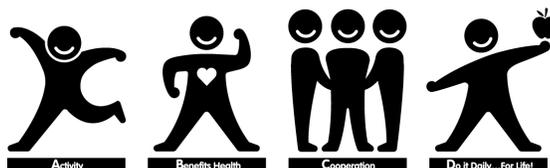


Ever Active Schools Beyond 'One Size Fits All' in Physical Education (Differentiated Instruction in P.E.) Participant Handout



ABCD's of Physical Education



Intended Audience: Grades K-12 Teachers

Session Outcomes

Participants will:

- 1. Become familiar with and identify strategies for planning student learning opportunities that consider the needs of all students in physical education classes.*
- 2. Review the principles and benefits of differentiated instruction.*
- 3. Participate in activities to support student learning of the Physical Education program outcomes.*
- 4. Identify resources and ongoing support for differentiated instruction in Physical Education.*

Tracy Lockwood
Education Coordinator
tracy@everactive.org

Joyce Sunada
School Coordinator
joyce@everactive.org

Shannon Horricks
Project Coordinator
shorricks@brsd.ab.ca

Doug Gleddie
Director
doug@everactive.org

[Website: www.everactive.org](http://www.everactive.org)

Workshop development supported by:



Differentiated Instruction in Physical Education

(Adapted from *Differentiation in Health and Physical Education*, by Joanne Walsh for the Ontario Physical Education Association, 2007)

Diversity is very apparent in a Physical Education class. Students enter classes with vastly different and varied skill sets, levels of confidence and interests. It is a challenge to engage all of these students in the physical education class. Building the key elements of differentiation into planning increases the teacher's ability to engage all students in learning. As Physical Educator's, focusing on differentiation does not mean an entire shift from present practice; it means continuing to strengthen our approach to teaching and learning by making small changes in current practice to enhance student learning.

Differentiation is not an initiative, a program or the latest innovative teaching strategy. Differentiation begins with the student at the center of learning, respecting that students have diverse learning needs and planning lessons in response to those needs. "While it is true that differentiated instruction is responsive to the individual learner, it does not involve individual lesson plans. Rather it may mean a teacher offers individuals choice from a limited range of options, or clusters students according to their learning preferences and provides a few different ways to process new material." (*Start Where They Are: Differentiating for Success with the Young Adolescent*, Karen Hume, 2008)

Key elements to differentiation include...

- Building a positive and inclusive learning environment
- Fostering mutual respect for all learners
- Student encouragement and support
- Knowing your students and recognizing their unique strengths and weaknesses

Differentiation requires a shift from teaching the subject to teaching each child. The teacher provides the scaffolding necessary for success. You can scaffold student growth in a variety of ways:

- Make sure students understand what the learning targets are
- Use a wide range of teaching strategies
- Teach using a varied groupings of students
- Ask probing and clarifying questions
- Describe and demonstrate what quality looks like, give clear criteria
- Establish criteria for classroom routines that are clear and support student success

Do a few or several of these suggestions at the same time for students to move to the next level of knowledge or performance of a learning target.

Essential Questions for Teachers to Consider

Integrating Differentiated Instruction & Understanding by Design: Connecting Content and Kids,
C.A. Tomlinson & J. McTighe, 2006

High quality learning should be the outcome of classrooms in which teachers consistently ask:

- How can I get to know my students and their needs?
- What is most important and enduring for my students to learn about this topic?
- How can I ensure each of my students learns as effectively and efficiently as possible?
- How will I know whether my students have learned what matters most?

“Differentiating instruction means that students have multiple options for taking in information, making sense of ideas, and expressing what they learn”, *How to Differentiate in Mixed-Ability Classrooms*, C.A. Tomlinson

Ten Principles of Differentiated Instruction

Adapted from “*The Differentiated Classroom – Responding to the Needs of All Learners*”, C.A. Tomlinson, 1999

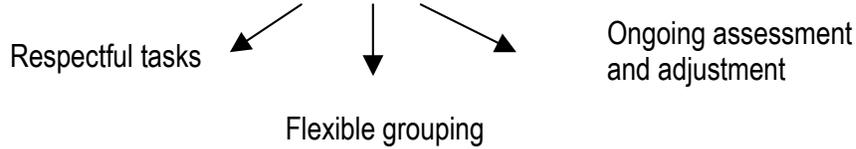
- | | |
|----|-----|
| 1. | 6. |
| 2. | 7. |
| 3. | 8. |
| 4. | 9. |
| 5. | 10. |

Differentiated Instruction

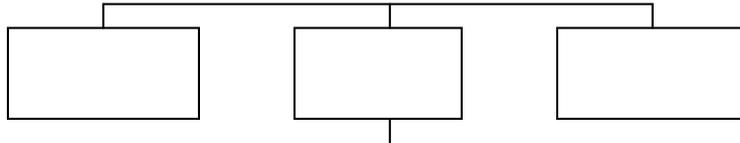
Is a teacher's response to learner's needs



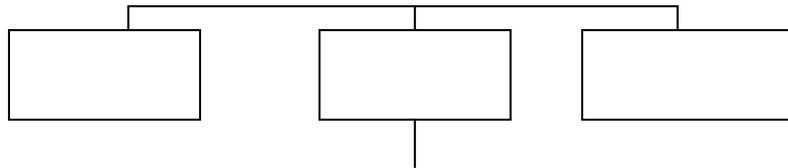
Guided by general principles of differentiation, such as



