Bringing the Standards to Life: Ways to Implement the P.E. Standards in Your Gym

Savannah M. Owen
Director of Health & Physical Education
Office of Curriculum and Instruction
Oklahoma State Department of Education
Savannah Owen, M.Ed.
405-229-4286 📞
savannah.owen@sde.ok.gov ✉️
@sav4okcthunder 📤
Alignment to Learning Forward Standards

• The new education law, Every Student Succeeds Act (ESSA), redefines professional development with a purposeful influence from Learning Forward.

• Learning Forward, a national association recognized as leaders in professional learning, has established standards for professional learning that set a high bar for quality learning experiences.

• This session aligns to the following standard(s) (please select the standard(s) appropriate for your session; be sure to give a brief description of the standard):
  
  • Resources - Professional learning that increases educator effectiveness and results for all students requires prioritizing, monitoring, and coordinating resources for educator learning.
  
  • Learning Designs - Professional learning that increases educator effectiveness and results for all students integrates theories, research, and models of human learning to achieve its intended outcomes.
  
  • Implementation - Professional learning that increases educator effectiveness and results for all students applies research on change and sustains support for implementation of professional learning for long-term change.
Session Goals:

• Review of the physical education standards
• Ways to implement the standards into your classroom
• Review of the state requirements for physical education
• Resources for educators
Physical Education Standards

Our Goal is:
Teaching the student to become PHYSICALLY LITERATE
Assisting with the Codes of the Standards:

- Each standard is color coded, and each color is consistent between grade levels PK-12.
- Standard I, Standard II, Standard III, Standard IV, Standard V.
- When reading the standards, follow the codes:
Standard I:

- The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.
Standard II:

• The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.
Standard III:

• The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.
Standard IV:

• The physically literate individual exhibits responsible personal and social behavior that respects self and others.
Standard V:

• The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.
Physical Education Standards

• Previously, the PASS standards were horizontally progressed, but the new Oklahoma Academic Standards for physical education now follow a vertical progression.

• In every grade level, each standard objective builds off the previous objective. This enables students to enhance their skill level each year, rather than just learning a new skill. This allows a student to strengthen their skills overtime.
## Standard 1
Demonstrates competency in a variety of motor skills and movement patterns.

<table>
<thead>
<tr>
<th>Locomotor</th>
<th>PreK-K</th>
<th>Grade 1</th>
<th>Grade 2</th>
<th>Grade 3</th>
<th>Grade 4</th>
<th>Grade 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>S1.E1 Hopping, galloping, running, sliding, skipping, leaping</td>
<td>Performs <strong>locomotor</strong> skills (hopping, galloping, running, sliding, skipping, leaping) while maintaining balance.</td>
<td>Hops, gallops, jogs, and slides using a <strong>mature pattern</strong>.</td>
<td>Skips using a <strong>mature pattern</strong>.</td>
<td>Leaps using a <strong>mature pattern</strong>.</td>
<td>Uses various <strong>locomotor</strong> skills in a variety of <strong>small-sided practice tasks</strong>, dance, and educational gymnastics experiences.</td>
<td>Demonstrates <strong>mature patterns</strong> of locomotor skills in dynamic and <strong>small-sided</strong> practice tasks and game environments. Combines locomotor and <strong>manipulative</strong> skills in a variety of <strong>small-sided</strong> practice tasks and game environments. Combines traveling with <strong>manipulative</strong> skills for execution to a target (e.g., scoring in soccer, hockey, and basketball).</td>
</tr>
<tr>
<td>S1.E2 Jogging, running</td>
<td>Developmentally appropriate/ emerging outcomes first appearing in grade two.</td>
<td>Developmentally appropriate/ emerging outcomes first appearing in grade two.</td>
<td>Runs with a <strong>mature pattern</strong>. Travels showing differentiation (<strong>pacing</strong>) between jogging and sprinting.</td>
<td>Travels showing differentiation (<strong>pacing</strong>) between jogging and sprinting.</td>
<td>Runs for distance using a <strong>mature pattern</strong>.</td>
<td>Uses appropriate <strong>pacing</strong> for a variety of running distances.</td>
</tr>
</tbody>
</table>
Elementary Standards

