

### **Module 3: Physical Education and Physical Activity Programs**

#### ***Discussion Questions***

##### **PA.1 150 minutes of physical education per week**

Do all students in each grade receive **physical education** for at least 150 minutes per week throughout the school year?

NOTE: Physical education classes should be spread over at least three days per week, with daily physical education preferable.

3 = Yes.

2 = **90-149 minutes** per week for all students in each grade throughout the school year.

1 = **60-89 minutes** per week for all students in each grade throughout the school year.

0 = **Fewer than 60 minutes** per week **or** not all students receive physical education throughout the school year.

##### **PA.2 Adequate teacher/student ratio**

Do **physical education** classes and recess have student/teacher ratios **comparable** to that of other classes (e.g., core or academic classes)?

NOTE: Aides and volunteers should not be counted as teachers in the student/teacher ratio.

3 = Yes.

2 = The ratios are **somewhat** larger (up to one and a half times larger) than the ratios for most other classes.

1 = The ratios are **considerably** larger (more than one and a half times larger), **but** there are plans to reduce it.

0 = The ratios are **considerably** larger (more than one and a half times larger), **and** there are no plans to reduce it.

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### **PA.3 Sequential physical education curriculum consistent with standards**

Do all teachers of **physical education** use an age-appropriate, **sequential** physical education curriculum that is **consistent** with national or state standards for physical education (see national standards below) and the district's requirements for physical education?

NOTE: Consider using CDC's *Physical Education Curriculum Analysis Tool* (PECAT), which is designed to help school districts and schools conduct a clear, complete, and consistent analysis of written physical education curriculum. PECAT results can help districts and schools enhance, develop, or select appropriate and effective physical education curricula for delivering high-quality physical education in schools. The PECAT assesses how consistent curricula are with national standards and can assist users in determining if the curriculum being analyzed is sequential.

3 = Yes.

2 = **Some** use a sequential physical education curriculum, **and** it is consistent with state or national standards and the district's requirements for physical education

1 = **Some** use a sequential physical education curriculum, **but** it is not consistent with state or national standards or the district's requirements for physical education.

0 = **None** do, **or** the curriculum is not sequential, **or** there is no physical education curriculum.

### ***National Standards for Physical Education*** ***(For Question PA.3)***

A physically literate individual:

1. Demonstrates competency in a variety of motor skills and movement patterns.
2. Applies knowledge of concepts, principles, strategies, and tactics related to movement and performance.
3. Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.
4. Exhibits responsible personal and social behavior that respects self and others.
5. Recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

National Standards & Grade-Level Outcomes for K-12 Physical Education (SHAPE America & Human Kinetics, 2014)

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**PA.4 Information and materials for physical education teachers**

Are all teachers of **physical education** provided with the following information and materials to assist in delivering physical education?

- ✓ Goals, objectives, and expected outcomes for physical education
- ✓ A chart scope and sequence for instruction
- ✓ A written physical education curriculum
- ✓ A plan for assessing student performance
- ✓ Physical activity monitoring devices, such as pedometers, heart rate monitors
- ✓ Internet resources, such as SHAPE America online tools and resources or PE Central
- ✓ The Presidential Youth Fitness Program
- ✓ Protocols to assess or evaluate student performance in physical education
- ✓ Learning activities that increase the amount of class time students are engaged in moderate-to-vigorous physical activity
- ✓ Learning activities that actively engage students with long-term physical medical, or cognitive disabilities in physical education

3 = Yes, all teachers of physical education are provided with at **least eight** kinds of materials.

2 = Teachers of physical education are provided with **four to seven** kinds of these materials.

1 = Teachers of physical education are provided with **one to three** kinds of these materials.

0 = Teachers of physical education are **not** provided with these kinds of materials.

**PA.5 Students active at least 50% of class time**

Do teachers keep students **moderately to vigorously active** for **at least 50% of the time** during most or all **physical education** class sessions?

3 = Yes, during **most or all** classes.

2 = During **about half** the classes.

1 = During **fewer than half** the classes.

0 = During **none** of the classes, or there are no physical education classes.

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**PA.6 Individualized physical activity and fitness plans**

Do students design and implement their own **individualized physical activity and fitness plans** as part of the **physical education** program? Do teachers of physical education provide ongoing feedback to students on progress in implementing their plans?

3 = Yes.

2 = Students design and implement their own individualized plans, **but** teachers provide only occasional feedback.

1 = Students design and implement their own individualized plans, **but** teachers provide no feedback.

0 = Students do not design and implement their own individualized plans, **or** there is no physical education program.

**PA.7 Prohibit exemptions or waivers for physical education**

Does the school **prohibit exemptions or waivers** for **physical education**?

3 = Yes, our school prohibits exemptions or waivers for physical education.

2 = Yes, **but** occasional exceptions or waivers are made.

1 = No, **but** there are plans to start prohibiting exemptions or waivers.

0 = No, **or** there is no physical education.

