

Super Teacher – Don't Forget Your CAPE (Creative Activities for PE)

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Tabatas / High Intensity Interval Training

1. Short bursts of intense intervals come with the same cardiovascular benefits as steady state exercises.
2. Your metabolism benefits greatly from short high intensity workouts.
3. You can be extremely creative with workouts. Equipment is optional.
4. Build Your Own Tabata – Using task cards, have students create their own Tabata warm-up to demonstrate their knowledge of basic fitness concepts (i.e. – health-related components of fitness, muscle groups in the body, dynamic stretching activities, etc.). The students can work independently or with groups of partners to complete the task. The teacher will provide guidelines for the Tabata task and students will demonstrate their knowledge through performance. Teachers can also have students complete an “exit ticket” after the activity has been completed to have evidence of student understanding of the content. (i.e. – students place their name on a card then write the name of the activity that they completed to demonstrate their understanding of the concept being addressed).

SAMPLE TABATAS

Warm-up	Dance	Fitness
Jog in Place	Grapevine	Mountain Climbers
Toy Soldiers	Twist	Rocket Jumps
Jumping Jacks	Monkey	Crab Kicks
Cross Crawls	Cha Cha	Knee Curl-ups
Imaginary Jump Rope	Charleston	Push-up Plank Shoulder Taps
Cross Lateral Toe Touch	Disco	Jumping Jacks
Fast Feet	Cabbage Patch	Burpees
Arm Swings/Circles	Hammer Time	Elbow Plank

For some additional information on HIIT, click on the links below;

http://www.sparkpeople.com/resource/fitness_articles.asp?id=621

<http://greatist.com/fitness/complete-guide-interval-training-infographic>

SPOT REMOVER/ CLEAR MY PLATE

The teacher will split the group into two equal teams. Each team will line up on either side of a playing area. In the center of the playing area, spread out near the midline, polyspots will be scattered (20-50). When the activity begins, the students from both teams will move into the playing area and try to remove/collect polyspots and place them on their team's side. To remove polyspots, the students will put a hand or foot on a spot and complete a fitness task. While a player is trying to complete the task, he/she can be challenged by a player from the other team. If challenged, the players will play Rock, Paper, Scissors (RPS) to see who collects the spot and will take it back to their team. Depending on the fitness task chosen by the teacher (upper body, lower body, or core), the players will play RPS in a 1) plank position – upper body, 2) using feet – lower body, or 3) balancing on their bottom – core.

Teaching Tips:

1. Students from each team who are playing must face the opposing team when attempting to collect a polyspot. This will keep players from confusing the other team when trying to collect spots.
2. The teacher will designate the fitness activity based on student's grade/ability levels.
3. The teacher should change the muscle group focus of the fitness activity when students are showing fatigue.
4. Discuss with students which body parts/muscle groups are being used to play the game.

Adaptations:

1. To make the game more interesting, allow players from each team to collect spots from the other team's side. Players can perform the fitness task to collect a spot from the other team's side. When such a spot is collected, it will be returned to the middle of the playing area so that it can be re-collected by any team.
2. Add locomotor movements to the activity by having players travel different ways across the playing area to collect spots (gallop, skip, leap, side slide, etc.).

SUNBLOCK

To begin, each student will need to find a partner. Each pair will collect a ball and head to a sideline and line up behind a cone. In the center of the playing area, there will be a large number of polyspots which will represent healthy skin cells. The players on outside of the playing area will represent sun rays which will damage the healthy skins cells by collecting them if a ball is caught while a teammate is standing on a polyspot.

During round 1, all partners will represent the sun rays. The teacher will track the amount of time needed to remove all the polyspots. During round 2, the teacher will designate 2 to 3 pairs to play defense (protect the skin by acting like sunscreen). The defense may block or intercept any pass but they may not touch any player in the pursuit of accomplishing their task. The teacher will again keep track of the time it takes to remove all the polyspots (healthy skin cells). The students should notice that the sunscreen (defense) forces them to take longer to complete the task. During round 3, choose half of the pairs to now act as the sunscreen.

Once the students understand the concept, the teacher can start the game over and have the students

pass the ball to their partner in different ways to add a new challenge

Crossing the Curriculum:	<ul style="list-style-type: none">• Discuss the importance of wearing sunscreen.• Make the connection during the game between the defense and the amount of sunscreen worn. The more defense (higher SPF) the longer you can stay out in the sun because the skin is protected.• Mention that being in the sun is also good for you. You can receive your daily dose of vitamin D in 20 minutes. Vitamin D helps regulate the metabolism, increase bone strength, and reduce inflammation.
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Bag Tag (from Jim Deline)

Equipment: One or two plastic shopping bags per student



Skills: Dodging, Fleeing, Locomotor Patterns

Organization: Random (everyone must remain inside the boundaries)

Activity: Each student will get one bag. The bag will be folded/ flattened so that it is straight from handles to the bottom of the bag (see photos). The bag will be tucked into the student's pants like they were tucking in a shirt. Most of the bag should be visible and it must be tucked in on the side of the body near the hip. If the student is wearing a long shirt, they should tuck the shirt in where the bag is located for safety reasons. When the game begins, all students will try to pull off other players bags while avoiding having their bags taken. If a bag is pulled out, it will be dropped on the floor and play will continue. The person who had the bag pulled will pick it up and move to outland (somewhere outside the playing area). Once in outland, the student will perform a physical activity that has been designated by the teacher before they may rejoin the game.

