

Tips and Tricks of the Trade

Physical & Health Education



PHYSICAL AND HEALTH EDUCATION
NATIONAL CONFERENCE
2019 | **Montréal, QC**
CONGRÈS NATIONAL
D'ÉDUCATION PHYSIQUE ET À LA SANTÉ



Fitness War

Equipment

★ Cards

★ Spots to mark meeting places

Some Examples of Outcomes Met

PEI

P to 3

Participate in a variety of moderate to vigorous movement activities for short periods of time to increase heart and respiration rates, flexibility, muscular endurance, and muscular strength

4 to 6

Make decisions about and apply, with guidance, strategies and principles related to fitness improvement to determine own level of health-related fitness (cardiovascular endurance, flexibility, muscular endurance, and muscular strength) and to positively affect own level of health-related fitness

Middle School

Apply an understanding of how to positively affect the major muscle groups (e.g., biceps, triceps, pectorals, abdominals, quadriceps, hamstrings) while clarifying an understanding of the effects of exercise and inactivity on the muscular system (e.g., increased/ decreased strength, increased/ decreased lean muscle, increased/ decreased elasticity, increased/ decreased muscle tone).

Nova Scotia

demonstrate understanding that physical activity can lead to increased heart rate, breathing rate, perspiration, etc

Students will be expected to demonstrate effective collaboration skills, behaviours that promote fairness, and analyze the impact of fair play on self and others.

New Brunswick

demonstrate body and space awareness as it relates to movement;

Graduates will be able to continue to learn and to pursue an active, healthy lifestyle.

Newfoundland and Labrador

explore combinations of fundamental locomotor skills and manipulative skills in various movement contexts

Perform efficient, creative and expressive movement patterns consistent with an active lifestyle

Graduates will be able to learn and to pursue an active, healthy lifestyle

Ontario

identify factors that can affect health-related fitness (e.g., heredity, nutrition, developmental stage, environmental factors, social and emotional factors, mental health, cultural teachings), and describe how training principles (e.g., frequency, intensity, duration, type of activity) can be applied to develop fitness

Manitoba

Show respect and acceptance for physical and performance limitations of self and others

Recognize the health related fitness components (e.g., cardiovascular endurance, muscular strength, muscular endurance, flexibility)

Saskatchewan

PE4.1

Make decisions about and apply, with guidance, strategies (including fitness appraisals) and principles related to fitness improvement to determine own level of health-related fitness (cardiovascular endurance, flexibility, muscular endurance, and muscular strength) and to positively affect own level of health-related fitness.

PE30.2

Lifelong Fitness - Explore methods and opportunities for sustaining lifelong fitness.

Alberta

Northwest Territories

Nunavut

understand, experience and appreciate the health benefits that result from physical activity

Students will interact positively with others. x Communication x Fair Play x Leadership x Teamwork

D5-1 participate regularly in physical activity to develop components of health-related fitness and movement skills

D6-7 analyze and create different ways to achieve an activity goal that is personally challenging

YUKON and British Columbia

A1 describe benefits of regular participation in physical activity (e.g., it's fun, it's good for their bodies, it provides opportunities to make new friends)

A2 identify the parts of the body that can work together during physical activity (e.g., heart, lungs, legs, arms, feet, hands)

C1 apply safe procedures for specific physical activities

C2 model fair play in all aspects of physical activity

C3 model leadership in creating a positive climate for physical activity (e.g., mentoring, organizing, coaching)

describe the importance of regular, sustained participation in physical activity for developing the strength of the heart, lungs, muscles, and bones

How To Play

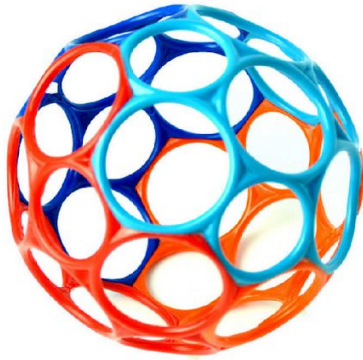
- ★ Students need to sit with a partner at designated spots
- ★ Show special "Fitness War" release dance moves
- ★ Use FMS to travel to back of gymnasium to pick ONE card (cards are scattered along the back)
- ★ Bring back 1 card! "The card you TOUCH is the card you TAKE"



