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Building strong students: Strength training using stability balls and calisthenics

This presentation shows teachers exercises on the stability ball and strength training exercises that don't require any equipment. The exercises that will be demonstrated, teachers can use in their class as a warm-up or as a complete lesson with little planning or equipment. An appropriate progression for all movements will be shown and participants will be able to test each exercise as it's demonstrated.

Resistance training can be incorporated into any program even if there's not a weight room.

Stability balls and calisthenics offer a great alternative to traditional weight training. If students don't have access to resistance training machines outside of class, exercises that require such little equipment are easy for students to do at home. Those who attend this session will leave with creative and fun ideas that their students will enjoy doing.

Playing with Food: Enhancing Standards-Based PE with Nutrition

Glenna DeJong, Ph.D.
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 Exemplary Physical Education Curriculum
 http://www.EPEC4kids.com
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Including nutrition concepts in the gym doesn't have to replace instruction on physical education content. The Exemplary Physical Education Curriculum (EPEC) includes fun and effective reinforcing activities that also teach nutrition concepts. With developmentally appropriate teaching progressions, flexible instructional segments, and easy-to-use assessments, EPEC is a model for standards-based learning. Come learn about and participate in lessons that incorporate nutrition information into K-5 physical education instruction related to the NASPE standards.

Goal:

Participants will understand that nutrition content can be taught and reinforced effectively and efficiently during standards-based PE instruction.

Objectives:

1. Recall nutrition messages for Grades K-5.
2. State the components of a standards-based PE program.
3. Experience quality physical education instruction incorporating nutrition content.

**Playing with Food:
 Enhancing Standards-Based PE with Nutrition**

Glenna DeJong, Ph.D.

Standards-Based Physical Education

NASPE Standards

1. Motor Skills
2. Knowledge
3. Activity
4. Fitness
5. Personal/Social Skills
6. Values

"Every calling is great when greatly pursued."
 -C. S. Lewis (adapted)

Maximizing Time for PE & Nutrition

HEALTHY HABITS

Nutrition selected activities
 Less than selected activities

EPEC Components for Standards-Based PE

Curriculum
 Assessment
 Instruction

Nutrition Concepts

Abstract:

Title: "Cooperative Problem-Solving Activities"

Presenters: Scot Raab, Amy Raynor (VSU)

Intended Audience: Physical Educators- Elementary, Middle, Secondary

Presentation Description:

Successful and satisfying participation in many motor activities is dependent on acquiring some proficiency in the motor skills required and also learning the appropriate social behaviors needed to interact with others. Since the overall goal of physical education is to prepare the individual for a lifetime of physical activity, socialization for participation is extremely important.

Participants in these activities will exercise higher level cooperation with one another to achieve a particular goal, share in decision-making, and develop strategies. Games such as "zip-zap, bumpity -bump- bump- bump, blanket ball recovery, marshmallow pit, mine field, and Berlin wall" will be played.

A Trip Through Time: Wild Bill's Dance Class

Interdisciplinary learning experiences enrich what children learn and provide an opportunity to reach children with different learning styles. Using movement promotes active involvement in learning and leads to increased understanding of curricular concepts. This presentation is designed to assist teachers in identifying the connections between curricular concepts and dance. The history of the American West will be connected to big circle dancing. People, places, and events in America's Western history will be expressed through creative dance movements. Movements will be used to build a dance that tells the story of western expansion.

