



2018 TAHPERD CONVENTION

“Movement Experiences That Engage!”



Pete Charrette

#	GLO	ACTIVITY	EQUIPMENT/MATERIALS	LOCATION
1	S1.E3 Locomotor Movement	Non-Traditional Jump Rope Fitness Warm-up	<ul style="list-style-type: none"> 1 jump rope per person music 	Open Space
2	S4.E4 Working with Others	Fitness Adventure Zoo Crew	<ul style="list-style-type: none"> Zoo Crew F. A. Signs music 	Selected random areas
3	S2.E1 Movement Concepts	Crosscourt Shuttle Fitness (3 in a line)	<ul style="list-style-type: none"> Polyspots Wands/Noodles 	Perimeter Lines
4	S1.E1 Locomotor	<u>QUICK MOVERS</u> 4 Corner fitness/ 3 Ring Circus/ Meet in the Middle (video)	<ul style="list-style-type: none"> Polyspots or lines music 	Perimeter Lines
5	S1.E2 Locomotor	Half Pacer	<ul style="list-style-type: none"> Pacer Lines or coned off area(s) Pacer tape and music 	Pacer Lines Perimeter Lines
6	S3.E2 Engages in Physical Activity	TABATA	<ul style="list-style-type: none"> Visuals (cones) Music TABATA Pro App 	Exercise Points Around Gym



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7	S4.E4 Working with Others	PE Scrabble Scramble	<ul style="list-style-type: none"> Scrabble Letters Polyspots music 	Perimeter Lines
8	S4.E4 Working with Others	Skill Related Components of Fitness Circuits (Agility/Speed/Balance/Kinesthetic A.)	<ul style="list-style-type: none"> Components of Fitness Cards Spot markers Music mats? 	Skill Development Areas Around Gym
9	S4.E1 Personal Responsibility	AMRAP	<ul style="list-style-type: none"> Visuals (cones) Music Music 	Exercise Points Around Gym
10	S4.E3 Accepting Feedback	Reciprocal Teaching (Jump Rope)	<ul style="list-style-type: none"> Jump Rope progressive skill card visuals 1 jump rope for every 2 Music 	Open Space
11	S4.E5 Rules and Etiquette	Tic-Tac-Toe Fitness	<ul style="list-style-type: none"> Tic-Tac-Toe Playing Cards 4 Cones music 	Open Space with an Outside Running Area
12	S4.E4 Working with Others	Long Rope Jump Stations	<ul style="list-style-type: none"> Long Ropes Station Signs Music 	Skill Development Areas



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SHOWCASE ACTIVITY

DESCRIPTIONS



#	ACTIVITY	INSTRUCTIONS	GLO
1	Non-Traditional Jump Rope Fitness Warm-up	<ul style="list-style-type: none"> ✓ Each student is given a jump rope and are encouraged to find some open space in which to work. Students begin with movements with the rope on the ground ✓ 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 2 foot jumps, 1 foot hops, locomotor movement and balance skills ✓ Using music to help with rhythm, the teacher leads the students in a number of non-jumping (turning the rope and step through) movements to develop coordination ✓ Creativity in movement is ENCOURAGED 	<p>S1.E3 Locomotor</p> <p>Jumping and landing, horizontal plane</p>
2	Fitness Adventure Zoo Crew	<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>





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3	Crosscourt Shuttle Fitness (3 in a line)	<ul style="list-style-type: none"> ✓ On cue (preferably music), the first student in a line performs a teacher-directed locomotor movement to the middle exercise line, then performs a teacher-directed exercise/movement and continues on to the opposite line where they give their teammate a high 5 ✓ The teammate that was given 5 then repeats (in the opposite direction) what the first student did and gives 5 to the next teammate (continue this process) ✓ Change the locomotor movement and health-related fitness exercise every 2 to 3 minutes 	S2.E1 Movement concepts Space
4	<u>QUICK MOVERS</u> Meet you in the Middle	<ul style="list-style-type: none"> ✓ Discuss/Demo the proper skill cues ✓ On cue (preferably music), students run to a middle line where they each tell the other an exercise to do (see exercise/movement page) ✓ After hearing the exercise chosen by their partner, the students return to their starting line and perform the exercise a set number of times (must be age appropriate) 	S1.E1 Locomotor
5	Half Pacer	<ul style="list-style-type: none"> ✓ Discuss/Demo pacer running lines ✓ Split class into 2 groups that will run: 1. cross court and 2. down court ✓ On cue (Fitnessgram Pacer tape), 1st group runs to pacer line across the court on the first beep ✓ The 2nd group waits for the first group to clear and then they run down court on the 2nd beep ✓ This continues for a set number of beeps ✓ Swap the groups at a halftime mark 	S1.E2 Locomotor Jogging/ Running



