

# *Discussion on Strategies of Different Teaching of Children's Physical Activities*

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**Abstract:** At this stage, early childhood education has received full attention from the people, and early childhood education has developed more comprehensively. In the new kindergarten education, physical education has attracted much attention, and it is the basis for guiding children's all-round development. The organization of physical education can exercise children's various sports skills, improve their physical functions, cultivate children's correct sports awareness and habits, and promote children's all-round development. There are differences in physical fitness, hobbies, and other differences among children. Therefore, in physical education, to ensure the scientific design of sports activities, it is very important to implement differential teaching, which requires the attention of all kindergarten teachers. Based on this, the following analysis of the significance and strategy of the differential teaching of children's physical activities is expected to bring enlightenment to children's physical education.

## **1. Introduction**

Differential teaching is to take children as the main body, refer to their needs and abilities, and carry out the teaching activities in layers. The stratification standard can be the children's ability, or the development needs or interests of the children. In physical education, physical activity is an important form of completing teaching. In previous physical activities, some kindergarten teachers did not pay attention to the differences in teaching, which not only affected children's interest, but also easily caused children to be injured in activities that did not match their ability. In the new era, practice and experimenting with differential teaching will be the work that kindergarten teachers should pay attention to in physical education.

## **2. The Significance of Differential Teaching in Children's Physical Activities**

### **2.1 Avoid Sports Injuries**

Young children's physical fitness is low, and the awareness of self-protection is not strong, and they are prone to fall or get injured in sports and daily games<sup>[1]</sup>. In traditional physical education, the difference in activities is not paid enough attention. The kindergarten teachers will consider the overall physical ability of the children and design the sports activities in the class. However, there

will be obvious differences in the abilities of the children. Therefore, during the activities, some children will be affected by abilities, prone to sports injuries. With the use of differentiated teaching, kindergarten teachers can stratify the overall children's abilities. On the basis of stratification, they can design activities with different levels of difficulty and types to allow children to participate in activities that meet their abilities, so as to fully avoid children's injuries. So that it can participate in sports activities happily.

## **2.2 Develop Children's Personality**

In children's physical education, the development of children's sports interest and personality is a teaching goal that kindergarten teachers should pay attention to <sup>[2]</sup>. In the past, there will be a "one size fits all" situation in the design of sports activities in the past, which only meets the overall children's sports goals, interests or personalities, but there are inevitably differences in personalities and interests among children, and children's sports interests will be suppressed at this time. In the organization of differentiated teaching, kindergarten teachers can investigate children's sports interests in advance, so as to design various types of sports activities to ensure that the individual needs of all kinds of children are met as much as possible, so that they can develop different sports abilities and improve sports interest.

## **3. Strategies of Teaching Differences in Children's Physical Activities**

### **3.1 Differentiated Material Delivery**

First of all, the abundance of game materials is the basic factor for children to actively participate in sports activities, and it is also an important support for kindergarten teachers to create a high-quality activity atmosphere <sup>[3]</sup>. Starting from the difference between children, choosing different play materials for them will enable children to choose materials that are suitable for themselves during activities. Take the "carrying" activity as an example, during the activity, kindergarten teachers can encourage children to form groups to transport game materials within a fixed route in the form of cooperation and competition within the group. The game materials provided at this time can be beverage bottles of different weights, building blocks of different sizes, or sandbags. In children's activities, teachers should provide children with one opportunity to carry each child. At this time, the children will discuss "who will carry the heavy weight and who will carry the light", and reasonably determine the objects to be carried based on their personal ability to complete the activity smoothly.

Secondly, starting from the activity goal, providing materials with a single difficulty will be challenging for some children. However, when the children's abilities are relatively strong, when the children can meet the level and ability required by the game materials, they will lose interest in activity, and the purpose of the activity cannot be guaranteed <sup>[4]</sup>. For this reason, in the activities, kindergarten teachers cannot use a single standard to measure the development of each child. Instead, they should start from the differences of the children and ensure the multi-layered nature of the materials so that the development needs of the children can be met. Take the "fruit picking" game as an example, in the game, children need to use jumping and other actions to pick off the "fruits" hanging at a certain height. There are differences in the height and jumping ability of each child. When setting the height of the fruit hanging, kindergarten teachers should ensure certain differences and gradients, and encourage children to constantly challenge high places from low places to achieve continuous exercise of their physical ability. Secondly, such as the difference in the height of the hurdles, the size of the basket, etc., are also the gradient performance of the material placement, which can meet the real development needs of children.

