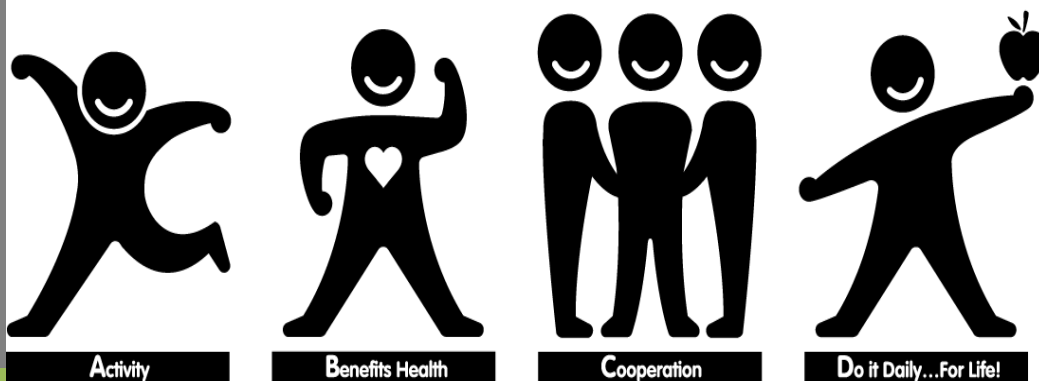


AL-ANJAL INTERNATIONAL SCHOOL

DEPARTMENT OF PHYSICAL EDUCATION



Activity

Benefits Health

Cooperation

Do it Daily...For Life!

HANDBOOK OF PHYSICAL EDUCATION

PREIMARY

INTERMEDIATE

SECONDARY

[2010-2011]



Welcome, this handbook has been compiled to help you understand the requirements of our, reminded that the successful participation and completion of these programs is a requirement for graduation. Please discuss the contents of this handbook with a parent or guardian. Have a productive and happy school year!

MOHAMMED ASIM

ASSISTANT TEACHER



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Physical Education General Program

Philosophy

The Philosophy of the Physical Education General Program is to develop life skills of students that will lead to physical and emotional well-being, lifelong physical activity participation, as well as cognitive knowledge and understanding of movement concepts, cultural and aesthetic understandings of human movement.

Objectives














The objectives of the Physical Education General (PEG) Program are to contribute to the general education of [AL-ANJAL INTERNATIONAL SCCHOOL](#) student by:

- Providing opportunities to develop proficiency in a variety of specific motor skills to lead to lifelong physical activity participation and physical and emotional well-being through movement.
- Providing information related to physical fitness, including the importance of fitness to personal health, methods of determining levels of physical fitness, and appropriate avenues through which acceptable levels of fitness can be developed and maintained.
- Providing opportunities to develop cognitive knowledge and understandings of movement concepts.
- Promoting educational opportunities which provide cultural and aesthetic understanding.

Providing information related to effective consumer decision-making

What a quality physical education program in schools looks like

A quality physical education program should:

-  focus on student learning outcomes
-  be balanced; i.e., include games, types of gymnastics, alternative environments and individual activities
-  have a variety of activities with a focus on successful participation and involvement, including skill development
-  include a high level of activity for all children, including children with disabilities
-  include sufficient equipment for all children to have hands-on experiences
-  ensure that all children's needs are met, through levels, choices and variety of tasks
-  show that fair play and cooperation are encouraged and taught
-  ensure that assessment:
 -  is a method to enhance student learning
 -  focuses on outcomes
 -  includes, when possible and practical, student involvement; e.g., students identify criteria
-  occur in a safe, positive environment where all children feel successful
-  Ensure that the activities selected are only the vehicles used to achieve the outcomes.



Goals on Physical Education Curriculum

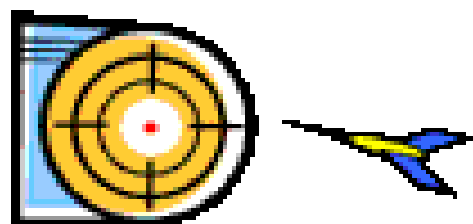
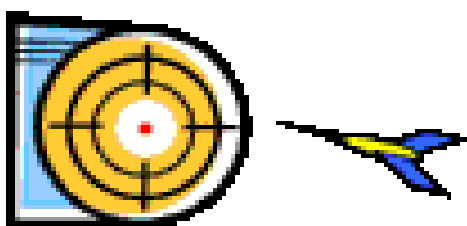


Our Primary Goals as physical educators are to teach every child—from the physically gifted to the physically challenged—how and why they should keep themselves healthy and fit throughout their lifetime. In our physical education program, we provide learning experiences, which are developmentally appropriate, that will teach children how to be physically active in ways that increase physical competence, self-esteem and joy through lifelong physical activity

How to Achieve Our Goals

1. Our curriculum includes a balance of skills, game activities, rhythms experiences designed to enhance the cognitive, motor, affective, and physical fitness development of every child.
2. Provide experiences that encourage children to question, integrate, analyze, communicate, apply concepts, and gain a wide multi-cultural view of the world.
3. Throughout the year we teach activities that allow children to work together to improve their emerging social and cooperative skills. These activities also help children develop a positive self-image and attitude.

