



Education and Early
Childhood Development
English Programs

Prince Edward Island Physical Education Curriculum

Physical Education

Grades K-6

A large, white, stylized letter 'P' is positioned vertically on the right side of the cover. A dotted line starts from the bottom left and curves upwards to the right, ending at the top of the 'P'.

CURRICULUM



2011
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Saskatchewan Education. (2010) *Kindergarten to Grade 6 physical education*. Saskatchewan Ministry of Education: Curriculum and E-Learning, Humanities Unit).

This curriculum guide is intended to provide teachers with an overview of the outcomes framework for K-6 physical education and to assist teachers in designing learning experiences and assessment tasks.

Developing Physical Literacy

Physical literacy can be described as the ability and motivation to capitalize on our movement potential to make a significant contribution to our quality of life. As humans, we all exhibit this potential; however, its specific expression will be particular to the culture in which we live and the movement capacities with which we are endowed.

An individual who is physically literate:

- *moves with poise, economy, and confidence in a wide variety of physically challenging situations.*
- *is perceptive in 'reading' all aspects of the physical environment, anticipating movement needs or possibilities and responding appropriately to these, with intelligence and imagination.*
- *has a well-established sense of self as embodied in the world. This, together with an articulate interaction with the environment, engenders positive self esteem and self confidence.*
- *develops fluency in self-expression through non-verbal communication and perceptive and empathetic interaction with others.*
- *can identify and articulate the essential qualities that influence the effectiveness of own movement performance, and has an understanding of the principles of embodied health, with respect to basic aspects such as exercise, sleep, and nutrition.*

(Whitehead, 2006)

Teacher Notes:

Percentage of time for elementary physical education curriculum grades K-6: 5% (15 minutes/day, 75 minutes/week, 90 minutes/6-day cycle, or 46.25 hours/year)

Authorized Resources for 2011 Grades K-6 Elementary Physical Education Curriculum:

Fundamental Movement Skills Series - (5 titles)

Fundamental Movement Skills Active Start and Fundamentals Handbook

Fundamental Movement Skills II: Learning to Train Stage

Fundamental Movement Skills IA: For Children with Physical Disabilities

Fundamental Movement Skills Active Start and Fundamental Stages - For Children with Developmental and/or Behavioural Disabilities

Fundamental Movement Skills Beyond the Fundamentals - A Games Approach

Kidnastics

More Fun and Games

No Standing around in My Gym

Teaching Sport Concepts and Skills - 2nd ed.

Orienteering Level One Basic Skills Series

Teaching Personal and Social Responsibility through Physical Activity - 3rd ed.

Prince Edward Island Physical Education Curriculum Guide, Grades K-6

The following titles were purchased by the Department of Education and Early Childhood Development over the past few years and distributed to all elementary schools. These were one time only purchases.

Canadian Active Living Fitness Circuit Charts

101 Games to Play in a New Way

Energize: LD-ENG

Intramural Recreation

Playground Leadership

Convenorology: So You Want to Be a Convenor

Intramuralology: A Quick Reference Guide for Intramural Programs

Fun First

Physical Education For Elementary School Children

Ready-to-Use P.E. Activities for Grades K-2, 3-4, and 5-6

A copy of the Prince Edward Island ***Physical Education Safety Guidelines*** document should be available in the gymnasium area. The intent of these guidelines is to focus the teacher's attention on safe instructional practices for all physical activity in order to minimize the inherent element of risk. The guidelines are mandatory.

Cross-curricular links have been made throughout this document. These links are all based on the curriculum that existed in subject areas when this document was being developed.

Introduction

Research findings.. support the inclusion of Physical Education in the overall educational experiences of children and illustrate the value of Physical Education in the holistic development of students

(Hickson & Fisburne, n.d., p. 6)

Students who are physically educated are:

- ***Able to make connections between all aspects of human nature (physical, emotional, mental, and spiritual)***
- ***Working towards balance, harmony, and interconnectedness on their journey***
- ***Persevering setting goals learning patience, enjoying the benefits of a physically active lifestyle that leads to a state of wholeness and wellness and sharing this knowledge with others***

(Kalyn, 2006, p. 195)

Physical education is a required area of study in Prince Edward Island's core curriculum. The provincial requirement for Grades K-6 Physical Education is a minimum of ***75 minutes of instruction per week or 90 minutes per 6-day cycle*** for the entire school year in order to provide opportunities for students to develop positive attitudes toward active living, and gain self-confidence as skilful movers, and to promote personal, social, cultural, and environmental growth and appreciation. Quality physical education, as part of the entire learning experience concerned with educating the whole person, will support students in developing a solid foundation for a balanced life.

This curriculum provides the intended learning outcomes that Grades K-6 students are expected to achieve in physical education by the end of each year. Indicators are included to provide the breadth and depth of learning required by the outcomes.

The physical education curriculum provides

- the critical characteristics and philosophical foundations of effective physical education programs;
- the learning outcomes for Grades K-6 Physical Education that are based on research;
- indicators related to the outcomes (i.e., evidence of student understanding) to enable teachers to assess the degree to which students have achieved each outcome;
- sample assessment rubrics and evaluation guide for physical education;
- ideas for connecting physical education with other subject areas.

This curriculum also provides an introduction to pedagogical understandings necessary for the effective teaching of physical education.

Broad Areas of Learning

Lifelong Learners

Students who are engaged in constructing and applying physical education knowledge naturally build the ability to continue learning in this area of study. Throughout their study of physical education, students will develop a holistic balance in the attitudes, understandings, skills, tactics, and strategies necessary to learn in various movement activity settings. Students will develop skills in transferring this learning to a variety of contexts which will support them as lifelong learners.

Sense of Self, Community, and Place

In physical education students will experience multiple opportunities to grow in all aspects of their lives, while learning to share these understandings as they support others in achieving a balanced self. In striving for this balance, students will be better able to contribute to the development of healthy individuals, families, and communities.

Engaged Citizens

In physical education students will experience opportunities to initiate, plan for, and lead positive change that will enhance the personal well-being of self and others. Students will reflect on the various influences that affect decisions and engage in opportunities to contribute to social, cultural, and environmental activities that will benefit all citizens.

Developing Social Responsibility

People demonstrate social responsibility when they positively contribute to their physical, social, and cultural environments. This requires the ability to participate with others in accomplishing common goals. This competency is achieved through using moral reasoning processes, engaging in communitarian thinking and dialogue, and taking social action. In physical education, students will develop personal skills to support socially responsible behaviour that is considerate of others and respectful of individual differences.

Aim and Goals of K–6 Physical Education

By teaching students the concepts of how much, how often, and how long to engage in physical activity, physical educators can promote self-responsibility and independent, lifelong activity patterns... age-appropriate activities must be used to teach (health-related) fitness concepts from grade to grade.

(Gilbert, 2004, pp. 25-26)

The **aim** of the physical education curriculum is to provide opportunities for students to develop knowledge, skills, and positive attitudes toward active living. The curriculum will support students in acquiring the understandings and skills to engage in movement activity and to develop a solid foundation for a balanced lifestyle.

The K-6 **goals** are broad statements identifying what students are expected to know and be able to do upon completion of study in a particular area of study. The goals of physical education **are interdependent and are of equal importance**. The three goals for students from kindergarten to grade 6 are the following:

- **Active Living** – enjoying and engaging in healthy levels of participation in movement activities to support lifelong active living in the context of self, family, and community
- **Skilful Movement** – enhancing quality of movement by understanding, developing, and transferring movement concepts, skills, tactics, and strategies to a wide variety of movement activities
- **Relationships** – balancing self through safe and respectful personal, social, cultural, and environmental interactions in a wide variety of movement activities.

Active Living Goal

Active living is a concept that goes beyond the physiological aspects of participation in movement activity to encompass the mental, emotional, spiritual, and social dimensions that make up the entire physical experience. Active living is about individual well-being. How we experience well-being is uniquely personal; it varies over time and among individuals. Active living is also social and it goes beyond a traditional focus on individual lifestyle choices and emphasizes the physical and social environments that facilitate or hinder people's ability and motivation to be active. These environments are shaped by and with families, in the communities where people live, learn, work, and play. Active living comes to life in community settings of all kinds.

The active living goal emphasizes the need for children to participate in “authentic” learning experiences that are enjoyable and that lead students to deeper understandings about physical fitness. Children benefit from play, and purposeful play will support students in being active for life. To support personal well-being, opportunities for students to enhance each of the components of health-related fitness are interwoven throughout the program. A well-balanced physical education program goes a long way towards ensuring that the active living goal is achieved by all students.

Children who possess inadequate motor skills are often relegated to a life of exclusion from the organized and free play experiences of their peers, and subsequently, to a lifetime of inactivity because of their frustrations in early movement behaviour:

(Seefeldt, Haubenstricker, & Reuschlen [1979] in Graham, Holt/ Hale, & Parker, 2007, p. 28)

The focus on holistic education is on relationship – the relationship between linear thinking and intuition, the relationship between mind and body, the relationship between the various domains of knowledge, the relationship between the individual and the community, and the relationship between self and self. In a holistic curriculum the student examines these relationships so that he or she gains both relationship awareness and the skills necessary to transform the relationship where necessary

(Smith, 2001, p. 83)

Skilful Movement Goal

The opportunity to move is important, but learning the hows and whys of movement is more important if children are to gain the confidence and ability to participate in a variety of movement activities. This skilful movement goal addresses all aspects of effective motor learning with students gaining a deeper understanding of the transferability of movement skills from one movement activity to another. Rather than learning the skills of a particular game or sport, students learn the foundations of movement. They will understand how to move their bodies efficiently and effectively and learn a variety of skills within the context of types of games.

Students will be more willing to engage in movement activities if they know how to move skilfully, and understand the concepts, tactics, and strategies that support skilful and enjoyable participation. Through involvement in authentic learning experiences, students deepen their understanding of how to move and will transfer these skills to meaningful contexts in future years. A life of active living is more likely to be a reality if students are confident in their ability to move, and if they have an understanding of and the ability to apply the whats, whys, and hows of skilful movement.

Relationships Goal

“Relationships” is a multi-faceted word in the context of the relationships goal for physical education. On a personal level, students will develop a deeper understanding that will enhance their physical, emotional, mental, and spiritual selves through and within movement experiences. Students will also engage in a variety of experiences to support growth as social beings, whether it be co-operatively creating and performing movements, making decisions collectively about tactics to use in games, or leading others in movement activities. In turn, as students develop their social skills, students will strengthen who they are as individuals.

The relationships goal also promotes the translation of cultural awareness into action. Authentic multicultural curricula in physical education honour and help to preserve the cultural traditions of the many groups that are part of our society. This includes the games, dances, languages, celebrations, and other forms of physical culture.

When students become aware of cultural groups, values, and practices, and the problems faced by minority cultures, students are better able to engage in multiple, diverse relationships.

An Effective Physical Education Program

Through experiences in physical education, students interact both with and within their environment. Practising and internalizing the behaviours that show a respect for both the natural and the constructed environment have a significant impact on lifelong practices. This focus within the relationships goal includes everything from proper use of equipment in the gymnasium to making enhancements to the natural environment.

There are six characteristics emphasized in this curriculum that are components of an effective physical education program. Student learning is supported by a program that

- focusses on achieving physical literacy;
- provides meaningful contexts, key ideas, and questions for elementary level students to explore;
- teaches students how to use critical, creative, and powerful learning strategies;
- meets the needs of all students;
- is planned purposefully and based on the curriculum;
- is defined by the grade specific outcomes.

Counteracting Myths

The vision of physical education and the physically literate individual presented in this curriculum counteracts a number of common myths.

Myth: Physical education is not an integral part of a student's learning experience. It is an extra.

Fact: Physical education is a required area of study in Prince Edward Island. It is interconnected with all other subject areas in the pursuit of educating the whole person. It involves students directly in thinking, creating meaning, and learning how to learn.

Myth: Committing time to physical education programs may be detrimental to student achievement in other subject areas. It is important to focus on the "academic" subjects because those are the ones that will determine a student's success in life.

Fact: Participation in physical education can improve students' success in all areas of study. "Adding to the growing body of research extolling the cognitive benefits of physical exercise, a recent study concludes that mental focus and concentration levels in young children improve significantly after engaging in structured physical (movement) activities" (Caterino & Polak [1999], in Blaydes, n.d., p.2).

Our physical movements can directly influence our ability to learn, think, and remember. It has been shown that certain physical activities that have a strong mental component, such as soccer or tennis, enhance social, behavioral, and academic abilities. Evidence is mounting that each person's capacity to master new and remember old information is improved by biological changes in the brain brought on by physical activity. Our physical movements call upon some of the same neurons used for reading writing, and math. Physically active people report an increase in academic abilities, memory, retrieval, and cognitive abilities

What makes us move is also what makes us think. Certain kinds of exercise can produce chemical alterations that give us stronger, healthier, and happier brains. A better brain is better equipped to think, remember, and learn.

(Ratey, 2001, p. 178)

Myth: As long as the children are active, having fun, and behaving, they are engaged in a quality physical education program.

Fact: Active play and enjoyment are important aspects of a quality physical education program but are not the final indicators of a beneficial program that will support children in being physically literate. Teachers need to plan purposeful learning experiences for students around the whats, hows, and whys of being active, moving skilfully, and securing strong relationships. Students who develop deeper understandings in these areas will be more willing and able to engage in active living for life. Teachers need to teach for understanding and skill through enjoyable participation in movement activity.

Myth: The main purpose of physical education is to help students achieve excellence in games and sports.

Fact: Physical education is a multifaceted process that teaches a wide range of concepts, tactics, strategies, skills, and deeper understandings with the aim of the students becoming physically educated and physically fit, able to enjoy a variety of movement activities, able to interact positively in a variety of situations, and committed to lifelong well-being. It is a continuing process of articulated, sequential development of skills, talents, attitudes, and behaviours.

Myth: Physical education only addresses the physical components of the individual.

Fact: Although physicality is the primary focus within physical education classes, it cannot stand alone. As holistic beings, we must recognize the spiritual, mental, and emotional aspects of human nature as well. These dimensions of our being must all work together as we strive for balance, harmony, and wellness.

Myth: Physical education focusses on the more athletically gifted.

Fact: All students have the potential to become physically literate, and an effective physical education program will benefit all young people regardless of their interests, skills, or abilities.

Myth: Physical education should be similar to training – highly “skill and drill” oriented. It should be mainly a mechanical process, with drill and practice instructional methods being the most effective.

Fact: In physical education, emphasis must be placed on a broad spectrum of learning and personal development. Learning involves thinking and feeling, being active, processing information, thinking critically, and making decisions, not just using skills. Teachers need to provide students with a diversity of learning experiences that provide students with multiple ways of showing what they know.

A Quality Physical Education program includes

- ***Well planned lessons incorporating a wide range of activities***
- ***A high level of participation by all students in each class***
- ***An emphasis on fun, enjoyment, success, fair play, self-fulfillment, and personal health.***
- ***Appropriate activities for the age and stage of each student.***
- ***Activities which enhance cardiovascular systems, muscular strength, endurance, and flexibility.***
- ***Creative and safe use of facilities and equipment.***

(Canadian Association of Health, Physical Education, Recreation, and Dance, 2006)

Constructing Understanding through Inquiry

Myth: Students should carry out a variety of physical fitness activities but do not need to understand why they are doing so.

Fact: Learning cognitively is as important to physical education as learning specific movement skills. Students need to know why they are learning what they learn in physical education, and how they are benefiting personally. Then they will be more likely to accept responsibility for their own learning and commit to active living to enjoy the benefits of physical education over the long term.

Myth: Physical education programs that provide students with a diversity of movement experiences may be detrimental to doing one's best in a particular activity. It is important to focus on a specific activity (or sport) in order to do really well.

Fact: A well-planned, comprehensive physical education program helps children and youth develop all their abilities and talents rather than focussing exclusively on a narrow range. Because children and youth change and grow over time, they should become well-rounded. They should become proficient in and appreciate a wide variety of movement activities, and then choose wisely. As the educator, you may need to go outside of your comfort zone to provide for students activities you may not feel comfortable teaching. This may require collaboration with colleagues, community members, and provincial organizations to ensure that activities are properly introduced.

(Adapted by permission from the ***Physical Education Framework 1994***, California Department of Education, CDE Press, 1430 N Street, Suite 3207, Sacramento, CA 95814.)

Inquiry learning provides students with opportunities to build knowledge, abilities, and inquiring habits of mind that lead to deeper understanding of their world and the human experience. The inquiry process focusses on the development of compelling questions, formulated by teachers and students, to motivate and guide inquiries into topics, problems, and issues related to curriculum content and outcomes.

Inquiry is more than a simple instructional strategy. It is a philosophical approach to teaching and learning, grounded in constructivist research and methods, which engages students in investigations that lead to disciplinary and transdisciplinary understanding.

Inquiry builds on children's inherent sense of curiosity and wonder, drawing on their diverse backgrounds, interests, and experiences. The process provides opportunities for students to become active participants in a collaborative search for meaning and understanding.

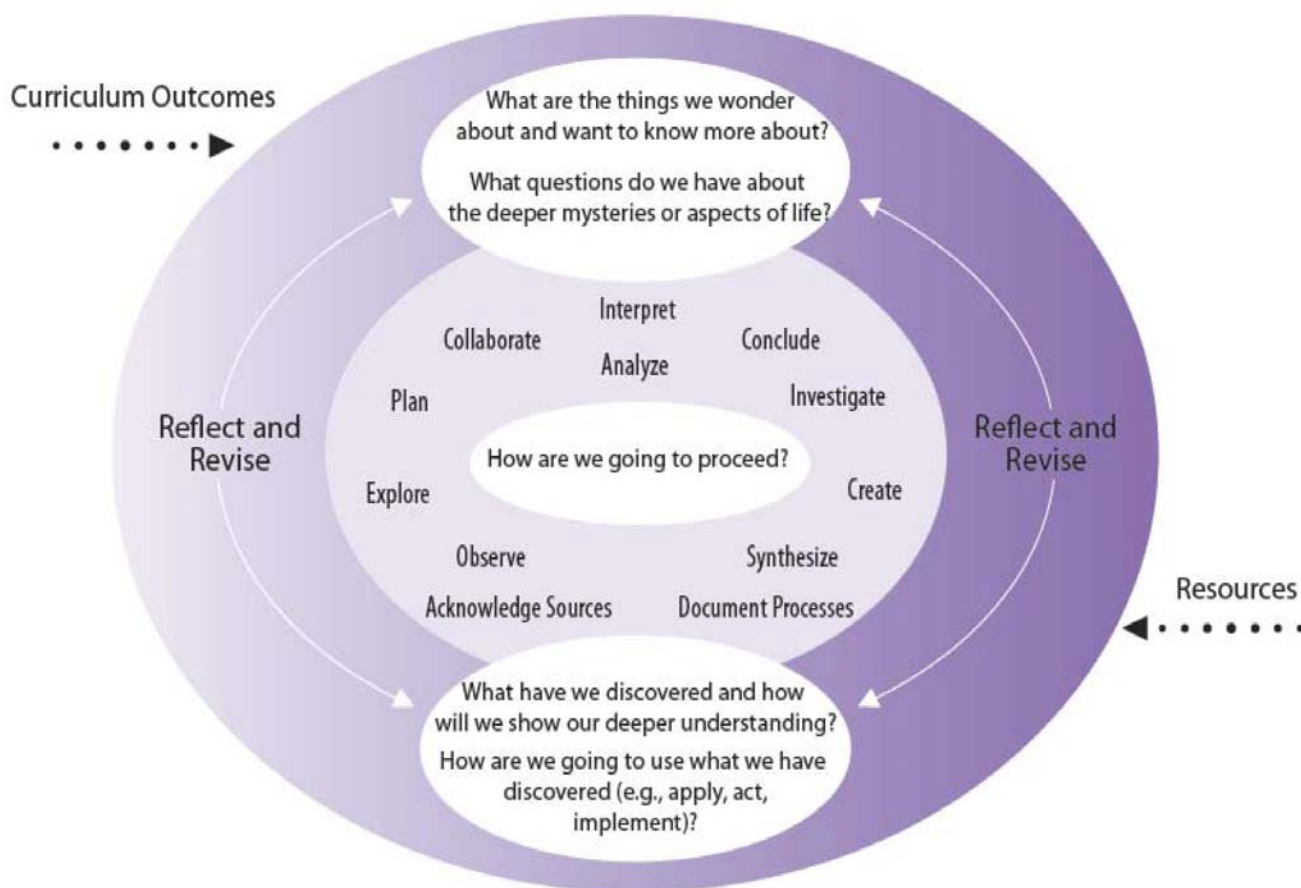
Inquiry is a philosophical stance rather than a set of strategies, activities, or a particular teaching method. As such, inquiry promotes intentional and thoughtful learning for teachers and children.

(Mills & Donnelly, 2001, p. xviii)

Students who are engaged in inquiry

- construct knowledge and deep understanding rather than passively receiving information;
- are directly involved and engaged in the discovery of new knowledge;
- encounter alternative perspectives and differing ideas that transform prior knowledge and experience into deep understandings;
- transfer new knowledge and skills to new circumstances;
- take ownership and responsibility for their ongoing learning and mastery of curriculum content and skills.

Inquiry learning is not a step-by-step process, but rather a cyclical process, with various phases of the process being revisited and rethought as a result of students' discoveries, insights, and co-construction of new knowledge. The following graphic represents various phases of this cyclical inquiry process.



Effective Questions for Understanding

- ***cause genuine and relevant inquiry into the important ideas and core content.***
- ***provide for thoughtful, lively discussion, sustained inquiry, and new understanding as well as more questions***
- ***require students to consider alternatives, weigh evidence, support their ideas, and justify their answers***
- ***stimulate vital, ongoing rethinking of key ideas, assumptions, and prior lessons***
- ***spark meaningful connections with prior learning and personal experiences***
- ***naturally recur, creating opportunities for transfer to other situations and subjects***

(Wiggins & McTighe, 2005, p. 110)

Inquiry prompts and motivates students to investigate topics within meaningful contexts. The inquiry process is not linear or lock-step, but is flexible and recursive. Experienced inquirers will move back and forth among various phases as new questions arise and as students become more comfortable with the process.

Well-formulated inquiry questions are broad in scope and rich in possibilities. Such questions encourage students to explore, observe, gather information, plan, analyse, interpret, synthesize, problem solve, take risks, create, conclude, document, reflect on learning, and formulate new questions for further inquiry.

(Adapted from Kuhlthau & Todd, 2008, p.1)

Creating Questions for Inquiry in Physical Education

Teachers and students can begin their inquiry at one or more curriculum entry points; however, the process may evolve into transdisciplinary integrated learning opportunities, as reflective of the holistic nature of our lives and interdependent global environment.

It is essential to develop questions that are evoked by student interests and have potential for rich and deep learning. Compelling questions are used to initiate and guide the inquiry and give students direction for developing deep understandings about a topic or issue under study.

The process of constructing compelling questions can help students to grasp the important disciplinary or transdisciplinary ideas that are situated at the core of a particular curricular focus or context. These broad questions will lead to more specific questions that can provide a framework, purpose, and direction for the learning activities in a lesson, or series of lessons, and help students connect what they are learning to their experiences and life beyond school.

In physical education, effective questions are the key to fostering students' critical thinking and problem solving. Questions such as "How should we respond when we are playing and someone else is cheating?" and "What are some activities we can participate in that will help to make our heart stronger?" are examples of questions that will lead to deeper understanding. Questioning should also be used to encourage students to reflect on how their actions and behaviours affect and are affected by others. Questions could be "Whose job is it to make sure we are physically active every day?" and "Is there ever a time when we are playing that we do not need to co-operate?" Examples of questions to support students' deeper understanding appear throughout the indicators related to different outcomes. Effective questioning is essential for student learning and these questions should be an integral part of teacher planning.

Meeting the Needs of All Students

Learning through Critical, Creative, and Powerful Strategies

Critical and creative thinking are central components of learning. Within physical education, one focus should be on “reflective thinking that is used to make reasonable and defensible decisions about movement tasks or challenges” (McBride, 1992, p.115). More importantly, students need to experience opportunities to use critical and creative thinking within movement performance to understand more deeply the hows and whys of movement. Teachers should plan for authentic learning experiences that will support students in exploring, questioning, reflecting, and making decisions to develop deeper understanding that will lead to the transfer of learning to new situations. Students need opportunities to think critically and creatively, thus setting a foundation for future learning.

An inclusive physical education environment is one which provides the opportunity for students of all abilities and interests to participate in physical education with their peers. Inclusive physical education recognizes the inherent value and strengths of each student, the need for independence and self-determination, and the right to choice. Inclusive physical education provides all students, including students with disabilities, the opportunity to take full advantage of opportunities to enhance personal fitness, acquire motor skills, increase knowledge and understanding of movement, and strengthen their psychosocial well-being. Teachers can provide all students with the knowledge, understandings, and skills they need to live an active life appropriate to their abilities and interests (Rizzo, Davis, & Toussaint, 1994).

All students can learn about the talents, challenges, and abilities of all classmates. Students learn to appreciate that individual differences exist between people, and they learn that participating in an activity in a different way does not lessen its value. Inclusion recognizes the inherent value, dignity, and worth of each student, and reduces perceived differences among students. The process of identifying each student’s needs and accommodating them in a dignified and effective manner is the key to ensuring full and meaningful participation in physical education.

All students can benefit from adaptations to the learning environment and/or learning experience. They will all benefit when teachers use a variety of instructional strategies. Almost all students can achieve curriculum outcomes in authentic ways when basic adaptations are made.

Teachers will need to make individualized adaptations or modifications to meet the needs of some students as these students work towards achieving the grade specific outcomes. Physical education teachers can seek support from the school services team and outside agencies to gain ideas on how best to work with students who have specific individual needs.

Because of the importance students place on feeling confident in their abilities, Physical Education teachers should work diligently to create opportunities for all of their students to experience success

(Humbert, 2005, p. 12)

Planning

A few students will not be able to achieve all of the grade specific physical education outcomes. These students will need an Individualized Educational Plan (IEP) that includes physical education outcomes. Physical education teachers can work with the school student services team and outside agencies to plan physical education learning experiences that meet the needs of these students.

When teachers are initially given the challenge and opportunity of planning physical education for a student with a disability, feelings of uncertainty are to be expected. This may be due to a lack of information and experience that will change as teachers become more familiar with each student's strengths, interests, and abilities.

The process of developing an inclusive program will involve the following steps:

- obtaining information about the disability
- identifying support
- determining safety concerns
- assessing present skill level
- contributing to the Individual Educational Plan
- setting realistic expectations
- selecting activities
- determining program modifications
- implementing and evaluating.

(All schools have *Moving To Inclusion* binders and *Fundamental Movement Skills 1A: For Children with Physical Disabilities* You can also contact the Active Living Alliance for Canadians with a Disability (ALACD) at 1-800-771-0663 or www.ala.ca.)

Teachers can create authentic learning opportunities for their students through purposeful planning. The curriculum outcomes are the starting point for all planning.

Year Planning

The sample year plan provided is based on the following assumptions and recommendations:

- Instructional physical education is scheduled for 75 minutes a week or 90 minutes per 6-day cycle, or 46.25 hours/year.
- Physical education classes are scheduled for at least 30 minutes every second day throughout the school year.
- All outcomes will be addressed initially by the teacher with the teacher planning to set the context for learning so as to engage the students in the learning process. To support students in achieving the outcomes, teachers will also need to plan extending and applying/challenging learning experiences.

-
- Initiation of student learning is teacher-led and is an introduction to the new learnings related to knowledge, understandings, skills, and attitudes.
 - Extension of student learning is teacher-led and builds on previously introduced learnings to support students in growth towards achieving the outcomes.
 - Application/challenge of student learning is teacher-facilitated with the teacher guiding students through learning experiences that challenge them to apply the knowledge, understandings, skills, and attitudes they have gained through previous learning opportunities.
 - All outcomes are interconnected and interdependent. Any combination of outcomes can be the focus for a time frame of instruction. Teachers should look for the connections when planning and make the connections when teaching. This will support students in developing the deeper understandings towards achieving the K-6 goals for physical education by the end of Grade 6.
 - Teachers begin by mapping out a year plan for the scaffolding of learning. The teachers first consider a progression for student learning that will support the students in achieving each outcome by the end of the year. Teachers then plan for making connections between the outcomes. This will help the teachers identify how and when to initiate and extend learnings, as well as when to challenge students to apply their learnings to ensure that students achieve the outcomes by the end of the year.

Suggested Yearly Minimum Time Commitment to Outcomes

The tables on the following pages provide a recommended amount of time to commit to each outcome. Even though the time is not equal for all outcomes, each outcome is important and teachers should plan to initiate and extend learnings for all outcomes.

Based on the recommended percentage of time for elementary physical education in Prince Edward Island, students will receive at least 46.25 hours per school year of physical education instruction. Of course, the percentage of time may vary from school to school with 46.25 hours being the minimum instructional time. The suggested yearly minimum time commitment on the following pages suggest 50 hours of instruction time per year. Ten hours of the 50 hours is flexible time. Flexible time refers to the instructional choices made by teachers based on needs and interests of students, as well as the community context.

Kindergarten

Suggested Minimum Time Commitment to Outcomes

	<i>Suggested Hours of Focus</i>		
	<i>Initiating</i>	<i>Extending Applying/ Challenging</i>	<i>Total Hours</i>
<i>Outcome K.1</i> Fitness	4	2	6
<i>Outcome K.2</i> Locomotor Skills	4	2	6
<i>Outcome K.3</i> Non-locomotor Skills	4	2	6
<i>Outcome K.4</i> Manipulative Skills	4	2	6
<i>Outcome K.5</i> Movement Variables	4	2	6
<i>Outcome K.6</i> Rhythmical Movement	4	2	6
<i>Outcome K.7</i> Relationships	2	2	4
Subtotal	26	14	40
Flexible Attention (Teacher decisions based on needs and interests of students, as well as the community context)			10
Total Hours			50

Note: Number of hours is approximate

Grade 1

Suggested Minimum Time Commitment to Outcomes

Suggested Hours of Focus

	<i>Initiating</i>	<i>Extending Applying/ Challenging</i>	<i>Total Hours</i>
Outcome 1.1 Health-Related Fitness	4	2	6
Outcome 1.2 Active Living	2	1	3
Outcome 1.3 Locomotor Skills	3	2	5
Outcome 1.4 Non-locomotor Skills	3	1	4
Outcome 1.5 Manipulative Skills	2	1	3
Outcome 1.6 Movement Variables	3	1	4
Outcome 1.7 Rhythmical Movement	2	1	3
Outcome 1.8 Play Strategies and Skills	4	2	6
Outcome 1.9 Safety and Co-operation	2	1	3
Outcome 1.10 Relationships	2	1	3
Subtotal	27	13	40
Flexible Attention (Teacher decisions based on needs and interests of students, as well as the community context)			10
Total Hours			50

Note: *Number of hours is approximate*

Grade 2

Suggested Minimum Time Commitment to Outcomes

	<i>Suggested Hours of Focus</i>		
	<i>Initiating</i>	<i>Extending Applying/ Challenging</i>	<i>Total Hours</i>
Outcome 2.1 Health-Related Fitness	4	2	6
Outcome 2.2 Active Living	2	1	3
Outcome 2.3 Locomotor Skills	3	2	5
Outcome 2.4 Non-locomotor Skills	2	1	3
Outcome 2.5 Manipulative Skills	3	2	5
Outcome 2.6 Movement Variables	2	1	3
Outcome 2.7 Rhythmical Movement	2	1	3
Outcome 2.8 Play Strategies and Skills	4	2	6
Outcome 2.9 Safety and Co-operation	2	1	3
Outcome 2.10 Relationships	2	1	3
Subtotal	26	14	40
Flexible Attention (Teacher decisions based on needs and interests of students, as well as the community context)			10
Total Hours			50

Note: Number of hours is approximate

Grade 3

Suggested Minimum Time Commitment to Outcomes

	<i>Suggested Hours of Focus</i>		
	<i>Initiating</i>	<i>Extending Applying/ Challenging</i>	<i>Total Hours</i>
<i>Outcome 3.1</i> Health-Related Fitness	4	2	6
<i>Outcome 3.2</i> Active Living	3	1	3
<i>Outcome 3.3</i> Locomotor Skills	3	1	4
<i>Outcome 3.4</i> Non-locomotor Skills	2	1	3
<i>Outcome 3.5</i> Manipulative Skills	4	2	6
<i>Outcome 3.6</i> Movement Variables	3	2	6
<i>Outcome 3.7</i> Rhythmical Movement	3	1	4
<i>Outcome 3.8</i> Play Strategies and Skills	2	1	3
<i>Outcome 3.9</i> Safety and Co-operation	1	1	2
<i>Outcome 3.10</i> Relationships	2	1	3
Subtotal	27	13	40
Flexible Attention (Teacher decisions based on needs and interests of students, as well as the community context)			10
Total Hours			50

Note: Number of hours is approximate

Grade 4

Suggested Minimum Time Commitment to Outcomes

	<i>Suggested Hours of Focus</i>		<i>Total Hours</i>
	<i>Initiating</i>	<i>Extending Applying/ Challenging</i>	
Outcome 4.1 Health-Related Fitness	5	2	7
Outcome 4.2 Body Systems	1	1	2
Outcome 4.3 Complex Locomotor Skills	4	1	5
Outcome 4.4 Locomotor Skills	1	1	2
Outcome 4.5 Complex Non-locomotor Skills	2	2	4
Outcome 4.6 Manipulative Skills	2	2	4
Outcome 4.7 Complex Manipulative Movement	1	2	3
Outcome 4.8 Movement Refinement	1	2	3
Outcome 4.9 Skilful Play	2	1	3
Outcome 4.10 Tactics, Strategies, and Rules	2	1	3
Outcome 4.11 Safety and First Aid	1	1	2
Outcome 4.12 Relationships	1	1	2
Outcome 4.13 Culture and History	1	1	2
Subtotal	24	18	42
Flexible Attention (Teacher decisions based on needs and interests of students, as well as the community context)			8
Total Hours			50

Note: Number of hours is approximate

Grade 5

Suggested Minimum Time Commitment to Outcomes

	<i>Suggested Hours of Focus</i>		
	<i>Initiating</i>	<i>Extending Applying/ Challenging</i>	<i>Total Hours</i>
<i>Outcome 5.1</i> Health-Related Fitness	3	2	5
<i>Outcome 5.2</i> Muscular Fitness	1	2	3
<i>Outcome 5.3</i> Complex Skills	3	2	5
<i>Outcome 5.4</i> Manipulative Skills	1	3	4
<i>Outcome 5.5</i> Complex Manipulative Skills	3	3	6
<i>Outcome 5.6</i> Performance Refinement	2	3	5
<i>Outcome 5.7</i> Skilful Play	3	3	6
<i>Outcome 5.8</i> Rules	1	1	2
<i>Outcome 5.9</i> Safety and First Aid	1	1	2
<i>Outcome 5.10</i> Social Skills	1	1	2
<i>Outcome 5.1&</i> Culture and History	1	1	2
Subtotal	20	22	42
Flexible Attention (Teacher decisions based on needs and interests of students, as well as the community context)			8
Total Hours			50

Note: Number of hours is approximate

Grade 6

Suggested Minimum Time Commitment to Outcomes

Suggested Hours of Focus

	<i>Initiating</i>	<i>Extending Applying/ Challenging</i>	<i>Total Hours</i>
<i>Outcome 6.1</i> Cardiovascular Fitness	3	2	5
<i>Outcome 6.2</i> Body Composition	1	1	2
<i>Outcome 6.3</i> Muscle Fitness	3	1	4
<i>Outcome 6.4</i> Skill-Related Fitness	1	1	2
<i>Outcome 6.5</i> Complex Skills	2	2	4
<i>Outcome 6.6</i> Manipulative Skills	1	1	2
<i>Outcome 6.7</i> Biomechanics	1	1	2
<i>Outcome 6.8</i> Movement Concepts	1	1	2
<i>Outcome 6.9</i> Decision Making	3	3	6
<i>Outcome 6.10</i> Alternate Environment and Body Management	3	3	6
<i>Outcome 6.11</i> Volunteerism and Leadership	1	1	2
<i>Outcome 6.12</i> Influences	1	1	2
<i>Outcome 6.13</i> Safety and Rules	1	2	3
<i>Outcome 6.14</i> Relationship Skills	1	1	2
<i>Outcome 6.15</i> History and Culture	1	1	2
Subtotal	25	23	46
Flexible Attention (Teacher decisions based on needs and interests of students, as well as the community context)			4
Total Hours			50
<i>Note: Number of hours is approximate</i>			

Outcome Emphasis

<i>Initiate</i>	Teachers are initiating student learning through teacher-led learning experiences. This often involves new learning for students.
<i>Extend</i>	Teachers are extending student learning by building on previously initiated and connected learnings.
<i>Outcome Emphasis</i>	Teachers are facilitating student learning by guiding students through learning experiences that challenge them to apply the knowledge, understandings, skills, and attitudes they have gained through previous initiated and extended learning.

Lesson Planning

The prerequisite of a meaningful learning experience is a well-planned lesson. All lesson planning should begin with an analysis of the outcomes to determine what it is students should know, understand, and be able to do. The indicators related to each outcome guide the plan for learning in each lesson and demonstrate the types of knowledge required (i.e., factual, conceptual, procedural, metacognitive, or a combination) to achieve each outcome. The teacher should also consider the types of evidence that would demonstrate that students have achieved the outcome and think about how they will assess student progression towards achieving the indicated outcomes. Once the outcomes, indicators, and assessment decisions have been made, teachers could choose to use an “opening for learning - body of learning - closure for learning” format for the actual lesson. Teachers may also want to identify equipment, materials, and space needed, as well as organizational, safety, and management considerations to maximize learning opportunities. This three-part format is described below. Although described separately, the sections are interconnected.

Opening For Learning

- Should begin with a variety of warm-up activities and/or exercises, both teacher-selected and student-determined, which focus on the indicators associated with one or a few different outcomes
- Should set the stage for the flow of the lesson and be based on a connected whole-part-whole approach as opposed to teaching from the parts (e.g., skills) to the whole (e.g., game play) or teaching disconnected pieces.

Body of Learning

- Should flow naturally from the learning experiences that were the focus of the warm-up.
- Should engage students in outcome-driven learning opportunities that support the students in achieving the outcomes and reflect the representative list of indicators.
- Should be designed to keep active learning time to a maximum.
- Should identify method to distribute equipment efficiently (at least one object for every two students).
- Should incorporate opportunities for students to be involved in initiating the design of the learning experiences. (This will see the students as seekers of meaning with the teacher as their guide.)

