

Theme: Sports Lead-up Activities (4-6)

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Grade 1

Grade 2

Grade 3

Note: There are no outcomes for Grades 1-3 with this theme.

Theme: Sports Lead-up Activities (4-6)**Grade 4****IN MOVEMENT**

1. Demonstrate basic soccer skills. (GCO 1, KSCO 1, 2, 3, 5, 6, 9)
2. Demonstrate basic hockey skills. (GCO 1, KSCO 1, 2, 3, 5, 6, 9)
3. Demonstrate basic baseball and softball skills. (GCO 1, KSCO 1, 2, 3, 5, 6, 9)
4. Demonstrate basic volleyball skills. (GCO 1, KSCO 1, 2, 3, 5, 6, 9)
5. Demonstrate basic basketball skills. (GCO 1, KSCO 1, 2, 3, 5, 6, 9)
6. Demonstrate basic badminton skills. (GCO 1, KSCO 1, 2, 3, 5, 6, 9)

ABOUT MOVEMENT

7. Identify principles of mechanics in various sports and apply to modified games. (GCO 2, KSCO 2, 4, 5)
8. Identify basic rules of each sport and principles of fair play. (GCO 3, KSCO 3)

THROUGH MOVEMENT

9. Apply basic sport rules and principles of fair play. (GCO 5, KSCO 3)

Grade 5**IN MOVEMENT**

1. Demonstrate basic soccer skills. (GCO 1, KSCO 1, 2, 3, 5, 6, 9)
2. Demonstrate basic hockey skills. (GCO 1, KSCO 1, 2, 3, 5, 6, 9)
3. Demonstrate basic baseball/softball skills. (GCO 1, KSCO 1, 2, 3, 5, 6, 9)
4. Demonstrate basic volleyball skills. (GCO 1, KSCO 1, 2, 3, 5, 6, 9)
5. Demonstrate basic basketball skills. (GCO 1, KSCO 1, 2, 3, 5, 6, 9)
6. Demonstrate basic track and field skills. (GCO 1, KSCO 1, 2, 3, 5, 6, 9)
7. Demonstrate basic badminton skills. (GCO 1, KSCO 1, 2, 3, 5, 6, 9)

ABOUT MOVEMENT

8. Identify principles of mechanics in various sports and apply to modified games. (GCO 2, KSCO 2, 4, 5)
9. Identify basic rules of each sport and principles of fair play. (GCO 3, KSCO 3)

THROUGH MOVEMENT

10. Apply basic sport rules and principles of fair play. (GCO 5, KSCO 3)
11. Demonstrate leadership during activities. (GCO 6, KSCO 1, 3, 4)

Grade 6**IN MOVEMENT**

1. Demonstrate basic soccer skills. (GCO 1, KSCO 1, 2, 3, 5, 6, 9)
2. Demonstrate basic hockey skills. (GCO 1, KSCO 1, 2, 3, 5, 6, 9)
3. Demonstrate basic baseball/softball skills. (GCO 1, KSCO 1, 2, 3, 5, 6, 9)
4. Demonstrate basic volleyball skills. (GCO 1, KSCO 1, 2, 3, 5, 6, 9)
5. Demonstrate basic basketball skills. (GCO 1, KSCO 1, 2, 3, 5, 6, 9)
6. Demonstrate basic track and field skills. (GCO 1, KSCO 1, 2, 3, 5, 6, 9)
7. Demonstrate basic badminton skills. (GCO 1, KSCO 1, 2, 3, 5, 6, 9)

ABOUT MOVEMENT

8. Identify principles of mechanics in various sports and apply to modified games. (GCO 2, KSCO 2, 4, 5)
9. Identify basic rules of each sport and principles of fair play. (GCO 3, KSCO 3)

THROUGH MOVEMENT

10. Apply basic sport rules and principles of fair play. (GCO 5, KSCO 3)
11. Demonstrate leadership during activities. (GCO 6, KSCO 1, 3, 4)

