

## Toquam Website

### Physical Education Department Ms. Robyn Flaster

#### Grades: K-2

##### ➤ **Jumprope Skills**

**(Objective: Bilateral coordination, balance, flexibility, physical activity, cardiovascular activity)**

#### Jumprope Tasks:

- ✓ Place jumprope in a circle on the ground (handle-to-handle) and practice jumping in and out of the jumprope, hopping in and out of the circle, galloping, skipping and side-sliding around the perimeter of the jumprope. Put one foot inside of the rope, one foot outside and switch back and forth. Walk on the rope like a tightrope, arms out to the side.
- ✓ Place jumprope in a straight line on the floor. Practice jumping alongside the jumprope, turning around and then jumping back alongside the opposite side of the rope. Try hopping the same way. Then attempt jumping (zig-zag pattern) back and forth, as well as hopping on one foot in this same pattern. Place one foot on each side of the rope and criss-cross the feet (open-close) along the rope's length. Crabwalk the length of the rope (sitting down on bottom, hands spread out on either side of the body, then lifting the bottom and using hands and feet to move over the rope). Walk on the rope like a tightrope, arms out to the side.
- ✓ When jumprope, hands wrapped around handles, arms no higher than chest level, wide arms. The cues are: swing, snap (hear the snap of the rope on the ground), then jump.
- ✓ Jump rope forward (land soft like a bunny rabbit on the balls of the feet).
- ✓ Jump rope backward (land soft like a bunny rabbit on the balls of the feet).
- ✓ Hop on one foot while swinging the rope over head.
- ✓ Limbo with jumprope (can tie one or both jumprope ends to a tree or another steady surface). Lean body backward, head back and extend body backward.

➤ **Fitness**

Fitness Tasks:

- ✓ Jumping Jacks – open legs and open arms and lift them up over the head, then close both sides of the body simultaneously/bilaterally.
- ✓ ABC Push-Ups – push body up into the air using the toes, straight back and use the opposite hand to touch the opposite shoulder while reciting the ABCs. Do not sway back and forth. Stabilize with the arms and shoulders, and keep the stomach tight so it does not sag in like a seal or lift up like a camel back.
- ✓ Partial Curl-Ups (Lower-Abdominal Strength and trunk stability) – Students are expected to be able to complete curl-ups. The position is to lie on the back, knees bent and fingers on the thighs. On signal, students should be able to slide their fingertips to the top of their knees while keeping their feet on the ground without assistance. Students should be able to hold the “up” curl-up position for 2-3 seconds before sliding the fingertips back down and resting. During the “up” movement, students should be looking in between the legs, not wobbling to the side. The head should not touch the floor on the “down” movement.
- ✓ Stretching
  - Seated hamstring (leg) and lower back stretch – open legs into a letter “V”, toes pointing up, and reach up over the head and to the middle. Reach as far as possible with straight knees.
  - Seated hamstring (leg) stretch – put one leg in against inner thigh and one leg out straight with the toe pointing up. Then reach with two hands (one on top of the other, even fingertips) to the straight leg. Reach as far as possible with a straight knee.
  - Butterfly (groin and lower back) stretch – bring knees in to form a diamond, soles of the feet together. While, holding the feet, bring the head down – nose to toes. Hold the position.
- ✓ Playground/Beach Exercise – monkey bars, rings, climbing and crawling apparatuses, tunnels, swings, walking and jogging on the sand, swimming.

➤ **Locomotor Skills/Dances/Movement**  
(Objective: **Bilateral coordination, balance, movement, flexibility, physical activity**)

Locomotor Skill Tasks:

- ✓ Going to the beach, mall or a safe, open space. Relay races during play-dates and birthday parties, using the following movement patterns:
  - Walking (heel-to-toe, one foot in front of the other, good posture, back straight and chest out, head up).
  - Galloping (one foot in front, one foot in back. Hand out in front as if holding onto the reins of a horse. Slide the back foot up to meet the front foot).
  - Jumping (feet together, bend knees and move up and down in place, coming up off of the balls of *both* the feet).
  - Hopping (moving up and down off the ball of the foot in place with *one* foot).
  - Side-Sliding (turn body to the side and place arms out to the side. Step, together, Step together to the side. Speed it up so it becomes a sliding motion to the side. Galloping is moving to the *front*, while side-sliding is moving to the *side*).

