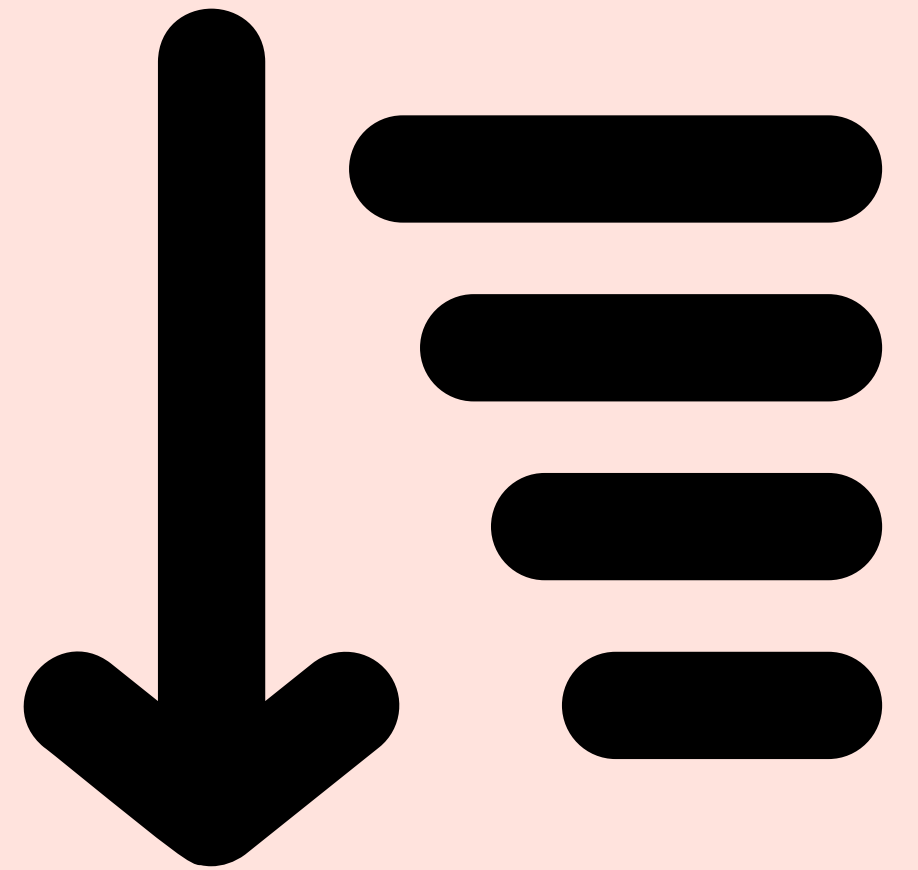


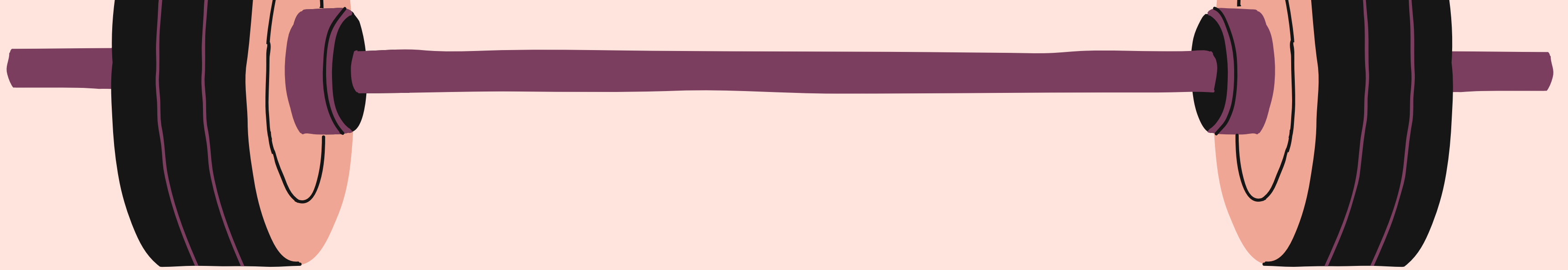


HEALTH AND PHYSICAL EDUCATION STARTING BLOCK



HIGHER OR LOWER





LEARNING OBJECTIVES

01

We can **utilize** brain research to **create** lessons that support secondary students and their development

02

We can **leverage** a lesson plan structure to **build** lessons that engage students

