

COHORT 21 Action Plan

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How Might We Question

How might we build **resilience** for students who lack confidence in a social and athletic setting?

Action Plan Goals

- * To make students more resilient
- * To improve and build confidence in students
- * To promote sportsmanship
- * To eliminate fear in students
- * To improve students' physical literacy
- * For all students to be active and have fun

Strategies we can use to achieve our Action Plan Goals

- * Focus on Fundamental Skills in PE
- * Specifically teach Resilience, Sportsmanship, Teamwork
- * Be as Inclusive as possible
- * Teaching Games for Understanding approach (TGfU)
- * Create a gradient of curriculum for JK – grade 8
- * Collaborate with middle school and senior school programs
- * GLAD Lesson Plan (Getting Started, Learning Goals, Activity, Debrief)
- * Co-create success criteria
- * Use visual aids – Whiteboards to display learning goals
- * Create a safe learning environment
- * Acknowledge teachable moments around Sportsmanship and Resilience
- * Transform failures into learning experiences
- * Increase the Debrief/Reflection period of each class
- * Show students what we will be doing before class
- * Universal Design for Learning (UDL)
- * Differentiated Instruction
- * Create Parallel tasks for different skill levels
- * Allow accommodations for students who need support
- * Make additional interventions and special pairings for students who need extra support
- * More small sided games with lots of touches as opposed to classic sports

Physical Literacy

PHE Canada's definition:

Physical Literacy is moving with **competence** and **confidence** in a **wide variety** of physical activities in **multiple environments** that benefit the healthy development of the **whole person**.

Resilience

- * **Resilience:** The capacity to recover quickly from difficulties.
- * In specifically teaching resilience and referring back to it throughout the year, students will learn the concept. They will talk about it, reflect on it and see it in action during game play.
- * It is important to stop and acknowledge teachable moments where we can work on our resilience during game play.
- * In explaining this to groups of students (Age 5-10) we use words and phrases like toughness, perseverance, work through it, no quit, bounce back, and **stick-with-it-ness**.
- * **Perseverance** means to power through something difficult.

Teaching Games for Understanding (TGfU)

Teaching kids games by playing games. Games are broken down into their simplest format, and then complexity is increased. Often the focus of the game is a specific skill or tactical strategy.

TGfU

TGfU breaks down the different games into 5 categories:

Territory (Invasion) games :

Basketball, Soccer, Handball, Hockey



Net/Wall games:

Tennis, Badminton, Volleyball



Target games:

Golf, Frisbee, Bowling, Bocce



Striking/Fielding games:

Baseball, Cricket, Softball, Soccer Baseball



Individual Pursuits:

Yoga, Gymnastics, Fitness, Dance



Character Ed – STARS in PE

Safety

Teamwork

Attitude

Respect

Sportsmanship



ST★RS IN PE

SAFETY

- Respect the equipment, yourself and others by making sure everyone is playing in a safe manner.
- Minimize your risk and others by making smart decisions.

TEAMWORK

- Cooperate with your teammates by sharing strategies and tactics.
- Communicate by being positive and using verbal and non-verbal cues to support teammates.

ATTITUDE – POSITIVE

- Smile - Positive body language and actions – have FUN!
- Do your best to adapt to obstacles or tough situations.

RESPECT

- Respect your opponents by being a fair competitor.
- Respect others like referees, coaches, teachers, parents that support your play.

SPORTSMANSHIP

- Managing outcomes graciously - winning or losing.
- Follow the rules of the game by playing fair and respectfully.



Focus on Fundamental Movement Skills

Grade 1-4 (Age 6-10)

- * Throwing underhand
- * Throwing overhand
- * Catching
- * Equipment manipulation (Soccer balls, basketballs, utility balls, footballs, scoops, elephant balls, scooters, hoops, bean bags, frisbees, raquettes)
- * Bounce pass, chest pass, soccer pass
- * Rolling
- * Bouncing
- * Kicking
- * Balancing
- * Running
- * Dodging
- * Jumping
- * Landing
- * Movement through pathways side to side
- * Movement through pathways under and over
- * Shooting to targets
- * Soccer kick and pass
- * Basketball dribble, pass and shoot
- * Volleyball keep up

JK/SK (Age 3-6)

- * Throwing underhand
- * Throwing overhand
- * Equipment manipulation (Balls, scooters, hoops, bean bags.)
- * Rolling
- * Catching
- * Bouncing
- * Kicking
- * Balancing
- * Running
- * Jumping
- * Moving through pathways

Common HPE Vocabulary

- * Vigorous
- * Resilience
- * Perseverance
- * Sportsmanship
- * Teamwork
- * Respect
- * Medicine
- * Substances
- * Substance Abuse
- * Prescription and Non-Prescription
- * Addiction
- * Physical Literacy
- * Nutrition
- * Heart Rate
- * Endurance
- * Frequency
- * Flexibility
- * Agility
- * Preventative
- * Calcium
- * Protein
- * Carbohydrates
- * Vitamins
- * Minerals
- * Plaque
- * Enamel

Tasks still to be accomplished

- * Create Fundamental Skills and Health Targets consistent with middle school
- * Create a vocabulary list consistent with middle school so we are using the same language all the way up
- * Collaborate with middle school and senior school to create a continuous curriculum gradient (K-12)
- * **Schedule and create specific classes for resilience and with character-ed in mind (sportsmanship, teamwork)**