

CYPRESS-FAIRBANKS INDEPENDENT SCHOOL DISTRICT ELEMENTARY P.E./HEALTH NEWSLETTER

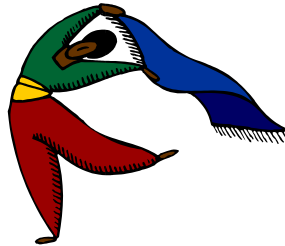
Spring, 2007

Patty O'Rourke – P.E./Health Coordinator
Loretta Bourn – Helping Teacher

District Resources

Please remember that several pieces of equipment are available for teachers to check out through the P.E./Health Curriculum Department. In addition to assorted videos, some of the items included are:

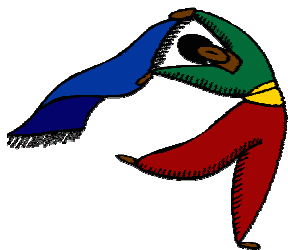
Heart Challenge Course
Rain Forest Course*
Bowling Equipment
Spinjammers
Aerobic Steps
Dynabands
Scarves
Pedometers
Pacer CDs
(15- and 20-meter)



*The Rain Forest Course has an assortment of equipment that can be used in the course or incorporated as separate components of any station unit.

Also, the manuals for the Heart Challenge Course and Rain Forest Course are posted on the G-drive.

Contact Barbara Patton at 281.897.4140 or barbara.patton@cfisd.net to check out the equipment.



Technology

- The "Fitness Scavenger Hunt – Grade 5" that was shared at the January staff development session is included in the Global Drive materials as a *Word* document. To find the document follow these steps:

- *Global Drive*
- *EIT* folder
- *Content Areas* folder
- *Physical Education* folder
- *Jan. 3, 2007* folder

- http://www.kidshealth.org/kid/closet/movies/how_the_body_works_interim.html

Lisa Hughes from Owens found this site as a possible resource when teaching about body systems. Some of the electronic materials found at this site directly relate to Health TEKS (i.e. 1.4, 2.3, 3.4, 4.2, and 5.1A). Consider using the information as mini-health lessons to open or close the class period. Then, the way will be paved for asking some great questions that will cause the students to use higher-level/critical-thinking skills!

SAFETY PROCEDURES and GUIDELINES

- Provide supervision and actively monitor students at all times.
- Include specific instruction in safe practices related to space, equipment and activities.
- Modify activities and rules as needed for safety precautions.
- Instruct at an appropriate age and skill level.
- Allow for appropriate safety equipment as needed.
- Teach a specific signal for getting students attention.
- Follow all district and campus policies related to safety.

UPCOMING WORKSHOPS

H.O.P.E. Meeting #6

TAHPERD Activity Session

February 20, 2007

Course #0043359

Owens Elementary 4:30 – 6:30 p.m.

LoTi P.E./Health Training Session

February 28, 2007

Course #0044315

Emmott Elementary 4:15 – 6:15 p.m.

H.O.P.E. Meeting #7

April 17, 2007

Course #0043379

Owens Elementary 4:30 – 6:30 p.m.

PEP GRANT NEWS

This is a great time to start thinking about offering one of the After-School PEP Fitness Clubs at your school next year! Two campuses must be added next year for a total of six campus clubs in 2007–2008. The requirements are minimal, and teachers receive payment for their “after-school instruction.” The 2006–2007 After-School PEP Fitness Clubs are: Adam, Hancock, Reed, and Walker.

H.O.P.E. SCHOLARSHIP APPLICATION

The deadline for the application is **March 23, 2007**. If you know of a CFISD graduating senior who is planning to major in one of the qualifying areas, please share the information with him/her. The scholarship application can be accessed online at: http://www.cfisd.net/dept2/curricu/elpe/hope_scholar.htm

FIELD DAY ACTIVITIES

Whether this year marks your first or tenth field day, you may find some items of interest in the article, *Fantastic Field Days!* Read the article found at: <http://educationworld.com/a-lesson/lesson/lesson315.shtml>.



IN THE NEWS

Teachers might use this story as a discussion starter at the close of a lesson or before starting a team sports unit.

An interesting story emerged after the recent Fiesta Bowl: Unfortunately, taunting is often part of sports. While the Oklahoma University team was leaving the field, one fan was directing taunting comments at OU players. One of the exiting Sooner players was Running Back, Jacob Gutierrez. “Gute” is known for his “classy behavior and concern for others.” Instead of reacting in kind to the comments, Gutierrez raised his arm to shake the hand of the rude fan. Gutierrez commented that he “just went over and shook his hand and congratulated him.” Gutierrez went on to explain that he wanted to show the Boise State fan what Oklahoma “was all about.”

The story does not end there. Other Boise fans, after seeing Gutierrez’ actions, started encouraging the Oklahoma players with back pats and hand slaps.

Kenny Mossman stated, “One person and one simple gesture lit the fuse on...sportsmanship and brought a small group of people back to the center of human decency. ...How cool would it be...if it became typical of all of us?”

Source: Taken from an article by Kenny Mossman posted at <http://www.SoonerSports.com>.

FITNESSGRAM

Attached are preliminary district results from the *Fitnessgram Pre-Testing* that was conducted by all elementary schools during the fall semester. Hopefully this information will be helpful to you as you plan for spring semester activities and the Post-Testing that will follow.

Lieder teachers, Josh Burke and LaTosha Simpson, got started on their *Fitnessgram Post-Testing* right after winter break! With the many activities that occur in the second semester, it is probably a good idea to get started as soon as possible.

