# Plan for Managing the Learning Environment

**Name:** Eduardo Sanchez

**Student Grade level or Grade range (e.g. PK-5):** 6-10

**Subject Area:** Physical Health Education

| **Classroom Culture and Climate** |
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| **Reflection:**  I envision a positive classroom climate as an environment where students feel welcomed, safe, curious, and excited to learn. In my P.E. class, I would like students to find and maintain a trajectory that keeps moving them in a positive direction. One where mind, body, and soul support each other. One where fun is vital and knowledge requires both the student and the teacher to be engaged to be achieved.  Before getting into the strategies, I would like to acknowledge that I have never been a teacher. I have observed that teaching and coaching in China are very different than the background I’m familiar with. I hope the strategies below help me create a nurturing environment where I can encourage the student’s strengths and build on their own interest.  **Strategies for Positive Classroom Climate**   * Greet them individually when they come into class. Start our time together with a positive acknowledgment of their presence in class. * Create structure by building a “start of class routine” so that students know what to do and when to do it.   + Greet Students   + Go over attendance   + Review plan for class   + Warm-up   + Skill Training   + Game time! * (For myself) Don’t take behavior outbursts personally. Keep a cool and calm demeanor and acknowledges that I can’t make them do something. I will ask for their help and remind them of our routine and the steps we need to get through before we get to play the games. Be firm and kind. * It is important to me that all students achieve their own level of success and not worry too much about what others are doing. With that in mind, I will encourage any positive attempts and modify the task to the student’s skill level. |
| **Strategies or Modifications for Virtual Learning Environment**   * Stress punctuality: No need to change or walk to the gym, you are at home in your PJs. You must be on time. * Respect everyone’s voice. Be polite when you feel the need to interrupt. For example: use the “raising hand” icon. * Games will be difficult to implement, but the skill training part is an individual task that must be completed and uploaded before the class period ends. |

| **Classroom Norms and Behavior Expectations** |
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| * Be part of our classroom community   + The norm for my class will be to spend a few minutes at the beginning of class talking about some of the student’s interests and activities. The expectation will be to discuss the performance of the school play, band, service project, forensics, or sports team. This will show them that I care about what they do and how they feel about it. I will always try to make sure the spotlight is rotated around the students and the activities so that the attention is inclusive, and everyone feels welcomed to share their experiences outside of class. * Safety First   + In an environment of learning about one’s body, a game, or sport; The expectation will be to have respect for oneself, others, and the game. The narrative can be drawn from the safety norms and regulations we find in all sports. For example, all sports have fouls. The more contact there is in the sport, the more specific the rules are about the safety of when, where, and how to make contact with other players. Hence, there is a bigger game (pun intended) at play and that is the essence of the game. If everyone gets hurt, then no one will be able or want to play the game. Same thing with the classroom. The norm will be that all students should feel safe because they should expect everyone else to behave in a way that keeps others safe from harm or injury. Physical play may happen, but if it escalates to ill intent then all activities will be halted so that everybody can take some time to cool off because at the end of the day it is just a game. * Practice Good Sportsmanship   + This will be a focal point in my teaching and coaching. Many young minds may think that they need to be angry and even hate their opponent to tap into that special potential. The expectation in my class will be to respect your opponent as I believe that is the driver behind the motor of success. * Curiosity and Excitement for Learning   + I love the idea of teaching physical education as part of an interdisciplinary unit. Drawing parallels and relationships between what they are learning and what piece of it can be affected by nutrition for example. Using chemistry, biology, physiology, and physics to explain movement and body functions. Maybe one day I will get to design such a unit. For now, I will settle with some trivia about the human body and how uniquely special we are in comparison to other living things on this earth. For example, our foot. Specifically, the arch of our foot.   “The greatest weight-bearing design ever created. Buttressing the arch from all sides is a high tensile web of 26 bones, 33 joints, 12 rubbery tendons, 18 muscles, all stretching and flexing line an earthquake-resistant suspension bridge”  (McDougall, Christopher “Born to Run” pg. 176)  This quote alone carries enough civil engineering juice to spend hours and hours of discussion, practice, and application, and maybe one day the central topic of a STEAM project. The norm will be to always make the content they are learning in my class relevant to them and their bodies and keep working on keeping the engagement up and their curiosity going by having them expect something cool, exciting and relatable that introduces the science of sports. |
| **Strategies or Modifications for the Virtual Learning Environment**  Technology allows us to play fun and competitive games virtually. Participation, respect, and integrity will be expected from all students onsite and online. Low-tech games can also be fun. Recording yourself playing HORSE with a trashcan and a piece of paper can be an activity we can all participate in and create a highlight reel. This will allow students to work on their creativity and presentation skills. |
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1. **Routines and Procedures:** PE Class 80min Block