Dance Tasks:

- ✓ Popular Dances: Penguin Dance, Hokey Pokey, Bunny Hop, Five Little Monkeys, Chicken Dance, Mexican Hat Dance, Conga Line, Ghostbusters, Limbo.

Movement/Flexibility/Balance/Coordination:

- ✓ Youth Gymnastics/Tumbling Clinics

➤ **Object Manipulation/Eye-Hand Coordination**  
(Objective: Moving objects with extremities, tracking, bilateral coordination, accuracy, physical activity)

Object Manipulation/Eye-Hand Coordination Tasks:

- ✓ Good activities to practice with self, siblings and similar-age peers, depending upon ability level:
  - Utility (bouncy) ball (basketball size) rolling the ball on the ground back and forth and then receiving it with two hands.
  - Utility (bouncy) ball bounce and catch.
  - Soft round ball (volleyball size) roll and catch.
  - Soft round ball underhand toss and catch (to *toss a ball*, dominant hand's palm faces up. Step forward with the opposite foot. Then, swing arm back and forth and release ball to target).
  - Small soft ball (fleece ball size) toss and catch.
  - Various sized objects: try rolling, tossing, catching, bouncing and dribbling. (*Bouncing* is pushing the ball down to the ground one time and then catching it; whereas *dribbling* is pushing the ball down to the ground and catching it numerous times in a row).
  - Balloon toss and catch (or other slow-moving objects). Can also bump the balloon with a soft paddle.
  - Hula Hoops (move hoop around body, make tunnels with it and explore how the hoop moves above the body, around the body and how it can go through the body. Jump rope with the hula hoop, starting with it behind the back and bringing it over the head and jumping through).

## Grades 3-5

➤ **Object Manipulation/Eye-Hand Coordination/Dances**  
(Objective: Moving objects with extremities, tracking, bilateral coordination, accuracy, flexibility, physical activity, cardiovascular activity)

### Object Manipulation/Eye-Hand Coordination:

- ✓ Softball/baseball overhand throw and catch with peer.
- ✓ Batting practice – underhand lob batting practice with peer or batting cage slow pitch for more experienced students.
- ✓ Practicing object movement and manipulation with various types of balls and equipment including:
  - Softball/Baseball
  - Snatch ‘n Catch (Velcro ball and mitt)
  - Kickball
  - Soccer
  - Lacrosse
  - Street/Ice Hockey
  - Roller-blading
  - Football (tossing, hiking, punting)
  - Flag or one-hand touch football/scrimmages with peers
  - Basketball dribbling and shooting/scrimmages with peers
  - Volleyball (set, bump, serve to self and with peers)
  - Tennis (practice against a tennis wall or with a peer)
  - Ping-pong
  - Mini-golf
  - Youth golf clinics
  - Speedstacking (plastic cups sold in the toy store and online – up-stack and down-stack the stacks in series of 3, 6 and 12 cup stacks. Use two hands at a time), relay races using locomotor movements learned in grades K-2 with the speedstacking cups.
  - Youth Gymnastics/Tumbling Clinics
  - Relay Races

### Dance Tasks:

- ✓ Popular Dances: Cotton-Eyed Joe, YMCA, Electric Slide, Cha-Cha-Slide, Conga Line, Ghostbusters, Mexican Hat Dance, Macarena, Limbo.

➤ **Fitness**

Note to Parent/Guardian of Incoming 4<sup>th</sup> Graders:

\*\*4<sup>th</sup> graders are mandated by the state of Connecticut to complete the Connecticut Physical Fitness Assessment. Students begin steady pre-testing for the state exam during their 2<sup>nd</sup> and 3<sup>rd</sup> grade years, although are introduced to all components as early as Kindergarten. State guidelines and testing components are attached below and are based on age and sex.

