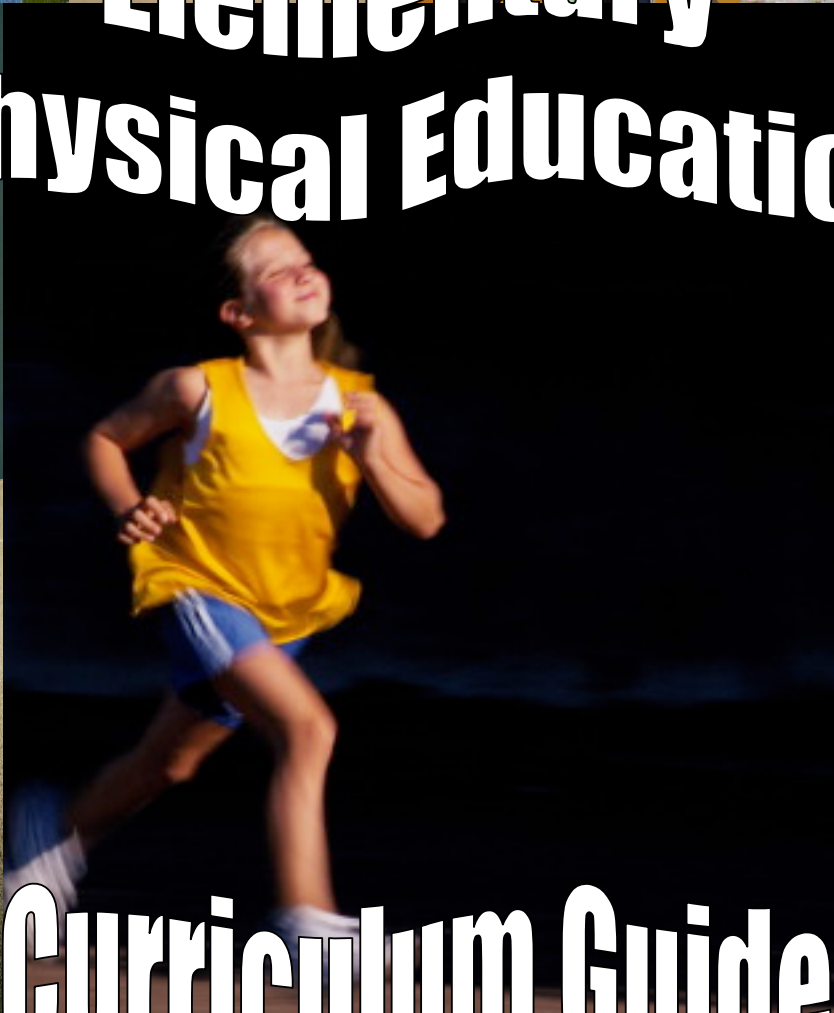
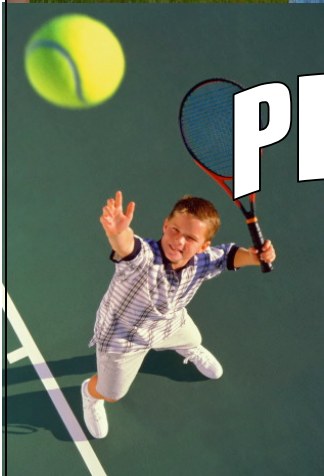




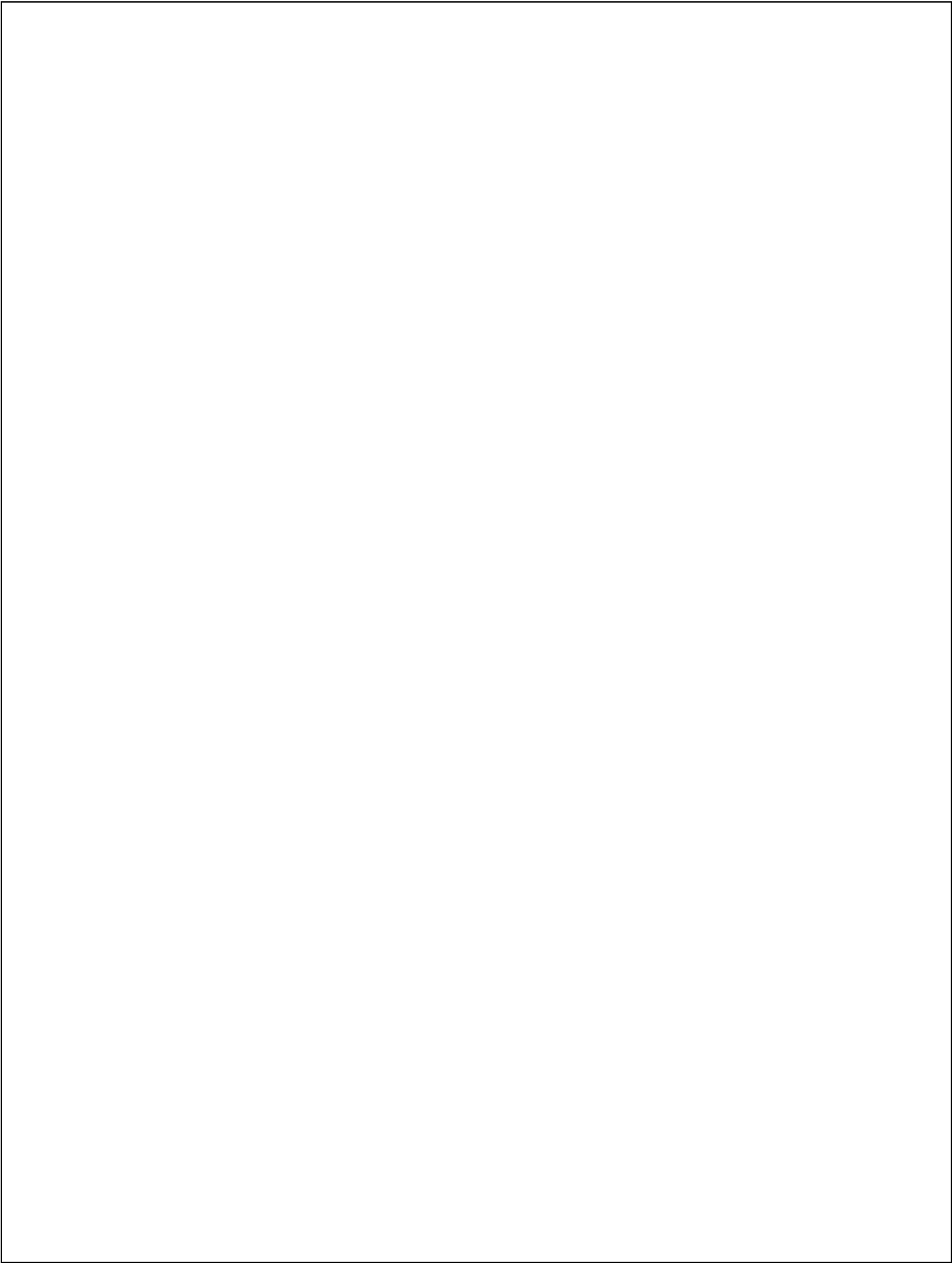
Elementary Physical Education



Curriculum Guide

Dr. Richard A. DiPatri
Superintendent
Brevard Public Schools



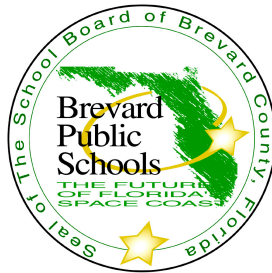


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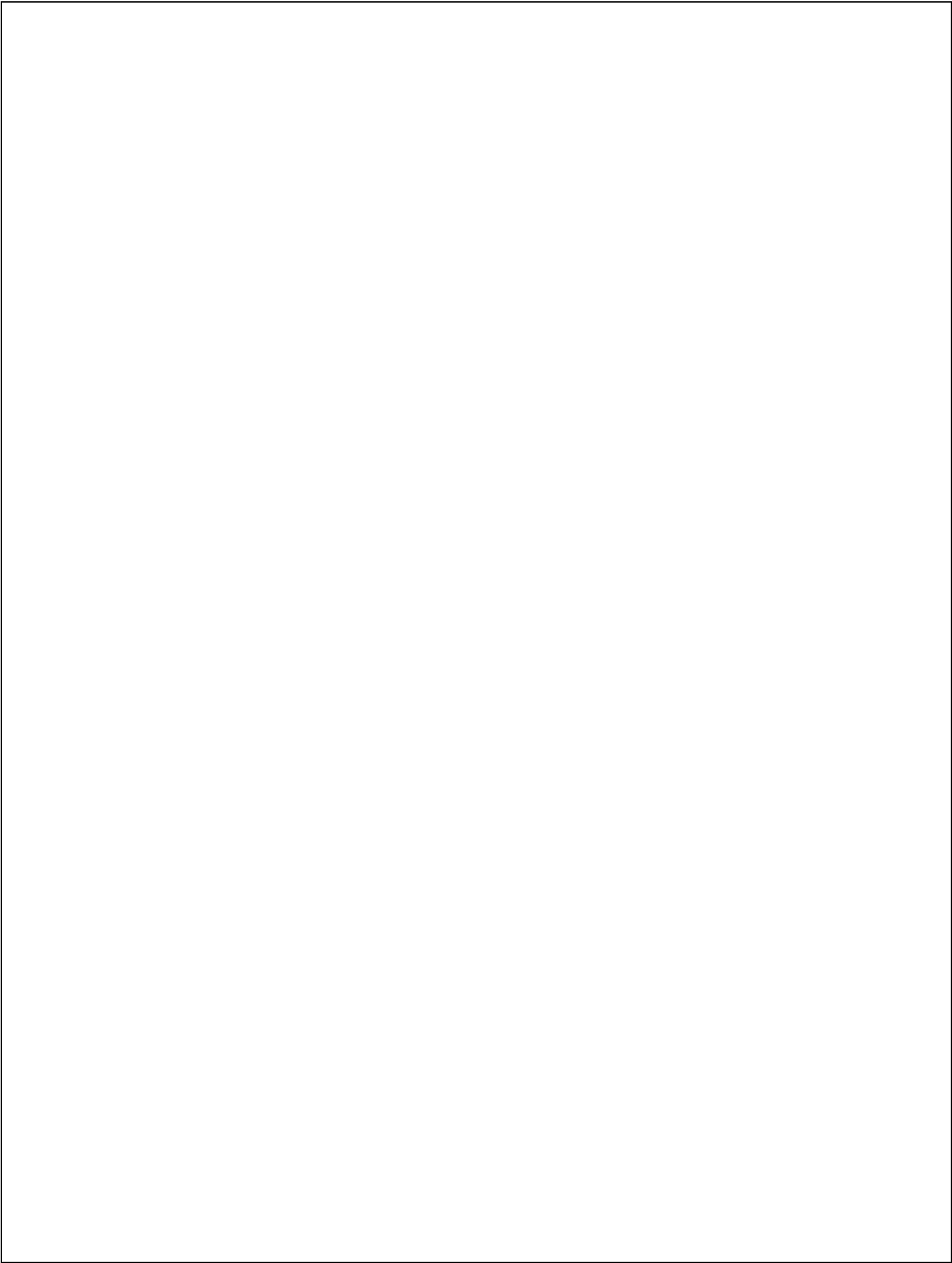
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The task team would like to acknowledge:

George Graham, Shirley Ann Holt Hale, and Melissa Parker, authors of the book, Children Moving, which has been used as a major resource in the creation of this guide. The book, Children Moving is published by McGraw-Hill Publishing Company, New York, New York. It is recommended that every school obtain a copy as an invaluable aid in the implementation of this program.

Brevard Public School Elementary Physical Education Teachers who provided input for the guide update.

Valerie Harville, Brevard Public Schools Pre-K – 12 Resource Teacher for Health, Physical Education and Driver Education, who provided guidance and resources in the publication of this document.

Jackie Madison, Word Processing Supervisor who formatted and provided creative input, including cover design, to the publication of this document.

Lewis Ruffalo, Clerk Typist, who provided technical support.



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PURPOSE

This curriculum guide is intended to give guidance and structure to provide a foundation to unify all Brevard Public School elementary physical education programs. Educators may then incorporate their individual teaching styles with this guide to produce a dynamic physical education program. The task team has tried to provide the beginning teacher with a blueprint to get their program off the ground. It is hoped that the more experienced teacher will also see this document as an essential resource to review and reflect upon their program and its strengths.

This guide represents the thinking of a number of physical educators working with children in Brevard Public Schools and the most current information regarding elementary school physical education.



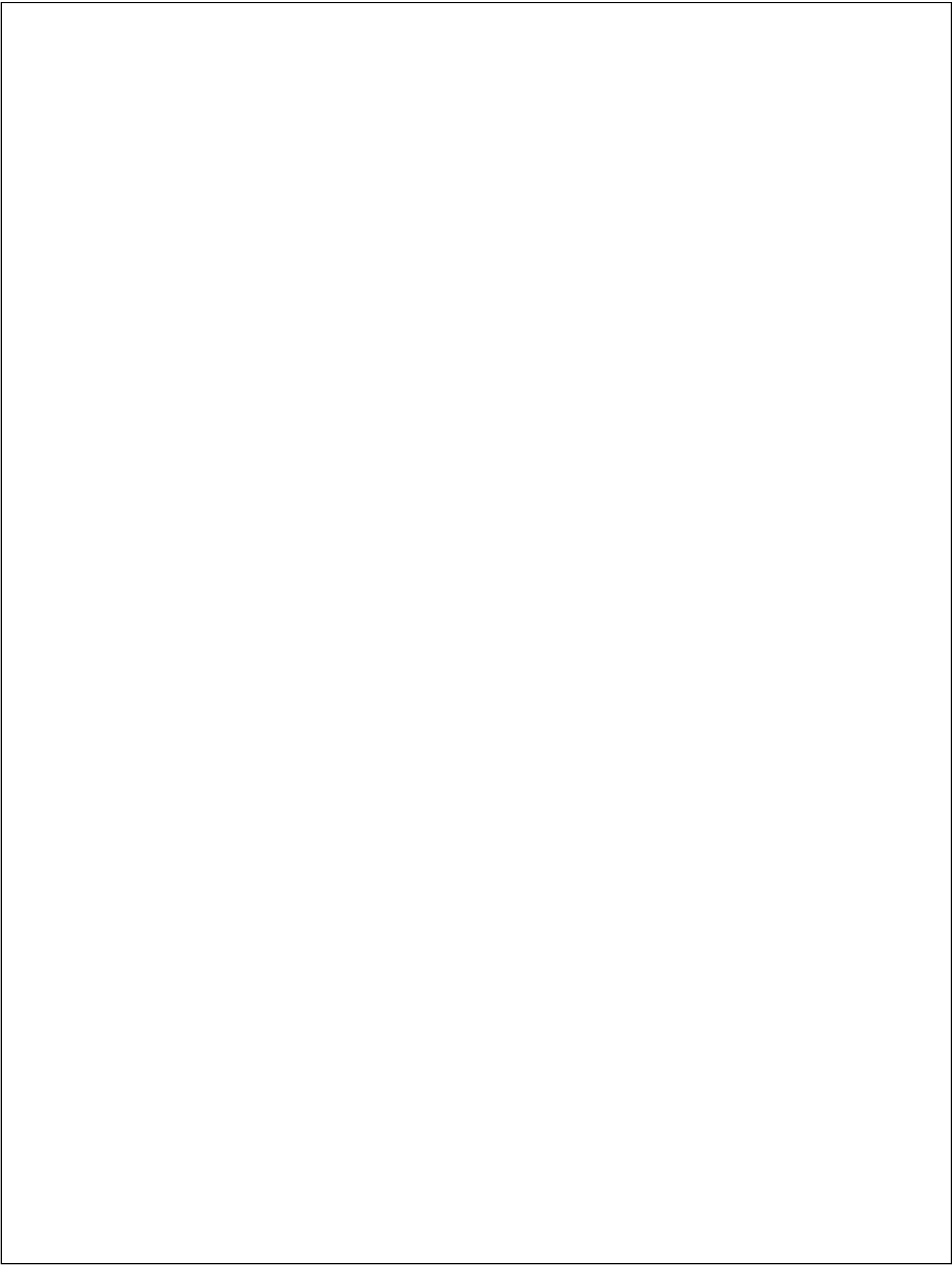
CHAPTER I



PHILOSOPHY AND OBJECTIVES

“Democracy is not a spectator sport and neither is physical fitness.”

**PRESIDENT’S COUNCIL ON
PHYSICAL FITNESS AND SPORT**



PHILOSOPHY

Physical education is an integral part of the elementary school curriculum. It is neither recess nor unstructured play. Students should be challenged with stimulating, open-ended tasks including: fitness activities, educational games, dance/rhythms, educational gymnastics, and sports.

The focus of physical education in Brevard Public Elementary Schools shall be to educate the students in the three domains of learning: affective, cognitive and psychomotor. The major areas of concentration shall be physical fitness, movement concepts, skill themes and social relationships.

New developments in learning theories, structuring of subject matter, and new perceptions concerning growth and development of children must be constantly considered, evaluated, and implemented, in the continuing quest to make physical education experiences more relevant and personal to children.

The education of all students should include health and physical education components designed to promote a life-long commitment to wellness centered around a healthy and physically active lifestyle.

Groupings for instruction in physical education should reflect the intent of the TITLE IX regulations.

The physical education program should reflect the intent of Public Law 94-142 and Section 504 of Public Law 93-112 (inclusion) which states that each handicapped student must be afforded the same opportunity to participate in the regular physical education program as non-handicapped students unless: (1) the student is enrolled full-time in a separate facility or (2) the student needs a specially designed individual education program.



OBJECTIVES

Develop an individual desire for wellness, physical fitness and the ability to remain active throughout life.

Enhance the motor development of the elementary school student.

Introduce numerous activities, which include maximum participation and non-elimination.

Provide students with an instructional program, which is focused on child-centered development in locomotor movement, non-manipulative and manipulative concepts and skills.

Emphasize the social values of cooperative play.

Emphasize the social significance of each individual's need to respect the right of others in competitive experiences.

Ensure the awareness of safety as an integral part of the overall physical education program.



BEST PRACTICES

A quality physical education program:

- is taught by a certified physical education teacher, daily
- is standards based, balanced, sequential and progressive
- provides experiences that are age and developmentally appropriate
- provides genuine opportunities to learn new skills and knowledge
- provides students with a high degree of engaged learning time
- incorporates psychomotor (movement), cognitive (intellectual) and affective (attitude) goals
- creates numerous opportunities for success
- provides children of all abilities and interests with a foundation of movement experiences that lead to active, healthy lifestyles
- reinforces and supports knowledge from other subject areas



A quality program also offers a variety of activities:

- Aerobic exercise that improves learners cardiovascular fitness (at least three times a week for 20 minutes).
- Exercises that improve strength and flexibility (at least three times a week).
- Sports, games, dancing and other activities that teach coordination and motor skills.
- Instruction that shows how physical education can improve the learners personal health and emotional well-being.

(See: Brevard's Best Practices Brochure for Physical Education, 2004)

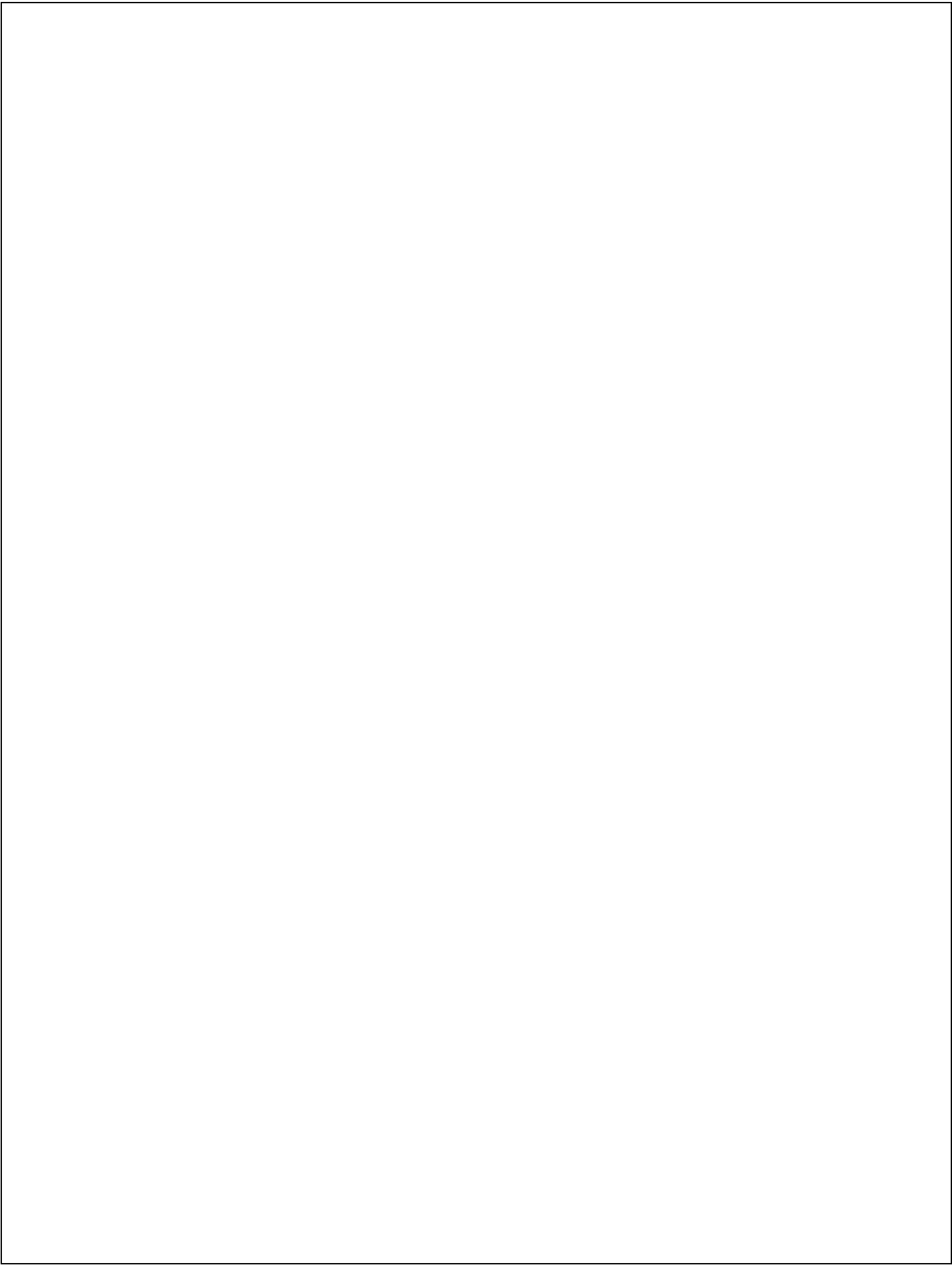
CHAPTER II



ADMINISTRATIVE ISSUES

“We firmly believe that good health and physical fitness are essential ingredients to the learning process. Our children and youth could benefit immeasurably from quality programs regularly conducted.”

National Association of Elementary School Principals



PERSONNEL RESPONSIBILITIES

Principal

The principal should understand the importance of a good physical education program during the elementary years and provide a proper learning situation in regard to the following points:

- Employ qualified, certified elementary school physical education instructors to maximize student learning and achievement.
- Provide effective scheduling of physical education classes to ensure meeting the suggested recommendations within this curriculum so as to assure the success of a quality program.
- Determine class sizes that will ensure student safety and will follow Southern Accreditation for Colleges and Schools (SACS) standards.
- Provide a dedicated teaching station, preferably 50 yards minimum, away from recess areas.
- Establish a plan for facility usage in a shaded or protected area for extremely hot or inclement weather days. This might include a plan to provide a covered pavilion (60 ft x 100 ft minimum) to act as an outdoor physical education classroom.
- Provide a budget for long and short range physical education equipment needs, including (but not limited to) updated technology and professional library resources.
- Include the physical education instructor in the loop of information concerning the students' limitations, medical restrictions, and special needs.
- Evaluate the effectiveness of the program utilizing National Association of Sport and Physical Education (NASPE) guidelines.
- Provide equipment for recess separate from physical education supplies.