Grade 4

Theme: Sports Lead-up Activities (4-6)

Outcomes

It is expected that students will:

IN MOVEMENT

1. Demonstrate basic soccer skills.
(GCO 1, KSCO 1, 2, 3, 5, 6, 9)
2. Demonstrate basic hockey skills.
(GCO 1, KSCO 1, 2, 3, 5, 6, 9)
3. Demonstrate basic baseball and softball skills. (GCO 1, KSCO 1, 2, 3, 5, 6, 9)
4. Demonstrate basic volleyball skills. (GCO 1, KSCO 1, 2, 3, 5, 6, 9)
5. Demonstrate basic basketball skills. (GCO 1, KSCO 1, 2, 3, 5, 6, 9)
6. Demonstrate basic badminton skills. (GCO 1, KSCO 1, 2, 3, 5, 6, 9)

ABOUT MOVEMENT

7. Identify principles of mechanics in various sports and apply to modified games.
(GCO 2, KSCO 2, 4, 5)
8. Identify basic rules of each sport and principles of fair play.
(GCO 3, KSCO 3)

THROUGH MOVEMENT

9. Apply basic sport rules and principles of fair play.
(GCO 5, KSCO 3)

Sample Learning and Teaching Strategies

Skills of running, jumping, and throwing have been developed in previous grades and form the basis for many sporting activities. Students have opportunities to practice the correct technique of applying skills as they relate to a specific sport. Additional skills common to many sports are: **passing, shooting, catching or trapping, hitting and bouncing**. While there are variations in technique from one sport to another, they all contribute to performance.

The sports include: soccer, hockey, baseball/softball, volleyball, basketball, and badminton.

Activities:

Use pylons for targets or obstacles for a variety of passing, shooting and movement skills specific to the sports listed above.

Individually, in pairs, or in small groups, practice the skills specific to the above listed sports and play modified games for each of the sports listed.

For each of the sports above:

- identify principles of mechanics and specific skills in performance of the sport,
- create modified games in the sport to include all ability levels, and
- identify basic rules of the sport.

Encourage students to:

- show a willingness to participate in all sport-related activities and games,
- convey to others the importance and enjoyment of participation,
- recognize individual ability levels and encourage participation by everyone, and
- follow rules of play and principles of fair play.

Theme: Sports Lead-up Activities (4-6)

Student Assessment

Teacher Observation: Create a checklist of skills for each sport and observe students for proficiency in the performance of them.

Note students' acceptance of teamwork and team play, their concern for others and their inclusion of all students in games.

Note student willingness to try all activities.

Student Performance: Demonstrate the ability to perform at least two skills for each sport.

Explain the difference between offense and defence in team sports.

Self-Evaluation/Reflection: Discuss the need for rules, etiquette and fair play, safety procedures, inclusion of everyone.

Ideas and thoughts about activities could be recorded in a journal throughout the year.

Have students analyse their performance of particular skills for each sport.

Peer Evaluation: Evaluate each other's games and provide feedback for the class.

Resources and Notes

The individual sport skills could be taught as separate units concentrating, for example, on soccer, then hockey and so on, or a teacher may want to set this theme up into sub-themes. For example, *passing* - teach the passing skills used in the various sports, then teach *shooting*, etc... until all curriculum outcomes are covered for each sport.

Assessment of all outcomes could be done throughout the theme to determine student ability and performance in certain areas: following rules of play and principles of fair play, showing a willingness to participate, as well as an appreciation of individual differences.

Peer assessment should be ongoing with students interacting verbally to help each other with improvements in performance.

Print Resources

Ready-to-Use P.E. Activities for Grades 3-4, pp. 236-306.

Teaching Responsibility Through Physical Activity.

