# EDCP- LECTURE 2

- **CURRICULUM**

- **CURRICULUM MODELS**

- **MOVEMENT DOMAINS**
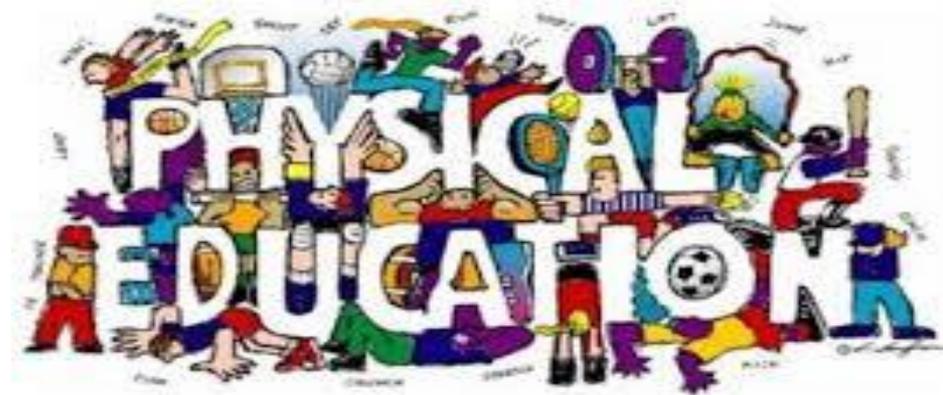
- **Slides taken from Nancy Francis**

THE INSTRUCTIONAL PROCESS

MATH		SCIENCE
	PHYSICAL EDUCATION	
LANGUAGE ARTS		SOCIAL STUDIES

PLAN **TEACH** **ASSESS**
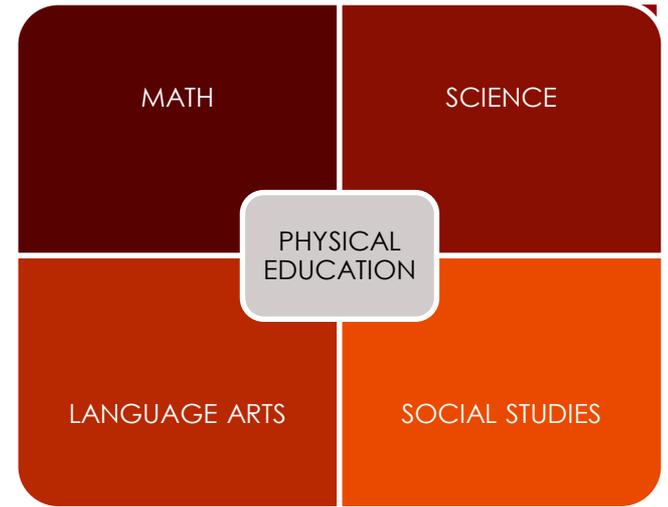
How comfortable are you with this process? What subject area are you the most comfortable with ? WHY?

PLANNING TO TEACH
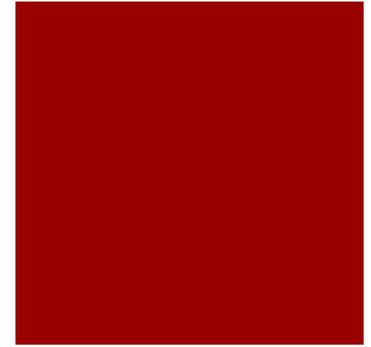
- **CURRICULUM …**

-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.

