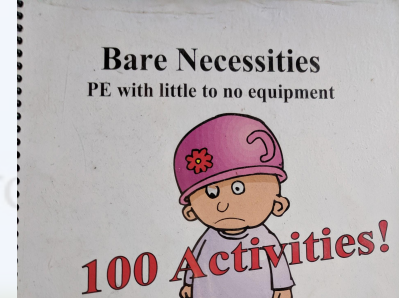
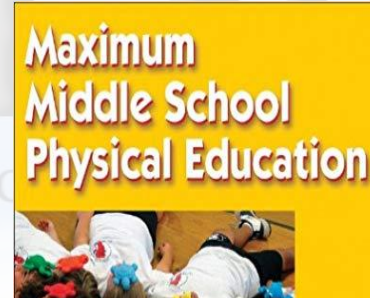
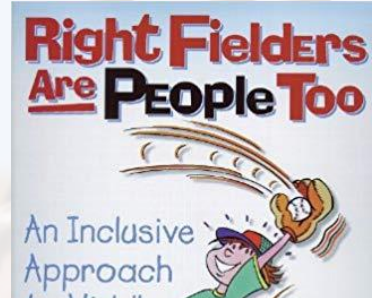
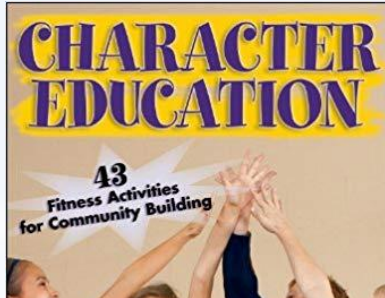


The First Two Weeks

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The purpose of this session is to highlight a range of activities that support the creation of a safe, inclusive environment during the first two weeks of the school year. Other personal priorities include learning students names and assessing character traits. The following are resources I used to curate activities and are recommended to check out.



SHAPE National Standards

3-5

3.5.3 Demonstrates respectful behaviors that contribute to positive social interaction in group activities.

6-8

3.8.6 Demonstrates the ability to follow game rules in a variety of physical activity situations.

9-12

3.12.3 Encourages and supports others through their interactions in a physical activity setting.

SHAPE Progressions

3-5

3.5.3 Demonstrates respectful behaviors that contribute to positive social interaction in group activities.	Praises the movement performance of others both more and less-skilled	Recognizes the role of respectful interactions with others when participating in an activity.	Demonstrates teamwork with partner(s), small group, and whole group.	Describes why following game rules is important in a physical activity setting.
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6-8

3.8.6 Demonstrates the ability to follow game rules in a variety of physical activity situations.	Identifies rules for a selected activity	Demonstrates ability to follow activity or game rules directed by the teacher.	Independently demonstrates the ability to follow activity or game rules.
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9-12

3.12.3 Encourages and supports others through their interactions in a physical activity setting.	Uses communication skills that promote team and group cooperation	Demonstrates positive body language while engaging in physical activity that promote team and group cooperation	Analyzes personal behaviors to improve support for others.
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Leveled RPS

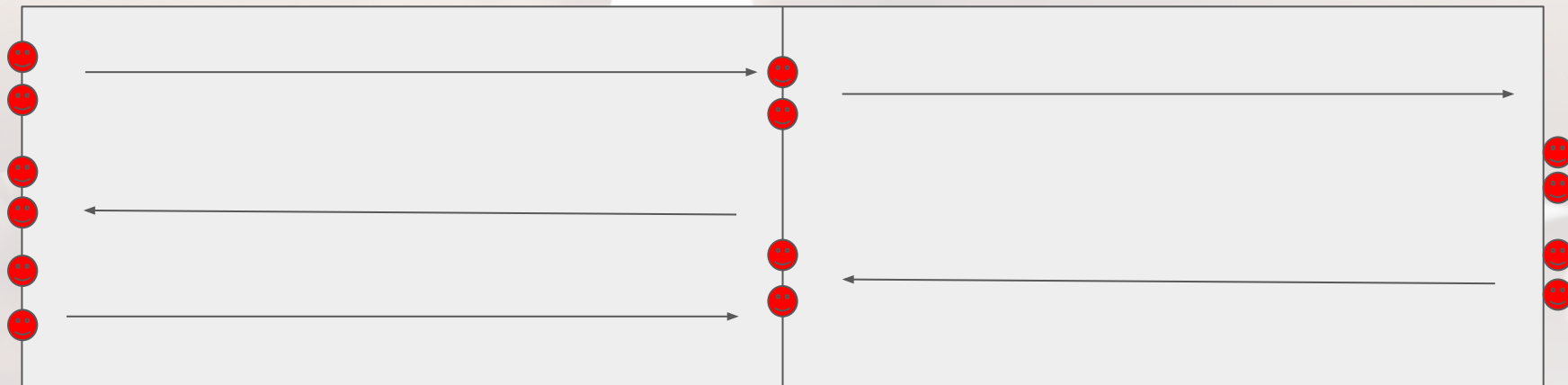
Have class form pairs on the baseline of a court (or two side by side courts). When the music starts, play one round of Rock, Paper, Scissors.

