

BOYNTON
HOME OF THE
🐾 BULLDOGS 🐾



Boynton Middle School

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2010 NH Middle School Teacher of the Year

2012 Eastern District Middle School Teacher of the Year

Let's Get Going

**A Dynamic Routine to jump
Start Your Class**

Let's Get Going - A Dynamic Routine to Jump Start Your Class

Maximum participation and highly active students are two characteristics of a successful class. This session will offer a dynamic warm-up routine that are ideal to lead off a lesson to get kids up and moving.

The dynamic warm-ups allows the students to be engaged the minute they exit the locker room. I teach the warm-ups to the students before they are on their own. Once on their own, it is their responsibility to challenge themselves daily.

These dynamic warm-ups are designed to keep them active and moving as well as improving their overall well-being. The students find that the warm-ups are student-driven along with creative, fun and enjoying the challenges each day

Students will lead into a "student skill warm-up" that allows them to practice skills from the previous day. We will use foam, nerf or smaller equipment to make sure the activities will not harm the students still warming up. Students will usually work with a partner on a skill or small lead-up activity once they have completed their warm-ups. The objective is control and technique during this practice time. We will then lead into my teaching skill introduction or review once we finish our warm-ups.

Physical Education Class

- Take your heart rate → record on your rubric sheet
- Pedometer → reset & place on hip above center of knee
- Dynamic Warm-Ups → Complete all cards in order
- Drinks & Check Pedometer → make sure the pedometer is reading your steps (if not, move it towards your hip bone) then get a drink.
- Equipment → put away dynamic equipment before the ASAP's
- ASAP's = Active Soon As Possible → follow the directions on the sheets clipped to the white board. You need to be **in CONTROL** and make sure to be in a **safe area away from others exercising or active in their ASAP's**.
- **Respect your classmates space!**
- **Ask for help if you don't understand!**

Cardiorespiratory Endurance

The ability of the heart & lungs to work together to supply enough oxygen to the body during long periods of physical activity.

Mile Run Test



5 Jogging Laps

Or



125 jump
ropes

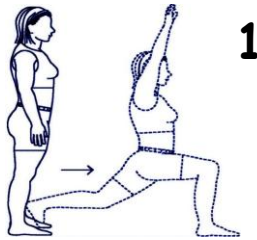


1 Lap = 25 Jump Ropes

FLEXIBILITY

The muscles' ability to move a joint through a full range motion - ability to bend & stretch

Sit & Reach Test



1



Lunge with a twist

2



Toe Touch

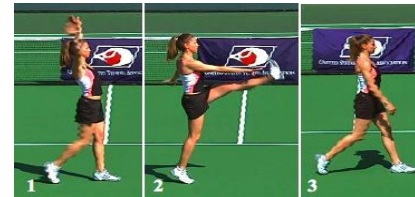
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Quad Stretch

Hold stretches for 5 to 8 seconds
Complete all exercises

4

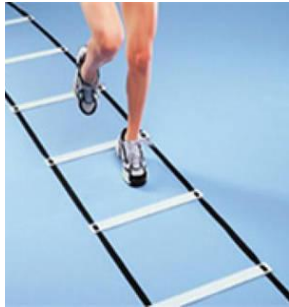


Marching Frankenstein

AGILITY

The ability to move from point to point rapidly while making successive movements in different directions

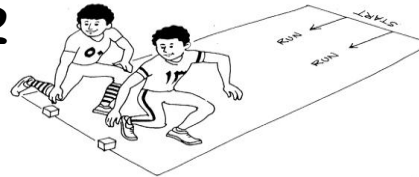
1



Agility Ladders - 4 times
2 routines

Complete with control
& all exercises

2



Shuttle Run - 2 times

3



Carioca - 2 times

Muscular Strength The ability of a muscle or muscles to push or pull with its/their total force

Muscular Endurance - The ability of muscles to repeat a movement many times or hold a position without stopping to rest. **Upper body test (push ups, pull ups & arm hang) & sit-up**



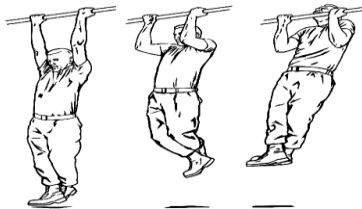
Sit Ups

Complete at national level for your age.



