

STATE OF MICHIGAN
STATE BOARD OF EDUCATION

POLICY ON QUALITY PHYSICAL EDUCATION

A child's intellectual growth cannot take place without having met his or her basic physical needs. The curriculum for every child's preschool through high school experience should include the opportunity to participate in quality physical education programs and other health-enhancing physical activity.

- I. **The State Board of Education recommends that all public schools offer physical education opportunities that include the components of a quality physical education program.** Quality physical education programs positively impact students' physical, social, and mental health. It is the unique role of quality physical education programs to provide opportunities for children to understand the importance of physical activity and to acquire skills to combat a sedentary lifestyle.^{1, 2}

A quality physical education program addresses three critical issues: curriculum, instruction and assessment, in conjunction with an opportunity to learn and should include the following:

Curriculum:

- Has a curriculum aligned with the Michigan K-12 *Physical Education Content Standards and Benchmarks*.
- Equips students with the knowledge, skills, and attitudes necessary for lifelong physical activity.
- Influences personal and social skill development.

Instruction and Assessment:

- Is taught by a certified physical education teacher trained in best practice physical education methods.
- Aligns curriculum, instruction, and assessment.
- Engages students in curriculum choices that prepare them for a wide variety of lifetime activities.
- Keeps all students involved in purposeful activity for a majority of the class period.
- Builds students' confidence and competence in physical abilities.
- Includes students of all abilities.

Opportunity to Learn:

- Offers instructional periods totaling 150 minutes per week (elementary) and 225 minutes per week (middle and high school).
- Has a teacher to student ratio consistent with those of other subject areas and/or classrooms.
- Provides facilities to implement the curriculum for the number of students served.
- Has enough functional equipment for each student to actively participate.
- Builds students' confidence and competence in physical abilities.
- Includes students of all abilities.

¹ National Association for Sport & Physical Education. "What Constitutes a Quality Physical Education Program?"

² Michigan's Exemplary Physical Education Curriculum Project. (2001). *EPEC Lessons – Grades K, 1, 2, 3, 4, 5, User's Manual and Teaching/Learning Progressions*.

II. The State Board of Education recommends that all public schools offer daily opportunities for unstructured physical activity, commonly referred to as recess, for all students pre-K through grade six. Recess should be in addition to physical education class time and not be a substitute for physical education. Each school shall provide proper equipment and a safe area designated for supervised recess in the elementary setting. School staff should not withhold participation in recess from students or cancel recess to make up for missed instructional time. Schools should provide opportunities for some type of physical activity for students in grades seven through twelve apart from physical education class and organized sports.