

MODULE OVERVIEW

ABOUT THIS MODULE

This module is designed to develop and reinforce several locomotor and manipulative skills. All of the basic locomotor skills, static and dynamic balancing, as well as underhand tossing, rolling, and catching are addressed.

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PLANNING COMPLETE LESSONS

Each skill-building activity in this module is meant to be one part of a complete lesson. The authors recommend the following formula for creating a 30 to 45 minute lesson:

- Instant Activity (not on block plan) *5-10 minutes*
- + Skill Activity with Debrief *10-15 minutes*
- + Skill Activity with Debrief *10-15 minutes*
- + Check for Understanding *5 minutes*

Important: Suggestions are what they say they are – *suggestions*. All OPEN materials are offered in MS Word format so that you can easily modify our suggestions to meet the needs of your students.

ASSESSMENT

Two assessments are provided as a part of this module. However, there are many different ways for teachers and students to assess and evaluate student learning and skill development.

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SELF
ASSESSMENT
WORKSHEET

There are 3 pages of simple self-assessments provided with this module, giving each student a structure for reflecting on current skill level, setting a goal for growth and development, and then reassessing progress toward that goal.

The authors recommend that students complete these forms as a pre-assessment on the day that skills are first introduced. For example, during the module's first lesson, students explore movements using juggling scarves. At the end of this activity, students would complete the Pre and Goal columns for any or all of the basic locomotor skills. Pre-assessments for other skills would not be completed until a future lesson. A post-assessment for all skills would then be completed during the Module's Station Day lesson.

Introduce the self-assessment tool and process to K-1 students by completing the worksheet as a class, rating the entire group's performance. Next, set a group goal for improvement and complete the post-assessment together. Young students will most likely need too much guidance to complete this type of assessment independently. We recommend attempting an independent self-assessment at the end of grade 1 and then throughout grade 2.

USING
THE SELF
ASSESSMENT
FOR
EVALUATION
(GRADING)

When evaluating a student's performance in using the Self-Assessment Worksheet, the student's score should be based on the process and quality of self-reflection, not the student's ability to score a full column of smiles or stars. Here is a sample rating scale for self-assessment evaluation:

- Well Below Competence (1): Was present, but refused to complete Self-Assessment.
- Lacks Competence (2): Completed each assessment with little effort. Student pre- and post-assessments do not match teacher-observed skill performance.
- Competent (3): Most skill assessments match the student's skill level with a goal for improvement and an accurate post-assessment. Evidence of reflection is present.
- Proficient (4): All skill assessments match the student's skill level with a goal for improvement and an accurate post-assessment. Evidence of reflection and a regard for quality of work is present.

NOTE: The evaluation scale suggested for the Self-Assessment Worksheet is consistent with the scale used for the Holistic Rubrics discussed below. This consistency allows teachers to average several scores for the sake of a final evaluation or grade.

HOLISTIC
RUBRIC
FOR
PERFORMANCE

The Holistic Rubric can be used as both a formative and summative assessment within the module. Providing students with the rubric's criteria early in the module will allow for discussion and formative evaluation throughout activities and lessons.

This rubric can be completed in full on the Module's Station Day, providing a final holistic evaluation of each student's performance.

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SUGGESTED BLOCK PLAN

Lesson	Skill Activity	Priority Outcomes	Suggested Academic Language
1	Juggling Scarf Exploration 1	PE: Locomotor Skills SEL: Self-Management / Empowerment	Locomotor Skill
2	Review Juggling Scarf Exploration 1 + Scarf Exploration 2	PE: Movement Concepts SEL: Relationship skills / Empowerment	Rhythm
3	Juggling Scarf Review + Bean Bag Exploration 1	PE: Personal Responsibility & Safety SEL: Decision-Making / Empowerment	Effort
4	Review Bean Bag Exploration 1 + Bean Bag Exploration 2	PE: Working with Others SEL: Social Awareness / Safety	Control
5	Bean Bag Review + Ball Skills 1	PE: Manipulative Skills SEL: Self-Awareness/ Empowerment	Manipulative Skill
6	Review Ball Skills 1 + Ball Skills 2	PE: Social Interaction SEL: Relationships Skills / Safety	Mature
7	Ball Skills Review + Hula Hoop 1	PE: Movement Concepts SEL: Self-Management / Safety	Transfer of Weight
8	Review Hula Hoop 1 + Hula Hoop 2	PE: Locomotor Skills SEL: Decision-Making / Empowerment	Balance
9	Noodle Activities 1	PE: Personal Challenge SEL: Relationship Skills/Empowerment	Levels
10	Review Noodle Activities 1 & Noodles 2	PE: Working with Others SEL: Social Awareness / Safety	Cooperation
11	Station Day (Post Assessments)	PE: Accepting Feedback SEL: Self-Awareness / Empowerment	Academic Language Review