

2012-2013

PHYSICAL EDUCATION Curriculum Report

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“You don’t stop playing because you grow old; you grow old because you stop playing!!!”

The overall objective of the PE program is to provide students with the skills, knowledge, and attitudes necessary to make active living a way of life. Cooperation, fair play, sportsmanship, communication, and respect are emphasized in all venues of activity.

As a Physical Educator, it is my goal to give each student enough skills, knowledge, and positive experiences during Physical Education class at Miquon so that they will have the knowledge to participate in a variety of physical activities out of school, a healthy attitude toward physical activity in general (will want to participate and be active), which will lead to an active life throughout their lifespan. It is important to me that my students be exposed to as many skills and activities as possible, be challenged as well as experience success, learn the benefits and implications of being physically fit, learn the social skills involved in sport and physical activity, and most of all, have fun!!

We had a great year in Physical Education at the Miquon School. As a teacher, I love watching students try new things, become more skilled, more confident, and more self aware (I have to say I love those “aha” moments when a student “gets it” and a smile comes across his/her face). I think I had more of those moments this year than I have had in most of my other years of teaching (I would like to take all the credit for it, but I really think it has to do with our students’ work/practice ethics). I also feel like we are lucky to have really good “PE weather” this year, we were able to be outside most of the time...or maybe it was because the basketball court was available to us this year which allowed us to continue to be outside even if the field conditions were less than desirable. Either way, I had a lot of fun this year. The only thing I could have asked for was maybe a day or two (or maybe three or four...or more) of snow (6 inches or more) on the snow tubing hill. Hoping we’ll see some next year.

Nursery and Kindergarten Physical Education is mainly focused on basic movement concepts, body awareness, basic individual eye-hand, eye-foot, and gross-motor coordination skills, and getting acquainted with different types of equipment. In Kindergarten Physical Education, students get introduced to more partner skills and small group games and activities (mostly modified and/or lead-up games, a lot of them made up).

Skills and Concepts that have been covered/practiced this year in Nursery and/or Kindergarten:

Body awareness concepts/skills: general space, personal space, boundaries, spatial awareness (where you are in relation to everything and everyone else), balancing objects on different body parts, shapes (wide, narrow, round, twisted), balancing on different objects, directions (forward, backward, and sideways), levels (high, medium, and low), and relationships (over, under, around, and through).

Movement concepts/skills: the importance of movement and locomotor skills (running, hopping, jumping, galloping, skipping, and sliding), pathways (straight, curved, and zig-zag), traveling across objects while maintaining balance (balance beam, plank, stepping stones, etc.), transfer of weight/rolling (log roll, egg roll, forward roll), jumping and landing, and climbing.

Eye-hand/eye-foot coordination skills: throwing overhand, throwing underhand, throwing at targets (stationary and moving), underhand ball rolling, underhand throwing, underhand throwing at targets, catching, catching with implements (cones upside down, homemade scoops, and jai-alai scoops), dribbling with hands, intro to shooting a basketball, intro to throwing a Frisbee (using foam hoops), throwing with short-handled implements (cones and scoops), intro to throwing and catching with long-handled implements (mini-lacrosse sticks), kicking a stationary ball (inside of the foot and instep/laces), kicking a moving ball (rolling toward), hoop skills/"tricks" (hula hoops), and striking/volleying without an implement (hands).

This year, for the **1st through 6th grade**, we started the year off with **cooperation and problem solving activities**. In these activities, the group is confronted with a specific scenario or problem to solve (a sinking ship to escape, a poisonous or toxic swamp to cross, an electric fence to get over, or a minefield to get a blindfolded partner through safely). The focus in these activities is to foster cooperation, encourage dialogue, be able to listen to someone's opinion which may differ from yours, and to have fun at the same time! These activities helped me get to know the new students and helped all of us to get used to the new groupings (since group dynamics change as students leave the groups as they get older and new students move into the groups from lower grades). The activities, of course, also worked on collaboration, communication, cooperation, teamwork, and problem solving skills (since those skills are a necessity for the success of any physical activity, game, or sport...at least any that involve more than one person).

