Tips And Tools to Promote Physical Education and Physical Activity

Michigan Action for Healthy Kids®

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Healthy Children Learn Better!

Healthy physical activity patterns are essential for students to achieve their full academic potential, full physical and mental growth, and lifelong health and well-being. Since children spend a majority of their productive time in schools, schools have the obligation to help students learn, establish and maintain balanced activity patterns and healthy eating. Well planned and effectively implemented physical education, activity programs and school nutrition have been shown to enhance students’ overall health along with their behavior and academic achievement.

The Physical Education and Physical Activity Toolkit was developed and designed to assist schools and communities in taking an active role in making positive changes necessary to incorporate physically active lifestyles supporting student health and student achievement.

**Physical Fitness:**
- Improves mental focus and concentration levels.
- Improves attention spans.
- Improves short-term memory.
- Helps reduce stress.
- Improves creativity.
- Improves reaction time.
- Improves self-esteem.
- Aids in the development of learning strategies.
- Aids in the development of decision making.
- Aids in the development of problem solving and memory function.
- Increases energy levels.
- Improves motor skills.
- Improves social-emotional development (e.g. cooperation, respect, healthy competition).
- Helps control weight.
- Contributes to healthy bones and tissue growth.
- Improves cardiovascular function.
- Improves aerobic fitness, muscular endurance, muscular power, and muscular strength.
- Decreases the risk of some diseases such as diabetes and heart disease.

Seefeldt & Vogel, 1986. The Value of Physical Activity. AAHPERD: Reston, VA.
Goals of Michigan Action for Healthy Kids

I. Ensure that healthy snacks and foods are provided in vending machines, school stores and other venues within the school’s control.

II. Provide all children, from pre-kindergarten through grade 12, with quality daily physical education that helps develop the knowledge, attitudes, skills, behaviors, and confidence needed to be physically active for life.

III. Increase consumption of healthy food choices and increase participation in physical education and physical activity among students.

Healthy children learn better!

Here’s how your school and community can become a role model for healthy lifestyles!
Quality Physical Education Policy

Today’s quality physical education programs are important because they provide learning experiences that meet the developmental needs of youngsters which help improve a child’s mental alertness, academic performance, readiness to learn and enthusiasm for learning. A quality physical education program is outlined in the State Board of Education’s Policy on Quality Physical Education.

NASPE Position Paper, What Constitutes a Quality Physical Education Program?

STATE OF MICHIGAN
STATE BOARD OF EDUCATION
POLICY ON QUALITY PHYSICAL EDUCATION

A child’s intellectual growth cannot take place without having met his or her basic physical needs. The curriculum for every child’s preschool through high school experience should include the opportunity to participate in quality physical education programs and other health-enhancing physical activity.

I. The State Board of Education recommends that all public schools offer physical education opportunities that include the components of a quality physical education program. Quality physical education programs positively impact students’ physical, social, and mental health. It is the unique role of quality physical education programs to provide opportunities for children to understand the importance of physical activity and to acquire skills to combat a sedentary lifestyle.1,2

A quality physical education program addresses three critical issues: curriculum, instruction and assessment, in conjunction with an opportunity to learn and should include the following:

Curriculum:

- Has a curriculum aligned with the Michigan K-12 Physical Education Content Standards and Benchmarks.

(continued on next page)
Quality Physical Education

- Equips students with the knowledge, skills, and attitudes necessary for lifelong physical activity.
- Influences personal and social skill development.

**Instruction and Assessment:**
- Is taught by a certified physical education teacher trained in best practice physical education methods.
- Aligns curriculum, instruction, and assessment.
- Engages students in curriculum choices that prepare them for a wide variety of lifetime activities.
- Keeps all students involved in purposeful activity for a majority of the class period.
- Builds students’ confidence and competence in physical abilities.
- Includes students of all abilities.

**Opportunity to Learn:**
- Offers instructional periods totaling 150 minutes per week (elementary) and 225 minutes per week (middle and high school).
- Has a teacher to student ratio consistent with those of other subject areas and/or classrooms.
- Provides facilities to implement the curriculum for the number of students served.
- Has enough functional equipment for each student to actively participate.
- Builds students’ confidence and competence in physical abilities.
- Includes students of all abilities.

**II. The State Board of Education recommends that all public schools offer daily opportunities for unstructured physical activity, commonly referred to as recess, for all students pre-K through grade six.** Recess should be in addition to physical education class time and not be a substitute for physical education. Each school shall provide proper equipment and a safe area designated for supervised recess in the elementary setting. School staff should not withhold participation in recess from students or cancel recess to make up for missed instructional time. Schools should provide opportunities for some type of physical activity for students in grades seven through twelve apart from physical education class and organized sports.

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1. National Association for Sport & Physical Education. “What Constitutes a Quality Physical Education Program?”
What is a Qualified Physical Education Teacher?

A basic requirement for a physical education teacher is to have a teaching degree with specific coursework in physical fitness, anatomy, physiology, individual & team sports, and teaching methods. The State of Michigan has created a document outlining the qualities necessary to teach physical education in the State of Michigan entitled “Qualified Teachers of Physical Education” available at: www.michigan.gov/documents/Quality_Teachers_of_Physical_Education_118948_7.pdf

The Characteristics of an excellent physical education teacher are:

- Implements a sequentially appropriate curriculum and uses best practices
- Applies curriculum according to children's development status and capacities
- Uses a variety of instructional methods and assessments, such as demonstrations of an exemplary skill, modeling, cues, peer teaching, sequential team building and individual instruction
- Uses diverse activities targeted to help student's develop and improve motor, fitness, cognitive, personal and social skills
- Recognizes cultural diversity and tolerance issues and considers them in classroom management and program design
- Supervises all children at all times
- Communicates measurable objectives of activities and uses assessment rubrics for student evaluation
- Is able to adapt activities and movements for special needs individuals
- Is a clear and positive communicator
- Strives toward professional improvement
- Has a belief that what they are doing is important
- Maintains personal standards of high integrity and morals
- Serves as a role model for healthy behavior
- Works with other staff members to integrate cross-curricular activities
- Regularly promotes their program to school staff, parents, and community. (See section 4, Promoting Physical Education and Physical Activity.)
Physical Education Quality Teacher Checklist

<table>
<thead>
<tr>
<th>As the physical education teacher do you:</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participate in National and State activities</td>
<td></td>
<td></td>
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<tr>
<td>Present the physical education program at faculty meetings</td>
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<tr>
<td>Participate in school open houses</td>
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<tr>
<td>Have the school board review and adopt the physical education curriculum</td>
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<tr>
<td>Send home newsletters or participate in the school newsletter</td>
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<tr>
<td>Assign homework/send home program information</td>
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<tr>
<td>Invite school board members, administrators, and teachers into the classroom</td>
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<td></td>
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<tr>
<td>Use bulletin boards</td>
<td></td>
<td></td>
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<tr>
<td>Hold a family fun night(s)</td>
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<td></td>
</tr>
<tr>
<td>Hold an annual field day e.g. ACES Day could be used here</td>
<td></td>
<td></td>
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<tr>
<td>Have a Physical Education web page</td>
<td></td>
<td></td>
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<tr>
<td>Educate parents about the physical education program at a “back to school night“</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>As the physical education teacher are you:</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional, prompt, dependable, and enthusiastic</td>
<td></td>
<td></td>
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<tr>
<td>Attending staff meetings and serving on committees</td>
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<td></td>
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<tr>
<td>Presenting yourself professionally to other staff members</td>
<td></td>
<td></td>
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<tr>
<td>Demonstrating cross-curriculum teaching methods</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assisting other teachers in incorporating physical activity into their curriculum</td>
<td></td>
<td></td>
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<tr>
<td>Holding parent/teacher conferences and reporting student assessments</td>
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</table>

Individual Awards and Recognition

Awards help acknowledge the importance of physical education and physical activity in schools.

Awards can also bring attention to exceptional teachers which can be a positive influence when advocating for quality physical education and physical activity programs. The intention of these awards is to identify individuals who have demonstrated exemplary teaching and have developed exemplary programs.

**Michigan Association for Health, Physical Education, Recreation and Dance (MAHPERD)** *Teacher of the Year Awards* recognize outstanding individuals in K-12 education and college and universities, in health education, adapted and physical education, dance education, aquatics, sports and athletics. The awards acknowledge professionals who have been innovative, high-energy
ambassadors of these professions. These awards can be used to qualify for regional and national recognition. www.mimahperd.org

National Association of Sport and Physical Education (NASPE) Teacher of the Year Awards honors exemplary elementary, middle, and high school physical education teachers from across the country based upon competition among district candidates. www.aahperd.org/naspe/

Professional Development

The following is a list of resources for potential professional development opportunities for physical educators.

- **American Red Cross**: First Aid and CPR training  www.redcross.org  www.americanheart.org
- **Michigan Fitness Foundation/Exemplary Physical Education Curriculum (EPEC)** The Michigan Fitness Foundation offers inservice workshops to accompany the EPEC curricular materials. The workshops are included free with purchase of EPEC.  www.michiganfitness.org/EPEC
- **MAHPERD**: Fall convention, Summer Institute, Spring Southeast Regional Workshop  www.mimapherd.org
- **Oakland Schools**: Offer mini-workshops throughout the school year.  www.oakland.k12.mi.us/resources/osmtech/pe/index.html
- **On-line courses**: Do an internet search for “Physical Education courses on-line.”
- **University of Michigan’s** annual physical education professional development held in December of each year.  www.kines.umich.edu/academics/pe/
- **Local colleges or universities**: Check your local college or university website for evening or on-line classes.
- **Intermediate School Districts** can also play a role in supporting physical education and physical activity. There are many valuable services the ISD could provide to assist physical education teachers.

Some examples of some current Michigan ISD’s supportive activities are:

- Organizing a physical education and physical activity network with quarterly meetings. Meetings can include guest speakers, including teachers within your district, sharing of program activities and resources, identifying grant opportunities, and professional development
- Submitting grants to local foundations or the Physical Education for Progress Grant (PEP)
- Educating the entire district on physical education programming and physical activity programs and ideas using a professional development day
- Setting up a listserv so physical education teachers can discuss relevant topics and receive current research and articles
Professional Organizations

American Alliance for Health, Physical Education, Recreation & Dance (AAHPERD): “Promoting healthy lifestyles through high quality programs in health, physical education, recreation, and dance.”
www.aahperd.org

Michigan Association for Health, Physical Education, Recreation, and Dance (MAHPERD): “Dedicated to promoting healthy active living through professional development and advocacy.”
www.mimahperd.org

Michigan Dance Council: “Promoting, developing, and encouraging dance artists, public interest in dance as an art form, and the preservation of dance through collaborations, audience development, education, membership services, and performance.”
www.michigandance.org
What is a Quality Physical Education Program?

Curriculum
A comprehensive physical education curriculum should be based on the State’s Content Standards, Benchmarks, and Grade Level Content Expectations. It should be sequential and developmentally appropriate. Outcomes for each grade level should be identified and assessed.

A comprehensive program consists of movement, sport, and physical fitness skills. It includes thinking and reasoning abilities and social and emotional skills. Systematic and realistic assessment of progress aids in building on individual's strengths and enables the curriculum to be adapted to individual needs as well as a tool to evaluate the success of the curriculum.

The principles and values behind movement skills and lifetime fitness are taught in an atmosphere that promotes student understanding and appreciation. Through a child-centered, developmentally-based approach responsive to the safety and welfare of all students, the physical education curriculum contributes to self-esteem, responsible behavior, and group cooperation. An excerpt from the Brownsburg Middle School Physical Education Vision and Belief Statements.

Quality physical education is predicated upon having competent, dedicated, and knowledgeable teachers who utilize appropriate instructional techniques, strategies, and assessments.

Inclusion
The Individuals with Disabilities Education Act (IDEA) is a federal law that governs the education of students with disabilities in the public schools. IDEA specifies physical education as a required educational service, and further defines physical education as “the development of physical and motor fitness; fundamental motor skills and patterns; and skills in aquatics, dance, and individual and group games and sports, including intramural and lifetime sports.” This provision of IDEA facilitates the participation of students with disabilities in public school intramural and interscholastic sports programs.

Quality physical education classes should have classes adapted to meet the needs of all students. If you have any special needs students, attend the individual educational plan meetings for each student in your class. Understand the student’s limitations, but most of all, understand their capabilities. Modify the activity so that each student can be successful. Modifying the lesson can be as simple as changing the size of the ball or target. For a list of modification ideas, please see the appendix.

- **Adapted Physical Education:** Go to PE Central’s website for a complete list of resources for adapted physical education. [www.pecentral.org/adapted/adaptedsites.html](http://www.pecentral.org/adapted/adaptedsites.html)

- **Michigan’s Exemplary Physical Education Curriculum (EPEC):** EPEC is changing the shape of Michigan’s youth. Well over 2,000 teachers, professors and others use this award-winning curriculum, instruction, and assessment materials. This number represents a large percentage of Michigan school districts — almost 70% at elementary and 48% at secondary—as well as teachers in 26 other states, that now use the EPEC curriculum and instructional materials. [www.michiganfitness.org/EPEC](http://www.michiganfitness.org/EPEC)
Michigan Department of Education: Through the MDE web site, the State policy on physical education, the Michigan benchmarks, standards, and grade level content expectations, Quality Physical Education Teachers document, and other resources, are available. www.michigan.gov (Click on curriculum on the left side, then click on physical education) State certification issues can be found on the professional preparation page: www.michigan.gov (Click on educators on the left side of the home page, then click on professional preparation on the left side)

English Language Learners (ELL)
Physical education courses give ELL students the opportunity to improve social and cooperative skills and gain a respect and appreciation for diversity. Physical education programs will support these students through cooperative learning activities, team sports, sportsmanship, and other activities that they can relate back to their cultural background.