Teachers can differentiate



according to student's



through a range of instructional and management strategies, such as

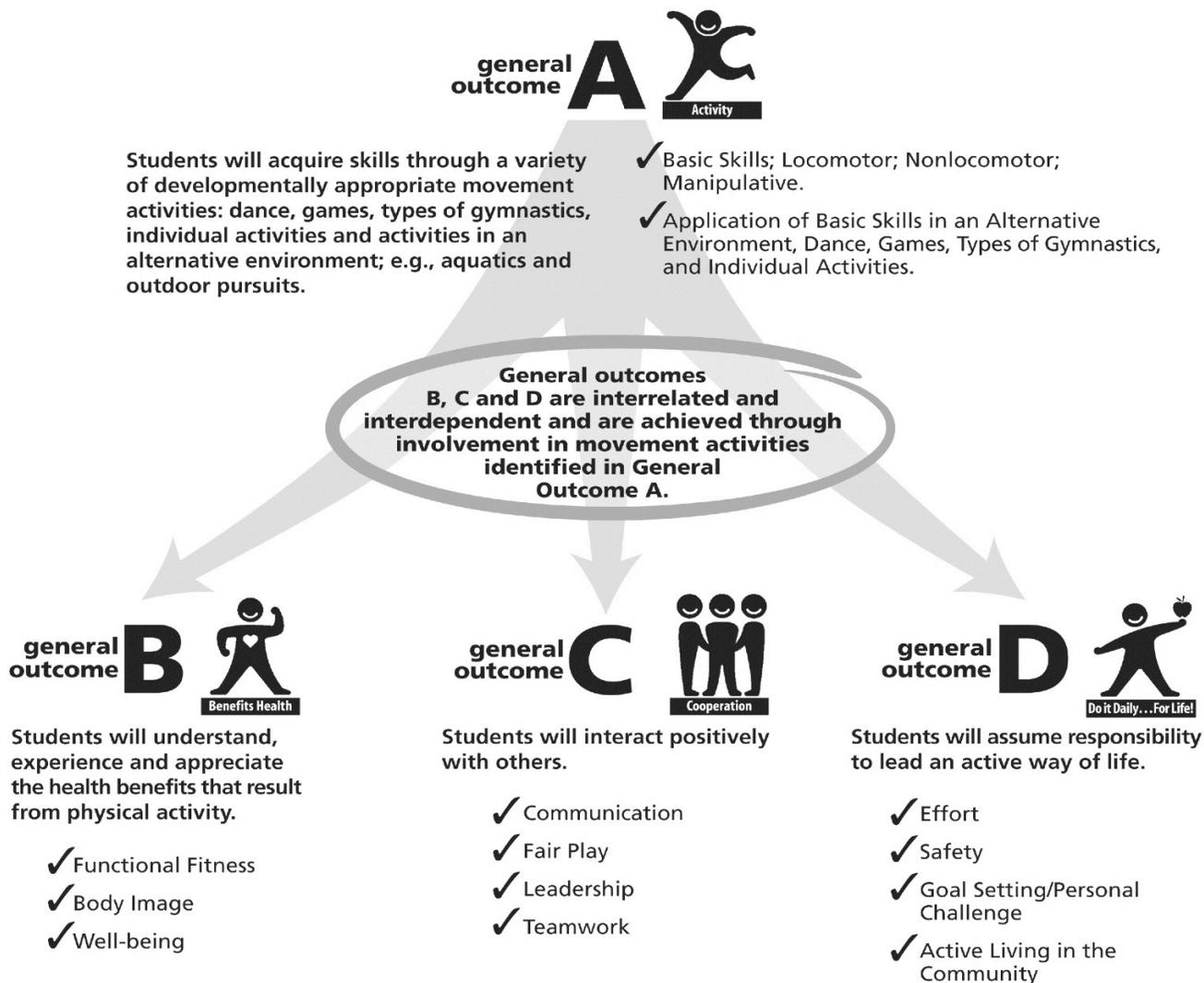
- | | |
|--------------------------|---------------------------|
| • observations | • stations/circuits |
| • videotaped material | • interest surveys/groups |
| • informal discussions | • cooperative learning |
| • multiple intelligences | • student choice |
| • | • |

Figure adapted from:
The Differentiated Classroom – Responding to the Needs of All Learners
Carol Ann Tomlinson, 1999

K-12 physical education program of studies

Alberta
EDUCATION
2000

The aim of the Kindergarten to Grade 12 Physical Education program is to enable individuals to develop the knowledge, skills and attitudes necessary to lead an active, healthy lifestyle.



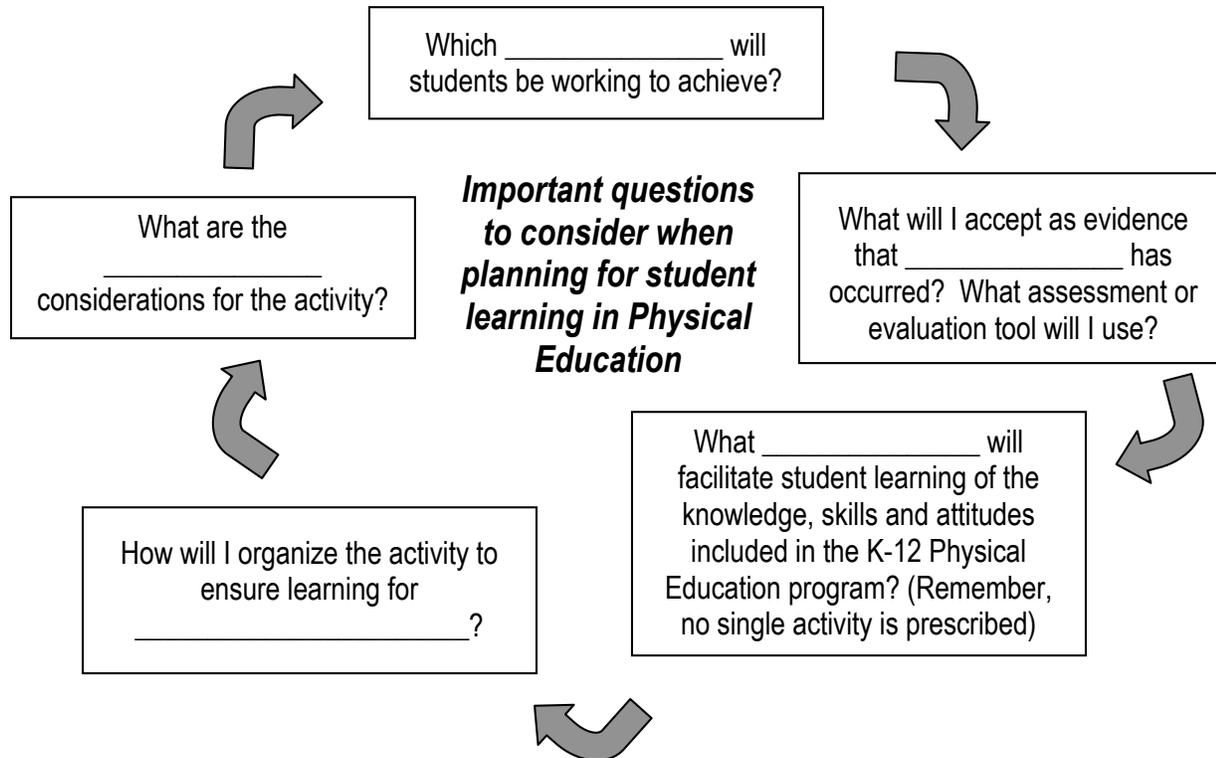
Resources available to support implementation:

- Physical Education Online
English: www.learning.gov.ab.ca/physicaleducationonline
French: www.learning.gov.ab.ca/educationphysiqueenligne

- Resources @ www.learning.gov.ab.ca/k_12/curriculum/bySubject/physed
 - Physical Education Kindergarten to Grade 12 Guide to Implementation
English: LRC Product #425597, French: LRC Product #461335,
www.lrc.learning.gov.ab.ca
 - Administrator's Overview, K-12 Physical Education
 - Physical Education Resource Guide
 - Daily Physical Activity Initiative in Alberta Schools, Discussion Paper
 - Daily Physical Activity Teacher and Administrator Handbooks

Physical Education – Starting with the End in Mind

In our planning as teachers, we know that in order to ensure our teaching is aligned with the program outcomes, best practice is to start with the end in mind (*Understanding by Design, Wiggins & McTighe, 1998*). The “end”, is student learning and achievement of the program outcomes. Starting with the end in mind and working backwards in our planning will lead to engaging and effective learning experiences for students.



How can I collect information about student readiness, interests and learning styles in physical education?

- Collaborative planning; e.g., ask students to identify the top 5 activities they would like to try from each of the five dimensions of the PE program (lists of sample activities for elementary and secondary levels can be found on pages 223-224 of the K-12 Physical Education Guide to Implementation) and use student input to create the year plan for the class.
- Interest inventory; e.g., invite students to complete a questionnaire (on paper or online) about the kinds of physical activities they enjoy, how often they are active, any individual or team sports in which they compete, the kinds of physical activities their families enjoy, and what they like the most and least about previous physical education experiences.
- Assessment for learning; e.g., information gathered on a continuous basis through teacher, self and peer assessment for learning strategies that relate to the enduring understandings in physical education.
- Observation of student performance in a variety of activities.
- Informal conversations with individual or groups of students.
-
-

Activity #1: Looking Inside Two Classrooms

Task: Read the following and discuss the questions at the bottom of the page.

Physical Education Class A:

Mr. Walker is a grade six teacher, teaching a games unit on lacrosse. His students walk into the gymnasium for class and run five laps, then sit down in the middle and wait for him to complete attendance. Once Mr. Walker has finished with the attendance, he talks about what the students will be doing for the remainder of the class. His students will be passing the lacrosse ball in partners today and finish the lesson with a zig-zag drill around pylons. Once and a while, if there's time, the class will participate in a lacrosse game of 6 vs. 6 while some sit and watch until it's their turn to play.

Physical Education Class B:

Mrs. Smith is also teaching a lacrosse unit to grade six students. As students are entering the gym, they are asked to read the board and complete one of the lacrosse warm-up activities. Students are then asked to pick out a lacrosse stick of their choice (there are shorter and longer sticks with small and large baskets). As students are completing the warm-up task, Mrs. Smith takes the attendance. Once the attendance is complete, she asks the students to come in close so that they can hear her. She begins by showing the students pictures of different lacrosse sticks throughout history that have been placed up on the bulletin board. She asks the students what three sports they think lacrosse is a combination of. (Answer: basketball, soccer and hockey). She then assigns the students to one of several stations – passing, shooting, cradling and trapping. She instructs the students to read the card at each station, look at the picture showing the correct technique and complete the task. She walks around and provides descriptive feedback to the students. At the end of this lesson, students are asked to fill out a self-evaluation and hand it in before they leave. On another day, students participate in partner relays and tag games while cradling. She also invites to her class a community lacrosse player to show correct technique and work with the students. Frequently, Mrs. Smith has students play smaller games with two vs. two, then four vs. four.

Questions for discussion:

In which classroom is there evidence of...

- ...clear learning targets?
- ...student engagement?
- ...differentiated instruction?
- ...assessment for learning?

Grouping in Physical Education

- **Ability Grouping** – Everyone has talents and abilities that they can do better than others. The possible advantages of ability grouping is the promotion of safety (possibly less collisions). Ability grouping may also provide an efficient means of individualized instruction, and create an environment that is less intimidating for students of lower skill levels. The tasks might be different in each group which allows individuals to learn at their own pace. Students can also be placed in mixed groups based on their ability. For example, a beginning student, an average-level student and an expert-level student can all be grouped together.
- **Interest-Level Grouping** – Students can be grouped based on their interest in a certain activity. To find out what students are interested in you can have conversations with them and conduct interest surveys and inventories. Students can also be grouped according to gender.
- **Peer-to-Peer Grouping** – Having students assist each other with specific needs is a way to give them responsibility for their learning. In this way, students teach each other a skill and get individualized instruction from each other. To organize this quickly, students find a partner that is close to them, one that has the same color of hair, eyes, height, socks, birth month, first initial, etc. Students can also find a partner with whom they feel they can communicate effectively.
- **Cooperative Learning Groups** – When using cooperative learning, a group comes to a consensus on a common goal. Both individual and group accountability is built in as an important part of the experience. Experts in cooperative group learning recommend that groups be structured heterogeneously (a group of students with varying ability where each student may take a role in an area of strength that adds to the knowledge of the whole group). For example, you could write numbers on popsicle sticks and create the groups you would like. Numbers 1-4 would go together, numbers 5-8, 9-12, etc. To further the grouping, colors can be drawn on the sticks; e.g., 1-blue, 2-yellow, 3-red, 4-green, 5-blue, 6-yellow, 7-red, 8-green, etc. Students in each group can then be given a task. In a create a game activity all of the students in each group with a red color must read the task, blue must get the equipment, yellow will be the recorder and green will explain the game to everyone after it is created.

