

Physical Education and Wellness

Year Planning Options

From Here to There

Paul Marlett

In conjunction
with ARPDC

Physical Education and Wellness

Curriculum Overview

Dialing in on expectations

Two Parts of the Session

- 1) **Different Ways to Plan a year**
- 2) **What is Teaching Games for Understanding**

As always, Q and A...



Paul Marlett

Who is this Guy?

Year Plan Questions

What works for your team

Month vs. Learning Cycles

Sports/Activity vs. Strategic Concept

Dimensions

Health and Wellness Focus

Activity vs Strategy

Cycle

Traditional

TGFU

1

LOG's

Spatial Awareness

2

Soccer / Football

Invasion Games

3

Volleyball / Basketball

Target

4

Fitness

Net / Wall

5

Cricket / Ultimate

Striking / Fielding

Physical Education and Wellness

Year Planning Options

From Here to There

What equipment do you have?

What spaces do you have?

How many students do you have?

What are you comfortable teaching?

What are you focusing on in specific cycles?

Physical Education and Wellness OI's

Active Living

Mvmt. Skills

Character

Safety

Nutrition

Relationship

Growth

Finances

Strategy, Tactics,
Spatial Awareness

Movement Skill
Development

Social / Emotional
(Teamwork)

Phys. Ed

Both

Health/Wellness



Curricular Summary

Prioritizing Outcomes

**Two Planning Cycles for
full curriculum**

- 1) Gym**
- 2) Well Being**

Curricular Summary

Paul Marlett's Work

- [Education Alberta Year Plan](#)
- [Calgary Board of Education Implementation Document Year Plan Exemplar](#)
- CBE Wellness focus Plan
- Long range Plan CBE
- Long Range PE Plan (example)
- Grade 5 Summary
- [PE Specialist \(Online\)](#)
- Assessment tool and Paul's Set up
- Grade 2 Summary
- Activity Example
- [Paul's Updated Template for new curriculum](#)

Movement Skills

	2A (Tactics)	2A1	2A2	2A3
2. Movement Skill Development (K) PART ONE	Tactics support mvmt. competence (St. examine and integrate tactics in variety of PA)	1. Tactics for Individ. / groups goals incl.: Changing direction / speed / levels, passing an object.	2. Tactics = responses to other participants and changing situations	3. Tactics in First Nations, Inuit and Metis PA and games develop skills for everyday use incl.: Familiarity with land, weather patterns / cycles, respect for self, others, built and natural world
2. Movement Skill Development (U) PART ONE		1. Tactics support performance goal	2. Tactics are spontaneous, creative and practiced	3. Tactics in First Nations, Inuit and Metis essential for survival of community and cultural continuity

Movement Skills

2B (Mvmt. Skills)	2B1	2B2	2B3
<p>Elements of Mvmt to support mvmt. competence (St. integrate and demo. how elements of mvmt. support PA)</p>	<p>1. Locomotor: incl. slide, chase Non-Locomotor: incl. twist, rise, lower Object Manipulation: Sending: Incl. punting, striking Retaining: Incl. cradling Receiving: Incl. catching, collecting</p>	<p>2. Space incl. area around body: General, personal, in relation to people, objects, enviro.</p>	<p>3. Directional mvmt. = directions, levels, pathways Direction: incl. front / back, up / down, rt / lt, lateral / diagonal Levels: incl. low - med - high Pathways: incl. zigzag, over / under, curved, linear, wavy</p>
	<p>1. Elements of mvmt. can be modified to make creative mvmt.</p>	<p>2. Elements of space can be explored through body mvmt</p>	<p>3. Directional elements can be manipulated by body</p>
<p>Elements of Mvmt to support mvmt. competence</p>	<p>1. Apply elements of mvmt. in PA</p>	<p>2. Adjust mvmt in response to elements of space</p>	<p>3. Demo. directional mvmt in PA</p>

