

How to...

# Design a Standards-Based Lesson

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# Presentation Plan

1. Overview of the planning process
2. Model a standards-based lesson

# Handouts

- AAHPERD website
- [beyondkickball.com](http://beyondkickball.com)

# The Goal of Physical Education

“...is to develop *physically literate* individuals who have the knowledge, skills, and confidence to enjoy a lifetime of healthful physical activity.”



*American Alliance for  
Health, Physical Education,  
Recreation and Dance*

# National Standards

- Standard 1** - The *physically literate* individual demonstrates competency in a variety of motor skills and movement patterns.
- Standard 2** - The *physically literate* individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.
- Standard 3** - The *physically literate* individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness
- Standard 4** - The *physically literate* individual exhibits responsible personal and social behavior the respects self and others.
- Standard 5** - The *physically literate* individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction

**What is *physical literacy*?**

HANDS UP for Health and Physical Literacy  
Applying Physical & Health Literacy





# Standards FAQ

***Standards*** describe what students are expected to know and do at a specific stage of their education.

**Standards** are *more* than just a list of what to teach

***Standards-based instruction design (SBID)*** is a systematic approach to instruction that focuses on student learning

# National Standards (Anchor Standards)

**Standard 1** - The *physically literate* individual demonstrates competency in a variety of motor skills and movement patterns.

**Standard 2** - The *physically literate* individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.

**Standard 3** - The *physically literate* individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness

**Standard 4** - The *physically literate* individual exhibits responsible personal and social behavior that respects self and others.

**Standard 5** - The *physically literate* individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction

## **Anchor Standards**

- Common threads or understandings
- K-12



## **Grade Level Outcomes**

- Specific statements of what students should learn at each grade level

**Standard 3** - Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.



**(S3.M6.6)**

Participates in moderate to vigorous aerobic physical activity that includes intermittent or continuous aerobic physical activity of both moderate and vigorous intensity for at least 60 minutes per day.

# Planning for standards-based instruction

**Unpack  
standard/  
grade-level  
outcome**

**Determine  
evidence of  
learning**

**Select  
assessment  
tools**

**Determine  
instructional  
activities**

**Plan  
learning  
sequence  
and  
lessons**



# Planning for standards-based instruction

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# Unpacking

## Step 1

- Circle the verb(s) and underline the content

## Step 2

- Put content into boxes

## Step 3

- Break down the content into small learning blocks

# Step #1: Circle verb(s) and underline content.

National Standards, Grade-Level Outcome (6th Grade)

**Participate** *in moderate to vigorous aerobic physical activity* that includes *intermittent and continuous aerobic physical activity* of both moderate and vigorous intensity for at least *60 minutes per day.*



