

PRIMARY PHYSICAL EDUCATION

SYLLABUS

CLASS 3

MINISTRY OF EDUCATION AND HUMAN RESOURCE DEVELOPMENT

BARBADOS

CONTENTS

	PAGE
Acknowledgements	iii
Rationale	iv
General Objectives	v
Format of the Syllabus	vii
Scope and Sequence	01
Class Three: Attainment Targets	04
Content of Syllabus	11
Appendix I: Suggested Activities	21
Appendix II: Aquatics	28
Appendix III: Bibliography/Websites	30

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RATIONALE

Movement and play are critical to all aspects of a child's growth and development. Today however, instead of playing outside during free time, many children watch television and play computer games. At the same time, the society is undergoing rapid technological advances with a resultant increase in sedentary work and a reduction in the need for manual labour. In addition, adults have little time for physical activity in their pursuit for career success. The society now comprises persons who are less physically fit than their counterparts a few years ago.

The physical education programme seeks to prepare students for this technological age by providing them with opportunities to attain the skills and knowledge needed to be physically active. It encourages participation in regular and enjoyable physical activity so that students may learn to value its effect on lifelong health and well-being.

Daily vigorous physical activity must become part of each child's routine and way of life. This programme includes vigorous physical activity for all students throughout the school year and will help them become fit, independent learners; to develop interpersonal skills by interacting with others; and to relate fitness activities to healthy, productive lives. Students will eventually become involved in assessing their own fitness levels, setting personal goals, and developing plans to achieve them.

Health related fitness must be an important issue in Physical Education. Serious threats to health, such as obesity and heart disease, are known to have their origins in early childhood. Children need to be aware that inactivity and poor dietary habits contribute to diseases like these and therefore be motivated to commit to daily physical activity and positive health behaviours. This programme aims to produce a healthier individual and ultimately, a healthier population.

In addition to developing physical competence, the physical education programme will develop in children the ability to plan, evaluate, make decisions, and take creative action. They are provided with an opportunity to discover and develop their aptitudes and abilities in enjoyable activities. These activities will be developmentally appropriate and will take place in an environment which will be largely non-competitive. Therefore, the emphasis will be placed on participation in and enjoyment of physical activities designed towards better health and basic skill acquisition rather than on preparation for competition in sports.

In conjunction with other subject areas, this programme will enable students to develop life-management skills, identify social realities, interact positively, and work independently and collaboratively.

GENERAL OBJECTIVES

The Physical Education programme will emphasise the cognitive, affective and psychomotor development of the student through health related fitness activities.

This syllabus aims to:

1. Encourage students to maintain healthy lifestyles throughout life;
2. Help students attain appropriate levels of physical fitness;
3. Provide experiences and information for all students to develop a positive, active and healthy lifestyle;
4. Provide a wide range of knowledge and movement experiences so each student may develop competencies that are both adaptable and versatile;
5. Help students develop decision making skills;
6. Provide the opportunity to experience the learning process of inquiry and exploration;
7. Create a learning atmosphere which provides opportunity for ALL children to analyze, think, observe, discuss, create, cooperate and share;
8. Provide students with an opportunity to experience success and so develop a positive self-image and self-concept;
9. Encourage expression and communication;
10. Promote self-understanding and acceptance;
11. Emphasize safety practices.

This Physical Education programme aims to produce students who are physically educated – with the knowledge, skills and attitudes necessary to incorporate physical activity into regular routines, leisure pursuits and career requirements throughout life.

The physically educated child will

- be equipped with the skills necessary to perform a variety of physical activities;
- be physically fit;
- participate regularly in physical activity;
- know the implications of and benefits from involvement in physical activities;
- value physical activity and its contribution to a healthy lifestyle.*

* Source: From *The Physically Educated Person*, National Association for Sport and Physical Education, 1992, Reston, VA: NASPE.

FORMAT OF SYLLABUS

The Physical Education Curriculum comprises a Scope and Sequence, Attainment Targets and a Syllabus Outline.

The *Scope and Sequence* outlines the areas to be covered in the programme. A ■ indicates when a topic/skill is first introduced while a ✓ indicates the year/s at which topics/skills are developed. The emphasis to be placed on a topic/skill is also shown.

The *Attainment Targets* set out the knowledge, skills and understanding that students of different abilities, needs and interests are expected to develop at the end of each year. They are designed to ensure that students:

- understand the progressive nature of learning in Physical Education;
- develop the necessary requirements to plan, structure performance, participate, perform, appreciate and evaluate physical activity.

The *Suggested Activities* and *Suggested Resources*, as the names imply, are meant only to be guides to teachers who are expected to use their initiative and knowledge of activities to provide a stimulating atmosphere and make the Physical Education lesson an enjoyable experience for each child.

The methods of *Assessment* are varied to include both written and practical work but with an obvious emphasis on the latter. Students will be encouraged to engage in self-assessment throughout the programme.