Planks

Hold 30 seconds
Rest for 10
Repeat 3 times



Pull-Ups

Attempt as many as you can

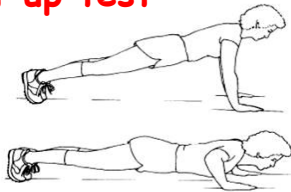


Arm Hang

Attempt to hang for 7 to 22 seconds on the bar

Muscular Strength The ability of a muscle or muscles to push or pull with its/their total force

Muscular Endurance - The ability of muscles to repeat a movement many times or hold a position without stopping to rest. **Upper body test (push ups, pull ups & arm hang) & sit up test**



**Push-Up
Mat**

**Chest Pass to
Push-up**

12 each student



**National Level
for your age**

&

Use a push-up tool

**Push-Up
Tester**

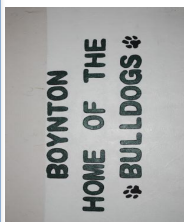


Balance Disc Push-Ups

25 times

Muscular Strength The ability of a muscle or muscles to push or pull with its/their total force

Muscular Endurance - The ability of muscles to repeat a movement many times or hold a position without stopping to rest. **Upper body test (push ups, pull ups & arm hang) & sit up**



Standing Twist

Stand back to back
Twist upper body
Repeat the move to the other side
Complete **20**
(10 right 10 left)

Over-The-Head Pass

Throw the ball towards the wall
Complete **20 times each**



Triceps Lifts

Lift up until over your head
complete **25 times**

ASAP's Skill warm-up

1. Evaluate students skill level
2. Students work on skills from previous class
3. Lead-up skills to help with activity
4. Modified equipment → nerf, foam & safety type skills
5. Partner work → helps to make up teams
6. Behavior problems lower as students are active
7. Students like structure & able to get involved in activity of the day quickly



You haven't failed until you quit trying



Instep/Push Passes and Traps with you're partner

You are using the inside of your foot to use controlled pass to your partner. **Stop/trap** the pass each time you receive the ball from your partner.

CONTROL PASSES TO EACH OTHER

Passing
trapping



Passing Technique → Plant your non-kicking foot next to ball, point toe at target - Contact the ball with the flat, inside of your foot - Strike at the midline of the ball to keep it on the ground - follow-through to your target - Trap the ball before passing it back.

Floor Hockey Skills

Grip

- Use your dominant hand to **"Shake Hands"** with the stick at the mid-shaft.
- Place other hand near the top of the shaft and **shake hands** with it.
- Practice slowly drawing the stick back, keeping the blade close to the ground, and then swinging forward under control. **Never let the blade go higher than your hips!**



Passing

- Keep the ball on the front side of your stick
- With your top hand angled forward, push the ball to your partner using your lower hand, keeping the stick along the ground.
- Finish with the lower hand forward, snapping your wrist



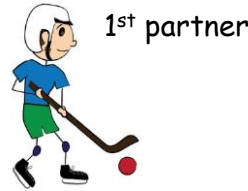
Receiving / Trapping

- Keep blade on the ground
- Give with the ball as it approaches by relaxing the lower hand grip and angling top hand forward.

Floor Hockey Skill Warm-Up

Passing & Receiving - Accuracy

1. Reade the "Floor Hockey Skills"
1. Find a Partner
1. Equipment needed: stick per person, 1 ball, 1 bowling pin
1. Find an open space on the gym floor to practice your passing skills for accuracy
1. **Set Up:** Bowling pin placed in the center between you and your partner then you and your partner will start white line to white line as you begin shooting the ball at the pin



2nd partner

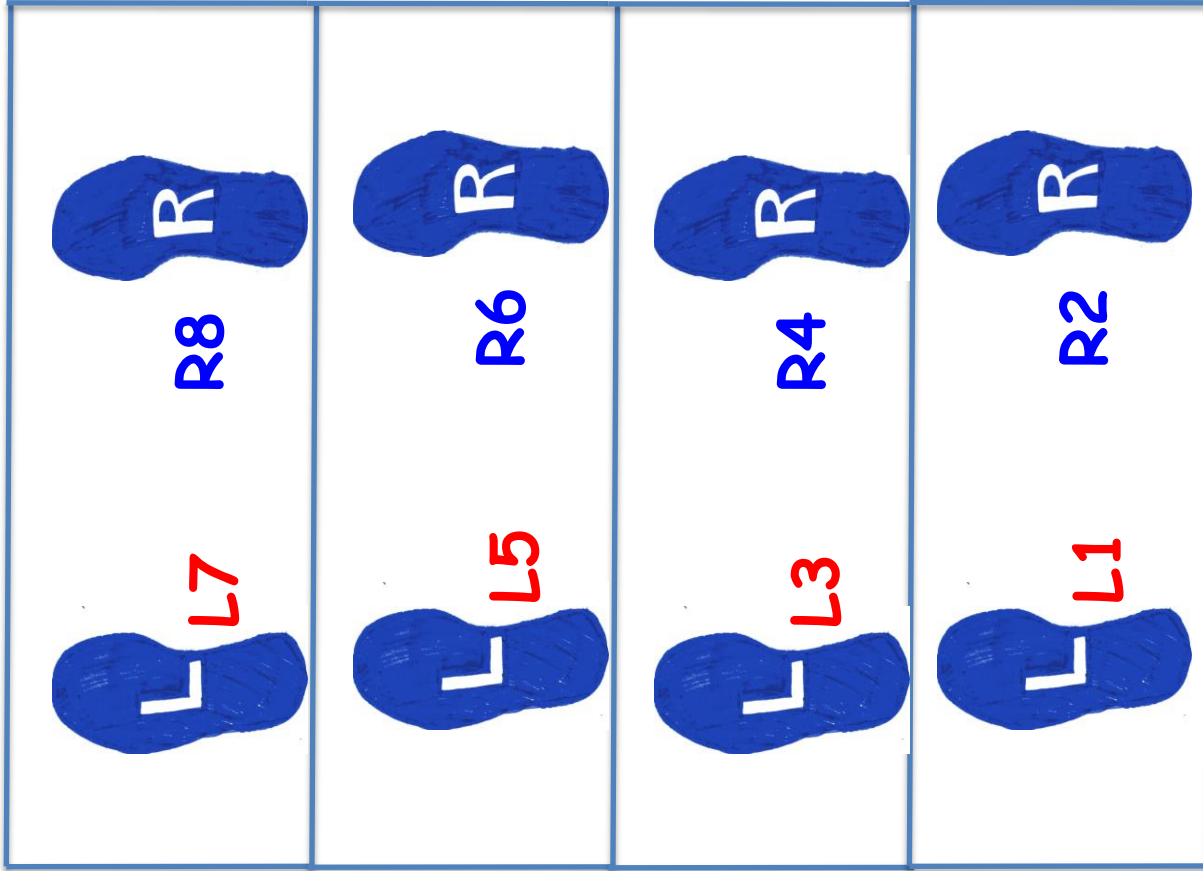
1st Partner will pass the ball - try to knock over the bowling pin

