

# **How Skillastics™ Match the Arizona State Physical Education Standards**

**Standard 1** – Students demonstrate proficiency and the achievement of higher order cognitive skills necessary to enhance motor skills.

## **READINESS (Kindergarten)**

**1PA-R1 – Demonstrate progress toward the mature form of selected manipulative, locomotor and nonlocomotor skills.**

PO 1. Demonstrate a variety of manipulative skills.

**Halfpint Skillastics™** - The game includes one activity (e.g. log roll), that practices rolling.

PO 2. Demonstrate locomotor skills.

**Halfpint Skillastics™** - The game includes multiple activities (e.g. bouncing ball, grass hopper, galloping pony), that practices locomotor skills.

PO 3. Demonstrate a variety of nonlocomotor skills.

**Halfpint Skillastics™** - the game includes multiple activities (e.g. windmill, flamingo stance, twister), that practices nonlocomotor skills.

**1PA-R2 – Demonstrate mature form in walking and running.**

PO 1. – Same as concept.

**Halfpint Skillastics™** - the game includes two activities (e.g. jog in place and frankenstein walk) that practice walking and running skills.

**1PA-R3 – Identify fundamental movement patterns.**

PO 1. – Recognize movement patterns of manipulative, locomotor, and nonlocomotor skills.

**Halfpint Skillastics™** - the game includes one activity (e.g. skipper) that identify fundamental movement patterns. Additionally, the games activity cards can be displayed individually and practiced, helping children identify the differences between manipulative, locomotor and nonlocomotor skills.

**1PA-R4. Identify a beginning movement vocabulary.**

PO 1. Demonstrate an understanding of movement concepts in physical activity

**Halfpint Skillastics™** - the game encourages the awareness of personal space, taking turns and body awareness. We are also in the process of developing a music CD that will compliment each of the activities by contrasting slow and fast speeds of movement. This CD will be available November, 2006.

### **1PA-R5. Describe appropriate concepts to performance**

PO 1. Perform movement concepts in physical activity

**Halfpint Skillastics**<sup>TM</sup> - the game a) encourages the awareness of personal space because one way that the children work on the movement activities is together as a group, which will lead to learning the importance of personal space, not bumping into each other, etc...; b) multiple activities in the game work on balance, body weight transfer and the dice that are included with the game helps children learn their shapes and their colors; c) three different levels of repetition are included with each activity to help increase or decrease the activity. Additionally, the music CD that is being developed will also reinforce speed, time and rhythm with each activity; d) Identifies body parts by having an instructor review each activity card and explain what body parts are used and opens up the opportunity to explain the function.

### **FOUNDATIONS (Grades 1-3) –**

#### **1PA-F1 – Demonstrate mature form in all locomotor patterns and selected manipulative and nonlocomotor skills.**

PO 1. Perform all eight locomotor skills with mature form.

**Fitness Skillastics**<sup>TM</sup> - the game covers seven of the eight locomotor skills.

PO 2. Perform four manipulative skills with mature form

N/A

PO 3. Perform four nonlocomotor skills with mature form

**Fitness Skillastics**<sup>TM</sup> - the game covers multiple activities (e.g. seal walk, flamingo stance, ball twist exchange), that practices nonlocomotor skills.

PO 4. Perform movement skills to a rhythm

N/A

#### **1PA-F2 – Adapt a skill area to the demands of a game-like situation**

PO 1. Demonstrate the ability to adapt movement skills to changing environmental conditions and expectations.

N/A

PO 2. Combine a variety of physical activities.

N/A

#### **1PA-F3 – Demonstrate beginning skills of a few specialized movement forms**

PO 1. Dribble and pass a variety of objects to self and around stationary objects

**Basketball and Soccer Skillastics**<sup>TM</sup> accomplish a large amount of these movement forms

PO 2. Throw and kick using mature form

**Basketball and Soccer Skillastics**<sup>TM</sup> accomplish a large amount of these movement forms

PO 3. Strike a ball repeatedly with hand or object

N/A

PO 4. Toss and catch a ball alone or with a partner

**Basketball and Soccer Skillastics**<sup>TM</sup> accomplishes a few of these movement forms

**1PA-4A. Combine movement skills in applied settings.**

PO 1. Demonstrate control in traveling activities, weight bearing, and balance activities on a variety of body parts.

**Fitness Skillastics**<sup>TM</sup> includes numerous weight bearing and a few balance activities on a variety of body parts.

PO 2. Demonstrate skills of chasing, fleeing, dodging to avoid others

**Soccer Skillastics**<sup>TM</sup> includes partner and team activities that involve movement forms that avoid others.

**1PA-5A. Apply critical elements to improve personal performance in fundamental and selected specialized movement skills.**

PO 1. Demonstrate critical elements of a fundamental skill

**Basketball and Soccer Skillastics**<sup>TM</sup> accomplish many of these movement forms

PO 2. Use concepts of space, effort, and relationships that vary the quality of movement

**Fitness Skillastics**<sup>TM</sup> has the students participate in moderate to vigorous physical activity which can lead to the ability to explain how regular movement can lead to good health.

**1PA-F6. Use critical elements of fundamental and specialized movement skills to provide feedback to others.**

PO 1. Use feedback to improve personal performance

**Fitness Skillastics**<sup>TM</sup> - Participating in the game will give students opportunities to practice acceptable responses to challenge, successes, and failures during play time. They can also observe these responses from their peers.

