Effective
Affective
PE

Presented by:
Nick Kline, NBCT
nkline@usgames.com
@PEtop5
Today’s Agenda

Instant Activity
• Ahh, Umm, Err
• Toss 3

Limited Equipment
• Hoop It Up
• Chariot Race

PSR
• Down and Back
• Robotics Lab

Plug and Play
• 4-Corner Boogie
• Team Triangle Tag

Active Classroom
• Sort Yourselves
• Warm or Cold

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CONTACT INFORMATION
Nick Kline
607-423-4403
nkline@usgames.com
Twitter: @PEtop5
Blog: www.PEtop5.com
STUDENT TARGETS

- **Skill**: I will accurately toss and catch with a partner.
- **Fitness**: I will stay actively engaged and warm up my body.

ACTIVITY SET-UP & PROCEDURE

**Equipment:**
- 1 ball per 2 students
- 4 cones

**Set-Up:**
1. Create a large activity space using 4 cones to mark boundaries.
2. Scatter pairs of students throughout the activity area. Each pair with a ball.

**Activity Procedures:**
1. Today we’re going to think about the five food groups while we practice tossing and catching skills.
2. The object of Toss 3 is to work with as many Toss 3 partners as you can while the music is playing.
3. When the music starts, the partner with the ball will begin with a toss. Each pair will make 3 tosses. The partner who now has the ball will travel and find a new partner who does not have a ball.
4. With each toss, name a food from the Grain food group (change food groups each round).
5. Freeze when the music stops.

**Grade Level Progression:**

**K**: Play the game with a balloon or yarn ball. Add the nutrition element only after students have mastered the toss/catch task.
**1st - 2nd**: Play the game as described at a walking pace.
**3rd – 5th**: Add a variety of locomotor skills. Alternate passing tasks (e.g., basketball bounce pass, floor hockey passing, etc.).

**STANDARDS & OUTCOMES Addressed**

- **Standard 1 [E16.3-5c]** Catches a gently tossed hand-sized ball from a partner, demonstrating four of the five critical elements of a mature pattern (3); Catches a thrown ball at chest/waist level using a mature pattern in a non-dynamic environment (4); Catches with accuracy, both partners moving (5b); Catches with reasonable accuracy in dynamic, small-sided practice tasks (5c).

**DEBRIEF QUESTIONS**

- **DOK 1**: What does “accurate” mean?
- **DOK 2**: How does the accuracy of a toss affect a person making a catch?
- **DOK 3**: What do you think the purpose of this activity is? Can you support your answer with facts and examples?
DOWN AND BACK RELAY

STUDENT TARGETS

Skill: I will pass/hand off my team's objects under control and in a safe manner.
Cognitive: I will define the word "independent" and discuss how it applies to my behavior in physical education.
Fitness: I will stay actively engaged in physical education class in order to accumulate a maximum amount of physical activity minutes.
Personal & Social Responsibility: I will demonstrate personal responsibility through teamwork and cooperation.

TEACHING CUES

Stay Ready
Pass Quickly with Control

ACTIVITY SET-UP & PROCEDURE

Equipment:
- 2 hoops per 6 students
- 6 beanbags per 6 students
- 6 foam balls per 6 students

Set-Up:
1. Using hoops, create 2 parallel lines 20-30 feet apart.
2. Place 5 beanbags and 5 foam balls in the hoops along one side of the activity area.
3. Create teams of 6 students and space each team evenly between two hoops.

Activity Procedures:
1. This is a Down and Back Relay. The object is to see how many times your team can send the pile of foam balls and beanbags back and forth between the hoops in 2 minutes.
2. Here’s the rules:
   a. You can only hold 1 object at a time.
   b. You must pass objects to the person next to you (do not skip anyone).
   c. All objects must make it to the opposite hoop before you reverse directions.
   d. All objects must remain in the hoop until you hear the GO signal.
   e. After each 2-minute round, teams will have 1 minute to revise their strategy.

Grade Level Progression:
3rd: Play the activity as described above.
4th: Add a rule. Allow the team who completes the most repetitions to create a rule for the next round of play.
5th: Add referees. One player from each team rotates and acts as a referee for one of the other teams.
DOWN AND BACK RELAY

CHALLENGE PROGRESSIONS

Add a muscular endurance component with students playing from plank or crunch positions.

MODIFICATIONS

Use large objects, such as large foam balls, that are easier to hold and pass.

ACADEMIC LANGUAGE

Personal Responsibility, Independent, Interpersonal, Referee, Teamwork, Cooperation

STANDARDS & OUTCOMES ADDRESSED

- **Standard 3 [E2.3-5]** Engages in the activities of physical education class without teacher prompting (3); Actively engages in the activities of physical education class, both teacher-directed and independent (4); Actively engages in all the activities of physical education (5).
- **Standard 4 [E1.3-5]** Exhibits personal responsibility in teacher-directed activities (3), Exhibits responsible behavior in independent group situations (4), Engages in physical activity with responsible interpersonal behavior (e.g., peer to peer, student to teacher, student to referee) (5).
- **Standard 5 [E4.3-5]** Describes the positive social interactions that come when engaged with others in physical activity (S5.E4.3); Describes/comparisons the positive social interactions when engaged in partner, small-group and large-group physical activities (4); Describes the social benefits gained from participating in physical activity (e.g., recess, youth sport) (5).

DEBRIEF QUESTIONS

- **DOK 1**: What does independent mean?
- **DOK 2**: How does your ability to work independently affect your team’s performance? Support your answer with facts and examples.
- **DOK 1**: What does cooperation look like in physical education class?
- **DOK 2**: Can you summarize how well your team cooperated during the Down and Back Relay? Provide specific examples.
- **DOK 3**: How is cooperation related to performance in your favorite sport or recreational activity? Support your answer with facts and examples.

TEACHING STRATEGY FOCUS

Help students elaborate on content: It would be very easy for students to say that their team worked independently or cooperatively. Don’t let them off the hook. Ask for facts and specific examples in order to help students develop the ability elaborate on new information and experiences.
**ACTIVITYSET-UP & PROCEDURE**

**Equipment:**
- UNO Cards

**Set-Up:**
1. Place 1 UNO card on each student’s desk – face down, without students seeing the card.
2. Distribute UNO cards in number-order with identical sets for each color. For example, numbers 1 through 6 from red, blue, green and yellow.
3. Students stand up next to their desk and push their chairs in.

**Activity Procedures:**
1. It’s Active Classroom Time! Let’s play Sort Yourselves! From this point on, there’s no talking.
2. Each student has an UNO card face-down on their desk. When I say, “Cards up!” put your UNO card on your forehead (without looking at it) so that your classmates can see it. When I say, “GO!” group yourselves by color without talking. No peeking at your own card!
3. **TEACHER NOTES:**
   - As an additional challenge, after students group by color, have them line up in number order.

**Academic Language Focus:**
- **Nonverbal Communication** (noun) A transfer of information without the use of spoken language; rather, with the use of elements such as facial expressions, hand gestures, posture, etc.
- Discuss and reinforce the importance of positive, nonverbal communication.

**STANDARDS & OUTCOMES ADDRESSED**

**College & Career Readiness (Speaking & Listening)**
Participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.

**College & Career Readiness (Language)**
Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level.

**DEBRIEF QUESTIONS**

**Depth of Knowledge (DOK) Tiered Question Sets:**
- **DOK 1:** How can you recognize nonverbal communication?
- **DOK 2:** How did you apply nonverbal communication skills in this activity?
- **DOK 3:** How do you change your nonverbal communication signals to communicate different emotions?