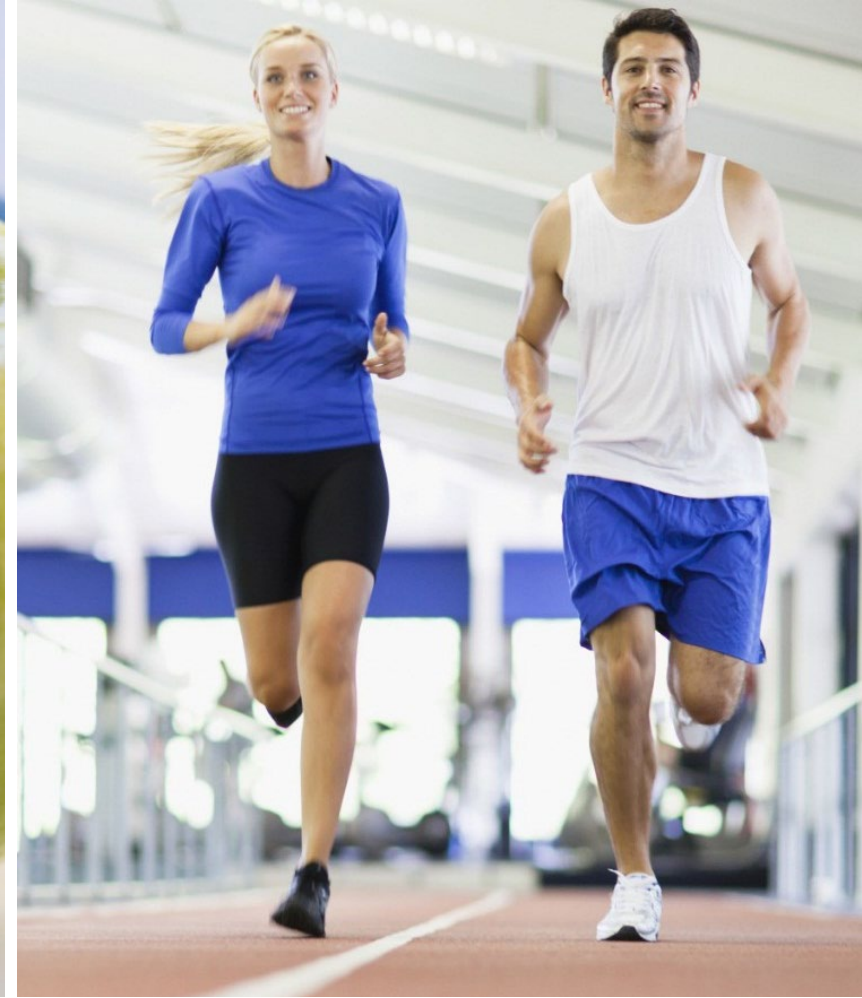


# Instant Activity

## Volleys with a Partner



# PE 101: TIPS AND TRICKS TO KICK OFF YOUR YEAR

RON TRAINUM  
@RTRAINUM1



TOANO MIDDLE SCHOOL

[RONALD.TRAINUM@WJCCSCHOOLS.ORG](mailto:RONALD.TRAINUM@WJCCSCHOOLS.ORG)

“Direction—not intention—determines destination.” Andy Stanley

# TODAY'S AGENDA



## Intended Learning Outcomes:

- Explore and analyze various ways to provide structure to the instructional experience in the Physical Education setting.
  - Experience instructional activities that can be used to build a cooperation, teamwork, and positive learning environment within the physical education classroom.
  - Examine ways to increase MVPA time during instruction.
- 
- Session 1 – Getting your Year Started
  - Session 2 – Building Relationships
  - Session 3 – What makes a good lesson?
  - Session 4 – Assessing Student Learning

# CATEGORIES

- Icebreaker in which students must divide into category groups based on the criteria.
- Call the category and watch the students attempt to group.
- **Warning: Much laughter to occur!**
  - **Sample Categories**
    - Clasp hands. Which thumb is on top?
    - Folder arms. Which arm is on top?
    - Which leg goes in the pants or shorts first?
    - Clapping. Which hand is on top? Parallel.
    - Draw an imaginary circle. Clockwise or counterclockwise?
    - Wink at someone. Right or left?
    - Toilet paper. Top or bottom?
    - Toilet paper. Scrunch, fold or roll?
    - Penny on the ground. Grabbing or walking?
    - Texting. Portrait or landscape? Thumber or slother?
    - M & M's: plain or peanut?
    - Salsa: mild, medium, or hot
    - Chick fil a: sandwich, nugget, or strips
    - Sweet or salty
    - Shoe size
    - Birth month





# COMCHI ACTIVITIES



- Meet and greet Q and A
- My Story
- The Amazing Race
- For more information about COMCHI go to <https://www.comchi.org/>.

# COMCHI Activity: Meet and Greet



**SPINS  
ON THE 52**



Ice Breaker



Questions



Light & Lively  
Movement

**OBJECTIVE:** An easy way to find a partner at random.

**HOW TO PLAY:** Place cards color side up and ask participants to pick any one card. Once they have a card, have them look at underside and find a partner that has same SUIT, NUMBER, or COLOR (red/black). Once they find connection, try another COMCHI activity.

**CLASSROOM  
EXTENSION:** If needing a partner for project or assignment give "Meet & Greet" a try.

# COMCHI Activity: 'My Story'



**NATURE  
PICTURES**



Genuine  
Connections



Social & Emotional  
Learning



Growth Mindset



**Metaphors**



Mild & Moderate  
Movement

**OUTCOME:** Recognize how the stories we tell ourselves shape & reveal our beliefs. We can change the story once we recognize it.

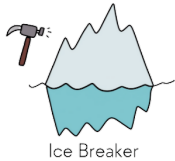
**HOW TO PLAY:** Spread cards nature picture side up. Have participants pick up the photo that best represents who they are. Share with a partner ("Meet and Greet" activity) their response.

**CLASSROOM EXTENSION:** After partners share photo, combine with another pair to form group of four. Using all four photos, group will pick one photo that represents their group. Have groups share what that photo represents to them and why they identify with it.

# COMCHI Activity: The Amazing Race

What type of  
weather best  
describes your  
feelings today?

**REFLECTIVE  
QUESTIONS**



Social & Emotional Learning



Reflections



Mild & Moderate  
Movement

**OBJECTIVE:** Get participants to share a little more about themselves while using math.

**HOW TO PLAY:** In partners, answer each others reflective question. Afterward, both flip card at same time to reveal the numerical value. Person that adds total first, wins, then switch cards. Person who wins needs to remember number. Partner that does not win round still stays at previous number. Find new partner and read/answer the new reflective question card. Once both go, flip cards at same time and see who wins. Add to previous total and switch cards. Repeat. Each player may only go to each person one time during this game so encourage participants to move around and connect. First one to reach predetermined number wins.

**CLASSROOM EXTENSION:** If smaller class, students can go up to someone they previously spoke with.



# COMCHI Activity: Walk & Talk

What type of  
weather best  
describes your  
feelings today?

**REFLECTIVE  
QUESTIONS**



Genuine Connections

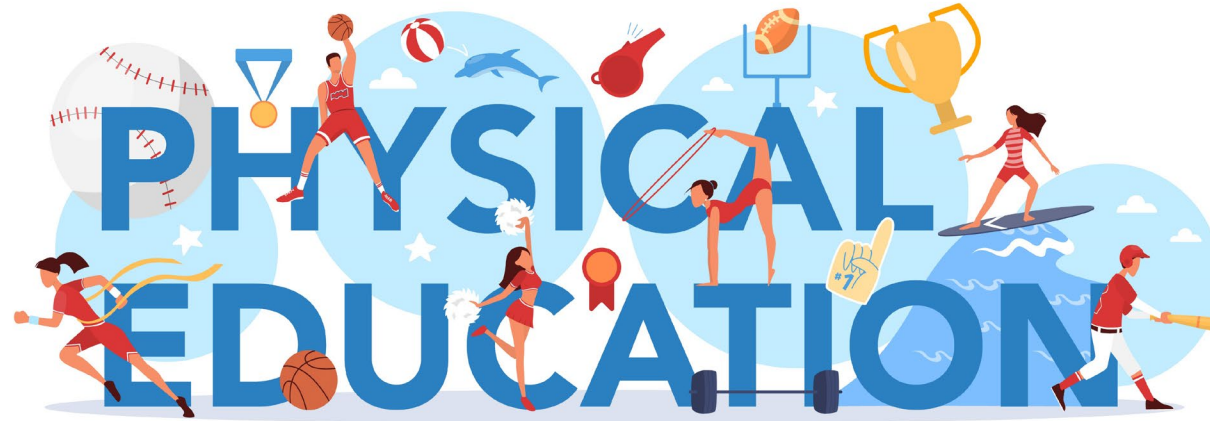


Mild & Moderate  
Movement

**OBJECTIVE:** An instant warm-up activity.

**HOW TO PLAY:** Students are walking in pairs on a predetermined route for a set amount of time. The teacher calls out a Reflective Question to the whole group. Once the question is called out, the group will continue to walk and talk about the question called out by the teacher. Participants are encouraged to switch partners for each question and connect as long as they are warming up. Teacher can determine how long the walk is and how many questions will be asked.

**CLASSROOM EXTENSION:** Involve “active listening”. Have only one student share response while other partner remains silent for the entire time. Switch roles after a set amount of time.



## FANTASY PE

- What would your dream PE program look like?
  - What kind of units/activities would you include?
  - What would a daily lesson look and sound like?
  - How would the students engage in lessons?

