

Physical Education and Wellness

Effective PE Pedagogy

The Art of Teaching in the Gym

2 Part Live Series
Many Recorded Sessions

Paul Marlett

In conjunction
with ARPDC

**Every Kid:
Every Day**

**Undefeated at
the end of
the day**

Physical Education and Wellness

Effective PE Pedagogy

The Art of Teaching in the Gym

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

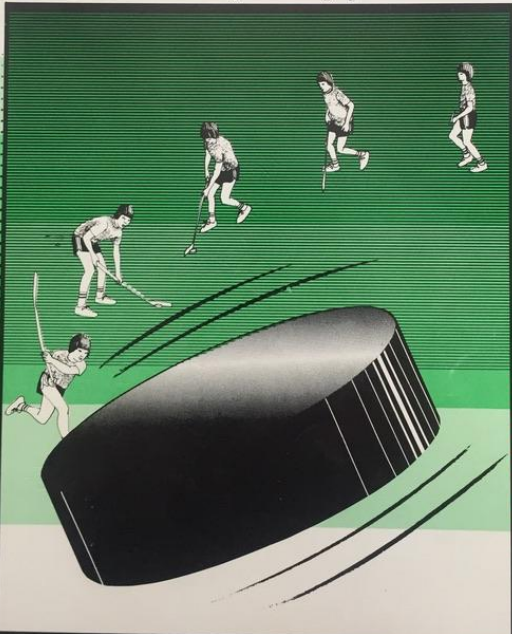
BASIC SKILLS SERIES



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.

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

Acknowledgement of the Land



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**Every Kid:
Every Day**

**Undefeated at
the end of
the day**

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



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..

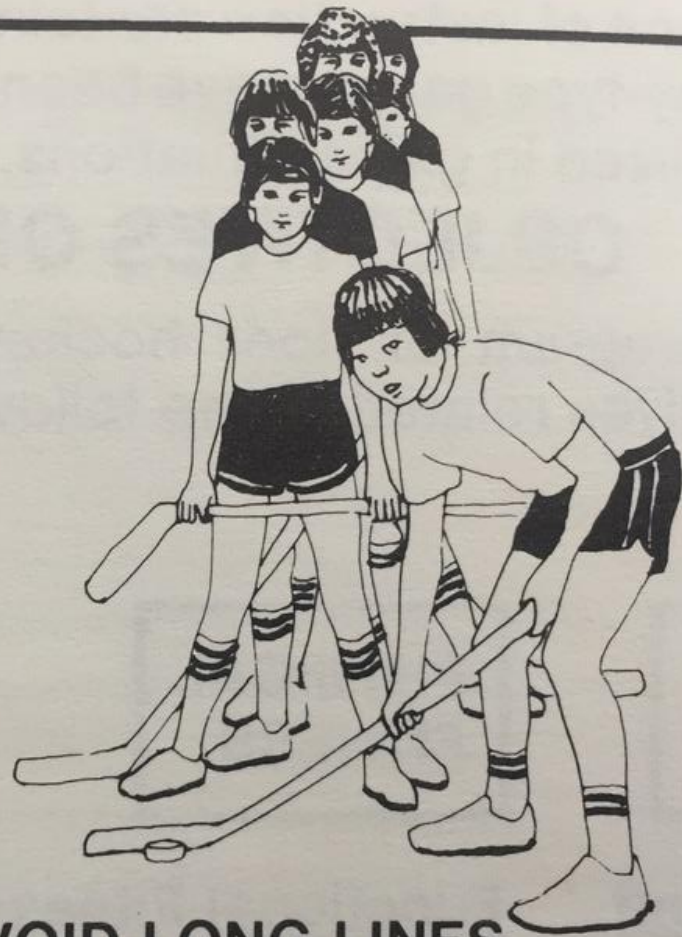
25:60

35:45

30:35



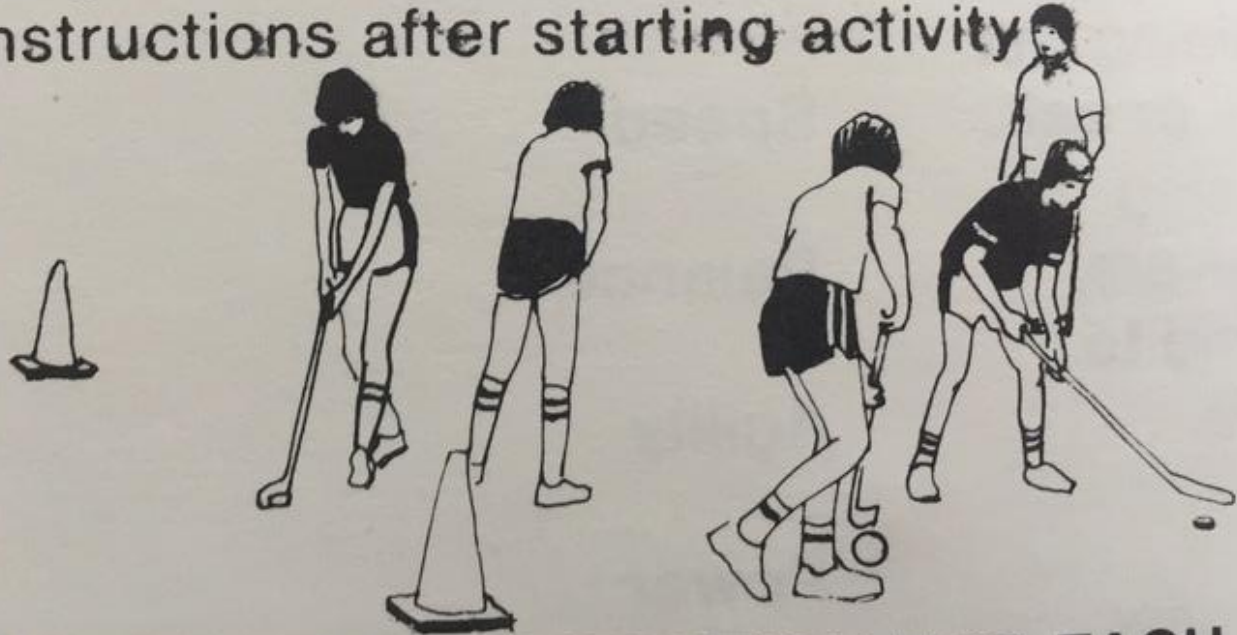
Remember
those
Short Shorts
and Striped
Socks?