Fitness and Strength Training Fundamentals:

- ✓ Lower-Abdominal Strength (abdominal/stomach muscles) – students are expected to be able to complete partial curl-ups. The position is to lie on the back, knees bent and fingers on the thighs. On signal, students should be able to slide their fingertips to the top of their knees while keeping their feet on the ground without assistance. Students should be able to hold the “up” curl-up position for 2-3 seconds before sliding the fingertips back down and resting. During the “up” movement, students should be looking in between the legs, not wobbling to the side. The head should not touch the floor on the “down” movement.
- ✓ Strength Output/Upper Extremity Body Strength – Right-angle pushup) – Lying on the stomach, with fingers pointed straight ahead, students should be able to push-up with the forearms and lift their stomach off of the ground. The back should remain straight (no sagging backs like a seal, and no raised camel backs). Students should then be able to bend 90 degrees on the “downward” motion for the push-up –*without* the stomach touching the floor. Repeat.
- ✓ Power-Walking/Jogging *with pace and aerobic endurance* (*pace* means not moving too fast, not moving too slow, but moving the body somewhere in the middle. *Endurance* means being able to sustain the same speed over a given length of time, and the word *aerobic* refers to “*with oxygen*”) – As a general guideline, students entering the 2<sup>nd</sup> grade should be able to jog ¼ of a mile with good pace. Students entering the 3<sup>rd</sup> grade should be able to jog ½ a mile with good pace. Students going into 4<sup>th</sup> grade should be able to jog 1 mile with good pace. Students going into 5<sup>th</sup> grade should be able to jog 1-1 ½ miles with good pace.
- ✓ Stretching
  - Seated hamstring (leg) and lower back stretch – (open legs into a letter “V”, toes pointing up, and reach up over the head and to the middle). Reach as far as possible with straight knees).
  - Stretching – Seated hamstring (leg) stretch – (put one leg in against inner thigh and one leg out straight with the toe pointing up. Then

reach with two hands (one on top of the other, even fingertips) to the straight leg. Reach as far as possible with a straight knee).

- Butterfly (groin and lower back) stretch – (bring knees in to form a diamond, soles of the feet together. While, holding the feet, bring the head down – nose to toes. Hold the position).

Playground/Beach Exercise:

- ✓ Monkey bars, rings, climbing and crawling apparatuses, tunnels, swings, walking and jogging on the sand, swimming.

➤ **From the CT Department of Education Website/2<sup>nd</sup> Generation Administrator's Handbook:**

- ✓ Health Level (passing level) and Challenge Level (above-average/extraordinary passing level) statistics and data can be found on the CT Department of Education Website at the following link. The link below is the actual testing administrator's guide, and explains why the test is given, how it is administered, testing data and prep guidelines/suggestions for your child.

[http://www.sde.ct.gov/sde/lib/sde/pdf/curriculum/phys\\_ed/fitness\\_guide/physical\\_fitness\\_guide.pdf](http://www.sde.ct.gov/sde/lib/sde/pdf/curriculum/phys_ed/fitness_guide/physical_fitness_guide.pdf)

