Chapter 18

Designing Learning Experiences for Students in Grades 3 Through 5

# Summary

This chapter provides a developmental overview of grade 3-5 learners, as well as sample activities for personal and social responsibility to prepare children for working both independently and cooperatively. The chapter also provides specialized movement-skill progressions in developmental games, dance, and gymnastics for learners at the combination and application levels. In addition, it addresses fitness education; national physical education standards, outcomes for grades 3 through 5, and assessment options; and developmentally appropriate guidelines for designing instruction, practice, feedback, and assessment.

# Key Objectives

* Designing learning experiences for children in grades 3 through 5 based on stages of development and levels of motor skill learning
* Implementing standards-based instruction for children in grades 3 through 5
* Designing learning experiences about personal and social responsibility for children in grades 3 through 5

# Part I: Personal and Social Responsibility

1. Choose three activities about personal and social responsibility from the chapter and discuss how each activity relates to the parts of the social contract for grades 3 through 5 (table 18.3).
2. Describe the purpose and use of T-charts for teaching personal and social responsibility. Design a T-chart detailing the “looks and sounds like” behaviors—both positive and negative—for the social responsibility goal of including all teammates in a 3v3 game (e.g., basketball, soccer, hockey).
3. Discuss why it is important to focus on expectations about personal and social responsibility with children in grades 3 through 5 at the beginning of the school year and to incorporate standard 4 throughout the year during game, dance, gymnastics, and fitness activities.



# Review Questions

1. Describe the teaching implications for the motor, cognitive, and social characteristics of grade 3-5 learners in the specialized movement phase.
2. What is the relationship between the combination and application levels of learning and closed and open skills?
3. What behaviors and consequences are aligned with each value or rule in the social contract for learners in grades 3 through 5?
4. Discuss instruction, practice, feedback, and assessment strategies that are developmentally appropriate for combination- and application-level learners in grades 3 through 5.
5. Design a T-chart (what behavior looks like and sounds like) for one of the grade 3-5 personal and social responsibility outcomes: persevering, accepting advice, cooperating interdependently. taking responsibility for a designated role, and accepting others