SHOWCASE ACTIVITY

#	ACTIVITY	INSTRUCTIONS	GLO
6	TABATA	<ul style="list-style-type: none"> ✓ Place cones with TABATA signs/posters attached on them in select places in your gym ✓ As students enter the playing area, instruct them to find a workout poster and begin performing the 6 exercises according to the TABATA Timer (20 sec MOVE, 10 sec REST). They will collect a number/color-coded ticket every time they finish a workout ✓ The students will continue the process of the exercise/rest using the 20 seconds/10 second ration of work/rest. A TABATA timer can be used though an app audibly or a screen showing the timer can be used 	<p>S3.E2</p> <p>Engages in physical activity</p>
7	PE Scrabble Scramble	<ul style="list-style-type: none"> ✓ Students begin around the perimeter of a gym/court in small groups of 2, 3 or 4 in short relay lines ✓ The teacher designates a locomotor movement (i.e. skip, hop, walk, run, slide-step, crab walk, etc.) and the first person in each small group takes off toward the middle area where the scrabble Scramble letters are located ✓ The first student brings back a letter which starts the word spelling process ✓ The next player in the small group takes off and repeats the process. As the first person in line is moving to get another letter, the rest of the group is spelling words. ✓ Letters can be used in 2 words and pt. values can be totaled 	<p>S4.E4</p> <p>Working with others</p>
8	<p>Skill Related Components of Fitness Circuits</p> <p>(Agility/Speed/Balance/Kinesth etc A.)</p>	<ul style="list-style-type: none"> ✓ Group students and have them travel to a beginning exercise task card ✓ Use music (if possible) to start and stop the circuit- Have the students stay at an exercise station for 30 to 60 seconds and then rotate them to the next card in a clockwise direction- Make sure students rotate in a safe manner ✓ After the students have completed the circuit, bring them together to discuss and review speed/agility. Review the definition and benefits of speed/agility and talk about the exercises and activities that help to increase it ✓ Have the students fill out the optional exit slips (cognitive assessment for Speed/Agility) 	<p>S4.E4</p> <p>Working with Others</p>



SHOWCASE ACTIVITY

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#	ACTIVITY	INSTRUCTIONS	GLO
11	AMRAP	<ul style="list-style-type: none"> ✓ Place cones with AMRAP signs/posters attached to them in select places in your gym ✓ On a teacher signal (preferably music), the students move to one of the AMPAP posters/signs and begin to go through the 6 exercise/movement cycle. ✓ Place the tickets nearby ✓ Students work at their own pace and collect tickets after completing an entire round at each poster/sign ✓ The process continues for a teacher-designated, set time ✓ Examples of exercises: push-ups, curl-ups, jumping jacks, frog jumps, burpee's, ½ turns, wall sits, squats, march in 	<p>S4.E1</p> <p>Personal responsibility</p>
10	Reciprocal Teaching (Jump Rope)	<ul style="list-style-type: none"> ✓ Place the Jump Rope Skill Sheets in set areas around your gym. Spread them out for easier distribution ✓ Place jump ropes in selected areas around the gym or use helpers in the rope distribution process. 1 rope for each partner team ✓ Break your students up into partner groups and provide them with a starting sheet. Note- this activity works better if students work with partners that are of similar ability. That can be predetermined by the teacher or by asking students to find someone that may be at their same rope jumping skill level ✓ On the first day, have all students start at level 1 but if done for multiple days, students can start off where they left off during their last lesson ✓ Instruct them to work together and take turns being “doers” and “observers.” While the doer is performing the skill, the observer is providing feedback. Students switch roles every few minutes ✓ Reinforce to the students that they should practice the skills and try to master them before moving on to the next sheet 	<p>S4.E3</p> <p>Accepting feedback</p>





SHOWCASE ACTIVITY

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#	ACTIVITY	INSTRUCTIONS	GLO
11	Tic-Tac-Toe Fitness	<ul style="list-style-type: none"> ✓ Students move to an exercise “personal space” area somewhere in the gym ✓ Each partner group will put their Tic-Tac-Toe Fitness Card in front of them, on the ground, to share and play the game ✓ Partners determine who will go first and place down the first X or O marker ✓ Regulation games of Tic-Tac-Toe are then played (with each partner group) except that when a marker is placed in a box, the exercise listed in that box must be performed by the <u>other</u> partner (i.e. 10 pushups or 15 jumping jacks) ✓ The second partner then places his/her marker in the box and the first partner then performs the exercise movement ✓ Play continues until 1) One of the partners connects 3 markers vertically, diagonally or horizontally or 2) No more moves can be made ✓ The winner can have the other partner do a lap around the perimeter and have the choice to join them if they desire 	<p>S4.E5</p> <p>Rules & etiquette</p>
12	Long Rope Jump Stations	<ul style="list-style-type: none"> ✓ Go over skills and safety ✓ Group students and send them to a long jump rope area that includes rope and instructional jump rope signs ✓ Rotate groups or Station Signs every 5 or 6 minutes ✓ Monitor and provide feedback to groups 	<p>S1.E3</p> <p>Locomotor-Jumping and Landing</p>

