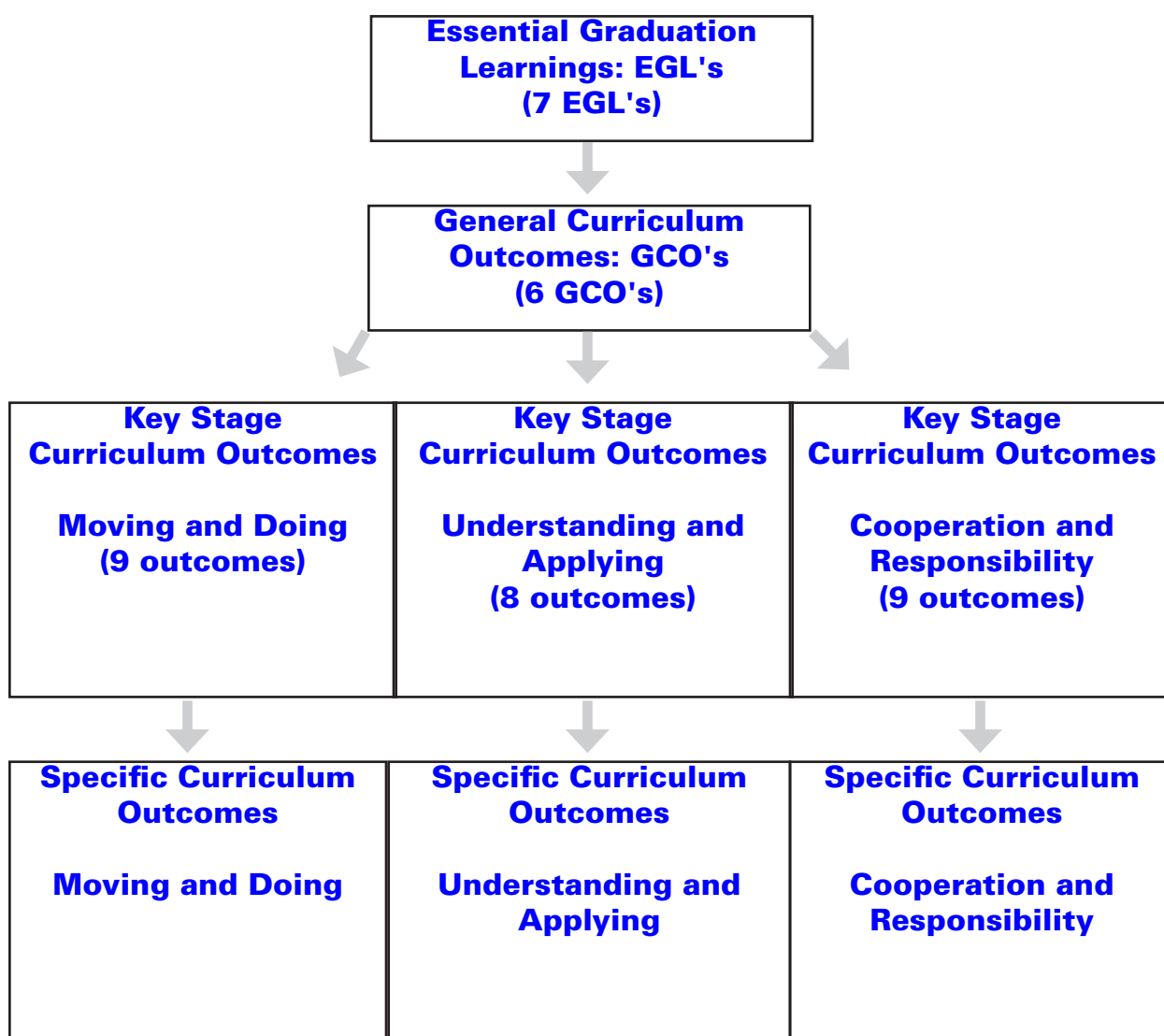


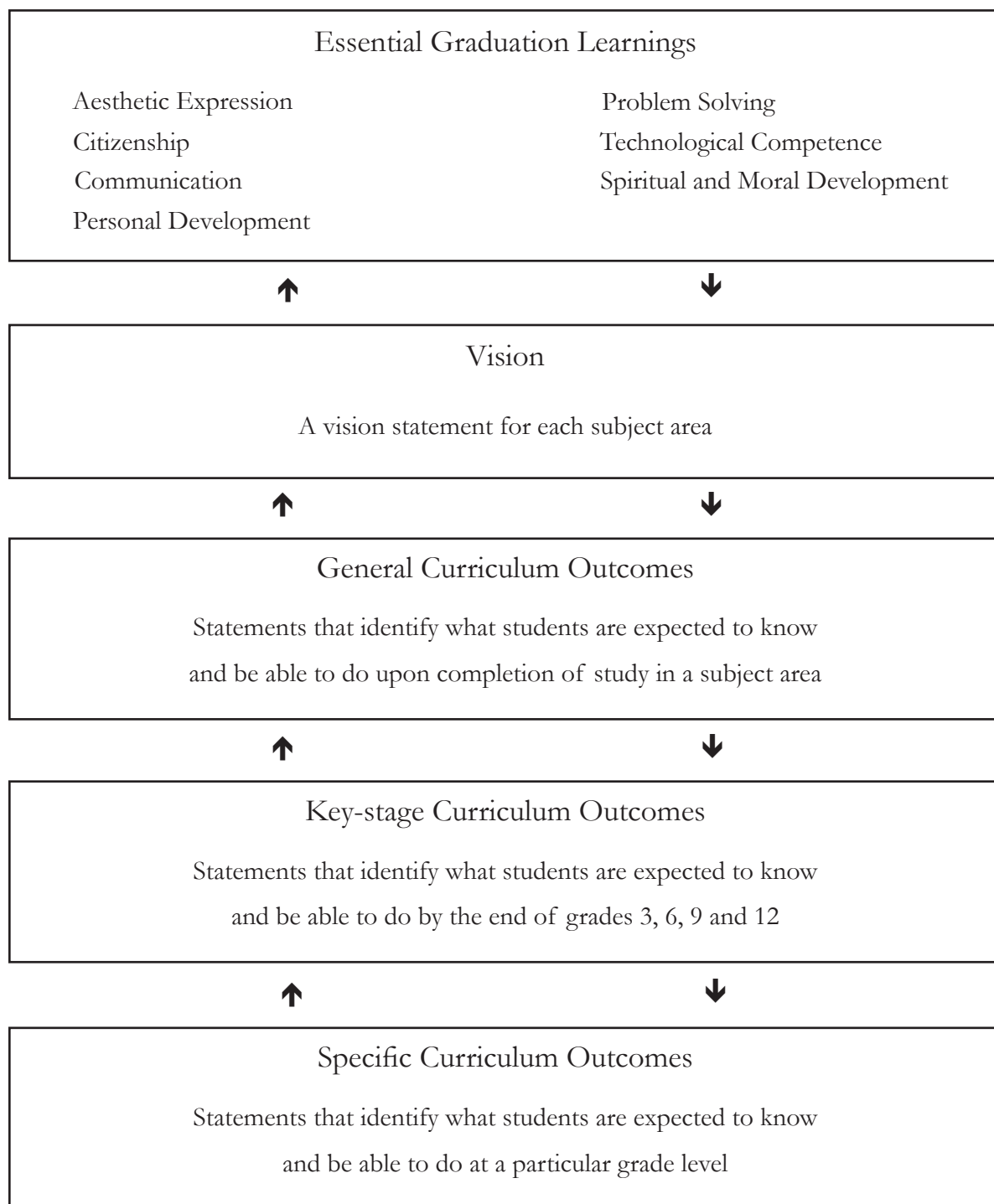
Section 2

Curriculum Outcomes

Kindergarten Curriculum Development



Curriculum Development Process Chart



Source: *A Curriculum Framework for Physical Education: Adjusting the Focus*

Meeting the Essential Graduation Learnings Through Physical Education

Essential Graduation Learnings are statements describing the knowledge, skills and attitudes expected of all students who graduate high school. These learnings describe expectations, not in terms of individual school subjects, but in terms of knowledge, skills and attitudes developed throughout the curriculum. They confirm that students need to make connections and develop abilities across subject boundaries if they are to be ready to meet the shifting and ongoing demands of life, work and study, now and in the future. Essential Graduation Learnings serve as a framework for the curriculum development process.

