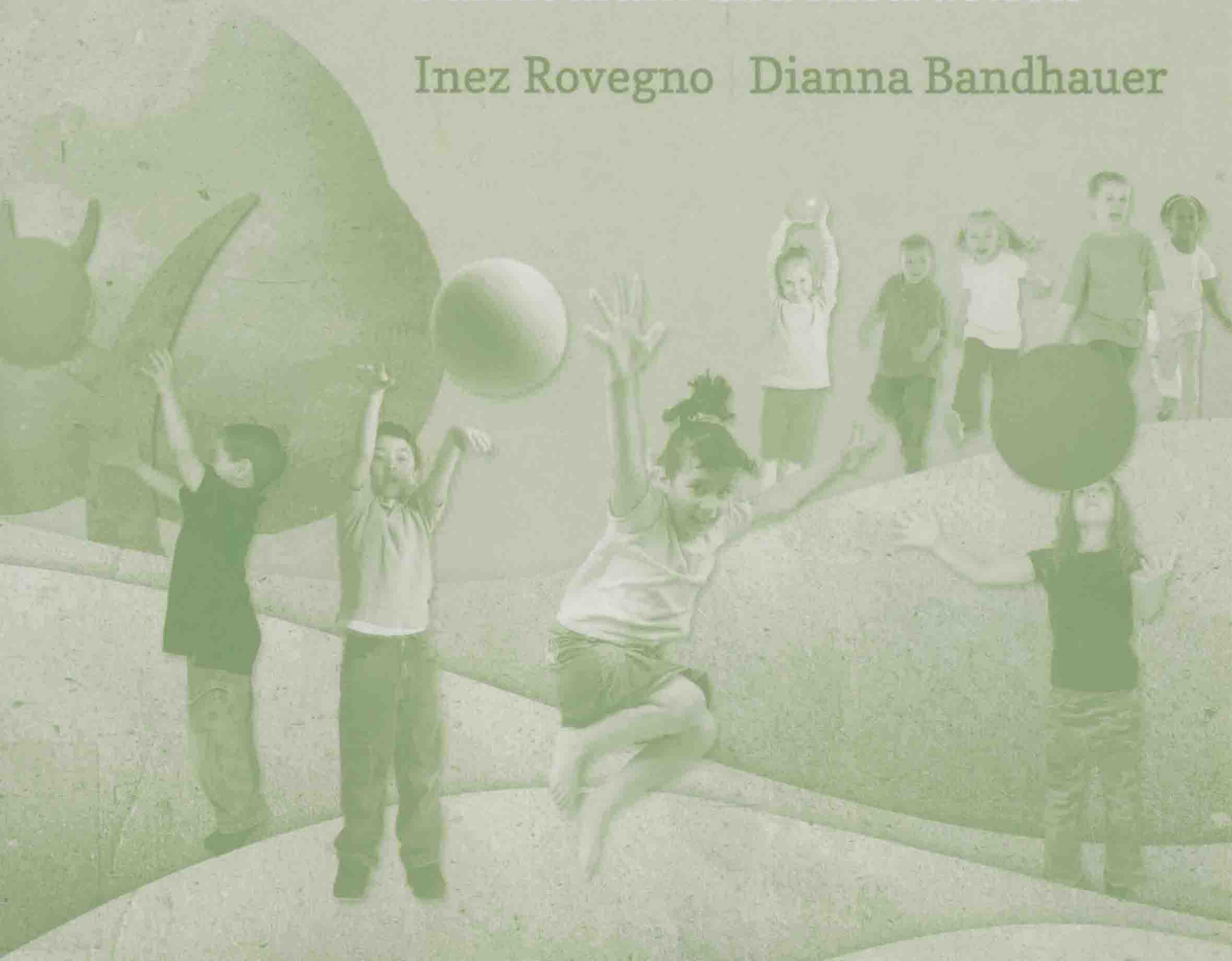
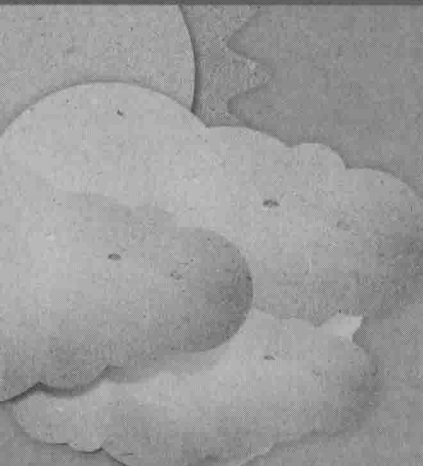


