

ELEMENTARY PHYSICAL EDUCATION:

Sample Strategies for Incorporating Physical Education and Physical Activity into the K-3 Classroom



Regulations of the Commissioner of Education
Section 135.4 (c)(2)(i)(a) and Section 135.4 (c)(4)(i)
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I. PHYSICAL EDUCATION INSTRUCTION

School districts that plan to integrate physical education learning standards into the core curriculum of science, math, social studies and ELA can use the sample lessons as a guide to developing additional lessons at the district level. Integrating physical education instruction into the core curriculum would help districts meet Commissioner's Regulation, Part 135.4(c)(2) on required instruction:

CR135.4(c)(2) Required instruction.

correctly lead by example; and receive guidance and comment on the physical education lessons and/or activities they provide.

A common question received by the State Education Department, Office of Curriculum and Instruction is on the use of “recess” for the purposes of meeting the physical education instruction requirement. This has been addressed in appeals to the Commissioner of Education which provide that , “[u]nstructured play at recess or structured play under the supervision of a lunchroom monitor does not constitute physical education and may not be included as part of a district’s physical education program. See, e.g., Appeal of Phillips, 37 Ed Dept Rep 204, Decision No. 13,843; Appeal of Williams, 32 Ed Dept Rep 621, Decision No. 12,934. .

SAMPLE SCENARIOS FOR INTEGRATING PHYSICAL EDUCATION INSTRUCTION INTO THE ELEMENTARY CLASSROOM

Integrating physical education instruction into the elementary classroom can take many forms. It can be as simple as the elementary classroom teacher directly providing physical education instruction in class or physical education instruction by the elementary classroom teacher into the core curriculum. Sample scenarios for integrating physical education into the elementary classroom are provided below. The lessons taught by the elementary classroom teacher *must* be under the direction and supervision of a certified physical education teacher.

Example 1: School District A: physical education lessons taught in the classroom

Grades K-3 receives physical education instruction by the certified physical education teacher three times per week for a total of 90 minutes of instruction. The remaining requirement of 30 minutes of instruction and two days will be taught by the elementary classroom teacher under the direction and supervision of a certified physical education teacher on the other two days for a block of 15 minutes each. The classroom teacher and the physical education teacher will collaborate on the activities to be taught during this time to ensure the continuity of the instructional program.

Example 2: School District B: physical education lessons included in the core curriculum lessons

Grade K-4 physical education classes are with a certified physical education teacher 2 days per week for 30 minutes each day (total 60 minutes per week). The remaining day/time requirement is being met with a curriculum that integrates physical education

into the core subjects. Grades K-3 are provided integrated lessons 3 days per week for 20 additional minutes each of those days. Grade 4 needs a minimum of one additional day with an integrated lesson for an additional 60 minute lesson (this can be split into more days i.e. 2 days at 30 minutes each which would provide the required time and exceed the day requirement).

Lessons are designed and implemented under the direction and supervision of the certified physical education teacher with the elementary classroom teacher at each level. A review of the curriculum at each level indicates areas where physical education concepts/activities can be integrated. The following is a sample lesson for this scenario:

Lesson Scenario: A 3rd grade unit on Communities Around the World is learning about New Zealand. Integrating lessons on sport and recreation activities of New Zealand children and the ethnic dances of the Maori people are incorporated into the unit. The classroom teacher and students select a modern day activity from the KIWIDEX (http://www.sparc.org.nz/Documents/Young%20People/kiwidex_games.pdf) they found online and decide to learn the famous Haka, an ancient war dance of the Maori people. The physical education teacher and the classroom teacher design the lessons for the games and dance and learn each activity before teaching them to the students. The time students spend on researching the games of modern New Zealanders and the history of the Maori Haka, learning to play the games and perform the dance, may all be credited to the physical education days and time requirement.

II. PHYSICAL ACTIVITY

Schools are encouraged to provide physical activity throughout the school day beyond the minimum physical education instruction requirements. The National Association for Sport and Physical Education has the following to say about adding physical activity breaks and integrating active learning into the classroom:

“Physical activity breaks during the school day provide children and youth an opportunity to be active and take a break from sedentary activities in the classroom (e.g. sitting, reading). Physical activity breaks can increase daily physical activity levels of youth, and leave them more focused and ready to return to their academic studies.