PO 2. Recognize the critical elements of fundamental movement or skill performed by a fellow student and provide feedback to that student.

**Fitness Skillastics**<sup>TM</sup> - After instruction the game can be played independently by the group allowing observation time for the instructor to collect fitness data on the students.

**1PA-F7. Apply concepts that impact the quality of increasingly complex movement performance.**

PO 1. Understand that appropriate practice improves performance.

**Fitness Skillastics**<sup>TM</sup> - Playing the game will help develop whole body strength and fitness. The game is fun to play. The students could identify this game as an enjoyable activity to help them improve components on state-mandated fitness tests or local sports teams in their area.

## **ESSENTIALS (Grades 4-8)**

**1PA-E1. Demonstrate competence in a variety of movement forms**

**(Grades 4-5)**

PO 1. Throw, catch, strike and kick using mature form in a variety of physical activity settings

**Basketball and Soccer Skillastics**<sup>TM</sup> accomplish a few of these movement forms.

PO 2. Dribble and pass a variety of objects to a stationary target/receiver

**Basketball and Soccer Skillastics**<sup>TM</sup> accomplish a few of these movement forms.

PO 3. Balance with control on a variety of objects

N/A

PO 4. Transfer weight from feet to hand at fast and slow speeds, using large extensions.

**Fitness Skillastics**<sup>TM</sup> the game has a variety of balance activities that will help strengthen and coordinate the body. Practicing balance in the game will prepare students for future activities that work on basic skills.

PO 5. Travel, changing speeds and directions, in response to a variety of rhythms

N/A

**(Grades 6-8)**

PO 1. Throw, strike and kick a variety of objects demonstrating both accuracy and force.

**Soccer Skillastics**<sup>TM</sup> accomplishes a few kicking movement forms both for accuracy and force.

PO 2. Dribble and pass a variety of objects to a moving target/receiver  
**Soccer Skillastics**<sup>TM</sup> accomplishes a few feet passes to a moving receiver.

PO 3. Perform a variety of rhythmic movements  
N/A

### **1PA-E2. Apply more advanced movement and game strategies**

#### **(Grades 4-5)**

PO 1. Use basic offensive and defensive strategies in small group games.  
N/A

#### **(Grades 6-8)**

PO 1. Utilize basic offensive and defensive skills in a modified version of a team sport  
N/A

PO 2. Adapt and combine locomotor and nonlocomotor and manipulative skills to meet the demands of increasingly complex movement activities

**Fitness Skillastics**<sup>TM</sup> - The game has some locomotor, nonlocomotor and manipulative skills that if played on a regular basis may help students transfer to more advanced movement activities with ease when introduced.

### **1PA-E3. Identify the critical elements of more advanced movement skills**

#### **(Grades 4-5)**

PO 1. Identify the critical elements of a basic movement made by a fellow student and provide feedback to that student.

**Fitness Skillastics**<sup>TM</sup> - The game is played within teams at each individual's own ability level. The students will get practice in accepting that some players will have higher skill levels than their own. The children will get to observe how their team and other teams work together.

#### **(Grades 6-8)**

PO 1. Identify the critical elements of a more advanced movement

**Basketball and Soccer Skillastics**<sup>TM</sup> - Students playing the games with their team can perform self analyses and observe other student's movement patterns. These observations can help correct errors in movement patterns.

### **1PA-E4 – Identify the characteristics of highly skilled performance in a few movement forms**

**(Grades 4-5)**

PO 1. Identify the characteristics of highly skilled performance in a few movement forms

**Basketball and Soccer Skillastics**<sup>TM</sup> - Students playing the games with their team can perform self analyses and observe other student's advanced movement patterns. These observations can help correct errors in movement patterns.

**(Grades 6-8)**

PO 1. Identify the characteristics which differentiate a highly skilled performer from other performers

**Basketball and Soccer Skillastics**<sup>TM</sup> - Students playing the games with their team on a regular basis will be able to differentiate between intermediate and advanced movement patterns. These observations can lead to input and help correct errors in movement patterns.

**1PA-E5. Apply more advanced discipline-specific knowledge**

**(Grades 4-5)**

PO 1. Demonstrate specialized movement skills

**Fitness Skillastics**<sup>TM</sup> - The game has physical activities that work on 4 fitness components which may help the student with ideas for developing their own fitness goals.

**(Grades 6-8)**

PO 2. Apply specialized movement skills that use similar patterns and transfer concepts from one to another

**Basketball and Soccer Skillastics**<sup>TM</sup> - The games include a variety of activities that help develop follow-through movement patterns.

**Standard 2** – Students comprehend basic physical activity principles and concepts that enable them to make decisions, solve problems and to become self-directed lifelong learners who are informed physical activity consumers.

**READINESS (Kindergarten)**

**2PA-R1. identify that physical activity is necessary to build good physical fitness**

PO 1. Explain that physical fitness is the ability to work and play with energy to spare  
**Halfpint Skillastics**<sup>TM</sup> - the game practices the use of personal space which can lead to the ability to identify and use the concept independently. When playing

the game the instructor can teach why personal space is important which can lead to the ability of students to discuss this concept.

- PO 2. Identify the feeling that result from participation in fitness activities  
**Halfpint Skillastics**<sup>TM</sup> - the game is an enjoyable physical fitness activity that uses colorful dice and graphically animated action cards that appeal to children. The game challenges the students to work on mastering various locomotor skills and balances. The game challenges the child to remember body part vocabulary.

