Natick Public Schools
Physical Education, Health & Wellness
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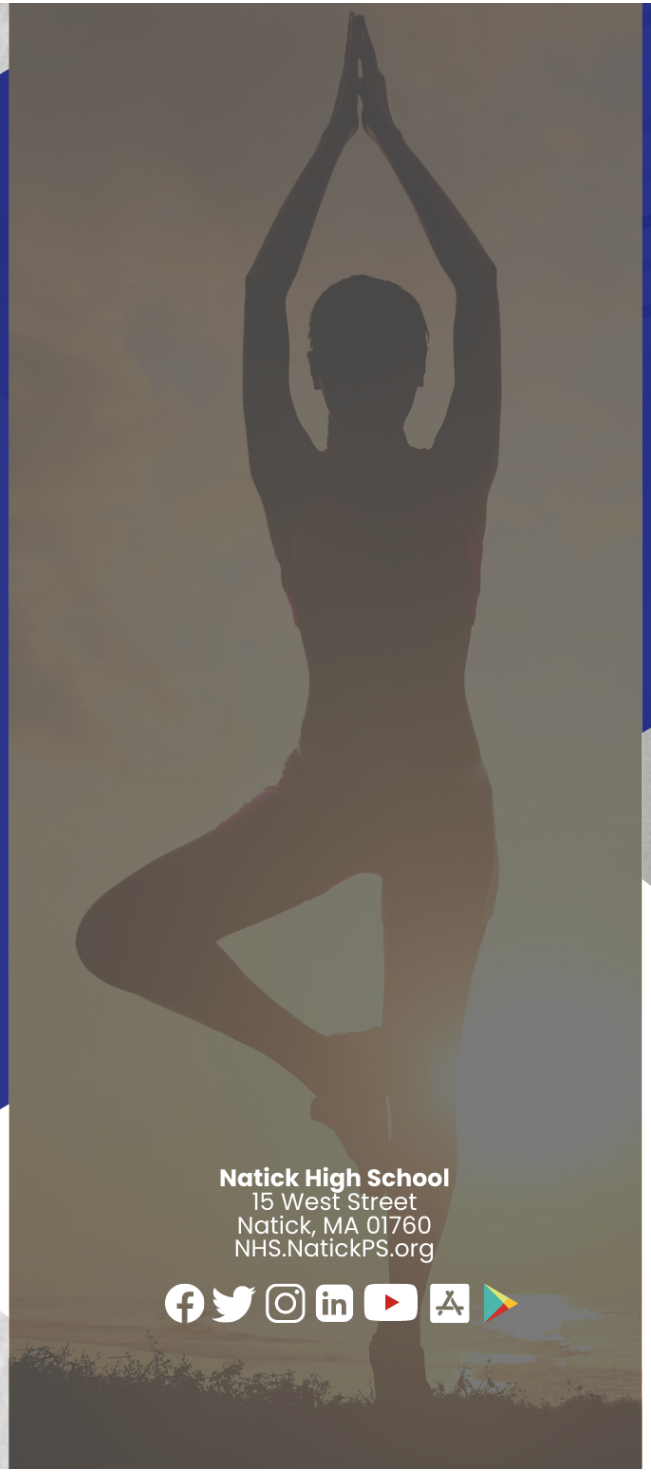
Physical education's goal is to encourage students to develop an individual optimum level of physical fitness, acquire knowledge of health-related fitness concepts, and understand the significance of lifestyle choices on one's health and fitness. Through multiple fitness experiences, students will become more responsible for and develop an appreciation of lifelong fitness strategies. The health education program takes a proactive approach to learning some of the most controversial and difficult topics in modern society.



