

<https://www.districtadministration.com/article/essa-drives-new-approaches-k12-physical-education>

PE changes over time - model
(FITNESS is majority now)



<http://wppe.weebly.com/journalism-ii-articles-about-edcamppe-class.html>



2017 Eastern District HS TOY Presents:

Using Empowerment in Secondary PE

By: Liz Burkhart, Ed. D.



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Tiny url:

<http://tinyurl.com/empowermentinPE>

SPARK

#SHAPE50million

#physed





Liz Burkhardt

*2017 High School Teacher of the Year
Eastern District*

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Goal: Leave with a greater understanding of 2 concepts:

-IMPORTANCE OF AN EMPOWERMENT FOCUSED PE CURR.

1) Greater understanding/value of an empowerment focused curriculum in PE

-DEVELOPMENT OF EMPOWERMENT IN A PE CURRICULUM

2) Greater understanding of the elements which make up effective PE curriculum which focuses on empowerment

- **Activities**
- **Assessments**



Awesome teachers don't
reinvent the wheel...
but they do redefine it.

@malangi1

**I WANT TO
INSPIRE
PEOPLE.
I WANT SOMEONE TO
LOOK AT ME AND SAY
“BECAUSE OF YOU
I DIDN'T GIVE UP.”**

Empowerment Curriculum

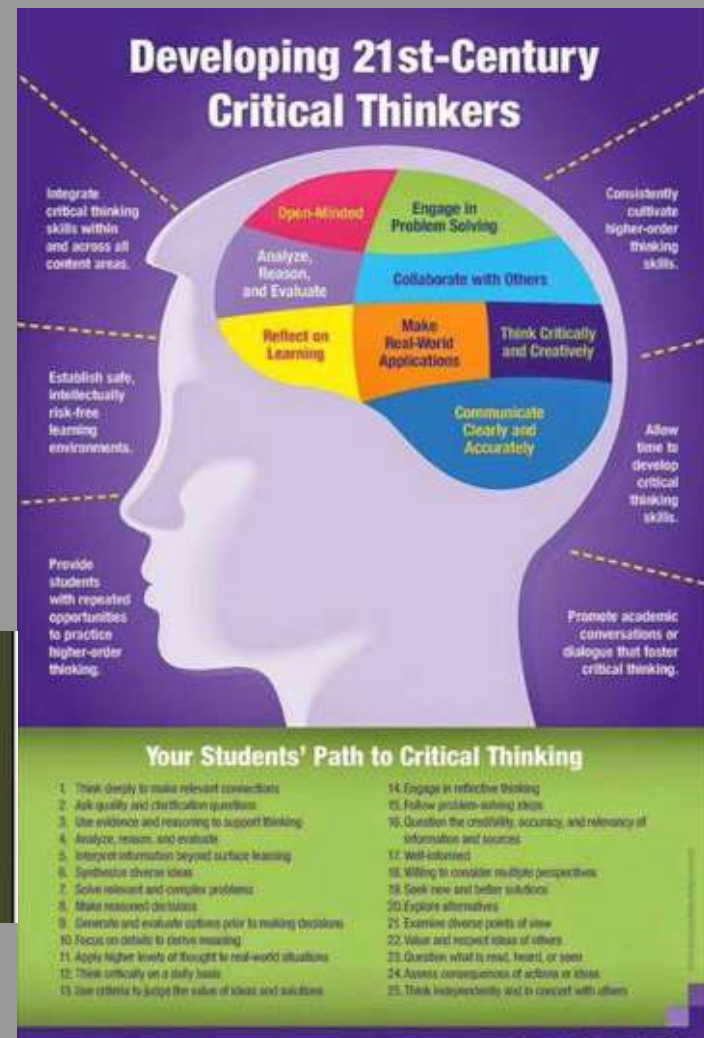
Empowerment Video

ARTICLE ABOUT 21st skills

Millennials THRIVE for empowerment



...the fact is that kids learn to make good decisions by making decisions, not by following directions.



Empowerment Curriculum

Differentiated Instruction
vs.
Personalized Learning

Engagement
vs.
Empowerment

Personalized learning refers to instruction in which the pace of learning and the instructional approach are optimized for the needs of each learner.

Learning objectives, instructional approaches, and instructional content (and its sequencing) may all vary based on learner needs.

In addition, learning activities are meaningful and relevant to learners, driven by their interests, and often self-initiated.

