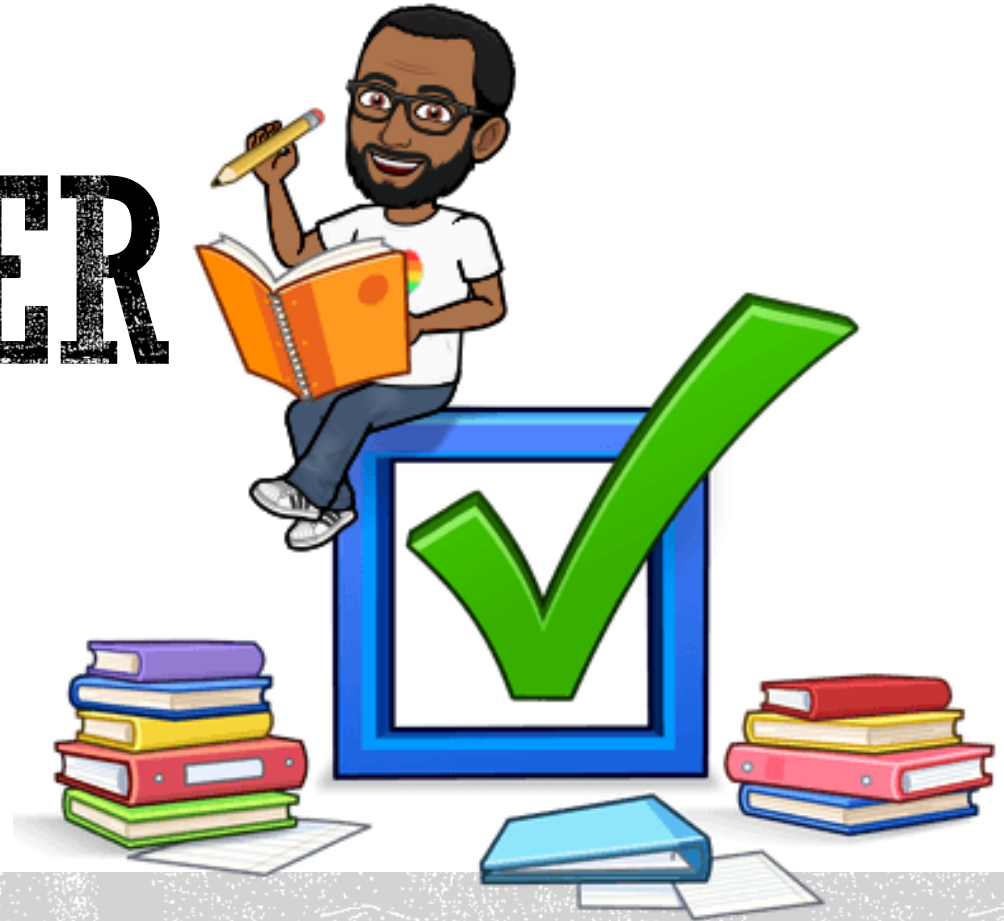
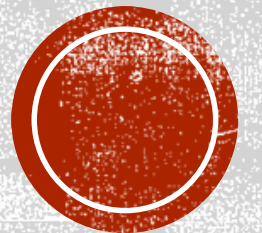


# TEACH SMARTER NOT HARDER

*Combining SOLs in Learning Activities*



Stevie Ray Gray  
Elementary Physical Education (K-5)  
Henrico County Public Schools