Easy to Use Technologies for PE

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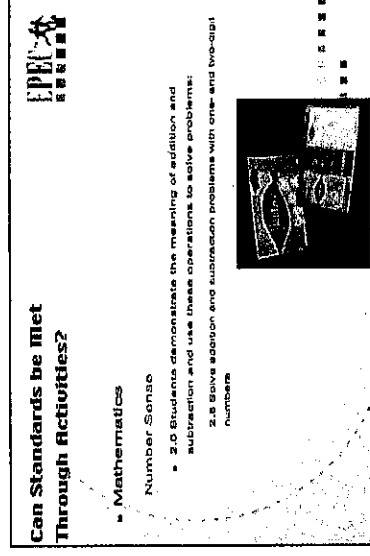
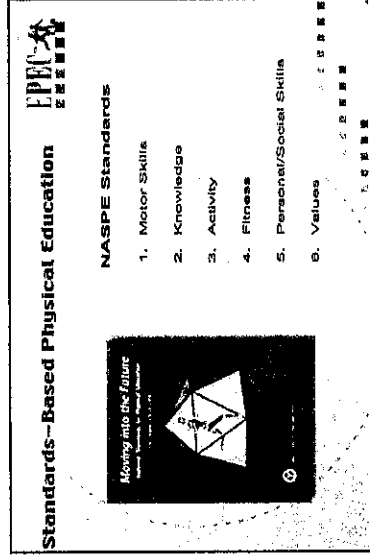
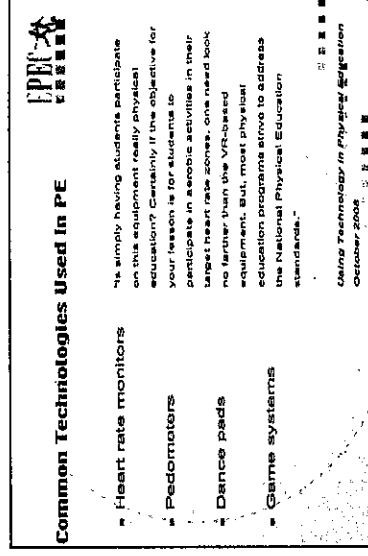
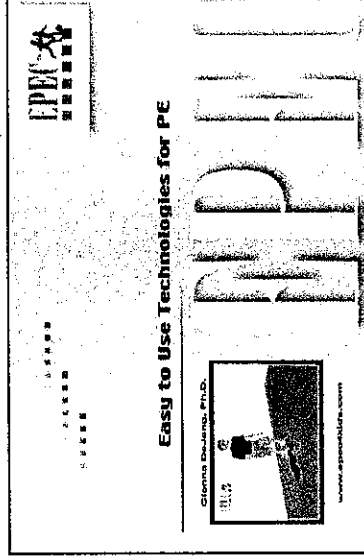
This session will highlight newly developed software to enhance motor skill learning. Learn and interact with this new technique for teaching, learning and assessment in P.E. that includes skill animations and time-delayed digital video imaging. The technology supports mastery of motor skills within EPEC, a standards-based K-5 physical education curriculum.

Goal:

Generate enthusiasm for the use of technology in physical education as it relates to teaching, learning and assessment.

objectives:

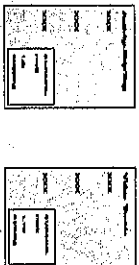
1. Brainstorm the use of skill animations during standard-based P.E. instruction.
2. Discuss the use of skill animations and time-delayed digital video imaging for self and peer assessment.
3. Interact with the time-delayed video imaging software.



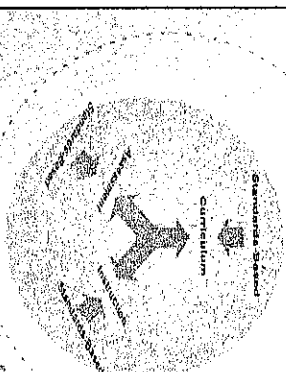
Can Standards be Met Through Activities?



- Physical Education
- 1.0 Students demonstrate the motor skills and movement patterns needed to perform a variety of physical activities.
- Locomotor Activities
- 4.0 Demonstrate skills in a variety of aquatic activities.



