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This is in strong support of Raised HB 5467, An Act Establishing A Red Ribbon PASS Program:

The semester of EXS 350, Teaching Physical Fitness K12, went quickly. This class scaffolded other movement foundations classes. We not only learned an understanding, personal proficiency, and instructional demonstration of the fundamentals of movement. But, we learned about the PASS program and had the opportunity to teach PASS, along with promoting the use of the program by speaking in front of the Connecticut General Assembly. In this paper, I will reflect on this past semester.

**Reflection one**, the PASS program was fantastic. We learned about the PASS program created by Dr. Fede and Mrs. Carol Ciotto. It is a program that incorporates physical activities into the classroom during the regular school day. We learned how to create PASS lessons that incorporate curriculum subjects with physical activities. One lesson that I created used spelling content area words with a paper toss basketball game. This lesson involved spelling, teamwork, and shooting skills. Through the pass program we investigated ideas for integrating physical activities into the classroom. This was challenging because a classroom has many obstacles, such as, desk, chairs, and teaching materials that we had to work around but still maintain a safe environment. Our goal with the lessons were that they be challenging for the student but not so hard as they could not meet with success.

During this class we had the chance to go to Eli Whitney School to teach in a high school. Then we got to go to Hamden Middle School to obtain experience in a middle school. I met an alumni from the SCSU physical education program, Kate Hoffman, who gave me some useful tips of being a PE teacher. Next, we went to Dunbar Hill School. At Dunbar Hill School in Hamden we had the opportunity to teach our PASS lessons. I was assigned to a great 4th grade class. I asked the teacher, Mr. Christopher Prevost, what classroom management strategy he uses so I could use what the class was used to. I addressed my expectations and described the lesson with an initiation, procedure, and closure. I loved this part of the class because I enjoy the time to actually teach students. I learned from this experience that I would not mind teaching in an elementary school. The students were excited to do the lessons and for the most part were fun to work with. This was a positive experience for me and I met very nice teachers and administrators.

**Reflection two**, speaking to the Connecticut General Assembly about PASS was a positive experience. I thought this experience would make me nervous by I was surprised to learn it was not. During this activity, I prepared for the talk by research more about the program and the importance of being physically active, especially how positively it affects academics. I learned about the problem with our inactive society and how it is ruining our health. When the day came, we dressed up and went to Hartford to support the act, to establish a red ribbon pass program. We had the experience to meet with the Senators. I had the job of informing the panel on what the problem we are facing with not enough physical education in a student's day. We then did a PASS activity then concluded our presentation. I feel this was interesting to be part of trying to get an act turned into a bill. I enjoyed meeting other PE majors from Central Connecticut State University. It was a genuine learning experience and I felt that I was not as nervous participating

in this process as I was interviewing to get into the department. I felt that this was a sign that I was growing as a more confident person who was comfortable about the topic of physical education,

Overall, I enjoyed this semester in EXS 350 Teaching Physical Fitness K12 and felt I learned much about teaching physical fitness. I feel that I found what I enjoy doing and look forward to more teaching experience as I go through the SCSU Physical Education program. I like classes like EXS 350 because I feel like real life experiences like teaching and talking in front of the Connecticut General Assembly or introducing speakers at the conference makes our learning about PE more genuine real life experiences.