

Physical Education GRADE ONE: Emphasis: Moving Through Space and Time

Background

Students at this stage expand their movement skills to include qualities of space and time by learning to move in different directions at varying speeds. They explore a variety of movements, such as high-low and fast-slow. They also learn to recognize the element of time in movement—for example, how long it takes to move from one place to another and how long it takes an object to travel from one place to another.

Movement Skills and Movement Knowledge

Through movement experiences first graders develop an awareness of the concepts of space, time, and effort. These experiences should include many opportunities for children to feel the joy that results from having the ability and freedom to explore, discover, and express themselves through movement. As they continue motor learning, first graders accept challenges to move through space with the added dimensions of time and effort, such as fast-slow and strong-weak. Direction in movement is introduced along with basic eye-hand and eye-foot manipulative skills. Locomotor activities include hopping on the nonpreferred foot; galloping on the nonpreferred foot; and marching, sliding, and performing other patterns according to specific rhythms. Nonlocomotor movements include symmetrical and asymmetrical balances, lifting and carrying, starting and stopping, swinging, swaying, curling, and stationary dodging. Students make deliberate moves in specified directions. They learn the biomechanical principle of dynamic stability. That is, balance is inherent in all movement, and individuals can increase their static stability by widening their base of support and lowering their center of gravity. They also learn that movement begins when their center of gravity moves to the edge of their base of support, their center of gravity is raised, and their base of support is narrowed. For example, a student is running, comes to a stop to maintain balance, and resumes running. Students begin to manipulate objects with purposeful movement and learn to roll, toss underhand, bounce with two hands, retrieve, stationary-kick, and strike with the hand various objects that are safe and nonthreatening. Simple dances in columns and circles and basic partner dances are appropriate at this level. Although the child's movement becomes more purposeful and performance more deliberate, the instructor should encourage interest in the performance of an activity rather than any particular level of achievement. Especially at the beginning of the year, the physical education program should include familiar and enjoyable games and activities that allow for each child's full participation. First graders learn about the body's need for oxygen and food as fuel to supply the body with energy. They also learn about the role of the circulatory system in moving oxygenated blood to the muscles. They reflect on how their bodies feel as they experiment with different types of movement—for example, differing periods of time and types of space. The relationship of nutrition and exercise to physical strength and energy should be introduced at this level.

Self-Image and Personal Development

Children at this stage begin to form a personal body image through comparison with others. They learn that the body undergoes marked changes in height and weight and that those changes influence the movement and coordination of body parts.

Social Development

First graders participate in parallel play with other students and tend to be more involved in individual activities than in interaction with others. They continue to learn in groups but participate as individuals. Multicultural experiences should be interwoven as appropriate—beginning in grade one and continuing through each level.

Sample Expectations

The student will be able to:

- Travel and change direction quickly in response to a signal.
- Travel in relationship to objects: over, under, behind, and through.
- Place the body and limbs in different positions, demonstrating high, middle, and low levels.
- Toss and catch a ball alone or with a partner.
- Learn to use equipment safely and responsibly.
- Begin to recognize changes in his or her body, such as changes in height and weight.
- Develop responsibility for expected behaviors on the playground and in the classroom.