This course supports the assessments for Elementary Physical Education and Health Methods. The course covers 8 competencies and represents 2 competency units.

Introduction

Overview
Elementary Physical Education and Health Methods helps students learn how to implement effective physical and health education instruction in the elementary classroom. Topics include healthy lifestyles, student safety, student nutrition, physical education, differentiated instruction for physical and health education, physical education across the curriculum, and public policy in health and physical education.

Getting Started
Welcome to Elementary Physical Education and Health Methods! This course provides an overview of the benefits and importance of health, safety, and physical activity for elementary school students. The course is intended to provide you with the knowledge and skills you will need as a teacher to integrate topics such as health, nutrition, safety, emergency management, physical activity, and movement into the classroom while ensuring you have a positive and productive learning environment that meets the needs of a variety of learners. By the end of the course, you should be able to integrate these types of topics into the academic setting and be able to justify the importance of including health and physical activity in classroom curriculum. You will access your e-texts through VitalSource.

Watch the following video for an introduction to this course:

Note: To download this video, right-click the following link and choose "Save as...": download video.

Note: View the video in full screen at 720p for best results.

Teaching Dispositions Statement
Please review the Statement of Teaching Dispositions.

Course Instructor Assistance

As you prepare to demonstrate competency in this subject, remember that course instructors stand ready to help you reach your educational goals. As subject matter experts, mentors enjoy and take pride in helping students become reflective learners, problem solvers, and critical thinkers. Course instructors are excited to hear from you and eager to work with you.

Successful students report that working with a course instructor is the key to their success. Course instructors are able to share tips on approaches, tools, and skills that can help you apply the content you're studying. They also provide guidance in assessment preparation strategies and troubleshoot areas of deficiency. Even if things don't work out on your first try,
course instructors act as a support system to help you prepare for another attempt. You should expect to work with course instructors for the duration of your coursework, and you are encouraged to contact them as soon as you begin. Course instructors are fully committed to your success!

The following course instructors' schedules are listed in Mountain Time:

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Wednesday: 6:30am-12:30pm and 4:30-8:30pm
Thursday: 11:30am-3:00pm and 5:00-8:00pm
Friday: 6:30am-5:00pm
Saturday: 10am-2pm

**Competencies**

This course provides guidance to help you demonstrate the following 8 competencies:

**Competency 674.1.1: Healthy Lifestyles and Attitudes**
The graduate plans developmentally appropriate educational activities that provide elementary students with the knowledge, skills, fitness, and attitudes necessary to lead a healthy lifestyle.

**Competency 674.1.2: Elementary Student Health**
The graduate selects instructional and behavioral strategies that support healthy lifestyles and address health concerns of elementary students.

**Competency 674.1.3: Elementary Student Safety**
The graduate plans learning environments that promote the health and safety of elementary students.

**Competency 674.1.4: Elementary Student Nutrition**
The graduate recommends instructional and behavioral strategies that promote healthy nutritional habits in elementary students.

**Competency 674.1.5: Physical Education**
The graduate integrates movement concepts, principles, strategies, and approaches in the development of physical education lesson and unit plans for elementary students.

**Competency 674.1.6: Physical Education for Elementary Students with Special Needs**
The graduate develops active learning opportunities to accommodate all elementary students,
including those with varied abilities, needs, backgrounds, and interests to promote meaningful, relevant, and engaging student-focused physical education.

**Competency 674.1.7: Physical Education across the Curriculum**
The graduate creates relevant and meaningful learning experiences that integrate elementary physical education across other disciplines.

**Competency 674.1.8: Research and Public Policy in Health and Physical Education**
The graduate integrates current research and public policy into the planning, promotion, and advocacy for educational programs that support the health, safety, and well-being of all elementary students.

**Preparing for Success**

The information in this section is provided to detail the resources available for you to use as you complete this course.

**Learning Resources**
The learning resources listed in this section are required to complete the activities in this course. For many resources, WGU has provided automatic access through the course. However, you may need to manually enroll in or independently acquire other resources. Read the full instructions provided to ensure that you have access to all of your resources in a timely manner.

In the following resources, you may read about No Child Left Behind (NCLB). Please be aware that as of December 2015, President Barack Obama replaced NCLB with the Every Student Succeeds Act (ESSA). This new act reauthorizes the 50-year-old Elementary and Secondary Education Act (ESEA), the nation’s national education law and longstanding commitment to equal opportunity for all students. Although not required for this course, you are encouraged to familiarize yourself with the new act. For additional information, please visit the following links from the U.S. Department of Education:

- Webinar recording
- Read about ESSA
- Fact sheet on ESSA
- Transition Letter

**Automatically Enrolled Learning Resources**

**VitalSource E-Texts**


*Note: These e-texts are available to you as part of your program tuition and fees, but you may purchase hard copies at your own expense through a retailer of your choice. If you choose to do so, please use the ISBN listed to ensure that you receive the correct edition.*
Pacing Guide

Week 1

- Preparing for Success
- Healthy Lifestyles and Attitudes

Week 2

- Elementary Student Health
- Elementary Student Safety
- Nutrition
- Food Safety

Week 3

- Research in Physical Education
- Physical Education
- Physical Education and Special Needs
- Active Approaches to Teaching and Learning

Week 4

- Final Steps: Objective Assessment

Weeks 5-6

- Final Steps: Performance Assessment (EBP)

Note: This pacing guide does not replace the course. Please continue to refer to the course for a comprehensive list of the resources and activities.