State Assessment Testing
Many teaching methods used in physical education support a student’s cognitive development. Teaching methods may include reciprocal teaching, guided discovery, cooperative learning, command teaching, and reading and writing across the curriculum. Physical education encourages students to question, integrate, analyze, communicate and apply cognitive concepts to academic learning and physical activities.

MEAP and Physical Education
During testing week, see if the testing schedule will allow or can be arranged for students to be taken outside for a 15 minute walk before they are tested. The classroom teachers could take turns assisting the physical education teacher with these walks!

“Exercisers perform significantly better on measures of reasoning, working memory, reaction time, and vocabulary than non-exercisers.” Clarkson-Smith, 1989

Safety
A safe learning environment is essential to a successful program. Indoor and outdoor equipment and facilities should be inspected on a regular basis. Teachers should be prepared for any school-wide emergency, and any individual student condition that would interfere with the student’s ability to participate. The teacher to student ratio in physical education should be comparable to other subject area teacher to student ratios. There should be sufficient equipment for a maximum number of students to participate in activities. Classroom organization and lessons must be conducive to maximum time on task and should be planned for the safety and supervision of all students at all times.
**Physical Education Standards**

Comparison of Content Standards between the Michigan Department of Education and the National Association of Sport and Physical Education (NASPE).

<table>
<thead>
<tr>
<th>STATE</th>
<th>National</th>
</tr>
</thead>
<tbody>
<tr>
<td>Michigan Department of Education</td>
<td>National Association for Sport and Physical Education</td>
</tr>
<tr>
<td>All students will:</td>
<td>A physically educated person:</td>
</tr>
</tbody>
</table>

### Motor Skills

1. Demonstrate selected fundamental locomotor skills;
2. Demonstrate selected fundamental object control skills;
3. Demonstrate selected postural non-locomotor and body control (movement) skills;
4. Demonstrate selected fundamental rhythmical skills

1. Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.
3. Participates regularly in physical activity.

### Physical Fitness

5. Participate successfully in selected healthy enhancing, lifelong physical activities;
6. Develop and maintain healthy levels of cardiovascular endurance;
7. Develop and maintain healthy levels of muscular strength and endurance;
8. Develop and maintain healthy levels of flexibility of selected joints of the body;
9. Develop and maintain healthy levels of body composition.

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

### Cognitive Concepts

10. Apply the concepts of body awareness, time, space, direction and force to movement;
11. Explain and apply the essential steps in learning motor skills;
12. Describe the effects of activity and inactivity and formulate examples of lifestyle choices that result in the development and maintenance of health-related fitness.

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

### Personal and Social Character Traits

13. Demonstrate appropriate behavior related to selected personal/social character traits that commonly emerge in a physical activity context; and

5. Exhibits responsible personal social behavior that respects self and others in physical activity settings.
6. Values physical activity for health, enjoyment, challenge, self-expression and/or social interaction.
Program Awards and Recognition
Bringing attention to exceptional programs can be very influential when advocating for physical education/physical activity programs. The intention of these awards is to motivate, as well as to identify schools and individuals that can be used as an example. These specific awards, along with many others, can help acknowledge the importance of physical education and physical activity in schools.

- National Association for Sport & Physical Education STARS Award:
  STARS is NASPE’s national achievement program recognizing outstanding physical education programs in K-12 schools throughout the country.
  www.aahperd.org/naspe/#

- Governor’s Council on Physical Fitness, Health and Sports Exemplary Physical Education Awards:
  The Governor’s Council on Physical Fitness, Health and Sports and the Michigan Fitness Foundation provide awards to recognize school districts, individual teachers or buildings that demonstrate their commitment to high-quality physical education by taking exemplary actions and demonstrating exemplary results. There are eight levels of awards that can be achieved.
  www.michiganfitness.org/awardsprogram/exemplaryawards.htm

Technology
In *Embracing The Information Age*, a report by the Task Force of the Michigan State Board of Education, November, 2001, the report stated that fundamental change must accelerate and broaden, if all our young people are to be equipped to excel in the 21st century. To reach the needed results for Michigan, the report recommended four strategies. Two are listed below:

- **Educator Preparation and Development.** All educators and administrators will be prepared to use Information age tools, learning techniques and processes.
- **Standards and assessment.** State and local academic standards, benchmarks, and assessment will reflect the knowledge and skills necessary for success in the information age.

Physical education has many opportunities to utilize technology. With outcome based education, physical education can and should utilize new technology to improve and assist teaching and assessment.

- Using Technology in Physical Education, 3rd Edition; Bonnie Mohnsen
  www.pesoftware.com/Technews/news.html
- PELINKS4U- A weekly newsletter focusing on technology in physical education
  www.pelinks4u.org/sections/technology/technology.htm
- Using Technology in K-12 Physical Education Newsletter: features lots of tips and information about how to integrate technology into your PE program.
  www.pesoftware.com/Technews.html
- Journal of Physical Education, Recreation & Dance (JOHPERD) is the American Alliance for Health, Physical Education, Recreation and Dance's largest and most wide-ranging periodical, providing information on a great variety of issues.
Physical Education vs. Physical Activity

Physical education and physical activity are important components of every student’s school experience. Understanding the difference between physical education and physical activity is critical to understanding why both contribute to the development of healthy active students. **Physical education** programs teach developmentally and sequentially appropriate skills and knowledge and confidence needed to establish and sustain an active lifestyle in a safe, supportive environment. Physical education teachers evaluate student knowledge, motor and social skills, and provide feedback for student improvement. **Physical activity** is bodily movement of any type and may include recreational, fitness and sport activities as well as daily activities like walking to school. Physical activity should occur several times throughout the students’ day. See the document: Physical Education vs. Physical Activity in the Appendix.

Physical education is the foundation for physical activity. Here are some ways to introduce physical activity into your school and students’ day.

Physical Activities During The School Day

There is increasing evidence that physical activity supports learning. There are many ways to promote physically active lifestyles and incorporate physical activity throughout the school day. In conjunction with physical education, there are a number of additional physical activities which incorporate movement throughout the school day and can help bridge the gap between traditional movement times and the academic classroom.

**Inside the Classroom**

- **Cross-Curricular Instruction: Integrating Physical Activity into Classroom subjects:**
  - Cross-curricular integration of lessons will help students to see connections among the subject areas and provide opportunities for teachers to work together. Below are several ideas for integrating physical movement into various subject areas.
  
  - Physical activity guides for classroom teachers that integrate physical movement into classroom subjects; language arts, math, science and social studies.
  
  - Brain Breaks: [www.emc.cmich.edu/BrainBreaks](http://www.emc.cmich.edu/BrainBreaks)
  - Energizers: [www.ncpe4me.com/energizers.html](http://www.ncpe4me.com/energizers.html)
  - Take Ten: [www.take10.net](http://www.take10.net)
Literature on physical activity and sports: Integrate physical activity topics into classroom assignments. Book reports on sports, the Olympics, or sport and Olympic champions. When teaching about cultures, use the games and sports of that culture for topics of study.

Michigan Team Nutrition Booklist: The list contains short, one-paragraph annotations for over 300 books about food, healthy eating, and physical activity for children in pre-school through third grade. [www.tn.fcs.msue.msu.edu/booklist.html](http://www.tn.fcs.msue.msu.edu/booklist.html) Here are two examples:

Get Moving: Tips on Exercise  
Feeney, Kathy  
Bridgestone Books, 2002  
One of the titles in the Your Health series, this book describes the benefits of exercise and eating right. This book includes a simple fitness test that can be done with a friend.

Let the Games Begin  
Ajmera, Maya and Michael J. Regan  
Charlesbridge, 2000  
Photographs and quotes describe how kids enjoy sports and what they learn from them no matter where they live.

### Physical Activity Pyramid

1. **Confidence Develops**  
   - Physical Education: Knowledge and Motor, Personal and Social Skills  
   - Sequential and Developmentally Appropriate

2. **Recess, Yard work**

3. **Individual/Group Activities, Intramurals**

4. **Strong Heart & Muscles, Flexibility, Endurance**

- **Physically Fit**
- **Increased Activity**
- **Active Lifestyle**
- **Foundation**
Using Physical Activity to Reward Students

- Have an extra recess.
- Walk with a teacher during lunch.
- Dance to favorite music in the classroom.
- Include 5 Minute Activities: Macarena, Hokey-Pokey.
- Friday Physical Activity Time: Students earn extra physical activity time based on their good behaviors during the week; e.g., lining up appropriately, getting books out quietly.
- Challenge another homeroom to a sport or activity.
- Allow students to earn extra physical activity time for positive choices; e.g., choosing to complete homework, arriving to school on time.
- Take a break! Have the students do jumping jacks or march in place.

Ideas for School Parties

- Make your party a dance.
- Modify traditional games for classroom use.
- Hold contests or relays/
- Offer healthy snack alternatives (see below).

- **Fresh Fruit and Vegetables**
- **Animal Crackers**
- **Soft Pretzels and Mustard**
- **Low-Fat Milk**
- **Yogurt**
- **Baked Chips**
- **Pudding**
- **100% juice**
- **Trail mix**
- **Low Fat Popcorn**
- **String Cheese**
- **Water**

*May be allergens and/or a choking risk for some people, please check with health care provider.

For more nutrition information, see Michigan Action For Healthy Kids Tips and Tools To Help Implement Michigan's Healthy Food and Beverages Policy. See www.tn.fcs.msue.msu.edu
Staff Physical Activities
It has been noted that as the level and quality of student-teacher interaction increases, the greater the likelihood the teacher can be an agent for positive change. Through teacher role modeling a student’s interest in physical activity can be encouraged by emulating their teachers. By offering recognition and stimulating interest through announcements, school newspapers and community newsletters, students can observe staff accomplishments and interest in maintaining good physical fitness.

The following are some physical activities that can provide teachers with help in developing a physically active lifestyle. These activities help teachers interact with and serve as role models for other staff members as well as students. As teachers become more physically active, they will recognize their own accomplishments and the benefits of a physically active lifestyle.

- “Dump your plump” program
- Mileage walking club
- Teacher lead student walking program
- Walk Across America
- Grade level teams
- Staff-student competitions
- Team teacher miles

Staff Wellness
- Discounted gym memberships
- Professional development
- Staff relays
- Walking meetings

Here are a few resources to get you started:
- Michigan on the Move: The America On the Move message is simple: Move more and eat less by making 2 small changes daily:
  - Take 2000 more steps (about 1 mile)
  - Eat 100 fewer calories (about a pat of butter)
  - www.americaonthemove.org
- Everyday Choices: Practical tips for making your daily routine more active.
  - www.everydaychoices.org/active.html
- Heart at Work: A variety of activities to make regular physical activity a part of the work day.
  - http://216.185.102.50/haw/LTALhome.html
- Designing Healthy Environments at Work (DHEW): An assessment tool for improving staff wellness
  - www.mihealthtools.org
- American Cancer Society Workplace Solutions: Wellness Program 1-800-ACS-2345
Activities for Before and After the School Day

Before and after school programs
A quality before and after school program will include structured physical activity in which students learn values such as teamwork, cooperation and reap the benefits of being physically active. Here are a few resources to help incorporate physical activity into a before or after school program.
- After School Physical Activity: www.afterschoolpa.com
- Choose Your Move: www.michiganfitness.org
- Fitness Finders Mileage Club: www.fitnessfinders.net
- Fitness Fun Forever: http://cops.uwf.edu/copsweb/hles/fff/Fitness%2020Fun%2020Forever/Start_Here_.htm
- ReCharge!: www.ActionForHealthyKids.org
- VERB: It’s What You Do: www.verbnow.com
- CATCH Kids Club (CKC) is a physical activity and nutrition education program designed for elementary school aged children (grades K – 5) in an after-school/summer setting. www.sph.uth.tmc.edu/catch/KidsClub.htm
- Safe Routes to School: Program to encourage regular physical activity and improve the safety of walking and biking routes to school utilizing the Michigan Safe Routes to School Toolkit available at www.saferoutesmichigan.org

Clubs, Individual and Group Physical Activities

Biking
- Covers a variety of biking opportunities: www.biking.com
- Help your body shape up through biking: www.adventurecycling.com
- Need a place to ride? The perfect guide to smooth riding in Michigan. www.railtrails.org/field/Michigan

Bowling
- Find everything you need to get this active school program started in your community. Teacher lesson plans available: www.bowl4life.com

Canoeing
- Take your activity venture to a new level and try canoeing. www.acanet.org

Cheer
- Start a competitive cheer team! www.mhsaa.com/games/sports/gcc.htm
- www.cheerforum.com
Cup Stacking
- Try the amazing activity of stacking cups: [www.speedstacks.com/home.htm](http://www.speedstacks.com/home.htm)

Dance
- Who would have thought there were so many styles of dance! Direct links to a variety of valuable sites: [www.sapphireswans.com/dance](http://www.sapphireswans.com/dance)
- A source for dance videos, music books, workshops and assemblies: [www.christylane.com](http://www.christylane.com)

Fitness
- Fitness information for the whole family to use and get fit together, including earning medals or certificates: [www.thepresidentschallenge.org](http://www.thepresidentschallenge.org)
- An interactive site kids will love to move through with all the right facts: [www.deniseaustin.com/fitkids/default.asp](http://www.deniseaustin.com/fitkids/default.asp)
- It’s easy to use and will start you moving toward getting on the fitness track: [www.usa-gymnastics.org/fitness/index.html](http://www.usa-gymnastics.org/fitness/index.html)
- United States Department of Agriculture (USDA) Physical Activity Tracker (assessment tool) for adults and children: [www.mypyramidtracker.gov](http://www.mypyramidtracker.gov)
- FITNESSGRAM: Is an easy way for physical education teachers to report the results of physical fitness assessments: [www.cooperinst.org/ftginfo.asp](http://www.cooperinst.org/ftginfo.asp)