03

We can **review** and **select** structures to **design** lessons that break up the block

PARTNER PAIRINGS



CARDIO CLUB



YOU + THREE PEOPLE

QUESTION



**HOW LONG IS THE ADOLESCENT
ATTENTION SPAN?**

PERFECT 10 PAIR

YOU + ONE PERSON



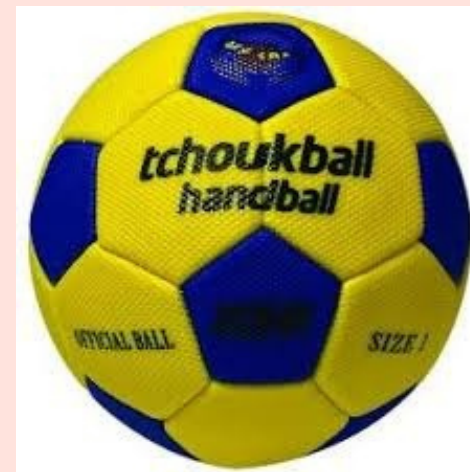
QUESTION

WHAT DO YOU THINK IS THE MOST IMPORTANT PART OF A LESSON AND WHY?



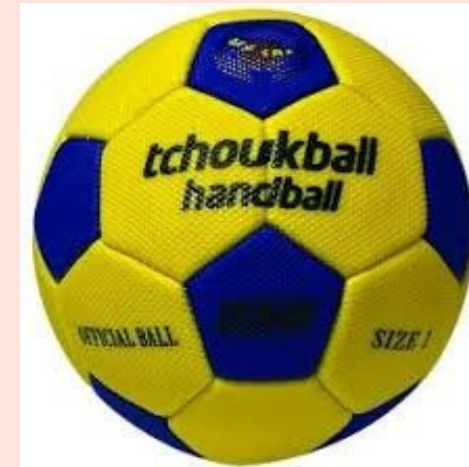
TCHOUKBALL TRIO

YOU + TWO PEOPLE



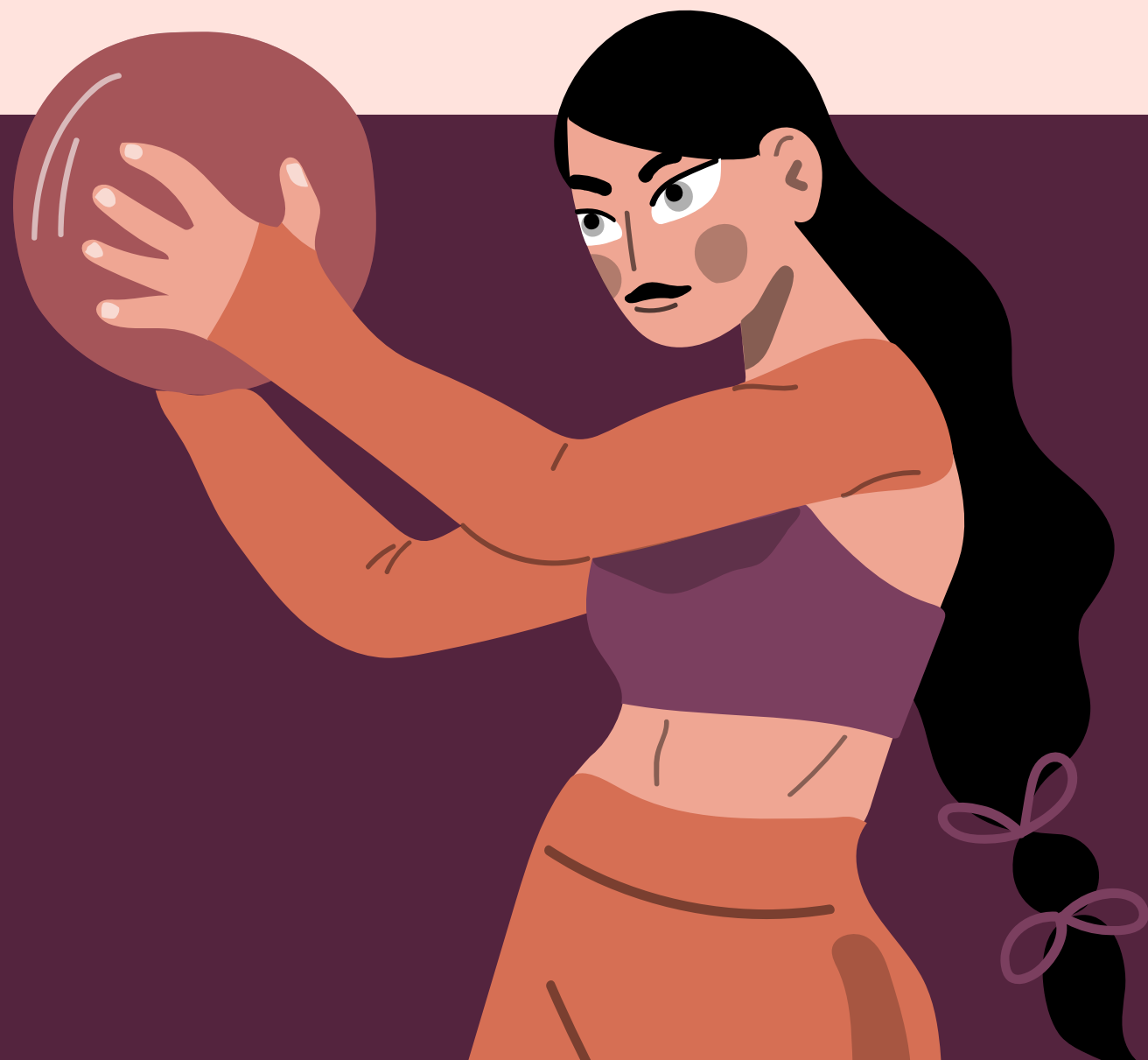
QUESTION

**WHAT IS ONE POSITIVE
THING YOU ARE LOOKING
FORWARD TO OR LOVE
ABOUT BLOCK SCHEDULING?**



APPLYING BRAIN RESEARCH IN THE CLASSROOM

Effective strategies to engage and support students





THE ADOLESCENT BRAIN

Understanding brain research is essential for engaging secondary school students.

Middle school brains learn in different ways. The attention span of the average adolescent is **10 to 12 minutes**, and there is little evidence that their brains can be trained to develop a longer span.

