

COURSE TITLE: ELEMENTARY PE: Games/Activities/Skills/Exercises

WA CLOCK HRS: 30

NO. OF CREDITS: 3 QUARTER CREDITS
[semester equivalent = 2.00 credits]

OREGON PDUs: 30

PENNSYLVANIA ACT 48: 30

INSTRUCTOR: Adam Harrison
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COURSE DESCRIPTION:

P.E. teachers want to start the year strong with many warm-up activities and games to keep students engaged. These activities are key with the purpose of assessing the class on how they can play team games, taking notes on which students may need extra help with certain skills, and lastly trying to get the students to interact with everyone in their class. During this course you will read articles and posts pertaining to the importance of P.E. in schools today. Participants will watch videos of activities I do with my classes and be able to incorporate them into your P.E. programs.

LEARNING OUTCOMES: Upon completion of this course, participants will have:

An understanding of your P.E. programs philosophy and development.

An understanding of developing motivational games/activities that involve the entire class

An understanding of developing relationships in the class through play

Been able to make a list of activities that can be used in every P.E. class

Been able to develop one's own philosophy on the purpose of exercise in P.E.

COURSE REQUIREMENTS:

Completion of all specified assignments is required for issuance of hours or credit. The Heritage Institute does not award partial credit.

The use of artificial intelligence is not permitted. Assignment responses found to be generated by AI will not be accepted.

HOURS EARNED:

Completing the basic assignments (Section A. Information Acquisition) for this course automatically earns participants their choice of CEUs (Continuing Education Units), Washington State Clock Hours, Oregon PDUs, or Pennsylvania ACT 48 Hours. The Heritage Institute offers CEUs and is an approved provider of Washington State Clock Hours, Oregon PDUs, and Pennsylvania ACT 48 Hours.

UNIVERSITY QUARTER CREDIT INFORMATION

REQUIREMENTS FOR UNIVERSITY QUARTER CREDIT

Continuing Education Quarter credits are awarded by Antioch University Seattle (AUS). AUS requires 75% or better for credit at the 400 level and 85% or better to issue credit at the 500 level. These criteria refer both to the amount and quality of work submitted.

1. Completion of Information Acquisition assignments 30%
 2. Completion of Learning Application assignments 40%
 3. Completion of Integration Paper assignment 30%
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CREDIT/NO CREDIT (No Letter Grades or Numeric Equivalents on Transcripts)

Antioch University Seattle (AUS) Continuing Education Quarter credit is offered on a Credit/No Credit basis; neither letter grades nor numeric equivalents are on a transcript. 400 level credit is equal to a "C" or better, 500 level credit is equal to a "B" or better. This

information is on the back of the transcript.

AUS Continuing Education quarter credits may or may not be accepted into degree programs. Prior to registering, determine with your district personnel, department head, or state education office the acceptability of these credits for your purpose.

ADDITIONAL COURSE INFORMATION

REQUIRED TEXT

No required books. All assignments will have links to websites.

None. All reading is online.

MATERIALS FEE

none

ASSIGNMENTS REQUIRED FOR HOURS OR UNIVERSITY QUARTER CREDIT

A. INFORMATION ACQUISITION

Assignments done in a course forum will show responses from all educators who have or are taking the course independently. Feel free to read and respond to others' comments.

Group participants can only view and respond to their group members in the Forum.

Assignment #1: Introduction

In the online response box, please explain your:

- a) interest and/or background in education. (especially P.E. or Playworks)
- b) current philosophy on the importance of P.E. in schools.
- c) how you approach teaching games and activities in your gym.
- d) what you hope to gain/achieve out of this course.

Your response should be 500 words or more.

Assignment #2: Why is PE important?

In our country many elementary schools don't have P.E. There are many reasons for this with budget cuts being the main contributor. What are the alternatives that schools are using besides recess to keep our students active? Why is P.E. an important part of a student's growth? Read the following articles about the reasons professionals and experts feel P.E. is essential to have in all schools.

In a 2-3 page paper, explain the reasons these experts are saying why P.E. is important in school.

<https://www.capnpetespowerspe.com/single-post/why-we-need-physical-education-in-our-schools-today-10-powerful-reasons>

<https://www.teacherph.com/importance-physical-education-schools/>

<https://www.edcan.ca/articles/impact-physical-education-students-well-academic-success/>

Assignment #3: Setting up your gym

In this assignment you will watch several videos of games being played in P.E. classes. Take notes while you watch and be prepared to put your responses in a 500 word paper with these prompts:

What are some key components of the way the gym is set-up.

What do you notice about the student's use of spatial awareness.

