

PHYSICAL EDUCATION INSTRUCTIONAL FRAMEWORK

The *Physical Education Instructional Framework* is designed to assist teachers with the planning and delivery of instruction.

The physical education framework divides the instructional time into the following areas:

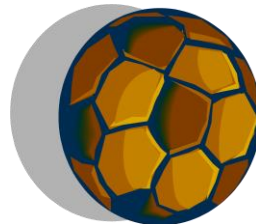
Warm-ups: Fitness activities that develop the components of physical fitness (cardiovascular endurance, muscular strength, muscular endurance, and flexibility). Additional warm-ups related to task extensions may be included.

Task Extensions: The teacher provides content instruction and assigns activity tasks for the students to practice. Downward and Upward Extensions are variations of the basic task used to differentiate instruction based on the skill level/performance of the students.

Refinements: The refinement should provide a task or focus on one (or more) critical elements which is a “common error” for students.

Applications: The teacher presents a “challenge task” for the extension which provides some form of criterion to measure success. The intent of the application is to see if the students are ready to move on.

Closure: Review of the key elements.



STAGES OF GAME PLAY

**from Dr. Judith Rink's Game Stage Approach*

When planning lessons, teachers must follow the Stages of Game Play to be sure that the students are ready to advance to the next level.

STAGE ONE – INDIVIDUAL SKILL DEVELOPMENT

Students must learn skills in their most basic form.



STAGE TWO – COMBINATION OF SKILLS

Students start combining skills individually and/or with a partner or group. This develops a smooth transition from one skill to another.



STAGE THREE – STRATEGIC (OFFENSE VS. DEFENSE) GAME PLAY

Once students can perform basic and combined skills with good control, they can start to shift their focus to applying these skills in game-like situations. They start to learn how the skills are used in offensive and defensive scenarios.

Net/Wall Games: Players do not share the same playing area. their sides mix during play.

Offense: Maintaining a rally, setting up an attack, winning a point

Defense: Defending space, defending against an attack

e.g. 1w1 (rally), 1v1, 2v1, 2v2, 3v2, 3v3, and so on

Invasion Games: Players share the same playing area and

Offense: Maintaining possession, penetrating the defense, attacking the goal

Defense: Defending space, defending the goal, winning the ball

e.g. How to maintain possession, then obtain possession in 1v1, 2v1, 2v2, 3v2, 3v3, and so on

*Teachers move students to the next complex situation when they are ready. Those who are not ready should continue practicing until they are ready to move to the next condition (differentiate instruction).



STAGE FOUR – MODIFIED GAME PLAY

Students continue to practice offensive and defensive tactics in more complex situations than in Stage Three. Students can participate in modified game play. The teacher can modify the game based on the student's ability levels by adjusting the number of players, the size of the playing area, and the rules.