

# EDCP- LECTURE

- Planning for Instruction
- CURRICULUM MODELS
- MOVEMENT DOMAINS
- ASSESSMENT (SELF, PEER, TEACHER)



# Planning Essentials



- **What do I want students to know/be able to do/value?**
  - Relates to the outcomes/objectives for the program/unit/lesson
- **How will I know?**
  - Relates to the indicators of learning or the assessment plan of the PE teacher that has developed to measure the degree in which they have met the outcomes/objectives stated above
- **What will I do or how will I get there?**
  - Relates to the teaching the lesson (content, development, and presentation to the students)

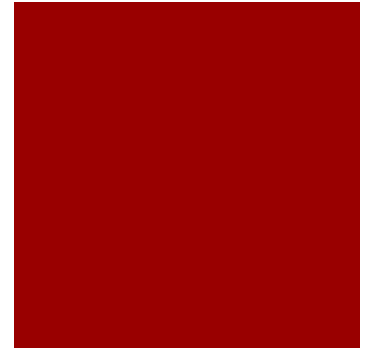
# Planning Essentials = Summary

- The physical educator must teach what they intended to teach, and assess what was taught = the instructional alignment



# Beginning to Plan

- What do we need to begin to plan?
  - 30 second discussion



# Beginning to plan

- Start by knowing and being able to articulate the end product of a quality PE program
  - What are students expected to have learned/
  - What are students expected to be able to do?
  - What values towards PE are students expected to hold?
- Physical literacy !!!
- Outlined in the BC IRP for k-7 Physical Education = [http://www.bced.gov.bc.ca/irp/pdfs/physical\\_education/2006pek7.pdf](http://www.bced.gov.bc.ca/irp/pdfs/physical_education/2006pek7.pdf)



# Planning Considerations

- Official Documents= provincial IRP's
- The school culture and surrounding community
  - [Session 3\Middle Years Report Vancouver.pdf](#)
- Student considerations = developmental characteristics/needs of the learners, equity issues
- PE Educator considerations = content knowledge and pedagogical content knowledge
- Other considerations = time, timetable, resources, The Hidden Curriculum



# Examining Curriculum Documents



- Understanding of the curriculum from K-12 is ultimate
- PE teachers are cognizant of meeting the curriculum outcomes
- Varsity of ways to organize content:
  - Movement Education (space awareness, effort)
  - Skill themes (travelling, jumping, landing)
  - Type of skill (fundamental motor skills, sport skills)
  - By sport or activity (handball, tennis, dance)
  - Game category (net/wall, target, invasion)

# Developing a yearly plan



- Options to setting up the yearly plan:
  - **“solid block”** - a specific activity is the focus for a block of time
  - **“modified “solid block”** – allows for a day in the block to deviate from the major unit of instruction (e.g. fitness frenzy Fridays)
  - **“Multiple Block”** – two or more units concurrently (e.g. target on Monday and Wednesday and fitness on Tuesday, Thursday and Friday)
- Be sure there is scope and sequence and balance when developing



# Developing the Unit Plan



- Each school is different in what it requires for their unit plans.
- At the minimum you should include:
  - Objectives/main topics
  - assessment tools
  - evaluation procedures
  - A block plan that outlines the scope and sequence of the content
  - Individual lesson plan
  - Task progression model

# Developing the Unit Plan

- In addition you can add:
  - Safety
  - History
  - Time
  - Lesson modifications
  - Who is your target audience
  - Special needs consideration



# Establishing Objectives



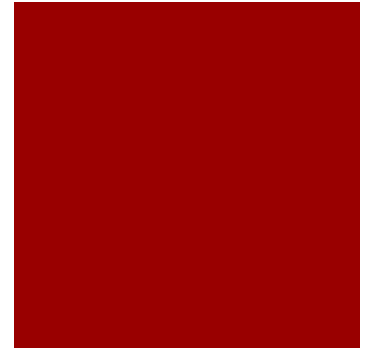
- **Prescribed Learning Outcomes (PLO's)** are very broad in scope. They describe the abilities, knowledge, and attitudes students are expected to demonstrate. (e.g. participate in physical activity)
- **Objectives** are more specific and detail what students are to learn, in a shorter period of time. (e.g. Students will be able to (SWAT) understand and demonstrate the over hand serve in volleyball)

