

**Elementary
Physical Education
Curriculum
Kindergarten - Grade 5**

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INTRODUCTION

The Mission of Public Education is “To have each student develop the attributes needed to be a life-long learner, to achieve personal fulfillment and to contribute to a productive, just and democratic society.” Physical education plays a critical role in helping students achieve these goals. Schools with quality physical education programs report that students who feel more comfortable in controlling their bodies tend to exhibit more confidence, are willing to take risks in other areas of school life and have a more positive attitude towards school (Green, 1992). Fishburne (1983), reports that positive changes in self-discipline, a better self-concept, improved peer relations, increased enthusiasm, a sense of mental well-being and reduced aggression lead to overall improvements in the total of school climate, reduced violence and a drop in vandalism. It is also documented that physical activity can enhance emotional and social growth, academic achievement and intellectual development.

To attain healthy levels of physical activity and fitness for all students, to encourage the acquisition of motor skills, to develop knowledge and attitudes supportive of continuing active living habits throughout life and to develop specific objectives designed to meet the physical growth and developmental needs of all children and youth are goals of the Physical Education Curriculum. These purposes are best accomplished through meaningful learning experiences that balance knowing, doing and valuing. (Please refer to Glossary section for help with terminology and to pages 5-8 of this document.)

DEFINITION OF PHYSICAL EDUCATION

Quality physical education is a planned program of instruction and activity for all students throughout the entire year that develops skills and attitudes towards a healthy active lifestyle.



LEARNING ENVIRONMENT

- **ROUTINES/CLASSROOM MANAGEMENT**

It is important to feel comfortable working with students both in the gymnasium and in outdoor situations. Going into the gymnasium or taking a group of students outside for physical education can initially be a challenging experience. It is helpful to think of these areas as extensions of the classroom learning environment and to remember that many of the good management techniques developed and practiced in the classroom are appropriate for use during physical education classes. Teachers should experiment with different approaches to determine what works best for them in organizing, entering and exiting from the gymnasium, a warm-up, managing small and large groups, and distributing equipment. As with the classroom, once routines have been established it is important to be consistent.

The gymnasium can be a noisy work place with children expressing delight with their activities and accomplishments. However, the noise should be controlled and it is critical for teachers to establish a signal or voice command that requires all students to stop immediately and listen. A bell, drum, tambourine, a specific whistle, hand or voice signal can be used. Excessive use of whistles should be avoided and it is good practice to use only one whistle to establish that children stop and listen. Such routines should be established in the first few physical education classes. If at any time during a lesson, the teacher feels the noise level is too high, the signal can be given to stop. Pages two to five in the series *Ready-to-Use P.E. Activities* provide additional information on classroom management techniques and ways to establish signals and formations. For example, some teachers use squads as a management technique to organize groups and equipment.

When teams are required for a game or competition students should not decide whom they want on their teams. The teams should be determined by the teacher and might be organized using working groups that are used in the classroom, by standing beside a partner, numbering off, by squad formation, or in other creative ways. Such procedures avoid embarrassment for students who may not be selected readily by their peers.

Students can be asked to demonstrate and model certain techniques and skills for the class. It is important, however, that the teacher be the one responsible for initially explaining the rules of any game or activity. As in other areas of the curriculum, the cooperative learning technique of having students explain directions to their neighbour or the class is appropriate. Students can also be asked to demonstrate sequences and movements for the class. In certain activities it is appropriate for the teacher to move a student through the sequence as a demonstration. Demonstrations may be performed slowly to increase clarity but it is also important that the movement be shown at the regular speed.

Inappropriate behaviour should not be tolerated during physical education class. Students should be educated to be responsible for their own safety and the safety of others. It is important to remind students regularly of their responsibility to be in control of their own physical behaviour.



Establishing a safe environment is a priority in the physical education program at all levels. For additional information on safety related to physical education, refer to the provincial *Physical Education Safety Manual*. Some safety tips have also been included in the Notes and Suggestions for Teachers.

- **EQUIPMENT**

Before commencing a class, do a quick check to ensure that the area is safe and that nothing has been left on the floor or sticking out from the walls. Remove equipment that is not being used. For example, balls that are not in use should be removed rather than left on the floor in the work space.

It is valuable to have equipment ready prior to the physical education class. It may be possible to set up equipment at recess or noon, or to coordinate with teachers at your grade level who may require the same pieces of equipment. This is especially true if workstations are being used on a given day. Students should not be in the equipment room unless they are getting something for the teacher or returning materials.

Students should be instructed on the proper way to take out and put away equipment. For very young children, the moving of benches should be supervised. Equipment must be moved slowly and in a controlled manner. Respect and care for the equipment is the responsibility of all teachers and students. Students must be constantly reminded of their responsibility to be in control whilst using equipment. They also need to be reminded to handle equipment carefully so that it will last. For example, smashing a beanbag on the floor will eventually result in tearing the bag, or bending a hula hoop will cause it to lose its shape.

An inspection of all physical education equipment should be undertaken regularly. If there are a number of staff members and classes who use the equipment room it can be extremely helpful to label shelves and other storage spaces so that equipment can be stored safely and appropriately. For safety reasons students should be supervised in these storage areas.

- **CLOTHING/HYGIENE**

Students should be required to wear proper clothing for physical education class with sneakers, shorts/sweat pants and a t-shirt or jogging suit. Clothing should be non-restricting. Students need to understand the health reasons for changing clothes after being engaged in physical activity (i.e., the body temperature increases with physical activity and it is important for temperature to return to normal.) It is not healthy to go outside in the cold while perspiring and wearing sweaty clothing. At the upper elementary grades perspiration and the use of deodorant can be discussed. Sneakers should be compulsory. Sock feet can create many safety hazards. Jewellery should not be worn during physical education classes for safety reasons.

It is a good idea to have an incentive program for those students who are prepared with their gym clothes and change quickly. One reward could be to include a controlled free time at the beginning of the class for those who are prepared. Students who do not have the proper clothing



would not be involved. Once the lesson is started it is important for all students to be included, unless their clothing presents a safety hazard.

It is important for the teacher to be a role model and dress appropriately for physical education classes as well. Some teachers may find it convenient to change at morning recess or at noon break. If it is not possible to change into a sweat suit, sneakers should be worn.



PLANNING AND ORGANIZATION

It is important to establish an appropriate entry activity so that upon entry to the work area children know what is required. This can be established before leaving the classroom. If a warm up is to be incorporated into the entry activity the teacher will need to initially lead the activity and then gradually withdraw from the process so that students take the responsibility for their own warm up. Students can also be given a leadership role in this area but they should be well prepared and know their role in advance.

The skill development component of the lesson takes place after the entry activity. Following this component, a game that utilizes the new skill(s) can be played if the skills have been developed to the point where they can be used. If the new skills are not at the point where they can be adapted, that is used in a game, another game or dance might be used to culminate the lesson. Before returning to the classroom it is useful to have a quiet cool down period to settle the students. A short period of stretching activities is one suggestion. This not only helps the children to settle down but also helps to work on flexibility. (Appendix C shows a suggested lesson plan format and some sample lessons.)

Maximizing time on task for each student should be of paramount importance when planning learning activities. Setting work stations around the gymnasium is a useful strategy that facilitates the practice of skills. At such stations children have the opportunity to practice particular skills for short periods of time. Such an organization maximizes time on task and helps where equipment is in short supply. Avoid, whenever possible, situations which require students to wait in lines or sit out for extended periods. Also avoid using elimination games. The children who are eliminated quickly are normally the children who need the most practice. For example, if playing a game like *Simon Says* to teach body awareness the children could count their mistakes and continue playing rather than be eliminated. An alternative might be to have more than one game being played and after a mistake the children move and continue playing in a different area.

Lessons in the *Basic Physical Education Kits* and the series *Ready-to-Use P. E. Activities* described in the outcome section use this model (warm up, skill development, cool down). At the beginning of each book from the *Ready-to-Use P. E. Activities* series, there is information on lesson preparation and developing yearly, weekly and daily plans. Sample reproducible lesson plan charts and class record sheets are also provided. Teachers will need to adapt these ideas to address provincial curriculum outcomes and student needs and interests. For additional information on planning see Appendix B.

Every effort must be made to ensure safety and to be aware of the school's plan for emergency situations.

The minimum time recommended for physical education per week is **100 minutes**. The 150 minutes which is supported by the Canadian Medical Association, CAHPERD (Canadian Association for Health, Physical Education, Recreation and Dance) is seen as a target to work towards. However, the realities of competing curricular areas lead to the suggested minimum of 100 minutes.



GENERAL CURRICULUM OUTCOMES – PHYSICAL EDUCATION KINDERGARTEN – GRADE TWELVE

The general curriculum outcomes described below identify the skills, knowledge and attitudes expected of students upon completion of their studies in physical education. Although the outcome statements are organized under the headings of doing, knowing and valuing, it is important to recognize that these areas are interrelated and will frequently be developed interdependently.

DOING

Students will be expected to

- demonstrate efficient and effective movement skills and concepts
- demonstrate a functional level of activity specific motor skills
- demonstrate efficient and effective body mechanics
- demonstrate an ability to cooperate with others

KNOWING

Students will be expected to

- understand the principles and concepts that support active living
- understand how to maintain a personal level of functional physical fitness
- understand the importance of safety rules and procedures

VALUING

Students will be expected to

- develop positive personal and social behaviours and interpersonal relationships
- develop a positive attitude toward active living in the pursuit of lifelong health and well-being

Outcomes may need to be modified for children with anatomical, physiological, or psychological challenges. (see “Moving To Inclusion”, 1994)



DOING

The elements of DOING include the skills, concepts and body mechanics necessary for participation in activities from all movement categories. Over time, learners develop efficient and effective movement skills and an understanding of movement concepts and body mechanics that are necessary to develop activity-specific motor skills in all movement categories. Movement provides a unique medium in which learners apply their critical thinking processes in active and creative ways.

Demonstrate efficient and effective movement skills and concepts

Locomotor Skills: walk, run, hop, jump, leap, skip, climb, gallop, roll, slide, stop

Non-locomotor Skills: bend, curl, hold, lift, lower, pull, push, stand, stretch, swing, twist, turn, fall, stop

Motor Abilities: agility, balance, coordination, power, reaction time, speed

Manipulative Skills: bounce, carry, catch, dribble, roll, send, strike, throw, trap, kick

Body Awareness: body shapes, parts of the body, support and transfer of weight

Qualities: speed, force, time, flow

Relationships: to people, to objects

Space Awareness: personal, general, directional, pathways, levels, planes

Demonstrate a functional level of activity specific motor skills

Motor Skills: a combination of movement skills and movement concepts applied to specific activities selected from all movement categories

Demonstrate efficient and effective body mechanics

Body Mechanics: the proper body position for performing all physical activities in an efficient and safe manner. For example, in coming to an abrupt halt the feet should be apart, one foot in front of the other, knees and hips bent, arms out for balance, weight forward and head up. While walking, for example, the head should be up, looking straight ahead, relaxed, and shoulders not slouched.

Demonstrate an ability to cooperate with others

Work with others: to achieve common team goals.

Help others with learning: by respecting their space and abilities and by coaching them when appropriate

Provide good service to others: for example, providing a good throw to allow a partner to practice catching



KNOWING

Active living is a way of life that values physical activity and its integration into daily routines and leisure pursuits. Physical education provides opportunities for learners to participate in physical activities promoting well-being and personal functional physical fitness. Through active living, learners have opportunities to self evaluate, make appropriate choices and set personal goals that enhance the quality of their lives.