Closure for Learning

- Should provide a chance for discussion and/or additional reflection, thus encouraging the students to make meaning of the learning experience. In this way, students can further develop deeper understandings and teachers can gain insight as to the success of the lesson and possible direction for subsequent lessons.

Since outcomes are interconnected and interdependent, any combination of the outcomes can be the focus for a lesson. These connections should also be made when the teacher is planning a lesson. This will support students in developing deeper understanding of the separate outcomes and, more important, deeper understandings of the connected learnings associated with being physically literate. (A sample lesson plan template and some sample lesson plans are included following this section.)

During the lesson all students should be expected to perform to the best of their ability. Adjustments may need to be made, however, to accommodate individual abilities and to support all students in experiencing success. When working with individual students, the teacher should personalize instruction and give feedback equally to both genders, to students with various skill levels, and to students with additional needs in ways that support personal growth towards achieving the learning outcomes. The teacher involves all students in developing deeper understandings such as those identified in the indicators, and provides meaningful feedback, both positive and corrective, that advances learning.

Teachers can plan for learning to continue beyond the actual scheduled physical education class. This will provide opportunities for students to develop independent learning skills and to take responsibility for learning. Families can be partners in supporting their children as they engage in active living and become skilful movers.

Sample Lesson Plan Template

<i>Lesson Plan Template</i>	
Date:	
Outcome Focus: The teacher identifies the interrelated/interconnected outcomes that are the starting point for the lesson plan and analyses these outcomes to determine the types of knowledge required (i.e., factual, conceptual, procedural, metacognitive, or a combination).	
Learning Focus: This is where the specific indicators for the lesson are identified.	
Assessment and Evaluation: The teacher determines the types of evidence that would demonstrate that students have achieved the outcomes and plans strategies and processes to incorporate throughout the lesson that will support the teacher in determining whether each student knows and can complete part of the process towards achieving the outcomes.	
Organization and Management Considerations: Planning related to organization of students, use of space, safety considerations, equipment requirements, rules, routines, and other factors can be completed here.	
Opening for Learning The teacher establishes the lesson focus, setting the stage for the flow of the lesson. The opening is clearly connected to the focus of the lesson and the the developmental and closure parts of the lesson. It is the initial “whole” in the recommended whole-to-part-to whole approach for the flow of the entire lesson.	
Indicators: The teacher identifies the specific indicator(s) that will guide the learning.	Learning Experience: The teacher can describe exactly what the students will be doing and what the teacher will be doing to open the lesson. This introductory movement activity should serve as a lead-in activity for the lesson. The indicators associated with the outcome for the lesson will provide ideas for the opening. The teacher will want to plan for adaptations and extensions in this section.
Development of Learning This is the instructional portion of the lesson and should include a variety of experiences that will support students in achieving the outcomes and reflect the representative list of indicators. The learning opportunities planned for this section should transition from the lesson opening experience and students should be aware of what they will be learning during the lesson.	
Indicators: The teacher identifies the specific indicator(s) that will guide the learning.	Learning Experience: The teacher develops the learning sequence. It could include demonstrations, teacher-led practice of tasks (e.g., hop forward five times) and challenges (see how high in the air you can hop), learning stations, and co-operative activities and play. As much as possible, this plan should be built with the inquiry process as the foundation for learning and with student exploration being encouraged. Throughout this learning experience, the teacher should also include plans for questioning for deeper understanding (e.g., “What do you feel happening to your heart?” “Is this a good thing to have happened when you are exercising?”). The teacher will want to plan for adaptations and extensions in this section.
Closure for Learning This is a plan to review the key points of the lesson as stated in the lesson focus and emphasized throughout the lesson. It may be in the form of quesitons allowing students to provide insights regarding the extent to which the lesson outcomes have been attained. It could include additional assessment and evaluation strategies.	
Reflection: Following the lesson, the teacher could use this section to write a few notes that will assist in making decisions regarding future lessons. The main focus of this section should be self-questioning related to how well the students achieved the intended learnings for the lesson. The key quesiton in this post-lesson thinking time should be: “If students do not know or cannot do the learning focus of this lesson, what will I do?” This section will serve as the pre-thinking stage for a subsequent lesson.	

Sample Lesson Plan

<i>Sample Lesson Plan - Grade 1</i>	
Date:	
Outcome Focus: Health-Related Fitness (1.1) Locomotor Skills (1.3) Play Strategies and Skills (1.8)	
Learning Focus (Indicators): <ul style="list-style-type: none">• Sustain participation in moderate to vigorous locomotor activities (e.g., walking, snowshoeing, running, dancing, hiking, swimming, parachute play) and lead-up games (e.g., tag games, follow-the-leader) that increase heart rate and respiration rate, towards five consecutive minutes on a consistent basis. (1.1)• Identify changes in the body that are natural and safe reactions to participating in moderate to vigorous movement activities (e.g., heart beats faster, body is sweating, breathing is faster, skin gets red, body feels warm/hot). (1.1)• Explore and demonstrate a variety of ways to travel through space (e.g., imitate motorized and non-motorized vehicles, imitate animals, imitate athletes) without contacting others. (1.3)• Walk, forward and backward, and run, forward, through general space trying to not make contact with others and stop on signal without falling down. (1.3)• Demonstrate a willingness to try to apply discussed strategies for playing a variety of games (e.g., take turns being the leader in follow-the-leader). (1.8)• Assume responsibility for various roles (e.g., leader, follower, “it,” “not it”, while participating in low-organizational games and activities .(1.8)	
Assessment and Evaluation: Check for understanding by questioning throughout the lesson. Begin tomorrow’s lesson with an opening that will extend today’s learning and use a checklist to determine current student levels of understanding.	
Organization and Management Considerations: No equipment needed; outdoor space (playground).	
Opening for Learning	
Indicators: <ul style="list-style-type: none">• Sustain participation in moderate to vigorous locomotor activities (e.g., walking, snowshoeing, running, dancing, hiking, swimming, parachute play) and lead-up games (e.g., tag games, follow-the-leader) that increase heart rate and respiration rate, working towards five consecutive minutes on a consistent basis. (1.1)• Walk, forward and backward, and run, forward, through general space trying to not make contact with others, and stop on signal without falling down. (1.3)	Learning Experiences: <p>Invite the children to “follow me” walking and running through the playground, around playground equipment, and on different surfaces. Do this for about five minutes, ending with running.</p> <p>(Example of adaptation: Assign a partner to move with student needing assistance.)</p>

Sample Lesson Plan

Sample Lesson Plan - Grade 1 (continued)

Development of Learning

Indicators:

- Identify changes in the body that are natural and safe reactions to participating in moderate to vigorous movement activities (e.g., heart beats faster, body is sweating, breathing is faster, skin gets red, body feels warm/hot). (1.1)
- Demonstrate a willingness to try to apply discussed strategies for playing a variety of games (e.g., take turns being the leader in follow-the-leader). (1.8)
- Assume responsibility for various roles (e.g., leader, follow, “it,” “not it”) while participating in low-organizational games and activities. (1.8)
- Explore and demonstrate a variety of ways to travel through space (e.g., imitate motorized and non-motorized vehicles, imitate animals, imitate athletes) without contacting others. (1.3)

Learning Experiences:

- Immediately after stopping the “Opening for Learning”, ask the students questions related to exercising. “With your hand on your chest, what do you feel happening to your heart? Is this a good thing to have happen when we are exercising?” “Who is breathing faster? Why are we breathing faster? Is this a good thing to have happen when we are exercising?” “Does anyone feel hot? Is this a good thing to have happen when we are exercising?” Assure students that these body reactions are all natural and safe.
- Move to asking children what roles they were playing when class first started. Leader: “What does a leader do?” “What does everyone else do?” “Should everyone get a chance to be the leader?” “What does it mean to take turns?” “How can we make sure that everyone is having fun and that everyone is safe and does not get hurt when we are playing follow-the-leader?”
- Divide the class into small groups (three to four) and assign a leader for each. Instruct groups to follow the leaders, who will walk and/or run in creative ways until they hear the whistle (about 30 seconds). When students hear the whistle, they switch leaders. Assure students that everyone will get a turn at being the leader. Give them boundaries and tell them to watch out for other groups as they move through the general space.
- Have students feel their hearts beating in their chests again. Ask students if this faster heart rate is natural and safe. Remind them of some of the other natural and safe reactions when exercising.
- Ask the children what other ways they can move through space. Have some of them demonstrate. Invite them to play follow-the-leader again, but this time, as they lead, they can explore creative ways to move as they move safely through general space.
(The teacher will want to plan for adaptations and extensions in this section.)

Closure for Learning

Pose questions and/or provide needed information to reinforce the lesson focus

- We want to be able to move in ways for longer periods of time, challenging our hearts to beat faster and quickening our breathing. This is good for our bodies. This will help us to be healthy. We all want to be working towards being able to keep our bodies moving for at least five minutes. Tomorrow we will feel what that means.
- Walking and running, and many other ways of moving, are good for our bodies.
- Playing games like follow-the-leader is a fun way to help our bodies be healthy.
- When we play and work with others, we should take turns at being both a leader and a follower.
- It is important when we are moving among others in general space that we are careful to not bump into other people.

Reflection: If students do not know or cannot do the learning focus of this lesson, what will I do?

Sample Lesson Plan

<i>Sample Lesson Plan - Grade 3</i>	
Date:	
Outcome Focus: Active Living (3.2) Non-locomotor Skills (3.4) Movement Variables (3.6)	
Learning Focus (Indicators): <ul style="list-style-type: none">• Explain how participation in movement activities can help one grow as a creative thinker, a performer, a problem solver, and a person with confidence. (3.2)• Use performance words (e.g., “arms straight out to the side,” “chin up,” “feet tight together”) to demonstrate understanding of performance cues language connected to skilful non-locomotor movement. (3.4)• Design and demonstrate, with a partner, a variety of statues (balances) of different shapes with one person bearing all or part of the weight of the partner and focussing on being as stable as possible. (3.6)• Identify adjustments (e.g., lowering the centre of gravity, extending free body parts for stability) needed, using performance cues language, to improve performance in teacher and/or classmate demonstrated balances. (3.6)	
Assessment and Evaluation: Check for understanding by questioning throughout the lesson. Use a checklist of balance performance cues to determine each student’s understanding of skilful balancing. Begin tomorrow’s class with partner balance demonstration. Record anecdotal notes on each student’s understanding of a balance problem and how to solve it.	
Organization and Management Considerations: Use mats (one per partnership) and tell students to remove their shoes and socks while on the mats (safety and comfort).	
Opening for Learning	
Indicators: <ul style="list-style-type: none">• Design and demonstrate, with a partner, a variety of statues (balances) of different shapes with one person bearing all the weight of the partner and focussing on being as stable as possible. (3.6)	Learning Experiences: <ul style="list-style-type: none">• As students enter the gym, tell them to join with their “up and down” buddy (pre-established partnership of similar size children) and working together, place a mat in their own space on the gym floor.• Tell students to work with their partners to create statues (balances) of different shapes with one person bearing all or part of the weight of the partner (demonstrate an example using a partnership of students). <p>(Examples of Adaptations: Provide physical supports, such as a sturdy chair, for a student with a physical disability that affects balance. The student can hold onto the chair while experimenting with balance positions.)</p>

Sample Lesson Plan - Grade 3 (continued)

Development of Learning

Indicators:

- Explain how participation in movement activities can help one grow as a creative thinker, a performer, a problem solver, and a person with confidence. (3.2)
- Use performance words (e.g., “arms straight out to the side,” “chin up,” “feet tight together”) to demonstrate understanding of performance cues language connected to skilful non-locomotor movement. (3.4)
- Design and demonstrate, with a partner, a variety of statues (balances) of different shapes with one person bearing all or part of the weight of the partner and focussing on being as stable as possible. (3.6)
- Identify adjustments (e.g., lowering the centre of gravity, extending free body parts for stability) needed, using performance cues language, to improve performance in teacher and/or classmate demonstrated balances. (3.6)

Learning Experiences:

- Bring students together and ask them what skills they needed to use to create their statues. Lead them to answers such as creative thinking and problem solving.
- Ask some partnerships to demonstrate their statues. Comment on positive aspects of their balances using performance cue language (e.g., solid base of support). Ask students to contribute other comments, encouraging them to use the language of movement.
- Verbally review and demonstrate the performance cues for a skilful balance, then have students repeat the words and mimic the demonstration.
- Join two sets of partners to demonstrate their statues. The teacher models feedback to the demonstrating pair of students. Instruct the pair to express what they are doing with their bodies as they demonstrate, using performance cues.
- Tell the viewing partners to provide helpful feedback to the demonstrating partnership.
- Circulate among the students, listening to their conversation and posing questions to support learning as needed.
- Bring students together and ask them what made the balancing more challenging when they were creating the statues with their partners as opposed to balancing alone. Discuss their ideas and ask for possible solutions to strengthen the stability and creativity of their partner statues.
- Tell students to work in pairs again to make the most creative, stable statues possible.
- Circulate among the students, listening to their conversation and posing questions to support learning as needed.

(The teacher will want to plan for adaptations and extensions in this section.)

Closure for Learning

Pose questions and/or provide needed information to reinforce the lesson focus

- Review the performance cues that will support students' understanding of how to perform a skilful balance, with a specific emphasis on partner balance considerations (e.g., base of support, centre of gravity).
- Ask students to think about one problem they faced in trying to create stable partner statues and how they solved the problem. Tell them that in class tomorrow they will demonstrate their best partner statue, share one problem, and explain how they solved it.

Reflection: If students do not know or cannot do the learning focus of this lesson, what will I do?

Sample Lesson Plan

<i>Sample Lesson Plan - Grade 5</i>	
Date:	
Outcome Focus: Complex Skills (5.3) Health-Related Fitness (5.1) Social Skills (5.10)	
Learning Focus (Indicators): <ul style="list-style-type: none">• Perform established modern, folk, cultural/multicultural dances, such as the polka from the German culture, the two-step and square dance from various cultures. (5.3)• Sustain participation in moderate to vigorous movement activities to increase heart rate and respiration rate, building towards nine consecutive minutes of activity on a consistent basis. (5.1)• Demonstrate and practise ways to find pulse and determine heart rate, before, during, and after exercise. (5.1)• Self-assess level of social skills on a regular basis through methods such as responding to prompts in learning logs or journals. (5.10)• Acknowledge when own behaviour is irresponsible and/or lacking in self-control. (5.10)	
Assessment and Evaluation: Check for understanding by questioning throughout the lesson. Use anecdotal records to record the specifics of students who are having difficulty with the steps and rhythm of the dance, as well as those who are not able to sustain moderate to vigorous physical activity. Assign learning log responses to pre-distributed prompts regarding social skills self-assessment.	
Organization and Management Considerations: use music, DVD player.	
Opening for Learning	
Indicators: <ul style="list-style-type: none">• Perform established modern, folk, cultural/multicultural dances, such as the polka from the German culture, the two-step and square dance from various cultures. (5.3)• Sustain participation in moderate to vigorous movement activities. (5.1)	Learning Experiences: <ul style="list-style-type: none">• Have music playing when the students enter the learning space.• Ask students to join with a partner, or to move on their own, using the polka steps that they learned during the previous two lessons.• Encourage students to sustain their dancing for the duration of the music, trying to stay moderately to vigorously active for over six minutes. <p>[Examples of Adaptations: For a student with limited leg mobility, adapt the movement so it can be done from a seated position (e.g., moving arms at a moderate to vigorous level in time to the rhythm of the music). Have a partner polka on the spot facing the student with the limited mobility].</p>

Sample Lesson Plan - Grade 5 (continued)

Development of Learning

Indicators:

- Perform established modern, folk, cultural/multicultural dances, such as the polka from the German culture, the two-step and square dance from various cultures. (5.3)
- Demonstrate and practise ways to find pulse and determine heart rate before and after exercise. (5.1)
- Self-assess level of social skills on a regular basis through methods such as responding to prompts in learning logs or journals. (5.10)
- Acknowledge when own behaviour is irresponsible and/or lacking in self-control. (5.10)

Learning Experiences:

- Prior to the music ending, turn it down slightly and tell the students that as soon as the music stops, they should find their pulse using one of the previously taught and practised methods.
- After counting their pulse (time 15 seconds for them), tell the students to check the one-minute Heart Rate Conversion chart (which each student made in math class) showing a range of numbers multiplied by four to equal a rate per minute. Discuss some of the heart rate numbers, referring to target heart rate, and ask whether students think this type of dancing would be a good option to include in the class plan for achieving individualized goals for cardiovascular improvement.
- Introduce the two-step dance, using a whole-to part-to-whole approach. First, show the full movement in time to music. Second, with a partner, break the dance steps down into smaller segments, using a slower pace. Next, students move independently to the music, practising the steps, and finally, students try the full dance to the rhythm of the music while dancing with a partner.
- While the students are practising, question them on the five levels of social skills to reinforce their understanding of the levels. Ask, “When you were practising the steps alone, what level of social skills were you displaying?” “When you are dancing with a partner, and possibly helping them, at what level are you performing?”
- Circulate among the students to provide individual and partner feedback.
- If necessary, discuss with individuals behaviours that are irresponsible and/or lacking self-control. Ask the students how they could change their behaviour to move up the social skills levels.

(The teacher will want to plan for adaptations and extensions in this section.)

Closure for Learning

Pose questions and/or provide needed information to reinforce the lesson focus

- Ask some students to describe how they feel physically after dancing. Question them about their heart rates. Lead them to conclude that dancing can be a good activity to improve their cardiovascular endurance.
- Discuss the social skills students displayed while dancing with a partner. Lead them to conclude that dancing can be a good activity for social experiences.
- Conclude by assigning a learning log response to the “social skills” prompts in the logs.

Reflection: If students do not know or cannot do the learning focus of this lesson, what will I do?

Achieving Grade Specific Curricular Outcomes

Student learning outcomes identify what students are expected to know, understand, and be able to do (e.g., skills, knowledge, and attitudes) by the end of a specific time frame.

Learning outcomes are ultimately the subject of evaluation. Attaining a learning outcome may take several forms or be described at several levels of performance. The level of detail suggested or prescribed by an outcome should always allow for the professional judgment of teachers (e.g., providing a series of more specific indicators, or breaking down a single outcome into a number of statements which describe increasingly complex levels to ultimately reach the outcome).

The outcomes provide guidance for program and lesson planning. Each outcome is supported by indicators which give the breadth and depth of the expectation. Teachers are encouraged to build upon and provide scaffolds so students can develop deeper understanding in relation to the outcomes.

Note: Within the outcomes and indicators in this curriculum, the terms “including” and “such as,” as well as the abbreviation “e.g.,” occur. The use of each of these serves a specific purpose. The term “including” prescribes content, contexts, or strategies that students must experience in their learning, without excluding other possibilities. The term “such as” provides examples of possible broad categories of content, contexts, or strategies that teachers or students may choose, without excluding other possibilities. Finally, “e.g.,” introduces specific examples of what could be included as part of the learning experience.

Grade K-6 Physical Education Specific Curriculum Outcomes

The specific curriculum outcomes for physical education relate to all three K-6 physical education goals of active living, skilful movement, and relationships. Not only do students need to move, they need to understand the hows, whats, wheres, and whys of movement. In the chart of Grades K-6 outcomes and indicators, all three goals are listed above the outcome, with one, two, or all three of the goals in boldface font. All three goals are reflected in each outcome, with the words in boldface indicating a stronger connection. These goals are interconnected aspects of learning that address the whole person in physical education and focus on creating a balanced self.

Critical Characteristics of an Outcome

An outcome will

- **focus on what students will learn rather than what teachers will teach;**
- **specify the skills and abilities, understandings and knowledge, and/or attitudes students are expected to be able to demonstrate;**
- **be observable, assessable, and attainable;**
- **be written using action-based verbs and clear professional language (educational and subject-related);**
- **be developed to be achieved in context so that learning is purposeful and interconnected;**
- **be grade and subject specific;**
- **be supported by indicators which give the breadth and depth of expectations;**
- **have a developmental flow and connection to other grades where applicable.**

Indicators

- **are a list of what students need to know and/or be able to do in order to achieve an outcome**
- **represent the breadth and the depth of the outcome.**

Additional indicators may be developed but they must be reflective of and consistent with the breadth and depth that is defined by the given indicators.

Active living, skilful movement, and relationships are interconnected aspects of learning that address the whole person in physical education and focus on creating a balanced self. Each outcome in physical education focusses on an important aspect of the complete physical education experience. No single outcome, however, can stand alone as a learning focus for a period of instruction. Teachers should integrate into every lesson learning experiences from multiple outcomes related to all three K-6 goals.

In addressing the active living goal, the teacher will lead students to understand and practise the habits and requirements for developing health-related fitness to support personal well-being. Students will be able to express the benefits of incorporating active living into their daily lives to support their whole well-being.

Building towards achieving the skilful movement goal, the growth and development of children is of significant consideration and the basic movement patterns underlie the movement skills focussed outcomes and indicators. Participation in movement activities usually requires a combination of basic movement patterns. These movement patterns are generic in the sense that they are not limited to any single movement activity. Once the skills are learned, they can be combined in the more complex skills used in games, sports, and body management activities. Most importantly, when students understand the movement patterns, they will develop the confidence and competence to engage in “new” movement activities.

Flowing out of these movement patterns, specific movement skills are identified for teachers to focus on when teaching. The level to which students should be expected to perform these movement skills has been identified in the outcomes. The words used to describe and communicate levels of skill proficiency for kindergarten and grade 1 students are “explore,” “progressing towards control,” and “control.” Utilization is not used to describe skill proficiency until grade 2.

Explore: This is the introduction to basic movement patterns and skills where students will be discovering how their bodies move and how they can vary that movement. At this level, replication of a specific movement is not expected.

Progressing towards control: This level of performance “is characterized by lack of ability to either consciously control or intentionally replicate a movementSuccessful skill performances are a surprise!” (Graham, Holt/Hale, and Parker, 2007, p.107).

Control: The body appears to respond somewhat accurately to the child’s intentions but the movement requires intense concentration. A movement that is repeated becomes increasingly uniform and efficient.

Utilization: The performance at this level is somewhat automatic. The student can perform the skill without thinking much about how to execute the movement.

Skilful movement also includes expanding students' awareness of what the body does, where the body moves, how the body performs the movement, and with whom or with what the body moves. These understandings are referred to as the movement variables. During the early elementary years, emphasis is placed on establishing a movement vocabulary and on the understanding and use of movement concepts from each of the four categories of movement variables – body, space, effort, and relationships. Students will benefit from developing a basic understanding of the variables to support them in growing as skilful movers and, conversely, as students develop movement skills, their understanding of the movement variables will increase.

Movement Variables Focus

The Body as an Instrument of Movement (What)

Body parts
Body shapes
Body actions

Space (Where)

Personal space
General space
Levels - high, medium, low
Directions - up/down, forward/backward/sideways, right/left
Pathways - straight, curved, zigzag
Extensions - size of movement (e.g., small swing, big swing); distance of movement from the centre of the body

Effort (How)

Force - strong, light
Time/Speed - fast, slow
Flow - free, controlled

Relationships (With what, or whom)

Body parts - round, curved, wide, twisted
With objects - over/under, on/off, near/far, in front/behind, along/through
Among others - around, alongside, alone in a mass, in front/behind

Safe and respectful interactions that reflect a consideration of self, others, and the learning environment are essential while learning and developing as a physically educated person. The outcomes that focus more deeply on the relationships goal encourage students to develop a foundation for a balanced self in the context of moving skilfully and living actively.

Focus on Movement Skills by Grade Level

<i>Movement Skills - Developmental Progression</i>								
Grade Level Focus								
E - Explore		P - Progressing towards Control			C - Control		U - Utilization	
Basic Movement Patterns	Movement Skills	K	1	2	3	4	5	6
Locomotions	Locomotor Skills							
	Walking	P	C	U	U			
	Running	P	C	U	U			
	Jumping forward and sideways and landing	P	C	U	U			
	Jumping backward and landing	E	P	C	U	U		
	Hopping	E	P	C	U	U		
	Skipping	E	P	C	U	U		
	Galloping	E	P	C	U	U		
	Leaping	E	P	C	U	U		
	Sliding	E	P	C	U	U		
	Rolling forward and sideways	E	P	C	U	U		
Rolling backward			P	C	U	U		
Statics, Landings, and Rotations	Non-locomotor Skills:							
	Balancing	P	C	U	U	U		
	Jumping and landing on feet on the spot	P	C	U	U			
	Landing on hands from kneeling position	E	P	C	U	U		
	Landing on hands from standing position		E	P	C	U	U	
	Rotating on the spot	E	P	C	U	U		
	Manipulative Skills							
	Throwing	E	P	C	U	U		
	Kicking	E	P	C	U	U		
	Striking objects with hands		E	P	C	U	U	
	Striking objects with short-handled implements		E	P	C	U	U	
Volleying			E	P	C	U		
Striking with long-handled implements			E	P	C	U		
Punting				E	P	C	U	
Catching (Gathering, Collecting)	E	P	C	U	U			
Hand dribbling		E	P	C	U	U		
Foot dribbling		E	P	C	U	U		

Assessment and Evaluation of Student Learning

The primary goal of assessment should be seen as the enhancement of learning rather than simply the documentation of learning

(National Association for Sport and Physical Education, 2004)

Assessment and evaluation require thoughtful planning and implementation to support the learning process and to inform teaching. All assessment and evaluation of student achievement must be based on the specific curriculum outcomes in the provincial curriculum.

Assessment involves the systematic collection of information about student learning with respect to

- achievement of provincial curricula outcomes;
- effectiveness of teaching strategies employed;
- student self-reflection on learning.

Evaluation compares assessment information against criteria based on curriculum outcomes in order to communicate with students, teachers, parents/caregivers, and others about student progress and to make informed decisions about the teaching and learning process. Reporting of student achievement must be based on the achievement of curriculum outcomes.

There are three interrelated purposes of assessment. Each type of assessment, systematically implemented, contributes to an overall picture of an individual student's achievement.

Assessment for learning

- involves the use of information about student progress to support and improve student learning and inform instructional practices;
- is teacher-driven for student, teacher, and parent use;
- occurs throughout the teaching and learning process, facilitated by a variety of tools;
- engages teachers in providing differentiated instruction, feedback to students to enhance their learning, and information to parents in support of learning.

Assessment as learning

- actively involves student reflection on learning and monitoring of her/his own progress;
- supports students in critically analysing learning related to curricular outcomes;
- is student-driven with teacher guidance;
- occurs throughout the learning process.

Assessment of learning

- involves teachers' use of evidence of student learning to make judgments about student achievement;
- provides opportunity to report evidence of achievement related to curricular outcomes;
- occurs at the end of a learning cycle, facilitated by a variety of tools;
- provides the foundation for discussions on placement or promotion.

The assessment and evaluation strategies used in physical education must support teachers in designing instruction that will best help students achieve the learning outcomes for the grade and help students grow as responsible, self-confident, physically literate, active-living individuals who will seek out opportunities to support their own well-being as well as the well-being of others. Assessment and evaluation strategies employed must measure student learning and progress, provide students with feedback to use in their plans for growth, guide the planning and instructional practices of teachers, and provide a valid means to document and communicate student learning.

Assessment and Evaluation in Physical Education

It is important that teachers plan for how they will assess each student's progress towards and attainment of the grade specific outcomes. The following table provides some information on what assessment and evaluation should and should not look like in physical education.

Assessment and Evaluation Approaches in Physical Education

<i>What Assessment and Evaluation in Physical Education Should Look Like...</i>	<i>What Assessment and Evaluation in Physical Education Should NOT Look Like...</i>
Formal and informal observation based on pre-selected and pre-communicated criteria that provide proof of student learning of specific curriculum outcomes	Informal observations not based on specific criteria
Ongoing individual assessments that focus on the child's understanding and ability to perform as indicated in the grade specific curriculum outcomes	Occasional recording of teacher's perception of the individual's ability to get along with others and level of compliance with classroom rules and procedures
Assessment used to determine individual needs and to support teachers in making decisions regarding future lessons	Assessment occurring only in the context of reporting one summative evaluation statement for all aspects of physical education
Fitness appraisals that are administered with the results being used by students to set challenging goals and by teachers to plan lessons so as to support students in reaching goals	Fitness tests that are administered periodically throughout the year with the results left "sitting" until the next test
Health-related fitness standards are considered <ul style="list-style-type: none"> • by students prior to setting personal goals for improvement • by the teacher early in the school year to support planning and program development 	Health-related fitness standards are considered by only the teacher, at report card time
Evaluation of "fitness" informed by student attainment of student-established goals that are attainable	Evaluation of "fitness" based on comparing student performance to health-related fitness standards as the basis for determining a "fitness mark"
Skills tests that <ul style="list-style-type: none"> • look at the entirety of the skill performance through observation over time with students given time and opportunity to explore and practise • are pre-communicated and practised within authentic learning experiences • are administered in a pre-test, post-test format with opportunity for students to plan for and work towards improvement • focus on the process of the skill performance as opposed to "hitting the target" 	Skills tests that <ul style="list-style-type: none"> • break skills down into segregated movements • students see for the first time on the day that the tests are administered • are administered only at the end of a learning experience • are "one-time" evaluated tools that focus on "number that hit the target" as opposed to how the skill is performed
Effective questions that challenge students to think critically and creatively and require students to synthesize and apply previous learnings in authentic situations. Student responses are received in a variety of ways (e.g., written, visual, oral)	Written quizzes and tests that measure basic knowledge of rules and definitions without any application to support the demonstration of deeper understanding
Assessment based on the outcomes of the curriculum with the indicators being ways that students can show that they understand and demonstrate what is stated in the outcomes	Assessment based on attendance, dress, general attitude, effort, and level of participation
<i>"Performance that is to be assessed should occur in a real-life setting not a contrived 'skills test' setting"</i> (Graham, Holt-Hale, & Parker, 2007, p.#204)	

Teachers will find it to be helpful if they map out the sequence of learnings and the strategies for each specific curriculum outcome. There are a variety of assessment strategies that physical education teachers could incorporate to gather information related to assessment for, as, and of learning. Some of these strategies include documented observations, performance checklists, homework (such as family-supported recording of participation in physical activity), portfolios, and student drawings. Teachers should also consider the use of rubrics.

Examples of Assessment Rubrics for Teacher Use

Assessment and evaluation in physical education must be reflective of the three K-6 goals and, specifically, the outcomes. A rubric can be used to determine to what level students understand and are able to do what the outcome identifies. The following rubrics show examples of criteria to consider when assessing outcomes. (See appendix for more rubric samples.)

<i>Health-related Fitness Outcome (1.1)</i>			
<i>Active Living Outcome (1.2)</i>			
<i>Level 4</i>	<i>Level 3</i>	<i>Level 2</i>	<i>Level 1</i>
Always sustains participation in movement activities for five consecutive minutes	Usually sustains participation in movement activities for five consecutive minutes	Occasionally sustains participation in movement activities for five consecutive minutes	Rarely sustains participation in movement activities for five consecutive minutes
Insightfully understands the basic hows and whys for supporting health-related fitness	Accurately understands the basic hows and whys for supporting health-related fitness	Generally understands the basic hows and whys for supporting health-related fitness	Lacks understanding of the basic hows and whys for supporting health-related fitness
Always understands the language of movement that supports personal fitness	Usually understands the language of movement that supports personal fitness	With prompting, understands the language of movement that supports personal fitness	Does not understand the language of movement that supports personal fitness
Always engages willingly in movement activities	Usually engages willingly in movement activities	Occasionally engages willingly in movement activities	Rarely engages willingly in movement activities
Accurately explains what it means to be active daily, and the benefits of being active	Accurately, with limited prompting, explains what it means to be active daily, and the benefits of being active	Accurately, with much prompting, explains what it means to be active daily, and the benefits of being active	Unable to explain what it means to be active daily, and the benefits of being active
Confidently and accurately identifies options and opportunities to be physically active	Accurately identifies options and opportunities to be physically active	With prompting, identifies options and opportunities to be physically active	Unable to identify options and opportunities to be physically active

<i>Manipulative Skills Outcome (2.5)</i>			
<i>Movement Variables Outcome (2.6)</i>			
<i>Strategies and Skills Outcome (2.8)</i>			
<i>Level 4</i>	<i>Level 3</i>	<i>Level 2</i>	<i>Level 1</i>
Always uses the correct language demonstrating understanding of skilful grade-appropriate movement	Usually uses the correct language demonstrating understanding of skilful grade-appropriate movement	Occasionally uses the correct language demonstrating understanding of skilful grade-appropriate movement	Rarely uses the correct language demonstrating understanding of skilful grade-appropriate movement
Always uses the correct movement language to support the application of actions	Usually uses the correct movement language to support the application of actions	Occasionally uses the correct movement language to support the application of actions	Rarely uses the correct movement language to support the application of actions
Always explores and practises movement skills in creative and mindful ways	Usually explores and practises movement skills in creative and mindful ways	Occasionally explores and practises movement skills in creative and mindful ways	Rarely explores and practises movement skills in creative and mindful ways
Independently varies performance of manipulative skills through changes in the use of space, effort, and relationships	With some guidance varies performance of manipulative skills through changes in the use of space, effort, and relationships	With some guidance varies performance of manipulative skills through changes in the use of space, effort, and relationships	Has much difficulty varying performance of manipulative skills, even when supported
Always applies, with guidance, grade-appropriate strategies and skills while participating in target games	Usually applies, with guidance, grade-appropriate strategies and skills while participating in target games	Occasionally applies, with guidance, grade-appropriate strategies and skills while participating in target games	Rarely applies grade-appropriate strategies and skills while participating in target games, even when supported with guidance
Always demonstrates a “control” level of skill when <ul style="list-style-type: none"> • throwing • catching (collecting, gathering) • kicking 	Usually demonstrates a “control” level of skill when <ul style="list-style-type: none"> • throwing • catching (collecting, gathering) • kicking 	Occasionally demonstrates a “control” level of skill when <ul style="list-style-type: none"> • throwing • catching (collecting, gathering) • kicking. 	Rarely demonstrates a “control” level of skill when <ul style="list-style-type: none"> • throwing • catching (collecting, gathering) • kicking
Always demonstrates a “progressing-towards-control” level of skill when <ul style="list-style-type: none"> • hand dribbling • foot dribbling • striking objects with hands • striking objects with short-handled implements 	Usually demonstrates a “progressing-towards-control” level of skill when <ul style="list-style-type: none"> • hand dribbling • foot dribbling • striking objects with hands • striking objects with short-handled implements 	Occasionally demonstrates a “progressing-towards-control” level of skill when <ul style="list-style-type: none"> • hand dribbling • foot dribbling • striking objects with hands • striking objects with short-handled implements 	Rarely demonstrates a “progressing-towards-control” level of skill when <ul style="list-style-type: none"> • hand dribbling • foot dribbling • striking objects with hands • striking objects with short-handled implements

<i>Locomotor Skills Outcome (3.3)</i>			
<i>Non-locomotor Skills Outcome (3.4)</i>			
<i>Movement Variables Outcome (3.6)</i>			
<i>Level 4</i>	<i>Level 3</i>	<i>Level 2</i>	<i>Level 1</i>
Always uses the correct language demonstrating understanding of skilful grade-appropriate movement	Usually uses the correct language demonstrating understanding of skilful grade-appropriate movement	Occasionally uses the correct language demonstrating understanding of skilful grade-appropriate movement	Rarely uses the correct language demonstrating understanding of skilful grade-appropriate movement
Always applies understanding of skilful movement of actions	Usually applies understanding of skilful movement of actions	Occasionally applies understanding of skilful movement of actions	Rarely applies understanding of skilful movement of actions
Always skilfully utilizes <ul style="list-style-type: none"> • jumping backward and landing • hopping • skipping • leaping • sliding • galloping • rolling forward • landing on hands from kneeling position • rotating on the spot 	Usually skilfully utilizes <ul style="list-style-type: none"> • jumping backward and landing • hopping • skipping • leaping • sliding • galloping • rolling forward • landing on hands from kneeling position • rotating on the spot 	Occasionally skilfully utilizes <ul style="list-style-type: none"> • jumping backward and landing • hopping • skipping • leaping • sliding • galloping • rolling forward • landing on hands from kneeling position • rotating on the spot 	Rarely skilfully utilizes <ul style="list-style-type: none"> • jumping backward and landing • hopping • skipping • leaping • sliding • galloping • rolling forward • landing on hands from kneeling position • rotating on the spot
Always demonstrates a “control” level of skill when <ul style="list-style-type: none"> • rolling backward • landing on hands from a bent-knee standing position 	Usually demonstrates a “control” level of skill when <ul style="list-style-type: none"> • rolling backward • landing on hands from a bent-knee standing position 	Occasionally demonstrates a “control” level of skill when <ul style="list-style-type: none"> • rolling backward • landing on hands from a bent-knee standing position 	Rarely demonstrates a “control” level of skill when <ul style="list-style-type: none"> • rolling backward • landing on hands from a bent-knee standing position
Very easily applies movement variables to enhance skills performance	Applies movement variables to enhance skills performance	Struggles somewhat when applying movement variables to enhance skills performance	Rarely applies movement variables to enhance skills performance
Always creates and performs sequences and rhythmical actions skilfully and with ease	Usually creates and performs sequences and rhythmical actions skilfully and with ease	Occasionally creates and performs sequences and rhythmical actions skilfully and with ease	Rarely creates and performs sequences and rhythmical actions skilfully and with ease

<i>Complex Locomotor Skills Outcome (4.3)</i> <i>Complex Manipulative Skills Outcome(4.7)</i> <i>Skillful Play Outcome (4.9)</i>			
<i>Level 4</i>	<i>Level 3</i>	<i>Level 2</i>	<i>Level 1</i>
Always selects and applies appropriate performance cues to refine complex movements	Usually selects and applies appropriate performance cues to refine complex movements	Occasionally selects and applies appropriate performance cues to refine complex movements	Rarely selects and applies appropriate performance cues to refine complex movements
Always combines locomotor skills into complex locomotor skills with ease	Usually combines locomotor skills into complex locomotor skills with ease	Occasionally combines locomotor skills into complex locomotor skills with ease	Struggles to combine locomotor skills into complex locomotor skills
Always combines manipulative skills into complex manipulative skills with ease	Usually combines manipulative skills into complex manipulative skills with ease	Occasionally combines manipulative skills into complex manipulative skills with ease	Struggles to combine manipulative skills into complex manipulative skills
Always applies grade appropriate complex locomotor skills skilfully while participating in body management activities	Usually applies grade appropriate complex locomotor skills skilfully while participating in body management activities	Occasionally applies grade appropriate complex locomotor skills skilfully while participating in body management activities	Rarely applies grade appropriate complex locomotor skills skilfully while participating in body management activities
Always applies grade appropriate complex locomotor and manipulative skills skilfully while participating in games	Usually applies grade appropriate complex locomotor and manipulative skills skilfully while participating in games	Occasionally applies grade appropriate complex locomotor and manipulative skills skilfully while participating in games	Rarely applies grade appropriate complex locomotor and manipulative skills skilfully while participating in games
Always selects and uses effective tactics and strategies while participating in games and alternate environment activities	Usually selects and uses effective tactics and strategies while participating in games and alternate environment activities	Occasionally selects and uses effective tactics and strategies while participating in games and alternate environment activities	Rarely selects and uses effective tactics and strategies while participating in games and alternate environment activities