Gymnastics
- The official web site of USA Gymnastics: [www.usa-gymnastics.org](http://www.usa-gymnastics.org)

Inline Skating
- Want to try inline skating? [www.iisa.org](http://www.iisa.org)

Orienteering
- Get started in a challenging new outdoor activity! [www.4orienteering.com](http://www.4orienteering.com)
- [www.orienteering.org](http://www.orienteering.org)

Running
- Have fun running: [www.kidsrunning.com](http://www.kidsrunning.com)
- Looking for places to run? This site helps you find a place: [www.runmichigan.com](http://www.runmichigan.com)
- Encourages girls to develop self-respect and healthy lifestyles through running: [www.girlsontherun.org/location/michigan.htm](http://www.girlsontherun.org/location/michigan.htm)
- Adults and Youth – training plans, races and events, tracking your achievements, a library of resources: [www.nikerunning.com](http://www.nikerunning.com)
Skate Boarding
- Basic skateboarding information: www.exploratorium.edu/skateboarding/
- Click on English and go to Navigation: www.nike.com/nikeskateboarding/

Skiing
- For skiing information and opportunities: www.michiweb.com/ski
- www.travel.michigan.org

Soccer
- American Youth Soccer Organization (AYSO): http://soccer.org
- Michigan Youth Soccer League: www.michigansoccer.com

Swimming
- For information on swimming opportunities: www.uss-michigan.com
- www.michiganweb.com/swim.html

Walking/Hiking
- Locate walking and hiking areas: www.webwalking.com/hiking.html
- Safe Routes to School – walk and bike to school along safe routes: www.saferoutessimichigan.org
- Walking safety and more: www.walk4life.org
- Walk to School Day – October walk to school event: www.michiganfitness.org

Intramurals
The term “intramurals” simply means “within the walls”. Traditionally, this term refers to team and individual activities, tournaments, meets, and/or special events that are limited to participants and teams from within a specific school or institutional setting. More recently, effort to expand participation have broadened the definition to include all physical-activity based programming including clubs, open gym days, dance activities, etc.

The primary criteria that distinguish an after-school physical activity/intramural program include:
1. Activities are intended to be voluntary in nature, i.e., the student has a choice of activities or participation.
2. Every student is given an equal opportunity to participate regardless of physical activity.
3. Students have the opportunity to be involved in the planning, organization, and administration of programs. Such involvement should be age-appropriate and under supervision and guidance of a qualified adult.
4. Activities are modified for appropriate age and skill levels.
5. Specific rules and regulations should be established that assure equal opportunities, fair play and safe participation.
6. Intramurals can be competitive or non-competitive.
For additional information see American Alliance for Health, Physical Education, Recreation and Dance Position Paper: Guidelines for After-School Physical Activity and Intramural Sport Programs, 2002. [www.aahperd.org/naspe](http://www.aahperd.org/naspe)

**Sports**
Participating in school or community sports provides students with opportunities to extend their physical education experience, maintain or improve their physical fitness and develop valuable personal social skills. Parents can help their child choose fun, age and developmentally appropriate sport activities. For help in choosing the right sport for your child see Choosing the Right Sport & Physical Activity Program for Your Child, 1999, Youth Sport Coalition of NASPE Position Paper. [www.aahperd.org/naspe](http://www.aahperd.org/naspe)

**Community Sports Opportunities**
- Boys and Girls Club: [www.BGCA.org](http://www.BGCA.org)
- Community Education: Community education is a department of many school districts that provides opportunities for local citizens and different organizations to become active partners in educational, cultural and recreational enrichment of the community. Programs and activities are generally planned to serve the needs of all age groups from preschoolers to senior citizens. Contact your local school district for details on sports available.
- Parks and Recreation: Contact your local city government.
- YMCA: Refer to your local telephone directory.

**School Sports**
The following organizations may assist you with information on school sports:
- Michigan Association for Health, Physical Education, Recreation and Dance (MAHPERD). [www.mimahperd.org](http://www.mimahperd.org)
- Michigan High School Athletic Association (MHSAA). [www.mhsaa.org](http://www.mhsaa.org)
- National Association for Girls and Women in Sport. (NAGWS) [www.aapherd.org/nagws](http://www.aapherd.org/nagws)
- National Association for Sport and Physical Education (NASPE). [www.aahperd.org/naspe](http://www.aahperd.org/naspe)

**Youth Sports Camps**
Check your local community colleges, universities and community programs for youth sports camps. Here are a few to get you started:
- Central Michigan University: [www.cmuchippewas.collegesports.com/camps/summer-index.html](http://www.cmuchippewas.collegesports.com/camps/summer-index.html)
- Eastern Michigan University: [www.emich.edu/goeagels/camps](http://www.emich.edu/goeagels/camps)
- Michigan State University: [www.sportcamps.msu.edu](http://www.sportcamps.msu.edu)
- My Summer Camps: [www.mysummercamps.com/camps/michigan](http://www.mysummercamps.com/camps/michigan)
Activities for Family and Community

Active Communities
Active Community Environments are places where people are able, comfortable and inspired to use their feet to get them places. In other words, people of all ages and abilities can walk and bike both for recreation and for transportation. Studies have shown that community design can influence physical activity levels, both positively and negatively. There are ways to increase physical activity through community design and public policies. The Promoting Active Communities assessment and the Healthy Community Checklist allow communities to assess themselves on how well they are doing at making it easy for residents to be active. www.mihealthtools.org

Active Families
Families play a critical role in shaping a child’s physical activity experiences. Opportunities and motivation to be physically active often begin in the home. Studies have shown that adolescents are more likely to be active if their parents or siblings are active, their parents support their participation in physical activities and they have access to convenient play spaces, sports equipment, and transportation to sports and recreation programs.

Parents
♦ Encourage your children to be active on a regular basis.
♦ Be physically active role models.
♦ Set limits on the amount of time your children spend watching television and playing video or computer games.
♦ Plan and participate in family activities that include physical activity (e.g., walking or bicycling together instead of driving, doing active chores like vacuuming and mowing the lawn, playing outside) and include physical activity in family events such as birthday parties, picnics, and vacations.
♦ Use the buddy system for more fun and encouragement. Be your child’s activity buddy.
♦ Facilitate participation by their children in school and community physical activity and sports programs.
♦ Advocate for quality school and community physical activity programs.
National Center for Chronic Disease Prevention and Health Promotion, Promoting Better Health Strategies. www.cdc.gov/HealthyYouth/physicalactivity/promoting_health/strategies/families.htm

Resource
Healthy Kids Healthy Weight, Tips for Families with Kids of all Shapes and Sizes: Provides tips to
improve the health of the entire family. www.emc.cmich.edu/healthyweight
See the Resource Section at the end of this document for more resources on this subject.

**Special Events**

**Family Fitness Night**
Select any of these activities and use the suggestions below to add a twist: Softball, Relays, Dancing, Soccer, Volleyball, Bowling, Basketball and others.
- Families vs. families
- Parent/guardian teams coached by children
- Parent/guardian vs. parent/guardian

Resource: Family Fitness Night: Four teachers share their ideas!
www.nea.org/classmanagement/ifc040525.html

**Field Day**
Field days offer the opportunity to experience various skills introduced in Physical Education during the school year. They involve students in a wide variety of physical activities that promote fitness outside of the classroom. These events also reinforce the concept that activities which promote fitness are diverse. Theme ideas for field days might include:
- Crazy Olympics
- Team Competitions
- Track and Field day
- For more ideas see these websites:
  - www.pecentral.org/lessonideas
  - www.technet.com/lesson/health/fieldday051899

**Field Trips** *(Check to see what is within walking distance.)*
- Bowling
- Cross country skiing
- Dancing
- Ice skating
- Orienteering
- Rollerblading
- Swimming
- Trips to local parks and trails

Check your community for additional opportunities.

**Fitness Fair/Family Fitness Night Tips**
- Survey parent to see what their interests are: weight loss? fitness? strength training? etc.
- Set up stations by specific areas of interest.
Booth Topics
- Athletic Trainer
- Chiropractor
- Community Education
- CPR/First Aid
- Family Physical Activities
- Fitness
- Physical Education
- Staging injuries/heart attacks – how to treat.
- Fitness Trainer
- Weight loss

Contacts
- Local doctors and nurses
- Local hospitals for dieticians and wellness centers
- Orthopedic rehabilitation center
- Rehabilitation centers
- Rescue personnel
- School’s athletic trainer

Miscellaneous Events
- All Children Exercising Simultaneously (ACES) day: A one day event where millions of children of all ages exercise at the same time world-wide in a symbolic event of fitness and unity. www.michiganfitness.org
- Hoops for Heart: Engages student in playing basketball while learning the lifelong benefits of physical activity, volunteering, and fundraising. www.americanheart.org
- Jump Rope for Heart: Engages students in jumping rope while learning the lifelong benefits of physical activity, the seriousness of heart disease and stroke, volunteering and fundraising. www.americanheart.org/jump
- National Physical Education & Sport Week: Designated week for encouraging and promoting physical activity. www.aahperd.org/naspe/may
- Walk to School Day: Join in the effort to promote walking to school as a way to provide an opportunity for more physical activity! www.michiganfitness.org
Recess

“Recess, while separate and distinct from physical education, is an essential component of the total educational experience for elementary aged children. Recess provides children with discretionary time and opportunities to engage in physical activity that helps to develop healthy bodies and enjoyment of movement. It also allows elementary children to practice life skills such as conflict resolution, cooperation, respect for rules, taking turns, sharing, using language to communicate, and problem solving in real situations. Furthermore, it may facilitate improved attention and focus on learning in the academic program.”


Michigan’s State Board of Education recommends “that all public schools offer daily opportunities for unstructured physical activity, commonly referred to as recess, for all students pre-K through grade six. Recess should be in addition to physical education class time and not be a substitute for physical education. Each school shall provide proper equipment and a safe area designated for supervised recess in the elementary setting. School staff should not withhold participation in recess from students or cancel recess to make up for missed instructional time. Schools should provide opportunities for some type of physical activity for students in grades seven through twelve apart from physical education class and organized sports.”  *Michigan State Board of Education Policy on Quality Physical Education, Section II.*

Recess Before Lunch

Scheduling recess before lunch makes sense! Allow students to play first, and then let them enjoy a nutritious lunch in a relaxed environment. Good nutrition goes hand in hand with improved behavior and learning. Recess Before Lunch gives students the opportunity to excel in both. Find everything you need to establish a recess before lunch program including how to implement, resources, supporting information, educational and marketing materials.

www.opi.state.mt.us/schoolfood/index.html

Indoor Recess

For indoor recess, use vacant classrooms, utility or all purpose rooms, cafeterias, gymnasiums or hallways. Promote as much physical activity as possible during indoor recess.

Activities include:

- Activities with balloons or foam balls
- Hall stations
- Hall walking
- Play music and make up dance moves
Outdoor Recess
Outdoor recess should occur in the safest environment possible. The National Program for Playground Safety (NPPS) has designated four elements for a safe play environment: 1) **supervision**, 2) **age-appropriate design**, 3) **fall surfacing** and 4) **equipment maintenance**. When children are on the playground, there should be adequate adult active supervision. “Active supervision” means being able to see all children at all times to observe their behavior patterns and intervene when unsafe play occurs.

Structured Recess
Adequate, active supervision is not always possible and a teacher or staff member may have to limit the space or activities of the children to create a manageable safe environment. Ideas for structured recess:

- Have assorted activities on the blacktop such as hop scotch, jump rope, and four square.
- Play a large group activity with everyone involved such as volleyball and kickball.
- Have several activities set up. Assign groups of students to each activity and let them rotate activities after a few minutes.
- Have one large individual event in a designated area such as class walks or runs.

Feelin’ Good Mileage Club: [www.fitnessfinders.net](http://www.fitnessfinders.net)
PE Central Pedometer site: [www.pecentral.org/pedometry/index.html](http://www.pecentral.org/pedometry/index.html)
28 million footsteps across America Challenge: [www.creativewalking.com/school.html](http://www.creativewalking.com/school.html)

Additional Resources for Recess Activities:
Promoting Physical Education and Physical Activity

Physical education and physical activity should be an integral part of everyone’s life, especially the developing student. Promotional action (advocacy) is sharing and educating others about the benefits of regular physical activity and the importance of a quality physical education program which is necessary to assure movement opportunities to all students and in each school.

Often parents, staff, administration and communities are not aware that there are specific teaching and learning outcomes encompassed in a quality physical education program, or, that research links improved physical fitness with increased academic achievement and the many other benefits of well-being linked to being physically fit. In fact, the National Association of State Boards of Education in its “Fit, Healthy and Ready to Learn” recommends a “sequential physical education curriculum taught daily in every grade that involves physical activity; that teaches knowledge, motor skills, and positive attitudes taught by well prepared and well-supported staff. (www.nasbe.org)

Children need 60 minutes of daily physical activity. The Journal of Pediatrics, Vol 146, Number 6, June 2005

Shrinking budgets, past negative experiences, and increasing academic requirements often cloud the decision-making processes as administrator develop or revise curriculum. Advocacy, as a proactive measure or as a means of defending an at-risk program, is an essential role for all who want to promote healthy, active lifestyles and student well-being. The lack of physical activity is considered one of the primary factors contributing to obesity and its negative implications. Therefore, it becomes critical to provide the best avenues possible for our children to become both physically and academically prepared for the future. Thus, promotional efforts remain essential to the growth and maintenance of our schools physical education and physical activity programs.

