

John S. Hichwa

Beauiles Lane
Redding, Connecticut

Home (203) 938-2860
Cell (203) 470-1542
Email toy1993@sparkpe.org

THERE IS NO SUCH THING AS JUST BEING A “GYM TEACHER”

Physical education and other fine and practical arts subjects sometime play second fiddle to the regular core subjects. Yet we as physical education teachers know that we do make a difference in the lives of students. The presentation today will focus on EXCELLENCE OF TEACHING. We all know that it does not come automatically and it does take perseverance, patience, and a passion for improving the lives of young people.

Today's presentation will address the direction a teacher can take to improve his/her performance in the classroom. Today's objectives will focus on the following:
Learning strategies to increase class activity levels
Utilizing inclusionary strategies to promote physical activity equity and enjoyment
Learning to align instructional components toward a quality physical education program

Physical education 3-2-1

1. Our icebreaker today is 3-2-1. You will learn some interesting facts about each of your partners and group members.
 2. Find a partner and identify 3 unique items you have in common (i.e. favorite fruit/vegetable, hometown, tv show, etc.).
 3. Once you have identified your 3 items, raise your hands to find another set of partners who are ready to join you to form a group of four.
 4. Now your group of four needs to identify 2 items you all have in common. (Encourage students to dig deep for commonalities because you cannot use items you have previously identified).
 5. Finally, when your group is ready, raise your hands to connect with another group of four to make a group of eight. The goal is for the group of eight to find 1 unusual event, interest or activity that all of you have in common. The groups of eight will report to the full group at the end of the activity.
 6. Think About...
 - In this activity you were able to learn more about the people in your class. How would this affect the interaction between your classmates?
- Teaching Tip...
When teaching this to students, provide a few examples to demonstrate the wide variety of interests from which they can choose their facts.

Rock, Paper, Scissors Fan Club

1. Rock, Paper Scissors Fan Club can be used to resolve conflicts, mediate differences, and have fun while doing it. You will learn about encouraging and supporting to others.
 2. Find a partner and play Rock, Paper, Scissors.
 3. Once a winner has been determined, stay with your partner (as his/her fan club) and find another pair to play against.
 4. The 2 winning players will face off in a new game of R, P, S. Their partners will stand next to them and give encouragement (cheer) as they play.
 5. Once a winner has been determined the fan club grows. Your group of 4 will find another group of 4 and repeat the process with 3 players cheering as they encourage their teammate.
 6. Continue the game until there are only 2 players (and 2 large fan clubs) facing off. All students should be cheering and encouraging their teammate as they compete against the other team.
 7. Think About
 - How do you feel when people encourage you or cheer for you? Does it give you more confidence? Giving that type of encouragement to a friend or teammate will help them too!
- Teaching Tip...
- Encourage students to use self-control as they gather around teammates, reminding them to avoid pushing and shoving as more people gather around the 2 people playing Rock, Paper, Scissors.

The Turnstile:

Have the students line up one behind the other. Begin by turning a long rope (approx. 30') slowly. Have one student at a time run through the rope. See how many students can make it through without missing a turn. When someone misses or the rope is turned without someone running through, start counting from one again. Repeat the activity with two people going through each turn. Try three-four-five at a time. Keep a record of how many make it through and try to break that record another day.

Pairs Tag with a little bit of Math:

This is how Karl Rohnke describes this activity: "Find someone you want to choose and/or be chosen by. Don't worry, there's no holding hands in this game. Deciding who is initially IT, that person tries to tag only their chosen partner, who, of course, attempts to keep from being tagged. If a tag is made, the IT designation switches over and the choosee becomes the chooser. Taken as is, this could be a very boring game. The interesting element is that a lot of other pairs are playing the same game in a restricted area; the smaller the group, the smaller the game area. Only fast walking is allowed and three seconds must elapse between tags. Watch for picks and keep your bumpers up!

from The Bottomless Bag by Karl Rohnke High Five Adventure Learning Center
1-877-356-4445

My twist is to add a little math to the excitement. When one tag his partner, they both turn to each other and throw out fist (0) to 5 fingers on one hand. Both people attempt to add the total number of fingers and the first correct answer gets a three second head start and begins walking with the other partner trying to tag him/her. Try these variations: Two hand addition, one hand subtraction, two hand subtraction, one hand multiplication, two hand multiplication.

Disguising Dance:

1. Moving in open spaces - under control and listening to directions after the music stop
 - a. What can you do in your personal spaces - changing levels, using as many different body parts as possible, making contact with the ground using different body parts, making contact with the ground with two, three or four different body parts
 - b. Moving in general space
 - i. In different directions
 - ii. Using different pathways
 - iii. Changing speeds as you go
2. Mingle-mingle
 - c. 1st partner - 5-6-7-8
 - d. 2nd partner - Grapevine right and left
 - e. 3rd partner - Step together R, L, R, and L, moving forward
 - f. 4th partner - Touching hip, hip, glut, glut, clap, clap, raise the roof (2)
 - g. 5th partner - walk 4 steps backwards, counting 1-2-3-4

.....5, 6, 7, 8 from "Best of the Steps"

Jumping or whatever on 5-6-7-8

4- Grapevine R

4 - Grapevine L

4 - Step together R, L, R, and L, moving forward

8 - Touching hip, hip, glut, glut, clap, clap, raise the roof (2)

4 - Walk backwards (Hands in the air- clapping hands - or your choice)

5-6-7-8 and repeat