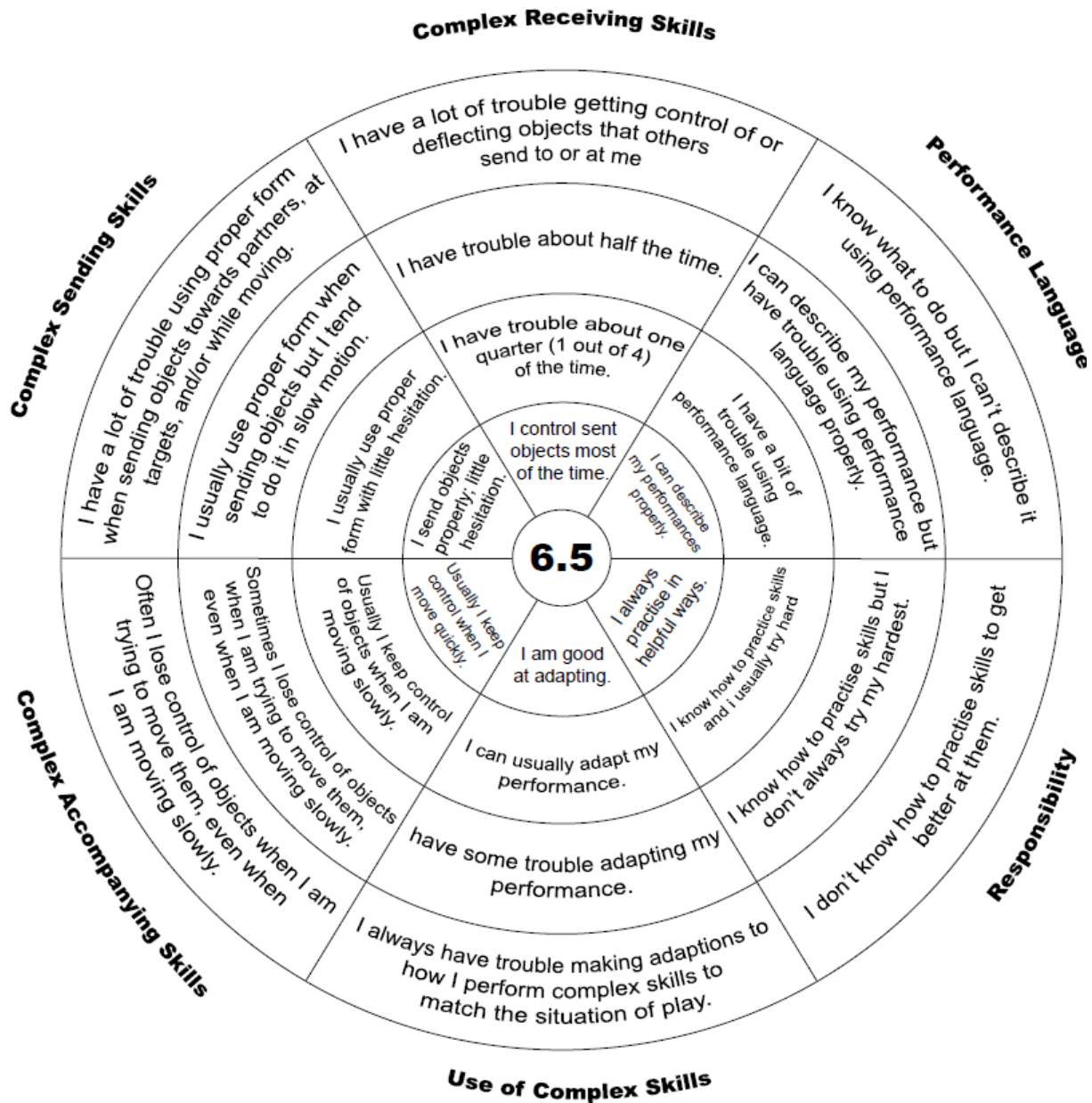
<i>Safety and First Aid (5.9)</i> <i>Social Skills Outcomes (5.10)</i> <i>Culture and History Outcome (5.11)</i>			
<i>Level 4</i>	<i>Level 3</i>	<i>Level 2</i>	<i>Level 1</i>
Always considers a variety of factors when making decisions about care of discomforts and injuries	Usually considers a variety of factors when making decisions about care of discomforts and injuries	Occasionally considers a variety of factors when making decisions about care of discomforts and injuries	Rarely considers a variety of factors when making decisions about care of discomforts and injuries
Always discusses logical and practical safety enhancements with ease	Usually discusses logical and practical safety enhancements with ease	Occasionally discusses logical and practical safety enhancements with ease	Cannot easily discuss logical and practical safety enhancements
Appropriately applies basic injury first-aid procedures in role-played situations, without guidance	Appropriately applies basic injury first-aid procedures in role-played situations, with some guidance	Appropriately applies basic injury first-aid procedures in role-played situations, with much guidance	Cannot appropriately apply basic injury first-aid procedures in role-played situations
Always and accurately self-assesses positioning on the social skills continuum	Usually accurate when self-assessing positioning on the social skills continuum	Occasionally accurate when self-assessing positioning on the social skills continuum	Rarely accurate when self-assessing positioning on the social skills continuum
Always engages in personal plan to enhance own social behaviour	Usually engages in personal plan to enhance own social behaviour	Occasionally engages in personal plan to enhance own social behaviour	Rarely engages in personal plan to enhance own social behaviour
Communicates, clearly and vividly, an understanding of the influences of Canadians on movement activity participation	Communicates an understanding of the influences of Canadians on movement activity participation	Has a somewhat clear understanding of the influences of Canadians on movement activity participation	Has difficulty understanding the influences of Canadians on movement activity participation

Outcome 6.5 - Complex Skills

Demonstrate a progression towards control in complex movement skills that combine locomotor (travelling) skills, non-locomotor (non-travelling) skills, and manipulative (moving objects) skills as they apply to games and sports (e.g., lay-up in basketball, spike in volleyball, dribbling to a shot in soccer, gathering a grounder and throwing to a base in softball, stick handling to a shot in floor hockey, receiving and sending the double balls in double ball).

<i>Level 4</i>	<i>Level 3</i>	<i>Level 2</i>	<i>Level 1</i>
Little to no hesitation in execution of complex skill at a “control” level	Some hesitation in execution of complex skill at a “control” level	Much hesitation in execution of complex skill at a “control” level	Constant hesitation in execution of complex skill at a “control” level
Frequently uses correct form when executing complex skill at a “control” level	Often uses correct form when executing complex skill at a “control” level	Occasionally uses correct form when executing complex skill at a “control” level	Rarely uses correct form when executing complex skill at a “control” level
Frequently performs complex skills with a “control” level of smooth flow between the separate skills to create the complex skill	Often performs complex skills with a “control” level of smooth flow between the separate skills to create the complex skill	Often performs complex skills with some choppiness between the separate skills in an effort to perform the complex skill	Often performs complex skills with an obvious choppiness between the separate skills in an effort to perform the complex skill
Easily adapts complex skill performance to the situation	With limited hesitation, adapts complex skill performance to the situation	With much hesitation, adapts complex skill performance to the situation	Rarely adapts complex skill performance to the situation
Frequently, and with no hesitation, verbalizes the appropriate performance cues of specific complex skills	Usually, and with little hesitation, verbalizes the appropriate performance cues of specific complex skills	Occasionally, and with hesitation, verbalizes some correct performance cues of specific complex skills	Must be prompted to verbalize appropriate performance cues
Regularly applies principles of practice and practises skills at a high level of engagement	Regularly applies principles of practice while practising skills at a moderate level of engagement	Occasionally applies principles of practice while practising skills at a moderate level of engagement	Rarely applies principles of practice and rarely engages completely in practising skills

An Assessment Bull's Eye Rubric for Student Use - Outcome 6.5



An Evaluation Guide for Teachers

A grade is a summative value used to indicate a relative measure of how the students did compared to an established set of criteria. The sample grading method presented in the following tables are based on the specific curriculum outcomes what a student knows and is able to do by the end of the grade. The determination of a final mark for physical education, when required for reporting purposes, should be a progressive process, building as students demonstrate their learnings.

Sample Grading Method

<i>Grade 1 Outcomes</i>	<i>Suggested Weighting for Final Mark</i>	
	<i>By Outcome</i>	<i>By Goal</i>
Outcome 1.1 Health-Related Fitness	12	18
Outcome 1.2 Active Living	6	
Outcome 1.3 Locomotor Skills	10	50
Outcome 1.4 Non-locomotor Skills	8	
Outcome 1.5 Manipulative Skills	6	
Outcome 1.6 Movement Variables	8	
Outcome 1.7 Rhythmical Movement	6	
Outcome 1.8 Play Strategies and Skills	12	12
Outcome 1.9 Safety and Co-operation	6	
Outcome 1.10 Relationships	6	20
Flexible Attention - should be allotted proportionally to the outcomes	20	
Total	100	100
<p>This would mean that 12 out of 100 (or more, depending on the use of the flexible attention) would be the weighting given to Outcome 1.1 when calculating (if the teacher is required to calculate a mark for a report card).</p>		

<i>Grade 2 Outcomes</i>	<i>Suggested Weighting for Final Mark</i>	
	<i>By Outcome</i>	<i>By Goal</i>
Outcome 2.1 Health-Related Fitness	12	18
Outcome 2.2 Active Living	6	
Outcome 2.3 Locomotor Skills	10	50
Outcome 2.4 Non-locomotor Skills	6	
Outcome 2.5 Manipulative Skills	10	
Outcome 2.6 Movement Variables	6	
Outcome 2.7 Rhythmical Movement	6	
Outcome 2.8 Strategies and Skills	12	
Outcome 2.9 Safe Behaviours	6	12
Outcome 2.10 Relationships	6	
Flexible Attention - should be allotted proportionally to the outcomes	20	20
Total	100	100
This would mean that 12 out of 100 (or more, depending on the use of the flexible attention) would be the weighting given to Outcome 2.1 when calculating a final mark.		

<i>Grade 3 Outcomes</i>	<i>Suggested Weighting for Final Mark</i>	
	<i>By Outcome</i>	<i>By Goal</i>
Outcome 3.1 Health-Related Fitness	12	20
Outcome 3.2 Active Living	8	
Outcome 3.3 Locomotor Skills	8	44
Outcome 3.4 Non-locomotor Skills	6	
Outcome 3.5 Manipulative Skills	12	
Outcome 3.6 Movement Variables	10	
Outcome 3.7 Strategies and Skills	8	
Outcome 3.8 Positive Interactions	6	
Outcome 3.9 Safety	4	16
Outcome 3.10 Relationships	6	
Flexible Attention - should be allotted proportionally to the outcomes	20	20
Total	100	100
This would mean that 12 out of 100 (or more, depending on the use of the flexible attention) would be the weighting given to Outcome 3.1 when calculating a final mark.		

<i>Grade 4 Outcomes</i>	<i>Suggested Weighting for Final Mark</i>	
	<i>By Outcome</i>	<i>By Goal</i>
Outcome 4.1 Health-Related Fitness	14	20
Outcome 4.2 Body Systems	6	
Outcome 4.3 Complex Locomotor Skills	10	50
Outcome 4.4 Locomotor Skills	3	
Outcome 4.5 Complex Non-locomotor Skills	7	
Outcome 4.6 Manipulative Skills	8	
Outcome 4.7 Complex Manipulative Skills	5	
Outcome 4.8 Movement Refinement	5	
Outcome 4.9 Skilful Play	6	
Outcome 4.10 Tactics, Strategies, and Rules	6	
Outcome 4.11 Safety and First Aid	5	14
Outcome 4.12 Relationships	5	
Outcome 4.13 Culture and History	4	
Flexible Attention - should be allotted proportionally to the outcomes	16	16
Total	100	100
This would mean that 12 out of 100 (or more, depending on the use of the flexible attention) would be the weighting given to Outcome 4.1 when calculating a final mark.		

<i>Grade 5 Outcomes</i>	<i>Suggested Weighting for Final Mark</i>	
	<i>By Outcome</i>	<i>By Goal</i>
<i>Outcome 5.1</i> Health-Related Fitness	12	18
<i>Outcome 5.2</i> Muscle Fitness	6	
<i>Outcome 5.3</i> Complex Skills	10	42
<i>Outcome 5.4</i> Manipulative Skills	6	
<i>Outcome 5.5</i> Complex Manipulative Skills	9	
<i>Outcome 5.6</i> Performance Refinement	7	
<i>Outcome 5.7</i> Skilful Play	10	
<i>Outcome 5.8</i> Rules	4	20
<i>Outcome 5.9</i> Safety and First Aid	5	
<i>Outcome 5.10</i> Social Skills	6	
<i>Outcome 5.11</i> Culture and History	5	
<i>Flexible Attention:</i> should be allotted proportionally to the outcomes	20	20
<i>Total</i>	100	100
This would mean that 12 out of 100 (or more, depending on the use of the flexible attention) would be the weighting given to Outcome 5.1 when calculating a final mark.		

<i>Grade 6 Outcomes</i>	<i>Suggested Weighting for Final Mark</i>	
	<i>By Outcome</i>	<i>By Goal</i>
Outcome 6.1 Cardiovascular Fitness	12	26
Outcome 6.2 Body Composition	4	
Outcome 6.3 Muscle Fitness	6	
Outcome 6.4 Skill-Related Fitness	4	
Outcome 6.5 Complex Skills	6	34
Outcome 6.6 Manipulative Skills	2	
Outcome 6.7 Biomechanics	4	
Outcome 6.8 Movement Concepts	4	
Outcome 6.9 Decision Making	8	
Outcome 6.10 Alternate Environment and Body Management	10	
Outcome 6.11 Volunteerism and Leadership	5	22
Outcome 6.12 Influences	2	
Outcome 6.13 Safety and Rules	5	
Outcome 6.14 Relationship Skills	5	
Outcome 6.15 History and Culture	5	
Flexible Attention - should be allotted proportionally to the outcomes	18	18
Total	100	100
This would mean that 12 out of 100 (or more, depending on the use of the flexible attention) would be the weighting given to Outcome 6.1 when calculating a final mark.		

Considerations for Program Delivery

Developmental Level 1 (approximately ages 5-7, Grades K-2)

<i>Characteristics and Interests</i>	<i>Program Guidelines</i>
<i>Psychomotor Domain</i>	
Noisy, constantly active, egocentric, exhibitionistic. Imitative and imaginative. Want attention. Large muscles more developed. Game skills not developed. Naturally rhythmic. May become suddenly tired but soon recover. Hand-eye co-ordination developing. Perceptual abilities maturing. Pelvic tilt can be pronounced.	Include vigorous games and stunts, games with individual roles (hunting, dramatic activities, story plays), and a few games or relays. Challenge with varied movement. Develop specialized skills of throwing, catching, and bouncing balls. Use music and rhythm with skills. Provide creative rhythms, folk dance, and singing/movement songs. Use activities of brief duration. Provide short rest periods or intersperse physically demanding activities with less vigorous ones. Give opportunity to handle different objects, such as balls, beanbags, and hoops. Give practice in balance—unilateral, bilateral, and cross-lateral movements. Give attention to posture problems. Provide abdominal strengthening activities.
<i>Cognitive Domain</i>	
Short attention span. Interested in what the body can do. Curious. Want to know. Often ask <i>why</i> about movement. Express individual views and ideas. Begin to understand the idea of teamwork. Sense of humour expands. Highly creative.	Change activity often. Give short explanations. Provide movement experiences. Pay attention to educational movement. Explain reasons for various activities and the basis of movement. Allow children time to be creative. Expect problems when children are lined up and asked to perform the same task. Plan situations that require group co-operation. Discuss the importance of such. Insert some humour in the teaching process. Allow students to try new different ways of performing activities. Sharing ideas with friends encourages creativity.
<i>Affective Domain</i>	
No gender differences in interests. Sensitive and individualistic. Self-concept very important. Accept defeat poorly. Like small-group activity. Sensitive to feelings of adults. Like to please teacher. Can be reckless. Enjoy rough-and-tumble activity. Seek personal attention. Love to climb and explore play environments.	Set up same activities for boys and girls. Teach taking turns, sharing, and learning to win, lose, or be caught gracefully. Use entire class group sparingly. Break into smaller groups. Give frequent praise and encouragement. Include rolling, dropping to the floor, and so on, in both introductory and program activities. Stress simple stunts and tumbling. Recognize individuals through both verbal and non-verbal means. See that all have a chance to be the centre of attention. Provide play materials, games, and apparatus for strengthening large muscles (e.g., climbing towers, climbing ropes, jump-ropes, miniature challenge courses, and turning bars).

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Developmental Level 2 (approximately ages 8-9, Grades 3-4)

<i>Characteristics and Interests</i>	<i>Program Guidelines</i>
<i>Psychomotor Domain</i>	
Capable of rhythmic movement.	Continue creative rhythms, singing/movement songs, and folk dancing.
Improved eye-hand and perceptual-motor co-ordination.	Give opportunity for manipulative hand apparatus. Provide movement experience and practice in perceptual-motor skills (right and left, unilateral, bilateral, and cross-lateral movements).
More interest in sports.	Begin introductory sport and related skills and simple lead-up activities.
Sport-related skill patterns mature in some cases.	Emphasize practice in these skill areas through simple ball games, stunts, and rhythmic patterns.
Developing interest in fitness.	Introduce some of the specialized fitness activities to Grade 3.
Reaction time slow.	Avoid highly organized ball games that require and place a premium on quickness and accuracy.
<i>Cognitive Domain</i>	
Still active, but attention span longer. More interest in group play.	Include active big-muscle program and more group activity. Begin team concept in activity and relays.
Curious to see what they can do. Love to be challenged and will try anything.	Offer challenges involving movement problems and more critical demands in stunts, tumbling, and apparatus work. Emphasize safety and good judgment.
Interest in group activities. Ability to plan with others developing.	Offer group activities and simple dances that involve co-operation with a partner or a team.
<i>Affective Domain</i>	
Like physical contact and belligerent games.	Include dodging games and other active games, as well as rolling stunts.
Developing more interest in skills. Want to excel.	Organize practice in a variety of throwing, catching, and moving skills, as well as others.
Becoming more conscious socially.	Teach need to abide by rules and play fairly. Teach social customs and courtesy in rhythmic areas.
Like to perform well and to be admired for accomplishments.	Begin to stress quality. Provide opportunity to achieve.
Essentially honest and truthful.	Accept children's word. Give opportunity for trust in game and relay situations.
Do not lose willingly.	Provide opportunity for children to learn to accept defeat gracefully and to win with humility.
Gender difference still of little importance.	Avoid separation of genders in any activity.

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Developmental Level 3 (approximately ages 10-12, Grades 5-7)

<i>Characteristics and Interests</i>	<i>Program Guidelines</i>
<i>Psychomotor Domain</i>	
Steady growth. Girls often grow more rapidly than boys.	Continue vigorous program to enhance physical development.
Muscular co-ordination and skills improving. Interested in learning detailed techniques.	Continue emphasis on teaching skills through drills, lead-up games, and free practice periods. Emphasize correct form.
Differences in physical capacity and skill development.	Offer flexible standards so all find success. In team activities, match teams evenly so individual skill levels are less apparent.
Posture problems may appear.	Include posture correction and special posture instruction. Emphasize effect of body carriage on self-concept.
Grade 6 girls may show signs of maturity; may not wish to participate with the boys in all activities.	Have consideration for their problems. Encourage participation on a limited basis, if necessary.
Grade 6 boys are rougher and stronger.	Keep genders together for skill development but separate for competition in certain rougher activities.
<i>Cognitive Domain</i>	
Want to know rules of game.	Include instruction on rules, regulations, and traditions.
Knowledgeable about and interested in sport and game strategy.	Emphasize strategy, as opposed to merely performing a skill without concern for context.
Question the relevance and importance of various activities.	Explain regularly the reasons for performing activities and learning various skills.
Desire information about the importance of physical fitness and health-related topics.	Include in lesson plans brief explanations of how various activities enhance growth and development.
<i>Affective Domain</i>	
Enjoy team and group activity.	Include many team games, relays, and combatives.
Competitive urge strong.	
Much interest in sports and sport-related activities.	Offer a variety of sports in season, with emphasis on lead-up games.
Little interest in the opposite gender. Some antagonism may arise.	Offer co-educational activities with emphasis on individual differences of all participants, regardless of gender.
Acceptance of self-responsibility. Strong increase in drive toward independence.	Provide leadership and followership opportunities on a regular basis. Involve students in evaluation procedures.
Intense desire to excel both in skill and in physical capacity.	Stress physical fitness. Include fitness and skill surveys both to motivate and to check progress.
Fair play a concern for both teachers and students.	Establish and enforce fair rules. With enforcement include an explanation of the need for rules and co-operation if games are to exist.
Peer group important. Want to be a part of the gang.	Stress group co-operation in play and among teams. Rotate team positions as well as squad makeup.

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The Connection and Distinction between Dance in Physical Education and Dance in Arts Education

If students are learning a social dance in physical education, this body management activity is being used for the purpose of engaging in a moderate to vigorous movement activity to benefit health-related fitness; to enhance locomotor, non-locomotor, and manipulative skills through critical and creative applications; and to incorporate respectful behaviours in social interactions. Historical and cultural connections will also underlie any experiences in social dance. If students are learning a social dance in arts education, the activity is contained within a larger unit or sequence of lessons focussing on the role of that dance within its cultural and historical tradition or time period (e.g., the shoemaker's dance taught within a unit on occupations, or hip hop as a contemporary cultural and social expression of urban youth).

<i>Dance in Physical Education</i>	<i>Dance in Arts Education</i>
<i>Focus.</i> Dance in physical education is a body management activity.	<i>Focus.</i> Dance in arts education is a performing art.
The <i>purpose</i> of dance in physical education is to engage students in <ul style="list-style-type: none"> • exploring rhythmic activities as well as cultural, social, and contemporary dance as a means to positively influence both health-related and skill-related fitness • making critical and creative decisions about how to skilfully move the body • implementing and reflecting on positive relationship skills 	The <i>purpose</i> of dance in arts education is to engage students in <ul style="list-style-type: none"> • exploring and expressing ideas and communicating with an audience • learning about dance within its cultural and historical contexts • responding thoughtfully and critically when viewing dance performances.
<i>K-6 Active Living Goals</i> <ul style="list-style-type: none"> • to focus on participation in moderate to vigorous movement activity, including dance • to set goals to benefit health-related fitness • to reflect critically on the benefits of participation in a variety of movement activities, including dance 	<i>K-6 Creative/Productive Goals</i> <ul style="list-style-type: none"> • to focus on the creative process • to explore questions and solve expressive movement problems • to communicate ideas through dance • to participate in individual and collaborative dance making and creative problem solving • to transform ideas into abstract symbolic movement representations • to create and sequence dance phrases and movement transitions within a choreographic structure or form • to reflect critically on own work
<i>K-6 Skilful Movement Goals</i> <ul style="list-style-type: none"> • to enhance quality of movement through critical and creative sequencing of skills • to transfer movement concepts, skills, and strategies through a wide variety of movement activities, including dance 	<i>K-6 Critical/Responsive Goals</i> <ul style="list-style-type: none"> • to view and respond to the work of Canadian and International dancers and choreographers • to view a wide range of dance forms and styles • to research dancers and choreographers and their work • to critique the work of Canadian and international dancers and choreographers
<i>K-6 Relationships Goals</i> <ul style="list-style-type: none"> • to relate respectfully in a wide variety of movement activities, including dance • to promote personal, social, and cultural well-being through movement activities, including dance 	<i>K-6 Cultural/Historical Goals</i> <ul style="list-style-type: none"> • to understand the role of dancers and choreographers in society • to discover artistic traditions and innovations (e.g., the work of contemporary Canadian choreographer Bill Coleman or pioneering American choreographer Martha Graham) • to learn about the role of heritage and contemporary social dances, past and present

Kindergarten Physical Education Outcomes and Indicators

Goals

Students will

- enjoy and engage in healthy levels of participation in movement activities to support lifelong active living in the context of self, family, and community (**Active Living**);
- enhance quality of movement by understanding, developing, and transferring movement concepts, skills, tactics, and strategies to a wide variety of movement activities (**Skilful Movement**);
- balance self through safe and respectful personal, social, cultural, and environmental interactions in a wide variety of movement activities (**Relationships**).

Goals: Active Living, Skilful Movement, Relationships

Outcomes

K.1 Fitness

Participate in a variety of moderate to vigorous movement activities for short periods of time to increase heart and respiration rates, flexibility, muscular endurance, and muscular strength

Indicators

- a. Participate in moderate to vigorous locomotor movements (e.g., walking, running) and a variety of movement activities (e.g., individual activities, partner activities, rhythmic activities, low-organizational and co-operative games, and alternate environment activities), progressing towards sustaining movement for four consecutive minutes.
- b. Describe what the body feels like when it has participated in moderate activity and in vigorous activity.
- c. Recognize that physical movement is good for personal well-being.
- d. Communicate an understanding of the fact that all people have physical responses to participation in movement activities and that these responses are good and support well-being if they do not cause pain (e.g., faster heart beat, increased perspiration, faster breathing, increased body warmth).
- e. Participate in a variety of movements that challenge muscular endurance (e.g., animal walks, climbing on/under apparatus and playground equipment, pulling partner riding on a towel or a scooter, rhythmic activities, balances).
- f. Participate in teacher-led movements that stretch or strengthen muscles (e.g., teacher-led yoga oriented poses, teacher-led stretches).
- g. Create body shapes, as prompted by teacher, to support the development of muscular strength, muscular endurance, and flexibility (e.g., stand as tall as a giant and reach to the sky, stand on one foot for as long as you can).
- h. Create and share body shapes and movements that challenge the body to be “strong,” to “keep going,” and to be “stretchy.”

Goals: Active Living, Skilful Movement, Relationships

Outcomes

K.2 Locomotor Movement

Explore and practise ways to move the body through space, including at

- a **progressing-towards-control** level of skill when
 - **walking**
 - **running**
 - **jumping forward** and **sideways**

Indicators

- a. Explore and share ways to move the body through space (e.g., crawl slowly, hop quickly, run sneakily like a weasel, pounce like a cat, leap like a deer, gallop like a horse).
- b. Explore moving in response to locomotor vocabulary (e.g., hop, leap, slide, jump, skip, sneak, tiptoe, dash).
- c. Respond physically to verbal prompts of travelling skills named by others (e.g., hop, leap, jump).
- d. Imitate the locomotor movements of others (e.g., copy actions made by others, follow-the-leader).

Goals: Active Living, *Skilful Movement*, Relationships**Outcomes**

- an **exploration** level when
 - **hopping** (body moves on one foot as in right foot to right foot)
 - **skipping** (combines a step and a hop)
 - **leaping** (body “takes off” from one foot, propels through air for distance, then lands on the opposite foot)
 - **sliding** (one foot steps and the other moves to meet the first foot, “step-close”)
 - **galloping** (one foot steps, body propels upward, other foot moves to meet the first foot)

Indicators

- e. Repeat performance words (e.g., “arms close to side,” “knees bent a little bit”) to demonstrate use of performance cues language related to locomotor skills.
- f. Explore ways to vary locomotor skills and share with others (e.g., “How can you move across the gym quickly?” or “What might you look like if you were moving like a horse?”)
- g. Travel as instructed (e.g., walk quickly forward, leap from right foot to left foot, slide on a line) on signal, and try to stop smoothly on signal.
- h. Move between objects (e.g., ropes laid out to create pathways) and through obstacle courses using a variety of locomotor skills.
- i. Use a variety of locomotor skills when playing simple co-operative movement activities and games.

Goals: Active Living, *Skilful Movement*, Relationships**Outcomes**

K.3 Non-locomotor Movement
Explore and practise ways to move the body in personal space at

- a **progressing-towards-control** level of skills when
 - **balancing**
 - **jumping** and **landing** (on the spot)

NOTE: Kindergarten students might attempt to roll when they are exploring movement, although rolling is not part of the kindergarten curriculum. Rolling is a safety skill that supports future participation in movement activities. Descriptors of how to roll safely are provided here as they appear in the Grade 2 and Grade 3 curricula.

Indicators

- a. Repeat performance words (e.g., “reach arms forward,” “bend knees to soften landing”) to demonstrate the use of performance cues language related to non-locomotor skills.
- b. Explore and discuss what it means to jump straight up and land in control (e.g., “motor-cycle riding” position).
- c. Explore shifting (transferring) weight from one foot to the other, trying to stay in control (in balance).
- d. Practise jumping straight up and landing in response to instructions (e.g., jump off two feet and land on two feet).
- e. Practise jumping straight up and try to touch imaginary objects that are high in the sky, and then try to land without falling down.
- f. Create and share various ways to “freeze” (balance) on the spot.
- g. Practise balancing in different body shapes, both self-created and given (e.g., balance creating a wide body shape, balance being as narrow as you can, balance in a twisted body shape).
- h. Practise trying to maintain balance on two feet-close together, shoulder width apart, and wide apart-when signaled to do so after moving on the spot (e.g., wiggling, twisting).
- i. Use a variety of non-locomotor skills when playing simple co-operative movement activities and games.

Grade 2- How to roll forward in control

Roll forward with hands and arms receiving body weight evenly at the beginning of roll, keeping chin tucked to chest, sliding head through with it lightly touching the floor so neck does not bear weight, shifting weight from arms to shoulders, lifting arms off mat as shoulders touch the mat, shifting weight onto a curved back, and keeping body curled as weight moves to feet.

*Outcomes***K.3 Non-locomotor Movement**
(continued)*Indicators***Grade Three- How to roll backward in control**

Roll in a backwards direction starting in a standing position, bringing hands to ears while bending knees and lowering through to a seated tuck with back rounded and chin to chest, placing hands on the floor by the shoulders with palms down and fingers pointing towards shoulders, staying tucked, lifting hips and pushing with the hands against the mat extending arms to keep weight off head and neck while remaining tucked. When feet touch the floor, extend legs and then stand up.

Goals: Active Living, Skilful Movement, Relationships*Outcomes***K.4 Manipulative Skills**

Explore and practise ways to send and receive objects at

- an **exploration** level when
 - **throwing** (rolling)
 - **catching** (trapping, gathering)
 - **kicking**

Indicators

- a. Explore and share ways to send (throw and roll) a small soft object (e.g., yarn ball, hacky-sack, beanbag) at a wall, and over and under objects (e.g., a chair, a bench), varying distance from the wall or object, using two hands, and using each hand separately.
- b. Explore and share ways to send (throw and roll) a variety of small balls and beanbags at targets (that the ball will not bounce off) from close distances, using each hand separately and both hands together.
- c. Explore and share ideas about how to throw and catch (gather) a variety of objects, including balls, beanbags, scarves, and balloons, both overhand and underhand, using each hand separately and both hands together.
- d. Explore throwing and catching one or more scarves, underhand and overhand, using each hand separately and both hands together.
- e. Repeat performance words (e.g., “look at the ball,” “step forward”) to demonstrate the use of performance cues language related to sending and receiving objects.
- f. Drop and try to catch a ball using each hand separately and both hands together.
- g. Practise trapping and gathering (stopping with hands or feet, and picking up with hands) balls that are rolling on the ground using one hand, two hands, and one foot and two hands.
- h. Practise kicking beanbags and a variety of balls, using each foot.
- i. Practise kicking a stationary ball forward while in a stationary position, using each foot separately.
- j. Explore and describe what happens when a ball is contacted with different parts of the foot when trying to kick it.
- k. Explore and discuss ways to approach and kick a stationary ball forward, using each foot separately.
- l. Explore sending objects (e.g., balloons, balls of various sizes) using various body parts such as arms, legs, and head.
- m. Share discoveries of how the movement of an object changes when the skill is performed differently (e.g., kick a ball with the toes, and then kick it with the inside of the foot; throw a ball with the arm moving close to the body, and then with the arm moving far away from the body).
- n. Use a variety of manipulative skills when playing simple co-operative movement activities and games.

Goals: Active Living, Skilful Movement, Relationships**Outcomes****K.5 Movement Variables**

Vary, with guidance, the movement of the **body** through changes in

- **space** (personal space, general space, levels, directions, and pathways)
- **effort** (time and speed)
- **relationships** (body parts and shapes)

Indicators

- a. Move the body through space, following directions. For example, “Stay in personal space and stretch your body as big as you can; now make your body as small as you can” or “move through general space on hands and feet staying low to the floor – forward, backward, sideways.”
- b. Recognize and respond to movement vocabulary (e.g., “personal space,” “general space,” “balance,” “high,” “zigzag”).
- c. Create and perform movements, in sequences of at least two phrases, to represent images (e.g., riding a horse quickly, slowly; climbing a fence, then balancing on a plank over some water; walking like a robot, then stretching the body high to the sky while moving forward).
- d. Move from one point to another, through moving classmates, trying not to contact anyone else.
- e. Respond physically and correctly to instructions that vary the direction, levels, pathways, and effort of the body movement (e.g., walk backward slowly and lightly, move on hands and feet keeping body as low to the ground as possible).
- f. Move in personal space and general space on various body parts (e.g., move body parts as fast as you can while remaining seated in your personal space; move across the floor while remaining seated; move across the floor on your hands and feet).
- g. Move over, under, around, behind, in front of, on, onto, and off a variety of objects.
- h. Practise freezing any movement when signalled to do so.

Goals: Active Living, Skilful Movement, Relationships**Outcomes****K.6 Rhythmical Movement**

Explore and perform rhythmical movement to different auditory events (e.g., beat of a drum, clapping, music) and rhythms (e.g., quick, slow), using a variety of locomotor movements including walking, running, balancing, jumping, galloping, hopping, and skipping.

Indicators

- a. Move in personal space and through general space to the beat of a drum and to clapped patterns, using a variety of movement skills (e.g., walking, running), movement efforts (e.g., quickly, slowly, lightly, heavily), and movement relationships (e.g., “tall” body, “small” body, “wiggly” body).
- b. Move to music, adjusting the speed of movement in time to the rhythm of the music and the intensity of the sound.
- c. Move body in time to the beat of music while keeping feet in one spot and remaining balanced (e.g., move arms only, move hips only, bend up and down at the knees).
- d. Follow rhythmical movement led by others.
- e. Lead others in rhythmical movement, both while remaining in personal space and while moving through general space.
- f. Create and share simple movement sequences or movement stories (e.g., the squirrel **jumps** out of the tree, **scurries** through the grass, and **shakes** while **hiding** in a big, hollow log).

Goals: Active Living, Skilful Movement, Relationships

Outcomes

K.7 Relationships

Use respectful behaviours and safe practices while participating in co-operative games and physical movement activities

(Prince Edward Island Physical Education Safety Guidelines document)

Indicators

- a. Practise being both the leader and follower in a variety of physical movement activities.
- b. Practise sharing an object (e.g., ball) and space with one other person.
- c. Describe what it means to be aware of other people and the environment when moving through space to support safety of self and others.
- d. Discuss and practise ways to solve problems when moving among other people (e.g., say “excuse me,” take turns when appropriate).
- e. Repeat and practise safety rules related to movement in physical activity settings (e.g., make sure that balls are not left rolling around where someone else can step on them, do not throw balls at other people, keep head up and look around when moving).
- f. Recognize that it is okay to continue participating when tired or to take a break when feeling pain.
- g. Engage in play with a variety of classmates, including those who are friends or not friends.
- h. Persist in trying even when it gets hard to do so (as long as it does not hurt).
- i. Share thoughts on cheating. (What does cheating look like when we play games?” “Why do you think people cheat when playing games? Is it wrong to cheat?)
- j. Show respect for nature when participating in outdoor physical movement activities.
- k. Practise accepting feelings and demonstrating acceptable behaviours associated with losing.
- l. Explore movement using various types of equipment safely (e.g., scooters, hoops, climbing apparatus).
- m. Follow the rules of play while participating in a variety of simple co-operative movement activities and lead-up games.
- n. Create simple rules for play and share these rules with others.
- o. Take responsibility for helping to put equipment away and treating equipment respectfully.

Grade 1 Physical Education Outcomes

The first outcome in Grade 1 physical education has students actively involved in developing their health-related components of fitness through a variety of teacher-selected movement activities. Students will be able to explain what it means to be physically active and the benefits of leading a physically active lifestyle. They will begin to use the language of health-related fitness and active living correctly and transfer their understanding of the language into their actions. They will recognize what an appropriate level of physical exertion feels like and be able to identify when movement is safe. Grade 1 students will explore their own movement activity interests and express feelings and sensations about participation in movement activities. They will recognize opportunities to be active both in and out of school and reflect on their own levels of participation in multiple environments.

Physical education teachers will provide opportunities for students to participate in a variety of movements where emphasis is on understanding the hows and whys of movement. Outcomes and indicators identify the quality of performance that Grade 1 students should be able to achieve in specific locomotor (travelling), non-locomotor (non-travelling), and manipulative (sending, receiving, and accompanying objects) skills. The students will begin to understand performance cues and the importance of knowing how to move the body effectively in order to perform a skill at a developmentally appropriate level.

The skill development focus in Grade 1 is for students to reach a “control” level of skill performance when walking, running, balancing, jumping forward and sideways and landing, and jumping and landing on their feet on the spot. Students will also experience opportunities to progress towards “control” level when jumping backwards and landing, hopping, skipping, galloping, leaping, sliding, rolling forward and sideways, and when throwing, catching, and kicking.

Grade 1 students will begin to understand how they can use their bodies as instruments of movement. They will learn to vary movement through changes in the movement variables of space, effort, and relationships with self and equipment. They will develop a language of movement and respond physically to this language. They will begin to combine basic movement skills into sequences and explore space, directions, levels, and pathways. Building on their understanding of the movement variables, Grade 1 students will also explore and demonstrate rhythmical movement through participation in simple rhythmic and dance activities.

Engaging in game play will be valuable to support grade 1 students in building a repertoire of strategies for active participation in movement activities, which will lead to living a more active life with others. Low organizational games involving travelling, target games, and alternate environment activities and games are identified as appropriate options for grade 1 students. Grade 1 students should experience opportunities to play while following rules of games, to create explanations for how to play, and to propose options for varying the tactics and strategies used during play.