Over the past three decades, the prevalence of overweight children has more than doubled for adolescents ages 12 to 19 and the rates have more than tripled for children ages 6 to 11! In fact, 16 percent of 6- to 19-year-olds, or approximately 9 million, are considered overweight. Overweight and Obesity: Centers for Disease Control and Prevention www.cdc.gov/nccdphp/dn/pa/obesity/

Additionally, the health and well-being of many American children is being short-changed at their schools where they lack opportunities to take regular quality physical education classes or participate in adequate physical activity.
Benefits of Physical Education and Physical Activity

- Improved mental focus and concentration levels
- Improved attention spans
- Improved short term memory
- Helps reduce stress
- Improved creativity
- Improved reaction time
- Improved self-esteem
- Aids in the development of learning strategies
- Aids in the development of decision making
- Aids in the development of problem solving and memory function
- Increased energy levels
- Improved motor skills
- Improved social-emotional development; e.g., cooperation, respect, healthy competition
- Helps control weight
- Contributes to healthy bones, muscles and tissue growth
- Improves cardiovascular function
- Improves muscular endurance
- Decreases the risk of some diseases such as diabetes and heart disease


Jensen, Learning with the Body in Mind. The Brain Store 2000; San Diego, CA


Seefeldt & Vogel, The Value of Physical Activity. AAHPERD 1986, Reston, VA.


Advocacy, as a proactive measure or as a way of saving a program, is a daily essential and critical role for all who want to promote healthy active living and student well-being. Since the lack of physical activity is considered one of the most causative reasons contributing to obesity and its negative implications, as we move into the future, it becomes critical that we must provide the best avenues possible for our children to become both properly and fully developed both physically and academically. Thus, promotional efforts remain critical to the growth and maintenance of our schools’ physical education and physical activity programs.

**Proactive Advocacy**

Proactive describes the process of taking initiative by acting rather than reacting to events. In terms of promoting physical education and physical activity, the following practices could mean the difference between creating a positive awareness or defending against program elimination.

- Role model healthy choices
- Become involved (assist with or organize a mileage club, jump rope/hoops for heart event, field day or other activity based program)
- Adhere to an objectives-based, age-appropriate curriculum
- Communicate the results of your curriculum and fitness programs with newsletters, at open houses
- Invite parents, administrators and other staff to observe a physical education class
- Invite and share event information with the local media
- Share current information regarding fitness, nutrition, links between activity and academic performance and public health trends such as childhood obesity with staff, parents and community members

**Direct Advocacy**

Despite efforts to create an awareness of the need for Physical Education, teachers sometimes find themselves in the position of having to defend their program from elimination. Advocacy as a preventive measure or in direct defense of a program is the job of any person who understands the value of physical education and physical activity.

Working with others is the key to successful promotion—anyone can be an advocate!

- Identify and communicate with people who are not supportive of your program to find common ground and educate them. The following provides a basic structure from which to consider any advocacy effort.
- Identify champions or a base of support (teachers, parents, students, administrators or outside organizations such as Michigan Association for Health, Physical Education, Recreation & Dance (MAHPERD), National Association of Sports and Physical Education (NAPSE).
- Identify decision makers or your target for support (board members, administration, community members, and legislators).
Learn the specific protocols, timetables and procedures for presenting to administrative and school board groups.

As with other subjects taught in schools, physical education has state standards, benchmarks and grade level content expectations. Be prepared to explain what these are and how they are used in your school’s curriculum.

Be prepared to explain the difference between physical education and physical activity, and the importance of keeping these programs in your school. (See NASPE Position paper “Understanding the Difference” in the appendix.)

**Tips on How Teachers Can Promote Their Program to Parents:**

- Create a video or slide show of students in classes performing curriculum objectives in an inclusive environment. Show the presentation at parent-teacher conferences, open houses, and back to school nights.
- Tape and show video clips of events (ACES, Jump Rope and Hoops for Hearts, President’s Challenges, etc.).
- Communicate to parents the benefits of your physical education program and the benefits of regular physical activity through back-to-school letters, classroom and school newsletters, and information pieces such as the Physical Activity Pyramid found on page 14 in this toolkit.
  - Healthy Kids Healthy Weight: reproducible handouts to help families understand the importance of healthy weight in children. Michigan Department of Education and Michigan Department of Community Health. [www.emc.cmic.edu/healthyweight/default.htm](http://www.emc.cmic.edu/healthyweight/default.htm)
  - National Association of Sport and Physical Education advocacy document: Sample letter to parents—New School Year. This is a sample letter to be used by physical education teachers to outline the importance of their physical education program for parents. [www.aahperd.org/naspe/template.cfm?template=dearparents.html](http://www.aahperd.org/naspe/template.cfm?template=dearparents.html)

- Communicate student progress and assessment results to parents/guardian on a regular basis.
- Hold special events for parents and families such as health fairs, special visit-the-class days, or family fun nights.

**Tips on How Teachers Can Promote Their Program to Teachers:**

- Talk to other teachers about achievements and progress made by students in your classes.
- Educate teachers on the connection between learning and physical education and physical activity.
- Give short presentations at staff meetings on the physical, social, emotional, and health benefits of physical education and physical activity and how they support cognitive learning.
- Provide overviews of your curriculum and program expectations at staff meetings.
- Help teachers integrate physical activity into other subjects and work with teachers to integrate other subjects into your physical education program.
Help manage school wide physical activity programs and encourage staff involvement.
Help set up a staff wellness program.

**Tips on How Teachers Can Promote Their Program to Administrators:**
- Manage school-wide physical activity programs.
- A slide program demonstrating your program’s achievements can be played as people are arriving to staff and board meetings.
- Show video clips of your program’s special events at school events. Ask to have them playing in the lobby, or during lunch hour.
- Communicate or update administration through e-mails.
- Write articles for the school or district newsletter.
- Be the leader in the integration of cross-curricular learning incorporating the teaching of academic subjects in physical education.
- Ask to present an overview of your curriculum and specifics of your program to the School Board.
Making the Case for the Connection Between Learning and Physical Activity

*Increased Physical Activity Leads to High Academic Achievement*

**Impact on Learning**

Many studies show a direct link between physical activity and academic achievement as well as nutritional intake and academic performance. Physical activity in adolescents has consistently been related to higher levels of self-esteem and lower levels of anxiety and stress – each of which has been associated with better academic performance.¹

“Research shows that physical education actually enhances academic learning. The irony is not lost on educators whose administrators justify cutting physical education to improve test scores.”²

**Recent studies show:**

- Academic achievement improves even when physical education classes reduce the time for academics. A reduction of 240 minutes per week in class time for academics to enable increased physical activity led to consistently higher mathematics scores.³,⁴
- A recent study has shown a positive correlation between fitness assessments and achievement test results. A comparison of SAT-9 test results to the Fitnessgram* results indicated that the physical well-being of students has a direct impact on their ability to achieve academically. Students with the highest fitness scores also had the highest test scores.⁵

  *Fitnessgram is a computerized, health-related fitness assessment for children and youth. Developed by the Cooper Institute in 1982. Fitnessgram has become the fitness assessment of choice in more than 6,000 schools/school districts with millions of students being tested annually.*

- Intense physical activity programs have positive effects on academic achievement, including increased concentration, improved mathematics, reading, and writing test scores; and reduced disruptive behavior.⁶
- Aerobic conditioning may help to improve memory. Exercise may strengthen particular areas of the brain and oxygen intake during exercise may enhance greater connections between neurons.⁷

3. NASPE, Executive Summary, Shape of the Nation 2001;
5. State Study Proves Physically Fit Kids Perform Better Academically. A recent study conducted by the California Department of Education (CDE) shows a distinct relationship between academic achievement and the physical fitness of California’s public school students. http://www.cde.ca.gov/mr/ne/yr02/yr02rel37.asp, Jean Blaydes Madigan www.actionbasedlearning.com
Safety procedures and safety prevention for every student at all times is the responsibility of all school personnel. Safety and safety prevention fall into two broad categories: facility safety and student safety. Both categories include activities held before, during and after school, and indoors as well as outdoors. Physical activity provides unique conditions for ensuring the safety of all students. Key components of a properly administered program include:

- Providing safe and sufficient equipment.
- Conducting the activity in a safe environment; utilizing best practices in planning, managing and supervision.
- Having procedures and the proper communication in place to respond to any emergency.
- Having the necessary knowledge to respond to individual medical and special needs.

Safe and Sufficient Equipment in All Areas

Access to Facilities and Education: The Americans with Disabilities Act (ADA) states that a public accommodation will be permitted to establish safety criteria for the operation. Also, these safety standards must be based on objective requirements rather than stereotypes or generalizations about the persons with disabilities ability to participate in an activity. ADA gives civil rights protections to individuals with disabilities similar to those provided to individuals on the basis of race, color, sex, national origin, age, and religion. It guarantees equal opportunity for individuals with disabilities in public accommodations, employment, transportation, State and local government services, and telecommunications.

Michigan Public School Swimming Pool Rules: www.michigan.gov/deq/0,1607,7-135-3313_3686_3732---,00.html

Guidelines for Facilities, Equipment and Instructional Materials in Elementary Education. A position paper from the National Association for Sport and Physical Education. In this document, the following areas are covered:
- Guidelines for facilities
- Features of outdoor facilities for physical education
- Outdoor facilities for recess and other activities
- Features of indoor facilities
- Equipment storage, marking and inventory

Playground Safety Checklist: Consumer Product Safety Commission: CPSC Document #327. For more information, call toll-free 1-888-789-PLAY or visit the KaBOOM! web site at www.kaboom.org
A Safe Environment
Utilizing Best Practices in Planning, Managing and Supervision

www.aahperd.org/naspe

Bullying: The Michigan Department of Education policy on Bullying

Creating Effective Learning Environments: The Michigan Department of Education policy on

Dance: School Health and Safety Standards for Dance Education and Dance in Physical Education.
Michiels Hernandez, B.L., Strickland, G. JOPERD. Vol 76 No.4, pp. 20-25, April 2005

NASPE position paper www.aahperd.org/naspe

Dodgeball: Position on Dodgeball in Physical Education. NASPE position paper
www.aahperd.org/naspe

Heat Exhaustion and Heat Stroke Mayo Clinic: A reputable source for a variety of medical
conditions www.mayoclinic.com

Association, adapted and reprinted with permission by NASPE.
www.aahperd.org/naspe

Safe Routes to Schools:
Provides a toolkit for schools to assist in assessing the school and school community environment
to ensure pedestrian and bike safety. www.saferoutesmichigan.org
Some of the areas addressed are:
◆ Safe street crossings
◆ Condition of sidewalks to and around the school
◆ Traffic calming
◆ Appropriate school zone warning lights and signs
◆ Pick-up and drop-off safety

Swimming and Water Safety Program Information:
American Red Cross www.redcross.org/services/hss/resources/upswim.html#top

Safety guide for physical education curriculum: Governor’s Council on Physical Fitness, Health,
and Sports (Click on “EPEC” on the left side of page to access physical education curriculum.)
www.michiganfitness.org
**Small Steps:** United States Department of Health & Human Services. Setting realistic goals to keep you safe while increasing your activities one step at a time.
www.smallstep.gov/step_3/step3_goals.html

**Sun Safety:** Michigan Model for Comprehensive School Health Education is incorporating cross-curricular sun safety activities into their curriculum. Reproducible sun-safe hand-outs are available from the American Cancer Society.
www.cancer.org/docroot/COM/content/div_Lakes/COM_11_2x_Sun_Safety_Information_for_the_Healthy_School_Action_Tool.asp?sitearea=COM

**The Use of Trampolines and Mini Tramps in Physical Education:** NASPE position paper, 2003.
www.aahperd.org/naspe

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**Emergency Communication and Responses**

First and foremost become familiar with your school’s Emergency Response Guide and create your individual emergency plans to reflect and align with the overall school emergency plan.

**Early Warning, Timely Response:** A Guide to Safe Schools
www.fema.gov/kids/safetoc.htm

**Emergency Planning:** Office of Safe and Drug-Free Schools, U.S. Department of Education

**Emergency preparedness and response:** Center for Disease Control
www.bt.cdc.gov

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**Responding to Medical and Special Needs**

- **Asthma**
  - The American Lung Association  Emergency care and school plan for asthma
    www.lungusa.org
  - Michigan Department of Education’s Management of Students with Asthma in the School Setting  www.michigan.gov/mde/0,1607,7-140-28753_29233--,00.html

- **Diabetes**
  - American Diabetes Association  www.diabetes.org/home.jsp

- **CPR and First Aid**
  - American Red Cross  www.redcross.org
  - United States National Library of Medicine and the National Institutes of Health
    Click on “Health Topics”, and then “First Aid”; also click on “Fitness” for additional valuable safety information.  www.nlm.nih.gov

Disabilities and Physical Activity

 conforme The Individuals with Disabilities Education Act (IDEA) is a federal law that governs the education of students with disabilities in the public schools. IDEA specifies physical education as a required educational service, and further defines physical education as “the development of physical and motor fitness; fundamental motor skills and patterns; and skills in aquatics, dance, and individual and group games and sports, including intramural and lifetime sports.” This provision of IDEA facilitates the participation of students with disabilities in public school intramural and interscholastic sports programs.

www.pecentral.org/adapted/idea04.html

 conforme Based on need, physical activity for students with disabilities may be delivered in a regular physical education class or in an adapted physical education class. Sometimes specialized instruction is required for students with disabilities in order to deal effectively with special learning styles and modes of communication. In addition, protective equipment, safety gear, and surfaces may require modifications to accommodate students. Teachers with national certification for adapted physical education are best equipped to design these programs. More guidelines can also be found at www.aahperd.org/naspe/

 conforme National Association on Physical Activity and Disabilities (NCPAD)

www.nepad.org

 conforme Forum of Sports, Physical Education & Recreation for those with Disabilities

www.palaestra.com
Body Composition means how much of your body is fat compared to lean-body mass, which includes muscles, bones, tissues and organs.

