

## Innovative Feature: Games and Movement Program - Grades 1-8

### 1st Grade

Formal schooling begins in the first grade. Since the child is developmentally still in a dreamy stage, learning occurs through imagination, imitation and activity. They learn to recognize as well as memorize through movement, verses, drawing, and writing. The intellect is allowed to awaken via the artistic approach. The children are introduced to what Steiner refers to as “the good habits” of classroom life and work that will form the basis for all subsequent learning in elementary school.

**1 - Course Description:** The first grade focus on circle form, careful tag and beginning line games. Good listening skills and full class participation are encouraged. We work on gross motor skills, balance, and coordination through playing various games and relays. Positive participation by all students is strongly encouraged.

**1A – CA State Standards:** Moving through time and space. Gross motor movement such as skipping, hopping, galloping, starting and stopping are practiced; and matching these movements to pace and rhythm. Beginning ball handling skills.

**1B – Waldorf Methodology:** Children begin to experience that they live in a body. Games are simple and repetitive, building security and confidence. Students enjoy games with obstacles that have a clear beginning and clear ending. Up to the seventh year students are imitative.

#### Goal 1 – 1st Grade (*Cognitive*)

Through practice and feedback students’ performance of Pentathlon events improve.

##### Measurable Outcome #1

Students will develop a better understanding of a movement lifestyle and fitness through the imagination and games.

#### Goal 2 – 1st Grade (*Cognitive*)

Students will understand at least five different forms of movements.

##### Measurable Outcome #1

Students will identify games where motor skills, stillness, and balance are used with 70% accuracy through verbal quizzes.

#### Goal 3 – 1st Grade (*Physical*)

Students will be able to perform motor skills.

##### Measurable Outcome #1

Students will be able to physically perform motor skills such as skipping, jumping, hopping, running, and galloping for 50 feet consecutively as observed by the teacher.

#### Goal 4 – 1st Grade (*Physical*)

Students will participate in cooperative/team activities successfully.

##### Measurable Outcome #1

Individually, in partners and in teams, students will be able to throw or roll different size balls,

pass rings, and toss wands with at least 70% accuracy.

### **Goal 5 – 1st Grade (*Emotional*)**

Students will be able to resolve conflicts amongst each other.

#### **Measurable Outcome #1**

Students will be able to resolve conflicts with other students through verbal communication, positive body language, listening to each other, shaking hands and complimenting each other as observed by the teacher.

### **Goal 6 – 1st Grade (*Social*)**

Students will be able to show good sportsmanship, self-responsibility, and group dynamics.

#### **Measurable Outcome #1**

Students will willingly participate, be able to show good sportsmanship by treating others with respect individually and in groups, take care of classmates, and follow game and classroom rules as observed by the teacher.

## **2nd Grade**

The children are becoming more aware and are noticing what happens around them. The second graders experience a mood of contrast or polarization. One can observe this in the way that they relate to each other. The students are helped through this stage via stories that show contrasting human qualities and characteristics, such as heroes in legends and animals in fables. Strong leadership is needed from the teacher through consistency of approach and the power of imagination. Up to the seventh year students are imitative.

**2 - Course Description:** The second grade focus is on circle, tag and line games built on similar games learned in first grade. Better listening skills and being a part of the group is more important. We continue to work on gross motor skills, balance, and coordination through playing various games, and relays; both familiar and slightly different. Positive participation by all students is strongly encouraged.

**2A – CA State Standards:** How we move in space. Gross motor movement such as skipping, hopping, galloping, jumping, sliding, and identifying open spaces; and matching these movements to pace and rhythm. Static and dynamic balance skills begin to increase. Students begin to take pride in their accomplishments as well as understand and accept differences in others. Continued ball handling skills.

**2B – Waldorf Methodology:** Interest in polarities and opposites of their lives; inner and outer awareness are stimulated; increased awareness of rhythms and their complexities. Continued awareness and development of gross motor capacities. Exploration of the body capabilities through circle and line games.

### **Goal 1 – 2nd Grade (*Cognitive*)**

Students will develop a better understanding of a movement lifestyle and fitness through the imagination and games.