ELEMENTARY Physical Education

Curriculum and Instruction

Inez Rovegno | Dianna Bandhauer





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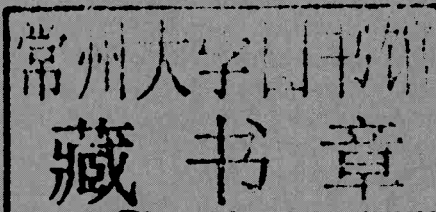
Curriculum and Instruction

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Preface

This workbook is a supplement to *Elementary Physical Education: Curriculum and Instruction*. It provides a variety of activities designed to enhance student learning. This workbook is organized in the same manner as the main text.

We offer 26 additional lesson/unit plans that round out what we included in the text and, thus, provide a more complete set of lessons for teaching in schools. This workbook gives students and faculty more choices and will help students acquire more in-depth knowledge of movement approach content.

We include more potential learning experiences for games, gymnastics, and dance with suggestions for dance lessons and activities for teaching health-related physical activity and nutrition concepts. We expand on folk dance by describing additional Native American dances and including a section on current a folk dance in Mexico called *Ballet de Folklórico*.

Because of the importance of assessment in today's schools, we offer 23 additional assessment tools that undergraduates and teachers can use in school settings for assessing children's learning. Assessments are from the motor, cognitive, affective, and social domains.

We provide several tools students can use to assess their teaching, including a tool for assessing constructivist-oriented teaching strategies. These tools are linked directly to the textbook content. Finally, we include the Value Orientation Inventory developed by, and included with permission from, Dr. Ang Chen and Dr. Catherine Ennis. This inventory helps students better understand their goals for teaching.

We hope readers will find the *Student Assessment and Lesson Plan Workbook* a valuable resource.

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Activities and Assessments to Accompany

Value Orientation Inventory

The instrument that follows is the short form of the Value Orientation Inventory developed by Dr. Ang Chen, which itself was based on the long version developed by Dr. Catherine Ennis. It is provided here with the author's permission.

Directions

1. Assign your priority (5 to 1) by ranking each of the following statements. Place a "5" next to the statement that is *most* important in your planning and teaching, a "4" next to the statement that is second most important, and so on through number "1," which is the statement of *least* importance when compared to the others.
2. Be sure to give each statement in the set a different number (5–1). The inventory cannot be scored if a set has two 1s or three 2s, for example.
3. Carefully read all of the statements in each set before ranking the entire set.

Set I

1. _____ I teach students to try new activities to find ones that they enjoy.
2. _____ I teach students how to break down movement, skill, and fitness tasks to emphasize the most critical components for learning.
3. _____ I teach students to work together to solve class problems.
4. _____ I plan so students are practicing skills, games, or fitness tasks.
5. _____ I teach students to take responsibility for their own actions.

Set II

6. _____ I plan so classes reflect an emphasis on social interaction, personal success, and effective performance.
7. _____ I teach students to select goals consistent with their unique abilities.
8. _____ I teach students to apply skills in appropriate game and exercise situations.
9. _____ I teach students to think carefully about the rules to be sure that all students have an equal chance to play.
10. _____ I teach students games, sport, and fitness activities so they can participate with others.

Set III

11. _____ I require students to spend class time practicing games, skills, and fitness activities emphasized in the daily objectives.
12. _____ I challenge students to learn new things about themselves.
13. _____ I teach students the basic concepts necessary for effective performance in games, sports, or fitness activities.
14. _____ I balance my curriculum so students learn about their own capabilities as well as the capabilities of others.
15. _____ I teach students to develop their own rules that are fair and safe for all.

Set IV

16. _____ I plan so students exercise at optimal frequency, intensity, and duration levels to improve their fitness.
17. _____ I sequence tasks so students can understand how each physical activity contributes to their fitness or skill performance.
18. _____ I encourage students to experience new activities that they have never tried before.
19. _____ I teach students to create a better class environment by talking through problems rather than fighting.
20. _____ I plan classes so students can select from different activities to find those that are meaningful to them.

Set V

21. _____ I teach students to perform exercise skills and movement fundamentals correctly.
22. _____ I create a class environment where students can feel physically and emotionally safe.
23. _____ I point out to students ways in which a new skill is similar to a skill they have already learned.
24. _____ I teach students to try difficult tasks to better understand their own abilities.
25. _____ I guide students to assume responsibility within our class community.