The Three Zones

- Baseline (Start): Win -----> move to Center Line. Not win, stay and find a new partner.
- Center Line: Win -----> move to Opposite Baseline. Not win, -----> return to Original Baseline.
- Opposite Baseline: Win, stay and play again. Not win -----> return to Center Line.

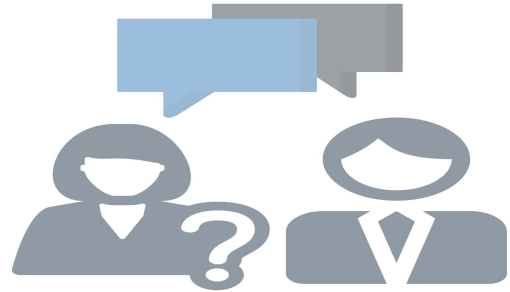
Movement Options:

- Travel between lines using a chosen movement (i.e walk or jog)
- Always find a new partner immediately upon reaching a line.



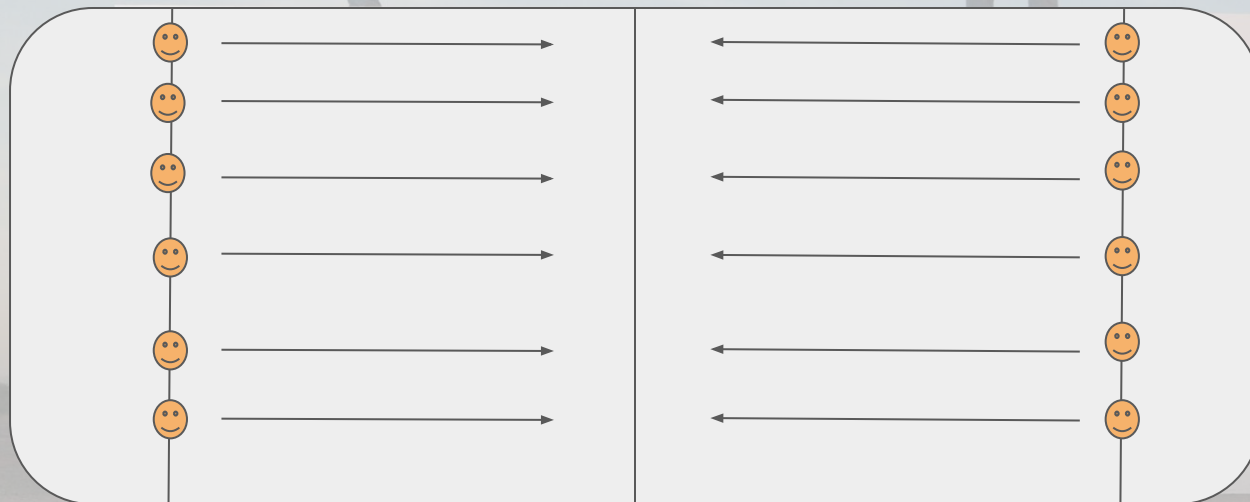
Think, Pair, Share

In what ways could this activity contribute to establishing a positive and inclusive classroom environment?