Healthy Lifestyles and Attitudes

Healthy lifestyles and attitudes among elementary-age children are important for growth and development. They will help young learners now and as they develop into life-long learners. It is important to try and learn about the family and cultural influences at home that can impact attitudes and practices related to health and safety. These influences can also be seen in the classroom as assets. There are three types of assets:

- **Personal Assets**: Specific background information that students bring to the learning environment. Students bring interests, knowledge, everyday experiences, and family backgrounds that a teacher can draw upon to support learning.
- **Cultural Assets**: Cultural backgrounds and practices that students bring to the learning environment, such as traditions, languages, world views, literature, and art that a teacher can draw upon to support learning.
- **Community Assets**: Common backgrounds and experiences that students bring from
the community where they live, such as resources, local landmarks, community events, and practices that a teacher can draw upon to support learning.

**Healthy Lifestyles and Attitudes**

In this section, you will analyze influences on student health and safety. You will also develop recommendations and develop activities that can enhance students' health while at the elementary age.

**Key concepts**

- Family and cultural influences on elementary student health and safety
- Effective communication of needs, wants, and feelings
- Conflict management and resolution
- Connecting home, school, and the community in support of students' health, safety, and fitness
- Effective ways to respond to unwanted, threatening, or dangerous situations

**Read**

- pages 2–12 (through "The Status of Health Education") of *Chapter 1: "The Need for Health Education"*

**Reflect**

Explain your beliefs about the way teachers fit in to the picture of health education and describe how teachers might use knowledge of student assets to inform planning. You will revisit this issue throughout the course to see how your opinion changes.

**Cultural and Personal Assets**

There are many things that influence the development of children, including culture, family structure, and living conditions. As a teacher, you will need to be sensitive to various family situations and think about how you can draw upon your students' cultural and personal assets to engage them in learning. Integrating knowledge of your students' family backgrounds, traditions, and culture into your lessons will make learning tasks more relevant to your students and will strengthen the connection between home and school.

**Read**

- pages 12–14 ("Family Structure and Well-Being of Children" through "Facts About Children in the United States") of *Chapter 1: "The Need for Health Education"*

**Trends in Student Health and Safety**

In addition to knowing about the historically accepted standards for children's health and safety, teachers should know about current trends in health and the most recent standards for safety. In these sections of your *Teaching Today's Health* textbook, find out what has worked historically to change statistics related to health and safety activities in the classroom.

**Review**

- Tables 1.2–1.4 on pages 8–10 of *Chapter 1: "The Need for Health Education"*
Write

How do you think teachers and society in general may need to change the way they address these issues? If you do not think they need to change, explain why.

Role of Teachers

Read

• Chapter 2: "The Role of the Teacher in Coordinated School Health Programs"

Reflect

• What are the legal responsibilities of teachers and the barriers that make health a difficult subject to teach?

Policies for Health and Safety

Think about a classroom you have taught in or observed before. In your learning journal, write about the policies in that classroom that were designed to keep students safe.

Reflect

• What actions did the teacher take to promote safety?
• How was communication a part of these policies and actions?

Effective Curricular Approaches

As you read about content areas for elementary health instruction and national health standards, identify the hallmarks of an effective health curriculum. Think about how you can create a learning environment that supports positive and productive learning experiences for students where teachers and students all have a good rapport with one another. Describe a learning task that you could design to inspire students to adopt healthy choices over a lifetime.

Read

• pages 27–31 ("Traditional Content Areas in the Elementary School" through "The Place of Values in the Curriculum") of Chapter 3: "Planning for Health Instruction"

Activity for Avoiding Dangerous Situations

In order for children to make good decisions regarding their health and safety, they must be able to confidently decline to participate in activities that they know will be unhealthy and unsafe.

Read

• pages 53–60 ("Decision Making and Health Strategies," "Developing Refusal Skills," and "Simple Values-Related Strategies") of Chapter 4: "Strategies for Implementing Health Instruction"
Do

Create a learning task you could use with students in your classroom to help them safely refuse to participate in at least one situation that would be applicable to the grade level you will be teaching. These situations may include things like encountering a bully or avoiding peer pressure to participate in an unhealthy activity.

**Internet Safety Activity**

The Internet is a popular place for elementary students to work on homework, chat with friends, and to connect with people around the world. But it can also be a dangerous place for children.

**Explore**

- "Growing Up Online"
- "Kids and Computer Security"

**Do**

After you have watched the videos and read the text on the various pages, use what you have learned to develop a learning task that could be used to introduce students to potential dangers online and ways to reduce the dangers and make Internet use safer for children. When you design this learning task, think about how you can utilize knowledge of your students' personal and cultural assets, such as their prior experiences with and access to technology at home.

**Conflict Resolution**

Teachers see conflict in their schools and classrooms every day. Part of a teacher's responsibilities is to teach students healthy ways to deal with and resolve conflict. Before you begin researching this topic, make note of some situations in which teachers would need to use and teach conflict resolution skills.

**Read**


**Visit and Read**

- "Conflict Resolution: New Rules For Early Primary Grades"

**Explore**

- Conflict Resolution: Activity Ideas
- "Conflict Resolution Activities and Lesson Plans for Kids K–5"
- "PreK to Grade 2 Personal Health Series: Conflict Resolution"
- "Grades 3 to 5 Personal Health Series: Conflict Resolution"
Do

After you have browsed the websites, select at least two activities about nonviolent conflict resolution you read about from the websites.

- How well do you think students in a specific grade would connect to and be able to apply these activities in the classroom?
- Make any modifications to the activities that you think would best make them fit the target student population.

