

Pilgrim Christian School Physical Education & Health

*For ye are bought with a price: therefore glorify God in your body, and in your spirit, which are God's.
(I Corinthians 6:20)*

Philosophy Statement

June 10, 2016

In the beginning, the Creator of the universe crowned his work with a creature uniquely bearing His image. While the essence of this creature is the spirit that God breathed into him, the body God formed for this spirit was no afterthought, evidenced by the fact that He first formed the body, and then breathed life into it. Further, after He formed man, He observed of the creation that "it was very good." The rest of Scripture attests to the value God has placed on the human body:

- In awe, David praised God for His intricate, masterful design of the body. (Ps. 139:13-16)
- The Son came to earth as Savior in a human body. (John 1:1, 14)
- Paul instructs us to offer the parts of our physical bodies to God "as instruments of righteousness" (Rom. 6:13), and to offer our bodies as a living, holy sacrifice. (Rom. 12:1)
- Paul also reminds us that our body is the temple of the Holy Spirit, i.e. His tangible, earthly dwelling. (I Cor. 6:18-20)

These statements call us to value our bodies and to develop an understanding of the interrelatedness of our physical, emotional and mental well-being. This understanding will lead us to embrace the uniqueness of individual bodies (our own as well as others'), respecting both the abilities and limitations that God has endowed us with.

As grateful recipients of this gift, we will seek to engage in responsible, lifelong management of our bodies with a proper perspective of the larger picture.

- We should neither deify these temples nor defile, neglect, or abuse them.
- We should heed their needs ("Come ye apart and rest awhile"; "Take a little wine for your stomach's sake") but resist their dictating our choices ("Whose god is their belly...").
- We should view the management of our bodies as a means to the end of engaging effectively in the work (service) God has given us to do and of enjoying the life he gives us.
- We should pursue this management of our bodies without eclipsing the cultivation of our spiritual health. Finding balance in these endeavors is a fundamental goal of wise stewardship.

Social interaction is integral to our life experience. With the use and management of our bodies as with all other parts of our lives, we should seek to establish a God-honoring pattern of relating with others.

Purpose Statement

...We seek to equip students to

1. Build character
 1. Self-discipline
 2. Sportsmanship
 3. Learning to do things well, paying attention to detail...
 4. Respect for rules, enforcers
 5. Social skills, respect for others
 6. Teamwork (extend courtesy and offer encouragement to others while engaging in physical activity together.)
 7. Contributing positively to social settings (games)
2. Instill lifelong habits that promote good physical and emotional health
 1. Good nutrition and disciplined eating habits
 2. Hydration
 3. Appropriate sleep
 4. Appropriate exercise
 5. Appropriate stress-relief/management (emotional health—fear/worry...)*
 6. Safety
 1. Performing (operating?) within reasonable limits
 2. Proper procedures (lifting correctly, hydration, warm-ups..)
 3. First Aid
 4. Spectator protocol
 7. Substance abuse education*
3. Build motor skills and fitness
 1. Eye-hand coordination
 2. Agility (motor coordination)
 3. Flexibility (wide range of motion)
 4. Precision (balance?)
 1. Static
 2. Dynamic
 5. Strength (vigor)/power
 6. Speed
 7. Impulsion (speed of reaction)
 8. Endurance (for muscular and cardiovascular health)
4. Build game-specific skills (why? What is our philosophical foundation for this?)

Implementation Guidelines

For adults, the Department of Health and Human Services recommends at least 150 minutes a week of moderate aerobic activity or 75 minutes a week of vigorous aerobic activity. The President's challenge sets a goal for children for 'being active 60 minutes a day, at least 5 days a week, for 6 out of 8 weeks.' With our goal of making fitness a lifelong pursuit, we will keep this baseline in view in our PE program. Our efforts toward this end can be organized into three components.

A. We offer opportunity for regular exercise through daily recess breaks. We encourage (and may require) activity during these breaks with these benefits in focus: participants have the opportunity to "work off steam" and to grow in healthy social interaction and good sportsmanship; they get a break from mental exercise; they get fresh air and a change of position. To this end, we encourage a balance of directed and free play activities in the course of a week. [pending staff approval: include 5-min. Fitnessgram/running M-Th]

B. We present material that informs students about choices and patterns that promote good health.

1. Grades 1-4:

1. How to get out of a burning building
- 2.

2. Grades 5-8: (emotional and spiritual health in devotions times?)

3. Grades 9-12 (As the staffing becomes available...migrate to ??)

4. Grades 1-12: insert a daily health minute 'fun fact' just before lunch.

C. In semi-weekly (Grades 1-8) or weekly (Grades 9-12) classes, we train students in:

1. specific game skills, including:

- soccer (1-12)
- Frisbee football (1-12)
- softball (5-12)
- basketball (5-12)
- kickball (1-4)
- 4-square (1-2)
- volleyball (5-12)
- hockey (9-12)

2. physical fitness, including:

- jump rope
- running
- push-ups
- curl-ups
- trunk lifts
- planks

- pull-ups
- stretching

We will use a fitness program such as FitnessGram with these objectives:

- to build a vision for fitness
- to teach elements of good fitness
- to monitor personal progress
- to instill the value of pushing our bodies

Assessment: We encourage teachers to accurately assess a student's involvement, rewarding those who give extra diligence, etc.

End Note: We have opted to exclude football and track and field from this list, the former because the health hazards seem to be at odds with the goals of the PE program; the latter because the skills developed seem to have limited value in life beyond a track and field competition (How many families or youth groups will gather for long jump or discus throw?), and because focused training of social skills such as teamwork seems to be more naturally built into other games.