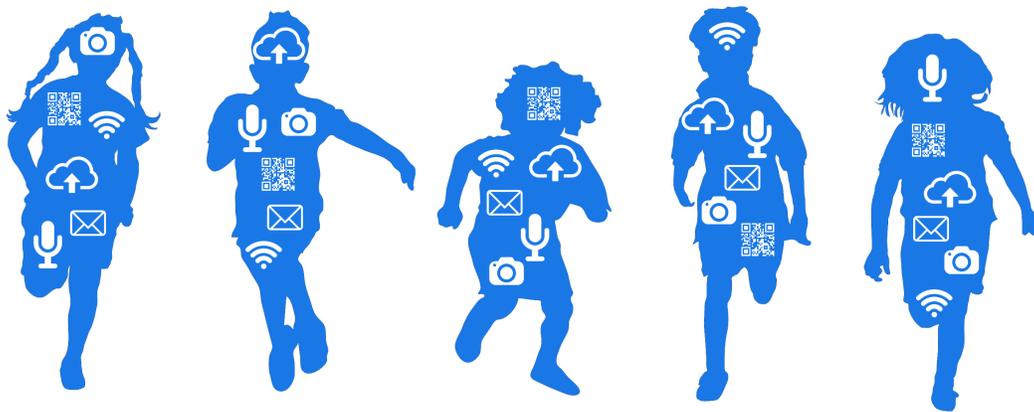


# TECHNOLOGY IN ACTION



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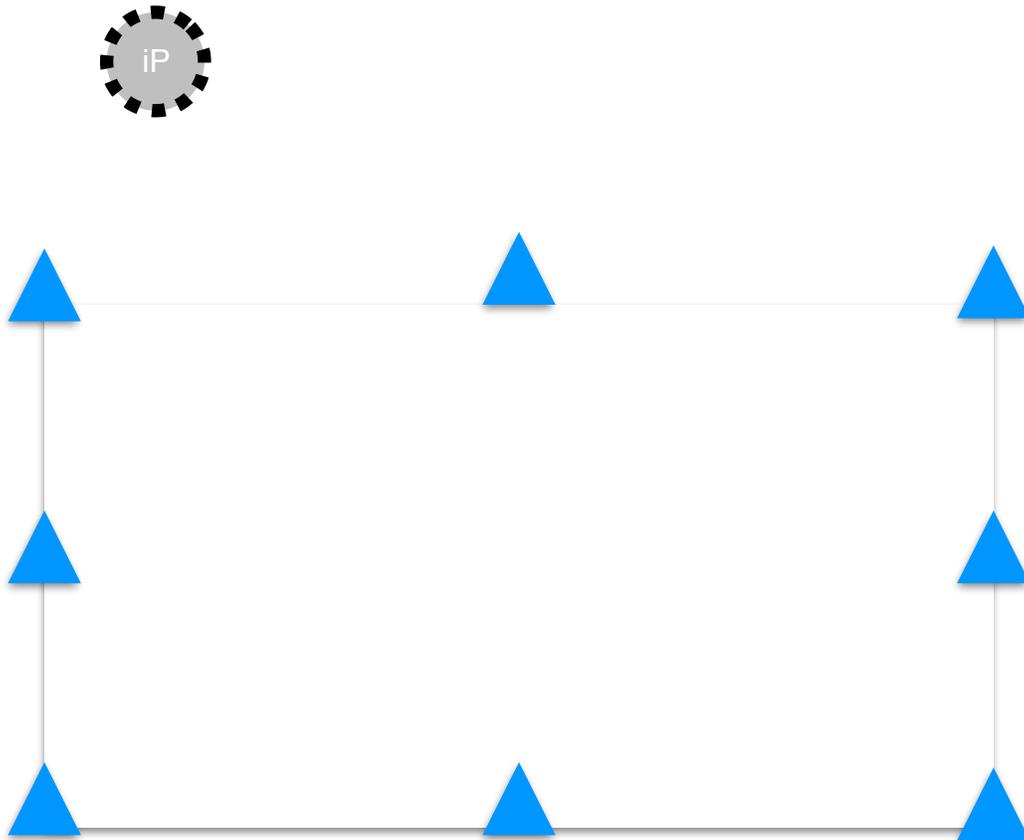
**INSTAGRAM: [@MRWILLPE](https://www.instagram.com/MRWILLPE)**

# Selfie Tag

**Background:** I wanted to start incorporating technology into my curriculum however bringing technology outside onto my blacktop always made me nervous. I decided that the first thing I would do would be to have a safety tutorial on how to properly care for the iPads and other devices outside. After the lesson, I incorporated this variation on Freeze tag to verify that despite activities and excitement my students were capable of using the devices outside safely.

