



**Your
Education
Ally.**

By Teachers,
For Teachers.

Course Syllabus

Name:

Date:

Today is a Great Day to Learn Something New!

Professional learning to meet your needs.

Engaging and applicable, ELEVATE courses are the core of Teaching Channel. We offer a variety of courses that meet the continuing education needs of teachers from across the country. Teaching Channel courses work perfectly for license renewal needs, working to move up through salary schedules, or for professional learning to support improved student outcomes. Teaching Channel provides continuing education graduate credit courses that have been approved and endorsed by regionally accredited colleges and universities from across the United States.



Current University Partners (See a current list of academic partners on our website)

Continuing Education courses are approved by our regionally accredited (HLC, NECHE, WSCUC, NWCCU) partners by review of syllabi, content, and coursework expectations. (Indicate anticipated university/college partner below, if applicable.)

Course Creation and Evaluation:

Courses are created and evaluated by educators with a master's degree or higher in an education-related field and five or more years of classroom experience in PreK-12th grade education. Course evaluators provide personalized, specific feedback for assignments and rubric-based grading aligned with best practices in professional education.

Spring Term

Registrations Accepted
July 16-March 15
Coursework Due*
April 15

Summer Term

Registrations Accepted
December 16-July 15
Coursework Due*
August 15

Fall Term

Registrations Accepted
March 16-October 22
Coursework Due*
November 15

*Or first business day after the 15th if due date falls on a weekend.

Coursework Details

The Rigor of Teaching Channel Graduate-Level, Continuing Education Courses.

Professional Learning Model

Our research-based Professional Learning Model is used to design ELEVATE continuing education courses. The model includes five elements used to guide professional learning and to positively impact student outcomes:



Course Content

ELEVATE Courses are self-paced, and per standard practice in the field, each credit carries the equivalent of fifteen hours of content and coursework. Participants explore resources that include a solid balance of research and applicability. All courses feature video clips, research-based articles, and interactive elements to enhance and support learning. To receive credit, participants must complete the following requirements according to expectations outlined in our course rubric:

Response Questions: Connect new learning from course resources to current pedagogy.

Resource Review: Find resources related to the course topic to extend learning and solve problems of practice.

Applications: Complete a variety of assignments encouraging participants to implement new learning in their classrooms or schools.

Reflection: Write a reflection paper that activates critical thinking and inspires the transformation of future professional practice.

All coursework is to be completed in the Teaching Channel online environment.

Course Name	Physical Education for Fitness and the Future
Course Number	OL 5242
Course Credits	3 or Flex Credit

NOTE: This syllabus is an outline of the course requirements and is subject to change; the coursework will be completed and submitted in the online environment where you will have full access to a variety of media, links, and other online tools required to satisfactorily complete this course.

Course Description:

Physical education teachers make essential contributions to student wellness, fitness, and achievement. As educators, we want to ensure that children and adolescents build skills, knowledge, and a foundation for lifelong health and physical literacy. Gain practical strategies to enhance standards-based instruction, assessment, and adaptations for students with disabilities. Pathways within the course meet the unique needs of early childhood, elementary, and secondary educators. Teachers will learn fresh ways to embed social-emotional learning and to advocate for inclusivity. We've even included opportunities to focus on your own wellness and movement! This course is teeming with tips to take your PE instruction to the *varsity* level.

Course Objectives:

As a result of participation in this course, participants will:

1. Use provided prompts specific to physical education to describe assumptions and insights of practitioners, researchers and self, including how the information relates to professional educational practice.
2. Design lessons that purposefully integrate social-emotional learning and mental health support into physical education practices.
3. Collaborate with colleagues, students, families or the community to promote physical literacy and activity.
4. Implement physical education, adapted physical education, and coaching standards, skills, and outcomes into professional practice.
5. Develop an action plan that challenges the status quo with advocacy for physical education, gender and equity.

Required Text/Reading:

All articles and other resources are linked in the online environment, within their respective assignments.

All coursework is to be completed in the Teaching Channel online environment.

Knowledge Base:

The knowledge base of this course, in part, is affirmed in the writing and research of these references:

CASEL: Advancing Social and Emotional Learning, <http://casel.org>. Accessed 28 July 2022.

Centers for Disease Control and Prevention. *Increasing Physical Education and Physical Activity: A Framework for Schools*. Atlanta, GA: Centers for Disease Control and Prevention, US Dept of Health and Human Services; 2019.

Gray, Peter. "The Decline of Play in Children." *The Decline of Play and the Rise of Psychopathology in Children and Adolescents* vol. 3, no. 4, 2011, pp. 443-463.

Learning for Justice | Education Resources, <http://learningforjustice.org>.

National Institutes of Health (NIH) | Turning Discovery Into Health, <https://www.nih.gov/>.

Physical Education and Health Education-Shape America, <https://www.shapeamerica.org/>.

Richards, K. A., Ivy, V. N., Wright, P. M., & Jerris, E. (2019). Combining the skill themes approach with teaching personal and social responsibility to teach social and emotional learning in elementary physical education. *Journal of Physical Education, Recreation & Dance*, 90(3), 35-44. <https://doi.org/10.1080/07303084.2018.1559665>

SAMHSA - Substance Abuse and Mental Health Services Administration, <https://www.samhsa.gov/>.

Townsley, M., & McNamara, S. (2021). "I thought I was supposed to get an A in PE!" Successes and challenges of teachers and administrators implementing standards-based grading in physical education. *Studies in Educational Evaluation*, 70.

All coursework is to be completed in the Teaching Channel online environment.

Teaching Channel Course Rubric

All course submissions must meet general graduate level standards through the use of correct grammar, spelling, and mechanics. Each paragraph should be clearly organized and include 5 sentences or more. If work does not meet the above criteria, it will be returned to the student for resubmission.

Rubric	A Grade = Outstanding Performance	B Grade = Target Performance	Below Target Performance
Statement of Intention and Awareness	The evaluator will only review the Statement of Intention and Awareness for a response to each prompt. If a student does not respond to each prompt, the Statement will be returned to the student for resubmission. The student's Statement of Intention and Awareness will be evaluated as part of the Reflection.		
Investigation: Read and Respond	Coursework thoroughly and accurately addresses all question components by summarizing key concepts from readings. In at least half of the responses, the participant also makes inferences related to professional practice or supports answers with professional experiences.	Coursework thoroughly and accurately addresses all question components by summarizing key concepts from readings.	Coursework will be returned to student for resubmission with evaluator instructions if it does not meet target performance.

All coursework is to be completed in the Teaching Channel online environment.

Investigation: Resource Review Rubric	A Grade = Outstanding Performance	B Grade = Target Performance	Below Target Performance
Summary of Resource	Coursework summarizes the main ideas presented in the resource and includes at least one instance of critical analysis (i.e. asks questions, looks for gaps in information, disputes contradictions, etc.)	Coursework summarizes the main ideas presented in the resource.	Coursework will be returned to student for resubmission with evaluator instructions if it does not meet target performance.
Relation to Personal Assumptions or Course Content	Coursework provides more than one detailed example of how the resource supports or challenges personal assumptions and/or course content.	Coursework provides one example of how the resource supports or challenges personal assumptions and/or course content.	Coursework will be returned to student for resubmission with evaluator instructions if it does not meet target performance.
Impact on Professional Practice	Coursework provides more than one clear explanation of how the information in the resource could impact professional practice.	Coursework provides one explanation of how the information in the resource could impact professional practice.	Coursework will be returned to student for resubmission with evaluator instructions if it does not meet target performance.

