

Second Grade

Physical Education



Standards Organization and Construction

As the subcommittee began the revision process to improve the existing standards, it became evident that the way the standards information was organized, defined, and constructed needed to change from the existing documents. The new design is intended to provide more clarity and direction for teachers, and to show how 21st century skills and the elements of school readiness and postsecondary and workforce readiness indicators give depth and context to essential learning.

The "Continuum of State Standards Definitions" section that follows shows the hierarchical order of the standards components. The "Standards Template" section demonstrates how this continuum is put into practice.

The elements of the revised standards are:

Prepared Graduate Competencies: The preschool through twelfth-grade concepts and skills that all students who complete the Colorado education system must master to ensure their success in a postsecondary and workforce setting.

Standard: The topical organization of an academic content area.

High School Expectations: The articulation of the concepts and skills of a standard that indicates a student is making progress toward being a prepared graduate. *What do students need to know in high school?*

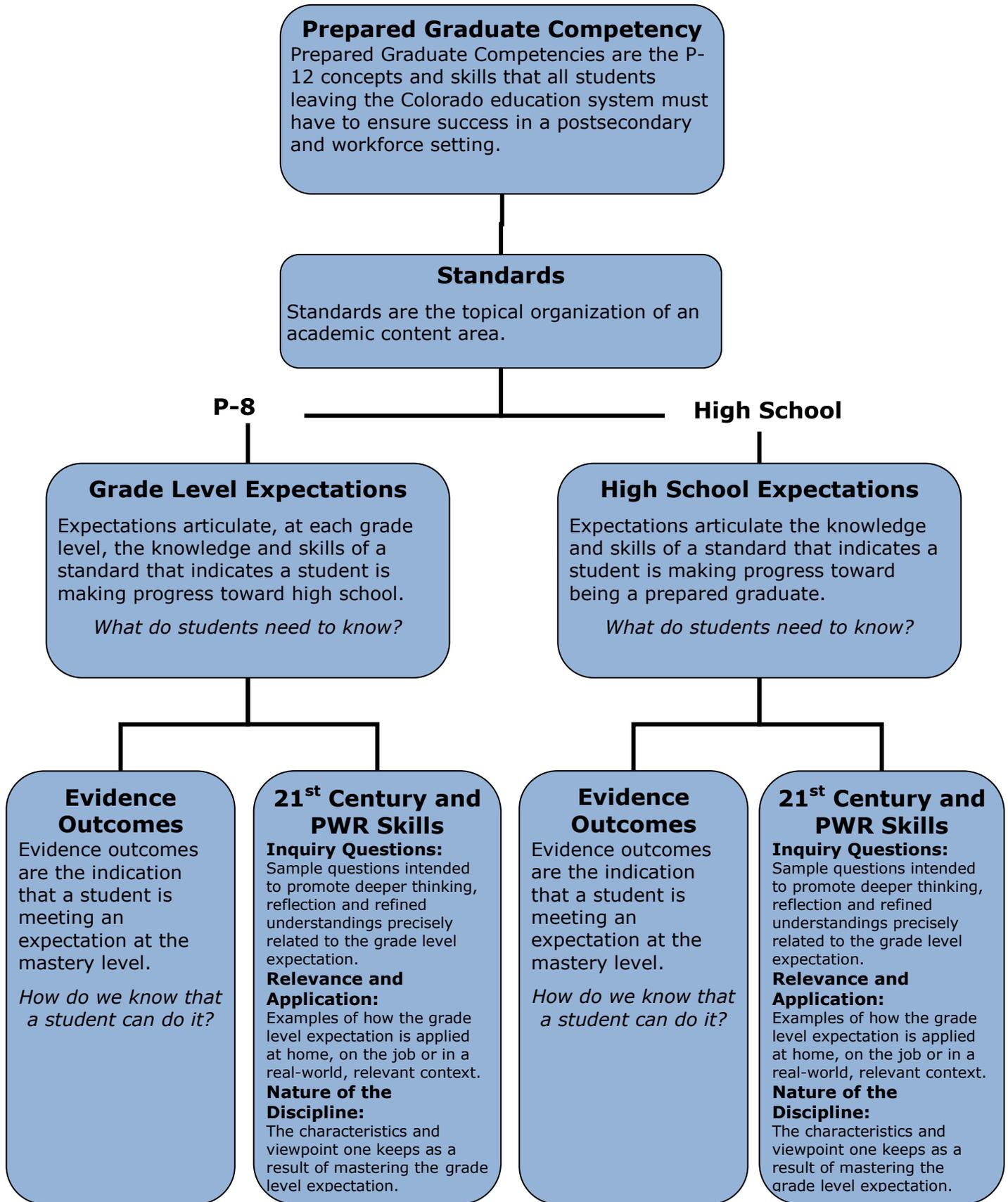
Grade Level Expectations: The articulation (at each grade level), concepts, and skills of a standard that indicate a student is making progress toward being ready for high school. *What do students need to know from preschool through eighth grade?*

