

Lack of Time...What to Do?

School:

Brookwood Elementary School
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Contributor:

Joyce P. Signor-NASPE TEACHER OF THE YEAR

Program Objectives

- to expand physical education time using a variety of methods
- to communicate with parents

Materials/Equipment Needed

- monthly newsletter
- Physical Best testing program (see reference under "After School Enrichment Program" on pages 82-83)
- mileage card and "foot print"

Procedures and Teaching Strategies

- motivate the students to use additional time at recess, at noon, after school or on weekends to participate in physical activities and practice skills

Program Description

The objectives of physical education fall into four main categories: body control and fundamental motor skills, physical fitness, cognitive concepts, and effective personal and social skills. Students have two (2) 25 minute periods each week. There are many objectives in these four areas but it seems obvious that all cannot be achieved within 50 minutes a week.

Most of the following strategies to expand physical education time focus on physical fitness. This is not to say that physical fitness is more important than basic skills. They are equally important. Parents are interested in the well-being and fitness of their children and welcome the opportunity to be involved. Communication with parents is the key factor in all of these strategies.

Program Description

STRATEGY #1

Newsletters can be sent to all parents regarding your program, specific objectives or any other information that you want to communicate. This can be future events, class activities, or anything. Please see example: AEROBIC ACTIVITIES AT BROOKWOOD. This newsletter further explains and lists the activities that are being scheduled to promote aerobics.

A. The Turkey Trot includes all students in grades three through five. Many parents also participate with their children, and some serve as course monitors.

B. Fifty mile walk/run. This serves to motivate and provide practice for students prior to testing the one mile run and gives them an opportunity to prepare for the Turkey Trot. Use one regular physical education class period to review warm-up and have the students jog one-third mile (the distance around the course) and then walk or jog two more times to complete one (1) mile. When they return to the classroom, they record their one mile and tape their 50-mile card to their desk. As they complete milestones, their foot print is pasted on the appropriate chart in the gym: the 25-mile chart or the 50-mile chart.

C. Noon hour walking program is self-explanatory. This program is quite successful. Students receive pins or buttons for 10, 20 and 30 miles.

D. The Little Straw Walk is an idea taken from the book Walking for Little Children by Robert Sweetgall and Robert Neeves, Ph.D. and available from Creative Walking, Inc., P.O. Box 50296, St. Louis, MO 63105, telephone (314) 721-3600.

E. The Teddy Bear Trot takes place on the same day as the Turkey Trot. Students are encouraged to bring their teddy bear and parents are encouraged to come to school and walk with their child. Both the Turkey Trot and the Teddy Bear Trot take place after the afternoon recess and are an attempt to encourage parents to participate with and do physical activities with their children.

STRATEGY #2

Bulletin Boards both in and outside of the gym can be used to keep students and parents informed about the physical education skills, activities and scheduled events.

STRATEGY #3

Physical education report cards are included with the regular classroom report card. The purpose of these report cards is communication with the parents. Report cards explain objectives, show the progression of instruction, define the skill level of the child and the progress and improvement that occurs and provides individual encouragement.

In addition to the basic N for needs practice and S for satisfactory, use a variety of responses such as: keep on practicing, improving, remember to ----, great improvement, good work, excellent, etc. In addition, highlight the specific part of the skill that the child needs to practice.

STRATEGY #4

Physical fitness testing, goal setting and reporting. The physical fitness of all students is evaluated two times a year with the Physical Best program. The most important element of Physical Best is the opportunity for the students to set their

own goals and receive an award if they achieve their goals. Prior to testing in October, each part of the test is explained and demonstrated and the students have one or two periods of stations where they can practice these activities. In addition to stations for arm strength, abdominal strength and flexibility, there are other stations: jump and reach, rope climb, jump rope, continuous jog, scooter boards, shuttle run and exercise bikes. Assessment of flexibility is done on the second period of stations.

Students are always prepared to do the one (1) mile run with two or three weeks of training. The amount of time and/or distance is gradually increased and students are encouraged to determine their own pace and run continuously. All students run at the same time and their score is recorded as they cross the finish line. All classes have two days to run for a score and their best score is used. Using two days that are a week apart usually eliminates the need to make up scores because everyone has at least one score. Charts are made for each classroom. Every student gets a sticker after their first score on the one (1) mile run. After that they receive stickers for improving their score, reaching their goal and achieving the standard for their age. The conversation among the students centers on whether they improved and students often point out their scores to their parents.

All scores are recorded on a paper report card. One class period is used to set goals. Students receive their paper report and are asked to compare their score to the target score for their age and sex. Five goals are used in each area. With the help of an overhead projector, the available goals are

explained and students are encouraged to choose a goal that is appropriate and attainable. Improvement is stressed more than reaching the standard. Student's scores and goals are recorded with the computer and the material is sent home in November. Parents are encouraged to discuss the child's goals and they may change them at this time.

The problem is that both student's and parent's awareness of goals can fade from November until the next testing in May. Here is something you might try. Put each child's name on a 3x5 card followed by either "achieved all standards" or the name of the fitness component or components that were below standard. Stations are set up and explained. Stations are: sit-ups, flexibility, arm strength, two aerobic endurance stations (jump rope and continuous jogging). There are two other stations related to basketball. Those students who have achieved their standards can go to the basketball stations and all students are free to go to the basketball stations as soon as they have completed the tasks at the fitness stations that they needed. The idea is to use this as a 5 to 10 minute warm-up. This system can be used in any unit to allow students the opportunity to concentrate on their specific component needing improvement.

