

PreK-5 Physical Education Guiding Philosophy



PreK-5 Physical Education Guiding Philosophy

The Shelby County Schools curriculum framework envisions all students achieving Physical Education competence, and a lasting desire to maintain total physical fitness and wellness. This will be accomplished through a strong Physical Education program that emphasizes physical development, motor development, mental development and social development. Acquiring such competence depends in large part on a clear, comprehensive, coherent and developmentally appropriate set of standards to guide curriculum expectations.

Physical Development – Physical development is an integral part of the total Physical Education program. Through a wide variety of activities students will be more physically active which will increase muscle & bone strength along with enhancing skeletal development. Included in physical development are flexibility, muscular endurance, cardio endurance and muscular strength. Involving students in daily physical activities will increase the efficiency of the heart & lungs, help to reduce body fat and control body weight. All these factors contribute greatly to the student's physical well being. Students will gain an understanding of the importance of physical development and how it contributes to maintaining a healthy lifestyle.

Motor Development – Motor development is the development of actions and coordination of a student's body along with the development of strength, posture control, balance, and perception skills.

Physical Education consists of developing all motor skills necessary for many different physical movements. Students will develop a great competency in fine motor skills, gross motor skills and movement patterns in order to perform a variety of physical activities. The development of motor skills will enhance a student's physical movement and it will allow the student to transfer those learned skills to a classroom setting and recreational activities.

Mental Development – Through the introduction of a wide variety of activities students will acquire the knowledge to understand the importance of exercise, fitness and wellness as they apply to the overall well being of a person. Students will gain the ability to relate what they have learned to making educated decisions on achieving and maintaining a healthy lifestyle. The student will gain knowledge of movement concepts, principles and strategies as they apply to learning and performing physical activities. The concept of understanding and remembering instructions and rules are valuable resources necessary throughout a student's daily life.

Social Development – Some of the social skills that a student will develop through Physical Education include, but are not limited to, respect, cooperation, communication, teamwork and sportsmanship which are important components of the curriculum. Engaging in physical activities allows for social interaction among peers as well as learning the spirit of working together for a common goal and fair play. Through Physical Education students are given the opportunity for self expression, self confidence and stress relief along with acquiring personal responsibility and social behaviors that are necessary to perform physical activities and to lead a positive life style.

Guiding Instruction Overview

Recommendations for an Elementary Physical Education Classroom – a list of the “tools” and equipment that are recommended for an effective Physical Education classroom.

Elementary Instructional Block Model – a model and explanation of a 40 minute lesson.

Learning Walk Forms – a copy of the forms that will be used on learning walks to help with the understanding of what is seen, heard and expected during each type of learning walks.

Elementary Pacing Guide for the Year – an overview of the grade K-5 curriculum.

Recommendations for an Elementary Physical Education Classroom

According to NASPE guidelines, a high-quality physical education program includes the following components: opportunity to learn, meaningful content, and appropriate instruction. Under opportunity to learn, adequate equipment and facilities is recommended. (See Opportunities to Learn Standards for Quality Elementary Physical Education Document, NASPE/COPEC.) The following is a list of equipment that every elementary physical education class should have access to:

- | | |
|--------------------------------------|---------------------------------|
| 1. Balance Beams | 23. Jump ropes- long and short |
| 2. Balance Boards | 24. Mats |
| 3. Ball Inflator | 25. Measuring Tape |
| 4. Balloons | 26. Nets for Standards |
| 5. Basketballs- junior size | 27. Paddles |
| 6. Basketball Goals | 28. Parachute |
| 7. Bats- plastic | 29. Pinnies/Vests |
| 8. Batting Tees | 30. Playground Balls- all sizes |
| 9. Beach Balls | 31. Radio with CD player |
| 10. Bean Bags | 32. Rhythm Sticks |
| 11. Bowling Pins | 33. Scarves |
| 12. Bowling Balls | 34. Scoops |
| 13. CDs- children's favorites, dance | 35. Scooter Boards with handles |
| 14. Clipboards | 36. Soccer Balls |
| 15. Cones- different sizes | 37. Spotmarkers |
| 16. Dice | 38. Standards |
| 17. Equipment Bags/Buckets | 39. Stopwatch |
| 18. First Aid Kit | 40. Tennis Balls- nerf/foam |
| 19. Footballs- nerf | 41. Tennis Racquets- youth |
| 20. Hockey Pucks- Styrofoam | 42. Volleyballs- trainer |
| 21. Hockey Sticks- foam blade | 43. White Board/Bulletin Board |
| 22. Hula Hoops | 44. Yarn Balls/Fleece Balls |

Elementary Physical Education Instructional Block Model

Introduction: The introduction includes the focus of the day's lesson. Standards and benchmarks for the lesson are discussed with students.

Lesson Core - The lesson core is a continual process used to ensure skill progression as new skills are added to the lesson and refinement is made to existing skills.

Initial Instruction – This is where the teacher explains, models and demonstrates the skill/activity and the rules for the activity.