Natick High School
15 West Street
Natick, MA 01760
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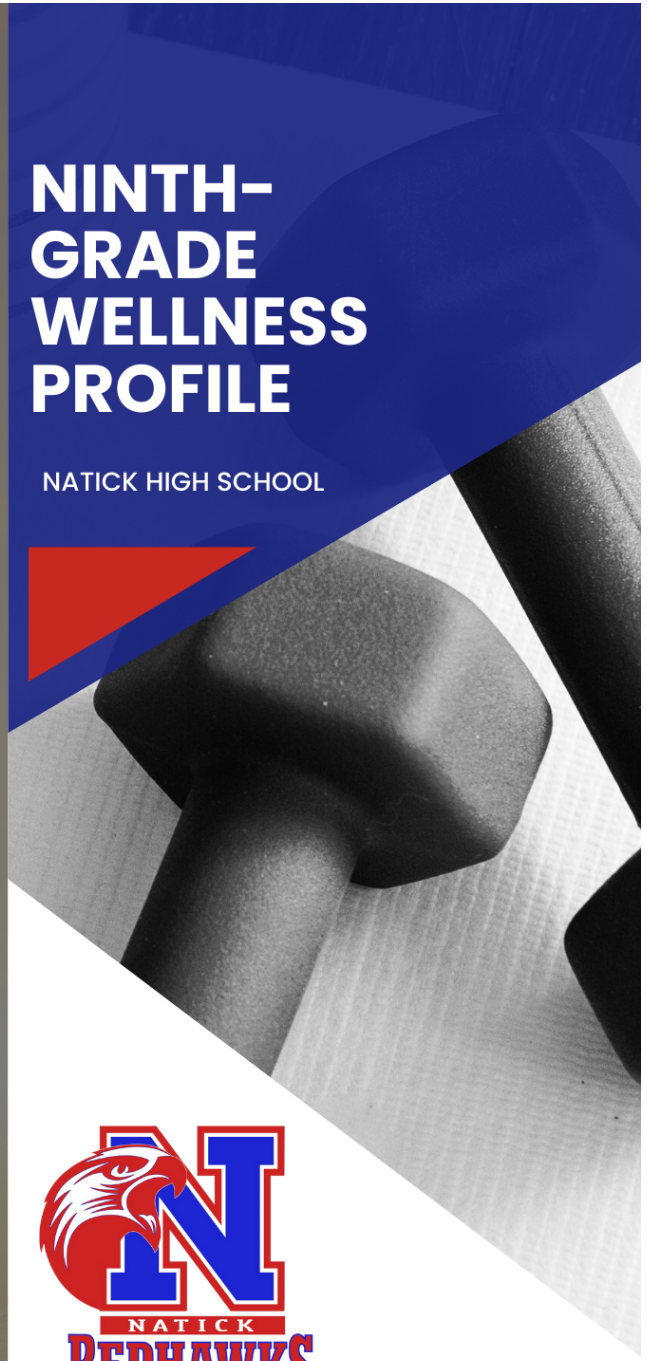
NINTH-GRADE WELLNESS PROFILE

NATICK HIGH SCHOOL



NATICK REDHAWKS

PROGRAM GOALS

Understand the five health-related components of fitness and how they benefit the overall quality of life.

- Cardiovascular endurance
- Muscular strength
- Muscular endurance
- Body composition
- Flexibility

Within the five health-related components of fitness, students can expand the benefits of cardiovascular endurance.

Have a general understanding of the major muscles in the body.

FITNESS GOAL SETTING

Students can write goals and develop plans to improve one or multiple areas of health-related fitness. We use the SMART goal format.

PRINCIPLES FOR BETTER SLEEP

- **Create a nightly routine**
- **No caffeine / limit caffeine after noon**
- **Limit liquids two hours prior to going to sleep**
- **Limit technology use 30-60 minutes prior to going to sleep**
- **Do not sleep with a phone. If you use your phone as your alarm, set it to airplane mode at bedtime.**
- **Room temperature should be around 62 - 68 degrees**
- **Limit distractions - complete darkness and silence**
- **Wake up / go to bed around the same time everyday (within 1 hour), including weekends**
- **Track the quality of sleep and the quantity of sleep**
- **Have a single alarm if need, none if possible**
- **Quality mattress, pillow, and blanket**

EXERCISE RECOMMENDATIONS

Aerobic

- Most of the 60 minutes or more per day should be moderate or vigorous-intensity aerobic physical activity and include vigorous-intensity physical activity for at least three days a week.