SCOPE AND SEQUENCE

		CLASS 1	CLASS 2	CLASS 3	CLASS 4
1.0	HEALTHY LIVING				
1.0.1	Physical activity	■ ₃	✓	✓	✓
1.0.2	Healthy eating	■ ₃	✓	✓	✓
1.0.3	Hygiene	■ ₃	✓	✓	✓
1.0.4	Substance abuse	■ ₂	✓ ₂	✓ ₃	✓
1.0.5	Chronic diseases	■ ₁	✓ ₂	✓ ₂	✓ ₃
2.0	SAFETY				
2.0.1	Procedures	■ ₃	✓	✓	✓
2.0.2	Hydration and rehydration	■ ₃	✓	✓	✓
2.0.3	Equipment, facilities, attire	■ ₃	✓	✓	✓
2.0.4	Injury prevention	■ ₂	✓ ₂	✓ ₃	✓
2.0.5	Management of body fluids	■ ₂	✓ ₂	✓ ₂	✓ ₃
3.0	MOVEMENT SKILLS				
3.0.1	Body awareness	■ ₃	✓ ₃	✓ ₂	✓ ₁
3.0.2	Relocation/locomotion skills	■ ₃	✓	✓	✓
3.0.3	Spatial orientation	■ ₃	✓	✓	✓
3.0.4	Relationships	■ ₃	✓	✓	✓

KEY

- 1** *low emphasis*
- 2** medium emphasis
- 3** high emphasis

		CLASS 1	CLASS 2	CLASS 3	CLASS 4
4.0	PHYSIOLOGICAL EFFICIENCY				
4.0.1	Cardio-respiratory fitness	■ ₃	✓	✓	✓
4.0.2	Coordination	■ ₃	✓	✓	✓
4.0.3	Balance	■ ₃	✓	✓	✓
4.0.4	Flexibility	■ ₃	✓	✓	✓
4.0.5	Muscular strength	■ ₁	✓ ₁	✓ ₂	✓ ₂
4.0.6	Muscular endurance	■ ₁	✓ ₁	✓ ₂	✓ ₂
4.0.7	Agility	■ ₁	✓ ₁	✓ ₂	✓ ₂
4.0.8	Posture	■ ₂	✓ ₂	✓ ₂	✓ ₃
4.0.9	Body composition	■ ₁	✓ ₁	✓ ₁	✓ ₁
5.0	OBJECT MANIPULATION				
5.0.1	Weight bearing	■ ₃	✓	✓	✓
5.0.2	Object projection	■ ₃	✓	✓	✓
5.0.3	Object reception	■ ₃	✓	✓	✓
5.0.4	Weight manipulation	■ ₁	✓ ₁	✓ ₁	✓ ₁

KEY

- 1** *low emphasis*
- 2** *medium emphasis*
- 3** *high emphasis*

		CLASS 1	CLASS 2	CLASS 3	CLASS 4
6.0	PSYCHOLOGICAL DEVELOPMENT				
6.0.1	Communication	■ ₃	✓	✓	✓
6.0.2	Values clarification	■ ₃	✓	✓	✓
6.0.3	Self-understanding and appreciation	■ ₂	✓ ₂	✓ ₂	✓ ₂
6.0.4	Human sexuality	■ ₂	✓ ₂	✓ ₂	✓ ₂
6.0.5	Emotional development	■ ₂	✓ ₂	✓ ₂	✓ ₂
6.0.6	Goal setting and decision making	■ ₁	✓ ₁	✓ ₂	✓ ₂
6.0.7	Conflict resolution	■ ₂	✓ ₂	✓ ₂	✓ ₂
6.0.8	Stress management	■ ₁	✓ ₁	✓ ₁	✓ ₂
7.0	GROUP INTERACTION				
7.0.1	Goal setting	■ ₂	✓ ₂	✓ ₂	✓ ₂
7.0.2	Group dynamics and teamwork	■ ₂	✓ ₂	✓ ₃	✓
7.0.3	Leadership	■ ₂	✓ ₂	✓ ₂	✓ ₂
7.0.4	Competitiveness	■ ₁	✓ ₁	✓ ₁	✓ ₁

KEY

- 1 *low emphasis*
- 2 *medium emphasis*
- 3 *high emphasis*

ATTAINMENT TARGETS

CLASS THREE

HEALTHY LIVING

Practise behaviours to reduce risks to health.

The pupil should be able to:

- ❑ describe how physical activity affects the heart and lungs;
- ❑ follow a plan of physical activity at least 5 days per week;
- ❑ describe the benefits of making healthy food choices;
- ❑ explain the increasing importance of personal hygiene during puberty;
- ❑ explain the relationship between inactivity/poor eating habits and obesity/heart disease;
- ❑ explain the importance of rest;
- ❑ identify the dangers of the misuse/abuse of legal drugs.

MOVEMENT SKILLS

Develop skills to enhance movement and physical performance.

The pupil should be able to:

- ❑ describe, in simple terms, the types of movement which occurs at joints;
- ❑ create and execute a variety of movement patterns using one movement skill or more;
- ❑ perform movement patterns with good mechanics;
- ❑ select, refine and combine locomotor and non-locomotor skills in movement sequences with or without equipment/partner;
- ❑ adjust body movements relative to size of available space;
- ❑ function effectively in relation to objects in various physical activity settings;
- ❑ demonstrate increased skill in movement to music/rhythms.

PHYSIOLOGICAL EFFICIENCY

Engage in activities to improve general fitness.

