

## TCKS Physical Education: Never Give Up!

### Welcome to our TCKS Physical Education Program

Our program strives to develop the whole child by focusing on the development of physical, social, cognitive and emotional skills. This developmental program utilizes activities which are appropriate for individual learner's growth. Every effort is made to ensure a successful movement experience for each child in order to foster a lifetime love of physical activity. Children need to be competent in physical skills and possess self-confidence in order to continue to choose to be active. The goal of our program is to help your children gain and apply these skills.

BASIC	PHYSICAL	SKILLS	SOCIAL/EMOTIONAL
LOCOMOTOR	MANIPULATIVE	MOVEMENT CONCEPTS	POSITIVE ATTITUDE
Walk Jog/Run Hop Jump Gallop Skip Leap Slide Dodge Chasing/Fleeing Fake	Roll Catch Self Toss Underhand Toss Throw Kick Trap Hand Dribble Foot Dribble Strike Volley	Body Awareness Shapes Non-locomotor (Axial) Movements Balance Speed Force Agility Coordination Spatial Concepts Directions Levels Pathways	Towards: -Self -Responsibility -Motivation -Cooperation -Teamwork -Competition -Respect for Others Problem-solving Decision making Creative thinking Self-evaluation

These skills are taught in a progression from Kindergarten through Fifth Grade. The stages of the progression include skill introduction, mastery of movement patterns, then refinement and application to sports and activities.

The single most important factor in acquiring mastery of any skill is the amount of time spent in quality practice. Our goal is to maximize learning time within the physical education class, encourage practice on the playground and at home, and offer some free before and after-school activities here at school for students to enjoy. This overview contains definitions of the mature patterns of each skill. It is our hope that this may help you to extend skill practice at home. A cooperative effort will foster a lifelong desire in children to be active and healthy.

PHYSICAL SKILLS <u>MASTERY</u> PROGRESSION K - 5						
		k	1	2	3	4&5
LOCOMOTOR PATTERNS	WALK	X				
	JOG/RUN	X				
	GALLOP	X				

	SIDE SLIDE					X			
	HOP					X			
	JUMP					X			
	VERTICAL/LANDING						X		
	LONG JUMP							X	
	SKIP						X		
	LEAP						X		
	DODGE							X	
	CHASING /FLEEING							X	
	FAKES								X
MANIPULATIVE SKILLS	SELF TOSS		x						
OBJECT	UNDERHAND TOSS		x						
	ROLL					X			
	CATCH					X			
	HAND DRIBBLE						X		
	FOOT DRIBBLE						X		
	OVERHAND THROW							X	X
	KICK							X	
	TRAP							X	
	STRIKE								X
	VOLLEY								X
MOVEMENT CONCEPTS	BODY AWARENESS		X						
	SPATIAL CONCEPTS		X						
	DIRECTIONS					X			
	LEVELS					X			
	PATHWAYS						X		
	OFFENSIVE SPACING								X
	DEFENSIVE GUARDING								X
	COORDINATION		X	X	X	X	X	X	X
	BALANCE					X	X	X	X
X	INDICATES WHEN THE OBJECTIVE IS TO BE MASTERED. THIS DOES NOT MEAN THAT THE OBJECTIVE IS ONLY WORKED ON DURING THIS YEAR. MANY OBJECTIVES WILL BE WORKED ON DURING ALL THE PRECEEDING YEARS. ONCE MASTERY HAS BEEN ACHIEVED, THE SKILLS WILL BE REFINED AND APPLIED IN MORE COMPLEX SITUATIONS.								

What Exactly Are These Skills?

WALK - Alternate feet strike the ground with the heel first and roll the movement through the foot to the toes. Arm swing is in coordination with leg movements (opposition).

JOG/RUN- Alternate feet, the foot strike sequence for the jog is heel- middle-ball of the foot and the foot strike for the run is staying on the balls of the feet. Arms swing in opposition with legs and bend at the elbows.

