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Grade 1

**Physical Education/  
Health Education**

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# Grade 1

## **1. Movement**

The student will demonstrate competency in selected movement skills, and knowledge of movement development and physical activities with respect to different types of learning experiences, environments, and cultures.



PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<i>Students will...</i>	
<p><input type="checkbox"/> <b>K.1.1.A.1 Recognize the basic movement skills</b> (i.e., transport, manipulation, balance) <b>used in different physical activities.</b></p> <div data-bbox="115 499 550 659" style="border: 1px solid black; padding: 5px;"><p><b>Curricular Connections</b> <b>ELA:</b> GLO 1—Explore thoughts, ideas, feelings, and experiences (experiment with language and form) <b>MA:</b> Patterns and Relations (sorting)</p></div>	<p>◆ <b>Movement Picture Chart</b></p> <p>Put up pictures that help identify the basic movement skills (i.e., transport, manipulation, balance).</p> <p>◆ <b>Movement Word Wall</b></p> <p>Have students help develop a word list of basic movement skills. Print the movement vocabulary words on cards and post them as the skills are performed. (See Word Wall, <i>K-4 ELA</i>, Strategies–199.)</p> <p>◆ <b>It’s Your Move</b></p> <p>Using the Think-Pair-Share strategy, have pairs of students take turns to perform and name the various movements. Have students match their actions to those in the pictures on the Movement Picture Chart. (See Think-Pair-Share, <i>K-4 ELA</i>, Strategies–15.)</p> <p>◆ <b>On Stage</b></p> <p>Have half the class perform a basic movement represented on card titles and/or pictures held up by the instructor. The other students, who are not allowed to see the cards, use a checklist of titles and/or pictures to indicate which movement is being performed. Have the class switch roles.</p> <p><b>Variation:</b> Simply have the audience put up their hands if they recognize the movement.</p>



## TEACHER NOTES

Introduce, explain, use, and reinforce movement vocabulary throughout the year.

The purpose of the student learning outcomes and of this document is to ensure that all students acquire the knowledge, skills, and attitudes to become physically active and to make health-enhancing decisions designed to improve their personal quality of life.

The *knowledge outcomes* often relate closely to the *skill outcomes* and, therefore, the suggested learning activities are at times interchangeable and complementary.

*Attitude indicators* for each of the general student learning outcomes define the desired attitudes and are included to guide teachers in anecdotal reporting of attitudes. Always encourage students to develop positive attitudes through involvement in emotionally safe, enjoyable, personally meaningful, and challenging learning environments.

The learning outcomes and attitude indicators are listed

- at the end of each GLO section
- on the summary charts for each GLO (see Framework Excerpts)
- on the poster chart included with this document

Refer to *Basic Movement Skills (K–3)* (Manitoba Education and Training) for more information on basic movement skills and on developing skill posters that can be used as visual tools. Skill posters can also be obtained through the Manitoba Movement Skills



## SUGGESTIONS FOR ASSESSMENT

### ◆ Questioning: Movement Picture Chart

Teacher: Inventory

After students have identified pictures of basic movement skills, discuss and determine which basic movement skills are used in a variety of sports/activities.

(Note that all sports use some form of basic movement skills.)

Examples:

- Soccer—all players: running, jumping, throwing, kicking (goal tenders: ball rolling/catching)
- Diving—running, jumping, hopping, balancing (static and dynamic)

Ask students to name different sports/activities for skill analysis.

### ◆ Observation: It's Your Move

Teacher: Informal Inventory

Observe whether or not students recognize basic movement skills.

## TEACHER NOTES (continued)

Committee (refer to the Manitoba Physical Education Teachers Association [MPETA] website for contact information: <<http://home.merlin.mb.ca/~mpeta/>>).

Refer to learning outcomes S.1.1.A.1, S.1.1.A.2, and S.1.1.A.3 for further suggestions for instruction.

Discuss everyday applications of the various movement skills (e.g., throwing is used in dodge ball, football, basketball, baseball, track and field) to show children how their physical education connects to the real world.



Use BLM G–1: Summative Checklist (see Appendix H) to record student performance in all movement outcomes listed at the end of this GLO.



PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<i>Students will...</i>	
<b>☐ K.1.K.B.1</b> <b>▸ K.1.1.B.1*</b> <b>Discuss movement skill development as requiring good practice and patience in learning</b> (e.g., to make and correct mistakes is part of the learning process; try, try again...).	<b>◆ Good Practice Makes Perfect</b> Have students reflect on their practice of skills in activities suggested for learning outcomes S.1.1.A.1 to S.1.1.A.3. Use a Sharing/Talking Circle to have students listen to a story from the teacher, other students, or a book, illustrating how good practice can improve performance. (See Talking Circle, <i>Success for All Learners</i> , 7.5.) <b>Questions for Discussion:</b> <ul style="list-style-type: none"><li>• How will you learn skills more quickly?</li><li>• Is it okay to make a mistake?</li><li>• What helps you not to make a mistake again?</li></ul>
<b>Curricular Connections</b> <b>ELA:</b> GLO 1—Explore thoughts, ideas, feelings, and experiences (express ideas)	
* The arrow (▸) indicates that the learning outcome is maintained from a previous grade.	

**TEACHER NOTES**

Use active strategies when addressing knowledge-based learning outcomes. However, paper and pencil tasks could be done in the classroom as extension activities following the active sessions in the gymnasium. Journal entries/reflections and paper and pencil activities are excellent items for portfolios.

**SUGGESTIONS FOR ASSESSMENT****◆ Reflection/Learning Log: Good Practice Makes Perfect**

Teacher: Inventory

Have students reflect on their performance of skills, as practised in relation to learning outcomes S.1.1.A.1 to S.1.1.A.3. Students choose their most challenging skill and rate their practice skills in the following learning log activity, to be read aloud by the teacher.



See BLM 1–1: Good Practice Makes Perfect.

**Suggested Criterion:**

Look for

- evidence that the student understands that good practice is required when learning movement skills

**PRESCRIBED LEARNING OUTCOMES**

*Students will...*

**☐ K.1.1.B.2 Show an understanding that balance is affected by the amount of force (i.e., speed, weight) and body position (i.e., bent knees, feet apart in direction of movement, arms spread) in stopping and landing activities (e.g., stops and starts, jumping from low heights, movement exploration...).**

**Curricular Connections**  
PE/HE: S.3.1.A.1 (safety)

**SUGGESTIONS FOR INSTRUCTION**

**◆ Movement Exploration (force and body position)**

Develop demonstrations that display how balance is affected by speed, weight, and base of support.

**Questions for Discussion:**

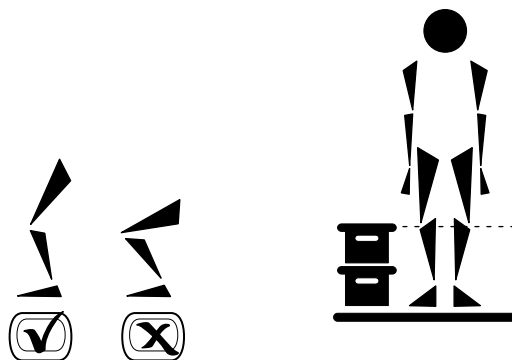
Use the following suggested questions for discussion as they apply to the different learning activities:

- Why is it easier to stop when going slowly than when going fast?
- Why is it easier for a small person than for a big person to stop?
- Why does bending your knees help you to land safely?

**◆ Learning Outcome Connection**

Have students participate in various gymnastic landing activities suggested for learning outcome S.1.K.D.2 and discuss how balance is affected by force and body position.