All coursework is to be completed in the Teaching Channel online environment.

Application Rubric	A Grade = Outstanding Performance	B Grade = Target Performance	Below Target Performance
Planning, Development and Execution	Coursework shows complete planning, development and/or execution of application, clear articulation of details and inclusion of polished required artifacts.	Coursework shows complete planning, development and/or execution of application and inclusion of required artifacts.	Coursework will be returned to student for resubmission with evaluator instructions if it does not meet target performance.
	Coursework includes creative or innovative application of new knowledge and skills from course content to professional practice.	Coursework includes application of new knowledge and skills from course content to professional practice.	
Written Requirements	Coursework provides clear, logical, and organized responses to any writing prompts in the application. It also includes at least one detailed connection to course objectives, student learning goals or transformation of professional practice.	Coursework provides clear, logical, and organized responses to any writing prompts in the application.	

All coursework is to be completed in the Teaching Channel online environment.

All coursework is to be completed in the Teaching Channel online environment.

Reflection Rubric	A Grade = Outstanding Performance	B Grade = Target Performance	Below Target Performance
Connection to Statement of Intention and Awareness	Coursework includes an evaluation of both learning goals articulated in the participant's Statement of Intention and Awareness from Module 1. Participant includes one future learning goal related to course content.	Coursework includes an evaluation of one of the learning goals articulated in the participant's Statement of Intention and Awareness from Module 1.	Coursework will be returned to student for resubmission with evaluator instructions if it does not meet target performance.
Summary of Learning	Coursework includes three or more detailed connections to specific assignments completed or course content viewed (assigned readings or videos).	Coursework includes two general connections to course content.	
Description of Positive Influence or Transformation	Coursework includes two or more specific ideas for changes in one's professional practice with timelines. OR Coursework includes two or more detailed action steps with timelines for positively impacting other stakeholders.	Coursework includes one general idea for changes in one's professional practice. OR Coursework includes one action step for positively impacting other stakeholders.	

All coursework is to be completed in the Teaching Channel online environment.

Module 1

1. Tell us about yourself!

Before we begin with course content, write 1 sentence about yourself. You will be asked to include this background in each of the modules submitted for the course. This provides context for your responses and enables the course evaluator to respond with feedback tailored to your specific role in education. Here are three examples to guide you:

- I'm a 4th grade teacher and teach all subjects.
- I'm a middle school counselor.
- I'm out of the classroom on leave this year, but next year I'll be back teaching 9th grade science.

2. Statement of Intention and Awareness

At Teaching Channel, we want your learning to be purposeful and applicable to your professional practice. To do that, research says learners need to first identify their motivations and goals. Next, learners assess prior knowledge and previous experiences so they can create deeper connections to the course material.

Using the guidelines below, please address the following in your Statement of Intention and Awareness, in a total of two paragraphs, or more:

1. Share your motivation for learning about physical education.
2. Summarize your previous knowledge or experience about physical education.
3. List two learning goals you have for the course.

In Module 1, your evaluator will review your Statement of Intention and Awareness to ensure it is complete. It will be graded within your Reflection Requirement in Module 3, where you'll revisit your Statement of Intention and Awareness to identify your growth and learning from the beginning of the course to the end.

3. Investigation: Read and Respond

After reviewing the assigned resources, please respond to each prompt in an organized paragraph five sentences or longer.

Part 1: What is Physical Education?

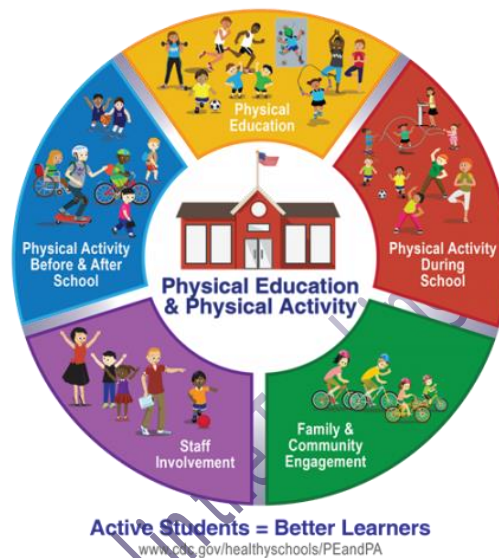
- A. If you are a Physical Education teacher, you likely have thoughts and ideas about what physical education is and means. If you are not a PE teacher, some of the information in this question could be new to you. Either way, we want to understand what physical education means to you. Please begin this investigation by reviewing, "What is physical education?" from the Centers for Disease Control (CDC) then watch the inspirational video: Quality Health and Physical Education - The Heart and Soul of Our Schools! Then, explain in your own words what "physical education" means to you, including the key benefits.
- B. SHAPE is an acronym for the Society of Health and Physical Educators and is a main resource for those who teach PE. According to their website, "*The goal of physical education is to develop physically literate individuals who have the knowledge, skills and confidence to enjoy a lifetime of healthful physical activity.*"

All coursework is to be completed in the Teaching Channel online environment.

The website is a rich resource for both PE and Health educators! Let us know if SHAPE is a new resource for you, and any resources you will use in your practice, or if you are familiar with SHAPE, share how you use their resources in your role as a PE educator, or teacher.

- C. Filled with information and infographics about physical education, “The Essential Components of Physical Education” from SHAPE is an impressive resource! After reviewing the PDF, share how you will incorporate one piece of new learning into your professional practice.

Part 2: The Impact of Physical Education



- D. The graphic above illustrates the components of Comprehensive School Physical Activity Plans (CSPAP). Together, they support the goal of 60 minutes of daily physical activity for children and adolescents. Read “What is CSPAP?” from SHAPE and watch this video about one of the healthiest schools in the Nation: One of America's Healthiest Schools Uses Movement to Make the Mind Work Then, briefly evaluate the current status of CSPAP in your school setting, including the contributions of each of the 5 factors.
- E. “Active Education: Growing Evidence on Physical Activity and Academic Performance” from Active Living Research describes how academic achievement can be improved with PE. Discuss your understanding about the connection between PE and academics.

All coursework is to be completed in the Teaching Channel online environment.



- F. Many educators believe social-emotional learning (SEL) has always been a part of PE, but rather than calling it SEL, it was referred to as team-building or character education. Others share the view that SEL is something new to be integrated into PE. Review the SEL and PE Crosswalk from SHAPE, then summarize your *personal point of view* about integrating SEL into PE, and, if you think it is something you have "been doing for years!" or if it is a new concept and why.
- G. Review "Multiculturalism and P/E," from LinkedIn and "Developing Cultural Competence in P/E," from SHAPE then identify how you will work to ensure your PE curriculum embraces, acknowledges, and supports diversity.

Review other PE teachers' definitions of physical literacy from this Twitter #PEChat, then respond to question h., below.

- H. The concept of physical literacy, was introduced in 2014 as a grade-level outcome, and is continuously being updated. If you could create the definition of "physical literacy" for the SHAPE website, what would it be?

