

PRINCETON DAY SCHOOL

The Health and Wellness Program

The Health and Wellness Program at Princeton Day School seeks to empower our students to successfully navigate the ever-changing environment we live in by promoting a healthy physical, mental, and social lifestyle. The curriculum in all three divisions revolves around a number of core topics: nutrition, relationships, safety, sleep, exercise, stress and study skills, sexuality, substance use and abuse and social media. Aligning our objectives in our class offerings, through our Peer Leadership program, in the physical education curriculum as well as in athletic participation, we believe that every aspect of a student's education focuses on the promotion of a whole and healthy lifestyle.

Health educators, mental health personnel and fitness, yoga and movement instructors will work in conjunction with specialists from our greater community to share important information in their areas of expertise. It is our hope that providing students with developmentally appropriate and clinically pertinent data will inform their decision-making and provide the skills they need to build a productive and healthy foundation for living.

MISSION

Our mission is to educate the PDS community regarding overall health and wellness, which includes the physical, psychological, emotional and social aspects of a student. By investigating the factors that protect, as well as those that create risk, we encourage students to practice a healthy lifestyle. Our ultimate goal is the life-long commitment to making informed choices and prioritization of self-health.

CURRICULUM OVERVIEW

The Princeton Day School Health and Wellness curriculum has been made possible through the E.E. Ford Wellness Grant.

Lower School: Students in PreK-Grade 4 engage in a year-long program highlighting topics such as nutrition, safety, and self-awareness in an age-appropriate manner through interactive lessons, group discussion and dynamic speakers. In the Lower School, students begin the journey of self-empowerment and good decision-making through example.

Middle School: Using a multidisciplinary method, Grades five through eight learn about the 5 "S" topics- stress and sleep, self-care, substance use and abuse, social media and human sexuality. Small classes meet once every cycle in seminar format and encourage students to discuss relevant topics in a safe and supportive environment. Additionally, assembly speakers from the PDS community and beyond enhance the classroom curriculum, and more opportunities exist for those students who would like to try yoga, meditation and mindfulness through the DaVinci electives offerings, our middle school experiential learning block.

Upper School: In tenth grade health class (a graduation requirement for each student), we again delve deeply and examine current topics in health and wellness, focusing on awareness of how this information shapes the decisions we make in our own lives. Health educators utilize several forms of learning, group discussions, and longitudinal projects, as well as external resources to continue the journey in wellness practices.

LOWER SCHOOL

Meeting for thirty minutes every other cycle, the health and wellness educator meets each homeroom for their lesson. Using multiple modalities such as: read aloud, worksheets, art activities, games, and question and answer prompts, students learn developmentally appropriate information pertinent to each topic. Each year, lessons mature in content and format so that by the end of lower school, the child has a strong foundation that he/she may use to promote individual healthy practices in the future.

| | <i>Pre-K & Kindergarten</i> | <i>Grade I</i> | <i>Grade II</i> | <i>Grade III</i> | <i>Grade IV</i> |
|--|--|-------------------------------------|---|--|---|
| <i>Introduction to Health & Wellness</i> | Describing the “best” you | What does “good health” mean? | Name 3 parts of wellbeing | Healthy behaviors vs. risky behaviors | Life skills & wellness |
| <i>Hand-washing</i> | Hand washing is for everyone | Good technique, what are germs? | Good technique, how are germs spread? | Communicable disease - how is it spread? | Why wash your hands? Which germs are responsible for disease? |
| <i>Self-care</i> | What “self-care” means: Grooming and skin care | Good grooming habits | What are head lice? | Why is good hygiene important? | Hair, skin, nail hygiene |
| <i>Cardio-vascular & Respiratory System</i> | Fun facts about our heart and lungs | The function of the heart and blood | Heart & Lungs: What do they do? What is asthma? | Heart & Lungs: How do you care for your heart and lungs? | Heart & Lungs: How do the heart and lungs work together? |

