

We Have Met the Enemy and It's Us: Finding the Trees in the Forest

- George Graham
- PE Central

Six Part Presentation

- Hopefully the parts are related
- Hopefully it will make it easy to follow along
- All parts are not equal
- Some parts are better than others
- Each part starts with a kid's quote

Part One:

What Am I Doing Here?

- *I was on 5th grade lunch duty when a student asked "Are we going to do the mile run this year?" I replied "Yes" and she then commented "I was hoping that was part of the budget cuts, ugh!!"*
- Submitted by **Tina Irwin** who teaches at Mount Ida Elementary School in Mount Ida, AR.

Why Am I Here?

- George to Artie: Folks have heard my message before.
- *Artie to George*: I am trying to alert folks to the following –
 - “Research shows a link between skill and physical activity levels.”
 - “Perceived competency is the best predictor of lifetime physical activity.”
 - “Just increasing MVPA during PE is insufficient to motivate children and youth towards being physically active outside of PE.”

Why am I Here (cont.)

- *Artie*: We need to keep the focus on using a skill theme approach (spiral) to teaching skills, why this approach is needed, and the benefits of teaching this way.”
- *Artie*: The many well-accepted sources of PE activities/games have only added to this "find-a-game-for today" mentality.
(Stella Magladry)
- *Artie*: "We have seen the enemy and it is us."
- *George*: “You are a great salesman Artie. You hit all my hot buttons. Thanks! I will be honored to be there.”

Part Two: PA vs. PE

- *After introducing some of the activities we would do in class this year, one of my new first grade students raised her hand and asked, "Is tying your shoes a sport?"*
- Submitted by **Bo Mielczak** who teaches at Stallings Elementary in Stallings, NC.

We Are the Enemy...

- In the classroom many students learn to...
 - Read
 - Compute
 - Think scientifically
 - Etc...
- In physical education many students learn...?

Purpose of PE?

- Way beyond being physically active for 30 or more minutes...
- Ultimate measure of a successful physical education program?
- Students are turned on to physical activity (**sports**) for a lifetime!
- If we are using 50% MVPA as a standard that is setting the bar way too low
- That is **dumbing down** physical education

The Enacted PE Curriculum

- ... Roll out the ball
- ... Busy, happy and good
- ... MVPA of 50% or more
- ... Physical fitness
- ... Games and a few dances
- ... Social skills
- ... Motor skills, strategies, cognitive concepts
- ... Break for classroom teachers

If Physical Education Is...

- Just physical activity, we no longer need certified physical educators
- Talk about what youngsters can learn from physical educators in Part Four