# MONITORING ACTIVITY

- Is it good enough to just encourage physical activity?
- How do you know if your students are getting any MVPA time?
- A useful tool for teaching students how to measure Moderate to Vigorous Activity Time.
  - Functions
  - Calibrating it
- **John Wooden** – *‘Never mistake activity for achievement.’*



# GREAT START UPS FOR PEDOMETERS

## ▪ **Everybody's It –**

- Sagittal Jump(forward-backwards)
- Frontal Jumps(side to side)
- Transverse Jumps(twist & rotate)
- Push up
- Crunches
- Volleyball spike(imaginary)
- Jump shot(imaginary)
- Butt spin

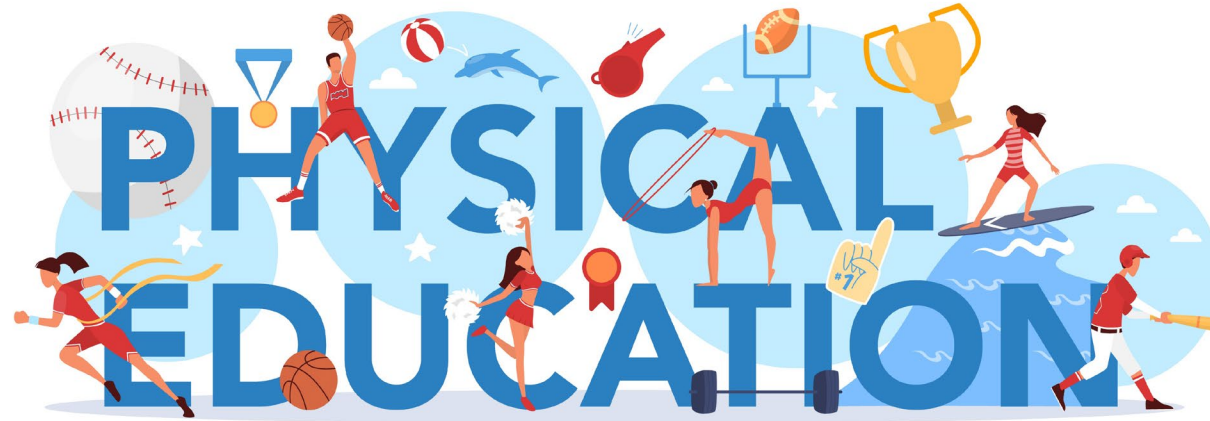
## ▪ **Hospital Tag**

### **Everybody's It**

- play in a large open area
- all players are 'it'
- Players that are tagged must pay a consequence(some pre-assigned activity)
- Tagged players must complete consequence and be standing before being tagged again.
- Switch consequences after 30 seconds.
- Have students do pedometer checks through out game.

### **Hospital Tag variation**

- Same rules as above.
- Tagged area becomes injury and must be covered with one hand.
- Player is cured when tagging someone else with other hand.



## FIRST 3 WEEKS

- What are 3 things a teacher needs to get the year started well?
- What are the expectations students should meet?
- What are the rules student need to follow?
- What are the routines and protocols the class will operate under?
  - How will students enter the classroom?
  - What do they do first?
  - How do is equipment managed in the class?
  - What are the procedures for student water breaks, bathroom use, etc...?
  - How do you make sure students now and follow?



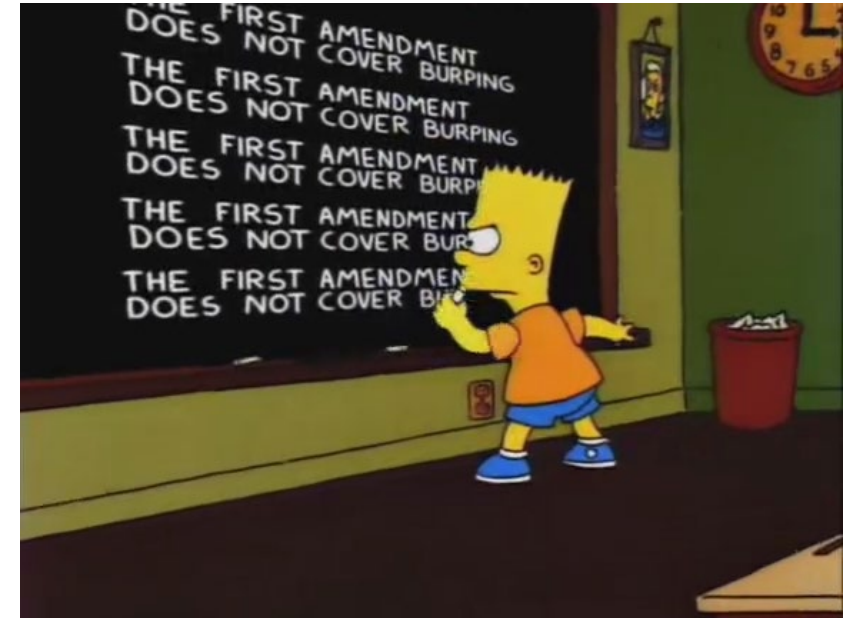
# RULES VS. EXPECTATIONS

## Rules

- Follow directions the first time they are given.
- One person talks at a time.
- Ask for permission to use equipment.
- Use equipment properly.
- Ask permission to leave the classroom.
- Follow all school rules.

## Expectations

- Be safe.
- Act responsibly.
- Respect others.
- Be kind to each other.
- Have a positive attitude.
- Always do your best.



# 3 PASS

## Directions and protocols:

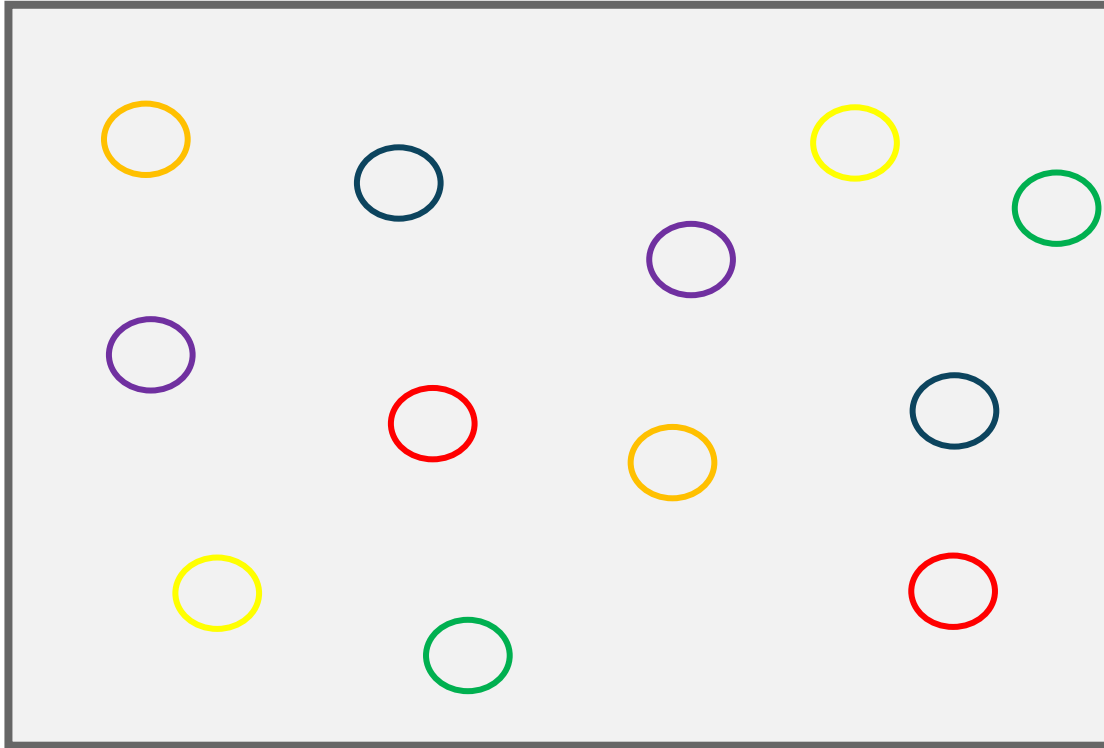
- Divide the groups in pairs.
- Each pair needs 1 throwing object while standing about 6 to 8 ft. apart within the playing space.
- Partners complete 3 passes(teacher-directed type).
- The student with ball remains in place. Their partner re-locates to a new partner.
- New partner repeat pattern and switch again.

## Additional Options:

- Use for different sports – basketball, volleyball, soccer, tchoukball).
- Turn it into a fitness activity by using medicine balls or completing a 3 reps of a certain exercise before switching partners.
- Complete different passes(i.e. chest passes, bounce pass, bump, set pass, etc...)







# MUSICAL HOOPS

- **Equipment:** Hula Hoops(at least 12 for a class of 24).
- **Set Up:** Scatter hula hoops in an open space.
- **Directions:**
  - Think musical chairs with no elimination.
  - Have students scatter around the play area.
  - On music cue, student performs assigned locomotor movements in and around playing area.
  - Stop music.
  - Students immediately move to place a body part into one of the hoops.
  - Note: There are more students than hoops so students will have to work together to share hoops.
  - Re-start music and begin eliminating hoops.
  - As game continues, students will have to work cooperatively to get everyone touching inside a hoop.
  - Gauge how the students are working together before going down to a pair or single hoop.
  - **Important Note:** Remind students the goal is to get everyone touching inside the hoop and it is not a race.

