



The Body Shop



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The Port Angeles School District elementary physical education curriculum is called *The Body Shop*. This elementary health and fitness curriculum is aligned with the National Association for Sport and Physical Education (NASPE) and Washington State standards. Students compare their bodies to cars and learn to take care of the most important machine they will ever own with the help of Head Mechanics, the Physical Education specialists.

At the beginning of each year, physical education teacher Krista Winn greets students wearing mechanic coveralls as they enter a gym decorated with speed limit and no parking signs. *The Body Shop* is divided into four different departments: the Engine Department (cardiorespiratory health), the Fuel Station (nutrition and hydration), the Parts Department (structure and function of body systems), and the Maintenance Department (skill development, assessment, and goal setting).

The Engine Department provides skills and knowledge for students to be able to take care of their hearts. Just like the engine of a car, if the heart doesn't work the body won't work. While visiting the Engine Department, students learn about the effect of physical activity on the heart and lungs. Activities and games in the engine department utilize locomotor and manipulative skills to focus on increasing heart rate to moderate or vigorous levels. The use of heart rate monitors and pedometers encourages students to maintain their heart rate in the target heart rate zone (NASPE Standards 2, 3, 4; Washington Health and Fitness EALRs 1.1, 1.3).

The Fuel Station is where students learn about the proper fuel needed for continued/improved performance. Whether it is participating in food nutrition relays on the climbing wall, completing nutrition booklets from the *Dairy Council*, or monitoring food intake with *Dole 5-a-Day*, students in grades K-5 learn about *MyPyramid*, nutrients, and the effect of food on performance as part of the fuel station (NASPE Standards 2, 4; Washington Health and Fitness EALR 1.4).

The Parts Department varies by grade level. Younger students learn about basic body parts such as head, shoulders, knees and toes. Older students learn about the structure and function of bones, muscles, and organs (NASPE Standard 2; WA Health and Fitness EALR 2.1). *Simon Says*, *Muscle Macarena*, and a cardiorespiratory obstacle course are just samples of the activities used to teach these concepts and vocabulary words. Classes earn *Body Bucks* based on a four-point rubric by reflecting on their listening skills, following directions, teamwork, cooperation, and positive sportsmanship (NASPE Standard 5). These body bucks are collected in classrooms and later used to purchase bones, muscles, or guts to build a complete skeleton in their classrooms. Occasionally,

Krista Will wears sweats with silkscreened bones or muscles. She reports, “I haven’t had the ‘guts’ to silkscreen a pair of sweats with organs on them....yet!”)

The Maintenance Department consists of physical activities and games meant to maintain or improve personal fitness levels (NASPE Standards 1, 2, 3, 4, 5, 6; Washington Health and Fitness EALRs 1.1, 1.2, 1.3, 4.1, 4.2). Students learn the locomotor, non-locomotor, and manipulative skills necessary to enjoy participating in physical activities for a lifetime (NASPE Standard 1, 6). Fitness testing is done to determine individual fitness levels. These scores are used to develop goals (maps). Students monitor progress with P.E. notebooks (service logs) from kindergarten through 5th grade.