

Nebraska Physical Education



Essential Learnings

Nebraska Department of Education
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TABLE OF CONTENTS

Preface	1
Introduction.....	2
Explanation of the Physical Education Essential Learnings	6
Definition of Themes	8
General Description of the K-12 Topic Strands	10
Physical Education Essential Learnings	
Grades K – 2	15
Grades 3 – 5	18
Grades 6 – 8	22
Grades 9 – 12	26
Appendices	
Appendix A: Topic Strands Defined at Specific Grade Levels.....	32
Appendix B: Glossary	39
Appendix C: Resources	44
Appendix D: References.....	48

*Photographs courtesy of Council of Chief State School Officers, *School Health Starter Kit*, 2nd Ed. 2003.

PREFACE

Nebraska is facing a serious health crisis affecting our most important assets: our children. Every year the children in Nebraska and the U.S. are becoming increasingly overweight because of decreased physical activity and poor nutrition. As troubling as this is for our children's current health, this is just the beginning of a possible lifetime of poor health and complications from overweight and obesity.

Schools have a responsibility to help students establish and maintain lifelong habits to be physically active. According to the Institute of Medicine, the rate of overweight children in the United States has more than doubled for preschool children aged 2-5 years and adolescents aged 12-19 years, and it has more than tripled for children aged 6-11 years. The increasing number of overweight and obese children and youth throughout the United States has led policy makers to rank it as a critical health threat. Nebraska is not immune to these trends. At present, approximately one in every three Nebraska students or 106,000 Nebraska students are either overweight or obese.

Interactions between social, environmental, and policy contexts which influence eating and physical activity have contributed to the increase of overweight children and youth. Therefore, numerous resources will be needed to affect change. Nebraska schools can and should be a major catalyst in helping to impact change and reverse the trend of overweight children and youth in Nebraska.

To assist Nebraska schools in their endeavors, the Nebraska Department of Education has developed the Nebraska Physical Education Essential Learnings. This document serves as a resource to provide physical activity and movement to children and as a foundation to build meaningful physical education experiences for all children. It is a tool to guide educators and school districts in the development of children and youth to become physically educated and to possess the knowledge, skills and confidence to lead active, healthy and productive lives.

By providing quality physical education programs for all students, Nebraska schools can play a leading role in helping to reverse the trend of childhood obesity in our state.

A special thank you is extended to all the individuals who helped in the production of this document. Without their dedication, hard work, and passion for the welfare of Nebraska's children and youth, this document would not have been possible.

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INTRODUCTION

Physical Education is an integral part of the total education of a child. It is a multi-faceted process of skills and activities aimed at students becoming physically educated, physically fit, able to enjoy a variety of physical activities, and committed to lifelong health and physical well-being. It is a continuing process of articulated, sequential development of skills, talents, attitudes, and behaviors. Learning cognitively is as important to physical education as learning specific movement skills. Students need to know why they are learning skills in physical education and how they are benefiting personally. This why and how will enable students to accept responsibility for improving skills on their own and to enjoy the benefits of physical education over the long term.

The emphasis in physical education must be placed on a broad spectrum of learning and personal development. Learning involves thinking and feeling, being active and processing information, not just using skills. Physical education encompasses much more than just training and should not be confused with athletics. Physical education and athletic programs have different purposes. Athletic programs are essentially designed for students who desire to specialize in one or more sports and refine their talents in order to compete with others of similar interests and abilities.

An effective physical education program will reach all children regardless of talents, skills, or limitations and will provide all children the potential to become physically educated. As an integral part of the educational process, physical education provides opportunities for students to participate in activities that promote wellness. Effective programs utilize the strategies of problem solving, goal setting, and cooperative learning, and contribute to the understanding and knowledge of a healthy, active lifestyle. These programs emphasize safe and cooperative physical activity practices and contribute to the participation in and promotion of physical activity. In addition, effective programs utilize technology in the physical education classroom to provide tools for instruction, assessment and record keeping and opportunities for advancement in instruction and enhanced student learning. As a result of effective physical education programs, students are more likely to be better prepared as productive students, workers, and contributors to their communities and society.

QUALITY PHYSICAL EDUCATION

According to the National Association for Sport and Physical Education (NASPE) guidelines, a high-quality physical education program includes the following components: opportunity to learn, meaningful content, and appropriate instruction.

Opportunity to Learn

- Instructional periods totaling a minimum of 150 minutes per week (elementary) and 225 minutes per week (middle and secondary school)

- Qualified physical education specialists providing a developmentally appropriate program
- Adequate equipment and facilities

Meaningful Content

- Instruction in a variety of motor skills that are designed to enhance the physical, mental, and social/emotional development of every child
- Fitness education and assessment to help children understand, improve, and/or maintain their physical well-being
- Development of cognitive concepts about motor skills and fitness
- Opportunities to improve their emerging social and cooperative skills and gain a multicultural perspective
- Promotion of regular amounts of appropriate physical activity now and throughout life

Appropriate Instruction

- Full inclusion of all students
- Maximum practice opportunities for class activities
- Well-designed lessons that facilitate student learning
- Follow-up assignments that support learning, practice, and establishing life-long habits
- No use of physical activity as punishment
- Use of regular assessment to monitor, reinforce, and plan for student learning

As documented by NASPE, quality physical education programs are needed to increase the physical competence, health-related fitness, self-responsibility, and enjoyment of physical activity for all students so they can be physically active for a lifetime. Physical education programs can provide these benefits only if they are well-planned and well-implemented so that they include the following:

- **Skill development:** Physical education develops motor skills that allow for safe, successful, and satisfying participation in physical activities.
- **Regular, healthful physical activity:** Physical education provides a wide range of developmentally appropriate activities for all children and youth. It encourages young people to choose to be physically active and aware of the benefits of such a choice.
- **Improved physical fitness:** Quality physical education improves cardiovascular endurance, muscular strength, flexibility, muscular endurance, and body composition.
- **Support for other subject areas:** Physical education reinforces knowledge learned across the curriculum and serves as a laboratory for application of content in science, math, and social studies.
- **Self-discipline:** Physical education facilitates development of responsibility for personal health, safety, and fitness.
- **Improved judgment:** Quality physical education influences moral development. Students learn to assume leadership, cooperate with others, and accept responsibility for their own behavior.
- **Stress reduction:** Physical activity becomes an outlet for releasing tension and anxiety and facilitates emotional stability and resilience.

- **Strengthened peer relations:** Physical education is a major force in helping children and youth socialize with others successfully and provides opportunities to learn positive social skills. Especially during late childhood and adolescence, being able to participate in dances, games, and sports is an important part of youth and peer cultures.
- **Improved self-confidence and self-esteem:** Physical education instills a stronger sense of self-worth in young people based on their mastery of skills and concepts in physical activity. They become more confident, assertive, independent, and self-controlled.
- **Experiencing goal setting:** Physical education gives children and youth the opportunity to set and strive for personal, achievable goals.

RESEARCH TO SUPPORT PHYSICAL ACTIVITY

The landmark *Physical Activity and Health: A Report of the Surgeon General* (U.S. Department of Health and Human Services, 1996) identified substantial health benefits of regular participation in physical activity: they include reduced risks of dying prematurely from heart disease and of developing diabetes, high blood pressure, and colon cancer. According to the Surgeon General, the health benefits of physical activity are not limited to adults. Regular participation in physical activity during childhood and adolescence helps build and maintain healthy bones, muscles, and joints; controls weight; builds lean muscle; and is consistently related to higher levels of self-esteem and lower levels of anxiety and stress—each of which has been associated with better academic performance.*

While the health benefits of regular participation in physical activity have long been identified, it is only recently that studies have been conducted to show a direct link between physical activity and academic achievement. Evidence suggests that students in elementary school through high school perform better academically when they are physically active. The California Department of Education recently analyzed 2001 results of physical fitness testing and compared them with the Stanford Achievement Test, Ninth Edition (SAT 9), which was given as part of the California Standardized Testing and Reporting Program. The analysis showed a significant relationship between academic achievement and fitness. In the study, reading and mathematics scores were matched with fitness scores of 353,000 fifth graders, 322,000 seventh graders, and 279,000 ninth graders. Higher achievement was associated with higher levels of fitness at each of the three grade levels measured. The relationship between achievement and fitness was greater in mathematics than in reading, particularly at higher fitness levels. Students who met minimum fitness levels in three or more physical fitness areas showed the greatest gains in academic achievement at all three grade levels. Females demonstrated higher achievement than males, particularly at higher fitness levels. **

Additional studies have demonstrated that physical activity is connected to physiological aspects of cognitive functioning (Sallis et al. 1999; Shephard 1997). Both human and animal studies suggest that learning complex movements stimulates the part of the brain used in problem solving and learning (Sallies et al. 1999). Other research suggests that physical exercise increases neural connections and cerebral blood flow (Jensen 1998).

Physical activity can also increase academic performance indirectly by improving emotional health, self-esteem, and alertness—all of which are related to improved academic performance (Tremblay, Inman, & Willms 1998). It also is associated with nutrient intake, which in turn can improve student learning.***

Data from social surveys indicate that youths who engage in moderate to high levels of physical activity tend to perform better in school (Dwyer, Sallis, Blizzard, Lazarus, & Deab 2001; Pate, Heath, Dowda, & Trost 1996). More significantly, several experimental studies examining the academic consequences of participation in physical education programs have found that increases in physical education time concomitant with reductions in academic instruction time have favorable effects on students' academic achievement (Dwyer, Coonan, Worsley, & Leitch 1979; Shephard et al. 1984, Sallis et al. 1999; Shephard 1997; Tremblay et al. 1998). These studies prove that schools that attempt to increase academic instructional time at the expense of physical education time will experience reductions in student learning and academic performance (Haskins, Paxson, Donahue 2006).***

Because sedentary habits, once formed, are hard to change, childhood is the time to begin development of active lifestyles, and adolescence is an important time to prevent the decline in physical activity levels that are traditionally observed during the developing years. Therefore, it is important to equip our young people with the fitness levels, knowledge, motor skills, confidence, and personal/social skills they need to be active now and in the future.

