
Grade 3

**Physical Education/
Health Education**



Grade 3

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

Students will...

K.1.3.A.1 Show an understanding of how the movement patterns should be performed (e.g., opposite foot forward to throwing hand; two-foot take-off and landing in jumping...).

◆ **Word and Picture Cues**

Have students work in small groups to determine movement patterns for manipulation skills. Ask them to set up stations using equipment of their choice and word or picture cues of skills. Have students use the Jigsaw strategy to teach their skill to their home group. (See Jigsaw, *K-4 ELA, Strategies-22*, and *Success for All Learners, 5.9*). Use posters of the basic movement skills as visual tools.

Variation: Have groups designate a “student teacher” to stay back at their home group while others rotate from station to station.

◆ **Skill Review**

Review the movement skill to be used at the beginning of each activity. Ask for a student to demonstrate the correct way to perform the skill. Ask for ways to verbalize a skill (e.g., to jump means to do a two-foot take-off to a two-foot landing). When appropriate, show the incorrect ways to perform the skills and ask the class for corrections.



TEACHER NOTES

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

Refer to learning outcomes S.1.3.A.1, S.1.3.A.2, and S.1.3.A.3.

Word Cues:

Provide examples of word cues with respect to the three phases of the movement pattern: preparation, execution, and follow-through.

Examples of word cues for movement skills:

- Rolling: “wind up, swing or wind up, step, roll”
- Underhand throwing: “wind up, swing or wind up, step, throw”
- Bouncing: “push”
- Overhand throwing: “side, ball back, step, turn, throw”
- Striking: “ready, back, swing, through”
- Catching: “ready, reach, use your fingers, give with the ball”
- Kicking: “ready, step, kick, through”

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 Committee (for contact information, refer to the MPETA website: www.mbnet.mb.ca/~mpeta/).

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



SUGGESTIONS FOR ASSESSMENT

◆ **Paper and Pencil Task: Word and Picture Cues**

Self-Assessment: Inventory

Have students make movement picture cards (e.g., cutting up movement skill posters that show the preparatory, execution, follow-through phases) and place the cards in the correct sequence in which that movement should be executed. Word cues may also be used to describe the pictures.

Suggested Criteria:

Have students check the basic movement skills posters/pictures to see how many correct sequences they have made.

TEACHER NOTES (continued)

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

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



PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<i>Students will...</i>	
☐ K.1.2.B.1 ▬▬▬▬ K.1.3.B.1* Show an understanding that personal attitudes (e.g., willingness to try, level of involvement, desire to learn...) affect skill development and success.	◆ Juggling Have students participate in juggling activities using scarves, then beanbags, and then balls. Progressions move from a one-object toss, to a two-object toss, to a three-object toss. Ask the following questions for reflection: <ul style="list-style-type: none">• How did you feel when you first started to juggle?• How did you feel after each practice session? ◆ Personal Challenges Have students choose a skill that they feel is challenging (e.g., a jump-rope trick, a gymnastics skill, rope climbing). Ask the following questions for reflection: <ul style="list-style-type: none">• How do you feel when practising this skill?• What attitudes can you adopt to help with successful development of this skill?
Curricular Connections PE/HE: K.4.3.A.2a, K.4.3.A.2b (goal setting)	
<hr/> <p>* The arrow (▬▬▬▬) indicates that the learning outcome is maintained from a previous grade.</p>	



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

Look for students' understanding that time, commitment, and practice are required for skill improvement.

Provide students with skill breakdowns and progressions to build success along the road to mastery.



PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION	
<p><i>Students will...</i></p>		
<p><input type="checkbox"/> K.1.3.B.2 Recognize concepts relating to force (i.e., body alignment, application of force, addition of forces) in pulling, pushing, and carrying activities (e.g., carrying a mat together, rope-pulling...).</p>		
<table border="1"> <tr> <td> <p>Curricular Connections PE/HE: K.4.3.A.1, K.4.3.B.1a, K.4.3.B.1b (cooperation) SC: Cluster 3—Forces That Attract or Repel (push, pull, gravity)</p> </td> </tr> </table>	<p>Curricular Connections PE/HE: K.4.3.A.1, K.4.3.B.1a, K.4.3.B.1b (cooperation) SC: Cluster 3—Forces That Attract or Repel (push, pull, gravity)</p>	
<p>Curricular Connections PE/HE: K.4.3.A.1, K.4.3.B.1a, K.4.3.B.1b (cooperation) SC: Cluster 3—Forces That Attract or Repel (push, pull, gravity)</p>		
	<p>◆ Push and Pull</p> <p>Have partners face one another and lock wrists. Place a club or pin on the floor between them. On the “go” signal, students push and pull one another trying to cause the other to knock down the club.</p> <p>◆ Voyageur Theme Stations</p> <p>Set up stations on the voyageur theme that encourage students to explore the various forces involved in pulling, pushing, and carrying activities.</p> <p>Examples:</p> <ul style="list-style-type: none"> • pull partner on scooter (canoe) • push partner on scooter (canoe) • carry mat (portage) • swing rope (river crossing) <p>◆ Stand-Off</p> <p>Have partners stand facing one another, arm distance apart, and palm to palm. On the “go” signal, the partners push against each other, attempting to push one another off balance. Experiment with a wide versus narrow base of support, and stiff versus bent knees.</p> <p>◆ Inuit Games</p> <p>Have partners play Inuit games such as the following:</p> <ul style="list-style-type: none"> • Back Push: Players sit back to back and attempt to push their opponent over a line using hands and feet. • Wrist/Arm/Finger Pull: Players perform a pulling contest involving different holds, such as wrist lock and pull, finger lock and pull, and elbow lock and pull. 	



TEACHER NOTES

In lifting and pulling activities, encourage students to

- use a wide base of support
- bend knees to direct the force through the centre of the body's weight
- keep back straight
- pull object upward and toward body
- keep action smooth rather than performing rigid, ballistic, bouncy-type movements

Ensure proper and safe equipment use (e.g., in carrying mats, using scooters, using ropes to swing on, using proper posture and body alignment).



SUGGESTIONS FOR ASSESSMENT

◆ Questioning: Push and Pull

Teacher: Inventory

Look for evidence of understanding through pre- and post-activity questioning.

Pre-Activity Questioning:

Ask students the following question:

- Can you show how you would keep your balance if someone was pushing or pulling you? (Ask students to remember this balanced position.)

Students then participate in the Push and Pull activity.

Post-Activity Questioning:

Ask students to pose again, in the position they can best maintain balance against the push and pull forces from their partner. Ask:

- What adjustments did you make to your initial pose?
- What did you have to do to make these adjustments?

PRESCRIBED LEARNING OUTCOMES

SUGGESTIONS FOR INSTRUCTION

Students will...

