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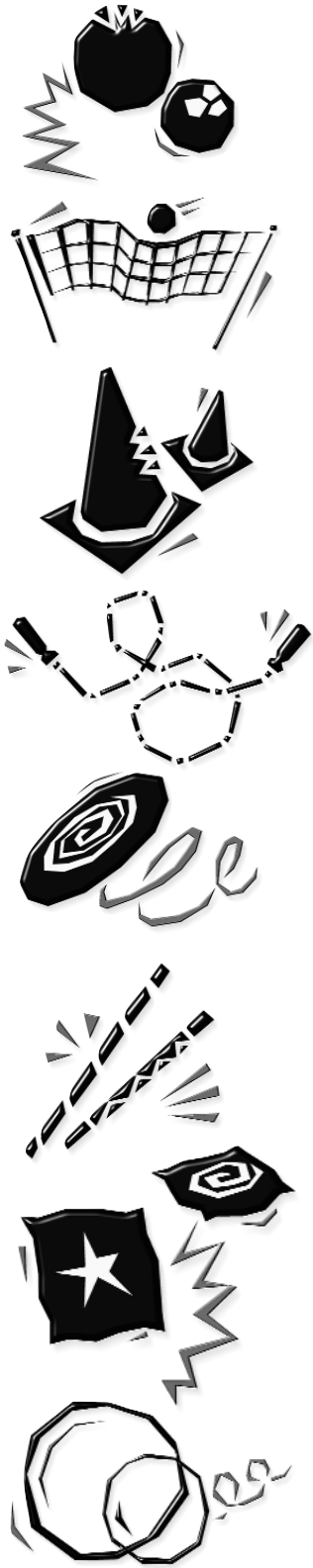
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Introduction

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

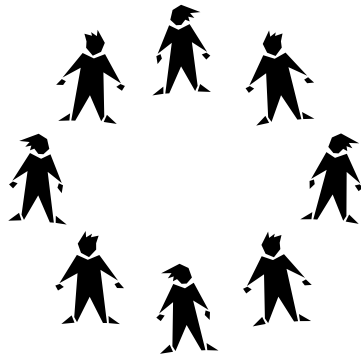
Motor/Movement Skills are most effectively taught when the following principles are applied.

- **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



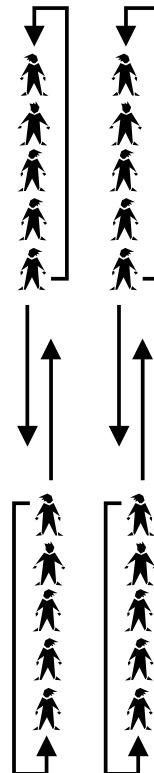
Teacher directs from the centre of the circle. Students generally practise together when in this formation.

Circle with Leader



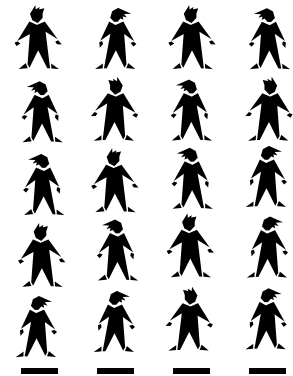
Students generally take turns practising with a group leader. This formation is especially useful for ball handling (throwing and catching skills).

Shuttle Turn Back



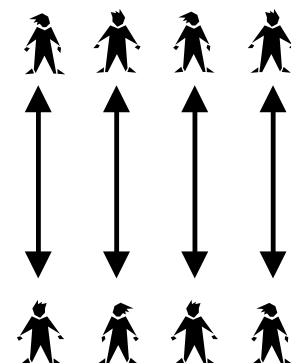
Students perform when at the front of the line. They then pass the ball to the first person in the opposite line and take a place at the end of the line.

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

Locomotor

Objective

Students demonstrate ability to maintain balance while exhibiting various locomotor skills and participating in relay races.

Equipment

Marker Cones

Facility Options

Gymnasium/Cafeteria
Playground

Recommended Organisational Format

Lane/File
Relay Races



Instructions

Place marker cones 5 to 8 metres in front of the start line.

- A** Students race to and from the marker cone in a *wheelbarrow position* (one student holds the ankles of a partner who is otherwise in the push-up position). Partners change positions at the cone. Caution the student who is standing not to push but to be pulled by the partner.
- B** Students walk or run (in the wheelbarrow position) around the marker cone and return.
- C** Students hold the toes of their shoes and walk or run on their heels.
- D** Students *crab walk* forward around the cone and then return. (From a sitting position, the student lifts his or her bottom from the floor and supports body weight on the hands and feet.)
- E** Same as Task D, except students crab walk backward.
- F** Students race *bear-style* (bottoms up, weight on hands and feet) forward around the cone and then return.
- G** Same as Task F, except students race bear-style backward.
- H** Students race to and from the cone in a fireman's carry (piggyback) position. Caution the students not to run so fast that they lose their balance. Partners change positions at the cone.