# LIKENESSES AND DIFFERENCES: BRAINSTORM: HOW ARE WE ALIKE? HOW ARE WE DIFFERENT?

## Likenesses

- Hair, eyes, hearts, and other various body parts
- Personalities
- Attitudes
- Work ethic
- Families
- Other

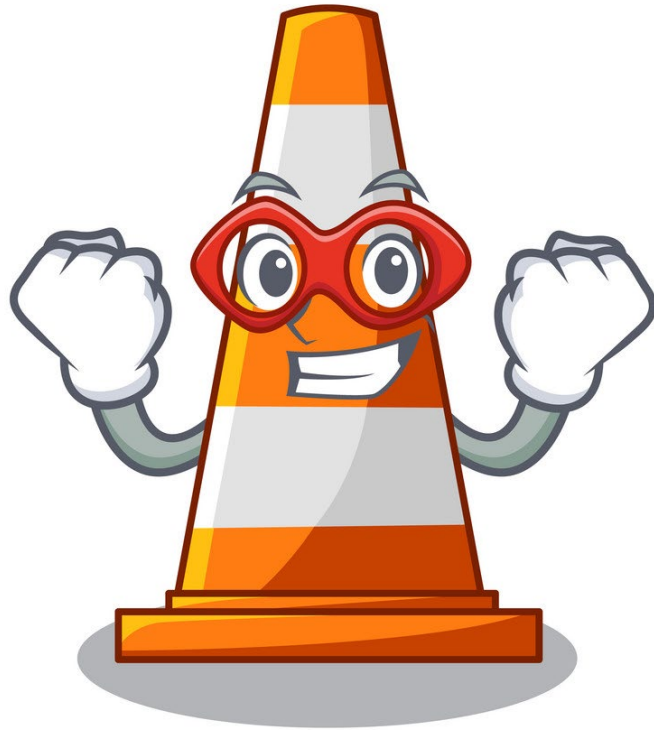
## Differences

- Hair, eyes, hearts, and other various body parts
- Personalities
- Attitudes
- Work ethic
- Families
- Other

Discuss we all have ways that we are alike. We also, have ways that we are different. For us to be successful, we all have to accept our likenesses and differences to be good teammates.



# CONE FLIP MIX UP



- **Equipment:** 1 cone for person student, 4 additional cones
- **Set Up:** 4 cones set up in a rectangular shape for lap running

## Directions:

- Divide student into pairs.
- Have students spread out inside the playing area.
- On signal 'Go,' pairs flip cones attempting to land a cone upright.
- First student to be successful remains in place and holds cone over their head.
- Unsuccessful student takes cone and jogs one lap around the 4 cones.
- Upon arriving back to the playing, students finds a person holding up a cone to play a new match.
- Game can be played for time limit.

# Z BALL GAMES

- **Remind students only underhand toss**
- **Individuals**
  - Drop Catch – Singles, Multiples
- **Partners**
  - Toss, bounce and catch
  - Toss, Single Bounce, and Catch
- **Competition with Partners**
  - 1 minute – Successful catches – single bounce
  - Consecutives- start back to zero if bounce is more than once
- **Wall Ball**
  - Solo Wall Catch – Toss off wall, bounce once on floor, catch ball
  - Partner Wall Catch– alternating
  - Team Wall Catch - rotating
- **Groups of 4**
  - Repeat activities used with partners Z-Ball Jacks
  - Z-Ball Jacks
  - 1'ies – group toss and successful catch off 1 bounce
  - 2'ies – group toss and successful catch off 2 bounces
  - 3'ies – group toss...etc.
  - If group misses, return to 1'ies.



# HUMAN ALPHABET



- **Equipment:** none
- **Set Up:** open floor space

## Directions:

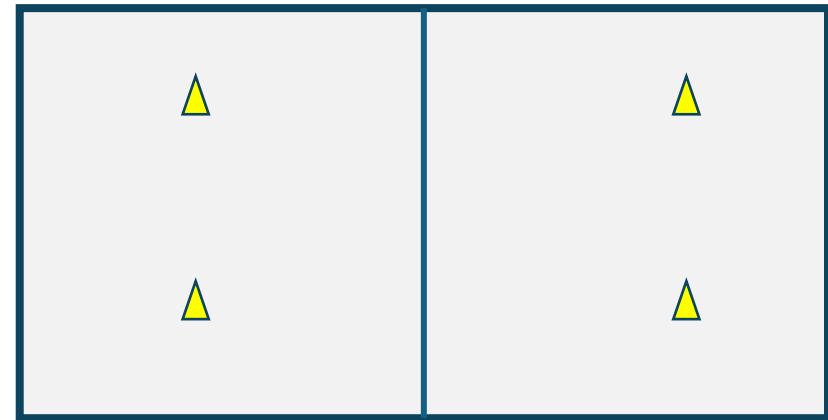
- Divide the group into the following small groups. Using only their bodies, each group will form a designated letter.
- Get into pairs (5 seconds). Make the following letters using bodies: *T, L, P*
- Get into 3's (6 seconds). Letters: *F, H, S, O.*
- Get into 4's (6 seconds). Letters: *M, W, B*
- Get into 5's (7 seconds). Letters: *It, Hi, Oh.*
- Get into 6's (8 seconds). Letters: *Wow, Group selected word.*
- Get into 8's (10 seconds). Letters: *Bye*

# ICEBREAKERS

## Pairs Tag

- Divide group into pairs.
- 4 Rules of Pairs Tag
  - Must stay inside boundaries(yellow cones).
  - Can only tag your partner.
  - Only movement allowed is walking.
  - Tagged partners must turn a complete circle prior to tag back.
- **Note:** Size of the playing area is determined by the size of the group. Traffic congestion is key part of the activity.
- \*Both games are adaptations of games from Quicksilver by Karl Rohnke.

## ▪ Set Up



- Game Extension:
- **Pairs Squared Tag**
  - Pairs join together at the elbow and play the same game with another pair.
  - All rules still apply.
  - Reducing the size of the space helps students understand of concept that the game is really about working together.



# CRITTER TOSS



- Equipment needs: small parachute or 8' X 8'(or 10') Tarp, 1 rubber animal per group
- Groups of 8
  - Toss and catch
  - Competition – 1 minute as many as you can.
  - Join with another group – pass back and forth 1 animal
  - Add an animal – successfully exchange animals
  - Join 4 groups together – Successful exchange(Options: clockwise, counter clockwise, criss cross, Be creative).
  - Team Critter Race





PURSUIT BALL



## Pursuit Ball Activity Guide



### Introduction

This new product is a great, fun way to encourage many skills related to physical education. They include:

- throwing and catching skills
- chasing, fleeing and dodging
- cooperation skills
- team building
- physical activity levels

### Product Use

Pursuit Mobile Basketball can be used to increase student's throwing for accuracy abilities, to increase heart rate, to promote cooperative team building skills.

### Parts / Assembly

The Pursuit Mobile Basketball stores in a small area. To prepare the target basket for use, simply open the easy toggle buttons and the basket will open with a spring form to provide a target. The shoulder and waist straps are adjustable to fit a wide range of body sizes.

### Objectives

- Pursuit Mobile Basketball will provide an active new team game that will promote cooperation to win.
- Used as a standalone target, it will provide a challenging target to promote either underhand or overhand throws.
- This versatile spring formed target can also be laid on its side to provide a target for kicking skills.
- Pursuit Mobile Basketball goal makes a great storage container as well.

### Games and Activities

#### Divide group into two teams

- \*NASPE recommends small sided games
- One person on each team wears the Mobile Basketball goal.

#### Cooperation version

With balls scattered on the playing area within the boundary lines and students staying within the lines also, students try to get the balls into the matching Mobile Basketball goal. The team that gets the most balls into their goal within the time period wins.

#### Rules:

- It is recommended that this game is played for a one minute time limit. If the players successfully get all the balls in before the time expires the game is over.
- If balls roll out of the boundary area they are out of play and cannot be used in this round of the game.
- Player with the Mobile Basketball goal may move within the boundary area to help teammates get balls into goal.
- If an opposing team's ball gets into the wrong goal it counts towards the total count for the other team.
- To increase the fitness component of this game it is recommended that the balls are scattered into the largest space available.

#### Competition version

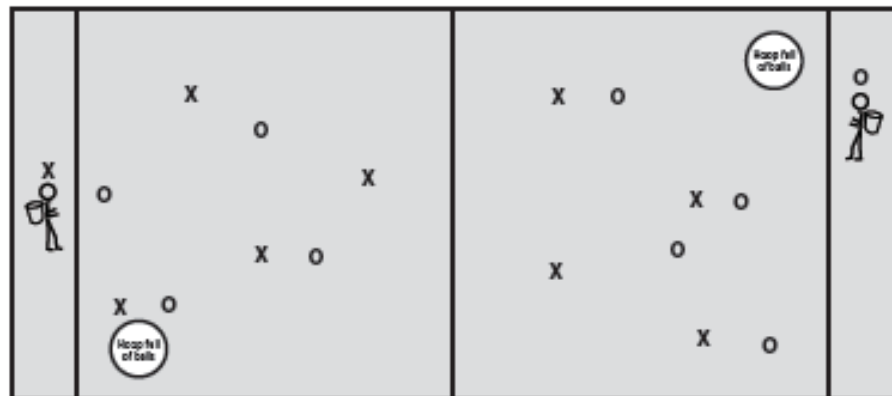
With the balls scattered on the playing area within the boundary lines and students staying within the lines as well, players try to get the balls into the opposing team's Mobile Basketball Goal. The player wearing the Mobile Basketball Goal must attempt to maneuver so that it is difficult for the players from the opposing colored team to get the balls into the goal. The team with the most balls in the opposing colors team within the time period wins.

