

# COMPONENTS OF PHYSICAL EDUCATION



● “Physical Education is the process through which sport, outdoor education, dance, gymnastics, aquatics and games are used by physical educators to teach students motor skills and fitness skills as well as assisting with the school’s responsibility to develop personal and social skills in students.”  
(Moneghetti Report, 1993)

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● “Sport can be defined as vigorous physical activity that, for the purposes of discovering limits of one’s capabilities, or for fun, amusement and diversion involves competition against oneself or another, or a confrontation with natural elements.”  
(Moneghetti Report, 1993)

- Characteristics of a physically educated student include:
- competence in basic skills for participation in physical activity (sport, recreation);
  - an appreciation of human movement;
  - a level of fitness for a healthy lifestyle;
  - an enjoyment of social relationships through physical activity;
  - improved strength and lean muscle;
  - decreased body fat;
  - improved bone density.

Note: This model was developed by ACHPER Victorian Branch for professional development purposes. Members may wish to refer to it in their own professional settings.

SAMPLE  
**PROGRAM PLANNING**  
**YEAR PLAN**

*Physical and Sport Education*

(.....) = number of lessons

School: ..... Year: .....

<b>YEAR LEVEL</b>	<b>TERM ONE</b>	<b>TERM TWO</b>	<b>TERM THREE</b>	<b>TERM FOUR</b>
Prep	Basic Movement (20) Ball Handling (10) Games (10) Dance (10)	Basic Movement (10) Ball Handling (10) Games (5) Gymnastics (20) Dance (5)	Ball Handling (10) Games (5) Gymnastics (20) Dance (15)	Basic Movement (10) Ball Handling (10) Games (10) Dance (10) Aquatics (10)
1/2	Basic Movement (10) Ball Handling (10) Games (10) Dance (10) Athletics (10)	Ball Handling (10) Games (10) Dance (10) Gymnastics (20)	Ball Handling (10) Games (10) Dance (10) Gymnastics (20)	Ball Handling (10) Games (10) Dance (10) Outdoor Activities (10) Aquatics (10)
3/4	Ball Handling (20) Aquatics (10) Athletics (10) Sport Education (10)	Gymnastics (15) Dance (15) Games (10) Sport Education (10)	Gymnastics (15) Dance (15) Sport Education (10) Outdoor Adventure (10)	Ball Handling (15) Games (15) Athletics (10) Outdoor Adventure (10)
5/6	Ball Handling (10) Games (10) Aquatics (10) Outdoor Adventure (10) Sport Education (10)	Ball Handling (10) Gymnastics (10) Dance (20) Sport Education (10)	Ball Handling (5) Games (5) Gymnastics (15) Outdoor Adventure (5) Sport Education (10)	Ball Handling (10) Games (10) Dance (5) Athletics (10) Sport Education (10)

Note: Assessment tasks are integrated into this plan.

## A SCOPE and SEQUENCE PLAN

Establishing a scope and sequence plan provides an overview of the units to be taught from Years 1 - 6 and details the placement, sequence and duration of units.

The Level 3&4 sample scope and sequence plan that follows:

- is based on the mandated time for physical and sport education for Prep - Year 6:
  - *Prep - Year 3* 20 - 30 minutes per day
  - *Years 4 - 6* 3 hours per week of physical education and sport of which at least 50% should be physical education.
- has the scope to cover all essential learning;
- links the Movement and Physical Activity dimension with other dimensions;
- allocates ample time in each unit to provide opportunities for students to acquire deep understandings of concepts;
- provides opportunities for students to direct their own learning;
- provides opportunities for regular participation in moderate to vigorous physical activity.

### Further Considerations

When designing a scope and sequence plan, schools need to consider:

- specific needs of students and the wider school community;
- the relative emphasis to be placed on content areas;
- placement of related community initiatives/events such as Physical Education Week, Mental Health Week, Commonwealth Games;
- additional content that reflects local needs and interests.