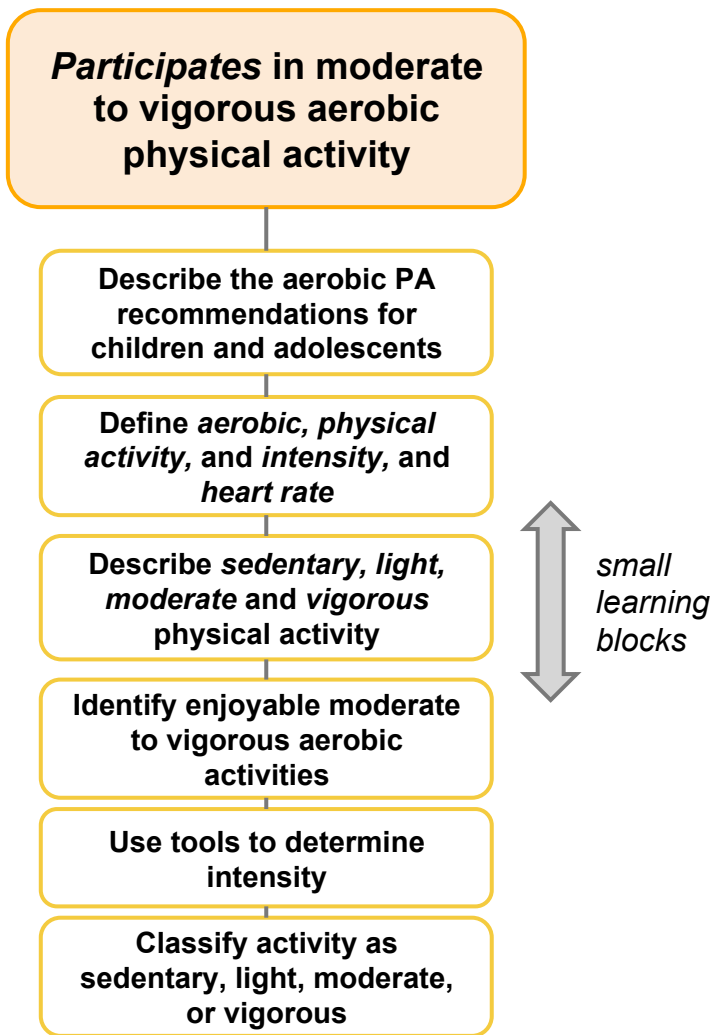
# Step #2: Put content into boxes

*Participate in moderate to vigorous physical activity*

*Participate in intermittent and continuous physical activity*

*Participate at least 60 minutes every day*

# Step #3: Break down content into small learning blocks



**Participates** in moderate to vigorous aerobic physical activity that includes continuous and intermittent aerobic physical activity of both moderate and vigorous intensity for at least 60 minutes per day.

**Participates** in moderate to vigorous aerobic physical activity

Describe the aerobic PA recommendations for children and adolescents

Define *aerobic*, *physical activity*, and *intensity*, and *heart rate*

Describe *sedentary*, *light*, *moderate* and *vigorous* physical activity

Identify enjoyable moderate to vigorous aerobic activities

Use tools to determine intensity

Classify activity as sedentary, light, moderate, or vigorous

**Participates** in intermittent and continuous physical activity

Define intermittent and continuous activity

Classify activity as intermittent or continuous

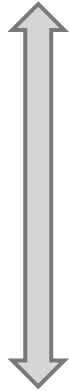
**Participates** at least 60 minutes every day

Set a goal to achieve recommended amounts of physical activity

Participate in physical activity

Analyze daily PA and compare to recommendations

Substitute more intense activity to meet recommendations



Small learning blocks

# Planning for standards-based instruction

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## 2. Determine Evidence of Learning

- Comes from the verb
- Must be aligned to verb

Grade-Level Outcome



**Participates** in moderate to vigorous physical activity....continuous and intermittent...for at least 60 minutes per day.

Evidence of learning

*Evidence that students...*

**Participate** in moderate to vigorous physical activity....continuous and intermittent...for at least 60 minutes per day.



**Participates** in moderate to vigorous aerobic physical activity that includes continuous and intermittent aerobic physical activity of both moderate and vigorous intensity for at least 60 minutes per day.

**Participates in moderate to vigorous aerobic physical activity**

Describe the aerobic PA recommendations for children and adolescents

Define *aerobic, physical activity, and intensity, and heart rate*

Describe *sedentary, light, moderate and vigorous* physical activity

Identify enjoyable moderate to vigorous aerobic activities

Use tools to determine intensity

Classify activity as sedentary, light, moderate, or vigorous

**Participates in intermittent and continuous physical activity**

Define intermittent and continuous activity

Classify activity as intermittent or continuous

**Participates at least 60 minutes every day**

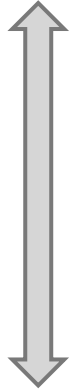
Set a goal to achieve recommended amounts of physical activity

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Substitute more intense activity to meet recommendations

## Summative Assessment



Small learning blocks

**Participates** in moderate to vigorous aerobic physical activity that includes continuous and intermittent aerobic physical activity of both moderate and vigorous intensity for at least 60 minutes per day.

*Participates* in moderate to vigorous aerobic physical activity

Describe the aerobic PA recommendations for children and adolescents

Define *aerobic, physical activity, and intensity, and heart rate*

Describe *sedentary, light, moderate and vigorous* physical activity

Identify enjoyable moderate to vigorous aerobic activities

Use tools to determine intensity

Classify activity as sedentary, light, moderate, or vigorous

*Participates* in intermittent and continuous physical activity

Define intermittent and continuous activity

Classify activity as intermittent or continuous

*Participates* at least 60 minutes every day

Set a goal to achieve recommended amounts of physical activity

Participate in physical activity

Analyze daily PA and compare to recommendations

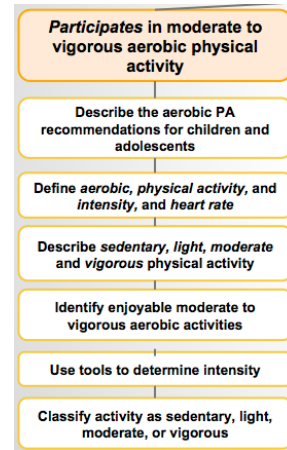
Substitute more intense activity to meet recommendations