**2PA-R2. Identify that there are different parts in physical fitness.**

- PO 1. Explain that warm-up activity and cool-down are essential parts of a fitness activity.  
**Halfpint Skillastics**<sup>TM</sup> - the game involves stretching activities which will give the instructor opportunity to teach about warm versus cold muscles.

**2PA-R3. Identify the different parts of physical of physical fitness.**

- PO 1. Demonstrate aerobic, muscular strength, muscular endurance and flexibility activities.  
**Halfpint Skillastics**<sup>TM</sup> - the game includes movement activities that include four fitness components, which provides and excellent opportunity to explain the importance of these components.

**FOUNDATIONS (Grade 1-3)**

**2PA-F1. Identify several activities related to each component of health-related physical fitness.**

- PO 1. Identify the components of health-related physical fitness  
**Fitness Skillastics**<sup>TM</sup> - the game includes movement activities for all 5 fitness components. The instructor can help children identify each component and share with them the importance of each.
- PO 2. Identify and demonstrate several activities related to each component of physical fitness  
**Fitness Skillastics**<sup>TM</sup> - the game includes a variety of movement activities for all 5 fitness components. The game has three different levels of repetitions that involves continuous movement that can vary from moderate to vigorous physical activity. The game can be played for longer periods of time as the students endurance increases.

**PA-F2. Explain that muscles produce movement and begin to identify muscles**

- PO 1. Name and locate large muscle groups  
**Fitness Skillastics**<sup>TM</sup> - the game includes an instructional manual that identifies all the large muscle groups.
- PO 2. Demonstrate activities that utilize specific muscle groups  
**Fitness Skillastics**<sup>TM</sup> - the game includes an instructional manual that identifies all 26 activities on the mat and includes what muscle groups are being used in each of those activities.

**2PA-F3. Demonstrate how to perform physical fitness tests**

- PO1. Demonstrate correct form when performing physical fitness activities  
**Fitness Skillastics**<sup>TM</sup> - the game is played in teams, giving students the opportunity to assess their teammates and help correct their form if they are doing the activity incorrectly. The game also involves all children at once, giving the instructor opportunity to assess each student and determine if they indeed are performing the correct form in each movement activity.

**ESSENTIALS (Grades 4-8)**

**2PA-E1. Describe the relationship between healthy lifestyle and feeling good**

**(Grades 4-5)**

- PO 1. Give examples of the benefits derived from regular physical activity  
**Fitness Skillastics**<sup>TM</sup> - the game can be an option for the student to participate in continuous moderate to vigorous physical activity. As student's endurance increases the instructor can have them play for longer amounts of time to raise their aerobic capacity, and then have the opportunity to explain why this important to total body fitness.
- PO 2. Identify several moderate to vigorous physical activities that provide personal Pleasure  
**Fitness Skillastics**<sup>TM</sup> - playing the game will help develop whole body strength and fitness. The game is fun to play. The students could identify this game as an enjoyable activity to help them improve components on State-Mandated Fitness Test.

**(Grades 6-8)**

- PO 1. Explain that success in physical activities leads to recognition  
**Basketball and Soccer Skillastics**<sup>TM</sup> - Participating in these games allow students to become more proficient at the fundamentals of these particular games.

In turn, this helps students who play on specific sports teams increase their ability to more productive on the court or field.

PO 2. Explain the value of exercise in relieving stress

**Fitness Skillastics**<sup>TM</sup> - Playing the game on a regular basis, students may begin to feel the benefits of long-term participation in regular physical activity like the benefit of relieving stress.

### **2PA-E2. Apply basic principles of training to improve physical fitness**

**(Grades 4-5)**

PO 1. Engage in appropriate activity that results in the development of muscular strength and endurance

**Fitness Skillastics**<sup>TM</sup> - The game has a variety of movement activities that specifically focus on muscular strength and endurance.

PO 2. Apply the concepts that impact the quality of physical fitness.

**Fitness Skillastics**<sup>TM</sup> - playing the game regularly will give the opportunity for the instructor to open up dialog specifically on all the fitness components used in the game and how they impact the quality of being or becoming physically fit.

**(Grades 6-8)**

PO 1. Participate in physical activities at home for personal enjoyment and benefit

**Fitness Skillastics**<sup>TM</sup> - the game is fun to play. This enjoyment may trigger a positive experience in being physically active. In turn, students may want to continue being physically active on their own time.

PO 2. Describe principles of training and conditioning for specific physical activities

**Basketball and Soccer Skillastics**<sup>TM</sup> - playing these games regularly will help the instructor open up dialog regarding the importance of specific training and conditioning for these activities. **Fitness Skillastics**<sup>TM</sup> - playing this game regularly will help promote total body fitness and help the instructor open up dialog regarding the importance of being totally fit for any physical activity a student decides to be a part of.

### **2PA-E3. Describe physiological indicators of exercise during and after physical activity**

**(Grades 4-5)**

PO 1. Demonstrate ability to calculate heart rate

**Fitness Skillastics**<sup>TM</sup> - the instructor can take the opportunity to tell the students to feel the difference in their heart rate before, during, and after they play the

game. The game is played at a moderate to vigorous level which will give the children a noticeable change in heart rate making the feeling easier to describe.