Activity Ideas

No collection of activities is complete without the sharing of ideas, tips and tricks from many professional peers. Thanks to those teachers who were willing to be creative and share in order to enhance all of our teaching!

◆ Juggling (Differentiated Instruction Strategy: Multi-Level & Artistic Expression)

General Outcomes													
	Activities		Benefits Health			Cooperation				Do It Daily...For Life			
Specific Outcomes	Basic Skills	Application of Basic Skills	Functional Fitness	Body Image	Well-Being	Communication	Fair Play	Leadership	Team Work	Effort	Safety	Goal Setting/ Personal Challenge	Active Living In The Community
	A(K-30)-5	A(K-30)-13								D(K-30)-1			

Equipment: Juggling scarves, beanbags, or plastic garbage bags for every student.

Organization: Use the attached juggling progressions and have your students explore juggling with one, two or three objects.

Variation/Inclusion: Challenge students to create new juggling patterns. Further challenge students by having them juggle beanbags, rubber chickens and rubber rings! Juggle balls by bouncing them off the wall, juggle one scarf, one ball and one rubber chicken, or juggle with a partner! Try partner juggling: toss a beanbag to a partner using two hands, then one hand. When ready, add another object.

◆Cupid Shuffle Dance (Differentiated Instruction Strategy:)

General Outcomes													
	Activities		Benefits Health			Cooperation				Do It Daily...For Life			
Specific Outcomes	Basic Skills	Application of Basic Skills	Functional Fitness	Body Image	Well-Being	Communication	Fair Play	Leadership	Team Work	Effort	Safety	Goal Setting/ Personal Challenge	Active Living In The Community
		A(K-30)-8					C(K-30)-3						

Equipment: Cupid Shuffle song by Cupid

Organization: This is a four wall dance, so have students spread out facing the same wall and preferably facing you. Some students will catch on quickly to the dance steps and others will need your constant cues and modeling. The dance steps are as follows:

- Shuffle four times to the right
- Shuffle four times to the left
- Heel tap or kick your feet to the front; right, left, right, left
- Walk in place 4 times while turning a quarter turn to the left and facing a different wall
- Repeat the steps facing the new wall and continue the steps above until the song is over

Variation/Inclusion: Challenge the students who have caught on quickly to the dance steps to make additions to the dance; e.g., instead of shuffling, students can add a turn to the count of four one way then the other.

◆Chaos (Differentiated Instruction Strategy: Cooperative Learning & Student Choice)

General Outcomes													
	Activities		Benefits Health			Cooperation				Do It Daily...For Life			
Specific Outcomes	Basic Skills	Application of Basic Skills	Functional Fitness	Body Image	Well-Being	Communication	Fair Play	Leadership	Team Work	Effort	Safety	Goal Setting/ Personal Challenge	Active Living In The Community
	A(K-30)-1						C(K-30)-3						

Equipment: Obstacle-free space, pinnies, gator ball

Organization: Divide the students into two teams and select one team to wear pinnies. Designate two endlines and have one team line up on one of the endlines. This is to be the kicking team. The other team scatters around the playing area and will start as the fielding team. Choose one student from the fielding team to roll the ball toward the kicking team. Someone from the kicking team steps up and kicks the ball anywhere in the playing area. The ball is live off of the walls, ceiling, etc. The fielding team will attempt to catch the ball and throw it to try and hit one of the kickers below the waist that decides to run to the opposite endline. Students have the choice to run or to wait until the next kicker. If a student runs to the opposite endline and gets their safely, he/she can wait there until the next kicker or can touch the endline and continue

Participant Handout – Beyond ‘One Size Fits All’: Differentiated Instruction in Physical Education, 2008 www.everactive.org

running. Once a student has reached the endline and back, they receive a point for their team. If a student decides to run and gets hit with the ball, the entire kicking team must switch places with the other team and become the fielding team.

Variation/Inclusion: Students with visual impairments can move with a partner for this activity.

◆ **Squirrel Tag (Differentiated Instruction Strategy: Cooperative Learning)**

General Outcomes													
	Activities		Benefits Health			Cooperation				Do It Daily... For Life			
Specific Outcomes	<i>Basic Skills</i>	<i>Application of Basic Skills</i>	<i>Functional Fitness</i>	<i>Body Image</i>	<i>Well-Being</i>	<i>Communication</i>	<i>Fair Play</i>	<i>Leadership</i>	<i>Team Work</i>	<i>Effort</i>	<i>Safety</i>	<i>Goal Setting/ Personal Challenge</i>	<i>Active Living In The Community</i>
	A(K-30)-1						C(K-30)-3						

Equipment: Popsicle sticks, hoops or pylons, tails (pinnies, fabric or flags could be used).

Organization: Create four equal teams and assign each team a house. Each house is a corner of the gym or playing area. Each team has a different colored tail and each member tucks his/her tail into the side or back of his/her shorts. Place the 'nuts/acorns' (popsicle sticks) in the middle of the playing area inside a hoop or container. On the signal, teams of 'squirrels' attempt to collect 'nuts' for the winter. Collect as many nuts as possible by getting to the centre circle without having your tail stolen, collecting one popsicle stick, and returning the stick to your house. Squirrels can also collect nuts by removing tails from squirrels on other teams if they are not in the safe area (centre circle). If a squirrel has their tail taken, they are no longer able to collect sticks or take tails, until they take three popsicle sticks from their own house and "buy" back their tail from the house that took it.

Variation/Inclusion: Add another element of fitness into the activity by having students that have had their tail taken buy back their tail, return to their house to put their tail back on, and complete a core stability activity of their choice before returning to play. Core stability activities could include v-sits, crunches, supermans, and many others. For more core stability activities see *Daily Physical Activity: A Handbook for Grades 1-9 Schools*. Depending on their ability students can choose to take tails from other teams or collect one popsicle stick from the middle. Identify "safe" zones for students with mobility impairments to rest for 5-10 seconds. Place sticks on a desk or chair so they are accessible for students in wheelchairs. Consider having students move with a partner. You can also provide students with disabilities two tails and instead of using popsicle sticks, you can use pool noodles that have been cut into small pieces.