Students in Grade 1 will demonstrate an understanding of what safe and co-operative behaviours look like, while willingly engaging in movement activity settings. Although they will need teacher support, they will begin to demonstrate these behaviours, including dressing appropriately for the activity, handling equipment safely, using good manners, and following rules. Grade 1 students will begin to self-assess their actions related to safe and co-operative behaviours while participating in movement activities.

The final Grade 1 outcome asks that students move their thinking towards the “good of all”. Grade 1 students will learn that there are many differences among classmates and that they need to show respect to everyone. They will identify ways to vary activities to be inclusive of all classmates and will participate in activities from various cultures and ethnic backgrounds. They will benefit from expressing how feelings and experiences associated with movement vary from person to person. This will strengthen their ability to show care for self and others.

Grade 1 Physical Education Outcomes and Indicators

Goals

Students will

- enjoy and engage in healthy levels of participation in movement activities to support lifelong active living in the context of self, family, and community (**Active Living**);
- enhance quality of movement by understanding, developing, and transferring movement concepts, skills, tactics, and strategies to a wide variety of movement activities (**Skilful Movement**);
- balance self through safe and respectful personal, social, cultural, and environmental interactions in a wide variety of movement activities (**Relationships**).

Goals: Active Living, Skilful Movement, Relationships

Outcomes

1.1 Health-Related Fitness

Build a repertoire of strategies, with guidance, for developing components of **health-related fitness**, including cardiovascular endurance, flexibility, muscular endurance, and muscular strength

**Cross-curricular link
Science: Needs and Characteristics of Living Things**

Indicators

- a. Demonstrate through movement and words an understanding of what it means to warm up for participation in moderate to vigorous movement activities.
- b. Engage in a variety of movement activities.
- c. Sustain participation in moderate to vigorous locomotor activities (e.g., walking, snowshoeing, running, dancing, hiking, swimming, parachute play) and lead-up games (e.g., tag games, follow-the-leader) that increase heart rate and respiration rate for five consecutive minutes on a consistent basis.
- d. Explore physical movement activities to determine what types of movements and activities will cause increased heart and respiration rates.
- e. Move appropriately in response to the vocabulary of fitness used by others (e.g., “Show me how you could make your muscles more flexible, make your body stronger, make your heart work harder”).
- f. Identify changes in the body that are natural and safe reactions to participation in moderate to vigorous movement activities (e.g., heart beats faster, body is sweating, breathing is faster, skin gets red, body feels warm/hot).
- g. Identify changes in the body that are signs (e.g., dizzy, shaky, sick in the stomach) that the level of participation in moderate to vigorous activity might be too much and that it would be appropriate to take a break.
- h. Identify the main internal body parts involved in and affected by exercise, including the brain, heart, lungs, muscles, and bones.
- i. Describe what it means to stretch muscles, and explain why stretching is good for the body.
- j. Explore movements to identify those that require and challenge upper body muscular endurance and muscular strength (e.g., walking on hands dragging legs; pulling and pushing lightly weighted objects).
- k. Explore movements to identify those that require and challenge lower body muscular endurance and muscular strength (e.g., repeated locomotor skills, such as hopping for a distance, or sustained non-locomotor skills, such as balancing on one leg).
- l. Explore movements to identify those that require and challenge core body muscular endurance and muscular strength (e.g., lying on back with bent knees and then lifting feet up and down off the floor a number of times in row).

Goals: Active Living, Skilful Movement, Relationships

Outcomes

1.2 Active Living
 Examine and express what it means to be active each day, and the personal benefits of being active

Cross-curricular link
Health: Wellness Choices - W-1.1

- Indicators**
- a. Explain the importance of exercise for supporting a healthy body (e.g., stronger, more energetic), mind (e.g., thinking more clearly, staying focussed longer), and spirit (e.g., happier, calmer).
 - b. Recognize that participation in movement activities is a good way to have fun with friends and family.
 - c. Explain what it means to be active “enough” throughout the day. (See the *Canada Physical Activity Guide for Children*). To order, visit www.phac-aspc.gc.ca or phone 1-888-334-9769.)
 - d. Express insights in response to questions such as “Whose job is it to make sure we are physically active every day?” and “Do we need to have rules and teams to be active?”
 - e. Create a visual representation of movement activities one could participate in, both inside and outside the school.
 - f. Show interest in and enjoyment of participation in movement activities through actions and behaviours (e.g., ask to play games or to participate in movement activities).
 - g. Explore and identify places in the community where people can be active (e.g., walk to a community park observing the features that support being physically active; walk through the forest and around the lake and discuss the many opportunities present for active living).
 - h. Express feelings and sensations about participation in movement activities through the use of words, symbols (e.g., happy faces, tear drops), and other media, including technology (e.g., music, digital pictures).
 - i. Tell a story of what it means to be personally responsible for own level of participation in movement activities (e.g., “I ride my bike to school every day and my dad rides his bike to work, too”).
 - j. Share ideas, stories, and experiences of how and why to be active at recess, at noon hour, while at home, and in the local community.

Goals: Active Living, Skilful Movement, Relationships

Outcomes

1.3 Locomotor Skills
 Explore, express, and apply, with guidance, a variety of ways to skilfully move the body through space, including at a

- **control** level of skill when
 - **walking**
 - **running**
 - **jumping forward and landing**
 - **jumping sideways and landing**

- Indicators**
- a. Explore and demonstrate a variety of ways to travel through space (e.g., imitate motorized and non-motorized vehicles, imitate animals, imitate athletes) without contacting others.
 - b. Respond physically and correctly to a variety of travelling skills named by others (e.g., hop, leap, jump).
 - c. Use performance words (e.g., “arms close to side,” “knees bent slightly”) to demonstrate understanding of performance cues language related to skilful locomotor movement.
 - d. Repeat teacher-stated performance cues (think-aloud) while performing locomotor skills.
 - e. Describe how the body will move when in control of walking, running, and jumping forward and sideways skilfully and safely.
- Control Level of Skill**
- f. Walk with body moving smoothly with little bounce, swinging arms through small arc (forward and backward, close to sides, from the shoulders), facing toes straight ahead with feet spaced slightly apart holding head in line with spine, moving foot opposite to arm.

*Outcomes***1.3 Locomotor Skills**

(continued)

- **progressive-toward-control** level of skill when:
 - **jumping backward and landing**
 - **hopping** (body moves on one foot as in right foot to right foot)
 - **skipping** (combines a step and a hop)
 - **leaping** (body “takes off” from one foot, propels through air for distance, then lands on the opposite foot)
 - **sliding** (one foot steps and the other moves to meet the first foot, “step-close”)
 - **galloping** (one foot steps, body propels upward, other foot moves to meet the first foot)
 - **rolling forward** (see note below)
 - **rolling sideways**

NOTE: Rolling is a safety skill that supports future participation in movement activities. Grade 1 students should be asked to show how they can roll forward and not be challenged to go beyond forward rolls of their own creation. Descriptors of how to roll safely are provided here as they appear in the Grade 2 curriculum.

Indicators

- g. Run with trunk leaning forward slightly, moving foot opposite to arm that swings (e.g., right foot moves forward in unison with left arm); swinging arms through large arc; bending knee slightly after ground contact; having leg push body forward and upward as it swings through quickly with knee facing forward; contacting floor with heel of foot first, then quickly rolling to entire foot.
- h. Walk, forward and backward, and run, forward, through general space trying not to make contact with others. Stop on signal without falling down.
- i. Jump for distance by extending arms vigorously forward, then upward upon take-off, reaching full extension about head height at lift-off; extending the hips, knees, and ankles fully at take-off, with the body angle at 45 degrees or less; moving legs forward and arms downward in preparation for landing; landing with heels contacting the ground first with knees flexed and the body thrusting forward to maintain the momentum to carry the centre of gravity forward beyond the feet.
- j. Jump forward and sideways from two feet to two feet, one foot to two feet, one foot to one foot, and two feet to one foot, trying to land in control.

Progressing-towards-Control Level of Skill

- k. Explore a variety of ways of travelling based on instructions (e.g., hop on one foot, gallop like a horse, slide like a hockey player on skates).
- l. Practise travelling through general space without making contact with others while moving in a variety of ways (e.g., hopping, leaping, skipping).
- m. Practise jumping backward on two feet and trying to land in control.
- n. Explore, with guidance, rolling like a log, trying to move in a straight line and trying to keep the body stretched with legs together.
- o. Describe how the body moves when varying rolling like a log (e.g., downhill, uphill, trying to stay on a line on the floor).
- p. Explore, with guidance, rolling forward and sideways in a variety of self-determined body shapes.

Grade 2- How to roll forward in control

Roll forward with hands and arms receiving body weight evenly at the beginning of roll - keeping chin tucked to chest; sliding head through, with it lightly touching the floor so neck does not bear weight; shifting weight from arms to shoulders; lifting arms off mat as shoulders touch the mat; shifting weight onto a curved back; and keeping body curled as weight moves to feet.

Goals: Active Living, *Skilful Movement*, Relationships
Outcomes
1.4 Non-locomotor Skills

Explore, express, and apply, with guidance, a variety of ways to skilfully move the body on the spot, including at a

- **control** level of skill when
 - **balancing**
 - **jumping and landing on feet on the spot**
- **progressing-towards-control** level of skill when
 - **landing on hands from kneeling position**
 - **rotating on the spot**

Indicators

- a. Create a variety of ways to move the body while remaining in one spot.
- b. Move appropriately in response to a variety of non-locomotor skills named by others (e.g., twist, bend, curl, lean, sway).
- c. Use performance words (e.g., “extend arms high in the air,” “bend knees slightly,” “keep feet wide apart”) to demonstrate understanding of performance cues language related to skilful non-locomotor movement.
- d. Repeat teacher-stated performance cues (think-aloud) while performing non-locomotor skills.
- e. Describe how the body will move when in control of balancing, and when jumping and landing on the spot skilfully and safely.

Control Level of Skill

- f. Jump for height by flexing hips, knees, and ankles in a crouch to prepare for the jump; extending arms vigorously forward, then upward upon take-off, reaching full extension above the head at lift-off and extending the body fully; landing with ankles extending in preparation for the land; contacting the ground with the balls of the feet first, followed by the heels; flexing hips, knees, and ankles to absorb the shock of the landing (i.e., motorcycle riding position).
- g. Balance on increasingly wider bases of support (e.g., one foot, one foot and one hand), holding the body still while tightening the muscles of the free body parts (e.g., pulling your stomach in) and extending free body parts (e.g., arms, a leg) for stability.
- h. Demonstrate a variety of ways to twist, turn, stretch, bend, and curl the body (as indicated by the teacher) while standing on two feet and without losing balance.
- i. Land on two feet without losing balance after jumping straight up.
- j. Perform movement sequences as described by the teacher (e.g., balance with three parts of your body touching the ground and hold for five seconds, then, jump in the air and turn so you land facing a different direction).

Progressing-towards-Control Level of Skill

- k. Propose real life situations when it would be helpful to be able to fall onto hands without getting hurt (e.g., tripping over something, playing a sport).
- l. Discuss and practise falling forward while starting on knees and landing on hands on soft surfaces, keeping arms reaching straight, and as hands contact surface, begin absorbing body weight and force, gently lowering self to surface.
- m. Describe and attempt a variety of ways to rotate on the spot (e.g., turn, jump turn).
- n. Explore, with guidance, and describe what happens to the body when rotating on the spot with arms in the air, arms held tight to the sides of the body, arms reaching out wide, and arms moving to various positions while in the rotation.
- o. Explore, with guidance, and describe what happens to the rotation when the body is stretched tall compared to when the body is small and compact.
- p. Practise rotating on the spot, with guidance, in various ways without falling down.

Goals: Active Living, *Skilful Movement*, Relationships

Outcomes

1.5 Manipulative Skills

Explore, express, and apply, with guidance, a variety of ways to skilfully move objects, including at a ***progressing-towards-control*** level when

- ***throwing (rolling)***
- ***catching (collecting, gathering)***
- ***kicking***
- ***dribbling***
- ***striking***

Indicators

- a. Use performance words (e.g., “look at the ball,” “step forward”) to demonstrate understanding of performance cues language related to skilful sending and receiving of objects.
- b. Repeat teacher-stated performance cues (think-aloud) while performing manipulative skills.

Progressing-towards-Control Level of Skill

- c. Explore, with guidance, and discuss a variety of ways to throw small and large balls, scarves, beanbags, and other objects (e.g., throw underhand straight up, throw overhand far ahead, throw with right hand, throw with left hand, throw with two hands) to determine how the body movement changes when throwing in different ways.
- d. Move objects such as small balls, beanbags, and scarves by transferring one, two, or three objects between hands (e.g., juggle two beanbags).
- e. Throw various small objects (e.g., balls, beanbags) from varying distances both underhand and overhand - under, over, through, and at obstacles such as nets and hoops - using one hand and then the other.
- f. Explore rolling balls of various sizes at targets such as pylons.
- g. Explore, with guidance, and discuss trying to catch in a variety of ways (e.g., with one hand, with two hands) objects thrown up high, objects thrown down low, objects that are rolling, to determine how the body movement changes when catching in different ways.
- h. Catch, using two hands, a medium-size ball thrown underhand by an experienced thrower who stands a short distance away.
- i. Practise repeatedly tossing medium size balls to self and trying to catch them while not travelling.
- j. Practise throwing a ball towards a stationary surface, such as a wall, and catching it after it rebounds off the wall, and off the wall and then the floor.
- k. Gather (pick up from the floor) a large ball that is rolling towards you and one that is rolling away from you.
- l. Explore, with guidance, and discuss a variety of ways to kick small and large balls (e.g., while standing still, while running towards the ball, with right foot, with left foot, with toes, with instep) to determine how the body movement changes when kicking in different ways.
- m. Kick larger balls from a stationary standing position in an indicated direction and at large targets, using one foot and then the other.
- n. Practise approaching and kicking a stationary ball forward, using one foot and then the other.
- o. Practise tapping a ball along the ground with one foot, and then the other, while moving behind it.
- p. Explore and share ways to move objects (e.g., balloons, balls of various sizes) using various body parts such as arms, legs, and head.
- q. Explore and share ways to change the flights of moving objects (e.g., balloons, balls of various sizes) by varying how the skill is performed (e.g., bending forward to roll a ball, then standing tall to roll it; contacting the object while it is high in the air, at waist height, and at knee height).

Goals: Active Living, Skilful Movement, Relationships

Outcomes

1.6 Movement Variables

Apply an understanding of how to vary the movement of the **body** while performing locomotor, non-locomotor, and manipulative skills through changes in

- **space** (personal space, general space, levels, directions, pathways)
- **effort** (force, time/speed)
- **relationships** (individually and with objects)

Indicators

- a. Move appropriately in response to movement vocabulary words associated with body, space, effort, relationships (e.g., “wide body,” “narrow body,” “slink,” “creep slowly,” “stretch up high,” “curl,” “crawl in a straight line,” “slither,” “spin,” “twist,” “bend low”).
- b. Use the vocabulary of movement to lead others in movements (e.g., “Follow me as I reach up high, dip down low, and slide sideways slowly and smoothly”).
- c. Explain the difference between personal space and general space.
- d. Respond physically and correctly to simple movement phrases to reinforce body and space awareness, locomotor and non-locomotor skills, and control (e.g., hop forward, walk slowly, balance on one foot, slide sideways, twirl gracefully, run in a zigzag pathway).
- e. Move in general space, changing directions, levels, and pathways purposefully avoiding others (e.g., slide sideways using proper foot work varying effort such as in “slide like a tall dancer,” or “slide like a low basketball player”).
- f. Perform movement sequences involving locomotor, non-locomotor, and manipulative skills, as described by the teacher (e.g., “roll a ball forward gently, jump in the air, land, and then skip forward to collect the ball”).
- g. Demonstrate and use various pathways, levels, and directions for a variety of purposes (e.g., to move through obstacle courses, to chase, to flee, to dodge).
- h. Demonstrate skills for changing directions by using chasing, fleeing, and dodging movement activities (e.g., tag games).
- i. Explore and demonstrate ways to move a ball, hoop, or another object through space using various body parts.
- j. Demonstrate an understanding of specific movement variables including
 - body actions (e.g., swing, sink);
 - relationships (e.g., over/under, on/off, near/far);
 - formations (e.g., lines, circles);
 - effort and qualities (e.g., slowly, quickly, lightly, heavily).
- k. Create, demonstrate, and verbally share movement patterns that include two to four movements (e.g., “I moved quickly on a low level under objects”).

Goals: Active Living, Skilful Movement, Relationships**Outcomes****1.7 Rhythmical Movement**

Explore and demonstrate rhythmical movement in response to different rhythms (e.g., quick, slow, sharp, soft) and dance patterns, using locomotor skills and non-locomotor skills

Indicators

- a. Replicate clapping patterns, drumming patterns, and other non-locomotor movements (e.g., pretend punching, kicking) led by others.
- b. Move to a rhythm (e.g., beat of a drum, clapping) trying to keep in time and using a variety of travelling (e.g., walking, hopping) and non-travelling skills (e.g., bending, leaning).
- c. Create appropriate movement patterns, as suggested by vocabulary, that follow a beat (e.g., slowly – show how you would walk in snowshoes; quickly – show how you would run for a pass in football).
- d. Use movement to tell a story that matches the flow and rhythm of music.
- e. Create and perform patterns of locomotor and non-locomotor combinations of movements by following suggested rhythmic patterns, starting with a combination of at least two skills (e.g., walk forward four steps, walk backward, clap four times, then slap each knee twice, repeat; tap head three times, stomp feet three times, flap arms three times).
- f. Maintain rhythmical movement while participating in a variety of dances (e.g., Round Dance, Hokey-pokey, Chicken Dance, Rabbit Dance).

Goals: Active Living, Skilful Movement, Relationships**Outcomes****1.8 Play Strategies and Skills**

Build a repertoire of strategies and skills, with guidance, for and through active participation in a variety of movement activities including

- **low-organizational games involving travelling** (e.g., tag games, follow-the-leader, hopscotch, long-rope skipping)
- **target games** (e.g., ring or hoop toss, bowling, bocce ball)
- **alternate environment activities and games** (e.g., snowsnakes, hiking, skating, snowshoeing, aquatics, cycling, tobogganing, cross-country skiing)

Indicators

- a. Explain and try to follow the main objectives of games and activities, while participating.
- b. Practise teacher-described strategies for play that will support enjoyment in specified movement activities (e.g., tag games – moving into open spaces, hiding behind other people, moving only when the “it” person is getting close; bocce ball – releasing the ball close to the ground so it will roll on the ground and not fly through the air).
- c. Demonstrate a willingness to try to apply discussed strategies for playing a variety of games (e.g., take turns being the leader in follow-the-leader).
- d. Demonstrate attempts to use appropriate skills when playing games (e.g., hopping on one foot when appropriate while playing hopscotch).
- e. Assume responsibility for various roles (e.g., leader, follower, “it,” not “it”) while participating in low-organizational games and activities.
- f. Take turns setting up equipment (e.g., plastic bowling pins, pylons, hoops) to support one another in participating in games and activities.
- g. Create and use appropriate play spaces, such as hopscotch patterns on outdoor surfaces.
- h. Identify, describe, and try to use the skills and strategies needed to participate in teacher-selected, self-selected, and peer-selected games and activities.
- i. Participate willingly in moderate to vigorous movement activities (e.g., walking, hiking, snowshoeing) in a natural environment for extended periods of time, in both warm and cooler weather.

Goals: Active Living, Skilful Movement, Relationships

Outcomes

1.9 Safety and Co-operation

Demonstrate, with little or no support, safe and co-operative behaviours while participating in physical education activities.

(Prince Edward Island Physical Education Safety Guidelines document)

Indicators

- a. Follow teacher-identified rules, routines, and safety procedures in a variety of movement activity settings.
- b. Initiate gathering and/or setting up of equipment.
- c. Demonstrate safe handling, use, and care of equipment used in movement activities.
- d. Explain why dressing appropriately (e.g., wearing running shoes with laces tied when in the gym, wearing mitts and a hat when participating in outdoor activities in the winter) is important for participation in a variety of movement activities, both indoors and outdoors.
- e. Suggest rules for safe use of equipment in a specified location (e.g., playground) after participating in and/or viewing activity.
- f. Express insights on own behaviours and actions related to safe and co-operative behaviours associated with participation in movement activities.
- g. Explain what cheating looks like when playing a game.
- h. Express insights in response to relevant questions: “Is there ever a time when we are playing that we do not have to co-operate?” “How should we respond to someone who is cheating when we are playing?”
- i. Demonstrate an understanding of the guidelines and expected behaviours that promote safety and are appropriate for own age and ability (e.g., keeping your shoes tied, warning others when they might be unaware of a ball rolling near their feet).
- j. Create, share, and follow simple rules of play for co-operative movement activities and games involving one or two other people.
- k. Co-operate with others to help gather and put away equipment needed for participation in movement activities.

Goals: Active Living, Skilful Movement, Relationships

Outcomes

1.10 Relationships

Communicate and demonstrate an understanding of self-control, a consideration for others, and a respect for differences among people (e.g., abilities, interests, likes and dislikes, gender, culture) while participating in physical education settings.

Cross-curricular link
Health: Relationship Choices
Outcomes

Indicators

- a. Identify ways to vary the use of equipment to support inclusion of a peer in a given movement activity (e.g., using a ball with a bell in it for students who cannot see).
- b. Invent new rules that would support inclusion of peers in a given movement activity (e.g., each person has to be the leader).
- c. Describe what it looks like and sounds like when people are being respectful and showing consideration for others, while participating in a movement activity.
- d. Demonstrate good manners (e.g., wait your turn, ask politely to use equipment) and fair play (e.g., let everyone have a turn, encourage others) while participating in movement activities.
- e. Suggest appropriate adjustments to observed actions and behaviours that do not reflect self-control and/or consideration and respect for others.
- f. Acknowledge willingly when own behaviour demonstrates a lack of self-control.
- g. Propose options for adjustments in own actions and behaviours that will enhance level of self-control and demonstration of respect for others while participating in movement activities.
- h. Express how other people’s feelings (e.g., excited, happy, angry, fearful, uncomfortable, frustrated) associated with participation in a variety of movement activities can be the same or different from own feelings.

Grade 2 Physical Education Outcomes

As in Grade 1 Physical Education, Grade 2 students develop their health-related components of fitness; however, they will make personal decisions about participation in movement activities and demonstrate an understanding of the specifics related to how to develop three components of health-related fitness (cardiovascular endurance, muscular endurance, and flexibility). Grade 2 students will identify and explain the physical feelings associated with participation in movement activities that will benefit health-related fitness.

Building on what it means to physically challenge their level of health-related fitness, Grade 2 students will analyse their personal responsibility for developing the habits of a physically active lifestyle. Students will examine influences on their own active living behaviours, monitor their own levels of participation in movement activities, and identify opportunities to expand their current habits. This will support their progress towards leading a physically active lifestyle.

Progressing from Grade 1, Grade 2 students will begin to take a more self-directed approach to developing both the physical performance of movement skills and the understanding of what effective movement looks like. The outcomes and indicators will continue to focus on locomotor, non-locomotor, and manipulative skills, with developmentally appropriate progress being identified. As well, new skills will be added in each category. Understanding and using performance cues continues to be the underlying learning for how to perform skills effectively and efficiently.

The skill development focus in Grade 2 is for students to reach the utilization level of skill performance when walking, running, balancing, jumping forward and sideways and landing, and jumping and landing on feet on the spot. They will experience opportunities to perform jumping backward and landing, hopping, skipping, galloping, leaping, sliding, rolling forward and sideways, landing on hands from a kneeling position, rotating on the spot, throwing, catching, and kicking skills at a level of control. Grade 2 students will also progress towards control when rolling backwards, landing on hands from a bent-knee standing position, hand dribbling, foot dribbling, and striking objects with hands and short-handled implements.

Grade 2 students continue to apply the movement variables of space, effort, and relationships while expanding their understanding of how to use the body as an instrument of movement. The growth from Grade 1 includes incorporating more qualities within the variables and more student interaction. It requires that Grade 2 students make personal decisions about applying the variables to vary performance of movement skills. They will expand their use of the language of movement and respond physically to this language. They will build on their Grade 1 experiences to combine basic movement skills into sequences, exploring space, directions, levels, pathways, and, new to Grade 2, extensions.

Building on their understanding of the movement variables, Grade 2 students also explore and demonstrate rhythmical movement with a greater emphasis on relationships than expected in Grade 1. In addition to exploring rhythmical movement with objects and others, Grade 2 students will create and respond to rhythmical patterns that are self-created and/or responsive, as well as established dances from various cultures. Students will focus on smooth transitions between rhythmical movements.

Engaging Grade 2 students in game play will help to support them in applying strategies for active participation in low-organizational and co-operative games involving locomotor and non-locomotor skills, target games, and alternate environment activities and games. The students will develop movement skills and strategies that support confidence in play. Grade 2 students should experience opportunities to follow the rules of games, to create games, and to plan activities in co-operation with classmates.

In Grade 2 students will move beyond the demonstration of safe and co-operative behaviours, explaining the purpose behind rules, procedures, and etiquette, and applying this understanding while participating in a variety of movement activities. They will take responsibility for preparing themselves for safe participation in both indoor and outdoor movement activities. Grade 2 students will begin to discuss risk factors involved in participation in a variety of movement activities, making safe choices in response to these factors.

Self-control and co-operative interactions with a variety of people will be a focus for Grade 2 students. Through conversation and participation in a variety of movement activities, Grade 2 students strengthen their understanding of individual differences, preferences, and feelings associated with participation in movement activities. They will recognize potential conflict and practise skills for conflict resolution. Through these experiences in physical education, students will enhance their relationships which will support them and others in participating in movement activities.

Grade 2 Physical Education Outcomes and Indicators

Goals

Students will

- enjoy and engage in healthy levels of participation in movement activities to support lifelong active living in the context of self, family, and community (**Active Living**);
- enhance quality of movement by understanding, developing, and transferring movement concepts, skills, tactics, and strategies to a wide variety of movement activities (**Skilful Movement**);
- balance self through safe and respectful personal, social, cultural, and environmental interactions in a wide variety of movement activities (**Relationships**).

Goals: Active Living, Skilful Movement, Relationships

Outcomes

2.1 Health-Related Fitness

Apply a repertoire of strategies, with guidance, for developing components of **health-related fitness**, including cardiovascular endurance, flexibility, muscular endurance, and muscular strength through participation in a variety of movement activities

Indicators

- a. Explain what the muscles in the legs and arms feel like (e.g., tired, hard and tight) when involved in sustained and/or repeated movement activity.
- b. Sustain participation in moderate to vigorous locomotor activities (e.g., walking, running, dancing, snowshoeing, cross-country skiing, swimming, parachute play) and lead-up games (e.g., tag games, follow-the-leader) that increase heart rate and respiration rate for six consecutive minutes on a consistent basis.
- c. Identify and participate in movement activities that challenge and support muscular endurance and muscular strength (e.g., imitating animal walks, moving while carrying weighted objects such as heavy books, holding balances and other stable positions such as a push-up with arms extended).
- d. Demonstrate an understanding of how muscles and joints move during movement activity - verbally, through movement, and/or with visual displays such as pictures and drawings.
- e. Explain why heart rate and breathing rate increase during moderate to vigorous activity.
- f. Practise, with guidance, a dynamic stretching (see glossary) routine as a means to warm up.
- g. Explain how dynamic stretching can enhance movement and help to protect the body from injury over the long term.
- h. Recognize and participate in safe and effective movement activities that are good for flexibility (e.g., stretching exercises such as yoga oriented poses) and that can help to prepare muscles for vigorous activity (e.g., warm-up activities that increase blood circulation and stretchiness of muscles and ligaments).
- i. Engage on a daily basis in a variety of movement activities that benefit health-related fitness.
- j. Express thoughts on own degree of exertion after participation in movement activities, using simple methods to determine degree of exertion (e.g., putting hand on chest to feel increased heart rate; using a talking test – more exertion means it will be harder to talk; try to feel pulse in neck).

Goals: Active Living, Skilful Movement, Relationships

Outcomes

2.2 Active Living

Analyse daily habits and actions that demonstrate personal engagement in and taking personal responsibility for leading a physically active life

Cross-curricular link

Health: Wellness Choices - W-2.1, W-2.2, W-2.3

Indicators

- a. Explain what it means, and why it is important, to be responsible for own level of participation in movement activity.
- b. Explain possible consequences of specific active and inactive behaviours (e.g., walking to school, playing computer games often) and habits (e.g., always stopping at stop signs when riding bike) as they relate to the promotion of an active life.
- c. Describe some benefits of participation in regular movement activity (e.g., accumulating more than 90 minutes daily) that supports a balanced life (e.g., improved posture and balance; increased self-esteem; healthy weight; stronger mind, body, and spirit; less stress).
- d. Record on a weekly calendar (e.g., words, pictures) a daily record of personal participation in movement activities, both in and out of school.
- e. Examine how automation (e.g., snowblowers, escalators, treadmills) and information technology (e.g., computers, heart rate monitors, video games, television) have an impact on how active people are.
- f. Brainstorm how foods and fluids support participation in movement activity (e.g., supply energy, cool the body).
- g. Identify opportunities for participation in movement activities that are self-initiated (e.g., playing actively at recess, walking to school, inviting family members to play outside).
- h. Share a personal experience of promoting the importance of being physically active.

Goals: Active Living, Skilful Movement, Relationships

Outcomes

2.3 Locomotor Skills

Explore, express, and apply a variety of ways to skilfully move the body through space while participating in movement activities, including at a

- **utilization** level of skill when
 - **walking**
 - **running**
 - **jumping forward and landing**
 - **jumping sideways and landing**
- **control** level of skill when
 - **jumping backward and landing**
 - **hopping** (body moves on one foot as in right foot to right foot)
 - **skipping** (combines a step and a hop)
 - **leaping** (body “takes off” from one foot, propels through air for distance, then lands on the opposite foot)

Indicators

- a. Use performance words (e.g., “land on lead foot,” swing arms through large arc”) to demonstrate understanding of performance cues language connected to skilful locomotor movement.
- b. Say performance cues (think-aloud) while jumping backward, rolling forward and sideways, hopping, skipping, galloping, leaping, sliding, and rolling backwards.
- c. Describe how the body will move when in control of jumping backward, rolling forward and sideways, hopping, skipping, galloping, leaping, and sliding skilfully and safely.

Utilization Level of Skill

- d. Walk forward and backward at varying speeds, following a variety of given directions and pathways, keeping head up and avoiding collisions.
- e. Run forward and backward at varying speeds, starting and stopping on signal, keeping head up and avoiding collisions.
- f. Walk forward and backward, keeping time with a partner.
- g. Walk and run through obstacle courses (e.g., ropes, cones, hoops on the floor) without touching obstacles, improving timed performance with each repeated attempt.
- h. Jump forward or sideways and land in control (see Grade 1 for description) in the sand, playing hopscotch, over ropes and floor lines, and into hoops (two feet to two feet, one foot to two feet, one foot to one foot, two feet to one foot).
- i. Jump forward or sideways off slightly raised objects such as benches and boxes, showing different body shapes while in the air and then landing on feet in control.

Outcomes**2.3 Locomotor Skills**

(continued)

- **sliding** (one foot steps and the other moves to meet the first foot, “step-close”)
- **galloping** (one foot steps, body propels upward, other foot moves to meet the first foot)
- **rolling forward** (see note)
- **rolling sideways**
- **progressing-towards-control** level of skill when
 - **rolling backward** (see note below)

Cross-curricular link**Science: 201.1**

NOTE: Rolling is a safety skill that supports future participation in various movement activities. Grade 2 students need to be taught how to roll forward safely (see indicator ‘t’). For this Grade 2 outcome, teachers should ask students to show how they can roll backward and not challenge them to go beyond backward rolls of their own creation. Descriptors of how to roll backwards safely are provided here as they appear in the Grade 3 curriculum.

Indicators

- j. Mimic the jumping and landing, running, and walking movements of others.
- k. Perform a travelling sequence described by the teacher (e.g., run, take off from one foot, land on two feet, and then lower self into sideways roll on the ground).
- l. Create and perform, alone or with a partner, a travelling sequence that includes walking, running, jumping forward and sideways, and landing in control.

Control Level of Skill

- m. Jump backward, swinging arms backward upon take-off; extending hips, knees, and ankles fully at take-off, with the body angled forward at 45 degrees or less; moving legs backward and arms downward in preparation for landing; landing with toes contacting the ground first, followed by the balls of the feet and then the heels; flexing knees and leaning body forward to maintain control of the centre of gravity forward over the feet.
- n. Hop forward at least five times, bending knee and ankle on contact with floor, and keeping knee slightly bent throughout the movement, then switching feet to continue the forward hopping motion.
- o. Skip forward at least five times, alternating legs, (lead leg stepping forward, hopping, then rear leg stepping forward, hopping into next skip).
- p. Gallop forward at least five times - lifting lead leg, bending the leg and then thrusting it forward, landing on lead foot, moving rear foot quickly to lead foot, shifting weight from lead foot to free foot into next gallop.
- q. Leap forward at least five times - by extending body forward and upward, swinging arms through large arc in synchronized opposition to legs, and bending knee and ankle in contact with the floor to move into another leap.
- r. Slide sideways, in both directions, stepping lead foot quickly in direction of travel, moving free foot quickly to the lead foot, and shifting weight from lead foot to free foot.
- s. Stop any travelling skill on signal, with control (not falling down).
- t. Roll forward with hands and arms receiving body weight evenly at the beginning of roll, keeping chin tucked to chest, sliding head through with it lightly touching the floor so neck does not bear weight, shifting weight from arms to shoulders, lifting arms off mat as shoulders touch the mat, shifting weight onto a curved back, and keeping body curled as weight moves to feet.
- u. Roll sideways with arms stretching above head, keeping body in a straight line and feet tight together, maintaining a straight line of direction for movement.
- v. Roll sideways two consecutive times starting with knees through ankles in contact with the mat, body in a tucked position, arms hugging legs, rolling over a curved back, and ending with knees through ankles in contact with the mat.

Progressing-towards-Control Level of Skill

- w. Explore, with guidance, and describe how the body moves when rocking forward and backward while you are lying on your back.
- x. Practise trying to reach feet high in the air and/or touching feet to ground beyond head while lying on back and moving body weight over shoulders.

Outcomes

2.3 Locomotor Skills

(continued)

Indicators

- y. Roll on back like a rocking horse, keeping knees together, bent and pulled into chest, and chin tucked to chest, with head and neck staying off the floor, and maintaining rocking motion until teacher indicates to stop.

Grade 3 - How to roll backward in control

Roll in a backwards direction, starting in a standing position, bringing hands to ears while bending knees and lowering through to a seated tuck with back rounded and chin to chest; placing hands on the floor by the shoulders with palms down and fingers pointing towards shoulders; staying tucked, lifting hips, and pushing with the hands against the mat; extending arms to keep weight off head and neck while remaining tucked; extending legs when feet hit the floor; then standing up.

Goals: Active Living, Skilful Movement, Relationships

Outcomes

2.4 Non-locomotor Skills

Explore, express, and apply, with guidance, a variety of ways to skilfully move the body on the spot while participating in movement activities, including at a

- **utilization** level of skill when
 - **balancing**
 - **jumping and landing on the spot**
- **control** level of skill when
 - **landing on hands from kneeling position**
 - **rotating on the spot**
- **progressing-towards-control** level of skill when
 - **landing on hands from a bent knee standing position**

Indicators

- a. Use performance words (e.g., “leg in front of body” “feet tight together”) to demonstrate understanding of performance cues language connected to skilful non-locomotor movement.
- b. Say performance cues (think-aloud) while landing on hands from kneeling position and when rotating on the spot.
- c. Describe how the body will move when in control of landing on hands from kneeling position and when skilfully rotating on the spot.

Utilization Level of Skill

- d. Balance in control for five consecutive seconds using a variety of bases of support, such as one foot, one foot and one hand, two knees.
- e. Balance in a front support position (on two hands and two feet) and then practise varying the balance by lifting points of contact (e.g., one hand, one foot, one hand and one foot together).
- f. Balance on one foot and change the position of other body parts (e.g., leg in front of body and then behind body, arms to sides and then arms stretched above head, upper body straight and then twisted) moving smoothly and holding each new position for five seconds in control.
- g. Jump straight up, trying to touch or grab imaginary objects that are “up in the sky,” and land in control (see Grade 1 for description).
- h. Bend, twist, curl, and stretch the body while in the flight stage of a jump.
- i. Perform a non-travelling sequence described by the teacher (e.g., jump straight up off two feet, land on one foot, hold balance while bending forward from the waist and extending leg that is in the air straight out behind).
- j. Create and perform, alone or with a partner, a non-travelling series of controlled movements that involve jumping and landing on the spot and balancing in various ways - moving smoothly and trying to maintain control during the transition.

Control Level of Skill

- k. Land on hands by falling forward from a kneeling position, contacting the surface with finger tips then heels of hands, bending elbows gradually and slightly away from the body, and lowering self with very little sound as the body contacts the surface.

Outcomes**2.4 Non-locomotor Skills**

(continued)

Indicators

- l. Rotate on the spot (turn) by placing one foot slightly ahead of the other, raising onto toes of both feet, holding arms straight out at shoulder height, turning body as far as possible in the direction of the back foot, then turning back and lowering heels to the floor.
- m. Rotate on the spot (jump turn) by starting with feet close together and arms down by sides and slightly forward, bending knees and swinging arms slightly back, swinging arms forward and up while straightening legs, rotating hips while in the air to turn a quarter turn, and landing in control.

Progressing-towards Control Level of Skill

- n. Practise falling forward while standing with knees slightly bent and landing on hands on soft surfaces, keeping arms reaching straight, and as hands contact surface, begin absorbing body weight and force, gently lowering self to surface.
- o. Explore, with guidance, and discuss falling forward from a standing position while keeping knees bent, varying the amount of bend.
- p. Discuss safety factors and considerations for falling forward (e.g., ensure that knees are not the first part of the body to contact the landing surface).

Goals: Active Living, *Skillful Movement*, Relationships

Outcomes**2.5 Manipulative Skills**

Explore, express, and apply, with guidance, a variety of ways to skilfully move objects while participating in movement activities, including at a

- **control** level of skill when
 - **throwing**
 - **catching (collecting, gathering)**
 - **kicking**
- **progressing-towards-control** level of skill when
 - **hand dribbling**
 - **foot dribbling**
 - **striking objects with hands**
 - **striking objects with short-handled implements** (e.g., short-handled racquets, paddles)

Indicators

- a. Use performance words (e.g., “look at the ball,” “step forward,” “backswing,” “follow through”) to demonstrate understanding of performance cues language associated with skilful sending and receiving of objects.
- b. Say performance cues (think-aloud) while throwing, catching, kicking, hand dribbling, foot dribbling, striking objects with hands, and striking objects with short-handled implements.
- c. Describe how the body will move when in control of throwing, catching, and kicking skilfully.

