

Motivate, Include, Inspire:

Tools for Creating a Positive Learning Environment in PE



Presented by:

Bryan Dutton

SPARK

SPARK™

The World's Most Evidence-Based Physical Education
& Physical Activity Programs!

GOPHER

Proud to be the exclusive home
for SPARK products and services!

Learning Objectives

- Students will be able to discuss strategies for creating a positive learning environment.
- Students will be able to move quickly on the signal.
- Students will show responsibility and sportsmanship in a group activity.

Learning Targets

- I can discuss ways to create a positive learning environment in our class.
- I can move quickly and complete the tasks on the signal.
- I can follow the rules and show good sportsmanship in a group activity.

Teaching Cues

- When you hear "Gotcha," grab the student's finger on your left but don't let the student on the right grab yours.
- Your palm must remain flat.
- Your index finger must be straight up (vertical).

PREP

- None

SET

- Stand in a large circle with a few feet between each student.

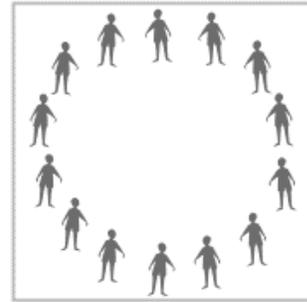
TEACH

1. Lesson Objective

- The object of **Gotcha** is to grab you're the other student's finger while trying to let your partner not grab yours.

2. Instructions

- Standing in a circle, hold your left hand out flat to the left side of you with your palm facing up.
- Your palm must remain flat, you can't make it into a little cup.
- Place the point of your right index finger in the middle of the palm of the student standing on your right.
- Your index finger must be straight up (vertical) and not leaning to the side to make it easier to take out.
- When you hear the word, "Gotcha," try to grab your partner's index finger with your left hand.
- At the same time, try to pull up your right index finger before the student grabs it.
- Score a point each time you grab a finger.
- *(Repeat this several times, changing how long you wait before giving the "Gotcha" signal.)*
- *(Next have students switch hands putting right palm out and left index finger in the student's palm on their left.)*



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

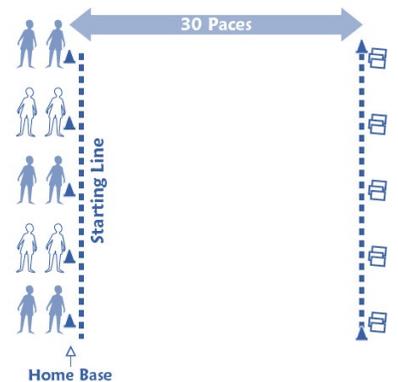
- The object of *Cardio Cards* is to collect the best 5 cards you can.

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)*



Learning Objectives

- Students will learn and practice cooperation as a social skill.
- Students will pass objects with proper form.
- Students will engage in physical activity with responsible interpersonal behavior.

Learning Targets

- I can discuss and demonstrate cooperation in our activity.
- I can toss and catch objects and include my entire group using proper form.
- I can cooperate with others by communicating and giving my best effort.

Teaching Cues

- Use good communication and share ideas to effectively juggle the objects.
- Keep your hands up and ready to receive a pass.
- After you pass the ball, watch for the next one from your passer.

PREP

- 2-3 each of a variety of tossables per 6-7 students
- Examples of tossables: foam balls, beanbags, footballs, tennis balls, etc

SET

- Form circles of 6-7 students and spread within the activity area.
- Give each circle 1 tossable.

TEACH

1. Lesson Objective

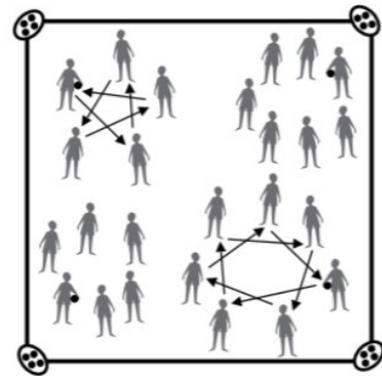
- The object of *Cooperative Juggling* is to use cooperation to pass multiple objects around your circle in a sequence.
- What is cooperation? (*Working together for a common purpose or benefit.*) How can you show cooperation in physical education? In life?