Equipment: variety of balls (rubber, popcorn, sponge, soccer, beach, volleyball and basketball), pylons, pucks and hockey sticks, bats and batting tees, shuttlecocks, badminton rackets

Grade 5

Theme: Sports Lead-up Activities (4-6)

Outcomes

It is expected that students will:

IN MOVEMENT

1. Demonstrate basic soccer skills. (GCO 1, KSCO 1, 2, 3, 5, 6, 9)
2. Demonstrate basic hockey skills. (GCO 1, KSCO 1, 2, 3, 5, 6, 9)
3. Demonstrate basic baseball/softball skills. (GCO 1, KSCO 1, 2, 3, 5, 6, 9)
4. Demonstrate basic volleyball skills. (GCO 1, KSCO 1, 2, 3, 5, 6, 9)
5. Demonstrate basic basketball skills. (GCO 1, KSCO 1, 2, 3, 5, 6, 9)
6. Demonstrate basic track and field skills. (GCO 1, KSCO 1, 2, 3, 5, 6, 9)
7. Demonstrate basic badminton skills. (GCO 1, KSCO 1, 2, 3, 5, 6, 9)

ABOUT MOVEMENT

8. Identify principles of mechanics in various sports and apply to modified games. (GCO 2, KSCO 2, 4, 5)
9. Identify basic rules of each sport and principles of fair play. (GCO 3, KSCO 3)

THROUGH MOVEMENT

10. Apply basic sport rules and principles of fair play. (GCO 5, KSCO 3)
11. Demonstrate leadership during activities. (GCO 6, KSCO 1, 3, 4)

Sample Learning and Teaching Strategies

Students should further develop previously learned sport-specific skills; develop new skills through individual practice in pairs and through modified games; and demonstrate leadership during activities. The skills common to many sports are: **passing, shooting, catching or trapping, hitting and bouncing**. While there are variations in technique from one sport to another, they all contribute to performance.

The sports include: soccer, hockey, baseball/softball, volleyball, basketball, badminton, and track and field.

Activities:

Use pylons for targets or obstacles for a variety of passing, shooting and movement skills specific to the sports listed above.

Individually, in pairs, or in small groups, practice the skills specific to the above listed sports and play modified games for each of the sports listed.

Research games from other countries or cultures and present findings to the class. The class may want to try some of the games researched.

For each of the sports above:

- identify principles of mechanics and specific skills in performance of the sport,
- create modified games in the sport to include all ability levels, and
- identify basic rules of the sport.

Encourage students to:

- show a willingness to participate in all sport-related activities and games,
- convey to others the importance and enjoyment of participation,
- recognize individual ability levels and encourage participation by everyone, and
- follow rules of play and principles of fair play.

Theme: Sports Lead-up Activities (4-6)

Student Assessment

Teacher Observation: Observe student willingness to participate in all games and activities.

Observe students for development of skills and also assess how they use their skills in games.

Student Performance: Hold a track and field competition day within the class or elementary school. Present participation awards to all participants.

Evaluate students on their performance and improvement over time of specific sport skills.

Evaluate student-created games for inclusion of all students, for variety, and appropriate use of techniques.

Self-Evaluation/Reflection: Ideas and thoughts about activities could be recorded in a journal throughout the year.

Identify ways of improving performance of a specified skill. Set goals for improvement and track progress over time.

Have students analyse their performance of particular skills for each sport.

In a journal, students comment on their ability and effort to: follow rules, follow principles of fair play, assume leadership roles and show responsibility for participation.

Discuss why one shot (e.g., drop shot) would be better than another shot (e.g., a clear shot) in a certain situation.

Peer Evaluation: Evaluate each other's games and provide feedback for the class.

Resources and Notes

Students need to be aware of the specific skills used in each sport and be introduced to a new skill with an explanation, demonstration and drills to practice. Provide feedback to each student on technique and ways to improve.

Basic rules of all sports are sometimes fun to present using overheads with cartoon characters breaking the rules.

Display student-created posters depicting fair play throughout the gym or play area.

Provide for the inclusion of all students by modifying rules where necessary.

Observation and evaluation should take place during practice drills and in game situations.

Peer assessment should be ongoing with students interacting verbally to help each other with improvements in performance.

