

# “Cardio-Active Physical Education: Standards-Based and Standing Room Only”

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Presented at the  
2011 Southern District AAHPERD Convention  
(Greensboro, North Carolina)  
&  
2011 National AAHPERD Convention  
(San Diego, California)

**Credits:** The actual genesis of this workshop started long ago with a series of on-going conversations between myself, Larry “Mac” McDonald and Jim Rich. The three of us were fortunate enough to have met each other in the early 1980’s - almost 30 years ago. Jim grew up in Wilmington, North Carolina; Mac in Turkey Creek, Florida, and I grew up in a small town on the west coast – Los Angeles.

“Thanks, guys!”

**“Cardio-Active Physical Education: Standards-Based and Standing Room Only”  
Workshop Schedule**

<b>Time:</b>	<b>Activities</b>	<b>Resources:</b>
9:00-10:00	Welcome, Ice Breakers, and Workshop Overview	Artie’s Handout and State Standards DVD
<b>10:00-10:15</b>	<b>BREAK</b>	<b>Restrooms!</b>
10:15-11:00	VPE Pilot School District Overview, Part 1 (El Paso, TX Model)	VPE Pilot PowerPoint, VPE Pilot PDF, 5-min video found at <a href="http://www.virtualpe.net/">http://www.virtualpe.net/</a>
<b>11:00-11:15</b>	<b>BREAK</b>	<b>Restrooms!</b>
11:15-12:00	The ABC’s of Standards-Based Assessment: Benchmarks & Rubrics	Teaching PE Power Standards Guides – K-2, 3-5, 6-8, HS; Power Standards PDF, Grade-by-Grade Benchmarks and Rubrics Excel file
<b>12:00-1:00 PM</b>	<b>LUNCH</b>	<b>Restaurants at the Mall</b>
1:00 – 1:15	VPETouch Overview	<a href="#">Download the VPETouch Video found HERE.</a>
1:15 – 2:00 PM	VPE Pilot School District Overview, Part 2 (Jackson/Macon Model)	VPE PowerPoint, Grade-by-Grade Benchmarks and Rubrics Excel file
<b>2:00-2:15</b>	<b>BREAK</b>	<b>Restrooms!</b>
2:15-3:00 PM	High-Yield Physical Education (HYPE) Activities (Rich and Kamiya)	HYPE Handout and PowerPoint
<b>3:00-3:15</b>	<b>BREAK</b>	<b>Restrooms!</b>
3:15-4:00 PM	Closing Activities, Sharing Circle, Group Picture	<ul style="list-style-type: none"> <li>• <a href="#">Artie Kamiya’s Wonderful and Random PE Blog</a>,</li> <li>• <a href="#">Artie’s Facebook</a>,</li> <li>• <a href="#">Carol M White PEP Grant Newsletter</a></li> </ul>

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## All About HYPE (High-Yield Physical Education)

High-Yield Physical Education (HYPE) restructures the typical physical education class by incorporating the following lesson elements:

- Instant Activity/Warm-Up Activity
- Active Roll Call
- Circuit Training
- Skill Instruction
- Small-Sided Game Play/Lead-Up Game
- Closure/Cool-Down/Stretching

### The HYPE Lesson Elements

- **Instant Activity:** This is an activity designed to get the students engaged “as soon as the first student comes out of the locker room” and/or get the students moving as soon as they enter the gym. This activity usually uses music. This is about 2-3 minutes long, just enough time to complete the “active roll call.”
- **Warm-Up Activity:** This is an activity designed to increase heart rate, blood circulation, and maximize the percentage of time students are in “moderate to vigorous physical activity” (MVPA). Many times, the instant activity can also serve as a warm-up activity too.
- **Active Roll Call:** Unlike the traditional “passive roll call,” an “active roll call” is a strategy where the teacher takes attendance while the students are engaged in the instant activity or warm-up activity.
- **Circuit Training:** This is an activity where the students perform strength and muscle endurance exercises with and/or without equipment.
- **Skill Instruction:** This is the “core content” skill instruction that is taught with students having a piece of equipment (e.g., if teaching dribbling skills, each student would have a basketball or a ball that bounces).

- **Small-Sided Game Play:** This is the “application” portion of the lesson where the students use the skills in a small-sided game or game-like situation.
- **Closure/Cool-Down/Stretching:** This reinforces the appropriate practice of stretching while the body is warm and serves as a way to “wrap-up” the class. Some teachers end class with a “group shout” (e.g., “Effort!”) in the same manner used with athletic teams.

### **Research-Based Benefits**

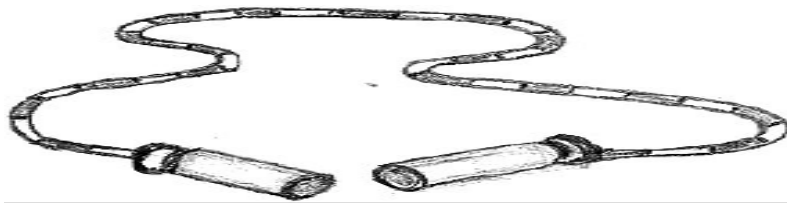
There are numerous benefits associated with physical education programs incorporating the HYPE elements. These include:

- Decreasing student BMI (body mass index) levels.
- Increasing student fitness levels.
- Increasing the numbers of students making progress toward identified state physical education standards.
- Increasing the percentage of time students are physical activity during physical education class time.
- Increasing student participation and satisfaction.
- Increasing teacher satisfaction.

## **HYPE Instructional Principles**

Basic HYPE Principles: There are five basic underlying instructional principles for HYPE. These include:

- (1) “Down Time is Bad Time.” Minimize any down time during the class.
- (2) “If You Don’t Work Them, They’ll Work You!” Keep the students on-task, they’ll be less likely to “work you.”
- (3) “No Sitting.” Students never (or rarely) sit in a HYPE physical education class.
- (4) “140 = MVPA.” Moderate-to-vigorous physical activity (MVPA) occurs when heart rate is above 140 beats/minute. When students are at this level for 50% of your class, a greater percentage of body fat is burned.
- (5) “Everyone Has Equipment.” HYPE programs have enough equipment for every student.