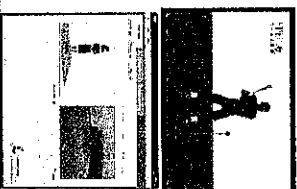
Standards-Based Education



New Technologies for Learning in PE



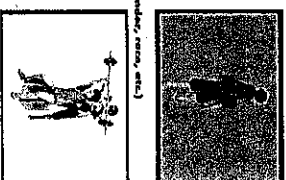
- Animations
- Video Performance Checker (using time-delayed video)



Animations



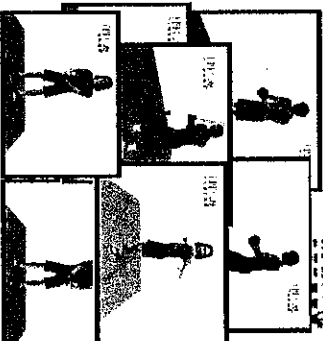
- Provide "Any Time" References for Students
- Reduce Teacher Demonstration Time
- Consistency
- Once created, animation is always perfect
- Diversity
 - Easy to create diverse cast of characters (gender, race, etc.)
 - Delivery Formats
 - Computers (with or without projectors)
 - Television



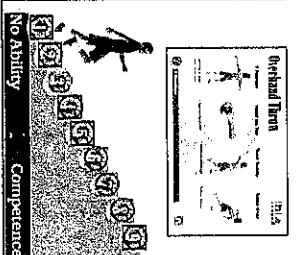
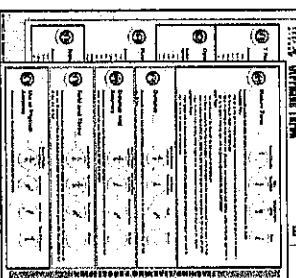
Animations



- Catches Interest of Students
- Multiple Angles of View
- Highlight Specific Technique
- Camera Moves with Subject
- Left-Handed Animations



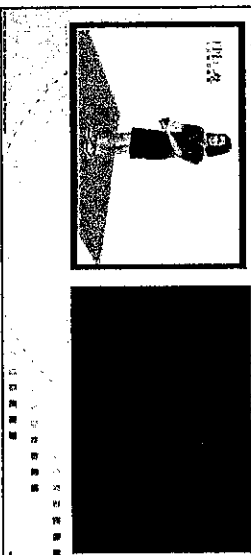
Teaching/Learning Progressions



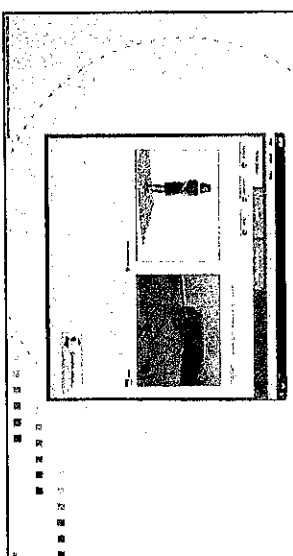
What If . . .



Underhand Throw: Step 4



EPEC Video Performance Checker



www.EPEC4kids.com

What to Teach in Soccer: Moves, Feints, and More

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The focus on kicking and passing skills in soccer units often dominates techniques that require close ball control. Conversely, some soccer experts suggest shifting the attention to the development of individual dribbling skills, especially with younger students. Many children experience enjoyment from the game by being able to control and maintain possession of the ball. While soccer is a team sport, it is arguably more beneficial in a physical education setting to facilitate learning of dribbling skills and emphasize small sided and modified games versus an adult version of the game. Furthermore, students enjoy being able to display their individual techniques and moves.

In this activity presentation participants will learn basic dribbling techniques to maintain possession of the ball. Participants will learn feints for how to beat an opponent when dribbling the soccer ball. In addition, appropriate activities for use during a physical education class will be demonstrated. The presentation will be structured in a progressive series of tasks and demonstrations. The participants will have an opportunity to practice the demonstrated skills.

Sample Feints

Cruyff Move

1. Step past the ball with left foot.
2. Fake to shoot the ball with right instep.
3. Touch the ball with inside of right foot so the ball rolls behind left foot.
4. Play the ball with the outside of the left foot.
5. Accelerate.

Cues: Fake to shoot-Tap behind-Go

Step-over

1. Step with left foot to the left side of the ball.
2. Brush right foot to touch left foot.
3. Lounge wide to the right bringing both feet over the ball.
4. Play the ball with outside of left foot.
5. Accelerate.

Cues: Step-Over-Inside-Go

Zico Move

1. Fake inside of the right foot pass bringing right foot behind or over the ball and stepping to the left of the ball.
2. Turn clockwise.
3. Play the ball with instep of left foot.
4. Accelerate.