Control Level of Skill

- d. Throw small objects (e.g., whiffle balls, beanbags) both overhand and underhand, with one hand, looking at target and standing with hips open to the throwing arm side of the body; pointing non-throwing shoulder towards target; rocking backward and then stepping forward with the foot opposite to throwing arm, with hips and spine rotating open to side of throwing arm, elbow flexing and held away from the body, non-throwing arm rising to shoulder level and pointing in direction of intended target, throwing arm extending backward into the backswing, and then moving forward through release as non-throwing arm moves downward. After release, throwing arm moves to a follow-through in the direction of intended target.
- e. Throw/roll small objects (e.g., beanbags, balls) along the ground, in intended direction.
- f. Catch with two hands both a self-tossed object and an object (e.g., whiffle balls, beanbags) gently thrown by an experienced thrower, such as an older student, by holding arms in front of body with elbows flexed when preparing to catch, tracking the object with the eyes, extending arms to meet the object, and pulling the object in to the body.
- g. Catch various sizes of self-thrown balls that rebound off a wall, gradually progressing in distance away from the wall.

*Outcomes***2.5 Manipulative Skills**
(continued)*Indicators*

- h. Kick for distance (progressing in distance with additional attempts after form is consistent) by approaching the ball with a limited number of steps (one to five), and leaping just before contact with the ball; flexing knee of kicking leg slightly; inclining the trunk backward, both before and during the contact; dispersing the momentum of the kick by hopping on the support leg and stepping in the direction of the kick; planting the non-kicking foot beside and slightly behind the ball; using top of kicking foot (shoelaces) to contact the ball directly behind the centre of the ball at a low level, pointing the toes downward; following through in the direction of the target with the leg.

Progressing-towards-control Level of Skill

- i. Explore, with guidance, and discuss a variety of ways to dribble large balls with hands and feet (e.g., with two hands, with right hand, with left hand, with inside of right foot, with inside of left foot) to determine how the body movement changes when dribbling in different ways.
- j. Explore, with guidance, and discuss how the body changes when striking a variety of balls with hands and short-handled implements (e.g., with right hand, with left hand, with paddle, with bare hand, underhand, overhand).
- k. Practise bouncing a ball with two hands and catching it repeatedly, while remaining stationary.
- l. Practise dribbling a ball with two hands continuously, while remaining stationary.
- m. Explore dribbling a ball with one hand, and then the other hand.
- n. Practise dribbling a ball with feet in a forward direction, jogging slowly, alternating the foot used for contact and keeping the ball close to the foot.
- o. Practise striking a balloon, foam ball, and/or beach ball upward with hand repeatedly while trying to remain in personal space.
- p. Practise striking repeatedly, without missing a balloon or a suspended ball using a lightweight paddle.
- q. Explore, with guidance, throwing and catching, kicking and receiving objects while moving (e.g., walking, jogging, skipping, sliding).
- r. Explore pulling and pushing a variety of objects (e.g., boxes, mats, large snowball, classmates) to determine changes in body position required to maximize the results of the effort.

Goals: Active Living, Skilful Movement, Relationships**Outcomes****2.6 Movement Variables**

Vary the performance of the **body** while performing locomotor, non-locomotor, and manipulative skills by applying the basic movement variables of

- **space** (general space, levels, directions, pathways, and extensions)
- **effort** (time/speed, force, and flow)
- **relationships** (with objects and with others)

Indicators

- a. Respond physically and correctly to movement vocabulary verbalized by the teacher (e.g., slide right, jump left, run in a big square, grow slowly, throw the ball sideways, close your stance, open your arms to the sky, lengthen your leap).
- b. Respond physically and verbally to answer questions such as “Where is the open space?” and “How can you make sure that no one else is in your personal space when you are moving around?”
- c. Create visual representations (e.g., symbols on paper, pictures) and respond physically to representations of others that present a picture of moving that includes different pathways (curved, straight, and zigzag), directions, and movement skills (e.g., running, hopping, rolling).
- d. Create, represent, and perform, alone or with a partner, a sequence of locomotor and non-locomotor movements that fit teacher-given criteria (e.g., balance at a low level with a round body shape, support weight at a high level while maintaining a wide shape, then rotate clockwise on the spot while standing tall).
- e. Refine created sequences using feedback from teacher and/or peers on the smoothness and flow of transitions from one movement to another.
- f. Send and receive objects at different levels and with varying effort (e.g., catch a ball thrown high in the air, throw a ball over a bench, kick a ball slowly on the ground).
- g. Demonstrate an understanding of relationships by performing a variety of movements (e.g., beside, under, through, in front of, behind, even with, onto, on, over, off) using various pieces of equipment and available objects such as a folding mat, branches, bench, box, rocks, hoop, balls, rope, logs, parachute, and climbing apparatus, alone and with others.
- h. Mimic the movement of a variety of objects, such as animals, plants in the wind, and vehicles.

Goals: Active Living, Skilful Movement, Relationships**Outcomes****2.7 Rhythmical Movement**

Explore and demonstrate rhythmical movement with smooth transitions between movements in

- **self-created patterns**
- **responsive patterns**, involving relationships with objects and others
- **established dances**

Indicators

- a. Travel (e.g., hop, skip, run) in time to a variety of rhythms (e.g., tambourine beat, drum beat, music, clapping).
- b. Create and perform rhythmic patterns (e.g., three movements performed in a sequence that is repeated) of travelling and non-travelling movements, while incorporating objects (e.g., balls, scarves, hoops) and listening to a beat (e.g., music, drum, clapping).
- c. Replicate smoothly a series of four to six movements in a sequence led by others.
- d. Vary body shapes and level of movement, smoothly transitioning from one movement to the next in time to a rhythm (e.g., reach high and then squat low).
- e. Move co-operatively in time to a rhythm while manipulating objects (e.g., circling with all class members holding a parachute, marching while passing a ball between classmates).
- f. Vary the intensity (e.g., lightly, strongly, forcefully) of a movement, incorporating smooth transitions from one movement to the next.
- g. Explore and create rhythmical movement sequences (locomotor, non-locomotor, and manipulative) with and without music.
- h. Move rhythmically to established counted rhythms as used in various dances such as the round dance from various cultures, the Bird Dance from the Swiss culture and the Owl Dance from Aboriginal culture.

Goals: Active Living, Skilful Movement, Relationships

Outcomes

2.8 Strategies and Skills

Apply a repertoire of strategies and skills, with guidance, for and through active participation in a variety of movement activities including

- **low-organizational, co-operative, and inventive games involving locomotor and non-locomotor skills** (e.g., tag games, follow-the-leader, fox and geese, parachute play, hopscotch)
- **target games** (e.g., ring or hoop toss, bowling, bocce ball, curling)
- **alternate environment activities and games** (e.g., hiking, skating, aquatics, orienteering, cross-country skiing, cycling, dogsledding, tobogganing)

Indicators

- a. Describe and incorporate strategies for play that will support deeper understanding of and engagement in specified movement activities (e.g., tag games - move into open spaces, hide behind other people, move only when the “it” person is getting close; bocce ball - release the ball close to the ground so it will roll on the ground and not fly through the air).
- b. Use movement skills, rules, and basic strategies to support co-operative participation in a variety of low-organizational games.
- c. Create, with a partner, rules and strategies for combining manipulative skills into target games, and share games with others.
- d. Use effective movement skills and strategies to enjoy participation in winter activities in an outdoor environment or a community facility (e.g., cross-country skiing, fox and geese, skating, snowshoeing, making snow angels, building snowpeople, playing snowsnakes).
- e. Co-operate with others to play a variety of games that involve the use of objects such as a parachute, blanket, or towel.
- f. Participate in a variety of games and activities that focus on “hitting a target.”
- g. Plan, with others, and participate in an outdoor movement activity (e.g., walk, hike, cross-country ski, snowshoe) in a park or appropriate natural setting for 30 to 60 minutes, in both cold and warm weather.
- h. Describe and demonstrate respect for the natural environment when participating in outdoor movement activities.
- i. Solve challenges that involve participation in movement activities by following specific instructions and directions (e.g., locate checkpoints on the school yard following teacher-created indicators and participate in movement activities listed at each checkpoint; create strategies for a “team” to use in a given team tag game; vary the size and placement of objects used as targets in target games).

Goals: Active Living, Skilful Movement, Relationships

Outcomes

2.9 Safe Behaviours

Examine and express the purpose of rules, procedures, etiquette, and safe behaviours and apply them while participating in a variety of movement activities

(Prince Edward Island Physical Education Safety Guidelines document)

Indicators

- a. Apply general and specific safety guidelines for participating in movement activities (e.g., respecting appropriate permitted height on the while participating in a variety of alternate environment activities climbing apparatus, carrying heavy equipment such as mats, restricting number of people on a piece of playground equipment at one time) and respectful behaviours (e.g., taking turns, using polite and inclusive language) that are appropriate for own age and ability.
- b. Recognize the importance of practising safe behaviours (e.g., follow directions, perform within personal limits, accept the limits of space, understand safety rules related to the space and equipment) alone and with others.
- c. Discuss risk factors and demonstrate and practise the safe use and care of equipment (e.g., skates, ski boots, rollerblades, snowshoes, cross-country skis) while participating in a variety of alternate environment activities
- d. Explain what would be appropriate clothing, footwear, and other safety articles (e.g., helmet for cycling, skating, curling, and tobogganing) to consider when participating in various movement activities.

Outcomes**2.9 Safe Behaviours**
(continued)**Indicators**

- e. Demonstrate taking responsibility for own clothing and equipment used in movement activities (e.g., keep track of mittens and dry them out as soon as possible when they become wet, tie running shoes when they become untied).
- f. Convey messages (e.g., posters, role-play, photos, storytelling) of safety rules and behaviours that apply to participation in family and community-based movement activities such as snowmobiling, swimming, bicycling, and boating.
- g. Identify and explain basic safety and etiquette rules to be used during activities that occur outside of the school (e.g., school field trips, skating activities, riding a bicycle, community events, charitable fundraising events that involve participation in movement activities).
- h. Identify practices to assist an injured person (e.g., getting help, not moving the person).
- i. Initiate action and co-operate with others to gather and put away equipment following class-determined procedures.

Goals: Active Living, Skilful Movement, Relationships**Outcomes****2.10 Relationships**

Demonstrate self-control and a willingness to work and play co-operatively with all others (regardless of abilities, interests, and background experiences) while participating in movement activities

Indicators

- a. Discuss similarities and differences (e.g., likes/dislikes) between responses of self and others related to situations involving participation in movement activities.
- b. Identify what is required to have harmony during participation in movement activities.
- c. Practise positive ways (e.g., using appropriate non-verbal communication, respecting personal space, maintaining a calm voice) to resolve conflicts that occur while participating in movement activities (e.g., pushing, wanting to be first, not taking turns, saying hurtful things, leaving people out, needing to win).
- d. Express insights to answer relevant questions: “Why do some people like certain games while others do not?” “Why should we learn how to play a variety of games?” “What can we do when some people do not enjoy the game we are playing?”
- e. Identify and practise appropriate ways to share and express feelings and emotions related to different movement activity situations, while in school and in the community.
- f. Display a willingness to share ideas, space, objects, and equipment when participating with others.

Grade 3 Physical Education Outcomes

In Grade 1 Physical Education, students participated in activities to develop the health-related components of fitness. In Grade 2, students focussed on how to develop three of the five components of health-related fitness. In Grade 3, the students will now expand this understanding to develop four components of health-related fitness (cardiovascular endurance, flexibility, muscular endurance, and muscular strength) and to consider how they do so in a variety of settings at school, at home, and in the community. Grade 3 students will begin setting and working towards goals for increased personal participation in movement activities, skills that will continue to be emphasized through future grades.

Grade 3 students will demonstrate an understanding of how a physically active lifestyle is interconnected with many aspects of their current and future lives, including increased skill competency, social growth, and effective use of leisure time. They will consider the role of participation in movement activities in providing opportunities for enjoyment, challenge, self-expression, stress reduction, increased skill competency, active work life, contact with nature, use of leisure time, and involvement in the community. To support this learning, Grade 3 students will consider various factors that can affect their decisions regarding their level of participation in movement activities. Students will make connections between work life options and opportunities to be active.

The progression of skill development continues in Grade 3 with an even greater emphasis on students engaging in a self-directed approach to developing both the physical performance of movement skills and the understanding of what effective movement looks like. The outcomes and indicators will continue to focus on locomotor (travelling), non-locomotore (non-travelling), and manipulative (moving objects) movement skills with a developmentally appropriate progress of level being identified.

The specific skill development focus in Grade 3 is for students to reach the “utilization” level of skill performance when jumping backward and landing, hopping, skipping, galloping, leaping, sliding, rolling forward and sideways, landing on hands from a kneeling position and rotating on the spot, and when throwing, catching, and kicking. They will also experience opportunities to practise rolling backward, landing on hands from a bent-knee standing position, hand dribbling, foot dribbling, striking objects with hands, and striking objects with short-handled implements at a “control” level of skill. The teacher will introduce the volleying and striking objects with long-handled implements skills to Grade 3 students and provide them with opportunities to progress towards control. Building on learnings from the previous grades, Grade 3 students’ application of movement variables (space, effort, and relationships) will focus on complex movement skills in the context of

participation in a variety of body management activities. These activities will include dance and educational gymnastics, as well as others such as yoga-oriented poses, skipping, and track and field.

Students will start to make decisions about the selection and use of some movement skills, tactics, and strategies as required for effective participation in games and alternate environment activities. Grade 3 students continue to play low-organizational, small-sided, inventive, and co-operative games, as well as target games. They will be introduced to lead-up striking/fielding and invasion/territorial games. Students will consider the main intention of games, and the differences between types of games, follow the rules of games, and create team games. Grade 3 students will also develop tactics for participation in a variety of alternate environment activities, such as cross-country skiing and orienteering. Students will progress in their skill development for skills used in various games and alternate environment activities.

In Grade 1 Physical Education, students focussed on demonstrating safe and co-operative behaviours while participating in movement activities. Grade 2 students built on this to explain the purpose behind rules, procedures, and etiquette and applied this understanding while participating in a variety of movement activities. In Grade 3, students focus on demonstrating positive interactions with others in co-operative and competitive movement activities. Students will be able to distinguish between acceptable and unacceptable actions and reactions to guidelines, rules of play, and winning/losing. Students will also reflect on how their attitudes and actions affect others and take responsibility for their own social behaviour while participating with others in movement activities. Understanding and demonstrating “fair play” attitudes and behaviours is a focus for Grade 3 students.

With a great emphasis in Grade 3 on participation in a variety of movement activities, including games play, the students will demonstrate an understanding of the risk factors and safety requirements for a variety of movement activities. Students will share their personal commitment to assessing risk factors and applying safe practices. Students will also be able to explain how to control the body and move safely in various movement situations. Building on this, students will pose and practise preventative solutions to potential risks. Grade 3 students will be able to self-evaluate their own approaches to safety during participation in movement activities.

Building on their learnings from Kindergarten through Grade 2, Grade 3 students are challenged to strengthen their relationship skills while participating in movement activities. Students will demonstrate consideration and respect for all others regardless of their ideas, abilities, worldviews, physical characteristics, cultural backgrounds, or gender. Students will initiate actions and behaviours that are inclusive of others when participating in movement activities.

Grade 3 Physical Education Outcomes and Indicators

Goals

Students will

- enjoy and engage in healthy levels of participation in movement activities to support lifelong active living in the context of self, family, and community (**Active Living**);
- enhance quality of movement by understanding, developing, and transferring movement concepts, skills, tactics, and strategies to a wide variety of movement activities (**Skilful Movement**);
- balance self through safe and respectful personal, social, cultural, and environmental interactions in a wide variety of movement activities (**Relationships**).

Goals: Active Living, Skilful Movement, Relationships

Outcomes

3.1 Health-Related Fitness

Apply a repertoire of strategies for developing components of **health-related fitness**, including cardiovascular endurance, flexibility, muscular endurance, and muscular strength, through movement activities during scheduled times in school, at home, and in the community.

Cross-curricular link

Health: Wellness Choices - W-3.1

Indicators

- a. Record and reflect on personal participation in movement activities (e.g., at home, at school, in the community in a variety of environments) over a given period of time (e.g., a day, a week) to arrive at an answer to “How physically active am I?”
- b. Explain why it is important to be physically active in school, at home, and in the community.
- c. Explain why (e.g., to improve the strength of the heart and the capacity of the lungs, as well as to support the strength of the mind and the spirit) the body needs to participate in sustained or intermittent vigorous movement activity (running, skipping, cycling, swimming, dancing, snowshoeing, cross-country skiing, games play) for at least 30 minutes a day.
- d. Sustain participation in moderate to vigorous movement activities (e.g., walking, snowshoeing, running, paddling, skipping, cycling, swimming, dancing, parachute play) and lead-up games (e.g., tag games, follow-the-leader) that increase heart rate and respiration rate for seven consecutive minutes on a consistent basis.
- e. Self-initiate and engage in a variety of movement activities that challenge and support health-related fitness.
- f. Recognize that both the heart and lungs are key body organs that are challenged positively when we participate in movement activities that improve our cardiovascular fitness.
- g. Compare physical differences in the body’s response after participation in continuous cardiovascular endurance activity (e.g., running, cross-country skiing, dancing, parachute play) for different lengths of time (e.g., one minute, five minutes, eight minutes) to determine the cardiovascular benefits.
- h. Explore and engage in a variety of flexibility exercises, as identified by the teacher, that focus on flexibility of the large muscles (e.g., bicep, tricep, quadricep, hamstring, gastrocnemius).
- i. Self-initiate and incorporate dynamic stretching (see glossary) into warm-up for participation in moderate to vigorous activity.
- j. Support, lift, and control own body weight in a variety of activities (e.g., balancing on hands, holding raised push-up position and other stable positions, imitating animal walks) and explain how these are beneficial for improving muscular endurance and muscular strength.
- k. Engage in, with guidance, proper and engaging warm-up activities (e.g., light aerobic activity such as tag games and choreographed routines that include stretching exercises) that prepare the muscles for vigorous activities (e.g., increase blood circulation and elasticity of muscles and ligaments).

Outcomes**3.1 Health-related Fitness**
(continued)**Indicators**

- l. Identify a variety of self-determined fun movement activities that increase heart-lung capacity and/or muscular endurance.
- m. Recognize that many opportunities exist within local communities to support people in being active daily (e.g., clubs, teams, with friends at recess and at lunch hour, before/after school programs, after school and on weekends at home).
- n. Identify locations within local communities, both indoor and outdoor, where people can engage in movement activities (e.g., home, rink, park, yard, open field, fitness centre).
- o. Explore, with guidance, and participate in “neighbourhood” games (e.g., kick the can, capture the flag, ante I over) and “playground” games (e.g., snowsnakes, hopscotch, skipping, double ball, hide and seek, fox and geese) that involve moderate to vigorous physical movement.
- p. Identify, record, and reflect on simple, realistic goals for increasing the amount and/or variety of personal participation in movement activities (e.g., playing actively as a group at recess, walking to school every day, joining an activity-based club, playing at the park with family).

Goals: Active Living, Skilful Movement, Relationships**Outcomes****3.2 Active Living**

Evaluate the role of participation in movement activities in providing opportunities for enjoyment, challenge, self-expression, social interaction, increased skill competency, stress reduction, active work life, use of leisure time, contact with nature, and involvement in communities

Indicators

- a. Explain how participation in movement activities can help one grow as a creative thinker, a performer, a problem solver, and a person with confidence.
- b. Share own initiative and commitment to staying involved in movement activities.
- c. Explain why it is important to set goals (e.g., personal challenges, improved health, improved skill, reduced level of stress) for maintaining and/or increasing level of participation in movement activities.
- d. Discuss the benefits of participating in a variety of activities (e.g., team sports – social interaction; yoga – stress reduction; educational gymnastics – injury prevention; aerobic exercise – heart and lungs strengthening).
- e. Express insights to answer the following questions; “Can being physically active support us in being a better community member?” “What do we need in order to be physically active?” “Should we spend more time outside?”
- f. Distinguish between jobs that often require a high level of physical activity (e.g., hunter/trapper, construction worker, dancer, nurse) and those that do not (e.g., secretary, computer analyst, bus driver).
- g. Share a story of family members and/or local community members whose work lives keep them physically active.
- h. Determine what people whose work lives do not keep them physically active might have to do in order to be active (e.g., plan a time to exercise each day, join a sports team or club).
- i. Express insights on personal factors (e.g., interests, personal successes, worldviews, previous experiences, activity likes and dislikes, culture, developmental rates, community opportunities) as well as home and community opportunities that influence self-confidence related to participation in movement activities.
- j. Discuss the “completeness” of a self-created list of movement activities participated in alone, with friends, and with family for promoting physical, emotional, mental, and spiritual well-being.

Goals: Active Living, *Skilful Movement*, Relationships
Outcomes
3.3 Locomotor Skills

Express and apply, with guidance, a variety of ways to skilfully move the body through space while participating in movement activities, including at a

- **utilization** level of skill when
 - **jumping backward and landing**
 - **hopping** (body moves on one foot as in right foot to right foot)
 - **skipping** (combines a step and a hop)
 - **leaping** (body “takes off” from one foot, propels through air for distance, then lands on the opposite foot)
 - **sliding** (one foot steps and the other moves to meet the first foot, “step-close”)
 - **galloping** (one foot steps, body propels upward, other foot moves to meet the first foot)
 - **rolling forward**
 - **rolling sideways**
- **control** level of skill when
 - **rolling backward** (see note on next page)

Indicators

- a. Use performance words (e.g., “land on lead foot,” “stay tucked,” “swing arms through large arc”) to demonstrate understanding of performance cues language connected to skilful locomotor movement.
- b. Say performance cues (think-aloud) while rolling backwards.
- c. Describe how the body will move when in control of rolling backward skilfully and safely (see note below).

Utilization Level of Skill

- d. Jump backward for height, stretching high in the air and landing softly and safely in control, maintaining balance on the landing.
- e. Jump backward and land in control repeatedly, increasing speed and control over time.
- f. Jump and land in patterns of movement (e.g., backward, forward, sideways right, sideways left, backward, repeat).
- g. Hop on right foot at least four times and then on left foot at least four times while changing directions by rotating along the vertical axis (e.g., quarter turns, half turns), moving forward and then backward, moving side to side, maintaining balance. Continue to alternate four times on each foot until given the signal to stop.
- h. Hop on one foot in-out and/or over a series of obstacles (e.g., hoops on floor, raised hoop supported by boxes, low beam, tires).
- i. Skip forward, alternating lead foot, while moving in unison with a partner.
- j. Gallop through general space with right foot leading; on signal, switch to left foot leading and continue to gallop until given the signal to stop.
- k. Leap upward, after running forward, landing in control, and continue running to leap again, alternating take-off foot.
- l. Slide step sideways for a given number of steps and then slide step in the opposite direction for a given number of steps, while mirroring a partner.
- m. Transfer weight from two feet to two hands, kicking feet upward, momentarily taking weight on hands only, and back to feet, landing in control with a soft landing.
- n. Roll forward smoothly, starting and ending in a standing straddle position.
- o. Roll forward two times in a row, starting in a standing position and ending in a standing position, transitioning smoothly from one roll to the next.
- p. Roll forward, ending in a standing position after jumping off a slightly raised object (e.g., bench, step), landing in control, then transitioning smoothly into the roll.
- q. Create and present a sequence of forward and sideways rolls, demonstrating smooth transitions and safe, soft landings.
- r. Avoid contact with others when utilizing locomotor skills.

Control Level of Skill

- s. Roll in a backward direction, starting in a standing position; bringing hands to ears while bending knees and lowering through to a seated tuck with back rounded and chin to chest; placing hands on the floor by the shoulders with palms down and fingers pointing towards shoulders; staying tucked lifting hips and pushing with the hands against the mat; extending arms to keep weight off the neck and head while remaining tucked; when feet touch the floor, extending legs and standing up.

*Outcomes***3.3 Locomotor Skills**

(continued)

NOTE: Rolling is a safety skill that supports future participation in various movement activities. Grade 3 students must be reminded of how to protect their necks when rolling forward. They need to be taught how to roll backwards safely (see indicator 's'). Descriptors of how to roll forward safely are provided here as they appear in the Grade 2 curriculum.

*Indicators***Grade 2- How to roll forward in control**

Roll forward with hands and arms receiving body weight evenly at the beginning of roll, keeping chin tucked to chest, sliding head through with it lightly touching the floor so neck does not bear weight, shifting weight from arms to shoulders, lifting arms off mat as shoulders touch the mat, shifting weight onto a curved back, and keeping body curled as weight moves to feet.

Goals: Active Living, *Skilful Movement*, Relationships

*Outcomes***3.4 Non-locomotor Skills**

Explore, express, and apply, with guidance, a variety of ways to skilfully move the body on the spot while participating in movement activities, including at a

- **utilization** level of skill when
 - **landing on hands from kneeling position**
 - **rotating on the spot**
- **control** level of skill when
 - **landing on hands from a bent-knee standing position**

Indicators

- a. Use performance words (e.g., “arms straight out to the side” “chin up” “feet tight together”) to demonstrate understanding of performance cues language connected to skilful non-locomotor movement.
- b. Say performance cues (think-aloud) while performing landing on hands from a bent-knee standing position.
- c. Describe how the body will move when in control of landing on hands from a bent knee standing position skilfully and safely.

Utilization Level of Skill

- d. Land on hands on a mat, from a kneeling position, in response to a variety of challenges (e.g., while being pushed by a partner, in a “wave” pattern with classmates, in unison with a partner, in response to “fall, land, and immediately rise back up”).
- e. Incorporate landings on hand into sequences of movements.
- f. Rotate on the spot (turn) in a variety of ways (e.g., in a squatting position, with arms above head, in one direction and then in the other direction, on one foot), on raised surfaces (e.g., stacked mats, bench, low beam), and while holding objects (e.g., hoops, balls, scarves).

Control Level of Skill

- g. Land on hands by falling forward onto a mat from a bent-knee standing position - with finger tips, then heels of hands, contacting the surface, elbows gradually bending slightly away from the body, and lowering self with very little sound as the body contacts the surface.
- h. Land on hands by falling backward onto a mat from a bent-knee standing position, making sure to slowly absorb the impact by reaching back with fingertips of hands facing forward, bending elbows once hands contact the surface, keeping chin tucked to chest, lowering body weight, and rocking backward on contact.

Goals: Active Living, *Skilful Movement*, Relationships**Outcomes****3.5 Manipulative Skills**

Explore, express, and apply, with guidance, a variety of ways to skilfully move objects while participating in movement activities, including at a

- **utilization** level of skill when
 - **throwing**
 - **catching (collecting, gathering)**
 - **kicking**
- **control** level of skill when
 - **hand dribbling**
 - **foot dribbling**
 - **striking objects with hands**
 - **striking objects with short-handled implements** (e.g., short-handled racquets, paddles)
- **progressing-towards-control** level when
 - **volleying** (to send an object in the air before it comes to rest)
 - **striking objects with long-handled implements** (bats, golf clubs, hockey sticks)

Indicators

- a. Explore and discuss a variety of ways to volley balloons and light-weight balls with hands and with various body parts (e.g., with two hands over head, with two hands underhand, with head, with inside of right foot, with inside of left foot) to determine how body movement changes when volleying in different ways.
- b. Explore and propose how the body positioning and movement changes to strike different objects (e.g., badminton shuttlecocks/birdies, whiffle balls, foam balls, tennis balls) using various long-handled implements (e.g., tennis racquet, bat, badminton racquet) held with one hand, with two hands, underhand, overhead).
- c. Use performance words (e.g., “head up looking forward” “ball out in front” “step forward” “backswing” “follow through”) to demonstrate understanding of performance cues language associated with skilful sending and receiving of objects.
- d. Say performance cues (think-aloud) while hand dribbling, foot dribbling, striking objects with hands, striking objects with short-handled implements, volleying, and striking objects with long-handled implements.
- e. Describe how the body will move when in control of hand dribbling, foot dribbling, striking objects with hands, and striking objects with short-handled implements, skilfully and safely.

Utilization Level of Skill:

- f. Throw (toss) and catch with hands, maintaining control, a variety of objects (e.g., beanbags, hoops) and different sized and shaped balls, with combinations of stationary thrower to stationary receiver, stationary thrower to moving receiver, moving thrower to stationary receiver, and moving thrower to moving receiver.
- g. Throw and catch objects that rebound off a surface (e.g., off the floor, off a wall).
- h. Throw a ball at a target, such as a net, while body is in the air (jumping).
- i. Throw a frisbee to a stationary target, such as a partner.
- j. Catch objects thrown to different levels, both with the hands and with an implement such as a scoop.
- k. Catch small objects with one hand, both the right hand and the left hand.
- l. Pass (send) and receive soccer balls using combinations of stationary sender to stationary receiver and stationary sender to moving receiver, and progressing towards moving sender to stationary receiver and moving sender to moving receiver.
- m. Kick a ball at a target, such as a net, using a running approach towards a stationary ball.
- n. Kick a ball that is stationary on the ground and raise it so it travels through the air to a partner.

Control Level of Skill

- o. Self-assess ability to control manipulative skills such as throwing, catching, and kicking to move as many balls as possible in a given amount of time (e.g., throw and catch with a partner, counting successful completions; kick a line-up of balls at a target, counting number of kicks).

*Outcomes***3.5 Manipulative Skills**
(continued)*Indicators*

- p. Dribble on the spot with one hand, using the pads of the fingers to make contact on top of the ball and holding wrist firm yet flexible; bending knees slightly and keeping back straight as if sitting down a little; positioning feet in a one-foot-forward-of-the-other stance with foot opposite to dribbling hand forward; holding head up, looking for open spaces in the direction of potential travel.
- q. Dribble with one hand through general space without losing control while keeping the hand slightly behind and on the outside of the ball and keeping the ball a little in front and to the side of the body.
- r. Dribble with feet by gently tapping the ball with the inside of the foot – left and right – so that it stays within three to four feet of the body at all times, holding head up looking for open spaces in the direction of potential travel, and trapping the ball to stop movement by placing a foot on top and slightly behind the ball to stop the dribble.
- s. Dribble with feet around stationary objects (e.g., pylons), moving slowly.
- t. Strike a ball forward with one hand by holding the ball in the non-striking hand, positioning feet in a one-foot-forward-of-the-other stance with foot opposite to striking hand forward, swinging hitting arm backward with weight shifting backward at the same time, swinging arm forward with weight shifting forward and upper body leaning forward slightly from the waist, striking the ball from underneath with an open palm, contacting the ball out in front of the hips, extending the body motion forward, and following through with the striking arm towards the target.
- u. Repeatedly strike a small ball (e.g., low-bounce tennis ball, foam ball) upward with a short-handled paddle, holding the paddle level and the wrist stiff, keeping eyes on the object at all times, focussing on a consistent contact point, and following through slightly with an upward motion.
- v. Strike a self-dropped foam ball or low-bounce tennis ball with a short-handled paddle by starting with the paddle back behind the hip, stepping forward with the foot opposite to paddle hand, swinging paddle forward, watching object at all times, slanting paddle slightly upwards, making contact slightly in front of the body, and following through towards a target.

Progressing-towards-Control Level of Skill

- w. Explore and practise repeatedly volleying a balloon, beach ball, or soft touch ball to self in the air, using a variety of body parts (e.g., hands, arms, head, knees) while trying to remain in personal space.
- x. Explore and practise striking stationary objects (e.g., beanbags, foam/plastic balls, tennis balls, plastic/foam pucks) at large targets using a plastic bat, hockey stick, and/or plastic golf club.
- y. Explore and practise striking shuttlecocks (badminton birdies) and tennis balls, using long-handled racquets.

Goals: Active Living, Skilful Movement, Relationships

Outcomes

3.6 Movement Variables

Apply movement variables of

- extensions in *space*
 - a focus on *effort* (time/speed, force, flow)
 - *relationships* with objects and others
- to increasing complex movement skills and sequences while participating in *body management activities* (including dance and educational gymnastics, and others such as yoga, skipping, aerobics, and track and field)

Indicators

- a. Jump repeatedly over a self-turned rope while trying to initiate various movement patterns (e.g., one foot, two feet close together, two feet wide apart, alternating one foot then two feet, increasing and/or decreasing effort and the use of space).
- b. Run and jump (one-foot take-off, two-foot landing) in sand, on mats, and/or on grass; record measured distances and compare results of personal performances over time.
- c. Run and jump over slightly raised objects such as benches, mats, and high jump bars, varying take-offs (e.g., one-foot, two-foot) and landings (e.g., one-foot, two-foot)
- d. Demonstrate the ability to change directions, pathways, and body positions quickly and appropriately by participating in chasing, fleeing, and deking activities.
- e. Identify adjustments needed to improve skilful performance in jumping and landing as demonstrated by the teacher or classmates by viewing a demonstration and using correct performance cues language (e.g., swing the arms upward to get more lift; flex hips, knees, and ankles to absorb shock of landing) to improve performance.
- f. Spring onto and off raised objects (e.g., benches, steps), vary position of body while in flight (in the air), and land in a stable position.
- g. Balance objects (e.g., beanbags, balls) using different body parts (e.g., head, shoulder, hand, foot) while travelling alone and with a partner.
- h. Design and demonstrate, with a partner, a variety of statues (balances) of different shapes with one person bearing all or part of the weight of the partner and focussing on being as stable as possible.
- i. Design and demonstrate, with a partner, a variety of stable shapes that replicate 3-D objects/forms.
- j. Create and perform a sequence of balances that demonstrate a given variety of bases of support (e.g., one foot, one foot and one hand) while remaining on a raised object (e.g., bench, low beam, crate), starting with a jump to a mount position and ending with a dismount landing in control on two feet.
- k. Using performance cues language identify adjustments (e.g., lowering the centre of gravity, extending free body parts for stability) needed to improve performance in teacher-and/or classmate-demonstrated balances.
- l. Apply movement vocabulary (e.g., hop, spin, deke, dodge, counter-clockwise) when involved in simple movement activities (e.g., obstacle course, tag games, movement sequences).
- m. Respond physically and verbally to relevant questions: "How can we take up as much space as possible when standing in one spot?" "What does it mean to get into the open space?" "How can we create space?"
- n. Create and perform a sequence of at least five movements (balances, springs, rotations, landings) with smooth flow, and variations in travelling speed to cover a given space while manipulating one object (e.g., ball, rope, scarf).
- o. Show an understanding of how to mirror and match movements of partners in stationary positions and while moving (e.g., follow-the-leader).
- p. Move for a sustained period of time (building towards seven minutes) while participating in rhythmic activities, such as running to the beat of a drum or dancing to music with a fast beat.

*Outcomes***3.6 Movement Variables**

(continued)

Indicators

- q. Perform simple rhythmic actions in response to songs using given criteria (e.g., move only arms and flow smoothly to the beat of the music; move in a forceful and jerky manner as you move throughout general space).
- r. Imitate, copy, follow, mirror, and shadow dance steps and movements to form sequences and dances as selected by the teacher (e.g., square dance, hand jive).
- s. Create patterns of movement to rhythms (e.g., slow, moderate, fast, three counts, four counts) heard in music from a variety of cultures.
- t. Move rhythmically to established counted rhythms as used in various dances.

Goals: Active Living, Skilful Movement, Relationships*Outcomes***3.7 Strategies and Skills**

Select and use effective movement skills, tactics, and strategies while participating in

- **low-organizational, inventive, and co-operative games** (e.g., tag games, relay races, fox and geese)
- **small-sided and lead-up target games** (e.g., bowling, curling, ring or hoop toss, bocce ball)
- **small-sided and lead-up striking/fielding games** (e.g., kickball, long ball)
- **small-sided and lead-up invasion/territorial games** (e.g., two-on-two, three-on-three games using skills from games such as soccer, basketball, touch football)
- **alternate environment activities** (e.g., hiking, cross-country skiing, orienteering, aquatics, snowshoeing, canoeing, skating, tobogganing, cycling)

Indicators

- a. Identify the main intention of games (e.g., target games – to send away an object and make contact with a specific stationary target in fewer attempts or with more accuracy than the opponent; striking/fielding games – to place a ball away from fielders in order to run to bases and score more runs than opponents; invasion/territorial games – to invade, get possession, keep possession, and score on opponents' goal) and suggest how these affect strategies used.
- b. Co-operatively design, explain, and manage a team game involving given criteria (e.g., must include at least one target, at least two pieces of equipment, some vigorous movement, and a goal) to be played by classmates.
- c. Identify and apply effective tactics to use in various games (e.g., striking games – placement of object, coverage of field; net games – positioning, placement of object; invasion games – moving to the open spaces when not in possession of the object).
- d. Explain and apply tactics and simple rules used in low-organizational and co-operative games (e.g., tag games, dodgeball games).
- e. Explain and apply tactics and simple rules used in lead-up games and activities that would be fun and easily played during recess and other activity breaks (e.g., four square, hopscotch, fox and geese, snowsnakes, tag games).
- f. Demonstrate controlled body movement when participating in activities that involve chasing, fleeing, and dodging others, and avoiding objects like pylons. (Note: Dodgeball games are not recommended).
- g. Demonstrate effective selection of movement skills and correct application of performance cues (e.g., look at target, move into open spaces, visually track object) in throwing and catching type games (e.g., keep away, person-in-the-middle).
- h. Respond physically and correctly to movement vocabulary verbalized by the teacher (e.g., run north, turn in the direction that the sun sets, glide on two feet, frog kick with your legs).

Outcomes

3.7 Strategies and Skills
(continued)

Indicators

- i. Follow given directions and/or symbols to apply co-operative team tactics in specified situations (e.g., indoor kickball - spread out to cover the open spaces when team is on defense; orienteering race – follow a map to locate items to be gathered and return to a starting point).
- j. Identify and practise, with guidance, skills and strategies used in alternate environment activities, including outdoor pursuits (e.g., skating - proper skating posture, push and glide, forward stops, forward skating manoeuvres; swimming - basic backstroke, crawl stroke breathing; orienteering - basic map reading).

