

Games & Dance

P.E

Physical Education

Physical fitness is just as important as mental and spiritual fitness. P.E. includes cooperative games, singing games, folk dancing, competitive games and sports, as well as unstructured free play. These activities give students an opportunity to interact with others, to learn sportsmanship, and to learn about the cultural heritage of various people groups, all while building strength, flexibility, and endurance.

Physical Education: Grades 7-12

Learn dances that were popular in the historical period being studied and perform them to some music of that period. Play fitness-building and group playground games using minimal supplies. Students may also choose to take a local Pilates or Yoga class.

Assigned Grades & Scheduling

Students or Groups Enrolled by Form or Grade

Grade(s) 7 8 9 10 11 12 (suitable 4 5 6)

FORM	MIN.	xWK	MORN.	TEACH.	ACT.
F3-6	20	5	* or _	<input type="checkbox"/>	∞

Placement Tips

Course Notes

Course Text(s): *The Ultimate Homeschool P.E. Game book* by Guy Bailey

We included this course because we want our students to be active and healthy. Student involvement in sports, gymnastics, dance, swim team, or any other consistent physical exercise fulfills this course requirement. We have included two days per week for Free Play. There should be no plans and no adult-initiated activities during these times.

We chose the games that would use the fewest supplies and require the smallest number of students. If you have a classroom of students or a large family--or if friends can come play with you--feel free to choose other games within the designated sport for the term. Supplies needed for each lesson are designated with a white star. Soccer and basketball goals are not required for the games assigned. You may use 2 cones for a soccer goal and a large trashcan or bin for basketball goal. Most of the lessons all use similar supplies. We intentionally recommended the same types of supplies in our shopping lists so you can easily spot the duplications. Please check all courses for all students you are teaching and purchase the combined total you need.

Historical Dance: The three dances you will learn this year come from the time period and places being studied. The Cakewalk is a dance that originated in the mid-19th century on black slave plantations before and after emancipation in the Southern United States. The dance was created from "prize walk" dance contests where couples processed around together with grace and ease in hopes to win a cake as the prize. Some of the movements were danced in an exaggerated and comical manner that may have been used to mock their white slaveholders. It gained popularity and was performed in minstrel shows and cakewalk championships.

Art Instruction

Physical Education: Grades 7-12

Estimated Total for Course: \$152.95

Books & Resources

RESOURCE INFORMATION



The Ultimate Homeschool PE Game Book by Guy Bailey
ISBN/ASIN 978-0966972740

→ RATIONALE: This book contains time-honored and newer playground games and skill-building activities for organized sports.

Historical Dance Instructional Video Collection by Charlotte Mason's Alveary

→ RATIONALE: These are dances that were popular during the historical time period being studied.

NOTE: Videos available in lesson plans.

SCOPE

Term 1: Games from Sec.4, 8, 10
Term 2: Games from Sec.1, 8, & 10
Term 3: Games from Sec.6, 8, & 10

BUY/FREE

[\\$18.00](#)

Term 1: Flamenco (Spanish)
Term 2: Virginia Reel (Scottish-American)
Term 3: Cake Walk (African-American)

Materials & Supplies

MATERIAL INFORMATION



Cones, Bean Bags, Rings Set
PRODUCT # B0799QNTP

QTY: 1

→ May sub any cones and bean bags.

→ Cones and Rings are used for marking areas. Bean bags are used in different tossing and throwing games. Shared across curriculum.



Hula Hoops
PRODUCT # B01MUG97H4

QTY: 6 pack

→ May sub any hula hoops. These click together to make smaller and larger circles, but that's not necessary.

→ For marking areas on the ground (up to 6 at a time). Shared across curriculum.



Short Jump Ropes
PRODUCT # B07VGXTJ66

QTY: 2 pack ✓ SHAREABLE (up to 2 students)

→ May sub for any jump rope appropriate height for student(s).

→ Need 1 rope per student. For individual jumping and marking boundaries. Shared across curriculum.

SCOPE

Term 1
Term 2
Term 3

Term 2
Term 3

Term 1
Term 2
Term 3

BUY/FREE

[\\$25.00](#)

[\\$25.00](#)

[\\$15.00](#)



Soccer Balls
PRODUCT # BO01L3URAS

Term 1

[\\$13.00](#)

QTY: 1
→ May sub any soccer ball.



Basketball
PRODUCT # B00091PPKU

Term 2

[\\$12.00](#)

QTY: 1
→ May sub any basketball.



Flying disc
PRODUCT # B07VN9WQJT

Term 3

[\\$14.95](#)

QTY: 4 pack ✓ SHAREABLE (up to 4 students)
→ May sub any flying disc.

