



Movement and Sports

Aims

The main focus of Movement and Sports is to foster in students the desire and joy in movement and physical expression. Students develop a mastery of movements of the body. Another important aim is for students to take responsibility for their own physical and mental development through a variety of experiences and skills made possible through Movement and Sports curriculum.

Movement subjects are central to the school day as they have a positive effect on the student's general well-being. When involved in movement and sports, students gain a joy of life, social well-being, self-confidence and an increased ability to learn. Participating in movement and sport has a positive impact on the other subject areas in the school as the student achieves a better ability to concentrate and work.

Byens Steinerskole / Waldorf International School Copenhagen

Otto Busses Vej 47, 2450 København SV
kontor@byenssteinerskole.dk +45 71 96 70 52

www.byenssteinerskole.dk



Objectives and Final Goals

Skills, dispositions and final goals for sports are divided into two main areas as described below. Additionally, other subjects supplement physical education. Refer to the end goals and teaching plans for this teaching for a more detailed description. The two main areas are briefly described below.

The first area is Body, Training and Well-being and Sports Practice (BTWS): The student can understand and evaluate the interaction between body, training and well-being in a current and future perspective. Furthermore, the student can use complex movement patterns as they participate in a variety of sports.

The second area is Sports Culture and Relationships (CR): The student can assess sports' cultural norms, values and relationships in a societal perspective.



The Development of the Subject		
Content and Focus	Objectives	Final Goals
<p>Class 1 to 4 In Class 1 to 4, movement is the major focus and approached through music and storytelling. Games of a rhythmic nature or games to music, such as playing flutes, drums, lyres and chimes etc are often the focus of movement. Movement activities are also linked to the major subjects such as counting and arithmetic games, form drawing, and in fairy tales and fables. Natural movements are practiced, such as different ways of jumping, limping, running, walking and standing. Eeling, rolling, crawling, throwing, grabbing and making cross-coordinations are also movements that can be part of the story.</p> <p>Movement also plays an important part in safety and well-being. Children feel safe and happy through an understanding of how the body moves such as right-left side, spatial directions up-down, front-back and coordinating crosswise. Basic motor skills, balance, flexibility, power, speed, endurance, coordination and concentration are also practiced.</p>	<p>Body, Training and Well-being and Sports (BTWS).</p>	<p>The teaching gives the student the opportunity to be able to:</p> <ul style="list-style-type: none"> • promote the joy of movement, inspire imagination and the desire to create, and nurture the child's emotional life in cooperation with the other children in the class • perform simple forms of running, jumping and throwing • control basic movements, primarily walking, running, jumping, limping, turning and turning • use tension and relaxation • perform simple balance and cross functions • participate in and understand simple sports games • demonstrate familiarity with soft, hard, fixed and loose sports equipment • perform basic gymnastic skills in take-off, hovering, landing, rolling, jumping, weight transfer and transfer as well as weight on the arms • perform simple actions, primarily throwing, grabbing, kicking • handing and receiving with different ball types • play simple ball games with few rules • apply rhythmic movements to different forms of music



<p>Adventurous and imaginative tag games, dialogue and rhythm games, seasonal games are examples of games that are played to enhance movement. Wooden rings, bags of rice, large and small balls, jump ropes, balloons, silk scarves, etc. are also used.</p> <p>Efforts are made to promote the joy of movement, inspire imagination and the desire to create, and nurture the child's emotional life in cooperation with the other children in the class. The whole class plays different games together where they learn to follow simple rules. First starting from the circle, where old and new song and ring games are played. Here, the social forces are strengthened through everyone seeing each other, feeling like part of the community, waiting their turn, obeying the rules of the game, etc. The students learn to know and recognize physical differences between themselves and others and experience their reactions in connection with physical activity, such as anger, joy, disappointment and exhaustion.</p> <p>The area around the school is also used for movement activities according to the seasonal possibilities, where fine and gross motor skills are strengthened and challenged, and where companionship and respect for nature are nurtured.</p>	<p>Sports Culture and Relations (CR).</p>	<ul style="list-style-type: none">● express different figures bodily● participate in games and game-like forms of warm-up● know the body's response to physical activity● participate in sports activities in the outdoor space● know the basic body geography● be familiar with physical development, challenges and playing in nature <p>In addition to the above, Class 3 to 4</p> <ul style="list-style-type: none">● know about salvage and lifesaving● know methods to secure oneself in water.● perform the swimming events breaststroke, backstroke and front crawl/freestyle <p>The teaching gives the student the opportunity to:</p> <ul style="list-style-type: none">● play ball games in the form of stick ball, round ball and chief ball● participate in running games in the form of different types of relays and tag games● cooperate with one or more people to play● know and acknowledge physical differences between themselves and others● know your own reactions in connection with physical activity, such as anger, joy, disappointment and exhaustion● adhere to simple rules of the game
--	---	---



