

<u>Exit Card #1</u>		
<u>SEE</u>	<u>THINK</u>	<u>WONDER</u>
I noticed that students at first were timid and even uncertain whether or not to participate when the instructions of Chuck the Chicken activity were being explained. Once the game started, all students were involved smiling, laughing, with still a bit of uncertainty but, quickly filled with joy.	I think that joining the “fold the line” activity with the “walk and talk” activity was a great combination. Students love to talk and so the walking around while they communicated with each other allows the students to quickly re-focus when the time is up because they already had a chance to talk.	I wonder how I will be able to encourage all students to participate in physical education knowing they may not always enjoy it.
With the hula hoop challenge, students were partly confused but determined to take on the challenge. There was words of encouragement being shared and tips on how to move the hula hoop were expressed.	I think since this was the first class around physical education, students only put forth a small effort which I believe will increase as the classes continue	I wonder how to use the outdoors as a learning environment to stimulate all the student’s senses.
After all the activities were completed, laughter and smiles filled the faces of students and slight exhaustion came over some people.	It is good to see students in another setting (running around) as opposed to the regular encounters sitting at a desk in class	I wonder if I will be able to accommodate all children’s needs with each activity that we do as a class/ groups/ pairs/ individually.
I see that small progressions from single player to partners to groups is a great way to control group making and still allow students to collaborate with others.	It is an opportune time to understand those who prefer being physically active and those who are not particularly interested. This creates a teachable moment that we as teachers will have to face each and every day and utilize as much as possible.	I wonder if I can help students to build their growth mindset when performing tasks in physical education that may be difficult or unfamiliar to them.
		I wonder if I can incorporate student leadership into my physical education classes to help students understand skills needed in everyday life.
		I wonder how to implement a healthy lifestyle when technology is such a big part of students lives.

Launch your inquiry question(s) in Health and Physical Education that will guide you moving forward...

- *How do we group students effectively?
- *How do you ensure all students abilities are considered in your class?
- *How do you motivate students that do not enjoy being physically active?
- *How do you challenge the more athletically inclined students without discounting the other children?

Exit Card #2: 3, 2, 1

Three important ideas I want to remember

- * "Only 9% of Canadian kids ages 5 to 17 get the 60 minutes of heart-pumping activity they need each day (ParticipACTION, 2016)." This is essential information to know as a teacher because there is a growing problem that students are not getting enough exercise during the day. In a physical education class, students should definitely be moving around, running, developing a range of skills. However, when students are not participating in physical education classes, they may be inside sitting for long periods of time. This is not healthy for students because the more students sit and do not engage in light, moderate or vigorous physical activity, the less likely they will want to on their own. I want to as a teacher incorporate Daily Physical Activity (DPA) in my classes at least twice day. I will also refuse to take away students recess to finish their homework or catch up on missed class work. Students are still developing and need that physical activity to keep energized and healthy both mentally and physically.
- * I want to remember and also find creative ways to incorporate active living, motor competence and healthy living all together in each physical education class I teach. These are the big concepts that make up the physical education curriculum (Ontario, 2015). These are concepts that make a person well rounded, healthy and informed about their body, mind and soul. When students understand how important it is to learn different skills and how each skills works together to make one movement, students will be more willing to try new activities and put forth their best effort.
- * I want to remember that my own experiences will impact the way I teach and shape my vision for teaching (Fletcher & Temertzoglou, 2010). This will help me to teach the students but also impact the way I see them perform. Since I had positive experiences with health and physical education classes, I have such a positive attitude towards learning new skills and playing games. Not everyone has felt that way, so I need to stop and reflect my own thinking in order to adjust and accommodate for those students with not so positive experiences. Critical reflection is an essential tool that teachers need to engage in to grow and develop their own teaching and learning style.

Two things I want to know more about

- + I want to know more about how to incorporate indigenous perspectives into a physical education class and engage in physical activity through traditional and non traditional games. I believe that Indigenous students should be represented within all areas of the curriculum and physical education is probably the one that is least though of. Prior to this program, I was not aware of the lack of indige-

nous teaching in schools and I am noticing how important it is to weave it within our teaching pedagogy. Also bringing back the traditional games that children played years ago is essential as well because they have been passed on from generation to generation. There is an art form to playing a game like rock, paper, scissors that was invented in the 1700s (Tofugu, n.a). These games were created based on a historical event and brought meaning to playing the game.