Muscle Strengthening

- As part of their 60 minutes or more of daily physical activity, children and adolescents should include muscle-strengthening physical activity at least three days a week.

Bone Strengthening

- As part of their 60 minutes or more of daily physical activity, children and adolescents should include bone-strengthening physical activity at least three days a week.

Exercise recommendations provided by the US Department of Health and Human Services; Physical Activity Guidelines for Americans, 2nd edition. Washington, DC; 2018.

FITNESS GOAL SETTING

Students have an understanding of functional fitness movements.

- Explain why functional fitness movements are vital and can perform correctly.
- Explain the six essential nutrients and why it is important to ensure they are part of the students' nutrition profile.
- Create SMART goals and create a personal fitness plan to achieve these goals. We use pre- and post-tests to measure progress.

EXERCISE RECOMMENDATIONS

Aerobic

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Muscle Strengthening

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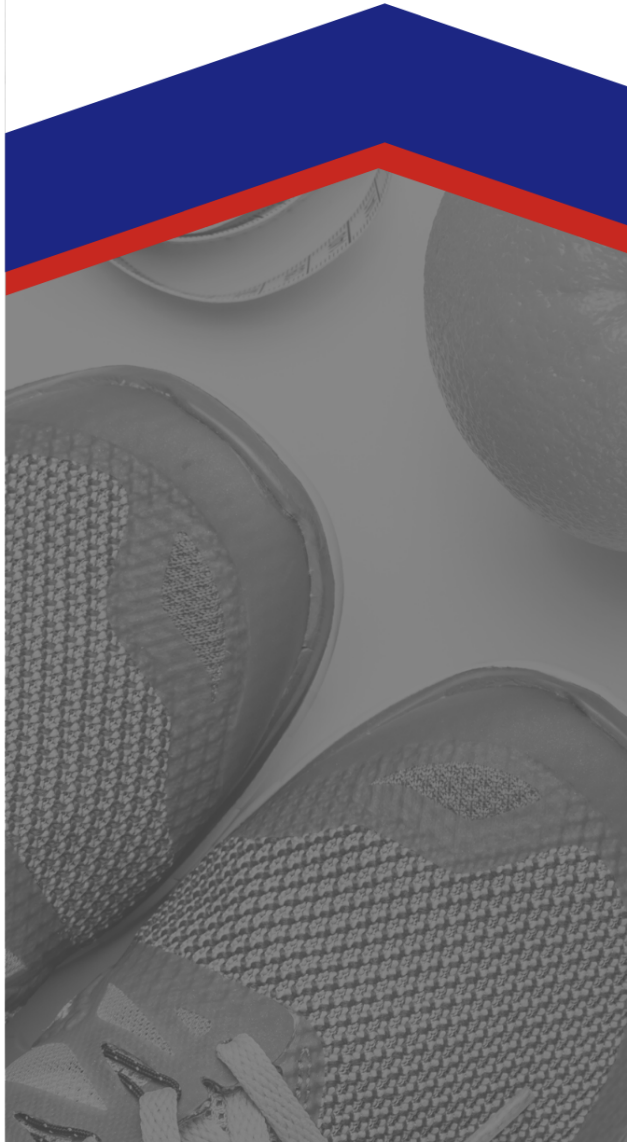
TENTH-GRADE WELLNESS PROFILE

NATICK HIGH SCHOOL



TENTH GRADE HEALTH EDUCATION

Comprehending Concepts

Students *build* on the idea that knowledge is power by helping to comprehend key concepts related to health promotion and disease prevention. Lessons focus on those concepts essential to the practice of healthy behaviors; including sexually transmitted disease (STD) prevention, addiction prevention, mental and emotional health awareness, and the importance of healthy relationships and violence prevention.

Analyzing Influences

Students *analyze* the influence of family, peers, culture, media, technology, and other factors on health behaviors such as substance use and abuse, relationships and sexual health, and mental and emotional health.

