Making Every Minute Count

Strategies for Increasing MVPA in PE



Presented by:

Jeff Mushkin

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Partner Tag

Learning Objectives

- Students will be able to chase and flee with a partner.
- Students will be able to move quickly and safely in general space.
- Students will be able to follow the rules of a simple game.

Learning Targets

- I can chase a partner safely in general space.
- I can flee from a partner safely in general space.
- I can warm up my large muscles.

Teaching Cues

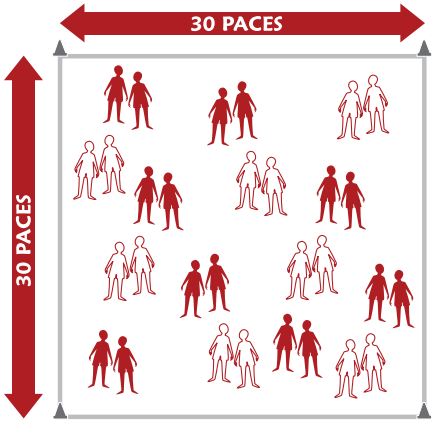
- Tag your partner gently with a 2-finger tag.
- Use fakes, feints, and change directions to flee from your partner.
- Be aware of other students as you turn to flee.

PREP

- 4 cones for boundaries
- 2 paper plates per student (optional)
- Music and player

SET

- Create a large (30 x 30 paces) activity area.
- Pair students. Scatter pairs within area.



TEACH

1. Lesson Objective

- The object of ***Partner Tag*** is for partners to chase and flee each other in general space.

2. Instructions

- One of you is the first Chaser, the other is the first Fleer. Decide now.
- On the signal, fleers walk away from chasers, while chasers do 3 jumping jacks.
- After completing the jumping jacks, the chaser tries to fast walk and safe tag *(2-finger tag)* their partner *(fleer)* between the shoulders and the waist.
- When the chaser tags the fleer, switch roles. The new chaser completes 3 jumping jacks before chasing their partner.

REFLECTION QUESTIONS

- What safety tips did you need to remember during Partner Tag?
- Can you tell me why you needed to change speeds during the activity?
- How did you successfully flee from your partner?

Cardio Cards

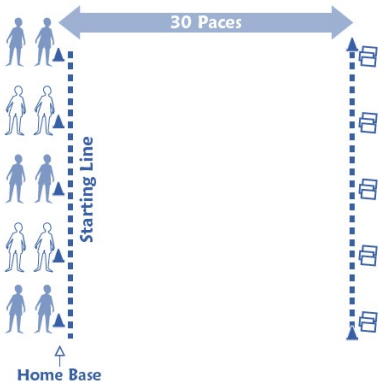
Learning Objectives
- Students will be able to explain the role of MVPA in fitness
- Students will participate in MVPA for sustained periods of time.
- Students will exhibit adherence to rules in physical activities.

Learning Targets
- I can explain the importance of MVPA.
- I can stay engaged in activities that keep my heart rate up.
- I can follow rules to play fairly.

Teaching Cues
- Be ready to go when your partner returns. Give them a high-five.
- Run with your head up and your eyes alert to avoid collisions.
- Turn over only one card and bring just the one card back with you.

PREP
- 1 deck of cards per 10 participants
- 1 cone per 10 participants

SET
- Form teams of 2.
- Create a starting line with cones.
- Scatter playing cards face down along a line 30 paces across from starting line.
- Pair participants on starting line



TEACH
1. **Lesson Objective**
   - The object of ***Cardio Cards*** is to collect the best 5 cards you can.
2. **Instructions**
   - *(Can play poker-style, highest total using the sum of 5 cards, or another variation.)*
   - On signal, alternate with your partner, sprinting to the opposite baseline to get a card.
   - Leave your cards at the starting line when you return.
   - After collecting 7 cards, do jumping jacks *(or selected exercise)* until the signal.
   - You must alternate with your partner, taking 1 card at a time.
   - There is no "window shopping", the first card you touch is the one you take.
   - Leave your "home" baseline only after your partner has crossed it. Give a high five.
   - *Have 1-2 students collect the cards and return spread them across the baseline. Repeat the game with a variation.*
3. **Challenges**
   - We'll play for a set time, once you get to 7 cards you can trade one in one at a time. (*Play for 2-3 minutes)*
   - Switch and ditch! At the end of the collection time, slide 2 of your cards face down to the pair to your left and 1 card face down to your right. Pick up your new cards and calculate your hand.
   - We will choose 1 card to be wild and you can make it any card you would like. *(Choose a number or face card)*

Aerobic Bowling

Learning Objectives

- Students will roll a ball with accuracy.
- Students will participate in MVPA for sustained periods of time.
- Students will work cooperatively within a group.

