

**Theme : Games - Non-Locomotor
Skills (1-6)**

Theme: Games - Non-Locomotor Skills (1-6)

Grade 1

IN MOVEMENT

1. Demonstrate non-locomotor skills using a range of body joints and positions.
(GCO 1, KSCO 2, 3)

ABOUT MOVEMENT

2. Identify non-locomotor skills that contribute to improved health and an active lifestyle.
(GCO 2, KSCO 1, 3; GCO 3, KSCO 1)

THROUGH MOVEMENT

3. Cooperate with partners in performing non-locomotor skills. (GCO 6, KSCO 2, 3)
4. Demonstrate safety and concern for others. (GCO 5, KSCO 1, 2)

Grade 2

IN MOVEMENT

1. Demonstrate a variety and combinations of non-locomotor skills using a range of body joints and positions.
(GCO 1, KSCO 2, 3)

ABOUT MOVEMENT

2. Identify non-locomotor skills that contribute to improved health and an active lifestyle.
(GCO 2, KSCO 1, 3; GCO 3, KSCO 1)

THROUGH MOVEMENT

3. Respond to the need for cooperation with others in accomplishing specific tasks.
(GCO 6, KSCO 2, 3)
4. Demonstrate safety and concern for others. (GCO 5, KSCO 1, 2)

Grade 3

IN MOVEMENT

1. Demonstrate a variety and combinations of non-locomotor skills to improve flexibility and range of movement (over time).
(GCO 1, KSCO 2, 3)

ABOUT MOVEMENT

2. Demonstrate an understanding of how non-locomotor skills benefit muscles. (GCO 2, KSCO 1, 3; GCO 3, KSCO 1)

THROUGH MOVEMENT

3. Demonstrate leadership in planning flexibility routines.
(GCO 6, KSCO 2, 3, 4)
4. Demonstrate safety and concern for others. (GCO 5, KSCO 1, 2)

Theme: Games - Non-Locomotor Skills (1-6)**Grade 4****IN MOVEMENT**

1. Demonstrate a range and combination of non-locomotor skills to improve range of movement, flexibility, strength and balance. (GCO 1, KSCO 2, 3)

ABOUT MOVEMENT

2. Identify why stretching is important before and after physical activity. (GCO 2, KSCO 3, 4, 5; GCO 3, KSCO 1)

THROUGH MOVEMENT

3. Demonstrate cooperation in assisting others. (GCO 6, KSCO 1, 2)
4. Demonstrate safety and concern for others. (GCO 5, KSCO 1, 2, 3)
5. Demonstrate respect for individual differences. (GCO 4, KSCO 1)

Grade 5**IN MOVEMENT**

1. Demonstrate a range and combination of non-locomotor skills to improve range of movement, flexibility, strength and balance. (GCO 1, KSCO 2, 3)

ABOUT MOVEMENT

2. Identify how stretching, balance and efficient turning contribute to performance. (GCO 2, KSCO 3, 4, 5; GCO 3, KSCO 1)

THROUGH MOVEMENT

3. Demonstrate cooperation in assisting others. (GCO 6, KSCO 1, 2)
4. Demonstrate safety and concern for others. (GCO 5, KSCO 1, 2, 3)
5. Demonstrate respect for individual differences. (GCO 4, KSCO 1)

Grade 6**IN MOVEMENT**

1. Demonstrate a range and combination of non-locomotor skills to improve range of movement, flexibility, strength, and balance. (GCO 1, KSCO 2, 3)

ABOUT MOVEMENT

2. Identify how stretching increases flexibility and contributes to injury prevention. (GCO 2, KSCO 3, 4, 5; GCO 3, KSCO 1)

THROUGH MOVEMENT

3. Demonstrate cooperation in assisting others. (GCO 6, KSCO 1, 2)
4. Demonstrate safety and concern for others. (GCO 5, KSCO 1, 2, 3)
5. Demonstrate respect for individual differences. (GCO 4, KSCO 1)

Grade 1

Theme: Games - Non-Locomotor Skills (1-6)

Outcomes

It is expected that students will:

IN MOVEMENT

1. Demonstrate non-locomotor skills using a range of body joints and positions.
(GCO 1, KSCO 2, 3)

ABOUT MOVEMENT

2. Identify non-locomotor skills that contribute to improved health and an active lifestyle.
(GCO 2, KSCO 1, 3; GCO 3, KSCO 1)

THROUGH MOVEMENT

3. Cooperate with partners in performing non-locomotor skills. (GCO 6, KSCO 2, 3)
4. Demonstrate safety and concern for others. (GCO 5, KSCO 1, 2)

Sample Learning and Teaching Strategies

Non-locomotor skills include: **bending, twisting, curling, and swaying** motions involving a wide range of body joints.

