

# Readington Township Public Schools

## PALS PE

*Peer-Assisted Leadership through Sports*

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**Readington Township Public Schools**

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**I. OVERVIEW (Summary of what students will learn, Narrative):** The PALS Physical Education course integrates an inclusive model to equip students with diverse abilities with the necessary knowledge, skills, and strategies for engaging in physical activity. This course pairs typical peers with adaptive physical education students, emphasizing collaboration and support to foster inclusivity. Through theoretical foundations, practical applications, and experiential learning, students develop competencies in effectively engaging, supporting, and empowering individuals with disabilities in physical activity and sports. The curriculum promotes student leadership, peer mentoring, collaboration, and diversity appreciation, encouraging a healthy, active lifestyle and strong, healthy relationships. General Education students apply and are selected, while Special Education students are assigned based on their Individualized Education Programs, with grading tailored accordingly. The ultimate goal is to cultivate an inclusive environment for all students in Physical Education, using activities such as weight training, games, and sports to achieve wellness goals and enhance social-emotional skills.

## **II. STUDENT OUTCOMES ([NJSL Standards](#))**

The course objectives will cover but are not limited to these standards:

- **Movement Skills and Concepts**
  - 2.2.8.MSC.1: Explain and demonstrate the transition of movement skills from isolated settings (e.g., skill practice) into applied settings (e.g., games, sports, dance, recreational activities).
  - 2.2.8.MSC.2: Demonstrate control of motion in relationship between force, flow, time, and space in interactive dynamic environments.
  - 2.2.8.MSC.3: Create and demonstrate planned movement sequences, individually and with others, based on tempo, beat, rhythm, music, and physical activities (e.g., creative, cultural, social, fitness aerobics, dance, yoga).
  - 2.2.8.MSC.5: Predict the impact of rules, etiquette, procedures, and sportsmanship on players' behavior in small groups and large teams during physical activities and games.
  - 2.2.8.MSC.7: Effectively manage emotions during physical activity (e.g., anger, frustration, excitement) in a safe manner to self and others.
- **Physical Fitness**
  - 2.2.8.PF.2: Recognize and involve others of all ability levels into a physical activity.
  - 2.2.8.PF.3: Execute the primary principles of training (FITT) and technology for the purpose of modifying personal levels of fitness (e.g., pedometers, heart rate monitors, health tracking systems, wearable technology, virtual classes, exergames).
- **Lifelong Fitness**
  - 2.2.8.LF.1: Develop and build an effective movement and physical fitness vocabulary for self, peers, and family members that can enhance wellness.
  - 2.2.8.LF.2: Explain the importance of assuming responsibility for personal health behaviors through physical activity throughout one's lifetime.
  - 2.2.8.LF.3: Explore by leading self and others to experience and participate in different cultures' physical fitness activities.
  - 2.2.8.LF.4: Identify and recognize factors that generate positive emotions from participating in movement and physical fitness activities.
  - 2.2.8.LF.5: Engages in a variety of physical activities (e.g., aerobic-fitness, strengthen, endurance-fitness activities) using technology and cross-training, and lifetime activities.

## **III. COURSE OBJECTIVES (Content categories and subcategories, outline)**

Throughout the following units *introduction to physical activity and team building, inclusive team sports, individual sports and fitness, creative movement and dance, outdoor activities and adventure, and lifetime fitness and wellness*, students will be able to:

- Understand the principles of inclusive physical education and its significance in promoting social inclusion, diversity, and equity.
- Explore the various types of disabilities and their potential impact on physical activity participation.
- Develop strategies for effective communication and collaboration with individuals with disabilities in physical education settings.
- Learn techniques for adapting physical activities and sports to meet the needs of individuals with diverse abilities.
- Acquire skills in providing appropriate support, encouragement, and feedback to peers with disabilities during physical activities.
- Understand the importance of empathy, respect, and dignity in fostering positive peer relationships within inclusive physical education environments.
- Explore assistive technologies and adaptive equipment utilized in adaptive physical education programming.
- Engage in hands-on experiences, simulations, and role-playing activities to enhance understanding and application of concepts learned.
- Reflect on personal attitudes, biases, and beliefs towards individuals with disabilities and develop strategies for promoting inclusivity and acceptance.

#### **IV. STRATEGIES**

Strategies may include but are not limited to:

- Group discussions
- Teacher presentation
- Student projects
- Guided groups
- One to one instruction
- Interactive SmartBoard lessons
- Tutorials
- Online practice

#### **V. EVALUATION**

Assessments may include but are not limited to:

- Teacher Observations
- Class Participation
- Class Discussions
- Class Assignments
- Homework Assignments
- Student Projects
- Tests and Quizzes
- Anecdotal Records
- Presentations

#### **VI. REQUIRED RESOURCES**

- Shape America
- Project Adventure publications
- Spark PE

Supplemental Resources may include, but are not limited to:

- Openphysed.org
- Playmeo
- Sworkit
- FlipGrid
- Darebee.com

## VII. SCOPE AND SEQUENCE

- **Introduction to Physical Activity and Team Building** *(5-7 class periods)*
  - Introduction to the class, icebreaker games to get to know each other.
  - Basic fitness assessment for all students, emphasizing individual abilities and progress.
  - Introduction to various team sports (soccer, basketball, volleyball) focusing on basic skills and rules.
- **Inclusive Team Sports** *(5-7 class periods)*
  - Team sports rotations where students are divided into mixed-ability teams, emphasizing teamwork, cooperation, and communication.
  - Introduction to adapted sports such as sitting volleyball or wheelchair basketball, highlighting inclusivity and different abilities.
  - Practice and play adapted sports games.
- **Individual Sports and Fitness** *(5-7 class periods)*
  - Introduction to individual sports like track and field events (running, long jump, shot put) with modified activities for different abilities.
  - Yoga and mindfulness sessions focusing on relaxation and stress management.
  - Circuit training stations that incorporate various exercises and equipment, emphasizing personal improvement rather than competition.
- **Creative Movement and Dance** *(5-7 class periods)*
  - Dance and creative movement sessions where students explore different styles of dance, expressing themselves through movement.
  - Group dance project where students collaborate to create a choreographed routine.
  - Adaptive dance sessions where students learn dances that can be modified for different abilities, promoting inclusivity and creativity.
- **Outdoor Activities and Adventure** *(5-7 class periods)*
  - Outdoor adventure activities such as, but not limited to, orienteering, hiking, or nature walks, focusing on teamwork and problem-solving.
  - Low ropes course or team-building challenges to promote trust and communication among students.
- **Lifetime Fitness and Wellness** *(5-7 class periods)*
  - Introduction to lifelong fitness activities such as, but not limited to, bowling, golf, and hiking, emphasizing the importance of staying active beyond the classroom.
  - Nutrition and healthy eating workshop and games, discussing the importance of balanced diets and making healthy food choices.
  - Self-directed fitness projects where students create personalized fitness plans based on their interests and goals, with guidance from the teacher.

- Reflection and celebration of achievements, recognizing individual progress and growth throughout the semester.