The Essential Graduation Learnings (EGL's) encompass all curriculum areas. The contribution of physical education to the Essential Graduation Learnings include:

Aesthetic Expression: Graduates will be able to respond with critical awareness to various forms of the arts and be able to express themselves through the arts.

Physical education contributes in many ways to students' development of aesthetic expression. Many physical activities, such as gymnastics, figure skating and dance are based on creating and understanding aesthetically pleasing movement. Students can express emotions, ideas and perceptions through movement. Through a broad range of physical activities, students can come to appreciate the significance of cultural resources such as gymnasiums, trails and other recreational facilities.

Citizenship: Graduates will be able to assess social, cultural, economic and environmental interdependence in a local and global context. Through games, sports and various activities students are exposed to rules, etiquette and protocol, and come to appreciate the need for them in society. Through participation and discussion of outdoor activities, students develop an understanding of the importance of environmental protection and sustainable development. Cooperative group skills and the need for social interdependence are evident in physical education through group activities and team games.

Communication: Graduates will be able to use the listening, viewing, speaking, reading and writing modes of language (s), and mathematical and scientific concepts and symbols, to think, learn and communicate effectively.

In physical education, students reflect on and express their ideas, learnings, perceptions and feelings relating to movement. They also develop an understanding of facts and relationships presented through words, numbers, symbols, graphs and charts, in relation to game or group activities. Students access, process, evaluate and share information relating to health and active living. They also evaluate personal performance and that of others.

Personal Development: *Graduates will be able to continue to learn and to pursue an active, healthy lifestyle.*

Physical education seeks to enable students to demonstrate understanding of the relationship between health and active lifestyle. They have opportunities to develop physical fitness and gain knowledge necessary for the maintenance of physical well-being throughout life. In physical education, students explore movement activities purposefully, both independently and in groups. They develop leadership and interpersonal skills in order to make appropriate decisions in relation to physical activity and take responsibility for those decisions. Physical education also enables students to reflect critically on Personal-Global issues in relation to active living.

Problem Solving: *Graduates will be able to use strategies and processes needed to solve a wide variety of problems, including those requiring language, mathematical and scientific concepts.*

In the physical education program, students are presented with many movement problems which require creative solutions. In solving such problems students must describe, formulate and reformulate the problem as well as formulate ideas and question assumptions. Students are required to acquire, process and interpret information critically to make informed decisions related to active living. Students are presented with situations where they must frame and test hypotheses, observe interpersonal relationships, make inferences and draw conclusions. Flexibility and creativity in forming strategies to solve movement problems are very important.

Technological Competence: *Graduates will be able to use a variety of technologies, demonstrate an understanding of technological applications, and apply appropriate technologies for solving problems.*

Many opportunities for using existing technologies are available to students of physical education. Technologies such as fitness machines and apparatuses for sports such as gymnastics represent diverse technologies. Students also have opportunities to use various technologies to locate, evaluate, adapt, create and share information relating to active living.

Spiritual and Moral Development: *Graduates will be able to demonstrate understanding and appreciation for the place of belief systems in shaping the development of moral values and ethical conduct.*

Through active participation in games and activities students will realize that rules of ethical conduct are for the good of society. Students also learn that their actions may affect others, themselves and that they must consider social justice and the sacredness and dignity of human life.

General Curriculum Outcomes

General Curriculum Outcomes (GCO's) are statements that describe the contribution of a curriculum area to the Essential Graduation Learnings. They state what students are expected to know, value and be able to do as a result of completing the curriculum.

Moving and Doing

- GCO 1. Perform efficient, creative and expressive movement patterns consistent with an active lifestyle.

Understanding and Applying

- GCO 2. Demonstrate critical thinking and creative thinking skills in problem posing and problem solving relating to movements.
- GCO 3. Assess attitudes and behaviours during activity in relation to self, the class, the school and the community.

Cooperation and Responsibility

- GCO 4. Demonstrate socially responsive behaviour within the school and community.
- GCO 5. Exhibit personal responsibility for the social, physical, and natural environment during physical activity.
- GCO 6. Exhibit personal development, such as positive self-esteem, self-responsibility, leadership, decision-making, cooperation, self-reflection and empowerment during physical activity.

Key Stage Curriculum Outcomes

Following the General Curriculum Outcomes are the Key Stage Curriculum Outcomes (KSCOs). Key Stage outcomes are to be met at the end of grades kindergarten, three, six, nine and the completion of high school.

IMPORTANT: The chart on page 32 identifies the six General Curriculum Outcomes (GCOs) and the twenty-six Key Stage Curriculum Outcomes (KSCOs) that are to be met at the end of kindergarten. They are not numbered from 1-26 but are numbered numerically under each GCO. Teachers are encouraged to use this chart as a guide to track the completion of KSCOs.

Kindergarten: General and Key Stage Curriculum Outcomes Chart

Moving and Doing (Psychomotor)

GCO 1. Perform efficient, creative and expressive movement patterns consistent with an active living lifestyle.

- ☐ KSCO 1. Demonstrate a variety of locomotor movements.
- ☐ KSCO 2. Demonstrate a variety of non-locomotor movements.
- ☐ KSCO 3. Demonstrate a variety of manipulative movements.
- ☐ KSCO 4. Demonstrate a variety of creative movements.
- ☐ KSCO 5. Perform simple movement sequences alone and with others.
- ☐ KSCO 6. Explore a variety of individual and group activities.
- ☐ KSCO 7. Participate in a variety of warm-up and cool-down activities.
- ☐ KSCO 8. Participate in activities in a variety of alternative environments.
- ☐ KSCO 9. Demonstrate body and spatial awareness as it relates to movement.

Understanding and Applying (Cognitive)

GCO 2. Demonstrate critical and creative thinking skills in problem posing and problem solving relating to movement.

- ☐ KSCO 1. Create simple movement sequences individually and with others.
- ☐ KSCO 2. Solve simple movement problems.
- ☐ KSCO 3. Create and explain simple games.
- ☐ KSCO 4. Identify basic movement concepts.

GCO 3. Assess attitudes and behaviours during activity in relation to self, the class, the school and the community.

- ☐ KSCO 1. Recognize individual differences in performance.
- ☐ KSCO 2. Identify changes that occur during activity.
- ☐ KSCO 3. Discuss the principles of fair play.
- ☐ KSCO 4. Identify good nutritional practices.

Cooperation and Responsibility (Affective)

GCO 4. Demonstrate socially-responsive behaviour within the school and community.

- ☐ KSCO 1. Model socially responsive actions within the class.
- ☐ KSCO 2. Demonstrate responsible behaviour while participating in activity.

GCO 5. Exhibit personal responsibility for the social, physical, and natural environment during physical activity.

- ☐ KSCO 1. Demonstrate a respect for others' space and equipment.
- ☐ KSCO 2. Apply the basic rules of safety in a variety of environments.
- ☐ KSCO 3. Listen to and follow directions.

GCO 6. Exhibit personal development, such as a positive self-esteem, self-responsibility, leadership, decision-making, cooperation, self-reflection, and empowerment during physical activity.

- ☐ KSCO 1. Demonstrate an increasing attention span.
- ☐ KSCO 2. Participate co-operatively.
- ☐ KSCO 3. Share ideas, space and equipment.
- ☐ KSCO 4. Exhibit increasing self-confidence.

Kindergarten Physical Education Specific Curriculum Outcomes

Specific Curriculum Outcomes

Specific Curriculum Outcomes for each grade level contribute to the accomplishment of the Key Stage Curriculum Outcomes. Please see pages 33 to 37 for the Kindergarten Specific Curriculum Outcomes.

