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EDCP 320

Prof. Steve McGinley

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Movement Journal, Comments & Capstone Summary

**Journal Submission #1:**

So far we have had one PE class, and I already feel like I am learning a lot. I did not know what to expect coming into this course but was excited because PE was one of my favorite subjects throughout elementary and high school. I could relate to some of the material in the ‘Hall of Shame’ readings we were assigned for this week, but some parts really surprised me. I did not consider games like ‘Duck Duck Goose’ and certain types of Tag to necessarily be bad games to play with students, but after reading the articles, I can see why they are not the best first choice. I am lucky that I had mostly positive experiences in PE, but I have witnessed others feeling humiliated because they were chosen last for a particular game or were made fun of by everyone else because they lacked a certain skill required for a given game. I believe that PE should be a place where physical literacy is expressed, learned and taught, and where inclusiveness and fun are also major factors.

**Comment #1:**

I agree with your post Steph! It was definitely nice that we were split off into pairs, which allowed one-on-one time practicing our underhand throws with the beanbags. The group did a great job of making their game more challenging and easier as well. The Hall of Shame articles were interesting and I agree with you that Red Rover, among other games are not great due to the exclusivity that can be created. This week was our first in the schools and I was shocked to see that one of the classes I was visiting was playing dodge ball! I guess I just figured that because it was in the Hall of Shame article, that schools wouldn’t be playing it anymore. I’ll be sure to implement games that encourage students to have fun and be inclusive during my practicum and my career as a teacher.

**Journal Submission #2:**

One of the questions from this weeks Guiding Questions that resonated most with me was: “What are ways we can incorporate team building, life skills & leadership games into our PE classroom?” I believe to do this, a teacher needs to build relationships with her students and make an effort to get to know them. This will enable her to see which students can work well together and which ones she can aid in improving their cooperation skills. Creating an environment where students feel safe and included is important. If students feel safe, they are more likely to take risks and want to do better in PE which is an overall great life skill to have.  To ensure that all students voices are heard and their needs are met, teachers can encourage students to have weekly reflections (similar to this blog) to express their experiences in PE. Having open communication is important to gauge how students are doing, whether it be one-on-one verbal acknowledgement, breaking off into groups and discussing the day, or through a blog.

**Comment #2:**

Great post Carrie! Your group did a great job leading the group teach this week. You guys were very well organized and kept it simple, yet gave us the option of making it more challenging if we chose to do so. I agree with you about being less nervous and more confident about teaching an actual class of students PE. Watching each group present to us and carry out activities each week has been very insightful and I am happy to know that there are so many resources readily available to us. You, Travis and Jennie had great teacher voices!

**Journal Submission #3:**

This week the group teach was led by Jennie, Carrie and Travis. They did a great job at teaching us striking games. I believe the game we played was called Apples to Buckets. I had a lot of fun and will definitely be implementing games similar to this one when I teach striking games to students. One of the guiding questions from this week was what value embodied learning has. I believe it has a great value because many people are visual and active learners, rather than being told or reading about what they need to do. I learn a lot better personally from being active and actually experiencing something, rather than sitting and having someone explain it to me. This week was the first that an assessment was incorporated and implemented into the group teach. It was helpful because it gave me a guideline to follow to see what I was doing well, and what I could do to improve. The rubric that the group supplied us with was straightforward and easy to understand.

**Comment #3:**

Great post Eric! And you did not seem nervous at all throughout your group teach, you were very composed and seemed very confident. Space invaders was a lot of fun and you guys did a great job explaining/demonstrating/adding variations to the game. I enjoyed how you incorporated space lingo into the warm up before the game, and also how during the cool down, Sam incorporated hoola hoops to tie into the game as well. You guys did a great job and I had a lot of fun!

