

Kindergarten to Grade 4 Physical Education/ Health Education

A Foundation for
Implementation

Manitoba
Education,
Training
and Youth

Éducation,
Formation professionnelle
et Jeunesse
Manitoba



***KINDERGARTEN TO GRADE 4
PHYSICAL EDUCATION/
HEALTH EDUCATION***

A Foundation for Implementation

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INTRODUCTION

Purpose

Kindergarten to Grade 4 Physical Education/Health Education: A Foundation for Implementation provides teachers and administrators with information and suggestions for instruction and assessment to support and monitor student progress and achievement of the learning outcomes.

Background

Kindergarten to Grade 4 Physical Education/Health Education: A Foundation for Implementation was produced by Manitoba Education, Training and Youth in collaboration with a development team composed of Manitoba educators. This document is a resource for educators to use in implementing *Kindergarten to Senior 4 Physical Education/Health Education: Manitoba Curriculum Framework of Outcomes for Active Healthy Lifestyles* (hereafter referred to as the Framework), released in 2000. The Framework identifies the general and specific learning outcomes that students are expected to achieve and is mandated for use in all Kindergarten to Senior 4 schools in Manitoba.

An online version of the Framework is available at the Manitoba Education, Training and Youth website: <<http://www.edu.gov.mb.ca/metks4/curricul/k-s4curr/physhlth/index.html>>. The Overview from the Framework and numerous charts related to the general learning outcomes are reproduced in this implementation document (see Framework Excerpts) for ease of reference.

Supporting a unified vision of *physically active and healthy lifestyles for all students*, the Framework combines physical education and health education (PE/HE) in one document. The content of both subject areas is integrated and organized within five interrelated general learning outcomes (GLOs):



GLO 1—Movement



GLO 2—Fitness Management



GLO 3—Safety



GLO 4—Personal and Social Management



GLO 5—Healthy Lifestyle Practices

For information related to the organization and presentation of the GLOs and subsequent strands and sub-strands, refer to The Curriculum Map and the Conceptual Framework on the last two pages of the Framework Overview (see Framework Excerpts).

The suggestions for instruction and assessment provided in this implementation document likewise promote and support the integration of physical education and health education through the five interrelated GLOs. To make learning meaningful and relevant, teachers are also encouraged to make curricular connections with other subject areas, where applicable. For programming suggestions, refer to the last page of the Framework Excerpts reproduced in this document or to Appendix B: Curricular Connections in the Framework.

Effective programming in PE/HE can contribute significantly to reducing health risks and health costs. The PE/HE curriculum addresses significant behaviours that contribute to today's major health risks for children and youth, as identified in the Rationale in the Framework Overview (see Framework Excerpts):

- inadequate physical activity
- unhealthy dietary behaviours
- drug use, including alcohol and tobacco
- sexual behaviours that result in sexually transmitted disease/infection and unintended pregnancies
- behaviours that result in intentional and unintentional injuries

Focusing on these health issues, the PE/HE curriculum aims to provide students with planned and balanced programming to develop the knowledge, skills, and attitudes for maintaining physically active and healthy lifestyles.

Contents

This document contains the following sections and components:

- **Introduction:** The Introduction outlines the purpose, background, and content of this document.
- **Overview:** The Overview describes the characteristics of Early Years learners, discusses the Early Years philosophy for effective programming, and elaborates on the guiding principles for creating a meaningful learning environment, as outlined in the Framework. Guidelines are presented for each of the five GLOs, including information related to
 - the description of the GLO
 - Early Years implications
 - scope and sequence
 - teaching considerations
 - implementation guidelines

The Overview also provides suggestions for planning integrated and balanced PE/HE programming in four parts:

- Part A: Planning for Implementation
- Part B: Planning for Instruction
- Part C: Planning for Assessment
- Part D: Additional Planning

- **Kindergarten to Grade 4: Suggestions for Instruction and Assessment:**

This four-column section contains the specific learning outcomes (SLOs) identified in the Framework, suggestions for instruction and assessment related to the learning outcomes, and teacher notes elaborating on the suggestions. It is organized by grade and further divided by general learning outcomes. Grade-specific blackline masters to support and enhance learning appear at the end of each grade. Blackline masters applicable to all grades are provided in Appendix H: General Blackline Masters.

- **Appendices:** The following appendices provide additional information and tools for planning, teaching, and assessment:

- Appendix A: Physical Activity Categories
- Appendix B: Suggestions for Planning Overall Implementation
- Appendix C: Programming for Students with Special Needs
- Appendix D: Suggestions for Yearly Planning
- Appendix E: Unit Planner
- Appendix F: Lesson Planner
- Appendix G: Information Related to Planning for Assessment of Learning Outcomes
- Appendix H: General Blackline Masters
- Appendix I: Glossary

- **Framework Excerpts:** Reproductions of the Framework Overview and numerous charts related to the general learning outcomes appear in this section. The page references in these excerpts apply to the original Framework document.

- **Bibliography:** The print resources and websites cited in the Bibliography were used in the development of this document.

- **Posters:** A set of six posters accompanies this document. One poster identifies the general learning outcomes and attitude indicators that apply from Kindergarten to Senior 4. The remaining five posters contain all specific learning outcomes for each respective grade from Kindergarten to Grade 4.

Notes



OVERVIEW

Characteristics of Early Years Learners

All children learn in different ways, at different rates, and to different capacities. The following chart is provided to assist teachers in planning developmentally appropriate and age-appropriate learning activities in physical education/health education (PE/HE).

Characteristics of Development for Children and Youth Relevant to Physical Education and/or Health Education Programming			
	Physical Characteristics	Emotional and Social Development	Intellectual Development
Ages 5 to 8	<ul style="list-style-type: none"> eye-hand coordination not fully developed (lack precise focus and spatial judgement) large muscles may be more developed than small muscles continue to develop climbing, balancing, running, galloping, and jumping abilities (may have trouble skipping) develop an awareness of safety, with guidance usually show enthusiasm for most physical activities 	<ul style="list-style-type: none"> may show intense and variable emotions (may sometimes be judgmental and critical of others) learning to cooperate with others for longer period of time (friendships may change frequently) continue to develop feelings of independence and may begin to define themselves in terms of what they have or own begin to develop the ability to share possessions and take turns 	<ul style="list-style-type: none"> learn from direct experience continue to expand their understanding and use of language to clarify thinking and learning may understand concepts such as tomorrow or yesterday but are still unsure about length of time assert personal choice in decision making
Ages 9 to 11	<ul style="list-style-type: none"> continue to develop eye-hand coordination (skill development in physical activities may depend on this increase in coordination) continue to refine fine motor development (girls may reach puberty and may experience rapid growth spurt) show increased coordination, but growth spurts may begin to interfere may show more daring, exploring behaviour that could lead to accidents may begin to show a preference for some physical activities over others may appear to enjoy more complex group games and simple sports (show a strong sense of loyalty to a group or team) 	<ul style="list-style-type: none"> may appear relatively calm and at peace with themselves becoming more outgoing and develop close or best friends generally positive about themselves (define self by physical characteristics and possessions as well as likes and dislikes) continue to develop the ability to work and play with others (need social acceptance) 	<ul style="list-style-type: none"> continue to use direct experience, objects, and visual aids to help understanding can expand thinking more readily through writing, reading, and viewing (may begin to use puns) continue to develop understanding of time, but may forget dates and responsibilities need increased ownership of decision making
Ages 12 to 15	<ul style="list-style-type: none"> continue to develop and refine hand-eye skills and demonstrate increased muscle coordination boys reach puberty and may experience rapid and uneven growth (arms and legs may grow rapidly) may show periods of relatively poor coordination and awkwardness (may show poor posture because of rapid growth) understand safety rules but sometimes take risks often are marked differences between sexes in their preferences for physical activity often engage in more formal team activities (continue to show great loyalty to group or team) 	<ul style="list-style-type: none"> may begin to show bouts of anxiety or moodiness (emotions may come close to the surface) start to question adult authority sometimes engage in self put-down (may begin to define self in terms of opinion, beliefs, and values and to expand their sense of self by copying the culture or current fad) gradually gaining independence from parental influence (may view brothers and sisters as a bother or nuisance) 	<ul style="list-style-type: none"> begin to develop abilities to manipulate thoughts and ideas, but still need some hands-on experiences can do some abstract reasoning often like jokes and words with double meanings developing abilities to talk about recent events, plans for the future, and career aspirations need ownership of decision making, with responsible guidance

Characteristics of Development for Children and Youth: Reproduced, by permission, from *Physical Education K to 7: Integrated Resource Package 1995*. Victoria, BC: British Columbia Ministry of Education, Curriculum Branch, 1995. 10.

Early Years Philosophy for Effective Programming

Research supports the following perspectives and approaches in PE/HE programming for Early Years students.

- **Skill-Based Focus:** The combined PE/HE curriculum emphasizes the development of movement skills and social behaviour skills. In partnership with the home and community, the intent of the curriculum is to help Early Years students develop the necessary skills to prevent or avoid the health issues that affect many children, including physical inactivity, unhealthy dietary behaviours, and behaviours that cause intentional and unintentional injury. The focus is on
 - the fourteen basic movement skills (identified in the chart Basic Movement Skills Developmental Process—see Framework Excerpts)
 - the five personal and social management skills (identified in the Summary Chart for *Personal and Social Management*—see Framework Excerpts)

In the PE/HE curriculum, these skills are considered the building blocks or essential skills for developing physical and social-emotional well-being.

- **Active and Interactive Learning Strategies:** Children love to be active and play. Brain research (Cone et al.; Jensen) supports the approach of engaging students in active learning to increase retention and make learning more relevant, meaningful, and enjoyable. In a physical education setting, learning/teaching strategies promote physical activity participation and emphasize the development of movement skills (e.g., hopping, throwing, catching) through a variety of physical activities that involve the body/kinesthetic intelligence. From a health-education perspective, interactive learning/teaching strategies (e.g., brainstorming, Pair and Share, role-playing, puppet shows) promote social interaction and teamwork, which highlight the interpersonal intelligence.
- **Exploratory and Cooperative Learning Activities:** Exploratory activities need to be emphasized at the Early Years because children are naturally curious and love to move, explore, experience, and learn. Cooperative activities help promote positive social interactions among students, allowing them to work together toward a common goal rather than competing against each other. Learning experiences should allow children to explore at their own rate.
- **Integrated Approach:** Integrating and making curricular connections between physical education and health education as well as with other subject areas is an important part of the curriculum design to provide meaningful and relevant learning experiences for students. For example, in science, students' knowledge about colours, gained in Kindergarten, is applied as they play "colour games" in the gymnasium or match foods by colours to the Food Guide rainbow, based on *Canada's Food Guide to Healthy Eating* (Health Canada).
- **Time and Instruction:** Adequate time, well-planned instruction, and enjoyable experiences are essential for students to develop competency in basic movement skills and social behaviour skills for active, healthy living. The development of these skills cannot be left to chance. Planned programming that meets the recommended minimum time allotments is important for healthy growth and development. (Time Allotments are outlined in the Framework Overview—see Framework Excerpts.)

- **Involvement of Parents/Families and Communities:** Building partnerships is essential for providing a healthy, supportive environment for children. Schools, parents,* and communities need to work together to achieve the vision of realizing *physically active and healthy lifestyles for all students*. For example, the home, school, and community need to provide daily opportunities for Early Years children to be active.

Creating a Meaningful Learning Environment

The Guiding Principles discussed in the Framework Overview (see Framework Excerpts) are intended to assist teachers and administrators in designing a meaningful learning environment for PE/HE. Effective PE/HE programming ensures that learning experiences, resources, and assessment practices

- are appropriate for the age and developmental readiness of students
- take into consideration students' multiple intelligences and varied learning approaches, skills, needs, and strengths (for information on differentiating instruction, refer to *Success for All Learners*)
- respect and appreciate human diversity, including gender, abilities, and culture (refer to *A Foundation for Excellence* and *Native Studies: Early Years [K–4]*)
- include active and interactive learning opportunities that foster responsibility, inclusion, community, and citizenship, and that support the development of physical and social-emotional well-being
- help students understand healthy lifestyle practices and their contribution to the components of sustainable development: the environment, economy, and health and well-being (refer to *Education for a Sustainable Future*)
- support curricular connections and integration (refer to *Curricular Connections*)
- incorporate the foundation skill areas: literacy and communication, problem solving, human relations, and technology (refer to *A Foundation for Excellence*)
- encourage partnerships with the home and community

The following guidelines for each GLO provide additional suggestions for creating a meaningful learning environment within a PE and/or HE setting.

Guidelines for the General Learning Outcomes

This combined PE/HE document presents guidelines for each general learning outcome rather than separately for each subject area. The guidelines for each GLO contain five subheadings:

- Description
- Early Years Implications
- Scope and Sequence
- Teaching Considerations
- Implementation Guidelines

* In this document the term “parents” refers to both parents and guardians and is used with the recognition that in some cases only one parent may be involved in a child’s education.



Guidelines for GLO 1—Movement

Description

In achieving the specific learning outcomes within GLO 1—Movement, *students demonstrate competency in selected movement skills, and knowledge of movement development and physical activities with respect to different types of learning experiences, environment, and cultures.*

Early Years Implications

During the Early Years, the curricular emphasis is on the acquisition of basic movement skills and their functional use in introductory and simple activities. The knowledge component helps students understand what movements to do, as well as why and how to do them. The basic movement skills and movement concepts identified in this document are defined in the Basic Movement Skills Developmental Process chart (see Framework Excerpts).

Movement-skill competency is a key determinant in a student’s decision of whether to participate in or pursue a particular physical activity or sport. Students are less likely to participate in physical activity if they have not learned the movement skills or experienced success in applying them. The basic movement skills are the building blocks for participation in all physical activity and are the prerequisites to lifelong physical activity.

Wherever possible, learning activities for all learning outcomes should be movement-based to ensure that students are physically active. Skill acquisition along with personal success, choice, inclusion, and enjoyment are necessary parts of effective programming that help students develop attitudes that support lifelong participation in physical activity.

For balanced PE/HE programming, students are expected to participate in a variety of activities, including individual/dual/team sports/games, alternative pursuits, and rhythmic/gymnastic and fitness activities, scheduled on an ongoing basis throughout the year. As well, programming should include learning activities that are representative of different learning environments or settings (e.g., playing fields, parks, trails, arenas, playground equipment) and of multicultural perspectives.

For the purpose of this document, physical activities and sports are organized into five categories:

- **Individual/dual sports/games**—physical activities played or performed individually or with a partner.
- **Team sports/games**—physical activities played or performed in groups or teams.
- **Alternative pursuits**—physical activities that occur in environments outside the classroom/gymnasium (e.g., playing fields, parks, trails, lakes, community indoor facilities).

- **Rhythmic/gymnastic activities**—physical activities that include a variety of dance- and gymnastic-type activities.
- **Fitness activities**—physical activities that focus on fitness development or training.

For a list of suggested activities, see Appendix A: Physical Activity Categories.

Students require a variety of lead-up progressions and many opportunities for practice and development of basic movement skills. Teachers are not expected to introduce all the activities listed in each physical-activity category but rather to choose a physical activity that would best develop the concepts and skills related to the student learning outcomes, considering development- and age-appropriateness, local resources, equipment, facilities, and so on.

Scope and Sequence

Specific learning outcomes follow a sequential and multi-year approach. In some instances, an arrow (➡) indicates that the learning outcome is reviewed, reinforced, and maintained from the previous year. (For more information, refer to the Scope and Sequence Chart for *Movement* found in the Framework Excerpts.)

Recognizing that it would be impossible to teach and assess student learning for every physical activity, the specific learning outcomes within GLO 1—Movement focus on a particular concept or game theme at each grade. For example, within the knowledge sub-strand Game Strategies, the following grade themes are identified to help differentiate learning outcomes from grade to grade, provide a focus for assessment, and avoid redundancy.

Grade Themes: Game/Activity Strategies				
Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
simple games/ station activities	target-type activities	chasing/fleeing- type activities	territory/ invasion-type activities	net/wall striking/fielding-type activities

These grade themes are not intended to restrict student participation in other types of activities but are to be the focus for assessing, evaluating, and reporting student progress and achievement.

Teaching Considerations

Schools must develop safety routines and procedures and teachers need to be knowledgeable of the best safety practices. Teachers responsible for providing a wide variety of challenging movement experiences in physical-activity settings must anticipate hazards and minimize the risks inherent in physical activity. Expertise in physical-activity management is essential.

The Supreme Court of Canada has established four criteria to determine the necessary and appropriate standard of care within the context of physical education (refer to Safety and Liability in the Framework Overview—see Framework Excerpts):

- Is the activity suitable to the age, mental condition, and physical condition of participating students?
- Have the students been progressively taught and coached to perform the activity(ies) properly and to avoid the dangers inherent in the activity(ies)?
- Is the equipment adequate and suitably arranged?
- Is the activity being supervised properly in light of the inherent danger involved?

For additional suggestions related to Physical Activity Risk Management, refer to Guidelines for GLO 3—Safety.

Implementation Guidelines

The following guidelines represent best practices when addressing learning activities related to GLO 1—Movement:

- Establish rules, routines, and student expectations for physical education related to safety (physical and emotional), inclusion, and time effectiveness, and communicate with students and parents/guardians.
- Establish start and stop signals to ensure safety and class control (e.g., use a raised hand, use hand drum, hand clap, or cue words such as go, freeze, stop).
- Emphasize space and body awareness activities so that Early Years students learn to move with control and without colliding.
- Refrain from using exercise as punishment.
- Emphasize positive behaviours in relationships between and among students (e.g., do not tolerate put-downs, teasing, exclusion).
- Choose activities that promote maximum participation (e.g., do not use elimination-type games unless another choice of activity is provided and there is a way for the student to return to the original activity in a short time; reduce long lineups or large relay teams).
- Choose developmentally and age appropriate learning activities, taking into consideration the type and size of equipment and mechanical principles of movement. For example, consider the following:
 - Soft and light objects (e.g., sponge balls, plastic bats) are easy to manipulate, as well as safer than hard, heavy objects.
 - Short handles on striking implements (e.g., junior-size racquets, floor-hockey sticks, golf clubs) help improve eye-hand coordination.
 - Large balls (e.g., beach balls, playground balls) or objects with a tail or large surface area (e.g., scarves, beanbags, balls with streamers or tails) are easy to catch/grasp.
 - Under-inflated balls are easy to catch or kick since the speed of the ball is decreased.

- Large striking surface areas (e.g., large heads of paddles or racquets) make it easy to hit objects.
- Large target surface areas make it easy to hit the target.
- Maximize student-equipment ratio.
- Establish safe and efficient methods for distributing, holding, and gathering equipment.
- Use equitable strategies for group organization (e.g., grouping by shirt colour, numbering off, eye colour, birthday months).
- Establish rules for “entry activities,” depending on the setting, activity, and supervision, so that students can be active at the onset of the class, and rules for “exit routines” to ensure orderly dismissal and safe conduct in change rooms, where applicable.
- Make adjustments when teaching outdoors, considering safety factors related to the sun, wind, wet/icy surfaces, and noise. Position students so that the sun is not in their eyes and wind or other distractions are behind them.



Guidelines for GLO 2—Fitness Management

Description

As daily living becomes more sedentary, it is essential that *students demonstrate the ability to develop and follow a personal fitness plan for lifelong physical activity and well-being*. PE/HE should contribute to students’ developing a pattern of daily and/or regular participation in physical activities and an understanding of how to acquire/maintain optimal personal health and fitness. The ultimate goal is for each student to value physical activity as a key component of health and to manage his or her fitness through regular participation in physical activity.

Early Years Implications

Early Years programming introduces simple fitness concepts, with the focus on participation in physical activity and the development of movement skills. Fitness assessment and analysis of the health-related fitness components do not begin formally until Grade 4 where the emphasis is on achieving personal goals rather than on being the best. For example, Grade 4 students are expected to learn how to set and achieve simple goals (e.g., jump rope continuously for a certain length of time) and to record or log how much time they spend participating in physical activity over a period(s) of time (e.g., a recess survey).

Scope and Sequence

The Scope and Sequence Chart for *Fitness Management* (see Framework Excerpts) shows what strands or sub-strands are introduced (✦) or assessed (◻) at each grade. For example, the Active Participation sub-strand is emphasized as a fitness-management skill in every grade, whereas the Fitness Components sub-strand begins at Grade 3.

Teaching Considerations

Current research (Corbin and Pangrazi; Graham; Rainey and Murray; Virgilio) indicates that fitness assessment or testing should focus on setting and achieving personal goals, developing fitness-management skills, and following a personal fitness plan. Programming needs to emphasize education, prevention, and intervention. Fitness assessment or testing is primarily used to establish personal goals and monitor individual progress rather than comparing results to others, as in norm-referenced testing.

Teachers are encouraged to choose a variety of appropriate tests or tasks to measure health-related fitness components (e.g., running for a specific distance, a specific length of time, or at a certain pace for determining cardiovascular endurance). When administering fitness assessment tasks, the following strategies are appropriate:

- Focus on individual progress rather than on individual performance.
- Involve students in setting challenging and realistic goals.
- Give supportive feedback about progress toward reaching goals.
- Create a humanistic environment, keeping testing as private and confidential as possible (e.g., avoid announcing or posting fitness scores, provide choice and alternatives for each of the fitness components where necessary, respecting individual differences).
- Ensure that students are well prepared and informed prior to the assessment.
- Communicate fitness results or scores as information separate from the report-card mark.
- Provide students with strategies to improve and maintain fitness, as well as individual counselling/guidance as needed.

Implementation Guidelines

The following guidelines represent best practices (Virgilio) when addressing Early Years learning activities related to GLO 2—Fitness Management:

- Ensure that students are highly active. Choose activities that promote maximum participation for all students.
- Make assessment part of an ongoing process of helping students understand, enjoy, improve, and/or maintain their physical health and well-being.
- Use positive reinforcement, incentives, and intrinsic value to motivate students rather than giving awards for particular levels of fitness.
- Encourage students to accept responsibility for their own fitness progress by providing them with opportunities to set simple goals and monitor their own progress.
- Involve parents/guardians/families and communities in promoting active healthy lifestyles for children by using authentic assessment strategies such as portfolio take-home tasks, activity logs, and contracts.



Guidelines for GLO 3—Safety

Description

The purpose of GLO 3—Safety is to have *students demonstrate safe and responsible behaviours to manage risks and prevent injuries in physical activity participation and in daily living*. This GLO addresses the health risk area related to behaviours that result in intentional and unintentional injuries. Unintentional injuries are the leading cause of death among children and youth (refer to the Injury Section of Health Canada’s website: <[<http://www.hc-sc.gc.ca/pphb-dgsp/p/injury-bles/>](http://www.hc-sc.gc.ca/pphb-dgsp/p/injury-bles/)>).

Early Years Implications

Safety education is essential to helping students prevent injury, reduce risks, and avoid potentially dangerous situations related to participation in physical activity as well as to promoting safety in the home, school, community, and environment. During the Early Years, safety rules and routines require constant reinforcement and close supervision due to the age and maturity of the students. Safety education is a shared responsibility and teachers are encouraged to involve the home and the community in the learning/teaching strategies.

Furthermore, since all physical activity involves an element of risk, teachers have the responsibility to minimize risk and hazards at all times. For more information, refer to the discussion of Safety and Liability in the Framework Overview (see Framework Excerpts).

Scope and Sequence

Student learning outcomes for GLO 3—Safety are organized into two strands:

- Strand A: Physical Activity Risk Management
- Strand B: Safety of Self and Others

In Strand A, all the sub-strands appear in every grade, since safety must be reinforced for each physical activity in all classes throughout the year (refer to the Scope and Sequence Chart for *Safety*, found in the Framework Excerpts). An alternating year approach has been adopted for some of the safety content areas in Strand B. The sub-strands Violence Prevention and Personal Safety, for example, are addressed in Grades 1 and 3.

In Strand B, the compulsory illustrative examples (noted as i.e.) in the specific learning outcomes for the particular grades identify the safety topics that are to be addressed and assessed.

The following chart identifies the grade-by-grade safety topics.

Grade Topics: Safety				
Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
<ul style="list-style-type: none"> • traffic • school bus ridership • waterfront • poisons and chemicals • stoves/ovens • sharp utensils • bathtubs 	<ul style="list-style-type: none"> • toys • clothing • roads and vehicles • school bus ridership • unsupervised situations • fire safety • holidays • forest fires • floods • tornadoes • lightning 	<ul style="list-style-type: none"> • roads and vehicles • school bus ridership • electricity • weather • seasons • stairs/balconies • tools • Internet use • water conditions • unsupervised situations 	<ul style="list-style-type: none"> • fire • school bus ridership • crosswalk procedures • seatbelts • train tracks and railway crossings • firearms • floatation devices 	<ul style="list-style-type: none"> • fire • school bus ridership • roads and vehicles

This chart is not intended to restrict teachers from adding or repeating topics from year to year but rather to provide a focus for assessing, evaluating, and reporting student progress and achievement. In many cases, topic selection will depend on community needs and demographics. Some topics may need to be addressed every year (e.g., vehicle safety related to farm equipment, recreational vehicles) or in specific years (e.g., forest fires in northern communities, flooding in the Red River Valley), depending upon individual communities or situations.

Teachers can use the above chart as well as the scope and sequence chart (see Framework Excerpts) when planning to make curricular connections. Some topics addressed in PE/HE also appear in other subject areas to increase relevancy and to reinforce content and subject area context. In Grade 2, for example, the sub-strand Environmental Safety Awareness provides an opportunity to make curricular connections with Grade 2 Science, Cluster 4—Air and Water in the Environment.

To reduce redundancy and repetition, some topics do not appear in PE/HE in certain grades since they have a stronger connection to another subject area. For example, weather safety is dealt with in Grade 1 Science, Cluster 4—Daily and Seasonal Changes, so it does not appear as a compulsory illustrative example (i.e.) in PE/HE in Grade 1. Overall, through integration and by making curricular connections, learning becomes more meaningful, relevant, and time effective.

Teaching Considerations

Early Years students require close supervision and are dependent on others for meeting their physical and emotional needs. Many of the suggestions for instruction and/or assessment in this document encourage parental and family involvement. Students apply goal-setting/planning skills and problem-solving skills for making healthy decisions with guidance from the teacher and/or home.

Policy and procedures related to dress, footwear, equipment, and changing into “gym clothes” for physical education are local decisions; however, for safety and liability reasons, safe and appropriate footwear and dress is expected throughout the grades. Note that wearing jewellery, drawstrings, scarves, dresses/skirts, belts, hard-soled shoes, and socks (without shoes) may cause injury and inhibit movement.

GLO 3 includes the sub-strand Personal Safety, which contains potentially sensitive content. For student learning outcomes related to Personal Safety, schools must seek parental involvement and provide a parental option prior to implementation. A review of current provincial child abuse policies, along with existing school and school division/district policies and procedures, will prepare teachers to respond if students disclose personal information.

Implementation Guidelines

The following guidelines represent best practices when implementing learning activities related to safety.

Strand A: Physical Activity Risk Management

- Use the four criteria established by the Supreme Court of Canada to determine the necessary and appropriate standard of care within the context of physical education. (Refer to Safety and Liability in the Framework Overview—see Framework Excerpts.)
- Use the *Safety Guidelines for Physical Activity in Manitoba Schools* (MPETA et al.) for information related to equipment, facilities, supervision, and teaching progressions.
- Establish safety routines early in the year and reinforce them throughout the year (e.g., entering/exiting from gymnasium, using change rooms, getting/holding/putting away equipment, storing valuables such as jewellery, taking washroom and water breaks).
- Establish safe playing rules related to indoor and outdoor facilities (e.g., remove any objects or furniture with sharp edges in the gymnasium that a student could run into; ensure adequate spacing between groups) and equipment (e.g., do not retrieve equipment that is not in a safe area such as off the school grounds or in another student’s playing space, especially in activities using racquets or other striking implements).
- Establish safety rules for distributing equipment and organizing circuits/station activities (e.g., stagger starting points, have students move through the circuit in an orderly fashion, as in “follow the leader,” provide enough stations to keep everyone active, have students put back equipment after use).
- Keep informed of current safety and student medical information (e.g., contraindicated exercises, equipment and its use, allergies).
- Analyze the inherent level of risk related to each physical activity based on factors such as skill level, previous experience, teacher expertise, weather conditions, available facilities, and available equipment.
- When supervising, establish a position (e.g., keep the back to the wall) that keeps students in the line of vision as much as possible.

Strand B: Safety of Self and Others

- Establish a safety code of conduct for the class and/or school to reinforce safe behaviours (e.g., use and store scissors safely, line up in an orderly fashion, walk in the hallways, demonstrate fair play in recess activities, get/stay away from bullying situations).
- Follow current school and school division/district guidelines regarding factors such as depth and breadth of content, parental communication, and learning resources for teaching the student learning outcomes.
- Encourage parental involvement in the learning activities related to safety education where possible and provide optional take-home activities.
- Reinforce safety rules for protection in the home (e.g., keep exterior doors locked, do not answer the door when alone or unless a safe adult is nearby) and for protection away from home (e.g., never approach a vehicle if called, be aware of individuals using enticements such as candy or money to trick someone into doing what they want).
- Reinforce rules for protection from sexual exploitation (e.g., what to do if a child experiences unwanted touching of the private parts, encounters a sex-related Internet site).



Guidelines for GLO 4—Personal and Social Management

Description

In achieving GLO 4—Personal and Social Management, *students demonstrate the ability to develop self-understanding, to make health-enhancing decisions, to work cooperatively and fairly with others, and to build positive relationships with others.* They develop the ability to understand, manage, and express the personal, social, and mental-emotional aspects of their lives.

Early Years Implications

To meet the needs of Early Year students, learning activities emphasize the building of five personal and social-management skills:

- goal-setting/planning skills
- decision-making/problem-solving skills
- interpersonal skills
- conflict-resolution skills
- stress-management skills

The focus of learning, teaching, and assessment is on helping students build a positive self-image and develop acceptance of self and others, as well as making health-enhancing decisions.

Scope and Sequence

The Scope and Sequence Chart for *Personal and Social Management* (see Framework Excerpts) identifies specific content areas or sub-strands addressed in every grade or in alternate grades.

Teaching Considerations

The personal and social management skills identified in this GLO are closely connected to the four foundation skill areas of literacy and communication, problem solving, human relations, and technology (identified in *A Foundation for Excellence*, Manitoba Education and Training). These skills should be developed and/or reinforced in every class and are considered to be important work and life skills that students would use throughout their lives.

Teachers are encouraged to choose strategies that actively engage students in their learning. Many of these strategies are described in the Strategies section of *Kindergarten to Grade 4 English Language Arts: A Foundation for Implementation* (Manitoba Education and Training).

The content within some of the sub-strands/sub-themes in GLO 4 (e.g., Social Responsibility/appreciation of diversity, Feelings and Emotions/loss and grief) should be treated with sensitivity. Teachers are advised to choose learning resources carefully and to consult with school administrators before implementation.

Implementation Guidelines

The following guidelines represent best practices when implementing learning, teaching, and assessment strategies related to GLO 4—Personal and Social Management:

- Choose a decision-making/problem-solving process and encourage students to use and practise the steps in daily situations.
- Choose appropriate games and activities that promote sharing, cooperation, and team building (children need to learn to cooperate before they can learn to compete graciously).
- De-emphasize winning and losing in games.
- Change groups and partner combinations regularly to promote interpersonal skill development.
- Be sensitive to family configurations, accidents or deaths involving family members, and home environments when addressing topics such as loss and grief, body image, body weight, and self-esteem.



Guidelines for GLO 5—Healthy Lifestyle Practices

Description

The essence of GLO 5—Healthy Lifestyle Practices is for *students to demonstrate the ability to make informed decisions for healthy living related to personal health practices, active living, healthy nutritional practices, substance use and abuse, and human sexuality*. This GLO addresses the five major health risks for children and youth (see the Introduction to this document).

Early Years Implications

During the Early Years, the knowledge component of GLO 5 focuses on the introduction of concepts and behaviours (i.e., daily health habits) for leading an active, healthy life. GLO 4 introduces students to personal and social management skills such as decision making/problem solving and goal setting/planning. In achieving the learning outcomes in GLO 5, students use and apply these skills to develop personal plans that encourage healthy lifestyle practices. In simple guided activities for personal planning, students learn about health practices related to personal health, active living, nutrition, substance use and abuse prevention, and human sexuality. It is expected that students will show an understanding of the identified health risks, plan to practise the daily health habits, learn how to seek and ask for help, access information, make simple health choices and decisions, and avoid unsafe situations.

Scope and Sequence

As reflected in the Scope and Sequence Chart for *Healthy Lifestyle Practices* (see Framework Excerpts), an alternating year approach is used for some of the content areas. For example, the sub-strand Substance Use and Abuse is addressed in Kindergarten, Grade 1, and Grade 3.

Teaching Considerations

Teachers must remain informed about student medical information, including students with allergies. If students have food allergies, teachers need to be especially careful when teaching nutrition and when students are handling or eating food. The following guidelines apply to both teachers and students:

- Be careful with foods similar to those causing the allergy.
- Read labels of food (and non-food) products.
- Report all food allergies.
- Carry an EpiPen kit for a serious allergy.
- Bring own food from home for parties.
- Avoid touching or tasting others' food.
- Wash hands before and after touching food.

- Ensure that contaminated hands (e.g., peanut butter) do not come into contact (e.g., eyes, mouth) with students who have allergies, their food, or anything they might touch (e.g., chair back, doorknob).
- Be aware of contamination risks.
- Avoid foods sold in bulk that are not packaged (often sold by weight) or have no label (e.g., bakery bread) to minimize contamination risks.

This document recommends and promotes *Canada's Food Guide for Healthy Eating* (Health Canada) for use in Manitoba schools; however, this is not intended to suggest that it is the only guide that may be used or to undermine nutrition guides or approaches used in other cultures or specialized diets.

For student learning outcomes related to the sub-strands Substance Use and Abuse Prevention and Human Sexuality, schools must seek parental involvement and provide a parental option prior to implementation. Teachers need to consult with the school principal and review school and school division/district policies and procedures prior to planning and implementation. It is important for the school, home, and community to work together to ensure that students have the knowledge, skills, and attitudes to make informed and health-enhancing decisions.

Implementation Guidelines

The following guidelines represent best practices when addressing learning activities related to GLO 5—Healthy Lifestyle Practices:

- Be sensitive to family configurations, gender identification issues, birth and arrival stories of children, illnesses or deaths of family members, and family living conditions.
- Encourage parental involvement in the learning activities where possible and provide take-home activities that are optional.
- Be sensitive to body size, weight, restricted or specialized diets, and availability of or access to healthy foods when addressing healthy eating and body image.
- Follow current school and school division/district guidelines regarding factors such as depth and breadth of content, parental communication, and learning resources for teaching the student learning outcomes related to substance use and abuse prevention and human sexuality.
- Present sexual health information in positive, accurate, and developmentally appropriate ways (e.g., make curricular connections with Grade 2 Science, Cluster 1—Growth and Changes in Animals, extending the discussion of animal offspring to human offspring and their growth and changes).

Planning for PE/HE Programming

Because teaching situations vary (e.g., in demographics, cultures, resources, teacher expertise, local priorities), planning is highly individual. This section provides suggestions to assist with planning for different purposes and is divided into four areas:

- Part A: Planning for Implementation
- Part B: Planning for Instruction
- Part C: Planning for Assessment
- Part D: Additional Planning

Part A: Planning for Implementation

The Framework requires schools/divisions/districts to establish a planning process for implementing the combined PE/HE curriculum. The components related to planning for overall implementation are outlined in Appendix C of the Framework (page 205). Suggestions on planning for overall implementation are also provided in this implementation document to assist teachers, administrators, and school/division/district teams with the initial planning phase. (See Appendix B: Suggestions for Planning Overall Implementation.)

Part B: Planning for Instruction

Planning for instruction involves general planning using the identified learning outcomes, as well as planning for integration, planning for students with special needs, planning for potentially sensitive content, and yearly/unit/lesson planning.

Planning Considerations

The student learning outcomes are the starting point in planning instruction. When using a learning-outcome approach in planning, consider the following key factors:

- Some learning outcomes are related primarily to *physical education* and are best addressed in a physical education setting (e.g., practise movement skills in a gymnasium, participate in fitness activities outdoors).
- Some learning outcomes are related primarily to *health education* and are best addressed in a classroom setting (e.g., use the Sort and Predict strategy in relation to helpful and harmful substances, use learning logs or journals for goal setting).
- Some learning outcomes are *interrelated* and connect with both physical education and health education and can be addressed and/or reinforced in both the physical education setting and the classroom, depending on the context and content.
- Learning is *recursive* and many of the learning outcomes need to be addressed repeatedly (e.g., in every class, in every year, in alternate years).
- General and specific learning outcomes are *year-end* outcomes for students.

- Learning outcomes can be *clustered* or grouped, so learning, teaching, and assessment strategies can address more than one learning outcome at a time (e.g., in a “nutrition tag” game, students may demonstrate knowledge and skills related to movement, game strategies, fitness, safety, relationships, and nutrition).
- Learning outcomes for certain topics and grades facilitate *integration* with other subject areas (e.g., nutrition connects with science, decision making and problem solving connect with all subject areas).
- Some learning outcomes require *short-term* development and some require *long-term* development (e.g., knowing how to throw a ball properly may require a little time but being able to perform the throwing pattern requires longer-term development).
- Learning outcomes vary in *complexity*, with some addressing only one skill or concept and others more than one skill or concept (e.g., learning outcomes related to manipulation skills involve seven skills, whereas a nutrition-related learning outcome requiring students to assess personal food intake for one to three days is a more specific task).
- While learning outcomes are not defined for attitudes, *attitude indicators* are provided to describe the desired attitudes, values, and beliefs that students are expected to develop for leading active, healthy lifestyles. (The attitude indicator statements are outlined at the end of each GLO section of each grade.)

Planning for Integration

Effective learning in PE/HE does not happen in isolation. Early Years students learn best by making connections within and among the different subject areas. The PE/HE curriculum facilitates making connections among the learning outcomes within the curriculum, as well as with other subject areas. Within the Framework, Appendix B: Curricular Connections (pages 201 and 202) shows examples of PE and HE content that could be connected or integrated with other subject areas to support a holistic and comprehensive teaching approach.

Teachers are encouraged to use an integrated or thematic approach to support, augment, and enhance student learning where possible. The design and placement of learning outcomes for certain topics and in specific grades within the PE/HE curriculum facilitate integration with other subject areas. To assist with integration, refer to other departmental *Foundation for Implementation* documents, including the following:

- *Kindergarten to Grade 4 English Language Arts: A Foundation for Implementation* (referred to in this document as *K–4 ELA*)
- *Kindergarten to Grade 4 Mathematics: A Foundation for Implementation*
- *Kindergarten to Grade 4 Science: A Foundation for Implementation* (referred to in this document as *K–4 Science*)

When integrating physical education into other subject areas, teachers are encouraged to choose physically active learning/teaching strategies to teach concepts and skills identified in other subject areas. An example follows:

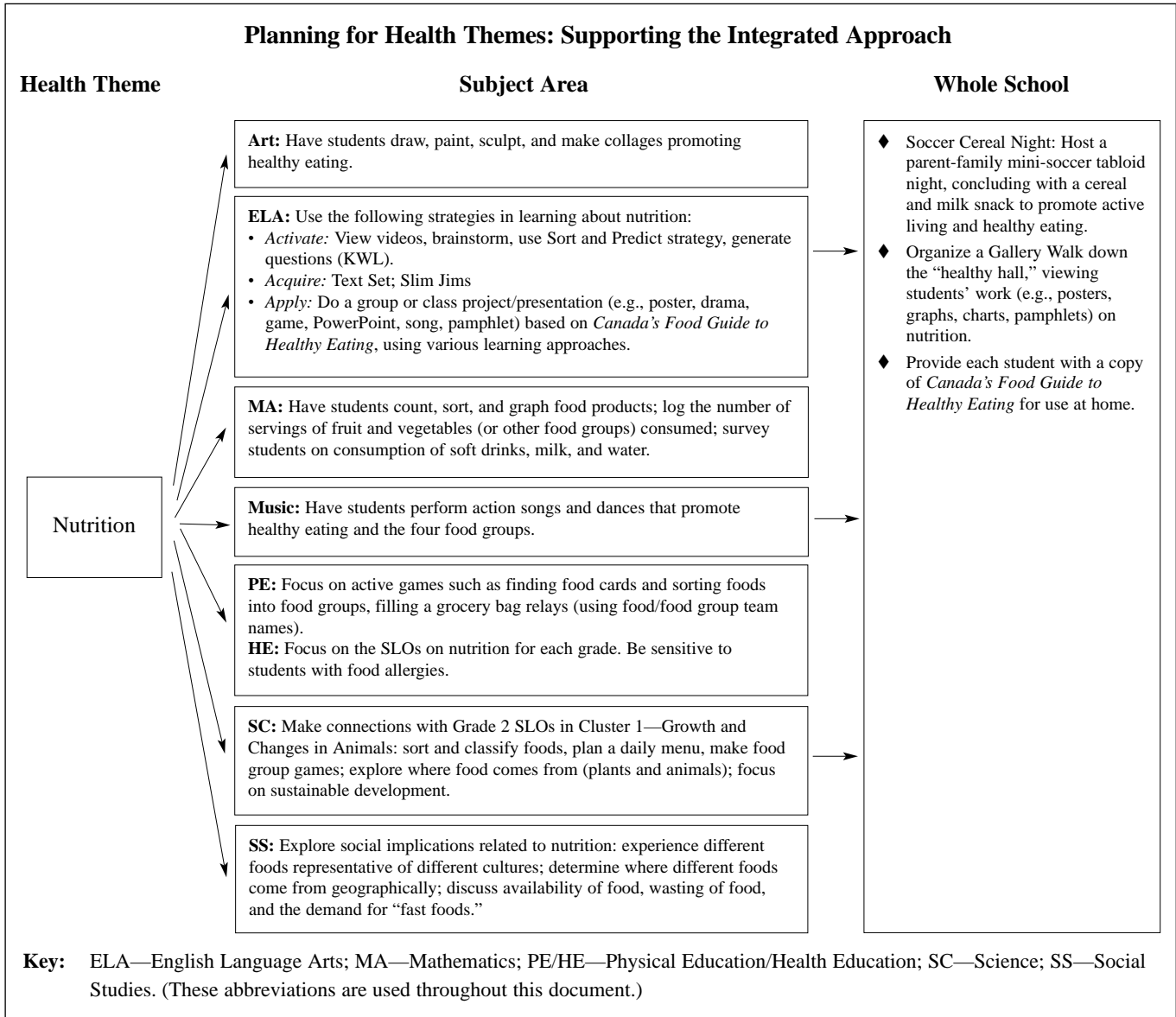
Planning for PE Integration		
Concept/Skill	Subject Area	Learning/Teaching Strategy
Reading	English Language Arts	<ul style="list-style-type: none"> • Circuit stations using cueing cards or signage • Word relays using “Word Wall” words
Speaking	English Language Arts	<ul style="list-style-type: none"> • Peer and partner activities in which students help others or teach others games or skills
Problem Solving	All Subject Areas	<ul style="list-style-type: none"> • Team-building challenges (e.g., group juggling)
Nutrition	Science	<ul style="list-style-type: none"> • Food group scavenger hunt
Culture and Diversity	Social Studies	<ul style="list-style-type: none"> • Multicultural games and dances
Etc.		

The following chart outlines the strands/sub-strands for each grade that relate specifically to health education to assist teachers in integrating topics or themes in other subject areas.

Planning for HE Integration					
Grade	K	1	2	3	4
GLO 3	Safety of Self and Others	Safety of Self and Others (including Violence Prevention and Personal Safety)	Safety of Self and Others	Safety of Self and Others (including Violence Prevention and Personal Safety)	Safety of Self and Others
GLO 4	Personal Development	Personal Development	Personal Development	Personal Development	Personal Development
GLO 4	Social Development	Social Development (including Conflict Resolution Process and Avoidance and Refusal Strategies)	Social Development	Social Development (including Conflict Resolution Process and Avoidance and Refusal Strategies)	Social Development
GLO 4	Mental-Emotional Development		Mental-Emotional Development		Mental-Emotional Development
GLO 5	Personal Health Practices	▣▣▣▶	Personal Health Practices	▣▣▣▶	Personal Health Practices
GLO 5	Active Living	▣▣▣▶	Active Living	▣▣▣▶	Active Living
GLO 5	Nutrition	▣▣▣▶	Nutrition	▣▣▣▶	Nutrition
GLO 5	Substance Use and Abuse Prevention	Substance Use and Abuse Prevention		Substance Use and Abuse Prevention	
GLO 5	Human Sexuality		Human Sexuality		

▣▣▣▶ Learning outcomes from previous year(s) are maintained and continued.

The following example of a planning chart connects a health theme (e.g., nutrition) and strategies within each of the Early Years subject areas to support an integrated approach to planning for instruction.



Planning for Students with Special Needs

Manitoba Education, Training and Youth is committed to fostering inclusion for all people. Inclusion is a way of thinking and acting that allows every individual to feel accepted, valued, and safe. An inclusive community consciously evolves to meet the changing needs of its members. Through recognition and support, an inclusive community provides meaningful involvement and equal access to the benefits of citizenship.

PE/HE programming can contribute to the development of responsibility, citizenship, community, and personal fitness through physical activity participation. All students, including those with special needs, have opportunities to develop the knowledge, skills, and attitudes required for physically active and healthy lifestyles.

Inclusive PE/HE recognizes the inherent value of each student, the right to take risks and make mistakes, the need for independence and self-determination, and the right of choice. Inclusive PE/HE programming

- includes all students
- uses the provincial PE/HE curriculum as a base
- respects the learning needs and interests of individual students
- involves planning and collaboration with others
- provides a range of learning and assessment experiences and supports
- considers the continuum of instructional supports for individualized programming
- personalizes learning activities as necessary
- sets realistic, yet challenging expectations
- provides assistance only to the degree required
- respects and fosters a degree of risk and availability of choices

For additional information on planning for inclusion, refer to Appendix C: Programming for Students with Special Needs.

Planning for Potentially Sensitive Content

The GLO 5 strands Substance Use and Abuse Prevention and Human Sexuality, as well as the GLO 3 sub-strand Personal Safety, contain potentially sensitive content. Before implementing potentially sensitive content, schools/divisions/districts are required to use a planning process that includes parental involvement to determine

- breadth/depth treatment of content
- parental options
- scheduling of instruction
- parental communication
- teacher training and requirements
- staff requirements

The Framework suggests a process to help schools and divisions/districts in planning for implementation of potentially sensitive content (see page 205 of Appendix C: School Division/District Planning Process for Implementation of the PE/HE Framework).

For student learning outcomes related to potentially sensitive issues, schools must seek parental involvement and provide a parental option prior to implementation. A parental option means that parents may choose a school-based or alternative delivery of potentially sensitive content that may appear in the strands Substance Use and Abuse Prevention and Human Sexuality, as well as in the Personal Safety sub-strand. Parents have the right to opt for alternative delivery (e.g., home, professional counselling) for their child when the content is in conflict with family, religious, and/or cultural values.

Yearly Planning

Teachers determine the organization, pace, and focus of curriculum instruction. Preparation involves long-term planning (yearly), which includes evaluation and reporting procedures, and short-term planning (unit, lesson).

A yearly plan outlines the learning activities through which a student can achieve the general and specific learning outcomes. Yearly planning provides direction and learning targets; however, it also needs to be flexible, allowing for adjustments in response to student learning requirements and/or other curricular demands. The learning activities can be organized in variety of ways (e.g., by general learning outcomes, physical activity categories, skill themes, strands, seasons) to ensure that all student learning outcomes are addressed within the year.

In developing a yearly plan, consider the following suggestions:

- Determine the number of classes for each group of students for the year for physical education and/or health education based on days per cycle, week, month, and/or term, considering number of days for holidays, in-service sessions, or other commitments.
- Determine available resources (e.g., equipment, facilities in the school and community, teacher expertise, books, software, student materials, visual aids).
- Establish time blocks (number of classes) and schedule units/modules/themes for achieving the student learning outcomes for each grade with respect to reporting periods.
- Choose an organizer to ensure that all learning outcomes are addressed within that year. (For examples, see Appendix D: Suggestions for Yearly Planning.)

Evaluation and reporting procedures are determined locally and are an important aspect of overall and yearly planning. Plans include information about reporting periods, expectations, performance criteria, and a grading system or code that shows student progress and achievement in PE/HE.

In developing an evaluation/reporting plan for PE/HE, take into account the following considerations:

- Obtain information related to when reporting to parents occurs and what grading system or code the school uses.
- Develop personal timelines for preparing report-card information.

- Establish with other staff how PE/HE should be reported (e.g., weighting of PE and HE if reporting as one, procedures for sharing information where applicable).
- Determine how this information will be communicated to students and parents on an ongoing basis.
- Determine components of the reporting system (e.g., knowledge, skills, and attitudes for each of the general learning outcomes).

Unit Planning

A unit plan combines various learning/teaching strategies to address one or more general or specific learning outcomes, strands, sub-strands, skills, themes, topics, or physical activity category(ies). A well-planned unit shows evidence of an integrated approach and curricular connections.

Consider the following suggestions for unit planning:

- Develop a plan with the end in mind (i.e., “How will we know whether the student has achieved the desired results?” “What evidence would clearly show that the student knows and is able to do what is required?”).
- Examine specific learning outcomes for each grade and choose groups of learning outcomes that connect and can be assessed in one or two culminating activities or performance tasks.
- Identify corresponding performance criteria, learning/teaching strategies, and helpful learning resources that support an integrated and comprehensive programming approach. (For samples, see Appendix E: Unit Planner.)
- Choose learning/teaching strategies that are developmentally appropriate and promote active and interactive learning.
- Keep programming balanced by choosing a variety of learning activities (see Appendix A: Physical Activity Categories) and a variety of strategies for differentiating instruction.
- Identify ways to integrate with other subject areas and make curricular connections where possible.

Lesson Planning

In planning individual lessons (for a sample, see Appendix F: Lesson Planner), consider the following suggestions:

- Identify general and specific learning outcome(s) to be addressed.
- Identify student learning requirements.
- Choose learning/teaching strategies that require students to activate, acquire, and apply knowledge, skills, and attitudes.
- Assess the space/facility and equipment required for the lesson and check in advance for safety factors and adequate supplies.
- Plan class organization and formation changes so that transitions do not waste time.
- Establish key words or cues that contribute to the development of student understanding.

- Identify ways to make curricular connections across the general learning outcomes and with other subject areas.
- Identify assessment strategies and tools that will be used to determine the rate and extent of learning for each student.
- Include challenges, modifications, adaptations, or accommodations for students with special needs, talents, or skills.

Part C: Planning for Assessment

Assessment involves collecting information or data on student performance in relation to the learning outcomes to assist with future planning and communicating student progress and achievement. Teachers are encouraged to involve students in the process and ensure that they are familiar with the performance expectations and assessment criteria.

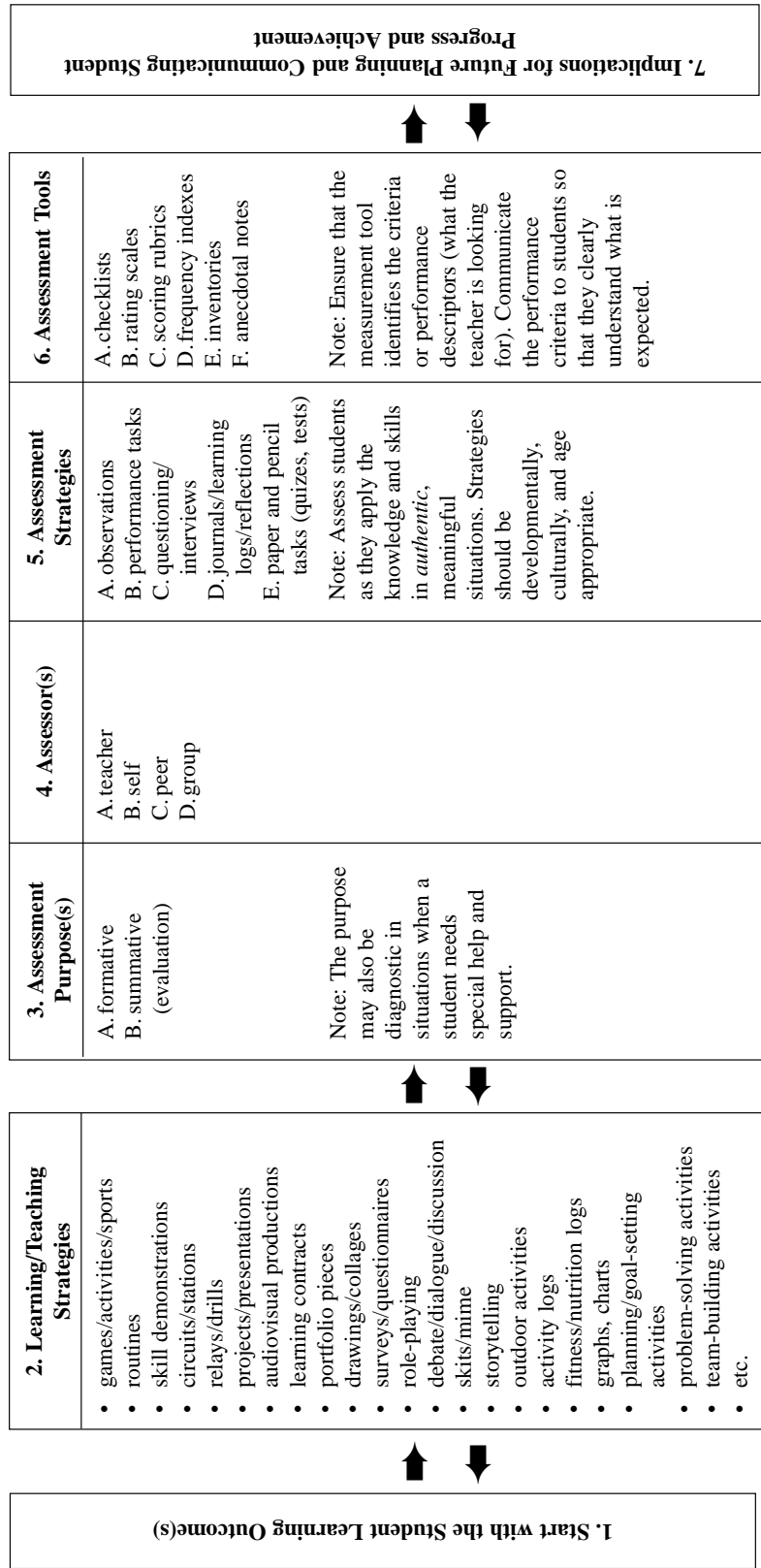
The following planning steps for designing or planning assessment strategies are outlined in the Framework (see Appendix A: Assessment, Evaluation, and Reporting, 196):

- Identify what the student should know, be able to do, and value (i.e., choose a specific learning outcome or a cluster of outcomes and/or attitude indicators to be assessed).
- Identify the expected performance or product and its elements (i.e., What are its key characteristics?).
- Identify the criteria/performance descriptors that will help determine how well the student has achieved the specific learning outcome(s) (i.e., How will you know the student has achieved the outcome?).
- Select an assessment method or tool for collecting information related to the specific learning outcome(s) (e.g., performance assessment task, authentic assessment, anecdotal records, checklists, rating scales, rubrics).
- Select a learning experience best suited to observe and measure achievement (e.g., game, student log, portfolio, research project).
- Decide who will assess the performance (e.g., teacher, peer, student, others).
- Decide on implementation strategies, considering relevant factors (i.e., the time the learning activities take, class organization, documentation method).
- Decide how this information will be used (i.e., formative, summative, diagnostic) and who the target audience will be (e.g., student, teacher, parent, administrator, general public).

For additional information, refer to pages 195 to 199 of Appendix A in the Framework.

The following chart, Planning for Assessment of Learning Outcomes, reflects the planning steps above and outlines a process for planning for assessment starting with the learning outcome(s). This chart guided the development of the suggestions for assessment presented in this document to ensure that assessment is continuous, ongoing, meaningful, and fair. For more information and suggestions related to each column of the chart, see Appendix G: Information Related to Planning for Assessment of Learning Outcomes.

Planning for Assessment of Learning Outcomes



Assessment should be continuous, ongoing, meaningful, and fair.

The following information is identified for each suggestion for assessment in this document.

Format: **Assessment Strategy: Title of Learning/Teaching Strategy**
 Assessor: Assessment Tool
 Example: **Observation Checklist: Listen and Learn**
 Teacher: Inventory

Part D: Additional Planning

The following are further suggestions for consideration in planning the implementation of physical education and/or health education (Tenoschok, 32):

- Develop an *Emergency Plan* for situations such as a fire or an unexpected illness/accident involving self or others. Include information such as location of fire exits, class lists, class leaders' names, safety rules, class organization and management routines, lesson plans for a substitute for unexpected absence due to illness or an emergency.
- Establish a *Medical Procedure Plan* that includes a process for obtaining student medical information on an ongoing basis; procedures and alternative strategies for students that need to be excused from participating due to illness or injury; medical procedures to be used in case of an injury or accident.
- Develop *Alternative Lesson Plans* in situations when the weather may prevent the class from going outdoors or the gymnasium is used for another event.
- Develop with school staff an *Individual Education Plan* for students with special needs and make modifications, adaptations, and accommodations where necessary. (See Appendix C: Programming for Students with Special Needs.)
- Establish a *Safety Check Plan* for checking the facilities and equipment and determine procedures for making maintenance requests. (Refer to *Safety Guidelines for Physical Activity in Manitoba Schools* [MPETA et al.])
- Establish a *Purchasing Plan* for ordering equipment and supplies related to budgeting, prioritizing equipment needs and wants, and filling out purchase orders.
- Establish a *Storage Plan* for proper storage, care, and use of equipment, including signage where needed for outdoor users.
- Establish a *Code of Conduct* to promote safety in active play spaces at the school, including playground areas and structures.
- Develop with school staff a *Special Events Plan* for events (e.g., intramural activities or clubs, field days, Olympic days, "Jump Rope for Heart" days) that could be conducted during the year.
- Determine ways to support physically active and healthy lifestyles for all students through a *School Health Promotion Plan* that promotes family and community involvement and provides health instruction, support services, and a safe environment.

Notes



Kindergarten to Grade 4

Suggestions for Instruction and Assessment



KINDERGARTEN TO GRADE 4: SUGGESTIONS FOR INSTRUCTION AND ASSESSMENT

Section Organization

The suggestions for instruction and assessment contained in this section of the document provide teachers with a foundation for implementing the Kindergarten to Grade 4 student learning outcomes identified in *Kindergarten to Senior 4 Physical Education/Health Education: Manitoba Curriculum Framework of Outcomes for Active Healthy Lifestyles*.

Student Learning Outcomes

This section of the Kindergarten to Grade 4 document is organized by grade. Each grade is further divided into the five general learning outcomes (GLOs):



- **GLO 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.



- **GLO 2—Fitness Management:** The student will demonstrate the ability to develop and follow a personal fitness plan for lifelong physical activity and well-being.



- **GLO 3—Safety:** The student will demonstrate safe and responsible behaviours to manage risks and prevent injuries in physical activity participation and in daily living.



- **GLO 4—Personal and Social Management:** The student will demonstrate the ability to develop self-understanding, to make health-enhancing decisions, to work cooperatively and fairly with others, and to build positive relationships with others.



- **GLO 5—Healthy Lifestyle Practices:** The student will demonstrate the ability to make informed decisions for healthy living related to personal health practices, active living, healthy nutritional practices, substance use and abuse, and human sexuality.

The specific learning outcomes (SLOs) are listed at the end of each GLO section for each grade. They also appear on the poster charts included with this document.

The Four-Column Format

A two-page, four-column format is used for each grade:

- Column one cites the specific learning outcomes that define what students are expected to achieve at the end of each grade. They include knowledge- and skill-related learning outcomes for each of the general learning outcomes.
- Column two contains suggestions for instruction directly related to the attainment of specific learning outcomes.
- Column three contains teacher notes that provide background information and/or planning hints.
- Column four contains suggestions for assessing specific learning outcomes.

The following pages provide further clarification on reading the four-column format and the specific learning outcomes.

Blackline Masters

Grade-specific blackline masters (BLMs) that are intended to support and enhance student learning and assessment follow the suggestions for instruction and assessment for each grade. (Additional BLMs that apply to all grades appear in Appendix H: General Blackline Masters.) Teachers can adapt and personalize the electronic version of the BLMs for classroom use. (Refer to the Manitoba Education, Training and Youth website: <http://www.edu.gov.mb.ca/metks4/curricul/k-s4curr/physhlth/index.html>.)



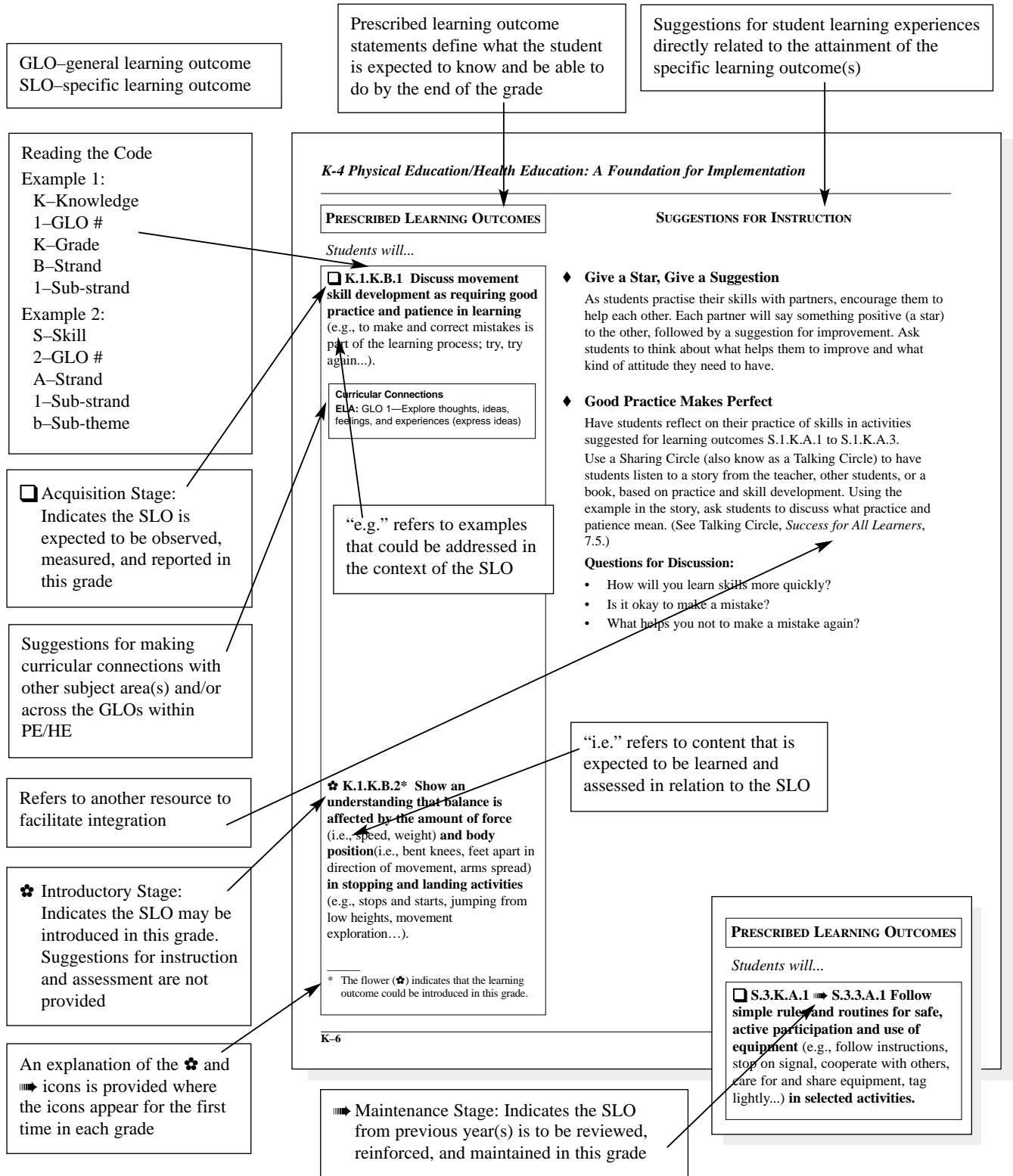
Resources to Support Integration

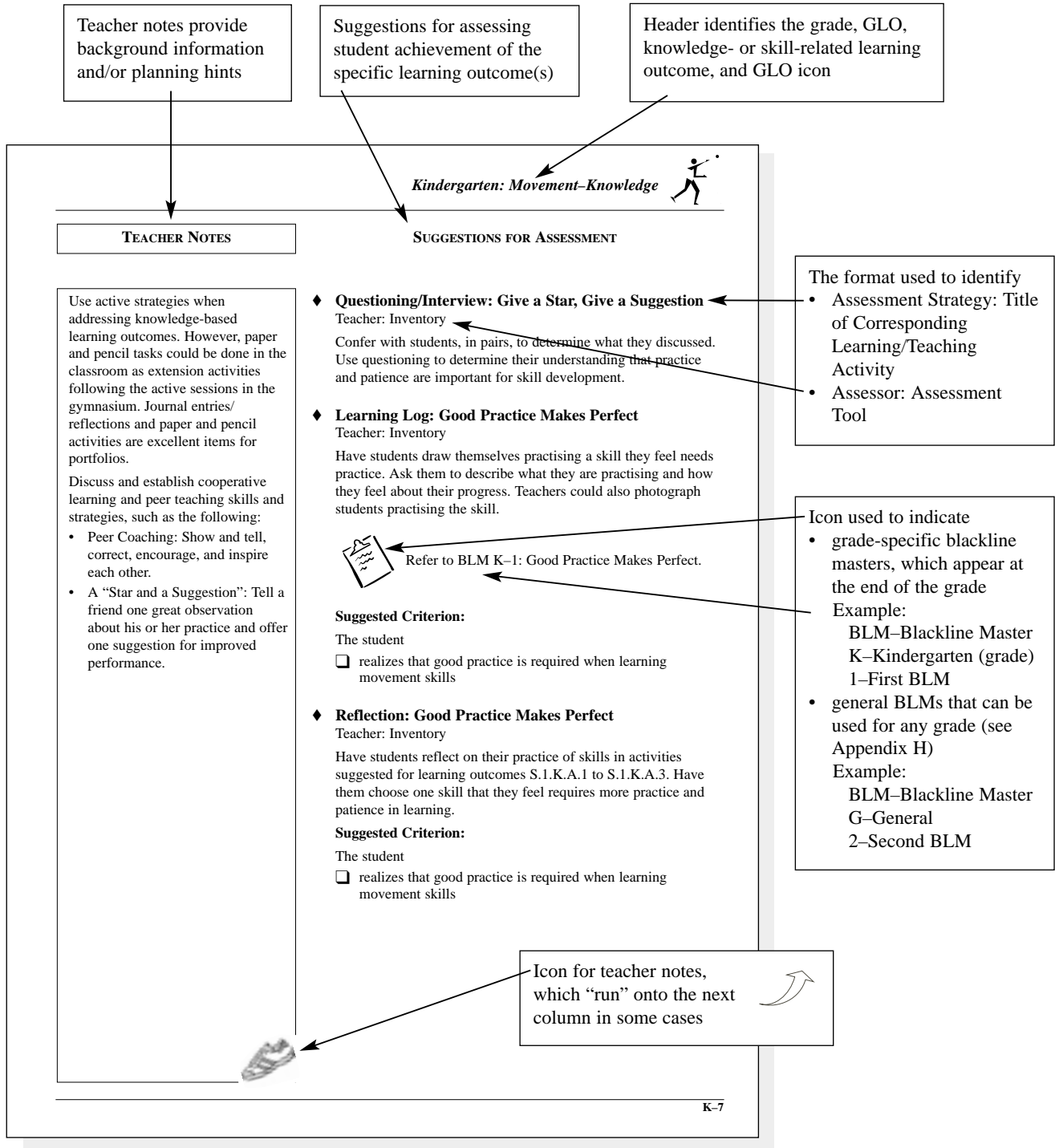
To facilitate curricular connections and integration and the application of content within a physical education/health education context, this document contains references to other departmental resources (cited in the Bibliography):

- *Basic Movement Skills (K–3)*
- *Curricular Connections: Elements of Integration in the Classroom*
- *Education for a Sustainable Future: A Resource for Curriculum Developers, Teachers, and Administrators*
- *Éducation Physique : Guide pédagogique, Première année*
- *A Foundation for Excellence*
- *Individual Education Planning: A Handbook for Developing and Implementing IEPs, Early to Senior Years*
- *K–4 Mathematics: Manitoba Curriculum Framework of Outcomes and Grade 3 Standards*
- *Kindergarten to Grade 4 English Language Arts: A Foundation for Implementation* (referred to in this document as *K–4 ELA*)
- *Kindergarten to Grade 4 English Language Arts: Manitoba Curriculum Framework of Outcomes and Grade 3 Standards*
- *Kindergarten to Grade 4 Mathematics: A Foundation for Implementation*
- *Kindergarten to Grade 4 Science: A Foundation for Implementation* (referred to in this document as *K–4 Science*)

- *Kindergarten to Grade 4 Science: Manitoba Curriculum Framework of Outcomes*
- *Kindergarten to Senior 4 Physical Education/Health Education: Manitoba Curriculum Framework of Outcomes for Active Healthy Lifestyles* (referred to in this document as the Framework)
- *Native Games: Teacher Handbook*
- *Native Studies: Early Years (K–4): A Teacher’s Resource Book*
- *Native Studies: Early Years (K–4): A Teacher’s Resource Book Framework*
- *Physical Education K–4: Movement with Meaning*
- *Reporting on Student Progress and Achievement: A Policy Handbook for Teachers, Administrators, and Parents*
- *Success for All Learners: A Handbook on Differentiating Instruction: A Resource for Kindergarten to Senior 4 Schools*
- *Technology As a Foundation Skill Area: A Journey Toward Information Technology Literacy*

Guide to Reading the Four Columns





Notes



Kindergarten

Physical Education/ Health Education



Kindergarten

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"/> K.1.K.A.1 Develop a movement vocabulary (e.g., running, hopping, jumping, overhand throwing, catching, balancing, underhand throwing...) by responding to verbal and visual cues with the corresponding body movements.</p>	<p>◆ Listen and Learn</p> <p>Have students respond to and use movement vocabulary while participating in related physical activities (see learning outcomes S.1.K.A.1 to S.1.K.C.1).</p> <p>◆ Show and Tell</p> <p>Have students move in general space using a transport skill of their choice. Stop students and ask for a volunteer to show his or her transport skill. Have students name that transport skill. Ask for a new volunteer who used a different transport skill, and so on.</p> <p>Variation: Ask students to pretend to be sports heroes and to demonstrate movement skills representative of those sports.</p>
<div data-bbox="115 604 548 787" style="border: 1px solid black; padding: 5px;"><p>Curricular Connections</p><p>ELA: GLO 1—Explore thoughts, ideas, feelings, and experiences (develop understanding)</p><p>PE/HE: S.1.K.A.1 to S.1.K.C.1 (acquiring skills)</p></div>	



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 general learning outcome (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 information 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

♦ **Observation Checklist: Listen and Learn**

Teacher: Inventory

While students participate in the activities involving learning outcomes S.1.K.A.1 to S.1.K.C.1, observe for evidence of movement vocabulary knowledge and understanding.

- Do students display understanding of the difference between a hop and a jump?
- Do students display understanding of the difference between underhand throwing and ball rolling?

♦ **Journal Entry: Transport Skills**

Teacher: Checklist

Have students draw their preferred transport skill. They can also draw the animal that moves using that mode of transport (i.e., jumping kangaroo, galloping horse).