Office of Educational Technology
US Department of Education

Personalized Learning

Essential Elements

Flexible, Anytime,
Anywhere Learning.
Redefine Teacher Role
& Expand "Teacher".
Project-Based
Authentic Learning.
Student-Driven
Learning Path.
Mastery/Competency-
Based Progression/
Pace.

Policy Enablers

Redefine Use Of Time
(Carnegie Unit/Calendar)
Performance-Based
Time-Flexible Assessment.
Equity in Access To
Technology Infrastructure.
Funding Models That
Incentivize Completion.
P-20 Continuum and
Non-Age/Grade Band
System.

Association for Supervision and Curriculum Development

Empowerment Curriculum Rationale & Outcomes

***Quality teaching isn't about the teacher. It is about how the teacher serves the students.

RATIONALE: A student's desire, ability, and willingness comes from growth, empowerment, and having personal value in physical literacy. Students need a curriculum which encourages this!

WHAT IT IS: -Curriculum that correlates with the PE standards (SHAPE/PA Dept of Ed) and utilizes formative/summative assessments, and innovative activities which are student centered and performance based. The empowerment curriculum emphasizes physical health AND connects it with social and emotional health to help students feel safe and confident in their fitness participation which allows for exploration and learning to occur.

OUTCOMES: [7 things that happen when students own their learning](#)

- STUDENT OWNERSHIP to develop creative and self directed learners
- Empowering students to make choices that achieve/maintain a health enhancing lifestyle and healthy behaviors
- Empower students to find personal meaning/benefits from fitness
- Students leave the course identifying personal meaning in exercise and the ability to create their own workouts/program throughout their life, based off their personal interests. Students develop and practice using physical literacy skills such as:
 - Decision making
 - Applying functional knowledge to promote health-enhancing fitness behaviors for themselves and others
 - Advocating for healthy fitness habits
 - Students will use mindfulness to gain awareness of their body and mind and appreciate it. Students leave the courses with ability to understand how every effective workout contributes to their health & body systems.*
 - Students also walk away from the course with the ability to create their own workouts/program throughout their life which will help them with their overall self growth/health.*

Mindset Matters

Need for empowerment as a lifeskill

<https://www.washingtonpost.com/news/answer-sheet/wp/2017/12/20/the-surprising-thing-google-learned-about-its-employees-and-what-it-means-for-todays-students/>

Dweck: A lot of parents or teachers say praise the effort, not the outcome. I say [that's] wrong: Praise the effort that led to the outcome or learning progress; tie the praise to it. It's not just effort, but strategy ... so support the student in finding another strategy. Effective teachers who actually have classrooms full of children with a growth mindset are always supporting children's learning strategies and showing how strategies created that success.

Students need to know that if they're stuck, they don't need just effort. You don't want them redoubling their efforts with the same ineffective strategies. You want them to know when to ask for help and when to use resources that are available.

RESPECT YOUR BODY.

FUEL YOUR BODY.

CHALLENGE YOUR BODY.

MOVE YOUR BODY.

AND MOST OF ALL,

love your body.

Empowerment Curriculum Outcomes : Student Perspectives

"I hope that you feel that this isn't just a PE class that everyone has to take but a class many of have had the privilege to experience and learn from." - Noah Levine Yoga class

"This has made me stronger in many different ways. I have gotten stronger mentally as an individual and I feel a little bit of muscular strength. I feel like I can communicate with more people now easier. This has helped me concentrate more on my school work as well. "

"This course has helped me understand that staying inactive is not the right way to live. You have to exercise in order to feel good. It's up to you to make a change within your life, so make one. I was actually in a good mood for the first couple of weeks because I knew I was making a change."

"This course has helped me in the past 6 weeks by helping me stay confident. other than that i see little to no downsides of this course. Most exercises are very aerobic and i enjoy that. it help me maintain my physical fitness and not be lazy exercising. so instead of working out once a day. ill work out twice a day. This first period fitness course may be able to relate to my enhanced focused in my classes afterwards."

Relationships: The Key to an Empowerment Focused Curr.

Every kid needs a champion



“Some teachers
taught the curriculum
today.

Other teachers taught
students today. And
there's a big
difference”

* From @BluntEducator

EMPOWERMENT ICE BREAKER - Introduce yourself! Start a relationship!





Warm Up - 4 rolls





RAFFLE

Winners - 6



FOUNDATION UNIT /CONTENT FOR SECONDARY PE EMPOWERMENT CURR.