**Equipment:** I typically use only one iPad for this activity. I also use cones to create a boundary space for the game, and a Hula Hoop for the “Selfie Space” and a ball or noodle to tag with if you don’t have flags.

**Set Up:** Arrange your field or game space to look like this with the hula hoop containing one iPad.



**Gameplay:** When a player is tagged they must leave the game space and go to the hula hoop. There they must take a selfie. If the taggers tag everyone in the game space then they are victorious and can pick a new tagger for another round.

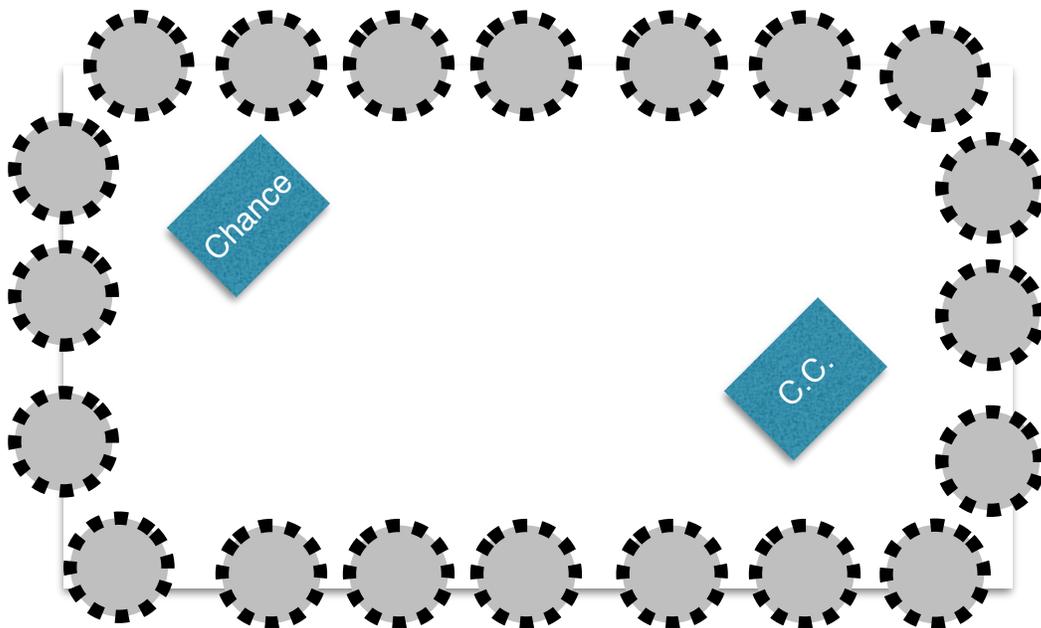
Increase difficulty for the taggers by allowing “Group-ies” or “Us-ies” Increase difficulty for non-taggers by adding more taggers.

# Phys Ed Monopoly

**Background:** This is a classic game that I first saw here at Cal Poly. I stole it and made some modifications. While you can play this game with out the use of technology, I have used Jorge Rodriguez's QR flash cards so my students can access demonstration videos as they play the game.

**Equipment:** 20 Hula Hoops, 20 dice (I use polyhedron dice to mix it up, but any dice will do), 20 QR code cards, 10 chance cards, 10 community chest cards, 100 pencils or popsicle sticks, 4 corner cards (Jail/Just Visiting, Free Parking, GO, and Go to Jail).

**Set Up:** Arrange your field or game space to look like this each hula hoop containing one of the QR Code Cards. Place one corner card in each corner space and the chance/community chest cards in the middle.



**Gameplay:** Players make 6 teams based on your class size. I usually Color code my teams (ROYGBV). Each team starts at go and rolls a dice. The players travel that number of hoops to their destination. When they arrive they may choose to purchase the property for the “x” number of repetitions. When purchased the team picks up the card and carries it with them for the remainder of the game. If a team chooses not to purchase the card they may roll and continue to their next destination. If a team lands on a square that has already been purchased they must pay the “rent” by doing 10 burpies. When a team lands on Chance or Community Chest they must send a player to pick up a chance or community chest card and perform the action on the card. If a team is in jail they must roll doubles before they can be released. (if a team lands on jail without being in jail they are “Just Visiting” and do not need to roll doubles.) Every time a team passes Go they collect one pencil per player and continue on their adventure.

