Student-Friendly National Standards for K-12 Physical Education

Society for Health and Physical Educators – SHAPE America has developed a new classroom tool to help elementary school physical educators launch their students on the path to physical literacy by stating the National Standards for K-12 Physical Education in language that children can understand and relate to.

Student-Friendly National Standards for K-12 Physical Education comes in response to requests from SHAPE America members for a way to help their students understand and use SHAPE America’s National Standards for K-12 Physical Education on a daily basis. Those National Standards are written for physical education specialists as guidelines for developing curricular goals and assessments, and for selecting content and instructional strategies. Practitioners understand the professional language used in the National Standards, but their students don’t always grasp the standards’ meaning easily.

Presented in the form of an engaging wall poster, Student-Friendly National Standards for K-12 Physical Education is written in language that is appropriate for children at the elementary (PreK-Grade 5) level. The poster is designed as a tool for physical educators who want to integrate language from the National Standards into their daily teaching and encourage students to embrace the National Standards as they learn to lead healthy, active lives.

How to Use It

To use the poster, teachers first should familiarize themselves with the meaning and intent of SHAPE America’s National Standards for K-12 Physical Education (SHAPE America, 2013). A full understanding of the standards and their accompanying Grade-Level Outcomes for K-12 Physical Education (SHAPE America, 2013) will enable practitioners to create standards-based curricula designed to help students develop the knowledge, skills and behaviors needed to be considered physically literate individuals.

Appropriate strategies for integrating standards and standards-related language into daily lessons depend on students’ age and developmental levels, so we have provided examples that follow of activities for teachers to use with their students.

Introduce & Interpret

First, it is important for your students to know what standards are and that standards exist for physical education. Introduce the original National Standards gradually and help students interpret what the standards mean by using the Student-Friendly National Standards until
students become familiar with the concepts. By Grade 5, students should recognize language from the original National Standards and demonstrate an understanding of each statement. Here are a few suggestions for introducing and interpreting the National Standards in the elementary physical education classroom.

**One at a Time.** Make one standard the focus for a day, week or month, or for a unit. Introduce all five standards by the end of the school year.

**Verbal Repetition.** Announce one standard during the lesson introduction and repeat it often throughout the class period. State the standard once more before students return to their classroom. Children may repeat the standard (or parts of it) after you, or you can ask them to fill in the blanks. Examples: “I have the _________ to move and play!”; “I have the skills to _________ and _________!”

**Matching Games.** Create games that require students to match a number to the language from a standard. As students learn each standard’s number, you will need only to state a number to refer to a particular standard during instruction.

**Wall High-Five.** As students exit, ask them to slap the poster on the standard(s) that they focused on that day. Place the poster at a level that requires students to jump to high-five the standards.

**Rewards.** Award stars, stickers or other tokens if the class is able to correctly say the number or recite language from the focus standard.

**Review.** During lesson closure or cool-down, talk about the standard’s meaning and relate it to lesson activities. Explain how today’s games and practice activities brought students closer to attaining the standard’s goal.

**Self-Assessment.** Ask students to give themselves a thumbs-up, thumbs-sideways or thumbs-down, depending on whether they made improvements toward the standard’s goal. Do that as a group during lesson closure or cool-down, or have students show their thumbs-up/sideways/down to you individually as they exit the gymnasium.
Student-Friendly National Standards for Physical Education (Cont.)

References


Resources

Society of Health and Physical Educators – SHAPE America
1900 Association Drive, Reston, VA
800-213-7193 www.shapeamerica.org
Every day, your physical education teacher uses the National Standards for K–12 Physical Education to help you become a physically literate person. Being physically literate is a fancy way of saying that you know how to be physically active and that you enjoy being physically active. Learning to be physically literate in physical education class now will help you continue to be healthy and active when you grow up.

Look at the National Standards to help you understand what you are learning in PE.

A physically literate individual:

1. demonstrates competency in a variety of motor skills and movement patterns.
   What this means to me: I have the skills to move and play.

2. applies knowledge of concepts, principles, strategies and tactics related to movement and performance.
   What this means to me: I show that I know how to move and use a plan when I play games.

3. demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.
   What this means to me: I show that I know how to get fit and stay fit.

4. exhibits responsible personal and social behavior that respects self and others.
   What this means to me: I act fairly and respectfully when I play.

5. recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.
   What this means to me: I know why it is important to be physically active.