Accessing Resources

Within the different content areas (substance abuse, healthy relationships and human reproduction, mental and emotional health), students research, gather and assess health information and apply it to their personal lives.

Interpersonal Communication

The *curriculum* offers numerous opportunities for students to learn and practice interpersonal communication skills to enhance health and avoid or reduce risk behaviors. Activities are designed to strengthen the social and communication skills research has shown to be effective in negotiating personal health. Students learn to communicate effectively with family and peers, resolve conflicts, resist pressure to participate in risky behaviors, and ask for help when they need it.

Decision Making

Students explore lessons that empower them to make healthy choices. Decision-making is taught using developmentally appropriate models. Activities help students understand the decision-making process and how it can be applied to enhance health and safety. They gain practice in applying decision-making steps to relevant sample situations and their own lives.

Practicing Health-Enhancing Behaviors

Students apply the knowledge and skills they are learning and take action to establish healthy behaviors. They are empowered to take responsibility for their health choices and develop and implement plans for maintaining or improving their health. They monitor their actions, make adjustments and get help when needed to maintain their healthy behaviors.

Advocacy

Students have many opportunities to advocate for personal, family, and community health. Activities in which students share the knowledge and skills they've gained to help promote the health of their peers, families, and communities are a primary focus of the curriculum. Students demonstrate the learned advocacy skills through project-based learning.

11th & 12th-GRADE WELLNESS PROFILE

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Program Goals

Students leave the Natick Wellness Program with a foundational knowledge of the theory behind exercise, why it's important, and how it relates to lifelong wellness long after sports/athletics have finished. We provide the theory in grades 9-10 and opportunities to explore interests in grades 11-12. The hope is students leave Natick with the knowledge of why exercise is vital, how to train safely and effectively, and a few options they have found in which they truly enjoy the experience.

Course Offerings

Students have the opportunity to choose from a variety of wellness course selections:

- Pilates, yoga and mindfulness (PYM)
- Intro to strength training
- Team sports
- Recreational activities
- Spinergy (spinning)
- Brazilian Jiu-Jitsu and wrestling
- Personal fitness
- Intro to athletic training
- Advanced strength training

Health Education

- **Analyzing Influences**: Students analyze the influence of family, peers, culture, media and other factors on health behaviors. They do this through conversations about substance use prevention, health relationships, consumer products, social media, and self-esteem.
- **Healthy Consumer**: Students demonstrate the ability to access valid information, products, and services to enhance health. We incorporate these skills in our growth and development, substance use prevention, nutrition, and mental health topics.
- **Decision-Making Skills**: Students learn how to navigate making decisions to better their health. They do this in a number of ways - through health relationships, goal setting, self esteem, substance use prevention, self-management, and coping strategies for mental/emotional health.
- **Interpersonal Skills**: Students use their interpersonal skills to navigate relationships in their life and to communicate effectively. They do this with healthy relationships, accessing resources, mental and emotional health, digital citizenship, and communicating with peers.
- **Advocacy**: Students demonstrate the ability to advocate for personal, family, and community health. They advocate for behaviors that promote dignity and respect for all individuals. We focus on this in regards to refusal skills and self-management.
- **Health Enhancing Behaviors**: In class, we discuss decisions that impact our health in a positive way. Students learn how to choose behaviors that enhance their health lives and ways to cultivate that to live a healthier life.

Optimal Sleep

- 6-12 year-olds should get 9-12 hours of sleep
- 13-18 year-olds should get 8-10 hours of sleep
- Recommendations:
  - Stick to a consistent sleep schedule
  - Limiting light exposure and technology use in the evenings ("media curfew", limit where they use it i.e. not their bedroom)
  - Make the bedroom quiet, dark, relaxing, and a comfortable temperature
  - Avoid large meals and caffeine before bedtime
  - Exercise daily

Physical Activity

- The CDC recommends school-aged children and adolescents ages 6 through 17 years should do 60 minutes (1 hour) or more of moderate-to-vigorous intensity physical activity each day.
  - This includes daily aerobics and activities that strengthen bones (like running or jumping), three days each week.
  - This also includes activity that build muscles (like climbing or doing push-ups), three days each week.