Moving and Doing (Psychomotor):

- Identify, maintain, and use space adequately.
(GCO 1; KSCOs 4, 7, 8, 9)
- Demonstrate the mechanics of various locomotor skills.
(GCO 1; KSCOs 1, 5, 7, 8)
- Identify non locomotor skills that contribute to improved health and an active lifestyle. (GCO 1; KSCOs 2, 7, 8)
- Explore a variety of creative movements in individual and group activities. (GCO 1; KSCOs 4, 6)
- Project a small object in a variety of ways. (GCO 1; KSCOs 1, 3)
- Receive a small object in a variety of ways. (GCO 1; KSCOs 2, 5)
- Project a large object in a variety of ways. (GCO 1; KSCOs 1, 3)
- Receive a large object in a variety of ways. (GCO 1; KSCOs 2, 5)
- Project a variety of objects using various implements.
(GCO 1; KSCOs 1, 3)
- Receive a variety of objects using various implements.
(GCO 1; KSCOs 2, 5)
- Manipulate various apparatus individually and in large groups.
(GCO 1; KSCOs 1, 2, 3, 6)
- Perform non-locomotor and locomotor skills to music.
(GCO 1; KSCOs 3, 4, 6, 9)
- Demonstrate jumps, landings and turns.
(GCO 1; KSCOs 1, 2, 4, 9)
- Demonstrate various rolls and balances.
(GCO 1; KSCOs 1, 6, 7, 9)

Understanding and Applying (Cognitive):

- Demonstrate an understanding of paths of motion. (GCO 2; KSCOs 1, 4)
- Demonstrate an understanding of basic concepts of human locomotion. (GCO 2; KSCOs 2, 4)
- Identify how movement affects the body. (GCO 3; KSCO 2)
- Create a variety and combination of non-locomotor skills using a range of body joints and positions. (GCO 2; KSCO 3)
- Discuss body position in relation to projecting and receiving objects. (GCO 2; KSCOs 1, 2, 4)
- Identify basic rules and fair play principles. (GCO 3; KSCO 3)
- Discuss fair play principles in relation to individual differences in performance. (GCO 3; KSCOs 1, 3)
- Demonstrate an understanding of the mechanics of using an apparatus. (GCO 2; KSCOs 1, 2, 3, 4)
- Create simple rhythm patterns. (GCO 2; KSCOs 1, 3, 4)
- Participate in creative movement activities. (GCO 3; KSCOs 1, 2)
- Identify healthy food choices. (GCO 3; KSCO 4)

Cooperation and Responsibility (Affective):

- Demonstrate the ability to cooperate and work with others while respecting individual differences. (GCO 4, 5, 6; KSCOs 1, 2)
- Demonstrate respect for the personal space of others. (GCO 5; KSCO 1)
- Demonstrate concern for the safety of self, others and surrounding environment. (GCO 5, 6; KSCOs 1, 2, 3)
- Demonstrate an increasing attention span when performing non-locomotor movements. (GCO 6; KSCO 1)
- Exhibit increasing self confidence when using manipulatives. (GCO 6; KSCO 4)
- Demonstrate an understanding of the effectiveness of group cooperation. (GCO 4; KSCOs 1, 2)
- Follow directions for the safety of self, others and surrounding environment. (GCO 5; KSCOs 2, 3)

Kindergarten Physical Education Specific Curriculum Outcomes By Theme

Games - Space, Directions and Body Awareness

Moving and Doing (Psychomotor)

- Identify, maintain, and use space adequately. (GCO 1; KSCOs 4, 7, 8, 9)

Understanding and Applying (Cognitive)

- Demonstrate an understanding of paths of motion. (GCO 2; KSCOs 1, 4)

Cooperation and Responsibility (Affective)

- Demonstrate the ability to cooperate and work with others while respecting individual differences. (GCO 4; KSCO 1)
- Demonstrate respect for the personal space of others. (GCO 5; KSCO 1)

Games - Locomotor Skills

Moving and Doing (Psychomotor)

- Demonstrate the mechanics of various locomotor skills. (GCO 1; KSCOs 1, 5, 7, 8)

Understanding and Applying (Cognitive)

- Demonstrate an understanding of basic concepts of human locomotion. (GCO 2; KSCOs 2, 4)
- Identify how movement affects the body. (GCO 3; KSCO 2)

Cooperation and Responsibility (Affective)

- Demonstrate concern for the safety of self, others and surrounding environment. (GCO 5; KSCO 1)

Games - Non-Locomotor Skills

Moving and Doing (Psychomotor)

- Identify non locomotor skills that contribute to improved health and an active lifestyle. (GCO 1; KSCOs 2, 7, 8)
- Explore a variety of creative movements in individual and group activities. (GCO 1; KSCOs 4, 6)

Understanding and Applying (Cognitive)

- Create a variety and combination of non-locomotor skills using a range of body joints and positions. (GCO 2; KSCO 3)

Cooperation and Responsibility (Affective)

- Demonstrate an increasing attention span when performing non-locomotor movements. (GCO 6; KSCO 1)
- Demonstrate the ability to cooperate and work with others while respecting individual differences. (GCO 6; KSCO 2)

Games - Manipulative Skills: Projecting and Receiving Small Objects

Moving and Doing (Psychomotor)

- Project a small object in a variety of ways. (GCO 1; KSCOs 1, 3)
- Receive a small object in a variety of ways. (GCO 1; KSCOs 2, 5)

Understanding and Applying (Cognitive)

- Discuss body position in relation to projecting and receiving objects. (GCO 2; KSCOs 1, 2, 4)

Cooperation and Responsibility (Affective)

- Demonstrate concern for the safety of self, others and surrounding environment. (GCO 6; KSCO 3)

Games - Manipulative Skills: Projecting and Receiving Large Objects

Moving and Doing (Psychomotor)

- Project a large object in a variety of ways. GCO 1; KSCOs 1, 3)
- Receive a large object in a variety of ways. (GCO 1; KSCOs 2, 5)

Understanding and Applying (Cognitive)

- Identify basic rules and fair play principles. (GCO 3; KSCO 3)

Cooperation and Responsibility (Affective)

- Demonstrate concern for the safety of self, others and surrounding environment. (GCO 5; KSCOs 2, 3)
- Exhibit increasing self confidence when using manipulatives. (GCO 6; KSCO 4)

Games - Manipulative Skills: Projecting and Receiving with Implements

Moving and Doing (Psychomotor)

- Project a variety of objects using various implements. (GCO 1; KSCOs 1, 3)
- Receive a variety of objects using various implements. (GCO 1 ; KSCOs 2, 5)

Understanding and Applying (Cognitive)

- Discuss fair play principles in relation to individual differences in performance. (GCO 3; KSCOs 1, 3)

Cooperation and Responsibility (Affective)

- Demonstrate an understanding of the effectiveness of group cooperation. (GCO 4; KSCOs 1, 2)

Games - Manipulative Skills: Accompanying Apparatus

Moving and Doing (Psychomotor)

- Manipulate various apparatus individually and in large groups. (GCO 1; KSCOs 1, 2, 3, 6)

Understanding and Applying (Cognitive)

- Demonstrate an understanding of the mechanics of using an apparatus. (GCO 2; KSCOs 1, 2, 3, 4)

Cooperation and Responsibility (Affective)

- Demonstrate the ability to cooperate and work with others while respecting individual differences. (GCO 4; KSCOs 1, 2)

Rhythmic Activities

Moving and Doing (Psychomotor)

- Perform non-locomotor and locomotor skills to music. (GCO 1; KSCOs 3, 4, 6, 9)

Understanding and Applying (Cognitive)

- Create simple rhythm patterns. (GCO 2; KSCOs 1, 3, 4)

Cooperation and Responsibility (Affective)

- Follow directions for the safety of self, others and surrounding environment. (GCO 5; KSCOs 2, 3)

Body Management and Orientation

Moving and Doing (Psychomotor)

- Demonstrate jumps, landings and turns. (GCO 1; KSCOs 1, 2, 4, 9)
- Demonstrate various rolls and balances. (GCO 1; KSCO 1, 6, 7, 9)

Understanding and Applying (Cognitive)

- Participate in creative movement activities. (GCO 3; KSCOs 1, 2)
- Identify healthy food choices. (GCO 3; KSCO 4)

Cooperation and Responsibility (Affective)

- Demonstrate the ability to cooperate and work with others while respecting individual differences. (GCO 5; KSCOs 1, 2)

How to Use the Curriculum Guide

Section 2 provides the means through which teachers are to lead their students to attaining the curricular outcomes. The curriculum guide is presented in a 4 column spread that includes:

- Column 1 - Curriculum Outcomes
- Column 2 - Elaborations: Strategies for Learning and Teaching
- Column 3 - Suggested Assessment Strategies
- Column 4 - Resources and Notes

It should be noted that all Strategies for Learning and Teaching are found in column two of the 4 column spread. If an activity starts on a particular page, but does not finish, the reader must refer to column two on the following page. The same is true when reading the Suggested Assessment Strategies and Resources/Notes sections. All Assessment Strategy sections are found in column three while all Resources/Notes are found in column four.