- ✓ The Components of the CT Physical Fitness Assessment include:
  - Modified Sit and Reach for Flexibility – The objective of this test is to reach a specified distance on the right and left sides. It measures flexibility of the lower back and hamstrings. Proper hamstring flexibility helps avoid lower back pain. Remember that general stretching of major muscle groups to develop flexibility involves a slow and controlled motion. Hold a stretch for 10 to 30 seconds. Hold the body or limbs in a position that elongates the muscles to a point where you feel stretching – not pain. Using a jumprope to help gain extra stretching leverage/flexibility is a good idea.
  - Partial Curl-up – The objective of this test is to complete as many partial curl-ups as possible at a rhythmic pace. Abdominal fitness is important to good health because low levels are associated with bad posture and lower back pain. The partial curl-up is a good exercise as well as a test. Learning to pace oneself and controlling the movement by engaging the muscles is essential to vigorous physical activity daily. Individual curl-up practice is essential, and working with a partner to lift and pass-up a beach ball (lift body up and down to pass off a non-weighted ball to a partner is an excellent abdominal strengthening exercise).
  - Right Angle Push-up – The objective of this test is to complete as many right angle push-ups as possible at a rhythmic pace. Upper body muscle fitness is required in order to perform daily living and recreational activities with vigor and undue fatigue. Some ways to practice upper body strength include: pull-ups, horizontal ladder, push-up position-raise hand to wave-switch hands, push-up position while walking on hands and feet, planks, and beanbag arm hockey (use a beanbag with a partner, push up into push-up position and play a modified hockey game in this position,

attempting to slide a beanbag through your partner's arms to score a goal/point).

- One-Mile Run/Walk Test – The one-mile run/walk is a good indicator of the ability of the circulatory and respiratory systems to supply oxygen to functioning muscles. The objective of the test is to measure cardiorespiratory or aerobic endurance. The one-mile run/walk is a good indicator of the ability of the circulatory and respiratory systems to supply oxygen to functioning muscles. Practice pacing – not racing. Participate in activities which feature constant movement for an extended period of time. Some people find headphones with their favorite music or a partner to jog with is motivational. If winded, *power-walk* for a short period of time to gain energy back (*power walking* is swinging arms, bent at the elbow from face to waist). Pick up pace again when energized. Always keep well-hydrated, even more so on hotter days. Stop immediately if experience dizziness, headache, chest pain or shortness of breath.

# CONNECTICUT PHYSICAL FITNESS TEST

## Health and Challenge Standards

### The Health Level

Students who perform at this level demonstrate a healthy level of fitness-related skills for their age. Generally, students who score in this range engage in physical activities two or more times each week and may be at a reduced risk for certain injuries and diseases that are related to a sedentary lifestyle. The Health Level for each task is considered to be a challenging, yet attainable, standard for most students.

### The Challenge Level

Students who perform at this level demonstrate exceptional fitness-related skills for their age. Generally, students who score in this range engage in rigorous physical activities several times per week and may be at a reduced risk for certain injuries and diseases that are related to a sedentary lifestyle. Students who perform in this range may be motivated to achieve and maintain a high level of fitness.

## BOYS

Age	Mile Walk/Run		Sit and Reach		Right-Angle Push-Up		Curl-Up		*BMI
	Health	Challenge	Health	Challenge	Health	Challenge	Health	Challenge	Health Range
<b>8</b>	<b>10:10</b>	<b>8:30</b>	<b>25</b>	<b>33</b>	<b>08</b>	<b>20</b>	<b>18</b>	<b>42</b>	13.4-20.5
<b>9</b>	<b>09:45</b>	<b>8:15</b>	<b>25</b>	<b>33</b>	<b>09</b>	<b>21</b>	<b>20</b>	<b>45</b>	13.7-21.4
<b>10</b>	<b>09:30</b>	<b>8:00</b>	<b>25</b>	<b>33</b>	<b>10</b>	<b>22</b>	<b>22</b>	<b>48</b>	14.0-22.5
11	09:15	7:30	25	33	11	23	25	51	14.0-23.7
12	09:00	7:15	25	33	12	24	28	55	14.8-24.1
13	08:30	7:00	25	33	13	25	30	59	15.4-24.7
14	08:00	6:45	25	34	15	26	32	63	16.1-25.4
15	07:30	6:30	26	36	16	27	34	66	16.6-26.4
16	07:30	6:15	26	38	17	28	36	70	17.2-26.8
17	07:30	6:15	26	38	18	29	36	70	17.7-27.5
18	07:30	6:15	26	38	18	30	36	70	17.7-27.5

