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Elementary Physical Education Field Day Manual

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ELEMENTARY PHYSICAL EDUCATION FIELD DAY MANUAL

Erica Lipstraw

Master's Project

Submitted to the School of Human Movement, Sport, and Leisure Studies
Bowling Green State University

In partial fulfillment of the requirements for the degree of

MASTER OF EDUCATION
In
Sport Administration

Date April 5, 2020

Project Advisor

Dr. Ray Schneider

A handwritten signature in blue ink, appearing to read 'Ray Schneider', is written over a horizontal line.

Second Reader

Dr. Nancy Spencer

Nancy E. Spencer

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Introduction

Field day is not a new concept and has been a part of school districts for decades. Throughout my teaching career I have been able to piece together a successful Field Day at the Elementary level through trial and error. I was not given any information on how to run a field day when I first started teaching and a manual would be beneficial for educators. When growing up and competing at field day it was about what place you came in during an event or what award you went home with. It was also a lot of sitting and watching others. This is not the same mentality we have in physical education and our school districts today. The success of field day should be measured in the physical engagement and inclusion of all student participants. In Sport Administration it is crucial to know how to plan and run an organized and safe event.

As a physical education teacher I have had the ability to develop my own Field Day, but there was not a specific guide that I could follow. I have also had the opportunity to mentor a student teacher from Bowling Green State University and realized how little information future teachers are exposed to “in the field” before completing student teaching. I was able to provide that student with a curriculum guide I had developed and it seemed to help him develop lessons and align his curriculum to state and district standards. It helped him to envision the bigger picture. Putting together a complete “How To Run a Successful Elementary Field Day” manual will benefit present and future physical education teachers. This is something I am very passionate about and this project will not only benefit physical education teachers but also provide a valuable and enjoyable Field Day for all students.

Review of Literature

Field day to my elementary students is referred to as the best day of the school year. This is the culture we have created from running successful field days in the past. Field day is often conducted at the very end of the school year and it is a way for students, staff, and the community to celebrate a great year, enjoy being active together and it is one of the last events before students leave for summer break. The responsibility of planning and running this event is usually given to the current physical education teacher. How and where does a physical education teacher begin to plan a school wide event where everyone is counting on them to have a fun and enjoyable day? In education you often borrow ideas from others and modify those ideas to best fit what you are trying to accomplish. Is there a how to guide to create an elementary field day?

While conducting research online through google and google scholar I had problems finding an actual physical education field day manual. I was able to find a field day planning guide from Boston Public Schools (“Boston Public Schools,” 2012). This field day guide consisted of station ideas for both teams and individuals, an example time schedule, field day themes, an example volunteer letter, an event map, and how to involve the community. This field day guide was designed for a K-5 elementary school with a whole day to run a field day event (2012). Although this is a great guide and resource, it is unrealistic for most school districts that have limited time to run their field day. It also is concerning that, this is the only evidence of a Field Day manual available online for physical education teachers. In Ohio, many schools have unfortunately had to readjust their district buildings due to limited funding or decreased enrollment (“District and Building Data,” 2016). This has made K-5 buildings in Ohio almost non-existent and these schools are no longer the norm.

Along with finding only one actual field day guide, I was able to find different physical education teacher blogs that focused on elementary field day (Landers, 2019). These blogs focused mostly on directions for different stations or tips/steps to running a “successful” field day. These blogs are great for a resource, but they do not lay out a plan to actually run a school wide event from start to finish. They also focus on charging money for their resources or to promote buying equipment from various vendors that they have used in their field day. One of the blogs that I found interesting was by Virginia Physical Education teacher Chad Triolet (2014). Triolet discussed that when he first starting teaching over 18 years ago one of his biggest challenges was to actually plan his first field day (2014). I could not relate more to this in my own personal experience as a physical education teacher. This was one of my biggest challenges and honestly a fear my first year teaching. As an adult, I had never seen a field day run nor had I had a chance to be a part of planning one.

Triolet (2014) also suggested that he went to college for five years to be a physical education teacher and it did nothing to prepare him to run an actual field day event at his school. Often times, when college students are going through student teaching, they finish their student teaching experience before the actual Field Day event is completed at their school. With the absence of student teachers at this event it often leads to a huge disconnect and is a missed opportunity for future teachers to visually see or be a part of planning or running a field day event. This leads to many first year teachers having no education on what to expect when planning their first event.

Triolet (2014) discussed that the teacher before him had left some field day information at the school and it was a competitive field day design. This type of field day is something most adults probably remember when thinking back to their childhood. I know as an elementary

student this was the exact type of field day run at my K-5 school, which consisted of only 6 classes with fewer than 25 students each. Competitive field day is when students would compete in 3-4 activities and try to score points for their class or team and win awards. Students would then sit and watch others in the events that they did not choose. This type of field day led to poor sportsmanship among students, teachers, and parents and often led to a lot of complaints.

In my own experience, I also had the previous teacher leave all of her information from past field days she had planned. This information was all over her office and in different folders. She seemed to focus the most on creating different themes every year. Through multiple conversations with different colleagues, I learned that the event was often disorganized and something that everyone dreaded. I knew I needed to change this mentality and the focus of my field day needed to be on successfully running an organized, safe, engaging, inclusive, and fun event! In an article about planning an school field day, Heather Larson (2015) suggested that “Running a successful field day requires two things: lots of planning and plenty of people” (para. 7). Going into my 5th year of teaching elementary students I have been able to run multiple successful field days and have collected resources to create a field day manual. Through my experience as a physical education teacher at the elementary level a field day manual would have been something very useful in planning my first field day. It would have been extremely helpful to see a start to finish guide and it would have given me so much more confidence when running my first event.

The goal in creating this Field Day manual is to provide future and present physical education teachers a resource to run an organized event from start to finish. The manual includes the following: pick a date/time, requesting volunteers, station directions, assigning roles to volunteers and staff, communicating staff directions, preparing students, identifying safety

precautions, financing, having a back-up plan, day of event setting-up equipment, timing of stations, creating an event map, and thank you notes/emails. This plan coordinates with a physical education blogger named Ben Landers (Landers, 2019). Ben created a blog post and came up with 10 tips in order to make your field day “awesome”. These ten tips included: choosing a date, choosing your field day format, planning the activities, recruiting volunteers, prepping your teachers, prepping your students, having a rainy day plan, prepping for field day the day before, setting up field day, and to have an awesome field day the day of the event (Landers, 2019).

This Field Day manual was created to provide a plan as well as allow the user to have flexibility when creating their own event. Various factors such as space available, number of students, numbers of volunteers, and weather all play factors.

Section 1: Choosing Date/Time/Location

√	Checklist
	<p>1. Set-Up a formal meeting with your school administrator. This should take place around the start of 2nd Quarter in October.</p> <p>Tip: This is as simple as sending an email with at least three proposed meeting times. This meeting could take place during planning time, before, or even after school. *Sample email to administration provided See Appendix A.</p>
	<p>2. While waiting for your formal meeting to take place, prepare a proposal for a specified date, start and end time of event, and location.</p> <p>Ex.) Last day of school from 9:00am-11:00am, outside in the grass area behind the school.</p> <p>Tip: It helps to interview different staff members who have been in the building, to gather information on what has worked best in the past. This can be very informal and a verbal conversation.</p>
	<p>3. Present your proposed date, time, and location to your administrator at your formal meeting.</p>
	<p>4. At the end of your formal meeting you should have finalized the date, time, and location of your event. The event will then be booked into a school wide calendar.</p>

*This check list is the foundation of planning your event. You want to make sure that your event date, time, and location are secured and not to double book an event on the same day.