Evidence Outcomes: The indication that a student is meeting an expectation at the mastery level. *How do we know that a student can do it?*

21st Century Skills and Readiness Competencies: Includes the following:

- ***Inquiry Questions:***
Sample questions are intended to promote deeper thinking, reflection and refined understandings precisely related to the grade level expectation.
- ***Relevance and Application:***
Examples of how the grade level expectation is applied at home, on the job or in a real-world, relevant context.
- ***Nature of the Discipline:***
The characteristics and viewpoint one keeps as a result of mastering the grade level expectation.

Continuum of State Standards Definitions



STANDARDS TEMPLATE

Content Area: NAME OF CONTENT AREA

Standard: The topical organization of an academic content area.

Prepared Graduates:

- The P-12 concepts and skills that all students who complete the Colorado education system must master to ensure their success in a postsecondary and workforce setting

High School and Grade Level Expectations

Concepts and skills students master:

Grade Level Expectations: The articulation, at each grade level, the concepts and skills of a standard that indicates a student is making progress toward being ready for high school.

What do students need to know?

Evidence Outcomes

Students can:

Evidence outcomes are the indication that a student is meeting an expectation at the mastery level.

How do we know that a student can do it?

21st Century Skills and Readiness Competencies

Inquiry Questions:

Sample questions intended to promote deeper thinking, reflection and refined understandings precisely related to the grade level expectation.

Relevance and Application:

Examples of how the grade level expectation is applied at home, on the job or in a real-world, relevant context.

Nature of the Discipline:

The characteristics and viewpoint one keeps as a result of mastering the grade level expectation.

Prepared Graduate Competencies in Comprehensive Health and Physical Education

The prepared graduate competencies are the preschool through twelfth-grade concepts and skills that all students who complete the Colorado education system must master to ensure their success in a postsecondary and workforce setting.

Prepared Graduates in Movement Competence and Understanding:

- Demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activity
- Demonstrate understanding of movement concepts, principles, strategies, and tactics as they apply to learning and performing physical activities

Prepared Graduates in Physical and Personal Wellness:

- Participate regularly in physical activity
- Achieve and maintain a health-enhancing level of physical fitness
- Apply knowledge and skills to engage in lifelong healthy eating
- Apply knowledge and skills necessary to make personal decisions that promote healthy relationships and sexual and reproductive health
- Apply knowledge and skills related to health promotion, disease prevention, and health maintenance

Prepared Graduates in Emotional and Social Wellness:

- Utilize knowledge and skills to enhance mental, emotional, and social well-being
- Exhibit responsible personal and social behavior that respects self and others in physical activity settings

Prepared Graduates in Prevention and Risk Management:

- Apply knowledge and skills to make health-enhancing decisions regarding the use of alcohol, tobacco, and other drugs
- Apply knowledge and skills that promote healthy, violence-free relationships
- Apply personal safety knowledge and skills to prevent and treat intentional or unintentional injury

Colorado Academic Standards Comprehensive Health and Physical Education

The Colorado Academic Standards in comprehensive health and physical education are the topical organization of the concepts and skills every Colorado student should know and be able to do throughout their preschool through twelfth-grade experience.

1. Movement Competence and Understanding (Physical Education)

Includes motor skills and movement patterns that teach skill and accuracy in a variety of routines, games, and activities that combine skills with movement; demonstrates the connection between body and brain function; and creates patterns for lifelong physical activity.