<p>In Class 3 to 4, swimming is introduced as a subject. Students acquire the four basic skills: 1. Changing elements, 2. Movement, 3. Breathing, 4. Balance. The styles of front crawl/freestyle, backstroke, and breaststroke are taught in parallel courses. The focus is on combining the styles and swimming efficiently and not necessarily stylishly.</p>		
<p>Class 5 and 6 Students are introduced to Athletics with its many Olympic disciplines of running, jumping and throwing. Most importantly, it is not the competition that is aimed for, but rather the joy, curiosity and motivation for the student's own performance in the challenging disciplines.</p> <p>Students are also introduced to equipment gymnastics, yoga with balance exercises, flexibility work, and acroyoga. Additionally, students also run for distance, are timed and are taught about running rhythm. Parcours are also carried out in the immediate area. Finally, students have opportunities to play disc golf, to juggle, to learn taekwondo and are introduced to outdoor life with hiking, bonfires and orienteering.</p>	<p>Body, Training and Well-being and Sports (BTWS).</p>	<p>The teaching gives the student the opportunity to be able to:</p> <ul style="list-style-type: none"> ● master several forms of running, jumping and throwing, among other things. through the disciplines of athletics. ● put together basic movements such as run-jump, run-throw, launch-land, roll-jump and jump-fall ● demonstrate safety in balance and cross functions ● participate in various sporting games with others ● apply tension and relaxation in conjunction with gymnastic skills ● perform actions with different ball types with both hands and feet, as hitting tools ● participate in rule-based team sports such as small and mini games and ball games. ● use steps, jumps, leaps, balances, twists, turns and bends ● use space, direction, time, and movement patterns with musical accompaniment.



<p>Team sports such as basketball, hockey, and football etc., are introduced to the extent that it is possible to get access to courts. The rules are not the most important thing, but rather getting a feel for the possibilities in the games such as ball control, teamwork and fair play. The pupils cooperate during the sporting activities with attention to the social situations, e.g. with an eye to their role in supporting each other. They must take responsibility and participate in the rule-based sports activities. The social space in the disciplines is catered for and students are encouraged to accept differences in their own and others' skills. The focus is on being able to participate with appropriate reactions when losing or winning.</p> <p>An important focus of the curriculum is Folk Dance. Dancing in a circle is something all children know from a very young age and something that repeats itself in different ways throughout school. In Class 5, it becomes a subject where you have to practice certain steps, where you have to deal with different dance partners and where you have to lead or be led. An important part of the teaching is that the joy of dancing together and the ability to jointly create an artistic expression is strengthened. It all culminates in a performance in folk dance costumes for the whole school at the summer party, where the middle school orchestra plays.</p>	<p>Sports Culture and Relations (CR).</p>	<ul style="list-style-type: none">● could perform joint dance choreographies to music.● know the purpose and execution of the warm-up● know the basic training elements of endurance, mobility, strength, coordination and fitness● know how to measure resting and working heart rate● move around in the outdoor space using maps in known terrain <p>The teaching gives the student the opportunity to be able to:</p> <ul style="list-style-type: none">● show cooperativeness and social awareness in relation to sporting activities● understand own role and responsibility in rule-based sports activities● deal with losing/winning reactions in competition● accept differences in own and others' skills● understand the meaning of fair play
--	---	--



<p>It begins with simple circle dances, where everyone does the same steps. The students get used to holding each other's hands and to "listening" to the way the others move. Then the dances develop into couple dances with more intricate step patterns and with partner changes along the way. Finally, dances are rehearsed which require close cooperation between "gentleman" and "lady" as to who leads and who is led. Promenade is rehearsed, where students in pairs must be able to walk alternately to the right and left and where everyone must keep to the beat. The students try out dances from several different countries and experience different dance traditions there. We work on how to behave in the dance hall; that you are friendly towards each other, that the lady must place her hand in the gentleman's and that you meet each other with goodwill so that the dance can be expressive.</p>		
<p>Class 7 to 9 Teaching takes place jointly for 7th, 8th and 9th grade divided into teams, immersing themselves in a sport. The teaching takes place outdoors when the weather permits and the activity is suitable for it. The school's hall has a limited size and possibility of use, which is why much physical education is organized to be able to take place outdoors. A badminton hall is also rented in the winter.</p>	<p>Body, Training and Well-being and Sports (BTWS).</p>	<p>The teaching gives the student the opportunity to be able to:</p> <ul style="list-style-type: none"> ● use basic physical skills, e.g. through the disciplines of athletics. ● show endurance in running and other sports. ● apply technique, tactics and rules from individual sports as well as team sports such as ball games. ● understand connections between practice and theory in different sports.