Set VI

26. _____ I teach students to use skills learned in class to help their team.
27. _____ I teach students about the positive effects of exercise on their bodies.

- Set VII

- Set VIII

- Set IX

- Set X

- ### Scoring the Value Orientation Inventory

After you complete the inventory, use the table for scoring. The following codes indicate the value orientation for each item on the inventory. Write the rank (1–5) you selected for each item under the appropriate value orientation column in the table. For example, in Set I, if you ranked item 1 as 3 (i.e., third in importance), you would write 3 under the column EI. If you ranked item 2 as 5 (i.e., the most important), write 5 under the column LP. Continue until you have written your rank of all 50 items. Then total the numbers in each column. You will then know your value orientation profile, which is the extent to which you value each orientation at this point in your career.

Table 1.1 Scoring the Value Orientation Inventory[illegible]

Codes

Set I

1. EI
2. LP
3. SR
4. DM
5. SA

Set II

6. EI
7. SA
8. LP
9. SR
10. DM

Set III

11. DM
12. SA
13. LP
14. EI
15. SR

Set IV

16. DM
17. LP
18. SA
19. SR
20. EI

Set V

21. DM
22. EI
23. LP
24. SA
25. SR

Set VI

26. EI
27. DM
28. SR
29. LP
30. SA

Set VII

31. DM
32. SR
33. LP
34. EI
35. SA

Set VIII

36. EI
37. LP
38. SR
39. DM
40. SA

Set IX

41. SR
42. LP
43. DM
44. EI
45. SA

Set X

46. SR
47. EI
48. DM
49. SA
50. LP

Activities and Assessments to Accompany

■ Assessing Teaching Based on Constructivist Principles

This self-assessment is based on the work of Dr. Weiyun Chen. It will help you assess the extent to which your teaching reflects constructivist learning theory. Videotape one or more lessons, watch the lessons, and then assign yourself a number for each category.

Rubric 6.1

Rubric for Assessing Teaching

5	Almost all statements, tasks, or teacher's responses show evidence of this characteristic.				
3	Approximately half of the statements, tasks, or teacher's responses show evidence of this characteristic.				
1	None of the statements, tasks, or teacher's responses shows evidence of this characteristic.				
	Assign yourself a 2 if your actions were between a 1 and 3.				
	Assign yourself a 4 if your actions were between a 3 and a 5.				
	Asked questions to engage students in active construction of knowledge				
1	2	3	4	5	
	Used wait time				
1	2	3	4	5	
	Elicited students' prior knowledge				
1	2	3	4	5	
	Connected new content to prior knowledge, experiences, other PE or classroom content, or lives outside of school				
1	2	3	4	5	

Taught how content was relevant, meaningful, or valuable to learn

1 2 3 4 5

Used metaphors, stories, or images

1 2 3 4 5

Demonstrated accurately with appropriate energy

1 2 3 4 5

Told children what to look for in demonstrations

1 2 3 4 5

Positioned the class to reduce distractions and enable all children to see the demonstration

1 2 3 4 5

Spoke briefly and described only one performance technique

1 2 3 4 5

Activities and Assessments to Accompany

■ Assessing the Amount of Practice Time

We have found these three assessments to be especially helpful in assessing the amount of practice you are providing students.

Counting Opportunities to Respond

Videotape a lesson. Select three typical children (not your best-behaved or most energetic children) with a range of abilities (high, average, and low skilled). Then watch the tape and count the number of opportunities each child had to perform the skill. Compare the opportunities for high-, average-, and low-skilled children. It is also informative to compare boys and girls. Then reflect on what caused students to lose opportunities to respond and see if you can figure out different ways to solve the problem.

Allocated Time

Videotape a lesson. Using a stopwatch, measure the amount of time you give the children to practice. Stop the watch whenever

the children stop to listen to you or whenever they are in transition from one task to another. Only count the time when they are actually practicing skills. Determine the percentage of time children practiced skills in relation to the entire time of the lesson, from the moment the class entered the gym to when they left.

Engaged Time Practicing the Skill

Videotape a lesson. Select one typical, average child. Using a stopwatch, measure the amount of time that child is actively engaged in practicing skills. Stop the watch whenever the child stops to retrieve a ball, listen to you or a peer, or transition to another task. Determine the percentage of time that child practiced skills in relation to the entire time of the lesson, from the moment the child entered the gym to when he or she left. It also is informative to compare an average child to high- and low-skilled children and to compare boys and girls.