Self Care & Advocacy

- **Nurture your social support system.** Most of us agree it is critical to have people in our lives who care about us and are there through the good times and the bad. Our social support system are friends, family, peers, and trusted adults we turn to when we need help. Think about how you can maintain your current relationships, build new ones, and perhaps even prune out damaging relationships.
- **Honor your emotional needs.** Self-care activities are simple: Be good to yourself. Do things you like that keep you happy. Know when you need to take time out or be near other people. Get in the habit of staying in tune with your emotions.
- **Manage stress.** Know your key stressors and how best to cope with or neutralize them.
- **Love yourself.** Work on cultivating a positive self-image and high self-esteem.
- **Come up with a self-care plan.** Research self-care plans/ideas.
- **Get counseling.** If you're uncertain how to proceed and feel constantly overwhelmed, try talking to a school counselor or social worker.

NATICK

MIDDLE SCHOOL WELLNESS PROFILE

Our goal is to develop physically literate students who know skills (both physical and socio-emotional) and have the confidence to enjoy a lifetime of physical activity. High-quality physical education helps improve physical competencies, health-related fitness, and cognitive abilities. By the end of Grade 8, learners apply tactics and strategies to:

- modified gameplay (creating space, defending, offense strategies, etc.),
- demonstrate fundamental movement skills in various contexts (ex. dance and creative movement, throwing, catching, passing, volleying, change of direction, weight transfer, etc.),
- design and implement a health-enhancing fitness program,
- participate in self-selected physical activity cooperate with and encourage classmates,
- accept individual differences and demonstrate inclusive behaviors, and engage in physical activity for enjoyment and self-expression.

By the end of 8th grade, all students will have the knowledge and skills to exercise in their heart rate training zone. Students know how to manually take their heart rate and understand the varied intensity zones for cardiovascular health. In grades 6-8, students are additionally introduced to heart rate training technology, using devices designed to track and assess students' heart rate during physical activity. These devices are tailored to each student's fitness levels and encourage appropriate physical effort to give immediate feedback on the student's time in their target heart rate zone.

Technology

For children 10 and up, establish consistent limits on the time spent using media and the types of media.

Here are some pointers to keep in mind as you establish your guidelines for safe, satisfying technology use.

Keep Modeling Good Tech Behavior

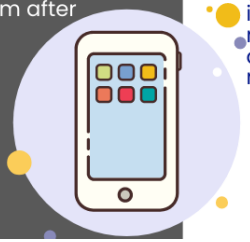
It's easy to let things slide once you are older and have your own devices, but remember that the old rules still apply. Use your phone at appropriate times, set a good example, and be aware of your surroundings while using technology. This shows them that you care and are interested. Even as you get older, socialization other than technology-based is crucial for mental and cognitive development, and engaging with family and peers verbally and personally is a vital aspect of family and friend development.

Encourage Privacy

Once kids turn 13, they are allowed to get an account on Facebook and most other social media websites and apps (some kids cheat and get them earlier). Whatever age your family decides is appropriate for social media, make sure that you are very careful about privacy. Research privacy settings and make sure you understand when something is public or private — or somewhere in the middle — and how that should affect what you post. As a general rule, you shouldn't share anything online that you wouldn't be comfortable with the entire world reading.

Protect Bedtime

Studies show that using digital media at night can interfere with sleep quality. Consider restricting the use of phones, tablets, and computers for at least 30 minutes before bed. Think twice about using those devices in your bedroom after lights out.



Yes to Friending, No to Spying

If you are on social media, developmental psychologist Donna Wick, EdD, of Mind to Mind Parent, recommends your parents follow or friend you and monitor your page. But she advises against going through your text messages unless there is cause for concern: "If you have a reason to be worried, then okay, but it better be a good reason," she says. "I see parents who are just plain old spying on their kids. Parents should begin by trusting their children. To not even give your kid the benefit of the doubt is incredibly damaging to the relationship. You have to feel like your parents think you're a good kid."