Suggested Criterion:

Look for

- examples of transport skills

TEACHER NOTES (*continued*)

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



Use BLM G–1: Summative Checklist (see Appendix H) in conjunction with the learning outcomes listed at the end of each GLO to record overall student performance.



PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<i>Students will...</i>	
<p><input type="checkbox"/> 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...).</p>	<p>◆ Give a Star, Give a Suggestion</p> <p>As students practise their skills with partners, encourage them to help each other. Each partner will say something positive (a star) to the other, followed by a suggestion for improvement. Ask students to think about what helps them to improve and what kind of attitude they need to have.</p>
<p>Curricular Connections ELA: GLO 1—Explore thoughts, ideas, feelings, and experiences (express ideas)</p>	
	<p>◆ Good Practice Makes Perfect</p> <p>Have students reflect on their practice of skills in activities suggested for learning outcomes S.1.K.A.1 to S.1.K.A.3.</p> <p>Use a Sharing Circle (also know as a Talking Circle) to have students listen to a story from the teacher, other students, or a book, based on practice and skill development. Using the example in the story, ask students to discuss what practice and patience mean. (See Talking Circle, <i>Success for All Learners</i>, 7.5.)</p> <p>Questions for Discussion:</p> <ul style="list-style-type: none">• How will you learn skills more quickly?• Is it okay to make a mistake?• What helps you not to make a mistake again?
<hr/> <p>❁ K.1.K.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...).</p> <p>* The flower (❁) indicates that the learning outcome could be introduced in this grade.</p>	


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.

Discuss and establish cooperative learning and peer teaching skills and strategies, such as the following:

- Peer Coaching: Show and tell, correct, encourage, and inspire each other.
- A “Star and a Suggestion”: Tell a friend one great observation about his or her practice and offer one suggestion for improved performance.


SUGGESTIONS FOR ASSESSMENT
◆ Questioning/Interview: Give a Star, Give a Suggestion

Teacher: Inventory

Confer with students, in pairs, to determine what they discussed. Use questioning to determine their understanding that practice and patience are important for skill development.

◆ Learning Log: Good Practice Makes Perfect

Teacher: Inventory

Have students draw themselves practising a skill they feel needs practice. Ask them to describe what they are practising and how they feel about their progress. Teachers could also photograph students practising the skill.



Refer to BLM K–1: Good Practice Makes Perfect.

Suggested Criterion:

The student

- realizes that good practice is required when learning movement skills

◆ Reflection: Good Practice Makes Perfect

Teacher: Inventory

Have students reflect on their practice of skills in activities suggested for learning outcomes S.1.K.A.1 to S.1.K.A.3. Have them choose one skill that they feel requires more practice and patience in learning.

Suggested Criterion:

The student

- realizes that good practice is required when learning movement skills

PRESCRIBED LEARNING OUTCOMES

Students will...

K.1.K.B.3a Recognize the terms “personal space” (i.e., space around own body) **and “general space”** (i.e., space available to move in) **associated with space awareness.**

Curricular Connections

PE/HE: K.1.K.B.3b (body awareness)

SUGGESTIONS FOR INSTRUCTION

◆ **Moving in Space**

Have students Move to the Beat (see learning outcome S.1.K.A.1) with no bumping. Have students move in personal and general space during the action song “My Personal Space” (see learning outcome S.1.K.D.1).

◆ **Island of Space**

Ask students to find an island of space far away from walls, equipment, and other people. Have them perform body awareness activities (link to learning outcome K.1.K.B.3b).

◆ **Floating Bubbles**

Have students pretend that they are bubbles floating in the air. They move freely without bumping so that the bubbles do not burst. (If bubbles accidentally burst, they sit down until a designated “pumper” blows up the bubble again by miming an air pump movement.)

◆ **Space Runners**

Scatter cones (space monsters) and designate a mat as a repair shop. Count down from 10 to 0 and have students (space captains) run from one side to the other. If a space captain touches a cone or another student, his or her ship is damaged and it must go to the repair shop for a repair job (e.g., to perform a fitness exercise such as five curl-ups) before returning to the game.

Variations: Use hoops instead of cones. Use other transport skills.



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

Space:

- **Personal space** is the immediate empty space around an individual.
- **General space** is the overall play area available in which to move.
- **Space awareness** refers to where the body moves with respect to
 - locations (e.g., personal and general space)
 - directions (e.g., forward, backward, sideways, up, down)
 - levels (e.g., low, middle, high)
 - pathways (e.g., curved, straight, zigzag)
 - planes (e.g., frontal, horizontal, sagittal)

Reinforce the need to move into open spaces, avoiding equipment and others. Remind students to move carefully, looking ahead to where they are moving.

Emphasize safety and stopping at an end line when students are running toward a wall by encouraging students to slow down and to maintain their balance when approaching the end line.

♦ **Observation: Moving in Space**

Teacher: Checklist

While students participate in the learning activity, observe for evidence of understanding of the various terms.

Suggested Criteria:

The student

- demonstrates understanding of finding or maintaining personal space during activity
- moves appropriately in general space, displaying effort to avoid contact with others

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p><i>Students will...</i></p>	
<p>☐ K.1.K.B.3b Recognize names of body parts (i.e., head, neck, shoulders, arms, hands, elbows, wrists, legs, knees, ankles, feet, chest, waist, hips, back) when following instructions for physical activity (e.g., bend your knees, hands on hips, balance on one foot...).</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Curricular Connections ELA: GLO 1—Explore thoughts, ideas, feelings, and experiences (develop understanding) SC: Cluster 2—Colours</p> </div>	<p>◆ “Sammie Says”</p> <p>Before starting this learning activity, ask students what body parts they know. Record the information. To play “Sammie Says,” appoint a leader to call out various tasks such as “Sammie says touch your knees” or “circle your arms.” Have students respond by touching or moving the specified parts, performing the action only when they hear “Sammie says....” If a student demonstrates an incorrect movement or response, he or she performs a challenge and returns to the game. Following the game, encourage students to assess the accuracy of what they originally knew and discuss what they learned.</p> <p>Variation: Have students play this game with partners or in small groups.</p> <p>◆ Head, Shoulders, Knees, and Toes</p> <p>Have students perform the actions to the rhythmic poem “Head and Shoulders, Knees and Toes” (see Landy and Landy, <i>Ready-to-Use P.E. Activities for Grades K–2</i>, 86). Repeat movements, along with the narration. Repeat everything twice, increasing tempo each time.</p> <p>◆ Touch</p> <ul style="list-style-type: none"> • Have students follow directions to touch: <ul style="list-style-type: none"> — elbow to a red line — back to a black line — tummy to a green line — shoulder to a bench — hand to three yellow things — knee to a friend • Scatter equipment around the gymnasium and have students follow directions to touch: <ul style="list-style-type: none"> — ear to a hockey stick — knee to a ball — head to a mat — foot to a rope • Incorporate “funny walks” to travel from task to task: <ul style="list-style-type: none"> — lift your knees up high as you move to touch your elbow to a red line — walk on hands and feet, hop on one foot, tiptoe, slither on your belly, slide on your bottom, and so on
<p><i>(continued)</i></p>	<p><i>(continued)</i></p>

**TEACHER NOTES**

Take this opportunity to use words for body parts from various languages, such as French or Aboriginal languages. For information, see page 35 of *Native Studies: Early Years (K–4): A Teacher’s Resource Book* (Manitoba Education and Training).

**SUGGESTIONS FOR ASSESSMENT****◆ Observation: All Activities**

Teacher: Checklist

While students participate in any of the suggested learning activities, observe for recognition and correct identification of suggested body parts through their actions.

Suggested Criteria:

Look for

- correct identification of body parts
- the ability to follow instructions during activity

PRESCRIBED LEARNING OUTCOMES

SUGGESTIONS FOR INSTRUCTION

Students will...

K.1.K.B.3b *(continued)*

(continued)

◆ **Body Part Exploration**

Have students explore various body parts through the following activities:

- Identify and isolate various body parts:
 - clap your hands
 - circle your wrists, your shoulders
 - stomp your feet
 - swing your arms
 - jab your elbows
 - turn your head
- Lead actions with various body parts:
 - move by leading with your arms, your head, your hip, your bottom
- Meet and part by moving
 - knees together and hands apart
 - one elbow to one knee while stretching the other hand far apart from the foot
 - head to knees
 - feet and arms apart
- Stand on three body parts, two, one, another one.
- Balance on five body parts. Connect with a partner to balance on six total body parts.
- Make **symmetric** shapes such as a star (same on both sides of the body) and **asymmetric** shapes such as a “wild” or interesting shape (the sides of the body look different from each other).

◆ **Funny Bones**

Provide a balloon for each set of partners. Have partners move around the gymnasium and, on a given signal, stop to hold the balloon between body parts that are called out (e.g., hips, elbows, stomachs, hands, backs, and so on). Students take turns carrying the balloon.



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

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PRESCRIBED LEARNING OUTCOMES
<i>Students will...</i>
<p><input type="checkbox"/> K.1.K.B.3c Explore, through movement, the difference between slow and fast speeds (e.g., walking and running...).</p>
<p>Curricular Connections MA: Shape and Space (comparisons related to time)</p>

SUGGESTIONS FOR INSTRUCTION
<p>◆ Motion Madness</p> <p>Have students perform movements</p> <ul style="list-style-type: none"> • 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 <p>Ask students to demonstrate the difference between slow and fast.</p>
<p>◆ “Ani-motion”</p> <p>Have students move like animals that move</p> <ul style="list-style-type: none"> • slowly (e.g., turtles, snails, worms) • quickly (e.g., rabbits, cheetahs, horses)

<p><input type="checkbox"/> K.1.K.B.3d Explore moving in relation to objects (i.e., around, under, over, near, far, in, out, through, on, off).</p>
<p>Curricular Connections MA: Shape and Space (comparisons, position of 3-D objects)</p>

<p>◆ Human Obstacle Course</p> <p>Have half the class perform a stationary balance and the other half move in relation to the stationary students: over a crouched person, under another’s legs, around several standing people, and so on.</p> <p>Variation: Have students work in groups of three. Two students create a human obstacle for the third person to travel in, out, around, and so on. Switch positions so that each student has a turn.</p>
<p>◆ Over, Under, Around, and Through</p> <p>Arrange many different obstacles and have students move in different ways in relation to the obstacles, exploring the different movement concepts. Remind students to avoid bumping.</p>
<p>◆ Here, There, Everywhere</p> <p>Have students move toward the teacher on the signal “here,” move away from the teacher on the signal “there,” and scatter in general space with no touching on the signal “everywhere.”</p>



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

Explore speed of movement in context with the activities suggested for learning outcome S.1.K.D.1 related to body awareness, locomotion, space awareness, levels, and pathways.

Create a cassette tape of approximately 10- to 20-second intervals of music, which contrast slow and fast tempos. Let the music stimulate movement exploration.

Aboriginal Link: Include music from First Nations, Métis, and Inuit cultures.

For learning outcomes indicating “explore,” observe students for informal assessment.

◆ **Observation: Motion Madness**

Teacher: Informal Inventory

Observe students as they take part in Motion Madness.

Suggested Criteria:

The student

- experiences slow movements
- experiences quick movements

Play music for motivation during exploration-type activities. Have students “go” when the music starts and “freeze” when the music stops.

◆ **Observation: Human Obstacle Course**

Teacher: Informal Inventory

Observe students as they take part in the Human Obstacle Course and note how they move in relation to objects.

Suggested Criteria:

The student

- moves in a variety of ways in relation to objects
- moves safely

Ensure that objects to be crawled over are sturdy and that students land safely. Use mats where necessary.



PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<i>Students will...</i>	
<p><input type="checkbox"/> K.1.K.C.1 Follow the fundamental rules (e.g., boundaries, roles, actions, verbal cues for stop, go, switch...) used in simple games and activities (e.g., cooperative tag games...).</p>	<p>◆ Partner Tag</p> <p>Select one tagger. After giving the “go” signal, have students run in general space, trying to elude the tagger. Once tagged, students hold the tagger’s hand and continue to tag others who will join the line. A line of four splits into two groups of two. Pairs continue to tag other individual players until everyone is in pairs.</p>
<p>Curricular Connections MA: Number (counting) PE/HE: GLO 4—Personal and Social Management (interpersonal skills), GLO 3—Safety (all activities) SS: building community</p>	<p>◆ Leapfrog Tag</p> <p>Select five to seven students to be taggers. When tagged, students crouch down in a rounded, head-tucked-in position. Players are freed when other players place their hands on the backs of the crouched players and “leapfrog” over them.</p>
	<p>◆ Puppy Tail Tag</p> <p>Ask each student to place a flag football tail in the back of his or her waistband and stand against a wall in personal space. On the “go” signal, have students (puppies) attempt to steal each other’s tails while trying not to have their own stolen. Once the puppies have lost their tails, they go to a designated area to perform a specified challenge in order to receive another tail. Students who have extra tails return them to the challenge area.</p> <p>Variation: Have students sit on the floor where their tails are stolen so that other students can rescue them with one of their own extra tails.</p>
<hr/> <p>❖ K.1.K.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>	

**TEACHER NOTES****SUGGESTIONS FOR ASSESSMENT****Safety Rules:**

Emphasize the importance of safety rules in all tag activities (refer to safety learning outcomes).

- In Partner Tag, encourage groups to plan together in which direction they will run. If groups let go of hands, they cannot tag anyone.
- In Leapfrog Tag, ensure that crouched players keep their heads down until they are rescued.
- In tag games, change taggers often and quickly. On a “stop” or “switch” signal, have students freeze in their space, and have the taggers quickly select other taggers. Taggers could carry a marker such as a beanbag or a small ball (not to be thrown).
- In any rescue tag game, remind students to play cooperatively and to be courteous. (Refer to learning outcome K.1.K.C.4.)

**◆ Observation: Tag Games**

Teacher: Checklist

As students participate in tag games, observe and note their use of fundamental rules.

Suggested Criteria:

The student

- plays within game boundaries
- demonstrates an understanding of the responsibilities of tagger and runner
- correctly performs action when tagged

PRESCRIBED LEARNING OUTCOMES

Students will...

K.1.K.C.3 Recognize the fundamental strategies of simple games/station activities (e.g., aiming at a target, fleeing in a tag game, hitting an object with an implement, staying in boundaries...).

Curricular Connections

MA: Number (counting)

SUGGESTIONS FOR INSTRUCTION

◆ **Partner Chase**

Have students work in pairs to chase each other. The chasers follow the fleeing partners' pathways, attempting to catch or overtake them. Once tagged, the players trade places. Following the activity, ask students what strategies worked in the game they were playing.

Variation: Have students switch partners.

◆ **Beanbag Toss**

Have students work in pairs to try to score a point each time they successfully toss their beanbags into a hoop on the floor from behind a designated line or spot. Following the activity, ask students what strategies worked in the game they were playing.

◆ **They Shoot, They Score!**

Provide students with targets/goals, balls, pucks, and striking implements. Have them kick a ball (e.g., a soccer ball) or strike an object with or without an implement (e.g., an indoor broomball stick) to practise aiming at a target or goal. Following the activity, ask students what strategies worked when aiming at the target.



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

◆ **Questioning/Interview: Partner Chase**

Teacher: Inventory

After students have played the game, ask the class the following questions:

1. When someone is chasing you, should you make quick, sharp turns or curvy turns?
2. When you are chasing someone, do you run at the same speed as or faster than the person being chased?
3. Is it easier to chase one person or a group of persons? Is it harder?



PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p><i>Students will...</i></p>	
<p>☐ K.1.K.C.4 Discuss ways to play cooperatively and safely (e.g., share equipment, follow directions, help others, be considerate...).</p>	
<p>Curricular Connections ELA: GLO 1—Explore thoughts, ideas, feelings, and experiences (express ideas) MA: Number (number concepts, same/equal) PE/HE: S.2.K.A.1a (fitness), GLO 4—Personal and Social Management, GLO 3—Safety SC: Cluster 2—Colours SS: building community</p>	<p>◆ Thank-You Tag</p> <p>Have students play tag games in which they can save caught students. When rescued, students say, “Thank you.”</p> <p>Variation: Students could count the number of times they were thanked, or hand out tokens to polite players.</p> <p>◆ “Excuse Me, Please!”</p> <p>Place several hoops on the floor (fewer hoops than there are students). Select three taggers to carry a beanbag or a ball (not to be thrown). Have students run about the room avoiding the taggers. Once tagged, a player becomes the tagger. Students are safe when they are in a hoop. Other students may enter the hoop but upon entering they must say, “Excuse me, please!” so that the first person leaves the hoop.</p> <p>◆ Manners in Motion</p> <p>As students participate in a variety of games and activities, have them listen for polite comments from other students as they play together (e.g., “Thank you.” when rescued; “Nice try.” for a good effort; “Are you okay?” if someone is hurt). As part of a cool-down, have students walk with a partner to share what they heard. As well, students could share what they heard with the teacher after they put away their equipment and line up at the end of the class.</p> <p>◆ Pair and Share</p> <p>Have students work in pairs to determine fair ways of playing (taking turns) with a selected piece of equipment.</p> <p>Questions for Discussion:</p> <ul style="list-style-type: none"> • How did you share the equipment? • What were your sharing rules? <p>◆ Parachute Play</p> <p>Have students perform a variety of parachute activities such as those suggested in Umbrella (see learning outcome S.2.K.A.1a). Students each hold a certain colour portion of a parachute and lift it up when their colour is called (e.g., “green”). All those holding green carefully cross under the parachute to another green spot on the other side. Repeat with other colours.</p> <p>Question for Discussion:</p> <ul style="list-style-type: none"> • Why is it important to have everyone work together?

**TEACHER NOTES**

Encourage students to keep others active by rescuing each other often.

Post (on a bulletin board) the polite actions/sayings that students generate.

For resources on parachute games, see pages 225 to 230 of *Ready-to-Use P.E. Activities for Grades K–2* (Landy and Landy).

**SUGGESTIONS FOR ASSESSMENT****◆ Questioning/Interview: Thank-You Tag**

Teacher: Inventory

After students have played the game, ask them to indicate, by a show of hands, whether they did or heard the following:

1. Who said “Thanks” during the game?
2. Who heard someone say “Thanks” during the game?
3. Who rescued someone during the game?
4. Who was rescued during the game?
5. Were there any collisions?

Use the inventory results to initiate a discussion about cooperative play and safety.

◆ Observation: Manners in Motion

Peer Assessment: Inventory

Assign “manners monitors” for the class period. Each time students hear a positive comment, they place a token in a container.

PRESCRIBED LEARNING OUTCOMES
<i>Students will...</i>
<input type="checkbox"/> S.1.K.A.1 Travel safely using the basic transport skills (i.e., running, hopping, galloping, jumping) in general space (e.g., gallop freely without bumping into others or falling...).
Curricular Connections MA: Number (counting) PE/HE: K.1.K.A.1 to K.1.K.B.3a, K.3.K.A.1 to K.3.K.A.4, S.3.K.A.1 SC: Cluster 1—Trees
<i>(continued)</i>

SUGGESTIONS FOR INSTRUCTION

◆ **Move to the Beat**

Have students run, hop, gallop, and jump in general space to music or to the beat of a drum, stopping and starting when the music stops and starts. For an Aboriginal link, include music from First Nations, Métis, and Inuit cultures.

◆ **“Give Me Five”**

Have students line up in partner relay formation at one sideline. When music begins playing, have the front person run to the opposite sideline and back to touch his or her partner’s outstretched hand to “give five.” The next player then runs and returns. Continue for a few minutes or until the end of the song. Discuss the importance of slowing down and running to the raised hand side of the person when doing the hand tap.

Variation: Have students hop, gallop, or jump.

◆ **Rig-a-Jig-Jig**

Have students say/sing the action song “As I was walking down the street . . .” and perform the accompanying movements:

- Students walk individually.
- Students shake hands with a friend.
- Students skip with a friend while holding hands.

Repeat the song, having students find another friend. For the words to this action song, see page 79 of *Physical Education K–4: Movement with Meaning* (Manitoba Education and Training).

Variation: Substitute skipping with running, hopping, galloping, or jumping.

(continued)



TEACHER NOTES

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.

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 for students.

Encourage students to explore transport skills on both sides of the body (e.g., hopping on the right foot, then the left foot; galloping with the right leg leading, then the left, and so on).

Students can count the number of line touches by counting the number of times they tap hands.

Review the proper “handshake”: Extend right hand to person.

Remind students to keep right hands joined after shaking hands, join left, and skip together with cross-arm handhold.



SUGGESTIONS FOR ASSESSMENT

◆ **Observation: Move to the Beat**

Teacher: Checklist

As students move to the music, observe and note evidence of students using the transport skills to travel without bumping into others.

Name	Run	Hop	Gallop	Jump



Record class results using BLM G–2: Class Checklist (see Appendix H).

◆ **Performance Task: Rig-a-Jig-Jig**

Teacher: Scoring Rubric

Observe students as they perform the Rig-a-Jig-Jig activity and use the following scoring rubric.

Scoring Rubric			
Performance Criteria	3 Consistently	2 Usually	1 Sometimes
The student			
• moves safely without bumping			
• looks where he or she is going			
• does not fall or slide into others			
• focuses on the task			

PRESCRIBED LEARNING OUTCOMES

Students will...

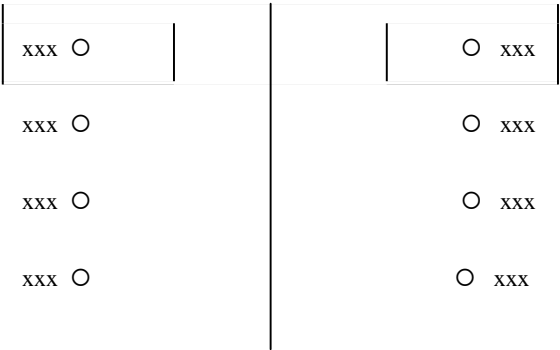
S.1.K.A.1 *(continued)*

SUGGESTIONS FOR INSTRUCTION

(continued)

◆ **Squirrels and Nuts**

Divide the class into small groups of three or four students (squirrels). Place half the teams at one end of the gymnasium and the other teams at the opposite end. Have each group line up behind a hoop (tree house). (See diagram below.)



Inside each tree house are five to eight beanbags (nuts). On the “go” signal, the first squirrel in each tree house runs across the gymnasium, past the centre line, to steal a nut from any other tree house on the opposite end of the gymnasium (no stealing from tree houses on the same end). Squirrels return home with one beanbag, put it inside their hoop, tag the hand of the next squirrel, and sit at the end of the line. Have students play for a specified amount of time.

As the year progresses, add other skills using different objects to represent particular movements.

Examples:

- beanbags—return home running
- deck rings—return home galloping
- balls—return home hopping

◆ **Squirrels in the Forest**

Divide the class into two groups: trees blowing in the wind in their personal space (link to learning outcome K.1.K.B.3a) and squirrels moving and scurrying between the trees. Have the squirrels move in a variety of ways. If a squirrel is touched by a tree, they switch places.

Variations: Have rabbits jump between the trees or horses gallop between the trees.



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

There are strong connections between the learning outcomes from GLO 1—Movement and GLO 3—Safety. Safety rules and procedures must be reinforced in every lesson.



PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<i>Students will...</i>	
<p><input type="checkbox"/> S.1.K.A.2 Explore the basic manipulation skills (i.e., rolling, underhand throwing, catching, striking, bouncing, kicking) in a variety of simple movement experiences (e.g., throw a ball or beanbag underhand to an open space, strike a balloon with the hand...).</p>	<p>◆ Basic Movement Challenges</p> <p>Have students work individually to</p> <ul style="list-style-type: none">• roll a ball to the bottom of a wall• underhand throw a beanbag to the wall• catch a large, bounced ball or a self-tossed beanbag• strike a balloon with the hand• bounce a large playground ball once or more• kick a ball to the wall
<p>Curricular Connections MA: Shape and Space (sort 3-D objects) SC: Cluster 2—Colours</p>	<p>Variation: Set up stations to incorporate these movement challenges.</p>
	<p>◆ Guided Discovery: What Works Best?</p> <p>Provide the class with a variety of equipment (e.g., various sizes, colours, textures). Have students select various pieces of equipment to roll, underhand throw, catch, strike, bounce, and kick to discover which pieces of equipment work best for them.</p> <p>Questions for Discussion:</p> <p>Use the following questions for discussion as they apply to the different movement activities:</p> <ul style="list-style-type: none">• Which piece of equipment is easiest to bounce?• What size of ball is easiest to roll with one hand?• What size of ball is easiest to catch?• What texture of ball is easiest to catch?

**TEACHER NOTES**

Allow students to choose the size, colour, and texture of their equipment and to experience a variety of types (e.g., big to small, bright to pale, soft to hard).

For guidelines related to modifications, adaptations, and accommodations, refer to “Students with Special Needs” on pages 10 and 11 of the Framework Overview (see Framework Excerpts). For further information on programming for students with special needs, refer to the series *Moving to Inclusion*, available at the Instructional Resources Unit (Library), Manitoba Education, Training and Youth.

**SUGGESTIONS FOR ASSESSMENT****◆ Observation: Basic Movement Challenges**

Teacher: Informal Inventory

Observe students as they take part in the Basic Movement Challenges.

Suggested Criteria:

The student demonstrates a willingness to explore the following basic manipulation skills:

- rolling
- underhand throwing
- catching
- striking
- bouncing
- kicking

PRESCRIBED LEARNING OUTCOMES
<i>Students will...</i>
<p><input type="checkbox"/> S.1.K.A.3 Explore static and dynamic balance (i.e., stopping, starting) in response to signals/cues/commands.</p>
<p>Curricular Connections PE/HE: K.1.K.C.1, K.3.K.A.1 (safe and controlled movement), K.3.K.B.1 (traffic safety) SC: Cluster 2—Colours</p>

SUGGESTIONS FOR INSTRUCTION

- ◆ **Statues (static balance)**
 Direct students to travel in general space as music plays, and then to freeze in a variety of positions using various body parts (e.g., one hand and one foot) and on different numbers of body parts when the music stops. Encourage students to hold their balance steady for three to five seconds or until the music resumes.

- ◆ **Frozen Beanbag**
 Provide each student with a beanbag. Have students place the beanbags on various body parts and walk at a comfortable pace, with proper posture, in general space. If someone’s beanbag falls off, that player is frozen until someone else can replace it without losing his or her own beanbag.
Variations: Have students walk faster or try to gallop. Allow children who are picking up another beanbag to hold their own beanbags on their heads. Play the game with partners holding hands.

- ◆ **Red Light, Green Light (dynamic balance)**
 On the signal “green light,” have students pretend that they are cars, moving safely (driving with no bumping or crashing) at a regular speed. On the call “yellow light,” students jog on the spot (running their engines), and on the “red light” cue, they stop or freeze in a balanced position.
Variations: Provide coloured cards/paper to hold up and have a student be the caller. Have student move along the lines (roads) on the floor.

- ◆ **Gathering Gold**
 Scatter beanbags (gold bars) on different lines on the floor. Have students walk along the lines to pick up the gold bars and carry them on their arms or shoulders to a safe hoop. If a student steps off of a line, she or he goes to “jail.” To get out of “jail,” another student must pay one gold bar.



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

Balance:

- **Static balance** refers to controlled body position and posture while at rest.
- **Dynamic balance** refers to controlled body position and posture while in motion.

Be aware of head lice situations before using equipment that comes in close contact with students.

In the game Red Light, Green Light, reinforce the traffic safety rules related to learning outcome K.3.K.B.1.



◆ **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	SUGGESTIONS FOR INSTRUCTION
<p><i>Students will...</i></p>	
<p>☐ 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”...).</p>	<p>◆ Follow the Leader (transport)</p> <p>Ask students to pair up, one as the leader and one 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.</p> <p>◆ Partner Activities (manipulation)</p> <p>Have students pair up to explore the following skills:</p> <ul style="list-style-type: none"> • Roll a ball back and forth. • Underhand throw and catch a soft ball or beanbag. • Strike a balloon back and forth. • Bounce and catch a ball. • Kick and stop a ball. <p>◆ Mirror Balances (balance)</p> <p>Have students attempt various balances individually and then with a partner. For more suggestions, see Lessons A4 to A7 in <i>Up Down All Around</i> (Russell, Schembri, and Kinsman).</p>
<div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p>Curricular Connections MA: Number (counting) PE/HE: K.1.K.B.3a (space awareness)</p> </div>	<div style="text-align: center; margin-top: 20px;">  </div>

**TEACHER NOTES****SUGGESTIONS FOR ASSESSMENT****Movement Concepts:**

- **Body awareness** includes awareness of
 - body parts (e.g., arms, legs, elbows, knees, head)
 - body shapes (e.g., curled, stretched, narrow, wide, twisted, symmetrical, asymmetrical)
 - body actions (e.g., flex, extend, rotate, swing, push, pull)
- **Space awareness** refers to where the body moves with respect to
 - locations (e.g., personal and general space)
 - directions (e.g., forward, backward, sideways, up, down)
 - levels (e.g., low, middle, high)
 - pathways (e.g., curved, straight, zigzag)
 - planes (e.g., frontal, horizontal, sagittal)

Allow students one to two minutes to practise each task.

Encourage students to stand fairly close to their partners when first practising the activities.

Students can count the number of successful attempts.



PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p><i>Students will...</i></p>	
<p>□ 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...).</p>	<p>◆ Octopus Tag (transport)</p> <p>Have students (fish) line up at one end line. One player in the centre of the gymnasium is an octopus. When that player calls “Octopus,” the fish attempt to run to the opposite end line without being tagged by the octopus. Once a fish is caught, he or she becomes seaweed in that spot and must plant roots (feet) to the bottom of the ocean floor. These stationary players can then move their seaweed arms to tag other fish. When only a few fish are left, select another octopus.</p> <p>Variation: Have two or three people be octopi.</p>
<p>Curricular Connections MA: Number (counting) SC: Cluster 1—Trees</p>	
	<p>◆ Clean Your Own Backyard (manipulation)</p> <p>Divide the class into two teams, one on each side of a centre line (each team’s half of the gymnasium is their own backyard). Provide a variety of small to medium-size balls. On a given signal, have players attempt to roll the balls along the floor to the opposite backyard in the attempt to keep their own backyard clean. After a specified time, students freeze, and one player from each team counts the number of balls in their backyard.</p> <p>◆ Timber! (balance)</p> <p>Designate two or three players as taggers. Have students run in general space, attempting to avoid being tagged. Once tagged, players freeze as trees, with their roots (feet) planted on the ground and their branches (arms) up over their heads. Other players may free the trees by facing them, holding the fingers of one hand together with the partner’s fingers, and placing thumbs up (imitating a saw). The two players saw back and forth, counting aloud from one to five and yell “Timber!” That player is then free to run.</p> <p>◆ Pinnie Tag</p> <p>Provide pinnies (coloured vests) for all students except “it” (the designated tagger). When tagged, students remove their pinnies, hold them over their heads, walk to a deposit area to return their pinnies, and become members of the tagging group. The last two students to be caught are the first taggers for the next round.</p>
<p>❁ S.1.K.B.3 Set up and manage own games (e.g., skipping games, target games, hopscotch...).</p>	



TEACHER NOTES

In all tag games, emphasize moving in a controlled manner (looking out for others) and at an appropriate speed in accordance with the size of the play space and the number of students. Encourage students to slow down and to maintain their balance when approaching the end line in order to stop safely. Remind them to tag gently near the shoulder, away from the face.

Any other marker such as football flags or beanbags can replace pinnies.



SUGGESTIONS FOR ASSESSMENT

◆ Observation: All Games

Teacher: Checklist

As students participate in game situations, observe and note evidence of use of basic movement skills.

Suggested Criteria:

The student

- explores/practises transport skills during simple group activities
- explores/practises manipulation skills during simple group activities
- uses/practises balance skills during simple group activities
- explores body and space awareness

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<i>Students will...</i>	
☐ S.1.K.C.1 Experience different ways of moving (e.g., climbing, running, hopping...) in a variety of play areas on the school grounds (e.g., on playground equipment, hardtop area, grassy fields...).	<ul style="list-style-type: none">◆ Play Structure Have students explore climbing and balancing on the various parts of an outdoor play structure. ◆ Autograph Game Select four to six students who will hide in a designated school playground area. Provide each hider with a different coloured marker pen. Have the other students (runners) cover their eyes while the hidiers find their places. The runners then receive a small piece of paper so that when they run to find a hider, the hider gives an autograph (or a small mark) on the runner’s paper. The first students to return with all four to six different colours (autographs) on their paper can become the next hidiers. ◆ Tree Tag Select several students to be “it” (the designated taggers). When tagged, the other players become “it.” Students may have three seconds of “free time” if they are touching a “tree” (which can be a bench, slide, post, and so on). Each free time must be at a different tree than the last time. Include a variety of transport skills, such as running, hopping, galloping, and so on.

Curricular Connections

PE/HE: K.1.K.C.4 (cooperation),
K.4.K.B.1a (responsible social behaviours),
GLO 3—Safety
SS: relationships, social responsibility

**TEACHER NOTES**

Ensure that students are aware of boundary areas. Establish a signal to call back all the students, including the hidiers. Be aware of environmental factors that may pose risks to students (e.g., allergies).

Explain the importance of taking turns and playing cooperatively and safely. Ensure that students can reach objects from the ground.

Emphasize safety related to play structures and hardtop areas prior to use for this learning outcome (see *Safety Guidelines for Physical Activity in Manitoba Schools*, produced by the Manitoba Physical Education Teachers Association).

**SUGGESTIONS FOR ASSESSMENT****◆ Observation: Play Structure**

Teacher: Informal Inventory

Observe students as they take part in the Play Structure learning activity.

Suggested Criterion:

The student demonstrates willingness to

- move in different ways in the various play areas on the school grounds

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<i>Students will...</i>	
<p><input type="checkbox"/> S.1.K.D.1 Experience moving to different rhythms (e.g., quick, slow...), applying movement concepts (e.g., body awareness, space awareness...) in simple rhythmic activities (e.g., creative movement, action songs/games...).</p>	<p>◆ Creative Movement</p> <p>Have students respond to different rhythms from musical instruments (e.g., drum, triangle, xylophone). Vary the movement response by imposing a variety of transport changes (e.g., walk, run, slide, jump, gallop) and tempo/speed changes (e.g., slow, fast).</p>
<p>Curricular Connections ELA: GLO 2—Comprehend and respond personally and critically to literary and media texts (understand forms and techniques) MA: Patterns and Relations (patterns)</p>	<p>◆ Action Songs</p> <p>Have students participate in a variety of action songs/games requiring body and space awareness. Examples:</p> <p><i>My Personal Space</i></p> <p>I found a space, My own personal space, I can twist and reach up tall, Stretch out wide and curl down small, I found a space, My own personal space.</p> <p>Moving, moving, through the space, I use my eyes upon my face, I can gallop and I can trot, Until I find another SPOT!</p> <p><i>Action Rhyme</i></p> <p>Turn around and touch the ground, Hands on knees now if you please, One foot in, tuck low and spin, Lie down flat just like a mat, Ladder climb to end this rhyme.</p>



TEACHER NOTES

Develop creative themes to stimulate movement variety.

Examples:

- Transportation—cars, airplanes, spaceships, bicycles, roller blades, trains
- Animals (and other living creatures)—monkeys, seals, giraffes, snakes, ducks, birds, frogs
- Elements in nature—wind, water, fire, leaves, clouds, lightning, snowflakes, volcanoes, earthquakes

Establish the concept of movement or rhythmic routines as having three parts: a beginning, a middle, and an ending. Begin and end all movement exploration in an “interesting” frozen shape.

Incorporate contrasting effort qualities while performing action songs:

- Time/speed—fast, slow
- Weight/force—heavy/loud, light/soft, strong/light
- Flow/extensions in space—bound/small, free/large

Consult with English language arts teachers to integrate class poems/songs into movement experiences.

For further suggestions, see pages 73 to 94 of *Ready-to-Use P.E. Activities for Grades K–2* (Landy and Landy) or refer to Early Years movement resources.



SUGGESTIONS FOR ASSESSMENT

◆ **Observation: All Activities**

Teacher: Checklist

Observe student performance during movement activities.

Suggested Criterion:

The student

- demonstrates a willingness to participate in simple rhythmic activities

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<i>Students will...</i>	
<p><input type="checkbox"/> 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...).</p>	<p>◆ Gymnastic Patterns</p> <p>Have students experience various gymnastic movement patterns in the gymnasium and on playground apparatus.</p>
<p>Curricular Connections MA: Patterns and Relations (patterns) PE/HE: GLO 3—Safety</p>	<p>Landings:</p>
	<ul style="list-style-type: none">• Have students, jumping from elevated surfaces forward, backward, and sideways, land on their feet, absorbing the landing force.• Have students land forward on their hands from a kneeling position, from a bent knee stand, and from a standing position. Have them also land backward on their hands from a squat.
	<p>Statics:</p>
	<ul style="list-style-type: none">• Have students perform front and back supports, balances on various body parts (e.g., feet, knees, shoulders, hips), and long hangs on apparatus (e.g., bars, ladders, beams, horizontal ropes).• Challenge students to vary arm and leg positions.
	<p>Springs:</p>
	<ul style="list-style-type: none">• Have students spring on the spot, spring forward, and walk and spring.
	<p>Rotations:</p>
	<ul style="list-style-type: none">• Have students perform turns on the feet, jump turns, and turns while horizontal.• Have them rock backward and forward, roll backward to a shoulder balance, and roll forward from a shoulder balance.
	<p>Locomotion:</p>
	<ul style="list-style-type: none">• Have students explore locomotion on the feet, in front supports, and on climbing frames, ladders, or ropes.
	<p>Swings:</p>
	<ul style="list-style-type: none">• Have students hang from both hands off horizontal/parallel bars or horizontal ladders and swing legs forward, backward, side to side, and in a circle.



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

Gymnastic Movement Patterns:

- **Landings**—safely taking weight on feet and/or hands to prevent injuries in falls.
- **Statics**—still positions, including static balances, hangs (suspension activities whereby the shoulders are below the point of suspension), and supports (any stable position that is not a hang).
- **Springs**—the rapid displacement of the body by either the legs (e.g., jump, leap) or arms (e.g., pop, rebound).
- **Rotations**—any turn or spin about one of the three primary axes: longitudinal (e.g., twists, pivots), transverse (e.g., rolls, somersaults), or horizontal (e.g., cartwheels).
- **Locomotion**—the movement of the body using various forms of transport (e.g., walking, hopping, skipping).
- **Swings**—rotation around an axis outside the body, evolving from hangs or supports.

The purpose of teaching **landings** is to help children learn how to fall safely and to gain an important life skill. Landing activities also contribute to the development of muscular strength. However, always caution students against landing on uneven surfaces, on the heels, or on the sides of the feet. Ensure that

- elevated surfaces are no higher than knee height
- knees do not bend more than 90 degrees on landing
- landing areas are clear before jumping

◆ Observation: Gymnastic Patterns

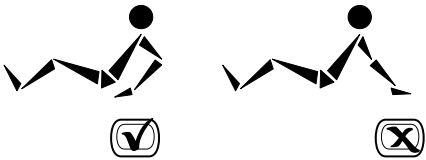
Teacher: Checklist
 Observe performance as students participate in activities using large and/or small apparatus, focusing on the gymnastic movement patterns.

Suggested Criterion:

- The student
- demonstrates a willingness to explore/practise gymnastic movement patterns

TEACHER NOTES (continued)

Note that children tire more quickly when practising landings on the hands. Provide rest breaks and allow them to advance at their own rate through skill progressions.
 Note correct hand position when landing backward:



For further specifics and techniques for teaching safe landings, see *Up Down All Around* (Russell, Schembri, and Kinsman).





Movement Outcomes: Kindergarten



Knowledge

- K.1.K.A.1** Develop a movement vocabulary (e.g., running, hopping, jumping, overhand throwing, catching, balancing, underhand throwing...) by responding to verbal and visual cues with the corresponding body movements.
- 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.K.B.3a** Recognize the terms “personal space” (i.e., space around own body) and “general space” (i.e., space available to move in) associated with space awareness.
- K.1.K.B.3b** Recognize names of body parts (i.e., head, neck, shoulders, arms, hands, elbows, wrists, legs, knees, ankles, feet, chest, waist, hips, back) when following instructions for physical activity (e.g., bend your knees, hands on hips, balance on one foot...).
- K.1.K.B.3c** Explore, through movement, the difference between slow and fast speeds (e.g., walking and running...).
- K.1.K.B.3d** Explore moving in relation to objects (i.e., around, under, over, near, far, in, out, through, on, off).
- K.1.K.C.1** Follow the fundamental rules (e.g., boundaries, roles, actions, verbal cues for stop, go, switch...) used in simple games and activities (e.g., cooperative tag games...).
- K.1.K.C.3** Recognize the fundamental strategies of simple games/station activities (e.g., aiming at a target, fleeing in a tag game, hitting an object with an implement, staying in boundaries...).
- K.1.K.C.4** Discuss ways to play cooperatively and safely (e.g., share equipment, follow directions, help others, be considerate...).

Skills

- S.1.K.A.1** Travel safely using the basic transport skills (i.e., running, hopping, galloping, jumping) in general space (e.g., gallop freely without bumping into others or falling...).
- S.1.K.A.2** Explore the basic manipulation skills (i.e., rolling, underhand throwing, catching, striking, bouncing, kicking) in a variety of simple movement experiences (e.g., throw a ball or beanbag underhand to an open space, strike a balloon with the hand...).
- S.1.K.A.3** Explore static and dynamic balance (i.e., stopping, starting) in response to signals/cues/commands.
- 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.K.C.1** Experience different ways of moving (e.g., climbing, running, hopping...) in a variety of play areas on the school grounds (e.g., on playground equipment, hardtop area, grassy fields...).
- S.1.K.D.1** Experience moving to different rhythms (e.g., quick, slow...), applying movement concepts (e.g., body awareness, space awareness...) in simple rhythmic activities (e.g., creative movement, action songs/games...).
- 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...).

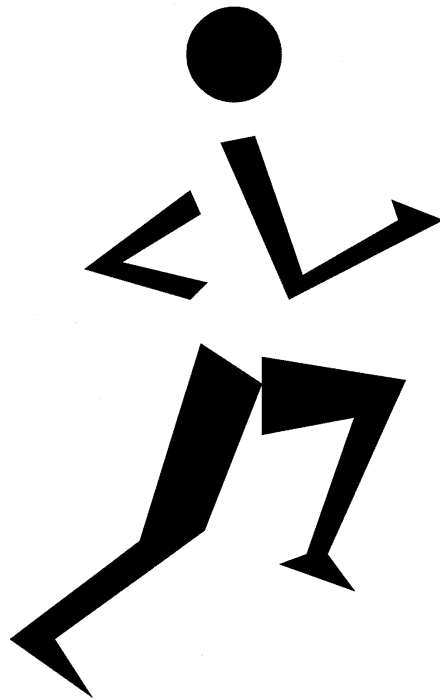
Attitude Indicators

- 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.

Kindergarten

2. Fitness Management

The student will demonstrate the ability to develop and follow a personal fitness plan for lifelong physical activity and well-being.



PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p><i>Students will...</i></p>	
<p>❖ K.2.K.A.1 Discuss exercises and physical activities associated with health-related fitness components (e.g., running develops endurance of the heart, jumping activities develop muscular strength and endurance of the leg muscles...).</p>	
<p>❑ K.2.K.B.1 Discuss the fact that daily physical activity makes muscles strong, including the heart.</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Curricular Connections ELA: GLO 1—Explore thoughts, ideas, feelings, and experiences GLO 3—Manage ideas and information (use personal knowledge, ask questions, contribute to group inquiry) MA: Patterns and Relations (graphing, sorting) PE/HE: K.5.K.A.1 (personal health practices), K.5.K.B.3 (influence of technology), K.5.K.B.1 (health benefits)</p> </div> <p style="text-align: right; margin-top: 20px;"><i>(continued)</i></p>	<p>◆ Beater Meter</p> <p>Have students participate in a variety of physical activities over a set period of time (e.g., one week, two weeks, one month). After students complete each activity, have them put a hand on their hearts and state what they feel. Using the moveable arrow on a homemade meter (see diagram in teacher notes), show how the majority of students respond (indicate low, medium, or high). Write the activity on a piece of paper and post it on the wall in the applicable section of the meter. The results can be classified and graphed. Pictures of people involved in activities can be collected, sorted, and posted in the different categories (i.e., high, medium, low).</p> <p>◆ “Sammie Says”</p> <p>Have students participate in this game using muscle locations (e.g., “Sammie says show me your arm muscles.”). (See learning outcome K.1.K.B.3b.)</p> <p>◆ Picture Sort</p> <p>Have students sort pictures of active/non-active people. They can assist in creating a bulletin board with pictures of active, healthy individuals. (See Sort and Predict, <i>Success for All Learners</i>, 6.33.)</p> <p>◆ Heart Smart</p> <p>Have students respond to the following statements/questions before and after an activity.</p> <p>Before Activity:</p> <ul style="list-style-type: none"> • Show me where your heart is. • Put your hand on your heart and tell me what you feel. <p>After Activity:</p> <ul style="list-style-type: none"> • Is it easier to find your heart before or after you have been active? • How does your heart beat differently after we play?

(continued)

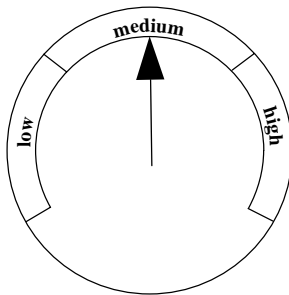


TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT



♥Beater Meter♥



Fitness management knowledge and skill outcomes are connected and often have interchangeable and related suggestions for instruction. Refer to learning outcomes S.2.K.A.1a and S.2.K.A.1b.

Encourage students to take part in physical activity outside class time and to make it a daily habit, accumulating more than 60 minutes and up to several hours per day of activity time, especially on days when they do not have physical education classes.

Reinforce that muscles are important for protecting the bones and organs. As well, strong muscles are important for

- lifting, pushing, and pulling things
- maintaining good posture
- preventing injury and lower back pain
- performing movement and sports skills more successfully

◆ **Questioning/Interview: Beater Meter**

Teacher: Inventory

Ask students to raise their hands if they think that the following activities will cause them to become hot and thirsty, make their hearts beat faster, and make them breathe more deeply:

- watching television
- playing soccer
- riding a bicycle
- playing video games
- sitting down

◆ **Questioning/Interview: All Active Games**

Teacher: Inventory

Upon completion of an activity, ask students to indicate, by a show of hands, whether the activity required them to use their muscles (including the heart) to make them stronger.

TEACHER NOTES (continued)

With very young children, muscular strength should be developed through play and movement activities with no emphasis on fitness scores.



PRESCRIBED LEARNING OUTCOMES
<i>Students will...</i>
<input type="checkbox"/> K.2.K.B.1 <i>(continued)</i>
<hr/> ❖ K.2.K.C.1a Show an understanding of the location of main internal body parts affected by exercise (i.e., heart, lungs, bones, muscles).
<hr/> ❖ K.2.K.C.1b Recognize the physical changes in the body during physical activity (i.e., heart beats faster, body gets warmer, breathing accelerates, perspiration increases).
<hr/> ❖ K.2.K.C.2 Show an understanding of the factors (e.g., planning, regular participation, effort, adequate information, motivation, commitment, regular monitoring...) affecting personal fitness development.
<hr/> ❖ K.2.K.C.3 Recognize that proper warm-up activities (i.e., light aerobic activity, stretching exercises) prepare muscles for vigorous activities (e.g., warm-up activities increase blood circulation and elasticity of muscles and ligaments...).
<hr/> ❖ K.2.K.C.4 Identify personal factors (e.g., interests, personal success, previous experiences, type of activities, developmental rates...) that influence physical activity participation and build self-confidence.

SUGGESTIONS FOR INSTRUCTION

(continued)

◆ At-Home Activities

As a group, have students discuss activities they can do at home to make their muscles strong, such as playing with a friend or family member, climbing, jumping, and walking the dog.



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

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PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p><i>Students will...</i></p>	
<p>☐ S.2.K.A.1a Participate in a wide variety of physical activities that contribute to skill/fitness development and enjoyment.</p>	<p>◆ Parachute Fun</p> <p>Have students hold the edge of a parachute with an overhand grip and perform the following activities.</p>
<p>Curricular Connections MA: Number (number concepts), Shape and Space (measurement) SC: Cluster 1—Trees, Cluster 2—Colours</p>	<p>Parachute Storm</p> <p>Start with the parachute on the ground. As a class, ripple the parachute gently as students imagine the sun rising on a lake and generating a breeze. Everyone stands as the breeze becomes stronger and the parachute is shaken strongly. The wind strengthens into a storm as everyone shakes the parachute wildly. The storm passes by and students gradually shake more slowly until the parachute settles to the ground.</p>
	<p>Parachute Shapes</p> <ul style="list-style-type: none"> • <i>Umbrella:</i> Count 1, 2, 3 and have students lift the parachute over their heads to make a giant umbrella. Call out the names of students (or the colour they are holding) who are to cross under the umbrella and slowly come out the opposite side before the parachute floats to the ground. • <i>Mountain:</i> Count 1, 2, 3 and have students lift the parachute over their heads, take two steps in, pull down the parachute in front of them, and kneel on the edge. Call the names of students who are to “climb” the mountain on their hands and knees. • <i>Mushroom:</i> Count 1, 2, 3 and have students lift the parachute and take two steps in and then two steps out. • <i>Tents:</i> Count 1, 2, 3 and have students lift the parachute over their heads, pull it down behind their bodies, and sit on the edge inside the tent. • <i>Under the Big Tent:</i> Make a tent with the parachute. Have students wiggle their bodies slowly into the centre while they are sitting on the edge of the parachute. • <i>Talking Heads:</i> Make a tent with the parachute. Have students place the parachute behind their heads and lie down on their stomachs so that only their heads are inside the tent.
<p style="text-align: right;"><i>(continued)</i></p>	<p>◆ Nature Walk</p> <p>As a class, take a power walk in the schoolyard or surrounding neighbourhood. Have students observe and discuss the various types of trees and colours they see.</p> <p style="text-align: right;"><i>(continued)</i></p>



TEACHER NOTES

The fitness management outcomes link to active living in GLO 5—Healthy Lifestyle Practices. There are also links between GLO 1—Movement and GLO 2—Fitness Management, since many of the movement activities contribute to fitness development.

Examples:

K.1.K.B.3a

- Floating Bubbles

K.1.K.C.1

- Partner Tag
- Puppy Tail Tag

S.1.K.A.1

- Rig-a-Jig-Jig
- “Give Me Five”

S.1.K.B.1

- Follow the Leader

S.1.K.B.2

- Octopus Tag
- Clean Your Own Backyard

Emphasize the importance of working together in parachute activities. For further parachute activities, see pages 225 to 230 of *Ready-to-Use P.E. Activities for Grades K–2* (Landy and Landy).

When students are tired, encourage them to keep moving (rather than sitting down) and to take deep, slow breaths (breathing in through the nose and out through the mouth).

Activities that involve taking students outside the school grounds require permission forms from parents/guardians.



SUGGESTIONS FOR ASSESSMENT

◆ **Observation: All Activities**

Teacher: Participation Rubric

Observe students as they take part in the activities and assess their participation using the following rubric.



See BLM G–3: Participation Rubric (Appendix H).

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<i>Students will...</i>	
<input type="checkbox"/> S.2.K.A.1a <i>(continued)</i>	<p><i>(continued)</i></p> <p>◆ Rhythmic Activities</p> <p>Have students explore the different movement concepts in response to audiotapes, drum beats, and so on, that will contribute to their personal fitness. For example, moving quickly will increase their heart rate, and taking weight on their hands and performing animal walks or movements will build arm and leg strength.</p> <p>◆ Bridge Tag</p> <p>Practise a bridge balance. Give a sponge ball to three or four (depending on class size) taggers. If students tag a player, that person must make a bridge on hands and feet. That person is free to run again once another player goes under his or her bridge. Change the taggers often.</p>



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

Aboriginal Link: Include Métis, First Nations, or Inuit music as a part of the rhythmic activities.

Tag games with more than one tagger promote more activity and maximum participation.



PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<i>Students will...</i>	
<input type="checkbox"/> S.2.K.A.1b Sustain participation in moderate to vigorous activity for short periods of time, based on functional capacity.	<ul style="list-style-type: none">◆ Run Your Age in Laps Have student run/jog/speed walk continuously to music until they have counted the number of laps that matches their current age. ◆ Outdoor Follow the Leader Students pair up: one is the leader and one is the follower. Have the leader walk, run, hop, gallop, or jump on a designated field area. 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. ◆ Move to the Music Have students move to music in their own way for an appropriate, progressive, set time.
<div style="border: 1px solid black; padding: 5px;"><p>Curricular Connections MA: Number (number concepts), Shape and Space (measurement) PE/HE: S.1.K.B.1 (follow the leader)</p></div>	
<hr/> <p>❖ S.2.K.A.2 Determine own degree of exertion through simple methods (e.g., put hand on chest to feel increase in heart rate, “talk test” ...) while participating in physical activities.</p>	



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

Refer to activities suggested for learning outcome S.2.K.A.1a.

Definitions:

- **Moderate activity**—approximately 60% to 70% of maximum aerobic capacity (Kirchner and Fishburne, 146).
- **Vigorous activity**—approximately 70% to 85% of maximum aerobic capacity (Kirchner and Fishburne, 146).
- **Functional capacity**—performance level based on individual abilities and capabilities with respect to factors such as shortness of breath, target heart-rate zone.

◆ **Observation: All Moderate to Vigorous Activities**

Teacher: Scoring Rubric

Observe students as they participate in the activities. Using BLM G–8, fill in the names of students in the category describing their performance level. As a time saver, fill in only the names of students achieving a “3” or a “1” during the activity and add the other names later.



See BLM G–8: Aerobic Capacity Rubric (Appendix H).



Fitness Management Outcomes: Kindergarten



Knowledge

K.2.K.B.1 Discuss the fact that daily physical activity makes muscles strong, including the heart.

Skills

S.2.K.A.1a Participate in a wide variety of physical activities that contribute to skill/fitness development and enjoyment.

S.2.K.A.1b Sustain participation in moderate to vigorous activity for short periods of time, based on functional capacity.

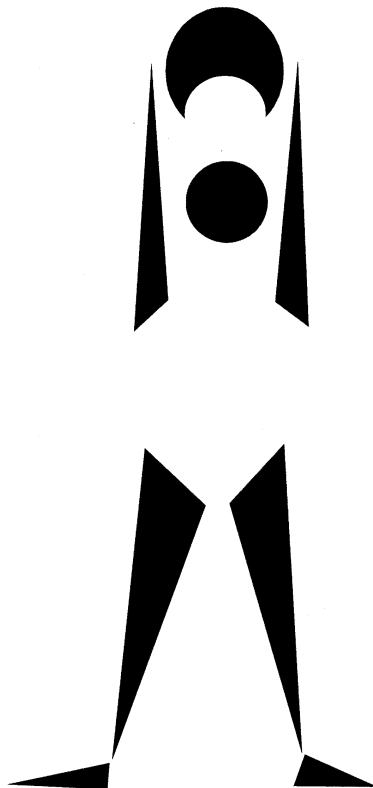
Attitude Indicators

- 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.

Kindergarten

3. Safety

The student will demonstrate safe and responsible behaviours to manage risks and prevent injuries in physical activity participation and in daily living.



PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<i>Students will...</i>	
<p><input type="checkbox"/> K.3.K.A.1 Recognize safe and controlled movement while participating in physical activity (e.g., stop and start on signal, move without interfering with others, enter and exit in a safe manner, land softly...).</p> <div data-bbox="115 590 550 772" style="border: 1px solid black; padding: 5px;"><p>Curricular Connections ELA: GLO 3—Manage ideas and information (select and process) PE/HE: S.3.K.A.1 (safety), K.1.K.B.3a (move in general space), S.1.K.A.3 (stop on signal), S.1.K.D.2 (landings)</p></div>	<p>◆ Learning Outcome Connections</p> <ul style="list-style-type: none">• Safe and Unsafe Movements: Demonstrate both safe and unsafe movements prior to having students participate in the activities suggested for learning outcomes S.1.K.A.3 (stop on signal), S.1.K.A.1 (move in general space), and S.1.K.D.2 (land softly). Have students identify both the movements that show control and safety and those that are unsafe.• Safe Use of Space: Have students participate in the activities suggested for learning outcome K.1.K.B.3a (Moving in Space, Island of Space, Floating Bubbles, and Space Runners) to demonstrate proper and safe use of personal and general space.• Controlled Landings: Have students participate in soft and safe landing activities suggested for learning outcome S.1.K.D.2 to demonstrate the importance of controlled landings. <p>◆ Gym Rules!</p> <p>As part of the warm-up and cool-down activities, discuss with students the important safety rules as they apply to entering and exiting the gymnasium, participating in activity in the gymnasium, using equipment, using the equipment room, and so on. Ask them to identify and repeat rules back to you frequently.</p>



TEACHER NOTES

Introduce, use, explain, and reinforce vocabulary related to safety in everyday living.

Given the scope and importance of the topic of safety, teachers are encouraged to introduce developmentally appropriate safety-related topics with students at the beginning of the school year. Review the rules often throughout the year, taking into account the various play areas (e.g., gymnasium, play structure, outdoor field area) and seasonal changes (e.g., slippery surfaces, snowbanks).

Safety Strategies:

Encourage safe behaviour by using strategies such as the following:

- Clearly articulate proper safety instruction and appropriate behaviour for each activity.
- Establish an audible signal for gaining student attention quickly.
- Recognize and reinforce positive behaviours rather than waiting for rules to be broken.
- Anticipate hazards and minimize risks.



SUGGESTIONS FOR ASSESSMENT

◆ Questioning/Interview: Learning Outcome Connections

Teacher: Checklist

Informally observe students' understanding and recognition of the rules during the demonstration, and interview the class for responses to the following questions:

1. Did you stop and start on the given signal?
2. Did you bump into anyone while moving?
3. How did you make sure you didn't bump into others?
4. How did you safely enter the gymnasium?
5. How will you safely exit the gymnasium?
6. Did you land softly?
7. How were you able to land softly?

PRESCRIBED LEARNING OUTCOMES

SUGGESTIONS FOR INSTRUCTION

Students will...

☐ K.3.K.A.2 Show an understanding that physical or medical conditions (e.g., injury, illness, asthma, physical disabilities, low fitness levels...) may affect degree and type of participation.

Curricular Connections

ELA: GLO 1—Explore thoughts, ideas, feelings, and experiences (develop understanding), GLO 3—Manage ideas and information (select and process)

◆ Hospital Tag

Designate four taggers, wearing pinnies, to tag others on the leg. When tagged, students have an “injured” leg and must hop to a designated “hospital” area. Provide direction for injured students to hop on the spot or in a hoop before returning to the game. Switch taggers frequently throughout the game.

Variation: Taggers tag other body parts and the teacher selects appropriate exercises for healing that body part.

◆ Bandage Tag

Have two or three taggers use beanbags to tag other students gently. If a student is tagged on the upper arm, she or he places an open hand (bandage) on the injured part and continues to run. When tagged again (e.g., on the back), the student places his or her second hand (bandage) on the back. When tagged a third time, the student has no bandages left and must go to the “hospital emergency waiting room” (bench) and perform the “operation” as directed by the “doctor” (teacher). The doctor then gives the patient two new bandages (“give 10!”) so that the student can return to the game.

☐ K.3.K.A.3 Distinguish between appropriate and inappropriate footwear for indoor and outdoor activities (e.g., running shoes for indoor physical activities, winter boots for outdoor winter activities...).

Curricular Connections

ELA: GLO 3—Manage ideas and information
MA: Patterns and Relations (sorting)
SC: Cluster 2—Colours

◆ Footwear for Fun

Discuss with students appropriate and inappropriate footwear for both indoor and outdoor activities. Provide pictures or samples of footwear and have students identify the proper wear for specific indoor and outdoor activities.

◆ Runner Relay

Divide students into groups and have them participate in a relay to select footwear, appropriate to the activity called out by the teacher, from a pile or box of footwear placed in front of each group at the opposite end of the gymnasium (e.g., runners, sandals, boots, slippers, ski boots, snowshoes, and so on).



TEACHER NOTES

Remind students to tag gently and to remember that the object of the game is to play without getting caught or injured.

Discuss with students how real-life injuries and other medical conditions affect participation in activities (as in Hospital Tag and Bandage Tag); however, in time, with help, rest, and special care, the condition usually improves.

Use teachable moments when students in the class are injured or have a medical condition that affects their participation, when appropriate. Discuss ways in which students can be helpful to one another and ways of adapting activities to promote inclusion.

SUGGESTIONS FOR ASSESSMENT

◆ **Questioning/Interview: Hospital Tag**

Teacher: Inventory

Pose the following questions for discussion after the Hospital Tag activity:

- How does an injury affect your participation?
- How does a cold affect your participation?
- How does a strong heart affect your participation?
- How does a physical disability such as a broken leg or blindness affect participation?

Establish footwear rules (e.g., no “sock feet” for running-type games, do shoes up properly, wear clean runners indoors) to ensure safe participation for all activities.

Use footwear samples available from your school’s “lost and found” collection.

◆ **Paper and Pencil Task: Footwear Fun**

Teacher: Inventory

Provide students with pictures of footwear. Read aloud instructions such as the following and have students circle footwear appropriate for the designated activity.

Examples:

- With a green crayon, circle the appropriate footwear for a walk on a winter day.
- With a red crayon, circle the appropriate footwear for the gymnasium.
- With a blue crayon, circle the appropriate footwear to wear when it is raining or muddy.
- With a yellow crayon, circle the appropriate footwear to wear when it is hot or when you are at the beach.
- Other examples



PRESCRIBED LEARNING OUTCOMES

SUGGESTIONS FOR INSTRUCTION

Students will...

☐ K.3.K.A.4 Show an understanding of general safety rules in the gymnasium (e.g., safe and unsafe areas and fixtures, entrances and exits, storage of equipment, use of mats...) **for active play** (e.g., sports/games, rhythmic/gymnastics...).

Curricular Connections

ELA: GLO 3—Manage ideas and information
PE/HE: K.3.K.A.1 (safe and controlled movement)

◆ Safe Play

Explain and demonstrate the safe and proper procedures of assigned play activities and have students answer related questions to guide a discussion about safe, active play.

Examples:

- Why is it important to use mats for jumping from heights?
- What could happen if you tag above the shoulders?
- Why must you tag gently?
- Why must you climb the structure only up to a certain height?
- Why is it important to follow proper rules when getting equipment and putting it away?
- Why is it important to slow down and stop without touching the gymnasium wall?
- Why does the class need to line up? Take turns?

◆ Learning Outcome Connection

Brainstorm with students unsafe areas and fixtures in the gymnasium (e.g., door closure areas, benches, electrical outlets) to add to the Gym Rules! identified in relation to learning outcome K.3.K.A.1.

☐ K.3.K.A.5a Discuss common safety rules for physical activity on the playground and school play areas (e.g., climbing equipment, play fields, baseball backstops, fences, hard surfaces, sandpits...).

Curricular Connections

ELA: GLO 3—Manage ideas and information (plan and focus)
PE/HE: GLO 4—Personal and Social Management (fair play)

◆ Playground Walk

Take students for an outdoor walk/run, stopping at the various play areas to explain the safety rules for each area. On subsequent walks, have pairs of students discuss the safety rules that apply to each play area.

◆ Video Viewing

Videotape students playing on the school playground equipment or play areas. When viewing the video, ask students to raise their hands when they see someone playing safely or fairly and explain the safe and kind behaviours.



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

At the beginning of each year, have students take part in activities in which they practise various line and group formations quickly and safely.

Safety Rules:

Establish general safety rules to be used and reinforced in each class, using a code such as the

ABCs of Safety:

A—Act safely.

B—Be prepared and positive.

C—Cooperate.

(Source: PE Central website, <<http://www.pecentral.org/>>)

◆ **Paper and Pencil Task: Safe Play**

Teacher: Inventory

Provide pictures of children playing near safe areas and pictures of children playing near unsafe areas. Have students circle the pictures showing safe, active play.

Suggested Criterion:

Look for

- number of correct identifications

See *Safety Guidelines for Physical Activity in Manitoba Schools* (MPETA et al.) for further safety guidelines. For further safety tips, see page 140 of *Ready-to-Use P.E. Activities for Grades K–2* (Landy and Landy).

Refer to learning resource catalogues for safety-related videos and other audiovisual aids.



PRESCRIBED LEARNING OUTCOMES
<i>Students will...</i>
<p>☐ K.3.K.B.1 Identify safety symbols, hazards, and risks in everyday living (i.e., traffic, school bus ridership, waterfront, poisons, chemicals, stoves/ovens, sharp utensils, bathtubs).</p>
<p>Curricular Connections ELA: GLO 2—Comprehend and respond personally and critically to literary and media texts (textual cues) MA: Patterns and Relations (sorting, patterns) PE/HE: S.1.K.A.1 (safe travel), S.1.K.A.3 (stopping and starting), K.1.K.B.3c (qualities of effort), K.1.K.C.1 (rules), K.1.K.C.4 (safe play) SC: Cluster 2—Colours</p>
<i>(continued)</i>

SUGGESTIONS FOR INSTRUCTION

- ◆ **Neighbourhood Walk (traffic)**
 Take students for a walk through the neighbourhood around the school and point out traffic signs such as stop signs, traffic lights, crosswalks, and railroad crossings.
Variation: Repeat the same activity, but have students identify the signs.

- ◆ **Bus Safety (school bus ridership)**
 Have students look at pictures of school bus safety. Have them identify the safety rules by showing thumbs up if it is a safety rule, or thumbs down if it is not a safety rule.
Variation: Simulate a bus trip in class using chairs as bus seats.

- ◆ **Safety at Home (stoves/ovens, sharp utensils, bathtubs)**
 Using pictures, have students name the areas in the home that could be dangerous, in particular the kitchen and bathroom. Have them identify the hazards of using kitchen appliances (stove/oven), sharp utensils (knives), laundry room appliances (washer/dryer), and the bathtub (amount of water, temperature). Remind students not to touch or use harmful products without permission from or supervision by an adult.

- ◆ **Waterfront Safety**
 Have students identify the places they can find water/ice in/on which to play (e.g., bathtub, pool, pond, lake, river) and the corresponding safety signs or rules, according to season (e.g., drowning hazard, thin ice).

- ◆ **Safety Symbols (poisons, chemicals)**
 Show students the different symbols for poisons and corrosive/flammable/explosive products.



Refer to BLM G-9: Safety Symbols (Appendix H).

Have students identify these safety symbols on empty containers they have brought from home (e.g., empty and clean detergent boxes, pharmaceutical products).

(continued)



TEACHER NOTES

For information related to GLO 3—Safety, consult school and school division/district regulations and appropriate resources such as those available from Manitoba Public Insurance. Encourage family participation whenever possible (e.g., develop take-home sheets to be signed by parents/guardians) and use pictures to facilitate comprehension.

In rural areas, teachers could simulate a walk in a town or city. Also identify specific situations in the local community related to road and vehicle safety.

The use of additional resources (e.g., videos, texts, guests) and specific hands-on, interactive activities (e.g., playing in a classroom kitchen area or with puppets) is recommended.



SUGGESTIONS FOR ASSESSMENT

◆ **Performance Task: Neighbourhood Walk**

Teacher: Checklist

Observe students as they participate in the Neighbourhood Walk.

Do students

- walk on the sidewalk and/or areas intended for pedestrians?
- look left, then right, then left again before crossing?
- obey traffic signs?
- avoid running across the street?
- cross the street in a straight line?
- cross the street at a crosswalk without stopping in the middle?
- cross at controlled intersections and designated crossings whenever possible?
- other examples

◆ **Performance Task: Bus Safety**

Teacher: Checklist

Observe students as they participate in the Bus Safety activity.

Do students

- sit down and remain seated in the bus?
- demonstrate polite and respectful behaviour?
- keep their voices down?
- remain outside the bus danger zone?
- avoid playing close to the street (e.g., on a snowbank)?
- other examples

◆ **Performance Task: Safety at Home**

Teacher: Checklist

With the help of posters of different parts of the home, in particular the kitchen and bathroom, determine whether students are able to

- name the dangerous items found there (e.g., stove/oven, sharp utensils)
- identify possible hazards (e.g., burns, cuts, drowning)
- link the hazards to items found in these areas
- other examples

PRESCRIBED LEARNING OUTCOMES

SUGGESTIONS FOR INSTRUCTION

Students will...

K.3.K.B.1 *(continued)*

(continued)

◆ **Safety Relay Race**

Divide the class into small relay teams at one end of the gymnasium and have them run to the opposite end to return with household products that they place in a “safe” or “unsafe” category.

◆ **Danger!**

Arrange four “houses,” one in each corner of the gymnasium. At each house, have a student hold a sign with a poison sign on one side and a safe sign (Block Parent) on the other side. Have students move about the gymnasium and, on a given signal, run and try to find a safe house. Students with signs can flip the sign to either the safe symbol or the poison symbol. If caught at a poison house, students must do five jumping jacks or stop, drop, and roll.

❖ **K.3.K.B.2 Identify unsafe situations related to the environment** (i.e., forest fires, floods, tornadoes, lightning) **and safety rules for own protection.**



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

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PRESCRIBED LEARNING OUTCOMES			
<i>Students will...</i>			
<p><input type="checkbox"/> K.3.K.B.3 Identify practices (i.e., follow rules and instructions, play in supervised areas, dress appropriately) to prevent injuries related to indoor and outdoor play (e.g., sunburn, frostbite, burns, bruises, bumps, cuts...).</p>			
<table border="1"> <tr> <td data-bbox="123 600 358 625">Curricular Connections</td> </tr> <tr> <td data-bbox="123 632 444 680">ELA: GLO 3—Manage ideas and information</td> </tr> <tr> <td data-bbox="123 686 488 762">PE/HE: K.3.K.A.4 (safety in the gymnasium), K.3.K.A.5a (safety in the school playground)</td> </tr> </table>	Curricular Connections	ELA: GLO 3—Manage ideas and information	PE/HE: K.3.K.A.4 (safety in the gymnasium), K.3.K.A.5a (safety in the school playground)
Curricular Connections			
ELA: GLO 3—Manage ideas and information			
PE/HE: K.3.K.A.4 (safety in the gymnasium), K.3.K.A.5a (safety in the school playground)			

SUGGESTIONS FOR INSTRUCTION

- ◆ **Prevention of Play-Related Injuries**
 Have students link certain types of injuries to indoor and outdoor play areas (e.g., scrapes or bumps from playground equipment, burns from climbing rope), and suggest ways to prevent them (e.g., be careful, follow rules and instructions).

- ◆ **I Know What to Wear**
 Ask students to bring to class various pieces of clothing from home. Prepare pictures of different weather conditions (e.g., very cold, rainy, windy, very hot) and have students match the appropriate clothing to each picture.
Variation: Establish relay teams and have students run to their team box and choose items that match the weather condition that the teacher calls out or holds up on a sign.

- ◆ **Follow Rules and Instructions**
 Have students assist in developing the list of rules for the classroom/gymnasium. Ensure that students follow rules and instructions during any physical activity in the playground or gymnasium.

- ◆ **Play in Supervised Areas**
 As students play in a supervised play area, such as the gymnasium, school playground, or playing field, be sure to discuss each activity or piece of equipment and explain the safety rules (e.g., wait for your turn, one at a time, don't push) to prevent injuries. Repeat this activity regularly or whenever new equipment is installed in supervised play areas.

- ◆ **Prevention of Weather-Related Injuries**
 Have students link certain types of injuries to different weather conditions (e.g., sunburn, frostbite) and suggest ways to prevent them (e.g., dress warmly, wear a hat, apply sunscreen).



TEACHER NOTES

Consult school safety regulations for indoor and outdoor play.

Suggest that students talk about safety rules related to indoor and outdoor play with their families.