Implementing the Oklahoma Academic Standards for Physical Education
**Overall Objective:**
- Dribbling/Ball Control with hands

<table>
<thead>
<tr>
<th>Standard 1</th>
<th>Demonstrates competency in a variety of motor skills and movement patterns.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>PreK-K</td>
</tr>
<tr>
<td><strong>Manipulatives</strong></td>
<td></td>
</tr>
<tr>
<td>S1.E16 Dribbling/Ball Control with hands</td>
<td>Dribbles a ball with one hand attempting second contact.</td>
</tr>
</tbody>
</table>
Dribble Dash (Grades 2-4)

Objective: The students will be able to dribble the basketball while moving around in an open space.

Grade 2: Dribbles using the preferred hand while walking in a general space.

Grade 3: Dribbles and travels in general space at a slow to moderate speed with control of ball and body.

Grade 4: Dribbles in self-space with both the preferred and non-preferred hands using a mature pattern. Dribbles in a general space with control of ball and body while increasing and decreasing speed.
Dribble Dash

• **Introduction:** Students will be moving throughout the gym while dribbling the basketball.

• **Instant Activity:** Have students grab a basketball and practice their dribbling skills while you are laying out spot markers all over the gym floor (start with 1 spot/student).

• **Equipment and Technology Needed:**
  - Class set of basketballs
  - Spot markers
  - Speaker and music
Dribble Dash

**Instructions:**
- Students will all begin on their spot marker.
- When they hear the music begin, that is their cue to begin dribbling throughout the gym.
- When they hear the music turn off, they will return back to their original spot marker.
- Repeat this skill 2-3 times (or until the majority of the class is comfortable with the skill).
Dribble Dash

• **Make it a game:** Think musical chairs, dribbling and dot style.
  • Remove 2 spot markers, and have students begin dribbling around the gym as soon as the music begins.
  • When the music turns off, they have to dribble to a spot marker nearest to them (no traveling)!
  • The students who do not make it to a spot marker will be out until the next game begins.
  • Repeat until there is one person remaining.
Dribble Dash

• **Reflection**: The student will be able to discuss the importance of dribbling in a basketball game, and self reflect on their strengths and weaknesses.

• **Assessment**: The teacher will observe dribbling skills of students to evaluate the critical elements of each objective and provide feedback to students.
Middle School Standards

Implementing the Oklahoma Academic Standards for Physical Education
### S1.M9,10,11

- **Overall Objective:**
  - Dribble/Ball Control/Feet
  - Shooting on goal
  - Defensive Skills

---

#### Standard 1

Demonstrates competency in a variety of motor skills and movement patterns.

<table>
<thead>
<tr>
<th>Games and Sports: Invasion and Field Games</th>
<th>Grade 6</th>
<th>Grade 7</th>
<th>Grade 8</th>
</tr>
</thead>
<tbody>
<tr>
<td>S1.M7 Offensive Skills</td>
<td>Performs the following offensive skills without defensive pressure: pivots, give &amp; go’s, and fakes.</td>
<td>Performs the following offensive skills with defensive pressure: pivots, give &amp; go’s, and fakes.</td>
<td>Executes the following offensive skills during <strong>small-sided game</strong> play: pivots, give &amp; go’s, and fakes.</td>
</tr>
<tr>
<td>S1.M8 Dribble/Ball Control/Hands</td>
<td>Dribbles with dominant hand using a change of speed and direction in a variety of practice tasks.</td>
<td>Dribbles with dominant and non-dominant hands using a change of speed and direction in a variety of practice tasks.</td>
<td>Dribbles with dominant and non-dominant hands using a change of speed and direction in <strong>small-sided game</strong> play.</td>
</tr>
<tr>
<td>S1.M9 Dribble/Ball Control/Feet</td>
<td>Foot-dribbles or dribbles with an implement with control, change in speed and direction in a variety of practice tasks.</td>
<td>Foot-dribbles or dribbles with an implement combined with passing in a variety of practice tasks.</td>
<td>Foot-dribbles or dribbles with an implement with control, change in speed and direction during <strong>small-sided game</strong> play.</td>
</tr>
<tr>
<td>S1.M10 Shooting on goal</td>
<td>Shoots on goal with power in a <strong>dynamic environment</strong> as appropriate to the activity.</td>
<td>Shoots on goal with power and accuracy in <strong>small-sided game</strong> play.</td>
<td>Shoots on goal with a long-handled implement for power and accuracy in <strong>modified invasion games</strong> (e.g., hockey (floor, field, ice) or lacrosse).</td>
</tr>
<tr>
<td>S1.M11 Defensive skills</td>
<td>Maintains defensive ready position with weight on balls of feet, arms extended, and eyes on midsection of the offensive player.</td>
<td>Maintains defensive ready position while sliding in all directions without crossing feet.</td>
<td>Maintains defensive ready position while drop stepping (appropriate to the sport) in the direction of the pass during player-to-player.</td>
</tr>
</tbody>
</table>
4 Corner Soccer (Grades 6-8)