2nd partner will receive the pass → trap the ball then attempt to shoot the ball and hit the bowling pin

Who can hit the pin the most - you are working on accuracy with your coordination

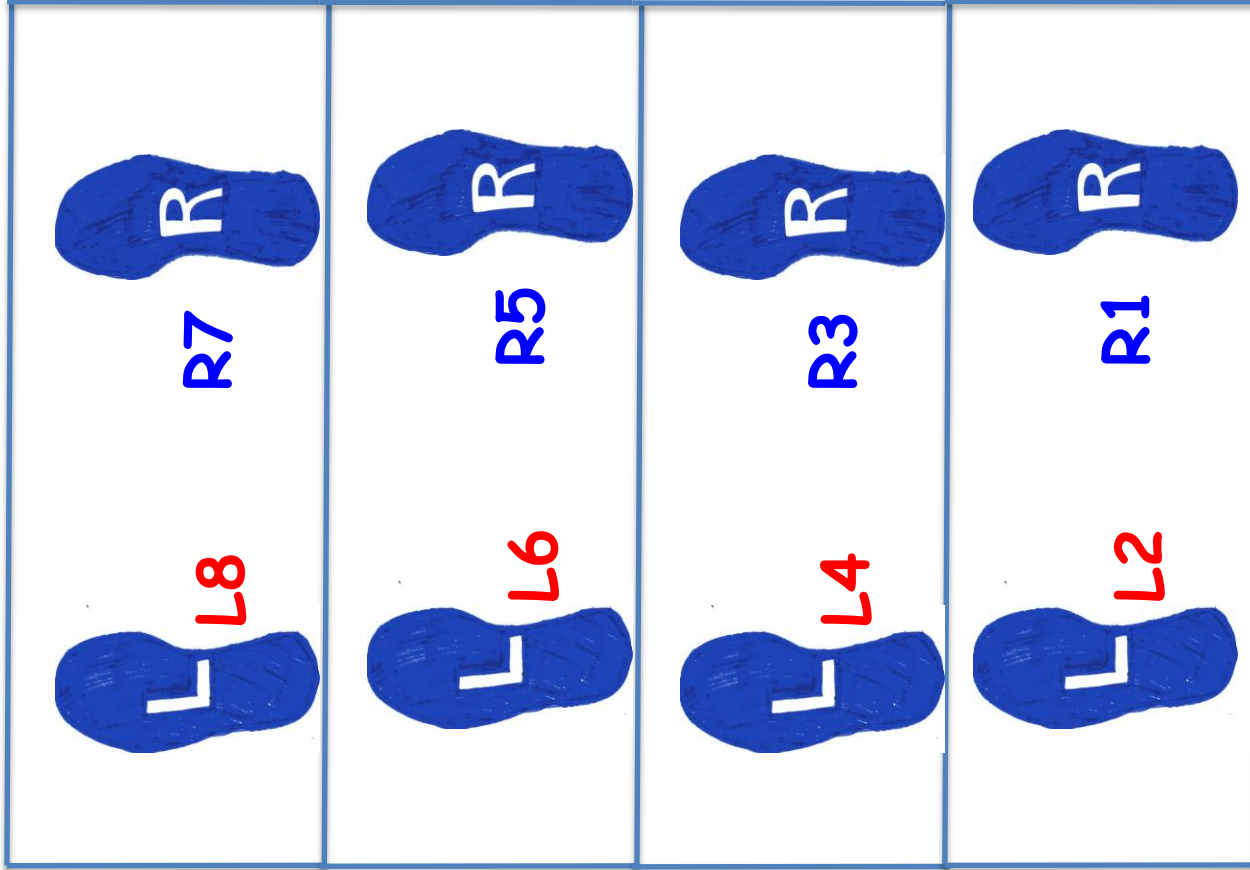