Classroom Teacher

The classroom teacher should recognize that the degree of success the elementary student experiences in work and play is influenced by the ability to execute movement patterns effectively and efficiently. Active support of the physical education program in the following areas will aid in the shared goal of the student's total development:

- Notify the physical education teacher of any medical excuses or limitations.
- Recognize the need for daily physical activity.
- Include the physical education instructor in the loop of information concerning the students' limitations, medical restrictions, and special needs.
- Notify the physical education instructor in advance, if it is necessary to miss a scheduled class due to a field trip or other interruption of the daily program.
- Aid in the implementation of the program by supporting the policies, procedures, goals, and objectives for physical education as outlined herein.
- Recognize that the outside facilities are the physical educator's classroom and cooperate accordingly. Recess should not interfere with physical education classes or equipment.
- Refrain from keeping students out of the physical education class for any purpose unless prearranged with the physical education instructor.
- Coordinate with physical education teacher to create interdisciplinary opportunities for learning i.e. math, social studies, reading, science, health etc.
- Request information from the physical education teacher regarding appropriate playground equipment usage and safety considerations regarding play.
- Supervise activities to ensure the safety of the student while on any school activity area.
- Request and maintain a class/grade level set of equipment for recess activities.

Physical Education Teacher

The physical education teacher is expected to provide the leadership, professional knowledge, experiences, and an atmosphere of learning that will optimally carry out the goal and objectives of this program.

The physical education teacher should:

- Prepare instructional units to meet identified student needs utilizing the Sunshine State Standards.
- Provide for proper care of equipment and facilities.
- Equipment and facilities should be inspected daily and unsafe conditions should be documented and reported to the principal, in writing, for immediate corrective action.
- Coordinate when possible, with classroom teachers to create interdisciplinary opportunities for learning.
- Modify lesson content and instructions to meet the needs of students with IEP's (Individual Education Plans)
- Establish a file of student health concerns; periodically update with health officials, parents and classroom teachers.
- All emergencies and health concerns that occur during the course of a physical education class should be documented and retained for the teacher's records. A copy should be sent to the administration.
- Communicate student successes and/or deficiencies to parents and classroom teachers.
- Create and maintain good rapport with parents and community.
- Participate in District level in-services and be a member of professional organizations.
- Maintain current knowledge of First Aid, CPR (Cardio Pulmonary Resuscitation), A.E.D. (Automated External Defibrillator) and CPI (Crisis Prevention Intervention) techniques.
- Evaluate the effectiveness of your program utilizing National Association for Sport and Physical Education (NASPE) guidelines.

- Instruct and supervise students to ensure safety in all aspects of physical education.
- Develop a comprehensive emergency substitute plan in case of an unplanned absence.
- Be an advocate for your program by talking to parents on a regular basis, offering parent/student nights, creating a physical education website, writing articles for the school newsletter.

Teacher Assistant

Teacher assistants in physical education cannot supplant certified physical education teachers.

Recognizing current budgetary limitations necessitating the use of assistants in some schools, the following points should be considered:

The teacher assistant should:

- Assist students by following the lesson plans and direction of the certified physical education teacher.
- Be required to understand and follow all physical education safety procedures
- Keep records
- Distribute and collect equipment
- Monitor games and activities
- Dress appropriately for the activity
- Take part in staff development programs
- Maintain current knowledge of First Aid, CPR (Cardio Pulmonary Resuscitation), A.E.D. (Automated External Defibrillator) and CPI (Crisis Prevention Intervention) techniques
- Conference with physical education teacher regarding any observation of student performance, health and/or behavior issues while respecting student privacy

Student

Students should participate fully and cooperatively in the physical education classes and:

- Adhere to specific physical education rules and regulations.
- Follow all safety rules.
- Provide the physical education teacher with written notification regarding student's participation or limitations in activities.
- Respect the rights of others.
- Inform the physical education teacher of any injury sustained during physical education class.
- Assume responsibility for personal property.
- Wear appropriate shoes and clothing for physical education class as outlined in Elementary Pupil/Parent Handbook.
- Use all physical education facilities and equipment properly and with care.

Parent

The parent should:

- Recognize the need for physical activity and motor development.
- See that the student is properly attired for physical education.
- Update your child's medical restrictions/limitations each year.
- Notify the physical education teacher in writing of temporary disabilities and provide a written doctor's statement for long-term disabilities.
- Provide a written statement from a doctor when their child is ready for reentry into physical education after long-term illness or injury.

- Work with your child in becoming more conscious of the benefits of proper nutrition, rest, and exercise.
- Schedule family activities that promote good nutrition and exercise.
- Communicate with the physical education teacher to see what you can do to promote your child's good health through exercise and nutrition.

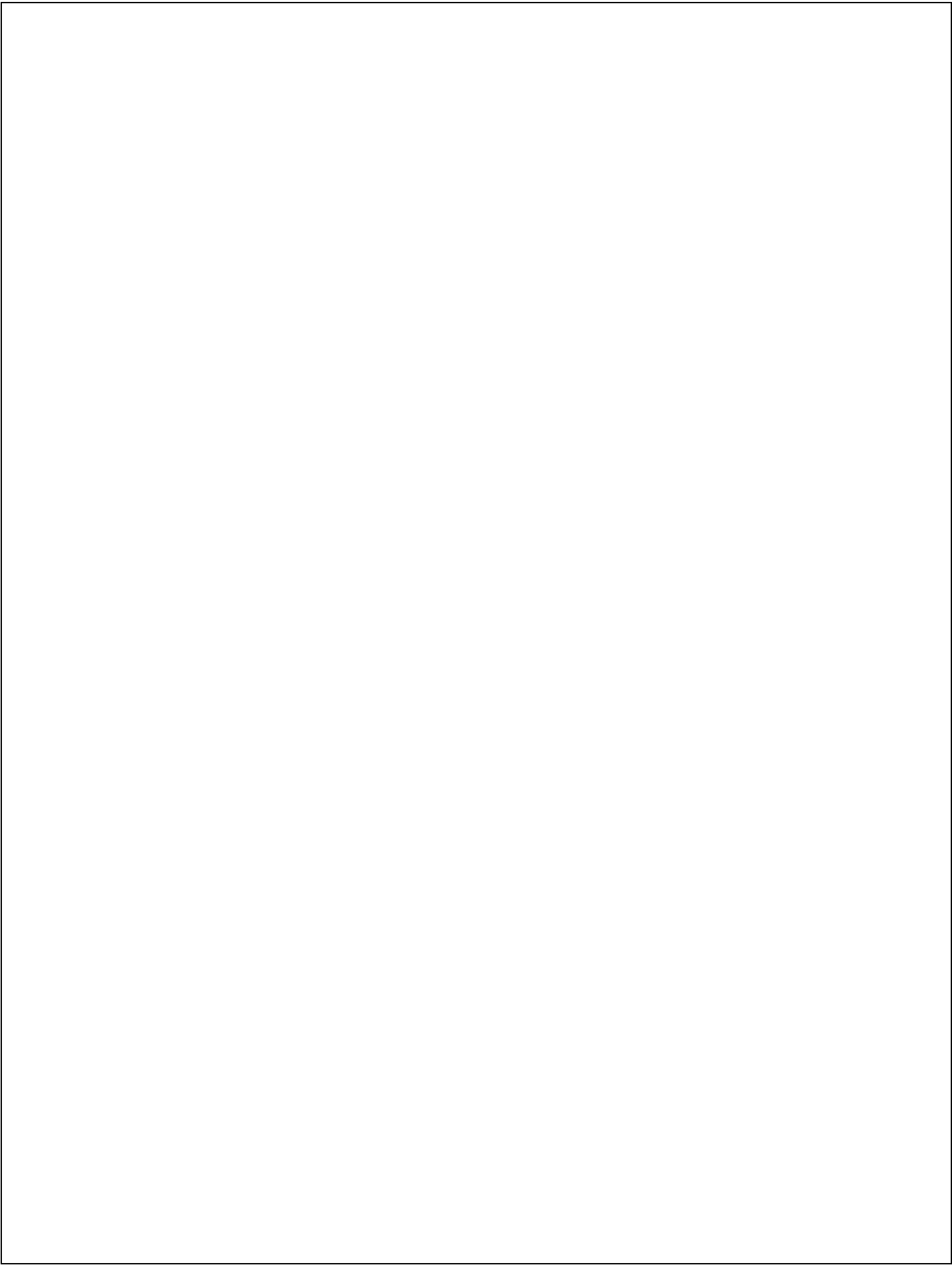


CHAPTER III



LEGAL ISSUES AND SAFETY PROCEDURES

Recognizing a problem does not always bring a solution, but until we recognize that problem, there can be no solution.



LEGAL LIABILITY AND SAFETY

Physical education by its very nature is susceptible to accidents. Because activity is vital to the growth and development of every student, teachers should not eliminate vigorous activities from their programs on the sole basis of fear of accidents. They should, however, use wisdom and prudence in the selection, instructions, and supervision of the physical education program.

The fact that accidents frequently occur in physical situations has several implications for physical educators. In the first place, they may be personally liable for their own negligent behavior when it results in injury to someone else. In the second place, a successful suit against the school may eliminate or seriously affect the program.

Physical educators have a moral obligation to conduct their programs in such a way as to protect the welfare of the students.

DEFINITIONS

The following will give you a brief summary on legal liability and safety as it pertains to physical education.

Liability- According to Bouvier's Law Dictionary, liability is the responsibility, the state of one who is bound in law and justice to do something that may be enforced by action.

Liability of the School or Board of Education – During the past, Florida schools have seen both periods of immunity and non-immunity from legal liability. At the present time, however, the Board of Education is subject to suits for acts of simple negligence or unintentional torts.

Liability of the School Personnel – Any school employee (teacher, principal, etc.) can be held personally responsible for his/her actions. When a teacher is not negligent, however, there is no liability, regardless of the seriousness of the injury.

Tort – A tort is a legal wrong, which results in direct or indirect injury to an individual or to property.

Negligence – The failure to act as a reasonably prudent and careful person would have acted under similar circumstances.

Acts of Omission - The failure to take action, which is necessary to protect another when one is under legal duty to do so.

Acts of Commission – Acts, which a prudent person should realize, involve an unreasonable risk of injury to others.

In Loco Parentis – The teacher, in his/her performance of his/her duties, is acting in loco parentis or in the place of the parents and thus must watch out for the safety of the student as if he/she were his/her own.

COMMON SOURCES OF LEGAL LIABILITY

The following are the most common sources of teacher negligence in physical education.

1. **Poor Supervision-** The teacher on duty during classes, noon hour and/or other specified times is responsible for the student at that time. He/she must be able to foresee possible injury as a result of dangerous play, etc. If the teacher is not present, foreseeability is impossible.
2. **Poor Instruction** – The teacher is responsible for instructing students prior to their participation in physical education activities. If a student is injured in an activity, which he/she had no instruction, lack of, foreseeability can again be shown on the part of the teacher. Written lesson plans are a written record of foreseeability protection.
3. **Failure to Warn** – Always share with students the possibility of injury related to specific activities. Making students aware of potential danger is many times prevention to an accident.
4. **Leaving Assigned Class** – Teachers who leave their assigned class even temporarily to get a drink or go to the restroom are placing themselves in a position which would constitute negligence.
5. **Unsafe Facilities and Poor Equipment** – Holes in the play area, protruding objects in play areas, faulty apparatus, etc., are examples. The teacher should check facilities and equipment in order to foresee possible injuries.
6. **Skill Level and Over-Matching-** Teachers should not ask students to perform activities beyond their skill level or over-match students in games and activities where size, strength, previous knowledge, etc., would cause an injury
7. **Negligence from Others** – Injuries caused by the negligence of another student must be foreseeable. All teachers should know what to expect from each student in behavior as well as performance. Activities should be structured so as to alleviate any problems which might arise.
8. **Poor Protective Measures-** The teacher must provide for proper protection measures.
9. **Liability of Equipment** – No teacher is allowed to use equipment in any manner except what the manufacture designed it for and will assume responsibility for its use. Doing otherwise, places the district and possibly the teacher in a position of liability.
10. **Altering Equipment** – No teacher is allowed to alter equipment or the intended use of the equipment. Doing otherwise places the district, and possibly the teacher in a position of liability.
11. **Installing Equipment** – Any equipment that is to be installed on a permanent basis should be handled through a county or school work order.

SAFETY RULES AND PROCEDURES

The following rules and procedures can help eliminate or reduce accidents thus preventing legal negligence.

1. **Always Be There** – Teachers should **never** leave their classes and should always have all the **students in sight** when on the job. Teachers must be actively aware of class happenings. This may require the teacher to frequently change positions in viewing the play area.
2. **Periodically Check Facilities and Equipment** – If there is a dangerous piece of equipment on the play area, **put it in writing and give it to the principal with a copy for your files**. Keep students off the equipment or out of the area until repairs are made. If the equipment cannot be repaired, get it off the play area and destroy it as soon as possible.
3. **Accentuate the Positive in Teaching Safety** – Avoid using “don’t” as much as possible. Stress the correct way of doing things. Tell the students specifically what they should do.
4. **Introduce Activities that are Appropriate to the Skill Level of the Student**- Never require a student to perform a stunt or skill beyond his/her capacity. Do not over-match students in games or activities. Keep in mind his/her ability, previous experience, height, weight and attitude.
5. **Designate Safety Zones Around Apparatus** - (golf, archery, ropes, etc.) Maintain soft surfaces under apparatus that involves jumping or landing. See that playing areas are free of broken glass, rocks, or other safety hazards. If repairs are needed, put it in writing to the school principal with a copy for your files.
6. **Mark Sprinkler Heads Which May Be Above Ground Level In The Area**. Surveyor’s tape, a bit of white rag, or an old rubber ball painted white may be put over the top.
7. **Have Sufficient Space Between Playing Groups And Around Equipment**.
8. **Teach Students To Keep Their Eyes On The Ball In A Game Even Though They May Not Be Involved In The Play**. Refrain from throwing a ball to a student who is not watching.
9. **Establish Procedures About The Correct Way To Recover A Ball, Which May Go Into The Street Or Similar Unsafe Area**.
10. **See That Shoelaces Are Tied, Jewelry Is Removed And Hair Is Protected In A Safe Manner**.
11. **Avoid Roughness**.

12. **When Playing Games In Which Striking Objects (Bats, Rackets, Sticks, Etc.) Are Used, Establish A Safety Zone In Which Players Must Sit Or Stand While Waiting Their Turn.** Require helmets to be worn in these safety zones and when at bat, etc.
13. **Teach Students To Stay Away From Animals That Wander Onto The Fields.**
14. **Refrain From Using A Fence Or Wall For A Turning Line In Races Or Relays.** If students must run toward a fence or wall, establish a turning line well in front of the fence or wall.
15. **Teach Students To Control The Impulse To Throw The Ball “One More Time” Or “Shoot One More Basket” After The Whistle Blows To Terminate Activities.**
16. **It Is Recommended That Students Should Have A Thorough And Complete Medical Examination.** The physical education instructor should then be provided with information regarding physical exceptionalities.

PROCEDURES IN CASE OF AN ACCIDENT

In the event of an accident, the following or similar procedure should be followed.

1. The teacher should go to the scene of the accident immediately. **Be sure to put on gloves if blood is present.**
2. An immediate general examination of the injured student will give some idea as to the nature and extent of the injury and the emergency of the situation. If the injury is serious, an administrator and a nurse should be called at once. (In reference to notifications, follow school policy.)
3. If the teacher is well versed in first aid, assistance should be given. **Be sure to put on gloves if blood is present. Every teacher who supervises physical education should know First-Aid, CPR and A.E.D. procedures.** Everything should be done to make the injured person comfortable. He/she should be reassured until Emergency Medical Services (EMS) (911) can be secured.
4. Make sure the student completes (thoroughly) the district’s incident/accident report. Upon completion, submit it to the principal’s office for processing.
5. Head and eye injuries should be documented and reported to the clinic/front office immediately.
6. Procedures supplies and equipment for emergency care should be established and provided. In first aid situations that involve blood or body fluids spills, universal precautions will be used by all physical education teachers.
7. Incidents of a criminal nature will be immediately reported to the administration, school superintendent, parent and law enforcement.

ENVIRONMENTAL STRESS

All students participating in a physical education program in Florida are placed under environmental stress of heat and humidity.

Performing in the heat can result in problems that can be more serious than the immediate discomfort felt by the student. Dehydration, muscle cramps, heat exhaustion, and heat stroke are all possible outcomes of students performing under conditions of extreme radiant heat.

Making available sufficient amounts of water, acclimatizing to the heat, and participating with the proper amount of clothing may reduce heat disorders. In addition, a sufficient amount of time is recommended to cool down after outdoor activity.

The physical education teacher should make themselves aware of the heat index on extremely hot days and establish with administration when cover is required.



Safety in the Physical Education Classroom

Are you trained in First Aid, CPR and the AED? Are you current? (Procedures were changed 2001.) Do you know who is in your school? (They should be listed in your school clinic.) AED = Automated External Defibrillator.

Have you been trained in Crisis Prevention Intervention (CPI)? Check with your principal for guidance.

Where is the First Aid Kit, Fire Extinguisher?

What is the Emergency Escape Plan for your class (have 2 exit escape plans)?

What are the procedures for fire, tornado, hurricane warnings?

What is your class procedure if you hear thunder or see lightning while children are outside?

How do you secure scissors, plastic bags, sharp objects, and your personal items?

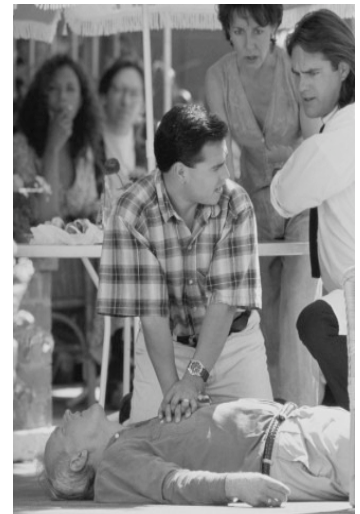
Where do you have posted poison control phone number?

Do your students know how to dial 9-1-1? At home and at school. Is there an outside line that has to be accessed first?

Do your students know First Aid/CPR?

- how to stop bleeding?
- where the plastic gloves are?
- what to do in case of an accident?

Do you know your student's health conditions? Do you have that information in your substitute folder? Have you discussed this with the parents, school nurse/health technician?



What are your procedures for hydration while students are in your class?

Do you have bathroom procedures established for good health? handwashing, respect for others, etc.

Do you have a stepladder or step stool available for reaching objects?

Have you been trained in bicycle, pedestrian and bus safety?

Have you taught bike safety? Are your students wearing their bike helmets and know bicycle safety rules? (Contact your resource teacher for training)

Playground - Does your school have established rules for handling conflict on the playground? Have you physically taken your students to each piece of playground equipment to review safety procedures? Do you annually walk your teachers through the playground and share safety concerns regarding equipment and playground procedures?

Are you able to recognize heat exhaustion? Do you know what to do for heat related health problems?

Have you covered water safety procedures? (See Whales Tails-American Red Cross)

Do you monitor the heat index in warm weather? Have you and your principal determined when students need to be under shelter?

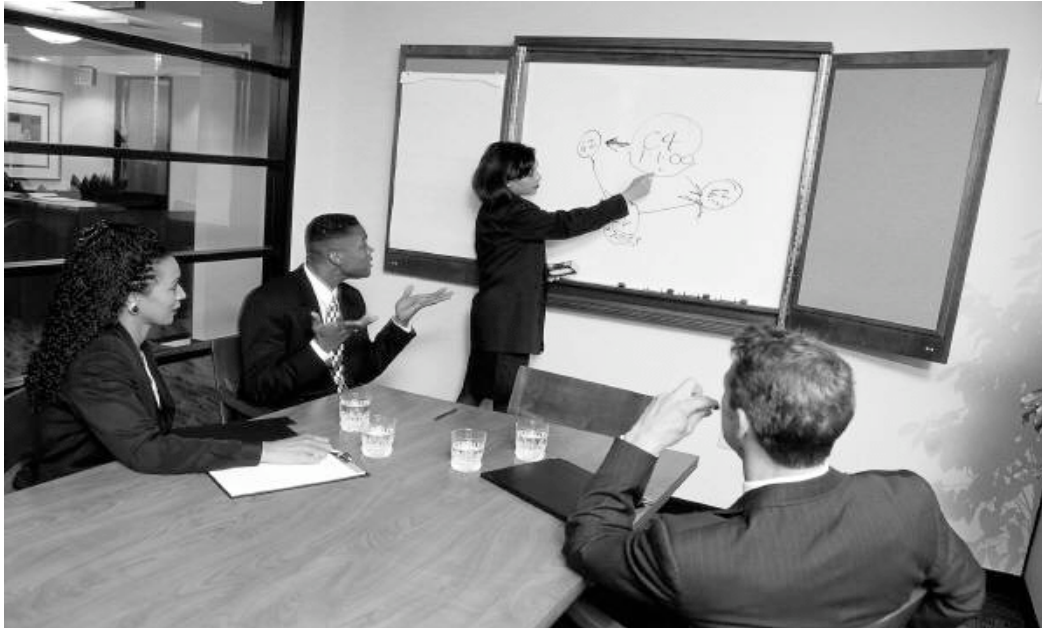
Do you know all the procedures listed in your schools Crisis Response Manual? i.e. stranger on campus, bomb threats, student out of control.

Do you know who is on your Crisis Intervention Team and School Safety Team?

Are you a part of the Coordinated School Health Program (CSHP) team? Are you aware of your schools plan?