Unit Standards & Grade Level Outcomes:

-SHAPE Stan. #4

- Gd. Level Outcomes: 9-12th Gd.

Standard 4	Level 1	Level 2
<i>The physically literate individual exhibits responsible personal and social behavior that respects self and others.</i>		
S4.H1 Personal responsibility	Employs effective self-management skills to analyze barriers and modify physical activity patterns appropriately, as needed. ⁴⁷ (S4.H1.L1)	Accepts differences between personal characteristics and the idealized body images and elite performance levels portrayed in various media. ⁴⁸ (S4.H1.L2)
S4.H2 Rules and etiquette	Exhibits proper etiquette, respect for others and teamwork while engaging in physical activity and/or social dance. (S4.H2.L1)	Examines moral and ethical conduct in specific competitive situations (e.g., intentional fouls, performance-enhancing substances, gambling, current events in sport). ⁴⁹ (S4.H2.L2)
S4.H3 Working with others	Uses communication skills and strategies that promote team or group dynamics. ⁵⁰ (S4.H3.L1)	Assumes a leadership role (e.g., task or group leader, referee, coach) in a physical activity setting. (S4.H3.L2)
S4.H4 Working with others	Solves problems and thinks critically in physical activity and/or dance settings, both as an individual and in groups. (S4.H4.L1)	Accepts others' ideas, cultural diversity and body types by engaging in cooperative and collaborative movement projects. (S4.H4.L2)
S4.H5 Safety	Applies best practices for participating safely in physical activity, exercise and dance (e.g., injury prevention, proper alignment, hydration, use of equipment, implementation of rules, sun protection). (S4.H5.L1)	<i>If the learner did not attain the outcome in Level 1, it should be a focus in Level 2.</i>

The development of an empowerment activities/assessments

Giving choices

VS.

Inspiring
possibilities

-Start by conquering little things everyday -

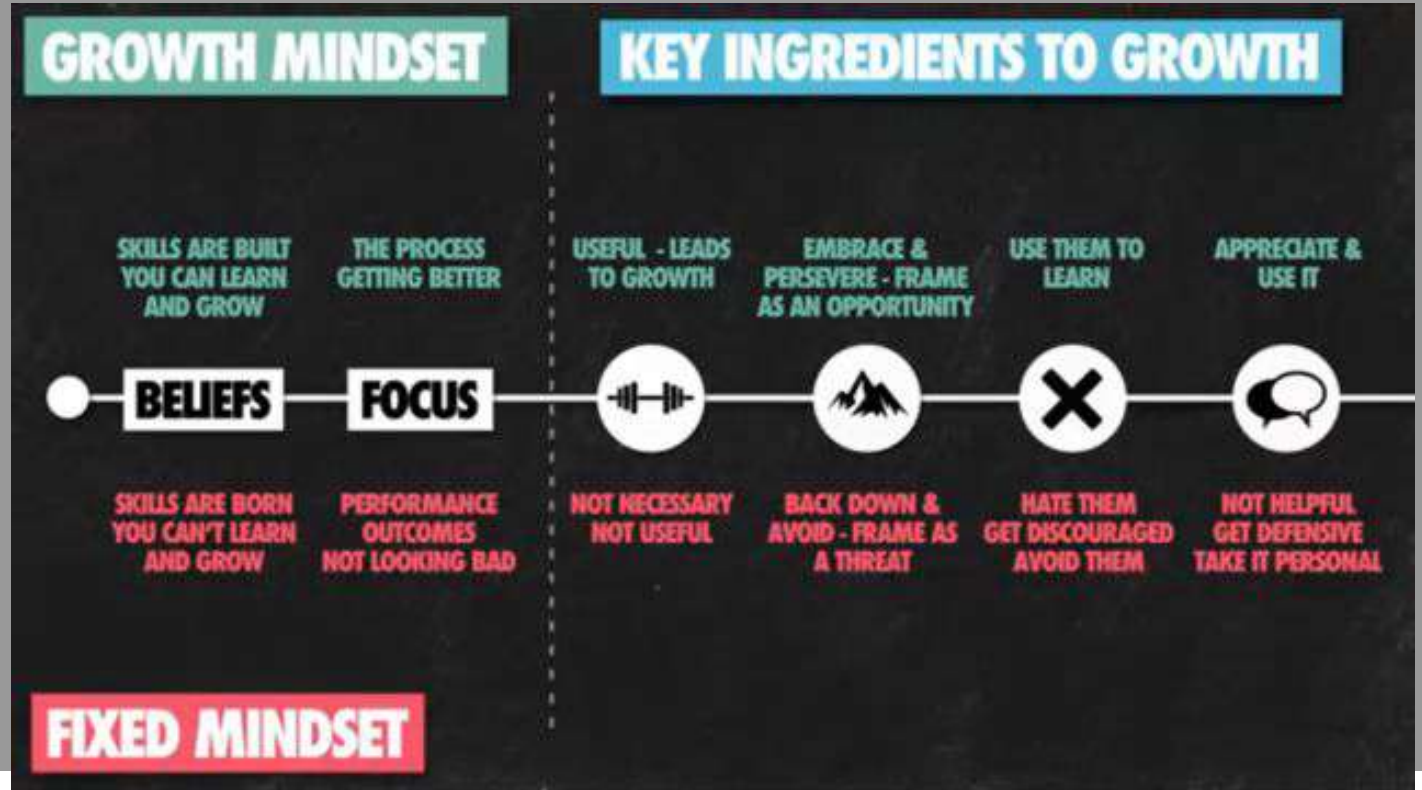
Making your bed (doing little things right everyday - helps you do the bigger things)