Goals: Active Living, Skilful Movement, Relationships

Outcomes

3.8 Positive Interaction
Demonstrate positive interactions with others in co-operative and competitive movement activities

Indicators

- a. Respond positively to challenges, successes, and losses while participating in movement activities.
- b. Participate willingly and respectfully in all physical education activities.
- c. Demonstrate the ability to be responsible for own social behaviours while participating in interactive movement activities.
- d. Express insights as to how positive and negative social behaviours (e.g., sharing, showing respect, fairness, honesty, cheating, lying) may affect the outcome of an activity and future social interaction, both during movement activities and at other times.
- e. Describe what it looks like and sounds like when people are co-operating during participation in competitive movement activities.
- f. Distinguish between compliance and non-compliance with rules and guidelines of games.
- g. Express insights in answering relevant questions: “Why do we play games?” “Why do games have rules?” “When should the score matter?” “Is there any point in competing if we do not keep score?” “When is it important to win a game?”
- h. Demonstrate the ability to win graciously and to accept defeat positively. (See appendix, p. 139.)
- i. Provide input into establishing rules and guidelines for behaviour for participation in co-operative and competitive movement activities.
- j. Celebrate personal successes and achievements as well as those of others.
- k. Work and play co-operatively with peers, both as teammates and opponents.
- l. Explain how personal attitudes (e.g., willingness to try, level of involvement, desire to learn) affect skill development, personal enjoyment, and enjoyment of others.

Goals: Active Living, Skilful Movement, Relationships**Outcomes****3.9 Safety**

Evaluate personal commitment to assessing risk factors and applying safe practices while participating in a variety of movement activities

(Prince Edward Island Physical Education Safety Guidelines document)

Indicators

- a. Demonstrate and explain appropriate body control and safe movement during participation in movement activities (e.g., body alignment during lifting, carrying, pushing, and pulling).
- b. Discuss the safety benefits and risks associated with participation in specific movement activities (e.g., body management activities - landings and rotations; games - physical contact with other people).
- c. Propose and practise preventative solutions to potential risks associated with participation in specified movement activities (e.g., body management activities - hurting neck when rolling; target games - pinching fingers between bowling balls; striking/fielding games - being hit by a long-handed implement; invasion/territorial games - tripping over another group's ball).
- d. Determine safety provisions (e.g., Band-Aids, sling) needed in case of possible injury or illness (e.g., cuts, burns, heat exhaustion, allergies) that can occur during participation in movement activities.
- e. Share own approach to safe participation in a variety of movement activities.

Goals: Active Living, Skilful Movement, Relationships**Outcomes****3.10 Relationships**

Demonstrate, verbally and non-verbally, consideration and respect for all others (regardless of ideas, abilities, worldviews, physical characteristics, cultural backgrounds, and gender) while participating in physical education activities.

Cross-curricular link
Health: Relationship Choices
Outcomes

Indicators

- a. Discuss effective ways to maintain harmony and positive physical interactions while participating in movement activities with one other person and with many other people.
- b. Self-initiate the use of strategies for resolving conflict (e.g., using appropriate non-verbal communication, respecting personal space, maintaining a calm voice as may be required) while participating in movement activities.
- c. Role-play positive ways to resolve conflicts (e.g., using appropriate non-verbal communication, respecting personal space, maintaining a calm voice) that occur while participating in movement activities.
- d. Initiate inclusion of, and/or willingly include, all others in participation in movement activities.
- e. Engage positively with maximum effort while respecting the abilities of others when participating in movement activities.
- f. Listen to and incorporate the ideas of others into game play activities.
- g. Create and implement modifications in movement activities that will support peers with physical limitations in participating fully.
- h. Create and implement modifications (e.g., everyone having to touch the ball before a team can score; when the ball is dropped, it can be picked up to start over) to movement activities that will ensure that all classmates (regardless of skill level or gender) are equally included.
- i. Share a story of cultural movement experiences.
- j. Use language that reflects consideration for all others while participating in movement activities.

Grade 4 Physical Education Outcomes

Students in Grade 4 will continue to focus on the development of the health-related components of fitness through the first two outcomes. Students begin to make decisions about and apply strategies and principles to affect their own health-related levels of fitness. They will work to positively affect their own level of health-related fitness.

Grade 4 students will demonstrate an understanding of the body systems (circulatory, respiratory, and muscular) that are directly related to and affected by the level of development of the health-related components of fitness. Students will understand that the basic effects of exercise (flexibility, muscular endurance, muscular strength) affect muscles in different ways. Grade 4 students will begin to consider body composition, with an emphasis on the difference between muscle and fat.

Prior to Grade 4, most of the specific movement skills in each of the three categories (locomotor, non-locomotor, manipulative) were introduced, developed, and/or refined. The specific skill development focus in Grade 4 is for students to reach the “utilization” level of skill performance when rolling backward, hand dribbling, foot dribbling, and striking objects with hands and/or short-handled implements. Students will also experience opportunities to volley and strike objects with long-handled implements at a level of control. The only new skill introduced in Grade 4 is punting, with students expected to progress towards control in the performance of this manipulative skill.

Grade 4 students will demonstrate a progression in the development of previously learned movement skills. They will further develop their ability to move skilfully by selecting and applying performance cues to refine and combine skills. Students will refine the application of movement variables (space, effort, and relationships) and principles, such as preparatory stage of performance, while working alone and with others. Much of this learning will take place in the context of body management activities and lead-up games. Grade 4 students will demonstrate their ability to select and use effective movement skills and strategies while participating in low-organizational games, inventive games, co-operative games, small-sided and lead-up target games, striking/fielding games, invasion/territorial games, and alternate environment activities.

Building on learnings from Grade 3, Grade 4 students will be interacting with classmates in more complex situations, including co-operative and competitive games. While doing so, students will apply strategies and the rules necessary for safe and skilful involvement.

Students will be able to explain safety factors and identify the basic first-aid supplies needed for injuries related to participation in physical activity. As well, students will demonstrate an understanding of what it means to be a member of a team and what it means to show team spirit.

Grade 4 is where students will look at cultural and historical influences on games, sports, and other movement activities. At this grade level, students will examine and communicate the contributions that the Aboriginal people and other cultures have made towards participation of Prince Edward Island people in movement activities.

Organization of Movement Activities

The chart below clarifies which games and activities fit into the categories that have been used as the organizing structure within the physical education outcomes and indicators (Griffin & Butler, 2005). At the Grade 4 level student learning should occur within the context of small-sided and/or lead-up games to ensure maximum engagement in the experience. For example, students will benefit more while participating in three-on-three soccer as opposed to the full eleven-on-eleven game. Additionally, the teacher needs to make choices that provide students with a wide range of experiences, including alternate environment and body management activities.

NOTE: This chart does not dictate which games or activities must be covered, nor does it suggest that all games or activities must be included in a year plan. All activity choices should follow policies related to safety guidelines.

<i>CONSIDERATIONS FOR PROGRAM DELIVERY</i>						
<i>Target Games</i>	<i>Invasion/Territorial Games</i>	<i>Net/Wall Games</i>	<i>Striking/Fielding Games</i>	<i>Low-Organizational and Inventive Games</i>	<i>Body Management Activities</i>	<i>Alternate Environment Activities</i>
<ul style="list-style-type: none"> • bowling • curling • golf • bocce ball • archery • ring toss • pin guard 	<ul style="list-style-type: none"> • basketball • touch/flag football • gator skin ball • soft lacrosse • soccer • floor hockey • scoop ball • team handball • ultimate frisbee • speedball • double ball 	<ul style="list-style-type: none"> • badminton • table tennis • tennis • volleyball • pickleball • wallyball 	<ul style="list-style-type: none"> • softball • cricket • kickball 	<ul style="list-style-type: none"> • four square • prisoner's base • capture the flag • dodgeball • cooperative games • environmental games 	<ul style="list-style-type: none"> • dance • educational gymnastics • yoga • track and field • aerobics • pilates • wrestling • skipping 	<ul style="list-style-type: none"> • aquatics • cross-country skiing • downhill skiing • snowshoeing • cycling • hiking • skating • orienteering • skateboarding • wall climbing • kayaking • roping

Grade 4 Physical Education Outcomes and Indicators

Goals

Students will

- enjoy and engage in healthy levels of participation in movement activities to support lifelong active living in the context of self, family, and community (**Active Living**);
- enhance quality of movement by understanding, developing, and transferring movement concepts, skills, tactics, and strategies to a wide variety of movement activities (**Skilful Movement**);
- balance self through safe and respectful personal, social, cultural, and environmental interactions in a wide variety of movement activities (**Relationships**).

Goals: Active Living, Skilful Movement, Relationships

Outcomes

4.1 Health-Related Fitness

Make decisions about and apply, with guidance, strategies and principles related to fitness improvement to determine own level of **health-related fitness** (cardiovascular endurance, flexibility, muscular endurance, and muscular strength) and to positively affect own level of **health-related fitness**

Cross-curricular link

Health: Wellness Choices - W-4.1

Indicators

- a. Engage on a consistent basis in a variety of individual and group activities that support health-related fitness and perceptions of physical activity as being fun (e.g., games that require moderate to vigorous movement, dance, relay races, cross-country skiing, aerobics, lead-up games, co-operative games).
- b. Determine the recommended level of activity required in order to achieve and maintain personal fitness, using resources such as the **Canada Physical Activity Guide for Children**.
- c. Use resources and other supports to appraise health-related components of fitness.
- d. Determine own performance level for health-related components of fitness using simple appraisals that are specific to cardiovascular endurance, muscular endurance, and flexibility.
- e. Sustain participation in moderate to vigorous movement activities (e.g., walking, running, skipping, cycling, swimming, snowshoeing, dancing) that increase heart rate and respiration rate for eight consecutive minutes on a consistent basis.
- f. Monitor throughout the year and record (e.g., charts, journal, portfolio) personal performance on components of fitness.
- g. Discuss the reasons for health-related fitness standards that focus on cardiovascular endurance, muscular endurance, and flexibility, and correctly associate the connection between these and overall physical fitness and personal well-being.
- h. Describe factors (e.g., success/failure, attitude, support from others, commitment, intrinsic and extrinsic rewards) that affect personal motivation to stay physically active.
- i. Engage in fitness sequences, such as circuits, that include cardiovascular endurance, muscular endurance, and flexibility exercises.
- j. Lead others in at least two different self-selected flexibility exercises that have direct benefit to large muscle groups (e.g., bicep, tricep, quadricep, hamstring, gastrocnemius).
- k. Identify, implement, and monitor personal changes that can be made in daily levels of participation in movement activities after determining how much personal time is spent in active and sedentary activity for a set period of time (e.g., daily, weekly).
- l. Lead others in a dynamic stretching (see glossary) warm-up.

Outcomes

4.1 Health-related Fitness
(continued)

Indicators

- m. Create and implement, with guidance, a class plan to improve cardiovascular fitness that follows the principles of F.I.T.T. (Frequency – at least every 48 hours; Intensity – gets the heart rate up; Type – cardiovascular activity; Time – at least 10 consecutive minutes) and encourages everyone to be active, both in and out of school (e.g., class walk at recess, class dance for 8 minutes every other day).

Goals: Active Living, Skilful Movement, Relationships

Outcomes

4.2 Body Systems

Demonstrate an awareness of the body systems (circulatory, respiratory, and muscular) that are directly related to and affected by the development of the **health-related components of fitness** (cardiovascular endurance, muscular endurance, muscular strength, flexibility, and body composition)

Curriculum Note:
Body systems are taught in Grade 5 Science.

Indicators

- a. Identify the location, size, and function of the heart (e.g., in the chest area, about the size of a fist, a muscle that pumps blood which carries oxygen through arteries to the body parts).
- b. Identify the location and function of the lungs (e.g., two in the chest area, breathe in oxygen and breathe out carbon dioxide) and the role of the skeletal muscles (e.g., responsible for movement and structural support) in the human body.
- c. Explain short-term and long-term effects of different types of exercise/physical activity on the body systems (e.g., cardiovascular endurance exercise, short term; increases heart rate, increases blood flow, increases breathing rate; long term, develops heart, which beats less, and greater lung capacity).
- d. Explain the difference and the connection between muscular endurance activities/exercises and muscular strength activities/exercises.
- e. Recognize that movement activities that require repeated high demands on the joints, such as lifting heavy weights, are not appropriate for growing bodies and should be avoided until the body muscles are more fully developed, but that simple daily tasks (e.g., carrying the groceries home from the store) and lifting light weights in a supervised environment is appropriate.
- f. Discuss the importance and incorporate the use of light activity and stretching as part of a cool-down following a vigorous activity (e.g., decreases blood flow and body temperature gradually, loosens the muscles).
- g. Demonstrate, through verbal explanations and/or visual representations, how exercise helps decrease body fat and increase muscle, that fat and muscle are two different components of the body, and that you cannot turn one into the other.

Goals: Active Living, Skilful Movement, Relationships

Outcomes

4.3 Complex Locomotor Skills

Select and apply performance cues to refine and combine **locomotor** skills into increasingly complex movement skills as applicable to **lead-up games** and **body management activities**, including dance and educational gymnastics, and others such as yoga, skipping, aerobics, martial arts, and track and field

Indicators

- a. Use the performance cues language of locomotor movement (e.g., “limbs in opposition”, “align body”, “transfer weight”, “absorb impact”) while practising the complex skills.
- b. Explain why it is beneficial (supports ability to perform the specific skill and this will be used to perform more complex skills) to know the language of locomotor performance and the meaning behind that language (how it is performed and how it is different from the other locomotor skills).

*Outcomes***4.3 Complex Locomotor Skills**
(continued)*Indicators*

- c. Run planned patterns, using fakes and quick changes of direction to evade an opponent and receive a ball thrown or kicked by a partner or teammate.
- d. Avoid stationary objects and dodge moving classmates while moving through general space (e.g., obstacle courses, tag games).
- e. Combine locomotor skills, with guidance, to develop complex skills for long jump, triple jump, and high jump.
- f. Create and perform skipping routines, individually or with partners, which combine a variety of locomotor skills.
- g. Roll forward and rise into a balance position (e.g., stork stance) and hold for a least five seconds.
- h. Roll safely (forward, sideways) to absorb impact after “falling” (e.g., from a raised object, after being “tripped” or “knocked over”).
- i. Roll on hands (e.g., cartwheel – hand, hand, foot, foot pattern moving on a straight line, taking weight on hands in a controlled way).
- j. Combine and perform a variety of sequences including five to six locomotor skills (e.g., walking; running; jumping forward; sideways; and backward; landing; hopping; skipping; galloping; leaping; sliding; rolling forward and sideways).
- k. Demonstrate the proper footwork and locomotor skill for specific skill movements (e.g., running towards and taking off from one foot to jump into a sand pit, using three-step delivery in bowling, sliding sideways to pick up a grounder in softball) and try to use these in lead-up games and fun competitions.
- l. Perform memorized dance steps, such as promenade, skip, swing, and do-si-do.
- m. Travel quickly and efficiently through obstacle courses that require travelling over, under, through, and around objects while moving forward, backward, and sideways.
- n. Perform a series of aerobic (cardiovascular) movements in time to music while maintaining a rhythm for a sustained period of time.
- o. Perform group dance sequences that involve rhythmical movement and combine locomotor skills as well as jumping and landing skills in repeated patterns (e.g., hip-hop dance, square dance, bunny “hop” – which technically is not a “hop”).
- p. Create, perform, and teach a simple dance such as a line dance or a hip-hop dance that includes a variety of given movement variables (e.g., three different pathways, such as forward, sideways, and zigzag, and movement on two different levels).

Grade 2- How to roll forward in control

Roll forward with hands and arms receiving body weight evenly at the beginning of roll, keeping chin tucked to chest, sliding head through with it lightly touching the floor so neck does not bear weight, shifting weight from arms to shoulders, lifting arms off mat as shoulders touch the mat, shifting weight onto a curved back, and keeping body curled as weight moves to feet. **NOTE:** Rolling is a safety skill that supports future participation in various movement activities. Grade 4 students must be reminded of how to protect their necks when rolling forward. Descriptors of how to roll forward safely are provided here as they appear in the Grade 2 curriculum.

Goals: Active Living, *Skilful Movement*, Relationships**Outcomes****4.4 Locomotor Skills**

Apply, with guidance, how to skilfully perform *locomotor* skills while participating in movement activities, including at a

- **utilization** level of skill when
 - **rolling backward** (see note below)

NOTE: Rolling is a safety skill that supports future participation in various movement activities. Grade 4 students must be reminded of how to protect their necks when rolling backward. Descriptors of how to roll backward safely are provided here as they appear in the Grade 3 curriculum.

Indicators**Utilization Level of Skill**

- a. Roll backward two consecutive times staying tight and trying to end on feet.
- b. Roll backward at varying speeds while keeping body tight and trying to end on feet.
- c. Combine rolling backward in a sequence with at least one other skill, such as jumping backward off a slightly raised object (e.g., crate, bench, fitness step).
- d. Roll backward safely (forward, sideways) to absorb impact after “falling” (e.g., from a raised object, after being “tripped” or “knocked over”).

Grade 3- How to roll backward in control

Roll in a backwards direction starting in a standing position, bringing hands to ears while bending knees and lowering through to a seated tuck with back rounded and chin to chest; placing hands on the floor by the shoulders with palms down and fingers pointing towards shoulders; staying tucked, lifting hips, and pushing with the hands against the mat; extending arms to keep weight off head and neck while remaining tucked; when feet touch the floor, extending legs and standing up.

Goals: Active Living, *Skilful Movement*, Relationships**Outcomes****4.5 Complex Non-locomotor Skills**

Select and apply performance cues to combine and refine *non-locomotor* skills of

- **balancing**
- **jumping and landing on the spot on feet and hands**
- **rotating on the spot**

into increasingly complex movement skills while participating in *body management activities* (including dance and educational gymnastics, as well as others such as yoga, skipping, aerobics, martial arts, and track and field)

Indicators

- a. Use the performance cues language of non-locomotor movement (e.g., widen base of support, lower centre of gravity, absorb impact) while practising the complex non-locomotor skills.
- b. Explain why it is beneficial to know the performance language of non-locomotor skills (e.g., “balance,” “stability,” “centre of gravity”, “static”) and the meaning behind that language.
- c. Balance on head and hands with knees on elbows as in a three-point stance.
- d. Experiment with, and draw conclusions about, the physical adjustments needed and the stability of a variety of bases of support (e.g., two feet close together versus two feet wide apart; one hand and two feet versus two hands and one foot).
- e. Create and perform a variety of balances and supports with a partner in which each partner is partially supporting the weight of the other person.
- f. Practise and perform balance positions associated with a variety of body management activities (e.g., ballet, yoga, educational gymnastics).
- g. Perform a sequence of balances, holding positions in time to a rhythmical pattern.
- h. Land on hands by falling forward from a standing position onto raised objects (e.g., stacked mats, crash mat).
- i. Jump off raised object (e.g., beams, benches, stairs, stacked mats), rotating in the air (e.g., half turn clockwise, quarter turn counterclockwise), and landing (e.g., on one foot, on two feet) in control.
- j. Jump over a self-turned rope that is rotating forward, varying movements and landings (e.g., two foot take-off, one foot take-off, two-foot landing, one-foot landing, twisting, bending, feet wide apart).

Outcomes

4.5 Complex Non-locomotor Skills (continued)

Indicators

- k. Jump over a self-turned rope that is rotating forward, varying movements and landings in time to a rhythmical beat.
- l. Spring onto a variety of slightly raised objects (e.g., balance beams, benches, crates), landing in control and maintaining balance.
- m. Balance on different body parts (e.g., one foot, one foot and one hand, knees only) and equipment (e.g., beams, benches, balls), demonstrating control and various body shapes (wide, narrow, round, twisted, angular).
- n. In groups of three or four, create and demonstrate statues or structures holding static positions, while in compression (pushing against each other) or tension (pulling away from each other), using different body parts.

Goals: Active Living, Skilful Movement, Relationships

Outcomes

4.6 Manipulative Skills

Explore, express, and apply, with guidance, a variety of ways to skillfully move objects while participating in movement activities, including at a

- **utilization** level of skill when
 - **hand dribbling**
 - **foot dribbling**
 - **striking objects with hands** and/or short-handled
 - **implements** (racquets and paddles)
- **control** level of skill when
 - **volleying** (to send an object in the air before it comes to rest)
 - **striking objects with long-handled implements** (bats, golf clubs, hockey sticks)
- **progressing-towards-control** level of skill when
 - **punting**

Indicators

- a. Use performance words (e.g., “hips at 90 degrees to target,” “backswing,” “transfer weight”) to demonstrate understanding of performance cues associated with skilful sending and receiving of objects.
- b. Say performance cues (think-aloud) while volleying, striking objects with long-handled implements, and punting.
- c. Describe how the body will move when in control of volleying and striking objects with long-handled implements, skilfully and safely.

Utilization Level of Skill

- d. Dribble with one hand a given number of times and then switch to dribble with the other hand the same number of times, without losing control of the ball.
- e. Dribble with one hand, and then the other, varying the height of the dribble without stopping the dribble (e.g., low level bouncing to knee height, medium level bouncing between knee and waist height, high level bouncing to waist height).
- f. Dribble with hands (one at a time) and feet to move through general space, starting and stopping on signal, without losing control of the ball.
- g. Dribble with hands (one at a time) and feet around objects, covering general space.
- h. Strike a ball (e.g., beach ball, playground ball, soft-touch volleyball) accurately at targets, with each hand separately - varying force, point of contact, and body positions (e.g., underhand, overhand).

Control Level of Skill

- i. Volley a ball (e.g., beach ball, nerf ball, soft-touch volleyball) continuously upwards using various body parts (e.g., knee, foot, hand), keeping the striking surface as flat as possible, extending upward as soon as contact is made, moving feet quickly to be in position to be behind and/or under the ball.
- j. Volley a ball that has been gently tossed by another person (such as an older student) with two hands - moving body to get into position to receive the ball at forehead height; balancing body weight with one foot slightly ahead of the other, with hips, feet, and shoulders facing the target, knees bent; holding hands above the forehead with fingers rounded and thumbs towards the eyes and elbows slightly bent; contacting the ball above the forehead with pads of all 10 fingers with hands strong but relaxed; passing the ball by generating movement through the entire body, from the feet to knees, hips, torso, arms, and then hands; transferring weight forward; extending arms fully in a follow-through that goes up and towards the target.

*Outcomes***4.6 Manipulative Skills**
(continued)*Indicators*

- k. Strike self-dropped shuttlecocks (badminton birdies) and balls using long-handled racquets by starting with the racquet extended behind the hip, stepping forward with the foot opposite to racquet hand, swinging racquet forward (watching object at all times), slanting racquet slightly upward, making contact slightly in front of the body, and following through towards a target.
- l. Strike stationary objects (e.g., sponge balls, whiffle balls, sponge pucks, felt rings) with long-handled implements (e.g., bats, golf clubs, floor hockey sticks) to a target:
- sidearm (bat) - gripping the bat close to its base, with hands close together, knuckles of both hands lined up, and wrists firm; standing in a ready position with feet shoulder width apart, knees slightly bent, and hips at a 90 degree angle to target; pulling bat back with elbows high; stepping forward with front foot; focussing eyes on the ball through the entire swing; rotating hips, trunk, and arms quickly forward, pushing arms on a horizontal plane; contacting the ball, and snapping the wrists forward immediately after contact
 - underhand (golf club) - gripping the club with a comfortable grip (e.g., interlocking, overlapping, or “baseball” grip); standing in a ready position with feet shoulder width apart, knees slightly bent and hips at a 90 degree angle to target; focussing eyes on the ball through entire swing; swinging arms back and upward with front arm remaining firm at the top of the backswing and wrists bending up and back; shifting weight to back foot at top of backswing while keeping knees bent, rotating hips and trunk away from the ball; shifting weight forward, rotating hips and spine forward as downward swing begins; upon contact, keeping front arm straight and releasing the bend in the back arm and wrist, as the arms follow through towards target
 - underhand (with a floor hockey stick to pass to a partner) - gripping the stick with a firm grip, hands apart with hand opposite to forward hip lower on the stick; standing in a ready position with feet shoulder width apart, knees slightly bent and hips at a 90 degree angle to target; starting puck near back foot; shifting weight from back foot to front foot; moving arms forward while focusing eyes on the target; keeping stick in contact with the puck as long as possible and following through towards partner.

Progressing-towards-Control Level of Skill

- m. Practise punting a ball in a forward and upward direction by dropping (not tossing) a lightweight ball to the floor (ground), letting it bounce once, and then kicking it while it is in the air.
- n. Explore punting a dropped lightweight ball with various parts of the foot (e.g., top of foot, toes), both before and after it bounces.

Goals: Active Living, Skilful Movement, Relationships

Outcomes

4.7 Complex Manipulative Skills

Select and apply performance cues to combine and refine **manipulative** (sending, receiving, and accompanying objects) skills in increasingly complex movement activities such **lead-up games**, including

- **throwing**
- **catching (gathering, collecting)**
- **kicking**

Indicators

- a. Demonstrate skilful moving of objects in a variety of skill development movement activities, such as juggling scarves and beanbags, hot potato, keep away, cup-stacking, and hackey-sack, and in the context of participation in lead-up games (e.g., scoopball, three-on-three soft lacrosse, two-on-two basketball).
- b. Throw and catch small soft balls using extensions (e.g., soft lacrosse sticks, scoops) from both stationary and moving positions.
- c. Throw a ball at a target as a stationary opponent tries to block or deflect the throw.
- d. Throw and catch a variety of balls (e.g., football, basketball, softball), from a stationary and moving position, to and from partners who are both stationary and moving.
- e. Practise shooting at baskets using light weight balls (e.g., sponge balls, soft-touch balls), keeping eyes focussed on the goal, feet shoulder width apart with “shooting foot” forward and elbows close to the body; bending knees, placing shooting hand on the back of and slightly under the ball and non-shooting hand on the side of the ball with fingers, not palms, touching the ball; pushing ball upward towards the basket while extending legs; reaching hand up and “over” the rim.
- f. Kick a stationary ball to a stationary target and a moving target, such as a partner, by approaching the ball from various angles and making contact with the inside and outside of the foot alternately.
- g. Kick a moving ball at a net that is being defended by a goalie.
- h. Trap and/or deflect balls sent by others.

Goals: Active Living, Skilful Movement, Relationships

Outcomes

4.8 Movement Refinement

Refine the application of movement variables, movement concepts, and performance cues to improve personal performance and to provide feedback to others

Indicators

- a. Demonstrate an understanding of how to vary performance, as indicated by the teacher (e.g., throw the ball over a classmate to another classmate as quickly as possible) by making performance adjustment to affect trajectory, force, and speed.
- b. Demonstrate an understanding of “athletic position” (e.g., lower body level, wide base of support, weight on balls of feet, hands up and in front of body, elbows close to body) and apply this understanding to the preparation stage for a variety of movements (e.g., serve reception, individual defensive play).
- c. Apply variable of space and concept of “open space” to move effectively through groups of students while performing both offensive and defensive movements involving specific motor skills used in games.
- d. Propose changes (e.g., transferring weight, following through towards the target, backswinging arms) to improve the performance of specified movement skills.
- e. Provide feedback to peers on performance of complex movement skills (e.g., shooting by throwing, kicking, or striking at a target, such as a net, while on the move).
- f. Create and use performance cues checklists for given complex movement skills.
- g. Say performance cues (think-aloud) while performing movement skills to support skilful performance.
- h. Develop behaviours of positive self-talk while practising and performing movement skills.
- i. Discuss group performance of co-operative skills (e.g., creating group statues) based on given or class-created performance criteria, and provide feedback for improvement of performance.

Goals: Active Living, Skilful Movement, Relationships

Outcomes

4.9 Skilful Play

Select and use effective movement skills, tactics, and strategies while participating in

- **small-sided and lead-up net/wall games** (e.g., balloon volleyball, pickleball, hand ball)

and refine selected movement skills, tactics, and strategies while participating in

- **low-organizational, inventive, and co-operative games** (e.g., tag games, relay race, prisoner's base)
- **small-sided and lead-up target games** (e.g., bowling, curling, golf, bocce ball)
- **small-sided and lead-up striking/fielding games** (e.g., long ball, kick ball, softball)
- **small-sided and lead-up invasion/territorial games** (e.g., two-on-two, three-on-three games using skills from games such as soccer, basketball, and soft lacrosse)
- **alternate environment activities** (e.g., hiking, aquatics, skating, snowshoeing, orienteering, cross-country skiing, tobogganing, cycling, tracking)

Indicators

- Identify the main intention of net/wall games (i.e., to send a ball back to the opponent so that the opponent is unable to return it) and suggest how this affects strategies used.
- Incorporate appropriate movement skills and strategies into lead-up game play (e.g., three-on-three balloon volleyball, "passing-only" three-on-three basketball).
- Distinguish between appropriate offensive tactics (e.g., placing ball farthest away from opponents, finding quickest and most effective way to move a ball as a team) and defensive tactics (e.g., moving to cover the open spaces, anticipating opponent's ball placement) to be used in various games.
- Apply the beginning individual offensive and defensive skills such as blocking, shielding, protecting, as well as spatial orientation, while participating in low-organizational and lead-up games.
- Create, as a class and with guidance, a checklist of effective game and team tactics and strategies to use in specified games (e.g., placement of the ball on opponent's side of the net in a pickleball game); view classmates performing in a game situation; and provide feedback on the use of the strategies based on the checklist.
- Co-operatively, in pairs or groups, plan and implement individual and team offensive and defensive skills and tactics for given situations while participating in a variety of invasion/territorial lead-up games (e.g., two-on-two no dribble keep away, two-on-one "person-in-the-middle"), and striking/fielding games (e.g., one-on-one kickball-at-the-wall, one-on-two T-ball "bat where they are not").
- Participate in a variety of alternate environment activities focussing on enhancing understanding and skill (e.g., follow a map to find various points, locations, or objects in an open area such as the school yard, a park, or a field; cross-country ski, setting goals to increase personal speed over a given distance; play team kick-the-can in the snow to strategize and practise tracking skills).
- Participate in lead-up (e.g., two-on-two, three-on-three) net/wall games following class-created and/or teacher-given rules that will influence tactics used (e.g., two-contact balloon ball in a designated space, designated passing pattern in two-on-two pickleball).
- Demonstrate an understanding of how to deliver an object such as a curling rock or bocce ball.
- Demonstrate how to vary the weight of the delivery of objects used in target games such as curling, bowling, bocce ball, and class-created target-type games.
- Practise striking objects as appropriate for game specific skills (e.g., golf stroke, soft ball batting, tennis serve, floor hockey snap shot).

Goals: Active Living, Skilful Movement, Relationships

Outcomes

4.10 Tactics, Strategies, and Rules

Apply tactics, strategies, and rules necessary for safe and inclusive involvement in movement activities, including but not limited to co-operative and competitive **lead-up games** as well as **alternate environment activities**, when alone and with others

(Prince Edward Island Physical Education Safety Guidelines document)

Indicators

- a. Solve problems co-operatively and respectfully with group members while participating in a variety of indoor and outdoor movement activities (e.g., scavenger hunts, relay races, capture the flag).
- b. Work productively and respectfully with others in achieving a common group goal while participating in movement activities.
- c. Work towards positive solutions in resolving disagreements that occur while participating in co-operative and competitive games.
- d. Demonstrate correct and respectful application of rules and procedures when participating in a variety of games and alternate environment activities.
- e. Express insights into why games have boundaries, time rules, and other restrictions, and how a game might change by varying one or more of these restrictions.
- f. Create and implement tactics, strategies, and rules for co-operative and competitive lead-up games that support the well-being of self and others (e.g., increase the level of cardiovascular challenge, decrease the risk factors, maximize opportunities for all to play).
- g. Demonstrate inclusiveness while participating in movement activities by ensuring that all classmates have the opportunity to use equipment and to take leadership roles.
- h. Propose and implement modifications to strategies and rules used in games and alternate environment activities to enhance the inclusiveness of the activity (e.g., for people in wheelchairs, for people who are hearing impaired).
- i. Identify factors associated with risk taking and what must be considered before trying a new activity or skill.
- j. Express insights in response to questions such as “Should everyone have an opportunity to lead and/or make decisions that will affect others?” and “Who should make sure that we are safe from risks?”

Goals: Active Living, Skilful Movement, Relationships

Outcomes

4.11 Safety and First Aid

Incorporate safe practices (e.g., warm-up, cool-down, safe stretching, protective responses, proper attire, well-maintained equipment) for the prevention of injury, and investigate basic first aid associated with care of illness and injury resulting from participation in movement activities both in and out of physical education class

(Prince Edward Island Physical Education Safety Guidelines document)

Indicators

- a. Determine what should be included in a basic first-aid kit for given movement activity situations (e.g., day hike, soccer game, boating/fishing trip).
- b. Describe ways to adapt to outdoor conditions in any season, including ways to prevent hyperthermia (heat stroke or sunstroke), hypothermia (extreme cold), sunburns, and frostbite.
- c. Demonstrate and practise safe techniques for lifting heavy objects and for responding to unplanned falls (e.g., tripping, falling off a bike).
- d. Explain the difference between safe stretching and strengthening exercises and those that are unsafe (e.g., bouncing or pulsing muscles when stretching can damage the muscles, locking a joint severely strains the ligaments and cartilage).
- e. Identify and attend to role-played injuries, individually or in teams.
- f. Recognize and practise safe movements while performing common exercises (e.g., curl-ups, neck rotations, back bends or bridges, knee bends) and identify unsafe movements.
- g. Identify potential hazards in a variety of movement activity environments, including in the gymnasium and on the playground, and make recommendations for improvements related to safety.

Goals: Active Living, Skilful Movement, *Relationships***Outcomes****4.12 Relationships**

Create and apply a personal understanding of what it means to be a positive, inclusive team member who makes a commitment towards showing team spirit and the ideals of fair play

Indicators

- a. Highlight positive aspects of peer and self-performance in both co-operative and competitive group movement activities.
- b. Identify and demonstrate the skills needed for effective teamwork (e.g., listening actively, questioning for clarity, paraphrasing, verbalizing own movement and thoughts).
- c. Explain how teamwork and decision-making skills gained from participating in movement activities are important life skills.
- d. Reflect on own use of courtesy behaviours (e.g., remaining quiet when classmate is delivering a curling rock), complimentary behaviours (e.g., congratulating an opponent on making a good shot), and inclusive language (e.g., saying “one-on-one” instead of “man-to-man”) when participating in both co-operative and competitive movement activities.
- e. Propose and practise personal strategies for enhancing own demonstration of team spirit and fair play.
- f. Explain what stereotyping means and the emotional, spiritual, and physical damage and risks associated with sports and fitness stereotypes (e.g., girls are not strong, jocks are not smart, boys do not dance).
- g. Demonstrate an appreciation for diversity and a personal responsibility for demonstrating acceptance of everyone while participating in both co-operative and competitive movement activities (e.g., willingness to play and work with all others, acceptance of individual differences, motivation to contribute, ability to deal with rejection).
- h. Represent what team spirit looks like, sounds like, and feels like.
- i. Represent an understanding of fair play ideals which include respect for rules, officials, and opponents; self control; and equitable playing time.
- j. Discuss own level of responsibility and commitment towards playing fairly and showing team spirit.
- k. Express insights in response to questions such as “Is it ever appropriate to “bend the rules” when competing in sport?” and “How can participation in competitive movement activities prepare us for other challenges in life?”

Goals: Active Living, Skilful Movement, *Relationships***Outcomes****4.13 Culture and History**

Examine and communicate the contributions, both historically and currently, that the Aboriginal people on PEI, and other cultures of our province have made to the development of games, sports, and other movement activities

Indicators

- a. Explain cultural origins of various movement activities that are connected to different cultures in our province (e.g., yoga oriented poses/activities and martial arts from the Asian culture, curling and golf from the Scottish culture; Sepak Takraw from the Malaysian culture, lacrosse from the Aboriginal people).
- b. Identify cultural origins of a variety of movement activities participated in throughout the year.

Grade 5 Physical Education Outcomes

By Grade 5, students should have developed a clear understanding of what the health-related components of fitness are and the benefits of being physically active. It is in this grade that students begin to create and implement a plan for improving their own level of cardiovascular health-related fitness. Specifically, Grade 5 students focus attention on using the F.I.T.T. principle (Frequency, Intensity, Type of activity, and Time) as a guide in creating plans for improving their cardiovascular fitness. Each student sets a personal goal for growth, then follows a class-created plan for achieving individualized goals.

Grade 5 students will also start to apply beneficial and safe strategies to improve the health-related components of flexibility and muscular endurance. Students will determine, demonstrate, and express the purpose and qualities of effective and safe exercising that affect flexibility and muscular endurance. Students will be able to improve performance of motor skills. One way Grade 5 students can apply this learning is through collaboratively creating and participating in a flexibility routine and muscular endurance exercise.

All basic movement skills were introduced in previous grades, with some being developed to the level of refinement. In Grade 5, students continue to develop some manipulative skills to a higher level of performance by applying performance cues. Students also focus on performing complex movement skills that are a combination of locomotor skills and non-locomotor skills learned in previous grades, as well as on the manipulative skills that already have been developed to a “utilization” level.

As students progress in their understanding of how to develop movement skills, Grade 5 students apply performance cues, movement strategies, and principles of practice in complex movement activities. The goal is to improve both students’ own performance and the performance of others. Students move to the level of refining skills and strategies used in new and previously learned small-sided and lead-up net/wall games. Students critically reflect on chosen movement skills and strategies used in small-sided and lead-up target games, striking/fielding games, invasion/territorial games, and alternate environment activities and games. As well, students will demonstrate an understanding of and willingness to accept the rules of teacher-selected games and adapted sport activities by officiating and participating in classmate officiated competitions. Students further develop their understanding of rules by creating and adapting rules of play.

In addition to the focus on fitness improvement, active living, and skill and game strategy development, Grade 5 students gain a deeper understanding of the safety, social, cultural, and historical factors and influences on participation in movement activities. Students identify how to prevent and care for common physical activity related discomforts and injuries.

Students will examine and self-assess personal positioning within the five levels of social skills as identified by Hellison (2003). As well, Grade 5 students build on what they learned about the cultural and historical influences on participation in movement activities covered in Grade 4. Students examine, evaluate, and communicate the influence of Canadians, both historically and currently, on the development of the numerous options available to live actively in this country.

Organization of Movement Activities

The following chart clarifies which games and activities fit into the categories that have been used as the organizing structure within the physical education outcomes and indicators (Griffin & Butler, 2005). At the Grade 5 level, student learning should occur within the context of small-sided and/or lead-up games to ensure maximum engagement in the experience. For example, Grade 5 students will benefit more while participating in three-on-three soccer as opposed to the full eleven-on-eleven game. Additionally, the teacher needs to make choices that provide students with a wide range of experiences, including alternate environment and body management activities.

NOTE: The following chart does not dictate which games or activities must be covered, nor does it suggest that all games or activities must be included in a year plan. All activity choices should follow school board policies related to safety guidelines.

