

## Forward

Air pollution in the San Joaquin Valley affects us all. It is especially harmful to the elderly, people with lung or heart problems, and children whose lungs are still growing. One out of 13 school-age children has asthma or other breathing challenges. The major pollutants that affect our Valley are ground-level ozone and particulate matter. Ground-level ozone can become dangerous during the summer months, while particulate matter is more of a problem during the fall and winter months.

Physical Activity is important even on days with poor outdoor air quality. Without physical activity, a student's chance for good health, well-being, and overall academic and social success will suffer. Daily physical activity provides a simple, effective method of reducing children's risk of developing chronic diseases, while fostering lifelong fitness habits. Our goal is to foster healthy lifestyles by providing ideas for physical activities.

The Active Indoor Recess (A.I.R.) curriculum is dedicated to the physical development and general health of each student. Through the A.I.R. curriculum, children develop healthy fitness habits, a positive attitude towards physical activity, movement control, body management, hand-eye/foot-eye coordination and skills associated with a wide range of physical activities.

At this crucial point in each student's life, activity is essential. And during this healthcare crisis, physical education still needs to be a priority. This curriculum offers teachers ways to put their class in a proactive position. Notes and ideas can be written on the lesson plan to give direction for future modifications and are designed to fit the classroom or a larger space. A warm-up and cool-down, lasting 2 to 3 minutes, should always be included to allow the heart rate to gradually increase in the beginning and gradually decrease at the end.

It is our hope that these options will provide you with some new and different activities to enhance Physical Education programs, while increasing the fun and enjoyment for all involved. The A.I.R. group has taken into consideration state standards when compiling these activities.

The A.I.R. group looks forward to working towards our shared vision of maintaining physical activity in the classroom during periods of poor outdoor air quality. Most of all, it's fun and your students will enjoy the interaction!

Sincerely,

*The Active Indoor Recess group*

# **Characteristics and Interests**

## **Developmental Level I**

### **Kindergarten through Second Grade**

#### **Emphasis**

Kindergarten: How I Move in My Environment  
First Grade: Moving Through Space and Time  
Second Grade: My Partner and I – How We Move in Space

#### **Psychomotor Domain**

Noisy, constantly active, egocentric, exhibitionistic. Want attention.

Large muscles more developed; game skills not developed.

Naturally rhythmic. Hand-eye coordination developing.

May become suddenly tired, but soon recover.

#### **Cognitive Domain**

Short attention span.

Begin to understand the idea of teamwork.

Want to know. Often ask why about movement.

#### **Affective Domain**

No gender differences in interests.

Accept defeat poorly. Like small-group activity.

Can be reckless. Enjoy rough-and-tumble activity.

Love to climb and explore play environments.

# **Program Guidelines**

## **Developmental Level I**

### **Kindergarten through Second Grade**

#### **Psychomotor Domain**

Include vigorous games and stunts, games with individual roles and a few team games or relays.

Challenge with varied movement. Develop specialized skills of throwing, catching, and bouncing balls.

Use music and rhythm with skills. Provide creative rhythms, folk dances, and singing movement songs.

Give attention to posture problems. Provide abdominal strengthening activities.

#### **Cognitive Domain**

Change activity often. Give short explanations.

Provide movement experiences. Insert humor in the teaching process.

Allow children time to be creative. Expect problems.

#### **Affective Domain**

Set up same activities for boys and girls.

Teach taking turns, sharing, and learning to win or lose.

Give frequent praise and encouragement.

Recognize individuals through both verbal and nonverbal means.

Provide play materials, apparatus for strengthening large muscles.

# **Characteristics and Interests**

## **Developmental Level II**

### **Third through Fourth Grade**

#### **Emphasis**

Third Grade: Continuity and Change in Movement

Fourth Grade: Manipulating Objects in and Through Space

#### **Psychomotor Domain**

Capable of rhythmic movement.

Improved hand-eye and perceptual-motor coordination.

More interest in sports.

Developing interest in fitness. Reaction time is slow.

#### **Cognitive Domain**

Still active, but attention span longer. More interest in group play.

Curious to see what they can do. Love to be challenged.

Interest in group activities; ability to plan with others developing.

#### **Affective Domain**

Like physical contact and belligerent games.

Developing more interest in skills. Want to excel.

Becoming more conscious socially.

Like to perform well and be admired for accomplishments.

Gender difference still of little importance.

# **Program Guidelines**

## **Developmental Level II**

### **Third through Fourth Grade**

#### **Psychomotor Domain**

Continue creative rhythms, singing movement songs, and folk dancing.

Give opportunity for manipulating hand apparatus. Provide movement experience and practice perceptual-motor skills.

Begin introductory sport and related skills and simple lead-up activities.

Avoid highly organized ball games that require and place a premium on quickness and accuracy.

#### **Cognitive Domain**

Include active big-muscle program and more group activity. Begin team concept in activity and relays.

Offer challenges involving movement problems and emphasize safety.

Offer group activities and simple dances that involve cooperation.

#### **Affective Domain**

Organize practice in a variety of throwing, catching, and moving skills.

Teach the need to abide by rules and play fairly.

Begin to stress quality. Provide opportunity to achieve.

Avoid separation of genders in any activity.

Provide opportunity for children to learn to accept defeat gracefully.

# **Characteristics and Interests**

## **Developmental Level III**

### **Fifth through Sixth Grade**

#### **Emphasis**

Fifth Grade: Manipulating Objects with Accuracy and Speed

Sixth Grade: Working Cooperatively to Achieve a Common Goal

#### **Psychomotor Domain**

Steady growth. Girls often grow more rapidly than boys.

Muscular coordination and skills improving.

Posture problems may appear.

Girls show signs of maturity; may not wish to participate.

Boys are rougher and stronger.

#### **Cognitive Domain**

Want to know rules of games.

Question the relevance and importance of various activities.

Desire information about the importance of physical fitness.

#### **Affective Domain**

Enjoy team and group activity. Competitive urge strong.

Acceptance of self-responsibility.

Sportsmanship a concern for both teachers and students.

Peer group important. Want to be part of the gang.

# **Program Guidelines**

## **Developmental Level III**

### **Fifth through Sixth Grade**

#### **Psychomotor Domain**

Continue vigorous program to enhance physical development.

Continue emphasis on teaching skills through drills, lead-up games, and free practice periods. Emphasize correct form.

Offer flexible standards so all find success. In team activities, match teams evenly so individual skill levels are less apparent.

Keep genders together for skill development but separate for competition in certain rougher activities.

#### **Cognitive Domain**

Include instruction on rules, regulations, and traditions.

Emphasize strategy, as opposed to merely performing a skill.

Explain regularly the reasons for performing activities and learning various skills.

#### **Affective Domain**

Include many team games, relays, and combatives.

Offer co-educational activities with emphasis on individual differences.

Provide leadership and non-leader opportunities on a regular basis.

Include fitness and skill surveys both to motivate & to check progress.

Establish & enforce fair rules. Stress group cooperation in play.