



## 2018-19 PE Curriculum Report

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*“Intelligence and skill can only function at the peak of their capacity when the body is healthy and strong.” - John F. Kennedy*

***The overall objective of the Physical Education program is to provide students with the skills, knowledge, and attitudes necessary to make active living a way of life.***

### ***A physically educated individual...***

- ***Has learned the skills necessary to participate in a variety of physical activities,***
- ***Knows the implications and the benefits of involvement in various types of physical activities,***
- ***Participates regularly in physical activity,***
- ***Is physically fit,***
- ***Values physical activity and its contributions to a healthful lifestyle.***

### **Nursery**

The goal in PE for nursery 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 met in PE in half groups once a week for 30 minutes. I started 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.

### *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), 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).

## **Kindergarten**

The goal in PE for kindergarten students is to introduce/revisit/expose them to as many individual skills and concepts as time allows, and make PE and physical activity fun.

This year, Kindergarten met in PE in half groups once a week for 45 minutes, and as a whole group once for 45 minutes. I started 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.

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. Also, Kindergarteners were the youngest group that participated in the problem solving/cooperation/collaborative/communication activities, 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*

I had the privilege to work with the Kindergarten during both conference weeks this year. During the fall, we focused on building community where we did a lot of 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! We continued with doing problem solving activities from time to time in PE the rest of the year.

### *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 had PE in half groups twice a week for 45 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. A major goal for this age group is to continue to build on individual skills, build confidence, and start learning to apply those skills 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.

### *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, as 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. Those skills are a necessity for the success of any physical activity, game, or sport...at least any that involve more than one person.

### *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 teamwork, cooperation, and communication as it applies to activities and games, and life in general. There is also a lot of focus on what to do in a game when you don't have the ball (defense, cutting into open space, etc.). As a whole, third, and fourth grade PE is focused on continuing to build on individual, partner and team skills and becoming more confident and competent at applying them to small and large/whole group activities (some modified and/or lead-up games and some traditional).

### *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, as 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. Those skills are a necessity for the success of any physical activity, game, or sport...at least any that involve more than one person.

### *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), throwing and catching with long-handled implements (lacrosse), 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 had 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 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 at least found one thing 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, as 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. 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, cutting/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), throwing and catching with long-handled implements (lacrosse sticks), striking/volleying a ball without an implement (hands, as in foursquare), and throwing and catching with short-handled implements (scoops).