Practice – Students are actively involved in the skill/activity working on the criteria introduced during initial instruction.

Refinement – Teacher coaches students, corrects skill performance and encourages mastery of the skill. This coaching may be in the form of individual, small group or whole group refinement.

Assessment – Assessments are occurring throughout the lesson core as this feedback is used to refine student performance. Additional assessment may occur through performance, written or oral communication. (higher order thinking questions; compare and contrast two or more elements, activities, movements, skills or applications)

Closure – Review of the learning standards, collection of equipment, and summary of class performance.

Guides to Classroom Visits

The purpose of the Guides to Classroom Visits is to align the district curriculum by monitoring the classroom environment, instruction, and learning.

Elementary Physical Education Learning Walk

Classroom Environment Walk

Learning Walk Focus: ***Classroom Environment:***

Classroom observations of physical education at the elementary school level should be conducted as a benchmark assessment. The elementary physical education scope and sequence, standards and assessment practices are detailed in the Shelby County Schools Elementary Physical Education Learning Outcomes.

School: _____ Classroom: _____ Class Size: _____
 Grade/Subject: _____ Date/Time: _____ SPED/ELL: _____

Standard(s) Addressed:	Evidence
<p><i>(Does teacher have and use adequate indoor and outdoor facilities?)</i> How does the design of the environment support student learning?</p> <ul style="list-style-type: none"> • Is the activity being taught appropriate for the facility? • Is space and equipment utilized properly and safely? • Is there evidence of grade level curriculum materials in use? • Is there evidence that the elementary physical education scope and sequence is being followed? • Is time managed effectively with good lesson flow? • Is the use of space and equipment maximized? • Is a positive learning environment maintained? • Are the diverse needs of students being addressed by the ELL/Sped. Para? • Other 	
<p>Curriculum Materials: <i>What is the evidence of grade-level curriculum materials in use?</i></p> <ul style="list-style-type: none"> • Elementary Physical Education Learning 	

<p>Outcomes and Assessments</p> <ul style="list-style-type: none"> • _____ Elementary Physical Education Scope and Sequence • Text – “Children Moving” • Michigan Model For Comprehensive School Health Education • Age and activity appropriate physical education materials and equipment • Other 	
<p>Teacher Resource Materials: What teacher resource materials are available?</p> <ul style="list-style-type: none"> • Massachusetts Comprehensive Health Education Framework • Shelby County Schools Elementary Physical Education Learning Outcomes • SCS Scope and Sequence or Curriculum Guide • Text – “Children Moving” • Internet Resource 	

Guides to Classroom Visits

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***Elementary School Physical Education Guide to Classroom Visits
Classroom Instruction Walk***

Learning Walk Focus:

Classroom observations of Physical Education at the elementary school level should be conducted as a benchmark assessment. The Physical Education scope and sequence, standards and assessment practices are detailed in the Springfield Public Schools Elementary Physical Education Standards document.

School: _____ Classroom: _____ Class Size: _____
 Grade/Subject: _____ Date/Time: _____ SPED/ELL: _____

<u>Standard(s) Addressed:</u>	<u>Evidence</u>
<p><u>Classroom Environment:</u> <u>(Does teacher have adequate indoor and outdoor facilities?)</u> <i>How does the design of the environment support student learning?</i></p> <ul style="list-style-type: none"> • Is the activity being taught appropriate for the facility? • Is space and equipment utilized properly and safely? • Is there evidence of grade level curriculum materials in use? • Is teacher actively monitoring instruction? • Is specific skill and behavior feedback given? • Are emotional and physical safety issues addressed? • Does instructor react to misbehaviors appropriately? • Are there materials for differentiated instruction? 	

<p><u>Instructional Modes Specific to Student Needs:</u> <i>What evidence of differentiated instruction is observed in the classroom?</i></p> <ul style="list-style-type: none"> • Teacher-assisted large group/small group • Partner work • Independent work • Modifications of instruction are appropriate for students needs • Students are fully involved and on task • Students are encouraged to achieve and excel • Vigorous physical activity time is maximized • Activities are designed to maximize the number of students participating. (full class participation) • Students engaged in the use of appropriate technology resources • Other 	
<p><u>Instructional Practices Observed:</u> <i>What specific instructional practices are observed in the classroom?</i></p> <ul style="list-style-type: none"> • Effective explanation • Modeled lesson • Individual coaching • Team and or partner work • Higher Order Thinking Questions • Other 	
<p><u>Classroom Support:</u> <i>What is the instructional role of other adult(s) in the facility?</i></p> <ul style="list-style-type: none"> • Teacher • Para • Other 	

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Elementary Physical Education Guide to Classroom Visits

Lesson Walk

Classroom observations of physical education at the elementary school level should be conducted as a benchmark assessment. The physical education scope and sequence, standards and assessment practices are detailed in the Springfield Public Schools Elementary Learning Outcomes.

