



Physical Education and Wellness

Curriculum Overview

Dialing in on what is expected

Paul Marlett

In conjunction
with ARPDC

Physical Education and Wellness

Effective PE Pedagogy

The Art of Teaching in the Gym

2 Part Live Series
Many Recorded Sessions

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**Every Kid:
Every Day**

**Undefeated at
the end of
the day**

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Session A

- Classroom vs Gym
- Teacher Success
- Character and Team Work

Session B

- Student Success
- Using Discussion in PE
- Assessment Skills / Strategies



Some of my Mentors who shaped me as a Physical Educator

Heather McLean

Lois Vanderlee

Joyce Sunada

Christie Murphy

Dan Cooney

Doug Hemstreet

Tracey Dalton

Stu Mowat

Rick Bell

Shelly Bartel

Doug Gletty

Mary Ann Fullerton

Doug Gletty

John Clarke

Heather Rootsart

Tom Bishop

Marg Schwartz

Tim Hopper

Doug Rootsart

Donnie Williams

Phill Boldon

And Many Others...

Acknowledgement of the Land



Treaty 7 and 8

“We acknowledge that we are on traditional territories in Alberta of the many First Nations, Métis, and Inuit whose voices and footsteps have marked these lands for centuries.”



Paul Marlett

Who is this Guy?



Classroom / Gym

A new Perspective

IN THE CLASSROOM:

Often more of a democracy (Our class)

Kids are stationary (mostly)

Energy Builds

Management is Focus and mind

Academic Engagement

Encouraged to **work alone or with a few students for extended time blocks**

Encouraged to **use indoor voice**

Follow class expectations on own

Actions often do not result in injury

Do personal best in tasks

IN THE GYM:

Teacher is in charge (It's your gym)

Kids are moving

Release Energy

Management is Movement

Encouraged to **talk a lot**

Encouraged to **talk louder** than normal

Access to every peer for short bursts

Respond to specific signals quickly

Take Responsibility for decisions


The need to accept all teammates, at whatever their level, to succeed.



Get them in and get them **Moving!**



The importance of **DOORS!**

A large blue circle is partially visible in the top-left corner of the slide.

What is your
Safety Assessment Routine?



Generalist?


Expectations prior to gym



What you focus on
IMPROVES



You are dealing with
Real Risks



Above all... have **FUN**
and make it **FUN!**

No need to yell or punish
It can all be fun and students get stronger
Fun Leads to Healthy Life Long Individuals

**Don't Control:
Stay in Control**

Physical Education is different than coaching

Competition vs. Growth Mindset

OR

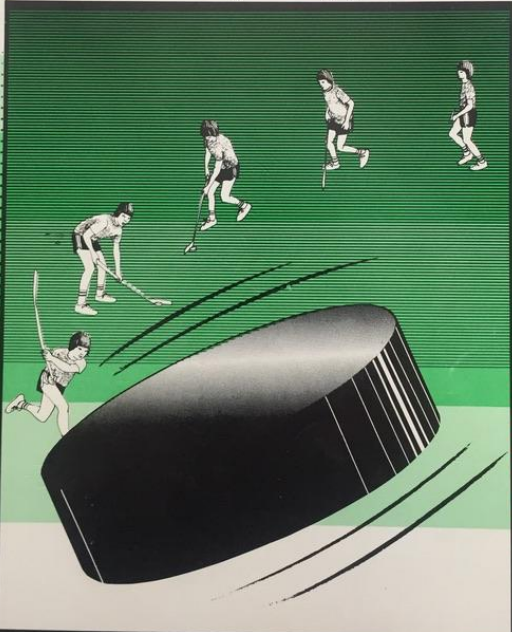
Growth Mindset and Competition with self

BASIC SKILLS SERIES

CAHPER

Canadian Association for Health, Physical Education and Recreation

Floor Hockey – Type Games



GY
443
C212
F631
1980
REDD
c.10

FITNESS
CANADA

CALGARY BOARD
OF EDUCATION



The 80's

A blue circular graphic is located in the top-left corner of the slide, partially cut off by the edge.

Active students are **great leaders** in the gym

P.E.A.L.T.



How do you **expect** students to behave?



Changing for class
Distribution of equipment
Coming to Class
Returning to Class
Choosing others

ROUTINES ARE IMPORTANT

Wish I had those pants... I had a matching velour jumpsuit in 1982,

Set Firm **and** Reliable Expectations

Your gym, they are there to participate



What you **Emphasize,** Improves

- Attire
- Attitude
- Leadership
- Effort
- What you emphasize will set tone of the class... always
- Lack of participation = Lack of participation
- Lectures on what they are not doing vs. Motivation on what is...

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Teacher / Success
Changing the How

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Roles in the Gym

Opportunities for
Leadership and Cooperation



What **guides** your progressions?

WATCH and ADAPT LESSONS

START micro teaching: what is needed?

AVOID forcing units and skills

WHAT DO YOU SEE?

Now build drills to solve (V-Ball Pass)

Does your class **improve** students
fitness levels?

Crossfit 2022





ACTIVE TIME PERCENTAGES

How long are kids active in your class?
Know your numbers..

