

Conference Session:

Engaging Activities, OPEN to All

Presented by:

Nick Kline – @PEtop5

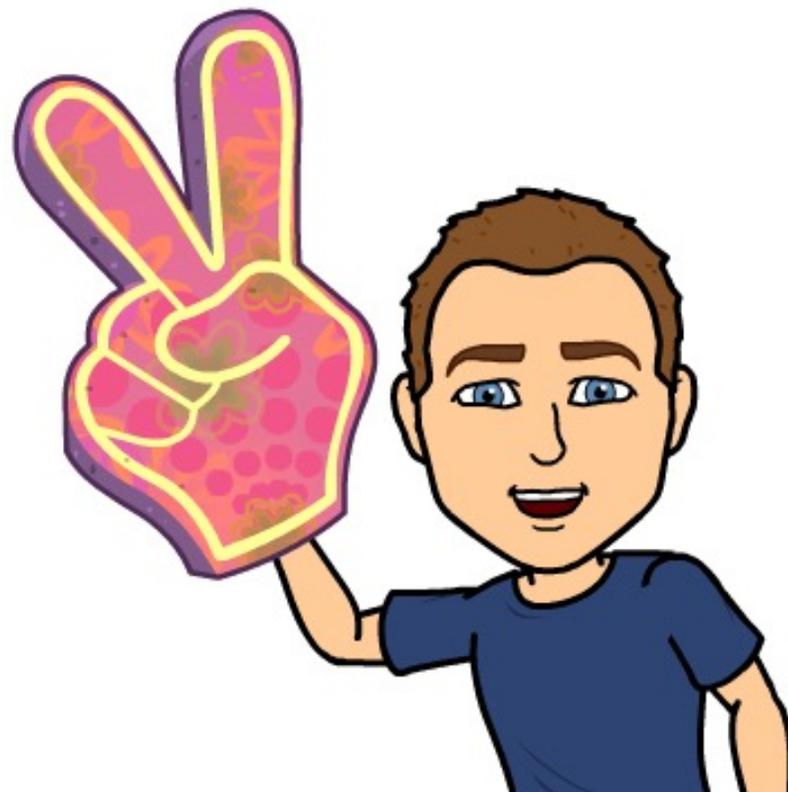


Register for OPEN

- **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”



