

NY AHPERD 2016

How to Become Obsolete Every Single Year!



What are you anchoring your teaching to?

- NYS Standards
- SHAPE America Standards
- Grade Level Outcomes

Are we giving our students everything they need to know to be successful, both right now and next year?



Problem



Solution!



Register for OPEN

- **Step 1:** Visit www.OPENPhysEd.org/register
- **Step 2:** Fill in your information
- **Step 3:** Login using new username & PW
- **Step 4:** Go to “Curriculum Resources”



About Us

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NYSAHPERD 2010 Elementary
Teacher of the Year

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What is OPEN



OPEN Includes...

- Module Overview
- Materials List
- Activity Plan
- Academic Language Cards

OPEN GAMES FOR LEARNING
LOCOMOTOR & MANIPULATIVE SKILLS
MODULE OVERVIEW

ABOUT THIS MODULE

This module includes activities that are designed to develop and reinforce several locomotor and manipulative skills. All of the basic locomotor skills, static and dynamic balancing, as well as understood tracing, cutting, and coloring are addressed. Other learning outcomes are also addressed within the module's activities.

NATIONAL STANDARDS AND OUTCOMES FOCUS

Standard 1: Demonstrate competency in a variety of motor skills and movement patterns.

Outcome E1.A.2: Performs locomotor skills (hopping, galloping, running, sliding, skipping with one foot, jumping, etc.) using a variety of patterns (1). Slides using a mature pattern (2).

Outcome E2.A.2: Runs with a mature pattern (2). Turns showing differentiation between jumping and skipping (2).

Outcome E3.A.2: Performs jumping and landing actions with balance (2). Demonstrates two of the five critical elements for jumping & landing in a horizontal plane using two-foot take-offs and landings (1). Demonstrates four of the five critical elements for jumping & landing in a horizontal plane using a variety of one and two-foot take-offs and landings (2).

Outcome E4.A.2: Performs jumping and landing actions with balance (2). Demonstrates two of the five critical elements for jumping & landing in a horizontal plane (1). Demonstrates four of the five critical elements for jumping & landing in a horizontal plane (2).

Outcome E5.A.2: Maintains momentary stillness on different bases of support (1a). Forms with, carries, pushes, and releases body shapes (2). Balances on different bases of support, controlling breath and shape (2). Balances in an inverted position with address and supportive base (2).

Outcome E6.A.2: Transfers weight from one body part to another in self-space in a variety of different orientations (1). Transfers weight from feet to different body parts of support for balance and/or travel (2). Balances on a narrow or curved body shape (1). Holds in different directions with either a narrow or curved body shape (2).

Outcome E7.A.2: Controls the action of rolling and stretching (2). Demonstrates rolling, twisting, bending, and stretching actions (1). Differentiates among rolling, twisting, bending, and stretching (2).

Outcome E8.A.2: Throws underhand with opposite foot forward (2). Throws underhand demonstrating two of the five critical elements of a mature pattern (2). Throws underhand using a mature pattern (2).

Outcome E9.A.2: Catches a ball and catches it before it bounces twice (2). Catches a large ball tossed by a skilled thrower (2). Catches a self-throw from a self-space before bounces (2). Catches a series of balls self-throw or thrown by a skilled thrower (2). Catches a ball with one hand, attempting the second catch (2). Catches a ball with one hand, attempting the second catch (2). Drifts continuously in self-space using the dominant hand (1). Drifts in self-space with a preferred hand demonstrating a mature pattern (2). Drifts using the dominant hand while walking in general space (2).

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OPEN GAMES FOR LEARNING
LOCOMOTOR & MANIPULATIVE SKILLS
MATERIALS LIST

QTY	NAME	CODE	US Games
1	Basic OPEN Activity Pack (includes all items below)		Link to a Store
12	Juggling Scarves		Link to a Store
24	Bean Bags		Link to a Store
24	Foam Balls		Link to a Store
24	Hula Hoops		Link to a Store
31	Academic Language Cards		OPENPhysEd.org
6	Station Cards		OPENPhysEd.org
2	Skill Cue Teach Sheets		OPENPhysEd.org
12	Skill Cue Posters		OPENPhysEd.org
1	Holistic Rubric		OPENPhysEd.org
1	Self Check Assessment		OPENPhysEd.org

* Economy Equipment Package is also available

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OPEN GAMES FOR LEARNING
LOCOMOTOR & MANIPULATIVE SKILLS
Juggling Scarf Exploration 1

STUDENT TARGETS

- Skill: I will practice a variety of locomotor skills using the scarf.
- Cognitive: I will demonstrate at least 3 different pathways while moving throughout the activity area.
- Fitness: I will work to stay actively engaged during all of the scarf activities.
- Personal & Social Responsibility: I will demonstrate safe behaviors without being reminded by a teacher.