### 3.2 Differentiated Activity Design

First of all, interest will affect the enthusiasm of children to participate in activities. Their interest in activities also indirectly affects the development of their abilities <sup>[5]</sup>. Kindergarten teachers should encourage children's interest to be mobilized through the fun design of game situations, so that they can actively participate in sports activities. Taking the game of “single-plank bridge” as an example, kindergarten teachers should lead children to cross the bridge in various ways to repeatedly exercise sports skills such as climbing, drilling and climbing. Changing the placement of the balance beam can make the activity more interesting, but It will also increase the difficulty of the activity, causing some children to put pressure on the activity. For this reason, kindergarten teachers should create game situations for children such as “treasure hunting” for this activity, and add various game materials representing treasures, so that a single bridge becomes a level for children in the treasure hunting and exploration. Only when children can pass the level can they get the treasure. In addition, kindergarten teachers can set different balance beams to different levels, and set up “traps” on and around the balance beam to encourage children to be attracted and boldly try activities.

Secondly, in sports activities, each child will show different ability levels. When designing the activity, kindergarten teachers should foresee the situation that the child may occur in the activity, and perform good targeted activities design based on the differences between the children. <sup>[6]</sup>. Taking the “military game” as an example, kindergarten teachers can ensure the flexibility of activities and encourage children to adapt to differences. In this activity, children need to become soldiers to complete various tasks. The kindergarten teachers will become their “resistance” in the task, and act as a movement obstacle for children's activities by spreading their arms. children must avoid the kindergarten teacher from the starting point and reach the end point. At this time, the reaction ability and physical stamina of the children are very obvious. The kindergarten teachers should prepare fore based on the combination of game situations, the combat channels for the stormtroopers are set reasonably, so that the “obstacles” can increase the speed of movement. At this time, children with limited abilities can complete the game through the guerrilla channel, and kindergarten teachers can also adjust the speed of obstacles appropriately, so that more children can complete the game and experience the fun of the game.

### 3.3 Differential Evaluation of Young Children

First of all, in sports activities, the positive evaluation given by kindergarten teachers is conducive to the full stimulation of children's potential, and allows children to mobilize the enthusiasm of participating in activities. When young children complete activities in an encouraged and healthy atmosphere, young children will develop sports spirits such as being brave to try and facing challenges, and promote their physical literacy to develop. Take the game of the balance bridge as an example, during the activity, children should combine the ladder and the tires, support the tires on both sides of the balance bridge, and then place the ladder on the tires steadily. Affected by the characteristics of tires, when children are going to pass a high ladder, the ladder will shake, and at this time, more children will pass by crawling. However, in order to stimulate their potential and enable children to achieve further improvement, kindergarten teachers should give children positive feedback and evaluation in time, so that children are more willing to try challenges.

Secondly, in the evaluation of activities, kindergarten teachers should do a good job of vertical comparison, so as to allow children to achieve self-confidence. In activities, kindergarten teachers should be good at discovering differences in children, and accept and respect their differences, so as to prevent children from being hit and make them actively participate in games. Taking rope skipping activities as an example, affected by differences in children, some children learn faster,

and can jump more and better, but some children have poor learning ability and it will take some time to master the rope skipping skills. Therefore, in the evaluation of activities, kindergarten teachers should avoid comparing young children with other young children. This method will hurt the children's self-esteem. Not only can it not guarantee the incentive effect, but it will make some children suffer. Therefore, kindergarten teachers should encourage children to make a vertical comparison with themselves, guide them to continuously discover personal progress, promote their self-confidence, and smoothly participate in sports activities, exercise their physical fitness and skills.

#### 4. Discussion

In kindergarten education, physical education is an important teaching activity that guides children to develop physical fitness and basic sports skills. It should be paid attention to by all kindergarten teachers, and the teaching reform should be done in time. In traditional education, the difference in physical education teaching is not obvious enough, not only cannot fully stimulate children's interest in sports, but also easily cause children to be injured. Therefore, in the new stage, kindergarten teachers must do a good job in differentiated physical activity teaching to ensure the abundant provision of teaching students in accordance with their aptitude and activity materials, design activities with reference to children's abilities, so that children at all levels can get exercise and growth in physical activities, and make physical education a teaching that guides the growth and development of all children.

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