Following the Scope and Sequence Plan is:

- unit descriptions for the Year 3 curriculum;
- a Year 3 curriculum standards mapping grid;
- advice on developing units of work.

**Sample  
Level 3 Scope and Sequence Plan  
Dimension - Movement and Physical Activity**

TERM	WEEK	YEAR 3		YEAR 4		
1	1.....	Aquatic Safety		Aquatic Safety		
	2.....					
	3.....					
	4.....					
	5.....	Balls, Balls, Balls <i>(skill acquisition focus)</i>	Healthy Bodies	I Can Dance	Healthy Bodies <i>(goal setting focus)</i>	
	6.....					
	7.....					
	8.....					
	9.....					
	10.....					
2	1.....	Adventure Times		CIRCUS CAPERS <i>(manipulative dance and gymnastic skills)</i>	Introduction to Invasion Games <i>(teamwork and tactics focus)</i>	
	2.....					
	3.....					
	4.....					
	5.....	Move and Groove	Tumble Turn Twist			
	6.....					
	7.....					
	8.....					
	9.....					
	10.....					
3	1.....	Let the Games Begin <i>(co-operative focus)</i>		CIRCUS CAPERS <i>(manipulative dance and gymnastic skills)</i>	Introduction to Striking and fielding games <i>(TGFU focus)</i>	
	2.....					
	3.....					
	4.....					
	5.....					
	6.....					
	7.....	Adventure Times <i>(co-operative focus)</i>	Sport Education			Circus Performance
	8.....					
	9.....					
	10.....					
4	1.....	Feel the Rhythm in Your Feet	Spring, Land and Balance	Athletics <i>(peer observation focus)</i>		
	2.....					
	3.....					
	4.....					
	5.....	Athletics	Sport Education	Outdoor Adventure	Throw and Catch	
	6.....					
	7.....					
	8.....					
	9.....					
	10.....					

NOTE: The Year 3 program is described in more detail on pages

**Level 4 Scope and Sequence Proforma**  
**Dimension - Movement and Physical Activity, Working in Teams, Managing Personal Learning**

TERM	WEEK	YEAR 5		YEAR 6	
1	1.....	Aquatic safety	Aquatic Safety	Aquatic Safety	Aquatic Safety
	2.....				
	3.....	Outdoor Education Navigation and Orienteering	Net and Wall Games (Skill acquisition focus)  Volleyball/Bat Tennis	Games Making (teamwork focus)	Striking and Fielding Games (TGFU focus)  Cricket or Softball
	4.....				
	5.....				
	6.....				
	7.....				
	8.....				
	9.....				
	10.....				
2	1.....	Gymnastics Cheerleading	Gymnastics Sports Aerobics	A Fantastic Gymnastics Performance (peer tutoring focus)	Outdoor Education Bushcraft and Mapping
	2.....				
	3.....				
	4.....				
	5.....				
	6.....	Ball Skills Footwork skills	Striking and Fielding Games (Fair play and inclusive focus)  Rounders and T-Ball	Gymnastics Performance	Invasion Games AFL and Soccer (Health related fitness focus)
	7.....				
	8.....				
	9.....				
	10.....				
3	1.....	Games Making	Invasion Games SEPEP Season  Basketball or Hockey	Creative Movement (Goal setting focus)	Net and Wall Games SEPEP Season  Tennis or Table Tennis
	2.....				
	3.....				
	4.....				
	5.....				
	6.....	Active for Life (Goal setting focus)		Ball Skills and Minor Games	
	7.....				
	8.....				
	9.....				
	10.....				
4	1.....	Social Dance Year 6 Graduation  (cooperative group work focus)	Athletics (peer tutoring focus)	Social Dance Year 6 Graduation  (cooperative groupwork focus)	Athletics
	2.....				
	3.....				
	4.....				
	5.....				
	6.....				
	7.....				
	8.....				
	9.....				
	10.....				