There are several reproducible templates and forms provided in the appendices that will assist teachers in planning and evaluation throughout the school year.

- Appendix A - Sample Evaluation Breakdown (Page 64)
- Appendix B - Sample Teacher Planning Tools (Page 66)
- Appendix C - Sample Assessment Tools (Page 71)
- Appendix D - Sample Specific Assessment Tools (Page 79)
- Appendix E - Definitions: Locomotor/Non-Locomotor (Page 92)
- Appendix F - Strategies to Support Learning (Page 94)
- Appendix G - Additional Games and Activities (Page 107)

Planning Tools

The following is a suggested step by step process that will assist teachers in planning for the school year.

1. Select the activities and the number of classes for each activity.

Use: a) Planning Chart (See the sample in Appendix B)

2. Place the Activities into a Yearly Plan/Unit Plan.

Use: a) Yearly Plan Template (See the sample in Appendix B)

b) Unit Plan Template (See the sample in Appendix B)

3. Develop Lesson Plans

Use: a) Lesson Plan Template (See the sample in Appendix B)

4. Assign and check off the Specific and Key Stage Curriculum Outcomes that will be included in each unit.

Use: a) Year Plan for Tracking Outcomes Chart (See the sample in Appendix B)

5. Track the curriculum outcomes that have been covered in lessons, unit and the course.

Use: a) Key-Stage Curriculum Outcome Checklist, page 32

Physical Education Description

Note: For further elaboration on the Physical Education Curriculum, refer to Adjusting the Focus: A Curriculum Framework for Physical Education

Physical Education at the kindergarten level places emphasis on movement and the whole child. Process skills are emphasized and children develop movement strategies to react to various situations, solve problems and make decisions.

Taken as a whole and developed on a continuum throughout the school system, the outcomes of the physical education program encourages learners to develop physically, cognitively, socially, emotionally and spiritually, in, about, and through movement. (*Adjusting the Focus: A Curriculum Framework for Physical Education, 1996*).

Education about movement is concerned with learning concepts, rules and procedures ranging from simple spontaneous movements to complex structured movements. At the kindergarten level, the theme of movement might involve a project with references to pastimes and games. This may be conducted within a physical education unit or integrated with other subjects. Movement concepts such as running, jumping, throwing, catching, turning and twisting might be introduced, observed and practised. Education about movement is confined to the transmission and transaction of movement knowledge.

Education through movement is concerned with the affective contribution of movement as a means to an end. Here, movement is used to achieve outcomes related to moral values and conduct, aesthetic understanding and appreciation, social interaction and socialization or the use of leisure time outside of physical activity.

Education in movement is concerned with the qualities that are inherent in movement itself and understanding how to move while engaged in physical activities. While education in movement emphasizes the learner as mover, it relates to and draws upon the about and through dimensions at different times in varying degrees, depending on the situation and setting. It is in movement where all three dimensions meet and education as transformation can take place in physical education.

Viewed within these three dimensions, physical education includes the entire physical activity experience that embraces the concept of Acti Living.

Movement Themes

The kindergarten physical education curriculum is organized into nine movement themes or categories.

- Games - Space, Directions and Body Awareness (K)
- Games - Locomotor Skills (K)
- Games - Non-locomotor Skills (K)
- Games - Manipulative Skills - Projecting and Receiving Small Objects (K)
- Games - Manipulative Skills - Projecting and Receiving Large Objects (K)
- Games - Manipulative Skills - Projecting and Receiving with Implements (K)
- Games - Manipulative Skills - Accompanying Apparatus (K)
- Rhythmic Activities (K)
- Body Management and Orientation (K)

Teachers will select the majority of the activities:

- in response to his/her particular class, individual students and developmental levels
- that have relevance and provide meaning to students
- according to the facilities and resources available to them

Curriculum Flexibility

The physical education curriculum recognizes that schools exist in different contexts. Much latitude exists for each school and each physical education class to develop and participate in a unique physical education experience. It is through participation in various activities that curricular outcomes will be achieved.

Specific Curriculum Outcomes

Games - Space, Directions, and Body Awareness

Outcomes

Students will be expected to

Moving and Doing (Psychomotor)

- identify, maintain, and use space adequately. (GCO 1; KSCOs 4, 7, 8, 9)

Understanding and Applying (Cognitive)

- demonstrate an understanding of paths of motion. (GCO 2; KSCOs 1,4)

Cooperation and Responsibility (Affective)

- demonstrate the ability to cooperate and work with others while respecting individual differences. (GCO 4; KSCO 1)
- demonstrate respect for the personal space of others (GCO 5; KSCO 1)

Cross-Curricular Links

• Music

Expression

Outcome 1

perform, listen to and create

- louder and softer
- faster and slower
- sounds from varied sources

• English Language Arts

Speaking and Listening

Outcome 3

demonstrate that they are becoming aware of social conventions in group work and co-operative play

• Health: Unit Two

Outcome 1.3: understand that one's interaction/play affects one's feelings and those of others

Outcome 3.2: examine personal interactions with others and how they make others feel

• Health: Unit Three

Outcome 3.1: examine personal acceptance in people

• Health: Unit Three

Outcome 1.2: understand that friends share appropriately and play cooperatively

Outcome 2.2: demonstrate respect for others

Outcome 3.2: recognize that cooperating and respecting others contributes to the overall health of self and others

Elaborations: Strategies for Learning and Teaching

The teacher defines space as the immediate area surrounding a person. A further extension includes both personal space and general space. This will be important when performing stationary challenges. Direction, in this context, will be defined by six pathways. These include forwards, backwards, right, left, up and down. Body awareness is defined as what the body can perform with respect to the shapes it can make, how it can balance and how weight is transferred to different body parts.

Through the activities, students will be achieving movement outcomes. In addition, students are provided with the opportunity to practice and enhance listening skills as directions are provided by the teacher.

Encourage students to demonstrate an awareness of safety and cooperation during play (See Safety and Liability, Pages 24 and 25).

Verbally recognize students who demonstrate cooperation and display leadership qualities when participating in activities.

With reduced competition, some students may exhibit a stronger willingness to participate in activities and perform in a more relaxed manner.

When students are engaged in non-contact movement throughout the gymnasium, slow movement activities (e.g. walking) must be mastered before the faster (running) challenges are taught.

Moving carefully in a straight pathway should also be taught before children are exposed to multi-directional pathways (e.g. zig zag, curve).

Space, direction, and body awareness are mutually dependent. A student's success will depend on his/her ability to incorporate these concepts in various movement activities.

Activities:

Spaceship tag, and pac-man/Ms. pac-man tag are games used to meet outcomes under the Games - Space, Directions, and Body Awareness theme. See Appendix G for a description.

Games - Space, Directions, and Body Awareness

Suggested Assessment Strategies

Teacher Observation:

- Observe the students for active participation and cooperation. It is important to pay particular attention to the students' ability to move safely while performing activities in relation to space, direction, and body awareness. It is very important that teachers use positive reinforcement as a teaching strategy.

Student Performance:

- The teacher provides students with various challenges and evaluates them based on movement competency and overall effort. The teacher must note any students that are having difficulty, provide suggestions for improvement and consistently provide positive feedback. See the sample assessment tool in Appendix D.

Participation:

- As part of the evaluation and assessment, the teacher may choose to evaluate participation. See the sample participation assessment tools in Appendix C.