Body Mass Index (BMI) for Children and Teens is used to assess underweight, overweight, and risk for overweight. Children's body fatness changes over the years as they grow. Also, girls and boys differ in their body fatness as they mature. This is why BMI for children, also referred to as BMI-for-age, is gender and age specific. BMI-for-age is plotted on gender specific growth charts. These charts are used for children and teens 2–20 years of age. For the 2000 CDC Growth Charts and additional information, visit CDC’s National Center for Health Statistics.

Exercise is physical activity that is planned or structured. It involves repetitive bodily movement done to improve or maintain one or more of the components of physical fitness—cardiorespiratory endurance (aerobic fitness), muscular strength, muscular endurance, flexibility, and body composition.

Extracurricular activities refer to school-sponsored voluntary programs that supplement regular education and contribute to the educational objectives of the school.

Inactivity is not engaging in any regular pattern of physical activity beyond daily functioning.

Intramurals refers to physical activity programs that provide opportunities for all students to participate in sport, fitness, and recreational activities within their own school.

Leisure-time physical activity is exercise, sports, recreation, or hobbies that are not associated with activities as part of one's regular job duties, household, or transportation mode.

Moderate physical activity includes activities that use large muscle groups and are at least equivalent to brisk walking. In addition to walking, activities may include swimming, cycling, dancing, gardening and yard work, and various domestic and occupational activities.

Physical activity is any bodily movement produced by skeletal muscles that substantially increases energy expenditure.

Physical education refers to a planned, sequential program of curricula and instruction that helps students develop the knowledge, attitudes, motor skills, self-management skills, and confidence needed to adopt and maintain physically active lifestyles.

Physically educated person has learned skills necessary to perform a variety of physical activities; is physically fit; and participates regularly in physical activity; knows the implications of and the benefits from involvement in physical activities; values physical activity and its contributions to a healthy lifestyle.

Physical fitness is a set of attributes that persons have or achieve that relates to the ability to perform physical activity. Performance-related components of fitness include agility, balance, coordination, power, and speed. Health-related components of physical fitness include body...
composition, cardiorespiratory function, flexibility, and muscular strength/endurance. ¹

**Recess** is a defined period of time, in which elementary school children are permitted a break from the normal learning activities of the day to engage in unstructured play. Recess should be outside when possible, usually 10-20 minutes in length in the midmorning and/or mid afternoon.

**Vigorous physical activity** includes rhythmic, repetitive physical activities that use large muscle groups at 70 percent or more of maximum heart rate for age. Maximum heart rate equals roughly 220 beats per minute minus age. Examples of vigorous physical activities include jogging/running, lap swimming, cycling, aerobic dancing, skating, rowing, jumping rope, cross-country skiing, hiking/backpacking, racquet sports, and competitive group sports (for example, soccer and basketball).

**Content source:** Division of Nutrition and Physical Activity, National Center for Chronic Disease Prevention and Health Promotion


Resources for Physical Education & Physical Activity

Michigan Department of Education
December 2005
www.michigan.gov/mde

This resource is divided into the following sections:
Administration
Advocacy
Before and After School
Classroom Teachers
Community
Curriculum, Instruction, Activities
Grants
Parents
Professional Alliances
Recess
Students

Administration

American Red Cross: First Aid and CPR training www.redcross.org  www.americanheart.org

Michigan Department of Education: Through the website, the State policy on physical education, the Michigan benchmarks, standards, and grade level content expectations, Quality Physical Education Teachers document, along with other resources, are available. www.michigan.gov (Click on curriculum on the left side, then click on physical education)
State certification issues can be found on the professional preparation page: www.michigan.gov (Click on educators on the left side of the home page, then click on professional preparation on the left side)

MAHPERD: Fall convention, Summer Institute, Spring Southeast Regional Workshop. www.mimapherd.org

National Association for Sport and Physical Education: Professional development workshops and consultation services. www.aahperd.org/naspe/professionalServices/

Oakland Schools: Offer mini-workshops throughout the school year. www.oakland.k12.mi.us/resources/osmtech/pe/index.html

PE Central: Numerous resources for the physical education teacher who wants to continue to develop and grow professionally. www.pecentral.com/professional/professional.html
Sample Interview Questions for Health and Physical Educators:  
www.pecentral.org/jobcenter/interviewquestions.html

University of Michigan:  Annual physical education professional development—December of each year.  
www.kines.umich.edu/academics/pe/

Advocacy

Action for Healthy Kids:  AFHK is a nationwide initiative dedicated to improving the health and educational performance of children through better nutrition and physical activity in schools.  AFHK is composed of 51 state teams and a national coordinating and resource group. Michigan Action for Healthy Kids (MAFHK) link is on the AFHK homepage.  
www.actionforhealthykids.org

Active Youth:  Ideas for Implementing CDC Physical Activity Promotion Guidelines.  This book provides real-life examples of how the “Guidelines for School and Community Programs to Promote Lifelong Physical Activity Among Young People,” can be implemented in a wide variety of settings, from schools to hospitals to YMCAs.  
www.humankinetics.com/products/showproduct.cfm?isbn=0880116692

California Project Lean:  Is a statewide effort to increase physical activity and improve nutrition among Californians.  The project includes several components and resources that address children and teens, including brochures, tip sheets, recipes, lesson plans for use with high school students, and formative research on healthy eating and physical activity.  
www.californiaprojectlean.org

Centers for Disease Control and Prevention (CDC):  This CDC site is an essential resource for nutrition and activity issues.  Resources include: surveillance data, including maps of obesity trends, pediatric growth charts, and national campaigns.  
www.cdc.gov  (Click on health promotion on left hand side.)

Eat Smart. Play Hard:  A national nutrition education and promotion campaign designed by USDA’s Food and Nutrition Service to convey science-based, behavior-focused, and motivational messages about healthy eating and physical activity.  
www.fns.usda.gov/eatsmartplayhard/

Educational Materials Center:  The National Clearinghouse of over 500 products that support health education, safe schools, and other educational objectives.  www.emc.cmich.edu

Fit, Healthy, and Ready to Learn:  A School Health Policy Guide:  The National Association of State Boards of Education developed, with support from CDC, a practical, how-to guide to help state education agencies and local school districts establish policies related to physical activity, nutrition, and tobacco in the context of a coordinated school health program.  
www.nasbe.org/healthyschools/fithealthy.html
Healthy School Action Tool: HSAT is Michigan's preferred assessment tool which helps schools plan and make changes so that it is easier for students to make healthy food choices, be more physically active and choose a tobacco free lifestyle. Completing the HSAT allows your school to identify strengths, areas of need and to develop a realistic action plan for positive change.  
www.mihealthtools.org/schools

Internet Resources for Special Children (IRSC): The IRSC website is dedicated to communicating information relating to the needs of children with disabilities on a global basis. It includes a wealth of information on specific disabilities, laws, adapted equipment and technologies, recreation and sports, and schooling.  www.irsc.org

Kids Walk-to-School: This manual provides information and resources for community partners to increase opportunities for daily physical activity by encouraging children to walk to and from school in groups accompanied by adults. It also encourages collaboration among partners to create an environment that is supportive of walking and bicycling to school safely.  
www.cdc.gov/nccdphp/dnpa/kidswalk/index.htm

www.michiganfitness.org

Michigan Steps Up: Michigan Steps Up, the Surgeon General’s campaign to help reduce risk factors that threaten the health of Michigan citizens by increasing physical activity, improving healthy eating and reducing tobacco use and exposure to secondhand smoke. Join today and begin your journey toward better health. Free information and tips for all ages for a healthier lifestyle.  
www.michiganstepsup.org

National Association for Sports and Physical Education (NASPE): “The National Association for Sports and Physical Education seeks to enhance knowledge and professional practice in sports and physical activity through scientific study and dissemination of research-based experiential knowledge to members and the public.” This site includes information and resources to help teachers promote a quality physical education program. Information regarding the $70 million PEP grant, content standards and benchmarks in physical education and much more are available on this site.  
www.aahperd.org/naspe/
**Palaestra (Forum of Sport, Physical Education & Recreation for Those With Disabilities):** Is a quarterly publication, published in cooperation with both the U.S. Olympic Committee’s Committee on Sports for the Disabled and the American Alliance for Health, Physical Education, Recreation and Dance's Adapted Physical Activity Council. Palaestra provides a forum for the exchange of ideas and information concerning adapted physical activity for individuals with disabilities.
www.palaestra.com

**PE4Life:** A non-profit organization that sponsors training institutes for physical education and health teachers and provides on-line resources for schools to enhance physical education curriculum and to advocate for physical education. Blueprint For Change: Our Nation’s Broken Physical Education System: Why It Needs to be Fixed, and How We Can Do It Together.
www.pe4life.org

**School Health Index:** A Self-Assessment and Planning Guide (3rd Edition): This CDC tool helps schools identify strengths and weaknesses in their physical activity and nutrition policies and programs and involve teachers, parents, students, and the community in developing action plans for improving student health. There are separate versions for elementary schools and for middle and high schools.
www.cdc.gov/nccdphp/dash/SHI/

**The Learning Connection:** The Value of Improving Nutrition and Physical Activity in Our Schools: Action for Healthy Kids has issued a new report documenting how the excessive rise in poor nutrition, inactivity and weight problems is adversely affecting academic achievement and possibly costing schools millions of dollars each year. The report calls on schools to work with partners to take immediate action to address the issue, and points to current best practices in schools, school districts, and states.
www.actionforhealthykids.org

**The Role of Michigan Schools in Promoting Healthy Weight:** This publication by the Michigan Department of Education examines trends in physical activity and nutrition, implications for the learning environment, and recommendations for prevention, intervention, and establishing infrastructure to promote healthy weights.

**Walk to School Day:** This website promotes safe walking and biking to school throughout the year and during International Walk to School Day.
www.walktoschool-usa.org

**Youth Risk Behavior Survey Fact Sheets:** The Michigan Youth Risk Behavior Survey (YRBS) is part of a nationwide surveying effort led by the Centers for Disease Control and Prevention (CDC) to monitor students’ health risks and behaviors in six categories identified as most likely to result in adverse outcomes. Those categories include: unintentional injury and violence, tobacco use,
alcohol and other drug use, sexual behaviors that contribute to unintended pregnancy or disease, dietary behaviors, and physical inactivity.

www.emc.cmich.edu/YRBS/2003/

**Before and After School**

**After-School Physical Activity:** This site contains after-school games and activities for students in grades 4-8 to help them be more physically active.

www.afterschoolpa.com

**American Alliance for Health, Physical Education, Recreation & Dance (AAHPERD):**
“Promoting healthy lifestyles through high quality programs in health, physical education, recreation, and dance.” AAHPERD is the leader in information regarding Health, Physical Education, Recreation, and Dance. AAHPERD includes six sub-categories: American Association for Health Education (AAHE); American Association for Leisure and Recreation (AALR); American Association for Active Lifestyles and Fitness (AAALF); National Association for Girls and Women in Sports (NAGWS); Nation Association for Sports and Physical Education (NASPE); and the National Dance Association (NDA).

www.aahperd.org

**Centers for Disease Control and Prevention (CDC):** The CDC site is an essential resource for nutrition and activity issues. Search for: surveillance data (including maps of obesity prevalence); pediatric growth charts; and several national campaigns, like Kids Walk-to-School and Turnoff Your TV.

www.cdc.gov/nccdphp/dnpa/

**Choose Your Move:** A multi-faceted program designed as non-competitive, circuit-training workouts to be played in after-school settings.

www.michiganfitness.org

**Fitness Finders:** Here you will find everything you need to run an effective mileage club. Our mileage and reading programs have had worldwide recognition and are currently in over 6,800 schools around the country. Programs include: Feelin’ Good Mileage Club, I Love to Read, Families in Training, and Mega Mileage Club.

www.fitnessfinders.net

**Fitness Fun Forever:** The Fitness Fun Forever program is designed to allow after school and recess instructors with little or no physical education training, easily and effectively implement fun physical activities with their students. This website will cover curriculum, video clips, and instructional aspects along with methods of implementation.

http://cops.uwf.edu/copsweb/hles/fff/Fitness%20Fun%20Forever/Start_Here_.htm

**Michigan Fitness Foundation:** This is the site of the Governor’s Council on Physical Fitness, Health and Sports. It includes information on the Exemplary Physical Education Curriculum (EPEC), ACES,
Walk to School Day, and Active Community Environments. It includes publications such as a report on the Cost of Physical Inactivity in Michigan, The Importance of Physical Activity for Children and Youth, The Importance of Physical Activity for the Elderly, Skating Safe! How to Prevent In-line Skating Injuries. The Prevention of Injuries in In-line Skating. The Prevention of Injuries in Amateur Football. and The Importance of Physical Activity for Children and Adolescents.

www.michiganfitness.org

**Physical Education Resource Index:** This site provides helpful links to various sports and activities websites; i.e. American Youth Soccer Organization (AYSO), Amateur Softball Association (ASA), Badminton, The Olympic Games, etc.

www.educationindex.com/physed

**Project LEAN (Leaders Encouraging Activity and Nutrition):** California Project LEAN, from The Public Health Institute, supports several youth projects. One is Food on the Run: Your Energy Wake Up Call, a website with simple nutrition and active solutions for teens.

