

Practical Pedgogy Series Slide Notes:

3A) Difference Between Classroom and Gym

“Students are in Physical Education to HAVE FUN, to MOVE and IMPROVE!”

Dan Cooney

How to use the video and slide deck...

Every Kid Every Day / Undefeated at the end of the day

- Don't write everything down... you are probably doing many of these things already and they need to be reinforced over and over again. I still come back to the basics when my classes are not going the way I expect them to.. And low and behold, usually is something i am or am not doing that is causing the disconnect
- Find 1 to 3 things to IMPLEMENT - reach out if you want to go in more depth on any of them.
- Some tips are one sentence and you will understand or get that aha moment right away.
 - Eg: Planned PE teachers never carry equipment. Students do.

Get them in and get them Moving:

- **Dan Cooney - Here to have Fun, to Move and Improve!**
- Get out of their way and get them playing.
- Physical Education = PHYSICAL, not sitting or waiting in lines.

The importance of Doors:

- Doors should always be locked... Always, an open door is a huge red flag
- Students who are unsupervised in a gym are a liability and any injury will be on the last teacher in the gym
- No One Leaves without you knowing, I prefer that no one leaves alone - Implications of kids alone in bathroom from gym and possible injury.

Safety Assessment Routine:

- What do you look at when you first get in the gym?
- Floors, walls, benches (oh the benches)... what are the hazards and have you (and your students) cleared the space before you hit the gym running?
- Typical start is run laps... great, but take three beats and do your checks.
- Do your students know what to look out for? Have them identify then go... that is a great life skill.
- Have you been watching students already - who may need extra eyes on today - physical, emotional, socially.

Expectations Prior the gym:

- Before you hit the gym, set them up for success.. What can they expect, who is helping set up, who are the safety captains, what is the warm up, what is the expectation for Character and TeamWork, what is the focus?
- Just like a good math lesson, the more they know the better it will go.

What you focus on Improves:

- Keep what you are trying to build in the forefront.

- Clear communication, use names, moving to open space, being a supporting team mate... what you focus on will improve,

Real Risk of Injury:

- Can you completely explain an activity in one second and all students know what to do?
- Prevention of big problems and dealing with situations after they occur so they don't escalate.
- Crazy Saskatchewan and why it is a risk to play. Challenges all aspects of students (physical, emotional, sense of fairness, regulation, team work, supporting team, encouraging team...)
- It is your gym, not the classes - There is not so much democracy in the gym - what you say goes.

Above all, have fun and make it fun:

- Push-ups, jumping jacks... all part of the curriculum.
- You have the best means to help students regulate = ACTIVITY...
- The MAGIC PILL from University.

Don't Control: Stay in Control:

- Please stop yelling at students - you lose their respect and PE is no longer fun - If it's not fun, the implications are huge... Ask any adult about PE and some will have fond memories, some will not... why... the Teacher... Now Activity is punishment and something they Have to do, not something they Get to do... Our future health of the population depends on activity being a proactive means to prevention.
- 1 - talk quieter, not louder - you don't need to yell in a gym - make them listen to you.
- 2- instructions - have them run in! why - its good cardio and they will listen better anyway.
- Countdown but not punishment - Move away from stronger students and be creative. (STAR JUMPS)
- 3 - kids not participating is not against you, it's up to you to find the motivation for them to start
- REMEMBER WHO THE ADULT IS... They are kids doing kid things
- Still need to develop a GYM VOICE - but in instructions, take a page from classroom teachers, don't use it very often.
- **Exception - immediate physical danger - Then YELL and be heard**

Physical Education is different from coaching:

- Expectations need to be adjusted - if you see students who are not good at a sport, it should be exciting because you finally have the chance to truly help a student.
- No pressure to perform, but chance to constantly take risks
- My school - grade 5 - No opposition in throwing - instant success when we can identify these MAJOR blocks to success and practice it. THE GAME IS FUN, but not as fun if you cannot do the skill. Slow down, they may complain, but your job is to ensure they have skill to play and the resilience to handle when they make mistakes.
- Serve in Badminton - don't play games until they can all serve - two tips to success - drop Hit...
- No other subject can have that profound of an impact in such a short period of time...
- TEACHING students how to be Physical - not athletes.

The 80's:

- Some of the most remarkable work was done in the 80's to prep teachers and to build

the ART of teaching in the Gym.

