

2017 Eastern District HS TOY Presents:

Group and Glow Yoga

By: Liz Burkhart, Ed. D.





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Tiny url:
<https://tinyurl.com/groupglowyoga>

****All materials are on my website:**

Wilson High School

-Faculty

-Elizabeth Burkhart

-Professional Development & Presentations





Liz Burkhardt

*2017 High School Teacher of the Year
Eastern District*

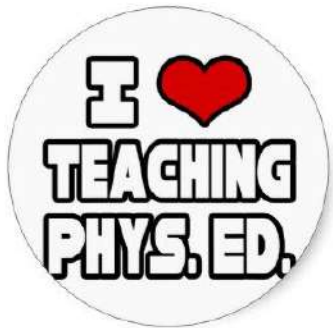
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Stand and if you
have taught Health & PE for
less than 5 years



**Stand and if you
have taught Health & PE for
more than 5-15 years**



Stand and if you
have taught Health & PE for
more than 16-25 years



Stand and if you
have taught Health & PE for
more than 25 or more years





Why Physical Education?

ENCOURAGES PHYSICAL ACTIVITY FOR LIFE 	HELPS PREVENT SICKNESS AND DISEASE 
PROVIDES AN OUTLET FOR CREATIVITY AND SELF-EXPRESSION 	
DEVELOPS COOPERATION & TEAMWORK 	Builds Self-Confidence 
PROVIDES OPPORTUNITIES FOR PERSONAL GOAL-SETTING 	
INCREASES PERSONAL FITNESS AND MOTOR SKILL DEVELOPMENT 	
HELPS REDUCE STRESS & ANXIETY 	STRENGTHENS RELATIONSHIPS WITH OTHERS
BOOSTS ACADEMIC LEARNING 	



A strong sense of meaning and purpose has powerful benefits for mental and physical wellbeing.

...Why?

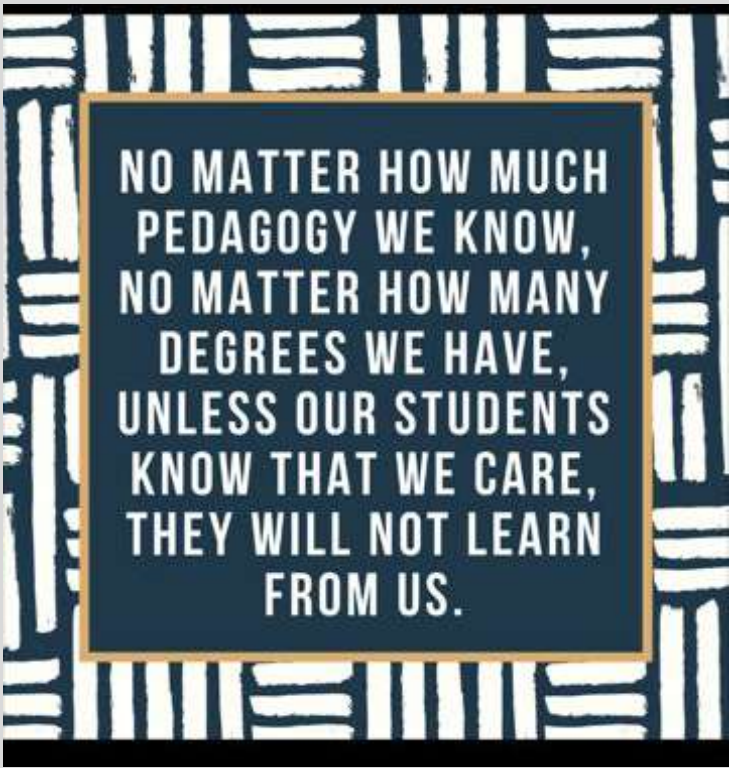
RAFFLE

Winners - 2



Goal: Leave with a greater understanding of 2 concepts:

- Participants will learn how to implement a variety of group yoga exercises and glow in the dark yoga in a secondary physical education class.
- This sessions offers innovative activities to present flexibility to secondary students in physical education. Participants will be able to actively participate in group yoga poses and a 20 min. Glow in the dark yoga class. Participants will learn how to access equipment and content resources for an effective yoga class.
- During this session participants will
 - 1) Learn how to design 2 or more group yoga activities
 - 2) Learn how to design a 20 min. Glow in the dark yoga class (resources for equipment, exercises)
 - 3) Be exposed to 2 or more assessments for yoga



NO MATTER HOW MUCH
PEDAGOGY WE KNOW,
NO MATTER HOW MANY
DEGREES WE HAVE,
UNLESS OUR STUDENTS
KNOW THAT WE CARE,
THEY WILL NOT LEARN
FROM US.