The pupil should be able to:

- ❑ assess the degree of exertion in physical activity;
- ❑ participate in sustained physical activity for a stipulated time;
- ❑ show improvement in the performance of aerobic tasks;
- ❑ state the effects of the level of cardiovascular fitness on the body;
- ❑ perform selected movement routines in response to varying rhythm and tempo, alone and with a partner;
- ❑ maintain balance under a variety of conditions and on various body parts;
- ❑ show continued improvement in general flexibility;
- ❑ establish positions to demonstrate muscular strength;
- ❑ participate in activities which demonstrate continued improvement in muscular endurance;
- ❑ participate in a variety of activities of varying intensity (low, medium, high);
- ❑ perform combinations of movements at different levels and pathways and including changes of direction, with increased stability;
- ❑ outline the consequences of incorrect posture;
- ❑ explain a number of terms related to body composition;
- ❑ describe the impact (both positive and negative) of nutrition on body fat levels.

OBJECT MANIPULATION

Acquire basic skills needed for game-related activities.

The pupil should be able to:

- ❑ project objects
 - to targets with variations: level, distance, accuracy;
 - to a partner: stationary, moving;
 - to a moving partner while moving;
- ❑ receive and send objects using a variety of body parts with a greater degree of control;
- ❑ strike a ball continuously with different body parts;
- ❑ demonstrate ways to send an object to a target with increasing accuracy and/or force;
- ❑ make decisions about type of pass;
- ❑ play modified games.

SAFETY

Recognise the importance of safe practices while participating in physical activity.

The pupil should be able to:

- apply safety rules and procedures to new situations;
- identify personal safety hazards;
- recognise and respond appropriately to environmental safety hazards;
- make a direct relationship between water intake and physical activity;
- recognise thirst as a sign of dehydration;
- list the physical signs of dehydration;
- design and follow a plan for daily water intake for a prescribed period;
- identify and commit to the use of appropriate attire and protective gear required for different activities;
- make decisions to avoid risks associated with the use of certain equipment;
- take adequate care of equipment and facilities;
- select and perform tasks that are within ability and safe limits;
- show evidence of a wide vocabulary of warm-up and cool-down activities;
- make suggestions for warm-up and cool-down activities;
- take action to reduce the risk of injuries related to physical activity;
- suggest and execute an acceptable procedure in the event of injury with body fluids present.

PSYCHOLOGICAL DEVELOPMENT

Attain self-management skills.

The pupil should be able to:

- ❑ identify an appropriate form of communication (verbal and non-verbal) to be used in specific situations;
- ❑ assist in the establishment of a value system based on a number of variables (e.g. etiquette);
- ❑ demonstrate behaviours related to the value system (e.g. cheer for opponents);
- ❑ specify and follow rules and procedures specific to various activities (e.g. rules of a game);
- ❑ exhibit appropriate responses to varying levels of success;
- ❑ identify physical changes associated with this period of growth and development;
- ❑ discuss the relationship between physical activity and growth and development;
- ❑ select appropriate emotions to display in various situations during physical activity;
- ❑ set medium term personal goals;
- ❑ determine the extent to which goals were met;
- ❑ participate in activities which facilitate the development of decision making skills;
- ❑ begin to predict the outcome of specific actions;
- ❑ suggest ways to avoid conflict;
- ❑ identify some situations related to physical activity which cause stress.

GROUP INTERACTION

Develop the ability to work cooperatively in physical settings.

The pupil should be able to:

- differentiate between short and medium term goals;
- assist in setting medium term group goals;
- examine the performance of the group in relation to goals set;
- demonstrate respect for others;
- participate in cooperative, team building activities;
- show willingness to assume different roles within the group;
- show willingness to consider alternative suggestions from others;
- show willingness to encourage others to participate;
- identify and practise modes of behaviour in keeping with a civil society.

CONTENT OF SYLLABUS

CLASS THREE

TOPIC	OBJECTIVES	SUGGESTED ACTIVITIES	SUGGESTED RESOURCES	ASSESSMENT
HEALTHY LIVING	<p>Describe how physical activity affects the heart and lungs</p> <p>Follow a plan of physical activity at least 5 days per week</p> <p>Describe the benefits of making healthy food choices</p> <p>Explain the increasing importance of personal hygiene during puberty</p> <p>Explain the relationship between inactivity/poor eating habits and obesity/heart disease</p> <p>Explain the importance of rest</p> <p>Identify the dangers of the misuse/abuse of legal drugs</p>	<p>Have children perform vigorous physical activity and note relevant changes. (Emphasise the heart as a muscle)</p> <p>Keep a daily log for a specified period</p> <p>Healthy food relay</p> <p>Research on physical changes associated with puberty</p> <p>“Healthy Heart”; discussion</p> <p>Role play</p> <p>Lecture/discussions; children bring clippings for class display</p>	<p>Websites</p> <p>Journal</p> <p>Healthy food cards; message cards</p> <p>Reference texts; internet</p> <p>Foam balls, frisbees</p> <p>Newspaper articles, magazines; resource persons</p>	<p>Short answer test</p> <p>Review journal</p> <p>Worksheets</p> <p>Oral presentations</p> <p>Prepare a flyer for the annual “Healthy Lifestyles Fair”</p> <p>Peer interviews (on audiotape)</p>