# OBJECTIVES FOR TODAY

## WHAT

Different way to think  
about designing  
learning activities

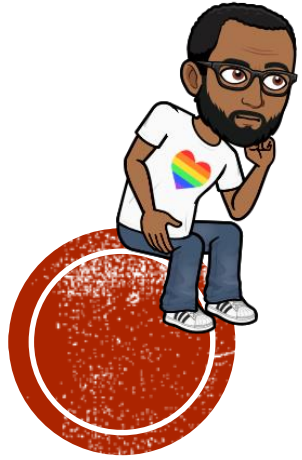
## WHY

Too many SOLs –  
too little time

## HOW

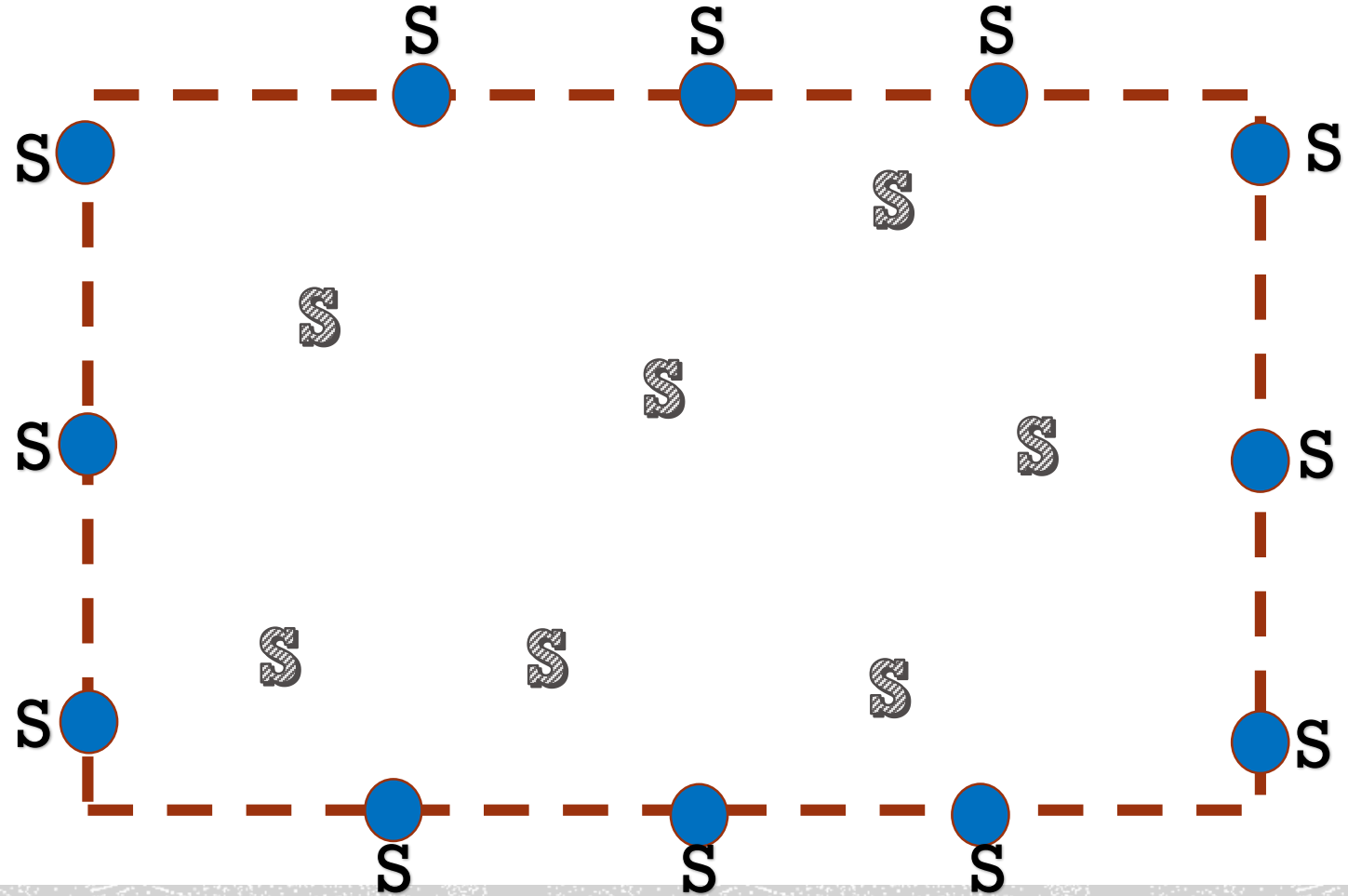
Leave today with  
one new activity  
that you can teach  
right now