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| <i>Musculo-Skeletal System</i> | The difference between muscles and bones and how to keep them healthy | The difference between muscles and bones | The difference between voluntary and involuntary muscles | Label the big bones and what they do | How to keep muscles strong, the structure and function of skin |
| <i>Nervous System</i> | What does the brain do? | Parts of the brain, 5 senses | The 5 senses | Hearing - smelling - tasting | Concussion - what is it? |
| <i>Self-Esteem</i> | "It's ok to be different" | How to be positive about yourself | The importance of believing in yourself | 13 ways to be happy | Write short term and long term health goals |
| <i>First Aid</i> | What does the nurse do for you? How to call for help | Safety at home and outside, what is an emergency? | Safety rules at school, pet safety, allergies | Define a medical emergency and how to call for help | What should be in your first aid kit? |
| <i>Digestive System</i> | What happens to food inside the body? | Parts of the Digestive System, taking care of your stomach | Parts of the Digestive System take on different jobs | Chewing to Elimination | What happens to food during digestion? |
| <i>Nutrition</i> | What are food groups? | A healthy diet | The importance of breakfast | Macronutrients and where we find them | Macronutrients and how they are essential to our bodies |
| <i>Stress and Sleep</i> | Learn about healthy sleep habits | What to do when you make a mistake? Sleep is important | What does sleep do your body? | What is stress and what can we do to cope? | How does your body react to stress |
| <i>Relationships</i> | Sharing is fun! | What makes you a good friend | The difference between telling and tattling | Being a good citizen, the harm in gossiping | How to resolve conflicts, how to deal with embarrassing moments |

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| <i>Human Life Cycle</i> | How do you grow up? Similar and unique ways of growing | How do you grow up? Similar and unique ways of growing | How are boys and girls different? Ok touches & not ok touches | Male and female reproductive anatomy, puberty and change | Stages of maturity and growth, puberty |
| <i>Family</i> | Who is in your family? "Have you filled your bucket today?" No two families are alike - how to be a responsible family member | Defining our role in the family | Unique aspects of every family - where do you fit in? | Community at play - in your family, at school, why is it important? | What can affect a family? How does it influence the individual? Understanding death as the last stage of a life cycle |
| <i>Substances</i> | Is it candy or medicine? | Tobacco and alcohol and harmful effects | Safe ways vs. unsafe ways to use medications | Tobacco/Nicotine - where is it and why is it harmful? | How to read a prescription label, the difference between over-the-counter and prescribed drugs |
| <i>Sun Safety</i> | -- | How can I protect myself from the sun? | 4 sun"wise" action steps | How to keep safe outside - water safety rules apply | Sunburn treatment |

MIDDLE SCHOOL

The Middle School Health and Wellness program seeks to empower our students to successfully navigate the ever-changing environment we live in by promoting a healthy physical, mental, and social lifestyle. Students in each grade level study a developmentally appropriate curriculum and meet once every seven-day cycle. The curriculum revolves around a number of core topics: stress and sleep, self-care, substance use and abuse, social media, and Human Sexuality. It is our hope that providing students with developmentally appropriate and clinically pertinent data will inform their decision-making and provide the skills they need to build a productive and healthy foundation for living.

| | Grade V | Grade VI | Grade VII | Grade VIII |
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| Stress and Sleep | Who Sleeps More? Why is sleep important? | Stress and the Power of Positive Thought- practicing moderation techniques including positive thinking strategies "Good Sleep Habits for important sleep practice" <i>from Sleep Education grades 3-5</i> | Managing your daily stresses- STRESS BINGO! How are your sleep habits? Why is sleep important? | Good vs. bad stress - how to turn bad into good |
| Self-Care | What does H and W mean to you? The definition of a student's health and wellness in different aspects of their life. Making our own "wellness wheels" GRIT and RESILIENCE Good Decision Making- working through bullying situations Water and Sun Safety | Self Esteem and H&W- how does positive self esteem promote wellness to the student Mindfulness and the Sixth Grader- understanding how practicing mindfulness is helpful Practicing Communication and Teamwork as an important life skill | Communication and Collaboration and Problem Solving – "Wawa Island" <i>from: Sandra McTavish, Life Skills: 225 Ready-to-use Health Activities for Success and Well-Being Grades 6-12 2003</i> Mindfulness and the Seventh Grader- Practicing Mindfulness is beneficial to oneself | Appropriate Behaviors- how to talk with peers, adults, etc... <i>from Langland, Et al. William and Mary T/TACWorkshop (1998)</i> Transitions- Peer Group Discussion Scenarios for High School |
| Substance Use and Abuse | A review of macronutrients and of "MY PLATE" an assembly activity: make a well-balanced lunch menu "Drugs in Society" <i>from The National Institute on Drug Abuse (NIDA)</i> | The Dangers of Alcohol and Nicotine Practicing Refusal Skills | Macronutrients- What's for Breakfast? Micronutrients- where do you get your vits and minerals? | How to read a nutrition Label Water/Hydration |