Understand the principles and concepts that support active living

Active Healthy Lifestyle: enjoyment, individual activity selection, healthy behaviour, frequent involvement, daily routines, leisure pursuits, lifelong physical activities

Well-being: nutrition, rest/relaxation, regular physical activity, stress management, functional fitness

Knowledge of Physical Activities: terminology, etiquette, rules, strategies

Body Systems and Functions: body parts, skeletal/muscular, circulatory, digestive, respiratory, nervous

Factors Affecting Performance: age, gender, drugs, culture, role models, environment, special needs

Understand how to maintain a personal level of functional physical fitness

Physical Fitness: body composition, aerobic endurance, flexibility, muscular endurance, muscular strength

Understand the importance of safety rules and procedures

Safety: of self and others; rules are necessary for enjoyment and for creating a safe environment in the gymnasium and other facilities

Skills can be used in support of safety: for example, moving under control, being able to stop quickly, etc.



VALUING

Positive personal and social behaviours and interpersonal relationships are developed through active involvement in a variety of physical activities from all movement categories. Learners develop respect for self and others as they learn and practise the skills of communication and cooperation. Learners also acquire leadership skills.

Develop positive personal and social behaviours and interpersonal relationships

Fairplay: appropriate competitive behaviour, respect for property, rules, and authority; acceptance and appreciation of the abilities of others

Positive Self-Image: self-confidence, self-appreciation, pride in accomplishments

Cooperative Learning Skills: positive interdependence, collaborative skills, individual accountability

Nurturing Behaviours: support, empathy, praise

Leadership Skills: plan, organize, implement, motivate, communicate, volunteer

Develop a positive attitude toward active living in pursuit of lifelong health and well being

Physical activity as an enjoyable experience: joy of movement, skill competence, self confidence, aesthetic appreciation, self-expression, accepting challenges

Physical Fitness is a personal responsibility



LEARNING OUTCOMES

K-1

- Students will be expected to
- demonstrate efficient and effective movement skills and concepts
 - demonstrate a functional level of activity specific motor skills
 - demonstrate efficient and effective body mechanics
 - demonstrate an ability to cooperate with others

Specific Learning Outcomes	Suggestions for Teaching/Learning
<p><i>Students will be expected to</i></p> <p>1. demonstrate space and body awareness</p>	<p>Help students identify personal space through movement activities. For example, ask students to find a place on the floor to sit where you cannot touch anyone or anything, lie down, stretch out on this spot and reach out in all directions. This is your personal space in a stationary position. Slowly come to your feet and walk about the room maintaining that personal space. Contacting anyone or anything means you have lost your personal space.</p> <p>Identify relevant body parts and the full range of movements each part has in space. The game <i>Simon Says</i> is valuable.</p>
<p>2) a) move through general space in a safe and controlled manner b) be able to stop quickly with good balance</p>	<p>Examples of locomotor moves:</p> <ul style="list-style-type: none"> – walking, jogging, slow running, moderate running – vary the speed while moving at a crawl, walking with baby steps or tip toe – jump stop, lowering centre of gravity
<p>3. move through personal and general space, changing direction and maintaining control</p>	<p>Organize movement tasks involving: forward, backward, sideways, diagonal, zigzag, circle, up and down marching sequences.</p>
<p>4. perform locomotor and non-locomotor skills individually, with a partner, and while manipulating objects</p>	<p>Examples:</p> <ul style="list-style-type: none"> – bean bag activities (toss) – rope activities – Nerf® ball activities (toss, kick) – balance activities – jumping – hopping



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Teacher Notes and Suggestions for Assessment	Teacher Resources
<p>1. Students need to be reminded to keep their heads up and to avoid others by adjusting speed and direction. They should always be watching for other students and objects. This space awareness concept needs to be reinforced continuously.</p>	<p><i>Ready-to-Use P. E. Activities for Grades K-2</i>, pp. 46-47, MA-1, MA-2; pp. 61-62, MA-19, MA-20</p> <p><i>Basic Physical Education Kit Gr. 1-3 Section A</i></p>
<p>2. Increase speed only when students demonstrate control. Emphasize heads-up, looking for empty spaces in which to move, adjusting direction when necessary and stopping with control to a specific signal.</p>	<p><i>Ready-to-Use P. E. Activities for Grades K-2</i>, pp. 46, MA-1; p. 51, MA-7, MA-8</p>
<p>3. Variety can be offered by using different locomotor moves and speed.</p>	<p><i>Ready-to-Use P. E. Activities for Grades K-2</i>, p. 50, MA-5</p>
<p>4. Visual-tactile co-ordination demands practice and repetition.</p> <p>Revisit skills frequently.</p>	<p><i>Ready-to-Use P. E. Activities for Grades K-2</i>, p. 149, Game Skills</p> <p><i>Basic Physical Education Kit Gr. 1-3, Section B (Beginning Skills)</i></p>



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Specific Learning Outcomes	Suggestions for Teaching/Learning
<p><i>Students will be expected to</i></p> <p>5. perform locomotor and non-locomotor skills with a change in speed</p>	<p>Refer to activities for Outcome #4 above.</p> <p>Folk dances (parts of dance performed at various speeds)</p> <p>Allow more space when using equipment.</p> <p>Have students use a rope to design a geometrical pattern on the floor and experiment by jumping over, around, and in and out of the pattern made. They can wiggle the rope like a snake and jump over it.</p>
<p>6. a) plan and perform simple movement tasks and sequences b) describe movement by using simple terminology</p>	<p>Involve students in movement tasks presented in a problem-solving approach. For example, ask students to choose one way to travel, to balance on two body parts before travelling and to finish by balancing on three body parts. Children could balance on one hand and one foot, hold for three seconds, then introduce a move such as a crawl and then balance on the knee, head and hand.</p>
<p>7. a) respond to a variety of stimuli, creating a movement sequence b) create simple movement sequences</p>	<p>This can be done through:</p> <ul style="list-style-type: none"> - use of musical sounds, rhythms and action words - task directed activities - problem solving - story telling <p>Example for music—Move the way the music makes you feel. Develop a pattern using students’ responses to the music (e.g., jumping sequence of four times on the spot, then three jumps forward, four jumps in a circle, and finally three jumps backward). A hand drum is a good device for setting the beat.</p>



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Teacher Notes and Suggestions for Assessment	Teacher Resources
<p>5. Skipping at this level can be jumping over a stationary rope. Locomotor skipping at ages 5-6 can be very difficult. Students may gallop or hop and should be encouraged to do so. Rope skipping demands a high level of coordination and timing. Rope activities can be approached in a variety of ways.</p> <p>Discuss the importance of co-operation with the children. e.g., avoiding collisions.</p> <p>Discuss the importance of co-operation with the children. e.g., avoiding collisions</p>	<p><i>Ready-to-Use P. E. Activities for Grades K-2</i> – p. 209, GS-68</p>
<p>6. At this time students should be demonstrating a variety of balance positions and travelling at varying speeds.</p>	<p><i>Ready-to-Use P. E. Activities for Grades K-2</i>, p. 130, PG-30</p> <p><i>Basic Physical Education Kit Gr. 1-3</i>, Section D (Creative Movement)</p>
<p>7. Encourage demonstrations by individual students or large groups.</p> <p>This learning outcome reflects the beginning stages of sequence development which will later result in gymnastic and creative dance performances.</p>	<p><i>Ready-to-Use P. E. Activities for Grades K-2</i>, p. 72-75, MA-31 to MA-35</p> <p><i>Basic Physical Education Kit Grades 1-3</i>, Section D (Creative Movement)</p>



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Specific Learning Outcomes	Suggestions for Teaching/Learning
<p><i>Students will be expected to</i></p> <p>7. a) respond to a variety of stimuli, creating a movement sequence b) create simple movement sequences (This outcome is continued from page 12)</p>	<p>Example for task directed–Move as if you are very, very tired and are climbing the stairs. Now move as if you are climbing into a comfortable bed. Put these two moves into a sequence – eight counts to climb the stairs and four counts to snuggle into bed. Repeat the sequence until the performance is specific to eight and four counts.</p> <p>Example for a word activity–When you hear the words first snowfall, what do you feel? What do you like to do in the snow? When there is something you want to do and your parents say, "No", how do you feel and act? Assist the students in putting these two contrasting responses into a sequence–For example, 8 counts to be excited and 8 counts to act disappointed. Repeat so the transition from one to the other is smooth</p>
<p>8. make a variety of shapes, transfer weight and balance on various body parts</p>	<p>Have students practice keeping weight on different body parts for at least three seconds. Explore as many different balances as possible.</p>
<p>9. combine travelling, jumping, landing and rolling with control</p>	<p>Use gymnastic floor and bench activities. For example, have students choose a way to travel on both feet. When students get to an object on the floor (beanbag, rope, indicated line), ask them to jump over it in any way they like and then sink slowly to the floor and roll with their body stretched out or curled up. Ask students to repeat these same three moves a number of times to improve the quality and smoothness of the movement. Students can be asked to demonstrate these rolls. The teacher can lead the child through the steps involved.</p> <p>An example using the bench: have students select one way to move across the bench (slide, crawl, walk). When they reach the other end, ask them to jump off landing on toes and bending knees. Then ask them to lie on the floor and roll. Ask students to practise their sequences.</p>
<p>10. mount, travel and dismount using a variety of apparatus</p>	<p>Gymnastics: controlled and experimental activities.</p> <p>Use apparatus at lowest levels (i.e., top of box horse, benches, mini beam, piled mats).</p>



<p>Students will be expected to</p> <ul style="list-style-type: none"> - demonstrate efficient and effective movement skills and concepts - demonstrate a functional level of activity specific motor skills - demonstrate efficient and effective body mechanics - demonstrate an ability to cooperate with others 	
Teacher Notes and Suggestions for Assessment	Teacher Resources
<p>8. A balance should be held for a minimum of three seconds. Emphasize staying perfectly still as in a photograph.</p>	<p><i>Ready-to-Use P. E. Activities K-2</i>, pp. 108-112, PG-4 to PG-10; pp. 64-66, MA-23 to MA-25</p>
<p>9. Students should be taught different rolls i.e., log roll; tucked; side roll; forward roll.</p> <p>Teach safe landing techniques:</p> <ul style="list-style-type: none"> - keep head up - land on front half of feet - absorb impact by bending at knees and hips - feet should be hip width apart - if necessary, hands may touch down to help absorb impact <p>Develop a sequence that involves travelling, jumping, landing and rolling.</p> <p>Emphasize the importance of control and the smooth linking of movement</p>	<p><i>Ready-to-Use P. E. Activities K-2</i>, pp. 115-130, PG-14 to PG-30; pp. 134-138, PG-35 to PG-40</p> <p>Log roll and tucked, side roll activity p. 116, PG-15; forward roll activities pp. 119-122, PG-18 to PG-21; backward roll activities pp. 123 – 125, PG-22 to PG-24</p> <p><i>Basic Physical Education Kit, Grades 1-3, Section C</i></p>
<p>10. Refer to section on Learning Environment (pg 1 & 2) for advice on new demonstrations and modelling of activities.</p>	<p><i>Ready-to-Use P. E. Activities K-2</i>, pp. 139-147, PG-41 to PG-49</p>