Direct instruction should be kept to no more than this span of time.



ENGAGEMENT STRATEGIES

- **INCORPORATING ACTIVE LEARNING AND MULTISENSORY ACTIVITIES (ACADEMIC ACCELERATORS, ACTIVE SEATING, MANIPULATIVES, ETC.)**
- **INCREASE DISCOURSE**
- **COLLABORATIVE WORK STRUCTURES**
- **MAKE HEALTH RELEVANT**



Block Scheduling Do's and Don'ts



Share



Watch on  YouTube



BRAIN RESEARCH

COGNITIVE LOAD

UNDERSTANDING THE COGNITIVE LOAD OF STUDENTS CAN GUIDE INSTRUCTIONAL DESIGN. **CHUNKING INFORMATION** AND PROVIDING **SCAFFOLDED SUPPORT** CAN OPTIMIZE LEARNING.

ATTENTION & FOCUS

IMPLEMENTING **BRAIN BOOSTS** CAN ENHANCE STUDENTS' ATTENTION AND FOCUS. **CREATING ENGAGING AND INTERACTIVE LESSONS** IS ALSO CRUCIAL

FEEDBACK & ASSESSMENT

PROVIDING **TIMELY FEEDBACK** AND **FORMATIVE ASSESSMENTS** CAN OPTIMIZE LEARNING. UTILIZING **PEER FEEDBACK** AND **SELF-ASSESSMENT** ALSO PROMOTES METACOGNITION.

INCLUSIVE CLASSROOM

CREATING AN **INCLUSIVE ENVIRONMENT** THAT ACCOMMODATES DIVERSE LEARNING STYLES AND NEEDS.



