

Multiage High School Physical Education Program Development Presentation

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Multiage Philosophy: What is it?

Each student is viewed as an individual with diverse skills, interests, and goals.

Emphasis is on the strengths and the success of the student: “Learner-Centered”.

Differences are encouraged and individuality is celebrated.

Students move along the learning continuum according to their developmental readiness and their own pace/rate.

Students can be working at different levels of class work and at their own pace.

Believes that not all children reach the same milestones at the same chronological age.

Mixed age and mixed ability. More than one grade level in a class.

Students have the same teacher for more than two years which creates stability and comfort.

Flexibility in planning. Focus is on success rather than retention.

The class is viewed as a “Community of Learners”.

Community-Based and Project-Based Learning

Curriculum is age appropriate and students understand their role in the learning continuum.

Benefits of a Multiage Class

(For Students and Staff)

Individualized learning
Self direction and independence
Child centered environment
Community based (community of learners)
Student/Teacher continuity
 Teacher's know students longer and therefore understand them better
Continuity on parent involvement
Viable alternative to retention
Better mental health
Greater self-esteem
Better attendance
School is fun
Trust, bonding & belonging
Children can see ahead what they will be able to do
Accommodating diversity
Students have different roles in peer groups
Personal, independent learning
Socialization benefits with a mixed age group
Non-Competitive
Cooperative learning
Cross Age collaboration
Peer teaching
Mentors-older students helping new or younger students
Fosters a willingness to help others
Fosters responsibility of being a role model
Flexible grouping
Heterogeneous class
Very high psycho-social development
Higher positive attitude towards school
Beneficial to the disadvantaged, underachievers and students of a low socio-economic status
Acceptance of diversities
Self-motivation
Teacher can assess developmental changes over a longer period of time
No ability grouping
Sustained caring relationships
Appreciation and understanding of one's progress and the development of behaviour

Minimum of time spent on the beginning of the year transition

- Procedures are known
- Teacher knows students

Students are familiar with each other

Whole language philosophy

Flexible learning based activities

- Open ended activities and learning centers
- Peer tutoring and support

Flexible assessment practices

- Portfolios, presentations, crafts etc

Parent education/involvement

Mutually reinforcing perceptions of age groups

Greater social responsibility and sensitivity

Therapeutic environment for socially immature

Sharing through presentations, project work etc.

Curriculum flexibility

Support of a greater social circle

Nurturing environment

Choices

Students take ownership and responsibility for their learning.

Multiage has the same or greater academic success when compared to single grade.

Why Multiage is great for Physical Education

- Freedom and Choice: during the term students will have lots of choice in activities
- Assessment: Students are assessed using a variety of methods (ie. Rubrics)
- Flexible Groupings: Individual, partners, triads, quads, teams, whole class (This is great with mixed ages and abilities. Grouping can be based on interest, learning style, subject matter.)
- Academic, social, emotional and physical growth and is considered for each student.
- Continuous learning is matched to developmental readiness.
- Students can be matched with others so students complement each other.
- Cooperative Learning (Not Competitive): working and sharing with each other.
- Inclusive Environment (no one is marginalized or excluded)
- Variety of activities including a broad range of skills
- Developmentally Appropriate and Challenging
- Opportunities for Different Levels of Developmental Readiness that are appropriate and challenging.
- Skill Enhancement: Social, Emotional, Physical
- Students Assist in Rule Development for Class
- Established Routines add to Security and Independence
- Development of Communication Skills
- Learners create and pursue fitness/activity goals
- Safe and Supportive Environment
- Younger students learn from older students.
- Older students gain confidence, responsibility, self-esteem and self-motivation through their leadership roles.
- Will practice skill development by demonstration and participation.
- Development of confidence in ability. Confidence brings motivation.
- Personal goal setting, responsibility, personal initiative and self-discipline.
- More success and fewer failures.
- Community-Based Environment with use of Local Community.
- Teachers work in teams. Instructional support teams.
- Teachers need to be calm, accepting and supportive.
- Teachers need to praise, be courteous, be positive and motivate.
- Teachers need to help create a challenge that is accepted and understood.
- Special needs students are fully integrated into class.
- Students will self monitor progress through reflection, record keeping, setting goals and maintaining their fitness portfolio.
- Students can work in interest groups
- Students often learn better from peer role models.
- Content is of interest to the student
- Students who have control over their learning have a better attitude towards school

How would it work?