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| | <p><i>Junior Scientist Publication for grades 4-5 (module 1)</i></p> <p>“Alcohol, Marijuana, Inhalants” <i>from The National Institute on Drug Abuse (NIDA) Junior Scientist Publication for grades 4-5 (module 5)</i></p> <p>“What is Addiction?” <i>from The National Institute on Drug Abuse (NIDA) Junior Scientist Publication for grades 4-5 (module 6)</i></p> | <p>A review of MY PLATE <i>from USDA MYPLATE.gov</i></p> | <p>Responsible Snacking</p> <p>What is substance abuse?</p> <p>Why we talk about substance abuse- the power of saying “no”</p> | <p>The Adolescent Brain and Drugs of Abuse- how does the brain develop? How does a teenage brain differ from an adult one?</p> <p>Learning the facts about Drugs of Abuse.</p> <p>“Too Smart to Start” <i>from The National Institute on Drug Abuse (NIDA)</i></p> |
| Social Media | <p>“What’s Cyberbullying?” <i>from Common Sense Education (grades 3-5 unit 3)</i></p> <p>“Selling Stereotypes” <i>from Common Sense Education (grades 3-5 unit 3)</i></p> | <p>“Digital Life 101” <i>from Common Sense Education (grades 6-8 unit 1)</i></p> <p>“Cyberbullying: Be Upstanding” <i>from Common Sense Education (grades 6-8 unit 1)</i></p> <p>“Safe On-Line Talk” <i>from Common Sense Education (grades 6-8 unit 2)</i></p> | <p>“Cyberbullying: Crossing the Line” <i>from Common Sense Education (grades 6-8 unit 3)</i></p> <p>“Which Me should I Be?” <i>from Common Sense Education (grades 6-8 unit 2)</i></p> <p>“The Reality of Digital Drama” <i>from Common Sense Education (grades 6-8 unit 3)</i></p> <p>Sexting, the difference between flirting and harassment</p> | <p>“Feeling on Display” <i>from Common Sense Education (grades 9-12 unit 1)</i></p> <p>“My Online Code” <i>from Common Sense Education (grades 9-12 unit 2)</i></p> |
| Human Sexuality | <p>Parts of the Male Reproductive Organs and What They Do</p> <p>Parts of the Female Reproductive Organs and What They Do</p> | <p>Male and Female Reproductive Organs</p> <p>Human Development</p> <p>Pregnancy</p> | <p>Healthy Relationships</p> <p>Lifestyle Choices</p> <p>Refusal Skills</p> | <p>Good Decision Making - Avoiding Risky Behaviors</p> <p>Intercourse and Human Development</p> <p>Healthy Relationships</p> |

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| | What changes in puberty? A Physical and Emotional Journey | Gender Stereotypes | Health Gender Role Stereotypes | |
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UPPER SCHOOL

As one of their six trimesters of physical education, students are required to take one trimester of health; this is usually taken during the tenth-grade year. This course includes an introduction to the concept of health, substance abuse, human sexuality, sexually transmitted diseases, contraception, and nutrition. The primary objective of the course is to provide students with information so they will be able to make responsible choices. Health is intricately involved in every aspect of human life, and we feel that students should be made aware of the value of attaining and maintaining good health. This course is required for graduation; therefore, a student who enters PDS after the sophomore year will need to be scheduled into this class unless they have completed an equivalent course at their previous school.

| | <i>Lesson</i> | <i>Topics</i> |
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| <i>Stress and Sleep</i> | Practicing a Mindful Minute Relaxation Techniques for in and out of the classroom Stress Modulation The Importance of Sleep Sleep Hygiene Sleep Deprivation | Stress: Definition Physiology Identification – physical/emotional/mental Identification Moderation Pathological Features/resources for assistance Sleep: Definition/stages/importance Sleep Hygiene |
| <i>Self-Awareness</i> | Take a Wellness Inventory The Teenage Brain- Basic Neurology | Mental Health: Definitions/ Diagnoses Normal and abnormal Identification- signs and symptoms |