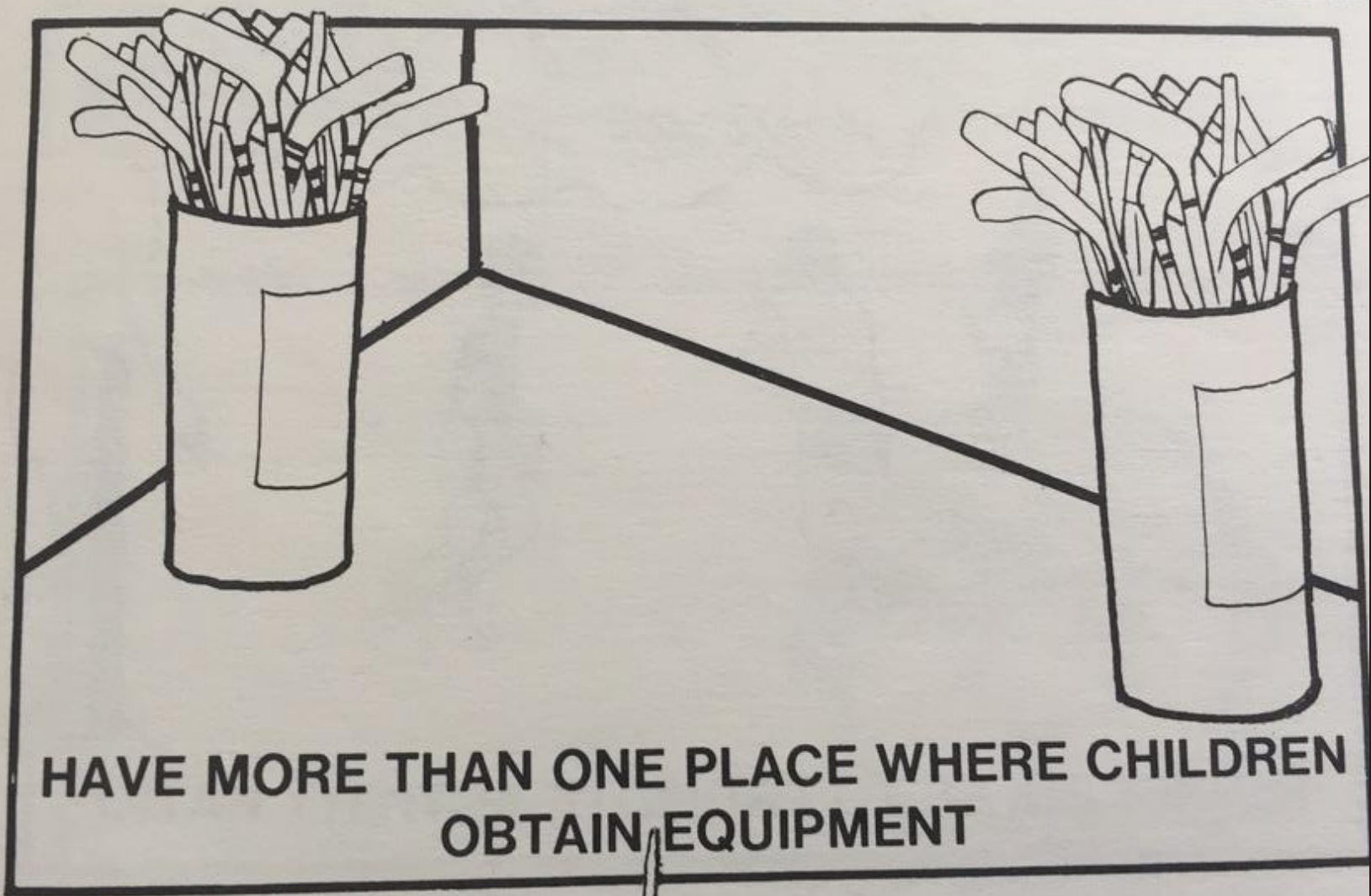
AVOID LONG LINES

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

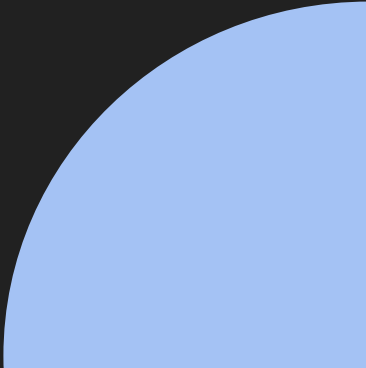
Student Teaching Lessons from a master mentor