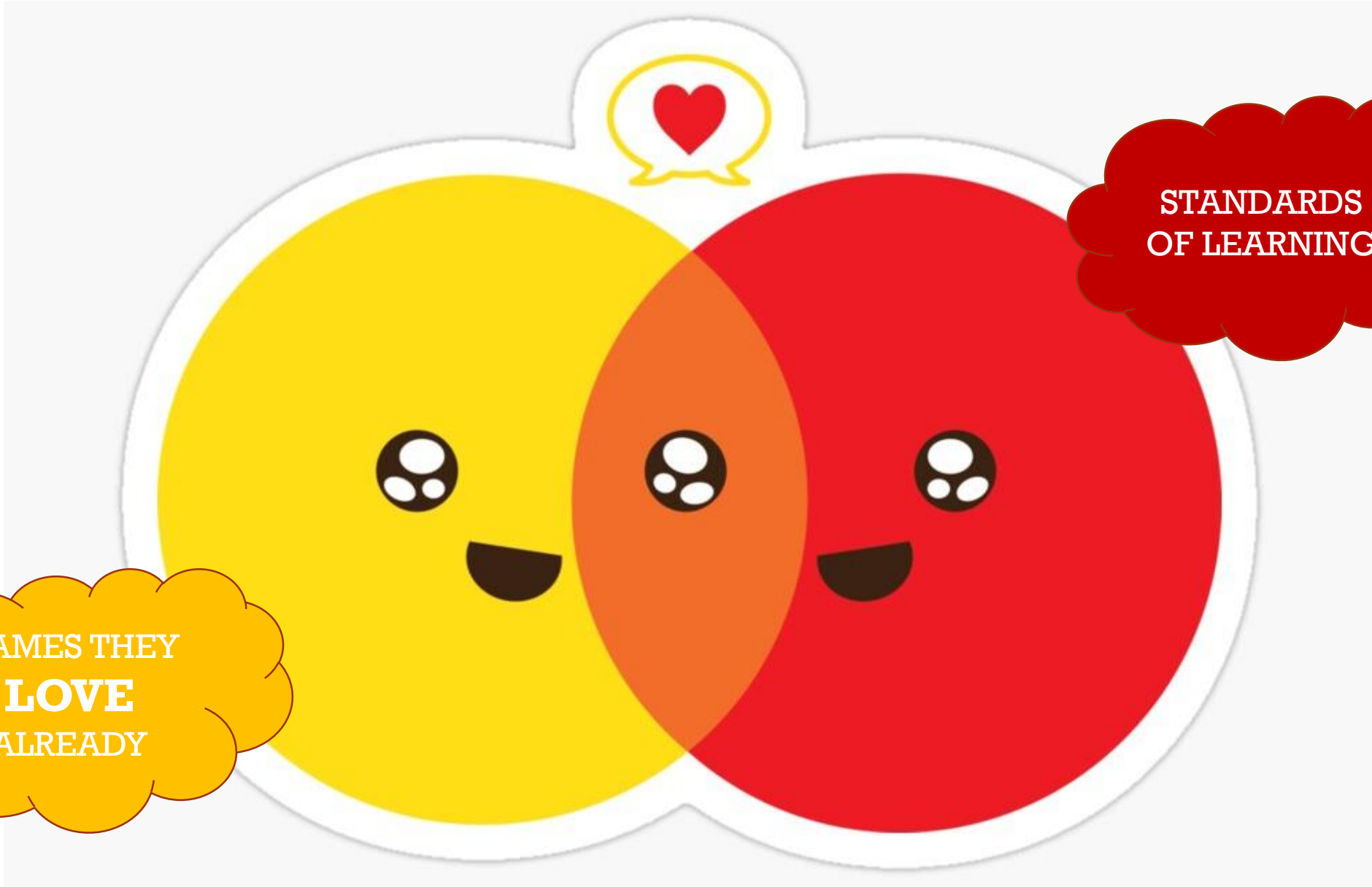


# JEDI KNIGHTS

MOTOR SKILL DEVELOPMENT



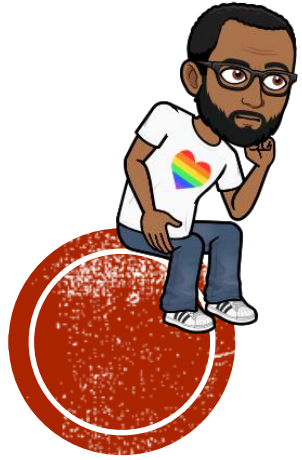
Find one (1) partner and stand behind a *space port* on the PERIMETER of the BATTLE ARENA. Each partner pair will have one (1) *lightsaber* to use as a tagging implement. The first student will enter the BATTLE ARENA after tapping their *space port* to *charge their lightsaber* and attempt to stay in for as long as possible. Students must exit the BATTLE ARENA and trade with their partner if tagged (*lightsaber loses its charge*).