<p>The warm-up exercises become more thorough, longer and more varied. In periods of 3-6 weeks, a sport is practiced, where the students alternately practice ball control, interaction and movement patterns and play matches in teams. Now the students have learned the basic rules for team sports, and more emphasis can be placed on technique and teamwork. The teaching now leads to the student being able to participate in and master the rules of the ball games, e.g. handball, basketball, floorball, soccer, hockey, ultimate and head ball. Emphasis is placed on fair play and tolerance in the games.</p> <p>In addition, students perform varying exercises and cross exercises on the floor, run tours and hold orienteering races. The aim is to ensure that they understand the importance of their own efforts in relation to the joint result; that they can control their own reactions, both physical and psychological. We aim for students to be continuously informed about the importance of the subject for quality of life, health, lifestyle and living conditions. Meditation exercises are carried out as a supplement to the training.</p> <p>The students work in the subject of Biology under the subject of Humanities with physical and biological factors that can have an impact on sports.</p>		<ul style="list-style-type: none">● carrying out activities in nature.● be familiar with orienting oneself in nature using maps.● move with confidence and consideration in water.● overview bodily movements and movement patterns.● plan tactical presentations in various sports games and team sports such as ball games.● use the interaction between directions and plans in own movement and the movements of the group.● orient oneself to and interact appropriately with other players on a course.● know what an appropriate warm-up and stretching entails and can organize and execute it.● know sports games and games● know the classic team sports and master selected sports.● master technical skills in running, jumping and throwing, among other things through the disciplines of athletics.● master technique from individual sports as well as team sports.● know important stretching exercises and be able to perform them correctly.● know about training programs and forms of training.
---	--	---



<p>In preparation for the trip to Norway in Class 7 and 8, students prepare for, among other things, touring skis and longer hikes in hilly terrain dense with changeable weather. Nature experiences and being able to handle physically demanding situations individually and together as a class are the basis of the teaching. Together, the encounter with nature in different environments can provide a wealth of positive experiences and impressions that help to create joy, profit, will to live, inspiration and inner peace. It is about a more conscious attachment and understanding of nature, of man's place in a larger context, in addition to a further development of the social aspect through active participation and completion of the trip. Through the challenges and experiences, new experiences and skills arise, which help to increase both insight and range of action. Ideally, these experiences will contribute to the student developing his or her sense of responsibility and competence to act.</p>	<p>Sports culture and relations (IR)</p>	<p>The teaching gives the student the opportunity to be able to:</p> <ul style="list-style-type: none">• participate in a binding community in connection with sports.• relate to the interaction between physical and psychological changes and reactions.• relate to physical and psychological reactions that arise in co- and counter-play, as well as in competitions.• adhere to the ideals of sport, above all fair play and tolerance.• understand the importance of own efforts in relation to the joint result• master rules from both individual and team sports• have knowledge of physical and biological factors in sports• know the importance of lifelong physical activity• know and control your own reactions, both physical and psychological• know the importance of sport for quality of life, health, lifestyle and living conditions
---	--	---



Related Subject - Eurythmy

This is a special movement subject that is only taught at Steiner schools. In eurythmy teaching, you work artistically in terms of movement to express one's spirituality and soul laws, as they are found in music and poetry. These are expressed in the tone and the sound eurythmy, respectively. Through the continuous work with the student's knowledge of and experience with the basic elements of eurythmy, a development of the student's creative abilities to express himself through movement is sought. Likewise, eurythmic social exercises form the basis for developing the necessary ability to create artistic expressions in collaborative communities.

Social exercises and movements in larger choreographic joint forms also aim to strengthen one's own experience, management skills and the feeling for the dimensions of space. As the school does not yet have a permanent eurythmy teacher, this subject is offered in periods in classes from 6th to 9th grade.

Byens Steinerskole / Waldorf International School Copenhagen

Otto Busses Vej 47, 2450 København SV

kontor@byenssteinerskole.dk +45 71 96 70 52

www.byenssteinerskole.dk