## YEAR 3 UNIT OVERVIEWS

Unit	Description
Aquatic Safety	Students continue the development of swimming and water safety skills in a pool environment. In the class program they explore beach and surf summer safety and participate in an excursion to a local beach to visit the surf lifesaving club.
Healthy Bodies	Students participate in a variety of group activities and minor games that promote health related fitness. They reflect on personal activity levels in relation to the physical activity guidelines and begin to set a goal to increase activity.
Balls, Balls, Balls!	Students extend and refine their range of manipulative skills including striking, kicking, throwing and catching. They participate in a variety of minor games, group activities and juggling activities. They discuss the process of skill improvement and identify a goal for personal skill improvement.
Adventure Times	Students experience a variety of outdoor activities in preparation for the year 3/4 camp. These include orienteering, archery, bushwalking, initiative activities and environmental games. In addition to motor skill development, students explore the skills for working effectively in groups, problem solving and decision making. In the class program they explore inland water safety issues in preparation for a canoeing experience at the school camp.
Move and Groove	Students respond to rhythm through learning a variety of line dance and/or hip hop dance steps. They cooperate in a small group to create a short line/hip hop dance that meets criteria supplied by the teacher and perform the sequence for other groups. They discuss performance criteria and begin to observe the skill performance of a partner or group.
Tumble, Turn and Twist	Students participate in a variety of gymnastics circuits with a focus on rotation and locomotive skills. Working in small groups they devise short floor routines that meet criteria supplied by the teacher. They continue to observe the skill performance of a partner or group.
Let the Games Begin	Students learn about the common features of games. They participate in a variety of modified target and striking/ field games and explore the similarities and differences between the two categories of games. Working in groups they invent a target game for themselves and others to play following supplied criteria. They consider the safety considerations when playing games.
Sport Education (Term 3)	Using a TGFU approach students participate in modified games of hockey and netball where they begin to apply motor skills in a sport specific setting. They practice skills and play small sided games in a round robin tournament. They discuss the rules of the games and begin to explore the concepts of attack and defence. They discuss the qualities of co-operative and competitive group behaviour.
Feel the Rhythm in Your Feet	Students continue a response to rhythm theme through learning simple social dances. In groups they teach a section of a social dance to another group. They create a new version of a dance to alternative music. They discuss the qualities of co-operative behaviours and participate in moderate to vigorous dances.
Spring, Land and Balance	Students revise rotation and locomotor skills and participate in a circuit of gymnastics activities with a focus on balance, spring and landing. They discuss physical activity for health and identify which components of health related fitness are developed through gymnastics. They co-operate in groups to devise a floor routine. They observe another group perform and give feedback.
Athletics	Students are introduced to the skills and sequences of individual and team athletics required for effective participation in modified relay and field events. Working with the teacher they begin to set goals for skill improvement.
Sport Education (Term 4)	Using a SEPEP approach students are introduced to a season of sport through modified games of netball. They consider the different tasks undertaken by officials to ensure a game can run smoothly and discuss the components of effective teams.

## PHYSICAL EDUCATION STANDARDS MAPPING GRID

The following grid maps the coverage of the standards in Year 3 in relation to the Scope and Sequence chart on the previous page. In this sample physical education teachers are required to include content and assess student learning from dimensions within the Physical Personal and Social Learning Strand.

