


P.E. INSTRUCTION TO BEGIN THE YEAR


To help have a successful start to the school year in physical education, it is important to build a positive learning environment.

The following documents are designed to help teachers establish class and student protocols, and instruct and reinforce important movement concepts that students will use all year long.

These protocols and movement concepts will provide an appropriate warm-up, maximum practice opportunities, moderate-to-vigorous physical activity for at least 50% of the class time, and a Cool-Down/Debrief.

The BASICS

Although additional teaching strategies can be found on , SPARK believes the BASICS should be present in every physical education class:

B	BOUNDARIES AND ROUTINES "Boundaries" refer to the physical borders of the activity area. If there are no existing lines, use cones or other objects to identify perimeters. Establish and reinforce routines for everything from equipment distribution and collection to getting a drink of water. Routines decrease management time and increase activity time.
A	ACTIVITY FROM THE GET-GO Use an <i>ASAP</i> (<i>Active, Soon As Possible</i>) as your first activity so students move as soon as they arrive to class.
S	START AND STOP SIGNALS Teach students to respond quickly and consistently to start and stop signals. SPARK encourages using music whenever possible, although other sounds (claps, chimes, drum, etc.) and visual signals may be substituted.
I	INVOLVEMENT BY ALL Ensure SPARK PE classes provide ample practice opportunities for everyone — regardless of size, gender, or ability. Use <i>SPARK It Up!</i> variations to increase challenges for those who need it and <i>Inclusive Strategies</i> , found on  , to adapt for students with special needs.
C	CONCISE INSTRUCTIONAL CUES How few words can you use to prompt activity? "The object of the game is _____; you do that by _____. Ready, go!" Use the 80/20 rule: After instruction, assume 80% of children understand. Instead of losing valuable time answering questions, get started. Once all are active, be a "plumber;" move and "fix leaks."
S	SUPERVISION AND FEEDBACK Once instruction has been given and children are moving, your role shifts to supervision and feedback. Move throughout class to see all children, all the time. Provide positive-specific feedback at least 3 times more often than corrective statements.

BUILDING A FOUNDATION

Movement Basics

Locomotor Skills

There are 8 basic locomotor skills used to move the body from place to place, or to project the body upwards (as in jumping or hopping). They form the foundation of gross motor coordination and involve large muscle movement.

WALK	Toes point straight ahead, arms swing freely from the shoulders in opposition to the feet. Body is erect, eyes look ahead slightly below eye level. Marching is a rhythmic walk accompanied by lifted knees and swinging arms.
JUMP	Jumping is taking off from 2 feet and landing on 2 feet. Swinging the arms helps with the upswing, and the movement of the body combined with the force of the feet helps lift the weight. Jumpers should land lightly on the balls of the feet with knees bent. Jumping may be done in place (up and down) or forward, backward or sideways.
GALLOP	Children face forward, lead with one foot, and bring the other foot up to it (step-together-step). The same foot always leads, so the movement should be practiced with children changing the lead foot.
HOP	Hopping is done on 1 foot at a time. The angle of the body, the other foot, and the arms serve to balance the movement. Hopping may be performed in 1 place or while moving. Children having difficulty hopping should practice balancing on 1 foot.
SIDE-SLIDE	Similar to galloping, but the direction is sideways with a step-together-step movement. The same foot always leads, so the side-slide must be practiced in both directions.
RUN	In contrast to walking, running involves a brief time when both feet are off the ground. Running varies from a slow jog, to a trot, to a sprint. The head should be up with eyes looking in the direction of travel. Arms should not swing across the mid-line of the body.
LEAP	Leaping uses an elongated step that takes off on 1 foot but lands on the opposite. It is used to cover distance or to go over a low obstacle. Leaping should emphasize graceful flight through space.
SKIP	Skipping is a series of step-hops done with alternating feet. To teach skipping, have children take a step followed by a small hop on the same foot. Mature skipping is done on the balls of the feet with the arms swinging to shoulder height in opposition to the feet.

BUILDING A FOUNDATION

Movement Concepts

LEVELS	Children will begin to understand the various levels in space in which movement may occur and learn to place and move their bodies at the appropriate level. Levels may be low, medium, or high.
PATHWAYS	Pathways are specific movement patterns. Once children are taught locomotor skills, they can be introduced to changing directions and moving within established patterns. Sample pathways are: straight, curved, and zigzag. It is suggested that Kindergarten teachers draw visual pathways (chalk or tape on a play area) for children to follow.
TEMPO	Controlling the rate of movement (tempo) is important for demonstrating body control and transferring movement into games and activities that demand variations in speed and/or intensity. A few examples of words which describe the rate of movement are: quickly, medium-paced, and slowly. Children will interpret terminology individually. Encourage and accept safe variations.
DIRECTIONS	When moving in general space, children need to develop the ability to avoid others and/or re-orient their bodies. Directions include: sideways, right, left, forward, backward, up, and down. Young children may not know the difference between right and left, but saying the terms helps build recognition. For those struggling with the R and L concept, place a sticker on their right hands. <i>Safety note: Avoid asking children to move backwards, even on soft surfaces. Head injuries may occur!</i>
RELATIONSHIPS	Children move in relationship to others as well as to objects in general space. They may move over, under, on, off, in, around, or through objects such as spot markers, hoops, tunnels, and more. Moving in relationship to other children or the teacher includes mirroring and matching, leading and following, and moving with partners and in groups.

Non-locomotor Movements

Non-locomotor skills are performed without moving from place to place. Non-locomotor skills include bending and stretching, pushing and pulling, raising and lowering, twisting and turning, shaking, bouncing, and circling, among others.