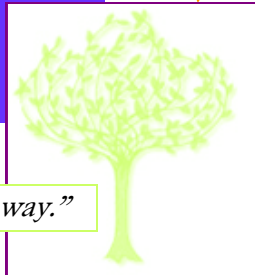


**4454 Davidson
Road,
Hilliard, OH
(614) 777-2418**

Visiting the Norwich Playground

All children can learn and succeed but not on the same day in the same way."



Welcome!

The Norwich Elementary PTO would like to welcome you to our playground. Throughout the years we have worked hard to raise funds so that our students have many options for physical activity and play. We'd like to share with parents and the Hilliard community some ideas for using our playground after school hours or on weekends...

Special points of interest:

- 1/6 mile walking track
- Peaceful playgrounds stencils
- Outdoor Classroom
- Multi-level basketball courts



Walking Track Around the Playground

The Norwich PTO's walking track evolved from 2-3rd grade students who on their own initiative, for a class project, measured out a walking track around the playground, encouraged their fellow students to walk, and created handmade rewards. Two years later, the wellness committee combined PTO funds with a \$5,000 "Let's Just Play" Nickelodeon grant won by student Colton Miles and Mrs. Cathie Maple's \$1,000 Teacher of the Year Award to create a 1/6 mile walking track around the playground. This enables students to walk during recess when the grass is wet and they must remain on the paved surface. Several 4-6 week walking clubs, where students track and record their mileage have given students a chance to walk thousands of miles during recess!

When you walk with your child, encourage them to count the number of steps it takes to complete one lap; or do different movements such as skipping, double foot hopping, galloping, side stepping, front lunges --- anything silly and engaging! Being active with your children not only is a great way to spend time together, it's a wonderful way to help your child appreciate the how great it feels to move their bodies!

Peaceful Playgrounds Stencil Games

What is Peaceful Playgrounds?

Norwich Elementary adopted Peaceful Playgrounds recently, thanks to a grant from a family foundation trust donated by Norwich parent Meribeth Gillies. It is a comprehensive program that emphasizes the development of academic, physical and social skills through recess. Thanks to the wellness committee, several things happened during summer and fall of 2009: 1) Over 20 Norwich parents and staff volunteered their time and creative energy to paint activities onto the blacktop with outdoor highway-quality paint, 2) We purchased equipment (bean bags, balls, etc) and 3) PE teachers then trained classroom teachers and students how to play the games. Each stenciled game has many different types of games that can be played.

The students have already been taught at least one version of each game to play at recess, but when you are there after school hours, we encourage you to think outside the box; have fun and play with your child! Some children thrive with competition against others, other kids enjoy competing against themselves or working cooperatively with others toward a goal. The game rules below are adapted from Peaceful Playgrounds.

Check out www.peacefulplaygrounds.com for more information, inspiration and ideas!

HOPSCOTCH

OBJECT: To practice both throwing and hopping skills and progress from 1-10.

HOW TO PLAY:

1. First person throws her marker (bean bag, stone, stick) into box #1.
2. She hops to the end of the court, turns around and hops back. She may not hop in any box that has a marker.
3. When she returns to the next square with her marker, she stays on one foot and without putting her foot down or using her extra hand for support, picks up her marker.
4. She then hops into box one where her marker was and hops out of the

court. If she has completed the first box without any fouls she then proceeds to box number two and so forth until a miss (foul) occurs.

5. Players take turns, always starting where they ended their last turn, until someone has completed every box. When a child fouls, she places her marker in the correct box to be there for her next turn.

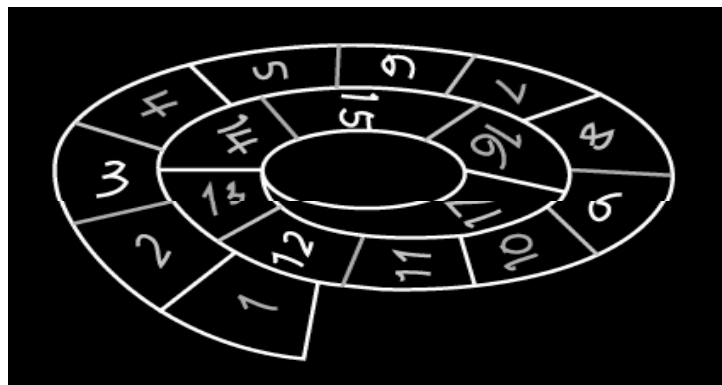
Fouls (Means Start over!)

1. Losing one's balance while picking up a marker or using hands to support oneself while picking up a marker.
2. Failing to throw a marker into the right box.

3. Hopping into a box that contains a marker.
4. Stepping or hopping on a line.

(Traditional hopscotch courts are painted on our playground, but at home, there's no reason you can't make them go diagonally, or in a circle!)

We don't stop playing because we grow old; we grow old because we stop playing."
George Bernard Shaw



AROUND THE WORLD (Played on our courts that have numbers 1-9 painted)

GOOD FOR: Hand-eye coordination, basketball shooting practice and ordered numbers.

OBJECT: To successfully make baskets at spots 1-9

EQUIPMENT: basketball, kickball, or any ball will do!

HOW TO PLAY:

- All those playing line up behind the number 1.
- First person tries to throw the ball into the basket. If successful, he moves to number two and shoots again. He continues to shoot from higher numbers until he misses.
- When he misses, the next person in line takes a turn. Each person starts at one and tries to shoot the ball into the basket from each number. When he misses, he stays at the number which he missed and waits for his next turn.
- The first player to go through all numbers in order is the winner. At home or another playground, you can always chalk in the numbers. Peaceful Playgrounds idea: If you wish to play this indoors, use a box and a slightly deflated ball!