PO 2. Monitor intensity of exercise

**Fitness Skillastics**<sup>TM</sup> - the game is played at a moderate to vigorous level. The instructor can use the game as a teaching tool to have the students practice measuring their heart rate before, during, and after physical activity. Heart rate monitors can be used to mix technology with playing the game.

### **(Grades 6-8)**

PO 1. Demonstrate ability to calculate resting and target heart rate

**Fitness Skillastics**<sup>TM</sup> - Heart rate monitors can be used to mix technology with playing the game. Heart rate can also be calculated before, during and after the game without a heart rate monitor.

PO 2. Maintain a record of moderate to vigorous physical activity

**Fitness Skillastics**<sup>TM</sup> - A fitness activity log can be collected and recorded while playing the game for an extended period of time. The game includes the different levels of repetitions, which allow for students to increase their endurance over time.

PO 3. Monitor heart rate before, during and after vigorous physical activity

**Fitness Skillastics**<sup>TM</sup> - At the highest of repetitions stated on the mat, student's will maintain a vigorous amount of physical activity, which allows the opportunity to monitor heart rate before, during and after the activity.

### **2PA-E4. Explain the concept of target zones for health-related physical fitness**

### **(Grades 4-8)**

PO 1. Same as concept

**Fitness Skillastics**<sup>TM</sup> - Playing the game at moderate to vigorous physical activity allows the instructor the opportunity to explain the concept of target zones and how it is related to health-related physical fitness.

### **Standard 3 – Students exhibit a physically active lifestyle**

#### **READINESS (Kindergarten)**

### **3PA-R1. Engage in moderate to vigorous physical activity**

PO 1. Participate regularly in moderate to vigorous physical activity

**Halfpint Skillastics**<sup>TM</sup> - the game moves quickly with continuous movement. The time period can be increased to any length appropriate for the endurance level

of children playing. Moderate to vigorous physical activity will be achieved with participation in this game.

- PO 2. Participate in gross motor activity of a moderate to vigorous nature  
**Halfpint Skillastics**<sup>TM</sup> - the game has a variety of gross motor activities of a moderate to vigorous nature. The intensity is determined by the amount a repetitions each activity is demonstrated and/or the length and rhythm of music played while the students are playing the game.

**3PA-R2. Select and participate in activities that require some physical exertion during personal choice time**

- PO 1. Explain how some physical exertion is good for person well-being  
**Halfpint Skillastics**<sup>TM</sup> - the game is simple and fun to play. A child will tell the instructor that they like to play the game, identifying that it is enjoyable. The instructor can ask the child what activities are easy to do and which are difficult, using this teaching moment to talk about how difficult skills are challenging, but get easier with practice.

- PO 2. Participate in a wide variety of activities outside of physical education class  
**Halfpint Skillastics**<sup>TM</sup> - the game is an enjoyable physical fitness activity. Children may remember this enjoyment and apply it to the possibility of during additional physical activity outside of physical education class.

**3PA-R3. Identify likes and dislikes connected with participation in physical activity**

- PO 1. Explain how exercise is good for one's health  
**Halfpint Skillastics**<sup>TM</sup> - includes 36 fitness activities that give the instructor the opportunity to explain the benefits of these activities and how these benefits improves one's health.

**FOUNDATIONS (Grades 1-3)**

**3PA-F1. Select and participate regularly in physical education activities for the purpose of improving skill and health**

- PO 1. Participate regularly in physical activity for the purpose of improving skill and performance.  
**Fitness Skillastics**<sup>TM</sup> - playing the game is fun. Students may become motivated by this positive experience and apply these activities to improving additional physical activity skills.
- PO 2. Participate regularly in physical activity for the purpose of developing a healthy lifestyle

**Fitness Skillastics**<sup>TM</sup> - the game is a fun way to participate in fitness activities at each individual's own ability level, challenging them over time to increase their endurance with different repetition levels. This increase in endurance makes a child feel better, which gives an instructor the opportunity to explain that doing these activities on a regular basis will help in developing a healthy lifestyle.

**3PA-F2. Identify the benefits derived from regular physical activity**

PO 1. Describe health benefits that result from regular and appropriate participation in physical activity

**Fitness Skillastics**<sup>TM</sup> - participating in the game allows the instructor to engage in dialog that includes how your body benefits from regular participation in physical activity.

PO 2. Identify benefits of at least one activity they regularly participate in.

N/A

**3PA-F3. Identify several moderate to vigorous physical activities that provide personal pleasure**

PO 1. Same as concept

**Fitness Skillastics**<sup>TM</sup> - Students may choose one or many of the activities that are included in the game, or may choose to pick activities that are not included.

**ESSENTIALS (Grades 4-8)**

**3PA-E1. Participate regularly in health-enhancing physical activities to accomplish personal health goals**

**(Grades 4-5)**

PO 1. Participate regularly in a physical activity that develops a healthy lifestyle

N/A

PO 2. Describe health benefits that result from regular and appropriate participation in physical activity

**Fitness Skillastics**<sup>TM</sup> - After students have played the game it may help give them an idea for a personal fitness goal they need to work on outside of school.

**(Grades 6-8)**

PO 1. Participate in an individualized physical activity program designed with the help of the teacher

N/A

- PO 2. List long-term physiological, psychological, and cultural benefits that may result from regular participation in physical activity  
**Fitness Skillastics**<sup>TM</sup> - playing the game will help develop whole body strength and fitness. The game is fun to play. Students can identify this game as an enjoyable activity to help improve their fitness level and understand why this is so important for life-long health and wellness.