TOPIC	OBJECTIVES	SUGGESTED ACTIVITIES	SUGGESTED RESOURCES	ASSESSMENT
MOVEMENT SKILLS	<p>Describe, in simple terms, the types of movement which occurs at joints</p> <p>Create and execute a variety of movement patterns using one movement skill or more</p> <p>Perform movement patterns with good mechanics</p> <p>Select, refine and combine locomotor and non-locomotor skills in movement sequences with or without equipment/partner</p> <p>Adjust body movements relative to size of available space</p> <p>Function effectively in relation to objects in various physical activity settings</p> <p>Demonstrate increased skill in movement to music/rhythms</p>	<p>Mirroring; Flexibility Jog</p> <p>Partner challenges (emphasise safety)</p> <p>Four corners locomotion; task sheets</p> <p>Weaving through obstacles (e.g. pupils); Puss, puss, catch a corner; tails</p> <p>Run obstacle course</p> <p>Dancing; aerobic routines</p>	<p>String/rope; sticks; found objects</p> <p>Equipment</p> <p>as</p> <p>required</p> <p>Cones</p> <p>Equipment as required</p> <p>Tapes; tape deck; tambourines; drums; rattles</p>	<p>Worksheets</p> <p>Performance test</p> <p>Rubric</p> <p>Skills tests</p> <p>Observation</p> <p>Perform a routine</p>

TOPIC	OBJECTIVES	SUGGESTED ACTIVITIES	SUGGESTED RESOURCES	ASSESSMENT
PHYSIOLOGICAL EFFICIENCY	<p>Assess the degree of exertion in physical activity</p> <p>Participate in sustained physical activity for a stipulated time</p> <p>Show improvement in the performance of aerobic tasks</p> <p>State the effects of the level of cardiovascular fitness on the body</p> <p>Perform selected movement routines in response to varying rhythm and tempo, alone and with a partner</p> <p>Maintain balance under a variety of conditions and on various body parts</p> <p>Show continued improvement in general flexibility</p> <p>Establish positions to demonstrate muscular strength</p>	<p>Have children make comparisons during activities</p> <p>Dance aerobics; skipping</p> <p>10 minute work out using a wide variety of activities; Garbage Aerobics</p> <p>Brainstorming</p> <p>Provide cards with different routines from which children can choose</p> <p>V-sit; making bridges; headstands; handstands</p> <p>Trunk and shoulder extensions & rotations; inner thigh stretch; Broomstick Stretches</p> <p>Hopscotch; single leg side jumps; crunches; push ups; chin-ups</p>	<p style="text-align: center;">E Q U I P M E N T A S R E Q U I R E D</p>	<p>Self assessment</p> <p>Standardised tests</p> <p>Multiple choice test</p> <p>Performance test</p> <p>Skill challenge</p> <p>Standardised tests</p>

TOPIC	OBJECTIVES	SUGGESTED ACTIVITIES	SUGGESTED RESOURCES	ASSESSMENT
PHYSIOLOGICAL EFFICIENCY (cont'd)	<p>Participate in activities which demonstrate continued improvement in muscular endurance</p> <p>Participate in a variety of activities of varying intensity (low, medium, high)</p> <p>Perform combinations of movements at different levels and pathways and including changes of direction, with increased stability</p> <p>Outline the consequences of incorrect posture</p> <p>Explain a number of terms related to body composition</p> <p>Describe the impact (both positive and negative) of nutrition on body fat levels</p>	<p>Push-ups, pull-ups, crab walks, wall sit, treadmill, curl ups etc.</p> <p>Mini Olympics – design a circuit with scoring system.</p> <p>Locomotor challenges; tag games (can be modified - crawling, galloping, with changes made at specified signals)</p> <p>Provide visuals of correct and incorrect posture for a variety of activities</p> <p>Research</p> <p>Discussion</p>	<p>Equipment</p> <p>as</p> <p>required</p> <p>Pictures; charts</p> <p>Magazines, reference texts, websites</p> <p>Resource personnel (CRDC, National Nutrition Centre)</p>	<p>Standardised tests</p> <p>Task cards</p> <p>Performance tests</p> <p>True/false test</p> <p>Matching test</p> <p>Multiple choice test</p>

TOPIC	OBJECTIVES	SUGGESTED ACTIVITIES	SUGGESTED RESOURCES	ASSESSMENT
OBJECT MANIPULATION	<p>Project objects - to targets with variations: level, distance, accuracy - to a partner: stationary, moving - to a moving partner while moving</p> <p>Receive and send objects using a variety of body parts with a greater degree of control</p> <p>Strike a ball continuously with different body parts</p> <p>Demonstrate ways to send an object to a target with increasing accuracy and/or force</p> <p>Make decisions about type of pass</p> <p>Play modified games</p>	<p>Minor games</p> <p>Partner work – keep ball going with variety of combinations (e.g. knees to feet; volley with hands to head of partner); encourage creativity</p> <p>Challenge pupils to keep ball from ground for stipulated period, using specified body parts</p> <p>“Bowling Pins” using hands, feet, implements</p> <p>Modify “Chase the beanbag” using a ball to throw, kick</p> <p>Team games</p>	<p style="text-align: center;">E Q U I P M E N T A S R E Q U I R E D</p>	<p>Anecdotal records</p> <p style="text-align: center;">Skills</p> <p style="text-align: center;">Challenges</p> <p>Observation</p> <p>Participation records</p>