“In the same way that exercise shapes up the muscles, heart, lungs, and bones, it also strengthens the basal ganglia, cerebellum, and corpus callosum, all key areas of the brain.”

-Eric Jensen, Association for Supervision & Curriculum Development, Alexandria, VA

*Source: *Moving Into The Future: National Standards for Physical Education*, NASPE; 2nd Edition; 2004.

**Source: *The Learning Connection: The Value of Improving Nutrition and Physical Activity in Our Schools*. AFHK; 2005.

***Source: *Getting Results: Update 5, Student Health, Supportive Schools and Academic Success*. California Department of Education; 2005.

EXPLANATION OF THE NEBRASKA PHYSICAL EDUCATION ESSENTIAL LEARNINGS

The Nebraska K-12 Physical Education Essential Learnings are intended to reflect what students should know and be able to do by the end of grades 2, 5, 8, and 12 as a result of participating in a quality physical education program. They are organized in grade level clusters of K-2, 3-5, 6-8, and 9-12, and they are composed of three overarching themes: Physical Education Literacy, Physical Activity and Fitness, and Responsible Physical Activity Behavior. Within each of these themes are two unique topic strands for a total of six topic strands. These strands are aligned to the National Standards for Physical Education and are articulated throughout the Physical Education Essential Learnings. The overarching themes and topic strands are identified to help organize the essential learnings. A general description of each of the three themes along with general descriptions of the K-12 articulated topic strands can be found on pages 8-13. Topic strands further defined at each specific grade level cluster can be found in the appendix.

THEME: Physical Education Literacy

Strand 1: Skills

Strand 2: Knowledge

THEME: Physical Activity and Fitness

Strand 3: Active Lifestyle

Strand 4: Fitness

THEME: Physical Activity Behavior

Strand 5: Responsible Behavior

Strand 6: Awareness

Within each strand are one or more essential learnings reflecting what students should know and be able to do at the end of each grade level range (e.g., K-2). Beneath each essential learning is an example indicator. The example indicators are examples of students' behavior at each grade level range and demonstrate progress toward achieving the essential learnings. For ease of reference, the essential learnings have been assigned a unique identification code. For example, note the following essential learning:

2.4.1 Engage in moderate to vigorous physical activity.

The first number indicates the developmental level (2) designated for the essential learning, that is, grades K-2. The second number (4) indicates the specific topic strand under which the essential learning is categorized, Strand # 4: Fitness. And the final number (1) indicates it is the first essential learning found under Strand # 4 in the K-2 grade level range.

Successful attainment of the physical education essential learnings is directly related to student contact time, appropriate equipment, class size, and available facilities. Physical education should be taught by certified physical education professionals to ensure competent delivery of high quality physical education programs that are safe and developmentally appropriate. Nevertheless, it is the local school district's decision how the essential learnings and example indicators are organized; what specific curriculum, instructional strategies, materials, and activities are designed to teach them; how much time is spent teaching them; and when they are taught within the developmental levels.

PURPOSE OF ESSENTIAL LEARNINGS

These essential learnings provide a coherent and professionally defensible rationale for physical education. They provide clarity of purpose, set high and challenging expectations for all students, and ensure that quality physical education is emphasized throughout the K-12 school system. The essential learnings do not prescribe a particular curriculum, nor do they subscribe to any one method or approach to teaching, allowing local school districts to make this determination. Instead, they are intended to serve as a tool to help guide schools in the development of their own curriculum and a framework from which teachers can examine and improve their teaching and students' learning.

Essential learnings serve three main purposes: they establish a common reference and comprehensive vision for physical education from kindergarten to grade twelve; they provide a basis for evaluating programs, policies, and practices; and they reform and improve what is taught in the classroom. For students, teachers, parents, and the community, essential learnings provide direction and measurable learning outcomes, and they offer guidance and support to develop the best practices in physical education. As a whole, essential learnings are not the end but the process for school communities to revisit their curriculum and discover ways to meet the education needs of their students and communities.

“Physical education is the most effective grassroots program available to get children active today and help them establish healthy fitness habits that will last a lifetime.”

-Jim Baugh, Founder, P.E.4LIFE

DEFINITION OF THEMES

Physical Education Literacy

Literacy in physical education means competence in movement forms, the knowledge and application of concepts and principles related to motor skills, and the adoption of a healthy, physically active lifestyle. Competence in movement forms makes possible the enjoyment of participation in physical activity and establishes the foundation for continued motor skill acquisition. Increased skill acquisition, in turn, affords the student the capacity for successful and advanced levels of performance that further increase the likelihood of participation in physical activity. Motor skill acquisition and performance are enhanced by the application of movement concepts and principles from disciplines such as motor learning and development, sport psychology and sociology, and biomechanics and exercise physiology. Knowledge of these concepts and principles and of how to apply them enhances understanding of the relationships between physical activity and its immediate and identifiable effects on the body. This contributes to an understanding of the benefits of a healthy lifestyle leading to the likelihood of independent learning and therefore more regular and effective participation in physical activity.

Physical Activity and Fitness

The physically educated student demonstrates a pattern of regular participation in meaningful physical activity settings. What is done in the physical education class connects with the lives of the students outside of the classroom. Students make use of the skills and knowledge learned in physical education class as they engage in regular physical activity outside of the physical education class. They demonstrate effective self-management skills that enable them to participate in physical activity on a regular basis. Students develop an awareness of the relationship between activity and its immediate and identifiable effects on the body. The development of students' knowledge, skills and willingness to accept responsibility for personal fitness leading to an active, healthy lifestyle enables students to achieve health-related fitness and physical competence as needed for many work situations and active leisure participation.

Physical Activity Behavior

The physically educated student demonstrates behaviors that contribute to personal health and individual and group success in physical activity settings. These include safe practices, adherence to rules and procedures, etiquette, cooperation and teamwork, ethical behavior, and positive social interaction. Positive interaction among participants in

physical activity settings provides students with opportunities to develop respect for similarities and differences among individuals. Students learn to appreciate similarities and differences in culture, ethnicity, motor performance, disabilities, gender, age, race, and socioeconomic status as well as physical characteristics (e.g., strength, size, shape). Physical activity provides opportunities for self-expression as well as social interaction, and can be enjoyable, challenging, and fun. Students develop awareness of the intrinsic values and benefits of participation in physical activity, thus providing personal meaning. These benefits of physical activity develop self-confidence and promote a positive self-image, thereby encouraging individuals to continue participation in activity throughout life.

A BROAD AND FIRM FOUNDATION

“In the great work of education, our physical condition, if not the first step in point of importance, is the first in order of time. On the broad and firm foundation of health alone can the loftiest and most enduring structures of the intellect be reared.”

-Horace Mann

“Schools could do more than perhaps any other single institution in society to help young people, and the adults they will become, live healthier, longer, more satisfying and more productive lives.”

-Carnegie Council on Adolescent Development

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General Description of K-12 Topic Strands

PHYSICAL EDUCATION LITERACY

Strand 1: SKILLS

Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.

The intent of this strand is development of the physical skills needed to enjoy participation in physical activities. Mastering movement fundamentals establishes a foundation to facilitate continued motor skill acquisition and gives students the capacity for successful and advanced levels of performance to further the likelihood of participation on a daily basis. In the primary years, students develop maturity and versatility in the use of fundamental motor skills (e.g., running, skipping, throwing, striking) that are further refined, combined, and varied during the middle school years. These motor skills, now having evolved into specialized skills (e.g., a specific dance step, chest pass, catching with a glove, or the use of a specific tactic), are used in increasingly complex movement environments through the middle school years. On the basis of interest and ability, high school students select a few activities for regular participation within which more advanced skills are mastered. In preparation for adulthood, students acquire the skills to participate in a wide variety of leisure and work-related physical activities.

Strand 2: KNOWLEDGE

Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.

The intent of this strand is facilitation of learners' ability to use cognitive information to understand and enhance motor skill acquisition and performance. It enhances the ability to use the mind to control or direct one's performance. This includes the application of concepts from disciplines such as motor learning and development, sport psychology and sociology, and biomechanics and exercise physiology. It includes, for example, increasing force production through the summation of forces, knowing the effects of anxiety on performance, and understanding the principle of specificity of training. Knowledge of these concepts and principles and of how to apply them enhances the likelihood of independent learning and therefore more regular and effective participation in physical activity. In the lower elementary grades, emphasis is placed on establishing a movement vocabulary and applying introductory concepts. Through the upper elementary

and middle school years, an emphasis is placed on applying and generalizing these concepts to real-life physical activity situations. In high school, emphasis is placed on students independently and routinely using a wide variety of increasingly complex concepts. By graduation, the student has developed sufficient knowledge and ability to independently use his/her knowledge to acquire new skills while continuing to refine existing ones.

PHYSICAL ACTIVITY AND FITNESS

Strand 3: ACTIVE LIFESTYLE

Participates regularly in physical activity.