Incorporating physical activity into classroom learning provides another opportunity to infuse meaningful activity during the school day. Physical activity in the classroom helps activate the brain, improve on-task behavior during academic instruction time, and increases daily in-school physical activity levels among children. Classroom teachers have the potential to influence children's healthy behaviors and lifetime choices by including bouts of physical activity into the total learning experience, and in turn, maximize student learning during academic activities that are mostly sedentary.”

certified physical education teacher via classroom internet or video on a fitness component and related exercise(s) that students will do at their desks in their classroom.

The video shows sequential steps for the chosen exercise to match different grade levels thereby keeping the lesson in line with the definition of instructional physical education. The elementary classroom teacher has been provided instruction on the sequential skills and exercises for their grade level on the particular concept being taught in advance so they can lead the students appropriately and safely in the exercise for that day.

APPENDIX

**SAMPLE INTEGRATED LESSONS
FOR**

PHYSICAL EDUCATION AND ELA

Lesson Title: Stop & Go Fun!

Interdisciplinary Area: ELA: Listen attentively for different purposes.

Physical Education: Practice locomotor and non-locomotor movements learned in physical education class and following directions;

Time: 10-12 Minutes

Safety: Students find self-space in the classroom

Materials: Pictures of different movements: jumping, hopping, skipping, marching in place, twisting, squatting, bending, turning, etc.; a picture of a stop light with the RED light colored in and a picture of a stop light with the GREEN colored in; each picture also has the word describing the activity under it.

Modifications: None

Assessment: Observation

Lesson Focus:

Grade Level:

Title:

Grade Level:

Title: Vocabulary Hot Potato

Interdisciplinary: ELA: Spell correctly previously studied words.

Physical Education: Manipulation skills: hand-eye coordination, catching and tossing an object with accuracy.

Grade Level: 3

New York State Physical Education Learning Standards

#1 Personal Health and Fitness

Students will have the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity, and maintain personal health.

Key Idea: Students will:

X **A.** perform basic motor and manipulative skills. They will attain competency in a variety of physical activities and proficiency in a few select complex motor and sports activities.

 B. design personal fitness programs to improve cardio respiratory endurance, flexibility, muscular strength, endurance, and body composition.

#2 A Safe & Healthy Environment

PHYSICAL EDUCATION AND SOCIAL STUDIES

Grade Level: K

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#2 A AC

Title: Locomotor License (PE Central)

Interdisciplinary: Social Studies: Apply rules and respond appropriately in different situations (home, school, etc.), explain how rules/laws gov

Flat tire - hopping

Interstate driving - running

Out of gas - take a break--sit where you are!

Traffic jam - do 3 modified push-ups

It's raining - put on your windshield wipers by doing jumping jacks

Emergency - freeze

Ambulance - students pull over to outer side of area

Stuck in the mud - jog in place

If the teacher observes any student disobeying the traffic laws, then that student should receive a warning or a ticket by putting an **X** on their license. If a student receives 3 tickets his/her license is "revoked" (i.e., they sit out for one or two commands to observe how "safe drivers" travel).

Grade Level: 1

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#2 A Safe & Healthy Environment

Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment.

Key Idea: Students will:

A. demonstrate responsible personal and social behavior while engaged in physical activity. They will understand that physical activity provides the opportunity for enjoyment, challenge, self-expression, and communication.

X **B.** be able to identify safety hazards and react effectively to ensure a safe and positive experience for all participants.

#3 Resource Management

Students understand and be able to manage their personal and community resources

Key Idea: Students will:

A. will be aware of and able to access opportunities available to them within their community to engage in physical activity.

B. be informed consumers and be able to evaluate facilities and programs.

C. be aware of some career options in the field of physical fitness and sports.

Title: Where Are You Going?