# Types of Objectives

- **Motor** – psychomotor, the physical or doing domain
- **Cognitive** – knowing or thinking domain
- **Affective** – feeling or valuing domain



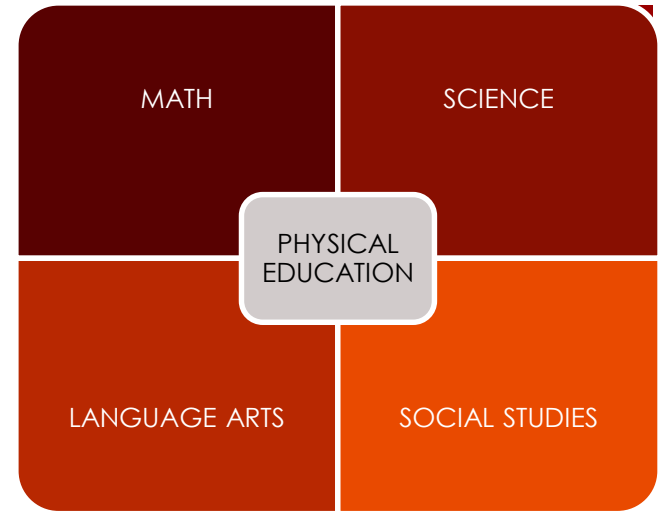
# Completing the Unit block plan



Developing the lesson plan



# THE INSTRUCTIONAL PROCESS



PLAN

TEACH

ASSESS

How comfortable are you with this process? What subject area are you the most comfortable with ?

# PLANNING TO TEACH



## ■ CURRICULUM ...

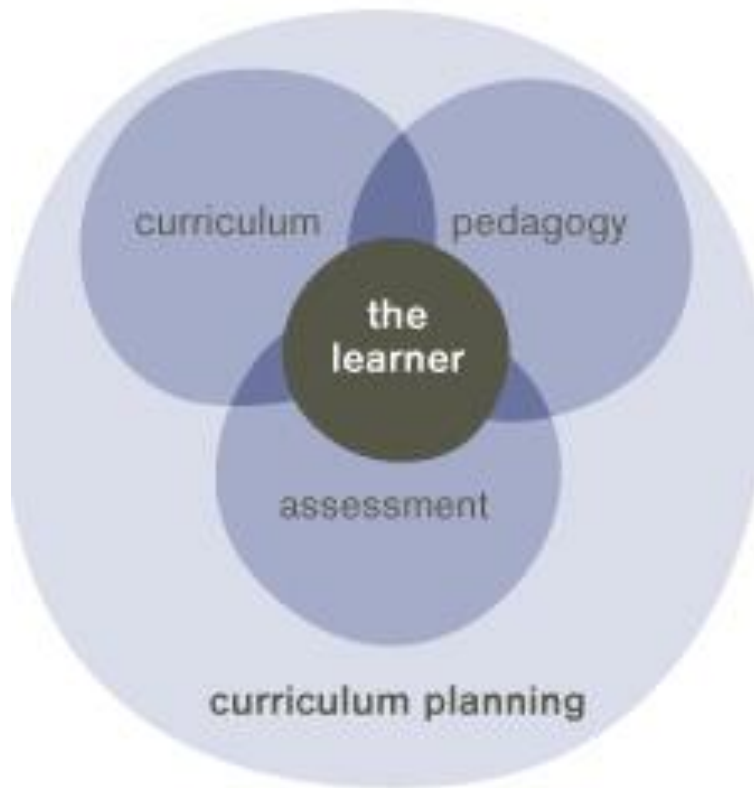
-Can be a slippery subject

-Historically has changed and adapted based on societal needs and events

-Common purpose for PE curricula currently across Canada, The concept of lifelong physical activity; students learning the knowledge, skills and attitudes to be physically active for life.