2. Physical and Personal Wellness (Shared Standard)

Includes physical activity, healthy eating, and sexual health and teaches lifelong habits and patterns for a fit, healthy, and optimal childhood and adulthood; examines society, media, family, and peer influence on wellness choices; practices decision-making and communication skills for personal responsibility for wellness; and identifies the consequences of physical inactivity, unhealthy eating, and early sexual activity. Includes health promotion and disease prevention, and teaches responsibility and skills for personal health habits as well as behavior and disease prevention; sets personal goals for optimal health; examines common chronic and infectious diseases and causes; and recognizes the physical, mental, and social dimensions of personal health.

3. Emotional and Social Wellness (Shared Standard)

Includes mental, emotional, and social health skills to recognize and manage emotions, develop care and concern for others, establish positive relationships, make responsible decisions, handle challenging situations constructively, resolve conflicts respectfully, manage stress, and make ethical and safe choices; examines internal and external influences on mental and social health; and identifies common mental and emotional health problems and their effect on physical health.

4. Prevention and Risk Management (Shared Standard)

Includes alcohol, tobacco, and other drug prevention; violence prevention; and safety; teaches skills to increase safe physical and social behavior in at home, in school, in the community, and in personal relationships; provides specific knowledge on avoidance of intentional and unintentional injuries; and practices decision-making and communication skills to avoid drug use, bullying, and dating violence.

The standards are organized in the following manner:

- **Physical Education Standards**
 1. Movement Competence and Understanding
 2. Physical and Personal Wellness
 3. Emotional and Social Wellness
 4. Prevention and Risk Management

- **Comprehensive Health Education Standards**
 2. Physical and Personal Wellness
 3. Emotional and Social Wellness
 4. Prevention and Risk Management

21st Century Skills and Readiness Competencies in Comprehensive Health and Physical Education

Colorado's Description of 21st Century Skills

Colorado's description of 21st century skills is a synthesis of the essential abilities students must apply in our rapidly changing world. Today's students need a repertoire of knowledge and skills that are more diverse, complex, and integrated than any previous generation. Comprehensive health and physical education are inherently demonstrated in each of Colorado's 21st century skills, as follows:

Critical Thinking and Reasoning

Health and physical education are disciplines grounded in critical thinking and reasoning. Developing and maintaining lifelong wellness habits involves decision-making and communication skills that sometimes can determine life-and-death outcomes. The skills and knowledge gained in health and physical education provide the structure that makes it possible to prevent risk behavior and adopt healthy lifestyles. Without good health and physical activity, critical thinking and reasoning are compromised.

Information Literacy

The disciplines of health and physical education equip students with the tools and habits of mind to organize and interpret a multitude of rapidly changing information resources. Students who are literate in health and physical education can analyze effectively primary and secondary sources, detect bias, use learning tools, including technology and media, and clearly communicate thoughts using sound reasoning.

Collaboration

The health and physical education content areas directly involve students in teams, problem-solving groups, and community connections to support the overall health of the individual and the community. Students offer ideas, strategies, solutions, justifications, and proofs for others to evaluate. In turn, students use feedback to improve performance and interpret and evaluate the ideas, strategies, solutions, and justifications of others.

Self-Direction

Understanding and participating in health and physical education requires a productive disposition, curiosity, personal motivation, and self-direction. Health and physical education are more than passive learning. Individual active participation, practice, and competence are underlying principles of these content areas.

Invention

The health and physical education disciplines are a dynamic set of content area disciplines, ever expanding with new research, ideas, and understandings. Invention is the key element of the expansion as students make and test theories and skills, create and use tools, search for patterns and themes, and make connections among ideas, strategies, and solutions.

Colorado’s Description for School Readiness

(Adopted by the State Board of Education, December 2008)

School readiness describes both the preparedness of a child to engage in and benefit from learning experiences, and the ability of a school to meet the needs of all students enrolled in publicly funded preschools or kindergartens. School readiness is enhanced when schools, families, and community service providers work collaboratively to ensure that every child is ready for higher levels of learning in academic content.

Colorado’s Description of Postsecondary and Workforce Readiness

(Adopted by the State Board of Education, June 2009)

Postsecondary and workforce readiness describes the knowledge, skills, and behaviors essential for high school graduates to be prepared to enter college and the workforce and to compete in the global economy. The description assumes students have developed consistent intellectual growth throughout their high school career as a result of academic work that is increasingly challenging, engaging, and coherent. Postsecondary education and workforce readiness assumes that students are ready and able to demonstrate the following without the need for remediation: Critical thinking and problem-solving; finding and using information/information technology; creativity and innovation; global and cultural awareness; civic responsibility; work ethic; personal responsibility; communication; and collaboration.