Handling Emotions in the Classroom

Many young school-age children have not learned to manage their emotions, and, as a teacher, you may have students who have emotional outbursts from time to time. Think about ways that you can establish a supportive and positive learning environment in your classroom so that students feel comfortable sharing feelings and communicating with each other in productive ways.

Do

- Identify specific strategies or activities to use in class that would assist students in handling their emotional issues such as anger, sadness, fear, etc.
- Write at least three strategies you would use in your classroom to teach young students how to deal with different types of emotions in an appropriate way.

Explore

- Behavior Problems: Teaching Young Children Self-Control Skills
- "Helping Children Understand and Deal with Emotions"

Elementary Student Health

During the elementary school years, health plays a critical role in students' learning and growth. Learning about students’ community assets can be very helpful for teachers trying to address issues of health and safety in the classroom. Inviting health professionals from the community to share their knowledge and expertise provides students with authentic learning experiences and allows them to gain a deeper understanding about the health and safety resources in their community.

Key concepts:

- Environmental components that impact elementary students' health and safety
- Best practices for communicating with parents regarding injuries or illnesses at school
- Emergency behaviors or treatments
Avoiding common childhood injuries and health problems
Behaviors that impact elementary students' health
Pedestrian safety

Health and Safety Promotion

Do

- Identify at least two components that enhance an elementary student's health and safety in the home, school, and community.
- Develop a list that identifies components that hinder students' health and safety. Identify strategies that could be used to prevent, manage, or improve each component. What could you do as a teacher to promote and improve the health and safety of your students?

Managing Infectious Disease

Chapters 15 and 16 in Teaching Today's Health are about infectious disease and different teaching strategies to help students learn about and prevent infectious disease.

Read

- pages 258–267 (through "Human Immunodeficiency Virus and Acquired Immunodeficiency Syndrome") of Chapter 15: "Infectious and Noninfectious Conditions"

Skim

- Chapter 16: "Strategies for Teaching Infectious and Noninfectious Conditions"

Do

- Identify learning tasks you think would best suit the population you are teaching.
- Take a moment to critique the learning tasks. Answer the following questions in your learning journal:
  - What changes would you have to make to best suit your students?
  - As a teacher, how would you help the students incorporate what they have learned about health and safety (e.g., washing hands) into the daily routine of the classroom?
  - How can you integrate your understanding of your students personal, cultural, and community assets to enhance the learning task?

Student Project and Lesson Plans

Read the requirements for your student project in Taskstream. Be sure that you understand the way your project will be evaluated by becoming very familiar with the rubric.

Parts of your project includes reviewing, modifying, and creating lesson plans. Activities throughout this course will prepare you to complete the student project. You may use the lesson plans you create in the course as part of your student project submission if they comply with the
Consider the following tips as you complete the activities and student project requirements:

- This course is intended to help you prepare for your time in a classroom, so you should create lesson plans that you could use in your future classroom.
- Some schools and districts require teachers to use specific lesson plan formats or templates. If you already work in a school or have a particular school in mind where you would like to work, use the lesson plan format from that school for the lessons you create throughout this course. Any format that includes all the necessary elements is acceptable as a submission for your student project.
- You may incorporate various Internet resources, physical resources that are found in the classroom, hands-on activities for students, community assets, and other methods that would make the lesson more effective for the grade level you would like to teach.
- Be prepared to justify each of the elements you have chosen to include in your lesson plan by referencing research and information you have learned in your studies and other experiences.
- You will be required to use appropriate citations in APA format. There is information about APA citations in Taskstream, and the WGU Writing Center is available as a resource if you need additional help with citations, references, and other writing support.
- If you have questions about the lesson plans or other student project requirements, your course instructors are here to help.

Lesson Plan Resources

Use the following resources to aid in your success while completing the student project:

- "Guide to Writing Lesson Objectives"
- "Creating a Lesson Plan"
- "Choosing the Correct Assessment"
- "EBC/EBP Project Health & P.E."

Health and Safety Lesson Plan

Do

In your learning journal, develop a lesson plan for a specific grade level that presents concepts related to one of the following:

- hand washing
- food safety
- prevention of infectious/communicable disease
- fire safety in the house

Make sure you follow the guidelines in Taskstream for lesson plans as you write your lesson plan.

Injury Prevention
Before teachers and students can prevent injury, they must understand what situations pose the highest risk and who is most prone to injury. Children in their elementary years are highly curious and just learning how to perceive danger.

Do

As you read these sections, identify which situations pose the highest risk to children.

Read

- pages 336–342 (through “Types of Accidents”) of Chapter 19: "Injuries: Accident and Violence Prevention"
- Chapter 20: "Strategies for Teaching Injuries: Accident and Violence Prevention"

Reflect

- How could you help students understand this information in a memorable, engaging classroom activity?
- How might you incorporate inquiry and allow students to develop questions and plan investigations around health and safety?

Head Injury

If a student receives a head injury during school, it can be a traumatic situation, and could lead to a serious condition. It is important for a teacher to know ahead of time how to recognize and respond to head injuries.

Read

- Learning About Brain Injury: An Activity Manual for Elementary School Students

Do

Pick one activity you like and explain why you think students in the grade you plan to teach would grasp the importance of head protection from that activity.

Read

- Chapter 20: "Strategies for Teaching Injuries: Accident and Violence Prevention" in Teaching Today's Health

Do

Identify key points in the chapter and illustrate each with stick figures to create a mindmap. This mindmap represents your learning about teaching accident and violence prevention.

