Chapter 13

Designing Learning Experiences for Pre-K Students

# Summary

The major part of this chapter includes sample learning experiences that facilitate children’s progress through the initial stage and the early part of the emerging-elementary stage of fundamental motor skill development. The chapter provides the progressions for each fundamental movement skill category (locomotor, stability, and manipulative); pre-K guidelines related to each national physical education standard; personal and social responsibility guidelines based on pre-K learners’ cognitive and social development; and developmentally appropriate guidelines for designing instruction, assessment, and feedback.

# Key Objectives

* Learning the relationship between stage of motor development, level of movement skill learning, and design of movement activities for pre-K children
* Designing movement activities that align pre-K guidelines for national physical education content standards, pre-K appropriate practices, pre-K values, Hellison’s levels of personal and social responsibility, and pre-K assessment and feedback

# Part 1: Personal and Social Responsibility

Write one paragraph highlighting why it is important to focus on expectations about personal and social responsibility with pre-K children at the beginning of the school year.

# Part 2: Planning Pre-K Movement Experiences

When planning pre-K movement experiences, you must think about aligning content and instruction, as well as management strategies for including all children in a safe movement environment.

## Activity 1

Using the following format, design an exploration task for traveling on hands and feet that involves a space variable and a relationship variable.

**Pre-K guideline for standards 1 and 2**

**Skill theme:** traveling on hands and feet

**Space awareness:**

**Relationship awareness:**

**Exploration:**

**Environment:**

**Management strategies:** Explain the starting and stopping signals you would use.

## Activity 2

Using the following format, design a task for rolling a ball that involves an effort variable and a relationship variable.

**Pre-K guideline for standards 1 and 2**

**Skill theme:** rolling to large targets

**Effort awareness:**

**Relationship awareness:**

**Task:**

**Environment:**

**Skill cues:**

**Feedback:**

**Management strategies:** Explain safety decisions regarding ball retrieval and spacing between children.

## Activity 3

Using the following format, design an exploration task for balancing that involves a body awareness variable and a space awareness variable.

**Pre-K guideline for standards 1 and 2**

**Skill theme:**

**Body awareness:**

**Space awareness:**

**Exploration:**

**Environment:**

**Skill cues:**

**Assessments:**

**Management strategies:** Explain the spacing of children and the starting and stopping signals.

# Review Questions

1. Describe teaching implications for the motor, cognitive, and social characteristics of the preconsistent mover.
2. Identify at least five movement concepts that you could use to help children explore running.
3. Why do teachers encourage exploration with preconsistent movers?
4. What type of assessment is used to evaluate pre-K student performance of standard 1?
5. What type of assessment is used to evaluate pre-K student performance of standard 2?
6. What are the distinguishing characteristics of each of the traveling skills?
7. What are the skill cues for the manipulative skills?
8. How might one prepare the environment to engage pre-K children in balancing?
9. What verbal cues would you use to reinforce moving safely during exploration of traveling skills?
10. What verbal cues would you use to reinforce playing nicely during a partner activity?