Review safety rules related to landings. Ensure that students do not bend knees more than 90 degrees. Check landing areas for even and clear landing surfaces and keep heights of elevated objects for jumping to knee height.







## TEACHER NOTES

## SUGGESTIONS FOR ASSESSMENT

Demonstrate to the class (or with help from a student) both desirable and undesirable movements/body positions, followed by group imitation.

Examples of Demonstrations:

- **Speed**
  - Slow: easy to stop at specified spot.
  - Fast: harder to stop due to momentum.
- **Weight**
  - Heavy: imagine catching a medicine or bowling ball (land like an elephant).
  - Light: imagine catching a balloon or beach ball (land like a feather).
- **Base of Support**
  - Bent knees: bent knee landing absorbs shock versus straight leg, stiff landing does not absorb shock.
  - Feet apart: wide stance for stability versus narrow stance for instability.
  - Arms spread: counterbalance support.

Explain the importance of good balance, proper speed in confined areas, stopping at end lines rather than the walls, and jumping from low heights in order to maintain safety.

For further gymnastic landing activities, see Lessons A1, A2, A3, and A18 of *Up Down All Around* (Russell, Schembri, and Kinsman).



### ◆ Questioning/Interview: Movement Exploration and Gymnastic Landings

Teacher: Inventory

After students have participated in the physical activities, ask the following questions to determine their level of understanding:

1. Is it easier to stop at a slow speed or a fast speed?
2. When you place your feet apart rather than together, is it easier to keep your balance when stopping?
3. To stop quickly while running, what part of your body do you bend to keep from falling?
4. When is jumping a difficult activity for you?

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p><i>Students will...</i></p>	
<p><b>☐ K.1.1.B.3a Recognize the terms associated with moving in various directions</b> (i.e., forward, backward, up, down, sideways) <b>and at different levels</b> (i.e., high, middle, low).</p>	<p>◆ <b>Following Directions</b></p> <p>Have students respond to verbal cues (e.g., teacher direction, audiotapes) or visual cues (e.g., pictures, arrows, signals) during warm-up activities for understanding of terms associated with moving in various directions and at different levels.</p> <p>Examples:</p> <p style="text-align: center;">↑   ↓   →   ←</p>
<div style="border: 1px solid black; padding: 5px;"> <p><b>Curricular Connections</b></p> <p><b>ELA:</b> GLO 1—Explore thoughts, ideas, feelings, and experiences (experiment with language and form), GLO 2—Comprehend and respond personally and critically to literary and media texts (textual cues)</p> <p><b>MA:</b> Shape and Space (comparisons of distance, height, length)</p> </div>	<p>◆ <b>Creative Movement</b></p> <p>Have students (alone, in pairs, or in small groups) design, refine, and perform a movement sequence that solves a movement problem.</p> <p>For example, the movement sequence must</p> <ul style="list-style-type: none"> <li>• have a definite beginning and ending (balance or pose)</li> <li>• include three different directions (forward, backward, sideways)</li> <li>• include three different levels (high, medium, low)</li> </ul>
	<p>◆ <b>Forward, Backward, Up, and Down</b></p> <p>Set up large apparatus (e.g., ladders, jump boxes, climbing frame) and have students explore movement on different areas of the apparatus (high, medium, low) while travelling forward, backward, up, down, and sideways. See Lesson A10 of <i>Up Down All Around</i> (Russell, Schembri, and Kinsman) for additional ideas.</p>
	<p>◆ <b>Folk/Line Dances</b></p> <p>Have students participate in a variety of common dances (e.g., Seven Jumps, Jiffy Mixer, Bird Dance, Macarena, Hokey-Pokey).</p>
	<p>◆ <b>Creative Movement and Poetry</b></p> <p>Have students respond to various movement phrases in poems.</p> <p>Example:</p> <p><i>Jack-in-the-Box</i></p> <p>If I were a jack-in-the-box,          I'd play a tune that really rocks,          I'd coil up tight, then out I'd pop,          Bend low, stretch up, I'd bounce and bop,          I'd spring and sway from side to side,          Pull in my arms then throw them wide,          Then in my box I'd twist and drop,          Count one, two, three, then BLOW MY TOP!</p>



## TEACHER NOTES

**Levels in Space:**

- High—above the shoulders.
- Medium—between the shoulders and knees.
- Low—below the knees.

Use music, stories, or poetry to stimulate movement.

Dance steps/instructions are also available in the following resources:

- *1999 Pan American Games: Resource Kit for Physical Education Teachers* (Pan American Games Physical Activity/Physical Education Committee)
- *Ready-to-Use P.E. Activities for Grades K–2, Rhythms and Dance* section (Landy and Landy)

Also contact the Instructional Resources Unit (Library), Manitoba Education, Training and Youth, for dance resources such as Christy Lane videos and music.

Refer to the Alberta Learning website: <http://ednet.edc.gov.ab.ca/physicaleducationonline/>.



## SUGGESTIONS FOR ASSESSMENT

◆ **Observation: Following Directions**

Teacher: Informal Inventory

As students respond to direction and level cues, observe for evidence of understanding of terms.

- Can students respond appropriately to cues by moving in the correct direction?
- Can students respond appropriately to cues by moving at different levels?

◆ **Performance Task: Creative Movement**

Peer Assessment: Checklist

Have students observe peers and assess whether movement task criteria have been met.

The movement sequence clearly shows

- a definite beginning
- three different directions
- three different levels
- a definite ending



Use BLM G–2: Class Checklist to record student results (see Appendix H).

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p><i>Students will...</i></p>	
<p><b>☐ K.1.1.B.3b Recognize terms describing different body shapes</b> (i.e., curled, stretched, narrow, wide, twisted).</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><b>Curricular Connections</b>  <b>ELA:</b> GLO 1—Explore thoughts, ideas, feelings, and experiences (experiment with language and form), GLO 4—Enhance the clarity and artistry of communication (enhance legibility, enhance artistry)  <b>PE/HE:</b> S.1.1.A.3, K.1.1.C.4 (social behaviours in physical activity)  <b>SC:</b> Cluster 4—Daily and Seasonal Changes (sun, frost)</p> </div>	<p>◆ <b>Body Shapes</b></p> <p>Call out different body shapes and have students respond to them.</p> <p>Examples:</p> <p>Make yourself</p> <ul style="list-style-type: none"> <li>• round like a wheel</li> <li>• stretched long and skinny like a pencil or the number 1</li> <li>• stretched out with arms to the side to be wide like the letter T</li> <li>• look like a pretzel</li> </ul> <p>◆ <b>Creative Themes</b></p> <p>Have students create shapes through imagery based on various themes.</p> <p>Example:</p> <p><i>Space Theme</i></p> <ul style="list-style-type: none"> <li>• Moon rocks—curled, round</li> <li>• Stars—wide, stretched</li> <li>• Rocket ship—tall, narrow</li> <li>• Aliens—twisted</li> </ul> <p>Incorporate “space theme” music to stimulate movement exploration.</p> <p>◆ <b>Turtle Tag (curled)</b></p> <p>Select two or three taggers and have students lie on the floor like an upside-down turtle on its shell (with hands and feet in the air) when they are caught. Have other students rescue the turtles by gently rolling them back onto their hands and feet.</p> <p>◆ <b>Frozen Tag (stretched)</b></p> <p>Select two or three taggers and have students freeze in a standing position with their legs and arms extended (like the letter X) when and where they are caught. Have other students rescue the frozen players by crawling under their legs or running under their arms.</p> <p><b>Variation:</b> Play Jack/Jill Frost and Mr./Mrs. Sunshine by selecting two taggers to be Jack or Jill Frost and two rescuers to be Mr. or Mrs. Sunshine. Have the taggers wear dark pinnies and the rescuers wear yellow or red pinnies.</p>



## TEACHER NOTES

Games may be used to reinforce and apply students' understanding of body shapes. In any rescue tag game, remind students to play cooperatively and to be courteous. (Refer to learning outcome K.1.1.C.4.)