2. Instructions

- On signal, toss the ball across the circle to anyone not next to you.
- Passing continues until everyone has received a pass and ball returns to the 1st person.
- Repeat the same sequence. No one may catch it twice before all have caught it once.
- (*Once they have successfully passed in sequence 3X, add challenges.*)
- (*Next, add a 2nd ball. When they are successful with 2 balls, try the 2nd challenge.*)
- When adding the 2nd (3rd/4th) object how will you cooperate with your group to be successful? Think about communication, strategizing and getting input from everyone.

3. Challenges

- How quickly can you get the ball back to the 1st person 2X, 3X?
- How many catches can your group get in 20 seconds? Can you beat your score?
- How many tossables can your group pass without a drop?



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

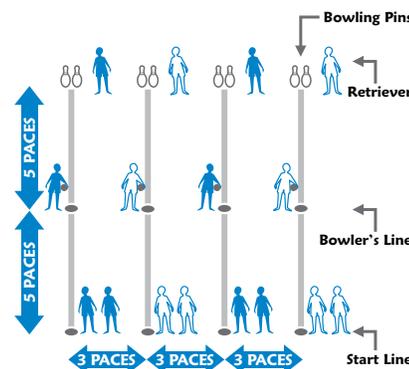
- Bowlers, call the score aloud after you bowl.
- Ball retrievers, move quickly to pass the ball to the next bowler.
- New bowlers, move to the bowling line quickly.

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 pins 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?



Learning Objectives

- Students will be able to accept responsibility for self in activity.
- Students will be able to move quickly on the signal.
- Students will be able to accept wins and losses equally.

Learning Targets

- I can move quickly to grab the beanbag on the signal.
- I can be OK when my partner grabs the beanbag faster than I do.
- I can follow the rules of the game.

Teaching Cues

- Grab the apple with 1 hand.
- Focus on the music.
- Show good sportsmanship.

PREP

- 1 **beanbag** (or anything that's easy to grab) per 2 students
- Music and player

SET

- Pair students. Have them sit cross-legged on the floor, facing each other, with their hands on their knees.
- Place a beanbag (or other item) between each pair.

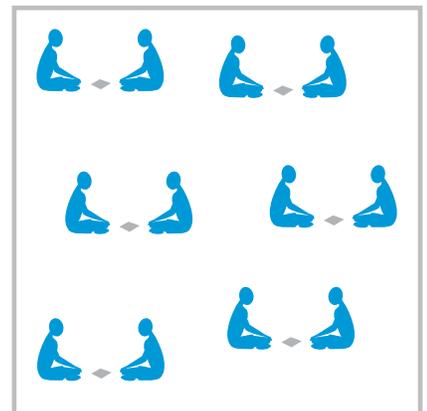
TEACH

1. Lesson Objective

- The object of **Grab the Apple** is to grab the "apple" (*beanbag*) before your partner.

2. Instructions

- I will play music. When it stops, try to grab the apple before your partner using only 1 hand.
- Continue playing, changing what students do with their hands each round. On shoulders, on head, playing pat-a-cake, clapping, in push-up position, etc. Keep it fast-paced and fun!



REFLECTION QUESTIONS

- How did it feel when your partner grabbed the apple first?
- How were you successful today?
- How could we change the *Grab the Apple* game to make it more or less challenging?



Learning Objectives

- Students will demonstrate throwing, catching, and moving to open space.
- Students will apply basic offensive and defensive strategies in practice tasks.
- Students will demonstrate responsibility, acceptance, and respect for others.

Learning Targets

- I can throw, catch, and move to open space to avoid a defender.
- I can stop passes from the offensive team by intercepting or deflecting the flying disc.
- I can follow rules and show good sportsmanship in a small group game.

Teaching Cues

- Offense, use fakes, and move to an open space!
- Use both forehand and backhand passes.
- Defense, cover passing lanes and your player, but stay 3' away.

PREP

- 1 flying disc per 6 students
- 1 pinnie per 2 students
- Spot markers (for grids)

SET

- Create grids (10 x 10 paces) for every 6 students.
- Create groups of 3.
- 2 groups per grid; 1 group wears pinnines. Pinnies begin on offense.
- 1 disc per grid.