“Your **smile** is your **logo**, your
personality is your **business**
card, how you leave others
feeling after an experience
with you becomes your
trademark.”

~ Jay Danzie

Foundation for effective teaching – Relationships

- ▶ Design exercises which allow you to make a connection with a student - [Human Connections & Relationships](#) “No Significant learning can occur without a significant relationship”
- *Every Kid Needs a Champion* by Rita Pierson

The Importance of Fitness in PE Class

Fitness isn't
a seasonal
hobby.
Fitness is a
lifestyle.

- ▶ By 2049 The MAJORITY of the population will be in the “obese” range
- ▶ Our students are the first generation predicted to live a shorter life than their parents
- ▶ Research on exercise: Brain activity
- ▶ Only 5% of the students you teach will engage in a sport throughout their entire life
- ▶ 70% of kids stop playing sports by age 13



What's the Value of Exercise? \$2,500

Phys Ed
by SHARON BOWEN - JUNE 7, 2018



Exercise TV



The Foundation of Quality Fitness Lessons

Give students the knowledge and skills to make good decisions regarding an active lifestyle & understand the value!

► **FUNCTIONAL FITNESS** are movements designed to help one move/function safely throughout life

ex) pick up things



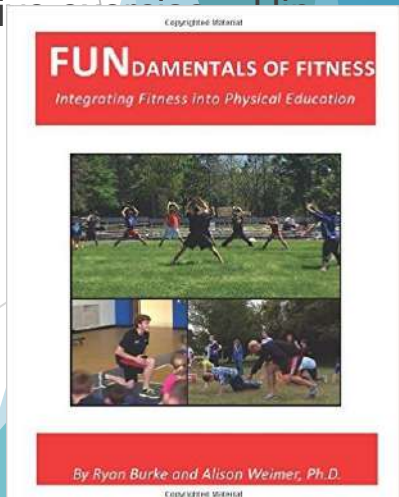
Functional Fitness Exercise Development

- ▶ **Design exercise with a purpose to Physical Education Content** - Correlate your content and exercises ex) If teaching about progression, design a progressive workout
- ▶ **Design exercises which meet FITT recommendations - TIME ON TASK/ MAX PARTICIPANTS**
ex) 3-5 days a week, Moderate to vigorous heart rate, 20-60 min., Varied activity types (cardio, strength/endurance/flexibility)
- ▶ **Design developmentally appropriate exercises that promote the personal achievement of a healthy level of fitness** ex) Provide modifications for all levels of fitness (advanced, basic)
- ▶ **Design exercises which students enjoy & provide opportunities to try new activities/exercises**
Incorporate technology (visual aids of workout, timers, etc.) & music to grasp all learners
- ▶ **Design exercises which allow students to grow individually and allows them to build relationships with their peers:** Listening skills, conflict resolution, communication, decision making skills ex) Partner, Team Fitness Challenges

Fitness Unit Tips: Effective Planning & Prep for Exercises continued...

- ▶ **Utilize dynamic movements to warm-up before the main exercise in order to:**
 - a) Raise core body temp/Heart rate
 - b) Stimulate the muscles you will be using
- ▶ **Design physical activity/exercises which compliment each other:**
 - a) Corrective Strength/Endurance Protocol
 - ex) 1) Strength – Med ball goblet 2) Endurance – Squat jacks 3) Corrective flexor - Everclimbs
 - b) Planes of Motion: Frontal, Sagittal, Transverse
 - c) 4 Pillars of Human Movement - 1) Push/pull
 - 2) Raise/lower (level changes in center of mass)
 - 3) Locomotion/Standing 4) Rotation

Reference: FUNctional Fitness Integrating Fitness into PE by Ryan Burke



Workout

The background of the slide is white. On the right side, there is a large, abstract geometric design composed of several overlapping triangles in various shades of blue and teal. A thin, light gray line runs diagonally across the lower right portion of the slide, intersecting the geometric shapes.



