

6-12 HEALTH AND PHYSICAL EDUCATION INSTRUCTIONAL MODELS

LEARNER-CENTERED MODEL

OVERVIEW: This model focuses on student voice, choice, flexibility, as well as deeper approaches to learning such as inquiry, engineering design process, project-based learning, and design thinking. Students may focus on processing moods, emotions, feelings, and current events using physical activity and creative thinking.

TEACHER PLANNING GUIDANCE

Teachers will provide guidance to students as they work through developmentally-appropriate opportunities to engage with relevant and meaningful health and physical education topics that build towards learning goals.

Prior to selecting a learning target for students to explore, teachers should identify the specific required content that has not been taught and develop learning opportunities to address the missing content. Teachers may utilize the [Oregon Health](#) and [Physical Education Standards](#), along with District curriculum guides to assist with determining which standards students have had sufficient exposure and experience with prior to a school closure.

SUGGESTED STRATEGIES

The learner-centered pathway allows for higher levels of inquiry and student autonomy as they build conceptual understanding and work individually and/or collaboratively to complete research, projects or personal health goals. Students may need guidance on project planning and guidance on time and task allocation.

- [Distance Learning for All: Care, Connection, Continuity](#) (Offers guidance and requirements)
- Create a network of support for students that allows differentiation and meets their learning needs (Teacher, peers, and other educators) [ODE Special Education](#), [ODE TAG](#), [ODE English Learners \(page 18\)](#)
- Connect with students in ways that work in your school/district. Student and family health and well-being are the priorities!
- Provide background content information asynchronously, synchronously or via non-tech based learning support available in your district.
- Teacher generated modules and/or packet support
- Textbook and online resources
- Provide timely check-ins and feedback to students
- Create choice boards for student projects
- Make space or activities that allow students to connect with one another, in order to provide connection and support during these times of isolation.

SAMPLE WEEKLY SCHEDULE

Physical Education: (Maximum physical education instruction is 2.5 hours/week.)

(Additional activities may be woven into the day)

Note: Daily and weekly schedule times and activities are recommendations; however, teachers, students, and families should work together to adapt schedules and activities to meet individual needs.

- 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 Education: (Maximum health education instruction is 2.5 hours/week.)

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.

6-12 HEALTH AND PHYSICAL EDUCATION INSTRUCTIONAL MODELS

- Allow students to make their own interview questions to discuss healthy relationships with a trusted adult.
- 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 experiences within the community
 - Write health/wellness article or blog
 - Research and write a fitness book with exercise examples and nutrition guidance for a chosen population
 - Create a community resource for wellness- based topics

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

RESOURCES

- [6-8 Online Health Resources](#) - Oregon Open Learning
- [9-12 Online Health Resources](#) - Oregon Open Learning
- [6-8 Online Physical Education Resources](#) - Oregon Open Learning
- [9 - 12 Online Physical Education Resources](#) - Oregon Open Learning
- [Oregon Open Learning](#) - additional resources

6-12 HEALTH AND PHYSICAL EDUCATION INSTRUCTIONAL MODELS

TEACHER-CENTERED MODEL

OVERVIEW: This model is used to teach specifically to the standards. Instruction takes the form of direct instruction, then demonstration of skills or concepts in a mode directed by the teacher. Skills and concepts covered using this model could then be used flexibly in a student-centered approach.

TEACHER PLANNING GUIDANCE

Teachers will provide guidance to students as they work through developmentally-appropriate opportunities to engage with relevant and meaningful health and physical education topics that build towards learning goals.

Prior to selecting a learning target for students to explore, teachers should identify the specific required content that has not been taught and develop learning opportunities to address the missing content. Teachers may utilize the [Oregon Health](#) and [Physical Education Standards](#), along with District curriculum guides to assist with determining which standards students have had sufficient exposure and experience with prior to a school closure.

SUGGESTED STRATEGIES

The teacher-centered pathway uses confirmation and structured inquiry as students apply content to assigned coursework. The role of the teacher in this pathway is to provide direct support for students to explore topics and themes. Students create work products that are shared largely between themselves and their respective teachers.