Introduce, explain, use, and reinforce body shape terms as students participate in learning activities throughout the year.

**Body Shapes:**

- **Curled**—body parts pulled together in a close, round shape.
- **Stretched**—body parts or whole body extended.
- **Narrow**—arms or legs extended close together to resemble a long, straight shape.
- **Wide**—arms or legs stretched out away from the trunk to make a large shape.
- **Twisted**—part of the body in a fixed position and another part moved away from the fixed part; limbs wrapped around each other, intertwined.

For further instructional suggestions, see Lessons A4 to A8 of *Up Down All Around* (Russell, Schembri, and Kinsman).

Discourage deep back bends as a safety precaution to reduce risk of back injury.



## SUGGESTIONS FOR ASSESSMENT

◆ **Questioning/Interview: Body Shapes**

Teacher/Peer Assessment: Inventory

Ask the following questions while students observe a classmate demonstrating a body shape:

1. What body shape do you see?
2. What body shape would be the opposite of the one you see? (e.g., curled and stretched; wide and narrow)
3. Which words could describe body shapes that look the same? (e.g., stretched and narrow)

**Suggested Criteria:**

Look for student understanding of the terms

- curled
- stretched
- narrow
- wide
- twisted

**PRESCRIBED LEARNING OUTCOMES**

*Students will...*

**K.1.1.B.3c Recognize time** (e.g., fast or slow...), **force** (e.g., strong or light...), **and flow** (e.g., free and bound...) **as qualities of effort in movement.**

**Curricular Connections**

**MA:** Patterns and Relations (comparisons)

**SC:** Cluster 1—Characteristics and Needs of Living Things (animal games)

**SUGGESTIONS FOR INSTRUCTION**

◆ **“Ani-motion”**

Have students move like animals that move

- quickly (e.g., rabbit, cheetah, horse)
- slowly (e.g., turtle, snail, worm)
- with strong force (e.g., elephant, hippopotamus)
- with light force (e.g., mouse, kitten)
- with free flow (e.g., butterfly, dragonfly)
- with bound flow (e.g., caterpillar into cocoon)

◆ **Motion Madness (time)**

Have students perform movements

- to music with a slow tempo or to the slow beat of a drum: slowly walking, hopping, galloping, and crawling
- to music with a fast tempo or to the fast beat of a drum: quickly running, jumping, and galloping

◆ **“Let’s Have a Ball” (force)**

Use an Inquiry Chart with the whole class to facilitate inquiries about force and ball bouncing and throwing.

- Have students bounce a ball using a lot of force (pushing it hard to the floor). Have them bounce the ball with little force (pushing it lightly to the floor).
- Have students throw a ball to the wall using strong and light force.

**Questions for Discussion:**

- How high does the ball bounce when you push it hard with a lot of force?
- How high does the ball bounce when you push it lightly with little force?
- Which ball gets to the wall more quickly, the one thrown with strong force or the one thrown with light force?

(See Inquiry Chart, *K-4 ELA*, Strategies–83 to 87.)

◆ **Scarves (flow)**

Provide each student with a scarf to throw and catch (bound flow). Have students perform continuous figure eights (free flow).

**TEACHER NOTES**

Introduce, explain, use, and reinforce the following definitions to explain qualities of effort in movement as students participate in learning activities throughout the year.

**Qualities of Effort in Movement:**

- **Time**
  - Fast: quick, explosive.
  - Slow: careful, drawn out, sustained.
- **Force**
  - Strong: intense, heavy, forceful, loud.
  - Light: easy, weak, gentle, soft.
- **Flow**
  - Free: smooth, continuous movement that is flowing and ongoing and cannot be readily stopped.
  - Bound: small, controlled, restricted movement that can be readily stopped.

**SUGGESTIONS FOR ASSESSMENT****◆ Questioning/Interview: “Ani-motion”**

Teacher or Peer: Inventory

Have students observe a classmate demonstrate one animal movement at a time and answer the following questions:

1. Does this animal move fast or slowly?
2. Does this animal move with strong or light force?
3. Does this animal move with free-flowing movement or bound and controlled movement?

**PRESCRIBED LEARNING OUTCOMES**

*Students will...*

**K.1.1.B.3d Recognize terms for moving in relation to others** (i.e., lead, follow, chase, move with, flee, dodge).

**Curricular Connections**

**SC:** Cluster 4—Daily and Seasonal Changes (shadows)

**SUGGESTIONS FOR INSTRUCTION**

◆ **Follow the Leader (lead, follow)**

Have each student select a partner: one is the leader and one is the follower. Have the leader walk, run, hop, gallop, or jump. On one given signal, the leader changes the movement. On another signal, the follower becomes the leader. On yet another signal, all students change partners.

◆ **Shadow Tag (chase, flee)**

In an area with lots of sunshine, have students pair up, one as the runner and the other as the tagger. On a specified signal, the tagger tries to tag the runner by stepping on the runner's shadow. The players switch positions and continue to run.

◆ **Move to the Beat (move with)**

Have students run, hop, gallop, and jump with a partner in general space to music or to the beat of a drum, stopping and starting when the music stops and starts. Have students switch partners frequently.

◆ **Dodger-in-the-Middle (dodge)**

Have students work in groups of three, with two players (throwers) standing approximately six metres apart and the other student (dodger) in the middle between them. Have the two throwers throw a soft sponge ball at the dodger who will trade places with the person who hits him or her below the waist.

◆ **Pirate Soccer**

Have students move in general space, dribbling soccer balls with their feet (all players start with a ball except five or six students who are the pirates). Pirates attempt to take possession of (steal) the balls from others who are trying to control their dribble. If the pirate is successful at taking possession, he or she becomes the dribbler and the dribbler becomes a pirate.

**Variation:** Instead of using soccer balls, use floor hockey sticks and pucks, ringette sticks and rings, broomball sticks and balls, or playground balls and bouncing.





**TEACHER NOTES**

Introduce, explain, use, and reinforce terms for moving in relation to others as students participate in learning activities throughout the year.

**Relationship:**

- **Lead**—move in front of a partner or group.
- **Follow**—move behind a partner or group.
- **Chase**—move quickly to reach or overtake a person or object.
- **Flee**—move quickly to avoid a chaser.
- **Dodge**—move quickly to change direction, pathway, and/or speed to evade a player or an object.

Encourage the dodgers to stay on the balls of their feet, while facing the person who is throwing, so that they can more quickly change direction or pathway to avoid the ball.

Partner skilled students with students who are experiencing difficulty with transport skills, where possible.

Discuss “clean” steals without body contact or penalty.



**SUGGESTIONS FOR ASSESSMENT**

◆ **Questioning: Follow the Leader and Shadow Tag**

Teacher: Inventory

Ask the class questions regarding the various terms used for moving in relation to others:

- Where does the leader position herself or himself in relation to a partner?
- Where does the follower position herself or himself in relation to a partner?
- Does the chaser lead or follow?
- What does it mean to “flee”?
- What does a “dodge” look like?
- Why would a person “dodge”?

Questions can be asked of groups of students as they rotate through various skill/activity stations.