GAMES THEY  
**LOVE**  
ALREADY

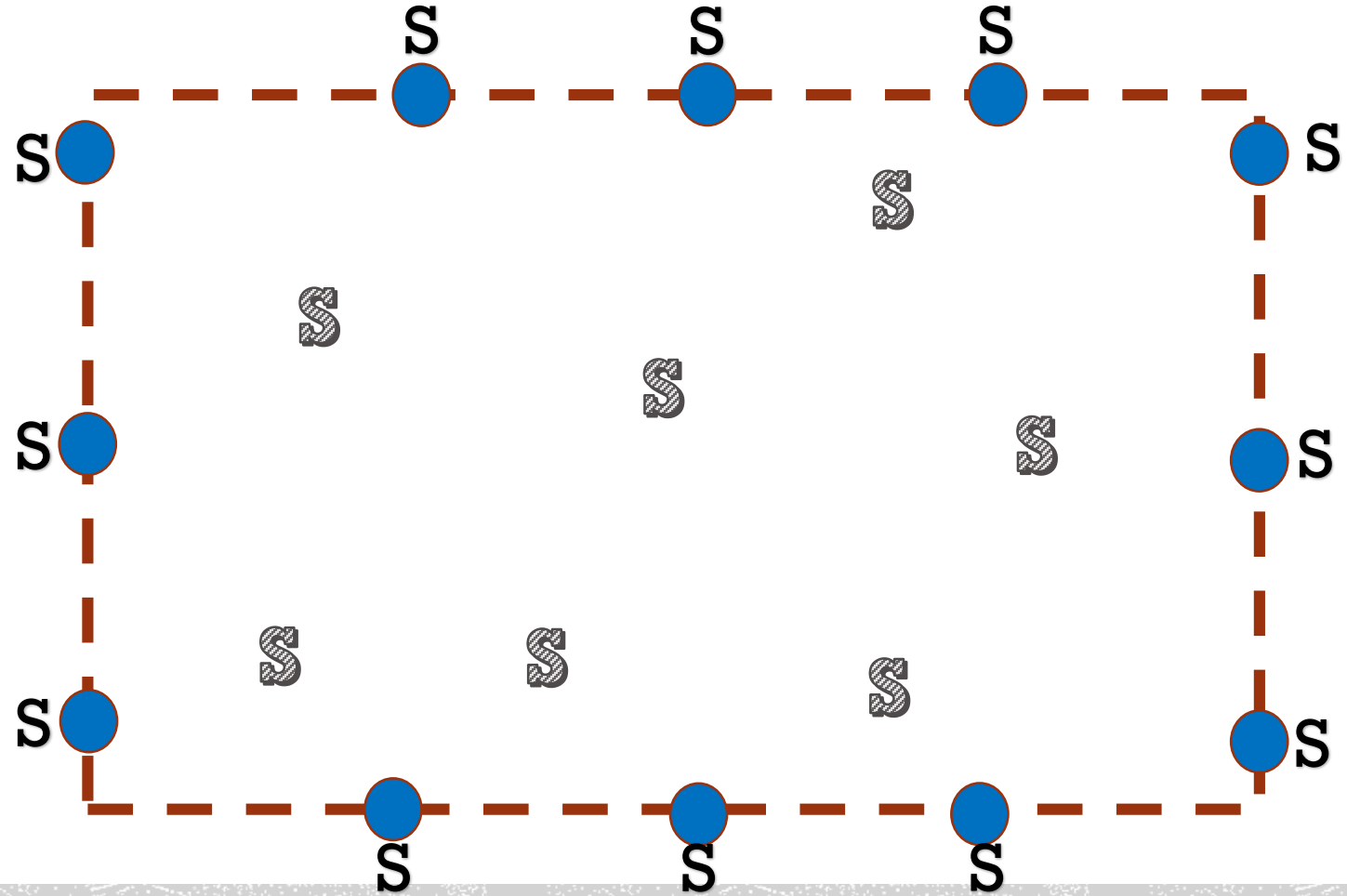
STANDARDS  
OF LEARNING





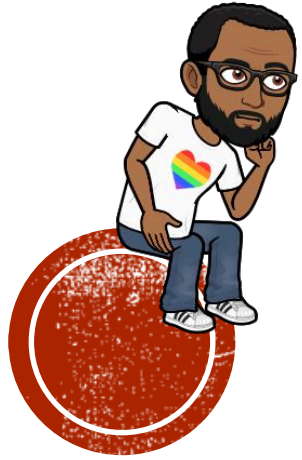
# BLOOD FEUD

MOTOR SKILL + ANATOMICAL + FITNESS



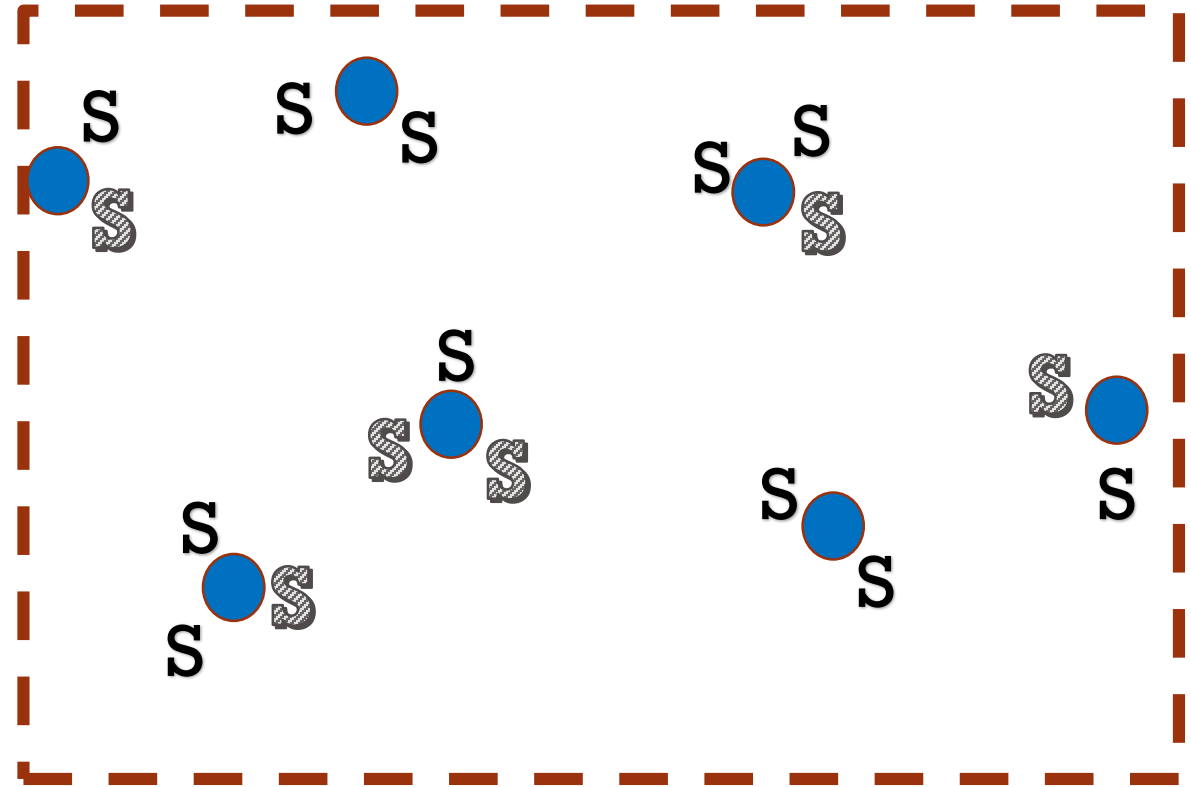
Find one (1) partner and stand behind a *LUNG* on the PERIMETER of the BODY. Each partner pair will have one (1) *blood molecule* to use as a tagging implement. The first student will enter the BODY after tapping their *lung* to get *oxygenated blood* and attempt to stay in for as long as possible. Students must exit the BATTLE ARENA and trade with their partner if tagged (*oxygen-poor blood*).

