



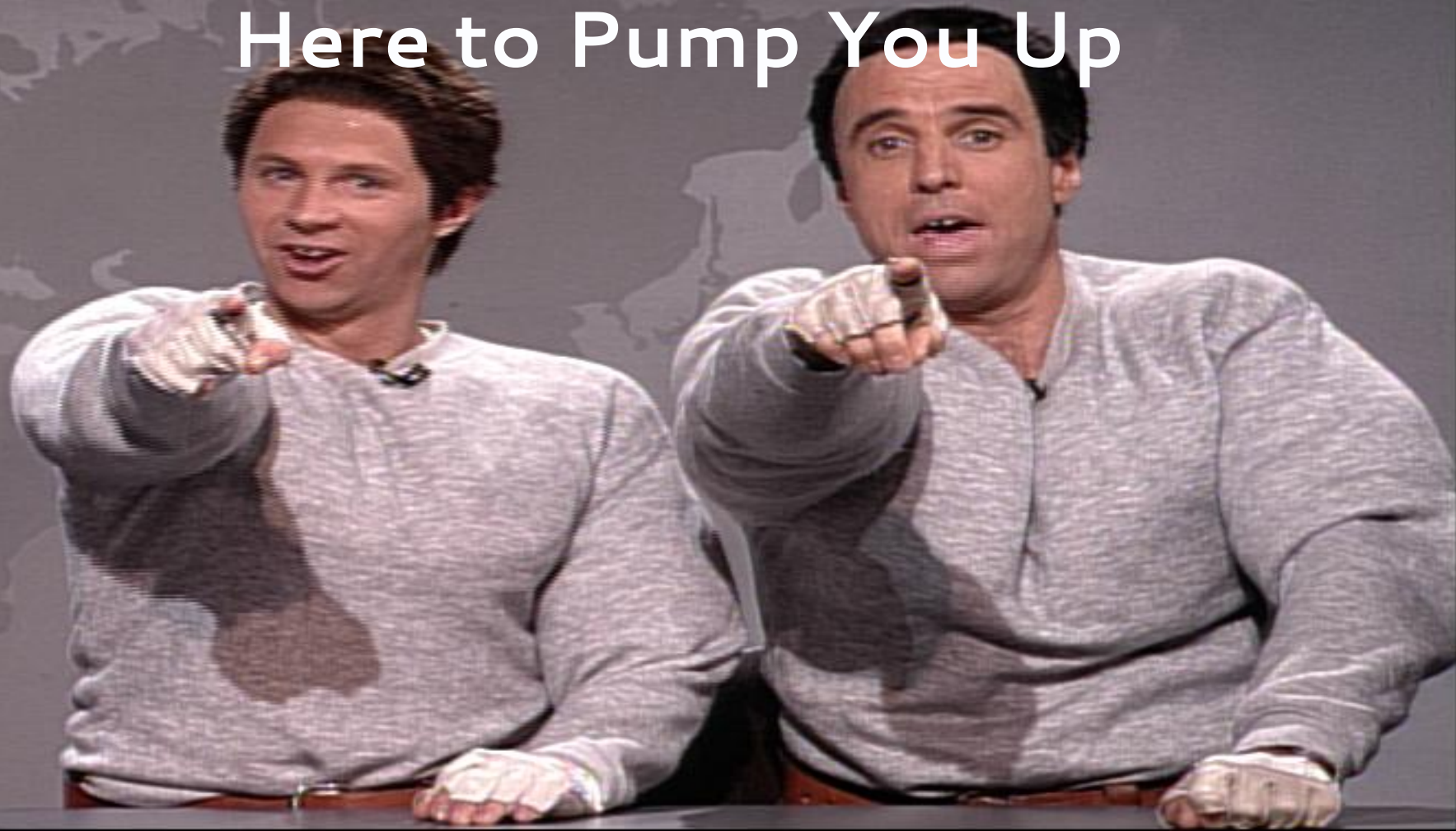
Milton Public Schools

Health & Physical Education

An Overview

*Presented by: Mr. Noel Vigue, Director of Health and Physical Education
Milton Public Schools*

Here to Pump You Up



Agenda

- Why is health/physical education important?
 - What does the research say?
 - What are common practices?
 - Where are we?
 - Next steps
-

What We All Want

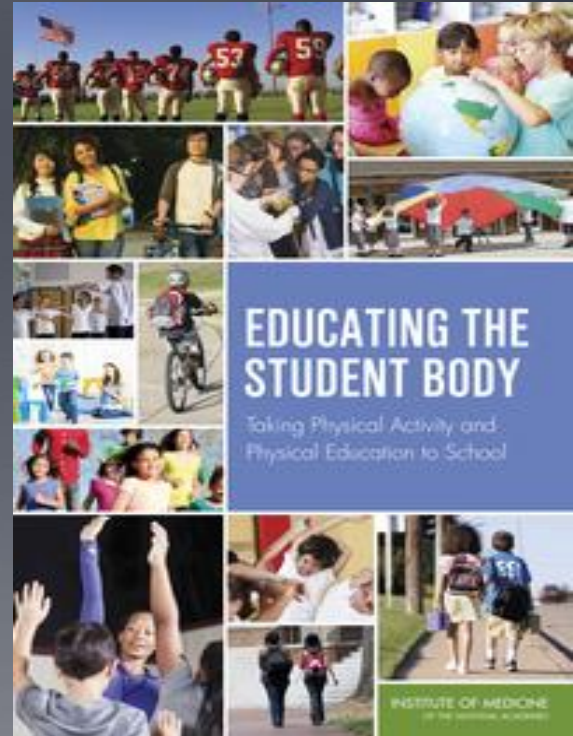
Happy, Healthy, Confident, Resilient Students



National Academy of Sciences:

Advising the Nation – Improving Health

Institute of Medicine (2013)
District and school administrators, teachers, and parents should advocate for and create a whole-of-school approach to physical activity that fosters and provides access in the school environment to at least 60 minutes per day of vigorous or moderate-intensity physical activity more than half (> 50 percent) of which should be accomplished during regular school hours.