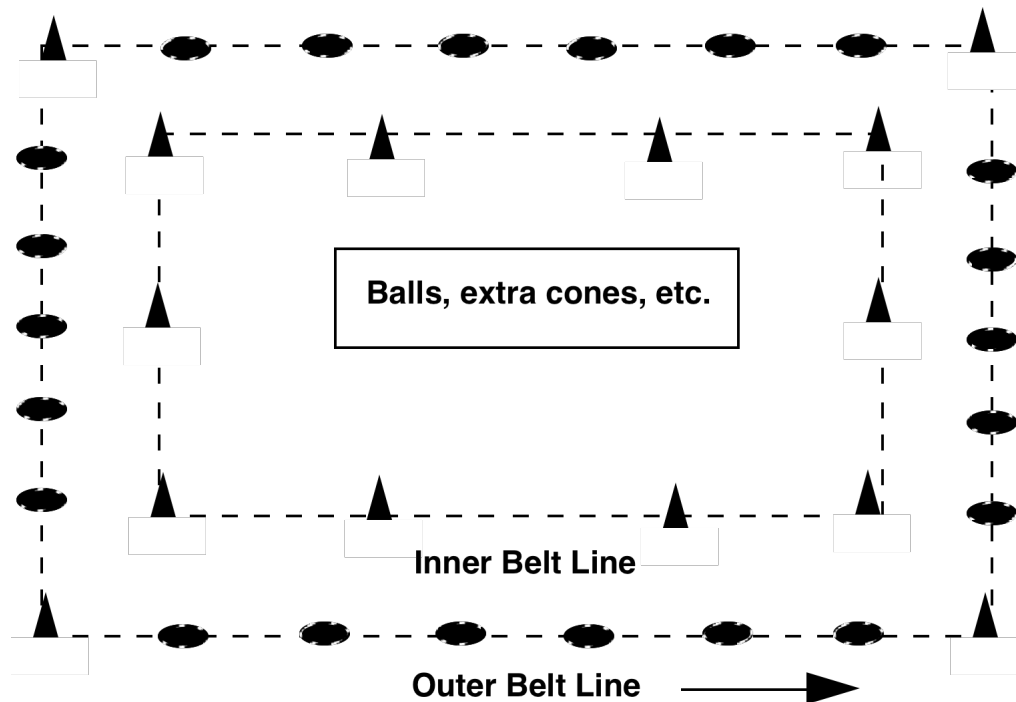
## Sample HYPE Lesson

Background: Here's an example of a HYPE structured lesson using a teacher-designed formation called the "Belt Line."

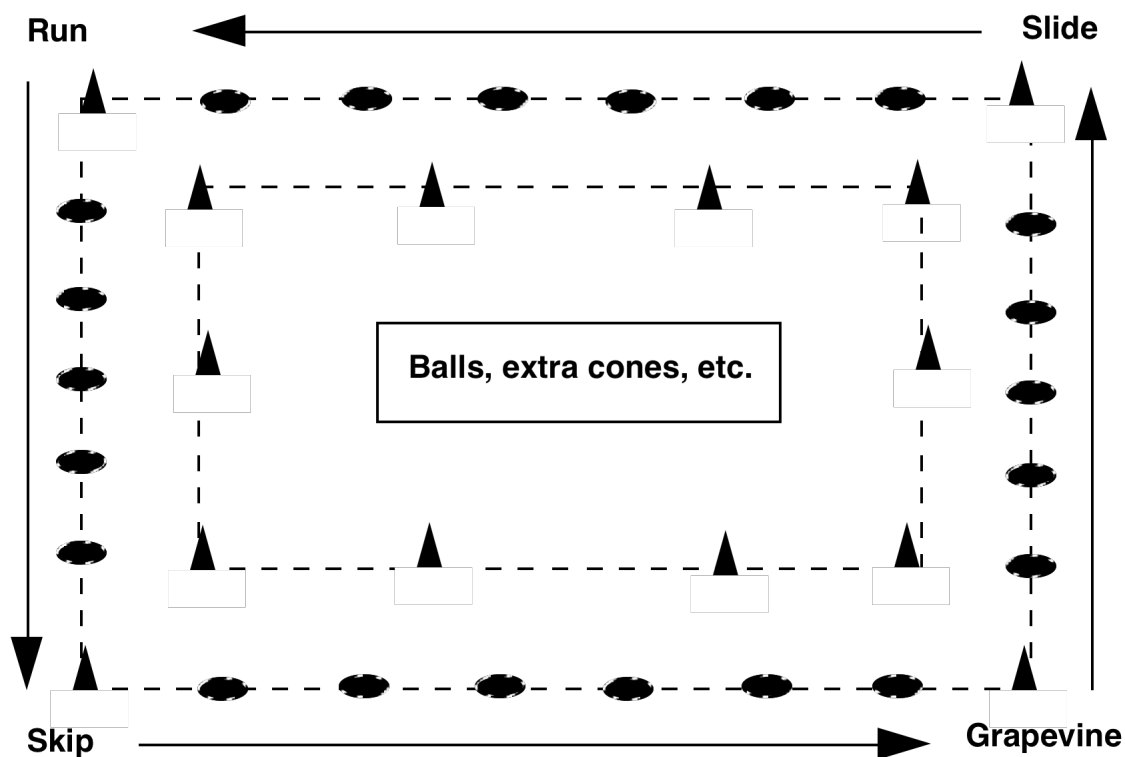
### Get on the Belt Line (Grades 3-8)

- Equipment Needed:
- Cones, Polyspots, Balls
  - Locomotor signs
  - Fitness circuit signs
  - Music

Set-Up: Place the cones and polyspots as shown below to create the Belt Line consisting of an outer and inner track.



**Instant Activity (Walkie-Talkie):** Upon entering the activity area all of the students will walk at a brisk pace in a counter clockwise direction using the “outer belt line.” Music from the CD/cassette player will dictate the pace. During this time, the teacher is positioned at a corner of the gym and will visually take attendance as the students pass by. Students are allowed to walk/talk with 1 - 2 friends as long as they are able to keep pace to the music.



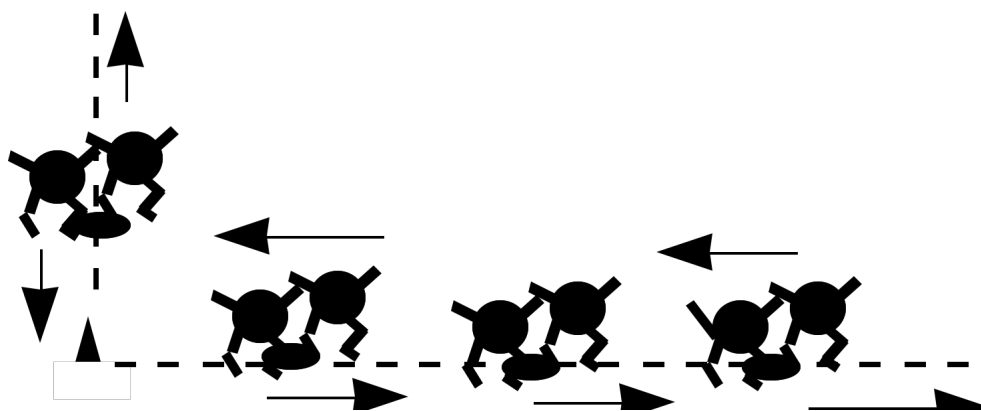
**Warm-Up Activity #1 (4 Corners):** Once attendance has been taken, the teacher will direct the students to move according to the signs placed on each of the four outer cones. The signs indicate four different locomotor movements (i.e.. run, slide, grapevine. skip). Students change movements as they move from one corner to another.



