

SHOELACES

Tying Health and Physical Education to Life

A PUBLICATION OF THE HEALTH AND PHYSICAL EDUCATION DEPARTMENT OF THE CONNECTICUT TECHNICAL HIGH SCHOOL SYSTEM

Connecticut Physical Fitness Assessment



September and October usher in the testing period for the Connecticut Physical Fitness Assessment for all 10th grade students in the Connecticut Technical High School System. This

assessment is an important component of Connecticut's overall educational program goals. The assessment is evidence of a commitment to the physical development of Connecticut's students, as well as a commitment to focusing on new state curriculum framework, Healthy and Balanced Living.

As educators, we recognize that health-related fitness focuses on optimum health and prevents the onset of diseases and problems associated with inactivity, such as, Diabetes Type 2, heart disease, and high cholesterol. Helping students to understand the importance of this test as an indicator of their fitness status will enable you to help

the students develop physical fitness plans to meet their individual needs.

Although only 10th grade students are required to take part in this testing, you may want to consider some of the following ideas being utilized in other school districts in the state to inspire others to be physically fit:

1. Conducting the CT Physical Fitness Assessment with the faculty and staff in your respective school.
2. Manning the fitness rooms as an alternate duty for student access during study hall.
3. Have a Fitness Fact as part of the daily announcements.

Special points of interest:

- **Did you know that the Centers for Disease Control (CDC) estimates that some 300,000 deaths each year are attributed to lack of physical activity and poor eating habits?**
- **Did you know that physical activity decreases with age? 69% of 12-13 year olds are regularly physically active, but the number drops to 38% for youth between ages 18 and 21.**

Source:

<http://www.cdc.gov/communication/tips/inactive.htm>

Fast Health Facts

Looking for ways to bring health related facts about Connecticut youth into your classroom? There are a number of websites available to fit the bill.

The Connecticut Health Policy Project, www.cthealthpolicy.org not only publishes facts

about adults but has youth related facts about Connecticut teenager that would pique the interest of your students.

The Kaiser Family Foundation has a website which, www.statehealthfacts.org, allows users to compare statistics by state as well as individual state health status reports.

Also from the Kaiser Family Foundation is the Global Health Facts website, www.globalhealthfacts.org. This website allows students to compare and explore the health issues of different nations.

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Nutrition Nuggets

The majority of our students have grown up on fast food as contributor to their daily diets. The question becomes how do we help these students understand that this type of food choice is detrimental to their overall health? The short answer is go to the source.

Each fast food restaurant chain is required to post the nutrition facts of the foods on their menu on the restaurant's website or pro-

vide nutrition information upon request. However, one website has consolidated all this information into a web portal—www.nutritiondata.com This would be a great activity to do with students via computers.

One benefit of the site is that it actually shows a visual of the nutrition facts label for the fast food chosen. This feature reinforces students previous knowl-

edge of the nutrition facts label while developing analytical skills through the use of the sites caloric ratio pyramid, nutrient balance indicator and the nutritional target map.



“Even in the face of adversity, physical education teachers must always provide the best possible instruction.”

The National Association for Sport and Physical Education (NASPE) recently published guidelines and strategies for teaching large class sizes in physical education.

NASPE recommends that the size of physical education class be consistent with those other subject areas for safe and effective instruction. Without a doubt,

many physical education teachers face class sizes larger than the recommendations as well multiple classes sharing one activity space. To help, NASPE has a wealth of information on their website (www.naspeinfo.org) to assist teachers and administrators.

Additionally, the following teaching strategies are rec-

ommended:

1. Small group work
2. Cooperative learning
3. Peer teaching/coaching
4. Station work
5. Small-sided games
6. Class projects
7. Individualized instruction
8. Assessment
9. Implement different curriculum models



October Health Observances

October 1-31

National Breast Cancer Awareness Month

For information:

http://www.nbcam.org/about_nbcam.cfm

Healthy Lung Month

For information:

www.lungusa.org

October 16

World Food Day

For information:

www.worldfooddayusa.org

October 20

National Mammography Day

For information:

www.cancer.org

October 16-20

National Health Education Week

For information:

www.nche.org



“It is the responsibility of all citizens to make schools safe and secure.”