Date: _____

Time: _____

Location: _____

Section 2: Requesting Volunteers

In order to have a successful field day, you must first find personnel to help run the event. In my experience, I believe it works best for teachers to remain with their classes throughout the event. Classroom teachers know their students best, and are able to manage behaviors quickly. It is also a great way for both students and teachers to enjoy each other one last time before summer break. Taking away teachers however leaves you with a very limited amount of staff members available to assist at stations. As the event coordinator you must request volunteers in order to have enough personnel.

A volunteer is someone that devotes their time, energy, and effort (Chelladurai & Kerwin, 2006). Parents, grandparents, siblings, aunts, and uncles all volunteer their time, energy and effort in order to make the day successful for our students. They help to set-up stations, run stations, open popsicles, provide water, give encouragement, and tear down equipment. I have over 40 volunteers at my event every year and it keeps growing. Honestly this event would not be as successful without my volunteers and I make sure to really thank them and show they are appreciated at the end of the event.

It is vital that you give volunteers enough time to request off of work to help and to also give yourself enough time to gather up volunteer slips before the week of the event. If your field day is the end of May, I would suggest sending out volunteer letters in the middle of April. This will give volunteers 4-6 weeks to plan in advance. I have attached a **Sample Volunteer Letter- See Appendix B**. Request that volunteer slips be turned back into you by the first Friday in May. This allows you as the event coordinator time to organize all your volunteers and assign them to a specific role the day of the event. I have attached a **Volunteer Information Sheet- See Appendix C** to use when organizing returned volunteer slips.

Section 3: Station Directions

Organization is a key component to any successful event. If an event is not organized it will quickly unravel and it becomes extremely chaotic for everyone involved. In my experience running field day, organization was absolutely key to my success. In this section I have included a sign in sheet for my volunteers for the day of the event see **Appendix D-Volunteer Sign-In Sheet**. I have the names of volunteers already filled out for each station. Once a volunteer checks in with me the morning of the event, I put an X next to their name. I have at least two volunteers for every station. This sheet allows me to know which volunteers have shown up and it gives me an opportunity to discuss the station directions with that volunteer.

I have station directions printed off and then placed inside a plastic sleeve, which is then attached to a clipboard. I hand the volunteer their assigned clipboard when they check in and that's when we go over the directions. This gives the volunteer a visual they can refer to throughout the event. I also place an event map on the other side of the station directions and highlight where the station is located. This helps volunteers easily locate where there station is at for the day.

I have attached **16 Station Directions-see Appendix E** that can be easily switched out and modified. These stations have all been chosen to be inclusive of all students and they also are activities my students are familiar with. This familiarity allows direction time from volunteers to be very minimal and thus increases active time at every station. On each station I have provided station directions, the equipment needed, and location of the event. These stations will coordinate with my event map.

Section 4: Assigning Roles

When assigning roles for staff members and volunteers it's important to have a strategy.

When assigning volunteers to a specific station I have multiple strategies that I use to choose the best station as well as the best volunteer partner.

1. I first look at if the volunteers are signed up with a family member. I try to keep these volunteers together at one station unless they have informed me they do not want to be together.
2. Next I look to see if any volunteers have students that are in the same class with anyone else. This allows me to pair up someone with another person they probably already know, because their students are in the same class as one another.
3. If neither of these two strategies work to assign a volunteer then I pair up a “veteran volunteer” with a “rookie volunteer.” A veteran volunteer is someone who has volunteered in previous years and a rookie volunteer is someone volunteering for the first time. This allows the “rookie volunteer” to feel more comfortable with their assigned role. I also try to put volunteers at stations I know their student really enjoys. This is possible because of the positive rapport I have been able to establish with my students over time.

***TIP** I type the names of my volunteers into my volunteer sign-in sheet two weeks before the start of my event see **Appendix D-Volunteer Sign-In Sheet** for an example. This allows me to stay organized and to see if all stations will be covered. I never turn down a volunteer and will add 3 to a station if necessary. If this does occur I also tell them during the event they are welcome to rotate with one another in order to go observe their student at play.

Before conducting my first field day I interviewed multiple staff members to get their opinions on previous field days. The majority of staff members discussed with me that they really didn't enjoy being stuck at a station all day and felt like it was a free for all for students with limited organization. They discussed the lack of accountability for students and how they felt like there was a lot of behavior problems occurring throughout the activities. I knew a great strategy to assist in eliminating problem behaviors would be to keep homeroom teachers with their classes. Teachers know their students best and can keep them safely engaged when traveling as a class to each station. I wanted this to be a special day for everyone and for everyone to enjoy one of their last school days together as a class before summer break.

Any staff member that is not a homeroom teacher I ask them to pair up with a class and travel with them. The principal, school counselor, custodian, school nurse and myself circulate through the event the entire time asking how everyone is feeling and how the event is going. This is a great way to gather feedback as to how the event is going. I have included an example teacher email that I send out to staff members in the beginning of May **see Appendix F-Sample Field Day Schedule for Staff.**

Section 5: Preparing Students

It's important to familiarize your students with the events planned for field day. This preparation cuts down on volunteers needing to give detailed instructions at each station and allows students more time to actually engage in an activity. This is also where you can discuss with students expectations and what to wear the day of the event. For example, I tell my students to dress in comfortable clothes that they are okay with getting wet or dirty. I also tell them wearing a hat and sunscreen are appropriate on this day as well as bringing your own labeled water bottle to travel with you. I also really hype of the event and always call it the "BEST DAY OF THE YEAR." This helps to get students excited about the upcoming event and begins to build a positive atmosphere. I prepare my students during physical education class time throughout the year. I also do example events 2-3 weeks before the actual field day so students can become familiar with rules and strategies of the activities. This could resemble a practice tug of war competition, sack race relays, jump rope relays, or working on our underhand tossing using bean bags into hula hoops. The only activities I choose not to practice with students are activities that involve water. This gives the students suspense for the day ahead and also keeps the gym floor clean.

Section 6: Safety Precautions

At any sporting event there should always be some type of emergency action plan in place. If you are not already familiar with your building or district action plans, this is a great time to familiarize yourself with your building emergency action steps. In any situation it's best to be prepared and preventative. Some of the strategies I have used as safety precautions are to equip key staff members with two-way radios. These radios are used consistently and frequently as a mode of communication throughout our building. I have created a list of key staff members that will carry a radio throughout my event, **see Appendix G – Staff Radio List** for an example.

Another strategy would be to request that a school Resource Officer (R.O.) be on hand the morning of the event. This can be communicated directly to the school R.O. or to the school principal. The presence of a school resource officer makes everyone feel safe and they can quickly act appropriately in an emergency situation if needed.

Also, many school districts require volunteers to have a background check completed through fingerprinting at the board office. If your school district policy is to have background checks completed for all volunteers, please give a list of your volunteers to your school secretary once all volunteer slips are turned in. The secretary can easily look at your slip and reference who has been fingerprinted and who still needs to have fingerprinting completed before the big event. If you have any volunteers without updated fingerprints please notify them immediately and give a date when this needs to be completed by. Our district policy only requires background checks be completed for volunteers that will be alone with students. Since field day is a school wide event, background checks are not needed in our district. Again, make sure you are familiar with your district's policies.

It is also very crucial to have the school nurse available and on site during your field day event. If anything happens such as a student needing a medical assessment this can be done immediately by the school nurse without wasting any time. I also give the front office a check-in and check-out sheet specific to my field day volunteers the day before the event, see **Appendix H- Front Office Check-In/ Check-Out Sheet**. I put volunteer names in the printed spreadsheet so the morning of the event a volunteer can easily find their name and give their signature and time in or out of the building. Volunteers are instructed to check-in at the office and wear a visitor pass the remainder of the morning. This allows us to easily identify who has checked in to our building. Once the event is over volunteers are asked to check-out in the office and this allows us to see who has exited the premises.