| **Clear Routines and Procedures** | |
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| **Situation** | **Steps (and Modifications, if any)** |
| *Entry Routine (5min)* | * Attendance:   1. Gather in front of white board   2. RolI call their name and they will reply with one word that describes how they feel on that day.      1. modification:         1. If a student feels like not sharing they get a pass but then have to speak with me during skill training time and/or game time.         2. late students will be addressed individually during skill training time.   3. Assign partners for skill training |
| *Lesson Expectations (5 min)* | * Remind them that all I'm looking for is effort.   1. Even the most skilled student should be getting better during our time together. * Short description of what we will do in class.   1. Skill and game play relationship * Discuss safety guidelines and general behavior goals.   Modifications:  If I notice safety guidelines and behavior goals are being ignored then I will dedicate some time to showing a presentation of worst case scenarios. This will purposely take longer than the allotted 5 minutes for this part of class and take away from the ‘fun’ part of class where they get to practice the skill and play the game. |
| *Lesson (37min)* | * Demonstrate skill (2min) * Modification: show a short video of the skill they will be learning showing execution during game play. * Group Warm Up & Stretch (15min) * Skill Practice (10 min)   + Split in pairs     - assigned by me by observed skill level * Challenge: (5min-10min)   + Split in small groups     - Execute skill in designed game play.     - Modification:       * increase/decrease challenge difficulty depending on student ability if required.      * Game play (30 min) |
| *Exit Routine (13 min)* | * Two short whistle blows signals the end of game play. * Long whistle for Cool Down * “closing time” song starts playing   1. Students put equipment back in their designated spots. (8 min limit)   2. If a student does not help in putting things back then it will be addressed individually and separate from class.   3. If the task is not completed in time then next time we meet game will 8 min shorter so they have the time to pick up the equipment. * Gather in front of white board (same spot as in the entry routine) for exit ticket (5min)   1. Question of the skill practiced.      1. They will get 10 secs to think of an answer. I will call on them.      2. modification:         1. think, pair, share on the skill practiced. |
| **Routines for the Online Classroom: PE 40 min blocks (school days are shorter during lockdowns)** | |
| **Entry Routine: 5min** | Attendance:   * log in on time and share in one word how you feel that day on the chat.   + Modification: share your word during roll call.     - late students will be addressed individually during skill training time. * Camera On   + PE class attire is mandatory   + Show your face |
| **Lesson expectations**: 5 min | same as onsite |
| **Lesson: 25min** | * Depending on space and equipment availability.   + creativity will be tested, however a plan will be in place to either employ the muscle group coordination needed for the skill that was meant to be taught on site. At the very least game strategy could be a passive yet important approach to content during online lessons. * I will demonstrate skill live   + Modification: show a short video of the skill they will be learning showing execution during game play. * Students will be allowed to turn the camera off. * Students will need to record themselves practicing the skill. They have 20 minutes to do this. |
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| **Exit Routine : 5min** | * upload video of skill training to platform for teacher only review. * Notify teacher via chat that video has been uploaded * Turn camera on * Exit ticket: same as on site   + share your answer on the chat   \*If someone is not participating in any of the required chat engagement opportunities, students will receive a email first to schedule a phone call to check-in and talk about the lack of participation. |