Part 3: PE Standards and Adapted PE Standards

- I. Begin by watching, "The 5 SHAPE National Physical Education Standards," then click on this Interactive State Standards map from SHAPE. Once on the map, find your state, review the standards, then explain how your curriculum meets your state's (or national) PE standards. If you are not a PE teacher, after studying the standards, share one way you could incorporate movement into a lesson or activity.
- J. The National Consortium for Physical Education for Individuals with Disabilities (NCPEID) includes 15 National Adapted PE Standards. After studying the list, summarize how you meet the requirements for one or more of the 15 Adapted PE Standards.

All coursework is to be completed in the Teaching Channel online environment.

Module 2

1. Tell us about yourself!

Provide a one sentence or longer explanation of your role in the field of education.

We know you have different needs depending on the age of the students with whom you work. As a result, we've created 3 pathways: Early Childhood, Elementary, and Secondary (Middle and High School). Within each pathway, you will complete applications related to students' physical and social-emotional fitness and health. Please select the pathway that relates best to your role.

E/C Physical Education PATHWAY

If you have selected to complete the Early Childhood PE pathway for Module 2, welcome! Please begin by watching, "The Best Kindergarten You've Ever Seen." The video cheerfully demonstrates the connection between movement, play and learning.

The best kindergarten you've ever seen | Takaharu Tezuka

2. Application: Innovate-Movement and Play

"Young children understand the world first through their bodies."

This statement from the kindergarten teacher Jenny Elah in the video below, describes exactly what researchers have found to be true when children are young—they learn through movement and play. When children are encouraged to be active, they develop their senses (tactile), they learn to balance (vestibular system), they discover how their bodies move through space (proprioception), and so much more. The video below, "Teaching Through Movement," explains.

Whether you are a physical education teacher or a teacher interested in exploring the connection between early childhood movement/play and learning, young children grow through the stages as their tactile, vestibular, and proprioceptive systems develop, and not before.

If, for example, we want students to learn to read, we must ensure they have developed in these stages first. The Pyramid of Learning below illustrates the developmental stages that lay the foundation for learning—from sensory systems all the way up to cognition and intellect:

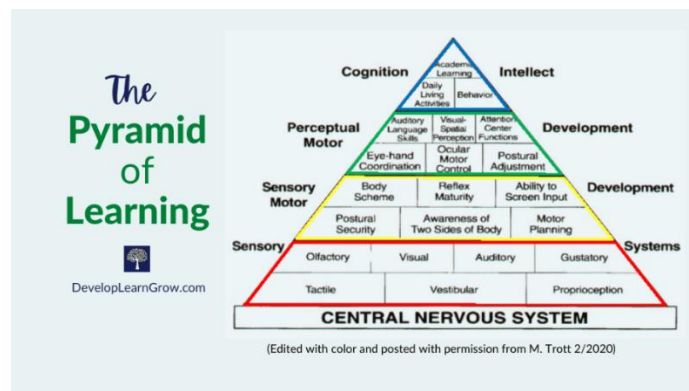


Image from DevelopLearnGrow.com

All coursework is to be completed in the Teaching Channel online environment.

To understand more about the developmental stages, review this interactive presentation.

As you can see, movement is how kids learn! Take a peek at “Teaching Using the Movement Wheel,” from Sharps Flats—and keep all of your ideas in mind as you complete one of the options below.

Option A: Assess Play Spaces

Survey your learning space using this Assessment Tool from SHAPE. Using the tool:

- Score each of the 11 areas on a scale from 1 (low) to 5 (high)
- Next to each numbered rating, add 2-3 sentences about why you rated it as you did (e.g. need more room for movement, planning to update the area to include _____, children gravitate to this area because, etc.) in the comment boxes for each space

When submitting your work for this module, include the completed assessment tool, and any other explanations to ensure we understand your comments you included on the tool.

Option B: Dream Play Space

What if there were no financial or logistical barriers, and you could design a dream play space for young students? This is your chance to do so! Think big and create a play space using a sketch tool such as:

- Sketchpad
- Adobe
- ClipStudio
- Or, sketch out your dream play space using colored pencils, markers, paint, etc. and take a photo

When sketching your dream space, include 6 or more areas and include them in your digital or actual drawing.

*Note: You are welcome to select: key features | movement opportunities | flexibility & play, etc. from SHAPE’s Assessment Tool.

When submitting your work for this module,

- Provide a link to the digital drawing or a photo of the actual drawing
- And, a one paragraph or longer summary to help us understand the dream space and how it will be used

3. Application: Collaborate-SEL, Mental Health, and PE

When children are little, social-emotional learning and mental health are achieved in a very fun way—through play! There is a tremendous amount of learning taking place during the Stages of Play, from learning how to cooperate—which builds team and leadership skills, to expressing feelings, to developing muscles and strength, *play is the way!* As the graphic below illustrates, play is “learning how to relate to others.”

All coursework is to be completed in the Teaching Channel online environment.

12 TYPES OF PLAY

**Play is Learning
How to Relate to Others**





As children grow and develop, play evolves. Certain types of play are associated with, but not restricted to, specific ages.













Parents have an important role in play.

Provide interesting materials to promote exploration and learning.

Make play time a priority for your family and child.

Play with your child to model social skills and promote bonding.



Let's Play!

Sources:
 Parten, M. (1932). "Social participation among preschool children". *Journal of Abnormal and Social Psychology* 29 (3): 136-147.
 Ginsburg, K. R. (2007). "The importance of play in promoting healthy child development and maintaining strong parent-child bond". *Journal of American Academy of Pediatrics*, 119 (1), 183-185.

www.family.com

 Follow us.

To complete this application, begin by reviewing, "Both/And-Early Childhood Education Needs Play and Equity" by Ijuma Jordan at NAEYC, "Why Play Matters Most in Early Education Programs," from Early Education Ethiopia, and "How Play Strengthens Your Child's Mental Health" from UNICEF.

You are welcome to review any of the *optional* resources in the table below to assist you in completing the requirement that follows.

Additional OPTIONAL Resources
"Physical Education and SEL Crosswalk," from SHAPE
"How SEL is addressed in Health and PE," from SHAPE
"SEL Competencies," from CASEL
"The Power of Play in the Kindergarten Classroom," from NAEYC

All coursework is to be completed in the Teaching Channel online environment.

Since we are talking about *social*-emotional learning, we wanted you to have the chance to be social too! For this requirement, invite a colleague or friend to meet with you (virtually or in person) for a 30-minute or longer conversation about social-emotional learning and young children, including:

- How social-emotional learning is achieved through play (e.g. confidence, self-awareness, motivation, decision making, problem solving, etc.)
- Ideas for addressing race and class inequities in play-based learning
- Ways to advocate and support play as a method for social-emotional learning in the early childhood and kindergarten classroom

When submitting your work for this module, include a one-paragraph summary for each of the three talking points above (for a total of 3 paragraphs or more). You are encouraged to share with us any additional learning about SEL + PE that occurred as a result of your conversation!

