Physical Activity/Movement Education Curriculum Selection Tool

A curriculum is a system for delivering learning experiences to children. A movement education curriculum is the framework that provides guidance for teaching skills and providing physical activity instruction. A high quality curriculum will be based on national standards which describe what a child should know and be able to do.

A movement education/physical activity curriculum will emphasize meaningful content, which includes the following:

- Instruction in a variety of motor skills designed to enhance child development,
- Fitness education and assessment that allows for understanding and improvement of physical well-being,
- Development of cognitive concepts related to motor skills and physical activity,
- Opportunities to improve social and cooperative skills, and
- Opportunities to increase the value placed on physical activity for health, enjoyment, self-expression, and confidence.

It is sequential in that it involves ensuring that motor skills, physical activity, and assessments are age and developmentally appropriate. Appropriate sequencing involved methods of teaching motor and movement skills that ensure that basic skills lead to more advanced skills. The sequencing also plans to appropriately monitor, reinforce, and plan for children's learning.

Review curriculum materials, state and local standards.

(Steps to Curriculum Selection)

1. Determine curriculum description.
    - Name of Curriculum
    - Year Developed or Published
    - Year Revised (if applicable)
    - Publisher
    - Overall goals and focus of the curriculum
    - What ages does the curriculum address?
    - How many lessons/sessions are in the curriculum?
    - What support does the curriculum provide to notify parents and families about the curriculum or content of instruction?
    - What materials, tools, technology, and resources are included in the curriculum (e.g., lesson plans, teaching aids such as posters, assessment tools)

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2. Consider some points of accuracy.
    - Does the curriculum use accurate and appropriate terminology?
    - Are the sources made clear?
    - Are the sources reputable?
    - Are information, examples, scenarios, etc., relevant to the children's lives?

3. Consider some points of acceptability.
    - Is the curriculum compatible with student needs, or perspectives of families and the community?
    - Is the curriculum consistent with state statutes or policy, requirements, or standards?
    - Does the curriculum address the movement education and physical activity needs of all children, including those with disabilities?
    - Does the curriculum reflect the perspectives, diversity, and needs among children, families, and the community?
    - Is there anything in the curriculum sponsorship, information, or materials that reflects and inappropriate marketing message or improper attempt to influence adults and children?

4. Consider some points of feasibility.
    - Can the curriculum be reasonably implemented within the roles of the adult staff teaching? (level of training)
    - Can the curriculum be implemented within the available instructional time? (time can be adjusted, too lengthy, too short)
    - Can the curriculum be implemented with the existing physical education facilities and equipment. (can be addressed, not feasible)

5. Consider points of affordability.
    - What is the initial cost?
    - What is the cost of replacing the curriculum materials annually?
    - Are there additional costs related to curriculum implementation?
    - Are funds available for curriculum purchase and implementation?
    - Identify needed changes that require a cost in dollars, time, or effort – staff, facility, professional development, class schedule, child assessment.

The next section is material for content analysis (how well does the curriculum cover the components of what children should know and be able to do). This is formatted as a checklist framed from six national physical education standards that are listed and explained in brief immediately following the checklists.
The checklist looks at several critical components and features four components: fundamental movement skills, specialized movement skills, combination of movement skills, and application of skills.

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Does the curriculum include: S1

	YES	NO
Lessons on fundamental movement skills: (locomotor -walk, skip, hop) (Nonlocomotor – bend, twist, rock) and (Manipulative – striking an object)		
Lessons on motor skills – rolling, transfer of body weight to one leg, or rhythmic movement		
Lessons on combinations of movement and motor skills – dribbling a ball while walking, creating movement patterns – different speed, direction, skill		
Initial and follow-up learning experience – intro to basic skill and then partner or additional support		

Does the curriculum include: S2

Lessons on critical features of motor skills – personal space, body awareness, and differences between locomotor movements – run, walk, skip, hop, gallop		
Lessons on movement concepts, relationships of movement – (in, out, under, over, through), effort, time, space – (paths, ranges, and direction)		
Lessons on mechanics of movement – balance, role of muscles in body movements, force absorption, and basic throwing mechanics		
Lessons on motor learning and motor development concepts – (striking with equipment and striking with hand; control movements, practice of a variety of skills		