**Anatomical Basis of Movement** – 2.2b, 2.2b, 3.2 b, 3.2c, 4.2a, 4.2b  
**Fitness Planning** – 1.3b, 1.3c, 2.3a, 4.3a.

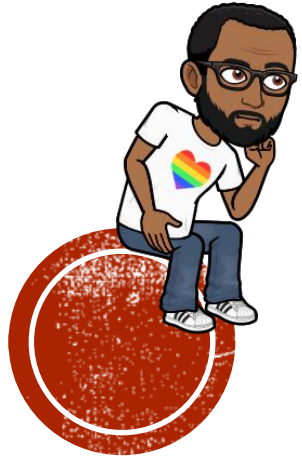


# MUSCLE MEMORY

MOTOR SKILL + ANATOMICAL + FITNESS

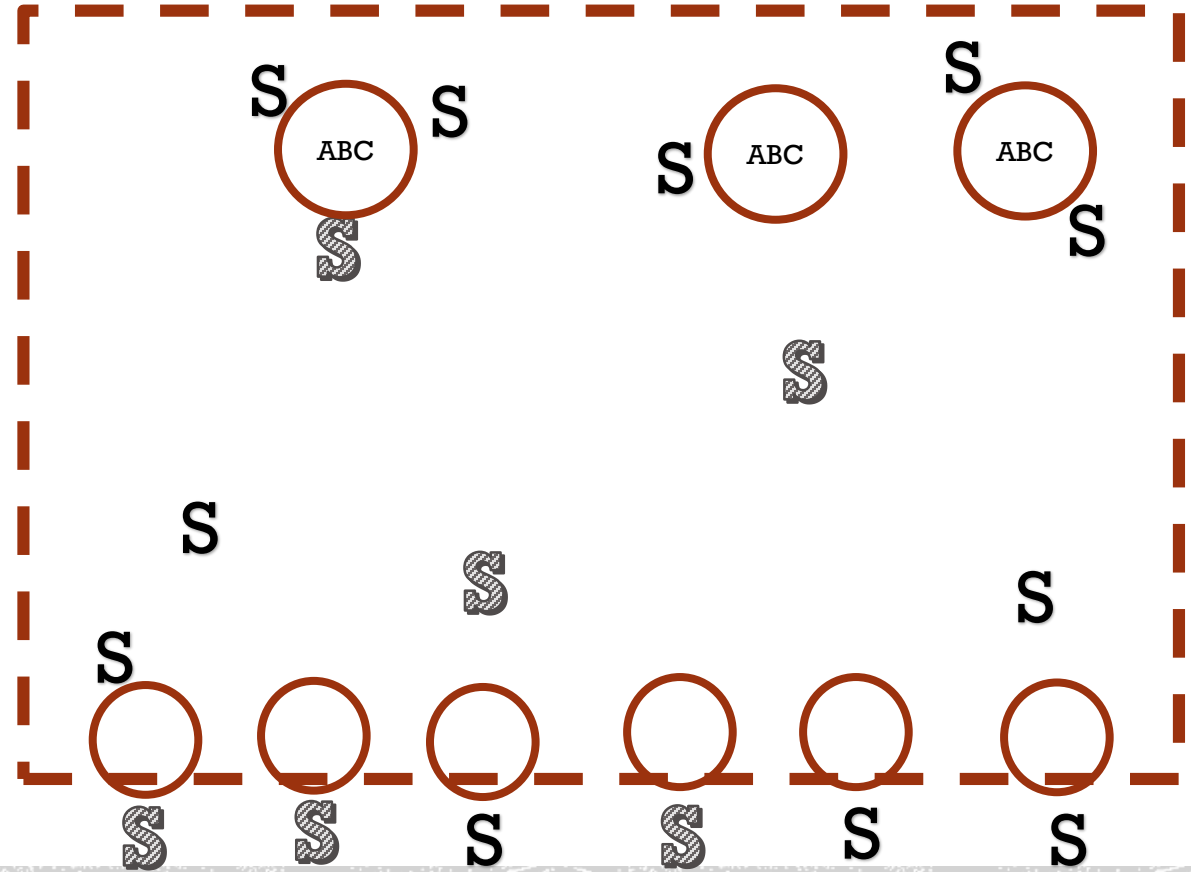


Students will make groups of 2/3 and place one (1) cone on the ground. Students will take one (1) step away from the cone and assume *athletic position*. The teacher will call out anatomical locations which the students will identify on their bodies. The teacher will say a “go” signal and the students will attempt to grab the cone. Place the cone on the ground and repeat for the next round.



# SPELLING BEE

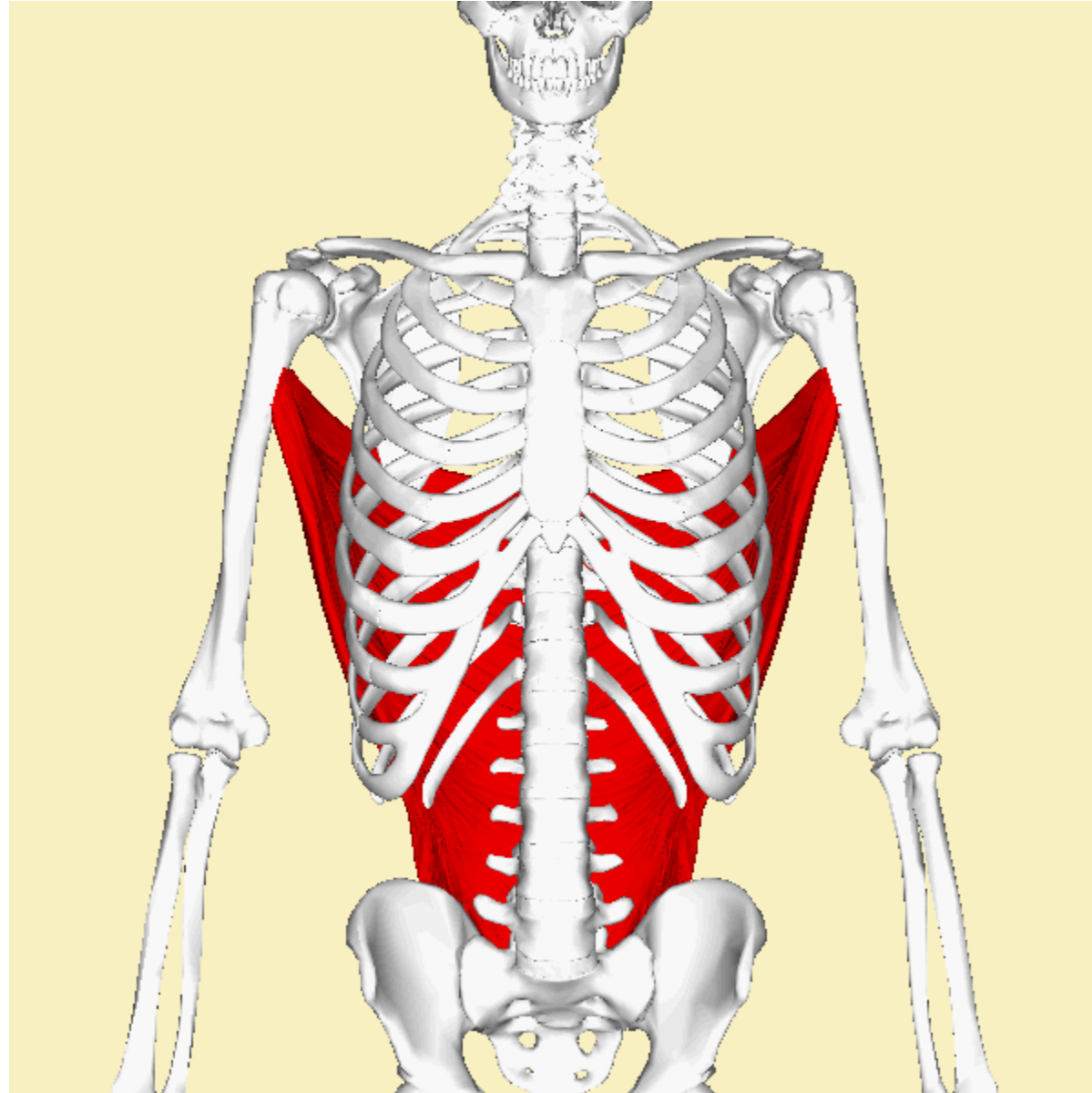
MOTOR SKILL + ANATOMICAL + FITNESS + ENERGY

