

## Curriculum Map for Health & Fitness

2011-2012

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Students in lower school (K-4) meet twice weekly for 40-minute sessions, and upper school (5-8) meets once per week. Each session consists of a warm up (Campus Cruise or jog with variations), a dance song during the water break, and a game/activity that is developmentally appropriate for the age level. Please note that physical education classes at St. Ann aren't about athleticism, but about **movement**, and kids finding something they love to do which promotes this!

There are four areas in which students are graded: Readiness (25%), Participation (25%), Effort (25%), and Conduct (25%). **Readiness** simply entails wearing tennis shoes to class and being ready for the prayer circle, warm-up, and instruction; **Participation** requires students to be *actively involved* throughout the period; **Effort** is trying—even if you can't always master a skill or activity; and **Conduct**, of course, involves *listening to* and *cooperating with* the teacher and classmates.

During classes, we talk about healthy eating choices, the food pyramid, serving sizes, and calories. Other health issues are covered like tobacco and alcohol use, sleep requirements, and hygiene issues. Personal safety precautions like wearing helmets for biking and other mobile activities are topics for discussion---the more children hear and, better yet, see a role model being health conscious, the more likely they will incorporate these behaviors into their daily lives. It begins at home, of course, but it is certainly reinforced at St. Ann.

*And do we cover the gamut when it comes to games!* Here are just a few of our favorites:

Grade	Game/Activity/Skill
<p>Kindergarten/First/Second Developmentally---these activities provide students with opportunities to practice game skills that may be new to them, certainly skills they will be honing through their elementary years. Not all game skills lead to a specific sport end; even a simple walk down a curb after the Campus Cruise is a balance activity that some struggle with; most, by year's end, however, are running along the curb!</p> <p>Probably the most fundamental part of our physical education classes at this level is the cooperative learning element---working together to accomplish a task, waiting in a relay line for your turn, working with a partner to progress in a game, etc. Though students love the movement, music, and game implements---the real learning is the social cues and the sense of accomplishment when cooperation and practice brings successful results!</p>	<ul style="list-style-type: none"> <li>• Cooperative Games (like Hungry Snake and Stretch It)</li> <li>• Kangaroo Kickball (lead up to Kickball)</li> <li>• Rotate! (climbing/sliding/swinging/running)</li> <li>• Relays</li> <li>• Hurdles</li> <li>• Gertie Throw (this spongy ball helps with throwing/catching skills)</li> <li>• Red Ball Play (throwing/catching/rolling/shooting)</li> <li>• Hula Hoops (hula, spinning, hula huts)</li> <li>• Duck, Duck, Koosh (chasing/throwing/dodging)</li> <li>• Ball War</li> <li>• Super Pins (rolling/targets/defending)</li> <li>• Alaskan Football (kicking/catching/teamwork)</li> <li>• Bean Bags (rhythm)</li> <li>• Tag Games</li> <li>• Noodle Fun (jousting/dodging/balancing)</li> <li>• Tumbling/Limbo (flexibility)</li> </ul>