Ongoing fitness assessment is used to help children understand, enjoy, improve and/or maintain their physical health and well being



Logo of Physical education at Al-ANJAL international School

Variety

- Have a large variety of games at hand and ready to play
- Be prepared to make to unexpected changes ,you never know what might happen in a day,
- Avoid playing the same game too often; when the children lose interest, problems arise.
- Have a variety of games and drills prepared to teach new skill or sport doesn't be afraid to try new things.
- some times , a game or activity won't work out the way you had happed but other times , you may find your self with game you can keep around for a very long time

Organization

- Prepare classes before students arrive, materials should be taken out of storage and the gym set up in away to ensure the smooth running of the class.
- Keep track of which classes have covered which materials, seeing every class in the school con get confusing, so a good organizational system is key.
- Be aware of events happening with in school .more often the school than not ,these take place in the gym and interrupt the regular physical education schedule

Management

- Rules should be clear and understood by all.
- Rules must be enforced regularly and fairly to avoid behavior issues, injuries and overall chaos in the gym.
- Students should be made aware of gym procedures from the very beginning and reminded of these procedures at appropriate.
- Make sure students understand that "physical" and "free-for-all" are not synonymous. Maintain a high standard for the following of rules and procedures.
- Set a simple way to settle petty disputes. For instance, "I'm not sure if I touched him" in game of tag can easily be settled through rock - paper - scissors

Fun

- Have a sense of humor as a general rule, students love coming to physical education and are better behaved within the confines of the gym, use this to your advantage to get to know them and play around with them!
- Get into the game. Students are more likely to throw themselves into the game when they see other {teacher included!} doing it too

<http://sites.google.com/site/stephanieladner/physical-education>



RULES FOR PHYSICAL EDUCATION



☒ BE PREPARED!

- **Athletic shoes!**
- **PE uniform!**
- **Short hair!**



☒ BE ATTENTIVE!

- **Treat your teacher, classmates, Equipment**
The way you like to be treated!
- **No food / gum in PE!**



☒ BE RESPECTFUL & SAFE!

- **Follow directions!**
- **Stay on task!**
- **Be cooperative!**



**Physical Education curriculum
(Primary – Intermediate – secondary)**

Grades	Contents
Grade1	In Physical Education during term one all year one students will take part in a variety of fun games focusing on developing students spatial awareness, Chasing, fleeing and dodging skills. Students will also participate in activities aimed at developing their ball handling skills in order to prepare them for future Involvement in sports such as basketball, handball, soccer, etc.
Grade2	In Physical Education during term one all year two students will take part in a variety of fun games focusing on developing students spatial awareness, motor skills Chasing, fleeing and dodging skills. Students will also participate in activities aimed at developing their ball handling skills in order to prepare them for future involvement in sports such as basketball, soccer, etc
Grade3	This term during Physical Education the year 3 students will participate in a variety of sports including football, handball and gymnastics. Through taking part in fun games students will learn how to work cooperatively as a Member of a team, they will improve their fitness and develop the skills that they require for successful participation in these sports.
Grade4	This term during Physical Education the year 4 students will participate in a variety of sports including basketball, football, handball and swimming. Through taking part in fun games students will learn how to work cooperatively as a member of a team, they will improve their fitness and develop the skills that They require for successful participation in these sports.
Grade5	This term during Physical Education the year 5 students will participate in a variety of sports including basketball, football, handball ,swimming and volleyball Through taking part in fun games students will learn how to work cooperatively as a member of a team, they will improve their fitness and develop the skills that they require for successful participation in these sports

Physical Education curriculum

Space Awareness Skills

مهارات أدراك المسافة

Self Space

المسافة الذاتية

General Space

المسافة العامة

Movement Level

مستويات الحركة

Pathways

المسارات

Extensions

الأطالات

Directions

الاتجاهات

6)



Football (Soccer)

- Field goal
- Goal keeper
- Free kick
- Kick off
- Blocking
- Trapping
- Roll in
- Corner kick
- Defense
- Possession

كرة القدم

- منطقة المرمي
- حارس المرمي
- الضربة الحرة
- ضربة البداية
- إعاقة
- الأحتجاز
- الوصول
- الضربة الركنية
- الدفاع
- الاستحواز



Swimming

- ✚ Butterfly
- ✚ Backstroke
- ✚ Breaststroke
- ✚ The free style (crawl)