K.1.3.B.3a Design a movement sequence (e.g., run/jump/land/roll sequence...) **incorporating directions, levels, pathways, and planes** (e.g., creative gymnastics, hoop gymnastics...).

Curricular Connections

PE/HE: K.4.3.A.3 (problem-solving process)

◆ **Design-a-Routine**

Have students design a routine that consists of various directions, levels, and planes, as outlined on the Direction Word Wall (see learning outcome K.1.2.B.3a). Establish guidelines.

For example, the routine should include

- two transport skills: each performed in a different direction
- two balances: each performed at a different level
- two rotations: each performed in a different plane

◆ **Equipment Routines**

Provide students with pieces of small equipment, such as balls, hoops, clubs, ribbons, and scarves, and a set of routine guidelines.

For example, move equipment

- forward at a low level
- in a frontal plane
- backward at a high level
- sideways at a medium level
- in the sagittal plane

K.1.3.B.3b Balance objects (e.g., beanbags, balls...) **using different body parts** (e.g., hands, shoulders, foot...) **while travelling alone and/or in partner activities.**

Curricular Connections

PE/HE: S.1.3.B.2, S.1.3.D.2 (balance and cooperative activities)
SC: Cluster 3—Forces That Attract or Repel (gravity)

◆ **Movement Exploration**

Have students perform various movements while they balance equipment on different body parts.

Examples:

- Can you balance a beanbag while walking, running, or galloping alone?
- Can you balance a beanbag while hopping with a partner?
- Can you travel across the room with a partner while balancing a beanbag on joined hands or shoulders?
- Can you balance a rhythm/lummi stick on your hand while walking, sitting down and standing up, and so on?
- Can you and your partner/group pass a ball from lap to lap, feet to feet, and so on?

◆ **Partner Posture Tag**

Have students play tag with a partner. Students walk with beanbags on their heads. When the tagger catches his or her partner, the two exchange roles.

Variation: Have students balance the beanbags on different body parts (e.g., shoulder, elbow, back, stomach).



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

For definitions of terms, refer to Appendix I: Glossary and to learning outcome K.1.2.B.3a.

◆ **Performance Task: Design-a-Routine**

Teacher/Peer Assessment: Checklist

The teacher or peers observe students and assess whether the routine meets the established criteria.

Suggested Criteria:

The routine clearly demonstrates

- two transport skills performed in different directions
- two balances performed at different levels
- two rotations performed in different planes

Be aware of head lice situations before using equipment that comes in close contact with students. Also refer to learning outcome K.5.2.A.2 for information on ways to prevent the spread of diseases/illnesses/conditions.

◆ **Observation: Movement Exploration**

Teacher: Inventory

Observe students for evidence that they understand balance strategies.

Suggested Criteria:

The student

- makes minor adjustments to body position in order to maintain balance of object
- positions body in appropriate stance to balance object on a variety of body parts
- is able to balance objects while travelling



PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<i>Students will...</i>	
<p><input type="checkbox"/> K.1.3.B.3c Show an understanding of the qualities of speed (e.g., fast and slow...), force (e.g., strong and light...), and flow (e.g., free and bound...) in movement.</p>	<p>◆ Source the Force</p> <p>Set up station activities that use strong movements (e.g., jumping, batting, throwing for distance) and light movements (e.g., keeping up balloon, juggling scarf, passing beach ball). Have students determine the quality of effort that is evident at the given stations.</p> <p>◆ Animal Movements</p> <p>Have student move like the following animals:</p> <ul style="list-style-type: none">• elephant (e.g., slow and strong)• camel• dinosaur• kangaroo• dog• dog with three legs• bear• monkey (e.g., fast and light)



TEACHER NOTES

Refer to the Effort Word Wall activity, learning outcome K.1.2.B.3c.
 For further suggestions, refer to Lessons A9 and A10 of *Up Down All Around* (Russell, Schembri, and Kinsman).

Different speeds, force, and flow are used in sport or physical activity. How much or how little depends on the purpose or nature of the task.



SUGGESTIONS FOR ASSESSMENT

◆ **Learning Log: Source the Force**

Teacher: Checklist

Have students complete the following knowledge assessment task.

Source the Force

Name _____ Grade _____ Date _____

1. Name two station activities that used strong movements:

2. Name two station activities that used light movements:

3. Give an example of how changes in speed, force, and flow might be used for different results in a sport/activity of your choice.
 For example, in baseball, a fast, strong throw with great force is used to make it harder for the batter to hit the ball, and a soft throw with more control and less force is used to make it easier to hit the ball.

Suggested Criteria:

Look for evidence that the student understands the qualities of

- speed
- force
- flow in movement

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<i>Students will...</i>	
☐ K.1.3.B.3d Show an understanding for mirroring and matching movements with a partner in a stationary position and/or while moving (e.g., “follow the leader”...).	◆ M & M Have students first mirror and then match a specified number of movements that they create with a partner. Have students draw their created movements.
Curricular Connections MA: Shape and Space (length, height, metric, comparing terms, shapes, symmetry)	◆ Mirror Support Tag Select four taggers and have students move about the gymnasium. When tagged, a student must make a static balance body support (e.g., bridge, front support, back support, wide support, narrow support). The student holds the support until another student mirrors it for five seconds. The mirrored balances must be joined together. The two students then slap hands to give a “high-five” and rejoin the game.
	◆ Silhouettes Have partners perform movement sequences in front of a wall that has been lit up by an overhead projector. Students observe their shadows and silhouettes to determine whether they are moving in unison.



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

See also Follow the Leader, Creative Movement Explorations, and Creative Movement Sequences, learning outcome K.1.2.B.3d.

Ensure that the overhead projector is set up in a safe place with the cord taped in place. Caution students to avoid stepping on the cord.



◆ **Observation: M & M**


Peer Assessment: Checklist

Have students participate in the mirror and match activity and assess each other.

Suggested Criteria:

My partner was able to

- mirror my movements
- match the number of movements I performed

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p><i>Students will...</i></p>	
<p>☐ K.1.3.C.1 Show an understanding of fundamental rules used in individual or partner games and activities (e.g., make up a game and share it with a partner...).</p> <div data-bbox="115 537 550 669" style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Curricular Connections PE/HE: K.4.3.A.3, (decision-making/problem-solving process), K.5.2.B.1 (active living)</p> </div>	<p>◆ Game Write-Up</p> <p>Have students write up a familiar game/activity, following the five elements that form the structure within which an inventive game can be played:</p> <ul style="list-style-type: none"> • the number of players—a choice of one player, partners, or a group • the area assigned to or available for the game • the equipment available or chosen by the players • the object of the game • the rules and skills <p>Ensure that games allow for maximum participation (e.g., no elimination of players unless there is a way to return to the game) and that they promote inclusion (e.g., abilities, gender).</p> <div data-bbox="651 863 756 974" style="text-align: center;">  </div> <p style="text-align: center;">See BLM 3–1: Game Write-Up. See also page 207 of <i>Physical Education K–4: Movement with Meaning</i> (Manitoba Education and Training) for a blank game write-up form.</p> <p>◆ Invent-a-Game</p> <p>Have students create a game or activity with a partner that is active, safe, inclusive, and fair. Provide a series of cards that have various options for each of the following components:</p> <ul style="list-style-type: none"> • number of players (not more than four players) • area • material or equipment needed • object of game • rules and skills needed <p>◆ Fun for Home</p> <p>Have students teach their Invent-a-Game activity to a family member.</p>



TEACHER NOTES

Encourage students to make up ASIF games (games that are active, safe, inclusive, and fair). As well, ask students where they could play their games in their leisure time.