How These Skills and Competencies are Embedded in the Revised Standards

Three themes are used to describe these important skills and competencies and are interwoven throughout the standards: *inquiry questions; relevance and application; and the nature of each discipline*. These competencies should not be thought of stand-alone concepts, but should be integrated throughout the curriculum in all grade levels. Just as it is impossible to teach thinking skills to students without the content to think about, it is equally impossible for students to understand the content of a discipline without grappling with complex questions and the investigation of topics.

Inquiry Questions – Inquiry is a multifaceted process requiring students to think and pursue understanding. Inquiry demands that students (a) engage in an active observation and questioning process; (b) investigate to gather evidence; (c) formulate explanations based on evidence; (d) communicate and justify explanations, and; (e) reflect and refine ideas. Inquiry is more than hands-on activities; it requires students to cognitively wrestle with core concepts as they make sense of new ideas.

Relevance and Application – The hallmark of learning a discipline is the ability to apply the knowledge, skills, and concepts in real-world, relevant contexts. Components of this include solving problems, developing, adapting, and refining solutions for the betterment of society. The application of a discipline, including how technology assists or accelerates the work, enables students to more fully appreciate how the mastery of the grade level expectation matters after formal schooling is complete.

Nature of Discipline – The unique advantage of a discipline is the perspective it gives the mind to see the world and situations differently. The characteristics and viewpoint one keeps as a result of mastering the grade level expectation is the nature of the discipline retained in the mind’s eye.

Physical Education

Grade Level Expectations at a Glance

Standard	Grade Level Expectation
Second Grade	
1. Movement Competence and Understanding	<ol style="list-style-type: none"> 1. Demonstrate the elements of movement in combination with a variety of locomotor skills 2. Demonstrate control and balance in traveling and weight-bearing activities using a variety of body parts and implements 3. Use feedback to improve performance
2. Physical and Personal Wellness	<ol style="list-style-type: none"> 1. Recognize the importance of making the choice to participate in a wide variety of activities that involve locomotion, nonlocomotion, and manipulation of objects outside of physical education class 2. Identify good brain health habits
3. Emotional and Social Wellness	<ol style="list-style-type: none"> 1. Demonstrate positive and helpful behavior and words toward other students
4. Prevention and Risk Management	<ol style="list-style-type: none"> 1. Apply rules, procedures, and safe practices to create a safe school environment with little or no reinforcement

1. Movement, Competence and Understanding

Includes motor skills and movement patterns that teach skill and accuracy in a variety of routines, games, and activities that combine skills with movement; demonstrates the connection between body and brain function; and creates patterns for lifelong physical activity.

Prepared Graduates

The prepared graduate competencies are the preschool through twelfth-grade concepts and skills that all students who complete the Colorado education system must master to ensure their success in a postsecondary and workforce setting.

Prepared Graduates in the Movement Competence and Understanding standard are:

- Demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activity
- Demonstrate understanding of movement concepts, principles, strategies, and tactics as they apply to learning and performing physical activities

Content Area: Comprehensive Health and Physical Education

Standard: 1. Movement Competence and Understanding in Physical Education

Prepared Graduates:

- Demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities

Grade Level Expectation: Second Grade

Concepts and skills students master:

1. Demonstrate the elements of movement in combination with a variety of locomotor skills

Evidence Outcomes

Students can:

- a. Demonstrate skipping, hopping, galloping, and sliding while transitioning on command (DOK 1-2)
- b. Demonstrate smooth transitions between sequential motor skills such as running into a jump (DOK 1-2)
- c. Move using the concepts of space awareness and movement control to run, hop, and skip in different ways in a large group without bumping into others or falling (DOK 1-3)
- d. Identify major characteristics of the skills of walking, running, jumping, hopping, and leaping (DOK 1-2)

21st Century Skills and Readiness Competencies

Inquiry Questions:

1. How is walking different from running?
2. What activities require one to change movement skill during the activity?
3. How can one perform a skill without thinking about it?
4. If you could only master one of the locomotor movements, which one would you choose, and why?

Relevance and Application:

1. Individuals move skillfully under a variety of movement conditions.
2. Individuals participate skillfully in a variety of games at home that require movement such as playing tag, skipping, or jumping rope.