**3PA-E2. Participate in a variety of physical activities of personal interest**

**(Grades 4-5)**

- PO 1. Identify at least one enjoyable activity he/she participates in daily.  
**Fitness Skillastics**<sup>TM</sup> - the game has 26 activities. Students could use any of these activities, or the game as a whole.
- PO 2. Identify opportunities for more formal participation in physical activities in the community  
**Fitness Skillastics**<sup>TM</sup> - participating in the game will plant that positive seed into being physically active, which in turn may move students to participate in physical activities in the community.
- PO 3. Design games, gymnastics, and dance sequences based on personal interests  
**Fitness Skillastics**<sup>TM</sup> - playing this game may help students get an idea for developing their own game.

**(Grades 6-8)**

- PO 1. Participate in activities both in and out of school based on individual interests and capabilities  
**Fitness Skillastics**<sup>TM</sup> - playing the game on a regular basis the student may begin to feel the benefits of long-term participation in regular physical activity, leading to the ability to understand the importance of participating in physical activities outside of school.
- PO 2. Design a program to improve skills in a favorite activity  
N/A

**Standard 4 – Students achieve and maintain a health-enhancing level of physical fitness**

**READINESS (Kindergarten)**

- 4PA-R1. Sustain moderate to vigorous physical activity for short periods of time**

PO 1. Same as concept

**Halfpint Skillastics™** - the game moves quickly with continuous movement. There are three levels of repetitions that give the instructor the option of doing the movement activities at various amount of time.

**4PA-R2. Identify the physiological signs of moderate physical activity**

PO 1. Recognize that moderate physical activity increases heart rate and breathing  
**Halfpint Skillastics™** - playing the game increases breathing and heart rate, which gives the instructor the perfect opportunity to identify to the students about these changes in the body and why they occur.

**FOUNDATIONS (Grades 1-3)**

**4PA-F1. Accomplish the health-related fitness standards as defined by Fitnessgram**

PO 1. Identify the components of health-related fitness

**Fitness Skillastics™** - the game covers all of these components.

PO 2. Identify and demonstrate several activities related to each component of physical fitness

**Fitness Skillastics™** - There are 26 fitness activities included in the game. The instructor can point out which activity matches each component and why.

**4PA-F2. Participate regularly in physical activity for the purpose of improving physical fitness**

PO 1. Engage in appropriate physical activity that results in the improvement of health-related fitness

**Fitness Skillastics™** - the game can be played over longer periods of time as the students endurance increases, which can lead to the child's ability to explain that they get stronger and healthier the longer they play.

**ESSENTIALS (Grades 4-8)**

**4PA-E1. Accomplish the health-related fitness standards as defined by Fitnessgram**

**(Grades 4-5)**

PO 1. Engage in appropriate activities that result in the development of muscular strength and endurance, flexibility, cardiorespiratory functioning, and proper body composition

**Fitness Skillastics™** - the game works on all fitness components.

**(Grades 6-8)**

PO 1. Correctly demonstrate activities designed to improve and maintain muscular strength and endurance, flexibility, cardiorespiratory functioning, and proper body composition

**Fitness Skillastics**<sup>TM</sup> - the game works on all fitness components and includes an instructional manual that identifies each fitness activity and what muscles groups are used in each activity. Instructors can make copies of these activities to help students understand these concepts, as well as all the other fitness components.

**4PA-E2. Apply basic principals of training to improve or maintain health-related physical fitness**

**(Grades 4-5)**

PO 1. Participate in moderate to vigorous physical activities at least four days per week.  
**Fitness Skillastics**<sup>TM</sup> - the game is played at a moderate to vigorous level, which can be a part of a variety of physical activities that are done each week.

PO 2. Accumulate 30-60 minutes of moderate activity per day at least four days per week

**Fitness Skillastics**<sup>TM</sup> - the game can be an addition to a variety of moderate physical activities that are done each week.

PO 3. Maintain continuous aerobic activity for a specified time and activity

**Fitness Skillastics**<sup>TM</sup> - the time that the game is played can be increased in three different levels of repetitions as the students increase their level of endurance.

PO 4. Demonstrate how to balance food intake with physical activity

N/A

**(Grades 6-8)**

PO 1. Demonstrate proper warm-up and cool-down techniques and the reasons for using them

**Fitness Skillastics**<sup>TM</sup> - the game has 6 stretching activities. The students can use these stretches for cool-down activities with other physical education lessons, which can lead to the ability to explain the elements of cool-down exercises.

PO 2. Engage in physical activity at the target heart rate for a minimum of 10 minutes

**Fitness Skillastics**<sup>TM</sup> - the game is played at a vigorous level when the highest amount of repetitions stated in the game are used.