TEACH

1. Lesson Objective

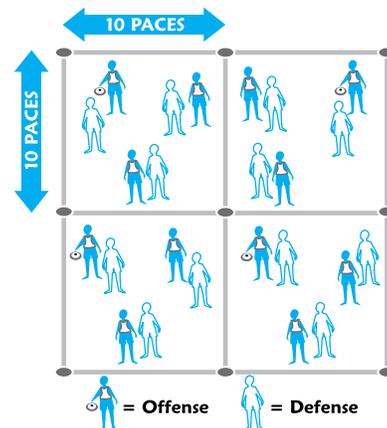
- The object of *Flying Disc 3-Catch Game* is for your group to complete 3 passes in a row, each to a different member of your group.

2. Instructions

- Offensive players do this by passing and moving to open space.
- Only 3 steps are allowed if you are holding the disc.
- Defenders, guard a member of the opposing group.
- After 3 consecutive catches, offense scores a point, and gives the disc to the other group.
- A turnover is when there is an incomplete pass, the disc goes out of bounds, or the defense intercepts the disc.
- If a turnover occurs, group roles are reversed – offense becomes defense, and defense becomes offense.
- Principle of 3s is in effect (see *Teaching Suggestions*).

3. Challenges

- How many times can your group make 3 catches in a row before the signal?
- How many interceptions can your group make in the next 5 minutes?
- How many trick catches can your group make in the next 5 minutes?



REFLECTION QUESTIONS

- How does open space affect defense?
- What does the defense have to do in order to close space?
- What defensive strategies did you use in this game?

Visit SPARK online at SPARKpe.org for **Free Resources**



Sample Lesson Plans

Access a sampling of research and standards-based, highly-active Physical Education (K-2, 3-6, Middle School, High School, and Inclusive PE), Early Childhood, After School, and Active Classroom lesson plans at SPARKpe.org/free-lesson-downloads



Webinars

SPARK hosts FREE webinars on timely topics in the field of physical education and student health. Go to SPARKpe.org/webinars to register for upcoming webinars, and view recorded webinars for FREE on SPARKacademy.org.



Online Grant Finder

Looking for funds to implement a quality physical education/activity, health, or nutrition program? Our Grant Finder tool will help you find grants specific to your state and area of focus. Go to SPARKpe.org/grant-finder for details. New grants updated weekly!



eNewsletter

Each month you'll receive our monthly eNewsletter full of grant opportunities, teaching tips, equipment promotions, and links to free resources. Go to SPARKpe.org/signup and sign up today!



Standards Alignment

To see SPARK's alignment with state and national standards, go to SPARKpe.org/standards for details.



SPARK Blog

SPARK is blogging! Follow the SPARK Blog for teaching tips, parent and family resources, trends in physical education, and educational infographics on health, physical activity, and physical education. Go to blog.SPARKpe.org/ to read the latest blog articles.

Follow us on Twitter and Facebook @SPARKPhysEd



PROFESSIONAL DEVELOPMENT OPTIONS

Make Professional Development as Easy as 1, 2, 3!

SPARK is proud to offer a wide selection of on-site and online teacher training programs. SPARK has the BEST presenters ready to lead the most effective and enjoyable professional growth day ever! Presenters include SPARK trainers and program authors, past SHAPE America Teachers of the Year, and product experts.



Choose from a variety of professional development options:

1 SPARK Training Program

SPARK workshops are in-person, FUN, hands-on, and designed to meet the needs of the host school, district, or agency. 1-day and 2-day training options are available.

2 SPARK Institutes

The ultimate SPARK experience hosted in San Diego, CA every summer.

3 SPARK Online Professional Development

Complete training anywhere, anytime! SPARKacademy.org provides access to free recorded SPARK webinars & tutorials, plus you can purchase online training modules in each SPARK program and earn a graduate-level unit of credit.

Visit sparkpe.org/professional-development to learn more.

CONTACT US

spark@sparkpe.org

833-73-SPARK (77275)

Follow us on social: @SPARKPhysEd

The logo for SPARK, featuring the word "SPARK" in a bold, yellow, stylized font with a white outline and a blue shadow. The letters are slightly slanted and have a dynamic, energetic feel. A small "TM" trademark symbol is located at the top right of the letter "K".

The World's Most Evidence-Based Physical Education
& Physical Activity Programs!