Nature of Physical Education:

1. Individuals who learn to move safely, effectively, and efficiently and feel comfortable and confident in the performance of motor skills are more likely to participate in health-enhancing forms of physical activity throughout life.
2. The different combinations or ways that movement can be performed are virtually limitless.
3. The knowledge and understanding of concepts of movement and skill mechanics improve performance in a specific skill, and provide the foundation for transfer of skills in a variety of sports and activities.
4. Individuals who learn the benefits of motor skills are more likely to participate in health-enhancing forms of physical activity throughout life.

Content Area: Comprehensive Health and Physical Education

Standard: 1. Movement Competence and Understanding in Physical Education

Prepared Graduates:

- Demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities

Grade Level Expectation: Second Grade

Concepts and skills students master:

- 2. Demonstrate control and balance in traveling and weight-bearing activities using a variety of body parts and implements

Evidence Outcomes

Students can:

- a. Move to even and uneven beats using various locomotor movements (DOK 1-3)
- b. Create a routine that includes two types of body rolls such as a log roll, egg roll, shoulder roll, or forward roll and a stationary balance position after each roll (DOK 1-4)
- c. Jump rope repeatedly (DOK 1)
- d. Throw, catch, strike, and trap objects while being stationary and also moving toward a partner (DOK 1-3)
- e. Balance objects on various body parts while in various positions (DOK 1-2)
- f. Demonstrate static and dynamic balance on lines or low beams and benches (DOK 1-2)

21st Century Skills and Readiness Competencies

Inquiry Questions:

- 1. Why is it important to be able to move in both even and uneven rhythms?
- 2. What does it mean to have rhythm?
- 3. What body parts are involved when one jumps rope?

Relevance and Application:

- 1. Individuals participate in a variety of activities such as playing basketball with friends while maintaining control of the body.
- 2. Individuals participate successfully in activities that require balance.
- 3. Individuals participate in activities such as social dances that require movements to even and uneven beats.
- 4. Individuals participate in activities that require throwing and catching with a friend such as playing catch with a football.

Nature of Physical Education:

- 1. Individuals who learn to move safely, effectively, and efficiently and feel comfortable and confident in the performance of motor skills are more likely to participate in health-enhancing forms of physical activity throughout life.
- 2. Individuals who learn the benefits of motor skills are more likely to participate in health-enhancing forms of physical activity throughout life.

Content Area: Comprehensive Health and Physical Education

Standard: 1. Movement Competence and Understanding in Physical Education

Prepared Graduates:

- Demonstrate understanding of movement concepts, principles, strategies, and tactics as they apply to learning and performing physical activities

Grade Level Expectation: Second Grade

Concepts and skills students master:

3. Use feedback to improve performance

Evidence Outcomes

Students can:

- Use self feedback to identify strengths and weaknesses as well as modifications that need to be made to improve the performance of a skill or physical movement (DOK 1-3)
- Use instructor feedback to identify strengths and weaknesses as well as modifications that need to be made to improve performance of a skill or physical movement (DOK 1-2)
- Identify methods to keep the brain healthy and ready to learn (DOK 1)
- Identify brain-healthy foods (DOK 1)
- Describe the role of water as an essential nutrient for the body and brain (DOK 1-3)

21st Century Skills and Readiness Competencies

Inquiry Questions:

- Why is water essential for the body?
- When trying to improve skills, is it better to correct weaknesses or expand on strengths? Why?
- Which health habit is most important? Why?
- What are the advantages of instructor feedback over self feedback?

Relevance and Application:

- Individuals examine the effects of limited water consumption after playing or doing yard work on a hot day.

Nature of Physical Education:

- The knowledge and understanding of concepts of movement and skill mechanics improve performance in a specific skill, and provide the foundation for transfer of skills in a variety of sports and activities.
- The use of self and instructor feedback identifies strengths and weaknesses to improve performance.
- Keeping the brain healthy keeps the body healthy.
- Understanding the important relationship between the brain and its impact on physical performance and academic learning is integral in the development of the whole child.

2. Physical and Personal Wellness

Includes physical activity, healthy eating, and sexual health and teaches lifelong habits and patterns for a fit, healthy, and optimal childhood and adulthood; examines society, media, family, and peer influence on wellness choices; practices decision-making and communication skills for personal responsibility for wellness; and identifies the consequences of physical inactivity, unhealthy eating, and early sexual activity. Includes health promotion and disease prevention, and teaches responsibility and skills for personal health habits as well as behavior and disease prevention; sets personal goals for optimal health; examines common chronic and infectious diseases and causes; and recognizes the physical, mental, and social dimensions of personal health.