THE USE OF TECHNOLOGY

**INTEGRATING TECHNOLOGY CAN ENHANCE ENGAGEMENT AND LEARNING OUTCOMES.
UTILIZING APPROVED EDUCATIONAL APPS AND INTERACTIVE TOOLS CAN CATER TO
DIVERSE LEARNING.**

UNLOCKING EFFECTIVE LESSON PLANNING

The Five E's Approach



THE 5E'S APPROACH

**UNDERSTANDING THE 5E'S APPROACH IS
CRUCIAL FOR EFFECTIVE LESSON PLANNING.**

**TEACHERS CAN CREATE DYNAMIC AND
IMPACTFUL LEARNING EXPERIENCES FOR
STUDENTS.**

ENGAGEMENT

EXPLANATION

EXPLORATION

ELABORATION

EVALUATION

ENGAGEMENT



EXPLAIN



EXPLORE



ELABORATE



EVALUATE



Lacrosse Skill Check

Name: _____ Checking partner: _____

Check the following skills as you complete them:

Skill	Who	Completed
1. 20 abdominal crunches	Individual	
2. 20 scoops with dominant hand top	Individual	
3. 20 scoops with non-dominant hand top	Individual	
4. 30 toss and catch	Individual	
5. 20 scoop, toss and catch with dominant hand top	Individual	
6. 20 scoop, toss and catch with non-dominant hand top	Individual	
7. 20 wall passes with dominant hand top	Individual	
8. 20 wall passes with non-dominant hand top	Individual	
9. 30 roll and scoop with dominant hand top	Partner	
10. 30 roll and scoop with non-dominant hand top	Partner	
11. 30 pass and catch with dominant hand top	Partner	
12. 30 pass and catch with non-dominant hand top	Partner	
13. 20 scoop, pass, and catch	Partner	
14. 20 push ups	Individual	

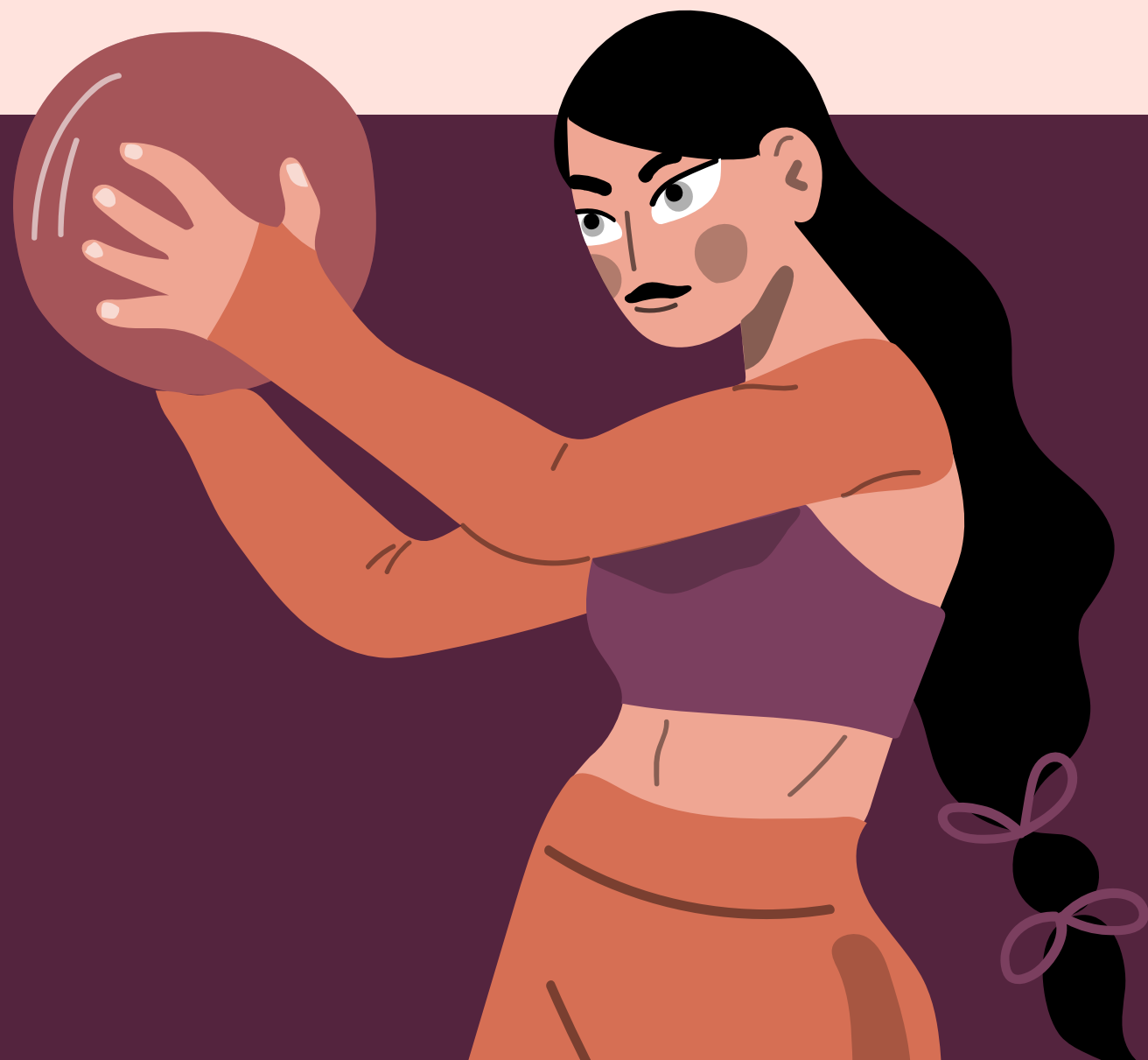
Answer the following questions about your skill checks.

