

# 2015 SHAPE America National Convention & Expo

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## Classrooms Can Be Your Gymnasium Too!

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### National Association for Sport & Physical Education (NASPE) Standards

- define what a student should know and be able to do as result of a quality physical education program
- employed across the country to develop or revise existing standards, frameworks and curricula

#### The physically literate individual:

- Standard 1:** demonstrates competency in a variety of motor skills and movement patterns
- Standard 2:** applies knowledge of concepts, principles, strategies and tactics related to movement and performance
- Standard 3:** demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness
- Standard 4:** exhibits responsible personal and social behavior that respects self and others
- Standard 5:** recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction

#### For Additional Information:

1. SHAPE America (2015) – National PE Standards: [www.shapeamerica.org/standards/pe](http://www.shapeamerica.org/standards/pe)

*When you encounter weather-impaired days, you can still teach using the NASPE standards.* (Sutherland, 2006)

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### Activities That Can Be Taught in the Classroom

#### Types of activities that can be taught in the classroom:

- Dance-Type Activities
- Fitness-Type Activities
- Games-Type Activities
- Gymnastics-Type Activities
- Rhythmic-Type Activities

#### List some ways how these types of activities can contribute to skill development.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

## Teaching Considerations

- **Maximum Participation:**
  - divide children into small groups when possible
  - provide an sufficient amount of equipment for use
- **Safety:**
  - remove objects off the desks and around playing area
  - minimize running
- **Noise:**
  - promote alternative means of communicating besides talking
    - clapping
    - using thumbs up

## Activities

### Activity 1: Fitness Cards

**Formation:** Form a circle around perimeter of the room

**Equipment:** UNO cards or a regular deck of cards

**Rules/Directions:**

1. Teacher hands out one card to each student
2. Students identify color on card and perform activity that corresponds to that color for 15-30 seconds:
  - Diamonds: vertical jumps
  - Clubs: squats
  - Spades: crunches
  - Hearts: push-ups

**Variations:**

1. Modify push-ups on knees or against the wall
2. Other exercises can be incorporated: lunges, burpees, seated dips, etc.

### Activity 2: Inch by Inch, Foot by Foot, Yard by Yard

**Formation:** Students line up around the perimeter of the room or stand at desks

**Equipment:** None

**Rules/Directions:**

1. Students begin with feet side by side and then move one set of toes ahead of the other set of toes to demonstrate inches
2. Have students place one foot in front of the other to represent a foot
3. Have students take one giant step forward or backward to represent a yard
4. Call out different measurements:
  - Example—Move forward 1 yard, back 3 inches, sideways 3 feet
5. Have all students move in the same direction
6. Have students perform different skills (squats, twists and stretches between measurements for at least 30 seconds

**Variations:**

1. Add directions (right, left, forward, back)

### **Activity 3: Future Athletic Champions!**

**Formation:** Standing at desks

**Equipment:** None

**Rules/Directions:**

1. Teacher calls out the following sports skills to mimic for at least 10-15 seconds:
  - Shooting a jump shot
  - Running through tires (if space is limited, fast jogging on the spot works just as well)
  - Batting a baseball
  - Serving a tennis ball
  - Downhill skiing (squatting down or if space allows, feet a little bit apart and moving side to side)
  - Spiking a volleyball
  - Swinging a golf club
  - Throwing a football
  - Juggling a soccer ball with feet knees/thighs
  - Shooting a hockey puck
  - Swimming the breaststroke
  - Fielding a ground ball (teacher pretends to hit the ball)
  - Returning a tennis serve

**Variations:**

1. Teacher can integrate skills into word problems having students repeat the number he/she calls out:
  - If Brent made 5 jump shots (students act out) & 2 went in the basket, how many did he miss? (3)
  - If Ashley hit 2 homeruns (students act out), how many bases would she have to touch? (8)
2. Ask students for skills to mimic

### **Activity 4: And the Oscar Goes To ...**

**Formation:** Standing at desks

**Equipment:** None

**Rules/Directions:**

1. Read the following sentences to class and have students act out each sentence for 30 seconds
  - Jog in place as if a big scary bear is chasing you
  - Walk forwards as if you're walking through chocolate pudding
  - Jump in place as if you are popcorn popping
  - Reach up as if grabbing balloons out of the air
  - March in place and play the drums as if you are in a marching band
  - Paint as if the paint brush is attached to your head
  - Swim as if you are in a giant pool of Jell-O
  - Move your feet on the floor as if you are ice skating
  - Shake your body as if you are a wet dog
2. Students may create their own sentences for additional activities
3. Remind students not to get too carried away!

