

# Table of Contents

**4**

**Introduction**

**5**

**Objectives and  
Teaching Motor/  
Movement Skills**

**6**

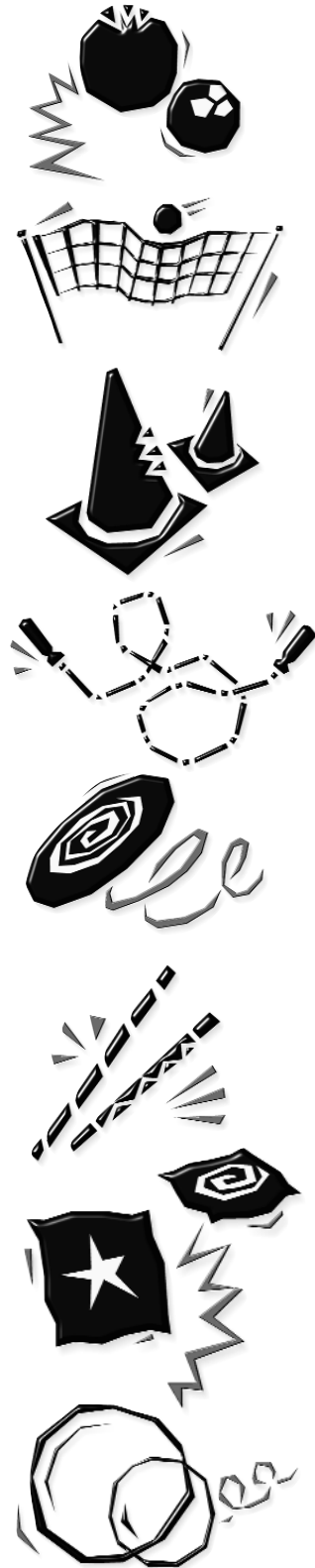
**Recommended  
Organisational Format**

**7**

**Before Implementing  
the Lesson**

**8-48**

**Weeks 1 to 36**





# 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

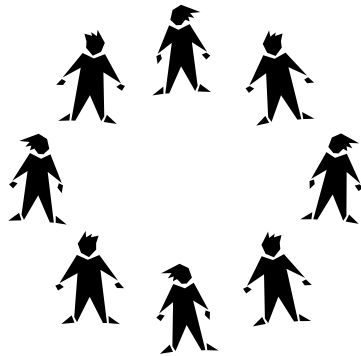
Motor/Movement Skills are most effectively taught when the following principles are applied.

- **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



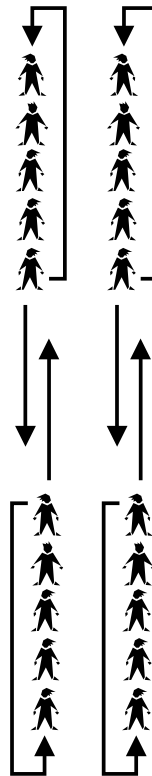
*Teacher directs from the centre of the circle. Students generally practise together when in this formation.*

## Circle with Leader



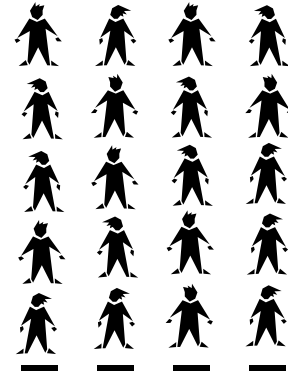
*Students generally take turns practising with a group leader. This formation is especially useful for ball handling (throwing and catching skills).*

## Shuttle Turn Back



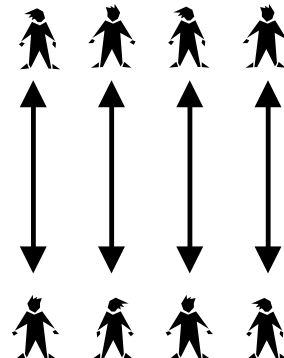
*Students perform when at the front of the line. They then pass the ball to the first person in the opposite line and take a place at the end of the line.*

## 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 perform various object management tasks with partners as quickly as possible.

## Equipment

Beach Balls  
5-metre Jump Ropes  
Marker Cones

## Facility Options

Gymnasium/Cafeteria  
Playground

## Recommended Organisational Format

Lane/File  
Relay Races



## Instructions

Divide the class into teams of an equal and even number of players. Place a marker cone at the starting point for each team and another 10 metres out in front of each team.

Students participate in relay races with partners.

**A** Using only one hand each to hold a beach ball between them, partners walk to the marker cone, switch hands and return to the starting point. If the ball is dropped, retrieve it, return to the spot where it was dropped and start again.

**B** Same as Race A, except students run.

**C** Same again, except students skip.

**D** Same again, except students hop on both feet.

**E** Standing next to each other and holding each end of a jump rope in their outermost hands, partners walk to the marker cone, change places and hands, and return to the starting point while rope jumping. Step over the rope on every fourth step.

**F** Same as Race E, except students turn and step over the rope on every third step.

**G** Same again, except students turn and step over the rope on every other (second) step.

## Alternative Activities

Hold the beach ball between the hips, shoulders, back to back, or belly to belly.