SUGGESTIONS FOR ASSESSMENT

◆ **Paper and Pencil Task: Game Write-Up**

Teacher: Inventory

Have students sort the components of a known game into appropriate sections.



See BLM 3–1: Game Write-Up.

◆ **Questioning: Fun for Home**

Peer Assessment: Checklist

After students have taught their invented game to a family member, have a family member fill out the following checklist and return it to school.

Assessment of Invented Game		
Game Components	Yes	No
1. The number of players was suitable for the activity.		
2. The area used was safe and allowed the game to be played as designed.		
3. The equipment was appropriate for the game and skill level of the players.		
4. The rules were easy to follow.		
5. The skills needed to play were at the right level for the players.		
6. No player was eliminated (unless there was a way to return to the game).		
7. The game promoted inclusion.		

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<i>Students will...</i>	
<p><input type="checkbox"/> K.1.3.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...).</p>	
<p>Curricular Connections ELA: GLO 4—Enhance the clarity and artistry of communication (generate ideas, choose forms, organize ideas, share ideas and information, effective oral communication, attentive listening and viewing) PE/HE: GLO 2—Fitness Management, S.3.3.A.1 (following rules) SS: diverse perspectives</p>	<p>◆ Word Wall</p> <p>Have students develop a movement word list consisting of actions related to playing simple games/activities. Print the movement vocabulary on cards and post them as the skills are performed. (See Word Wall, <i>K–4 ELA, Strategies–199.</i>)</p> <p>◆ Lost in Space</p> <p>Set up the gymnasium with interconnecting pieces of equipment and a “rocket ship” at one end. Ask three to five students to wear pinnies to identify them as taggers. Other students move around on the equipment trying to avoid the taggers. Anyone who is tagged (or steps on the floor) becomes “lost in space” and must sit in the rocket ship. If a tagger steps on the floor, she or he gives the pinnie to the first student in the rocket ship, who can then join in the game with the others.</p> <p>Variation: When there are four players in the rocket ship, the first player caught (the captain) counts down “4-3-2-1” and the rocket ship players shout “blast-off” and return to the game.</p> <p>◆ Fitness Dodge Ball</p> <p>Divide students into two equal teams:</p> <ul style="list-style-type: none"> • The team of throwers stands on the outside of a large circle or rectangle/square with one or two dodge balls. • The team of dodgers stands inside the circle or rectangle/square. <p>Dodgers who are hit below the shoulders or waist must exit the playing area and run one full lap before returning to the game. After a specified time, the teams trade places.</p> <p>Variation: Have caught players hop or skip one or more laps or perform any fitness activity at a fitness station before returning to the game. Once hit, the player may switch places with the person who hit him or her.</p>



TEACHER NOTES

Refer also to Holiday Theme Circuits, learning outcome S.1.1.C.1, and Parachute Activities, learning outcome K.1.2.B.3a. For further parachute activities, see pages 222 to 229 of *Ready-to-Use P.E. Activities for Grades 3–4* (Landy and Landy).

Choose types of dodge ball games that are continuous and promote participation rather than elimination. Use foam-filled balls that are soft and safe.



SUGGESTIONS FOR ASSESSMENT

◆ **Observation: Word Wall**

Peer Assessment: Checklist

Present the words from the Word Wall on a checklist. As one partner reads the word, the other partner performs the movement. The partner reading the words also checks off whether the correct skill was performed (but not the quality of the skill performance).

Word Wall		
Movement Skill	Skill Performed	
	Yes	No
• walk	_____	_____
• skip	_____	_____
• gallop	_____	_____
• hop	_____	_____
• leap	_____	_____
• spin	_____	_____
• deke	_____	_____
• dodge	_____	_____
• chase	_____	_____
• flee	_____	_____
• other _____	_____	_____

PRESCRIBED LEARNING OUTCOMES
<i>Students will...</i>
<p data-bbox="99 323 563 506"> <input type="checkbox"/> K.1.3.C.3 Recognize the basic concepts (e.g., invading, getting possession, keeping possession, scoring...) of simple territory/ invasion games/activities. </p> <div data-bbox="110 533 548 674" style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p data-bbox="121 541 357 569">Curricular Connections</p> <p data-bbox="121 573 527 653">MA: Shape and Space (comparing length, height, distance using descriptive words, shapes, measures)</p> </div>

SUGGESTIONS FOR INSTRUCTION

◆ **Keep Away**

Have students work in groups of three or four with a sponge ball or modified basketball to challenge another group. Players pass the ball among teammates without walking with the ball, trying to keep it away from the players from the other team who attempt to intercept the ball or break up the pass. If successful, the opposing team passes the ball to its players. Fouls are called whenever a defensive player contacts an offensive player.

◆ **Mat Basketball**

As in Keep Away, two teams attempt to keep the ball away from each other's teams; however, they may score a point if they pass the ball to a captain standing on the team mat near the end line. After one team scores a point, the opposing team starts with the ball at the end line and the scoring team switches its captain. The general rules of basketball are followed with modifications as desired and with no dribbling.

◆ **Tactical Approach**

In a brainstorming activity, have students think of different games in which a ball or object can be taken away or intercepted by the opposing team (e.g., soccer, basketball, hockey, field hockey, touch football). Organize students into pairs or groups of four and have them choose a piece of equipment to invent an invasion-type game that includes the concept of getting or keeping possession of an object. Establish the rule that no body contact is allowed. Have students think of various strategies to get and keep possession of the object.

◆ **Scooter Hockey**

Divide the class into teams of six to eight players. All participants are on scooters and they are not allowed to get off or stand on the scooters. Players use scoops, mini-hockey sticks, or hands to strike a sponge or whiffle ball. The ball must be struck and not dragged with the implement. Use cones for goals. Teams only score when the ball passes through the cones, not above them. This keeps the shots low. Change goalkeepers every two to three minutes.