Introduce each skill with discussion of the mechanics of the skill, such as weight transfer and arm-leg opposition.

Activities:

Imitate animals and objects which sway, such as elephants walking and trees swaying in the wind.

In small groups, students prepare warm-up routines that include the non-locomotor skills of bending, twisting, curling, and swaying. Each group's routine could be used for a number of classes. As groups plan their routines, have them identify the joints that are being targeted and put a name on the movement that is being used to exercise each joint. With the teacher's help, students could target and name all major joints for bending and stretching.

Set a rule that at least two partner-assisted movements be included in each warm-up routine. When partners work together, they should be concerned about each others' safety and exercise due caution while helping or assisting each other.

Theme: Games - Non-Locomotor Skills (1-6)**Student Assessment**

Teacher Observation: Note student participation in creating and performing routines.

Student Performance: Evaluate student-created warm-up routines for appropriate use of non-locomotor skills.

Self-Evaluation/Reflection: Discuss how non-locomotor movements contribute to personal fitness.

Video tape each warm-up routine and have students view them and assess their effectiveness. Have students comment on the safety aspect of the exercises used and the care taken by students while helping partners in performing movements.

Peer Evaluation: Make helpful comments to students whose routines were used for warm-ups in subsequent themes.

Resources and Notes

A new body part could be targeted in each class.

Routines could be compared to indicate how a number of different routines can achieve the same effect.

As students plan routines, provide information and guidance on movements which are contraindicated.

Print Resources

Fitness for Children, pp. 25-57; 105-143.

Ready-to-Use P.E. Activities for Grades K-2, pp. 68-69.

Movement with Meaning, pp. 181-192.

Grade 2

Theme: Games - Non-Locomotor Skills (1-6)

Outcomes

It is expected that students will:

IN MOVEMENT

1. Demonstrate a variety and combinations of non-locomotor skills using a range of body joints and positions. (GCO 1, KSCO 2, 3)

ABOUT MOVEMENT

2. Identify non-locomotor skills that contribute to improved health and an active lifestyle. (GCO 2, KSCO 1, 3; GCO 3, KSCO 1)

THROUGH MOVEMENT

3. Respond to the need for cooperation with others in accomplishing specific tasks. (GCO 6, KSCO 2, 3)
4. Demonstrate safety and concern for others. (GCO 5, KSCO 1, 2)

Sample Learning and Teaching Strategies

Introduce and demonstrate the following non-locomotor skills: **bending motions** of a wide range of body joints; **twisting motions** of a wide range of body joints; **curling motions** in standing, lying and sitting positions; and a wide range of **swaying motions**.

Activities:

Have students work in pairs to perform various bending, stretching, curling and swaying activities which require the assistance of another person to complete. Remind students that great care must be taken to listen to the other person when assisting them in exercises of this nature due to the possibility of injuring them. These activities can be used as warm-ups or cool-downs.

In small groups, have students prepare warm-up routines which include bending, twisting, curling, and swaying motions in a wide range of body joints. The routines could be used for a number of classes. With the teacher's help, students could target all major muscle groups in their routines. Routines could be compared to indicate how a number of them can achieve the same effect. Identify which joints can bend, stretch, curl and sway, and list exercises to target each of these joints in a warm-up routine.

Theme: Games - Non-Locomotor Skills (1-6)**Student Assessment**

Teacher Observation: Observe students in their interaction with partners while assisting them in activities and note the care with which they work with others. Keep an anecdotal record of student concern for the welfare of others.

Student Performance: Evaluate student-created warm-up routines for appropriate use of non-locomotor skills.

Self-Evaluation/Reflection: View video-taped warm-up routines and assess their effectiveness in warming the muscles of the whole body in preparation for further activity.

Have students keep track of their progress in fitness routines and occasionally record their level of performance for inclusion in a portfolio. For example, measure their ability to bend, stretch and reach for their toes in a sitting position. Repeat this activity following a number of classes that target non-locomotor skills and note improvement over time.

List joints that can bend, curl, stretch and twist and match with exercises to improve movement. Physical activity time can be saved if tasks like this are completed in the classroom with the cooperation of the classroom teacher.