◆ **Performance Task: Follow the Leader, Shadow Tag, Move to the Beat, and Dodger-in-the-Middle**

Teacher: Checklist

During a learning activity, have each partner put on a red or blue pinnie. While students play, direct/observe a specific pinnie colour to lead/follow, flee/chase, and move with/dodge to see whether students are able to change roles/responses. Record observations on a checklist.

**Moving in Relation to Others**

Names	Lead	Follow	Flee	Chase	Move with	Dodge

**PRESCRIBED LEARNING OUTCOMES**

**SUGGESTIONS FOR INSTRUCTION**

*Students will...*

**☐ K.1.1.C.1 Demonstrate knowledge of fundamental rules (e.g., boundaries, safety...) used in simple games and activities (e.g., partner tag games...) designed by self or others.**

**Curricular Connections**  
**PE/HE: S.3.1.A.1 (safety)**

**❁ K.1.1.C.2\* Recognize movement vocabulary (e.g., hop, skip, spin, deke, dodge, counter-clockwise...) when following directions related to simple games and activities (e.g., obstacle courses...).**

\* The flower (❁) indicates that the learning outcome could be introduced in this grade.

**◆ Game Rules!**

Have students brainstorm rules for partner games/activities such as Partner Tag suggested for learning outcome K.1.K.C.1.

**◆ Create-a-Game**

Have students work with a partner to make up a simple tag game with rules and safety tips. Have students use a Gallery Walk to facilitate sharing. Students demonstrate their ideas with other sets of partners, using the following questions for reflection:

- What is the name of the game?
- How many players are in the game?
- What equipment do you need?
- How do you play the game?
- What are other rules and safety tips of the game?

**Variation:** Have students make up a game that is related to a science topic (e.g., animal games, using weather terms, calendar terms, the five senses).

**TEACHER NOTES****Questions for Discussion:**

Ask the following questions to guide class discussion:

- Why do we need rules?
- How do rules help keep us safe?

In a Gallery Walk, students travel from group to group experiencing the created games. (See Gallery Walk, *K–4 ELA, Strategies–202 to 203.*)

**SUGGESTIONS FOR ASSESSMENT****◆ Performance Task: Simple Games and Activities**

Teacher: Anecdotal Notes

Observe students as they participate in simple games and activities. Use self-stick notes to list students who do/do not demonstrate knowledge of the rules.

**Suggested Criteria:**

Look for evidence that the student

- stays within boundaries
- tags lightly
- understands specific rules of the game
- looks forward when running
- travels safely in general space (no bumping)
- other

**PRESCRIBED LEARNING OUTCOMES**

**SUGGESTIONS FOR INSTRUCTION**

*Students will...*

**K.1.1.C.3 Identify the factors** (i.e., target distance, size of target, weight or shape of projectile) **affecting the level of difficulty of target games/activities.**

**Curricular Connections**

**PE/HE:** GLO 4—Personal and Social Management (problem solving)  
**SC:** Cluster 2—The Senses (touch, feel)

◆ **Colour Targets**

Set up three stations, each with coloured targets of a different size (small, medium, or large) and balls of a different size. Have students practise manipulation skills (e.g., underhand throwing, rolling) at the three stations and determine which size of target is easiest to hit and which size of ball is easiest to throw.

◆ **Guided Discovery**

Have students experiment with equipment of various sizes in Partner Challenges (see learning outcome S.1.1.A.2) to determine what sizes allow for the most success.

Have students perform the Partner Challenges from various distances to determine what distances are best suited to their successful attempt of the skills.

**K.1.1.C.4 Discuss the meaning of sharing, honesty, respect, and other social behaviours related to physical activity participation** (e.g., honesty means acknowledging that you have been tagged in a tag game...).

**Curricular Connections**

**ELA:** GLO 1—Express thoughts, ideas, feelings, and experiences, GLO 5—Celebrate and build community (cooperate with others, work in groups)  
**PE/HE:** S.1.1.B.1, S.1.1.B.2, S.1.1.B.3, S.1.1.B.4 (fitness), S.3.1.A.1 (safety), GLO 4—Personal and Social Management (fair play)  
**SC:** Cluster 1—Characteristics and Needs of Living Things (animals, fish life, predators)

◆ **Fair Play for Kids**

Use a Sharing/Talking Circle to have students listen to a story from the teacher, other students, or a book, illustrating examples of sharing, honesty, respect, and other social behaviours related to participation in physical activity. (See Talking Circle, *Success for All Learners*, 7.5.)

◆ **Shark in the Sea**

Have students (fish) walk around a medium circle in the centre of the gymnasium, surrounding a shark (teacher or student) squatting in the centre. Students chant, “Shark in the sea, you can’t catch me,” until the shark jumps up to say, “Yes, I can.” The shark chases the fish as they run away. Caught fish become helpers to the shark.

**Variation:** Have students skip, hop, jump, gallop, crawl, and swim around the circle.



## TEACHER NOTES

### Questions for Discussion:

Use the following questions as they apply to the different activities:

- Which size of ball is easiest to throw?
- Which size of target is easiest to hit?
- If a target is small, should you stand close or further away?
- Do you throw differently when the object is heavier?
- Which shape is easiest to throw? Why?

Assure students that everyone develops skills at different rates and that their level of success may be dependent on previous experience and/or ability. Therefore, students may choose different distances and equipment sizes.

Use cartoons to display social behaviours. See *Fair Play for Kids: A Resource Manual* (Binder) for further information.

Emphasize the importance of fair play and courteous social behaviours. (See learning outcome K.1.K.C.4.)



## SUGGESTIONS FOR ASSESSMENT

### ◆ Reflection: Colour Targets

Teacher: Inventory

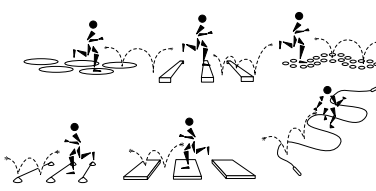
After visiting the three stations, have students indicate which size of ball and target they found the easiest to use.

Set out a small, medium, and large ball. Have students line up behind the ball they found easiest to throw. Students will then go to the stations that had the target that was easiest for them to aim at.

#### Suggested Criteria:

Students indicate that

- some pieces of equipment are easier to use than others
- some target sizes are easier to hit than others

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p><i>Students will...</i></p>	
<p><b>☐ S.1.1.A.1 Demonstrate the basic transport skills</b> (i.e., running, hopping, galloping, jumping) <b>in a variety of movement experiences</b> (e.g., run/hop around a hoop, jump consecutively in a forward direction...).</p>	
<p><b>Curricular Connections</b>  <b>ELA:</b> GLO 2—Comprehend and respond personally and critically to literary and media texts (cueing systems), GLO 4—Enhance the clarity and artistry of communication (enhance legibility, enhance artistry)  <b>MA:</b> Number (counting)  <b>PE/HE:</b> K.2.1.C.1a (fitness)</p>	<p>◆ <b>Transport Tricks</b></p> <p>Have students perform a variety of movements with equipment set up at different stations.</p> <p>Examples:</p> <ul style="list-style-type: none"> <li>• Run around cones.</li> <li>• Hop on foot patterns on the floor.</li> <li>• Gallop around hoops placed on the floor.</li> <li>• Jump onto a mat or onto floor numbers or letters.</li> </ul> <p>◆ <b>Follow the Signs</b></p> <p>Set up cones, with signs indicating the basic transport skills, in a path throughout the gymnasium. Have students read the sign (or look at the picture) on a cone and perform that skill on their path to the next cone.</p> <p><b>Variations:</b> Have students work in pairs as suggested in Follow the Leader (see learning outcome S.1.K.B.1).</p>
	<p>◆ <b>Circuit Activity</b></p> <p>Set up various pieces of equipment around the gymnasium (e.g., cones, hoops, ropes, low benches, boxes). Have students take turns moving through the circuit.</p>  <p>◆ <b>Parachute Colours</b></p> <p>Using a multicoloured parachute, have students perform various movements around the outside of the parachute when the colour that they are holding is called out (e.g., “red”: all those holding red run, hop, gallop, or jump one or two times around the parachute, back to their own spot.)</p> <p>◆ <b>Follow the Yellow Brick Road</b></p> <p>Use coloured lines and pathways on the gymnasium floor to have students travel to the “Land of Oz” as follows:</p> <ul style="list-style-type: none"> <li>• red lines—running</li> <li>• green lines—galloping</li> <li>• blue lines—hopping</li> <li>• and so on</li> </ul>