TEACHER NOTES

These basic concepts can be emphasized in a variety of simple lead-up territory/invasion games/activities (see Appendix A: Physical Activity Categories):

- soccer
- basketball
- touch/flag football
- hockey
- ringette
- spongee polo
- team handball
- ultimate

Encourage students to practise the basic strategies of territory/invasion games/activities, such as the following (Belka, cited in Human Kinetics, with Pettifor, 156):

- Create open space and reposition to gain an advantage.
- Guard space and reposition to close or deny space.
- Interfere with opponents' movements or object manipulation.
- Move an object to gain an advantage, reach a specified area, or score points.
- Communicate with teammates and use their abilities effectively.



SUGGESTIONS FOR ASSESSMENT

◆ Questioning: Keep Away

Teacher: Informal Inventory

After several minutes of play, stop the game.

- Ask which team is currently the offensive team and which is the defensive team. Have them describe the roles of the teams that are on offence and defence.
- Ask students how they got possession of the ball and how they plan to keep possession of the ball.

PRESCRIBED LEARNING OUTCOMES
<i>Students will...</i>
<input type="checkbox"/> K.1.3.C.4 Demonstrate an understanding of how positive and negative social behaviours (e.g., sharing, showing respect, fairness, honesty, cheating, lying...) may affect the outcome of an activity.

SUGGESTIONS FOR INSTRUCTION

◆ **Role-Play**

Secretly designate one person to be uncooperative during basic initiatives or cooperative games. Discuss how uncooperative behaviour affected the game/activity.

Questions for Discussion:

1. What behaviours did you not like while playing your game/activity? What did the uncooperative person do to cause problems in the game?
2. What could you do to try to get this player to change his or her behaviour and to cooperate?
3. Which ideas/strategies would work best?

◆ **What Rules?**

Play a game without many rules being stated. Discuss the outcome.

Questions for Discussion:

1. Did you feel you understood the game well enough to play it?
2. How did each person's understanding of the game rules differ?
3. Did players choose to make up rules so that there was an advantage for them? Did this cause a problem?
4. Did players cooperate to create rules to make the game fair?



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

Stress that clarity in rules creates a more positive, fun atmosphere and makes the game fair for all.

◆ **Questioning: Role-Play**

Teacher: Inventory

Determine, through answers to the Role-Play “Questions for Discussion,” whether students understand the positive and negative outcomes of various behaviours.



PRESCRIBED LEARNING OUTCOMES
<i>Students will...</i>
☐ S.1.3.A.1 Demonstrate proficiency in basic transport skills (i.e., running, hopping, galloping, jumping, skipping).
Curricular Connections MA: Statistics and Probability (counting, measuring), Shape and Space (length, height, distance using descriptive words, shapes, measures)

SUGGESTIONS FOR INSTRUCTION

◆ **Follow the Signs**

Set up cones, with signs indicating the five basic transport skills, in a pathway throughout the gymnasium. Have students read each sign (or look at the picture) and perform that skill on their pathway to the next cone.

Variations: Have students work in pairs, as suggested in Follow the Leader (see learning outcome S.1.K.B.1). Include movement concepts on the signs (e.g., run in a zigzag pathway, hop quickly, gallop slowly in a curved pathway). (See learning outcomes K.1.K.B.3c and K.1.2.B.3a.)

◆ **Shapes Game**

Make a class set of small laminated shapes (e.g., 10 circles, 10 squares, 10 triangles in three different colours). Have students sit cross-legged in a large circle, each with a shape on the floor in front of them. Call out a transport skill and a shape or colour. The students with that shape or colour use the given transport skill to move one or two laps around the circle before returning to their starting point. Encourage them to move with proficiency rather than to race the other students.

Variation: Vary the direction or call shapes of only one colour. This is a useful activity for assessing movement skills of a few students at a time.

◆ **Partner Challenges**

Have students pair up to take the following partner challenges at various stations:

- Shuttle run.
- Jump your height measured on the floor.
- Hop a hoop pattern.
- Run an obstacle course.
- Skip or gallop a figure-eight pattern.

◆ **Relays**

Have pairs or small groups of students line up along one end line to perform relays for a specified time, using a variety of the basic movement transport skills. Play music for motivation and as a start-stop signal. Select music of appropriate tempo for the various transport skills.



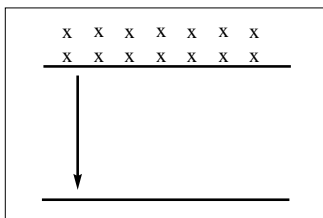
TEACHER NOTES

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.

Look for students’ willingness to develop and show an enjoyment of movement experiences.

Ensure that relay teams comprise a small number of students (two to four) to encourage participation and short waiting periods.



SUGGESTIONS FOR ASSESSMENT

◆ **Performance Task: All Activities**

Teacher: Scoring Rubric

While students participate in the activities, look for evidence of proficiency in their basic transport skills.

The student

Suggested Criteria: Hopping

The student

- A. takes off on one foot and lands on same foot (toe-ball-heel)
- B. holds knee behind body at a 90 degree angle
- C. uses arms for lift
- D. displays rhythmical hopping
- E. maintains balance

Refer to *Physical Education K–4: Basic Movement Skills Assessment* (Movement Skills Committee) for other transport skills criteria (i.e., running, jumping, galloping, skipping).

Scoring Rubric				
Rarely	With Direction	Sometimes	Frequently	Consistently
1	2	3	4	5
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

Students will...

☐ S.1.3.A.2 Demonstrate competency in basic manipulation skills (i.e., rolling, underhand and overhand throwing, catching, bouncing, striking, kicking, dribbling a ball using feet).

Curricular Connections

SC: Cluster 3—Forces That Attract or Repel (gravity)

(continued)

SUGGESTIONS FOR INSTRUCTION

◆ **Guard the Pin (rolling)**

Working in groups of three, students roll a hand-size ball to attempt to knock over a pin guarded by one player in the centre. Switch guards often.

◆ **Throw and Go (overhand throwing)**

Divide the class into teams of three (in relay formation: see learning outcome S.1.3.A.1) and assign each team a number. The leaders of each team choose a numbered ball (e.g., 1, 2, 3, 4, 5, 6, 7) from a bucket. On a given signal, with their eyes closed, the leaders throw their ball overhand and then run to retrieve their own numbered group ball (e.g., team number “1” looks for a ball with a number “1” on it, and so on). While searching for their own team ball, the leaders can throw any other ball they find, overhand, to a different location. The first leader back to his or her group with the correct team ball wins the challenge. Each student in line has a turn at being the leader.

Variation: Toss out a bonus ball with a “B” on it that can be retrieved once the leader has returned with his or her own team ball.

◆ **Junkyard (underhand throwing)**

Divide the class into two teams. Scatter an equal number of objects (e.g., balls, beanbags) on the floor on each team’s side. On a given signal, have all team members pick up one object at a time and throw it underhand into a basket from behind a designated line. Once a ball is thrown in, the student sits down on the bench. The first team to get all members on the bench wins.