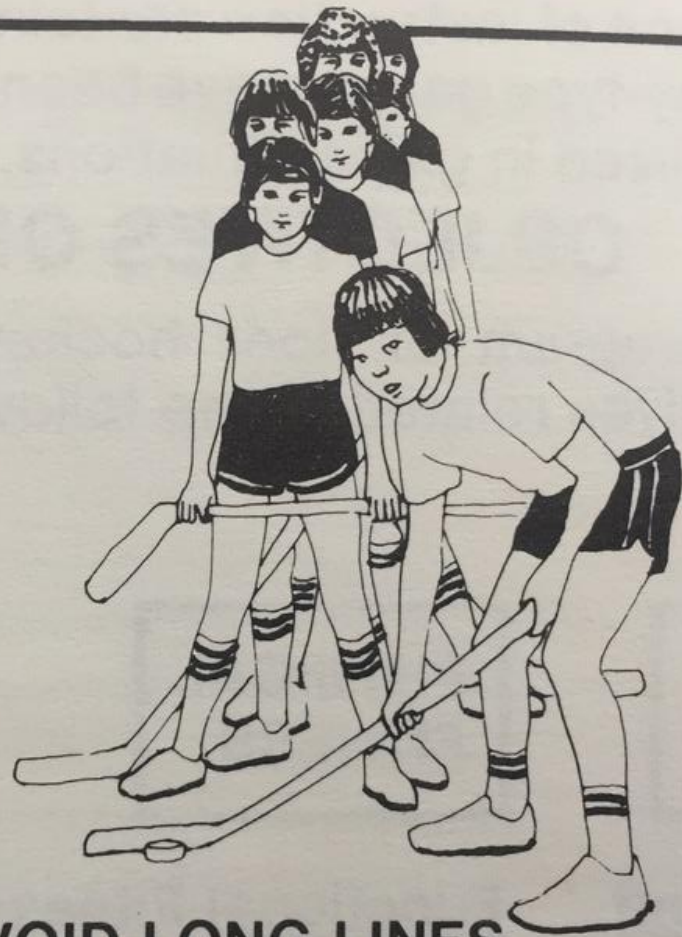
25:60

35:45

30:35



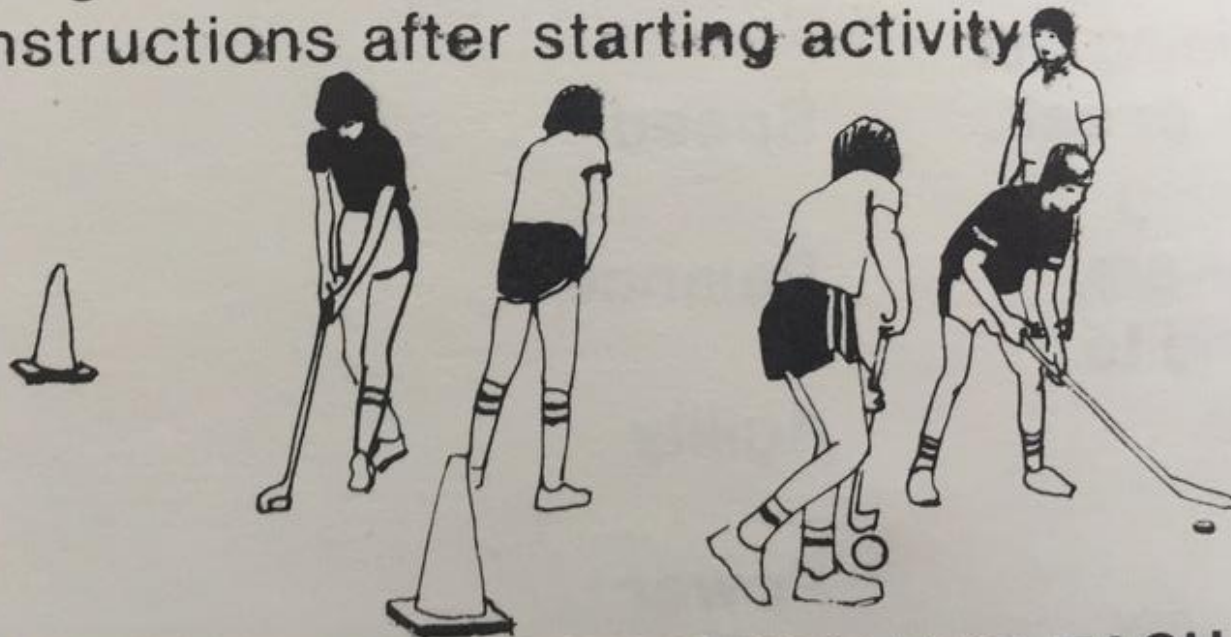
**Remember
those
Short Shorts
and Striped
Socks?**



