Chapter 14

Designing Learning Experiences for K-2 Students

# Summary

This chapter provides a developmental overview of the K-2 learner, as well as sample activities for personal and social responsibility to prepare children for working safely and cooperatively with others. The chapter provides fundamental movement skill progressions for the consistent-level learner; national content standards and K-2 grade-level outcomes and assessment options; and developmentally appropriate guidelines for designing instruction, practice, feedback, and assessment.

# Key Objectives

* Designing learning experiences for K-2 children based on stages of development and levels of motor skill learning
* Implementing standards-based instruction for K-2 children
* Designing learning experiences to develop personal and social responsibility in K-2 children

# Part I: Personal and Social Responsibility

1. Choose three activities for personal and social responsibility from the chapter and discuss how each activity relates to the parts of the K-2 social contract (table 14.4).
2. Describe the purpose and use of T-charts for teaching personal and social responsibility. Choose a goal addressing personal or social responsibility, then design a T-chart detailing “looks and sounds like” behaviors—both positive and negative—for that goal.
3. Discuss why it is important to focus on expectations about personal and social responsibility with K-2 children at the beginning of the school year.

# Review Questions

1. Describe the teaching implications for the motor, cognitive, and social characteristics of the consistent mover.
2. What is the purpose of a T-chart, and how is it used throughout a learning experience addressing personal and social responsibility?
3. What behaviors and consequences are aligned with each value or rule in the social contract for K-2 learners?
4. Discuss instruction, practice, feedback, and assessment strategies that are developmentally appropriate for consistent-level K-2 learners.