

ARRIVAL ACTIVITY

1. Choose an object from the box
2. Create a group of 3–4 people to play with
3. Find a safe space to send and receive your object
4. How many successful passes (object not dropping to the ground) can you make with each other?
5. Give everybody in your group an opportunity to discuss which ways they found to be most effective



PUTTING THE ME IN PE

***GIVING STUDENTS A VOICE AND CHOICE IN
THEIR LEARNING***

HELLO!

I am Steven Killeen
Chris Hadfield PS
Peel District School Board, Mississauga
Elementary PHE Teacher
Advanced Development Soccer Coach





HEY!

I am Alisa McClure
Elementary PHE teacher
Peel District School Board, Mississauga
Fitness Instructor

MINDS ON...



ACTIVITY #1 UP, OVER AND DOWN

Learning Goal

To demonstrate caring for others through working as a team and learning to care for one another's safety.

Movement Skills

Running, leaping, planking

Equipment

Large space

Set-Up

- Set up as a relay with students in 4-6 lines with 5-8 students in each line.*
- Students should stand one behind the other.

* See 'Grouping Strategies to Ensure Inclusion' on page 4.

Instructions

- The first person is to run a few metres then get into plank position.
- The second person runs, leaps over the legs of the first person, and gets into a plank position a few metres past the first person. Then the third person goes, and so on.
- If there is room, the first person gets up and continues the activity until there is no room left at the end of the gym.
- Remind students to be careful when leaping over students' legs while they are in a plank position and to wait patiently for the person ahead of them to be in a safe position before continuing.
- Start again in the opposite direction once the team has gotten to the end of the gym.

Questions for Consolidation

1. How did it feel when someone was leaping over you? How did you feel when you were leaping over someone else?
2. How does this game demonstrate caring and empathy for how other people feel?
3. What did you do to make sure you cared for your fellow teammates and kept them safe?
4. What do you say and what do you do to demonstrate caring at home, in the school, and in your community?

Video Link: <http://bit.ly/caring1>



Up Down and Over...the
ME in PE way

SESSION GOALS

1. Share our experiences of creating more student choice and voice in their learning

2. Offer some practical ideas that you could adapt & use

3. Learn and connect with others

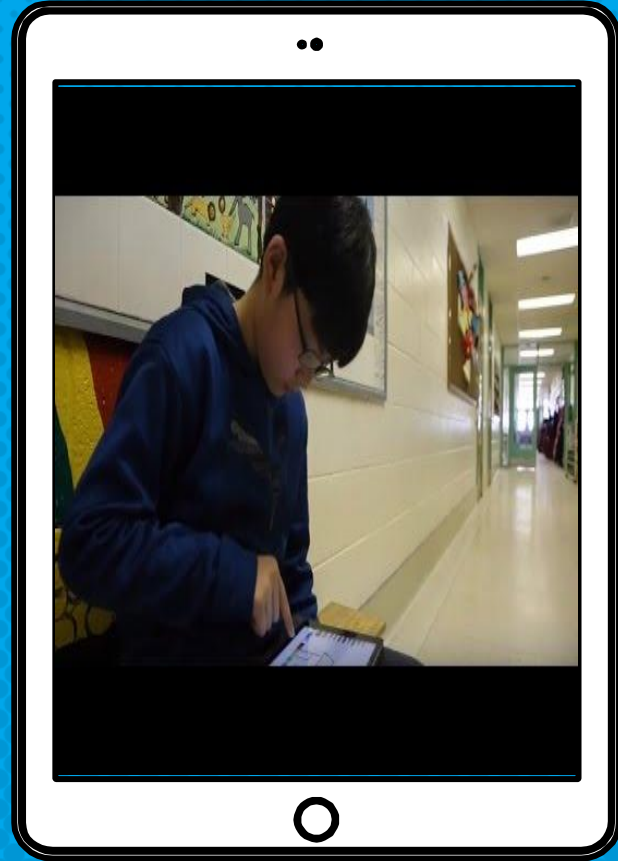
SHOUT OUTS

- × Meaningful PE Team – Tim Fletcher
- × PDSB...Ophea supporting us as HPE Instructional Coaches
- × #TeamPhysed
- × All those hard-working teachers grinding away every day!
- × Our students!

STUDENT VOICE

Activate The Discussion

OPHEA



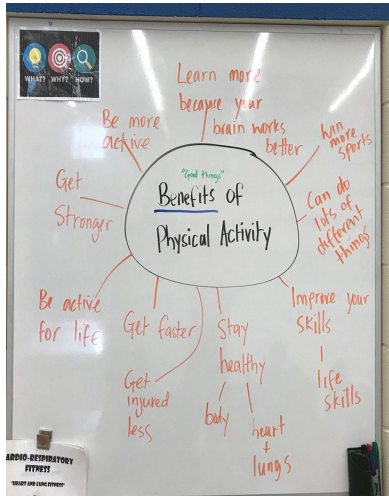
LIVING SKILLS FOUNDATION

- Living skills that underpin their learning
- Fixed/Growth Mindset
- Zones of regulation
- Students connecting movement and emotions
- Character Attributes

(Click on Clipboard)