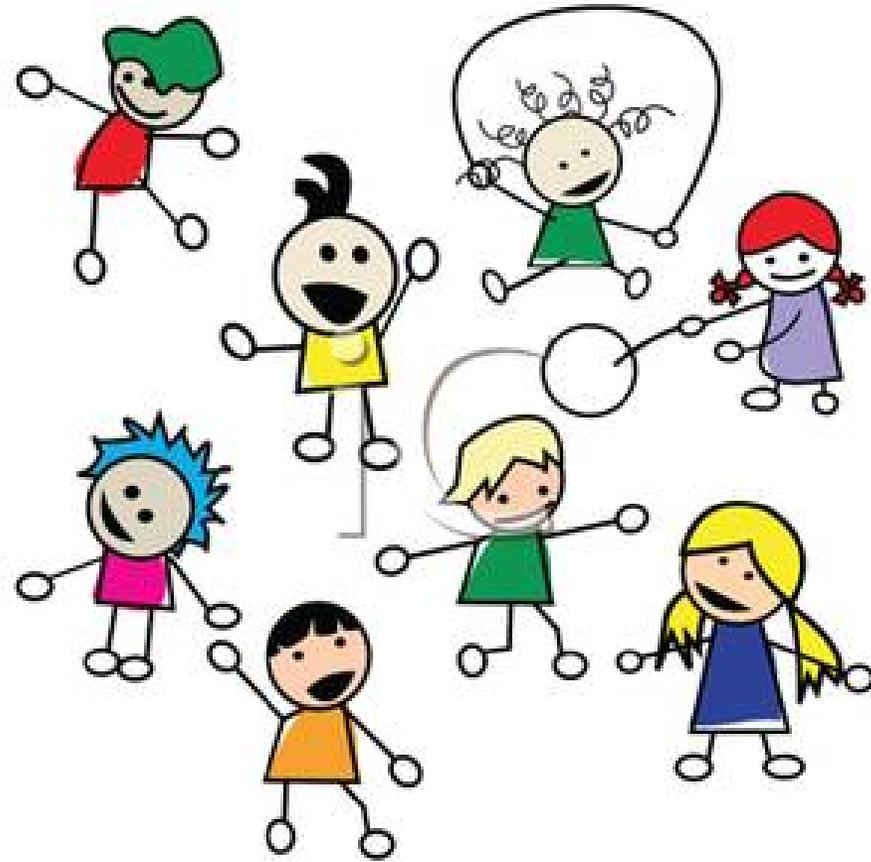
About Me



Let's Move!!!

Instant Activities

- Around the World RPS
- Harvest Tag



What is OPEN



Let's Move!!!

Locomotor/Manipulative

- Ball Skills
- Toss 3



BALANCE

(noun)

An even distribution of weight which allows someone or something to stay upright and steady.

*Lauren jumped and then landed on two feet in order to keep her **balance** and not fall down.*



Word Wall

A

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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B

BALANCE

(noun)

An even distribution of weight which allows someone or something to stay upright and steady.

Lauren jumped and then landed on two feet in order to keep her **balance** and not fall down.

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C

CLOCKWISE

(adverb)

Movement in the same direction as the way the hands of a clock move around.

Together, the group moved **clockwise** around the perimeter of the activity area.

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D

DEMONSTRATE

(verb)

To show or perform an action for others to see.

Philip was about to **demonstrate** an accurate throw and a catch while the class watched.

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E

EFFORT

(noun)

In movement concepts, this refers to how the body moves and applies the concepts of time (fast, slow), force (strong, light), and flow (bound, free) to specific movement situations.

Henry knows the **effort** he applies when pitching a baseball directly affects how the ball moves.

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APPROPRIATE BEHAVIOR

(noun)

The correct way to act or conduct oneself in a particular situation.

Philip demonstrated **appropriate behavior** during stations by moving safely and listening for the start and stop signals.

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COUNTER-CLOCKWISE

(adverb)

Movement in the direction opposite from the way the hands of a clock move around.

The class moved the parachute **counter-clockwise** by walking around to their right.

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DIRECTION

(noun)

One of the ways the body can move in space (e.g. forward, backward, right, left, up, down, clockwise, counterclockwise).

James' favorite game at the arcade is the Claw Machine because she likes to move the handle in different **directions**, attempting to grab one of the stuffed animals.

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CONTROL

(verb)

To manage or regulate the movement or actions of something.

Kim was able to **control** the scarf by throwing it carefully into the air.

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DEFENSE

(noun)

The team or players in a game or sport who are trying to steal away possession of the ball and stop their opponent from scoring a goal or point.

The **defense** was very strong. Franklin and Kim kept stealing the soccer ball away from Josh and Jessica and did not allow any goals to be scored.

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COORDINATION

(noun)

The ability to synchronize, or combine at the same time, movements of several parts of the body.

Tennis is one example of a sport that requires **coordination** because athletes must move around while attempting to strike the ball with a racket.

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 unobstructed, stepping, sitting, and catching are addressed. Other learning outcomes are also addressed within the module's activities.

NATIONAL STANDARDS AND OUTCOMES FOCUS

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

Outcome 1.1.A.2: Performs locomotor skills (hopping, galloping, running, sliding, skipping and marching forward (F), frog, gallop, zig, and side step) in a mature pattern (1). Slides using a mature pattern (2).

Outcome 1.1.A.3: Runs with a mature pattern (2a). Transitions showing differentiation between jogging and sprinting (2b).

Outcome 1.1.A.4: Performs jumping and landing actions with balance (F).

Outcome 1.1.A.5: Performs jumping and landing actions with balance (F).

Outcome 1.1.A.6: Performs jumping and landing actions with balance (F).

Outcome 1.1.A.7: Performs jumping and landing actions with balance (F).

Outcome 1.1.A.8: Performs jumping and landing actions with balance (F).