Brawlers, Houdini, and Sunbathers

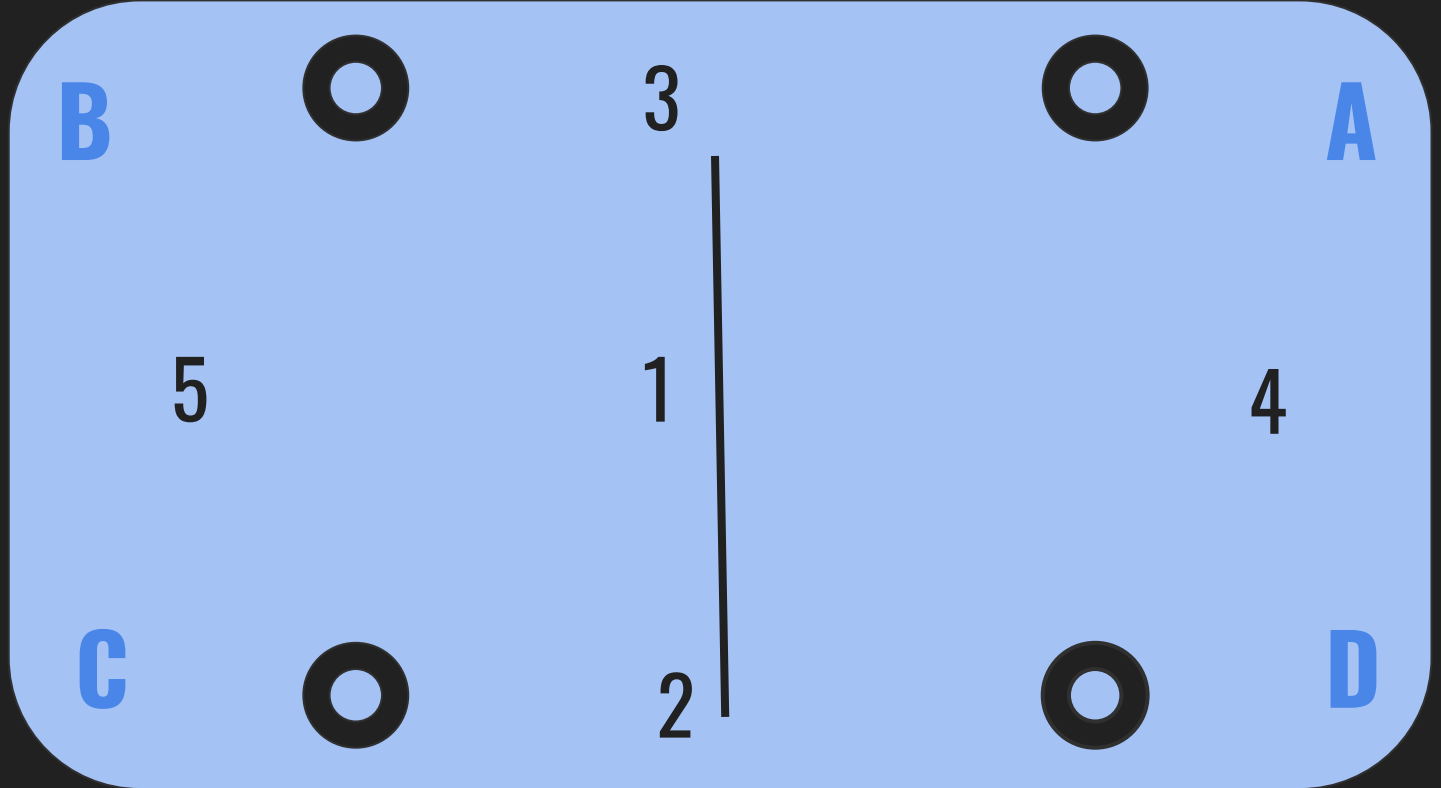
**Where do you
stand in the gym?**

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

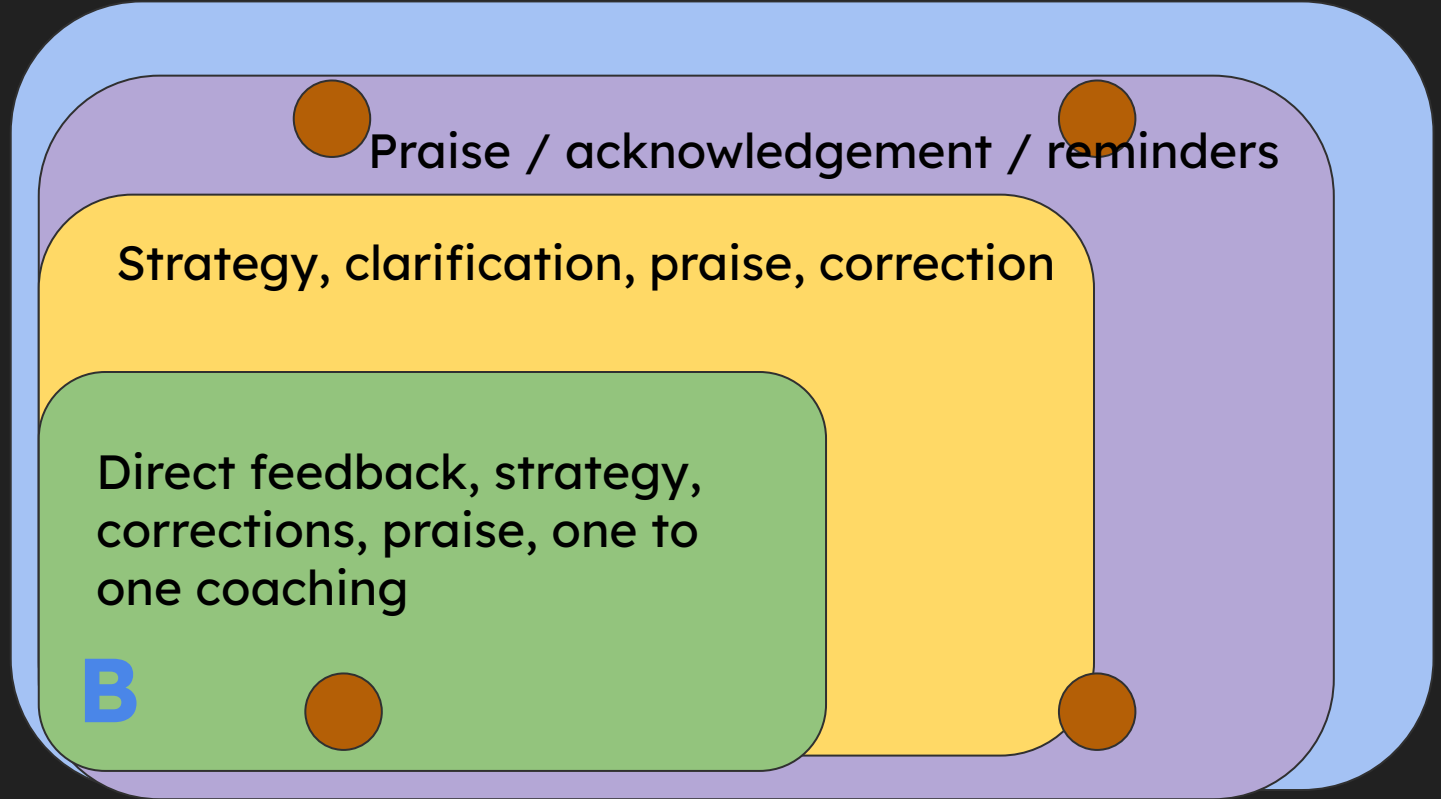
Zones of Feedback Technique

Zones:

70

20

10



Zones of Feedback

70%

20%

10%

Close

- Specific Game Skills
- Stop and start direction
- demonstration

Adjacent

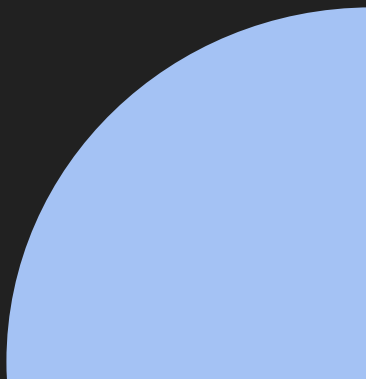
- Quick Comments
- Compliments
- Suggestions