CHAPTER IV



INSTRUCTIONAL STRATEGIES AND CLASSROOM MANAGEMENT

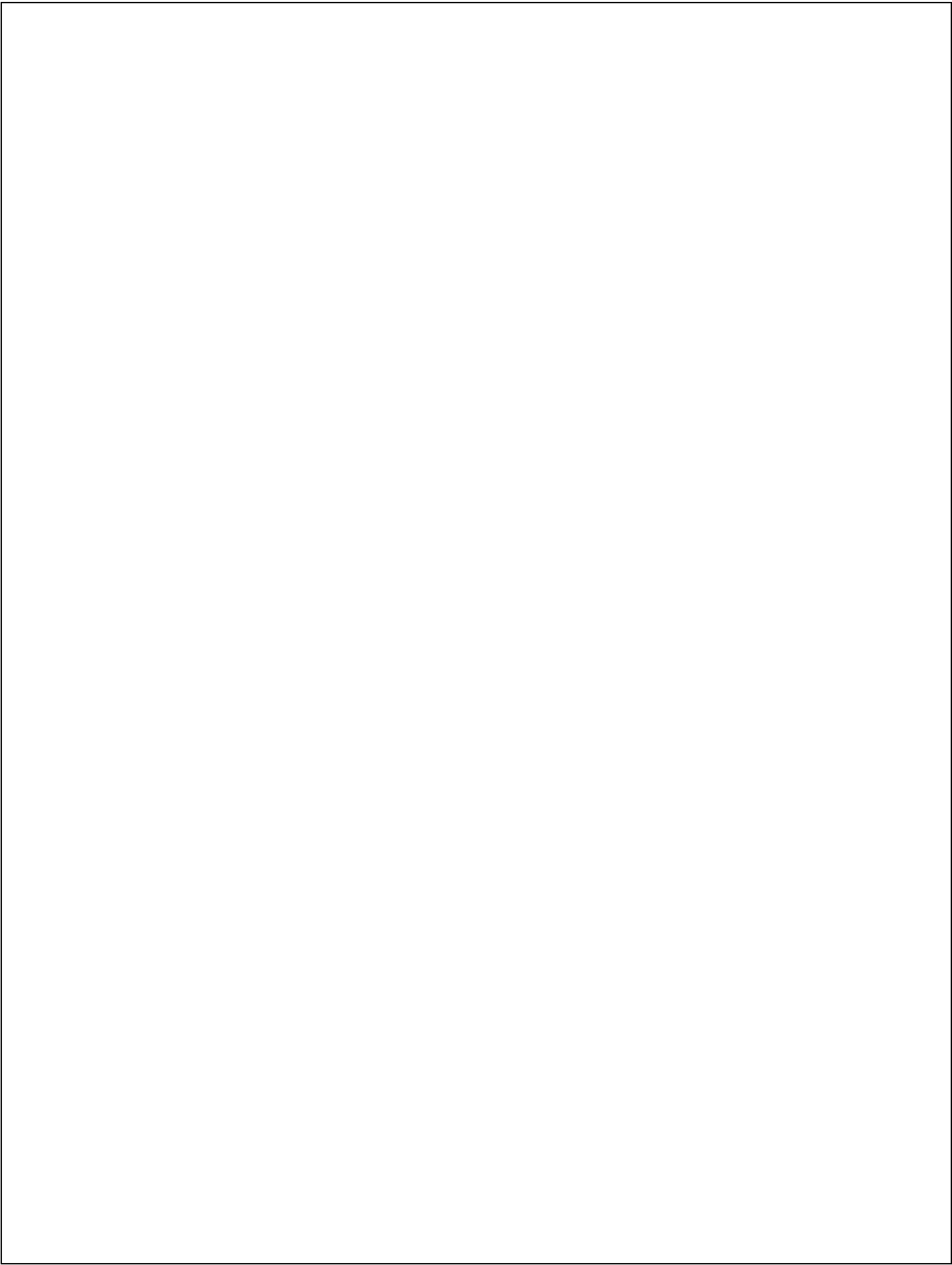
**My concern is not what's best for me,
nor what is in fashion or style.**

**I pledge to do with conscience free
what's best for every child.**

**Even though problems, programs and people distract,
with eyes on the money purse.**

**I commit myself and my every act:
to keeping children first!**

Ambrose B. Brazelton



EQUIPMENT AND FACILITIES

Some of the following are from NASPE and the Council on Physical Education For Children (COPEC) “Guidelines for Elementary School Physical Education” 1994.

We believe that:

1. Boards of education, through their regular school budget, should provide:
 - a. Funds for purchase and maintenance of physical education supplies and equipment
 - b. Physical education facilities for school and community use
2. Standards for the purchase of supplies and equipment, should be developed jointly by the physical education teachers and the school administrators.
3. If children are to be physically active and fully involved in the learning situation, ample equipment and supplies that vary in size, texture, etc., for each child are as essential as pencils and books. One ball, one rope, etc., per child is recommended for maximum learning to take place.
4. Sufficient indoor and outdoor facilities and equipment, should be provided in each elementary school and assigned for physical education activities. Apparatus should be selected or designed for its developmental and educational value. It is equally important to provide adequate space for proper and safe storage of equipment.
5. School and community facilities and programs should be planned and used to supplement one another in serving children’s needs.
6. “All-weather surfaces” should be provided and marked with differentiated color circles, lines, courts, etc., to permit participation in a wide variety of activities appropriate for various age levels.
7. Natural play areas should be retained/designed to permit creative and exploratory types of play. Grassy and hilly areas are as important as all-weather surfaces.

8. Plans for new physical education facilities are the responsibility of the community as well as the school, and should be developed in cooperation with physical education teachers, principals, parents, and other resource persons.
9. Shade or protected areas should be provided for extremely hot and humid days. Care must be taken to avoid overexposure to the sun and heat. Water fountains need to be outside, accessible to the physical education areas, and visible for proper supervision.
10. Provisions should be made for inclement weather prior to the beginning of the school year.
11. Each school should develop a set of rules and procedures for the use of its particular playground equipment. It might be helpful to identify and/or illustrate each piece of equipment with a handout showing proper use.



RECOMMENDED BASIC EQUIPMENT AND SUPPLIES

Suggested but not limited to:

Balance Beams (low and medium)	2
Balloons	1 per child
Bats (foam) assorted sizes	6
Bases	Two Sets
Balls:	
Basketballs, (intermediate, junior)	12
Beach balls	6
Cage balls	1
Foam balls (softball size)	12
Footballs, (intermediate, junior)	1 per child
Nerf/Foam 6 inch	1 per child
Nerf/Foam 8 inch	1 per child
Golf balls	age appropriate size & style (2 dozen)
Ping Pong balls	2 dozen
Playground balls (5", 8.5", 10", 16")	2 per child
Soccer balls	1 per child
Tennis balls	available from USTA w/membership
Tetherballs	4
Volleyballs, (regular and trainer)	1 per child
Yarn balls and other small types	50
Ball inflator, electric	1
Batting tees (or large cones)	6
Basketball nets	6
Beanbags	3 or 4 per child
Burlap sacks	10
Ball carriers/small mesh bags	12
Carpet squares	1 per child
Cassettes/CDs/videos	(sufficient supply for program)
Cassette/CD player with dual speaker	1
Cones (rubber) assorted sizes	50
Deck tennis rings	1 per child
Equipment carriers on wheels	3
Frisbees	1 per child
Flags and belts (Triple threat)	1 per child
Goals, all purpose	4

Golf clubs	age appropriate size & style (2 sets)
Heat index indicator	1
Hoops	1 per child
Bowling pins and ball	2 sets
Jump ropes, 16'	6
Jump ropes, individual, assorted sizes	1 per child
Kicking tees	6
Line Marker/paint	1
Lummi sticks	1 set per child
Mats, gymnastic/tumbling (4 x 6)	12
Measuring tape (300', 50')	1 each
Megaphone (or voice projection device)	1
Nets (volleyball, tennis, badminton)	4 each
Paint (field)	2 cases
Parachute, large 30ft	1
Parachutes, small (6ft)	4
Pinnies /scrimmage vests	1 per child
Polyspots	2 per child
Scooters	set of 8
Stop watch (split-timer)	2
Standards (portable utility)	8
Technology:	
Digital Camera	1
FitnessGram Software	1
Heart Rate Monitors	1 per child
Laptop Computer	1
Pedometers	1 per child
Tennis rackets (available through USTA w/membership	1 per child
Tinikling pole sets/jump bands	6
Rhythmic drum	1
Tug-A-War rope	2
Whiffle balls (small and large)	30
Whiffle bats	6
Whistles	4



FACILITIES

The minimum physical education facilities for an elementary school should include:

A hard surface area including: eight basketball goals within four courts and removable standards for volleyball and tennis. Included on the hard surface area should be differentiated by color lines for all court games, i.e., four square, hopscotch, tennis, track

Outdoor equipment including: horizontal ladder, triple chinning bar, parallel bars, balance beam and climbing apparatus

Two softball fields with backstops

Two multi-purpose activity fields (approximately 160' x 300')

Physical education storage room or building (10' x 20')

Electrical outlets accessible to hard surface area (all weather, lockable)

Water fountains near the field and within sight of supervising teacher

Covered pavilion

Designated room for inclement/severe weather

Challenge course

It is recommended that maintenance of facilities be scheduled on a regular basis and repairs be completed promptly.

Physical education teacher should be notified of field maintenance schedules in advance.

BUDGET

To maintain an excellent physical education program, it is recommended that only quality equipment be used. As the equipment is used by the entire school population, each year, some of the physical education equipment becomes worn, damaged, or lost and needs to be replaced. Therefore, there is a need for an annual budget allocation for the elementary physical education program.

A supplementary budgetary allotment per child should be provided for physical education, comparable to other special areas of instruction, so that the needs for equipment and supplies may be adequately met.

Additional resources may be available to supplement (not replace) the budget. For example: The Media Center may be able to supply materials such as video tapes and CD's. Fundraising and grant writing is also a way to enhance the budget allocated to physical education.

ORGANIZATIONAL PROCEDURES

In order to assume a quality physical education program, it is necessary to provide students with an optimal time allotment in physical education.

The National Association for Sport and Physical Education (NASPE) recommends that elementary students receive 150 minutes of physical education per week.

Class size should be consistent with other content areas, and of the numbers that will ensure student safety and will eliminate liability.



CLASSROOM MANAGEMENT

Physical educators will find that maximum time is available for teaching if student routines and procedures are established. Physical education instruction is most effective when minimal class time is spent on management tasks and the majority of time is spent engaging students in active learning. Reducing the time required for management tasks can best be accomplished when students are taught to be responsible for their own behaviors, are held responsible for self-management, and the teacher has established efficient routines and management procedures regarding:

Entering and leaving class:

- having class materials prepared and ready to use
- moving quickly to work spaces within the designated area and setting up needed equipment
- forming or reforming work groups
- making transitions between tasks quickly and efficiently
- putting away materials and cleaning up at the end of class
- providing time for reflection on what has been learned during the lesson

Effective classroom management skills also contribute to more positive learning relationships between teachers and students. When students understand and comply with routines, such as observance of class ground rules for confidentiality regarding sensitive issues or established rules of sportsmanship, and when teachers positively acknowledge student successes, active learning is maximized and disruptive behavior can be minimized. As a sign of respect students should address the physical education teacher in the same manner they address classroom teachers, the term “Coach” should be avoided.

Teachers who are effective managers:

- give crisp, concise, clear managerial directions and establish general routines for class
- give directions in stages for complex tasks
- let students know they are “with it” (they know what is going on in every part of the class, they “have eyes in the back of their head”)
- look for “trouble spots” early on, moving to take action before the problem escalates (for example, calling out as two students scuffle over a playground ball, or moving physically toward them to ask what the problem is)
- help students move smoothly through transitions
- avoid “dangles” (leaving a task hanging without closure or, when closure is not appropriate, without indicating the class is moving to another task)
- avoid “flip-flops” (leaving one task and then returning to it in the middle of another)

- avoid “thrusters” (interrupting students’ concentration on a learning task with irrelevant information)

Use both general and specific praise while encouraging students to follow effective management routines; and gently but specifically correct students not complying with established management routines (Graham, 1992; Siedentop, 1991). A classroom discipline plan should be established with specific and consistent consequences for good or bad student behavior. Reasonable consequences should be exercised at the time of the behavior.

Positive feedback is one of the most motivational ways that student learning can be reinforced. This positive feedback should be specific, and may come from the teacher, peers, or as the result of comparing their current performance with a past performance. Care should be taken to praise the act, not the student. Praise and encouragement are additional positive teacher behaviors that help support learning.

Self-management skills also carry over to other aspects of life at school and in the community. This practice of students managing themselves also supports student-centered instruction and, over time, ensures that more time can be spent on learning tasks. Teachers may regularly organize students into small groups for cooperative learning, role-play, or skill practice. Students will become more proficient at managing the small-group tasks effectively when the grouping process is clearly structured, clarifying roles and tasks.

Democratic classroom discipline is a key to effective classroom management.

Student misbehavior can be reduced by implementing Kounin’s techniques (Weust, 1999):

- Be aware of what is happening in all play areas. Scan frequently and systematically.
- Intervene early before the behavior escalates.
- Learn to deal with competing demands at the same time.
- Gain the students’ attention, use routines, concise explanations and smooth transitions to keep the students on task.
- Keep the students involved through active supervision and accountability.
- Reduce boredom by using challenges, extending tasks, informing students of progress, and adding variety to lessons.

Minimize misbehavior and have classroom rules and procedures that can be enforced immediately and fairly. Teachers should be sure to adhere to any school wide discipline plan as well as having a physical education discipline plan, the consequences of which are understood by the student and parent(s).

With particularly challenging or high-energy classes, or when reminders are necessary for the whole class, some teachers use management games to help students learn the managerial routines (Siedentop, 1991). Groups of students within the same class can “compete” to see who can be quiet and ready for the next instructions most quickly, who can put equipment away without bumping other students, who can be lined up ready to depart class in ten seconds or less, or any other behavior related to good classroom management. They may reward students by praise or perhaps by time to engage in a favorite class activity earned for fast and accurate compliance with managerial routines.



NINE TIMES TO INTERVENE

1. Reality dangers (*fighting*)
2. Psychological protection (*derogatory nicknames*)
3. Protection against too much excitement (*activity getting out of hand*)
4. Protection of property (*destroying school equipment*)
5. Protection of ongoing program (*disruption in the class setting*)
6. Protection against a negative contagion (*continuous foot tapping*)
7. Highlighting a value area or school policy (*dress code violation*)
8. Avoiding conflict with the outside world (*following rules on a field trip*)
9. Protecting a teacher's or assistant's inner comfort level (*noises may exceed tolerance level*)

Adapted for the Department of Education, Brevard Public Schools, Florida
by Robert Sinibaldi from the document:

Dealing with Aggression in the Classroom
Bureau of Education for Exceptional Students
North Carolina Department of Public Instruction



INSTRUCTIONAL TIME ALLOTMENT

The following percentages suggest time allotments in the three main areas of emphasis. Activities within each main area serve as a means to reach the ultimate goal, which is a well-rounded, quality elementary physical education program:

I. Physical Fitness (30 - 40% of the total program)

- A. FitnessGram
- B. Vigorous Games
- C. Aerobic Rhythms and Dance
- D. Active Maximum Participation Relays
- E. Daily Exercise Programs
- F. Locomotor Skills
- G. Challenge Courses and Fitness Trails
- H. Circuit Training
- I. Flexibility Training
- J. Strength Training
- K. Aerobic Training
- L. Health



II. Movement Concepts and Skill Themes (40% - 60% of the total program)

- A. Small and Large Group Games
- B. Individual and Partner Games
- C. Movement Exploration Activities
- D. Maximum Participation Relays
- E. Stunts and Tumbling
- F. Manipulative Activities
- G. Non-Manipulative Activities
- H. Rhythms and Dance
- I. Skill Stations
- J. Locomotor Stations



III. Social Relationships and Extra-Curricular Activities (10% of the total program)

- A. Activities that Promote Sportsmanship, Fair Play, and Respect
- B. Activities that Promote Teamwork, Self-control, and Willingness to Share
- C. Activities that Promote Safety, Health, and Good Nutrition
- D. Special Programs:
 - 1. Jump Rope for Heart (February – Heart Month)
 - 2. ACES (All Children Exercising Simultaneously) - May
 - 3. Walk to School Day (October)
 - 4. National PE Day (May)
 - 5. Special Olympics
 - 6. Hershey Track and Field Meet (April)
 - 7. Reginald Johnson Track Meet
 - 8. Elks Hoop Shoot (November)
 - 9. Bowling
 - 10. Bicycle Safety
 - 11. Olympics
 - 12. School Field Day
 - 13. Jogathon (fundraiser)



ADAPTIVE PHYSICAL EDUCATION

The law mandates that every child be provided with physical education in the least restrictive environment. An elementary physical education environment which allows individual responses, encourages performance at the individual's skill level, and is taught by a teacher who makes changes to reflect the individual's needs, is appropriate for children with handicapping conditions.

Mainstreaming is the integration of exceptional children into the regular curriculum. According to Public Law 94-192, each child must be afforded the opportunity to participate in the regular physical education program unless the needs are specially designed for physical education, as prescribed in the child's individualized education program (IEP).

All of the areas in this curriculum guide, i.e. movement concepts, fundamental movement skills, games, gymnastics and creative and rhythmic skills, are conducive to mainstreaming or adapting activities for a child's individual educational program. This area includes various types of impairment and some considerations that must be made in designing activities for those specific handicaps.

Physical education teachers may be in a position to suggest staffing or testing arrangements for students in their classes who they feel may benefit from additional services.

For more comprehensive information refer to the Brevard Public Schools Adapted Physical Education Resource Guide



RAINY DAY AND INCLEMENT WEATHER ACTIVITIES

While it is understood the physical education lesson may have to be changed unexpectedly due to weather, every effort must be made to insure that the content for a “rainy day” plan be instructional and within the curriculum frameworks. Suggested teaching stations that may be accessible in an emergency situation are the cafeteria, the media center, or multi-purpose rooms:

Suggested Activities::

Curriculum appropriate videos or DVDs

Tapes, and CDs for indoor activities

Academic challenge games, i.e., spelling and math games, newspaper research games

First Aid and CPR/AED techniques

Health concepts, i.e., nutrition, personal hygiene, proper health care and personal fitness

Drug awareness

Water safety and drown proofing

Fire/disaster drill training

Bicycle safety

Dog bite safety (contact physical education resource teacher)

Self-testing activities

Lecture/discussion of cardiovascular and aerobic fitness

Relaxation and yoga activities

Limited space/classroom/desk games, i.e., balloon volleyball, group juggling, cup stacking

ActivityGram

Brain Gym

Computer Lab activities - website integration, “Nutrition Diner,” health software

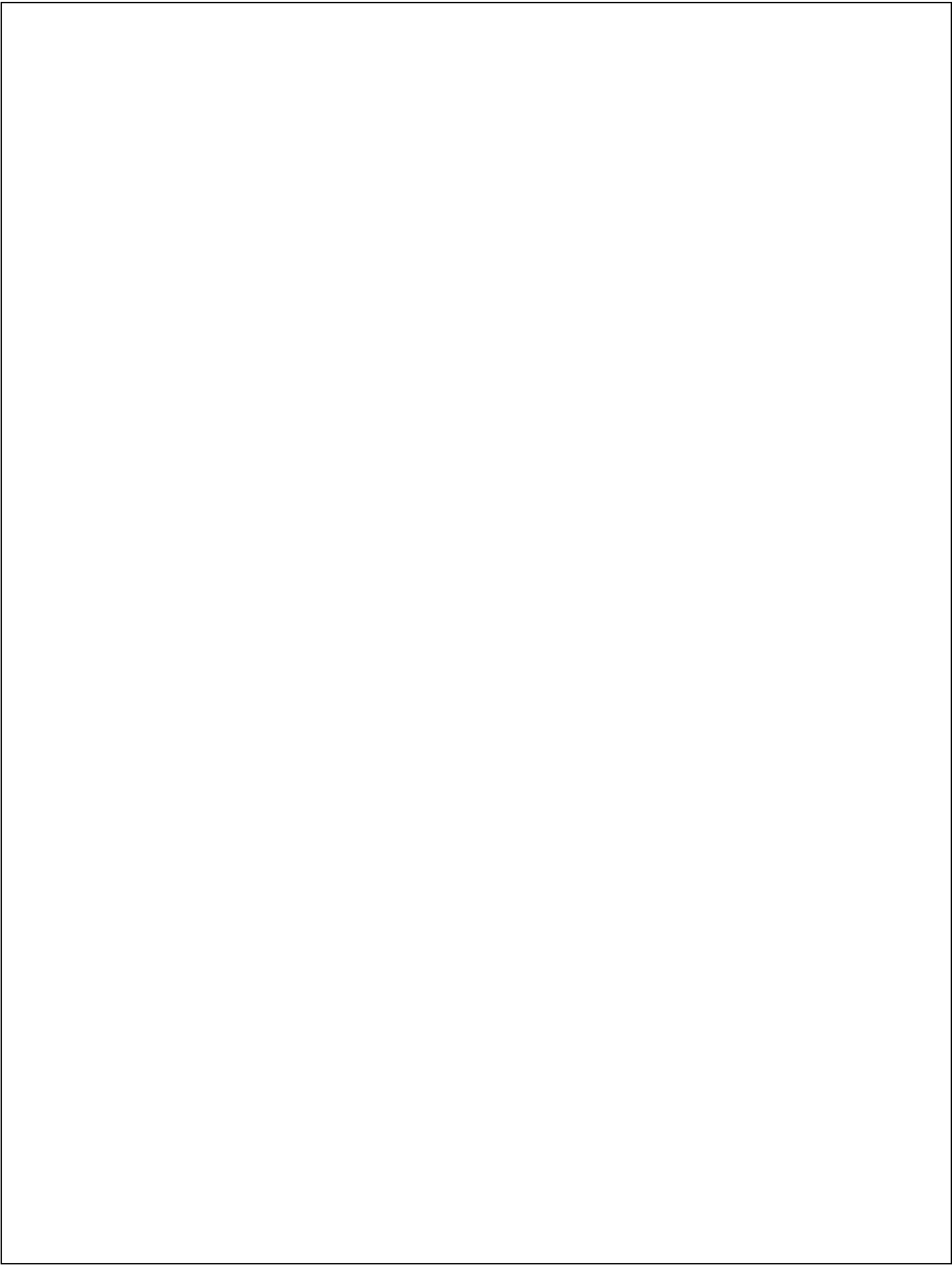
S.M.I.L.E Lab



CHAPTER V



STANDARDS



National Standards for Physical Education

Physical activity is critical to the development and maintenance of good health. The goal of physical education is to develop physically educated individuals who have the knowledge, skills, and confidence to enjoy a lifetime of healthful physical activity.

A physically educated person:

Standard 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.

Standard 2: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.

Standard 3: Participates regularly in physical activity.

Standard 4: Achieves and maintains a health-enhancing level of physical fitness.

Standard 5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings.

Standard 6: Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction

SUNSHINE STATE STANDARDS PHYSICAL EDUCATION



Sunshine State Physical Education Standards

Grades PreK-2

Strand A: Physical Education Literacy

Standard 1:

The student demonstrates competency in many movement forms and proficiency in a few forms of physical activity. (PE.A.1.1)

Benchmarks:

1. Combines shapes, levels, directions, pathways, and ranges into simple sequences.
2. Kicks stationary and rolled balls with strong force while maintaining balance.
3. Adapts movement to changing environmental conditions.
4. Chases, flees, and dodges to avoid or catch others and maneuver around obstacles.
5. Consistently strikes lightweight objects with body parts and with lightweight implements.
6. Knows ways to manage own body weight in a variety of situations (e.g., hanging and climbing. Balancing in symmetrical and asymmetrical shapes on a variety of body parts on mats or apparatus).
7. Demonstrates basic locomotor skills (e.g., hop, walk, run, jump, leap, gallop, skip, and slide).
8. Uses an overhand throwing pattern with accuracy.
9. Knows various techniques for catching thrown objects.

Sunshine State Physical Education Standards

Grades PreK-2

Strand A: Physical Education Literacy (continued)

Standard 2:

The student applies concepts and principles of human movement to the development of motor skills and the learning of new skills. (PE.A.2.1)

Benchmarks:

1. Knows how to absorb force by establishing a base of support to receive the force of the oncoming object.
2. Knows ways to establish bases of support using various body parts and fundamental principles of balance.
3. Knows various techniques for landing safely.
4. Uses concepts of space and movement to design and practice sequences that show the use of all three types of pathways (i.e., straight, zig-zag, and curved).
5. Use movement control to run, hop, and skip in different ways in a large group without bumping into others or falling.
6. Knows the characteristics of a mature throw.

Standard 3:

The student analyzes the benefits of regular participation in physical activity. (PE.A.3.1)

Benchmarks:

1. Identifies changes in the body during physical activity.
2. Knows that the heart is a muscle that will become stronger as a result of physical activity.
3. Understands that physical activity produces feelings of pleasure.
4. Knows ways in which physical activity promotes muscular strength.

Sunshine State Physical Education Standards

Grades PreK-2

Strand B: Responsible Physical Activity Behaviors

Standard 1:

The student achieves and maintains a health enhancing level of physical fitness (PE.B.1.1)

Benchmarks:

1. Knows how to move each joint through a functional range of motion.
2. Understands the changes that occur in respiration during various physical activity.
3. Knows various warm up and cool down exercises.
4. Participates in health-related fitness assessment.