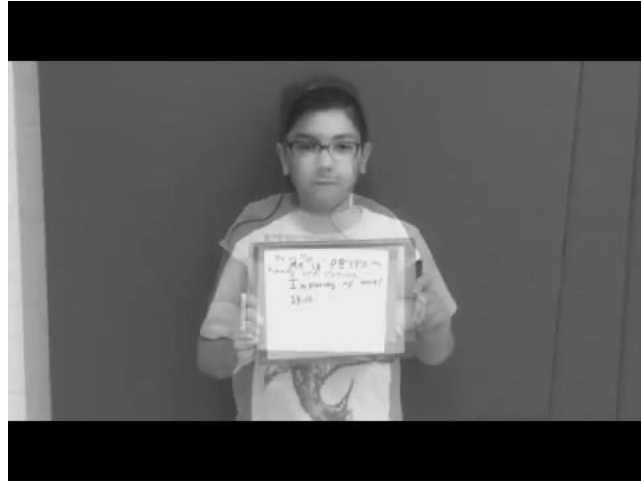
LISTENING TO THEIR VOICES AND CHOICES



- Gets students thinking for themselves – about themselves
- Generate meaningful and authentic success criteria
- Allows for peer/group support
- Gives students a voice and ownership
- Makes learning visual

BEGINNING OF THE YEAR...

- ❖ Start the self-reflection, goal-setting process
- ❖ Find interests, passions, prior experiences
- ❖ Share with others



OVERARCHING LEARNING GOALS

OLGs are holistic statements that describe the essential skills and knowledge that the students need to learn and develop.

[OLG example](#)

[OLG posters](#)

- To **see** and **name** learning
- To direct instruction and assessment
- To encourage the learning of **21st century competencies**, and **numeracy** and **literacy** Skills
- To encourage **inquiry-based learning**
- To encourage **equitable** assessment practices (aligned with Final Evaluations)
- To be a **reflective** tool (assessment as/for learning)

[OLG slideshow](#)

[PDSB OLG monograph](#)

OLG EXAMPLES

We are learning to
make decisions on
how to lead an
active and healthy
lifestyle

We are learning to
assess our level of
effort in order to
improve our health
related fitness

ONTARIO H&PE CURRICULUM

CURRICULUM FOR PHYSICAL EDUCATION EXPLAINED...

The expectations for **Health and Physical Education** are organized into three distinct but related strands:

Active Living (separated into **Active Participation**, **Fitness** and **Safety**)

Movement Competence (separated into **Skills/Concepts** and **Strategies/Tactics**)

Living Skills (the **Living Skills** personal, interpersonal, and critical and creative thinking skills - and will be taught and evaluated in conjunction with learning in each of the strands)

Healthy Living

| Physical Education: Strands, Subgroups, and Living Skills | | | |
|---|--|---|---|
| Strand A: Active Living | | | |
| Living Skills Personal Skills [PS] <ul style="list-style-type: none"> Self-awareness and self-monitoring skills Adaptive, management, and coping skills Interpersonal Skills [IS] <ul style="list-style-type: none"> Communication skills Relationship and social skills Critical and Creative Thinking [ct] <ul style="list-style-type: none"> Planning Processing Drawing conclusions/ presenting results Reflecting/ evaluating | A1. Active Participation <ul style="list-style-type: none"> Regular participation, variety, lifelong activity Enjoyment, motivation | A2. Physical Fitness <ul style="list-style-type: none"> Fitness development through daily physical activity, personal fitness plans | A3. Safety <ul style="list-style-type: none"> Personal safety and safety of others during physical activity |
| | Strand B: Movement Competence: Skills, Concepts, Strategies | | |
| | B1. Movement Skills and Concepts <ul style="list-style-type: none"> Movement skills - stability, locomotion, manipulation Movement concepts - body awareness, effort, spatial awareness, relationships Movement principles | B2. Movement Strategies <ul style="list-style-type: none"> Components of physical activities Strategies and tactics in all physical activities | |