Part Three: Physical Literacy

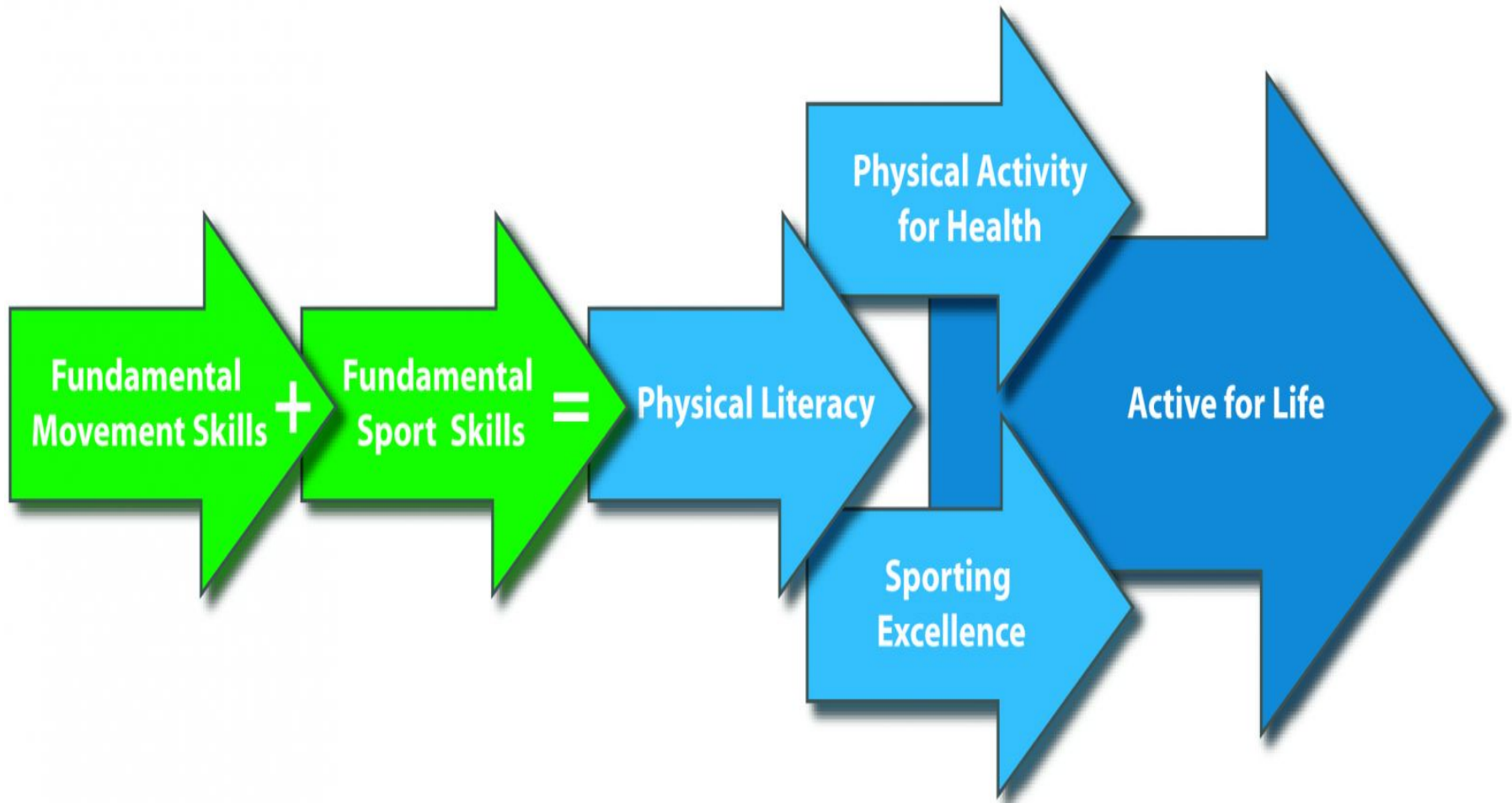
- *One girl didn't want to stay with the class for the warm-up while we were outside. Instead she went under the shade. On my direction for her to join the class she said "I caught asthma from my cousin and now I'm allergic to the sun."*
- Submitted by **Sabrina Larmer** who teaches at Thomson Estates Elementary in Elkton, MD.

Definition of Physical Literacy

- **Individuals who are physically literate move with competence and confidence in a wide variety of physical activities in multiple environments that benefit the healthy development of the whole person.**