HOP - Take off and land on the ball of the same foot, non- weight-bearing leg is held down and back knees bend, and arms facilitate lift and balance.

GALLOP - One leg consistently leads while the other leg follows, knees bend to absorb force, stay on the balls of your feet, elbows bent, and arms help with lift.

SLIDE - One leg steps to the side the other foot closes that distance but does not cross the first foot. Stay on the balls of the feet, knees bend, and arms facilitate lift and balance.

SKIP - Alternating step hop pattern, stay on the balls of the feet, arms swing in opposition with the legs.

LEAP - Take off with one foot and land on the opposite foot, bend knee on take off, land on the ball of the foot, legs extended wide in flight, and arms help in balance.

JUMP - Taking off or landing with two feet, take off and land on the balls of your feet, knees bend and arms swing up and forward to help with lift. Vertical jump is a jump for height. Long Jump is a jump for distance.

LAND - Bend knees to absorb force, land on the balls of the feet in a balanced position.

CHASING - The ability to overtake a person using quickness or taking an angle to intersect the person's pathway.

FAKE - The ability to deceive a person by moving body parts (eyes, hand, head, shoulders) one way, then taking a different course of actions.

SELF-TOSS - Applying force to send an object above you in your personal space, feet balanced, knees bend to apply force, hand held under object, lift with fingers and release.

UNDERHAND-TOSS - Using hands to apply force to send an object away from you. Face the target, low back swing of tossing arm, and step with opposite foot on release.

OVERHAND THROW - Opposite side to target (this will create rotation) ball is taken back by ear, step with opposite foot, weight transfers from back to front as arm moves forward (elbow leads), release, and arm follows through.

CATCH - eye contact visually tracks the object, move body into position towards the object, use hands, and give with the object to absorb force.

KICK - Using feet to apply force and send an object away from you. The hip leads in the kicking motion, support leg is bent and plants beside the ball, kicking foot contacts the ball slightly below center, trunk leans back slightly, arms alternate for balance and eyes remain in contact with the ball.

HAND DRIBBLE - Using alternating hands to continuously bounce or strike the ball in a downward direction. Contact the ball with finger pads, flexible wrists-apply consistent force, body lean slightly forward with- knees bent. The child can maintain the dribble without looking at the ball.

FOOT DRIBBLE - The ability to alternate feet to tap the ball and keep it close to the body for control, using different parts of the foot (instep, outside) for contact points.

ROLL - Apply force to a ball so that it travels in a forward direction on the ground. Use a stride stance, good knee bend, slight hip rotation, forward body lean, step with opposite foot, weight transfers from rear to front foot, and release at knee or below.

TRAP - Using various parts of the body to stop the forward momentum of an object. Visually track the object, moves to intercept the object, and gives with contact.

STRIKE - Using a body part or an implement to hit an object that is either stationary or moving.

In a side arm strike or overhand strike, turn side to object, back swing, weight shift from back to front, trunk or shoulder rotation, opposite foot steps forward, and follow through upon contact. Underhand strike begins facing target.

VOLLEY - Continuous striking, keeping an object going in the air. Direction and use of force are key elements for control, as well as the need to get under the object.

BODY AWARENESS- Activities which help children understand the nature of their bodies and the function of the parts. Body awareness includes body part identification, starting and stopping with control, demonstration of understanding of movement words such as: over, under, around, etc, and demonstration of non-locomotor movements such as: bend, twist, stretch, etc..

SPATIAL CONCEPTS - The ability to move safely in personal and general space. Personal space is the area immediately surrounding one's body and general space is the total available space in the gym.

DIRECTIONS - demonstrates various skills moving forward/backwards, diagonally / sideways, up/down, and clockwise/counterclockwise.

LEVELS - demonstrates the ability to move the body in high, medium, or low positions.

OFFENSIVE SPACING - demonstrates an offensive strategy used in team games where players move to an open area to receive the object.

