I chose to read the article **Middle School Physical Education Teachers' Perspectives on Overweight Students** by Sarah A. Doolittle, Paul B. Rukavina, Weidong Li, Mara Manson and Angela Beale

**1. Why did you select this reading?**

I chose this reading because I don't often have opportunities to learn about theories or ideas that are being applied to the middle years as elementary major. However, just because I am trained for the elementary years I could be placed in any grades from K-12 so any extra learning I can get on more diverse grades is beneficial for my future career and students.

**2. What are the 3 most central concepts or ideas in this reading?**

* **Overweight students are "the same, but different."** Teachers shared a perspective of not treating their overweight students different from their other students because their size did not necessarily indicate their motivation, engagement or skill. Treating them differently may negatively impact the students, rather than benefit them long-term.
* **Teachers' concerns for overweight students leads to individualized goals and specific actions.**Each student is unique and has a different way of learning and feeling. This creates a need for teachers to look at the needs of the individual and see what may be the concern holding back the student, then take action from there.
* **Teachers perceive that overweight students are a responsibility and challenge.**Teachers claim that going out of their way and going the extra mile to see each child succeed regardless of their weight or fitness ability was simply part of their job. The students need the knowledge because leading a physically active life is beyond beneficial for all, but the students need the tools to achieve that lifelong - which can be provided by efficient physical education teachers.

**3. Choose 2 of those concepts/ideas. Clearly and explicitly discuss how each concept will apply to you as an educator who teachers PE.**

* **Teachers' concerns for overweight students leads to individualized goals and specific actions.**The article discusses three major categories of concerns that teachers commonly have with their overweight students when engaging them in physical education. The first is physical limitations, referring to the structural constraints that may affect the students movement capabilities within specific learning tasks. They would modify the activity, and rarely had the student sit out from the task. The second concern is the motivational concerns, rearing to the students who lacked motivation or refused to participate in class. Often you may talk to the student one on one (forming a relationship) and come up with a way for them to at least do something physical during the period that accomplish the grade level outcomes and they were comfortable with. Next step would be involving others to create a plan all together. The last category mentioned in the article is social concerns. The teachers recognized that bullying often took place in areas related to physical activity and/or many students self-consciousness became a barrier to their success in the Course. There are many ways to help ease that situation; whether it be allowing a private area for changing, allowing modification for PE attire, or working with the student to find a way to make them comfortable. The educator must pay special attention to creating a positive environment for all. If I was to encounter students in the future that were creating concern for myself in regards to PE, I would pay special attention to see if I could target the area of concern that is presented in the individual student. If the student was facing physical limitations within the class, I would find a way to accommodate the activity to something that they are capable of doing, while working toward the same goal. I would do this in a way that would not bring extra or negative attention to the student to ensure a feeling of safety and respect in the classroom. If the student was unwilling to participate or unmotivated within my class, I would pull them aside after class and try to make a plan that they are comfortable with. I would try to find a way that would get them to do some physical activity rather than excuse them from the class all together. After all, it is my goal to create lifelong movers. Lastly, if I were facing a student having issues socially in the class I would try to address their problem areas. If they are feeling unsafe in the change room, I would give them a private place to prepare for the class. If they were more comfortable with clothing choices that may not be what is expected for the class, I would allow them to wear whatever would get them involved. It is more important to me for students to learn movement skills rather than make them uncomfortable or give them a negative connection to physical activity.
* **Overweight students are a responsibility and challenge.**While their may be extra barriers to overcome with our students of varying ability and sizes, it is our responsibility as educators to at least put in our greatest effort to ensure a love of active living in all our students - if not love, than at least knowledge to safely participate in active living lifelong. It may be challenging, but by paying attention and forming relationships with all of our students (including overweight students) will allow us to figure out a way to include the students in a way they are happy with and are learning the desired outcomes. Not everything will be easy, but we cannot give up!