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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

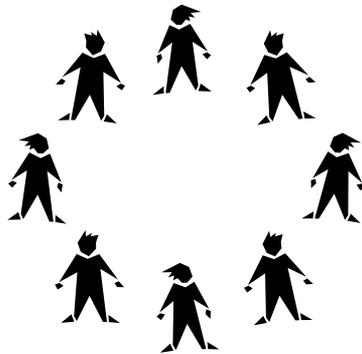
Motor/Movement Skills are most effectively taught when the following principles are applied.

- **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



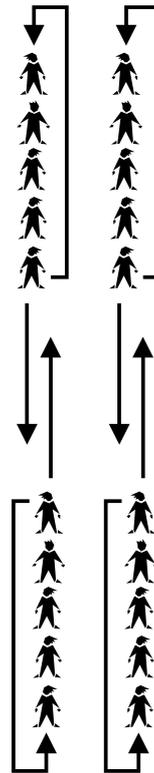
*Teacher directs from the centre of the circle. Students generally practise together when in this formation.*

## Circle with Leader



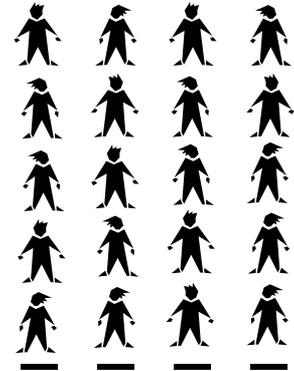
*Students generally take turns practising with a group leader. This formation is especially useful for ball handling (throwing and catching skills).*

## Shuttle Turn Back



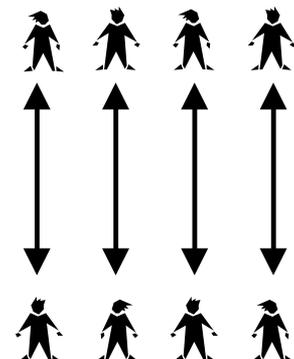
*Students perform when at the front of the line. They then pass the ball to the first person in the opposite line and take a place at the end of the line.*

## 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

## Objective

Students demonstrate ability to work cooperatively with a partner.

## Facility Options

Gymnasium/Cafeteria  
Playground

## Equipment

Marker Cones  
Sacks (Alternate Activities)

## Recommended Organisational Format

Lane/File  
Relay Races



## Instructions

Divide the class into teams of an equal and even number of students. Students of a similar size and weight should be teamed together. Place a marker cone 10 metres in front of each team.

- A** Students carry their partners piggyback style and walk to the marker cone. Partners change places and walk back to the starting point as quickly as possible.
- B** Same as Race A, except students run.
- C** Same again, except students *skip*. (Step and hop on the right foot, step and hop on the left foot, and continue.)
- D** Same again, except students *gallop*. (Step with the lead foot and bring the trail foot up to and even with the lead foot. Step again with the lead foot. The trail foot never passes the lead foot.)
- E** Students race *wheelbarrow style*, changing places at the marker cone. (The standing partner holds the ankles of a partner who supports the body weight on the hands with the arms only slightly bent.)
- F** Students leap frog over one another to and from the marker cone. Remind students to crouch low and keep their heads down when being leapt over.
- G** Students crawl through each other's legs to and from the marker cone.
- H** Same as Race G, except students *crab walk* forward (belly up, bottom down, and weight supported on hands and feet) between each other's legs.

## Alternative Activities

Three-legged races  
Two-person sack races