Outcome 1.1.A.9: Performs jumping and landing actions with balance (F).

Outcome 1.1.A.10: Performs jumping and landing actions with balance (F).

Outcome 1.1.A.11: Performs jumping and landing actions with balance (F).

Outcome 1.1.A.12: Performs jumping and landing actions with balance (F).

Outcome 1.1.A.13: Performs jumping and landing actions with balance (F).

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Outcome 1.1.A.100: Performs jumping and landing actions with balance (F).

APUBLIC SERVICE OF **US Games** OPENPhysEd.org 1

OPEN GAMES FOR LEARNING
LOCOMOTOR & MANIPULATIVE SKILLS
MATERIALS LIST

CITY	NAME	CODE	US Games
1	Basic OPEN Activity Pack (includes all items below)		Link to a Store
72	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 in my teacher gives me in class.
- Cognitive: I will demonstrate at least 3 different pathways while I move 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
- Respect Self Space
- Activity Engage
- Stay Still Cue Teach Sheets for Skill Specific Cues

ACTIVITY SET-UP & PROCEDURE

Equipment:

- 1 Juggling Scarf per student
- Juggling Scarf Activity Card

Set-Up:

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

Activity Procedures:

- Today we're going to have fun exploring movement with juggling scarves.
- I will give you a movement card and you can begin to move in the same way.
- 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.

OPEN GAMES FOR LEARNING
LOCOMOTOR & MANIPULATIVE SKILLS



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.

OPEN PUBLIC SERVICE OF US Games

OPEN TOOLS FOR LEARNING ROUNDNET

PASSING CUE CHART

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

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

TEACHER: _____

TEACHING/TYPE OF ACTIVITY: _____ SCHOOL YEAR: _____

General Comments / Notes For Planning Next Year's Module:
 Comment 1
 Comment 2
 Comment 3

Self-Reflection Across Practitioner's Four Domains of Teaching

Domain 1: Planning & Preparation

1a. Demonstrating Knowledge of Content
 Reflection 1
 Reflection 2
 Reflection 3

1b. Demonstrating Knowledge of Resources
 Reflection 1
 Reflection 2
 Reflection 3

Domain 2: Classroom Environment

2a. Culture of Respect and Support
 Reflection 1
 Reflection 2
 Reflection 3

2b. Establishing a Culture for Learning
 Reflection 1
 Reflection 2
 Reflection 3

2c. Managing Classroom Transitions
 Reflection 1
 Reflection 2
 Reflection 3

Domain 3: Instruction

3a. Communicating with Students
 Reflection 1
 Reflection 2
 Reflection 3

3b. Using Questioning and Discussion
 Reflection 1
 Reflection 2
 Reflection 3

3c. Engaging Students in Learning
 Reflection 1
 Reflection 2
 Reflection 3

Domain 4: Professional Responsibilities

4a. Reflecting on Teaching
 Reflection 1
 Reflection 2
 Reflection 3

4b. Maintaining Accurate Records
 Reflection 1
 Reflection 2
 Reflection 3

4c. Communicating with Families
 Reflection 1
 Reflection 2
 Reflection 3

4d. Participating in a Professional Community
 Reflection 1
 Reflection 2
 Reflection 3

4e. Showing Professionalism
 Reflection 1
 Reflection 2
 Reflection 3

Self-Rating with Rubric

6. Overall Grade:
 Innovative (4), Proficient (3), Basic (2), Unsatisfactory (1)

Provide Evidence:
 Evidence 1
 Evidence 2
 Evidence 3



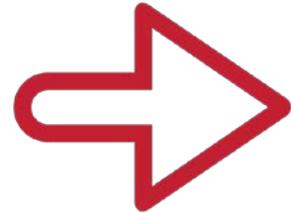
Let's Move!!!