www.californiaprojectlean.org/

**ReCharge!:** Developed by Action for Healthy Kids in collaboration with the National Football League. ReCharge! provides students in grades 3-6 with the opportunity to learn about and practice good physical activity and nutrition habits through fun, team-based after-school activities.

www.ActionForHealthyKids.org

**Safe Routes to School:** Safe Routes to School is a national movement that makes it safe and convenient for children to bicycle and walk to school. When routes are safe, walking or biking to and from school is an easy way to get the regular physical activity children need to stay healthy.

www.saferoutesmichigan.org

**The Body Positive:** Through videos, workshops and consulting, the creators of Body Positive teach young people how to have a positive body image and a healthy relationship with food. Their recent video BodyTalk 2 (2002) is targeted at tweens (ages 8 to 11).

www.thebodypositive.org

**VERB®: It’s What You Do:** VERB is Center for Disease Control’s physical activity website aimed at tweens (ages 8 to 12). Parents, partners, and professionals who serve tweens can take advantage of VERB’s reach to tweens and the excitement the campaign is generating among this age group to get moving! This website includes resources and information to make regular physical activity “cool” for tweens and a fun thing to do.

www.verbnow.com

**THE POWER OF CHOICE:** Helping Youth Make Healthy Eating and Fitness Decisions (USDA’s Team Nutrition) “The Power of Choice” is a Leader’s Guide for after-school activities designed to guide young adolescents toward a healthier lifestyle. The Leader’s Guide has 10 interactive, sequenced sessions and four posters. A key goal is to empower preteens (ages 11-13) to make smarter choices.
that lead, for example, to improving weight management or being less sedentary.
While supplies last, single copies are available for free to organizations participating in the USDA's Child Nutrition programs. Requestors must indicate which of the Child Nutrition programs that they are participating in. The Food and Nutrition Service Team Nutrition order forms are available at: www.fns.usda.gov/tn/Resources/power_of_choice.html

**Classroom Teachers**

**Brain Breaks:** This resource, developed by the Michigan Department of Education, is a physical activity idea book for classroom teachers.
www.emc.cmich.edu/BrainBreaks

**KidsRunning.Com:** Read all about the strategies that a creative teacher has developed to incorporate healthy snacking and physical activities into elementary and special education classrooms.
www.kidsrunning.com/columns/whatkidsneed2.html

**Michigan Department of Education:**
The Role of Michigan Schools in Promoting Healthy Weight: A Consensus Paper (2001) features guidance on excessive weight and weight gain; social pressure for excessive slenderness; and unsafe weight loss practices.

**Michigan Steps Up:** Michigan Steps Up, the Surgeon General's campaign to help reduce risk factors that threaten the health of Michigan citizens by increasing physical activity, improving healthy eating and reducing tobacco use and exposure to secondhand smoke. Join today and begin your journey toward better health. Free information and tips for all ages for a healthier lifestyle. www.michiganstepsup.org

**PE Links 4 U:** Promoting Active and Healthy Lifestyles: This site includes information on the latest news regarding physical education and physical activity. The site is broken down into sections covering: elementary PE, secondary PE, adapted PE, interdisciplinary PE, technology in PE, coaching, and issues on health, fitness and nutrition.
www.pelinks4u.org/index.htm

**Public Broadcasting System (PBS):** Teacher Source: This resource is focused on health and fitness information for K-12 teachers and includes free lesson plans for health and physical education, teacher planning guides, and classroom physical and nutrition activities.
www.pbs.org/teachersource/health.htm

**Take 10:** Produced by the International Life Sciences Institute, this site provides creative strategies for increasing classroom physical activity.
www.take10.net
Community

Active Living by Design: Active Living by Design is a national program of The Robert Wood Johnson Foundation. This program establishes innovative approaches to increase physical activity through community design, public policies and communications strategies. www.activelivingbydesign.org

Safe Routes to School: This website provides tools, instructional techniques and activities, community organizing suggestions and much more at the National Highway Transportation and Safety Administration. www.nhtsa.dot.gov/people/injury/pedbimot/bike/saferouteshtml/

The Community Guide: “The Community Guide’s systematic review of the effectiveness of selected population-based interventions designed to increase levels of physical activity focused on interventions in three areas: 1) Informational approaches to increasing physical activity; 2) Behavioral and social approaches to increasing physical activity; and 3) Environmental and policy changes to increasing physical activity.” http://www.thecommunityguide.org/pa/default.htm

Curriculum, Instruction, Activities

Adapted Physical Education: Go to PE Central’s website for a complete list of resources for adapted physical education. http://www.pecentral.org/adapted/adaptedsites.html

American Alliance for Health, Physical Education, Recreation & Dance (AAHPERD): Promoting healthy lifestyles through high quality programs: AAHPERD is the leader in information regarding health, physical education, recreation, and dance. www.aahperd.org

California Department of Education Physical Education Framework: Resources for developing quality physical education programs designed to provide students with knowledge and ability needed to maintain active, healthy lifestyles. http://www.cde.ca.gov/re/pn/fd/documents/pefrwk.pdf

California Project Lean: Is a statewide effort to increase physical activity and improve nutrition among Californians. The project includes several components and resources that address children and teens, including brochures, tip sheets, recipes, lesson plans for use with high school students, formative research on healthy eating and physical activity. www.californiaprojectlean.org

EPEC: Michigan’s Exemplary Physical Education Curriculum is built around Michigan and NASPE content standards and is also strong on instruction and assessment. The EPEC materials are available for both elementary and secondary grade levels. This website covers purchase and workshop information as well as sample curriculum and instructional materials. www.michiganfitness.org/EPEC/
Definitions & Resources

**Every Rule:** One-stop search for any sport rule(s) you may need!
www.everyrule.com

**Fitness Finders:** This website provides everything you will need to run an effective mileage club. The mileage clubs, Feeling Good Mileage Club, Mega Mileage Club, and reading programs have worldwide recognition and are currently in over 6,800 schools around the country.
www.fitnessfinders.net

**Frequently Asked Questions about adapted physical education:**
http://ericce.org/faq/adapt-pe.html

**Kenai Peninsula Borough School District (Soldotna, Alaska) Curriculum:**
http://www.kpbsd.k12.ak.us/Curriculum/PE/default.htm

**Kid’s PE (PACE Express):** Developed by Pro-Fit Enterprises is a circuit training program for kids, includes a resource list and items such as video tapes, books, and circuit training equipment built for kids. www.kidspaceexpress.com/home.htm

**Michigan Association for Health, Physical Education, Recreation, and Dance (MAHPERD):** “Dedicated to promoting healthy active living through professional development and advocacy.”
www.mimahperd.org

**Michigan Department of Education:** Through the website, the State policy on physical education, the Michigan benchmarks, standards, and grade level content expectations, Quality Physical Education Teachers document, along with other resources, are available.
www.michigan.gov (Click on curriculum on the left side, then click on physical education)
State certification issues can be found on the professional preparation page:
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**Michigan Steps Up:** Michigan Steps Up, the Surgeon General’s campaign to help reduce risk factors that threaten the health of Michigan citizens by increasing physical activity, improving healthy eating and reducing tobacco use and exposure to secondhand smoke. Join today and begin your journey toward better health. Free information and tips for all ages for a healthier lifestyle.
www.michiganstepsup.org

**Michigan Team Nutrition Booklist:** The list contains short, one-paragraph annotations for over 300 books about food, healthy eating, and physical activity for children in pre-school through third grade. www.tn.fcs.msue.msu.edu/booklist.html
Moving into the Future: National Standards for Physical Education, 2nd Edition
www.aahperd.org/naspe/

National Association for Sports and Physical Education (NASPE): “The National Association for Sports and Physical Education seeks to enhance knowledge and professional practice in sports and physical activity through scientific study and dissemination of research-based experiential knowledge to members and the public.” This site includes information and resources to help teachers promote quality physical education programs. Information regarding the PEP grant, national content standards and benchmarks in physical education, and much more are available on this site.
www.aahperd.org/naspe/

National Diabetes Education Program: Has released a new publication titled, Helping the Student with Diabetes Succeed: A Guide for School Personnel. The purpose of this guide is to provide a set of practices for schools to most effectively help students manage their disease in a safe learning environment. Copies may be downloaded from the National Diabetes Education Program website: www.ndep.nih.gov/resources/school.htm or can be ordered by calling 1-800-438-5383.

PE Central: This site has information regarding physical education and health for teachers, students, and parents. PE Central’s goal is to “provide the latest information about developmentally appropriate physical education programs for children and youth.” It includes a curriculum listing lesson and assessment ideas, information about adapted PE, how to create a positive learning environment, a program called “log it” to log steps/miles with pedometers, and much more.
www.pecentral.org

PE4Life: A non-profit organization that sponsors training institutes for physical education and health teachers and provides on-line resources for schools to enhance physical education curriculum and to advocate for physical education.
www.pe4life.org

PE Links 4 U: Promoting Active and Healthy Lifestyles: This site includes the latest information regarding physical education and physical activity broken down into sections covering: elementary PE, secondary PE, adapted PE, interdisciplinary PE, technology in PE, coaching, and issues on heath, fitness, and nutrition.
www.pelinks4u.org/index.htm

President’s Challenge: This website offers the long-standing Physical Fitness tests and programs for people of all ages and abilities. As part of the Presidential Active Lifestyle Award and the all-new Presidential Champions programs, a personal activity log records activities online. Fitness File is a new & free, online tool just for educators.
www.presidentschallenge.org
Rules Central: Thousands of rules for board games, card games, hunting, fishing, women’s sports, youth sports, and a comprehensive sports resource.
www.rulescentral.com

Sports Media: An interactive PE tool – developed and maintained by an international association of university professors and teachers – which provides: interactive learning, lesson plans, links, tips, drills, activities, articles and other teaching aids for athletes, coaches, teachers, students and instructors interested in sports and physical education.
www.sports-media.org

SPARK: The New PE: SPARK training and tools promise PE classes that are more inclusive, active, and fun. SPARK offers programs for early childhood, elementary and middle school physical education, lifelong wellness, and after-school recreation.
www.sparkpe.org

The Body Positive: Through videos, workshops and consulting, the creators of Body Positive teach young people how to have a positive body image and a healthy relationship with food. Their recent video BodyTalk 2 (2002) is targeted at tweens (ages 8 to 11).
www.thebodypositive.org

VERB®, It’s What You Do: This national, multicultural media campaign encourages young people, ages 9-13 (tweens), to be physically active every day. The VERB website includes resources and information for schools and other youth-related organizations to make regular physical activity “cool” for tweens and a fun thing to do.
www.cdc.gov/youthcampaign/index.htm

Grants

Carol M. White Physical Education Program (PEP Grant) (CFDA #84.215F): Was established to help initiate, expand or improve physical education programs for K-12 students, including after-school programs. Funds can be used to purchase equipment, develop curriculum, train physical education staff, and support other initiatives designed to assist students in making progress toward meeting State standards for physical education. Applications are usually due in March of each year.
www.pecentral.org/websites/fundingsites.html

General Mills Champions Grants: Program is a Partnership of the General Mills Foundation, American Dietetic Association Foundation and President’s Challenge. Fifty nonprofit community groups across the U.S. received grants totaling $500,000 from the General Mills Foundation to support pioneering programs that help children develop lifelong nutrition and physical fitness habits.
www.eatright.org/Public/7765.cfm
Funds for Youth Nutrition and Fitness Programs: The General Mills Champions Youth Nutrition and Fitness Initiative is a partnership of the General Mills Foundation, the American Dietetic Association Foundation and the President's Challenge. Its goal is to improve youth nutrition and fitness across the U.S.
www.healthinschools.org/grants/ops214.asp

Gerber Foundation: The mission of the Gerber Foundation is to enhance the quality of life of infants and young children in nutrition, care, and development. The Foundation provides funding for national programs that have a significant impact on issues facing infants and young children.
www.healthinschools.org/grants/ops198.asp

GoGirlGo! Grant and Educational Program: Grants will provide funds to support sports and physical activity programs seeking to add new or expanded program participation opportunities for an underserved population of girls, particularly economically disadvantaged girls and girls from populations with high incidences of health-risk behaviors.
www.healthinschool.org/grant/ops199.asp

Liberty Mutual Supports Community Projects in Education, Health and Safety: The Liberty Mutual Group Corporate Philanthropy Program supports nonprofit organizations that help people live safer, more secure lives. Funding is focused on education and health and safety.
www.healthinschools.org/grants/ops234.asp

Michigan Grants and Related Resources: This website has information on 85 grants available throughout the State. Not all of the grants listed pertain to physical education, health, or physical activity.
www.lib.msu.edu/harris23/grants/privmich.htm

National Fishing and Boating Education Grants Initiative: A national program created by a partnership with The Recreational Boating and Fishing Foundation, The American Association for Leisure and Recreation and The National Association for Sport and Physical Education. They offer grants of up to $5,000 to active members of the American Alliance for Health, Physical Education, Recreation and Dance who are certified physical education teachers in public or private schools to incorporate the benefits and rewards of fishing and/or boating into their physical education curriculum.
www.futurefisherman.org

Nickelodeon Physical Activity Funds: Deadline is usually November 1 of each year. Provides the resources to create or expand opportunities for physical and healthy play in schools and after-school community-based organizations. Up to 50 grants will be awarded, ranging from $5,000 - $10,000. Grant applicants must participate in Nickelodeon’s Let’s Just Play Worldwide Day of Play (In October)
www.nick.com/all_nick/everything_nick/public_ljpgrants2.jhtml
PE Central’s Grant and Funding Information: This new resource provides information on grant proposal writing, grant resources, and currently lists eight different grant sites. [www.pegrants.com/index.jsp](http://www.pegrants.com/index.jsp) (click on the grant opportunities tab at the top of the page.)