Activities and Assessments to Accompany

■ Assessing Teacher Feedback

To help you improve your feedback, videotape a lesson and then code each feedback statement using the following coding tool.

Table 8.1 Assessing Feedback Patterns

Feedback Statement Number	Specific or General? (S/G)	Positive or Negative? (P/N)	Congruent? (Yes/No)	In the Form of Question? (Yes/No)	Individual, Small Group, or Whole Class? (I/SG/C)	Accurately Reflects Children's Movement?
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
12						
13						
14						
15						
16						
17						
18						
19						
20						
21						
22						
Totals and percentages						

Activities and Assessments to Accompany

■ Test Yourself on Labeling Tasks

Indicate whether the following items are I (informing), R (refinements), E (extending), A (application/assessment), or CE (concept explanation) tasks. There may be more than one task purpose for some of the tasks. Note that this list does not represent a lesson plan sequence.

Jumping

1. _____ Starting with your toes on the line, when I say “Go,” jump forward as far as you can. Go.
2. _____ This time, really extend your knees and ankles as you take off for your standing long jump.
3. _____ This time, after you land on your feet from your standing long jump, jump a second time straight in the air, jumping as high as you can.
4. _____ This time, do two standing long jumps in a row.
5. _____ This time, concentrate on fully extending your arms on take-off.
6. _____ When you jump, try to break your own record for distance.
7. _____ Jump and make a chalk mark on the wall, trying to set a record for how high you can jump.

Dribbling

1. _____ When I say “Go,” dribble the ball while traveling on as many different pathways as you can. What are the three kinds of pathways? [Yes—straight, curved, and angular.] Go.

2. _____ This time as you dribble, work on pushing the ball and not slapping it.
3. _____ This time as you dribble, dribble on only angular pathways.
4. _____ This time, make your angular pathways take a really sharp [acute] angle—razor sharp.
5. _____ This time as you dribble, dribble on curved pathways.
6. _____ This time as you dribble, sometimes dribble while walking slowly and sometimes while running fast. You choose when to go slow and when to go fast.
7. _____ Count how many times you can dribble in a row without missing.

Balancing

1. _____ Today we will work on balancing on different body parts. Which body parts can you balance on?
2. _____ On your mat, balance on different body parts.
3. _____ Try to extend through your trunk so your body is stretched tight as far from your base of support as possible.
4. _____ Try balancing on large body parts. What would large body parts be?
5. _____ Balance on small body parts. What would small body parts be?
6. _____ Now balance sometimes on small body parts and sometimes on large body parts.
7. _____ Balance on upper body parts.
8. _____ Keep your legs stretched and tight.

Answers to Test Yourself

Jumping

1. I
2. R
3. E
4. E
5. R
6. A
7. A

Dribbling

1. I and CE
2. R
3. E
4. R
5. E
6. E
7. A

Balancing

1. CE or I and CE
2. I
3. R
4. E and CE
5. E and CE
6. E
7. E
8. R

Activities and Assessments to Accompany

Here we provide interesting additional information you can teach children about nutrition and physical activity. First is the number of calories in selected foods and the amount of physical activity you need to burn off the calories in that food. Second is a sample activity on the same topic.

■ Sample Activity

An exercise you can do to help children learn how much activity they need to do to burn off the calories in candy is to give them a miniature candy bar and ask them to look up and record the number of calories in the candy. Have each child wear a pedometer with a “calories burned” feature. Then have them complete the activities in the following box for 5 minutes, with

each child recording the number of calories he or she burns in each activity.

Worksheet for Recording Calories in Candy and Calories Burned in Activities

Name: _____

Calories in Candy Bar: _____

Calories Burned in 5 Minutes:

Jumping rope	_____
Dribbling a soccer ball	_____
Jogging	_____
Dribbling a basketball through an obstacle course	_____
Shooting baskets	_____

Table 16.1 Calories in Selected Foods and Corresponding Amounts of Physical Activity

Food	Number of Calories	Amount of Physical Activity to Burn Off the Calories Based on a Child Weighing 70 Pounds
Hershey Kisses (9)	230	Play soccer (vigorously) for 44 minutes
Milky Way (2 oz.)	270	Jump rope for 51 minutes
Strawberries (8)	45	Walk fast for 11 minutes
Orange	70	Ride a bike at moderate speed for 19 minutes
Pepperoni pizza (1 slice)	230	Swim laps fast for 44 minutes
Chicken nuggets (6)	250	Dance fast for 1 hour and 40 minutes
Biscuit filled with bacon, egg, cheese	440	Jog for 1 hour and 45 minutes
Soda (12 oz.)	145	Walk for 1 hour and 25 minutes

Source: Data from Netzer, C. T. (2006). *The complete book of food counts* (7th ed.). New York: Bantam Dell.