Consult appropriate resources on reducing child injuries, such as the websites of

- Health Canada:
<www.hc-sc.gc.ca>
- Health Sciences Centre, IMPACT:
<<http://www.hsc.mb.ca/impact/>>



SUGGESTIONS FOR ASSESSMENT

◆ **Questioning/Interview: Prevention of Play-Related Injuries**

Teacher: Inventory

Show pictures of injuries and ask students to identify safe practices to prevent injury.

Examples:

- To prevent sunburn—play in the shade, wear a hat, and wear sunscreen.
- To prevent frostbite—dress appropriately, wear mitts, toques, and scarves, and cover exposed skin.
- To prevent burns—do not touch stoves, fireplaces, motors that have been running, boiling water, hot water taps or fires.
- To prevent cuts—do not use sharp objects unless supervised.
- Other examples

◆ **Paper and Pencil Task: I Know What to Wear**

Teacher: Frequency Index

Have students draw a line from the weather word to the correct weather picture.



See BLM K–2: I Know What to Wear.

Suggested Criterion:

Look for

- number of correct matches

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<i>Students will...</i>	
<input type="checkbox"/> K.3.K.B.4 Recognize safety helpers in the community (e.g., parent/guardian, family member, babysitter, teacher, principal, doctor, police officer, bus driver, Block Parent, lifeguard...).	◆ Safety Helpers in the Community Show students pictures of individuals from the community, such as a parent/guardian, police officer, principal, school counsellor, custodian, or lifeguard, and have students identify the situations where these persons could provide assistance (e.g., lifeguard could help with a problem at the pool, on a beach).
Curricular Connections ELA: GLO 5—Celebrate and build community (develop and celebrate community), GLO 3—Manage ideas and information (identify sources)	Variation: Invite safety helpers in the community as guest speakers.
	◆ Safety Stories Have students listen to stories that include a safety message (e.g., how a child was able to seek help). Variation: Have students draw a picture about the safety message from a particular story.
<hr/> ❖ K.3.K.B.6a Identify unsafe situations (e.g., involves sexual exploitation, unsafe persons, unsafe Internet sites...) and safety rules for child protection (e.g., follow parents’ advice, never agree to go anywhere with a stranger, avoid walking alone, recognize and avoid enticements...).	



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

Encourage family participation in identifying safety helpers in the community.

◆ **Questioning/Interviews: Safety Helpers in the Community**

Teacher: Inventory

Read out various situations in which someone could provide assistance (as given by students in the learning activity) and hold up pictures of three choices for each given situation (e.g., parent/guardian, police officer, principal, school counsellor, custodian, or lifeguard). Have students select the community helper who would assist in each situation.



PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<i>Students will...</i>	
<p><input type="checkbox"/> S.3.K.A.1 Follow simple rules and routines for safe, active participation and use of equipment (e.g., follow instructions, stop on signal, cooperate with others, care for and share equipment, tag lightly...) in selected activities.</p>	<p>◆ Learning Outcome Connections</p> <p>Have students participate in various activities such as those suggested for learning outcomes K.1.K.C.1 (follow rules), S.1.K.A.3 (stop on signal), K.1.K.C.4 (cooperate with others, care and share equipment), and S.1.K.A.1 (use of space) to reinforce the importance of following rules and routines for safe, active participation.</p> <p>◆ Safe Equipment Use</p> <p>For each lesson, prior to the use of particular pieces of equipment, have students brainstorm ideas for handling each piece safely (e.g., no standing on scooter board) and demonstrate its proper use. This is particularly important when introducing new equipment.</p> <p>◆ Safe Movement Strategies</p> <p>Have students demonstrate strategies for safe movement in general space. To avoid accidents or collisions with others or with equipment, have students practise stopping, slowing down, and changing directions in stop/start activities.</p>
<p>Curricular Connections ELA: GLO 3—Manage ideas and information PE/HE: K.1.K.C.1 (rules), K.1.K.C.4 (teamwork, fair play), S.1.K.A.1 (safe travel), S.1.K.A.3 (stopping and starting)</p>	



TEACHER NOTES

Introduce, use, explain, and reinforce vocabulary related to safe participation in activity and safe handling of equipment.

Due to the depth and breadth of the safety outcomes, safety-related learning experiences will be ongoing throughout all the general learning outcomes, throughout the year.

For information related to safety and liability, see Guidelines for GLO 3—Safety in the Overview of this document (see also Framework Excerpts). Important safety information is also available in *Safety Guidelines for Physical Activity in Manitoba Schools* (MPETA et al.).

Safe Learning Environment:

Create a safe learning environment by ensuring that

- activities are suitable to the students’ age and mental and physical condition
- instruction is sequenced progressively to ensure safety
- students receive specific instruction about how to use and handle equipment properly
- equipment is in good repair and is suitably arranged
- students are properly supervised
- hazards are identified and/or removed from the facility or field of play



SUGGESTIONS FOR ASSESSMENT

◆ **Performance Task: All Activities**

Teacher: Checklist

Observe students in the different learning activities. Use a checklist to record the following student behaviours.

The student

- follows instructions
- stops on signal
- cooperates with others
- cares for and shares equipment
- tags lightly



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

◆ **Performance Task: All Activities**

Teacher: Scoring Rubric

Observe students as they participate in the learning activities and use the following rubric to assess their ability to follow rules and routines.

Scoring Rubric				
The student	4 Consistently	3 Usually	2 Sometimes	1 Rarely
follows safety rules and routines				

◆ **Performance Task: All Activities**

Self-Assessment: Informal Inventory

After students have participated in the learning activities, ask for a show of hands for each of the following criteria:

- I used the equipment safely.
- I stopped on signal with control.
- I cooperated with my classmates.
- I played without bumping into others.



Safety Learning Outcomes: Kindergarten



Knowledge

- K.3.K.A.1 Recognize safe and controlled movement while participating in physical activity** (e.g., stop and start on signal, move without interfering with others, enter and exit in a safe manner, land softly...).
- K.3.K.A.2 Show an understanding that physical or medical conditions** (e.g., injury, illness, asthma, physical disabilities, low fitness levels...) **may affect degree and type of participation.**
- K.3.K.A.3 Distinguish between appropriate and inappropriate footwear for indoor and outdoor activities** (e.g., running shoes for indoor physical activities, winter boots for outdoor winter activities...).
- K.3.K.A.4 Show an understanding of general safety rules in the gymnasium** (e.g., safe and unsafe areas and fixtures, entrances and exits, storage of equipment, use of mats...) **for active play** (e.g., sports/games, rhythmic/gymnastics...).
- K.3.K.A.5a Discuss common safety rules for physical activity on the playground and school play areas** (e.g., climbing equipment, play fields, baseball backstops, fences, hard surfaces, sandpits...).
- K.3.K.B.1 Identify safety symbols, hazards, and risks in everyday living** (i.e., traffic, school bus ridership, waterfront, poisons, chemicals, stoves/ovens, sharp utensils, bathtubs).
- K.3.K.B.3 Identify practices** (i.e., follow rules and instructions, play in supervised areas, dress appropriately) **to prevent injuries related to indoor and outdoor play** (e.g., sunburn, frostbite, burns, bruises, bumps, cuts...).
- K.3.K.B.4 Recognize safety helpers in the community** (e.g., parent/guardian, family member, babysitter, teacher, principal, doctor, police officer, bus driver, Block Parent, lifeguard...).

Skills

- S.3.K.A.1 Follow simple rules and routines for safe, active participation and use of equipment** (e.g., follow instructions, stop on signal, cooperate with others, care for and share equipment, tag lightly...) **in selected activities.**

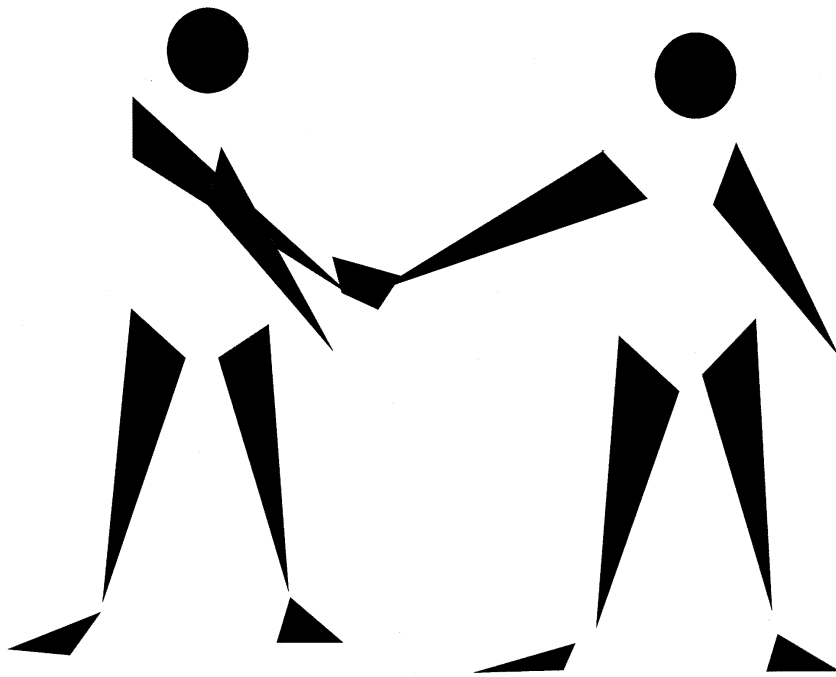
Attitude Indicators

- 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.

Kindergarten

4. Personal and Social Management

The student will demonstrate the ability to develop self-understanding, to make health-enhancing decisions, to work cooperatively and fairly with others, and to build positive relationships with others.



PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p><i>Students will...</i></p>	
<p>☐ K.4.K.A.1 Identify characteristics that describe self as special and unique (e.g., physical characteristics, abilities, gender...).</p>	<p>◆ Circle of Friends</p> <p>Have students take turns introducing themselves in a classroom or gymnasium setting and say something that describes them (e.g., “My name is... I have brown eyes... and I like...” or “My name is... and I like to play [sport/activity]...”). If students need help in making introductions, they may use photographs, name cards, colour charts, and so on, posted on the bulletin board. As an Aboriginal link, have students pass a stone or feather as they take turns in a Sharing/Talking Circle. (See Talking Circle, <i>Success for All Learners</i>, 7.5.)</p>
<div style="border: 1px solid black; padding: 5px;"> <p>Curricular Connections</p> <p>ELA: GLO 1—Explore thoughts, ideas, feelings, and experiences, GLO 5—Celebrate and build community (appreciate diversity)</p> <p>MA: Statistics and Probability (sorting/organizing)</p> </div>	<p>◆ Here I Am!</p> <p>Have students look at pictures of living things (e.g., dog, bird, butterfly, girl) that illustrate the uniqueness of each. Have students bring to class recent photographs of themselves or use pictures taken at school. Post photographs on the class bulletin board. Ask students to identify what is the same and different, using physical traits (e.g., human: girl/boy; colour of eyes/skin/hair; height) or interests (e.g., favourite toy, clothes, physical activity, television program, food). Create a personalized booklet or album for each student.</p>
<p>❖ K.4.1.A.2a Recognize that it takes time, effort, and cooperation to achieve simple individual tasks/goals (e.g., tying own shoelaces...) and group tasks/goals (e.g., deciding what to play in a group setting...).</p>	<p>◆ Equipment Exploration</p> <p>In a physical education class, have students identify the type of equipment they enjoy using (e.g., “I like playing with ...”). List suggestions on the chalkboard and group them according to interest, allowing students to see that others have the same interests. Select a piece of equipment and have the whole class participate in a physical activity using that equipment for a short period of time. Then select another piece of equipment.</p>
<p>❖ K.4.1.A.2b Discuss behaviours that demonstrate personal responsibility and irresponsibility in a classroom (e.g., paying attention versus disrupting, sharing versus monopolizing equipment, staying on task...).</p>	



TEACHER NOTES

Every student has unique characteristics. Developing a good self-image is essential to growth. Guide students to identify and develop their traits and talents by providing opportunities where they can be successful. Use songs and chants that reinforce a positive self-image.

Remind students that everyone is unique and has likes and dislikes, but it is important to try new and safe things.

The personalized booklet or album can contain the following elements:

- Cover: recent photograph and name of student
- Page 1: date of birth; photograph of family or people with whom student lives
- Page 2: outline of face (or body), with eyes and hair coloured in
- Page 3: student’s handprint
- Page 4: special talents or favourite things. Have students cut and paste pictures of things they know how to do or enjoy doing (e.g., run, skate, dance, play ball) or have them circle sentences such as: I know how to dance. I like to play hockey.

Be aware that some students may not have family photographs and provide options for students of different family backgrounds.



SUGGESTIONS FOR ASSESSMENT

◆ **Observation: Circle of Friends**

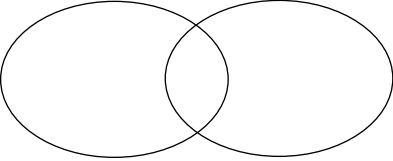
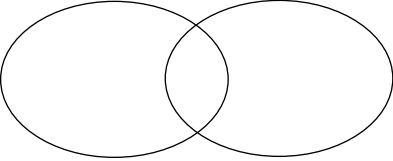
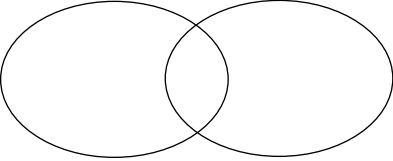
Teacher: Checklist

Observe students as they participate in the activity.

Suggested Criteria:

The student

- introduces herself or himself
- describes some physical characteristics (e.g., hair colour, eye colour)
- names a sport/activity she or he likes
- identifies a characteristic that makes him or her unique
- other examples

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION				
<p><i>Students will...</i></p>					
<p>☐ K.4.K.A.3 Identify daily decisions and/or choices (e.g., what to wear, eat, play; what is safe...) and how choices are made for health and well-being.</p> <div data-bbox="115 537 550 743" style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Curricular Connections ELA: GLO 3—Manage ideas and information MA: Patterns and Relations (Venn diagram) PE/HE: GLO 5—Healthy Lifestyle Practices (nutrition, active living)</p> </div>	<p>◆ Choices, Choices!</p> <p>Present samples or illustrations of several types of snacks (e.g., fruit, chocolate bars, cookies, cereals) and ask students to say which ones they prefer. Use the same strategy to present different types of clothing related to weather and/or activities. Show that people have to make decisions/choices every day.</p> <p>Variation: Have students paste pictures of snacks (e.g., cookies, cereal, apples, carrots, candy, chocolate bars, cheese, milk, pop, juice, bananas, celery) into a Venn diagram to show healthy choices.</p> <div data-bbox="954 573 1411 867" style="border: 1px solid black; padding: 10px; margin: 10px auto; width: fit-content;"> <table style="width: 100%; text-align: center;"> <tr> <td style="width: 50%;">Healthy Choice</td> <td style="width: 50%;">What I Prefer</td> </tr> <tr> <td colspan="2" style="text-align: center;">  </td> </tr> </table> </div> <p>◆ “What if...” Game</p> <p>Have students answer “What if...” questions to help them understand that even at their age they make healthy decisions and choices daily.</p> <p>Examples: What if...</p> <ul style="list-style-type: none"> • it were cold outside, what would you wear? • it were rainy outside, what would you wear? • you were hungry after school, what snack would you choose? • there were a car coming just as you were going to cross the street, what would you do? • you were bored, what activity could you choose to do? <p>◆ Good Choices Feel Good</p> <p>Divide students into groups so that they can choose what to share for the next group snack. Show the link between a good choice and good health.</p> <p>Variation: Choose the appropriate clothing for the next field trip based on the anticipated weather or the planned activity. Make a connection between choices made and how they affect well-being (e.g., forgetting to wear a hat when it is very hot outside can cause a headache).</p>	Healthy Choice	What I Prefer		
Healthy Choice	What I Prefer				
					



TEACHER NOTES

The purpose of the suggested learning activities is to help students acquire the techniques, attitudes, and knowledge required to meet personal needs and show responsible behaviours for their personal health and safety.

Post an “I Can Choose!” table on the bulletin board of the good daily choices and decisions students make at home or school. Encourage students to present their ideas to the class.



SUGGESTIONS FOR ASSESSMENT

◆ **Paper and Pencil Task: Choices, Choices!**

Teacher: Checklist

Have students draw or select pictures that indicate daily choices they have made for a particular time of day:

Morning	Recess	Night

Suggested Criteria:

The student

- identified a choice
- determined whether it was a healthy or unhealthy choice

◆ **Paper and Pencil Task: “What if…” Game**

Teacher: Checklist

Have students draw the appropriate clothes for different weather conditions listed in the “What if…” Game.



See BLM K–3: Be Ready for the Weather.

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p><i>Students will...</i></p>	
<p>☐ K.4.K.B.1a Identify examples of responsible social behaviours (e.g., contributing by listening, following rules, taking turns, sharing equipment, speaking kindly, being courteous...) for getting along with others in school and schoolyard.</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Curricular Connections ELA: GLO 5—Celebrate and build community (encourage, support, and work with others) MA: Shape and Space (measurement) PE/HE: S.4.K.A.3 (responsible social behaviour)</p> </div> <hr style="border: 0.5px solid gray; margin: 20px 0;"/> <p>❁ K.4.1.B.1b Discuss how feelings and experiences associated with participation in physical activities/ sports, and/or social events can be the same or different from person to person (e.g., may feel excited, happy, angry, fearful, uncomfortable, frustrated...).</p>	<p>◆ “R” Is for Responsibility</p> <p>Have students make a chain of strips with the letter “R” on each strip. Create classroom situations (e.g., show and tell, learning centres, group games) that foster the practice and use of behaviours that show social responsibility (e.g., listening attentively, speaking kindly, sharing). Each time a student demonstrates a responsible behaviour, he or she receives an “R” strip to add to his or her own chain. Set a classroom goal (e.g., “If we link all our chains together on Friday, I predict that we can reach...”). Test the prediction on the set day.</p> <p>Variations:</p> <ul style="list-style-type: none"> • Measure the length of each chain and calculate how many chains would be needed to reach a set distance. Work toward reaching a class goal of completing several “R” chain strips in order to reach the specified distance. Have students encourage each other to contribute to the class goal. • Use puppets to demonstrate desirable behaviours. Have students practise these behaviours during subsequent learning activities. • Have each student create his or her own Fair Play badge. These badges can be worn during play periods. <p>◆ Responsible Behaviours</p> <p>Identify with students responsible ways of acting (e.g., listening, following rules, taking turns, speaking kindly). Have students participate in a classroom, gymnasium, or outdoor game and report back examples of fair play and responsible behaviours.</p> <p>◆ Words to Use</p> <p>List “responsible words” on cards. After a physical activity or game, pull out the cards and put them up under a happy face if students used them and a sad face if they didn’t.</p> <p>◆ Sharing Circle</p> <p>During discussion times, have students sit in a Sharing/Talking Circle. When the rock/feather comes to them it is their turn to speak. Traditionally in Aboriginal communities, the Sharing Circle was used to ensure that all were given the opportunity to speak. The circle is not complete until all present have had a turn to participate.</p>



TEACHER NOTES

Explain to students that in order to get along well with others, everyone has to choose responsible behaviours in all partner or group activities (e.g., work together on the Internet, in games, in a “show and tell,” when introducing a partner).

Look for “teachable moments,” while students are playing, to reinforce positive and responsible behaviours.

Aboriginal Link: The Sharing/Talking Circle is a useful strategy to reinforce sharing, taking turns, being courteous, listening, and following rules. (See *Success for All Learners*, 7.5.)



SUGGESTIONS FOR ASSESSMENT

◆ **Performance Task: “R” Is for Responsibility**

Self-Assessment: Rating Scale

Work together with students to determine the behaviours that show social responsibility in class activities. When students demonstrate one of these behaviours, they receive an “R” strip. Have students count how many “R” strips they have. Adjust the suggested rating scale according to the pre-established class expectations and/or timeline (e.g., two days).

Rating Scale	
Scale	The student
3 Excellent	<ul style="list-style-type: none"> collects the maximum number of “R” strips expected.
2 Good	<ul style="list-style-type: none"> collects 75% or more of the “R” strips expected.
1 Improvement Required	<ul style="list-style-type: none"> collects less than 75% of “R” strips expected.

◆ **Observation: All Activities**

Teacher: Checklist

Observe students participating in an activity.

Suggested Criteria:

The student

- spoke kindly to others
- showed patience
- took turns
- followed rules
- listened actively



See BLM K–4: Responsible Behaviours.

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<i>Students will...</i>	
<input type="checkbox"/> K.4.K.B.2a Identify ways (e.g., focus attention on the speaker, do not talk at the same time as the speaker, nod, keep still...) to show a person is listening attentively when communicating.	<p>◆ Attentive Listening and Viewing</p> <p>Have students listen to a story read to them twice and view illustrations. The first time, ask students about the story. The second time, ask some students to be observers and report what the others did while listening.</p> <p>Have students practise attentive listening skills during a presentation (e.g., to a partner).</p> <p>◆ Stop, Look, Listen, Think, and Respond</p> <p>Have students move around the gymnasium using different transport skills. On a given cue (e.g., hand signal, music stopping, beat of a drum, whistle), students freeze where they are, look at the teacher, and get ready to listen. Continue the game, having students move in a different way.</p>
<p>Curricular Connections</p> <p>ELA: GLO 5—Celebrate and build community, GLO 4—Enhance the clarity and artistry of communication (attentive listening and viewing)</p>	



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

Demonstrate active listening and viewing when teaching and reading aloud.

◆ **Paper and Pencil Task: Attentive Listening and Viewing**

Teacher: Checklist

As students participate in the Attentive Listening and Viewing activity, use a checklist to record observations.



See BLM K–5: Active Listening and Viewing.




PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<i>Students will...</i>	
<p><input type="checkbox"/> K.4.K.B.2b Identify activities that friends do together (e.g., communicate with each other, play games, share toys...).</p>	<p>◆ What Friends Do</p> <p>Read books about friendship. Have students</p> <ul style="list-style-type: none"> • list what the friends do, based on the books • share how the friends treated each other (link to learning outcome K.4.K.B.1a) • draw a favourite activity • share with a friend
<div style="border: 1px solid black; padding: 5px;"> <p>Curricular Connections ELA: GLO 5—Celebrate and build community</p> </div>	
<hr/> <p>❖ K.4.K.B.3a Identify what can happen when someone becomes angry (e.g., red face, tense muscles, loud voice, physical aggression...) and healthy ways to deal with anger (e.g., take time to think about it, talk to the person who made you angry, ask an adult for help, go for a supervised walk/run...).</p>	<p>◆ Pair and Share</p> <p>In the gymnasium, ask pairs of students to select one piece of equipment (e.g., scoop, hoop) and work on how they can use it together. After a certain length of time, have students switch partners to play with a new friend and discover new ways to use the equipment. Have students share their ideas.</p>
<hr/> <p>❖ K.4.K.B.3b Identify several causes of conflicts that may occur in class or play situations (e.g., disagreeing over whom to play with, what to do, what to play with; not taking turns; not sharing; not being fair; wanting to be first...).</p>	
<hr/> <p>❖ K.4.K.B.3c Identify ways (e.g., be calm, seek adult help, take turns, follow rules, apologize...) to avoid or reduce potential conflict situations (i.e., in class, at play).</p>	



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

Move around the room, observing positive and responsible behaviours while students are working.

A small illustration of a sneaker with stripes, located in the bottom right corner of the large rectangular area.

◆ **Paper and Pencil Task: What Friends Do**

Teacher: Checklist

Have students draw two pictures of things that they would do with a friend.

Suggested Criterion:

Look for

- a variety of activities that friends can do together

PRESCRIBED LEARNING OUTCOMES

Students will...

K.4.K.B.4 Recognize appropriate response (e.g., avoid the danger, do not touch, seek out safe adult help, say “no” assertively...) **in potentially dangerous situations.**

Curricular Connections

PE/HE: GLO 3 (safety of self and others)

SUGGESTIONS FOR INSTRUCTION

◆ **See the Danger**

Prepare two traffic lights (green and red) for each student: cut, colour, laminate, and mount them on sticks. (They could also be used for learning activities in GLO 3—Safety.) Explain that the green light means go ahead, everything is okay, while the red light indicates danger. Explain that some dangerous situations should be avoided, such as crossing the street without looking. Ask students to imagine that when there is a danger, a red light goes on inside their heads to make them stop. Then show students pictures of situations that are/are not potentially dangerous. Have them raise the light that corresponds to the appropriate response to the situation presented (e.g., red light for touching stove in the kitchen).

◆ **I Can Say “No!”**

Explain to students that they may be asked to participate in dangerous situations and must learn to say “no.” Show them pictures of situations that are/are not potentially dangerous in the home, school, and community. Also use cartoons, stories (e.g., “Three Little Pigs”), videos, or fairy tales, and ask students to identify the appropriate response to the situation(s) presented. Have students nod their heads for situations that are not dangerous and wag their fingers for those that are dangerous.

Variation: The same activity can be done with little green and red paper flags, with happy and sad faces, or by simply having students call out, “Yes!” or “No!”

◆ **Look before You Leap**

Set up an obstacle course with unsafe equipment. Lead students on a tour while explaining the activities and ask them what is safe and what is not safe. Make the course safe and then allow students to play, making repairs by themselves when required (e.g., separated mats, hoops in the wrong place).



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

Students need to understand that good choices can be made through appropriate responses to potentially dangerous situations and that at times it is necessary to ask for help.

Use Red Face, Green Face face plates (refer to learning outcome S.4.K.A.2) as an alternative to laminated traffic lights.

Develop a list of potentially dangerous situations that are important for Kindergarten students to know. Include pictorial representations where possible.

If a play stove is available, use it to demonstrate potential dangers.

Remind students to check equipment every time before using it and to learn to recognize potentially dangerous situations. Encourage them to report potentially dangerous situations in the gymnasium or on the playground before participating in any physical activity/sport or lesson.



◆ **Observation: See the Danger and I Can Say “No!”**

Teacher: Checklist

As students participate in the activity and nod their heads in recognition of dangerous situations in the home, school, and community, use the class list to check off students’ names.

Examples:

- hot stove—home
- pushing in a lineup—school
- crossing a street without looking—community
- other examples

PRESCRIBED LEARNING OUTCOMES

Students will...

☐ K.4.K.C.1a Identify a range of feelings and emotions (i.e., happy, sad, angry, scared, surprised, anxious, excited) **in a range of contexts** (e.g., in new places, big spaces, dark spaces, while sharing, during physical activities, holidays, birthdays, during agreements or disagreements...).

Curricular Connections

ELA: GLO 1—Explore thoughts, ideas, feelings, and experiences (express ideas, consider others' ideas)

SUGGESTIONS FOR INSTRUCTION

◆ **Feelings in Context**

Cut out pictures of people in a range of contexts (e.g., friends talking or involved in a sport, people working, people who are angry). Paste each picture on a sheet of paper and distribute the sheets to students. Have them try to identify the feeling expressed by the person on the sheet and to suggest why the person has these feelings.

◆ **Feelings and Emotions**

Define “feeling” and “emotion.” Explain that all human beings experience and express feelings and emotions. Then have students identify various feelings and emotions (happy, sad, angry, scared, surprised, anxious, excited) using pictures, posters, magazine illustrations, real-life experiences, films, cartoons, and stories (read alone or aloud). Link feelings and emotions to a range of contexts (e.g., a party can elicit surprise, happiness, and excitement or anger, sadness, and anxiety). A happy situation does not necessarily produce happy feelings (e.g., some students may feel anxious at a birthday party because they feel uncomfortable or ignored). Ask students to mime certain emotions and present them to the class, followed by a discussion.

◆ **Exit Slip**

Have students choose a happy or sad face after participating in a physical activity to display on a bulletin board.

Variation: Use other expressions of faces or words to describe feelings for other activities.



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

Use available resources such as books, videos, cartoons, puppets, plays, presentations, group games and activities, and picture cards that represent different feelings and emotions.

Provide students with opportunities to talk about their own feelings and express their emotions during class activities. It is important for them to know that anger and sadness are acceptable human feelings, but that there are appropriate ways to express them. Suggest some appropriate ways of expressing feelings/emotions and provide numerous opportunities for students to put them into practice.

Play or sing songs such as “If You’re Happy and You Know It...”

When making exit slips, use double-sided sticky fabric fastener for easy mounting on a display board.



◆ **Observation: Feelings in Context**

Teacher: Inventory

Distribute the pictures prepared for the Feelings in Context learning activity. Name one of the feelings/emotions and have the student who is holding the picture representing that feeling/emotion hold it up for the class to see.

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p data-bbox="107 268 292 300"><i>Students will...</i></p> <p data-bbox="107 331 527 468"><input type="checkbox"/> K.4.K.C.1b Recognize ways emotions are expressed by others (e.g., laughter, teary-eyed, smile, frown, body language...).</p> <div data-bbox="115 499 548 611" style="border: 1px solid black; padding: 5px;"><p data-bbox="123 510 357 535">Curricular Connections</p><p data-bbox="123 541 495 594">ELA: GLO 1—Explore thoughts, ideas, feelings, and experiences</p></div>	<p data-bbox="610 331 917 363">◆ Emotion Charades</p> <p data-bbox="654 380 1404 443">Whisper a feeling into a student’s ear. Have the student express the emotion as the rest of the class tries to guess the emotion.</p> <p data-bbox="610 485 889 516">◆ Emotion Express</p> <p data-bbox="654 533 1417 743">After playing a game such as “Cat and Mouse,” have students name the verbal or non-verbal expressions of others’ emotions when they are caught, when they catch someone else, or when someone does not play fair (e.g., laugh, yell, become teary-eyed, smile, frown). Link these expressions to emotions (e.g., happy, sad, angry, scared, surprised, anxious, excited).</p> <p data-bbox="610 785 836 816">◆ Picture Show</p> <p data-bbox="654 833 1417 896">Have students use different verbal and non-verbal expressions to respond to pictures or actions representing various emotions.</p> <p data-bbox="654 903 779 934">Examples:</p> <ul data-bbox="654 945 1161 1102" style="list-style-type: none">• cartoon—funny book• picture of an accident—acting injured• picture of a cute animal—waving “Hi”• picture of someone leaving—waving “Good-bye” <p data-bbox="654 1113 1356 1144">Discuss the behaviour or body language that students used.</p>



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

Define emotional behaviour and what it does (i.e., it is a message that warns, or informs us of what is going on inside someone).

It is important that students feel comfortable sharing their feelings (in particular sadness, fear, and anger) with a safe adult, such as a parent, teacher, or babysitter.

Encourage students to use kind words with one another and to comfort one another. Post these words on the class bulletin board.

◆ **Performance Task: Emotion Charades**

Teacher: Checklist

While students are expressing the stated emotion, check whether other students recognize and correctly identify the emotions.



PRESCRIBED LEARNING OUTCOMES

SUGGESTIONS FOR INSTRUCTION

Students will...

K.4.K.C.2 Identify situations (e.g., first day of school, going into a large gymnasium, going on a school bus, trying something new...) **that cause feelings of anxiety or stress.**

Curricular Connections

ELA: GLO 1—Explore thoughts, ideas, feelings, and experiences

PE/HE: GLO 3—Safety (safety of self and others), S.4.K.A.5 (stress management skills)

◆ **What Makes Me Anxious?**

Have students identify situations that cause feelings of anxiety or stress by using videos, books, and pictures, or by sharing personal stories and experiences (e.g., first day of school, going on a school bus, trying something new).

◆ **What Is Stress?**

Present students with examples of situations that cause anxiety and stress, such as being called names, losing a toy, getting lost, being harassed at the park. Ask students to suggest ways of dealing with the situations. Let them know that there are safe and reliable adults to whom they can turn, if necessary.

◆ **Healthy and Unhealthy Stress**

Discuss with students situations that may be stressful for them and the difference between healthy and unhealthy stress. Have students draw pictures of what makes them feel tired, scared, angry, worried, uncomfortable, sick, or excited.



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

Whereas we experience *anxiety* as a physical and emotional feeling of concern or fear, we experience *stress* when we feel that a situation is demanding more of us than we can provide. Stress can both drain and renew our strength.

For suggested strategies in handling stress, see learning outcome S.4.K.A.5.

Address this issue at the start of the school year when students are experiencing changes and new situations. Help students understand that everyone may experience anxiety and stress but that human beings are capable of adapting to many different situations and can, therefore, manage their stress. Stress can be positive and stimulating and can allow for change and adaptation. It is also important to know where to find help (e.g., parent, teacher, police officer, safe adult) when dealing with a difficult and stressful situation.

Students, even in the Early Years, need to learn to handle their personal stress in a positive manner.

Encourage stress awareness and stress management skills (e.g., going outside to play, taking a deep breath, taking a time out).



◆ **Performance Task: What Makes Me Anxious?**

Teacher: Anecdotal

As students describe a situation that makes them anxious, note student responses and use the information in future planning and discussion.

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<i>Students will...</i>	
☐ K.4.K.C.4a Identify the people (e.g., parents, siblings, teachers, Block Parent, religious leader...) who can provide support in stressful situations.	<p>◆ Stress Attack</p> <p>Designate two or three students as taggers (stressors) and have the class play a tag game. When students are caught by the “stressors” they go to a helper station (e.g., parent station, teacher station, place of worship, Block Parent station), marked by pictures, and perform a relaxation exercise, after which they return to the game. Caught players cannot use the same station more than once. Switch taggers (stressors) throughout the game.</p> <p>◆ Block Parent Tag</p> <p>In a game of tag, hold up a Block Parent sign in a special area, indicating that when the sign is up the students in this area are safe from the taggers.</p> <p>Variation: Have a student hold up the sign.</p> <p>◆ Looking for Help</p> <p>Use classroom or fictional situations to make students aware that they can look for help.</p>
Curricular Connections ELA: GLO 3—Manage ideas and information (identify sources), GLO 5—Celebrate and build community (compare responses)	



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

Explain that students can find support from reliable adults around them (e.g., parent, guardian, teacher, babysitter, police officer, lifeguard, Block Parent, religious or spiritual leader).

◆ **Paper and Pencil Task: Stress Attack**

Teacher: Inventory
At the conclusion of the Stress Attack activity, have students draw pictures of the people who can provide support.

Suggested Criterion:

Look for
 people whom the student is able to identify as helpers

◆ **Performance Task: Block Parent Tag**

Teacher: Checklist
On a class list, check off the names of students who recognize the absence/presence and meaning of the Block Parent sign.



PRESCRIBED LEARNING OUTCOMES

SUGGESTIONS FOR INSTRUCTION

Students will...

❖ S.4.K.A.1 Set simple short-term goals and participate in strategies for goal attainment (e.g., running without stopping for one minute, listening attentively to the teacher reading a book, completing a task...).

❑ S.4.K.A.2 Sort decisions and/or choices that are made daily, based on their positive or negative consequences (e.g., health-enhancing/unhealthy, safe/unsafe, helpful/harmful...).

Curricular Connections

ELA: GLO 3—Manage ideas and information

MA: Statistics and Probability (sorting, organizing information)

PE/HE: K.3.K.B.1 (traffic), K.3.K.B.3 (safety of self and others), K.4.K.A.3 (decision making), K.4.K.B.4 (avoidance/refusal skills), K.3.K.B.1 (community and safety awareness)

SC: Cluster 2—Colours

◆ Red Face, Green Face

Show that we make choices and decisions daily, such as brushing teeth, getting dressed for school, crossing the street, and playing with friends. Sometimes we make good choices but sometimes we make poor choices that have negative consequences (e.g., cavity, frostbite, accident, injury). Next, present pictures of

- healthy/unhealthy situations (e.g., healthy/unhealthy food choices)
- safe/unsafe situations (e.g., wearing a bicycle helmet/playing with matches)
- helpful/harmful situations (e.g., cleaning up toys left on stairs/pushing near stairs)

Ask students to raise the face plate (red or green—see teacher notes) that best describes the situation presented. For example, if the situation presented is healthy, safe, or helpful, students raise the green face, which means that everything is fine. However, if the situation is unhealthy, unsafe, or harmful, they raise the red face, which means stop, there is a problem. Show the link between the choice/decision and its consequence.

Variation: Read aloud sentences that describe various healthy/unhealthy, safe/unsafe, and helpful/harmful situations. Ask students to raise the appropriate plate and to explain why the decision is or is not a good one. These activities can be reinforced in the gymnasium with regard to safe/unsafe movement.



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

The use of additional resources (e.g., films, texts, software programs, guests) and specific activities (e.g., puppets, drawings, mime) is recommended to promote creative and critical thinking.

Make students aware that what is funny or entertaining is not always safe.

For making red and green face plates, provide each student with two paper plates. Ask students to draw a happy face in green crayon on one plate and a sad face in red crayon on the other. Explain that

- the green happy face is like the green traffic light—go ahead, no problem
- the red sad face is like the red light—stop, there is a problem

Link this learning activity to the traffic safety strategy suggested for learning outcome K.3.K.B.1.



◆ **Questioning/Interview: Red Face, Green Face**

Teacher: Inventory

Observe students as they lift either their red sad face or their green happy face in response to the following situations:

- Brush your teeth.
- Run across the street without looking.
- Eat a lot of vitamins at one time.
- Play kindly with a friend.
- Push someone off the play structure.
- Other examples.

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p><i>Students will...</i></p>	
<p><input type="checkbox"/> S.4.K.A.3 Demonstrate behaviours that show social responsibility in class activities (e.g., listen attentively, speak kindly, share...).</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Curricular Connections ELA: GLO 5—Celebrate and build community, GLO 4—Enhance the clarity and artistry of communication (active listening and viewing) MA: Shape and Space (measurement) PE/HE: K.4.K.B.1a (responsible social behaviours)</p> </div>	<p>◆ “R” Is for Responsibility</p> <p>Have students make a chain of strips with the letter “R” on each strip. Create classroom situations (e.g., show and tell, learning centres, group games) that foster the practice and use of behaviours that show social responsibility (e.g., listening attentively, speaking kindly, sharing). Each time a student demonstrates a responsible behaviour, he or she receives an “R” strip to add to his or her own chain. Set a classroom goal (e.g., “If we link all our chains together on Friday, I predict that we can reach...”). Test the prediction on the set day.</p> <p>Variations:</p> <ul style="list-style-type: none"> • Measure the length of each chain and calculate how many chains would be needed to get to a set distance. • Work toward reaching a class goal of completing several “R” chain strips in order to reach the specified distance. Have students encourage each other to contribute to the class goal. • Use puppets to demonstrate desirable behaviours. Have students practise these behaviours during subsequent learning activities. • Have each student create his or her own Fair Play badge. These badges can be worn during play periods. <p>◆ “Mother, May I?”</p> <p>Play “Mother, May I?” to encourage students to ask politely and listen carefully.</p> <p>Variation: Have students ask questions that represent a positive social behaviour (e.g., “May I share a book with my friend?”). Depending on the behaviours, respond with, “Yes, you may.” or “No, you may not.”</p>



TEACHER NOTES

Kindergarten is an early stage of socialization in students’ lives. Frequent repetition of activities that encourage the practice of behaviours that show social responsibility will foster the progressive acquisition of interpersonal skills.

Use posters (pictograms, drawings) as reminders of proper social responsibility.

Reinforce positive and responsible social behaviours while students participate in games, physical activities, and Sharing/Talking Circles.



SUGGESTIONS FOR ASSESSMENT

◆ **Performance Task: “R” Is for Responsibility**

Self-Assessment: Rating Scale

Work together with students to determine the behaviours that show social responsibility in class activities. When students demonstrate one of these behaviours, they receive an “R” strip. Have students count how many “R” strips they have. Adjust the suggested rating scale according to the pre-established class expectations and/or timeline (e.g., two days).

Rating Scale	
Scale	The student
3 Excellent	<ul style="list-style-type: none"> collects the maximum number of “R” strips expected.
2 Good	<ul style="list-style-type: none"> collects 75% or more of the “R” strips expected.
1 Improvement Required	<ul style="list-style-type: none"> collects less than 75% of “R” strips expected.

◆ **Observation: Responsibility in Class Activities**

Teacher: Frequency Index

Identify a responsible behaviour on which the class will focus for the week (e.g., question politely). During that week, after each student asks a question politely, that student or a classmate may put a token in a jar or bag. Check the jar daily and set a reasonable goal of how many tokens should be in the jar after a predetermined length of time (i.e., one week).

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<i>Students will...</i>	
<input type="checkbox"/> S.4.K.A.5 Experience activities for relaxation (e.g., have a nap or quiet time, play outside, read a book, hold a plush toy, listen to music, watch television...).	
Curricular Connections ELA: GLO 1—Explore thoughts, ideas, feelings, and experiences	
	<p>◆ Take a Break</p> <p>Create a relaxation centre with the appropriate atmosphere, including music and headphones, cushions, plush toys, books, modelling clay, soft manipulative objects, and so on. Set up a management system using a sign-up sheet or card system so that everyone gets a turn. Encourage students to use the centre at appropriate times when they feel tired, upset, or in need some of quiet time.</p> <p>◆ Activities for Relaxation</p> <p>Ask students to name the things they do when they are tired, after hard work or intense physical exertion (e.g., sleep, dream, listen to music, read a book, watch television, lie down, play outside). Point out that after working or running, it is important to stretch out, to relax.</p> <p>◆ Relaxation Exercises</p> <p>Have students do a variety of relaxation exercises, such as the following:</p> <ul style="list-style-type: none">• Lie down on the carpet in a personal space, close eyes, and remain silent while relaxing music plays.• Do side, front, up, and down stretching exercises to relax the muscles.• Do visualization exercises (body relaxed and stretched out, eyes closed, breathing deeply).• Listen to the teacher read a (descriptive) story and make mental images of the story elements.• Have interludes that include musical or physical exercises, or both, during class (e.g., “Simon Says,” folk dancing, mimic [copy cat]). <p>◆ Clown Around</p> <p>Have students tell a riddle, make funny faces, or walk in unusual ways to create laughter.</p>



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

Explain that the human body needs food and exercise to work well, but that it also needs rest and relaxation.

For effective relaxation, students need an uncluttered personal space, a relaxed body (do not cross arms or legs or support head with hands), comfortable clothing, and shoes removed. Use the carpet, individual mats, or a more open area, such as the gymnasium or playground, as required. Several types of relaxation music are available (music therapy): nature sounds (sounds of water, birdsong); classical music; Aboriginal music; stories with musical accompaniment.

◆ **Questioning/Interview: Take a Break**

Teacher: Inventory

After students have relaxed at the relaxation centre, confer with them individually or in small groups to discuss the relaxation activities that they liked.





Personal and Social Management Outcomes: Kindergarten



Knowledge

- K.4.K.A.1 Identify characteristics that describe self as special and unique** (e.g., physical characteristics, abilities, gender...).
- K.4.K.A.3 Identify daily decisions and/or choices** (e.g., what to wear, eat, play; what is safe...) **and how choices are made for health and well-being.**
- K.4.K.B.1a Identify examples of responsible social behaviours** (e.g., contributing by listening, following rules, taking turns, sharing equipment, speaking kindly, being courteous...) **for getting along with others in school and schoolyard.**
- K.4.K.B.2a Identify ways** (e.g., focus attention on the speaker, do not talk at the same time as the speaker, nod, keep still...) **to show a person is listening attentively when communicating.**
- K.4.K.B.2b Identify activities that friends do together** (e.g., communicate with each other, play games, share toys...).
- K.4.K.B.4 Recognize appropriate response** (e.g., avoid the danger, do not touch, seek out safe adult help, say “no” assertively...) **in potentially dangerous situations.**
- K.4.K.C.1a Identify a range of feelings and emotions** (i.e., happy, sad, angry, scared, surprised, anxious, excited) **in a range of contexts** (e.g., in new places, big spaces, dark spaces, while sharing, during physical activities, holidays, birthdays, during agreements or disagreements...).
- K.4.K.C.1b Recognize ways emotions are expressed by others** (e.g., laughter, teary-eyed, smile, frown, body language...).
- K.4.K.C.2 Identify situations** (e.g., first day of school, going into a large gymnasium, going on a school bus, trying something new...) **that cause feelings of anxiety or stress.**
- K.4.K.C.4a Identify the people** (e.g., parents, siblings, teachers, Block Parent, religious leader...) **who can provide support in stressful situations.**

Skills

- S.4.K.A.2 Sort decisions and/or choices that are made daily, based on their positive or negative consequences** (e.g., health-enhancing/unhealthy, safe/unsafe, helpful/harmful...).
- S.4.K.A.3 Demonstrate behaviours that show social responsibility in class activities** (e.g., listen attentively, speak kindly, share...).
- S.4.K.A.5 Experience activities for relaxation** (e.g., have a nap or quiet time, play outside, read a book, hold a plush toy, listen to music, watch television...).

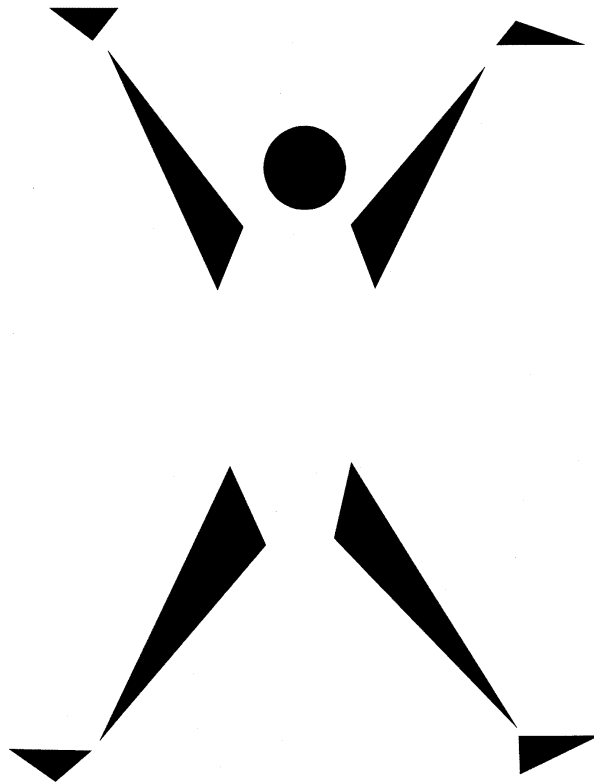
Attitude Indicators

- 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.

Kindergarten

5. Healthy Lifestyle Practices

The student will demonstrate the ability to make informed decisions for healthy living related to personal health practices, active living, healthy nutritional practices, substance use and abuse, and human sexuality.



PRESCRIBED LEARNING OUTCOMES

SUGGESTIONS FOR INSTRUCTION

Students will...

☐ K.5.K.A.1 Identify daily habits for leading a physically active and healthy life (i.e., daily physical activity, healthy eating, adequate sleep and rest, effective dental and hygiene practices).

Curricular Connections

ELA: GLO 3—Manage ideas and information

PE/HE: GLO 4—Personal and Social Management (daily habits, getting ready for school, goals), K.4.K.A.3 (identify daily decisions), GLO 5—Healthy Lifestyle Practices (nutrition, active living)

❖ K.5.K.A.2 Identify common communicable diseases/ illnesses/conditions (e.g., colds, flu, pink-eye, head lice...) **in the classroom and home, and ways to prevent the spread of diseases/ illnesses/conditions** (e.g., cover mouth when sneezing or coughing, wash hands regularly, share food appropriately, use own hair utensils and headwear...).

◆ **Healthy Habit Poster**

Divide a poster or mural into four sections to represent each of the health habits (i.e., daily physical activity, healthy eating, adequate sleep and rest, effective dental and hygiene practices). Have students cut out pictures of healthy things to do and paste them in the appropriate healthy habit section of the poster.

◆ **Greet the Day**

Ask students to mime or use puppets to show what they do as part of their morning hygiene routine to get ready for school (e.g., bathe/shower, brush teeth, brush/comb hair, dress according to season and weather, eat breakfast). (See learning outcome K.4.K.A.3.)

◆ **“What Time Is It, Mr./Ms. Wolf?”**

Instead of using time, use daily routines and provide an action for each.

Examples:

- “Brushing teeth time”: Perform a brushing teeth action.
- “Bedtime” is for sleep or rest: Bend head to side and rest on two hands.
- “Snack time” for eating: Rub tummy.
- “Active time”: Wolf chases students and tags them to catch them.



TEACHER NOTES

Treat content related to personal hygiene with special consideration. The use of homework hygiene charts should be optional.

Teachers are encouraged to promote learning activities that include student/parent involvement for Early Years programming.

Take into account various cultural and religious differences and customs, and potential allergic reactions that influence food choices.

For more information on healthy eating, refer to learning outcome K.5.K.C.1.

Refer to the allergy warning in the teacher notes provided for learning outcome K.5.K.C.1a.



SUGGESTIONS FOR ASSESSMENT

◆ **Performance Task: Healthy Habit Poster**

Teacher: Checklist

To provide formative data, use a checklist to assess students’ posters related to daily health practices.

The poster should include daily habits for

- physical activity
- healthy eating (foods from any of the four food groups)
- adequate sleep and rest
- effective dental and hygiene practices
 - brushing teeth
 - bathing, showering, washing
 - brushing/combing hair (hair care)
 - dressing

◆ **Paper and Pencil Task: Healthy Lifestyle Practices**

Self-Assessment: Rating Scale

Read the following statements aloud and have students complete them by circling the applicable face.

All About a Healthy Life			
Name _____	Grade _____		
☺	☹	⊗	
Yes	Sometimes	No	
1. I wash myself every day.			
☺	☹	⊗	
2. I brush my teeth in the morning and before bedtime.			
☺	☹	⊗	
3. I eat breakfast every day.			
☺	☹	⊗	
4. I eat fruit and vegetables every day.			
☺	☹	⊗	
5. I eat three meals a day.			
☺	☹	⊗	
6. I run and play every day.			
☺	☹	⊗	
7. I get 10 or 11 hours of sleep every night.			
☺	☹	⊗	

PRESCRIBED LEARNING OUTCOMES
<i>Students will...</i>
<p>☐ K.5.K.A.3 Show an understanding of the changes (i.e., shedding of primary teeth, eruption of permanent teeth) related to growth and development of teeth, and proper dental care.</p>
<p>Curricular Connections ELA: GLO 3—Manage ideas and information MA: Number (number concepts), Shape and Space (measurement)</p>
<p>❖ K.5.K.B.1 Identify the health benefits (i.e., better health, posture, balance, self-esteem, healthy weight, stronger muscles and bones) of participating in regular physical activity (e.g., accumulating more than 60 minutes and up to several hours a day of physical activity...).</p>

SUGGESTIONS FOR INSTRUCTION

◆ I Take Care of My Teeth

Discuss and demonstrate proper dental care for good health: brush teeth regularly and properly (e.g., start at gum line with downward sweep; brush inner and outer surfaces), floss regularly, visit a dentist regularly, avoid sugary foods, eat a balanced diet that is rich in nutrients, and keep foreign objects out of the mouth. Simulate a visit to the dentist.

Variation: Have students mime proper dental care by using a cotton swab.

◆ Tooth Chart/Calendar

Use questioning to help students understand the changes in tooth development (e.g., that babies are born without teeth; everyone grows two sets of teeth in a lifetime).

Questions for Discussion:

- Do newborn babies have teeth?
- By what age do you think young children have all their teeth?
- How many teeth do you think you have?
- Why do you think you start to lose your teeth when you are to six to twelve years old?
- How does it feel when a new permanent tooth is coming in?

Throughout the year, have students place a picture of a tooth on a calendar on the date they lost a tooth.

◆ Sugar Monster Tag

Select a few sugar monsters (taggers) and have them stand in the middle of the gymnasium. Line up students as teeth (incisors, molars, canines) at one end of the gymnasium. As sugar monsters shout “Cavities,” students run to the other end of the gymnasium. If caught, they sit down. In order to get free, another tooth has to touch them and name three nutritious foods.

◆ Loose Tooth

Have students listen to a story about losing a tooth. Lead a group discussion on why this happens and what to do when it happens.



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

Growth of Teeth:

- Primary teeth grow between the ages of six months (incisors) and six years.
- By around age two and a half, a child has 20 primary teeth.
- Four permanent molars come in behind these primary teeth.
- Primary teeth are shed (between ages six and twelve).
- This is followed by the eruption of permanent teeth (located under the primary ones). There are 32 permanent teeth.
- Wisdom teeth (big molars) erupt at around age 18.

◆ **Paper and Pencil Task: I Take Care of My Teeth**

Teacher: Inventory

Use the following chart as a take-home learning activity.



Refer to BLM K–6: I Care for My Teeth.



PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<i>Students will...</i>	
<p><input type="checkbox"/> K.5.K.B.2 Identify physical activities that are enjoyable and fun through a variety of strategies (e.g., pictorial representations, mime, admit/exit slips...).</p> <div data-bbox="110 533 553 743" style="border: 1px solid black; padding: 5px;"><p>Curricular Connections ELA: GLO 1—Explore thoughts, ideas, feelings, and experiences, GLO 4—Enhance the clarity and artistry of communication (present and share) PE/HE: S.2.K.A.1 (general fitness activities), S.1.K.A.1 (transport skills)</p></div>	<p>◆ Learning Outcome Connections</p> <p>Have students participate in the fitness activities suggested for learning outcome S.2.K.A.1 or the movement activities suggested for learning outcome S.1.K.A.1, and discuss which activities were enjoyable and why. Provide students with a page of pictorial representations of these various activities and have them circle their three favourite activities.</p> <p>Variation: Have students finish the class by turning thumbs up or down, depending on whether or not they felt an activity was fun.</p> <p>◆ Charades</p> <p>In small groups, have some students mime playing different activities that they enjoy and have the other students guess what they are doing. Each person takes a turn to mime.</p>



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

Ensure that time spent in the physical education setting is highly active. When implementing paper and pencil activities, use them as a take-home or classroom activities.

◆ **Reflection: Term Activities**

Group Assessment: Inventory
At the end of each term, set out a piece of equipment representing the physical activities in which students participated that term (e.g., skipping rope, mats, hoops). Have students “vote” on any activities they enjoyed by having them place a craft stick through the top of a pylon. Have them count the number of sticks to determine which activities are fun and enjoyable.

◆ **Observation: Charades**

Teacher: Anecdotal Notes
As students play Charades or participate in other activities, keep anecdotal records that describe the kinds of activities that students enjoy.

◆ **Learning Log: All Activities**

Self-Assessment: Inventory
Have students draw pictures of physical activities that they enjoy and place them in an activity portfolio.



PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<i>Students will...</i>	
<p><input type="checkbox"/> K.5.K.B.3 Discuss how automation has an impact on daily physical activity (e.g., increased need for planned, daily physical activity due to overuse of video games, television, computers...).</p>	
<p>Curricular Connections ELA: GLO 1—Explore thoughts, ideas, feelings, and experiences, GLO 4—Enhance the clarity and artistry of communication (oral presentation) PE/HE: K.2.K.B.1</p>	
	<p>◆ Don't Sit, Get Fit!</p> <p>Show a picture of someone sitting at a television or computer and a picture of someone playing. Have students respond to the following questions:</p> <ul style="list-style-type: none">• Which activity helps the body to stay healthy?• Which person is helping his or her muscles and bones to grow stronger?• Which person is getting better at his or her movement skills? <p>◆ Machine Mime</p> <p>Ask students to pretend to be different machines (e.g., washing machines, lawn mowers, cars, televisions) and demonstrate through movement how the machines work or move. After the activity, discuss with students how each machine affects our activity level.</p>



TEACHER NOTES

Talk about active and inactive experiences. Explain how machines/ vehicles reduce physical activity.

Automation (e.g., transportation, communication, construction) has reduced the amount of physical energy required to accomplish various tasks. As a result, the society in which students are growing up is largely “sedentary,” which means that muscles and the cardiovascular system are rarely used in situations involving real physical effort.

To counter the harmful effects of a sedentary lifestyle, we need to increase our planned daily physical activity.

Encourage students to bring to class pictures of items that reduce physical activity.

For further activities, see Picture Sort and At-Home Activities, learning outcome K.2.K.B.1.



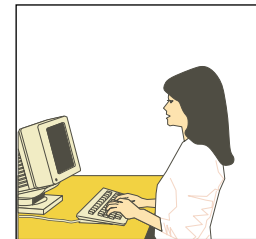
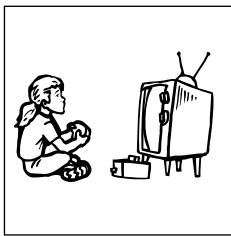
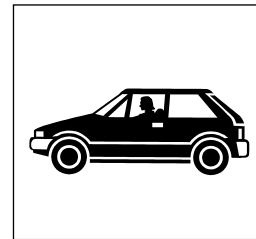
SUGGESTIONS FOR ASSESSMENT

◆ **Paper and Pencil Task: Don’t Sit, Get Fit!**

Teacher: Checklist

Use pictures of people being active and people using technology that decreases activity levels. Ask students to present the pictures and discuss how technology decreases activity levels.

Examples:



Suggested Criterion:

Look for

- number of correct responses

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<i>Students will...</i>	
☐ K.5.K.C.1a Recognize the food guide rainbow and a variety of foods in <i>Canada's Food Guide to Healthy Eating</i> (CFGHE).	
Curricular Connections ELA: GLO 3—Manage ideas and information MA: Patterns and Relations PE/HE: S.5.K.A.3a (food groups) SC: Cluster 2—Colours SS: food and culture, geographical regions	
	<p>◆ Food Guide Rainbow</p> <ul style="list-style-type: none">• Have students identify the different colours of the food guide rainbow and what foods they represent, based on <i>Canada's Food Guide to Healthy Eating</i> (Health Canada). Ask them to place pictures of different foods on a large rainbow that the class has made together. Make the colour connections to the food guide rainbow to help students with food group recognition. The food group colours are:<ul style="list-style-type: none">— yellow (grain products)— green (fruit and vegetables)— blue (milk products)— red (meat and alternatives)• Put students into small groups and have them make a poster on a food group of their choice (ensure that all food groups are addressed), using cuttings from magazines, newspapers, and advertisements.• Have students plan (on a poster) a snack menu, using foods from each of the four food groups.• During snack time have students check off the food group to which the snack belongs. <p>◆ Fruit Basket</p> <p>Have students sit in a large circle, behind coloured cards representing different fruit (e.g., red for apple, yellow for banana), placed on the ground. Call out one of the colours. Students in that category run around the circle, back to their own spots, and quickly sit down. When “fruit basket” is called out, everyone switches places and can change categories.</p> <p>Variation: Play Grocery Cart and have the cards represent the different food groups (using rainbow colours from <i>Canada's Food Guide to Healthy Eating</i>). Call out colours and the food groups they represent. Students run around the circle to sit in another spot with the same colour.</p>



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

Allergy Caution:

Some students have reactions to food (e.g., to chemical additives) or allergies to food (e.g., to proteins in some foods), some of which can be fatal (e.g., nuts, peanuts, seafood).

Follow school guidelines and take all necessary safety precautions (e.g., ensure that there is no contamination risk or that the student with allergies carries an EpiPen kit). For further information, see The Food Allergy and Anaphylaxis Network website: <<http://www.foodallergy.org/>>.

The new version of *Canada’s Food Guide to Healthy Eating* is based on the latest research in nutrition, eating, and health. It is available on the Health Canada website: <<http://www.hc-sc.gc.ca/hppb/nutrition/pube/foodguid/foodguide.html>>.

Food guides are also available from: Publications Health Canada (613-954-5995)

See also the Manitoba Health, Food and Nutrition website: <<http://www.gov.mb.ca/health/nutrition/index.html>>.



◆ **Paper and Pencil Task: Food Guide Rainbow**

Teacher: Inventory

Have students colour an enlarged blank food guide rainbow representing the different food groups and then draw or cut (e.g., from food flyers, magazines, clip art) and paste pictures of food onto the rainbow matching the food to the corresponding food group colour.



See BLM K-7: The Food Guide Rainbow.

Suggested Criteria:

Look for the ability to recognize

- the colours of the food rainbow
- what foods belong to each colour

◆ **Performance Task: Food Guide Rainbow**

Teacher: Inventory

Have students, in the gymnasium, run to the coloured cards or lines on the floor that match the food/group/colour of the food guide rainbow.

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<i>Students will...</i>	
<input type="checkbox"/> K.5.K.C.1b Recognize that you need food to grow and feel good.	◆ Food, Growth, and Feeling Good
Curricular Connections ELA: GLO 3—Manage ideas and information	Explain that healthy eating contributes to growth and well-being by giving the body the nutrients it requires. Encourage students to identify simple, healthy eating goals that contribute to growth and well-being (e.g., eat regularly, use <i>Canada’s Food Guide to Healthy Eating</i> to prepare nutritious, balanced meals).
	◆ Food for Fuel
	Have students discuss how a body is like a car. Ask questions such as the following:
	<ul style="list-style-type: none">• What do you put in a car to make it go?• What happens when the gas tank is empty?• What would happen if you put soft drinks in the gas tank?• What do you put into the body to make it go?• Is there only one good food or one good liquid for the body to use?
	◆ Pit Stop
	Set up a circuit in the gymnasium for students to navigate while pretending they are driving cars. Give each student four to six coloured cards or objects that are safe and easy to carry. After students run one lap of the circuit, they drop off a card in a designated spot or hoop and keep going until their cards are all gone. This means that their fuel tank is empty and they can’t go anymore. During their rest break, ask students: Can a car go without fuel? Can people grow or go without food/fuel? Repeat the activity, this time having students pick up the cards on each lap to show that they are filling up their fuel tanks so that they can keep going.
<hr/> ❖ K.5.K.C.2 Identify the need for daily food and fluid to support physical activity.	



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

Encourage families to have their children participate in making snacks, lunches, or suppers for school or at home that take into account the principles of healthy and balanced eating set out in *Canada's Food Guide to Healthy Eating*.

Students' nutrition (i.e., what they eat at home and what they should eat) can be a sensitive topic due to different home environments (e.g., socio-economic and cultural diversity). Should you have significant concerns regarding a student's inadequate or overly adequate nutrition, bring them to the attention of the school administration.



PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<i>Students will...</i>	
<p>☐ K.5.K.D.1 Identify helpful and harmful substances found in the home and school (i.e., medications, vitamins, cough syrup, substances that may cause allergies, household products with danger symbols, tobacco products).</p>	<p>◆ Sort and Organize</p> <p>Using a Venn diagram, have students sort substances found in the home and school according to whether they are helpful, harmful, or both (e.g., medications, vitamins, cough syrup, substances that may cause allergies, household products with danger symbols, tobacco products), depending on their use.</p> <p>◆ Cut and Paste</p> <p>Have students cut pictures out of flyers or magazines of substances that are helpful or harmful and paste them into the appropriate area of the Venn diagram (helpful, harmful, or both).</p> <p>◆ Slide Show</p> <p>Take pictures with a digital camera of different substances found in the home and school. Make a slide show of substances and ask students to identify in what way each substance is helpful and/or harmful.</p>
<p>Curricular Connections</p> <p>ELA: GLO 2—Comprehend and respond personally and critically to literary and media texts (textual cues, cueing systems) GLO 3—Manage ideas and information</p> <p>MA: Patterns and Relations (sorting, organizing, Venn diagram)</p> <p>PE/HE: K.3.K.B.1 (safety)</p>	
<hr/> <p>❖ K.5.K.D.2 Identify helpful and/or harmful substances (i.e., vitamins, medicines, tobacco, alcohol) and their effects on a healthy body (e.g., vitamins help build body tissues; medicines fight germs and/or reduce pain; nicotine in tobacco affects circulatory system and nervous system; first- and second-hand tobacco smoke affects lungs and may cause cancer; consuming or inhaling vapours from dangerous products harms the body or causes death...).</p>	



TEACHER NOTES

This learning activity may be considered sensitive, depending on the substances that are being identified. Decisions related to delivery of potentially sensitive content (i.e., personal safety, substance use, abuse prevention, human sexuality) must be determined through a school division/district planning process and provide a parental option. Teachers must consult with the school principal before teaching potentially sensitive content.

In the Early Years, the types of substances that should be addressed are common, everyday, household products that young children may see or use. Ensure that students understand that some helpful substances such as medications or household products can be harmful with improper use. Students should always ask permission before touching them.

Ensure that all containers brought into the classroom are clean and empty.

Review the safety guidelines and rules suggested in relation to learning outcome K.3.K.B.1.



SUGGESTIONS FOR ASSESSMENT

◆ **Performance Task: All Activities**

Teacher: Scoring Rubric

Score students according to their performance on the sort and match activities, using the following rubric.

Scoring Rubric	
Scale	Task Performance
3	The student <ul style="list-style-type: none"> recognizes harmful and helpful substances recognizes danger symbols understands that helpful substances can be harmful if not used properly
2	<ul style="list-style-type: none"> recognizes most harmful and helpful substances recognizes most danger symbols understands that some helpful substances can be harmful if not used properly
1	<ul style="list-style-type: none"> confuses helpful and harmful substances does not recognize danger symbols does not understand that some helpful substances can be harmful if not used properly

PRESCRIBED LEARNING OUTCOMES
<i>Students will...</i>
<p>☐ K.5.K.E.1a Identify the major parts of the body by their appropriate names (e.g., head, arms, shoulders, elbows, wrists, fingers, thumbs, legs, knees, ankles, feet, toes, chest, waist, hips, penis, vagina, breasts...).</p> <div data-bbox="115 604 548 789" style="border: 1px solid black; padding: 5px;"> <p>Curricular Connections ELA: GLO 1—Explore thoughts, ideas, feelings, and experiences, GLO 3—Manage ideas and information PE/HE: K.1.K.B.3b (body awareness) SC: Cluster 2—Colours</p> </div>
<p>❖ K.5.K.E.2a Describe how human beings express their emotions for people about whom they care (e.g., showing love and affection by caring, sharing, being kind and gentle, speaking affectionately, hugging, kissing...).</p>
<p>☐ K.5.K.E.3a Show the understanding that people have a right to privacy (e.g., in reading corners, time-out zones, washrooms...).</p> <div data-bbox="115 1640 548 1776" style="border: 1px solid black; padding: 5px;"> <p>Curricular Connections ELA: GLO 5—Celebrate and build community (appreciate diversity, cooperate with others)</p> </div>

SUGGESTIONS FOR INSTRUCTION

- ◆ **Names of Major Parts of the Body**
 Use a poster of the human body and ask students to identify the major parts of the body (e.g., head, arms, shoulders, elbows, wrists, fingers, thumbs, legs, knees, ankles, feet, toes, chest, waist, hips). Discuss the names of the body parts that are considered private (penis, vagina, breasts) and are covered by bathing suits for males and females.

- ◆ **Parts in Action**
 Have students do actions to songs such as
 - “Head and Shoulders, Knees and Toes”
 - “Hokey-Pokey”
 - “Sammie Says”

- ◆ **Body Outline**
 Have students trace their bodies on large pieces of paper. Cut out body part labels and glue them to the correct part of the body outline. (See also learning outcome K.1.K.B.3b.)

- ◆ **Time-Out Teddy**
 Have the class decide on a privacy symbol (e.g., teddy bear) to represent the need for personal, quiet time (to be used when needed). Discuss the importance of showing respect for those needing privacy (e.g., knock on the door, don’t interrupt, have a time-out zone).

- ◆ **Right to Privacy**
 Ask students to name situations at home or school where they needed privacy (e.g., listening to music in their bedroom, taking a time out after an argument to think, taking a shower, using the toilet).



TEACHER NOTES

Before implementing the suggested learning activities, check with the school principal regarding guidelines for delivery of potentially sensitive content.

Some students may be uncomfortable about using proper names for private parts. Discuss with them that sometimes other names are used instead of the actual names because these parts are considered private. However, it is important to learn the real names or terms because doctors, nurses, books, and so on, would use the proper names when talking about the human body.

Because certain body parts are private, avoid including the names of the private parts when playing games or drawing posters.

This learning outcome has a strong link to the body awareness learning outcomes in GLO 1—Movement.

See also game descriptions for “Sammie Says” and “Head and Shoulders, Knees and Toes” suggested in relation to learning outcome K.1.K.B.3b.

Explain to students that it is sometimes important to have private space, away from others (e.g., to take a time out, read a book quietly, go to the washroom).

All humans have a right to spend some time in private when they can think their thoughts or take care of personal needs. Help students to understand the concept of privacy and the appropriate behaviours they should demonstrate around



SUGGESTIONS FOR ASSESSMENT

◆ **Paper and Pencil Task: Parts of the Body**

Teacher: Checklist

To determine student understanding of the parts of the body and the related vocabulary, give each student a picture of a body outline. Provide the following oral instructions:

Colour the

- head—yellow
- arms—red
- shoulders—orange
- elbows—purple
- hands—black
- legs—blue
- knees—pink
- feet—brown



See BLM K–8: My Body.

Suggested Criterion:

Look for

- number of correct identifications

◆ **Observation: Time-Out Teddy**

Teacher: Anecdotal

Record the name, date, and description of the behavioural incident that occurred when the student used the Time-Out Teddy.

TEACHER NOTES (continued)

others who need privacy (e.g., do not interrupt, do not tease or bother others during their time out, knock on the door).



PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p data-bbox="110 268 292 298"><i>Students will...</i></p> <p data-bbox="110 331 495 466"><input type="checkbox"/> S.5.K.A.1 Record, with assistance, daily practices for personal health (i.e., dental and hygiene practices).</p> <div data-bbox="115 499 548 682" style="border: 1px solid black; padding: 5px;"><p data-bbox="126 512 357 533">Curricular Connections</p><p data-bbox="126 541 495 613">ELA: GLO 3—Manage ideas and information (organize, record, evaluate information)</p><p data-bbox="126 621 506 667">MA: Number (number concepts), Shape and Space (measurement)</p></div> <hr/> <p data-bbox="110 1722 539 1852"><input checked="" type="checkbox"/> S.5.K.A.2 Record, with assistance, daily physical activities that are enjoyable for families to do.</p>	<p data-bbox="609 327 1136 357">◆ Daily Practices for Personal Health</p> <p data-bbox="652 378 1412 613">Prepare simple charts with pictograms of various daily practices for personal health (e.g., personal hygiene and dental care; sleep and rest; healthy eating; daily physical activity). With the assistance of an adult, students identify daily practices for personal health and check off the appropriate boxes in the chart (or draw a happy face) each time they have practised a health habit.</p>



TEACHER NOTES

Treat content related to personal hygiene with special consideration. The use of homework hygiene charts should be optional.

Teachers are encouraged to promote learning activities that include student-parent involvement for Early Years programming.



SUGGESTIONS FOR ASSESSMENT

◆ **Paper and Pencil Task: Daily Practices for Personal Health**

Teacher: Inventory

Use the following chart for a take-home learning activity.

Daily Health Habits							
Name _____							
Put a check mark (✓) or a happy face ☺ in the appropriate box for each time (each day) that you perform the tasks.							
	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
I washed.							
I brushed my teeth.							
I slept 10 to 11 hours.							
I ate a healthy snack.							
I exercised.							

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p><i>Students will...</i></p>	
<p><input type="checkbox"/> S.5.K.A.3a Match a variety of healthy snacks to food groups and “other foods.”</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Curricular Connections ELA: GLO 3—Manage ideas and information (select and process) MA: Patterns and Relations (sorting and organizing) PE/HE: K.5.K.C.1a (food guide rainbow) SC: Cluster 2—Colours</p> </div>	<p>◆ Healthy Snacks</p> <p>Have students identify and sort foods (or pictures of foods) from the four food groups: grain products, fruit and vegetables, milk products, and meat and alternatives. Make large posters showing examples of healthy snacks containing food from all four groups. (Be mindful of allergies and cultural practices.) Point out that some foods belong to the “other foods” category and name a few. Make a poster of “other foods.”</p> <p>Variation: Distribute pictures of a variety of foods and ask students to sort them according to food group and/or colour. Have them choose foods from each of the four food groups for a class snack. Make colour connections to the rainbow in <i>Canada’s Food Guide to Healthy Eating</i> to help students with food group recognition. Food group colours are:</p> <ul style="list-style-type: none"> • yellow—grain products • green—fruit and vegetables • blue—milk products • red—meat and alternatives <p>◆ Harvest Treasure Hunt</p> <p>Hide cards containing pictures of a variety of foods from different food groups around the classroom, in the gymnasium, or outdoors. Put a poster of each food group and “other foods” around the area. Divide students into four groups and challenge each group to find all the cards for one food group. Colour code the picture cards.</p>



TEACHER NOTES

Encourage parents/guardians to participate in preparing nutritious snacks for their children and for the class, based on the principles of *Canada’s Food Guide to Healthy Eating*.