◆ **Personal Fitness Plan (Differentiated Instruction Strategy: Independent Study, Interest Activity)**

General Outcomes													
	Activities		Benefits Health			Cooperation				Do It Daily... For Life			
Specific Outcomes	<i>Basic Skills</i>	<i>Application of Basic Skills</i>	<i>Functional Fitness</i>	<i>Body Image</i>	<i>Well-Being</i>	<i>Communication</i>	<i>Fair Play</i>	<i>Leadership</i>	<i>Team Work</i>	<i>Effort</i>	<i>Safety</i>	<i>Goal Setting/ Personal Challenge</i>	<i>Active Living In The Community</i>
	A(K-30)-5	A(K-30)-13								D(K-30)-1			

Equipment: Optional fitness equipment (exercise balls, resistance bands, weights (for grades 7 & up), mats, steps, etc.), Personal Trainer on the Net membership, computers and internet connection

Organization: Create an account on the Personal Trainer on the Net website: www.ptonthenet.com and have students go onto the site to *Programs & Assessments*, then to *Create a Program*. Students follow the steps below:

Participant Handout – Beyond 'One Size Fits All': Differentiated Instruction in Physical Education, 2008 www.everactive.org

1. Create a 4 week exercise program using www.ptonthenet.com
2. Be sure to keep in mind the equipment that is in the fitness centre at the school
3. Create a way to keep track of your workouts in the fitness room
4. Maintain this fitness program for 4 weeks in the fitness room
5. Submit your fitness room workouts at the end of the 4 weeks

Variation/Inclusion: Have a list of questions for the students to complete at the end of the 4 weeks. Questions can include: Did you feel or see any changes in your muscular endurance and/or strength? Did you increase your flexibility? Did you increase your cardio endurance? How did you feel after your workouts? Do you think that physical activity is a good stress reducer for you? Why or why not? What kept you motivated to exercise? What helps you stay active? Were you able to meet your personal fitness goals? What are your new goals?

◆ **EnergyDots or ThinkDots (Differentiated Instruction Strategy: Interest Activity)**

General Outcomes													
	Activities		Benefits Health		Cooperation				Do It Daily...For Life				
Specific Outcomes	<i>Basic Skills</i>	<i>Application of Basic Skills</i>	<i>Functional Fitness</i>	<i>Body Image</i>	<i>Well-Being</i>	<i>Communication</i>	<i>Fair Play</i>	<i>Leadership</i>	<i>Team Work</i>	<i>Effort</i>	<i>Safety</i>	<i>Goal Setting/ Personal Challenge</i>	<i>Active Living In The Community</i>
	A(K-30)-1										D(K-30)-3		

Equipment: EnergyDot cards, dice

Organization: Create EnergyDot sets using recipe cards. Draw one or more dots on one side of a card (each card has dots corresponding to one of the six dot configurations on a die). On the other side of the card, write an activity that you want the students to be engaged in. Each set of EnergyDots consist of 6 cards which can be hole punched in one corner and kept together using a ring or a piece of string. For this activity, students work in partners or groups of three. One student rolls the die and looks at the card corresponding with the number on the die. The student who rolled performs one of the activities on the card and the other student rolls the die while the other is active. Try including activities that relate to the outcomes from the unit they are currently working on.

Variation/Inclusion: Try placing drawings of the activities on the cards for those visual learners. Questions can also be written on the cards to extend the learning.

◆ **Fitnessopoly (Differentiated Instruction Strategy: Simulation Activity)** *(Activity adapted from PE central website)*

General Outcomes													
	Activities		Benefits Health		Cooperation				Do It Daily...For Life				
Specific Outcomes	<i>Basic Skills</i>	<i>Application of Basic Skills</i>	<i>Functional Fitness</i>	<i>Body Image</i>	<i>Well-Being</i>	<i>Communication</i>	<i>Fair Play</i>	<i>Leadership</i>	<i>Team Work</i>	<i>Effort</i>	<i>Safety</i>	<i>Goal Setting/ Personal Challenge</i>	<i>Active Living In The Community</i>
	A(K-30)-3					C(K-30)-1							

Equipment: Poly-spots for each student and a few extra spots, fitness-related activities to go under each poly-spot, various equipment such as juggling scarves/plastic bags, basketballs, hula hoops, skipping ropes, etc., music, and two dice.

Organization: Set up the poly-spots in a large square in the playing area. Place an activity card under each poly-spot face up and ask student to stand on a spot. Roll the dice in the middle of the square for all to see. Call out the total of the two dice and ask students to move that number of spots moving in a counter-clockwise direction. Once the students have found their spot, ask them to look under the spot and perform the activity to the music. When the music stops, roll the dice again and students are to move according to the number on the dice to find a new spot. If a student lands on a “Free Parking” spot, he/she is to move to the middle of the square and chooses a piece of equipment to use. The activities in the middle include juggling with scarves or plastic bags, basketball dribbling, foot bag/hacky sack activities, hula hooping, skipping rope, etc.

Variation/Inclusion: Try placing cards with pictures showing what activity they are to perform under the poly-spots or colored cards under each spot for the younger students and have them move to touch something of that color and come back to the game board. Not enough spots, have students partner up and move together to a spot.

◆ **Dominoes Fitness (Differentiated Instruction Strategy: Stations/Circuits)**

General Outcomes													
	Activities		Benefits Health			Cooperation				Do It Daily...For Life			
Specific Outcomes	Basic Skills	Application of Basic Skills	Functional Fitness	Body Image	Well-Being	Communication	Fair Play	Leadership	Team Work	Effort	Safety	Goal Setting/ Personal Challenge	Active Living In The Community
	A(K-30)-1										D(K-30)-3		

Equipment: Dominoes cards (approximately 10-15), dominoes (2-3 sets), activity choice cards (same amount as dominoes cards)

Organization: Post the dominoes cards around the playing area and post two activity choices under each letter. Place one or two sets of dominoes face down in the middle of the playing area. On the signal, students travel on their own or with a partner to the middle and flip one domino over. After locating that domino on the wall, the student(s) runs over and performs the activity beside their matching domino the number of repetitions that is indicated on the card. The activity continues for a certain amount of time or until everyone flips 5-10 dominoes. Try playing music to motivate your students! Domino activity choices can include:

- running on the spot or walk the length of the playing area
- alternating knee lifts or jumping jacks
- water break or stretch
- speed skipping or squats
- plank pose of push-ups
- curl-ups or v-sit

Variation/Inclusion: Try placing drawings of the activities on the choice cards for students of all grades and learning styles to see. Make this a cooperative learning activity by having students work with a partner.