Movement Skills

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

Active Living

	1.1	1.2	1.3
Diff Activities need to be incorporated for Active Living (AL) (St. examine how participation in variety of challenging AP contributes to well being)	1. Increase lvl of PA support well-being	2. PA Plan incl. goals and steps PA that increase with complexity: rhythmic, gymnastics, expressive, indiv., adventurous, cultural	3. Each seasons = diff. opportunity for Active Living Diferse enviro. / seasons present opportunities and barriers to Active living
	1. Participate in PA to support well-being	2. Planning for Active Living imp. to health Partic. in PA to pursue goals and plan for personal interests and preferences Explore PA to build transfer skills, resilience and challenge	3. PA diff locations and seasons = confidence and resilience
Diff Activities need to be incorporated for Active Living (AL)	1. Experience and Reflect on how PA supports well-being	2. Participate in PA that increase in complexity ID. and implement pers. strategies to overcome challenges in variety of settings	3. Modify plans in response to seasons / enviro.

Safety

	4.1	4.2
Safety and Health (St. investigate how safety is related to health)	1. Proactive planning: Wearing proper gear, instruction and guideline awareness, digital citizenship	2. Consent = clearly establishing, requesting, obtaining, and giving permission or refusal (incl. refusal for personal safety)
	1. Safety involves prevention and proactive planning	2. Consent imp. for personal safety
Safety and Health	1. Examine situations that require proactive planning (every gym class is an opportunity to review)	2. Practice permission and refusal skills in various contexts

Character

	3.1	3.2
Roles Connected to Character Development (St. analyze diff. roles in relation to talent, virtues, resilience)	<p>1. Roles can require specific actions, behaviours, responsibilities</p> <p>Indiv. can hold multiple roles</p> <p>Roles can be: cultural, organizational, community, family</p>	<p>2. Families are all unique, can be multi generations</p> <p>Children may spend time b/w family units</p> <p>Positive role models can inspire devel. of personal talent</p>
	<p>1. Roles / occupations have requirements, purpose, and expectations (class roles, gym roles - equipment, warm up...)</p>	<p>2. Roles are influenced by: family, role models learning enviro, community</p> <p>Roles established and maintained through: culture, relationships, people, land</p>
Roles Connected to Character Development	<p>1. Examine the requirements, purpose, and expectations of roles and occupations.</p>	<p>2. Investigate how personal talents and interests are influenced by role models</p>

Cycles

Cycle	Mvmt Skill	Active	Safety	Character	Unit	Loctation s
1 Invasion games	2A1, 2A2, 2B1, 2B2, 2C	1.1, 1.3	4.1		Wide Games / Tag / relay	Field / Gym
2						
3						
4						
5						

Cart or Horse

Plan for Outcomes - Then Find Activities

OR

Plan Activities - Then Match to Outcomes

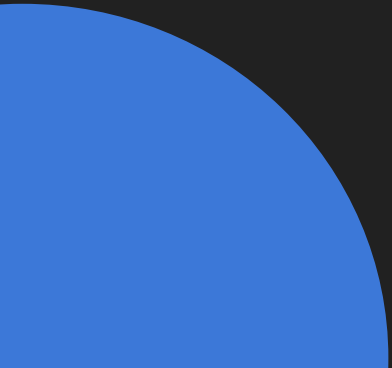
Month vs Cycles

[PE Specialist \(Online\)](#)



Month vs Cycles

Tracking Tools For Planning
PDF Files



Other Considerations

PE_W Organizing Ideas (OIs)

**Reminders from Curriculum
Overview Video Series**



8 Curriculum Dimensions

PE_W Organizing Ideas (OIs)

Active Living

Movement / Skill Development

Character Development

Safety

Healthy Eating

Healthy Relationships

Growth and Development

Financial Literacy

7 Physical Dimensions

Physical Education Specific

Rhythmic

Challenging / Adventurous

Gymnastic

Cultural

Expressive

Games

Individual / Group

5 Health Dimensions

Growth, Relationship, Nutrition KUSPs

Personal Growth / Development

Nutrition

Safety

Positive Relationships

Reproduction / Puberty





Paul Marlett

paul.marlett@arpdc.ab.ca

marlettpaul@gmail.com