Meet in the Middle

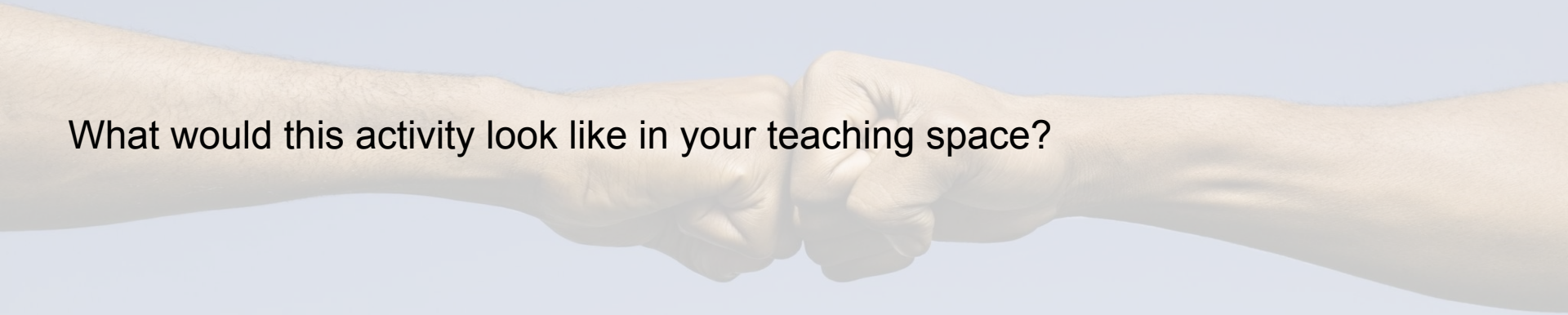
- Face your partner with a midline between you.
- When the music starts, jog to the middle to meet them.
- Together, create and perform one move.
- After the move, return to your starting line.
- Repeat this process. For the first meeting, repeat your first move, but for every subsequent meeting, create a new move with your partner.
- After 3 minutes, each pair should have a routine of 10–15 moves.
- Pairs can be asked to demonstrate their routines.



Fist Bump Partner

Did you feel comfortable sharing your created middle movement pattern? Why or why not?

What would this activity look like in your teaching space?



Head Honcho

My #1 activity for learning students names

The Setup

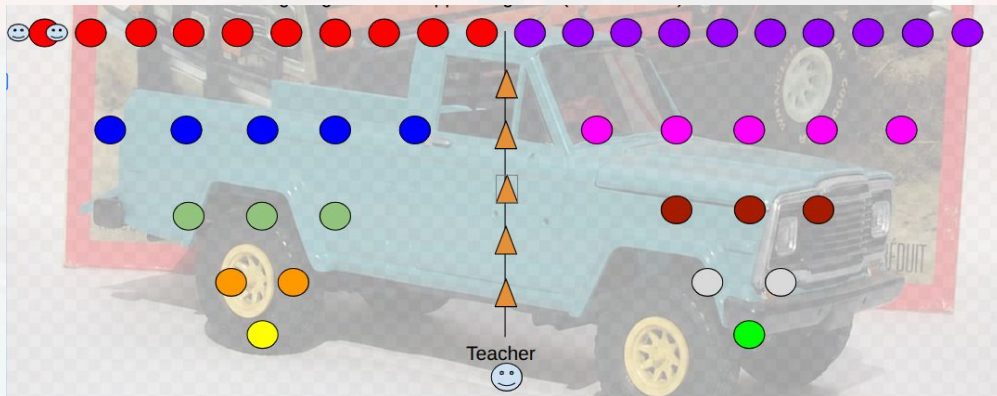
- Split the class into two groups, one on each side of the court.
- Find a partner and stand on a poly spot in the first row.

How to Play

1. Battle: Play one round of Rock, Paper, Scissors against your partner.
2. Win: Move up one row and find a new partner.
3. Lose: Move down one row (unless you are already at the bottom).

