

These JEP Reflective Questions are designed to help you reflect upon your experiences as a member of a mini-team so that you can make the most of your community teaching experiences. They are intended to help you think about the practical applications of your course work in a 'real world' context. Please use these prompts as a framework for organizing your thoughts about your experiences in the community.

Please read through all of the Reflective Questions prior to beginning your JEP assignment. The questions are related to and build upon one other. In addition, some of the assignments depend on your observations over the course of the semester (vs. during a particular week). We encourage you to refer back to previous responses and to take seriously your PA's feedback each week. Doing so will help you to learn more from your experiences.

Note that as you respond to the questions, **you should concentrate on answering the main question(s) (the ones in bold)**. The additional prompts are 'focusing questions' to help you identify critical factors related to the main question.

***Please refer to the PA agreement you received in training for instructions regarding journal due dates and format requirements.**

Week One:

Describe your initial experience at your JEP assignment. **What are your most vivid impressions from your first day at your site?** For instance, what are some of the notable social and physical characteristics of your JEP site (think of the number, age, sex, race, or ethnicity of the staff, faculty, and/or students; and the size, space, decor, noise level, etc., of the classroom, buildings, and grounds), and how do these characteristics make you feel? **What are your goals for and expectations of the next eight weeks—in terms of your assignment and working with your mini course team?**

Week Two:

According to the National Standards for Physical Education, there are 6 main standards to determine whether someone is a physically educated person. A physically educated person:

Standard 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.

Standard 2: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.

Standard 3: Participates regularly in physical activity.

Standard 4: Achieves and maintains a health-enhancing level of physical fitness.

Standard 5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings.

Standard 6: Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

How will you incorporate these standards into your weekly lesson plans keeping in mind the grade level of your students? What themes from your EXSC course will be most useful to you as you develop your mini course? Building on your observations for Week One's journal assignment, how might the social and physical characteristics of the site affect the kinds of activities you can develop for the students in your mini course?

Week Three:

Describe your early impressions of your mini-course team. How are you and your partners functioning as a group? Do you feel everyone is cooperating and making an equal effort? What strengths do you think each member brings to the table? What weaknesses are you concerned about, if any? **What might improve the functioning of the team?**

Week Four:

The Southern California Environmental Health Sciences Center is a partnership between USC and UCLA. Visit http://hydra.usc.edu/scehsc/coep/coep_atlaschap.asp to read their report, *Air Pollution and Children's Health*.

How might heat, air pollution, etc., impact the fitness levels of children at school? What influence could the potential environmental hazards have on children's fitness levels? **Drawing from your experiences at your JEP site, what do you consider to be the most significant health problem or risk for children at the school?**

Week Five:

Have a look at the "Healthy Eating Pyramid" on the next page. Pay particular attention to the "healthy" and "use sparingly" food groups. **How do school policies contribute to (or detract from) the health and fitness levels of children?** For example, does the school lunch program serve items from the "healthy" or "use sparingly" food groups? Are there vending machines or other sources of "junk food" readily available to the children at the school? Does the school promote healthy eating and exercise in any visible way (such as health-promoting posters, advertisements for health fairs and other similar events, etc.)?

THE HEALTHY EATING PYRAMID

Department of Nutrition, Harvard School of Public Health



For more information, visit WWW.THE NUTRITION SOURCE .ORG

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Week Six:

How would you characterize the students' attitudes toward physical activity? Compare and contrast your experiences at your JEP site with your own K-12 education. How is the school, its facilities, its approach to education and teaching (especially in relation to physical education), etc., similar to or different from what it was like at your school? What are some of the unique strengths of the students, from your point of view? What are their weaknesses? Think back to any experiences you may have had with P.E. in K-12 (elementary and secondary) settings: how would you have responded to lesson plans such as those you have been creating for your students?

Week Seven:

In your EXSC course, you have learned about the relationship between diet, nutrition, physical activity, etc., and good health. In addition, you have had the opportunity to consider the ways that schools—where children spend the majority of their day—and the policies they adopt can impact affect the physical fitness levels of students. **Based on your knowledge and experiences this semester, what recommendations would you make to school administrators to improve the health of children at the site?**

Week Eight:

Review your journals for the entire JEP experience and then compose a summary of what you have learned and experienced over the last eight weeks. What kinds of things do you think the children learned from your mini-course? What did you learn in the process of teaching them (about teaching, about the subject matter, about the community, about yourself, etc.)? **How did your experience in JEP correspond to the goals and expectations you had at the beginning of the semester (weeks one and two)? Describe any special highlights from your experiences.**