Functional Fitness Curriculum Development Resources

SAS

[Scope and Sequence SHAPE](#)

[Scope and Seq Wilson](#)

[Instructional Framework - SHAPE](#) - Fitness Education Framework

[Appropriate Assessments in H&PE - SHAPE](#)

[Grade Level Outcomes](#) - SHAPE

[PE Curriculum Analysis](#)

[Teacher Evaluation Tool](#)

Marking Period A

Welcome Week - 1 week *Get to know you activities/get organized

1. Physical Fitness Status (Pre Test) - 1 week
2. Importance of Fitness - 3 weeks
3. Safety - 2 weeks
4. Étiquette - 2 weeks

Marking Period B

5. Maintaining Achieving Physical Fitness (FITT Principle) - 4 weeks
6. Effective Participation in Activity Exercise (Game Strategies/Movement Concepts) - 2 weeks
7. Maximizing Participation (using proper nutrition to fuel your body) - 2 weeks
8. Physical Fitness Status (Post Test) & Future Exercise Preferences- 1 week

Course Evaluation & Course Offerings - 1 Day

Grading & Assessments:

Summative Assessments 70%

- Physical Fitness Assessments – 50 points
- Performance/Project Application Content Assessments – 20 points

****Summative assessments can be retaken within 2 school cycles following the guidelines:**

[Retake Guidelines](#)

Formative Assessments 30%

- Reflections – 10 points
- Peer Assessments – 10 points
- Assessment Check Points – 10 points



Assessment: Formative Reflection – GOOGLE Form

Physical Fitness Reflection: Describe a current strength you have with your fitness (cardio, strength, endurance, flexibility, body comp): *

Your answer

Physical Fitness Reflection: Describe a current weakness you have with your fitness (cardio, strength, endurance, flexibility, body comp): *

Your answer

Mindfulness Reflection: Describe (use examples) your current personal awareness (surroundings, others, yourself (stress level, etc.): *

Your answer

Physical Fitness Level of Engagement Assessment

Level of engagement in assigned physical fitness warm-up/workout	Advanced	Proficient	Basic	Below Basic
	Demonstrates strenuous and continuous movement (Average of 7-10 on RPE Chart)	Demonstrates somewhat strenuous movement (Average of 4-6 on RPE Chart)	Demonstrate limited exertion movement (Average of 2-3 on RPE Chart)	No exertion movement (Average of 1 on RPE Chart)

Perceived Exertion Chart	
10	Very Very Hard Activity <small>Completed out of breath, unable to talk</small>
9	Very Hard Activity <small>Can speak only one word at a time</small>
7-8	Hard Activity <small>Can't breathe, can speak a sentence or two</small>
4-6	Moderate Activity <small>Can still carry a conversation</small>
2-3	Light Activity <small>Breathing is easy</small>
1	No Activity



Google Form

[So you think you can balance PE Edition](#) - Nick Endlich 2017 Elem. TOY for PE



REFLECTION

Managed to hold the balance for:

[« Back](#) [Continue »](#)

The form is presented on a page with a yellow background and a stylized orange and yellow abstract graphic on the left side. The central image shows two female students in a gymnasium, crouching on blue mats and holding hands, participating in a balance exercise. Below the image, the form asks for a reflection on how long they managed to hold the balance.



Assessment - SUMMATIVE

Create a WOD

FITT Workout Submission

Submit your best/favorite FULL BODY workout (cardio, strength, endurance, flexibility incorporated in some way)

This is your own creation! It can be from your own from personal/class experiences, something you found online, etc.

We will be doing randomly selected workouts from this form for the remainder of the year. If your workout is picked, YOU WILL PREPARE THE EQUIPMENT & HELP GUIDE STUDENTS THROUGH THIS with the teacher***you know what equipment we have access to...do not pick equipment we do not have. Be prepared to set it up if your workout is picked

Your email address (bureli@share.wilsonsdsd.org) will be recorded when you submit this form. Not you? [Switch account](#)