Term 1

<p>☐ 01 Soccer: Dribbling</p> <hr/> <p>📖 Read about soccer.</p> <p>The Ultimate Homeschool P.E. Game Book "Soccer Games and Glossary" p.57-59</p> <p>➔ PLAY: Soccer Pirate</p> <p>The Ultimate Homeschool P.E. Game Book "Soccer" p.60</p> <p>☆ Soccer Ball</p>	<p>☐ 02 Free Play</p> <hr/>	<p>☐ 03 Movement Skills</p> <hr/> <p>📖 Read about movement skills and make sure student knows how to gallop, skip, etc.</p> <p>The Ultimate Homeschool P.E. Game Book "Games for Enhancing Movement Skills" p.144</p> <p>➔ PLAY Little Brown Bear or Martian</p> <p>The Ultimate Homeschool P.E. Game Book p.144-145</p>
<p>☐ 04 Free Play</p> <hr/>	<p>☐ 05 Cake Walk: Part 1</p> <hr/> <p>➔ VIEW & DISCUSS: Watch others perform this dance, both historical and quadrille footage.</p> <p>★ Video: Cake Walk ★ Video: 1899 Cake Walk Quadrille</p> <p>➔ VIEW & PRACTICE: Using instructional video, learn individual steps.</p> <p>★ Video: Cake Walk Instructional Video Time Marker 0:00-3:47</p>	<p>☐ 06 Soccer: Dribbling, Ball Control</p> <hr/> <p>➔ PLAY: Red Light- Green Light</p> <p>The Ultimate Homeschool P.E. Game Book p.62</p> <p>☆ Soccer Ball</p>

Art Instruction

Physical Education: Grades 7-12

ALERT: Preview Links. The final responsibility for previewing any and all links rests with the teacher. All links were checked at the time of publication; however, websites change frequently and may contain objectionable content. Please report broken links by using the "contact us" link on the website.

01	TERM 1	Week 1.1			
02	TERM 1	Week 1.2			
03	TERM 1	Week 1.3			
04	TERM 1	Week 1.4			
05	TERM 1	Week 1.5	Cake Walk Video (Historical)	Cake Walk Quadrille Video	Cake Walk Instructional Video

Art Instruction

Physical Education: Grades 7-12

Term 1

- GRADE 7-8**
 - Explain the rules to one of the soccer games from this term
 - Dance the Cake Walk.
- GRADE 9**
 - Explain the rules to one of the soccer games from this term
 - Dance the Cake Walk.
- GRADE 10-11**
 - Explain the rules to one of the soccer games from this term
 - Dance the Cake Walk.
- GRADE 12**
 - Explain the rules to one of the soccer games from this term
 - Dance the Cake Walk.

Physical Education: Grades 7-12

Projects & Activities

For students with a high level of interest.

Term 1

- ☐ Join a rec- or church-league sports team.
- ☐ Invite friends over to play these games with you.
- ☐ Play other games from this section in the book.

Member Tutorial

2022-23

CMI: Who We Are

The [Charlotte Mason Institute](#) (CMI) started as an annual conference in 2004 in response to a growing number of requests across the United States for Charlotte Mason training, and became an educational nonprofit in 2006. Since that time, our role has grown to include supporting researchers through the Susan Schaeffer Macaulay Scholarship, archival maintenance of original documents housed at the [Armitt Museum](#) in Ambleside, a partnership with [Redeemer University College](#) in Canada to [digitize](#) a large portion of that archive, and the development of [Charlotte Mason's Alveary](#) curriculum and training materials to support schools and homeschools. Our organization recently entered into a formal Memorandum of Understanding with the [University of Cumbria](#) (formerly Charlotte Mason College) in Ambleside to support them in embracing their heritage as the original seat of the Charlotte Mason movement, and the university appointed four scholars from our organization to serve as [Visiting Research Fellows](#). By purchasing the Alveary curriculum, you are helping to support all of this vital work.

What We Do

Our Vision

- A relational education for all students and teachers in every setting

Our Mission

- To promote the principles and practices of Charlotte Mason's design for education

Our Values

- Charity, Fidelity, Humility

Find Out More

Visit our [website](#) and watch [this video](#) to find out more about our organization, our work, and our conference, as well as to discover ways to get involved with the Institute. You can [contact CMI](#) directly, or write to the Alveary via the [CONTACT](#) button on our website.

Part 1: Charlotte Mason's Alveary

Basic Structures

Forms & Grade Levels

Charlotte Mason used the British system of forms, which would have been familiar to her members. We use the American system of grades for ease of understanding, but still find value in using the word “forms” for developmental groupings of students in certain contexts. Here is the breakdown of forms and grade levels:

Primary School			Upper Elementary School			Middle School		High School			
Form 1			Form 2			Form 3		Form 4	Form 5		Form 6
1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	11th	12th

Many times, students in the same form share courses. But that does not mean that they repeat information, because of the way we cycle through history (see below).