4. Application: Implement-Skills, Standards, and Outcomes

Children acquire many skills when they are physically active! As we discussed in Application 3 above, when kids are little, play is the way children explore the world, discover how their bodies work, and prepare for learning. Play researcher Dr. Peter Gray, defines play using the following four criteria:

1. Self-chosen/self-directed
2. Intrinsically motivating and enforcing
3. Always structured-(by the child)
4. Element of Imagination

Dr. Gray goes on to explain (in an oxymoron-like way) play “teaches things that can’t be taught,” and as an added bonus, play makes children happy! To learn more, watch “Play-based Learning” below:

Play-based Learning with Dr. Peter Gray

Beyond the skills gained through play-based learning, being physically active develops children’s gross motor skills, as well. The article, “Gross Motor Development Skills for Infants and Toddlers by Age,” by Cait Parr at NAPA provides insight into the how and why of gross motor development. As you explored in the article, developing these skills means children can master more complex activities such as playing sports. Beyond the development of gross motor skills, physical education develops:

- Language and writing skills
- Speaking skills
- Literacy skills
- Art skills
- Math skills

All coursework is to be completed in the Teaching Channel online environment.

These articles, "PE Can Do Much More than Keep Children Fit," from the Conversation and "Why Children Need Physical Education," from Brockton Public Schools provides more about the impact of PE, and their crossover with other subjects. PE has so many benefits!

Now that you have grown in your understanding of play and gross motor development, please complete the following application. You are welcome to use this template we have created for you to structure your work.

Step 1: To begin, review any of the resources you are interested in on the table below. As you review, think about how you can incorporate one or more of the ideas, methods, or practices into a new or an existing Early Childhood lesson:

Activities and Ideas	Nature & the Outdoors	Get Moving!	Online Tools
"Early Childhood Activities-Infants" from SHAPE	"10 Tips for Finding Nature to Bring Into Your Classroom" from NAEYC	"Best Practices to Get Moving: Infants Toddlers PreK" from Nemours	Teaching Online Tools from Educator, Reba Wissner
"Early Childhood Activities-Toddler" from SHAPE	"Why Outdoor Play is Essential to Healthy Development" from NAEYC	"Move Your Way! Get Kids Active" from Health.gov	GoNoodle
"Early Childhood Activities-PreK" from SHAPE	"Why 1000 Hours Outside?" from 1000 Hours Outside	"Movement Builds a Child's Brain" from Extension at Penn State	Brain Breaks
"70 Preschool PE Ideas" from Pinterest	Outdoor Tracker from 1000 Hours Outside	"4 Preschool Fitness Lesson Plan Ideas" from Resilient Educator	PLT4M (Platform)
"PE Curriculum Approaches in Early Childhood Education" from Pinterest			

Step 2: After reviewing the resources, design a new lesson, or update an existing lesson with any of the activities/ideas/tools from the resources on the table above. For example, you could turn an indoor lesson into an outdoor lesson, using the information from 1000 Hours Outside. There are many ideas you can use to update an existing or to create a fresh, new lesson!

Step 3: Next, review the resources from SHAPE and NCPEID linked in the table below. As you review, think about how you will adapt the lesson for people with disabilities. Include the adaptations to the lesson you update or create.

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Adapted PE Standards
Adapted PE Standards from SHAPE
The National Consortium for Physical Education for Individuals with Disabilities from NCPEID

Step 4: Explore the "Grade Level Outcomes" guide from SHAPE linked in the table below and include how you will meet the outcomes on the lesson you are modifying or creating. Because this assignment is in the Early Childhood pathway, please focus on the kindergarten outcomes. Include this information with the lesson you update or create.

Grade Level PE Outcomes
"Grade Level Outcomes" from SHAPE

Your lesson should include enough information for a 15-30 minute lesson. When designing the lesson, you are welcome to use an outline, presentation software, or any tool you prefer, to communicate your plan. If you are updating an existing lesson, highlight where you have added information/activities from the resource(s) above. Please be sure to include your adapted PE and grade level outcomes on the lesson you submit—or, you are welcome to use this template.

If using the template, please be sure the share setting on the link you submit is set to "anyone with the link can view."

ELEMENTARY PE PATHWAY

If you have selected to complete the Elementary PE pathway for Module 2, welcome! Please begin this pathway by watching this video about the Morning Mile, which shows how one PE teacher in Clear Lake, Minnesota, gets students moving before school each day.

For those of you in cold weather climates, here are other examples of how schools incorporate outdoor learning: "A Minnesota Kindergarten Program Takes Learning Outside," by Elizabeth Shockman, and "Snowbanks, Forests Become Year-Round Classrooms in Monticello," by Jenny Berg.

2. Application: Collaborate For More Movement

The research is clear—children ages 6-17 need one hour (or more) of vigorous physical activity each day. From better physical, mental, and emotional health, to improved learning, focus, and behavior, the benefits are important.

Yet, less than one quarter of students are meeting the recommended activity guidelines. And, with 75% of elementary students lacking access to daily PE class, children need opportunities to move before, during, and after the school day. In this application, you'll make a plan to enlist either teachers, or the wider school community, to encourage more daily activity for your students. Choose option A or B below to make an impact!

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Option A: Team With Teachers

Share your expertise with teachers in your building to enhance their toolkit of ideas to incorporate movement in the classroom. Review the resources that are of interest to you below, then select from the options that follow to share your learning.

Resources for Adding Movement in the Classroom
Active Schools
"4 Ways to Get Kids Moving in Class" by Angelina Murphy, from Edutopia
"Classroom Movement Matters! Educators Quick Guide" from Moving Minds and We Are Teachers
Why Classroom Movement Matters Infographic from Gopher and We Are Teachers
"Classroom Physical Activity Breaks" from Action for Healthy Kids
Classroom Physical Activity Tracker from Action for Healthy Kids
"Increasing Physical Education and Physical Activity: A Framework for Schools" from the CDC
"50 Educational Brain Breaks," by Elizabeth Mulvahill, from We Are Teachers
"9 Brain Breaks for Elementary Kids" from Edutopia

Choose one option from any column below. (When you have time, be sure to share with your colleagues!)

Presentation	Website/Shared Doc	Learning in the Loo
<p>Create a presentation (Google Slides, PowerPoint, etc.) and share with teachers in a staff meeting, via email, or in an informal coffee chat.</p> <p>Please submit your presentation or a link to your slides, including:</p> <ul style="list-style-type: none"> • 5 slides (or more) • Why classroom movement is a good idea • Easy ideas for movement breaks • Anything else you'd like to share! 	<p>Create a page on your website or a shared document that teachers in your school have access to.</p> <p>On the page, include:</p> <ul style="list-style-type: none"> • Why classroom movement is a good idea • Easy ideas for movement breaks • Resources for teachers to learn more • Your plan for updating the page regularly (seasonally? monthly?) to support teachers in building in movement year-round 	<p>Have you heard of Learning in the Loo or "Potty PD"?</p> <p>Create tip sheets with ideas for incorporating movement in the classroom, and post them in the teacher bathroom stalls in your school.</p> <p>Please create and submit 3 tip sheets on:</p> <ul style="list-style-type: none"> • Why classroom movement is a good idea • Easy ideas for movement breaks <p>*Note—each tip sheet does not need a lot of text—keep it short and sweet!</p>

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Option B: Communities on the Move

Collaborate with families, teachers, administrators, or local organizations or government, to make a plan that supports safe opportunities for student activity before, during, and after the school day. Review any of the resources in the table for ideas, then choose one of the options below—Map it Out, Time to Talk, or Letter Writing—to share your plan.

Resources for Supporting Activity Before, During, and After School
Active Schools
Active People, Healthy Nation from the CDC
Increasing Physical Education and Physical Activity: A Framework for Schools from the CDC
Physical Activity and Physical Education Resources from the National PTA
Safe Routes Partnership
Safe routes to school
Walk, Bike, and Roll to School
Year-Round Walking and Rolling
Girls on the Run
Making Strides 2022

Choose one of the options below.