As a whole, **1st and 2nd grade Physical Education** is focused on continuing to build on individual skills and applying them to partner and small group activities (mostly modified and/or lead-up games, a lot of them made up). Cooperation/collaboration problem solving activities are introduced.

Skills and Concepts that have been covered/practiced this year in 1st and 2nd grades:

Body awareness concepts/skills: general space, personal space, boundaries, and spatial awareness (where you are in relation to everything else, moving into open space).

Movement concepts/skills: the importance of movement, locomotor skills (running, hopping, jumping, galloping, skipping, and sliding), traveling across objects while maintaining balance (balance beam, plank, stepping stones, etc.), transfer of weight/rolling (log roll, egg roll, forward roll), jumping and landing, climbing, chasing, fleeing, and dodging, and cutting (moving into open space in order to get open).

Fitness concepts/skills: cardio-respiratory endurance, muscular strength, muscular endurance, flexibility, and goal setting (the importance of it and how to effectively do it).

Social Skills: cooperation, teamwork, effective communication, sportsmanship, and character (what it is and how their words and actions affect it).

Eye-hand/eye-foot coordination skills: throwing (to partner and at targets, stationary and moving), catching (a self toss, a rebound off the wall, and from partners), throwing and catching with implements (cones and scoops), kicking (with instep/laces), punting, striking and volleying without implements (using hands, head, thigh, shoulder, foot, etc. with balloons and with hands as in four square), striking and volleying with handled implements (baseball, softball, and whiffle bats), throwing and catching a frisbee (using foam hoops), and shooting a basketball.

As a whole, **3rd and 4th grade Physical Education** is focused on continuing to build on individual, partner and team skills and applying them to small and large/whole group activities (some modified and/or lead-up games and some traditional).

Skills and Concepts that were covered/practiced this year in 3rd and 4th grades:

Body awareness concepts/skills: general space, personal space, boundaries, and spatial awareness (where you are in relation to everything else, moving into open space).

Movement concepts/skills: the importance of movement, chasing, fleeing, dodging, moving into open space, and cutting (changing direction and/or speed in order to get away from the defense).

Fitness concepts/skills: cardio-respiratory endurance, muscular strength, muscular endurance, and goal setting.

Health related concepts: muscular system (names of major muscle groups and how they work together), cardio-respiratory endurance, and the importance of physical activity and its effect on the heart, lungs, bones, and other muscles (other than the heart).

Social Skills/Concepts: cooperation, teamwork, effective communication, problem solving, conflict resolution, sportsmanship, and character (what it is and how your actions and words affect it).

Eye-hand/eye-foot coordination skills: throwing (to partner and at targets, stationary and moving), catching (rebound off the wall, and from partners), throwing and catching a variety of implements (foam hoops, Frisbees, chickens, and footballs), kicking for power and/or distance (instep/laces), punting (gator skin ball), dribbling, passing, and shooting a basketball, striking with short-handled implements (pickle ball rackets), striking with longer-handled implements (speedminton and whiffle bats), dribbling, passing, and shooting with long-handled implement (pillow polo sticks, hockey sticks), striking/volleying a ball without an implement (hands, as in foursquare), throwing and catching with short-handled implements (scoops), throwing and catching with longer-handled implements (lacrosse sticks).

In **5th and 6th grade, Physical Education** is mostly focused on refining concepts and skills and applying them to a variety of activities and games (some traditional and some non-traditional, some made up). It is also a goal to expose the students to a variety of lifetime activities and sports to aid them in their success in their new schools (a lot of schools require participation on teams) and to hopefully help them find a sport or activity that they enjoy and will want to participate in outside of school now and/or in the future (whether it be on an organized team or just recreational/fun). As I said earlier, it is important for every individual to participate in physical activity throughout their life span and interest and enjoyment in physical activity starts now!

