

6-12 HEALTH AND PHYSICAL EDUCATION INSTRUCTIONAL MODELS

LEARNER-CENTERED MODEL

SUGGESTED STRATEGIES

- Survey students to analyze each student’s level of understanding of and interests in basic health and fitness concepts
- Provide background content information asynchronously through [hyperdocs](#), note documents or guided research materials provided to students
- Create choice boards for student projects
- Use student-created analysis of personalized health & fitness assessments along with planning for meeting student-centered goals
- Use student-based research on various global health and environmental issues along with planning for prevention and remediation of those issues within their own community
- Use student-created product, application or activity to demonstrate mastery of health and/or fitness concepts
 - Create portfolio
 - Reflect on internship or volunteer experiences within the community
 - Write health/wellness article or blog writing
 - Research and write a fitness book with exercise examples and nutrition guidance for a chosen population
 - Create a medical resource for wellness-based topics

RESOURCES

- [PBL Works](#) - project ideas
- [Edutopia](#) - Edutopia articles to support learning
- [Ted Talks](#) - Ted Talk resources for students and teachers
- [EDRENALINE RUSH](#) - examples of gamifying or creating project-based opportunities for learning
- [Ditch That Textbook](#) - website for providing technology-based instruction, including student-centered learning
- [6-12 Online Resources](#) - additional resources

SAMPLE WEEK-LONG AGENDA

PE: MONDAY-FRIDAY

- Daily physical education content followed by completion of activity logs and reflection on weekly accomplishments (recommended 30 minutes per day minimum)
- All fitness components should be included in each week’s activity
- Students will create SMART goals for fitness components and document at the start of the year, then refine and adjust goals as needed throughout the year

HEALTH:

Monday:

Feedback/support should be provided by the teacher to students throughout the process, as needed.

The teacher introduces the project, idea or problem including essential questions, outlines and performance expectations of the project/design challenge. Materials including rubrics, videos, & content support should be included at this time.

(Note: This project may take more than one week for content mastery.)

Tuesday:

Students submit a project plan to the teacher. Students begin work individually and/or collaboratively to complete the project.

Wednesday-Thursday:

Students work individually and/or collaboratively to complete the project.

Friday:

The student submits team/individual project reflection submitted to the teacher. Student includes questions, concerns, successes, and challenges. The teacher will use these reflections the following week during office hours to provide feedback to students. This process would continue until the conclusion of the project.

Additional Learning Opportunities:

- Mentoring peers or younger students in fitness planning and activities
- Creation of a fitness or exercise video to “publish” on YouTube or FlipGrid to demonstrate a workout or proper skills techniques
- Student-created challenges via social media with a reflection on data from digital media apps

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TEACHER-CENTERED MODEL

SUGGESTED STRATEGIES

- Recommend every hour of learning should be followed by at least 15 minutes of movement
- Create brief virtual or written teacher-facilitated instructional lessons using available digital and audiovisual resources
- Create a personalized fitness plan to include SMART goals, integrated exercise/nutrition plan, exercise log, analyzing personal data and reflecting/planning to create improvement
- Utilize scavenger hunt activities/games to promote outdoor/recreational pursuits while delivering content
- Assign projects/presentations on health and fitness content
- Create a station-based activity or game using sidewalk chalk guided pathways or common household materials/ equipment to demonstrate fitness components or motor skills
- Mentor younger students/siblings in fitness planning or activities
- Read/write health and wellness articles or blog reflections
- Create an analysis of nutritious meals or recipes with a reflection on the process and nutritional value of meal/recipe (Top Chef Competition)
- Create a first aid kit for various locations (home, school, work, recreation areas, etc) along with documentation for how to care for various injuries/illnesses

RESOURCES

- [Health Smart Virginia](#) - resources for social, emotional, physical and environmental health
- [Focused Fitness](#) - fitness videos
- [6-12 Online Resources](#) - additional resources

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- Daily physical education content followed by completion of activity logs and reflection on weekly accomplishments (recommended 30 minutes per day minimum)
- All fitness components should be included in each week's activity

HEALTH:

Monday:

The teacher delivers a whole group or individualized presentation of material and expectations for the week provided (video, lecture/reading, PPT-Interactive Notes). The teacher provides feedback and support provided to students throughout the process, as needed.

Tuesday:

Students complete individual exploration of the content through teachers provided materials, such as worksheets, videos, or hands-on exploration.

Wednesday- Thursday:

Students demonstrate knowledge through the completion of a teacher assigned product introduced earlier in the week. Products might include portfolio styled-products, mini-project, or digital presentation to present concepts learned.

Friday:

Teacher provides end of week check in with students. The teacher provides relevant feedback to students on the previous work submitted. Students submit reflections on what was learned.

Suggestions for Extending Learning:

- Teacher or student-created challenges via digital platforms
- Volunteerism/community service activities at the local level
- Internship opportunities within a health organization, community organization or fitness based organization
- Student-created outdoor adventure games or activities
- Analysis of a local environmental concern or problem and creation of a proposed solution



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HYBRID MODEL

SUGGESTED STRATEGIES

- Utilize interactive platforms such as FlipGrid and Google Voice to support presentational communication between teacher and students, to include peer interaction
- Use a portfolio system such as WELNET (available online or as a paper-based system) to help students monitor their fitness SMART goal progress
- Facilitate interpersonal and interpretive communication through discussion boards and document sharing with the teacher and classmates
- Share text, audio and video files with the teacher and classmates that require response, reflection or feedback
- Use an interactive platform such as Zoom to support communication between classmates and the teacher
- Post to a teacher-created blog and respond to posts by other students to support student reflection
- Participate and interact with classmates on a virtual field trip
- Share student-created outdoor adventure games or activities
- Demonstrate personal fitness exercises - create a personalized workout plan and how to document that plan daily/weekly.

RESOURCES

- [PBL Works](#) - project ideas
- [Edutopia](#) - Edutopia articles to support learning
- [Ted Talks](#) - Ted Talk resources for students and teachers
- [Everfi.com](#) - science-based health resources
- [6-12 Online Resources](#) - additional resources

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PE: MONDAY-FRIDAY

- Daily physical education content followed by completion of activity logs and reflection on weekly accomplishments (recommended 30 min per day minimum)
- All fitness components should be included in each week's activity

HEALTH:

Monday:

Feedback/support should be provided by the teacher to students throughout the process as needed.

The teacher introduces the weekly agenda including assignments and project overview which includes expectations, due dates, and communication options. The teacher provides information and new materials through digital or written formats. Essential questions may be used to guide students in reflection on materials learned. (Note: This lesson may take more than one week for content mastery)

Tuesday-Thursday:

Students will work individually or cooperatively with classmates to complete worksheets, videos, articles, chats/discussions, WebQuests, station activities, demonstration lab activities, interactive lab activities and scientific articles pertaining to the materials being taught.

Projects or problem-based activities may be delivered through digital or written formats. Students will be expected to produce a product, portfolio or designed response to the material learned through their project. Students may work together or individually on these activities. Strong communication skills and independent work skills are necessary to be successful.

Friday:

Students will continue to work on projects and other assignments. The teacher will provide regular guiding feedback to students to ensure proper pacing and depth of information is processed.