- PO 3. Calculate heart rate before, during and after vigorous physical activity  
**Fitness Skillastics**<sup>TM</sup> - The instructor can use the game as a teaching tool to have the students practice measuring their heart rate before, during and after physical activity.
- PO 4. Examine the impact of such factors as nutrition, relaxation, stress and substance abuse on the body  
N/A
- PO 5. Incorporate the FITT principles into a regular activity program to improve or maintain fitness  
N/A

**Standard 5 – Students develop self-initiated behaviors that promote personal and social interactions in physical activity setting**

**READINESS (Kindergarten)**

**5PA-R1. Apply, with teacher reinforcement, classroom rules and procedures and safe practices**

- PO 1. Follow identified rules and procedures  
**Halfpint Skillastics**<sup>TM</sup> - is a game with rules. The game teaches the sharing of taking turns, which entails patience.
- PO 2. Work in a group setting without interfering with others  
**Halfpint Skillastics**<sup>TM</sup> - the game practices the use of personal space which can lead to the ability to identify and use the concept independently. When playing, the instructor can teach why personal space is important which can lead to the ability of the students to discuss this concept.
- PO 3. Handle and care for equipment safely and responsibly  
**Halfpint Skillastics**<sup>TM</sup> - the game has two die and 36 activity cards. The instructor can explain to the students why we take care of the equipment and why it's important to do so.

**5PA-R2. Share space and equipment with others**

- PO 1. Take turns using a piece of equipment  
**Halfpint Skillastics**<sup>TM</sup> - taking turns is an important concept of the game that when followed, helps the game run smoothly.
- PO 2. Participate in physical activity, respecting others' personal space  
**Halfpint Skillastics**<sup>TM</sup> - the game encourages the awareness of personal space.

## **FOUNDATIONS (Grades 1-3)**

### **5PA-F1. Follow, with few reminders, activity-specific rules, procedures and etiquette**

- PO 1. Respond positively to an occasional reminder about a rule/infraction  
**Fitness Skillastics**<sup>TM</sup> - the game is played by taking turns with other children. Repeated participation in the game practices the ability to be aware that all players need/want a turn also.
- PO 2. Use expected behaviors in physical activity settings  
**Fitness Skillastics**<sup>TM</sup> - the instructor can observe and note the characteristics of sharing and cooperation they see as students participate in the game. The game teaches the sharing characteristic of turn taking and the cooperation characteristic of being aware of another's need for personal space and the interpersonal skill of learning in a small group setting.

### **5PA-F2. Utilize safety principles in activity situations**

- PO 1. Stop activity immediately at the signal to do so  
**Fitness Skillastics**<sup>TM</sup> - the game has three different levels of repetitions. Students learn to count the amount of repetitions and stop the activity once the repetition amount is achieved. The instructor could easily introduce a simple way of stopping the activity for further instruction.
- PO 2. Demonstrate and use equipment safely and responsibly  
**Fitness Skillastics**<sup>TM</sup> - the game includes 1 large 5' x 7' game mat, 6 mini mats, 6 various colored dice and beanbags. The instructor can emphasize care in handling the equipment so that everyone can enjoy the game for a long time to come.
- PO 3. Use the rules of physical education on the playground  
N/A

### **5PA-F3. Work cooperatively and productively with a partner or small group**

- PO 1. Use respect during all physical activity  
**Fitness Skillastics**<sup>TM</sup> - the game group dynamic will give the children ample opportunity to practice and develop good sportsmanship.
- PO 2. Work cooperatively with another to complete an assigned task  
**Fitness Skillastics**<sup>TM</sup> - the game works on areas of cooperation. The students need to take turns within the group. They need to attend to the mini game mat together to participate in the correct activity.

#### **5PA-F4. Work independently and on-task for short periods of time**

PO 1. Demonstrate specific teacher-directed skills until a signal is given to end task  
N/A

PO 2. Demonstrate the ability to share equipment with other students before repeating a turn

**Fitness Skillastics**<sup>TM</sup> - the game is played within a group setting so that students will have the opportunity to work on taking-turns and patience.

#### **5PA-F5. Interact with peers while participating in group activities**

PO 1. Treat others with respect during physical activity

**Fitness Skillastics**<sup>TM</sup> - the game provides opportunity for peer encouragement within the team they are assigned. There will be different physical ability levels within each team. This will provide the opportunity to practice encouragement, respect, and praise for the teammates different skill levels.

PO 2. Resolve conflicts in socially acceptable ways

**Fitness Skillastics**<sup>TM</sup> - the game is played within the whole group divided up into smaller teams, where they have to work together on agreed-upon goals and resolve any conflicts that may arise.

### **ESSENTIALS (Grades 4-8)**

#### **(Grades 4-5)**

#### **5PA-E1. Explain the influence of peer pressure in physical activity settings**

PO 1. Explain the difference between acts of courage and reckless acts  
N/A

PO 2. Demonstrate responsibility when teaching or learning an activity with a partner or small group.

**Fitness Skillastics**<sup>TM</sup> - students play the game at their own individual ability level, giving them the opportunity to practice accepting responsibility for their own performance without blaming others.

**(Grades 6-8)**

- PO 1. Identify positive and negative peer influence  
**Fitness Skillastics**<sup>TM</sup> - the game is played by the whole group divided up into 6 teams, which will give the students the opportunity to practice positive productive participation in group physical activities, instead of negative behavior.
- PO 2. List positive ways to exert independence  
N/A

**5PA-E2. Identify potential consequences when confronted with a behavior choice**

**(Grades 4-5)**

- PO 1. Act in a safe manner during physical activity  
**Fitness Skillastics**<sup>TM</sup> - students become aware of personal space while participating in each activity. Prior to play, the instructor explains the importance of keeping apart from one another.