1. **Transitions:**

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| **Situation** | **Steps** |
| ***Group Warm up and Stretch*** | * Long whistle   + signals students to transition from their entry routine to stand up and form a circle around me. .   + Modification: Visual aid or gesture for the hearing impaired at the same time as the long whistle to signal transition.   + Modification: individual Check in with ESL, special needs or learning disability student.   + Differentiation: ask students how they can make warm up easier, harder, or more intense. |
| ***Skill Training Setup***  *Generally break down the class into small groups.* | * Long whistle   + Break out into pairs previously assigned during attendance roll call. |
| ***Skill Training Action*** | * Two short whistles   + start skill drill * Two short whistles   + Stop skill drill * Modifications:   + Carry a clipboard with a red side and a green side. Raise the clipboard with the color when I need them to start or stop a drill. |
| ***Bathroom Transition*** | * Student must gesture a timeout with hand to ask for permission. I will then approach student and give them the bathroom troll figurine and permission to go. * Student comes back from the bathroom and has to find me and return the bathroom troll figurine. I will then cover whatever was missed and instruct them on what needs to be done or in the process of doing next. |
| ***Game*** | * Two short whistles: stop the drill and begin transition to whole class game play.   + Modification: raise red side of clipboard.   + modification: individual check in on ESL, special needs or learning disability student. Assess level of ability. Are they ready to play the game? * Long Whistle : gather in large group to pick teams. * Two Short Whistle : game begins   + modification: raise the green side of the clipboard. * Two short whistles game ends   + modification: raise red side of clipboard. |
| *Cool Down* | * Long whistle   + gather in a large group circle with me in the middle to lead them through a cool down routine. |
| Equipment | * Play the same song every time to signal students it's time to put equipment used back to where it belongs. 3 minutes   + “Closing Time” by Semisonic   + Modification     - individual check in on ESL, special needs or learning disability students.     - Offer guidance and gesture with hands and ask them for help to put particular equipment away.   + If a student does not help in putting things back then it will be addressed individually and separate from class.   + If the task is not completed in time then next time we meet game will 8 min shorter so they have the time to pick up the equipment. |
| **Transitions for the Online Classroom:** | |
| **From entry routine to lesson** | * Give students a brain break that they can relate, warm up and have fun.   + [Minecraft Fitness Run! - A Virtual PE Workout Game and Brain Break](https://www.youtube.com/watch?v=y_5sOYdNmj8) |
| **From Skill video making to uploading and exit routine** | * Ask students to set two 20 minute timers with their own devices and show me the timers running on camera before they go and record themselves.   + Those who submit on time get to share a “sick move” from a real sports game or a video game related to the lesson.     - With this I hope to reward those who finish on time with some research and presentation time on the skill we just learned. =) |