Robert Wood Johnson Foundation: RWJ funds projects through its Active Living by Design and Active Living, Policy, and Environmental Studies national program offices. In addition, RWJ funds national surveys, projects, and studies in the area of childhood obesity and lists “halting the growing epidemic of childhood obesity” as one of its four focused objectives under its targeted portfolio. Unsolicited proposals are accepted. [www.rwjf.org/index.jsp](http://www.rwjf.org/index.jsp)

SMARTer Kids Grants for SMART Products: Deadline usually September 30. The SMARTer Kids Foundation has been bringing education technology to classrooms around the world by initiating and sponsoring programs and research that support students, teachers and schools. Grants are available for varying classroom technology in the amount of 20% to 70% of the suggested price, and are awarded on a per unit basis for qualifying SMART products. [www.smarterkids.org/k12/SMARTproducts/](http://www.smarterkids.org/k12/SMARTproducts/)

Parents

Brochures to Promote Physical Activity Among Youth: These brochures are designed to help parents, teachers, and principals get 9—13 year olds to be more physically active. Developed by CDC with funding from MetLife, they provide motivating messages and specific activity ideas for home, school, and community. [www.cdc.gov/nccdphp/dash/physicalactivity/brochures/index.htm](http://www.cdc.gov/nccdphp/dash/physicalactivity/brochures/index.htm)

CASPER: Advocates for quality physical education taught by real teachers in order to help ALL students develop the skills, knowledge and desire they need to become physically active now and for the rest of their lives. CASPER also promotes respect for the physical education profession by holding teachers and school administrators accountable for purposeful, quality physical education that is congruent with national standards and guidelines. [www.csuchico.edu/casper/](http://www.csuchico.edu/casper/)

Centers for Disease Control and Prevention (CDC): The CDC site is an essential resource for nutrition and activity issues. Search for: surveillance data (including maps of obesity prevalence); pediatric growth charts; and several national campaigns, like Kids Walk-to-School and Turn Off Your TV. [www.cdc.gov/nccdphp/dnpa/](http://www.cdc.gov/nccdphp/dnpa/)

Fitness and Kids: This company’s website offers parents a number of resources including: exercise videos for kids, current health and fitness articles, physical activity equipment, and books. [www.fitnessandkids.com/index.html](http://www.fitnessandkids.com/index.html)
Kidnetic: Sponsored by the International Food Information Council, is a product of the ACTIVATE initiative, a comprehensive outreach program designed to assist families and children in achieving healthy lifestyles through good nutrition and regular physical activity. The kidnetic website delivers current information to parents and kids. Links include: Ask the expert for questions on healthy lifestyles and recipes to make with your kids. www.kidnetic.com

Kids’ Health: This American Academy of Family Physicians website is aimed at families and has a specific parents’ link. Parents can utilize the site or links for nutrition, physical activity, and health information related to youth. www.kidshealth.org

Michigan Steps Up: Michigan Steps up, the Surgeon General’s campaign to help reduce risk factors that threaten the health of Michigan citizens by increasing physical activity, improving healthy eating and reducing tobacco use and exposure to secondhand smoke. Join today and begin your journey toward better health. Free information and tips for all ages for a healthier lifestyle. www.michiganstepsup.org

National Center on Physical Activity and Disabilities (NCPAD): The NCPAD website contains references for journal articles, newsletters, book excerpts, and hyperlinks to websites as well as NCPAD’s fact sheets on topics relating to specific activities and disabilities. It also provides national resource directories of facilities, programs, and events concerned with physical activity and disabilities. www.ncpad.org

Parent Tips for Rearing Heart-Healthy, Active Children: This American Heart Association sponsored website is geared at helping parents help children develop good physical activity habits at an early age. Information addresses heart healthy habits that parents can model for their children. www.justmove.org/fitnessnews/hfbodyframe.cfm?Target=parenttips.html

PE Central: This site has information regarding physical education and health for teachers, students, and parents. PE Central’s goal is to “provide the latest information about developmentally appropriate physical education programs for children and youth.” It includes lesson and assessment ideas, information about adapted PE, how to create a positive learning environment, a program called “log it” to log steps/miles with pedometers, and much more. www.pecentral.org

10 Steps for Parents: This USDA produced, two-sided handout for parents encourages their involvement with their children’s eating and physical activity behaviors. One side of the flyer displays the Food Guide Pyramid and promotes parents getting involved in school meals. The other side displays the Activity Pyramid and encourages parents to make physical activity a part of their children’s lives. www.fns.usda.gov/tn/Parents/index.htm
We Can!: “Ways to Enhance Children’s Activity & Nutrition” is a national program designed as a one-stop resource for parents and caregivers interested in practical tools to help children 8-13 years old stay at a healthy weight. Tips and fun activities focus on three critical behaviors: improved food choices, increased physical activity and reduced screen time. www.nhlbi.nih.gov/health/public/heart/obesity/wecan/

Professional Alliances

American Alliance for Health, Physical Education, Recreation & Dance (AAHPERD): “Promoting healthy lifestyles through high quality programs in health, physical education, recreation, and dance.” www.aahperd.org

Michigan Association for Health, Physical Education, Recreation, and Dance (MAHPERD): “Dedicated to promoting healthy active living through professional development and advocacy.” www.mimahperd.org

Michigan Dance Council: “Promoting, developing, and encouraging dance artists, public interest in dance as an art form, and the preservation of dance through collaborations, audience development, education, membership services, and performance.” www.michigandance.org

Recess


Books:

Elementary School Recess: The American Association for the Child’s Right to Play developed this resource, which provides information on elementary school recess games and activities. www.ipausa.org/elemrecessbook.htm

Fitness Fun Forever: This program is designed to allow after-school and recess instructors with little or no physical education training to easily and effectively implement fun physical activities with their students. This site covers curriculum, video clips, and instructional aspects along with methods of implementation. Uwfu.edu/sryan/start here.htm>
Definitions & Resources

National Association for Sports and Physical Education (NASPE): “The National Association for Sports and Physical Education seeks to enhance knowledge and professional practice in sports and physical activity through scientific study and dissemination of research-based experiential knowledge to members and the public.” See the guidelines for facilities, equipment, and instructional materials.
www.aahperd.org/naspe/

The American Association for the Child’s Right to Play (IPAUSA): The purpose of IPA/USA is to protect, preserve, and promote play as a fundamental right for all humans. The United Nations’ Declaration of the Rights of the Child (1959), Article 7, paragraph 3, states: “The child shall have full opportunity for play and recreation which should be directed to the same purposes as education; society and the public authorities shall endeavor to promote the enjoyment of this right.”
www.ipausa.org

Students

American Diabetes Association (ADA): The nation’s leading nonprofit health organization providing diabetes research, information and advocacy. Get into the Youth Zone! This section of the ADA website has all kinds of great stuff to help children manage their diabetes. They’ll also find fun games, tips, and links. http://diabetes.org http://diabetes.org/youthzone/youth-zone.jsp

Body and Mind (BAM): This colorful, interactive website was designed for young people to promote a variety of preventive and health enhancing behaviors. Topics addressed include physical activity, nutrition, asthma, stress, safety, injury prevention, and infectious diseases.
www.bam.gov

Michigan Steps Up: Michigan Steps Up, the Surgeon General’s campaign to help reduce risk factors that threaten the health of Michigan citizens by increasing physical activity, improving healthy eating and reducing tobacco use and exposure to secondhand smoke. Join today and begin your journey toward better health. Free information and tips for all ages for a healthier lifestyle.
www.michiganstepsup.org

President’s Challenge: This is a physical activity promotion program aimed at motivating all Americans to become more active. Children and teens have the opportunity to log their daily activity and accumulate physical activity points to receive an award.
www.presidentschallenge.org

VERB®, It’s What You Do: This national, multicultural media campaign encourages young people, ages 9-13 (tweens), to be physically active every day. This portion of the VERB website includes resources and information specifically intended for tweens.
www.verbnow.com
Quality Physical Education Program Checklist

Despite the importance of quality programs, schools are reducing time for physical education in response to demands to improve students’ academic performance. Ironically, this reduction may be having the opposite effect on academic performance, as well as students’ physical health. Every child should have the opportunity to participate in quality physical education programs and, in addition, should have daily opportunities for unstructured physical activity outside of physical education; i.e., recess.

The Michigan Action for Healthy Kids (MAFK) Coalition created this checklist to help schools assess and align their physical education programs with the Policy on Quality Physical Education that was adopted by the Michigan State Board of Education in 2003. Schools are encouraged to conduct this simple assessment of their physical education program to evaluate strengths (areas of alignment with the state school board policy) and areas that are in need of improvement (areas of non-alignment). The last step is to formulate a plan for improvement so the district is providing a quality physical education experience for all students.

How To Use The Checklist:

Text in italics is the actual state board policy. Circle a yes or no response to each statement that further clarifies the items found in the policy. Using this data, complete the Action Plan at the end of this checklist to establish a quality physical education program that meets the state school board policy.

State of Michigan
State Board of Education
POLICY ON QUALITY PHYSICAL EDUCATION

A child’s intellectual growth cannot take place without having met his or her basic physical needs. The curriculum for every child’s preschool through high school experience should include the opportunity to participate in quality physical education programs and other health-enhancing physical activity.

I. State Policy on Physical Education Programs
The State Board of Education recommends that all public schools offer physical education opportunities that include the components of a quality physical education program. Quality physical education programs positively impact students’ physical, social, and mental health. It is the unique role of quality physical education programs to provide opportunities for children to understand the importance of physical activity and to acquire skills to combat a sedentary lifestyle.

A quality physical education program addresses three critical issues: curriculum, instruction and assessment, in conjunction with an opportunity to learn and should include the following:
Appendix

Quality Physical Education Program Checklist

Curriculum

1. Has a curriculum aligned with the Michigan K-12 Physical Education Content Standards and Benchmarks.
   Yes  No  1a. There is a written, sequential curriculum. HSAT*
   Yes  No  1b. Curriculum is based on Michigan Content Standards and Benchmarks. HSAT
   Yes  No  1c. Curriculum objectives are observable and measurable.
   Yes  No  1d. Objectives are stated at each grade level.
   Yes  No  1e. The School Board has adopted the Physical Education curriculum.
   Yes  No  1f. The curriculum is reviewed and updated every 5 years.

2. Equips student with the knowledge, skills, and attitudes necessary for lifelong physical activity.
   Yes  No  2a. The curriculum includes objectives in each of these domains. HSAT
      o motor skills
      o physical fitness HSAT
      o cognitive concepts
   Yes  No  2b. All games and activities are tied to a curricular objective.

3. Influences personal and social skill development.
   Yes  No  3a. The curriculum includes objectives to enhance personal character traits
                   (e.g., best effort, following directions).
   Yes  No  3b. The curriculum includes objectives to enhance social character traits
                   (e.g., cooperation, respect for others)

Instruction and Assessment

4. Is taught by a certified physical education teacher trained in best practice physical education methods.
   Yes  No  4a. All physical education classes are taught by certified physical education
                 teachers. HSAT
   Yes  No  4b. Teachers are trained in and use physical education best practices in their classes.
   Yes  No  4c. Physical education teachers participate in professional development on a
                 regular basis. HSAT
   Yes  No  4d. Physical education teachers belong to and participate in professional organization(s).

5. Aligns curriculum, instruction, and assessment.
   Yes  No  5a. Written unit and lesson plans with objectives guide instruction.
   Yes  No  5b. Assessment of student learning is correlated to curriculum and lesson
                 objectives. HSAT
   Yes  No  5c. Assessment results are formally communicated to parents. HSAT

6. Engages students in curriculum choices that prepare them for a wide variety of lifetime activities.
   Yes  No  6a. Curricular offerings include individual activities; e.g., swimming.
   Yes  No  6b. Curricular offerings include dual sports/activities; e.g., tennis.
   Yes  No  6c. Curricular offerings include team sports/activities; e.g., soccer.

7. Keeps all students involved in purposeful activity for a majority of the class period.
   Yes  No  7a. Students are involved in purposeful activity for a majority of the class period. (HSAT)

*Questions identified by “HSAT” are also found on the Healthy School Action Tool (HSAT.) HSAT is Michigan’s preferred assessment tool which helps schools plan and make changes so that it is easier for students to make healthy food choices, be more physically active and choose a tobacco free lifestyle. Completing the HSAT allows your school to identify strengths, areas of need and to develop a realistic action plan for positive change. www.mihealthtools.org/schools
Appendix

Instruction and Assessment (continued)

8. Builds students’ confidence and competence in physical abilities.
   Yes No 8a. Competence in physical abilities is achieved through developmentally appropriate skill-based instruction.
   Yes No 8b. Student confidence is increased by creating opportunities for students to experience individual success.

9. Includes students of all abilities.
   Yes No 9a. Classroom instruction includes adaptations to the lesson to accommodate all special needs students.

Opportunity to Learn

10. Offers instructional periods totaling 150 minutes per week (elementary) and 225 minutes per week (middle and high school).
    Yes No 10a. Students receive instruction in physical education for a minimum of 150 minutes per week in elementary school. HSAT
    Yes No 10b. Students receive instruction in physical education for a minimum of 225 minutes per week in middle and high school. HSAT

11. Has a teacher to student ratio consistent with those of other subject areas and/or classrooms.
    Yes No 11a. Have a teacher to student ratio comparable with other subjects. HSAT

12. Provides facilities to implement the curriculum for the number of students served.
    Yes No 12a. Indoor facilities, sized to accommodate minimally 110 sq. ft. per/child, are clean, and free of all hazards. HSAT
    Yes No 12b. Outdoor facilities includes field space and surfaced areas, are kept cleaned and maintained, and are inspected on a regular basis.