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Specific Learning Outcomes	Suggestions for Teaching/Learning
<p><i>Students will be expected to</i></p> <p>11. demonstrate ways to carry an object with control</p>	<p>Involve students in movement patterns that demand carrying an object, such as, Nerf® ball, ropes, bean bags, etc.</p>
<p>12. demonstrate ways to send an object using a variety of body parts and objects</p>	<p>For example:</p> <ul style="list-style-type: none"> – Kicking and bouncing. – Throwing overhand and underhand. – Sending an object while sitting, kneeling, standing, and supporting weight on a number of body parts.
<p>13. demonstrate ways of receiving objects, individually and with a partner</p>	<p>For example, using feet, hands and other body parts</p> <p>Allow for bouncing prior to receiving. Use scoop activities.</p>
<p>14. create and play simple games, including co-operative activities, parachute play and games emphasizing co-operation</p>	<p>Provide small equipment such as beanbags or Nerf® balls. Ask students to create games individually or with a partner. For example, with a partner and a beanbag, design a game that involves exchanging the beanbag in as many different ways as possible.</p>



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<p>11. After creating a movement pattern, introduce an object that needs to travel with the students through their pattern. Students may have to adjust their pattern to accommodate the object.</p> <p>Ask students to carry an object in different ways. (e.g., under the arm, between the knees).</p>	<p><i>Ready-to-Use P.E. Activities K-2</i>, pg. 158, pg176</p>
<p>12. Have students use a variety of body parts (e.g., hands, feet, knees, arms) to send the object. Allow lots of time for experimentation.</p> <p>Always emphasize safety. Prior to having students work with a partner, review the rules of throwing and receiving.</p>	<p><i>Ready-to-Use P. E. Activities K-2</i>, pg. 176-208, Activities 27-67</p> <p>Basic Physical Education Kit Grades 1-3, Section B</p>
<p>13. Emphasize concentration and co-operation. Remind students to control their speed</p>	<p><i>Ready-to-Use P. E. Activities K-2</i>, pp. 176-208, GS-27 to GS-67</p> <p><i>Basic Physical Education Kit</i> Grades 1-3, Section B</p>
<p>14. The teacher can provide as much variety in equipment as he or she feels comfortable. (e. g., Nerf® balls, clubs, hoops, ropes, small mats, and scarves).</p> <p>Parachute play emphasizes cooperation, similar to co-operative game.</p> <p>At this point, students have experienced a variety of simple games and should feel comfortable in creating their own games.</p>	<p>The Second Co-operative Sports and Games Book</p> <p>Elementary Physical Education –Parachute (842 260 CG)</p> <p><i>Ready-to-Use P. E. Activities K-2</i>, pp. 84-89, RD-10 to RD-17; pp. 225-232, GS-84 to GS-91; pp. 249-270, SG-1 to SG-36</p>



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Specific Learning Outcomes	Suggestions for Teaching/Learning
<p><i>Students will be expected to</i></p> <p>15. cooperatively link movement and rhythmical patterns for the purpose of performing a dance</p>	<p>Basic folk and square dances.</p>
<p>16. move safely in a variety of environments</p>	<p>Utilize the classroom, gymnasium or multi-purpose room and outdoors.</p>



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 - demonstrate an ability to cooperate with others

Teacher Notes and Suggestions for Assessment	Teacher Resources
<p>15. A useful sequence is to teach individual steps initially and then link steps together into the formal dance format. Appendix C has a sample dance lesson.</p>	<p><i>Ready-to-Use P. E. Activities K-2</i>, pp. 79, 83, 96, 98.</p> <p>Dance Video # 702127, Media Catalogue, NB Department of Education, Instructional Resources Branch</p> <p>Multicultural Folk Dance Treasure Chest</p>
<p>16. Progress toward this outcome will occur cumulatively as a variety of experiences are provided. Students need opportunities to work outdoors, in the gymnasium, multi-purpose room, or a skating rink or in a pool if possible.</p>	



Students will be expected to

- understand the principles and concepts that support active living
- understand how to maintain a personal level of functional physical fitness
- understand the importance of safety rules and procedures

Specific Learning Outcomes	Suggestions for Teaching/Learning
<p><i>Students will be expected to</i></p> <p>1. demonstrate an understanding of the importance of activity in the development of personal fitness</p>	<p>Involve students in tag games or other strenuous movement to show how the body responds during vigorous physical activity (e.g., sweating, breathing loudly and the face turning red).</p>
<p>2. a) identify relevant parts of the human body b) explain why a wide base improves stability c) explain that less space is needed when seated</p>	<p>Ask students to balance on specific body parts, hold specific parts in the air and travel on a specific part or parts. Involve students in activities that help them identify personal space and general shared space.</p>
<p>3. describe changes that take place in the body during activity</p>	<p>This outcome is experienced during activities for the previous outcomes. Emphasize the importance of warming up and cooling down as opposed to just starting and stopping activities suddenly.</p>
<p>4. describe the importance of physical activity in developing personal well being</p>	<p>This could be integrated as a health lesson discussing the effects of physical activity on:</p> <ul style="list-style-type: none"> - breathing - muscle strength - digestion - sleep habits - developing friendships and personal happiness
<p>5. a) describe the benefits of keeping his or her eyes on the object when receiving it b) watch the target when passing and make sure your partner is ready c) explain why catching is more difficult while moving</p>	<p>Refer to activities for Doing Outcomes 12 and 13 (K-1).</p>



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Teacher Notes and Suggestions for Assessment	Teacher Resources
<p>1. When students begin to show signs of fatigue they will be willing to slow down, walk or even sit briefly, therefore allowing an opportunity to facilitate a discussion on many of the knowing outcomes. A guideline to consider when planning physical activities is approximately one minute of continuous aerobic activity per year of age. For example, for a five-year old, five minutes.</p>	<p><i>Canadian Active Living Challenge Programme 1, Section on Health p. 3 (#020160 TK in NB Dept. of Education, Catalogue of Instructional Resources)</i></p>
<p>2. Discuss what other body parts do to assist balancing on a specific part. Which balances are easiest to hold, and why?</p>	<p><i>Ready-to-Use Physical Education Activities K-2, pp. 19-20, IA-28 to IA-31; pp. 61-62, MA-19 to MA-21</i></p> <p><i>Canadian Active Living Challenge Programme 1, Section on Health p. 3</i></p>
<p>3. It is important for students to learn to explain the changes that occur in their bodies during activity and how these changes make them feel. This is an outcome which may readily be integrated with the health curriculum.</p>	
<p>4. Refer to notes for Knowing Outcome 1 (K-1)..</p>	
<p>5. Students need to be able to communicate important tips for receiving and passing objects.</p>	



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Specific Learning Outcomes	Suggestions for Teaching/Learning
<p><i>Students will be expected to</i></p> <p>6. describe how to land properly when jumping and understand why it is important for safety</p>	<p>See Learning Outcome 10: Doing (K-1).</p>
<p>7. explain why practice is necessary to improve skills</p>	<p>Using stations with activities that demand a certain number of repetitions before moving on are good to help students achieve this outcome.</p>
<p>8. explain the importance of following rules during all physical activities</p>	<p>Discuss safety issues.</p>
<p>9. explain the principle of absorbing force</p>	<p>Explain this concept in stopping, starting, receiving, jumping, rolling, etc.</p> <p>In catching for example, meet an object and withdraw cushioning it into the hands.</p>
<p>10. explain how to lift safely</p>	<p>Students need to be shown and understand correct techniques for lifting equipment. Teamwork may be required for larger, heavier objects.</p> <p>Students have to understand that some objects may be too heavy for them to lift.</p>



- Students will be expected to
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 - understand how to maintain a personal level of functional physical fitness
 - understand the importance of safety rules and procedures

Teacher Notes and Suggestions for Assessment	Teacher Resources
<p>6. How to land properly:</p> <ul style="list-style-type: none"> - keep head up - land on front half of feet (balls of the feet) - absorb impact by bending at knees and hips - hands and arms should be used for balance - feet should be hip width apart - if necessary hands may touch down to help absorb impact 	
<p>7. Using stations may give the teacher the opportunity to observe, assess and provide feedback.</p>	
<p>8. Teachers should establish sound classroom management strategies. See section on Learning Environment. It is imperative to establish a routine emphasizing safety during physical instruction.</p>	<p><i>Ready-to-Use Physical Education Activities K-2</i>, pp. 2-4, IA-1 to IA-3</p> <p>Section on Learning Environment</p>
<p>9. In landing it is important to stress bending at ankles and knees and to sink into landing to absorb force.</p>	
<p>10. Keeping backs straight and in-line, using leg muscles etc.</p>	



Students will be expected to

- develop positive personal and social behaviours and interpersonal relationships
- develop a positive attitude toward active living in the pursuit of lifelong health and well-being

Specific Learning Outcomes	Suggestions for Teaching/Learning
<p><i>Students will be expected to</i></p> <p>1. show a willingness to listen to directions and simple explanations</p>	<p>Activities such as: <i>Simon Says, Follow-the-Leader</i>, relays, and problem solving situations related to a teacher-directed task help students to achieve this outcome. Other activities: “Touch with your hand” three items in the gym/playground. Repeat a clapping pattern.</p>
<p>2. employ safe behaviours in responding to simple movement tasks</p>	<p>Safety must be a priority in activities emphasizing variation in speed, direction and height. Safe handling of balls, bats and other equipment needs to be taught and respected.</p> <p>Explain executive commands and their purpose e.g., “Stop means Stop”.</p>
<p>3. stay on task when participating in physical activity</p>	<p>Repeat all activities frequently as repetition is important to establish skill sequences.</p>
<p>4. share space and equipment with others</p>	<p>This can be done through:</p> <ul style="list-style-type: none"> - taking turns during activities (e.g., skipping) - scatter formations – personal space, space awareness activities - games that identify specific territories or zones (e. g., four square, relays)
<p>5. begin to assume responsibility for roles</p>	<p>For example, teacher helpers can be used to distribute and collect equipment and to lead student demonstrations.</p>
<p>6. begin to accept abilities of self and others</p>	<p>Develop activities which involve students helping one another, such as assisting with a balance position, peer demonstrations and teaching, and peer explanations.</p>
<p>7. demonstrate self-confidence in exploring new activities and environments</p>	<p>Present students with tasks that they can solve though a creative and experimental approach. For example, travel in any way you wish between two spots you have selected. When you get to the second spot, balance on two body parts, then return to your original spot using a different method of traveling.</p>



Students will be expected to:

- develop positive personal and social behaviours and interpersonal relationships
- develop a positive attitude toward active living in the pursuit of lifelong health and well-being

Teacher Notes and Suggestions for Assessment	Teacher Resources
<p>1. Limit the number of instructions and signals. Be specific. Modify the activities to ensure students are active and not eliminated.</p>	<p><i>Ready-to-Use P.E. Activities for Grades K-2</i>, p. 5, IA-4</p>
<p>2. Identify certain areas or objects to avoid. Emphasize the importance of looking before proceeding with activity.</p> <p>Always remember to check equipment for safety (i.e. mat positioning, equipment stability, personal and general space).</p>	
<p>3. Increase the number of repetitions of a particular skill in a progressive manner.</p> <p>Do not continue an activity when students begin to deviate from given instructions. This generally indicates time to change the activity, the pace, or to review the directions.</p>	
<p>4. This is an ongoing learning process through all ages.</p>	<p><i>Ready-to-Use P.E. Activities for Grades K-2</i>, pp. 46-47, MA-1, MA-2</p>
<p>5. All students should have frequent opportunities to perform leadership roles.</p>	
<p>6. Encourage students to demonstrate for their peers skills that they have practiced, and to ask for assistance if it is required.</p>	
<p>7. Always encourage self-confidence and positive self-esteem. Voluntary demonstrations by students provide valuable opportunities for teachers to praise and provide positive feedback.</p>	



Students will be expected to

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Specific Learning Outcomes	Suggestions for Teaching/Learning
<p><i>Students will be expected to</i></p> <p>8. show interest and enjoyment in physical activity</p>	<p>This can be integrated with language arts, health and art. What physical activities do you enjoy and why? Students could keep a logbook recording what they do each day to be physically active. This could include both pictures and writing.</p>



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Teacher Notes and Suggestions for Assessment

Teacher Resources

8. Teachers may seek cross-curricular, school-wide and other activities to promote fitness. Sneaker Day and physical education “homework” are examples.