Resources/Notes

Print Resources:

- Hinson, Clint (1995). *Fitness for Children*. Windsor, ON: Human Kinetics, Pages 25-57; Pages 105-143.
- Landy, J., & Landy, M. (1992). *Ready-to-Use PE Activities for Grades K-2*. Parker Publishing Company, West Nyack, New York, Page 86.
- Manitoba Education and Training (1994). *Movement With Meaning: Physical Education K-4*. MN: Manitoba Education and Training, Pages 181-192.
- Nichols, B. (1994). *Moving and Learning The Elementary School Physical Education Experience*, Third Edition. The McGraw-Hill Companies Incorporated, United States of America, Pages 209-211.
- Pangrazi, R., & Gibbons, S. (2009). *Dynamic Physical Education for Elementary School Children* (Second Edition). Pearson Education Canada, Toronto, Ontario, Pages 10-17.

Internet Sources:

At the time of publication, the following internet resources were recommended:

- PE Central. (2010). *The Premier Website for Health and Physical Education*: www.pecentral.com
- PHE Canada. (2009): *Physical and Health Education Canada*: <http://www.phecanada.ca/eng/>
- PhysEd Source. (2009). *The Physical Educator's Resource*: www.physedsources.com

Games - Locomotor Skills

Outcomes

Students will be expected to

Moving and Doing (Psychomotor)

- demonstrate the mechanics of various locomotor skills. (GCO 1; KSCOs 1, 5, 7, 8)

Understanding and Applying (Cognitive)

- demonstrate an understanding of basic concepts of human locomotion. (GCO 2; KSCOs 2, 4)
- identify how movement affects the body. (GCO 3; KSCO 2)

Cooperation and Responsibility (Affective)

- demonstrate concern for the safety of self, others and surrounding environment. (GCO 5; KSCO 1)

Cross-Curricular Links

- Music

Expression

Outcome 1

perform, listen to and create

- louder and softer
- faster and slower
- sounds from varied sources

- **Health: Unit One**

Outcome 2.4: make choices to be physically active daily

Outcome 3.1: assess the importance of healthy food and beverage choices and physical activity in the development of a healthy body

- **Health: Unit Two**

Outcome 1.2: understand that each person experiences a variety of feelings

Outcome 1.3: understand that one's interaction/play affects one's feelings and those of others

Outcome 3.2: examine personal interactions with others and how they make other feel

- **Health: Unit Three**

Outcome 2.2: demonstrates respect for others

- **Health: Unit Four**

Outcome 1.3: identify appropriate safety practices in, on, or around motorized and non - motorized vehicles

Outcome 1.4: recognize safe outdoor play environments

Outcome 2.3: demonstrate safe practices in play environments

Elaborations: Strategies for Learning and Teaching

Locomotor skills may be defined as "A way to move the body from one place to another". These skills include walking, jogging, running, skipping, hopping, jumping, sliding and galloping.

Discuss the basic concepts of human locomotion of propulsion and how it relates to force, level and balance.

The teacher may wish to begin with movements that do not require rhythm. As students become more experienced with locomotor skills, add rhythm (refer to the activities for rhythm in Appendix G).

The effects of movement on the body include increased respiration (out of breath), fatigue (body tired), sweating (body feels warmer) and increased heart rate ("happy heart").

The teacher must lead the class in activities such as warm-ups/cool downs to gain their focus and allow them to follow directions.

When using games to provide authentic locomotor skill development, teachers must reinforce safety in self space and general space. (teachers can refer to the safety and liability sections in the Front Matter on pages 24 and 25)

Always emphasize the importance of rules as they apply to safety. This should be done early in the school year and continuously reiterated throughout.

Have students arrange themselves to have adequate movement space.

Children four - six years of age need short bursts of activity interspersed with short rest periods.

Use positive, immediate and specific feedback to compliment students.

Activities:

Games/Activities for the Games - Locomotor Skills theme can include listening and following direction games, chasing/fleeing games (tag) and obstacle courses. Samples and descriptions for free exploration, modelling, statue, Mr./Mrs. Wolf and follow the leader can be found in Appendix G.

Games - Locomotor Skills

Suggested Assessment Strategies

Teacher Observation:

- Observe students' locomotor movement as they explore and play games.
- Develop a rubric to observe and assess locomotor skills during games. The sample rubric/checklist in Appendix D may be used to assist this development. Appendix E provides a list of definitions of various locomotor skills.
- During activities and games, track the students' ability to show concern for the safety of self, others and the surrounding environment using a checklist. See the sample Physical Education checklist in Appendix C.

Student Performance:

- Students demonstrate each locomotor skill individually and in small groups. This can be done without music, with music and in games. See the sample assessment tool in Appendix D. Also, Appendix E provides a list of definitions of various locomotor skills.
- Students may be asked to identify key concepts that contribute to efficient human locomotion.

Participation:

- As part of the evaluation and assessment, the teacher may choose to evaluate participation. See the sample participation assessment tools in Appendix C.

Resources/Notes

Print Resources:

- Burke, M. (2002). *Station Games: Fun and Imaginative PE Lessons*. Human Kinetics Publishing, United States, Pages 12-21.
- Landy, J., & Landy, M. (1992). *Ready-to-Use PE Activities for Grades K-2*. Parker Publishing Company, West Nyack, New York, Page 86; Page 9; Pages 72 – 75.
- Pangrazi, R., & Gibbons, S. (2009). *Dynamic Physical Education for Elementary School Children*, Second Edition. Pearson Education Canada, Toronto, Ontario, Page 10; Pages 294.
- Pettifor, Bonnie (1999). *Physical Education Methods for Classroom Teachers*. Windsor, ON: Human Kinetics, Pages 91-94; Pages 101-103.

Equipment:

- Poly spots, music equipment, drum, and various color paper or bean bags.

Games - Non-Locomotor Skills

Outcomes

Students will be expected to

Moving and Doing (Psychomotor)

- identify non locomotor skills that contribute to improved health and an active lifestyle. (GCO 1; KSCOs 2, 7, 8)
- explore a variety of creative movements in individual and group activities. (GCO 1; KSCO 4, 6)

Understanding and Applying (Cognitive)

- create a variety and combination of non-locomotor skills using a range of body joints and positions. (GCO 2; KSCO 3)

Cooperation and Responsibility (Affective)

- demonstrate an increasing attention span when performing non-locomotor movements. (GCO 6; KSCO 1)
- demonstrate the ability to cooperate and work with others while respecting individual differences. (GCO 6; KSCO 2)

Cross-Curricular Links

• Health: Unit One

Outcome 1.4: identify ways to be physically active every day

• Health: Unit One

Outcome 2.4: make choices to be physically active daily

• Health: Unit One

Outcome 2.4: make choices to be physically active every day

• Health: Unit Two

Outcome 1.3: understand that how one's interaction/play affects one's feelings and those of others

Outcome 3.2: examine personal interactions with others and how they make others feel

• Health: Unit Three

Outcome 3.1: personal acceptance of differences in people

Outcome 2.2: demonstrates respect for others

• Music

Rhythm and Metre

Outcome 1: perform, listen to and create

- beat
- rhythm
- stepping/skipping songs

Expression

Outcome 1: perform, listen to and create

- louder and softer
- faster and slower
- sounds (varied sources)

Contexts

Outcome 1: perform, listen to and create

- songs/games
- folk music

• English Language Arts

Speaking and Listening

Outcome 3

demonstrate that they are becoming aware of social conventions in group work and co-operative play

Elaborations: Strategies for Learning and Teaching

The teacher defines non-locomotor skills as those that are performed from a stationary base without significant spatial movement. Such examples are stretching, bending, twisting, turning, pushing and pulling. A more in-depth list and explanation can be found in Appendix E.

For effective non-locomotor movement, teachers should focus their teaching strategies on:

- Body control
- Flexibility
- Balance
- Weight transfer

Teachers should understand that non-locomotor skills can be taught in combination with locomotor activities.

In a game where students have the likelihood of choosing friends, assist students in devising a strategy to ensure that no one is left out and that all students play safely (cooperative skills). Teachers can refer to the safety and liability sections in the Front Matter on pages 24 and 25.

Activities:

Games/activities such as modelling, exploration, body part rhythms, bean bag helper and animal tag may be used to meet outcomes under the Games: Non-Locomotor Skills theme. See Appendix G for a description of each.

