Chapter 15

K-2 Learning Experiences for Locomotor Skills

# Summary

This chapter provides progressive learning experiences for the consistent mover in each locomotor skill theme. It includes the blueprint for locomotor-skill learning goals used in designing assessments; guidelines for addressing each of the physical education content standards and outcomes specific to K-2 learners; and developmentally appropriate guidelines for designing instruction, practice, feedback, and assessment.

# Key Objectives

* Describing the relationship between stage of motor development, level of movement skill learning, and the design of locomotor-skill learning experiences for K-2 children
* Designing locomotor skill learning experiences that align:
  + K-2 national standards for physical education (SHAPE America, 2014)
  + Instructional practices
  + Assessment and feedback

# Part 1: Planning K-2 Locomotor Movement Experiences

When planning K-2 locomotor 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 A

Use the following format to design an instructional task for traveling through general space that involves variations in space and relationship awareness.

**National physical education standards 1 and 2**

**Space awareness:**

**Relationship awareness:**

**Teaching style:** reproduction (practice)

**Task:**

**Skill cues:**

**Feedback:**

**Assessment (standard 1):**

## Activity B

Use the following format to design an instructional task for chasing, fleeing, and dodging.

**National physical education standards 1 and 2**

**Body awareness:** intentional use of body parts in unison, in opposition, and in sequence for mature performance of traveling skills

**Space awareness:** direction

**Relationship awareness:** avoiding others, chasing others

**Teaching style:** reproduction (practice)

**Task:**

**Skill cues:**

**Feedback:**

**Assessment (standard 1):**

**Assessment (standard 2):**

## Activity C

Use the following format to design an instructional task for flight that involves variations in body awareness and space awareness.

**National physical education standards 1 and 2**

**Body awareness:**

**Space awareness:**

**Teaching style:** reproduction (practice)

**Task:**

**Skill cues:**

**Feedback:**

**Assessment (standard 1):**

**Assessment (standard 2):**

## Activity D

Use the following format to design an instructional task for adding together a traveling skill and a flight skill using space and relationship awareness.

**National physical education standards 1 and 2**

**Space awareness:**

**Relationship awareness:**

**Teaching style:** reproduction (practice)

**Task:**

**Skill cues:**

**Feedback:**

**Assessment (standard 1):**

**Assessment (standard 2):**

# Part 2: Self-Check Questions for the Planning Activities in Part 1

Use the following questions to determine whether you addressed each part of the plan appropriately for each activity in part 1.

**National physical education standards 1 and 2**

**Skill theme:** Is the theme about performing and knowing the skill?

**Movement concept:** Does the plan designate the movement awareness variable (e.g., space—direction, level)?

**Teaching styles (practice):** Does the learning experience include multiple repetitions?

**Task:** Is the task developmentally appropriate? Does it come from the skill progression? Does the plan describe the responsibilities and placement of children?

**Environment:** How is the environment performer-scaled and set up for maximum participation and safety?

**Skill cues:** Do the cues represent the goal of the task? Are the cues related to the movements of the closed skills (e.g., where body parts should be; how body parts should move during preparation, main action, and recovery)? Are the cues related to the environment and how to move in order to respond for the open skills (e.g., where to move in order to avoid being tagged or tag an opponent)?

**Feedback:** Is the feedback specific and aligned with the skill cues?

**Assessment (standard 1):** Does the assessment involve an observation instrument of skill cues that are addressed in the plan?

**Assessment (standard 2):** Does the assessment include a way for students to recognize or identify—through telling, pointing, or drawing (e.g., circle, check mark, line)—what they know about the skill?

# Review Questions

1. Describe how locomotor skills for K-2 learners can be varied by using the movement concepts.
2. What types of assessment are used to evaluate K-2 student performance of standard 1?
3. What types of assessment are used to evaluate K-2 student performance of standard 2?
4. Give an example of prescriptive feedback and an example of descriptive feedback for a jumping-and-landing task in which partners must match each other.
5. Describe when and how to structure constant practice and variable practice for a chosen locomotor skill.
6. How might one modify and assess a locomotor task to address standard 3?
7. How and when is standard 5 assessed in K-2 instruction?