**(Grades 6-8)**

- PO 1. Remain on task without close teacher monitoring  
**Fitness Skillastics**<sup>TM</sup> - Once the game is taught, it is student directed, which leaves the instructor to assess each students abilities.
- PO 2. Solve problems by analyzing causes and potential solutions  
**Fitness Skillastics**<sup>TM</sup> - There are tasks included in the manual that ask students to analyze as a group what muscle groups are being used in the activity that they land on. The group has to analyze the activity to determine the answer. The manual also includes flash cards of the proper and common names of the muscle groups. Again, the group has to determine what matches.

**5PA-E3. Cooperate with a group to achieve group goals in competitive as well as cooperative settings**

**(Grades 4-5)**

- PO 1. Work independently and on task for partner, small or large group activities  
**Fitness Skillastics**<sup>TM</sup> - Students work independently in a large amount of small group activities. The game includes 2 partner activities.
- PO 2. Participate in establishing rules and procedures that are safe and effective for specific activities  
N/A

**(Grades 6-8)**

- PO 1. Participate in establishing rules, procedures and etiquette that are safe and effective for specific activity situations  
N/A
- PO 2. Resolve interpersonal conflicts with a sensitivity to rights and feelings of others  
**Fitness Skillastics**<sup>TM</sup> - the game is played by dividing the whole group into smaller teams. The teammates will have varying physical ability levels, which will be an environment that lends to the practice of accommodating individual differences in another child's skills.

**5PA-E4. Identify the social benefits of participation in physical activity**

**(Grades 4-5)**

- PO 1. Explain the difference between compliance and noncompliance of game rules and Demonstrate compliance  
**Fitness Skillastics**<sup>TM</sup> - the game has a certain set of rules to adhere to. The instructor would teach the correct way of playing the game prior to allowing the students to play.
- PO 2. Identify one's own performance problems without blaming others  
**Fitness Skillastics**<sup>TM</sup> - the students play the game with their team and can perform self analyses and observe other student's movement patterns. These observations can help correct errors in movement patterns.

**(Grades 6-8)**

- PO 1. Demonstrate appropriate sportsmanship  
**Fitness Skillastics**<sup>TM</sup> - if the game is played competitively, the children will get to practice winning and losing with dignity and respect.

**Standard 6 – Students demonstrate understanding and respect for differences among people in physical activity settings**

**READINESS (Kindergarten)**

**6PA-R1. Interact positively with students in class regardless of personal differences**

- PO 1. Participate with peers without regard to person differences  
**Halfpint Skillastics**<sup>TM</sup> - when playing the game, children learn the sharing characteristic of taking turns. Children will have various abilities when playing the game. Children will learn that everyone is different and that we need to be

patient to let everyone get the chance to participate, even if some children may be slower than others.

### **6PA-R2. Demonstrate cooperation with others in group tasks**

- PO 1. Demonstrate willingness to participate in all group activities  
**Halfpint Skillastics**<sup>TM</sup> - the game is played as a team. By playing the game, children will learn how you do an activity together as a group before you go on to the next activity.
- PO 2. Explain how sharing with others can lead to positive feelings  
**Halfpint Skillastics**<sup>TM</sup> - when the children are done playing the game the instructor can ask questions to the students about how they feel when they are playing and how they feel when they have finished playing. This can lead to the ability to identify feeling from participation in physical activity.

### **FOUNDATIONS (Grades 1-3)**

#### **6PA-F1. Participate in multi cultural physical activities**

- PO 1. Identify one's own cultural/ethnic roots  
N/A
- PO 2. Apply variations in activities and games enjoyed in classmates' homes and neighborhoods.  
N/A

#### **6PA-F2. Explain the attributes that individuals with differences can bring to group activities**

- PO 1. Display consideration of others' abilities in physical activity settings  
**Fitness Skillastics**<sup>TM</sup> - the game provides opportunities for peer encouragement within the team they are assigned. There will be different individual physical ability levels within each team. This will provide opportunities to practice encouragement, respect, and praise for the teammate's different skill levels.

#### **6PA-F3. Describe differences and similarities among the activities of a variety of national, cultural and ethnic backgrounds.**

- PO 1. Share with peers an activity, dance or game in which he/she has participated with family or friends.  
N/A

## ESSENTIALS (Grades 4-8)

### 6PA-E1. Explain the role of sports, games and dance in modern culture

#### (Grades 4-5)

- PO 1. Explain the validity of games and activities reflecting one's own and others' heritage  
N/A

#### (Grades 6-8)

- PO 1. Explain the role of games, sports and dance in getting to know and understand others of like and different backgrounds  
N/A
- PO 2. Demonstrate an understanding of the ways sports and dance influence American culture  
N/A

### 6PA-E2. Identify behaviors that are supportive and inclusive in physical activity settings

#### (Grades 4-5)

- PO 1. Demonstrate fairness in games and activities  
**Fitness Skillastics™** - the game is played within teams at each individual's own ability level. The students will learn the rules and will get practice in accepting that some players will have higher skill levels than their own. The children will get to observe how their team and other teams work together.
- PO 2. Demonstrate acceptance of the skills and abilities of others through verbal and nonverbal behavior  
**Fitness Skillastics™** - while playing the game students have a place to practice positive reinforcement of the contributions and strengths of their teammates.