Encourage students to bring these foods for a class snack.

“Other Foods”:

According to *Canada’s Food Guide to Healthy Eating*, foods in this category are not included in the four food groups but can be served with them in meals and snacks. Some “other foods” are higher in fat, sugar, or salt, and should, therefore, be used in moderation.

“Other foods” include

- foods that are mostly fats and oils, such as butter, margarine, cooking oils, and lard
- foods that are mostly sugar, such as jam, honey, syrup, and candies
- high-fat and/or high-salt snack foods, such as chips or pretzels
- beverages, such as tea, coffee, and soft drinks
- herbs, spices, and condiments, such as mustard and ketchup

Refer to learning outcome K.5.K.C.1a for cautionary notes on allergic reactions.



SUGGESTIONS FOR ASSESSMENT

◆ **Performance Task: Healthy Snacks**

Teacher: Inventory

After students have had their snack, ask them to place a sticky note with the name of the snack on an enlarged food guide rainbow. Pictures and snack wrappers could also be used. Provide a place for students to put snacks that do not belong to any of the food groups and should be put in the “other foods” category. Ask students to determine the following:

- What are the most common snacks?
- Which food group contains the most snacks?



See BLM K–7: The Food Guide Rainbow.

Suggested Criterion:

Look for

- number of correct matches

◆ **Performance Task: Food Guide Rainbow**

Teacher: Inventory

Have students, in the gymnasium, run to the coloured cards or lines on the floor that match the food/group/colour of the food guide rainbow.

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<i>Students will...</i>	
<input type="checkbox"/> S.5.K.A.3b Experience a variety of foods in each food group, respecting individual diversity, cultural traditions, and allergies.	
Curricular Connections ELA: GLO 1—Explore thoughts, ideas, feelings, and experiences, GLO 5—Celebrate and build community (appreciate diversity)	
	<p>◆ Experience a Variety of Foods</p> <p>Ask students to bring to class foods that belong to each of the four food groups. Have them taste the foods and take note of flavour, texture, shape, appearance, origin, and category (food group). Point out cultural and religious practices that result in differences in food.</p> <p>Variations: Have students plan a “fruit salad day” or “veggie dip day,” with each student contributing and making the salad or veggie tray. Use grain products (e.g., grain, pasta, cereal) in collages or other projects.</p>



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

Food Allergy Precautions:

Discuss guidelines with respect to food allergies (also refer to allergy notes, learning outcome K.5.K.C.1a). Advise students to practise the following precautions:

- Be careful with foods similar to those causing the allergy.
- Read labels of food (and non-food) products.
- Report all food allergies to anyone who offers food.
- Carry an EpiPen kit for a serious allergy (as applicable).
- Bring own food from home for parties.
- Avoid touching or tasting others’ food.
- Wash hands.
- Ensure that contaminated hands (e.g., peanut butter) do not come into contact with students who have allergies (e.g., eyes, mouth), their food, or anything they might touch (e.g., chair back, doorknob).

If there is a child with allergies in the class, practise the following:

- Avoid foods sold in bulk that are not packaged (often sold by weight) or have no label (e.g., bakery bread) to minimize risks.
- Inform parents of allergy cases and request the collaboration of parents of student with allergy.
- Be informed. Foresight is always better than hindsight!
- Follow school guidelines with respect to student safety and food allergies.



PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<i>Students will...</i>	
<p><input type="checkbox"/> S.5.K.A.4 Demonstrate appropriate healthy choices in case scenarios related to substance use (i.e., do not touch unknown substances, do not eat or drink anything without permission).</p>	
<p>Curricular Connections ELA: GLO 3—Manage ideas and information, GLO 4—Enhance the clarity and artistry of communication (present and share) PE/HE: K.3.K.B.1 (safety symbols), K.3.K.B.4 (safety helpers)</p>	
	<p>◆ Safety Symbols</p> <p>Show students the symbols for poisons and for corrosive/flammable/explosive products. Have them identify these symbols on empty containers they have brought from home (e.g., empty and clean detergent boxes, pharmaceutical products). See the teacher notes for learning outcome K.3.K.B.1 regarding various safety symbols.</p> <p>◆ Safety Stories</p> <p>Have students listen to stories that include a safety message (e.g., how a child was able to seek help) when they find an unknown substance.</p> <p>Variation: Have students draw a picture about the safety message from a particular story.</p> <p>◆ Safe/Unsafe Substances</p> <p>Together with students, create case scenarios related to substance use and ask students to demonstrate through role-play how to make healthy choices (e.g., do not touch unknown substances, do not eat or drink anything without permission). Use the following questions to guide their thinking:</p> <ul style="list-style-type: none">• Whom should you ask for permission?• Where can you get the correct information? <p>Have students practise asking questions (e.g., Is this safe to eat/drink?).</p> <p>Variation: Have students create a symbol (pictogram) to represent the danger associated with inhaling a hazardous substance.</p>



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

Explain to students that there are many substances in their school or home environment, some of which can be very harmful, despite attractive packaging.

Focus on substances such as

- vitamins
- medicines
- pills
- cleaning supplies
- soap
- motor oil
- gas
- glue
- alcohol
- cigarettes

◆ **Questioning: Healthy Choices**

Teacher: Checklist

Read the following situations aloud and ask students to indicate whether the decision was healthy ☺ or unhealthy ☹.

Someone you know

- finds a pill bottle under the sofa and gives it to an adult
- finds a bottle outside and drinks from it
- takes candy from a stranger
- finds a firecracker and goes into the house to find matches
- other

◆ **Performance Task: Healthy Choices**

Teacher: Checklist

Work with individuals or small groups of students. Give each student a selection of various empty, clean containers or packages. Have the student(s) sort the containers using the following criteria: do not touch, do not eat, do not drink.

Suggested Criteria:

The student

- is able to sort the products using the given criteria
- is not able to sort the products using the given criteria
(name items) _____





Healthy Lifestyle Practices Outcomes: Kindergarten



Knowledge

- K.5.K.A.1 Identify daily habits for leading a physically active and healthy life** (i.e., daily physical activity, healthy eating, adequate sleep and rest, effective dental and hygiene practices).
- K.5.K.A.3 Show an understanding of the changes** (i.e., shedding of primary teeth, eruption of permanent teeth) **related to growth and development of teeth, and proper dental care.**
- K.5.K.B.2 Identify physical activities that are enjoyable and fun through a variety of strategies** (e.g., pictorial representations, mime, admit/exit slips...).
- K.5.K.B.3 Discuss how automation has an impact on daily physical activity** (e.g., increased need for planned, daily physical activity due to overuse of video games, television, computers...).
- K.5.K.C.1a Recognize the food guide rainbow and a variety of foods in Canada’s Food Guide to Healthy Eating (CFGHE).**
- K.5.K.C.1b Recognize that you need food to grow and feel good.**
- K.5.K.D.1 Identify helpful and harmful substances found in the home and school** (i.e., medications, vitamins, cough syrup, substances that may cause allergies, household products with danger symbols, tobacco products).
- K.5.K.E.1a Identify the major parts of the body by their appropriate names** (e.g., head, arms, shoulders, elbows, wrists, fingers, thumbs, legs, knees, ankles, feet, toes, chest, waist, hips, penis, vagina, breasts...).
- K.5.K.E.3a Show the understanding that people have a right to privacy** (e.g., in reading corners, time-out zones, washrooms...).

Skills

- S.5.K.A.1 Record, with assistance, daily practices for personal health** (i.e., dental and hygiene practices).
- S.5.K.A.3a Match a variety of healthy snacks to food groups and “other foods.”**
- S.5.K.A.3b Experience a variety of foods in each food group, respecting individual diversity, cultural traditions, and allergies.**
- S.5.K.A.4 Demonstrate appropriate healthy choices in case scenarios related to substance use** (i.e., do not touch unknown substances, do not eat or drink anything without permission).

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.



Kindergarten Blackline Masters



-
- BLM K-1: Good Practice Makes Perfect
 - BLM K-2: I Know What to Wear
 - BLM K-3: Be Ready for the Weather
 - BLM K-4: Responsible Behaviours
 - BLM K-5: Active Listening and Viewing
 - BLM K-6: I Care for My Teeth
 - BLM K-7: The Food Guide Rainbow
 - BLM K-8: My Body

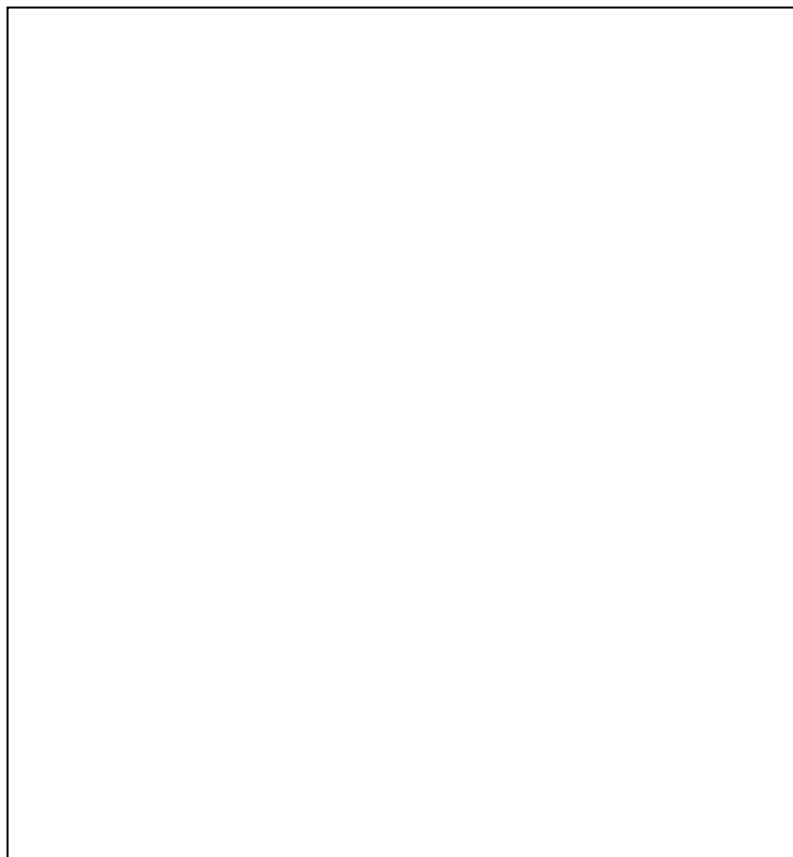
K.1.K.B.1

Good Practice Makes Perfect



Name _____ Class _____ Date _____

This is a picture of me practising a skill in physical education class.



I am _____ with my practice.

happy


patient


unhappy




K.3.K.B.3

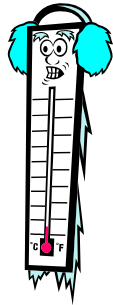
I Know What to Wear



Name _____ Class _____ Date _____

Draw a line from the weather word to the correct weather picture.

Cold



Windy and Cool



Rainy



Hot and Sunny




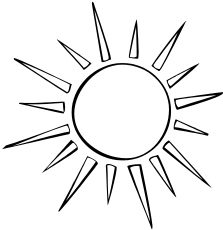


K.4.K.A.3

Be Ready for the Weather



Name _____ Class _____ Date _____

Draw a picture of yourself dressed ready to play outside during the following kinds of weather.

<p>Cold and Snowy</p> 	<p>Hot and Sunny</p> 
<p>Rainy</p> 	<p>Windy and Cool</p> 



K.4.K.B.2a

Active Listening and Viewing: Record of Notes and Observations



Class _____

Date _____

Activity _____

Attending Behaviour	Names							
1. Displays attentive facial expression.								
2. Keeps respectful silence at appropriate times.								
3. Listens to responses of teacher.								
4. Listens to responses of other students.								
Responding Behaviour								
1. Retells using main/key words.								
2. Asks questions for clarification (if unsure).								
3. Asks questions out of curiosity (wants to know more about the topic).								
4. Uses appropriate body language.								
5. Gives oral responses that are on topic.								

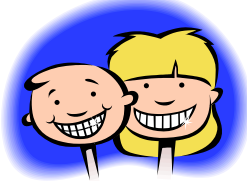

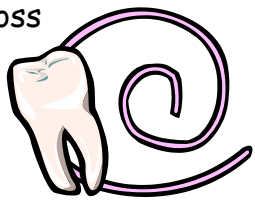


K.5.K.A.3

I Care for My Teeth



Name _____ Class _____ Date _____

Check off (✓) the things you do each time and each day to take care of your teeth.

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Brush teeth 							
Floss 							
Drink milk 							
Eat a healthy snack instead of sweets 							







K.5.K.C.1a
S.5.K.A.3a

The Food Guide Rainbow



Canada's Food Guide

-  **Vegetables and Fruit**
-  **Grain Products**
-  **Milk and Alternatives**
-  **Meat and Alternatives**



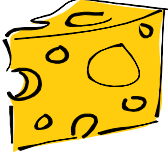

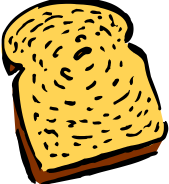


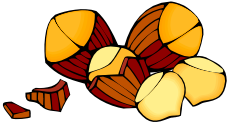




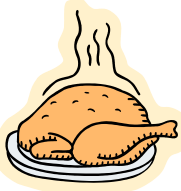
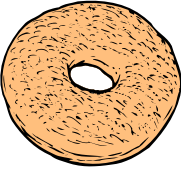








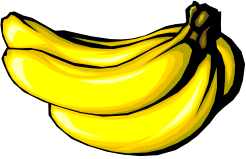

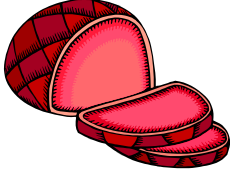


(continued)

K.5.K.C.1a
S.5.K.A.3a

The Food Guide Rainbow (continued)



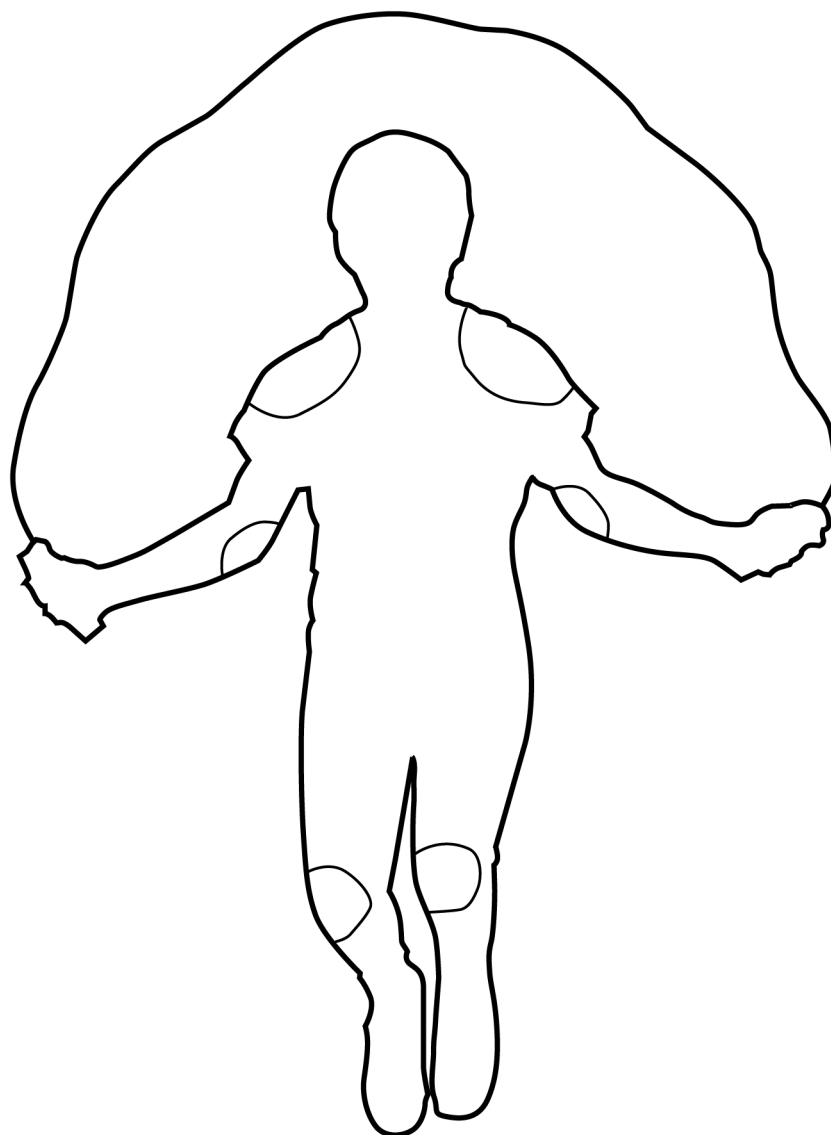
			
			
 			
			
			
			

K.5.K.E.1a

My Body



Name _____ Class _____ Date _____



Grade 1

**Physical Education/
Health Education**



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"/> K.1.1.A.1 Recognize the basic movement skills (i.e., transport, manipulation, balance) used in different physical activities.</p> <div data-bbox="115 499 550 659" style="border: 1px solid black; padding: 5px;"><p>Curricular Connections ELA: GLO 1—Explore thoughts, ideas, feelings, and experiences (experiment with language and form) MA: Patterns and Relations (sorting)</p></div>	<p>◆ Movement Picture Chart</p> <p>Put up pictures that help identify the basic movement skills (i.e., transport, manipulation, balance).</p> <p>◆ Movement Word Wall</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>◆ It’s Your Move</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>◆ On Stage</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>Variation: 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>	
☐ K.1.K.B.1 ▸ K.1.1.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...).	◆ Good Practice Makes Perfect 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.) Questions for Discussion: <ul style="list-style-type: none">• How will you learn skills more quickly?• Is it okay to make a mistake?• What helps you not to make a mistake again?
Curricular Connections ELA: 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
<i>Students will...</i>
<p><input type="checkbox"/> 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...).</p>
<p>Curricular Connections PE/HE: S.3.1.A.1 (safety)</p>

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:

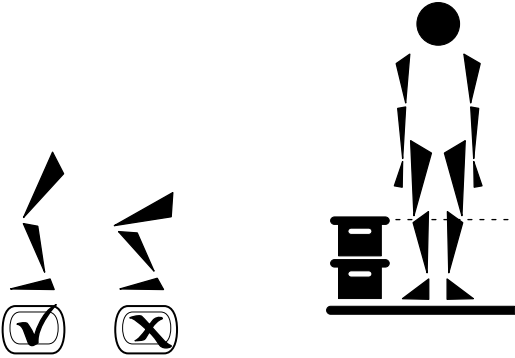
Use the following suggested questions for discussion as they apply to the different learning activities:

- 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

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).



SUGGESTIONS FOR ASSESSMENT

◆ 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

Students will...

☐ 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).

Curricular Connections

ELA: 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)

MA: Shape and Space (comparisons of distance, height, length)

SUGGESTIONS FOR INSTRUCTION

◆ **Following Directions**

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.

Examples:



◆ **Creative Movement**

Have students (alone, in pairs, or in small groups) design, refine, and perform a movement sequence that solves a movement problem.

For example, the movement sequence must

- have a definite beginning and ending (balance or pose)
- include three different directions (forward, backward, sideways)
- include three different levels (high, medium, low)

◆ **Forward, Backward, Up, and Down**

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 *Up Down All Around* (Russell, Schembri, and Kinsman) for additional ideas.

◆ **Folk/Line Dances**

Have students participate in a variety of common dances (e.g., Seven Jumps, Jiffy Mixer, Bird Dance, Macarena, Hokey-Pokey).

◆ **Creative Movement and Poetry**

Have students respond to various movement phrases in poems. Example:

Jack-in-the-Box

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!



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
<i>Students will...</i>	
□ K.1.1.B.3b Recognize terms describing different body shapes (i.e., curled, stretched, narrow, wide, twisted).	
Curricular Connections ELA: 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) PE/HE: S.1.1.A.3, K.1.1.C.4 (social behaviours in physical activity) SC: Cluster 4—Daily and Seasonal Changes (sun, frost)	
	<p>◆ Body Shapes</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">• round like a wheel• stretched long and skinny like a pencil or the number 1• stretched out with arms to the side to be wide like the letter T• look like a pretzel <p>◆ Creative Themes</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">• Moon rocks—curled, round• Stars—wide, stretched• Rocket ship—tall, narrow• Aliens—twisted <p>Incorporate “space theme” music to stimulate movement exploration.</p> <p>◆ Turtle Tag (curled)</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>◆ Frozen Tag (stretched)</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>Variation: 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
SUGGESTIONS FOR ASSESSMENT
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.)


◆ 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>☐ 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...).</p>	
<p>Curricular Connections ELA: 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) MA: Number (counting) PE/HE: K.2.1.C.1a (fitness)</p>	
	<p>◆ Transport Tricks</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"> • Run around cones. • Hop on foot patterns on the floor. • Gallop around hoops placed on the floor. • Jump onto a mat or onto floor numbers or letters. <p>◆ Follow the Signs</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>Variations: Have students work in pairs as suggested in Follow the Leader (see learning outcome S.1.K.B.1).</p> <p>◆ Circuit Activity</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> <div data-bbox="764 1167 1146 1339" data-label="Image"> <p>The illustration shows a circuit activity with six stations. Each station has a stick figure performing a different movement: 1. Running around a cone. 2. Hopping over a mat. 3. Galloping around a hoop. 4. Jumping over a rope. 5. Running on a path. 6. Hopping on a path.</p> </div> <p>◆ Parachute Colours</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>◆ Follow the Yellow Brick Road</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"> • red lines—running • green lines—galloping • blue lines—hopping • and so on



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
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

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
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
<i>Students will...</i>	
<input type="checkbox"/> S.1.1.A.2 <i>(continued)</i>	<p><i>(continued)</i></p> <p>◆ Partner Challenges (striking, bouncing, and kicking)</p> <p>Have students work in pairs to perform the following activities (as suggested for learning outcome S.1.K.B.1):</p> <ul style="list-style-type: none">• 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. <p>Have students try to reach specific goals, such as the following:</p> <ul style="list-style-type: none">• 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. <p>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?).</p>



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>☐ S.1.1.A.3 Explore static and/or dynamic balance, using different movement concepts (e.g., using different shapes, levels, body parts...).</p>	
<p>Curricular Connections ELA: GLO 4—Enhance the clarity and artistry of communication (enhance legibility, enhance artistry) MA: Shape and Space (comparisons) PE/HE: K.1.1.B.3a (levels), K.1.1.B.3b (body shapes), S.2.1.A.1a (fitness)</p>	
	<p>◆ Statues</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>◆ Shapes (static)</p> <p>Have students make the following types of bridges in personal space: curved, wide, narrow, short, long, high, and low.</p> <div data-bbox="662 779 1321 884" style="text-align: center;"> </div> <p>◆ Body Letters</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 data-bbox="894 1203 1183 1318" style="text-align: center;"> </div> <p>◆ Walk the Plank (dynamic balance)</p> <p>Have students perform the following challenges:</p> <ul style="list-style-type: none"> • Walk on a bench, stop in the middle, and perform a “stork stance” or an “airplane” for five seconds. • Walk across a bench holding a beanbag on the head, hands, shoulders, feet, and so on. • Walk across a bench and pass through a hoop. <p>◆ Tornadoes</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>☐ S.1.K.B.1 ➔ S.1.1.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”...).</p>		
<table border="1"> <tr> <td data-bbox="123 653 357 674">Curricular Connections</td> </tr> <tr> <td data-bbox="123 680 503 732">MA: Shape and Space (comparisons in distance and height)</td> </tr> </table>	Curricular Connections	MA: Shape and Space (comparisons in distance and height)
Curricular Connections		
MA: Shape and Space (comparisons in distance and height)		

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.

Puddle Jump		
My partner practised the skill when asked:		
Skill	Yes	No
• 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	SUGGESTIONS FOR INSTRUCTION
<p><i>Students will...</i></p>	
<p>□ S.1.K.B.2 ➔ S.1.1.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...).</p>	<p>◆ Big A, Little a</p> <p>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:</p>
<p>Curricular Connections MA: Shape and Space (comparisons in size, distance, and height) PE/HE: S.3.1.A.1 (safety) SC: Cluster 1—Characteristics and Needs of Living Things (animals)</p>	<ul style="list-style-type: none"> • “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.”
	<p>Have the tagged players become chasers and stand with the “cat.” The last tagged player is the next “cat.”</p>
	<p>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!”</p>
	<p>◆ Cone Handball (manipulation)</p> <p>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.</p>
	<p>◆ Pirate Tag (balance)</p> <p>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 <i>walk</i> 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.</p>
<p>❖ S.1.1.B.3 Set up and manage own games (e.g., skipping games, target games, hopscotch...).</p>	



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

PRESCRIBED LEARNING OUTCOMES
<i>Students will...</i>
<p>□ 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...).</p>
<p>Curricular Connections ELA: GLO 5—Celebrate and build community (appreciate diversity) MA: Patterns and Relations (movement patterns) PE/HE: GLO 4—Personal and Social Management SC: Cluster 4—Daily and Seasonal Changes (dressing for outdoor activities) SS: community, social responsibility, citizenship</p>

SUGGESTIONS FOR INSTRUCTION

◆ **Holiday Theme Circuits**

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.

Variations: 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.

◆ **Recess Games**

Have students participate in a variety of recess games and activities such as

- hopscotch
- rope skipping
- soccer
- follow the leader
- tag games
- structure climbing

◆ **Tabloid Day**

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.

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, The Big Circus, and so on.

◆ **Cultural Events**

Have students participate in a variety of cultural events set up throughout the school:

- Festival du Voyageur
- Folk Dances from around the World
- Aboriginal Games

See *Native Studies: Early Years (K–4): A Teacher’s Resource Book* (Manitoba Education and Training, 38).



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		
<i>Students will...</i>			
<p>☐ 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...).</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Curricular Connections ELA: GLO 1—Explore thoughts, ideas, feelings, and experiences (experiment with language and form) PE/HE: K.1.1.B.3a (moving in different directions and levels) SC: Cluster 1—Characteristics and Needs of Living Things (animal connection)</p> </div>	<p>◆ Animal Movements</p> <p>Have students use transport skills to move their bodies while imitating various animals (e.g., galloping like horses).</p> <p>◆ The Bunny Hop</p> <p>Have students respond to your actions with the following dance cues:</p> <ul style="list-style-type: none"> • Touch your right toes to the right side, then back in place. Repeat. • Touch your left toes to the left side, then back in place. Repeat. • Jump forward once. • Jump backward once. • Jump forward three times. <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>◆ Action Words</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>◆ Creative Movement Poems</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...).

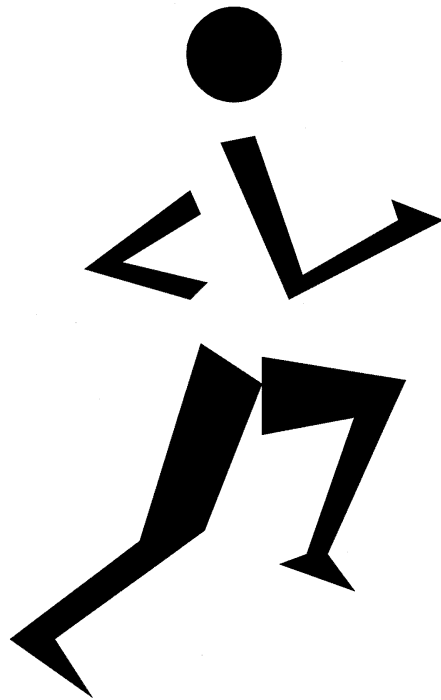
Attitude Indicators

- 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.

Grade 1

2. Fitness Management

The student will demonstrate the ability to develop and follow a personal fitness plan for lifelong physical activity and well-being.



PRESCRIBED LEARNING OUTCOMES

SUGGESTIONS FOR INSTRUCTION

Students will...

❖ K.2.1.A.1 Discuss exercises and physical activities associated with health-related fitness components (e.g., running develops endurance of the heart, jumping activities develop muscular strength and endurance of the leg muscles...).

☐ K.2.1.B.1 Recognize that vigorous physical activity is important for health and fitness development (i.e., vigorous aerobic activity makes the heart, muscles, bones stronger).

Curricular Connections

ELA: GLO 1—Explore thoughts, ideas, feelings, and experiences (health-related stories)

PE/HE: K.5.K.B.3

SC: Cluster 1—Characteristics and Needs of Living Things (basic needs for growth and development)

◆ Heart Smart Investigation

As a follow-up to Heart Smart (see learning outcome S.2.1.A.1b), bring to class a model or picture of the heart and have students hold up their fists to show them the size of their own hearts. Describe the heart as a muscle that always pumps, during sleep and during activity. Have them squeeze their fists to match the beats of their hearts before exercise and then after exercise. Lead a class discussion using the following types of questions:

- How tired does your hand get after squeezing or pumping for a while?
- Does your heart get tired of pumping?
- Why is it important for your heart to be strong?
- What does your heart squeeze or pump out with each beat?
- Which activities will make your heart stronger: running, watching television, playing recess games, playing video games?

◆ Healthy Hearts

Make four to six heart puzzles by cutting up paper hearts into four pieces (two atrium pieces and two ventricles) and laminate them. Scatter laminated pieces around on the floor. Have each student pick a piece and then find the students with other three pieces to complete the heart puzzle.

Have the groups of four then plan an activity together that will increase their heart rate. When they turn in their heart pieces, ask them to tell you something about the heart.

◆ Skeleton

Using a model or large diagram of a skeleton, have students examine and compare the sizes of the leg bones and arm bones. Discuss reasons why the leg bones, which bear our weight, are larger than the arm bones and how participation in physical activity contributes to bone development.



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

Fitness management knowledge outcomes are connected to skill outcomes. Refer to learning outcomes S.2.1.A.1a and S.2.1.A.1b.

Encourage students to take part in physical activity outside class time and to make it a daily habit, accumulating more than 60 minutes and up to several hours per day, especially on days when they do not have physical education classes.

Aerobic activity—playing and exercising activities (e.g., running, playing tag, jumping, swimming) that make the heart, lungs, and muscles work harder and faster.

Ensure that students are familiar with the activities by first explaining and demonstrating the actions before they try them.

Encourage students to participate vigorously with their best effort so that they can benefit more from the activities.

Jump Rope for Heart materials, including at-home/family activities, are available from the Heart and Stroke Foundation of Manitoba.

The body continually builds and breaks down bone. The production of bone is stimulated by weight-bearing exercises/activities, along with foods containing calcium and vitamin D.



◆ **Questioning: All Activities (vigorous and non-vigorous)**

Teacher: Informal Inventory

After students have participated in any vigorous or non-vigorous activity, ask them to stand if they agree and to sit if they disagree with the following statements about the activity.

This activity

- is good for bone development
- makes the heart stronger
- makes the muscles stronger

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<i>Students will...</i>	
<p><input type="checkbox"/> K.2.1.C.1a Show an understanding of the location of main internal body parts affected by exercise (i.e., heart, lungs, bones, muscles).</p>	
<p>Curricular Connections PE/HE: S.1.1.A.1 (movement experiences) SC: Cluster 1—Characteristics and Needs of Living Things (major parts of the human body and their function)</p>	
	<p>◆ Word Wall</p> <p>Work with students to develop a word list of body parts affected by exercise. Print the body-part vocabulary words on cards and post them on a bulletin board. (See Word Wall, <i>K–4 ELA, Strategies–199.</i>)</p> <p>◆ Body Tracings</p> <p>Have students work with partners to trace each other’s body outlines on large pieces of paper placed on the floor. Have students tape their Healthy Hearts (made in relation to learning outcome K.2.1.B.1) onto their tracings, as well as labels with the body parts used on the Word Wall. Post the tracings and use a Gallery Walk to facilitate sharing. (See Gallery Walk, <i>K–4 ELA, Strategies–202 to 203.</i>)</p> <p>◆ Every “Body” Move</p> <p>Tape the Body Tracings on a wall at one end of the gymnasium. Ask students to line up at the opposite end and have them respond to directions such as the following:</p> <ul style="list-style-type: none">• Hop to your paper body and touch the lungs.• Gallop to your paper body and touch the heart. <p>◆ “Heart, Muscles, Lungs, and Bones”</p> <p>Use the tune “Head and Shoulders, Knees and Toes” (refer to learning outcome K.1.K.B.3b) to help students become familiar with the internal body parts affected by exercise. (Second verse: “helps us run around the cones!”)</p>



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

For safety reasons, ensure that students are well spaced in all activities.

◆ **Observation: Main Internal Body Parts (all activities)**

Teacher: Anecdotal

Use self-stick notes to record information on students having difficulty locating body parts in any of the games. Information from these notes could be compiled on a master sheet at a later date.



PRESCRIBED LEARNING OUTCOMES
<i>Students will...</i>
<input type="checkbox"/> K.2.1.C.1b Recognize the physical changes in the body during physical activity (i.e., heart beats faster, body gets warmer, breathing accelerates, perspiration increases).
Curricular Connections SC: Cluster 1—Characteristics and Needs of Living Things (major parts of the human body and their function)
<hr/> ❖ K.2.1.C.2 Show an understanding of the factors (e.g., planning, regular participation, effort, adequate information, motivation, commitment, regular monitoring...) affecting personal fitness development.
<hr/> ❖ K.2.1.C.3 Recognize that proper warm-up activities (i.e., light aerobic activity, stretching exercises) prepare muscles for vigorous activities (e.g., warm-up activities increase blood circulation and elasticity of muscles and ligaments...).
<hr/> ❖ K.2.1.C.4 Identify personal factors (e.g., interests, personal success, previous experiences, type of activities, developmental rates...) that influence physical activity participation and build self-confidence.

SUGGESTIONS FOR INSTRUCTION

◆ Learning Outcome Connection

Have students participate in the learning activities suggested for learning outcomes S.2.1.A.1a and S.2.1.A.1b to experience and to discuss the physical changes that occur in the body during physical activity. Refer to learning outcome S.2.1.A.1b (teacher notes) for suggested questions for discussion.

**TEACHER NOTES**

Introduce, explain, use, and reinforce vocabulary related to fitness, using simple analogies (e.g., perspiration is the body's air-conditioning system).

**SUGGESTIONS FOR ASSESSMENT****◆ Reflection: Learning Outcome Connection**

Teacher: Inventory

After students have participated in vigorous activity, have them reflect on body changes and report them verbally or have students run to a designated coloured line on the floor if they felt a particular change.

Suggested Criteria:

The student is able to report on

- increased heart rate
- warmer body
- faster breathing
- other

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p><i>Students will...</i></p>	
<p>☐ S.2.1.A.1a Participate in a wide variety of physical activities using basic movement skills (i.e., transport, manipulation, balance) that contribute to skill/fitness development and enjoyment.</p>	<p>◆ Trick the Dancers (transport)</p> <p>Have students scatter in a circle around a drummer. As the drummer starts beating slowly, the dancers dance around him or her in time to the drumbeat. The drumbeat gradually speeds up and then suddenly stops. The dancers must also stop, in balance. If they keep moving, they must leave the circle and run one or two laps and then rejoin the dance.</p> <p>Variation: Dancers who leave the circle could skip, hop, or gallop one or two laps or practise holding a balance and then rejoin the dance. The drummer can be changed often.</p>
<p>Curricular Connections PE/HE: GLO 1—Movement (all learning activities) SC: Cluster 1—Characteristics and Needs of Living Things (human body parts), Cluster 2—The Senses (sensory learning related to movement experiences), Cluster 4—Daily and Seasonal Changes (participating in outdoor activities)</p>	<p>◆ Ship to Shore (transport)</p> <p>Have players imagine a ship on one side of the gymnasium (e.g., designate a line) and a shore on the other side. The teacher is the captain and the players are the crew. The crew attempts to follow the captain’s directions as quickly as possible:</p> <ul style="list-style-type: none"> • Ship—run to the ship line. • Shore—run to the shoreline. • Submarine—lie on back and raise a leg for a periscope. • Crew overboard—lie on stomach and use swimming motions. • Captain’s coming—salute the captain. • Cook’s coming—rub stomach and say, “yum, yum.” • In the lifeboats—sit down with other players and pretend to row, singing, “Row, row, row your boat.” • Iceberg—run to the centre of the gymnasium. • Sharks—place palms together on top of head to represent shark fins. • Scrub the deck—go to hands and knees and pretend to scrub the floor. <p>Variations: Add different transport methods to the commands (e.g., hop to the ship, skip to the shore). Make the gymnasium the ship and teach “bow, stern, port, and starboard” directions. Also add “crow’s nest,” directing students to pretend to climb to the lookout position and look around. When students are on either ship or shore, call out, “Here comes the fish gobbler!” and try to tag players as they move from one line across to the other. Any tagged players go to a designated ship dungeon area to perform a fitness task before returning to the game (e.g., eight jumping jacks).</p>
<p style="text-align: right;"><i>(continued)</i></p>	<p style="text-align: right;"><i>(continued)</i></p>



TEACHER NOTES

The fitness management outcomes link to active living in GLO 5—Healthy Lifestyle Practices. There are also links between GLO 1—Movement and GLO 2—Fitness Management, since many of the movement activities can be designed to be more physically active in order to enhance students’ fitness levels.

Examples:

S.1.1.A.1

- Transport Tricks
- Follow the Signs
- Parachute Colours

S.1.1.B.2

- Pizza
- Pirate Tag

S.1.1.D.1

- The Bunny Hop

Refer also to learning outcome S.2.2.A.1b.

Encourage students to participate in physical activity outside class (during recess) instead of sitting or standing around and at home instead of playing computer games or watching television. Emphasize why students’ physical activity and personal free-time choices are so important to their health, growth, and development.



SUGGESTIONS FOR ASSESSMENT

◆ Observation: All Activities

Teacher: Participation Rubric

Observe students as they take part in the activities and assess their participation using a rubric such as the following.



See BLM G–3: Participation Rubric (Appendix H).

PRESCRIBED LEARNING OUTCOMES
<i>Students will...</i>
<p><input type="checkbox"/> S.2.1.A.1a <i>(continued)</i></p>

SUGGESTIONS FOR INSTRUCTION

(continued)

◆ **Nature Power Walk**

As a class, take a power walk in the schoolyard or surrounding neighbourhood. Have students use their five senses to discuss what they see, hear, smell, feel, and touch that is healthy and/or unhealthy (e.g., an environment without litter). Have students record the number of minutes they walked and discuss how this activity contributed to their fitness development.

Variation: Plan a Partner Power Walk in each of the four seasons and have students observe and discuss seasonal changes using an active Think-Pair-Share strategy. (See *K–4 ELA, Strategies–15 to 16*, or *Success for All Learners, 6.13.*)

◆ **Clean Your Own Backyard (manipulation)**

Divide the class into two teams, one on each side of a centre line (each team’s half of the gymnasium is their own backyard). Provide each team with a variety of small to medium-size balls or use medium-size sponge balls. On a given signal, have players attempt to roll the balls along the floor to the opposite backyard in the attempt to keep their own backyard clean. After a specified time, students freeze, and one player from each team counts the number of balls on their backyard.

Variation: Have students throw, strike, or kick balls.

◆ **Outdoor Fun (balance)**

Have students use the climbing structure and play hopscotch to enhance their dynamic balance and fitness.

◆ **Animal Walks (weight-bearing, dynamic balance activities)**

Have students perform the following animal movements:

- Bear—walk on hands and feet.
- Crab—move forward, backward, and sideways.
- Donkey (“Hee-Haw”)—balance on hands and kick both legs lightly, and then kick back one leg.
- Cat (“Meow”)—stretch like a cat.
- Elephant—clasp hands to make a trunk and sway from side to side.
- Inch worm—squat, hands on floor, walk hands forward, and bring feet to hands until legs and arms are straight.
- Seal—lie on stomach and drag body with straight arms.
- Chicken—squat, walk, and squawk.

(continued)



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

Use sponge balls for kicking, throwing, and striking. Emphasize the importance of keeping the ball low and not aiming at other students, as in dodge ball.

Stress safety rules at all times.

Laminated cards showing the animals or their movements are useful for station activities.



See BLM G-7: Animal Movement Cards (Appendix H).

Ensure that students perform the crab walk with fingers pointing to the feet to prevent hyperextension in the arms.



PRESCRIBED LEARNING OUTCOMES

Students will...

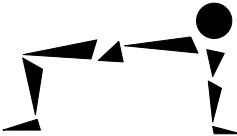
S.2.1.A.1a *(continued)*

SUGGESTIONS FOR INSTRUCTION

(continued)

◆ **Flip-Flop**

Divide the class into thirds. “Ones” stay at the wall and “Twos” and “Threes” scatter throughout the gymnasium and form bridges or crabs. When the music begins, Ones attempt to get under as many bridges or over as many crabs as they can. When someone goes over a crab, the crab flips to a bridge (bridges flop to crabs). Twos and Threes each get a turn at being Ones.



Variation: Twos and Threes are bridges and Ones roll a ball under as many as they can. Once a ball has passed under a bridge three times, the bridge flips over to a crab. Once all bridges are crabs, then Twos take a turn at being Ones. Other manipulation skills can be used, such as kicking/passing the ball under the bridges or bouncing the ball around the bridges.

◆ **Movement Skill Challenges**

Direct students to perform the following challenges:

Transport

- Walk while kicking heels back, first in a forward direction and then in a backward direction.
- Walk while lifting knees up, first in a forward direction and then in a backward direction.
- Hop back and forth over a line.
- Jump sideways with feet shoulder-width apart and weight on the balls of the feet (shuffle).

Manipulation

- Stand with your back to a partner and toss a ball backward, over your head, to the partner (start close together with a soft, light ball).

Balance

- Stand with one leg stretched out behind you, lean forward, and count the seconds you can hold the balance (gymnastic scale).
- Stand with one leg stretched out in front of you and lean backward slightly.



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT



PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p><i>Students will...</i></p>	
<p>☐ S.2.1.A.1b Sustain participation in moderate to vigorous activity to experience physical changes in the body.</p>	<p>◆ Learning Outcome Connection</p> <p>Have students participate in the physical activities suggested for learning outcome S.2.1.A.1a and pose the questions for discussion presented in the teacher notes.</p>
<div style="border: 1px solid black; padding: 5px;"> <p>Curricular Connections PE/HE: K.1.1.B.3a, K.1.1.B.3d (moving in different directions/levels and in relation to others) SC: Cluster 1—Characteristics and Needs of Living Things (parts of the human and their function)</p> </div>	<p>◆ Follow the Leader</p> <p>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 a designated field area. 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. Let them check their heartbeats before and after the activity.</p> <p>Variation: Have students play outdoors to lead their partners around the field, up the structure, down the slide, and so on.</p>
	<p>◆ Heart Smart</p> <p>Before and after students participate in active tag games/activities, have them respond to the following statements/question.</p> <p>Before Activity:</p> <ul style="list-style-type: none"> • Show me where your heart is. • Put your hand on your heart and tell me what you feel. <p>After Activity:</p> <ul style="list-style-type: none"> • Is it easier to find your heart before or after you move? • How does your heart beat differently after you play?
<p>◆ S.2.1.A.2 Determine own degree of exertion through simple methods of exertion through simple methods (e.g., put hand on chest to feel increase in heart rate, “talk test”...) while participating in physical activities.</p>	<p>◆ Horse Roundup</p> <p>Divide the class into two groups: half the students are horses and the other half are riders, each with a rolled-up skipping rope. One quarter of the gymnasium is the “corral” and in the corral are obstacles for the horses to jump or leap over. When the music begins, the riders try to round up horses by tagging them. Horses must stop when tagged and the rope is placed around their waist. They are then driven back to the corral where horses and riders gallop and jump/leap over the obstacles in a clockwise direction. After a set time, students reverse roles.</p>



TEACHER NOTES

Relate to learning outcome K.2.1.C.1b.

Refer to Appendix I: Glossary or to learning outcome S.2.K.A.1b for definitions of moderate and vigorous activity.

Questions for Discussion:

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

- Describe the changes to your body after activity.
- Does your heart beat more slowly or faster after activity?
- Is your body warmer or cooler after being active?
- Do you breathe faster or more slowly during activity?
- Does anyone feel sweat on his or her body?

Although children produce more body heat than adults do during physical activity, they perspire much less. Since children cannot tolerate heat as well as adults can, be sure to provide them with water to drink. Avoid having them exercise vigorously in extremely hot and humid conditions.



SUGGESTIONS FOR ASSESSMENT

◆ Observation: All Moderate to Vigorous Activities

Teacher: Scoring Rubric

Observe students as they participate in the activities. Using BLM G–8, fill in the names of students in the category describing their performance level. As a time saver, fill in only the names of students achieving a “3” or a “1” during the activity and add the other names later.

Scoring Rubric:



See BLM G–8: Aerobic Capacity Rubric (Appendix H).



Fitness Management Outcomes: Grade 1



Knowledge

- K.2.1.B.1 Recognize that vigorous physical activity is important for health and fitness development** (i.e., vigorous aerobic activity makes the heart, muscles, bones stronger).
- K.2.1.C.1a Show an understanding of the location of main internal body parts affected by exercise** (i.e., heart, lungs, bones, muscles).
- K.2.1.C.1b Recognize the physical changes in the body during physical activity** (i.e., heart beats faster, body gets warmer, breathing accelerates, perspiration increases).

Skills

- S.2.1.A.1a Participate in a wide variety of physical activities using basic movement skills** (i.e., transport, manipulation, balance) **that contribute to skill/fitness development and enjoyment.**
- S.2.1.A.1b Sustain participation in moderate to vigorous activity to experience physical changes in the body.**

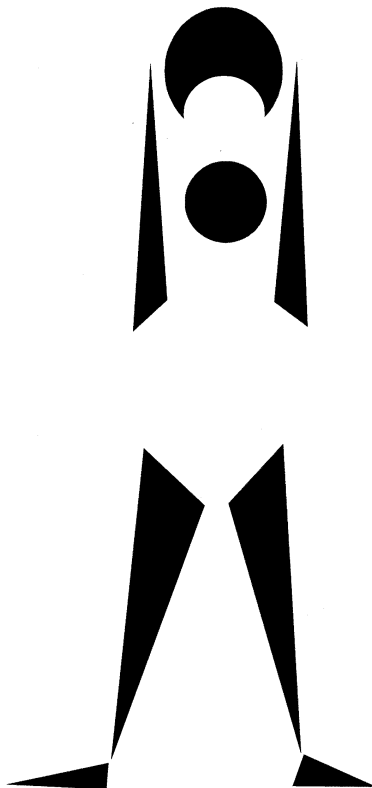
Attitude Indicators

- 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.

Grade 1

3. Safety

The student will demonstrate safe and responsible behaviours to manage risks and prevent injuries in physical activity participation and in daily living.



PRESCRIBED LEARNING OUTCOMES
<i>Students will...</i>
<p><input type="checkbox"/> K.3.K.A.1 ⇨ K.3.1.A.1 Recognize safe and controlled movement while participating in physical activity (e.g., stop and start on signal, move without interfering with others, enter and exit in a safe manner, land softly...).</p>
<p>Curricular Connections PE/HE: GLOs 1 to 5 (all activities)</p>

SUGGESTIONS FOR INSTRUCTION

- ◆ **Learning Outcome Connections**
 - **Safe and Unsafe Movements:** Demonstrate both safe and unsafe movements prior to having students participate in activities suggested for learning outcome S.3.1.A.1. Have students identify both the movements that show control and safety and those that are unsafe.
 - **Controlled Landings:** Have students participate in soft and safe landing activities suggested for learning outcome K.1.1.B.2 to demonstrate the importance of controlled landings.

- ◆ **Gym Rules!**

Work with students to identify important safety rules as they apply to entering and exiting the gymnasium, participating in activity, using equipment, using the equipment room, and so on. Post the Gym Rules! in a visible place in the gymnasium.

- ◆ **Police Patrol**

Identify a group of students to be the “police,” wearing hats or pinnies, while others are involved in free-play activities. Have police patrol the area, looking for safe and unsafe practices, attempting to solve any unsafe practices in a polite and appropriate manner. Over time, allow all students to have a turn at being on patrol. After the activity, lead a class discussion about the various safe and unsafe practices observed by the police. Encourage police to describe the situations rather than accuse the students who were demonstrating the unsafe behaviours. Commend those demonstrating safe practices.



TEACHER NOTES

Introduce, use, explain, and reinforce vocabulary related to safety in everyday living.

Given the scope and importance of the topic of safety, teachers are encouraged to introduce developmentally appropriate safety-related topics with students at the beginning of the school year. Review the rules often throughout the year, taking into account the various play areas (e.g., gymnasium, play structure, outdoor field area) and seasonal changes (e.g., slippery surfaces, snowbanks).

Post the Gym Rules! and/or safety signs in a visible place so that all users can reinforce them throughout the year.

Outline for students safe and unsafe practices that the police patrols should be looking for.

Examples:

- students sitting on scooters (safe) rather than standing (unsafe)
- floor hockey sticks below waist level (safe) or above waist level (unsafe)
- students running into or interfering with others' play spaces (unsafe)
- students taking turns (safe)
- students throwing balls appropriately, depending on the game/sport (safe)
- students staying off restricted equipment/apparatus (safe)

SUGGESTIONS FOR ASSESSMENT

◆ Interview: Learning Outcome Connections

Teacher: Inventory

Demonstrate safe and unsafe behaviours for the following examples:

- Stop and start on signal.
- Move without interfering with others.
- Enter and exit in a safe manner.
- Land softly.

Have students who think the demonstration was safe go to a designated area of the gymnasium, and those who think the demonstration was unsafe go to the opposite side of the gymnasium. Discuss student choices.

If time is limited, this assessment activity could be done through questions answered informally with thumbs-up or thumbs-down responses from the group.

TEACHER NOTES (continued)

Safety Strategies:

Encourage safe behaviour by using strategies such as the following:

- Clearly articulate safe and appropriate behaviour for each activity.
- Establish an audible signal for gaining student attention quickly.
- Recognize and reinforce positive behaviours rather than waiting for rules to be broken.
- Anticipate hazards and minimize risks.

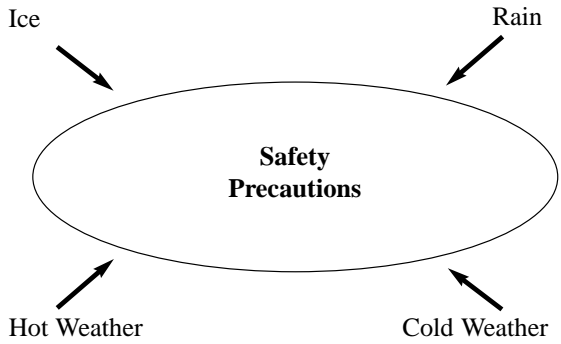


PRESCRIBED LEARNING OUTCOMES
<i>Students will...</i>
<p>☐ K.3.1.A.2 Identify how weather conditions may affect safe exercising (e.g., ice/rain makes a running surface slippery, hot weather requires fluid replacement, danger of frostbite...).</p>
<p>Curricular Connections SC: Cluster 4—Daily and Seasonal Changes (weather safety precautions)</p>

SUGGESTIONS FOR INSTRUCTION

◆ Safe Practices

As a class, create a mind map about safety precautions related to weather conditions. Have students add information about what safety precautions to take while playing or exercising in these types of weather conditions. Create categories such as the following to direct their thinking:



Safe Practices: Adapted from *K-4 Science*, 1.62.

<p>☐ K.3.1.A.3 Recognize the importance of proper, secure footwear (e.g., for keeping feet and ankles safe, warm, dry, and comfortable...) in physical activity on different surfaces (e.g., gymnasium floor, icy or wet surfaces, balance beams, climbing frames, mats...).</p>
<p>Curricular Connections MA: Shape and Space (shoe sizes, sorting) SC: Cluster 3—Characteristics of Objects and Materials (friction, slippery surfaces)</p>

◆ Foot Race

Divide the class into relay teams of three or four students. Have “footwear cards” at a designated end of the gymnasium (enough cards for each team). Call out a situation and have the first students in each line run to the area to bring back the appropriate footwear. Repeat.

◆ Footwear for Fun

Have students work in small groups to identify proper footwear for a variety of physical activities on different surfaces. Use a Sharing/Talking Circle to discuss student findings, with explanations of the importance of using proper, secure footwear in activities. (See Sharing Circle, *K-4 ELA*, Strategies–106.)

◆ Sole Mate

Provide students with a pictorial page of different surfaces (e.g., gymnasium floor, icy surface, wet surface, balance beams, climbing frames, mats) and different types of footwear (e.g., bare feet, runners, winter boots, high heels, runners with untied laces, black-soled shoes, rubber boots, sandals) appropriate for the different surfaces. Have students match the surface to the footwear best suited for safety.



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

Discuss why students should practise the safety rules. See *Safety Guidelines for Physical Activity in Manitoba Schools* (MPETA et al.).

◆ **Interview: Safe Practices**

Teacher: Inventory

Use the weather of the day to assess student achievement of this learning outcome (teachable moments). Start the class by saying, “Today it is very hot (or cold, windy, and so on) outside. If we want to play outside we need to....” Have students fill in the statement verbally using safety practices related to

- what to wear
- what to drink
- what to bring
- what to use
- what to be careful about

Refer to *Safety Guidelines for Physical Activity in Manitoba Schools* (MPETA et al.) for descriptions of proper clothing/footwear suggested for a variety of activities.

Communicate with parents/guardians, using school handbooks, monthly newsletters, school websites, and so on, regarding the importance of proper and secure footwear for physical activity participation.



◆ **Observation: Foot Race**

Teacher: Inventory

During the relay race, check whether students select the proper footwear. Discuss their selections.

PRESCRIBED LEARNING OUTCOMES

SUGGESTIONS FOR INSTRUCTION

Students will...

☐ K.3.1.A.4 Show an understanding of the general rules for safe use of equipment (e.g., distributing, setting up, reporting unsafe conditions and situations, putting away...) **and facilities** (e.g., boundaries, special rules pertaining to a facility...) **for selected activities** (e.g., ball activities, circuits...).

Curricular Connections

PE/HE: GLOs 1 to 5 (all activities), K.1.1.A.1, K.4.1.B.4 (exercise caution in dangerous situations)

◆ Safe Play

Explain and demonstrate the safe and proper procedures of assigned play activities and have students answer related questions to guide a discussion about safe, active play.

Examples:

- Why is it important to use mats when jumping from heights?
- What could happen if you tag above the shoulders?
- Why must you tag gently?
- Why must you climb the structure only up to a certain height?
- Why is it important to follow rules when getting equipment and putting it away?
- Why is waiting your turn important in station and circuit activities?

◆ Learning Outcome Connection

Brainstorm with students safe procedures for equipment distribution and return and colours of boundary lines for specific games and activities. Add points to the Gym Rules! (see learning outcome K.3.1.A.1).

◆ Safety Snaps

Provide pictures (snapshots) showing safe equipment conditions (e.g., mats placed under a balance beam) and unsafe equipment conditions (e.g., bench sticking out from a wall). Also provide pictures of safe situations (e.g., someone tying his or her shoelaces) and unsafe situations (e.g., someone climbing the jungle gym too high) and ask students to identify the situations as safe or unsafe. Discuss how students would go about reporting these or similar unsafe situations.

☐ K.3.1.A.5a Identify common playground and physical activity hazards at school (e.g., on playing surfaces, slides, swings, ditches, parking lots...).

Curricular Connections

PE/HE: K.4.1.B.4 (exercise caution in dangerous situations)
SC: Cluster 2—The Senses (observing)

◆ Hazard Hunt

Take students on a hike around the school grounds or local playground and have them identify various hazards along the way.

Variation: Have students work in small groups to talk about what they see, feel, hear, and smell in and around the play areas. Have students record ideas using a Sense Cluster graphic organizer (see *K-4 Science*, 1.20).



TEACHER NOTES

Assign students responsibility for distributing and setting up equipment and apparatus. Ensure that they work together responsibly when moving large equipment and that they “lift with the legs” and carry apparatus with care and safety. As well, remind students to move equipment without excessive noise (studies show that the noise level established at the beginning of the school year usually prevails throughout the year).

A limited number of safety rules should be established with class input at the beginning of the year to be posted in a visible place.

Refer to *Safety Guidelines for Physical Activity in Manitoba Schools* (MPETA et al.).



SUGGESTIONS FOR ASSESSMENT

◆ **Observation: Safe Play**

Teacher: Checklist

Review general rules for safe use of equipment and facilities for a variety of activities *every class!* Observe students as they participate in play and look for an understanding of the general rules for safe use of equipment and facilities.

Suggested Criteria:

The student

- shows safe distribution of equipment
- demonstrates proper equipment set-up
- puts away equipment properly
- recognizes boundaries
- follows rules pertaining to the facility

This should be an ongoing, informal assessment.

◆ **Questioning/Interview: Hazard Hunt**

Teacher: Inventory

After completing the Hazard Hunt, ask students the following questions:

- What areas of the playground should you use with caution?
- Name some of the hazards found on the playground.
- How can you help to make the playground safer?

PRESCRIBED LEARNING OUTCOMES

SUGGESTIONS FOR INSTRUCTION

Students will...

☐ K.3.1.B.1 Identify potential safety risks in community related to toys, clothing, road and vehicles, bus ridership, unsupervised situations, fire/burns (e.g., lack of smoke detectors, matches, lighters, candles, cigarettes...), **and holidays** (e.g., Hallowe'en, Christmas, Hanukkah...), **and ways to avoid injury.**

Curricular Connections

ELA: GLO 1—Explore thoughts, ideas, feelings, and experiences (related to safety), GLO 3—Manage ideas and information (access information, develop new understanding)

SC: Cluster 2—The Senses (protecting the senses)

◆ **Toy Safety (safety risks related to toys)**

Have students bring to class a variety of toys from home for “show and tell.” Ask them to identify the safety risks associated with certain playthings, such as choking on small pieces, suffocating with plastic bags, and injuring eyes with sharp objects. Stress the importance of playing safely by following instructions, choosing toys that are suitable to the child’s level of development, and not leaving toys underfoot where they could cause a fall (e.g., on or at the bottom of the stairs).

◆ **Clothing**

Have several students demonstrate and explain how to dress for the weather before they go outside for recess. Repeat this several times during the year for different weather conditions. Identify the safety risks associated with certain clothing: shoelaces, scarves, hoods, and drawstrings on sweaters. As well, explain what to do when one’s clothing catches on fire.

◆ **School Bus Danger Zone (school bus ridership)**

Take students through the Bus Safety activity suggested for learning outcome K.3.K.B.1 to reinforce the importance of following safety rules both inside and outside the bus, particularly with respect to the school bus danger zone.

◆ **Crosswalk Crossing (road and vehicles)**

Use two parallel lines of masking tape to create a road on the classroom or gymnasium floor. Place two parallel lines of tape across the road to represent a crosswalk. Have students walk in the general space of the classroom or gymnasium and line up at the crosswalk at the first audible signal and then cross at the second signal, after looking left and right. Ensure that students apply the safety rules identified in the assessment suggestions for learning outcome K.3.K.B.1.

Variation: Use visual signals instead of audible ones. Have a student instead of the teacher give the signals. Walk outside to a non-busy crosswalk to practise.

(continued)

(continued)



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

Due to the breadth and importance of the content related to this learning outcome, learning activities should be ongoing and reinforced throughout the year.

For information related to GLO 3—Safety, consult school and school division/district regulations. As well, contact Manitoba Public Insurance for school resources or the National Fire Protection Association for fire safety education information. Encourage family participation in activities, discussions, and the identification of escape routes whenever possible.

Questions for Discussion:

- Can toys be dangerous? When?
- How should you dress when the weather outside is very cold? Hot? Windy?
- What are the hazards related to roads? Vehicles? Buses?
- What are some ways to avoid danger in an unsupervised situation?
- What hazards are associated with matches, candles, or lighters?
- How can fires be prevented?
- What safety rules must be observed at home, outside, or at school?

Use classroom activities to demonstrate how to use certain objects safely (e.g., scissors, electrical outlets, candles) and make connections to science.

◆ **Observation: Safety**

Teacher: Scoring Rubric

Show students pictures of potential safety risks related to toys, clothing, road and vehicles, unsupervised situations, and fire/burns. Use a scoring rubric such as the following to assess students as they attempt to identify the potential risks and ways to avoid injury.

Scoring Rubric	
Scale	The student
3	<ul style="list-style-type: none"> • identifies all or most of the potential risks/avoidance strategies
2	<ul style="list-style-type: none"> • identifies some of the potential risks/avoidance strategies
1	<ul style="list-style-type: none"> • describes very few of the potential risks/avoidance strategies

◆ **Questioning/Interview: School Bus Danger Zone**

Teacher: Checklist

Using a poster of a school bus, assess whether students know that

- there is an area of at least three metres in the front and back of the school bus and one metre on either side in which they cannot be seen by the driver
- they should only be inside this zone to board or exit the school bus
- they should move away from this zone once they are off the bus
- the driver must always be able to see them before they cross in front of the school bus
- they must stay away from the wheels of the bus
- they must never stand behind the bus
- they must never climb or play on snowbanks that are close to the road

(continued)

PRESCRIBED LEARNING OUTCOMES

SUGGESTIONS FOR INSTRUCTION

Students will...

K.3.1.B.1 *(continued)*

(continued)

◆ **Unsupervised Situations**

Using pictures, texts, and role-play, demonstrate why students should not play by themselves in some situations at home, on the playground, and at school. Include a child playing with electrical outlets or pharmaceutical products, standing in a slippery bathtub, sliding down a railing at school, and jumping from playground equipment. Discuss what students should do and what they should not do in order to avoid dangerous situations.

◆ **Safety Risks Related to Fire/Burns**

Using a dollhouse or a picture/plan of a house or school, have students identify

- places where someone could be burned
- situations or things that can cause a fire
- what they can do to protect themselves when there is a fire (e.g., stop, drop, and roll to put out burning clothing)

◆ **Holiday Safety Risks**

Have students identify the safety risks related to holidays such as Hallowe'en, Christmas, and Hanukkah, including costumes, candy, and strangers (Hallowe'en), and electrical decorations and candles (Christmas and Hanukkah).

◆ **Injury Prevention**

Invite children to compare pictures of safe and dangerous situations and have them give examples of ways they can avoid injury, such as when they are playing in the gymnasium, walking the streets on Hallowe'en, or playing outside.

◆ **Safety Drawings**

Have students draw pictures depicting the safety risks related to specific situations, such as holidays, playing with toys at home, and waiting to board the school bus. Have students present their drawings to the class.



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

School fire drills provide opportunities to review all fire safety rules and to point out the importance of having evacuation plans for school, home, or outdoor activity areas, such as a park.



(continued)

◆ **Journal Entry: All Activities**

Teacher: Inventory

Have students make a Safety Book with a chapter for each category (e.g., toys, traffic, clothing). Include paper and pencil tasks related to each category for students to complete.



See BLM 1–2: Avoid That Stranger and BLM 1–3: Safety on Wheels for examples.

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<i>Students will...</i>	
<p><input type="checkbox"/> K.3.1.B.2 Identify unsafe situations related to the environment (i.e., forest fires, floods, tornadoes, lightning) and safety rules for own protection.</p> <div data-bbox="110 533 553 720" style="border: 1px solid black; padding: 5px;"><p>Curricular Connections ELA: GLO 3—Manage ideas and information (access information, develop new understanding) SC: Cluster 4—Daily and Seasonal Changes (natural disasters)</p></div>	<p>◆ Unsafe Environmental Situations</p> <p>Using documentaries or other texts, have students identify unsafe situations related to the environment, such as forest fires, floods, tornadoes, and lightning. Ensure that they recognize the associated hazards and the safety rules for their own protection, such as obeying fire warning alarms and not playing outside during an electrical storm when there is lightning.</p> <p>Variation: Invite guests (e.g., fire fighter, forest ranger) and have students ask questions about how they can best protect themselves in unsafe situations.</p>



TEACHER NOTES

Consult school or school division/district procedures and park and forest regulations, where applicable. Check current resources for recommended procedures for forest fires, floods, tornadoes, and lightning, and review them at the appropriate time (e.g., before a thunderstorm, before summer vacation).



SUGGESTIONS FOR ASSESSMENT

◆ **Performance Task: Unsafe Environmental Situations**

Teacher: Rating Scale

Read aloud an account of a potentially dangerous environmental situation and have students role-play what they would do. Rate their responses, using the following rating scale.

Rating Scale	
Scale	The student
☺ Very good	<ul style="list-style-type: none"> knew exactly what to do
☹ Satisfactory	<ul style="list-style-type: none"> had a general idea of what to do but forgot some important steps
⊗ Needs work	<ul style="list-style-type: none"> did not know what to do or did the incorrect thing

Alternatively, show students pictures of unsafe situations related to the environment and use a similar rating scale to assess their ability to identify the situations correctly.

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p><i>Students will...</i></p>	
<p>☐ K.3.K.B.3 ➡ K.3.1.B.3 Identify practices (i.e., follow rules and instructions, play in supervised areas, dress appropriately) to prevent injuries related to indoor and outdoor play (e.g., sunburn, frostbite, burns, bruises, bumps, cuts...).</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Curricular Connections ELA: GLO 3—Manage ideas and information (access information, develop new understanding) PE/HE: K.3.1.A.2 (weather conditions), K.3.1.A.3 (dress, footwear) SC: Cluster 4—Daily and Seasonal Changes (outdoor and weather safety, sun protection)</p> </div>	<ul style="list-style-type: none"> ◆ Follow Rules and Instructions Have students identify safety practices after participating in organized indoor (e.g., gymnasium) and outdoor (e.g., school playground) games that demonstrate the importance of following rules and instructions for safe play. ◆ Play in Supervised Areas Have students play in supervised areas (e.g., gymnasium, playground) and stress the importance of observing safety rules in order to prevent injuries. ◆ Dress Appropriately Show students pictures of different weather conditions (e.g., a very cold winter day, a warm and sunny spring day). Ask them to cut out magazine illustrations of clothing and accessories and to make posters representing the various types of weather. Have students explain why they wear particular clothing in certain weather conditions. Variation: Have students print the names of the clothing under the illustrations, or complete sentences such as the following: “On a very cold winter day, I wear...” ◆ Prevent Injuries Related to Indoor and Outdoor Play Organize a class trip (e.g., to the park) and stress precautions to be taken before, during, and after the trip to prevent injuries (e.g., apply sunscreen, wear a hat, follow safety rules).



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT



◆ **Questioning/Interview: Indoor and Outdoor Play**

Self-Assessment: Rating Scale

Read aloud the following statements and have students complete the happy/sad faces according to how they would rate themselves on the various tasks.

Self-Assessment of Indoor and Outdoor Play		
Rating Scale:		
☺ Very Good	☹ Satisfactory	☹ Requires Improvement
1. I always watch where I'm going while running in the gym.	<input type="radio"/>	<input type="radio"/>
2. I wait until the person ahead of me has moved out of the way before I go down the slide.	<input type="radio"/>	<input type="radio"/>
3. I only play in areas where an adult can watch me.	<input type="radio"/>	<input type="radio"/>
4. I wear sunscreen when I play outside.	<input type="radio"/>	<input type="radio"/>
5. I do not play on the road.	<input type="radio"/>	<input type="radio"/>
6. I always use the crosswalk when crossing the road.	<input type="radio"/>	<input type="radio"/>
7. I always wear a hat when I play outside.	<input type="radio"/>	<input type="radio"/>
8. I play cooperatively with other students.	<input type="radio"/>	<input type="radio"/>

PRESCRIBED LEARNING OUTCOMES

SUGGESTIONS FOR INSTRUCTION

Students will...

K.3.1.B.4 Recognize community helpers (e.g., safe adult, police officer, bus driver, teacher, Block Parent, babysitter...) **and how to seek help** (e.g., know emergency telephone numbers, ask a safe adult or teenager for help, use a telephone, dial emergency telephone number, report what happened...).

Curricular Connections

ELA: GLO 3—Manage ideas and information (assess sources, access information), GLO 4—Enhance the clarity and artistry of communication (share ideas and information through pictures, texts)
PE/HE: K.4.1.A.3, S.4.1.A.2, S.3.1.A.3 (problem solving)

◆ **Emergency Telephone**

Use old telephones and have students simulate an emergency call or a call to a safe adult. Have them practise steps (see suggestion for assessment) to provide important information in a calm and logical manner. Make an emergency telephone list to put by the telephone with pictures of the people beside their telephone numbers.

◆ **Whom Do You Call?**

Have students name community helpers using posters, pictures, videos, or texts depicting everyday situations, and describe how to get help (e.g., dial emergency telephone number and report what has happened).

◆ **Space Creatures, Phone Home**

Select two or three taggers to be “it” (scientists). The other players are all space creatures. When caught by a scientist, the space creatures sit down and wait for a free space creature to touch them with a “healing finger” while saying his or her own telephone number. They are then free to help other space creatures who have been tagged. The game is played for two to three minutes and then new scientists are selected.

K.3.1.B.5a Identify types of physical and verbal violence (e.g., hitting, bullying, biting, kicking, name calling...).

Curricular Connections

ELA: GLO 1—Explore thoughts, ideas, feelings, and experiences (emotions and actions in different stories, texts)
PE/HE: K.4.1.B.3A, K.4.1.B.3b (conflict resolution)

◆ **Physical and Verbal Violence**

Lead a discussion on the situations in which anger is expressed through types of physical and verbal violence, such as kicking or bullying. Define anger and explain that while it is normal to feel angry at times, there are acceptable and unacceptable ways of expressing anger. After viewing a video, reading a text, or experiencing a real situation, ask: “What happens when a person (or a story character) is angry?” Have students identify acceptable and unacceptable ways of expressing anger and types of physical and verbal violence.

Variation: Using pictures of conflict situations, lead a discussion in which students identify types of physical and verbal violence.



TEACHER NOTES

Remind children that in the event of a fire, they should leave the house/apartment immediately and call the fire department from a location outside the home, such as a neighbour’s place.

Involve parents in take-home activities related to safety education.

Use real or imaginary situations, including films, cartoons, print texts, a playground argument, role-play, puppets, or skits to guide discussion on physical and verbal violence.

Review the school policy on conflict management and violence prevention.

Look for current information on the prevention and avoidance of bullying situations.



SUGGESTIONS FOR ASSESSMENT

◆ **Observation: Emergency Telephone**

Teacher: Checklist

As students participate in the activity, check whether they follow the steps required to make an important or emergency telephone call. Do they

- know the telephone number of the person they want to call?
- remain calm while dialling the number they want to call?
- indicate the type of emergency?
- give their name, address, and telephone number (where they are calling from)?
- wait to receive instructions from the person contacted before hanging up?
- carry out the instructions?

◆ **Paper and Pencil Task: Physical and Verbal Violence**

Teacher: Checklist


Read the following examples aloud and have students place a check mark in the appropriate category to indicate whether the example is physical or verbal.

Physical and Verbal Violence		
Examples of Violence	Physical	Verbal
• Hitting your brother or sister.		
• Calling your friend a bad name.		
• Kicking someone in the knee.		
• Tripping another person.		
• Telling someone he or she is fat.		