Standard 2:

The student understands how participating in physical activity promotes inclusion and an understanding of the abilities and cultural diversity of people. (PE.B.2.1)

Benchmarks:

1. Understands the importance of being aware of one's surroundings and acting in a safe manner while participating in physical activity settings.
2. Follows directions given by instructor or group leader.
3. Understands the difference between compliance and noncompliance with game rules and fair play.
4. Identifies appropriate behaviors for participating with others in physical activity settings.

Sunshine State Physical Education Standards

Grades PreK-2

Strand C: Advocate & Promote Physically Active Life Styles

Standard 1:

The student understands how participating in physical activity promotes inclusion and an understanding of the abilities and cultural diversity of people. (PE.C.1.1)

Benchmarks:

1. Knows the importance of demonstrating consideration of others in physical activity settings.
2. Knows games to play with students who have disabilities.

Standard 2:

The student understands that physical activity provides the opportunity for enjoyment, challenge, self-expression, and communication. (PE.C.2.1)

Benchmarks:

1. Identifies the feelings resulting from challenges, successes and failures in physical activity.
2. Knows various ways to use the body and movement activities to communicate ideas and feelings (creative movement).
3. Recognizes the benefits that accompany cooperation and sharing.

Sunshine State Physical Education Standards

Grades 3-5

Strand A: Physical Education Literacy

Standard 1:

The student demonstrates competency in many movement forms and proficiency in a few forms of physical activity. (PE.A.1.2)

Benchmarks:

1. Knows various techniques for throwing or catching different objects.
2. Knows how to design and modify sequences that show changes in direction and speed.
3. Knows how to demonstrate functional patterns of striking, dribbling, volleying, throwing, and catching in dynamic situations.
4. Understands that games consist of people, boundaries, equipment, purpose, and rules which all interrelate during game play.
5. Knows how to create, explore, and devise game strategies.

Standard 2:

The student applies concepts and principles of human movement to the development of motor skills and the learning of new skills. (PE.A.2.2)

Benchmarks:

1. Recognizes the proper techniques of performing an overhand throw.
2. Understands and applies basic movement concepts (e.g., space awareness, body awareness, and transfer of weight) to games, dance, and gymnastics.
3. Knows the reasons that appropriate practice improves performance.

Sunshine State Physical Education Standards

Grades 3-5

Strand A: Physical Education Literacy (continued)

Standard 3:

**The student analyzes the benefits of regular participation in physical activity.
(PE.A.3.2)**

Benchmarks:

1. Describes healthful benefits that result from regular participation in vigorous physical activity.
2. Understands how a healthy body contributes to positive self-concepts.
3. Knows the opportunities in the school and community for regular participation in physical activity.
4. Selects and participates regularly in physical activities for the purpose of improving skill and health.

Strand B: Responsible Physical Activity Behaviors

Standard 1:

**The student achieves and maintains a health-enhancing level of physical fitness.
(PE.B.1.2)**

Benchmarks:

1. Knows how to maintain continuous aerobic activity for a specified period of time in order to improve endurance.
2. Knows activities that promote a faster heart rate.
3. Knows how proper stretching increases flexibility and understands why flexibility is important.
4. Knows how exercise helps control obesity.
5. Understands that correct body position and proper use of muscles are necessary to improve strength and flexibility.

Sunshine State Physical Education Standards

Grades 3-5

Strand B: Responsible Physical Activity Behaviors (continued)

Standard 2:

The student demonstrates responsible personal and social behavior in physical activity. (PE.B.2.2)

Benchmarks:

1. Knows potential risks associated with physical activities.
2. Applies and follows rules while playing sports and games.
3. Knows the importance of seeking out, participating with, and showing respect for people of like and different physical abilities.

Strand C: Advocate and Promote Physically Active Lifestyles

Standard 1:

The student understands how participating in physical activity promotes inclusion and an understanding of the abilities and cultural diversity of people. (PE.C.1.2)

Benchmarks:

1. Recognizes the differences and similarities in the physical activity choices of others.
2. Knows how to perform games and/or dances from a variety of cultures.

Sunshine State Physical Education Standards

Grades 3-5

Strand C: Advocate and Promote Physically Active Lifestyles (continued)

Standard 2:

The student understands that physical activity provides the opportunity for enjoyment, challenge, self-expression, and communication. (PE.C.2.2)

Benchmarks:

1. Identifies physical activities that contribute to personal feelings of joy.
2. Knows the positive benefits of exercising at home.
3. Designs and performs games, gymnastics, and dance sequences that allow for group creativity and discussion.



Sunshine State Physical Education Standards

Grades 6-8

Strand A: Physical Education Literacy

Standard 1:

The student demonstrates competency in many movement forms and proficiency in a few forms of physical activity. (PE.A.1.3)

Benchmarks:

1. Combines skills competently to participate in a modified version of team and individual sports, demonstrating mature patterns of manipulative skills (e.g., proper catching techniques).
2. Uses basic offensive and defensive positioning while playing a modified version of a sport.
3. Designs and performs folk and square dance sequences.
4. Knows basic skills and safety procedures to participate in outdoor sports.

Standard 2:

The student applies concepts and principles of human movement to the development of motor skills and the learning of new skills. (PE.A.2.3)

Benchmarks:

1. Knows the various ways in which the body can generate force and the mechanical principles involved (e.g., range of motion and speed that the arm or leg travels).
2. Knows how to apply mature patterns of locomotor, nonlocomotor, body-management throwing, catching, and striking skills while participating in modified versions of team and individual sports.
3. Describes the principles of training and conditioning for specific physical activities.
4. Knows how to design and refine a routine by combining various movements to music.
5. Knows how to develop game strategies for offensive and defensive play (e.g., the strategies necessary to attack an attended and unattended goal).

Sunshine State Physical Education Standards

Grades 6-8

Strand A: Physical Education Literacy (continued)

Standard 3:

The student analyzes the benefits of regular participation in physical activity. (PE.A.3.3)

Benchmarks:

1. Knows the potential fitness benefits of various activities.
2. Knows how to use a journal to document the benefits of participation in physical activity as part of an individual wellness plan.
3. Knows what community resources related to fitness are available.

Strand B: Responsible Physical Activity Behaviors

Standard 1: The student achieves and maintains a health-enhancing level of physical fitness. (PE.B.1.3)

Benchmarks:

1. Knows how to sustain an aerobic activity, maintaining target heart rate, to achieve cardiovascular benefits.
2. Describes and applies the principles of training and conditioning for specific physical activities.
3. Knows proper warm-up, conditioning, and cool-down techniques and the reasons for using them.
4. Knows the difference between muscular strength and muscular endurance, activities that contribute to the improvement of strength and endurance, and the various types of muscular strength and endurance required to perform different activities.
5. Knows how aerobic activity differs from anaerobic activity.
6. Understands the relationships between caloric intake and energy expenditure.
7. Knows the various ways to promote mobility in each joint.

Sunshine State Physical Education Standards

Grades 6-8

Strand B: Responsible Physical Activity Behaviors (continued)

Standard 1: The student achieves and maintains a health-enhancing level of physical fitness. (PE.B.1.3) (continued)

Benchmarks (continued):

8. Knows how to determine recovery heart rate after exercise.
9. Understands and applies formal and informal modes of fitness assessments (e.g., cardiovascular fitness: a mile walk or run is formal assessment, walking a flight of stairs is informal).
10. Plans and participates in an individualized fitness program.
11. Analyzes the results of fitness assessments to guide changes in a personal fitness program.
12. Achieves and maintains appropriate cardiovascular fitness, flexibility, muscular strength, endurance, and body composition.
13. Explores new ways to achieve activity goals in an individual wellness plan (e.g., walking in addition to playing a team sport).

Standard 2:

The student demonstrates responsible personal and social behavior in physical activity. (PE.B.2.3)

Benchmarks:

1. Demonstrates appropriate responses to emergency situations associated with physical activity (e.g., remain calm, keep injured person still, and seek help).
2. Knows the effects of substance abuse on personal health and performance in physical activity.
3. Understands the difference between compliance and noncompliance with game rules and knows the meaning of fair play in age-appropriate activities.
4. Resolves interpersonal conflicts with sensitivity to the rights and feelings of others.

Sunshine State Physical Education Standards

Grades 6-8

Strand C: Advocate and Promote Physically Active Lifestyles

Standard 1:

The student understands how participating in physical activity promotes inclusion and an understanding of the abilities and cultural diversity of people. (PE.C.1.3)

Benchmarks:

1. Knows how to modify games and activities to allow for participation of students with special needs (e.g., physical disabilities).
2. Knows the contributions that various cultures have made to physical education.

Standard 2:

The student understands that physical activity provides the opportunity for enjoyment, challenge, self-expression, and communication. (PE.C.2.3)

Benchmarks:

1. Identifies forms of physical activity that provide personal enjoyment.
2. Recognizes the aesthetic and creative aspects of performance.
3. Understands how a commitment to a wellness plan enhances the quality of life (e.g., leads to positive coping skills, healthy eating habits, and regular physical activity).
4. Knows the long-term physiological, psychological, and cultural benefits that may result from regular participation in physical activity.
5. Knows the ways in which exercising at home can assist in improving physical ability and performance.
6. Knows various ways to use the body and movement activities to communicate ideas and feelings.

SUNSHINE STATE STANDARDS

HEALTH EDUCATION



Sunshine State Health Education Standards

Grades PreK-2

Strand A: Health Literacy

Standard 1:

The student comprehends concepts related to health promotion and disease prevention. (HE.A.1.1)

Benchmarks:

1. Knows names of body parts.
2. Understands positive health behaviors that enhance wellness.
3. Understands the various responsibilities of family members (e.g., mother, father, aunt, grandparent, guardian, and sister) for health promotion and disease prevention.
4. Recognizes environmental health problems and understands possible solutions.
5. Identifies common health problems of children and possible ways to prevent these problems.
6. Understands why health problems should be recognized and treated early.
7. Recognizes that injuries may be prevented.
8. Recognizes the relationship between physical and emotional health.
9. Classifies food and food combinations according to the food guide pyramid.

Standard 2:

The student knows how to access valid health information and health-promoting products and services. (HE.A.2.1)

Benchmarks:

1. Knows sources of health information (e.g., people, places, and products) and how to locate them.
2. Knows the meaning of warning labels and signs on hazardous substances.
3. Identifies advertisements for health products.

Sunshine State Health Education Standards

Grades PreK-2

Strand B: Responsible Health Behavior

Standard 1:

The student knows health-enhancing behaviors and how to reduce health risks. (HE.B.1.1)

Benchmarks:

1. Knows and practices good personal health habits.
2. Identifies safe and unsafe behaviors.
3. Knows positive ways to handle anger.
4. Knows and practices ways to prevent injuries.
5. Distinguishes between threatening and nonthreatening environments.
6. Demonstrates methods of avoiding threatening situations and how to seek help in threatening situations.

Standard 2:

The student analyzes the influence of culture, media, technology, and other factors on health. (HE.B.2.1)

Benchmarks:

1. Recognizes the ways in which the media, technology, and other sources provide information about health.
2. Recognizes that individuals have different cultural backgrounds that impact health practices.
3. Knows and accepts the differences of people with special health needs.

Sunshine State Health Education Standards

Grades PreK-2

Strand B: Responsible Health Behavior (continued)

Standard 3:

The student knows how to use effective interpersonal communication skills that enhance health. (HE.B.3.1)

Benchmarks:

1. Knows the various kinds of verbal and nonverbal communication (e.g., hand gestures and facial expressions).
2. Knows the skills needed to be a responsible friend and family member (e.g., doing chores and helping others).
3. Knows how to use positive communication skills when expressing needs, wants, and feelings.
4. Knows various ways of communicating care and consideration of others (e.g., sharing and saying “please” and “thank you”).
5. Listens attentively (e.g., does not talk while others are talking).
6. Knows refusal skills to use in potentially harmful or dangerous situations (e.g., refusing to ride a bike without a helmet).
7. Knows various ways in which to resolve conflict using positive behavior.
8. Identifies healthy ways to handle feelings.

Sunshine State Health Education Standards

Grades PreK-2

Strand C: Advocate and Promote Healthy Living

Standard 1:

The student knows how to use goal-setting and decision-making skills that enhance health. (HE.C.1.1)

Benchmarks:

1. Identifies health problems that require the help of a trusted adult (e.g., child abuse).
2. Recognizes that decisions about personal behavior may be healthy or unhealthy (e.g., obeying pedestrian rules).

Standard 2:

The student knows how to advocate for personal, family, and community health. (HE.C.2.1)

Benchmarks:

1. Knows various ways to share health information (e.g., talking to peers about healthy snacks).
2. Knows various ways to convey accurate health information and ideas to both individuals and groups.
3. Knows the community agencies that support healthy families, individuals, and communities.
4. Knows methods for assisting others in making positive choices (e.g., about safety belts).
5. Works with one or more people toward a common goal.

Sunshine State Health Education Standards

Grades 3-5

Strand A: Health Literacy

Standard 1:

The student comprehends concepts related to health promotion and disease prevention. (HE.A.1.2)

Benchmarks:

1. Understands the functions of human body systems.
2. Knows how personal health behaviors influence individual well-being.
3. Knows the indicators of physical, mental, emotional, and social health during childhood.
4. Understands how the family influences personal health.
5. Knows the ways in which the environment impacts health.
6. Knows the most common health problems of children.
7. Knows why health problems should be detected and treated early.
8. Knows how childhood injuries and illnesses can be prevented and treated.
9. Knows why illegal drugs should not be used and the consequences of their use.
10. Knows the nutritional values of different foods.

Sunshine State Health Education Standards

Grades 3-5

Strand A: Health Literacy (continued)

Standard 2:

The student knows how to access valid health information and health-promoting products and services. (HE.A.2.2)

Benchmarks:

1. Knows the characteristics of valid health information, products, and services.
2. Knows how to locate resources from home, school, and community that provide valid health information.
3. Knows how the media influence the selection of health information, products, and services.
4. Knows criteria for selecting health resources, products, and services.
5. Knows of the availability of stress-management resources in the home, school, and community and has access to them.

Strand B: Responsible Health Behavior

Standard 1:

The student knows health-enhancing behaviors and how to reduce health risks. (HE.B.1.2)

Benchmarks:

1. Knows the importance of assuming responsibility for personal health habits.
2. Compares behaviors that are safe to those that are risky or harmful.
3. Knows and uses stress-management skills.
4. Uses strategies for improving or maintaining personal health.
5. Knows strategies for avoiding threatening or abusive situations.
6. Knows and practices basic techniques for medical emergencies.

Sunshine State Health Education Standards

Grades 3-5

Strand B: Responsible Health Behavior (continued)

Standard 2:

The student analyzes the influence of culture, media, technology, and other factors on health. (HE.B.2.2)

Benchmarks:

1. Knows how the media influence thoughts and feelings about health behavior.
2. Understands how information from school and family influences personal health behaviors.
3. Knows the ways in which technology can influence personal health.
4. Understands the role of culture, age, or gender differences in personal health practices (e.g., fitness activities and food preferences).

Standard 3:

The student knows how to use effective interpersonal communication skills that enhance health. (HE.B.3.2)

Benchmarks:

1. Understands the relationship between verbal and nonverbal communication (e.g., body language).
2. Knows the skills needed to be a responsible friend and family member (e.g., communication and sharing).
3. Knows nonviolent, positive behaviors for resolving conflict (e.g., peer mediation).
4. Knows various ways to communicate care, consideration, and acceptance of self and others (e.g., by cooperating).
5. Exhibits attentive listening skills to enhance interpersonal communication.

Sunshine State Health Education Standards

Grades 3-5

Strand B: Responsible Health Behavior (continued)

Standard 3:

The student knows how to use effective interpersonal communication skills that enhance health. (HE.B.3.2) (continued)

Benchmarks (continued):

6. Knows refusal and negotiation to use in potentially harmful or dangerous situations (e.g., refusing to use illegal drugs).
7. Knows the difference between negative and positive behaviors used in conflict situations (e.g., talking vs. hitting, passivity vs. action).
8. Knows ways to manage grief caused by disappointment, separation, or loss (e.g., loss of a pet).

Strand C: Advocate and Promote Healthy Living

Standard 1:

The student knows how to use goal-setting and decision-making skills which enhance health. (HE.C.1.2)

Benchmarks:

1. Knows how to apply a decision-making process to health issues and problems (e.g., decision not to use tobacco products).
2. Knows appropriate sources of information for making health-related decisions (e.g., talking to parents concerning growth and development issues).
3. Knows various methods for predicting outcomes of positive health decisions (e.g., life expectancy).
4. Knows how to make progress toward achieving a personal goal (e.g., by creating an action plan for individual wellness).

Sunshine State Health Education Standards

Grades 3-5

Strand C: Advocate and Promote Healthy Living (continued)

Standard 2:

**The student knows how to advocate for personal, family, and community health.
(HE.C.2.2)**

Benchmarks:

1. Knows various methods for communicating health information and ideas (e.g., through oral or written reports).
2. Knows ways to effectively express feelings and opinions on health issues.
3. Knows the community agencies that advocate healthy individuals, families, and communities (e.g., health department and volunteer agencies).
4. Knows how to positively influence others to make positive choices.
5. Knows various ways individuals and groups can work together.
6. Knows how to enlist family, school, and community helpers to aid in achieving health goals.



Sunshine State Health Education Standards

Grades 6-8

Strand A: Health Literacy

Standard 1:

The student comprehends concepts related to health promotion and disease prevention. (HE.A.1.3)

Benchmarks:

1. Knows how body systems work together and influence each other.
2. Understands the relationship between positive health behaviors and the prevention of injury, illness, disease, and other health problems.
3. Knows how physical, mental, emotional, and social health interrelate during adolescence.
4. Understands how peer pressure can influence healthful choices.
5. Understands the relationship between environment and personal health.
6. Knows ways to reduce risks related to health problems of adolescents.
7. Knows the benefits of positive health practices and appropriate health-care measures necessary to prevent accidents, illnesses, and death.
8. Knows how lifestyle, pathogens (germs), family history, and other risk factors are related to the cause or prevention of disease and other health problems.
9. Knows various methods of health promotion and disease prevention.
10. Knows eating disorders that adversely affect health.

Sunshine State Health Education Standards

Grades 6-8

Strand A: Health Literacy (continued)

Standard 2:

The student knows how to access valid health information and health-promoting products and services. (HE.A.2.3)

Benchmarks:

1. Knows how to analyze the validity of health information, products, and services.
2. Knows how to use resources from the home, school, and community that provide valid health information.
3. Knows how to locate health products and services.
4. Knows how to access a variety of technologies for health information.
5. Knows how to compare the costs of health products in order to assess value.
6. Identifies situations requiring professional health services.

Strand B: Responsible Health Behavior

Standard 1:

The student knows health-enhancing behaviors and how to reduce health risks. (HE.B.1.3)

Benchmarks:

1. Knows the importance of assuming responsibility for personal health behaviors.
2. Understands the short-term and long-term consequences of safe, risky, and harmful behaviors.
3. Knows strategies for managing stress.

Sunshine State Health Education Standards

Grades 6-8

Strand B: Responsible Health Behavior (continued)

Standard 1:

The student knows health-enhancing behaviors and how to reduce health risks. (HE.B.1.3) (continued)

Benchmarks (continued):

4. Knows strategies for improving and maintaining personal and family health.
5. Knows techniques for avoiding threatening situations.
6. Knows injury-prevention and injury-management strategies for personal and family health.

Standard 2:

The student analyzes the influence of culture, media, technology, and other factors on health. (HE.B.2.3)

Benchmarks:

1. Knows how messages from media and other sources influence health behavior.
2. Knows how information from peers influences health.
3. Identifies aspects in one's own culture and in the cultures of others that may have an impact on health and the use of health services.
4. Understands emotional and social health risks caused by prejudice in the community.

Sunshine State Health Education Standards

Grades 6-8

Strand B: Responsible Health Behavior (continued)

Standard 3:

The student knows how to use effective interpersonal communication skills that enhance health. (HE.B.3.3)

Benchmarks:

1. Knows effective verbal and nonverbal communication skills (e.g., body language and eye statements).
2. Knows various ways to communicate care, consideration, and acceptance of self and others (e.g., respect, trust, kindness, and sexual abstinence as an expression of love).
3. Knows skills for building and maintaining positive interpersonal relationships (e.g., compromising).
4. Understands how the behavior of family members and peers affects interpersonal communication.
5. Demonstrates attentive communication skills (e.g. eye contact, hand and body gestures).
6. Knows communication strategies for avoiding potentially harmful situations (e.g., refusal skills and resistance to peer pressure).
7. Understands the possible causes of conflict among youth in schools and communities and knows positive communication strategies for preventing conflict.
8. Knows communication strategies for managing grief caused by disappointment, separation, or loss (e.g., counseling, talking, and listening).

Sunshine State Health Education Standards

Grades 6-8

Strand C: Advocate and Promote Healthy Living

Standard 1:

The student knows how to use goal-setting and decision-making skills that enhance health. (HE.C.1.3)

Benchmarks:

1. Knows how to apply a decision-making process to health issues and problems individually and collaboratively (e.g., nutritional food choices at home, restaurants, and school).
2. Understands the role that individual, family, community, and cultural attitudes play when people make health-related decisions (e.g., when making food choices).
3. Understands the various consequences of health-related decisions.
4. Knows strategies and skills needed to attain a personal health goal.
5. Knows how priorities, changing abilities, and responsibilities influence setting health goals (e.g., conducting a needs assessment).
6. Knows the outcomes of good personal health habits.
7. Knows how expanding abilities, independence, and responsibilities associated with maturation influence personal behavior.

Sunshine State Health Education Standards

Grades 6-8

Strand C: Advocate and Promote Healthy Living (continued)

Standard 2:

**The student knows how to advocate for personal, family, and community health.
(HE.C.2.3)**

Benchmarks:

1. Knows methods for conveying accurate health information and ideas to both individuals and groups using a variety of methods (e.g., through dialogue, oral reports, and posters).
2. Knows ways to effectively express feelings and opinions on health issues.
3. Recognizes that there are barriers to the effective communication of feelings and opinions on health issues when advocating for healthy living.
4. Knows how to influence others to make positive choices.
5. Knows ways to work cooperatively with others to advocate for healthy individuals, schools, and families.
6. Knows how to access community agencies that advocate healthy individuals, families, and communities.