<i>SAMPLE MOVEMENT ACTIVITY OPTIONS</i>						
<i>Target Games</i>	<i>Invasion/Territorial Games</i>	<i>Net/Wall Games</i>	<i>Striking/Fielding Games</i>	<i>Low-Organizational and Inventive Games</i>	<i>Body Management Activities</i>	<i>Alternate Environment Activities</i>
<ul style="list-style-type: none"> • bowling • curling • golf • bocce ball • archery • ring toss • pin guard 	<ul style="list-style-type: none"> • basketball • touch/flag football • gator skin ball • soft lacrosse • soccer • floor hockey • scoop ball • team handball • ultimate frisbee • speedball • double ball 	<ul style="list-style-type: none"> • badminton • table tennis • tennis • volleyball • pickleball • wallyball 	<ul style="list-style-type: none"> • softball • longball • cricket • kickball 	<ul style="list-style-type: none"> • four square • prisoner's base • capture the flag • dodgeball • co-operative games • environmental games 	<ul style="list-style-type: none"> • dance • educational gymnastics • yoga • track and field • aerobics • pilates • wrestling • skipping 	<ul style="list-style-type: none"> • aquatics • cross-country skiing • downhill skiing • snowshoeing • cycling • hiking • skating • orienteering • skateboarding • wall climbing • kayaking • roping

Grade 5 Physical Education Outcomes and Indicators

Goals

Students will:

- enjoy and engage in healthy levels of participation in movement activities to support lifelong active living in the context of self, family, and community (**Active Living**);
- enhance quality of movement by understanding, developing, and transferring movement concepts, skills, tactics, and strategies to a wide variety of movement activities (**Skilful Movement**);
- balance self through safe and respectful personal, social, cultural, and environmental interactions in a wide variety of movement activities (**Relationships**).

Goals: Active Living, Skilful Movement, Relationships

Outcomes

5.1 Health-Related Fitness

Create and implement, with guidance, as a class, a **health-related fitness** plan targeting the health-related fitness component of **cardiovascular endurance** that includes setting a personal goal for improvement, applies the **F.I.T.T. principle** (Frequency, Intensity, Type of activity, and Time), and incorporates daily moderate to vigorous movement activity

Indicators

- a. Explain a variety of factors (e.g., planning, regular participation, effort, adequate information, motivation, commitment, regular monitoring) that affect personal fitness development.
- b. Sustain participation in moderate to vigorous movement activities (e.g., walking, snowshoeing, running, skipping, hiking, cycling, swimming, dancing, paddling) that increase heart rate and respiration rate, working towards nine consecutive minutes on a consistent basis.
- c. Sustain participation in lead-up games (e.g., three-on-three soccer, outdoor obstacle course races) that increase heart rate and respiration rates, progressing towards nine consecutive minutes on a consistent basis.
- d. Engage willingly in a variety of movement activities at a moderate to vigorous level of effort.
- e. Determine the intrinsic factors (e.g., enjoyment, enhanced health, level of success, increased energy level, reduced stress level, connection to others) and extrinsic factors (e.g., awards, media, sport heroes, family, peers) that motivate participation for fitness development.
- f. Make connections between the terms associated with the function of the cardiovascular system (including heart rate, pulse, resting heart rate, maximum heart rate, target heart rate zone) and health-related fitness plans.
- g. Demonstrate and practise ways to find pulse (e.g., pulse point location and proper finger positions on wrist and neck) and to determine heart rate (e.g., counting beats for 10 seconds and then multiplying by six, use of heart monitors) before, during, and after exercise.
- h. Describe how heart rate is used to monitor exercise intensity and its connection to cardiovascular fitness.
- i. Monitor personal level of activity by using a pedometer to count the number of steps taken or the distance travelled, and make connections to benefits for cardiovascular endurance.
- j. Create a visual representation of the key components of the F.I.T.T. principle and how they apply to personal fitness.
- k. Record and reflect own fitness results after participation in simple health-related fitness appraisals.
- l. Discuss the positives and negatives of using standardized information related to fitness levels as a means of judging own performance.
- m. Set and work towards challenging yet obtainable **individualized goals** for cardiovascular fitness improvement.
- n. Share responsibility for the development and implementation of a class cardiovascular fitness plan.

Goals: Active Living, Skilful Movement, Relationships

Outcomes

5.2 Muscular Fitness

Apply, with guidance, beneficial and safe strategies to improve flexibility and muscular endurance through participation in a variety of movement activities

Indicators

- a. Identify the health-related fitness benefit (e.g., flexibility or muscular endurance; benefits to specific muscles) while participating in teacher-selected exercises and activities that enhance flexibility or muscular endurance.
- b. Explain the potential consequences of poor flexibility as related to possible injury and the ability to perform various activities, including daily living activities such as housework and yard work.
- c. Determine, demonstrate, and express the purpose and qualities of effective and safe flexibility (including dynamic stretching) and muscular endurance exercises.
- d. Discuss the flexibility and muscular endurance benefits of participation in various movement activities.
- e. Explain the benefits of an improved level of health-related fitness, specifically muscular endurance and flexibility, on personal ability to improve performance of motor skills.
- f. Incorporate the use of a variety of objects and equipment into muscular endurance and flexibility challenging activities (e.g., dynaband, resistance bands, surgical tubing, exercise ball, skipping rope, towel).
- g. Demonstrate and incorporate different ways to use sports-related equipment to improve muscular endurance and flexibility (e.g., stretch using a golf club or lacrosse stick for resistance, pass a basketball against the wall with two hands without stopping for one minute).
- h. Collaboratively create (in small groups) and participate in a flexibility routine and muscular endurance exercise plan that prepares the body for a specified activity (e.g., alternate environment activity such as skiing - muscular endurance exercises for the leg and shoulder muscles).

Goals: Active Living, Skilful Movement, Relationships

Outcomes

5.3 Complex Skills

Demonstrate a progression towards control in complex movement skills that combine **locomotor** skills with **non-locomotor** to be used in **body management activities** (including dance and educational gymnastics, and others such as track and field, aquatics, aerobics, skipping, pilates and yoga oriented poses/activities), **and games**

Indicators

- a. Identify and apply movement concepts and cues (e.g., lower centre of gravity, increase base of support, align centre of gravity in the middle of the base of support) for controlled movement that challenges balance (e.g., serve reception position in volleyball, defensive movement in basketball, stability for skateboarding, landing from jumps and springs).
- b. Demonstrate basic rhythmic steps, positions, and patterns in repeatable sequences (e.g., aerobics, skipping, creative dance, folk dance) showing two or more different styles/traditions.
- c. Demonstrate functional use of combinations of two or more selected movement skills (e.g., combine travelling, rolling, balancing, and weight transfer into smooth flowing sequences) while applying movement variables (e.g., showing contrast in direction, speed, flow).
- d. Combine travelling, jumping, and landing skills to practise performing a variety of sport-specific skills such as high jump, long jump, triple jump, and volleyball spike approach.
- e. Jump forward and backward over a self-turned rope, while stationary and moving - varying pathways, directions, and body movements.
- f. Demonstrate visual representations of movement patterns (e.g., foot work of a volleyball block, dance steps for a line dance, running pattern for a football play).

Outcomes

5.3 Complex Skills
(continued)

NOTE: Rolling is a safety skill that supports future participation in various movement activities. Grade 5 students must be reminded how to protect their necks when rolling forward and backward (See Grade 2 curriculum, Outcome 2.3, indicator ‘t’, and Grade 3 curriculum, Outcome 3.3, indicator ‘s’ for more information).

Indicators

- g. Apply an understanding of effective body positioning and movement during the flight phase of various jumps.
- h. Create and perform, individually or with a partner, a sequence of locomotor and non-locomotor skills that vary in directions, levels, and pathways, and include a landing on hands (e.g., balance, land on the hands by falling forward from a standing position, front support, lower to mat, roll, push up to front support, jump forward to bring feet between hands, stand, leap sideways, balance.)
- i. Mount and dismount large apparatus (e.g., benches, fitness steps, stacked mats), demonstrating body shapes during flight and landing in control.
- j. Create, symbolically represent, and perform, in groups of three or more, a rhythmical movement sequence in time to a given beat which meets given criteria related to the performance of complex movement skills (e.g., basketball lay-up approach and steps; 4/4 time – dribble, dribble, dribble, dribble, step, step, jump, land).
- k. Create, symbolically represent, and perform, in groups of three or more, a dance sequence which meets given criteria related to the performance of combined movement skills (e.g., hop, hop, slide, slide, jump turn, land, repeat) in time to a given beat.
- l. Perform established modern, folk, cultural/multicultural dances, such as the polka from the German culture, the two-step and square dance from various cultures, Jingle Dress dancing and the Grass Dance from the First Nations culture, and the snake dance from the aboriginal culture.

Goals: Active Living, *Skilful Movement*, Relationships

Outcomes

5.4 Manipulative Skills

Express and apply, with guidance, a variety of ways to skillfully move objects while participating in movement activities, including at a

- utilization level of skill when
 - volleying (sending an object in the air before it comes to rest)
 - striking with long-handled implements (bats, golf clubs, hockey sticks)
- control level of skill when
 - **punting**

Indicators

- a. Use performance words (e.g., “extend foot downward,” “backswing,” “shift weight,” “look at the ball”) to demonstrate understanding of performance cues for sending and receiving objects.
- b. Say performance cues (think-aloud) while punting.
- c. Describe how the body will move when in control of punting skilfully and safely.

Utilization Level of Skill

- d. Volley with hands (set) a volleyball five times consecutively against a wall in an overhead pattern using two hands - moving feet quickly to be in position to get under and behind the ball, curling the fingers so the ball contacts the pads, bending the knees in preparation, extending the legs, and moving arms upward upon contact.
- e. Volley with hands (set) a soft-touch volleyball or a beach ball upward above the head using proper technique while trying to maintain the volley for an indicated length of time.
- f. Repeatedly volley with arms (underarm pass) a soft-touch volleyball or a beach ball against the wall (letting it bounce between passes) - moving feet quickly to be in position to get under and behind the ball; extending the arms forward, forearms and hands together to create a flat surface with thumbs pointing down; bending the knees in preparation; watching ball contact lower 1/3 of forearms; pushing forward and upward with the legs, being sure to not swing the arms.

Outcomes**5.4 Manipulative Skills**
(continued)**Indicators**

- g. Volley with one foot a light weight ball or foot bag upward using various parts of the foot and maintaining control.
- h. Strike stationary objects at target (including open spaces) using various long-handled implements, for varying distances, in the air, after travelling towards the object, and to stationary partners.
- i. Strike moving objects (e.g., self-tossed ball with a bat, pitched ball with a bat, moving puck with a stick, partner-sent shuttlecock/birdie) so they travel in intended direction.
- j. Strike balls and birdies over nets with racquets and paddles (e.g., badminton, table tennis, pickleball), attempting to strike the object continuously and co-operatively with a partner while using a variety of strokes (e.g., serve, overhead clear, underhand clear, lob).

Control Level of Skill

- k. Punt a lightweight ball upward and forward by dropping (not tossing) the ball, extending the kicking foot downwards so as to contact the ball with the shoelaces, watching the ball until contact is made following the foot through in a forward motion.
- l. Punt a variety of balls, practising for accuracy, height, and distance.

Goals: Active Living, Skilful Movement, Relationships**Outcomes****5.5 Complex Manipulative Skills**

Refine *manipulative* (sending, receiving, and accompanying objects) skills use in increasingly complex movement activities such as *lead-up games*, including

- *throwing*
- *catching (collecting, gathering)*
- *kicking*
- *hand dribbling*
- *foot dribbling*
- *striking with hands and short handled implements* (short-handled racquets and paddles)

Indicators

- a. Use performance words (e.g., “extend foot downward” “backswing” “shift weight” “look at the ball”) to demonstrate understanding of the performance cues used in refined manipulative skills performance.
- b. Incorporate talk-aloud self-learning methods (e.g., while performing manipulative skills, saying the performance cues words out loud) to strengthen the ability to skilfully move objects.
- c. Throw and catch a ball/object while being guarded by opponents.
- d. Throw and catch a frisbee, varying force, levels, and directions.
- e. Throw quickly at a target immediately after catching a ball/object.
- f. Kick a stationary ball to a moving target, such as a partner, by approaching the ball from various angles and making contact with both the side and outside of the foot.
- g. Kick a stationary ball accurately at small stationary targets, such as pylons.
- h. Throw/strike a ball or object, demonstrating both accuracy and distance.
- i. Perform a continuous foot dribble while following directions (e.g., dribble forward using the inside of the foot, the outside of the foot; change direction of travel by sole tapping the ball and switching feet).
- j. Hand/foot dribble, maintaining control of the ball, through teacher and/or student-designed obstacle courses.
- k. Hand/foot dribble while trying to prevent an opponent from stealing the ball.
- l. Strike light-weight balls (e.g., soft-touch volleyball, beach balls) both underhand and overhand at targets and over nets.
- m. Strike balls (e.g., tennis, wiffle, ping-pong) with racquets and paddles, both underhand and overhand, at targets and over nets.

Outcomes

5.5 Complex Manipulative Skills
(continued)

Indicators

- n. Strike birdies with a badminton racquet, using and adjusting performance cues to practise various introductory strokes including short serve, long serve, forehand overhead clear, and underhand drop shot.
- o. Create and perform a juggling sequence with a partner or small group, using items such as scarves, balls, and sticks.
- p. Replicate recommended technique for field events, such as shot put and discus, using frisbees, softballs, and other objects.

Goals: Active Living, Skilful Movement, Relationships

Outcomes

5.6 Performance Refinement

Apply performance cues, movement variables, tactics (e.g., body fakes, speed use, change of direction, keeping the body low while moving), and principles of practice (e.g., form, consistency, repetition) in complex movement activities to improve the performance of self and others

Indicators

- a. Explain how skill competency can lead to enhanced enjoyment of movement and support desire to participate in movement activities.
- b. Use feedback, including available technology (e.g., teacher and/or peer assessment, teacher-recorded video, digital photography), to self-analyse performance and to create plans for the improvement of performance.
- c. Develop in co-operation with others a list of required criteria to use in peer assessment of a skill performance, such as long jump: accelerates to the take-off spot, hits take-off spot (e.g., paces off, executes); uses proper take-off (e.g., one or two feet); controls body position during flight phase; lands under control; attains desired distance.
- d. Develop and implement, as a class, a short-term plan to improve the performance of a skill that incorporates the principles of practice (e.g., repetition, progression in speed of performance, use of proper form, visualization of proper performance, verbalization of performance cues).
- e. Recognize the carry-over (transfer) of general movement skills (e.g., sliding) that can be applied to specific skills or activities (e.g., dances, basketball individual defensive movement, yoga, volleyball blocking movement).
- f. Communicate using the vocabulary of tactics, movement variables, and performance cues, both when practising the performance skills and when supporting the performance of others.
- g. Distinguish between variations required in the application of specific performance cues and movement variables in order to vary a movement skill (e.g., foot placement when kicking a stationary ball, a ball moving away, a ball moving towards; dance step while moving forward, moving backward).
- h. Teach an activity or skill to a classmate using performance cues language, movement variables language, and practice principles.
- i. Apply movement concepts related to accuracy, force, and follow-through when sending (e.g., throwing, kicking, striking, volleying, punting) objects.

Goals: Active Living, Skilful Movement, Relationships**Outcomes****5.7 Skilful Play**

Refine, alone and with others, selected movement skills, tactics, and strategies while participating in

- **small-sided and lead-up net/wall games** (e.g., badminton, tennis, table tennis, one bounce three-on-three volley ball, pickleball, paddle ball) and critically reflect on chosen movement skills, tactics, and strategies used in
- **small-sided and lead-up target games** (e.g., bowling, curling, golf, bocce ball, archery)
- **small-sided and lead-up striking/fielding games** (e.g., long ball, softball, kickball, cricket)
- **small-sided and lead-up invasion/territorial games** (e.g., two-on-two, three-on-three games using skills from games such as soccer, basketball, and soft lacrosse)
- **small-sided and lead-up alternate environment activities and games** (e.g., hiking, aquatics, orienteering, skating, roping, tobogganing, cross-country skiing, downhill skiing, tracking, cycling, wall climbing, paddling)

Indicators

- a. Determine effective game tactics, in co-operation with others, using a problem-solving approach (e.g., devise an attacking and defending strategy in a small-group participation game).
- b. Execute the combination of selected movement skills in a variety of games and activities (e.g., scooter soccer, kickball, one-bounce volley ball, frisbee basketball, hoop golf).
- c. Design and play an invasion/territorial type game incorporating at least two motor skills, rules, and tactics.
- d. Distinguish between effective and ineffective individual and small-group offensive and defensive tactics (i.e., body fakes, speed use, change of direction, keeping the body low while moving) to be used in specified types of games (e.g., net/wall games versus invasion/territorial games).
- e. Verbalize effective skill performance as well as tactical decisions to strengthen the internalization and application potential.
- f. Describe and apply the elements of making good decisions related to game play, including paying attention to relevant actions (those that are affecting the progress of the game), anticipating responses by opponents, and choosing appropriate skills to perform (e.g., passing rather than shooting, drop shot rather than clear).
- g. Demonstrate an understanding of how the strategic components of one game can transfer to another game (e.g., making the object go to the opponents' open spaces as in badminton, softball, soccer).
- h. Engage in practising the skills specific to teacher/class-chosen alternate environment activities such as orienteering (e.g., design maps, identify cardinal directions (N, E, S, W), follow directions to complete classmate-created tasks, use a compass and/or a GPS device to follow a map).
- i. Demonstrate an understanding of how the skills used in one alternate environment activity can transfer to participation in another alternate environment activity (e.g., skating to skiing).
- j. Discuss and apply movement skills and strategies that will increase efficiency of movement used in a variety of alternate environment activities.

Goals: Active Living, Skilful Movement, Relationships**Outcomes****5.8 Rules**

Demonstrate an understanding of and willingness to accept the rules of teacher-selected games, including lead-up games, and invented games by officiating and participating in classmate officiated competitions

Indicators

- a. Perform simple officiating duties (e.g., refereeing, scorekeeping, timekeeping, lining) as appropriate in a variety of games and modified sports activities.
- b. Accept willingly the official's decision regarding personal rule infractions, and those of others, without displaying negative reactions toward others.
- c. Contribute to a class decision-making process on the creation or adaptation of rules to be used in class activities and games.
- d. Examine the agreed-upon rules for games, including lead-up games and invented games, to demonstrate a clear understanding of how the rules affect the play of the game and the actions of individuals.
- e. Discuss and propose alternative behaviours for examples that demonstrate inappropriate behaviours related to officiating and abiding by the rules (e.g., yelling at the referee, calling a badminton bird out when it is in).
- f. Express insights in response to questions such as "Who should be responsible for making sure that the rules of play are followed?" and "Why might it be difficult to be an official?"

Goals: Active Living, Skilful Movement, Relationships

Outcomes
5.9 Safety and First Aid
 Make decisions about how to prevent and care for common movement activity-related discomforts and injuries (e.g., stiffness, nose bleeds, sprains)

Cross-curricular link
Health: Wellness Choices - W-5.9

(Prince Edward Island Physical Education Safety Guidelines document)

- Indicators**
- a. Assess classmates' representation of first-aid kits (e.g., diagram, list, actual kit) to ensure that appropriate supplies have been identified.
 - b. Determine causes, preventions, and care for teacher-specified discomforts and injuries by using information from a variety of sources.
 - c. Present the results of a plan, developed and implemented in pairs or small groups, to conduct a safety audit of a playground or community space (e.g., swimming pool, skating rink, cultural grounds) that incorporates given criteria (e.g., recognized risks associated with the activity, identified important safety rules and procedures) for a safety audit.
 - d. Propose and discuss logical and practical suggestions for enhancing safety in given situations.
 - e. Discuss and apply recommended first-aid procedures for basic role-played injuries such as nose bleeds, cuts, and sprained ankles.

Goals: Active Living, Skilful Movement, Relationships

Outcomes
5.10 Social Skills
 Examine and critically assess personal positioning within the five levels of a social skills continuum for participation in movement activities (i.e., irresponsible behaviour, self-control, involvement, self-responsibility, and caring for others)

(Teaching Personal and Social Responsibility Through Physical Activity - 3rd ed.) - (Authorized Resource p.vii)

- Indicators**
- a. Create and present representations of what behaviour looks like on each of the five levels of the social skills continuum.
 - b. Self-assess level of social skills on a regular basis through methods such as responding to prompts (e.g., "Today in physical education I helped another student by ...; "or" Today in physical education I showed co-operation by ...") in learning logs or journals.
 - c. Acknowledge when own behaviour is irresponsible and/or lacking in self-control.
 - d. Propose and engage in options for growth in areas that will support own achievement of higher levels of social behaviour.
 - e. Engage in a class plan to show "caring for others and for self" while being physically active (e.g., clean a park in the spring, teach throwing and catching skills to grade 1 students, lead exercises with seniors or elders).
 - f. Express insights in response to questions such as "What does it mean to take care of yourself?" and "Can you care for others if you don't take care of yourself?"

Goals: Active Living, Skilful Movement, Relationships

Outcomes
5.11 Culture and History
 Discuss and communicate the influence of Canadians, both historically and currently, on the development of the numerous options for participation in movement activities in this country

- Indicators**
- a. Identify sports (e.g., lacrosse, hockey, basketball) and other movement activities (e.g., tobogganing, canoeing) that are historically Canadian and share the stories of these sports and activities with others.
 - b. Discuss the impact that a diverse variety of Canadians (e.g., Terry Fox, Hayley Wickenheiser, Wayne Gretzky, Tom Longboat, Sandra Schmirler, Jacques Villeneuve, Ethel Catherwood, Alwyn Morris) have had on the options for participation in movement activities in Canada.
 - c. Communicate to others (e.g., audio, visual, written, oral) the contributions of Canadians towards the origin and/or promotion of participation in specific movement activities.
 - d. Discuss the impact that heroes or mentors can have in motivating others to participate in movement activities.

Grade 6 Physical Education Outcomes

The first physical education outcome emphasizes the need for taking individual responsibility for personal fitness and is a focus for Grade 6 students. This outcome is mainly connected to the active living goal, but supports the other two goals as well. In Grade 5, students worked together to practise how to create and implement plans to improve the health-related components of fitness (i.e., cardiovascular fitness). In Grade 6, students are expected to improve their cardiovascular fitness and work through a decision-making process independently.

Teachers are to provide opportunities for Grade 6 students to apply strategies that will benefit muscular endurance and flexibility, as well as guide students in safely improving muscular strength. This will further develop students' understanding of these three health-related components of fitness. The final component of health-related fitness, body composition, is introduced in Grade 6 with students gaining an understanding of what is meant by body composition and how it is affected by and affects participation in movement activities. It is important that Grade 6 students begin to reflect on the value of this understanding as opposed to focussing on body weight.

Although understanding and developing health-related fitness is beneficial to supporting personal and social well-being, being skilfully physically fit has benefits for personal well-being also. In Grade 6 students will see the connection between all of the components of fitness and how overall fitness enhances active living, as well as skilful movement and relationships.

Students developed an understanding of skilful movement plus the ability to move using a variety of locomotor skills, non-locomotor skills, and manipulative skills as they moved through kindergarten to Grade 5. Students moved through the stages of “progressing towards control,” “control,” and “utilization” of specific developmentally appropriate skills. The only isolated skill that Grade 6 students need to attend to is the manipulative skill of punting. By the end of Grade 6, students should perform this skill using the correct performance cues in game-like situations.

By Grade 6, students should have developed a deeper understanding of skilful movement and be able to verbalize the performance cues that enhance personal performance of a variety of skills. It is important for Grade 6 students to experience opportunities to further develop a variety of skills, and to support this. Grade 6 students should start to think about the science of movement. Further to this, they will be able to strengthen their skilful movement. The application of the biomechanical concepts and principles of force production, force absorption, and resistance are introduced in Grade 6.

Focusing on ... issues such as health and fitness, growth and development, active lifestyle, skill development, personal and social development, self-confidence and self-esteem, and goal setting ... (are) the qualities and the benefits of a quality Physical Education program.

(Hickson & Fishburne, n.d., p.6)

Children who are physically skilled often enjoy vigorous healthy play, while the less skilled are often left out ... Eventually many of the less skilled children stop trying and withdraw from physical activities that would help them become fitter and develop their skills

(Hickson & Fishburne, n.d., p.6)

(Hellison - Teaching Personal and Social Responsibility Through Physical Activity - 3rd ed.)
Authorized Resource - P. vii

While Grade 6 students could experience opportunities to use skills, tactics, and strategies for play in all types of games, the focus is within the categories of target games and invasion/territorial games, as well as low-organizational and inventive games. Through multiple experiences in lead-up games and activities, Grade 6 students will begin to understand the movement concepts associated with the skills used in a variety of games that fit into these three categories, and will start to make situational decisions about tactics and strategies to be used in these games. Concepts include such things as area of responsibility as individuals within a team defence used in invasion/territorial games, and spin or rotation used when sending objects in target games. It is important that teachers create opportunities for students to propose options for individual and team play, to “test” these options, and to reflect on the effectiveness of chosen tactics and strategies. This will be achieved while students consider safe behaviours that also reflect the students’ understanding of the rules of different games.

Prior to Grade 6, students were exposed to a variety of skills needed for enjoyable and safe participation in a variety of alternate environment activities (e.g., hiking and orienteering) and body management activities (e.g., dance and educational gymnastics). In Grade 6 students should be ready to apply previous learning to demonstrate variations of the skills used in these types of activities in a controlled way. As well, Grade 6 students will consider how they interact with the environment while engaged in activity.

Grade 6 students are ready to recognize and acknowledge individual attributes and limitations, both of self and others, that influence participation in movement activities. Students reflect on, and plan for, personal growth through the levels of social skills that start with irresponsible behaviour and extend to a level of caring for others. Growth, will be further supported by the outcome that focusses on students demonstrating the knowledge, skills, and dispositions needed to support others in engaging in a physically active lifestyle. All Grade 6 students will make individual contributions to a class plan that will benefit others.

The Grade 6 physical education learning experience has students exploring both the past and the present influences of our World neighbours on opportunities and options for participation in movement activities. There are many options for focus in achieving this outcome, with one being our Atlantic neighbours as seen in Grade 6 social studies. By making these connections, students strengthen their awareness of a global community and consider how the past can influence their present and future choices related to active living, skilful movement, and relationships.

NOTE: Although the focus in Grade 6 is not on net/wall games or striking/fielding games, students should continue to develop skills that are associated with these games (see outcomes 6.5 and 6.7). To do so authentically, students should experience game-like situations.

Organization of Movement Activities

The chart below clarifies which games and activities fit into the categories that have been used as the organizing structure within the physical education outcomes and indicators (Griffin & Butler, 2005). This chart does not dictate which games or activities must be covered, nor does it suggest that all games or activities must be included in a year plan. Teachers need to make choices that provide students with a wide range of experiences, while following school division policies related to safety guidelines.

... providing today's young people with guidelines for, and practice in, taking responsibility for their personal well-being and contributing to the well-being of others can make a difference in what they value and what choices they make.

(Hickson & Fishburne, n.d., p.6)

<i>GRADE 6 OUTCOMES MOVEMENT ACTIVITIES FOCUS</i>					<i>SKILLS ONLY FOCUS</i>	
<i>Target Games</i>	<i>Invasion/Territorial Games</i>	<i>Low-Organizational and Inventive Games</i>	<i>Body Management Activities</i>	<i>Alternate Environment Activities</i>	<i>Net/Wall Games</i>	<i>Striking/Fielding Games</i>
<ul style="list-style-type: none"> • bowling • curling • golf • bocce ball • archery • ring toss • pin guard 	<ul style="list-style-type: none"> • basketball • touch/flag football • soft lacrosse • soccer • floor hockey • team handball • ultimate frisbee • speedball • double ball • gator skin ball 	<ul style="list-style-type: none"> • four square • prisoner's base • capture the flag • dodgeball • co-operative games • environmental games 	<ul style="list-style-type: none"> • dance • educational gymnastics • yoga • track and field • aerobics • pilates • wrestling • skipping 	<ul style="list-style-type: none"> • aquatics • cross-country skiing • downhill skiing • snowshoeing • cycling • hiking • skating • orienteering • skateboarding • wall climbing • kayaking • roping 	<ul style="list-style-type: none"> • badminton • table tennis • tennis • volleyball • pickleball 	<ul style="list-style-type: none"> • softball • cricket • kickball

Grade 6 Physical Education Outcomes and Indicators

Goals

Students will

- enjoy and engage in healthy levels of participation in movement activities to support lifelong active living in the context of self, family, and community (**Active Living**);
- enhance quality of movement by understanding, developing, and transferring movement concepts, skills, tactics, and strategies to a wide variety of movement activities (**Skilful Movement**)
- balance self through safe and respectful personal, social, cultural, and environmental interactions in a wide variety of movement activities (**Relationships**).

Goals: Active Living, Skilful Movement, Relationships

Outcomes

6.1 Cardiovascular Fitness

Create and implement a personal health-related fitness plan targeting the **health-related fitness** component of **cardio-vascular endurance** that involves setting a goal for improvement, applies the **F.I.T.T. principle** (Frequency, Intensity, Type of activity, and Time), and incorporates daily moderate to vigorous movement activity

Cross-curricular link

Health: Wellness Choices - W-6.1

Indicators

- a. Compare results from personal participation in movement activity to personal fitness assessment data related to cardiovascular fitness (e.g., time taken to complete endurance walk or run, heart rate achieved during participation) to enhance understanding of personal fitness level.
- b. Determine personal levels of cardiovascular exertion by using different methods for taking heart rate to calculate own heart rate before, during, and after participation in movement activity: self-count of pulse (6 second count x 10, 10 second count x 6); or use of heart rate monitors.
- c. Sustain participation in moderate to vigorous movement activities (e.g., walking, snowshoeing, running, skipping, cycling, swimming, dancing, paddling, participating in outdoor obstacle course races) that increase heart rate and respiration rates, progressing towards 10 consecutive minutes on a consistent basis.
- d. Sustain participation in lead-up games (e.g., three-on-three soccer, three-on-three soft lacrosse) that increase heart rate and respiration rates, progressing towards 10 consecutive minutes on a consistent basis.
- e. Willingly engage in a variety of movement activities at a moderate to vigorous level of effort in a progression towards 10 consecutive minutes of sustained activity.
- f. Determine what qualifies as a moderate level of participation and what qualifies as a vigorous level of participation in movement activities.
- g. Express insights (e.g., discussion, journal, audio recording, video recording) regarding the cardiovascular benefits of participation in a variety of net/wall games, invasion/territorial games, low-organizational and inventive games, alternate environment activities, and body management activities.
- h. Demonstrate and apply an understanding of the F.I.T.T. principle as applied to cardiovascular endurance (Frequency – at least every 48 hours; Intensity – maintaining performance in target heart zone range; Type – aerobically challenging; Time – at least 10 consecutive minutes) to affect the maintenance or improvement of current level of cardiovascular endurance.
- i. Communicate, with clarity, how to set realistic and personally challenging goals related to the improvement of cardiovascular health-related fitness.

Outcomes**6.1 Cardiovascular Fitness**
(continued)**Indicators**

- j. Propose and explain the positives and negatives of using standardized information related to fitness levels as a means of judging own performance.
- k. Demonstrate, with guidance, the ability to write personal goals and a movement activity plan that incorporates the F.I.T.T. principle.
- l. Communicate, with clarity, options for how to improve the activity plans of self and others.
- m. Implement and monitor an individualized plan for the improvement of personal level of cardiovascular fitness.
- n. Compare personal fitness performance to previous personal performance throughout the year and to health-related fitness standards to determine personal level of cardiovascular endurance.
- o. Identify and use methods and sources for data collection to assess and monitor personal level of physical fitness (e.g., written resources, pedometers, stop watches, computer programs).
- p. Identify and use methods for evaluation of success of personal fitness plan and reflect on ways to improve.
- q. Compare own movement activity participation and fitness performance results over a period of time (e.g., beginning, middle, and end of year) to check and revise personal goals.
- r. Express insights in response to relevant questions: “Is your level of fitness anyone else’s business?” “Is anyone else’s level of fitness your business?” “Who is responsible for your level of fitness?”

Goals: Active Living, Skilful Movement, Relationships**Outcomes****6.2 Body Composition**

Demonstrate an understanding of the impact of inactivity on body composition and how to make healthy choices for a balanced self, including regular participation in movement activity, that effectively and safely affect (maintain, increase, decrease) body fat composition

Cross-curricular link

Health: Wellness Choices - W-6.1

Indicators

- a. Express an understanding of body composition as it relates to the physical self (i.e., proportion of fat, bones, muscles, fluid that make up the body weight).
- b. Discuss the benefits of understanding body composition as opposed to relying on “weight” as a means of passing judgment on self and others.
- c. Clarify some of the myths related to body composition. For example, you cannot turn fat into muscle; two different types of tissue cannot become each other. If you are a certain height, there is no exact weight for you; there are too many factors involved to state an exact number.
- d. Express reflective responses to relevant questions: “Which is more important, body composition or weight?” “Is our weight a true reflection of our well-being?” “Considering heredity and personal environment, do we have any personal control over our physical selves?”
- e. Communicate, with clarity, the factors that influence the size, shape, and composition of the body (e.g., heredity, family environment, culture, work life/career, economics, and mental, emotional, and spiritual well-being).
- f. Explain what calories are (energy) and how the body gains and loses calories, including the significance of cardiovascular activity in burning energy.
- g. Identify and participate in a variety of movement activities that involve high levels of energy consumption on a regular basis.

Outcomes

6.2 Body Composition
(continued)

Indicators

- h. Identify body composition assessment methods (e.g., skin callipers, body mass index) and the implications of such assessments on determining healthy body weights.
- i. Describe unhealthy and dangerous ways to lose weight (e.g., dehydration, starvation).
- j. Propose options for healthy, safe, and effective ways to maintain (balancing calories consumed with calories burned) and lose (burning more calories than consumed) weight.
- k. Categorize foods and activities according to their impact on energy consumed and energy expended.
- l. Tell a story (e.g., written, visual, audio, video, creative performance) of how self-perceptions of body composition and body image can influence one's physical, emotional, spiritual, and mental well-being.

Goals: Active Living, Skilful Movement, Relationships

Outcomes

6.3 Muscle Fitness

Apply self-selected strategies for effectively and safely improving muscular endurance and flexibility, and apply, with guidance, an understanding of how to effectively and safely improve muscular strength

Indicators

- a. Select and participate in appropriate exercise strategies to enhance flexibility and muscular endurance for specified muscles through a variety of activities (e.g., design a fitness circuit, lead a class warm-up).
- b. Use the proper names (e.g., bicep, tricep, hamstring) of the muscles when doing flexibility and muscular endurance exercises that benefit those muscles.
- c. Use own body weight to challenge and improve personal muscular strength (e.g., various versions of push-ups, curl-downs, pilates, core strength training) of both the joint muscles and the core muscles.
- d. Willingly engage in a variety of movement activities that promote muscular endurance and flexibility.
- e. Incorporate the use of a variety of objects and equipment (e.g., dynaband, resistance bands, surgical tubing, exercise ball, skipping rope, towel) into muscular endurance, muscular strength, and flexibility challenging activities.
- f. As a class, research and highlight safety guidelines for safe and effective muscular strength development during adolescence.
- g. Discuss and implement resistance training exercises as a means of developing muscular strength.
- h. Express an understanding of the inappropriateness of power lifting and single-joint focussed weight lifting as a strategy to improve muscular strength when the body is not fully developed.

Goals: Active Living, Skilful Movement, Relationships

Outcomes

6.4 Skill-Related Fitness

Demonstrate, through participation in movement activities, an understanding of the **skill-related components of fitness** (power, agility, speed, reaction time, balance, and co-ordination) and how they connect with **the health-related components of fitness** (cardiovascular endurance, muscular endurance, muscular strength, flexibility, and body composition) in the development of each other

Indicators

- a. Distinguish between the skill-related components of fitness and the health-related components of fitness by presenting physical demonstrations of movements that exemplify each component.
- b. Demonstrate the connection between one or more components of skill-related fitness and health-related fitness by identifying and performing movement skills that incorporate the components (e.g., balance and flexibility, speed, and muscular endurance).
- c. Participate regularly, and at personally challenging levels of effort, in a variety of individually challenging fitness movement activities that develop health-related and skill-related components of fitness.
- d. Connect the physical performance required for each station of a teacher-designed circuit with the components of skill-related fitness and health-related fitness (e.g., Station 1 – two foot jump into and out of a hoop on the floor 30 times in 30 seconds, for speed, agility, and muscular endurance).
- e. Explain the health-related fitness benefits after participating in games and challenges (e.g., cup stacking for co-ordination, speed, and reaction time; ring and pin game for co-ordination; obstacle courses for agility and balance) designed to improve and maintain personal skill-related fitness and, thus, health-related fitness.
- f. Express insights in response to questions such as “Does skill-related fitness really matter?” and “Can a person be fit in health-related components and unfit in skill-related components at the same time?”

Goals: Active Living, Skilful Movement, Relationships

Outcomes

6.5 Complex Skills

Demonstrate a progression towards control in complex movement skills that combine **locomotor** (travelling) skills, **non-locomotor** (non-travelling) skills, and **manipulative** (moving objects) skills as they apply to games and sports (e.g., lay-up in basketball, spike in volleyball, dribbling to a shot in soccer, gathering a grounder and throwing to a base in softball, stick handling to a shot in floor hockey, receiving and sending the double balls in double ball)

Indicators

- a. Communicate using performance words (e.g., “extend foot downward,” “backswing,” “shift weight,” “look at the ball”) to demonstrate understanding of performance cues to strengthen the performance of complex skills.
- b. Incorporate talk-aloud self-learning methods (e.g., while performing complex skills, saying the performance cues out loud) to strengthen the ability to skilfully perform complex skills.

Progressing-towards Control Level of Skill

- c. Send (throw, shoot, kick, strike, and volley), consistently using proper form, a variety of balls (e.g., volleyball, basketball, lacrosse ball, baseball, soccer ball, football) and objects (e.g., soft hockey pucks, frisbee, double balls) at stationary targets such as nets, hoops, pins, and open spaces, and at moving targets such as partners, while varying movement of self (e.g., stationary, moving forward, moving backward, moving sideways, dodging opponents and objects) and following given criteria (e.g., speed, distance, type of pass or shot).
- d. Receive (catch, gather/trap, and deflect), consistently using proper form, a variety of balls (e.g., volleyball, basketball, lacrosse ball, baseball, soccer ball, football) and objects (e.g., soft hockey pucks, frisbee, double balls) while varying movement of self (e.g., stationary, moving forward, moving backward, moving sideways, dodging opponents and objects).