Age/Gender Range	Test	Average
5 to 8 Males	Trunklift	86.78%
9 to 12 Males	Trunklift	89.00%
5 to 8 Females	Trunklift	81.66%
9 to 12 Females	Trunklift	89.00%
5 to 8 Males	Curl-up	94.03%
9 to 12 Males	Curl-up	83.89%
5 to 8 Females	Curl-up	94.10%
9 to 12 Females	Curl-up	81.30%
5 to 8 Males	Modified Pull-up	64.37%
9 to 12 Males	Modified Pull-up	67.84%
5 to 8 Females	Modified Pull-up	70.45%
9 to 12 Females	Modified Pull-up	76.71%
5 to 8 Males	Push-up	56.11%
9 to 12 Males	Push-up	76.02%
5 to 8 Females	Push-up	60.86%
9 to 12 Females	Push-up	72.10%
5 to 8 Males	Flexed Arm Hang	78.44%
9 to 12 Males	Flexed Arm Hang	66.55%
5 to 8 Females	Flexed Arm Hang	81.03%
9 to 12 Females	Flexed Arm Hang	65.34%
5 to 8 Males	Shoulder Stretch	51.65%
9 to 12 Males	Shoulder Stretch	65.05%
5 to 8 Females	Shoulder Stretch	64.76%
9 to 12 Females	Shoulder Stretch	79.12%
5 to 8 Males	Sit and Reach	76.82%
9 to 12 Males	Sit and Reach	76.52%
5 to 8 Females	Sit and Reach	81.18%
9 to 12 Females	Sit and Reach	69.83%
5 to 9* Males	One-Mile Run	100.00%
9 to 12 Males	One-Mile Run	41.36%
5 to 9* Females	One-Mile Run	100.00%
9 to 12 Females	One-Mile Run	38.88%
5 to 9* Males	Pacer	100.00%
9 to 12 Males	Pacer	57.74%
5 to 9* Females	Pacer	100.00%
9 to 12 Females	Pacer	91.66%
5 to 8 Males	BMI	86.01%
9 to 12 Males	BMI	66.21%
5 to 8 Females	BMI	92.16%
9 to 12 Females	BMI	81.83%

*Age groups with very small student numbers were not considered in the figures. Also, some scores may be skewed due to wide variations between age groups. Later, teachers will receive a report based on more detailed, disaggregated data.

ARCTIC WIND HOOPS

Setup and Equipment:

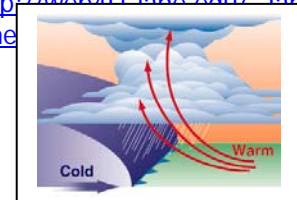
- Each member of a Color Team (Red, Blue, Yellow, Green) stands inside of a hoop that is the same color as their team.
- Hula Hoops are spread around the floor.
- Students move their hoops by making short steps from within their hoops.

Rules:

- The teacher calls out a color team and announces that this color team is the "Arctic Wind."
- This designated color team attempts to tag others by bumping their hoop into a different color hoop.
- Once a hoop is tagged, that student stands frozen with arms extended.
- They may be unfrozen with a "high five" or a hoop tap from a warm color!
- Each turn will take one-two minutes.

Source:

<http://web411.lane.edu/~james/game>



ACTION WORDS AND PHRASES: MANAGEMENT PROTOCOL

(Use to get students to LISTEN, then THINK, then MOVE)

Apples = Stand Up
 Oranges = Sit Down
 Bananas = Scatter
 Hawaii = Break time... relaxing on your back

Huddle = Gather in front of the instructor
 Are you ready? = Choral response from students, "You bet!"
 Where are you? = Choral response from students, "Here I am!"
 (After this response, students touch and say, "Head, shoulders, knees and toes, ankles, legs, heart and nose!")

Source: *Making a Difference in Physical Education* by John Thomson

http://www.tahperd.org/LINKS/SUB_LINKS/MEETINGS_EXHIBITS/meetings_pdfs/thomson_handouts_05.pdf

QUESTIONING STRATEGIES

Level 1 – Knowledge

Power Words

choose	find	list	outline	recall	say	study	where
circle	how	locate	pick	recite	select	tell	which
count	identify	match	point to	recognize	show	underline	who
define	know	memorize	quote	record	spell	what	why
describe	label	name	read	repeat	state	when	write

Level 2 – Comprehension

Power Words

add	clarify	define	elaborate	extend	infer	predict	rewrite
approximate	compare	demonstrate	estimate	factor	interact	relate	review
articulate	communicate	describe	example	generalize	interpret	rephrase	subtract
calculate	comprehend	discuss	explain	give	observe	report	summarize
characterize	contrast	distinguish	express	identify	paraphrase	restate	translate
						retell	understand

Level 3 – Application

Power Words

acquire	apply	compute	develop	gain control	operate	practice	round
action	calculate	construct	do	illustrate	organize	predict	select
act out	carry out	delineate	dramatize	investigate	prepare	present	show
adapt	conduct	deliver	draw	make	participate	produce	sketch
alter	change	demonstrate	employ	manipulate	perform	put into	solve
answer	choose	determine	exhibit	modify	place	respond	use

Level 4 – Analysis

Power Words

analyze	classify	deduce	distinguish	explain	inspect	outline	segment
ask	compare	diagram	divide	group	inventory	point out	sequence
catalog	contrast	differentiate	document	identify	monitor	proofread	sort
categorize	correlate	discriminate	edit	infer	observe	reason	survey
chart	decode	dissect	examine	inquire	order	review	transform

Level 5 – Synthesis

Power Words

adopt	combine	create	elaborate	frame	imagine	model	publish
arrange	compile	cultivate	establish	gather	incorporate	organize	rearrange
assemble	compose	design	explain	generate	integrate	participate	refine
blend	concoct	develop	form	glean	interact	plan	revise
build	connect	design	format	graph	investigate	produce	synthesize
collect	construct	dictate	formulate	hypothesize	make	produce	write