

Presentation
Legislative Education Study Committee
November 18, 2016

Issues to be addressed

- Impact of obesity on learning and health
- Role of physical education in dampening the negative outcomes from obesity and support of all children in learning and living a healthy life

Definition of Quality Physical Education and types of movements

Emphasize knowledge and skills for a lifetime of physical activity

- Provide many different physical activity choices
- Meet needs of **ALL** students
- Develop students' self-confidence and eliminate practices that humiliate students
- Promote physical activity outside of school
- Teach self-management skills, such as goal-setting and self-monitoring
- Keep students active and most of the time
- Be an enjoyable experience for every student

Outline of the Presentations

Susan Scott, MD, JD, - sscott@salud.unm.edu, cell (505) 259-3489

Introduction-explosive expansion of obesity and the role of physical education to attenuate the negative effect of obesity as well as increase health of all children
Medical- positive impact of exercise on memory in all children and adults combined with an increase risk of memory problems in children with obesity.

Legal-In legislation, states often substitute movement such as band, football, recess for physical education but none of these are appropriate replacements for both the diversity of movement with physical education combined with learning health issues as related to movement.

Ann Paulls, NBCT Physical Education Teacher, Wherry Elementary School;
SHAPE New Mexico Executive Director E-mail: paulls@aps.edu Cell: (505) 450-4569

There are five National Standards for K-12 Physical Education (SHAPE America, 2014) to guide what and when students should learn and acquire necessary skills and concepts:

Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns

Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.

Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

Standard 4: The physically literate individual exhibits responsible personal and social behavior that respects self and others.

Standard 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

Bette Castoria, Certified Power Brain Education (BE) Trainer.

Ms. Castoria has taught Brain Education for over 8 years, through the Body & Brain Yoga Centers in Albuquerque, community outreach, and in schools. She has been one of the main trainers for the successful 3 month pilot project to introduce BE to 70 middle school students at the Zuni Pueblo. She has trained over 50 teachers in the Santa Fe public school system to implement BE practices in their classrooms.