How do the activities adhere to each student's ability to show their strengths.

Do you see things that you would use in your own PE class

<https://www.youtube.com/@adamharrison5442>

(Click on Shorts for videos)

Assignment #4: Structure of your class time

Structure of class time: In this assignment you will plan a 30min-40mins class layout with the prompts below that pertain to your lesson. Structuring your class time is essential to maintain you cover your lesson plans. Read the two articles below to give you a clear understanding to why a complete lesson plan is essential. Print and use the template below as your guide to list the below prompts. Scan and attach this to the assignment box with a 200+ word overview of why you chose this lesson and 3-4 reasons why lessons/structure are important.

Warm up games

Structured game/activity

Accommodations

Stretches/Exercises

Cool down

Instruction

Motor skills

Resources:

(USE THIS TEMPLATE FOR YOUR LESSON PLAN)

<https://pictimilitude.com/wp-content/uploads/2020/01/elementary-pe-lesson-plan-template-physical-education-lesson-plans-template-new-sample-physical-of-elementary-pe-lesson-plan-template.jpg>

<https://www.capnpetespowerpe.com/single-post/mastering-the-dynamics-of-pe-classroom-management-a-comprehensive-guide>

<https://kidactivities.net/elementary-physical-education-lesson-plans/>

Assignment #5: Sports in PE

One of the main reasons I incorporate sports in my PE yearly lessons is that I want to give my students the opportunity to experience the many options of extra curricular activities beyond the school day.

Ex: Soccer, Volleyball, Hockey, Basketball, Football, Lacrosse, Badminton, Tumbling, Ultimate Frisbee, Martial Arts, Pickle ball, etc.

I always mention at the beginning of the year that I want everyone to try these sports in PE, with my hope that they will find something they like/love and want to sign up for lessons or a team.

For this assignment you will put together an outline (4-5 classes) of a sport of your choosing. This outline should include the same structure of the class time setting as in **Assignment #4. (Warm up games, Structured game/activity, Class spots, Stretches, Cool down, Instruction, Calisthenics, Motor skills)** You will also need to list the skills/performance goals for each class time. Make sure you talk about the skill work in a progression base to incorporate all the steps necessary to learn the sport.

Assignment #6: Instant Activities

From the OPENPhyzed website, choose 3-4 instant warmup activities you want to try in your class. If you aren't currently teaching, talk about the ones you would want to use in a class. In a 2-3 page summary, talk about why you think these activities are a class favorite? What do you see when students are engaged in these activities? Are there adaptations needed to make sure all students are participating? If there are activities you do in your class already, explain what they are and talk about what you see during these times. The information below will help you get started on this assignment.

You will need to register for [OPENPhyzed.org](https://open.physed.org) to access the information for this assignment. This is free to do and one of my favorite sites to gather activities and resources from.

Importance of Warm-up games in PE.

Students are generally very excited to enter the gym and get moving. This is why having a quick warmup activity helps as they transition from sitting down in a classroom to getting some energy out. Typically in my class I will have a quick warmup activity that students will do once they enter the gym. If not, once they are seated in their spots I'll "very briefly" go over a game. Keeping it to simple rules, very little or no equipment, and using the majority of the gym space is key for success. My students love tag games that incorporate different themes like actions, characters, quick exercises, etc.

Below are two activities I use that the students really enjoy. These are on my YouTube Channel.

Texas Tag: Everyone is a tagger. If you get tagged you sit down. You can only re-enter the game when the student who tagged you gets tagged. If the students tag at the same time they do a rock-paper-scissors.

Instant Activities: You'll need to put numbers 1-6 on the walls of the gym. Under each number needs to have 2 posters that the students can choose from. Students will roll a dice (I get the foam ones from the dollar store) then they go to that number. They will do each of the STRONG STRETCH SWEAT exercises. Once finished they go back to the middle and roll again. If they roll the same number they will do the second poster exercises. If the students roll the same number for the 3rd time have them re-roll until they get a new number. Below is the link for the worksheet charts that you can edit yourself.

<https://open.varsityuniversity.org/wp-content/uploads/2025/03/K5-20a-InstantActivitiesVolume1-StrongStretchSweatExerciseChart.pdf>

ADDITIONAL ASSIGNMENTS REQUIRED FOR UNIVERSITY QUARTER CREDIT

B. LEARNING APPLICATION

In this section, you will apply your learning to your professional situation. This course assumes that most participants are classroom teachers who have access to students. If you do not have a classroom available to you, please contact the instructor for course modifications. Assignments done in a course forum will show responses from all educators who have or are taking the course independently. Feel free to read and respond to others' comments. Group participants can only view and respond to their group members in the Forum.