13. Has enough functional equipment for each student to actively participate.
    Yes No 13a. There is developmentally appropriate equipment for every student to participate. HSAT
    Yes No 13b. Equipment is inspected and maintained on a regular basis.

14. Builds students’ confidence and competence in physical abilities.
    Yes No 14a. The learning environment is positive, safe, and secure, to enable student learning.

15. Includes students of all abilities.
    Yes No 15a. The needs of all children are met. HSAT

II. State Policy on Recess

16. All public schools offer daily opportunities for unstructured physical activity, commonly referred to as recess, for all students pre-K through grade six. Recess should be in addition to physical education class time and not be a substitute for physical education. Each school shall provide proper equipment and a safe area designated for supervised recess in the elementary setting. School staff should not withhold participation in recess from students or cancel recess to make up for missed instructional time. Schools should provide opportunities for some type of physical activity for students in grades seven through twelve apart from physical education class and organized sports.
    Yes No 16a. Daily recess is offered for pre-K through grade six.
    Yes No 16b. Recess is offered in addition to and not as a substitute for physical education classes.
    Yes No 16c. Recess is provided in a safe area, with proper equipment and supervision.
    Yes No 16d. School policy does not allow teachers to withhold recess from students or for the cancellation of recess to make up for missed instructional time.
    Yes No 16e. Grades 7 -12 offer some type of physical activity for students apart from physical education class and organized sports.
**ACTION PLAN**

Please use this action plan template to help you identify and address areas of concern, as you create a quality physical education program. If you answered “no” to any of the checklist questions, please prioritize and list them below along with action for change. Use the resource section for additional help with your plan of actions.

<table>
<thead>
<tr>
<th>Area of Concern</th>
<th>Area 1</th>
<th>Area 2</th>
<th>Area 3</th>
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<tbody>
<tr>
<td>Plan of Action(s)</td>
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<tr>
<td>Short term Goals</td>
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<td>Long term Goals</td>
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<td>Completion Date</td>
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Suggestions
For Adapting Activities
Although adaptations needed to participate in physical education activities vary from student to student, many general modifications apply to students with similar needs. A few suggestions are listed below.

Rules, Prompts, and Clues
- Demonstrate/Modify Activity
- Use peers as partners
- Modify time limits
- Oral Prompt
- Provide more/different space between students
- Eliminate outs/strike-outs
- Allow batter to sit in chair
- Place student with disability near teacher

Equipment
- Larger/Lighter Bat
- Scoops for catching
- Use of Velcro
- Lower goal/target
- Larger goal/target
- Mark positions on playing field
- Varying balls or equipment (size, weight, color, texture)

Boundary/Playing Field
- Decrease distance
- Use well-defined boundaries
- Adapt play area (smaller, obstacles removed)
- Simplify patterns

Actions
- Change locomotor patterns
- Modify body positions
- Modify grasps
- Reduce number of actions
- Provide frequent rest periods

Time
- Vary the tempo
- Lengthen or shorten the time
- Slow the activity pace
- Provide frequent rest periods

Modifications
For Selected Activities
There may be specific components of any given activity that pose a barrier to participation of students with disabilities. Listed below are selected activities and suggestions on how to make them accessible to students with varying abilities.

Basketball
- Use various size balls (size, weight, texture, color)
- Allow traveling
- Allow two-hand dribble
- Disregard three second lane violation
- Use larger/lower goal
- Slow the pace, especially when first learning
- If student uses wheelchair, allow him/her to hold the ball on their lap while pushing the wheelchair
- Use beeper ball, radio under basket for individual with visual impairment
Bowling
- Simplify/reduce the number of steps
- Use two hands instead of one
- Remain in stationary position
- Use a ramp
- Use a partner
- Give continuous verbal cues

Softball
- Use Velcro balls and mitts
- Use larger or smaller bats
- Use a batting tee
- Reduce the base distances
- Use Incrediballs
- Shorten the pitching distance
- If individual is in wheelchair, allow them to push ball off ramp, off lap, or from tee
- Use beeper balls
- Provide a peer to assist
- Players without disabilities play regular depth defense
- Students without disabilities count to ten before tagging out person with disability

Speech
- Give your whole attention to the person
- Allow time for person to finish speaking
- Ask shout questions that require short answers, speak normally
- Speak expressively; use pen/paper if needed
- Don't pretend to understand when you do not

Mobility
- Don't move a person's assistive device without permission
- Speak at their eye level, but do not kneel
- When giving directions, consider distance, terrain, or other obstacles

Hearing
- Look at the student and speak clearly, slowly, and expressively, with normal tone
- Get their full attention
- Use pen and paper
- Place yourself near a light source
- Don't cover your mouth
- Talk directly to the person who is deaf or hard or hearing, not the interpreter
- If you are writing a message, do not talk at the same time

Communication
Some Rules of Thumb
For students with disabilities, communication can often be a significant barrier to full inclusion in class. Below are some basic strategies to use when communicating with people with certain categories of disability.

Vision
- Orient persons to the room using specifics like “clock clues”
- Don’t shout
- Give verbal cues when conversing
- Identify yourself and others around you
- Don’t leave without saying you are doing so

Cognitive
- Allow enough time for the individual to learn and master a new task. Repetition is important
- Give one direction at a time
- Be patient and allow extra time for the person to put their thoughts together
- Give exact instructions (“be back at 12:30” as opposed to “30 minutes”)
Helpful Hints
About Teaching Materials
Many students with disabilities are not able to read or use handouts or materials that are typically given out. Below is information on a variety of alternate formats that might be used.

Large Print
◆ Double spaced, 1 inch margins on all sides
◆ Use a bold serif 16 point font for text, non-bold serif font for headings
◆ Underline instead of using italics
◆ Print single sided pages
◆ Use non-glare paper (pale yellow or buff)

Visual Aids/Lecture
◆ Visual aids should be large with bold fonts using bright, high-contrast color
◆ Visuals should always be described
◆ Provide copies or outline of presentations ahead of time

Audio/Electronic
◆ Have computer disks available for homework or other assignments to be put on disks
◆ Save information as a text file
◆ Have audio tapes on hand with tape recorder
◆ Always orally describe visuals
WHY CHILDREN NEED PHYSICAL EDUCATION

Physical education is an integral part of the total education of every child in Kindergarten through Grade 12. Quality physical education programs are needed to increase the physical competence, health-related fitness, self-responsibility and enjoyment of physical activity for all students so that they can be physically active for a lifetime. Physical education programs can only provide these benefits if they are well-planned and well-implemented.

**Improved Physical Fitness**
Improves children’s muscular strength, flexibility, muscular endurance, body composition and cardiovascular endurance.

**Skill Development**
Develops motor skills, which allow for safe, successful and satisfying participation in physical activities.

**Regular, healthful physical activity**
Provides a wide-range of developmentally appropriate activities for all children.

**Support of other Subject Areas**
Reinforces knowledge learned across the curriculum. Serves as a lab for application of content in science, math and social studies.

**Self Discipline**
Facilitates development of student responsibility for health and fitness.

**Improved judgment**
Quality physical education can influence moral development. Students have the opportunity to assume leadership, cooperate with others, question actions and regulations and accept responsibility for their own behavior.

**Stress reduction**
Physical activity becomes an outlet for releasing tension and anxiety and facilitates emotional stability and resilience.

**Strengthened peer relationships**
Physical education can be a major force in helping children socialize with others successfully and provides opportunities to learn positive people skills. Especially during late childhood and adolescence, being able to participate in dances, games and sports is an important part of peer culture.

**Improved self-confidence and self-esteem**
Physical education instills a stronger sense of self-worth in children based on their mastery of skills and concepts in physical activity. They can become more confident, assertive, independent and self-controlled.

**Experience Setting Goals**
Gives children the opportunity to set and strive for personal, achievable goals.

*National Association of Sport and Physical Education:*
www.aahperd.org/naspe/template.cfm?template=childrenPe.html
Understanding The Difference:
Is It Physical Education or Physical Activity?

With heightened attention on childhood obesity prevention efforts, there seems to be some confusion between the terms “physical education” and “physical activity.” Often the words are used interchangeably but they differ in important ways. Understanding the difference between the two is critical to understanding why both contribute to the development of healthy, active children. The National Association for Sport and Physical Education (NASPE) believes every child in the United States deserves both a quality physical education and physical activity program.

School physical education programs offer the best opportunity to provide physical activity to all children and to teach them the skills and knowledge needed to establish and sustain an active lifestyle. Physical education teachers assess student knowledge, motor and social skills, and provide instruction in a safe, supportive environment. NASPE recommends that schools provide 150 minutes of instructional physical education for elementary school children, and 225 minutes for middle and high school students per week for the entire school year. Based on sequence of learning, physical education should not be compared to or confused with other physical activity experiences such as recess, intramurals, or recreational endeavors.

A quality physical education program provides learning opportunities, appropriate instruction, meaningful and challenging content for all children, and should include:

**Opportunity to Learn:**
- Instructional periods totaling 150 minutes per week (elementary) and 225 minutes per week (middle and high school)
- Qualified physical education teachers providing a developmentally appropriate program
- Teacher/student ratio in physical education no greater than 1:25 (elementary) and 1:30 (middle/high) for optimal instruction (similar to other classroom settings)
- Adequate equipment and facilities for all students to be active at the same time

**Appropriate Instruction:**
- Full inclusion of all students
- Maximum participation and ample practice opportunities for class activities
- Well-designed lessons that facilitate student learning
- Out of school assignments that support learning and practice of learned skills
- Appropriate discipline and class management (physical activity should never be used as punishment)
- Use of regular assessment to monitor and reinforce student learning
Meaningful Content:

- Instruction in a variety of motor skills that are designed to enhance the physical, mental, and social/emotional development of every child
- Fitness education and assessment to help children understand, improve and/or maintain their physical well-being
- Development of cognitive concepts about motor skill and fitness
- Opportunities to improve emerging social and cooperative skills through physical activity and gain a multi-cultural perspective
- Promotion of recommended amounts of physical activity now and throughout life

**Physical activity** is bodily movement of any type and may include recreational, fitness and sport activities such as jumping rope, playing soccer, lifting weights, as well as daily activities such as walking to the store, taking the stairs or raking the leaves. Similar health benefits to those received during a physical education class are possible during physical activity bouts when the participant is active at an intensity that increases heart rate and produces heavier than normal breathing.

NASPE recommends school-age children accumulate at least 60 minutes and up to several hours of physical activity per day while avoiding prolonged periods of inactivity.

Opportunities to accumulate physical activity during the school day include time spent in physical education class, classroom-based movement, recess, walking or biking to school, and recreational sport and play that occurs before, during, and after school. Parents and grandparents are urged to get active with their children. The benefits of regular physical activity include:

- Reduces the risk for overweight, diabetes and other chronic diseases
- Assists in improved academic performance
- Helps children feel better about themselves
- Reduces the risk for depression and the effects of stress
- Helps children prepare to be productive, healthy members of society and
- Improves overall quality of life.

NASPE encourages parents and community members to visit the local schools to view daily developmentally appropriate physical education classes and supplementary physical activity opportunities such as recess, physical activity breaks and after school programs.

To learn more about the importance of physical education and physical activity, visit the NASPE website at www.naspeinfo.org

National Association of Sport and Physical Education

www.aahperd.org/naspe/template.cfm?template=difference.html
QUALITY* PHYSICAL EDUCATION IS THE KEY THAT OPENS THE DOOR TO PHYSICAL ACTIVITY

**Physical Education**
THE SOLID FOUNDATION
Reaching ALL Students

* Programs that teach developmentally and sequentially appropriate skills and knowledge and confidence needed to establish and sustain an active lifestyle

* Teaching & assessment of skills that are sequentially & developmentally appropriate for students to enter activities with confidence and successes leading to lifelong activity

* Quality feedback to increase skills levels and motivate student learning

* Fitness education with prescriptions for improvement to help make a difference in maintaining a healthy life

* Should reach all students

**Physical Activity**
Hit or Miss in Reaching Students

* Bodily movement

* Recreational, sports, and physical daily living activities

* 60 minutes daily

* Limited to those who choose to be active

THE KEY IS QUALITY PHYSICAL EDUCATION

* Elementary 150 minutes per week, 225 minutes per week for middle and high schools (Class size should be equal to other subject classes, as recommended by Michigan Department of Education)

* Adequate equipment and facilities for all students to be active at the same time

RESULTS

* Improves overall quality of life

* Reduces the risk of depression and effects of stress

* Reduces risk of obesity, Type II Diabetes and heart disease

* Assists in improved academic performance

THERE IS A DIFFERENCE
Michigan Action For Healthy Kids would like to thank the following partners for their dedication and contributions in developing this resource:

- Botsford General Hospital
- Dearborn Public Schools
- Genesee Intermediate School District
- Governor’s Council on Physical Fitness, Health and Sports
- Haslett Public Schools
- Kalamazoo Public Schools
- Kent County Health Department
- L’Anse Creuse Public Schools
- Livonia Public Schools
- Manchester Public Schools
- Michigan Association for Health, Physical Education, Recreation & Dance
- Michigan Department of Education
- Michigan Department of Community Health
- Michigan High School Athletic Association
- Okemos Public Schools
- Saginaw Public Schools
- South Redford School District
- United Dairy Industry of Michigan
- Warren Consolidated Schools
- Waverly Community Schools
- Williamston Community Schools

If you or your organizations would like to assist the Michigan Action For Healthy Kids Coalition, please go to www.actionforhealthykids.org and join our State team.