Interdisciplinary

Grade Level: 2

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Title: State Tag

Interdisciplinary: Social Studies: History of US and New York

Physical Education: Reviews locomotor, dodging and fleeing skills

Time: 12 Minutes

Safety: Head on a swivel, look forward, travel in clear pathways, careful of obstacles

Materials: 50 state cards

Modifications: None

Assessment: Observation

Lesson Focus:

Each player is given two cards at the start of the game. On each card is a picture of a state and on the opposite side some information about that state. On the signal, players try to tag each other (everyone is a tagger). If a player is tagged, the two players have to face each other. The player who was tagged must show a card to the tagger. If the tagger guesses the name of the state shown on the card, he/she is given the card. The object is to gather as many cards as possible. No one is ever eliminated-they may continue to tag payers with cards in order to regain cards of their own.

Variation: If a player guesses the state and correctly answers a trivia question about the state, he/she gets all of the cards the tagger is holding

Grade Level: 3

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Title: West African Jumping

Interdisciplinary: Social Studies: World Communities

Physical Education: Locomotor skill of Jumping

Time: 12 Minutes

Safety: Remain in self space with a partner

Materials: None

Modifications: None

Assessment: Observation

Lesson Focus:

Children form pairs and stand facing each other. The players decide who the “same” winner is and who the “different” winner is. The game begins with the players jumping in place 6 times. On the 6th jump, both players randomly stick one foot forward when they land. If the feet match on the same side, the “same” player wins, if the feet are on opposite sides, the “different” player wins. The game continues with the players jumping 6 times again. Play to 7. Find a new partner to play against. This is basically a jumping version of rock, paper, scissors.

PHYSICAL EDUCATION AND MATH

Level: K

New York State Physical Education Learning Standards

#1 Personal Health and Fitness



Title: Numbers Are Fun

Interdisciplinary: Math, K.S.5: Identify more, less, and same amounts from pictographs.

Physical Education: Locomotor movements, exercises designed to increase heart rate, health benefits

Time: 10-12 Minutes

Safety: Students need to be careful of desks, chairs, and any other objects that may be a hazard in the classroom. The teacher may want to move desks and chairs to the perimeter of the room to create an open area in the middle of the room.

Materials: Number flash cards with (symbols equal to the number represented for the card).

Modifications: None

Assessment: Observation and verbal response by students

Lesson Focus:

Physical activity helps keep our body strong and healthy. Feeling fit can help you learn better and feel good! We should participate in some form of physical activity every day for at least 60 minutes or 1 hour! Wow. That is a long time. What do you do to stay healthy? Are you active at school? How about at recess or in physical education? What do you do at home to be active? Today our classroom activity will not only get you moving but it will also help you with your math!

How to Play: The teacher shows a card and calls on individuals to identify that number represented by the symbols (pictographs) displayed. When the correct answer is given, the teacher then asks **all** students to perform a specific task that matches that number (a list of exercises the children already know will be provided by the physical education teacher). For example: 8 jumping jacks. The teacher can have students give different answers by asking what number comes after or before the number shown. For example: what number comes after 11, and then have students perform the bear walk for a 12 count. The teacher can be creative and have students finish patterns or count by 2's, 5's, or 10's if ready.

Level:
New

1

Title: Counting Fun

Interdisciplinary: Math, 1.N4.: Identify number names orally through 100; and 1.N.5: Count forward by 1's to 100, 2's to 20, 5's to 50 and 10's to 100.

Physical Education: Locomotor movements, Intensity

Time: 10-12 Minutes

Safety: Students need to be careful of desks, chairs, and any other objects that may be a hazard in the classroom. The teacher may want to move desks and chairs to the perimeter of the room to create an open area in the middle of the room.

Materials: Flash cards 1-100 or paper plates with the numbers 1-100 written on them.

Modifications: None

Assessment: Observation

Lesson Focus:

Physical activity encourages your heart to beat stronger, your lungs to breathe better and your muscles to grow stronger. Today we will be moving around the room attempting to increase our heart rate. Put one hand over your chest right now. Your heart is beating but not very fast. Remember this feeling. At the end our activity, we will check our heart rate again using our hand. Hopefully, you will be able to feel the difference. Did you begin to sweat? Did your body get hot? These are other ways that we can simply measure how hard our workout was!

