

# Welcome Back!



- **Shape of the day:**
- Short Practicum Observations and discussion
- Group teach: Individual and Dual Activities
- Fundamental Movements Power point
- Practical Session: Individual and Dual Activities
  - Circuit Circus
  - Keep It Clean!
- How do you plan for alternate environment activities ?
- DPA vs Physical Education
- Upcoming Classes and Final Assignment

# Short Practicum Observations



- **Practicum Feedback: PE Focus**
  - What 2-3 'big' things did you learn?
  - What one event troubled you in any way? Why?  
(Possible ethical issues – religious, gender, sexual orientation, disability - human rights)
  - What one event inspired you? Why?
  - Does this remind you why you came into PE?  
Perhaps your reasons have changed?

# Guiding Questions today:



- **Topic:** Planning for Individual Physical Activities & Alternate Environmental Activities
- What are and how do I plan for Individual activities and alternate environments?
- What is DPA and how is it different from PE?
- How can planning and covering a variety of movement concepts facilitate students becoming educated in and through movement?
- What questions do the movement concepts answer?



# Fundamental Movement Skills

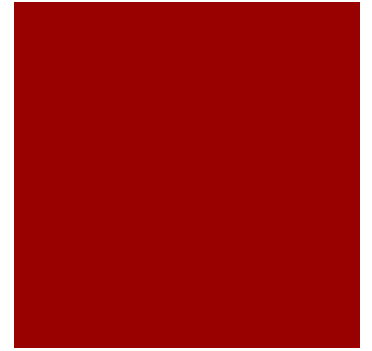
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- [http://www.bced.gov.bc.ca/irp/pdfs/physical\\_education/2006pek7.pdf](http://www.bced.gov.bc.ca/irp/pdfs/physical_education/2006pek7.pdf)

# 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

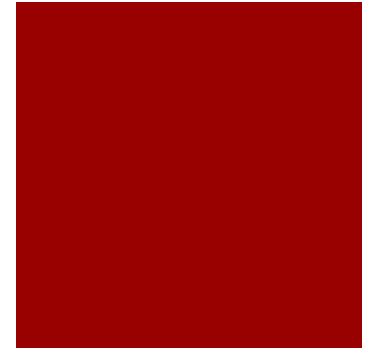
## **Water Based**

paddling  
canoeing  
kayaking

## **Snow and Ice Based**

skiing/downhill/cross  
skating/figure  
snow-shoeing





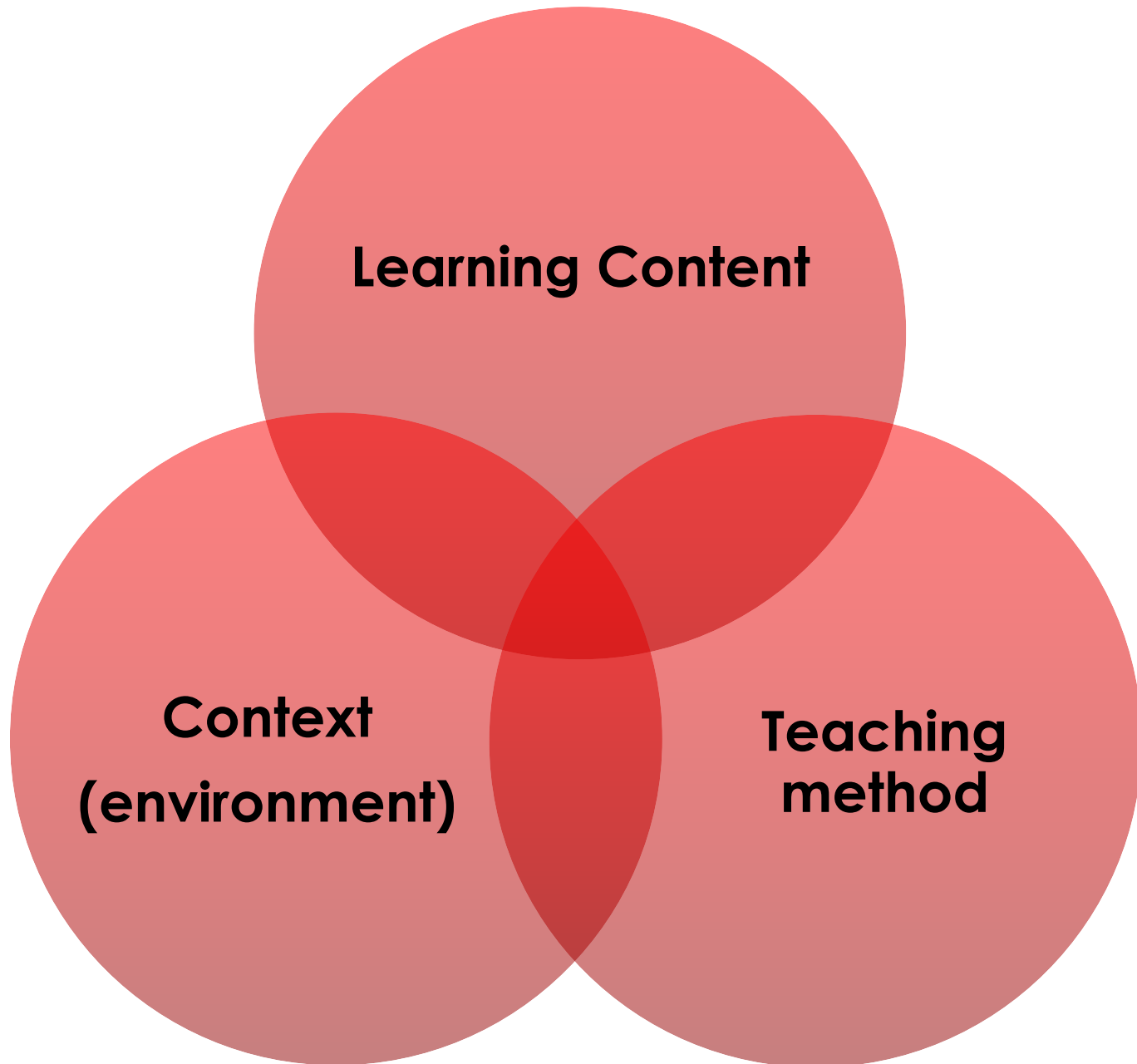
**What are the common characteristics of all movement forms?**

## 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

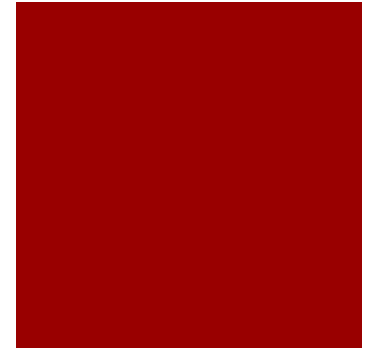
- **Helps Participant Understand Movement**
- **Become more Versatile Movers**
- **Allows Instructors to Individualize Activity**
- **Prepares Children to Play**
- **Allows Instructors to Provide Constructive and Informative Feedback to Learners Regarding Movement**
- **Can Sequence Skills and Concepts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



# Discussion?

- What are and how do I plan for Individual activities and alternate environments?
  - Duty of Care Liability
  - Permission slips
  - Risk management
  - Five sources of negligence





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# Analyzing Movement Skills

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