**SEE APPENDIX FOR GLEs
(GRADE LEVEL EXPECTATIONS)**

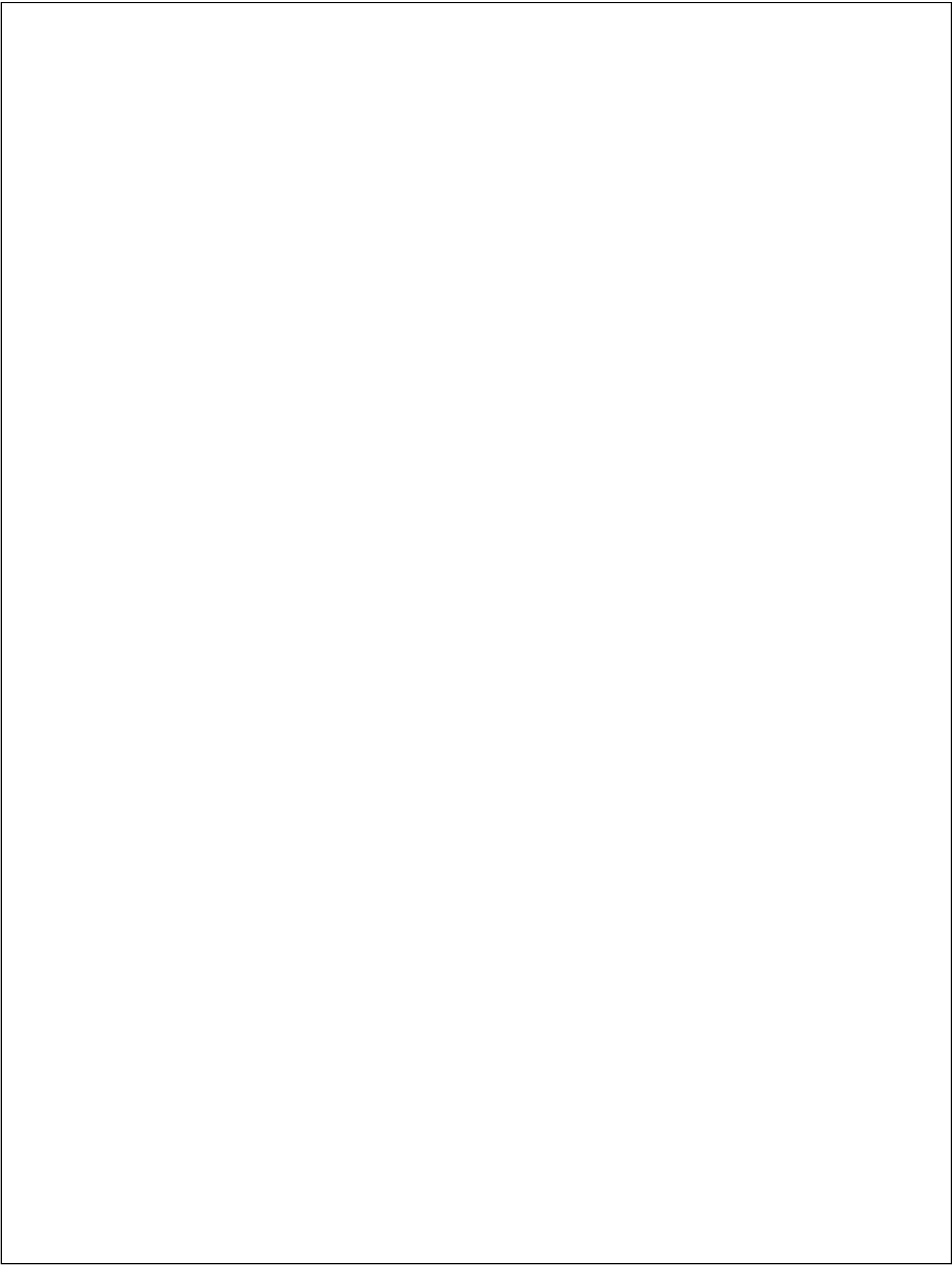
CHAPTER VI



PROGRAM CONTENT

“Success comes from having proper aim as well as the right ammunition.”

Rep. William Golding



SKILL LEVELS OF CHILDREN

Preschool and Kindergarten Children

- The child cannot repeat movements in succession; each attempt at a movement looks different.
- The child uses movements that are unnecessary to efficiently perform the skill.
- The movements seem awkward and many times the child does not even come close to correctly performing the skill.
- When practicing with a ball, the ball seems to control the child.
- Skills performed correctly are characterized more by surprise than by expectancy.

First, Second and Third Grade Children

- Movements appear less haphazard and seem to be what the child is trying to do.
- Movements are more consistent and repetitions are more alike.
- Skills are performed correctly more frequently.
- The child's attempt to combine one movement skill with another is usually unsuccessful.
- Movements cannot be performed automatically and consequently the child needs to concentrate intensely on what he or she is doing.

Fourth, Fifth and Sixth Grade Children

- With concentration, the movement becomes more automatic and more successful.
- The child can perform the movement successfully even though the context of the task has been slightly varied.
- The child can execute the skill consistently in the same way.
- The child can perform a skill successfully in combination with other skills.

The Exceptionally Skilled Child.

- Performance of a skill is almost automatic.
- An opponent, an unpredictable object, the flow of travel and other extraneous variables can be focused on without interfering with the performance of the skill.
- The child performs the skill with ease and seemingly without concentration.
- The movement can be performed successfully in a variety of planned and unplanned situations as the child appears to modify performances to meet the demands of the situation.



CHARACTERISTICS OF CHILDREN

It is important to consider the characteristics of children to determine their readiness when designing activities. (Cochran, 1982) This section contains physical, social, emotional, and intellectual characteristics of children. The following list is divided into K-1st grades, 2nd-3rd grades, and 4th-6th grades.

Kindergarten-1st Grade

- Likes to play together, but not on teams
- Short attention span
- Eye-hand coordination is not well developed
- Full of energy but easily fatigued
- Not willing to share
- Likes to be center of attention; likes to be it
- Not prepared to compete
- Very imaginative and creative
- Desires affection, praise, encouragement and approval from adults



2nd-3rd Grades

- Robust, active and noisy
- Locomotion is steadier
- Team loyalty is developing
- Students enjoy playing together
- Motor skills are important in peer status
- Learning to cooperate better
- Seeks group approval



- Eye hand coordination is improved
- Balance is more developed; better body control
- Enjoys big muscle activity
- Easily discouraged and excited
- Attention-span is increasing
- Individual differences are many and varied
- Enjoys challenges and will try anything

4th – 6th Grades

- Extremely active
- Increased cardiovascular endurance
- Coordination in skills is more proficient
- Enjoys team and group activities
- Seeks and needs more group approval
- Can assume more responsibility
- Needs control and guidance
- Interested in learning details and mechanical techniques
- Desires information on physical fitness



PHYSICAL FITNESS

This is the area of the program that provides each child with the opportunity to develop and maintain a level of physical fitness commensurate with individual needs. The steps of development are defined as remedial, basic, and utilization. Student performance should progress from a lack of ability to perform teacher selected test items, to an ability to perform at average or above average level.

The Florida Pre K-12 Health and Physical Education Curriculum Framework, Blueprint 2000 states:

Assessing student learning is a vital concern in developing valid, workable physical education programs. Assessment is an integral part of the teaching and learning process, and should provide information regarding student progress and overall program effectiveness. Physical education presents unique opportunities to use a variety of techniques to assess student performance. (Several of these are listed in Chapter VII-Assessment.)

The FitnessGram is the evaluation program used in Brevard Public Schools for physical fitness.



The purpose of physical education in elementary school is to help children learn to become skillful movers. The individual who is a skillful mover can participate in an activity far more successfully than can the individual who knows a great deal about the activity but lacks the necessary skills. Teaching by themes emphasizes the acquisition of appropriate skills.

We use the terms skill themes and movement concepts to differentiate between the movements (skill themes) and the ideas (movement concepts) used to modify or enrich the range and effectiveness of skill employment. Skill themes are the major focus of our teaching in primary and intermediate grades. Movement concepts are usually established in the primary level.

Teaching by themes represents an alternative to teaching games, gymnastics, and dance. The focus, when teaching by themes, is on the acquisition of specific skills and the use of those skills in a variety of contexts.

It is the desire of Brevard Public Schools elementary physical education teachers to have children become skillful movers, feel good about themselves in moving, and be willing to continue to try new activities.

We must keep in mind that all students will have different levels of mastery of skills. Reinforcement of partial mastery by students at this age level is extremely beneficial to their growth and physical well-being. Small groups and individualized instruction are methods to accomplish this goal.

MOVEMENT CONCEPTS

In the primary level, movement concepts are taught as themes. Children learn the vocabulary that describes movement and execute movements that express an understanding of each of the movement concepts. (*See: Movement Concept & Skill Theme Wheel on page 67*)

Reference: Graham, Holt/Hale, and Parker. Children Moving: A Reflective Approach To Teaching Physical Education (McGraw-Hill Companies, Inc: New York, NY), 2004.

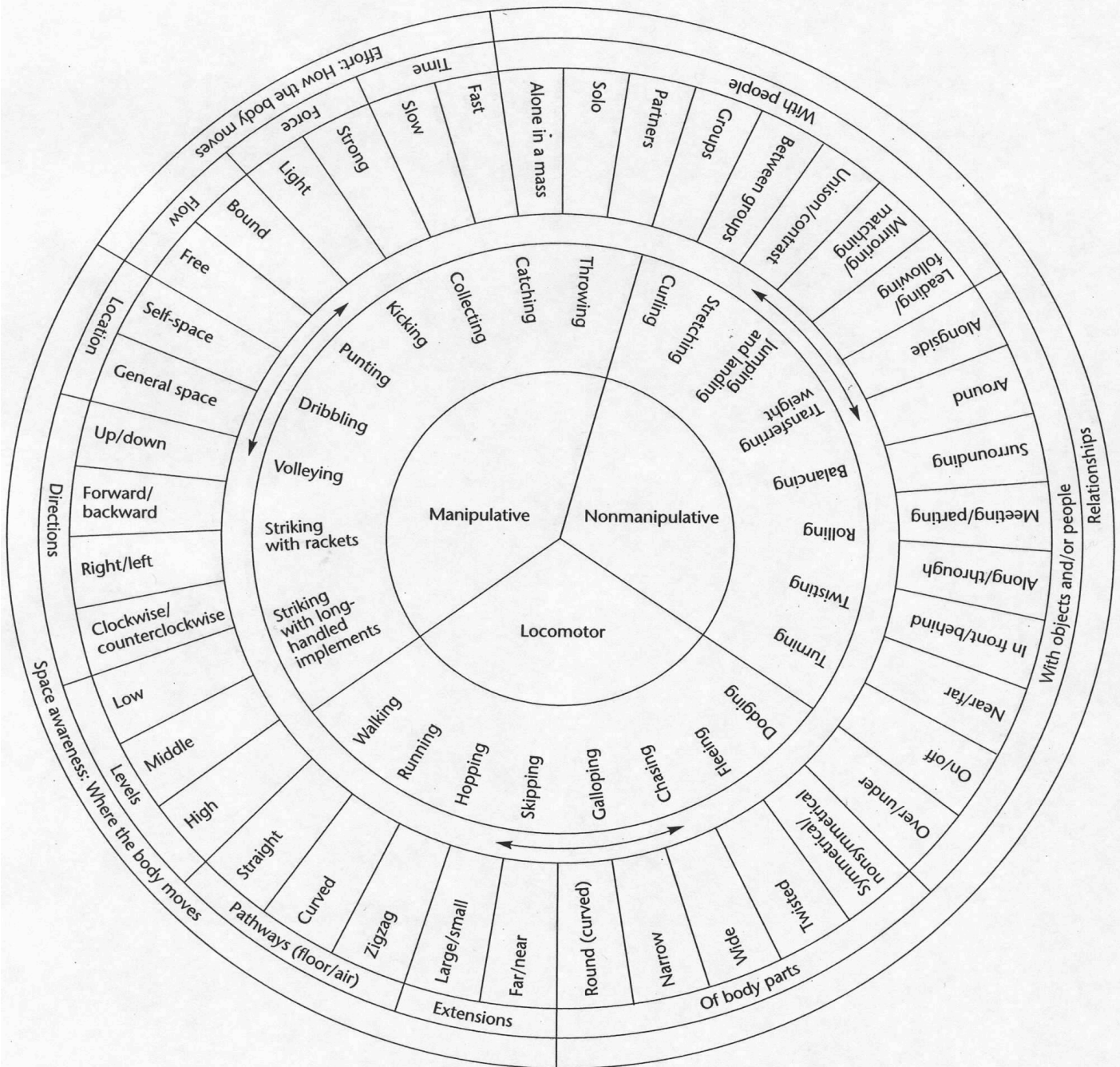
SKILL THEMES

The game, sport, and recreational activities of the traditional physical education program incorporate skill themes. The teaching of these themes begins at the primary level and becomes the major focus of attention at the intermediate level. The progression of development for these skills is from remedial, through basic, and ultimately to utilization levels. The aim of skill theme instruction is to carry students toward the utilization level for each of the skills. The degree of success is determined by the ability to enjoy and successfully participate in a variety of physical experiences as students progress toward maturity. (*See: Movement Concept & Skill Theme Wheel on page 67*)

Reference: Graham, Holt/Hale, and Parker. Children Moving: A Reflective Approach To Teaching Physical Education (McGraw-Hill Companies, Inc: New York, NY), 2004.



MOVEMENT CONCEPT AND SKILL THEME WHEEL



Graham, Holt/Hale, and Parker. Children Moving: A Reflective Approach To Teaching Physical Education (McGraw-Hill Companies, Inc: New York, NY), 2004.

SOCIAL RELATIONSHIPS

This is the area of the program that focuses on social values and standards of conduct which allow the students to get along with others.

It is the desire of Brevard Public Schools elementary physical education teachers to stress expectations of behavior that will help students feel good about themselves and their relationships with others.

Brevard Public Schools elementary physical educators promote the ideals of sportsmanship, fair play, and teamwork, regardless of the outcome of any competition.

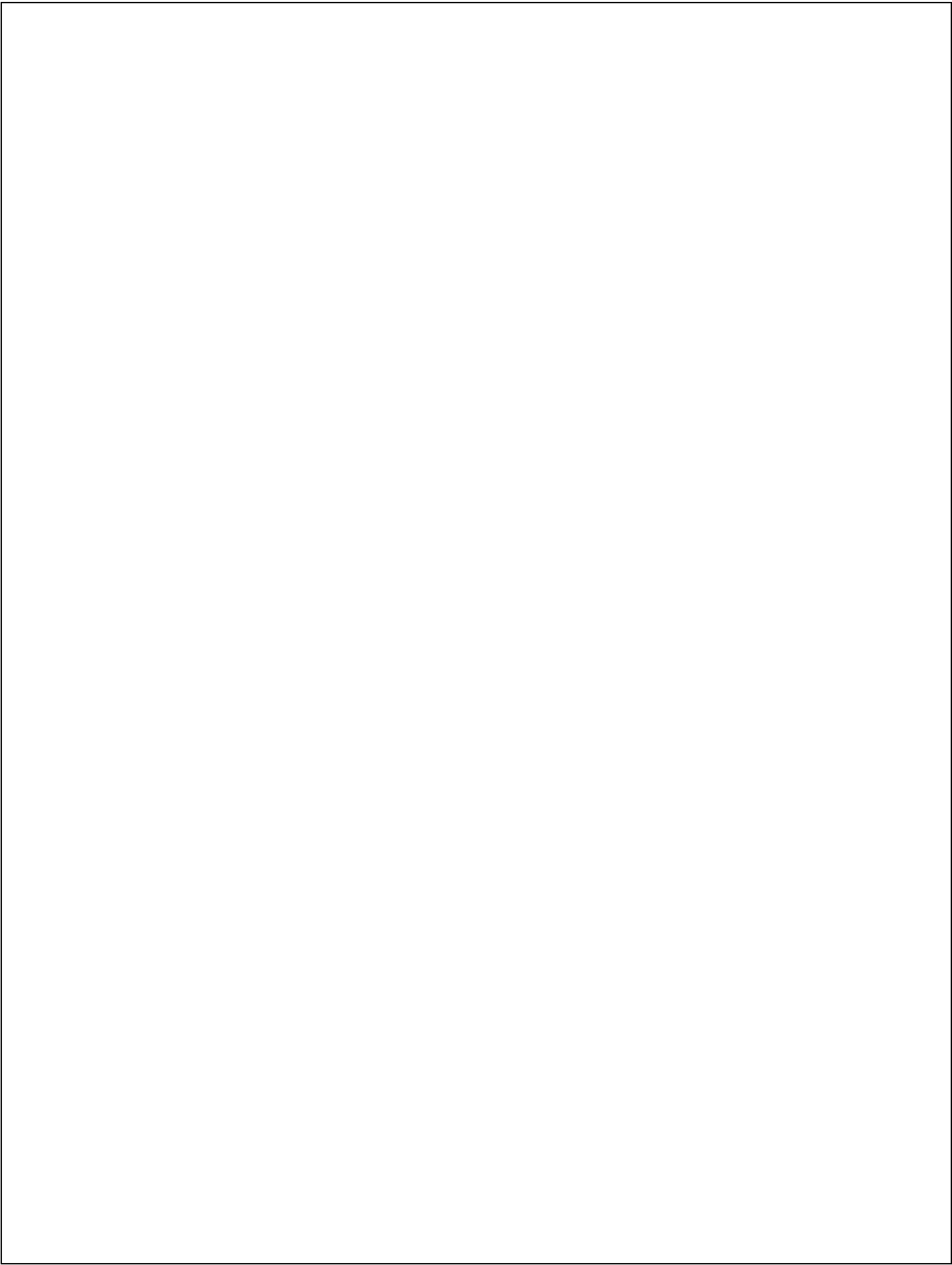
In order to promote positive interpersonal relationships, the physical educator needs to help students shape constructive attitudes about themselves and favorable attitudes towards physical education.



CHAPTER VII



ASSESSMENT



ASSESSMENT

Assessment: the process of testing and evaluating students to determine progress towards program goals.

The standardized fitness assessment chosen by Brevard Public Schools for physical education is the FitnessGram in conjunction with Physical Best, the educational component of the health related fitness program. FitnessGram is designed to test three areas of health related fitness: aerobic capacity, body composition and muscular strength, endurance and flexibility. The benefits of standardized testing can be two-fold. One can assess the current fitness levels of students and one can assess the ongoing fitness levels of students to determine whether fitness goals are being met. FitnessGram's long term objective is to develop students who are regularly active, able to self assess their fitness levels, interpret assessment results, plan personal programs and motivate themselves to adhere to them.

Traditionally standardized tests have been used for assessing physical fitness, sport skills, knowledge, and psychosocial characteristics. These tests have a high degree of validity and reliability and have criterion-referenced standards and tables of norms. However, these tests can fail to measure the instructional objectives of interest to teachers. In regard to the current education reform with its emphasis on integrated learning and critical thinking skills, a number of alternative assessment strategies are listed:

homework activities

student projects

student logs

student journals

parental reports

interviews

peer observations

self-assessments

written tests

group project portfolios

role playing

event tasks

observation (teacher/student using a checklist or rubric)



If you require more information about these assessment options, please refer to “Moving Into The Future, National Standards for Physical Education, A Guide to Content and Assessment” found in the reference section of this guide.

Accountability: the responsibility of teachers for effective teaching and to a certain degree, for student learning.

The process of evaluating ourselves and our program is two-fold. All Florida teachers are encouraged to be reflective practitioners. Plans are made with many objectives in mind and careful reflection is necessary to analyze whether those objectives were met. Students may be assessed to see whether learning goals were met, but reflections by the instructor on what and how something was accomplished needs to be done in order to make decisions on how to proceed. “At the highest level, decisions require extensive reflection, often involving synthesis and evaluative thinking.” (Wilten et. al. 2000.) Reflection should be done on each lesson plan/unit plan, asking questions such as: Were the children engaged? Were disruptions minimal and handled appropriately? Were the students motivated and receptive? Secondly, consider using the following “Program Appraisal Checklist For Elementary School Physical Education Programs” to evaluate your program.



Program Appraisal Checklist

Physical education is an integral part of the total educational process. It makes unique contributions to the growth and motor development of children. To become skillful movers, children need a variety of opportunities for practice, positive encouragement, and quality instruction. In order to help achieve this important objective, the essential characteristics of a quality elementary physical education program must be identified. The Program Appraisal Checklist provides such a measuring device, and may be used as a tool for assessing existing programs. The checklist is based on the American Alliance for Health, Physical Education Research and Dance. (AAHPERD) position paper entitled, *Essentials of a Quality Elementary School Physical Education Program*, and is composed of 96 items divided into seven categories.

How To Administer:

Evaluative criteria are presented in the form of positive statements describing attributes that are considered highly desirable. The evaluator should carefully read each statement and determine as objectively as possible the extent to which he/she believes that the statement describes the school's program. This extent is indicated by circling:

A=Excellent B=Adequate C=Undecided D=Disagree
E=No basis for evaluation

A rating of "A" for an item suggests that the stated attribute of the school's program is in consistent agreement with what actually is present in the physical education program.

A rating of "B" indicates that the item is generally in agreement but that there may be need for improvement in this area.

A rating of "C" indicates that the evaluator is undecided whether the item describes the program or not.

A rating of "D" indicates that the evaluator definitely disagrees that the item describes what actually is present in the physical education program and there is a definite need for improvement in this area.

A rating of "E" indicates that the evaluator has no basis for evaluation.

