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Introduction

In today's financially trying times, school systems are finding it necessary to reduce expenditures by eliminating and/or downsizing staff and programs. Often primary and middle school physical education programs are targeted, leaving our youngsters under-trained in basic motor/movement skills, and consequently, less interested in (and therefore less likely to pursue and enjoy) physically active pastimes.

The *Phys Ed: A Comprehensive Curriculum* series is a total motor/movement skills instructional program with year level-specific lesson plans that is designed to enable primary and middle school classroom teachers to provide meaningful and effective skills instruction, either as the sole provider of physical education instruction or as a supplemental provider to an existing physical education program.

The *Phys Ed: A Comprehensive Curriculum* series is activity-oriented and pragmatically-based. Each level is presented with developmentally and sequentially appropriate motor/movement skill challenges and experiences that foster an appreciation, understanding, and an interest in physical accomplishment. The intention is to guide students in fundamental body management and motor skill competencies through instructional programming that places a premium on student success.

The format of the *Phys Ed: A Comprehensive Curriculum* series introduces the most basic motor/movement skills and progresses through to participation in informal individual or team games and races. Along the way, students learn to:

- accept, conceptualise, practise and master increasingly difficult tasks
- combine several simple tasks into one complex task
- work cooperatively with partners and as part of a team
- compete individually and as team members

Each *Phys Ed* lesson is easy to follow and implement. These lessons provide a series of challenging body management tasks that require readily available equipment, such as balls, hoops and marker cones.

When combined with effective teaching practices, the *Phys Ed: A Comprehensive Curriculum* program inspires student interest and desire for physical activity, as well as making unique and valuable contributions to the students' overall development.

Objectives

1. Each student will succeed.
2. Each student will develop a wide variety of motor skills including non-locomotor, locomotor, total body, and coordination skills.
3. Each student will exhibit acceptable social and ethical behaviour.
4. Each student will develop an understanding of factors which affect movement (space, time, force, flow, directionality).
5. Each student will exhibit initiative, activeness and conscientiousness.
6. Each student will exhibit self-confidence.
7. Each student will exhibit a desire for wholesome physical activity.

Teaching Motor/Movement Skills

Motor/Movement Skills are most effectively taught when the following principles are applied.

- **Provide concise, easy-to-understand instructions with concurrent demonstration.** Student attention is paramount for the intake of information. Visual demonstration combined with verbal instruction enhances the students' interest and ability to interpret instructions, as well as the ability to conceptualise performing the task.
- **Walk through each task.** Direct students through the task and correct performance errors.
- **Encourage questions.** It is important that students feel confident that they understand the task. Reinforce good questions.
- **Provide opportunities for exploration.** Allow students to be creative and explore alternative ways of accomplishing tasks.
- **Assure student success.** Be sensitive to individual body types, sensory motor deficits, or other factors that may inhibit student success. Adapt lessons to facilitate successful learning experiences.
- **Closely monitor trials/practices.** Correct performance errors as they occur. As students become more skilled and confident challenge them to recognise 'how it feels' when performing successfully (this phenomenon is known as *internal feedback*).
- **Reinforce effort, appropriate social and ethical behaviour and successful performance.** Verbally reward students for trying their best, sharing, cooperating, and successful task performances (this is known as *external feedback*).
- **Stress safety.** Encourage students to exhibit sensible caution when engaged in physical activity.



Before Implementing the Lesson

Warmups

Preface every lesson with several minutes of stretching exercises. Stretching helps prepare young muscles for movement and discourages injury from pulling or tearing muscle fibre. See lesson for Week 7 on pages 14–15.

Safety

Think safety first! An occasional bump, bruise or scrape is to be expected. The teacher, however, needs to give consideration to all safety issues related to each lesson prior to its implementation. Safety consciousness will not only safeguard student well-being but will also teach valuable risk and safety skills.

Control

Maintain a level of control similar to that maintained in the classroom during instruction. Monitor activity closely in order to provide feedback and frequent reinforcement. Youngsters are naturally active, crave adventure, and live for fun. Active, noisy and inquisitive, they need monitoring and direction to best facilitate purposeful motor/movement learning situations.

Motivation/Success

Structure each lesson to ensure individual student success. Adapt lessons as needed. Youngsters are both egocentric *and* self-conscious. Although often insensitive to the feelings of others, they are especially concerned with how they believe themselves to be perceived by their peers. Attention and recognition are therefore important and effective motivators. Success begets peer acceptance and approval.

Cooperation and Competition

When assigning duties or conducting cooperative lessons, group students in pairs and small teams to enhance sharing, turn-taking and other cooperative and social skills. When conducting competitive lessons, change team members frequently to minimise domination and maximise interpersonal skill development. Youngsters enjoy cooperating as well as competing. Students enjoy helping set up, change and collect equipment during and after class.

Post-Lesson Discussion

Each lesson should include a short (five minutes) discussion period that is intended to enhance the students' understanding and ability to apply movement principles, such as force, flow, direction, speed etc. Discussions should also emphasise physical and life activities that the students will be better prepared to undertake upon mastery of the lesson objectives.



Week 2

Motor/Movement Domain

Non-locomotor/Balance

Objective

Students demonstrate ability to support their body weight and maintain balance with four, three and two ground-contact points.

Equipment

None

Facility Options

Classrooms
Gymnasium/Cafeteria
Playground

Recommended Organisation Format

Large Circle (teacher in the centre)
Everyone practises together.



- A** Without providing examples, direct students to demonstrate various ways to support their body weights and maintain balance with four ground-contact points. For example, hands and feet; hands and knees; knees and toes; knees and elbows; crab position (hands and feet, the belly up). Allow students to observe one another and experiment with different positions during a two- or three-minute exploration period. Following the exploration period, conduct trials of the provided examples, each trial lasting ten seconds. Practise each position at least twice.
- B** Same as Task A, except use three ground-contact points. For example, two hands and one foot; two hands and one knee; one hand and two feet; one hand and two knees; one hand, one foot and one knee.
- C** Same again, except use two ground-contact points. For example, standing on both feet; standing on toes; one hand and one foot; one hand and one knee.
- D** Repeat Tasks A to C once each.
- E** Group students in pairs. Direct students to demonstrate various ways to support their combined body weight and maintain balance using two and three ground-contact points. The possibilities are numerous. For example, two points: one student holds another piggyback or partners stand side by side holding each other's bent and raised inside leg with their arms around each other's shoulders; three points: partners face each other with one student extending one leg out in front to be held by the partner.