Prepared Graduates

The prepared graduate competencies are the preschool through twelfth-grade concepts and skills that all students who complete the Colorado education system must master to ensure their success in a postsecondary and workforce setting.

Prepared Graduates in the Physical and Personal Wellness standard are:

- Participate regularly in physical activity
- Achieve and maintain a health-enhancing level of physical fitness
- Apply knowledge and skills to engage in lifelong healthy eating
- Apply knowledge and skills necessary to make personal decisions that promote healthy relationships and sexual and reproductive health
- Apply knowledge and skills related to health promotion, disease prevention, and health maintenance

Content Area: Comprehensive Health and Physical Education
Standard: 2. Physical and Personal Wellness in Physical Education

Prepared Graduates:
 ➤ Achieve and maintain a health-enhancing level of physical fitness

Grade Level Expectation: Second Grade

Concepts and skills students master:
 1. Recognize the importance of making the choice to participate in a wide variety of activities that involve locomotion, nonlocomotion, and manipulation of objects outside of physical education class

Evidence Outcomes	21st Century Skills and Readiness Competencies
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Students can:

- a. Correctly identify activities and the locomotor, nonlocomotor, and manipulative skill involved (DOK 1-3)
- b. Identify activities enjoy the most, and connect success with enjoyment of activity (DOK 1-3)

Inquiry Questions:

1. What is the relationship between enjoyment and wellness when choosing activities to participate in?
2. How does the ability to successfully perform various movements encourage increased participation in activities for enjoyment?
3. If you had to choose one skill, which is the most important – locomotor, nonlocomotor, or manipulative? How would activities change if you were limited to only one or two of these skills?

Relevance and Application:

1. Individuals identify sports equipment such as skateboards and bicycles that requires locomotor skills.
2. Individuals value physical activity for a lifetime. For example, they might take an interest in outdoor activities.
3. Individuals photograph their favorite physical activities.
4. Individuals watch sports programs on television, and identify activities that involve locomotor, nonlocomotor and manipulative skills.

Nature of Physical Education:

1. Physical activities involve locomotor, nonlocomotor, and manipulative skills.
2. The more one performs physical activities, the more success and fun he or she will have doing them.

Content Area: Comprehensive Health and Physical Education
Standard: 2. Physical and Personal Wellness in Physical Education

Prepared Graduates:
 ➤ Participate regularly in physical activity

Grade Level Expectation: Second Grade

Concepts and skills students master:
 2. Identify good brain health habits

Evidence Outcomes	21st Century Skills and Readiness Competencies
<p>Students can:</p> <ul style="list-style-type: none"> a. Explain the fuel requirements of the body during physical activity and inactivity (DOK 1-3) b. Identify healthy food choices to fuel the body (DOK 1-2) c. Determine the proper amount of sleep to get every night (DOK 1-2) d. Identify changes in the body during exercise and how that makes you feel (DOK 1-3) e. Identify feelings resulting from challenges, successes, and failures in physical activity (DOK 1-3) 	<p>Inquiry Questions:</p> <ul style="list-style-type: none"> 1. What are your favorite healthy snacks? 2. How do you face challenges, overcome failures, and celebrate successes in physical activity? 3. Do you feel better or worse when you get a lot of sleep at night? Why? <p>Relevance and Application:</p> <ul style="list-style-type: none"> 1. Individuals know the link between good nutrition and physical activity for being healthy. 2. Individuals ask their parents about healthy foods. 3. Individuals identify healthy foods on television or billboards. 4. Individuals experience a wide range of positive emotions and feelings through physical activity. 5. Individuals create a video demonstrating a wide range of emotions during physical activity. <p>Nature of Physical Education:</p> <ul style="list-style-type: none"> 1. Physical activity affects overall health and fitness. 2. Taking responsibility for one's own health is an essential step toward developing and maintaining a healthy, active lifestyle. 3. Food choices affect overall health and fitness.