Map it Out!	Time to Talk	Letter Writing
<p>Sketch your plan visually! Snap a photo of a drawing on paper, or use a digital tool such as sketchnote, Google Drawings, or Canva to create a visual representation of your plan.</p> <p>Please include:</p> <ul style="list-style-type: none"> Your idea How it will encourage students to move more Why this idea meets specific needs of your student population What is needed to make the plan come to life (e.g. funds, volunteers, 	<p>Schedule a meeting (in-person, phone, video call) to chat with someone who could help you bring your idea to reality. Then, share a summary of your conversation.</p> <p>Please submit:</p> <ul style="list-style-type: none"> 3 Talking points, prepared before your conversation, that describe: Your idea How it will encourage students to move more Why you are seeking this person's input, assistance, expertise, etc. 	<p>Compose a letter to a stakeholder who might be interested in supporting your plan. Your letter could be addressed to a principal, district staff, the PTA, a local government or law enforcement official, or other supportive organization or person.</p> <p>In your letter, please describe:</p> <ul style="list-style-type: none"> Your idea How it will encourage students to move more Why this idea meets specific needs of your student population What is needed to make the plan come to life (e.g. funds, volunteers,

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organizational support, etc.)	<ul style="list-style-type: none"> • A 1-paragraph summary of your conversation, including key takeaways, any challenges that you foresee, and next steps. 	organizational support, etc.) A specific request for assistance from the recipient of the letter
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Here's Why YOU Should Care About Your Child's Physical Activity

3. Application: Innovate-SEL, Mental Health, and PE

The Physical Education space is an ideal setting to incorporate Social-Emotional Learning (SEL). SHAPE's National Standards 4 and 5 specifically reference SEL, which can be embedded throughout Physical Education classes. As the video above highlights, the benefits of physical activity for mental health are vital, too!

Standard 4. The physically literate individual exhibits responsible personal and social behavior that respects self and others.

Standard 5. The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

In fact, you're probably already incorporating SEL every day! In this application, you'll add to your toolkit of SEL practices and gain strategies to be more intentional about teaching, modeling, and providing opportunities for students to practice these behaviors and skills during each class. Click on the interactive presentation below to learn more!

You've explored a wide variety of ways to integrate SEL in PE. Now, you'll create an SEL toolkit to incorporate these practices each day in your classes. Please reference the presentation above for ideas when creating your toolkit—be sure to click on the linked resources!

In your toolkit, please include one activity, one ritual, and one routine (3 total) that support SEL and/or students' mental health:

- One Inclusive/Welcoming Opening
- One Engaging Strategy, Brain Break, or Transition Idea (To be used within a lesson)
- One Optimistic Closure

For each activity, ritual, or routine, please provide a 1-paragraph, or more, description of the activity, ritual, or routine, and how it will contribute to SEL. In addition, please share the grade level/range of the students with whom you will use the activity.

4. Application: Implement-Skills, Standards and Assessment

Standard 1. The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

All coursework is to be completed in the Teaching Channel online environment.

Standard 2. The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement.

Standard 3. The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

The National Standards for K-12 Physical Education, listed above, highlight the traits that are needed for students to develop into physically literate individuals, able to pursue a lifetime of healthy physical activity (SHAPE). In this application, we will focus on Standards 1, 2, and 3—helping students develop the knowledge and skills to support healthy behavior.

For this application, you will select a skill included in Standards 1, 2, or 3 for a grade level you teach. Please choose a skill you have found to be challenging to teach, or students have found difficult to learn. You will explore resources to help you create a new lesson, or modify an existing lesson, to level up your teaching of this skill. You are welcome to use this template we have created for you to structure your work.

Step 1: To begin, please explore the “Grade Level Outcomes” guide from SHAPE linked in the table below and decide which grade level standard and outcome you would like to focus on for this application.

Grade Level PE Outcomes
“Grade Level Outcomes” from SHAPE

Step 2: Review the resources on the table below. As you review, think about how you can incorporate one or more of the ideas, methods, or practices into a new or existing Elementary PE lesson plan to teach the skill/grade level outcome you have selected:

Elementary Physical Education Skills	
General Best Practices	Tips for Teaching Specific Skills
“The Essential Components of Physical Education” from SHAPE	Prime Coaching Sport YouTube Channel Huge library of skills-based videos
“Elementary PE Resources” from SHAPE	PhysEd Games YouTube Channel Instructional videos for games to teach all skills
“Standards-Based Teaching in Elementary Physical Education,” by Kaylee Grimes and Brent Heidorn	Standards-based games for learning from Joey Feith, at ThePhysicalEducator.com.
“Comprehensive School Activity Programs” from SHAPE	My Top Teaching Tips for Engaging and Challenging P.E. Lessons from Prime Coaching Sport
“High Quality Physical Education” from the CDC	Teaching Dance in P.E., from the PE Specialist

All coursework is to be completed in the Teaching Channel online environment.

"5 Top Tips to Boost Performance in PE" from the PE Blog	Teaching and Assessing Dance in P.E.: K-8, from PHYSEDagogy
"Skill Related Fitness" from OPENPHYSED	Teaching Gymnastics Skills in Elementary P.E. from The P.E. Specialist
	Teaching Underhand Throwing and Catching Skills: Cues and Station Activities, from The P.E. Specialist

Step 3: After reviewing the resources, design a new, or update an existing, lesson plan with any of the activities/ideas/tools from the resources on the table above.

Step 4: Next, review the resources from SHAPE and NCPEID linked in the table below. As you review, think about how you will adapt the PE lesson for people with disabilities. Include the PE adaptations on the lesson you update or create.

Adapted PE Standards
Adapted PE Standards from SHAPE
The National Consortium for Physical Education for Individuals with Disabilities from NCPEID

Step 5: Finally, create an assessment plan that you will use to provide feedback for the student on their progress towards learning the skill. Your plan should focus on assessment FOR learning (formative assessment), rather than assessment OF learning (summative, for grading purposes). Please review the resources below for assessment inspiration.

Assessment Ideas
#The PhysEd Show: Assessment FOR Learning with Terri Drain; Shownotes from this Episode
Thinking Inside the Box for Assessment Roadmaps in #Physed
Assessments from Support Real Teachers

Step 6: Complete the Course 5242 Module 2 Application 5 Template to share your learning for this Application. Please submit a link to your completed template. Be sure that your share settings are set to "anyone with the link can view."

SECONDARY PE PATHWAY

If you have selected to complete the Secondary P.E. pathway for Module 2, welcome! Please begin this pathway by reviewing the graphic below.

2. Application: Innovate for Participation, Engagement, and Lifelong Movement

At the middle and high school level, we may see adolescents begin to fall into two camps: those who are "athletes," competing for school or elite league teams, and those who think "sports just aren't for me." State and district requirements vary, so some students may go entire semesters, or even years, without taking a PE class. In addition, teens' technology use often leads to more

All coursework is to be completed in the Teaching Channel online environment.

sedentary behavior outside of school. Worldwide, 81% of adolescents do not meet recommendations for physical activity (Lancet).