How To Use:

The completed checklist may be used to identify specific areas of the program that need improvement, and for the ongoing assessment and improvement of the total physical education program. More specifically it may be effectively used as:

1. An informal self-assessment guide by the instructor
2. An informal program assessment guide by the school principal
3. A conference guide between the teacher and principal

The teacher is the key element in any successful educational endeavor. The teacher in charge of the physical education program:

- | | | | | | |
|--|---|---|---|---|---|
| 1. Works effectively with children. | A | B | C | D | E |
| 2. Is an involved contributing member of the school. | A | B | C | D | E |
| 3. Works effectively with other teachers and parents | A | B | C | D | E |
| 4. Establishes and maintains positive pupil-teacher relationships. | A | B | C | D | E |
| 5. Makes a consistent effort to interpret the program to the public. | A | B | C | D | E |
| 6. Motivates students by her/his own enthusiasm. | A | B | C | D | E |
| 7. Sets a positive example of personal fitness and health habits. | A | B | C | D | E |
| 8. Integrates knowledge of human movement, child development, and current learning theories. | A | B | C | D | E |

9. Is knowledgeable in the area of child growth and motor development.	A	B	C	D	E
10. Is knowledgeable about the structure and function of human movement.	A	B	C	D	E
11. Is competent in the observation and assessment of childrens movement.	A	B	C	D	E
12. Is knowledgeable about learning processes, teaching strategies and factors that affect movement skill learning.	A	B	C	D	E
13. Participates in curricular development.	A	B	C	D	E
14. Plans effectively for daily instruction.	A	B	C	D	E
15. Has clearly stated objectives.	A	B	C	D	E
16. Plans adequately for inclement weather.	A	B	C	D	E
17. Is capable of assessing and working with children who have special needs.	A	B	C	D	E
18. Is skilled in meeting the needs and interests of children as individuals.	A	B	C	D	E
19. Takes adequate safety precautions.	A	B	C	D	E
20. Is able to modify lesson content as needed.	A	B	C	D	E
21. Provides maximum opportunities for active learning time by all.	A	B	C	D	E
22. Effectively utilizes a variety of teaching strategies and methods.	A	B	C	D	E

23. Maintains an environment in which children are consistently challenged to become skillful movers.	A	B	C	D	E
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The continual development of staff is crucial to maintaining up-to-date dynamic educational programs. The teacher in charge of the physical education program:

24. Is specifically trained to teach in the area elementary school physical education.	A	B	C	D	E
25. Takes advantage of staff development opportunities offered through inservice training, professional workshops, conferences, and/or university courses.	A	B	C	D	E
26. Participates in professional organizations at the local, state, and/or national level.	A	B	C	D	E
27. Utilizes up-to-date resource materials to enhance knowledge and aid in program planning.	A	B	C	D	E
28. Is given opportunities to visit other elementary physical education programs	A	B	C	D	E
29. Is given release time for attending professional meetings.	A	B	C	D	E
30. Has a local supervisor or other resource person regularly available as a consultant.	A	B	C	D	E

All educational programs should be designed to help each child become a more self-directed, self-reliant, and fully functioning individual. The physical education program:

- | | | | | | |
|---|---|---|---|---|---|
| 31. Is an integral part of, and consistent with the total educational philosophy of the school. | A | B | C | D | E |
| 32. Serves the divergent needs of all children whether gifted, average, slow learners, or handicapped. | A | B | C | D | E |
| 33. Is based on an established written curriculum. | A | B | C | D | E |
| 34. Is of sufficient breadth and depth to be challenging to all. | A | B | C | D | E |
| 35. Is developmentally based and progressively sequenced from year to year. | A | B | C | D | E |
| 36. Is regularly updated and revised. | A | B | C | D | E |
| 37. Has well defined objectives for progressive learning. | A | B | C | D | E |
| 38. Is built around the development of efficient, effective and expressive movement abilities. | A | B | C | D | E |
| 39. Provides opportunities for the development of fundamental movement patterns and specific movement skills. | A | B | C | D | E |
| 40. Encourages children in the development of physical fitness. | A | B | C | D | E |

41. Provides opportunities for children enhance their abilities in games/sports, dance and gymnastics.	A	B	C	D	E
42. Provides opportunities for children to enhance their knowledge and understanding of games/sports, dance, and gymnastics.	A	B	C	D	E
43. Instills a positive regard for safety.	A	B	C	D	E
44. Fosters creativity.	A	B	C	D	E
45. Promotes self-understanding and acceptance.	A	B	C	D	E
46. Promotes positive social interaction and self-control.	A	B	C	D	E
47. Recognizes and provides for learning enjoyment (fun).	A	B	C	D	E
48. Strives for a healthy balance between cooperation and competition.	A	B	C	D	E

Evaluation is a key aspect of the teaching/learning/assessment triad. The teacher in charge of the physical education program:

49. Utilizes assessment as a continuous aspect of the program.	A	B	C	D	E
50. Assesses individual student progress toward achieving program objectives.	A	B	C	D	E
51. Utilizes assessment as a means of improving teaching.	A	B	C	D	E

- | | | | | | |
|--|---|---|---|---|---|
| 52. Utilizes assessment as one means of describing the program to parents. | A | B | C | D | E |
| 53. Uses assessment as a means of motivating children to self-improvement. | A | B | C | D | E |
| 54. Refrains from being overly concerned about the child's rank in relation to others and/or national norms. | A | B | C | D | E |
| 55. Objectively assesses child's movements and skill development. | A | B | C | D | E |
| 56. Objectively assesses child's physical fitness. | A | B | C | D | E |
| 57. Makes provisions for periodic evaluation of the total physical education program for other teachers, administrators, parents, and/or children. | A | B | C | D | E |

**Proper organization and administration is crucial to the success of any educational endeavor.
The physical education program:**

- | | | | | | |
|---|---|---|---|---|---|
| 58. Provides for a minimum of 150 minutes per week of instructional time in addition to time allotted for supervised play and recess. | A | B | C | D | E |
| 59. Provides at least 30 minute class periods for all grade levels. | A | B | C | D | E |

60. Provides time allocated to instruction to be exclusive of time used for dressing, showering, recess, and noon-hour activities.	A	B	C	D	E
61. Groups children coeducationally for instruction in compliance with the intent of Title IX regulations.	A	B	C	D	E
62. Groups children for instruction to reflect the intent of Public Law 94-142 and Section 504 of Public Law 93-112.	A	B	C	D	E
63. Provides the physical education specialist with a daily planning period.	A	B	C	D	E
64. Provides adequate time for travel and planning for teachers who must travel between schools.	A	B	C	D	E
65. Schedules primary and intermediate grade classes in teaching blocks in order to maximize teacher efficiency.	A	B	C	D	E
66. Requires teachers and students to be appropriately dressed for the types of activities being conducted.	A	B	C	D	E
67. Has a standardized procedure for filling out and filing accident report forms.	A	B	C	D	E
68. Has first aid supplies readily available.	A	B	C	D	E

69. Has a qualified person readily available to administer first aid in case of injury.	A	B	C	D	E
70. Requires a medical statement for students to be excused from class for an extended period of time, or to be readmitted following serious illness or injury.	A	B	C	D	E
71. Provides for scheduling class sessions for children with special needs.	A	B	C	D	E
72. Has a standard procedure for notifying teachers of a severe weather warning of other emergency situation.	A	B	C	D	E

The equipment and facilities made available establish the boundaries of what can be accomplished in any education program. In physical education:

73. Equipment is purchased and maintained through the regular school budget.	A	B	C	D	E
74. Supplies and equipment are purchased with the aid of established standards.	A	B	C	D	E
75. Equipment is in ample supply for optimal learning to take place.	A	B	C	D	E
76. The teacher makes effective use of available facilities and equipment.	A	B	C	D	E

77. Indoor facilities are sufficient for optimal learning to take place.	A	B	C	D	E
78. Outdoor facilities are sufficient for optimal learning to take place.	A	B	C	D	E
79. All facilities are adequately maintained and promote a safe and healthful environment.	A	B	C	D	E
80. Indoor and outdoor apparatus are selected for developmental values.	A	B	C	D	E
81. All weather outdoor surface areas are provided, properly marked, and maintained.	A	B	C	D	E
82. Outdoor apparatus has appropriate landing areas in case of falls by students.	A	B	C	D	E
83. Natural grassy outdoor play areas are provided and maintained.	A	B	C	D	E
84. Facility planning is done in cooperation with teachers, principals, and other resource persons.	A	B	C	D	E
85. Available community facilities are effectively utilized (i.e., recreation centers, parks, bowling alleys, YMCA/YWCA, etc.)	A	B	C	D	E
86. There is an established policy for the regular inspection, and repair of defective equipment and facilities.	A	B	C	D	E

- | | | | | | |
|--|---|---|---|---|---|
| 87. There is an established policy for taking inventory and ordering supplies and equipment. | A | B | C | D | E |
| 88. Bulletin boards, charts, and other visual aids are made available and used on a regular basis. | A | B | C | D | E |
| 89. An office or other appropriate facility is made available to the teacher. | A | B | C | D | E |
| 90. Proper, adequate, and safe storage space is provided for all equipment. | A | B | C | D | E |
| 91. Parent/teacher organizations or other groups assist in the purchase of equipment from their funds. | A | B | C | D | E |

School related programs provide enrichment opportunities for all students. As an extension of physical education, the school related program:

- | | | | | | |
|--|---|---|---|---|---|
| 92. Provides enrichment (before school, during the noon hour, or after school) for intermediate, and upper grade children who choose to participate. | A | B | C | D | E |
| 93. Provides for all levels of skill within the enrichment program. | A | B | C | D | E |
| 94. Provides for variety in content and organization. | A | B | C | D | E |
| 95. Provides an intramural program during the upper elementary grades for all who choose to participate. | A | B | C | D | E |

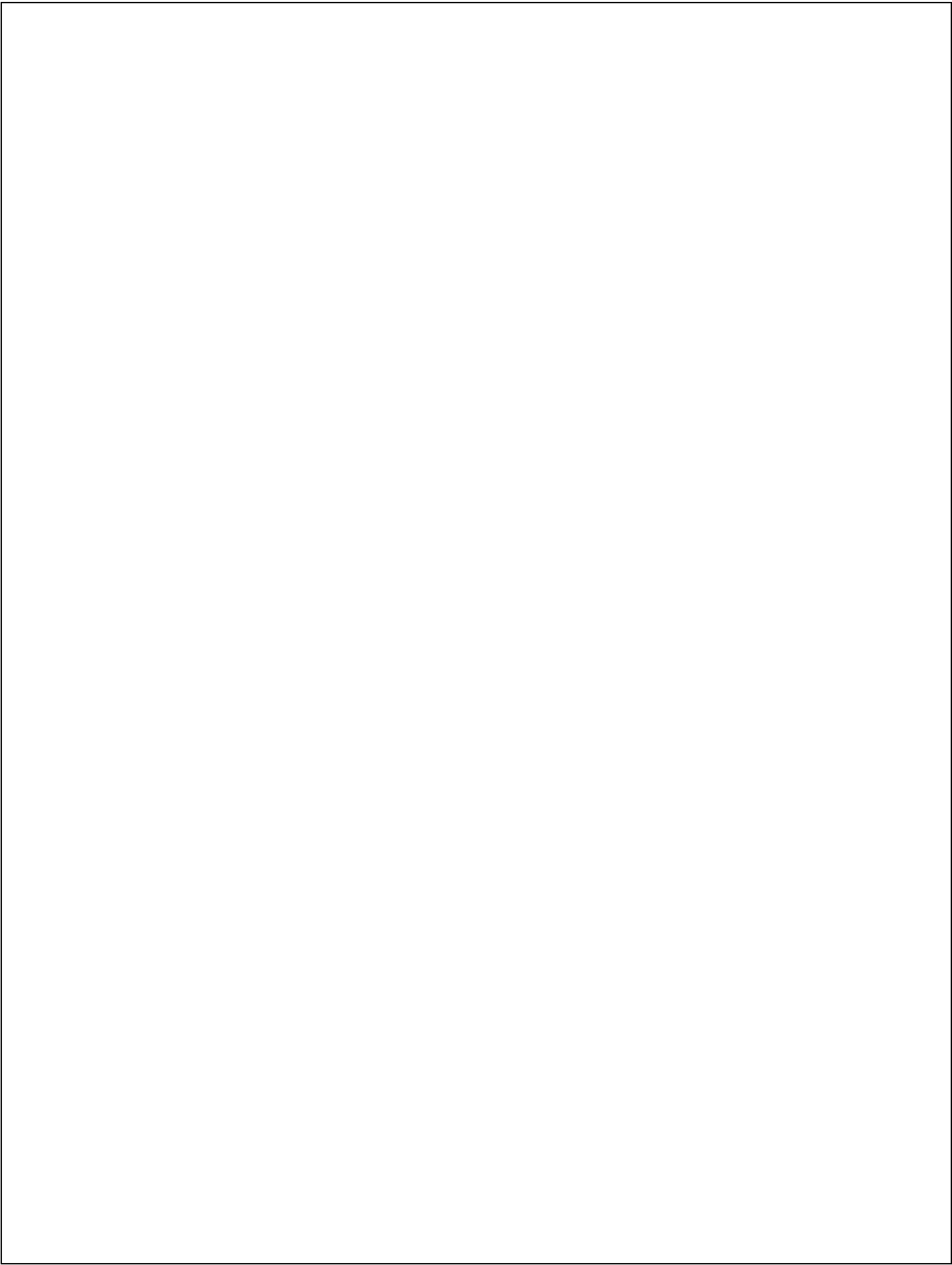
96. Provides opportunities for parents and interested community members to attend an annual physical education show or public demonstration.	A	B	C	D	E
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This Program Appraisal Checklist for Elementary School Physical Education Programs was prepared in 1986 by members of the Council on Physical Education for Children/National Association for Sport and Physical Education/American Alliance for Health, Physical Education, Recreation and Dance.

CHAPTER VIII



TECHNOLOGY



TECHNOLOGY

Technology is an active part of the everyday lives of Florida students. Our students easily use the television, computers/internet, VCRs, CD players and video games. They feel comfortable with these forms of technology. The potential that the many forms of educational technology have for health and physical education is exciting.

The use of technology in today's society is increasing. Training educators and students to use and utilize technology is becoming an integral part of the educational process. Technology can be a powerful instructional and assessment tool for physical educators when integrated into the lesson plan. Physical educators are encouraged to use technology to enhance their program but not as a substitute for quality teaching.

Technology for the Teacher

The FitnessGram software allows quick spreadsheet-like data entry to record student fitness test results. The student FitnessGram report card can be sent home to parents. There are various statistical reports available to show the progress of students or groups of students.

Microsoft Application software – spreadsheets and word processing can be used to track student records and generate newsletters, certificates, progress reports, multimedia presentations, web page authoring.

Curriculum Planning Tool (CPT) – the CPT has been designed by the Florida Department of Education to help educators develop lesson plans aligned with the Sunshine State Standards. A CD with current lesson plans contributed through summer workshops is available through your assistant principal.

Digital Camera and Video Camera – can be used to monitor student progression in certain skills for assessment purposes. Can be used to promote and record special events, such as jog-a-thons, field days or bulletin boards.

Videos, DVD's, CD's etc. can be used to enhance lesson plans.

Websites – the internet is a huge resource for lesson plans and educational material, as well as advocacy for physical education programs. A list of useful websites can be found in the resource section of this guide.

Heart Rate Monitors – A monitoring device used to see if the student is performing in their target zone calculated by their age and other health factors.

Pedometers – are used as motivational devices to encourage students to increase their walking steps throughout their day and achieve a goal set by their physical education teacher.

Personal Digital Assistants (PDA's) – can be used for class assessment and management and can be downloaded to main computer for further processing

Technology for the Student

Technology has the potential to transform educational programs into multimedia learning and enhance a complete wellness instructional program by:

- Giving students more control and involvement in their own learning process
- Promoting investigative skills
- Serving as an access to major sources of information
- Providing students with a way to measure, monitor and assess improvement in their own performance
- Making learning more interesting and addressing different learning styles
- Enabling students to communicate with each other both nearby and globally
- Providing opportunities to apply knowledge being learned in simulated or real life projects

Pedometers can be used to gather data about how many steps a students takes, calories burned and time spent in physical activity.

Heart rate monitors measure exertion levels, time in target heart rate, maximal heart rate and recovery heart rate.

Video/DVD instruction such as yoga, aerobics, health related topics, sports techniques.

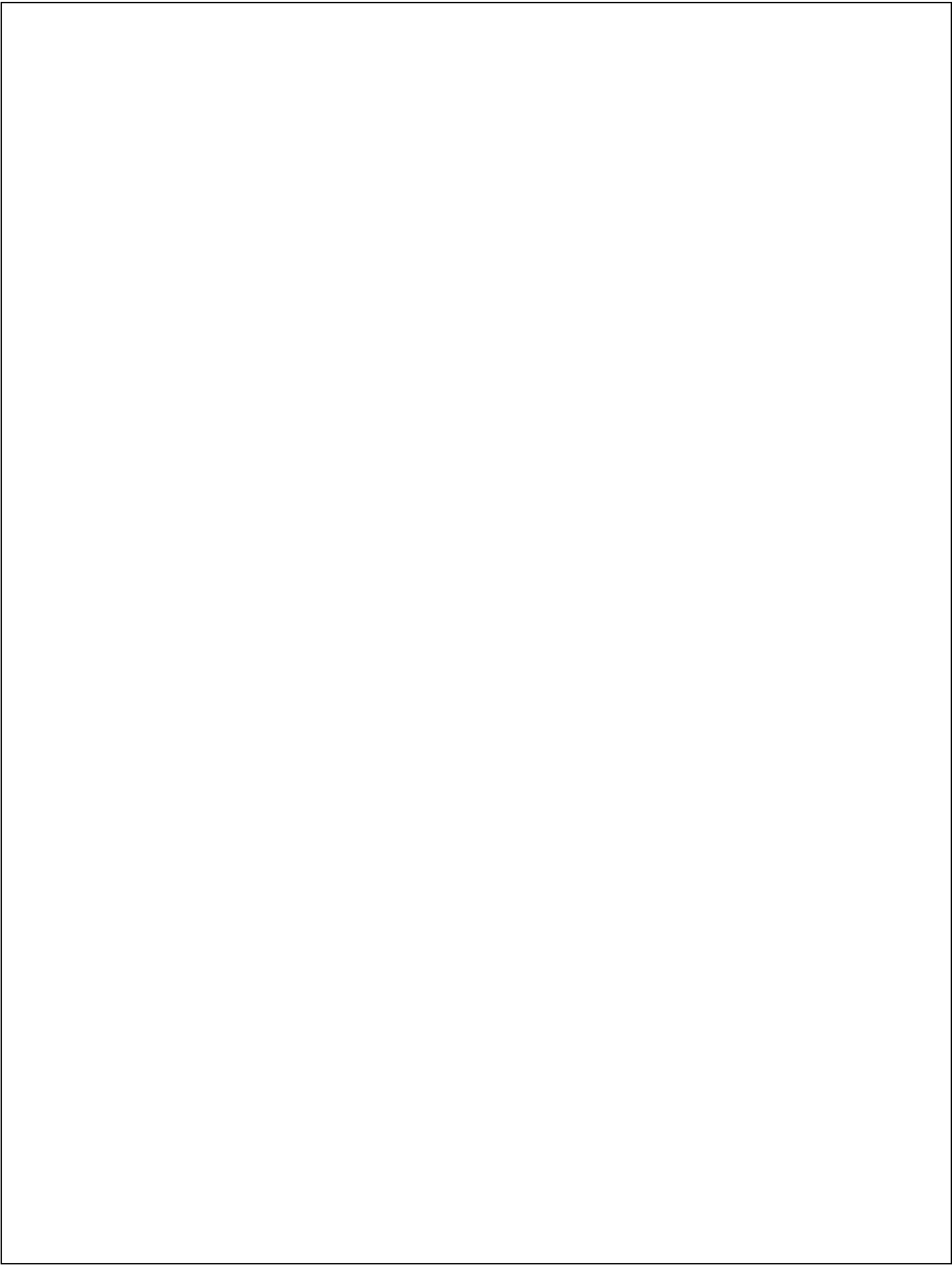
Digital and/or Video Camera – for use to take pictures for alternative assessment such as portfolio or group presentation.

Computers – all Brevard public elementary schools have computer access to the Internet. Various software applications can be used for student presentations. The Internet can provide a wealth of information, which can motivate and encourage students to further explore and experience health and fitness concepts. The ActivityGram is the companion to the FitnessGram software and can be loaded onto the intranet or multiple computers (per the license agreement – see your media or technology specialist.) Students can log fitness scores, analyze their day to day physical activity and print reports.

CHAPTER IX



PROFESSIONAL DEVELOPMENT



PROFESSIONAL DEVELOPMENT

It is imperative that physical education teachers be certified, credentialed and trained specifically in the pedagogy and methodology that characterizes the teaching profession. Physical education teachers are expected to provide quality instruction, as well as serve as role models for positive health habits and behaviors that exemplify a lifestyle dedicated to wellness. Additionally, physical education teachers must be capable of conveying their subject matter in a manner relevant to student lives and sensitive to their needs. Since not all people possess these skills, only those who have been fully trained and exhibit a commitment to this standard of professionalism should provide this instruction to students.

Knowledge of curriculum reforms, updated trends and effective strategies for implementation can be achieved in many different ways. Professional organization membership, conference attendance, district level training and course work are all resources for continuing professional development.

Professional Organizations:

- Provide updated information on trends in health and fitness education
- Organize conventions and conferences for interaction with other professionals
- Expose members to new insights, improve skills and broaden perspectives

Professional Associations

Affiliation with professional organizations is essential for continued professional development. There are a large number of professional organizations available that physical educators may join. Time and funding should be allotted for teachers to attend these meetings. There are also numerous organizations that will provide valuable resources to the physical educator.

National Membership Organizations

American Alliance for Health, Physical Education, Recreation, and Dance
1900 Association Drive
Reston, Virginia 22091
(703) 476-3400
(703) 476-9527 FAX
www.aahperd.org

American College of Sports Medicine
P.O. Box 1440
Indianapolis, Indiana 46206
(317-637-9200)
www.acsm.org

American Council On Exercise
www.acefitness.org

American School Health Association
7263 State Route 43
P.O. Box 708
Kent, Ohio 44240
(216) 678-1601
(216) 678-4526 FAX

American Association for Health Education
1900 Association Drive
Reston, Virginia 22091
(703)476-3437
(703) 476-6638 FAX
www.aapherd.org/naspe/

National Association for Sport and Physical Education
1900 Association Drive
Reston, Virginia 22091
(703) 476-3410
(703) 476-9527- FAX
www.aahperd.org/naspe/

State Membership Organizations

Florida Alliance for Health, Physical Education, Recreation and Dance
4123 Creekbluff Drive
St. Augustine, FL 32086
(904) 797-4974 FAX
www.fahperd.org
fahperd@aug.com

Florida Public Health Association
P.O. Box 14608
Ft. Lauderdale, Florida 33302
www.fpha.org

Florida School Health Association
P.O. Box 1972
New Port Richey, Florida 34656
www.fsha.net

Resource Organizations

National

American Heart Association
National Center
7272 Greenville Ave.
Dallas, TX 75231
1-800-242-8721
www.americanheart.org

Centers for Disease Control and Prevention
1600 Clifton Road
Atlanta, Georgia 30333
www.cdc.gov
www.bam.gov

The Cooper Institute
12330 Preston Road
Dallas, TX 75230
972-341-3200
www.cooperinst.org

National Institutes of Health (NIH)
9000 Rockville Pike
Bethesda, Maryland 20892
www.nih.gov
President's Council on Physical Fitness and Sports
Department W
200 Independence Ave. S.W.
Room 738-H
Washington, DC 20201-0004
www.fitness.gov
www.presidentschallenge.org

U. S. Food and Drug Administration
5600 Fishers Lane, Rockville MD 20857-0001
1-888-INFO-FDA (1-888-463-6332)
www.fda.gov
www.fda.gov/oc/opacom/kids

State

Florida Department of Education
Coordinated Schools Health Program
Florida Education Center, Suite 414
325 West Gaines Street
Tallahassee, Florida 32399-0400
(904) 488-7835
(904) 488-6319 FAX
www.firn.edu

Florida Department of Health and Rehabilitative Services
Office of Health Promotion and Wellness
Building 1 HSH
1317 Winewood Boulevard
Tallahassee, Florida 32399-0700
(904) 487-3220
www.doh.state.fl.us

Conferences and Conventions

- AAHPERD (American Alliance for Health, Physical Education, Recreation & Dance) Convention: Location announced yearly (March/April)
- SDAHPERD (Southern District Alliance for Health Physical Education, Recreation & Dance) Convention: Location announced yearly (March/April)
- FAHPERD (Florida Alliance for Health, Physical Education, Recreation & Dance) Convention: Host city changes yearly, will be announced in FAHPERD Journal (Mid October)
- “SHARING THE WEALTH” K-12 PHYSICAL EDUCATION CONFERENCE, Jekyll Island Convention Center, Jekyll Island, GA (late January)

CHAPTER X



ADVOCACY

ADVOCACY

It is widely agreed that childhood obesity is reaching epidemic proportions. It is the second leading cause of preventable, premature death (Centers for Disease Control, 2000). We have become an increasingly sedentary society, which contributes to the problem. “Children today have a shorter life expectancy than their parents for the first time in 100 years” Dr. William J. Klish, Professor of Pediatrics, Baylor College of Medicine. As physical educators we need to advocate our programs, showing parents, administrators and legislators the importance of improving the availability of quality physical education. Here are some essential points and vocabulary to help you highlight and advocate a quality program.

WHAT IS PHYSICAL EDUCATION?

Physical education is a sequential education program that teaches students to participate in regular physical activities that develop motor skills, knowledge and values needed to establish and maintain a lifelong healthy lifestyle.

Physical education is neither, ‘unstructured’ nor ‘play’, it is an educational domain, taught by professionals and has a profound importance in both the physical life and the cognitive life of the student.

WHAT IS PHYSICAL ACTIVITY?

Students are physically active in physical education, but students are not (comprehensively) physically educated at recess or through sport participation.

Physical activity = behavior which results in a person being physically active i.e. participation in games and sports, exercise programs and recreational activities requiring a person to move or exercise

Physical fitness = the capacity of the heart, blood vessels, lungs and muscles to function at optimum efficiency

Physical education = curricular area that teaches about physical activity and physical fitness (helps students attain the knowledge and skills; does not just provide an opportunity for students to be physically active)

WHAT IS A PHYSICALLY EDUCATED PERSON?

A physically educated person:

has learned the skills necessary to perform a variety of physical activities;
knows the implications of and the benefits from involvement in physical activities;
does participate regularly in physical activity;
is physically fit;
values physical activity and its contribution to a healthful lifestyle.

WHY CHILDREN NEED PHYSICAL EDUCATION AND WHAT ARE THE BENEFITS?