◆ **Star Ball (catching)**

Place students in a circle formation and have one student throw a ball (or beanbag) underhand to a student two spots over to the right. That person attempts to catch the ball properly. The throwing continues until everyone has caught the ball. Repeat the pattern. Use an odd number of students in each group.

(continued)



TEACHER NOTES

Plan lessons to include the following skill-progression activities: individual tasks, to partner, to small-group, to large-group activities. For more game/activity ideas, refer to *Physical Education K–4: Movement with Meaning* (Manitoba Education and Training).

Combinations of the various basic manipulation skills in the suggestions for instruction may be incorporated into station activities for student skill practice.



SUGGESTIONS FOR ASSESSMENT

◆ **Performance Task: All Activities**

Teacher: Scoring Rubric

While students participate in the activities, look for evidence of competency in their basic manipulation skills.

Suggested Criteria: Catching

The student

- A. focuses eyes on the object throughout the catch
- B. positions body in the path of the object
- C. positions one foot slightly ahead of the other in a balanced stance
- D. catches the object with hands
- E. relaxes arms and absorbs the force of the object

Refer to *Physical Education K–4: Basic Movement Skills Assessment* (Movement Skills Committee) for other manipulation skills criteria (i.e., rolling, bouncing, underhand and overhand throwing, striking, kicking).

Scoring Rubric				
Rarely	With Direction	Sometimes	Frequently	Consistently
1	2	3	4	5
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

SUGGESTIONS FOR INSTRUCTION

Students will...

S.1.3.A.2 *(continued)*

(continued)

◆ **Pirates (bouncing, dribbling)**

All but two or three students have a ball to bounce. On the “go” signal, those without a ball (pirates) try to take another student’s ball. If they succeed, there are new pirates and the game continues. Students are caught if they hold or lose control of their ball.

◆ **Three Balls and You’re Out (striking)**

Set out three bases in the field (gymnasium) with a bucket of three tennis balls at home plate. Choose three strikers, and have the remainder of the class scatter in the field area. The first striker hits all three balls out to the field and attempts to run around the bases before the fielders can place the balls back into the bucket. The striker is out if the balls beat him or her home.

◆ **Breakout (kicking)**

Have students stand in a circle and attempt to kick a ball below knee level through the legs of the other players. If the ball goes between two players, they both perform a task before returning to the game.

◆ **Inuit Football (kicking)**

Use a field with marks made on the snow to serve as goal lines. Divide the class into two teams and have players of each team stand on their goal lines. When a ball is tossed onto the ground at centre, both sides rush forward and attempt to kick the ball across the opposing team’s goal line.

◆ **Inuit Baseball (striking, throwing, catching)**

1. **Rounders:** Divide players into two or four teams. Have one player on a team toss the ball into the air and the others try to catch it. The one who catches the ball gains first bat for his or her team. Use four stones for bases. The batter hits a pitched ball and tries to reach the first stone without being hit by the ball. The next batter repeats this procedure. If the ball hits a runner, he or she must return to the “bench.” All players are allowed to hit the ball once before changing teams.
2. **Scrub:** Place two bases 20 to 30 metres apart. Have a batter hit a thrown ball and run to the far base and back. If a fielder catches the ball or if the fielder hits the runner with the ball, the fielder replaces the batter. This could be played as a team game with each player on a hitting team having a turn, and then switching teams.

**TEACHER NOTES****SUGGESTIONS FOR ASSESSMENT****Seasonal Circuit Activities:**

Celebrate various occasions or seasons (e.g., Christmas, Hallowe'en, Valentine's Day, Easter, Hanukkah) by setting up circuit activities in which students can practise various basic manipulation skills.

Example: Valentine's Circuit

1. **Tunnel of Love:** Place a parachute over large equipment and have students use scooters to travel through the “tunnel of love.” (Beware of falling in love.)
2. **Lover's Leap:** Have students jump off a vault box and land safely on crash mats.
3. **Throwing Kisses:** Have students throw balls or beanbags overhand to heart-shaped targets.
4. **Swinging Sweethearts:** Have students hang or swing from ropes/climbing frames/monkey bars.
5. **Joust Your Heart Out:** Have students use jousting pads to try to manoeuvre opponents off a mat.

Be aware of the cultural differences among students, especially with respect to the celebration of holidays.

When playing Scrub, use a non-threatening dodge ball or sponge ball. The ball should hit the runner below the shoulders or waist.



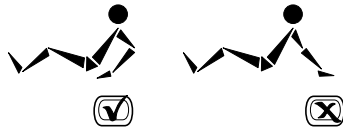
PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p><i>Students will...</i></p>	
<p>☐ S.1.3.A.3 Demonstrate competency in soft and balanced landings from developmentally appropriate heights (e.g., floor, bench, low beam, jumping box...).</p>	
<p>Curricular Connections PE/HE: GLO 3—Safety SC: Cluster 2—Materials and Structures (balance, stability), Cluster 3—Forces That Attract or Repel (gravity)</p>	
	<p>◆ Safe Landings</p> <p>Have students practise safe landings (see learning outcomes S.1.K.D.2 and S.1.1.D.2) as they create short sequences of movements.</p> <p>For example, use combinations of</p> <ul style="list-style-type: none"> • landings on the feet <ul style="list-style-type: none"> — forward — backward — sideways — make a shape and land • landings on hands on various surfaces <ul style="list-style-type: none"> — raised surface (box top) — tumbling mats — thick mats with tumbling mats over top — scattered mats — bare floor (first from knees and then from a crouching position)
	<p>◆ Landings Circuit</p> <p>Have students proceed through a circuit of activities that allow them to practise their soft, balanced landings.</p> <p>Examples:</p>
	<p>Variation: Have groups practise for a specified time at the various landing stations before rotating on to the next station.</p>
<p><i>(continued)</i></p>	<p><i>(continued)</i></p>

TEACHER NOTES

Emphasize the importance of soft and balanced landings for safe play on outdoor play structures. See *Safety Guidelines for Physical Activity in Manitoba Schools* (MPETA et al.).

See Lessons A1 to A3 of *Up Down All Around* (Russell, Schembri, and Kinsman) for more landing activities (available at the Manitoba Text Book Bureau).

Note correct hand position when landing backward:





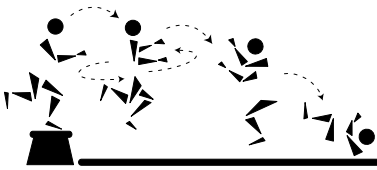
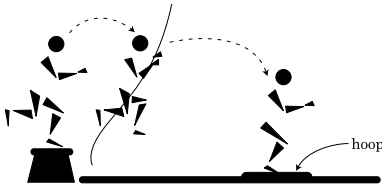
SUGGESTIONS FOR ASSESSMENT

◆ **Performance Task: Landing Activities**

Teacher: Scoring Rubric

While students participate in the learning activities, observe for evidence of competency in soft and balanced landings from developmentally appropriate heights.