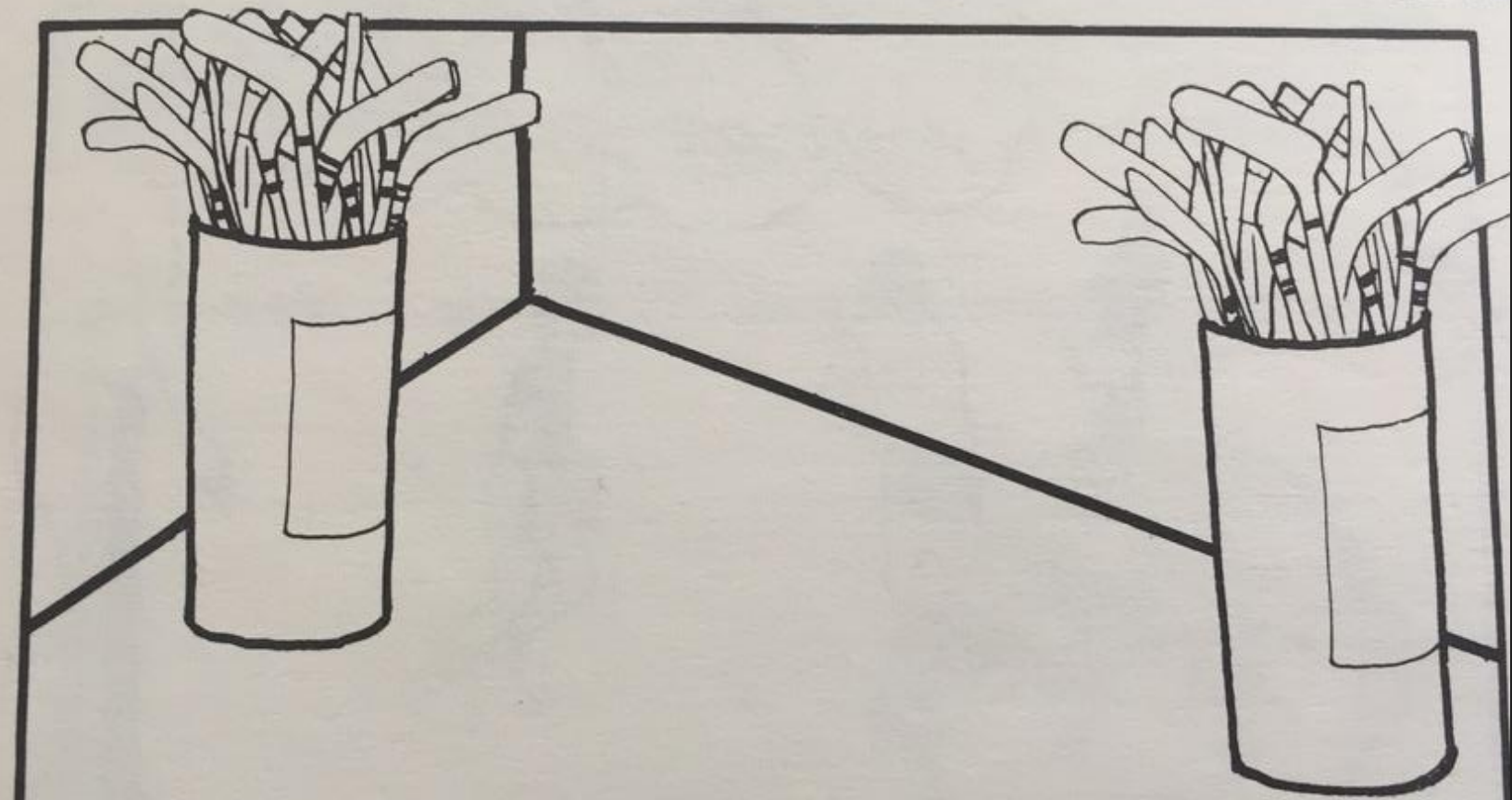
AVOID LONG LINES

AVOID

- Elimination activities
- Large numbers on a team
- Instructions after starting activity



ENSURE MAXIMUM PARTICIPATION FOR EACH CHILD AT ALL TIMES



**HAVE MORE THAN ONE PLACE WHERE CHILDREN
OBTAIN EQUIPMENT**



JUMPING JACK CHALLENGE



Level 1

50 Jumping Jacks/ day
(1 or 2 sessions)

Stay in **Mild Zone**...

Able to sing the entire
time.

Level 2

100 Jumping Jacks/ day
(1 to 4 sessions)

Enter **Moderate Zone**...

Able to talk the entire
time.

Level 3


150 Jumping Jacks/ day
(1 session, 3 intervals
with 30 second rest)

**Moderate Zone with
push to Vigorous on
2nd interval**

Talk and few words

How to MAXIMIZE

Activity Numbers = Fitness

- Attendance on the move
 - Mild, Mod, Intense
 - Active Waiting - Pedometers
 - Short or no lines
 - Modified games
 - Activity embedded into skills and games
 - Game like drills (ultimate)
- 

WARM - UPS

Campfire meetings
Legendary Lessons they
remember... always

**Don't jump on the
fire!**

What are you Crazy!

Bring them in...

Get them out

Whistle, big voice, tell a kid and
have them spread the word...
20 sec max.

- Running in to meet is part of the activity - make it fun.
- Shuffle feet/plank while listening
- Last one in... not punishment
- Simply countdown, count up
- Slow kid, stand next to them
- Fit kids, always as far away as possible - every time...