M. Jodi Rell,
Governor

Anti-Bullying Day October, 16, 2006

Bullying is a problem that all students face at one time or another during their adolescence. Did you know that as many 160,000 students will stay home today because they are afraid of being bullied at school or on the way to or from school?

Bullying is defined as when a student is "exposed, repeatedly, and over time, to negative actions on the part of one or more other stu-

dents" (Olweus, 1993). Bullying does not discriminate between genders, however, males use more physical forms of aggression while females employ relational aggression methods such as teasing, gossiping, and spreading rumors.

The Honorable M. Jodi Rell, Governor of the State of Connecticut, has proclaimed October 16, 2006, as Anti-Bullying Day in Connecticut. It is believed

that Connecticut may be the first state to issue such a proclamation. This day coincides with America's Safe Schools Week and Connecticut Safe Schools Week. Schools and communities are urged to place a special focus this day on efforts to combat bullying behavior and create safe school environments.

Warning Signs and What You Can Do

Possible warning signs that a child is being bullied:

- Comes to school with torn, damaged, or missing pieces of clothing, books, or other belongings;
- Has unexplained cuts, bruises, and scratches;
- Has few, if any friends, with whom he or she spends time;
- Seems afraid of going to school, walking to and from school, riding the school bus, or taking part in organized activities with peers (such as clubs);
- Has lost interest in school work or suddenly begins to do poorly in school;
- Appears sad, moody, teary, or depressed when he or she comes to class;
- Complains frequently of headaches, stomachaches, or other physical ailments;
- Experiences a loss of ap-

petite; or

- Appears anxious and suffers from low self-esteem.

What adults can do to help bullies and victims of bullies:

- Teach conflict resolution skills. Involve students in developing standards of acceptable behavior for the classroom. Teach and practice social skills, helping students to learn to manage their anger, solve problems, negotiate with their peers, listen actively, communicate effectively, and resolve conflicts. Demonstrate those same conflict resolution skills in your interactions with students, and guide them in applying them to everyday life.
- Create opportunities for adults to spend quality personal time with students. A positive rela-

tionship with an adult who is available to provide support is one of the most critical factors in preventing bullying and school violence.

- Enforce school policies. All staff must firmly and consistently enforce school policies that seek to reduce bullying and the risk of school violence. Do not tolerate bullying, harassment, name-calling, or teasing among students; take immediate action, following your school's established protocol.
- Report threats, crimes, or suspicious activities. All students and staff should be encouraged to promptly report these incidents. Students should be able to share their needs, fears, concerns and anxieties without fear of reprisal.



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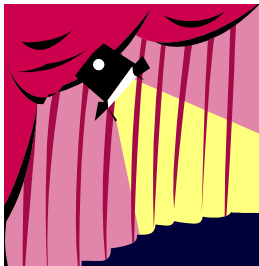
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CT Technical High School System



Kudos to....

Jason Henry (Prince) and Adell Mastro (Bullard Havens) for taking part in the "Tell Me What You See" program. This two part workshop sponsored in part by the CDC, uses art and poetry to teach students about sexually transmitted diseases.

Norm Michaud, Jon Nadeau, and Chris Wethered (Abbott) are sponsoring a contest tied into the CT Physical Fitness Assessment called "Abbott's Fittest Shop." This program encourages student participation as well as instilling pride in their fitness skills and encouraging their peers to succeed.

Health & Physical Education Goals



1. Utilize a whole person approach to curriculum and instructional strategies.
2. Equip students with the skills necessary to make conscious decisions about how to create and maintain a healthy, active lifestyle.
3. Foster an environment which nurtures the diversity of students to apply key concepts and strategies of Health and Physical Education to their own lives.

In the spotlight....

This space will be dedicated to you! Please let me know what is going on in your school.

Let's showcase all the wonderful things that are taking place in our schools around health and physical education.

If you have something you want to highlight, please forward to me, so we can share our successes and creative use of space and time.

References

P. 1—Test Administrator's Manual, The Second Generation Connecticut Physical Fitness Assessment, Connecticut State Department of Education, n.d.

P. 2—National Association for Sport & Physical Education, Teaching Large Class Sizes in Physical Education Guidelines and Strategies, July 2006.

P. 3—www.safeyouth.org

P. 3—Olweus, D. (1993). Bullying at school: What we know and what we can do. Malden, Ma: Blackwell Publishing.