As March approaches and the time for the retest of the physical fitness test approaches, a part of one period is spent practicing specific exercises to improve one of the components in the test and students take home a set of these exercises to practice at home. Activity logs are handed out and students are encouraged to keep a record of their activity for a period of six weeks.

S A M P L E n e w s l e t t e r

TO: BROOKWOOD PARENTS

FROM: MRS. SIGNOR, PHYSICAL EDUCATION TEACHER

SUBJECT: AEROBIC ACTIVITIES AT BROOKWOOD, GRADES KINDERGARTEN THROUGH 5

Aerobic endurance is only one of the objectives of our Kentwood physical education curriculum. Since aerobic endurance can hardly be developed in two twenty-five minute periods per week, we are planning a number of activities, not only for physical education class, but also for recess and noon hour. In addition, we encourage you to join your child in active exercise.

Girls and Boys in third through fifth grades will be tested on the **one mile run (Physical Best physical fitness test)** near the end of September or first week of October. Each grade will have two opportunities if the weather permits. The **Turkey Trot** has been scheduled for **Thursday, October 22** and Tom Begerow and his EKHS Cross Country Team have been contacted and will serve as officials. The Turkey Trot is a two-mile walk/run and it takes place during the school day. We encourage every student to participate and welcome all parents who would like to walk/jog with their children or serve as course monitors. Permission forms containing more specific information will be sent home in a few weeks.

This week, all third, fourth and fifth grade students will be introduced to a **one-third mile course** that has been measured behind Brookwood. The purpose of this is to encourage students to walk/jog during the school day to improve their endurance. Each child will be given a **50-mile card to keep a record** so that they can practice and accumulate miles on their own time at recess and noon hour. Large posters in the gym will record their name when they complete 25 miles or 50 miles. Children are on their honor to keep accurate records. Walking and jogging distances that they do at home can be accumulated also. It would help me if you would send a note something like this: "Sam is jogging regularly at home several times a week and probably is accumulating _____ miles a week." You don't need to be specific—just let me know if they are walking or jogging at home.

The **Brookwood noon hour walking program will kick-off this week. Grade 2 is scheduled for Monday noon, grade 3 for Wednesday noon and grade 4 for Friday noon.** This is a voluntary program but we encourage all students to participate. Students should wear appropriate footwear and clothing on those day. This program continues throughout the school year except when weather necessitates inside recess. Students meet near the south entrance door immediately after lunch, about 12:05 or 12:10, and attendance is taken before starting off. They will be accompanied by two adults. Miss Molis and Mrs. Stanley have agreed to walk at noon and perhaps other members of the staff will join them. Students earn pins: 10 mile pins: 20 mile pins, and last year two individuals earned 30 mile pins. Encourage your child to participate and please join us when and if it is possible.

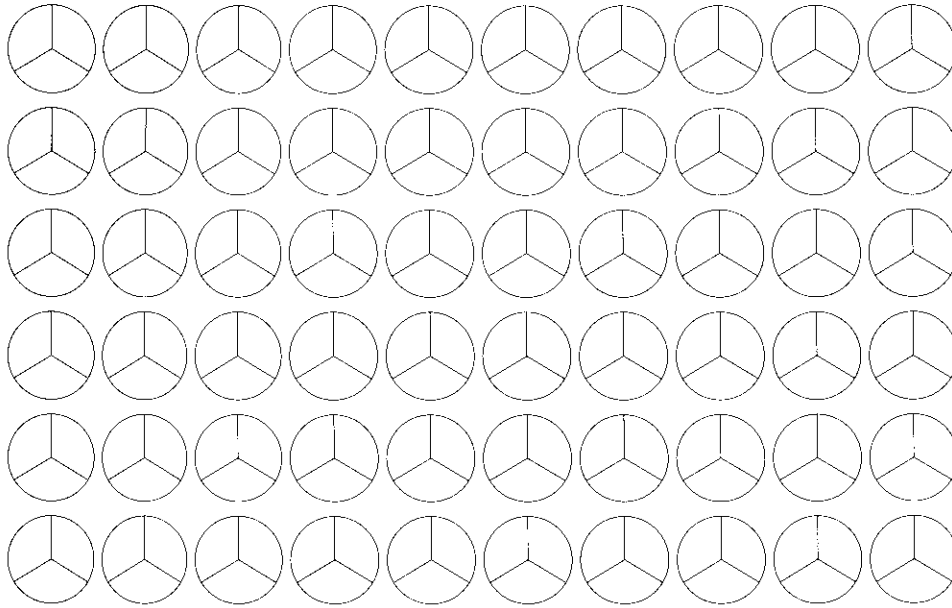
During physical education classes, **lower elementary students will be practicing walking.** Four points walking posture will be emphasized: walk tall, swing your arms, walk heel-toe, and walk in a straight line. They will be participating in a **Little Straw Walk, LSW.** A LSW Course is a 1/10 mile closed loop marked by 10 cones. Children circling the LSW Course collect a straw each time they finish a lap. They walk for 6 minutes. Since the LSW is a 1/10 mile loop, the LSW score is the exact mile-per-hour walking pace. This score is a statement of the child's aerobic fitness and provides a baseline for measuring future improvements.

Lower elementary grades will be participating in their annual **Teddy Bear Trot** on the same day as the Turkey Trot—Thursday, October 22 if the weather permits. More information will be sent home soon.

S A M P L E

50 MILE CARD

Name _____



Fifty mile walk/run. Have the students jog one-third mile (the distance around the course) and then walk or jog two more times to complete one (1) mile. When they return to the classroom, they record their one mile and tape their 50-mile card to their desk. As they complete milestones, their foot print is pasted on the appropriate chart in the gym: the 25-mile chart or the 50-mile chart.