# CURRICULUM & PEDAGOGY



- **Curriculum-** *WHAT* is studied or learned.
- **Instruction or Pedagogy-** *HOW* we teach
- **Assessment-** Ongoing  
*“Check, Connect, Reflect”*  
(J. Shepperd, J. Mandigo)
- **The Learner-** Is at the CENTER of it all.

# CURRICULUM MODELS

- MULTI-ACTIVITY MODEL
- TGFU OR SPORT MODEL
- TPSR OR SOCIAL MODEL
- SPORT EDUCATION MODEL
- FITNESS FOR LIFE MODEL
- COMPETENCIES MODEL
- HEALTH PROMOTING  
SCHOOLS APPROACH
- LONG-TERM ATHLETE  
DEVELOPMENT





# Fundamental Movement Skills

- 
- [http://www.bced.gov.bc.ca/irp/pdfs/physical\\_education/2006pek7.pdf](http://www.bced.gov.bc.ca/irp/pdfs/physical_education/2006pek7.pdf)

# Movement Forms & FMS



# Movement Forms:

- What are the movement forms (movement domains) in the BC curriculum?
- Why do we categorize movement forms?
- Why is it important for the teacher to know what movement form she/he is teaching?



# Definitions Related to Movement Forms



- Skill- fundamental and specialized skills
- Sport
- Dance
- Aesthetic sports

# Games



- Games- characterized by challenge of moving an object to score point(s)
- Types of games (Mauldon & Redfern)
  - Target (bowling, golf, darts)
  - Territorial (hockey, polo, football, basketball)
  - Strike/Field (baseball, cricket)
  - Net/ Wall (badminton, ping- pong, squash)
- Low org games; Lead-up games; formal games



# Gymnastics



- Defined as the challenge of moving the body (or balancing) over, under, in, around, through obstacles (Stanley, 1969)
- Challenges- focus on the body only; inversion from apparatus; level of difficulty.
- ‘Technique’ is based upon efficiency (biomechanical) and aesthetic principles
- Is ‘fairly’ unaffected by culture
- Does NOT tell a story

# Dance

- Defined by its purpose is that of *expression* (to say something)
- Is fundamentally individualistic, collaborative, (not competitive) celebrative, reflective of culture, time and place (as is music)
- Dance includes dance forms (folk), dance styles (Hip-hop) and therefore is culturally & politically inscribed.
- Creative and folk dance are most common in elementary school curricula.
- As art form, has many principles of choreography.



# Individual/ Dual Activities

- May focus on fitness activities (running)
- May focus on a sport (wrestling, track and field)
- May focus on a skill (juggling or skipping)