Interrupt their games and drills

Micro adjustments

Microstrategy teachings

SMALL CHUNK and Changes

Increase moderate activity

Student Teaching Lessons from a master mentor

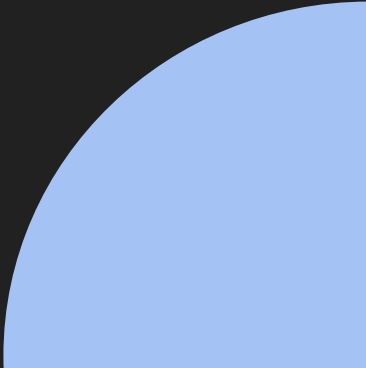
Brawlers, Houdini, and Sunbathers



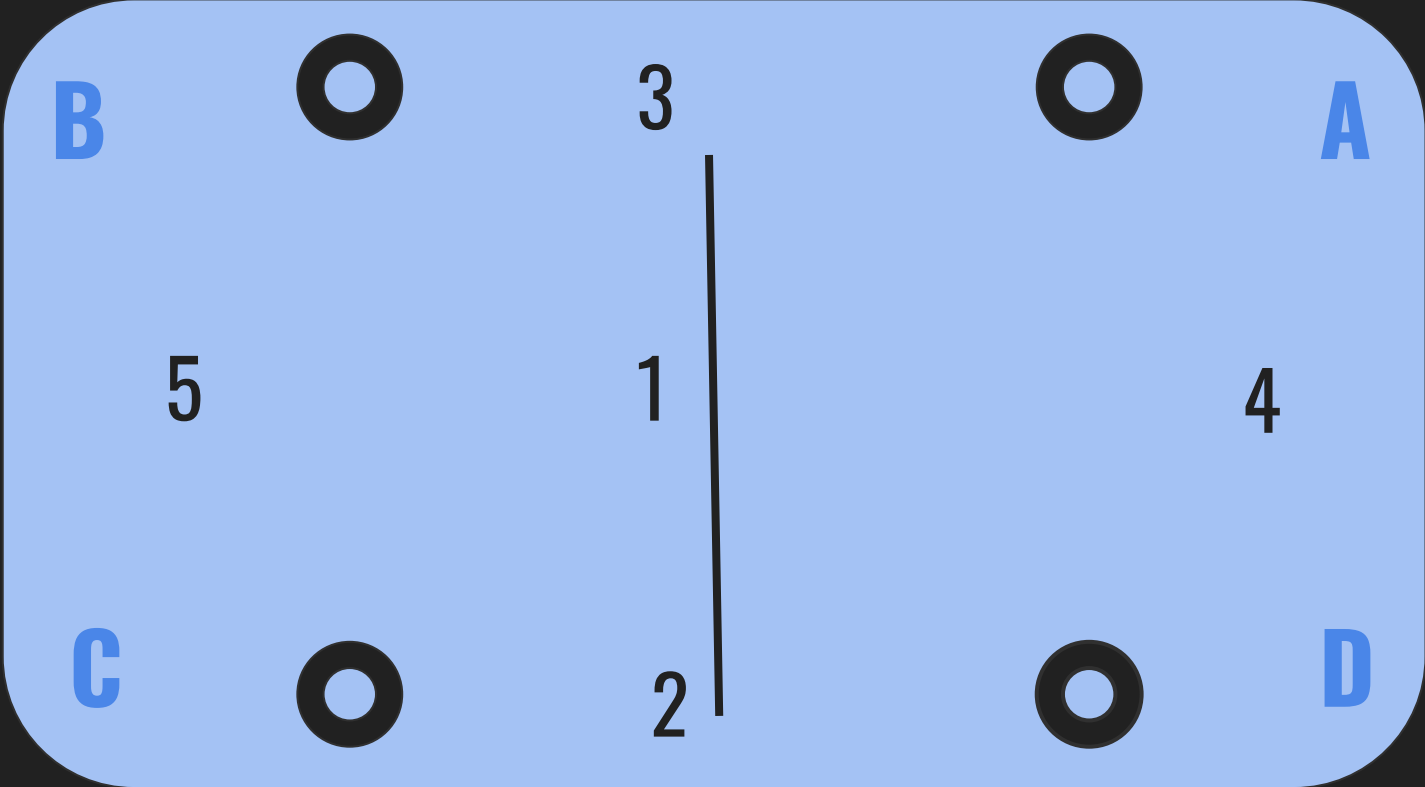
**Where do you
stand in the gym?**

Where you are allows you to stay in control of the class

You can tell an experienced teacher by:

- Where they stand in the gym/field
 - How they move in a class
 - Who / What they are watching and watching for
 - How they give feedback
- 

**Basketball Unit:
24 to 30 students - Day 3 or 4: 3 on 3**



Back to?
Direct
Instruction
/refocus
Observing/
Coching

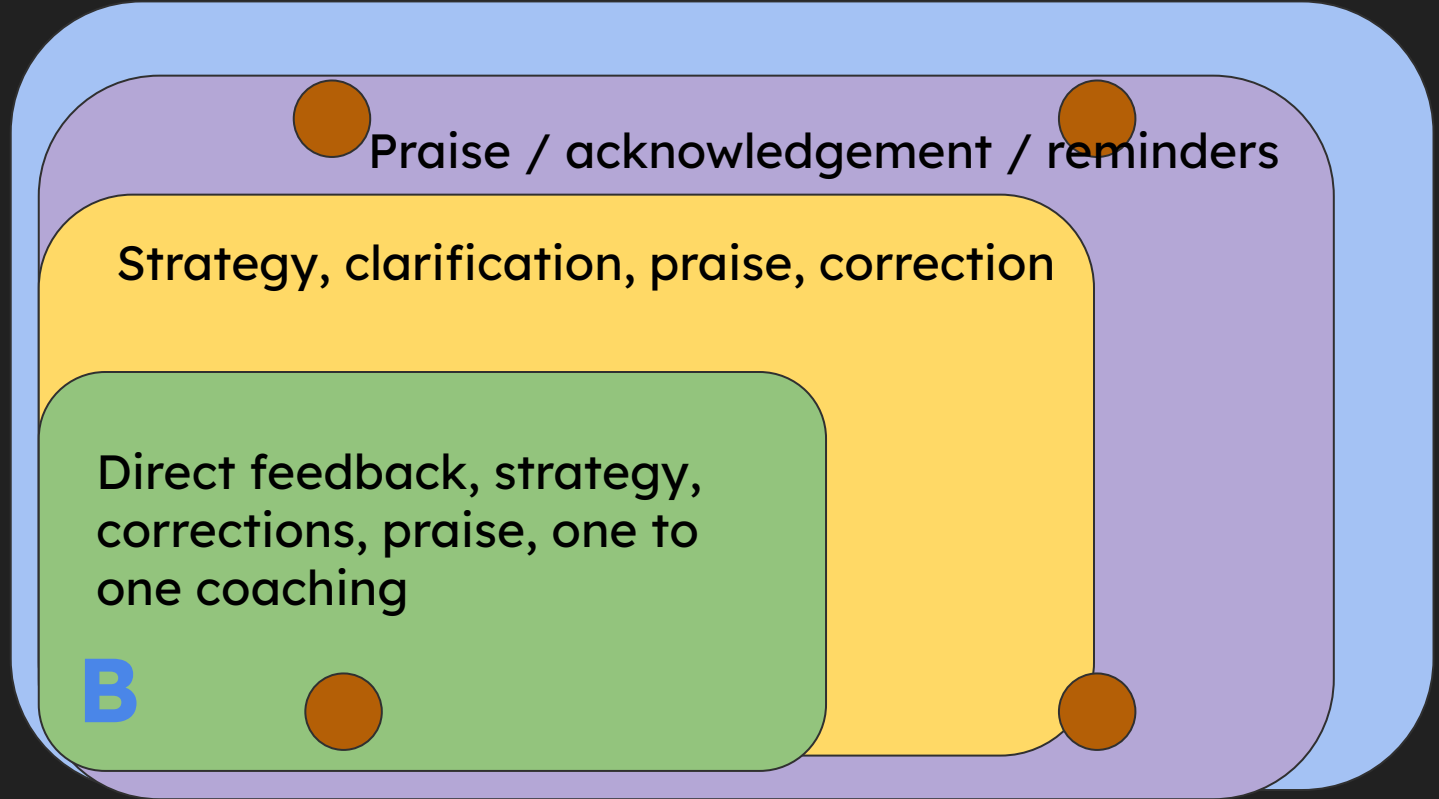
Zones of Feedback Technique

Zones:

70

20

10



Zones of Feedback

70%

20%

10%

Close

- Specific Game Skills
- Stop and start direction
- demonstration

Adjacent

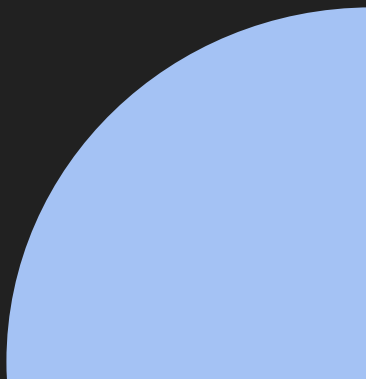
- Quick Comments
- Compliments
- Suggestions

Farthest

- Notice Plays and positive things
- Stop all and remind to move

MODIFY - MODIFY - MODIFY

Equalize skill, maximize challenge, keep it FUN and
Entertaining



Modify the Game (Ultimate)

CHANGE THE...