TOPIC	OBJECTIVES	SUGGESTED ACTIVITIES	SUGGESTED RESOURCES	ASSESSMENT
SAFETY	<p>Apply safety rules and procedures to new situations</p> <p>Identify personal safety hazards</p> <p>Recognise and respond appropriately to environmental safety hazards</p> <p>Make a direct relationship between water intake and physical activity</p> <p>Recognise thirst as a sign of dehydration</p> <p>List the physical signs of dehydration</p> <p>Design and follow a plan for daily water intake for a prescribed period</p> <p>Identify and commit to the use of appropriate attire and protective gear required for different activities</p>	<p>Simulations – teacher created environments for student responses</p> <p>Create individual list – My Red Flag List</p> <p>Brainstorming</p> <p>Organise a class “Fun Walk” with at least one water station</p> <p>Demonstrate the concept by pouring water on a sponge held in the air</p> <p>Discussion</p> <p>Record information in a journal</p> <p>Collect pictures of various attire and gear used in activities and display as desired</p>	<p>Equipment as required</p> <p>Paper/card</p> <p>Water coolers, cups, garbage bags/bins</p> <p>Small sponge, water</p> <p>Template for journals</p> <p>Magazines; internet</p>	<p>Observation</p> <p>Self assessment</p> <p>Observation</p> <p>Group project - Prepare a brochure for participants in the annual “Fun Walk” on the importance of drinking water</p> <p>Word Search</p> <p>Self assessment</p> <p>Matching test; Observation</p>

TOPIC	OBJECTIVES	SUGGESTED ACTIVITIES	SUGGESTED RESOURCES	ASSESSMENT
SAFETY (cont'd)	<p>Make decisions to avoid risks associated with the use of certain equipment</p> <p>Take adequate care of equipment and facilities</p> <p>Select and perform tasks that are within ability and safe limits</p> <p>Show evidence of a wide vocabulary of warm-up and cool-down activities</p> <p>Make suggestions for warm-up and cool-down activities</p> <p>Take action to reduce the risk of injuries related to physical activity</p> <p>Suggest and execute an acceptable procedure in the event of injury with body fluids present</p>	<p>Group work – create list of potential dangers and ways to avoid injury</p> <p>Give groups responsibility for collecting equipment; tidying play area etc.</p> <p>Skill challenges</p> <p>Give pupils opportunity to lead sessions (individual/group work)</p> <p>Scenarios</p> <p>Simulations</p>	<p>Sheets of paper or card; markers; computer with printer</p> <p>Task cards</p> <p>Equipment as required</p>	<p>Design a poster of “Do’s and “Don’t’s”</p> <p>Observation</p> <p>Skills tests</p> <p>Have students prepare and submit the list of the activities they intend to give to the group</p> <p>Observation</p> <p>Write a calypso/rap song to spread the message of dealing with body fluids</p>

TOPIC	OBJECTIVES	SUGGESTED ACTIVITIES	SUGGESTED RESOURCES	ASSESSMENT
PSYCHOLOGICAL DEVELOPMENT	<p>Identify an appropriate form of communication (verbal and non-verbal) to be used in specific situations</p> <p>Assist in the establishment of a value system based on a number of variables (e.g. etiquette)</p> <p>Demonstrate behaviours related to the value system (e.g. cheer for opponents)</p> <p>Specify and follow rules and procedures specific to various activities (e.g. rules of a game)</p> <p>Exhibit appropriate responses to varying levels of success</p> <p>Identify physical changes associated with this period of growth and development</p>	<p>“Chase the beanbag”</p> <p>Behaviour games. Group work – decide on behaviour expected by members of group during specified activities</p> <p>Individual and team games</p> <p>Give an advantage to individual teams to increase challenge to others</p> <p>Research project</p>	<p>Bean bags</p> <p>Equipment</p> <p>as</p> <p>required</p> <p>Magazines, reference texts; websites</p>	<p>Observation</p> <p>Peer assessment</p> <p>Self assessment</p> <p>Anecdotal records</p> <p>Worksheets</p>

TOPIC	OBJECTIVES	SUGGESTED ACTIVITIES	SUGGESTED RESOURCES	ASSESSMENT
PSYCHOLOGICAL DEVELOPMENT (cont'd)	<p>Discuss the relationship between physical activity and growth and development</p> <p>Select appropriate emotions to display in various situations during physical activity</p> <p>Set medium term personal goals</p> <p>Determine the extent to which goals were met</p> <p>Participate in activities which facilitate the development of decision making skills</p> <p>Begin to predict the outcome of specific actions</p> <p>Suggest ways to avoid conflict</p> <p>Identify some situations related to physical activity which cause stress</p>	<p>Dance; activities to enhance development on both sides of body (e.g. juggling); research</p> <p>Seek opinions of pupils as incidents occur</p> <p>Pupils identify an area (fitness, movement) in which they wish to improve and with teacher assistance set a desired standard and time frame</p> <p>Increase the degree of difficulty in regular games/activities</p> <p>Provide game situations and encourage student suggestions for possible results</p> <p>Role play</p> <p>Discussion</p>	<p>Equipment as required, reference texts, websites</p> <p>EQUIPMENT</p> <p>AS</p> <p>REQUIRED</p>	<p>Pupils report on development over specified period especially on non-dominant side</p> <p>Observation</p> <p>Self assessment</p> <p>Performance tests</p> <p>Oral questioning</p> <p>Word search</p>