UNPACKING THE CURRICULUM

CHPS PE CURRICULUM MAPPING 2018-2019

| | A | B | C | D | E | F |
|--|---|---|---|---|---|---|
| Strands | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 | |
| Living Skills <i>Personal</i> <i>Critical/Creative Thinking</i> | Personal Skills, Interpersonal Skills, Critical and Creative Thinking 1.1, 1.2, 1.3, 1.4, 1.5 | Personal Skills, Interpersonal Skills, Critical and Creative Thinking 1.1, 1.2, 1.3, 1.4, 1.5 | Personal Skills, Interpersonal Skills, Critical and Creative Thinking 1.1, 1.2, 1.3, 1.4, 1.5 | Personal Skills, Interpersonal Skills, Critical and Creative Thinking 1.1, 1.2, 1.3, 1.4, 1.5 | Personal Skills, Interpersonal Skills, Critical and Creative Thinking 1.1, 1.2, 1.3, 1.4, 1.5 | |
| Active Living <i>Active Participation</i> | Actively participate in a wide variety of physical activities, according to their capabilities, while working towards their personal and their readiness and ability to take part A1.1 | Actively participate in a wide variety of physical activities, according to their capabilities, while working towards their personal and their readiness and ability to take part A1.2 | Actively participate in a wide variety of physical activities, according to their capabilities, while working towards their personal and their readiness and ability to take part A1.3 | Actively participate in a wide variety of physical activities, according to their capabilities, while working towards their personal and their readiness and ability to take part A1.4 | Actively participate in a wide variety of physical activities, according to their capabilities, while working towards their personal and their readiness and ability to take part A1.5 | |
| Active Living <i>Active Participation</i> | Demonstrate an understanding of factors that contribute to their personal enjoyment of being active in the participation in a wide variety of individual and small group activities A1.2 | Demonstrate an understanding of factors that contribute to their personal enjoyment of being active in the participation in a wide variety of individual and small group activities A1.2 | Demonstrate an understanding of factors that contribute to their personal enjoyment of being active in the participation in a wide variety of individual and small group activities A1.3 | Demonstrate an understanding of factors that contribute to their personal enjoyment of being active in the participation in a wide variety of individual and small group activities A1.4 | Demonstrate an understanding of factors that contribute to their personal enjoyment of being active in the participation in a wide variety of individual and small group activities A1.5 | |
| Active Living <i>Active Participation</i> | Identify a variety of ways to be physically active at school and at home A1.3 | Identify reasons for participating in physical activity every day A1.3 | Describe the benefits of participating in physical activity every day A1.3 | Identify factors that motivate participation in physical activity every day at school, at home, or in their community A1.3 | Identify factors that can either motivate or make it difficult for the student to be physically active every day A1.3 | |
| Active Living <i>Fitness</i> | Only physical activity (PMA) participants in isolated moderate to vigorous physical activity, with appropriate warm-up and cool-down activities, to the best of their ability for a minimum of twenty minutes each day A2.2 | Only physical activity (PMA) participants in isolated moderate to vigorous physical activity, with appropriate warm-up and cool-down activities, to the best of their ability for a minimum of twenty minutes each day A2.2 | Only physical activity (PMA) participants in isolated moderate to vigorous physical activity, with appropriate warm-up and cool-down activities, to the best of their ability for a minimum of twenty minutes each day A2.2 | Only physical activity (PMA) participants in isolated moderate to vigorous physical activity, with appropriate warm-up and cool-down activities, to the best of their ability for a minimum of twenty minutes each day A2.2 | Only physical activity (PMA) participants in isolated moderate to vigorous physical activity, with appropriate warm-up and cool-down activities, to the best of their ability for a minimum of twenty minutes each day A2.2 | |
| Active Living <i>Fitness</i> | Demonstrate an understanding of how being active helps them to be healthy A2.2 | Describe different types of activities that improve the strength of the heart and lungs A2.2 | Identify new capabilities and other benefits that may result from improved cardiovascular fitness A2.2 | Identify how different activities affect the body and cardiovascular fitness, and good health A2.2 | Identify the components of health-related fitness and the benefits associated with developing and maintaining each of them A2.2 | |
| Active Living <i>Fitness</i> | Recognize their degree of exertion in physical activities by using simple assessment methods, and identify fitness factors that affect their performance level A2.3 | Assess their degree of exertion in physical activities by using simple assessment methods, and identify fitness factors that affect their performance level A2.3 | Develop and set a personal goal related to physical activity A2.4 | Assess their level of exertion during physical activity, using simple self-assessment techniques, and explain how intensity and duration factors affect the exertion required to perform physical activity A2.3 | Recognize specific components of their health-related fitness by using physical responses during various physical activities, and monitor changes over time A2.3 | |
| Active Living <i>Safety</i> | Demonstrate behaviours and apply procedures that maximize their safety and that of others during physical activity A3.1 | Demonstrate behaviours and apply procedures that maximize their safety and that of others during physical activity A3.1 | Demonstrate behaviours and apply procedures that maximize their safety and that of others during physical activity A3.1 | Demonstrate behaviours and apply procedures that maximize their safety and that of others during physical activity A3.1 | Demonstrate behaviours and apply procedures that maximize their safety and that of others during physical activity A3.1 | |