Suggested Criterion:

Look for

- number of correct responses

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p data-bbox="107 268 293 300"><i>Students will...</i></p> <p data-bbox="107 331 527 537"><input type="checkbox"/> K.3.1.B.5b Discuss ways to be safe away from home (e.g., stay away from unsafe situations, move quickly away from dangerous situations, ask for help, know your parents' telephone numbers...).</p> <div data-bbox="115 569 550 758" style="border: 1px solid black; padding: 5px;"><p>Curricular Connections</p><p>ELA: GLO 1—Explore thoughts, ideas, feelings, and experiences (in the context of safety)</p><p>PE/HE: K.4.1.B.4 (avoidance and refusal skills)</p></div>	<p data-bbox="607 327 878 359">◆ Ways to Be Safe</p> <p data-bbox="651 380 1230 510">Brainstorm with students ways to stay safe when they are away from home, such as staying away from dangerous situations, asking for help, and knowing their parents' telephone numbers.</p> <p data-bbox="651 527 1390 621">Role-play different situations in which students are away from home and what they would do in those situations (e.g., lost in the mall, approached by a stranger).</p> 



TEACHER NOTES

Ask families to review telephone use with their children and have them make a practice call for help.
Use guests, videos, texts, or role-play to discuss ways to be safe away from home.



SUGGESTIONS FOR ASSESSMENT

◆ **Performance Task: Ways to Be Safe**

Teacher: Rating Scale

Have students role-play what to do in a particular situation and rate their responses using a rating scale such as the following.

Ways to Be Safe								
Rating Scale:								
Scale	The student							
3	• displays the proper behaviours in order to stay safe							
2	• displays some of the behaviours needed to stay safe							
1	• is confused about how to respond in order to stay safe							
Role-Play Situations	Student Names							
	• The student is approached by a stranger.							
	• The student is lost in the shopping mall.							
	• A friend is injured at the playground.							
	• Someone on the Internet is trying to get information about the student.							

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION												
<p><i>Students will...</i></p>													
<p>☐ K.3.1.B.6a Identify unsafe situations (e.g., involves sexual exploitation, unsafe persons, unsafe Internet sites...) and safety rules for child protection (e.g., follow parents’ advice, never agree to go anywhere with a stranger, avoid walking alone, recognize and avoid enticements...).</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Curricular Connections ELA: GLO 1—Explore thoughts, ideas, feelings, and experiences (in the context of safety), GLO 3—Manage ideas and information (assess sources related to safety, access information) PE/HE: K.3.1.B.5b (safety away from home)</p> </div>	<p>◆ Safety Rules to Follow</p> <p>Use pictures, a video, or a story about “saying no” or “dealing with strangers” and ask questions that help students to identify safety rules for their protection. Have them identify unsafe situations and safety rules for their protection:</p> <ul style="list-style-type: none"> • Never agree to go anywhere with a stranger. • Follow parents’ advice. • Avoid walking alone. • Recognize and avoid enticement. <p>Ask students to use puppets or to role-play ways to protect themselves in potentially unsafe situations.</p> <p>◆ Internet Sites</p> <p>Have students identify ways in which the girl in “Little Red Riding Hood” could have protected herself better in the story and compare her situation with the Internet situation described below.</p> <ul style="list-style-type: none"> • Tell students that the Internet is like a country filled with new and interesting places (or, in keeping with the “Little Red Riding Hood” analogy, that it is like a big forest filled with secrets). They must be careful and follow safety rules along the way, even once they have reached their destination. • Draw parallels between dangerous situations in “Little Red Riding Hood” and Internet surfing: <table style="margin-left: 20px; border: none;"> <thead> <tr> <th style="text-align: left;"><i>“Little Red Riding Hood”</i></th> <th style="text-align: left;"><i>Internet Surfers</i></th> </tr> </thead> <tbody> <tr> <td>— walks alone</td> <td>— surf the Internet alone</td> </tr> <tr> <td>— talks to a wolf</td> <td>— communicate with strangers</td> </tr> <tr> <td>— gives personal information</td> <td>— give personal information</td> </tr> <tr> <td>— takes a shortcut</td> <td>— have unlimited access to sites</td> </tr> <tr> <td>— takes longer than expected</td> <td></td> </tr> </tbody> </table> • Ask students to talk about how they can protect themselves when they surf the Internet. • Tell students that it is important to have their parents’/guardians’ permission before “surfing” on the Internet and that they must take precautions before and during Internet use. 	<i>“Little Red Riding Hood”</i>	<i>Internet Surfers</i>	— walks alone	— surf the Internet alone	— talks to a wolf	— communicate with strangers	— gives personal information	— give personal information	— takes a shortcut	— have unlimited access to sites	— takes longer than expected	
<i>“Little Red Riding Hood”</i>	<i>Internet Surfers</i>												
— walks alone	— surf the Internet alone												
— talks to a wolf	— communicate with strangers												
— gives personal information	— give personal information												
— takes a shortcut	— have unlimited access to sites												
— takes longer than expected													



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

Internet Safety:

Review school policy on Internet use related to giving out personal information and recognizing potential predators.

Examples of unsafe scenarios on the Internet:

- I am seven years old and I play hockey in _____. I really like it a lot. Do you play hockey? Any other sports? What do you play? Here is a picture of my team. Do you have a picture of your team? What is your team called?
- I love pizza. My favourite restaurant is _____ on _____ Street. What is your favourite restaurant? Do you go there often?
- There is a big park right beside my house. We play there. Do you live near a park?
- My Dad has a red car. I love that colour. What colour is your car?

For further Internet safety tips, consult the following websites:

- *Safety on the Internet:*
<<http://www.sass.ca/safe.htm>>
- *Stay Alert...Stay Safe:*
<<http://www.sass.ca/sassinfo.htm>>

Inform parents about these sites and other useful resources. Invite parents to discuss the safety of their children on the Internet, in particular with respect to the variety of sites available and how to avoid potentially harmful sites.



◆ **Paper and Pencil Task: All Activities**

Teacher: Checklist

Read the following situations aloud and have students complete the chart by entering the number of the safety rule not being followed.

Safety Rules:

1. Listen to your parents’ rules.
2. Stay away from strangers.
3. Do not walk alone.
4. Recognize and stay away from unsafe situations.

Identify Unsafe Situations	
Situation	Rule #
A. You stayed after school and your friends have already gone home so you head home on your own.	
B. Someone comes up to you and says your Mom has been badly hurt and offers to take you to where she is.	
C. You take a puff of a cigarette.	
D. You are on the Internet and get a message that says: “For a free bike, send your name and address.” They will send it out to you.	
E. You are supposed to be home by dark but you and your friends decide to finish your game.	

Suggested Criterion:

Look for

- number of correct responses

PRESCRIBED LEARNING OUTCOMES

SUGGESTIONS FOR INSTRUCTION

Students will...

☐ S.3.K.A.1 ➔ S.3.1.A.1 Follow simple rules and routines for safe, active participation and use of equipment (e.g., follow instructions, stop on signal, cooperate with others, care for and share equipment, tag lightly...) **in selected activities.**

Curricular Connections

PE/HE: K.1.1.C.1 (knowledge of rules), K.1.1.B.2 (stop on signal), K.1.1.C.4 (cooperation), S.1.1.B.2 (body and space awareness)

◆ **Learning Outcome Connections**

Have students participate in various activities such as those suggested for learning outcomes K.1.1.C.1 (knowledge of rules), K.1.1.B.2 (stop on signal), K.1.1.C.4 (cooperation), and S.1.1.B.2 (body and space awareness) to reinforce the importance of following rules and routines for safe, active participation in activities.

◆ **Safe Equipment Use**

Have students demonstrate the proper use of equipment to be used for each lesson by brainstorming ideas for the safe handling of the particular pieces of equipment (e.g., no standing on scooter boards).

◆ **Safe Movement Strategies**

Have students demonstrate strategies for safe movement in general space. To avoid accidents or collisions with others or with equipment, have students practise stopping, slowing down, and changing directions in stop/start activities.



TEACHER NOTES

Introduce, use, explain, and reinforce vocabulary related to safe participation in activity and safe handling of equipment.

Due to the depth and breadth of the safety outcomes, safety-related learning experiences will be ongoing throughout all the general learning outcomes throughout the year.

For information related to safety and liability, see Guidelines for GLO 3—Safety in the Overview of this document (see also Framework Excerpts). Important safety information is also available in *Safety Guidelines for Physical Activity in Manitoba Schools* (MPETA et al.).

Safe Learning Environment:

Create a safe learning environment by ensuring that

- activities are suitable to the students’ age and mental and physical condition
- instruction is sequenced progressively to ensure safety
- students receive specific instruction about how to use and handle equipment properly
- equipment is in good repair and is suitably arranged
- students are properly supervised
- hazards are identified and/or removed from the facility or field of play



SUGGESTIONS FOR ASSESSMENT

◆ **Performance Task: Learning Outcome Connections**

Teacher: Checklist

Observe and check students as they participate in the various activities using the following criteria.

Name	Cooperates	Stops on signal	Uses equipment safely

◆ **Performance Task: Learning Outcome Connections**

Self-Assessment: Rating Scale

After students have participated in the suggested activities, ask them to rate themselves by a show of fingers, using the following rating scale.

Rating Scale			
Criteria	3 Always	2 Sometimes	1 I Need to Improve
• I use equipment safely.			
• I stop on signal with control.			
• I cooperate with my classmates.			



Safety Outcomes: Grade 1



Knowledge

- K.3.K.A.1** ➡ **Recognize safe and controlled movement while participating in physical activity** (e.g., stop and start on signal, move without interfering with others, enter and exit in a safe manner, land softly...).
- K.3.1.A.2** **Identify how weather conditions may affect safe exercising** (e.g., ice/rain makes a running surface slippery, hot weather requires fluid replacement, danger of frostbite...).
- K.3.1.A.3** **Recognize the importance of proper, secure footwear** (e.g., for keeping feet and ankles safe, warm, dry, and comfortable...) **in physical activity on different surfaces** (e.g., gymnasium floor, icy or wet surfaces, balance beams, climbing frames, mats...).
- K.3.1.A.4** **Show an understanding of the general rules for safe use of equipment** (e.g., distributing, setting up, reporting unsafe conditions and situations, putting away...) **and facilities** (e.g., boundaries, special rules pertaining to a facility...) **for selected activities** (e.g., ball activities, circuits...).
- K.3.1.A.5a** **Identify common playground and physical activity hazards at school** (e.g., on playing surfaces, slides, swings, ditches, parking lots...).
- K.3.1.B.1** **Identify potential safety risks in community related to toys, clothing, road and vehicles, bus ridership, unsupervised situations, fire/burns** (e.g., lack of smoke detectors, matches, lighters, candles, cigarettes...), **and holidays** (e.g., Hallowe'en, Christmas, Hanukkah...), **and ways to avoid injury.**
- K.3.1.B.2** **Identify unsafe situations related to the environment** (i.e., forest fires, floods, tornadoes, lightning) **and safety rules for own protection.**

Knowledge (continued)

- K.3.K.B.3** ➡ **Identify practices** (i.e., follow rules and instructions, play in supervised areas, dress appropriately) **to prevent injuries related to indoor and outdoor play** (e.g., sunburn, frostbite, burns, bruises, bumps, cuts...).
- K.3.1.B.4** **Recognize community helpers** (e.g., safe adult, police officer, bus driver, teacher, Block Parent, babysitter...) **and how to seek help** (e.g., know emergency telephone numbers, ask a safe adult or teenager for help, use a telephone, dial emergency telephone number, report what happened...).
- K.3.1.B.5a** **Identify types of physical and verbal violence** (e.g., hitting, bullying, biting, kicking, name calling...).
- K.3.1.B.5b** **Discuss ways to be safe away from home** (e.g., stay away from unsafe situations, move quickly away from dangerous situations, ask for help, know your parents' telephone numbers...).
- K.3.1.B.6a** **Identify unsafe situations** (e.g., involves sexual exploitation, unsafe persons, unsafe Internet sites...) **and safety rules for child protection** (e.g., follow parents' advice, never agree to go anywhere with a stranger, avoid walking alone, recognize and avoid enticements...).

Skills

- S.3.K.A.1** ➡ **Follow simple rules and routines for safe, active participation and use of equipment** (e.g., follow instructions, stop on signal, cooperate with others, care for and share equipment, tag lightly...) **in selected activities.**

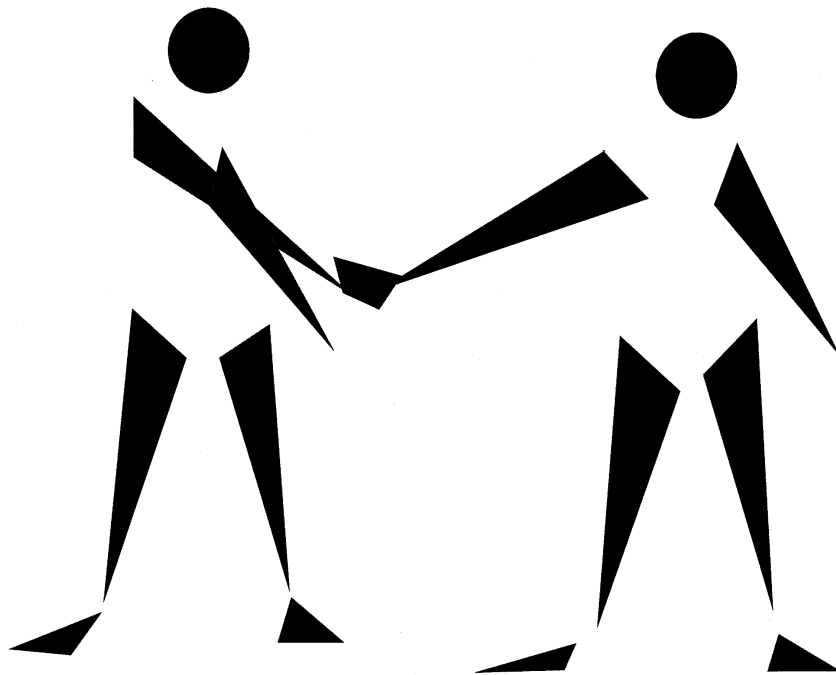
Attitude Indicators

- 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.

Grade 1

4. Personal and Social Management

The student will demonstrate the ability to develop self-understanding, to make health-enhancing decisions, to work cooperatively and fairly with others, and to build positive relationships with others.



PRESCRIBED LEARNING OUTCOMES
<i>Students will...</i>
<p>☐ K.4.1.A.1 Recognize positive attributes of self, family, and classmates (e.g., physical characteristics, abilities, qualities, culture, accomplishments, highlights...).</p>
<p>Curricular Connections ELA: GLO 1—Explore thoughts, ideas, feelings, and experiences (express ideas), GLO 5—Celebrate and build community SC: Cluster 1—Characteristics and Needs of Living Things (unique physical traits)</p>
<i>(continued)</i>

SUGGESTIONS FOR INSTRUCTION

◆ **Identification Card**

Have students complete an identification card with a border. Ask them to include their names, a photograph or drawing of themselves, and information on their physical characteristics or other qualities.

Variations:

- Have students work on poster-size paper and draw themselves in the centre, including physical characteristics of themselves. Using a webbing technique, students can draw lines out from the centre picture and draw pictures to represent abilities, culture, accomplishments, highlights, and so on.
- Have students draw a friend and repeat the above activity.

◆ **Chains**

Cut out strips of paper (around 10 cm long and 3 cm wide), which students will link to form the rings of a class chain (stapling the two ends of each strip to make a ring). Give all students a strip of paper and ask them to print (or draw) the highlight/accomplishment, and so on, that represents them. Once the class chain is completed, hang it in a visible place in the classroom or on a tree branch.

◆ **Our Tree**

Bring a (dead) tree branch to school and stand it in a pail filled with sand. Have students prepare individual chains that highlight the physical characteristics (or other qualities) of each student, and use them to decorate the branch. Organize a party around the tree (e.g., songs, stories written and told by students). From time to time, change the theme of the chains.

◆ **Mr./Ms. Mars**

Have students chant, “Mr./Ms. Mars, can we go to the stars?” Call out, “Yes, only if you have brown hair.” Those with brown hair run across the space to the other side to be safe. If tagged, they must do five jumps/hops (a skill), and then they can return to the game. Call out other examples of attributes related to self, family, and classmates.

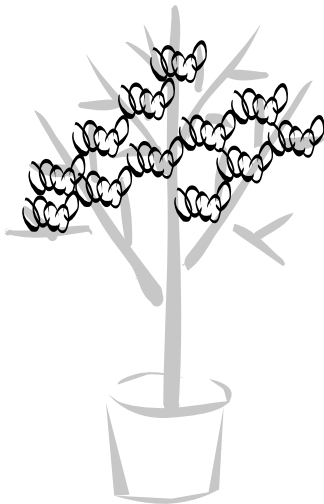
(continued)



TEACHER NOTES

This is an opportunity to celebrate cultural, religious, and other differences. One way to do this is to draw a bouquet of multicoloured balloons (one per student) and write one student's positive attributes on each. Students could also make buttons for later use on a class field trip.

Class Tree



SUGGESTIONS FOR ASSESSMENT

◆ Performance Task: Identification Card

Teacher: Checklist

On completion of the card or poster, look for the following identification.

Suggested Criteria:

The student included

- physical characteristics (height, eye and hair colour)
- abilities (a talent or skill that she or he can do)
- accomplishments (something new that she or he has learned)
- highlights (a happy moment or event that she or he experienced)

◆ Questioning/Interview: Chains

Teacher: Checklist

Ask students to show their chain and talk about their attributes.

Suggested Criteria:

The students can identify

- physical characteristic
- something they can do
- their culture
- something they accomplished

PRESCRIBED LEARNING OUTCOMES

SUGGESTIONS FOR INSTRUCTION

Students will...

K.4.1.A.1 *(continued)*

(continued)

◆ **Recognize Positive Attributes of Self**

Another way for students to get to know one another is to make totem poles (which can be drawn on paper or built with a variety of materials, such as foam cups). Starting with the base, students draw an animal that represents one of their qualities (abilities, physical characteristics, culture, accomplishments, or highlights). Another animal representing another physical characteristic is then placed above it. The totem is finished when students have completed their personal “portrait.”

Variation: The animal at the base of the totem pole represents the student. The other animals above it symbolize the qualities of other family members (grandparents would be at the very top of the pole) and his or her culture or environment (such as classmates). Students place the totems on their desks or display them on a special table. They are each invited to present their totems and to talk about their qualities (or other characteristics). Students could also write (and then present) the story of their totems.

◆ **Highlight Jar**

Write the name of each student on folded pieces of paper and place the names in a jar. Each day draw a name and have that student describe a “highlight” or positive feeling or thing that happened to him or her.

Variation: Select more than one student or have other students reach into the jar.



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

In making curricular connections to social studies, English language arts, and Native studies, include factual information about totem poles, clans, and family groups. Provide students with information about totem poles or animal helpers (e.g., through stories, books, films) and opportunities to look at totems and become familiar with the symbols. In Aboriginal cultures, animals are seen as helpers.

Be sensitive to students of different family backgrounds. Some students may not have family photographs.



PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p><i>Students will...</i></p>	
<p>☐ K.4.1.A.2a Recognize that it takes time, effort, and cooperation to achieve simple individual tasks/goals (e.g., tying own shoelaces...) and group tasks/goals (e.g., deciding what to play in a group setting...).</p>	
<div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p>Curricular Connections ELA: GLO 1—Explore thoughts, ideas, feelings, and experiences (set goals) PE/HE: K.1.1.B.1 (skills require practice)</p> </div>	<p>◆ Individual Tasks/Goals</p> <p>Provide learning situations in which time, effort, and cooperation are required for the attainment of individual and group goals.</p> <ul style="list-style-type: none"> • <i>Time</i> and <i>effort</i> are required for tying own shoelaces, forming letters, learning to read, and mastering a physical skill. Have students indicate their progress on a self-assessment checklist. • <i>Cooperation</i> is required for dressing to go outdoors for recess in winter, tidying the classroom, and completing tasks. <p>◆ Headband</p> <p>During local festivals (e.g., Festival du Voyageur, Trapper’s Festival) have students work with older students to make a three-strip braided headband. Discuss how it takes time, effort, and cooperation to achieve a task or goal.</p> <p>Variation: Have students practise a skill in the gymnasium (e.g., bounce a ball). Tell students that they will practise for two minutes and then see who can bounce the ball 10 times in a row.</p> <p>◆ “I Can” Do It!</p> <p>Have each student prepare a tin can with the words “I can” on it. Ask students to list, on paper, two things that they would like to learn to do within a certain time. Have them practise and, when the specified time comes, have them try to achieve their goal. If they achieve their goal, they cut it off their paper list and place it in their can. Then, in one or two weeks, they can share with another student or participate in cross-grade sharing.</p> <p>◆ Cooperation Capers</p> <p>Have students participate in cooperative games or relay races in the gymnasium or any other playing area.</p>



TEACHER NOTES

Students need to learn about patience, effort, and cooperation and develop effective work habits and personal health practices.

Show a video, read a story, or do an Internet search about an accomplished athlete and his or her achievements (e.g., Wayne Gretzky), including individuals from various cultures and/or with disabilities.

Aboriginal Role Model posters and bookmarks are available, free of charge, from the National Native Role Model Program (1-800-363-3199).

See also Indian and Northern Affairs Canada, *Aboriginal Women: Meeting the Challenge*, <http://www.ainc-inac.gc.ca/ch/wmn/index_e.html>.

Success is achieved through a great deal of training, effort, and patience. It also depends on the help received or given (e.g., volunteers, family, and friends).

Organize cooperative groups in class. Ensure that there is fair task distribution.

Prepare a “cooperative circle” sheet. Draw a large circle on a sheet of paper and divide it into as many slices as there are students in the group. Write the task (function) of each group member in the respective sections. Use this sheet for a group activity.

Class Bulletin Board:

Cut out multicoloured flowers to make a bouquet. Add a new flower each time a student has mastered a new skill.



SUGGESTIONS FOR ASSESSMENT

◆ **Performance Task: Individual Tasks/Goals**

Self-Assessment: Checklist

Read aloud the following tasks and have students indicate what they can do and whether it takes time, effort, and/or cooperation.

What I Can Do			
I can...	Time	Effort	Cooperation
<input checked="" type="checkbox"/> tie my shoes	✓	✓	
<input type="checkbox"/> read a book			
<input type="checkbox"/> make my bed			
<input type="checkbox"/> make a puzzle			
<input type="checkbox"/> get dressed for recess			
<input type="checkbox"/> ride a bike			
<input type="checkbox"/> keep the classroom tidy			
<input type="checkbox"/> brush my teeth regularly			
<input type="checkbox"/> other			

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<i>Students will...</i>	
<p><input type="checkbox"/> K.4.1.A.2b Discuss behaviours that demonstrate personal responsibility and irresponsibility in a classroom (e.g., paying attention versus disrupting, sharing versus monopolizing equipment, staying on task...).</p>	
<p>Curricular Connections ELA: GLO 1—Explore thoughts, ideas, feelings, and experiences (discover and explore), GLO 5—Celebrate and build community</p>	
	<p>◆ Card Sort</p> <p>Develop cards with pictures of</p> <ul style="list-style-type: none">• responsible behaviours (e.g., hanging up a coat, walking in the halls, coming into the school when the bell rings, following school/class rules)• irresponsible behaviours (e.g., leaving the tap water running, pushing, interrupting, using unkind words, riding a bicycle without a helmet) <p>Have students work with a partner to discuss and sort the picture cards depicting responsible and irresponsible behaviours. Using a Think-Pair-Share strategy, students present cards to other pairs of students.</p> <p>◆ A Caring Classroom</p> <p>Make a chart of what a caring classroom looks like. Have students sign the chart with a written signature, a handprint, or both. Post the chart in the classroom.</p> <p>◆ “Give Me an R”</p> <p>Present examples of responsible behaviours using texts, videos, or real situations. When the teacher or students call out, “Give me an R,” students call out an example of a responsible behaviour (e.g., doing own work where required, thinking before acting, sharing equipment, staying on task).</p> <p>◆ Responsible Behaviours</p> <p>Create learning situations in which students can practise responsible behaviours (e.g., during reading or group activity, when tidying the classroom, when organizing field trips).</p>



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

Reinforce behaviours identified in the chart “A Caring Classroom” throughout the year. Focus on three or four behaviours and each day/week choose one behaviour and use a goal-setting process when improvement is required.

◆ **Observation: Card Sort**

Teacher: Checklist

Observe students as they sort the cards/pictures into the appropriate heading of “Responsible” or “Irresponsible” behaviours.

Example:

Responsible

- listening
- sitting still

- waiting to speak
- sharing
- keeping hands to yourself

Irresponsible

- not listening
- moving/fidgeting
(when it is annoying to others)
- interrupting
- not sharing
- touching/bothering others



PRESCRIBED LEARNING OUTCOMES

Students will...

K.4.1.A.3 Identify initial steps (e.g., extending knowledge, stop and think, ask opinions of others, check rules, check options...) **for making simple personal and/or guided decisions regarding home and classroom situations** (e.g., follow class rules, use substances safely, wear protective equipment during play...).

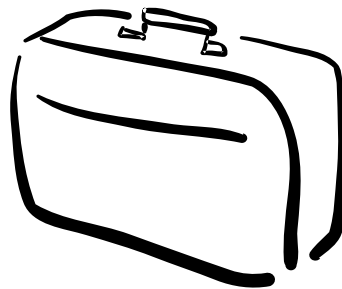
Curricular Connections

ELA: GLO 1—Explore thoughts, ideas, feelings, and experiences (clarify and extend)

SUGGESTIONS FOR INSTRUCTION

◆ **Packing Up**

Explain to students that making a decision is a little like packing a suitcase (or backpack) for a trip or outing (e.g., going for a sleepover, to a hockey game, swimming, to school). Have students make a suitcase (fold paper in half or use file folder and add handles) and then cut out pictures from magazines or draw items they need to bring on their trip. Refer to the decisions in Stop! Think! Check! (e.g., dress to go outside) to guide students.



◆ **Stop! Think! Check!**

Provide students with simple case scenarios of decisions they need to make.

Examples:

- Dress to go outside.
- Get something from a high shelf.
- Touch something that is not your own.
- Wear a helmet when cycling or skating.

Ask students, working in small groups (of two or three), to act out what they would do (initial steps) before making a good decision.

◆ **Double Check**

Provide students with assorted items that they may or may not need when going on a field trip (e.g., class picnic). Have them sort out the items (using a Venn diagram) into “things I really need” and “things I don’t really need.” Provide students with a picture of a backpack and have them paste on it the items they really need. Have them share their pictures in small groups.

Variation: Select groups or individual students to draw from a jar a destination and prepare for their trip.


TEACHER NOTES
Decision Making:

Provide students with numerous opportunities throughout the year to practise the decision-making process during class or school activities or events. Families should also encourage students to use the process at home.

Choose a decision-making model that is consistent with the school's model. Ensure that the class model is visible and accessible to everyone.

Use the decision-making process first as a large group and then in small groups, before individual implementation.

Once students have identified a certain number of options, they make a selection, considering the pros and cons for each idea. This allows them to consider the consequences of their decisions. Assessing the pros and cons is an important stage in the development of students' critical thinking.


SUGGESTIONS FOR ASSESSMENT
◆ Observation: Packing Up

Teacher: Checklist

As students complete the Packing Up learning activity, observe whether they

- select items appropriate for the trip
- are able to explain why they had to leave some appropriate items behind (needs versus wants)

Suggested Criteria:

Look for students to

- stop and think
- ask opinions of others
- check rules
- check options

PRESCRIBED LEARNING OUTCOMES

SUGGESTIONS FOR INSTRUCTION

Students will...

☐ K.4.K.B.1a ➔ K.4.1.B.1a
Identify examples of responsible social behaviours (e.g., contributing by listening, following rules, taking turns, sharing equipment, speaking kindly, being courteous...) **for getting along with others in school and schoolyard.**

Curricular Connections

ELA: GLO 1—Explore thoughts, ideas, feelings, and experiences (express ideas), GLO 5—Celebrate and build community (work in groups)

☐ K.4.1.B.1b **Discuss how feelings and experiences associated with participation in physical activities/sports, and/or social events can be the same or different from person to person** (e.g., may feel excited, happy, angry, fearful, uncomfortable, frustrated...).

Curricular Connections

ELA: GLO 1—Explore thoughts, ideas, feelings, and experiences (consider others' ideas)
SC: Cluster 2—The Senses (what we see, hear, feel)

◆ **I’m Ready, I Care, I Share**

Use a sharing activity (in small groups or pairs) to identify rules for responsible behaviour (e.g., listening, taking turns, sharing equipment, being courteous) and put them into practice.

Variation: The activity can take place in the gymnasium, on the playground, or during a field trip, a show, or a display. Acknowledge responsible behaviours with stickers, certificates, signs of encouragement, and/or announcements.

◆ **“High-Five”**

After students have participated in a physical activity/game, ask them to identify three examples of responsible social behaviours of what they did or what others did in the activity. Acknowledge those students with a “high-five.”

◆ **A Temperature Check**

After students have participated in a physical activity (e.g., folk dancing, Mini-Olympic games, races, team games, sports) and/or social event (e.g., class party, field trip, show) have them express how they felt by using strategies such as happy/sad faces, exit slips, journal entries, drawing assignments, and/or discussions with others.

Variation: Use puppets to express feelings.

◆ **Sense Clusters**

Have students work in small groups to talk about and record observations of different situations (e.g., participation in physical activities/sport and/or social events, as cited above) using their senses as well as their feelings (emotions). Have them use the following guiding questions:

- What can I see?
- What can I hear?
- What can I smell?
- What can I taste?
- What can I feel by touch?
- What do I feel inside?

(See *K–4 Science*, 1.20.)



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

On the chalkboard, draw a student lifting a barbell. Draw the discs. Add one disc for each new responsible behaviour that the student learns. Write the name of this behaviour on the disc.

The Sharing/Talking Circle, as practised in Aboriginal culture, is a useful tool for developing the skills of taking turns, listening, following rules, and being courteous.

◆ **Paper and Pencil Task: I'm Ready, I Care, I Share**

Teacher: Checklist

Provide students with the following list of behaviours and have them check off (✓) examples of responsible behaviour:

- listens well
- follows rules
- speaks kindly
- takes turns
- shares
- talks all the time
- pushes in line
- is ready

◆ **Questioning/Interview: A Temperature Check**

Teacher: Anecdotal Notes

Ask students the following questions and take note of their responses:

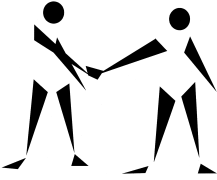
1. How do you think you would feel if you won a trip to Disney World?
2. Do you think other kids would feel the same way?
3. Do you think your grandparents (an elderly person) would feel the same way? Why? Why not?

Suggested Criterion:

The student

- recognizes that people have different feelings



PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<i>Students will...</i>	
☐ K.4.1.B.2a Identify different ways (e.g., not interrupting, waiting for appropriate time, not hurting feelings of others, asking for a time out, avoiding tantrums...) of expressing feelings and emotions that contribute to getting along with others.	
Curricular Connections ELA: GLO 1—Explore thoughts, ideas, feelings, and experiences (express ideas, consider others’ ideas), GLO 5—Celebrate and build community (cooperate with others) PE/HE: K.1.1.C.4 (social behaviours related to participation in physical activity)	
	◆ Getting Along with Others Identify behaviours that foster getting along with others using role-play, puppets, videos, and/or books of real or imaginary events.
	◆ Temper Tantrums Present a situation (real or imaginary) dealing with a misunderstanding. Ask students to think about the various ways of responding emotionally to the misunderstanding and the acceptable ways of doing so (e.g., not interrupting, not hurting others’ feelings, asking for a time out, avoiding tantrums).
	◆ Making Masks Have students make masks that represent different emotions or feelings (e.g., anger, happiness, surprise, frustration), using papier mâché or cardboard. Also use different materials to help show size and expression of eyes and mouth. Have students present their masks.
	◆ Three Cheers In the gymnasium, during movement activities, have students <ul style="list-style-type: none">• give each other a “high-five” (slap hands) at the end of a game• cheer, “Three cheers for ____, hip hip hurray, hip hip hurray, hip hip hurray!”• line up teams as they walk past each other to shake hands and say, “Good game.”
	



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

Establish a classroom code of conduct or use the chart “A Caring Classroom” (see learning outcome K.4.1.A.2b) and review it from time to time with students.

The steps teachers take to create an environment conducive to the learning and social growth of students, in particular with respect to classroom culture and management, as well as differentiating instructional management, contribute to reducing behaviour problems. For further information, consult pages 2.8 to 2.14 of *Success for All Learners* (Manitoba Education and Training).

Encourage students to practise relaxation exercises regularly and to take personal (e.g., reading in a quiet corner), physical (e.g., stretching), musical (e.g., listening to a cassette), or artistic (e.g., drawing) time outs, where appropriate.

It is sometimes difficult for students to foresee the consequences of their actions or reactions. With experience, they gradually learn to manage their emotions and to use a variety of means that contribute to getting along with others.

◆ **Performance Task: Getting Along with Others**

Teacher: Checklist

Observe students’ ability to demonstrate, through role-play, ways to express feelings for getting along.

Suggested Criteria:

Look for students to identify the following behaviours for getting along with others:

- not interrupting (listen actively)
- waiting for appropriate time (take turns)
- not hurting feelings of others (express ideas and opinions with sensitivity, disagree politely)
- asking for a time out (self-control)
- encouraging others
- other

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<i>Students will...</i>	
<input type="checkbox"/> K.4.1.B.2b Identify ways (e.g., show consideration, take turns, share equipment, help others, be inclusive, show respect...) to get along with others for developing healthy relationships.	<p>◆ Friendship Circle</p> <p>Have students, working individually, paste or draw pictures of themselves in the centre of a circle divided into four sections. Have them illustrate four different examples of responsible social behaviours (e.g., sharing, listening, helping others, showing respect).</p>
<p>Curricular Connections</p> <p>ELA: GLO 1—Explore thoughts, ideas, feelings, and experiences (express ideas, consider others' ideas), GLO 5—Celebrate and build community (encourage, support, and work with others)</p> <p>PE/HE: K.1.1.C.4 (sharing, respect)</p> <p>SC: Cluster 1—Characteristics and Needs of Living Things (caring for a pet)</p>	<p>◆ On Your Best Behaviour</p> <p>In a brainstorming activity, ask students to list ways one should and should not behave when trying to get along with others. Have each student tell and record on tape an example of a positive behaviour that involved him or her.</p> <p>◆ Walk and Talk</p> <p>As a cool-down activity or special activity, ask students to go for a walk with a partner and discuss behaviours that contribute to getting along with others and making friends. Upon their return, they may write a story, draw a picture, or make cards complimenting the partner on his or her behaviour.</p>



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

Friendship Circle

The diagram is a large circle with a smaller circle in the center. Four lines radiate from the center to the outer edge, dividing the space into four equal quadrants. The top-left quadrant is labeled 'Share', the top-right is 'Listen', the bottom-left is 'Help Others', and the bottom-right is 'Encourage Others'.

A small illustration of a sneaker is located in the bottom right corner of the 'TEACHER NOTES' box.

◆ **Performance Task: Any Group Activity**

Self-Assessment: Checklist

Once a group activity has been completed, have students complete a cooperation skills assessment checklist.



See BLM 1–4: Cooperation Skills: Self-Assessment Checklist.

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p><i>Students will...</i></p>	
<p>□ K.4.1.B.3a Identify what can happen when someone becomes angry (e.g., red face, tense muscles, loud voice, physical aggression...) and healthy ways to deal with anger (e.g., take time to think about it, talk to the person who made you angry, ask an adult for help, go for a supervised walk/run...).</p>	<p>◆ Healthy Ways to Deal with Anger</p> <p>Show students what they can do to control their anger:</p> <ul style="list-style-type: none"> • Calm down. <ul style="list-style-type: none"> — Take three deep breaths. — Tell yourself, “I can calm down.” — Count slowly from one to ten. — Have a pleasant thought. — Leave the situation if you have to. • Look for solutions (think about it, talk to someone, ask for help). • Find a solution (compromise, acknowledge mistake, apologize, choose acceptable behaviour). <p>◆ Anger Signs</p> <p>Have students name physical anger signs (e.g., banging fists, throwing things, yelling, tensing muscles, frowning) after an appropriate simulation exercise. Ask students to explain what happens to the body during a tantrum (e.g., rapid heartbeat, tense muscles, agitation). Use puppet shows to help students express their ideas and emotions.</p> <p>◆ Fair Play for Kids</p> <p>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 Sharing Circle, <i>Success for All Learners</i>, 7.5.)</p>
<p>Curricular Connections ELA: GLO 1—Explore thoughts, ideas, feelings, and experiences (express ideas, consider others’ ideas), GLO 5—Celebrate and build community (encourage, support, and work with others) PE/HE: K.1.1.C.4 (sharing, respect) SC: Cluster 2—The Senses (what I see, hear, feel)</p>	



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

Indicate to students that feeling angry is natural and is okay, but it is important to deal with anger appropriately.

Model appropriate behaviours in the classroom and stress self-control, independence, and participation in decision making.

Use role-play, drama plays or shows (puppets), and simulation exercises to help students see others' viewpoints, empathize, and listen better.

◆ **Interview: Healthy Ways to Deal with Anger**

Teacher: Checklist

Ask students to identify five steps to calm down. Check off each step mentioned:

- Take three breaths.
- Tell myself, "I can calm down."
- Count slowly from one to ten.
- Have a pleasant thought.
- Leave the situation if I have to.



PRESCRIBED LEARNING OUTCOMES

SUGGESTIONS FOR INSTRUCTION

Students will...

K.4.1.B.3b Identify several causes of conflicts that may occur in class or play situations (e.g., disagreeing over whom to play with, what to do, what to play with; not taking turns; not sharing; not being fair; wanting to be first...).

Curricular Connections

ELA: GLO 1—Explore thoughts, ideas, feelings, and experiences (express ideas, consider others’ ideas), GLO 5—Celebrate and build community (cooperate with others, use language to show respect)

◆ **Causes of Conflict**

Have students name causes of conflict that could happen while playing a group game in class, at recess, or in the gymnasium. Show that demonstrating responsible behaviours, such as being fair and managing personal anger, helps avoid, reduce, or resolve misunderstandings and conflicts. Help students organize ideas and focus discussion by providing sentence stems as “talking leads.”

Examples:

- I felt angry because...
- I got mad when...

◆ **Conflict Monitors**

Teach the rules for various games and encourage students to play fairly. Discuss acceptable/appropriate language use and behaviour during play. Give a variety of responsibilities (e.g., listening for appropriate language) to students and reinforce the cooperative (rather than competitive) approach.

K.4.1.B.3c Identify ways (e.g., be calm, seek adult help, take turns, follow rules, apologize...) **to avoid or reduce potential conflict situations** (i.e., in class, at play).

Curricular Connections

ELA: GLO 1—Explore thoughts, ideas, feelings, and experiences (express ideas, consider others’ ideas), GLO 5—Celebrate and build community (cooperate with others, use language to show respect)
PE/HE: K.1.1.B.3d (fair play)

◆ **Avoid or Reduce Conflicts**

Have students name strategies for avoiding or reducing potential conflict situations (e.g., be calm, seek adult help, take turns, follow rules, apologize). After the presentation of a text, video, or a real situation, pair off students and have each group prepare a puppet show or skit that shows one of the strategies for avoiding or reducing conflicts. Follow up with a class discussion and exchange of ideas.

◆ **Learning Outcome Connection**

Have students play Follow the Leader (see learning outcome K.1.1.B.3d) to learn about taking turns and playing fairly.



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

Emphasize the importance of being calm before trying to solve conflict.

For examples of games, see the Leisure section of *The Canadian Active Living Challenge: Leader's Resource Tool Kit, Program 1* (CAHPER/CIRA), available at the Instructional Resources Unit (Library), Manitoba Education, Training and Youth.

Taking a stand against sexual, physical, religious, and cultural stereotypes will contribute to a class environment that is conducive to the social growth of all students.

◆ **Questioning/Interview: Cause of Conflict**

Teacher: Checklist

Show students pictures of various conflict situations and have them identify the possible causes.

Examples:

- disagreements over whom to play with, what to do, what to play with
- not taking turns; not sharing
- not being fair
- wanting to be first

Check which students provide appropriate responses.

Encourage students to take a step back rather than acting in the heat of the moment. Show them that a fight causes more problems than it solves.

◆ **Questioning/Interview: Avoid or Reduce Conflicts**

Teacher: Checklist

Show students pictures of various conflict situations and have them identify the possible ways to avoid or reduce these situations.

Examples:

- Be calm.
- Seek adult help.
- Take turns.
- Follow rules.
- Apologize.

Check which students provide appropriate responses.



PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<i>Students will...</i>	
☐ K.4.1.B.4 Identify ways to exercise caution, avoidance, and/or refusal (e.g., look for danger symbol on labels, ask safe adult for help, say “no” and walk away...) in potentially dangerous situations.	◆ Exercise Caution Show students a variety of danger symbols and potentially dangerous objects (e.g., electrical outlet/plug/cord) and demonstrate ways to use certain devices safely or with caution. Encourage students to follow safety instructions and rules where available, and to ask a safe adult for help when in doubt.
Curricular Connections ELA: GLO 2—Comprehend and respond personally and critically to literary and media texts (symbol reading), GLO 4—Enhance the clarity and artistry of communication (effective oral communication) PE/HE: GLO 3—Safety (safety rules pertaining to dangerous products, strangers), K.3.1.A.4, K.3.1.A.5 (safety in play areas)	◆ Think Ahead! Have students think about situations (real or imaginary) that are potentially dangerous (e.g., Is it dangerous behaviour for a child to approach a car whose driver—a stranger—has stopped to talk to him or her?). Children should not be walking alone or should walk away and tell their parents or other safe adults. Ask the following questions: <ul style="list-style-type: none">• What makes you think that a situation is potentially dangerous?• How would you avoid the situation?• How would you get help?


TEACHER NOTES

Review elements dealing with safety and dangerous products in GLO 3—Safety. Consult additional resources for each area of safety.

See also Hazard Hunt (learning outcome K.3.1.A.5a) and Safe Play (learning outcome K.3.1.A.4).

Encourage students to role-play situations in which they can assert themselves, refuse to participate in potentially dangerous situations, and get help when necessary.

Point out that some risks are only apparent under certain conditions (e.g., in winter: dangers associated with ice, snow, sleet; at night: dangers associated with poor visibility—wearing accessories such as retro-reflective bands helps avoid accidents).


SUGGESTIONS FOR ASSESSMENT
◆ Questioning/Interview: Exercise Caution

Teacher: Inventory

Provide each student with three cards: one green (okay to use), one yellow (proceed with caution), and one red (avoid/refuse). Hold up various objects (or pictures of objects) and have students respond to each object by holding up the appropriate card.



See BLM 1–5 : Exercise Caution for sample pictures.

Suggested Criterion:

Look for

- number of correct responses

PRESCRIBED LEARNING OUTCOMES

Students will...

S.4.1.A.1 Set simple short-term goals and participate in strategies for goal attainment (e.g., running without stopping for one minute, listening attentively to the teacher reading a book, completing a task...).

Curricular Connections

ELA: GLO 1—Explore thoughts, ideas, feelings, and experiences (set goals)

SUGGESTIONS FOR INSTRUCTION

◆ **Setting Goals**

Organize school activities (e.g., physical games in the gymnasium or schoolyard, learning centres in the classroom). Have students set simple short-term goals (e.g., running in the gymnasium without stopping for one minute or until the audible or visual signal is given, completing one task at the learning centre before starting another) and participate in identifying strategies that will help them achieve their goals. Assist students in designing a plan and setting an appropriate timeline for attaining the goal. (See Goal Setting, *K-4 ELA*, Strategies–295 to 298, for suggestions and blackline masters).

◆ **Strategies**

Challenge students to think of a variety of simple ways they can work toward achieving a short-term goal (e.g., by running a little more slowly, they might be able to run longer, and by changing position if they are distracted or uncomfortable, they will be better able to listen attentively). Ask students to show and tell a partner the strategies or actions they have chosen to work toward achieving their goal.

◆ **Portfolio**

Have students select an academic goal and a behavioural goal for their portfolio. Have them plan how they will work toward achieving their goals.


TEACHER NOTES
SUGGESTIONS FOR ASSESSMENT
Suggestions for Goal Attainment:

- Encourage students to display their goals on the bulletin board. Draw a soccer, hockey, or basketball net. Have students write the goal they attain (or wish to attain) on a ball, cut out the ball, and place it in front of the net.
- Depict a turtle (or other animal familiar to students) on its way home. Each rock along the road represents a goal students attain (or wish to attain).
- Prepare an individual chart for each student on a sheet of paper. On the chart, list two or three goals (or strategies) that students wish to attain. Have students check off the applicable boxes in the chart (or place a star in them) when they have successfully attained their goal.


◆ Questioning/Interview: Setting Goals

Teacher: Checklist

Question students about their goals and check off the following, as applicable:

The student has

- set a goal
- made a plan to achieve the goal
- set a timeline
- shown evidence of working toward reaching the goal
- other

PRESCRIBED LEARNING OUTCOMES

SUGGESTIONS FOR INSTRUCTION

Students will...

☐ S.4.1.A.2 Demonstrate ways (e.g., ask a knowledgeable person, participate in discussion groups or brainstorming activities...) **to expand knowledge** (e.g., stop and think before reacting...) **and explore different options for making informed and health-enhancing decisions.**

Curricular Connections

ELA: GLO 3—Manage ideas and information (select and process)
PE/HE: GLO 1—Movement (problem-solving routines), K.3.1.B.2 (safety), K.5.1.A.2 (prevention of disease/illness)

◆ Seek, Search, and Sift

Have students participate in a variety of problem-solving activities (e.g., movement exploration, book searches, experiments, surveys). Emphasize the importance of seeking out information and using thinking maps, as part of the decision-making/problem-solving process. (See Thinking Maps, *K–4 ELA*, Strategies–49.)

◆ Tic-Tac-Toe (expand knowledge)

Use Tic-Tac-Toe as a simplified decision-making and problem-solving model:

- **Tic:** Do a brainstorming activity or have a group discussion to gather ideas on the topic. Invite students to ask the opinion of knowledgeable and responsible persons.
- **Tac:** Explore different options or suggestions. Think about and name other possible options. Make a choice.
- **Toe:** Make a group decision that is based on the previous reflection.

For example, for Nutrition Week, have students organize a nutritious snack using the Tic-Tac-Toe model.

- **Tic:** A guest talks to the class about nutrition and food choices and answers students’ questions.
- **Tac:** Students look at different nutritious food choices.
- **Toe:** The class makes decisions and proposes a health-enhancing snack.

☐ S.4.1.A.3 Demonstrate behaviours that show social responsibility (e.g., look after belongings, follow directions, encourage others, express feelings in an appropriate manner, work/play cooperatively with others...) **in daily routines.**

Curricular Connections

ELA: GLO 1—Explore thoughts, ideas, feelings, and experiences (express ideas), GLO 5—Celebrate and build community
PE/HE: S.4.K.A.3 (social responsibility in class activities), K.4.K.B.1a (responsible behaviour), K.3.1.B.5a (preventive mechanisms, positive reinforcement)
SS: building community, citizenship

◆ I’m Responsible

During all class activities, reinforce responsible behaviour. Following some class activities, ask students to complete a personal checklist, or interview students about their responsible behaviours and areas for improvement.



TEACHER NOTES

Post on the bulletin board drawings of foods chosen by the class for the group snack. Write the name of each food on the pictures.

Prepare a simple map on the nutritious snack topic. (See *Success for All Learners*, 6.50.)

For information on graphic organizers, mind maps, and concept frames, see pages 6.14, 6.15, and 6.24 of *Success for All Learners*.

The following is a simple problem-solving and decision-making model for young students:

- Tic: Allow students to break into small sharing circles to get ideas (ask advice from a safe adult if needed).
- Tac: Explore all the possible options and see what is/is not possible.
- Toe: Choose/make a decision.

Review important qualities for getting along with others (e.g., politeness, patience, taking turns, sharing, being kind and helpful) and establish a classroom code of conduct.

Use additional resources (e.g., books, videos, cartoons, theatre).

Students need to recognize that a good relationship requires the capacity to resolve conflict effectively, rather than the complete absence of conflict. Appreciation of friendship is also important.



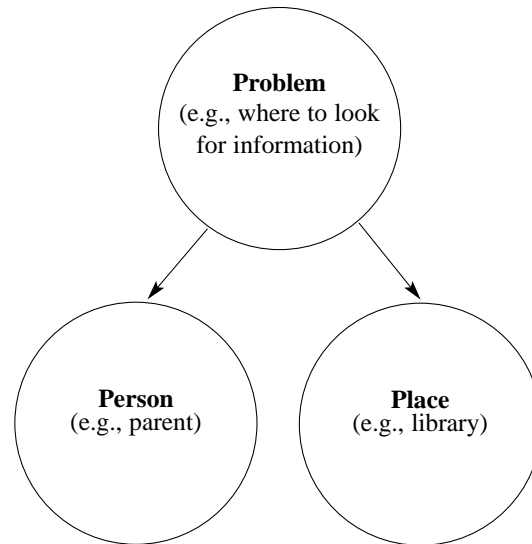
SUGGESTIONS FOR ASSESSMENT

◆ Paper and Pencil Task: Seek, Search, Sift

Teacher: Checklist

Using a thinking map, have students list/draw to whom and where they would go to find out information about a problem.

Example:



Suggested Criterion:

The student

- identifies ways to expand knowledge from different sources (e.g., places, people)

◆ Reflection: I'm Responsible

Self-Assessment: Inventory

Select one of the behaviours that show social responsibility (e.g., looks after belongings, follows directions, encourages others, expresses feelings in an appropriate manner, works/plays cooperatively with others). Have students participate in activities over a few days and, at the end of each activity, have them draw a happy or sad face representing the level of responsible behaviour they demonstrated.



See BLM 1–6: I'm Responsible.

PRESCRIBED LEARNING OUTCOMES

Students will...

S.4.1.A.4 Demonstrate ways (e.g., using “I” messages, compromising, admitting responsibility, saying “I’m sorry”...) **to resolve conflict in a peaceful manner with limited teacher input.**

Curricular Connections

ELA: GLO 4—Enhance the clarity and artistry of communication (effective oral communication), GLO 5—Celebrate and build community (cooperate with others)

SUGGESTIONS FOR INSTRUCTION

◆ **“Listen Up”**

Introduce the “I” message to students and have them role-play a few examples, such as the following:

“I feel _____ when you _____ because _____.”

◆ **Beanbag Grab (resolve conflict in a peaceful manner)**

Divide players into two equal teams. The game area is a rectangle with a line down the middle and boundaries at either end. Place beanbags along the centre line. Players run from their boundaries toward the bags and try to bring back as many as they can—one bag at a time—from the centre to their “stockpile.” When the centre area is empty, the players start taking bags from the other team’s pile. The game ends when the specified time runs out. Each team counts its bags to determine the winner.

After the game, have students explain

- how their team gathered up as many beanbags as possible
- how they felt when another player grabbed a beanbag just before them
- whether the game seemed unfair

◆ **Puppet Play**

Ask students to describe what they feel when, for example, someone

- takes their place
- ruins their toy
- calls them names
- makes fun of them
- tells lies about them
- gossips about them

Use puppets or role-play to demonstrate acceptable alternatives to an argument (imaginary or real) between two people.



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

Step for Conflict Resolution:

Identify simple steps for conflict resolution, such as the following:

1. Use “I” messages to express feelings.
2. Compromise, admitting personal responsibility.
3. Apologize, say “I’m sorry,” and make up.

For additional information, see the Leisure section of *The Canadian Active Living Challenge: Leader’s Resource Tool Kit, Program 1* (CAHPER/CIRA), available at the Instructional Resources Unit (Library), Manitoba Education, Training and Youth.

Let students know that it is normal to experience negative feelings, such as anger, in certain situations, but that these feelings must not be expressed in a way that hurts others. Encourage students to stop and think about the situation before acting.

Point out non-verbal forms of self-expression (e.g., body language, facial expressions, rough movements, behaviours) and show how they elicit reactions (peaceful or aggressive) in others. Have students model respectful behaviours.

Rules of Fair Play:

Review the five rules of fair play:

- Respect the rules.
- Respect the officials and accept their decisions.
- Respect your opponent.
- Give everyone equal/equitable opportunity to participate.
- Maintain your self-control at all times.



TEACHER NOTES (continued)

The rules of fair play are identified on page 16 in the Leisure section of *The Canadian Active Living Challenge: Leader’s Resource Tool Kit, Program 2* (CAHPER/CIRA).

See learning outcome K.4.2.B.1a for further information.

Set aside a quiet space in the classroom where students can try to resolve their conflicts. Give them enough time to follow the necessary steps. Post the steps for peaceful conflict resolution in a corner of the classroom. Also post student success stories.

Encourage families to participate in the peaceful conflict resolution process.





Personal and Social Management Outcomes: Grade 1



Knowledge

- K.4.1.A.1 Recognize positive attributes of self, family, and classmates** (e.g., physical characteristics, abilities, qualities, culture, accomplishments, highlights...).
- K.4.1.A.2a Recognize that it takes time, effort, and cooperation to achieve simple individual tasks/goals** (e.g., tying own shoelaces...) **and group tasks/goals** (e.g., deciding what to play in a group setting...).
- K.4.1.A.2b Discuss behaviours that demonstrate personal responsibility and irresponsibility in a classroom** (e.g., paying attention versus disrupting, sharing versus monopolizing equipment, staying on task...).
- K.4.1.A.3 Identify initial steps** (e.g., extending knowledge, stop and think, ask opinions of others, check rules, check options...) **for making simple personal and/or guided decisions regarding home and classroom situations** (e.g., follow class rules, use substances safely, wear protective equipment during play...).
- K.4.K.B.1a Identify examples of responsible social behaviours** (e.g., contributing by listening, following rules, taking turns, sharing equipment, speaking kindly, being courteous...) **for getting along with others in school and schoolyard.**
- K.4.1.B.1b Discuss how feelings and experiences associated with participation in physical activities/sports, and/or social events can be the same or different from person to person** (e.g., may feel excited, happy, angry, fearful, uncomfortable, frustrated...).
- K.4.1.B.2a Identify different ways** (e.g., not interrupting, waiting for appropriate time, not hurting feelings of others, asking for a time out, avoiding tantrums...) **of expressing feelings and emotions that contribute to getting along with others.**
- K.4.1.B.2b Identify ways** (e.g., show consideration, take turns, share equipment, help others, be inclusive, show respect...) **to get along with others for developing healthy relationships.**
- K.4.1.B.3a Identify what can happen when someone becomes angry** (e.g., red face, tense muscles, loud voice, physical aggression...) **and healthy ways to deal with anger** (e.g., take time to think about it, talk to the person who made you angry, ask an adult for help, go for a supervised walk/run...).

Knowledge (continued)

- K.4.1.B.3b Identify several causes of conflicts that may occur in class or play situations** (e.g., disagreeing over whom to play with, what to do, what to play with; not taking turns; not sharing; not being fair; wanting to be first...).
- K.4.1.B.3c Identify ways** (e.g., be calm, seek adult help, take turns, follow rules, apologize...) **to avoid or reduce potential conflict situations** (i.e., in class, at play).
- K.4.1.B.4 Identify ways to exercise caution, avoidance, and/or refusal** (e.g., look for danger symbol on labels, ask safe adult for help, say “no” and walk away...) **in potentially dangerous situations.**

Skills

- S.4.1.A.1 Set simple short-term goals and participate in strategies for goal attainment** (e.g., running without stopping for one minute, listening attentively to the teacher reading a book, completing a task...).
- S.4.1.A.2 Demonstrate ways** (e.g., ask a knowledgeable person, participate in discussion groups or brainstorming activities...) **to expand knowledge** (e.g., stop and think before reacting...) **and explore different options for making informed and health-enhancing decisions.**
- S.4.1.A.3 Demonstrate behaviours that show social responsibility** (e.g., look after belongings, follow directions, encourage others, express feelings in an appropriate manner, work/play cooperatively with others...) **in daily routines.**
- S.4.1.A.4 Demonstrate ways** (e.g., using “I” messages, compromising, admitting responsibility, saying “I’m sorry”...) **to resolve conflict in a peaceful manner with limited teacher input.**

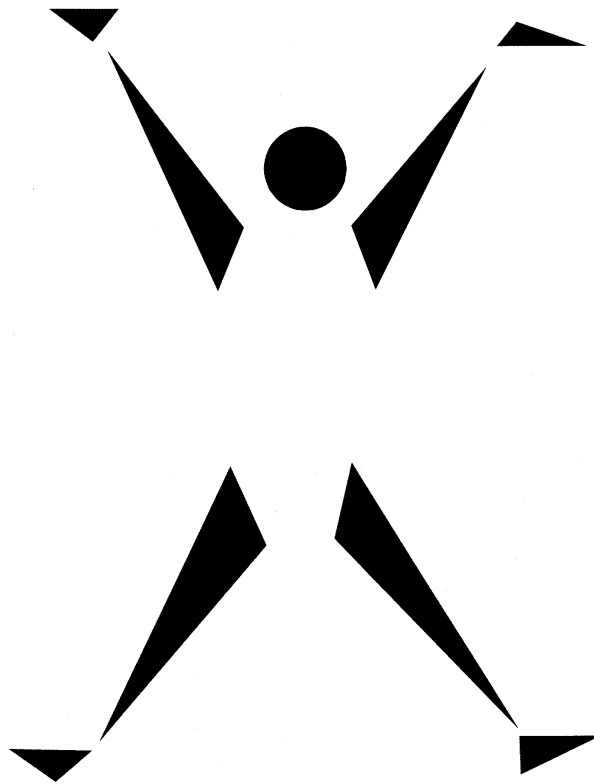
Attitude Indicators

- 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.

Grade 1

5. Healthy Lifestyle Practices

The student will demonstrate the ability to make informed decisions for healthy living related to personal health practices, active living, healthy nutritional practices, substance use and abuse, and human sexuality.



PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<i>Students will...</i>	
<p><input type="checkbox"/> K.5.K.A.1 \Rightarrow K.5.1.A.1 Identify daily habits for leading a physically active and healthy life (i.e., daily physical activity, healthy eating, adequate sleep and rest, effective dental and hygiene practices).</p>	<p>◆ Personal Hygiene Practices</p> <p>Review personal hygiene practices, including the following:</p> <ul style="list-style-type: none"> • Take a daily bath/shower to keep skin, hair, ears, hands, and nails clean. • Brush teeth in the morning, after meals, and before bedtime. • Eat healthy meals (for growth and energy). • Wear clean clothes. • Participate in daily physical exercise to stay fit. • Get adequate sleep, rest, and relaxation. <p>Ask students to demonstrate (mime) good hygiene practices for a healthy body. Explain that good health depends on good hygiene practices.</p>
<p>Curricular Connections ELA: GLO 3—Manage ideas and information (use personal knowledge) PE/HE: K.5.K.C.1a, S.5.K.A.3a, K.5.1.B.3, K.2.1.B.1 SC: Cluster 1—Characteristics and Needs of Living Things (basic needs), Cluster 4—Daily and Seasonal Changes (daily health habits)</p>	<p>◆ Balanced Meal People</p> <p>Have students make “balanced meal people” by cutting out food pictures from magazines and gluing them on large pieces of paper in the shape of a person. Students must include at least one food item from each food group.</p>
<p>❖ K.5.1.A.2 Identify common communicable diseases/ illnesses/conditions (e.g., colds, flu, pink-eye, head lice...) in the classroom and home, and ways to prevent the spread of diseases/ illnesses/conditions (e.g., cover mouth when sneezing or coughing, wash hands regularly, share food appropriately, use own hair utensils and headwear...).</p>	<p>◆ Lifestyles Poster</p> <p>Have students make a poster on the daily healthy habits:</p> <ul style="list-style-type: none"> <input type="checkbox"/> daily physical activity <input type="checkbox"/> healthy eating (from four food groups) <input type="checkbox"/> adequate sleep and rest <input type="checkbox"/> effective dental and hygiene practices <ul style="list-style-type: none"> <input type="checkbox"/> brushing teeth <input type="checkbox"/> bathing, showering, washing <input type="checkbox"/> brushing/combing hair (hair care) <input type="checkbox"/> dressing <p>◆ Learning Outcome Connection</p> <p>See “What Time Is It, Mr./Ms. Wolf?” (learning outcome K.5.K.A.1).</p> <p>◆ KWL Plus</p> <p>Model how to use the KWL Plus format to record what students know and what they want to know about daily health habits. After students have gathered information, they categorize, map, and summarize what they learned. (See KWL Plus, <i>K–4 ELA, Strategies–89.</i>)</p>



TEACHER NOTES

A physically active and healthy lifestyle contributes to personal well-being. Reinforce the importance of developing daily habits that contribute to health and well-being.

Treat content related to personal hygiene with special consideration. The use of homework hygiene charts should be optional.

Teachers are encouraged to promote learning activities that include student/parent involvement for Early Years programming.

For more information on healthy eating, refer to learning outcome K.5.K.C.1a.

Take into account various cultural and religious differences and customs and potential allergic reactions that influence food choices. Refer to allergy information in the teacher notes provided for learning outcome K.5.1.C.1a.

All living things need sleep, some (e.g., babies) more than others. Sleep is necessary for good health. Lack of sleep causes problems such as inattentiveness, distraction, fatigue, irritability, edginess, and an argumentative temperament.

For related resources, contact Manitoba Egg Producers (1-204-488-4888) and Diabetes Foundation of Manitoba (1-204-943-7871).

A Food Groups Board Game, *Northern Food Groups: The Way to Healthy Living and Healthy Eating Food Guide*, is available, free of charge, from the NorthWest Company (1-800-782-0391).



SUGGESTIONS FOR ASSESSMENT

◆ **Journal: All Activities**

Self-Assessment: Inventory

Have students use a journal to reflect on what they do daily that contributes to being healthy and physically active. Consider the following questions as journal prompts:

1. What did you do that was physically active today?
2. What did you eat that was healthy today?
3. How does sleep affect how you feel?
4. What did you do yesterday to take care of your teeth?

(See *K–4 ELA*, Grade 1–157.)

◆ **Performance Task: Balanced Meal People**

Teacher: Checklist

To provide formative data, use a checklist, such as the following, to assess students' "balanced meal people" related to healthy eating.

The poster includes

- breads and cereal foods (grain products)
- vegetables and fruit
- milk (dairy) products
- meat and alternatives

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<i>Students will...</i>	
<p>☐ K.5.1.A.3 Identify daily dental hygiene practices (e.g., regular brushing and flossing, healthy food choices...) for care of primary and permanent teeth.</p>	<p>◆ Taking Care of Our Teeth</p> <p>Ask students to identify the different ways of caring for their teeth (e.g., brush teeth several times a day, eat healthy food, avoid processed sugars such as candies and sweets, use dental floss to remove dental plaque, avoid putting objects in mouth, visit a dentist regularly, treat infections and cavities, use a good toothbrush and fluoride toothpaste).</p>
<p>Curricular Connections MA: Shape and Space (daily, time), Number (counting) SC: Cluster 1—Characteristics and Needs of Living Things (develop a health action plan), Cluster 4—Daily and Seasonal Changes (daily health habits)</p>	<p>◆ Healthy Teeth</p> <p>Show a picture or photograph of a smiling child showing healthy teeth. Using a dentition diagram, have students note the difference between the primary teeth (first set of teeth until age six) and the permanent teeth (second set of teeth before age 20). Discuss the importance of daily dental hygiene practices.</p>
	<p>◆ Dental Kit</p> <p>Show students a dental hygiene kit that includes fluoride toothpaste, a toothbrush (rounded tip, not worn or frayed), and dental floss.</p> <p>Variation: Have students draw or cut out pictures of items necessary for proper dental hygiene.</p>
	<p>◆ Cotton Swab</p> <p>Have one student demonstrate proper brushing technique using a cotton swab. Have another student demonstrate proper flossing technique to reduce the risk of infection caused by plaque (e.g., guide the floss into the spaces and openings between teeth, and along the gum line). Send the “I Take Care of My Teeth” checklist home with students for parents to fill out with their children (see suggestions for assessment).</p>
	<p>◆ Learning Outcome Connection</p> <p>See also Sugar Monster Tag, learning outcome K.5.K.A.3.</p>
<p>❖ K.5.1.B.1 Identify the health benefits (i.e., better health, posture, balance, self-esteem, healthy weight, stronger muscles and bones) of participating in regular physical activity (e.g., accumulating more than 60 minutes and up to several hours a day of physical activity...).</p>	



TEACHER NOTES

Plan activities that promote parental involvement related to personal health habits (e.g., take-home activities, displays, speakers at parents’ night, parent-child activity nights).

Proper Brushing Technique:

- For the upper jaw, brush from top to bottom, starting with a circular motion along the gum line, and brush **downward**, away from the gums (brushing up promotes gum recession).
- For the lower jaw, brush from bottom to top, starting with a circular motion along the gum line, and brush **upward**, away from the gums (brushing down promotes gum recession).
- Brush the inner surface of the upper and lower teeth (same as for external surfaces), as well as the chewing surfaces.



SUGGESTIONS FOR ASSESSMENT

◆ **Paper and Pencil Task: Taking Care of Our Teeth**

Teacher: Inventory

Use the following chart for a take-home dental hygiene activity.

I Take Care of My Teeth							
Place a star (☆) in the appropriate block each time you brush your teeth. Add a check mark (✓) each time you floss.							
Dental Health Practice	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Brushed Teeth							
Flossed							
Cut out or draw a picture of a healthy food that you have eaten that will help your teeth stay healthy and strong. Paste the picture below.							

◆ **Paper and Pencil Task: Taking Care of Our Teeth**

Self-Assessment: Inventory

Have students complete the following self-assessment to determine whether they can identify proper dental health practices. Read the statements aloud to students.

Name _____ Date _____

Draw a smile ☺ for true. Draw a frown ☹ for false.

1. I brush my teeth twice a day.
2. I eat candy every day.
3. I go to the dentist for regular checkups.
4. I drink milk.
5. I use dental floss.
6. I drink pop.
7. I put objects in my mouth.

PRESCRIBED LEARNING OUTCOMES
<i>Students will...</i>
<p>☐ K.5.K.B.2 ➔ K.5.1.B.2 Identify physical activities that are enjoyable and fun through a variety of strategies (e.g., pictorial representations, mime, admit/exit slips...).</p> <div data-bbox="115 569 548 800" style="border: 1px solid black; padding: 5px;"> <p>Curricular Connections ELA: GLO 2—Comprehend and respond personally and critically to literary and media texts (textual cues) PE/HE: S.2.1.A.1 (fitness activities), S.1.1.A.1, S.1.1.D.1 (movement activities) SC: Cluster 4—Daily and Seasonal Changes (daily activity)</p> </div>
<p>☐ K.5.K.B.3 ➔ K.5.1.B.3 Discuss how automation has an impact on daily physical activity (e.g., increased need for planned, daily physical activity due to overuse of video games, television, computers...).</p> <div data-bbox="115 1520 548 1772" style="border: 1px solid black; padding: 5px;"> <p>Curricular Connections ELA: GLO 1—Explore thoughts, ideas, feelings, and experiences (express ideas) GLO 2—Comprehend and respond personally and critically to literary and media texts (textual cues) MA: Shape and Space (daily, time) PE/HE: K.2.K.B.1 (importance of daily physical activity)</p> </div>

SUGGESTIONS FOR INSTRUCTION
<p>◆ Learning Outcome Connection</p> <p>Have students participate in activities suggested for learning outcome S.2.1.A.1 or learning outcomes S.1.1.A.1 and S.1.1.D.1 and discuss which activities were enjoyable and why. Provide students with a paper of blank faces and have them place a smile or frown when you call out activity names.</p> <p>Variation: Have students finish the physical education class by submitting an exit slip (e.g., happy face or frowning face) indicating whether or not they felt an activity was fun.</p> <p>◆ Active Art</p> <p>Have students draw the physical activities they enjoy participating in for a class display or a Gallery Walk.</p> <p>Variation: Have students draw physical activities they enjoy related to the four seasons.</p> <p>◆ Mural Relay</p> <p>Place mural-size paper and markers at one end of the gymnasium. Form relay teams, with three students per team. Each person has a limited time to draw an activity on the mural before running to hand off the marker to the next student. Students waiting for the marker may perform fitness/movement activities. Teams have five minutes in which to draw as many activities as they can. The result is one huge cooperative mural.</p>
<p>◆ Picture Sort</p> <p>Have students sort pictures of physically active/non-active people. They can assist in creating a bulletin board display with pictures of active, healthy individuals.</p> <p>◆ Show and Tell</p> <p>Ask students to bring to class an item or a picture of an item and share knowledge about how the item makes a job easier to do, requires less strength, or makes one less active. Use the following prompts to help guide the discussion:</p> <ul style="list-style-type: none"> • My item is a... • It is used for... • When I use it, it makes me (less or more) active because... <p>◆ Learning Outcome Connection</p> <p>See also Don't Sit, Get Fit!, learning outcome K.5.K.B.3.</p>



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

See also Charades, learning outcome K.5.K.B.2.

Use visual arts (e.g., drawings, collages, mime) to enhance student learning and to encourage and support various learning approaches.

Talk about experiences that are active and inactive. Explain how machines/vehicles reduce physical activity.

Automation (e.g., transportation, communication, construction) has reduced the amount of physical energy required to accomplish various tasks. As a result, the society in which students are growing up is largely “sedentary,” which means that muscles and the cardiovascular system are rarely used in situations involving real physical effort.

To counter the harmful effects of a sedentary lifestyle, we need to increase our planned daily physical activity.



PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p><i>Students will...</i></p>	
<p>☐ K.5.K.C.1a ➡ K.5.1.C.1a Recognize the food guide rainbow and a variety of foods in <i>Canada's Food Guide to Healthy Eating</i> (CFGHE).</p>	
<p>Curricular Connections MA: Statistics and Probability (sorting, graphing, surveys) SC: Cluster 1—Characteristics and Needs of Living Things (healthy eating, healthy practices) SS: food and culture, geographical regions</p>	<p>◆ Food Guide Rainbow</p> <p>Cut out four large rainbow-shaped bands of yellow, green, blue, and red cardboard. Stick them to a board to make a food guide rainbow (e.g., yellow first, followed by green, blue, and red), based on <i>Canada's Food Guide to Healthy Eating</i> (Health Canada). Explain to students that the rainbow represents the four main food groups: grain products, vegetables and fruit, milk products, and meat and alternatives. Tell them about another group called “other foods,” which contains foods that are sometimes combined with those of the four main food groups, or foods that are eaten in small amounts and less often.</p> <p>◆ Foods in <i>Canada's Food Guide to Healthy Eating</i></p> <p>Put students into four groups and have them find illustrations of foods that belong to each of the four food groups in magazines and advertising pamphlets. Ask students to glue these pictures onto the appropriate colour band in the food guide rainbow.</p> <p>◆ Snack Time</p> <p>Have students eat their snack at a special table where the food guide rainbow is posted. Have students identify which colour of the rainbow their snack belongs to. Have them sign their names on the rainbow. Graph and discuss results as a class activity or follow-up discussions with parents.</p> <p>◆ Nutrition Run</p> <p>Use the cards from the Nutrition Relay (see learning outcome S.5.2.A.3a). Distribute equal numbers of the different food group cards (one card per student). When the music starts, call out the name of one food group. All students with cards from that food group are “it” and try to tag the others. Students who are tagged sit down until a new food group is called out. At that time, new students become “it” and a new game begins. Call out a new food group every 15 to 20 seconds. Colour-code cards to match the food group rainbow colours to help students make the association and identify who is “it.”</p>



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

Canada's Food Guide to Healthy Eating (Health Canada) promotes the concept of “vitality”: eating well, being active, and feeling good about yourself. Being active means enjoying physical activity, rather than just exercising, and finding a variety of ways that are fun to move and be active. Encourage students to choose activities that are easily integrated into daily routines, at home, work, and play, and with family and friends. Being active includes walking, biking, skating, running, and playing.