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| | <p>Mental Illness- what is Normal and What Isn't</p> <p>Anxiety and Depression, Suicide</p> <p>Communication- Levels of Tolerance - How to say "No"</p> | <p>Resources for assistance</p> <p>Depression</p> <p>Anxiety</p> <p>Bi-polar</p> <p>Borderline and Conduct Disorder</p> <p>Obsessive-Compulsive Disorder</p> <p>ADD/ADHD</p> <p>Schizophrenia</p> <p>**Anorexia</p> |
| Substances | <p>Fast Food and Nutrition</p> <p>A Review of Macro- and Micro-Nutrients</p> <p>Change and Recipe</p> <p>Eating Disorders- Not about Eating</p> <p>Alcohol and NJ Law</p> <p>Stages of Addiction</p> <p>Drugs of Abuse</p> | <p>Nutrition:</p> <p>Macro and micronutrients</p> <p>Healthy Choices</p> <p>Hydration</p> <p>Illicit Use and Abuse:</p> <p>Decision Making/</p> <p>Physiology of Impairment</p> <p>Physiology of Dependence/ Cycles of Addiction</p> <p>Why are teens more likely to get addicted? The teenage brain</p> <p>Drugs of Abuse</p> <ul style="list-style-type: none"> • Overview of different types • Signs and symptoms of use, abuse, overdose, withdrawal <p>Resources/ Assistance</p> |
| Social Media | <p>"Oops! I Broadcast it on the Internet" <i>from Common Sense Education (grades 9-12)</i></p> <p>"My Online Code" <i>from Common Sense Education (grades 9-12 unit 2)</i></p> <p>"Who Are You Online?" <i>from Common Sense Education (grades 9-12)</i></p> <p>"Private Today, Public Tomorrow" <i>from Common Sense Education (grades 9-12)</i></p> | <p>Internet Safety</p> <p>Media Permanence</p> <p>Understanding communication via the internet and social media- Etiquette</p> <p>Identity: On-line vs. Real</p> <p>Cyber responsibility</p> <p>Bullying</p> |

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| <p>Human Sexuality</p> | <p>Circles of Sexuality- Definitions and Semantics</p> <p>Human Reproductive Physiology - a Review</p> <p>“Yes means Yes- but only...”</p> <p>STI’s and Contraception</p> <p>Truths and Myths</p> | <p>Definition</p> <ul style="list-style-type: none"> Sexuality Sensuality Intimacy Sexual Health and Reproduction Sexual Identity <p>Making Healthy Sexual Choices</p> <p>Consent</p> <p>Assault and Rape</p> <p>Contraception</p> <ul style="list-style-type: none"> Barrier Hormonal Mechanical (I.U.D.) Emergency Contraception <p>STI’s</p> <ul style="list-style-type: none"> HIV Hepatitis Chlamydia Gonorrhea HPV Herpes Syphilis |
| <p>Life Skills and Self-Care</p> | | <p>Communication and Conflict Resolution</p> <p>Types of Communicators</p> <p>Refusal Skills</p> <p>Active vs. Passive Listening</p> |

STUDENT LEADERSHIP AND WELLNESS

Using a Peer Group model of teaching, important topics in wellness are covered in an innovative, interactive and holistic manner. After a rigorous application and selection process, leaders from the senior class are meticulously trained in order to teach younger students through the Peer Group program. Responsible for teaching their assigned classes for the majority of the year, seniors learn to prepare,

execute lesson plans and critique their work. Faculty preceptors act as supervisors and mentors for the seniors throughout their leadership training experience by providing feedback and support, and by cultivating leadership skills in each of them. By using this model, both the 'student' as well as the 'teacher' benefit- for the student (the ninth graders), through learning information from a peer lens, and for the teacher (the senior leaders), through providing actual context to that information and being a true role model and example.

"Peer teaching can enhance learning by enabling learners to take responsibility for reviewing, organizing, and consolidating existing knowledge and material; understanding its basic structure; filling in the gaps; finding additional meanings; and reformulating knowledge into new conceptual frameworks' (Dueck, 1993)."

Peer Group

As one of the original leadership programs in the country, the ninth-grade Peer Group Program is in its fourth decade. An essential part of the ninth-grade curriculum, Peer Group addresses many of the issues and challenges associated with transitioning into and through the upper school. Meticulously trained student leaders from the senior class are responsible for teaching their freshman group an array of pertinent topics in an honest, safe and supportive environment. As an integral part of the global wellness program, Peer Group provides another opportunity to highlight the factors that promote good decision-making and healthy life choices. The "senior triangle" consists of three leaders meeting their ninth-grade class twice a cycle from September to April. Using social and emotional learning competencies as a roadmap for teaching certain skills to their ninth graders, the Peer Group curriculum is both skills-based and content driven.