| Active Living <i>Strategy</i> | Identify environmental factors that play a role in their active participation in physical activity A3.1 | Identify ways of protecting themselves and others, including those with medical conditions, from injury while participating in physical activity A3.1 | Describe common procedures for preventing injuries and applying them to participating in different types of physical activity A3.2 | Describe common procedures for preventing injuries and applying them to participating in different types of physical activity A3.2 | Describe common procedures for preventing injuries and applying them to participating in different types of physical activity A3.2 | |
| Movement Competence <i>Skills/Concepts</i> | Perform a variety of static balances with and without equipment B1.1 | Perform a variety of static balances with and without equipment B1.1 | Perform a variety of static balances with and without equipment B1.1 | Perform a variety of static balances with and without equipment B1.1 | Perform a variety of static balances with and without equipment B1.1 | |
| Movement Competence <i>Skills/Concepts</i> | Demonstrate the ability to move and stop safely and in control when using different body parts and equipment around them B1.2 | Demonstrate the ability to jump, land, and lose safely and in control when using different body parts and equipment around them B1.2 | Demonstrate the ability to jump for distance or height using different body parts and equipment, while remaining in control B1.2 | Demonstrate the ability to jump and land, in control, and without equipment, using different body parts and equipment B1.2 | Demonstrate the ability to jump in control for height or distance, using different body parts and equipment B1.2 | |
| Movement Competence <i>Skills/Concepts</i> | Perform a variety of locomotor movements with and without equipment, traveling in different directions and at different speeds, and using different pathways B1.3 | Perform a variety of locomotor movements with and without equipment, traveling in different directions and at different speeds, and using different pathways B1.3 | Perform a variety of locomotor movements with and without equipment, traveling in different directions and at different speeds, and using different pathways B1.3 | Perform a variety of locomotor movements with and without equipment, traveling in different directions and at different speeds, and using different pathways B1.3 | Perform a variety of locomotor movements with and without equipment, traveling in different directions and at different speeds, and using different pathways B1.3 | |
| Movement Competence <i>Skills/Concepts</i> | Send objects of different shapes and sizes at different levels and at different ways, using different body parts B1.4 | Send objects of different shapes and sizes at different levels and at different ways, using different body parts B1.4 | Send and receive objects of different shapes and sizes at different levels and speeds, using different body parts and equipment, while applying basic principles of movement B1.4 | Send and receive objects of different shapes and sizes at different levels and speeds, using different body parts and equipment, while applying basic principles of movement B1.4 | Send and receive objects of different shapes and sizes at different levels and speeds, using different body parts and equipment, while applying basic principles of movement B1.4 | |
| Movement Competence <i>Skills/Concepts</i> | Receive objects of different shapes and sizes at different levels and at different ways, using different body parts B1.5 | Receive objects of different shapes and sizes at different levels and at different ways, using different body parts B1.5 | Perform objects of different shapes and sizes at different ways, using different body parts and equipment, while moving around others and equipment B1.5 | Receive objects of different shapes and sizes at different ways, using different body parts and equipment, while moving around others and equipment B1.5 | Receive objects of different shapes and sizes at different ways, using different body parts and equipment, while moving around others and equipment B1.5 | |
| Movement Competence <i>Strategy</i> | Demonstrate an understanding that different physical activities have different components, and apply this understanding to their participation in a variety of individual and small group activities B1.1 | Demonstrate an understanding that different physical activities have different components, and apply this understanding to their participation in a variety of individual and small group activities B1.1 | Demonstrate an understanding that different physical activities have different components, and apply this understanding to their participation in a variety of individual and small group activities B1.1 | Demonstrate an understanding that different physical activities have different components, and apply this understanding to their participation in a variety of individual and small group activities B1.1 | Demonstrate an understanding that different physical activities have different components, and apply this understanding to their participation in a variety of individual and small group activities B1.1 | |
| Movement Competence <i>Strategy</i> | Apply a variety of simple tactics to increase their degree of success while participating in and enjoying physical activity B1.2 | Apply a variety of simple tactics to increase their degree of success while participating in and enjoying physical activity B1.2 | Apply a variety of simple tactics to increase their degree of success while participating in and enjoying physical activity B1.2 | Identify common factors in specific categories of physical activities, and describe strategies that they have observed when participating in a variety of physical activities B1.2 | Identify common factors in specific categories of physical activities, and describe strategies that they have observed when participating in a variety of physical activities B1.2 | |
| Movement Competence <i>Strategy</i> | Apply a variety of tactical solutions to increase their degree of success as they participate in physical activity B1.3 | Apply a variety of tactical solutions to increase their degree of success as they participate in physical activity B1.3 | Apply a variety of tactical solutions to increase their degree of success as they participate in physical activity B1.3 | Apply a variety of tactical solutions to increase their degree of success as they participate in physical activity B1.3 | Apply a variety of tactical solutions to increase their degree of success as they participate in physical activity B1.3 | |