- [Distance Learning for All: Care, Connection, Continuity](#) (Offers guidance and requirements)
- Create a network of support for students that allows differentiation and meets their learning needs (Teacher, peers, and other educators) [ODE Special Education](#), [ODE TAG](#), [ODE English Learners \(page 18\)](#)
- 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

SAMPLE WEEKLY SCHEDULE

Physical Education: (Maximum physical education instruction is 2.5 hours/week.)

Note: Daily and weekly schedule times and activities are recommendations; however, teachers, students, and families should work together to adapt schedules and activities to meet individual needs.

- Daily physical education content followed by completion of activity logs and reflection on weekly accomplishments (Recommended 30 minutes per day minimum) *(Additional activities may be woven into the day)*
- All fitness components should be included in each week's activity

Health Education: (Maximum health education instruction is 2.5 hours/week.)

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.

6-12 HEALTH AND PHYSICAL EDUCATION INSTRUCTIONAL MODELS

- Have students compile a list of valid health resources found on the internet.
- 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 health related 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

Suggestions for Extending Learning:

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

HEALTH RESOURCES

- [6-8 Online Health Resources](#) - Oregon Open Learning
- [9-12 Online Health Resources](#) - Oregon Open Learning
- [CARIN Guidance - Health Education prompts](#) (all grade levels)
- [G-W Learning](#)
- [Health Education Menu 9 - 12](#)

PHYSICAL EDUCATION RESOURCES

- [6-8 Online Physical Education Resources](#) - Oregon Open Learning
- [9 - 12 Online Physical Education Resources](#) - Oregon Open Learning
- [SHAPE America Resources](#) (Health and PE)
- [Online Physical Education Network \(OPEN\)](#)

6-12 HEALTH AND PHYSICAL EDUCATION INSTRUCTIONAL MODELS

HYBRID MODEL

OVERVIEW: This model is a happy medium between the two approaches above. Instruction in this pathway may take the form of menus, activity calendars, and more in order to offer choices and options for students and families based on student interest and available resources.

TEACHER PLANNING GUIDANCE

Teachers will provide guidance to students as they work through developmentally-appropriate opportunities to engage with relevant and meaningful health and physical education topics that build towards learning goals.

Prior to selecting a learning target for students to explore, teachers should identify the specific required content that has not been taught and develop learning opportunities to address the missing content. Teachers may utilize the [Oregon Health](#) and [Physical Education Standards](#), along with District curriculum guides to assist with determining which standards students have had sufficient exposure and experience with prior to a school closure.

SUGGESTED STRATEGIES

The hybrid pathway allows for a balance between student and teacher-centered learning approaches of instruction and employs different levels of inquiry as appropriate. This pathway provides a foundation of support provided by the teacher with opportunities for students to explore topics and themes individually and/or group projects. Students may need guidance on project planning and guidance on timelines and task allocation.

- [Distance Learning for All: Care, Connection, Continuity](#) (Offers guidance and requirements)
- Create a network of support for students that allows differentiation and meets their learning needs (Teacher, peers, and other educators) [ODE Special Education](#), [ODE TAG](#), [ODE English Learners \(page 18\)](#)
- 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 a discussion about how to stop and respond to cyberbullying on a virtual discussion board.

SAMPLE WEEKLY SCHEDULE

Physical Education: (Maximum physical education instruction is 2.5 hours/week.)

Note: Daily and weekly schedule times and activities are recommendations; however, teachers, students, and families should work together to adapt schedules and activities to meet individual needs.

- 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 Education: (Maximum health education instruction is 2.5 hours/week.)

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

6-12 HEALTH AND PHYSICAL EDUCATION INSTRUCTIONAL MODELS

<ul style="list-style-type: none"> ● 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 ● Share student examples of times when they have demonstrated respect for someone at school or at home. ● 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. 	<p>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.</p> <p>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.</p>
<p>RESOURCES</p> <ul style="list-style-type: none"> ● 6-8 Online Health Resources - Oregon Open Learning ● 9-12 Online Health Resources - Oregon Open Learning ● 6-8 Online Physical Education Resources - Oregon Open Learning ● 9 - 12 Online Physical Education Resources - Oregon Open Learning ● Oregon Open Learning - additional resources 	