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



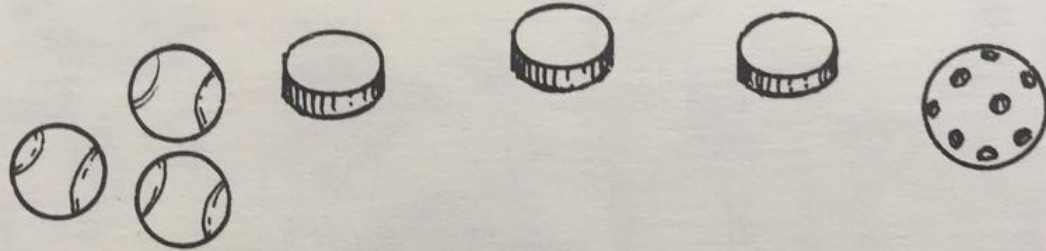
Equipment

Size

Number

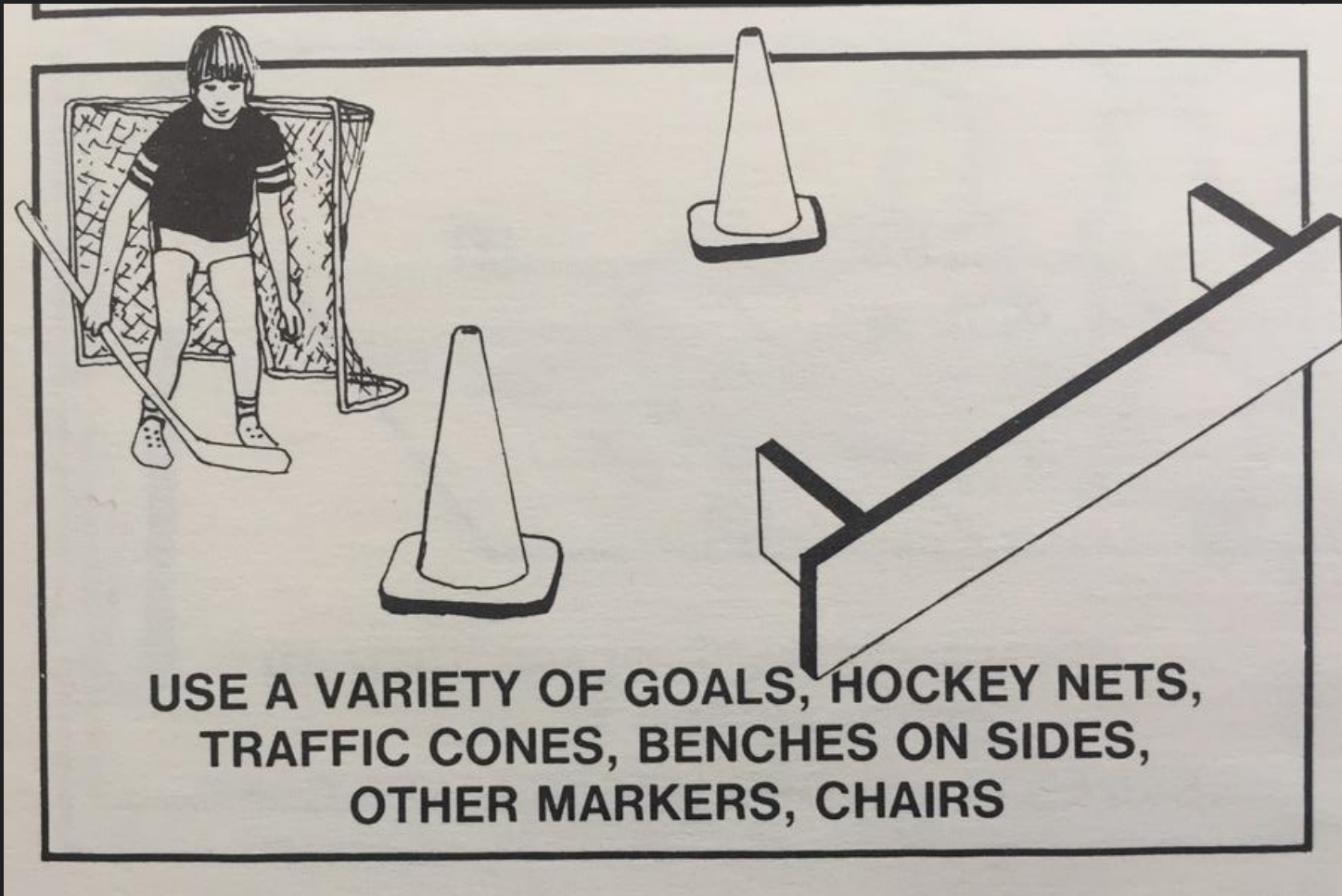
Reaction

**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

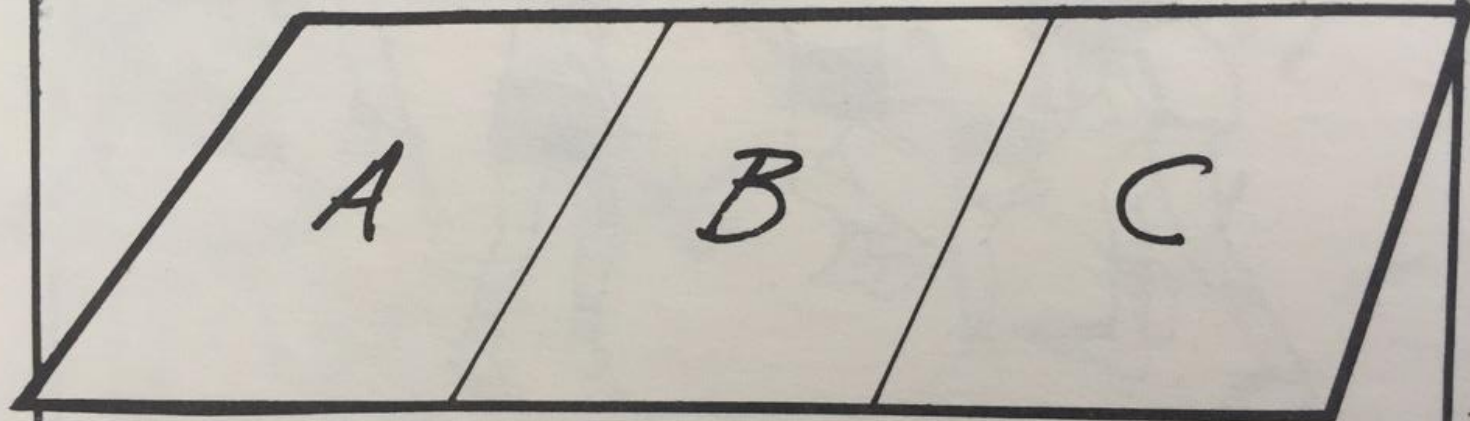
Goal Size

Goal Area (trad?)

Field Shape

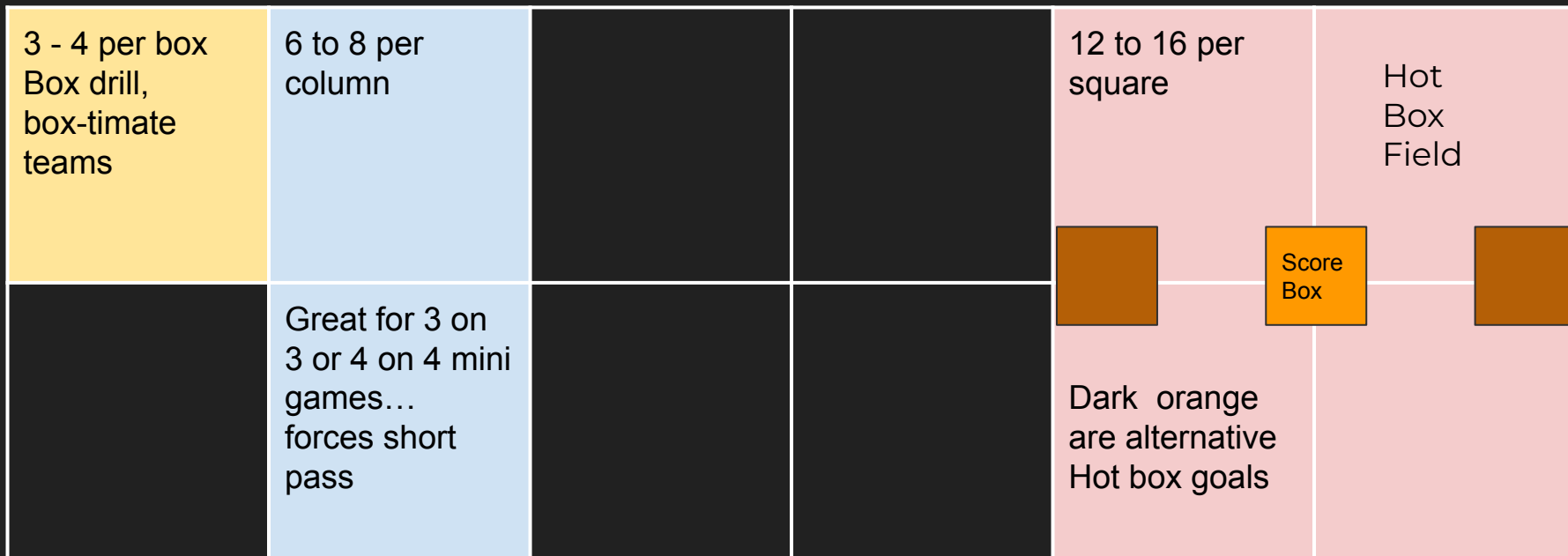
Field Progression

SEVERAL SMALLER COURTS
ARE BETTER THAN ONE
LARGE COURT



**MODIFY COURT SIZE TO MEET INDIVIDUAL
ABILITIES**

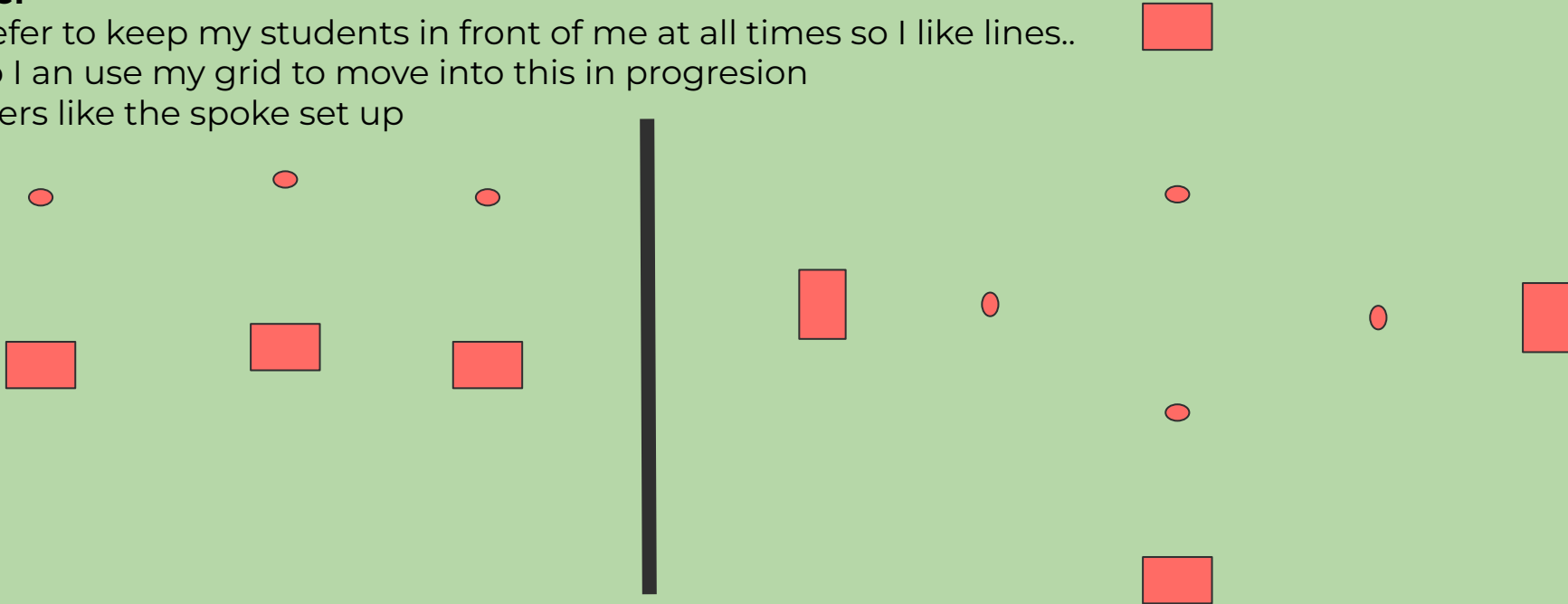
THE GRIDS: 2 x 6



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.