For example, the students would skip until they come to the corner with the “Grapevine” sign. From this corner, they perform the grapevine step until they come to the next

cone. A different locomotor skill is performed from cone to cone. Again, the purpose of the warm-up activities is to elevate a student's heart rate to 140 beats/minute as to increase MVPA to 50% of the class time.

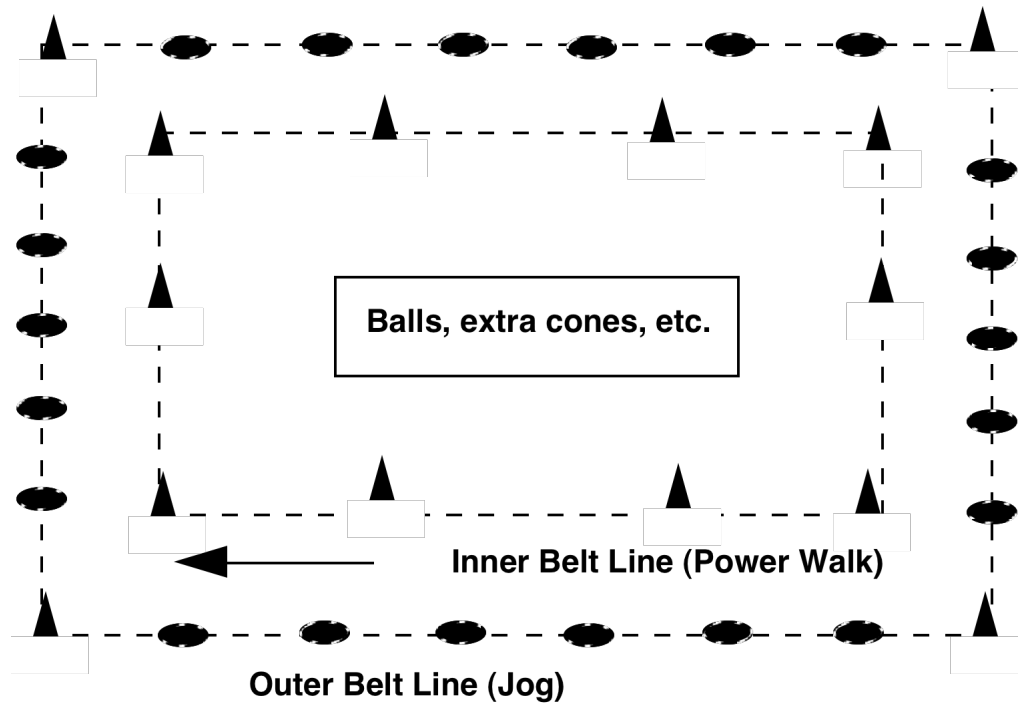
**Warm-Up Activity #2 (The Inner Belt Line):** Direct the students to find a partner and walk side-by-side around the outer belt line. Once everyone has a partner, they select a polyspot and stand on opposite sides, facing each other. One partner faces to the outside, the other faces to the inside.



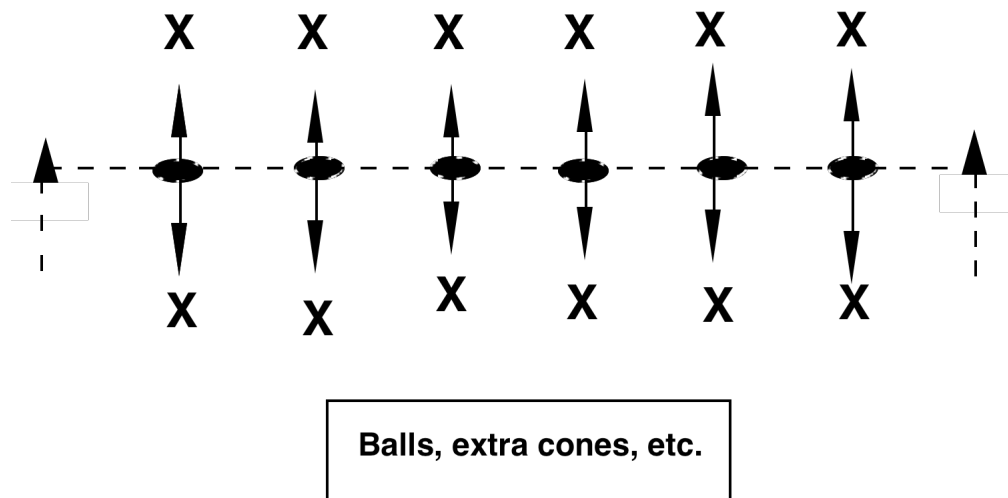
**Meeting Spots:** This polyspot is the “meeting spot” for each partner. Now, the students who are facing out start to power walk clockwise on the inner belt line. The students facing in start to jog around the outer belt line going counter clockwise.

When the partners get back to the “meeting spot,” they give each other a “high-five” and then exchange places (from outer beltline to inner belt line, inner belt line to outer) and continue moving in opposite directions by power walking or jogging as shown on the following page.