LADDER ROUTINE - Agility

Two Feet in Each Square
Left Foot Lead



LADDER ROUTINE - Agility

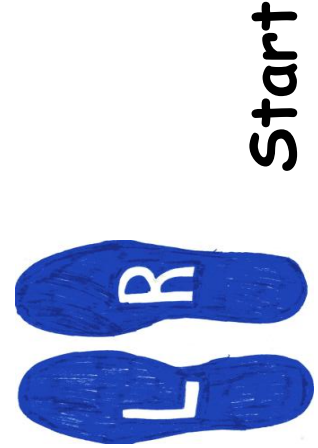
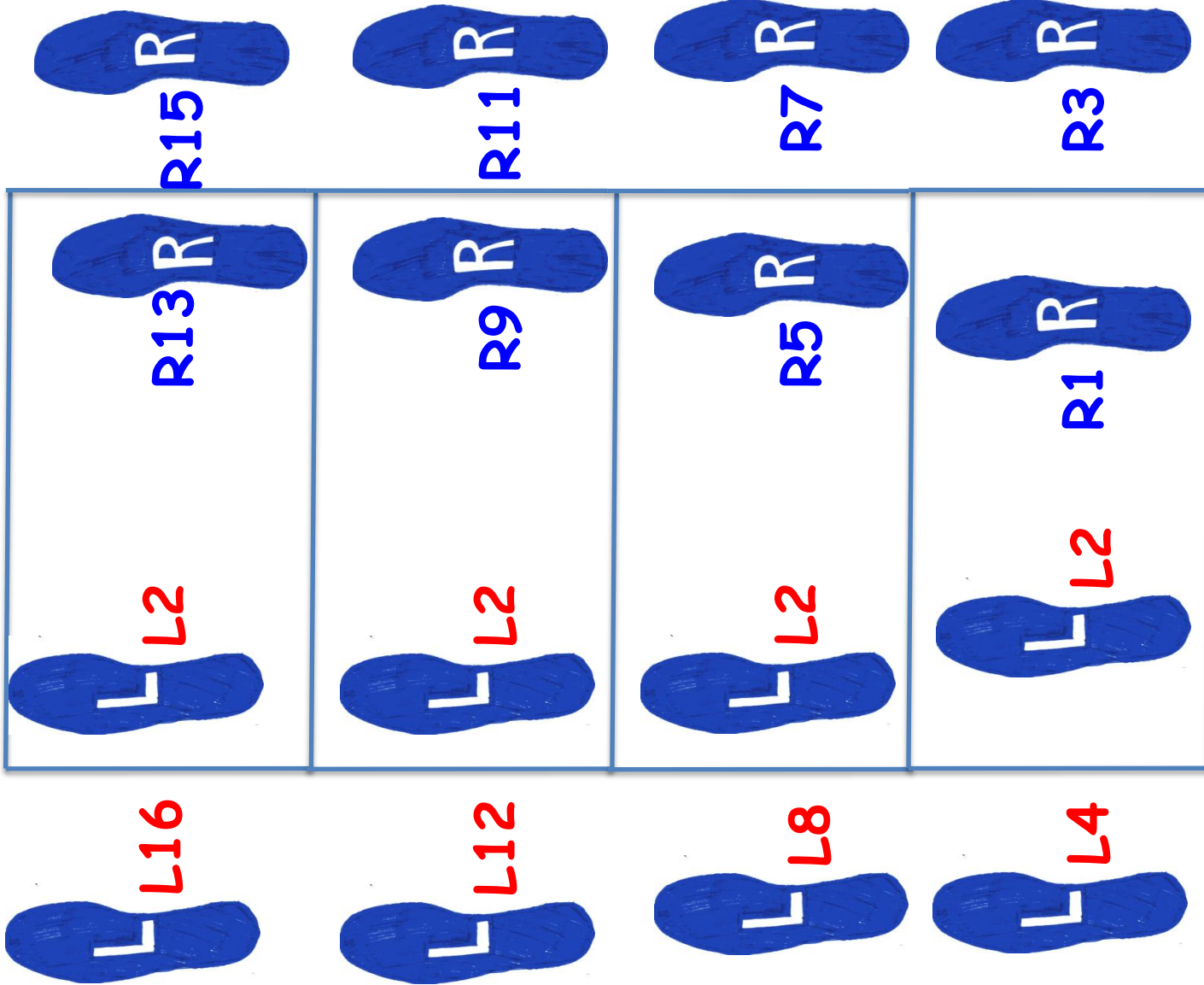
Two Feet in Each Square
Right Foot Lead