- Teacher as Facilitator
- Peer Helpers/Coaching
- Leadership Opportunities
- Cross-Curricular Activities: problem solving, decision making, science, geography, math (depending on activity)
- Sport Skill Acquisition
- Community Involvement/Service Learning
- Clear expectations and routines

Stage 1 Personal Fitness & Skill Development

Stage 2 Personal Fitness & Theory Development/Strategy

Stage 3 Personal Fitness & Leadership

Daily Fitness Activities = Bi-Weekly Goals

- Individual, group, partners etc.

Sport/Skill Development – Choice Sport

- Interest driven
- Students Choose Activity Section

Program Plan

- Discuss program plans with students and focus on overall goal creation.
- Set up individual conferences with students to plan their personal program.
- Create 10 -15 learning behaviours that will enhance goal achievement.
- Emphasize the importance of collaboration, social responsibility, independent functioning, communication and creative and critical thinking.
- Have parents sign a bi-weekly journal of accomplishments. Parents need to be informed regularly

Goals of Program

- Healthy Body = Healthy Mind
- Personal Fitness
- Life Long Personal Well-Being
- Students develop a wide range of physical education skills
- Driven by skill development and student interest
- Active Learning
 - Self-Directed Learning
 - Hands On
 - Decision Making
 - Choice
 - Collaboration with Others
 - Responsibility
 - Motivation

Program Overview

At the start of each year, the overall goals of the program are reviewed. Students are made aware that the class focuses on Personal Fitness and Healthy Living along with life time sports. Personal fitness goal setting is reviewed and learning behaviours are created. Students then are asked to prepare their own personal fitness goals for the year. This is done in collaboration with teacher, peers and with parents/guardians.

Depending on which year a student is in or how quickly they progress through the course material, there are three general stages of programming. Every year the focus is on general overall fitness. The approach to activity is different for the three years of high school. Stage one is focused on skill development for the students chosen activities. Stage two is theory development and strategies in sport and activity. Stage three is the leadership component where student take an active role in the delivery of stage one and two.

A typical 60 minute class will consist of the following:

Students arrive to class and change into their appropriate gym clothes.

Students bring with them their portfolio which has a daily tracking page, their goals, fitness sheets and information on activities of interest.

Every class starts with a student led 5 minute warm-up where all students participate. After the warm up, for the first 20 minutes students choose which fitness components they would like to work for that day. They can complete a **Fitness Challenge** (Appendix A), work on their **Fitness Assessments** (Appendix B), complete a **Fitness Circuit** (Appendix C) or complete a circuit in the **Weightroom** (Appendix D). All of these activities can be done alone, in pairs or small groups. Student progress will be monitored. Students are required to maintain records of their participation as made available on the progress sheets in their portfolio. On the second Friday of each week students are asked to complete their bi-weekly reflection based on preparation, participation, improvement, new skills learned, and overall fitness. Students also are given time to work in chosen groups to receive feedback from peers. This feedback can also be on-going in the daily class. The use of the Physical Education Rubric will assist in the process of evaluation (Appendix E).

New challenges and goals can be added each week if necessary.

After the fitness component is completed each day, students have a choice in what activity they would like to participate in. Each day usually will consist of three or four choices of activity which are lead by the older students. Activities could include learning a new skill, play a team sport or learning new rules. There is choice and variety. Each week the activity choice changes and students acquire knowledge of many life long activities.

Throughout the term students will have the opportunity to participate in activities that are available to them in the community. This would include field trips and having guests visit the school.

Students have projects assigned throughout the term that relate to their interest in sport. These projects will be part of the Physical Education Portfolio.

Evaluation

There are a variety of Assessment Methods that will be used throughout the term. These tools will be conducted by the teacher, classmates and home. Students are engaged in the evaluation process. They are taught to track their progress and will learn to maintain their own record keeping.

Assessment Methods

- Rubrics (Exceptional, Commendable, Satisfactory, and Needs Work)
 - See Appendix E for Physical Education Rubric
- Personal Goal Setting (Parents can be involved)
- Self Evaluation
- Peer Evaluation
- Student Led Presentations/Conferences
- Creating and Updating Fitness Portfolio
- Personal Plan
- Fitness Journal/Reflection
- Teacher Observation Sheet
- Descriptive/Narrative Feedback
- Participation/Performance/Demonstrations
- Check Lists

Assessment Guidelines

- Progress is measured by personal growth.
- Cooperative Work Skills
- On Task Behavior
- Class Preparation (Gym Clothes)
- Fitness Evaluation Completion
- Improvement on Personal Fitness Goals
- Leadership Skills
- Peer Teaching (Leadership Roles)
- No Comparison to Other Students.
- Based on Individual Progress.