(Robinson & Randall, Ch. 3, 2013)

CURRICULUM & PEDAGOGY
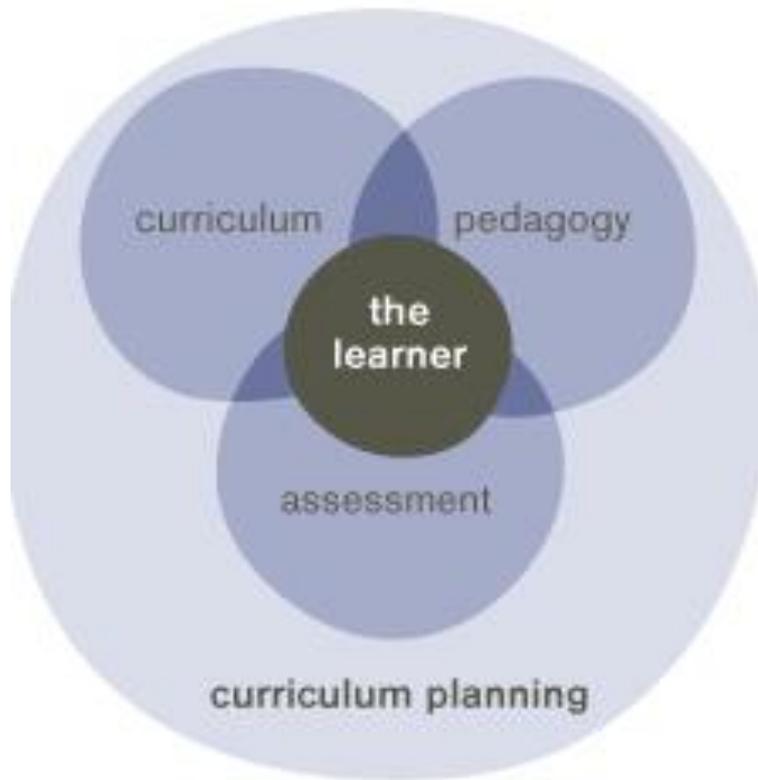
- **Curriculum**- *WHAT* is studied or learned.

- **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**

- **HOW DO I KNOW WHICH IS THE BEST MODEL TO CHOOSE?**

Choosing the model….

- **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**
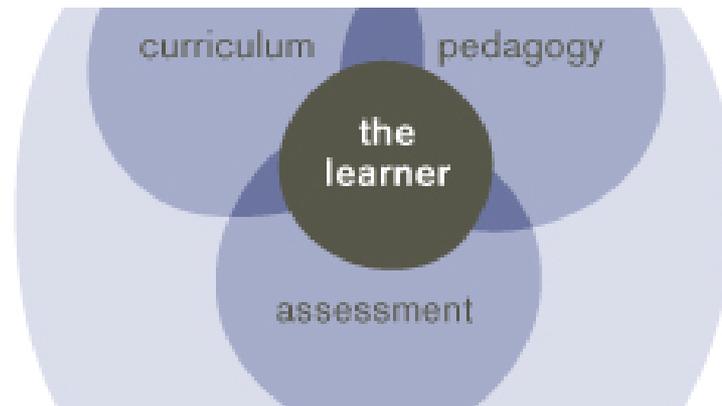
- As Educators it is important to engage **critically** with the **concepts & processes** of **curriculum** in PE

- Examine: The **Purpose**, **Overview & Limitation**s of Each model

Teaching Games for Understanding (TGfU or Sport Model)

- **Purpose:**

"The objective of the TGfU model is to offer all students, regardless of ability or skill level, the opportunity to actively experience, enjoy and understand games" (Butler &

McCahan, 2005, p.40)

Figure 3.1: The TGfU Model
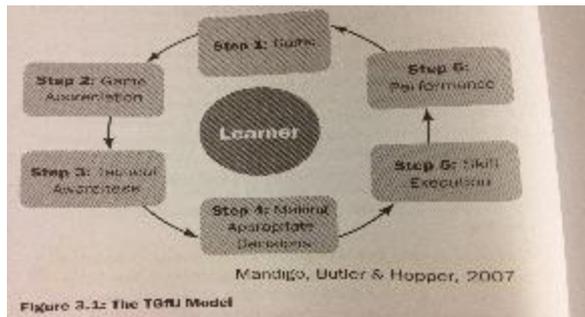
- **Overview: What is the TGfU model?**

   The Learner is the center of it all.