School: _____ Classroom: _____ Class Size: _____
 Grade/Subject: _____ Date/Time: _____ SPED/ELL: _____

<p><u>Standard(s) Addressed:</u> Statement in Lesson Plan:</p>	<p><u>Evidence</u></p>
<p><u>Desired Results (Scope and Sequence):</u> <i>How do you know that students are connected to and engaged in this learning standard?</i></p> <ul style="list-style-type: none"> • Lesson is well planned & follows SCS Elementary Physical Education Scope and Sequence • Learning objectives are clear and measurable. • Facility and equipment are set up to maximize time on learning 	
<p><u>Instructional Practice Observed:</u> <i>What Physical Education Learning Outcomes are being addressed?</i> <i>What specific instructional practice(s) are the teacher and students doing?</i></p> <ul style="list-style-type: none"> • Emphasis is on skill acquisition • Effective explanation of skills/activities • Presentation is developmentally appropriate with guided questions to stimulate thinking • Appropriate teaching style utilized • Oral and written communication is clear are discussed with students <p><u>Delivery of Instruction</u></p> <ul style="list-style-type: none"> • Knowledge of content is evident • Effective explanation of skills/activities/rules • Teacher/students model expectations • Oral and written communication is clear 	

<p>Student Engagement</p> <ul style="list-style-type: none"> • Students are fully involved and on task • Students are encouraged to achieve and excel • Vigorous physical activity time is maximized • Activities are designed to maximize the number of students participating. (full class participation) <p>Assessment</p> <ul style="list-style-type: none"> • Student performance is assessed formally and informally • • Attention is paid to significant behaviors and learning differences of students • • Assessment is on-going – during and after lesson and adjustments are made • Assessment may be performance, written or oral communication Higher order thinking questions. Comparison of two or more objects, skills, applications, performances or strategies <p>Closure</p> <ul style="list-style-type: none"> • Effective collection of equipment and supplies • Review of learning outcomes, performance and social behaviors • Overview of next lesson given 	
<p>Essential Questions for Teachers:</p> <ul style="list-style-type: none"> • What is the connection between the student’s motivation and the standard being addressed? • What are you doing? (the work) • Why are you doing this? (the standard) • How do you know when your work is good? (the rubrics) • What do you do if you need help? (the safety net) 	
<p>What is the evidence that the students have learned the standards?: Evidence may include : Student performance as an individual and/team, written assessment or oral communication</p>	

Prek-5Scope and Sequence (Sample)

	August	September	October	November	December	Jan	Feb	March	April	May
Pre K	Movement Concepts-space awareness effort relationships Locomotor Skill	Cooperative Games	Throwing & Catching	Balancing Transferring Wt. Rolling Jumping & Landing	Hand Dribbling	Educational Gymnastics		Striking-hands	Kicking & Foot Dribbling	
K	Movement Concepts-space awareness effort relationships Locomotor Skill	Cooperative Games	Throwing & Catching	Balancing Transferring Wt. Rolling Jumping & Landing	Hand Dribbling	Rhythms & Dance	Fitness Volleying	Striking-hands paddles	Kicking & Foot Dribbling	Year End Review/ Assessment
1	Movement Concepts-space awareness effort relationships Locomotor Skills (LS) M	Cooperative Games	Throwing & Catching	Balancing Transferring Wt. Rolling Jumping & Landing	Hand Dribbling	Rhythms & Dance	Fitness Volleying	Striking-hands paddles	Kicking & Foot Dribbling	Year End Review/ Assessment
2	Movement Concepts-space awareness effort relationships Locomotor Skills (LS) R	Cooperative Games	Throwing & Catching	Balancing Transferring Wt. Rolling Jumping & Landing	Hand Dribbling	Rhythms & Dance	Fitness Volleying	Striking-hands paddles	Kicking & Foot Dribbling	Year End Review/ Assessment
3	Movement Concepts & LS Chasing, Fleeing, & Dodging Review	Cooperative Games	Throwing & Catching	Balancing Transferring Wt. Rolling Jumping & Landing	Hand Dribbling	Rhythms & Dance	Fitness Volleying	Striking-short long	Kicking, Foot Dribbling, & Punting	Year End Review/ Assessment
4	Review Movement Concepts & LS Chasing, Fleeing, & Dodging	Cooperative Games	Throwing & Catching	Balancing Transferring Wt. Rolling Jumping & Landing	Hand Dribbling	Rhythms & Dance	Fitness Volleying	Striking-short long	Kicking, Foot Dribbling, & Punting	Year End Review/ Assessment
5	Review Movement Concepts & LS Chasing, Fleeing, & Dodging	Cooperative Games	Throwing & Catching	Balancing Transferring Wt. Rolling Jumping & Landing	Hand Dribbling	Rhythms & Dance	Fitness Volleying	Striking-short long	Kicking, Foot Dribbling, & Punting	Year End Review/ Assessment

Monthly Plan Book Overview

General Physical Education Vocabulary – a list of words commonly used during physical education classes.

Characteristics of Six Instructional Approaches – provides an overview of a few of the techniques used by physical education teachers to create active learning experiences for children.