- Important to know what you are teaching
- See the progression from grade to grade
- Piece together scope and sequence
- More organized – more flexible

MAKING LEARNING VISUAL AND CONNECTED

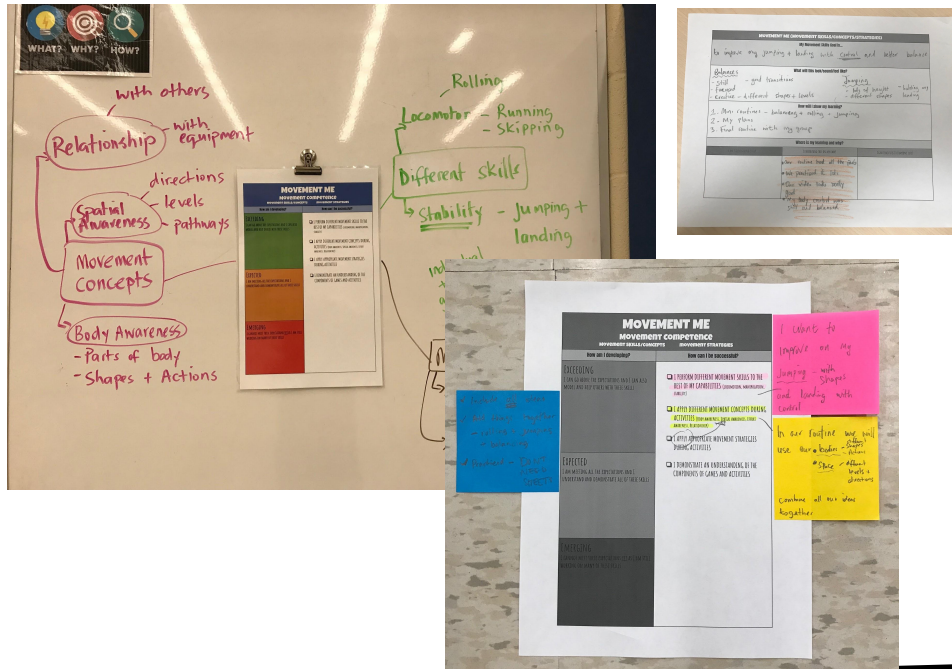
| ACTIVE ME ACTIVE LIVING | |
|--|--|
| ACTIVE PARTICIPATION | HEALTH-RELATED FITNESS SAFETY |
| How am I developing? | How can I be successful? |
| EXCEEDING I CAN GO ABOVE THE EXPECTATIONS AND I CAN ALSO MODEL AND HELP OTHERS WITH THESE SKILLS | <input type="checkbox"/> I PARTICIPATE ACTIVELY AND REGULARLY IN A WIDE VARIETY OF ACTIVITIES <input type="checkbox"/> I DEMONSTRATE AN UNDERSTANDING OF THINGS THAT HELP ME BE ACTIVE FOR LIFE <input type="checkbox"/> I DEMONSTRATE THAT BEING PHYSICALLY ACTIVE IS IMPORTANT |
| EXPECTED I AM MEETING ALL THE EXPECTATIONS AND I UNDERSTAND AND DEMONSTRATE ALL OF THESE SKILLS | <input type="checkbox"/> I APPLY FITNESS IDEAS THAT ADD TO ME LEADING A HEALTHY LIFESTYLE <input type="checkbox"/> I AM RESPONSIBLE FOR MY OWN SAFETY AND THE SAFETY OF OTHERS |
| EMERGING I CANNOT MEET THESE EXPECTATIONS YET AS I AM STILL WORKING ON MANY OF THESE SKILLS | |

| MOVEMENT ME (MOVEMENT SKILLS/CONCEPTS/STRATEGIES) | | |
|---|-----------------------------|----------------------------------|
| My Movement Skills Look Like... | | |
| What will this look/sound/feel like? | | |
| How will I show my learning? | | |
| Where is my learning and why? | | |
| I CAN'T DO THIS YET | I UNDERSTAND THIS ON MY OWN | I CAN TEACH THIS TO SOMEONE ELSE |
| | | |

- Student-friendly language
- Clear learning pathway – alignment
- Visual reference points
- Real time and ever-changing

| THINKING ME (MOVEMENT SKILLS/CONCEPTS/STRATEGIES) | | |
|--|--|---|
| Movement Strategies - demonstrate an understanding that different physical activities have different components, and apply this understanding as they explore a variety of individual and small-group activities | | |
| (NOT YET) I AM STILL FIGURING IT OUT | (MET) I UNDERSTAND THIS ON MY OWN! | (EXCEEDING) I CAN TEACH THIS TO SOMEONE ELSE! |
| <input type="checkbox"/> I am still learning that games have different rules, routines, skills, and boundaries that all help me learn and stay safe <input type="checkbox"/> With help from my peers, I can use this information to create new games within a group | <input type="checkbox"/> I understand that games have different rules, routines, skills, and boundaries that all help me learn and stay safe <input type="checkbox"/> I can use this information to create new games within a group | <input type="checkbox"/> I understand that games have different rules, routines, skills, and boundaries that all help me learn and stay safe and can explain that to others <input type="checkbox"/> I can use this information and take the lead to create new games within a group |

UNPACKING WITH STUDENTS



- Students understanding WHY
- creating success criteria, goals, activities, assessments, next steps
- Making it individualized
- Takes time, scaffolding, patience

LEARNING MAPS

Name: Mehwish Grade: 4 My OLG: I will make decisions on how to lead an active and healthy lifestyle

| I am learning that participating in physical activity everyday makes me healthier | | | | |
|---|----------------------------------|---------|-----|----------|
| | How am I going to be successful? | Not YET | MET | Evidence |
| I give my best effort everyday | | | | * |
| I can identify the different activities that I like to be more active | | | | |
| I can describe the factors that motivate me to be active | | | | |

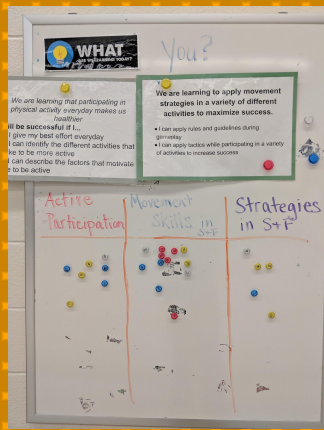
| I am learning to assess my level of effort in order to improve my health related fitness | | | | |
|--|---|---------|-----|----------|
| | How am I going to be successful? | Not YET | MET | Evidence |
| I can participate in sustained moderate to vigorous activity to the best of my ability | | | | |
| I can explain how different physical activities affect my body | | | | |
| I can use simple methods to self assess my effort | * | | | |
| I can create an action plan and set goals based on the activities that I enjoy | <ul style="list-style-type: none"> I will create a plan to be better at running I will work on my flexibility and balance during warmup and at home | | | |

| I am learning to take responsibility for my safety and for those around me | | | | |
|--|----------------------------------|---------|-----|----------|
| | How am I going to be successful? | Not YET | MET | Evidence |