* Required

Period *

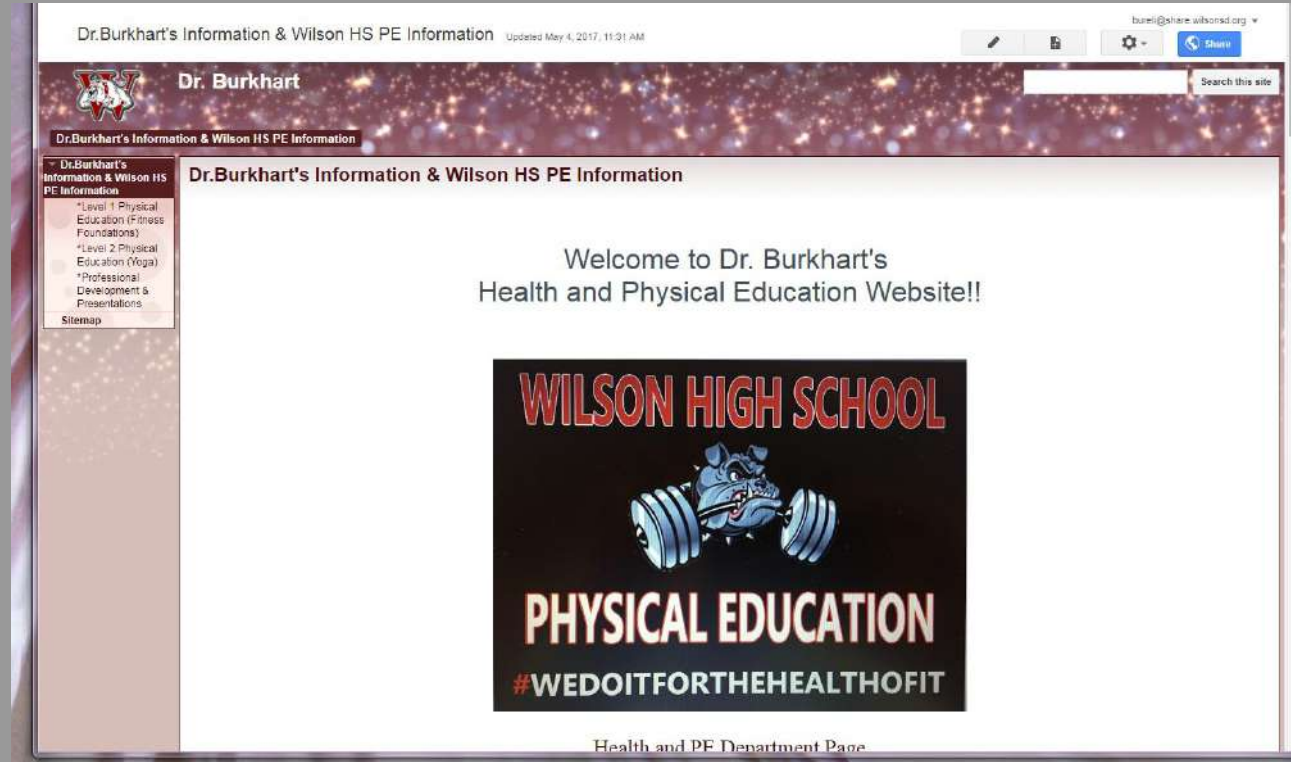
☐ 1

☐ 2

Resources

[Google Site](#)

[-Yoga](#)



*HEALTH & PE
TEACHER/LEADER
RESOURCES*



**Stand if you use social media as
a professional development tool**



RAFFLE - Twitter Post

@Lizb033

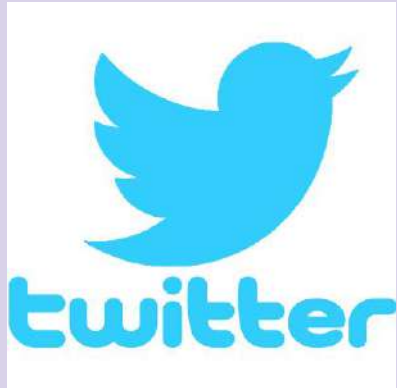
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@SportimeSPARK

#SHAPE50million

#physed



FREE RESOURCES FOR YOU!



Monthly Webinars

Timely topics presented by experts in physical education, health, and nutrition.

eNewsletter

Program updates, teaching tips, activity ideas, promotions, and more.

SPARK Grant Finder

Search funding opportunities by program or state.

Standards Alignment

See how SPARK instructional materials align with national and state content standards.

Go to **sparkpe.org** to access these free resources and more!

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through standards-based education and professional

3

development

Download the skills- and

standards-based **lesson plans**

5

that work

Understand the

research advancing

7

the profession

Apply for awards &

recognition for your program

2

Stay current on

professional topics and trends

4

Find the **evidence-based assessments** that get best results

6

Connect to a community

of education peers and mentors

8

Find advocacy tools to support your program

Overall Teaching Tips - Effective Teaching in PE

a) How you look at the world is how you teach

- *Do you view the world as an opportunity or obstacle?*

“Nothing has ever been achieved without enthusiasm”

-RALPH WALDO EMERSON

b) Be a role model!!!

-Able and willing to perform the activities you assign

-Encouraging to every individual who performs the assigned activity

-Inspire them to grow

-Provide students with the knowledge, skills and opportunities to live an active lifestyle

c) a) Be positive and innovative with change!

“Make positives so loud that negatives are hard to hear”

THANK YOU!

Liz Burkhart

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