Scoring & Resetting

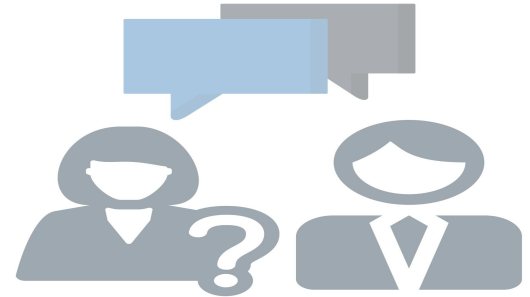
- The Goal: Reach the final single poly spot at the very top.
- Score a Point: If you win at the final spot, go to the teacher for a high five/fist bump and tell them your name.
- Restart: After scoring, switch to the other side of the court and start again from the bottom row.



Turn and Talk

How could this activity promote an inclusive environment?

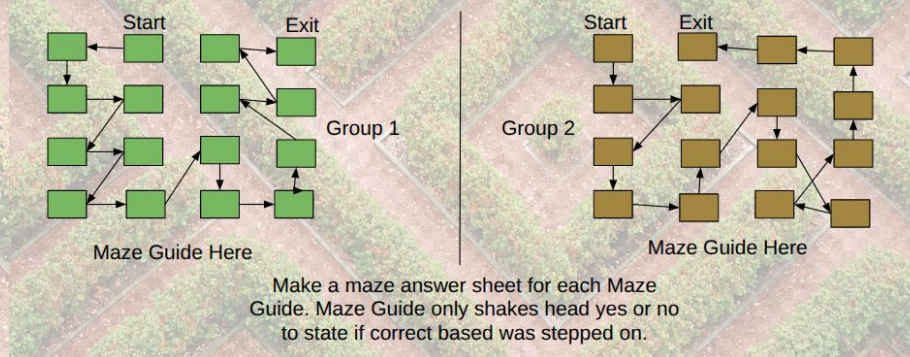
What modifications are need to make this activity work in your space and/orwith your students?



The Maze

The goal is to get each group member through the maze in the correct order from the starting point to the exit.

- Create groups of 10-15
- Create 1 maze for each group and have one “Maze Guide” for each maze.
- The first person in each group begins by stepping on a base. (Poly spot or carpet square)
- The maze guide lets them know if it is the correct base. If so, They can choose the next step of the maze, if not, they step out of the maze and another group member chooses another base.
- One group member per base at a time.
- If an incorrect base is stepped on, the entire group must begin again.
- Each spot in the maze can only be used once.

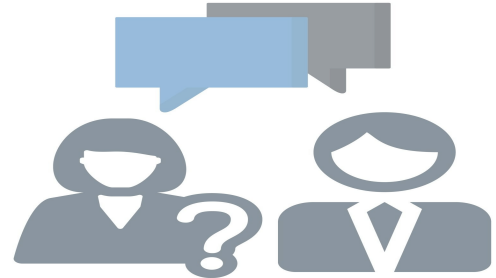


[Pre-Made Templates Here](#)

Turn and Talk

How could this activity promote an inclusive environment?

In your current classroom spaces, how would you stage this activity?