Does the curriculum include: S3

Lessons that teach children difference between moderate and vigorous physical activity and encourage participation in MVPA		
Lessons that stress importance of allowing children to choose specific forms of PA and/or modify activities participating in outside of program		
Lessons that allow children to understand the temporary and lasting health-related benefits (healthy heart, good feelings, strong muscles)		
Variety of lessons that allow children to participate in activities that involve locomotion, nonlocomotion, and manipulation of objects (tossing balls, juggling)		

Does the curriculum include: S4

Lessons about the body's response to PA (increased heart rate, faster breathing, sweating)		
Lessons about developing basic knowledge of components of health-related fitness (cardiorespiratory, muscular endurance, muscular strength, flexibility, and body composition)		
Lessons about concept of personal choices in PA and how they contribute to physical fitness		
Lessons that allow children to participate in vigorous, intermittent PA for short periods of time during program		

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Does the curriculum include: S5

Lessons that address cooperation, teamwork, and personal responsibility (sharing space and equipment, working with others, learning by doing, practicing specific skills to improve self-confidence, and resolving conflict through positive mechanisms		
Lessons that stress importance of establishing rules, etiquette, and procedures for games and PA time		
Lessons that allow teachers to teach and discuss importance of safety issues for PA activities		
Lessons that address respect for individual difference as well as importance of engaging with individuals with disabilities and/or special health care needs		

Does the curriculum include: S6

Lessons that teach children the benefits of accepting new challenges in PA		
Lessons that allow students to express feelings toward PA, identify the PA they enjoy and interactions they enjoy with others		
Lessons that allow teachers to teach and discuss importance of self-expression through movement (artistic concepts of movement, expression of feelings about PA through movement)		
Lessons that address role of PA throughout history – different cultures		

***Standard 1*: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.**[1]

Mastering movement fundamentals establishes a foundation to facilitate continued motor-skill acquisition and gives children the capacity for successful and advanced levels of performance to further the likelihood of participation on a daily basis.

***Standard 2*: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities**.[1]

Facilitating the ability of the learner to use cognitive information to understand and enhance motor-skill acquisition and performance enhances the child's ability to use the mind to control or direct performance. Application of concepts from disciplines (motor learning and development, sport psychology, sociology, and biomechanics and exercise physiology) enhances the likelihood of independent learning and therefore more regular and effective participation in physical activity.

***Standard 3*: Participates regularly in physical activity**.[1]

Connection to programs with physical activities to the lives of children outside programs is critical to developing an active, healthy lifestyle that could help prevent a variety of health problems among future generations of adults. Intent is for children to establish patterns of regular participation in meaningful physical activity.

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***Standard 4*: Achieves and maintains a health-enhancing level of physical fitness**.[1]

Expectations for child's fitness level should be established on a personal basis. Comparing children to children or setting single standards for all children at a given age range are not appropriate and should take into account variation of entry level.

***Standard 5*: Exhibits responsible personal and social behavior that respects self and others in physical activity settings.**[1]

Developing respect for individual similarities and differences through positive interaction among children in physical is key to this standard. Similarities and differences include characteristics of culture, ethnicity, motor performance, disabilities, physical characteristics, gender, age, race, and socioeconomic status.

***Standard 6*: Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.**[1]

Physical activity provides opportunities for self-expression and social interaction and can be enjoyable, challenging, and fun. Benefits develop self-confidence and promote positive self-image.

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Centers for Disease Control and Prevention. *Physical Education Curriculum Analysis Tool*. Atlanta, Georgia, 2006.

[1] *Moving Into the Future: National Standards for Physical Education, 2nd Edition* (2004), National Association for Sport and Physical Education (NASPE), an association of American Alliance for Health, Physical Education, Recreation, and Dance (AAHPERD), 1900 Association Drive, Reston, Virginia 20191-1598.