- I was mentored by many of these teachers who set the scene and were passionate about getting students ACTIVE and ENGAGED, regardless of their ability and skill. This work had a resurgence with Teaching Games for Understanding in the 90's and I was again fortunate enough to be mentored by the leaders of the movement, then physical literacy... Yet all of the best practices that make the biggest impact still come back to these amazing booklets...

Utilizing Active Students for Leadership:

- Have a PE Leadership Team - P.E.A.L.T. (Physical Education and Athletics Leadership Team) if for nothing else to keep your equipment room in order.
- You will need them to help push the less athletic and fit students, encourage them, support them just as the academic students support other students in the class.
- Set up and take down is a privilege that many students will thrive on doing.
- Teachers don't carry equipment - give those roles to every kid over the course of the year.

How do you expect Students to Behave:

- Pause and give think time - questions in live
- Next slide will discuss.

Set Firm and Reliable Expectations:

- Safety - I'm talking, you are not. Run everywhere, modify, don't skip it, here to improve fitness of all kids, value sportsmanship over bravado, you only succeed when your team succeeds, make others look good (Gretzky mentality), help out, no judgment, follow rules, never leave the gym without me knowing - EVER.

What you Emphasize Improves:

- Volleyball: Ready position!!!! Can't do any skills without it... just like hands up in martial arts, lots of talk but little drill and motivation to practice it.
- Meet in the middle - get them moving, ready (touch floor before serve, follow ball) - practice and make it a priority...way more important than hitting early on)
- Lots of teachers tell me they can't get kids to participate - has never been an issue in my class
- Expectation is everyone plays AND that strong students work to support everyone
- Rules are set up to promote and drills designed to include

Part B - Teacher Success

What Guides your Progressions?

- How do you decide where to start each unit and when to move on to a new skill?
- High school Basketball unit - what do you want to do with this unit? Where do we want to start today - Games - Great
- No right or wrong way to do this. But make sure it is a progression of sorts and not just following the same pattern every year and every time you teach...

Does your class Improve fitness levels?

- Mild, moderate, vigorous.
- How many of your students are scared of vigorous exercise and never push themselves to that level?

- CrossFit Unit this 2022 - One of 3 6 day units from 1 to 9 designed to build resilience and fitness and skills to know how to improve functional fitness -
- Goal - Spartan training.

Active Percentages:

- Stopwatch - use it to get a gauge on your numbers - then try to improve them
- Active waiting - plank, on spot... running
- Short instructions... use your time like their future health depends on it.
- Similar to thinking times in math... higher numbers are better.

Warm-Ups:

- Have fun... Above all... teach strong skills and strategy, have fun...

A Humbling lesson from a Master:

- Three fights
- Students leaving gym and not returning - Joining class
- Sitting down and not playing until approached

Moving in the Gym:

- Numbers are Group instruction, re-focus and targeted group instruction
- Letters are observation and Zone Feedback sections - one to one and small group instruction
- Always back to wall - even when instructing group or individual - pull out
- Always Scanning

Space:

- Goal Area - Traditional or totally different - Box -timate - Goal-Tamit - common goal in middle of field.

Rules:

- Specific rules to meet skill needs to progress
- Game like to build progression
- Not full rules very often (volleyball - with bounce)

TGFU:

- Teaching Games for Understanding - two sets of cones on top of each other, if one team gets 2 points up, other team can set a secondary (smaller) goal box for that team to increase challenge. Can change every point or set parameter
- Volleyball game with same rules - set up and bounce in center
- Soccer game - one v one net - adjust each point. Competitor sets the size of opponents net to equalize skill

Part 2: Student Success

Clear Expectations - No one sits out:

- Give them something to do... even if it is stretching, organizing, equipment room management.. Take notes on students who gave it everything today (never the other side please)
- Create a menu plan for the next week...
- Something they have to be accountable for so if it is just unwilling, make participating

more enjoyable...

Explanations: What is too much?

- If it affects your activity ratio
- Talk while stretching or cooling off
- Students zone out.
- Give too many instructions without students engaging... think pair share rules, strategy...

D.E.E.R.E

- Show them... get on with it... correct what needs to be corrected and you don't even talk about the rest.
- Demonstrate
- Experiment
- Explain
- Experiment
- Review
- Experiment

Train Bi-Laterally

- When you can, train both hands or feet.

Perfect - Wrong - Perfect

- In demonstrating, and in practice.
- Want to help students master skills quicker - do a perfect one, do a really wrong one (or slightly wrong), then perfect.
- Allows students to self identify errors.

Feedback:

- The Little Red Book of Tallent