**PA.8 Substitutions for physical education**

Does your school prohibit the substitution of other activities (e.g., interscholastic sports) for physical education class time or credit requirements?

3 = Yes, our school prohibits substitutions for physical education.

2 = Yes, **but** occasional substitutions are made.

1 = No, **but** there are plans to start prohibiting substitutions

0 = No, **or** there is no physical education

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**PA.9 Health-related physical fitness**

Does the **physical education** program integrate the components of the **Presidential Youth Fitness Program (PYFP)**?

- ✓ Fitness assessment using Fitnessgram®
- ✓ Professional development for physical education teachers on proper use and integration of fitness education, fitness assessment, and recognition.
- ✓ Recognition of students meeting Healthy Fitness Zones or their physical activity goals.

3 = Yes, all 3 components of the PYFP are integrated.

2 = 2 of the PYFP components are integrated.

1 = 1 of the PYFP components is integrated.

0 = **None** of the PYFP components are integrated.

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**PA.10 Promote community physical activities**

Does the **physical education** program use three or more of the following **methods to promote student participation** in a variety of **community physical activity options**?

- ✓ class discussions
- ✓ bulletin boards
- ✓ public address announcements
- ✓ guest speakers who promote community programs
- ✓ take-home flyers
- ✓ homework assignments
- ✓ newsletter articles
- ✓ academic credit for participating in community physical activities and programs

3 = Yes, through **three or more** methods.

2 = The program promotes participation in a variety of community physical activity options, but through only **one or two** methods.

1 = The program promotes participation in **only one** type of community physical activity option.

0 = The program does not promote participation in community physical activity options, **or** there is no physical education program.

**PA.11 Licensed physical education teachers**

Are all **physical education** classes taught by licensed teachers who are **certified or endorsed** to teach physical education?

3 = Yes, **all** are.

2 = **Most** classes are.

1 = **Some** classes are.

0 = **No** classes are, **or** there are no physical education classes.

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**PA.12/CHC.1 Address special health care needs**

Does the **physical education** program consistently use all or most of the following practices as appropriate to include students with **special health care needs**?

- ✓ Encouraging active participation; modifying type, intensity, and length of activity if indicated in Individualized Education Plans, chronic health condition action plans, or **504 plans**
- ✓ Offering adapted physical education classes
- ✓ Making necessary accommodations for students with special health care needs for participation in recess (e.g., game modifications)
- ✓ Using modified equipment and facilities
- ✓ Ensuring that students with **chronic health conditions** are fully participating in physical activity as appropriate and when able
- ✓ Monitoring signs and symptoms of chronic health conditions
- ✓ Encouraging students to carry and self-administer their medications (including pre-medicating and/or responding to chronic health condition symptoms) in the gym and on playing fields; assisting students who do not self-carry
- ✓ Encouraging students to actively engage in self-monitoring (i.e., using a peak flow meter, recognizing triggers) in the gym and on playing fields (if the parent/guardian, health care provider, and school nurse so advise)
- ✓ Using a second teacher, aide, physical therapist, or occupational therapist to assist students, as needed
- ✓ Using peer teaching (e.g., teaming students without special health care needs with students who have such needs)

3 = Yes, the physical education program uses **all or most** of these instructional practices consistently.

2 = The physical education program uses **some** of these instructional practices consistently.

1 = The physical education program uses **some** of these instructional practices, **but not consistently** (that is, not by all teachers or not in all classes that include students with special health care needs).

0 = The program uses **none** of these practices, **or** there is no physical education program.

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**PA. 13/S.1/CHC.2 Physical education safety practices**

Does the **physical education** program implement and enforce all of the following safety practices?

- ✓ Practice **active supervision**
- ✓ Encourage pro-social behaviors
- ✓ Use protective clothing and safety gear that is appropriate to child's size and in good shape
- ✓ Use safe, age-appropriate equipment
- ✓ Minimize exposure to sun (including through use of sunscreen), smog, and extreme temperatures
- ✓ Use infection control practices for handling blood and other body fluids
- ✓ Monitor the environment to reduce exposure to potential allergens or irritants (e.g., pollen, bees, strong odors)

3 = Yes, **all** these safety practices are followed.

2 = All these safety practices are followed, **but** at times our school has temporary lapses in implementing or enforcing one of them.

1 = One of these safety practices is not followed, **or** at times our school has temporary lapses in implementing or enforcing more than one of them.

0 = More than one of these safety practices is not followed, **or** there is no physical education program.



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**PA.14/S.2 Physical activity facilities meet safety standards**

Does the school ensure that spaces and facilities for physical activity meet or exceed recommended safety standards for design, installation, and maintenance, in the following ways?