◆ **Fitness Bag (Differentiated Instruction Strategy: Cooperative Learning)**

General Outcomes													
	Activities		Benefits Health			Cooperation				Do It Daily...For Life			
Specific Outcomes	Basic Skills	Application of Basic Skills	Functional Fitness	Body Image	Well-Being	Communication	Fair Play	Leadership	Team Work	Effort	Safety	Goal Setting/ Personal Challenge	Active Living In The Community
	A(K-30)-1&3					C(K-30)-1							

Equipment: Activities written on index cards cut in half, resealable baggies, obstacle-free playing area.

Organization: Fill plastic baggies with index card activities that have been cut in half (approximately 20-30 activities depending on the number in the group). Give out a bag of cards to each group of 2-4 students. The group removes the cards and matches them up first. After matching them up, they are to choose who performs which activities making sure that they complete them all. For example, if the group has two students, each of them will perform 10 activities from the set of 20. Be sure to include activities that the students know how to perform or show them prior to the activity. Activities might include:

- skipping
- push-ups
- hopping on each foot
- jogging around perimeter
- jumping jacks or chicken jacks
- plank poses
- squats
- resistance band activities
- stretching
- water break
- yoga poses
- lunges

Variation/Inclusion: Try placing cards with pictures showing what activity they are to perform. Groups can complete all of the activities together if they prefer.

◆ **Deck of Fun! (Differentiated Instruction Strategy: Cooperative Learning)**

General Outcomes													
	Activities		Benefits Health			Cooperation				Do It Daily...For Life			
Specific Outcomes	Basic Skills	Application of Basic Skills	Functional Fitness	Body Image	Well-Being	Communication	Fair Play	Leadership	Team Work	Effort	Safety	Goal Setting/ Personal Challenge	Active Living In The Community
			B(K-7)-3						C(K-30)-5				

Equipment: 5-6 decks of playing cards

Organization: Have the students assign an individual activity, representative of each component of fitness (i.e., cardiovascular endurance, flexibility, strength) to each suit of a deck of playing cards; i.e., hearts = bench step ups (cardio), clubs = wall sprints (cardio), spades = v-sit (strength), diamonds = hamstring stretch (flexibility). Each group of 4-5 students is given half a deck of cards. On the signal to begin, a group leader deals each group member one card and then remainder of the deck is placed on a bench or in a pocket. Simultaneously, everyone turns over his or her card. Each student is then challenged to complete the activity on the card (jack of spades = v-sit for 11 seconds) before another group hand can be dealt. Once your required activity is completed, help teammates compete their activities to be able to deal another hand more quickly. The group challenge is to deal all of the cards and complete all activities. Aces are bonus cards, if one group member turns over an ace, all other activities do not need to be completed – all group members travel together to touch all four walls and then deal another hand.

Variation/Inclusion: Consider having autistic students or those with ADHD work with only one partner to decrease the distraction of working with a large group. Where possible, provide a picture of each activity. Try Full House! Have groups of 4-5 students travel through an obstacle course or complete laps of the field at their own pace. With every completed lap, every student receives a playing card. Groups must communicate throughout the activity as they try to build a full house (3 of one card, 2 of another, i.e., 3 kings, 2 aces).

◆ **Tennis Ball Scramble (Differentiated Instruction Strategy: Stations/Circuits & Anchor Activity)**

General Outcomes													
	Activities		Benefits Health			Cooperation				Do It Daily...For Life			
Specific Outcomes	<i>Basic Skills</i>	<i>Application of Basic Skills</i>	<i>Functional Fitness</i>	<i>Body Image</i>	<i>Well-Being</i>	<i>Communi-cation</i>	<i>Fair Play</i>	<i>Leader-ship</i>	<i>Team Work</i>	<i>Effort</i>	<i>Safety</i>	<i>Goal Setting/ Personal Challenge</i>	<i>Active Living In The Community</i>
	A(K-30)-1										D(K-30)-3		

Equipment: Tennis balls, alphabet cards with 2 choices of activities on each

Organization: Post the alphabet up around the playing area and post two activity choices under each letter. For example, A= Alternate Knee Lifts 20X OR Alternate Leg Kicks 20X, B=Bicycle Pumps 20X OR Balance a bean bag on your head while touching 2 walls. Place a letter on each tennis ball and have students pass the ball back and forth with a partner while the music is playing. When the music stops, both students move to the letter on the wall that corresponds to their ball and perform one of the activities under the letter. The students can both choose the same activity or might decide to choose a different one. Once the activity has been completed the students choose another ball and pass it back and forth again.

Variation/Inclusion: Before the activity, use a black marker and write a fitness activity on each tennis ball. A list of one hundred activities can be found in the *Everybody Move! Daily Vigorous Physical Activity* resource. Distribute one tennis ball to each pair or group of three. Students toss the ball to each other. On three successful catches, each person takes a step back and begins to toss again. If the ball is dropped, the group reads the ball and performs the activity. Have the students bounce the ball and if the ball bounces more than once, they perform the activity on the ball. Students can also roll the ball to each other. A variety of balls could be used instead of tennis balls. Instead of writing fitness activities on the balls, print a letter on each ball. Partners toss to each other and if the ball is dropped they must look at the letter on the ball, run to touch the letter on the wall corresponding to the letter on the ball. After touching the letter they pick out another ball to start again.