TEACHING CUES

- Work Safety
- Engaged Self-Space
- Activity Engage
- Stay On-Cue Teach Sheets for Skill-Specific Cues

ACTIVITY SET-UP & PROCEDURE

Equipment:

- 1 juggling scarf per student
- Juggling Scarf Activity Card

Set-Up:

1. Students scattered in activity area, each with a juggling scarf.
2. Juggling Scarf Activity Card ready on clipboard or tablet.

Activity Procedures:

1. Today we're going to have fun exploring movement with juggling scarves.
2. I will show you a movement activity and then you can try to move in the same way.
3. Teachers, use Part 1 of the Juggling Scarf Activity Card to follow this activity sequence: 1) Shapes & Directions, 2) Locomotor Moves, 3) Levels, 4) Pathways, 5) Letters & Numbers, 6) Tail Tag (2nd Grade).

Grade Level Progression:

K: Prompt students to hop, gallop, slide, and run. Focus on basic movement and pathways.

1st: Add a zig to the sequence. Focus on more movement patterns as well as levels and relationships.

2nd: Focus on mature movements, including a skip. Students can combine shapes, levels, and pathways into simple travel sequences. Introduce Tail Tag, prompting students to skip during game play.

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ACTIVELY ENGAGE
(verb)

To participate in an activity while showing genuine interest and a desire for excellence.

Caroline **actively engages** in physical education class in order to get as much physical activity as possible.

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OPEN Includes...

- Assessment Options
- Station Cards
- Cue Cards
- Teacher Reflection Guide

OPEN GAMES FOR LEARNING
LOCOMOTOR & MANIPULATIVE SKILLS
SELF-ASSESSMENT

NAME: _____ GRADE: _____ CLASS: _____

Draw faces in the circles to show how you feel about your balancing and manipulative cues. If this is your pre-assessment, draw another face in the "goal" column to show how you think you could feel about your skills after some practice and hard work.

Look at these faces to help you decide what to draw.

This is new. I wish I could do better, and so I will keep trying my best to improve.

I'm getting better. Practice is helping and I will keep trying my best to improve.

I can do this well. Practice worked and now I want to keep learning more!

SKILL	PRE	GOAL	POST
Static Balancing	☹️	😊	😊
Dynamic Balancing	☹️	😊	😊
Underhand Rolling	☹️	😊	😊
Underhand Toss	☹️	😊	😊
Catching	☹️	😊	😊

LOCOMOTOR MOVES WITH A SCARF

1. Use a scarf to pretend you're a fun animal.
2. Safely gallop, jump, leap, march, hop, slide, and skip in the station area.

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OPEN TOOLS FOR LEARNING **ROUNDNET** **PC**

PASSING CUE CHART

Critical Elements & Cues For...	
Below-Chest Pass	Above-Chest Pass
1) Athletic Stance • Feet & Knees Ready • Hands Ready • Eyes Ready	1) Athletic Stance • Feet & Knees Ready • Hands Ready • Eyes Ready
2) Hand Placement • Waist Level • Palms Up & Out • Fingers Away	2) Hand Placement • Shoulder Level • Palms Out • Fingers in Toward Head
3) Palm Strike • Palm Flat • Contact Between Heel & Fingers	3) Palm Strike • Palm Flat • Contact Between Heel & Fingers

OPEN GAMES FOR LEARNING
LOCOMOTOR & MANIPULATIVE SKILLS
TEACHER SELF-EVALUATION & REFLECTION GUIDE

Teaching Style of Educator: _____ School Year: _____

General Comments / Notes for Planning Next Year's Module:

Self-Reflection Across Practitioner's Four Domains of Teaching:

Domain 1: Planning & Preparation

1a. Demonstrating Knowledge of Content

1b. Demonstrating Knowledge of Resources

1c. Designing Learning Experiences

1d. Designing Student Assessments

Domain 2: Classroom Environment

2a. Establishing a Culture for Learning

2b. Organizing Physical Space

2c. Managing Student Behavior

2d. Managing Student Learning

Domain 3: Instruction

3a. Communicating with Students

3b. Using Assessment in Instruction

3c. Engaging Students in Learning

3d. Demonstrating Facilitating and Responsiveness

Domain 4: Professional Responsibilities

4a. Reflecting on Teaching

4b. Participating in a Professional Community

4c. Communicating with Families

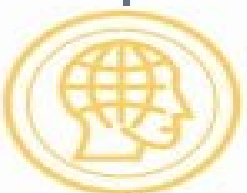
4d. Showing Professionalism

Self-Rating with Rubric:

4-point Scale: Innovative (4), Proficient (3), Basic (2), Unsatisfactory (1)

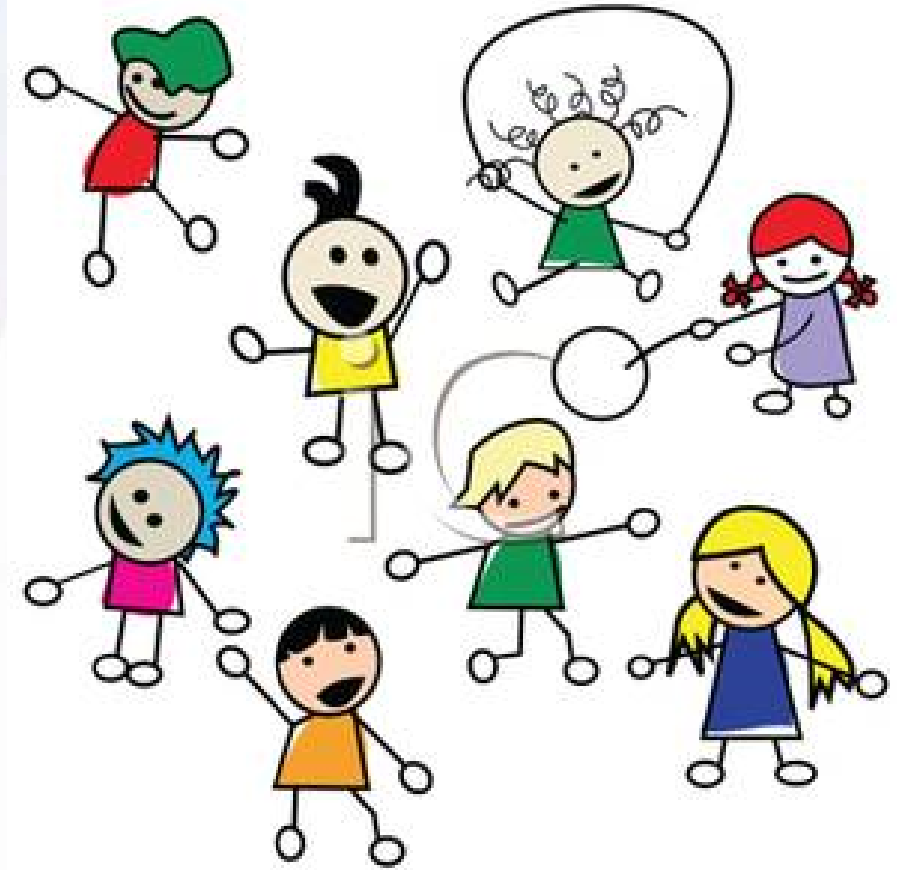
Provide evidence:

✓ Evidence 1
✓ Evidence 2
✓ Evidence 3



Today's Activities

- Instant Activities
- Foot/Soccer Skills
- Invasion Games

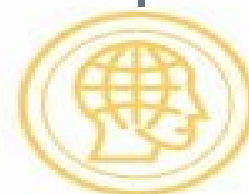
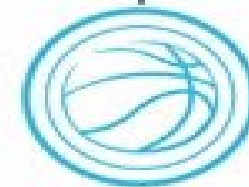


Backward Design



Achieving Outcomes

- Using common activities to cover similar outcomes in different activities.
- Being aware of outcomes to build learning that students can carry up to the next level
 - Toss 3 (different types of equipment, ways to pass)
 - Pass 3
 - Partner Get-Away (sorry not an OPEN activity 😊)
 - Four Corners (How this can be applied to any invasion type game)



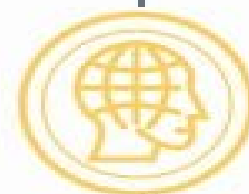
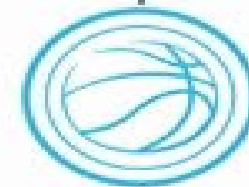


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