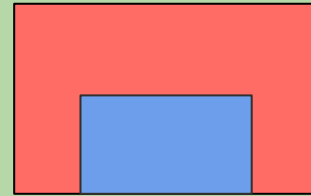
MODIFY RULES TO PROMOTE ACTIVITY RATIO



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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Student / Success

Feedback and Challenging all Students

Acknowledgement of the Land

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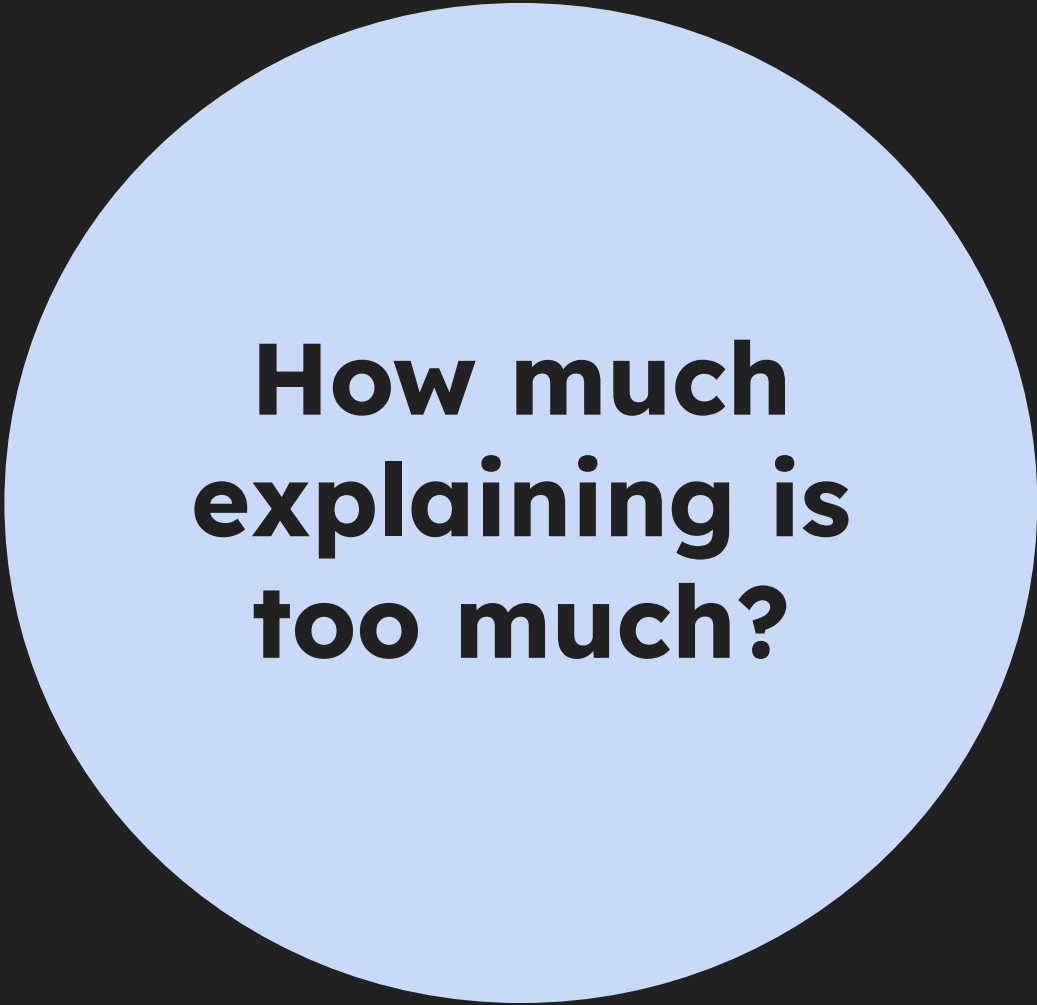
**What do you do with
students not
participating?**



No one sits out

CLEAR EXPECTATIONS

Unwilling are just waiting for the right invitation
Injured, sick, unable to play, disabled...

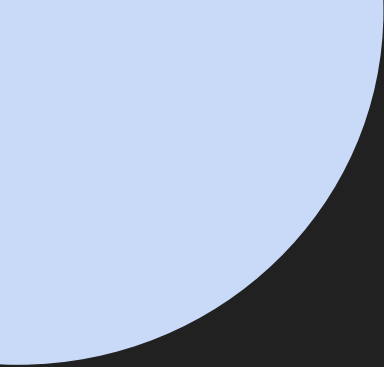


**How much
explaining is
too much?**

How do you allow students to intuitively learn?

D-E-E-R-E

Please, stop talking so much.

- 
- Demonstrate
 - Experiment
 - Explain
 - Review
 - Experiment

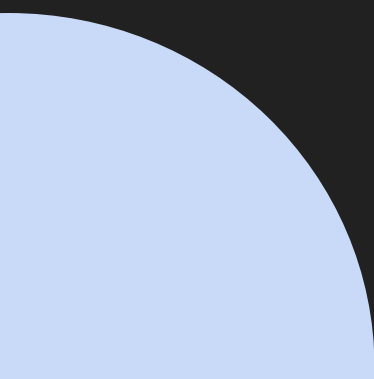
Can they (and you) **analyze** errors visually?

Thinking and being aware is the key...
FEEL the difference in the body

**BONUS: How are students
building bilateral skills?**

Korean PE Program

Why Martial Arts, Gymnastics, Dance and Track are still
Grandfather/Grandmother sports



Do you make up rules?

Dodge Ball - Run a lap
Sing a song
Thank you for tagging me...

**How do you talk
to students?**

**Little Red Book
Talent Code**



Overview - See it

Now small achievable steps
Different Pace for different kids (See me after)
Juggling - Test of your progression skills

Perfect - Wrong - Perfect

Feedback

Talent Code
One Minute Manager

- Mistakes = progress (walking)
- 1) **What is working**
- 2) **What is not**
- 3) **What to change**
 - a) **SPECIFIC CHANGE**
 - Step with this foot
- **Nothing more... quick, correct, simple change**
 - Use 2 or 3 step cue
 - Bounce - Hit