The intent of this strand is establishment of patterns of regular participation in meaningful physical activity. This strand connects what is done in the physical education class with the lives of students outside of the classroom. Although participation within the physical education class is important, what the student does outside the physical education class is critical to developing an active, healthy lifestyle that has the potential to help prevent a variety of health problems among future generations of adults. Students make use of the skills and knowledge learned in physical education class as they engage in regular physical activity outside of the physical education class. They demonstrate effective self-management skills that enable them to participate in physical activity on a regular basis. Voluntary participation often develops from the initial enjoyment that is derived from the activity coupled with the requisite skills needed for participation. As students develop an awareness of the relationships between activity and its immediate and identifiable effects on the body, regular participation in physical activity enhances the physical and psychological health of the body, social opportunities and relationships, and quality of life. Students are more likely to participate if they have opportunities to develop interests that are personally meaningful to them. Young children learn to enjoy physical activity yet also learn that a certain level of personal commitment and earnest work is required to reap the benefits from their participation. They partake in developmentally appropriate activities that help them develop movement competence and should be encouraged to participate in moderate to vigorous physical activity and unstructured play. As students get older, the structure of activity tends to increase and the opportunities for participation in different types of activity increase outside of the physical education class. Attainment of this strand encourages participation commensurate with contemporary recommendations regarding the type of activity as well as the frequency, duration, and intensity of participation believed to support and sustain good health.

Strand 4: FITNESS

Achieves and maintains a health-enhancing level of physical fitness.

The intent of this strand is development of students' knowledge, skills, and willingness to accept responsibility for personal fitness, leading to an active, healthy lifestyle. Students develop higher levels of basic fitness and physical competence as needed for many work

situations and active, leisure participation. Health-related fitness components include cardiorespiratory endurance, muscular strength and endurance, flexibility, and body composition. Expectations for improvement of students' fitness levels should be established on a personal basis, taking into account variation in entry levels and the long-term goal of achieving health-related levels of fitness based on criterion-referenced standards. Students progress in their ability to participate in moderate to vigorous physical activities that address each component of health-related fitness. Moreover, students become more skilled in their ability to plan, perform, and monitor physical activities appropriate for developing physical fitness. Middle school students gradually acquire a greater understanding of the fitness components, the way each is developed and maintained, and the importance of each in overall fitness. Secondary students are able to design and develop an appropriate personal fitness program that enables them to achieve health-related levels of fitness.

PHYSICAL ACTIVITY BEHAVIOR

Strand 5: RESPONSIBLE BEHAVIOR

Exhibits responsible personal and social behavior that respects self and others in physical activity settings.

The intent of this strand is achievement of self-initiated behaviors that promote personal and group success in activity settings. These include safe practices, adherence to rules and procedures, etiquette, cooperation and teamwork, ethical behavior, and positive social interaction. Key to this strand is developing respect for individual similarities and differences through positive interaction among participants in physical activity. Similarities and differences include characteristics of culture, ethnicity, motor performance, disabilities, physical characteristics (e.g., strength, size, shape), gender, age, race, and socioeconomic status. Achievement of this strand in the lower elementary grades begins with recognition of classroom rules, procedures, and safety. In the upper elementary levels, children learn to work independently, with a partner, and in small groups. Throughout elementary school, students begin to recognize individual similarities and differences and participate cooperatively in physical activity. In middle school, adolescents identify the purpose of rules and procedures and become involved in decision-making processes to establish the rules and procedures that guide specific activity situations. They participate cooperatively in physical activity with persons of diverse characteristics and backgrounds. High school students initiate responsible behavior, function independently and responsibly, and positively influence the behavior of others in physical activity settings. They participate with all people, avoid and resolve conflicts, recognize the value of diversity in physical activity, and develop strategies for inclusion of others. High school students begin to understand how adult work and family roles and responsibilities affect their decisions about physical activity and how physical activity, preferences, and opportunities change over time.

Strand 6: AWARENESS

Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

The intent of this strand is development of an awareness of the intrinsic values and benefits of participation in physical activity that provides personal meaning. Physical activity provides opportunities for self-expression and social interaction and can be enjoyable, challenging, and fun. These benefits develop self-confidence and promote a positive self-image, thereby enticing people to continue participation in activity throughout the life span. Elementary children derive pleasure from movement sensations and experience challenge and joy as they sense a growing competence in movement ability. At the middle school level, participation in physical activity provides important opportunities for challenge, social interaction, and group membership, as well as opportunities for continued personal growth in physical skills and their applied settings. Participation at the high school level continues to provide enjoyment and challenge as well as opportunities for self-expression and social interaction. As a result of these intrinsic benefits of participation, students will begin to actively pursue life-long physical activities that meet their own needs.

**“Health and success in school are interrelated.
Schools cannot achieve their primary mission of education
if students and staff are not healthy and fit physically,
mentally and socially.”**
-National Association of State Boards of Education (NASBE)

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Nebraska Physical Education



Essential Learnings

K - 12

NEBRASKA PHYSICAL EDUCATION ESSENTIAL LEARNINGS

GRADES K-2

PHYSICAL EDUCATION LITERACY

Strand 1: SKILLS

Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.

Essential Learnings

2.1.1 Demonstrate progress toward the mature form of locomotor and non-locomotor skills.

Example Indicators:

- Demonstrate a mature pattern of locomotor skills (i.e., jumping, hopping, leaping, galloping, sliding, skipping, walking, and running).
- Demonstrate a mature pattern of non-locomotor skills (i.e., bending, twisting, turning, balancing, and stretching).

2.1.2 Demonstrate progress toward the mature form of selected manipulative skills.

Example Indicators:

- Dribble, throw, catch, roll, and strike a variety of objects with hands.
- Dribble, trap, kick, and roll a variety of objects with feet.
- Jump a self-turned rope.
- Strike using various implements (i.e., hockey sticks, bats, racquets, paddles).

2.1.3 Demonstrate progress toward the mature form of movement patterns and sequences.

Example Indicators:

- Combine locomotor skills into a sequence (i.e., hopping, jumping, galloping, skipping and leaping, walking and running).
- Perform dance sequences to music.
- Demonstrate a smooth transition between locomotor skills in time to music.
- Combine balancing, transferring weight, and rolling actions into a tumbling sequence.
- Combine shapes, levels, directions, and pathways into simple sequences.

2.1.4 Demonstrate the ability to adapt and adjust movement skills to uncomplicated, yet changing, environmental conditions and expectations.

Example Indicators:

- Travel forward and sideways using different tempos.
- Change directions quickly in response to a signal or obstacle using a variety of locomotor skills.
- Chase, flee, and dodge individuals or stationary obstacles.

Strand 2: KNOWLEDGE

Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.

Essential Learnings

2.2.1 Identify the critical elements of basic movements using movement vocabulary.

Example Indicators:

- Identify and demonstrate the major characteristics of locomotor skills (i.e., walking (heel to toe sequence) or skipping (step, hop, step, hop sequence)).
- Repeat cue words for movement skill and demonstrate and/or explain what is meant by each (i.e., overhand throw = side, step, throw).

2.2.2 Apply feedback to improve performance.

Example Indicator:

- Use teacher, peer, and self-assessment to correct motor performance.

PHYSICAL ACTIVITY AND FITNESS

Strand 3: ACTIVE LIFESTYLE

Participates regularly in physical activity.

Essential Learning

2.3.1 Participate regularly in a wide variety of activities that involve locomotor, nonlocomotor and manipulative skills both inside and outside of physical education class.

Example Indicator:

- Participate regularly in a variety of non-structured and low organized physical activities (i.e., tossing a ball, playing tag).

Strand 4: FITNESS

Achieves and maintains a health-enhancing level of physical fitness.

Essential Learnings

2.4.1 Engage in moderate to vigorous physical activity.

Example Indicator:

- Participate in a variety of physical activities that elevate breathing and heart rates in physical education and/or on the playground (i.e., jogging, jumping rope, dancing, bike riding).

2.4.2 Recognize the basic physiological indicators of physical activity.

Example Indicator:

- State the basic physiological indicators that accompany moderate to vigorous play activity (i.e., sweating, increased heart rate, elevated respiration).

2.4.3 Identify the basic components of health-related fitness.

Example Indicator:

- Draw self portraits and color the muscles used for hanging, climbing, supporting weight on hands.

PHYSICAL ACTIVITY BEHAVIOR

Strand 5: RESPONSIBLE BEHAVIOR

Exhibits responsible personal and social behavior that respects self and others in physical activity settings.

Essential Learnings

2.5.1 Demonstrate progress toward working cooperatively and interacting with other students regardless of differences.

Example Indicators:

- Invite a peer to share opportunities for movement (i.e., take a turn, share equipment).
- Assist partner by sharing observations about skill performance during practice (i.e., peer assessment).
- Work in a triad setting without interfering with others.
- Work cooperatively with a partner to reach a shared goal during physical activity.

2.5.2 Identify and model safety practices and class procedures.

Example Indicators:

- Follow directions given to the class for an all class activity.
- Work independently on physical activity tasks.

- Move safely through space (i.e., travel, without contact, through general space).
- Apply rules, procedures and safety practices with little or no reinforcement.

Strand 6: AWARENESS

Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

Essential Learnings

2.6.1 Express feelings about physical activities.

Example Indicators:

- Exhibit verbal and non-verbal indicators of enjoyment (i.e., cheering, smiling, high-five).
- Name physical activities that are enjoyable.
- Identify feelings resulting from challenges, successes and failures in physical activity (i.e., happy, scared, angry, sad).

2.6.2 Attempt new activities.

Essential Indicators:

- Continue to participate when not successful on first try.
- Try new movements and skills willingly.

GRADES 3-5

PHYSICAL EDUCATION LITERACY

Strand 1: SKILLS

Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.

Essential Learnings

5.1.1 Demonstrate mature forms of locomotor patterns and nonlocomotor skill combinations.

Example Indicators:

- Develop and refine tumbling or dance sequences demonstrating smooth transitions, changes in levels and space, and changes in tempo.
- Combine locomotor patterns in time to music.

5.1.2 Demonstrate the mature forms of manipulative skills.

Example Indicator:

- Throw, kick, and strike a variety of objects (i.e., football, basketball, frisbee, golf ball) demonstrating progress toward both accuracy and distance.