TOPIC	OBJECTIVES	SUGGESTED ACTIVITIES	SUGGESTED RESOURCES	ASSESSMENT
GROUP INTERACTION	<p>Differentiate between short and medium term goals</p> <p>Assist in setting medium term group goals</p> <p>Examine the performance of the group in relation to goals set</p> <p>Demonstrate respect for others</p> <p>Participate in cooperative, team building activities</p> <p>Show willingness to assume different roles within the group</p> <p>Show willingness to consider alternative suggestions from others</p> <p>Show willingness to encourage others to participate</p> <p>Identify and practise modes of behaviour in keeping with a civil society</p>	<p>Challenges with varying completion times</p> <p>Project – create simple choreography using one or more movement skill</p> <p>One vs. three; fitness obstacle course</p> <p>Doctor, whip & judge and similar team games</p> <p>Partner work – cooperative fitness exercises</p> <p>“Here comes the judge”. (Children take turns to assess the behaviour of group members based on modes set by group)</p>	<p>Music; tapes; tape deck</p> <p>Equipment</p> <p>as</p> <p>required</p>	<p>Groups to select 2 projects (from the syllabus)</p> <p>Evaluate the choreographed piece</p> <p>Observation</p> <p>Peer assessment</p> <p>Complete the 2 projects identified above. Include information on part played by each member of group and individual self assessments</p> <p>Group reports based on checklist</p>

APPENDIX I

SUGGESTED ACTIVITIES

Flashcard Flexibility

Divide class into groups of 5 – 6. Choose one student in each group to be a leader and give each a set of stretching cards. Each group leader draws a card and calls out a muscle's function. The group members identify the muscle and do the appropriate stretch. For example, the leader draws the card *quadriceps*. The leader reads "the muscle that straightens the leg." Participants respond: "Quadriceps", and all then stretch their quadriceps. The leader continues selecting cards until all the major muscles are stretched.

Examples of other muscle functions are: hamstrings, bend the leg; biceps, bend the arm; triceps, straighten the arm; gastrocnemius (calf), extend the ankle; gluteals, extend the hip; deltoids, move the arm up, forward and back; trapezius, raise the shoulders

(Stretching cards have names on one side and functions on the other).

Lily Pad Pond

Scatter hoops on the ground to represent lily pads, some close together and others far apart to present different jumping distances. Children pretend they are frogs and move about in the "pond" by jumping from lily pad to lily pad (hoops). If players land in the water, they must quickly get onto a pad by "swimming" to it. Players may imitate swimming in fast, moderate, or slow speeds. Encourage players to share lily pads with each other.

Shower Ball

Each student has a small foam ball. Mark out a large rectangular area divided into 2 by a centre line. Divide the class into 2 teams positioned opposite each other along the centre line. Scatter the balls evenly on the playing area. Each team tries to get rid of the foam balls on its side by throwing them to the other side. Call out "shower ball" to begin the game. Teams continue throwing until you call out "freeze". No balls may be thrown after the signal. Team members gather the balls on their side and count them. The team with fewer balls wins. Give the signal and everyone starts throwing again.

Variation: use for kicking development (no hands)

Healthy Heart

Label 3 foam balls *TV, Fats and Sugars*. Use a larger foam ball or a throwing disk to represent a healthy heart. This game dramatizes the effects of poor nutrition and a sedentary lifestyle on the heart. Explain to the students that too much sugar, fats and TV are not good for the heart but that exercise is good and will make the heart stronger. Give a labelled ball to each of three students; they will throw to hit other players. Give the heart ball (or disk) to another student. If students get hit by one of the balls labeled *Sugar, Fats or TV* they must freeze and call out "Healthy Heart, I need exercise!" The person with the healthy heart ball runs and tags the frozen players who are calling out and frees them to continue playing

Broomstick Stretch

Using a broomstick or 3-foot dowel, perform the following stretches.

Overhead Stretch
Step Overs

Forward Stretch
Achilles Stretch

Torso Twists
Side Leg Stretch

Side Dips

Tip: Use music and have the students follow you, or choreograph a whole routine using all the stretches.

Garbage Aerobics

Provide a grocery bag and 10 scrap paper balls for each student. Post an exercise poster in a convenient location. Students do the exercise tasks listed on the poster and collect a paper ball for each completed task. They work their way through the list until all the “garbage” is gone. Count the number of pieces each has collected. Repeat the exercises. The exercise list might include 20 jumping jacks, 10 push-ups, 20 jogs in place, 10 sit-ups (*crunches*).

(The following variations to the author’s activity would encourage integration across the curriculum at the relevant class levels).

Variation 1: Provide each child with 2 bags labeled “For Recycling”, and “Other”. Write names of different types of garbage on each paper. Students will drop their collected “garbage” into the correct bag. Have peers check bags for amounts and correct sorting.

Variation 2: Once the class has been taught about biodegradable materials the bags could be labeled “biodegradable” and “non-biodegradable” and relevant items written on the pieces of paper.

Foxes and Hounds

One student in each pair is a fox and the other is a hound. The foxes have footballs that they dribble. The hounds attempt to retrieve the ball. A hound who successfully retrieves a ball becomes the fox and the other person becomes the hound. This game may be played either one student versus another or a group of hounds against a group of foxes.

Magic Carpets

Use 1 carpet square for each student. These are to be placed upside down on the ground. Tell students that the carpets are magic. Tell them all to lie stomach down on their carpets and then pull themselves forward; move backward; and turn around in a circle. Repeat these moves while sitting, then kneeling. It is also fun to do the “twist” while sitting, kneeling, and standing on the squares. Let students try to “drive” the carpets around the area by placing their hands on the squares, lifting their hips in the air, and pushing on the floor with their feet. (Note: younger children may not be strong enough for the last activity).