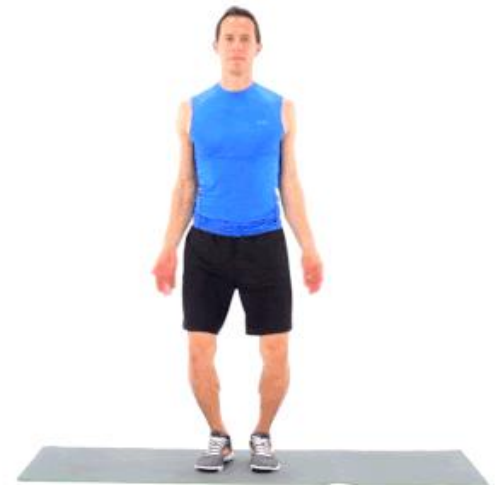
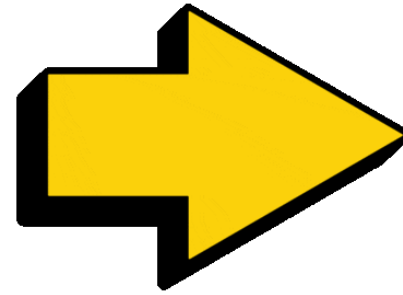
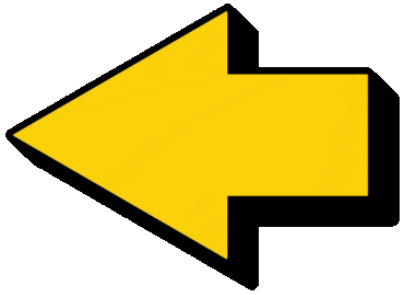


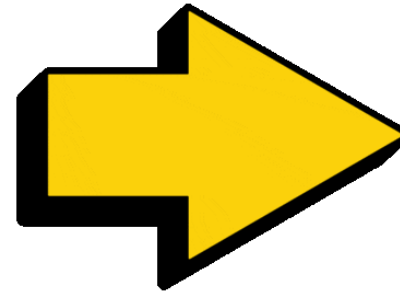
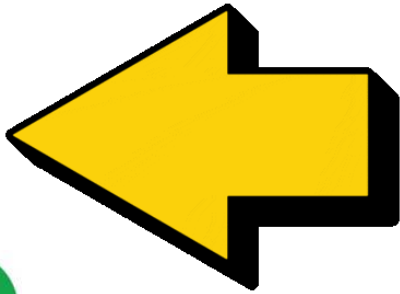
Partner or individual activity – Students will attempt to spell words given by the teacher. On the signal, students will travel to the ALPHABET SOUP location and pick one (1) letter that belongs in the word the class is spelling. Students will return to their HOME BASE with the letter (and take turns if necessary). Students raise their hand when done for SPELL CHECK and then repeat.





