



2018 TAHPERD CONVENTION



Pete Charrette

"ARE YOU UP TO THE TASK"

#	GLO	ACTIVITY	EQUIPMENT/MATERIALS	LOCATION
1	S1.E16 Manipulative- Catching	Beanbag/Scarf Skill & Movement Warm-up	<ul style="list-style-type: none"> • 1 beanbag/scarf per person • music 	Open Space
2	S4.E4 Working with Others	Fidget Spinner Skills and Fitness	<ul style="list-style-type: none"> • 1 Fidget Spinner for every 2 or 3 students • Fidget Spinner boards • music 	Open Space
3	S4.E2 Personal Responsibility	PE Skill Super Challenges	<ul style="list-style-type: none"> • Challenge Sheets • Beanbags, Jump Ropes, Balloons, PG Balls, Noodles • music 	Skill Development Points Around Gym
4	S1.E13/14 Manipulative- Throwing	Manipulative Skill Stations- Overhand Throw and Underhand Toss	<ul style="list-style-type: none"> • 6-8 Cones • 6-8 target variations • scoresheets • music 	Station Areas Around Gym or Outside
5	S4.E3 Accepting Feedback	Peer Assessment	<ul style="list-style-type: none"> • Peer Assessment Sheets • Station targets and balls • Music 	Station Areas Around Gym or Outside
6	S1.E1 Locomotor	Jigsaw PE Skills & Fitness	<ul style="list-style-type: none"> • Puzzles in baggies • Hula hoops • Polyspots • Equipment spread out • music 	Perimeter Lines



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SHOWCASE ACTIVITY

DESCRIPTIONS



#	ACTIVITY	INSTRUCTIONS	GLO
1	Beanbag/Scarf Skill & Movement Warm-up	<ul style="list-style-type: none"> ✓ Each student is given a beanbag or scarf and are encouraged to find some open space in which to work. Students begin with movements with basic tossing and catching movements ✓ This is usually a teacher-led warm up (although student volunteers can be used). ✓ Using music to help with rhythm, the teacher leads the students in a number of creative tosses, catches, balances and rhythm movements ✓ Creativity in movement is ENCOURAGED 	<p>S1.E16</p> <p>Manipulative-Catching</p>
2	Fidget Spinner Fitness	<ul style="list-style-type: none"> ✓ Students take turns (if in small groups or partners) spinning the Fidget Spinner in the middle of the board and performing the movement/exercise indicated by the fidget spinner tape arrow (indicator) or alternating spinning and performing the movement ✓ As an alternative, 3 different color arrows/triangles (one for each prong) could be used. Groups of 3 students could be utilized, with each student per group taking on a color. This method would allow 3 different movements to go on at each board simultaneously ✓ The FIRST spin should be a “BABY” spin since the fidget spinners spin for a good bit of time. The other spins can be a little harder to provide adequate time in which to perform the movement ✓ The spinner arrow(s) serves as the exercise/movement indicator and the fidget spinner serves as the timer for students to move and exercise to. When it spins they move. When it stops, they stop 	<p>S4.E4</p> <p>Working with others</p>





SHOWCASE ACTIVITY

DESCRIPTIONS

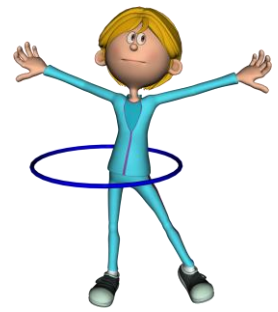


#	ACTIVITY	INSTRUCTIONS	GLO
3	PE Skill Super Challenges	<ul style="list-style-type: none"> ✓ Place “PODS” of equipment around your playing area. You do not have to use all of the sheets in a given lesson. You could do beanbags, hoops and juggling scarves one day and playground balls, ropes and paddles on another. Whatever works for you and your facility, equipment and/or situation ✓ Place or post the corresponding challenge sheets near the appropriate equipment area. You can also add the optional incentive DAB tickets near the equipment areas as well ✓ Break your students up into partners or small groups and have them start at one of the equipment areas to perform their Super Challenges ✓ Instruct them to complete a Super Challenge sheet in the given area and move to any other area to complete another sheet. They do not have to stay in an area but can move to a uncrowded area for the next challenge ✓ The optional DAB tickets can be collected after successful completion of each challenge sheet 	<p>S4.E2</p> <p>Personal Responsibility</p>
4	Manipulative Skill Stations	<ul style="list-style-type: none"> ✓ Discuss/Demo the proper skill cues ✓ Display signs in select areas in your gym or playing area so that students can use them for reference ✓ Discuss and demonstrate each individual station ✓ Use select students to display proper cues and highlight their correct action ✓ Group students and have them travel to a beginning station ✓ Use music (if possible) to start and stop station play- Have the students stay at a station for 3 to 7 minutes and then rotate them to the next station in a clockwise direction- Make sure students move in a safe manner ✓ After the students have completed all of the stations, bring them together to discuss and review the learned cues. 	<p>S1.E13/14</p> <p>Manipulative Throwing</p>



SHOWCASE ACTIVITY

DESCRIPTIONS



#	ACTIVITY	INSTRUCTIONS	GLO
5	Peer Assessment	<ul style="list-style-type: none"> ✓ Peer Assessment sheets provide columns with critical components ✓ Visuals help the students and teachers see the desired movements ✓ Element/Cue descriptors define the components of the skill ✓ Columns with animated ball visuals that students and teachers use to indicate (by circling) whether they “got it” or they are still “working on” the skill ✓ Students (in groups of 2 or 3) take turns performing skills and assessing each other on specific PE skills, based on the “elements/cues” and visual pictures 	<p>S4.E3</p> <p>Accepting feedback</p>
6	Jigsaw Fitness	<ul style="list-style-type: none"> ✓ Students in small sized, single relay lines of 2 - 3 students, take turns traveling and putting fitness puzzle pieces together and then collectively performing the puzzle task ✓ The locomotor movement and pathway to receive a puzzle piece can be varied ✓ Fitness exercises (i.e. pushups, jumping jacks) can be performed prior to receiving a puzzle piece ✓ After completing the puzzle, a team can exchange for another puzzle 	<p>S1.E1</p> <p>Locomotor</p>

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