**Variation:**

1. Ask students to generate additional action words

## **Activity 5: Ants in My Pants!**

**Formation:** Standing at desks

**Equipment:** None

**Rules/Directions:**

1. Have students jog in place while doing the following activities in order:
2. On signal, the students begin to wiggle their fingers
3. wiggle their fingers and wrists
4. wiggle their fingers, wrists, and forearms
5. wiggle their fingers, wrists, forearms, and elbows
6. wiggle their fingers, wrists, forearms, elbows, and shoulders
7. wiggle their fingers, wrists, forearms, elbows, and shoulders
8. wiggle their fingers, wrists, forearms, elbows, shoulders and hips
9. wiggle their fingers, wrists, forearms, elbows, shoulders, hips, and knees
10. wiggle their fingers, wrists, forearms, elbows, shoulders, hips, knees, and head

**Variations:**

1. Start from toes and work your way up (toes, knees, hips, etc.)

## **Activity 6: Scribble it...Just a Little Bit** (\* this is a great activity for reviewing spelling words)

**Formation:** Standing at desks with partners

**Equipment:** Piece of paper and pencil for every 2 students

**Rules/Directions:**

1. Teacher calls out a physical activity. For example:
  - Jumping
  - squats
  - Jogging on the spot
  - Jumping jacks/janes
  - Hopping on one foot
  - Knee lifts
  - Push ups
  - Crunches
2. All students begin activity and continue until the teacher calls out a spelling word
3. Students stop activity and partners work together to try to spell the word correctly on a piece of paper
4. After 15 to 20 seconds, teacher calls out new activity
5. Continue until all spelling words are used
6. As students cool down, teacher will write correct spelling on board and students will check their work

**Variation:**

1. Have students come up with a list of physical activities to perform

## **Activity 7: Use Your Words!**

**Formation:** Standing at desks

**Equipment:** None

**Rules/Directions:**

1. Begin by having students do an activity standing at their desks:
  - Jumping
  - Crunches
  - Jogging on the spot
  - Jumping jacks/janes
  - Hopping on one foot
  - Knee lifts
  - Push ups
2. Students continue activity for 15-20 seconds until teacher calls out a vocabulary word at which point the students freeze
3. Teacher asks one student to use the vocabulary word properly in a sentence
4. Continue or begin a new activity when a student uses the vocabulary word properly in a sentence

**Variations:**

1. Students can define vocabulary word
2. Students can spell the word

## **Activity 8: Good Morning!**

**Formation:** Standing at desks

**Equipment:** None

**Rules/Directions:**

1. Have students begin the day with a series of simple activities lasting 20-30 seconds:
  - Jumping jacks/janes
  - Jogging on the spot
  - Arm circles
  - Hopping on one foot
  - Squats
2. Follow each activity with a basic stretching movement:
  - Reach for the sky
  - Butterfly stretch (sit with bottom of feet together)
  - Knee to chest
  - Rotate ankles
  - Touch toes
  - Scratch your back
3. Hold stretches for 10-20 seconds
4. Repeat a different activity followed by a stretch as many times as desired

## **Activity 9: Litter, Litter Everywhere!**

**Formation:** Partners

**Equipment:** Paper

**Rules/Directions:**

1. Have partners ball up a piece of paper and place it on the floor
2. Ask the partners to pick up the paper using the body parts called out by the teacher

**For example:**

- Elbow to elbow
  - Foot to foot
  - Knee to knee
  - Forearm to elbow
  - Foot to elbow
  - Knee to elbow
  - Forehead to back of hand
  - Toe to finger
3. Students can place the paper ball back on their desks
  4. If there is enough space, students can move the paper to other parts of the room

**Variations:**

1. This activity could be done as a relay activity, where students walk/hop around their desks with the paper ball between the body parts and pass the paper ball to the next teammate pair
  - the last pair walks/hops to the recycle bin and puts the paper ball in the recycle bin

## **Activity 10: Rock, Paper, Scissors Active Style!**

**Formation:** Scattered around the room with a partner

**Equipment:** None

**Rules/Directions:**

1. Teacher explains the basics of rock, paper, scissors game (rock beats scissor, scissor beats paper, paper beats rock)
2. Partners stand facing each other and count 1 ... 2 ... 3 but instead of standing still, they jump on 1, jump on two and on 3 they physically make their bodies one of the following ways:
  - Rock- Crouch down into a ball
  - Paper- Stand with feet together and hands over head
  - Scissors- Straddle legs and arms in the air
3. Partners repeat the game as a best 2 out of 3 then go and find another person to play with