Make it Clear That Inappropriate Pictures are a Bad Idea (and Explain Why)

You may think sharing and accepting photos is a way to build trust, but it can do the opposite just as easily. Through social media you might trust someone with photos, but in turn this person may trust a close friend and so on. You may also trust this person to delete the photos, but they don't and instead the pictures get into the wrong hands. Once pictures are out there, they can damage future relationships and job prospects, not to mention become the talk of the school. Make appropriate decisions when sending and accepting photos with friends and remember your decisions can affect multiple people.

Texting Can be Tricky

t's easy for people to misinterpret messages when they aren't hearing the tone of your voice or seeing the expression on your face. Jokes, in particular, might seem mean. To guard against misunderstandings and hurt feelings, it's always a good idea to make it clear when you're joking.

Foster Real-Life Relationships

etimes it can be difficult to connect with peers. You may like to spend more time online than playing or talking with friends in real life. But digital friendships aren't a replacement for the real thing. Work on developing social skills and nurture your real-life relationships.

Nutrition

Healthy eating is important at every age. Eat various fruits, vegetables, grains, protein foods, and dairy or fortified soy alternatives. When deciding what to eat or drink, choose options full of nutrients and limited in added sugars, saturated fat, and sodium. Start with these tips:

Learn What You Need

Do you know what foods and what amounts are best for YOU? Get your own personalized MyPlate Plan at https://www.myplate.gov/myplate-plan.

Eat a Variety of Foods

Make choices from all food groups – fruits, vegetables, grains, protein foods, dairy, and fortified soy alternatives – everyday. Each group provides different nutrients, and we need all of them.

Be Active

Squeeze in physical activity between homework, going out, and other activities. Walk the dog, ride your bike with a friend, or do an online workout.

Keep Water Handy

Water is a better option than most drink choices. Keep a reusable water bottle in your bag and skip the sugary sodas, fruit drinks, and energy and sports drinks.

Build Strong Bones

Get the calcium and vitamin D your growing bones need! Choose fat-free or low-fat dairy milk, soy milk, and yogurt. You can get vitamin D from sunshine, too!

Get Active in the Kitchen

Learn how to make a few dishes. Include extra fruits and vegetables for added flavor and nutrients. For recipes, visit https://www.myplate.gov/myplate-kitchen.

Additional Resources

Self care-10 tips to get you started-article
Serious about self care
11 self care tips for teens/young adults
Are you practicing self care?

Recommendations for Sleep

- Kindergarten (5/6-year-olds) students should be getting 10-13 hours of sleep (including naps if they need them throughout the day).
- 1st graders - 4th graders (6-11 years old) should be getting 9-12 hours of sleep.
- Stick to a consistent sleep schedule.

ROUTINES

- Limiting light exposure and technology use in the evenings ("media curfew," limit where they use it, i.e., not their bedroom)
- Make sure their bedroom is quiet, dark, relaxing, and of a comfortable temperature.
- Avoid large meals and caffeine before bedtime.
- Get exercise during the day.

Recommendations for Nutrition

Fueling our bodies is vital physically, mentally, and emotionally. Healthy eating is important at every age. Eating fruits, vegetables, grains, protein foods, and dairy or fortified soy alternatives. When deciding what to eat or drink, choose options that are FULL of nutrients and limited in added sugars, saturated fat, and sodium.

Tips to follow: Planning is KEY!

- Learn what YOU need: Do you know what foods and what amounts are best for YOU? Get your own personalized MyPlate Plan.
- Eat a variety of foods: Make choices from all food groups – fruits, vegetables, grains, protein foods, and dairy and fortified soy alternatives – every day. Each group provides you with different nutrients, and you need all of them.
- Be active: Squeeze in some physical activity between homework, going out, and other activities. Walk the dog, ride your bike with a friend, or do an online workout.
- Keep water handy: Water is a better option than most drink choices. Keep a reusable water bottle in your bag. Try to avoid the sugary sodas, fruit drinks, and energy and sports drinks.
- Build strong bones: Get the calcium and vitamin D that your growing bones need! Choose fat-free or low-fat dairy milk, soy milk, and yogurt. You can get vitamin D from sunshine, too!
- Get active in the kitchen.