- **Step 1: Game**

- **Step 2: Game Appreciation**

- **Step 3: Tactical Awareness**

- **Step 4: Making appropriate decisions**

- **Step 5: Skill Execution**

- **Step 6: Performance**

TGfU Categories
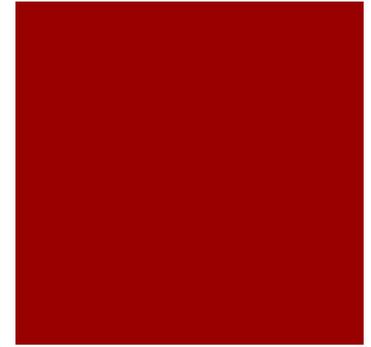
Target	Net/Wall	Striking/Fielding	Invasion/Territory
Bowling	Tennis	Kickball	Football
Golf	Badminton	Softball	Basketball
Curling	Volleyball	Slo-pitch	Rugby
Lawn Bowling	Handball	Cricket	Lacrosse
Croquet	Racquetball	Baseball	Ultimate
Bocce ball	Table Tennis		Ice Hockey
Squash			Floor Hockey

What experience do you have in these four categories?

Teaching Games for Understanding (TGfU or Sport Model)

- "Doug walks into PE class and is immediately put into a game of lopsided soccer. He and his classmates are in small groups of eight, divided into two teams of four. Each group has a soccer ball and has been told to play the following game within their designated space. The red team starts with the ball and tries to maintain possession for as long as possible. The green team tries to intercept passes or just touch the ball. The red team can run, the green team can only walk. As soon as the green team touches the ball, the game begins again with the green team in possession and running and red only being able to walk."

General Games CONCEPTS

Category	Team IN Possession	Team WITHOUT Possession
TARGET	Use a safe pass Move to create/receive a pass Advance to score	Pressure the ball/receiver Track a player and ball Use zone or one on one defence
STRIKE/FIELD	Place object within boundaries where it cannot be returned	Return object within the boundaries
NET/COURT/WALL	Maximise time in bat Maximise runs scored	Minimise time in field Build pressure Minimise unnecessary scores (leg-byes, 4 balls walk)
INVASION	Place object as close as possible to intended target	Prevent or protect object from being replaced as nearest target

General Games ATTRIBUTES

	TARGET	STRIKE/FIELD	NET/COURT/WALL	INVASION
Rules	Simple	Complex	Simple	Complex
Selection of skills	Time to think about skill selection	Quick decision making required	Quick decision making required	Quick decision making required
Pace of game	Time to think about action and opponent at all points of game	Less time to process during action phase, but time to reorganise between pitches	Less time to process, fast pace, continuous back and forth over the net.	Little time to process, fast pace, continuous transpositions
Thinking time	Pause between actions of opponents	Pause at end of each 'play'	Continuous play until win point	Continuous play until infraction or goal
Numbers	Individual, small groups	3-11 sided teams	Singles, pairs, teams	3-15 sided teams
Interactions	Turn taking at target	Team alternate offense until side is out. Some contact between teams.	Game is in constant motion until point is won. No contact between opponents.	Game is in constant motion until goal is scored in opponent's goal. Constant interactions.
Space	Side by side	Defensive team in field, one batter up	Divided by net	All players in most of the defined space
Environment	Closed	Closed/Open	Open	Open
Type of skill	Discrete	Discrete	Continuous	Continuous
	TARGET	STRIKE/FIELD	NET/COURT/WALL	INVASION

How to use TGFU

Teach in GAMES CATEGORIES to assist in transfer of skills across sports

e.g. Invasion, Strike/Field, Net/Wall and Target

Sport-specific to develop skill or decision making within a particular sport e.g. crating space in attack in football, running in numbers, front and centre. Modifications are made to develop in-focus skills