LEARNING OUTCOMES

GRADES 2 – 3

- Students will be expected to
- demonstrate efficient and effective movement skills and concepts
 - demonstrate a functional level of activity specific motor skills
 - demonstrate efficient and effective body mechanics
 - demonstrate an ability to cooperate with others

Specific Learning Outcomes	Suggestions for Teaching/Learning
<p><i>Students will be expected to</i></p> <p>1. select and perform locomotor and non locomotor skills (with and without objects) in simple sequences, individually, and with a partner</p>	<p>Involve students in both individual and partner activity. For example, a student may choose the locomotor skill of walking while bouncing a ball. The walking and bouncing would follow a certain floor pattern.</p>
<p>2. solve movement tasks using given criteria</p>	<p>Have students move from one side of the room to the other, demonstrating two different locomotor moves. A locomotor move is any move that gets you from one place to another (e.g., walking, crawling, rolling, sliding).</p>
<p>3. invent and describe movement sequences</p>	<p>These can be task-oriented activities that are given by the teacher or students. Students can invent new ways of travelling and balancing. They can then be asked to describe and share their sequence.</p>
<p>4. interpret and respond to a variety of stimuli in creating a movement sequence</p>	<p>This outcome can be achieved through:</p> <ul style="list-style-type: none"> - <i>themes</i> (For example, a sequence that emphasizes levels -positions that are high, medium, or low; a floor pattern; changes in speed; or contrasting shapes) - <i>poetry</i> (For example; read a poem and have children act out the feelings they experience from the poem.) - <i>stories</i> (For example; tell students a story and ask them to physically perform the actions they hear.) - <i>music</i> (For example; listen to the music and move the way it makes you feel.) - <i>action words</i> (For example; drop, rise, fast, slow, etc.) - <i>art</i> (For example, display a picture and ask students to move according to how it makes them feel.)



Students will be expected to

- demonstrate efficient and effective movement skills and concepts
- demonstrate a functional level of activity specific motor skills
- demonstrate efficient and effective body mechanics
- demonstrate an ability to cooperate with others

Teacher Notes and Suggestions for Assessment	Teacher Resources
<p>1. Students need to be reminded to maintain control of their movements, perform skills to the best of their ability, and try to include variety.</p>	<p><i>Ready to Use P.E. Activities for Grades 3-4</i>, pp. 63-66, MA-3 to MA-10</p>
<p>2. Movement tasks should be general and not involve equipment. The number of criteria involved in the task can increase with student ability.</p>	<p><i>Ready to Use P.E. Activities for Grades 3-4</i>, p. 72, MA-18; pp 135-138, PG-16 to PG-21</p> <p><i>Basic Physical Education Kit 1-3</i>, Section D</p>
<p>3. Beginning tasks should be limited to one or two locomotor and non-locomotor skills and increase with the confidence of the students.</p>	<p><i>Ready to Use P.E. Activities for Grades 3-4</i>, p.72, MA-18</p> <p><i>Basic Physical Education Kit 1-3</i>, Section D</p> <p><i>Basic Physical Education Kit 4-6</i>, Gymnastics section</p>
<p>4. Interpretation of the response to the stimuli needs to be emphasized.</p> <p>Students will need the entire lesson (30 min.) to develop a sequence to a single stimulus. The single stimulus chosen should contain a variety of emotional reactions.</p> <p>Frequent demonstrations by students are important.</p>	<p>Select favourite poems, stories, and music.</p> <p><i>Ready to Use P.E. Activities for Grades 3-4</i>, p. 63, MA-4; p. 65, MA-8; p. 75, MA-22; pg. 77, MA-25</p>



Students will be expected to

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- demonstrate efficient and effective body mechanics
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Specific Learning Outcomes	Suggestions for Teaching/Learning
<p><i>Students will be expected to</i></p> <p>5. plan and perform movement sequences with different rhythm patterns using locomotor and non-locomotor movements. Note: See Glossary for definitions of the terms locomotor and non-locomotor</p>	<p>Practice different rhythms with the support of clapping, stomping, using a drum etc. Identify locomotor and non-locomotor moves suitable to the rhythm. Using this information, students are to develop a two-part movement sequence of their own. For example, ask students to choose two different rhythms that they like and use these to make new ones. Students are to find moves that go with these rhythms and demonstrate them. They may travel, stay in one spot or do a combination of both.</p>
<p>6. perform basic dance steps</p>	<p>Walk, skip, gallop, side step, hop, step hop, bow and curtsy, swing your partner, both clockwise and counter clockwise.</p>
<p>7. develop individual and partner sequences involving small apparatus, while respecting safety</p>	<p>These are task-directed gymnastic type activities using gym mats, benches, the top of a box horse and mini beams. For example, ask students to find a safe way to get on the apparatus, balance on it for 3 seconds, travel along it or around it, dismount safely, and perform a finishing balance (e.g., storkstand).</p>
<p>8. demonstrate ways to retain and move an object with control</p>	<p>Bean bags, Nerf® balls, hoola hoops, small footballs and small balls can be used. They should be held in a controlled manner.</p>
<p>9. demonstrate ways to send and receive a variety of objects with and without equipment such as a racquet, baseball bat or hockey stick</p>	<p>Use beanbags, balls of various sizes, frisbees, paddles and scoops to catch, throw, kick and hit. Beware of inappropriate combinations e.g., bean bags with badminton racquets.</p>



10. use acquired motor skills in simple, low organized games

For example: tag games, or any game using small equipment such as: beanbags, balls, frisbees, flags, mats.



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Teacher Notes and Suggestions for Assessment	Teacher Resources
<p>5. Increase the number of changes in rhythm as students become capable. Equipment can be added for variety as students become more competent.</p>	<p><i>Ready to Use P.E. Activities for Grades 3-4</i>, pp. 93-100, RD-1 to RD-11</p> <p>See Appendix A Glossary for definition of locomotor and non-locomotor.</p>
<p>6. Students can create their own sequence of steps and form it into a dance.</p>	<p>Appendix C: Sample Progressive Dance Lessons <i>Ready-to-Use P.E. Activities for Grades 3-4</i> – pp. 103-116, RD-16 to RD-40</p>
<p>7. Allow for experimentation and creativity. Tasks should be general and simple. Safety factors must be clear. Teachers should provide examples of acceptable practices to establish principles of safety.</p>	
<p>8. Students should be involved in exploring ways of keeping balls and objects from moving and falling.</p>	<p><i>Ready-to-Use P. E. Activities for Grades 3-4</i> , select from activities listed on p. 167</p> <p><i>Basic Physical Education Kit 1-3</i></p>
<p>9. Start these activities individually and progress to partner and group activities when students are ready.</p>	<p><i>Ready-to-Use P. E. Activities for Grades 3-4</i>, select from activities listed on p. 167</p>



10. Keep games simple e.g. lead up games to various team sports where rules are simple and few.

Ready-to-Use P. E. Activities for Grades 3-4, select from activities listed on p. 167
Basic Physical Education Kit 1-3, Simple Games Section



Students will be expected to

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Specific Learning Outcomes	Suggestions for Teaching/Learning
<p><i>Students will be expected to</i></p> <p>11. create and explain their own games which have been designed to practise specific skills</p>	<p>Varied and creative activities should be used. For example, create a game where throwing underhand is important. Divide the class into two teams. The student could throw a tennis ball into the field. He/she must then run a designated route. The fielding team must make 10 underhand throws to score a point. The runner scores a point if he/she gets home before the 10 passes.</p>
<p>12. demonstrate running, jumping and throwing in a variety of ways</p>	<p>Gymnastics and track and field activities can be used to help students achieve this outcome.</p> <p>Example: practice running a variety of different distances to experience maximum effort for short distances and the need to set a pace over long distances.</p> <p>Example: a vertical jump—stand with side to a wall and reach up with hand, mark where fingertips touch. Jump as high as you can from a stationary position beside the wall. Mark where the finger tips touch. Calculate the difference.</p> <p>Example: running long jump (a landing pit is required with sand, sawdust or a soft mat). Run approximately 30m, take off on one foot and land in the pit on two feet.</p> <p>Example: standing long jump with feet hip width apart, landing with knees bent. Keep ankles, knees and hips bent. Swing arms forward simultaneously. Jump forward using the effort of the entire body, land on two feet; hip width apart reaching forward with hands.</p> <p>Example: throwing a ball for accuracy at a target/wall/skittle</p> <p>Example: gymnastic type jumps—students jump on the spot making a shape in the air. Leap by taking off on one foot and landing on the other foot, staying in the air as long as possible.</p> <p>Another example is jumping sideways, backwards, and forward, in</p>



Students will be expected to

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Teacher Notes and Suggestions for Assessment	Teacher Resources
<p>11. Identify specific motor skills for practice, (e.g., sending and receiving). The initial idea that students propose may need to be adjusted to make the game work and be fun. Students' games are likely to be quite simple. It is important to remember that the revamping of games takes time.</p>	
<p>12. Provide adequate time for experimentation.</p> <p>Vertical Jump Use chalk on fingertips to mark on the wall. Proper jumping technique should be used with a two foot take off, feet hip width apart, flexing at ankles, knees and hips and coordinating upward arm swings with leg thrusts.</p> <p>Running Long Jump Remind students to land with feet hip width apart and reach forward with hands.</p> <p>Distance jumps are measured from the tip of the take-off toe to the heel of the foot nearest the point of takeoff. If students fall back then the body part nearest the take off point will be measured. Encourage reaching forward to encourage both distance and safety.</p> <p>As a safety measure, do not allow students to begin a jump until the person in front has cleared the landing area. In certain throwing activities, it may be necessary to wait to retrieve objects until all have thrown.</p> <p>It is important to establish routines and consistently remind students of these safety measures.</p> <p>For example: teach students not to cross in front of someone throwing, kicking, etc.</p>	<p><i>Ready-to-Use P. E. Activities for Grades 3-4</i>, pp. 299-306, GS-165 to GS-177</p> <p><i>Basic Physical Education Kit 4-6</i> Gymnastics Section</p>





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- demonstrate efficient and effective body mechanics
- demonstrate an ability to cooperate with others

Specific Learning Outcomes	Suggestions for Teaching/Learning
<p><i>Students will be expected to</i></p> <p>13. demonstrate activity-specific motor skills in a variety of alternative environments</p>	<p>Encourage student involvement in outdoor soccer, hiking, swimming, track and field events, scavenger hunts.</p> <p>While looking for an object in nature, students may need to hike, climb, or jump over objects.</p>



Students will be expected to

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Teacher Notes and Suggestions for Assessment

Teacher Resources

13. Provide opportunities for children to use other facilities besides the area designated for physical education: rinks, pools, hiking trails, public parks, field trips, local track, tennis courts.

The teacher may have to create obstacles for students to jump over (e.g., beanbags, rope, pylons).