◆ **Tarp Problem Solvers (Differentiated Instruction Strategy: Cooperative Learning)**

General Outcomes													
	Activities		Benefits Health			Cooperation				Do It Daily...For Life			
Specific Outcomes	<i>Basic Skills</i>	<i>Application of Basic Skills</i>	<i>Functional Fitness</i>	<i>Body Image</i>	<i>Well-Being</i>	<i>Communi-cation</i>	<i>Fair Play</i>	<i>Leader-ship</i>	<i>Team Work</i>	<i>Effort</i>	<i>Safety</i>	<i>Goal Setting/ Personal Challenge</i>	<i>Active Living In The Community</i>
									C(K-30)-5				

Equipment: Tarp for each group of 4-6 students, tennis balls, soft Frisbees

Organization: Students get into small groups of four to six students. Each group is given one plastic tarp, 5”X7” or 6”X9”. Clear instructions are given orally to students and they are to work with their group to complete them. Students perform the following tarp activities:

- Flip the tarp over and stand on the other side while not touching the floor
- Move the tarp ten feet in any direction while not touching the floor
- Cover the tarp so none of it is showing
- Enclose the entire group in the tarp

- Make an igloo and protect yourself from the cold, no one showing
- Scatter **tennis balls** throughout the gym. Each group tries to collect as many tennis balls, one at a time into their tarp and run it over to a bucket. Without touching the tennis ball with their hands, let it roll into the bucket, go get another one.
- Each group catches thrown **Frisbees** in their tarp. One group member throws three Frisbees and the rest of the group catches them. The next group member grabs the Frisbees, throws them from a designated line for the group to catch on the tarp. The activity ends when all group members have thrown the three Frisbees.

Variation/Inclusion: Consider creating task cards for the groups to work through together. Use popsicle sticks to group the students and assign a role to each group member; e.g., green-reads the task cards, red-ensures everyone is being safe, yellow-collects the scattered Frisbees, Blue-counts the number of balls/Frisbee collected and caught.

◆ **Volleyball Group Circuit (Differentiated Instruction Strategy: Tiered Activity, Ability Grouping)**

General Outcomes													
	Activities		Benefits Health		Cooperation				Do It Daily...For Life				
Specific Outcomes	<i>Basic Skills</i>	<i>Application of Basic Skills</i>	<i>Functional Fitness</i>	<i>Body Image</i>	<i>Well-Being</i>	<i>Communication</i>	<i>Fair Play</i>	<i>Leadership</i>	<i>Team Work</i>	<i>Effort</i>	<i>Safety</i>	<i>Goal Setting/Personal Challenge</i>	<i>Active Living In The Community</i>
	A(7-30)-5								C(7-30)-5				

Equipment: 2 volleyballs for each group of 3-5 students, volleyball courts with nets

Organization: Prior to this activity, students should have been given instruction and the time to practice the proper volleying technique. Divide students into ability groups of 3-5 based on their experience and readiness in volleying in volleyball. Give out the “task cards” to each group and have them read over the cards before starting. Groups proceed to the next task card after the group has accomplished the activities on the card. Sample task card activities include:

Task 1: Volley From a Toss

- Group forms a semi-circle, facing a tosser
- Tossers tosses underhand to each group member who holds hands overhead to create a target
- Tossers move down the line of students quickly
- Tossers rotate to one end after each student has had 3 tosses, group members shift over and the student at the end becomes the new tosser

Task 2: Volley From a Toss (right and left)

- Group forms a semi-circle, facing a tosser
- Tossers tosses underhand to the right and left of each group member who holds hands overhead to create a target
- Tossers move down the line of students quickly
- Tossers rotate to one end after each student has had 3 tosses, group members shift over and the student at the end becomes the new tosser

Task 3: Keep It Up

- Group forms a circle
- Begin with an underhand toss to someone across the circle
- Groups continuous volley without a bounce for as long as possible

Task 4: Volley and Follow

- Group forms two lines facing each other with approximately 3 metres between the front students
- First student in line begins with an underhand toss to the student across from them. The receiver of the toss then volleys the ball back and runs to his/her right to the end of the opposite line
- Groups continue volleying and following until they have successfully gone through 3 full rotations

Task 5: Over the Net Toss and Catch

- Tosser stands on one side of the net and the rest of the group on the other side in a spaced out line
- Tosser tosses underhand over the net and the receiver moves to catch the ball in the 'volley' position
- After catching the ball, the receiver rolls it back under the net to the tosser, then jogs around the court and returns to the end of the line
- Groups rotate tosser after 3 cycles through the receivers

Task 6: Over the Net Toss and Volley

- Tosser stands on one side of the net. A receiver stands on the other side of the net and a target stands near the net on the receiver's side.
- Tosser tosses underhand over the net to the receiver who moves to volley the ball to the target
- After volleying the ball to the target, the receiver jogs around the court and returns to the end of the line and the target rolls the ball back to the tosser
- After 3 cycles through the receivers groups rotate the target to the tosser, tosser moves to the back of the receivers line and the first receiver becomes the new target.

Variation/Inclusion: Instead of each group starting at the same task card, groups can decide which level they are at and start at the task card that relates to their level and ability. Different task cards can also be assigned to each group according to their readiness and ability level. This activity could be used for forearm passing as well. Try changing these task cards to relate to another unit in your Physical Education program.

◆ Active-Tac-Toe (Differentiated Instruction Strategy: Peer Led Activity/Multiple Intelligences)

General Outcomes													
	Activities		Benefits Health			Cooperation			Do It Daily...For Life				
Specific Outcomes	<i>Basic Skills</i>	<i>Application of Basic Skills</i>	<i>Functional Fitness</i>	<i>Body Image</i>	<i>Well-Being</i>	<i>Communication</i>	<i>Fair Play</i>	<i>Leadership</i>	<i>Team Work</i>	<i>Effort</i>	<i>Safety</i>	<i>Goal Setting/Personal Challenge</i>	<i>Active Living In The Community</i>
	A(K-30)-5	A(K-30)-13					C(K-30)-3						

Equipment: Active-Tac-Toe sheets, pencils (optional), various equipment depending on the activities chosen.

Organization: Set up the equipment with the description for each activity from the Active-Tac-Toe sheet around the playing area. Distribute one copy of the Active-Tac-Toe sheet to each student or pairs of students. Have students choose one activity from each horizontal row to complete. Students work to complete the activities on the sheet.

Variation/Inclusion: A variety of activities could be substituted for the activities on the Active-Tac-Toe sheet. See the *Daily Physical Activity: A Handbook for Grades 1-9 Schools* for many activities encompassing the multiple intelligences. Two activities per square can be provided for more student choice. You can also come up with an Active-Tac-Toe sheet that the class has to complete together or work in groups to complete. In this way, you would want to choose activities that groups could perform such as Hoop Pass on page 103 of the DPA Handbook.