Children need to be active every day. A quality physical education program is important to give them the experience and the skills that motivate them to be physically active throughout life. The benefits of daily participation in physical education include:

- Improved strength and endurance
- Ability to control weight
- Ability to build and maintain healthy bones, muscles and joints
- Reduced stress, anxiety and depression
- Increased self esteem and psychological wellbeing
- Reduced risk of developing life threatening diseases
- Improved blood pressure and cholesterol levels
- Reinforced knowledge learned across the curriculum
- Strengthened peer relationships through cooperation and team work
- Improved cognitive performance through aerobic exercise

CONNECTIONS BETWEEN PHYSICAL EDUCATION AND ACADEMIC MISSION?

Children spend less time outside playing and more time inside involved in passive entertainment such as television and video games and other new technology. Children who are physically active have a greater chance for lifelong health and wellbeing and physical activity may increase the student's ability to learn. Physical education also provides many cross-curricular opportunities where the student's learning is reinforced by kinesthetic activities in the same domain.

From Jean Blaydes “How to Make Learning a Moving Experience” (www.jeanblaydes.com):

- Children who exercise do better in school. (Newsweek 1996)
- Movement facilitates cognition. The only reason we have a brain is because we move. (Sylwester)
- Motor Skills are fundamental to Learning. (Jensen)
- 85% of school-age children are natural Kinesthetic Learners. (Hannaford)
- Raising the heart rate oxygenates the brain and feeds it glucose. (brain fuel) at a greater rate
- Heart-Brain entrainment – The stronger the heart the stronger the learning. (Hannaford)
- Memory is retrieved better when learned through movement. (Jensen)
- Reticular Activation System RAS / Vestibular systems are turned on for reading, math and language. (Hannaford)
- Exercise reduces stress by lowering cortisol levels that kill brain cells
- Exercise may boost brain function, improve mood, and increase learning. (Ratey)
- People who are most aerobically fit have the fastest cognitive responses. (Van Praag)

The need for physical education to support the development of the whole child is becoming obvious. The mind and body reside together and neither can be fully developed without the other. Lack of physical activity may in fact suppress the child’s ability to learn. Participation in physical activity helps optimize a child’s learning potential.

TO PROMOTE A QUALITY PHYSICAL EDUCATION PROGRAM

Communicate with:

- Parents
 - Teachers
 - Administrators
 - School Board
 - Community
 - Legislators
1. Assessment – use written assessments that you can share (celebrate) with students, parents and administrators.
 2. Websites – create a physical education website for your school and keep it current with information about program content, student achievement, pictures and announcements.
 3. Newsletters – send frequent newsletters to your students and their families (especially an introductory letter which describes your program and your class rules). Outline what you are currently teaching, give tips for healthy lifestyles, include an exercise log or homework activity. Sample letters may be found at PE Central www.pecentral.com and in SPEAK II the National Association for Sport and Physical Education Advocacy Kit (NASPE 1999.)

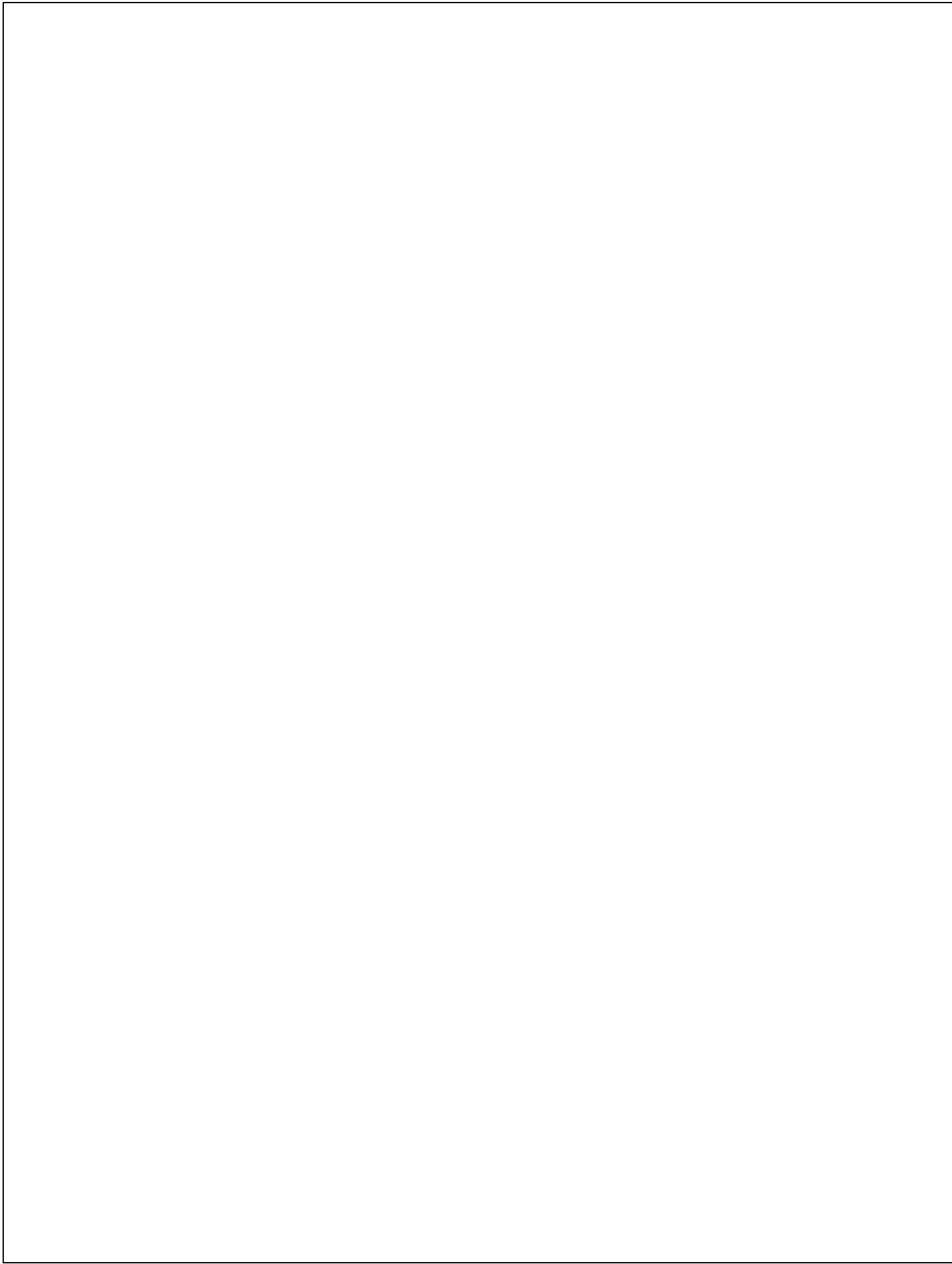
4. Bulletin Boards – take pictures of students to highlight units of study, advertise special events, celebrate student performance.
5. Communicate with your feeder schools physical education staff to assure progressive skills and content are being taught i.e.: curriculum mapping.
6. Memos – Communicate with the administration via memo or E-mail to highlight your program and special events.
7. Communicate with your school board as a professional educator. Let them know your concerns. Write articles, including pictures, advocating your program for school board publications.
8. Communicate with local media to highlight your program and special events.
9. Communicate with legislators as a professional educator. Let them know your concerns.
10. Keep abreast of current legislation, innovation and pedagogy. Share your knowledge with other educators and other physical education teachers.



CHAPTER XI



RESOURCES



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INTERNET RESOURCES

BAM from the CDC (Centers for Disease Control)

www.bam.gov

BAM! Body and Mind is an online destination for kids created by the Centers for Disease Control (CDC). BAM! Body and Mind also serves as an aid to teachers, providing them with interactive, educational, and fun activities that are linked to the national education standards for science and health.

Discovery Channel Lesson Plans

<http://www.school.discovery.com/lessonplans/index.html>

Lesson plans in science and social studies from the Discovery Channel. Many can be adapted to integrate with PE.

Educator's Reference Desk (formerly AskEric)

<http://www.eduref.org/>

Search for lesson plans by grade and subject.

FAHPERD

Florida Alliance for Health, Physical Education and Dance

www.fahperd.org

Your essential professional website links you to current news and legislation, professional development (conferences and events), advocacy, grants etc.

FitnessGram/ActivityGram

www.fitnessgram.net

FitnessGram is a computerized tool that enables you to perform quality fitness assessments, physical activity assessments, prints report cards to be sent home to parents and much more... This site supports the software and gives useful links.

Healthy Hearts

www.healthyhearts4kids.org

A school based curricular intervention that encourages children to participate in regular physical activity, eat properly, and avoid the use of tobacco products.

International Walk to School

www.iwalktoschool.org

The official website for International Walk to School Day.

Lesson Plans

<http://www.LessonPlansPage.com/>

Search by grade level and subject for lesson plans in PE.

PE Central

www.pecentral.org

This is a site you will constantly refer to containing; lesson plans, professional information, health information, assessment, best practices and useful links.

PE 4 Life

www.pe4life.com

This site inspires active, healthy living by advancing the development of quality, daily education programs for all children.

Team Nutrition

<http://www.fns.usda.gov/tn/Students/Fun/index.html>

Interactive website for students supporting the Team Nutrition Program.

Verb (it's a doing word!)

www.verbnow.com

Another CDC initiative, this site has interactive activities and information on healthy active lifestyles. Aimed at middle school, but still an excellent resource for 5th and 6th grade.

Weather

www.accuweather.com

Gives you an accurate HEAT INDEX. For local dopplar radar, to track inclement weather in your area. Save this in your favorites, you should refer to it every day!

POWERPOINT AND VIDEO PRESENTATION RESOURCES

FitnessGram Powerpoint – Available on CD and at www.fitnessgram.net

Physical Best Powerpoint (on the companion CD with Physical Best texts)

Physical Best Video

George Graham (Past President- NASPE) Powerpoint at PE4ulinks.org -

<http://www.aahperd.org/aahperd/template.cfm?template=nclb.html#presentations>

Link to this page and among other Powerpoint presentations you will find George Graham's presentation under the heading Positive Physical Education.



MUSIC RESOURCES

The following suggested CD's and cassette tapes can be ordered from Kimbo, Educational Activities or other catalogs.

1. A Thriller for Kids
2. Aerobics For Kids
3. AerobicsUSA
4. American Dances
5. And The Beatles Go On And On For Physical Education
6. Ball, Hoop and Ribbon Activities for Young Children
7. Bean Bag Activities
8. Bean Bag Activities and Coordination Skills
9. Beginners Folk Dances
10. Chicken Dance (German Birdie Dance)
11. Children of the World-Multi-cultural Rhythmic Activities (cassette)
12. Chute the Works
13. Circle Dances for Today
14. Contemporary Tinkling Activities (with bamboo poles)
15. Cooperative Activities
16. Dances in a Line
17. Dances Without Partners
18. Folk Dance Fundamentals #1
19. Folk Dance for Beginners #2
20. Folk Dances From Near and Far #3
21. Folk Dances for Everyone #4
22. Folk Dances for People Who Love Folk Dance #7
23. For Our Children (cassette)
24. Fun Activities for Perceptual Motor Skills
25. Have A Ball!
26. Heel, Toe, Away We Go
27. Holiday Folk Dances #5
28. Lively Music for Lummi Stick Fun (with Lummi sticks)
29. International Folk Dances
30. Joyful Folk Dances #6
31. Jump Aerobics
32. Jump To The Beat
33. Multi-cultural Rhythm Stick Fun (cassette)
34. Parachute Activities
35. Playtime Parachute Fun for Early Children
36. Rhythm Sticks For Kids
37. Roomnastics I and II
38. Seatworks
39. Simplified Rhythm Stick Activities (with rhythm sticks)
40. Sittercise
41. Songs About Me
42. Square Dances Honor Your Partner (Album 1)
43. Square Dances Honor Your Partner (Album 2)
44. Square Dancing The American Way
45. Streamer Ribbon Activities (with streamers)
46. Stretch Loops for Sensory Learning (with stretch loops)



**Health & Physical Education
Professional Video Library at ESF
(Contact Physical Education Resource Teacher)**

Title	Author	Date
ABCs of Supervision	Univ. of Northern Iowa	
A Coordinated Approach to Child Health	CATCH	
Bike Safety Tapes 1-4		
Boater Ed		1996
FAHPERD Promo Tape	FAHPERD	1993
Fit to Achieve #1, #2		
Games in Motion Volume 1	GIM Co.	1991
Games in Motion Volume 2	GIM Co.	1991
Games in Motion Volume 3	GIM Co.	1992
Helping Provide a Better Future for the Youth of Today	National Association for Sport and Physical Ed.	
How to Fit a Bicycle Helmet	Brain Injury Association	
Juggling for Success at Hazel Dell School (2)	The Juggling Institute	1992
Lets Move/Lets Play		
New Physical Education: Guiding Children and Adolescents in becoming Healthy & Physically Active for a Lifetime	Leon County Schools District Media Center	2002
Nuts & Bolts of Playground Maintenance	Univ. of Northern Iowa	
Peaceful Playgrounds	Family Circle	1998
Physical Best Instructor Video	AAHPERD	2000
PE 4 Life (w/CD-ROM)	Human Kinetics	2002
PE TV Episodes 1-7		Fall 1994
PE TV Episodes 8-16		Fall 1994
PE TV Episodes 9-16		Spring 1995
PE TV Episodes 1-8		Fall 1996
PE TV Episodes 1-8		Spring 1996
PE TV Episodes 9-16		Spring 1996
PE TV Episodes 1-8		Fall 1997
PE TV Episodes 9-16		Fall 1997

**Health & Physical Education
Professional Video Library at ESF
(Contact Physical Education Resource Teacher)**

Title	Author	Date
PE TV Episodes 9-16		Spring 1997
PE TV		
Policy Makers in Session: The Health of Americans	American Association of Active Lifestyles and Fitness	1995
Presidents Challenge	Presidents Council	1988
Recreation With a Purpose 1	Team Recreation Ministries	1994
Recreation With a Purpose 2	Team Recreation Ministries	1994
Recreation With a Purpose 3	Team Recreation Ministries	1994
Risky Business: The 1996 Florida Youth Health Conference	Creative Video Productions	1996
Shape Up n Sign	Oliva, Gina	1991
Snapshots of Wellness	Comprehensive School Health Program	
Splash 4: Recreation With a Purpose	Team Recreation	1997
The Sports Plus After School Program (VHS)	Sports Plus	1998
Sport Safety Training Video	American Red Cross	1994
Tattoos and Body Piercing		
USA Archery	National Archery Association	1997



**Health & Physical Education
Professional Video Library at ESF
(Contact Physical Education Resource Teacher)**

Title	Author	Date
9-1-1 Emergency Training Guide	Hanson Industries	1990
A Framework for Understanding Poverty	Payne, Ruby	2001
AAHPERD (Various Journals/Booklets)	AAHPERD	
Act Smart HIV/AIDS Education Curriculum for Three Age Groups	American Red Cross	1995
A.D.A.M The Inside Story	ADAM Software	1997
Adapted Physical Education National Standards	National Consortium for PE & Recreation for Individuals with Disabilities	1995
Adapted Physical Education Resource Guide	BCSB	1999
Adventure Curriculum for Physical Education (Middle School)	Panicucci, Jane	2002
Adventure in the Classroom	Henton, Mary	1996
Adventure Play	Bower, Nancy MacPhee	1998
AIDS: What Teens Need to Know	Weekly Reader	1996
AIDS: What You Need to Know	Weekly Reader	1996
American Cancer Society Comprehensive School Health Education	American Cancer Society	1994
American Red Cross Standard First Aid	American Red Cross	1988
AMTP Pedagogy Course Study Guide (w/Video)	Graham, George	1993
Appropriate Practices for Elementary School Physical Education	NASPE	2000
Appropriate Practices for High School Physical Education	NASPE	1998
Appropriate Practices for Middle School Physical Education	NASPE	1995
Assessing and Improving Fitness in Elementary Physical Education	Holt, Shirley Ann	1999
Assessing Motor Skills in Elementary Physical Education	Holt, Shirley Ann	1999

**Health & Physical Education
Professional Library at ESF
(Contact Physical Education Resource Teacher)**

Title	Author	Date
Automated External Defibrillation Training	American Red Cross	1998
Awakening the Child Heart	Hannaford, Carla	2002
Back Pack Adventure	Rohnke, Karl	1998
Basic Stuff Series: Lesson Plans (Grades 1-5)	Hillsborough County School District	
Be HeadSmart/HeadSmart Schools	Violence and Brain Injury Institute	1996
Beyond Activities -Learning activities to support the Natl PE Standards/Elementary 2003	NASPE	
Beyond Activities - Learning activities to support the Natl PE Standards/Secondary 2003	NASPE	
The Brain and Emotional Intelligence: Implications for Teaching and Learning	Robbins, Pam	
Brain Gym	Dennison, Paul	1986
Brain Gym For Business	Dennison, Gail	1995
Brain Gym Teachers Edition	Dennison, Paul	1989
Brevard County Physical Education Handbook for Administrators and Teachers	BCSB	1983
Building a Quality Physical Education Program, Grades 6-12	Mohnsen, Bonnie	2000
Building More Dances: Blueprint for Putting Movements Together	McGreevy-Nichols, Susan	2001
Cardiopulmonary Resuscitation: Basic Life Support	BCSB	
Catalog of the Coordinated School Health Resource Center	FDOE	2000
Challenge Standards for Health Education	California Department of Education	1998
Checklist for Elementary School Physical Education	NASPE	1994
Children Moving + Instructors Resource Guide	Graham, George, Shirley Ann Holt/Hale; Melissa Parker	1993,2001 2004
Common Sense About Feeling Tense	American Heart Association	1995
Community First Aid & Safety	American Red Cross	1993
Coordinated School Health Resource Center Catalog	Florida DOE	2000

**Health & Physical Education
Professional Library at ESF
(Contact Physical Education Resource Teacher)**

Title	Author	Date
Coordinated School Health Resource Center Materials Catalog	FDOE	2002
Concepts of Physical Education What Every Student Needs to Know	Mohnsen, Bonnie	1998, 2003
A Costly Intersection: Brain Injury and Traffic Safety	Brain Injury Association of Florida, Inc.	2002
Cowtails and Cobras II A Guide to Games, Initiatives, Ropes Courses, & Adventure Curriculum	Rohnke, Karl	1989
Creating Rubrics for Physical Education	NASPE	2000
Critical Crossroads: Middle and Secondary School Physical Education	NASPE	1993
Curriculum and Instruction: The Secondary School Physical Education Experience	Wuest, Deborah	1994
Designing the Physical Education Curriculum	Melograno, Vincent J.	1979
Developmentally Appropriate Practice in Movement Programs for Young Children Ages 3-5	NASPE	1994
Dino-Muscles: Basic Muscle Anatomy	Bonsall, Andrew Paul	
The Dominance Factor	Hannaford, Carla	1997
Eat Well & Keep Moving: An Interdisciplinary Curriculum for Teaching Upper Elementary School Nutrition and Physical Activity	Cheung, Lilian	2001
Edu-K for Kids	Dennison, Paul	1987
Elementary Physical Education Curriculum	Hillsborough County School District	1999
Elementary Physical Education Curriculum Guide	BCSB	95-96
Elementary School Recess: Selected Readings, Games and Activities	Clements, Rhonda L.	2000
Emergency Medical Treatment: Children	National Safety Council	1989
Facility Planning for Physical Education, Recreation, and Athletics	Flynn, Richard	1993
First Aid/CPR/AED Program Instructors Manual	American Red Cross	2001
First Aid and CPR Instructors Manual/ Guide for Training Instructors	American Red Cross	1993

**Health & Physical Education
Professional Library at ESF
(Contact Physical Education Resource Teacher)**

Title	Author	Date
First Aid and CPR Level 1	National Safety Council	1991
Fitness for Life	Corbin, Charles B.	2001
Fitness Fun Forever	FDOE	2002
FitnessGram: Test Administration Kits (3) 6.0	Cooper Institute	1994
Florida Alliance FAHPERD (Various Volumes)	FAHPERD	2001
Florida Teacher Certification Examination for Health K-12	FDOE	
Florida Teacher Certification Examination for Physical Education 6-12	FDOE	
Florida Teacher Certification Study Guide for Physical Education K-8	FDOE	
Food and Nutrition Resource Center 2003 Materials Catalog	FDOE	2003
Foundations of Personal Fitness	Rainey, Don L.	1997
Great Activities Magazine	Great Activities	1997
Guidelines for Elementary School Physical Education	NASPE	1994
Health: A Guide to Wellness	Merki, Mary Bronson	1999
Health Education & Physical Education (PreK-12 SSS)	FDOE	1996
Health Framework for California Public Schools	California State Board of Education	1994
Heart Power	American Heart Assoc.	1996
Health and Fitness Through Physical Education	Pate, Russell R.	1994
Health & Physical Fitness (Upper Elementary 4-5) School-to-Careers Manual	National TeleLearning Network, Inc.	1996
Health is Academic	Marx, Eva	1998
Health Teachers Book of Lists	Rizzo-Toner, Patricia	1999
Hearts & Minds: Creating Intelligent, Caring Classrooms and Schools	TW Branun & Associates	2002
High-Five: A Nutrition Promotion Program for High School Youth (VIDEO)	FNET	1996
Hip Pocket Activities	Dein, Rena Azevedo	1997

**Health & Physical Education
Professional Library at ESF
(Contact Physical Education Resource Teacher)**

Title	Author	Date
How to Make Learning a Moving Experience (w/Video)	Blaydes, Jean	
How to Survive Teaching Physical Education	Rizzo-Toner, Patricia	1990
If the Shoe Fits: How to Develop Multiple Intelligences	Chapman, Carolyn	1993
Instructional Strategies for Block Schedules	Robbins, Pam	
Interdisciplinary Teaching Through Physical Education	Cone, Theresa Purcell	1998
Issues & Answers: A Guide for Parents and Teens and Young Adults With Epilepsy	Epilepsy Foundation of America	1991
Is Your Workplace Heart Safe?	Medtronic	2000
Its Not Just a Gym Anymore Teaching Secondary Students How to Be Active for Life	McCraken, Bane	2001
Just MOVE!	American Heart Association	2001
Kid Fitness	Cooper, Kenneth	1992
Kids Educational rights: Parents Guide to Children with Epilepsy	Florida Department of Health	2001
Learning About AIDS and Other Diseases	Weekly Reader	1996
The Learning Gym	Ballinger, Eric	1992
Lessons From the Heart	Kirkpatrick, Beth	1997
Lesson Plans for Dynamic Physical Education for Elementary School Children	Pangrazi, Robert P.	2001
Lets Talk About AIDS	HRS	1988
Lets Move Lets Play	NASPE	1993
Living the Active Life	American Heart Association	1993
Looking at Physical Education from a Developmental Perspective	NASPE	
Maximize Your Childs Success: Aim for Balance	National Association for Sport and Physical Education	
Moving Into the Future National Standards for Physical Education	NASPE	1995, 2004
Moving With a Purpose	McCall, Renee M.	2000
My Exercise Diary	American Heart Association	1999