Scoring Rubric			
The student	3 Consistently	2 Sometimes	1 Rarely
• lands softly by melting into the floor (toe, ball, heel of foot)			
• uses arms for balance			
• gives at the knees			

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p><i>Students will...</i></p>	
<p><input type="checkbox"/> S.1.3.A.3 <i>(continued)</i></p>	<p><i>(continued)</i></p> <p>◆ Gymnastics Obstacle Course</p> <p>Have students participate in the following challenges:</p> <ul style="list-style-type: none"> • Jump onto the box and roll onto mats.  <ul style="list-style-type: none"> • Run, jump onto the mat, and roll.  <ul style="list-style-type: none"> • Jump from a height, rotate, and roll backwards.  <ul style="list-style-type: none"> • Perform “Tarzan swings” off the rope and land with balance in a hoop.  <p>◆ Sharks and Islands</p> <p>On a large matted surface, place objects off which students may jump (e.g., mats, boxes, horse, springboard). Designate three students to be “sharks” and have them try to touch the other students who jump off their “island” (object) and move to another island. Students are allowed to stay safe on an island for five seconds with no more than two people per island. If caught off an island, students must perform an assigned task (e.g., 20 curl-ups, eight push-ups) in a designated area before returning to the game. Remind students to look before they jump and to land safely.</p>

TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

To accommodate students' varying abilities, use progressions, moving from simple to complex:

- on floor, wide to narrow lines
- on bench, wide to narrow surface
- low to high beam



PRESCRIBED LEARNING OUTCOMES

Students will...

S.1.2.B.1 \Rightarrow **S.1.3.B.1** Use basic movement skills (e.g., hopping, rolling, underhand throwing) and concepts (i.e., body and space awareness, relationships) in creating cooperative and/or low-competitive games with partners or in small groups (e.g., hopscotch, playing catch with a partner, simple target games...).

Curricular Connections

MA: Patterns and Relations (patterns, sequence)

SUGGESTIONS FOR INSTRUCTION

◆ **Create-a-Station**

Have students create an individual or partner activity station for one skill from each of the following:

- **transport** (e.g., move through an obstacle course)
- **manipulation** (e.g., do a ball bounce routine, count bounces)
- **balance** (e.g., walk a low beam with one balance)

◆ **Canyon Crossing**

Have groups of students create a canyon crossing using various pieces of equipment (e.g., hoops, benches, ropes, ladders, footprints) positioned in rows from one end of the gymnasium to the other. Students can then experience other canyon crossing creations. Students attempt to cross over the bridges, stepping only on the equipment, being careful not to fall into the canyon. If they fall, they can go back to the beginning of the bridge and try again.

Variations: Have students

- cross bridges while balancing a beanbag on their heads
- step in and out of hoops while walking along benches
- crab walk across benches while balancing a beanbag on their stomachs
- cross bridges with a partner or small group of students linked together (e.g., joined hands)

TEACHER NOTES

Encourage students to create challenges such as individual records or challenge a standard goal either together or individually. To create variety, provide various types of equipment.

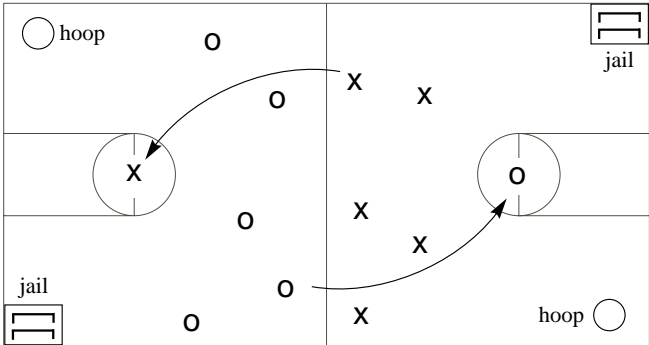


SUGGESTIONS FOR ASSESSMENT

◆ **Performance Task: Create-a-Station**

Peer Assessment: Inventory

As one individual or set of partners demonstrates a skill, have observing partners check whether the stated skill is used. Observers indicate with a thumbs-up or thumbs-down signal whether the goal was achieved.

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p><i>Students will...</i></p>	
<p>☐ S.1.2.B.2 ➡ S.1.3.B.2 Use basic movement skills (e.g., running, catching...) and concepts in cooperative and/or low-competitive group games (e.g., dodging activities, tag games...).</p>	<p>◆ Colour Tag (transport)</p> <p>Divide the class into four groups, each wearing pinnies of different colours. Assign each team to a wall. One group at a time serves as taggers. They have a time limit to tag as many of the other three colours as possible. When tagged, players touch their wall with one hand and extend the other arm. Free team members can rescue them by touching the extended hand.</p> <p>◆ Dungeons and Dragons</p> <p>Divide the class into two teams. Each team begins with the same number of beanbags in the basketball key (e.g., six). On the “go” signal, team members try to cross the opponents’ line (centre line) and get to the safety zone (basketball key) to get a beanbag without being tagged. Opposing team members may not enter the safety zone. Players then must try to return safely across the centre to place the beanbag in their own hoop. If tagged, a student must return the beanbag and go to “jail,” staying there until a team member safely crosses to the “jail” and they both return, hand-in-hand, to their own zone without being tagged. The first team to collect all the beanbags wins.</p>  <p>Variation: Each team may select two guards to watch over the entrance to the basketball key.</p> <p>◆ Continuous Dodge Ball (manipulation)</p> <p>Provide students with six to ten foam balls and have them attempt to throw the balls at other students below the shoulders. Anyone can be “it” and chase the balls and anyone can be hit. When hit, runners must sit on the floor and wait for a free ball to roll by. When this happens, sitting players stand up with the ball and return to the game. Each player may possess only one ball at a time and must release it within three seconds. If hit while holding a ball, a player sits down and rolls his or her ball away.</p>

TEACHER NOTES

Each colour can represent a popular cartoon character. Emphasize awareness of tagged team members so that rescues occur before the entire team is eliminated.



SUGGESTIONS FOR ASSESSMENT

◆ **Observation: All Games**

Teacher: Checklist

As students participate, observe the following skills and use the suggested code to record their performance.

Use of Movement Skills							
The student							
X is experiencing difficulty in using skills in a game context							
– is experiencing some difficulty in using skills in a game context							
✓ is experiencing no difficulty in using skills in a game context							
? has not been observed							
Name	Skills						
	Run	Jump	Hop	Gallop	Skip	Bounce	etc.

PRESCRIBED LEARNING OUTCOMES
<i>Students will...</i>
<p><input type="checkbox"/> S.1.2.B.3 \Rightarrow S.1.3.B.3 Set up and manage own games (e.g., skipping games, target games, hopscotch...).</p>

SUGGESTIONS FOR INSTRUCTION

◆ **Recess Games**

Divide students into small groups and have them set up and manage previously taught recess-type activities such as Four Square, skipping games, tag/grid games, and so on.