1. What was the hardest skill to complete? Why?
2. What was the easiest skill to complete? Why?



TEACHING THE BLOCK

5 Structures/Templates to Consider





IT'S ALL CONNECTED!

LESSON STRUCTURES

CLASSIC

CONFERENCING

WORKSHOP

STATIONS

**FLEXIBLE
GROUPING**

CLASSIC

10 MIN INCLUSIVE OPENER / WARM UP

20 MIN DIRECT INSTRUCTION

30 MIN APPLICATION

15 MIN ASSESSMENT

10 MIN CLOSURE

CONFERENCING

10 MIN INCLUSIVE OPENER / WARM UP

**65 MIN INDEPENDENT OR GROUP PROJECT
WITH STUDENT CONFERENCING**

10 MIN CLOSURE

WORKSHOP/ LAB

10 MIN INCLUSIVE OPENER/ WARM UP

65 MIN SCIENCE/FITNESS LAB

-- 10 MIN SET EXPECTATIONS

-- 45 MIN LAB WORK

-- 10 MIN PRESENTATIONS/DOCUMENTATIONS

10 MIN CLOSURE

STATIONS

10 MIN INCLUSIVE OPENER / WARM UP

15 MIN MINI LESSON

50 MIN STATION WORK

10 MIN CLOSURE

FLEXIBLE GROUPING

10 MIN INCLUSIVE OPENER/ WARM UP

20 MIN DIRECT INSTRUCTION

45 MIN INDEPENDENT WORK

-- 5 MIN SET EXPECTATIONS

-- 35 MIN INDIVIDUAL WORK AND TARGETED SMALL GROUP WORK

-- 5 MIN WORK COLLECTION

10 MIN CLOSURE



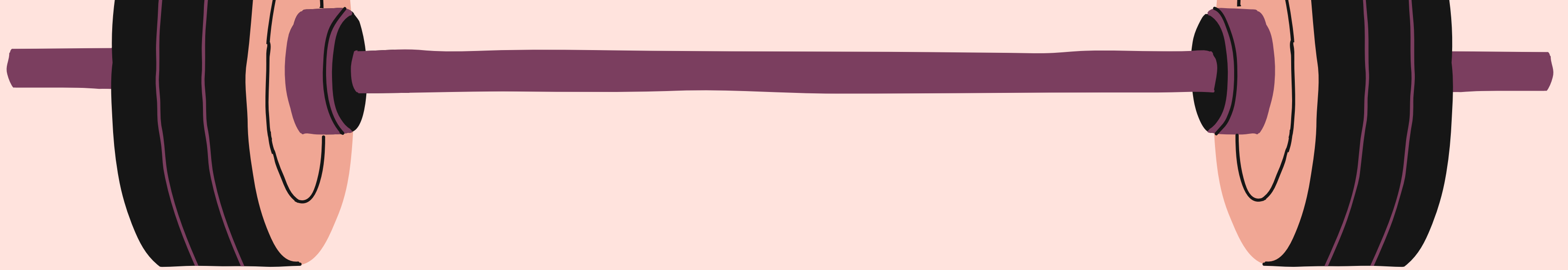


TEAMWORK TIME!

**WORK WITH THOSE AT YOUR TABLE TO COMPLETE THE "TEACHING
THE BLOCK PROS AND CONS" ORGANIZER**



WHAT IS YOUR OMG (ONE MEMORABLE GIFT)?



LEARNING OBJECTIVES

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02

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03

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Adam Otstot

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