Resources and Notes

Having students record beginning ability in relation to a skill and comparing this to their ability following practice and use of the skill, enables them to recognize the degree of progress that is achievable. Students are often surprised and amazed at their improvement over time.

Discuss the idea of taking responsibility for providing opportunities for others to engage in activities and complete tasks.

As students plan routines, provide information and guidance on movements which are contraindicated.

Print Resources

Ready-to-Use P.E. Activities for Grades K-2, pp. 68-69.

Fitness for Children, pp. 25-57; 105-143.

Movement with Meaning, pp. 181-192.

Grade 3

Theme: Games - Non-Locomotor Skills (1-6)

Outcomes

It is expected that students will:

IN MOVEMENT

1. Demonstrate a variety and combinations of non-locomotor skills to improve flexibility and range of movement (over time).
(GCO 1, KSCO 2, 3)

ABOUT MOVEMENT

2. Demonstrate an understanding of how non-locomotor skills benefit muscles.
(GCO 2, KSCO 1, 3; GCO 3, KSCO 1)

THROUGH MOVEMENT

3. Demonstrate leadership in planning flexibility routines.
(GCO 6, KSCO 2, 3, 4)
4. Demonstrate safety and concern for others. (GCO 5, KSCO 1, 2)

Sample Learning and Teaching Strategies

Introduce and demonstrate the following non-locomotor skills: **bending motions** of a wide range of body joints; **twisting motions** involving a wide range of body joints; **curling motions** in standing, lying and sitting positions; and a wide range of **swaying motions**.

In this theme, work on building understanding of the principles of improving flexibility. Discuss which joints can bend, stretch, curl and sway, and list exercises to target each joint in a fitness routine.

Activities:

Devise a fitness routine to improve range of motion in selected body joints and that links bending, swaying, twisting and curling motions. The routine should be used consistently for a number of classes to allow students to track any improvements in their range of movement.

Students work in pairs to perform various bending, stretching, curling and swaying activities that require the assistance of another person to complete. Work on improvising exercises which provide equal stretching to opposing muscles in specific joints.

Individual students create and lead warm-up and fitness routines in classes. Emphasize that the routine must be well-planned and practiced before it is presented to the class.

Identify muscle groups that benefit from stretching.

Discuss the need to maintain equilibrium in developing opposing muscles.

Discuss the need for safety precautions to prevent over stretching and to promote proper bending technique.

Theme: Games - Non-Locomotor Skills (1-6)

Student Assessment

Teacher Observation: Observe students in their leadership of a routine and note the level of planning and preparedness. For students who are not ready, guide them in planning and practising their routine before leading it in class.

Student Performance: Evaluate student-created warm-up routines for appropriate use of non-locomotor skills.

Self-Evaluation/Reflection: Video tape a warm-up routine and have students view them and assess their effectiveness in warming the muscles of the whole body in preparation for further activity.

Comment on the safety aspect of the exercises used and the care taken by students while helping partners in performing movements.

Students could keep track of their range of movement in various joints and occasionally record their level of performance for inclusion in a portfolio. Students can note improvements over time.

List joints that can bend, curl, stretch and twist and match with exercises to improve movement. Note movements which are potentially harmful.

Resources and Notes

This theme can be integrated with locomotor skills for the sections on planning fitness and warm-up routines.

As students plan routines, provide information and guidance on movements which are contraindicated.

It is important to provide guidance to students as they work on flexibility to ensure that they are targeting proper range of movement in various joints.

Encourage students to assume leadership in planning flexibility routines and to be aware of the need for good planning in providing leadership.

Print Resources

Ready-to-Use P.E. Activities for Grades 3-4, pp. 79-81; 84.

Movement with Meaning, pp. 181-192.

Grade 4

Theme: Games - Non-Locomotor Skills (1-6)

Outcomes

It is expected that students will:

IN MOVEMENT

1. Demonstrate a range and combination of non-locomotor skills to improve range of movement, flexibility, strength and balance. (GCO 1, KSCO 2, 3)

ABOUT MOVEMENT

2. Identify why stretching is important before and after physical activity.
(GCO 2, KSCO 3, 4, 5; GCO 3, KSCO 1)

THROUGH MOVEMENT

3. Demonstrate cooperation in assisting others. (GCO 6, KSCO 1, 2)
4. Demonstrate safety and concern for others. (GCO 5, KSCO 1, 2, 3)
5. Demonstrate respect for individual differences.
(GCO 4, KSCO 1)

Sample Learning and Teaching Strategies

Review non-locomotor skills and discuss their importance in physical activity. **Bending:** in the tuck, pike and squat positions; and forward and backward. **Stretching** different muscle groups in preparation for activity and identifying muscle groups to be stretched for warm-up and cool-down. **Static balancing*:** 1-part to 4-part base, and in gymnastic routines. **Dynamic balancing** techniques: turns in dance and games; and flop from sitting, kneeling, and standing positions.