Section 7: Financing

Field Day does not have to cost your district anything and can be run very frugally. I consider myself very blessed and have an extremely supportive PTO (parent teacher organization) that will purchase anything necessary to run field day. For example, they purchase our popsicles, bags of ice, and also water cups for break stations. The popsicles we purchase are pop-ice freeze pops. The first year I conducted field day I had PTO purchase one freeze pop per every student. I noticed throughout the day and through getting feedback from my volunteers that students could not finish their entire freeze pop in the time allowed. The following year I came up with a solution to cut each freeze pop in half before handing to students, cutting our cost and saving half eaten freeze pops from going in the trash. Instead of purchasing water bottles I have two stations that have small water cups around two per student and also two large 5 gallon water jugs. PTO purchases 3 large bags of ice, one bags fills a cooler for the freeze pops, and the other two bags get divided into the water jugs. The water jugs are provided by our school food service department.

Any equipment that needs purchased I buy at the beginning of the school year from my classroom budget or use funds from the American Heart Association Kids Heart Challenge fundraiser. We usually earn over \$100 dollars in US game certificates. I also keep inventory of my equipment throughout the year and after each field day event. This allows me to make a list of things I need to purchase for the following year. This strategy allows us to stay within budget every year and keeps our equipment up to date. One item I buy at the beginning of each year with either my classroom budget or US games certificate is a blow horn. The blow horn is what we use to signal students to rotate and transition to every station. Since field day takes place in such a large area it's the only sound that everyone can hear clearly.

Section 8: Back-Up Plan

Most activities for your field day if not all will be held outside in the same area. What would happen in an inclement weather scenario? For example, last year we had severe weather the morning of our field day event. We knew a few days leading up to the event that the chance of a storm happening was highly likely. This left me with three options. Hope the weather passes before field day starts, develop a back-up plan for inside, or cancel field day altogether. I asked for a formal meeting with my principal two days before the event and we discussed the three options listed previously. We had discussed having 8 stations indoors and splitting field day times in half. We would keep grade bands K-1 together for the first rotation and grades 2-3 for the next rotation. I also was in contact with all volunteers through phone, email, and social media. The back-up plan for volunteers was to come in for their students back-up time. For example if you were a 2nd grade parent/volunteer you would come in for the 2nd grade back-up time. See **Appendix I-Back-Up Field Day Plan** for an indoor inclement weather plan.

Fortunately for us the severe weather had passed an hour before the event was to begin, but it was still unsafe for us to have any activities in the designated grassy areas. This area was completely underwater from weeks of relentless rain. The principal and I made the decision to continue with field day the morning of, and we were able to utilize all of the black top and different spaces inside of the school. I also combined my kindergarten classes which saved us two extra stations. This was a complete school wide effort to pull off, but volunteers and staff jumped in wherever needed and students were still able to still enjoy field day. This event was successful because of the constant communication between staff and volunteers, and also having a back-up plan in place.

Section 9: Day of Event, Map and Timing

It is important to have an order of operations for the entire day of the event and to stay on schedule. In order to save time the morning of the event, I paint lines on the field the night before. After school the grass is usually dry (weather depending) and I can take my time to paint start and finish lines in the grassy area. The first year I ran field day I came in at 6:30 am to paint field lines and the ground was soaked from the dew on the ground, which made the paint difficult to stick. With personal experience it's much easier to paint lines the day before the event. I also line up equipment in my gym the night before the event starting with station 1 and continuing down the gym to station 16. See **Appendix J-Field Day Equipment Organizer** for a sample equipment sheet that I keep on my personal clipboard to help stay organized before and during the event. I keep all the equipment together according to station and place a station sign in front of each set. In my experience I've created station signs using old wire from previous yard signs collected by staff members. The first year I held this event I made really nice laminated signs that had the station name on each sign. However, the second year I scraped stations I didn't feel worked and then realized I had to create all new station signs. In order to not have to do this every year my station signs now only read "STATION #1, STATION #2, etc..". This eliminates needing to remake station signs every single year when I make simple station changes.

The morning of the event volunteers should arrive to assist in setting-up at 7:30am. Volunteers need to check-in at the office and then meet in the gym. Once volunteers get in the gym, I have a morning meeting with them. This consists of handing out a map of where stations are located, see **Appendix K-Field Day Map** for an example. Remember this layout will need to be modified depending on your facilities, but can be used as a really great resource. Volunteers then bring out station equipment by number order 1-16 outside. I personally walk around to each

station to help them set-up. Set-up usually takes 45 minutes and then volunteers will hang out outside until all other volunteers check-in around 9:00am. This is a great time to offer set-up volunteers with coffee, water, tea, donuts or bagels just as a small thank you for coming in extra early to assist you. Team work honestly makes the dream work when it comes to setting up, and their help will save you an abundance of time and energy.

Once station volunteers check-in at the office the morning of the event, they make their way outside to check-in with me. I thank each volunteer for coming and give them instructions for the station they are assigned to. Each volunteer partner group will be given station directions and a map on a clip board to take to their station. I put the station directions and map inside a plastic sleeve and on a clipboard for the volunteer to carry and refer to. A plastic sleeve works great for keeping water off of the directions and you can easily use them year after year.

Homeroom teachers will then bring students out to the black top to go over expectations. Homeroom teachers will also be provided with a map and the station order for their class. See **Appendix L- Field Day Station Order** for an example. This will be provided to homeroom teachers the day before the event and placed in their mailboxes. Once everyone is on the blacktop I give a short speech about expectations, following directions, and respecting volunteers. I then give an example of what the air horn sounds like and discuss that this is the sound you should listen for in order to transition to a new station.

Timing of stations is critical for allowing maximum active time and allowing time for classes to transition. Stations should last approximately 5 minutes with 1 minute to rotate and transition to a new station. The volunteer responsible for timing stations needs to have a stop watch and blow horn. Students will transition with their homeroom teacher and a blow horn will sound for stations to stop and for classes to move on. It's imperative that stations are relatively

close to each other to eliminate any wasted time. Once the last station is completed I get on the speaker system and have all classes meet on the black top. This allows us to thank volunteers for running the event, thank students for great behavior, thank teachers for participating, and it gives everyone an opportunity to regroup before continuing with their school day. This also allows any volunteer that offered to clean up stations, time to take equipment back into the school gymnasium and to check-out at the office. Clean up goes really quick and everyone pitches in to bring in the equipment and it usually only lasts about 5-10 minutes. Once all equipment is inside I use my planning period to sort through all my equipment and make a list of anything damaged or needing replaced for the next year.

Section 10: Thank You Notes/Emails

I have provided sample thank you emails to both staff and volunteers for assisting the day of the event. This can be done using hand written cards, sent via email, and/or posted on social media. I prefer to write an email to my staff and volunteers and find this way of communication to be most effective. An email allows for immediate feedback from both parties, compared to hand written card. I also find it the quickest way to say thank you to multiple people. See **Appendix M- Field Day Thank You Note for Volunteers** and **Appendix N-Field Day Thank You Note for Staff** for examples. It is very important to acknowledge the hard work everyone put in to make your event successful. You want to really emphasize nothing went unnoticed and you are so appreciative. I have found this as a great way to also get feedback from volunteers and staff on how the event turned out from their perspective. This feedback helps to improve next year's event.

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Appendix A:

Sample Email to Administrator

Good Afternoon ____(**Insert Administrator Name**)____,

I would like to meet to discuss this school year's field day. Let me know a date and time that works best for you this week. I'm open to meeting before school, during planning, or after school. Looking forward to hearing from you soon.