#### (Grades 6-8)

- PO 1. Display sensitivity to the feelings of others during interpersonal interaction  
**Fitness Skillastics™** - the game is played by dividing the whole group into smaller teams. The teammates will have varying physical ability levels, which will be an environment that lends to the practice of accommodating individual differences in another child's skills.
- PO 2. Demonstrate cooperation with peers of different gender, race and ethnicity in a Physical activity setting

**Fitness Skillastics**<sup>TM</sup> - the game is played in groups, which forces everyone to work together as a team, no matter what different gender, race and or ethnicity is involved in order to achieve overall team success.

**6PA-E3. Participate in physical activities with others regardless of diversity and ability**

**(Grades 4-5)**

PO 1. Identify the attributes that individual differences can bring to group activities  
**Fitness Skillastics**<sup>TM</sup> - After playing the game presents an excellent opportunity to begin dialog about attributes that individual differences can bring to group activities. Students will have a perfect example from which to draw experiences from by playing the game.

**(Grades 6-8)**

PO 2. Same as concept  
N/A

**Standard 7 – Students develop behavioral skills (self-management skills) essential to maintaining a physically active lifestyle**

**READINESS (Kindergarten)**

**7PA-R1. Engage in physical activities**

PO 1. Explain that activity is good for one's health  
**Halfpint Skillastics**<sup>TM</sup> - the game is simple and fun to play. The instructor can use the game as a teaching moment to talk about personal health and how doing movement activities like one's that are in the game are beneficial to one's health.

PO 2. Identify feeling that result from participation physical activities  
**Halfpint Skillastics**<sup>TM</sup> - the game is fun to play. A child will tell the instructor that they like to play this game, identifying that it is enjoyable. The instructor can ask the child what activities are easy to do and which are difficult, using this teaching moment to talk about how difficult skills are challenging, but will get easier with practice.

PO 3. Participate in a variety of activities that require varying degrees of physical exertion  
**Halfpint Skillastics**<sup>TM</sup> - the game moves quickly with continuous movement. The time period can be increased to any length appropriate for the endurance level of the children playing. Moderate to vigorous physical activity will be achieved with participation in this game.

## **7PA-R2. Try new movement activities and skills**

- PO 1. Participate in a wide variety of physical activities  
**Halfpint Skillastics**<sup>TM</sup> - the game includes 36 movement activities specifically target for this age group and cover all fitness components.

## **FOUNDATIONS (Grades 1-3)**

### **7PA-F1. Practice activities to increase skill and fitness competence**

- PO 1. Select activities that are personally challenging and rewarding  
**Fitness Skillastics**<sup>TM</sup> - after playing the game for awhile, children can begin to choose activities from the game that are the most challenging for them personally. The instructor can make copies of these activities from the instructional manual so that the child can practice those more challenging activities outside of class.
- PO 2. Explain how repeated practice will lead to skill and fitness success.  
**Fitness Skillastics**<sup>TM</sup> - the instructor can ask students what activities are easy to do and which are difficult, using this teaching moment to talk about how difficult skills are challenging, but will get easier with practice.
- PO 3. Explain how gained competence provides increased enjoyment in movement and fitness activities  
**Fitness Skillastics**<sup>TM</sup> - the game is fun to play at any child's ability level. The game challenges students to increase the repetitions of the fitness activities as their endurance increases.

### **7PA-F2. Associate results of fitness testing to personal health status and ability to perform various activities**

- PO 1. Same as concept  
**Fitness Skillastics**<sup>TM</sup> - the game involves constant movement that will increase breathing and heart rate. The game can be used as an option to play to get the students participating in moderate to vigorous activity.

## **ESSENTIALS (Grade 4-8)**

### **7PA-E1. Establish personal physical activity goals**

#### **(Grades 4-5)**

- PO 1. Explain how appropriate practice improves performance  
**Fitness Skillastics**<sup>TM</sup> - the game has physical activities that will help develop the strength needed to perform all of the listed exercises. Student's endurance increases which then allows them to play for longer amounts of time. Playing longer, without feeling tired becomes fun.

- PO 2. Use information from internal (self-evaluation) and external sources to set physical activity goals to improve performances  
**Fitness Skillastics**<sup>TM</sup> - after students play the game, it may help give them the idea for a personal fitness goal they need to work on outside of school. The students will get practice in accepting that some players will have higher skill levels than their own. The children will get to observe how their team and other teams work together.

**(Grades 6-8)**

- PO 1. Establish personal health-related fitness status and develop goals to meet health-related fitness  
**Fitness Skillastics**<sup>TM</sup> - the game has physical activities that work on all fitness components which may help students with ideas for developing their own individual fitness goals.
- PO 2. Participate daily in some sort of physical activity  
**Fitness Skillastics**<sup>TM</sup> - having a positive experience in playing this game may lead students to want to continue being physically active outside of class time.

**7PA-E2. Explore a variety of new physical activities for personal interest**

**(Grades 4-5)**

- PO 1. Identify opportunities for participation in physical activity in school  
N/A

**(Grades 6-8)**

- PO 1. Identify opportunities for participation in physical activity in the community  
**Fitness Skillastics**<sup>TM</sup> - playing the game on a regular basis the student may begin to feel the benefits of long-term participation in regular physical activity, leading to the ability to list the long-term benefits of regular physical activity outside of school.

**7PA-E3. Participate in new and challenging activities**

**(Grades 4-8)**

- PO 1. Participate in a variety of physical activities, both in and out of school, based upon individual interests and capabilities  
**Fitness Skillastics**<sup>TM</sup> - after playing the game students may get ideas to help them develop their own on-going physical fitness plan.