#### Rules:

- It is recommended that this game is played for a one minute time limit. If the players successfully get all the balls in the opposing team's goal before the time expires the game is over.
- If balls roll out of the boundary area they are out of play and cannot be used in this round of the game.
- Player with the Mobile Basketball goal may move within the boundary area to avoid the opposing team from getting balls into the goal.
- Should the player wearing the Mobile Basketball maneuver the goal so that the balls fall out of the goal, the team forfeits the game.
- To increase the fitness component of this game it is recommended that the balls are scattered into the largest space available.

### Divide group into two teams (six teams for Pursuit Ball – 6 team version)

- \*NASPE recommends small sided games
- Students should have experience with offense and defensive play.
- One person on each team wears the Mobile Basketball goal.



The court is set up like the above diagram.

Balls are placed in a hoop or box within the boundary lines. Players must stay within their court area. Players from team X are trying get the balls into the matching Mobile Basketball goal. The team that gets the most balls into their goal within the time period wins.

#### Rules:

- It is recommended that this game is played for a one-five minute(s) time limit. If the players successfully get all the balls into the goal before the time expires the game is over.
- If balls roll out of the boundary area they are out of play and cannot be used in this round of the game.
- Players with the Mobile Basketball goal may move within their court area to help teammates get balls into their goal.
- Defensive players may not touch the offensive players within any way- just like real basketball rules.
- Offensive players may *not* move their feet if they have the ball. They must pass it to their goal keeper or to another player on their team. Offensive players without a ball may move anywhere in their court to "get open" thus avoiding the defensive players.
- The goal keeper is allowed to catch the ball and put it in the goal.
- If the opposing player intercepts the ball they throw/roll it back to the other side of the court and the team must try again to play that ball.
- More than one ball from either team may be in play at once
- To increase the fitness component of this game it is recommended that the court area be as large as possible.

### Pursuit Mobile Basketball used as a standalone target.

- Simply open the basket and stand it up at the desired distance to promote underhand or overhand throws.
- Use the target to "chip" a golf ball into.
- Lay the target on its side and use to kick balls into.



#### Modifications

- Teachers of large classes will want to use Pursuit Ball 6-team version to allow for maximum participation.

#### Safety

- With any large group game teacher supervision is essential.
- If the teacher chooses to use balls other than those provided, it is recommended that only balls made of foam be incorporated with this product

**SPORTIME**

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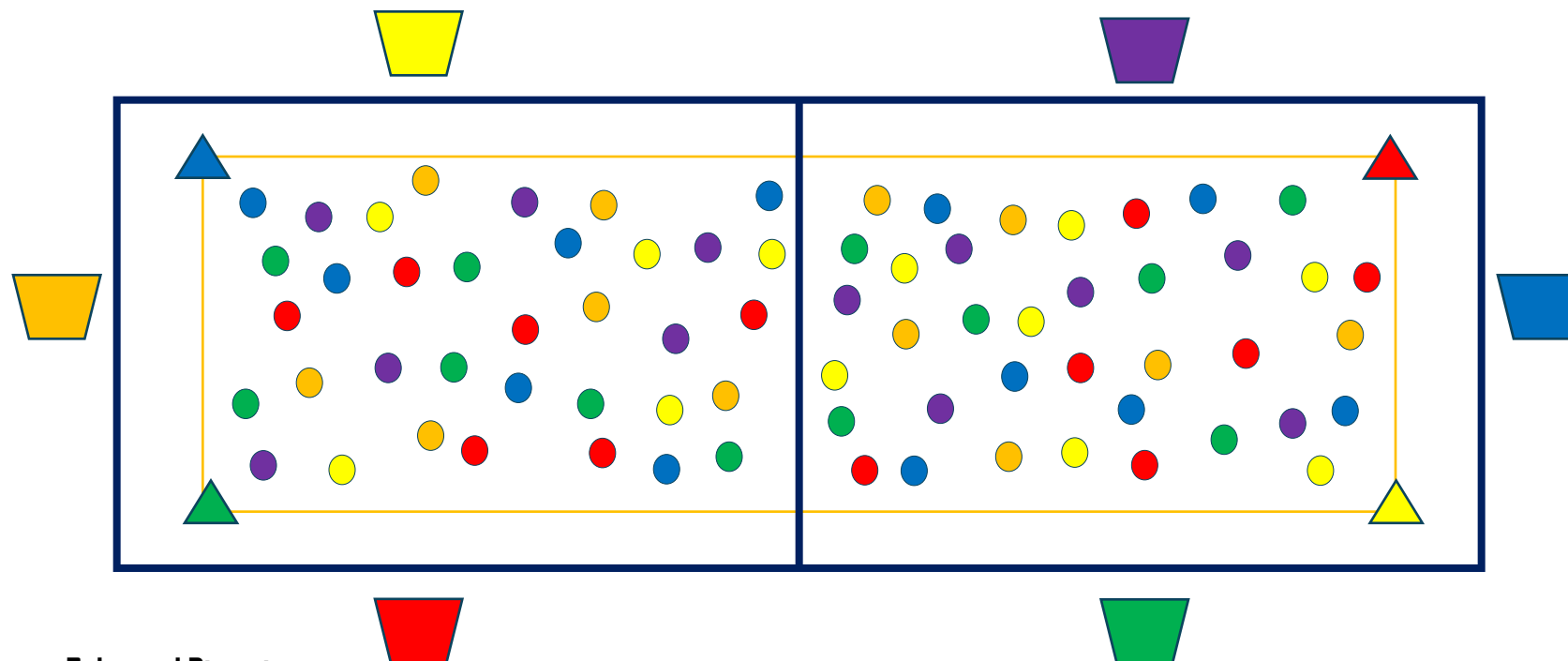
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1-YEAR GUARANTEE OF SATISFACTION

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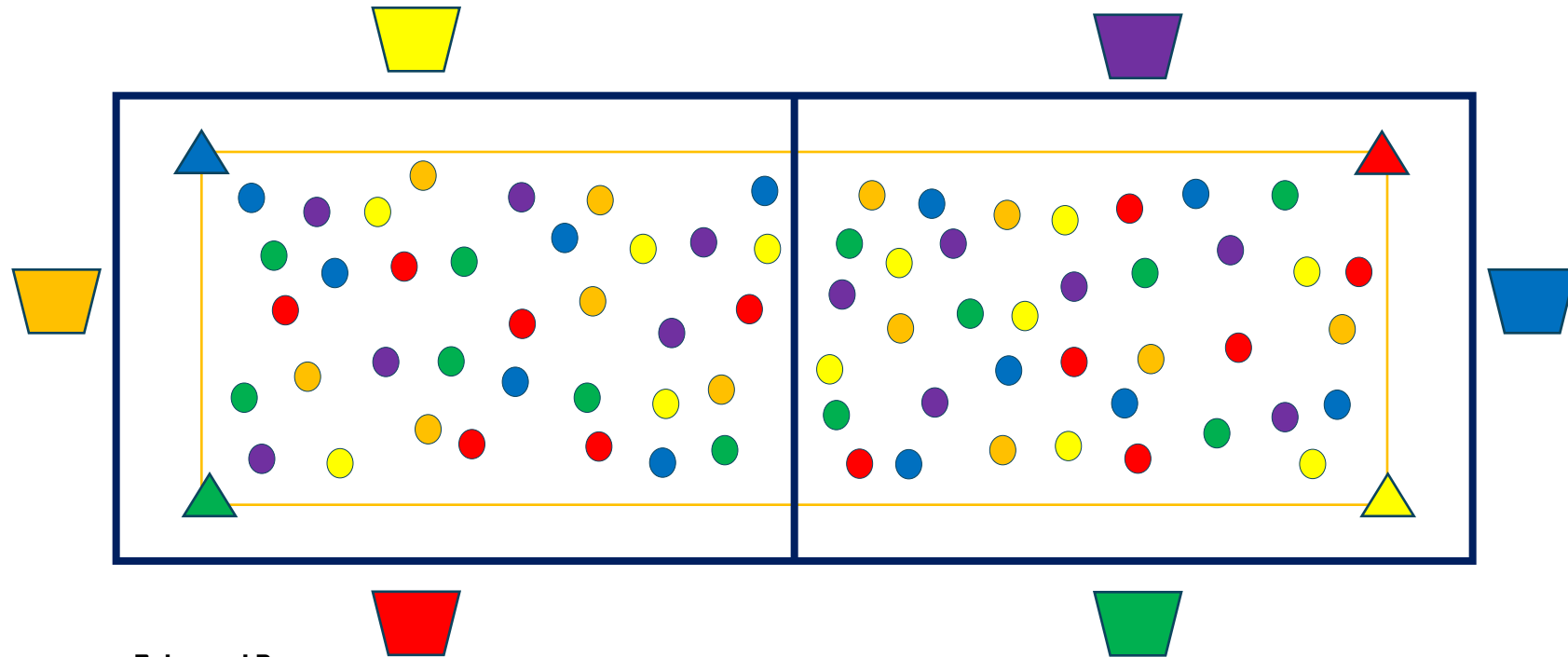
# PURSUIT BOUNDARY BALL



## Rules and Directions

- Place the baskets along the outside boundaries of the main basketball court. Make sure to spread them out.
- Set up a Shooting Area (rectangular coned area inside the basketball court---we use our main volleyball court) around 8 to 10 ft. from the basketball boundaries.
- Spread all of the balls out inside the Shooting Area. Have all teams stand near their basket outside the basketball boundary. On the signal 'Go,' teams run into shooting area. Players can retrieve balls and attempt to shoot from the shooting area into their team basket. Players may only have one ball in hand at a time.
- Play for a time limit or until all the balls have been attempted.
- Team with most successful shots wins.
- Alternative version - Each team has 2 players operate as Retrievers that retrieve missed shots and roll back into shooting area for additional attempts.