Thank you in advance,

____(**Insert PE Teacher Name**)____

____(**Insert School Name**)_____

Physical Education Teacher

Appendix B: Sample Volunteer Letter

Volunteers Needed

Insert School
Logo or Field Day
Theme

Dear Parent(s)/Guardian(s),

On May _____, we will be holding this year's Field Day from 9:30am-11:00am. I ask that your student is dressed to run, and wearing comfortable clothing (shorts, t-shirt and tennis shoes). Sun block should be worn and water bottles are encouraged with your child's name on it. Everyone should keep their fingers crossed for good weather. If we do have bad weather Field Day will continue indoors, please check emails and school twitter for updates.

***This year Field Day will be held on _____, May _____.**

If you are a field day volunteer, you will need to stay at your assigned station. Set-Up will begin at 7:30am and you are asked to volunteer at a station until 11am if available. If you could also assist in tear down that would be greatly appreciated. Tear down goes really quickly!

Thank You for your help!

(Insert Physical Education Teacher Name)

(Insert PE Teacher Email)

(Insert PE Teacher Twitter Account) *Follow for Day of Event Pictures/Videos

Please return to the office by Friday May _____ if you are able to volunteer.

Volunteer(s) Name _____

Child(ren)s Name _____

Child(ren)s Classroom Teacher _____

Telephone # _____

Email _____

*Please check all lines you can assist with!

Set Up

Stations

Tear Down

Appendix D: Volunteer Sign-In Sheet

Field Day 20_____ Station Directions

Station	Volunteers	X	Location
Station 1: Knock Out	1. Ex. John Smith 2.	1. X 2.	Black Top
Station 2: Bean Bag Toss	1. 2.	1. 2.	Black Top
Station 3: Jump Rope Relay	1. 2.	1. 2.	Black Top
Station 4: Popsicle/Water Break Station	1. 2.	1. 2.	Picnic Tables
Station 5: Water Cup Relay Race	1. 2.	1. 2.	Kickball Field #1
Station 6: Sack Race Relay	1. 2.	1. 2.	Kickball Field #1
Station 7: Ball/Scoop Toss	1. 2.	1. 2.	Soccer Field
Station 8: Link Tag	1. 2.	1. 2.	Soccer Field
Station 9: Parachute	1. 2.	1. 2.	Soccer Field
Station 10: 50m Dash	1. 2.	1. 2.	Soccer Field
Station 11: Inch Worm Tennis	1. 2.	1. 2.	Soccer Field
Station 12: Tug of War	1. 2.	1. 2.	Kickball Field #2
Station 13: Pool Sponges Relay	1. 2.	1. 2.	Kickball Field #2
Station 14: Kangaroo/Coconut Relay	1. 2.	1. 2.	Kickball Field #2
Station 15: Obstacle Course	1. 2.	1. 2.	Kickball Field #2
Station 16: Water Break/Dance Station	1. 2.	1. 2.	Picnic Tables
Timer/Blow Horn	1. 2.	1. 2.	Picnic Tables

Appendix E: 16 Station Directions

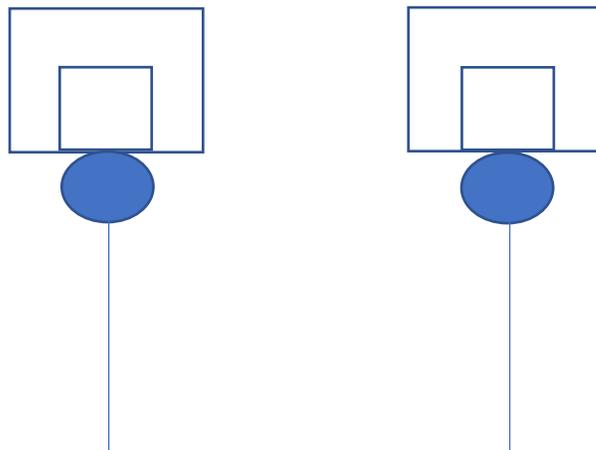
Station 1: Knock Out

Equipment: 4 Basketballs or Playground Balls, 2 Basketball Hoops, Sidewalk Chalk, Station Sign

Location: Blacktop Basketball Hoops

Directions: Students can play on both basketball hoops (girls/boys/or mixed). Form a single file line at each basket, handing the balls to the first two players in the line. The first player will shoot, once they have gotten their shot off, the player behind them may shoot. Everybody's first shot must be taken from a determined distance away from the hoop (chalk line). If the first shooter makes a basket before the second, they hand the ball to the next person in line. **If the second shooter makes a basket before the first, the first shooter is eliminated.** The balls are then handed to the next two players in line and play resumes. The order of the players can never change during the game. The game continues until all but one player has been knocked out. This one talented player is the winner! This can be played multiple times.

***Remind Students you can only get knocked out if the player behind you makes it first.**



Starting Line

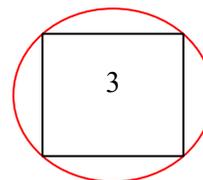
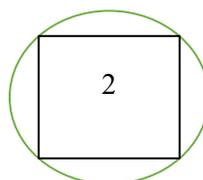
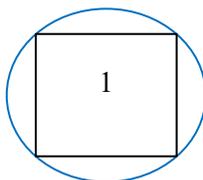
Starting Line

Station 2: Bean Bag Toss

Equipment: 27 Hula Hoops, 27 Bean Bags, Sidewalk Chalk, Station Sign

Location: Blacktop

Directions: Please have students get into groups of 3 behind the starting “chalk” line. Students will pick up a bean bag and each member of the group will throw underhand at their hula hoop target. Hula hoops will be labeled with a point value. Students in each group will continue to keep adding up their points after every throw. The first student to “21” points wins. They can restart their game if a student has already won. **A beanbag must land completely inside the hoop, or on the rim of the hoop. If the beanbag rolls inside that does not count.** Play this continuous. First Hula Hoop=1pt, Second Hula Hoop= 2pts, Third Hula Hoop= 3pts



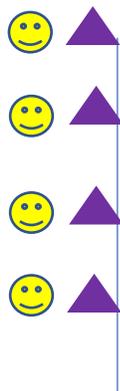
Station 3: Jump Rope Relay

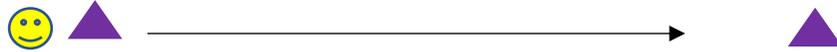
Equipment: 5 Jump Ropes, 10 Half Purple Cones, Station Sign

Location: Blacktop

Directions: Please break up students into 5 teams. For smaller classes feel free to break them into only 3 teams. Students will start behind the purple half cone in a single file line. On your signal of “GO” direct the first student in line to run down to the opposite cone where the jump rope is located.

- For the first-round students will need to do 5 jumps with the jump rope creating a forward motion off of two-feet. Once a student completes their 5 jumps they must set down the jump rope and run back to their team line. They will slap hands with the next student in line and then sit at the end of their line, after their turn is completed. This continues until each student finishes the round. First team to have all members sitting “Wins!”
- For the second-round students will need to do 5 jumps with the jump rope creating a backwards motion.
- For the third-round students will need to do 5 jumps with the jump rope, but jump off of one-foot only.





Station 4: Popsicle/Water Break Station

Equipment: 200 Popsicles, 2 Scissors, 1 Trash Can, Picnic Table, Plastic Cups, Cooler/Ice, 1 Water Jug, Station Sign

Location: Blacktop Sidewalk/2 Picnic Tables

Directions: Please have popsicles cut in half and ready to go for students. Explain that color doesn't matter. We like the saying “You get what you get and you don't throw a fit!” Allow students to take a break, enjoy their popsicle and get some water. Please stress to students to be respectful and throw away their trash. They are **NOT PERMITTED** to take their popsicle or water cup to any other station.