Crab Soccer (Football)

Divide the class in half. One half will be in the crabwalk position; the other in short lines. The first person in each line attempts to dribble the ball from one sideline to the other through the field of crabs. The crabs try to touch a ball with one foot while crabwalking. A crab who touches a ball switches places with the dribbler. The students who are crabs must stay in the crabwalk position. They cannot turn over and crawl or get up and walk. Dribblers must keep their balls close to themselves and maintain ball control using feet only. After a while, have the first group of crabs become dribblers and the dribblers become crabs.

Guard Your Pin

Each child should have 1 pin and 1 foam ball. Scatter the pins with students guarding their own pins. Students throw balls at each other's standing pins while guarding their own pins. When a pin is knocked down, that student performs an exercise that will develop muscular strength, such as sit-ups (*crunches*), push-ups, line jumps, wall push-ups. Students return to the game when they complete their exercises.

Variations: Students kick balls to knock down pins and use their feet to trap the ball.

Partners: One plays the defensive position while the other plays the offensive position.

Teams: Divide the class into two teams. Play until all the pins on one side are down. The team with pins still standing does 5 crunches and the other team does 10.

The above activities are from *Fitness Fun* by Emily R. Foster et. al.

Jumping Squares

I. A diagram is drawn made up of 16 to 48 or more squares, each a little larger than the length of a player's foot. The first player stands at the base line, hops on whichever foot has been agreed upon into the squares from 1 to 48 in their numerical order, observing the general rules regarding not touching the lines, and changing from foot to the other, although he may pause as long as he likes in any square provided he stands on his "hopping" foot. Upon reaching 48 he retraces his course, and hops from 48 to 1. Having done this without missing, he may place his initials in any square he chooses, and may rest there on both feet whenever he arrives at the square in future plays, while the other players must hop over this space. Should he miss, he must begin at 1 and hop through the whole series when his turn comes again. The object of the game is to get one's initials in the greatest number of squares. The game continues until all the squares are filled or until only one player is able to make the required hops.

47	48	42	41
45	43	39	40
46	44	38	37
32	30	34	36
31	33	29	35
26	27	25	28
21	22	23	24
18	20	16	15
19	17	14	12
7	2	8	13
1	6	9	10
4	3	5	11

II. This game is the same as I with the following exceptions: The player must hop through the series of squares first on one foot, next on the other, and then on both feet. He is entitled to place his initials in a square of his own choice when he has completed one of the three series, hopping from 1 to 28.

2	6	3	20	25	15	11
5	7	16	14	10	26	24
8	18	4	19	21	28	22
1	17	9	13	23	27	12

The above activities are from *Handbook of Recreational Games* by Neva L. Boyd

The 2-minute Drill

Have students find an open space. On signal they each take their pulse and record the rate. On the start signal, students begin the first activity as directed by the teacher/leader. This activity lasts for 15 seconds. After 15 seconds they begin the second activity. Continue this rotation for a total of 8 activities. At the completion of 2 minutes, have the students take their pulse rate again and note the difference. Cool down by walking for 1 minute. Do not give the students a break between activities. This should be continuous exercise for the entire 2 minutes.

Sample Activities:	Jumping Jacks	Jog in Place	Push-Ups	Curl-Ups	Treadmills
	Kick Through	Crab Kicks	Animal Walks	Jump Rope	Chair Dips

Diet and Exercise

Have the students split into groups of four to six. Provide them with magazines and have them make a poster of the foods they usually eat. (This could be a homework assignment). Have the students place the posters on the wall when completed. Then have each group analyze a different group’s poster. When analyzing a poster, the group should be making two lists: a list of healthy foods and a list of unhealthy foods. Compile a master list on the board or overhead and see what commonalities appear. Conclude with a discussion on the benefits of healthy foods and the disadvantages of unhealthy foods.

Activities to develop Muscular Strength Using Boxes and Balls

Box Activities

(Note that in addition to enhancing lower body strength these exercises also develop balance and coordination skills). Boxes should be 8” to 12” high x 24” wide x 24” to 48” long. Make sure the top and bottom have non-skid surfaces.

Set-Ups: Have student face box. Step on box with right foot, bring left foot up on box, begin stepping down with right foot, then left foot. Make certain student maintains an erect posture. Repeat for designated time or number of repetitions.

Front Jumps: Have student face box and jump up with both feet and jump back down to start position. *Modification:* Have student jump forward off box, turn around and begin front jumping.

Lateral-Steps: Have student stand with right side to box. Step up laterally with right foot, the left foot. Step down with left foot then right foot. Maintain erect posture during stepping. Student can repeat from the other side as well.

Lateral Jumps: Have student stand with right (left) side to box. Jump up with both feet, laterally, and then jump off the opposite side of the box. Repeat activity. Make it continuous lateral jumping.

One-Foot Jump: Have student perform the Front Jump using only one foot. This is a difficult task for children to perform, especially if they have had a serious ankle injury and lost strength.

Jump Squats with/without Turn: Have student perform a Front Jump onto box, land in a Half-Squat (knees bent to 90 degrees). Immediately upon landing in squat, student explodes upward and off box, again landing in a Half-Squat position on the opposite side. Next, incorporate the turn. Have student perform the same activity, except when student explodes off the box, he/she performs a ½ (180 degree) turn and lands facing the box. *Modification:* This activity can also be performed with Lateral Jumps.