+I want to know how to effectively group/ challenge students ex. girls vs boys, stronger vs developing, mixed, pairs, etc. This is an essential management tool to ensure that students are meeting other students, they feel confident in their groups and they are willing to try as best as they can when in their groupings. Students who are more athletically inclined and are very interested in playing sports I find are the ones that become bored the fastest as they have mastered the skill and are ready to move to the next step. My challenge is pairing students who are advanced with those who are still developing. I see this as a leadership opportunity, however there are power struggles that will occur meaning confidence building will need to happen in order to effectively pair those students together. Girls versus boys is also a difficult grouping because they play differently from one another.

One idea/ strategy that I will implement in my own practise

> I really enjoyed learning about the TGFU game strategy. TGFU means "Teaching Games for Understanding" which encompasses; target games, striking games, net/ wall games and invasion/ territory games. "The six steps to this model include; understanding of the game, game appreciation, tactical awareness, decision making, skill execution and game performance (Mandigo, Butler & Hooper, 2007, p. 16-17)." What I find the most influential about this model is about learning all the skills individually and mastering them before being about to apply them to a traditional game like soccer or baseball. These are the basic skills that are transferable among all the different kinds of sports and movement games. Students need to understand that physical education class and active living is not only about learning skills just to apply them to a particular sport. Skill building is multidisciplinary and I plan to use these skill building activities in my practise as an elementary school teacher.

References

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Exit Card #3: Shape Reflection

Something that squares with my thinking ...



I agree with the teaching strategy that builds up the students skills and tactics before giving them a ball or putting them in a basketball game. The basic skills are essential to learn in order to build mastery in any sport.

Three points I want to remember ...



I like the idea that novelty items like bean bags, rubber chickens, hula hoops and every day items can make for a very enjoyable game. The play sport website has multiple activities that build a variety of skills with few pieces of equipment (<http://www.playsport.net>).



I also like the idea of using sport specific equipment in different ways than intended. When we played the football rock paper scissors, we were using a football but not as it would usually be used. This allows the students to understand that the sport specific equipment can be used for more than just its sole purpose.



The three parts of movement competence are important to know;

1. Movement and Skills include locomotion, manipulation and stability
2. Movement and Concepts include spatial awareness, body awareness and effort
3. Strategies include court awareness, placement of an object and defence/ offence

Something still rolling around in my head ...



I am still wondering how to effectively create success criteria for the different games that are played and how to ensure the students know what they will be evaluated on. This is a guide for students to follow and understand what their expectations are.

Next Steps ...



My next step is to investigate the movement of Return to Learn, Return to play about how to effectively deal with concussions. I have not ever had one, so I am not aware but it is a very serious issue that students go through. It is crucial as a physical education teacher to be able to recognize and assist those who have a concussion (http://www.parachutecanada.org/downloads/programs/safekidsweek/Return_to_Learn.pdf)

Exit Card #4: Personal Journey

In my personal journey, I have had multiple positive experiences with regards to be physically active and healthy. I started really young playing soccer both on a coed and girls only league. I have continued playing soccer even now on a women's league. I participated in dance as well; hip hop, ballet and acrobatics for about 14 years. During my elementary school, I participated in multiple sports as well, such as soccer, track and field and cross country. During high school, I continued playing sports. I did wrestling, soccer, badminton, rugby and ultimate frisbee. This was the point in my life where I was most active. I was at school before and active school throughout for the various sports teams. This is a time where my grades were consistent across all subjects, I felt more energized and happier overall as a person (Lorusso, Pavlovich & Lu, 2013).

Throughout high school, I decided to take swimming lessons and even leadership classes to become a swim instructor and lifeguard. Last summer, I took an adult gymnastics course to challenge myself and work on my flexibility and agility. This was a reminder to myself to keep active because there was a gap between when I finished university until now that I did not engage in very much activity. During the summer this year, I joined the softball team at the school as a test because I never played it before. This was a new opportunity that allowed me to challenge myself and focus on my hand eye coordination. I want to continue to challenge myself and put myself in new and exciting situations where I can live a healthy active lifestyle (Lorusso, Pavlovich & Lu, 2013). My next adventure is Tough Mudder that I registered for which will take place next summer. This will be my biggest obstacle yet and I am able to prepare both mentally and physically for this challenge. These moments in my life will inform my teaching as a health and physical educator because my lifestyle will transform my learning to the students. I am passionate about sports and learning new skills and so it will show through to the students. I want the students to be able to express their interests in learning new skills and maintaining a healthy lifestyle. My biggest struggle as an educator is to help motivate the students who have trouble with physical activity and become overwhelmed by the class itself. I want to be able to provide variety in my classes and allow for students of all stages of development to enjoy the different aspects of physical and health literacy (Ontario, 2015).

References

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Alessia Maria Ferrara's Personal Journey