Station 5: Water Cup Relay Race

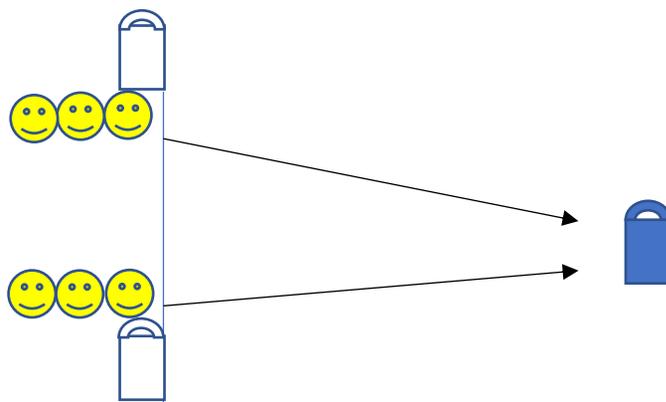
Equipment: 2 Empty 5 Gallon Buckets, 1 Full 5 Gallon Bucket, (1 extra) Filled, Field Paint, 2 Plastic Cups, 4 Extra Cups, Station Sign

Location: Kickball Field #1

Directions: Students are split into two separate teams. They are in two straight lines (one per team). The first student has an empty cup and must run to the 5-gallon bucket of water, and fill the cup. When the student's cup is filled they must run it back to their teams empty 5-gallon bucket, and hand off the cup to the next student. This race will continue until a team reaches the water line inside the bucket first or time expires. Could play this activity multiple ways. Please make sure to check the water level of the filled bucket after each class has gone through. May have to refill from extra bucket.

*If more activities are needed

Keep students on separate teams. Must have everyone in a line and pass the cup over/under once full in order to empty it in bucket.



Station 6: Sack Race Relay

Equipment: 4 Sacks (2 Extra if students break through), Field Paint, 8 Half Cones, Station Sign

Location: Kickball Field #1

Directions: Students will be broken into 4 even teams. If we have an odd number, the other teams will choose one student to go twice. The first student will line up behind the field paint line and cone markers in the sack. That student's teammates will line up directly behind them. The first student will jump down to the half cone 15m away and jump back. If a student falls, just direct them to try to get back up. Once a student completes his/her part of the race, they will get out of the sack and hand it to the next jumper. This continues until all teams have finished. Keep students on the same teams, and direct students to switch the order (new student in front).



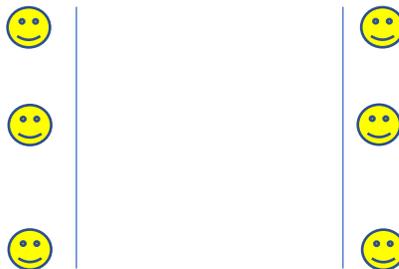
Station 7: Scoop/Ball Toss

Equipment: 30 Scoops, 20 Whiffle Balls, Field Paint, Station Sign

Location: Soccer Field

Directions: Students will be asked to find a partner they work well with. One partner will be responsible for getting two scoops, the other partner will be responsible for getting a ball. Ask students to stand across from one another on the painted starting lines.

- Students will begin by tossing the ball back and forth with one another and catching only with their scoop. If a student catches the ball they may take one step back, however if they drop the ball they must start back at the painted lines. After two minutes please ask students to have a seat.
- The next challenge students in 2nd and 3rd grade will be challenged to catch the ball 10 times. Once their group catches the ball 10 times they need to yell “WE HAVE TEN, WE HAVE TEN”, and then sit down. Students in K and 1st grade will be challenged to only catch the ball 5 times. Once their group catches the ball 5 times they need to yell “WE HAVE FIVE, WE HAVE FIVE”, and then have a seat. Continue until all teams have accomplished this!

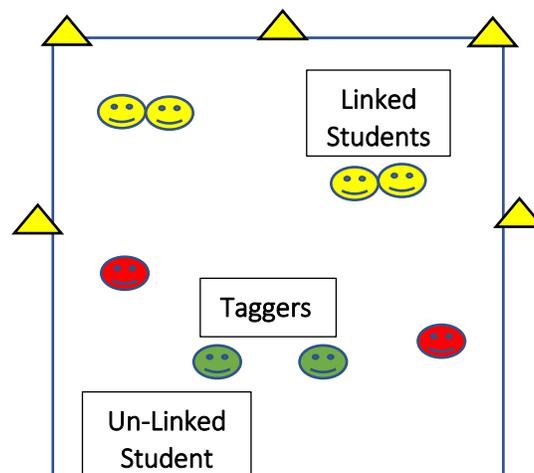


Station 8: Link Tag

Equipment: Yellow half cones to make a large rectangle, Field Paint, Station Sign, 2 Green Noodles

Location: Soccer Field

Directions: Link Tag- Pick two students to be “taggers,” they will get the two green pool noodles. They can stand anywhere in the rectangle grid area. Next, have all students pair up and “link” arms with one partner. Linked partners are not allowed to move and must stay still. Choose 3-4 students to un-link and stand alone. Start the game with shouting “READY, SET, GO”. The object of the game is for the “taggers” to tap any un-linked student. Once taggers tap an un-linked student they then hand them the green noodle and they switch positions. The tapped student now becomes the “tagger” and the old tagger becomes un-linked. Any un-linked student can become safe if the link arms to an already existing partner group. The student that is not connected “linked” to the newest player of the group must leave and find another partner group. This game continues with students always in a new position the entire time.





Station 9: Parachute

Equipment: 1 Parachute, Station Sign, Foam Tennis Balls

Location: Soccer Field

Directions: Have students spread out evenly around the parachute. Remind students to grab around the handles (some are ripping). **NEVER WALK ON PARACHUTE!**

Campfire Tent- Students lift the parachute together, take a step in and bring the parachute behind their body and sit on the edge (on the inside of the tent).

Popcorn- Place all the balls in the center of the parachute. Students will begin shaking the parachute and pop the “popcorn.” Try to get all the popcorn off of the parachute.

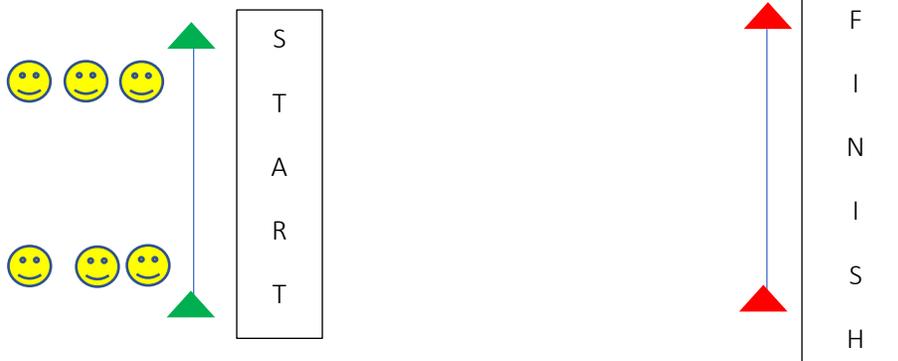
Volcano- Have students grab the parachute with both hands and kneel down. Place all the foam balls back on the parachute. On your signal students will lift the parachute up. Just before the parachute reaches its peak yell “down!” Students will pull down and return to the kneeling position. The balls will shoot up into the air like lava from a volcano. All students must go up and down at the same time for it to work. Once all balls are off of the parachute students collect the balls and lightly toss them back onto the parachute. Continue until it is time to rotate.

Station 10: 50m Dash

Equipment: Field Paint, Stop Watch, (2 Green Start Cones/2 Red Finish Cones), Station Sign

Location: Soccer Field

Directions: Students will be asked to pick a partner to run against. Have students form 2 separate lines. Students may also be in groups of 3. Students can run all girls vs girls, all boys vs. boys, or the whole class at once. Please continue switching up the races until it is time to rotate. Students will run to the finish line and direct them to jog back and find a new partner for the next race.