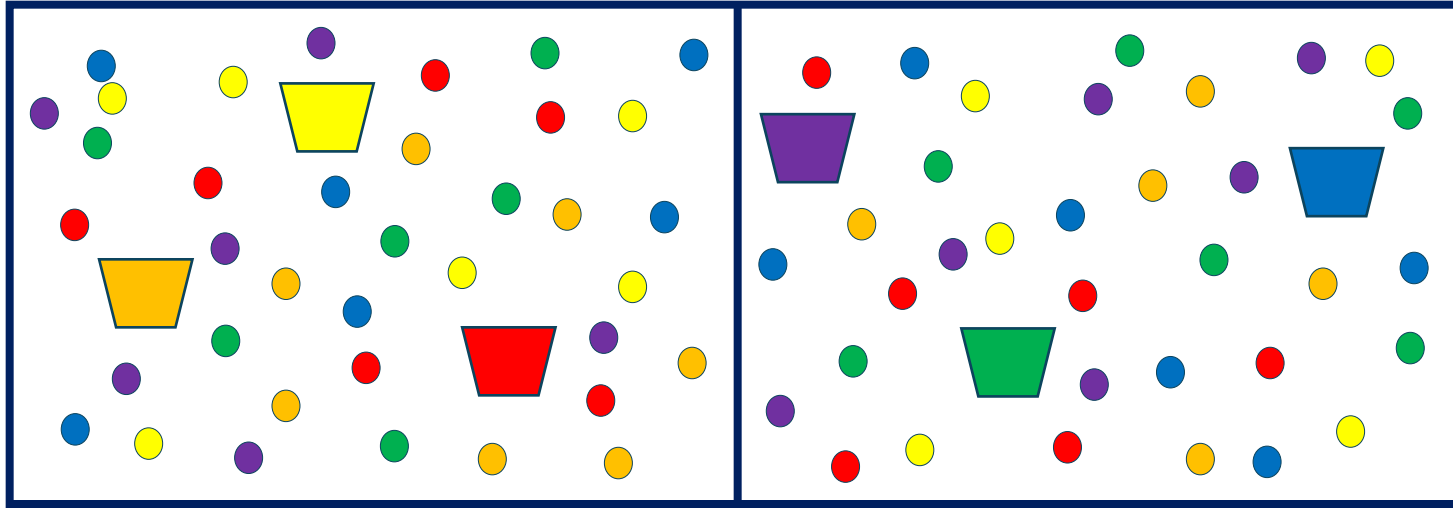
# PURSUIT LAUNCHERS



## Rules and Directions

- Place the baskets along the outside boundaries of the main basketball court. Make sure to spread them out.
- Set up a Shooting Area (rectangular coned area inside the basketball court---we use our main volleyball court) around 8 to 10 ft. from the basketball boundaries
- Spread all of the balls out inside the Shooting Area. Have all teams stand near their basket outside the basketball boundary.
- Each team must divide into the following roles:
  - Launchers - curl up position (2 players), attempts to launch ball in basket by shooting after completing a curl up.
  - Loaders - are located in the shooting area. They are to pick up 1 ball at a time and place on launcher's hands for shooting.
  - Retrievers - retrieve and roll back into to shooting area for additional attempts.
- Play a time limit.
- Team with most successful shots wins.
- Rotate player roles and repeat.

# COOPERATIVE VERSION: PURSUIT BALL



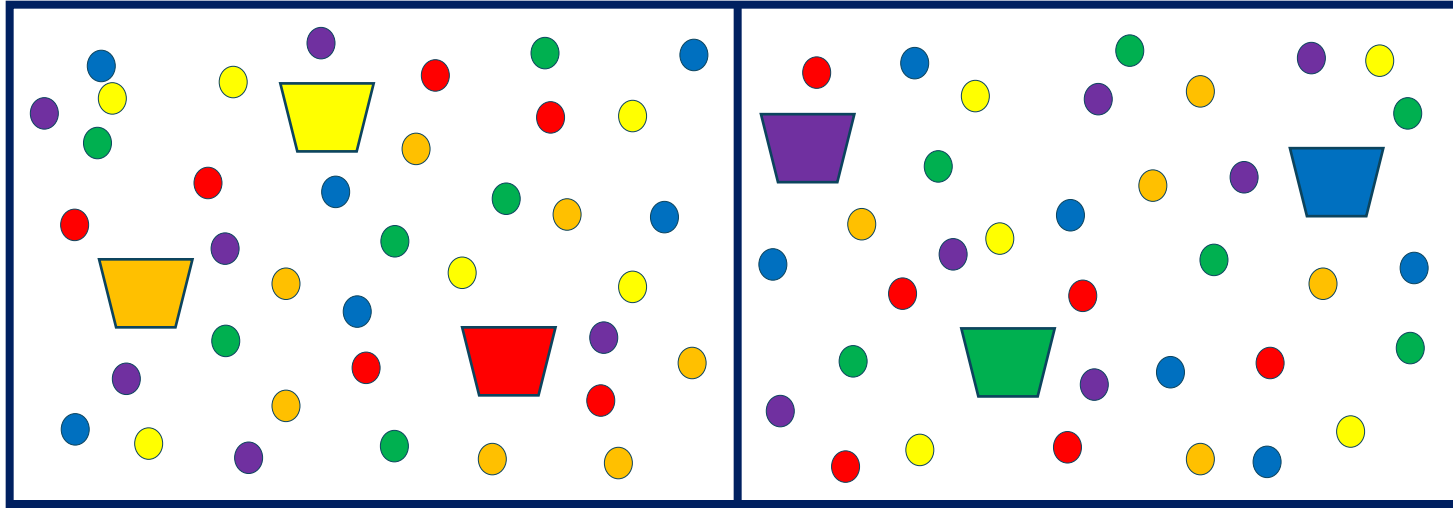
## Rules and Directions

- **Game Objective:** Work together as a group to successfully gather and shoot objects into teams basket in the least amount of time.
- Divide into 6 groups of 5 to 7 players per team.
- Assign each a team color and have team members put on assigned color jersey.
- Assign One player on each team will be the designated 'GOALIE,' and will wear team's basket like a backpack.
- Goalies will move within the playing area allowing teammates to successfully shoot team objects into basket.
- On signal go, players move throughout playing area and will pick up one ball at a time for their team and attempt to shoot it into the assigned team basket.
- Players may only possess and shoot one ball at a time.
- Players must be at least three feet away to attempt a shot.
- Game can be played to a 1 minute or 1<sup>st</sup> team to successfully get all balls in their basket.
- When all balls have been cleared, team must gather and sit to show they are finished.
- *Additional Challenge.* Each ball must be passed at least one time before it can be shot.

*\* Game idea courtesy of Sportime Pursuit Ball Activity Guide*



# COMPETITIVE VERSION: PURSUIT BALL



## Rules and Directions

- **Game Objective:** Work together as a group to successfully gather and shoot objects into teams basket in the least amount of time.
- Divide into 6 groups of 5 to 7 players per team.
- Assign each a team color and have team members put on assigned color jersey.
- Assign One player on each team will be the designated 'GOALIE,' and will wear team's basket like a backpack.
- Goalies will move within the playing area trying prevent opposing team members from making shots in their team's basket.
- On signal 'GO,' players move throughout playing area and will pick up one ball at a time for their team and attempt to shoot it into another team's basket.
- Players may only possess and shoot one ball at a time.
- Players must be at least three feet away to attempt a shot.
- Game can be played to a 1 minute or until all balls have been cleared from the floor.
- *Additional Challenge:* Each ball must be passed at least one time before it can be shot.

*\* Game idea courtesy of Sportime Pursuit Ball Activity Guide*

# HUMAN INVENTIONS



- Divide into groups of 8 to 10 students
- Using no props, each group must create a moving machine.
- All group members must be involved in process and presentation.
- Groups present machine to other groups. Audience group guesses the type of the machine.



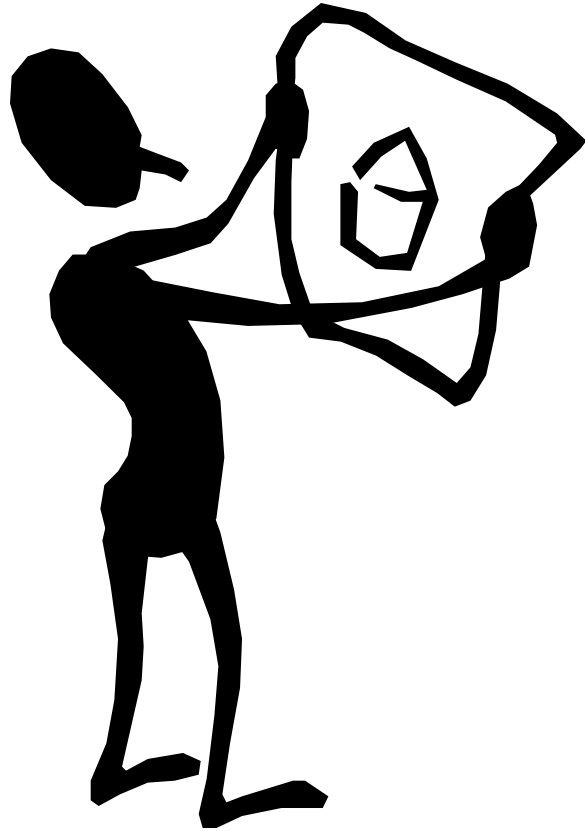
# DESIGN A GAME

- Divide into groups of 8 to 10 students
- Put out many different types of equipment.
- Create a game using at least three different types of equipment.
- All group members must be involved in process and presentation.
- Presentation should include name, rules, and demonstration.
- Many groups will like to make target-type games. Remind students that humans can not serve as targets.
- Game should flow and include all members.
- Presentations