# Alternative Environment Activities

- Generally performed outside the school grounds
- Categories

## **Aquatics**

stroke development  
Snorkelling  
water games

## **Land-Based**

Hiking  
Backpacking  
rock climbing

## **Water Based**

paddling  
canoeing  
kayaking

## **Snow and Ice Based**

skiing/downhill/cross  
skating/figure  
snow-shoeing





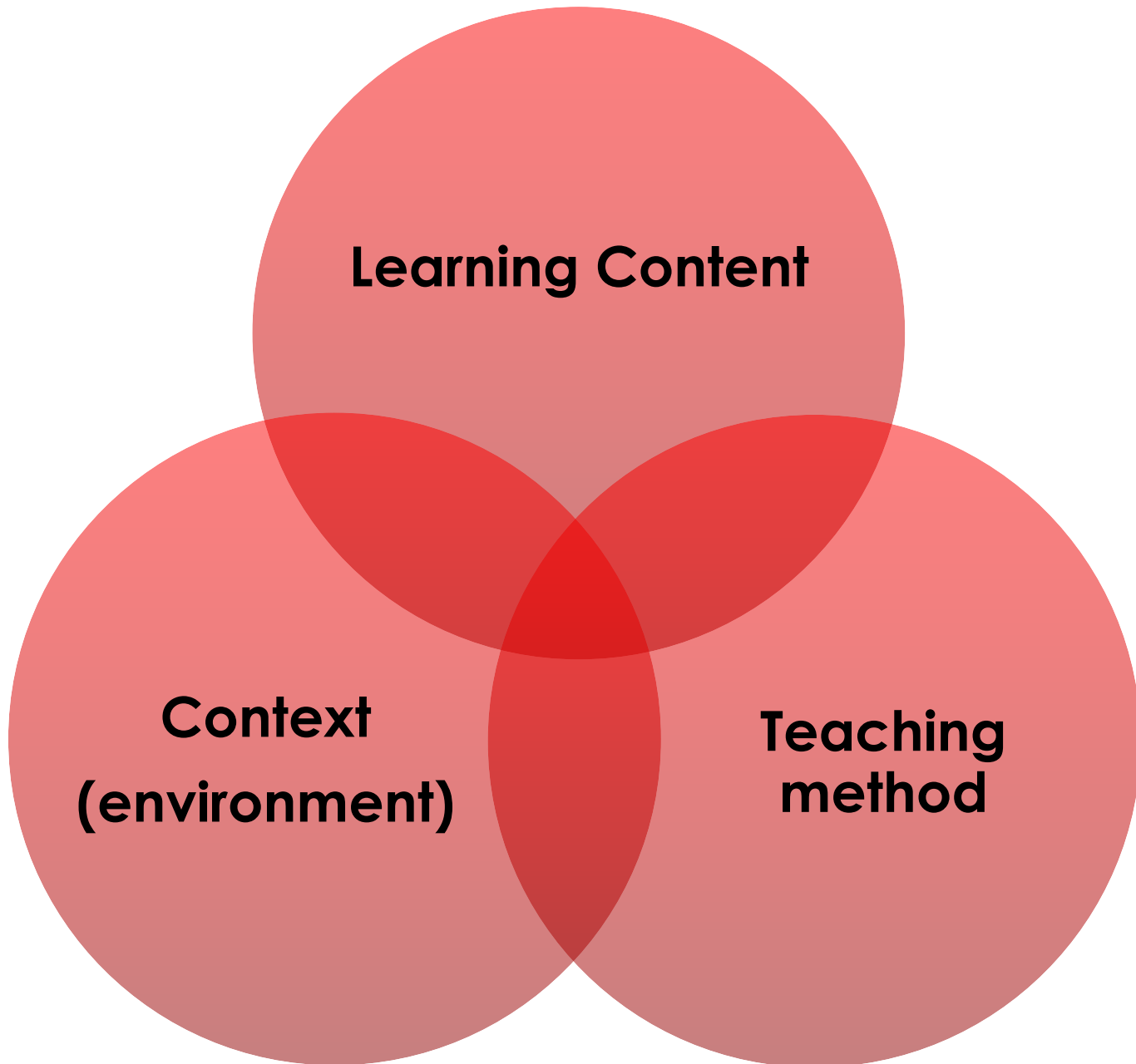
**What are the common characteristics of all movement forms?**

