

CTAHPERD Fall Conference 2018

Embedding Cognitive Knowledge Tasks Into Physical Activity

Presenter: Amanda Amtmanis, amtmanisa@mpsct.org, on Twitter @AmandaAmtmanis

Objectives:

- Participants will gain a deeper understanding of the benefits of a cognitively based SLO
- Participants will explore a variety of strategies for embedding cognitive tasks into physical activities in order to maximize MVPA during PE while working on developing fitness knowledge

Example of a pre assessment activity: Square Ball - Students are divided into 4 teams with each team standing on one side of a large square. Place a large ball in the center of the square. Players will throw smaller foam balls at the large ball to get it to roll out of the square on another team's side. When the ball rolls out or it touches a player, the other three teams get a card, the ball gets returned to the center and play resumes. Once all of the cards have been earned, the team with the Ace gets the first shot at answering a question. If they get it right, they get to flip over the ace and it is a point for them. If they guess incorrectly, the team to their right gets a chance to steal (and if they guess incorrectly, the team to their right gets a chance to steal, etc). Then the team that has the 2 gets first crack at question 2, and so on until all questions have been answered. Giving a pre assessment in this way not only allows for plenty of MVPA and skill practice, it also allows the teacher to hear some of the whispered discussions by teams along with the most common incorrect guesses which will help to steer instruction because it will shed light on what students don't understand and what misunderstandings they may have.

Example of a learning activity: Fitness Components AMRAP warm up and Clear the Castle - Students will travel around the perimeter of the gym, stopping at each corner to perform an exercise. Each corner contains exercises focusing on a different component of health related fitness. Students work as quickly as they can to complete As Many Rounds As Possible while gaining an understanding of what each component of fitness is - what it looks like, what it feels like and how we measure it. After that warm up, students will play Clear the Castle which is a tag game in which the castle guards try to tag everyone out of the castle (designated playing area) at the same time. When players are tagged, they get shown a card which directs them to which station and which activity they need to complete before returning to the castle, where the castle guards will need to tag them all over again. In this game, each suit represents exercises focused on a different fitness component. At the end of play, students are asked to identify which fitness component each suit represented.

Example of a review activity: Parachute Drop - Using the Rainbow Pocket CHutes from Flaghouse, the class is divided into 2 teams. Each team works together to get their ball to drop into the hole that corresponds to the correct answer to each review question.

Examples of assessment activities using mini Plickers magnets: Run the Gauntlet - One team attempts to carry their magnets across the playing area without getting hit by large balls rolled across the playing area by members of the other team. If they get hit, they have to return to the start and try again. Once they successfully make it to the other side, they use their magnet to answer a question before returning for another magnet. Players attempt to play all of their magnets before time is up. At the end of the round, players finish playing any magnets they didn't get to while the teams switch places and the new runners find and organize their magnets.

Fitness Monopoly - Players work in small teams to travel around a game board loosely based on Monopoly. In order to complete the game, players must land on every component of fitness at least once AND answer all 10 questions by using their magnets when they land on a question space.