Illness and Injury in the Classroom
For many injuries and emergencies at school, teachers are the first responders for immediate emergency care. It is important for teachers to have policies and procedures to follow in case of emergency, both during the event and afterwards to communicate to parents and guardians.

Read

- pages 346–347 ("The School Safety Program" through "Emergency Situations") of Chapter 19: "Injuries: Accident and Violence Prevention"

Preparing for and Managing Emergencies

As you review the following sections in Teaching Today’s Health, identify types of emergencies that may occur in the region where you will be teaching. What community assets are available to help provide you and your students with relevant resources and information to prepare students for emergencies?

- pages 346–347 ("The School Safety Program" through "Emergency Situations") of Chapter 19: "Injuries: Accident and Violence Prevention"

According to what you have read about emergency preparedness, analyze the activity on the following website. Explore the "Step 1," "Step 2," "Step 3," and "Step 4" links in the left-hand navigation pane.

- Ready: Kids

Reflect

- How would you alter the material to create a learning task from the website to use in your classroom?
- What additional learning tasks might be needed for the grade level you would teach?
- What criteria will you use to assess student understanding?

Disaster Preparedness and Response

Students and teachers spend a lot of time together in the classroom, so if a disaster were to occur during school hours, it is likely that the teacher would be the leader responsible for a classroom full of students until the disaster were over. As you read this section, consider how you would prepare yourself to fulfill that role if such an event occurred while you were in the classroom.

Read


Do

Create a lesson plan that touches on all aspects of emergency readiness in the classroom. Make sure to include activities that would be engaging for students. Make sure you follow the guidelines in Taskstream for lesson plans as you write your lesson plan.
Helping Children Cope

- "Tips for Talking With and Helping Children and Youth Cope After a Disaster or Traumatic Event"

Do

Brainstorm ways you can promote the emotional health of your students during and after emergencies.

Explore

- SAMHSA "Trauma-Informed Approach and Trauma-Specific Interventions"

Do

Pull out activities or documents from the website you could use with your students if the need arose.

Elementary Student Safety

If a student does not feel safe at school, it will impact the learning environment. Beginning the school year with rules and norms can help you to create a learning environment where students feel supported and prepared in case of emergencies. It is also important to consider the emotional health of your students and to create an environment where students and teachers maintain a good rapport and model respect for one another so that students can comfortably express their thoughts and feelings.

Elementary Student Safety

This section of the course will consider topics ranging from child abuse to safety during natural disasters.

Key concepts:

- Signs of abuse and neglect
- Hazardous materials or situations in elementary schools or on school grounds
- Strategies for teaching elementary students about safety
- Practices for eliminating bullying
- Identifying trusted adults to whom elementary students can turn for help

Safety at School Reference

Parents and guardians can be very receptive to information at the beginning of the school year, and it is important for them to be aware of potential safety issues at school. Take the time to learn about the personal assets (interests, everyday experiences, and family backgrounds) of your students so that you can create a strong connection between home and school. Involve families when you can so that they can be informed about what their children are learning and so they know their input is valued in discussions of health and safety at school.

Explore
Do

As you complete the listed material below, record key facts for parents and guardians that a teacher could provide on the first day of school or at a back-to-school night to inform parents and guardians about safety issues in the school and at home.

**Preventing Accident and Injury**

Children are naturally curious, and this can lead to them taking risks. It is the responsibility of adults to teach children when it is okay to take risks and when not to take risks.

**Review**

- pages 361–366 ("Puzzles and Games" through "Other Ideas") of [Chapter 20: "Strategies for Teaching Injuries: Accident and Violence Prevention"

**School Fire Safety Plan**

Do

Obtain the fire safety plan for the school you will be working in. Develop a list that would provide quick notes to a teacher in case the fire alarm sounds. This list should include things like:

- What should be done first?
- What should the teacher tell the students?
- What could be done to help keep the teacher and students calm in case of a fire alarm that was not a rehearsed fire drill?

**Effects of Violence in Children’s Lives**

Besides abuse and neglect from adults, children have other forms of violence in their lives.

**Read**

- pages 342–346 ("School Violence") of [Chapter 19: "Injuries: Accident and Violence Prevention"

**Reflect**

Record your thoughts about a teacher's role in preventing school violence as you read Chapter 19.

**Anti-Bullying Procedure**

Do

As you read and review the information in this activity, develop a procedure or common practice that you would use when teaching in order to prevent bullying and stop instances of bullying.
Read

- pages 102–103 ("Bullying and Student Health" and "Health Highlight: Cyber Bullying") of Chapter 6: "Mental Health and Stress Reduction"

Review

- "Bullying" (p. 344) of Chapter 19: "Injuries: Accident and Violence Prevention"

Do

Take notes on the definition and examples of cyber bullying, and reporting and prevention methods as you read about cyber bullying on the following website managed by the U.S. Department of Health & Human Services:

- "Cyberbullying"

Review

- Build a Safe Environment
- Toolkit for Elementary School Bullying Prevention

Identifying Trusted Adults Activity

Do

Develop a brief learning task that would help students in your classroom learn how to identify adults who can be trusted and to whom they can turn for assistance. Find at least three potential resources (e.g., websites, pamphlets, videos) or people in your community that you could invite to school to inform your students and their parents or guardians about this topic.

Recognizing Child Abuse and Neglect

As you complete the listed material below, take notes on the following topics. You may want to create separate sections in your notes for each topic. In your notes, define each of the following terms and describe the key external signs that indicate whether a child suffers from each type of abuse or neglect. Consider using a table format for these notes.