-Growth Mindset - what you say to yourself
during physical activities to help your
accomplish and grow



Resources

Growth Mindset Video



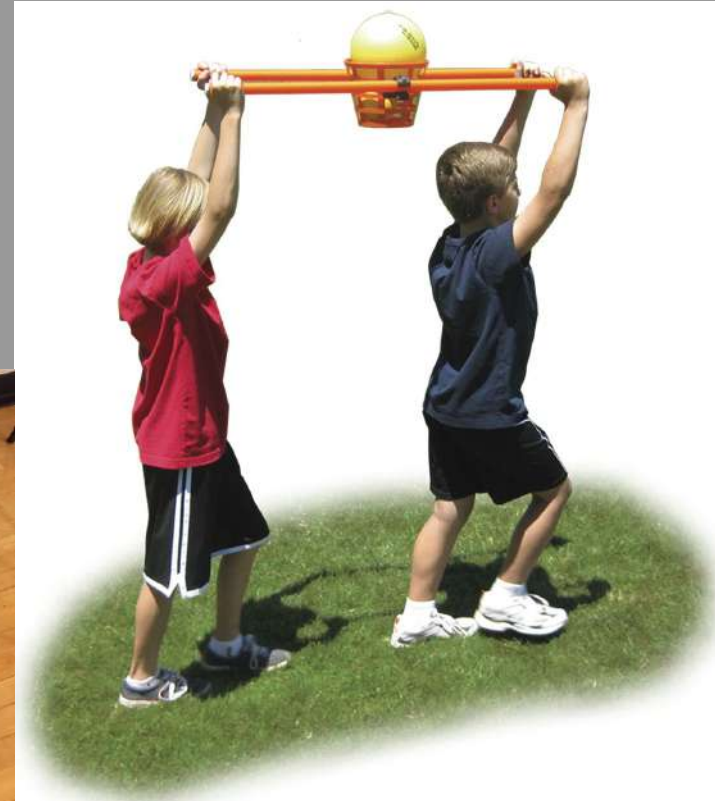
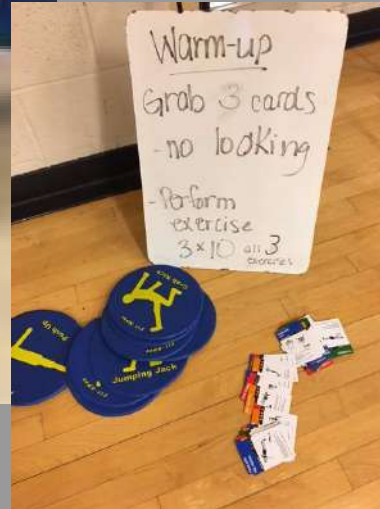
FOUNDATION UNIT ACTIVITIES FOR SECONDARY PE EMPOWERMENT CURR.