PDSB LEARNING MAPS

Super Me in PE

| LIVING SUPER ME (LIVING SKILLS) | | |
|---|--|--|
| MY GOAL:  | | |
| How am I developing? | Success Criteria | |
| NOT YET I AM STILL WORKING ON MANY OF THESE SKILLS I NEED TO..... | <ul style="list-style-type: none"> I ASSESS MY SKILLS TO HELP ME UNDERSTAND MY STRENGTHS AND NEEDS I MONITOR MY PROGRESS OVER TIME I RECOGNIZE MY SOURCES OF STRESS AND USE COPING SKILLS TO DEAL WITH DIFFICULT SITUATIONS I TAKE RESPONSIBILITY FOR MY ACTIONS AND FOR MY LEARNING I USE PROBLEM-SOLVING, STRESS-MANAGEMENT, AND CONFLICT RESOLUTION SKILLS WHEN FACED WITH A CHALLENGE I USE VERBAL AND NONVERBAL COMMUNICATION WITH OTHERS AND CAN INTERPRET INFORMATION I INTERACT POSITIVELY WITH OTHERS, BUILD HEALTHY RELATIONSHIPS, AND AM AN EFFECTIVE TEAM MEMBER I USE MY THINKING SKILLS TO PLAN, PROCESS, MAKE DECISIONS, AND REFLECT ON MY LEARNING | MET I UNDERSTAND AND DEMONSTRATE ALL OF THESE SKILLS EVIDENCE: I CAN HANDLE SITUATIONS THAT I GET INTO AND SOLVE THEM I CAN STAND UP FOR ONE AND OTHER MY NEXT STEPS ARE: MY NEXT STEPS ARE TO NOT GET INTO THAT MANY SITUATIONS THAT I AM NOT NEEDED THERE SO I CAN REDUCE MY TROUBLES |



WHAT DOES ME IN PE LOOK LIKE IN YOUR LESSONS?

What will YOU learn
INSIDE these doors
today that will help you
OUTSIDE these doors
tomorrow?

A ME IN PE ENVIRONMENT...BEGINNING TOWARDS THE END



The students have a choice and voice on...

- What they worked on
- Who they worked with
- What equipment they need
- How they will present their learning
- How they will be assessed on their learning

What did you feel in
your HEART?
What Character
Attribute did you
work on?
What Living skill did
you work on?
Love it or Leave it?

What strategies did
you work on or learn
today?
What did you feel in
your head...your
thoughts today?

What did you feel in your
body?
What movement skills did
you work on?
What component of fitness
did you work on? Signs of
exertion?



USING STUDENTS INTERESTS

“Using a hula hoop, prepare yourself for movement showing me all of the components of fitness.”

Students obsessed with Beyblades decided to use the hoops as spinner and do a cardio activity for as long as their spinner was moving





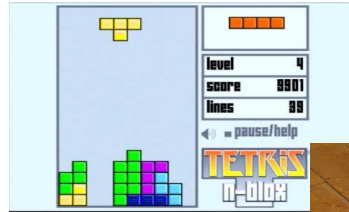
My goal was to be able to control objects while moving in different directions and to send and receive objects with different body parts and equipment. I feel I can do this really well with a soccer ball so wanted to use my skills to challenge myself to do something new. Adrian

DUDE
PERFECT



STUDENT CHOICE LESSONS

Grade 5 students were given opportunities to design a PE lesson plan based on what motivated them to be active.



Me in PE by Jayden

I am making decisions on how to lead an active and healthy lifestyle

| I created a game of Tetris as a relay game for a PE activity | | | |
|---|--|---|--|
| | What are we Learning today? | Why are we Learning it? | How will I know if I am successful |
| Living Skills | Cooperation by working as a team Honesty Respect | | I can understand my strengths and weaknesses I can communicate well with others I can set goals, solve problems and make decisions |
| Active Living | We are learning that participating in physical activity everyday makes us healthier | I incorporated my love of puzzles and problem solving into PE class to help me be more motivated to be active | I can describe the factors that motivate me to be active I can identify the different activities that I like to be more active |
| Movement Skills <ul style="list-style-type: none"> Running Accelerating and decelerating Core: plank | We are learning to explore and develop movement skills and concepts to be successful in a variety of activities. | | I can perform a variety of locomotor movements |

MOVEMENT PREP GOALS

YASMIN My Movement Preparation Goal for second term

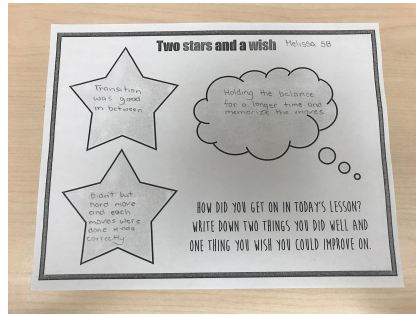
| Curriculum link | WHAT Am I working ON? | WHY Am I working on this? | HOW will you and I know when I am successful? |
|--|---|--|--|
| LS: I can monitor my progress towards a fitness goals I have a positive attitude and persistent | During warm up I am going to the CORE station to improve my core strength and posture | I like to sing. If I have stronger core muscles and better posture I will be able to sing better | Before: How long I can do a forearm plank? Please record me |
| AL: I have a motivation to be active I can develop a plan | | | During: Am I making good choices and using my time during Movement prep to be successful? Please observe me and give me tips and motivation |
| MS: I am working on the component of fitness of muscular strength and endurance | | | After: I can hold the plank for 2 minutes. I will find it easier to breathe while singing to hold a note longer and make the tryouts for the talent show Please record me |