Start

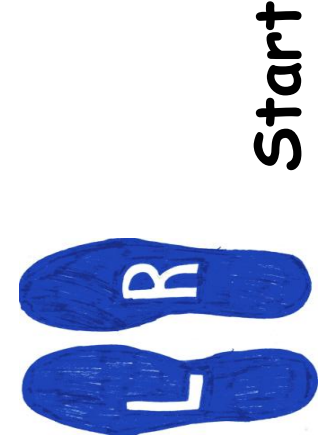
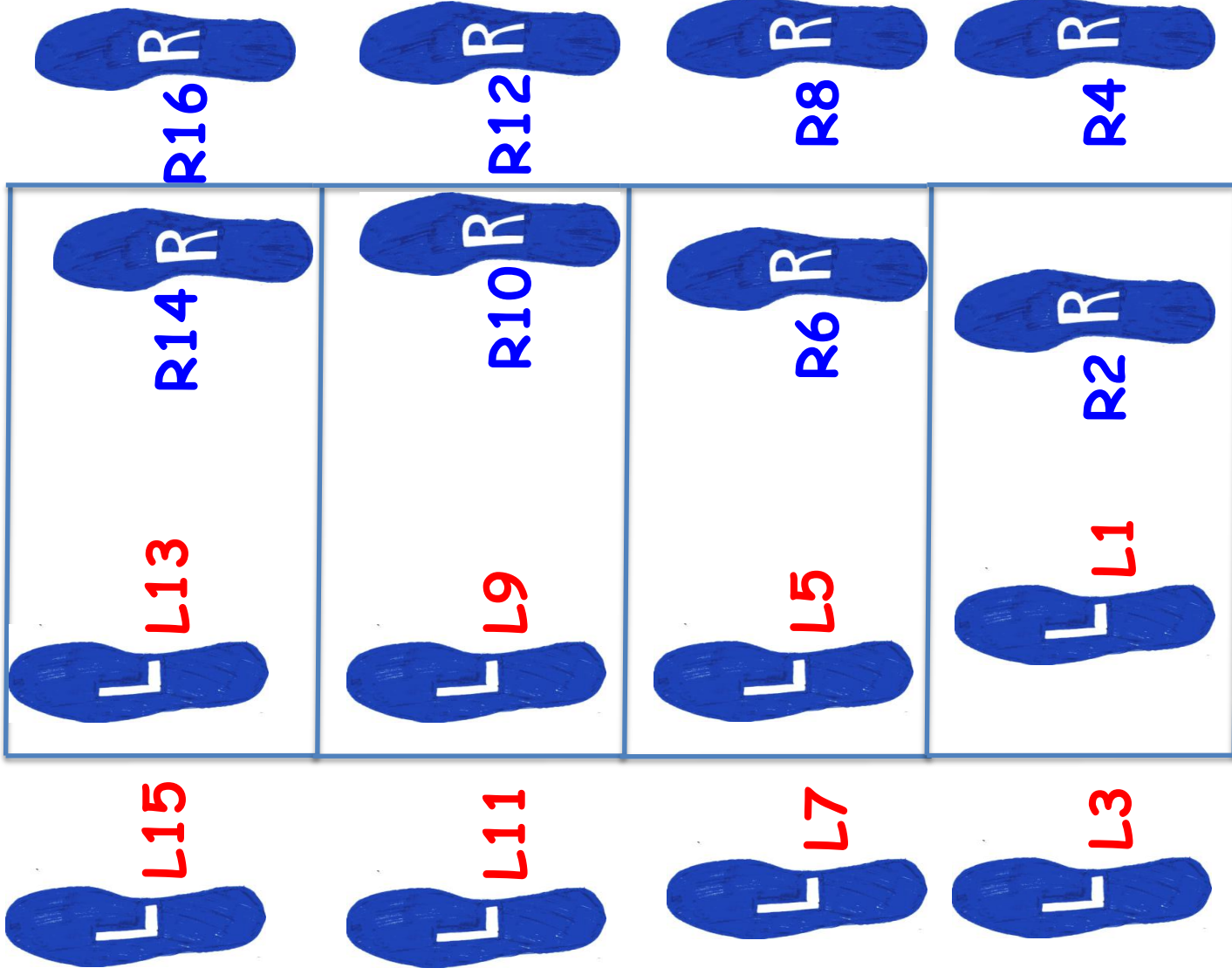
LADDER ROUTINE - Agility