	<ul style="list-style-type: none"> <li>• Frisbees (throwing/trapping)</li> <li>• Fetch (trapping)</li> <li>• 21 (rolling/targets/score-keeping)</li> <li>• Eraser Tag (controlled speed/balance)</li> <li>• Parachute</li> <li>• Bucket stilts (balance)</li> <li>• Jump Rope</li> <li>• Balloon Play (batting/implement control)</li> <li>• Beach Ball (batting/teamwork)</li> <li>• Hopper Ball (strength/balance)</li> <li>• Whistle Drills (reaction)</li> <li>• High, Higher, Highest (tossing/catching a variety of implements in a contained area)</li> </ul>
<p>Third/Fourth Developmentally---these activities continue the cooperative element from previous years, with the advancement of certain game skills appropriate for this age. Most students at this age naturally become more competitive, while becoming more aware of others' prowess with certain skills, along with, perhaps, shortcomings of their own. Scoring or "winning" takes a secondary role---as "personal best" is emphasized. Their love of movement is apparent at this age so many activities focus on full-game participation (no standing on the sidelines, etc.) and as much motion as possible!</p> <p>Most students at this age, too, have a strong sense of rule-following so the game rules are foremost in their minds. Not "playing fair" isn't tolerated amongst students and, at this level, carries over to the more free play at recess and Extra Care.</p>	<ul style="list-style-type: none"> <li>• Cooperative Games (like Alaskan Football and Net Toss)</li> <li>• Kickball (Regular/Safety Zone)</li> <li>• Hoop Kickball (kicking/dodging/soccer)</li> <li>• Relays</li> <li>• Hurdle Challenge</li> <li>• Round Ball Work (passing/catching/rolling)</li> <li>• Hula Hoops (hula/spinning/cooperation)</li> <li>• Duck, Duck, Koosh (chasing/throwing/dodging)</li> <li>• Spud (reacting)</li> <li>• Pin Games (Super Pins, Dodge Pins, Zebra/Battleship---targets/defending/throwing/rolling)</li> <li>• Bean Bags (rhythm/targets)</li> <li>• Tag Games</li> <li>• Noodle Fun (jousting/tagging/dodging)</li> <li>• Tumbling/Limbo (flexibility)</li> <li>• Frisbee (tossing/catching/targets)</li> <li>• 21 (rolling/targets/score-keeping)</li> <li>• Eraser Tag (controlled speed/balance)</li> <li>• Parachute (strength/cooperation)</li> <li>• Raiders (large ball/speed/cooperation)</li> <li>• Fetch (trapping)</li> <li>• Beach Ball (batting/cooperation/lead-up to volleyball)</li> <li>• Jump rope</li> <li>• Steal the Bacon</li> <li>• Billy Ball (passing/shooting)</li> <li>• Dribbling (low/chin up)</li> </ul>

	<ul style="list-style-type: none"> <li>• Eraser Football (with flags)</li> <li>• Box Hockey/Hockey (Preds Day!)</li> <li>• Foxtail Throw</li> <li>• Monkey in the Middle (intercepting)</li> <li>• 3-Ball (throwing/catching/base-running)</li> <li>• Soccer (Relay)</li> <li>• Wiffle Ball</li> <li>• Dodgeball Games (Medic/Prison Ball/Backboard Dodgeball)</li> <li>• High, Higher, Highest (tossing/catching a variety of implements in a contained area)</li> <li>• Richland Park Playground (climbing/sliding, etc.)</li> </ul>
<p><b>Fifth/Sixth</b>  Developmentally---the games in place at this level are tweaked to include more sports-minded activities, but personal best is still stressed. Students at this age generally have discovered particular likes and dislikes in respect to game skills and competition with team sports moves to the forefront of their play. Target games are especially enjoyed at this level so accuracy in throwing (Super Pins, Dodge Pins, 21, Billy Ball, etc), dodging, and intercepting are practiced. Team work is stressed, as many play extra-curricular sports by this point, both in the Diocese and in neighborhood recreational leagues.</p> <p>Usually, the love of movement is still there, though not as apparent in some students as in earlier years---the “dance song” during the water break doesn’t promote the same “reckless abandonment” of movement so enjoyed by a six-year-old! The games must provide the movement, as their pre-teen self-consciousness comes into play.</p>	<ul style="list-style-type: none"> <li>• Cooperative Games (like Alaskan Football and Net Toss)</li> <li>• Kickball (Regular/Safety Zone)</li> <li>• Hoop Kickball (kicking/dodging/soccer)</li> <li>• Hurdle Challenge</li> <li>• Round Ball Work (passing/catching/rolling)</li> <li>• Hula Hoops—heavy (hula/spinning/cooperation)</li> <li>• Spud (reaction)</li> <li>• Pin Games (Super Pins, Dodge Pins, Zebra/Battleship/Pin Guard---targets/defending/throwing/rolling)</li> <li>• Bean Bags (rhythm/targets)</li> <li>• Tag Games</li> <li>• Noodle Fun (jousting/tagging/dodging)</li> <li>• Frisbee (tossing/catching/targets)</li> <li>• 21 (rolling/targets/score-keeping)</li> <li>• Eraser Tag (controlled speed/balance)</li> <li>• Parachute (strength/cooperation)</li> <li>• Raiders (large ball/speed/cooperation)</li> <li>• Fetch (trapping)</li> <li>• Beach Ball (batting/cooperation)</li> <li>• Volleyball</li> <li>• Jump rope</li> <li>• Steal the Bacon</li> <li>• Billy Ball (passing/shooting)</li> <li>• Basketball (dribbling with either hand, shooting, defending, rebounding, etc.)</li> <li>• Eraser Football (with flags)</li> <li>• Tennis (Richland Park)</li> <li>• Box Hockey/Hockey (Preds Day!)</li> <li>• Dodge Ball Games (Medic/Prison Ball/Backboard Dodge Ball)</li> </ul>