## Movement Concepts

### Fundamental Movement Skills

<b>Dance</b>	<b>Alternative environment activities</b>	<b>Individual physical activities</b>	<b>Gymnastics</b>	<b>Games</b>
<p><b>Rhythmic</b> singing &amp; clapping, step dancing...</p> <p><b>Educational</b> creative, modern...</p> <p><b>Folk</b> Aboriginal, hip-hop...</p> <p><b>Ballroom and Social</b> jive, Latin...</p>	<p><b>Land-based</b> hiking, orienteering...</p> <p><b>Ice/snow-based</b> curling, ice skating...</p> <p><b>Water-based</b> swimming, canoeing...</p>	<p><b>Exercise without equipment</b> walking, running...</p> <p><b>Exercise with equipment</b> cycling, inline skating...</p> <p><b>Fitness</b> personal fitness, weight training...</p> <p><b>Mindfulness exercise</b> Yoga, Eastern martial arts...</p>	<p><b>Educational gymnastics</b> alone or in small groups, with small or large equipment...</p> <p><b>Rhythmic gymnastics</b> ribbons, hoops...</p>	<p><b>Low organizational games</b> chasing, catching...</p> <p><b>Target</b> golf, bocce...</p> <p><b>Net/wall</b> volleyball, badminton...</p> <p><b>Territory/Invasion</b> basketball, soccer...</p> <p><b>Batting/Fielding</b> baseball, softball...</p>

Note: This is not a complete list of physical activities within each category.



**Learning Content**

**Context  
(environment)**

**Teaching  
method**



If you can't

Catch  
Jump  
**Run**  
Swim  
Throw

You won't  
take part in

Soccer  
Basketball  
Volleyball  
Track and Field  
Squash  
Badminton  
Rugby  
Tennis



If you can't

Catch  
Jump  
**Throw**  
Swim  
Run

You won't  
take part in

Baseball  
Softball  
Bowling  
Soccer  
Goalball  
Football  
Rugby



If you can't

Throw  
Jump  
**Swim**  
Catch  
Run

You won't  
take part in

Swimming  
Diving  
Water Polo  
Scuba  
Kayaking  
Sailing  
Surfing



If you can't,  
you won't...



# Movement Skills in the Curriculum



- ✓ develop effective movement skills through participation in physical activities from all activity categories
- ✓ develop specific non-locomotor movement skills through participation in physical activities from all activity categories
- ✓ develop specific locomotor movement skills through participation in physical activities from all activity categories
- ✓ develop specific manipulative movement skills through participation in physical activities from all activity categories



# Fundamental Movement Skills



- A skill is a *movement*, it is a verb; it is something you do.

## Locomotion

## Stability

## Manipulation



**Sending**



**Receiving**



**Carrying**

# Movement Skills



## Manipulation

- Throwing
- Catching
- Kicking
- Dribbling
- Volleying
- Striking
- Punting
- Collecting

## Stability

- Turning
- Twisting
- Rolling
- Balancing
- Jumping
- Landing
- Stretching
- Curling

## Locomotion/Travelling

- Walking
- Running
- Hopping
- Skipping
- Galloping
- Fleeing
- Dodging
- Chasing

# What are fundamental movement skills?



Fundamental Movement Skills can be made more specialized through their application in different contexts:

- Aiming in games (hockey slapshot, basketball jumpshot, tennis serve)
- Turning in dance (piroette, jazz turn, skip turn in folk dance)

# What makes movement tasks simple or complex?



- ▶ Body use: number of body parts involved (golf swing), size of movement (leap for height), control required (roll on a beam), dominance
- ▶ Spatial factors: on the spot or moving, size of equipment (beach ball), direction travelling, pathway predictability (puck vs. disc), size of playing space (tag)
- ▶ Time: speed of ball or puck, rhythm (folk dance), timing (badminton bird)
- ▶ Weight: strength, fine touch, weight of object

# Level of Complexity con'td

- ▶ Relationships: alone, against a wall (games), co-op with a partner, 1 vs.1, 2 vs.2, canon, match, mirror
- ▶ Closed environment (constant and always predictable) or closed environment (inconsistent and unpredictable)?

# The Importance of Movement Skills

- **Helps Participant Understand Movement**
- **Become more Versatile Movers**
- **Allows Instructors to Individualize Activity**
- **Prepares Children to Play**
- **Allows Instructors to Provide Constructive and Informative Feedback to Learners Regarding Movement**
- **Can Sequence Skills and Concepts Based on Developmental Principles**
- **Part of the [British Columbia Physical Education Curriculum](#)**

# Analyzing Movement Skills

- Describe HOW these players are moving ...
- Now analyze....