Identify key moments, principles, tactis and skills

Tgfu GAME CATEGORIES
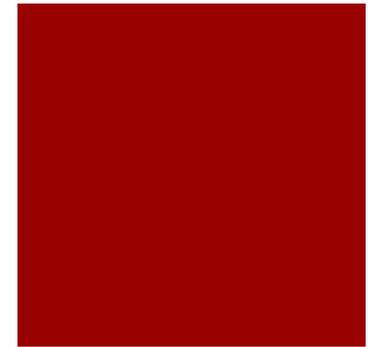
GAME CATEGORIES

TARGET	NET/WALL	STRIKING/FIELDING		TERRITORY/INVASION	
		Batting	Fielding ☐	With object	Without object
1. AIM to target	1. CONSISTENTLY return the object	1. SCORE RUNS	STOP SCORING RUNS	1. SCORE	STOP SCORING
2. PLACEMENT in relation to target and other obstacles	2. PLACEMENT of object and POSITIONING based on placement	2. ACCURACY AND DISTANCE OF BALL HIT	MAKE HITTING THE BALL DIFFICULT	2. INVADE	STOP INVADING
3. SPIN and/or TURN	3. SPIN and POWER	3. AVOID GETTING OUT	GET BATTER OUT	3. KEEP POSSESSION	GET POSSESSION

Fundamental Movement Skills

- http://www.bced.gov.bc.ca/irp/pdfs/physical_education/2006pek7.pdf

Physical Education K to 7: Curriculum Organizers and Activity Categories

PHYSICAL EDUCATION K TO 7: AT A GLANCE

The aim of
Physical Education K to 7
is to provide opportunities for all students
to develop knowledge, movement skills, and positive
attitudes and behaviours that contribute to a healthy, active lifestyle.

### GOALS OF PHYSICAL EDUCATION K TO 7

- Students will have opportunities to participate daily in a variety of physical activities.
- Students will develop age-appropriate knowledge and skills for participating productively, safely, and responsibly in a range of physical activities.
- Students will develop the knowledge, skills, and attitudes that enable them to attain and maintain a healthy, active lifestyle.
- Students will develop an understanding of the value of a healthy, active lifestyle.

CURRICULUM ORGANIZERS

Active Living

Knowledge
- physical and emotional benefits of physical activity
- recognizing and monitoring safe exertion rates
- role of nutrition in physical activity and well-being
- knowledge of body changes resulting from physical activity
- goals for physical activity

Participation
- daily participation in moderate to vigorous, sustained physical activity

Movement Skills
- body and space awareness (e.g. personal and general space, balance)
- non-locomotor movement skills (e.g. creating shapes with body, push, swing)
- locomotor movement skills (e.g. walk, run, jump, hop, skip, slide, gallop)
- manipulative movement skills (e.g. carry, catch, dribble, roll, slide, strike with hand, strike with implement, throw, trap)

Safety, Fair Play, and Leadership
- knowledge of safety guidelines, procedures, and behaviours
- safe participation in all aspects of physical education
- warmup and cooldown
- fair play (e.g. encouraging others of all ability levels, following the leadership of others, respecting outcomes of activities, respecting diverse ability levels)
- leadership (e.g. peer helping, refereeing, setting up equipment, demonstrating skills)

ACTIVITY CATEGORIES

A balanced physical education program includes opportunities for students to participate in a variety of activities across the following five categories:

Alternative Environment Activities
(e.g. swimming, skating, canoeing, hiking, snow shoeing)

Dance
(e.g. hip-hop, line dance, folk dance, ballroom, new dance, traditional Aboriginal dance)

Games
(e.g. chasing games, parachute games, soccer, badminton, ultimate hockey)

Gymnastics
(e.g. tumbling, rhythms, gymnastics apparatus, balancing on hands)

Individual and Dual Activities
(e.g. juggling, stability balls, track and field, rope jumping, bowling, aerobics)

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?
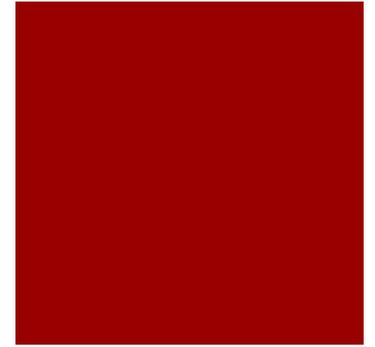
Definitions Related to Movement Forms