# A LITTLE PERSPECTIVE:

“WHEN YOU FAIL TO PLAN,



YOU PLAN TO FAIL.” BEN FRANKLIN



# WHAT DOES YOUR LESSON PLAN LOOK LIKE?



PE LEARNING PLAN		
Grade:	Unit:	Lesson #
Lesson Topic:		SOL Link:
Intended Learning Outcome: As a result of what we did today,		
Success Criteria: I can		
Instant Activity:		
Warm Up: Dynamic #		
Teacher-Student Activities and Procedures:		Set Up:
Closure:		
Key Vocabulary:		
Assignments: Get outside in get some exercise and sunshine.		
Materials and Aids:		
Assessment:		
Special Notes:		



PE LEARNING PLAN		
Grade: 6	Unit: Climbing Wall	Lesson #2
Lesson Topic: Climbing Wall: rules, safety, and vertical climbs		SOL Link:6.4c
Intended Learning Outcome: As a result of what we do today, the student will experience ways to solve problems and experience types of wall climbing.		
Success Criteria: I can complete multiple vertical climbs including a single hot rock challenge. I can describe downclimbing.		
Instant Activity: Jog 3 Laps		
Warm Up: Dynamic #7, Push Ups (Level 1 or 2)10 reps, Countdown Push Ups 10 reps, Plank Leg Raise 5 reps each leg X 2, Step Back Lunges 10 reps/each leg		
Teacher-Student Activities and Procedures:		Set Up:
<ol style="list-style-type: none"> <li>Jump Rope Skills <ul style="list-style-type: none"> <li>Review Basic Bounce, Skier</li> <li>Demonstrate Bell Jump (forward, backward)</li> <li>Student Practice.</li> <li>Demonstrate Scissors (Jump/Switch)</li> <li>Student Practice.</li> </ul> </li> <li>Climbing Wall: Review rules</li> <li>Ask students to return to the last section climbed from the previous class.</li> <li>Compare climbing versus 'downclimbing.' <ul style="list-style-type: none"> <li>Downclimbing – hand down, foot down.</li> </ul> </li> <li>Call each group up to climb using the following protocols <ul style="list-style-type: none"> <li>"Step up to the wall."</li> <li>"Climb on"</li> <li>Add fitness</li> </ul> </li> <li>Hot Rock Challenge – Climb without touching hot rocks (Purple, Orange)</li> <li>Rotate groups to the right after each person has climbed until all sections have been climbed.</li> </ol>		
Closure: Exit Ticket(verbal): Tell me one this you need to do when downclimbing.		
Key Vocabulary: downclimbing, up climbing		
Assignments: Practice Push Ups, Planks and lunges		
Materials and Aids: Jump Ropes, climbing wall, spot markers		
Assessment: Exit Ticket, quiz at end of the unit		
Special Notes:		

# INSTANT ACTIVITY

- When does activity start for your class?
- What do students do when they enter the classroom?



# MINI COMPETITIONS

RPS Tournament

Around the World RPS

Rock, Paper, Scissors Olympics

Alaskan BSM(Bear, Salmon, Mosquito)

Cone Flips

Cone Flip Olympiad

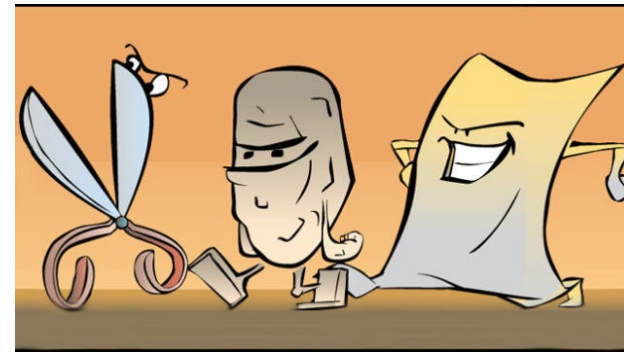
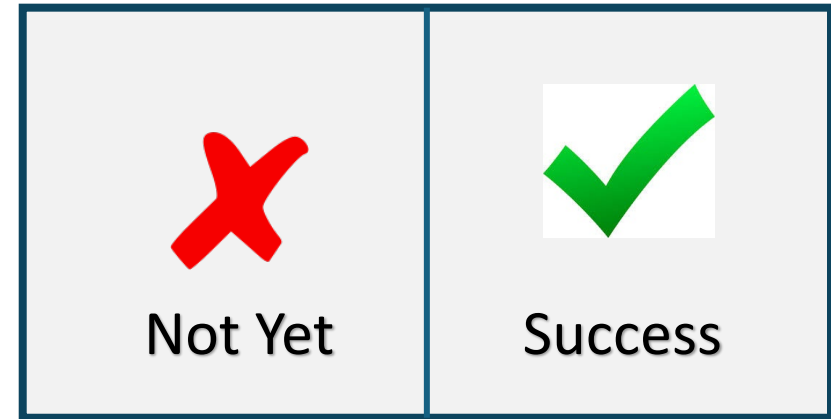
Go for the Gold

# MINI COMPETITIONS

## RPS Tournament

- Divide group into pairs.
- Everyone starts on the center line.
- Each pair plays RPS best 2 of 3.
- Winner moves to 'Success Side' and plays an new partner.
- Loser moves to 'Not Yet' and plays a new partner.
- Players continue to play and move back and forth for 2 to 3 minutes counting number of victories.

- Set Up

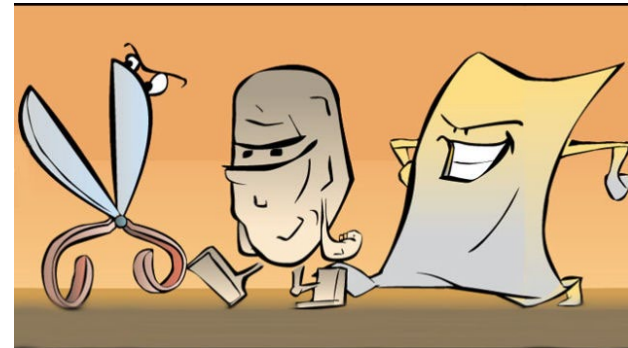
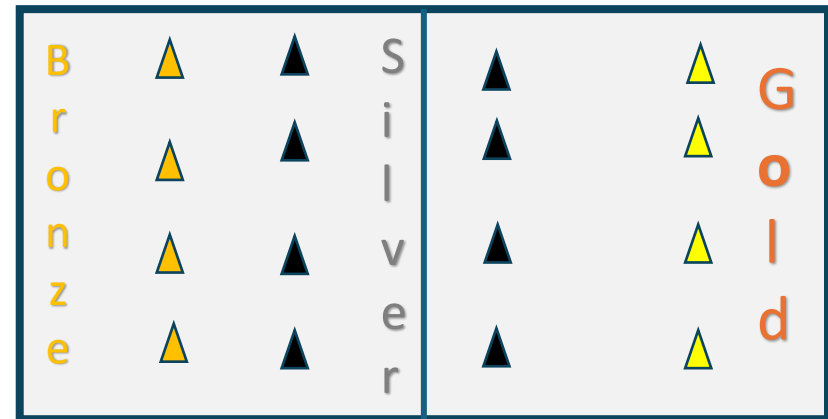


# MINI COMPETITIONS

## RPS Olympics

- Divide group into pairs.
- Everyone starts in the bronze area.
- Each pair plays RPS single round.
- Winner moves to Silver and plays an new partner.
- Loser 'stays and plays' with a new partner in Bronze.
- Winner in Silver moves to Gold and plays a new partner.
- Loser in Silver returns to Bronze and plays a new partner.
- Winner in Gold 'stays and plays' a new partner.
- Alternative version with Feet: Rock- feet together, Scissors – Forward straddle, Paper – Side Straddle.

## ▪ Set Up

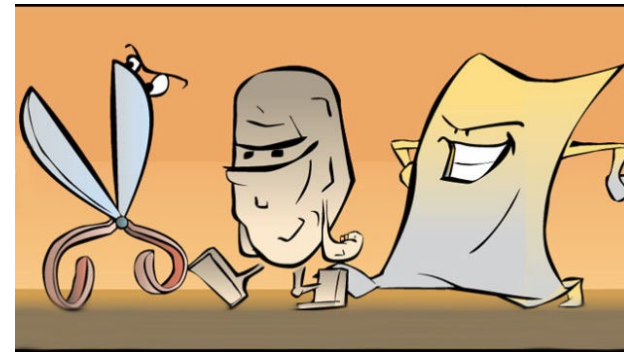
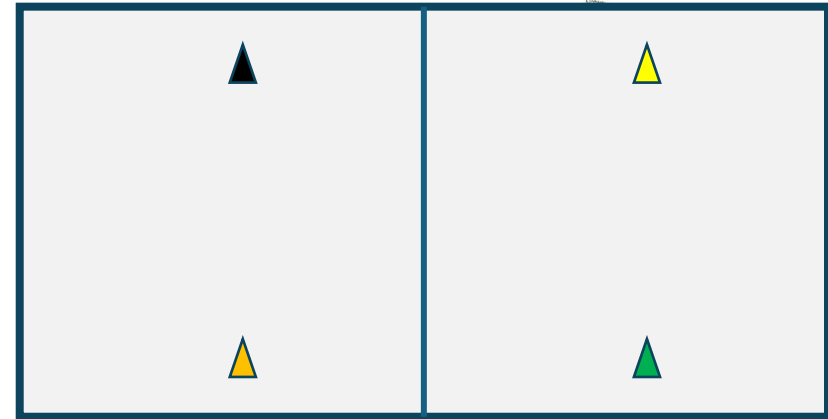


# MINI COMPETITIONS

## Homerun RPS(SPARK™ Activity)

- Divide student equally among the four cones.
- Each cone is designated as home base for each group.
- On signal 'go,' each person finds a partner at his/her home base and plays a single round of RPS.
- Winner advances to the next cone and play another player.
- Loser stays at that cone and plays another partner.
- Play continues.
- When an individual player reach his/her home base cone, they count a run.
- Each student tries to score as many runs as possible.