Assignment #7: Lesson Plan

B. LEARNING APPLICATION

(Required for 400 and 500 Level)

In this section you will apply your learning to your professional situation. This course assumes that most participants are classroom teachers who have access to students. If you are not teaching in a classroom, please contact the instructor for course modifications. If you are a classroom teacher and start or need to complete this course during the summer, please try to apply your ideas when possible with youth from your neighborhood, at a local public library or parks department facility, (they will often be glad to sponsor community-based learning), or with students in another teacher's summer classroom in session.

Complete both of the following activities:

Part A)

From Assignment #4 (Structuring your Class time) you'll be using the same lesson plan.

Implement your lesson with students in your classroom.

If you don't have a classroom to implement this, message me for an alternative method for modification.

In 500+ words, discuss what worked well, and or what could be improved.

Include any student feedback on your lesson. (The following is encouraged but not required):

Share what you've learned with other teachers taking our courses by also contributing your Lesson to The Heritage Institute Lesson Library located at <https://www.hol.edu/lesson-plan-library>

AND

Part B)

National Physical Education Standards:

"SHAPE America's National Physical Education Standards define what a student should know and be able to do as result of a highly effective physical education program. The standards serve as an important framework to address the holistic development of students and ensure consistency and quality in physical education programs nationwide. States and local school districts across the country use the National Physical Education Standards to develop or revise existing standards, frameworks and curricula."

From the 4 standards read through the rationales. For each standard pick either the PreK-2 or 3-5 and chose 3-4 learning indicators that you feel are the most important when teaching a PE program. Put this in a list format and explain why you chose these standards. (2 page min)

Link to Shape America:

<https://www.shapeamerica.org/MemberPortal/standards/pe/new-pe-standards.aspx>

Assignment #8: Powerpoint and Interview

In addition to the 400/500 level assignments, complete both activities below:

Part A)

Design a PowerPoint presentation on what you have learned from the information in this course that you could present to your peers, Principal, college professor, etc. (minimum of 10 slides). Include any games/activities you would want to implement. List some of the benefits of exercise, proper lesson planning, warm-up games, class structure and the importance of space.

AND

Part B)

Interview other PE teachers and summarize their perspectives on: warmup activities, lesson planning, class structure, sport themed games. Then compare and contrast your findings from the work in this class to that of the teacher(s) you have interviewed. 500+ words.

C. INTEGRATION PAPER

Assignment #9: (Required for 400 and 500 Level)

SELF REFLECTION & INTEGRATION PAPER

(Please do not write this paper until you've completed all of your other assignments)

Write a 400-500 word Integration Paper answering these 5 questions:

1. What did you learn vs. what you expected to learn from this course?
2. What aspects of the course were most helpful and why?
3. What further knowledge and skills in this general area do you feel you need?
4. How, when and where will you use what you have learned?
5. How and with what other school or community members might you share what you learned?

INSTRUCTOR COMMENTS ON YOUR WORK:

Instructors will comment on each assignment. If you do not hear from the instructor within a few days of posting your assignment, please get in touch with them immediately.

QUALIFICATIONS FOR TEACHING THIS COURSE:

Adam Harrison, M.A. received his AA from Portland Community College, BS from Portland State University, and MA in Health/PE from Concordia University. Has taught Pre-K to College courses over 12 years. Currently teaching PE at an Elementary School in Happy Valley, OR for the past 5 years. Has coached youth sports from T-ball to High School freshman basketball. He has taken over 40+ credits from Heritage Institute over the past 5 years.

BIBLIOGRAPHY

ELEMENTARY PE: Games/Activities/Skills/Exercises

<https://www.capnpetespowerpe.com/single-post/why-we-need-physical-education-in-our-schools-today-10-powerful-reasons> This site references many aspects of the importance of PE in education.

<https://www.teacherph.com/importance-physical-education-schools/> Author explains how he feels exercise in PE is essential for overall mental/physical health.

<https://www.edcan.ca/articles/impact-physical-education-students-well-academic-success/> The article talks about how exercise helps to promote positive academic success.

https://openphysed.org/curriculum_resources/instant-activitieselementary-k-5 Website referencing games, sports, curriculum, grade level lesson plans, etc.

https://openphysed.org/curriculum_resources/instant-activitieselementary-k-5 Resource for instant activities worksheet for Instant Warmup dice game.

<https://kidactivities.net/elementary-physical-education-lesson-plans/>

<https://a.co/d/j3XkMxC>

YouTube VIDEO RESOURCES

<https://www.youtube.com/@adamharrison5442>

<https://www.youtube.com/@physedgames>