- 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
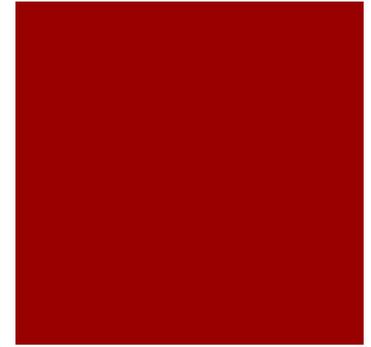
- Defined as the challenge of moving the body (or balancing) over, under, in, around, through obstacles (Stanley, 1969)

- 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 od choreography.
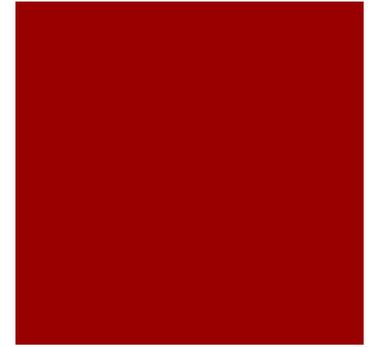
Individual/ Dual Activities

- 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
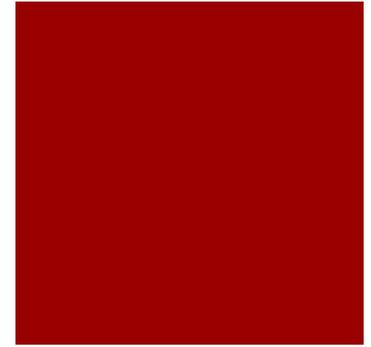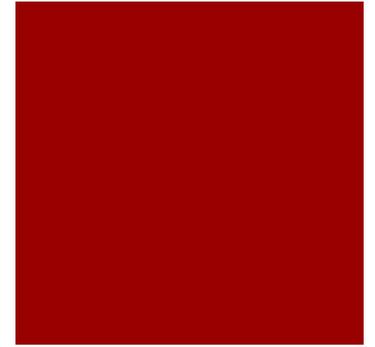
What are the common characteristics of all movement forms?