**Health & Physical Education
Professional Library at ESF
(Contact Physical Education Resource Teacher)**

Title	Author	Date
My Neighborhood Movement Challenges	Clements, Rhonda	1995
National Health Education Standards: Achieving Health Literacy	American Cancer Society	1995
National Physical Education Standards in Action 2003	NASPE	
National Standards for Dance Education	National Dance Assoc.	1996
Nutrition Nibbles	American Heart Association	2001
Online Technology Newsletter for Physical Education	Mohnsen, Bonnie	
Owners Manual for the Brain	Tolson, Sharon	1998
Parents: Everyone is NOT Doing It	Long, Mike	2000
PE Central: Grades K-6 Assessment System	PE Central	1998
PE TV	Whittle Communications	1994
Peaceful Playgrounds: 3-6 Activities Guide	Bossenmeyer, Melinda	1998
Peaceful Playgrounds: K-3 Activities Guide	Bossenmeyer, Melinda	1998
Peaceful Playgrounds: PreK Activities Guide	Bossenmeyer, Melinda	1998
Pedometer Power	Pangrazi, Robert P.	2003
Personal Fitness: Looking Good/Feeling Good + Student Guide	Williams, Charles S.	1986
Personal Fitness & Technology	School Board of Collier County	
Personal Fitness for You	Stokes, Roberta	1998
Physical Activity and Sport for the Secondary School Student	NASPE	1993
Physical Best Activity Guide Elementary Level	AAHPERD	1999
Physical Best Activity Guide Secondary Level	AAHPERD	1999
Physical Best and Nutrition	AAHPERD	1995
Physical Education Curriculum Guidelines (Junior High 7-9)	Duval County Public Schools	1981
Physical Education for Children: Daily Lesson Plans	Human Kinetics	1989
Physical Education for Lifelong Fitness	AAHPERD	1999
Physical Education Methods for Classroom Teachers	Human Kinetics	1999

**Health & Physical Education
Professional Library at ESF
(Contact Physical Education Resource Teacher)**

Title	Author	Date
Physical Education Program Improvement and Self Study High School	NASPE	1998
Physical Education Teachers Book of Lists	Milliken, Marian	2001
Physical Education Tips From the Trenches	Sutherland, Charmain	2002
Planet Health An Interdisciplinary Curriculum for Teaching Middle School Nutrition and Physical Activity	Carter, Jill	2001
Playground Planning FROM VARIOUS SOURCES	-----	-----
Play for All	MIG Communications	1987
The Power of Teaching	Wisconsin Department of Public Instruction	1998
Preventing Disease Transmission	American Red Cross	1993
Professional and Student Portfolios for Physical Education	Vincent J. Melograno	1998
Promoting Physical Activity	US Department of Health & Human Services	1999
Quality Lesson Plans for Secondary Physical Education	Zakrajsek, Dorothy B.	1994
Quick Silver Adventure Games, Initiative Problems, Trust Activities & A Guide to Effective Leadership	Rohnke, Karl	1998
Right Fielders are People Too An Inclusive Approach to Teaching Middle School PE	Hichwa, John	
Secondary Physical Education Guide	BCSB	1987
Smart Moves: Why Learning Is Not All In Your Head	Hannaford, Carla	1995
Sports Rule Book: Essential Rules for 54 Sports	Human Kinetics	1998
Sport Safety Training Handbook/ Workbook/ Instructors Manual	American Red Cross	1997
Strategies: A Journal for Physical and Sport Educators (Various Volumes)	AAHPERD	2003
Strategies for Inclusion	Lieberman, Lauren J.	2002

**Health & Physical Education
Professional Library at ESF
(Contact Physical Education Resource Teacher)**

Title	Author	Date
Students With Seizures	Santilli, Nancy	1991
Surgeon General Report	CDC	1996
Switching On	Dennison, Paul	1981
Teaching Elementary Physical Education (TEPE)) (Various Volumes)	Human Kinetics	1997
Teaching Children Dance (w/Video)	Purcell, Theresa M.	1994
Teaching Children Fitness (w/Video)	Ratliffe Thomas	1994
Teaching Children Games (w/Video)	Belka, David E.	1994
Teaching Children Gymnastics (w/Video)	Werner, Peter H.	1994
Teaching Children Movement Concepts and Skills (w/Video)	Buschner, Craig A.	1994
Teaching Children Physical Education (w/Video)	Graham, George	2001
Teaching for Outcomes in Elementary Physical Education	Hopple, Christine	1995
Teaching Jack & Jill: Right Vs. Wrong	Dent, Harry S.	1996
Teaching Middle School Physical Education	Bonnie S. Mohnsen	1997
Teaching Strategies for Improving Youth Fitness	Pangrazi, Robert	1994
Teaching the Nuts & Bolts of Physical Education	Colvin, A. Vonnie	2000
Teenagers: Everyone is NOT Doing it	Long, Mike	2000
The Incredible Indoor Games Book	Gregson, Bob	1982
The Physiology Storybook	Richmond, Marla	2000
The Seven Habits of Highly Effective Teens	Covey, Sean	1998
The Ultra Shuffle	Kirkpatrick, Beth	1993
Thinking for Results Safer Schools & Higher Student Achievement	Wilson, Donna; Marcus Conyers	2003
Thinking on Your Feet 100+ Activities That Make Learning a Moving Experience, 1997	Blaydes, Jean	2000
Touch for Health	Thie, John	1996
Touch for Health Reference Portfolio	Thie, John	1996
Ultra Shuffle	Kirkpatrick, Beth	1993
Unified Physical Education Curriculum Guide K-6	BCSB	1988
USA School Tennis Curriculum	USTA	2000

**Health & Physical Education
Professional Library at ESF
(Contact Physical Education Resource Teacher)**

Title	Author	Date
Using Technology in Physical Education	Mohnsen, Bonnie	1995, 2001
Violence and Brain Injury Prevention for Elementary and Pre-Schools	Violence and Brain Injury Institute	1998
Weight: Keeping a Healthy Balance in Children	Florida, Department of Health & School Health	
WHALE Tales	American Red Cross	1988
When Teens Have Sex: Issues and Trends	Annie E. Casey Foundation	1999
Working with the Exceptional Education Student in the Regular Classroom	BCSB	
Workplace Training: Ergonomics	American Red Cross	1999
Workplace Training: Slips, Trips & Falls	American Red Cross	1999
Workplace Training: Standard First Aid Participants Booklet	American Red Cross	1999
You Stay Active	AAHPERD	1995
Your Guide to the Guidelines	FDOE & Fl. Department of Agriculture	2000

Important Dates for Physical Education and Health

Late August – District In-service Day - Wellness Conference

Mid-September – National 5 a Day Week

- <http://www.dole5aday.com/><

Late September – Family Health & Fitness Days USA

October – National Dental Hygiene Month

Early October - Walk Your Children to School Day

> <http://www.walktoschool-usa.org/><

Early October - Worldwide Play Day

>http://www.nick.com/all_nick/everything_nick/public_wwdop_teachers.jhtml<

Early October – Child Health Day

Middle October – State In-service Day – FAHPERD Convention

><http://www.fahperd.org/><

Mid-October – National Health Education Week

Mid October – National School Lunch Week

<www.asfsa.org<

Mid -January – Healthy Weight Week

>www.healthyweight.net<

Late January – Sharing the Wealth Conference at Jekyll Island, Georgia

> <http://www.sharethewealth.itgo.com/><

February – American Heart Month

>www.americanheart.org<

February – National Children's Dental Health Month

>www.ada.org<

Early February – National Girls & Women in Sports Day



Mid- February – District In-service Day

March – National Nutrition Month

>www.eatright.org/pr/campaigns.html<

Early March – National School Breakfast Week

Mid-March – National Poison Prevention Week

>www.cpsc.gov<

Early March – National Sportsmanship Day

><http://www.internationalsport.com/nsd/nsd.cfm><

March/April – Southern District Convention – SDAAPERD

> <http://www.aahperd.org/districts/sda/template.cfm><

March/April – National AAHPERD Convention

><http://www.aahperd.org/><

Early April - National Youth Sports Safety Month

Early April – National Healthy Kids Day

Early April – World Health Day

Mid to Late April – Hershey Track Meets – Melbourne & Palm Bay

May – National Bike Month

><http://www.bikeleague.org/educenter/bikemonth.htm><

May – National Melanoma/Skin Cancer Detection & Prevention Month

>www.aad.org<

Early May – National Safe Kids Week

>http://www.safekids.org/tier3_cd.cfm?content_item_id=5751&folder_id=300<

Early May – Project ACES (All Children Exercise Simultaneously)

> <http://members.aol.com/acesday/aces.html><

Early May – Correct Posture Month

Early May – National Physical Education Day

>http://www.fitness.gov/physical_education.html<

>http://www.fitness.gov/correct_posture.html<

Mid-May – National Running & Fitness Month

>http://www.fitness.gov/running_fitness.html<

Late May – National Employee Health & Fitness Day

June – National Safety Month



Brevard Public Schools Elementary Resources

At your school:

Guidance
Elementary Specialist
Assistant Principal/Curriculum Coordinator
Media Specialist
School nurse/health technician

Resource Teachers at ESF:

Valerie Harville, Health, Physical Education & Driver's Education
Paula Ferrell, Safe & Drug Free Schools
David Goodman, Guidance
DaLaine Chapman, Music
Peggy Nolan, Visual Arts
Debbie Wood, Language Arts
Diane Gard, Math
Ed Short, Science
Linda Ridgley, Social Studies
Sharon Reynolds, Media
Ginger Wright, Technology
Jan Bonggren, Foreign Language
Maria Fernandez Feanny, ESOL
Hope Ascher & Marianne Solomon, Gifted
Wanda Gray, Grants
Jane Palikan-Rogers, Grant Writer



Directors:

Lynn Spadaccini, Director of Elementary Programs
Pam Gillette, Early Childhood/Title I Programs

Adapted Physical Education:

Sue Carver, Principal Alternative Sites
Linda Cornman – North Area Itinerant Adapted P.E. Teacher
David Vest – Central Area Itinerant Adapted P.E. Teacher
Brenda Halloran – South Area Itinerant Adapted P.E. Teacher

Brevard Public Schools Website

www.brevard.k12.fl.us

Brevard Public Schools Elementary Programs Physical Education and Health Website:

http://elementarypgms.brevard.k12.fl.us/health_and_pe.htm

Office Student Services

Betty Dunn, Assistant Superintendent

Office of District Communications/Public Information

Sara Stern, Director – 633-1000 x 796

Brevard Schools Foundation

Lynn Clifton – 633-1000 x756

2-1-1 – Phone Assistance for Community Services**PREVENT Library**

Lisa Olive – 259-7262

Brevard County Health Department

Pamelia Hamilton RN, Health Department Nurse & School
Health Coordinator – 454-7134

Department of Education/Coordinated School Health Program

Faye Johnson, Program Director, Coordinated School Health Program –
850-245-0480 - faye.johnson@fldoe.org

Antoinette Meeks, Ph.D., Health Coordinator – 850-245-0480 –
antionette.meeks@fldoe.org

Jenifer Thorn, Program Specialist, Physical Education, Driver Education,
Adapted Physical Education – 850-245-0480 – jenifer.thorn@fldoe.org

Department of Health

Sylvia Byrd, Executive Community Health Nursing Dir. – 850-245-4447

Cathy Brewton, Obesity Program – 850-245-4444, x2834



GLOSSARY

Assessment	Analysis of a learning objective by testing the student or having them illustrate their knowledge.
Adaptive Physical Education	The process of teaching and guiding children with disabilities, to become physically active for a lifetime, by a teacher qualified in the field of adaptive physical education.
Athletics-Sporting events	Games that require practicing, training, coaching and skill development. An active diversion requiring physical exertion and competition among players or teams. An extracurricular activity generally for select athletes.
Cardiovascular	Of and concerning the system of heart, lungs and vascular system which connects them.
Cardiovascular Exercise	Activities participated in specifically to provide conditioning benefits to the heart, lungs and vascular system, which connect them.
Cooperative Play	Games or activities, which encourage individuals to work together to achieve a goal in the absence of one on one (or team on team) competition.
Developmentally Appropriate	Activities, games, concepts, and equipment that are (appropriately) designed for children of different age groups and ability levels.
Educational Games	Games or activities used in the learning process to meet an educational objective.
Educational Gymnastics	Teaching of the basic elements of jumping, landing, rolling, weight transfer and balancing at the appropriate developmental level.
Evaluation	The act of determining the efficacy of a course of action (see 'Reflective Practitioner')
Exercise	Physical activity that is planned, structured, repetitive, and results in the improvement or maintenance of personal fitness.
FitnessGram	Criterion referenced fitness tests in health related fitness.

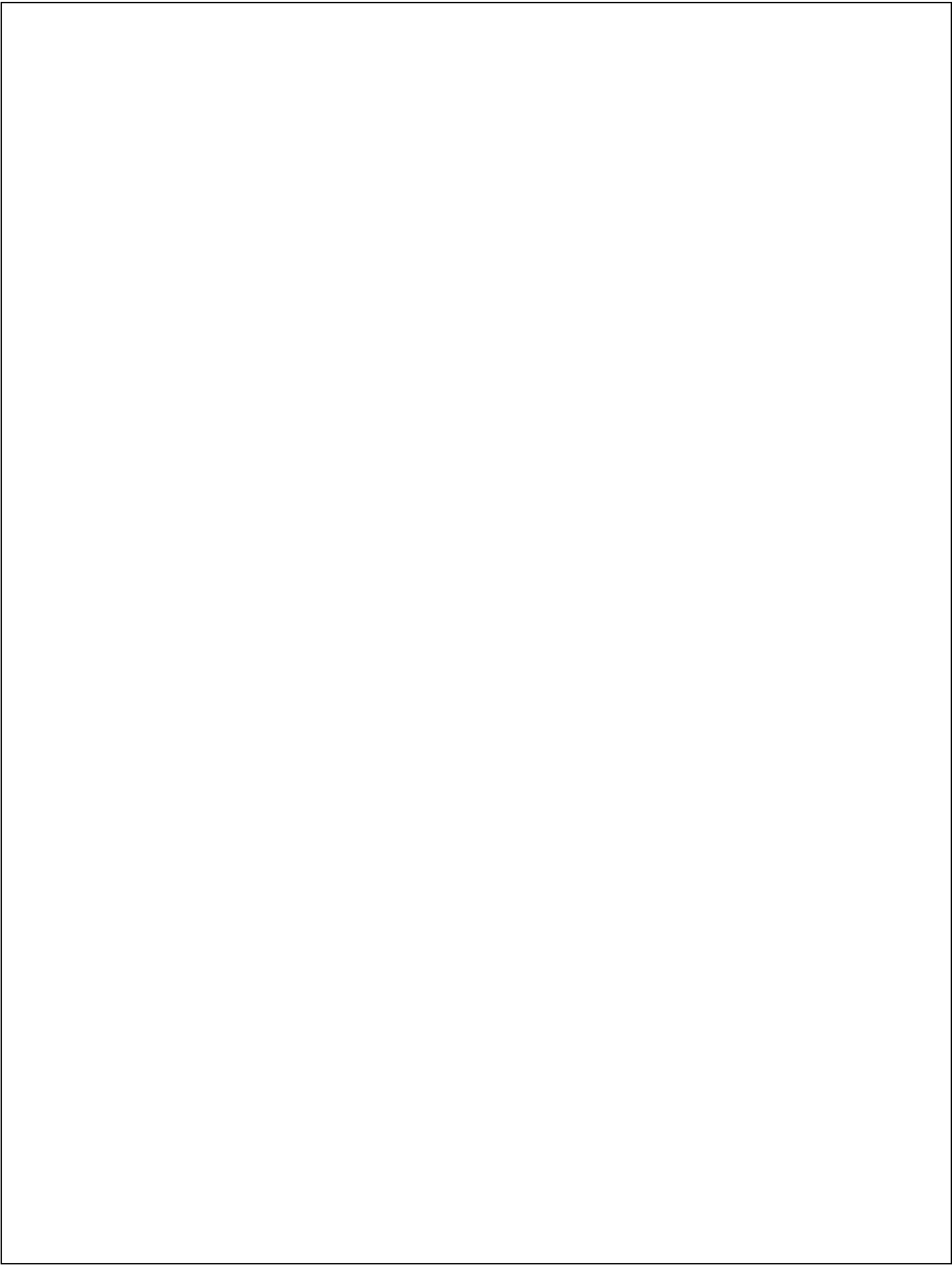
FITT	Acronym for the exercise principle: Frequency, Intensity, Time and Type.
Lifetime Activities	Games, sports, dances, and activities that can be enjoyed throughout a person's life.
Modified Games or Sports	Games or sports played in the educational setting where the set up and rules have been simplified (modified) to the developmental and skill level of the child.
Motor Development	The progressive acquisition of skills related to the movement of body and muscles in the developing child.
Movement Analysis Framework	A diagram or explanation of how movement concepts and skill themes interact i.e. 'The Wheel' from "Children Moving" by Graham et al., which starts with 3 types of skill, "Manipulative, Nonmanipulative and Locomotor."
Muscular Strength	The ability of any particular muscular system to bear a load.
Muscular Endurance	The ability of any particular muscular system to bear a load over time.
Personal Fitness	The study and execution of a personal fitness plan to fit the individuals body type, interests and lifestyle.
Physical Activity	Any bodily movement produced by the skeletal muscles that results in the expenditure of energy. The activities can require light, moderate, or vigorous effort and can lead to improved health if practiced regularly.
PHYSICAL BEST	The educational component of a comprehensive health-related physical fitness program compiled by AAHPERD and designed to the meet NASPE standards for teaching health related fitness.
Physical Fitness	A level of physical ability that allows a person to perform normal daily tasks effectively with enough energy remaining for recreational activities or challenges.
Physical Education	A comprehensive instructional program that is unique to the school curriculum and is designed to develop the knowledge, attitudes, motor skills, behaviors, and confidence needed to adopt and maintain a physically active lifestyle. It incorporates psychomotor, cognitive and affective domains and addresses all students.

Rhythms	Dances and sequences taught with the aid of music and or musical instruments to enhance physical fitness and promote body awareness.
Recess	Unstructured, but generally supervised, time during which children are free to choose activities in which to participate. Recess may include physical activity or not.
Reflective Practitioner	An educator who takes time to look back and analyze the effectiveness of a particular lesson plan or course of study and adjust their teaching accordingly.
Skill Themes	Fundamental movements, which can be combined into patterns upon which complex activities are built. Skill themes are movements, which can be performed (verbs).
Social Relationships	Positive interaction with members of a greater community.
Sports	Organized games and activities with a set of universal rules, maintained and updated by a governing body. (see modified sports.)
Warm up	A series of activities including cardiovascular and stretching exercises, which ready the body for intense or sport related physical activity.
Wellness	The attainment and maintenance of a moderate to high level of physical, mental, emotional, spiritual, and social health.
Weight Training	A program of conditioning which includes the use of weight to provide overload.

CHAPTER XII

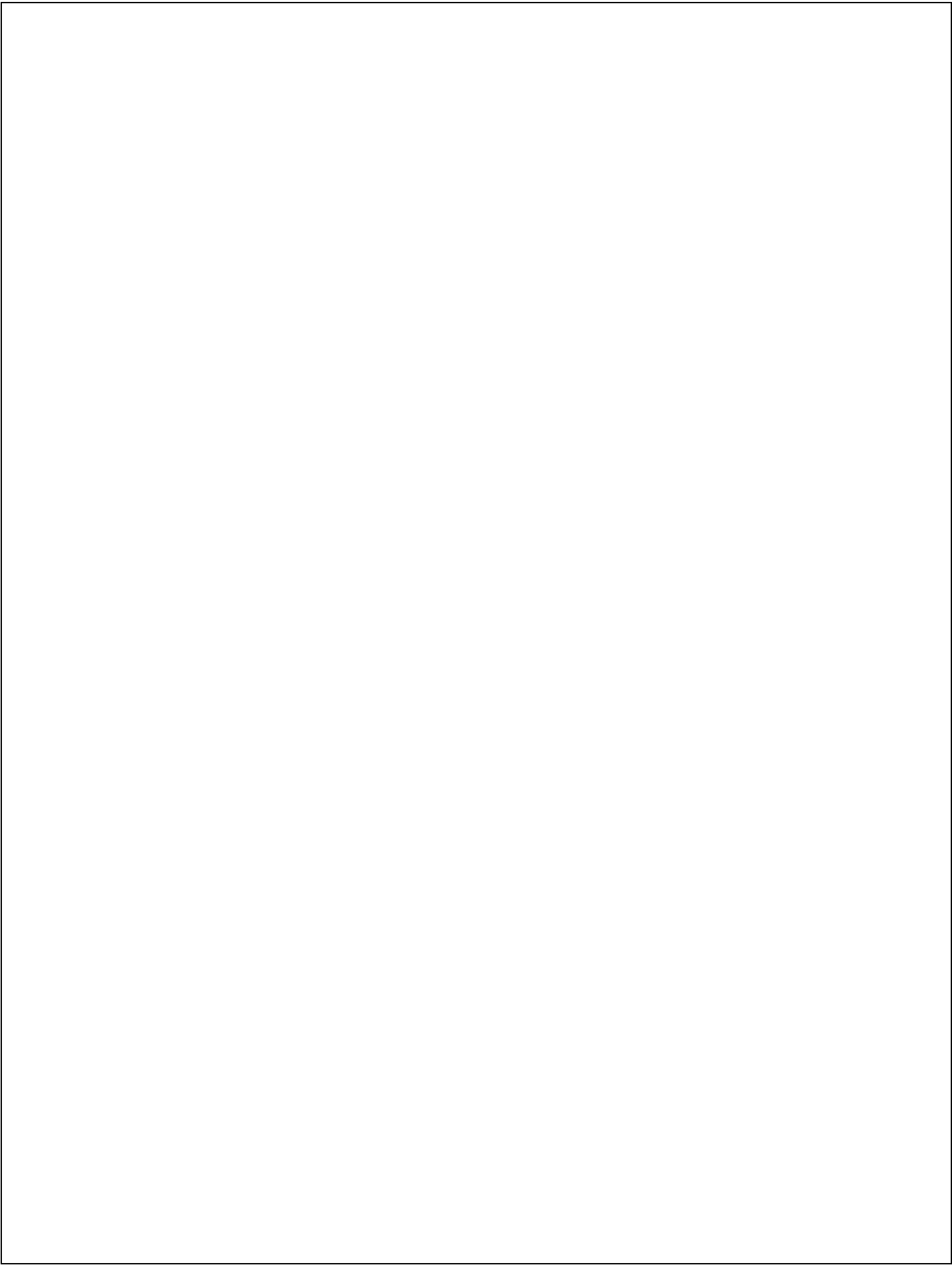


APPENDICIES



**GRADE LEVEL EXPECTATIONS FOR
PHYSICAL EDUCATION (GLE's)**

**(WAITING FOR APPROVAL & PRINTING BY THE
FLORIDA DEPARTMENT OF EDUCATION, 2004)**



NONDISCRIMINATION NOTICE

It is the policy of the School Board of Brevard County to offer the opportunity to all **students** to participate in appropriate programs and activities without regard to race, color, gender, religion, national origin, disability, marital status, or age, except as otherwise provided by Federal law or by Florida state law.

A **student** having a grievance concerning discrimination may contact:

Dr. Richard A. DiPatri
Superintendent Brevard
Public Schools

Ms. Brenda Blackburn Associate
Superintendent, Division of
Curriculum and Instruction
Equity Coordinator

Dr. Walter Christy, Director
Office of Secondary Programs

Ms. Eva Lewis, Director ESE
Program Support Services
ADA/Section 504 Coordinator

School Board of Brevard County
2700 Judge Fran Jamieson Way
Viera, Florida 32940-6699
(321) 631-1911

It is the policy of the School Board of Brevard County not to discriminate against **employees** or **applicants** for employment on the basis of race, color, religion, sex, national origin, participation and membership in professional or political organizations, marital status, age, or disability. Sexual harassment is a form of employee misconduct which undermines the integrity of the employment relationship, and is prohibited. This policy shall apply to recruitment, employment, transfers, compensation, and other terms and conditions of employment.

An **employee** or **applicant** having a grievance concerning employment may contact:

Ms. Bonnie L. Mozingo, Director Office
of Compensation & Benefits

Ms. Joy Salamone, Director Human
Resources Services and Labor Relations

School Board of Brevard County
2700 Judge Fran Jamieson Way
Viera, Florida 32940-6699
(321) 631-1911

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