◆ **Four Square**

Create a four-square area, with each square lettered (A to D). Have one student stand in each square, with the player in the A-square holding the playground ball. That player begins the game by bouncing the ball in his or her own square, and then hits it with one hand or both hands (up in an arc rather than downward) to have it bounce in another player's square. The receiving player then hits the ball after one bounce to any of the other squares. The game continues until a player misses the ball, hits the ball on a line or out of a square, or hits it with a fist. Any player breaking these rules moves to the D-square and all other players move up one square toward the A-square.

Variations: Have extra players line up behind the player at the D-square. When a player is out, he or she goes to the end of the line and an extra player moves onto the D-square. The student in the A-square is the King/Queen of the game. Students can count the number of times that they are the King/Queen. Have students reverse the order of the letters, rotating toward the letter D. Students may be allowed to catch the ball when they are first learning the game. Advanced students can hit downward and/or use a smaller ball and hit it with only one hand.

◆ **Grid Activities**

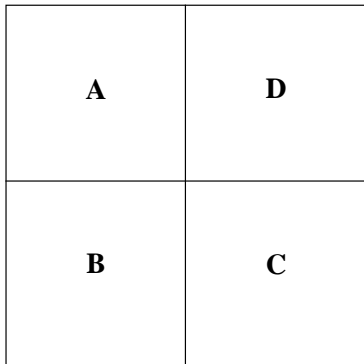
In a designated square area, have students play tag games using a ball.

- **Two Versus Two:** Pass a ball back and forth with a partner within the designated grid area. The other pair must tag the person with the ball to gain possession.
- **Four Versus Four:** Repeat the above with four members on a team. If tagged, stand to the side. If the other team drops the ball, return to the game.
- **In Fours:** If a single player intercepts the pass being made by a group of three, the person making the pass switches places with the interceptor. Change positions every 15 to 20 seconds if no interceptions are made. Students cannot receive the ball in the same location they passed from.

TEACHER NOTES

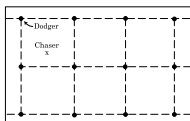
See also Create-a-Station, learning outcomes S.1.2.B.1 and S.1.3.B.1.

Four Square



Grid Formations:

Divide the gymnasium or playing field into several small play areas (e.g., 7 by 7 metres, or 14 by 7 metres). Define grid boundaries with markers (e.g., floor lines, cones, tape). (See also learning outcome K.1.2.C.1 for more grid activity ideas.) Encourage students to create situations that require lots of movement.



SUGGESTIONS FOR ASSESSMENT

◆ **Performance Task: All Activities**

Teacher: Scoring Rubric

Observe students as they organize their groups, equipment, and rules.

Scoring Rubric	
Scale	The student/group
4	<ul style="list-style-type: none"> • organizes all students into groups • selects appropriate and safe equipment • explains rules clearly
3	<ul style="list-style-type: none"> • organizes friends into groups • selects appropriate and readily available equipment • states most rules clearly
2	<ul style="list-style-type: none"> • selects students who will win the game • selects equipment that may not be appropriate or safe • is unclear on many rules
1	<ul style="list-style-type: none"> • refuses to select certain students • selects inappropriate and unsafe equipment • does not understand the rules

PRESCRIBED LEARNING OUTCOMES

SUGGESTIONS FOR INSTRUCTION

Students will...

S.1.1.C.1 ⇨ **S.1.3.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...).

Curricular Connections
SS: connecting with communities

◆ **Tabloid Day**

As suggested in Holiday Theme Circuits (see learning outcome S.1.1.C.1), set up a variety of outdoor station activities and have students rotate in group formation from event to event.

Variations: 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, Arctic Games, Festival du Voyageur, The Big Circus, and so on.



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

Refer to learning outcome S.1.1.C.1 for more suggested learning activities.

Organizational Strategies:

- Use a variety of ways to organize teams.
- Use multi-age groups to encourage community (older students helping younger, and so on).

See also Four-Corner Soccer, learning outcome S.1.2.A.2.



PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p><i>Students will...</i></p>	
<p>□ S.1.3.D.1 Create rhythmic sequences using transport skills (e.g., walk, jump, step-hop, stamp, slide...) alone and/or with others (e.g., jump-rope activities, aerobics, creative movement...).</p> <div data-bbox="115 569 550 707" style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Curricular Connections MA: Patterns and Relations (patterns, sequence) PE/HE: GLO 2—Fitness Management</p> </div>	<p>◆ More Basic Aerobic Patterns</p> <p>Add “Sports Moves” to the Slim Jim word list of Basic Aerobic Patterns (see learning outcome S.1.2.D.1).</p> <p>Examples:</p> <ul style="list-style-type: none"> • jump diagonally (skier’s jumps) • jump rope • dribble and shoot • jog in place and serve • swing a bat <p>Have students mimic the actions demonstrated by the teacher or other students. Repetition of these moves serves as a fitness development activity. (See Slim Jims, <i>K–4 ELA</i>, Strategies–116.)</p> <p>◆ Create-a-Sequence</p> <p>Have students follow guidelines (e.g., four movements repeated four times each) to create their own sequence of Basic Aerobic Patterns. They can then use the Think-Pair-Share strategy to teach their sequence to another person. These partners can then join together their two sequences and share that eight-movement sequence with another set of partners. (See Think-Pair-Share, <i>K–4 ELA</i>, Strategies–15.)</p> <p>◆ Jump-Rope Routine</p> <p>Have students work in pairs to create a short jump-rope routine.</p> <p>◆ Creative Movement</p> <p>Have students (alone, in pairs, or in small groups) design, refine, and perform a movement sequence.</p> <p>For example, the sequence must</p> <ul style="list-style-type: none"> • have a definite beginning and ending • include four different transport skills • follow the rhythmic beat of the music provided (e.g., drum beat, taped music) <p>Variations: Connect with other learning outcomes by including criteria from other learning outcomes (e.g., directions, levels, pathways, and planes, learning outcome K.1.3.B.3a; mirroring and matching, learning outcome K.1.3.B.3d).</p>



TEACHER NOTES

Have half the class demonstrate their ideas to the others and then switch. This strategy is an effective use of time that allows those who may feel shy or intimidated about performing in front of others feel more comfortable.

Encourage students to develop an appreciation of the aesthetic and athletic values of movement.

A sequence is a “movement sentence” with a beginning, a middle part, and an ending. Demonstrate examples of movement sequences for students to practise and then have them invent their own sequences. Provide feedback and opportunities for students to observe each other.

Jump Rope for Heart materials are available from the Heart and Stroke Foundation of Manitoba.



SUGGESTIONS FOR ASSESSMENT

◆ Performance Task: Creative Movement

Teacher/Peer Assessment: Checklist

The teacher or peers observe students and assess whether the movement task criteria have been met.