Space

- Field sizes
- Goal sizes
- Team sizes

Equipment

- Discs
- Rubber chickens
- Beach Ball in side
- Tennis ball
- Football
- Rugby Ball

Rules

- Stall counts
- Distance to marker
- Minimum Passes
- ** Never steps please
- Teams change size of zone for opponents
- One Team Fick only



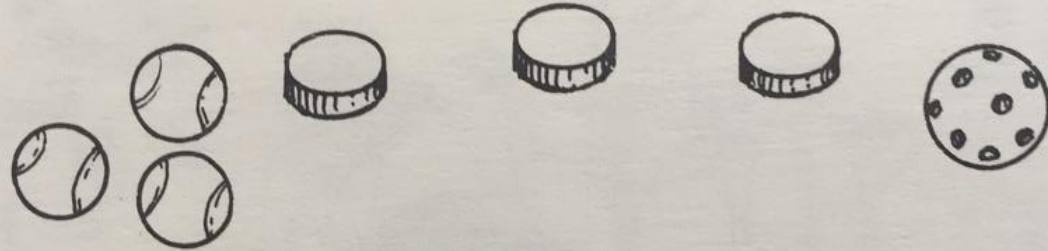
Equipment

Size

Number

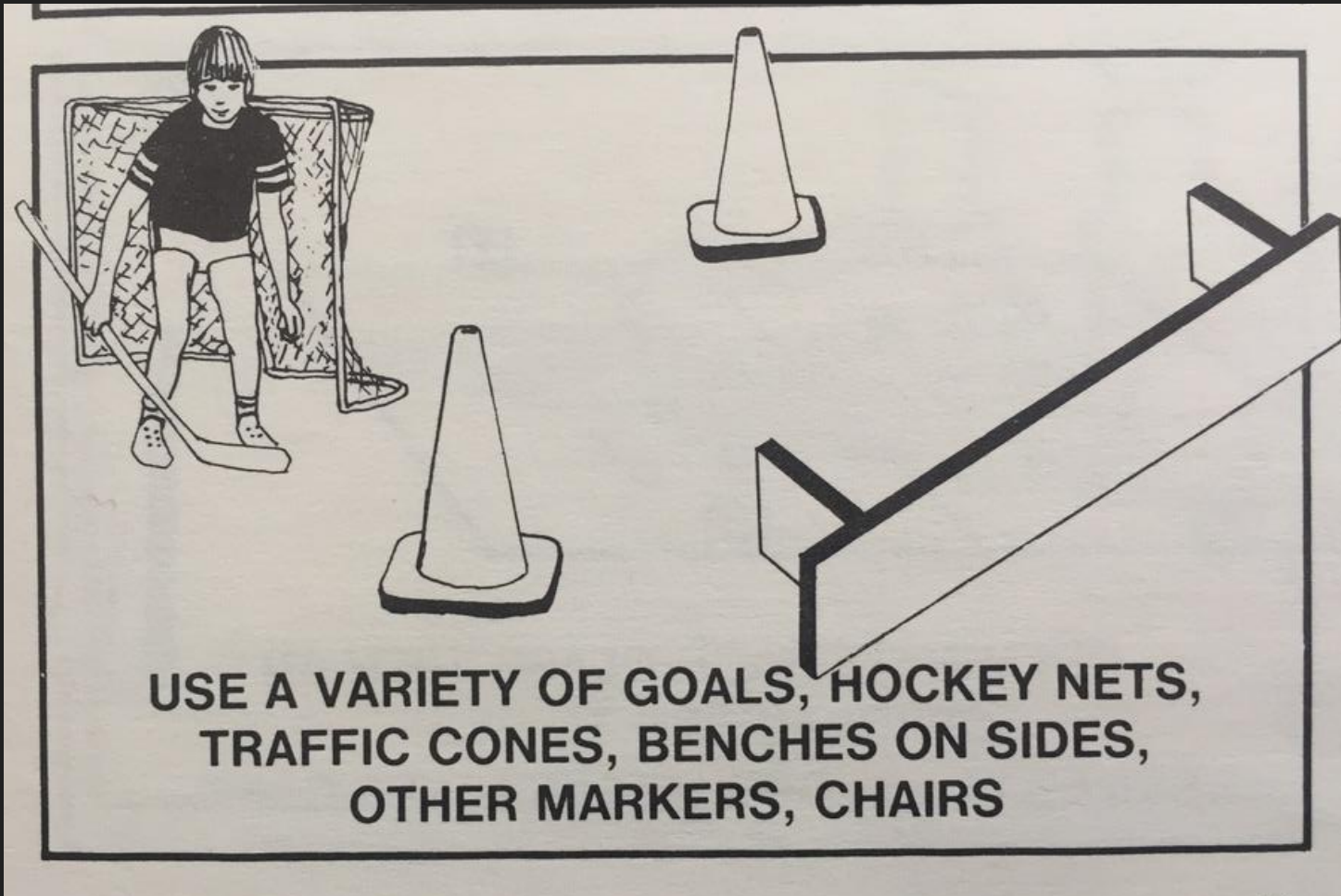
Reaction

**USE LOTS OF EQUIPMENT - 1 STICK, 1 PUCK
PER CHILD**



**USE A VARIETY OF PUCKS - FELT, SPONGE,
PLASTIC, COSOM BALLS, TENNIS BALLS,
SHUFFLEBOARD DISCS**

Shorts Got
Shorter...