Unit Planning– a look at each month's standards and resources for implementing them.

General Physical Education Vocabulary

<p>Space Awareness backward behind body parts clockwise close close to control counterclockwise curved directions down far forward front general space high large left low middle movement near pathways right self-space small straight up zigzag</p> <p>Effort bound fast flow force free light slow strong sudden sustained time</p>	<p>Relationships alone along alongside around behind contrast far following groups in front of leading left matching meeting mirroring narrow near non-symmetrical off on over parting partners right round solo surrounding symmetrical through twisted under unison wide with object with people</p>	<p>Non-manipulative Skills balancing body parts curling jumping landing rolling stretching transferring weight turning twisting</p> <p>Manipulative Skills catching collecting dribbling equipment kicking left punting right rolling sideways striking traveling throwing volleying</p> <p>Locomotor Skills chasing dodging fleeing galloping hopping running skipping sliding traveling walking</p>
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Characteristics of Seven Instructional Approaches

Instructional Approach	Goal	Teacher Skills	Student Characteristics	Content	Context
Direct Instruction	Efficient skill learning	Clarity	Control-level learners New Students	Special Skills	Whole Class
Task teaching	Skill learning + independence	Ability to Monitor Multifaceted Environment	Independent working skills	Already learned a new skill-self assessment Product oriented task	Large spaces
Guided discovery	Skill learning + Transfer problem solving	Questioning	Pre-control level learners All learners with new content	Concept learning	Whole class
Cooperative learning	Skill learning + Group interdependence; Individual responsibility	Ability to design meaningful tasks	Independent working skills	Complex sequences; basic skills	Groups
Child-designed instruction	Skill learning + self responsibility	Ability to guide and monitor	Ability to use time wisely; independent working skills	Application of learned skills	Groups
Peer teaching	Skill learning + cooperation	Active monitoring	Independent working skills	Simple, clear cues; limited performance	Large Groups Large spaces
Modeling	Skill development and muscle transfer	Demonstration Repetition	Ability to mirror skill and transfer knowledge	Application of learned skills	Small groups

Chart modified from Children Moving, by George Graham, Shirley Ann Holt/Hale, Melissa Parker

Year End Review

Physical Health Strand

Students will recognize decisions that all individuals will make with respect to their bodies in daily living and identify the relationships among actions, conduct and wellness.

Through the study of motor skill development students will:

- 2.1 Apply movement concepts including direction, balance, level (high, low), pathway (straight, curve, zigzag), range (expansive, narrow), and force absorption (rigid, with bent knees) to extend versatility and improve physical performance.
- 2.2 Use a variety of manipulative (throwing, catching, striking), locomotor (walking, running, skipping, hopping, galloping, sliding, jumping, leaping), and non-locomotor (twisting, balancing, extending) skills as individuals and in teams.
- 2.3 Perform rhythm routines, including dancing, to demonstrate fundamental movement skills.
- 2.4 Identify physical and psychological changes that result from participation in a variety of physical activities.
- 2.5 Explain the benefits of physical fitness to good health and increased active lifestyle.
- 2.6 Identify the major behaviors that contribute to wellness (exercise, nutrition, hygiene, rest, and recreation, refraining from using tobacco, alcohol, and other substances).
- 2.7 Demonstrate responsible personal and social conduct used in physical activity settings.

During the last month of the year, the grade level standards for physical education will be reviewed. The following two formats are suggested. Teachers may review and/or reinforce any unit content that they feels require further instruction, in addition to the pacing guide suggestions. The first format, explained in detail below refers to stations. It would divide the standards up into 3 lessons and use stations to reinforce skills and knowledge. The second format is the PE Challenge, with appropriate adaptations to meet the needs of our benchmarks, would be used to review unit content.

Year End Review

Year End Review – Stations

(Suggestions that are not specifically found in Children Moving)

Below are samples of lessons which can be used in the month of June. The idea is to work on a benchmarks with stations that can review the learning outcomes. The activities would be made up of skills covered within the actual units, students should be familiar with these skills previously taught.. For instance, if a modified volleying game was part of your volleying unit that would be one of the stations. This may mean that simple explanations and key reminders be available at each station but can be made and posted during the actual teaching of the unit (and also become a part of our word wall, posted learning outcomes display).

Lesson 1: Focus on 2.1 – levels, pathways, directions, relationships, etc.

- Grades 4 & 5:
 - o Stations could be various tag games that force students to use change of speed, direction, fakes, etc. to be successful.
 - o Stations could be student designed obstacle courses to meet specific relationship, direction, level requirements.

- **Grades 2 & 3:**
 - o Teacher creates obstacle course, students create solution of how to move through them with knowledge of relationships, levels, etc.
- **Grades K & 1:**
 - o Pathway maps
 - o Teacher designed obstacle course that challenges students to practice various space awareness concepts.