**TEACHER NOTES**

Some suggestions for instruction apply across the grades (see learning outcomes S.1.K.A.1, S.1.1.A.1, S.1.2.A.1, S.1.3.A.1, and S.1.4.A.1); however, some are grade specific. Ensure that learning activities and achievement expectations are developmentally appropriate.

Due to the depth and breadth of skill-related outcomes, learning experiences will be ongoing throughout the year. It is recommended that skills in each of the categories (transport, manipulation, and balance) be assessed separately.

See also Every “Body” Move, learning outcome K.2.1.C.1a.



**SUGGESTIONS FOR ASSESSMENT**

◆ **Performance Task: Transport Tricks**

Teacher: Scoring Rubric

While students are participating in Transport Tricks, look for transport skill competency.

**Suggested Criteria: Jumping**

The student

- A. takes off and lands on two feet (toe-ball-heel)
- B. bends knees and body (at waist) in preparation for the jump
- C. swings arms fully in a backward-forward direction
- D. extends body in flight and lands with bent knees
- E. focuses eyes forward

Refer to *Physical Education K–4: Basic Movement Skills Assessment* (Movement Skills Committee)—available at the Manitoba Text Book Bureau—for transport skills criteria (e.g., running, hopping, galloping).

Scoring Rubric				
Rarely	With Direction	Sometimes	Frequently	Consistently
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Initial	Initial-Formative	Formative	Formative-Mature	Mature



Use BLM G–4: Movement Skills Rubric and Checklist (see Appendix H) for recording class results. See also BLM G–5: Transport Skills Criteria (Appendix H) for a summary of all transport skills criteria.

**PRESCRIBED LEARNING OUTCOMES**

**SUGGESTIONS FOR INSTRUCTION**

*Students will...*

**☐ S.1.1.A.2 Demonstrate the basic manipulation skills** (i.e., rolling, underhand throwing, catching, striking, bouncing, kicking) **in a variety of simple movement experiences** (e.g., roll a ball to a partner; toss a ball and catch it before it bounces twice; kick a stationary ball...).

**◆ Roller Ball (rolling)**

- Have students, without using equipment, stand in the ready position (hand with imaginary ball out in front and feet side by side) and have them follow your actions while listening to word cues.
- Have students perform this task saying the word cues aloud.
- Provide each student with a hand-size ball. Have students roll their balls along the floor to the wall in their own personal space.
- Using a poster or pictures of skills (see learning outcome K.1.1.A.1), have students follow your actions with word cues.
- Once again, have students roll their balls to the wall.
- Have students who are displaying the proper form of opposition demonstrate it to the others.
- Have students aim for cones once they have the proper technique.
- Have partners roll their ball back and forth.

**◆ Beanie Blast (underhand throwing and catching)**

Have students perform a variety of activities in their own space with their own beanbag.

Can you toss your beanbag

- and catch it with both hands before it drops to the floor?
- and catch it with both hands five times in a row? Eight times in a row?
- from one hand to the other?
- a little higher? Even higher? And still catch it?
- and clap your hands together once or more before you catch your beanbag?
- and catch it with just one hand?
- and catch it with just one hand five times? Eight times? More?

*(continued)*

*(continued)*





**TEACHER NOTES**

Refer to *Basic Movement Skills (K–3)* (Manitoba Education and Training) for skill descriptions, progressions, and suggested teaching strategies.

Skill posters or pictures can be developed with a regular or digital camera.

Use hoops for each student’s personal space and play music during skill practice. When students have completed the task, they can sit in their hoops or perform the challenge until the music stops.



**SUGGESTIONS FOR ASSESSMENT**

◆ **Performance Task: All Learning Activities**

Teacher: Scoring Rubric

While students are participating in the learning activities, look for the key characteristics and proper form of each of the basic manipulation skills.

**Suggested Criteria: Rolling**

The student

- A. focuses eyes on target
- B. rolls ball with a backward and forward arm swing
- C. steps forward with leg opposite to the hand holding the ball
- D. bends knees and releases the ball along the floor
- E. follows through with hand pointing to the target

Refer to *Physical Education K–4: Basic Movement Skills Assessment* (Movement Skills Committee) to identify manipulation skills criteria (e.g., underhand throwing, catching, striking, bouncing, kicking).

Scoring Rubric				
Rarely	With Direction	Sometimes	Frequently	Consistently
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Initial	Initial-Formative	Formative	Formative-Mature	Mature



Use BLM G–4: Movement Skills Rubric and Checklist (see Appendix H) for recording class results. See also BLM G–6: Manipulation Skills Criteria (Appendix H) for a summary of all manipulation skills criteria.

PRESCRIBED LEARNING OUTCOMES
<i>Students will...</i>
<input type="checkbox"/> <b>S.1.1.A.2</b> <i>(continued)</i>

**SUGGESTIONS FOR INSTRUCTION**

*(continued)*

◆ **Partner Challenges (striking, bouncing, and kicking)**

Have students work in pairs to perform the following activities (as suggested for learning outcome S.1.K.B.1):

- Strike a balloon back and forth using hands.
- Strike a sponge ball with a spongy polo stick.
- Bounce pass and catch a ball.
- Kick pass and stop/trap a ball.

Have students try to reach specific goals, such as the following:

- Strike a balloon eight times in a row without letting it touch the floor.
- Count how many times you and your partner can kick or bounce a ball back and forth in 15 seconds.

**Variations:** Change the distances and the number of attempts. Have students aim for a record and then try to break the record (e.g., How many times can you and your partner strike the balloon back and forth?).



**TEACHER NOTES**

**SUGGESTIONS FOR ASSESSMENT**


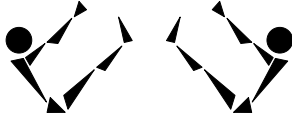
While students are practising the skill, look for correct technique and for demonstrators who wish to perform in front of the class.

Also select a few students to practise the next activity so that they are ready to display it properly to the whole class.

Establish boundaries and recommend distances.

Challenge students with individual tasks prior to partner activities.



PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p><i>Students will...</i></p>	
<p><b>☐ S.1.1.A.3 Explore static and/or dynamic balance, using different movement concepts (e.g., using different shapes, levels, body parts...).</b></p>	
<div style="border: 1px solid black; padding: 5px;"> <p><b>Curricular Connections</b></p> <p><b>ELA:</b> GLO 4—Enhance the clarity and artistry of communication (enhance legibility, enhance artistry)</p> <p><b>MA:</b> Shape and Space (comparisons)</p> <p><b>PE/HE:</b> K.1.1.B.3a (levels), K.1.1.B.3b (body shapes), S.2.1.A.1a (fitness)</p> </div>	
	<p>◆ <b>Statues</b></p> <p>Direct students to freeze in a variety of positions when the music stops. Call out different body parts, numbers of body parts, levels (low, medium, high), and body shapes (open, closed, wide, narrow). Incorporate movement concepts such as relationships by including partner balances (e.g., partner balances on two or three body parts).</p> <p>◆ <b>Shapes (static)</b></p> <p>Have students make the following types of bridges in personal space: curved, wide, narrow, short, long, high, and low.</p> <div style="text-align: center;">  </div> <p>◆ <b>Body Letters</b></p> <p>Have students work together in groups of two or three to design specific letters of the alphabet in a balance on the floor or on mats. Have students present their designs in a Sharing/Talking Circle. (See Talking Circle, <i>Success for All Learners</i>, 7.5, or Sharing Circle, <i>K-4 ELA</i>, Strategies–106.)</p> <div style="text-align: center;">  </div> <p>◆ <b>Walk the Plank (dynamic balance)</b></p> <p>Have students perform the following challenges:</p> <ul style="list-style-type: none"> <li>• Walk on a bench, stop in the middle, and perform a “stork stance” or an “airplane” for five seconds.</li> <li>• Walk across a bench holding a beanbag on the head, hands, shoulders, feet, and so on.</li> <li>• Walk across a bench and pass through a hoop.</li> </ul> <p>◆ <b>Tornadoes</b></p> <p>Have students run randomly throughout the gymnasium and stop when the teacher raises one arm. On the signal “tornadoes,” students immediately join in groups of three and circle to the left.</p>



## TEACHER NOTES

Encourage students to hold their balance until the music resumes. Have half the class demonstrate their balance while the other half watches, and then switch.

See also *Trick the Dancers*, learning outcome S.2.1.A.1a.

For further ideas, see Lessons A4 to A8 of *Up Down All Around* (Russell, Schembri, and Kinsman).

The Sharing/Talking Circle is based on First Nations teachings.

Challenges such as those suggested in *Walk the Plank* work well as station activities.



## SUGGESTIONS FOR ASSESSMENT

### ◆ Observation: Statues

Teacher: Informal inventory

Observe students as they take part in Statues.

### Suggested Criteria:

The student demonstrates willingness to explore

- static and dynamic balance
- starting/stopping in response to signals/cues/commands

PRESCRIBED LEARNING OUTCOMES
<i>Students will...</i>
<p><b>☐ S.1.K.B.1</b> ➔ <b>S.1.1.B.1 Explore basic movement skills</b> (i.e., transport, manipulation, balance) <b>and concepts</b> (i.e., body awareness, space awareness) <b>in simple individual/dual activities</b> (e.g., use transport skills while moving in relation with another student as in “follow the leader”...).</p>
<p><b>Curricular Connections</b>  <b>MA:</b> Shape and Space (comparisons in distance and height)</p>

**SUGGESTIONS FOR INSTRUCTION**

◆ **Puddle Jump (transport)**

Give each student a hoop and have students place them on the floor in front of them. Students jump into their hoops on hearing the command: “In the puddle.” Have students respond to other commands such as “out of,” “behind,” “in front of,” or “beside the puddle.”

**Variation:** Have students run, skip, hop, or gallop around the gymnasium and, on the given signal, find a puddle to jump into.

◆ **Partner Pass (manipulation)**

Have pairs of students

- roll a ball back and forth
- underhand throw and catch a soft ball or beanbag
- strike a ball/puck with an implement
- bounce pass and catch a ball
- kick pass and stop a ball

**Variation:** Have students work individually to perform these skills against a wall.

◆ **Partner Posture Tag (balance)**

Have students play tag in pairs. All students walk with beanbags on their heads or shoulders. When the tagger catches his or her partner, the two exchange roles.

◆ **Pizza (transport)**

Have students, named as four different pizza toppings (e.g., pepperoni, cheese, pineapple, mushroom), line up along a start line. They run to the opposite end line and back to the start line when their topping is called. The last two runners returning to their starting point go to the “pizza” line at one side of the gymnasium. On the signal “pizza,” these players run to the opposite sideline and the first three runners returning to that sideline rejoin the original group on the start line.

**Variations:** Call two toppings at once. All students on the original line run when “deluxe” is called. Have a student call out the toppings. Have students named as various fruits, colours, or animals and play Fruit Salad, Rainbow, or Animal Kingdom.



**TEACHER NOTES**

Use music as a signal. Students jump into a puddle when the music stops.

Be aware of head lice situations when using beanbags or mats.

Remind students to stop before reaching the wall and to watch for others as they run.



**SUGGESTIONS FOR ASSESSMENT**

◆ **Observation: Puddle Jump**

Peer Assessment: Checklist

As students observe their partners, have them circle or colour the correct face in the following checklist.

<b>Puddle Jump</b>		
My partner practised the skill when asked:		
<b>Skill</b>	<b>Yes</b>	<b>No</b>
• skip	☺	☹
• hop	☺	☹
• gallop	☺	☹
• run	☺	☹
• “out” of the hoop	☺	☹
• “in” the hoop	☺	☹
• “beside” the hoop	☺	☹

Pictures could be used instead of words for the transport skills.

PRESCRIBED LEARNING OUTCOMES
<i>Students will...</i>
<p><b>☐ S.1.K.B.2</b> ➔ <b>S.1.1.B.2 Explore basic movement skills</b> (i.e., transport, manipulation, balance) <b>and concepts</b> (i.e., body awareness, space awareness) <b>in simple group activities</b> (e.g., chasing/fleeing-type games...).</p>
<p><b>Curricular Connections</b>  <b>MA:</b> Shape and Space (comparisons in size, distance, and height)  <b>PE/HE:</b> S.3.1.A.1 (safety)  <b>SC:</b> Cluster 1—Characteristics and Needs of Living Things (animals)</p>
<p><b>❖ S.1.1.B.3 Set up and manage own games</b> (e.g., skipping games, target games, hopscotch...).</p>

**SUGGESTIONS FOR INSTRUCTION**

◆ **Big A, Little a**

Select one chaser to be the “cat” who stands in the middle of the play area in a hideout (e.g., made of mats). Have the other players, starting on one end line, sing the following phrases and perform the respective actions:

- “Big A”—stretch as high as possible.
- “Little a”—crouch down low.
- “Bouncing B”—do little jumps on the spot.
- “The cat’s in the cupboard”—tiptoe slowly toward “cat.”
- “But he or she can’t catch me!”—on “me,” run to the other end line without being tagged by the “cat.”

Have the tagged players become chasers and stand with the “cat.” The last tagged player is the next “cat.”

**Variations:** Select two cats for a quicker game. Select new cats from the remaining last six players. Play “The cat’s in the quinzhee” outdoors, chanting, “Big I, little i, bouncing B, the cat’s in the quinzhee and can’t catch me!”

◆ **Cone Handball (manipulation)**

Provide small groups of students with a soft sponge ball placed on top of a cone (ball should be near hip level) a few metres from a wall. One hitter faces the wall and attempts to strike the ball off the cone three times with the hand. Other players stand behind the hitter and then chase the ball.

◆ **Pirate Tag (balance)**

Set up a climbing frame or various pieces of large equipment around the gymnasium (e.g., low vault box, climbing box, balance bench, ladder on the floor). Select two to four taggers (pirates carrying markers such as beanbags or sponge balls) and have students move around the room, trying to avoid being tagged by getting their feet off the floor or mats, by climbing, or by hanging, for five-second periods of time. After five seconds of balancing on one piece of equipment, students *walk* to another piece of equipment. If caught, students switch places with the taggers. For safety reasons, students who do not walk are automatically caught. Students who run more than once are eliminated from the game.