**USE A VARIETY OF GOALS, HOCKEY NETS,
TRAFFIC CONES, BENCHES ON SIDES,
OTHER MARKERS, CHAIRS**



Space

Team Size

Field Space

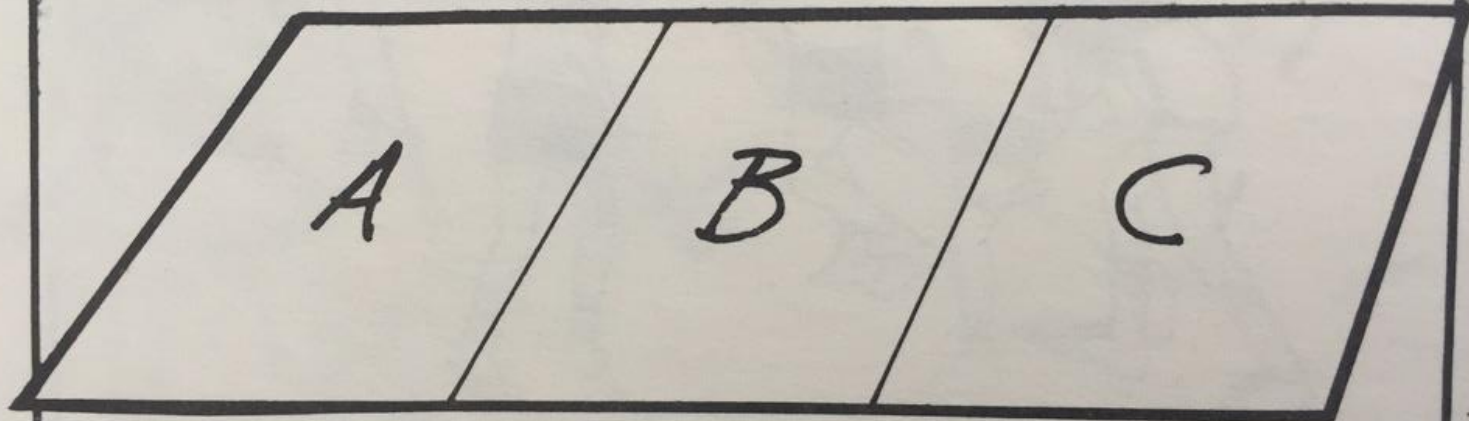
Goal Size

Goal Area (trad?)

Field Shape


Field Progression

SEVERAL SMALLER COURTS
ARE BETTER THAN ONE
LARGE COURT



**MODIFY COURT SIZE TO MEET INDIVIDUAL
ABILITIES**

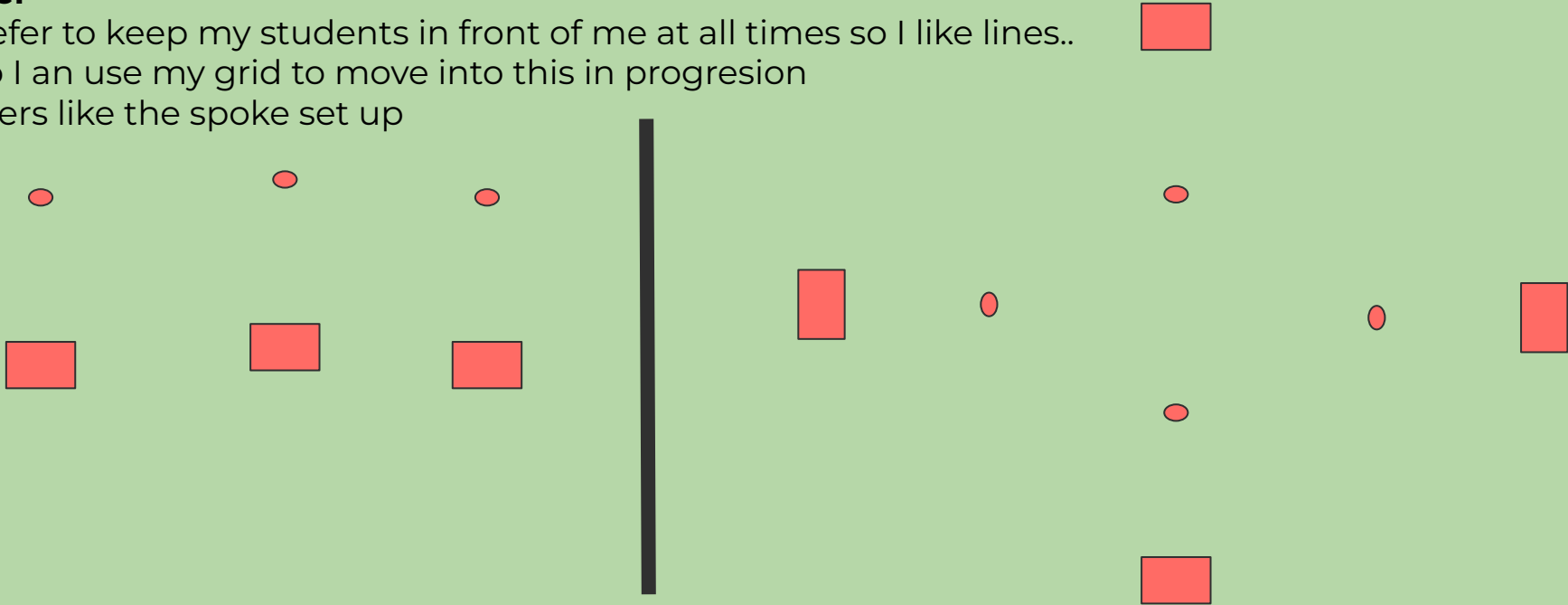
THE GRIDS: 2 x 6

<p>3 - 4 per box Box drill, box-timate teams</p>	<p>6 to 8 per column</p>			<p>12 to 16 per square</p>	<p>Hot Box Field</p>
	<p>Great for 3 on 3 or 4 on 4 mini games... forces short pass</p>			 <p>Dark orange are alternative Hot box goals</p>	

Boxtimate Field Set Up

I often let them set up anywhere as long as they are away from each other

I prefer to keep my students in front of me at all times so I like lines..
Also I can use my grid to move into this in progression
Others like the spoke set up



Rules

Simplify

Objective (keep away)