Cues: Fake to pass-Spin-Go

Pullback/Rollback

1. With left foot step slightly behind the ball and place the sole of the right foot onto the ball.
2. Roll the ball back with the sole of the right foot.
3. Turn clockwise and accelerate.

Cues: Sole Trap-Roll it back

LINE DANCE 2 - 1 - 1

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This session will introduce participants to **four** different line dances, therefore the title of 2 - 1 - 1. The first **two dances** will be targeted for the **elementary level** (although anyone can do them). They will start as *one-wall* dances, with suggestions being added to enable the participants to change them to *two-wall* dances. These two dances will also include components that will enable students to get a good fitness workout by changing the level of the movements and/or increasing the tempo of the music. These will be 16 to 32 count dances, max!

One dance will be targeted for the **middle school-high school level**. This 40 count dance was created to go to the Alan Jackson song "Good Times".

One dance will be a great dance to teach at the **high school level** (possibly middle school also). This dance is called "Go hard or Go Home" and was created to go with the song, "Fine" by Mary J Blidge. This dance could be taught in sections over a couple of days for a warm-up in a physical education/fitness class until the entire dance is learned.

Two of these dances are on You Tube. I have taken the time to figure them out so I can teach them in a precise, time efficient manner, which I hope is much easier than trying to figure them out on your own. (They are fun to watch on You Tube though!)

You will be provided dance description handouts for each dance. EX of a dance description: *This is not a dance we will be doing, but it's good for elementary.*

1	2	3	4	
Side Back	Side Jump	(Grapevine right)		
5	6	7	8	
Side Back	Side Jump	(Grapevine left)		
1	2	3	4	
Jump hold	Jump hold	(Jump rt and hold, Jump lft. and hold)		
5	6	7	8	
Jump	Jump	Jump	(Jump side R, L, R, L)	

Challenge- change counts 1-4 of the jumps to a diagonally forward direction R hold, then L hold
change counts 5-8 of the jumps to a diagonally backward direction, R,L,R,L

THIS AIN'T YOUR DADDY'S PE!!

SHARE THE WEALTH-2009

MELANIE CHAMPION-CHAMPRESORT@ATMC.NET

AEROBIC BOWLING- Equipment- Groups of three-need one foam ball and one pin (bowling pin, tennis ball can, or cone). Place the pin about 25 feet away from the bowler. One partner is the bowler, one standing behind the pin is the ball retriever and the other is about ten yards behind the bowler waiting to bowl next. Each team wants to see how many times they can knock over their pin in 3-5 minutes. Each team will rotate with the bowler going to the ball retriever, the ball retriever will bring the ball to the partner waiting to bowl next, and the waiting partner becomes the next bowler. The bowler always sets their pin back up if they knock it down. This is a running activity and for a fun variation add more pins!!

ALIEN AND PREDATOR – Equipment – 2 blindfolds – Class will be in a large circle with 2 blindfolded players starting in the middle of the circle. One is the alien and the other is the predator. The predator is trying to catch the alien inside the circle. These two players always need to keep their hands out in front of them as bumpers up at all times.

--To begin the game, spin the alien and predator around a couple of times.

--When the alien is away from the predator (or cold), the circle players run in place quietly or alternate clapping their hands on their thighs, etc,

--When the predator is close, the circle players run in place faster and more loudly.

--Play until the predator finds the alien and pick two new players!

COOPERATIVE HULA HOOP BASEBALL- Equipment – One Hula Hoop and two cones for each team, 2 scarves for partners to hold. Set up several playing fields with teams of 6-8 on each team. Each playing field will have a “home plate cone” and a “first base cone” about 25-30 feet away.

Batting Team- The batting team partners up and gets a scarf that they will hold while running the base. The first partners will bat by rolling the hula-hoop into the playing field. As soon as the batter releases the hula-hoop, the partners run around the 1st base cone holding onto the scarf and return home. Every time they touch the “home base cone” they score a point and the next set of partners take off and run the base trying to score too.