- Physical abuse
- Sexual abuse
- Emotional abuse
- Child neglect

Read

- "Problems of Child Abuse and Violence" (pp. 198–200) of Chapter 11: "Sexuality Education"
Review

- "Children's Exposure to Violence" (pp. 343–344) of *Chapter 19: "Injuries: Accident and Violence Prevention"*

In particular, you may want to focus on the tables on pages 198 and 199.

**Reporting Maltreatment**

As a teacher, you will see many different children and family situations, and you may see signs of neglect and abuse in some of your students. Part of your responsibility will be to report maltreatment and protect the students you teach by preventing future incidents.

**Read**

- "The Role of Educators in Preventing and Responding to Child Abuse and Neglect"

**Skim**

- "Montana School Guidelines for the Identification and Reporting of Child Abuse and Neglect 2015–2016"

**Do**

Use the Internet to research requirements for reporting maltreatment in your state. What will you be required to do as a teacher? Record your findings in your learning journal.

**Elementary Student Nutrition**

Elementary students spend almost a third of their day in school during a regular week when school is in session. Most students will receive at least one (with some students receiving two) of their daily meals at school. It is important that teachers understand nutrition and food safety in a school environment. It is also important to be aware of personal and cultural assets that may influence the types of foods that students can eat and to be aware of religious observances that restrict certain types of foods or times of the day when students can or cannot eat.

**Nutrition**

Because school nutrition is important for teachers as well as students and parents, this section will introduce you to all aspects of nutrition, from planning meals to guiding students to make healthful nutrition choices.

**Key concepts:**

- Elementary student nutrition programs
- Resources that support healthy nutrition for elementary students
- Health and nutritional information, products, and services
- Helping elementary students choose healthy food options
- Hydration for elementary students during the school day
• Accepted nutritional principles
• Impact of nutritional practices, choices, and behaviors on elementary school success

**Nutrition**

As you read Chapter 17, take notes on the following topics. You may want to create separate sections in your notes for each topic. You may also want to add to these notes as you complete additional activities in this topic.

• Key aspects of elementary student nutrition programs
• Ways to determine whether it would be appropriate for teachers to offer students’ families nutritional information in specific situations
• Resources available for supporting students’ nutrition
• Characteristics of healthful nutritional products and services
• Ways in which nutritional practices, choices, and behaviors can impact elementary school success

**Read**

• Chapter 17: “Nutrition”

**Student Nutrition Programs**

**Review**

• page 304 (“Nutritional Needs for School-Age Children”) of Chapter 17: “Nutrition”

**Examine** the guidelines set by the USDA for school lunch and breakfast programs in the following document:

• pages 7–41 of "New Meal Pattern Requirements and Nutrition Standards"

**Product Labeling**

**Review**

• page 300 (“Figure 17.1: Interpreting Nutrition Labels”) of Chapter 17: "Nutrition"
• page 310 (“Food Labeling”) of Chapter 17: "Nutrition"

**Do**

Obtain product packaging from three products in your home. In your learning journal, analyze the nutrition labels. Answer the following questions:

• Which nutrients are the highest (e.g., carbohydrates, fats, proteins)?
• How high are the sugar and sodium contents?
• What ingredients are in the product?
• Do you recognize all the ingredients?

**Results of Poor Nutrition Activity**
Review

Look for information that could help you create a learning task to teach students about the results of poor nutrition.

- pages 294–295 (through "Economic, Personal, and Lifestyle Factors") of Chapter 17: "Nutrition"
- page 297 ("Health Highlight: Dietary Guidelines for Americans, 2010") of Chapter 17: "Nutrition"
- page 304 ("Food Problems") of Chapter 17: "Nutrition"

You may also want to skim the following chapter in Teaching Today's Health for ideas on lesson plans and activities for teaching students about nutrition:

- Chapter 18: "Strategies for Teaching Nutrition"

Reflect

- How would you approach teaching elementary age children about chronic disease and other results of poor nutrition?

What type of basic activity could you do with students to help them understand consequences of poor nutrition?

Menu Planning

Children and adults alike rely on the foods they eat for proper health, so it is important that you understand the basics of planning nutritious menus.

As you explore the websites in this activity, make note of aspects of nutrition and menu planning you might have influence over as a teacher, as well as aspects that would be dictated by school or district policies.

Read the following daily food plans:

- 1600 Calories: Ages 4–8
- 1800 Calories: Ages 4–8
- 1800 Calories: Ages 9–13
- 1800 Calories: Ages 14+

Review

- Choosing Foods and Beverages

Special Diets

The Handbook for Children with Special Food and Nutrition Needs focuses on specific diets,
such as those of children with allergies or diabetes, religion-related dietary requirements, and other special needs. Do not hesitate to communicate with your students and their families to learn about religious or cultural dietary restrictions. Take notes in your learning journal about how you can promote the health and safety of all your students with regard to nutrition.

**Reflect**

- If there are students in your class who have special nutritional needs, how would you accommodate their needs in your classroom or as part of the curriculum?

**Read**

- pages 15–36 and 40–41 in the *Handbook for Children with Special Food and Nutrition Needs*

**Menu Planning**

From the knowledge you have gained, list the main aspects of menu planning. Include topics such as meeting national standards for menus and special considerations for children with allergies and food related medical conditions such as diabetes. Focus on the age group you will be working with.

**Review** the following websites for ideas for questions:

- ChooseMyPlate.Gov: Daily Checklist
- Handbook for Children with Special Food and Nutrition Needs

**Nutrition Lesson Plan**

**Do**

Develop a lesson plan to guide students in understanding proper nutrition and making healthy choices about their diets. In your lesson plan include the ChooseMyPlate.gov website. Have students develop meals based on the proper breakdown of fats, proteins, and carbohydrates, and the amount of each type of food as recommended. Make sure your lesson is appropriate for the age group you will teach.