Games - Non-Locomotor Skills

Suggested Assessment Strategies

Teacher Observation:

- Observe the students for active participation and cooperation. It is very important that teachers use positive reinforcement as a teaching strategy. When students are performing non-locomotor activities, teachers look for safety and adherence to the instruction and rules provided. During cooperative tag games, teachers can note peer interaction. Teachers may refer to the sample appendix in Appendix C - Physical Education Teacher Reflection.

Student Performance:

- The teacher provides students with various non-locomotor skills and evaluates their performance based on their participation, effort, attitude and safety. See the sample assessment tools in Appendix D and Appendix E for locomotor and non-locomotor definitions.

Participation:

- As part of the evaluation and assessment, the teacher may choose to evaluate participation. See the sample participation assessment tools in Appendix C.

Resources/Notes

Print Resources:

- Hinson, Clint (1995). *Fitness for Children*. Windsor, ON: Human Kinetics, Pages 25-57; Pages 105-143.
- Landy, J., & Landy, M. (1992). *Ready-to-Use PE Activities for Grades K-2*. Parker Publishing Company, West Nyack, New York, Page 86.
- Manitoba Education and Training (1994). *Movement With Meaning: Physical Education K-4*. MN: Manitoba Education and Training, Pages 181-192.
- Nichols, B. (1994). *Moving and Learning: The Elementary School Physical Education Experience*, Third Edition. The McGraw-Hill Companies Incorporated, United States of America, Pages 209-211.
- Pangrazi, R., & Gibbons, S. (2009). *Dynamic Physical Education for Elementary School Children*, Second Edition. Pearson Education Canada, Toronto, Ontario, Pages 10-11.

Internet Sources:

At the time of publication, the following internet resources were recommended:

- PE Central. (2010). *The Premier Website for Health and Physical Education*: www.pecentral.com
- PHE Canada. (2009): *Physical and Health Education Canada*: <http://www.phecanada.ca/eng/>
- PhysEd Source. (2009). *The Physical Educator's Resource*: www.physedsources.com

Equipment:

- Bean bags, hula hoops and music equipment

Games - Manipulative Skills: Projecting and Receiving Small Objects

Outcomes

Students will be expected to

Moving and Doing (Psychomotor)

- project a small object in a variety of ways. (GCO 1; KSCO 1, 3)
- receive a small object in a variety of ways. (GCO 1; KSCOs 2, 5)

Understanding and Applying (Cognitive)

- discuss body position in relation to projecting and receiving objects. (GCO 2 ; KSCOs 1, 2, 4)

Cooperation and Responsibility (Affective)

- demonstrate concern for the safety of self, others and surrounding environment. (GCO 6; KSCO 3)

Cross-Curricular Links

- Health: *Unit Four*

Outcome 2.3

demonstrate safe practices in play environments

Elaborations: Strategies for Learning and Teaching

Introduce the mechanics of throwing: body position, arm action and weight transfer. The sequence should be:

- The body is facing the target area, feet are parallel and the body is erect.
- Step towards the target with the opposite foot of the throwing arm.
- Rotate hips and upper body toward the target
- Throw with the arm and follow through to the target.
- Cues: step, turn, throw and follow through. Use such words as “snap” and “wave good-bye” rather than “follow through”. Concentrate on the technique and accuracy in throwing.

Receiving concepts that will increase student success include:

- Absorbing the force of the projectile and watching (seeing) the object contact the body.
- When receiving objects, start with the hands cupped so that students can absorb the object into their body.
- Progress towards receiving with one hand, the feet or other body parts by focusing on absorbing the force and seeing the object contact the body.

Creative expression is easily incorporated and enthusiastically received by students when projecting and receiving. Inventing new ways of performing allows students to experience independence and ownership of their own learning.

Students need frequent reminders to keep their head up and to be alert at all times. They must watch for flying objects and observe the object (in their hand, on their foot, on their body). This will increase their success and enjoyment of all projecting and receiving activities.

Activities:

Games/activities such as target throwing, partner catch, large group catching games, courtesy chicken, card catch and blockers may be used to meet outcomes under the Games - Manipulative Skills: Projecting and Receiving Small Objects theme. See Appendix G for a description.

Games - Manipulative Skills: Projecting and Receiving Small Objects

Suggested Assessment Strategies

Teacher Observation:

- Provide immediate, positive and specific feedback to enable students to improve their performance.

Student Performance:

- Use a rubric to determine the stage of sending and/or receiving. See Appendix D for sample rubrics that may be used.

Self-Evaluation/Reflection:

- Discuss in groups, with the entire class or individually the importance of being courteous with Kurt (Courtesy Chicken Game), with the equipment, surroundings and people.

Peer Evaluation:

- When the skill is accomplished, recommend a partner for a success card. Success cards, made by the teacher, state that the student has accomplished a skill. They could be read to students and awarded upon a partner's recommendation.

Participation:

- As part of the evaluation and assessment, the teacher may choose to evaluate participation. See the sample participation assessment tools in Appendix C.

Resources/Notes

Print Resources:

- Landy, J., & Landy, M. (1992). *Ready-to-Use PE Activities for Grades K-2*. Parker Publishing Company, West Nyack, New York, Page 86.
- Pangrazi, R., & Gibbons, S. (2009). *Dynamic Physical Education for Elementary School Children*, Second Edition. Pearson Education Canada, Toronto, ON., (Pages 10-17).

Equipment:

- A variety of small objects such as bean bags (alphabet, colours, shapes, animals), bowling balls, chickens/fish, foam dice, foam frisbees, gymnastics rings, jelly balls, juggling balls, kick pucks, nerf ball, pillows, pucks, reaction balls, ringette rings, shuttles, teddy bears, tennis balls, whiffle balls and yarn balls.

Games - Manipulative Skills: Projecting and Receiving Large Objects

Outcomes

Students will be expected to

Moving and Doing (Psychomotor)

- project a large object in a variety of ways. (GCO 1; KSCOs 1, 3)
- receive a large object in a variety of ways. (GCO 1; KSCOs 2, 5)

Understanding and Applying (Cognitive)

- identify basic rules and fair play principles. (GCO 3; KSCO 3)

Cooperation and Responsibility (Affective)

- demonstrate concern for the safety of self, others and surrounding environment. (GCO 5; KSCOs 2, 3)
- exhibit increasing self confidence when using manipulatives. (GCO 6; KSCO 4)

Cross-Curricular Links

- Social Studies

Unit 1: Identity

Outcome K.1.4:

- develop an awareness of rules and why they are made
- identify and analyze formal and informal rules
- identify and practice skills that would help them resolve conflict

- Health: *Unit Four*

Outcome 2.3: demonstrate safe practices in play environments

Elaborations: Strategies for Learning and Teaching

Introduce the mechanics of sending: body position, arm action and weight transfer.

- The body is facing the target area, feet are parallel and the body is erect.
- As the arm, holding the large object swings back, step forward with the opposite foot.
- Weight is transferred to the front foot as it bends at the knee. The arm is brought forward to release the object and the hand follows through to the target.

To increase self confidence when using manipulatives, such as large objects, slowly progress from light soft equipment to heavier, harder and various shaped equipment.

Soft, light, colourful and developmentally appropriate equipment is fundamental to building student's self-confidence when using manipulatives for sending and receiving.

Stations require cooperation within the station and between stations. Reminders about respecting other's space, the equipment and the surrounding environment need to be ongoing. As well, while participating in stations, students are expected to play in a safe, caring and cooperative way. Throughout classes, continue to stress the importance of staying in your own area during stations. If a piece of equipment goes to the next area, the closest student retrieves it safely. (see safety and liability sections on pages 24 and 25)

Activities:

Games/activities such as sending/receiving stations and omnikin may be used to meet outcomes under the Games - Manipulative Skills: Projecting and Receiving Large Objects theme. See Appendix G for a description of each.

Games - Manipulative Skills: Projecting and Receiving Large Objects

Suggested Assessment Strategies

Teacher Observation:

- See Appendix D for a sample pre, mid and post checklist that may be used to evaluate self - confidence when using manipulatives (large objects).

Student Performance:

- The teacher keeps anecdotal records of cooperation, caring and respect for others/the surrounding environment. See the sample assessment tools in Appendix C.

