

Teacher Toolkit Rubric

Physical Education Content Strategies

Total Physical Response (TPR)

This strategy helps a Nonphysical education teacher pair up with a Physical Education teacher and use a cross curriculum strategy to help general, second language learners or special educational students learn new language/vocabulary concepts using physical movements in their classrooms.

Procedure:

1. The teacher gathers, equipment, props or pictures for their students to understand the meaning of the words.
2. The teacher says the vocabulary word and uses body movement to show examples of the word.
3. The teacher has his students volunteer and emulates them as the other students says the word.
4. The teacher has all students emulate them and ask them to say the word as they are emulating them. The activity will change when the teacher is doing the action and the students are saying the words.
5. The teachers write the word somewhere and the students make the connection between verbal and written words.
6. The teachers mix up and continues to practice the words with the students repeatedly.

Examples of when to use the strategy:

1. When a P.E. teacher has a class with predominately ELL students within an elementary school that are learning new terms in a physical education environment.
2. Within a 10-minute window of class (Hook/Closure) activity.
3. You can cross curriculum a core subject class with a Physical Education teacher to get your students more active and engaged within your classroom.
4. Having activities to do in Physical Education class that incorporates the whole school learning environment.
5. Having a relay race for new learned vocabulary words in a Physical Education class.

Variations

1. Students develop a circle around the teacher. The teacher says the word and the last student to do the action is out. The student that is out stands behind the teacher and is the extra eyes and the cycle repeats until there is only one student left.
2. The teacher does a variation of a Simon Says game.
3. Students use sounds related by hearing the word, doing the action and doing the sound all at the same time.

Digital Gym

This strategy implements the positive usage of cellphones in a Physical Education class within a 21st century environment.

Procedure

1. After students enter the gym, the PE teacher has them pull out their cellphone. If a student does not have one, they will partner up with a classmate.
2. The teacher will explain the reason why the students are using their cellphones in class.
3. The teacher will have students scan the QR code placed on the wall around the gym.
4. The students will get instructions of the lesson after they take a picture of the QR code.
5. The students will follow the instructions acknowledge appropriate rules and behaviors and complete the lesson.

Examples of when to use the strategy:

1. When a substitute/long term substitute or non-PE teacher is in place of the PE teacher that is not there.
2. Make this a standard rule when guest is in the class and the teacher is present/not present.
3. When students are being unruly within your classroom and not complying to that the teacher presented (Alternative method of teaching).
4. Implemented after long break (winter, or summer break) to get students introduced or back on track with the curriculum.
5. For special needs students in a partners in PE classroom or students who need modifications within the lesson.

Variations

1. The teacher develops activities or task that have students working in groups utilizing one cellphone.
2. The teacher has their students use their school provided laptops/Chromebooks to conduct the lesson versus cellphones (all students may not have or not able to obtain cellphone usage).

3. The teacher uses their personal or their school provided cellular device to be implement the whole class to conduct the lesson of the day with Bluetooth utilization towards a smartboard.

Aerobic Striking Movement

This strategy compiles aerobic fitness and develop striking skills which can be translated into a variety of sports at the same time.

Procedure

1. The teacher divides groups of students into four.
2. The teacher has two players stand on each side of the court or field with one player in front of the other.
3. The teacher instructs the front players to hold on to a ball.
4. The front player hits the ball and goes to the right and stands directly behind the player behind them and the receiver of the ball does the something.
5. The students repeatedly keep switching spots to continue the game from going on.
6. The game continues on to see how many times the ball is hit on the court or field without the game stopping.

Examples of when to use the strategy

1. The first few days of introducing the lesson of a sport.
2. When students are not following the agreed upon rules of the sport.
3. During the sport lesson to know that students are implementing plyometrics and stretching and movement within the required sport.
4. Teacher sets up games for classroom play with their students.

Variations

1. Use different types of balls for students within different age groups.
2. Utilize alternative methods for this strategy based on the physical education environment within the school community.
3. Use this format for other extracurricular activities with modifications.