**Skim**

- Chapter 18: "Strategies for Teaching Nutrition"

**Review**

The tips in the activity "Preview: Student Project and Lesson Plans" under the topic "Elementary Student Health" in this course.

Make sure you follow the guidelines in Taskstream for lesson plans as you write your lesson plan so you can use this as part of your student project submission.
Self-Assess

Visit the companion website for the following chapter of *Teaching Today's Health*:

- Chapter 17: "Nutrition"

Select "Quizzes" in the left margin and then select "Multiple Choice." Take the quiz and review the feedback. If you come across any questions you answered incorrectly, revisit that section in the text.

**Food Safety**

Every year millions of Americans are affected by foodborne diseases, and sometimes these foodborne outbreaks occur while students are at school or on field trips. As a teacher, you need to know what to do in case of an outbreak and, more importantly, how to prevent outbreaks during the school day.

**Key concepts**

- Hazard Analysis Critical Control Point (HACCP)
- Sources of food-borne illnesses
- Impact of family, the community, and culture on nutritional habits
- Food safety plan for preparing food
- Hand washing in the elementary school

**Foodborne Illness Prevention**

**Read**

- "Cleanliness Helps Prevent Foodborne Illness"

**Do**

After reading, brainstorm how you could present information related to food safety in a way that engages students in learning and so that students in your target age group would best comprehend and absorb the information. Write about your ideas in your learning journal. Some ideas you might want to consider include:

- sketching a cartoon character that would catch the students' eyes
- creating an attractive, informative poster with the main points
- developing a learning activity or lesson plan
- using a song or game
- including examples from daily life that students would understand

**Food Safety**

**Do**

As you complete the listed material below, take notes on the following topics:
- Four main steps for food safety
- Four main causes of food poisoning
- Common signs and symptoms of food poisoning
- Foods that your students are likely to be eating or helping prepare that pose a risk of foodborne illness

**Explore**

- "Fight Bac! Fight Foodborne Bacteria: Four Simple Steps to Food Safety"
- "Keeping Food Safe to Eat"

**Reflect**

- Which activities would be most applicable to the age group you will be teaching about food safety?
- How do these learning tasks engage a variety of learners?
- What criteria will you use to assess student understanding?

**Hand Washing**

**Read**

- page 283 ("Strategies: Teaching in Action Daily Lesson Plan") of Chapter 16: "Strategies for Teaching Infectious and Noninfectious Conditions"

**Do**

- In your learning journal, discuss when to wash hands, how to wash hands, and the frequency of hand washing.
- Develop a procedure regarding hand washing that you could use in your classroom. Could the students help create the procedure? Check to see whether your local school district has a policy in place that guides teachers' actions in this matter.

**Cookie Safety Activity**

**Read**

- "Keeping Food Safe to Eat"

**Do**

Consider the following scenario:

A teacher plans to prepare chocolate chip cookies in the classroom. The mixing of ingredients and placement on baking sheets will occur in the classroom, and then the lunchroom staff will bake the cookies.
In your learning journal, list steps that would need to be taken to prevent foodborne diseases in this classroom.

Develop an activity that the teacher in the scenario could use before allowing students to begin handling food. Be sure the activity emphasizes the important aspects of food safety for children.

**Food Safety Program**

**Do**

Conduct an Internet search for a food safety program for elementary students. Evaluate the plan for the following components:

- appropriateness for grade level
- differentiation of instruction for various groups and special populations
- effectiveness of instruction

**Reflect**

- If you were to use this program with your students, what modifications (if any) would you need to make?

**Physical Education**

Physical education is a requirement for all young children. It is part of children's nature to move and be active. Being active during the school day also prepares students for other learning done throughout the day. You have a variety of learners in any given classroom with a variety of prior experiences related to exercise. It is important to design activities that can meet the needs of students with diverse physical and learning needs.

**Research in Physical Education**

Research has noted the important effect that physical education has on elementary students' learning and development. In this section, you will consider research that provides evidence to support the theory that physical education and other opportunities for daily movement, such as recess, are important for elementary students.

Key concepts:

- Benefits of physical education for elementary students
- Research in physical education for elementary students
- Types and amount of physical education for elementary students
- Instruction, technology, and assessment practices that contribute to healthy lifestyles

**Elementary School Physical Education**

**Read**

- pages 2–9 ("The Evolution of Elementary School Physical Education" through "The Content of Physical Education") of *Chapter 1: "Elementary School Physical Education"*
NASPE Standards

Read

- pages 9–16 ("NASPE Content Standards for Physical Education") of Chapter 1: "Elementary School Physical Education"

Do

Choose one of the standards and write justifications for that standard in your learning journal. Make the case for the importance of the standard in the elementary school. Provide supportive evidence and a detailed discussion, based on the information you have learned in your previous experiences and courses as well as this course. Why are state specific standards important for elementary students' education? How would you explain these standards to a parent-teacher organization (PTO), school, community, or other group?

Standards-based instruction is extremely important to teaching and learning. It provides teachers with guidance regarding what should be taught at each grade level. Each state decides what standards to use for its students; it is important for you to be familiar with the standards adopted by your state. One example for Texas residents can be found by clicking the link below:

- [State Specific Requirements](#)

Consider sharing this information with your school's PTO or another local community group.

School Laws and Policies

Read

- [Executive Summary](#)

Reflect

Why do you think the eight components would be important in your school and classroom?