	<ul style="list-style-type: none"> <li>• Foxtail Throw</li> <li>• Monkey in the Middle (intercepting)</li> <li>• 3-Ball (throwing/catching/base-running)</li> <li>• Wiffle Ball (baseball lead-up)</li> <li>• High, Higher, Highest (tossing/catching a variety of implements in a contained area)</li> <li>• Limbo (flexibility)</li> </ul>
<p>7<sup>th</sup>/8<sup>th</sup> Grade (Girls/Boys separately)  Developmentally---gender plays an intrinsic role in nearly every aspect of life at this level, physical education included. Separating the boys and girls for this class provides the freedom for each group to try skills without being self-conscious. Boys tend to take over in games at this age, and most girls gladly let them! Generally, the boys keep their play very competitive and don't mind striking out a good friend or beating a buddy in a race; girls, on the other hand, tend to be more social in their game approach, often joining a team just because their friends are on it, not necessarily because they love the sport or excel in it.</p> <p>The desire to move just for movement's sake has waned considerably---unless a specific game promotes it. Some girls, especially, become more concerned with how they look in their play rather than accomplishing a specific task. That is not to say they don't compete on sports teams---but many realize at this stage that they may not have what it takes to "make" a team at the high school level. Finding other ways for them to stay fit and enjoy movement is a priority. Walking on the greenway, for instance, is acceptable as a class activity for the girls---not for the boys! Most boys tend to gravitate toward games that showcase their skills---they enjoy the challenge of besting another player or team---sweating isn't an issue! Many boys this age assume they will continue competing at the next level.</p>	<ul style="list-style-type: none"> <li>• Cooperative Games (like Alaskan Football and Net Toss)</li> <li>• Kickball (Regular/Safety Zone---stealing bases)</li> <li>• Hoop Kickball (kicking/dodging/soccer)</li> <li>• Hula Hoops---heavy (hula/spinning/cooperation)</li> <li>• Spud (reaction)</li> <li>• Pin Games (Super Pins, Dodge Pins, Zebra/Battleship/Pin Guard---targets/defending/throwing/rolling)</li> <li>• Frisbee (tossing/catching/targets)</li> <li>• 21 (rolling/targets/score-keeping)</li> <li>• Raiders (large ball/speed/cooperation)</li> <li>• Fetch (trapping)</li> <li>• Beach Ball (batting/cooperation)</li> <li>• Volleyball</li> <li>• Jump rope</li> <li>• Steal the Bacon</li> <li>• Billy Ball (passing/shooting)</li> <li>• Basketball (all aspects)</li> <li>• Flag Football (Richland Park)</li> <li>• Tennis (Richland Park)</li> <li>• Box Hockey</li> <li>• Dodge Ball Games (Medic/Prison Ball/Backboard Dodge Ball)</li> <li>• Foxtail Throw</li> <li>• 3-Ball (throwing/catching/base-running)</li> <li>• Wiffle Ball (indoor)</li> <li>• Softball (Richland Park)</li> <li>• Limbo (flexibility)</li> </ul>