Empowerment Curr. Scope and Sequence - SAMPLE

SPORTSMANSHIP POWERPOINT

Content: Character Traits	Safety	Trustworthiness	Respect & Responsibility	Fairness	Caring	Citizenship	Communication	Leadership
Activity: -Daily examples of ways to use each character trait to help build empowerment	<u>Safety Practices</u> Partner design of PE policy for changing clothes (hygiene) -Group Trap	<u>Trust</u> -Basic Partner, Group Physical Challenges	<u>Teambdng</u> -Basic Group Fitness Challenges	<u>Teambdng</u> -Pass the Marble -Bench Ball	<u>Teambdng</u> -Obstacle Course -Swamp Crossing	<u>Problem Solving</u> -Equipment Steal -Tanagrams	<u>Problem Solving</u> -Draw It down the alley -Blindfold Puzzle -2,500 Rep Challenge (Groups of 4)	<u>Problem Solving</u> -Escape Room

SCATTER! Find a partner





FITNESS UNIT ACTIVITIES FOR SECONDARY PE EMPOWERMENT CURR.

Empowerment FITNESS Curr. Scope and Sequence - SAMPLE

Content: FITT Principle	Frequency	Frequency	Intensity	Intensity	Time	Time	Type	Type
Activity: -Daily examples of ways to use/apply FITT Principle to workouts & to help build empowerment	Warm, up: Partner Tic Tac Toe with Med Ball Individual Workout Cool Down	Warm Up Partner Workout Cool Down	Warm Up Individual Workout - Heart Rate Monitoring Cool Down	Warm Up Group Workout - Heart Rate Monitoring Cool Down	Warm up Individual Workout - Time Monitoring of the phases of each Cool Down	Warm Up Partner Workout Cool Down	Warm Up Individual Workout Cool Down	Warm Up Individual Workout Cool Down

Fitness Unit Empowerment Activities

***Inspire all types of possibilities for performing these workouts*

[Partner Workout Challenge](#)

[Partner Balances/Workouts - Google Form](#)



Fitness Challenge Task Sheet

Directions: Your goal as a group is to complete as many reps for each activity. You may do 10 reps while another person does 50 reps. Your group does not need to all be doing the same exercise at the same time. You may roll up fitness equipment in the column under each item.

	Person	Reps	Person	Reps	Total
	Andie	15	20	15	50
10 side line hops	25	15	40	20	100
100 Push-ups			200	50	250
200 High Knees	150				150
200 Air Squats		100		20	120
100 Mountain climbers	15	90	15	20	120
100 Burpees	50	50			100
200 Crunches	50	25	25	95	145
100 Lunges			25	200	225
					1450



3 likes

coachkemmlein This group fitness challenge from the TOY presentation at #SHAPEBoston has become one of my favs. Incorporates choice, cooperation, teamwork, communication, physiological responses & more.

8 HOURS AGO



Fitness Unit Empowerment Activities cont.



Fitness Unit Empowerment Activities

Team Challenge



Fitness Unit Empowerment Activities

Trio Challenge

Partner 1 - Run 1 Lap

Partner 2 - Lunges AMRAP

Partner 3 - Straight Arm Crunches AMRAP

NOW YOU DESIGN YOUR 3 MOVEMENTS AS A GROUP

Fitness Unit Empowerment Activities

Trio Challenge

2000 Reps

Design a 25 minute workout totaling 2000 reps. Include cardio, strength, endurance and flexibility



Stony Brook P.E. @stonybrookpe · 15h
RPS team tag always delivers. Love to see their faces when it's a draw!! Great way to send them off smiling w/ 5 min left in class #physed



Gabe Ervin @ErvinGabe · 3d
Odd/Even 🎲•Ss toss 🎲 in bucket•If 🎲 is odd~race partner to odd side line~if even, race partner to even side line•Winner gets points on 🎲.



Chris Shackett Retweeted



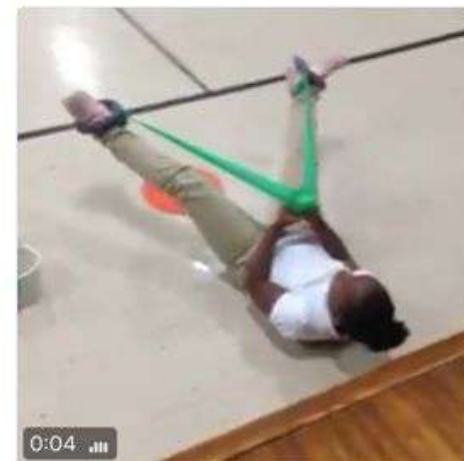
Mike Morris @MikeMorrisPE · 2d
Started discussing the components of fitness today w grades 3-5. Ss really enjoyed using @ErvinGabe's Glute Shoot, working on those abdominal muscles ! #physed

Teamwork makes the dream work! Today is your last chance to try the Double Time Sneak Peek before it launches. Remember, you could win up to \$2,000!

