Strategies
- Define a variety of roles students can take on during a unit. Shift student roles often.
- Increase, decrease, or vary the difficulty or complexity of situations for students to apply the concepts of precision, control, and fluency.
- Create a variety of rule variations to apply to specific students, groups, or at specific times to help challenge students and create unique perspectives. Examples: no hands, no talking, alternative equipment, scoring variations, position limitation (can't cross lines, etc.).
- Use interest surveys and/or questionnaires to vary the activities students engage in to reach the standards.
- Challenge by choice:
  - Offer three levels of difficulty in a task and let students select.
  - Allow students to select the distance from a target.
  - Equipment choices—trainers vs. real equipment, ball sizes, etc.
  - Show a continuum of skills and let students enter the continuum where they are confortable and progress a certain number of levels.

Small Bites: *Anchor, Challenge, and Enrichment Activities*
- Ask students to express the same answer to a question in as many different ways as possible.
- Ask students to provide a number of alternatives to a single solution and assess the effectiveness of each.
- Use movements acquired in previous lessons in an unfamiliar environment.
- Ask students to apply/try a variety of methods for assessing the skills within a specific unit/sport. Have students analyze these methods for accuracy, fairness, effectiveness in leading to valuable athlete feedback and growth. Ask students to create their own assessment based on what they discover.
- Choice warm-up activities board.
- Offer skill stations with instruction cards and self-evaluation forms. Circulate to offer descriptive feedback.

Project—Independent Study
- Students will understand the use of periodization in a training program across a range of sports.
- Explore various methods of communication in a range of situations (as teammate, coach, and fan) and measure the effectiveness of the methods observed or tried.
- Analyze the most effective method of giving feedback to an athlete.
- Create an alternate game the uses the same principles of mobility as one already mastered. Assess the success of this game.
- Recognize/discover one's own strengths and areas for development and create an action plan for improvement.

Grouping in PE, from www.everactive.org

🚀 *Ability Grouping*

Everyone has talents and abilities that they can do better than others. A 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.

Resources
- *Daily Physical Activity Handbook,* Alberta Education:
  http://education.alberta.ca/teachers/program/pe/resources/dpahandbook.aspx

- *Beyond 'One Size Fits All': Differentiated Instruction in Physical Education*, Activity Ideas, pages 8-20:
  http://www.everactive.org/uploads/files/Documents/Beyond%20One%20Size%20Participant%20Handout.pdf

- Free Downloadable Activities from EverActive Schools:
  http://www.everactive.org/k-12-physical-education
  - Color Task Card Activity
  - Fitness Monopoly
  - Rhythmic Gymnastics BINGO
  - Fitness Dice Poster
  - Domino Fitness
  - Balance Challenge Cards

- PE Scholar, *The role of teaching strategies, differentiation and use of ICT in enabling learners to achieve their full educational potential.* August 2012:
  http://www.pescholar.com/resource/phase/whole-school/1879/the-role-of-teaching-strategies-differentiation-and-use-of-ict-in-enabling-learners-to-achieve-their-full-educational-potential/

- PE-Team.com, ICT in PE: http://peteam.weebly.com/ict-in-pe.html

- *B*eyond *Games, Gadgets, and Gimmicks: Differentiating Instruction across Domains in Physical Education; "Avoid One-Size-Fits-All Instruction" Is a Sound Injunction, but How Should Teachers Individualize Instruction?* By Shelley Paul Smith, published in JOPERD, October 1, 2005: http://www.highbeam.com/doc/1G1-138050240.html