Take 100 paper plates and put numbers 1-100 on them. Turn them upside down on the floor so that the numbers are not visible. Time the class to see how quickly they can pick up the plates and put them in numerical order. Each student may pick up one plate at time and set it in the designated spot and go get another. Watch cannot be stopped until all are in proper order. Stop the watch while checking.

Variation: Spread out the paper plates. Each student starts at his/her own number. On "go," each students searches for his/her next number in the correct order. Continue until each student reaches his/her original number. Can also have the students attempt to count by two's, five's, ten's or even or odds.

***Vary the locomotor skill when traveling from plate to plate.

Level: 2

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 B. design pers B

Title: Money, Money, Money

Interdisciplinary: Math, 2.M.8: The multiple uses of numbers in the real world-practice the exchange and counting of money (up to \$1.00).

Physical Education: Health Related Fitness: Muscular Endurance

Time: 10-12 Minutes

Safety: Students need to be careful of desks, chairs

Level: 3

New York State Physical Education Learning Standards

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B. design personal fitness programs to improve cardio respiratory endurance, flexibility, muscular strength, endurance, and body composition.

#2 A Safe & Healthy Environment

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#3 Resource Management

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Title: Math Shootout

Interdisciplinary: Math, 3.N.18, 3.N.19, 3.N.22: Add, subtract, multiply and divide whole numbers.

Physical Education: Locomotor movements, exercises to increase heart rate.

Time: 10-12 Minutes

Safety: Students need to be careful of desks, chairs, and any other objects that may be a hazard in the classroom.

Materials: None

Modifications: None

Assessment: Observation

Lesson Focus:

Each student finds a partner. The object of the game is to be the first person to get the correct answer. Each partner shoots out one hand with any number of fingers. Add them up and shout the answer first. Can then use two hands and try multiplication. Whoever shouts out the correct answer fi

PHYSICAL EDUCATION AND SCIENCE

Level: K

New York State Physical Education Learning Standards

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#2 A Safe & Healthy Environment

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Key Idea: Students will:

___**A.** demonstrate responsible personal and and w3438 435 13.8 refBT12 0 0 12 108 5346

Title: This space is mine!

Interdisciplinary: Science, S 3.1a: Matter takes up space and has mass. Two objects cannot occupy the same place at the same time.

Physical Education: Review locomotor skills

Time: 12 Minutes

Safety: Travel in clear pathways.

Materials: Radio, record player, iPod, flute, or other music producing device; poly spots

Modifications: None

Assessment: Observation, thumbs up/thumbs down when in a habitat

Lesson Focus:

This is a form of 'musical chairs' where only one student may occupy a specific space when the music or direction to stop is given. Move desks toward the walls leaving an open space in the center or do the activity outside. Place enough poly spots for all students on the floor.

Directions for students:

1. Review various locomotor movements with students (hop, skip, jump, etc. If doing the activity outside add more vigorous movements such as run, leap, gallop, etc.
2. Remind students about safety and they are not to touch anyone while doing this activity.
3. Review the science lesson presented on matter - it takes up space and has mass.
4. Tell students they are all matter and they take up space. Ask students to slowly walk to a poly spot and stand on it.
5. Direct students to leave their spot and begin HOPPING when the music starts. When the music stops they have to WALK to the closest spot. Allow them to do the movement for 10-15 seconds then stop the music while students walk to a spot.

6. Repeat using a different movement when leaving their spot and another different

Level:
New

1

Title: Matter in Motion

Interdisciplinary: Science, S 3.2a: Matter exists in three states: solid, liquid, and gas.

Physical Education: Reviews locomotor skills, movement patterns such as animal walks

Time: 12 Minutes

Safety: Travel in clear pathways, watch out for others at different levels

Materials: Boundary markers to delineate space. Best if done in a large open setting.

Modifications: If using the classroom, clear all desks to the sides of the room.