Two Feet in - Two Out Every Square:
Right Foot Lead



LADDER ROUTINE - Agility

Two Feet In - Two Out Every Square:
Left Foot Lead

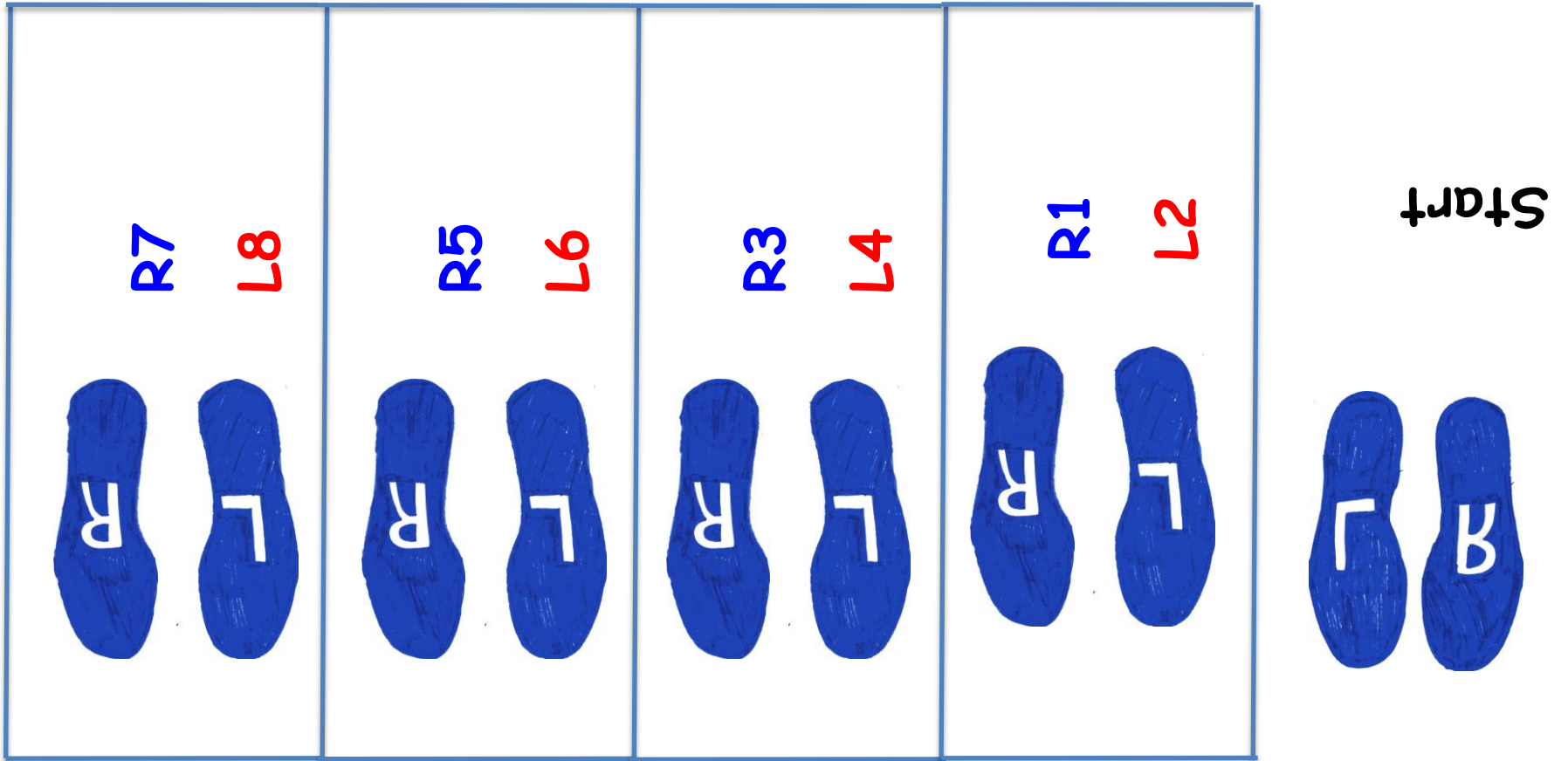


Start

LADDER ROUTINE - Agility

Lateral 2 Feet in Each Square

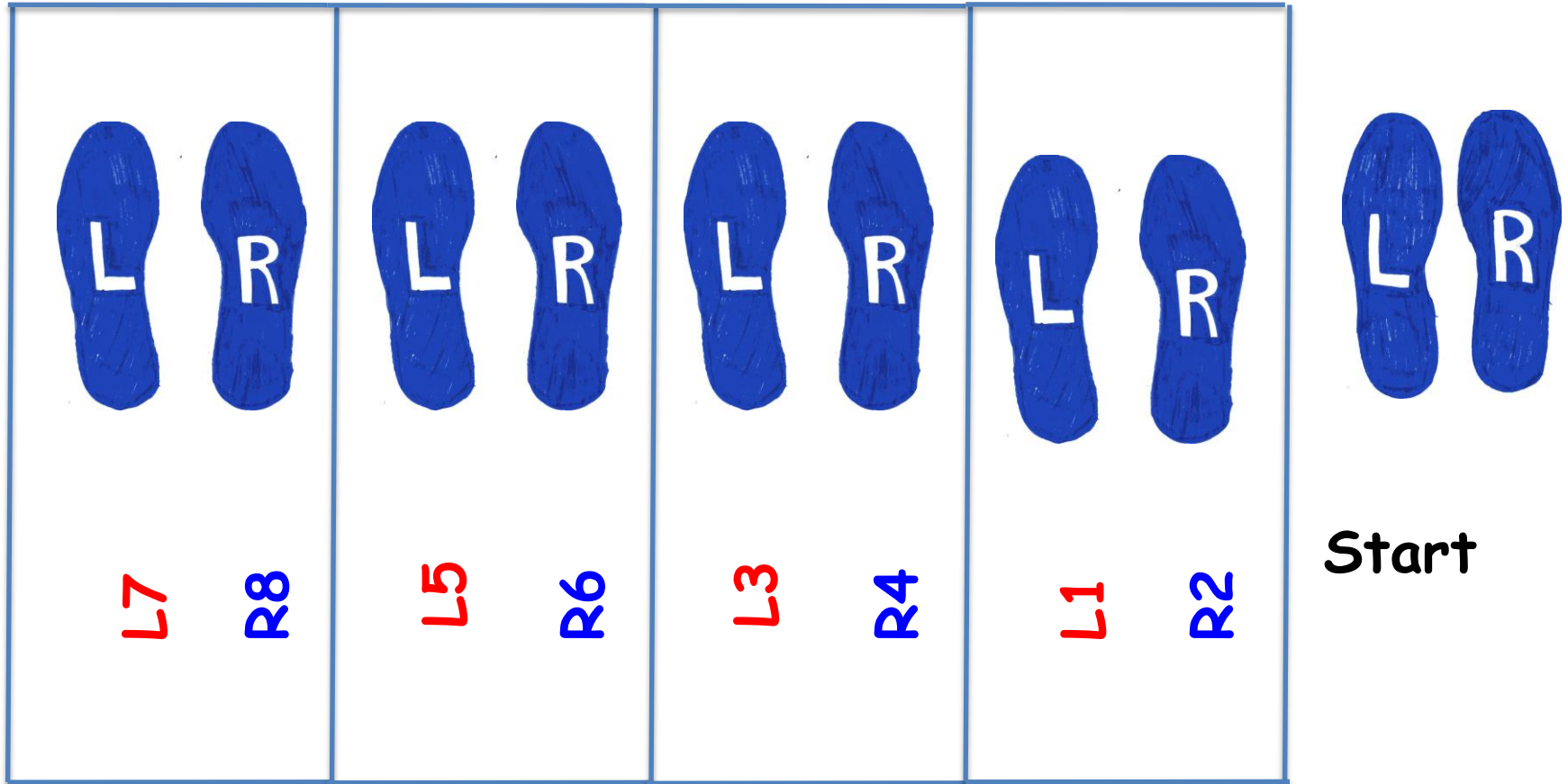
Right Foot Lead



LADDER ROUTINE - Agility

Lateral 2 Feet in Each Square

Left Foot Lead



Boynton Middle School Physical Education

Daily Grade Rubric's – The Hellison Model

Personal / Social Responsibility / Participation

Level 5 Helping Others & Leadership (Mastery Level)

Demonstrated / help others with the basic skills used in activity / game
Worked at my personal best / followed the rules and directions / was cooperative
Compliments → Encouraged everyone during physical activity, showed respect
Leadership Role → good role model, I solved conflict, Included the whole team
Pedometer times → 3,000 plus steps & 1.5 mile Heart Rate → Zone 3 140+ heart rate

Level 4 Self-Directed (Proficient Level)

I used the skills correctly during the activity / game
Very good effort / followed the rules and directions / Positive Contribution
Compliments → I encouraged only my friends and teammates
I was on task once given directions, respected my classmates
Pedometer times → 2,600 plus steps & 1 mile Heart Rate → Zone 3 140+ heart rate

Level 3 Participation & Effort (Basic Level)

I only used my skills during ASAP's not in the activity or game
I tried but was really "just was going through the motions" during activity / game
Compliments → I would encourage only my friends but respectful to most everyone
I had to be reminded to get back to work or pay attention during the activity / game
Pedometer times → 1,500 steps & less 1 mile Heart Rate → Low Zone 3 145 or less

Level 2 Respecting the Rights & Feelings of Others (Below Level)