**Formative Assessment**

Small learning blocks

# Evidence that students can...

- **Participate** in moderate to vigorous aerobic physical activity that includes continuous and intermittent aerobic physical activity of both moderate and vigorous intensity for at least 60 minutes per day.
- **Describe** the aerobic physical activity recommendation for adolescents
- **Define** *aerobic, physical activity, intensity, heart rate*
- **Describe** *sedentary, light, moderate, and vigorous* physical activity
- **Identify** enjoyable moderate to vigorous aerobic activities
- **Use** tools to determine intensity
- **Classify** activity as sedentary, light, moderate, or vigorous





# Planning for standards-based instruction

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### 3. Select assessment tools

***Assessment tool*** - “a method used to collect evidence of learning”

*Evidence* to inform the student, teacher, or both

Choose the *kind* of tool that will allow you to collect the evidence you need.

*Example:*

*If the verb is “define” the tool must ask the students to provide a definition. Having students “identify” or “list” would not provide evidence they have learned to define the word.*

# Assessment Tools Examples

- Teacher observation
- Performance task
- Log
- Pair/Share/Compare
- Exit slip
- Video
- Checklist
- Diagram
- Demonstration
- Written response

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# 4. Determine Instructional Activities

Activities must be *aligned* to the verbs in the standard/grade-level outcome or small learning blocks.

## Example:

*“Use tools to determine intensity of activities.”*

## Instructional Activity:

PACER with Talk Test - Students sing or talk while doing the PACER.

Partners indicate with fingers (1 = light, 2 = moderate, 3 = vigorous) the intensity level of the runner

# Instructional Activities

*Examples:*

## **What/Why/How?**

The teacher shares with students *what* they are learning, *why* they are learning it, and *how* they will know they have learned.

## **MVPA Puzzle, Group Talk, and Compare Answers**

Students put together a word puzzle, discuss what it says and try to define key terms

## **60 Minutes MVPA Game**

Students play a card game where they must accumulate 60 minutes of MVPA

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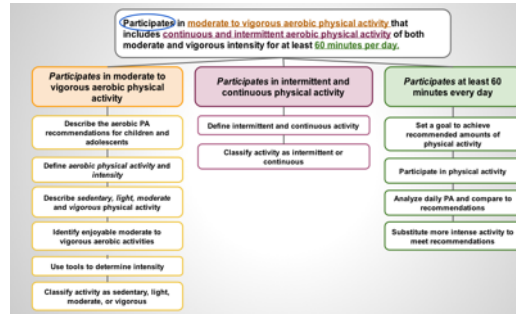
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# 5. Plan the learning sequence and lessons



Lesson 1

Lesson 2

Lesson 3

Lesson 4

Lesson 5

Lesson 6



# Lesson 1

*What/Why/How?*

*Puzzle/Group Talk/Compare  
Answers*

*60 Minutes MVPA game*

*Vocabulary Sticks*

*Partner Talk*

(Small learning blocks from unpacked standard/grade-level outcome)

**Describe the aerobic PA recommendations for children and adolescents**

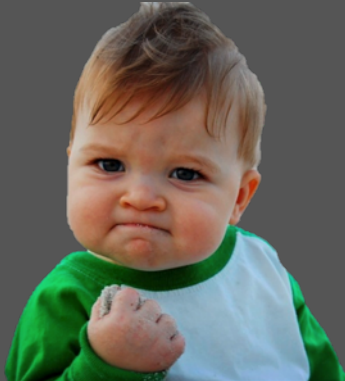
**Define *aerobic, physical activity*, and *intensity*, and *heart rate***

**Describe *sedentary, light, moderate* and *vigorous* physical activity**

What are we learning today?



How will we know if we are successful?



**“We are learning the *amount* and *kind* of physical activity needed to be healthy”**

**“You will have learned when you can...define the terms *intensity, light, moderate, vigorous, sedentary, resting heart rate, aerobic, and physical activity*”**

# Instructions

1. Find the people with the 3 other pieces to your puzzle
2. Discuss what you think are the definitions of these terms: *aerobic*, *moderate*, *vigorous* and *physical activity*.
3. When prompted, check answers with those on the screen

# MVPA Puzzle

Children and adolescents should do 60 minutes (1 hour) or more of **physical activity** each day.