Assessment: Observation, Students can be asked to list characteristics of matter on a blackboard during review.

Lesson Focus:

1. This activity will demonstrate the characteristics of matter's three states. Bring the class together in the middle of the space. Tell them they are all "matter" and will be moving in the space marked. Some students will be gases and can move anywhere and quickly; some will be liquids and can move a little slower; and some will be solids and will be stationary but can vibrate in place. The gases and liquids will move about in any locomotor movement they wish, but they can not touch one another.
2. Have the students move for about one minute...making sure no one touches another. Stop them tell them that you now represent temperature and you are making it colder in the space which will make them move slower. Tell them to move again without touching anyone.
3. Stop them again and decrease the temperature some more so they can barely move. Tell them to move as slow as they can without touching anyone. Turn the temperature colder until the liquids now have to freeze in place and the gases can still move but very, very slowly.
4. Bring the students together sitting down. Explain that when they were able to move quickly in the space when it is warm, but when it gets colder they can't move as fast. When the temperature decreased the first time, they were able to move quick, but not as quick as before. When the area was so small they could hardly move at all, they were like a solid.
5. Repeat the activity with students playing different types of matter.

Level: 2
New York State Physical Education Learning Standards

Title: Hop, Skip, and Jump Challenge

Interdisciplinary: Science, S 3.1d: Measurements can be made with standard metric units and nonstandard units.

Physical Education: Body Awareness, combination of locomotor movements, teamwork.

Time: 12 Minutes

Safety: Move desks to sides of room to clear activity space, or do activity on playground. Make sure there is enough clear space to avoid chance of injury.

Materials: Masking tape, tape measure, paper & pencil.

Modifications: None

Assessment: Observation

Lesson Focus:

This activity will focus on measuring the distance student's hop, skip and jump. Pairs of students will combine their scores. Pairs with the highest total distance will be the class champions. Mark a take-off spot with masking tape on the floor. All measurements will begin from the tape. When doing the recorded jumps, make sure toes do not cross the take-off mark. If the toes pass the take-off tape, the jump does not count and they can do it over – only once. Record the measurements using both metric and non-metric measurements.

1. Group students into teams of two. Allow students to practice the hop, skip and jump several times before the score is counted. This can be practiced during recess or during class time.
2. After practices are complete, each pair will do the hop, skip, and jump once. One student jumps and the other measures and records, then they reverse positions. Students add both measurements together for a total score.
3. The team with the longest total distance becomes the champs for the class.

Variations: Classrooms can challenge other classrooms in this activity to come up with a grade level champion team.

Title: What's on your plate? (PE Central)

Interdisciplinary: Science: Humans need a variety of healthy foods, exercise, and rest in order to grow and maintain good health. (S. 5.3a)

Physical Education: Fitness, running, exercise.

Time: 12 Minutes

Safety: Be aware of obstacles in the classroom, move desks to sides of room, or do activity on the playground.

Materials: Hula hoops (plates) Bean bags (food items), index card (credit card) per team, music.

Modifications: None

Assessment: Give the students a menu to plan and check it to see if they plan a meal that's healthy. Or, have them write a food journal for a day, meal or week and have them bring it back to class for discussion.

Lesson Focus:

1. Good nutrition, exercise and rest are essential to human growth. Before beginning this activity, it is important to define "well- balanced" meals. Discuss and show examples of a well-balanced meal. Encourage the students to collect appropriate numbers of foods from each food group.
2. Use a different colored bean bag to represent the different foods. Suggestions: Red=Meats and Poultry; Blue=Milk and Dairy; Green=Vegetables; Orange=Fruits; Yellow=Grains; Purple=Fats & Oils. Write this down on a poster board or gym chalkboard so that the students can easily view it during the game.
3. Divide the students into groups of three and have them initially stand behind a hula hoop (plate) which is placed around the perimeter of the gym space. Scatter the bean bags (food) in the middle of the gym. The first person on the team has an index card (credit card) which serves as her/his pass so as to make sure only the person with the pass leaves their plate.
4. When the music begins, the first person on the team runs to the middle, grabs one bean bag (food) and brings it back and puts it in the hula hoop (plate). (S)he then gives the credit card (or pass) to the next person in line and then goes to the end of the line. The next person does the same thing, and this activity continues until all the bean bags (food) are gone out of the middle.