**TEACHER NOTES**

**SUGGESTIONS FOR ASSESSMENT**

When students experience difficulty or frustration while participating in movement-based activities, choose developmentally appropriate progressions that will contribute to students’ personal success.

Demonstrate the proper technique to students. Caution the striker to aim for the ball (not the cone) and to strike only when all the other players are at a safe distance behind the striker.

See *Safety Guidelines for Physical Activity in Manitoba Schools* (MPETA et al.) for information on setting up large equipment with floor mats.

Remind taggers to move about the room continuously rather than to stand guard to tag students who are completing their five-second balances.

Control the speed and safety of the game by using various transport skills, with penalties for running.



◆ **Performance Task: All Simple Group Activities**

Teacher: Scoring Rubric

As students participate in various group activities, observe their use of the basic movement skills and concepts.

Scoring Rubric	
Scale	Participation/Skill Use
4	The student <ul style="list-style-type: none"> <li>• is enthusiastic at all times</li> <li>• participates well in all activities</li> <li>• uses skill effectively all the time</li> </ul>
3	<ul style="list-style-type: none"> <li>• is enthusiastic most of the time</li> <li>• participates in most activities</li> <li>• uses skill effectively most of the time</li> </ul>
2	<ul style="list-style-type: none"> <li>• participates selectively</li> <li>• needs to be encouraged to participate in activities</li> <li>• uses skill</li> </ul>
1	<ul style="list-style-type: none"> <li>• expresses frustration in activities</li> <li>• opts out of activities most of the time</li> <li>• does not show evidence of use of skill</li> </ul>

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<i>Students will...</i>	
<p><b>□ S.1.1.C.1 Demonstrate functional use of basic movement skills</b> (e.g., hopping, jumping, kicking...) <b>and equipment in outdoor activities and/or special events</b> (e.g., hopscotch, rope skipping, snow soccer, tabloids, cultural theme days, Aboriginal games...).</p>	
<p><b>Curricular Connections</b>  <b>ELA:</b> GLO 5—Celebrate and build community (appreciate diversity)  <b>MA:</b> Patterns and Relations (movement patterns)  <b>PE/HE:</b> GLO 4—Personal and Social Management  <b>SC:</b> Cluster 4—Daily and Seasonal Changes (dressing for outdoor activities)  <b>SS:</b> community, social responsibility, citizenship</p>	<p>◆ <b>Holiday Theme Circuits</b></p> <p>Using a holiday theme, set up station activities that allow students to use a variety of movement skills in a festive atmosphere. Have students rotate from station to station or suggest that they work on their own or in small groups to try every station in any order that they wish.</p> <p><b>Variations:</b> Use posters and name the station activities. Include lights, seasonal decorations, and music. Have student leaders assist in developing and setting up/taking down the learning activities.</p> <p>◆ <b>Recess Games</b></p> <p>Have students participate in a variety of recess games and activities such as</p> <ul style="list-style-type: none"> <li>• hopscotch</li> <li>• rope skipping</li> <li>• soccer</li> <li>• follow the leader</li> <li>• tag games</li> <li>• structure climbing</li> </ul> <p>◆ <b>Tabloid Day</b></p> <p>As suggested in Holiday Theme Circuits, set up a variety of outdoor station activities and have students rotate in group formation from event to event.</p> <p><b>Variations:</b> Have students participate in multi-age groups. Use older student leaders to set up and instruct the learning activities and to lead the groups from station to station. A variety of themes can be accommodated in this format: Olympic Days, Winter Carnival, The Big Circus, and so on.</p> <p>◆ <b>Cultural Events</b></p> <p>Have students participate in a variety of cultural events set up throughout the school:</p> <ul style="list-style-type: none"> <li>• Festival du Voyageur</li> <li>• Folk Dances from around the World</li> <li>• Aboriginal Games</li> </ul> <p>See <i>Native Studies: Early Years (K–4): A Teacher’s Resource Book</i> (Manitoba Education and Training, 38).</p>



## TEACHER NOTES

For further ideas/resources on holiday and theme days and recess games and activities, refer to the MPETA website:

<<http://home.merlin.mb.ca/~mpeta>>.

Be sensitive to students' various cultural backgrounds when planning holiday theme activities.

See also other tag games (learning outcomes K.1.1.B.3d and K.1.K.C.1).

**Functional use of skills**—promotes actual, real-world, purposeful participation. It respects individual variation and diversity in style and/or performance. A functional approach to instruction and assessment encourages the use of basic skills in a variety of forms, to solve tasks, challenges, and problems, in a way meaningful to students and society.

These school-wide events are excellent opportunities to develop a sense of community and school spirit, especially if staff, parents, and students work together to develop the event.

Further learning activities are suggested on page 38 of *Native Studies: Early Years (K–4): A Teacher's Resource Book* (Manitoba Education and Training).



## SUGGESTIONS FOR ASSESSMENT

◆ **Performance Task: All Activities**

Teacher: Checklist

After observing the activity, determine whether the student is able to use movement skills functionally while participating in outdoor activities and/or special events.



Use BLM G–2: Class Checklist (see Appendix H) for recording results.

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION		
<p><i>Students will...</i></p>			
<p><b>☐ S.1.1.D.1 Demonstrate transport skills</b> (e.g., running, hopping, sliding/galloping, jumping...), <b>applying movement concepts</b> (i.e., body and space awareness) <b>while responding to a variety of stimuli</b> (e.g., beat of a drum, music, action words, poem...).</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><b>Curricular Connections</b>  <b>ELA:</b> GLO 1—Explore thoughts, ideas, feelings, and experiences (experiment with language and form)  <b>PE/HE:</b> K.1.1.B.3a (moving in different directions and levels)  <b>SC:</b> Cluster 1—Characteristics and Needs of Living Things (animal connection)</p> </div>	<p>◆ <b>Animal Movements</b></p> <p>Have students use transport skills to move their bodies while imitating various animals (e.g., galloping like horses).</p> <p>◆ <b>The Bunny Hop</b></p> <p>Have students respond to your actions with the following dance cues:</p> <ul style="list-style-type: none"> <li>• Touch your right toes to the right side, then back in place. Repeat.</li> <li>• Touch your left toes to the left side, then back in place. Repeat.</li> <li>• Jump forward once.</li> <li>• Jump backward once.</li> <li>• Jump forward three times.</li> </ul> <p>Try the movements first without music, and then with music. Have students work individually, then behind a partner, with hands on the front person’s waist. Next, form short lines, and then one long, single-file class line.</p> <p>◆ <b>Action Words</b></p> <p>Create a set of action-word cards to use as movement stimulation (e.g., run, hop, slide, gallop, jump, skip, leap, roll, sway, swing, twist, twirl, shake, slither, melt, stretch, explode, collapse).</p> <p>◆ <b>Creative Movement Poems</b></p> <p>Have students respond to various movement phrases in poems. Examples:</p> <table style="width: 100%; border: none;"> <tr> <td style="vertical-align: top; width: 50%;"> <p><i>The Snowman</i></p> <p>Quiet stands the snowman,                      On top the snowy hill.                      The wind begins to blow,                      The air has quite a chill.                      His scarf flaps and flutters,                      It’s starting to unwrap.                      Then a huge gust of wind                      Blows off the snowman’s cap.                      Twirling and tumbling,                      On top the snowy hill,                      Until the wind dies down,                      And everything lies still.</p> </td> <td style="vertical-align: top; width: 50%;"> <p><i>People</i></p> <p>People in the daytime                      Going fast                      Off to school                      Off to work                      Zoom, zip, zigzag, whip,                      Frantic flurry, in a hurry.                      People                      In the evening                      Slowing down                      Taking a breath                      Looking around                      Falling, falling, falling                      Asleep.</p> </td> </tr> </table>	<p><i>The Snowman</i></p> <p>Quiet stands the snowman,                      On top the snowy hill.                      The wind begins to blow,                      The air has quite a chill.                      His scarf flaps and flutters,                      It’s starting to unwrap.                      Then a huge gust of wind                      Blows off the snowman’s cap.                      Twirling and tumbling,                      On top the snowy hill,                      Until the wind dies down,                      And everything lies still.</p>	<p><i>People</i></p> <p>People in the daytime                      Going fast                      Off to school                      Off to work                      Zoom, zip, zigzag, whip,                      Frantic flurry, in a hurry.                      People                      In the evening                      Slowing down                      Taking a breath                      Looking around                      Falling, falling, falling                      Asleep.</p>
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## TEACHER NOTES