Most of the 60 or more minutes should be **aerobic** and either **moderate** or **vigorous** physical activity.

**Aerobic activities** – Activities that move large muscles continuously and force you to breathe faster and use large amounts of oxygen.

**Physical activity** – Any bodily movement produced by skeletal muscles that result in an expenditure of energy.

- **Moderate Activity** – Working hard enough to raise heart rate and break into a sweat. Able to talk but unable to sing the words to a song.

**Vigorous activity** – Breathing hard and fast and heart rate has increased significantly. Not able to say more than a few words without pausing for breath.

# 60 Minutes of MVPA Game

To convert one sedentary card into 10 minutes of MVPA you must do...

10 virtual rope jumps

5 seconds of plank

5 sit-ups

**Moderate Activity** – Working hard enough to raise heart rate and break into a sweat. Able to talk but unable to sing the words to a song.

**Vigorous activity** – Breathing hard and fast and heart rate has increased *significantly*. Not able to say more than a few words without pausing for breath.

**Light Activity** – Activities that increase energy expenditure *slightly* above the resting level.

**Sedentary** – Activities that *do not* increase energy expenditure substantially above the resting level.

**Resting heart rate** – The number of times the heart beats per minute when the body is at rest or inactive.

**Intensity** – How hard the body is working. Indicated by heart rate, breathing rate, body temperature, and perspiration.

**Aerobic activities** – Activities that move large muscles continuously and force you to breathe faster and use large amounts of oxygen.

**Physical activity** – Any bodily movement produced by skeletal muscles that result in an expenditure of energy.

# Vocabulary Sticks



## Physical Activity Requirement - Definitions

Moderate activity

Working hard enough to raise heart rate and break into a sweat. Able to talk but unable to sing the words to a song.

Vigorous activity

Where you are breathing hard and fast and your heart rate has increased significantly. Not able to say more than a few words without pausing for breath.

Light activity

Activities that increase energy expenditure slightly above the resting level.

Sedentary

Activities that do not increase energy expenditure substantially above the resting level.

Resting heart rate

The number of times the heart beats per minute when the body is at rest or inactive

Intensity

How hard the body is working. Indicated by heart rate, breathing rate, body temperature, and perspiration.

Aerobic activities

Activities that move large muscles continuously and force you to breathe faster and use large amounts of oxygen.

Physical activity

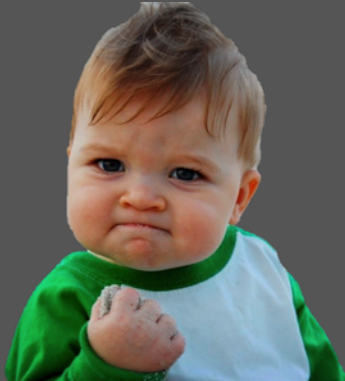
Any bodily movement produced by skeletal muscles that result in an expenditure of energy.



What are we learning today?



How will we know if we are successful?



**“We are learning the *amount* and *kind* of physical activity needed to be healthy”**

**“You will have learned when you can...define the terms *intensity, light, moderate, vigorous, sedentary, resting heart rate, aerobic, and physical activity*”**

# Lesson 2

*Game Show vocab review*

*What/Why/How?*

*PACER with Talk Test*

*Give Examples*

*Quiz Quiz Trade*

(Small learning blocks from unpacked standard/grade-level outcome)

**Define *aerobic*, *physical activity*, and *intensity*, and *heart rate***

**Describe *sedentary*, *light*, *moderate* and *vigorous* physical activity**

**Use tools to determine intensity**

**Identify enjoyable moderate to vigorous aerobic activities**

**Moderate Activity** – Working hard enough to raise heart rate and break into a sweat. Able to talk but unable to sing the words to a song.

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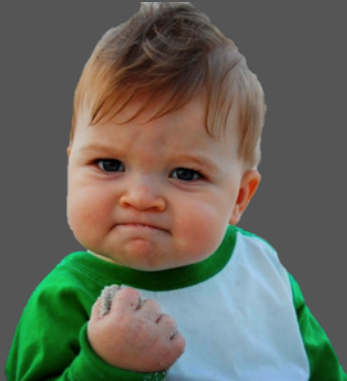
**Aerobic activities** – Activities that move large muscles continuously and force you to breathe faster and use large amounts of oxygen.