- ★ Demonstrate ways to count up / down / special word / etc to show card at SAME TIME
- ★ Can use the following ways (and MORE) to determine a winner
 - Highest card
 - Lowest card
 - Add together
 - Subtract
 - Multiply
- ★ WINNER has 3 jobs
 - Give FITNESS to the non winner (small sided / on the spot)
 - Take cards to their side of the gym
 - Challenge someone NEW who is on the other side doing fitness

ROUND 2 - KEEP all cards you win.....can challenge double or nothing etc.





Health Education

Take the Time - The Little Things Matter

Get to Know You Attendance

Each Health class my students come in and we do attendance a little differently. They must answer a question about themselves or share their opinion.

- Establish Your Expectations
 - Your answer must be truthful
 - Listen to others share (*Teacher this includes you - Sit & Focus!*)
 - Be respectful with your reactions/comments
 - Keep your answer brief & on topic
 - If you can't think of anything just say "pass"
- Be Prepared & Inclusive
 - Make a list of possible questions that you could ask but also on occasion ask students if they have any suggestions for questions.
- Change it Up
 - Make it part of your class routine and use different methods of asking the questions each month.

Why try this?

We all know how much our students are facing. One of the questions I asked my students was "Who is your favourite teacher? What made them your favourite?" Their responses sealed the deal for why this is important.

"Nice. Did different things" - "Listened. Helped" - "Funny & Personable"
"Shared personal stories"

Take Time for the Little Things because They Matter!!



Health Education

Know what you need & How to get it!

Be Prepared to Survive

Pick your topic! Zombie Apocalypse? Asteroid racing towards earth? Alien Invasion? Students love the opportunity to bring their video games/movies/creativity to life!

This Inquiry Based Learning (IBL) assignment/project has the ability to engage your students in cross curricular exploration (Health, Phys. Ed., Science, Social Studies, etc).

Step 1

Build your front load story. What's taking place? Make it exciting & age appropriate! "The Government of Canada has just received word from Russia that they are closing their borders and grounding all flights. A strange virus similar to rabies is being reported causing it's victims to... The Government of Canada wants every student to "Be Prepared" incase the virus is able to reach Canada!"

Step 2

Introduce the Survival Guide planning booklet. Depending on the level of support needed hold a collaborative Questions Session - where students ask questions related to the six human needs listed inside the booklet. Write their questions on the board & students can pick which questions they want/need to explore to "Be Prepared". Start their research!

Step 3

On the back students need to "Build their Survival Skills" which means they need to see what they are able to do with their bodies, set goals & learn new things. Depending on the team you're able to create in your School Community this has the potential to build into an Interdisciplinary Project & can be used as a springboard!



PE Centres

Explore & Learn

Stolen (Borrowed) Centres

The time crunch is real. It's hard to find the time to develop quality lessons that incorporate skills, outcomes and assessment. To make things easier, there are a number of online resources already developed that are easily adapted to meet the curriculum of your province/state. Steve will run through a number of centres related to throwing and catching using some of the online resources that he uses on a daily basis. He will touch on fundamental movement skills, social emotional learning, classroom management and assessment. He will provide links to the resources that he uses for this presentation.