Have the children take the paper back to class. With the classroom teacher, they should calculate how many minutes they must exercise to burn off the calories from just one miniature candy bar.

■ Fast Food Family Quiz

This is a fast food family quiz you can send home with children to complete with their families.

- At Dunkin Donuts, which has the most and least calories and grams of fat and protein?
 - One sausage/egg/cheese bagel
 - One steak/mushroom/Swiss bagel
 - Two ham/egg/cheese English muffins
- At McDonald's, which has the most and least calories and grams of fat?
 - Apple pie
 - Vanilla cone, reduced fat
 - Fruit 'N Yogurt parfait without granola
- In KFC, which had the most and least calories and grams of fat?
 - Original recipe chicken breast (1 piece)
 - Original recipe drumstick (2 pieces)
 - Original recipe thigh (1 piece)
 - Honey barbecue sauce chicken wings (6 pieces)

4. At KFC, which side dish has the most and least calories and grams of fat?
 - a. Macaroni and cheese
 - b. Mashed potatoes with gravy
 - c. Caesar salad, with 1 packet of Caesar parmesan dressing
 - d. Caesar salad, with 1 packet of light Italian dressing
5. At Taco Bell, which has the most and least calories and grams of fat?
 - a. Chicken spicy burrito
 - b. Chicken spicy taco
 - c. Double Decker Supreme
6. Number the items below from least to most calories and grams of fat.
 - _____ McDonald's Filet-O-Fish
 - _____ Wendy's Mandarin Chicken salad with almonds, noodles, and sesame dressing
 - _____ Hardee's roast beef sandwich
 - _____ McDonald's Quarter Pounder
 - _____ Wendy's medium fries
 - _____ Hardee's hot dog

Answers to the Fast Food Family Quiz

Calories, fat, and protein counts are from Netzer, C. T. (2006). *The complete book of food counts* (7th ed.). New York: Bantam Dell.

1. Dunkin' Donuts
 - a. *Most calories, least protein, most fat:* one sausage/egg/cheese bagel (680 calories, 33 grams of protein, 29 grams fat)
 - b. *One steak/mushroom/Swiss bagel* (660 calories, 34 grams protein, 29 grams fat)
 - c. *Least calories, most protein, least fat:* two ham/egg/cheese English muffins (620 calories, 42 grams protein, 20 grams fat)
2. McDonald's desserts
 - a. *Most:* Apple pie (250 calories, 11 grams of fat)
 - b. *Vanilla cone, reduced fat* (150 calories, 3.5 grams of fat)
 - c. *Least:* Fruit 'N Yogurt parfait without granola (130 calories, 2 grams of fat)
3. KFC
 - a. *Original recipe chicken breast* (380 calories, 19 grams of fat)
 - b. *Least:* Two original recipe drumsticks (280 calories, 16 grams of fat)
 - c. *Original recipe thigh* (360 calories, 25 grams of fat)
 - d. *Most:* Honey barbecue sauce chicken wings 6 pieces (540 calories, 33 grams of fat)
4. KFC side dishes
 - a. *Macaroni and cheese* (400 calories, 18 grams of fat)
 - b. *Least:* Mashed potatoes with gravy (110 calories, 4 grams of fat)
 - c. *Most:* Caesar salad, with 1 packet of Caesar parmesan dressing (480 calories, 34 grams of fat)
 - d. *Caesar salad, with 1 packet of light Italian dressing* (260 calories, 9 grams of fat)
5. Taco Bell
 - a. *Most:* Chicken spicy burrito (430 calories, 19 grams of fat)
 - b. *Least:* Chicken spicy taco (180 calories, 7 grams of fat)
 - c. *Double Decker Supreme* (380 calories, 18 grams of fat)
6. Other
 - 3 McDonald's Filet-O-Fish (400 calories, 18 grams of fat)
 - 6 *Most:* Wendy's Mandarin chicken salad with almonds, noodles, and sesame dressing (610 calories, 34 grams of fat; the sesame dressing is 250 calories and 19 grams of fat; the Mandarin chicken salad plain is 170 calories with 2 grams of fat)
 - 1 *Least:* Hardee's roast beef sandwich (330 calories, 16 grams of fat)
 - 2 McDonald's Quarter Pounder (380 calories, 13 grams of fat)
 - 5 Wendy's medium fries (440 calories, 21 grams of fat)
 - 4 Hardee's hot dog (420 calories, 30 grams of fat)