Bounce - Hit

Step - Point - Throw

Shimmy Flick

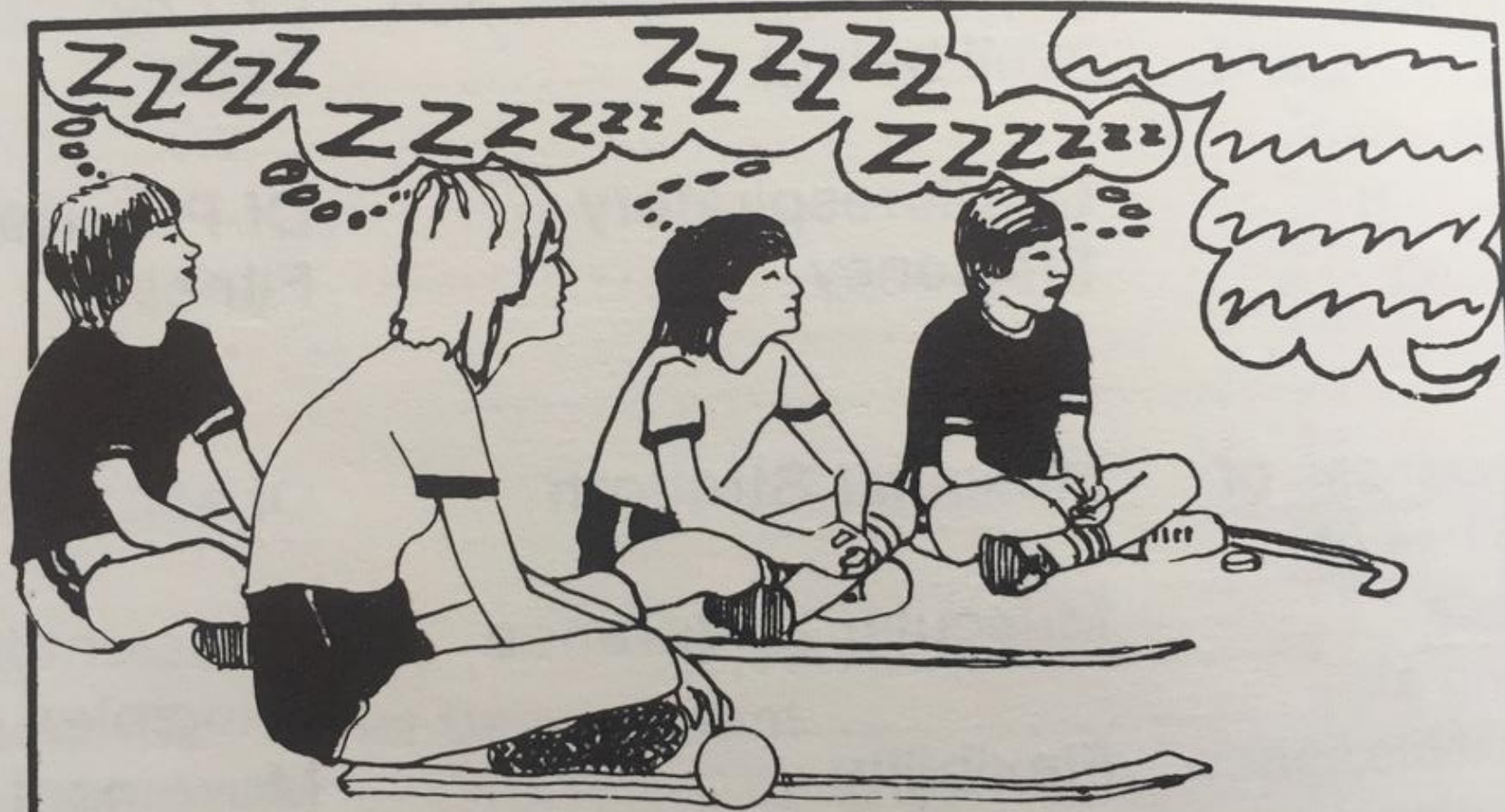
1 - 2 - woopy woo

Drop - flick

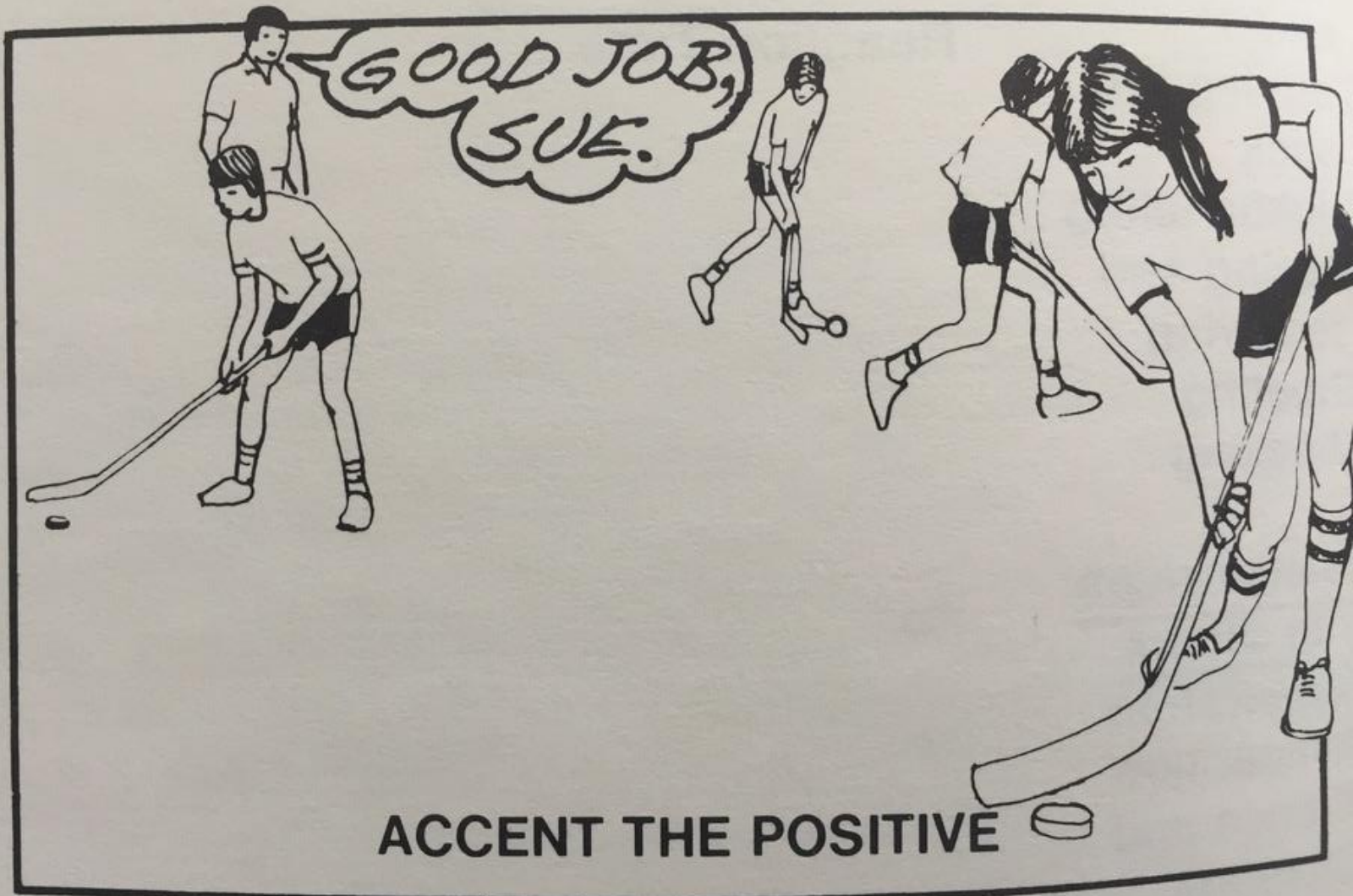
Short Chunks - Often

2 key things to success
Then refine

No point teaching perfect form if they cannot hold the
racquet yet



AVOID LONG EXPLANATIONS



ACCENT THE POSITIVE

Direct Teaching Notes

Simple
Specific

3 - 5 minutes

Overview

3 points max



Short Chunks - Often

2 key things to success
Then refine

No point teaching perfect form if they cannot hold the
racquet yet

Drills

Watch the class

- Important to scaffold the game
- Don't always have to come first
- Smiles and laughter = good challenge
- Can be highlight of unit
 - Boxtimate
- Too easy = chatter
- Too hard = tuned out
- Multiple challenge levels and entry points
- Add activity and game situations



Most drills are too easy

40% failure rate for maximum growth

Brain needs big challenges to improve

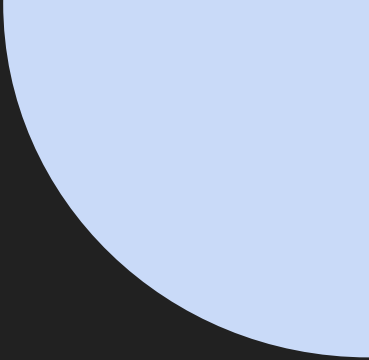


Watch, modify, Options

Done 10? Try this



How do you push strong athletes in class?



Strong Athletes need the most coaching in P.E.