Peer Group Topics

- Social Media/internet
- Bullying/Hazing
- Stress Management
- Body Image/Gender Identity
- Conflict Resolution
- Parent Relations
- Trust/Team Building
- "The Party Scene"
- Peer Pressure
- Values Clarification
- Sexuality and Dating
- Academic Integrity

SEL Competencies

from: COLLABORATIVE FOR ACADEMIC, SOCIAL, AND EMOTIONAL LEARNING

- Self-Awareness
- Social Awareness
- Responsible Decision Making
- Self-Management
- Relationship Skills

PHYSICAL EDUCATION: LIFE-LONG WELLNESS PRACTICE

Mission Statement

The Physical Education Program is based upon the acquisition of knowledge and skills that are the foundation for engaging in an active lifestyle. This is a sequential educational program based on physical activities undertaken in an active, caring, supportive atmosphere in which every student is challenged and successful. Our aim is to empower all of our students to sustain regular, lifelong physical activity as a foundation for a healthy, productive and fulfilling life.

PK to Grade 5

Meeting four days in a seven-day cycle, each student from Pre-K to Grade 5 are expected to participate in physical education. As a cornerstone of the health and wellness program, all lessons, games and activities are geared to teach, practice and enhance a student's ability to be physically active in a healthy manner. As important as proficiency of the physical aspects of the curriculum, PE is a platform for executing and perfecting characteristics and life skills essential for success academically, athletically and beyond. Highlights of the curriculum include:

Pre-Kindergarten and Kindergarten

- Understands basic teacher commands for quiet, starting and stopping.
- Recognizes and respects physical class boundaries, personal space and rules for safety.
- Movement and locomotor skills - Introduction to and working toward mastery of basic locomotor skills walking, running, hopping, skipping, sliding, jumping.
- Manipulatives - manipulating different objects with hands and feet (and other body parts)
- Body Awareness - Recognize different body parts and how one uses his or her body to coordinate movement and occupy and travel through space
- Ice skating skills including: standing and balancing on ice, falling and getting up, marching in place, moving march, gliding on 2 feet, u-turns, standing still swizzles and backward wiggles

Grade 1

- Follows basic teacher commands for quiet, starting and stopping
- Respects physical class boundaries, personal space and rules for safety
- Movement and locomotor skills - Continued work toward mastery of basic locomotor skills walking, running, hopping, skipping, sliding, jumping.
- Manipulatives - manipulating different objects with hands and feet (and other body parts) and objects (scoops, big bats and Pillo Polo mallets)
- Body Awareness - Recognize different body parts and how one uses his or her body to coordinate movement and occupy and travel through space
- Introduction of basic rules that govern play in certain activities
- Introduction of the concept of the value of fair play and sportsmanship while participating in games
- Ice skating skills: falling down and getting up quickly, safety skills: balance and control and being aware of other skaters on the ice, gliding on two feet, gliding on one foot, proper forward stroking, snowplow stops, forward swizzles across ice with a glide between swizzles, beginning backward swizzles.

Grade 2

- Introduction of cardio-respiratory development during warm-up activities that include agility and various movements.
- Playing games that involve cooperative and sport-related activities.
- Introduction of basic rules that govern play in these activities.
- Practicing the concept of the value of fair play while participating.
- Participation in group activities as it pertains to their peers and teamwork.
- Ice skating skills: safety skills; being aware of other skaters on ice and skating “under control” proper forward stroking, learn to identify and balance on edges, beginning forward cross-overs, snowplow stops, Backward swizzles and c-pushes.

Grade 3

- Demonstrates developing fitness and basic skills that are necessary to participate in physical education activities.
- Movement and locomotor skills - practice and refine more complex locomotor skills such hopping on one foot, forward and backward skipping, sliding, jumping and grapevine.
- refine basic skills in order to use them in cooperative games.
- Manipulative skills reviewed in many of the games and activities throughout the curriculum
- Develop a sense of self-worth, respect and fair play during team play
- Demonstrate knowledge of rules and strategies that will help govern the games we play.

- Ice skating skills: safety skills and being aware of other skaters on the ice and skating “under control”, proper forward stroking, learning to identify and balance on edges, beginning forward cross-overs, snowplow stops, backward swizzles and c-pushes. Learning to take care of personal skating equipment and tie their own skates.

