

A publication of Fitness for Youth

A Quest for Quality—Part III

The final three steps for developing a quality physical education program are described below. (For the first four steps, see February issue.) By designing curriculum according to the criteria described in this 3-part series, you'll distinguish your program as high quality.

Step #5—Assessing and Accountability. Assessment provides educational accountability. With each lesson, children should be pre-assessed to determine which steps they've achieved. Once assessed, the child's need is determined to be achievement of the next step.

Step #6—Enhanced Opportunities and Learning. Reinforcing physical education instruction with homework, classroom and/or recess/lunch/after school activities helps students "gain" extra time for physical education. Most importantly, it teaches the child personal responsibility.

Step #7—Make it Fun! A balance of challenge and skill level is critical. If skill is below what is expected, anxiety occurs. If the challenge is too low, boredom results. Consequently, balance is the key to fun learning.

By keeping the education in physical education, future graduates will be equipped to enjoy a *lifetime* of physical activity and enhanced health.

Getting Started

Determine the following when constructing a class curriculum:

- Which objectives should be included in a program of physical education?
- Of these objectives, which are most important?
- When can these objectives be taught most effectively?
- How much time is needed for children (80%) to obtain competence on each objective?

Kid Bits

How many miles does the average 6th grader doodle in 9 months? [1.3]

Harper's Monthly, Jan. 1997



Giving a Head Start

Preschoolers who have physical education classes show improvement in cognitive and language abilities. When physical education classes teach concepts such as around, front, behind, speed, position, etc., youngsters improve in school readiness.

Physical Activity Today, Fall 1996, Vol.2, No. 4



SOMETHING TO PONDER

High school girls who participate in athletics are:

- 92% less likely to get involved in drugs**
 - 80% less likely to experience unwanted pregnancy**
 - 33% more likely to graduate from college**
- than those who do not participate in sports.

Vitality, Feb. 1995