*may be included in the gymnastics theme

Activities:

In pairs, use mats to perform teacher-guided non-locomotor activities such as bending, stretching, balancing, and twisting.

Have students create routines with variety of non-locomotor skills that target many muscle groups.

Work in pairs and groups to help each other with performance and when stretching to improve flexibility.

Discuss the major muscle groups and how muscles work in pairs.

Participate in warm-up and cool-down routines created by students.

Theme: Games - Non-Locomotor Skills (1-6)**Student Assessment**

Teacher Observation. Observe how students demonstrate safety techniques and concern for others when working in pairs or groups.

Observe that each student performs the requested non-locomotor activity using the correct technique.

Student Performance. Evaluate student-created warm-ups for its usefulness in preparation for activity.

Evaluate student performance in warm-ups and cool-downs.

Self-Evaluation/Reflection. Students could keep track of the range of movement in various joints and occasionally record the level of performance for inclusion in a portfolio. This can then be analyzed at the termination of routines and the differences over time noted.

Peer Evaluation. Critically analyze warm-up and cool-down routines for muscle groups addressed and the effectiveness of the routine. Students may also offer suggestions for improving the routine. In analyzing routines, a video camera may be a useful tool.

Resources and Notes

As groups plan routines, provide information and guidance on movements which are contraindicated.

Flexibility and stretching should be connected to injury prevention during participation in physical activity.

Provide opportunity at the beginning of each class for students to stretch in preparation for activity.

Definition of 1-part to 4-part base: 1-part (balancing on 1 foot), 2-part (balancing on 2 feet or knees), 3-part (balancing on 2 feet or knees and 1 hand) and 4-part (balancing on 2 feet or knees and 2 hands).

Print Resources

Ready-to-Use P.E. Activities for Grades 3-4, pp. 79-81; 84.

The Biggest Little Games Book Ever!, pp. 67-86.

Equipment: mats

Grade 5

Theme: Games - Non-Locomotor Skills (1-6)

Outcomes

It is expected that students will:

IN MOVEMENT

1. Demonstrate a range and combination of non-locomotor skills to improve range of movement, flexibility, strength and balance. (GCO 1, KSCO 2, 3)

ABOUT MOVEMENT

2. Identify how stretching, balance and efficient turning contribute to performance. (GCO 2, KSCO 3, 4, 5; GCO 3, KSCO 1)

THROUGH MOVEMENT

3. Demonstrate cooperation in assisting others. (GCO 6, KSCO 1, 2)
4. Demonstrate safety and concern for others. (GCO 5, KSCO 1, 2, 3)
5. Demonstrate respect for individual differences. (GCO 4, KSCO 1)

Sample Learning and Teaching Strategies

Review non-locomotor skills and discuss their importance in physical activity. **Bending:** in the tuck, pike and squat positions; and forward and backward roll. **Stretching** exercises to improve flexibility in different muscles groups in warm-ups and cool-downs. **Static balancing*:** 1-part to 4-part base, and in gymnastics routines. **Dynamic balancing:** shoulder roll and cart wheel.

*these may be included in the gymnastic theme.

Students can further develop their non-locomotor skills through participation in individual and group activities.

Activities:

Working in pairs, use the mats to explore and practice various ways of bending and stretching.

On mats, students perform rolls using correct techniques.

Participate in activities that require bending, stretching, and balancing.

Have students create warm-ups and cool-downs which use appropriate stretching.

Lead the class in warm-ups and cool-downs.

Invite a physiotherapist, or other appropriate professional, to discuss the importance of stretching.

Discuss injuries that may occur when stretching is done improperly.

Theme: Games - Non-Locomotor Skills (1-6)**Student Assessment**

Teacher Observation: Note the extent to which students use stretching to prepare for activity and whether they are stretching appropriate muscle groups correctly and effectively.

Student Performance: Assess student ability to create effective warm-up routines that include a variety of non-locomotor skills.

