



## WASB 2018 /'Telling Our Story' . . . Dodgeball is Not Physical Education

“Quality, daily Physical Education in the nation’s schools is an important part of a student’s comprehensive, well- rounded education program and means of positively impacting life-long health and well-being.” (American Heart Assn.)

John Medina, noted brain researcher, has observed that ‘exercise improves children, and that fit children identify visual stimuli much faster than sedentary ones as they appear to concentrate better.’

According to SHAPE America (formerly AAHPERD), research indicates there are four essential components of Physical Education:

- Policy & Environment
  - . well defined policy expressing full inclusion Pre K – 12 encompassing instructional time (150 minutes per week/ E ; 225 minutes per week MS & HS) with certified teachers supports PE as a core subject.
  - . waivers/substitutions of WIAA sports, ROTC, marching band, online contacts do not support ‘policy’ as above.
  - . student/teacher class size should be consistent with that of other district subjects and PE should not be withheld as punishment for previous behavioral issues within a classroom.
- Curriculum
  - . a written plan that is clearly articulated for how standards and outcomes will be attained should be present for Physical Education.
  - . this plan should align with state/National standards and include grade level objectives upon which teachers base unit/lesson plans.
  - . this plan should be fluid and subject to local review/updating.
  - . this plan should serve an entire district to promote equitable quality Physical Education for all district students.
- Appropriate Instruction
  - . ability to reach the diverse developmental levels of all students.
  - . this suggests teachers will use a multiplicity of methodology while engaging students in moderate to vigorous physical activity for at least half of the class time.
  - . teachers will evaluate student progress continually and make necessary adaptations to promote learning.
- Student Assessment
  - . gathering evidence and making decisions about student progress.
  - . this evidence collection is based upon standards/grad level outcomes.
  - . grading is directly related to identified student learning objectives established in written curriculum and in accordance with school district protocols for reporting/communicating with parents.

. fitness should be assessed/reported with recommendations for improvement, but not graded.

If teachers, administrators, Board members and parents become engaged and ask questions relative to current district practices regarding the four essential components for Physical Education, accountability will be established for student learning and the citizens of WI will be able to take control in living healthier active lifestyles.