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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.

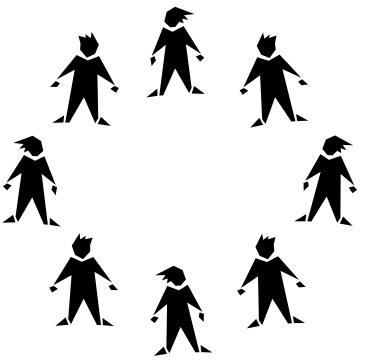
Teaching Motor/Movement Skills

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.

Recommended Organisational Format

Large Circle

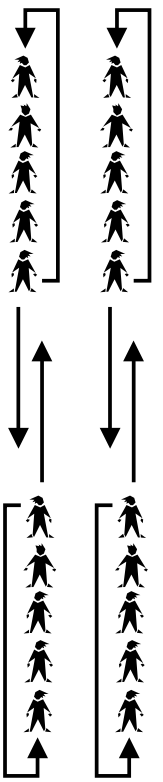


Teacher directs from the centre of the circle. Students generally practise together when in this formation.

Circle with Leader

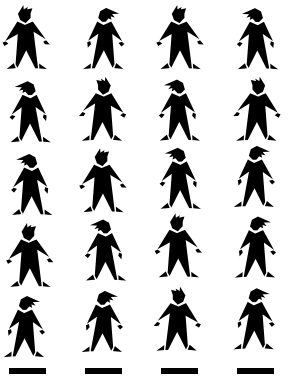
Students generally take turns practising with a group leader. This formation is especially useful for ball handling (throwing and catching skills).

Shuttle Turn Back



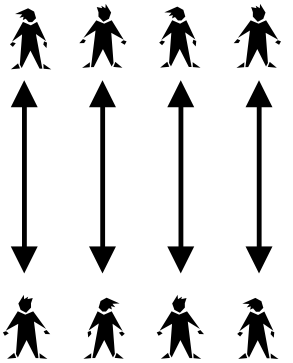
Students perform when at the front of the line. They then pass the ball to the first person in the opposite line and take a place at the end of the line.

Lane/File



Students perform/practise when at the front of the line and then take a place at the rear where they await their next turn (unless otherwise specified).

Partners



Students take turns practising with partners.

Week 1

Motor/Movement Domain
Non-Locomotor/Balance

Objective
Students maintain balance while performing various movement tasks.

Equipment
None

Facility Options
Classroom
Gymnasium/Cafeteria
Playground

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

TASKS

A With hands on their heads, eyes closed and feet together, students rise up on their toes and maintain balance for ten seconds. Alternate arm positions and repeat. For example, extend arms out in front; to the sides; above the head; hanging down with hands at the sides; and crossed in front of the torso. Practise each trial for at least ten seconds. Practise each arm position at least four times. Students' calf and shoulder muscles might get tired.

B Each student lifts either foot by bending at the knees and grasping the lifted ankle with the corresponding hand. Maintain balance for ten seconds. Allow hopping, but encourage attempts to stop. Practise on each leg at least five times.

C Students hop on either leg three times (count together), stop on the third landing, and then maintain balance for ten seconds (no additional hopping allowed). Practise on each leg at least six times.

D The student lifts either foot by extending a straight leg out in front. Maintain balance while moving the straight leg out to the side and behind. Practise with each leg at least six times. Encourage students to use their arms for balance.

E Students start from an 'all fours' position (hands and toes). Raise one hand and one foot (practise with one hand and the opposite foot, then the hand and foot on the same side) while maintaining balance for at least five seconds. Practise at least twice.

F Same as Task E, except vary the starting positions: hands and knees; knees and toes; and the crab position.

G 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.