Upload a picture or video of you and your partner working out to the Sneak Peek with Double Time included and upload to Instagram with the... [See More](#)



De Spelles! @gymles · 3d
Planking-estafette in de gymles!





Empowerment Curriculum Assessments

Taking assessments

Vs.

assessing your own learning

Assessment: Formative

Guidelines:

Time: 4 sets of 30 seconds

Type: Strength, Endurance

-2 Upper exercises

-2 Lower Body exercises

*equipment optional

-Sports warmup for soccer/swimming/tennis?

-Beach? Park/Playground? Stairs?

-Weight Room? Pool? Field of grass?

-Group/Partner/Individual



Emoji Exit Ticket

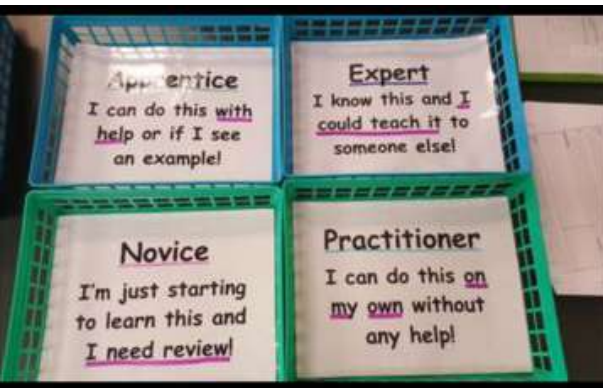
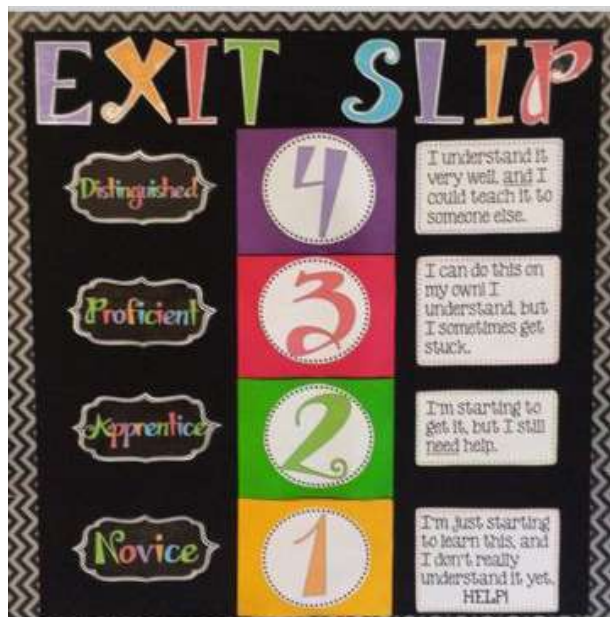
Circle the Emoji(s) that reflects how you got on today in the lesson. Explain your reasons why...



I chose this Emoji because

.....

.....



Assessments – Formative

Ex. Question: Identity 2
cardio activities to perform for
2 sets of 30 repetitions and why
Cardio-respirat. Fitness activities
Are beneficial to your body

Reflection - Responses

Reflection Rubric

Response Form	
<small>*Minimum of 4 sentences. DETAILED responses will be accepted. Responses without detail will not be accepted</small>	
<small>* Required</small>	
Name *	
<input type="text"/>	
Period of PE *	
<input type="radio"/> Period 2	
<input type="radio"/> Period 4	
<input type="radio"/> Period 5	
<input type="radio"/> Period 6	
<input type="radio"/> Other: <input type="text"/>	
Response OR Link *	
<input type="text"/>	
Any additional comments/concerns from today's class *	
<input type="text"/>	

Assessments – Formative

Reflection Assignment *(Encouraging Growth/Ownership)

What are you thankful for regarding this class? How has this class helped your grow and become a better YOU (physically/mentally/emotionally)

Reflection Rubric

****PEOPLE WHO ARE THANKFUL FOR
LIFE AND VALUE OWNERSHIP OVER
THEIR HEALTH ARE HAPPIER**

[VIDEO](#)