• **Objective:** Students will be working on skills from objectives 9-11 in the Invasion and Field Games section of Standard I (Dribble/Ball Control/Feet, Shooting on Goal, and Defensive Skills).

• The goal of the game is to score in any opposing teams goal. Students will be assigned their position in each round of the game.
  • Positions: Goalie, Forward, Defender
4 Corner Soccer

• **Introduction:** Explain to students the various positions in the game, and what each position is trying to achieve.
  - **Goalie:** Using their hands and feet to keep the ball from entering the goal.
  - **Forward:** Using dribbling, passing, trapping, and shooting skills to score on opposing teams.
  - **Defender:** Use defensive skills to protect their team goal

• **Equipment and Technology Needed:**
  - 2 soccer balls
  - 4 goals, or 2 cones/goal (8 total) to section off team goals
  - 4 different colors of numbered pennies
4 Corner Soccer

**Instructions:**

- Teachers split students up according to team color.
- When given their color, they will put on one of their team’s numbered pennies, and then report to their team sideline.
- To begin the game, teachers will call out numbers, and the position they will be playing (example: 1’s are goalies, 6’s are forwards, 9’s are defenders).
- Students will then take their position, and the game will begin at the start of the whistle.
- If a student’s number is not called, they will remain on their team sideline, and will be considered a sideline player. The goal of the sideline players is to keep the ball inside of the court.
4 Corner Soccer

• Object of the Game: The forwards are trying to score on any opposing team’s goal. The defenders are trying to protect their goal, and the goalies are trying to prevent any scoring from happening.
  • Once someone scores in a colored goal, all players will return to the sidelines, and new numbers will be called.
  • The team with the least amount of points in their goal at the end of class are the winners.
4 Corner Soccer

• **Reflection:** The student will be able to discuss the different positions in the game what their goal was when playing each position. The student will be able to reflect on any challenges that they had.

• **Assessment:** The teacher will observe the soccer skills (dribbling, shooting, defense) of students to evaluate the critical elements of each objective and provide feedback to students.
High School Standards

Implementing the Oklahoma Academic Standards for Physical Education
S3.H6

• Overall Objective:
  • Level 1: Participates in self-selected lifetime activity.
  • Level 2: Creates a plan, trains for, and participates in a community event that focuses on physical activity.

<table>
<thead>
<tr>
<th>Engages in Physical Activity</th>
<th>S3.H6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participates several times a week in a self-selected lifetime activity, dance or fitness activity outside of the school day.</td>
<td>Creates a plan, trains for and participates in a community event with a focus on physical activity (e.g., 5K, triathlon, tournament, dance performance, cycling event).</td>
</tr>
</tbody>
</table>
• Break back into our small groups and discuss what we can do as educators to assist our students to be able to achieve the objectives in level one and two.

• What influence can we have on our students?

