For some it's......

Or, for some it was...... the uniforms.
For many it was....... 

Yet many can’t forget - FITNESS DAYS 

Whatever it is,........

...the perception of PE needs to change

PE is not “just recess”!!
PE is not “just sports”!!
PE is not “just games”!!
Here are the new National Standards for Physical Education:

Standard 1 The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

Standard 2 The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.

Standard 3 The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

Standard 4 The physically literate individual exhibits responsible personal and social behavior that respects self and others.

Standard 5 The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.
10,000 Hours to Mastery

- At 1 hour .... you know some basics
- At 10 hours .... you have a pretty good grasp of the basics
- At 100 hours .... you are fairly an expert
- At 1000 hours .... you are an experienced expert
- At 10,000 hours .... you are a master

Dr Stewart Levison Neuro-Biologist

PERSONAL AND SOCIAL BEHAVIOR PROCESSING – ALL LEVELS

HEALTH-RELATED FITNESS AND NUTRITION - ALL LEVELS

ACADEMIC INTEGRATION PREPARING STUDENTS FOR LEARNING

Pre-School K-2

Posture Body Awareness
Body Management
Sitting
Standing
Kneeling
Bending

Body Control
Crawling
Rolling
Walking
Basic Loco motor Movements

High School

Combination skills
Lead-up games and Sports
Team Building
Rhythm
Physical Fitness

Middle School

Fundamental Motor Skills
Loco motor Skills
Rhythm
Object Control Skills
Physical Fitness

Elementary School

Body Management
Body Control
Posture Body Awareness

Pre-School K-2

K-2

Body Management
Sitting
Standing
Kneeling
Bending

Body Control
Crawling
Rolling
Walking
Basic Loco motor Movements
### Reading
- Visual Association
- Visual Discrimination
- Auditory Association
- Auditory Discrimination
- Oral Language
- Fine Motor
- Gross Motor
- Vestibular
- Baby Reflexes

### Writing
- Visual Memory
- Visual Figure Ground
- Auditory Sequential Memory
- Auditory Completion
- Concept + Directional Language
- Spatial Awareness
- Directionality
- Vision

### Math
- Visual Sequential Memory
- Visual Constancy
- Visual Completion
- Visual Figure Ground
- Visual Synthesis + Analysis
- Auditory Figure Ground
- Auditory Compensation
- Integration Right + Left Hemisphere
- Eye-Hand Coordination
- Laterality
- Proprioceptive Kinesthetic

### Visual Skills
- Visual Association
- Visual Discrimination
- Auditory Association
- Auditory Discrimination
- Oral Language
- Fine Motor
- Gross Motor
- Vestibular
- Baby Reflexes

### Auditory Skills
- Visual Figure Ground
- Visual Completion
- Auditory Figure Ground
- Auditory Completion
- Concept + Directional Language
- Spatial Awareness
- Directionality

### Motor Skills
- Visual Constancy
- Visual Synthesis + Analysis
- Auditory Figure Ground
- Auditory Compensation
- Integration Right + Left Hemisphere
- Eye-Hand Coordination
- Laterality
- Proprioceptive Kinesthetic

### Sensory Skills
- Visual Association
- Visual Discrimination
- Auditory Association
- Auditory Discrimination
- Oral Language
- Fine Motor
- Gross Motor
- Vestibular
- Baby Reflexes

### Cognitive Skills
- Visual Figure Ground
- Visual Completion
- Auditory Figure Ground
- Auditory Completion
- Concept + Directional Language
- Spatial Awareness
- Directionality

### Fine Motor Skills
- Visual Constancy
- Visual Synthesis + Analysis
- Auditory Figure Ground
- Auditory Compensation
- Integration Right + Left Hemisphere
- Eye-Hand Coordination
- Laterality
- Proprioceptive Kinesthetic

### Gross Motor Skills
- Visual Association
- Visual Discrimination
- Auditory Association
- Auditory Discrimination
- Oral Language
- Fine Motor
- Gross Motor
- Vestibular
- Baby Reflexes

### Visual Figure Ground
- Visual Completion
- Auditory Figure Ground
- Auditory Completion
- Concept + Directional Language
- Spatial Awareness
- Directionality

### Auditory Figure Ground
- Auditory Completion
- Integration Right + Left Hemisphere
- Eye-Hand Coordination
- Laterality
- Proprioceptive Kinesthetic