Despite these challenges, it's vital that ALL adolescents develop healthy habits that encourage lifelong movement. In this application, you'll explore ways to encourage participation, create safe classroom environments, facilitate enjoyment of exercise, and support lifetime activity for all.

Please listen to this episode from the PE Express Podcast: The PE Huddle: Promoting Lifetime Activities in Secondary Schools, then complete the activity that follows.

*Note: We encourage you to listen to this podcast on your headphones, while taking a walk or engaging in another form of exercise you enjoy!

After listening to the podcast, please respond to your choice of 3 prompts below, and share your responses in a total of two paragraphs, or more.

1. An idea that was sparked
2. A question you had
3. A quote that resonated
4. Something to think about
5. A connection you made

3. Application: Collaborate-SEL, Mental Health & PE

Beyond the ability to play sports and increase athleticism, physical education creates opportunities for social-emotional learning and increases students' mental health and well-being, as demonstrated in Standards 4 and 5 from SHAPE below:

Standard 4. The physically literate individual exhibits responsible personal and social behavior that respects self and others.

Standard 5. The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

For most of us, all we need to do is think back to our days in PE to conjure up memories that may elicit anxiety or even embarrassment. Whether we consider ourselves athletic, or not, we understand and can empathize with how it feels when we feel less than, left out, or last.

Option A: Picking Teams

If selecting this option, begin by reviewing "Picking Teams without Lowering Self-Esteem," from PE Teacher Mark Housel and learn about the anguish students can feel when asked to pick teams.

All coursework is to be completed in the Teaching Channel online environment.

Beyond picking teams, other PE activities can leave some students feeling ill-equipped to participate due to mental health issues or anxiety about “not being athletic.” Review “Picked Last for Dodgeball–Effects of Always Being Chosen Last,” from Kindlingzing and “My Best Memory Was When I Was Done With It-PE Memories Are Associated with Adult Sedentary Behavior,” from the Translational Journal of the American College of Sports Medicine, then complete the assignment below.

Step 1: Invite a colleague or friend to meet with you (virtually or in person) for a 30-minute or longer conversation about the following:

- Discuss the connection between picking teams or other PE activities and mental health
- Share your ideas about how you support students who struggle with mental health
- Describe how the ideas you generated are in alignment with Standard 4 and/or Standard 5 above

Step 2: When submitting your work for this module, include a one-paragraph summary for each of the three talking points above (for a total of 3 paragraphs or more). You are welcome to share any additional learning about mental health + PE that occurred as a result of your conversation.

Option B: Sheroes and Heroes

As children, we are exposed to sports through school, family, communities, and by eliciting pride in local and state sports teams. As a result, many students find a sports hero or “she-ro” they relate to—due to their athleticism, but also, often due to other contributions they make to the world. If completing this option, begin by watching the video below to see how sports can impact and influence kids:

When Kids Meet Their Sportsman Heroes

Next, review “Five Ways to Help Teens Feel Good About Themselves” (and note the first item on the list!) from The Greater Good, and “5 Easy SEL Lessons for Sport or PE,” from Beyond Strength, then watch:

Using Athletics to Teach Social and Emotional Skills

Step 1: Create a SEL lesson that asks students to research and learn about their sports shero or hero. Keep in mind, the students’ s/heroes do not have to be professional athletes! They can be someone they compete against or with, a friend, a teacher, a coach, a family member, etc.

Step 2: Perhaps your students’ s/heroes are not people who are well-known for their physical abilities, but rather, are known and admired for their strengths—and the work they do to stay healthy and strong. Review “Making PE More Enjoyable for Students with Disabilities,” by Nicole Maloney and Melissa Winchell at Edutopia, then in your lesson add the option for students to select a s/hero who is known for their *disability*—in sports, or out.

All coursework is to be completed in the Teaching Channel online environment.

Step 3: The lesson you create should include enough information for 30-minutes and so a colleague could teach the lesson in your absence. When designing the lesson, you are welcome to use an outline, presentation software, or any tool you prefer to communicate your plan. Be sure to include the following in your lesson:

- What their s/hero has taught them about social-emotional learning (e.g. getting along with others/sportsmanship/working hard/kindness, etc.)
- Any ways in which their s/hero has impacted the world in social-emotional ways (e.g. mentoring/anti-bullying/fairness, etc.)
- How the lesson is in alignment with Standard 4 and/or 5 above

If submitting a link to your lesson, be sure it is set to "anyone with the link can view."

4. Application-Implement: Skills, Standards, and Outcomes

Standard 1. The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

Standard 2. The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement.

Standard 3. The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

The National Standards for K-12 Physical Education, listed above, highlight the traits that are needed for students to develop into physically literate individuals, able to pursue a lifetime of healthy physical activity (SHAPE, 2022). In this application, we will focus on Standards 1, 2, and 3—helping students develop the knowledge and skills to support healthy behavior.

For this application, select a skill included in Standards 1, 2, or 3 for a grade level you teach. Please choose a skill you have found challenging to teach, or students have found difficult to learn. You will explore resources to create a new lesson, or to modify an existing lesson and that levels up your teaching of this skill. You are welcome to use this template we have created for you to structure your work.

Step 1: To begin, please explore the "Grade Level Outcomes" guide from SHAPE linked in the table below and decide which grade level outcome (standard) you would like to focus on for this application.

Grade Level PE Outcomes
"Grade Level Outcomes" from SHAPE

Step 2: Review the resources on the table below. As you review, think about how you can incorporate one or more of the ideas, methods, or practices into a new or existing Secondary PE lesson plan to teach the skill/grade level outcome you have selected:

All coursework is to be completed in the Teaching Channel online environment.

Middle and High School Physical Education Skills
"Standards-based PE Games" from The Physical Educator
"Secondary PE Resources" from SHAPE
"5 Top Tips to Boost Performance in PE" from the PE Blog
"Skill Related Fitness" from OPENPHYSED
"Successful Instructional Practices in Secondary PE" from SPARK
"Methods for Teaching PE" from Study

Step 3: After reviewing the resources, design a new, or update an existing, lesson plan with any of the activities/ideas/tools from the resources on the table above.

Step 4: Next, review the resources from SHAPE and NCPEID linked in the table below. As you review, think about how you will adapt the PE lesson for people with disabilities. Include the PE adaptations on the lesson you update or create.

Adapted PE Standards
Adapted PE Standards from SHAPE
The National Consortium for Physical Education for Individuals with Disabilities from NCPEID

Step 5: Finally, create an assessment plan that you will use to provide feedback for the student on their progress towards learning the skill. Your plan should focus on assessment FOR learning (formative assessment), rather than assessment OF learning (summative assessment for grading purposes). Please review the resources below for assessment inspiration.

Assessment Ideas
#The PhysEd Show: Assessment FOR Learning with Terri Drain; Shownotes from this Episode
Thinking Inside the Box for Assessment Roadmaps in #Physed

Step 6: Complete the Course 5242 Module 2 Application 5 Template to share your learning for this Application. Please submit a link to your completed template. Be sure that your share settings are set to "anyone with the link can view."

5. Resource Review

To complete the Resource Review, identify two resources related to (but not directly from) the course content to enhance your professional practice, and deepen your understanding of the course content.

All coursework is to be completed in the Teaching Channel online environment.

Resources may include blog posts, podcasts, websites, videos, documentaries, films, articles, books, or journals, published within the last five years. To find a resource, we suggest a web search (Google) using terms or ideas from the course you'd like to learn more about, or that relate to your specific professional learning needs.