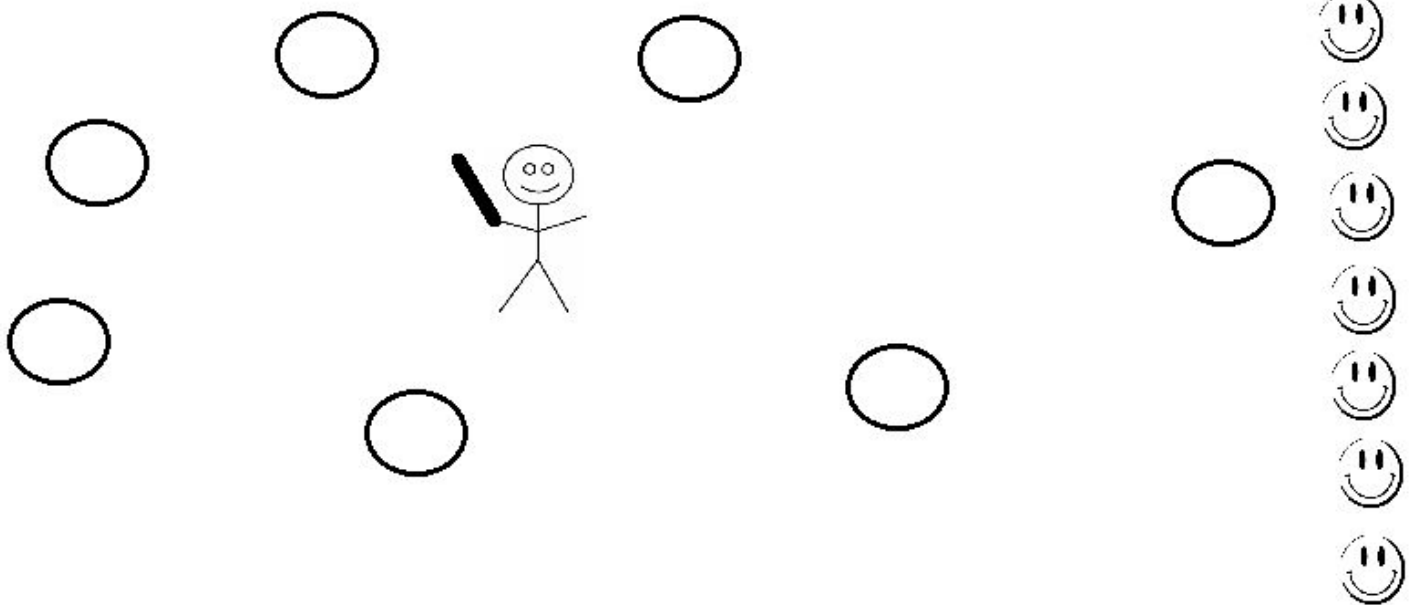




Sharks & Sailors



Six hula hoops are placed throughout the gym on the floor. One student will stand in the middle of the gym with a pinnie on (he/she is the shark). The sailors (the rest of the class) will stand at one end of the gym. When the shark says “sailors swim” the sailors need to get themselves to a hoop before getting tagged. Have a maximum number of students allowed in one hoop at a time based on class numbers. If the sailors make it to a hoop without getting tagged they stay there until the shark goes back to the middle of the gym and says “sailors swim” again. The sailors cannot stay in the same hoop. They need to move to a different hoop. If the sailors get tagged before getting to a hoop they get a pinnie and become a shark. As the game continues you can begin remove hoops from the floor to make the activity more challenging. Make sure all the sharks start in the middle of the gym after each sailors call.





Nova Scotia Animal Safari



Grades P-2

Students will be introduced to very basic concepts of “treasure hunting” skills that can later build into geocaching or orienteering in older grades.

12 Large laminated pictures of animals native to Nova Scotia are hidden around the outdoor play area of the school. A ziplock bag containing all crayons of the same colour is attached to the picture.

Students all have a clipboard holding a sheet that has a small picture of each of the 12 animals on it. Their task is to search for each animal and use the crayon with that picture to colour in the matching animal on their sheet.

Using native animals generates a lot of conversation about who has seen what, we talk about the habitats for the animals and ways we can help to preserve the natural environment. The kids love the thrill of the hunt and get a great cardio workout as they try to find as many animals as possible.