HORSE

GOOD FOR: Hand-eye coordination, basketball shooting practice and spelling.

OBJECT: To successfully make baskets, and learn spelling.

EQUIPMENT: basketball, kickball, or any ball will do!

Basic Game

Horse can be played by any number of players. Decide on an order of play and then let the first shooter take his shot. He can shoot from anywhere on the court. If he misses, the next player gets the ball and can also shoot from anywhere. If he makes it, the next player must make the same shot. If that player misses, he earns the first letter (H) of "horse." If he makes it, the player after him must also make it. This goes on until someone misses and thus earns an "H." The game continues in this way, with players in turn either making or missing shots. When they miss, they get the next letter in "horse." Once they have spelled all five letters, they are out of the game. The winner is the last one with letters left in the word (for instance, H-O-R-S, but no E).

Depending on the ages and abilities of the kids involved, you can allow a player who earns the last letter (E) to take a second shot at it. This can be a rule for everyone in the game, or only for smaller or less-skilled children. Also depending on the kids, or the amount of time you want to spend playing, you can play other words instead of "horse," such as "pig" or "hippopotamus."

Learning Game

Provide vocabulary lists that must be spelled out instead of "horse". Give each player a different word of equal length. So, for example, player 1 would be spelling "menu" while player 2 is spelling "four" and player 3 is spelling "dive."

If you have a large group of kids, or a wide range of ages, you can divide them by letter counts of the words you want them to spell, and separate them onto different courts. For example, one group plays until everyone except one player has spelled out different three-letter words, while another group spells out a collection of eight-letter words.

Reverse Horse

In this variation, you pick out five spots on the court-- depending on age and skill level, everything from a 3-pointer to a layup. Each player in turn tries to make the shots to earn a letter. In other words, each player is trying to earn "horse," rather than get others to do so. This can be played in several ways. For instance, you can take turns regardless of whether a player makes or misses a shot (player 1 makes a shot and earns "H," then player 2 shoots), or you can let any successful player continue until he misses (player 1 makes a shot, earns "H," and shoots again, until he misses).

Crazy Horse

If you've got kids who are a little advanced, you can give them more leeway by letting them shoot baskets as creatively as they can. For instance, by bouncing the ball off a wall before it goes into the bucket, by shooting two balls in succession, or by bouncing it off the rim, catching it and putting it into the basket. Anything goes, and the same rules apply: If one player makes whatever crazy shot he's come up with, the next player has to do the same.

Jake's parents took his TV time away.

Punishment or prize?

Good health and happiness starts at home—and in the more than half a million parks and recreation centers across the country. Parks are where kids learn to swim, hit a curve ball or head for on a beautiful day to enjoy life. Imagine life without them?

So be active, volunteer, and support funding for parks and recreation. Make an investment that improves your health and your happiness — for a lifetime. It starts in parks!

Go to www.nrpa.org now to find out how you can make a difference!

It Starts in Parks

National Recreation and Park Association
Healthy Lifestyles. Livable Communities

How Much Physical Activity Do Children Need?

Children and adolescents should do 60 minutes (1 hour) or more of physical activity each day.

This may sound like a lot, but don't worry! Your child may already be meeting the *Physical Activity Guidelines for Americans*. And, you'll soon discover all the easy and enjoyable ways to help your child meet the recommendations. Encourage your child to participate in activities that are age-appropriate, enjoyable and offer variety! Just make sure your child or adolescent is doing three types of physical activity:

1. Aerobic Activity

Aerobic activity should make up most of your child's 60 or more minutes of physical activity each day. This can include either moderate-intensity aerobic activity, such as brisk walking, or vigorous-intensity activity, such as running. Be sure to include vigorous-intensity aerobic activity on at least 3 days per week.



2. Muscle Strengthening

Include muscle strengthening activities, such as gymnastics or push-ups, at least 3 days per week as part of your child's 60 or more minutes.



3. Bone Strengthening

Include bone strengthening activities, such as jumping rope or running, at least 3 days per week as part of your child's 60 or more minutes.



How do I know if my child's aerobic activity is moderate- or vigorous-intensity? *Here are two ways to think about moderate- and vigorous-intensity:*

1. As a rule of thumb, on a scale of 0 to 10, where sitting is a 0 and the highest level of activity is a 10, moderate-intensity activity is a 5 or 6. When your son does moderate-intensity activity, his heart will beat faster than normal and he will breathe harder than normal. Vigorous-intensity activity is a level 7 or 8. When your son does vigorous-intensity activity, his heart will beat much faster than normal and he will breathe much harder than normal.
2. Another way to judge intensity is to think about the activity your child is doing and compare it to the average child. What amount of intensity would the average child use? For example, when your daughter walks to school with friends each morning, she's probably doing moderate-intensity aerobic activity. But while she is at school, when she runs, or chases others by playing tag during recess, she's probably doing vigorous-intensity activity.



What do you mean by "age-appropriate" activities?

Some physical activity is better-suited for children than adolescents. For example, children do not usually need formal muscle-strengthening programs, such as lifting weights. Younger children usually strengthen their muscles when they do gymnastics, play on a jungle gym or climb trees. As children grow older and become adolescents, they may start structured weight programs. For example, they may do these types of programs along with their basketball team practice.

Making Physical Activity a Part of a Child's Life

The information above is provided by the Centers for Disease Control. For more great information on physical activity for youth, check out the American Academy of Pediatrics website, <http://www.aap.org/healthtopics/physact.cfm>, or the centers for disease control at www.cdc.gov/physicalactivity/everyone/getactive/children.html.