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

Note: This is not a complete list of physical activities within each category.
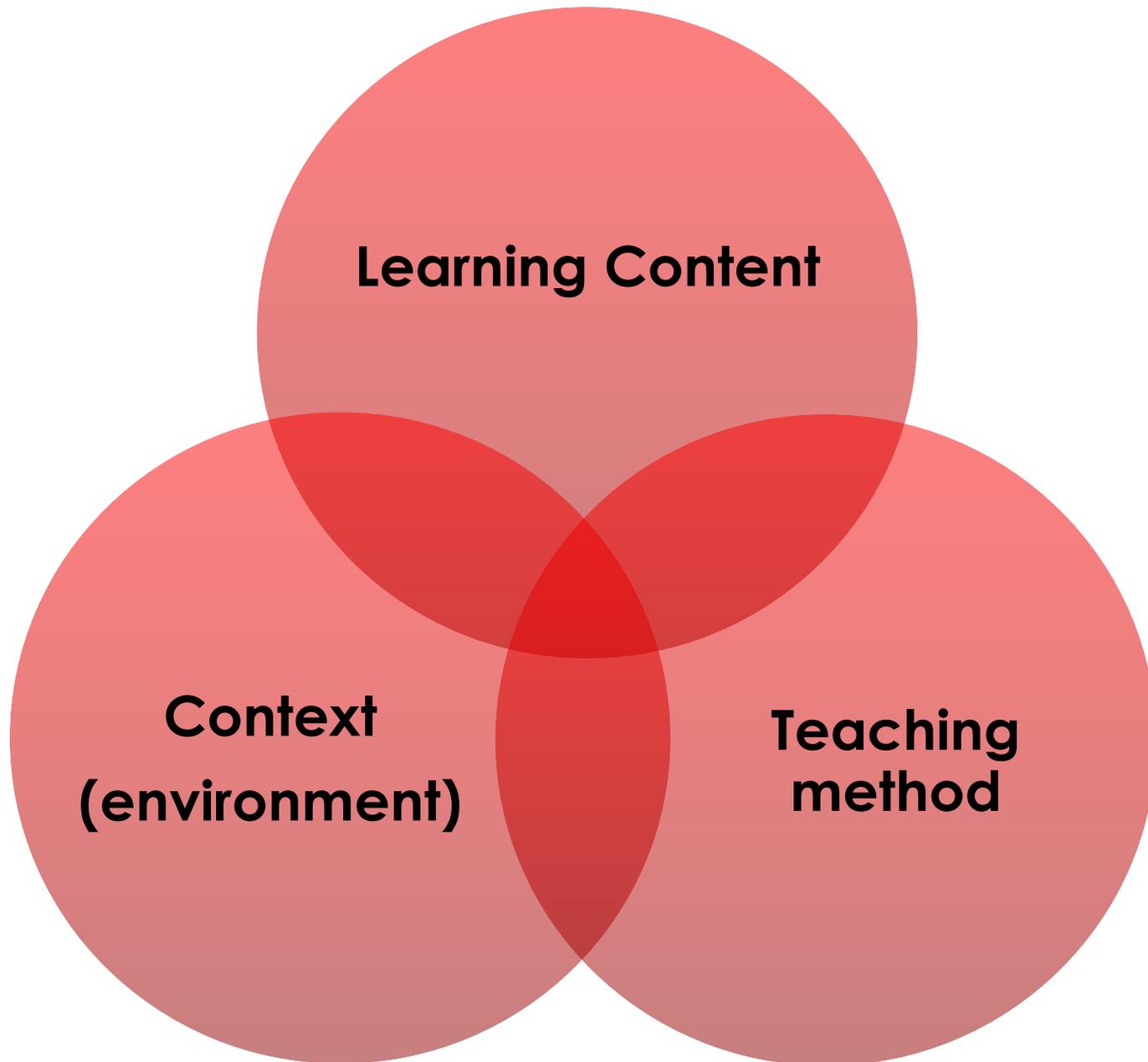
If you can't ▶ Catch Jump **Run** Swim Throw — You won't take part in ▶ Soccer Basketball Volleyball Track and Field Squash Badminton Rugby Tennis

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 <u>skill</u> is a *movement*, it is a *verb*; it is something you *do*.

Locomotion

Stability

☞ **Sending**

☞ **Receiving**

Manipulation

☞ **Carrying**

Movement Skills

Manipulation	Stability	Locomotion/Travelling
•Throwing	Turning	Walking
•Catching	Twisting	Running
•Kicking	Rolling	Hopping
•Dribbling	Balancing	Skipping
•Volleying	Jumping	Galloping
•Striking	Landing	Fleeing
•Punting	Stretching	Dodging
•Collecting	Curling	Chasing

What are fundamental movement skills?
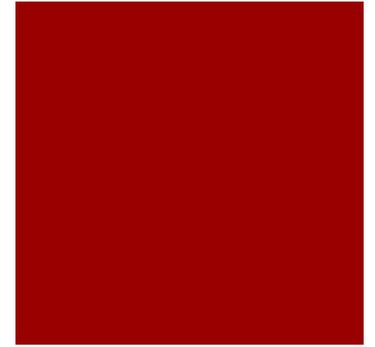
Fundamental Movement Skills can be made more specialized through their application in different contexts:

- 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?
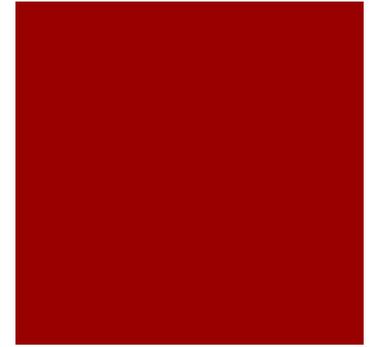
▶ Body use: number of body parts involved (golf swing), size of movement (leap for height), control required (roll on a beam), dominance

▶ 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 Open environment (inconsistent and unpredictable)?

Analyzing Movement Skills

- Describe HOW these players are moving …

- Now analyze….

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 <u>British Columbia Physical Education Curriculum</u>**