

ENHANCING PHYSICAL EDUCATION

STANDARDS MVPA FITNESS TESTING

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ENHANCE P.E. TASK FORCE

Established by Public Act 97-1102
Task Force Charge

- 1) Promote and recommend enhanced PE programs:
 - educate and promote leadership among school district and school officials;
 - **develop and utilize metrics**;
 - promote training and professional development;
 - identify and seek local, State, and national resources

- 2) Recommend updates to the Illinois Learning Standards for Physical Development and Health
 - focusing on **neuroscience** research that impacts the relationship between physical activity, learning, and health.

GOAL



All Illinois K-12 school students will participate in daily, high-quality physical education (PE) in order to promote academic achievement and realize the lifetime benefits of exercise and fitness.

What is Enhanced PE?

Increasing the amount of moderate-to-vigorous physical activity (MVPA) that students receive during P.E. class to at least 50% of class time.

Illinois Goals and Standards

for Physical Development and Health

19 Motor Skills, movement patterns & related concepts

19A motor skills and movement patterns - added

MVPA

19B movement concepts & application (biomechanics) -
added effects on the brain

19C rules, strategies and safety (S-E learning
standard when self-officiating)

Illinois Goals and Standards

for Physical Development and Health

20 Physical Fitness

20A health and **skill-related** components of fitness

20B assessing individual fitness - **added relationship
of fitness and academic performance**

20C setting fitness goals

Illinois Goals and Standards

for Physical Development and Health

21 Teamwork

21A personal responsibility (S-E learning standard)

21B cooperation (S-E learning standard)

Illinois Social-Emotional Learning Standards

- Develop self-awareness and self-management skills to achieve school and life success.
- Use social-awareness and interpersonal skills to establish and maintain positive relationships.
- Demonstrate decision-making skills and responsible behaviors in personal, school and community contexts.

Illinois Goals and Standards

for Physical Development and Health

22 Health promotion and prevention and treatment of injury and illness

22A assessing valid information

22B factors that influence health

22C environmental effects

22D advocating for individual health and health issues

Illinois Goals and Standards

for Physical Development and Health

23 Body Systems

23A structures, functions and interrelationships

23B effects of health-related actions on body systems

23C factors that affect growth and development

23D structures and functions of the brain and how they are affected by physical activity and fitness

Let's Move!

Brain Song

Bones Macarena

Illinois Goals and Standards

for Physical Development and Health

24 Communication and Decision-Making

24A conflict resolution (S-E learning standard)

24B decision-making (S-E learning standard)

24C avoiding dangerous situations (S-E learning standard)

REVISED STANDARDS

COVER THREE DOMAINS -

- COGNITIVE,
- PSYCHOMOTOR
- AFFECTIVE



ENGAGING STUDENTS IN MVPA IS AN INDIRECT
RESULT OF IMPLEMENTING THE STANDARDS
BOTH IN AND OUT OF SCHOOL

ENHANCING P.E

Entails changing policies, practices, and curricula so that students spend more time in moderate to vigorous physical activity (**MVPA**)

during each class.



Outdated vs Enhanced P.E.



Curriculum

Groupings

Fitness Emphasis

Instruction

Social Skill Development

Grading and Assessment

Games

Technology



MVPA

Moderate physical activity refers to an activity that increases heart rate to an intensity of brisk walking, biking, water aerobics, general gardening.

Vigorous physical activity produces a large increase in breathing and heart rate to an intensity equivalent to jogging, bicycling uphill, aerobic dance, aerobics, jumping rope, heavy gardening.

STRATEGIES to increase MVPA during class

1. Give clear and concise instructions and demonstrations.
2. Develop a plan for taking out equipment and returning it.
3. Minimize transition times by having prearranged signals for starting and stopping.
4. Create tag games and circuits using minimal, inexpensive and donated equipment.
5. Modify games by changing rules and creating small group and small sided games.
6. Modify relays to allow for maximum movement and participation.

EPE, MVPA and the Standards

- “Musical Chairs” becomes “Musical Hoops,” reinforcing locomotor movements to music
- Tag becomes “Exercise Tag” using Fit Deck Junior
- Traditional “Kickball” becomes “5 a Day Kickball”
- Traditional “Soccer” becomes “Kaleidoscope Soccer” with multiple teams playing 4-way soccer
- Give relay teams tasks to complete all together with each student taking a turn relay fashion to retrieve a task card and learn about nutrition in “Calories in, Calories Out”

Let's Move
Fit Deck Exchange

Lesson: Musical Hoops

Standards

- 19: Acquire movement and motor skill and understand concepts necessary to engage in moderate to vigorous physical activity
- 20: Achieve and maintain a health-enhancing level of physical fitness based on continual self-assessment.
- 21: Develop skills necessary to become a successful member of a team by working with others during physical activity.
- 23: Understand human body systems and factors that influence growth and development.
- 24: Promote and enhance health and well-being through the use of effective communication and decision-making skills.

Performance Descriptors/Lesson Objectives

19 A

1. Respond to cues that enhance the development of basic locomotor, and manipulative skills.
2. Understand the difference between personal and general space.
3. Participate in activities that make heart beat faster

19 B

3. Demonstrate spatial awareness in personal and general space (directions, levels, pathways)

19 C

3. Participate safely in physical activity by following rules and directions.
4. Work cooperatively with others.

20A

1. Participate in health-related and skill-related fitness activities
2. Identify activities that will change heart rate
3. Demonstrate how to locate a pulse

20B

3. Recognize that physical activity will increase the heart rate

21A

1. Listen to class procedures during physical activity
3. Participate safely in physical activity
5. Demonstrate the ability to work independently and cooperatively during physical activity

21B

1. Listen to safe practice and/or behaviors for the day's structured physical activity

23A

1. Identify basic body parts (head, legs, arm, chest, feet, hands, eyes, ears, nose)

23D

1. Locate the brain in the body

24A

1. Recall safety rules at home, at school, in the community
6. Identify good manners

Musical Hoops Game

Direct students to carefully take a hoop from the pile, place it on the floor, not too close to anyone else, and stand inside of it.