#### **Measurable Outcome #1**

Students will be able to name at least five different games including rules with 70% accuracy

through verbal quizzes.

### **Goal 2 – 2nd Grade (*Cognitive*)**

Students will understand five different forms of movements and identify muscles being used.

#### **Measurable Outcome #1**

Students will identify games where motor skills, stillness, and balance are used with 70% accuracy through verbal quizzes.

### **Goal 3 – 2nd Grade (*Physical*)**

Students will be able to perform motor skills.

#### **Measurable Outcome #1**

Students will be able to physically perform motor skills such as skipping, jumping, hopping, running, and galloping for 50 feet consecutively as observed by the teacher.

### **Goal 4 – 2nd Grade (*Physical*)**

Students will be able to manipulate objects such as a ball, wand, and rings.

#### **Measurable Outcome #1**

Individually, in partners and in teams, students will be able to throw or roll different size balls, pass rings, and toss wands with at least 70% accuracy.

### **Goal 5 – 2nd Grade (*Emotional*)**

Students will be able to resolve conflicts amongst each other.

#### **Measurable Outcome #1**

Students will be able to resolve conflicts with other students through verbal communication, positive body language, listening to each other, shaking hands and complimenting each other as observed by the teacher.

### **Goal 5 – 2nd Grade (*Social*)**

Students will be able to show good sportsmanship, self-responsibility, and group dynamics.

#### **Measurable Outcome #1**

Students will willingly participate, be able to show good sportsmanship by treating others with respect individually and in groups, take care of classmates, and follow game and classroom rules as observed by the teacher.

## **3rd Grade**

In third grade, the child experiences noticeable physiological, psychological and cognitive changes. Steiner refers to these changes as “the nine year change”. The students become more aware of themselves and the environment in which they live, and they gain a renewed interest in the practical material world. The class as a whole gets involved in working together in building, farming, cooking and other work projects. With that, the teacher facilitates a transformation of the student’s initial feeling of separateness from the physical world, into a feeling of responsibility for it. Teachers establish clear guidelines and expectations. The students should have a strong sense

of social unity of the class.

**3 - Course Description:** Third grade games class employs physical activity to explore social interactions as individuals or teams. We work on gross motor skills, balance, coordination and space awareness through activities such as relays, running, throwing, catching, chasing, fleeing, tumbling, and various games. Good sportsmanship and positive participation is expected.

**3A – CA State Standards:** Continuity and change in movement. Students move from movement skills to movement order and sequence through a variety of rhythm, dance, tumbling, and games. Students become self reliant, develop a self-image, work independently, and monitor their own progress.

**3B – Waldorf Methodology:** Child undergoes a major change, questioning all that was previously taken for granted, awakening of individuality. Utilizing balance in: running, chasing, dodging, and tag games. 360 degree awareness around their body. Students continue imitative stage, but lean more towards guidance and options.

### **Goal 1 – 3rd Grade (*Cognitive*)**

Students will develop a better understanding of a movement lifestyle through fitness, imagination, games, rhythm, and dance.

#### **Measurable Outcome #1**

Students will be able to name at least five different movement lifestyles with 70% accuracy through verbal quizzes.

### **Goal 2 – 3rd Grade (*Cognitive*)**

Students will understand and demonstrate three types of dances.

#### **Measurable Outcome #1**

Students will compare and contrast folk, line, and circle dance with 70% accuracy through verbal quizzes.

### **Goal 3 – 3rd Grade (*Physical*)**

Students will be able to perform motor skills in a movement sequence.

#### **Measurable Outcome #1**

Students will be able to physically perform motor skills for a period of time in a movement sequence consecutively as observed by the teacher.

### **Goal 4 – 3rd Grade (*Physical*)**

Students will be able to manipulate objects such as a ball, wand, and ring.

#### **Measurable Outcome #1**

Individually, in partners and in teams, students will be able to throw, roll or dribble different size balls, pass rings, and toss wands with at least 70% accuracy

### **Goal 5 – 3rd Grade (*Emotional*)**

Students will be able to resolve conflicts amongst each other.