Lesson 2: Focus on 2.3 – throw/catch, volley, kicking/dribbling, striking, dribbling, etc

- **Grades 4& 5:**
 - o Modified games that served as culminating activity for unit serve as stations.
- **Grades K, 1, 2, & 3:**
 - o Challenges that used within units that encourage students to continue to practice the skill – even modified games can be tough as students will be at stations and will need to monitor selves.

Lesson 3: Focus on 2.4, 2.5, 2.6:

For all grades, this could be your fitness assessment, in varying forms.

- **Grades 4 & 5:**
 - o The President’s Physical Fitness Challenge with homemade equipment and score sheets. Teachers select activities that they have time and space for and use the norms found in the book for students to compare their personal fitness to and make fitness goals.
- **Grades 2& 3:**
 - o Knowledge based assessments. Do they know the components? Can they categorize an activity they perform into one of the components?
 - o Participate in various activities designed to promote fitness

Year End Review

- **Grades K &1:**
 - o Participate in various activities designed to promote fitness.

For 2.3, the focus is on rhythms and dance. A quick familiar dance (Bunny Hop) can be incorporated into L1, L2, and L3 as a warm-up to reinforce that benchmark.

For 2.7, it would inherently be reinforced, reviewed in all the review lessons. Students will be expected to exhibit respect for self, others, and equipment.

Year End Review – PE Challenge
www.pecentral.org

Balance Shuffle

Task Description:

This is for two children. One child stands on one end of the board and the other on the opposite end of an eight foot long 2" x 4" board placed on the ground (the 4" side goes on the ground or floor). The board is marked with lines twelve inches from each end. Children start and finish behind the lines at opposite ends. When they switch they travel to the mark on the opposite end of the board before starting back to their original positions. Each child travels to the opposite end of the board and then back without falling off or touching any body part to the ground.

Equipment:

- A straight (non-warped) 8 ft. length 2" x 4".
- A line (tape/paint) on each end of the board twelve inches from each end.

Measurements:

- There is no limit to the number of attempts or time allowed to complete this challenge.
- Children start at separate ends of a 2" x 4", behind lines.
- Children travel on the 4" side of the board.
- The two students use each other for balance to switch places or travel to the opposite end of the board without falling off the board or without touching the ground with any body part

Starting and Stopping:

- There is no time limit. Children can take as long as they need to complete the task.
- The challenge starts over once a body part touches the ground.

Year End Review

Challenge Diagram:

1 and 2 represent the youngsters and their positions on the 2" x 4" board.

(Diagram 1) (Diagram 2) (Diagram 3) (Diagram 4)

 1 2 12 21 2 1

Start Travel to middle Switch positions Travel to end

- This task requires critical thinking and problem solving by the two children and therefore takes some time as they work out the various ways to travel from one end of the board to the other.
- Students are encouraged to work cooperatively to find various ways to solve this challenge.

Performance Cues:

- Walk slowly and keep eyes on partner.
- Keep arms extended to your side for balance.
- Talk and work together to solve the problem.

Practice Tasks:

- Practice on a wider surface (i.e., 2" x 6", a low balance beam, a line on the floor, a bench or a bleacher).
- Balance activities and cooperative games or initiatives.

Grade Assignment:

- Kindergarten & 1st Grade: Must walk across and back to original spot on beam without stepping off, also add cones or bean bags for students to step over.
- 2nd to 5th should follow regular directions.

Benchmarks:

Kindergarten: Travel along a low level object without falling

1st Grade: Balance for 3 seconds on various body parts maintaining stillness.

2nd Grade: Balance, demonstrating momentary stillness, in symmetrical and asymmetrical shapes on a variety of body parts.

3rd Grade: Balance for 3 seconds in symmetrical and non-symmetrical shapes on a variety of body parts.

4th Grade: Move clock/counter clockwise in cooperative activities.

5th Grade: Move clock/counter clockwise in cooperative activities.

Year End Review

Partner Throw and Catch

Task Description:

Throw and catch an object with your hands with a partner 30 times in a row without a miss from a distance of 25 feet. Both catches and throws must be made behind the line. If the throw or catch is not made past the line or a throw is dropped the task must be started again. Each youngster will complete 15 throws and 15 catches for a total of 30.

Area:

- Students must be 25 feet apart when they perform the task and distances must be clearly marked (i.e., with tape, rope, line in ground, etc.).
- Challenge can be attempted inside or outside.
- Underhand or overhand throws can be used

Equipment:

- Students may use any type of object/ball (i.e., beanbags, tennis balls, yarn balls, Koosh balls, footballs, etc.) when performing this challenge.
- Use tape, rope, cones or some other way to designate the 25 foot distance for the two children.

Challenge Diagram:

Challenge Comments:

- Students may choose to throw underhand or overhand.
- Students can catch the ball in any way they prefer (e.g., one hand or two hands).
- Students may NOT use a baseball or softball glove to complete this challenge.

Performance Cues:

Cues for the Overhand Throw:

- "Side to target": Point non-throwing side/shoulder to the target (i.e., if left handed thrower, point right shoulder/side towards target).
- "Arm way back": Throwing arm way back behind head.
- "Step": Step with your opposite foot towards target (i.e., if throwing with left hand, step towards target with your right foot).
- "Follow through": Follow through by letting your throwing arm come across the opposite side of your body.