**Journal Submission #4:**

Today we learned about educational gymnastics. I had a great time moving around and exploring the space, and especially enjoyed playing with the parachute and planning our group dance. One of the guiding questions this week is: What are the legal responsibilities of educators in a range of movement contexts? We discussed in my group that as educators, we are responsible to find out and acknowledge any challenges our student may be facing in regards to carrying out certain movements in PE. We are responsible for catering to the various levels of movement that our students may have, by providing a range of movements– from low to high challenge. Encouraging students to push themselves is important, but allowing them to engage in challenge by choice is even more important. The answers to this guiding question go hand in hand with the following guiding question: What ideas are used to create a safer, inclusive and respectful environment? Challenge by choice is another major point under this question, as is respecting that students possess many different levels of ability when it comes to movement.  To create a safer and inclusive environment, providing various levels to a lesson should be implemented, as well as giving oral and visual demonstrations of how movements should be conducted.

**Comment #4:**

Great post Lisa! My practicum class does not use Go Noodle for brain breaks, but I will definitely be incorporating the resource into my own future classroom. I had so much fun with the Go Noodle dance exercise in Nancy and Robins class, and bet it would be very enjoyable for the kids.

Today’s dance lesson was well organized and a lot of fun. I too enjoyed the creative component where we split off into groups and were able to come up with our own short routines. The group leading the lesson did a great job of breaking down the steps for us and allowing a good amount of time for everyone to be on the same page. I am uncoordinated when it comes to following a dance routine, so that extra time to catch up with everyone and learn the steps properly was appreciated.

**Journal Submission #5:**

This week of PE was awesome! We had some ladies visit from BC Wheelchair Sports and were able to experience playing basketball, rugby and tennis, among other sports in wheelchairs. I was inspired at how many different sports/games can be played by including both able bodied individuals and participants  in wheelchairs. Experiencing wheelchair sports first hand was a much better and insightful experience than reading about how to include people in wheelchairs in PE from the text. I had a great time and feel much more confident in my ability to incorporate lessons that are inclusive of all throughout my career. It is awesome to know how many resources are readily available for us as future educators. I appreciated how these sports gave athletes with disabilities the opportunity to actively participate and engage in PE, instead of "participating" by keeping score or doing something else that does not neccesarily get them moving around. I will definitely be contacting the ladies from BC Wheelchair Sports to visit my future PE classrooms.

**Post Lesson Reflection:**

This week myself, Taylor, Courtney and Stephanie led a lesson on yoga and aerobics. It was a lot of fun researching and writing our scripts for our lesson. Delivering the actual lesson was quite stressful however, due to having a shorter amount of time than expected to execute our lesson. This was a great example of how we will have to improvise and move things around the schedule as teachers, as things will not always go as expected. I specifically contributed the ‘Freeze and Groove’ activity and went through all the adaptations and modifications with the class. I noticed that the class was very engaged throughout our lesson, and I think a major part of this was because we had an animal theme and story connecting all of our activities from beginning to end. Also, because my group and I were enjoying ourselves while we led the lesson, I think this created an overall feeling of engagement and active participation. If we could have done anything differently, we would have better communicated our time allotments for each activity, given the unexpected shorter time period to deliver our lesson. Overall, I think we did a great job and everyone enjoyed themselves.

**Capstone Summary Reflection:**

Throughout this course, I have learned a lot in regards to the abundance of quality resources that are available for teachers (with lesson plans that live up to the BC curriculum guidelines), valuable teaching strategies, and being aware of the various cultural, socio-economic and family backgrounds that may affect students participation and experiences throughout PE. Ways of including all students, regardless of ability or background has been a major aspect of the course that has stuck with me. In a classroom, physical and health literacy mean being able to extend physical activity in many realms of the traditional, academic classroom. Incorporating physical movements wherever one is able to is an important part of teaching students to adopt and maintain healthy lifestyle choices. Taking subjects like math and science outdoors, and having students use their bodies to express movements associated with math or science concepts allow them to view these subjects with a different perspective, while having them be physically active. To be a ‘good’ PE educator, one must be mindful of the many backgrounds and dis/abilities of their students and how to cater to each student’s individual needs, to ensure that they are having fun and making positive health and PE choices. Being physically literate is a lifelong journey, which I will participate in with my future students.