The new version of *Canada's Food Guide to Healthy Eating* is based on the latest research in nutrition, eating, and health. It is available on the Health Canada website: <http://www.hc-sc.gc.ca/hppb/nutrition/pube/foodguid/index.html>.

Food guides are also available from: Publications Health Canada (613-954-5995).

See also the following websites:

- Health Canada, “Vitality”: http://www.hc-sc.gc.ca/main/hppb/nutrition/pube/vitality_books/english.htm
- Manitoba Health, Food and Nutrition: <http://www.gov.mb.ca/health/nutrition/index.html>

Allergy Caution:

Some students have reactions to food (e.g., to chemical additives) or allergies to food (e.g., to proteins in some foods), some of which can be fatal (e.g., nuts, peanuts, seafood). Follow school guidelines and take all necessary precautions (e.g.,

♦ **Paper and Pencil Task: All Food Group Activities**

Teacher: Inventory

Have students place an X in the box(es) that show(s) a food from all four food groups.



See BLM 1–7: Food Groups.

TEACHER NOTES (continued)

ensure that there is no contamination risk or that the student with allergies carries an EpiPen kit) to guarantee student safety. For further information, see The Food Allergy and Anaphylaxis Network website: <http://www.foodallergy.org/>.



PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<i>Students will...</i>	
☐ K.5.K.C.1b ⇨ K.5.1.C.1b Recognize that you need food to grow and feel good.	◆ Eat Well to Grow and Feel Good Have students respond to stories, videos, and/or pictures about how important it is to eat healthy foods for growth and energy.
Curricular Connections ELA: GLO 2—Comprehend and respond personally and critically to literary and media texts (healthy eating context) SC: Cluster 1—Characteristics and Needs of Living Things (healthy eating, healthy practices)	◆ Make a Science Connection Have students do an experiment with plants. Put one healthy plant in good living conditions (e.g., provide proper light, water, nutrients) and the other in bad conditions (e.g., don't water, don't feed, put in a dark place). Discuss how this is similar to humans requiring good living conditions (e.g., proper food, water, rest, exercise, air, hygiene practices).
<hr/> ✿ K.5.1.C.2 Identify the need for daily food and fluid to support physical activity.	



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

Treat content related to healthy eating, healthy weight, or weight management with sensitivity. Students should not be encouraged to diet but they should be encouraged to eat the foods that are recommended by *Canada's Food Guide to Healthy Eating* and understand the difference between “sometimes” foods and “everyday” foods.

Health and beauty cannot be measured on the bathroom scale. It is vital that young students realize that a healthy weight does not necessarily mean being thin. Rather, it means the weight at which a person is fit, feels good about himself or herself, is active and full of energy, and is able to get a lot done. Encourage students to develop positive associations with being active, such as “I am active because I want to feel more energetic, more alive” rather than “I am active because I am fat and need to lose weight” (see concept of “vitality” in *Canada's Food Guide to Healthy Eating*).



PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p><i>Students will...</i></p>	
<p>☐ K.5.1.D.1 Identify safe and unsafe substances found in the home, school, and community that can help (i.e., healthy foods and drink, medicinal products as prescribed by a doctor) or harm the body (i.e., food or medicinal products with a broken seal, foul-smelling substances, items with the poison symbol).</p>	<p>◆ Substances at Home</p> <p>Have students name and sort household substances and products into two columns: those that can help and those that can harm the body (e.g., bathtub cleanser can harm the body, while milk is a nutritious food).</p> <p>Variation: In groups, have children classify containers of various substances and indicate why the substances could be harmful to the body.</p> <p>Examples:</p> <ul style="list-style-type: none"> • poison • corrosive • flammable • explosive • trusted adult not there to help
<div style="border: 1px solid black; padding: 5px;"> <p>Curricular Connections</p> <p>ELA: GLO 2—Comprehend and respond personally and critically to literary and media texts (reading symbols), GLO 3—Manage ideas and information (group inquiry)</p> <p>MA: Patterns and Relations (sorting, graphing)</p> <p>SC: Cluster 2—The Senses (for safety and protection)</p> </div>	<p>◆ Substances in School</p> <p>Have students name and sort substances/products found at school according to whether they could help or harm the body. For example, corrector fluid can harm the body (e.g., flammable, harmful if inhaled), while clean drinking water can help.</p> <p>◆ Substances in the Community</p> <p>Create a large class web showing substances or items that are found in the community that could be helpful or harmful (e.g., doctor’s office, library, community centre, store, skating rink). Determine which are helpful and/or harmful, depending on their use.</p> <p>Example:</p>
<p><i>(continued)</i></p>	<div style="text-align: center;"> <pre> graph TD DO((Doctor's office)) --- swabs DO --- water DO --- blood DO --- needles DO --- tongue_depressors[tongue depressors] DO --- medicines </pre> </div> <p style="text-align: right;"><i>(continued)</i></p>



TEACHER NOTES

Decisions related to delivery of any potentially sensitive content (e.g., substances) must be determined through a school division/district planning process and provide a parental option. Teachers must check with the school principal before teaching any sensitive content.

At the Early Years, the types of substances that should be addressed are common, everyday, household products that young children may see or use. Ensure that students understand that there are many substances or products in the home, school, and community that can help or harm the body. Also, explain that some substances can be both helpful and harmful, depending on their use.

Danger Symbols:

Have students check labels on products for symbols related to the following hazards:

- **Poison:** causes serious illness or even death if swallowed or ingested (key words: make sick or may kill).
- **Corrosive:** eats away at skin; can attack eyes; causes skin to peel and split; causes blisters (key words: eat through).
- **Flammable:** ignites easily; causes fires and serious injury (key words: burns up).
- **Explosive:** can explode or burst under pressure (key words: blow up).



SUGGESTIONS FOR ASSESSMENT

◆ **Observation: Substances at Home**

Teacher: Checklist

Based on students’ participation in the learning activities, indicate students’ knowledge of safety and their ability to determine the difference between helpful and harmful substances, using the following checklist.

Can the student

- pick out medicines from an assortment of products?
- describe how to take medicine safely?
- discuss personal experience with medicine use?
- describe rules for safe use (e.g., caregivers decide; adults help; store properly; read labels)?
- describe what to do if he or she finds medicines (e.g., don’t taste or swallow)?

◆ **Performance Task: Substances at Home, in School, in Community**

Teacher: Scoring Rubric

Score students’ performance in the learning activities, using the following rubric.

Scoring Rubric	
Scale	Task Performance
3	The student <ul style="list-style-type: none"> • recognizes all harmful and helpful substances • recognizes all danger symbols • understands that some helpful substances can be harmful if not used properly
2	<ul style="list-style-type: none"> • recognizes most harmful and helpful substances • recognizes most danger symbols • considers some substances to be either helpful or harmful but not both
1	<ul style="list-style-type: none"> • confuses helpful and harmful substances • does not recognize danger symbols • does not understand that some helpful substances can be harmful if not used properly

PRESCRIBED LEARNING OUTCOMES

Students will...

K.5.1.D.1 *(continued)*

*** K.5.1.D.2 Identify helpful and/or harmful substances (i.e., vitamins, medicines, tobacco, alcohol) and their effects on a healthy body** (e.g., vitamins help build body tissues; medicines fight germs and/or reduce pain; nicotine in tobacco affects circulatory system and nervous system, first- and second-hand tobacco smoke affects lungs and may cause cancer; consuming or inhaling vapours from dangerous products harms the body or causes death...).

SUGGESTIONS FOR INSTRUCTION

(continued)

◆ **Substance Sort Race**

Organize a relay race in the gymnasium. Have students put pictures of household substances into the correct column: “Safe” or “Unsafe.”

◆ **BINGO**

Have students take home a blank BINGO sheet. Their task is to try to find substances in the home, together with their parents or trusted caregivers, and then print the substance under the correct column. Have them bring the sheet back to school to use to play BINGO as a class.

B bathroom	I kitchen	N laundry room	G garage or storage area	O others

◆ **Venn Diagram**

Using a Venn diagram, have students classify substances as “harmful” or “helpful.” Those that are both go into the middle. Use the substances from the BINGO sheets.



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

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PRESCRIBED LEARNING OUTCOMES
<i>Students will...</i>
<p>❖ S.5.1.A.2 Record, with assistance, daily physical activities that are enjoyable for families to do.</p>
<p>❑ S.5.1.A.4 Demonstrate ways of exercising caution, avoidance, and/or refusal in case scenarios involving unknown substances (i.e., avoiding substances with a danger symbol, foods that cause allergies and opened Hallowe'en candy; taking proper dosage of prescribed medication).</p>
<p>Curricular Connections ELA: GLO 4—Enhance the clarity and artistry of communication (effective oral communication) PE/HE: K.3.1.B.1, K.3.1.B.4, K.3.1.B.5b, K.3.1.B.6a (safety) SC: Cluster 2—The Senses (appropriate use of senses in context)</p>
<i>(continued)</i>

SUGGESTIONS FOR INSTRUCTION

◆ **Taking My Medicine**

Ask students to name situations in which they have had to take medication (e.g., cold, flu, fever, cough). Have them explain the reasons for taking it (e.g., to reduce fever, control cough, heal infection, treat injury). Ask how they obtained the medication they required (e.g., visit to doctor, prescription, pharmacy) and who gave it to them (e.g., doctor, parent/guardian). Emphasize that for prescribed medications to be effective and treat the person who is sick, they must be taken according to the instructions provided by the doctor (pharmacist).

◆ **Danger Signs**

In a flash-card type of activity, have students identify danger symbols related to substances, what they mean, proper use of unknown substances, and avoidance strategies.



See BLM G–9: Safety Symbols (Appendix H).

Variation: Make this into a snakes and ladders game. When players land on a space marked “Danger,” they choose a safety card and tell their opponent what it means.

◆ **Mime the Crime**

Present situations related to substances marked with a danger symbol and ask students to mime or demonstrate how they should react (e.g., do not touch, tell a responsible adult, move/stay away).

◆ **School Walk**

Take students for a supervised walk around the school in search of any posted danger signs or symbols. Have students identify the signs on symbols and their meanings.

(continued)



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT



If using actual containers to show hazard symbols, ensure that containers are empty and clean. Check school rules and regulations.

See learning outcome K.5.1.D.1 for the meaning of the following symbols:

- poison
- corrosive
- flammable
- explosive

Ensure that students strictly obey danger signs and that there is a definite “NO” message.

Emphasize that improper use of medication can be harmful. Medicine is not candy, even though it may sometimes look or taste good.

Explain that medication prescribed for one person could make someone else very sick, even if he or she has the same illness or condition (e.g., dosage is calculated by the doctor based on factors such as age, body size, body weight, level of infection, and specific characteristics of the patient, such as intolerance of certain substances, allergies, and medical history).

Encourage communication with families for any issue involving their children’s safety (e.g., safe storage of hazardous substances, labelling, storage of medications and medicinal products, allergy issues, exercising caution with unknown substances).



◆ **Questioning/Interview: Taking My Medicine**

Teacher: Checklist

When conducting the student interview, use the following suggested questions:

- When should you take medication?
- Who can help you when you are sick? When you are supposed to take your medication?
- Where do you find out how to take your medication?
- Why should you talk to your parents before taking any medication?
- Why are there labels on medicine containers?
- What would you do if a friend asked you for some of your medicine because he or she has the same illness or condition? Why?
- Your medicine really tastes good. You are tempted to take two teaspoonfuls instead of one. What should you do? Why?

◆ **Paper and Pencil Task: Taking My Medicine**

Teacher: Inventory

Read the following statements aloud while students complete the paper and pencil task.

Name _____ Date _____

Draw a smile ☺ for true. Draw a frown ☹ for false.

1. Medicine is like candy.
2. A friend can give you medicine.
3. It is all right to share your medicine.
4. You should follow the doctor’s instructions on the label.
5. An adult should be present when you take your medication.

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<i>Students will...</i>	
<input type="checkbox"/> S.5.1.A.4 <i>(continued)</i>	<p><i>(continued)</i></p> <ul style="list-style-type: none">◆ Opened Hallowe'en Candy Ask students questions that help them to recognize how to exercise caution with Hallowe'en candy. Have them use role-play or mime to demonstrate these precautions (e.g., bring the candy back home first, do not open them until they have been checked, throw out opened candy, refuse offers from others, tell parents of any danger). ◆ Do Not Touch! Have students make/design a sign saying "Do not touch _____ (name of substance)" for all unsafe substances/medicines that have been discussed. ◆ Use of Unknown Substances (Role-Play) Students should understand that an unknown substance can be dangerous, even if it is offered by someone we know. Prepare case scenarios and have students demonstrate through role-play what to do in a situation involving offers of unknown substances (e.g., say "no," be assertive, move away/stay away, ask for help or talk to a parent or safe adult). Point out that sometimes dangerous substances, such as cleaning products, are kept in containers that were once used for food, and it is difficult to know what is really inside. It is, therefore, better to ask for help before using them and not to touch them without the permission of a safe adult.



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

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Healthy Lifestyle Practices Outcomes: Grade 1

Knowledge

Skills

- K.5.K.A.1** ➡ Identify daily habits for leading a physically active and healthy life (i.e., daily physical activity, healthy eating, adequate sleep and rest, effective dental and hygiene practices).
- K.5.1.A.3** Identify daily dental hygiene practices (e.g., regular brushing and flossing, healthy food choices...) for care of primary and permanent teeth.
- K.5.K.B.2** ➡ Identify physical activities that are enjoyable and fun through a variety of strategies (e.g., pictorial representations, mime, admit/exit slips...).
- K.5.K.B.3** ➡ Discuss how automation has an impact on daily physical activity (e.g., increased need for planned, daily physical activity due to overuse of video games, television, computers...).
- K.5.K.C.1a** ➡ Recognize the food guide rainbow and a variety of foods in Canada’s Food Guide to Healthy Eating (CFGHE).
- K.5.K.C.1b** ➡ Recognize that you need food to grow and feel good.
- K.5.1.D.1** Identify safe and unsafe substances found in the home, school, and community that can help (i.e., healthy foods and drink, medicinal products as prescribed by a doctor) or harm the body (i.e., food or medicinal products with a broken seal, foul-smelling substances, items with the poison symbol).

- S.5.1.A.4** Demonstrate ways of exercising caution, avoidance, and/or refusal in case scenarios involving unknown substances (i.e., avoiding substances with a danger symbol, foods that cause allergies and opened Hallowe’en candy; taking proper dosage of prescribed medication).

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.



Grade 1

Blackline Masters



-
- BLM 1–1: Good Practice Makes Perfect
 - BLM 1–2: Avoid That Stranger
 - BLM 1–3: Safety on Wheels
 - BLM 1–4: Cooperation Skills: Self-Assessment Checklist
 - BLM 1–5: Exercise Caution
 - BLM 1–6: I’m Responsible
 - BLM 1–7: Food Groups

K.1.1.B.1

Good Practice Makes Perfect



Name _____ Class _____ Date _____

1. My most challenging skill is

2. When I practise this skill, I am

not willing to practise 1 ----- 2 ----- 3 very willing to practise

3. I rate my patience during practice as

not very patient 1 ----- 2 ----- 3 very patient

4. When I make a mistake, I give up and will not try again.

- Yes
- No



K.3.1.B.1

Avoid That Stranger



BLM 1-2 is available in the print version of this document.



K.3.1.B.1

Safety on Wheels



BLM 1-3 is available in the print version of this document.

K.4.1.B.2b

Cooperation Skills: Self-Assessment Checklist



Name _____ Class _____

Activity _____ Date _____

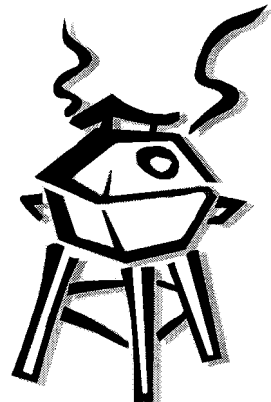
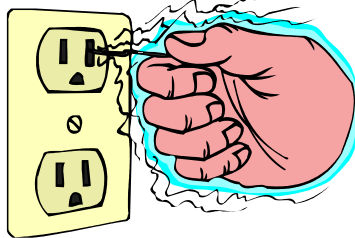
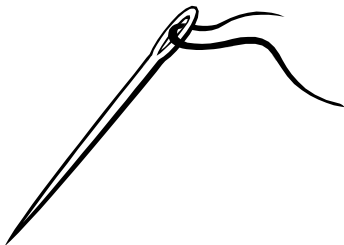
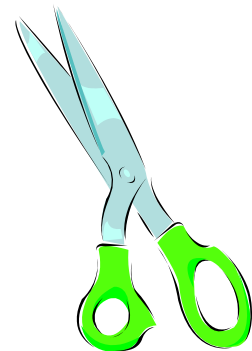
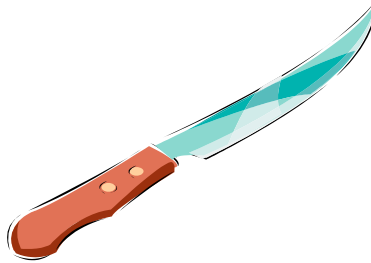
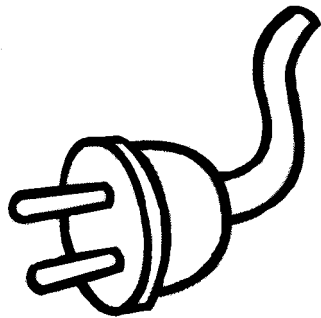
Group Work	How I did...		
I shared ideas.			
I listened to others.			
I asked questions.			
I encouraged others.			
I took turns.			
I helped with the work.			

Activity _____ Date _____

Group Work	How I did...		
I shared ideas.			
I listened to others.			
I asked questions.			
I encouraged others.			
I took turns.			
I helped with the work.			

K.4.1.B.4

Exercise Caution



S.4.1.A.3

I'm Responsible



Name _____ Class _____ Date _____

Day	Activity (e.g., rice table)	Responsible Behaviour (e.g., played together)	How did I do?	
			😊	☹️
1				
2				
3				
4				
5				

Teacher/Student Comments:

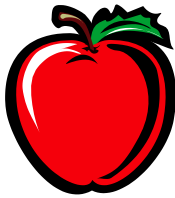
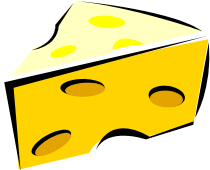

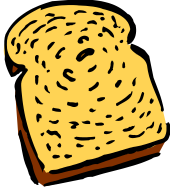



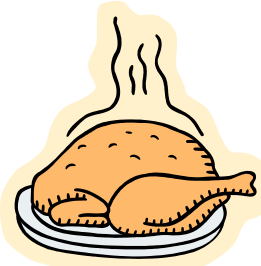

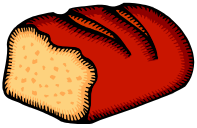

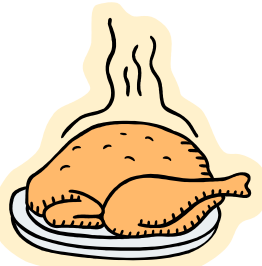

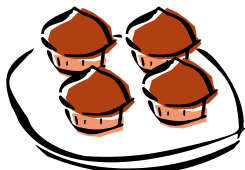
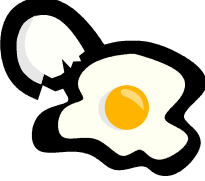
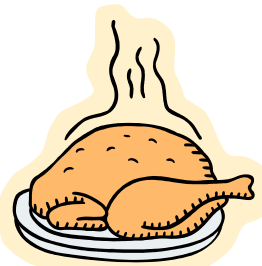


K.5.1.C.1a

Food Groups



Name _____ Class _____ Date _____

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    <input data-bbox="732 1818 792 1875" type="checkbox"/>	    <input data-bbox="1406 1818 1466 1875" type="checkbox"/>

Grade 2

**Physical Education/
Health Education**



Grade 2

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.1.2.A.1 Observe and name the basic movement patterns performed by other students (i.e., running, galloping, hopping, jumping, skipping, rolling, throwing, catching, kicking, striking, bouncing, balancing).

Curricular Connections

PE/HE: S.1.2.A.1, S.1.2.A.2, S.1.2.A.3
(movement skills)

SC: Cluster 3—Position and Motion
(describing motion)

◆ **“You Can” Checklist**

Provide students with a checklist of transport, manipulation, and balance skills and a wide variety of equipment. Have pairs of students work through the checklist. One partner performs the activities in any order while the other places a check mark beside the corresponding skill. Have partners trade equipment and switch roles.

◆ **Guess That Skill**

Have students guess which basic movement skill they will be using in a class. Whisper a skill to a student volunteer who will demonstrate that skill for the class. Students raise their hands if they can guess the answer. Add excitement by acting as a game-show host.

Variation: Play a low-organized game that uses the skills guessed.



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

Emphasize the importance of safety when using equipment such as balls and striking implements and climbing or balance apparatus.

SUGGESTIONS FOR ASSESSMENT

◆ Performance Task: “You Can” Checklist

Peer Assessment: Checklist

Give each pair of students a bag of cards, each card containing the name or a drawing of one basic movement skill. One partner selects and presents a card and asks the other to name and perform the movement on the card. If the partner responds correctly, that card is put into the bag. Students show the teacher the cards not in the bag after each turn.

Suggested Criteria:

Look for

- number of correct responses
- skills that were unidentified

◆ Observation: Guess That Skill

Teacher: Inventory

Observe whether students recognize the basic movement skill demonstrated.

Does the student

- correctly identify skills as performed?
- use correct terms when identifying basic movement patterns?

TEACHER NOTES (continued)



Use BLM G–1: Summative Checklist (see Appendix H) in conjunction with the list of specific learning outcomes provided at the end of each GLO section for recording overall student performance.



PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p data-bbox="107 268 293 300"><i>Students will...</i></p> <p data-bbox="107 331 505 533">☐ K.1.2.B.1 Show an understanding that personal attitudes (e.g., willingness to try, level of involvement, desire to learn...) affect skill development and success.</p> <div data-bbox="115 569 550 705" style="border: 1px solid black; padding: 5px;"><p data-bbox="123 579 355 604">Curricular Connections</p><p data-bbox="123 611 521 688">ELA: GLO 1—Explore thoughts, ideas, feelings, and experiences (express ideas, set goals)</p></div>	<p data-bbox="607 327 1053 359">◆ Good Practice Makes Perfect</p> <p data-bbox="652 380 1349 443">Have students reflect on their practice of skills in activities suggested for learning outcome K.1.2.A.1.</p> <p data-bbox="652 453 1385 590">Using a Sharing/Talking Circle, have students listen to a story/poem 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.)</p> <p data-bbox="652 604 971 636">Questions for Discussion:</p> <ul data-bbox="652 653 1393 762" style="list-style-type: none"><li data-bbox="652 653 1284 684">• How does your willingness to try affect learning?<li data-bbox="652 695 1325 726">• How does your level of participation affect learning?<li data-bbox="652 737 1393 762">• How does being good at a skill affect your desire to learn?


TEACHER NOTES

Collect cartoons that illustrate positive attitudes for participation and practice.

As students practise new skills, stress the importance of having a positive attitude (e.g., willingness to try, high level of involvement, desire to learn, ability to stay on task, patience).

Assessment learning logs, like the one suggested here, could be completed by the student with the help of a parent during a student-led conference.


SUGGESTIONS FOR ASSESSMENT
◆ Learning Log: Good Practice Makes Perfect

Self-Assessment: Rating Scale

Have students reflect upon performance of skills practised in activities suggested for learning outcomes S.1.2.A.1 to S.1.2.A.3. Ask students to choose their most challenging skill and rate their practice skills.



See BLM 2–1: Good Practice Makes Perfect.

Suggested Criterion:

The student

- understands that personal attitudes affect skill development and success

PRESCRIBED LEARNING OUTCOMES
<i>Students will...</i>
<p>□ K.1.2.B.2 Recognize different ways to maintain static and dynamic balance (i.e., increase base of support by widening stance, lower centre of gravity by bending knees, keeping head level) in physical activities (e.g., walking on a low beam, changing directions while travelling...).</p>
<p>Curricular Connections PE/HE: S.1.1.D.2 (gymnastic patterns), K.1.K.B.3b (balance) SC: Cluster 3—Position and Motion (balance, push, pull)</p>
<i>(continued)</i>

SUGGESTIONS FOR INSTRUCTION
<p>◆ Partner Pull</p> <p>Have partners face each other holding right hands. After shaking hands three times, they try to pull each other off balance. Ask students to try this activity in different standing positions: feet together, feet shoulder-width apart, feet apart in a stride (one foot behind the other), on one foot, knees straight, and knees bent.</p>
<p>◆ Canyon Crossing</p> <p>Have students use dynamic balance to travel along pathways made of various pieces of equipment (e.g., hoops, benches, ropes, ladders, footprints), positioned in rows from one end of the gymnasium to the other. Each pathway represents a bridge over a canyon. Students line up at opposite ends of the pathways and attempt to cross over the bridge, 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.</p> <p>Variations: Have students</p> <ul style="list-style-type: none"> • 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 abdomens
<p>◆ Seven Jumps</p> <p>Have students perform balances to a rhythmic recording of the folk dance “Seven Jumps.” They move freely around the gymnasium to the music and, on the sustained notes, they stop and balance until the music resumes. For each sustained note, they assume a different balance.</p> <p>Examples:</p> <ol style="list-style-type: none"> 1. on one foot 2. other foot 3. one knee and one foot 4. other knee and one hand 5. elbow and one knee 6. other elbow, other knee 7. head and two feet <p>Variation: Have students balance at different levels, in different shapes, or in hoops.</p>
<i>(continued)</i>



TEACHER NOTES

Questions for Discussion:

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

- Is it better to stand with feet apart or together to maintain balance? Why?
- Is it better to keep knees straight or bent to maintain balance? Why?

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

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

Folk dance music can be borrowed from the Instructional Resources Unit (Library), Manitoba Education, Training and Youth.

For further suggestions, see “Play Gymnastics” on pages 103 to 148 of *Ready-to-Use P.E. Activities for Grades K–2* (Landy and Landy).



SUGGESTIONS FOR ASSESSMENT

◆ Questioning: Partner Pull

Teacher: Informal Inventory

Pre-Activity:

1. Ask students the following pre-activity question: “Which stance provides better balance: feet apart or feet together?” Those who believe better balance is achieved with feet apart, sit in one area. Those who believe that better balance is achieved with feet together, sit in another area.

Activity:

2. Have students pair up and perform the Partner Pull activity.

Post-Activity:

3. Ask the pre-activity question again. Have students explain their answers. Probe for further details such as bent versus straight knees, position of stance (shoulder width, one foot behind the other), and body position (head, upper body).

Suggested Criterion:

The student

- recognizes ways to adjust body position to maintain static and dynamic balance

PRESCRIBED LEARNING OUTCOMES

SUGGESTIONS FOR INSTRUCTION

Students will...

K.1.2.B.2 *(continued)*

(continued)

◆ **Balki Bop**

Have students perform the following Balki Bop dance movements: Students face their partner with hands on each other's shoulders, swing right legs to the side, then left legs, then turn a complete circle, jump in the air, and do a "high-five."

Variation: Incorporate Balki Bop movements and music into a tag game. When tagged, students stand on one leg, with the other leg held out to the side and arms out. The student is free when another student performs the Balki Bop with him or her.

◆ **Learning Outcome Connection**

Have students explore a variety of balance positions suggested for learning outcome K.1.K.B.3b and challenge them to balance on apparatus (static) and to maintain balance positions while travelling (dynamic).

◆ **Turn the Turtle**

Have students work in pairs on a large floor area covered with mats. One person represents the "turtle" and the other, the "turner." Ask the turtle to be long and narrow and have the turner turn him or her over. Then ask the turtle to be wide (legs and arms out to the side) and have the turner try again to turn him or her over. Have students change roles and then discuss which position was easier/harder to turn over.

Variation: Have students make a "human table" (hands and knees on a mat). One person tries gently to break down the table by moving the table legs (and/or arms). Look for other balance games/challenges that address support and ways to maintain static or dynamic balance.



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

A large, empty rectangular box with a thin black border, occupying the left side of the page. It is intended for the teacher to write notes.



PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<i>Students will...</i>	
<p>□ K.1.2.B.3a Recognize the terms associated with pathways (i.e., straight, curved, zigzag), directions (i.e., up, down, right, left, forward, backward, sideways, clockwise, counter-clockwise), and planes (i.e., frontal, horizontal, sagittal).</p>	
<p>Curricular Connections MA: Shape and Space (comparing distances, length) PE/HE: S.2.K.A.1a (fitness) SC: Cluster 3—Position and Motion (vocabulary)</p>	
	<p>◆ Direction Word Wall</p> <p>Have students develop a word list of pathways, directions, and planes. Print the movement vocabulary words on cards and post them as the skills are performed. (See Word Wall, <i>K–4 ELA, Strategies–199.</i>)</p>
	<p>◆ Sketch to Stretch</p> <p>Have students draw arrows to indicate the various pathways and directions. Place the drawings under the appropriate Word Wall heading.</p> <p>Variation: Have students work in pairs to create, practise, and demonstrate an illustrated sequence of various movement pathways and directions. (See Sketch to Stretch, <i>K–4 ELA, Strategies–209.</i>)</p>
	<p>◆ Simple Folk and Line Dances</p> <p>Have students participate in a line dance (e.g., conga line) by holding the waist or shoulders of the dancer in front of them. The line moves forward on three counts: right, left, right. Pause on the fourth count. Repeat, 1, 2, 3, pause.... The leader may travel in a variety of pathways (e.g., straight, curved, circular, zigzag).</p>
	<p>◆ Jiffy Mixer</p> <p>Pair up students and have them face their partners in a double circle formation. The inside partner starts moving with the left foot and the outside partner starts with the right foot so that all are moving in the same direction. Movements are as follows:</p> <ul style="list-style-type: none"> • The outside partner steps to the right and slides left foot to right so that feet are joined. • Repeat three times to make a total of four step slides. • Repeat the above to the left four times. • Both partners take four jumps backward (away from each other) and clap on each jump. • Both partners take four jumps forward and slightly to the right so as to end with a new partner. • Repeat the whole dance.
<i>(continued)</i>	<i>(continued)</i>



TEACHER NOTES

Introduce, explain, use, and reinforce terms associated with pathways, directions, and planes as students participate in the learning activities throughout the year.

Planes:

- **Frontal**—an imaginary division of the body along a vertical axis into front and back.
- **Horizontal**—an imaginary division of the body along a horizontal axis into top and bottom, high or low.
- **Sagittal**—an imaginary division of the body along a vertical axis into right and left sides; movements are performed parallel to either side of the body.

For further folk and line dances, see *1999 Pan American Games: Resource Kit for Physical Education Teachers* (Pan American Games Physical Activity/Physical Education Committee).



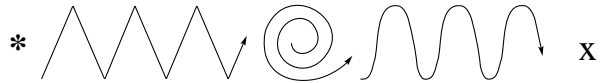
SUGGESTIONS FOR ASSESSMENT

◆ **Learning Log: Sketch to Stretch**

Teacher: Inventory

Have students illustrate and perform a sequence of various movement pathways and directions.

Example:



Pathways and Directions

Name _____ Grade _____ Date _____

Draw a map using lines and arrows to illustrate a travel plan from a starting point (*) to a finishing point (X).

Example:

Suggested Criterion:

Look for

- evidence that the student understands terms associated with pathways and directions

PRESCRIBED LEARNING OUTCOMES

SUGGESTIONS FOR INSTRUCTION

Students will...

K.1.2.B.3a *(continued)*

(continued)

◆ **Parachute Activities**

Design a parachute routine using pathways, directions, and planes.

Example:

- hold parachute with two-hand grip in frontal plane
- lift up, pull down
- hold right-hand grip in sagittal plane
- walk clockwise in circular pathway
- hold two-hand grip, lift up, pull down
- hold left-hand grip, walk counter-clockwise in circular pathway
- hold two-hand grip, lift up, pull down
- sit with legs hidden under parachute, dividing body in horizontal plane
- shake parachute
- lie down, pull self under parachute to finish

◆ **Planes**

Have students work individually with hoops, skipping ropes, and/or scarves in personal space to explore the three planes of movement:

- **Frontal:** Swing or rotate hoop, rope, or scarf in front of body.
- **Horizontal:** Swing or rotate hoop, rope, or scarf above head or around neck or ankle.
- **Sagittal:** Swing or rotate hoop, rope, or scarf at side of body.

See rope jumping material for the following basic skipping tricks:*

- Frontal: like a windmill
- Sagittal: like a figure eight
- Horizontal: like a helicopter



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

For further parachute activities, see pages 225 to 230 of *Ready-to-Use P.E. Activities for Grades K–2* (Landy and Landy), as well as activities suggested for learning outcome S.2.K.A.1a.

* Resources are available from the Heart and Stroke Foundation of Manitoba.



PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<i>Students will...</i>	
☐ K.1.2.B.3b Recognize and use body shapes in expressive movement (e.g., show three different body shapes in a movement sequence...).	◆ Creative Movement Have students (alone, in pairs, or in small groups) design, refine, and perform a movement sequence that solves a movement problem.
Curricular Connections ELA: GLO 1—Explore thoughts, ideas, feelings, and experiences (express ideas through movement) MA: Shape and Space (compare distances, length), Patterns and Relations (identify patterns) SC: Cluster 3—Position and Motion (vocabulary)	Example: The sequence must <ul style="list-style-type: none">• have a definite beginning and ending• include two high-level body shapes• include two low-level body shapes• follow the rhythm of a beating drum
	◆ Dance-a-Story Have students move to stories or poems that use a body shape theme. Examples: <ul style="list-style-type: none">• a small egg on a leaf (curled, round), out pops a little caterpillar (long, narrow), twists up into a cocoon (twisted), out flutters a beautiful butterfly (wide, stretched)• a little seed (curled), grows into a huge tree (tall, stretched), branches blow in the wind (twisted), tree is chopped down (long, narrow), rolling log• build a snow figure (curled, round, tall) that slowly melts (bent, twisted) into a puddle (low, wide)



TEACHER NOTES

For information on sequences, refer to the teacher notes for learning outcome S.1.2.A.1.

Refer to learning outcome K.1.1.B.3b to review Body Shapes, Turtle Tag, and Frozen Tag.

For further suggestions, see *Creative Dance Inspirations: Facilitating Expression* (Bergman-Drewe).

Aboriginal Link: Use indigenous music for the Creative Movement.



SUGGESTIONS FOR ASSESSMENT

◆ Performance Task: Creative Movement

Teacher/Peer Assessment: Checklist

The teacher or peers observe students and assess whether they meet the movement task criteria.

Suggested Criteria:

The sequence clearly shows

- a definite beginning
- two high-level body shapes
- two low-level body shapes
- a definite ending
- smooth, rhythmic transitions and continuity in movement

PRESCRIBED LEARNING OUTCOMES

SUGGESTIONS FOR INSTRUCTION

Students will...

K.1.2.B.3c Recognize the different qualities of effort (i.e., time, force, flow) **in own movement** (e.g., respond to different beats and rhythms of a drum, move to music, walk and move like various animals...).

Curricular Connections

ELA: GLO 4—Enhance the clarity and artistry of communication (vocabulary)

MA: Shape and Space (comparisons in length, distance, time)

SC: Cluster 1—Growth and Changes in Animals (animal movements), Cluster 3—Position and Motion (force, push, pull)

◆ **Effort Word Wall**

Add the qualities of effort (time, force, and flow) to the Direction Word Wall, learning outcome K.1.2.B.3a.

◆ **In the Wild**

Have students move like various animals as in the “Ani-motion” activity suggested for learning outcome K.1.1.B.3c.

Questions for Discussion:

- Which animals move fast?
- Name the animals that move with the greatest force.
- Which animals move more freely than others do?



TEACHER NOTES

Refer to Appendix I: Glossary for definitions of the qualities of effort in movement.

For further suggestions, see *Creative Dance Inspirations: Facilitating Expression* (Bergman-Drewe).



SUGGESTIONS FOR ASSESSMENT

◆ **Learning Log: Effort Word Wall and In the Wild**

Teacher: Inventory

Have students complete the following knowledge assessment task.

Effort in Movement

Name _____ Grade _____ Date _____

Qualities of Effort

1. Name two activities that use strong force.

2. Name two activities that use light force.

In the Wild

3. Show on the table below which types of effort are used by the animals and other living things listed. Add two animals of your choice.

Time/Speed: fast, slow
Force: strong, light
Flow: bound, free

Animal	Time/Speed	Force	Flow
Butterfly	slow	light	free
Mouse			
Elephant			

Suggested Criterion:

Look for

- evidence that the student understands the different qualities of effort found in movement

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p><i>Students will...</i></p>	
<p><input type="checkbox"/> K.1.2.B.3d Recognize the different ways to move in relation to a partner (e.g., lead, follow, mirror, match, dodge...) and objects or equipment (e.g., obstacle course, climbing frame...).</p>	
<div style="border: 1px solid black; padding: 5px;"> <p>Curricular Connections PE/HE: S.2.2.A.1a (fitness), K.3.2.A.4 (safety) SC: Cluster 3—Position and Motion (position)</p> </div>	<p>◆ Creative Movement Explorations</p> <p>Have students pair up (as leader and follower) to explore partner relationships through the following movements:</p> <ul style="list-style-type: none"> • Face-to-Face Mirroring: Copy partner’s actions as if looking into a mirror. • Side-by-Side Mirroring: Copy partner’s actions while standing side-by-side (shoulder to shoulder). • Equipment Mirroring: Copy partner’s actions while using equipment (e.g., hoop, beanbag, bench, mat). • Meeting, Sharing, Parting: Travel with partner in the same way, exploring pathways that bring partners together and away from one another. Upon meeting, partners may “share” movement through a brief mirroring sequence before parting once again.
	<p>◆ Follow the Leader (lead, follow, mirror, match)</p> <p>On the climbing frame, students match and mirror strength moves shown by a partner (e.g., sit-ups, curl-ups, pull-ups, leg-ups). (See learning outcome S.2.2.A.1a for more suggested activities.)</p>
	<p>◆ Creative Movement Sequences</p> <p>Have pairs of students create a rhythmical sequence to music that involves</p> <ul style="list-style-type: none"> • mirroring and matching concepts • manipulative objects (e.g., scarves, tunnels, hoops, sheets) and non-manipulative objects (e.g., props such as chairs, mats, benches, climbing frame)
	<p>◆ Tiger Tail Tag (dodge)</p> <p>Have students pair up, one as the runner with a tail (flag football flag) tucked in the back waistband, and the other as the tagger. On a specified signal, the tagger chases and tries to pull the runner’s flag. The runner quickly changes directions and pathways in order to dodge the tagger. Once caught, the players switch positions and continue to run.</p>



TEACHER NOTES

Movements in Relation to Partner:

- **Mirror**—students face each other and perform the same movements, like looking in a mirror.
- **Match**—students are side by side and perform the same movements at the same time.

Change leaders and partners often.

Leader and Follower:

Discuss characteristics of a “good leader” and a “good follower.”

A good leader

- leads at a pace that the partner can keep up with
- leads with sensitivity to the partner’s skill/ability
- leads with interesting and creative ideas

A good follower

- watches and keeps up with the leader
- tries to copy the leader as well as possible
- encourages and supports the leader’s ideas

Refer to *Safety Guidelines for Physical Activity in Manitoba Schools* (MPETA et al.) to reinforce climbing-structure safety rules.

Also stress safe running practices such as looking forward to avoid other players and walls/equipment.



SUGGESTIONS FOR ASSESSMENT

◆ Observation: Creative Movement Explorations

Teacher: Inventory

Observe each student’s movement for appropriate response to a partner.

- Does the student demonstrate understanding of movement concepts specific to partner/object relationship?
- Can student appropriately perform the role of the leader? The follower?
- Are partners able to explore mirroring and matching movements in a cooperative, skillful manner?

PRESCRIBED LEARNING OUTCOMES

SUGGESTIONS FOR INSTRUCTION

Students will...

☐ K.1.2.C.1 Demonstrate knowledge of fundamental rules related to different aspects (e.g., purpose, number of players, role of each player, equipment, scoring...) of simple games and activities (e.g., grid activities...) designed by self and/or others.

◆ Grid Activities

Have students participate in a variety of activities in grid formations in the gymnasium or play area to identify the following characteristics:

- purpose
- number of players
- role of players
- equipment
- scoring

In a designated square area (see teacher notes) have students play tag games using a ball.

Examples:

- **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.

Students then design their own grid activity with a partner and use the Think-Pair-Share strategy to think about their fundamental game rules. (See Think-Pair-Share, *K-4 ELA*, Strategies–15.)

✿ K.1.2.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.



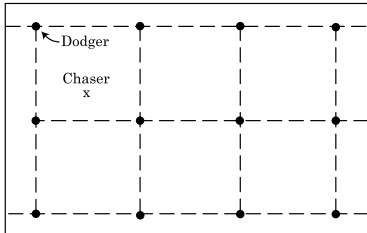
TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

Refer to learning outcomes K.1.K.C.1 and K.1.1.C.1 for additional suggestions.

Grid Formations:

The gymnasium or playing field is divided into several small play areas (e.g., 7 by 7 metres, or 14 by 7 metres). Define grid boundaries with markers such as floor lines, cones, tape, and so on.



◆ **Questioning/Interview: Grid Activities**

Teacher: Checklist

Question students as they take part in their grid activity games and check Yes or No as they identify the following aspects of the game:

Game Aspects	Yes	No
• purpose of the game	<input type="checkbox"/>	<input type="checkbox"/>
• number of players	<input type="checkbox"/>	<input type="checkbox"/>
• role of players	<input type="checkbox"/>	<input type="checkbox"/>
• equipment	<input type="checkbox"/>	<input type="checkbox"/>
• scoring	<input type="checkbox"/>	<input type="checkbox"/>

PRESCRIBED LEARNING OUTCOMES

SUGGESTIONS FOR INSTRUCTION

Students will...

K.1.2.C.3 Recognize and discuss simple strategies (e.g., dodging, varying speed, changing directions, funnelling in tag games...) **used in chasing/fleeing games/activities.**

◆ **Rescue Ball Tag**

Provide the class with three or four sponge balls and one or two sponge footballs. On the “go” signal, have students run in general space to dodge the sponge balls. Anyone can chase the balls and pick them up to throw at other players. Once hit below the shoulders, players sit in the space where they were caught until they catch a football tossed to them by a free player. The sitting players are then free and may run to rescue other players.

◆ **Fitness Tag**

Select two or three taggers who attempt to tag other players. Have tagged players go to a fitness centre where they must perform an assigned fitness activity before returning to the game.

Variation: Have the caught players remain at the fitness centre and see how long it takes the taggers to catch everyone.

Question for Discussion:

How can the taggers use funnelling to catch all the players more quickly?

◆ **Hospital Tag**

Select three students to be the “viruses” (taggers). Caught runners become “ill,” lie down on the floor with their knees up, and wait for a rescuer. Select five “rescue workers” who run to the casualties with a scooter and push the ill players on the scooter to an area marked with cones (the “hospital zone”). Caught students shake their rescuer’s hand to thank the person and then take their “medicine” by doing exercises or performing a movement task before returning to the game.



TEACHER NOTES

Encourage students to use dodge ball-type rules for fair play such as

- holding the ball for only five seconds
- holding only one ball at a time
- aiming below the shoulders
- trying to rescue as many people as possible in order to keep everyone active

Chasing/Fleeing Strategies:

- **Dodging**—moving quickly to change direction, pathway, and/or speed to evade a player or an object.
- **Deking**—using a fake movement (e.g., moving the head and shoulders one way and the body another way) to deceive another player.
- **Funnelling**—directing someone toward a direction to limit his or her movement or pathway.

Encourage taggers to work together to entrap the runners so that they have no way to run except toward one of the taggers.

Remind students of safe scooter use (e.g., no standing, use proper hand/finger placement, keep in contact with scooter without pushing it freely across the gymnasium).

See also Bumblebee Tag, learning outcome S.1.2.B.2.



SUGGESTIONS FOR ASSESSMENT

◆ Questioning/Reflection: Chasing/Fleeing Games/Activities

Peer Assessment: Inventory

Before students play a game, ask them which strategy they think they will use in the game. After the game, during a cool-down, have students participate in a “Walkabout Talkabout” by walking around the gymnasium with a partner to discuss the number of strategies they used and how they used each strategy during the game.

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p><i>Students will...</i></p>	
<p><input type="checkbox"/> K.1.2.C.4 Identify activity situations that require sharing, respect, honesty, and other positive social behaviours (e.g., explain how the “tagger’s rule” helps improve the game of tag...).</p>	<p>◆ Everyone’s “It”</p> <p>On the “go” signal, have students run about the room in general space, attempting to avoid all other players. Once tagged by another player, a runner must freeze in a letter T shape until a free player runs beneath his or her extended arms. If players tag each other at the same time, then both players freeze.</p>
<p>Curricular Connections ELA: GLO 5—Celebrate and build community (cooperate with others, work in groups) PE/HE: K.4.2.B.1a (respectful behaviours)</p>	<p>◆ Swamp Ball</p> <p>Divide the class into two equal teams. Have each team place two mats together flat on the floor near their own end line. Provide sponge balls for both teams. On the “go” signal, have students attempt to hit players on the opposing team below the shoulders with the sponge balls without crossing over the centre line. Once hit, players cross over to stand on the opposing team’s mats (swamp). From the swamp, players are able to throw sponge balls at the opposing team surrounding their swamp. The game continues until all players from one team are in the opposing team’s swamp.</p> <p>Variation: Have students play Rescue Swamp Ball. The players in the swamp may be rescued either when they hit an opposing player from the swamp or when they catch a ball thrown to them from their own players on their originating side.</p>
	<p>◆ Human Knot</p> <p>Have a group of four players form a circle. They raise right hands and shake someone’s hand. They then raise left hands and shake someone else’s hand. When everyone is holding hands, the group begins to untie the knot without letting go of hands by twisting, turning, and stepping over or ducking under arms. Once the knot is untied, have the group raise their arms with hands still joined and jump on the spot to yell out, “We did it!”</p> <p>Variation: Have students increase the group size to six, eight, or more.</p>
	<p>◆ Show and Tell</p> <p>Students bring to class items (e.g., sports equipment, team shirts, pictures, badges, certificates of participation in recreational activities) for “show and tell.” Have students tell about someone showing respect or honesty when participating in physical activity.</p> <p>Variation: For a movement-oriented activity, use a tag game situation with only one tagger. Each new tagged person will have his or her turn to “show and tell.”</p>


TEACHER NOTES
Tagger’s Rule:

Reinforce the use of the “tagger’s rule”: The tagger is always right. This will reduce arguments and promote fair play. It is based on the premise that taggers are honest and know whether or not they felt anything when tagging.

Encourage students to avoid being tagged and to practise their dodging skills.

Emphasize fair play and positive social behaviours by observing students and selecting examples of these attitudes and behaviours.

Encourage students to comment on courteous behaviours displayed by other players.

Stress the importance of slow movements for control and injury prevention.


SUGGESTIONS FOR ASSESSMENT
◆ Paper and Pencil Task: All Games

Peer Assessment: Checklist

Have students observe others during an activity for a portion of the class and check off examples of positive social behaviours that they observe.

The student

- uses the “tagger’s rule”
- follows rules
- speaks kindly
- takes turns
- shares

Have students explain how these behaviours enhanced the activity. Rotate students frequently.

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p><i>Students will...</i></p>	
<p>☐ S.1.2.A.1 Demonstrate competency in basic transport skills (i.e., running, hopping, galloping, jumping, skipping), moving in different directions (e.g., hop consecutively in a forward direction on the right and on the left foot; jump and land using a two-foot take-off and a two-foot landing...).</p>	
<div style="border: 1px solid black; padding: 5px;"> <p>Curricular Connections MA: Shape and Space (compare non-numerical data) PE/HE: K.1.K.B.3c, S.1.K.B.1, K.1.2.B.3a (movement), K.3.2.A.5b (bicycle safety) SC: Cluster 3—Position and Motion (human movement)</p> </div>	<p>◆ Follow the Signs</p> <p>Set up cones, with signs of the five basic transport skills indicating movement in different directions, in a pathway throughout the gymnasium. Have students read the sign on a cone (or look at the picture) and perform that skill on their pathway to the next cone.</p> <p>Variations: Have students work in pairs, as 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.)</p> <p>◆ Design-a-Sequence</p> <p>Have students use the signs from the Follow the Signs activity to create their own movement sequence with a specified number of transport skills using a variety of different directions. Use the Think-Pair-Share strategy for students to share their design with someone else. Have each pair teach their movement sequences to another pair. (See Think-Pair-Share, <i>K-4 ELA</i>, Strategies–15.)</p> <p>◆ “Frogger”</p> <p>Set up a play area with “tree snakes” on mats, “cobras” on scooters, “trolls” on benches or behind standing mats, and “frog food” (beanbags) placed at one end of the gymnasium. Have “frogs” try to get the frog food and take it home without being tagged by the other “creatures.” When tagged, the frog takes the food back and performs a skill. Frogs are safe on “lily pads” (hoops) for a maximum of five seconds at a time.</p> <p>◆ Spell It Out</p> <p>Have students work in pairs to spell out a variety of words (e.g., the transport skills, their names, their favourite activities, class spelling words, computer terms used in computer class, such as cursor, disk, return, and so on). They take turns choosing a card with a word on it and spell it by jumping in different directions on a teacher-made computer keyboard drawn on the gymnasium floor (masking tape) or on a concrete area outdoors (chalk).</p>



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 *Basic Movement Skills (K–3)* (Manitoba Education and Training).

Many learning activities can be performed outdoors or in other locations throughout the school (e.g., classroom, multi-purpose room).

A **sequence** is a “movement sentence” with a beginning, a middle, and an ending. Demonstrate examples of movement sequences for practice and then have students invent their own sequences. Acknowledge efforts and provide students with opportunities to observe each other.



SUGGESTIONS FOR ASSESSMENT

◆ **Performance Task: Follow the Signs**

Teacher: Scoring Rubric

While students participate in Follow the Signs, look for competency in basic transport skills as students move in different directions.

Suggested Criteria: Galloping

The student

- A. keeps trail leg behind lead leg
- B. gallops using either leg as the lead
- C. displays rhythmical arm movement
- D. turns hips, shoulders, and eyes to direction of movement

Refer to *Physical Education K–4: Basic Movement Skills Assessment* (Movement Skills Committee) for other skills criteria (i.e., running, jumping, hopping, 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
<i>Students will...</i>
<p>□ S.1.2.A.2 Demonstrate the basic manipulation skills (i.e., rolling, underhand throwing, overhand throwing, catching, striking, bouncing, kicking) in a variety of activities to challenge different levels of ability (e.g., catch a ball from different distances; strike a ball using a short-handled implement; kick a slow-rolling ball along the ground...).</p>
<p>Curricular Connections SC: Cluster 3—Position and Motion (describe motion of various objects)</p>
<i>(continued)</i>

SUGGESTIONS FOR INSTRUCTION

- ◆ **Musical Rolling Tag (rolling)**
 Have students travel to music in pairs. One student has a hand-size ball or beanbag and tries to shadow or stay as close as possible to his or her partner. When the music stops, the students stop. The partner with the ball or beanbag attempts to hit the feet of his or her partner by rolling the object. The partners then switch roles.

- ◆ **Crystal Ball (underhand throwing)**
 Have partners stand facing each other toe to toe. They take turns tossing a ball (or beanbag) to each other. If one partner catches the ball, each partner takes a step backward. They throw and catch and step backward until one partner does not catch the ball. When this happens, the pair may start over again toe to toe, or each participant may take a step forward.

- ◆ **Move That Ball (overhand throwing)**
 Place a cage ball or any large ball in the centre of the gymnasium. Divide the class into two teams and supply each team with a variety of hand-size balls. Have the teams stand behind designated end lines and, on the “go” signal, have students throw their balls overhand, aiming at the cage ball and attempting to knock it over the opposing team’s end line.
Variation: Have two cage balls in the centre. Divide the class into four teams, placed on four different end lines.

- ◆ **Bench Ball (catching, overhand throwing)**
 Divide the class into two teams, one on each side of the gymnasium. Place a bench for each team at a developmentally appropriate distance from the centre line (e.g., five to seven metres back) and have one student (captain) from each team stand on the opposite bench. Students throw sponge balls across the centre line, over the other team, to their catcher on the bench. When the catcher catches the ball, the thrower joins his or her teammate on the bench. Anyone on the bench can catch the ball. Opposing players may block balls that are thrown toward the bench but they must stay ahead of the crease in front of the bench (mats can be laid down for the crease.) The first team with all their players on the bench wins. Remind students to throw the ball within five seconds.

(continued)



TEACHER NOTES

Plan skill activities to follow the progression from individual to partner to small-group to large-group challenges. For further suggestions for instruction, refer to *Physical Education K–4: Movement with Meaning* (Manitoba Education and Training).

Challenges should reflect varying distances, speeds of objects, sizes of objects or implements, and textures of objects.

Emphasize the importance of aiming low at the cage ball rather than high at the other students.

Encourage students to set up their team equipment quickly and then to assume the “ready to play position” by sitting in a designated area to wait for the “go” signal. The first team ready may receive an advantage, such as obtaining all the balls to start the game or earning an extra point.

Lower grades may use a mat instead of a bench.



SUGGESTIONS FOR ASSESSMENT

◆ **Performance Task: All 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: Overhand Throwing

The student

- A. focuses eyes on target
- B. bends and holds elbow back at shoulder height behind ear
- C. rotates hips so that opposite shoulder is in line with the target
- D. steps forward with foot opposite to throwing arm
- E. shifts weight from back to front foot
- F. leads throw with elbow and follows through down and across body

Refer to *Physical Education K–4: Basic Movement Skills Assessment* (Movement Skills Committee) for other skills criteria (i.e., rolling, bouncing, catching, underhand 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.1.2.A.2 *(continued)*

(continued)

◆ **Batting Cages (striking)**

Set up batting cages using mats. Have students take turns hitting whiffle balls or rubber balls off batting tees at four or more stations.

Variations: Have students hit

- balls of different sizes (e.g., beach balls, hand-size balls)
- off tees of varying heights
- off tees made of stacks of cones
- a whiffle ball suspended on a string

◆ **Switch Bounce (bouncing)**

Have students bounce balls and move freely in a defined space while music plays. When the music stops, they switch hands and bounce their balls on the spot without moving. When the music resumes, they once again move about the space.

◆ **Four-Corner Soccer (kicking)**

Divide the class into four teams, one in each corner of the gymnasium. Have each team place a bench (turned on its side) diagonally across their corner. Distribute four to eight sponge soccer balls and have each team try to score as many times as possible on the other goal areas (benches), within a specified amount of time. Have one goalie per team guard the benches.

Variations: Provide each team with pinnies of different colours. Students who score on another bench report to a chalkboard area where points are recorded for the appropriate team.



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

Ensure that students follow safety rules when swinging implements.

Remind players to kick the ball below knee level and to watch where they run. Change goalies each game to ensure active participation by all.



PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p><i>Students will...</i></p>	
<p>☐ S.1.2.A.3 Demonstrate balancing in different ways (i.e., showing symmetrical and asymmetrical shapes, balancing on different parts/number of parts of the body) at different levels and/or heights.</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Curricular Connections MA: Shape and Space (symmetry, comparisons) PE/HE: S.1.K.B.1, K.1.K.B.3b (balance), S.2.1.A.1a (fitness), GLO 4—Personal and Social Management (applying problem-solving skills to movement challenges) SC: Cluster 3—Position and Motion (human movement)</p> </div>	<p>◆ Balance Task Cards</p> <p>Have students work together in pairs or small groups to perform the tasks presented on a variety of cards. Ensure that cards represent each of the following tasks:</p> <ul style="list-style-type: none"> • balances showing symmetrical shapes <div style="text-align: center; margin: 10px 0;">  </div> <ul style="list-style-type: none"> • balances showing asymmetrical shapes <div style="text-align: center; margin: 10px 0;">  </div> <ul style="list-style-type: none"> • balances on different body parts • balances on different numbers of body parts <p>◆ Bridge Builders</p> <p>Have students explore the various types of bridges that they can make with their bodies (e.g., four-point front bridge, three-point back bridge, two-point side bridge).</p> <p>◆ Bridge Tag</p> <p>After a review of the various bridge designs from Bridge Builders, select two or three taggers to freeze players into bridge shapes. Have free players rescue the frozen bridge shapes by carefully crawling under the bridges.</p> <p>Variation: Have all students be taggers and all students also be rescuers.</p> <p>◆ Partner Pyramids</p> <p>Partners make long bridges by joining together in a variety of front and back supports as follows:</p> <ul style="list-style-type: none"> • head to head, head to feet • hands on feet, hands on shoulders • feet to feet, feet on knees, feet on shoulders • side by side



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

Shapes:

- **Symmetrical**—having each side the same.
- **Asymmetrical**—having each side different.

See learning outcome S.1.K.B.1 for balance diagrams, K.1.K.B.3b for further balance activities, and Lessons A4 to A7, A18, B1, and B4 to B7 of *Up Down All Around* (Russell, Schembri, and Kinsman) for ideas of various shapes and balances at different levels.

See page 114 of *Ready-to-Use P.E. Activities for Grades K–2* (Landy and Landy).

Have half the class perform their bridges while the other half watches, and then switch. This will help ensure that all students have an opportunity to demonstrate their activity without individuals feeling self-conscious.

See also Flip-Flop, learning outcome S.2.1.A.1a.

◆ **Performance Task: Balance Task Cards**

Teacher: Checklist

While students participate in the Balance Task Cards activity, look for different ways of balancing at different levels.

Suggested Criteria:

Students are able to

- demonstrate symmetrical and asymmetrical shapes
- balance on different parts and numbers of parts of the body
- balance their bodies at different levels

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p><i>Students will...</i></p>	
<p>☐ S.1.2.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...).</p> <div data-bbox="115 709 548 951" style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Curricular Connections ELA: GLO 5—Celebrate and build community (cooperate with others, work in groups) PE/HE: K.1.2.B.3a, K.1.2.B.3d, K.1.1.B.3a (movement concepts) SC: Cluster 3—Position and Motion (position, how objects move, push-pull)</p> </div>	<p>◆ Create-a-Station</p> <p>Have students use the Word Wall of movement skills (see learning outcome K.1.1.A.1) and movement concepts (i.e., directions, levels, pathways, planes, relationships to a person, apparatus, and the environment) to work with a partner in developing a station activity. Have them create cooperative or low-competitive games (e.g., simple target games) that use basic movement skills and concepts. Discuss what movement concepts are evident in their games (e.g., in a rolling target game students are working at a low level, stepping with one leg and swinging one arm in a sagittal plane to move the ball in a straight pathway).</p> <p>◆ Two on Two (manipulation)</p> <p>In a small, squared area, have partners play “keep away” with a rolling ball. Emphasize defensive covering of the opponent and moving to an open space to receive the ball. Vary the game by adding a possession time limit or changing the manner of ball movement to bouncing, throwing, or kicking.</p> <p>◆ Apparatus Balance Travels</p> <p>Set up various pieces of apparatus around the gymnasium (e.g., benches, ladders, mats, cones). On a given signal, students travel over, under, and around the apparatus. When the word “balance” is called, students perform balance tasks on the closest piece of equipment. The balance task could also involve a partner.</p>



TEACHER NOTES

Refer to the following learning outcomes for suggestions related to

- space awareness
 - pathways and planes, K.1.2.B.3a
 - directions and levels, K.1.1.B.3a and K.1.2.B.3a
- relationships
 - to a partner, K.1.2.B.3d

See “Sammie Says” (transport), learning outcome K.1.K.B.3b, and Partner Pyramids (balance), learning outcome S.1.2.A.3.

See also Grid Activities, learning outcome K.1.2.C.1.



SUGGESTIONS FOR ASSESSMENT

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

Self-Assessment: Rating Scale

After students have finished playing their created station activity, read the following statements and have partners rate different aspects of their game.

Self-Assessment of Create-a-Station Game	
Rating Scale: 1—Needs work. 2—Could fine-tune. 3—Keep it. Super.	
Criteria	Rating
• We made the players work hard during our game.	
• The players cooperated in playing our game.	
• Our game challenged the players to practise and perform their skills.	
• The players moved in different directions (e.g., forward, backward, sideways) during the game.	
• The game is a good one for our playing area and amount of space.	

PRESCRIBED LEARNING OUTCOMES

Students will...

S.1.2.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...).

Curricular Connections

PE/HE: K.1.2.C.4 (fair play), K.4.2.B.2a, K.4.2.B.2b (developing relationships), S.4.2.A.3 (interpersonal skills)

SUGGESTIONS FOR INSTRUCTION

◆ **Name Game**

Have students work in pairs, with one partner holding a ball. The student with the ball calls out the name of his or her partner, makes eye contact, and then throws the ball underhand toward the partner who attempts to catch the ball.

Variation: Have students work in groups of three and then in larger groups. Add a second or third ball to groups of eight or more.

◆ **Bumblebee Tag**

Divide the class into four groups. “Black bees” collect nectar (beanbags) and store it in the black hive (mat). “Yellow bees” do the same, while “robber bees” (blue) steal the nectar and scatter it in the gymnasium. “Queen bees” (red) sting other bees by tagging them. Once tagged, bees perform a basic movement skill before rejoining the game.

Variation: Have students move about the room using different transport skills.

◆ **Poison Pumpkin**

Have students roll six to eight basketballs (poison pumpkins) around on the floor. If a ball contacts the feet of any student, that student must perform a task (e.g., three jumping jacks) in order to return to the game. Any students can be “it” and roll the balls and any students can be hit. Students may possess only one ball at a time and must release it within five seconds.

◆ **Mat Ball**

Play the game Bench Ball (see learning outcome S.1.2.A.2), but use two mats joined together on the floor for each team rather than benches.



TEACHER NOTES

Stress the step of making eye contact.

“Bees” may take only one beanbag at a time. Beanbags must be carried and not thrown for safety reasons.

Use fast music that is symbolic of bees flying around to enhance movement.

Change “pumpkins” to “snowballs,” “beach balls,” and so on, as the seasons dictate. Ensure that students roll the balls, not bounce them.

Encourage students to move around on the mats so that they avoid being in front of a blocker.



SUGGESTIONS FOR ASSESSMENT

◆ **Observation: All Games**

Teacher: Checklist

As students participate, observe the following skills and use the following 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							
Skills							
Name	Run	Jump	Hop	Gallop	Skip	Bounce	etc.

PRESCRIBED LEARNING OUTCOMES

SUGGESTIONS FOR INSTRUCTION

Students will...

☐ S.1.2.B.3 Set up and manage own games (e.g., skipping games, target games, hopscotch...).

Curricular Connections

ELA: GLO 4—Enhance the clarity and artistry of communication (effective oral communication), GLO 5—Celebrate and build community (cooperate with others, work in groups)

PE/HE: K.1.2.C.4 (positive social behaviours), GLO 3—Safety, GLO 4—Personal and Social Management (fair play, interpersonal skills)

SC: Cluster 3—Position and Motion (describe motion of various objects)

SS: building community

◆ Play Your Game

Have students teach their game/activity from Create-a-Station (see learning outcome S.1.2.B.1) to another small group of students. Together with students, brainstorm a list of characteristics of a well-managed group, such as the following.

Well-managed groups

- cooperate quietly and fairly to decide on an activity
- determine what equipment players need
- quickly and safely gather equipment
- quickly and carefully find a play area
- review all rules and procedures so that all players are familiar with the game
- play fairly and enthusiastically, making adjustments and changing the challenges according to group skill level

☐ S.1.1.C.1 ➡ S.1.2.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

SC: Cluster 3—Position and Motion (position, how objects move, push-pull)

* The arrow (➡) indicates that the learning outcome is maintained from a previous grade.

◆ Recess Games

Have students participate in a variety of recess games and learning activities, such as

- hopscotch
- rope skipping
- soccer
- follow the leader
- tag games
- structure climbing



TEACHER NOTES

Ensure careful, proper distribution and return of equipment.

SUGGESTIONS FOR ASSESSMENT

◆ **Performance Task: Play Your Game**

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



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

Refer to learning outcome S.1.1.C.1 for further activity suggestions.

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.



PRESCRIBED LEARNING OUTCOMES

Students will...

□ S.1.2.D.1 Demonstrate basic rhythmic steps and patterns (e.g., walk/clap, skip, slide, stamp...), **applying movement concepts** (e.g., body awareness, qualities of effort...) **alone and with others in simple and/or creative rhythmic activities** (e.g., creative movement, multicultural activities such as folk dances, round dances...).

Curricular Connections

MA: Patterns and Relations (identifying patterns)

PE/HE: S.2.2.A.1a, S.2.2.A.1b (fitness)

(continued)

SUGGESTIONS FOR INSTRUCTION

◆ **“La Raspa” (Mexican hat dance)**

Using a formation of no partners (single circle) or pairs facing (double circle), have students practise the following steps:

Part A—Bleking Steps (measures 1 to 8)

- Hop on left foot while at the same time tapping right heel on the floor in front of body.
- Repeat opposite, tapping left heel forward, then again right heel forward.
- Continue three bleking steps (as described above) with hands on hips and two quick claps during pause in bleking step, until 24 bleking steps have been performed.

Part B—Slide and Skip (measures 9 to 16)

Individually

- With no partner, slide 16 steps clockwise, and then 16 steps counter-clockwise.
- Place hands and arms over head and spin or skip on the spot clockwise for seven counts and then counter-clockwise for seven counts.

In Pairs

- Facing partner, hook elbows and skip seven steps clockwise, clap on the eight count, and then hook left elbows and repeat counter-clockwise.
- Repeat to the right and left again.

Variation: Perform the dance holding a parachute or hoops, using lifts throughout Part B.

◆ **Creative Movement**

Have students (alone, in pairs, or in small groups) design, refine, and perform a movement sequence. Specify one transport skill that must be used in the performance task. Take this opportunity to assess basic transport skills (learning outcome S.1.2.A.1).

For example, the sequence must

- have a definite beginning and ending
- include two different transport skills (e.g., walk, skip, slide, roll)
- include two different non-locomotor body actions (e.g., twist, shake, sink, bend)
- have smooth movement, with no breaks in performance

Variation: Create a variety of performance tasks for students to solve with movement. Once a sequence has been performed, have students try to perform the same sequence to a new selection of music that plays at a faster (or slower) tempo.

(continued)



TEACHER NOTES

Body awareness refers to what the body does. This includes awareness of

- **body parts** (e.g. arms, legs, elbows, knees, head)
- **body shapes** (e.g., stretched, curled, wide, narrow, twisted, symmetrical, asymmetrical)
- **body actions** (e.g., flex, extend, rotate, swing, push, pull)

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, large, continuous movement that is flowing and ongoing and cannot be readily stopped.
- Bound—small, controlled, restricted movement that can be readily stopped.

Choose one musical selection for all to use. Play it during the creation phase so that students may match rhythm with movement while designing the sequence.

Set limitations to help guide beginners with the creative process. Use action word cards (see Action Words, learning outcome S.1.1.D.1) to dictate or guide body action choices. Make similar cards for locomotor movements.



SUGGESTIONS FOR ASSESSMENT

◆ **Observation: “La Raspa”**

Teacher: Checklist

While students are participating, look for demonstration of the following criteria.

Suggested Criteria:

The student

- moves to the beat of the music
- demonstrates movement patterns specific to the dance (e.g., slide step, bleking step, skip)
- moves in appropriate direction when required
- remembers sequences of movements

◆ **Performance Task: Creative Movement**

Teacher/Peer Assessment: Checklist

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

Suggested Criteria:

The sequence clearly shows

- a definite beginning
- two different transport skills
- two different non-locomotor body actions
- a definite ending
- smooth movement, no breaks in performance

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<i>Students will...</i>	
<input type="checkbox"/> S.1.2.D.1 <i>(continued)</i>	<p><i>(continued)</i></p> <p>◆ Basic Aerobics Patterns</p> <p>Demonstrate actions from a Slim Jim word list of aerobic patterns and have students follow them.</p> <p>Examples:</p> <ul style="list-style-type: none">• twist• jump and twist (skier)• walk and clap• raise knees alternately (knee up)• walk and kick• step sideways (side step)• kick heels back (hamstring curl)• jump with feet apart and then together (jumping jacks)• run on the spot <p>Variation: Brainstorm with students various names for other movements. (See Slim Jims, <i>K-4 ELA</i>, Strategies-116.)</p>



TEACHER NOTES






SUGGESTIONS FOR ASSESSMENT

Present rhythmic steps and patterns using appropriate progressions, such as

- basic to complex
- in isolation and then in combinations
- without music and then with music
- slow music to fast music

For further suggestions, see page 21 of *1999 Pan American Games: Resource Kit for Physical Education Teachers* (Pan American Games Physical Activity/Physical Education Committee).



PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p><i>Students will...</i></p>	
<p>☐ S.1.2.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>	
<div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p>Curricular Connections SC: Cluster 3—Position and Motion (position, how objects move, push-pull, gravity)</p> </div>	<p>◆ Pirate Tag (transport/balance)</p> <p>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) who will carry markers such as beanbags or sponge balls. Other students move around the room and avoid being tagged by having their bodies off the floor or mats for five-second periods. 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. All students move by walking (no running) to ensure safe participation.</p> <p>◆ Hoopla (manipulation)</p> <p>Have students perform a variety of activities in their own space with their own hoop. Provide guiding questions:</p> <ul style="list-style-type: none"> • Can you circle the hoop on your arm? • Can you pass the hoop from one arm to the other while it is circling? • Who can circle the hoop on his or her neck, hand, waist, or leg? • Can you circle the hoop on your hand and then grip it to stop the rotation? <p>◆ Gymnastic Balances (balance)</p> <p>Have students perform various gymnastic balances such as those listed below.</p> <p>On mats:</p> <ul style="list-style-type: none"> • one-foot balance  • front scale  • V-sit  • teddy-bear stand  • knee scale  <p>On large apparatus:</p> <ul style="list-style-type: none"> • shapes/statics/hangs on structure



TEACHER NOTES

Functional use of skills—see teacher notes for learning outcome S.1.2.C.1 for definition.

Pictures, videos, or demonstrations by the teacher or students serve as visual aids for the class.

Station work allows small groups of students to perform skills at a variety of locations at the same time, maximizing use of space, equipment, and time on task.

Aboriginal Link: Check for local protocol about inviting a hoop dancer to do a demonstration.

For further large-apparatus activities, see *Up Down All Around* (Russell, Schembri, Kinsman) and pages 103 to 148 of *Ready-to-Use P.E. Activities for Grades K–2* (Landy and Landy).



SUGGESTIONS FOR ASSESSMENT

◆ **Performance Task: All Activities**

Teacher: Rating Scale

As students participate in the learning activities, observe their functional use of basic movement skills as they apply movement concepts to gymnastic-type activities.

