teacher draws a diagram of a body on a whiteboard and labels the major muscles. Students take turns being the "muscle kid" (stand in a body builder's pose with arms bent up) while the other attempts to locate and name each muscle. Students can refer to the whiteboard to check their answers.
Stations with questions	Each station has a stretch to be performed. Stretches are in page protectors and taped to the wall. One side shows a picture of a stretch to be performed the other indicates the name and location of the muscles involved. Students perform the stretch, think about what muscle was being stretched, and then flip over the page to check their answers.
Spotlight tag	When tagged students come to the side line and must perform the correctly skill (Or answer a question) for a judge before they can return to the game.

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Clay and artist	Students work in pairs. One is the clay and other is the artist. The artist sculpts the clay into one of the critical element positions of the skill.
Actor and director	The director calls out the critical elements of the skill and pretends to film the actor's performance.
Sentence frames	Students complete a sentence. An example: "One part of the overhand throw that I am good at is ____." One part of the overhand throw I need to work on is "_____."
Thumb-o-meter	Students indicate with their thumb how they felt they did with a skill, concept, or behavior. Thumbs up= good, sideways thumb =okay, thumbs down= need more work

Assessment for Learning

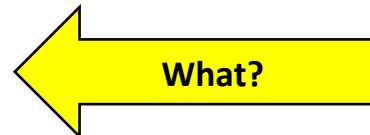
Using assessment to develop *motivated, confident, and responsible learners*

Five step process for "overhand throwing" or any other motor skill.

Step 1: Establish expectations for student learning

"What are we learning today?"

"Today you are learning how to throw overhand."



Step 2: Establish relevance

"Why do we need to learn this?"

"Joggy-Talky" In pairs, students jog around perimeter and brainstorm a list of activities they do that uses an overhand throw.



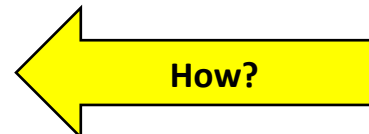
Step 3: Model the skill and give students a clear vision of the learning goal

"How will I know that I have learned?"

"Today you are learning how to throw overhand."

Remember to:

- Stand sideways to the target
- Bend throwing arm to 90 degrees
- Step with the front foot
- Follow through to opposite thigh



Step 4: Provide verbal cues

"Words to help you remember how to throw overhand are:

"T", "L" (elbow) Step, turn, throw, and tickle

Step 5: Learning activities/formative assessment to develop skill and reinforce key elements of the overhand throw

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Peer Assessment – While throwing back and forth with partner students give points for critical elements observed.

Structured Observation – While students are throwing with their partners, the teacher looks for, and provides feedback, on specific critical elements.

Think-Pair-Share – Students work in pairs to review and share critical elements.

Freeze tag – When tagged, students freeze into one of the skill phases. They become free when another student identifies the phase.

Clay and artist – One partner sculpts the other into a statue that demonstrates one phase of the skill

Coach and player – One partner observes the other playing activity and the other scores the critical elements observed.

Step 6 – Closure and homework

Examples:

“Today we learned how to ____”

“When throwing overhand you need to ____ sideways, bend your back arm into the letter ____, and step with your ____, and follow through with your throwing arm to tickle your ____.”

Examples:

Share with family what you learned today in physical education.

Teach someone how to throw

Picture project

Equipment: **USGames.com Kurt Stone@usgames.com**

Favorite websites:

www.pecentral.org

www.PELINKS4U.org

www.shape.org

www.wordle.net

www.gonoodle.com

American Heart Association Jump and Hoops for Heart