Cues for the Underhand Throw:

- "Face the target": Belly button should be pointing to the target.
 - "Step": Step with your opposite foot towards the target (i.e., if throwing with right hand, step towards target with your left foot)
- Year End Review Bowling
- "Bowl the ball": Use a pendulum arm motion with the arm you are throwing with (i.e., like you are bowling).
- "Follow through": Follow through to the sky or ceiling with hand your throwing hand.

Catching Cues:

- "Track": Track the ball with your eyes all the way into your hands.
- "Reach": Reach arms towards ball.
- "Give": Give with ball as ball hits hands to make it a soft catch.
- "Pinkies and Thumbs": Pinkies together if ball is below waist. Thumbs together if ball is above waist.
- "Quick Feet": Move your feet quickly to get into position to catch the ball.

Practice Tasks:

- Have students throw and catch with a partner so their partner doesn't have to move to catch the object thrown. To begin, start at a distance that is comfortable for them and their partner.
- Start with an underhand throw and then progress to the overhand throw.
- Throw a ball against a wall and catch the rebound. In order to perform this task students need wall space. Make sure that the students are spread out along the wall space. Carpet squares are helpful reminders for establishing personal space. At their carpet square, have students throw the ball against the wall and catch it on the return.
- In their own personal space, have students throw a beanbag (or other type of object) up in the air and catch it. Students can be challenged during this task by throwing and catching the ball

at a high, medium, and low level, throwing and catching the ball with opposite hands, or throwing the ball into space and moving to catch it.

Grade assignment:

Kindergarten: Throw and catch a self-tossed ball, making 5 successful throws & catches each. **1st grade:**

Throw and catch a self tossed ball making 10 successful throws and catches. **2nd grade:** Throw and catch from 15ft. each student making 10 successful throws and catches. **3rd grade** throw and catch from 20ft. each student making 15 successful throws and catches. **4th & 5th grade** should follow regular directions.

Benchmarks:

Kindergarten: Toss a ball and catch it before it bounces twice.

1st Grade: Catch a self-tossed ball before it bounces.

2nd Grade: Catch using properly positioned hands, gently thrown ball.

3rd Grade: Consistently catch a ball tossed from a partner.

4th Grade: Consistently catch a thrown ball at various levels while moving.

5th Grade: Consistently catch a thrown ball at various levels while moving in a game situation.

Year End Review

Volley Up

Task Description:

Three students stand in a triangle formation three giant steps from each other. The challenge is to volley a

ball (not a beach ball or a balloon) 10 times in a row without the ball hitting the ground. Each student must contact (volley) the ball at least twice but may not strike it twice in a row.

Equipment:

- Ball that can be easily volleyed, e.g. foam ball, lightweight volleyball, volleyball trainer ball, etc., cannot be a balloon or beach ball.
- Area: This challenge can be performed either indoors or outdoors. On windy days, however, it can be more difficult to successfully complete this challenge outdoors.
- **Starting and Stopping:**
- Have the three students stand shoulder-to-shoulder facing each other and then take 3 giant steps back.
- One student with the ball initiates the activity by tossing the ball to him/herself or by tossing the ball to another group member.
- The initial toss does not count as a volley.
- The students may only use their hands and/or arms to volley.
- If a student hits the ball twice in succession (a double hit) they start the challenge again.

Challenge Diagram:



Students stand shoulder to shoulder.

Then, they take 3 giant steps back.

Challenge Comments:

- There is no limit to the number of attempts in order for a group to successfully complete the task.
- Students are encouraged to "move to the ball" after the initial toss.
- To satisfactorily complete the challenge, a student must be a part of a group that successfully volleys a ball at least ten times in a row as described above.
- Students may be members of more than one group, so it is possible fo

Year End Review

Practice Tasks:

- Have students continuously volley balloons, beach balls or light weight balls to themselves against a wall or to themselves.
- Have partners volley balloons, beach balls or light weight balls back and forth to each other. If students have difficulty with this task, allow the ball to bounce once in-between passes. To challenge students, have them volley across a net or a rope strung between two chairs.
- Have students volley a ball, let it bounce once, and then move quickly to the ball for another volley. The idea is to travel from one point to another by repeating this task.
- Have one partner stand at the volleyball net or a rope between two chairs. The other partner stands at the service or end line holding an inflated balloon (about 10 feet distance).The student holds the balloon up high and when the other student "sees" the balloon has been dropped, he/she runs toward the balloon and tries to "Keep It Up" (remember to use hands and/or arms only).
- Increase or decrease the distance as needed to ensure the task is challenging, yet can be successfully performed by the students.

Grade Assignment:

Kindergarten & 1st Grade should use a balloon and volley the balloon 5 times using different body parts.

2nd Grade should use a balloon and have partners hit the balloon to each other 10 times without the balloon falling to the ground. 3rd to 5th grade should follow regular rules.