- ✓ Regular inspection and repair of indoor and outdoor playing surfaces, including those on playgrounds and sports fields
- ✓ Regular inspection and repair of physical activity equipment such as balls, jump ropes, nets, cardiovascular machines, weights, and weight lifting machines
- ✓ Padded goal posts and gym walls
- ✓ Breakaway bases for baseball and softball
- ✓ Securely anchored portable soccer goals that are stored in a locked facility when not in use
- ✓ Bleachers that minimize the risk for falls
- ✓ Slip-resistant surfaces near swimming pool use
- ✓ Pools designed, constructed, and retrofitted to eliminate entrapment use

NOTE: Please disregard any standard that is not relevant for your campus.

3 = Yes, all these safety standards are met.

2 = All these safety standards are met, **but** at times the school has temporary lapses in one of them.

1 = One of these safety standards is not met, **or** at times the school has temporary lapses in more than one of them.

0 = More than one of these safety standards is not met, **or** there are no spaces or facilities for physical activity.

**PA.15 Professional development for physical education teachers**

Are teachers of physical education required to participate at least once a year in professional development in physical education?

3 = Yes, **all** do.

2 = **Most** do.

1 = **Some** do.

0 = **None** do, **or** no one teaches physical education.

**PA.16 Professional development for classroom teachers**

Are classroom teachers required to participate at least once a year in professional development on promoting and integrating physical activity in the classroom?

3 = Yes, **all** do.

2 = **Most** do.

1 = **Some** do.

0 = **None** do, **or** professional development on physical activity is not available to classroom teachers.

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**PA.17 Participation in intramural programs or physical activity clubs**

Do both boys and girls participate in school-sponsored or community-based **intramural programs or physical activity clubs** either in school or outside of school?

3 = Yes, **many** boys and girls participate in school-sponsored or community-based intramural programs or physical activity clubs.

2 = For the most part, many students of **only one sex** participates in school-sponsored or community-based intramural programs or physical activity clubs.

1 = **Very few** students of either sex participate in school-sponsored or community-based intramural programs or physical activity clubs.

0 = There are **no** school-sponsored or community-based intramural programs or physical activity clubs.

**PA.18 Promotion or support of walking and bicycling to and/or from school**

Does your school promote or support walking and bicycling to and/or from school in the following ways?

- ✓ Designation of safe or preferred routes to school
- ✓ Promotional activities such as participation in International Walk to School Week, National Walk and Bike to School Week
- ✓ Secure storage facilities for bicycles and helmets (e.g., shed, cage, fenced area)
- ✓ Instruction on walking/bicycling safety provided to students
- ✓ Promotion of safe routes program to students, staff and parents via newsletters, websites, local newspaper
- ✓ Crossing guards
- ✓ Crosswalks on streets leading to schools
- ✓ Walking school buses
- ✓ Documentation of number of children walking and or biking to and from school
- ✓ Creation and distribution of maps of school environment (sidewalks, crosswalks, roads, pathways, bike racks, etc.)

3 = Yes, our school promotes or supports walking and bicycling to school in **six or more** of these ways.

2 = Our school promotes or supports walking and bicycling to school in **three to five** of these ways.

1 = Our school promotes or supports walking and bicycling to school in **one to two** of these ways.

0 = Our school does **not** promote or support walking and bicycling to school.

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**PA.19 Availability of before- and after-school physical activity opportunities**

Does your school offer opportunities for all students to participate in physical activity before and after school, through organized physical activities (such as physical activity clubs, intramural sports, before school physical activity)?

3 = Yes, both before and after school.

2 = We offer before school or after school, but not both.

1 = We do not offer opportunities for students to participate in physical activity before or after school, but there are plans to initiate it.

0 = No, we do not offer opportunities for students to participate in physical activity before or after school, and there are no plans to initiate it.

**PA.20 Availability of physical activity breaks in classrooms**

Are all students provided opportunities to participate in **physical activity breaks in classrooms**, outside of physical education, recess, and class transition periods?

NOTE: Physical activity breaks (e.g., brain breaks, energizers, classroom activity breaks, etc.) are actual breaks that occur in the academic classroom, allowing students to take a mental and physical break from current academic tasks. These breaks can occur at any time during the school day, last from 5–30 minutes, and occur all at one time or several times during the school day.

3 = Yes, on all days during a typical school week.

2 = On most days during a typical school week.

1 = On some days during a typical school week.

0 = No, we do not provide students with opportunities to participate in physical activity breaks in classrooms.

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**PA.21 Adequate physical activity facilities**

Are your physical activity facilities adequate in all of the following ways?

- ✓ Both indoor and outdoor spaces can be used by **physical education** classes, **intramural programs or physical activity clubs**, and **interscholastic sports** programs
- ✓ Indoor facilities exist so that physical education classes do not have to be canceled due to weather extremes (e.g., rain or temperatures extremes)
- ✓ In physical education classes, all students can be physically active without overcrowding or safety risks
- ✓ Facilities are accessible for persons with disabilities
- ✓ For physical activity clubs and interscholastic sports, all interested students can sign up and participate without overcrowding or safety risks

3 = Yes, in all **five** of these ways.

2 = In **four** of these ways.

1 = In **three** of these ways.

0 = In **two or fewer** of these ways.