#### **Measurable Outcome #1**

Students will be able to resolve conflicts with other students through verbal communication, positive body language, listening to each other, shaking hands and complimenting each other as observed by the teacher.

### **Goal 6– 3rd Grade (Social)**

Students will be able to show good sportsmanship, self-responsibility, and group dynamics.

#### **Measurable Outcome #1**

Students will willingly participate, be able to show good sportsmanship by treating others with respect regardless of differences and ability individually and in groups, take care of classmates, and follow game and classroom rules as observed by the teacher.

## **4th Grade**

In fourth grade, the student is in between childhood and youth. Motor skill performance does not improve very much between boys and girls, but hand-eye coordination, fine motor skills, and muscle strength increases. There are also improvements in reaction time and balance. Students focus more on proper form and refinement of motor skills. Attention spans and curiosity begin to increase as well. Defensive and offensive strategies are important principles and concepts learned in grade four. Rules are challenged and tested due to growth in self-confidence. Students experience expressions of conflict and separation, of confrontation, indicating paths for healthy resolution and integration. The class also prepares for a Maypole dance for the Spring Fair and next year's Pentathlon.

**4- Course Description:** The fourth grade games class focus is on bringing awareness to the students about the importance of teamwork through emphasized boundaries and rules. By playing varied games, the students work on refining gross and fine motor skills, game strategies, running, coordination, balance, and listening to instruction. Utilization of the periphery as it relates to hand-eye coordination, dodging, and evading; more fine motor skill development. Students have the ability to react to stimulus from 360 degrees. Students focus on development of endurance and cardiovascular capacity via running, jumping, throwing games, relays, variations of traditional games and Co- Operation games. Students work on increased ability to control their own movement. (spacial orientation = frontal plane/forwards~backwards)

**4A – CA State Standards:** Manipulative skill practice takes on a much greater role. Students improve their throwing, catching, kicking, punting, striking, serving, foot- dribbling, trapping, and volleying. Space while playing is important and students begin to spread out and use strategy in offensive and defensive situations by communicating. Students are able to describe similarities and differences in skills and situations. Students are able to demonstrate proper form and alignment for muscle strength and endurance through traditional fitness activities. Students can identify concepts and principles to improve health and performance such as F.I.T.T. (frequency, intensity, time, type). Students become responsible for goals setting and monitor progress. Last, students are able to understand winning and losing as well as include others in activities.

**4B – Waldorf Methodology:** The child becomes more inward and independent the heartbeat slows to 4:1 ratio with breathing, which is the same as an adult. Student begins to experience peer pressure from others. They also begin to have feelings of helping others and through fairness. Students are able to handle more responsibility and maturity levels increase. Students are able to resolve issues with less adult intervention. Students become highly opinionated and challenge

rules. Hygiene and body awareness begins as well due to changes in body during pre-puberty.

### **Goal 1 – 4th Grade (*Cognitive*)**

Students will develop a better understanding of a movement lifestyle and proper skill form through fitness, imagination, games, rhythm, dance.

#### **Measurable Outcome #1**

Students will be able to name at least five different movement lifestyles and skills used with 70% accuracy through verbal quizzes.

### **Goal 2 – 4th Grade (*Cognitive*)**

Students will understand and demonstrate three types of dances.

#### **Measurable Outcome #1**

Students will compare and contrast folk, line, and circle dance with 70% accuracy through verbal quizzes.

### **Goal 3 – 4th Grade (*Physical*)**

Students will be able to perform motor skills in a movement sequence.

#### **Measurable Outcome #1**

Students will compare and contrast folk, line, and circle dance with 70% accuracy through verbal quizzes.

### **Goal 4 – 4th Grade (*Physical*)**

Students will be able to develop and perform a circuit using the five fitness components.

#### **Measurable Outcome #1**

Students will be able to plan a circuit and perform movements with proper form covering the five fitness components with 70% accuracy.

### **Goal 5 – 4th Grade (*Emotional*)**

Students will be able to resolve conflicts amongst each other.