Roundnet

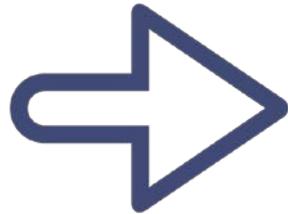
- Passing Skills
- Partner Challenges
- Tactical Activities
- Modifications



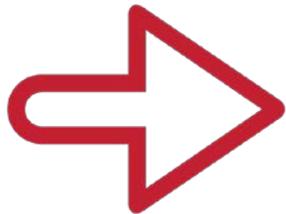
Depth of Knowledge



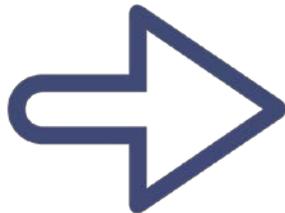
DOK 4: Extended Thinking
- What would happen if...?



DOK 3: Strategic Thinking
- How can I use what I know?



DOK 2: Applications of Skills & Concepts
- Why & when do I apply what I know.

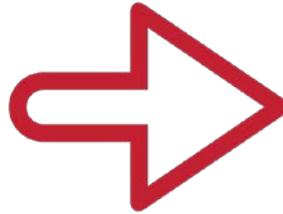


DOK 1: Recall & Reproduction
- Define & demonstrate what I know.