5.1.3 Demonstrate the ability to adapt and adjust a combination of movement skills in applied settings.

Example Indicators:

- Dribble with hand and/or foot while preventing an opponent from stealing a ball.
- Dribble and pass a ball to a moving receiver.

5.1.4 Demonstrate beginning skills of selected specialized movement forms.

Example Indicators:

- Perform a basic dance step (i.e., tinikling, grapevine).
- Perform the chest pass (i.e., basketball).
- Field a ball (i.e., softball).

Strand 2: KNOWLEDGE

Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.

Essential Learnings

5.2.1 Identify and apply principles of skill development to improve and enhance performance.

Example Indicators:

- Identify and demonstrate the critical cues for manipulative skills (i.e., when throwing overhand, keep side to target).
- Demonstrate and explain the necessity of transferring weight from the back leg to the front leg during any action that propels an object forward.

5.2.2 Demonstrate basic strategies in non-complex settings.

Example Indicator:

- Demonstrate the use of offensive strategies (i.e., head fake, foot fake, burst of speed, change of direction).

“You will end up saving more lives through your profession as a physical education instructor than I will ever be able to do as a physician.”

-Dr. Michael Kretz, 25-year practicing physician, Hudson, WI

PHYSICAL ACTIVITY AND FITNESS

Strand 3: ACTIVE LIFESTYLE

Participates regularly in physical activity.

Essential Learning

5.3.1 Participate in physical activity in both school and non-school settings.

Example Indicators:

- Participate in moderate to vigorous non-structured physical activity outside of physical education class.
- Participate in structured and purposeful physical activity both in school and non-school activities (i.e., physical education class, local community programs, before/after school programs).

Strand 4: FITNESS

Achieves and maintains a health-enhancing level of physical fitness.

Essential Learnings

5.4.1 Identify strengths and weaknesses based upon health-related fitness testing.

Example Indicator:

- Name one strength and one area of improvement based on results of health-related fitness testing (i.e., pushups, sit-ups, pacer, sit and reach).

5.4.2 Engage in physical activities specifically related to each component of physical fitness.

Example Indicator:

- Participate in physical activity that results in the development of health-related fitness (i.e., cardiorespiratory endurance, flexibility, muscular strength and endurance, and body composition).

5.4.3 Monitor physiological indicators that accompany moderate to vigorous physical activity and adjust activity accordingly.

Example Indicators:

- Record heart rate before, during and after engaging in different types of physical activity (i.e., walking with parents, soccer practice, riding a bike, and physical education).
- Detect the physiological responses to exercise that are associated with their own levels of fitness.

“Children should accumulate at least 60 minutes, and up to several hours, of age-appropriate physical activity on all, or most days of the week.”

-National Association for Sport and Physical Education (NASPE)

5.4.4 Achieve desired levels of health-related fitness.

Example Indicator:

- Meet age appropriate health-related physical fitness criterion (i.e., *FITNESSGRAM*).

PHYSICAL ACTIVITY BEHAVIOR

Strand 5: RESPONSIBLE BEHAVIOR

Exhibits responsible personal and social behavior that respects self and others in physical activity settings.

Essential Learnings

5.5.1 Follow activity-specific safe practices, rules, procedures, and etiquette during physical activity.

Example Indicators:

- Accept the teacher's decision regarding an infraction without displaying negative reactions.
- Assess and take responsibility for own behavior without blaming others.
- Encourage others and refrain from disparaging statements and/or actions (i.e., no put downs, sarcasm, booing, bullying).
- Demonstrate safe practices in a variety of activities (i.e., all roll in same direction in tumbling, release bat safely after swinging at a ball).
- Exhibit good sportsmanship and fair play during physical activities.

5.5.2 Work individually and cooperatively to develop an awareness of and appreciation for individual differences.

Example Indicators:

- Cooperate with ALL class members (i.e., take turns, share equipment).
- Demonstrate respect for others' individual differences through verbal and nonverbal encouragement and assistance during physical activity.

Strand 6: AWARENESS

Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

Essential Learnings

5.6.1 Recognize physical activity as a positive opportunity for social development and group interaction.

Example Indicators:

- List physical activities considered to be fun and explain why.
- Identify physical activity that can be done with others.

- 5.6.2** Describe the physiological and psychological benefits that result from physical activity.

Example Indicator:

- Identify the effect of physical activity on body composition (i.e., amount of physical activity needed to expend calories).

- 5.6.3** Attribute success and improvement to effort and practice.

Example Indicator:

- Establish goals for improving fitness or a specific skill.

GRADES 6-8

PHYSICAL EDUCATION LITERACY

Strand 1: SKILLS

Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.

Essential Learning

- 8.1.1** Demonstrate competency in modified versions in at least one activity from three of the following categories: aquatics, dance, fitness activities, individual/dual sports, outdoor pursuits, self-defense, team sports, tumbling/gymnastics.

Example Indicators:

- Aquatics: Swim continuously in prone and supine positions.
- Dance: Perform specific patterns and sequences to music (i.e., respond to rhythm of music; perform dance steps in sequence; demonstrate body position; show style and etiquette in social, folk, country and/or square dance).
- Fitness Activities: Perform basic skills and techniques (i.e., demonstrate lifting and breathing techniques and safe use of equipment in weight training).
- Individual/Dual Sports: Perform skills and tactics in game-like situations (i.e., in badminton, strike shuttlecock over the net using a variety of legal strokes; demonstrate ability to rally, move toward base after shot when pulled out of position, and move opponent).
- Outdoor Pursuits: Display basic skills and safety procedures in adventure/outdoor activities (i.e., demonstrate how to hold a compass and find bearing and direction in orienteering).
- Self-Defense: Demonstrate a defensive measure to counter an attack.

- Team Sports: Perform skills and tactics in game-like situations (i.e., as quarterback, lead receiver with a catchable pass; as receiver, execute a called pass pattern and catch a catchable pass; as defensive back, maintain defensive position).
- Tumbling/Gymnastics: Design and perform sequences (i.e., combine traveling, rolling, balancing, and weight transfer into smooth, flowing sequences with intentional changes in direction, speed, and flow in tumbling, gymnastics, and/or jumping rope).

Strand 2: KNOWLEDGE

Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.

Essential Learnings

8.2.1 Explain principles of practice that enhance movement performance.

Example Indicator:

- Demonstrate knowledge of the principles of practice that enhance performance (i.e., select appropriate practice procedures to learn and master skills and movement patterns).

8.2.2 Define the critical elements of more advanced movement skills.

Example Indicator:

- Detect and correct errors in personal performance (i.e., racing start in swimming).

8.2.3 Identify and apply strategies and tactics within game play.

Example Indicator:

- Explain and demonstrate game tactics (i.e., a pick-and-roll or a jump stop in basketball).

8.2.4 Explain biomechanical principles related to skill development.

Example Indicator:

- State the biomechanical reason to extend the elbow in striking skills (i.e., increase radius of rotation to increase the force imparted to the ball).

“...given the breadth and depth of the obesity problem, the commitment to regular physical exercise should be high on the priority list for every public school system.”

*-Fighting Obesity in the Public Schools,
The Future of Children, Princeton-Brookings*

PHYSICAL ACTIVITY AND FITNESS

Strand 3: ACTIVE LIFESTYLE

Participates regularly in physical activity.

Essential Learnings

8.3.1 Set personal physical activity goals independently to meet needs and interests.

Example Indicator:

- Set SMART goals (Specific, Measurable, Attainable, Realistic, Timely) for improving health-related fitness (i.e., write one SMART goal for cardiovascular fitness).

8.3.2 Participate regularly in physical activities in both school and non-school settings to accomplish personal activity goals.

Example Indicator:

- Maintain a physical activity log (i.e., document progress toward achievement of personal activity goals).

Strand 4: FITNESS

Achieves and maintains a health-enhancing level of physical fitness.

Essential Learnings

8.4.1 Utilize criterion-referenced standards of health-related fitness.

Example Indicator:

- Participate in activities designed to improve or maintain muscular strength and endurance, flexibility, cardiovascular endurance, and body composition based on the results of criterion-referenced fitness tests (i.e., *FITNESSGRAM*).

8.4.2 Explain principles of conditioning that enhance health-related fitness.

Example Indicator:

- Describe the FITT principle (Frequency, Intensity, Time, Type).

8.4.3 Achieve personal fitness based on criterion-referenced standards, taking into account variation in entry level and the long-term goal of achieving health-related fitness.

Example Indicator:

- Meet the gender and age appropriate health-related physical fitness criterion (i.e., *FITNESSGRAM*).

PHYSICAL ACTIVITY BEHAVIOR

Strand 5: RESPONSIBLE BEHAVIOR

Exhibits responsible personal and social behavior that respects self and others in physical activity settings.

Essential Learnings

8.5.1 Participate cooperatively in physical activity with persons of diverse characteristics and backgrounds.

Example Indicators:

- Offer positive encouragement when participating with students of varying levels of skill.
- Contribute to a group goal in game play or a cooperative activity.

8.5.2 Make responsible decisions to resolve and/or avoid conflicts.

Example Indicators:

- Show self-control by accepting a controversial decision (i.e., decision made by teacher or student official).
- Handle conflicts that arise with others without confrontation.

8.5.3 Assist in establishing class rules related to safety practices and procedures.

Example Indicator:

- Analyze consequences of violation of safety rules.

Strand 6: AWARENESS

Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

Essential Learnings

8.6.1 Analyze the physical, emotional, and social benefits of physical activity.

Example Indicator:

- Explain benefits of selected activities (i.e., jog to relieve stress, develop friends through physical activity).

