

Today's Itinerary

MoveLearnLive

- Intro 10 minutes
- View my PE Videofolio via iMovie 3 min.
- View a Compilation iMovie of our
“Student Fitness Video Unit” 3 min.
- Bring you through the steps 10 min.
- You will create a new “iMovie” or an “iMovie Trailer”
simultaneously as I create my iMovie on the screen.
30 min.

REDEFINING PHYSICAL EDUCATION

Using Multi-Media to Showcase Learning in the
21st Century Classroom

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Two Components Today

Personalized video on your
teaching

&

Student “Fitness Video” Unit

Videos > Words

Videos speak much louder than words, so you could either tell them or show them.

Your VideoFolia

MoveLearnLIVE

- Parent teacher conferences
- Back to school nights
- Personal teaching portfolio
- Attach to you CV; Use at job fairs

Your Videofolio

Part2

Meet School requirements

- With Video Assessments
- Interdisciplinary Subjects
- Incorporate technology into your classroom
- The student led video places the tech in the students' hands

MoveLearnLive

- Participants will walk away with a short PE iMovie or iMovie Trailer

The iMovie or iMovie trailer showcases classroom learning & physical **mov**ements visually through videos and photos

But most importantly!

***To advocate for your program
to showcase the 21st Century
Physical Education Classroom!***

Who is this PD for?

Educators who are new to iMovie

What skills are needed?

- Know how to cut-n-paste
- Be creative with words
- Have video/photos of classroom learning
- Familiar with uploading non-licensed music

Filming Tips (IMO)

- Turn your phone horizontal when filming for a smoother transition.
- Don't import photos to your library or you may reach capacity
- Clean iPhone lens when using an Otterbox or Lifeproof case
- Equipment Hard Drive, Memory stick, Gorilla Stick
- B-roll Timelapse or Video
- Select song first, then base movie off of that.
- Posting Copyright and HD
- iMovie (trailer) Find shots after selecting storyboard to match the storyboard descriptors.
- Simple Font,
- Casey Neistat

Student iMovie Extra

The following Rubric is being used to assess the PE 9 Fitness project. In groups of 4-5 you will be responsible for creating a workout video. Each group must choose a theme and create, record, edit and create commentary and instructions. IPADS are available if needed. The completed product will be performed by the rest of the class near the end of the unit. It must include the following:

- 1. Minimum 15 minutes
- 2. Each member has equal input and effort
- 3. Video must be properly coordinated/sequential and edited
- 4. Should have intro/warm-up/body/ warm-down section
- 5. Choices of workouts limited to those experienced in class
- 6. Combination of fitness areas can be used but must be logically formulated

Rubric Ideas

- **Performance Skills**
- **Creativity**
- Methods used in video 5(music, commentary)
- Method of presentation 5
- **Group Collaboration**
- Evidence of individual contributions in development and content
- **Content of Video**
- Complexity of movements 5
- Degree of commentary 5
- Movements match fitness discipline 5
- Energy and focus evident 5
- **Overall Impression**
- Overall look of video 5
- Content is appropriate 5
- Easy for participant to 5 follow
- Challenging workout 5

**And most importantly
do not become a victim of...**

T.M.T
(Too Much Tech)

Good luck and have fun creating your
PE iMovie projects.
Thank you for attending
my workshop. ~ Casey

Video Fitness Assessment

Active Participation

Actively participate in all aspects of the program (e.g., being appropriately prepared and equipped to participate in the activity, being engaged in the activity, striving to do their personal best, adapting to challenges when exploring new activities)

Descriptor 9.A1.1	Emerging	Approaching The Standard	Meeting The Standard	Exceeds The Standard
Actively engaged and participating	Inconsistently prepared and equipped to participate and do their best in the activity	Usually prepared and equipped to participate and do their best in the activity	Consistently prepared and equipped to participate and do their best in the activity	Exemplary demonstration of role modeling behavior both as an individual and with classmates

Physical Fitness

Participate regularly in sustained moderate to vigorous physical activity to the best of their ability for a minimum of twenty minutes

Descriptor 9.A2.1	Emerging	Approaching The Standard	Meeting The Standard	Exceeds The Standard
Fitness Assessment In class exercise sessions	Occasionally meets the 20-minute exercise time	Usually meets the 20-minute exercise time	Consistently meets the 20-minute exercise time	Exemplary performance beyond minimum requirement

Movement Skills and Concepts

Perform locomotor and manipulation skills in combination in a variety of physical activities while responding to external stimuli

Descriptor 9.B1.2	Emerging	Approaching The Standard	Meeting The Standard	Exceeds The Standard
-Proper technique during exercise movements -Music compliment -Rotating leader	Minimal understanding of movement skills in a variety of physical activities	Reasonable understanding of movement skills in a variety of physical activities	Excellent understanding of movement skills in a variety of physical activities	understanding of movement skills in a variety of physical activities

Movement Strategies

Demonstrate an understanding, through participation and discovery, of how developing their ability to apply movement skills, concepts, and strategies in various physical activities

Descriptor 9.B2.3	Emerging	Approaching The Standard	Meeting The Standard	Exceeds The Standard
-Interval time -Consistent location -Warm-up/cool-down -Name of exercises -Speaker or voiceover -Modified participant -20 minutes	Minimal understanding and development of fitness video following the suggested guidelines	Reasonable understanding and development of fitness video following the suggested guidelines	Excellent understanding and development of fitness video following the suggested guidelines	Exceptional understanding and development of fitness video following the suggested guidelines

EXAMPLE ELEMENTS OF THE STUDENT VIDEO UNIT STANDARD, ASSESSMENT & RUBRIC

G12 Ontario PE and Health Standard: A2.2 Evaluate the effectiveness of various physical activity and fitness programs, approaches, and types of fitness equipment for achieving specific personal physical activity and fitness goals (e.g., popular fitness programs; different types of fitness classes; training methods, such as aerobic, resistance, or flexibility training; individual or group activities; different types of cardio, stability, and strength equipment

Task #1: Students create a fitness video inspired by:

-NikeFit aerobics, Yoga, Pilates, High Intensity Interval Training, Zumba, Dance

Checklist of minimum components:

	Yes	No
Warm-up		
15-20 minute workout video		
Cool down		
Differentiated levels modeled in the video (beginner, intermediate, advanced) with a rotating leader		
Actively engaged and participating		
Proper technique during exercise movements		
Technology is used to narrate the video, provide music, and label the movements		

Task #2: Students view each other's videos to evaluate the effectiveness of the physical activity or fitness program presented in the video. Students identify the types of fitness goals that relate to each video. The evaluation sheet is graded according to the following rubric:

	Approaching	Meeting	Extending
Ability to identify the fitness goals that relate to each video			
H.I.I.T. elements			
Bodyweight exercises Squats/Lunges			
Modified through Advanced levels			
Heart Rate increaser			
Appropriate breaks/rest			