1. **Responding to Traumatic Stress:** Middle School Years

| **Response to Traumatic Stress** | |
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| **Trauma Symptoms** | **Response Strategies** |
| *Self Harm*  *Substance Abuse*  *Risk-Taking Behavior*  *Eating Disorders*  *Poor Social Networks*  *Disaffection with Education*  *Withdrawal*  *Anxiety*  *Depression*  *Violence*  *Antisocial Behavior*  *Physical Injury*  *Using Clothes to Hide Bruises*  *Sudden School Difficulties*  *Not wanting to leave school*  *Not wanting to be alone with particular person/adult*  *Suicidal Thoughts* | If Domestic Violence is suspected:   * Healing and Repair   + Teach Students how to release stress. * Positive Relationships   + Provide a safe and trusting environment. * Positive Physical Space:   + Visual Aids showing support and care for others * Character Strength   + Create activities where students can showcase their strengths. * Building Resilience   + Role playing skills in order to connect with feelings similar to what they are feeling.   If Physichal or Sexual Assault is suspected:  (Add to the strategies above)   * Reinforce body safety and body boundaries as you go through PHE curriculum. * Invest the time in your students' life outside your classroom. * Make confidentiality of students and teachers an embedded part of class culture. * Encourage success and self worth * Report the abuse (this is an obligation) and work with school psychologist for further assistance to the child. |
| *Recurring and Obstructive memories of death.*  *Avoidance and numbing*  *Physical or Emotional symptoms of increased arousal*  *Deep Sadness from Grief* | *Sudden or violent loss of a loved one*   * One on One time and/or talks. Let the child share and talk, maybe ask about the good times they had with the loved one they lost when it feels right. It would also be ok to just sit together and let time do it’s thing. * Check In Check Out : guidance and structure offered to help student stay on track with work and school related activities. * Classroom Job: create a sense of responsibility and trust. * Teach student relaxation techniques and allow student to have some flexibility during class. |
| Difficulty making friends  Withdrawn  Depressed  Not interested in school or extracurriculars | *New Students to School*  I would like to add-on to this topic the matter of families that tend to move around a lot. Grief is a complex and powerful feeling that can be difficult to manage. When kids lose their friends because they are moving they may feel a type of grief that very few may be able to relate to. Even more concerning when they are moving to another country where they might feel more isolated or alone, the heaviness and ugly side of grief might manifest in student behavior. In the environment where I plan to teach I may have kids move in from different countries every year, or I may be the culprit and be the one causing this pain to my own children while furthering my career in education. I have learned that it is important to keep the children involved in big decisions like a big move and preparing them for the eventual goodbye. Having conversations about closure and reflecting on the good memories made can have a very positive effect on the child and will definitely help in softening up the blow of leaving everything they know behind. |
| PTSD  anxiety  depression  grief  bereavement  difficulties with academic study | *War, Terrorist Acts, Natural Disasters,*  *School Shootings*  Senseless loss of life can never truly be understood, nor should it. We need to teach children to cherish life and the moments we have with our loved ones.  Strategies:  -Check yourself. Take the time to ask yourself if you are ready to lead a classroom.  - Believe in the resilience of children and allow the healing to start through understanding. Table detail questions for a one on one talk and be honest about what you know and don't know.  -Best to leave bias and stereotypes from news agencies and the media at the door.  -Don’t promote division on left and right.  -Don’t differentiate between races we are all part of one race the human race.  -Ask for help from professionals as in Counselors, phycologist and emotional support staff if available. |

1. **Technology Tools:** Technology can improve the way you manage the learning environment by helping save instructional time, track trends in student behavior, create lines of communication with families, and even empower students to take leadership roles. Integrate some technology tools for managing the learning environment in a physical and online classroom into this planning document and explain how you plan to use each.

| **Management Technology** | |
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| **Technology** | **Rationale and Use** |
| *SeeSaw* | *Portfolio based platform where students save work done that can be viewed, reviewed, shared with teacher, peers and family members. Real time access to the classroom and a student’s day in school. Loops family into school life in a seamless way. Academic Progress can be monitored and a social emotional learning curriculum can be developed and supported by school counselors who can also connect with a student and his/her family in a more personal and private manner. For my PHE students this will be a place for me to provide encouragement, constructive criticism, and suggestions for improvement.* |
| Procreate | Powerful drawing, sketching app that uses predictive software to turn hand drawn lines into perfectly formed shapes without interrupting the users creative flow. Clearly something used traditionally in a design or art class, however that is precisely the appeal for me and my Physical Health Education class as it will do most of the heavy lifting when it comes to drawing body parts, or muscle groups interacting during a unit on Cardiovascular activity vs Anaerobic Activity and the students needing to present as part of the criteria followed in the MYP framework. |
| Survey Monkey | The appeal of this online tool is the ease of access and instantaneous insight gained from the surveys. Users can access from all internet enabled devices and it gives you the ability to create simple or sophisticated surveys that could measure student engagement, wellbeing and parent involvement in students life. The purpose for me would be to use it primarily in the beginning of the year in an effort to better get to know the students and then throughout the year to check in on student wellbeing after long breaks. |
| **Technology for the Online Classroom:** | |
| Puppet Pals | This is a role playing app where users can record their own voice and assign it to a puppet. Users also have the ability to create a story where various characters can interact in a setting and background of their choosing. It is fun and interactive and very easy to use. My idea is that in the event of classes moving online I can present the intro part of a lesson using the puppets. It will be quick, captivating and entertaining and hopefully capture their attention and interest. It could also be used as a presentation medium where students can present in a fun and entertaining way. |
| Go Noodle | Online website that aims to bring lessons around personal and community wellness, mental and physical health. I admit it might look like the target audience is younger than my selected grade level however from observing students' interactions in this school I think it will be a good fit as a 6th-7th grader's emotional maturity here in China is comparable to a 5th grader in the US. The approach here will be to use it as a bank of ideas and examples to show and share with students while online. It will give both the student and teacher a break from everyday online interaction and provide a different voice to engage with students. From the teacher perspective it can help you build routines and activities based on movement, a much needed avenue during online learning. |