Students decide on which area they want to improve on and work on their individual goals

https://docs.google.com/document/d/1rq9PgCJkkz147vCpxJUrzQw8CMmSMQVpeKsomibYH_Y/edit



CHOICE & VOICE IN ASSESSMENT



Emoji exit ticket

HOW DID YOU GET ON TODAY? CIRCLE THE EMOJIS BELOW THAT BEST REFLECT YOUR UNDERSTANDING OF TODAY'S LESSON...

THESE EMOJIS BECAUSE.....

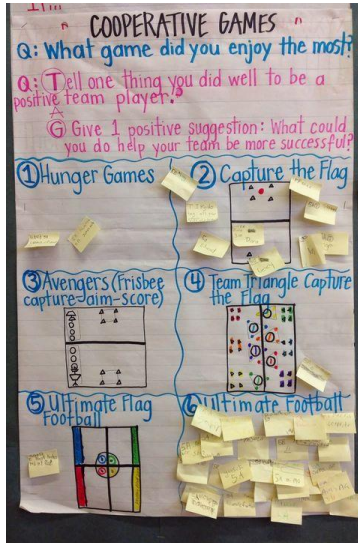
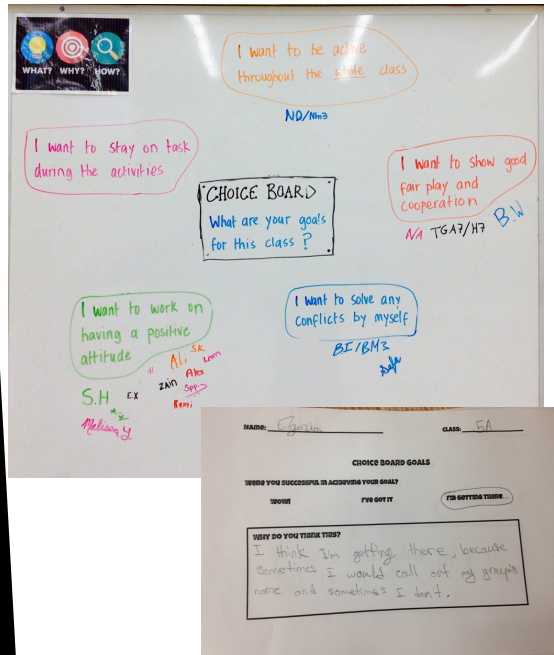
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< 5B Assee

| Folders | |
|-------------|-----------|
| Abulelah | Alaa H. |
| Boshra M. | Chloe M. |
| Jair H. | Jana S. |
| Karpahdi P. | Khaled A. |

- “Real Time” learning/assessment
- Exit Tickets – different strands
- Peer assessments
- Portfolio submissions
- Builds up their repertoire of assessment choices

ONGOING CHOICE & REFLECTION IN ASSESSMENT



- Gives student ownership
- Allows for more authentic/individual conversations
- Promotes self-reflection
- Very differentiated

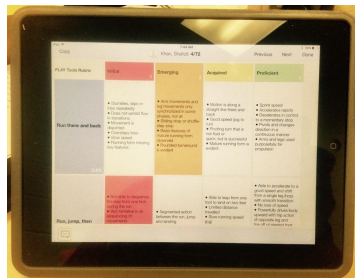
KEEPING TRACK

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< 5B Assee

| Folders | | |
|-------------|-----------|--------------|
| | | NAME |
| Abulelah | Alaa H. | Ayesha M. |
| Boshra M. | Chloe M. | Group Videos |
| Jair H. | Jana S. | Jeremy L. |
| Karpahdi P. | Khaled A. | Mahnoor |
| Manaal B. | Maya H. | Mohammed A. |
| Omer L. | Prisha K. | Rayan D. |
| Rena K. | Salma I. | Salwa A. |
| Serena F. | Shadin A. | Shahad A. |
| T.J. T. | Teena A. | Teif A. |
| Waynesia W. | | |

