

QuaverPLC: Leaders in Education Getting Students Moving!

GUEST SPEAKER
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Overview

QuaverPLCs bring educators and leaders together to discuss important and timely topics in education. QuaverPLC offers powerful insight and actionable steps to create a culture of success in your school or district.

After watching an episode of Leaders in Education, we invite you to discuss these relevant topics in **your own PLC**. We provide you with the framework for discussion, relevant resources, and a general guide to begin thinking about next steps.



The Process

Prior to hosting this PLC with educators, each attendee should watch or listen to Episode #5 of our Leaders in Education series. While viewing, each educator may be asked to complete the note-taking and reflection handout provided at QuaverEd.com.

During your PLC, team members will work through the framework laid out in pages 2-4 of this document. This is designed to aid educators and leaders to take part in thoughtful and meaningful discussions.

Next Steps

Schedule a Meeting	Pre-Work Expectations
<p>Date:</p> <p>Time:</p> <p>Location:</p>	<ul style="list-style-type: none"> • View or listen to Leaders in Education - Episode 5: Getting Students Moving with Auburn Cain • Come to the meeting prepared to discuss the topic: <i>Enhancing Student Engagement with Movement</i>

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Enhancing Student Engagement with Movement

Objectives

- Discuss the importance of student movement
- Share strategies to incorporate movement
- Plan an instant activity that integrates movement and core subject standards

Opening

Consider the discussion questions on page 3. Allow educators a few minutes to reflect and take initial notes before sharing out with the group.

Collaboration

Arrange seating so that educators are seated in groups of 4-5 by grade level or similar subject area. Allow your physical education educator(s) to float between groups to provide feedback to all.

Each educator, collaborating with the group, will then design a cross-curricular movement activity they can enact in their classroom or role. This activity may be modeled after the examples in the episode, such as a 4 corners instant activity or a walk and talk, or something new! Each educator's activity should include:

- A content-specific standard
- Student movement, connected to a physical education standard if possible
- Space and material considerations
- Potential accommodations

Wrap Up

Ask each group to share 1 or 2 ideas for movement activities. As other groups share out, your educators may want to add new ideas to their own planning document. If time allows, ask your educators to participate in one of the activities designed.

At your next PLC, ask educators about their experiences enacting these activities with students!

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Discussion Questions

Questions	Notes
Why is student movement important?	
In what ways do we currently integrate student movement?	
What barriers do we face to integrating student movement?	
How do we see physical literacy reflected in our school and staff culture?	
What benefits can we anticipate from integrating movement and academic content?	

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Movement Integration Planning

Design a cross-curricular movement activity you can enact in your classroom or role. This activity may be modeled after the examples in the episode, such as a 4 corners instant activity or a walk and talk, or something new! Your activity should include:

- A content-specific standard
- Student movement, connected to a physical education standard if possible
- Space and material considerations
- Potential accommodations

Activity Title:	
Explanation/Rules:	
Content-Specific Standard Addressed: <i>Which of your standards will you address in the activity?</i>	Movement and/or PE Standard Addressed: <i>What type of movement will be happening? Is that movement connected to a PE standard?</i>
Space Needed: <i>Do you need to make any adjustments to ensure students can move safely in your space?</i>	Materials Needed: <i>What materials will be utilized? Cones, dice, pencils, balls, etc.</i>
Accommodations: <i>If you have students that may face barriers to participation, what can you do to ensure inclusion?</i>	Anticipated Outcomes: <i>How will you determine if this activity was a success for your students?</i>