#### **Measurable Outcome #1**

Students will be able to resolve conflicts with other students through verbal communication, positive body language, listening to each other, shaking hands and complimenting each other as observed by the teacher.

### **Goal 6 – 4th Grade (*Social*)**

Students will be able to show good sportsmanship, self-responsibility, and group dynamics.

#### **Measurable Outcome #1**

Students will willingly participate, be able to show good sportsmanship by treating others with respect regardless of differences and ability individually and in groups, take care of classmates, and follow game and classroom rules as observed by the teacher.

## 5th Grade

The fifth grade games class focus is on two main areas: the enhancement of the grace, balance, and form of movement, and preparation for their culminating event—the Pentathlon.

During the Pentathlon block, the students work on skills in running, relays, discus, javelin, Greek wrestling, wrestling games, and the standing broad jump. The students refine their beauty, grace, style, and fluidity of movement. The Pentathlon also serves as an introduction to competition, though it is competition with oneself rather than others.

Lead-up games introduce students to sports like basketball, baseball, soccer, volleyball, and flag football, while still being appropriate for the developmental level of the students. Skills like kicking, striking, dribbling, throwing, and catching are used with intention as opposed to general play.

### Goal 1 – 5th Grade

Through practice and feedback students' performance of Pentathlon events improve.

#### Measurable Outcome #1

By the end of the year, students will be able to throw a discus further than their initial attempt, using correct form.

#### Measurable Outcome #2

By the end of the year, students will be able to throw a javelin further than their initial attempt, using correct form.

#### Measurable Outcome #3

By the end of the year, students will be able to jump further than their initial attempt, using correct form.

#### Measurable Outcome #4

By the end of the year, students will be able to run a relay faster than their initial attempt, using good handoff technique.

#### Measurable Outcome #5

By the end of the year, students will be able to use balance and a wide base of support to stay in the wrestling ring longer than their initial attempt, using correct form.

### Goal 2 – 5th Grade

Students will recognize the changes our bodies experience during physical activity.

#### Measurable Outcome #1

Students will be able to describe the feelings of increased heart rate, breathing rate, and body temperature caused by exercise.

### Goal 3 – 5th Grade

Students will actively participate in the lessons and games during class.

#### Measurable Outcome #1

By teacher observation, students will appear physically active or involved with the lesson or game for 90% of class time.

### **Goal 4 – 5th Grade**

Students will participate in cooperative/team activities successfully.

#### **Measurable Outcome #1**

Students will be considered successful if they are sharing ideas, actively listening, and offering encouragement to peers 90% of the time.

### **6th Grade**

The sixth grade student becomes more competitive, takes bigger physical risks, and plays more strategically. These changes allow us to play more structured sports that more closely resemble the mature version. The social aspects of being part of a team, being a good opponent, and playing with integrity become central themes.

In their main lesson, students are learning about the knights of the Medieval era. The culminating event of the 6th grade is the Medieval Games, during which students compete in archery, jousting, tug-o-war, and an obstacle course. Our games lessons prepare them for these events.

### **Goal 1 – 6th Grade**

Through practice and feedback, students' performance of Medieval Games events improves.

#### **Measurable Outcome #1**

Students will be able to pull as a group during tug-o-war to move the opposing team.

#### **Measurable Outcome #2**

Students will demonstrate an improvement in archery by having tighter groupings of arrows and/or moving their grouping closer to the center of the target.

### **Goal 2 – 6th Grade**

Students will demonstrate an understanding of the structure of games and the need for rules that address safety and fairness.

#### **Measurable Outcome #1**

Students will create and teach a game to their peers that is safe, active, and includes everyone.

### **Goal 3 – 6th Grade**

Students will utilize strategies offensive and defensive strategies effectively during games.

#### **Measurable Outcome #1**

During a net game (volleyball, badminton, tennis, etc) students will use the defensive strategy of returning to home position in 80% of observations.

#### **Measurable Outcome #1**

During an invasion game (capture the flag, football, basketball, etc) students will use the offensive strategy of moving to open space in 80% of observations.

### **Goal 4 – 6th Grade**

Students will actively participate in the lessons and games during class.