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

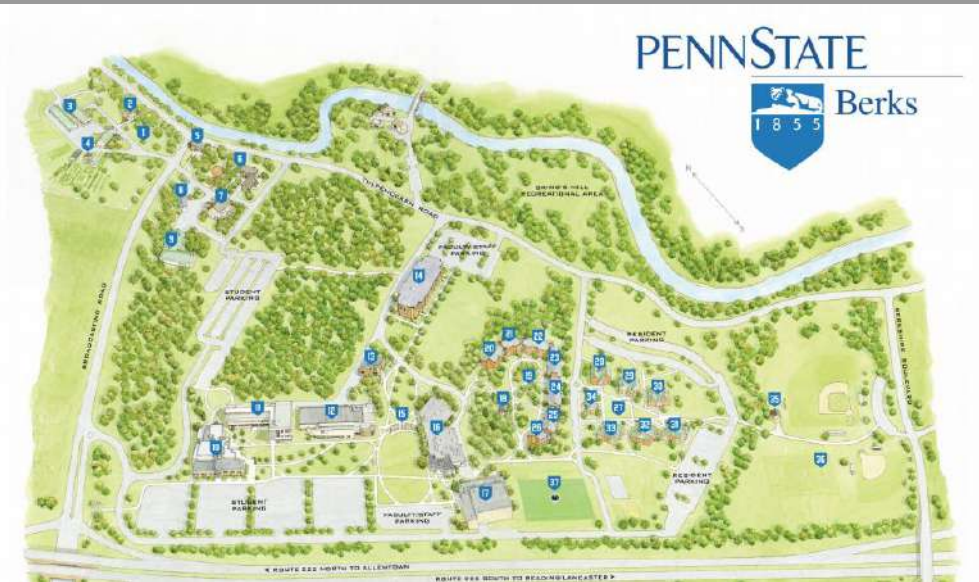
Mind Protection: Describe (use examples) the strategies you currently use to have a healthy mental/emotional state (stress management techniques, techniques to remain positive, etc.):

**If you are not using any, describe what you HOPE to start

Assessment - SUMMATIVE

Student Development of a Fitness Trail

Map and Trail Workout



Name(s): _____

Directions: Create a 30 min. Fitness Trail across Penn State Berks Campus. The fitness trail should include 10 locations on the PSU Berks Campus Map with 10 exercises at each location. Utilize benches, etc. to develop exercises at each location. Be creative! Check out Pinterest/internet search for ideas!

Starting Location: _____

**Participants will jog from station to station.

	Name of Location on Map/Description	Exercise to Perform
A		
B		
C		

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.wilsonsd.org) will be recorded when you submit this form. Not you? [Switch account](#)

* Required

Period *

☐ 1

☐ 2

Assessment: Summative

Personal
12 week

Fitness Plan

Project

Day of the Week: Day: ___ of ___	Max Heart Rate: _____ bpm THR Range: 65-85% = _____ bpm	Time: ___ min.	Activity: Where: Resource: Specific Exercises and Training Principles: Week 1-4: <table border="1"><tr><td>Exercise:</td><td>Time/Reps/Sets:</td></tr><tr><td> </td><td> </td></tr><tr><td> </td><td> </td></tr></table> Week 5-8: **SHOW PROGRESSION FROM Week 1-3 <table border="1"><tr><td>Exercise:</td><td>Time/Reps/Sets:</td></tr><tr><td> </td><td> </td></tr><tr><td> </td><td> </td></tr></table> Week 9-12: **SHOW PROGRESSION FROM Week 5-8 <table border="1"><tr><td>Exercise:</td><td>Time/Reps/Sets:</td></tr><tr><td> </td><td> </td></tr></table>	Exercise:	Time/Reps/Sets:					Exercise:	Time/Reps/Sets:					Exercise:	Time/Reps/Sets:		
Exercise:	Time/Reps/Sets:																		
Exercise:	Time/Reps/Sets:																		
Exercise:	Time/Reps/Sets:																		

PAY IT FORWARD PROJECT - ASSESSMENT GUIDELINES

Assessment: Summative

Pay it Forward Healthy Choices Project

Objective: Students will APPLY and DEMONSTRATE positive personal and social behavior

Rationale: Gain a sense of empowerment in having/using the knowledge and personal/social life skills to make healthy decisions throughout a lifetime.