Learn how to make a few dishes. Include extra fruits and vegetables for added flavor and nutrients. For recipes, visit the MyPlate Kitchen website at https://www.myplate.gov/myplate-kitchen.

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NATICK PUBLIC SCHOOLS

Elementary Wellness Profile

Recommendations for Physical Activity

- The CDC recommends school-aged children and adolescents ages 6 through 17 years should do 60 minutes (1 hour) or more of moderate-to-vigorous intensity physical activity each day.
  - This includes daily aerobics and activities that strengthen bones (like running or jumping), three days each week.
  - This also includes activity that build muscles (like climbing or doing push-ups), three days each week.
- Students know the benefits of physical fitness to good health and increased active lifestyle and identify major behaviors that contribute to wellness, including exercise, nutrition, hygiene, rest, and recreation.
- The following strands contribute to the physical health and well-being of the child.
- At the elementary level we strive to have all children active, involved, learning, and having fun! We are aware that children are at different developmental levels, various needs and interests. For this reason, in every class, the children are provided with an opportunity to work at their own pace, lending individual support where needed. The listed concepts and skills are important stands each student will be able to achieve and understand how to maintain to continue their fitness journey beyond elementary school.

Recommendations for Social-Emotional Learning

Physical education embodies the whole child. By the end of fourth grade they are aware and able to demonstrate skills like teamwork, responsibility, cooperation, problem solving, being leaders and role models, having a growth mindset and life lessons that sometimes we take for granted daily. We focus a lot of our lessons on perseverance, grit, and resiliency.

In elementary school, the physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance. When they move onto middle school, they have these skills and recommendations to help achieve and maintain a healthy lifestyle.

- Self-Management: The ability to successfully regulate one's emotions, thoughts and behaviors in different situations — effectively managing stress, controlling impulses, and motivating oneself. The ability to set and work toward personal and academic goals.
- Responsible decision-making: The ability to make constructive choices about personal behavior and social interactions based on ethical standards, safety concerns and social norms. The realistic evaluation of consequences of various actions and a consideration of the well-being of oneself and others.
- Analyzes the situation and makes adjustments to ensure the safety of self and others.
- Able to recognize the type of throw, volley or striking action needed for different games and sports situations.
- Identifies positive and negative results of stress and appropriate ways of dealing with each.
- Practices strategies for dealing with stress, such as deep breathing, guided visualization and aerobic exercise.
- Demonstrates basic movements used in other stress-reducing activities such as yoga-mindfulness.
- Identifies stress-management strategies (e.g., mental imagery, relaxation techniques, deep breathing, aerobic exercise, meditation) to reduce stress.
- Applies stress-management strategies (e.g., mental imagery, relaxation techniques, deep breathing, aerobic exercise, meditation) to reduce stress.
- Engages actively in the activities of physical education class without teacher prompting.
- Participates in self-selected physical activity outside of physical education class.
- Participates in a physical activity two times a week outside of physical education class.
- Participates in a physical activity three times a week outside of physical education class.
- Participates several times a week in a self-selected lifetime activity, dance or fitness activity outside of the school day.

Physical Activity Concepts & Skills

Movement Concepts & Skills
- An exploration of how and where the body moves relative to space and other people.

Locomotor Concepts & Skills
- Children learn various ways to move from one place to another, like skipping, running, hopping, etc.

Fitness Concepts & Skills
- Children learn about the four concepts of muscular strength, muscular endurance, cardiovascular fitness, and flexibility and how they apply to everyday movements.

Manipulative Concepts & Skills
- Children learn the basic skills of throwing, catching, kicking, dribbling, etc.

Non-Manipulative Concepts & Skills
- Skills children develop to perform stationary balances, moving balances, rolls, cartwheels, etc.

Social Concepts & Skills
- These are everyday skills that include safe practices, teamwork, communication, cooperation, and positive social interaction.