Students will be expected to

- understand the principles and concepts that support active living
- understand how to maintain a personal level of functional physical fitness
- understand the importance of safety rules and procedures

Specific Learning Outcomes	Suggestions for Teaching/Learning
<i>Students will be expected to</i>	
1. explain the importance of participating daily in vigorous physical activities	Involve students in activities that require at least twenty minutes of aerobic activity (e.g., soccer, hiking, swimming, tag games) giving short rest periods. The goal is to increase the length of time spent in continuous activity.
2. explain the relationship between good nutritional habits and personal well being	This outcome can be integrated with a health lesson in which you discuss the relationship between exercise and replacing lost fluids. Drinking water should be emphasized. Good nutrition is necessary for active bodies.
3. explain ways enjoyment can be obtained by being physically active	Use activities that emphasize fun and enjoyment at a variety of skill levels. Lead-up games to a sport or a tag game are also appropriate.
4. explain how working with a partner or group may affect performance	Involve students in cooperative games or activities that require working with others (e.g., parachute activities, throwing and catching).
5. identify safety rules and procedures for various activities	Regularly practice procedures and routines that have been established by students and teacher at the beginning of the year.
6. explain the principle of absorbing force	Explain this concept in stopping, starting, receiving, jumping, rolling, etc.
7. explain how to lift safely	Students need to be shown and understand correct techniques for lifting equipment. Teamwork may be required for larger/heavier objects. Students have to understand that some objects may be too heavy for them to lift.



<p>Students will be expected to</p> <ul style="list-style-type: none"> - understand the principles and concepts that support active living - understand how to maintain a personal level of functional physical fitness - understand the importance of safety rules and procedures 	
Teacher Notes and Suggestions for Assessment	Teacher Resources
<p>1. As students become winded, they will slow their pace or ask for a time out or a substitute. Be aware of students with health problems who may require a reduced pace or longer rest periods.</p>	<p><i>Canadian Active Living Challenge Programme 1, Section on Active Living.</i></p>
<p>2. Canada’s Food Guide can be explored.</p>	<p><i>Canadian Active Living Challenge Programme 1, Health - Taking Care of Ourselves pp. 9-11.</i></p>
<p>3. Allow students opportunities to self-select activities.</p>	<p><i>Basic Physical Education Kit 1-3, Section G</i></p> <p><i>Ready-to-Use P. E. Activities for Grades 3-4, Introductory Activities</i></p>
<p>4. Assist students in recognizing various skill levels and encourage them to assist one another.</p>	<p><i>Canadian Active Living Challenge Programme 1, Personal Development</i></p> <p><i>Ready-to-Use P. E. Activities for Grades 3-4 - pp. 222-229, GS-65 to GS-75</i></p> <p><i>The Second Co-operative Sports and Games Book pp. 344-361</i></p>
<p>5. Address specific rules as the activity demands.</p>	<p>See Section on Learning Environment</p>
<p>6.</p>	
<p>7. Lifting with straight backs, spines in line and using leg muscles are important points.</p>	



Students will be expected to

- develop positive personal and social behaviours and interpersonal relationships
- develop a positive attitude toward active living in the pursuit of lifelong health and well-being

Specific Learning Outcomes	Suggestions for Teaching/Learning
<p><i>Students will be expected to</i></p> <p>1. accept responsibility willingly for assigned roles while participating in physical activity</p>	<p>Roles could include: squad leaders, equipment coordinators and teacher helpers.</p>
<p>2. work willingly with others of varying abilities, interests and cultural backgrounds</p>	<p>Cooperative activities, with teams, partners and squads are important in achieving this outcome.</p>
<p>3. explain the differences between work and leisure, and the need to have a balance between the two</p>	<p>This outcome can be integrated with health discussion of how students interpret work and leisure activities.</p> <p>Students should be able to identify the difference between work and leisure and the benefits of each.</p>
<p>4. explain why persistence may be important to achieving a goal</p>	<p>Provide activities where repetition is required such as: skipping, running and target throwing. Students should work toward improving distance, time and accuracy in these activities.</p>
<p>5. value the continued development of exploration and creativity</p>	<p>Involve students in creative games that allow them to develop rules.</p>
<p>6. explain the importance of listening to directions and staying on task</p>	<p>Involve students in activities that require them to follow simple directions. Emphasize the need to respect the rights of others, and the importance of practicing safety procedures.</p>
<p>7. demonstrate safe behaviours when using small and large apparatus</p>	<p>Students need to practice obtaining, setting up and putting away equipment safely. Have students practice with a partner for moving heavy and awkward pieces. Establish routines and insist that students practice these (e.g. proper way to fold a mat and put it away). Establish how many students are needed to carry a large mat safely. As well, determine how students know it is their turn to move a mat. Discuss what other students are doing while equipment is being moved.</p>



Students will be expected to

- develop positive personal and social behaviours and interpersonal relationships
- develop a positive attitude toward active living in the pursuit of lifelong health and well-being

Teacher Notes and Suggestions for Assessment	Teacher Resources
<p>1. Frequent rotation of responsibilities among students is important.</p>	
<p>2. Attempt to include activities from other cultures (i.e. folk dances, simple games).</p> <p>Acknowledge the students who respect the skills and abilities of others.</p> <p>See appendix C for Sample Dance Lesson.</p>	<p><i>Canadian Active Living Challenge Programme 1, Culture</i></p> <p>Multicultural Folk Dance Treasure Chest</p>
<p>3.</p>	<p><i>Canadian Active Living Challenge Programme 1, Leisure</i></p>
<p>4. Promote the concept – “If at first you don't succeed try, try again”.</p>	
<p>5. Be accepting of students’ ideas providing they are considerate of safety factors and are appropriate for the skill level of others.</p>	
<p>6. Teachers must clearly establish the rules, expectations, and procedures.</p>	<p><i>Ready-to-Use P. E. Activities for Grades 3-4, pp. 2-3 IA-1, IA-2 (Organization and Formation Signals)</i></p>
<p>7. Respect for equipment through proper use and storage is necessary.</p> <p>See section on Learning Environment for additional information on this outcome.</p>	



Students will be expected to

- develop positive personal and social behaviours and interpersonal relationships
- develop a positive attitude toward active living in the pursuit of lifelong health and well-being

Specific Learning Outcomes	Suggestions for Teaching/Learning
<p><i>Students will be expected to</i></p> <p>8. display a willingness to share ideas, space and equipment when participating cooperatively in small groups</p>	<p>Provide opportunities for group activities that emphasize sharing of equipment and space.</p>



Students will be expected to

- develop positive personal and social behaviours and interpersonal relationships
- develop a positive attitude toward active living in the pursuit of lifelong health and well-being

Teacher Notes and Suggestions for Assessment	Teacher Resources
<p>8. Encourage all group members to have input. Observation of this can help with assessment.</p>	<p><i>Ready-to-Use P. E. Activities for Grades 3-4</i>, pp. 344-361, CA-9 to CA-43</p> <p><i>The Second Co-operative Sports and Games Book</i></p>



LEARNING OUTCOMES

GRADES 4 - 5

- Students will be expected to
- demonstrate efficient and effective movement skills and concepts
 - demonstrate a functional level of activity specific motor skills
 - demonstrate efficient and effective body mechanics
 - demonstrate an ability to cooperate with others

Specific Learning Outcomes	Suggestions for Teaching/Learning
<p><i>Students will be expected to</i></p> <ol style="list-style-type: none"> 1. select and combine locomotor and non-locomotor skills into complex movement sequences individually, with others and with objects 	<p>See Appendix A Glossary for definitions of locomotor and non-locomotor. Incorporate basic skills into movement sequences – run, jump and throw sequences or gymnastics sequences.</p> <p>Example 1: Basic educational gymnastic skills include balances such as: tripod stand, handstand, v-sit, shoulder stand, stork stand, knee scales, one foot balances, and any position where the body remains static for at least three seconds. It also includes locomotor moves such as rolling, jumping, cartwheels, handsprings, and spins. A movement sequence involves putting together a variety of moves and static positions to create an aesthetic smooth flowing routine.</p> <p>Example 2: Running long jump requires the skills of running, taking off, and landing. These basic skills may have been taught in earlier grades. This example puts them together to make a more accurate <i>performance or sequence</i>.</p>
<ol style="list-style-type: none"> 2. refine and present complex movement sequences, using elements of body awareness, spatial awareness, quality and relationships 	<p>See Appendix A Glossary for definitions of terms used in Outcome 2. Develop tasks that allow creativity but require variety in use of space, levels, speed etc. Quality should take priority over difficulty of moves. Activities need to challenge a higher level of gymnastics and creative dance. Variety, quality and creativity are emphasized.</p> <p>Example: Develop a sequence that includes three different balances, one of which must involve no more than two body parts and three different locomotor moves. A sequence must have a beginning balance position held for five seconds and a finish balance position also held for five seconds. These balances are not included as part of the three required balances (held for three seconds each). Arrange a routine so that the transition from one move to another is smooth. Be creative.</p>



Students will be expected to

- demonstrate efficient and effective movement skills and concepts
- demonstrate a functional level of activity specific motor skills
- demonstrate efficient and effective body mechanics
- demonstrate an ability to cooperate with others

Teacher Notes and Suggestions for Assessment	Teacher Resources
<p>1. Students need to select skills from their own level of competence. Emphasis should be placed on the creativity and quality of the routine rather than the level of difficulty. For example, not all students can perform a perfect cartwheel. Spotters can be used in routines to encourage students to attempt more difficult skills.</p>	<p><i>Ready to Use P.E. Activities for Grades 5-6</i>, pp. 121-150, G-1 to G-41; p. 321, GS-196</p> <p><i>Basic Physical Education Kit 4-6</i></p>
<p>2. This outcome is reached through gymnastic and creative dance sequencing activities.</p> <p>In creative dance, the final presentation is based on themes, stories or music selected by the teacher or student(s) to create a mood.</p> <p>In gymnastics, the final presentation is based on linking gymnastic skills to a polished sequence.</p> <p>Students need to become more aware of floor patterns and space when planning group activities.</p> <p>See Appendix A for an explanation of body awareness, spatial awareness, qualities and relationships.</p>	<p><i>Basic Physical Education Kit 4-6, Gymnastics</i></p> <p><i>Ready-to-Use P. E. Activities for Grades 5-6</i>, pp. 121-165, G-1 to G-61; pp. 79-84, RD-1 to RD-11</p>



Students will be expected to

- demonstrate efficient and effective movement skills and concepts
- demonstrate a functional level of activity specific motor skills
- demonstrate efficient and effective body mechanics
- demonstrate an ability to cooperate with others

Specific Learning Outcomes	Suggestions for Teaching/Learning
<p><i>Students will be expected to</i></p> <p>3. perform movement skills with variations in body awareness, space awareness, qualities and relationships using apparatus</p>	<p>This would include skills such as balancing, tumbling, springing and swinging.</p> <p>Include sequence development on and off equipment, and allow creativity in equipment selection and organization.</p>
<p>4. perform complex dance steps</p>	<p>For example: folk dances, square dances.</p>
<p>5. demonstrate ways to send and receive an object with increasing accuracy, individually and with others</p>	<p>For example: throwing and catching, kicking and trapping, hitting, using marbles, playing hopscotch, tossing bean bags, throwing at targets, horse shoes and ring toss.</p>
<p>6. demonstrate ways to send and receive an object with increasing accuracy, using an implement</p>	<p>For example:</p> <ul style="list-style-type: none"> – ball and bat – badminton or other type of racquet sports – hockey stick – scoops
<p>7. create individual, dual and team activities drawing from activity-specific motor skills</p>	<p>Have students use skills related to sports taught (e.g., basketball, badminton, soccer, volleyball, track and field and gymnastics).</p>