Please provide the resource title, author, copyright or publishing date, and URL (if applicable). Then, in two paragraphs or more per resource, respond to one or more of the following:

- Share information about how the resource information could impact your professional practice
- Explain how each resource supports or challenges your professional assumptions
- Summarize any questions that remain, i.e.: gaps in information or contradictions

To meet "A" criteria as outlined in the course rubric, for each resource, include two or more different examples of how the resource supports or challenges assumptions, *and* explain two ways this resource will impact your professional practice.

Module 3

1. Tell us about yourself!

Provide a one sentence or longer explanation of your role in the field of education.

2. Application: Challenge the Status Quo: Advocacy, Gender & Equity

An interesting book that takes a look at children spending time outdoors—even when it is freezing cold outside is, *There Is No Such Thing as Bad Weather*, by Linda Åkeson McGurk. In the book, McGurk explains,

"In fact, recess seems to be under attack across the US. In 1989, according to one survey, 96 percent of all elementary schools in the US offered recess every day, but this has changed drastically over the past twenty-five years as many school districts have cut it or eliminated it altogether. Today, only 40 percent of American school systems even have an explicit recess policy, and minorities and children living in poverty are less likely to have recess than white students and those living above the poverty line."

As educators, we can *challenge the status quo* by aligning research-based learning practices and knowledge about child development to advocate for all students to have access to physical education (and recess!) regardless of ability, gender, class, or race. For this application, complete one of the options below.

Option A: Advocacy

In order to encourage children and adolescents to develop healthy habits into adulthood, it is important for them to get into a daily exercise routine. The CDC recommends 150 minutes of cardiovascular exercise, 2 strength workouts and flexibility training, per week.

All coursework is to be completed in the Teaching Channel online environment.

Physical Education classes are an important way to build skills and attitudes to support lifelong health, yet most students in the United States lack access to daily PE. Although national guidelines exist for the quantity and quality of PE, there remains great variation across states and districts in policies and practices (American Journal of Public Health).

To complete this option, you'll advocate for PE for all students, every day! To begin, explore SHAPE's State Standards and Advocacy Toolkits page. Click on the interactive map to access information specific to your state. Be sure to check out your state's Profile and Tools, then review one or more of the resources on the table below.

Additional Advocacy Resources
SHAPE Advocacy Page
"Prioritizing Physical Education in our Nation's Schools," from Action for Health
"Speak Out Day," from SHAPE
Support REAL Teachers Advocacy Resources

To complete this assignment, choose a way to advocate on behalf of Physical Education quantity, quality, funding, the essential role of physical education more generally, or another topic of your choice. Refer to the resources above for data, talking points, or inspiration for your advocacy project. You might even consider recruiting a colleague to join you in your effort! Select any of the advocacy ideas below, or gain approval for an idea of your own by contacting the Teaching Channel Instructor Team at Instructor@TeachingChannel.com.

Advocacy Ideas:

- Write a 1-page or more letter or email to your U.S. Representative or Senator in support of federal legislation for physical education in every school, every day
- Write a 1-page or more letter to a local lawmaker regarding a state bill
- Schedule a virtual or in-person meeting with a lawmaker to share your priorities regarding physical education (please submit a summary of your conversation)
- Present at your district's school board meeting (please submit your presentation or a summary of your talking points)

BONUS! If writing a letter, you will need to submit it for this assignment, and we encourage you to send it to your Senator or Congressperson (not required).

Option B: Gender

Gender and sports is an ongoing discussion amongst educators and just about everyone else. If selecting this option, you have the choice of exploring the effect of Title IX on sports or learning about issues surrounding athletes who are transgender.

All coursework is to be completed in the Teaching Channel online environment.

Choice 1: Title IX

On June 21, 2022, we celebrated the 50 year anniversary of the passing of Title IX into law! Many believe the law was created to provide equal opportunity for girls and women in sports, but the actual civil rights law was passed to prevent gender based discrimination in "any school or education program that receives funding from the Federal Government." The equal opportunity it provided in sports was one of the ways both girls *and boys* benefitted from the law.

To complete this option, review two or more of the resources on the table below, then complete the assignment that follows.

Women and Sports Resources
"The History of Title IX," from the Women's Sports Foundation
"How Title IX Transformed Women's Sports," from History.com
"Celebrating 50 Years-Title IX" by Shawn Ladda, from SHAPE
The Equity Project from the Women's Sports Foundation
"RAIN: Girls, Sport, and Self-Compassion" by Joey Feith, The Physical Educator
"Keep Girls in Sport Through Social Connection"-Infographic from Canadian Women and Sport
"She Belongs: Building Connection for Lasting Participation in Sport" from Canadian Women and Sport

In a conversation not long ago, my daughters asked, "What is Title IX?" The fact that they didn't know (or didn't have to know) about gender based discrimination (and that they were both able to participate in "traditionally male sports" because of it) told me it was working. Yet, I wanted them—and others—to understand that before 1972, access to many opportunities, not just sports, was limited—*simply because of gender*.

To complete this assignment, using the resources above, create a Title IX Myths and Facts sheet or poster:

Electronic Fact Sheet or Poster	Paper Fact Sheet or Poster
Create an electronic <i>Title IX Myths and Facts</i> sheet to post on your classroom or school website OR Create an electronic <i>Title IX Myths and Facts</i> poster to display on your classroom or school website	Create a paper <i>Title IX Myths and Facts</i> sheet to distribute to students, colleagues, and families OR A cardboard/paper <i>Title IX Myths and Facts</i> poster to display on your gym/classroom/school walls
If creating an electronic tool, some of the free apps we recommend include: Canva, Piktochart, Adobe Spark, and PosterMyWall.	If creating a paper tool, attach the fact sheet or shareable link to the sheet.

All coursework is to be completed in the Teaching Channel online environment.

Please be sure to include a shareable link to your creation when submitting your work for the module.	If creating a cardboard/paper poster, take a photo of the poster and submit it with your work for the module.
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Choice 2: Athletes Who Are Transgender

As you can see in the map above, the laws and executive orders in the US vary by state—and also continue to evolve. For example, in Florida in 2021, trans athletes were banned from participation but in 2022, the enforcement of that law was put on hold.

If completing this choice, read “The Coordinated Attack on Trans Student Athletes” from the ACLU and review any of the resources on the table below, then complete the assignment that follows.

Resources about Athletes Who Are Transgender
“Myth Buster: Debunking Anti-Transgender Messages,” from Freedom for All Americans
“Talking with Students about Transgender Athletes,” by Skye Tooley at Learning for Justice
“Get the Facts: Trans Equity in Sports,” from Gender Justice
“Get the Facts About Transgender and Non-Binary Athlete,” from the Human Rights Campaign
“Four Myths About Trans Athletes Debunked,” from the ACLU

To complete this assignment, using any of the resources above, create an Athletes Who Are Transgender Myths and Facts sheet or poster in one of the following ways:

Electronic Fact Sheet or Poster	Paper Fact Sheet or Poster
Create an electronic <i>Athletes Who Are Transgender- Myths and Facts</i> sheet to post on your classroom or school website OR Create an electronic <i>Athletes Who Are Transgender-Myths and Facts</i> poster to display on your classroom or school website	Create a paper <i>Athletes Who Are Transgender Myths and Facts</i> sheet to distribute to students, colleagues, and families OR A cardboard/paper <i>Athletes Who Are Transgender-Myths and Facts</i> poster to display on your gym/classroom/school walls
If creating an electronic tool, some of the free apps we recommend include: Canva, Piktochart, Adobe Spark, and PosterMyWall. Please be sure to include a shareable link to your creation when submitting your work for the module.	If creating a paper tool, attach the fact sheet or shareable link to the sheet. If creating a cardboard/paper poster, take a photo of the poster and submit it with your work for the module.