### Concept + Directional Language
- Spatial Awareness
- Directionality
- Integration Right + Left Hemisphere
- Eye-Hand Coordination
- Laterality
- Proprioceptive Kinesthetic

### Spatial Awareness
- Directionality
- Integration Right + Left Hemisphere
- Eye-Hand Coordination
- Laterality
- Proprioceptive Kinesthetic

### Directionality
- Integration Right + Left Hemisphere
- Eye-Hand Coordination
- Laterality
- Proprioceptive Kinesthetic

### Integration Right + Left Hemisphere
- Eye-Hand Coordination
- Laterality
- Proprioceptive Kinesthetic

### Eye-Hand Coordination
- Laterality
- Proprioceptive Kinesthetic

### Laterality
- Proprioceptive Kinesthetic

### Proprioceptive Kinesthetic
- Baby Reflexes
- Postural Reflexes

### Baby Reflexes
- Postural Reflexes

### Postural Reflexes
Elementary School 3-5
Physical Fitness/Fitness Testing 4th grade
Loco motor Skills
- Walking/Running
- Skipping/Galloping
- Spinning/Riding
- Jumping/Hopping
- Sliding/Climbing
- Falling/Landing

Fundamental Motors Skills
- Rhythms
  - Rhythmic movement
  - Dance
  - Musically

Object Control Skills
- Hands: Throwing/Catching
- Feet: Kicking/Tapping/Taping
- Objects: Balls/Racquets/Bats/Groups/Sticks

Combination Loco motor skills
Load-up games and Sports
Team Building: Rhythms

Middle School 6-8
Physical Fitness/Fitness Concepts/Fitness testing

10,000 Hours to Mastery

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Dr. Stewart Levison Neuro-Biologist
High School 9-12

Team Building
Lifetime Skills
Leisure Activities
Sports

Physical Fitness/ Fitness Concepts/ Physical Testing
High School 9-12

Small Sided games 4 vs 4

4 vs. 4 softball
Team Building
Slap Counting 21 wins!

Fitness Testing  
5 components

- Cardiovascular
- Muscle Endurance
- Muscle Strength
- Flexibility
- Body Composition

Students need to know and own their own data!!!!

Utilizing cutting edge technology
FROM CLIPBOARDS TO TABLET
PC’s to IPADS

Teachers should use technology to assess students and maintain records in physical education.

Have students be aware of their data regarding fitness assessments and own the data.

Goal Setting

Technology
PERSONAL AND SOCIAL BEHAVIOR PROCESSING – ALL LEVELS

ACADEMIC INTEGRATION PREPARING STUDENTS FOR LEARNING

LIFETIME SKILLS
Sport and Leisure Activities
Team Building
Physical Fitness

HIGH SCHOOL
Combination Skills
Lead-up games and Sports
Team Building Rhythm
Physical Fitness

MIDDLE SCHOOL
Fundamental Motor Skills
Loco motor Skills Rhythm
Object Control Skills
Physical Fitness

ELEMENTARY SCHOOL
Body Management Body Control
Posture Body Awareness
Pre-School K-2

The Other Parts of Brain Wellness

Nutrition

SLEEP

The Science of Breakfast
What are the “right” foods for breakfast?

“Right” Foods

- Foods that contain WHOLE GRAINS instead of those made with refined flour. Example: whole grain muffins, bagels, whole wheat bread for toast or sandwiches, cereals (especially oatmeal and bran cereals)

“Right” Foods

- Reduced fat dairy products such as skim milk for cereal or low-fat yogurt
- Fresh fruits and vegetables are side items
  - Especially Bananas (source of Complex Carbs)
- Eggs, cheeses and various nuts (almonds) are all high in protein. Eggs are a great source of Omega 3’s which are important.
The American Heart Association warns that NO more than 6 teaspoons sugar per day for adult women.

No more than 9 tsp for adult men.

For children the recommended amount is 3 tsp daily for teens the amount should not exceed 8 tsp.