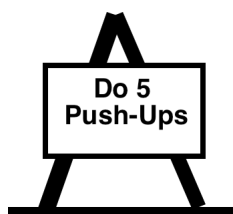




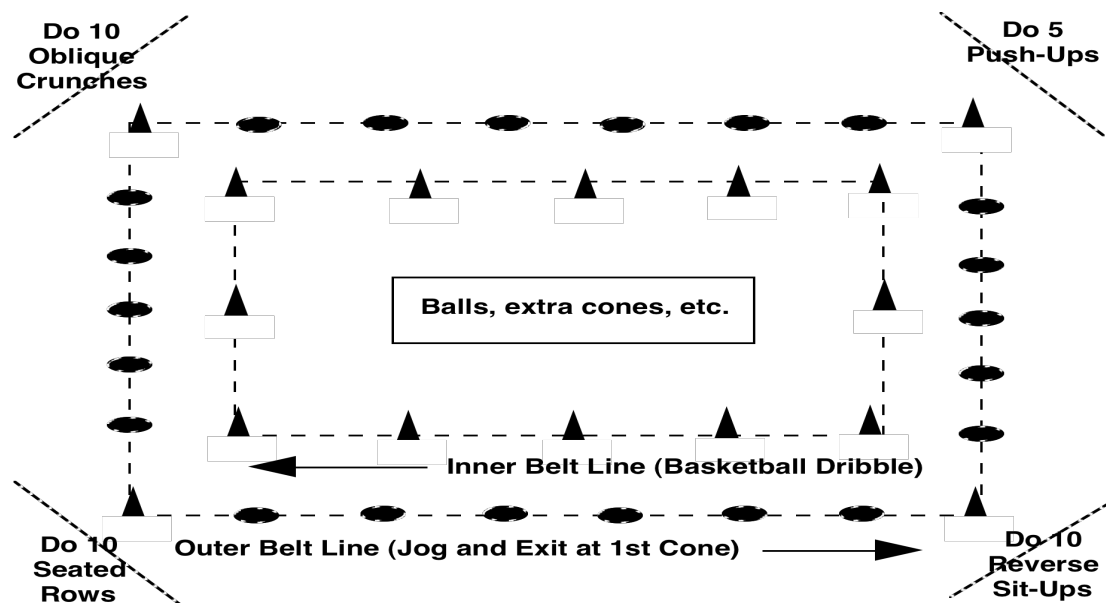
Skill Instruction #1 (Partner Basketball Pass): Once the students are comfortable with the concept of the “meeting spot,” have the students in the inner belt line get a basketball from the center area. Review the proper way perform a chest and bounce pass. The students practice the passes with their partner. The chest pass is performed over the polyspot and the bounce pass is performed so that it hits the polyspot as it bounces.



**Circuit Training (Exit Ramp):** After practicing the chest and bounce passes, the students in the inner belt line dribble the balls in a clockwise direction and back to the “meeting spot.” At the same time, the students in the outer belt line begin jogging counter clockwise. When they get to the first corner cone, they “exit” and perform the exercise indicated on the cone.



Four new cones with fitness circuit signs [i.e., Do 5 Push-Ups, Do 10 Oblique Crunches, Do 10 Seated Rows (with latex bands), Do 10 Reverse Sit-Ups] were placed there by the teacher as the students were doing the basketball passes. When the exercises are completed, the student continues to jog around the outer belt line and meets his partner at the “meeting spot.” The basketball is exchanged and the two students change places. The student who was on the outer belt line now dribbles the basketball as his partner jogs to the first cone and exits to perform the indicated exercise.



When doing the exercises, the students need to stay clear of the joggers. Only one “exit ramp” is taken during each round. For example, if a student exits at the “10 Seated Rows,” he does the ten seated rows using the latex bands then proceeds to jog around the other three cones and back to meet his partner. On the next round, the student jogs to the second cone (Reverse Sit-Ups). This continues until every student has completed four rounds and has performed the exercises at each “exit ramp.”

**Skill Instruction #2 (Partner Speed Dribble):** After reviewing proper dribbling techniques, the students on the outer belt line are signaled to start running counter clockwise. At the same time, their partner starts dribbling in and out of the cones. One point is awarded to the player who gets back to the “meeting spot” first. Continue by changing places and play several rounds.

**Small-Sided/Game-Like Play (Ball Tag):** The students pass the basketball back and forth to their partner. During this time, music is being played. When the music stops, the players with the basketball starts dribbling the ball anywhere in the gym. The players without the ball close their eyes. After about five seconds, the teacher will shout, “go!” This is the signal for the players without the ball to find and tag their partner. When tagged, the two players stand on opposite sides of a nearby polyspot and wait. When the music begins again, all of the partners begin passing the ball back and forth as the game continues.

**Closure/Cool-Down/Stretching [What I Learned Today (WILT)]:** The students are in a large circle formation and perform a variety of stretching exercises. During the stretches, the teacher asks “What did you learn today?” The teacher will call on numerous students as they share what they learned in physical education class that day. “What I Learned Today” (WILT) is a neat closure activity that will provide your students with a ready-made answer when their parents ask: “What did you learn in school today?”

# “The Virtual PE Administrator: Bring Integrity Back to PE!”

**Background:** “The Virtual PE Administrator” is the name of a new web-based software (<http://www.virtualpe.net>) designed by the Great Activities Publishing Company to help K-12 physical educators to track and monitor student success over time.

**Features:** This innovative platform comes pre-loaded with your State Standards, curriculum guides, instructional gym charts, and other needed teaching aides.

**A Complete Curriculum & Assessment Platform:** By using the VPE Administrator, teachers can grade and assess students, print out PE Progress Reports, and e-mail achievement certificates directly home to parents as needed. Created to establish a district-wide standardized assessment and grading process, the Virtual PE Administrator is currently being use by large and small school districts across the United States with great success!

## **Current School Districts:**

- Currituck County Schools, North Carolina
- El Paso Independent School District, Texas
- Jackson County Schools, North Carolina
- Kingfisher Schools, Oklahoma
- Los Angeles Unified School District, California
- Macon County Schools, North Carolina
- New Fairfield Public Schools, Connecticut
- Pittsfield Public Schools, Massachusetts
- Shadyside Local School District, Ohio
- Union County Schools, North Carolina
- West Fargo Schools, North Dakota
- Winston-Salem/Forsyth County Schools, North Carolina
- Woodford County Schools, Kentucky

# The Virtual PE Administrator



**Background:** The following information pertains to the development of a new web-based curriculum and assessment platform for K-12 physical education programs. Designed to be the “state-level solution to a national problem,” the Virtual Physical Education Administrator is a complete instructional package for today’s physical educators.

*"The simplicity and flexibility of the Virtual PE Administrator can be used to help those of us in higher education with our PETE (physical education teacher education) students."*

**Dr. Melissa Parker**  
**University of Northern Colorado**

*"The Virtual PE Administrator will draw the millenials who are aspiring PE teachers into aligning all instruction with standards – properly assessing learners along the way on 'what matters most.'"*

**Dr. Patricia McDiarmid**  
**Springfield College, Massachusetts**

*"This new instructional tool will bring the necessary resources to the poorer school systems and give all teachers new, more effective teaching and assessment ideas. It is exciting to think about having the Virtual PE Administrator provided to all PE teachers in our state (Tennessee) and eventually nationwide."*

**Dr. Diana Mozen**  
**East Tennessee State University**



The VIRTUAL PE ADMINISTRATOR is much more than a robust, multi-purpose, web-based computer network. Behind the shiny surface of student assessment tools, health & fitness databases, curriculum guides and massive resource capacities lies a mission: The large-scale implementation of a K-12 Physical Education Curriculum aligned to State Standards, standard-based grading, and CDC obesity prevention recommendations.