Benchmarks:

Kindergarten: Volley a light weight object (balloon) with different body parts.

1st Grade: Volley a light weight object continuously using a variety of body parts.

2nd Grade: Use at least 3 different body parts to volley a ball towards a target.

3rd Grade: Continuously volley a ball in a small group.

4th Grade: Volley an object continuously with a partner.

5th Grade: Volley an object continuously with a partner over a low net

Jump that Rope

Task Description:

Jump a single rope continuously (rope must remain in a constant turning motion) for 90 seconds without a miss.

Equipment:

- **1 jump rope and stopwatch.**

Area:

- **Any open space with a smooth surface.**

Starting and Stopping:

- **Students start when ready. Anytime the rope stops moving before 90 seconds has elapsed, have the students stop, and begin the task again.**

Year End Review Challenge Comments:

- **There is no limit to the number of attempts to satisfactorily complete this challenge.**
- **Allow movement while jumping. Students do not need to stay on the same spot to complete this challenge.**
- **Allow jumping of any style (forwards or backwards, one foot or two feet, switching feet, skipping, tricks, etc.), however the rope must pass under the student's feet.**
- **Make sure the jump rope chosen is not too long or too short. To determine the correct length of a jump rope for an individual step with both feet together on the middle of the rope. The rope handles should come up to the armpits.**

- **Performance Cues:**
 - **"Jump Low": High jumps will fatigue students quickly.**
 - **"Bounce": Keep knees bent and bounce off the balls of the feet.**
 - **"Eyes & Nose": Look straight ahead and jump as the rope passes the nose.**
 - **"Elbows In": Keep elbows close to side of body and turn rope with wrists instead of arms.**

- **Practice Tasks:**
 - **Have two students get a long rope and gently swing it back and forth. A third youngster stands in the middle and practices jumping.**
 - **Have children practice turning a single rope over their head, stop it at their feet, and then step over it. Encourage them to increase the speed as they feel more comfortable and, eventually, begin jumping.**
 - **Have students practice turning the rope by placing both handles in one hand and turning the rope at their side. This can help them practice the timing needed to jump over the rope successfully.**

Grade assignment:

For kindergarten & 1st grade have two people hold a low swinging rope while one student jumps over and back 5 times. For 2nd grade have two people twirl rope while one student jumps or students can jump independently for 30 seconds. 3rd to 5 should follow regular directions.

Benchmarks:

Kindergarten: Jumps over a low level stationary object and has a safe balanced landing.

1st Grade: Jump over a low swinging rope held by others.

2nd Grade: Continuously jump a rope turned by others.

3rd Grade: Jump over a self-turned rope consistently.

4th Grade: Jump over a self-turned rope consistently in a variety of ways (criss cross, 1 foot, backward)

5th Grade: Jump over a self-turned rope a minimum of 30 times within 1 minute

Paddle Strike

Task Description:

Strike a ball with a short or long-handled paddle or racket in the air continuously for 60 seconds to your self while remaining in a 3-4 foot diameter space, e.g. hoop, jump rope formed into a circle. The circle must remain stationary for the entire 60 seconds.

Equipment:

- Short or long-handled paddles (foam, plastic, wooden)
- Short or long-handled lightweight rackets
- Ball (foam, tennis, yarn, whiffle, etc.)
- Hoops or jump rope (to mark diameter on ground)
- Stopwatch

- **Measurements:**
- Place hoop or jump rope formed into a 3-4 foot diameter circle on the ground. Both feet must remain in the hoop at all times during this challenge. The circle must remain stationary during the task.
- If students step outside of the circle or miss a strike, please have them start the challenge over.

- **Starting and Stopping:**
- Administer the challenge using either hand ("Go" hands up and "Stop" hands down) and/or verbal
- Go and Stop signal.

- **Challenge Comments:**
- There is no limit to the number of attempts to satisfactorily complete this challenge. To increase participation, consider setting up several striking stations.
- Tennis-sized foam balls, yarn balls and short-handled rackets are recommended for better ball

- control.
- Performance Cues:
 - "Grip": Use shake-hand grip to hold the paddle/racket.
 - "Bend Knees": Keep your knees slightly bent.
 - "Firm Wrist": Wrist stays firm.
 - "Strike": Strike the ball upward and keep the paddle in a "flat" position.
 - "Flat racket/paddle": Face of paddle/racket points to the sky or ceiling.
 - "Strike": Strike the ball upward in front of body.
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- Practice Tasks:
 - Strike upward a ball suspended with a rope.
 - Strike a balloon upward with a lightweight paddle.
 - Balance balls and objects on a paddle while remaining stationary or traveling.
 - Strike a ball in the air continuously with a paddle.

Grade Assignment:

- Kindergarten & 1st grade: Use a short handled paddle or hand and a balloon. Must strike object 5 times and can travel around. 2nd grade will use a paddle and hit a ball 5 times to a wall continuously. 3rd grade will continuously strike a ball for 20 seconds. 4th & 5th grade will follow regular directions.