• What are ways you could help students achieve their goals?
# Create a 5K Plan

<table>
<thead>
<tr>
<th></th>
<th>MONDAY</th>
<th>TUESDAY</th>
<th>WEDNESDAY</th>
<th>THURSDAY</th>
<th>FRIDAY</th>
<th>SATURDAY</th>
<th>SUNDAY</th>
</tr>
</thead>
<tbody>
<tr>
<td>WEEK 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>WEEK 2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>WEEK 3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>WEEK 4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>WEEK 5</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>WEEK 6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>WEEK 7</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>WEEK 8</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

RACE DAY!
Physical Education Requirements

State Legislations
“Walk Across Oklahoma Act”
O.S. 70-11-103.9a

• The physical activity program established by the State Board of Education shall also incorporate a "Walk Across Oklahoma" activity plan for school districts. The plan shall establish routes that challenge students to complete virtual walks across the state and at the same time learn facts, geography, and history about various locations in the state.
Objectives/ Student Targets:

Cognitive:
The students will be able to utilize math skills in converting steps to miles using a pedometer.

Affective:
The student will be able to discuss the importance of how walking and staying active can contribute to a healthy lifestyle.

Psychomotor:
The student will be able demonstrate proper walking and/or running technique.

Academic Vocabulary: Pedometer, activity level chart, miles/kilometers

Equipment & Technology Needed:
- Enough pedometers for each student participating
- Pencil, paper, and markers
- Graph paper and progress charts (step counting record)
- Large colorful map of the Oklahoma
- Increasing Activity levels Chart
  On Web source, pages 6-9 are charts for recording the students activity level and converting steps to mileage.

Introduction / Anticipatory Set:
Students welcome to class today, I am so excited to tell you about our new journey! We are going to use pedometers (show pedometers) to track our steps to walk across Oklahoma! Yes, we are planning to walk across the entire state (Introduce the map of Oklahoma emphasizing the use of Route 66, which is a historic route). Today we will begin keeping track of our steps with our pedometers in order to calculate how many steps we have so we can log our steps to show that we have walked across our great state and learn more about it on our journey!

Explain and show how to use a pedometer, attaching it properly to the belt over the side pocket. Do not shake the pedometer while holding it. (will cause inaccurate step count) Explain the importance of walking to stay healthy, and that these pedometers will be a fun way to motivate us to get more active.

Instant Activity:
Have students quickly pick up pedometers, place them on clothing and get moving around the class. Have students move quickly into a set locomotor skill to perform in their own personal space while moving about the gym until everyone has their pedometer and the class can transition into their fitness development.

Fitness Development:
- How many steps can you accumulate in 30 secs? • How many steps do you accumulate in 1 minute of jumping jacks? • Perform 10 repetitions of a variety of activities and see how well the pedometer counts them. Examples include jump, baby steps, giant steps, hops, slides, gallops, fast walk, slow walk, backward walk, jumping jacks, twists, skips, crunches. Discuss why some movements record more accurately than others. • Try to move from one spot to another accumulating as low a count as possible on the

Classroom Layout:
Make sure to have a map of Oklahoma up in your classroom for students to visualize their journey.

Display formulas used to convert steps to miles so students have easy visual access.

Have all supplies and materials easily accessible to students so there is no waiting in line or handing out materials one by one.

** Make sure to work with classroom teachers to integrate the journey with students academic content i.e. social studies, math, reading, spelling...
pedometer. Solutions may include important knowledge like pedometers don’t count steps when the
cover is open and they need to be in a vertical position for them to work. • Have students stand at a
starting point and estimate how many steps it would take to reach various other points in the playground.
Check estimates by walking the distances with their pedometer. • Guess how many steps. Ask students
how many steps they think they might accumulate during a given physical activity session. Compare
different types of activity e.g. dance versus gymnastics.
(http://www.healthpromotion.com.au/Documents/Measure_up/Pedometer_Activities.pdf)

Lesson Focus:

I. Lesson Procedures - Teaching the skill or concept / activities

Tell students that all of our classes will be counting their steps while doing various P.E. activities, and
together over the course of the year we will have enough steps accumulated to take a walk across
Oklahoma! Each week we will add up the total steps taken in all classes, and students who are capable will
use either a formula or a calculator to convert our steps to miles. We will then plot on a large map of the
Oklahoma a route leading to the destination we will have reached. Have students attach their
pedometer, and begin the activity assigned for the day. After students have participated in the activity,
have students look at the pedometer to see the total steps they have taken, and write it down on the
chart provided. (Do this daily) Have students participate in an activity while wearing their pedometers -
play on the playground, play a game of sharks and minnows, play capture the flag, etc...