Do

Use the Internet to research laws and policies related to health and physical education in your area. What did you learn that was new, different, or unexpected?

Physical Education

In this section, you will consider the rationale for physical education and how movement can impact children’s daily lives.

Key concepts:
• Games, sports, and activities used in elementary physical education
• Incorporating movement and physical activity into the elementary classroom
• Purposes, benefits, and intended outcomes of games, sports, and activities
• Team-building activities, group dynamics, and sportsmanship
• Promoting physical activity and healthy lifestyles within an elementary school community
• Physical activity for health, enjoyment, challenge, self-expression, and social interaction
• Setting a fitness goal and tracking progress with elementary students

**Need for Physical Education**

**Read**

• pages 8–9 (“The Need for Physical Education Programs”) of *Chapter 1: "Elementary School Physical Education"

**Reflect**

After you have read these pages, identify ways you could apply each of the seven areas listed in the elementary classroom as a teacher. Also identify at least three times during a normal day when students can have the opportunity for movement and physical activity. Describe how you can integrate physical education into academic content areas in a way that is aligned to academic standards as well as physical education standards.

**Importance of Physical Activity for School-Age Children**

**Do**

In your learning journal, brainstorm and create a list of reasons why physical activity is important for school-age children. As you complete the listed material below, look for more reasons physical activity is important and add notes to your brainstorm.

**Read**

• pages 2–8 (“What is Physical Education?” through “The Current Status of Physical Education in the United States”) of *Chapter 1: "Elementary School Physical Education"
• "Applying What You Read" (p. 18) of *Chapter 1: "Elementary School Physical Education"
• page 53 (“Choose an Instructional Formation" through "Shuttle Turn-Back Formation") of *Chapter 3: "Preparing a Quality Lesson"
• pages 79–85 ("Incorporate Essential Elements of Instruction" through "Bring Closure") of *Chapter 5: "Improving Instructional Effectiveness"
• pages 98–101 ("Effective Management and Discipline: A Coordinated Approach" through "Avoid Feedback that Offers the Possibility for Backlash") of *Chapter 6: "Management and Discipline"

**What is Physical Fitness?**

**Reflect**
What are the dimensions of physical fitness?
List several ways you would define and measure fitness.

Read

- pages 249–259 (through "Evaluating Students With Disabilities") of Chapter 13: "Physical Fitness"

Do

If the above reading includes ways to define and measure fitness that are not on your original list, go ahead and add them now.

Attitudes toward Fitness

Do

Identify three strategies that elementary teachers could use during the day to promote physical activity as an enjoyable and beneficial activity as you read the following section. Make sure at least one strategy connects physical activity to academic content area standards.

Read

- pages 259–260 ("Create Positive Attitudes Toward Fitness" through "Use Low-Intensity Activity") in Chapter 13: "Physical Fitness"

Principles of Physical Fitness

Read

- pages 260–263 ("Develop an Understanding of Physical Fitness" through "Implementing Fitness Routines") of Chapter 13: "Physical Fitness"

Do

Add fitness routines to your notes on dimensions of physical fitness.

Activities for Different Developmental Levels

Do

As a teacher, you will need to incorporate physical activity into your classroom that is appropriate for the developmental level of your students. Identify four or five activities that you could use or modify to use in your classroom. In your learning journal, describe the types of learning tasks that you would combine with these physical activities. How might you modify these learning tasks for students with specific learning or developmental needs that are different than the majority of students in the class?

Review for ideas about learning activities:
Read

- "Reflection and Review" (p. 294) of Chapter 13: "Physical Fitness"

Do

Answer the questions on page 294 in your learning journal.

Activities for the Classroom

Review

- Glossary

Do

Define the following terms in your learning journal. For each term, identify one specific learning task that a teacher could use to address the area in the classroom.

- Personal wellness
- Locomotor movements and skills
- Specialized motor skills
- Lifestyle physical activities

Physical Activity Lesson Plan

Do

Using what you have learned in the readings from Dynamic Physical Education for Elementary School Children so far, develop a lesson plan focused on a specific elementary age group that teaches skills, rules, sportsmanship, team building, or lifelong physical activity. Be sure to consider the setting in which you would most likely teach the lesson (e.g., outdoors, in a classroom, in a school gym), and make accommodations accordingly.

Review

- The tips in the activity "Preview: Student Project and Lesson Plans" under the topic "Elementary Student Health" in this course.

Make sure you follow the guidelines in Taskstream for lesson plans as you write your lesson plan so you can use this as part of your student project submission.

Cooperative Skills

Do
As you read Chapter 21, consider taking notes in table format with columns for different age groups (e.g., preschool, K–2, 3–4) and rows for cooperative skills that could be taught. Fill in the other boxes with games and activities that would be appropriate for each skill for different age groups.

Read

- Chapter 21: "Cooperative Skills"

Cooperative Skills Lesson Plan

Do

Choose one of the activities listed in Chapter 21: "Cooperative Skills" of Dynamic Physical Education for Elementary School Children, and develop a lesson plan that teaches students cooperative learning and team-building activities. These types of activities can help to create a supportive learning environment where students demonstrate mutual respect and have a good rapport with one another. The lesson plan should address a specific grade level.

Review

- The tips in the activity "Preview: Student Project and Lesson Plans" under the topic "Elementary Student Health" in this course.

Make sure you follow the guidelines in Taskstream for lesson plans as you write your lesson plan so you can use this as part of your student project submission.

Teaching Games

Do

Add to your notes from Chapter 21 in your learning journal as you read Chapter 22.