3. Emotional and Social Wellness

Includes mental, emotional, and social health skills to recognize and manage emotions, develop care and concern for others, establish positive relationships, make responsible decisions, handle challenging situations constructively, resolve conflicts respectfully, manage stress, and make ethical and safe choices; examines internal and external influences on mental and social health; and identifies common mental and emotional health problems and their effect on physical health.

Prepared Graduates

The prepared graduate competencies are the preschool through twelfth-grade concepts and skills that all students who complete the Colorado education system must master to ensure their success in a postsecondary and workforce setting.

Prepared Graduates in the Emotional and Social Wellness standard are:

- Utilize knowledge and skills to enhance mental, emotional, and social well-being
- Exhibit responsible personal and social behavior that respects self and others in physical activity settings

Content Area: Comprehensive Health and Physical Education
Standard: 3. Emotional and Social Wellness in Physical Education

Prepared Graduates:
 ➤ Exhibit responsible personal and social behavior that respects self and others in physical activity settings

Grade Level Expectation: Second Grade

Concepts and skills students master:
 1. Demonstrate positive and helpful behavior and words toward other students

Evidence Outcomes	21st Century Skills and Readiness Competencies
<p>Students can:</p> <ul style="list-style-type: none"> a. Describe how positive social interaction can make physical activity with others more fun (DOK 1-2) b. Participate in a variety of group settings without distracting behavior (DOK 1-2) c. Encourage others by using verbal and nonverbal communication (DOK 1-3) 	<p>Inquiry Questions:</p> <ul style="list-style-type: none"> 1. Why should you be polite when playing in a group physical activity? 2. Why is it important to have good behavior, especially when in a group setting? 3. Is it easier or harder to work with peers to complete a task? Explain. 4. How can you encourage someone who is shy to participate in a physical activity?
	<p>Relevance and Application:</p> <ul style="list-style-type: none"> 1. Individuals encourage friends or peers. 2. Individuals brainstorm the forms of technology that have been used to make physical activity more fun.
	<p>Nature of Physical Education:</p> <ul style="list-style-type: none"> 1. Successful participation in physical activity requires cooperation with others. 2. Group physical activities should be fun for everyone participating.

4. Prevention and Risk Management

Includes alcohol, tobacco, and other drug prevention; violence prevention; and safety; teaches skills to increase safe physical and social behavior in at home, in school, in the community, and in personal relationships; provides specific knowledge on avoidance of intentional and unintentional injuries; and practices decision-making and communication skills to avoid drug use, bullying, and dating violence.

Prepared Graduates

The prepared graduate competencies are the preschool through twelfth-grade concepts and skills that all students who complete the Colorado education system must master to ensure their success in a postsecondary and workforce setting.

Prepared Graduates in the Prevention and Risk Management standard are:

- Apply knowledge and skills to make health-enhancing decisions regarding the use of alcohol, tobacco, and other drugs
- Apply knowledge and skills that promote healthy, violence-free relationships
- Apply personal safety knowledge and skills to prevent and treat intentional or unintentional injury

Content Area: Comprehensive Health and Physical Education
Standard: 4. Prevention and Risk Management in Physical Education

Prepared Graduates:
 ➤ Apply personal safety knowledge and skills to prevent and treat intentional or unintentional injury

Grade Level Expectation: Second Grade

Concepts and skills students master:
 1. Apply rules, procedures, and safe practices to create a safe school environment with little or no reinforcement

Evidence Outcomes	21st Century Skills and Readiness Competencies
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Students can:

- a. Maintain safety within personal space while using implements (DOK 1-2)
- b. Follow safety rules in the gymnasium and on the playground (DOK 1-2)

Inquiry Questions:

1. What is a safety rule for running?
2. If you could implement only one safety rule for the gymnasium, what would it be?
3. How are safety rules the same for the playground and gym? How are they different?
4. Why is personal space even more important when you are using implements?
5. What is the proper way to play with a baseball bat?

Relevance and Application:

1. Individuals avoid injury when participating in a wide range of physical activities.
2. Individuals make time for participation in activities outside of school hours.
3. Individuals watch a video, and identify good safety practices.

Nature of Physical Education:

1. Paying attention to safety can prevent injuries.
2. Understanding safety rules for games can lead to greater enjoyment when playing them.

Colorado Department of Education
Office of Standards and Instructional Support
201 East Colfax Ave. • Denver, CO 80203
<http://www.cde.state.co.us/CoHealthPE/StateStandards.asp>