

»Safety

In addition to general safety measures taken during PE class, lessons on fire, water and bicycle safety are presented. Students actually physically practice the fire safety rule of “stop, drop and roll” and the water safety rule of “reach and throw, don’t go”.

»Nutrition/Health

Physical Education compliments the nutrition component of the health curriculum. Nutrition facts such as good group/pyramid, healthy choices and everyday/sometimes foods are reinforced through movement activities.

»Lifetime Activities

After learning the basic motor skills and concepts, students are introduced to many lifetime activities. Examples include: roller skating/roller blading, dance/rhythms, tennis, volleyball, softball, ultimate frisbee, bowling, and various fitness and wellness activities.

? Ask your child for which food item they would have to exercise longer to burn the fat calories contained in them: a 4 oz. hamburger or a 4 oz. piece of grilled chicken.

Equity Statement

It is the policy of the Iowa City Community School District not to discriminate on the basis of race, creed, color, religion, national origin, gender, age, marital status, sexual orientation, gender identity, veteran status, disability, or socioeconomic status in its educational programs, activities, or employment practices. If you believe you have (or your child has) been discriminated against or treated unjustly at school, please contact the Equity Director, Ross Wilburn, at 509 S. Dubuque Street, 319-688-1000.



Good for the Body & Good for the Brain.

District-Wide Program Highlights

- ◇ Jump Rope for Heart
- ◇ Run for the Schools
- ◇ Elementary Track and Field Days

Kindergarten PE meets for 25 minutes twice a week. First through fourth grade PE meets for 25 minutes three times a week. Fifth and sixth grade PE meets for 25 minutes four times a week.

If your child is unable to participate fully due to illness/injury, there is a physical education limitation form available on the district website. Our intention is to keep students as involved as much as is medically possible and physically safe.

For safety reasons, tennis shoes are recommended in order to participate in physical education. Sandals, street shoes and boots do not provide adequate support or traction for movement and your child may be injured.

Your child’s need for activity cannot be met only in physical education class. Children should have opportunities for unstructured physical activity during school and outside of school. This school year, take advantage of every opportunity to be active. If you want to help your child learn, don’t restrict physical activity; in fact add physical activity opportunities to your child’s day. In other words, “move to learn and learn to move.”

! Contact your child’s Physical Education teacher at school if you have any questions about the program or your child’s progress or fitness level.



**IOWA CITY
ELEMENTARY
PHYSICAL
EDUCATION**

Good for the Body & Good for the Brain.

In the US, there is a childhood obesity epidemic and an overall decline in our kids' fitness levels. Our children need more physical activity, along with the health and wellness knowledge to make physical fitness part of their lifestyle.

A quality physical education program is the most effective and efficient way to positively impact both the short and long-term health of our children. In the Iowa City elementary physical education program, we work to enhance the *physical, academic, emotional* and *social wellbeing of the child*.

»Brain

Movement activities establish neural pathways in the brain. Through performing and refining basic motor movements such as rolling, crawling/walking and jumping, the brain and body are working together to send impulses (or information) side-to-side, front-to-back and up-to-down in the brain. These are the same pathways needed for processing sequences in reading and math. Physical activity improves brain function. After exercise, senses are heightened, focus and mood improve, and students are less fidgety and tense and feel more motivated and invigorated.

Though exercise will not make a child smart, it will prepare his/her brain to learn. In his book, Spark, Dr. John Ratey of Harvard Medical School states, **“The point of exercise is to build and condition the brain.”**

»Movement

During the early elementary years, through movement education, students learn the basic movement patterns and concepts that will be utilized in their later years in sports and lifetime activities.

Movement education addresses space awareness, body awareness, basic movements (locomotor, non-locomotor and manipulative) and quality of movement.

During 3rd-6th grades, students are introduced to activities that incorporate previously learned skill themes. Dribbling, throwing and catching in basketball; kicking and punting in soccer; striking in tennis and softball; movement patterns in rhythms; running, jumping and throwing in track and field; and chasing, fleeing, and dodging in games of low organization.



? Ask your child to show you an example of a locomotor and non-locomotor movement.

»Sportsmanship/Team Building

Social responsibility is infused throughout all of physical education. Team building activities designed to help groups or classes develop effective communication and problem-solving skills are a part of the elementary PE curriculum.

Character education concepts, such as respect, responsibility and honesty are practiced in the physical activity setting.

! Even when excited, students are expected to treat each other with respect.



»Fitness

All students learn about the components of health related fitness: cardiovascular endurance, muscular strength and endurance, flexibility and body composition. Through a variety of activities they practice ways to become and stay fit.

Third through sixth grade students are pre-tested in the fall and post-tested in the spring using the Fitnessgram health-related fitness test. Using their pre-test scores, students set individualized fitness goals which they work towards during the school year.

»Technology

Using pedometers, 3rd-6th graders determine the number of steps taken during a physical education class and they notice some activities are more physically active than others.

In 5th and 6th grade, students are introduced to heart rate monitors to determine the amount of time spent exercising in the target heart rate zone.

Fitness scores for 3rd-6th graders are recorded using TriFIT or Fitnessgram software programs and are shared with students and parents at the fall conference and in the end-of-year report. Parents receive rubrics for their child's physical education units and/or movement concepts taught throughout the year.