Read

- pages 538–542 (through "Teaching Games Effectively") of Chapter 22: "Game Skills"

Games for Different Ages and Settings

Skim

- pages 542–583 ("Selection of Games" through "Miscellaneous Playground Games") of Chapter 22: "Game Skills"

Team Lesson

Do

After reading Chapter 22 in Dynamic Physical Education for Elementary School Children, identify one of the team sports or team games that you could use as a teacher for an activity
during recess or other school break. Develop a lesson plan that concentrates on sportsmanship and team concept rather than self-concept or self-focus. Concepts such as sharing equal play time and the inclusion of all students should be emphasized in the lesson.

Review

The tips in the activity "Preview: Student Project and Lesson Plans" under the topic "Elementary Student Health" in this course.

Make sure you follow the guidelines in Taskstream for lesson plans as you write your lesson plan so you can use this as part of your student project submission.

Physical Education and Special Needs

It is a right for all children to receive the benefits of physical education. No matter the disability, activities need to be provided at the appropriate levels for any activity.

Key concepts:

- Conditions and characteristics that require adaptations, accommodations, or modifications to physical education learning activities
- Attributes of learners needing adaptations for elementary physical education learning objectives.
- Teaching physical and motor skills to elementary students with differing abilities and needs
- Teaching individual and group games and sports to elementary students with differing abilities and needs
- Learning activities that allow elementary students of all abilities to participate fully and equitably

Children with Disabilities

Read

- Chapter 7: "Children with Disabilities"

Reflect

- What is an individualized education program (IEP)?
- Why is an IEP needed for some students and not others?

Do

Complete the "Reflection and Review" questions on page 136 in your learning journal.

Physical Activities

Do
In your learning journal, write about how you would modify physical activities to accommodate the specified exceptionalities:

- Select a game or activity you might use in an elementary classroom setting and discuss how it could be adapted or modified for a child with a learning disability.
- Select a different physical education activity, game, or sport, and discuss how the activity would be modified for a student who needs to be in a wheelchair most of the time.

Review

- Page 129 ("Figure 7.4: STEPS Model for Adapted Activities") of Chapter 7: "Children with Disabilities"

Lesson Plan with Modifications

Do

Design a lesson plan for teaching a physical activity to a group of students. Make sure the plan allows for all students to participate fully and equitably. Include a list of modifications that would be needed for students with different disabilities. Make one modification to the activity for each of the following considerations:

- space
- task
- equipment
- people
- safety

Review

- The tips in the activity "Preview: Student Project and Lesson Plans" under the topic "Elementary Student Health" in this course.

Make sure you follow the guidelines in Taskstream for lesson plans as you write your lesson plan so you can use this as part of your student project submission.

Physical Education across the Curriculum

One of the best ways to include physical education in each learning day is to incorporate or integrate physical education into the curriculum. Activities in math, language arts, and science that allow students to move and be active can make learning fun. A creative teacher can engage students while integrating prior academic learning into physical education in a way that meets the needs of a variety of learners.

Active Approaches to Teaching and Learning

In this section, you will consider ways to integrate physical education into the curriculum and develop lesson plans for specific topics.
Key concepts:

- Integrating physical activity across the elementary curriculum
- Contributions of health, physical activity, and fitness to academic success for elementary students
- Incorporating physical activity into lesson plans
- Active strategies for teaching reading and mathematics
- Physical education-related academic language
- Classroom environments that promote active learning, safety, and healthy choices

**Integrating Academic Concepts in Physical Education**

**Read**

- [Chapter 11: "Integrating Academic Concepts in Physical Education"](#)

**Do**

In your learning journal, respond to the "How and Why" questions under the "Reflection and Review" section on page 228.

**Physical Activity in Curriculum**

**Do**

As you complete the listed material below, identify at least five ideas that you might like to use in your future classroom for integrating physical activity with the curriculum you would teach. Specify how those ideas are aligned with the academic content standards.

**Read**

- pages 49–51 ("Integrate Mechanical Principles Into Instruction") of [Chapter 3: "Preparing a Quality Lesson"](#)
- pages 194–205 ("Constructing Equipment and Supplies") of [Chapter 10: "Facilities, Equipment, and Supplies"](#)

**Lesson Plans**

**Evaluate**

Conduct an Internet search for a lesson plan that integrates physical activity into an academic topic such as math, language arts, or science. Evaluate the lesson plan for adequacy of the language used in the plan. Evaluate for the following criteria:

- standards addressed by the lesson
- appropriate language for grade level
- appropriate content for grade level
- correct language for physical activity
- correct language for academic topic
• integration of activities and topics (how well was physical activity integrated with the academic topic?)
• effectiveness of sequencing
• effectiveness of scaffolding

In your study journal, explain your rating for each criterion. How might you change the lesson plan to improve the rating?

Modify

Do

Search the Internet for a lesson plan that covers some academic curriculum objective. The curriculum could be math, language arts, or science. Modify the lesson plan to include physical education or physical activity.

Review

• Chapter 11: "Integrating Academic Concepts in Physical Education"

Include the following in your modifications:

• differentiation for multiple abilities and/or interests among students
• additional strategies and pedagogical changes that would make the lesson more effective for a specific group of students
• information about the evaluation criteria you will use to assess learning

Justify the changes you have recommended with evidence from relevant educational research in physical activity and health education.

Final Steps

Congratulations on completing the activities in this course! This course has prepared you to complete the assessments associated with this course. If you have not already been directed to complete the assessments, schedule and complete your assessments now.