### Is it a website..? Or is it software?

BOTH. The Virtual PE Administrator (V.P.E.) is a powerful web-based program presented in familiar website-format.

### Can it be used as a website?

YES, BY ALL MEANS. The Virtual PE Administrator will meet all your organization's needs to communicate the desired message to your specific audience. You have the unrestricted license to change color-schemes, manage textual content, customize animated banners, insert logos and images, add or remove pages - you name it! All V.P.E. functions are controlled by an intuitive (yet extensive) "back-end" control panel. V.P.E. offers all the support needed to take ownership of a thoughtfully designed website that is easy to use and maintain.



### What does the software do?

After logging in, teachers can view their schedule and access class rosters to assign a rubric-based number value to each student relating to their ability to demonstrate a given state standard component. The data entered are recorded in real-time, building a database of relevant instructional information. At the core of this new technology is the ability for teachers to track and monitor their students on grade-level benchmarks from the time they enter kindergarten, through middle school up to high school.

In addition, grade-by-grade student outcomes are pre-loaded and include the latest recommendations from the Centers of Disease Control (CDC) on physical activity and obesity prevention behaviors.

Roster Result View		Standard Description: 6.4: Understands and applies basic offensive and defensive strategies in small group cooperative or competitive activities.										Print X	
Search	Student ID/Name:	ID	First Name	Last Name	Passing	Date	6.1	6.2	6.3	6.4	6.5	6.7	Score
		1736	SHEA	JONES	75%	15 Sep, 2009	3	3	3	3			2.5
		1735	TARA	HINTON	50%	15 Sep, 2009	2	2	3	3			2.3
		1734	DAMEN	HERENSTREIT	50%	15 Sep, 2009	2	1	2	3			2.3
				HALL	50%	15 Sep, 2009	2	1	3	3			2.3
				GREGG	50%	15 Sep, 2009	2	1	3	3			2.3
				GAUTHER	50%	15 Sep, 2009	3	2	3	3			2.5
				SMITH	25%	15 Sep, 2009	1	2	3	3			1.8
				COGGINS	75%	15 Sep, 2009	3	3	3	3			2.8
				SMITH	25%	15 Sep, 2009	1	2	3	3			1.8
		1729	KYLEE	CLARK	75%	15 Sep, 2009	3	3	3	3			2.8
		1744	BENJAMIN	SAINDOKE	25%	15 Sep, 2009	1	1	1	1			1.8
		1728	DACOTA	CAMERON	50%	15 Sep, 2009	2	2	2	2			2.3
		1743	ASHLYN	SAMS	100%	15 Sep, 2009	3	3	3	3			3.0

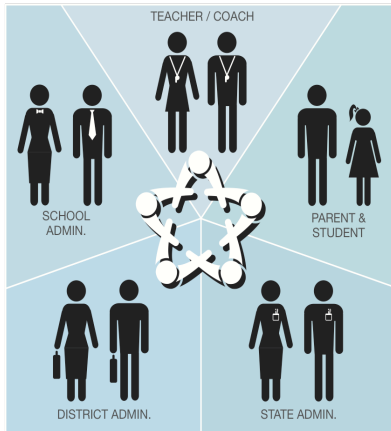
### How scalable is this product?

The scalability inherent to the Virtual PE Administrator allows for those at the state-level to view student data state-wide. Similar privileges make it possible for data analysis for each school district and every school.

Of course, it is the educators who directly influence the desired student outcomes defined at the state-level (state-standards); therefore, the majority of V.P.E. services are reserved to facilitate the teacher's life-long, positive influence on the student.

For the instructor, the Virtual PE Administrator is a teacher-to-teacher network providing lessons, student worksheets, personal fitness profiles, instructional charts, PE music libraries, pacing guides, assessment rubrics, curriculum models and more.

Additionally, students and parents can be assigned access for any range of purposes. A practical example would be the parent who is interested in the fitness progression of their child.



## Screen Shots – Sample Student PE Progress Report

Physical Education Progress Report
Print Report X

Student: SARAH ANDERSON

**Student Info.**

Student: SARAH, ANDERSON

Grade: Kindergarten

Year: 2009-2010

Classroom: Kathy Thomas

PE Teacher: Sample Teacher

Date: Sun, Oct 25, 2009

Report:  R1  R2  R3  R4

**School Info.**

Sample School

234 Sample School Lane

Shadyside, 36 65749

(919) 818-9978

Proficiency Standards

4 Far Above Grade Level

3 Meets Grade Level Standards

2 Near Grade Level

1 Far Below Grade Level

**Overview:** The first four standards are assessed in reporting period 1 (R1); the next four standards in reporting period 2 (R2); and the last four standards in reporting period 3 (R3). Students will be re-accessed on all standards during reporting period 4 (R4) and throughout the year as well.

Physical Education Grade Level Standards	R4
K.1 - Demonstrates a variety of locomotor (e.g., hop, jump, slide, gallop) skills	3
k.2 - Applies locomotor movements in a variety of dances.	3
K.3 - Understands and uses the concepts of pathways (e.g., straight, curve, zig-zag), levels (e.g., low, medium, high), and directions (e.g., forward, backward, sideways, diagonal, up, down) with locomotor skills.	3
K.4 - Demonstrates the emerging manipulative skills (catch, throw, kick, strike, dribble).	3
K.5 - Understands one or more of the essential elements of each manipulative skill (e.g., role of finger tips in dribbling a ball, correct body position when catching a ball).	3
K.6 - Understands one or more health related fitness assessment and the associated exercises that develop muscular strength, endurance, and flexibility (e.g., arms, shoulders, abdomen, and legs) in a variety of muscle groups.	2
K.7 - Sustains moderate to vigorous physical activity (MVPA) for 10-15 minutes of time.	3
K.8 - Knows the physiological signs of moderate physical activity (e.g., increased breathing, heart rate).	3
K.9 - Recognizes the two appropriate sites (e.g., radial and carotid arteries) on the body to monitor heart rate.	3
K.10 - Understands one or more obesity prevention health behaviors (e.g., being physically active for 60 minutes or more each day).	2
K.11 - Understands that games have rules.	3
K.12 - Ability to make physical activity with others more fun and enjoyable.	3

## Screen Shots – Sample Class Report

Class Report View
Print X

**Search**

Student ID/Name:

**Roster Info.**

School: Sample School

Teacher: Kathy Thomas

Class: 01A

Date: Sun, Oct 25, 2009

Grade: Kindergarten

**Scale/Rubric**

(1) Seldom

(2) Sometimes

(3) Consistently

(4) Exceeds

**Standard Description:**

click on standard given below to see the description.