They are the gateway to the entire class accelerating their
skills and strategy

What are the Key skills

Commutative Law

$$2 \times 3 = 3 \times 2$$

$$2\pi r = \pi 2r = \pi d$$

**Body Rotation and Look at
Target**

**Teaching Games for
Understanding**

Step - Point - Throw

**Perpendicular
Stance**

What are the Key skills

**Parallel /
Perpendicular**

Body Rotation

B.Y.K

I.T.C

Look First



Are They Having Fun

Are They Making Progress

Are They Reaching KUSPS

**Students Here To
Have Fun,
To Move,
To Improve.**

Character / TeamWork

Embedding life skills into your program



My Dad's Technique

2 - 5 - 21

2 min / 5 days a week / 21 days

Character Insert from Curriculum Summary

	Roles Connected to Character Development (St. analyze diff. roles in relation to talent, virtues, resilience)		Roles Connected to Character Development
3.1	1. Roles can require specific actions, behaviours, responsibilities Indiv. can hold multiple roles Roles can be: cultural, organizational, community, family	1. Roles / occupations have requirements, purpose, and expectations (class roles, gym roles - equipment, warm up...)	1. Examine the requirements, purpose, and expectations of roles and occupations.
3.3	3. Roles specific to life and career stages Lead to development of: talents, personality, attributes, virtues, strengths, resilience	3. Indiv. assume or earn various roles in lifetime	3. Examine how roles help indiv to devel.
3.4	4. Self regulation helps indiv. complete commitments, expectations and tasks.	4. Self-regulation helps indiv. adjust to situations	4. Practice self-regulation in variety of contexts
3.5	5. Resilience = capacity to manage adversity / stress in effective ways	5. Develop of resilience requires understanding of emotions	5. ID emotions in various situations.
3.6	6. Self-reg. devel. with help: Parents, family, educators, health care profs., spiritual leaders, elders, Knowledge keepers.	6. Resources avail. when strategies are not effective or feeling overwhelmed	6. Create a plan to ID self regulation resources

TeamWork Insert From Summary

2C (Soc / Emot)	Teamwork supports positive interactions (St. ID and Demo how TW supports positive interactions in PA)		
2C1	1. TW allows indiv. to explore: interests, skills, talents, virtues	1. TW provides opportunity to contribute to team effort / goals	1. Explore opportunities to contribute to TW
2C2	2. TW - opportunity to build relationships, build sense of purpose and belonging	2. Encouragement supports positive interactions in PA	2. Engage in positive interactions to support TW

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



Be Intentional with Soft Skills

You will never be criticized for holding
students to the highest expectations





Randomized Teams



1 / 1000th

Suspend Judgement...
Just Play



Expectations for Sportsmanship


Don't expect... teach and model



**Thank You - Your Welcome
Tag**



Roles and Responsibilities Leadership



Emotional Component of Physical Activity


How to Deal with Big Emotions



Team Name

Team Cheer

Use Player Names



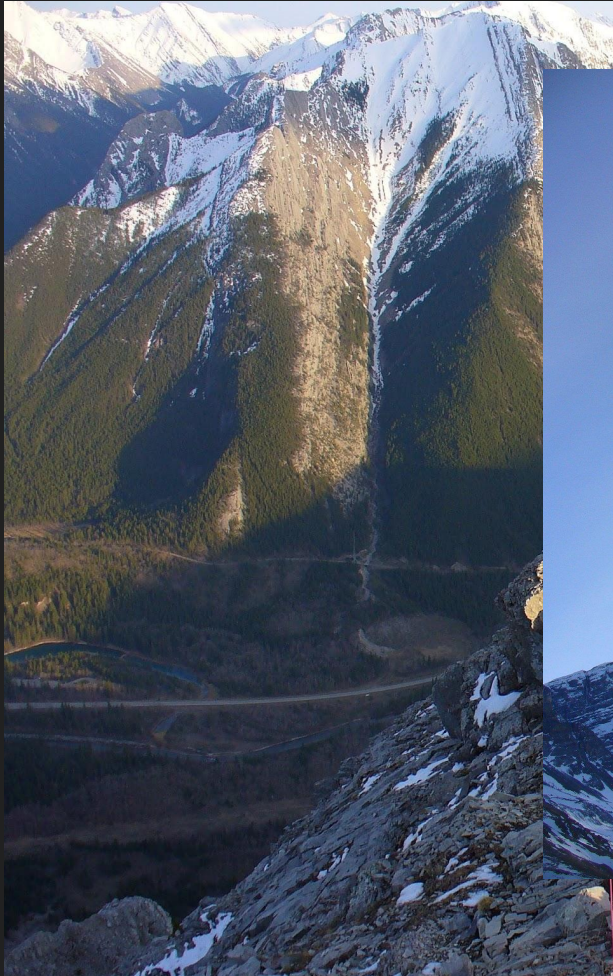
**Get as many compliments
in as you can today!**

Change a culture

- Have students recognize peers who rocked the challenge
- Could this now be a role on a team... energy boost

Get to know your students

Advocate for them in other subjects
ABOVE ALL... HAVE FUN and PUSH THEM
HARD







Paul Marlett

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marlettpaul@gmail.com

Increasing / Discussion

Getting students talking again

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

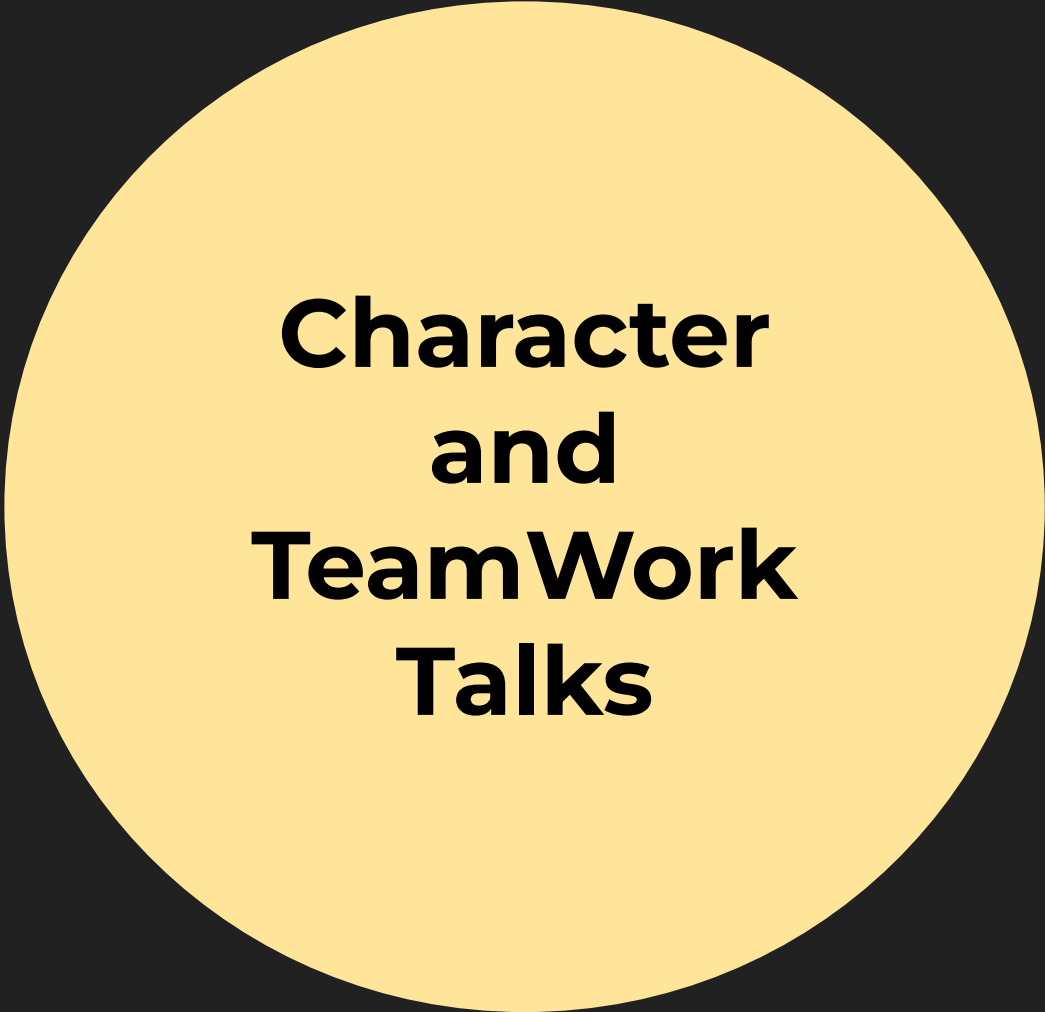
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3. Examine how roles help indiv to devel.