## SUGGESTIONS FOR ASSESSMENT

For dance resources such as Christy Lane videos and music, contact the Instructional Resources Unit (Library), Manitoba Education, Training and Youth.

**Art Extension:** Have students make costumes/props for performance purposes (e.g., bunny ears to wear while performing the Bunny Hop).

Mix a cassette tape of music/sounds/rhythms that stimulate different transport and locomotor movements.

Find suitable music or instrument sounds to accompany poetry readings.

Provide learning experiences that connect to the different intelligences (e.g., outdoor activities connect to the naturalist intelligence, activities with music connect to the musical intelligence).



◆ **Observation: Animal Movements**

Teacher: Checklist

Observe student performance during the Animal Movements learning activity.

**Suggested Criteria:**

The student

- exhibits a variety of transport skills
- applies movement concepts (i.e., body and space awareness)
- responds appropriately to a variety of stimuli/cues

**PRESCRIBED LEARNING OUTCOMES**

*Students will...*

**S.1.K.D.2** ➔ **S.1.1.D.2** **Explore the gymnastic movement patterns** (e.g., landings, statics, springs, rotations, locomotion, swings...) **in activities using large and/or small apparatus** (e.g., educational gymnastics, rhythmic sportive gymnastics...).

**Curricular Connections**

**MA:** Patterns and Relations (movement patterns)

**SUGGESTIONS FOR INSTRUCTION**

◆ **Gymnastic Patterns**

Have students explore various gymnastic movement patterns using large and/or small apparatus, as suggested for learning outcome S.1.K.D.2.

- Landings
- Statics
- Springs
- Rotations
- Locomotions
- Swings

◆ **Small Hand Apparatus Tricks**

Provide students with a variety of small hand apparatus (e.g., beanbags, scarves, rhythm balls, hoops) and have them perform tossing, catching, swinging, and circling movements, as directed.



**TEACHER NOTES**

**SUGGESTIONS FOR ASSESSMENT**

Refer to the teacher notes for learning outcome S.1.K.D.2 for descriptions of the various gymnastic movement patterns.

For further activities, refer to *Up Down All Around* (Russell, Schembri, and Kinsman) and to pages 103 to 147 of *Ready to Use P.E. Activities for Grades K–2* (Landy and Landy).

Organize stations for small-group activity.

Prepare activity cards, posters, and/or charts to direct the tasks at the stations.





## Movement Outcomes: Grade 1



### Knowledge

- K.1.1.A.1 Recognize the basic movement skills** (i.e., transport, manipulation, balance) **used in different physical activities.**
- K.1.K.B.1** ➡ **Discuss movement skill development as requiring good practice and patience in learning** (e.g., to make and correct mistakes is part of the learning process; try, try again...).
- K.1.1.B.2 Show an understanding that balance is affected by the amount of force** (i.e., speed, weight) **and body position** (i.e., bent knees, feet apart in direction of movement, arms spread) **in stopping and landing activities** (e.g., stops and starts, jumping from low heights, movement exploration...).
- K.1.1.B.3a Recognize the terms associated with moving in various directions** (i.e., forward, backward, up, down, sideways) **and at different levels** (i.e., high, middle, low).
- K.1.1.B.3b Recognize terms describing different body shapes** (i.e., curled, stretched, narrow, wide, twisted).
- K.1.1.B.3c Recognize time** (e.g., fast or slow...), **force** (e.g., strong or light...), **and flow** (e.g., free and bound...) **as qualities of effort in movement.**
- K.1.1.B.3d Recognize terms for moving in relation to others** (i.e., lead, follow, chase, move with, flee, dodge).
- K.1.1.C.1 Demonstrate knowledge of fundamental rules** (e.g., boundaries, safety...) **used in simple games and activities** (e.g., partner tag games...) **designed by self or others.**
- K.1.1.C.3 Identify the factors** (i.e., target distance, size of target, weight or shape of projectile) **affecting the level of difficulty of target games/activities.**
- K.1.1.C.4 Discuss the meaning of sharing, honesty, respect, and other social behaviours related to physical activity participation** (e.g., honesty means acknowledging that you have been tagged in a tag game...).

### Skills

- S.1.1.A.1 Demonstrate the basic transport skills** (i.e., running, hopping, galloping, jumping) **in a variety of movement experiences** (e.g., run/hop around a hoop, jump consecutively in a forward direction...).
- S.1.1.A.2 Demonstrate the basic manipulation skills** (i.e., rolling, underhand throwing, catching, striking, bouncing, kicking) **in a variety of simple movement experiences** (e.g., roll a ball to a partner; toss a ball and catch it before it bounces twice; kick a stationary ball...).
- S.1.1.A.3 Explore static and/or dynamic balance, using different movement concepts** (e.g., using different shapes, levels, body parts...).
- S.1.K.B.1** ➡ **Explore basic movement skills** (i.e., transport, manipulation, balance) **and concepts** (i.e., body awareness, space awareness) **in simple individual/dual activities** (e.g., use transport skills while moving in relation with another student as in “follow the leader”...).
- S.1.K.B.2** ➡ **Explore basic movement skills** (i.e., transport, manipulation, balance) **and concepts** (i.e., body awareness, space awareness) **in simple group activities** (e.g., chasing/fleeing-type games...).
- S.1.1.C.1 Demonstrate functional use of basic movement skills** (e.g., hopping, jumping, kicking...) **and equipment in outdoor activities and/or special events** (e.g., hopscotch, rope skipping, snow soccer, tabloids, cultural theme days, Aboriginal games...).
- S.1.1.D.1 Demonstrate transport skills** (e.g., running, hopping, sliding/galloping, jumping...), **applying movement concepts** (i.e., body and space awareness) **while responding to a variety of stimuli** (e.g., beat of a drum, music, action words, poem...).
- S.1.K.D.2** ➡ **Explore the gymnastic movement patterns** (e.g., landings, statics, springs, rotations, locomotion, swings...) **in activities using large and/or small apparatus** (e.g., educational gymnastics, rhythmic sportive gymnastics...).

### Attitude Indicators

- 1.1 Show a willingness to participate in a variety of physical activities.
- 1.2 Express enjoyment in a variety of movement experiences.
- 1.3 Appreciate that time, commitment, and practice are required for skill development.
- 1.4 Appreciate the aesthetic and athletic values of movement.
- 1.5 Appreciate and respect diversity while participating in physical activity.
- 1.6 Appreciate and respect the natural environment while participating in physical activity.