1. **Communicating With Families:**

| **Family Communication** | |
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| **Tools for Regular Communication:** | The aim for this part of my LEP is to be **proactive with communication and parent engagement.** It will take a high level of planning and organization which is something that can be attained if I dedicate class prep time during the school day.   1. **Initial Contact: Survey Monkey**    * During first class hand each student a note from me to give to their parents. This note will be in English and the student’s main language.      + Short introduction about myself and a link or QR code to a quick survey monkey that will allow me to collect data about parents' contact preference, preferred language of communication, hobbies, and activities they share with their children.        - If I get a parent that did not fill out the survey I may have to follow up with a phone call.          * schedule the use of translator for phone call in case the parent don't speak english or spanish. (Spanish is my native language)      + Note will have the year end goal for each unit + Syllabus information.      + Note will be sent in english and countries native language just as a precaution. In the future language preference will be adjusted to parents preference. 2. **Weekly Contact via Email:**    * In English with the country's native language to all parents for each unit.      + What we did this week and what we will be doing next week. Are we getting close to our year end goal?      + Refer back to info collected on survey monkey for parents' hobbies and activities and give a shout out in email to any parent that has experience in the current unit/ skill students are working on. Ask said parent to share tips on the matter and hopefully initiate an email thread where many of the parents participate finding common ground in activities they used to do in their old days.      + If no access to email send a paper version of the email to students biweekly.        - Plan for the paper version to be translated if needed. 3. **Class Wix Site**:    * Use Tech to Share School Experience      + With the familiarity and ease of navigating the current digital world it would be a positive experience on many fronts for each of my classrooms to have their own Wix Website, monitored and curated by me and updated by students with their schedules and upcoming extracurricular activities.        - If parents can't access the website then send a schedule of events with kids on paper. Translated if needed.   4. **Create a link between Home and School**:   * Ask parents for help and participation in building our classroom community experience.   + service projects:     - Beach or park clean up to meet the service hour criterias   + Recreational 1 day tournaments:     - On holiday breaks or long weekends       * Ask school administration for resources to plan and execute 1 day tournaments with a mixed bag of teams and **NON CONTACT SPORTS.**         + parent student vs staff, parent vs staff, student vs parents         + Sports: ultimate frisbee, campus golf, relay races.     - If Lockdowns or Quarantine:       * Online sports games         + Madden         + Fifa         + NBA         + MLB         + Chess         + Checkers   5. **PowerSchool:**   * Recently introduced to the teacher side of this platform. Teachers post grades and can give feedback on student’s academic progress. Also this is the tool all teachers use at my current school to take attendance and to check students in if they are in the boarding program.   + Will make sure grades are always on time when they are due   + urgently alert administration if the student is absent with no medical condition noted on profile. |
| **Reporting Requirements for Suspected Child Abuse:** | The District of Columbia:  Teachers are required by law to report abuse and or neglect to the Child & Family Services Agency. They are Mandated Reporters and are part of a list of other professionals that would be in frequent contact with children. 24 hour hotline: 202-671-SAFE. Mandated Reporters can take a free course on detection and reporting practices by clicking: <https://dc.mandatedreporter.org/login>  In China:  As of 2015 domestic and child abuse reporting is mandatory for :   * Education and Childcare services * Medical Services * Child Welfare agencies and institutions * Lodging accommodations   Report should go initially to the Police. In the case of a teacher, to the school administration first and then the police. |