8.6.2 Explore career/employment opportunities in fields related to physical activity.

Example Indicator:

- Research a job in the physical activity field (i.e., interview a personal trainer, conduct an online visit with an athletic trainer).

“Extended periods (periods of two hours or more) of inactivity are discouraged for children, especially during the daytime hours.”
-National Association for Sport and Physical Education (NASPE)

- 8.6.3** Seek personally enjoyable and challenging experiences in physical activity opportunities.

Example indicators:

- Participate in a variety of physical activities.
- Identify new physical activities that have the potential for challenge and enjoyment.

GRADES 9-12

PHYSICAL EDUCATION LITERACY

Strand 1: SKILLS

Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.

Essential Learning

- 12.1.1** Demonstrate competency in basic and advanced skills and tactics in at least one activity from each of three of the following categories: aquatics, dance, fitness activities, individual/dual sports, outdoor pursuits, self-defense, and team sports.

Example Indicators:

- Aquatics: Demonstrate a variety of swimming strokes.
- Dance: Demonstrate a variety of dance forms.
- Fitness Activities: Develop and perform an aerobic routine (i.e., dance, steps, resistance bands, stability balls, jogging).
- Individual/Dual Sports: Execute offensive and defensive strategies (i.e., in badminton, after each shot during a rally return to base position).
- Outdoor Pursuits: Apply skills and safety procedures in adventure/outdoor activities (i.e., navigate an orienteering course using a compass).
- Self-Defense: Demonstrate defensive positions to counter an aggressive perpetrator.
- Team Sports: Demonstrate transition from offensive to defensive strategies (i.e., in volleyball, move from 6-2 offense to middle back defense).

**“Children and teenagers today suffer from a lack of exercise.
I would rather write a prescription for P.E. to combat this problem.
Kids are too sedentary.”**

-Dr. Norman Spack, The Children’s Hospital, Boston

Strand 2: KNOWLEDGE

Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.

Essential Learnings

12.2.1 Apply concepts and principles of human movement to the development of motor skills and the learning of new skills.

Example Indicators:

- Identify biomechanical principles related to propelling an object (i.e., angle of release, angle of rebound).
- Perform self-evaluation of motor skills (i.e., checklist of badminton long and short serves).
- Plan a program of skill improvement based on self-evaluation.

12.2.2 Analyze movement forms and apply proper strategies and tactics to a variety of physical activities.

Example Indicator:

- Analyze and describe strengths and weaknesses of several offenses and/or defenses (i.e., basketball zone defense).

12.2.3 Apply scientific and medical knowledge to aspects of exercise and injury prevention.

Example Indicators:

- Identify major bones and muscle groups of the body.
- Describe tissue's physiological responses to injury.
- Describe the psychological effects of injury and prevention.
- Identify and describe the structures and functions of several selected body systems (i.e., cardiovascular, respiratory, skeletal, muscular, nervous, integumentary).
- Apply principles of body mechanics and ergonomics.

PHYSICAL ACTIVITY AND FITNESS

Strand 3: ACTIVE LIFESTYLE

Participates regularly in physical activity.

Essential Learning

12.3.1 Refine skills, expand knowledge, cultivate interest and strengthen desire to independently maintain an active lifestyle.

Example Indicators:

- Analyze the benefits of regular participation in physical activity (i.e., explain the benefits of exercise as related to stress management).
- Select and participate in activities that are personally meaningful and accessible based on personal interest and capabilities.
- Participate in a variety of physical activities in both school and non-school settings.
- Demonstrate an understanding of how and why adult patterns of physical activity participation change throughout life (i.e., identify the effects of age on physical activity preferences; identify the effects of age on the physiological response to physical activity).

Strand 4: FITNESS

Achieves and maintains a health-enhancing level of physical fitness.

Essential Learnings

12.4.1 Demonstrate the skill and knowledge to create a fitness program based on personal needs.

Example Indicators:

- Independently design a written personal fitness and activity program which incorporates physical fitness components and principles (i.e., overload, progression, specificity, and individuality).
- Use results of fitness assessments to guide changes in a personal program of fitness and physical activity.
- Use technology to assess, enhance, and maintain participation in a program of fitness and physical activity (i.e., heart monitors, pedometers, etc.).

12.4.2 Achieve desired levels of health-related fitness.

Example Indicators:

- Participate in activities designed to improve or maintain muscular strength and endurance, flexibility, cardiovascular endurance, and body composition based on the results of criterion-referenced fitness tests (i.e., *FITNESSGRAM*).
- Achieve the gender and age appropriate health-related physical fitness criterion (i.e., *FITNESSGRAM*).

“One in every three U.S. children born after 2000 will become diabetic unless many more people start eating less and exercising more.”

***-Dr. K.M. Venkat Narayan, diabetes epidemiologist,
Centers for Disease Control and Prevention (CDC)***

PHYSICAL ACTIVITY BEHAVIOR

Strand 5: RESPONSIBLE BEHAVIOR

Exhibits responsible personal and social behavior that respects self and others in physical activity settings.

Essential Learnings

12.5.1 Initiate responsible behavior, function independently and responsibly, and positively influence the behavior of others.

Example Indicators:

- Apply safe practices, rules, procedures, and etiquette in all physical activity settings (i.e., move around perimeter of room in counter-clockwise direction in country/western dance, yield the track to faster students).
- Resolve conflicts in responsible ways (i.e., volunteer to replay contested shot in tennis).
- Accept the responsibility for taking leadership and/or supportive roles in order to accomplish group goals (i.e., set up the safety procedures to guide a class hike over treacherous terrain).

12.5.2 Develop and implement strategies in physical activity to promote inclusion of people of varying abilities and diverse cultural backgrounds.

Example Indicators:

- Share a physical activity that is associated with a cultural background of interest.
- Create a game/activity designed to include all class members.

Strand 6: AWARENESS

Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

Essential Learnings:

12.6.1 Justify why participation in physical activity can be enjoyable and desirable.

Example Indicators:

- Explain aspects of activities that are enjoyable and not enjoyable and the causes of those feelings.
- Compare and contrast the unique benefits of various types of activities (team, individual/dual sports, dance, etc.).
- Evaluate how physical activity serves as a vehicle to provide opportunities for self-expression and personal growth.

12.6.2 Pursue lifetime physical activities that meet individual needs.

Example Indicators:

- Participate in selected physical activities alone or with friends.
- Broaden scope of physical activities.
- Enter competitive and/or recreational activities voluntarily.

12.6.3 Investigate opportunities for employment related to physical activity.

Example Indicators:

- Analyze employment/career options in fields related to physical activity (i.e., conduct web search for sports management, professional organizations, etc.).
- Journal professional responsibilities and opportunities for employment in professions associated with physical activity.

“The issue here is health. It’s about the fact that overweight and obesity can increase the risk of cardiovascular disease, Type 2 diabetes, several forms of cancer, breathing problems and other health problems.”

-David Satcher, M.D., Ph.D., former U.S. Surgeon General

“The nation’s leading health authorities recommend that schools take an active role in preventing disabling chronic health conditions that create misery and consume a burdensome share of the nation’s resources.”

-The National Association of State Boards of Education (NASBE)

Appendices

Appendix A

Topic Strands Defined At Specific Grade Levels

PHYSICAL EDUCATION LITERACY

Strand 1: SKILLS

Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.

Grades K-2: Student expectations (at the end of grade 2)

Young children are very active and enjoy learning and mastering new ways to move and be active. Students achieve mature forms in the basic locomotor skills and vary the manner in which these skills are performed in relationship to changing conditions and expectations. They demonstrate smooth transitions between sequential locomotor skills. Students show progress toward achieving mature form in the more complex manipulative skills (e.g., foot dribble) and achieve mature form in the less complex manipulative skills (e.g., underhand throw). They demonstrate control in traveling, weight-bearing, and balance activities on a variety of body parts.

Grades 3-5: Student expectations (at the end of grade 5)

Older children develop maturity and versatility in the use of fundamental motor skills for more pleasurable movement experiences. Students achieve mature forms in the basic nonlocomotor and manipulative skills. They demonstrate locomotor, nonlocomotor, and manipulative skills for performance outcomes (e.g., hitting targets). They use these skills in dynamic and complex environments (e.g., formal dance to music) and in combination with each other. Students also acquire some specialized skills basic to a movement form (i.e., basketball chest pass, softball fielding with a glove).

Grades 6-8: Student expectations (at the end of grade 8)

Adolescents are able to participate with skill in a variety of modified sport, dance, gymnastics, and outdoor activities. Students achieve mature forms in the basic skills of the more specialized sports, dance, and gymnastics activities. They use the skills successfully in modified games or activities of increasing complexity and in combination with other basic skills. Students demonstrate use of tactics within sport activities.

Grades 9-12: Student expectations (at the end of grade 12)

High school students possess motor skills and movement patterns allowing them to perform a variety of physical activities and to achieve a degree of success that make the activities enjoyable. Students demonstrate the ability to perform basic and advanced skills

and tactics to participate in at least one activity from each of three of the following categories: aquatics, team sports, dual sports, individual sports, outdoor pursuits, self defense, dance, and gymnastics. They also demonstrate the ability to perform basic skills and tactics to participate in at least five additional activities (from at least three of the categories listed above).

Strand 2: KNOWLEDGE

Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.

Grades K-2: Student expectations (at the end of grade 2)

Young children are rapidly maturing in their basic cognitive abilities. They learn and apply concepts such as actions, planes, and personal/general space. They identify and perform concepts of effort and relationships that vary the quality of movement. Students identify elements of correct form for fundamental skills and use them in performance. They use feedback to improve motor performance.