History Cycles

The content in Charlotte Mason's Alveary is organized around four cycles of both modern and ancient history. All students study the same history cycle at the same time. This makes combining and placing students simple.

The 2022-23 school year will focus on Cycle 3. (Only one cycle is available per year; all members should work in that cycle.) Most other subjects correlate with the time period being studied, so that each year's course of study is truly cohesive. The following year, we will all be in Cycle 4, which means that a different set of books will be used (though some carry over).

Cycle	Modern History (Grades 2+)	Ancient History (Grades 5+)
1	800-1650 A.D.	c. 3500-650 B.C.
2	1650-1800 A.D.	550-100 B.C.
3	1800-1900 A.D.	100 B.C. - 350 A.D.
4	1900 A.D. - present	350-800-A.D.

Terms

Each school year is divided into three terms of 12 weeks each, for a total of 180 school days. 11 weeks of each term are for lessons, and the last week is for exams. Information on how to submit exams is included on the exam document. Submission of exams is optional. (Exams that are submitted are not assessed by the Alveary team; rather, they are used to help us evaluate the books assigned in order to aid us in decision-making. Occasionally, they may be used for research purposes. By submitting exams, you are agreeing to this. No identifying information will ever be used.)

Part 3: Subjects & Methods

This section is intended to assist you in becoming acquainted with Charlotte Mason's methods in general, and with the Alveary's translation (when needed) of them in particular, in order to help you become the very best Charlotte Mason teacher you can be. The information presented in these pages is a synthesis of Mason's original volumes, PNEU programs, *Parents' Review* articles, and, where it adds insight to Mason's ideas, current research. Each section will walk you step-by-step through the subjects and how they are taught.

Lesson plans for Grades 1-8 (Forms 1-3) are written to the teacher and are very detailed; plans for high school are written directly to the student. By high school, students should be able to look ahead, gather their own materials, and work through the lessons independently for many of the subjects. They should also have internalized the lesson arcs as habits. If your high schoolers are new to Mason, you may want to have them read and reference the arcs for a while. High school is a continuation of the lower years with more independence, growing relationships with expanding ideas and topics, and an increasing ability to communicate in both written and oral forms. The various state and college documentation requirements do not necessitate a shift in methodology. You will notice in each of the subject areas that the high school content is intended to broaden and deepen your students' already established relationships with these subjects. Continue as you have begun and watch as your students grow and develop into the unique image bearers that God has created them to be.

The General Lesson Arc

Like a great story, every great lesson has a well-thought-out beginning, middle, and end; Each one of our lesson plans follows some variation of the following general pattern:

- **Preparation:** This section tells the teacher what materials will be needed, what needs to be done beforehand, and to what ideas (if any) a teacher may want to be alerted.
- **Introduction:** Each lesson begins by connecting back to the previous lesson. Next comes a suggestion for something to pique interest and help the student recall ideas or events. Difficult words may be introduced, though this is not always necessary. Feel free to simply ask, "What was happening when we left off last time?"
- **New Content:** Once the student's mind is fully engaged, the lesson continues with the presentation of the new content. The substance of a lesson is always narrated in some way. Narrating is the mind's chief means of processing and assimilating new information into the long-term memory. Since, as Mason asserted, a student only knows what he can tell, every student should narrate every lesson in some way, and those narrations should generally not be interfered with or interrupted by the teacher.
- **Closure:** After narration, some time is given to discussion, which some call the "grand conversation." This is the point at which students may interject their thoughts, opinions, and connections. Teachers may also share during this time, but much restraint must be practiced in order to avoid taking over the conversation, influencing the student too much by telling him/her what to think about the passage, or pointing out morals. The grand conversation serves to close the lesson and transition into the next one. For students who are working independently, this may happen in their own minds as they are writing their narrations, or they might be asked to initiate a discussion at some other point in the day.

The teacher generally guides students in Grades 1-8 (Forms 1-3) through this arc, although as the habit is established, students can begin to work through it on their own.

Physical Education

Mason emphasized that being physically fit is just as important as being mentally and spiritually fit. She used a combination of Swedish Drill (calisthenic exercises done to music or military-style commands), playground games, sports, dance, free play, and afternoon walks to make sure students had time for vigorous exercise every single day.

Games

The playground games we use in Grades 1-3 are music-based. They help students develop rhythm sense through activities such as bouncing a ball, clapping, passing objects, and jumping rope while singing. In Grade 4, we introduce more traditional playground games. These games are important for helping students learn fair play and conflict resolution in addition to improving physical fitness. Competitive games are best reserved for Grades 4 and up, when students are a bit more mature.

Content Progression:

Grades 1-3	Grades 4-6	Grades 7-12
Musical Games	Playground Games	Playground Games
Traditional Folk Dancing	Traditional Folk Dancing	Historical Folk Dancing
Free Play	Free Play	Free Play
	Sports	Sports