Explain that when the music starts, students be directed to perform locomotor movements such as skipping, galloping, sliding, crab walking, monkey walking, etc.

Tell students when the music stops, they are to freeze and listen for the body part that they are to place inside of the hoop such as 1 foot, 2 feet, 1 hand, etc

Remind students that they are to move thoughtfully through the room, making their own path.

Ask why they should not bump into others or the walls. What is in their head that is so important?

Start and stop the music giving cues.

After a few rounds, ask them if their hearts are beating faster. Why?

Explain that hoops will be taken away in the next rounds and students need to begin sharing hoops. Repeat until only a few hoops remain.

Ask students how they used good manners while playing, and how they followed safety rules

STAKEHOLDER AND EXPERT TASK FORCE ON PHYSICAL EDUCATION

PUBLIC ACT 98-0859 Task Force Charge

Submit recommendations (from which ISBE will adopt rules for implementation of physical fitness assessments and collect and report aggregate fitness information) including:

1. Methods for insuring validity and uniformity of fitness scores, including assessment admin protocols and professional development approaches for P.E. teachers
2. How often fitness scores should be reported to ISBE
3. Grade levels within elementary, middle, and high school categories for which scores should be reported.
4. Indicators that should be reported to ISBE, including score for aerobic capacity (grades 4-12), muscular strength and endurance, flexibility
5. Development of protocols to protect students' confidentiality and individual info/identifiers
6. How fitness scores should be reported to the public including potential correlations with academic achievement, attendance, discipline data.

TASK FORCE RECOMMENDATIONS

The Illinois State Board of Education (ISBE) require schools to administer annual fitness testing for the following components for all grades 3-12, and to report ISBE aggregate results for grades 5,7, and 10 each year; Aerobic capacity (grades 4-12 only; Recommended test; PACER test, Alternate test: Mile Run test), Flexibility,(Recommended test: Back-Saver Sit and Reach test, Alternate test: Trunk lift test), Muscular endurance (Test: Curl-upTest) and Muscular Strength (Test: Push-up test).

ISBE require all schools to USE the fitness testing protocols that were developed by FITNESSGRAM

ISBE suggest that schools integrate fitness testing into physical education classes when covering content related to Illinois State Learning Standard 20.

www.isbe.net/EPE/html/SETFPE.htm

(Jean Sophie and Mark Bishop scheduled to testify before ISBE Board on August 19, 2015. They will have 10 minutes).

MY EXPERIENCES IN THE FIELD

Vary from everyone participating and practicing skills to most students sitting, using cell phones, laying on mats....

- Either girls play and boys sit on the bleachers or vice versa
- Boys playing Shirts and Skins Basketball while girls use phones
- Steal the Bacon where everyone except 2 students sit
- Students sitting in line waiting for their turn to take Sit and Reach test
- Testing students who have never done curl-ups or push-ups in P.E.
- Students being picked for teams for Dodgeball and those not picked used as human shields for each team

??????????

ARE P.E. TEACHERS USING THE STANDARDS AND WRITING LESSON PLANS THAT INCLUDE MVPA AND FITNESS CONCEPTS? DO THEY HAVE TEMPLATES OR EXAMPLES?

ARE P.E. TEACHERS MAKING SURE THAT ALL STUDENTS MOVE AT LEAST 50% OF THE TIME?

ARE P.E. TEACHERS KEEPING CURRENT ON BEST PRACTICE IN PHYSICAL EDUCATION AND HEALTH?

ARE VETERAN TEACHERS ATTENDING CONFERENCES?

ARE WE COMMUNICATING IN A MEANINGFUL, MEMORABLE WAY THE IMPORTANCE OF LETTING GO OF OLD/OUTDATED P.E. PRACTICES?

IF NOT- WHY NOT?????? LET'S DISCUSS!

ONE SOLUTION

BRING THE TRAINING TO THE TEACHERS

TRAIN P.E. TEACHERS, IN THEIR DISTRICT, ON INCREASING STUDENT PHYSICAL ACTIVITY LEVELS (MVPA) WHILE IMPLEMENTING STATE LEARNING STANDARDS AND FITNESS TESTING

COMING THIS FALL TO SUBURBAN COOK COUNTY AS PART OF COLLABORATION BETWEEN ILLINOIS PUBLIC HEALTH INSTITUTE AND THE COOK COUNTY DEPARTMENT OF PUBLIC HEALTH'S PARTNERSHIP TO IMPROVE COMMUNITY HEALTH (PICH) PROGRAM.

Get Fit and Flourish Manual

Sleepwalker

Hydration Tag

Fit Deck Tag

Grab and Go

Calories In, Calories Out

Three G Workout

Great Grains

Healthy Hearts

Bones Macarena

Walk Across Illinois Curriculum

Rock Island - Crab Soccer

Springfield - Scatter Square Dance

Mount Vernon - Counties Volleyball



Resources

Enhance P.E. Task Force



- <http://www.isbe.net/epe/html/EPETF.htm>



Illinois Association for Health, Physical Education

IAHPERD

- <http://www.iahperd.org/>



- <http://www.sparkpe.org/>



- <http://www.catchinfo.org/>

Active Transportation Alliance/Walk Across Illinois School curriculum:
<http://www.activetrans.org/education/teachers/elementary>