Winners can be determined in two ways: Most pencils, or Most Property. I like to mix it up and I will never tell my students until the end.

# iTunes Trailers

**Background:** Our technology specialist had done a trailer project just before summer in 2016 and said that the students loved being creative and making mini movies with the iPads. He said it was a great way to engage students and while he was using it to teach iMovie, I thought it would be a great way to teach any subject. I decided that I would use iMovie Trailers as a way to reinforce student learning. I found out that it was also a great way to assess the students and their understanding of the concepts taught.

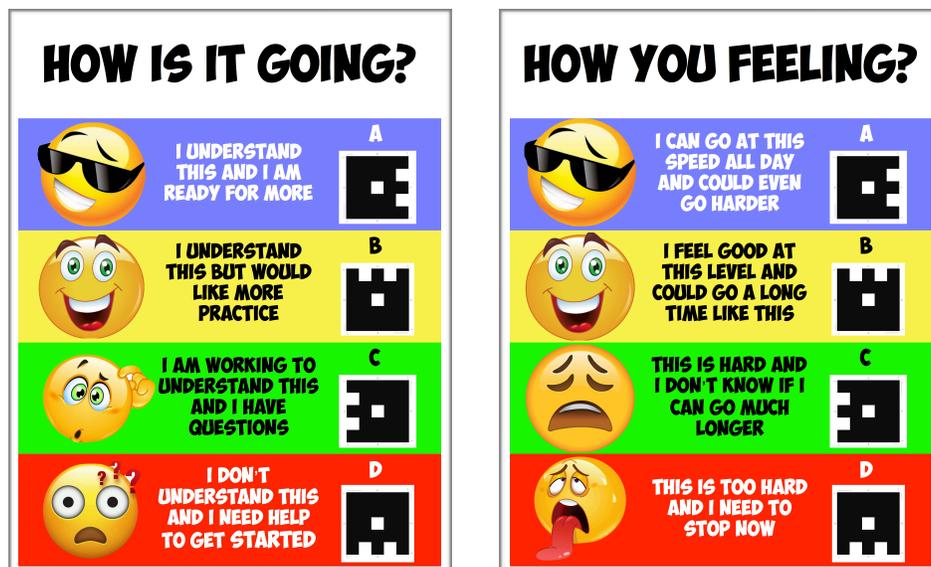
**Equipment:** 1 iPad for every 2 - 4 students. iMovie app (\$4.99 in the app store)

**Set Up:** Group your students into groups and provide them with an iPad and a skill to discuss.

**Gameplay:** When I have done this project in the past I have done it as a skill review/ reinforcement. The students must include all of the keys of the action in order to receive credit. I also like to make sure they have at least one or more full repetition in the trailer so that I know they did not “hollywood” effect the skill. You can see a sample trailer here: <https://www.youtube.com/watch?v=sjBwL-Q9DRY&t=2s>

## Plickers & Perceived Exhaustion

**Background:** Plickers are fast becoming a staple of assessment in physical education. With a little work you can also use it as a quick gauge for how to measure student’s perceived knowledge and perceived exhaustion. The images below are posters I hang during my classes, students can anonymously let me know if they are struggling. It also allows me to know when it is time to move on to something more challenging or slow down my lessons if needed. You can download these posters at <http://mrwillpe.weebly.com/resources.html>



# Lockdown

**Background:** Lockdown is a Breakout Ed activity similar to an escape room where students attempt to decipher puzzles to obtain locks to 6 different containers. Each container holds clues to the next containers puzzle.

**Equipment:** 6 lockable containers, 6 different combination locks, activity puzzle sheets, equipment to complete puzzle and move to next puzzle.

**Set Up:** Place puzzles and equipment into each puzzle box and lock them. Separate boxes by 25 feet or more. and place inside a hula hoop.

**Gameplay:** Players work together to complete the puzzle and move on to the next puzzle. Each puzzle contains the clues to the next puzzle box. Players must complete the movement challenge before working on the next puzzle box. Movement challenges can be as simple as moving differently to each station, or as complex as performing a specific skill.

**Downloadable Puzzles:** You can download the Pirates of the Caribbean themed puzzles by clicking here: <http://tinyurl.com/Pirates-Lockdown>