# GIRLS

Age	Mile Walk/Run		Sit and Reach		Right-Angle Push-Up		Curl-Up		*BMI
	Health	Challenge	Health	Challenge	Health	Challenge	Health	Challenge	Health Range
<b>8</b>	<b>11:15</b>	<b>9:30</b>	<b>26</b>	<b>36</b>	<b>6</b>	<b>16</b>	<b>18</b>	<b>40</b>	13.2-20.7
<b>9</b>	<b>11:00</b>	<b>9:15</b>	<b>26</b>	<b>36</b>	<b>7</b>	<b>17</b>	<b>20</b>	<b>43</b>	13.5-21.4
<b>10</b>	<b>10:45</b>	<b>9:00</b>	<b>26</b>	<b>37</b>	<b>7</b>	<b>17</b>	<b>22</b>	<b>46</b>	13.8-22.5
11	10:30	8:45	26	37	8	17	24	49	14.1-23.2
12	10:15	8:30	26	38	8	17	26	52	14.7-24.2
13	10:00	8:15	27	39	8	18	28	55	15.5-25.3
14	10:00	8:00	27	41	9	18	30	58	16.2-25.3
15	10:00	8:00	27	43	9	19	32	60	16.6-26.5
16	09:45	8:00	27	43	9	19	34	60	16.8-26.5
17	09:45	8:00	27	43	9	20	34	60	17.1-26.9
18	09:45	8:00	27	43	9	20	34	60	17.1-26.9

\* Age is based on how old the student is when they begin the battery of tests.

\*\* The BMI standards were adopted from the President's Challenge, 1997.

➤ **Additional Information from the CT Department of Education Website/2<sup>nd</sup> Generation Administrator's Handbook:**

- ✓ Physical Activity and Physical Fitness Fitness Challenge Health related fitness focuses on optimum health and prevents the onset of disease and problems associated with inactivity. The Surgeon General's Report on Physical Activity and Health in 1996 has prompted many studies addressing concerns about physical activity in youth. Patterns of physical activity need to be developed early in life. Maintaining an appropriate level of health related fitness allows a person to: meet emergencies, reduce the risk of disease and injury, work efficiently, participate and enjoy physical activity (sports, recreation, leisure), and look one's physical best.
- ✓ Physical fitness should be the result of the balance of activities that are provided in the physical education programs at school and continued by the family and in other community activities outside of school. Healthy lifestyle and lifelong fitness are the goals. The four performance objectives can be practiced at home with a minimum of adult supervision. Practicing at home initiates the opportunity for parents and students to exercise and be physically active together, making fitness a family activity. "The most important interpretation of a fitness score is the information it provides about a student's health status."
- ✓ The Connecticut Physical Fitness Assessment includes an Individual Student Report Form. There are numerous opportunities for children and adults to participate in physical activity. Contact: Your child's physical education teacher, Local Park and Recreation Departments, Private fitness facilities, and The Youth Fitness Philosophy – The Governor's Committee on Physical Fitness 860-524-7343.
- ✓ Fitness should be based upon health-related guidelines:
  - Fitness and physical activity is for everyone. Start Slowly: Follow a gradual program. Exercising too hard is not good.
  - The promotion of health-related fitness in children helps develop adults who are active, fit, and healthy. Set Realistic Goals: Keep a fitness log.
  - Exercise Often: Exercise at least three times per week, at a brisk but comfortable pace, for a continuous period of 20-30 minutes.
  - Make physical activity a habit and enjoy lifelong benefits. Warm Up and Cool Down.

- Fitness is for life Take time to loosen up and warm-up your muscles before you workout. End with some stretching and slow, relaxing exercises to allow you heart rate and breathing to return to normal.
- Fitness should be health-related.
- Fitness and physical activity is for everyone.
- The promotion of health-related fitness in children helps develop adults who are active, fit, and healthy.
- Make physical activity a habit and enjoy lifelong benefits.
- Fitness is for life. Start now: Make physical activity a habit.
- A healthy diet must accompany a regular exercise program. A child's pediatrician, as well as a registered youth nutritionists are excellent resources to help a family begin a lifelong and healthy eating program.