Rating Scale				
The student	4 All the Time	3 Most of the Time	2 Some of the Time	1 Rarely
<ul style="list-style-type: none"> demonstrates use of selected movement skills and concepts in developmentally appropriate activities 				



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



Movement Outcomes: Grade 2



Knowledge

- K.1.2.A.1 Observe and name the basic movement patterns performed by other students** (i.e., running, galloping, hopping, jumping, skipping, rolling, throwing, catching, kicking, striking, bouncing, balancing).
- K.1.2.B.1 Show an understanding that personal attitudes** (e.g., willingness to try, level of involvement, desire to learn...) **affect skill development and success.**
- K.1.2.B.2 Recognize different ways to maintain static and dynamic balance** (i.e., increase base of support by widening stance, lower centre of gravity by bending knees, keeping head level) **in physical activities** (e.g., walking on a low beam, changing directions while travelling...).
- K.1.2.B.3a Recognize the terms associated with pathways** (i.e., straight, curved, zigzag), **directions** (i.e., up, down, right, left, forward, backward, sideways, clockwise, counter-clockwise), **and planes** (i.e., frontal, horizontal, sagittal).
- K.1.2.B.3b Recognize and use body shapes in expressive movement** (e.g., show three different body shapes in a movement sequence...).
- K.1.2.B.3c Recognize the different qualities of effort** (i.e., time, force, flow) **in own movement** (e.g., respond to different beats and rhythms of a drum, move to music, walk and move like various animals...).
- K.1.2.B.3d Recognize the different ways to move in relation to a partner** (e.g., lead, follow, mirror, match, dodge...) **and objects or equipment** (e.g., obstacle course, climbing frame...).
- K.1.2.C.1 Demonstrate knowledge of fundamental rules related to different aspects** (e.g., purpose, number of players, role of each player, equipment, scoring...) **of simple games and activities** (e.g., grid activities...) **designed by self and/or others.**
- K.1.2.C.3 Recognize and discuss simple strategies** (e.g., dodging, varying speed, changing directions, funnelling in tag games...) **used in chasing/fleeing games/activities.**
- K.1.2.C.4 Identify activity situations that require sharing, respect, honesty, and other positive social behaviours** (e.g., explain how the “tagger’s rule” helps improve the game of tag...).

Skills

- S.1.2.A.1 Demonstrate competency in basic transport skills** (i.e., running, hopping, galloping, jumping, skipping), **moving in different directions** (e.g., hop consecutively in a forward direction on the right and on the left foot; jump and land using a two-foot take-off and a two-foot landing...).
- S.1.2.A.2 Demonstrate the basic manipulation skills** (i.e., rolling, underhand throwing, overhand throwing, catching, striking, bouncing, kicking) **in a variety of activities to challenge different levels of ability** (e.g., catch a ball from different distances; strike a ball using a short-handled implement; kick a slow-rolling ball along the ground...).
- S.1.2.A.3 Demonstrate balancing in different ways** (i.e., showing symmetrical and asymmetrical shapes, balancing on different parts/number of parts of the body) **at different levels and/or heights.**
- S.1.2.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...).
- S.1.2.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...).
- S.1.2.B.3 Set up and manage own games** (e.g., skipping games, target games, hopscotch...).
- 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.1.2.D.1 Demonstrate basic rhythmic steps and patterns** (e.g., walk/clap, skip, slide, stamp...), **applying movement concepts** (e.g., body awareness, qualities of effort...) **alone and with others in simple and/or creative rhythmic activities** (e.g., creative movement, multicultural activities such as folk dances, round dances...).
- S.1.2.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...).

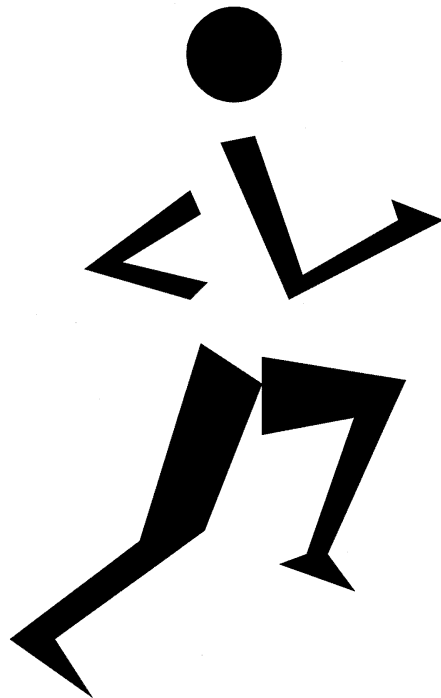
Attitude Indicators

- 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.

Grade 2

2. Fitness Management

The student will demonstrate the ability to develop and follow a personal fitness plan for lifelong physical activity and well-being.



PRESCRIBED LEARNING OUTCOMES

SUGGESTIONS FOR INSTRUCTION

Students will...

❖ K.2.2.A.1 Discuss exercises and physical activities associated with health-related fitness components (e.g., running develops endurance of the heart, jumping activities develop muscular strength and endurance of the leg muscles...).

❑ K.2.1.C.1a ➡ K.2.2.C.1a Show an understanding of the location of main internal body parts affected by exercise (i.e., heart, lungs, bones, muscles).

Curricular Connections

PE/HE: S.1.2.A.1 (movement skills), K.2.2.C.3 (warm-up)
SC: Cluster 1—Growth and Changes in Animals (changing characteristics of humans as they grow and develop), Cluster 2—Properties of Solids, Liquids, and Gases (air, oxygen)

◆ Word Wall

Work with students to develop a word list of body parts affected by exercise (i.e., heart, lungs, bones, muscles). Print the body-part vocabulary on cards and post them on a bulletin board. (See Word Wall, *K-4 ELA*, Strategies–199.)

◆ Body-Part Tag

Make up laminated cards (see teacher notes) of different body parts (e.g., muscles, bones, heart, lungs). Pass out equal numbers of the different body-part cards (one card per student). When the music starts, call out the name of one body part. All students with that body-part card raise their cards, become “it,” and try to tag the others. When caught, these students sit. When the music stops, everyone stands, a new body part is called, and a new game begins, approximately every 15 seconds. If the teacher calls out “everybody,” students must get into groups with every body part (at least one each of muscles, bones, heart, and lungs) and sit down together. The game requires continuous action and is a good warm-up activity.

◆ Mr. Bones Relay

Have students get into groups of three. Ask each group to select the following equipment to represent different body parts:

- one flying disc (head)
- two hoops (upper body, abdominal area)
- two badminton racquets (arms and hands)
- two safety play bats (legs)
- two paddles (feet)
- two blue 25-centimetre utility balls (lungs)
- one red 15-centimetre ball (heart)
- seven skipping ropes (muscles: one for each arm, each leg, and body areas, including the face)



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT



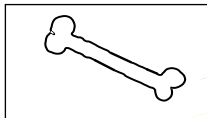
Body-Part Cards:

Purple



Muscles

White



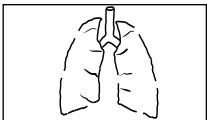
Bones

Red



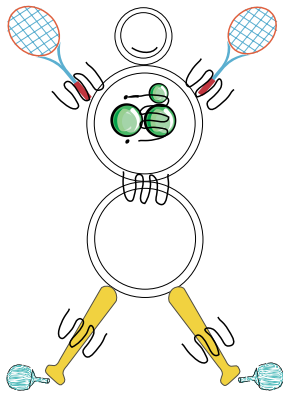
Heart

Blue



Lungs

Display an example of Mr. Bones on the gymnasium floor.



On the “go” signal, each team begins to assemble Mr. Bones at the opposite end of the gymnasium by transporting body parts one at a time.

As a variation, use various transport skills when retrieving the equipment. Scooters could also be used.



◆ **Observation: Body-Part Tag**

Teacher: Informal Inventory

During the explanation of Body-Part Tag, ask students to show the location of the four main internal body parts used in the game by placing a hand to their own corresponding body parts as they are called out.

◆ **Performance Task: Body-Part Tag**

Peer Assessment: Inventory

Have each student face a partner. Name the body parts affected by exercise, and have one partner point to its position on himself or herself while the other partner observes. Give two parts to one partner (i.e., heart and muscles) and two to the other partner (i.e., lungs and bones). Have students line up with their partners as they leave the gymnasium and state the number of parts they located correctly.

◆ **Observation: Mr. Bones Relay**

Teacher: Anecdotal

As students work in small groups to construct Mr. Bones, observe and note any students having difficulty.

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<i>Students will...</i>	
☐ K.2.1.C.1b ➡ K.2.2.C.1b Recognize the physical changes in the body during physical activity (i.e., heart beats faster, body gets warmer, breathing accelerates, perspiration increases).	◆ Learning Outcome Connection Have students participate in the learning activities suggested for learning outcomes S.2.2.A.1a and S.2.2.A.1b to experience and to discuss the physical changes that occur in the body during physical activity.
Curricular Connections PE/HE: S.2.2.A.1a, S.2.2.A.1b (skill/fitness development) SC: Cluster 2—Properties of Solids, Liquids, and Gases (air, oxygen)	◆ Stethoscope Borrow stethoscopes from a local doctor’s office or health office and pair students by gender to listen to each other’s heart through the stethoscope. If stethoscopes are not available, have students bring cardboard tubes from paper towel, foil, or wax paper rolls. Have them place one end of the cardboard tube against their partners’ chests and put their ears to the other end and listen for a constant rhythm. If it is difficult to hear the beats, have students perform physical activities and then listen for the beats.
<hr/> ❖ K.2.2.C.2 Show an understanding of the factors (e.g., planning, regular participation, effort, adequate information, motivation, commitment, regular monitoring...) affecting personal fitness development.	

**TEACHER NOTES****SUGGESTIONS FOR ASSESSMENT****Questions for Discussion:**

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

- What changes occur in your body during activity? Describe them.
- Does your heart beat more slowly or faster after activity?
- Is your body warmer or cooler after being active?
- Do you breathe faster or more slowly during activity?
- Does anyone feel sweat on his or her body?

For sterilization purposes, have alcohol wipes available for cleaning the stethoscope earpieces after each use.

Kits with stethoscopes are available from the Heart and Stroke Foundation of Manitoba.

“Pulse sticks” are also helpful. When students grip pulse stick for approximately five seconds, their pulse is indicated by a number (heart rate or beats per minute) and a small flashing, beating heart symbol.



PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p><i>Students will...</i></p>	
<p>☐ K.2.2.C.3 Recognize that proper warm-up activities (i.e., light aerobic activity, stretching exercises) prepare muscles for vigorous activities (e.g., warm-up activities increase blood circulation and elasticity of muscles and ligaments...).</p>	<p>◆ Aerobic Routine (light aerobic activity)</p> <p>Have students follow a demonstration of various aerobic patterns (see learning outcome S.1.2.D.1) linked together for a specified period of time or for the length of one song.</p> <p>◆ Beach Days (stretching exercises)</p> <p>Play music with a beach theme and have students perform an aerobic swim routine with some of the following actions and stretches:</p> <ul style="list-style-type: none"> • running • front crawl • skipping • back crawl • hopping • breast stroke • dog paddle • plug your nose and jump in <p>Variations: Play music and have students perform each action for a specified number of repetitions or counts in time to the music. Have students work in pairs to follow each other’s actions. Other themes and actions can be used, such as Animal Stretches (see Animal Walks, learning outcome S.2.1.A.1a), Circus Act, or Cooperative Stunts.</p>
<div style="border: 1px solid black; padding: 5px;"> <p>Curricular Connections PE/HE: S.1.2.D.1 (aerobic activity), K.3.2.A.2 (range of motion) SC: Cluster 1—Growth and Changes in Animals (animal movements)</p> </div>	
	<p>◆ Don’t Be Silly!</p> <p>Use bubble gum or a rubber band to illustrate what happens when a muscle stretches too far and too fast. Have students respond to the following questions:</p> <ul style="list-style-type: none"> • Why might the bubble gum or rubber band break apart? • Why is it important not to stretch your muscles too far? • Is it better to hold a stretch or to bounce frequently?
<p>✿ K.2.2.C.4 Identify personal factors (e.g., interests, personal success, previous experiences, type of activities, developmental rates...) that influence physical activity participation and build self-confidence.</p>	<p>◆ Star Adventure</p> <p>Play theme-related music and have each student stand inside a hoop (space ship) and move in his or her own path according to the music: loud—move quickly; quiet—bend down slowly in the hoop. When the music stops, give students challenges (e.g., push-ups, curl-ups, stretches, balances, transport skills, gymnastic movements involving weight transfer, creative movements).</p>



TEACHER NOTES

Warm-ups:

Warm-ups serve the purpose of developing physical fitness and preparing the body for more vigorous activities. Proper warm-ups include two phases: a light to moderate aerobic activity, followed by one or more dynamic stretching exercises for each muscle group. For example, for a 30-minute class, a warm-up of three to five minutes of gentle whole-body exercise is an effective way to offer instant activity when the class arrives in the gymnasium.

The following activities (suggested in GLO 1—Movement) can be used as appropriate light to moderate aerobic activity for the warm-up:

- Follow the Signs—learning outcome S.1.2.A.1
- Bench Ball—S.1.2.A.2
- Bridge Tag—S.1.2.A.3
- “La Raspa”—S.1.2.D.1
- Basic Aerobic Patterns—S.1.2.D.1
- Pirate Tag—S.1.2.D.2
- “Sammie Says”—K.1.K.B.3b

Ensure that students understand that flexibility is important because being able to move the joints through a full range of motion reduces the likelihood of injury. Flexibility can be safely increased by gradually increasing the length of time stretches are held, the distance stretched, and the number of times the stretch is performed.

Continually check the latest information on contraindicated exercises as a safety precaution when selecting stretches and/or resources for lesson planning.



SUGGESTIONS FOR ASSESSMENT

◆ Questioning/Interview: Warm-up Activities

Teacher: Inventory

Ask students how warm-up activities help prepare them for vigorous activity. With a large group, have students use adjectives to answer, but as a station activity, interview students individually.

Suggested Criteria:

Look for the following responses:

- body feels warmer
- muscles feel more limber, not as tight
- more mentally prepared
- body feels ready to move

TEACHER NOTES (continued)

The following suggestions can make the exercises more effective and enjoyable:

- Encourage students to stretch to their own limits to feel tightness, but not to the point of pain.
- Encourage normal or slow breathing.
- Change sets of exercises often for variety.
- Provide music for interest.
- Demonstrate the exercises and have the class perform them slowly to learn correct form and timing.
- When performing static stretches, hold the stretch, without locking or hyperextending joints, for 10 to 30 seconds rather than performing bouncing, ballistic motions.

Invite a certified fitness leader to school to lead a fitness class.



PRESCRIBED LEARNING OUTCOMES
<i>Students will...</i>
<p>☐ S.2.2.A.1a Participate in cooperative and/or low competitive-type physical activities (e.g., with partners, in small groups...) that contribute to skill/fitness development and enjoyment.</p>
<p>Curricular Connections ELA: GLO 4—Enhance the clarity and artistry of communication (letter formation) PE/HE: S.1.2.A.1, K.1.2.A.1, S.1.1.A.3 (movement skills), S.4.2.A.3 (appropriate behaviours) SS: building community</p>
<i>(continued)</i>

SUGGESTIONS FOR INSTRUCTION

- ◆ Outdoor Obstacle Course**

Have students work in small groups to follow each other through an obstacle course.

Example:

 - Climb up the rungs to the slide.
 - Slide down the slide.
 - Walk along the low-level objects (e.g., wood frame surrounding play structure).
 - Leap over ropes or sticks placed over cones on their sides.
 - Try out the monkey bars.
 - Hop through a hopscotch pattern.
 - Jog around the soccer field posts.

- ◆ Heart Smart Stations**

Set up station activities that keep students moving and active (e.g., jumping rope, jogging, dancing to music, using activity cards, playing tag).

- ◆ The Human Alphabet**

Make cards with a letter of the alphabet on each. Play music and have students move about the gymnasium using a variety of transport skills (refer to learning outcomes S.1.2.A.1 and K.1.2.A.1). When the music stops, hold up an alphabet card and have students perform a stretch in the form of that alphabet letter for eight to ten seconds.

Variation: Have students work in small groups to make letters or small words.

- ◆ Protect Your Partner**

In groups of four, have three players hold hands in a circle and try to keep the fourth player from touching the back of a selected circle player.

Variation: Have circle players move in different ways (e.g., jump sideways using a shuffle step).

(continued)



TEACHER NOTES

Select active dances that serve to enhance skill and fitness development.

Reinforce safety procedures for using large equipment.

Benefits of Cooperation and Competition:

- In the Early Years, emphasize cooperation rather than competition.
- Children need to learn to cooperate before they can learn to compete graciously.
- The importance of being a good team player is a significant lifetime skill that can be learned in both cooperative and competitive activities.
- Cooperative activities can teach students to be more considerate of others as they work together to achieve a common purpose.
- De-emphasize winning and losing in games.
- When choosing games, look for non-elimination and continuous games. If there is an elimination component, ensure that there is always a way to return to the game in a short time.



SUGGESTIONS FOR ASSESSMENT

◆ **Observation: Any Activity**

Teacher: Participation Rubric

Observe students as they take part in the activities and assess their participation using the following rubric.



See BLM G–3: Participation Rubric (Appendix H).

Ask students who exhibit either exemplary or inappropriate behaviour to write the date and the details of the event on a self-stick note. These notes can be saved and recorded at a later date.

◆ **Reflection: All Cooperative Activities**

Group/Self-Assessment: Rating Scale

Have students colour in one of the faces for each of the following statements.

How did I/we work as an individual/group?

Rating Scale:

- ☺ Always
- ☹ Sometimes
- ☹ Rarely

• I/We worked cooperatively.	☺	☹	☹
• I/We shared equipment.	☺	☹	☹
• I/We played by the rules.	☺	☹	☹

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<i>Students will...</i>	
<input type="checkbox"/> S.2.2.A.1a <i>(continued)</i>	<p><i>(continued)</i></p> <p>◆ Partner Strength Builders</p> <p>Have students work together cooperatively to complete the following challenges:</p> <ul style="list-style-type: none">• Partner Pull-Up: Partners face each other, sitting down with feet touching, hold hands, and try to pull each other to a standing position.• Partner Back-to-Back Stand-Up: Partners sit back to back, locking elbows, and push gently, using the legs, to help each other stand up. <p>Use safety and judgement when pairing students.</p> <ul style="list-style-type: none">• Partner Hand-Off: Partners stand back to back and hand a ball back and forth from one side to another as quickly as possible (start with light balls).



TEACHER NOTES

See also “La Raspa” (learning outcome S.1.2.D.1) and Partner Pull (learning outcome K.1.2.B.2).



SUGGESTIONS FOR ASSESSMENT

◆ **Observation: Any Activity**

Teacher: Frequency Index

Observe students as they participate in activities/games and keep a cumulative frequency index on each student.

Frequency Index

Class List	Plays by the rules	Works cooperatively	Shares equipment	Comments

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<i>Students will...</i>	
<input type="checkbox"/> S.2.2.A.1b Sustain participation in moderate to vigorous activity, using basic movement skills.	
<p>Curricular Connections MA: Shape and Space (compare terms, time) PE/HE: S.1.2.A.1, S.1.2.A.2, K.1.2.A.1 (movement skills) SC: Cluster 1—Growth and Changes in Animals (animal games), Cluster 3—Position and Motion (direction of force, describing movements)</p>	
	<p>◆ Soccer Tag</p> <p>Select two students as taggers to wear pinnies and have them kick indoor soccer balls along the floor to tag other students (below the knee) with the balls. Once caught, students put on pinnies and become taggers (kickers). These taggers share five or six indoor soccer balls. The last two survivors (those without pinnies) start the next game. Tagged players will then take off their pinnies and help to catch the others.</p> <p>◆ Dr. Dodge Ball</p> <p>Divide the class into two teams, one on each side of a centre line. Set up a “hospital” at each end of the gymnasium using mats. Appoint two students from each team as doctors and give each doctor a pinnie. Use lots of sponge balls. On the “go” signal, each team throws balls at the other team. If players get hit, they are injured and must lie down until a doctor pulls them by the arms along the floor to the hospital. They are then required to perform a “repair” exercise before they can return to play. Once doctors are hit, they turn in the pinnies and become regular players. The game is over once both doctors on a team are hit.</p> <p>Variation: Hit doctors can pass the pinnies to other players.</p> <p>◆ One-Two-Three-Four-Five</p> <p>Have students run, jog, speed walk, or jump rope continuously to music for one minute. In the next session, challenge students to move for an increased amount of time (e.g., two to five minutes).</p>



TEACHER NOTES

Remind students to kick low and gently as a safety precaution (e.g., balls kicked above knee level do not count as a tag).

Encourage students to keep more active by moving continuously and quickly into open spaces and suggest taggers chase after the balls.

Refer to Appendix I: Glossary or to learning outcome S.2.K.A.1b for definitions of moderate or vigorous activity and functional capacity.

The fitness management outcomes link to active living in GLO 5—Healthy Lifestyle Practices. There are also links between GLO 1—Movement and GLO 2—Fitness Management, since many of the movement activities can be designed to be more physically active in order to enhance students’ fitness levels.

Examples:

K.1.2.B.3d

- Tiger Tail Tag

K.1.2.C.3

- Fitness Tag

S.1.2.A.1

- Follow the Signs

S.1.2.B.2

- Name Game
- Bumblebee Tag
- Poison Pumpkin
- Mat Ball



SUGGESTIONS FOR ASSESSMENT

◆ Observation: All Moderate to Vigorous Activities

Teacher: Scoring Rubric

Observe students as they participate in the activities. Using BLM G–8, fill in the names of students in the category describing their performance level. As a timesaver, fill in only the names of students achieving a “3” or a “1” during the activity and add the other names later.



See BLM G–8: Aerobic Capacity Rubric (Appendix H).

PRESCRIBED LEARNING OUTCOMES

SUGGESTIONS FOR INSTRUCTION

Students will...

S.2.2.A.2 Determine own degree of exertion through simple methods (e.g., put hand on chest to feel increase in heart rate, “talk test”...) **while participating in physical activities.**

Curricular Connections

MA: Number (number concepts), Patterns and Relations (patterns, comparisons)
SC: Cluster 2—The Senses (touch)

◆ **Heartbeat**

Have students put their hands on their chests to feel their heartbeats at rest. After students have participated in activities such as those suggested for learning outcomes S.2.2.A.1a and S.2.2.A.1b, ask them to check their heartbeats again to notice the increase.

◆ **Walkabout**

Have students work in pairs to take the “talk test.” Encourage partners to converse as they walk at a comfortable pace for a few minutes. Increase the pace to speed walking, jogging, and then running very fast. Lead the class in a discussion about their observations during the various phases of this investigation.

Questions for Discussion:

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

- Does the heart beat slowly or fast while we are resting?
- Does the heart beat slowly or fast while we are participating in physical activity?
- Does the heart beat faster when we are walking or when we are running?



TEACHER NOTES

Students should be able to determine that the heart beats more slowly at rest and faster during or after physical activity.



SUGGESTIONS FOR ASSESSMENT

◆ **Questioning/Interview: Heartbeat**

Teacher: Checklist

Ask students to raise their hands if they think that the following activities will make them get hot and thirsty, make their hearts beat faster, and make them breathe more deeply:

- walking
- riding a bicycle
- stretching
- playing soccer
- playing catch
- jogging

Variation: On the classroom wall, post pictures of three hearts of different sizes (small, medium, and large) representing heart rates (slow, medium, fast). Have students answer the questions above by lining up in front of the heart representing the applicable heart rate.



As students participate in other physical activities, continue to ask them to identify the degree of exertion required.

◆ **Observation: Heartbeat**

Teacher: Informal Inventory

Observe students monitoring their degree of exertion using simple methods during and after their participation in physical activities.

Suggested Criteria:

Look for

- ability to talk while running/participating
- hand held on chest for heart rate



Fitness Management Outcomes: Grade 2



Knowledge

- K.2.1.C.1a** ➡ Show an understanding of the location of main internal body parts affected by exercise (i.e., heart, lungs, bones, muscles).
- K.2.1.C.1b** ➡ Recognize the physical changes in the body during physical activity (i.e., heart beats faster, body gets warmer, breathing accelerates, perspiration increases).
- K.2.2.C.3** Recognize that proper warm-up activities (i.e., light aerobic activity, stretching exercises) prepare muscles for vigorous activities (e.g., warm-up activities increase blood circulation and elasticity of muscles and ligaments...).

Skills

- S.2.2.A.1a** Participate in cooperative and/or low competitive-type physical activities (e.g., with partners, in small groups...) that contribute to skill/fitness development and enjoyment.
- S.2.2.A.1b** Sustain participation in moderate to vigorous activity, using basic movement skills.
- S.2.2.A.2** Determine own degree of exertion through simple methods (e.g., put hand on chest to feel increase in heart rate, “talk test”...) while participating in physical activities.

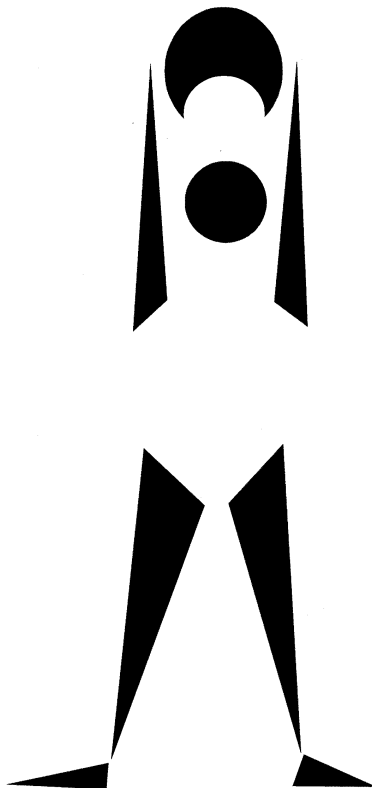
Attitude Indicators

- 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.

Grade 2

3. Safety

The student will demonstrate safe and responsible behaviours to manage risks and prevent injuries in physical activity participation and in daily living.



PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<i>Students will...</i>	
<p><input type="checkbox"/> K.3.2.A.1 Recognize the importance of practising safe behaviours (e.g., following directions, performing within own limits, understanding safety rules for using large equipment...) alone and/or with others.</p>	
<p>Curricular Connections PE/HE: K.1.2.B.1 (attitudes affecting skill development)</p>	
	<p>◆ Know Your Limit</p> <p>Using a Sharing/Talking Circle, have students describe situations in which they recognized that an activity was too difficult for them and that they would need to practise with help before being able to attempt it alone safely (e.g., hanging and moving along the monkey bars, walking a high beam). Ask how students could safely learn the activity (e.g., by asking a parent to hold them while trying a few monkey bar rungs, having someone hold their hand while they walk a beam). (For a discussion of the Talking Circle, see <i>Success for All Learners</i>, 7.5.)</p> <p>◆ Play Safe!</p> <p>Discuss with students reasons why it is important to follow directions and why rules exist for safe use of various pieces of large equipment (e.g., jump boxes, benches, climbing ropes, jungle gym, mats).</p>



TEACHER NOTES

Introduce, use, explain, and reinforce vocabulary related to safety in everyday living.

Given the scope and importance of the topic of safety, teachers are encouraged to introduce developmentally appropriate safety-related topics with students at the beginning of the school year. Review the rules often throughout the year, taking into account the various play areas (e.g., gymnasium, play structure, outdoor field area) and seasonal changes (e.g., slippery surfaces, snowbanks).

Promoting Safe Behaviours:

Encourage safe behaviours by using strategies such as the following:

- Clearly articulate proper safety instruction and appropriate behaviour for each activity.
- Establish an audible signal for gaining student attention quickly.
- Recognize and reinforce positive behaviours rather than waiting for rules to be broken.
- Anticipate hazards and minimize risks.



SUGGESTIONS FOR ASSESSMENT

◆ Interview: Know Your Limit

Teacher: Inventory

After performing Know Your Limit, use the Sharing/Talking Circle to discuss with students how they safely practised the activity alone and/or with a partner and why it is important to practise safe behaviours.

Suggested Criteria:

Look for student understanding of the importance of practising safe behaviours, such as

- following directions
- performing within own limits
- understanding safety rules for large equipment use

PRESCRIBED LEARNING OUTCOMES

Students will...

K.3.2.A.2 Recognize safe range of motion of joints (e.g., neck rotations, knee bends...) **in common exercises.**

Curricular Connections
PE/HE: K.2.2.C.3 (warm-ups)

SUGGESTIONS FOR INSTRUCTION

◆ **Learning Outcome Connection**
 Have students participate in the warm-up activities suggested for learning outcome K.2.2.C.3 to practise and learn the safe range of motion of joints and recognize the risk of stretching too far.

◆ **The Good, the Bad, and the Ugly**
 Show pictures of contraindicated exercises and have students explain why these activities may be unsafe. Have them describe and demonstrate proper ways of stretching the body parts identified in the pictures. These may include the following:

Neck	Legs	Back
<ul style="list-style-type: none"> • Avoid full rotations in neck exercises. • Nod “yes” slowly, then “no.” • Bow the head (drop chin) and move chin slowly to one side, and then the other. 	<ul style="list-style-type: none"> • Bend knees slightly when stretching legs. • Hurdle stretch with bent leg in front. 	<ul style="list-style-type: none"> • Avoid non-supported back bends or arches.

K.3.2.A.3 Identify the reasons for appropriate clothing and footwear for participation in physical activity (e.g., change of clothing for safety, support, comfort, and freedom of movement; removal of jewellery for physical activities; personal hygiene...).

Curricular Connections
SC: Cluster 3—Position and Motion (footwear while travelling on different surface areas)

◆ **Get Activated!**
 Use a KWL (Know, Want to know, Learned) strategy to activate students’ prior knowledge related to proper clothing and footwear required for participation in a variety of physical activities. Guide students to develop questions regarding shoelaces, jewellery, and wearing others’ gym clothing. Use their questions to guide a discussion about reasons for wearing appropriate clothing and footwear for physical activity. Post a list on the chalkboard. (See KWL, *K-4 ELA*, Strategies—89 to 91.)

◆ **Shuttle Relay**
 At one end of the gymnasium, have students form six relay teams. Make six cards that each name a different activity (e.g., skating, skiing, soccer, hockey) and give one card to each relay team. At the opposite end of the gymnasium, place several word or picture cards displaying appropriate clothing and footwear for each of the activity cards. Have students run to select one clothing/footwear card at a time to match their activity card. (Have enough clothing/footwear cards for the members of each relay team.)


TEACHER NOTES
SUGGESTIONS FOR ASSESSMENT

Generally, contraindicated exercises present some degree of risk and should be avoided. The possibility of injury depends on state of training, age, previous injuries, structural abnormalities, fatigue, proper technique, and the nature of the sport.

Continually check the latest information on contraindicated exercises as a safety precaution when selecting stretches and/or resources for lesson planning.

Be sure to warm up before stretching.

◆ **Paper and Pencil Task: The Good, the Bad, and the Ugly**

Teacher: Rating Scale

Have students circle safe exercises on a page depicting proper and improper exercises. Give 10 exercises and score the work out of 10.

Together with students, brainstorm and list examples of various pieces of footwear used on different athletic surfaces (e.g., athletic shoes have special textures to prevent slipping, curling shoes have a “slider” to allow easier movement on ice).

◆ **Reflection: Get Activated!**

Peer/Self-Assessment: Inventory

Have students work with a partner and share with the class one thing they both learned about appropriate clothing and footwear for participation in physical activity.



PRESCRIBED LEARNING OUTCOMES

SUGGESTIONS FOR INSTRUCTION

Students will...

K.3.2.A.4 Show an understanding of general and specific safety guidelines and behaviours (e.g., change-room routines, appropriate permitted heights on climbing frame, carrying heavy equipment such as benches, size of equipment...) **that are appropriate for own age and ability.**

Curricular Connections

PE/HE: K.1.3.B.2 (concepts relating to force in carrying activities)

K.3.2.A.5a Identify the basic safety rules for selected physical activity settings (e.g., school field trips, Terry Fox walk/run, skating activity, powwows, winter festivals...).

◆ **Safety Guidelines**

Brainstorm with students the various safety guidelines/ rules/procedures and behaviours specific to various locations, activities, and pieces of equipment, such as

- using change rooms
- climbing frames
- lifting equipment (see learning outcome K.1.3.B.2)
- selecting equipment to match ability and age (e.g., proper size and weight of striking implements and balls, proper size of skipping ropes)

◆ **Safety Walking Tour**

Take students on a Safety Walking Tour of the gymnasium, the equipment room, and change rooms to view various safety posters outlining key safety rules for each area. Have pairs of students practise reading and explaining the posters to each other.

Variation: Have students invite their parents to participate in the Safety Walking Tour led by the students as part of a student-led conference or orientation session.

◆ **The Safety Memory Game**

Have students sit in a circle to play The Safety Memory Game to describe what rules they need to practise on their adventures.

1. The first person says, “When I participate in _____, I will remember to _____.”

Example:

“When I participate in the skating activity, I will remember to wear a helmet.”

2. The second student repeats what the first student said and adds another safety rule.

Example:

“When I participate in the skating activity, I will remember to wear a helmet and to wear gloves.”

3. The third student adds a safety rule, and so on.

Variation: Making It Active! To include movement, have students create an action to go with their verbal response.



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

Refer to *Safety Guidelines for Physical Activity in Manitoba Schools* (MPETA et al.) for recommended safety directions related to various activities.

Use signage where necessary to ensure that students are aware of safety rules and procedures.

◆ **Questioning/Interview: Safety Guidelines**

Teacher: Checklist/Anecdotal

For an informal assessment of students' knowledge, ask the following questions:

- How should you behave in the change room?
- How high should you travel up on the climbing frame?
- Tell me how you and a partner can safely carry a bench, mat, or other piece of large equipment.
- Other

◆ **Paper and Pencil Task: The Safety Memory Game**

Teacher: Inventory

Before participation in a specific activity, have students submit a safety rule that is specific to that activity.

“When I participate in _____, I will remember to _____.”

This could be called an Activity Ticket for entrance to the activity.

Suggested Criterion:

Look for

- correctly identified safety rules



PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<i>Students will...</i>	
<input type="checkbox"/> K.3.2.A.5b Identify safety rules, signals, and practices to follow when riding a bicycle (e.g., obeying traffic signs, right/left/stop signals, helmet use, mechanical workings...).	<ul style="list-style-type: none"><li data-bbox="607 327 1414 548">◆ Follow the Signals Have students play Follow the Signals in pairs. They pretend to ride a bicycle, using the lines on the floor or chalk lines on a hardtop surface as roads. Students practise using bicycle turning and safety signals to communicate, to the students following them, where they are going. Variation: Have students bring bicycle helmets to school to authenticate the activity.<li data-bbox="607 667 1414 789">◆ “Sammie Says” Have students play “Sammie Says” (see learning outcome K.1.K.B.3b) using bicycle turning and safety signals.<li data-bbox="607 831 1414 911">◆ Video Presentation Show the class various videos on the topic of bicycle safety.

Curricular Connections
PE/HE: S.1.2.A.1 (movement)
SC: Cluster 3—Position and Motion (riding on an incline)



TEACHER NOTES

Resources related to bicycle and traffic safety are available from Manitoba Public Insurance.

Bicycle safety speakers can be contacted through the local police and/or RCMP department.

Refer to *Safety Guidelines for Physical Activity in Manitoba Schools* (MPETA et al.) for recommended safety directions related to cycling.



SUGGESTIONS FOR ASSESSMENT

◆ **Observation: Follow the Signals**

Peer Assessment: Scoring Rubric

As partners work together in Follow the Signals, have one partner assess the other and then switch assignments.

Follow the Signals			
Name of Student _____			
Name of Peer Assessor _____			
Bicycle Safety Practices	Scoring Rubric		
	3 Always	2 Sometimes	1 Needs Improvement
My partner			
• gives left-turn signal			
• gives right-turn signal			
• stops			
• puts on helmet before starting			

Variations:

- Adapt this rubric to be a peer checklist.
- Set up a specific course for students.

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<i>Students will...</i>	
<p><input type="checkbox"/> K.3.2.B.1 Identify safety rules to be followed related to the home, school, and community (i.e., road, vehicles such as tractors and boats, bus ridership, electricity, weather, seasons, stairs/balconies, tools, Internet use).</p>	<p>◆ Identify Safety Rules</p> <ul style="list-style-type: none">• Safety Posters: After brainstorming as a class, divide students into groups and have them make posters on the safety rules to be followed related to the home, school, and community.• Be Smart about Safety: Discuss as a class the safety rules related to the use of roads, vehicles (such as tractors, boats, and buses), electricity, stairs/balconies, tools, and the Internet.• Weather and Seasons: Have students cut out magazine pictures or photographs illustrating suitable dress for various types of weather or according to seasons. <p>◆ Picture-Caption Match</p> <p>Provide a set of pictures related to safe practices in the home, school, or community with or without corresponding safety rules. Have students match rules with pictures, or have them create safety captions or rules for the pictures. Talk about the importance of their rules.</p>

Curricular Connections

ELA: GLO 3—Manage ideas and information (ask questions, identify sources, access information, organize information)

SC: Cluster 2—Position and Motion (moving objects)



TEACHER NOTES

For information related to GLO 3— Safety, contact local organizations or departments such as Manitoba Public Insurance for road safety information, local fire departments for current fire safety education programs, and school and school division/district regulations.

Encourage family participation in activities, discussions, and the identification of escape routes whenever possible.



SUGGESTIONS FOR ASSESSMENT

◆ **Performance Task: Safety Posters**

Peer Assessment: Checklist

Have students draw a poster displaying a safety rule for use at home, at school, and in the community. Each student will evaluate another person’s poster using the following checklist. Read the questions aloud, if needed.

Peer Assessment of Safety Rules Poster		
Checklist	Yes	No
• Are the safety rules easy to understand?		
• Did the students draw a safety rule for use at home?		
• Did the students draw a safety rule for use at school?		
• Did the students draw a safety rule for use in the community?		

◆ **Paper and Pencil Task: Be Smart about Safety**

Teacher: Inventory

Have students complete a chart that identifies safety rules related to the home, school, and community. Students could use this as a take-home activity and interview parents/guardians on key safety rules for each area and then share findings with the class.



See BLM 2–2: Be Smart about Safety.

Suggested Criterion:

Look for

- meaningful identification of safe practices

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p><i>Students will...</i></p>	
<p><input type="checkbox"/> K.3.2.B.2 Identify ways to avoid potentially dangerous situations related to water (e.g., floods, bathtubs, ice conditions, big waves, lightning...) and unsupervised situations (e.g., waterfront...) for self and/or others.</p> <div data-bbox="115 604 550 846" style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Curricular Connections ELA: GLO 1—Explore thoughts, ideas, feelings, and experiences (e.g., express ideas, consider others' ideas) SC: Cluster 2—Properties of Solids, Liquids, and Gases (buoyancy), Cluster 4—Air and Water in the Environment (wind, safe and clean water)</p> </div>	<p>◆ Water Danger</p> <p>Have students work in pairs or small groups. Provide each group with a card presenting a scenario dealing with a dangerous situation around water.</p> <p>Example:</p> <p style="padding-left: 40px;">A group of students are walking home from school and decide to go near the river. The water looks high; it is closer than usual to the path. They decide to walk on the path anyway and one person falls into the water. Another person jumps in to help. The others watch while their friends float down the river, screaming for help.</p> <p>Ask students to mime the situation in front of an audience. Have the audience talk about what they observed and how the situation could have been avoided.</p>
<p><input type="checkbox"/> K.3.2.B.3 Identify practices to assist an injured person (i.e., get help, explain what you saw, avoid contact with body fluids of others, do not try to move the injured person).</p> <div data-bbox="115 1587 550 1732" style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Curricular Connections ELA: GLO 5—Celebrate and build community (cooperate with others, work in groups)</p> </div>	<p>◆ A Helping Hand</p> <p>Use a toy (doll) to demonstrate how to assist an injured person (i.e., get help, explain what you saw, avoid contact with body fluids of others, do not try to move the injured person).</p> <p>Variation: Pair off students. One student plays the injured person while the other demonstrates how to provide assistance. Switch roles.</p>



TEACHER NOTES

Ensure that students understand the importance of staying away from potentially dangerous situations where there is no adult supervision, such as situations around water (lakes, ditches) or ice conditions. As well, students should be able to identify ways to avoid dangerous situations, such as going indoors in stormy weather, staying away from big waves, and so on.

Consult appropriate resources on how to assist injured persons (consider age appropriateness in different situations). Invite professionals (e.g., fire fighter, ambulance attendant, lifeguard) to give a demonstration to the class.



SUGGESTIONS FOR ASSESSMENT

◆ **Learning Log: Water Danger**

Teacher: Inventory

Have students complete a learning log activity by listing ways to avoid potentially dangerous situations related to water and unsupervised situations.

◆ **Learning Log: Water Danger**

Peer/Group Assessment: Checklist

As part of a learning log, have students complete a blackline master regarding their group work in the Water Danger learning activity. For information and assessment blackline master related to group work, see *K–4 ELA*, Strategies and BLM–38: How Was Our Group Work?

How Was Our Group Work?

Check one:	☺	☹
• We contributed ideas.		
• We listened to others.		
• We asked questions.		
• We encouraged others.		
• We disagreed politely.		
• We stayed on task.		
• We set group goals.		
• We reflected on our progress in group work.		

How Was Our Group Work? Reproduced from *K–4 ELA*, BLM–38.

◆ **Performance Task: A Helping Hand**

Peer Assessment: Checklist

Have each pair of students assess how they performed individually in the Helping Hand activity. Have them check off which tasks were done correctly.




See BLM 2–3: A Helping Hand.

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<i>Students will...</i>	
<p><input type="checkbox"/> K.3.1.B.4 ➔ K.3.2.B.4 Recognize community helpers (e.g., safe adult, police officer, bus driver, teacher, Block Parent, babysitter...) and how to seek help (e.g., know emergency telephone numbers, ask a safe adult or teenager for help, use a telephone, dial emergency telephone number, report what happened...).</p>	<p>◆ Community Helper Telephone Books</p> <p>In groups of four, have students create a booklet of various community helpers with their respective telephone numbers. Ask them to include pictures of the community helpers as well as their location/workplace (e.g., Block Parent is in a house).</p> <p>◆ Rescue</p> <p>Form teams with three community helpers (e.g., firefighter, ambulance attendant, police officer) or larger teams with more community helpers (e.g., two police officers). Each community helper has a special method of transport (e.g., scooters, carpet pull, hoops). The object of the game is to rescue as many victims as possible as quickly as possible. Call out, “Police Rescue,” and have all police run to get their equipment, run back to rescue the victims (all remaining students), and take them to their team mat. After all victims are rescued, count them. Have everybody go back to the starting wall, and call out the next group, “Ambulance Rescue.”</p> <p>Variation: Students move about in scatter formation. Call out, “Hurricane/Tornado/Earthquake/Emergency Police Rescue.” Students all drop to the ground and police officers do their rescue. A student could secretly carry a beanbag and the “rescuer” of that student would receive special recognition.</p> <p>◆ Community Helper Visit</p> <p>Visit a community helper at his or her place of work or invite one to the school.</p>
<p>Curricular Connections ELA: Cluster 5—Celebrate and build community (cooperate with others, work in groups)</p>	



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT



◆ **Performance Task: Community Helper Telephone Books**

Group Assessment: Checklist

Have groups evaluate each other’s Community Helper Telephone Books looking for evidence of the following criteria, using the rating scale provided.

Assessment of Community Helper Telephone Book			
Rating Scale:			
☺ Yes, there is evidence.			
☹ There is a little evidence.			
⊖ There is no evidence.			
Criteria	Rating		
1. There are pictures of the community helpers in the telephone book.	☺	☹	⊖
2. It is easy to tell who the community helpers are.	☺	☹	⊖
3. Pictures show where to find the community helpers (e.g., lifeguard in pool).	☺	☹	⊖
4. Community helpers have their telephone numbers on the page with them.	☺	☹	⊖
5. Each group member contributed a page of the telephone book.	☺	☹	⊖

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p><i>Students will...</i></p>	
<p>☐ S.3.K.A.1 ➡ S.3.2.A.1 Follow simple rules and routines for safe, active participation and use of equipment (e.g., follow instructions, stop on signal, cooperate with others, care for and share equipment, tag lightly...) in selected activities.</p>	<p>◆ Learning Outcome Connections</p> <p>Have students participate in various activities, such as those suggested for learning outcomes K.1.2.C.1 (follow rules), K.1.2.C.3 (strategies), K.1.2.C.4 (sharing, honesty), S.1.2.B.1 (cooperation), and S.1.2.B.3 (set up and manage games), to reinforce the importance of following rules and routines for safe, active participation.</p>
<p>Curricular Connections PE/HE: K.1.2.C.1 (follow rules), K.1.2.C.3 (strategies), K.1.2.C.4 (sharing, honesty), S.1.2.B.1 (cooperation), S.1.2.B.3 (set up and manage games), K.2.2.B.1a (fitness) SS: building community</p>	<p>◆ Police Patrol</p> <p>Identify a group of students to be the “police,” wearing hats or pinnies, while others are involved in game activities. (Be aware of lice situations if using hats.) Have the police patrol the area, looking for safe and unsafe practices, attempting to solve any unsafe practices in a polite and appropriate manner. Over time, allow all students to have a turn as police officers. After the activity, have a class discussion about the various safe and unsafe practices observed by the police. Encourage police patrols to describe the situations rather than accuse the students who were demonstrating the unsafe behaviours. Commend those demonstrating safe practices.</p>
	<p>◆ Safe Movement Strategies</p> <p>Have students demonstrate strategies for safe movement in general space. To avoid accidents or collisions with others or with equipment, have students practise stopping, slowing down, and changing directions in stop/start activities.</p>
	<p>◆ Safe Equipment Use</p> <p>Have students demonstrate the proper use of equipment needed for each class by brainstorming ideas for handling the equipment safely (e.g., no standing on scooter boards, safe use of skipping ropes).</p>
<p>❖ S.3.2.A.2 Demonstrate practices to assist an injured person (i.e., get help, explain what you saw, avoid contact with body fluids of others, do not try to move the injured person).</p>	



TEACHER NOTES

Introduce, use, explain, and reinforce vocabulary related to safe participation in activity and safe handling of equipment.

Due to the depth and breadth of the safety outcomes, safety-related learning experiences will be ongoing for all the general learning outcomes throughout the year.

Outline for students safe and unsafe practices that the police patrols should be looking for.

Examples:

- following instructions
- stopping on signal
- cooperating with others
- caring for and sharing equipment
- tagging lightly

For information related to safety and liability, see Guidelines for GLO 3—Safety in the Overview of this document (see also Framework Excerpts). Important safety information is also available in *Safety Guidelines for Physical Activity in Manitoba Schools* (MPETA et al.).

Create a safe learning environment by ensuring that

- activities are suitable to the students’ age and mental and physical condition
- instruction is sequenced progressively to ensure safety
- students receive specific instruction about how to use and handle equipment properly
- equipment is in good repair and is suitably arranged
- students are properly supervised
- hazards are identified and/or removed



SUGGESTIONS FOR ASSESSMENT

◆ **Performance Task: Police Patrol**

Peer Assessment: Checklist

Have the “police” assess the other students using the following checklist.

Suggested Criteria:

The student

- is a cooperative participant
- stops on signal
- uses equipment safely

◆ **Performance Task: All Activities**

Teacher: Rating Scale

As students participate in the activities, use a rating scale to assess the following criteria.

Rating Scale			
The student	3 Always	2 Sometimes	1 Needs Improvement
• follows instructions			
• stops on signal			
• cooperates with others			
• demonstrates safe movement in general space			
• uses equipment safely			
• shares equipment			

TEACHER NOTES (continued)

Skipping-Rope Safety Tips:

- Wear appropriate footwear and clothing.
- Ensure adequate spacing between students.
- Use proper rope sizes.
- Warm up and cool down properly.
- Never tie ropes around neck.
- Never take ropes on play structure.
- Put ropes away so they do not tangle.





Safety Outcomes: Grade 2



Knowledge

Skills

- K.3.2.A.1 Recognize the importance of practising safe behaviours** (e.g., following directions, performing within own limits, understanding safety rules for using large equipment...) **alone and/or with others.**
- K.3.2.A.2 Recognize safe range of motion of joints** (e.g., neck rotations, knee bends...) **in common exercises.**
- K.3.2.A.3 Identify the reasons for appropriate clothing and footwear for participation in physical activity** (e.g., change of clothing for safety, support, comfort, and freedom of movement; removal of jewellery for physical activities; personal hygiene...).
- K.3.2.A.4 Show an understanding of general and specific safety guidelines and behaviours** (e.g., change-room routines, appropriate permitted heights on climbing frame, carrying heavy equipment such as benches, size of equipment...) **that are appropriate for own age and ability.**
- K.3.2.A.5a Identify the basic safety rules for selected physical activity settings** (e.g., school field trips, Terry Fox walk/run, skating activity, powwows, winter festivals...).
- K.3.2.A.5b Identify safety rules, signals, and practices to follow when riding a bicycle** (e.g., obeying traffic signs, right/left/stop signals, helmet use, mechanical workings...).
- K.3.2.B.1 Identify safety rules to be followed related to the home, school, and community** (i.e., road, vehicles such as tractors and boats, bus ridership, electricity, weather, seasons, stairs/balconies, tools, Internet use).
- K.3.2.B.2 Identify ways to avoid potentially dangerous situations related to water** (e.g., floods, bathtubs, ice conditions, big waves, lightning...) **and unsupervised situations** (e.g., waterfront...) **for self and/or others.**
- K.3.2.B.3 Identify practices to assist an injured person** (i.e., get help, explain what you saw, avoid contact with body fluids of others, do not try to move the injured person).
- K.3.1.B.4 Recognize community helpers** (e.g., safe adult, police officer, bus driver, teacher, Block Parent, babysitter...) **and how to seek help** (e.g., know emergency telephone numbers, ask a safe adult or teenager for help, use a telephone, dial emergency telephone number, report what happened...).

- S.3.K.A.1 Follow simple rules and routines for safe, active participation and use of equipment** (e.g., follow instructions, stop on signal, cooperate with others, care for and share equipment, tag lightly...) **in selected activities.**

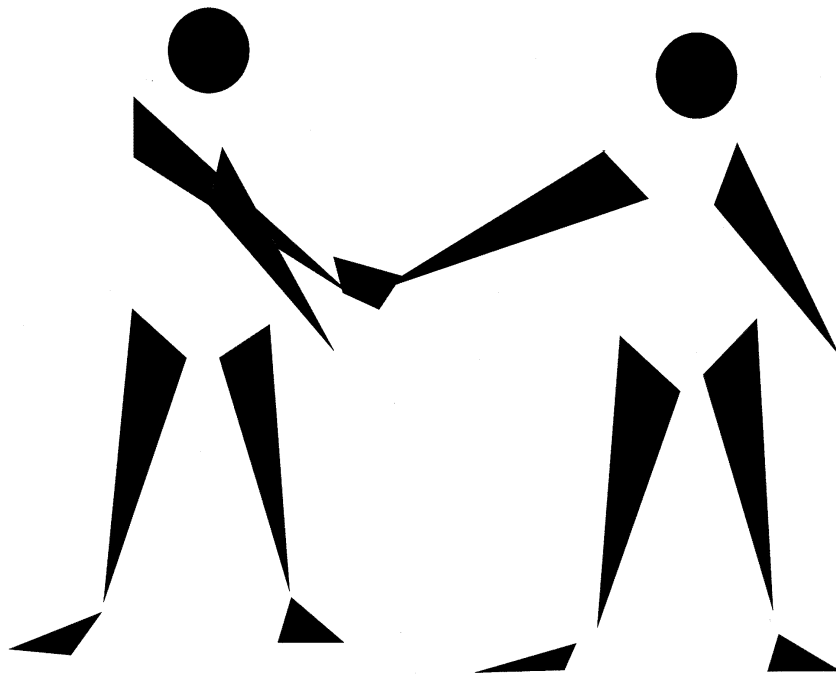
Attitude Indicators

- 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.

Grade 2

4. Personal and Social Management

The student will demonstrate the ability to develop self-understanding, to make health-enhancing decisions, to work cooperatively and fairly with others, and to build positive relationships with others.



PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p><i>Students will...</i></p>	
<p>☐ K.4.2.A.1 Recognize that everyone is special, unique, and able to succeed (i.e., families, interests, talents, feelings, desires).</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Curricular Connections ELA: GLO 1—Explore thoughts, ideas, feelings, and experiences (e.g., express ideas, consider others' ideas, set goals), GLO 5—Celebrate and build community (cooperate with others, work in groups) MA: Patterns and Relations (sort, describe patterns by attributes, same/different) PE/HE: S.1.2.A.2 (manipulation skills) SC: Growth and Changes in Animals (how offspring are like parents)</p> </div>	<p>◆ Mirror, Mirror... (everyone is special, unique)</p> <p>Have several unbreakable mirrors on hand for this learning activity. Pair off students and have them take turns looking into a mirror, saying, “Mirror, mirror in my hand, how am I unique in all the land?” Students then describe to each other what they see. The physical description should be as detailed as possible and highlight the unique characteristics of each person (e.g., eye colour, hair colour, facial features). Lead a class discussion in which students identify what makes each of them unique (no one is good at everything but everyone is good at something).</p> <p>Variation: Have students sort the class members by physical characteristics.</p> <p>◆ Star for the Week</p> <p>Have one student share items brought from home that show family, interests, talents, feelings, and desires.</p> <p>◆ Lifelines</p> <p>Prepare a bag that includes a cloth braid, some photo sheets, large safety pins, and string. Have students take home the bag and work with their parents/guardians to collect items to go on their lifelines. Include a layout sheet for parents in the bag.</p> <p>Example:</p> <ul style="list-style-type: none"> • Start your lifeline at the top of the braid. • Attach a picture of your child as a newborn. • Attach items that were important to your child while he or she was a baby. • Attach photographs of important people in your child’s life. • Moving down the braid, include items that represent your family, special talents, and so on. • End the braid with a recent photograph of your child or an item that currently represents his or her likes. <p>Have students present their lifelines to the class.</p> <p>◆ Learning Outcome Connection</p> <p>Have students play catch (e.g., see Crystal Ball, learning outcome S.1.2.A.2), using different sizes and textures of balls to ensure personal success.</p> <p>Demonstrate ways to adapt physical activities to promote inclusion of all students while playing together.</p>



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

Include activities in which everyone can participate (including students with disabilities). For further information, see page 3 in the Ability section of *The Canadian Active Living Challenge: Leader’s Resource Tool Kit, Program 1* (CAHPER/CIRA). This resource is available at the Instructional Resources Unit (Library), Manitoba Education, Training and Youth.

Show how it is possible to adapt materials to meet the personal needs of students with difficulties, in order for them to succeed (e.g., hold a mirror for those who cannot hold it themselves, allow a student with visual impairment to touch or listen to another person describe a student).

Be sensitive to students of various family backgrounds and groupings.



◆ **Performance Task: Mirror, Mirror...**

Teacher: Checklist

Have partners complete a chart of each other’s unique characteristics.

Everyone Is Unique		
Characteristics	Name	Name
• eye colour	_____	_____
• hair colour	_____	_____
• hair length	_____	_____
• height	_____	_____
• family	_____	_____

Suggested Criterion:

The students

- recognize that everyone is special and unique

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<i>Students will...</i>	
<p><input type="checkbox"/> K.4.2.A.2a Identify examples of simple, realistic goals for healthy living that are short term (e.g., bringing a healthy snack, helping a friend, playing actively as a group at recess...) and long term (e.g., running faster, increasing strength, developing a healthy heart, having no cavities...).</p> <div data-bbox="115 674 550 911" style="border: 1px solid black; padding: 5px;"><p>Curricular Connections ELA: GLO 1—Explore thoughts, ideas, feelings, and experiences (e.g., express ideas, consider others' ideas, set goals), GLO 5—Celebrate and build community (cooperate with others, work in groups) PE/HE: GLO 5—Healthy Lifestyle Practices</p></div>	<p>◆ Setting Realistic Goals</p> <p>Explain that it is important to set realistic short- or long-term goals for healthy living. For example, it would not be realistic for a person to set a short-term goal to jump rope for five minutes if the person cannot skip. It is important to understand that a goal that is too difficult or impossible to achieve leads to discouragement and may cause a student to abandon the goal. Have students brainstorm for long- and short-term goals. Discuss what makes them different.</p>



TEACHER NOTES

Encourage students to start small rather than get ahead of themselves. Make analogies or use stories or fables to help describe the importance of setting realistic goals. Give students numerous occasions to use a goal-setting process at school (e.g., plan a fitness program, improve a specific skill such as reading, improve an unacceptable behaviour).

It is also important for students to learn about positive models in Canadian society, such as Terry Fox, Rick Hansen, Ljiljana Ljubisic, and Jason Chartrand. These remarkable athletes were successful in achieving their short- or long-term goals in spite of the barriers they had to overcome. For information on Aboriginal athletes, contact the Winnipeg Aboriginal Sport Achievement Centre (1-204-925-5683).



SUGGESTIONS FOR ASSESSMENT

◆ **Paper and Pencil Task: Setting Realistic Goals**

Self-Assessment: Checklist

Have students look at the following activities and identify them as either long-term or short-term goals.

Goals		
Activity	Long-Term Goal	Short-Term Goal
• Bring a healthy snack to school this week.		
• Skip rope for two minutes.		
• Keep desk tidy.		
• Remember to return books to the library.		
• Make a photo album.		
• Save money for a special item.		
• Plan a birthday party.		
• Have no cavities.		

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p><i>Students will...</i></p>	
<p><input type="checkbox"/> K.4.2.A.2b List ways to show personal responsibility at home and school (e.g., keep room tidy, put away belongings, follow directions, practise daily health habits, complete homework, respect others, play safely, learn to set boundaries, ask for help, offer to help...).</p>	
<div style="border: 1px solid black; padding: 5px;"> <p>Curricular Connections ELA: GLO 3—Manage ideas and information (organize and record information) MA: Patterns and Relations (sort by attributes, Venn diagram) PE/HE: GLO 3—Safety</p> </div>	<p>◆ Take Charge</p> <p>Brainstorm about what students do at home to help things run smoothly in the family (e.g., get ready for school, help set the table, put away belongings). Explain that when everyone does his or her share, everything works better. Show students that each member of a family has responsibilities (e.g., one person does the shopping, another vacuums the carpet regularly). Emphasize that parents/guardians share responsibilities regularly (e.g., on a day-to-day, month-to-month, year-to-year basis). Ask questions to elicit examples. Emphasize that a responsible person is someone who is reliable and dependable. Ask students to make a list of jobs for which they could be responsible with the help of an adult.</p> <p>Variation: Using a Venn diagram, sort jobs into categories: home, school, or both.</p> <p>◆ Free Coupons (show personal responsibility)</p> <p>Suggest that students give a unique present to a member of their family or class for a special occasion (e.g., birthday, holiday). Have them make free coupons on the computer, cut them out, place them in a gift envelope, and give them to the person of their choice. For example, a student could prepare three free coupons for setting the table. Each coupon should bear the name of the recipient, the task to be performed, the validity date (e.g., good until October 31st), the name of the person giving the gift, and a signature (like a contract). Lead a discussion on how students feel when they fulfill their commitments and do their share.</p> <p>◆ Class Jobs</p> <p>Assign jobs and tasks on a rotational basis using a variety of strategies (e.g., job jar, job chart, helping hands, wheel) for students to learn about being responsible in the class.</p>



TEACHER NOTES

Have students make a list of home responsibilities with their parent/guardian/caregiver. Be sensitive to students of various family backgrounds and groupings.

Showing personal responsibility at home and school means acting in such a way that others (e.g., parent, guardian, babysitter, teacher, friend) know that the person can be counted on. It does not only mean taking care of his or her personal health (e.g., nutrition, physical and recreational activities, dress, protection), but also protecting, being safe, showing respect, and getting along with others.

A responsible person is someone who

- shows cooperative behaviour
- does his or her share of work at home or elsewhere
- knows how to set short- and long-term goals (see learning outcome S.4.1.A.1)
- thinks before making decisions (see learning outcome K.4.2.A.2a)
- develops good relationships with peers and in the community

Some teaching approaches are more conducive to the development of personal responsibility than others. Cooperative learning, teamwork, and independent research and study are useful means for promoting personal responsibility at school.



SUGGESTIONS FOR ASSESSMENT

♦ **Paper and Pencil Task: Take Charge**

Teacher: Checklist

Have students list ways to show personal responsibility at home and at school.

Suggested Criteria:

Look for some of the following responses:

- keep room tidy
- put away belongings
- follow directions at home and at school
- brush teeth
- comb/brush hair
- take baths/showers
- keep active
- eat healthy foods
- get proper rest/sleep
- complete homework
- play fairly and safely
- show kindness to others
- offer help to others
- ask for help if needed
- other

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<i>Students will...</i>	
☐ K.4.2.A.3 Discuss the concept of consequences (e.g., cause-and-effect relationships...) of behaviours as part of the decision-making/ problem-solving process for health and well-being (e.g., touching a very hot surface will cause burns...).	◆ Consequences of Behaviour Read a story that effectively demonstrates positive and negative consequences for one’s behaviour. Lead a class discussion by asking questions about the behaviour, the consequences, and their effect. Ask students whether they know people who sometimes make poor choices or decisions (e.g., in well-known stories such as “Little Red Riding Hood”). Have them explain in what way the decision or choice was poor and what the people should have done to avoid getting into their predicaments. Variation: Have students share a personal experience of an event that had a positive or negative consequence. Then have students identify consequences of behaviours related to safety in the home, on the street, with chemical products, strangers, fire, and the school bus (refer to GLO 3—Safety).
Curricular Connections ELA: GLO 3—Manage ideas and information (ask questions, develop understanding) PE/HE: GLO 3—Safety	◆ What Happens When... In the gymnasium, have students play a team game (e.g., soccer). Talk about the consequences of specific occurrences, such as the following: <ul style="list-style-type: none">• What happens when the ball goes out of bounds? The other team gets possession of the ball. This shows a cause-and-effect relationship.• What happens when a player (other than the goalie) touches the ball with his or her hands? The other team gets possession of the ball.• What happens when one player pushes another player? There is a consequence such as a penalty or foul.• How will these consequences help players to make good decisions?



TEACHER NOTES

Ensure that students have a clear understanding of consequences in class activities to support effective class management.



SUGGESTIONS FOR ASSESSMENT

◆ **Paper and Pencil Task: Consequences of Behaviour**

Self-Assessment: Inventory

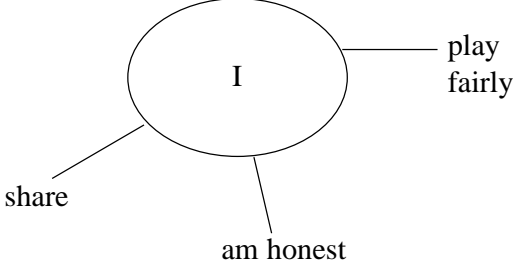
Have each student note the consequences of the following actions.

Consequences of Behaviour	
Action	Consequence
• Touch a fire.	
• Drink a poisonous substance.	
• Leave shoelaces untied.	
• Punch a person.	
• Other _____	

Suggested Criteria:

Look for a general understanding of

- what “consequence” means (e.g., cause-and-effect relationship)
- how consequences are a part of the decision-making/ problem-solving process for health and well-being

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p><i>Students will...</i></p>	
<p>☐ K.4.2.B.1a Identify responsible and respectful behaviours (e.g., following directions, completing tasks, being honest, displaying etiquette, playing fairly, cooperating, sharing, keeping promises, speaking kindly...) for developing positive relationships.</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Curricular Connections ELA: GLO 1—Explore thoughts, ideas, feelings, and experiences (e.g., express ideas, consider others' ideas, set goals), GLO 5—Celebrate and build community (cooperate with others, work in groups) PE/HE: K.1.2.C.4 (positive social behaviours)</p> </div>	<p>◆ Personal Responsibility</p> <p>Following a class discussion on the topic, have students create posters that show the behaviours of a responsible student:</p> <ul style="list-style-type: none"> • Nurture good health. • Be safe. • Follow directions and apply rules (at home, at school, and in the community). • Display decision making and problem solving (think before acting). • Exercise caution. • Respect self and others (self-esteem, assertiveness). <p>This activity can be done as a Word Splash:</p> <div style="text-align: center; margin: 10px 0;">  </div> <p>◆ Fair Play</p> <p>Have students play a game they have suggested. Choose one student to be the referee whose task is to stop the game (with a whistle or three-clap drum sound) any time an unfair playing situation is observed. (Be sure to clean whistles in a disinfectant solution after each use). The referee is responsible for describing the situation and asking players to find a solution before the game can continue. At the end of the game, lead students in reflecting on the number and type of interruptions that occurred during the game. Have students suggest ways to play more fairly (list rules of fair play). Praise any examples of fair behaviour and fair play observed during the game.</p> <p>◆ Be R.A.D.! (Responsible, Attentive, and Delightful)</p> <p>In the gymnasium, ask a student to demonstrate the meaning of “responsible behaviour” when participating in a sport (e.g., wear proper clothing, check that equipment is working, follow game rules, play fairly, avoid unnecessary risks, know what to do in the event of an accident or injury).</p> <p>Variation: Develop a checklist of responsible behaviours with students and post it in the gymnasium.</p>



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

◆ **Performance Task: Personal Responsibility**

Teacher: Checklist

Assess students' posters, looking for representation of responsible and respectful behaviours for developing positive relationships (as outlined in learning outcome K.4.2.B.1a):

- following directions
- completing tasks
- being honest
- displaying etiquette
- playing fairly
- cooperating
- sharing
- keeping promises
- speaking kindly

Fair-Play Ideals:

- Respect the rules.
- Respect the officials and accept their decisions.
- Respect your opponent.
- Give everyone equal/equitable opportunity to participate.
- Maintain your self-control at all times.

(CAHPER/CIRA, *The Canadian Active Living Challenge: Leader's Resource Tool Kit, Program 1*, Leisure section, 16)

Students sometimes see on television, on the ice rink, and during sport events, examples of behaviours that do not uphold fair-play ideals (e.g., adult harassing a referee, fistfight on the ice). It is, therefore, important to encourage students to practise and reinforce fair-play ideals during school activities, in the classroom, in the gymnasium, on the playground, and after school.



PRESCRIBED LEARNING OUTCOMES

SUGGESTIONS FOR INSTRUCTION

Students will...

☐ K.4.2.B.1b Talk about similarities and differences (e.g., likes/dislikes, cultural connections...) of responses of self and responses of others related to situations involving sports/physical activities and/or social events.

Curricular Connections

ELA: GLO 1—Explore thoughts, ideas, feelings, and experiences (express ideas, consider others' ideas), GLO 5—Celebrate and build community (cooperate with others, work in groups)

MA: Patterns and Relations (sort by attributes, graph), Statistics and Probability (same/different)

PE/HE: K.4.K.A.1, K.4.1.B.1, K.4.2.A.1 (being unique)

◆ My Favourite Sport

Ask each student to name his or her favourite sport, physical activity, or social event and write the names of these sports, activities, and social events on the chalkboard. The purpose of this brainstorming is to identify what students like to do. No opinions are expressed for the time being. Next, have students list the favourite sports and activities on a graph sheet and walk around the room to ask others what their favourite sports/activities are. Have students graph (e.g., create a bar graph, pictograph, symbol graph) the class information. Assist students in recognizing the similarities and differences between the choices and why certain choices are made. Encourage students to try someone else's sport/activity and to talk about the experience.

Variation: Have students survey and graph favourite social events.

☐ K.4.2.B.2a Identify positive communication skills (e.g., focus on speaker, repeat back information, use appropriate body language, ask relevant questions, include everyone, disagree politely, show self-control, take turns, work cooperatively...) for listening with attention in small-group settings.

Curricular Connections

ELA: GLO 4—Enhance the clarity and artistry of communication (effective oral communication, attentive listening and viewing), GLO 5—Celebrate and build community (appreciate diversity, work in groups, cooperate with others)

◆ Puppet Talk

Use a puppet to demonstrate how to listen attentively when someone is speaking (e.g., nod head, focus on speaker, do not interrupt, keep still). Pair off students to practise positive communication skills.



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

Differentiate between sports (e.g., soccer, basketball, football) and physical activity (e.g., skipping rope, playing hopscotch).

Make a connection between the suggested activity My Favourite Sport and understanding individual physical similarities and differences (e.g., no two fingerprints are alike, even if there are similarities).

Discuss the same concepts in relation to food, clothing, animals, music preferences, and so on.

For further suggestions, see learning outcome K.4.1.B.2b. Also refer to Active Listening, *K–4 ELA*, Strategies–8.

◆ **Paper and Pencil Tasks: Puppet Talk**

Self-Assessment: Checklist

Have students complete the following checklist after they have participated in the Puppet Talk activity:

- I focused my attention on the speaker.
- I asked questions about the topic.
- I waited my turn.
- I worked cooperatively.
- I disagreed politely.
- I repeated back information.
- Other

See *K–4 ELA*, BLM–54: Assessing Active Listening.



PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<i>Students will...</i>	
<input type="checkbox"/> K.4.2.B.2b Identify situations (e.g., carrying something heavy, contributing to a project...) in which friends may be helpful and ways (e.g., saying thank you, returning the favour...) to show appreciation.	<p>◆ Help and Appreciation</p> <p>Following activities that involve sharing and teamwork, have students identify situations in which they can be helpful and show appreciation. Praise groups that demonstrate these qualities.</p> <p>Variation: Have students illustrate how they can be helpful. Place these illustrations in a class book.</p> <p>◆ Helping Hands</p> <p>Pair up students to work on classroom jobs together.</p>
<p>Curricular Connections</p> <p>ELA: GLO 5—Celebrate and build community (appreciate diversity, celebrate special occasions, cooperate with others, work in groups)</p>	



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

See also Rescue Ball Tag, learning outcome K.1.2.C.3.

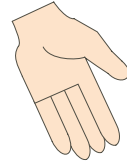
◆ **Paper and Pencil Task: Help and Appreciation**

Teacher: Checklist

Have students list situations in which friends would be helpful.



Helping Hands



1. _____
2. _____
3. _____
4. _____
5. _____

Suggested Criteria:

Look for

- identification of situations to be helpful
- identification of situations to show appreciation




PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p><i>Students will...</i></p>	
<p><input type="checkbox"/> K.4.2.C.1a Identify appropriate ways for sharing and expressing feelings and emotions related to different situations (e.g., cooperative-type activities, competitive-type activities, at home, in public...).</p>	<p>◆ Play a Sport! Be a Sport!</p> <p>After participating in physical activity that determines a winner, discuss appropriate behaviours that good winners and non-winners display. Everyone is a winner when considering all the benefits of participating and being involved.</p> <p>Variation: Find or draw a series of pictures showing how people feel when they are on the winning/losing team.</p>
<p>Curricular Connections</p> <p>ELA: GLO 1—Explore thoughts, ideas, feelings, and experiences (express ideas, consider others' ideas), GLO 5—Celebrate and build community (cooperate with others, work in groups)</p> <p>PE/HE: S.4.1.A.3 (social responsibility), K.4.K.C.1a (feelings and emotions)</p>	<p>◆ Emotion Express</p> <p>Review the ways of expressing feelings and emotions in the context of teamwork after participating in cooperative- and competitive-type activities. Ensure that rules and fair play ideals are followed. Discuss what body language and verbal language is appropriate in different emotional situations or in different places (at home or in public).</p>
	<p>◆ “I” Message</p> <p>Expand on the “I” message. The student</p> <ul style="list-style-type: none"> • says the person’s name • expresses his or her emotions and why he or she is feeling this way • expresses personal needs <p>Example:</p> <p>“I feel _____ when you _____ because _____. I need _____.”</p> <p>◆ Feelings and Emotions</p> <p>Define feelings and emotions. Use pictures, posters, magazines, cartoons, and so on, to have students identify different ways of expressing feelings and emotions. As well, use pictures, posters, or other visuals to describe how a student would feel if someone did not share or take turns with others.</p>



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

Have students use the “I” message as a conflict-management tool to solve problems that may arise during a game or activity.




◆ **Performance Task: Play a Sport! Be a Sport!**

Self-Assessment: Checklist

After the activity/game is completed, read out the following three categories and have students reflect on their behaviour to answer “yes” or “no.”

1. I gave positive comments (e.g., “good game”) and gestures (e.g., pat on the back) to all players.
2. I stayed calm after the game.
3. I bragged about winning, or I showed my anger about losing.