Task: Students will use their strongest character traits and develop and implement a "Pay it Forward" project to impact someone's physical/mental/social/emotional health

Guidelines:

- Project is completed individually
- Project is school appropriate (does not violate any school rules)
- Project includes 3 parts:

1) Evidence of project: Display of planning & implementation process of the project

Options of evidence includes: video, photo album of pictures, journal entries (4 minimum with 100 words or more).

2) Explanation of project: Includes details of the following:

- how someone's health (your choice of: physical, mental, social, emotional) was impacted in a positive way
- how you encouraged people to pay it forward

3) Reflection of character traits: Reflection explains 3 or more of the character traits you used in the project and how this trait can be used regularly in your life to make healthy (mental, social, emotional, physical) decisions

- Project is creative

****refer to rubric for specific grading details**

Assessment: Summative continued

Pay it Forward Healthy Choices Project

*Example of a
STUDENT CREATED
Rubric

PAY IT FORWARD PROJECT RUBRIC 30 points SUMMATIVE

	Advanced	Proficient	Basic	Below Basic
Part 1 Evidence	Displays substantial evidence which involves planning & implementation of the project <i>10 points</i>	Displays evidence which involves planning & implementation of the project <i>9-7 points</i>	Displays basic evidence which involves planning and/or implementation of the project <i>6-4 points</i>	Displays little to no evidence of planning and/or implementation of the project <i>3-zero points</i>
Part 2 Explanation of Project	Project explanation includes distinguished details of the following: -how someone's health (physical, mental, social, emotional) was impacted in a positive way -how you encouraged people to pay it forward <i>5 points</i>	Project explanation includes proficient details of the following: -how someone's health (physical, mental, social, emotional) was impacted in a positive way -how you encouraged people to pay it forward <i>4-3 points</i>	Project explanation includes basic details of the following: -how someone's health (physical, mental, social, emotional) was impacted in a positive way -how you encouraged people to pay it forward <i>2 points</i>	Project explanation includes little to no details of the following: -how someone's health (physical, mental, social, emotional) was impacted in a positive way -how you encouraged people to pay it forward <i>1-zero points</i>
Part 3 Reflection of Traits	Project <u>explains</u> in detail 3 or more of the character traits you used and <u>how</u> this trait can be used regularly in your life to make healthy (mental, social, emotional, physical) decisions <i>5 points</i>	Project <u>explains</u> in detail 2 of the character traits you used and <u>how</u> this trait can be used regularly in your life to make healthy (mental, social, emotional, physical) decisions <i>4-3 points</i>	Project <u>explains</u> in detail 1 of the character traits you used and <u>how</u> this trait can be used regularly in your life to make healthy (mental, social, emotional, physical) decisions <i>2 points</i>	Project <u>explains</u> in little to no detail 1 of the character traits you used and <u>how</u> this trait can be used regularly in your life to make healthy (mental, social, emotional, physical) decisions <i>1-zero points</i>
Creativity	Outstanding display of creativity <i>10 points</i>	Proficient display of creativity <i>9-7 points</i>	Basic display of creativity <i>6-4 points</i>	Does not display any creativity <i>3-zero points</i>



RAFFLE
Winners - 2

COLLABORATE!

What empowerment assessments/activities can you develop/implement with your students?



Place your idea's [HERE](#)

Goal Achieved ?

Leave with a greater understanding of 2 concepts:

-IMPORTANCE OF AN EMPOWERMENT FOCUSED PE CURR.

1) Greater understanding of an empowerment focused curriculum in PE vs. engagement and the value

-DEVELOPMENT OF EMPOWERMENT IN A PE CURRICULUM

2) Greater understanding of the elements which make up effective PE curriculum which focuses on empowerment

- **Activities**
- **Assessments**

EMPOWERMENT = STUDENT OWNERSHIP

*HEALTH & PE
TEACHER/LEADER
RESOURCES*



Pennsylvania State Association for Health, Physical Education, Recreation and Dance Inc.



PSAHPERD provides leadership, advocacy and professional development to Health and Physical Educators for overall wellness in Pennsylvania.



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State Convention

November 16-18th Valley Forge Casino Resort

Featured Keynote: George Couros

Author of the *Innovator's Mindset*

Sponsored by EDUspire



QUICK LINKS:

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- [Register for convention](#)
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SHAPE America and the American Heart Association collaborate on the Jump Rope For Heart and Hoops For Heart programs.

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SHAPE America



SHAPE America is the nation's largest organization of health and physical educators. Our National Physical Education Standards & Grade-Level Outcomes are used by school districts and universities across the country.

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