السباحة

- ✚ الفراشة
- ✚ سباحة الظهر
- ✚ سباحة الصدر
- ✚ السباحة الحرة

Handball

+ Pass

+ Shoot

+ Traveling

+ Dribble

+ Defense

+ Footwork skills

كرة اليد

+ التمرير

+ التصويب

+ التقدم بالكرة

+ تنطيط الكرة

+ الدفاع

+ مهارات حركة القدم



Basketball

✚ Pass

✚ Dribble

✚ Pivot

✚ Shoot

✚ Screen

✚ Rebound

✚ Offense

✚ Defense

كرة السلة

✚ التمرير

✚ تنطيط دحرجة الكرة

✚ الدوران

✚ التصويب

✚ الحجز

✚ ارتداد الكرة

✚ خطأ

✚ الدفاع



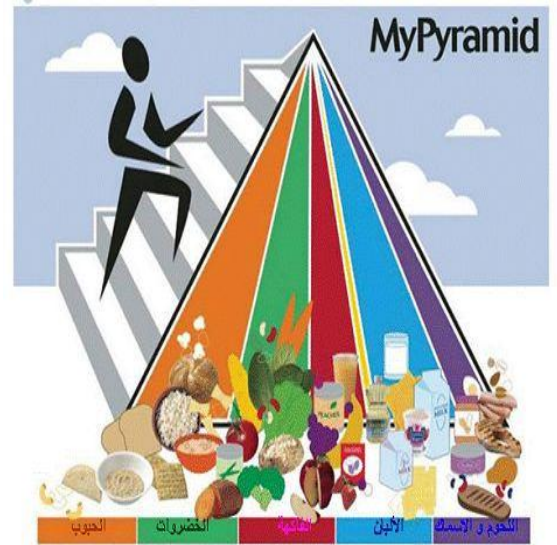
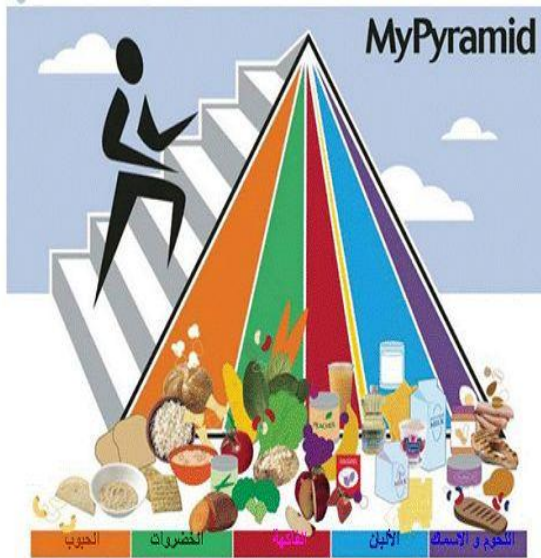
Health

- First aid
- Fitness
- Nutrition
- Disease
- Relationship
- personal health
- Exercise



الصحة

- الأسعافات الأولية
- اللياقة
- تغذية
- المرض
- العلاقات
- صحة شخصية
- التمرينات



LESSON PLANS

Balance development

Intended stage: from first grade to third grade

Tools used: benches –dishes – floating boards – hula hoops

The aim of exercise is:

- ☒ To teach students the skill of balance
- ☒ To develop the ability of balance.

► Section 1

Divide the students into to groups we put a bench in front of each group and let the students stand up the bench with hands straight aside having the circles in the arms and walking at bench.



► Section 2

Put the boards in one line on the playground the students will stretch their arms aside then make an (S) shape. They will walk on while stretching their arms aside and stand (30) seconds



► Section 3

Students stretch their hands in both direction then they carry dishes and start moving to the benches carrying them.



► Evaluation ways : using the evaluation application




- What is meaning of the balance in physical education.
- The body position during balance.
- The student's concentration during balance.

By/ Mohammed Asim Ghazi
P.E teacher in Al-Anjal International School
Jeddah, Saudi Arabia

The Evaluation Application

BALANCE

Student's Name: _____

s	skills	Outcomes	Achieved?	
			Yes	No
Section 1	Benches			
	Body position			
	Circles			
Section 2	Position the body			
	Focus, attention!			
	Stand (30)			
Section 3	Carrying dishes			
	Focus,			
	Stand at bench			

P.E teacher

Date:

Jumping skills

Activity title: developing jumping skill

Intended stage: from first grade to third grade

Tools used: benches -mattresses - boards - Jumping ropes - Trampoline

The aim of exercise is:

- ☒ To teach students the skill of jump.
- ☒ To develop the ability of jump.