<b><i>Movement and Physical Activity</i></b>	<b><i>UNIT(S) IN WHICH STANDARDS ARE ADDRESSED</i></b>
<b>At level 3:</b> Students perform a broad range of complex motor skills and apply them to basic sport specific situations	Let the Games Begin, Sport Education, Athletics, Balls, Balls, Balls! Aquatic Safety, Adventure Times
Students create and perform co-ordinated movement sequences that contain a variety of motor skills and movement patterns	Tumble, Turn and Twist, Spring, Land and Balance, Moove and Groove, Feel the Rhythm in Your Feet,
Students participate regularly in physical activities for the purpose of improving skills and health and describe the benefits of health related fitness	Healthy Bodies, Tumble, Turn and Twist, Spring, Land and Balance, Balls, Balls, Balls
Student begin to use basic games' tactics	Let the Games Begin, Sport Education, Athletics
Students work with others to achieve goals in both co-operative and competitive situations	Healthy Bodies, Feel the Rhythm in Your Feet, Athletics, Tumble, Turn and Twist, Adventure Times, Let the Games Begin
Students explain the concepts of fair play and respect the roles of officials	Sport Education, Athletics, Let the Games begin
Students follow safety principles in games and activities	Let the Games Begin, Spring, Land and Balance, Aquatic Safety

<b><i>Managing Personal Learning</i></b>	<b><i>UNIT(S) IN WHICH STANDARDS ARE ADDRESSED</i></b>
Students set short-term, achievable goals in relation to specific tasks	Healthy Bodies, Let the Games Begin, Athletics, Balls, Balls,Balls!
Students complete short tasks by planning and allocating appropriate time and resources. They undertake some multi-step, extended tasks independently.	Let the Games Begin, Tumble Turn and Twist! Feel the Rhythm in Your Feet.
Students comment on task progress and achievements.	Healthy Bodies, Athletics, Let the Games Begin, Balls Balls, Balls! Tumble, Turn and Twist!
Students manage their feelings in pursuit of goals and demonstrate a positive attitude towards their learning	

<b><i>Building Social Relationships</i></b>	<b><i>UNIT(S) IN WHICH STANDARDS ARE ADDRESSED</i></b>
Students demonstrate respect for others and exhibit appropriate behaviour for maintaining friendships with other people	Let the Games Begin, Sport Education, Adventure Times, Tumble, Turn and Twist! Move and Groove
Students support each other by sharing ideas and materials, offering assistance, giving appropriate feedback and acknowledging individual differences	Tumble, Turn and Twist, Let the Games Begin, Adventure Time, Sport Education, Move and Groove, Spring, Land and Balance

<b><i>Working in Teams</i></b>	<b><i>UNIT(S) IN WHICH STANDARDS ARE ADDRESSED</i></b>
Students co-operate with others in teams for agreed purposes, taking roles and following guidelines established within the task	Sport Education, Let the Games Begin, Feel the Rhythm in Your Feet, Tumble, Turn Twist,
Students describe and evaluate their own contribution and the team's progress towards the achievement of agreed goals	Sport Education, Feel the Rhythm in Your Feet, Moove and Groove Let the Games Begin,

## WORKING FROM THE VICTORIAN ESSENTIAL LEARNING STANDARDS TO DEVELOP A UNIT OF WORK

### Backwards Curriculum Design

Backwards Curriculum Design is one process to design effective curriculum and quality assessment of student learning.

**Title:**

**Year Level:** \_\_\_\_\_ **VELS Level:** \_\_\_\_\_

1. What knowledge skills and behaviours do you want your students to be able to demonstrate at the end of this unit?
2. Select and record the elements of the standards from the appropriate level of the HPE domain and other domains that the unit is going to address (*see attached proforma*). Note: strongest links can be made with the Interpersonal Development, Personal Learning and Thinking Domains.
3. Decide on the evidence of learning.  
(*How do students demonstrates what they know and can do in relation to the learning objectives?*)
4. What assessment tasks will allow students to demonstrate their knowledge, skills, behaviours and deep understanding of this unit? – share assessment criteria with students.
5. Unit Description  
Provide a brief description which details the focus of the unit.
6. Read the relevant Learning Focus for your unit and plan learning and teaching experiences that will enable students to progress towards standards – ensure a range of learning styles are catered for.
7. Plan for effective feedback to students.
8. Plan to evaluate the unit.