**Measurable Outcome #1**

By teacher observation, students will appear physically active or involved with the lesson or game for 90% of class time.

**Goal 5 – 6th Grade**

Students will model the qualities of a good competitor that align with the knightly values of courage, nobility, justice, mercy, and generosity.

**Measurable Outcome #1**

The student will demonstrate each of these qualities during observed game play.

**7th Grade**

These students begin to discover that they are capable of physical feats that they could not do before and they are determined to break personal records. In games class this exploration of physical ability is encouraged during various sports, fitness activities, and the culminating event, a track and field meet.

Emotionally and socially, students are more bonded to each other. They must learn to resolve conflicts, accept differences in physical development and skill, and take responsibility for their effect on the dynamic of their group/team.

**Goal 1 – 7th Grade**

Through practice and feedback, students' performance of Track and Field events improves.

**Measurable Outcome #1**

Improvement will be assessed periodically throughout the school year to track progress and finally at the Track and Field Meet using the metric appropriate for the event (i.e. height for high jump, distance for long jump) and teacher's observation of form.

**Goal 2 – 7th Grade**

Students will demonstrate mature forms of skills like throwing, catching, striking, etc, while adjusting to dynamic factors like opponents and the physical environment.

**Measurable Outcome #1**

The teacher will observe students performing these skills with mature form during game play in 80% of observations.

**Goal 3 – 7th Grade**

Students will actively participate in the lessons and games during class.

**Measurable Outcome #1**

By teacher observation, students will appear physically active or involved with the lesson or game for 90% of class time.

**Goal 4 – 7th Grade**

Students will resolve conflicts with peers by sharing their concerns, listening to the perspective of the other persons involved, accepting their role in the conflict, and coming to an agreement about

an appropriate resolution.

**Measurable Outcome #1**

Through observation by the teacher, class discussions, and one-on-one check-ins, the student will demonstrate each of these steps for conflict resolution.

**8th Grade**

Physically, eighth grade students are capable of vigorous activity over a long period of time and training with the intention of building fitness. Their independence and developing self-identity allows them to set personal goals based on their interests and values. Games class provides opportunities for them to express their individuality by assuming different roles within team games and by personalizing training to address individual strengths and weaknesses. Using an intramural style of play, students get to act as coaches, referees, and trainers for their own teams.

For their culminating event, the eighth grade students once again compete in a Track and Field Meet. Having already learned the fundamentals for each of the events as seventh graders, students get to personalize their practice by specializing in the events that interest them and suit their skills and abilities

**Goal 1 – 8th Grade**

Students will recognize the role that physical fitness plays in the performance of the Track and Field events.

**Measurable Outcome #1**

Students will recognize the role that physical fitness plays in the performance of the Track and Field events.

**Measurable Outcome #2**

Using the results of their pre- and post- FITNESSGRAM fitness tests, students will look for correlations between upper body muscular strength and throwing event performance.

**Measurable Outcome #3**

Using the results of their pre- and post- FITNESSGRAM fitness tests, students will look for correlations between cardiovascular endurance and running event performance.

**Goal 2 – 8th Grade**

Students will recognize weaknesses in fitness and/or sport performance and create and implement a personal program to strengthen the self-identified areas for growth.

**Measurable Outcome #1**

Using the results of their pre- and post- FITNESSGRAM fitness tests and/or their results from their 7th grade Track and Field Meet, students will identify areas for improvement, set goals, develop a fitness plan that supports these goals, and put the plan into action. Periodic assessment of their progress towards their goals will give them information about the effectiveness of their fitness plans and allow them to adjust the plans accordingly.

**Goal 3 – 8th Grade**

Students will actively participate in the lessons and games during class.

**Measurable Outcome #1**

By teacher observation, students will appear physically active or involved with the lesson or game for 90% of class time.

**Goal 4 – 8th Grade**

Students will model the qualities of a good teammate by sharing their strengths with the team, recognizing the accomplishments of others, and working cooperatively to achieve the goals of the group.

**Measurable Outcome #1**

Through observation by the teacher, class discussions, and one-on-one check-ins, the student will demonstrate each of these qualities.