Students will be expected to

- demonstrate efficient and effective movement skills and concepts
- demonstrate a functional level of activity specific motor skills
- demonstrate efficient and effective body mechanics
- demonstrate an ability to cooperate with others

Teacher Notes and Suggestions for Assessment	Teacher Resources
<p>3. Make allowances for various skill levels, encourage experimentation and the importance of practice.</p> <p>Students should have opportunities to demonstrate the strongest parts of their sequence as well as the entire sequence.</p> <p>Encourage spotters to be involved effectively in final presentations.</p>	<p><i>Ready to Use P. E. Activities for Grades 5-6</i>, pp. 154-165, G-45 to G-61</p> <p><i>Basic Physical Education Kit 4-6 – Gymnastics Section</i> (benches and mat activities), climbing apparatus, box horses and ropes, cards 6/45-6/50</p>
<p>4. Steps will be described in dance instruction.</p>	<p><i>Ready-to-Use P. E. Activities for Grades 5-6</i>, pp. 85-115, RD-12 to RD-52</p>
<p>5. Encourage students to begin at a comfortable distance and increase that distance as skill improves. In volleyball type activities, use a soft Nerf® ball, or beach ball.</p>	<p><i>Ready to Use P. E. Activities for Grades 5-6</i>, Volleyball pp. 227-243, GS-75 to GS-99; Basketball p. 244, GS100; pp. 252-257, GS-108 to GS-116; Soccer pp. 286-290, GS-150 to GS-154; p. 295, GS-160; Softball pp. 301-306, GS-169 to GS-173, GS-175</p> <p><i>Basic Physical Education Kit 4-6 – Game cards 4/41 – 4/45</i></p>
<p>6. Use your own imagination and that of the students to create ideas for enjoyable activities.</p>	<p><i>Ready to Use P. E. Activities for Grades 5-6</i>, Floor Hockey p. 268, Paddle Play p. 278, Softball p. 307, Scoop Play p. 178, Badminton p. 283</p> <p><i>Basic Physical Education Kit 4-6 game cards 4/41-4/45</i></p>
<p>7. The emphasis should be on creating new lead-up games to practice motor skills already developed. Students can model their new games after lead-up games are taught.</p>	



Students will be expected to

- demonstrate efficient and effective movement skills and concepts
- demonstrate a functional level of activity specific motor skills
- demonstrate efficient and effective body mechanics
- demonstrate an ability to cooperate with others

Specific Learning Outcomes	Suggestions for Teaching/Learning
<p><i>Students will be expected to</i></p> <p>8. demonstrate basic motor skills and refine these skills into specific games or sport activities</p>	<p>This outcome requires teaching specific skill sequences that can be developed into a variety of individual, dual and team sports (e.g., badminton, soccer, basketball). For example, in badminton, an underhand serve, overhead clear, and forearm and backhand swings need to be taught.</p>
<p>9. demonstrate basic offensive and defensive positions and strategies</p>	<p>This can be done through dual and team sports. Many team sports emphasize offense and defense, such as two-on-two basketball.</p>



10. be involved in fitness activities

Examples of fitness activities might include:

- obstacle course
- circuit training
- cross country skiing
- down hill skiing
- golfing
- skating
- swimming
- exercise to music
- hiking
- brisk walking
- road hockey
- tag games
- snow shoeing
- skipping/jump rope
- marching
- stretching and flexibility activities
- roller blading
- hacky sack



Students will be expected to

- demonstrate efficient and effective movement skills and concepts
- demonstrate a functional level of activity specific motor skills
- demonstrate efficient and effective body mechanics
- demonstrate an ability to cooperate with others

Teacher Notes and Suggestions for Assessment	Teacher Resources
<p>8. Lead-up games to team sports are more effective for practicing specific skills.</p> <p>Avoid elimination games. Use small team/group activities to maximise participation.</p>	<p><i>Ready-to-Use P.E. Activities for Grades 5-6, Section 5, pp. 167-314.</i></p> <p><i>Basic Physical Education Kit 4-6</i></p>
<p>9. Students should practice both offensive and defensive strategies.</p> <p>Offense - create space to pass dribble or shoot</p> <ul style="list-style-type: none"> - create space to receive <p>Defense - track an opponent</p> <ul style="list-style-type: none"> - stay goal-side of an opponent 	<p><i>Ready to Use P.E. Activities for Grades 5-6, Basketball-Man to Man Defense, pp. 263-265, GS-122 to GS-125; Hockey-Defensing-Offensing, p. 274, GS-135</i></p> <p><i>Ready to Use P.E. Activities for Grades 5-6, Pin-Ball, p. 356, SG-34</i></p>



10. Students should take part in activities that promote an active lifestyle. Aerobic endurance requires 15-20 minutes of non-stop vigorous activity 3-4 times weekly. *Students should be given opportunities to participate in experiences that will promote a life long commitment to active living. (A definition of the components of fitness can be found in the Canadian Active Living Challenge Teacher Resource.)

It is important to encourage activities which interest students. These may be non-traditional activities such as skate boarding or roller blading.

Canadian Active Living Challenge Programme 2, Health Section pp. 21-28

Ready to Use P.E. Activities for Grades 5-6, pp. 34-75, FA-1 to FA-47

Basic Physical Education Kit 4-6, Fitness Section

See Appendix A for definitions of the components of fitness:

1. aerobic endurance
2. muscular strength
3. muscular endurance
4. flexibility
5. body composition

Handbook for Canada's Physical Activity Guide to Healthy Active



Students will be expected to

- understand the principles and concepts that support active living
- understand how to maintain a functional level of physical fitness
- understand the importance of safety rules and procedures

Specific Learning Outcomes	Suggestions for Teaching/Learning
<p><i>Students will be expected to</i></p> <ol style="list-style-type: none"> 1. explain the importance of participating in physical activities to develop components of fitness and motor abilities <ol style="list-style-type: none"> a) practice and describe the importance of warm-up and cool-down activities b) be able to describe the components of physical fitness 	<p>Administer a basic fitness challenge and have students individually monitor their progress three times during the year.</p> <p>This should be a part of all classes. Students can lead warm-up and cool-down activities at appropriate times.</p>
<ol style="list-style-type: none"> 2. describe how activity affects body systems and levels of fitness 	<p>Students should be exposed to a variety of activities that relate to the five components of fitness: aerobic endurance, muscular endurance, muscular strength, flexibility and body composition.</p> <p>Aerobic Endurance - jogging Muscular Strength - long jump Muscular Endurance - hopscotch, badminton Flexibility - warm-up movements and stretching</p>
<ol style="list-style-type: none"> 3. identify nutritional needs related to physical activity 	<p>Discuss <i>Canada's Food Guide</i> and the importance of nutrition.</p>
<ol style="list-style-type: none"> 4. demonstrate a knowledge and understanding of safety rules and procedures for activities 	<p>Practice routines and procedures established at the beginning of the year. Students need to understand why safety rules are necessary. Posting rules in the gym is a useful idea.</p>



<p>Students will be expected to</p> <ul style="list-style-type: none"> - understand the principles and concepts that support active living - understand how to maintain a functional level of physical fitness - understand the importance of safety rules and procedures 	
Teacher Notes and Suggestions for Assessment	Teacher Resources
<p>1. Administer fitness at the beginning of the year to establish base line data. Ask students to set a goal for improvement. As the year progresses remind students they should be working toward improving their fitness level. This is not intended to be a competitive activity, but rather an individual challenge.</p> <p>Five components of fitness are: aerobic endurance, muscular endurance, muscular strength, flexibility and body composition.</p>	<p><i>Canadian Active Living Challenge, Programme 2, Health Section</i></p> <p>See Appendix A for description of the five components of fitness.</p>
<p>2. Benefits of vigorous exercise which can be discussed with students:</p> <p><i>Functional Capacity:</i> A person with poor functional capacity would have little energy left at the end of each day for other activities.</p> <p><i>Growth:</i> The growth and maintenance of bone, muscles and nervous tissues require movement.</p> <p><i>Posture:</i> A conditioned body has the strength and flexibility to maintain good posture.</p> <p><i>Digestion:</i> Activity enhances digestion and stimulates healthy bowel movements.</p> <p><i>Sleep:</i> Active people sleep more easily and there is evidence to show that they have a longer deep sleep phase.</p> <p><i>Blood Pressure:</i> Active people often have lower resting blood pressures than more sedentary people.</p> <p><i>Prevention of Disease:</i> Many diseases and ailments can be traced directly or indirectly to lack of activity.</p> <p><i>Obesity:</i> Exercise plays a significant role in weight control.</p>	<p><i>Canadian Active Living Challenge, Programme 2, Health Section</i></p> <p><i>Fitness Ontario Leadership Program - Fitness for Children and Youth, 1989 Government of Ontario</i></p>
<p>3. The grade 5 science curriculum includes a study of body science. Health and science can be integrated.</p>	<p><i>Canadian Active Living Challenge, Programme 2, Health Section</i></p>
<p>4. Specific rules are addressed according to the activity.</p>	<p>See Introductory Section on Learning Environment</p>





- Students will be expected to
- understand the principles and concepts that support active living
 - understand how to maintain a functional level of physical fitness
 - understand the importance of safety rules and procedures

Specific Learning Outcomes	Suggestions for Teaching/Learning
<p><i>Students will be expected to</i></p> <p>5. demonstrate an ability to set personal goals</p>	<p>Involve students in setting their own goals e.g., improve a score from 2 out of 10 to 5 out of 10.</p>

Note: The Knowing outcomes for grades 4-5 can be integrated with the health curriculum.



Students will be expected to

- understand the principles and concepts that support active living
- understand how to maintain a functional level of physical fitness
- understand the importance of safety rules and procedures

Teacher Notes and Suggestions for Assessment	Teacher Resources
5. Assessment of improvement can be simple if clear goals are set and achieved.	