Steps to Implement: Time for Transition

Things to Consider:

- View class as a community
- Create daily class routines
- Planning, organization and discipline should be ongoing and flexible
- Each child needs to be seen as a unique individual
- Overall benefits of all students should be the goal of the class.
- Consider the academic, social, emotional and physical growth of the child
- Build in student choice and emphasize self-directed learning by:
 - student input for activity planning
 - offer independent and group work
 - provide lots of choices
 - input on own program goals
 - use of technology
 - motivate and challenge

- Learning environment must be flexible
- Easy access to equipment and learning materials
- Many resources need to be made available

Appendix A

FITNESS CHALLENGE:

NAME: _____

Students are to choose one the levels presented. The student is to try and achieve the level in the 8 minutes provided. Once you have completed the level in the time frame you are to move to the next level. Your objective is to:

- 1) Improve your level go from one level to the next
- 2) Improve your time.
- 3) Once you have done a level in less time than indicated you are to move to the next level.

In order to improve you should be putting in more effort during class and/or doing some physical fitness outside of school.

At the bottom of each column there is a self evaluation base on your effort in the class for this activity.

For each exercise your partner is to place the time you completed the exercise. EG. 4 laps 1:30, 10 push ups 1:50 etc.

GOOD LUCK!!!

DATE						
BRONZE						
10 Double Leg Thrusts						
3 Laps						
10 Push Ups						
3 Laps						
10 Sit Ups						
3 Laps						
20 Skips						
SILVER						
25 Skips						
4 Laps						
10 Double Leg Thrusts						
4 Laps						
10 Sit ups						
4 Laps						
10 Push Ups						
4 Laps						
GOLD						
12 Push Ups						
5 Laps						
12 Sit Ups						
5 Laps						
12 Double Leg Thrusts						
5 Laps						
30 Skips						
5 Laps						
Effort out of 10						
Heart Rate						

Appendix B

HEALTH RELATED FITNESS PROFILE

Name : _____ Age : _____ Class : _____

<i>Fitness Components</i>	<i>Test Item</i>	<i>Test #1</i> _____	<i>Test #2</i> _____	<i>Test #3</i> _____
Flexibility	A. Sit and Reach	<input type="text"/>	<input type="text"/>	<input type="text"/>
	B. Zipper	right	<input type="text"/>	<input type="text"/>
		left	<input type="text"/>	<input type="text"/>
Cardiovascular	A. Step Test	<input type="text"/>	<input type="text"/>	<input type="text"/>
	B. 12 Minute Run	<input type="text"/>	<input type="text"/>	<input type="text"/>

Test #1	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31
	32 33 34 35 36 37 38 39 40 41 42 43 44 45 46 47 48 49 50 51 52 53 54 55 56 57 58

_____ X 60 = _____ m _____ X 6 = _____ HR

Test #2	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31
	32 33 34 35 36 37 38 39 40 41 42 43 44 45 46 47 48 49 50 51 52 53 54 55 56 57 58

_____ X 60 = _____ m _____ X 6 = _____ HR

Test #3	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31
	32 33 34 35 36 37 38 39 40 41 42 43 44 45 46 47 48 49 50 51 52 53 54 55 56 57 58

_____ X 60 = _____ m _____ X 6 = _____ HR

Muscular Endurance	A. Leg Change	<input type="text"/>	<input type="text"/>	<input type="text"/>	30 sec total time
	B. Flex Arm Hang	<input type="text"/>	<input type="text"/>	<input type="text"/>	
	C. Push Ups	<input type="text"/>	<input type="text"/>	<input type="text"/>	30 sec total time
	D. Side Stand	L R	L R	L R	

Muscular Strength	A. Hand Grip	L R	L R	L R	30 sec
	B. Sit Ups	<input type="text"/>	<input type="text"/>	<input type="text"/>	
	C. Pull Ups	<input type="text"/>	<input type="text"/>	<input type="text"/>	

Body Composition	A. Weight	<input type="text"/>	<input type="text"/>	<input type="text"/>
	B. Height	<input type="text"/>	<input type="text"/>	<input type="text"/>

SKILL RELATED FITNESS PROFILE

Name : _____

Age : _____

<i>Fitness Components</i>	<i>Test Item</i>	<i>Test #1</i> _____	<i>Test #2</i> _____	<i>Test #3</i> _____
Agility	Illinois Agility Run	sec	sec	sec
Balance	We will not be testing.			
Power	Vertical Jump			
	Standing Broad Jump			
Reaction Time	Ruler Drop			
Coordination	Stick Flip	pts	pts	pts
Speed	Sprint Test	I		
		m	m	m
		ii		
		m	m	m
		iii		
		m	m	m
		av		
		m	m	m

* Take pulse for 10 seconds and multiply it by 6 which will give you your heart rate for 1 minute.