All coursework is to be completed in the Teaching Channel online environment.

Option C: Equity

How can we ensure that the physical education experiences we create are inclusive, supportive, and responsive to students of all races, cultures, genders, and abilities? Please read "Everyone Matters: Eliminating Dehumanizing Practices in Physical Education," by Brian Culp to learn about how marginalized groups have been dehumanized by practices in PE. Explore the 5 humanizing strategies Culp recommends to support equity in PE, review the additional optional resources, then complete choice 1 OR 2, below.

Additional Optional Resources
"Supporting Black Students in Physical Education," by Brian Culp and Tara Blackshear, from SHAPE
"Social Justice in Physical Education," by Shrehan Lynch and Dillon Landi, from SHAPE
Physical Education and Sports Pedagogy—Special issue with articles on equity and diversity in health, PE, and sport.

Choice 1: Consider your experiences. Think about whether you have observed or experienced dehumanizing practices as part of physical activity or physical education. In two paragraphs or more, describe your experience, and share one or more humanizing strategies that could be used in this situation.

Choice 2: Select one or more humanizing strategies that you plan to implement in your physical education practices. In two paragraphs or more, describe how you will incorporate the strategy, including how you are modifying or replacing a current practice with a more equitable or inclusive action.

3. Application: Classroom Management, Technology & PE

We understand managing students in the physical education space is different from managing students in the classroom. We also understand that technology has added an additional layer to teaching phy ed—which can be useful when teaching remotely—adaptations, COVID-19, etc.--but can feel counterintuitive. This application is your opportunity to learn more by completing one of the options below.

Option A: Managing Students in the Physical Education Space

If completing this option, begin by reviewing "Classroom Management FAQs" from PECentral and think about a classroom (gym) management situation you have experienced as an educator.

Next, watch "Classroom Management Strategies" from SPARK, and as you listen, jot down the useful, practical ideas shared. Lastly, if managing students remotely is applicable for your role, review "Distance Learning for Physical Education and Health Education" from SHAPE.

To complete this assignment,

- In one paragraph or more, summarize a classroom management challenge you have faced
- Using the information from the SPARK video (and the SHAPE article if applicable) above, list two ideas you would use to prevent the situation from occurring or to proactively manage the situation
- Then, in a few sentences or more *for each of the two strategies*, provide your perspective about why you would use the strategies you selected to manage the classroom management situation

Option B: Technology's Role in Physical Education

Whether you think technology is a boom or a bust, it is here to stay! There are some interesting ways educators can employ the use of technology in PE. If completing this option, review the resources below, then complete the assignment that follows.

- "Technology in Physical Education" from PLT4M
- "The Motivational Impact of Wearable, Healthy Lifestyle Technology" from SHAPE and "Free Physical Education Apps," from Gopher Sport.
- "Screen Media Exposure and Obesity in Children and Adolescents" from the NIH
- Technology in Physical Education This website includes ideas for incorporating and leveraging technology in the PE classroom. Once on the website, scroll down to see lists of websites, articles, remote learning ideas, Google apps, gamification ideas and more
- *If applicable, "How It's Done-Remote Phys Ed" from Tech Learning

Now, select one from: "Boom," "Bust" or "Both," then in two paragraphs or more, summarize your perspective about using technology in PE.

Boom:	If you think integrating tech and PE is positive—a "boom", in two paragraphs or more, explain why and how you use technology in the PE learning space and any other observations you have about technology and your perspective (wearables, apps, etc.)
Bust:	If you think integrating tech and PE is negative—a "bust," in two paragraphs or more, explain why you disagree with using technology in the PE learning space and any other observations about technology and your perspective (obesity epidemic, sedentary lifestyle, etc.)
Both:	If you think integrating technology into PE is both positive <i>and</i> negative—both a "boom" and a "bust," in two paragraphs or more, include your perspective on using technology in the PE learning space, and any additional thoughts about your perspective.

4. Application: Beyond the School Day

We know physical education isn't something that ends the minute PE class is over. We want physical activity to be a lifelong endeavor that carries our students—and you—all the way through life!

All coursework is to be completed in the Teaching Channel online environment.

For this requirement, share how you incorporate physical activity into your life. Specifically, describe what you do to be physically fit, or if you have taken a break from physical activity, this is your opportunity to start a new-to-you activity like walking, running, swimming, dancing, even pickleball! If you are a person who uses a wheelchair or has a disability, please refer to "Physical Activities for People with Disabilities," from the CDC and "Assistive Technology Fact Sheets" from the WHO.

For this assignment, we have created a 5242 3-Day Activity Journal for you to record your activity for three days. As you complete the journal, be sure to include:

- How you felt before you participated in the activity (excited, tired, anxious, etc.)
- How you felt after the activity (energized, proud, motivated, etc.)
- Implications being active has on your life/health and role as a PE teacher, or educator
- Any additional comments to help us understand the impact being active has on your professional practice, as a role model, etc.

Option B: Coaching

As you can see in the graphic above, coaching requires many skills! Across the country, PE teachers and educators provide coaching expertise to students who play varsity, junior varsity, intramural, and rec-league sports. In fact, roughly 8 million students play high school sports—and that number doesn't include all of the PreK, elementary, and middle school athletes!

Just like educators, the world needs (and appreciates!) good coaches. Yet, many who coach may not be aware of the National Standards for Sports Coaches which can be relied upon to ensure all who participate enjoy a healthy experience. This option is your opportunity to learn about the National Coaching Standards. Begin by reviewing the standards, then select 2 (or more) you would like to focus on in the mentoring and teaching you do as a coach.

To complete this assignment,

- Review the National Standards for Sports Coaches from SHAPE
- After reviewing the standards, select 2 standards you want to focus on in the work you do as a coach
- In 5 sentences or more for each of the 2 standards, describe how you will meet the requirements listed within the standard
- Next, review 20 Best Apps for Coaches from Sports Management Degree, and include the name of one new-to-you coaching app you will try with the athletes you coach and why you selected it

5. Reflection

In 2 or more double-spaced pages (12pt font), synthesize your learning by summarizing how your learning in this course has evolved your professional practice. To meet "A" criteria as outlined in the course rubric, your reflection should include:

- A comparison of your learning goals from your Statement of Intention and Awareness in Module 1 with your new learning, to assess how you've grown.
- One key takeaway from your learning.

All coursework is to be completed in the Teaching Channel online environment.

- One future learning goal related to course content.
- Three or more detailed connections to specific course applications, information from readings, and other completed course activities.

And your choice of *one* of the following:

- Two or more specific ideas for changes to your professional practice with timelines for implementing changes.
- Two or more detailed action steps you'll take to positively influence others (students, parents, colleagues, administrators, community members, etc.), including implementation timelines.

All coursework is to be completed in the Teaching Channel online environment.

All coursework is to be completed in the Teaching Channel online environment.