Learning Targets

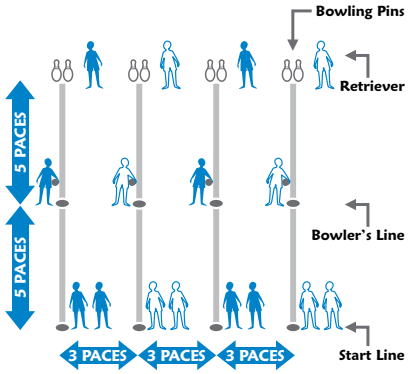
- I can roll a ball at a target with control and accuracy.
- I can actively participate in activities that keep my heart rate up.
- I can demonstrate respect for myself and others by working hard and encouraging others.

Teaching Cues

- Bowlers, call the score aloud after you bowl.
- Ball retrievers, move quickly to pass the ball to the next bowler.
- New bowlers, move to the bowling line quickly.

PREP

- 2 spot markers per 4 students
- 2 cones or bowling pins per 4 students
- 1 ball per 4 students



SET

- Create bowling lanes with cones 3-5 paces apart depending on the amount of space available.
- Place pons end end of lane then 1 spot marker 5-7 paces away, then the other spot marker 5-7 more paces from that one.
- Place groups of 4 at each lane; ball retriever at the pins, bowler at the first spot, 2 others at the second spot.

TEACH

1. Lesson Objective

- The object of ***Aerobic Bowling*** is for your group tries to knock down as many pins as you can before the stop signal by rolling the ball toward the pins/cones.

2. Instructions

- On signal, the Bowler (at first spot) rolls the ball toward pins/cones.
- Bowler immediately follows the ball and sets up any knocked down pins/cones for next bowler.
- Then the Bowler take the place as the new Ball Retriever and stands behind the pins.
- Ball Retriever retrieves rolled ball, runs it back to the spot and bounce passes it to the new bowler
- Then the Ball Retriever continues to the second spot.
- When you are at the second spot, you are the next Bowler.
- Continue bowling, setting up pins, retrieving, and running until signal.
- **Scoring**
  - Strike (both pins knocked down) = 10 points
  - Spare (1 pin knocked down) = 5 points

3. Challenges

- How quickly can your group score 50 points?
- How many points can your group score before the signal?

SPARK PHYSICAL EDUCATION GRADES 3-6

Action Go Rings

Learning Objectives

- Students will engage in MVPA for sustained periods of time.
- Students will apply offensive and defensive strategies in a large-group activity.
- Students will exhibit respectful and responsible behavior in small group situations.

Learning Targets

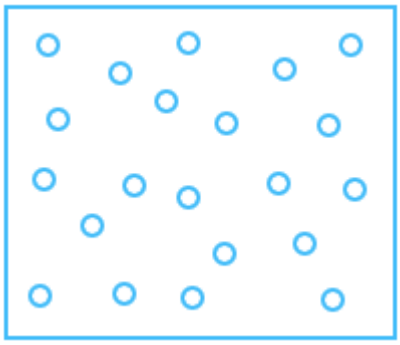
- I can participate in activities that keep my heart rate up.
- I can use dodging skills to avoid being tagged.
- I can work cooperatively and safely with others while following rules.

Teaching Cues

- Listen for the stop and start signals.
- Use a 2-finger safe tag between the shoulders and waist.
- When tagged, take off 1 ring and place it on the floor.

PREP

- 10 Sets of Rainbow® GoRings™
- 4 cones for boundaries



SET

- Create a large (30 x 30 paces) activity area.
- Scatter the rings around the entire play area.
- Designate a quarter of the students as Taggers.
- The remaining students are Collectors.
- Students begin the game scattered around the activity area.

TEACH

1. Lesson Objective

- The object of the game of **Action Go Rings** is to get as many points as you can by the end of each round by collecting as many rings as possible.

2. Instructions

- On the signal, Collectors rush to collect as many rings as possible, sliding the rings over their hands and onto their arms.
- Taggers attempt to tag collectors as quickly as possible.
- If a Collector is tagged, they remove 1 ring from their arm and place it on the floor.
- This Collector may not pick up the ring they just removed.
- If a Collector is tagged who does not have any rings on their arm, they perform a predetermined task to (10 jumping jacks, etc.) and continue participating in the game.
- After each round, Taggers become Collectors and new Taggers are selected.
- Scoring
  - Each ring the Collector has on their arm on the stop signal is worth one point each.
- Variations
  - Award points for different colored rings:
    - Red and green rings = 1 point.
    - Orange and blue rings = 2 points.
    - Yellow and purple rings = 3 points.

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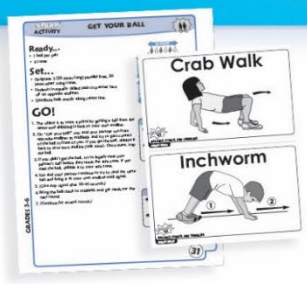
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