Chapter 16

K-2 Learning Experiences for Stability Skills

# Summary

This chapter provides progressive learning experiences for the consistent mover in each stability skill theme. It includes the blueprint for stability-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

* Designing stability-skill learning experiences for K-2 children based on stages of development and levels of motor skill learning
* Designing stability-skill learning experiences that align the following:
  + K-2 national physical education standards (SHAPE America, 2014)
  + Instructional practices
  + Assessment and feedback

# Part 1: Planning K-2 Stability Movement Experiences

When planning K-2 stability 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 balancing on different body parts that involves variations in space and relationship awareness.

**National physical education standards 1 and 2**

**Skill theme:**

**Body awareness:** body parts, body-part combinations, and bases of different sizes

**Space awareness:**

**Relationship awareness:**

**Teaching style:** reproduction (practice)

**Task:**

**Skill cues:**

**Practice:**

**Environment:**

**Feedback:**

**Assessment (standard 1):**

## Activity B

Use the following format to design an instructional task for rolling that involves variations in relationship awareness.

**National physical education standards 1 and 2**

**Skill theme:**

**Relationship awareness:**

**Teaching style:** reproduction (practice)

**Task:**

**Skill cues:**

**Practice:**

**Environment:**

**Feedback:**

**Assessment (standard 1 or 2):**

## Activity C

Use the following format to design an instructional task for step-like actions that involves variations in body and space awareness.

**National physical education standards 1 and 2**

**Skill theme:**

**Relationship awareness:**

**Teaching style:** reproduction (practice)

**Task:**

**Skill cues:**

**Practice:**

**Environment:**

**Feedback:**

**Assessment (standard 1 and 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 style (practice):** Do the learning experiences 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?

**Practice:** Does the practice use a variable format for practicing the skill under different conditions and a constant format for practicing a chosen skill under a single condition?

**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 (e.g., where body parts should be; how body parts should move during preparation, main action, and recovery)?

**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 stability 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 rolling task.
5. Describe when and how to structure constant practice and variable practice for a chosen stability skill.
6. How might one modify and assess a stability task to address standard 3?
7. How might one modify and assess a stability task to address standard 4?