Skills and Concepts that have been covered/practiced this year for 5th and 6th grades:

Body awareness concepts/skills: general space, personal space, boundaries, and spatial awareness (where you are in relation to everything else, moving into open space).

Movement concepts/skills: the importance of movement, chasing, fleeing, dodging, and cutting (changing direction and/or speed in order to get away from the defense).

Skill related concepts of fitness: agility, balance, coordination, power, reaction time, speed, and goal setting.

Health related concepts: muscular strength, muscular endurance, cardio-respiratory endurance, flexibility, body composition, muscular system (names of major muscle groups and how they work together), respiratory system, and how physical activity effects these components of fitness and systems.

Social Skills/Concepts: cooperation, teamwork, effective communication, problem solving, conflict resolution, sportsmanship, and character (what it is and how your actions and words affect it).

Eye-hand/eye-foot coordination skills: throwing (to partner and at targets, stationary and moving), catching (rebound off the wall, and from partners), throwing and catching a variety of implements (gator-skin balls of various sizes, basketballs, footballs, and foam hoops), throwing at targets (small, large, stationary, moving), kicking for power and/or distance (instep/laces), punting (gator skin ball and football), dribbling, passing, and shooting a basketball, striking with short-handled implements (pickle ball rackets, speed-minton rackets), striking with longer-handled implements (whiffle and pillo bats), dribbling, passing, and shooting with long-handled implement (pillow polo sticks, hockey sticks, and field hockey sticks), striking/volleying a ball without an implement (hands, as in foursquare), throwing and catching with short-handled implements (scoops), throwing and catching with longer-handled implements (lacrosse sticks).

conference weeks: For the **fall conference week**, I worked with Ted in the 3rd/4th grade. Our focus was on measurement, problem solving, and interesting facts about lesser known countries. We baked cookies from estimated measurements of ingredients (a handful of flour, a pinch of salt, a splash of maple syrup...which for a lot of students ended up being “a long pour of maple syrup” in attempt to make the cookies as sweet as possible). We also did a variety of problem solving activities (an extension of what we were doing in PE) and researched countries that were unfamiliar to a lot of us (we learned a lot). It was a fun week. For the **spring conference week**, I worked with Celia in the nursery. We did a lot of different activities relating to pathways and trails. The students made marble magnet paintings, designed many obstacle courses (both outside at their playground and in the Moore Building), designed marble runs, and went on a hike to the horse farm. It was a lot of fun getting to know our youngest students in the environment that they are most familiar (more than I ever could seeing them once a week in PE).

Mini-Courses:

Throughout my years of teaching, I have had many students come up to me with ideas of new activities - some just versions of an existing activity, others are crazy combination of different activities put together, and some I have no idea where they come from (I love how their minds operate). Children are often very creative. While I attempt to try out as many ideas as I can ,usually, if they fit in with the concepts that I we are covering at that point, it is easy to fit in...but sometimes I don't have enough time. So for the first mini-course, I (and Diego) hosted the Invent-A-Game or Activity Mini Course where students could design and try out non-traditional activities that popped into their head or things they just really wanted to try out. We ended up with some new and interesting activities like the Hunger Games (essentially an all campus tag game with noodles), noodle chicken hockey, and scooter polo. I would love to do this one again. The second mini course (winter), Shayna volunteered to lend her expertise and teach, with my help, an in-depth gymnastics course. We started with the basics and worked our way up to more advanced skills. The students were very focused and were very persistent/determined to learn as much as they could during our time.. I saw a lot of improvement and new skills conquered during the duration of the course. This spring, I decided to take a step away from the PE/sport arena and join Diana S. with the creek exploration mini-course. We started with exploring our Miquon creek the first week (in the pouring rain). After that we traveled to different sections of the Wissahickon. The students found a variety of things in and around the water including creek glass, shells, interesting rocks, and fish (some alive...some not so...). We also explored different techniques in rock skipping (one of my favorite creek activities).