Benchmarks:

- Kindergarten: Strike a light weight object (balloon) with hand or paddle, in an underhand pattern.
- 1st Grade: Strike and object with a paddle in a forward direction using an underhand pattern.
- 2nd Grade: Strike an object with a paddle using a side arm pattern into a wall.
- 3rd Grade: Strike a softly thrown ball with a racket or paddle demonstrating an appropriate grip, side to a target.
- 4th Grade: Consistently strike a rebounding object with a racket or paddle demonstrating an appropriate grip, side to target, swing plane and follow through.
- 5th Grade: With a partner consistently strike a ball with a racket or paddle demonstrating appropriate grip, side to target, swing plane and follow through.

Soccer/Basketball Dribble

Task Description:

Dribble a soccer ball around a series of cones and back without out losing the ball in 30 seconds. Or dribble a basketball around the cones in 20seconds.

Equipment:

- Soccer ball or basketball
- 5 cones
- Start line
- Stopwatch

Measurement:

- Cones should be about 24" apart
- If a student miss dribbles, where the ball gets away from them, then they must start the challenge over.

Starting and Stopping:

- Administer the challenge using either hand ("Go" hands up and "Stop" hands down) and/or verbal Go and Stop signal. Stop timer when student crosses line.

Challenge Comments:

- There is no limit to the number of attempts to satisfactorily complete this challenge.
- Students are encouraged to "move with the ball".
- Students are encouraged to keep the ball close to them Year End Review

Performance Cues:

- Soccer dribble:
 - Tap the ball with control.
 - Inside/outside of foot, tapping with different parts of your feet.
- Basketball dribble:
 - "Knees bent": Bend knees slightly.
 - "Finger pads": Use soft part of your finger.
 - Hand on top of ball.
 - Use a firm but flexible wrist.

Practice Task:

- Dribble throughout general space, traveling in straight, curved and zigzag pathways.
- Practice quickly changing directions.
- Travel slowly and gradually increase your speed until you are moving quickly while maintaining your dribble.

Grade Assignment:

Kindergarten & 1st grade must dribble around cones in 40 seconds w with a basketball and 40 seconds with a soccer ball. 2nd grade must dribble around cones in 30 seconds with a basketball/soccer ball. 3rd to 5th grade follow regular directions.

Benchmarks:

Kindergarten: Dribbles the ball with either hand while walking. Dribbles the ball with feet while walking.

1st Grade: Dribbles a ball switching from one hand to the other while walking.

2nd Grade: Continuously dribbles a ball, using the hands, without losing control. Continuously dribbles a ball, using the feet, without losing control.

3rd Grade: Dribbles a ball with hands while traveling and dodging obstacles without losing control. Dribbles a ball with feet while traveling and dodging obstacles without losing control.

4th Grade: Hand dribble a ball against a defender without losing control. Foot dribble a ball against a defender without losing control.

5th Grade: Dribbles with hands to prevent an opponent from stealing the ball. Dribbles with feet to prevent an opponent from stealing the ball.

Mile Run/Walk

Task Description:

A one-mile distance is set up. Walking may be interspersed with running. However, the students should be encouraged to cover the distance in as short a time as possible. (The President's Council on Physical Fitness and Sports website is helpful for mile times and running tips.)
http://www.presidentschallenge.org/educators/program_details/physical_fitness/qualifying_standards.aspx

Equipment:

- Cones to measure of mile area if needed
 - Stopwatches to time students, optional
 - Start/end line
 - Chart to record times, if desired. Times are recorded in minutes and seconds.
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- **Starting and Stopping:**
 - Students begin running on the count "Ready? Go!" Stop timer when student crosses finish line.

Challenge Comments:

- Use large enough running area so that no more than eight laps are necessary to complete a mile.
- Help participants learn proper pacing for the mile by having them run at the mile pace for short distances during warm-up time. Go to www.fitness.gov/ for information on proper pacing.

Performance Cues:

- Warm up before running.
- Head up while running.
- Keep arms moving forward and backwards.
- Keep knees bent slightly.
- Body should maintain a slightly forward lean.

Practice Task:

- Give students ample instruction on how to pace themselves.
- Have students practice pacing themselves.
- Allow them to practice running this distance against time, as well as sufficient time for warming up and cooling down before and after the test.

Grade Assignment:

Alternative distances for younger children are 1/4 mile for 6-7 years old (Kindergarten and 1st grade) and 1/2 mile for 8-9 years old (2nd and 3rd grade). 1 mile for 4th and 5th grade. The same objective and testing procedure are used as with the mile run

Benchmarks:

Kindergarten: Walks and runs using mature form.

Grade 1: Make both light and strong movements upon command.

Grade 2: Vary the speed, muscular control, and flow of different locomotor movements.

Grade 3: Show proficiency in the skills of walking, running, hopping, skipping, galloping, leaping and sliding.

Grade 4: Move clock/counter clockwise in cooperative activities.

Grade 5: Move clock/counter clockwise in cooperative activities.