Adaptations/Tips:

- 1) Have each participant start with two bags, as long as one bag is still tucked in, the player is in the game
- 2) Have the students travel using different locomotor patterns while playing a round
- 3) Remind students that they may NOT hold their own bag, they may NOT dive or slide on the floor, and they should avoid grabbing the opponent's clothing

Never-Ending Bag Tag (from FAHPERDS 2009)

Equipment: One or two plastic shopping bags per student

Skills: Dodging, Fleeing, Locomotor Patterns

Organization: Random (everyone must remain inside the boundaries)

Activity: Each student will get one bag or two bags to start. The bag will be folded/ flattened so that it is straight from handles to the bottom of the bag (see photos). The bag will be tucked into the student's pants like they were tucking in a shirt. Most of the bag should be visible and it must be tucked in on the side of the body near the hip. If the student is wearing a long shirt, they should tuck the shirt in where the bag is located for safety reasons. When the game begins, all students will try to pull off other players bags while avoiding having their bags taken. If a bag is pulled out, it will be kept, placed in the waist band and play will continue. Students will attempt to collect as many bags as possible while avoiding having any of the bags taken. During this game, no player is eliminated

Adaptations/Tips:

- 1) Have the students travel using different locomotor patterns while playing a round
- 2) Remind students that they may NOT hold their own bag, they may NOT dive or slide on the floor, and they should avoid grabbing the opponent's clothing
- 3) Only bags that are tucked in at the end of the round will count towards the player's final score

1-on-1 Bag Tag

Equipment: 2 plastic shopping bags for each student,

Skills: Dodging, Fleeing, Locomotor Patterns

Organization: Two partners will face one another in an open space.

Activity: Each student will need a partner for this activity. Each partner will have two bags (one for each hip). Remember the tips provided in the previous description. When the music starts, the partners will attempt to be the first person to pull both of the opponent's flags. If successful, the winner will receive one point

Adaptations/Tips:

- 1) Assign a larger number for points if a player wins (mathematics)
- 2) Remind students that they may NOT hold their own bag, they may NOT dive or slide on the floor, and they should avoid grabbing the opponent's clothing
- 3) Remind students that this is a face-off game, there should be no running and chasing
- 4) For safety, if a bag is taken from the opponent, it will be held. If it is dropped there is a risk of slipping or falling because the partners will be plying in tight quarters.

Float and Switch (from Carol Visotsky)

Equipment: One plastic bag per pair of students

Skills: Throwing, Tracking, Catching, Teamwork

Organization: Students are lined up across from each other.

Activity: One student tosses the bag into the air and then the partners switch places. The goal is to catch the bag before it touches the ground. If they switch and catch the bag successfully twice in a row, they can take one step back and try it from a longer distance.

Adaptations/Tips:

- 1) Remind students that they should not be diving or sliding to get to the bag. Make a rule that if they are not on their feet when they catch the bag, it does not count as a successful catch
- 2) Let every student have a bag so that both partners toss a bag and then switch positions to catch the other bag
- 3) Raise the number of successful catches required before they can move back
- 4) Have students start in a plank position on the floor. Using one hand, toss the bag in the air then try to catch the other bag before it falls to the floor
- 5) Incorporate sport skills during the activity (i.e. – basketball lateral speed drill, volleyball three step approach, football three point stance, basketball rebound, etc.)

Bag Juggling (Soccer)

Equipment: One plastic bag per pair of students

Skills: Soccer Juggling, Hand/Eye/Foot Coordination

Organization: Students find an open space.

Activity: Students will ball up a plastic bag. Starting by holding it about chest high, the student will drop the bag and try to juggle it as many times as possible with his/her knee (top of thigh) or feet. Students can count continuous touches and try to beat his/her best score. To add cardio, students must travel to a new space across the gym after each attempt to juggle (it is important not to interfere with others when traveling).

Adaptations/Tips:

- 1) This is a great warm-up activity for students prior to a soccer lesson.
- 2) Teachers can use this activity as a homework assignment for students.

Bag Timer

Equipment: One plastic bag per pair of students

Skills: Fitness, Speed, Agility

Organization: Students find an open space.

Activity: Students will practice floating the bags up into the air. The teacher will give the students a fitness activity (i.e. – cross crawls, high knees, burpees, crab kicks, etc.) to try while the bag is in the air. The students will try to complete as many repetitions as possible before the bag touches the floor. The students will play as many rounds trying to get the highest number of reps possible.

Adaptations/Tips:

- 1) This is a great warm-up activity for students.
- 2) Teachers can use this activity as a homework assignment for students.
- 3) The teacher can mix up the fitness activities to target areas of weakness based on fitness tests.

Bag Skeet

Equipment: One plastic bag and one gatorskin ball per pair of students

Skills: Throwing at a moving target

Organization: Students (working in pairs) will go to spaces designated by the teacher.

Activity: Students will practice floating the bags up into the air. After about 1 minute of practice, one partner will get the ball and go to the designated throwing area (determined by the teacher (will be influenced by the grade and ability level of the student)). When ready, the thrower will say "pull" and the partner with the bag will float it up into the air directly above his/her head. While the ball is overhead, the thrower will attempt to throw the ball at the target while it is floating in the air. The thrower will get two turns and then the pair will switch positions.

Adaptations/Tips:

- 1) If students are successful, they can move further away on new attempts.
- 2) Students can collect points as a motivator (i.e. – touching the bag earns two points, hitting the bag so it travels with the ball is worth five points).
- 3) Students can use different types of throws or throw with their non-dominant hands to add to the challenge
- 4) Make sure that students know the proper pattern of the type of throw being used.