5. Once all of the bean bags are gone from the middle, the person on the team with the credit card may go to another team's plate (hula hoop) and take one bean bag (food) and bring it back to her/his plate. Or, (s)he may take an unwanted food item (only one) from his plate and drop it in another person's plate. Students must only do one or the other when it's their turn - not both. In other words, if (s)he takes a food from another team's plate, (s)he may not also drop one of her/his unwanted foods on their plate- only one or the other per turn. Note: Students want a well-balanced meal so "unwanted" foods would be too many items from the same food group.
6. Inform the students to not block or hide bean bags and to place, not throw, the bean bags into the hoops(plates). During the game the teacher walks around and asks teams what type of foods they have on their plate. When the music stops (play this activity for about five minutes), each team will bring their plate to the middle of the gym. Each team separates their bean bags into each food group and discusses a well-balanced meal, the need for exercise to burn any extra "unwanted" foods to maintain a healthy weight, etc.

PHYSICAL EDUCATION AND PHYSICAL ACTIVITY RESOURCES

WEBSITES

ABC Fitness Teacher Manual

WEBSITE: <http://www.davidkatzmd.com/abcforfitness.aspx>

ABC Fitness Teacher Manual is a physical activity program developed by David Katz for elementary school students to provide fun, simple engaging activities that encourage physical activity in the classroom.

American Association for Health, Physical Education, Recreation and Dance (AAHPERD) Teacher Toolbox

WEBSITE: <http://www.aahperd.org/naspe/publications/teachingTools/toolbox/index.cfm>

New items posted for all grade levels every month. Calendars, activities, brain fun, teacher tools.

Brain Breaks

WEBSITE: www.wmc.cmich.edu/BrainBreaks

Brain Breaks is an online resource for elementary classroom teachers, with activities designed to help incorporate physical activity into language arts, music, math, science and social studies lessons. Developed by the Michigan Department of Education in cooperation with the Michigan Association of Health, Physical Education, Recreation and Dance, Albion College, Concordia College and the University of Michigan.

CircusFit

WEBSITE: www.circusfit.com

Ringling Bros. CircusFit lessons combine health and science information with physical movement and exercise so that fitness can be integrated into almost any curriculum or time frame. Each lesson features a *CircusFit* character and “Word of the Day,” allowing teachers to incorporate character education and vocabulary building with fitness development.

Energizers

WEBSITE: www.ncpe4me.com/energizers.html

Energizers are classroom-based physical activities that integrate physical activity with academic concepts. These are short activities that classroom teachers can use. There are different sets of activities available for elementary and middle school classes. Provided by the North Carolina Department of Public Instruction.

Health E Tips-Just-A-Minute (JAM) School Program

WEBSITE: www.healthetips.com/jam-program.php

The *JAM School Program* brings health education and daily activity into the classroom. JAM is designed to teach healthier lifestyles habits to children and adults. It delivers a weekly 1-minute exercise routine (the JAMmin'Minute) and a monthly health newsletter (Health-E-Tips).

Move in the Classroom

WEBSITE: www.moveintheclassroom.com

This website provides a set of quick one-sentence tips to incorporate physical activity into various subjects areas (art, language arts, math, psychology, science, social studies, speech communication, and foreign languages). Provided by Julian Reed, EdD, Assistant Professor of Health and Exercise Science at Furman University, Greenville SC.

Action Based Learning

WEBSITE: www.actionbasedlearning.com

Action Based Learning is an educational consulting firm featuring award winning Consultant and Speaker, Jean Blaydes Madigan, an internationally known Neurokinesiologist. She is a master at making the connections between physical activity and academic performance.

Spark

WEBSITE: www.stationpe.com

Station PE are Activities for implementing sections of the coordinated school health programs in your school, including literacy training and many other fun activities.