**Physical activity** – Any bodily movement produced by skeletal muscles that result in an expenditure of energy.

What are we learning today?



How will we know if we are successful?



**“We are learning** how to tell the difference between light, moderate, and vigorous intensity activity”

**“You will have learned when you can** use the talk test to identify the level of intensity your partner is working at.”

# Give Examples

light

- Cleaning Room
- Fishing
- Easy Aerobic
- Boxing
- Yoga
- House cleaning
- Playing an instrument
- Swimming
- Slow walking
- Fishing

moderate

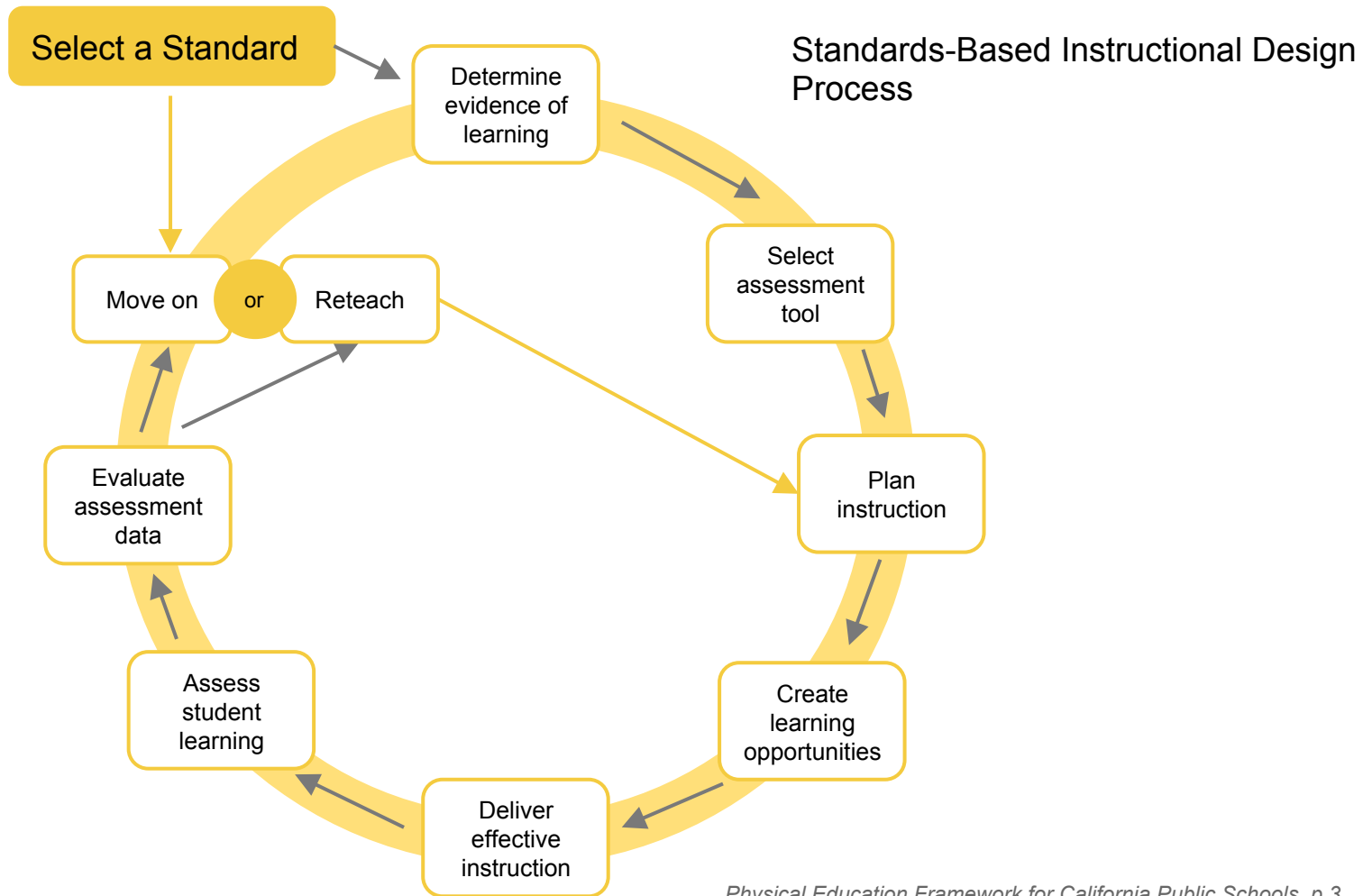
- Fast walking
- Bicycling
- Mowing Lawns
- Fishing
- Hiking
- Long Jump Runs
- Shoveling Snow
- Shooting Hoops
- Four Square
- Playing catch
- Gymnastics
- Heavy Lifting