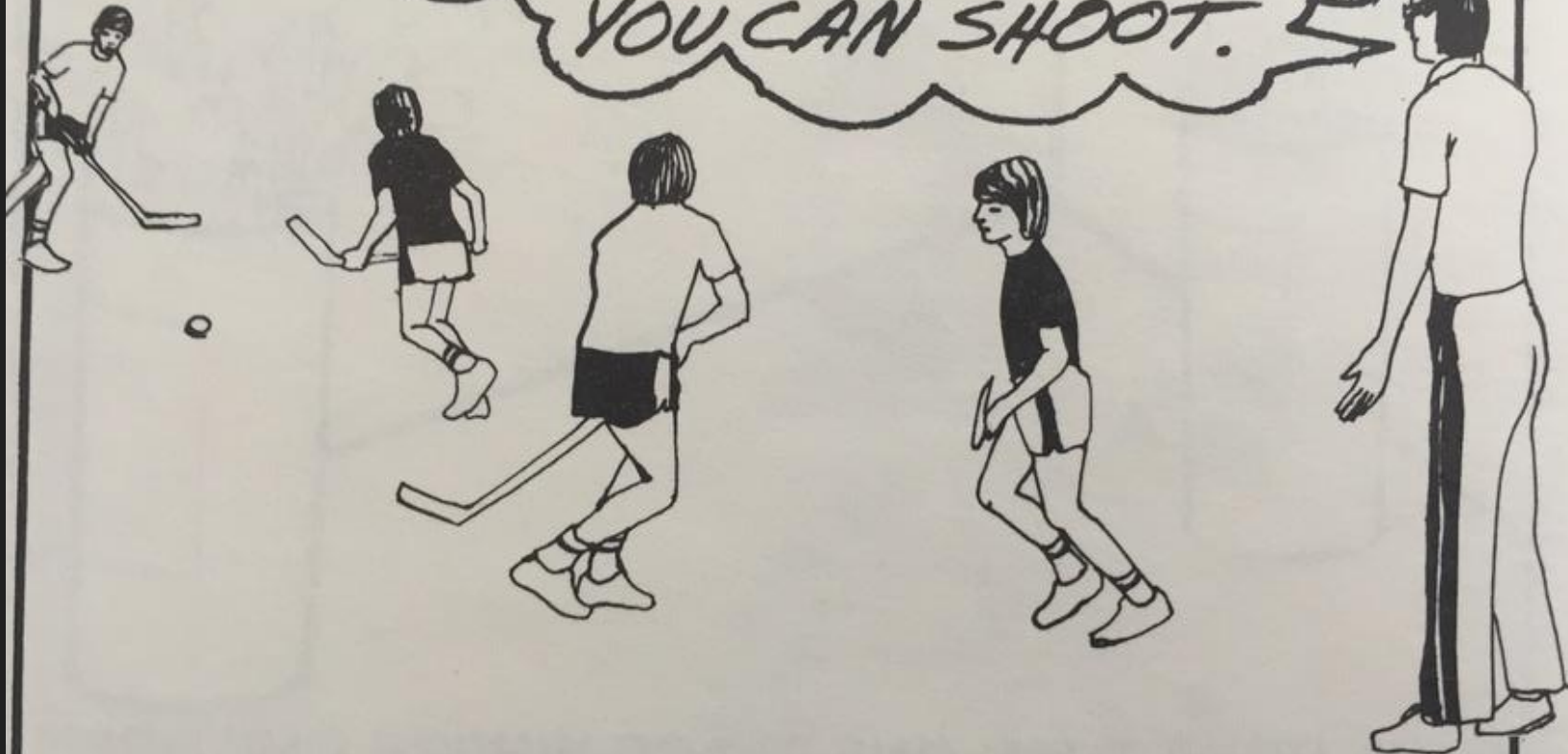
Add

Ceiling of Game

Build skill -

Parameters

PASS TWICE BEFORE
YOU CAN SHOOT.



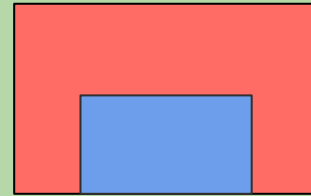
MODIFY RULES TO PROMOTE ACTIVITY RATIO



Same goal box
for each team



Adjustable goal
size to = skill



**When students can
set up and play...
warm-ups become
modified games
from early in a unit.**



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Using / Discussion

Feedback and Challenging all Students

Soft Skills - Calm and to Zero
Reinforce lessons and learning

Skills / Procedures

Teamwork supports positive interactions

(St. ID and Demo how TW supports positive interactions in PA)

1. Explore opportunities to contribute to TW

2. Engage in positive interactions to support TW

Roles Connected to Character Development

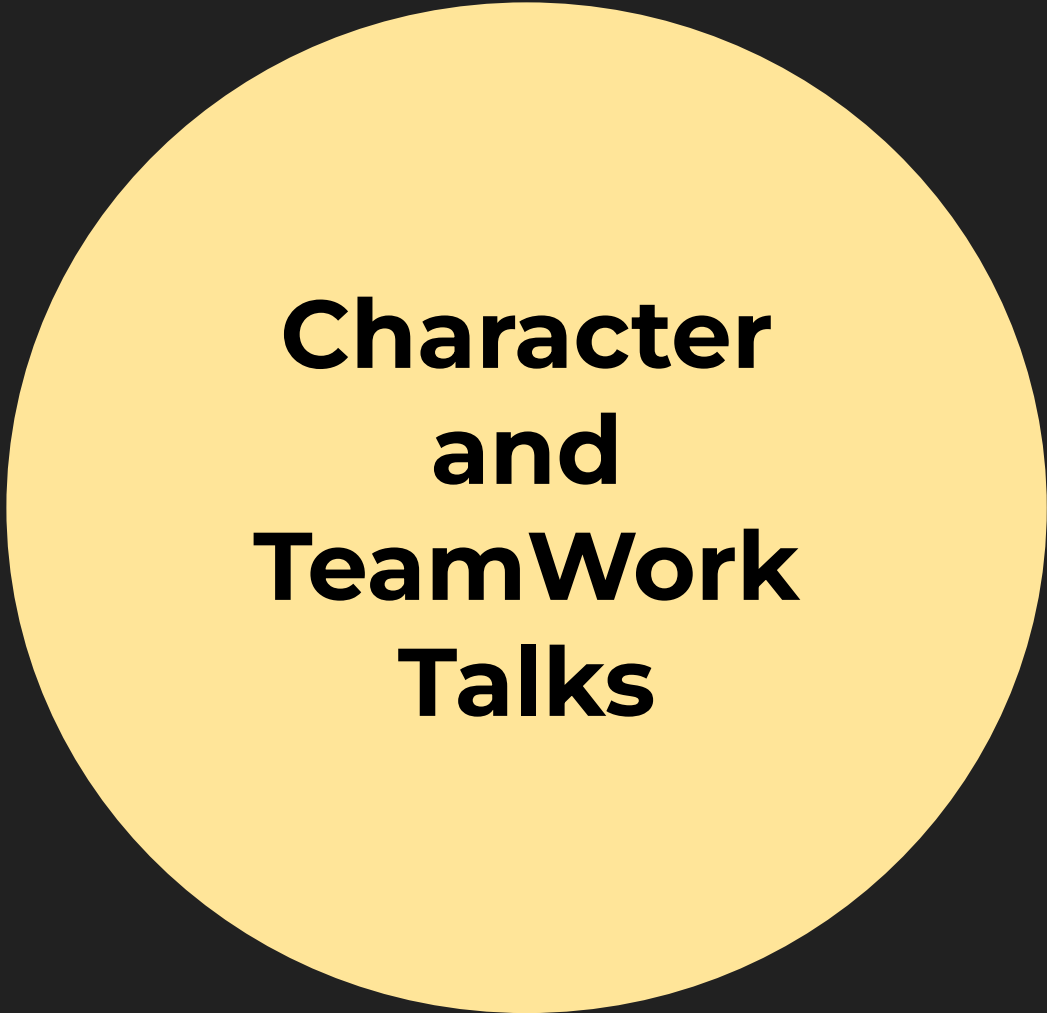
1. Examine the requirements, purpose, and expectations of roles and occupations.