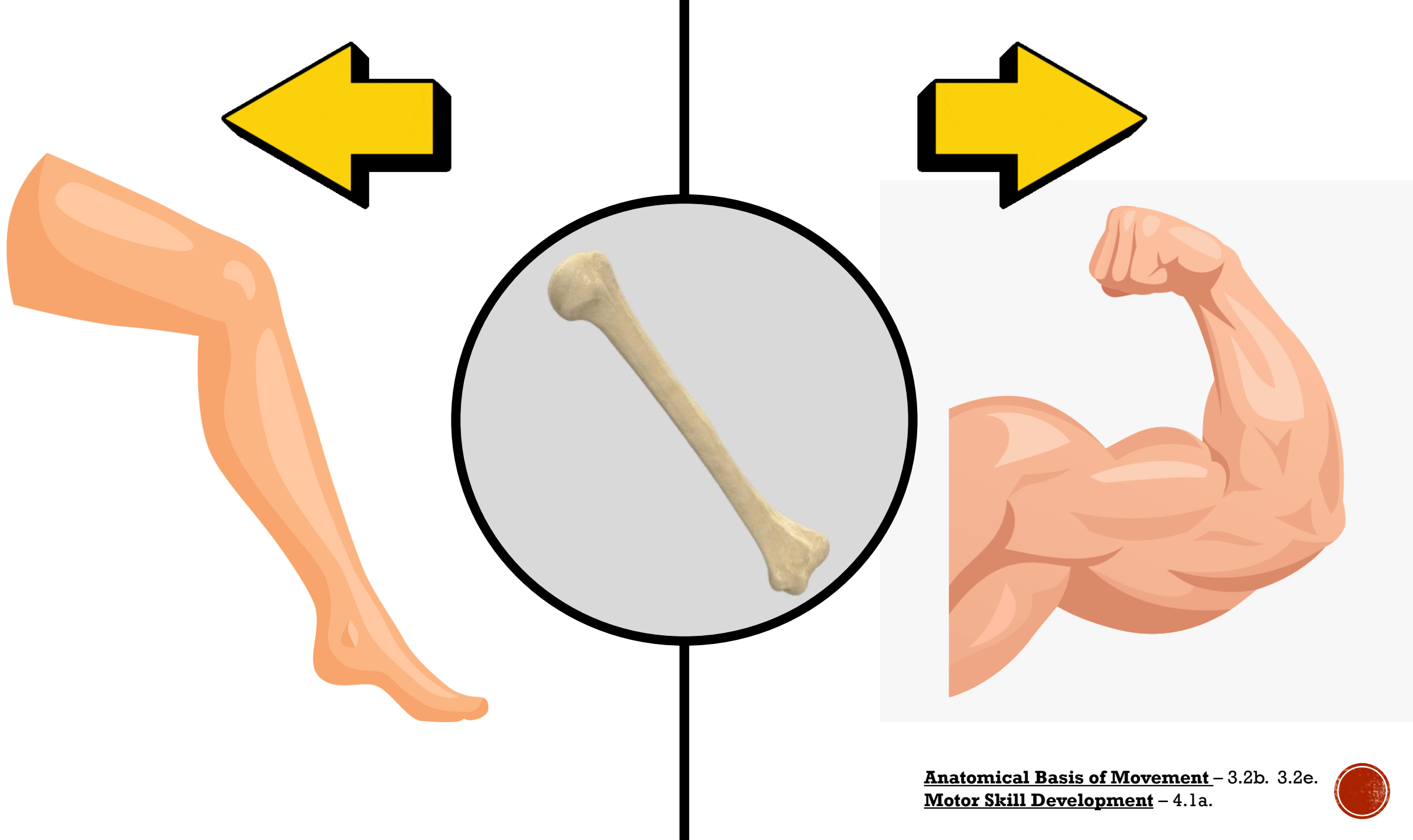






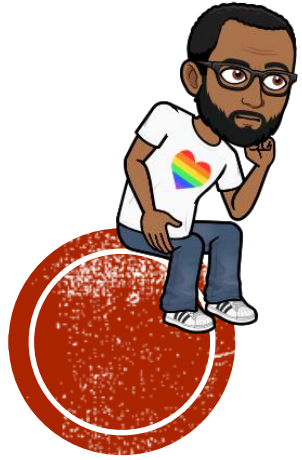
**Energy Balance – 1.5a. 1.5b. Fitness Planning – 1.3b. 1.3c.**





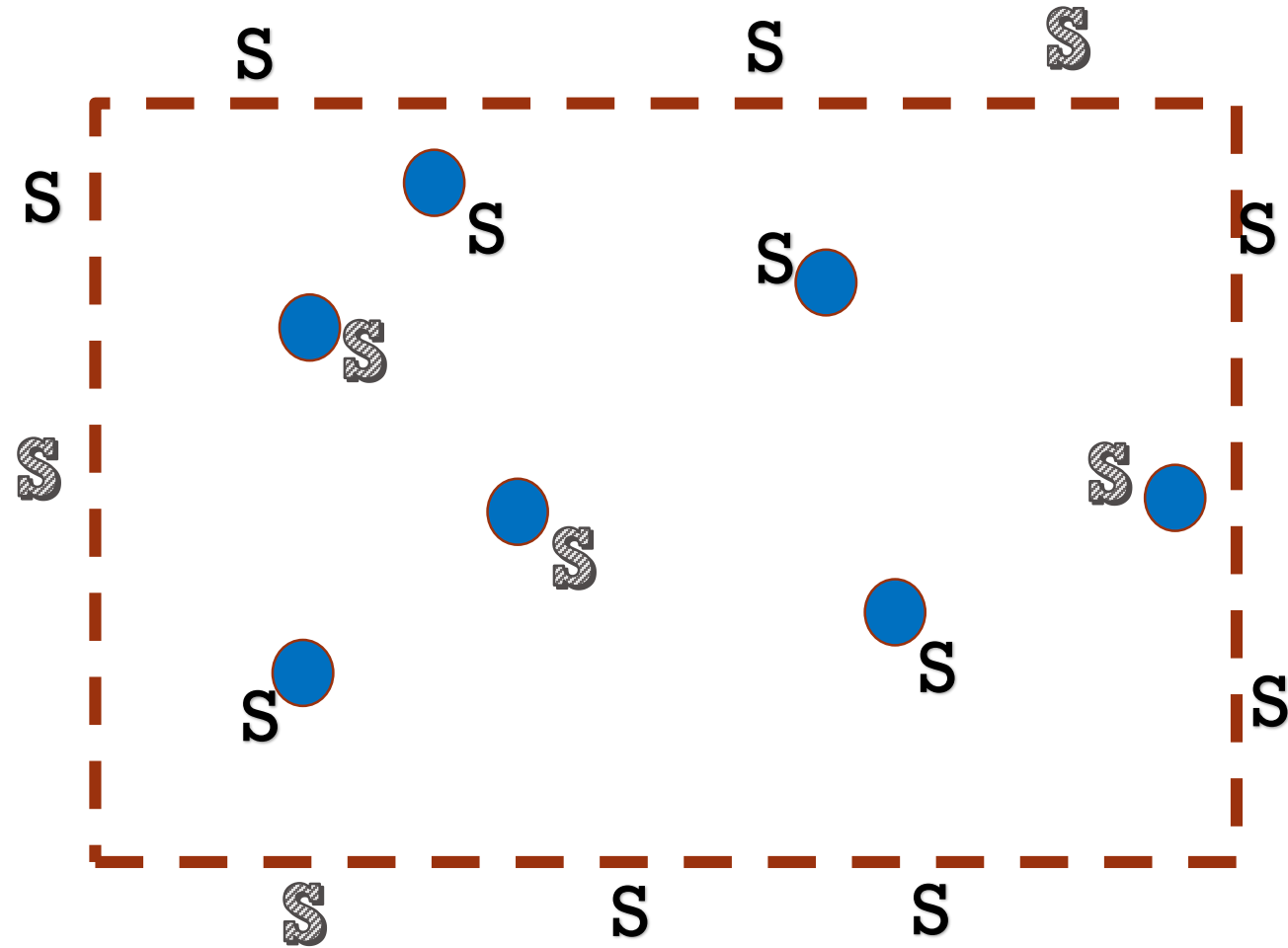
**Anatomical Basis of Movement** – 3.2b. 3.2e.  
**Motor Skill Development** – 4.1a.