ID	First Name	Last Name	Passing	K.1	k.2	K.3	K.4	K.5	K.6	K.7	Score
1001	SARAH	ANDERSON	83.33%	3	3	3	3	3	2	3	2.8
1002	HUNTER	BRYSON	91.67%	3	3	2	3	3	3	3	2.9
1003	JAMES	BUCHANAN	100%	3	3	3	3	3	3	3	3.0
1004	TRENTEN	BUCHANAN	58.33%	3	3	2	2	2	2	2	2.6
1005	MATTHEW	BULLOCK	100%	3	3	3	3	3	3	3	3.0
1006	JARED	BUMGARNER	100%	3	3	3	3	3	3	3	3.0
1007	CAROLINE	COWAN	66.67%	3	3	3	3	3	3	2	2.7
1008	LORI	FALCO	75%	3	3	3	3	3	3	3	2.8
1009	MASON	FISHER	83.33%	3	2	3	3	3	3	3	2.8
1010	KHANDROMA	HACSKAYLO	83.33%	2	3	3	3	3	3	2	2.8
1011	ALYSSA	HATCHER	91.67%	2	3	3	3	3	3	3	2.9
1012	ANILET	HOYORZABAL	54.55%	3	3	2	3	2	3	2	2.4
1013	AMBER	JONES	81.82%	3	3	3	3	3	3	3	2.8
1014	LEE	MACAULAY	100%	3	3	3	3	3	3	3	3.0
1015	ELISHA	MCCLELLAN	83.33%	3	3	3	3	3	3	3	2.8

## Screen Shots – Your “PE Home Page”

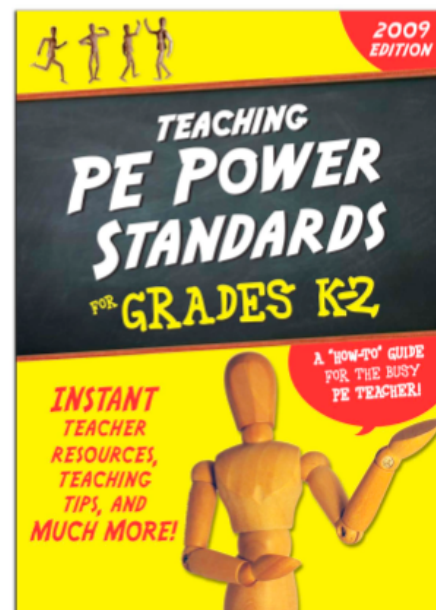
The screenshot shows the homepage of the Virtual PE Administrator website for Shadyside Schools. At the top, there is a navigation bar with links for Home, About Us, Contact Us, and Log Out. A date indicator shows '25<sup>th</sup> Oct Sunday'. The main content area features a 'Shadyside Schools' header with a welcome message and a detailed announcement about the implementation of the Virtual PE Administrator. Below this, there are sections for 'OUR "FITNESS" MISSION' and 'OUR VISION'. On the right side, there is a 'Logout' box and a 'Standards' section with a list of standards from K to 7, each with a 'more..' link. At the bottom, there are sections for 'Message Board' (with no messages) and 'Bulletin Board' (with 'Middle School Health Games').

## Screen Shots – Sample Resources

This screenshot shows the 'Standards' section of the website. It includes a 'Logout' box at the top, a 'Welcome' message, and a list of resources under the 'Standards' tab. The resources listed are:

- All PE Power Standards Teacher Handbooks
  - Teaching PE Power Standards for Grades K-2
  - Teaching PE Power Standards for Grades 3-5
  - Teaching PE Power Standards for Grades 6-8
  - Teaching PE Power Standards for Grades 9-10 (HS)
- K-HS PE Power Standards Posters
- PE Lessons (K-5)
- PE Lessons (6-HS)
- PE Resources (K-5) In Word
- PE Resources (6-HS) In Word
- PE PowerPoint Presentations
- PE Music For Dances





## PE Power Standards Teacher Handbooks for K-2, 3-5, 6-8, and High School (see below) -





## PE Power Standards Gym Posters and Instructional Charts

### “Locomotor Skill Essential Elements”

Locomotor Skill	Skill Elements/Teaching Cues
 <b>Walking</b>	<b>Description:</b> Walking is a series of steps performed by alternating feet. <b>Essential Elements:</b> The student should remember – 1. ___ Feet move in a forward, straight manner 2. ___ Arms move in opposition to the feet 3. ___ Feet contact the ground with heel, push off with toes (heel-toe) 4. ___ Head up
 <b>Running (Jogging)</b>	<b>Description:</b> Running is a series of quick and powerful steps performed by alternating feet. <b>Essential Elements:</b> The student should remember – 1. ___ Feet move in a forward, straight manner 2. ___ Arms bent, swing close to body, in opposition to the feet 3. ___ Feet contact the ground with lower ball of foot, push off with toes when sprinting OR heel-toe as jogging 4. ___ Head up, slight lean forward with body
 <b>Hopping</b>	<b>Description:</b> A hop is performed by pushing off on one foot and landing on the same foot. <b>Essential Elements:</b> The student should remember – 1. ___ Push upwards, extending with the ankle 2. ___ Land lightly on the balls of the same foot 3. ___ Opposite leg is bent 4. ___ Body is upright
 <b>Leaping</b>	<b>Description:</b> A leap is performed by pushing on one foot, achieving flight, and landing on the other foot. <b>Essential Elements:</b> The student should remember – 1. ___ Take off on one foot, land on the other 2. ___ Straighten the leg after takeoff beyond a 90 degree angle 3. ___ Land on balls of foot, bend knee to absorb impact, maintain balance 4. ___ Body is upright


PE Power Standards for Grades K-2 13

### FIRST GRADE: Physical Education Power Standards

Standards	Motor Skills						Hand-Blocked			Sportsworthy		
	1.1	1.2	1.3	1.4	1.5	1.6	1.7	1.8	1.9	1.10	1.11	1.12
Start/Endpoints	Locomotor Skills	Core Skills	Advanced Core Skills	Advanced Skills	Ball Skills	Team/Obstacle	Hand-Blocked Skills	Hand-Blocked Skills	Hand-Blocked Skills	Obstacle	Team/Obstacle	Team/Obstacle

