

The Physical Educator

**Health and Physical Education
Department, Freeport Area SD**

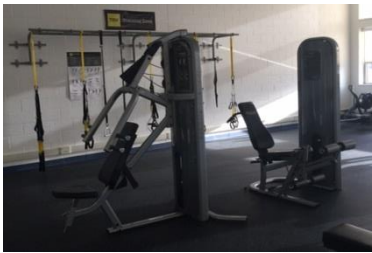
Spring 2016



Integrating Lifelong Fitness into Physical Education

Across the United States, physical educators are integrating fitness into their traditional physical education programs. The middle school physical education teachers are promoting lifelong physical activity by utilizing the new fitness center. Students have the capability to use the new fitness equipment such as TRX suspension trainers, originally developed by Navy SEALs, and medicine balls in combination with weight machines, treadmills, ellipticals, and rowers.

TRX workouts require a suspension trainer that uses gravity and the performers' body weight to implement countless exercises. Sixth, seventh, and eighth graders have performed lower body, upper body, and core exercises, improving their strength, balance, and flexibility. The main benefit of doing a TRX workout is the fact that the student is in control of his or her resistance by adjusting their body position to increase or decrease the challenge of the exercise.



Students also perform various exercises with medicine balls. A Medicine ball is a large and heavy ball that may be thrown, caught, and used for additional weight to challenge the students. The medicine balls have weights varying from four to twelve pounds. The benefit of working with medicine balls are that they can improve speed, explosive power, balance, hand eye coordination, and core stability. A few example exercises are weighted squats, lateral jumps, and medicine ball push – ups.

According to Plato, lack of activity destroys the good condition of every human being, while movement and methodical physical exercise save it and preserve it. The ultimate goal for young students is to find enjoyable physical activities, and continue them throughout their lifetime. With the fitness center and its variety of fitness equipment, we believe our middle school students are heading down the right path toward a long and healthy life.



Buffalo Elementary PE Club

• • •

This is the second year that Buffalo Elementary will have a Physical Education Club. This year, it is open to all of Buffalo's 5th grade students. It was very successful last year with the sixth grade students, and we hope this year has the same turnout! Each Friday starting in March, students will be invited to come to school at 8am for 40 minutes of physical activity. Because of such a big interest, the students will rotate between girls and boys weeks. Students will have a choice of what activities they would like to do. Last year, students rotated through Capture the Flag, Spyderball, Basketball, Soccer, and Hockey. This has proven to be a very enjoyable part of the day and it is a great opportunity for students to start their day off with 30+ minutes of exercise.

South Buffalo Jog-a-thon

Students of South Buffalo Elementary learn throughout the year that aerobic exercise increases the size and strength of the hardest working muscle in your body—your heart. The purpose of the Jog-a-thon is to acclimate students to prolonged endurance exercise that is vital for a healthy heart. It also helps teach students proper pacing required for sustained exercising. Four award levels are given out to all students who are able to *continuously* jog for a minimum required time determined by grade level. If a student stops their jog for any reason, their time ends. The levels in ascending order are bronze, silver, gold, and platinum. A commemorative ribbon will be given to every child who qualifies for an award.

The Blind Side & Maslow's Hierarchy

Abraham Maslow believed that pressing needs in our lives must be met before we focus on other needs, becoming known as his “Hierarchy of Needs.” Tenth grade students

recently studied this, and then related it to the hit movie “The Blind Side.” In the movie, Michael Oher went from a young man just trying to survive, to a man with a new family and community that loved him, a high school diploma, and a scholarship to Ole Miss University. The story is one of a young, virtually homeless African American male who was brought into a wealthy white family’s household, and eventually adopted by them. The family’s love for him helped guide him all the way to the NFL.

As they watched the movie, students were asked to note examples of each stage from Maslow’s Hierarchy. The students did a phenomenal job with this assignment and truly seemed to enjoy the project. Below are a few excellent examples our students came up with for each of the stages.

-Physiological: Michael snuck into a gym to keep warm and find a place to sleep; Michael also washed his clothes by hand because he had no money.

-Safety: The Tuohy family felt protected by Michael (who tested in the 98 percentile for protective instincts); Michael also felt safe.

-Social, Love, and Belongingness: Michael was

adopted by the Tuohy family; Collins Tuohy left her friends in the library to study with her new friend; Michael’s coach stood up for him in his very first game.

-Esteem: Michael began to hold himself accountable for his grades, and his grades greatly improved; He began to do offseason work to become a better football player; Leigh Anne shows a feeling of pure joy because of adopting Michael

-Self-Actualization: Though we cannot read others’ minds, Leigh Anne showed signs of feeling fulfilled at the end of the movie when Michael was dropped off at college; Michael may have felt this way when he went from a high school student with a .6 GPA to a student on the Dean’s List at Ole Miss.

Welcoming Mr. Carr

New to our district and health and physical education department this school year is Mr. Carr. Carr, a native of Penn Hills, brings 12 years teaching experience and 15 years coaching experience to Freeport Area School District. We are proud to welcome Ed Carr to our high school and community.