Grades 3-5: Student expectations (at the end of grade 5)

Older children are able to comprehend more complex concepts and principles and apply them in structured settings. They use performance feedback to increase their cognitive understanding of a skill as well as to improve performance. They also use their knowledge of critical elements of form or simple biomechanical or motor development principles to provide feedback to others. As they learn more complex motor skills, they transfer concepts learned in other skills/games for performance of the new skill/game (e.g., bending the knees lowers the center of gravity and increases stability).

Grades 6-8: Student expectations (at the end of grade 8)

Adolescents exhibit an increasingly complex discipline-specific knowledge. They can identify principles of practice and conditioning that enhance movement performance. They have higher levels of understanding and application of movement concepts/principles and game strategies, critical elements of activity-specific movement skills and characteristics representing highly skilled performance. Students know when, why, and how to use strategies and tactics within game play. They use information from a variety of sources, both internal and external, to guide and improve performance.

Grades 9-12: Student expectations (at the end of grade 12)

High school students demonstrate knowledge and understanding necessary to develop scientifically based personal activity plans that include selected sports and activities. They use complex movement concepts and principles to independently refine their skills and apply them to the learning of new skills. Advanced activity related to discipline-specific knowledge is integrated so that students develop the ability to learn, self-assess, and improve movement skills independently. They also can recognize elite-level performance.

PHYSICAL ACTIVITY AND FITNESS

Strand 3: ACTIVE LIFESTYLE

Participates regularly in physical activity.

Grades K-2: Student expectations (at the end of grade 2)

Young children participate in physical activities largely because of the pleasure they experience. They engage primarily in non-structured physical activities on an intermittent basis outside of physical education class and have fun while doing so. They participate in a wide variety of gross motor activities that involve locomotion, nonlocomotion, and manipulation of objects. Students knowingly select and participate in activities during their leisure time that are moderate to vigorous in nature and that they find enjoyable. They recognize that participation in moderate to vigorous physical activity has both temporary and lasting effects on the body and voluntarily choose to engage in activities that contribute to improved health. Students begin to utilize the skills and knowledge acquired in physical education class during their leisure-time physical activity.

Grades 3-5: Student expectations (at the end of grade 5)

Older children develop an awareness of participation in physical activity as a conscious personal decision, choosing activities for both the enjoyment and health benefits they derive. They voluntarily participate in moderate to vigorous physical activity for longer periods of time outside of physical education class. Students are able to identify and make use of opportunities at school and within the community for regular participation in physical activity. They begin to recognize and use critical elements and movement concepts to sustain their own participation in activities they enjoy. They are capable of using information from a variety of sources (internal and external) to regulate their activity participation.

Grades 6-8: Student expectations (at the end of grade 8)

Adolescents are able to independently set physical activity goals and participate in individualized programs of physical activity and exercise based on personal goals and interests as well as on the results of fitness assessments. They select and utilize practice procedures and training principles appropriate for the activity goals they set. Students have an increasing awareness of the opportunities for participation in a broad range of activities that may meet their needs and interests. They participate regularly in moderate to vigorous physical activities in both school and nonschool settings.

Grades 9-12: Student expectations (at the end of grade 12)

High school students fully recognize and understand the significance of physical activity in the maintenance of a healthy lifestyle and possess the skills, knowledge, interest, and desire to maintain an active lifestyle. They willingly participate in physical activities on a regular basis that contribute to the attainment of and maintenance of personal physical activity goals. Students at this age make conscious decisions regarding their physical activity participation and assume a mature role in managing their participation based on needs, personal interests, capabilities, and resources. They possess adequate movement capabilities and behavioral skills that provide a basis for continued learning and regular physical activity participation. They can independently apply appropriate training

principles to their own physical activity and can utilize pertinent scientific principles to enhance their participation in a specific activity or sport. In addition, students demonstrate an understanding of how and why adult patterns of physical activity participation change throughout life and are capable of implementing meaningful strategies to deal with those changes.

Strand 4: FITNESS

Achieves and maintains a health-enhancing level of physical fitness.

Grades K-2: Student expectations (at the end of grade 2)

Young children engage in a variety of activities that serve to promote health-related physical fitness. They enjoy physical activities for the pleasure experienced from simply moving and may not associate the activity with the development of physical fitness. They participate in physical activity intermittently for short periods of time and will accumulate a relatively high volume of total activity and have fun while doing so. They recognize physiological signs associated with participation in moderate to vigorous physical activity (e.g., sweating, fast heart rate, heavy breathing). Students at this level possess basic knowledge of the components of health-related fitness (cardiorespiratory endurance, muscular strength and endurance, flexibility, and body composition).

Grades 3-5: Student expectations (at the end of grade 5)

Older children regularly participate in physical activity for the purpose of improving physical fitness. Students participate in moderate to vigorous physical activity for longer periods of time without tiring. They begin to engage in physical activities specifically related to each component of physical fitness and are capable of monitoring the physiological indicators that accompany moderate to vigorous physical activity and adjust their own activity accordingly. Students complete standardized fitness testing and achieve desired levels consistent with contemporary health-related recommendations. With teacher assistance, students interpret the results and understand the significance of information provided by formal measures of physical fitness.

Grades 6-8: Student expectations (at the end of grade 8)

Adolescents participate in moderate to vigorous physical activities on a regular basis without undue fatigue. They participate in physical activities that address each component of health-related fitness, including cardiorespiratory endurance, muscular strength and endurance, flexibility, and body composition. Students know the components of fitness and how these relate to their overall fitness status. Students monitor their own heart rate, breathing rate, perceived exertion, and recovery rate during and following strenuous physical activity. They assess their personal fitness status for each component and use this information to assist in the development of individualized physical fitness goals with little help from the teacher. Students show progress towards knowing the various principles of training (e.g., threshold, overload, specificity) and how these principles can be utilized in improving one's level of physical fitness.

Grades 9-12: Student expectations (at the end of grade 12)

Young adults assume greater self-responsibility in their lives and display greater autonomy in their personal behaviors. They demonstrate responsibility for their own

health-related fitness status by participating in appropriate physical activities on a regular basis. They engage in activities in a variety of settings (e.g., school, home, workplace, community) for the purpose of achieving and maintaining health-related fitness. They are largely independent in assessing their personal fitness status, and they can interpret information from fitness tests and use this information to plan and design their own programs to achieve and maintain personal fitness goals that encompass all components of fitness.

PHYSICAL ACTIVITY BEHAVIOR

Strand 5: RESPONSIBLE BEHAVIOR

Exhibits responsible personal and social behavior that respects self and others in physical activity settings.

Grades K-2: Student expectations (at the end of grade 2)

Young children discover the joy of playing with friends and experience how social interaction can make activities more fun. They know safe practices and physical education class rules and procedures, and they are able to apply them with little or no reinforcement. Children know how to utilize acceptable behaviors for physical activity settings and are building a foundation for successful interpersonal communication during group activity. By improving motor skills, children have gained a basis and appreciation for working with others in cooperative movement, sharing, working together to solve a problem, and/or tackling a challenge.

Grades 3-5: Student expectations (at the end of grade 5)

Older children are active participants and learn to work independently and with small groups, enjoying the diversity of those around them. Students identify the purposes for and follow activity-specific safe practices, rules, procedures, and etiquette. They continue to develop cooperation and communication skills to facilitate completion of a common goal while working with a partner and/or small diverse groups. Older children work independently and productively for short as well as progressively longer periods of time. Building on the foundation laid in the early grades, students continue to develop cultural/ethnic self-awareness, appreciate their own heritage, and appreciate the differences in others.

Grades 6-8: Student expectations (at the end of grade 8)

Adolescents begin to understand the concept of physical activity as a microcosm of modern culture and society. They recognize the role of physical activity in understanding diversity and continue to include and support each other, respecting the limitations and strengths of group members. Students move from merely identifying and following rules, procedures, safe practices, ethical behavior, and positive forms of social interaction to reflecting upon their role in physical activity settings and the benefits of physical activity. They have well-developed cooperation skills and are able to accomplish group/team goals in both cooperative and competitive activities. Adolescents seek greater independence from adults and effectively work independently and in groups to complete assigned tasks. They make appropriate decisions to resolve conflicts arising from the

powerful influence of peers, and they practice appropriate problem-solving techniques to resolve conflicts when necessary in competitive activities.

Grades 9-12: Student expectations (at the end of grade 12)

Young adults demonstrate the ability to initiate responsible personal and social behavior, function independently, and positively influence the behavior of others in a physical activity setting. They demonstrate leadership by holding themselves and others responsible for following safe practices, rules, procedures, and etiquette in all physical activity settings. They are able to respond to potentially explosive interactions with others by mediating and settling conflicts. Students synthesize and evaluate knowledge regarding the role of physical activity in a culturally diverse society. They make enlightened personal choices for engaging in physical activity over the life span, recognizing the influence of age, disability, gender, race, ethnicity, socioeconomic status, and culture. They develop a personal philosophy of participation reflecting inclusive practices in physical activity settings.

Strand 6: AWARENESS

Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

Grades K-2: Student expectations (at the end of grade 2)

Young children are the most active segment of our population. They are physically active because they enjoy merely participating. Students like the challenge of experiencing new movements and learning new skills. They feel joy as they gain competence in them. They begin to function as members of a group and to work cooperatively for brief periods of time.

Grades 3-5: Student expectations (at the end of grade 3)

Older children can identify activities they consider to be fun. Enjoyment is directly related to competence in a particular activity. They are challenged by learning a new skill or activity and enjoy broadening their repertoire of movement skills. Success and improvement are attributed to effort and practice. They choose an appropriate level of challenge in an activity so as to experience success and engage in activity with students of different and similar skill levels.