DOK and Blooms

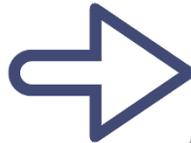
**DOK 4:
Extended Thinking**



Create

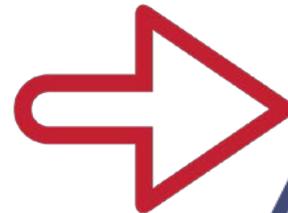
Evaluate

**DOK 3:
Strategic Thinking**



Analyze

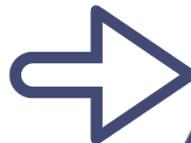
**DOK 2:
Application**



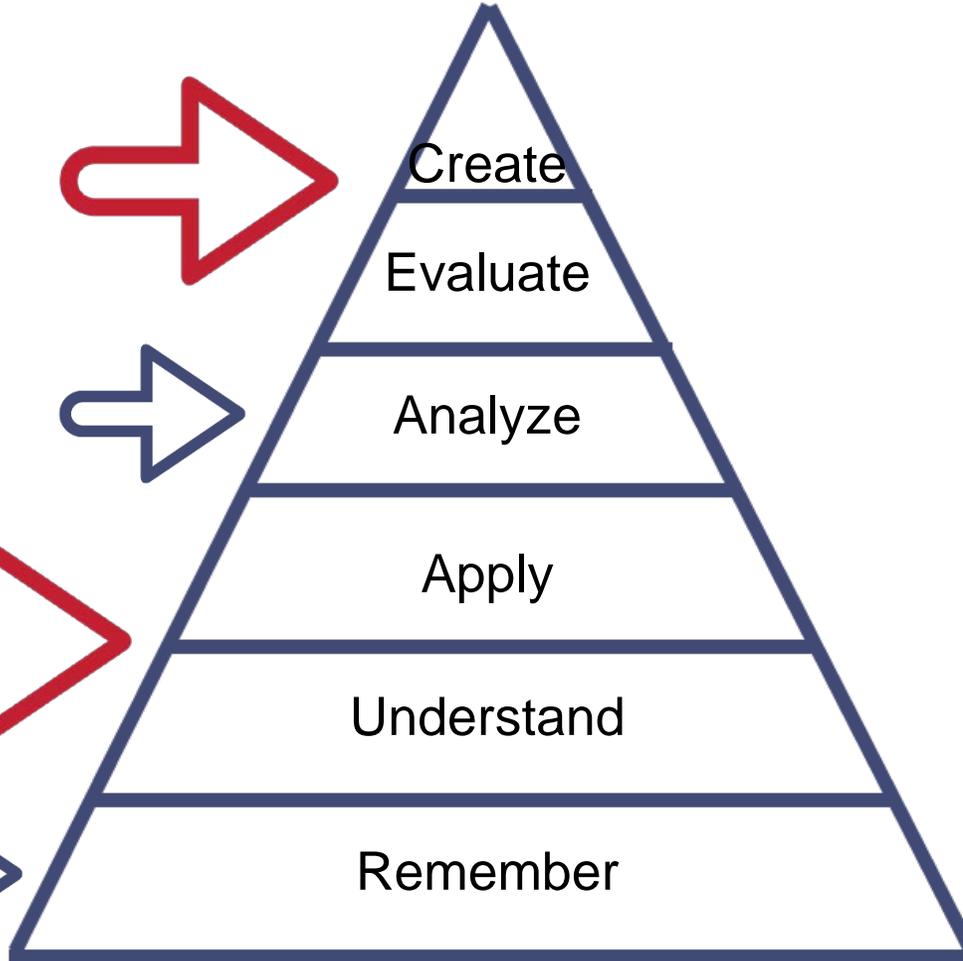
Apply

Understand

**DOK 1:
Recall**



Remember



DOK Sample

- **DOK 1:** Can you define accuracy?
- **DOK 2:** How does the trajectory of a serve effect the way it bounces off the net?
- **DOK 3:** How is a person's fitness-level related to their Spikeball performance?
- **DOK 4:** Design a practice task that will help you improve your ability to spike the ball using different bounces.



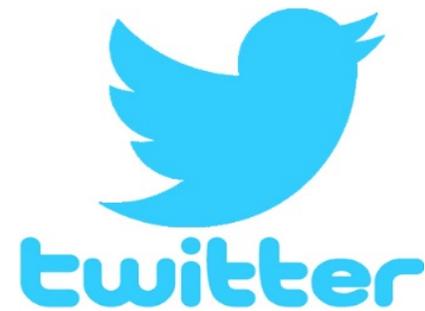
Let's Move!!!

Personal Social Responsibility

- Train Tracks
- Robotics Lab



Useful Technology



Plickers



Plickers is a powerfully simple tool that lets teachers collect real-time formative assessment data without the need for student devices



Question

How many minutes should kids be active EVERY day?