Portfolios



Technology

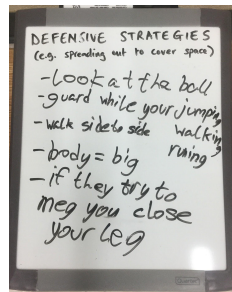
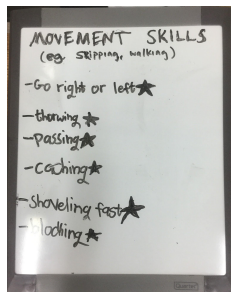
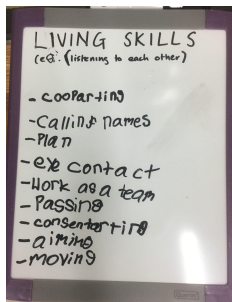
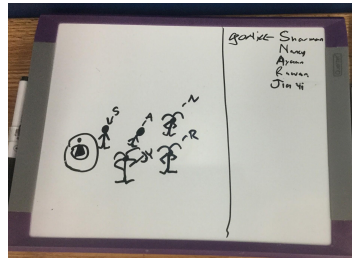
iPad 9:31 AM Abu Allan, Sami: 12/16

| ME in PE - Movement Competence | Emerging 2 | Expected 3 | Exceeding 4 |
|--|------------|------------|-------------|
| I perform different movement skills to the best of capabilities | | | |
| I apply different movement concepts during activities | | | |
| I apply appropriate movement strategies during activities | | | |
| I demonstrate an understanding of the components of games and activities | | | |

| LIVING ME (LIVING SKILLS) | | |
|--|--|--|
| Personal Skills - explain what makes them enjoy their favourite activities, and consider what this tells them about themselves | | |
| (NOT YET) I AM STILL FIGURING IT OUT | (MET) I UNDERSTAND THIS ON MY OWN! | (EXCEEDING) I CAN TEACH THIS TO SOMEONE ELSE! |
| <input type="checkbox"/> I am beginning to understand what activities make me feel motivated to learn and move and can explain this with some help | <input type="checkbox"/> I can explain what activities make me feel motivated to learn and move | <input type="checkbox"/> I can explain what activities make me feel motivated to learn and move |
| <input type="checkbox"/> I am learning to reflect on those activities to understand my strengths and challenges | <input type="checkbox"/> I can reflect on those activities to understand my strengths and challenges | <input type="checkbox"/> I can reflect on those activities to understand my strengths and challenges and apply that the next time I try them |

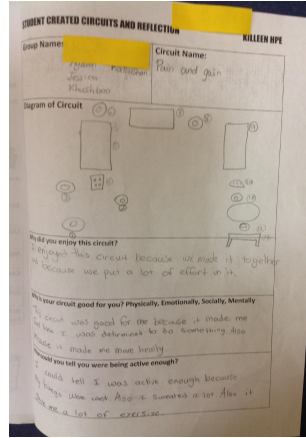
Rubrics

GROUP CHOICE & VOICE

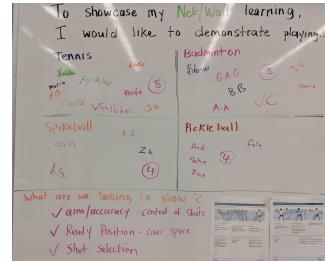


- Promotes collaboration and discussions (i.e. Jigsaw)
- Capture student thinking in the moment
- More detailed reflection
- Eco-friendly!

CULMINATING CHOICES



- Give students choice in how they showcase their learning
- Make it authentic and meaningful
- Aligned with expectations, learning, goals that they have developed
- Allow Multiple ways to assess the learning

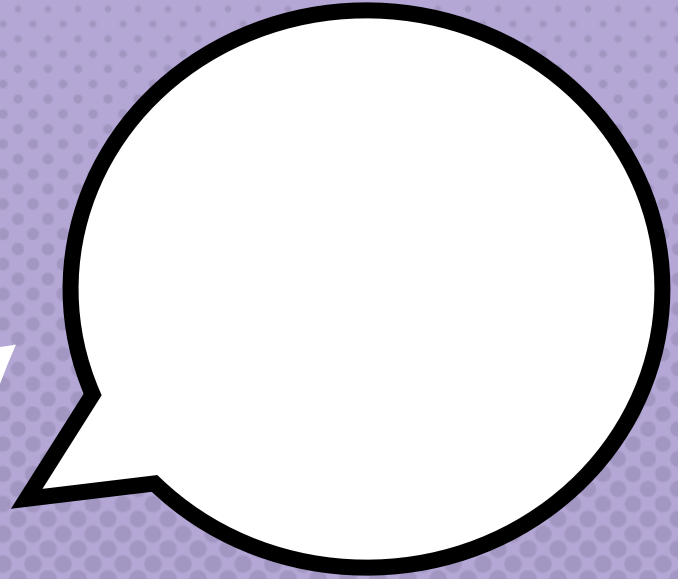


SHARING AND DEMONSTRATING LEARNING



- Creates clear evidence of learning
- Self-reflection and next steps
- Allows for more effective feedback
- Share and be proud with home

THANKS!



Any questions?

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Alisa McClure alisa.mcclure@peelsb.com alrm@2901

REFLECT ON YOU IN PE...

What is one area of your program where you could add more student choice and voice?

Grab your device and tweet out your response using the hashtags #PHEMontreal2019 #MEInPE



RESOURCES

Lesson Plan examples

https://docs.google.com/document/d/1EqPqDU9apiHSqoloFZhyljslWsJGwX7_miGlmABbH1M/edit

<https://docs.google.com/document/d/1Hizg13MrhQ86wSN9U8ilktwhWYuQenejp1sVmfmO5Ts/edit>

Learning Maps: <https://drive.google.com/open?id=1yxry6pZxVZbWFegpR090aePeQD13gwaq>

OverArching Learning Goals: <https://drive.google.com/open?id=19psrvljCRI22L8J6Essfs80aGamdJr1P>