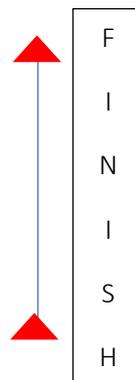
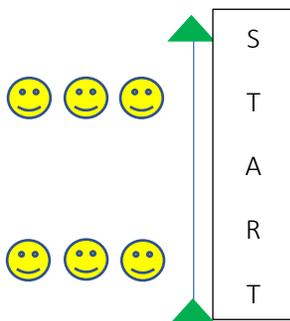


Station 11: Inch-Worm Tennis

Equipment: 30 Tennis Rackets, 1 Blue Bean Bag/1 Orange Bean Bag, 4 Half Cones, Field Paint, Station Sign

Location: Soccer Field

Directions: Break students into two even teams. Every student needs a tennis racket. Start the bean bag with the first student standing on the starting line. On your signal “GO”, the first student will turn their racket sideways to make the beanbag land on the second students racket. After a student hands off the beanbag then they go to the end of the line by running behind their team and joining at the end of the line, this creates an inch worm effect. **The first group to have the bean bag cross the finish line wins!**



Station 12: Tug of War

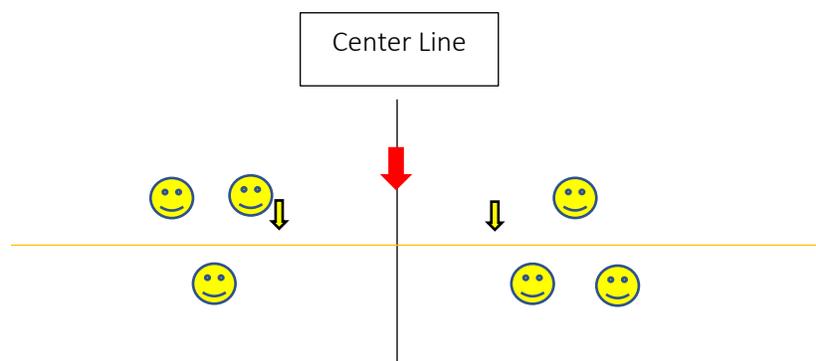
Equipment: 1 Tug of War Rope, Field Paint, Station Sign

Location: Kickball Field #1

Directions: Students are split into two separate teams with even numbers. A line referred to as a center line is marked on the playing zone and the rope is placed in a manner that its center mark should align with the center marked on the ground (red tape to field paint). On either side of the rope at the distance of 4 m from the center line, 2 more marks need to be made (yellow tape). This is the point where the first member of each team will stand. Student should be lined up on both sides of the rope (every other student). When one side pulls the other teams yellow tape across the field paint they win! Play best out of 3-5 games.

2 Commands

- Pick Up Rope
- Pull!

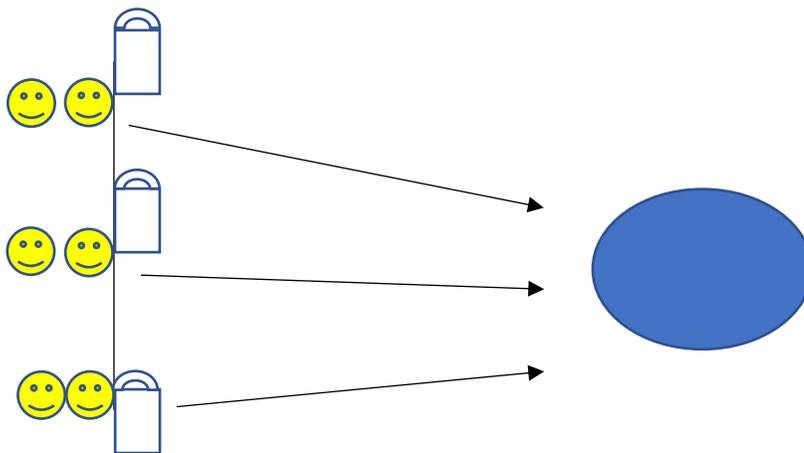


Station 13: Sponge Relay Race

Equipment: Sponges, 1 baby pool filled with water, 3 Buckets, Station Sign

Location: Kickball Field #2

Directions: Divide students into 3 teams. On signal, the first person from each team begins running toward the baby pool. Students take one sponge and then run back to their team line. Students will place the sponge in their team's empty bucket and then slap hands with the next person in line signaling them to go. Students will continue until there are no more sponges left in the pool. The team with the most sponges at the end wins. Put all sponges back in the pool and play again!



Station 14: Kangaroo/Coconut Relay

Equipment: 4 Gator Balls, 8 Purple Half Cones, Station Sign

Location: Kickball Field #2

Directions: Kangaroo Relay: Students will line up in 4 even teams. The first student will put a gator ball (soft dodge ball) between their knees. They will try to jump down to the paint line and back without dropping the ball. If the ball falls out direct students to place it back, and start where it fell out. When the student completes their part of the race, hand the ball off to the next student.

Coconut Relay: Students are with a partner from their team. Students will place the gator ball in between their foreheads to hold the ball in place. Students will work together to get the gator ball from the starting line to the opposite half cone and back without dropping it. Once they make it back to their team, they give the ball to the next group. This continues until all group members have a chance to go.



Station 15: Obstacle Course

Equipment: 2 Balance Beams, 2 Standing Hula Hoops, 10 Poly Spots, 4 Hurdles, 8 Pool Noodles, 10 Agility Sticks/Cones, Stop Watch, Field Paint, Station Sign

Location: Kickball Field #2

Directions: Students will be in 2 separate lines. Students will be directed to line up at one of the starting lines. They will be racing through an identical obstacle course. Please show students an example of how to complete the obstacle course. They can walk with you, while you demonstrate (may choose a student to demonstrate). Once students complete a course, they can switch lines or partners to run against.

- Cross the balance beam
- Run through the hula hoops
- Use the poly spots as stepping stones
- Jump 2 Hurdles (small students can crawl under)
- Step over 4 Pool Noodles
- 5 Agility Sticks
- Run back to start/finish line

Station 16: Dance Station/Water Break

Equipment: Picnic Table, Plastic Cups, 1 Water Jug, Trash Can, Speakers, Computer, Station Sign

Location: Blacktop Sidewalk/2 Picnic Tables

Directions: At this station, students can dance while they are taking a 5-minute water break! Make sure students throw away any cups at this station. Please let me know if more water is needed at this station.

Appendix F: Sample Field Day Schedule for Staff

Field Day 20__



__(Insert School Name)_____ Staff,

This school year Field Day will be held on the morning of

____day, May _____, from 9:30am-11:00am. We will have the entire school meet on the playground at 9:20am. __(Insert PE Teacher Name)_ will give directions there. Field Day will conclude at 11:00am, and students will be dismissed back to class. However, 1st grade students will be dismissed right to lunch. I have sent this information out via school newsletter and I've also placed hard copies in your mailboxes to send home to parents. I'm asking that you please stay with your class at each station again this year as they rotate and enjoy Field Day with them! Please make sure students are safe and engaged in the stations. The goal is to have volunteers (parents) at each station and explain the rules of the game to you and your class. Parents are encouraged to volunteer as this will only be a school wide event. If you have any questions or concerns, please feel free to contact me. Looking forward to Field Day 20____ and our students getting active!