I worked on skills during our ASAP's but needed to be supervised to stay on task
I look like I was "Cruisin' in neutral" and no effort put into our activity / game
Self-Control → I really don't interact with my classmates. I mix my encouragements with put-downs during activity / game
Pedometer times → >1,000 steps & .5 miles Heart Rate → Zone 2 130's heart rate

Level 1 Irresponsibility (Substantially Below Level)

I really am not doing the skills or activities assigned
I can almost pass as a cone because I am standing still more than moving / helping
Compliments → I blame others for my behavior & I make excuses for what happened
Pedometer times → unreliable due to students actions Heart Rate → Unreliable

Boynton Physical Education

Personal & Social side of Rubric

Responsibility:

Sounds like: “I’m sorry”, “I hit the ball out of bounds”, and “you got me!”

Looks like: Games are being played fairly, someone helping another get an out-of-bounds ball.

Respect:

Sounds like: “Nice shot (catch, throw, etc)!” “You played a great game.”

Looks like: Shaking hands/knuckles, accepting the decisions of referees without arguing. Students playing safely and under control

Acceptance:

Sounds like: “Would you like to join us?” “It’s OK if you make a mistake – try again!”

Looks like: Helping others who are not as skilled as you. Listening to the ideas and opinions of others.

Trust:

Sounds like: “Nice Try!” “I was out-of-bounds.”

Looks like: Players/classmates are sharing ideas

Appreciation:

Sounds like: “Thanks for your help!” “You played a good game!” “Nice Job!”

Looks like: Congratulating the winning team. Giving high-fives. Applauding a good play

Rubric Level – Examples

Level 5 students = complete all of the above with the whole class majority of the time

Level 4 students = completes the above with friends and teammates only

Level 3 students = completes the above only with their friends

Level 2 students = limited interactions → mixes encouragement and put-downs

Level 1 students = none as they blame others for their behavior

Rubric Grading Scale (Levels to Points) → 10 points per day

5+ = 10	4+ = 8.8	3+ = 7.8	2+ = 6.8
5 = 9.5	4 = 8.5	3 = 7.5	2 = 6.5
5- = 9.3	4- = 8.3	3- = 7.3	2- = 6.3
	1+ = 5.8		
	1 = 5.5		
	1- = 5.3		

Daily Grade Rubric

Name:

Locker Number:

Physical Education Day	Rubric #	Student/teacher comments on day if above or below a level 4
Day 1: I participated at ? Level today! 1,2,3,4 or 5?		Comment: HR: HR:
Day 2: I participated at ? Level today! 1,2,3,4 or 5?		Comment: HR: HR:
Day 3: I participated at ? Level today! 1,2,3,4 or 5?		Comment: HR: HR:
Day 4: I participated at ? Level today! 1,2,3,4 or 5?		Comment: HR: HR:
Day 5: I participated at ? Level today! 1,2,3,4 or 5?		Comment: HR: HR:
Day 6: I participated at ? Level today! 1,2,3,4 or 5?		Comment: HR: HR:
Day 7: I participated at ? Level today! 1,2,3,4 or 5?		Comment: HR: HR:
Day 8: I participated at ? Level today! 1,2,3,4 or 5?		Comment: HR: HR:
Day 9: I participated at ? Level today! 1,2,3,4 or 5?		Comment: HR: HR:
Day 10: I participated at ? Level today! 1,2,3,4 or 5?		Comment: HR: HR:
Day 11: I participated at ? Level today! 1,2,3,4 or 5?		Comment: HR: HR:
Day 12: I participated at ? Level today! 1,2,3,4 or 5?		Comment: HR: HR:
Day 13: I participated at ? Level today! 1,2,3,4 or 5?		Comment: HR: HR:
Day 14: I participated at ? Level today! 1,2,3,4 or 5?		Comment: HR: HR:
Day 15: I participated at ? Level today! 1,2,3,4 or 5?		Comment: HR: HR:

Name:

Stride Length:

Steps per minute:

Pedometer Activity Minutes - Step Count - Mile Distance Record Keeper

Day 1 Activity Time	Step Count	Mile distance
Day 2 Activity Time	Step Count	Mile distance
Day 3 Activity Time	Step Count	Mile distance
Day 4 Activity Time	Step Count	Mile distance
Day 5 Activity Time	Step Count	Mile distance
Day 6 Activity Time	Step Count	Mile distance
Day 7 Activity Time	Step Count	Mile distance
Day 8 Activity Time	Step Count	Mile distance
Day 9 Activity Time	Step Count	Mile distance
Day 10 Activity Time	Step Count	Mile distance
Day 11 Activity Time	Step Count	Mile distance
Day 12 Activity Time	Step Count	Mile distance
Day 13 Activity Time	Step Count	Mile distance
Day 14 Activity Time	Step Count	Mile distance
Day 15 Activity Time	Step Count	Mile distance