**Sources of Added Sugars in American Diet**

- All other foods: 15%
- Yeast breads: 2%
- Sugars and honey: 6%
- Ready-to-eat cereals: 4%
- Candy: 4%
- Grain or dairy based desserts: 6%
- Tea: 51%
- Fruit drinks: 4%
- Soda, energy drinks, sports drinks: 11%

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**The American Heart Association warns**

<table>
<thead>
<tr>
<th>Beverage</th>
<th>Typical serving</th>
<th>Amount of Sugar</th>
</tr>
</thead>
<tbody>
<tr>
<td>COKE</td>
<td>12 oz</td>
<td>10 tsp</td>
</tr>
<tr>
<td>Pepsi</td>
<td>20 oz</td>
<td>17 tsp</td>
</tr>
<tr>
<td>Sunset Orange Soda</td>
<td>12 oz</td>
<td>13 tsp</td>
</tr>
<tr>
<td>Snapple Lemonade</td>
<td>16 oz</td>
<td>13 tsp</td>
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<tr>
<td>Ice Tea</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rock Star Energy</td>
<td>16 oz</td>
<td>16 tsp</td>
</tr>
<tr>
<td>Red Bull</td>
<td>8 oz</td>
<td>7 tsp</td>
</tr>
<tr>
<td>Original Gatorade</td>
<td>20 oz</td>
<td>9 tsp</td>
</tr>
<tr>
<td>Vitamin Water</td>
<td>20 oz</td>
<td>8 tsp</td>
</tr>
<tr>
<td>Sunny D</td>
<td>6.75 oz</td>
<td>4 tsp</td>
</tr>
<tr>
<td>Capri Sun small pouch</td>
<td>6 oz</td>
<td>4 tsp</td>
</tr>
</tbody>
</table>

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**Steer Clear**

- Highly sugared drinks and soda, foods full of artificial colors and flavorings, frosting and any foods that list corn syrup as a primary ingredient.
Study of 91 normal 4-5 year olds

• 40% of their diet was made up of refined sugar.
• The children with the highest blood sugar levels had the poorest attention levels.
• The higher the sugar intake the more aggressive and violent the child became.
• Children became aggressive, violent and emotionally disturbed when they suffered low blood sugar crashes from a pattern of high sugar intake.

• The Average American consumes 135 lbs. of sugar and drinks 22 gallons of carbonated beverages with high amounts of sugar or artificial sweeteners.

ASPARTAME
Disrupts the balance of Dopamine and Norepinephrine

Consumption of this demonstrated more aggressive behavior, withdrawal, and defiant behavior followed by signs of exhaustion, withdrawal, irritability, headaches, and blurred vision.

OBESITY

Obesity costs the Wisconsin health care system and taxpayers nearly $3.1 billion per year, with some experts predicting that cost to rise to $13 billion by 2018.
Obese adults brain erosion:

Obese people have 8 percent less brain tissue than normal-weight individuals and their brains appear to have aged prematurely by 16 years.

The same is true for children!

Healthy weight vs. obesity:


Sitting is the new smoking:

- 22 minutes of life
- 15 minutes
Suggested Reading on the Subject
“The BRAIN”

Sleep Hygiene

- Well rested students show a 22% increased ability to be creative.
- Sleep is important in memory formation, organization, retention, and RETRIEVAL
- 8 hours is needed...1st 6 hours the “OUT SIDE BRAIN” IS AT WORK
- LAST 2 HOURS THE INSIDE BRAIN IS AT WORK
- THERE IS NO SHORTCUT!

Dr. John Medina “Brain Rules”
A preliminary 2012 study from the Washington University School of Medicine found that poor sleep may be linked to brain plaques found in people with Alzheimer’s.

Researchers used fMRI scans to examine the brains of 37 human subjects with and without chronic insomnia. Insomniacs had a smaller volumes of gray matter in three brain areas—and the more serious the insomnia, the greater the loss of volume.

In a study published in the June 2011 issue of Science, University of Washington researchers worked with a special breed of fruit flies that could be induced to sleep on demand. Following a period of training, flies who then underwent 4 hours of induced sleep formed long-term memories of that training. Note that training alone was not enough to trigger memory consolidation—sleep was a necessary component. Flies who trained but did not sleep did not form long-term memories.

Suggested Reading on the Subject
"The BRAIN"

Dr. Medina talks about sleep and math on page 161 of “Brain Rules”
With 8 hours sleep math calculations thought process Triples
1/5 of blood goes to the brain while sleeping.
3 hours after studying is the best time to sleep
Long term memory occurs in the Hippocampus
Study done on US Naval recruits

Division Average Grades Attrites Removed

2000 and 2001 recruits were allotted 6 hours of sleep per night.
2003 recruits were allotted 8 hours of sleep per night.

That's the Way We've Always Done It

Think What you do?

Why you do it?

THANK YOU!