### ▪ Set Up



# MINI COMPETITIONS



## Alaskan BSM

- Divide group into pairs.
- Partners stand on opposite sides of the center line with backs facing inward.
- Players jump in place 3 times. On the 3<sup>rd</sup> jump each shows either Bear, Salmon, or Mosquito.
- Winner turns and runs to the end line.
- Loser chases and attempts to tag before opponent crosses end line.
- Points if winner crosses line first or loser tags before winner crosses line.
- 3 Points Wins Game
- Signs:
  - Bear – make bear claws with hands
  - Salmon – put hands together in front and make swimming motion
  - Mosquito – hold index finger up to forehead.

### ▪ Set Up



### ▪ Who Wins

- Bear eats salmon
- Salmon eats mosquito
- Mosquito bites bear.



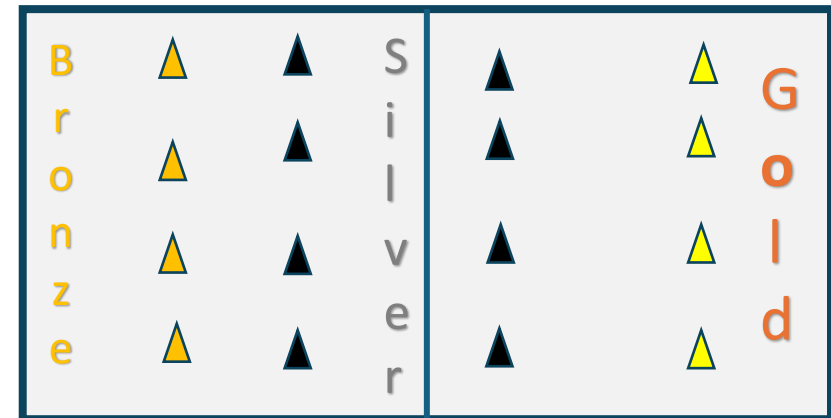
# MINI COMPETITIONS

## Cone Flip Olympics



- Each person needs a cone.
- Divide group into pairs.
- Everyone starts in the bronze area.
- Each player flips cones. First to flip and have it stand upright wins.
- Winner moves to Silver and plays an new partner.
- Loser 'stays and plays' with a new partner in Bronze.
- Winner in Silver moves to Gold and plays a new partner.
- Loser in Silver returns to Bronze and plays a new partner.
- Winner in Gold 'stays and plays' a new partner.

## ▪ Set Up



## ▪ Alternative Fitness Version:

- Bronze – Maintain a squat while flipping.
- Silver – Maintain a plank while flipping.
- Gold – Flip while in crunch position and using feet only.

# Around the World RPS





# New York City



# London, England



# Madrid, Spain



# Paris, France



# Rome, Italy



# Cairo, Egypt



# Aden, Yemen





# Mumbai, India



# Singapore



# Hong Kong



# Shanghai, China



# Yokohama, Japan



# San Francisco, California



# Omaha, Nebraska





# Chicago, Illinois



# Williamsburg, Virginia



# Getting a feel **Cardio** Exercise Intensity: 5 Levels of Physical Activity Intensity

- **Level 1 – MEDIA** (Normal breathing – limitless conversation)
- **Level 2 – DAILY** (Normal breathing – normal conversation)
- **Level 3 - BASE** (Increased breathing – conversation a little more challenging)
- **Level 4 - HEART HEALTH** (faster breathing – broken conversation)
- **Level 5 - MAX** (Intense respiration – blurting words but no conversation)



*@Focused Fitness*

# TEACHING EXERCISE INTENSITY

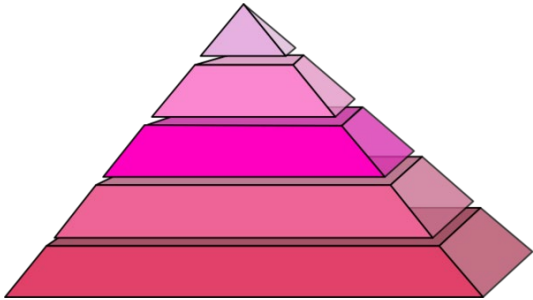
- 60 Second Intervals matched with music/30 second Rest interval.
- 5 Levels of Physical Activity
  - MEDIA(Seated and Talk)
  - DAILY(Easy Walk and Talk)
  - BASE(Fast Walk and Talk)
  - HEART HEALTH(Jog and Talk)
  - MAX(Sprint and Talk)



# LADDER/PYRAMID WORKOUTS

## Individual Pyramid

- Pick 2 or 3 exercise(upper, core, lower).
- Complete 1 exercise of each.
- Complete 2 exercise of each.
- Continue to 5 of each.
- Continue back to 1 of each.



## Countdown Workout

- Pair students
- 2 exercises
- Start pairs on opposite ends of the space.
- On signal 'go,' pairs complete 7 reps of one of the exercises.
- When complete, run to center of area and complete 7 of other exercise.
- Run back to complete 6.
- Continue until finished with 1 rep in the center.

## Team Workout

- 3 or 4 exercises
- Group must complete 60 or 80 reps total of the assigned exercises.
- Each group must decide how many of each exercise each member must complete.



# THROWING A DISC - BACKHAND

## Backhand Throw - Essential Components

- Backhand grip
- Same shoulder to target
- Step to the target
- Snap the wrist
- Point to Target



# KAN JAM™

## Skill Progressions

- Cone hits with a partner.
- Cone Attack
  - 1 pt. – hit the cone
  - 2 pts. – knock down
- Assisted hits with partner
- Super Cone Attack
  - 1 pt. – assisted cone hit
  - 2 pts. – assisted cone knock down
  - 3 pts – unassisted cone hit
  - 5 pts – unassisted cone knock down
- Can practice.
- Kan Jam™ Game Play



Set Up: Two cans facing each other 50 feet apart with slots facing center.



50 Ft.



## Game Play:

- Disc toss is used to determine who throws. Winner of the toss has choice to throw 1<sup>st</sup> or 2<sup>nd</sup> (called the Hammer).
- Teammates stand at opposite ends from each other.
- Throws must be made from behind the front edge of the can.
- Partner opposite thrower may re-direct the disc to assist in scoring. Partners may move in any direction within the playing area when deflecting the disc.
- Partner returns throw in an attempt to score on the opposite end.
- Opposite team then takes a turn throwing and deflecting.
- Both teams must have the same number of throws at the end of the game except if a team scores an INSTANT WIN.
- Contact with the can by any team member is not allowed.
- Opposing team members may not interfere with the thrower or deflector at any time.

## Scoring:

- **DINGER** – 1 point – disc is deflected into the side of the kan
- **DEUCE** – 2 points – player hits kan directly with no assistance from partner.
- **BUCKET** – 3 points – disc is dunk into the kan with assistance from partner
- **INSTANT WIN** – Player successfully throws the disc into the top of bucket.

## Winning:

- **Option 1:** 1<sup>st</sup> team to score exactly 21 points. Points are deducted if a team goes over 21. Example – if a team has 19 points and scores a bucket (22 points), that team's score moves to 16 and play continues.
- **Option 2:** INSTANT WIN – Player successfully throws the disc into the slot or top of bucket.
- **Overtime:** Teams that play to a 21 all tie shall complete another round of throws with highest score during the overtime round deciding the winner.





ASSESSMENT: DO  
THEY KNOW WHAT  
YOU THINK THEY  
KNOW?



It's Test Time!!!

# WHAT ARE THE REASONS FOR GIVING A TEST?



# FOREARM PASS SKILL TEST



## Test Protocol

- Get a partner
- Find a space along the wall.

## Student #1 – Passer

- Start with a toss up on the wall.
- Hit as many passes up on the wall as possible for 60 seconds.

## Student #2 – Counter

- Count the number of successful passes student #1 hits in one minute.
- Switch jobs and repeat.

How about we assess?

# THE ROLE OF ASSESSMENT

- How do you know if your students are learning what you think they are learning?
- Why assess?
  - Provides student accountability for learning.
  - Provides teacher accountability for teaching.
  - Should be ongoing.
  - Provides opportunity for student/teacher interaction.



# STANDARDS-BASED INSTRUCTION

- Students are required to demonstrate competence in a variety of subject areas.
- Competence is defined by a set criteria for performance and not on a comparison of other students' performance.



# STANDARDS

- Content Standards – what students should know and be able to do (NASPE, 1995).
- Performance Standards – seek to answer “How good is good enough?” They define a satisfactory level of performance.