Jump and Catch: Have “passer” standing 4 to 6 feet from box, facing box with ball in hand. The “jumper” performs a Jump Squat onto the box. As student begins to explode off the box, at the height of the jump the passer tosses the ball to the jumper. The jumper catches the ball and, immediately upon landing, tosses the ball back to the passer. All students in the group can participate by rotating the passer position. A medicine ball is recommended for increases in upper-body fitness.

Ball Activities (to be done with a medicine ball; can be done with a basketball but increase the number of repetitions or time frame)

Trunk Twister: Sitting on the floor with legs extended, student places the ball directly behind his/her back. Twist to the left, pick up the ball, bring it around the front, twist to the right, and set the ball back in its starting position. Perform the activity from both sides of the body.

Double-Unders: Sitting on the floor with legs extended, student holds the ball in front. Raise legs off the ground, knees slightly bent. Roll the ball under the legs from the left to the right and continue the process for a specific number of repetitions or time frame. Do not let legs touch the ground during the exercise. *Modification:* For students with greater abdominal strength, instead of rolling the ball, have them raise their legs higher, and pass the ball under the legs without it touching the ground.

Over-Under: Student sits on the floor with legs out front. Lift the right leg and pass the ball under it from the inside. Then pass it over the top of the right leg, under the left leg, over the left leg, etc. Keep it going for 5 complete Over-Unders, if possible. (This is actually a figure-8).

Front Catch: Stand with the ball between feet. Jump up with ball and toss it to self. After catching the ball, place it back between feet and repeat the activity.

The above activities are from: *Elementary Teacher's Survival Guide* by Jeff Carpenter and Diane Tunnell

Keep the Bucket Full

Teacher throws out balls as quickly as possible. Children run and collect the balls and bring back to the container. They can only collect one ball at a time.

Busy Bees

Each player has a partner except one who is 'it'. The couples scatter and obey commands such as 'back to back', 'face each other', 'shake hands'. On 'busy bees' everyone has to find a new partner including 'it'. The person without a partner becomes 'it'.

One vs. Three

In groups of four, numbers one and two join hands. A fourth person tries to touch number three in the group. When successful change places with number three and start again.

The above activities are from *Go For It!* By Catherine Roberts

Shadows

Divide the class into pairs. One partner tries to step on the shadow of the other. Count the number of successful attempts. After the allotted time partners change roles.

Chase the Beanbag

Divide the class into two teams. One team is in possession of a beanbag. A member of the other team tries to win the beanbag by tagging a player who has the beanbag. The player with possession should try to throw the bag to another member of his/her team before being tagged. If the class is big it might be better to use four groups with two games being played simultaneously. (Add 1 beanbag or more depending on catching skills of pupils).

Skill/Performance Challenges

These may be used to develop any skill and encourage improved performance. They may be teacher designed or students could be encouraged to design individual challenges as part of the goal setting objective. An individual skill may be the focus or the challenge may take the form of a circuit. Motivate students more by giving rewards for outcomes. Challenges can also be used for assessment. Below is an example.

Strength Challenge

Students are to go to every station and accumulate as many points as possible. Explain each station and its scoring, then give each student a Strength Challenge scoresheet that you have designed.

Push-Ups: Each push-up completed earns 1 point. Students have 1 minute to do push ups. Students time each other.

Sit-ups: Every third repetition earns 1 point. Students have 1 minute to do sit-ups.

Pull-Ups: Each repetition earns 2 points. Arms should be fully extended on the down phase of the pull-up. There is no time limit.

Vertical Jump: On a strip of tape stuck to the wall, mark off a baseline (e.g. 4 ft. above the floor) and each inch above that to 6 – 8 ft. (higher if students are able). From a standing position, students jump up and touch the tape. The number of inches touched above the baseline equals the number of points earned.

Notes to teachers

These activities are provided to supplement those that you already know. You are encouraged to look for creative ways to vary each activity to make it even more fun for your classes. You are also encouraged to create activities of your own.

Teachers are reminded to ensure that equal opportunity is provided for symmetrical development (e.g. specify the leg, arm to be used in jumping, kicking and throwing activities and, as much as possible, give equal time to activities on each side).

Please note that *Rounders* refers to the local game which is played without implements.

They are several versions of Chinese Skip. Teachers are encouraged to research the varieties.

While the traditional hopscotch ends at #8, you may continue to add three boxes similar to #6, #7 & #8 at the top to make the game more challenging.

APPENDIX II

AQUATICS

It is understood that most schools are unable to include aquatics in their activities. In addition, schools introduce pupils to aquatics at varying ages and so attainment targets could not be attached to a particular class or age level. Consequently, that component was not included in the objectives for primary schools. As an alternative a number of suggested progressions for introducing children to aquatics are included.

STAGE I

Sit on side of pool and wet feet; kick

Walk into pool and around the perimeter, holding the wall

Walk into pool and around the perimeter close to the wall

Walk in a circle holding hands

Walk from one wall to the other (15m)

STAGE II

Put mouth in water and blow

Mouth and nose in water and blow

Entire face in water and blow

Identify items in the water

Streamline across the pool with face in water

STAGE III

Bobbing

Bend and pick up objects from the water

Floating on face and back

Do a streamline freestyle kick for one breath

APPENDIX III

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