- 1.1 Performs locomotor skills in different pathways, levels, and directions as directed.
- 1.2 Initiates movement in response to rhythms and music.
- 1.3 Understands and uses the concepts of pathways (e.g., straight, curve, zig-zag), levels (e.g., low, medium, high), and directions (e.g., forward, backward, sideways, diagonal, up, down) with equipment.
- 1.4 Demonstrates throwing (e.g., underhand, overhand, two-handed), catching (self-toss and from a partner), kicking (stationary and gently rolled ball), striking (with hand and short-handle paddles), and dribbling (with foot and hand) to self and/or partner.
- 1.5 Understands two or more essential elements of all five manipulative skills (e.g., knows how to align body and hands to catch a variety of objects, performs an overhand throw with hand/foot opposition and correct body alignment).
- 1.6 Understands two or more health related fitness assessments and the associated exercises that develop muscular strength, endurance, and flexibility (e.g., arms, shoulders, abdomen, and legs) in a variety of muscle groups.
- 1.7 Sustains moderate to vigorous physical activity (MVPA) for 15-20 minutes of time.
- 1.8 Knows the physiological signs of vigorous physical activity (e.g., sweating or breathing hard).
- 1.9 Notices changes in heart rate using radial/carotid arteries.
- 1.10 Understands two or more obesity prevention health behaviors (e.g., being physically active for 60 minutes or more each day, watching less than 60 minutes of TV/computer use each day, and limiting sugar-added beverages).
- 1.11 Follows the rules of simple games.
- 1.12 Demonstrates the benefits that accompany cooperation and sharing.

## SELF SPACE



**Self Space Elements**

1. \_\_\_ Also called “Personal Space”
2. \_\_\_ The “space bubble” surrounding your body

PE Power Standards for Grades K-2 41

## CATCH



**Catching Skill Elements**

1. \_\_\_ Body faces the incoming throw
2. \_\_\_ Knees bent, feet shoulder-width apart
3. \_\_\_ Thumbs face together for balls above the waist, thumbs face away for balls below the waist
4. \_\_\_ “Soft” hands reach for ball, absorb impact, bring ball towards chest

PE Power Standards for Grades K-2 63

## Basketball Dribble



### **Basketball Dribble Skill Elements**

1. \_\_\_ Ball on side and front of the body
2. \_\_\_ Use finger pads to push ball (yo-yo)
3. \_\_\_ Keep ball at waist height or lower
4. \_\_\_ Eyes look forward



## Upper Body Fitness Facts



### Upper Body Fitness: The students should know –

1. \_\_\_ Health Benefits (Performing everyday tasks, lack of is the #1 reason for assisted living, fewer health risks and lower mortality rate)
2. \_\_\_ Typical measures of upper body fitness [90° Push-Ups (Fitnessgram), flexed arm hang, regular/modified pull-up)
3. \_\_\_ Exercises for increasing upper body fitness (Wall Push-Ups, Knee Push-Ups, etc)

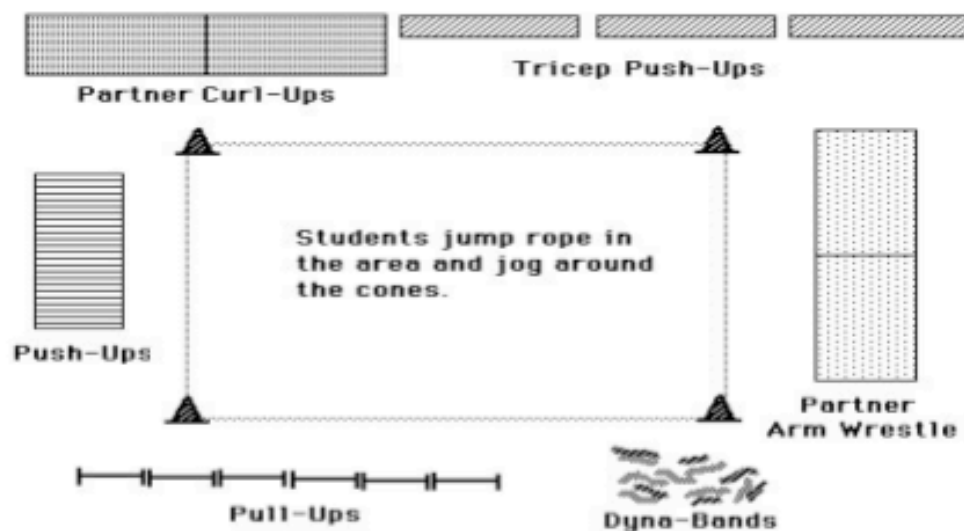
## Health Related Fitness: 6.6, 7.6, 8.6

	<b>8.6</b> - Uses data from 7th grade (e.g., health-related fitness assessment results, heart rate monitors, pedometers, skinfold calipers) to improve on four self-selected items.
	<b>7.6</b> - Uses data from 6th grade (e.g., health-related fitness assessment results, heart rate monitors, pedometers, skinfold calipers) to improve on at least three or more self-selected items.
	<b>6.6</b> - Understands and uses health related fitness assessments (e.g., abdominal strength and endurance, upper body strength and endurance, cardiovascular fitness, lower back flexibility, and body composition) and other data (e.g., heart rate monitors, pedometers, skinfold calipers) to show improvement on two or more self-selected items.

### “Progressive Fitness Warm-Ups”

By Anne Whitmore, North Carolina

**Background:** We have used the idea of a progressive fitness warm-up for many years at our school with students in grades 4-8. It is one way to incorporate strength training into your general warm-ups.



## 8<sup>th</sup> Grade Physical Education Project

**Background:** This assignment has been developed to help our students understand the relationships between one's health behaviors, personal fitness levels, and overall health. This project consists of three parts:

- 1) **Part #1:** Provide your results from your health-related fitness goals and the recommended healthy behaviors for teenagers and adults.
- 2) **Part #2:** Provide your top five reason for being physically active.
- 3) **Part #3:** Assess the recommended healthy behaviors using the Self-Assessment Rubric.