FYI

One egg/cheese English muffin (280 calories, 15 grams protein, 9 grams fat). You could eat two and have fewer calories and grams of fat, and almost as much protein as the other choices.

Websites for Health-Related Physical Activity and Nutrition

Let's Move (a government guide to raising a healthier generation of kids)	http://www.letsmove.gov
MyPlate (nutrition)	http://MyPlate.gov
PACES Day (being healthy and children exercising every day)	http://www.lensaunders.com/paces/index.html
Fitness for All	http://fitnessforall.blogspot.com/2002_06_23_archive.html
Fitness Partner (activity calorie calculator)	http://www.primusweb.com/fitnesspartner
Teachnet.com (lesson plans for health, fitness, nutrition, and cooking)	http://www.teachnet.com/lesson/health/index.html
PBS Teachers (source for health/fitness)	http://www.pbs.org/teachers/classroom/k-2/the-arts/resources

Websites for Health-Related Physical Activity and Nutrition (Continued)

BAM! Body and Mind (resource from the CDC)	http://www.bam.gov
Kids Quiz (website where students register and answer a daily question about physical activity and health to win prizes)	http://www.peclogit.org/kidsquiz.asp
Centers for Disease Control and Prevention (scroll down to VERB to reach the active website with free downloads)	http://www.cdc.gov
North Canton City Schools (bones resource)	http://www.northcanton.sparcc.org/~hck/data/jlb1nc/files/Bones_Study_Guide_Power_Point_Game.ppt
Alliance for a Healthier Generation	http://www.healthiergeneration.org/parents.aspx
Shape Up America (fitness, healthy eating, and weight management)	http://www.shapeup.org
Kids Health	http://websrv02.kidshealth.org/kid/index.jsp
Dole SuperKids—Getting Healthy Is Fun	http://www.dole.com/#/superkids
Discovery Health—How Stuff Works	http://health.howstuffworks.com
The Yuckiest Site on the Internet (interesting facts about the body and experiments for children)	http://yucky.discovery.com/flash
BMI calculator (how much should you weigh?)	http://pediatrics.about.com/cs/usefultools/l/bl_bmi_calc.htm
Teacher-designed dances	http://staff.4j.lane.edu/~james/jamessite/dance/dancehomepage.html

SAMPLE PLAN 16.1**Dribbling: Working on Cardiorespiratory Endurance****Unit Objectives**

By the end of this lesson segment, the children will learn

Motor

1. To dribble around and between different obstacles at different speeds while keeping the ball close to their feet when the obstacles (pretend defenders) are close, and dribbling fast with a looser dribble when dribbling in open space.

Cognitive

2. The heart will beat faster, the faster you dribble.
3. Working hard to make your heart beat faster helps the heart be strong and healthy.

Refinements to Emphasize If Needed

- Keep the ball close to your feet.

Introductory Activity

- CE** Today we are going to continue practicing dribbling with your feet. You are going to learn something very exciting about dribbling: Not only is it fun, but it is also good for your heart because it makes your heart stronger. Let's start by trying to feel your heart beat. Put two fingers under one ear and slide your fingers down your neck, pushing gently like I am doing, until you can feel your heart beat. [This may take several trials.] Notice the speed that your heart is beating. We will be feeling your heart beat several times today in an experiment, to see if your heart beats at different speeds when we do different activities. I will periodically stop you and ask you to feel if your heart is beating faster or slower. Talk with your assigned partner and predict whether your heart will beat at different speeds when we do different activities.
- O** Walk over and pick up four cones, find a personal spot in general space, and scatter the cones around your personal spot.

Content Development**Dribble in Personal Space Around Cones**

- I** Now dribble through and around your cones. Keep the ball close to your feet.
- E** Keep changing directions, and vary how you travel around and through your cones.

(continues)