Resting Heart Rate _____ X 6 = _____

Exercise Heart Rate (EHR) 220 - _____ (age) = _____

Upper Limit (EHR) _____ X 80% = _____

Healthy Exercise Zone (EHR) _____ X 60% = _____

Appendix C

You have 30 seconds at each station with 45 seconds as a rest period between stations.

FITNESS CIRCUIT TRAINING

Name :

Class :

Date :

	Trial #1	Trial #2	Trial #3
1. Medicine Balls			
2. Skipping			
3. Crunches			
4. Jumping Jacks			
5. Push-Ups			
6. Line Touches			
7. Bicep Curls			
8. Line Jumps			
9. Pull Ups			
10. Step Ups			
11. Biking			
12. Burpees			

Appendix D**Physical Education Rubric**

Prepared by D. Duggsn 2008.

	Exceptional	Commendable	Satisfactory	Needs Work
Preparation	Proper gym gear 100% of the time. Always in the locker room by the bell. Always ready to begin class on time.	Proper gym gear 100% of the time. Almost always in the locker room by the bell. Almost always ready to begin class on time.	No more than 3X not properly dressed for class. Usually in the locker room by the bell. Usually ready to begin class on time.	4X or more not properly dressed for class. Rarely in the locker room on time. Rarely ready to begin class on time.
Participation Effort	Always participates at the proper intensity level. Consistently participates enthusiastically and makes an outstanding effort.	Almost always participates at proper intensity level. Frequently participates enthusiastically and makes a good effort.	Usually participates at proper intensity level. Occasionally participates enthusiastically and makes a good effort	Rarely participates at proper intensity levels. Effort needs improvement.
Skill Acquisition	Ability and attempt to play all positions. Ability and attempt to use all skills.	Can play most positions. Ability and attempt to use most skills.	Can play some positions. Ability and attempt to use some skills.	Struggles with most positions. Rarely attempts to use skills.
Knowledge of Rules and Safety	Always follows safety rules 100% of the time. Always abides by game rules. Demonstrates comprehensive understanding.	Almost always follows safety rules 100% of the time. Almost always abides by game rules. Demonstrates very good understanding.	Usually follows safety rules. Usually abides by game rules. Demonstrates general understanding.	Rarely follows safety rules. Rarely abides by game rules Demonstrates little or no understanding.
Sportsmanship	Always has a positive and cooperative attitude. Always respects others' feelings during class. Always includes others in the activity.	Almost always has a positive and cooperative attitude. Almost always respects others' feelings during class. Almost always includes others in the activity.	Usually has a positive and a cooperative attitude. Usually concerned with the feelings of others during entire class. Usually includes others in the activity.	Rarely has a positive and a cooperative attitude. Rarely concerned with the feelings of others. Rarely includes others in the activity.
Fitness Testing	Exceeds standards on all components of tests. Continually works on improving performance. All tests completed.	Meets standards on all components of test. Continually works on improving performance. Most tests completed.	Meets standards on some components of test. Occasionally works at improving performance. Some tests completed.	Does not meet standards on any components of test. Makes little or no attempt to improve performance. No tests completed.
Leadership	Demonstrates a high level of responsible personal and social behaviour. Student exemplifies leadership in class with attitude, behaviour and work ethic.	Demonstrates a good level of responsible personal and social behaviour. Student generally displays characteristics of a leader with attitude, behaviour and work ethic.	Demonstrates some level of responsible personal and social behaviour. Student rarely displays characteristics of a leader. Student is generally off task and has a poor attitude toward work and service.	Demonstrates little if any responsible personal and social behaviour. Student has shown no growth as a leader in attitude, behaviour and work ethic.
Portfolio	All sheets present, complete and organized. Presentation is exceptional.	Most sheets are present, complete and organized. Presentation is very good.	Many sheets missing and/or many sheets incomplete. Needs to be organized.	Most sheets missing and/or incomplete. No organization.

Resources & References

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3. *Enhancing Learning Through Multiage Grouping* by Debra Johnson
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http://www.lausd.k12.ca.us/Haskell_EL/multiage.htm
5. Multiage Education.Com.
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6. Choosing Multiage.
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7. Circle Adventist.
http://circle.adventist.org/browse/?browse_node=97
8. *Multiage Grouping and Academic Achievement* ERIC DIGEST by Susan J Kinsey.
<http://ceep.crc.uiuc.edu/eearchive/digests/2001/kinsey01.pdf>
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<http://www.as.wvu.edu/~scidis/learning.html>
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Professor Marion Leier.