Grades 6-8: Student expectations (at the end of grade 8)

Adolescents seek physical activity experiences for group membership and positive social interaction. They recognize and appreciate skilled performance. Physical activities provide a positive outlet for competition with peers and a means of gaining the respect and recognition of others. Physical activity can increase self-confidence and self-esteem as students discover renewed enjoyment in participation. Physical activities can provide confidence as students start to take steps toward independence. Challenge is found both in experiencing high levels of competition and in learning new and/or different activities. As students experience a greater awareness of feelings, the avenues of self-expression provided by dance, gymnastics, and other sport activities become increasingly important.

Grades 9-12: Student expectations (at the end of grade 12)

High school students are more comfortable with their new interests and their physiques, thus once again enjoying movement for the sheer pleasure of moving. They enjoy the challenge of working hard to better their skills, and they feel satisfaction when they are successful in improving, especially while pursuing personal goals. They enjoy regular participation in selected activities, either alone or with friends. They can explain why participation in these activities is enjoyable and desirable.

**“Children should participate each day
in a variety of age-appropriate physical activities
designed to achieve optimal health, wellness, fitness,
and performance benefits.”**

-National Association for Sport and Physical Education (NASPE)

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Appendix B

GLOSSARY

Aerobic Exercise: long-duration exercise that relies on the presence of oxygen for the production of energy; it may be used to control body weight, reduce the percentage of body fat, improve the circulatory function, and reduce blood pressure. Aerobic training conditions the cardiorespiratory and muscular skeletal systems.

Agility: the ability to quickly change direction while the body is in motion and still maintain control of the body.

Anaerobic Exercise: exercise done in short, fast bursts in which the body cannot supply oxygen as fast as the muscles use it. It is used to build muscle mass and to improve one's ability to move quickly and to deliver force.

Balance: the ability to maintain one's equilibrium in relation to the force of gravity.

Static Balance: the ability to maintain one's equilibrium in a fixed position.

Dynamic Balance: the ability to maintain one's equilibrium while the body is in motion.

Biomechanical Principles: rules of human movement related to the study of forces that can help a person move the body efficiently and avoid injury.

Body Composition: the ratio of lean body mass (bone, muscle, organs) to fat.

Cardiovascular Endurance: a measure of the heart's ability to pump oxygen-rich blood to the working muscles during exercise, and the muscle's ability to take up and use the delivered oxygen to produce the energy needed to continue exercising. (This is the ability of the heart, lungs, and vascular system to supply oxygen and nutrients to muscles during activity).

Competency: possession of required skill, knowledge, or capacity. (This provides sufficient ability to enjoy safe participation in an activity.)

Cooperative Play/Games: emphasize group interaction and positive socialization in a cooperative setting that de-emphasizes competition.

Coordination: the ability to integrate separate motor systems with varying sensory modalities into efficient movement.

Criterion-Referenced Test: a standardized assessment (in which all students perform under the same conditions) that measures a student's performance according to specified standards or criteria rather than in comparison with the performances of other test takers.

Dance: an extension of rhythmical movement into creative, expressive, interpretative, and structured activity. (Responding to rhythm is one of the strongest and most basic urges of children.)

Developmentally Appropriate Movements: the sequential movement experiences provided for children based on their individual, unique developmental levels.

Essential Learning: general statement of expected learner achievement. This is a description of what a student should know and be able to do at the end of the developmental levels of grades K-2, 3-5, 6-8, and 9-12.

Example Indicator: example of activity, situation, or problem that teachers and students may use to demonstrate and assess student capability and performance toward achievement of the essential learning. Example indicators help students establish progress toward achievement of the essential learning.

Exercise: physical activity that is planned, structured, and repetitive bodily movement done to improve or maintain one or more of the components of health-related fitness.

***FITNESSGRAM*:** a health-related fitness assessment and computerized reporting system that has been endorsed as the assessment tool to be used in conjunction with the Physical BEST program. It sets performance standards, called healthy fitness zones, required for good health. *FITNESSGRAM* was developed by the Cooper Institute for Aerobics Research and is recommended by the National Association for Sport and Physical Education.

F.I.T.T. Principle (Formula): a formula in which each letter represents a factor important for determining the correct amount of physical activity: F = Frequency; I = Intensity, T = Time, T = Type. It describes how to safely apply the five principles of training (overload, progression, specificity, regularity, and individuality) by manipulating the frequency, intensity, time, and type of activity.

Frequency: how often physical activity is performed. Implies that exercise must be regular to be effective. The frequent use of a body part in vigorous physical activities will either improve its efficiency or help it remain at about the same state.

Intensity: how hard a person performs physical activity. Physical exertion must be beyond that required for daily living to produce fitness gains and should be determined based on age, fitness level, and fitness goals of the participant.

Time: how long a person does physical activity. Must be of sufficient duration to be effective.

Type: kind of physical activity—aerobic or anaerobic.

Flexibility: the ability of the various joints of the body to move through their full range of motion.

Fundamental Motor Skills: basic movements that involve the combination of movement patterns of two or more body segments. The three categories of fundamental motor skills are locomotor, non-locomotor, and manipulative movements.

Games: a tool for applying, reinforcing, and implementing a variety of fundamental movement and sport skills.

Health-Related Fitness: components of physical fitness that help a person stay healthy which includes cardiovascular fitness, flexibility, muscular endurance and muscular strength, and body composition.

Healthy Lifestyle: health-related behaviors which promote physical and emotional well-being requiring personal decision-making control, including proper diet, adequate exercise, and appropriate rest.

Locomotor Skills: movements in which the body is propelled from one point to another. Examples include walking, running, leaping, hopping, jumping, galloping, sliding, and skipping.

Low-Organized Games: include varied activities that are easy to play, have few and simple rules, and require little or no equipment.

Manipulative Skills: movements in which force is imparted or received from objects. Examples include throwing, catching, kicking, trapping, rolling, dribbling, striking and volleying.

Mature Stage: characterized by the integration of all the component parts of a pattern of movement into a well-coordinated, mechanically correct, and efficient act. (Most six- or seven- year-olds can attain this stage).

Moderate Physical Activity: any type of exercise performed at an intensity equal to brisk walking that can be performed for relatively long periods of time without fatigue.

Movement Concepts: involves learning about body movement.

Body: movements include parts of the body as well as total body actions.

Space: where the body moves.

Directions: include forward, backward, diagonal, sideward, up, down, and various pathways.

Levels: high, medium, and low (heights).

Ranges: body shapes, spaces, and extensions.

Effort: how the body moves.

Force: how strong or light, with varying degrees.

Time: how fast or slow, sustained or sudden, with varying degrees.

Flow: whether the movement is free or bound, with varying degrees.

Relationships: the movements with objects and/or people.

Muscular Endurance: the ability of a muscle or muscle group to apply force repeatedly or to sustain a contraction for a period of time.

Muscular Strength: the ability of a muscle or muscle group to exert force against a resistance one time through the full range of motion. (This is the amount of force a muscle can produce.)

Non-Locomotor Skills: stability movements in which the axis of the body revolves around a fixed point. Examples include bending, stretching, twisting, turning, lifting, falling, swaying, or raising and lowering of body parts.

Performance-Related or Skill-Related Fitness: related to the quality of one's movement skill based on the following components: agility, balance, coordination, power, reaction time, and speed. Skill-related fitness components often go hand in hand.

Personal Space: the physical distance people keep between themselves and others to prevent unintentional contact. The distance may vary from culture to culture.

Physical Fitness: the ability of the body systems to work together efficiently.

Power: the ability to perform one maximum effort in as short a period as possible. (This is the ability to use strength quickly.)

Reaction Time: the amount of time elapsed from the time the senses signal the need to move to the first movement of the body.

SMART Goals: goals that are **S**pecific, **M**easurable, **A**ttainable, **R**ealistic and **T**imely. SMART Goals were developed by the Centers for Disease Control and Prevention (CDC).

Speed: the ability to move from one point to another in the shortest time possible. (This is the ability to perform a movement or cover a distance in a short time.)

Sports: usually competitive games governed by a set of rules and regulations which may be classified as dual, individual, and team sports.

Dual Sports: such as badminton, tennis, handball, and racquetball.

Individual Sports: such as golf, swimming, cycling, bowling, and outdoor pursuits.

Team Sports: such as basketball, field hockey, soccer, softball, and volleyball.

Strand: defines the major elements of physical education that are relevant across grade levels and provide unifying threads of understanding. Strands are reflective of the national standards established by the National Association for Sport and Physical Education.

Target Heart Rate: used to determine activity intensity. (This is the heart range which corresponds to an exercise intensity sufficient to improve health-related physical fitness.)

Tinikling: a rhythmic activity that involves steps, hops, jumps and leaps in various combinations inside and outside a set of two 8-foot poles.

Principles of Fitness Development:

Principle of Overload: increasing the amount of work done or reducing the period of time in which the same amount of work is accomplished. (This rule states that in order to improve physiological function and fitness, one needs to do more physical activity than one normally does.)

Principle of Progression: based on the concept that overload of a specific muscle group must be increased systematically over time. (This rule states that the amount and intensity of physical activity needs to be increased gradually.)

Principle of Specificity: the improvement in the various aspects of fitness specific to the type of training and to the muscles being exercised. (This rule states that specific types of exercise improve specific parts of fitness or specific muscles.)

Principle of Individuality: each student improves in level of fitness at one's own individual rate taking into account that each student begins at a different level of fitness, each student has personal goals and objectives for physical activity and fitness, and each student has different genetic potential for change.

Principle of Regularity: physical activity must be performed on a regular basis to be effective. Long periods of inactivity can lead to a loss of benefits achieved during the training session.

Vigorous Physical Activity: activities that expend more energy or are performed at a higher intensity than brisk walking.