» Canadian AHPERD

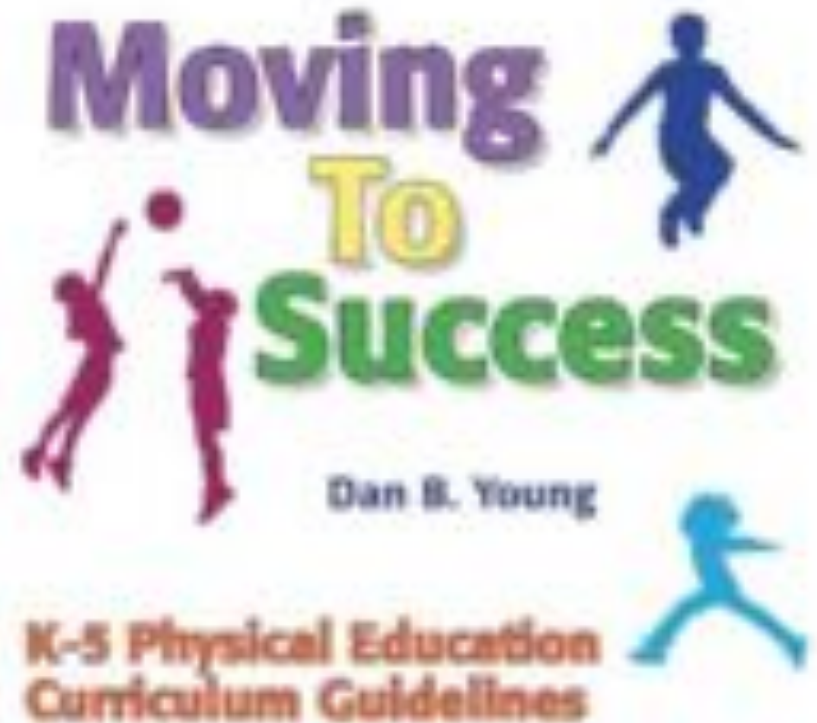
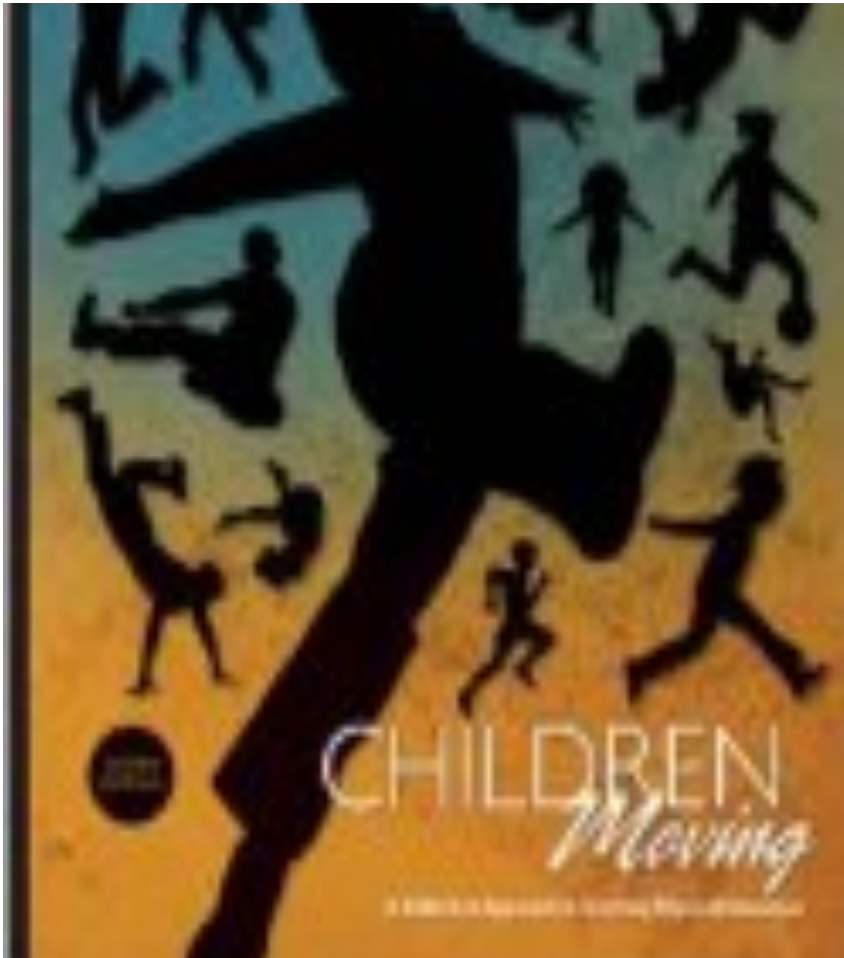
e.g. Canada and Wales



Physical Literacy References

- Whitehead is primary author
- Wide research literature
- Easy to use slides from Canadian HPE
- Referenced in my bibliography