3. Examine how roles help indiv to devel.

4. Practice self-regulation in variety of contexts

5. ID emotions in various situations.

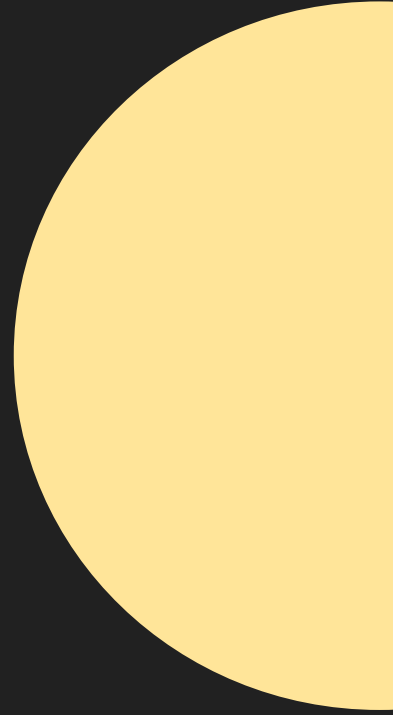
6. Create a plan to ID self regulation resources



**Character
and
TeamWork
Talks**

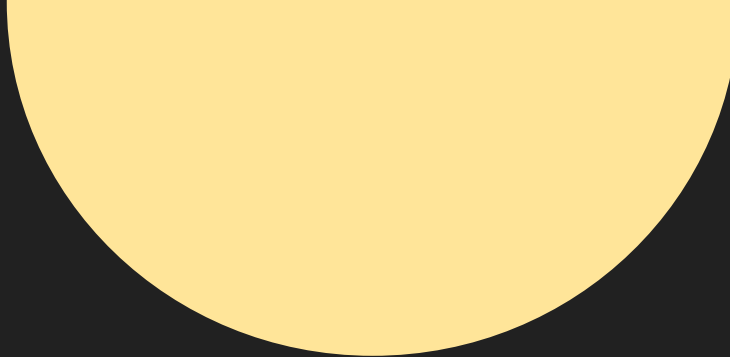
Direct teaching is different than discussion...

- In classroom:
- Pause and think
- Think - Pair - Share
- 2 min. Partner Think
- Walk and Talk

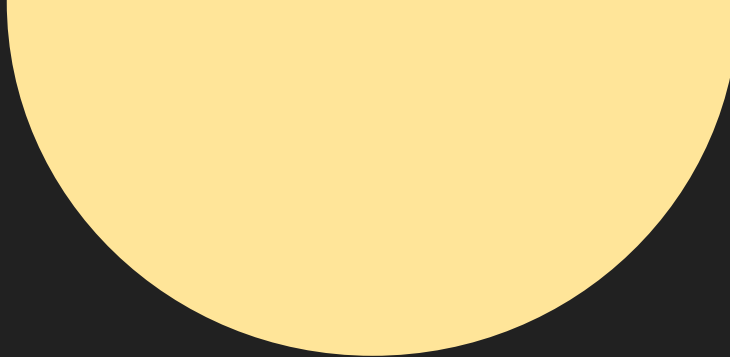




What does it feel like to win?



**What does teamwork look, sound,
and feel like?**



**At the end of the game, what should we do
to finish the experience?**

Talk about INTENSITIES and COMPONENTS

Push students to work hard and get fit

When your in control,
Your job is to push, build
positive memories of
movement...

Not punish

Catch a kid being good.

Never underestimate the power of
Mindfulness?

Most of my students are sleep deprived...
Key to health and vitality

How are you training them to deal with stress and pressure?

Professional Athletes and Psychologists

Breathing to slow down

Students are stressed and anxious

PE is How to tune into and look after the BODY...

Straw Breath

Central Chanel Breath

Guided Relaxation

OSPREY PE CHALLENGE

Body/ Mind - Stillness Challenge

SITTING IN STILLNESS

- This weeks challenge is to find 3 to 10 minutes at least once a day to sit in absolute stillness (don't move), ideally before breakfast.
- Use a timer, follow your breath, count your breath, bring yourself back to sitting if you get distracted.

Level 1: 3 minutes once a day

Level 2: 5 minutes once a day

Level 3: 10 min once a day or 10 min twice

Your goal is stillness in mind and body

Body

REVERSE Pyramid Set (FROM 5 count)

- Push ups / Crunches
- 5 pushups, 5 crunches,
- 4 pushups, 4 crunches
- 3 pushups, 3 crutches
- 2 pushups, 2 crunches
- 1 pushup. 1 crunch.

DO IT EVERYDAY!

ideally in the morning before you have breakfast



Talk Quieter, Not Louder

1 is more imposing than 10... saved for breaking up fights