Floaters



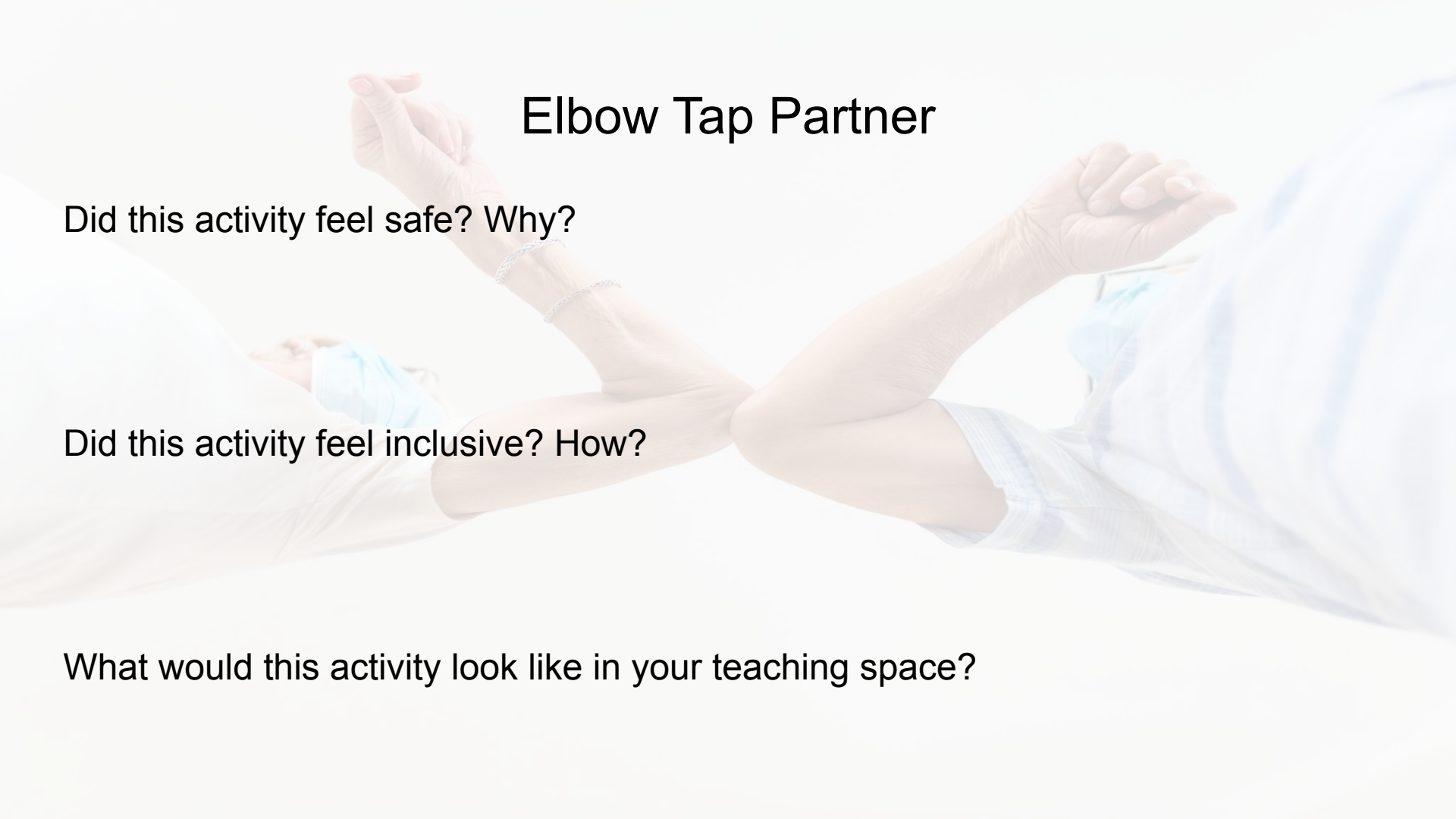
[Hedstrom playball](#)

- Place your students into teams/groups of 4-6.
- Give each group a [Hedstrom playball](#)
- How many times can each group keep the ball in the air?
-
- The same student cannot hit the ball twice in a row.

Alternatives:

- Make a circular area for each team/group. All players must keep one foot in the circle when striking the ball into the air.
- Each players receives a number. The ball must be hit in numerical order.



A background image showing two individuals from the chest up, wearing white long-sleeved shirts and light blue face masks. They are positioned with their arms extended horizontally towards each other, and their elbows are touching. The person on the left is wearing a silver chain bracelet on their right wrist. The background is a plain, light color.

Elbow Tap Partner

Did this activity feel safe? Why?

Did this activity feel inclusive? How?

What would this activity look like in your teaching space?

Toe Touch Partner

What activity/activities do you plan on incorporating in your class the first two weeks in the new school year?

Will there be a new point of emphasis for you and your classes the first two weeks? If so, what will it be?

Other First Two Week Activities

Straddle Ball



Slam Dunk Tag

Alaskan Baseball

Offense/Defense

Zen Counting



Colorado Health and PE Summit Feedback Form

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