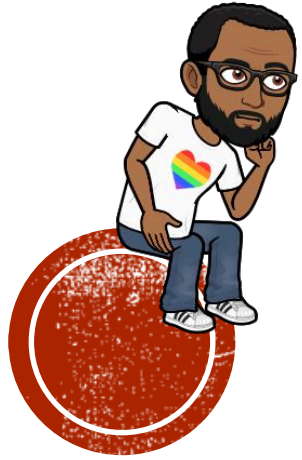


# STRESSED OUT

MOTOR SKILL + FITNESS + SOCIAL

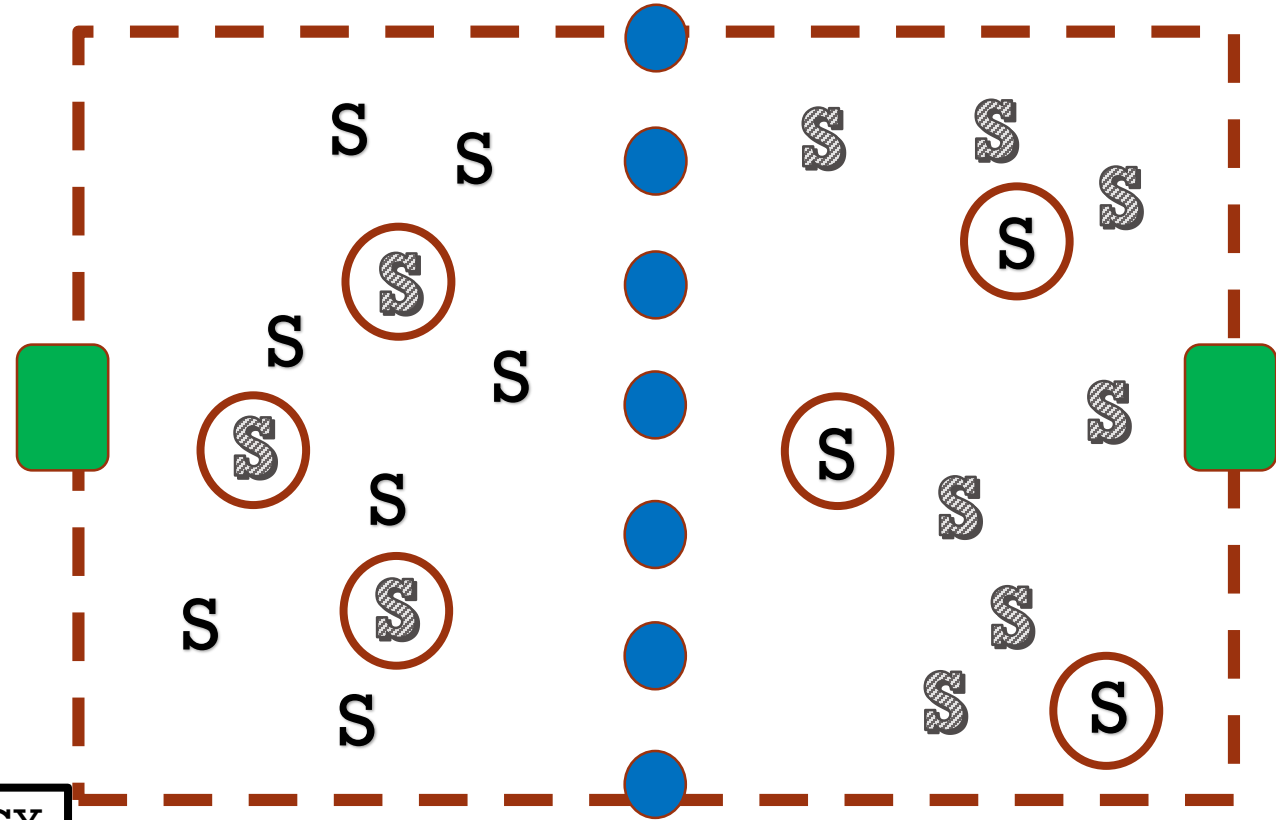


Select students to guard BODIES (*pins*). Scatter STRESSORS (balls) throughout the learning area. Students may place BODIES anywhere inside of the learning area. Students without BODIES to guard can travel anywhere in the playing area but have to throw/kick/hit STRESSORS from the PERIMETER. Guards must leave the learning area and perform an exercise if a STRESSOR knocks their BODY over. The first student to place their foot on the BODY becomes the next guard.



# INVADERS

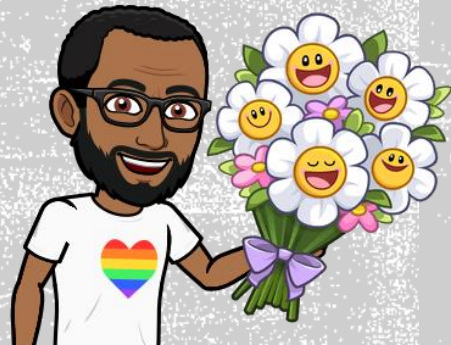
MOTOR SKILL + ANATOMICAL + FITNESS + SOCIAL + ENERGY



Split class into two (2) teams. A line in the middle of the learning area separates the two (2) sides. A basket full of materials is placed at the far end of each side. The object is to travel to the other team's side and steal materials. Students may steal if they catch/receive an object that has been thrown/hit/kicked from their team's side. The first team to collect all of the necessary materials wins that round.



THANK YOU!



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- @RayGrayPE