Students will be expected to

- develop positive personal and social behaviours and interpersonal relationships
- develop a positive attitude toward active living in the pursuit of lifelong health and well being

Specific Learning Outcomes	Suggestions for Teaching/Learning
<p><i>Students will be expected to</i></p>	
<p>1. explain the importance of following rules, routines and safety procedures in a variety of activities</p>	<p>Through large or small group discussions, have students contribute to the development of basic rules and procedures to be followed in different facilities and activities.</p>
<p>2. accept responsibility for various roles while participating in physical activity</p>	<p>Use activities requiring leadership, such as a directing a warm-up, explaining games and activities, creating sequence to music and instructing the class, acting as equipment managers or squad leaders.</p>
<p>3. participate willingly in a variety of activities from all movement categories</p>	<p>Examples of such activities include:</p> <ul style="list-style-type: none"> - gymnastics - track and field - aquatics - dance - fitness - games
<p>4. demonstrate etiquette and fair play by participating co-operatively in physical activity with others who may have varying interests, abilities and backgrounds</p>	<p>Explore the history of a variety of familiar and unfamiliar activities and sports. This could be integrated with Language Arts as a reading, writing, speaking and listening activity. It could involve the research process.</p>
<p>5. take personal responsibility for a physically active life style</p>	<p>Involve students in any activities that contribute to development of making good choices in the areas of nutrition, physical activity and safety.</p>



Students will be expected to

- develop positive personal and social behaviours and interpersonal relationships
- develop a positive attitude toward active living in the pursuit of lifelong health and well being

Teacher Notes and Suggestions for Assessment	Teacher Resources
1. Teachers need to remind students of the necessity of rules and the importance of maintaining established levels of safety expectations.	
2. Ensure all students have the opportunity to play different roles.	
3. Be conscious not to allow gender discrimination. Everyone should be encouraged to take part in all activities. (e.g., skipping, football, etc.)	
4. Involve students in identifying good behaviours exhibited by classmates.	<i>Fair Play for Kids – A Handbook of Activities for Teaching Fair Play</i>
5. A journal can be used to identify and document appropriate activities. Such a journal can be used to document progress towards personal goals.	<i>Canadian Active Living Challenge, Programme 2, Personal Development and Health</i>



Students will be expected to

- develop positive personal and social behaviours and interpersonal relationships
- develop a positive attitude toward active living in the pursuit of lifelong health and well being

Specific Learning Outcomes	Suggestions for Teaching/Learning
<p><i>Students will be expected to</i></p> <p>6. explain the enjoyment gained from being physically active</p>	<p>The following points can be discussed:</p> <p>Enjoyment: the most compelling effect of exercise is its potential for great enjoyment. Activity can and should be fun.</p> <p>Release from tension: physical activity is a proven safe method for relaxing mental and muscular tension.</p> <p>Self-esteem: positive experiences in play and games can help the individual develop a feeling of mastery and competence.</p> <p>Social Contact: play and activity often bring young people together and can be an important medium for social development.</p>



Students will be expected to

- develop positive personal and social behaviours and interpersonal relationships
- develop a positive attitude toward active living in the pursuit of lifelong health and well being

Teacher Notes and Suggestions for Assessment

Teacher Resources

6. Students can be asked to talk about or write about enjoyable experiences.

Canadian Active Living Challenge, Programme 2,
Personal Development Section



APPENDICES

APPENDIX A

GLOSSARY

Action Words	Words which describe movements e.g., fall, sink, rise, etc.
Active Living	Valuing physical activity and making it a part of everyday life.
Aerobic Endurance (From C.A.L.C., CAHPERD & CIRA 1993, Health Section pg. 23)	Aerobic endurance is how well our hearts, lungs, and muscles carry and use oxygen while we do non-stop physical activities. Aerobic endurance can be improved if we do endurance activities that make us "huff and puff", such as cycling, swimming, cross-country skiing or running, exercise-to-music, skating, dancing, or brisk walking or wheeling, three or four times a week. Improvements in aerobic endurance are often measured by recording our pulse rates before and after an endurance activity. As aerobic endurance improves, our pulse rates are usually lower. (See <i>Ready-to-Use P. E. Activities For Grades 3-4</i> , p. 47, for pulse rate information.)
Balance	The ability to hold the body in a fixed position.
Body Awareness	The way in which the body or parts of it can move (stretch, bend, twist, and turn).
Body Mechanics	The proper body position when performing all physical activities in an efficient and safe manner. For example, when coming to an abrupt halt feet should be shoulder width apart, one foot in front of the other, knees and hips bent; arms out for balance, weight forward and head up. When walking the head should be up, looking straight ahead, shoulders relaxed and not slouching.
Body Composition	What the body is made of. The lean part of the body includes muscles, bones and organs. The fat part of the body includes the fat underneath the skin, in the muscles, and around organs. Basic <u>body shape</u> is inherited from parents (i.e. tall and thin, or short and round), and physical activity will not change basic body shape. It is important to maintain a healthy body composition by eating healthy foods and doing enjoyable physical activities everyday. (<i>The Canadian Active Living Challenge</i> – Health Section p. 23)
Fitness	The ability to carry out daily tasks with vigour and alertness, without undue fatigue and with ample energy to enjoy leisure time pursuits and to meet unforeseen emergencies.
Flexibility	Range of motion possible at the joints.



Flight

The ability to propel the body into the air.

Flow

The ability to link one movement to another with control and efficiency.



Leap	Taking off on one foot and landing on the other foot staying in the air as long as possible.
Locomotor	Any movement that takes the body from one place to another e.g., running, skipping, rolling, hopping, swinging, leaping.
Movement Sequence	A movement sentence, in which each movement is equal to a word. The end of one movement, or pose, is the beginning of the next movement. A good sequence, like a good sentence, should have a definite beginning, middle and ending.
Muscular Endurance	Ability of a muscle group to sustain or repeat muscle contractions.
Muscular Strength	Amount of force that can be exerted by a single contraction of a muscle.
Non-locomotor	Movement that takes place on the same space i.e., balancing, pivoting.
Qualities	Refers to how the body can move. It is the ability, for example, to move quickly or slowly, to perform light or heavy movements, and the ability to link one movement to another.
Receiving	To take control of i.e., trapping, catching.
Relationship	Can be described in four different aspects: 1) It can describe an individual relationship of one body part with another, either while still or moving. 2) It can describe the relationship an individual has with another individual while moving or still. 3) It can describe how one group of children relates to another group of children while moving or still. 4) It can describe how one individual or a group relates to particular pieces of equipment.
Retain	To hold or to keep in possession.
Sending	To cause to move by releasing, hitting, throwing, kicking, etc.
Sequence	A series of movements performed in succession.
Space Awareness	Space can be divided into two main zones: 1) personal space includes all the space immediately surrounding a person and is carried with that person as they travel through the general space. 2) general space – the area of space which is outside the normal reach of the body. To reach this space requires one to step or travel.



APPENDIX B

PLANNING

Broadly speaking the curriculum can be divided into four categories. These categories are educational dance, educational gymnastics, educational games and other. In aiming for a balanced program it is difficult to be too precise in prescribing time allocations to each component because of a variety of local differences. The recommended percentages, shown below, allow a degree of flexibility while ensuring a measure of balance.

Educational Dance 25-35%	Educational Gymnastics 25-35%	Educational Games 25-35%	Other 5-15%
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Some examples of possible yearly plans are shown below:

GRADES K-2

Sept. – Oct.	
General skills incorporating aspects of Educational Games, Educational Gymnastics and Educational Dance	<ul style="list-style-type: none"> • Safety training • Space awareness • Body awareness • Directions • Running games • Basic motor skills – running, jumping, hopping, etc.
Nov. – Dec.	
Educational Gymnastics	<ul style="list-style-type: none"> • Climbing equipment • Landing and rolling • Gymnastics sequences – involving equipment
Jan. – Feb.	
Educational Games	<ul style="list-style-type: none"> • Ball skills – throwing, catching, bouncing, kicking, striking • Low organized games with balls – small, medium and large sized balls



March - April	
Educational Dance	<ul style="list-style-type: none"> • Dance - folk, square • Fitness <p>(Note: Although this is a targeted unit on fitness, it is important to stress that fitness activities occur throughout the entire year as a component within each lesson.)</p>

May - June	
Other Educational Games	<ul style="list-style-type: none"> • Running, jumping, throwing skills • Basic motor skills (See Sept./Oct.) • Baseball related skills • Yard games - hopscotch, Queenie



PLANNING

GRADES 3-5

The following is one example of a yearly plan for grades 3-5.

Sept. – Oct.	
Other	<ul style="list-style-type: none">• Endurance running• Fitness activities
Educational Games	<ul style="list-style-type: none">• Soccer skills

Nov. – Dec.	
Educational Gymnastics	<ul style="list-style-type: none">• Gymnastics – task cards, routines, climbing equipment, beam, box, matwork
Educational Dance	<ul style="list-style-type: none">• Dance – folk, square

Jan. – Feb.	
Educational Games	<ul style="list-style-type: none">• Ball Skills – i.e., basketball and volleyball lead-up skills• Floor hockey skills

March – April	
Educational Games	<ul style="list-style-type: none">• Racquet and scoop games
Educational Dance	<ul style="list-style-type: none">• Dance – folk, square, creative



May	
Other	<ul style="list-style-type: none"> • Running, jumping, throwing (Track and Field)

June	
Educational Games	<ul style="list-style-type: none"> • Baseball activities, summer games skills

Alternate Units	
<ul style="list-style-type: none"> • Scooter work • Parachute activities • Orienteering • Skipping rope activities 	<ul style="list-style-type: none"> • Cooperative games • Classroom games • Beanbag activities • Combatives (arm wrestling, leg wrestling, knee boxing)



APPENDIX C

SUGGESTED LESSON PLAN FORMAT

CLASS: _____ DATE: _____

OBJECTIVE

EQUIPMENT REQUIRED

1. ENTRY ACTIVITY

Having something active to do upon entry into the gym/field or other area encourages students to change quickly and allows immediate activity. This can be a previously learned activity, a warm-up or a review of the previous class.

2. SKILL DEVELOPMENT AND PRACTICE

This would be the core part of the lesson. New learning and practice of newly acquired skills take place during this phase.

3. CULMINATING ACTIVITY

This could be a game, a modified game, a dance or a demonstration of a sequence, for example. It would normally include skills developed in part 2, above, but if the skills are not adequately developed an “old” game, dance, sequence etc. can be used.

4. CLOSURE

Cooling-down, stretching, relaxing and calming activities bring the lesson to an end.



SAMPLE LESSON PLAN

DANCE

CLASS: _____ DATE: _____

OBJECTIVE: the Dance of Greeting from Denmark (from *Folk Dances for Children*, Vol. 1)

EQUIPMENT REQUIRED: tape player and music.

1. ENTRY ACTIVITY

Walking and running at different speeds.

2. SKILL DEVELOPMENT AND PRACTICE

A.

- WALK by yourself any place you wish in the room.
- FREEZE. (Use the word freeze to interrupt movement.)
- WALK and step to a BEAT. (Teacher claps hands to establish an even rhythm of his/her choice.)
- Students WALK and CLAP to a rhythm.
- FREEZE.
- Walk 8 steps as we clap together – FREEZE.
- Turn to face another direction and repeat 8 steps/clap in a new direction.

B. Circle formation with one circle as large as you can make it.

- Walk 7 steps counterclockwise.
- FREEZE – TURN on count 8 – walk 7 steps clockwise, turn on count 8.
- REPEAT several times adding in hand claps.
- RUN, on the spot, very QUIETLY making no sounds.
- Run slowly and lightly on your toes for count of 8; freeze and run quickly for a count of 8. Run slowly and quietly, on the spot, for 16 count. (Teacher Note: This is done to help students identify speed variation so they understand what you expect when you request a SLOW or a QUICK run.)
- Walk 16 counts counterclockwise – freeze-turn-run 16 counts clockwise.
- Repeat changing direction each time as you alternate walking and running until students work smoothly. Reduce to 8 counts when you feel they are ready.



C. Circle formation facing centre

- Teacher directs the sequence:
“clap, clap, bow”
“clap, clap, bow”
“stamp, stamp, 4 light running steps in own circle (run 2,3,4)”.
 - Repeat above sequence once more.
 - Turn, run lightly 15 steps (ccw).
 - On count 16 – turn so ready to run 16 steps (cw).
 - Repeat entire dance until the end.

3. CULMINATING ACTIVITY

Perform entire dance with music.

4. CLOSURE

Require stretching and deep breathing activities to close the lesson.



SAMPLE LESSON PLAN

GRADE K-1

GALLOP & SKIP ACTIVITIES

CLASS: _____ DATE: _____

OBJECTIVE: To learn how to gallop and skip.