Self-Evaluation/Reflection:

- Fair Play poll. When students have lined up, ask them to give a thumbs up for following the fair play ideals, a thumbs sideways if they feel they have partly followed the ideals and a thumbs down if they need to improve their fair play in class. Teachers may refer to the sample in Appendix C (Physical Education Teacher Reflection).

Peer Evaluation:

- Through a group conference, discuss with students the idea that the class needs to work together. Extend this into questions surrounding what students notice about the group and not individuals. What is working well? What needs improvement? Concepts such as sharing, caring, cooperation and using self and defined general space would allow for students to voice opinions about themselves and others without placing blame on anyone in particular.

Participation:

- As part of the evaluation and assessment, the teacher may choose to evaluate participation. See the sample participation assessment tools in Appendix C.

Resources/Notes

Print Resources:

- Burke, M. (2002). *Station Games: Fun and Imaginative PE Lessons*. Human Kinetics Publishing, United States, Pages 12-21.
- Pangrazi, R., & Gibbons, S. (2009). *Dynamic Physical Education for Elementary School Children*, Second Edition. Pearson Education Canada, Toronto, ON., Page 10; Page 294.

Equipment:

- A variety of large objects such as beach balls, bowling balls, exercise balls, foam basketballs, foam frisbees, foam footballs, gator skin balls, hoops, kin-balls, omnikin balls, playground balls, soccer balls, and trainer volleyballs.

Games - Manipulative Skills: Projecting and Receiving with Implements

Outcomes

Students will be expected to

Moving and Doing (Psychomotor)

- project a variety of objects using various implements. (GCO 1; KSCOs 1, 3)
- receive a variety of objects using various implements. (GCO 1; KSCOs 2, 5)

Understanding and Applying (Cognitive)

- discuss fair play principles in relation to individual differences in performance (GCO 3; KSCO 1, 3)

Cooperation and Responsibility (Affective)

- demonstrate an understanding of the effectiveness of group cooperation. (GCO 4; KSCOs 1, 2)

Cross-Curricular Links

• Health: Unit Three

Outcome 3.1: examine personal acceptance of differences in people

• Health: Unit Two

Outcome 3.2: examine personal interactions with others and how they make others feel.

• Health: Unit Three

Outcome 1.2: understand that friends share cooperatively and play cooperatively

Outcome 2.1: demonstrate cooperative sharing and playing

Elaborations: Strategies for Learning and Teaching

Show the students various implements that may be used to project and receive objects (hockey sticks, bats, scoops, paddles, ringette sticks, etc.). Discuss some activities and sports that use this equipment and the skills involved such as hand-eye coordination, refinement of fine and gross motor skills and cooperation.

Teaching the grip and stance should be a major focus for this theme.

Grip:

Teachers need to be actively aware of the various types of grips required when using a variety of different implements. For example, if using a paddle, the v-grip will be emphasized. It is the teacher's role to monitor progress and make corrections.

Stance:

When projecting an implement initial emphasis should be placed on using the dominant hand. A major focus is to have the student use the dominant hand and opposite foot technique. For example, when throwing an underhand toss with a scoop the teacher must stress right arm / left leg or left arm/right leg.

When receiving an object, it is important that the student focuses on the ready position (eyes and head forward, knees slightly bent and the feet are shoulder width apart).

Students need to learn the proper procedure when collecting and putting the equipment back (the teacher must monitor and use an appropriate classroom management strategy).

Reinforce safe and appropriate behaviours when performing simple movement tasks, using the equipment and collecting and putting the equipment away.

Activities:

Paddles, scoops, bats, curling rocks, ringette sticks, parachutes and hockey sticks may be used to meet outcomes under the Games - Manipulative Skills: Projecting and Receiving with Implements theme. See Appendix G for a description of various activities.

Games - Manipulative Skills: Projecting and Receiving with Implements

Suggested Assessment Strategies

Teacher Observation:

- Observe the students for active participation and cooperation. During cooperative games teachers can note peer interaction.

Student Performance:

- The teacher evaluates skills and movement based on rubric criteria surrounding the Moving & Doing and Understanding & Applying domains. See Appendix D for sample movement and skill rubrics.

Participation:

- As part of the evaluation and assessment, the teacher may choose to evaluate participation. See the sample participation assessment tools in Appendix C.

Resources/Notes

Print Resources:

- Landy, J., & Landy, M. (1992). *Ready-to-Use PE Activities for Grades K-2*. Parker Publishing Company, West Nyack, New York, Pages 86.
- Manitoba Education and Training (1994). *Movement With Meaning: Physical Education K-4*. MN: Manitoba Education and Training, Pages 181-192.

Internet Sources:

At the time of publication, the following internet resources were recommended:

- Government of British Columbia (1996). *Physical Education Appendix D: Assessment and Evaluation – Examples*. Retrieved January 20, 2010 from the World Wide Web: <http://www.bced.gov.bc.ca/irp/pek7/apdex.htm#grk1a>
- E-How Sports and Fitness (2010). *How to Get Into the Proper Batting Stance*. Retrieved January 20, 2010 from the World Wide Web: http://www.ehow.com/how_10085_proper-batting-stance.html

Equipment:

- Bean bags, whiffle balls, hockey balls, hockey sticks, paddles, plastic bats, batting-tees and scoops.

Games - Manipulative Skills: Accompanying Apparatus

Outcomes

Students will be expected to

Moving and Doing (Psychomotor)

- manipulate various apparatus individually and in large groups.
(GCO 1; KSCOs 1, 2, 3, 6)

Understanding and Applying (Cognitive)

- demonstrate an understanding of the mechanics of using an apparatus.
(GCO 2; KSCOs 1, 2, 3, 4)

Cooperation and Responsibility (Affective)

- demonstrate the ability to cooperate and work with others while respecting individual differences. (GCO 4; KSCOs 1, 2)

Cross-Curricular Links

• English Language Arts

Speaking and Listening

Outcome 3

demonstrate that they are becoming aware of social conventions in group work and co-operative play

• Health: *Unit Two*

Outcome 3.2: examine personal interactions with others and how they make others feel

• Health: *Unit Three*

Outcome 2.2: demonstrate respect for others
Outcome 3.1: examine personal acceptance of differences in people

Elaborations: Strategies for Learning and Teaching

The teacher defines manipulative skills as the use of body parts and apparatus to move an object. Apparatus is defined as any equipment designed to be used for physical activity. This theme will allow students to build on previously learned manipulative skills using a variety of apparatus. Some examples include balancing a bean bag, rolling a hula hoop, turning a rope, bouncing a ball, juggling scarves, balancing feathers, twirling a ribbon, moving on a scooter or shaking a parachute.

The mechanics taught include, but are not limited to, **direction** (forward, backward, sideways, or a combination), **force** (appropriate amount of force required for the task, and varying force on an object) and **time** (moving at various speeds)

Children need to learn to use equipment safely before beginning any activity.

It is important to define the space for activities as young children tend to lose control of objects more frequently. This could be a safety concern. (see safety and liability on pages 24 and 25).

Controlling force is important in the use of any equipment.

During periods of teaching, teachers should establish a signal for listening during as it is difficult for children to hold equipment quietly when instructions are being given (for example, children place the equipment on the floor in front of them during instruction).

Activities:

Balls of various sizes, hula-hoops, skipping ropes, parachutes and bean bags may be used to meet outcomes under the Games - Manipulative Skills: Accompanying Apparatus theme. See Appendix G for a description of some activities.

Games - Manipulative Skills: Accompanying Apparatus

Suggested Assessment Strategies

Teacher Observation:

- The teacher provides students with various challenges and evaluates the student based on movement competency and overall effort. The teacher should specifically look for the students' ability to manipulate various types of equipment both individually and in large groups. The teacher records students that are having difficulty, provides suggestions for improvement and consistently provides positive feedback. See the sample rubric provided for Manipulative Skills: Accompanying Apparatus in Appendix D.

Student Performance:

- Observe the students for active participation and cooperation. It is important to pay particular attention to the students' ability to move safely while performing manipulative skills with accompanying apparatus. These activities will be in relation to space, direction, force, and speed. The teacher can use questioning techniques to evaluate students' understanding of concepts related to the outcomes. For example, the teacher could ask the children "How can we move a parachute to make big/small waves?"
- It is important that the teacher uses positive reinforcement as a teaching strategy.