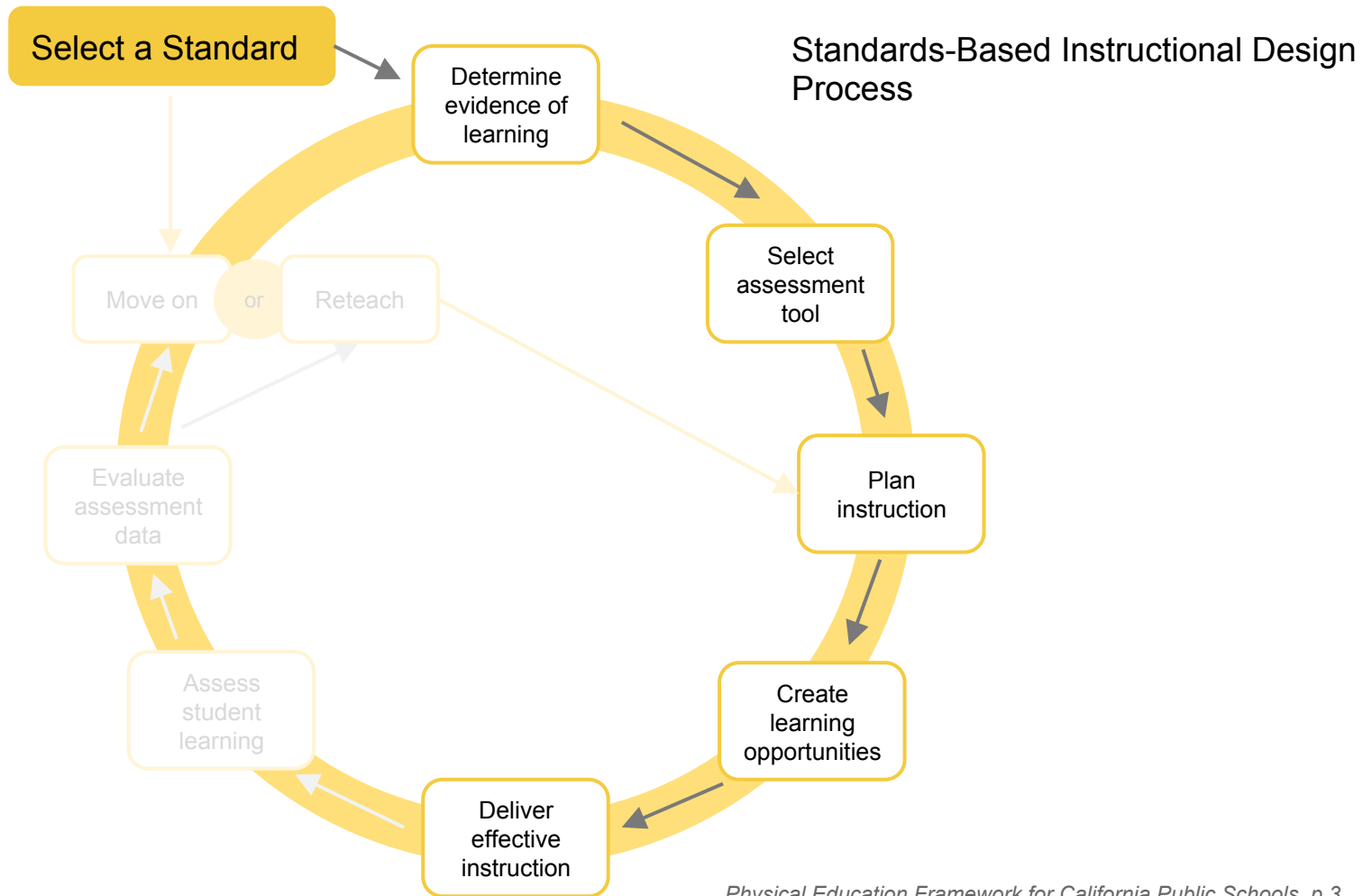
vigorous

- Basketball
- Lacrosse
- Water Polo
- Tennis
- Swimming
- Basketball
- Soccer
- Triathlon
- Jumping Rope
- Rugby
- Archery
- Jogging

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# Thank-you!

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