American Academy of Pediatrics recommendations

Center for Disease Control Report (2010)

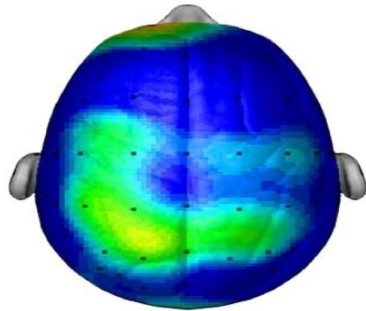


When Students Exercise...

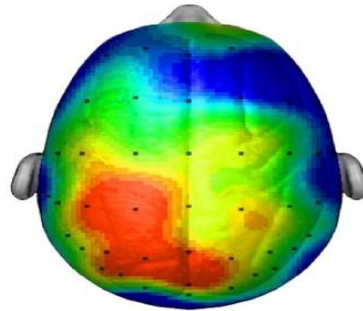
- Regular Physical Activity Helps Prevent Disease
 - Quality Physical Education Can Help Promote Lifelong Physical Fitness / Wellness
 - Quality Physical Education Can Help Fight Obesity
 - Physical Activity and Physical Education Promote Learning (Less time on learning and more movement = results with data to prove it)
 - Quality Physical Education Helps to Educate the Total Child
-

When Students Exercise...

**Average composite imaging:
Brains of 20 students taking same test**



After sitting quietly



After 20 minute walk

Research/imaging, courtesy, Dr. Charles Hillman, University of Illinois

Health Education

- Numerous studies have shown that healthier students tend to do better in school. They have higher attendance, have better grades, and perform better on tests.
 - Health education curricula and instruction help students learn skills they will use to make healthy choices throughout their lifetime. Effective curricula result in positive changes in behavior that lower student risks around: alcohol, tobacco, and other drugs, injury prevention, mental and emotional health, nutrition, physical activity, prevention of diseases and sexuality and family life.
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Common Practices

Massachusetts:

- Time in PE classes – 2x week Elem / 2–3x week MS / Daily HS
- Health Education – start in MS, some in HS, varies greatly

Surrounding Towns:

- Time in PE classes – 2x week 30min
 - Health Education – 1x/wk. 40 min MS, daily HS
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MPS Elementary

Physical Education 1x week 45 minutes

Social Emotional Learning / Health Education

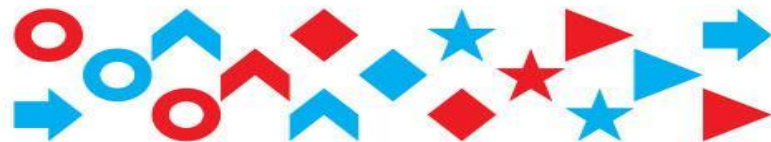
- Second Step 1x week 20–30 min lesson with daily reinforcement

Supplemental physical activity

- Daily recess where students can use the skills they learned in PE and Second Step
 - BOKS before school program (Parent volunteers)
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Next Steps

- Continue curriculum review and mapping
 - Implement standards-based grade level outcomes (K-5)
 - Apply for 'Active School' National Award
 - Increase Physical Education class time (2x per week is the norm in Massachusetts and surrounding towns)
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**Let's Active
Move, Schools**

Active School 2015

Leaders in Physical Education
and Physical Activity

MPS Middle School PE

- 6th grade – Half year 20 lessons
 - 7th grade – 1x every 4 days
 - 8th grade – 1x every 4 days
 - Health-related fitness assessments
 - Project Adventure / Ninja Warrior (teamwork, cooperative learning, and problem-solving)
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Next Steps

- Continue curriculum review and mapping
 - Implement standards-based grade level outcomes
 - Integrate heart rate monitor technology (Polar or IHT)
 - Apply for 'Active School' National Award
-

PMS Health Education

- Michigan Model, Get Real, The Wonder Years curriculum
 - 6th grade – 22 lessons
 - 7th grade – 40 lessons
 - 8th grade – 40 lessons
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Next Steps

- Continue curriculum mapping
 - Focus on skills-based instruction
 - Participate in Botvin LifeSkills Training (MA Dept Public Health)
 - Administer Youth Risk Survey every 2 years
 - Coordinate with MSAPC
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MHS Physical Education

- 9th & 10th - Approx. 60 days
 - 11th & 12th – Approx. 60 days
 - Units: sport-based model aligned with MA Frameworks
 - Highlight – Badminton unit!
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Next Steps

- Conduct curriculum review using PECAT
 - Incorporate National Standards (SHAPE)
 - Implement Wellness/Health-related fitness model
 - Apply exercise and the brain learning theory
 - Integrate heart-rate monitors (Polar GoFit)
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MHS Health

- 9th and 10th – approx. 20 classes semester
 - 11th and 12th – approx. 20 classes semester
 - Curriculum Units: Alcohol & Tobacco Prevention, Other Drugs, Violence Prevention/Conflict Resolution, Mental Health, Fitness/Nutrition, Sexual Health, CPR/First-Aid
 - Highlight – collaborative work with guidance on anxiety/stress
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Next Steps

- Continue curriculum review
 - Incorporate National Standards with more skills-based lessons
 - Ensure vertical alignment of Middle School and High School curriculum
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Thank you!

Together – We Make A Difference

- MPS Health and PE Staff
- Parent Volunteers BOKS – Before School Program
- MSAPC