Suggested Criteria:

The sequence clearly shows

- a definite beginning
- four different transport skills
- effort to follow the musical beat
- a definite ending
- smooth transitions, no breaks in continuity

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION								
<p><i>Students will...</i></p>									
<p>☐ S.1.2.D.2 ➡ S.1.3.D.2 Demonstrate functional use of basic movement skills (i.e., transport, manipulation, balance), applying movement concepts (e.g., body and space awareness...) to gymnastic-type activities (e.g., balancing on different body parts, swinging and circling small hand apparatus...).</p>									
<p>Curricular Connections SC: Cluster 2—Materials and Structures (balance, stability), Cluster 3—Forces That Attract or Repel (gravity)</p>									
	<p>◆ Gymnastics Mats and Apparatus (transport)</p> <p>Have students explore rolls, rotations, and transports, such as the following.</p> <p>On mats:</p> <ul style="list-style-type: none"> • log roll (leap over rolling logs) • churn-the-butter roll (front support to back support) • forward roll (down an incline, from a bench or box) • backward roll (with assistance) • cartwheel <p>On apparatus:</p> <ul style="list-style-type: none"> • running approach to springboard • springboard (tucks, turns) • bench and balance beam (walks, travel, mounts, dismounts) • horizontal bar (rotations) • climbing frame/ropes (travel) <p>◆ Rhythmic Gymnastics Hand Apparatus (manipulation)</p> <p>Have students explore and manipulate a variety of small hand apparatus such as</p> <ul style="list-style-type: none"> • hoops • ribbon wands • rhythmic balls • scarves <p>◆ Gymnastic Balances</p> <p>Have students explore gymnastic balances, such as the following.</p> <p>On mats:</p> <table border="0"> <tr> <td>• scales</td> <td>• partner balances</td> </tr> <tr> <td>• V-sit</td> <td>• shoulder stand</td> </tr> <tr> <td>• teddy-bear stand</td> <td>• back bend (assisted)</td> </tr> <tr> <td>• inverted balances (headstand progressions)</td> <td>• knee scale</td> </tr> </table> <p>On apparatus:</p> <ul style="list-style-type: none"> • shapes/statics/hangs on climbing frame, balance beam, benches, and box horse 	• scales	• partner balances	• V-sit	• shoulder stand	• teddy-bear stand	• back bend (assisted)	• inverted balances (headstand progressions)	• knee scale
• scales	• partner balances								
• V-sit	• shoulder stand								
• teddy-bear stand	• back bend (assisted)								
• inverted balances (headstand progressions)	• knee scale								

TEACHER NOTES

For teaching gymnastic skills, refer to *Safety Guidelines for Physical Activity in Manitoba Schools* (MPETA et al.).

Teddy-bear stand to headstand progression: Teach students to roll out of a teddy-bear stand safely before allowing them to lift legs into a headstand.



SUGGESTIONS FOR ASSESSMENT

◆ **Performance Task: All Activities**

Teacher: Rating Scale

Observe student performance of gymnastic balances and look for evidence that the student is able to use balance skills functionally during the gymnastic-type activities.

Rating Scale				
	4 All the Time	3 Most of the Time	2 Some of the Time	1 Rarely
The student				
• uses selected movement skills and concepts				



Use BLM G–4: Movement Skills Rubric and Checklist (see Appendix H) to record class participation/performance.



Movement Outcomes: Grade 3



Knowledge

- K.1.3.A.1 Show an understanding of how the movement patterns should be performed** (e.g., opposite foot forward to throwing hand; two-foot take-off and landing in jumping...).
- K.1.2.B.1** \Rightarrow **Show an understanding that personal attitudes** (e.g., willingness to try, level of involvement, desire to learn...) **affect skill development and success.**
- K.1.3.B.2 Recognize concepts relating to force** (i.e., body alignment, application of force, addition of forces) **in pulling, pushing, and carrying activities** (e.g., carrying a mat together, rope-pulling...).
- K.1.3.B.3a Design a movement sequence** (e.g., run/jump/land/roll sequence...) **incorporating directions, levels, pathways, and planes** (e.g., creative gymnastics, hoop gymnastics...).
- K.1.3.B.3b Balance objects** (e.g., beanbags, balls...) **using different body parts** (e.g., hands, shoulders, foot...) **while travelling alone and/or in partner activities.**
- K.1.3.B.3c Show an understanding of the qualities of speed** (e.g., fast and slow...), **force** (e.g., strong and light...), **and flow** (e.g., free and bound...) **in movement.**
- K.1.3.B.3d Show an understanding for mirroring and matching movements with a partner in a stationary position and/or while moving** (e.g., “follow the leader”...).
- K.1.3.C.1 Show an understanding of fundamental rules used in individual or partner games and activities** (e.g., make up a game and share it with a partner...).
- K.1.3.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...).
- K.1.3.C.3 Recognize the basic concepts** (e.g., invading, getting possession, keeping possession, scoring...) **of simple territory/invasion games/activities.**
- K.1.3.C.4 Demonstrate an understanding of how positive and negative social behaviours** (e.g., sharing, showing respect, fairness, honesty, cheating, lying...) **may affect the outcome of an activity.**

Skills

- S.1.3.A.1 Demonstrate proficiency in basic transport skills** (i.e., running, hopping, galloping, jumping, skipping).
- S.1.3.A.2 Demonstrate competency in basic manipulation skills** (i.e., rolling, underhand and overhand throwing, catching, bouncing, striking, kicking, dribbling a ball using feet).
- S.1.3.A.3 Demonstrate competency in soft and balanced landings from developmentally appropriate heights** (e.g., floor, bench, low beam, jumping box...).
- S.1.2.B.1** \Rightarrow **Use basic movement skills** (e.g., hopping, rolling, underhand throwing) **and concepts** (i.e., body and space awareness, relationships) **in creating cooperative and/or low-competitive games with partners or in small groups** (e.g., hopscotch, playing catch with a partner, simple target games...).
- S.1.2.B.2** \Rightarrow **Use basic movement skills** (e.g., running, catching...) **and concepts in cooperative and/or low-competitive group games** (e.g., dodging activities, tag games...).
- S.1.2.B.3** \Rightarrow **Set up and manage own games** (e.g., skipping games, target games, hopscotch...).
- S.1.1.C.1** \Rightarrow **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.1.3.D.1 Create rhythmic sequences using transport skills** (e.g., walk, jump, step-hop, stamp, slide...) **alone and/or with others** (e.g., jump-rope activities, aerobics, creative movement...).
- S.1.2.D.2** \Rightarrow **Demonstrate functional use of basic movement skills** (i.e., transport, manipulation, balance), **applying movement concepts** (e.g., body and space awareness...) **to gymnastic-type activities** (e.g., balancing on different body parts, swinging and circling small hand apparatus...).

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.