## **Activity 11: The 12 Activities of Fitness**

**Formation:** Standing at desks

**Equipment:** If appropriate you can use the holiday song, "The 12 Days of Christmas"

**Rules/Directions:**

1. Students will act out the following fitness song: "On the first day of fitness, my trainer/teacher gave to me" ...

- 12 jumping jacks/janes
- 11 crunches
- 10 seconds of jogging on the spot
- 9 push ups
- 8 toe touches
- 7 jabs/punches in front of body (watch for appropriate spacing between students)
- 6 kicks in front of the body
- 5 vertical jumps
- 4 imaginary rope jumps
- 3 wall sits for 10 seconds each)
- 2 lunges
- 1 high five to another student closest to them for finishing!

**Variations:**

1. Write the activities on the board or poster board to make them easier for children
2. Have students make up the activities

## **Activity 12: Group Juggle**

**Formation:** Groups of 5 to 8 students in a circle

**Equipment:** Beanbags for each group (\* at least one more beanbag than the number of participants)

**Rules/Directions:**

1. Group members should stand in a circle facing each other. Diameter of the circle can be from 3 to 5m. Designate a keeper of the objects. This person chooses one object and throws it across the circle. It cannot be thrown to the person next to the thrower. The person receiving the object then throws it to another group member until everyone has received and thrown the object once. The object should return back to the person who started. This sequence of throwing must be remembered and followed in all future attempts.
2. Once everyone knows the sequence, the keeper of the objects initiates the throwing sequence of the object again but also includes a second object soon after the first. Eventually all the objects should be in motion. Reversing the sequence or creating a whole new sequence can be challenges for the groups to try when they have successfully accomplished the initial task. This group juggle can become quite complicated but a lot of fun.

### **Activity 13: Human Knot**

**Formation:** Groups of 6 to 10 students in a circle

**Equipment:** None

**Rules/Directions:**

1. Divide children into groups of six to ten. Children should form a circle and face each other. Each child should raise their right hand and grasp the hand of someone across the circle as if they were shaking hands. Children then repeat this procedure with their left hand, taking care to hold a different persons hand. Each child should be left holding the hands of two different children. The group now has to unravel the knot. Hand contact cannot be broken but palms may be pivoted to avoid hurt fingers and wrists.

### **Activity 14: Hoop Circle**

**Formation:** Groups of 4 to 6 students in a circle

**Equipment:** One hula hoops/group

**Rules/Directions:**

1. Each group member will stand in a circle and hold hands with the individual to this/her left & right. A hula hoop will be rested between two students' clasped hands. Without releasing their hands, students will try to pass the hoop around the circle.

### **Activity 15: Alphabet/Number Soup**

**Formation:** Small groups of students

**Equipment:** None

**Rules/Directions:**

1. Groups try to create letters/words/numbers as a group using only their bodies

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### **Teacher Notes:**

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### **References:**

Sutherland, C. (2006). *No gym! No problem! Physical activities for tight spaces*. Human Kinetics: Champaign, IL.



## Physical Education in the Classroom: Assessment Example

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Criteria	4 – Excellent	3 – Proficient	2 – Adequate	1 – Limited
<b>Active Participation</b>	Consistently participates in the activity	Frequently participates in the activity	Occasionally participates in the activity	Rarely participates in the activity
<b>Follows Rules/Directions</b>	Consistently follows rules/directions	Frequently follows rules/directions	Occasionally follows rules/directions	Rarely follows rules/directions
<b>Encourages Others</b>	Consistently encourages group members	Frequently encourages group members	Occasionally encourages group members	Rarely encourages group members
<b>Overall Level of Cooperation</b>	Consistently displays a cooperative attitude	Frequently displays a cooperative attitude	Occasionally displays a cooperative attitude	Rarely displays a cooperative attitude

## Physical Education in the Classroom: Student Self-Assessment Example

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Criteria	Always	Most of the Time	Some of the Time
I participate when having Physical Education in the classroom			
I follow rules/directions when having Physical Education in the classroom			
I encourage others when having Physical Education in the classroom			
I have a positive attitude when having Physical Education in the classroom			

**Comments:**