4. Practice self-regulation in variety of contexts

5. ID emotions in various situations.

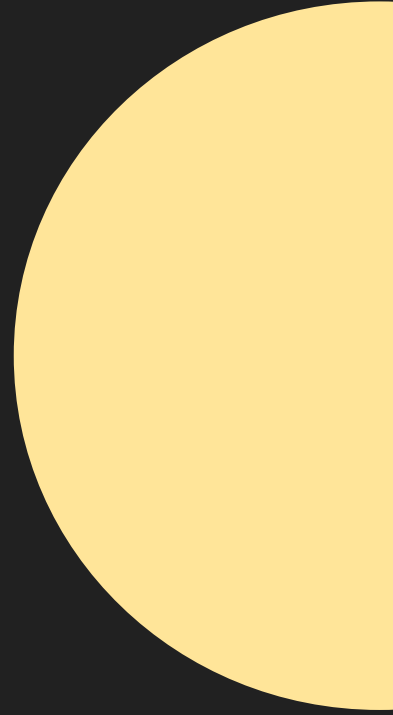
6. Create a plan to ID self regulation resources



**Character
and
TeamWork
Talks**

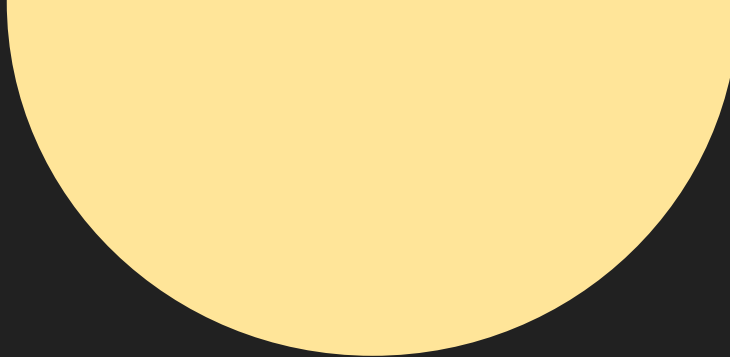
Direct teaching is different than discussion...

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

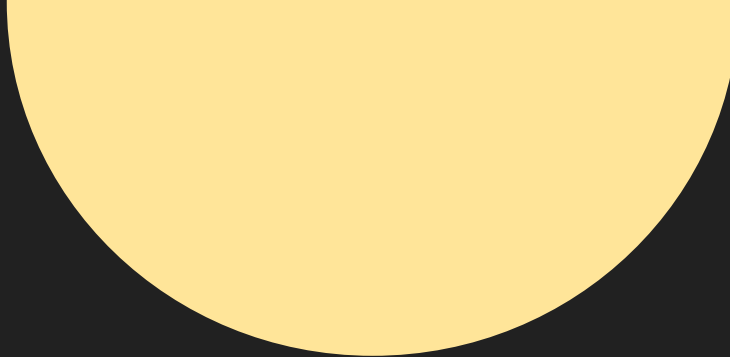




What does it feel like to win?



**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

Assessment / Strategies

Tracking progress and skills

Creating the Master System
Tracking progress for Report Stems

**How do you track
student progress?**

Tracking Progress

One System to Master them All

What you focus on, expands

Talk with your team and set out what you want to improve and track it

Math

Some of my BIG Keys

Notation

Thinking

Risk Taking

PE

Two Systems

Daily

Curriculum

How do you track?

Maximize efficiency in one square

Present - Late - Absence
Prepared for class
Effort and attitude
Leadership
Skill development

4		0
✓	L	
+		* -

How do you track?

Maximize efficiency in one square

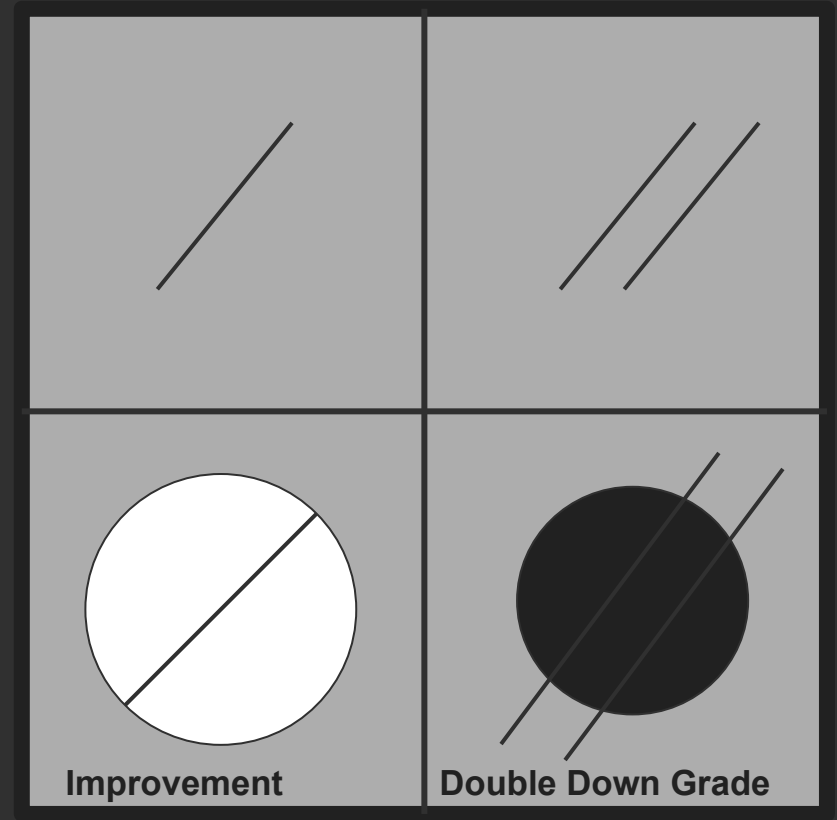
Present - Late - Absence
Prepared for class
Effort and attitude
Leadership
Skill development

Effort		Sportsmanship
Gym Strip	Attendance	
Skill of day		Leadership

How do you track?

My Grading Sequence

1. / : Immature or Developing
2. //: Basic
3. ● : Good (Mature)
4. ● : Excellent (Advanced)



Do you realize you are the coolest teacher
in the school yet?

It's never that a student won't work...
It's that they work work for you....
YET!

OI

GQ

LO

Grade 3

Organizing Idea	Movement Skill Development: Developing physical literacy through movement and active living supports well-being
Guiding Question	How can tactics support movement competence?
Learning Outcome	Students examine and integrate tactics in a variety of physical activity contexts.

	Knowledge	Understanding	Skills & Procedures
	<p>Tactics are used to achieve desired outcomes through purposeful movements applied by individuals and groups and include</p> <ul style="list-style-type: none"> • changing direction • changing speed • passing an object • changing levels 	<p>Tactics function to support a desired outcome or goal.</p>	<p>Apply tactics in a variety of physical activity contexts.</p> <p>Assess the effectiveness of tactics applied in a variety of physical activities.</p>
	<p>Tactics are responses to other participants and changing situations.</p>	<p>Tactics can be spontaneous, creative, or practised.</p>	<p>Implement a variety of tactics in response to other participants and changing situations.</p>
	<p>Tactics in First Nations, Métis, and Inuit physical activities and games help develop skills for everyday life, such as</p> <ul style="list-style-type: none"> • familiarity with the land • knowledge of weather patterns and cycles • respect for self, others, and the built and natural world 	<p>Tactics in traditional First Nations, Métis, and Inuit society are essential for survival of the community and cultural continuity.</p>	<p>Investigate how tactics in First Nations, Métis, or Inuit physical activities and games help develop skills for everyday life.</p>

**** Screenshot from New Physical Education and Wellness Curriculum ****



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Physical Education and Wellness

Curriculum Overview

Understanding The Specific Components