Outcomes

6.5 Complex Skills
(continued)

Indicators

- e. Accompany (hand dribble, foot dribble, and/or carry), consistently using proper form, a variety of balls while moving (forwards, backwards, sideways) and while dodging opponents and objects and following given criteria (e.g., speed, distance, stopping and starting, changing direction).
- f. Verbalize and apply skill appropriate performance cues (e.g., opposite foot forward, weight transfer, backswing, follow through) while performing complex skills that are associated with target games and invasion/territorial games (e.g., golf drive from tee, delivering a rock in curling, shooting on a net in floor hockey).
- g. Combine locomotor, non-locomotor, and manipulative skills to progress toward consistency in performance of individual skills that are sport specific (e.g., bowling delivery, soccer throw-in, badminton short serve, volleyball underhand pass to target).
- h. Use the correct language of movement to identify the basic motor skills of complex movement skills, such as for a basketball lay-up (running, springing, leaping, landing, balancing, weight transfer).
- i. Demonstrate and apply an understanding of the concept of flow and how to achieve flow in relation to combined movements.
- j. Willingly and appropriately apply principles of practice while practising skills at a high level of engagement.
- k. Explain and demonstrate examples of learning transfer as they relate to skill development (e.g., individual defensive movement in soccer and basketball; overhead clear in badminton compared to overhand serve in volleyball).

Goals: Active Living, Skilful Movement, Relationships

Outcomes

6.6 Manipulative Skills

Express and apply, with guidance, performance cues (visual contact, point of release or contact, absorption) to enhance **manipulative** (moving objects) skills

- to the **utilization** level of skill when **punting**

Indicators

- a. Communicate with clarity using performance words (e.g., “extend foot downward” “backswing” “shift weight” “look at the ball”) to demonstrate understanding of performance cues related to sending objects.
- b. Incorporate talk-aloud self-learning methods (e.g., while performing manipulative skills, saying the performance cues words out loud) to strengthen the ability to skilfully send an object.

Utilization Level of Skill

- c. Punt a ball accurately, based on given criteria (e.g., for distance, at a specific target, at angles, within a time limit).
- d. Punt a ball immediately after gaining possession of it (e.g., picking it up off the ground, from a pass).
- e. Punt a ball accurately within game-like situations (e.g., as an opponent is rushing the punter, after a teammate hikes the ball, over raised bars such as goal posts).

Goals: Active Living, *Skillful Movement*, Relationships**Outcomes****6.7 Biomechanics**

Explore, apply, and communicate the biomechanical concepts and principles of force production, force absorption, and resistance as a means to enhance independence in learning motor skills involving **locomotor** (traveling), **non-locomotor** (non-traveling), and **manipulative** (moving objects) **skills**.

(Curriculum Note: Concepts of force, friction, simple machines, levers and pulleys are taught in Grade 5 Science.)

Indicators

- a. Express insights in response to questions such as “How is the body like a machine?” and “Is there any science in how we move?”
- b. Communicate with clarity the biomechanical concepts and principles related to resistance (e.g., friction, drag, tension), the application of force, and the absorption of force.
- c. Explore and apply how to affect the amount of force through variations in range of motion through which the body segments are rotated (e.g., backswing length and hip rotation in golf).
- d. Demonstrate and explain different methods for absorbing force that show the benefits of increasing surface area (e.g., stopping a soccer ball with the front of the foot as compared to stopping it with the side of the foot) and of increasing the time and distance over which the force is received (e.g., pretending to fall off a bike and trying to roll as the body contacts the ground).
- e. Explore and discuss the effects of resistance on energy requirements and the efficiency of movement (e.g., walking into the wind and then walking with the wind at your back; throwing a shuttlecock/badminton birdie tip first and then “feathers” first; running a race in heavy shoes and lots of clothing, then in light-weight shoes and light-weight form-fitting clothing).
- f. Explain, after experiencing, the impact of different factors related to resistance (e.g., friction, drag, tension) on skill performance.
- g. Explore the biomechanical concepts and principles of resistance (e.g., friction, drag, tension), force production, and force absorption to enhance movement as required by the flow of play in target games, invasion/territorial games, and low-organizational and inventive games.
- h. Consider and explore the biomechanical concepts and principles of force production, force absorption, and resistance to enhance movement used in alternate environment and body management activities.

Goals: Active Living, *Skillful Movement*, Relationships**Outcomes****6.8 Movement Concepts**

Analyse and apply, with guidance, movement concepts to support skill development while participating in

- **target games** (e.g., effort qualities in backswing; wrist action on out-turn in curling)
- **invasion/territorial games** (e.g., offensive pace to an “open space”)

Indicators

- a. Communicate, with clarity, using performance words to demonstrate understanding of how to perform a variety of movements associated with target games and invasion/territorial games.
- b. Communicate, with clarity, the terminology associated with skills and rules for selected team movement activities (e.g., in-turn and out-turn in curling, travelling/double dribble in basketball).
- c. Apply concepts of aim and line of vision to the preparatory stage of skills used in target games (e.g., focus on the lane dots or the pins in bowling; focus on the skip’s broom or the intended ending position in curling).
- d. Demonstrate an understanding of the use of peripheral vision in the effective application of movement concepts.
- e. Express insights into how to make adjustments to performance related to the movement concepts associated with target games (e.g., clockwise spin versus counterclockwise spin for a right-handed delivery in bowling) and invasion/territorial games (e.g., high speed dribble versus low control dribble in basketball).
- f. Explain the difference between, and the importance of, developing both on-the-ball and off-the-ball movement.

Outcomes

6.8 Movement Concepts
(continued)

Indicators

- g. Compare the performance cues related to various skills in a variety of target games and invasion/territorial games (e.g., “shooting” in basketball compared to “delivery” in bowling; individual defensive movement in soccer compared to lacrosse).
- h. Demonstrate progression in skills development of self-selected and teacher-selected skills required in target games and invasion/territorial games by using a pre-assessment, plan for growth, principle of practice, and post-assessment method.
- i. Identify when self and others have reached the stage of “automatic” in skill performance.

Goals: Active Living, Skilful Movement, Relationships

Outcomes

6.9 Decision Making

Make situational decisions (individual, partner, and team) related to the selection of skills, tactics, and strategies to enhance individual and team performance while participating in

- **target games** (e.g., bowling, curling, golf, bocce ball, archery)
- **invasion/territorial games** (e.g., basketball, touch football, soccer, team handball, soft lacrosse, floor hockey, ultimate frisbee)
- **low-organizational, inventive, and co-operative games** (e.g., capture the flag, four goal game)

Indicators

- a. Communicate, with clarity, using the terminology associated with tactics (e.g., off-the-ball movement) and strategies (e.g., one-on-one defense) of selected target games and invasion/territorial games.
- b. Express insights in response to relevant questions: “What must I do to succeed in this situation?” “Which choice is the safest and which is the most risky?” “When might the riskiest choice be the best choice?”
- c. Demonstrate (e.g., discuss, call out, describe, react to) an awareness of what opponents and teammates are doing while participating in practice and game situations.
- d. Use effective individual offensive and defensive tactics (e.g., moving away from the ball into open spaces not occupied by a defender, staying between the opponent and the goal) while practising and playing invasion/territorial games.
- e. Explain and use a variety of team offensive and defensive strategies (e.g., give and go, running patterns, zone defense, one-on-one defense) while playing invasion/territorial games.
- f. Discuss the implications for individual performance adjustments (e.g., incorporating a variety of fakes) and team performance adjustments (e.g., changing team defensive set-up) when the opposing team is in your space and trying to prevent you from succeeding.
- g. Propose, apply through participation, and discuss tactical and strategic choices used in game situations related to both individual and team performance involving both on-the-ball and off-the-ball play.
- h. Explain the connection between tactics and strategies and the rules of a variety of target games and invasion/territorial games (e.g., where to try to place the rock in curling based on rock take-out rules, offside rule in a variety of invasion/territorial games).
- i. Identify, practise, and incorporate various offensive tactics that are used in some target games (e.g., using guards in curling), in a variety of invasion/territorial games (e.g., running a variety of different plays in touch football), and in a variety of low-organizational and inventive games (e.g., creating diversions in capture the flag) while participating in practice and game situations with classmates.

Outcomes**6.9 Decision Making**
(continued)**Indicators**

- j. Identify, practise, and incorporate various defensive tactics that are used in some target games (e.g., trying to take out the opponents' rock in curling), a variety of invasion/territorial games (e.g., how to shifting the team defense in response to the opponents' strengths), and in low-organizational and inventive games (e.g., protecting two different nets at the same time in four goal) while participating in practice and game situations with classmates.
- k. Identify options and select, during participation, the most effective skills to use in specified situations given the flow of the game, in target games (e.g., knowing which club to use for a golf stroke), in invasion/territorial games (e.g., seeing that opponent cannot move quickly on defense), and in low-organizational and inventive games (e.g., knowing when to foot dribble and when to pass in the four-goal game).
- l. Appropriately support teammate who is in possession of game object (e.g., ball, puck) by being in position to receive a pass when participating in invasion/territorial games.
- m. Appropriately guard an opponent who may or may not have possession of the game object (e.g., ball, puck).
- n. Express insights into the effectiveness of skill-selection decisions (e.g., by self, by other, in teacher-described situations) made during game play situations.
- o. Demonstrate effective team communication skills (e.g., calling the ball, calling for help, sharing what opponents are doing) while in practice or game situations.
- p. Adapt rules of low-organizational and inventive games (e.g., line soccer) based on criteria predetermined through problem-solving activities (e.g., suggest rule changes for enhanced activity, inclusion, and/or safety) and implement adaptations into game play.
- q. Tell a story (e.g., written, visual, audio, video, creative performance) of what it looks like and sounds like when members of a team are working well together.

Goals: Active Living, Skilful Movement, Relationships**Outcomes****6.10 Alternate Environment and Body Management**

Apply controlled use of selected movement skills and variations (i.e., locomotor, non-locomotor, and manipulative skills) as well as safe and environmentally friendly behaviours while participating in a variety of

- **alternate environment activities** (e.g., skating, cross-country skiing, downhill skiing, snowshoeing, roping, cycling, hiking, kayaking, aquatics, tobogganing, orienteering)

Indicators

- a. Demonstrate progression in skills development of self-selected and teacher-selected skills required for participation in alternate environment activities (e.g., cross-over skating, compass reading, GPS reading, snowploughing in downhill skiing).
- b. Incorporate a pre-assessment, plan for growth, principle of practice, and post-assessment method for the improvement of at least one skill.
- c. Determine how environmental conditions can influence safety while exercising outdoors (e.g., effects of ultraviolet rays, wind chill, heat).
- d. Willingly apply responsible safety precautions such as wearing a hat and applying sunscreen before participating in outdoor movement activities.
- e. Describe and use environmentally friendly behaviours that need to be practised when participating in movement activities in outdoor environments (e.g., respect trees by leaving branches intact, use appropriate containers for garbage).
- f. Create and implement a class plan for an outdoor activity that engages class members in supporting or enhancing the natural environment (e.g., planting trees, cleaning up the school yard).

Outcomes

6.10 Alternate Environment and Body Management
(continued)

- **body management activities** including dance and educational gymnastics, as well as others (e.g., pilates, wrestling, skipping, track and field, yoga, aerobics)

Indicators

- g. Create and perform a sequence of movement skills consisting of self-chosen movements that meet the criteria which include the movement over, off, and with equipment and objects (e.g., while manipulating an object such as a ball, spring onto a crate, jump off while rotating, land on feet, balance asymmetrically, run and spring, land on hands, and rotate forward).
- h. Create and perform, in small groups, co-operative group rhythmical sequences and dances that incorporate objects such as basketballs, hoops, and skipping ropes, and are accompanied by auditory rhythms, such as music or drum beats.
- i. Dance the basic steps, in combinations or in entirety, of current popular dances (e.g., hip hop, break dance).
- j. Demonstrate progression in skills development of self-selected and teacher-selected skills required for participation in body management activities (e.g., slip and slide move for hip-hop dancing, front crawl in swimming, cartwheel in educational gymnastics, shot-put in track and field).
- k. Demonstrate proper footwork, body positioning, timing, and smooth transitions while participating in forms of dance that originated in our region (e.g., tap, clogging, waltz, polka, schottische).

Goals: Active Living, Skilful Movement, Relationships

Outcomes

6.11 Volunteerism and Leadership

Demonstrate the ability to individually carry out a teacher-assigned or self-selected portion of a co-operatively planned class activity that focusses on engaging others and enhancing their level of participation in movement activity

(Curriculum Note: There are two outcomes in the Grade 6 Health curriculum that address volunteerism. You may decide to collaborate with the health teacher for this outcome.)

Indicators

- a. Identify current local, provincial, and national promotions that encourage community level participation in movement activity (e.g., walking clubs, fitness club memberships, charitable fund-raising events).
- b. Communicate, with clarity, the importance of partnerships as they relate to individuals, groups, and organizations (e.g., school members, recreational director, traditional knowledge keepers and/or elders) coming together to support active living (e.g., *in motion* community events, evening badminton clubs).
- c. Organize and host an event at school that promotes movement activity for the school, family, or community (e.g., charitable fund-raising events such as the Terry Fox Run, family fitness night, wellness fair, family dance).
- d. Identify the various tasks involved in planning an event for others to participate in movement activity and make connections to careers that require similar skills.
- e. Complete an assigned or self-selected portion of a class plan for an event that will involve others participating in movement activity.
- f. Implement, in co-operation with classmates, a class plan that involves others participating in movement activity (e.g., movement activities for younger children to play at recess, Friday fitness dance at noon).

Goals: Active Living, Skilful Movement, Relationships
Outcomes
6.12 Influences

Analyse the attributes (e.g., height, natural speed of movement, rhythmical sense) and limitations (e.g., physical development, motor disabilities, visual impairments) of self and others as sources of information for making decisions related to participation of self and others in movement activity as well as for possible career choices

Indicators

- a. Determine personal and uncontrollable factors (e.g., body type and physical attributes, hereditary influences, varying rates of growth and development) that may affect movement skill development.
- b. Express an understanding of how personal attributes and limitations may impact one's likes and dislikes associated with participation in movement activities.
- c. Express an understanding of how personal physical attributes and limitations, as well as likes and dislikes, might impact one's career choice.
- d. Demonstrate an understanding that rate, method, and extent of learning movement skills are unique to each person (e.g., accept own and others' different developmental processes).
- e. Identify options for activities and strategies to be used by self and others to support the development of motor skills and improved physical fitness (e.g., a cardiovascular workout for someone who is blind, a progression of steps to learn a skill such as a volleyball spike).
- f. Express insights in response to questions such as "Is there ever a time when someone who wants to be active must be excluded because of his/her abilities?"

Goals: Active Living, Skilful Movement, Relationships
Outcomes
6.13 Safety and Rules

Analyse and apply safety guidelines and rules that apply to the **target games, invasion/territorial games, and alternate environment activities** to develop an appreciation of their impact on self and others

Prince Edward Island Physical Education Safety Guidelines document)

Indicators

- a. Distinguish between the guidelines (e.g., wearing protective equipment such as shin guards) and the rules (e.g., no tripping) associated with a variety of invasion/territorial games that have been developed to promote safe participation.
- b. Propose a rationale for why given rules (e.g., not putting until all golfers have reached the green, not wearing jewellery in basketball) and given guidelines (e.g., picking up the bowling ball with hands on the sides of the ball) exist in target and invasion/territorial games.
- c. Demonstrate a willingness to follow the guidelines and rules for safe participation in movement activities while participating in the activities.
- d. Communicate, with clarity, safety guidelines related to specific outdoor activities such as orienteering, hiking, and overnight camping (e.g., pay attention to the terrain, carry water for hydration, do not set up a tent in low-lying areas or under a tree, ensure that all fires are completely extinguished).

Goals: Active Living, Skilful Movement, *Relationships*

Outcomes

6.14 Relationship Skills

While participating in movement activities, apply personally developed plan for progressing through the five levels of a social skills continuum that begins with irresponsible behaviour and progresses through self-control, involvement, self-responsibility, and caring for others to support personal growth in making positive connections to others

Cross-curricular link - Health: Relationship Choices Outcomes

Indicators

- a. Self-assess level of social skills exhibited on a regular basis.
- b. Propose and willingly practise options for personal behaviour adjustments to support progression through the levels of social skills.
- c. Practise and discuss methods for resolving conflict in movement activity settings.
- d. Express an understanding of why it is important to take personal responsibility for self-monitoring personal use of appropriate social skills in a variety of movement activity settings (e.g., in the gym, in the hallways, on the playground, at the rink).
- e. Role-play and discuss responses to given situations involving movement activity that demonstrate the five levels of social skills.
- f. Create and implement a personal plan for helping others who are experiencing difficulty in learning a movement skill (e.g., a classmate, a younger student, a student with a disability).
- g. Role model for, and/or engage younger children in, active play at various times throughout the school day (e.g., assemblies, recess, intramurals).
- h. Tell a story (e.g., written, visual, audio, video, creative performance) of what it looks like and sounds like when people really care for others while participating in movement activities.

Goals: Active Living, Skilful Movement, *Relationships*

Outcomes

6.15 History & Culture

Examine, evaluate, and represent the historical and present impact of our World neighbours on the development of movement activity options as a means of supporting the well-being of self and others

Indicators

- a. Willingly participate in movement activities that originated with our World neighbours, led by others (e.g., classmates, teacher, guest presenter).
- b. Tell a story (e.g., written, visual, audio, video, creative performance) of a movement activity that is historically connected to one of our neighbours (e.g., rugby, football, soccer, golf, curling, cricket, fencing, martial arts, yoga, sepak takraw, cultural dances).
- c. Show respect and a willingness to honour cultural protocol when participating in cultural movement activities.
- d. Investigate and share stories about the motivation and/or historical factors that influenced the development of the movement activities created by our World neighbours and the benefits of these activities related to physical, emotional, mental, and spiritual well-being.

APPENDIX

Visual Planner for Inclusion in Physical Education

Grade _____

Class _____

What is everybody doing?

**Can _____
participate just like everyone else?**



**No?
What can we
do to include
_____?**

**Can we give _____
some help from friends?
From whom?
_____**

Can an adult help?

Who? _____

**What else can
_____ do that is related to
what the class is doing?
_____**

**Can _____ use different materials (adaptation)?
What materials? _____
How will they be used? _____
_____**
**Does the learning outcome need to be changed
(modification) or adjusted (adaptation) for
_____ ?**



Notes

Rubric Samples

Developing a Rubric

Consider the following questions as you develop a rubric to evaluate the quality of a student's performance.

- What are the specific curriculum outcomes addressed in the task?
- What does an excellent performance look like? What are the qualities that distinguish an excellent response from the rest?
- What do other responses along the performance quality continuum look like?
- What are the criteria for evaluating a student's performance on an assessment task?
- What are your written descriptions of each quality level on the continuum? Is each description qualitatively different from the others? Are there an equal number of descriptors at each level of quality? Are the differences clear and understandable to students and others?

Check the quality levels of your rubric.

- A **Level 4** should be the Excellent Level. It should include descriptions indicating that work exceeds expectations for the grade/program/unit.
- A **Level 3** should be the Proficient Level. Your descriptions should indicate what it is you really want students to be able to demonstrate.
- A **Level 2** is the Adequate Level. This level should indicate that students have some ability to demonstrate learning.
- A **Level 1** is the Limited Level. This level should indicate that students have limited ability to demonstrate learning.

Now evaluate your rubric. Is it

- clear?
- consistent in the number of descriptors across the levels of quality?
- based on curriculum outcomes at grade level?
- ensuring success for students?
- providing challenge for students?

Sample Dance Rubric

Criteria (key words)	Levels of Quality			
	4 Excellent	3 Proficient	2 Adequate	1 Limited
Basic movements	Incorporates several basic movements in a pleasing dance sequence	Incorporates several basic movements in a danceable sequence	Includes some basic danceable movements in a repeating order	Includes some basic movements without danceable connections
Transitions	Transitions between steps are smooth and flowing	Transitions between steps are made in time to the music	Transitions between steps are choppy	Transitions between steps are awkward, stop-and-go movements
Co-ordination with music	Steps are highly co-ordinated with the music	Steps are co-ordinated with the music	Steps are generally co-ordinated with the music	Steps show little or no co-ordination with the music
Rhythm and pattern	Consistently maintains rhythm and pattern	Frequently maintains rhythm and pattern	Occasionally maintains rhythm and pattern	Needs assistance to maintain rhythm and pattern
Staying in formation	Stays in formation for entire dance	Stays in formation most of the time	Occasionally moves out of formation	Rarely, if ever, in formation
Rhythm and pattern	Contributes enthusiastically and invites suggestions from others	Contributes to group and accepts others' ideas	Contributes to the group	Participates only when encouraged

Sample Lacrosse Rubric (Self-evaluation)

Name _____ **Class** _____ **Date** _____

- 4 = Excellent - I consistently demonstrate the skill.
- I consistently help my partner and explain what he or she needs to improve.
- 3 = Proficient - I frequently demonstrate the skill.
- I frequently help my partner and explain what he or she needs to improve.
- 2 = Adequate - I occasionally demonstrate the skill.
- I occasionally help my partner and explain what he or she needs to improve.
- 1 = Limited - I rarely demonstrate the skill.
- I rarely help my partner or explain what he or she needs to improve.

<u>Skill</u>	<u>My Rating</u>
Trapping	_____
Scooping	_____
Cradling	_____
Catching	_____
Passing	_____
Shooting	_____
Partner work	_____
<u>Total</u>	_____

Overall, I would rate my performance in this unit as (1 to 4) _____

Comments: _____

Sample Headstand Rubric

Criteria (key words)	Levels of Quality			
	4 Excellent	3 Proficient	2 Adequate	1 Limited
Headstand	Performs a headstand and balances on own for at least three seconds	Performs a headstand while receiving support from a partner in order to remain balanced	Performs a tuck headstand and balances on own for at least three seconds	Intitiates a tripod, but is unable to balance on own
Analysis	Uses a thorough and insightful analysis of technique with a partner to improve performance	Analyses technique with a partner to improve performance	Occasionally analyses technique to improve performance	Requires teacher support to analyse technique to improve performance

Sample Badminton Analytic Rating Scale

<i>Criteria</i>	<i>Consistently</i>	<i>Frequently</i>	<i>Occasionally</i>	<i>Rarely, if ever</i>
<i>Serve</i>				
• Focusses eyes on shuttlecock				
• Displays preparatory backswing				
• Stands sideways to target, with racquet held in one hand				
• Steps toward target with front foot as racquet is swept down and forward				
• Drops shuttlecock in front of the body and at waist level				
• Contacts shuttlecock below waist racquet head below wrist to the front and side of front foot				
• Rotates hip and trunk during striking motion				
• Follows through across body				
<i>Overhead shot</i>				
• Focusses eyes on shuttlecock				
• Stands sideways to target, racquet held in one hand				
• Displays preparatory backswing				
• Steps toward target with opposite foot during the hit				
• Straightens opposite arm with palm of hand facing away				
• Rotates hips and trunk during striking motion				
• Contacts shuttlecock slightly ahead and above shoulder				
• Follows through toward target and across body				
<i>Etiquette</i>				
• Uses equipment safely				
• Plays fairly, with proper game etiquette				
• Encourages and supports others in their participation				
• Displays a positive attitude				
<i>Comments:</i>				

Sample Soccer Skills Analytic Rating Scale

	<i>Criteria</i>	<i>Consistently</i>	<i>Frequently</i>	<i>Occasionally</i>	<i>Rarely, If Ever</i>
<i>Passing</i>	<ul style="list-style-type: none"> • Able to make distance passes 20 metres or more 				
	<ul style="list-style-type: none"> • Chips and passes over or around opposition 				
<i>Trapping</i>	<ul style="list-style-type: none"> • Traps a ground ball 				
	<ul style="list-style-type: none"> • Traps ball that is in flight 				
<i>Dribbling</i>	<ul style="list-style-type: none"> • Demonstrates change in speed 				
	<ul style="list-style-type: none"> • Demonstrates change in direction 				
	<ul style="list-style-type: none"> • Uses both inside and outside of feet 				
<i>Throw-in</i>	<ul style="list-style-type: none"> • Demonstrates proper technique for legal throw-in 				
	<ul style="list-style-type: none"> • Demonstrates ability to get distance—10 metres or more 				
<i>Shooting</i>	<ul style="list-style-type: none"> • Demonstrates shot, using a stationary ball 				
	<ul style="list-style-type: none"> • demonstrates shot, using a moving ball 				

Self-Assessment of Movement Skills

Name _____ Class _____ Date _____

Rating Scale: 4 = Utilization 3 = Mature 2 = Developing 1 = Beginning

A. Please circle the number that best represents your skills/performance in group activities.

Skills/Performance	Rating			
1. Running	4	3	2	1
2. Jumping	4	3	2	1
3. Hopping	4	3	2	1
4. Galloping	4	3	2	1
5. Skipping	4	3	2	1
6. Rolling	4	3	2	1
7. Underhand throwing	4	3	2	1
8. Overhand throwing	4	3	2	1
9. Striking	4	3	2	1
10. Kicking	4	3	2	1
11. Catching	4	3	2	1
12. Bouncing	4	3	2	1
13. Static balance	4	3	2	1
14. Dynamic balance	4	3	2	1
15. Dodge	4	3	2	1
16. Stork stand	4	3	2	1
17. Dribble	4	3	2	1
18. Sidearm strike	4	3	2	1

B. Complete the following unfinished sentences:

1. My two greatest strengths from the above list are

a. _____ and b. _____.

2. Two skills I have to work on from the above list are:

a. _____ and b. _____.

PE Self-Assessment of Interpersonal Skills

Name _____ Class _____ Date _____

Code: Always = ☆ Sometimes = ✓ Never = ⊙

A. Please circle the number that best represents your skills/performance in group activities.

<i>Interpersonal skills</i>	<i>Term 1</i>	<i>Term 2</i>	<i>Term 3</i>
<i>1. I am prepared for class with a proper change of clothing.</i>			
<i>2. I listen quietly when instructions are given.</i>			
<i>3. I do the entire warm-up.</i>			
<i>4. I give my best effort in class.</i>			
<i>5. I use the equipment in a safe and respectful manner.</i>			
<i>6. When given extra opportunities, I practise my skills.</i>			
<i>7. I respect the rules of the game.</i>			
<i>8. I make sure all players have a turn during the game.</i>			
<i>9. I respect the players on my team.</i>			
<i>10. I respect the players on the opposing team.</i>			
<i>11. If someone falls down or gets hurt, I help the person.</i>			
<i>12. I cheer others and encourage them to do their best.</i>			
<i>13. I accept winning and losing with grace.</i>			
<i>14. I play to learn and to have fun.</i>			

Term 1: Based on the above check list, write a personal goal to work towards.

Term 2: Based on the above check list, write a personal goal to work towards.

Term 3: Based on the above check list, write a personal goal to work towards.

Characteristics of Co-operative Play

Name _____ Class _____ Date _____




Check (✓) whether you (or your partner or group) always, often, or rarely demonstrated each of the following characteristics in selected physical activities.

<i>Characteristics</i>		<i>Always</i>	<i>Often</i>	<i>Rarely</i>
<i>The student</i>				
Fair Play	• is a courteous winner			
	• refrains from cheating			
	• follows the rules			
	• accepts decisions from referees			
	• refrains from arguing			
	• accepts instruction from coaches			
	• accepts second place with pride			
Respect	• shakes hands at the end of the game			
	• uses equipment properly without abusing it (e.g., hitting it against the wall)			
	• refrains from physical violence			
	• does not verbally abuse others (e.g., name-calling)			
	• recognizes own mistakes			
	• controls anger			
	• shows concern and empathy for the other team			
Teamwork	• puts team goals ahead of personal goals			
	• encourages and includes team members			
	• refrains from putting down team members			

Characteristics of Co-operative Play

Name _____

Grade _____ Class _____ Date _____

Group Work			
1. I shared ideas.			
2. I listened to others.			
3. I encouraged others.			
4. I helped with the group work.			
5. I stayed on task.			
6. I was willing to work with others.			
7. I noticed that the members of my group helped everyone feel included by (list behaviours) _____ _____ _____ _____			

Good Practice Helps Me Improve

Name _____ Grade _____ Date _____

1. My most challenging skill is

_____.

2. With this skill, I am

not willing to practise 1— — — — — 2— — — — — 3 *very willing to practise.*

3. I can improve my skill by

_____.

4. I think it is good to learn this skill because

_____.

5. My goals for this skill are

_____.

(continued)

Good Practice Helps Me Improve
(continued)

Name _____ **Grade** _____ **Date** _____

6. This is a drawing of me practising my skill.



Being Active Calendar

Name _____ **Class** _____

This month my activity goal is _____

Month of _____

<i>Sunday</i>	<i>Monday</i>	<i>Tuesday</i>	<i>Wednesday</i>	<i>Thursday</i>	<i>Friday</i>	<i>Saturday</i>

Student Signature _____ **Parent/Guardian Signature** _____

Create A Game

Grade _____ **Class** _____ **Date** _____

Names of Group Members

<i>Name of Game</i>
<i>Equipment needed</i>
<i>Skill focus</i>
<i>Description of activity</i>
<i>Safety concerns</i>
<i>Diagrams</i>

Teaching Games for Understanding Chart

Name _____ Activity _____

<i>Game Category</i>	<i>Primary Rule/Goal</i>	<i>Tactical Play within Category: Principles of Play</i>	<i>Examples</i>
<i>Target</i>	<ul style="list-style-type: none"> • Score by getting the object closer to a target than opponents get theirs, while avoiding any obstacles 	<ul style="list-style-type: none"> • Aim to target • Choose placement in relation to target and other obstacles • Spin and/or turn 	<ul style="list-style-type: none"> • Curling • Bowling • Golf
<i>Net/Wall</i>	<ul style="list-style-type: none"> • Score by getting the object into the opponents areas of play more often than they can return the object 	<ul style="list-style-type: none"> • Aim for consistency • Choose placement and positioning • Use power and/or spin (for control and disguise) 	<ul style="list-style-type: none"> • Tennis • Volleyball • Squash • Raquetball
<i>Striking/Fielding</i>	<ul style="list-style-type: none"> • Score by striking the ball/object and running within safe areas • Prevent opponents from scoring by catching the ball in their air or getting it to a safe area before the batter reaches the safe area • Make it difficult for opponents to hit the ball 	<p>Batting</p> <ul style="list-style-type: none"> • Score runs • Hit ball/object for accuracy and distance • Avoid “getting” out <p>Fielding</p> <ul style="list-style-type: none"> • Stop scoring run • Make it difficult to hit ball • Put batter out 	<ul style="list-style-type: none"> • Baseball • Softball • Cricket
<i>Territorial/Invasion</i>	<ul style="list-style-type: none"> • Score by getting the object into the opponents’ goal • Attempt to prevent opponents from scoring 	<p>With object</p> <ul style="list-style-type: none"> • Score • Invade • Keep possession <p>Without object</p> <ul style="list-style-type: none"> • Prevent scoring • Prevent invasion • Gain possession 	<ul style="list-style-type: none"> • Soccer • Basketball • Hockey • Rugby • Football

Teaching Games for Understanding Chart: Adapted by permission of Timothy F. Hopper, University of Victoria.

Equipment Lists

The following list provides suggestions for equipment to use at the elementary level. The list is intended to support the planning of quality programs and is not intended to be prescriptive in nature.

Elementary List (Kindergarten to Grade 6)

Dance Equipment

CD player
Drums
Maori sticks
Rhythmic gymnastic/dance ribbons
Tambourine

Games/Individual Activities Equipment

Air compressor
Badminton shuttlecocks
Badminton nets
Badminton racquets
Baseball tees (T-ball stands)
Basketball standards for outdoors
Baton
Beach balls
Beanbags
Broomball sticks
Compasses
Crash mat
Floor hockey masks
Floor hockey nets
Floor hockey pucks (indoor, rubber, felt) or dead bounce balls
Floor hockey sticks
Foam-filled, rubber-coated balls (variety of sizes)
Foam-filled, rubber-coated soccer balls
Foam-padded sticks (for modified floor hockey)
Flag football belts, flags
Golf clubs “Junior Swing” (left and right)
Golf filler tubes
Hula hoops (24 inch)
Hula hoops (30 inch)
Hula hoops (36 inch)
Lacrosse balls
Lacrosse sticks (indoor and outdoor)
Light-weight balls
Megaphone
Mini basketballs

Modified throw and catch equipment
Padded/rag balls (assorted sizes)
Paddle bats
Parachute (30 ft)
Plastic bats
Plastic discs
Pylons (12 inch)
Plastic bowling sets
Playground balls (5 inch)
Playground balls (8 inch)
Quoits
Relay batons (6/set) - 3 sets
Ringette sticks (indoor)
Rubber chickens
Sash cord for skipping ropes
Scarves for juggling (sets of 3)
Scoops
Scooter boards
Shot-put
Skipping ropes (9 ft. individual ropes)
Skipping ropes (30 ft. long ropes)
Skittles (wooden)
Snowshoes (junior and senior) plastic
Soccer balls (rubber sizes 4 and 5)
Sponge rubber balls
Sports field lining chalk - 3 bags
Stopwatches
Table tennis paddles or lollipop bats
Tape measure (50 ft. or 100 ft.)
Team pinnies - universal size (yellow)
Team pinnies - universal size (red)
Team pinnies - universal size (blue)
Team pinnies - universal size (green)
Tennis balls (3/tube)
Traffic cones (mini and 18 inch)
Treaded ball (softball size)
Treaded ball (football)
Treaded ball (7 1/2 inch playball)
Trestle - 1 set
Trestle horse

Trundle wheel
Tug-of-war rope
Variety of balls (different textures and sizes)
Volleyballs (mini-soft touch)
Volleyball nets
Wall mats
Whistles

Gymnastic Equipment

Agility stools
Balance benches - (two with suede hooks to attach to climber)

Balance boxes
Bar box horse
Boxes of different heights
Canadian Climber
Foam incliners and logs
Landing mat (30.5 - 60.9 cm thick)
Mats - 4 ft. by 6 ft., fold out with 4 interlocking sides
Mats - 2 ft. by 4 ft. individual with no interlocking sides
Trapezoid mat

Glossary

Community is a broad term but generally refers to a group of people with at least one thing in common – location, shared interest, values, experiences, or traditions. Each of us may belong to several different communities – a neighbourhood or home town, a professional community, a volunteer community, or a school community.

Control (level of skill performance) is achieved when the body appears to respond somewhat accurately to the child's intentions but the movement requires obvious concentration. A movement that is repeated becomes increasingly uniform and efficient. (This level of skill performance is one level above the *progressing-towards-control* level.)

Dynamic stretching is a form of stretching that uses movement and momentum to cause a muscular stretch. It involves moving parts of the body and gradually increasing reach, speed of movement, or both. The stretch becomes part of a fluid movement and is repeated with no hold to an end position (e.g., while walking forward, lift right knee to chest, pause to momentarily hold leg to chest, lower leg, continue to walk, lift left knee to chest, pause to momentarily hold leg to chest, lower leg, and repeat as you progress through space).

Explore (level of skill performance) is the introductory level to basic movement patterns and skills where students will be discovering how their bodies move and ways that they can vary that movement. At this level, replication of a specific movement is not expected.

General space is all of the space within which a body can move while travelling away from a starting point. It is the space that is shared with others.

Goals of physical education are broad statements that are a synthesis of what students are expected to know and be able to do in a particular area of study upon graduation. Goals remain constant throughout K-6. The outcomes specify how each grade level contributes to the achievement of the K-6 goals.

Health-related fitness is the body's ability to function efficiently and effectively in all areas impacting one's ability to achieve and maintain a healthy physical life. It includes striving for optimal functioning of the heart, blood vessels, lungs, and muscles. It includes cardiovascular endurance, flexibility, muscular endurance, muscular strength, and body composition.

Indicators are what students need to know and/or be able to do in order to achieve an outcome. Indicators represent the breadth and the depth of the outcome. The list of indicators provided in the curriculum is not an exhaustive list. Teachers may develop additional and/or alternative indicators but those teacher-developed indicators must be reflective of and consistent with the breadth and depth that is defined by the given indicators.

Inquiry involves students in some type of "research" on a specific topic, problem, or issue for learning and action. Inquiry is a way of opening up spaces for students' interests and involving them in as many different aspects of a topic, problem, or issue as they can find.

Lead-up games are games that are not as complicated as the full game/sport but provide opportunity to apply newly acquired skills and understandings in a controlled environment. These games involve one or more of the skills, rules, tactics, and/or strategies used in the complete game/sport.

Locomotor skills are skills that see the body moving (travelling) through space. They include such skills as walking, running, leaping, and sliding.

Manipulative skills are skills that see the body interact with objects by sending (e.g., throwing, striking), receiving (e.g., catching, collecting), deflecting, and accompanying (e.g., stick handling).

Movement activity is the all-inclusive descriptor that includes any form of physical movement, including leisure activities such as gardening, energy expending activities such as speed walking, and skilful movements used in co-operative and competitive games and sports.

Movement variables are used to expand students' awareness of what the body does (Body), where the body moves (Space), how the body performs the movement (Effort), and with whom and with what the body moves (Relationships).

Non-locomotor skills are skills that see the body moving while remaining in one spot (non-travelling). They include such skills as jumping and landing on the spot, balancing, twisting, and bending.

Outcomes are statements of what students are expected to know and be able to do by the end of a particular grade level.

Performance cues provide information about specific components of a skill that help the performer move skilfully by transferring the cognitive understanding of the movement to the motor performance, thus increasing the potential for skilful movement.

Personal space is all the space that the body or its parts can reach without travelling away from a starting point.

Physical activity is movement of the body that expends energy; it is a vehicle that is used in physical education.

Questions for deeper understanding are questions that are thought-provoking and probe a matter of considerable importance and require movement beyond present understanding and studying. They often lead to other questions posed by students.

Progressing-towards-control (level of skill performance) "is characterized by lack of ability to either consciously control or intentionally replicate a movementSuccessful skill performances are a surprise!" (Graham, Holt/Hale, & Parker, 2007, p.107).

Rubrics offer criteria that describe student performance at various levels of proficiency, provide guidelines for judging quality, and make expectations explicit. Holistic (yielding a single score or rating) and analytic (yielding feedback on specific dimensions for features) rubrics can be used to judge the degree of understanding or proficiency revealed through students' products or presentations.

Small-Sided games involve a smaller number of students than would be seen in the playing of a whole game/sport (e.g., two-on-two soccer as opposed to eleven-on-eleven soccer). These games are created through deconstruction of the whole game into parts to create learning experiences in a progression that will support future play within the whole game/sport.

Think-aloud is a learning strategy where students say out loud how to skilfully perform a basic motor skill or a combination of movements, while performing the skill or movements.

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