ACTIVE-TAC-TOE

Differentiated Instruction Strategy: Peer Led Activity using Garner's Multiple Intelligences

Directions: Choose one activity from each horizontal row. Keep in mind that effort and cooperation are very important when you are participating in each activity.

Feather Fun-p.64 <i>Bodily/Kinesthetic</i>	Head to Toe Stretch-p.102 <i>Intrapersonal</i>	Cup Stacking-p.71 <i>Logical/Mathematical</i>
Combatives-p.91 <i>Interpersonal</i>	Rhythmic Gymnastic Hoops-p.10 <i>Musical/Rhythmic</i>	Sponge Activities-p.73 <i>Visual/Spatial</i>
Exercise Bands-p.38 <i>Bodily/Kinesthetic</i>	Paper Play-p. 67 <i>Visual/Spatial</i>	Core Stability Activities-p.93 <i>Intrapersonal</i>

All activities for this Active-Tac-Toe have been taken from the *Daily Physical Activity: A Handbook for Grade 1-9 Schools, 2006* available online on the Alberta Education website:
<http://education.alberta.ca/teachers/program/pe/resources/dpahandbook.aspx>

Juggling Progressions (Differentiated Instruction Strategy: Multi-Level Activity)

Individual Juggling

- Toss one scarf up and catch on the way down with the back of your hand facing the ceiling. Try using the right hand approx. 5-10 times, then left hand.
- Toss single scarf from right to left in a circular pattern.
- Switch directions and toss from left to right in a circular pattern.
- Toss from right to left and back from left to right.
- Using two scarves, one in each hand, cross arms above head and drop scarves from hand. Uncross hands and catch the scarves before they hit the floor (about waist height). Remind the students to keep the backs of their hands facing the ceiling. Cues: "cross-drop-catch".
- Using two scarves, one in each hand, toss one in front of your body, then toss the other in front. Catch each one with the opposite hand. Cues: "criss-cross-catch-catch" OR "criss-cross-applesauce".
- Using three scarves, place one in each hand and one in your pocket or waistband off to one side. Toss one scarf across your body (use the one in your hand that is on the same side as the one in your pocket). Toss the other scarf from your other hand across your body, then grab the scarf out of your pocket and toss it across your body. Let all three scarves drop. Try this 5-10 times.
- Instead of letting the scarves drop, this time catch and release each scarf.

Partner Juggling

- Partner start by facing each other approximately 5 feet apart with one scarf in each of their right hands.
- Toss at the same time to your partner's left hand. Continue for 5-10 tosses. Cue: "ready-toss".
- One partner then holds two scarves one in each hand. The partner with one starts with it in their right hand. At the same, toss one scarf from your right hand to your partner's left hand. The partner with two scarves quickly moves the scarf from the left hand to the right. Continue for 10-15 tosses.
- Each partner then gets two scarves one in each hand and performs the same actions as above.
- Challenge students to try different variations such as: Under the leg tosses, criss-cross tosses, etc.

Physical Education Student Interest Inventory (Differentiated Instruction Strategy: Interest Inventory)

Student Name:

Date:

Activities	I am... 1 = An expert in this activity 2 = Competitive in this activity 3 = Recreational in this activity 4 = Never heard of it	I would like to learn more about... G=Green Light - Love this activity! Y=Yellow Light - Not my favorite, but wouldn't mind it. R=Red Light - Don't like this activity at all. N/A=Not applicable/Don't know what it is.
Aquatics		
Badminton		
Basketball		
Broomball		
Bocce		
Cooperative Activities		
Curling		
Cycling		
Field Hockey		
Fitness Circuits		
Flag Football		
Folk Dance		
Gymnastics (tumbling, balances...)		
Hip Hop Dance		
Juggling		
Lacrosse		
Line Dancing		
Orienteering		
Parachute Activities		
Pickleball		
Pilates		
Rhythmic Gymnastics		
Scoopball		
Skating		
Skipping		
Soccer		
Softball		
Step Aerobics		
Tarmac Activities		
Team Handball		
Track & Field		
Volleyball		
Wall Climbing		
Wrestling		
Yoga		

Physical Education (Differentiated Instruction Strategy: Cooperative Learning)

General Outcome A – Activity - Create a Game



A(2-6)-10 Students will create cooperative and modified games

A(10-30)-11 Students will apply the relationship among skills, rules and strategies in the creation of games.

Student Names:

Homeroom:

Date:

Name of Game:	
Number of Players	
Playing Area	
Equipment	
PE Learning Outcomes	   
Safety Considerations	
Object of the Game	
Organization, Rules, and Skills	
Diagram of the Game	

Resources

1. **Alberta Regional Professional Development Consortia (ARPDC)**, www.arpdc.ca
2. **Daily Physical Activity: A Handbook for Grades 1-9 Schools**, Alberta Education, 2006, www.education.gov.ab.ca/k_12/curriculum/bySubject/dpa
3. **The Differentiated Classroom – Responding to the Needs of All Learners**, C.A. Tomlinson, 1999, www.ascd.org
4. **Differentiated Instructional Strategies – One Size Doesn't Fit All**, Gayle H. Gregory & Carolyn Chapman, 2002, www.ascd.org
5. **Everybody Move! Daily Vigorous Physical Activity!**, CIRA Ontario, 2006 www.mohawkcollege.ca/external/cira/template/index.html
6. **Health and Physical Education Council of Alberta, Canada (HPEC)**
HPEC is a Specialist Council of the Alberta Teachers Association, which provides support to health and physical education teachers. HPEC Conference 2009 is being held in Banff, Alberta April 30-May 2, 2009, www.hpec.teachers.ab.ca
7. **Moving to Inclusion**, National Steering Committee of Moving to Inclusion initiative, 1994, www.ala.ca, Active Living Alliance for Canadians with a Disability
8. **PE Central Website**
A collection of Physical Education lessons, assessment ideas, best practice activities and more for all grades, www.pecentral.org
9. **Physical Education Guide to Implementation K-12**, Alberta Learning, 2000, www.education.gov.ab.ca/k_12/curriculum/bySubject/physed/

