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What is good practice in health and physical education?

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Physical Education

Gymnastics, aquatics,
dance, games, sport
education, sport,
outdoor education,
physical fitness,
athletics



What's happening in our schools?



Best Practice



St. Elizabeth's, Tarragindi

- Yr 1-7 (Prep beginning in 2007)
- Two strands (approx 360 children)
- Medium size primary school





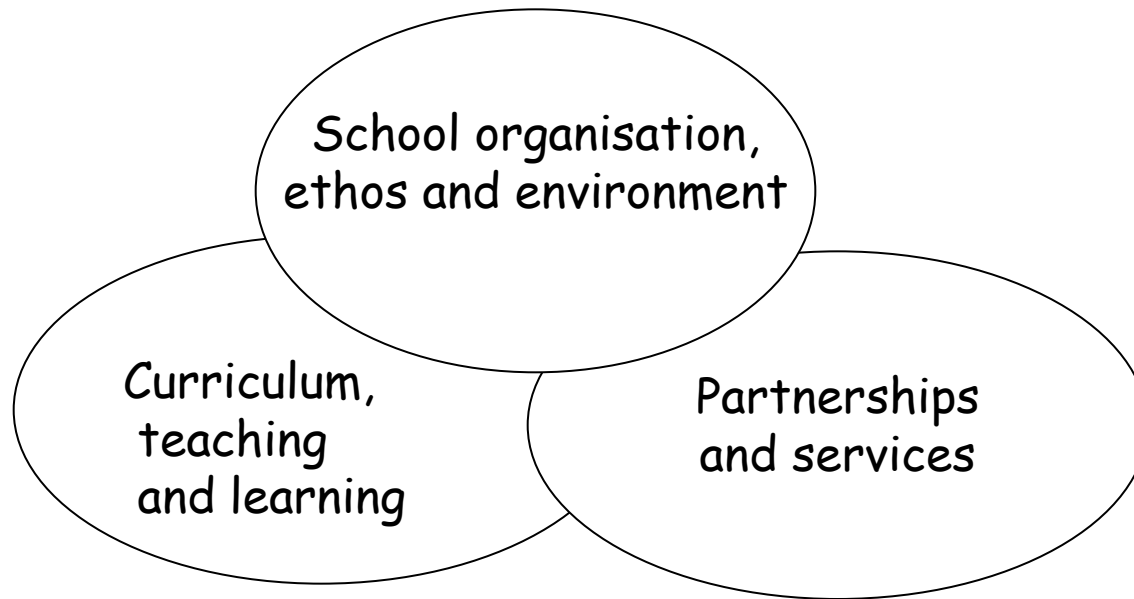






HPS model

- Enhancing the emotional, social, physical & moral well being of community members



Curriculum teaching & learning

- Well designed and implemented program “developing concepts and skills for physical activity” (WSP)
- Both teachers and students believe to be important, beneficial and enjoyable

Curriculum teaching & learning

- Clear communication and advocacy
- Experienced HPE specialist provides PA strand (at least 40 mins per week) and assessment for reports
- Classroom teachers responsible for Health & Personal Development strands (Connected curriculum)

The optimum time to begin

- Best time for children to learn and refine their motor skills is in the preschool and early primary school years



Why?

- Natural play structure
- Fewer competing activities
- Early detection of motor problems
- Early start of intervention programs –
reducing physical and emotional problems

St. Elizabeth's: Early Years

- Physical activities are developmentally appropriate, progressive.
- Year 1 & 2 Perceptual Motor Program (PMP)



Expose learners to relatively few stimuli



Keep simple: novices need additional time to detect and track objects in space



Anticipate upcoming events (allows faster decisions)



Practise decision making strategies under relatively slower than normal conditions



Correct practise makes perfect,
under varied conditions and
numerous rehearsal







Early Years

- Jack Capon PMP (Term 1 & 2)
- Six stations (Parent helpers)
- balancing, locomotor movements (hop, skip, run, jump, gallop), hand-eye and foot-eye coordination (throw, catch, strike and dribble balls of various sizes, body and space awareness, ocular pursuit (tracking with eyes), laterality (right and left sides)

Early Years

- Swimming Term 1 & 4
- Dancing – Rhythmic Movements through Perceptual Motor Rhythm Games, Motor Fitness Rhythm Games and Bush dancing
- Manipulative skills and body movement further developed include: ball, rope and hoop activities, bean bag and rhythm stick activities, skipping with a rope, throwing underarm & overarm, tracking & trapping, kicking, striking, dribbling, catching and passing

Early Years

- Practice long distance running (500m)
- Athletics – various relays, introduce running technique, starts, sprints and mini tabloid sports
- Fun

St. Elizabeth's: Middle Years



St. Elizabeth's: Middle Years

- Builds on development in the early years
- Movement and manipulative skills are extended
- Games approach for development of skills and strategies
- Taught skills are demonstrated with cues
- Practised by students in closed environments and feedback given
- Skills further developed in an open skill medium (minor/ modified games)

Middle Years: Skills developed

- underarm throw, over arm throw, cricket bowl, catching with two and one hand, two hand pass (chest and rugby), dribbling a basketball and soccer ball, hand pass (AFL), catching/marking, kicking, correct technique for running, long distance 1300m, sprinting 80m, starts, finishes, lanes, relays, ball games (captain and tunnel ball)

Modified Games

- Mini tennis, bucket ball, zig-zag tee ball, wicket stump hit, tee cricket, diamond cricket, Kanga cricket, Tag (Aussie footy), Touch rugby, roo ball, Gaelic Football, sideline netball and sideline basketball, circle races, chain tag, rats and rabbits, and flag sprints.

Fun games (warm ups and cool downs)

- Tail tag, scarecrow tiggy, poison ball and bopper tag

St. Elizabeth's: Upper Years



St. Elizabeth's: Upper Years

- Locomotor and manipulative skills are extended through distance, speed and non-preferred side of the body
- Fewer rule changes used in modification process for games

HPE and Sport

- Sport is a logical extension of the PE program
(Commonwealth of Australia, 1992)