Thank You,

__(Insert PE TEACHER NAME)_____

20__ Field Day Schedule

___/___/___

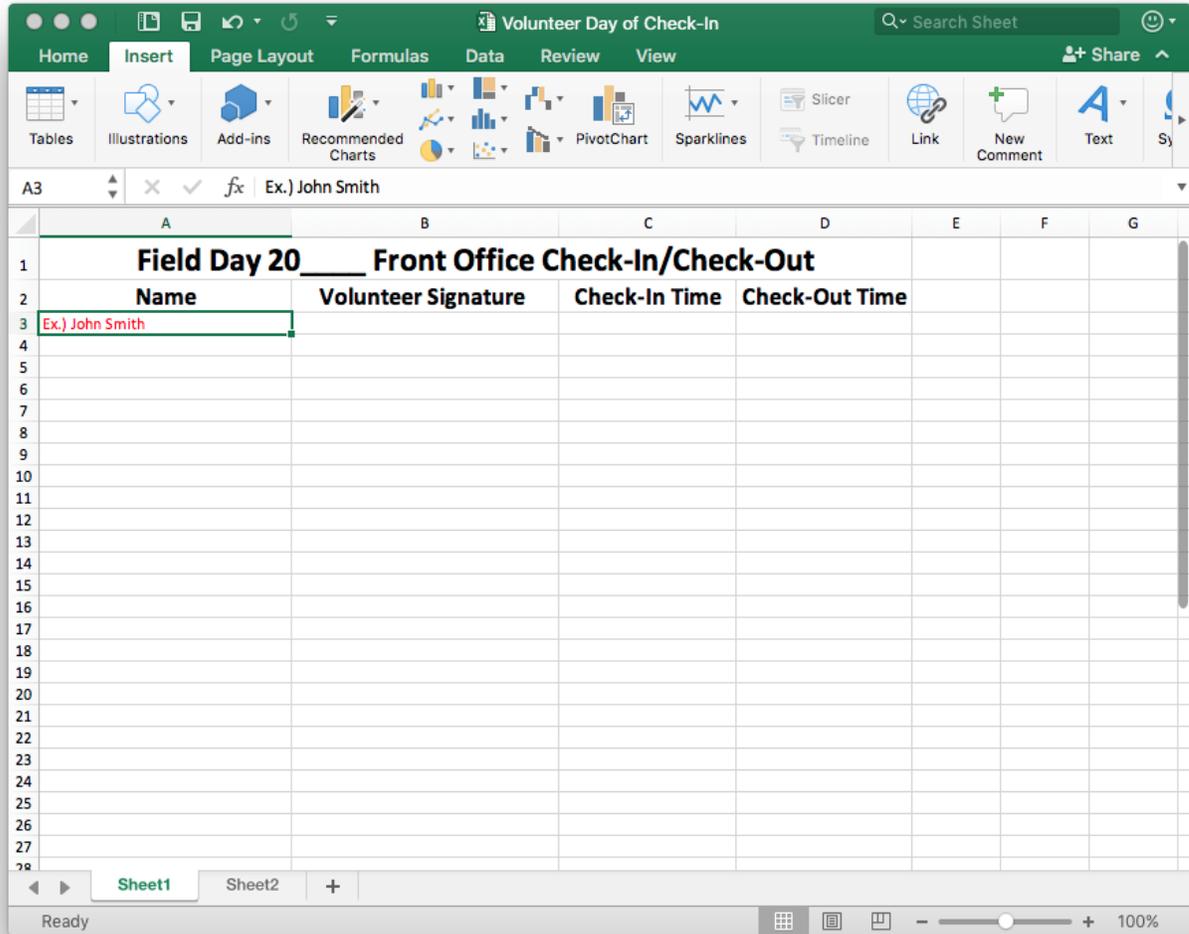
9:20AM-11:00AM

Time	Activity
9:20-9:30	Students sit on the blacktop, organized according to classes. Rules and instructions are read to them.
9:30-10:50	Students participate in Field Day
10:55-11:00	Students return to the blacktop, organized according to classes.
11:00-11:05	Students are dismissed to their classroom/ 1 st Grade to Lunch

Appendix G: Staff Radio List

	PE Teacher	Principal(s)	School Counselor(s)	Secretary	School Nurse	Classroom Teacher(s)
Radio	Ex.) Mrs. Lipstraw					1. 2. 3. 4. 5. 6. 7. 8. 9. 10.

Appendix H: Front Office Check-In/Check-Out Sheet



Appendix I: Indoor Back-Up Field Day Plan

K-1: Time 9:30-10:10AM

2-3: Time 10:15-11:00AM

***Stations will be approximately 4-5 minutes long.**

1. **Tug of War:** Kindergarten Hallway (K-1) / 3rd Gr. Hallway (2-3)
2. **Obstacle Course:** Gym
3. **Sack Race:** Gym
4. **Bean Bag Toss:** Cafeteria
5. **Popsicles/Water:** Cafeteria
6. **Inchworm Tennis:** Hall by Cafeteria
7. **Parachute:** Music Room
8. **Dance Party:** Library

K-1 Station Order	2-3 Station Order
K Teacher 1: 1,2,3,4,5,6,7,8	2 Teacher 1: 1,2,3,4,5,6,7,8
K Teacher 2: 2,3,4,5,6,7,8,1	2 Teacher 2: 2,3,4,5,6,7,8,1
K Teacher 3: 3,4,5,6,7,8,1,2	2 Teacher 3: 3,4,5,6,7,8,1,2
K Teacher 4: 4,5,6,7,8,1,2,3	2 Teacher 4: 4,5,6,7,8,1,2,3
1 Teacher 1: 5,6,7,8,1,2,3,4	3 Teacher 1: 5,6,7,8,1,2,3,4
1 Teacher 2: 6,7,8,1,2,3,4,5	3 Teacher 2: 6,7,8,1,2,3,4,5
1 Teacher 3: 7,8,1,2,3,4,5,6	3 Teacher 3: 7,8,1,2,3,4,5,6
1 Teacher 4: 8,1,2,3,4,5,6,7	3 Teacher 4: 8,1,2,3,4,5,6,7

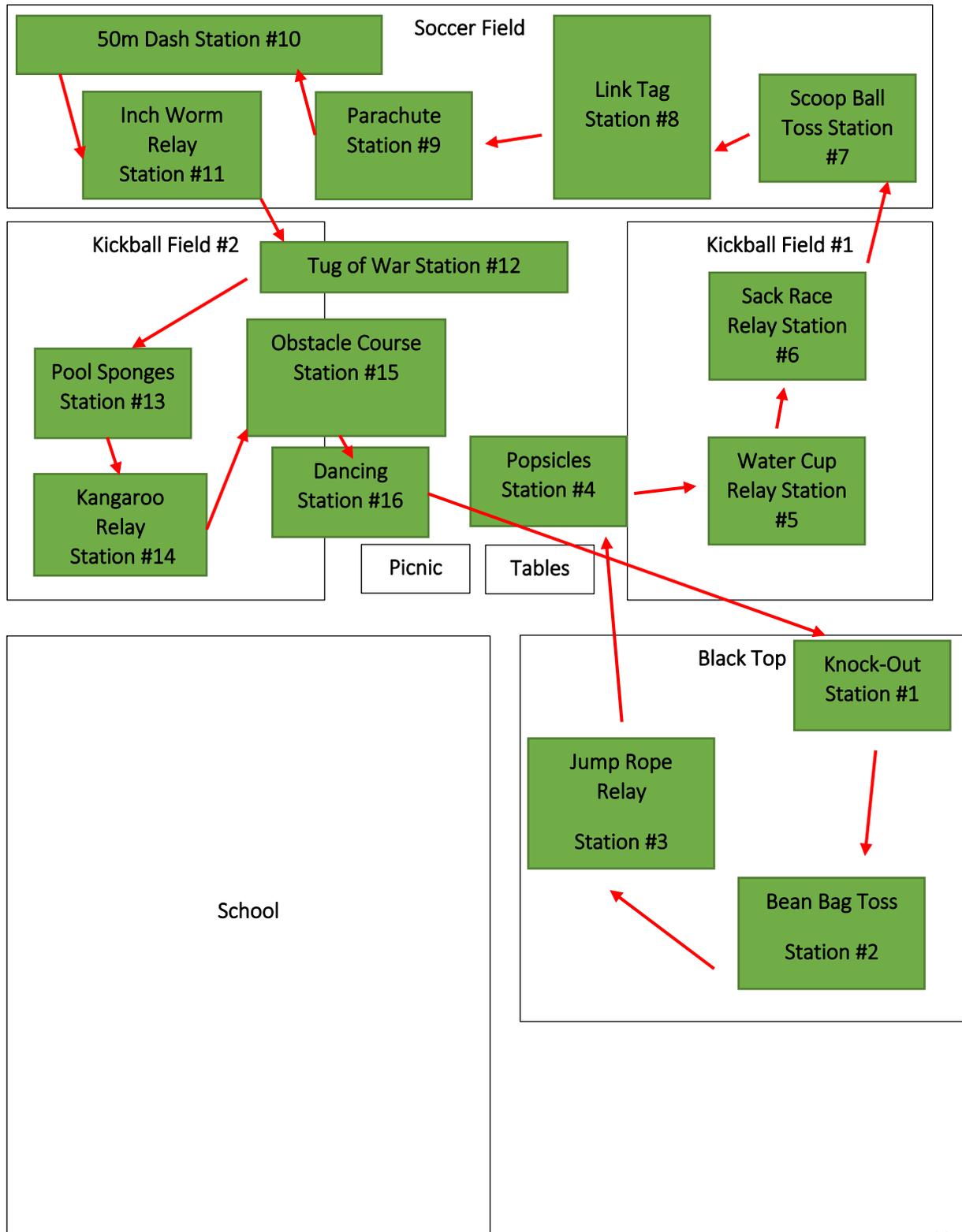
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Appendix J: Field Day Equipment Organizer