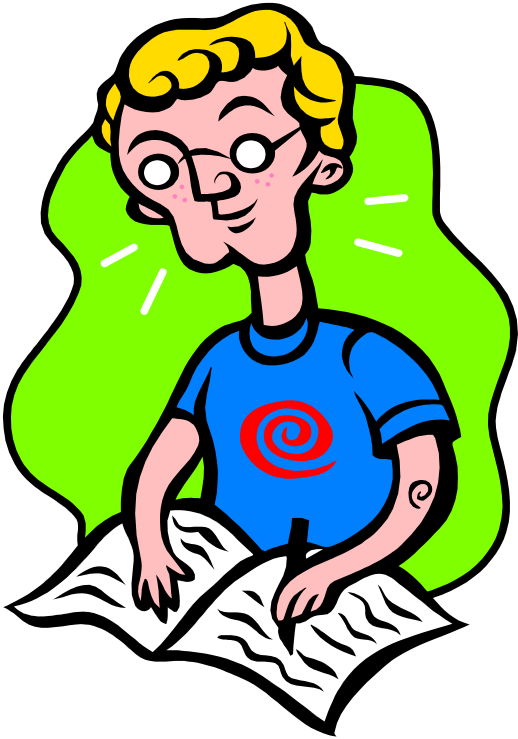
# FORMATIVE ASSESSMENT

## Qualities of the Formative Assessment:

- ☐ Ongoing throughout instructional unit.
- ☐ Allows multiple opportunities to meet the standard.
- ☐ Teach, practice, assess, remediate, practice, re-assess, etc...
- ☐ Researched based effective instruction uses formative assessment .



# SUMMATIVE ASSESSMENT

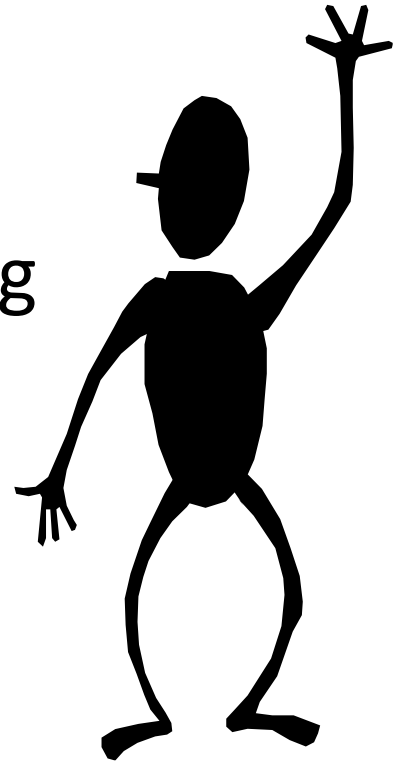


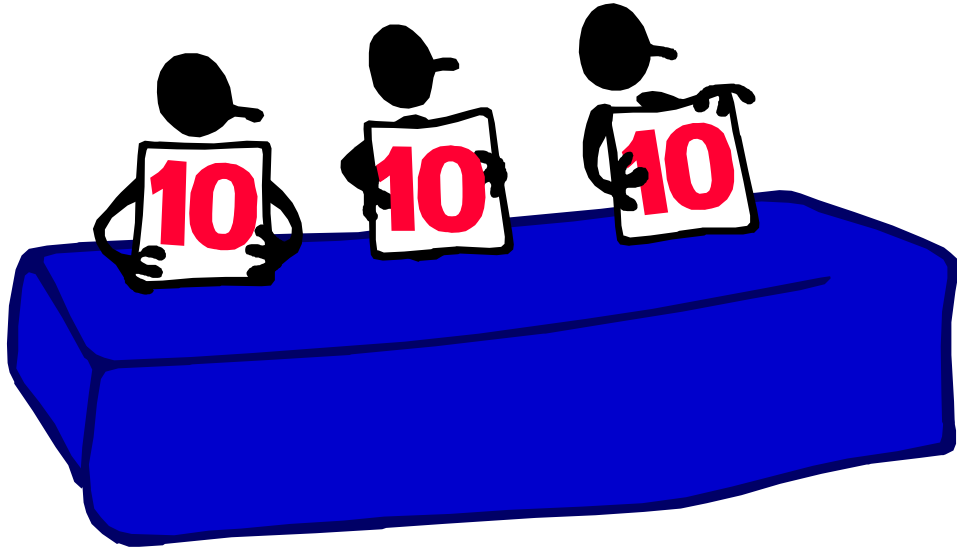
## Qualities of the Summative Assessment:

- ☐ Completed at the end of the instructional unit.
- ☐ Provides one opportunity to meet standard.
- ☐ Teach, practice, assess, next unit.
- ☐ Is appropriate in some instances.

# HOW CAN WE ASSESS LEARNING?

- Observation
  - Self, peer, teacher.
- Cognitive assessments
  - Written, student logs or journals.
  - Projects (brochure, mnemonic devices, skill teaching younger students, skill demonstration, etc....)
  - Performance skill test





# QUALITATIVE VS. QUANTITATIVE

- Should we be more concerned with the quality of the performance or the quantity of the performance?

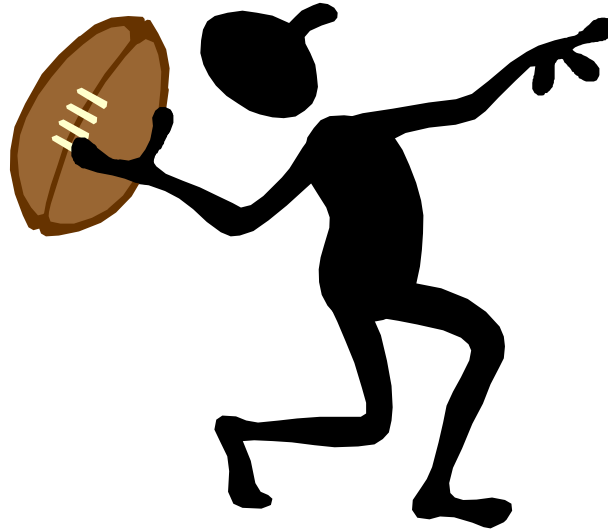
# FORMATIVE VS. SUMMATIVE

- Should assessment be ongoing or should it just be at the end?



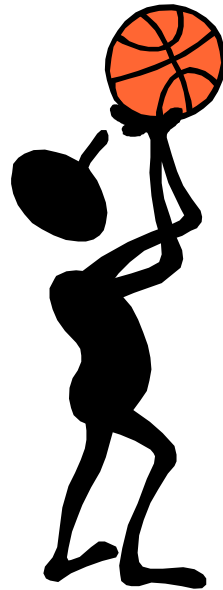
# HOW DO WE PROVIDE FEEDBACK?

Positive or Neutral vs. Negative



# HOW DO WE PROVIDE FEEDBACK?

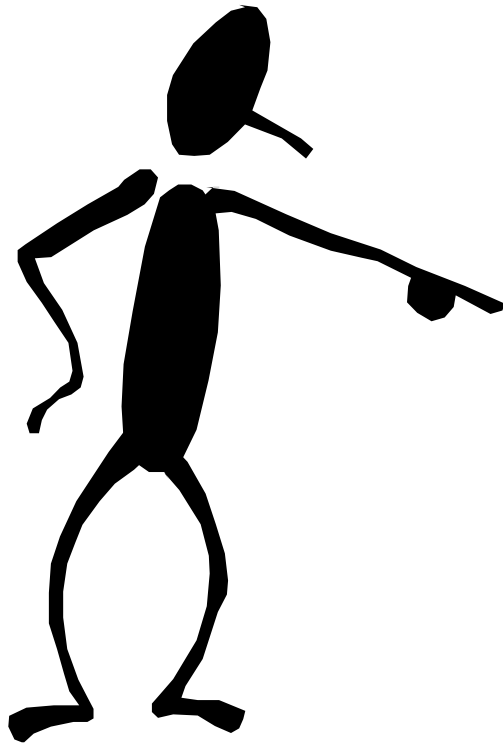
Specific vs. General



# HOW DO WE PROVIDE FEEDBACK?

Congruent vs. Incongruent

Does the feedback match the task?





# FOREARM PASS ASSESSMENT



## Volleyball Forearm Pass Check

Name: \_\_\_\_\_

Checking Partner: \_\_\_\_\_

***Observe your partner while they serve. Check each of the following you see during your observation.***

- \_\_\_\_\_ Hands connected and arms extended.
- \_\_\_\_\_ Receives pass from the ready position.
- \_\_\_\_\_ Strikes ball with the forearms.
- \_\_\_\_\_ Lifts volleyball using the legs.

# RPE Chart

Rate of Perceived Exertion

<b>10</b>	<b>Max Effort Activity</b> Feels almost impossible to keep going. Completely out of breathe, unable to talk.
<b>9</b>	<b>Very Hard Activity</b> Very difficult to maintain exercise intensity. Can barely breath and speak a single word.
<b>7-8</b>	<b>Vigorous Activity</b> On the verge of becoming uncomfortable. Short of breath, can speak a sentence.
<b>4-6</b>	<b>Moderate Activity</b> Feels like you can exercise for hours. Breathing heavily, can hold short conversation.
<b>2-3</b>	<b>Light Activity</b> Feels like you can maintain for hours. Easy to breathe and carry a conversation.
<b>1</b>	<b>Very Light Activity</b> Anything other than sleeping, watching TV, riding in a car, etc.


# ASSESSING MVPA

RPE Tap Out

Daily Step/MVPA card

Line and Roll

Download

	<b>Daily Step/MVPA Count Card</b>
Name: _____ Period: _____	
Pedometer #: _____ Grade: _____ Date: _____	
Step Count: _____ Act. Time: _____	
MVPA Time: _____	

# WRAPPING IT ALL UP

## Intended Learning Outcomes:

- ✓ ■ Explore and analyze various ways to provide structure to the instructional experience in the Physical Education setting.
- ✓ ■ Experience instructional activities that can be used to build a cooperation, teamwork, and positive learning environment within the physical education classroom.
- ✓ ■ Examine ways to assess learning in the Physical Education setting.

What happens next?