The teacher should ensure that student goals are realistic and attainable.

Print Resources

Ready-to-Use P.E. Activities for Grades 5-6, pp. 227-329.

Teaching Responsibility Through Physical Activity

Equipment: variety of balls (rubber, popcorn, sponge, soccer, beach, volleyball and basketball), pylons, pucks and hockey sticks, bats and batting tees, shuttlecocks, badminton rackets

Grade 6

Theme: Sports Lead-up Activities (4-6)

Outcomes

It is expected that students will:

IN MOVEMENT

1. Demonstrate basic soccer skills.
2. Demonstrate basic hockey skills.
3. Demonstrate basic baseball/softball skills.
4. Demonstrate basic volleyball skills.
5. Demonstrate basic basketball skills.
6. Demonstrate basic track and field skills.
7. Demonstrate basic badminton skills. (GCO 1, KSCO 1, 2, 3, 5, 6, 9)

ABOUT MOVEMENT

8. Identify principles of mechanics in various sports and apply to modified games. (GCO 2, KSCO 2, 4, 5)
9. Identify basic rules of each sport and principles of fair play. (GCO 3, KSCO 3)

THROUGH MOVEMENT

10. Apply basic sport rules and principles of fair play. (GCO 5, KSCO 3)
11. Demonstrate leadership during activities. (GCO 6, KSCO 1, 3, 4)

Sample Learning and Teaching Strategies

The lead-up activities in this theme help to further develop skills necessary for each identified sport. Students have opportunities to develop these skills working individually, in pairs and in groups in a variety of drills and modified games. The skills common to many sports are: **passing, shooting, catching or trapping, hitting and bouncing**. While there are variation in technique from one sport to another, they all contribute to performance. Students will also identify and analyze performance of sport specific skills; discuss the rules of each sport and activity; discuss and follow the principles of fair play; create and participate in modified games; follow the rules of each sport; assume a leadership role in encouraging everyone to participate; and assume responsibility for participation by being prepared.

The sports include: soccer, hockey, baseball/softball, volleyball, basketball, badminton, and track and field.

Activities:

Use pylons for targets or obstacles for a variety of passing, shooting and movement skills specific to the sports listed above.

Individually, in pairs, or in small groups, practice the skills specific to the above listed sports and play modified games for each of the sports listed.

Game situations for all sports provide opportunities to learn the value of team work, fair play, following rules and etiquette.

Students could set individual goals for themselves in the various skill areas and try to reach these goals over time.

Theme: Sports Lead-up Activities (4-6)**Student Assessment**

Teacher Observation: Observe students for proper performance of technique in a variety of situations.

Observe student willingness to participate in all games and activities.

Student Performance: A checklist of skills for each sport is useful to ensure all skills were covered and demonstrated to a certain level of proficiency.

As a home assignment, research the history of one or more track events and write a short report to present to the class.

Self-Evaluation Reflection: Discuss rules for specific sports. Present particular situations and inquire as to which rule applies in each case.

In a journal, reflect on personal attitude toward sport-related activities and on the social and physical benefits of participation. Comment on reasons you feel the way you do.

Identify ways of improving performance of a specified skill. Set goals for improvement and track progress over time.

Peer Evaluation: Evaluate and coach each other on specific techniques.

Resources and Notes

Allow students to help referee games being played by the class and when proficient enough allow them to referee intramural games under a teacher's supervision.

Use posters to display skills and rules for specific sports.

Use of performance of highly proficient athletes can be useful in motivating students as well as encouraging performance and effort.

Encourage students to verbally review learned rules before playing games.

The teacher should ensure that student goals are realistic and attainable.

Print Resources

Ready-to-Use P.E. Activities for Grades 5-6, pp. 227-329.

Teaching Responsibility Through Physical Activity.

Equipment: variety of balls (rubber, popcorn, sponge, soccer, beach, volleyball and basketball), pylons, pucks and hockey sticks, bats and batting tees, shuttlecocks, badminton rackets