II. Lesson Focus Activity:

Once students have accumulated some steps, show students, the formula for converting steps to miles,
and practice doing it without a calculator. This will enhance their math skills. Ask for volunteers to add up
the total miles taken by the entire class. Have someone record those numbers on the chart provided.
Have different students do this each week. Get students excited about our next lesson by telling them at
the end of the week we will be having a destination celebration, and will be talking about where we ended
up, and cool points of interest such as famous landmarks passed along the way, as well as population
changes, climate changes, topography changes and favorite foods and sports teams in the different areas
we visit during our walk across Oklahoma. (We will be repeating these procedures on a weekly basis
throughout the year) Coordinate with classroom teachers the progress you have made each week so they
can follow up on points of academic interest, and integrate it into their lessons.

Assessment: Refer to the scoring rubric on the web source, page 5. Teacher will observe walking and
running skills of students to evaluate the critical elements of each skill and provide feedback to students.

Teaching Cues:

arm swing for power
opposition in your stride with arms and legs
maintain balance
use your stride for speed

Modifications:

For students who are in wheelchairs or non ambulatory, the teacher or para will push them
and their steps will be counted.

• Current research suggests about
12,000 per day for girls and 13,000 per
day for boys is ideal. However this may
represent too high an initial target for
some children. It may be best to assess
current step levels to establish a
starting point, set a goal and then aim
for small, regular increases.
easur_e_up/Pedometer_Activities.pdf)

If extra motivation is needed to maintain
interest, have contests between students or
other classrooms to promote healthy
competition. See which class took the most
steps during the week, and award prizes to
everyone regardless of who won.
Walk Across Oklahoma Resources

• www.travelok.com

• Request free brochures online via the Travel Oklahoma website. These are all great free resources that can be used for your lessons.
Walk Across Oklahoma Resources

• The Oklahoma Route 66 booklet is a great resource for Walk Across Oklahoma. The book has information about historical landmarks in Oklahoma, and can be used to help shape lessons for Walk Across Oklahoma.
Walk Across Oklahoma Resources

The Oklahoma Department of Parks and Tourism has a passport program that could also be implemented into your Walk Across Oklahoma program. The passport highlights the state parks, and gives activities to do at each location.
Walk Across Oklahoma

• Small Group Talk:
  • Break into small groups of 2-3 and discuss the challenges that you may face while implementing Walk Across Oklahoma.
  • What are some ideas that you may have, or what is something that you have done in the past to implement Walk Across Oklahoma?
  • What are the goals of Walk Across Oklahoma?
Resources:

To locate a copy of the standards and the latest information:
http://sde.ok.gov/sde/physical-education-and-health
Curriculum Resources

PE Standards Powerpoint
H.I.V. 101 Powerpoint (Teacher Resources)
H.I.V. 101 Powerpoint (Lesson for Students)
County Health Educators

Vision Screening Training
Online Registration

Diabetes Management in Schools Training
The Diabetes Management in Schools Training is for anyone with the responsibility of a diabetes medical management plan of a student at the school. This can include teachers, school nurses, school personnel.

- Online Registration
- Diabetes Management Training Agenda

The Virtual Diabetes Management in Schools Course
School personnel that have previously attended an in-person diabetes management training within one year can now attend the Virtual Diabetes Management Training online refresher course. Virtual Diabetes Management Training participants will watch a series of training videos, and successfully pass a series of quizzes to receive a course completion certificate. If you are interested in registering for the Virtual Diabetes Management Training, submit an electronic copy of your most recent course completion certificate to receive a registration link. If you are unable to produce an electronic copy of your most recent course completion certificate contact us to receive further instruction on how to register.

http://sde.ok.gov/sde/physical-education-and-health
Savannah Owen, M.Ed.
405-229-4286 📞
savannah.owen@sde.ok.gov 💌
@sav4okcthunder 🦅