Fundamental Movement Skills to Fundamental Sport Skills References



Turning Kids onto Sport: Two Examples

- National School Golf Program First Tee
 - More than 6,000 schools and 3 million students
- United States Tennis Association (USTA) Schools Program

Part Four: What Students Can (Should) Learn

- A kindergarten student came up to me after trying and trying to jump rope and said, "*Mrs. S, I need another jump rope.*" I asked, "Why?" and he said, **"Because this one won't work, it must be broken!"**
- Submitted by **Cressia Ellison** who teaches at Greeleyville Elementary and DP Cooper Elementary in Kingstree, SC.

Just like reading and
writing, children
have to learn
how to move!

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www.ACTIVEFORLIFE.ca

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LEARNING IN PE

- Different from doing
- Children learn to read...
- Children learn to apply math concepts...
- Children learn scientific concepts...
- Children learn to use technology...
- Children learn to play dodgeball?
Really?

What Every Child Should Learn in Physical Education: One Physical Educators View

- 60 minutes or more of PA is essential for good health
- Regular PA is associated with reducing risk for... (name the morbidities)
- Demonstrate how to throw a ball overhand
- Catch a gently thrown ball
- Jump rope for 60 seconds with missing
- Use a racket to strike a ball against a wall (or with a partner) 30 times without a miss
- Jump, land and roll smoothly
- To swim (or at least tread water)

Challenge You to Challenge Your Students

- Starting with 4th grade...
- Middle school?
- High school?
- College?



The Cooperative Skills **Challenge**

Components of PE Central Cooperative Skills Challenge

- Jump rope for 90 second without a miss?
- Strike a ball with a paddle 60 seconds?
- Throw and catch with a partner 25 feet apart 30 times in a row?
- Hula hoop for 20 seconds?
- Volley a ball with 2 friends 10 times in a row?
- Exchange places with a partner on a balance beam (2" x 4")?

Part Five: COPPE

- *I was leading a leg stretch activity in pike position in PE class. One of my students looked at the bottom of my worn sneakers and said: “They don't pay you well here, do they?”*
- Submitted by **Angela Skaggs** who teaches at Salyersville Grade School in Salyersville, KY.

Consortium of Positive Physical Educators (COPPE)

- Voluntary consortium
- Self identified
- COPPE members listed on PE Central and Great Activities web sites by state
- Promoted to parents, administrators, board members

Consortium of Positive Physical Educators (COPPE)

- In the majority of my classes...
 - All students are physically active for at least 50% of the lesson
 - Each lesson has a clear purpose that is explained to the students
 - Throughout the lesson, students are provided with specific, congruent feedback
 - All students have their own piece of equipment/ small groups
 - The lesson is developmentally appropriate respecting that students have different skill levels and abilities

Non COPPE Teachers

- In the majority of lessons...
 - Many students are active less than 50% of the lesson
 - There is no clear purpose to the lesson, e.g. playing a game is not educational by itself
 - Students are not provided with feedback about the purpose of the lesson, e.g. providing the the score or rules
 - It is assumed all student have the same skill level and abilities
 - There is one or two balls for an entire class of students

COPPE Example

- Tom Winecki video on PE Central
- NFL Teacher of the Year
- http://www.pecentral.org/mediacenter/video_basketballdribblinglesson.html

Thank You to COPPE Teachers...

- For choosing to teach kids.
- Sometime under less than ideal conditions.
- Being dedicated to your profession.
- Putting kids first and trying your darndest to make a difference in their lives!

Part Six: Parting Thoughts

- *We had just started our warm-up routine when I noticed 5 year-old little “Johnny” not looking too excited. I looked over at him and asked him why he did not seem excited for our warm-up. He responded “I am too old for this.”*
- Submitted by **Rich Lynerd** who teaches at Fruitland Primary School in Fruitland, MD.

Powerful Influence on Students

- Two examples...
 - Diagramming sentences?
 - Have you ever thought about getting your Ph.D?