**“Children should participate in several bouts of
physical activity lasting 15 minutes
or more each day.”**

-National Association for Sport and Physical Education (NASPE)

Appendix C

RESOURCES

State Level Resources/Activities

American Heart Association (AHA) Heartland Affiliate- The American Heart Association supports the recommendations of the CDC and NASPE to provide daily physical education for all students in elementary and secondary schools. It also supports educational awareness campaigns such as Hoops for Heart and Jump Rope for Heart. Hoops for Heart is a basketball event sponsored by the AHA to raise awareness in middle and high school students about maintaining a “heart healthy lifestyle”. Jump Rope for Heart is a jump rope event specifically designed to target youth kindergarten through 8th grade to bring awareness to maintaining a “heart healthy lifestyle”. Lincoln Office = (402) 489-5115; Omaha Office = (402) 346-0771.

All Recreate on Fridays (ARF) Movement- ARF is a *movement* to encourage Nebraska youth to be more physically active. ARF encourages Nebraska youth to accumulate at least 60 minutes of activity through school, family, and community activities every Friday. The goal of ARF is to get kids moving through creating social and physical environments that encourage and support physical activity and educating children about the importance of physical activity. The ARF *Movement* is sponsored by the Cardiovascular Health Program within the Nebraska Health and Human Services System. For more information call (404) 471-2101, or visit the website at www.hhss.ne.gov/cvh.

Governor’s Council on Health Promotion and Physical Fitness- The primary focus for this Council is to address physical activity and obesity in Nebraska. The Council issues “Recognition Awards” to individuals who are “positive role models and encourage others to live healthy and physically active lives”. The Council released a document titled “Promoting Better Health for Young People in Nebraska through Physical Activity: A Report to the Governor from the Nebraska Governor’s Council on Health Promotion and Physical Fitness.” For additional information contact the Council at fitnegov@hotmail.com

Nebraska Action For Healthy Kids (AFHK)- Action For Healthy Kids (AFHK) is a nationwide initiative dedicated to improving the health and educational performance of children through better nutrition and physical activity in schools. The Nebraska Action For Healthy Kids has representatives from public health, health care, and education, and is currently embarking on numerous activities that address overweight among Nebraska youth. For Nebraska AFHK go to www.actionforhealthykids.org and click on Nebraska, under the heading “Find a State”.

Nebraska Association for Health, Physical Education, Recreation and Dance (NAHPERD)- NAHPERD is a statewide professional organization that supports the

mission and goals of the American Alliance for Health, Physical Education, Recreation and Dance. NAHPERD's goals are to provide leadership, professional development, networking opportunities, information and advocacy in the areas of health education, physical education, recreation and dance. NAHPERD conducts a yearly conference, provides awards to outstanding professionals in the field, conducts workshops, and produces a quarterly newsletter. For more information contact Vicki Highstreet at (402) 472-4771 or visit the website at <http://www.unomaha.edu/nahperd/>.

Nebraska Cardiovascular Health Program- The Nebraska Cardiovascular Health Program's goal is to decrease the number of deaths due to cardiovascular disease (heart disease and stroke) in Nebraska. Strategies include policy and environmental approaches or education and awareness supportive of the need for policy, environmental, and systems changes to support cardiovascular health. The activities of the program focus on working with local public health departments, communities, work-sites, faith organizations, schools, health care systems, voluntary organizations, state agencies, and other Health and Human Services System programs. The Nebraska CVH Program coordinates the All Recreate on Fridays *Movement*, Project Drink Milk, and offers Physical Activity and Nutrition Intervention Grants. For more information contact the Nebraska Cardiovascular Health Program at (402) 471-2101, or visit the website at www.hhss.ne.gov/cvh.

Nebraska Department of Education (NDE)-Health and Physical Education Section- The Health and Physical Education Section within the NDE interacts with schools, institutions of higher education, and community organizations to provide guidance on the latest research and best practices in the fields of health education and physical education. NDE provides leadership in quality physical education programming (i.e., creation of the health education frameworks and the physical education essential learnings), provides professional development opportunities, conducts workshops, and disseminates information on health education and physical education. For more information contact Julane Hill at (402) 471-4352 or visit the website at www.nde.state.ne.us/PEHealth.

Nebraska On the Move (NOM)- Is a state affiliate of America on the Move (AOM), a national initiative dedicated to helping individuals and communities across our nation make positive changes to improve health and quality of life. By focusing on individuals and communities AOM strives to support healthy eating and active living habits in our society. A network of organizations, associations, and coalitions across Nebraska have teamed up to make changes at the community level to support physical activity efforts. NOM and AOM encourage walking 2,000 extra steps and consuming 100 fewer calories daily. For Nebraska On The Move go to www.americaonthemove.org and click on Nebraska under the "My Community" icon.

Nebraska Sports Council- Features three physical activity programs, **Cornhusker State Games, N-Lighten Nebraska, and N-Lighten Kids**. Cornhusker State Games is a statewide competitive sports initiative that promotes physical fitness and personal health and well-being for people living in Nebraska of all ages and skill level. N-Lighten Nebraska is a five-month team wellness program that encourages participants to develop sustainable physical activity and healthy eating habits. N-Lighten Kids is a three-month program designed to encourage young Nebraskans to increase their physical activity

levels and make better food choices. For more information visit their website at www.NebraskaSportsCouncil.com or www.n-lightennebraska.com.

Special Olympics of Nebraska (SONE)-SONE's mission is to provide year-round sports training and athletic competition in a variety of Olympic-type sports for children and adults with special needs, giving them continuing opportunities to develop physical fitness, demonstrate courage, experience joy, and participate in a sharing of gifts, skills and friendships with their families, and other Special Olympics Athletes and the community. For additional information visit their website at www.sone.org.

National Resources

American Heart Association-offers several fun, heart-healthy programs to engage school-aged children in exercise, including downloadable lessons and activities. www.americanheart.org

Action For Healthy Kids (AFHK)-promotes American children's current and future well-being by working in the schools where healthy behavior and academic achievement are mutually reinforcing. www.ActionForHealthyKids.org

American Alliance for Health, Physical Education, Recreation and Dance (AAHPERD)-AAHPERD's mission is to promote and support creative and healthy lifestyles through high quality programs in health, physical education, recreation, dance and sport, and to provide professional development opportunities that increase knowledge, improve skills, and encourage sound professional practices. www.aahperd.org.

Centers for Disease Control and Prevention-Division of Nutrition and Physical Activity (DNPA)-The scope of the Division of Nutrition and Physical Activity includes epidemiological and behavioral research, surveillance, training and education, intervention development, health promotion and leadership, policy and environmental change, communication and social marketing, and partnership development. www.cdc.gov/nccdphp/dnpa/physical/index.htm.

CDC Youth Risk Behavior Surveillance System (YRBSS)- Monitors priority health risk behaviors that contribute markedly to the leading causes of death, disability, and social problems among youth in the United States. The Youth Risk Behavior Survey includes national, state, and local school-based surveys of representative samples of 9th through 12th grade students. www.cdc.gov/HealthyYouth/index.htm.

Fit, Healthy, and Ready to Learn: A School Health Policy Guide- Published by the National Association of State Boards of Education, this document provides direction on establishing an overall policy framework for school health programs and specific policies on physical activity, healthy eating, tobacco-use prevention, and sun safety. It is designed for use by states, school districts, and individual schools. www.nasbe.org/HealthySchools.

Games Kids Play-Looking for kids games? How about rules for playground games, verses for jump-rope rhymes, and much more? This website provides information on the most common elementary games, along with variations to these games. www.gameskidsplay.net

Kids Walk-CDC has developed *Kids Walk-to-School*, a guide that encourages individuals and organizations to work together to identify and create safe walking routes to school. www.cdc.gov/nccdphp/dnpa/kidswalk/index.htm

National Association for Sport and Physical Education (NASPE)-The mission of NASPE is to enhance knowledge, improve professional practice, and increase support for high quality physical education, sport, and physical activity programs through research, development of standards, and dissemination of information. www.aahperd.org/naspe/

PE Central-offers information about developmentally appropriate physical education programs for children and youth, and is designed for health and physical education teachers, parents, and students. www.pecentral.org

P.E.4LIFE-is a nonprofit advocacy organization dedicated to the delivery of health, fitness, and sports activities to all students, every day in school. The Web site provides resources to use in promoting physical education programs on community, state, and national levels. www.pe4life.org

Prevent and Decrease Overweight and Obesity, 2001: Surgeon General's Call to Action-U.S. Department of Health and Human Services. This document presents a national action plan to prevent overweight and obesity in the U.S. www.surgeongeneral.gov/topics/obesity/.

Promoting Active and Healthy Lifestyles-is a Web site designed for professionals in physical education and contains information and ideas to improve teaching practices. www.Pelinks4u.org

School Health Index- is a self-assessment and planning tool to improve the effectiveness of school health and safety policies and programs. www.cdc.gov/HealthyYouth/SHI/

The GoGirlGo Project-is a tool developed to help sports programs deliver educational information about reducing the health-risk behaviors that threaten girls' social advancement. www.GoGirlGo.com

VERB-Youth Media Campaign-The VERB campaign encourages young people ages 9-13 years to be physically active every day. The campaign combines paid advertising, marketing strategies, and partnership efforts to reach the distinct audiences of pre-teens and adults/influencers. www.cdc.gov/youthcampaign/index.htm

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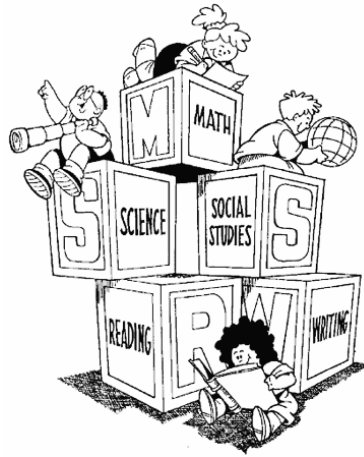
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