Making Every Minute Count

Strategies for Increasing MVPA in PE



Presented by:

Brett Fuller

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Frogs Across the Pond

Learning Objectives

- Students will be able to cooperate in groups of 3.
- Students will be able to jump from spot to spot.
- Students will be able to follow the rules of a simple game.

Learning Targets

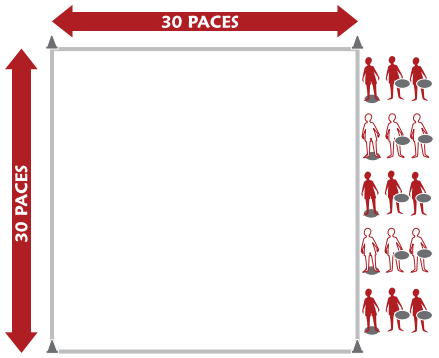
- I can participate in a small group.
- I can jump from spot to spot.
- I can warm up my large muscles.

Teaching Cues

- Take off on 2 feet and land on 2 feet.
- Bend your knees.
- Communicate with your group.

PREP

- 4 cones for boundaries
- 1 spot marker per student



SET

- Create a large (30 x 30 paces) activity area.
- Divide students into groups of 3-4 and position them in short lines on one side of the activity area.
- Give each student 1 spot marker (lily pad). First player in each line stands on their lily pad.

TEACH

1. Lesson Objective

- The object of ***Frogs Across the Pond*** is to get the "Frog" in your group across the pond *(activity area)*.

2. Instructions

- First in line is the frog. Those behind the frog are "Tadpoles."
- On my signal, tadpoles place lily pads in front of your frog.
- As the frog jumps from 1 lily pad to the next, the tadpoles pick up the used lily pads and continue to place them in front of their frog, building a path across the pond.
- All groups stop at the opposite sideline after each frog successfully crosses the pond.
- The game then begins again with a new frog returning across the pond.
- Continue until everyone in your group has had an opportunity to be the frog.

REFLECTION QUESTIONS

- What strategies did you use to cross the pond quickly?
- How did the frogs and tadpoles work together to be successful?
- Does working with a team make it easier or more difficult to be successful? Why?

Cardio Cards

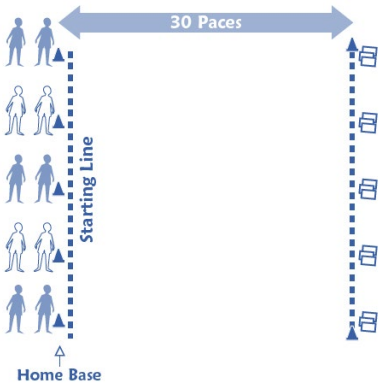
Learning Objectives
- Students will be able to explain the role of MVPA in fitness
- Students will participate in MVPA for sustained periods of time.
- Students will exhibit adherence to rules in physical activities.

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)*

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

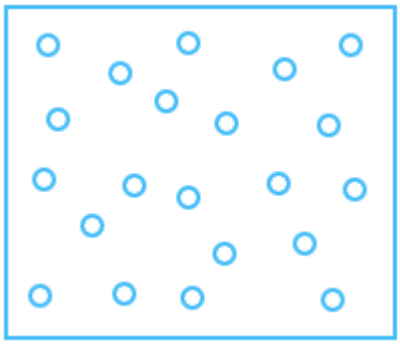
- I can participate in activities that keep my heart rate up.
- I can use dodging skills to avoid being tagged.
- I can work cooperatively and safely with others while following rules.

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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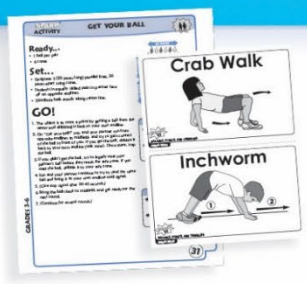
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