Jumping rope



- ➡ Each student has a rope to perform jumping any where in the playground while paying attention to stretching arms, looking forward jumping and landing on the toes of the feet.
- ➡ Rope jumping but one foot should be up and the other on land

Jumping up on the trampoline



- ➡ Student stands in the centre of the trampoline while putting arms aside, stretch up and landing on the toes the feet.

Jumping from the bench



- ➡ Fixing a bench on the land running and jumping from it.
- ➡ Student Stands on the bench and stretch on the mattresses paying a attention to putting arms aside and landing on the toes of feet.

Jumping in stop position



- ➡ Student stands in front of mattresses then bending knees while jumping forward on the mattress.

Jumping on the board



- ➡ Fixing boards in different places and jumping over them.

Jumping using plastic bags



- ➡ Each student gets into a plastic bag when teacher whistle, students start jumping to the end line



Jumping up on the trampoline



Jumping rope

Tools used

Benches - mattresses - boards
Jumping ropes - Trampoline

Grad 1

Grade 3

Jumping

balance

- Learning Cues
- Bend knees
- Push
- balance
- Different Jumps
- Two feet to two feet
- Two feet to one foot
- One foot to two feet



Jumping using plastic bag



Jumping form the bench

Landing

Mohammed Asim
P.E teacher

Action of the body

Activity title: Developing Action of the body through exercises

Intended stage: from first grade to third grade

Tools used: benches - hula hoops - sticks - a movable disc

Description

Through the idea, physical movement can be developed using tools and also assessing these (swing - bend - stretch - Twist)

Station 1 Swing

- Holding hula hoop and throwing it on signs fixed in the midfield.
- Holding a small ball and throwing them on sign fixed on.
- Holding a small circle and throwing it in the center of a big one.
- Holding a ball and throwing it on wands



Station 2 Bend

- Standing while clutching the hands to touch back of the head .bending The waist down forward.
- Standing while arms aside and bending waist aside
- Standing while arms up .holding a stick while bend knees down.



Station 3 Twist

- Students stand on a movable disc while holding a stick turning right and left.
- Putting hula hoop on the waist and swing.



Station 4



stretch

- Standing on the bench while trying to touch it from down
- Standing face to the bench while bending arms down.
- Standing facing the bench by legs while bending arms down.



Assessment

Counting the number of exercises which are carried out by students through a checklist

ACTION BODY CHECKLIST

Student's name/.....

Grade/.....

STATION 1:

Students swinging their arms and throwing:

A small circles
Balls
Hula hoops



STATION 2:

The students and teacher bending by:

Knees
Trunk
Arms



STATION 3

The students stand on:

Benches
The land
A movable disc



STATION 4

Standing facing the bench by:

Arms
Legs
Feet



Motor skills

Activity title: Motor skills (stand, walk, run, toss, jump, skip, hop, balance and landing,

Intended stage: from first grade to third grade

Tools used: benches -mattresses - boards -hula-hoops - Trampoline

The aim of exercise is:

- ☒ To teach students motor skills.
- ☒ To develop the ability parts of body.



Warm up: like an athlete or a football player, suddenly running in place and stopping.

Purpose of Event: To reinforce motor Skills

Cues:

☒ Hop

- Hopping is very similar to jumping but it is done on ONE foot only
- Push off with toes and bend your knee to lift off into the air
- Land softly on your toes and bend your knee and hips when landing
- Other leg is usually bent with foot held behind you
- Put arms out to the side to keep balance
- Hopping can be done in the same place or you can move throughout an area



Jump

- Bend knees and hips
- Swing arms hard
- Push off the ground with the balls of feet



Skip

- Take a step forward on one foot and then perform a hop on same foot
- Step forward on other foot, perform a hop (like you did on first foot)
- Keep alternating feet doing this same procedure
- Arms are out to the side for balance
- A skip has an uneven rhythm



Balance

- Students stretch their hands in both directions.
- Then they carry dishes and start moving to the benches.



✦ Landing

- Take-off from one foot and land on the opposite foot
- Extend arms, legs, and toes while in the air
- Try to leap a long ways as that forces the body to extend
- Bend knee and hip for cushioned landing



✦ Run

- Take a step forward on one foot
- Arms are out to the side to run



✦ Walk

- Take a step forward on one foot and then perform walk



CHICKLIST

After reading through the handbook please complete this form and return it to you Physical Education Teacher.

The Physical Education Department has compiled this handbook to assist you in a successful year in P.E. AT AL-ANJAL INTERNATIONAL SCHOOL.

Please list any medical conditions that the P.E. teacher may need to be aware of.

As this information is very important, we are asking that you and your parent/guardian sign below to verify that you have read and understand the expectations for this class.

I have read and understand the Policies and Procedures for Physical Education AT AL-ANJAL INTERNATIONAL SCHOOL

Teacher's Name _____

Student Name (print) _____

Student Name (signature) _____

Parent/Guardian (signature) _____