DEFENSIVE GUARDING - demonstrates the ability to- stay between their person and the ball while on defense.

COORDINATION - The ability to combine separate motor systems with sensory skills to produce efficient movement. Coordination skills involve rhythm and sequencing of movements.

BALANCE - The ability to maintain one's equilibrium in relation to the force of gravity. Demonstrates the ability to use different bases of support and demonstrates the ability to do static and dynamic balances. Static means motionless balance and support of the body's weight. Dynamic means maintaining a balanced position while in motion.

(From: Beckwith, Nancy. *Scenic Physical Education Assessment*. Scenic Elementary School, Grand Junction Colorado.)

What Sports and Games are Emphasized and When? \*  
(General Two-Year Rotation)

Year	Summer/Fall	Fall/Winter	Winter/Spring	Spring
1	Playground Games (k-2), Fitness Principles/Routines, Soccer, Football, Climbing Activities General Fitness Assess, Skills Pre-assess	Basketball, Climbing Activities, Relays, Cooperative Games, Volleyball, Tennis/Striking Activities	Tennis/Striking Activities, Rhythmic Activities, Jump Rope, Fitness Principles, Frisbee Games, Track and Field Physical Forms	Track and Field, Football, Softball, General Sports and Games Review, <i>Fitnessgram</i> Assess+, Biking Safety/Skills
2	Playground Games (k-2), Fitness Principles/Routines	Volleyball, Hockey, Climbing Skills Relays,	Tennis/Striking Activities, Kickball/T-	Track and Field, Ultimate Frisbee Lacrosse,

	Football, Climbing Activities, Frisbee Golf/Golf, Soccer General Fitness Assess, Skills Pre-assess+	Cooperative Games, Basketball, Volleyball, Tennis/Striking Activities	ball/Softball, Jump Rope, Fitness Principles, Track and Field Physical forms	Sports/Games Review, <i>Fitnessgram</i> Assess+, Biking Safety/Skills, Skills Post-assess+
--	---	---	--	--

\*Many other games and activities are included during this time period. These are merely emphasized at these times.

+ PSD adopted fitness and skills testing

### Sources

Beckwith, Nancy. *Scenic Physical Education Assessment*. Scenic Elementary School, Grand Junction Colorado.

Gallahue, David L. (1993). *Developmental Physical Education for Today's Children* (2nd ed.). Dubuque, IA: Wm C. Brown.

Mohnsen, Bonnie, ed. (1998). *Concepts of Physical Education: What Every Student Needs to Know*. Reston, VA: NASPE Publications

### Appendix

*Health-related fitness* - a relative state of being. The development and maintenance of health-related fitness is a function of physiological adaptation to increased overload.

-*Cardiovascular endurance* - the ability of the heart, lungs, and vascular system to supply oxygen and nutrients to muscles during activity.

-*Muscular endurance* - the ability of the muscles to exert force for an extended time.

-*Muscular strength* - the ability of the muscles to exert one maximum effort.

-*Flexibility* - the ability of the various joints of the body to move through their full range of motion.

-*Body composition* - the proportion of lean body mass to fat body mass.

*Performance-related/motor skill fitness* – related to the quality of one's movement skill.

-*Agility* - the ability to change direction quickly while the body is in motion.

-*Balance* - the ability to maintain one's equilibrium in

relation to the force of gravity.

\**Static balance* - the ability to maintain one's equilibrium in a fixed position.

\**Dynamic balance* - the ability to maintain one's equilibrium while the body is in motion.

-*Coordination* - the ability to integrate separate motor systems with varying sensory modalities into efficient movement.

-*Power* - the ability to perform one maximum effort in as short a period as possible.

-*Reaction time* - the amount of time elapsed from the time the senses signal the need to move to the first movement of the body.

-*Speed* - the ability to move from one point to another in the shortest time possible.

(2010 Colorado Model Content Standards: Physical Education)