In-Class Activity Break

This strategy is designed to get everyone within the school environment to participate in a fun physical activity during the day. The teacher is promoting muscular & cardiovascular strength and endurance.

Procedure

1. P.E. teacher(s) creates a plan for the entire school faculty, staff and students to conduct a physical fitness activity plan during school week.
2. The P.E. teacher(s) presents the idea to their department staff and administration
3. The administration approves the idea and the teacher presents the plan to the school environment
4. The school environment conducts the physical activity on the day of lesson initially promoted by the P.E. teacher(s).

Examples of when to use the strategy

1. During a class where students are bored not engaged or off task you stop the class and conduct this activity to get your students back refocused.
2. When the class(es) are in a school assembly.
3. For students who do not want to fully participate in a P.E. class.
4. In an Alternative school setting to add on a reward system.
5. When students are given the opportunity to police themselves within a learning environment.

Variations

1. Adjusting the activities based off of students who have disabilities or special needs.
2. If everyone in the school environment does not comply the P.E. teacher can go and talk with individual teachers/departments heads to see if they would like to implement the lesson within their subject.
3. This can be used in different segments of the school year: every six weeks, quarters, semesters.

Hashtag Family Fitness

This strategy is designed to promote student physical activity outside of school, as well as to promote family participation in physical activity. Due to the current climate of school closures nationwide I believe this would be a perfect strategy of keeping student/family engagement with the schools Physical Education class.

Procedure

1. The teacher creates a physical activity for their students to do.
2. The teacher sets the expectations.

3. The teacher decides on the length of the activity and what equipment is needed/not needed if readily available
4. The teacher submits a digital form to the student's parent(s)/guardian(s) to read with their child and document the physical activity that was conducted during the school week to sign and return each week by the end of the school day on Friday of that week.
5. The teacher reviews the documentation and assesses the activities to see if it was in accordance with the teacher's activities and gives a grade to a student.

Examples of when to use the strategy

1. When students are missing from class for a long period of time due to an illness or other unforeseen issues.
2. When there is a national crisis occurring.
3. Extra credit for a student who needs/wants credit to bring up their grade in a Physical Education class.
4. If a student wants to share their physical activity learning environment with their family/friends within their community.

Variations

1. Teachers can make this a bi weekly activity.
2. Choose activities that the whole family can participate in successfully.
3. Use technology to support National Physical Education/Sport Week.
4. Teachers has rewards for students if they involve the whole family participation.

What's in my fast food

This strategy is used to promote nutritional health throughout the school community.

Procedure

1. The teacher prints off nutritional informational facts for popular fast food restaurants.
2. The teacher informs students to go out to their favorite fast food restaurants and get a menu (If a menu is not available print one online).
3. Once the students obtains the menu, they put it in the folder of the fast food restaurant listed in class.
4. The teacher collects the menus in the folders and begins develop a nutritional worksheet by asking students of what did they order the last time they had gone to their favorite fast food restaurant (meal, desert, beverage, condiments).

5. The teacher instructs the students to only fill out what they know and if they do not know ask them, to shade or leave column(s) blank.
6. The teacher groups students together based on the fast food restaurant they put on their worksheet.
7. The students help each other fill out their group worksheets to complete the assignment.

Examples of when to use the strategy

1. A Physical Education teacher who works in a school that is in a lower socioeconomical community and wants to help their students gain knowledge of what they are consuming in comparison to healthier alternatives.
2. A Secondary Health teacher using this within their curriculum.
3. Cafeteria workers encouraging students to eat well balanced nutritional meals.
4. When the teacher allows an outside representative to offer information on why having a proper diet/balanced nutrition is important.
5. When students are concerned about what their peers are putting in their bodies

Variations

1. The P.E. teacher can make this a project.
2. The P.E. teacher creates this assignment by using technology.
3. The P.E. teacher introduces this throughout the school community to get everyone involved for their input.