<b>Part #1:</b> From the list below, check the box by the four health-related fitness and four recommended healthy behaviors you selected.			<b>Part #2: Benefits of Physical Activity</b> (Place a check next to your top 5 reasons for being physically active)
Health-Related Fitness	Place an <input type="checkbox"/> below if you met your goal	Place an <input type="checkbox"/> below if you met the "Healthy Fitness Zone" Standard	
<input type="checkbox"/> Cardiovascular Fitness			<input type="checkbox"/> Reduces my risk for heart attacks, stroke and hypertension <input type="checkbox"/> Helps me to stay alert in class <input type="checkbox"/> Improves my mood <input type="checkbox"/> Helps to control my weight <input type="checkbox"/> Helps me to get stronger <input type="checkbox"/> Increases my self-confidence <input type="checkbox"/> Helps to reduce anger and irritation <input type="checkbox"/> Helps me to fall asleep quickly <input type="checkbox"/> Helps me to be self-disciplined <input type="checkbox"/> Reduces my risk for type 2 diabetes <input type="checkbox"/> Helps me control my stress <input type="checkbox"/> Strengthens my bones <input type="checkbox"/> Increases my chances of living longer <input type="checkbox"/> Provides a fun way to be with friends <input type="checkbox"/> Reduces my risk for certain types of cancer
<input type="checkbox"/> Muscular Strength			
<input type="checkbox"/> Muscular Endurance			
<input type="checkbox"/> Flexibility			
<input type="checkbox"/> Body Composition			
Healthy Behaviors	Place an <input type="checkbox"/> below if you met your goal	<b>* Part 3: Self-Assess Each Healthy Behavior</b>	
<input type="checkbox"/> <b>Be Active!</b> 60 minutes of physical activity a day			
<input type="checkbox"/> <b>Eat Smart!</b> 5-9 fruit or vegetables a day.			
<input type="checkbox"/> <b>Be Alert!</b> 8-11 hours of sleep each night			
<input type="checkbox"/> <b>Be Wise!</b> Limit TV and computer use to 1 hour/day			
<input type="checkbox"/> <b>Be Healthy!</b> Limit sugar-added beverages			
<b>* Self-Assessment Rubric</b> 4 = I did this every day. 3 = I did this most (4-6) days of the week. 2 = I did this a few days (2-3) of the week. 1 = I did this one day or less a week.			

# GOOD SPORTSMANSHIP SELF CHECKLIST

Your Name: \_\_\_\_\_

Date: \_\_\_\_\_



Today I was able to work productively in a group.  
Yes \_\_\_ No \_\_\_

Today I was able to demonstrate a respect for others and fair play.  
Yes \_\_\_ No \_\_\_



Today I able to keep the welfare of others in mind.  
Yes \_\_\_ No \_\_\_

My partner was able to motivate others to do their best.  
Yes \_\_\_ No \_\_\_



Today I was able to continue playing, even after making several mistakes.  
Yes \_\_\_ No \_\_\_

Today I was able to encourage others to continue playing, even if they made several mistakes.  
Yes \_\_\_ No \_\_\_



Today I was able to use words of encouragement to teammates and opposing players.  
Yes \_\_\_ No \_\_\_

Today I was able to listen to the feelings of others.  
Yes \_\_\_ No \_\_\_

Today I was able to keep a sense of humor and perspective during game play.  
Yes \_\_\_ No \_\_\_

## **Words of Praise & Acts of Encouragement**

<b>Looks Like</b>	<b>Sounds Like</b>
✓ <b>A high-five</b>	✓ <b>“Good job”</b>
✓ <b>A smile</b>	✓ <b>“You can do it”</b>
✓ <b>A handshake</b>	✓ <b>“Good sportsmanship”</b>
✓ <b>A nod</b>	✓ <b>“That’s okay”</b>
✓ <b>A hug</b>	✓ <b>“I value you”</b>

## Physical Education Grading Rubric

**DIRECTIONS:** This rubric will help you to evaluate student work in a variety of physical education assignments as found in high school (9.1, 9.3; 10.1, 10.3). Use each statement below and indicate using a 1-5 rating scale that best reflects your assessment of the student's ability to understand and apply the content.

**1=Weak 2=Somewhat Weak 3=Average 4= Strong 5=Very Strong**

1. The student's work meets the requirements of the assignment in completeness and timeliness.	1 2 3 4 5
2. The student's work shows an understanding of the basic or core concepts being presented in physical education.	1 2 3 4 5
3. The organization of the assignment was clear and easy to follow.	1 2 3 4 5
4. The student's work reflects realistic applications and perspectives of life.	1 2 3 4 5
5. The student's work reflects an effort put forth that shows the full potential of the student's capability.	1 2 3 4 5
<b>Total Points:</b>	
<b>Note:</b> We expect all students to get an average score of at least "3" to pass this PE assignment.	
<b>Total Points (Re-do):</b>	

**Additional Comments:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



## \* 9<sup>th</sup> Grade High School Physical Education Fitness Plan

**Name:** \_\_\_\_\_ (Last Name, First Name, Middle Initial)

**Directions:** Using the FITT principle and the CDC recommendations for physical activity, plan a training program specific to increasing your performance in two lifetime sports or activities. If more space is needed, please ask your teacher for a copy of the Word template. Fields in the template will expand as needed.

<p><b>My Two Lifetime Sports/Activities:</b>                  (1) _____                  (2) _____</p> <p><b>My Two Selected Fitness Components:</b></p> <p><input type="checkbox"/> Cardiovascular Fitness  <input type="checkbox"/> Muscular Strength  <input type="checkbox"/> Muscular Endurance  <input type="checkbox"/> Flexibility  <input type="checkbox"/> Body Composition</p> <p>Name of 1<sup>st</sup> Component:                  Frequency:                  Intensity:                  Time:                  Benefits to my two lifetime sports include:                  Type of Activity/Activities:                  Progress Assessment Tool(s):</p> <p>Name of 2<sup>nd</sup> Component:                  Frequency:                  Intensity:                  Time:                  Benefits to my two lifetime sports include:                  Type of Activity/Activities:                  Progress Assessment Tool(s):</p>	<p><b>* Teacher Comments</b></p> <p>Date:                  Date:                  Date:                  Date:</p> <hr/> <p><b>CDC Recommendations</b>                  Place a check <input checked="" type="checkbox"/> next to the Centers for Disease Control's recommendations that you used in your fitness training plan.</p> <p><input type="checkbox"/> 60 minutes or more of physical activity each day.  <input type="checkbox"/> Include vigorous physical activity at least 3x a week in the 60 minutes.  <input type="checkbox"/> Muscle strengthening activities at least 3x a week a week in the 60 minutes.  <input type="checkbox"/> Bone strengthening activities at least 3x a week a week in the 60 minutes</p>
<p><b>My Progress Log</b> - Use the space below to keep a log of your progress.                  Also include your OMNI Perceived Exertion Scale (PES) results for each day's activities.</p>	
<p>Date:                  Date:                  Date:</p>	

**\* Teacher's Note:** Each fitness plan will be reviewed and revised as needed. If you have any medical considerations, please consult with the school nurse or your family physician on any modifications as needed. *I will need to know!*