Participation:

- As part of the evaluation and assessment, the teacher may choose to evaluate participation. See the sample participation assessment tools in Appendix C.

Resources/Notes

Print Resources:

- Landy, J., & Landy, M. (1992). *Ready-to-Use PE Activities for Grades K-2*. Parker Publishing Company, West Nyack, New York. (Page 86).
- Nichols, B. (1994). *Moving and Learning: The Elementary School Physical Education Experience*, Third Edition. The McGraw-Hill Companies Incorporated, United States of America. (Pages 209-211).
- Pangrazi, R., & Gibbons, S. (2009). *Dynamic Physical Education for Elementary School Children* Second Edition. Pearson Education Canada, Toronto, ON. (Pages.10-17).

Equipment:

- Bean bags, hula-hoops, jump ropes, scarves, small and large balls, balancing feathers, ribbons, scooters and parachutes.

Rhythmic Activities

Outcomes

Students will be expected to

Moving and Doing (Psychomotor)

- perform non-locomotor and locomotor skills to music (GCO 1; KSCOs 3, 4, 6, 9)

Understanding and Applying (Cognitive)

- create simple rhythm patterns (GCO 2; KSCOs 1, 3, 4)

Cooperation and Responsibility (Affective)

- follow directions for the safety of self, others and surrounding environment. (GCO 5; KSCOs 2, 3)

Cross-Curricular Links

• Music

Rhythm and Metre

Outcome 1: perform, listen to and create

- beat
- rhythm
- stepping/skipping songs

Expression

Outcome 1: perform, listen to and create

- louder and softer
- faster and slower
- sounds from varied sources

• Health: *Unit Four*

Outcome 2.3: demonstrate safe practices in play environments

• English Language Arts

Speaking and Listening

Outcome 3

Respond to and give simple directions or instructions

Elaborations: Strategies for Learning and Teaching

Explore the performance of previously learned locomotor and non locomotor skills and their variations (marching, trotting, stamping, twirling, raising, lowering, circling, striking, lifting, throwing, pushing, pulling and other common tasks) to beats and music.

Movements to poems or storytelling will allow students to creatively express themselves.

Novelty dances such as Hokey Pokey, Farmer in the Dell, Bird Dance, YMCA, Cha-cha Slide and Macarena are fun and easy dances for students. However, the rhythm unit should extend beyond these introductory type dances.

Creative expression is easily incorporated and enthusiastically received by students when performing rhythmic activities.

Music must be stimulating, appropriate for the expected responses and appealing to the students.

Activities:

Space awareness/movement concept activities, emotion commotion, please don't stop the music and pattern polka may be used meet outcomes under the Rhythmic Activities theme. See Appendix G for a description of sample activities.

Rhythmic Activities

Suggested Assessment Strategies

Teacher Observation:

- To observe student performance, the teacher uses a checklist or rubric of the affective, cognitive and psychomotor outcomes. See Appendix C for sample PE assessment tools. See Appendix D for a sample learning and teaching checklist for rhythmic activities.

Student Performance:

- Teacher-student conference in which students “beat” (clap, stamp, march) the letters in their name. See Appendix D for an example student/teacher conference rubric.

Self-Evaluation/Reflection:

- Exit Poll on class cooperation. When students have lined up, ask them to give a “thumbs up” if they provided full cooperation, a “thumbs sideways” if they were partly cooperative and a “thumbs down” if they need to improve their cooperation in class.
- Teachers may also use the smiley exit poll and have students point at the particular smile face that corresponds to their level of cooperation. See Appendix D for a sample smiley exit poll.

Participation:

- As part of the evaluation and assessment, the teacher may choose to evaluate participation. See the sample participation assessment tools in Appendix C.

Resources/Notes

Print Resources:

- Pangrazi, R., & Gibbons, S. (2009). *Dynamic Physical Education for Elementary School Children*, Second Edition. Pearson Education Canada, Toronto, ON. (Pages 10-17).
- Landy, J., & Landy, M. (1992). *Ready-to-Use PE Activities for Grades K-2*. Parker Publishing Company, West Nyack, New York. (Page 86).
- Lane, Christy. *Multicultural Folk Dance Treasure Chest*. Human Kinetics Publishers, Windsor, Ontario.

Equipment:

- Various and appropriate music Cd's, musical instruments, scarves, hoola-hoops, sticks, etc. for creative expression.

Body Management and Orientation

Outcomes

Students will be expected to

Moving and Doing (Psychomotor)

- demonstrate jumps, landings and turns. (GCO 1; KSCOs 1, 2, 4, 9)
- demonstrate various rolls and balances. (GCO 1; KSCO 1, 6, 7, 9)

Understanding and Applying (Cognitive)

- participate in creative movement activities (GCO 3; KSCOs 1, 2)
- identify healthy food choices (GCO 3; KSCO 4)

Cooperation and Responsibility (Affective)

- demonstrate the ability to cooperate and work with others while respecting individual differences. (GCO 5; KSCOs 1, 2)

Cross-Curricular Links

• Music

Expression

Outcome 1: perform, listen to and create

- louder and softer
- faster and slower
- sounds from varied sources

• Health: *Unit One*

Outcome 2.2: demonstrate the ability to make healthy food and beverage choices

• Health: *Unit Two*

Outcome 1.3: understand that one's interaction/play affects one's feelings and those of others

Outcome 3.2: examine personal interactions with others and how they make others feel

• Health: *Unit Three*

Outcome 2.2: demonstrate respect for others

Outcome 3.1: examine personal acceptance of differences in people

• English Language Arts

Speaking and Listening

Outcome 3

demonstrate that they are becoming aware of social conventions in group work and co-operative play

Elaborations: Strategies for Learning and Teaching

The teacher defines body awareness and orientation as what the body can perform, the shapes it can make, how it can balance and how weight is transferred to different body parts.

It is important to slowly build student confidence when working on body awareness activities. Teacher needs to introduce a topic and allow students to make choices based on their level of confidence. For example, students can be challenged to roll/rotate their bodies in different ways. This will allow all students the opportunity to succeed.

Safety is a concern when teaching body awareness and orientation activities. Only teach activities that you are comfortable with (see safety and liability on pages 24 and 25).

Teachers are reminded that they are not teaching gymnastics, but providing activities to develop body control and coordination.

Activities:

Shapes, animal tag, balance activities, weight transfer activities (jumps, landings & rolls) and identifying food choices may be used to meet outcomes under the Body Management and Orientation theme. See Appendix G for a description of sample activities.

Body Awareness and Orientation

Suggested Assessment Strategies

Teacher Observation:

- Observe the students for active participation and cooperation. It is important to pay particular attention to the students' ability to move safely while performing activities in relation to body awareness and orientation. Use positive reinforcement as a teaching strategy and account for individual differences when teaching these outcomes. See Appendix D for a sample assessment rubric for body awareness and orientation.

Student Performance:

- The teacher provides students with various challenges and evaluates the student based on movement competency and overall effort. The teacher must note any students that are having difficulty, provide suggestions for improvement and consistently provide positive feedback. See Appendix D for sample Movement and Skills Rubrics.

Participation:

- As part of the evaluation and assessment, the teacher may choose to evaluate participation. See the sample participation assessment tools in Appendix C.

Resources/Notes

Print Resources:

- Landy, J., & Landy, M. (1992). *Ready-to-Use PE Activities for Grades K-2*. Parker Publishing Company, West Nyack, New York. (Page 86).
- Nichols, B. (1994). *Moving and Learning The Elementary School Physical Education Experience*, Third Edition. The McGraw-Hill Companies Incorporated, United States of America. (Pages 209-211).
- Pangrazi, R., & Gibbons, S. (2009). *Dynamic Physical Education for Elementary School Children*, Second Edition. Pearson Education Canada, Toronto, ON. (Pages 10-17).
- Werner, Page (1994). *Teaching Children Gymnastics: Becoming a Master Teacher*. Human Kinetics, Champaign, IL, United States of America.

Equipment:

- Mats, benches, chairs, etc.