EQUIPMENT REQUIRED:

1. ENTRY ACTIVITY and WARM-UP

Here, Where, There

Ready-to-Use P. E. Activities for Grades K-2, 1A-8, p. 8

2. SKILL DEVELOPMENT AND PRACTICE

A. Gallop – Many students will pick up this skill naturally.

Have students begin with one foot in front of the other, ask them to move forward always keeping the same foot in front. Demonstrate yourself slowly, have other students demonstrate. Everyone practice.

Repeat activity keeping the other foot in front. (This activity could be used to identify right and left parts of the body.)

B. Skip – Take a step forward with one foot, now hop on that same foot, step forward on the other foot and then hop one hop on that foot. Alternate this pattern slowing practice pattern, speeding up as able.

3. CULMINATING ACTIVITY

Run, Rabbits, Run

Ready-to-Use P. E. Activities for Grades K-2, SG – 24, p. 264

4. CLOSURE

Tap Heads

Have students lie on the floor on their backs. Slowly breathe in through your nose and out through your mouth; stretch, making yourself as long as you can; hold as I count to ten and then relax. Repeat the breathing activity.



As you go about the room tapping students on heads, they will be allowed to walk to the line to return to their room.



SAMPLE LESSON PLAN

GRADE 2-3

GYMNASTICS

CLASS: _____ DATE: _____

OBJECTIVE: Develop individual sequences involving small apparatus, while respecting safety.

EQUIPMENT REQUIRED: benches, mats, beanbags

Students need to have had a lesson on bench safety. (p. 134 *Ready-to-Use P. E. Activities For Grades K-2*)

1. ENTRY ACTIVITY and WARM-UP

Signal activity 1A – 4 pg. 5 (alertness, listening skills)
Ready-to-Use P. E. Activities for Grades. K-2

2. SKILL DEVELOPMENT AND PRACTICE

Skills should be practiced on wide side of bench then change to narrow side, students should be in bare feet for better feel and balance.

- A. Travel along the bench from one end to the other in any way you like. Each time you turn comes up try traveling in a different way or on a different body part. (Only one person on a bench at a time for safety reasons.)

Teacher Note: Allow a few students to demonstrate to rest of class. (See *Ready-to-Use P. E. Activities for Grades. K-2*, pp. 135-136 for suggestions.)

B. Bench Dismounts and Landing

Place mats at ends and/or sides of benches. Experiment with different ways to dismount and land safely. Allow demonstrations. (See *Ready-to-Use P. E. Activities for Grades. K-2*, p. 137 for suggestions.)



C. Review balance positions from previous lessons.



3. CULMINATING ACTIVITY

Create a sequence of

- 1 way to travel
- 1 balance
- 1 dismount

Emphasize the need to practice the sequence a number of times to improve quality of moves.
Allow demonstrations.

4. CLOSURE - Friendship Builders

- 1) Hug yourself
- 2) Hug a friend or friends
- 3) Together form a circle - walk counter-clock-wise
Have the leader of the day break the circle and lead class back to classroom

(See *Ready-to-Use P. E. Activities for Grades K-2, CA-1, CA-2*, p. 282.)



SAMPLE LESSON PLAN

GRADE 5

GAMES

CLASS: _____ DATE: _____

OBJECTIVE: Teach some skills required to play Scoop Bucket Ball.

EQUIPMENT REQUIRED: one scoop per player, one tennis/whiffle ball per pair, six small plastic buckets, pinnies

1. ENTRY ACTIVITY

Run four laps of the gym and then take a scoop and a ball. Practice throwing and catching the ball alone. As more students enter the gym (and balls are all taken) work with a partner on underhand throwing and catching.

2. SKILL DEVELOPMENT AND PRACTICE

- A. Teach underhand throw and catch; have students work in pairs.
Skills competition- count the number of passes in 30 seconds. (stationary)
Practice the same skill while moving. Competition to count passes.
- B. Teach overhand throw and catch. Competition – How many catches/passes can you make in 30 seconds? (stationary) Repeat skill while moving. Competition.
- C. Teach side-arm throw. Competition - as above. (stationary) Repeat skill while moving.
Competition.

NOTE: All the above activities are explained in *Ready-to-Use P. E. Activities for Grades 5-6*, p. 178, GS-10 and p. 179, GS-11.

3. CULMINATING ACTIVITY

Organize six teams to play Scoop Bucket Ball cross-court. Clarify the playing area and distribute pinnies. Clarify rules and safety issues and then play games. Move teams around from one court to another (Moving winning teams to play other winners may be helpful in having teams of similar ability play one another.).



NOTE: The Scoop Bucket Ball game is explained in *Ready-to-Use P. .E. Activities for Grades 5-6* p. 181, GS-12



4. CLOSURE

After returning equipment students go to a space to stretch. (It is assumed that students have been taught to stretch in previous classes.)

Students lie on back and are asked to be aware of breathing in through the nose and out through the mouth. Invite students to be aware of slowing down their breathing rate as they recover from the vigorous activity of the games.



APPENDIX D

TEACHER REFERENCES

The following are useful teacher resource materials to support the implementation of this curriculum:

- *1. Basic Physical Education Kit, Grades 1-3. New Brunswick Department of Education (070220 KT)
- *2. Basic Physical Education Kit, Grades 4-6. Wisdom, Derek G and Campbell, Pat H. (1980) (070830 KT)
- *3. Canadian Active Living Challenge Leaders Resource Tool Kit, Program 2, Ages 9-11 (referred to as CALC). Coordinated by CAHPER and ACSEPL (1993). (020170 TK)
- *4. Canadian Active Living Challenge: Involvement & Fun in Physical Activity, Grades 3-6 (referred to as CALC). Coordinated by CAHPER and ACSEPL (1993). (020160 TK)
- *5. Fair Play for Kids. Fair Play Canada (1995). (020110 BK)
- 6. Fitness for Children and Youth. (Fitness Ontario Leadership Program) 1989. Ontario Ministry of Tourism and Recreation.
- *7. Folk Dances for Children Vol. 1, First Folk Dances (070750 AC)
- *8. Folk Dances for Children, All Purpose Folk Dances (070760 AC).
- *9. Folk Dances for Children Vol. 5, Folk Dances from Near and Far (070550 AC).
- 10. Introduction to Movement Education (An Individual Approach to Teaching Physical Education). Kirchner, Cunningham, Warrell. WM. C. Brown Company Publishers, Iowa (1970). ISBN 0697072541
- *11. Moving to Inclusion: Introductory Binder with Abridged Booklets (070340,BK)
- 12. Multicultural Folk Dance Treasure Chest. Hosted by Christy Lane, Human kinetics – Listed in CAHPERD Catalogue (Canadian Association for Health, Physical Education, Recreation and Dance).
- *13. Parachute – Elementary Physical Education, New Brunswick Department of Education (1985) (842260 CG)



WORLD WIDE WEB SITES

The following web sites provide excellent activities and lesson plans:

<http://pe.central.vt.edu/>

[http://ericir.syr.edu/Virtual/Lessons/Phys Ed/index.html](http://ericir.syr.edu/Virtual/Lessons/Phys_Ed/index.html)

<http://www.cahperd.ca>





APPENDIX E

ASSESSMENT

The Physical Education K-12 Framework Document emphasizes the importance of students developing an active, healthy lifestyle through quality physical education. This encompasses fundamental motor skills (DOING), cognitive intellectual skills (KNOWING), and personal health and social development (VALUING). Thus developing the whole child.

In order to accomplish these goals, physical education needs to be a continuous, developmental process. Assessment is required to insure this process continues.

To assist in the assessment, bench marks for K-1, 2-3, 4-5 are provided. Teachers should understand not every student will accomplish every benchmark. Students should be encouraged to reach their full potential.



K-1 ASSESSMENT

Following is a list of accomplishments each student will usually be expected to achieve by the completion of grade 1.

DOING		K	1
1.	moves through general space with control changing speed		
2.	moves through general space with control while changing direction		
3.	stops and starts under control		
4.	sends objects with control		
5.	receives objects with control		
6.	carries objects with control while moving through general space		
7.	propels objects (e.g. bounces, dribbles etc.) with control while moving in personal and general space		
8.	jumps and lands under control		
9.	performs and creates simple movement sequences		
10.	travels and changes speed and direction in response to a variety of rhythms		
KNOWING			
1.	names and identifies different parts of the body		
2.	describes key points regarding receiving, particularly catching		
3.	describes key points regarding sending, particularly throwing		
4.	explains how to jump properly and safely		
5.	explains how to land properly and safely		
6.	explains that practice improves skills		
VALUING			
1.	listens to and follows simple directions and explanations		
2.	stays on task		
3.	begins to accept abilities of self and others		
4.	shows willingness to explore new activities		
5.	begins to accept responsibility for self		



6.	shows interest and enjoyment in physical activity		
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GRADES 2-3 ASSESSMENT

Following is a list of accomplishments each student will usually be expected to achieve by the completion of grade 3.

DOING		2	3
1.	creates and performs a sequence of basic movement skills individually and with others		
2.	sends a variety of objects with control and accuracy		
3.	receives a variety of objects from different levels and directions with control		
4.	propels (bounces, dribbles etc) objects under control in general space while changing speed and direction		
5.	performs a variety of loco-motor patterns (skip, hop, gallop, slide and leap)		
6.	combines basic loco-motor movements to music (e.g. Folk Dances)		
7.	expresses moods and feelings through movement in response to external stimuli (e.g., music, poetry etc.)		
8.	rolls smoothly without hesitation or stopping		
9.	performs a variety of non-loco-motor skills		
10.	balances on a variety of body parts, demonstrating momentary stillness in symmetrical and asymmetrical shapes		
KNOWING			
1.	explains what a balance is		
2.	explains how to absorb force		
3.	explains how to create force		
4.	explains safety rules		
5.	explains how personal actions affect the learning of others		
VALUING			
1.	works willingly with others		
2.	accepts responsibility for assigned roles willingly		
3.	shares ideas, space and equipment willingly		
4.	accepts the abilities of self and others		
5.	celebrates personal success and achievements and those of others		



6.	accepts responsibility for self		
7.	shows interest and enjoyment in physical activity		



GRADES 4–5 ASSESSMENT

Following is a list of accomplishments each student will usually be expected to achieve by the completion of grade 5.

DOING		4	5
1.	refines and presents a quality complex movement sequence that includes a variety of movement concepts		
2.	performs complex dances composed of specific steps to music		
3.	creates and performs dance sequences individually and with others		
4.	throws a variety of objects demonstrating both accuracy and distance		
5.	receives and sends an object consistently while being guarded by an opponent		
6.	propels (dribbles) a ball with hands, feet and implements while preventing an opponent from stealing the ball		
7.	strikes an object consistently to a wall or partner with accuracy		
8.	designs and plays small group games that involve co-operating with others to keep an object away from opponents (basic offensive and defensive strategies)		
9.	participates in physical activities both inside and outside school		
KNOWING			
1.	recognises that time and effort are pre-requisites for skill improvement and fitness benefits		
2.	explains how to create space in games when in control of a ball and without a ball		
3.	explains responsibilities when playing defence		
4.	identifies proper warm-up, conditioning and cool-down activities		
5.	identifies opportunities in the school and the community for regular participation in physical activity		
6.	recognises that idealised images of the human body and performances, as portrayed in the media, may not be appropriate to imitate		
VALUING			
1.	accepts and respects decisions made by game officials whether they are students, teachers or external officials		
2.	accepts responsibility for assigned roles willingly		
3.	shares ideas, space and equipment willingly		
4.	accepts the abilities of self and others		
5.	celebrates personal success and achievements and those of others		
6.	accepts responsibility for self		



7. shows interest and enjoyment in physical activity		
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