- A. 30
- B. 45
- C. 60
- D. 100



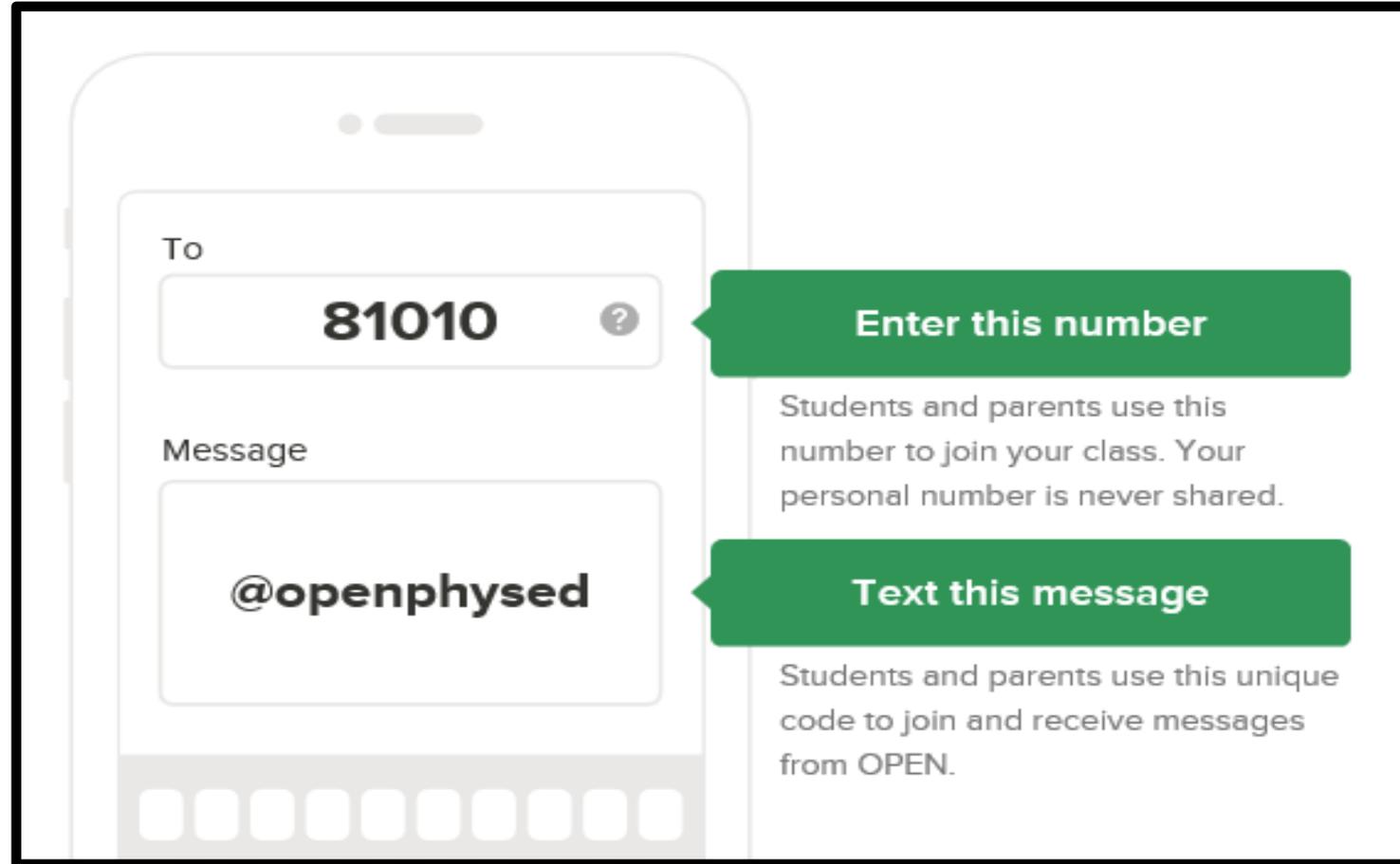
Question

How much fun are you having?

- A. I would rather be at the dentist.
- B. Today has been OK.
- C. I'm having a BLAST!
- D. I would rather not say?!



Remind.com



The illustration shows a smartphone screen with a text message form. The 'To' field contains the number '81010' with a question mark icon to its right. The 'Message' field contains '@openphysed'. To the right of the phone, there are two green callout boxes. The top one says 'Enter this number' and the bottom one says 'Text this message'. Below each callout is a short paragraph of text explaining the purpose of the number and message.

Enter this number

Students and parents use this number to join your class. Your personal number is never shared.

Text this message

Students and parents use this unique code to join and receive messages from OPEN.



Twitter

#PhysEd #mustfollow

created by
@physed

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@CollinBrooksie
@MissHartl
@CoachPirillo
@BullisKari
@lmwppch
@smartintahoe
@LifelisAthletic
@mrobPE
@DrAshCasey
@mbohannon4
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@PhysedNow
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@PhysedMap
@Matulisj
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@PE_Dave1017
@cpola17
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@OESPhysEd
@RArmstrongPE
@peguth
@justenoconnor

@pewithmrt
@helenabaert
@youngphysed
@JessicaShawley
@KymmBallard
@DriemeyerPE
@mikedoylempls
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@MrCsajko
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@teachpe24
@EB_CoachA
@coachpvg
@ESEPhysEd
@PhyEdJackie
@VGoodyear
@MrPicha_PE
@HarrisHillPE
@J_JonesPE
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@alexobrien
@phys_educator
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@PEJimmyWright
@jratey
@paulrosengard
@PaulZientarski
@pecentral
@chapplephysed
@peshoes
@Physed_Pomeroy
@pe2theMax
@MoveLiveLearn
@terrldr99
@MLSPE
@pilly66
@MQuennerstedt
@ArtieKamiya
@MrMetcalfPE
@AaronBeighle





is a public service of



EVERY CHILD deserves an effective physical education program
EVERY TEACHER deserves access to an effective physical education curriculum

WELCOME
TO THE
OPEN SOURCE CURRICULUM PROJECT
BUILT FOR #PHYSED



Q & A



Final Thoughts



Nick Kline
nkline@usgames.com
@PEtop5



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- **Step 2:** Fill in your information
- **Step 3:** Login using new username & PW
- **Step 4:** Go to “Curriculum Resources”