Evaluate student-created warm-ups and cool-downs for creativity and appropriate use of non-locomotor skills.

Assess student knowledge of the importance of stretching through questioning, written reports and demonstrations.

Self-Evaluation/Reflection: Students could keep track of the range of movement in various joints and occasionally record the level of performance for inclusion in a portfolio. This can then be analyzed at the termination of routines and the change over time noted.

Discuss how balance can contribute to success in a variety of games and how being off-balance can be detrimental to success.

Resources and Notes

As groups plan routines, provide information and guidance on movements which are contraindicated.

Engage students in a discussion about the effects of stretching muscle groups on performance and the importance of proper stretching during warm-ups.

Provide time at the beginning of each class to stretch and prepare for activity.

Review safety procedures and spotting when helping other students.

Definition of 1-part to 4-part base: 1-part (balancing on 1 foot), 2-part (balancing on 2 feet or knees), 3-part (balancing on 2 feet or knees and 1 hand) and 4-part (balancing on 2 feet or knees and 2 hands).

Print Resources

Ready-to-Use P.E. Activities for Grades 5-6, pp. 33-76.

The Biggest Little Games Book Ever!, pp. 67-86.

Equipment: balls, mats

Grade 6

Theme: Games - Non-Locomotor Skills (1-6)

Outcomes

It is expected that students will:

IN MOVEMENT

1. Demonstrate a range and combination of non-locomotor skills to improve range of movement, flexibility, strength, and balance. (GCO 1, KSCO 2, 3)

ABOUT MOVEMENT

2. Identify how stretching increases flexibility and contributes to injury prevention. (GCO 2, KSCO 3, 4, 5; GCO 3, KSCO 1)

THROUGH MOVEMENT

3. Demonstrate cooperation in assisting others. (GCO 6, KSCO 1, 2)
4. Demonstrate safety and concern for others. (GCO 5, KSCO 1, 2, 3)
5. Demonstrate respect for individual differences. (GCO 4, KSCO 1)

Sample Learning and Teaching Strategies

Review non-locomotor skills and note their importance in successful performance and their role in the prevention of injury. **Tuck, pike and squat positions; stretching:** in warm-up and cool-down, forward and backward; **static balancing***: 1-part to 4-part bases, and routines using static balance.

* these may be included in the gymnastic theme.

Activities:

Students can explore various non-locomotor movements on mats with the teacher pointing out specific movements to be performed as they are seen during exploration.

In pairs or small groups, students create a warm-up routine and list the activities, along with the muscle groups being targeted. These routines can be recorded on posters for display.

In a short journal report, have students explain, with the use of diagrams, how stretching is related to injury prevention. (This may be a home assignment.)

Similar learning and teaching strategies can be used in grade six as were used in grades four and five with more emphasis on the independence of the student to develop movement.

Theme: Games - Non-Locomotor Skills (1-6)**Student Assessment**

Teacher Observation: Observe students for correct techniques in the performance of non-locomotor movements and skills. Ensure that all safety procedures are being followed.

During each class throughout the year, not only for this theme, note the extent to which students use stretching properly to prepare for activity.

Student Performance: Evaluate student posters and reports on the basis of presentation and content.

Evaluate student-created warm-ups and cool-downs for creativity and appropriate use of non-locomotor skills.

Self-Evaluation/Reflection: Students can keep track of the range of movement in various joints and occasionally record the level of performance for inclusion in a portfolio. This can then be analyzed at the termination of routines and the change over time noted.

Discuss how balance can contribute to success in a variety of games and how being off-balance can be detrimental to success.

Resources and Notes

As students plan routines, provide information and guidance on movements which are contraindicated.

The teacher must be aware of any movements being performed where there is an element of danger.

Review safety procedures at the beginning of this theme.

Compliment students on their willingness to help other students with activities.

Many of the skills for this theme could be developed in the gymnastics unit. However, stretching and flexibility should be emphasized in preparation for further activity. One way to do this would be through warm-ups and cool-downs where all important muscle groups are targeted.

Definition of 1-part to 4-part base: 1-part (balancing on 1 foot), 2-part (balancing on 2 feet or knees), 3-part (balancing on 2 feet or knees and 1 hand) and 4-part (balancing on 2 feet or knees and 2 hands).

Print Resources

Ready-to-Use P.E. Activities for Grades 5-6, pp. 33-76.

The Biggest Little Games Book Ever!, pp. 67-86.

Equipment: mats, sticks or wands