Stations	Location	Equipment	
Station 1 Knock Out	Blacktop	-4 Basketballs/ Playground balls -Sidewalk Chalk	-2 Basketball hoops -Station Sign
Station 2 Bean Bag Toss	Blacktop	-27 Hula Hoops -27 Bean Bags	-Sidewalk Chalk -Station Sign
Station 3 Jump Rope Relay	Blacktop	-5 Jump Ropes -10 Purple Half Cones	-Station Sign
Station 4 Popsicles/Water	Picnic Tables	-200 Popsicles/ Plastic Cups -2 Scissors -Cooler/Ice	-2 Trashcans -Water Jug -Station Sign
Station 5 Water Cup Relay	Kickball Field #1	-4 Buckets (2 Water) -12 Plastic Cups	-Field Paint -Station Sign
Station 6 Sack Race Relay	Kickball Field #1	-4 Sacks (2 extra) -8 Half Cones	-Field Paint -Station Sign
Station 7 Scoop Ball Toss	Soccer Field	-30 Scoops -20 Whiffle Balls	-Field Paint -Station Sign
Station 8 Link Tag	Soccer Field	-2 Pool Noodles -16 Yellow Half Cones	-Field Paint -Station Sign
Station 9 Parachute	Soccer Field	-Parachute -30 Foam Balls	-Station Sign
Station 10 50m Dash	Soccer Field	-4 Cones (2 Green & 2 Red)	-Field Paint -Station Sign
Station 11 Inch Worm Tennis	Soccer Field	-2 Bean Bags -30 Tennis Rackets -4 Half Cones	-Field Paint -Station Sign
Station 12 Tug of War	Kickball Field #2	-Tug of War Rope	-Field Paint -Station Sign
Station 13 Pool Sponges	Kickball Field #2	-1 Baby Pool -40 Sponges -3 Empty Buckets	-Field Paint -Station Sign
Station 14 Kangaroo Relay	Kickball Field #2	-4 Gator Balls -8 Half Cones	-Field Paint -Station Sign
Station 15 Obstacle Course	Kickball Field #2	-2 Balance Beams -2 Hurdles -2 Standing Hula Hoops -10 Agility Sticks	-10 Poly Spots -8 Pool Noodles -Field Paint -Station Sign

<p>Station 16 Water/Dance</p>	<p>Picnic Tables</p>	<p>-Speakers/ Computer -1 Water Jug/Ice -300 Cups</p>	<p>-Picnic Table -Trash Can -Station Sign</p>
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Appendix K: Field Day Map



3rd Grade	Station Order
(Insert Teacher #1)	1,2,3,4,5,6,7,8,9,10,11,12,13,14,15,16
(Insert Teacher #2)	2,3,4,5,6,7,8,9,10,11,12,13,14,15,16,1
(Insert Teacher #3)	3,4,5,6,7,8,9,10,11,12,13,14,15,16,1,2
(Insert Teacher #4)	4,5,6,7,8,9,10,11,12,13,14,15,16,1,2,3
2nd Grade	
(Insert Teacher #1)	5,6,7,8,9,10,11,12,13,14,15,16,1,2,3,4
(Insert Teacher #2)	6,7,8,9,10,11,12,13,14,15,16,1,2,3,4,5
(Insert Teacher #3)	7,8,9,10,11,12,13,14,15,16,1,2,3,4,5,6
(Insert Teacher #4)	8,9,10,11,12,13,14,15,16,1,2,3,4,5,6,7
1st Grade	
(Insert Teacher #1)	9,10,11,12,13,14,15,16,1,2,3,4,5,6,7,8
(Insert Teacher #2)	10,11,12,13,14,15,16,1,2,3,4,5,6,7,8,9
(Insert Teacher #3)	11,12,13,14,15,16,1,2,3,4,5,6,7,8,9,10
(Insert Teacher #4)	12,13,14,15,16,1,2,3,4,5,6,7,8,9,10,11
Kindergarten	
(Insert Teacher #1)	13,14,15,16,1,2,3,4,5,6,7,8,9,10,11,12
(Insert Teacher #2)	14,15,16,1,2,3,4,5,6,7,8,9,10,11,12,13
(Insert Teacher #3)	15,16,1,2,3,4,5,6,7,8,9,10,11,12,13,14
(Insert Teacher #4)	16,1,2,3,4,5,6,7,8,9,10,11,12,13,14,15

Appendix L: Field Day Station Order

Starting Station 

Ending Station 

Appendix M: Field Day Thank You Note Volunteers

Good Afternoon Volunteers,

I just want to send out an ENORMOUS THANK YOU to everyone for coming to volunteer and for your participation in field day. It's not easy to take the day off work and we are truly blessed to have such great support. Thank you for helping set-up, making sure students were safe and engaged during every station and cleaning-up equipment in record timing. I had so

many staff members and students compliment the efforts of all of you. Nothing went unnoticed, and I really appreciate you going above and beyond to make today special for our students. Our staff and myself were so impressed with how well you worked with each and every student. It was so nice to witness how passionate you were about helping our students feel special. Your efforts truly meant the world to all of us here at _(Insert School Name)_. I can say I believe the students really enjoyed their morning and the _(Insert School Name)_ staff as well.

This day would not have been possible without YOU. Thank you for all your support this year. I'm already looking forward to next. Feel free to offer any suggestions for future field days! I hope you all have a wonderful summer and I've enjoyed teaching all of your students this year! Once again, thank you for all of your efforts today. We hope you come back again next year! :)

Thank you again,

(Insert PE Teacher Name)

Appendix N: Field Day Thank You Note Staff

Good Afternoon Staff,

I just want to send out a HUGE THANK YOU to everyone for participating in field day today. Nothing went unnoticed, and I really appreciate you going above and beyond to make today special for our students. I appreciate you being active with our students, filling up water jugs, holding water bottles, cheering our students on, making sure everyone was safe and engaged, taking pictures (please share them), putting on band aids, packing up equipment, and

leading students through every station. I am so blessed to have such an amazing staff to work with. It has been such a pleasure to get to work with every single one of you. This day would not have been possible without YOU. Thank you for all your support this year. Feel free to offer any suggestions for future field days! I hope you all have a wonderful and relaxing summer.

Thank you again,

____(Insert PE Teacher Name)____