

WELLNESS & FITNESS

LENGTH OF TIME: one year

GRADE LEVEL: 2

COURSE STANDARDS:

Students will:

1. Identify and demonstrate basic movement skills for participation in exercise, fitness, and game type activities. (NPES 1, 2, 3, 4; PA Std 10.4.3 a, b, e)
2. Appreciate and apply simple rules and appropriate behaviors for movement, dance, and games. (NPES 2, 3, 4; PA Std 10.5.3 c, f)
3. Participate as leader and follower in simplified activities to help the development of self confidence and interpersonal skills. (NPES 5, 6, 7; PA Std 10.4.3 f)
4. Identify indicators of mental, emotional, social and physical health during childhood. (NHS1; PA Std 10.1.3 e)
5. Explain how childhood injuries and illnesses can be prevented or treated. (NHS1; PA Std 10.1.3 e)
6. Demonstrate the ability to locate resources from home, school, and community that provide valid health information. (NHS2; PA Std 10.2.3 a, b)
7. Demonstrate strategies to improve or maintain personal health. (NHS3; PA Std 10.2.3 a)
8. Compare behaviors that are safe to those that are risky or harmful. (NHS3; PA Std 10.3.3 a, d)
9. Identify skills to manage stress. (NHS3; PA Std 10.3.3 c)
10. Describe how culture influences health behaviors. (NHS4; PA Std 10.2.3 d)
11. Demonstrate ways to communicate care, consideration, and respect of self and others. (NHS5; PA Std 10.3.3 a, c)
12. Demonstrate refusal skills to enhance health. (NHS5; PA Std 10.1.3 d, 10.2.3 d)
13. Demonstrate the ability to apply a decision-making process to health issues and problems. (NHS6; PA Std 10.2.3 d)
14. Express information and opinions about health issues. (NHS7; PA Std 10.2.3 b)

NATIONAL PHYSICAL EDUCATION STANDARDS

1. Demonstrates competency in many movement forms and proficiency in a few movement forms.
2. Applies movement concepts and principles to the learning and development of motor skills.
3. Exhibits a physically active lifestyle.
4. Achieves and maintains a health-enhancing level of physical fitness.
5. Demonstrates responsible personal and social behavior in physical activity settings.
6. Demonstrates understanding and respect for differences among people in physical activity settings.

7. Understands that physical activity provides the opportunity for enjoyment, challenge, self-expression, and social interaction.

NATIONAL HEALTH STANDARDS:

1. Comprehend concepts related to health promotion and disease prevention.
2. Demonstrate the ability to access valid health information and health promoting products and services.
3. Demonstrate the ability to practice health-enhancing behaviors and reduce health risks.
4. Analyze the influence of culture, media, technology, and other factors on health.
5. Demonstrate the ability to use interpersonal communication skills to enhance health.
6. Demonstrate the ability to use goal setting and decision making skills to enhance health.
7. Demonstrate the ability to advocate for personal, family, and community health.

RELATED PA ACADEMIC STANDARDS FOR HEALTH, SAFETY AND PHYSICAL EDUCATION

- 10.1 Concepts of Health
 - D. Alcohol, Tobacco and Chemical Substances
 - E. Health Problems and Disease Prevention
- 10.2 Healthful Living
 - A. Health Practices, Produces and Services
 - B. Health Information and Consumer Choices
 - D. Decision-making Skills
- 10.3 Safety and Injury Prevention
 - A. Safe/Unsafe Practices
 - C. Strategies to Avoid/Manage Conflict
 - D. Safe Practices in Physical Activity
- 10.4 Physical Activity
 - A. Physical Activities That Promote Health and Fitness
 - B. Effects of Regular Participation
 - E. Physical Activity and Motor Skill Improvement
 - F. Physical Activity and Group Interaction
- 10.5 Concepts, Principles and Strategies of Movement
 - C. Practice Strategies
 - F. Game Strategies

PERFORMANCE ASSESSMENTS:

Students will demonstrate achievement of the standards by:

1. Basic locomotor and skill testing (pre and post tests). (course standard 1)
2. Fitnessgram. (course standard 1)
3. Safe participation in all games and activities. (course standard 2)
4. Participating in adventure based activities. (course standard 3)
5. Role playing the stop, drop and roll method. (course standard 8)
6. Making an emergency list. (course standard 6)

7. Drawing a group of nutritional foods and a group of unhealthy foods. (course standard 7)
8. Role playing with a puppet to communicate care, consideration, and respect. (course standard 11)
9. Making a poster advocating the use of helmets. (course standard 5)

DESCRIPTION OF COURSE:

Students will develop the basic forms of movement and be able to apply and practice these skills through participation in a variety of physical activities to enhance fitness and self esteem.

The wellness program will provide students with the knowledge and skills they need to develop, maintain, and enjoy healthy lifestyles, as well as to solve problems, make decisions, and set goals that are directly related to personal health and well-being.

TITLES OF UNITS:

Not necessarily done separately. Several components may be presented in each lesson.

1. Motor skills - locomotion, non-locomotion, manipulative
2. Ball skills - throwing, catching, bouncing, striking
3. Rope skills
4. Fundamental Movement Skills - body awareness, space, coordination, balance, laterality, and directionality
5. Creative movement
6. Dance
7. Safety
8. Gymnastics (every other year)
9. Fitnessgram
10. Alcohol, tobacco, and other drugs 4 lessons
11. Family health 1 lesson
12. Injury prevention 3 lessons
13. Mental and emotional health 2 lessons
14. Nutrition 2 lessons
15. Personal and community health 2 lessons
16. Physical activity 1 lesson

Every fourth scheduled wellness/fitness class will be devoted to a health lesson totaling 15 classes.

SAMPLE INSTRUCTIONAL STRATEGIES:

1. Active participation
2. Demonstration
3. Trial and error
4. Cooperative groups
5. Guided discovery
6. Technology

MATERIALS:

1. Appropriate equipment and materials for specifically designed activities.
2. Fitness Gram software.

METHODS OF ASSISTANCE AND ENRICHMENT:

1. Adaptive Wellness and Fitness
2. Teacher
3. Student assistants
4. Inclusion theory in practice
5. Guest speakers
6. Technology
7. Assemblies
8. American Heart Association – Jump for Heart

PORTFOLIO DEVELOPMENT:

1. Skills checklist
2. Fitnessgram
3. Fitness Gram reports
4. Nutrition comparison drawing
5. Story – write an ending to dangerous situation

METHODS OF EVALUATION:

1. Skills testing
2. Performance level tests
3. Demonstration
4. Videotape - pre/post evaluation
5. Self-evaluation
6. Teacher Observation
7. Projects
8. Quizzes and tests
9. Portfolio

INTEGRATED ACTIVITIES:

1. Concepts
 - introduce and develop understanding of rules and cooperation
 - introduce and practice knowledge of basic concepts in non competitive activities
 - distinguish between safe and risky or harmful behaviors
 - understand the personal responsibility of the choices we make
 - understand the need for cooperative behavior
 - identify and exhibit healthy habits
2. Communication
 - respond orally and physically
 - perform activities
 - listen, appreciate, recognize, describe and understand

3. Thinking/Problem Solving

- observe
- describe
- evaluate
- make decisions
- listen
- cooperate

4. Application of Knowledge

- correct use of equipment
- demonstrate activity or skill
- evaluate
- class work
- discussions
- presentations

5. Interpersonal Skills

- recognize and demonstrate cooperation
- respect others
- communicate effectively
- recognize and practice sportsmanship
- recognize and practice skills in a safe environment