Grade 4

- Demonstrates the fitness skills that is necessary to participate in team and sport activities.
- Refines basic skills in lead-up and cooperative games as it pertains to the unit.
- Manipulative skills will be introduced and practiced in many of the games and situations throughout the curriculum.
- Demonstrates good sportsmanship in team play.
- Students will demonstrate knowledge of rules and strategies that will help govern the games we play.
- Uses specific games while developing a sense of self-worth and respect for individuals
- Ice skating skills including; safety skills and being aware of other skaters on ice and skating “under control” proper forward stroking, learning to identify and balance on edges, beginning forward cross-overs, snowplow stops, Backward swizzles and c-pushes, backward cross-overs.

Grade 5

- Major focus is on team play and sportsmanship.
- Cardiovascular and overall physical fitness are emphasized in each unit of instruction.
- Introduction of specific skills, rules and strategies for various team and individual sports that they can choose to participate in 6th to 8th grade Athletics.
- Continued development or introduction to skating skills. Introduction of ice hockey to those students whose skating skills are adequately developed.
- Continue development in participation in all activities and lead-up games.
- Continued engagement in team and sport simulated games as each student demonstrates necessary skills and knowledge with respect to the nature and level of the sport or game activity.
- ice skating skills including; learn to identify and balance on edges, forward cross-overs, backward cross-overs, turns from forward to backward and backward to forward, t-stops and hockey stops. Introduction to ice hockey skills: stick handling, passing, shooting, and playing ice hockey (very controlled).

Grades 6-8

Every middle school student from grades six through eight participates in either a middle school athletic team or chooses one of the course offerings in physical education every season. Options for middle school students are:

Fall Court Sports and Activities

Students develop engagement in team and individual sport-simulated games. Students are introduced to the skills, strategy and knowledge with respect to the nature and level of each game. The games that are introduced include beach ball volleyball, paddle tennis, and badminton. Students will be able to exhibit a set of values consistent with sportsmanship, responsibility, and participation through these activities while practicing the skills necessary to be active in each game or activity.

Outdoor Winter Activities

Students develop their cardiovascular and overall fitness and have fun participating in field games. They also learn “Leave No Trace” principles, tree identification, animal track identification, and basic winter survival skills while taking weekly winter hikes on the campus trails.

Panther Fit

Designed as an intensive off-season training regimen for athletes or for those students who want rigorous and supervised work outs during the winter months. A rotating schedule of regimens which include cardiovascular, speed and agility, strength training and core exercises are intentionally planned for the athlete to maximize training and physical progression of skills and ability. Panther fit also presents these coordinated work outs in a fun and supportive environment which encourages the love and the commitment to lifelong wellness practices.

Dance

Practicing several different types of movement, students meet to learn new techniques and routines. Warm-up, stretching, choreography, musicianship are aspects of practice and students are encouraged to express their unique creativity, expected to work as a cohesive group and should produce a final piece for presentation.

Independent Study

Participation in MS Athletics and Physical Education is an important part of each student’s middle school experience. Occasionally, parents request that a middle schooler be permitted to substitute outside-of-school athletics for PDS physical education classes or athletics. When this happens, the Physical Education Department Chair evaluates the request and, in consultation with the Middle School Head and in consideration of guidelines, determines whether an accommodation is appropriate.

Grades 9-12

In order to fulfill the mandatory graduation requirement of participation, Upper School students have the opportunity to participate on an interscholastic athletic team or one of the selective elective physical education options which include:

Strength Training

Students are introduced to strength training, cardiovascular fitness, flexibility and Fitness Center safety. The students will set attainable goals and track their progress throughout the class. There are also “mini-courses” to teach the students new exercises and fitness principles throughout the term.

Dance

Students complete daily dance warm-ups involving both beginning and intermediate techniques in Western styles of dance followed by short sequencing combinations across the floor. The class culminates in a longer dance combination followed by final stretching each day. Basics of improvisation are also introduced in preparation for those moving on to advanced dance.

Yoga

Students are introduced to the basics of Hatha yoga including postures emphasizing strength and flexibility as well as breath control and relaxation techniques. Students are coached in proper alignment along with monitoring emotions and mental thought patterns.

Ice Skating

Ice Skating is open to any upper school student. Hockey skaters, beginners, or figure skaters are welcome in these classes. Class activities are designed for both individual skill development and cooperative events for any level. Classwork is based on both student ability and teacher expectations which make it a uniquely productive elective in physical education.

Upper School Independent Study Program

Students may request to be permitted to substitute outside-of-school athletics for PDS physical education classes or athletics. This may be permitted so long as the sport is not offered at PDS or take place in the same season. When this happens, the Physical Education Department Chair evaluates the request and, in consultation with the Physical Education department, Athletics determines whether an accommodation is appropriate.