



2017-18 PE Curriculum Report

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*“Physical fitness is not only one of the most important keys to a healthy body,
it is the basis of dynamic and creative intellectual activity.”*

- John F. Kennedy

“Play is often talked about as if it were a relief from serious learning.

But, for children, Play is serious learning.

Play is really the work of childhood.”

- Fred Rogers

The overall objective of the Physical Education program at Miquon is to provide students with the knowledge, skills, and attitudes to make active living a way of life. It is my goal to help students learn the value of activity for health, social interaction, and more.

Physical Education Program Goals

Teaching essential body management skills

Body management skills are usually large muscle activities required for controlling the body in various situations. Body management skills integrate agility, coordination, strength, balance, and flexibility. For many younger students, physical education classes offer their first chance to learn about the relationships between nutrition, exercise, and health, while acquiring basic body management skills such as:

- The ability to stop and start on signal
- Spatial awareness
- Body part identification
- Balance and control

These are skills that are essential to an individual continuing to participate in physical activity throughout their lifespan.

Promoting physical activity/fitness as fun

The more that students consider physical fitness a natural part of their daily schedule, the more likely they are to be engaged in fitness as they age, leading to a healthier lifestyle. By exploring a range of sports and fitness activities, from gymnastics to running and climbing, physical educators give students a chance to find the activity that appeals most to them, giving children their own personal tool in the fight against obesity.

Developing Teamwork, Sportsmanship, and Cooperation

Physical education allows children to experience healthy social interactions teaching cooperation through group activities, and encouraging teamwork through identification as one part of a team. These social skills stay with children throughout their lives, increasing the chance that they'll become involved in their communities, take leadership roles, and build lasting relationships. Social skills develop confidence, contributing to academic performance and mental wellbeing.

Nursery and Kindergarten

The goal in PE for nursery and kindergarten students is to get them to move through general space without colliding, introduce/expose them to as many individual skills and concepts as time allows, and make PE and physical activity fun.

Nursery meets in PE as half groups once a week for 30 minutes; Kindergarten meets once a week for 40 minutes. I start every class with a movement warm-up that includes locomotor skills and/or a mini-game or activity (usually having to do with the concept or skill that is going to be introduced, followed by the introduction to the concept, followed by practice time (or activity involving the skill), followed by a closure (where we go over what we did and how it went).

Nursery PE 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 PE, 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).

Body Awareness

Together with the children, we worked on the following body awareness 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

We also worked on the following movement 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

Finally, we worked on the following eye-hand and 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).

First and Second Grade

First and second graders have PE in half groups twice a week, once for 45 minutes and once for 30 minutes. The objectives for first and second grade PE are to further develop eye-hand and eye-foot coordination and improve on the skills that have already been introduced, introduce/expose them to more skills (see below), and introduce them to a wider variety of small sided games in which they can practice the skills.

Also, students in first and second grade are introduced to ball sports and activities where they cross the center line. First graders are the youngest group that participates in the problem solving/cooperation/collaborative/communication unit (where they are given a problem to solve and they have to brainstorm together to physically solve it as a group).

Cooperation and Problem Solving

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 (an imaginary 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 on these activities is to foster cooperation and encourage dialogue, the ability to listen to someone's opinion that 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, first and second grade PE 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.

Body Awareness

Together with the children, we worked on the following body awareness skills: general space, personal space, boundaries, and spatial awareness (where you are in relation to everything else, moving into open space).

Movement

We also worked on the following movement 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

In addition, we worked on the following fitness skills: cardiorespiratory 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) were also important skills the children learned and practiced.

Eye-hand/Eye-foot Coordination

Finally, we worked on the following eye-hand and 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 foursquare), striking with longer-handled implements (speedminton and wiffle bats), dribbling, passing, and shooting with long-handled implement (pillow polo 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 (mini-lacrosse sticks), and dribbling and shooting a basketball.

Third and Fourth Grade

Third and fourth graders had PE twice a week for 45 minutes. each class. The overall objective for third and fourth grade is to focus on the teamwork, cooperation, and communication as it applies to activities and games, and life in general. There is also a lot of focus of what to do in a game when you don't have the ball (defense, cutting into open space, etc.)

Cooperation and Problem Solving

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 (an imaginary 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 on these activities is to foster cooperation and encourage dialogue, the ability to listen to someone's opinion that 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, third, and fourth grade PE 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).

Body Awareness

Together with the children, we worked on the following body awareness skills: general space, personal space, boundaries, and spatial awareness (where you are in relation to everything else, moving into open space).

Movement

We also worked on the following movement 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).

Skill-related Concepts

Additionally, we went over the following concepts: agility, balance, coordination, power, reaction time, speed, and goal setting.

Health-related Concepts

We also went over the following concepts: muscular strength, muscular endurance, cardiorespiratory endurance, flexibility, body composition, muscular system (names of major muscle groups and how they work together), respiratory system, and how physical activity affects these components of fitness and systems.

Social Skills

Cooperation, teamwork, effective communication, problem solving, conflict resolution, sportsmanship, and character (what it is and how your actions and words affect it) were all skills the children learned and practiced.

Eye-hand/Eye-foot Coordination

Finally, we worked on the following eye-hand and 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, frisbees and footballs), kicking for power and/or distance (instep/laces), punting (gator skin ball), volleying (with bounce as in four-square and with no bounce as in volleyball), 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), dribbling, passing, and shooting with long-handled implement (pillow polo sticks and hockey sticks), striking/volleying a ball without an implement (hands, as in foursquare), and throwing and catching with short-handled implements (scoops).

Fifth and Sixth Grade

Fifth and sixth graders have PE twice a week for 45 minutes each class. The overall objective for PE in fifth and sixth grade is to prepare them for the next step (where they go on to after they leave Miquon). I want them to have enough knowledge to participate competently in whatever sport or physical activity they would like to, know how to take care of themselves (know how to work out and improve core strength), know the importance of continuing to be physically active throughout their lifespan, and to have found one thing (at least) that they enjoy doing that they might want to pursue.

Cooperation and Problem Solving

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 (an imaginary 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 on these activities is to foster cooperation and encourage dialogue, the ability to listen to someone's opinion that 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).

In fifth and sixth grade, PE 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 stated earlier, it is important for every individual to participate in physical activity throughout their lifespan; interest and enjoyment in physical activity starts now.

Body Awareness

Together with the children, we worked on the following body awareness skills: general space, personal space, boundaries, and spatial awareness (where you are in relation to everything else, moving into open space).

Movement

We also worked on the following movement 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

Additionally, we went over the following concepts: Agility, balance, coordination, power, reaction time, speed, and goal setting.

Health-related Concepts

We also went over the following concepts: muscular strength, muscular endurance, cardiorespiratory endurance, flexibility, body composition, muscular system (names of major muscle groups and how they work together), respiratory system, and how physical activity affects 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) were all skills the children learned and practiced.

Eye-hand/Eye-foot Coordination

Finally, we worked on the following eye-hand and 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, frisbees and foam hoops), throwing at targets (small, large, stationary, moving), volleying (with bounce as in four-square and with no bounce as in volleyball), 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), dribbling, passing, and shooting with long-handled implement (pillow polo sticks and hockey sticks), striking/volleying a ball without an implement (hands, as in foursquare), and throwing and catching with short-handled implements (scoops).