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p><i>Students will...</i></p>	
<p>☐ K.4.2.C.1b Discuss ways (e.g., show empathy when others are suffering, help rather than hurt or neglect others, respect rather than belittle, support and protect rather than dominate or ignore...) to communicate with someone who is feeling different emotions (e.g., sad, happy, hurt, angry...).</p>	<p>◆ Sea of Emotions</p> <p>Create a pie chart with a hand dial (like a clock) showing the different facial expressions (e.g., happy, sad, surprised, fearful, angry) representing various emotions.</p>
<p>Curricular Connections ELA: GLO 1—Explore thoughts, ideas, feelings and experiences (express ideas, consider others' ideas), GLO 5—Celebrate and build community (cooperate with others, work in groups)</p>	<p> See BLM 2–4: Sea of Emotions for sample pictures.</p> <p>Each day, ask students for examples of situations that cause them to feel any of those emotions. Have students point the hand dial to the emotion that represents the example of emotion being discussed. Ask students how they should respond when others are feeling certain emotions (e.g., offer to hug someone or pat a person on the back if she or he is sad).</p> <p>Variation: Reinforce behaviours in a physical education setting.</p>
	<p>◆ Creative Movement Exploration</p> <p>Have students use creative movement performance tasks (see learning outcome S.1.2.D.1) to design a movement sequence that demonstrates emotions and responses to those emotions.</p> <p>Have students (in pairs or small groups) design, refine, and perform a movement sequence that</p> <ul style="list-style-type: none"> • has a definite beginning and ending • expresses one emotion (e.g., sad, happy, hurt, angry, afraid) • expresses a supportive response to the emotion <p>Hand out cards indicating the emotion to be used to ensure that various emotions are explored. Include other movement task features such as rhythm, smooth transitions, body shapes, relationships, and so on. Use these movement explorations as springboards to discussion.</p>



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

Help students to develop skills that enable them to communicate with someone who is feeling different emotions (e.g., teach students to repeat back what a partner says to reflect his or her feelings).

Encourage students to show empathy, respect, support, help, and understanding with respect to a real or an imaginary event.

Encourage students to demonstrate appropriate communication skills when others are feeling emotional.

◆ **Observation: Sea of Emotions**

Teacher: Inventory

Have students check their pie charts with a given example for correct matching of emotions. During discussion, have students hold up their pie charts to see whether the dial is pointing at the right emotion.



PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p><i>Students will...</i></p> <p>☐ K.4.2.C.2 Identify and sort causes of anxiety or stress (e.g., facing new and/or unfamiliar situations; feeling out of control; experiencing loud voices/noises, competition, disagreements, heights, performing in front of others; being apart from family; health problems...) for self and others as they relate to school, home, and community.</p> <div data-bbox="113 709 548 892" style="border: 1px solid black; padding: 5px;"> <p>Curricular Connections ELA: GLO 1—Explore thoughts, ideas, feelings, and experiences (express ideas, consider others' ideas), GLO 5—Celebrate and build community (cooperate with others, work in groups)</p> </div>	<p>◆ Feeling “Out of Sorts”</p> <p>Have students identify and sort situations that have caused them anxiety or stress in the past, using a Sort and Predict Frame. Have them verbalize the exact cause of their anxiety and stress. (See Sort and Predict Frame, <i>Success for All Learners</i>, 6.34 and 6.100.)</p>
<p>☐ K.4.2.C.3 Identify feelings and emotions associated with anxiety (e.g., feeling anxious, scared, nervous, timid...).</p> <div data-bbox="113 1291 548 1453" style="border: 1px solid black; padding: 5px;"> <p>Curricular Connections ELA: GLO 1—Explore thoughts, ideas, feelings, and experiences (express ideas, consider others' ideas) PE/HE: GLO 3—Safety (unsafe situations)</p> </div>	<p>◆ Storytelling</p> <p>Read a story (e.g., a suspenseful one) that identifies situations causing anxiety and discuss it with students.</p> <p>◆ Feelings and Emotions Associated with Anxiety</p> <p>Choose an imaginary situation or a real experience that may make someone feel anxious and use mime or role-play to demonstrate the feelings and emotions (e.g., scared, nervous, timid) associated with it. Have students describe the situation and the feelings involved.</p> <p>◆ Real Experience</p> <p>Select a student to demonstrate batting a ball (as in baseball) while everyone else in the class cheers the selected batter in anticipation. Select other students to demonstrate. Then, ask the batters how they felt while they were preparing to hit the ball, during the cheering, and after they hit or missed the ball.</p>



TEACHER NOTES

All living things, including human beings, are subjected to anxiety and stress in their natural surroundings (balance of nature). As a result, they learn to adapt to the conditions in which they live. Emphasize to students that it is normal to have experiences that cause anxiety or stress.

SUGGESTIONS FOR ASSESSMENT

◆ **Journal/Learning Log: Feeling “Out of Sorts”**

Teacher: Inventory

Have students complete the Sort and Predict Frame as part of their learning log.

Extension: Have students record what causes personal stress in school, at home, and in the community.

Suggested Criteria:

The student identifies examples of causes of anxiety or stress:

- new and/or unfamiliar situations
- feeling out of control
- loud voices/noises
- competition
- disagreements
- heights
- performing in front of others
- being apart from family
- health problems
- other

◆ **Observation: Storytelling**

Teacher: Checklist

Read a story and have students raise a hand when they feel some anxiety (e.g., anxious, scared, nervous, timid). Record whether students were able to recognize feelings/emotions associated with anxiety. Ask students who are not affected by the story for examples of other situations that have caused them anxiety.



PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<i>Students will...</i>	
<p><input type="checkbox"/> K.4.2.C.4a Discuss ways and activities (e.g., play, deep breathing, progressive relaxation, family walk, talk with safe adult, healing circles...) to reduce personal stress.</p>	
<p>Curricular Connections ELA: GLO 1—Explore thoughts, ideas, feelings, and experiences (express ideas, consider others' ideas), GLO 5—Celebrate and build community (cooperate with others, work in groups)</p>	
	<p>◆ Lessen the Stress</p> <p>Explain that human beings can reduce personal stress through appropriate activities (e.g., play, deep breathing, progressive relaxation, family walk, talk with safe adult, healing circle). Have students do exercises to practise stress-reduction techniques. Review the various stress-management techniques. Follow up with a sharing of suggestions on other ways to manage stress.</p> <p>◆ Soft Ball!</p> <p>Have on hand a big ball of string or wool and ask students to sit in a circle. One student holds the ball in his or her hands and, unwinding a bit of string or wool, gives a strategy for helping to reduce stress. The ball is then passed to the next student who does the same thing (students must listen carefully to others' ideas so as not to repeat the same idea), and so forth. Each student continues to hold onto a bit of string, so that the group members collectively “weave” their ideas together. When each student has had at least one turn, the ball is passed randomly from student to student in the circle, effectively weaving the ideas together into a “web.”</p> <p>◆ Comfy Comforter</p> <p>Have students listen to a soothing story and use their own imaginations while listening to relax the mind and body.</p>



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

Invite representatives from various organizations or cultures to present different stress-reduction techniques.

Invite the school counsellor to do relaxation exercises with students.

Use relaxation-type activities as part of the cool-down in physical education class.

Use imagery, through word association, to create a feeling of comfort (e.g., “like pulling a warm, soft comforter over you”—it protects and comforts).



◆ **Reflection: Lessen the Stress**

Self-Assessment: Checklist

Have students check off the activities that they would use to reduce personal stress:


- play
- deep breathing
- progressive relaxation
- family walk
- talk with safe adult
- healing circle

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<i>Students will...</i>	
<p><input type="checkbox"/> S.4.1.A.1 ⇨ S.4.2.A.1 Set simple short-term goals and participate in strategies for goal attainment (e.g., running without stopping for one minute, listening attentively to the teacher reading a book, completing a task...).</p>	<p>◆ Simple Goals and Strategies</p> <p>Encourage students to set simple short-term goals for activities in the classroom or gymnasium (e.g., throwing a ball against the wall, reading silently for 15 minutes) and to use strategies for personal goal attainment (e.g., make a plan). (See Goal Setting, <i>K-4 ELA</i>, Strategies–295.)</p> <p>◆ Portfolio Activity</p> <p>Have students set personal goals in certain subject areas. Plan how to achieve them.</p>
<p>Curricular Connections</p> <p>ELA: GLO 1—Explore thoughts, ideas, feelings, and experiences (set goals, extend understanding)</p> <p>PE/HE: GLO 1—Movement, GLO 2—Fitness Management, GLO 5—Healthy Lifestyle Practices (goals setting)</p>	



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT



◆ **Reflection: Simple Goals and Strategies**

Student: Rating Scale

Have students complete the following statements using the rating scale provided.


Simple Goals and Strategies

1. I set short-term goals for myself:

Always	Often	Never
☺	☹	☹

2. I plan what I must do to reach my goal:

Always	Often	Never
☺	☹	☹

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p><i>Students will...</i></p>	
<p>☐ S.4.2.A.2 List possible options and consequences for specific behaviours and/or health habits (e.g., brushing your teeth...) for the promotion of physically active and healthy lifestyles.</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Curricular Connections ELA: GLO 3—Manage ideas and information (contribute to inquiry, identify sources, access information, organize information) MA: Number (parts of a whole), Statistics and Probability (listing, graphing), Shape and Space (time of day) PE/HE: K.5.2.B.1 (active living), K.5.2.C.2 (nutrition, personal health practices) SC: Cluster 1—Growth and Changes in Animals (healthy eating for growth and development)</p> </div>	<p>◆ Healthy Choices</p> <p>Tell students that it is 7:30 a.m. on a weekday during the school year. Have students name four tasks they might complete every morning before going to school and identify which are part of a physically active and healthy lifestyle (e.g., eating a nutritious breakfast, brushing your teeth, washing your face, dressing appropriately for the weather). Create a chart with students showing the desirable behaviours and habits related to getting ready for school in the morning. Survey students to see which healthy habits they take part in and create a picture/bar/symbol graph. Repeat the same exercise for other times in the day. Ask a few volunteers to mime a desirable behaviour or habit (e.g., tell them: “René is now going to show us how he takes care of himself in the morning before coming to school.”). Make a connection between good habits and health. Discuss how students benefit from adopting health habits. Reinforce good classroom habits by setting a goal for the entire class (e.g., keep classroom clean) and by implementing mechanisms that make it possible to attain and maintain this goal.</p> <p>◆ Health-Habits Game</p> <p>Show picture cards of various items (e.g., a toothbrush, soap, a park) associated with health habits.</p> <div style="text-align: center; margin: 10px 0;">  <p>See BLM 2–5: Health-Habits Game.</p> </div> <p>Have students identify each card and the health habit that it indicates (e.g., a picture of a park indicates the habit of being active, playing).</p> <p>Variation: Heads up, Seven up</p> <p>Give the health-habit cards to a few students and ask them to stand at the front of the class. Ask the other students to put down their heads. Have the cardholders move around and select one student each by tapping him or her on the shoulder. The tapped students, still with their heads down, raise one arm. Card-carrying students return to the front of the classroom, displaying their health-habit cards in front of them. When the teacher calls, “Heads up,” the students with their arms up guess who tapped them, not by saying the name of the person who tapped them, but by identifying the title of the health-habit card that person is holding. If the tapped student is correct, the two students exchange places. The game continues with new tappers, if a switch was made, and/or with original tappers.</p>



TEACHER NOTES

Choose a problem-solving model and post it in the classroom to reinforce its use in other situations. Refer to Inquiry Strategies, *K–4 ELA, Strategies–76*, for a systematic approach to information problem-solving.

See also Food Facts, learning outcome K.5.2.C.2.



SUGGESTIONS FOR ASSESSMENT

◆ **Performance Task: Healthy Choices**

Teacher: Checklist

Have students illustrate good behaviours or health habits for different times of the day and write the reasons why these are important behaviours/habits.

Healthy Choices					
Time	7:30 Morning	10:30 Recess	12:00 Lunch	3:30 Home	7:30 Night
Health Habit					
Importance					

Suggested Criteria:

Look for

- habits that promote physical activity
- habits that promote healthy lifestyles
- brushing teeth
- washing
- combing/brushing hair
- good nutrition
- sleeping

Variation: Provide students with pictures of the cards used in the Health-Habits Game.

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p><i>Students will...</i></p> <p>☐ S.4.2.A.3 Demonstrate appropriate behaviours for getting along with others (e.g., wait for one’s turn, share equipment, help others, invite others to play, show respect for individual differences...) in partner activities.</p> <div data-bbox="115 604 550 865" style="border: 1px solid black; padding: 5px;"> <p>Curricular Connections ELA: GLO 5—Celebrate and build community (cooperate with others, work in groups) PE/HE: K.1.2.C.4 (positive social behaviours), S.2.2.A.1a (cooperative fitness activities), K.4.2.C.1a (appropriate ways to express feelings) SS: social responsibility, citizenship</p> </div>	<p>◆ Getting Along</p> <p>Organize classroom activities, recess games, and sports activities in the gymnasium that enable students to practise interpersonal skills and demonstrate getting along with others. For example, have students work in pairs to create a cartoon strip, assemble a model, make a poster, pamphlet, or recipe, put on a play, set up a display, learn a game or sport from a different culture, or participate in throwing and catching activities.</p> <p>Variation: Have students break off into groups (of two to four) to research a game or sport from various cultures (including those from Aboriginal cultures) and present it to the class (e.g., cat’s cradle, cup-and-ball game, stick game, hoop game).</p> <p>◆ Appropriate Behaviours for Getting Along</p> <p>Use fables, such as “The Lion and the Rat,” to discuss ways of getting along with others in spite of individual differences. Then pair off students and ask them to use role-play to demonstrate the appropriate rules for certain situations (e.g., fair-play rules in sports, classroom rules, rules for playground games, active listening techniques). Encourage students to exchange encouraging messages and verbal/non-verbal praise (e.g., give a hug, say kind words, send “roses” to someone), and specifically identify the praiseworthy behaviour. (See also Play a Sport! Be a Sport!, learning outcome K.4.2.C.1a.)</p>
<p>☐ S.4.2.A.5 Explore ways to relax the mind and body (e.g., progressive relaxation, deep-breathing exercises, visualization, quiet time, light cool-down activities...).</p> <div data-bbox="115 1543 550 1753" style="border: 1px solid black; padding: 5px;"> <p>Curricular Connections ELA: GLO 1—Explore thoughts, ideas, feelings, and experiences (express ideas, consider others’ ideas, experiment with language and form, express preferences, set goals) PE/HE: K.2.4.C.3 (cool-down)</p> </div>	<p>◆ Relaxation Time</p> <p>Organize the classroom or gymnasium space to allow for relaxation exercises (e.g., create a relaxation centre with craft materials, musical instruments, rubber balls, and safe equipment). Ask students to suggest ways to relax. Guide students through various relaxation exercises. For example, play a slow, soothing song and have students move their arms/bodies to the music. Have them lie down on a mat and listen to the music as they breathe slowly and do some gentle stretching.</p>



TEACHER NOTES

Games such as cat’s cradle and cup-and-ball are commonly played in many cultures (e.g., Cree, Inuit). Additional information can be found on the Internet using a general search under the heading “Inuit Games.” Games were traditionally a part of the Aboriginal child’s survival education. Through games, children learned hunting skills, including eye-hand coordination and manual dexterity.

Do visualization exercises prior to a physical education class to help students “see” themselves participate, make a goal, run in a race, hit the target in a game, and so on. Visualization is useful in fostering the stimulation of mental images that are beneficial to sports performance and stress reduction.

Have students participate in relaxation-type activities as part of the cool-down at the end of the physical education lesson.



SUGGESTIONS FOR ASSESSMENT

◆ **Performance Task: Getting Along**

Teacher: Scoring Rubric

Observe students in classroom activities, recess games, and/or sports activities and assess their interpersonal skills as follows.

Scoring Rubric	
Rating	The student
4	<ul style="list-style-type: none"> • always shows respect for classmates by demonstrating all the appropriate behaviours (e.g., waits for his or her turn, shares equipment, helps others, invites others to play, shows respect for individual differences)
3	<ul style="list-style-type: none"> • usually shows respect for classmates and usually demonstrates the appropriate behaviours
2	<ul style="list-style-type: none"> • sometimes shows respect for classmates and sometimes demonstrates the appropriate behaviours
1	<ul style="list-style-type: none"> • rarely shows respect for classmates and rarely demonstrates the appropriate behaviours

◆ **Observation: Relaxation Time**

Peer Assessment: Checklist

Separate students into groups of three or four. One at a time, each student briefly leads the group in a relaxation exercise. After each exercise, students respond with a “yes” or “no” when the leader asks whether they were relaxed.



Personal and Social Management Outcomes: Grade 2



Knowledge

- K.4.2.A.1 Recognize that everyone is special, unique, and able to succeed** (i.e., families, interests, talents, feelings, desires).
- K.4.2.A.2a Identify examples of simple, realistic goals for healthy living that are short term** (e.g., bringing a healthy snack, helping a friend, playing actively as a group at recess...) **and long term** (e.g., running faster, increasing strength, developing a healthy heart, having no cavities...).
- K.4.2.A.2b List ways to show personal responsibility at home and school** (e.g., keep room tidy, put away belongings, follow directions, practise daily health habits, complete homework, respect others, play safely, learn to set boundaries, ask for help, offer to help...).
- K.4.2.A.3 Discuss the concept of consequences** (e.g., cause-and-effect relationships...) **of behaviours as part of the decision-making/problem-solving process for health and well-being** (e.g., touching a very hot surface will cause burns...).
- K.4.2.B.1a Identify responsible and respectful behaviours** (e.g., following directions, completing tasks, being honest, displaying etiquette, playing fairly, cooperating, sharing, keeping promises, speaking kindly...) **for developing positive relationships.**
- K.4.2.B.1b Talk about similarities and differences** (e.g., likes/dislikes, cultural connections...) **of responses of self and responses of others related to situations involving sports/physical activities and/or social events.**
- K.4.2.B.2a Identify positive communication skills** (e.g., focus on speaker, repeat back information, use appropriate body language, ask relevant questions, include everyone, disagree politely, show self-control, take turns, work cooperatively...) **for listening with attention in small-group settings.**
- K.4.2.B.2b Identify situations** (e.g., carrying something heavy, contributing to a project...) **in which friends may be helpful and ways** (e.g., saying thank you, returning the favour...) **to show appreciation.**
- K.4.2.C.1a Identify appropriate ways for sharing and expressing feelings and emotions related to different situations** (e.g., cooperative-type activities, competitive-type activities, at home, in public...).

Knowledge (continued)

- K.4.2.C.1b Discuss ways** (e.g., show empathy when others are suffering, help rather than hurt or neglect others, respect rather than belittle, support and protect rather than dominate or ignore...) **to communicate with someone who is feeling different emotions** (e.g., sad, happy, hurt, angry...).
- K.4.2.C.2 Identify and sort causes of anxiety or stress** (e.g., facing new and/or unfamiliar situations; feeling out of control; experiencing loud voices/noises, competition, disagreements, heights, performing in front of others; being apart from family; health problems...) **for self and others as they relate to school, home, and community.**
- K.4.2.C.3 Identify feelings and emotions associated with anxiety** (e.g., feeling anxious, scared, nervous, timid...).
- K.4.2.C.4a Discuss ways and activities** (e.g., play, deep breathing, progressive relaxation, family walk, talk with safe adult, healing circles...) **to reduce personal stress.**

Skills

- S.4.1.A.1** **Set simple short-term goals and participate in strategies for goal attainment** (e.g., running without stopping for one minute, listening attentively to the teacher reading a book, completing a task...).
- S.4.2.A.2 List possible options and consequences for specific behaviours and/or health habits** (e.g., brushing your teeth...) **for the promotion of physically active and healthy lifestyles.**
- S.4.2.A.3 Demonstrate appropriate behaviours for getting along with others** (e.g., wait for one's turn, share equipment, help others, invite others to play, show respect for individual differences...) **in partner activities.**
- S.4.2.A.5 Explore ways to relax the mind and body** (e.g., progressive relaxation, deep-breathing exercises, visualization, quiet time, light cool-down activities...).

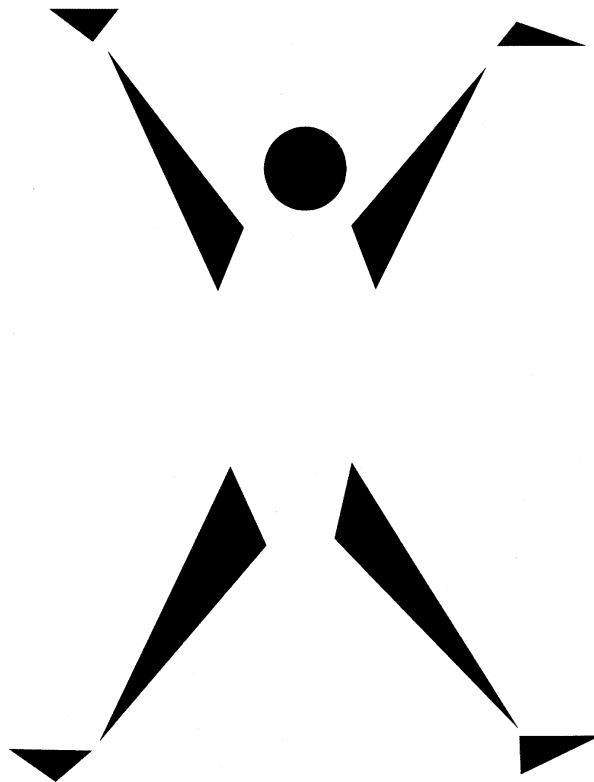
Attitude Indicators

- 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.

Grade 2

5. Healthy Lifestyle Practices

The student will demonstrate the ability to make informed decisions for healthy living related to personal health practices, active living, healthy nutritional practices, substance use and abuse, and human sexuality.



PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p><i>Students will...</i></p>	
<p>☐ K.5.2.A.1 Identify the daily habits and responsibilities for leading a physically active and healthy life (e.g., self-regulation relative to practising daily health routines for cleanliness, rest, healthy eating, good posture...).</p>	<p>◆ Daily Health Habits</p> <p>Review the daily health habits identified in learning outcome K.5.K.A.1. Have students use role-play, mime, or drawings (e.g., comic strips) to demonstrate daily habits for leading a physically active and healthy life. These include daily health routines for</p> <ul style="list-style-type: none"> • physical activity • cleanliness (e.g., shower/bathe, change clothes) • rest (e.g., nap, get adequate sleep) • healthy eating (eating food from the four food groups) • good posture (e.g., when reading, at the computer, during a physical activity) <p>◆ Growing Up</p> <p>Discuss with students their responsibility for being healthy and active. Ask questions to stimulate discussion.</p> <p>Questions for Discussion:</p> <ul style="list-style-type: none"> • What responsibilities would someone have when looking after a toddler? • What responsibilities do you have as a Grade 2 student to look after yourself? • In what ways does your family help you to be healthy and active?
<p>Curricular Connections</p> <p>ELA: GLO 1—Explore thoughts, ideas, feelings, and experiences (express ideas, consider others’ ideas), GLO 4—Enhance the clarity and artistry of communication (generate ideas, organize ideas, choose forms, effective oral communication, attentive listening and viewing)</p> <p>MA: Patterns and Relations (sorting), Statistics and Probability (listing, collecting data)</p> <p>PE/HE: GLO 2—Fitness Management, K.5.K.A.1 (daily health habits)</p> <p>SC: Cluster 1—Growth and Changes in Animals (healthy eating), Cluster 4—Air and Water in the Environment (uses of water, clean air and water)</p>	



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

◆ **Learning Log: Daily Health Habits**

Teacher: Checklist

Have students answer the following question:

What four health habits can you identify in your daily routine?

1. _____
2. _____
3. _____
4. _____

Suggested Criteria:

Look for evidence of practices related to the four health habits:

- daily physical activity
- personal and dental hygiene
- regular rest/sleep
- healthy eating



PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p><i>Students will...</i></p>	
<p>☐ K.5.2.A.2 Identify common communicable diseases/ illnesses/conditions (e.g., colds, flu, pink-eye, head lice...) in the classroom and home, and ways to prevent the spread of diseases/illnesses/conditions (e.g., cover mouth when sneezing or coughing, wash hands regularly, share food appropriately, use own hair utensils and headwear...).</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Curricular Connections ELA: GLO 1—Explore thoughts, ideas, feelings, and experiences (express ideas, consider others’ ideas), GLO 3—Manage ideas and information (access information) MA: Patterns and Relations (sorting), Statistics and Probability (listing, collecting data) SC: Cluster 4—Air and Water in the Environment (uses of water, clean air and water)</p> </div>	<p>◆ What’s Common?</p> <p>Have students name some illnesses with which they are familiar. Sort them according to communicable diseases/illnesses (e.g., cold, flu, chicken pox) or conditions (e.g., head lice, ringworm, scabies, parasitic worms). Explain that the germs around us sometimes get into our bodies through the air we breathe, the food and water we consume, or skin lesions. Ask students to describe the symptoms associated with</p> <ul style="list-style-type: none"> • illnesses such as colds, flu, chicken pox: pain (head, stomach, throat, body aches), stuffy or runny nose, red eyes, coughing, sneezing, loss of appetite, fever, rash, chills, fatigue • parasites such as head lice, ringworm, scabies: patches of dry skin, itching and irritation, nits (lice eggs), burning or tingling <p>Variation: Use a Y-Chart for discussing different common illnesses/diseases. (See Y-Chart, <i>K-4 ELA, Strategies-28.</i>)</p> <p>◆ The Spread of Disease</p> <p>Have students research the causes of common communicable diseases or map out the subject. (See Graphic Organizers, <i>Success for All Learners</i>, 6.14 to 6.15.) Have students use posters, comic strips, advertising pamphlets, or video presentations to present their research results.</p> <p>◆ Sparkling Germs</p> <p>Rub sparkles all over your hands and ask for a student volunteer to shake hands with you. Hold the grip for a few seconds. Have the volunteer find a friend and repeat the handshake. Repeat this procedure with at least four to five students. Explain that the sparkles represent germs and emphasize that even though students did not touch your hand, they still have the germs indirectly from the first contact person.</p> <p>◆ View and Review</p> <p>Use audiovisual aids (e.g., films, videos) that explain ways to avoid spreading communicable diseases/illnesses.</p> <p>◆ A Web of Prevention</p> <p>Have students map out ways to prevent communicable diseases/illnesses/conditions.</p> <p>Variations: Have students do research using the KWL Plus strategy. (See KWL Plus, <i>Success for All Learners</i>, 6.94.)</p>


TEACHER NOTES
Prevention:

Vaccinations are given for some diseases such as diphtheria, whooping cough (pertussis), tetanus, polio, measles, mumps, and German measles (rubella) in the prevention of deadly epidemics. Contact a local health authority for current information.

The following are a few ways to prevent the spread of certain diseases/illnesses/conditions:

- Get a vaccination/immunization.
- Stay at home when ill.
- Practise good hygiene habits at home, at school, and in the community (e.g., wash hands as often as necessary, get adequate sleep, eat healthy food, share food appropriately, participate in physical activity, use own hair utensils, headwear, toothbrush, and other personal toiletry items).
- Keep a distance from people who are sick (e.g., sneezing, coughing).
- Use a tissue when sneezing and throw it in the garbage. Cover mouth when coughing.
- Visit a doctor for regular check-ups.

Treat discussion of communicable diseases/illnesses/conditions with sensitivity.


SUGGESTIONS FOR ASSESSMENT
◆ Paper and Pencil Task: How Do I Avoid Spreading Germs?

Self-Assessment: Rating Scale

Have students rate themselves in the areas identified in BLM 2–6.



See BLM 2–6: How Do I Avoid Spreading Germs?

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<i>Students will...</i>	
☐ K.5.2.A.3 Assess personal dental care habits and identify ways to promote dental health for self and/or others.	
Curricular Connections ELA: GLO 1—Explore thoughts, ideas, feelings, and experiences (express ideas, consider others' ideas) MA: Shape and Space (time of day, comparisons), Statistics and Probability (listing, collecting data)	
	<p>◆ Alien Tooth Brushing</p> <p>Pair off students and ask them to pretend they are showing an alien how to use a toothbrush: one student plays the role of the alien, while the other gives the demonstration. Encourage the alien to ask questions about dental care habits and have the other student provide answers. Have students name or show pictures of foods that contribute to dental health.</p> <p>◆ Personal Dental Health</p> <p>Ask students to note in a personal chart how many times a day they brush their teeth over a one-week period, and when they do it (e.g., after eating something sweet). Ask questions to identify ways students can improve their dental care habits. Repeat the same activity for flossing.</p> <p>◆ Miracle Toothpaste</p> <p>Ask students to bring to class tubes or pictures of different brands of toothpaste and give a class presentation on how advertising/design/packaging influences dental health. Encourage students to create an advertising pamphlet (on the computer) for a miracle toothpaste that promises the very best in dental care!</p>



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

Involvement of parents/guardians in completing the personal chart for dental care.



◆ **Observation: Alien Tooth Brushing**

Peer Assessment: Checklist

Have the “alien” partner check off the following statements as his or her partner performs the tooth-brushing technique.

Tooth-Brushing Technique		
Did the student’s tooth-brushing demonstration	Yes	No
• start from the gum line and brush away from the gum line?		
• start with a gentle circular motion?		
• brush the inside of the teeth as well as the outside?		
• brush the chewing surface?		
• brush the tongue?		
• brush for at least 60 seconds?		

PRESCRIBED LEARNING OUTCOMES
<i>Students will...</i>
<p>☐ K.5.2.B.1 Identify the health benefits (i.e., better health, posture, balance, self-esteem, healthy weight, stronger muscles and bones) of participating in regular physical activity (e.g., accumulating more than 60 minutes and up to several hours a day of physical activity...).</p>
<div style="border: 1px solid black; padding: 5px;"> <p>Curricular Connections</p> <p>ELA: GLO 1—Explore thoughts, ideas, feelings, and experiences (express ideas, consider others' ideas)</p> <p>MA: Shape and Space (time of day, comparisons), Statistics and Probability (listing, collecting data)</p> <p>PE/HE: K.2.K.B.1, K.2.1.B.1 (activity for health/fitness), K.1.1.B.1 (skill practice), S.1.K.A.3 (posture), K.4.2.A.1 (self-esteem), K.4.2.A.2a (realistic goals)</p> </div>
<i>(continued)</i>

SUGGESTIONS FOR INSTRUCTION
<p>◆ Learning Outcome Connections (health benefits)</p> <p>Have students participate in the activities suggested for learning outcomes K.2.1.B.1, K.1.1.B.1, and K.4.2.A.2a. For each learning outcome, help students identify the health benefits (e.g., self-esteem, stronger muscles) associated with particular learning activities.</p>
<p>◆ Teeter-Totter (healthy weight)</p> <p>Discuss with students how food intake and physical activity output for weight management is a matter of balance (like a teeter-totter.)</p>
<p>◆ Body Systems: Skeletal (strong muscles and bones)</p> <p>Display a skeletal system poster and discuss major bones. Play Mr. Bones Relay, learning outcome K.2.2.C.1a.</p>
<p>◆ Feeling Great</p> <p>Using a Sharing/Talking Circle, have students listen to a story based on the importance of being active every day. (See Talking Circle, <i>Success for All Learners</i>, 7.5.)</p> <p>Questions for Discussion:</p> <ul style="list-style-type: none"> • Why do we need to eat every day? • Why do we need to be active every day? • What are some physical activities that you like to do? • Why do you like doing them?
<p>◆ Active Living and Physical Activity</p> <p>Use pictures—such as those on pages 3 to 130 of <i>The Canadian Active Living Challenge: Leader’s Resources Tool Kit, Program 1</i> (CAHPER/CIRA)—to define physical activity and to tell a story about physical activity. Brainstorm to discuss benefits of physical activity on the mind and body.</p>

(continued)



TEACHER NOTES

Introduce, explain, use, and reinforce vocabulary related to health benefits of participating in regular physical activity. Students will have a greater understanding of the concepts when they are explained in simple terms, such as the following.

Daily physical activity is important because it

- is fun
- makes your heart stronger so that it works better
- makes your lungs work better
- helps keep your bones strong
- makes your muscles stronger
- helps to keep you flexible
- gives you good posture and a strong back
- helps the blood move through your veins and arteries
- helps your body and muscles get more oxygen
- helps fight against heart disease
- makes you look and feel strong and healthy
- helps you maintain a healthy weight
- gives you better balance and coordination to help you in all kinds of sports and activities
- makes you less tired and more full of energy
- helps you sleep better
- helps your body fight colds and other diseases
- puts you in a good mood
- makes you smile more because you know you're trying to keep your body healthy and strong

Use this list to create a Health Benefits poster for display in the gymnasium, adding pictures where applicable.



SUGGESTIONS FOR ASSESSMENT

◆ **Paper and Pencil Task: Health Benefits**

Teacher: Checklist

Hand out sheets with boxes numbered 1 to 7. Read aloud each of the following statements and have students place a check mark (✓) in the box if it is a health benefit of participating in regular physical activity:

- 1. better health
- 2. stronger muscles and bones
- 3. poor posture
- 4. healthy weight
- 5. better sight
- 6. feeling good about yourself
- 7. poor balance

◆ **Questioning: Health Benefits**

Teacher: Informal Inventory

Using a human opinion line, have students line up in the centre of the gymnasium and answer to the following questions by running to the wall assigned as “yes” or to another wall assigned as “no.”

Does participating in regular physical activity make a person

- feel healthier?
- have stronger muscles?
- have stronger bones?
- other

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<i>Students will...</i>	
<input type="checkbox"/> K.5.2.B.1 <i>(continued)</i>	<p><i>(continued)</i></p> <p>◆ Heart Smart</p> <p>Use the following “before activity” and “after activity” statements/questions to stimulate discussion.</p> <p>Before Activity:</p> <ul style="list-style-type: none">• Show me where your heart is.• Put your hand on your heart and tell me what you feel. <p>After Activity:</p> <ul style="list-style-type: none">• Is it easier to find your heart before or after you move?• How does your heart beat differently after we play? <p>◆ Brain Power</p> <p>Challenge students to participate in cross-lateral (i.e., crossing the body’s midline) activities that require both sides of the brain to communicate.</p> <p>Examples:</p> <ul style="list-style-type: none">• Try an alternate knee tap abdominal exercise. While sitting up or in a V position, touch one hand to the opposite knee or foot. Repeat on the other side.• Trace a figure-eight pattern in the frontal plane with one hand, ensuring that the arm crosses the midline. Try the other hand.



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

Reinforce that muscles are important for protecting the bones and organs. As well, strong muscles are important for

- lifting things
- having good posture
- preventing injury and lower back pain
- performing movement and sports skills more successfully

Be sensitive to weight management concerns and approach students, where necessary, on a private, individual basis.

Excessive sitting decreases circulation and affects concentration. Movement increases circulation to the brain, providing it with nutrients in the form of glucose and increasing nerve connections, all of which makes it easier for people of all ages to learn.

See also Frozen Beanbag, another posture activity suggested for learning outcome S.1.K.A.3.



PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<i>Students will...</i>	
<input type="checkbox"/> K.5.2.B.2 Identify opportunities (e.g., during physical education class, recess, lunch hour, before/after school, on weekends...) to be active daily, alone or with family and others.	<p>◆ Activity Survey</p> <p>Discuss with students physical activities they do daily in a variety of situations (e.g., during physical education class, recess, lunch hour, before/after school, on weekends, around the house/apartment or yard, with family members) that help increase their heartbeats. Have them complete an activity log.</p>
<p>Curricular Connections</p> <p>ELA: GLO 1—Explore thoughts, ideas, feelings, and experiences (express ideas, consider others' ideas)</p> <p>MA: Shape and Space (time of day, comparisons), Statistics and Probability (listing, collecting data)</p>	<p>◆ Recess Play</p> <p>As a class, brainstorm, list, and discuss various activities students do at recess that help increase their heartbeats. Have students draw or collect pictures/graphics/clip art to be used to develop a record sheet of the recess activities. Have students circle or check off the activities in which they participate during recess.</p>



TEACHER NOTES

Refer to *The Canadian Active Living Challenge* materials (CAHPER/CIRA).

Be sure to pre-teach some recess games.





SUGGESTIONS FOR ASSESSMENT

◆ **Journal Entry: Activity Survey**

Teacher: Checklist

Have students complete the following activity log.

 “My Day” Activity Log 			
Name _____ Class _____ Date _____			
	Physical Activity	Alone	With Others
Physical Education Class			
Recess			
Lunch Hour			
Before School			
After School			

Suggested Criteria:

Look for identification of

- activities that increase heart rate
- activities that can be done alone, with family, or with others

PRESCRIBED LEARNING OUTCOMES
<i>Students will...</i>
<p>☐ K.5.2.B.3 Identify how automation and information technology (e.g., computers, video games, television, telecommunications...) have an impact on participation in physical activity.</p>
<p>Curricular Connections ELA: GLO 1—Explore thoughts, ideas, feelings, and experiences (express ideas, consider others’ ideas, set goals, explain opinions, extend understanding), GLO 4—Enhance the clarity and artistry of communication (generate ideas, organize ideas, choose forms, effective oral communication, attentive listening and viewing) SC: Cluster 3—Position and Motion (making motion easier)</p>

SUGGESTIONS FOR INSTRUCTION

- ◆ **Automation Traps**
 Show pictures of automated objects or devices (e.g., television, elevator, computer, telephone, car, remote-control device, garage-door opener, tractor, combine, dishwasher, washing machine, riding lawn mower, fitness equipment, heart-rate monitor) and have students discuss how each has an impact on participation in physical activity.

- ◆ **Sort It Out**
 Have students sort the pictures from Automation Traps (or use names of the objects or devices) according to whether they decrease or increase physical activity. (See Sort and Predict, *Success for All Learners*, 6.33.)



- ◆ **Crows and Cranes Charades**
 Divide the class into two teams, one team at each end of the gymnasium. Members of Team Two sit with their backs to the wall while Team One huddles to decide on some automated object or device that would affect participation (negatively or positively). Team One then acts out the selected device while Team Two guesses. The teacher calls “yes” when the correct guess is given and Team Two jumps up and tries to catch Team One before they reach the safety of their end zone. Any students tagged before reaching safety must join the other team. The process is then reversed.

- ◆ **Active/Inactive**
 This game is similar to Crows and Cranes Charades. Two teams, named “Active” and “Inactive,” lie down head to head at the centre line of the gymnasium. Call out the name of an object or device (e.g., television remote control) and have the teams decide whether it would keep us active or inactive. If a given object requires movement (e.g., treadmill), then the Active team stands up to chase the Inactive team members and tries to catch them before they have run to the safety of their own end zone. If an object keeps us inactive (e.g., television remote control), the Inactive team members become the chasers. A tagged student then becomes a member of the other team.



TEACHER NOTES

The impact of automation and information technology on physical education is positive when considering fitness equipment, heart-rate monitors, or the use of the Internet in deriving information relating to fitness and active living.

The Impact of Automation	
Negative Impact	Positive Impact
	
<ul style="list-style-type: none"> • television • elevator • computer • telephone • car • remote-control device • other 	<ul style="list-style-type: none"> • fitness equipment • heart-rate monitors • other

See also Picture Sort, learning outcome K.5.1.B.3.



SUGGESTIONS FOR ASSESSMENT

◆ **Paper and Pencil Task: Automation Traps**

Teacher: Checklist

Have students indicate the amount of movement or energy involved in using certain objects or devices.

The Impact of Automation on Physical Activity				
Object or Device	Movement			
	none	slow	medium	fast
• television	✓			
• computer				
• treadmill				
• other _____				

Suggested Criterion:

Look for

- number of correct responses

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p><i>Students will...</i></p>	
<p><input type="checkbox"/> K.5.2.C.1a Differentiate between “everyday” and “sometime” foods in <i>Canada’s Food Guide to Healthy Eating</i>.</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Curricular Connections ELA: GLO 4—Enhance the clarity and artistry of communication (generate ideas, choose forms, organize ideas, effective oral communication, attentive listening and viewing) MA: Statistics and Probability (surveys, charts, graphs, interpretations) SC: Cluster 1—Growth and Changes in Animals (<i>Canada’s Food Guide to Healthy Eating</i>) SS: sustainable development, food and culture</p> </div>	<p>◆ Differentiate between “Everyday” and “Sometime” Foods</p> <p>“Everyday” Foods:</p> <ul style="list-style-type: none"> • Have students sort “everyday” foods according to food groups (e.g., vegetables). • Map out “everyday” foods associated with a specific animal (e.g., cow/beef). (See Graphic Organizers, <i>Success for All Learners</i>, 6.14 and 6.15.) • Plan a healthy and balanced menu for one day, including foods from different food groups, and follow the recommendations of <i>Canada’s Food Guide to Healthy Eating</i> (Health Canada). • Prepare a poem, documentary (video), or skit on at least one plant or animal that provides several healthy foods. • Conduct a survey on students’ favourite vegetables (or fruit, meat and alternatives, grain products, milk products) and present the results using different types of charts/graphs. Compare these findings with the results of students from another class, school, region in Canada, or country (use the Internet as a research and communication tool). • Show students a picture of a combination food (e.g., pizza) and have them identify the different foods it contains. <p>“Sometime” Foods:</p> <ul style="list-style-type: none"> • Prepare an assessment chart of the short-term and long-term advantages and disadvantages of eating “sometime” foods. <p>◆ Learning Outcome Connection</p> <p>Have students participate in the Nutrition Run activity (see learning outcome K.5.1.C.1a). When you call out, “Rainbow,” students get together in their food groups. When you call out, “Breakfast/Lunch/Dinner,” students get into groups that include at least one of each food group.</p> <p>Variation: Have students sort “everyday” and “sometime” foods.</p>



TEACHER NOTES

Ensure that the learning activities related to this learning outcome take into account multiple intelligences. Also note dangers related to food allergies, as well as cultural and religious differences (see teacher notes for learning outcome S.5.K.A.3b for further information).

Canada’s Food Guide to Healthy Eating (Health Canada) identifies “everyday” and “sometime” foods as follows:

- **“Everyday” foods**—are nutritious and should be eaten every day.
- **“Sometime” foods**—are not nutritious and fall in the “other foods” category. These foods may be eaten occasionally. They may be harmful to our health.

Canada’s Food Guide to Healthy Eating is a basic educational tool for Canadian consumers. Parents have decisive influence over how their children eat, and should be as involved as possible in activities related to good eating habits.

The new version of *Canada’s Food Guide to Healthy Eating* is based on the latest research in nutrition, eating, and health. It is available on the Health Canada website:

<<http://www.hc-sc.gc.ca/hppb/nutrition/pub/foodguid/index.html>>.

Food guides are also available from:

Publications Health Canada
(613-954-5995)

See also the Manitoba Health, Food and Nutrition website:

<<http://www.gov.mb.ca/health/nutrition/index.html>>.



SUGGESTIONS FOR ASSESSMENT

♦ **Paper and Pencil Task: Differentiate between “Everyday” and “Sometime” Foods**

Teacher: Checklist

Provide students with pictures/names of a variety of foods and have them place an X beside the “sometime” foods.

“Everyday” or “Sometime” Foods?



Toast _____



Orange _____



Carrot _____



French Fries _____



Milk _____



Pop _____



Cookie _____



Meat _____

TEACHER NOTES (continued)

Television has an impact on the food choices of young people. Parents and teachers, therefore, need to take the time to discuss commercial and advertising messages about food and eating with children.



PRESCRIBED LEARNING OUTCOMES

Students will...

☐ K.5.2.C.1b Identify the function of a variety of food groups for growth and development (e.g., foods that help the body go, glow, and grow...).

Curricular Connections

ELA: GLO 4—Enhance the clarity and artistry of communication (generate ideas, choose forms, organize ideas, effective oral communication, attentive listening and viewing)

SC: Cluster 1—Growth and Changes in Animals (*Canada's Food Guide to Healthy Eating*)

SUGGESTIONS FOR INSTRUCTION

◆ **Food and Function**

Divide the class into groups and have them move from station to station doing one or more of the following tasks:

- Research a food with a high level of carbohydrates, fats, or proteins and show its contribution to health.
- Sort foods according to their function (e.g., go, glow, grow).
- Make a poster for each of the following functions of food: go, glow, and grow.
- Write a poem or song celebrating the merits of the following functions of food: go, glow, and grow.
- Match parts of the human body to foods that help the body to go, glow, or grow. Present this exercise with visual aids (e.g., poster of human body, pictures of internal organs, foods).

◆ **Nutrition Orienteering**

Scatter cones/pylons throughout the school grounds and under the pylons place picture cards of different foods (e.g., milk). Give each student a sheet with three sections titled Go, Glow, and Grow. The object of the game is

Go	Glow	Grow

to get to as many pylons as possible and record the name of the food in the proper category. At the conclusion of the game, discuss student findings.

Variation: When playing the game in pairs or teams, students meet together with their small group to discuss their findings before meeting for discussion with the entire class. This game can be played with a set time limit or the teams can return to class upon completion of the game.



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

Foods that help the body

- **go:** breads and cereals (carbohydrates)
- **grow:** milk products, meats and alternatives (proteins)
- **glow:** fruit and vegetables, fats (vitamins, minerals, fats)



PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p><i>Students will...</i></p>	
<p>☐ K.5.2.C.2 Identify the need for daily food and fluid to support physical activity.</p> <div data-bbox="115 468 550 705" style="border: 1px solid black; padding: 5px;"> <p>Curricular Connections MA: Statistics and Probability (graphing, capacity, time of day), Number (counting, parts of a whole) SC: Cluster 1—Growth and Changes in Animals (healthy eating for growth and development), Cluster 4—Air and Water in the Environment (safe drinking water)</p> </div>	<p>◆ Fluid Facts</p> <p>Discuss the importance of water for body system function (i.e., brain, blood, tissues, organs). Brainstorm ways in which the body indicates its need for water (i.e., thirst, dry skin, yellow urine, chapped lips). Have students keep a simple chart of</p> <ul style="list-style-type: none"> • how often they had a drink in one day • what they drank • when they needed to drink the most water <p>(For more information, see Brainstorming, <i>K-4 ELA</i>, Strategies–12.)</p> <p>◆ Food Facts</p> <p>Explain how food is an energy source that is essential for organs and tissues to grow, develop, and function, even when the body is at rest. Ask students to keep a daily logbook of their eating and physical activities over a one-week period. Display the results on a chart using pictograms, symbols, or real objects. Make a connection between the physical activity and food intake.</p> <p>Variation: Have students prepare snacks (or menus of snacks). These snacks could be served following a physical activity.</p>
<hr/> <p>❁ K.5.2.D.2 Identify helpful and/or harmful substances (i.e., vitamins, medicines, tobacco, alcohol) and their effects on a healthy body (e.g., vitamins help build body tissues; medicines fight germs and/or reduce pain; nicotine in tobacco affects circulatory system and nervous system; first- and second-hand tobacco smoke affects lungs and may cause cancer; consuming or inhaling vapours from dangerous products harms the body or causes death...).</p>	



TEACHER NOTES

Fluid Intake:

Water represents 50% to 70% of an individual body’s weight. To meet our daily water requirements, we need to drink six to eight cups of water per day. Consult *Canada’s Physical Activity Guide to Healthy Active Living*, available from the Health Canada website: <http://www.hc-sc.gc.ca/hppb/paguide/main.html>.



SUGGESTIONS FOR ASSESSMENT

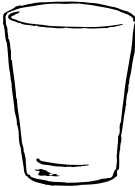
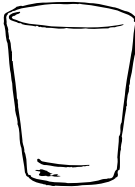



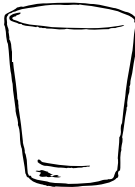



◆ **Paper and Pencil Task: Fluid Facts**

Teacher: Checklist

Provide students with a graphic such as the following and have them colour in the number of cups of water they should drink each day.

How Much Water Do I Drink?

Name _____ Grade _____ Date _____

Suggested Criterion:

Look for

- six to eight cups coloured

Variation: Have students log the number of cups of water they drank in a day over a five-day period.

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<i>Students will...</i>	
<p><input type="checkbox"/> K.5.2.E.1a Identify basic changes in growth and development from birth to childhood (e.g., changes to teeth, brain, height, body weight, clothes size...).</p>	
<p>Curricular Connections MA: Shape and Space (length, height, metric, comparing terms, time, months), Patterns and Relations (patterns based on collected data), Statistics and Probability (estimating and measuring) SC: Cluster 1—Growth and Changes in Animals (animal offspring and changes)</p>	<p>◆ Growing Up</p> <p>Create an autobiographic booklet in which students can record their measurements and personal impressions and include photographs of the different stages in their growth (e.g., baby picture, recent photograph). Discuss the advantages of getting bigger. Map out activities students can do as they grow. (See <i>Success for All Learners</i>, 6.50.)</p> <p>◆ See How I Grow!</p> <p>Have students estimate their height and measure themselves using the appropriate tools and standard units. Do the same thing for various body parts (e.g., head size, weight). Repeat the activity in a few months' time and have students compare the results. Each time, have students show the following results on a bar chart: height, weight. Have them compare and interpret the data (e.g., the body grows, everyone grows at his or her own pace).</p> <p>◆ Same or Different?</p> <p>Identify and discuss the constant and changing characteristics of humans as they grow and develop (e.g., eye colour, height). Have students record information on a two-column diagram.</p> <p>◆ My Lost Tooth</p> <p>Have students observe their teeth at two different times (e.g., beginning and end of school year) and have them comment on the loss of any teeth during the year. Explain what happens when primary teeth are shed.</p> <p>◆ Comparing Growth</p> <p>Have students compare babies and adults of the same animal species (e.g., observe how they are the same and how they are different). Study the life cycle of a living thing (e.g., hen, caterpillar) and how it changes. Compare this with the growth of humans. Make a Comparison and Contrast Frame. Use illustrations to show similarities and differences. (See Comparison and Contrast Frame, <i>Success for All Learners</i>, 6.51 and 6.52.)</p>



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

Treat activities that involve estimating and measuring body height and weight with sensitivity.

◆ **Learning Log Entry: Growing Up**

Teacher: Checklist

Ask students to respond to the following:

“You are seven years old. Your body has changed in several ways since you were born. Name at least three changes. Give as much detail as possible about each change. Draw the changes.”

Change 1: _____

Change 2: _____

Change 3: _____

Suggested Criteria:

Look for examples in the drawing related to changes in

- teeth
- size of head, hands, feet
- height
- body weight
- clothing size
- shoe size
- hair



PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p><i>Students will...</i></p>	
<p>☐ K.5.2.E.1b Describe how living things produce their offspring and care for their young (e.g., animal mating; providing food, warmth, shelter, and protection for babies; union of egg and sperm...).</p>	
<p>Curricular Connections SC: Cluster 1—Growth and Changes in Animals (care for offspring)</p>	
	<p>◆ Caring for the Young</p> <p>After students have listened to a story, watched a film, or gone on a field trip to the zoo or a farm, ask them to name the ways animals care for their young. Encourage students to do research and present their findings (e.g., display, poster, pamphlet, multimedia project, PowerPoint presentation, video, booklet) on how an animal of their choice cares for its young. Use, for example, the Concept Overview strategy (see <i>Success for All Learners</i>, 6.67).</p> <p>Variation: Have students compare the different ways animals care for their offspring, as well as comparing these ways of caring for offspring to how humans care for their young.</p> <p>◆ The Beginning</p> <p>Discuss with students that all living things produce offspring; that is, they create other living things so that their species can survive. In the animal kingdom, these new living beings are called “offspring” or “young.”</p> <p>◆ Cat-Kitten</p> <p>Have students match the names of different adult animals to the names given to their offspring (e.g., cat-kitten, goose/gander-gosling). Cut out pictures of these animals and glue them into a chart with three column headings: female, male, and offspring.</p> <p>◆ Like Her, Like Him</p> <p>Highlight the similarities and differences among the male, female, and offspring of the same species, including humans. Use a Comparison and Contrast Frame (see <i>Success for All Learners</i>, 6.52) or a Venn diagram.</p> <p>◆ Basic Needs</p> <p>Use a chart with three columns (food, shelter, protection) to list the types of care that living things provide for their young (see <i>Success for All Learners</i>, 9.8).</p>



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

Focus content on animal examples to help students understand where babies come from, as it applies to both humans and animals.

Follow the planning policy of your particular school division/district and school with respect to issues of a sensitive nature, or that require sensitive handling (see *Kindergarten to Senior 4 Physical Education/Health Education: Manitoba Curriculum Framework of Outcomes for Active Healthy Lifestyles*, Appendix C–203). View and assess resources prior to presenting them in class.

Be sensitive to students who come from different family structures and who may not know who their biological parents are.

◆ **Questioning/Interview: Caring for the Young**

Teacher: Checklist

Use the following statements to interview students about their research findings:

1. Explain how living things care for their young. Use an animal you know well as an example.
2. Describe the ways different animals care for their young.
3. Compare the ways various animals care for their young.
4. Compare the ways animals and humans care for their young.
5. Explain where you found your information.

Suggested Criterion:

Look for

- number of correct responses

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<i>Students will...</i>	
<p><input type="checkbox"/> K.5.2.E.1c Determine the differences and similarities between self and others (e.g., body build, hair colour, eyes, skin colour, features, gender, body parts, fitness, interests, culture, beliefs and values...).</p>	<p>◆ All about Me</p> <p>Have students gather data on individual characteristics (e.g., body build, features, fitness, interests, culture).</p> <ul style="list-style-type: none">• Have students construct a variety of charts and graphs to illustrate these data and interpret them (differences and similarities).• Encourage students to put together and illustrate a personal kit on these characteristics (body build, features, fitness, interests, culture and traditions), using photographs, drawings, and things that characterize them.• Have students present and compare their kits.• Ask students to identify at least one element per category (e.g., body build, features, fitness) in which they are different from their classmates. <p>Discuss the similarities and differences within the human race and in the animal kingdoms.</p>
<p>Curricular Connections</p> <p>ELA: GLO 4—Enhance the clarity and artistry of communication (generate ideas, organize ideas, effective oral communication, attentive listening and viewing), GLO 5—Celebrate and build community (appreciate diversity)</p> <p>MA: Patterns and Relations (same/different), Statistics and Probability (graphs/charts)</p> <p>PE/HE: K.4.2.A.1, K.4.2.B.1b (importance of diversity)</p> <p>SC: Cluster 1—Growth and Changes in Animals (diversity, animal kingdoms)</p> <p>SS: appreciation of diversity</p>	



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

Encourage students to recognize, respect, and celebrate the diversity within the class by completing a variety of artistic projects (e.g., painting, modelling, sculpture, dance, music, theatre, poetry, prose).

◆ **Journal Entry: All about Me**

Teacher: Anecdotal Notes


Have students describe similarities and differences between self and others.

Suggested Criteria:

Look for examples related to

- body build
- hair colour
- eyes
- skin colour
- features
- gender
- body parts
- fitness
- interests
- culture
- beliefs and values



PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<i>Students will...</i>	
<p><input type="checkbox"/> K.5.2.E.2a Describe how human beings express their emotions for people about whom they care (e.g., showing love and affection by caring, sharing, being kind and gentle, speaking affectionately, hugging, kissing...).</p>	<p>◆ Showing Emotion</p> <p>Ask for examples of appropriate body language, gestures, behaviours, words, and attitudes that demonstrate emotion (e.g., caring, sharing, cooperating, helping). Use role-play or mimes to show the appropriate ways to show affection in different situations (e.g., between siblings, parent and child, teacher and student, grandparent and child, two friends, two classmates). Discuss how affection affects individuals (e.g., well-being, feeling of security and belonging, happiness, peace, self-esteem, self-worth).</p>
<p>Curricular Connections</p> <p>ELA: GLO 1—Explore thoughts, ideas, feelings, and experiences (express ideas), GLO 5—Celebrate and build community (cooperate with others, use language to show respect, celebrate special occasions)</p> <p>PE/HE: GLO 4—Personal and Social Management</p> <p>SC: Cluster 1—Growth and Changes in Animals (animals caring for young)</p>	
	<p>◆ Hugs and Kindness</p> <p>Lead a discussion on the appropriate ways to express emotions for people (or animals) about whom we care, by asking questions such as: “How do your parents (or caregivers) show their love and affection for you?” or “When you love someone, how do you show it?” Help students to see that affection has positive effects on others and can be expressed in different ways.</p>
	<p>◆ You Are Special</p> <p>Ask students to choose one person for whom they feel particular affection and to represent their affection for that person in an artistic composition of their choice (e.g., poem, drawing, sculpture).</p>
	<p>◆ Celebration Tag</p> <p>Have students play tag, sitting down when caught. To free a caught player, someone has to give him or her a thumbs-up, “high-five,” pat on the back, handshake, or any other positive gesture.</p>



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

Encourage students to recognize and celebrate the emotions they feel for others or that others express toward them through a variety of art projects (e.g., painting, modelling, sculpture, dance, music, theatre, poetry, prose). Plan these activities in relation to special occasions such as Valentine’s Day, birthdays, parent days, and so on.

Be sensitive when detecting any student embarrassment, discomfort, or reticence with respect to ways of expressing emotions and affection. For cases of abuse (physical, psychological, sexual) and neglect, follow the policies of the school division/district or school. Teachers are required by law to report all cases of abuse.



◆ **Paper and Pencil Task: Showing Emotion**

Teacher: Checklist

Have students match emotions/behaviours to the picture representing that emotion/behaviour.

Example:



Caring



Sharing



Helping



Cooperating



See BLM 2–7: Showing Emotion.

◆ **Paper and Pencil Task: Hugs and Kindness**

Teacher: Checklist

Have students draw a picture of how they love their teddy bear, pet, or someone special.

Suggested Criterion:

Look for

- positive expressions of various emotions (e.g., caring, sharing, loving, hugging, kissing, happy faces, cooperation, helpfulness)

PRESCRIBED LEARNING OUTCOMES
<i>Students will...</i>
<p>☐ K.5.2.E.3a Identify ways family or caregivers provide support and nurturing for personal growth and development (e.g., provide food and warmth, express encouragement, listen attentively, provide advice, hugs...).</p>
<p>Curricular Connections ELA: GLO 1—Explore thoughts, ideas, feelings, and experiences (express ideas), GLO 4—Enhance the clarity and artistry of communication (generate ideas, organize ideas, effective oral communication, attentive listening and viewing) GLO 5—Celebrate and build community (celebrate special occasions, cooperate with others) PE/HE: GLO 4—Personal and Social Management SC: Cluster 1—Growth and Changes in Animals (animals caring for young)</p>

SUGGESTIONS FOR INSTRUCTION

- ◆ **Y-Charts**
 Ask students to discuss how their families or caregivers support and nurture their development (e.g., provide food, shelter, clothes, protection, advice, love, encouragement). Record their observations in a Y-Chart that relates to how this support and caring looks, feels, and sounds. (See Y-Charts, *K-4 ELA*, Strategies–28 and BLM–59.)

- ◆ **Play House**
 In groups, have students choose a room in a house, set up the props, and create skits or plays as if they were playing “house.” The theme of each skit is to provide examples of ways family members would talk to each other or treat each other in a supportive and caring environment. Students could create their own case scenarios and family membership/grouping.
Variation: Have students include safety rules related to each room or to objects within that particular room.

<p>☐ K.5.2.E.3c Discuss the responsibilities (e.g., respect private spaces and private parts...) associated with gender differences.</p>
<p>Curricular Connections ELA: GLO 1—Explore thoughts, ideas, feelings, and experiences (express ideas), GLO 4—Enhance the clarity and artistry of communication (generate ideas, organize ideas, effective oral communication), GLO 5—Celebrate and build community (cooperate with others) PE/HE: K.5.2.A.1, K.4.2.B.1a, K.4.2.A.2b (responsibilities), K.3.2.A.1 (safety)</p>

- ◆ **Privacy**
 - Read a story or show a film/video related to respect of private spaces/parts. Students should recognize the need to have and maintain personal privacy, demonstrate appropriate behaviours, and respect private parts.
 - Ask students to name situations in which they like to have private space (e.g., for quiet reading) and explain why (e.g., need to be alone). Explain that there are other circumstances in which humans need privacy (e.g., to bathe/shower, go to the washroom, get dressed). Also point out the importance of being responsible in situations of different genders (e.g., boys’/girls’ change room).

- ◆ **Change Rooms**
 Discuss appropriate behaviour while changing in change rooms (e.g., in schools, swimming pool change rooms, hockey dressing areas) designated for girls and boys, and reasons for having separate change rooms.



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

Be sensitive in detecting any student embarrassment, discomfort, or reticence with respect to ways of expressing emotions and affection. For cases of abuse (physical, psychological, sexual) and neglect, follow the policies of the school division/district or school. Teachers are required by law to report all cases of abuse.

◆ **Observation: Y-Charts**

Teacher: Anecdotal Notes

Record observations during students’ informal interaction, noting how they describe personal observations, experiences, and feelings. Date and record the context of the observations.

Remind students that it is important to respect others’ privacy and their need to be alone at times (e.g., personal hygiene, washroom, while dressing, in underwear).



PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<i>Students will...</i>	
<p><input type="checkbox"/> S.5.2.A.1 Use a decision-making/problem-solving process, with guidance, to determine consequences of good and poor daily health habits.</p> <div data-bbox="115 537 548 667" style="border: 1px solid black; padding: 5px;"><p>Curricular Connections ELA: GLO 3—Manage ideas and information PE/HE: K.4.1.A.3, K.4.2.A.3</p></div>	<p>◆ Scenarios</p> <p>Suggest that students examine a certain number of scenarios related to good or poor daily health habits and use a decision-making/problem-solving process to rate the consequences of these habits on general health.</p> <p>Examples of Scenarios:</p> <ol style="list-style-type: none">1. Sit in front of the television several hours a day.2. Sit in a chair, in a well-lit location, to read a book.3. Eat snack food and candy after school while doing homework.4. Walk on the road (instead of the sidewalk) on the way home from school.5. Leave clothes piled on the bedroom floor.6. Shower every morning.7. Brush teeth once a day.8. Stay up late frequently.9. Do not wash (shower or bath) at home after vigorous physical exercise (e.g., hockey game).10. Wash hair regularly.11. Wear clean clothes.12. Give leftovers from plate to a friend at mealtime.13. Other

**TEACHER NOTES****SUGGESTIONS FOR ASSESSMENT****Problem-Solving Process:**

The following examples are steps in a problem-solving process (also see learning outcome K.4.3.A.3):

1. State the situation clearly.
2. Explore a variety of alternatives or options.
3. Assess the options by identifying, among other things, their positive and negative consequences.
4. Choose the best solution.

For other systematic approaches to problem solving, refer to *Inquiry Strategies, K–4 ELA, Strategies–76*, and/or to *Stages of Scientific Inquiry, K–4 Science: A Foundation for Implementation*, 14.

**◆ Paper and Pencil Task: Scenarios**

Teacher: Rating Scale

Provide students with a sheet of 10 case scenarios relating to good or poor daily health habits and have them indicate with a check mark (✓) whether each scenario represents a positive or negative consequence. Students should be prepared to explain their choices.

Rating Scale:

Number of correct placements:

- 8 to 10 correct—Very good
- 6 to 8 correct—Average
- 4 to 6 correct—Review health habits

PRESCRIBED LEARNING OUTCOMES

Students will...

S.5.2.A.2 Record, with assistance, daily physical activities that are enjoyable for families to do.

Curricular Connections

MA: Statistics and Probability (list, collect data, survey, graph)

SUGGESTIONS FOR INSTRUCTION

◆ **Family Calendar**

Encourage students to set aside one day a week on a monthly calendar and fill it in with the names of physical activities that are enjoyable for families. Have students rate (with stars, suns, or happy faces) the activities they try with their families and encourage them to continue making plans for more family activities.

Our Family Fun Activities		
Name _____		
Date	Physical Activity	My Rating
_____	_____	_____
_____	_____	_____
_____	_____	_____

◆ **Learning Outcome Connection**

Have students complete activities suggested for learning outcome K.5.2.B.2 and work with partners to discuss and compare the various activities that are enjoyable for families to do.

◆ **The Survey Says...**

Have students collect and record information using a survey form, drawings, or picture poster of physical activities that are enjoyable for their own family or for families in the class.

◆ **Family Activity**

Ask students to write the name of a physical activity they enjoy doing with their family on a piece of paper (e.g., walk, bicycle, fly kite, cross-country ski). Then have them illustrate this family activity with a picture or collage. Have them identify the feelings and benefits of these activities for themselves and for the family (e.g., group fun, self-control, muscle development, pride of belonging to family).

◆ **Try a New Activity**

Brainstorm physical activities that can be done as a family (e.g., in warm weather, cold weather, different seasons, according to traditions or cultural background). Encourage students to choose one and try it with their families. Then have each student share (draw, mime, relate) his or her experience.

**TEACHER NOTES**

Daily family physical activity contributes to well-being, particularly psychological (be happy), social (getting along with others), moral (play fair), and physical (movement skills). The attitudes of students and families are much more important than the level of performance attained (e.g., laughing, having fun, and being active together).

Plan class or school events that involve parents to be active with the students.

Be sensitive to and respectful of families of different cultures and interests regarding level of participation and types of physical activity.

**SUGGESTIONS FOR ASSESSMENT****◆ Learning Log: Family Calendar**

Self-Assessment: Inventory

Have students complete the chart “Our Family Fun Activities” and use it as part of a learning log.

Suggested Criteria:

Have students check whether they have included

- activities that are physical
- activities that are enjoyable for all ages

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<i>Students will...</i>	
<input type="checkbox"/> S.5.2.A.3a Sort/classify a variety of foods into the food groups according to <i>Canada’s Food Guide to Healthy Eating</i>.	
Curricular Connections MA: Patterns and Relations (sorting by attributes, numerical or non-numerical value)	
	<p>◆ Food Sort</p> <p>Prepare five large posters, one for each of the four food groups and the fifth for the “other foods” group, using the rainbow colour theme (see Health Canada, <i>Canada’s Food Guide to Healthy Eating</i>). Divide the class into five teams and assign one food group to each. Ask the students in each team to cut out magazine pictures of various foods from their food group and glue them on a poster. Have them present the posters and stress how the foods from each group contribute to good health.</p> <p>Variations:</p> <ul style="list-style-type: none">• Put on a show in which the characters are the various foods from one or more of the food groups.• Invite students to open their lunch bags and sort/classify the foods they contain into the four food groups. <p>◆ Nutrition Relay</p> <p>Place sets of cards, face down, at one end of the gymnasium, with relay teams in line at the other end. Runners run to the pile, one at a time, take one card, and run back to their group, tagging off the next runner in their line. The rest of the team sorts the cards into food groups. The team that collects the required number from each group first is the winning team.</p> <p>Variation: Have students sort “everyday” and “sometime” foods.</p>



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

Consult *Canada’s Food Guide to Healthy Eating* (Health Canada) for information on healthy eating.

Refer to guidelines to be followed with respect to food allergies in the teacher notes for learning outcome S.5.K.A.3b.

See learning outcome K.5.2.C.1a for more information on “everyday” and “sometimes” foods. Also see the teacher notes for learning S.5.K.A.3a for information on “other foods.”

Laminate (with backs of different colours) sets of food cards, including some from each food group and a few “sometime” foods.



PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<i>Students will...</i>	
☐ S.5.2.A.3b Choose foods for healthy breakfasts/snacks based on <i>Canada's Food Guide to Healthy Eating</i>.	◆ Healthy Food/Fluid Choices Have students draw up a variety of menus for healthy breakfasts and snacks based on <i>Canada's Food Guide to Healthy Eating</i> . Have them explain how the foods in these meals contribute to good health. Variations: <ul style="list-style-type: none">• Create and use a personal calendar for weekly menus (breakfasts and snacks).• Conduct and present research on the nutritional value of the foods that can be eaten for breakfast or snacks.• Write songs or make up rhymes with lyrics/words related to healthy eating and <i>Canada's Food Guide to Healthy Eating</i>.• Write a poem on healthy eating.• Make an individual booklet on a food group or healthy eating.• Complete (illustrate) a chart with three columns:<ul style="list-style-type: none">— I Like to Eat...— I Should Try...— Why...(the reasons why I should try other foods)• Do an experiment to show the effect of a lack of water on plants.• Invite a nutritionist or healthcare worker to talk about healthy eating and how it affects the body.• Discuss yesterday's food choices as to whether or not they included all the necessary food groups.
Curricular Connections ELA: GLO 3—Manage ideas and information (assess sources, access information), GLO 4—Enhance the clarity and artistry of communication (choose forms, effective oral communication) MA: Patterns and Relations (sorting by attributes, numerical or non-numerical value)	



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

Large empty rectangular box for teacher notes.

◆ **Paper and Pencil Task: Healthy Food/Fluid Choices**

Teacher: Checklist

Have students plan a breakfast menu (including snacks) by filling in the following list or drawing the menu items.

Healthy Food and Fluid Choices	
Breakfast Menu:	
Foods	Fluids
_____	_____
_____	_____
_____	_____
Snack Menu:	
Foods	Fluids
_____	_____
_____	_____
_____	_____

Suggested Criteria:

Look for

- choices from *Canada’s Food Guide to Healthy Eating*
- proper water requirements



PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<i>Students will...</i>	
<input type="checkbox"/> S.5.2.A.5 Use appropriate language regarding private and sensitive issues (e.g., no foul language, hurtful teasing, name calling, offensive gestures or signs...).	<p>◆ Appropriate Language</p> <p>Suggest that students have a “round table” discussion. Have them explore case scenarios (e.g., an argument between two characters in a film) related to private and sensitive issues and question the associated behaviours (e.g., foul language, hurtful teasing, name calling, offensive gestures or signs). Encourage students to debate the problem, exchange ideas on ways to remedy it, and suggest appropriate solutions for talking about private and sensitive issues (e.g., no foul language, no hurtful teasing, no name calling, and no offensive gestures or signs).</p> <p>Sample Case Scenarios:</p> <ol style="list-style-type: none">1. Anne is reading quietly on her bed in her bedroom. She does not want to be disturbed. Her sister goes into her room and rummages around in her closet. They call each other names.2. Pedro is in his bedroom dressing when his sister comes in to remind him to return her CD. He tells his sister to leave immediately. She refuses and uses foul language.3. Melanie is ready to take a bath. Her brother, René, accidentally goes into the bathroom. Melanie gets angry and René retorts with an offensive gesture before leaving.
<p>Curricular Connections</p> <p>ELA: GLO 1—Explore thoughts, ideas, feelings, and experiences (consider others' ideas), GLO 4—Enhance the clarity and artistry of communication (effective oral communication), GLO 5—Celebrate and build community (cooperate with others, work in groups, use language to show respect)</p> <p>PE/HE: S.4.2.A.5 (dealing with anger), S.4.2.A.3 (consideration for others)</p>	

**TEACHER NOTES**

Students are subjected to many influences in their environment (e.g., family, peers, society, culture, television), some of which are not always positive.

Instruction that is centred on questioning, exchange of ideas and dialogue, exploration of situations, and personal and group reflection fosters the development of students' moral awareness. Therefore, use a variety of learning activities, such as role-play, mime, theatre, case scenarios, simulation, debate, or "round table" discussions, in addressing this learning outcome.

**SUGGESTIONS FOR ASSESSMENT****◆ Observation: Appropriate Language**

Teacher: Anecdotal Notes

Observe students regularly and take anecdotal notes on

- language
- teasing
- gestures
- privacy



Healthy Lifestyle Practices Outcomes: Grade 2



Knowledge

- K.5.2.A.1 Identify the daily habits and responsibilities for leading a physically active and healthy life** (e.g., self-regulation relative to practising daily health routines for cleanliness, rest, healthy eating, good posture...).
- K.5.2.A.2 Identify common communicable diseases/illnesses/conditions** (e.g., colds, flu, pink-eye, head lice...) **in the classroom and home, and ways to prevent the spread of diseases/illnesses/conditions** (e.g., cover mouth when sneezing or coughing, wash hands regularly, share food appropriately, use own hair utensils and headwear...).
- K.5.2.A.3 Assess personal dental care habits and identify ways to promote dental health for self and/or others.**
- K.5.2.B.1 Identify the health benefits** (i.e., better health, posture, balance, self-esteem, healthy weight, stronger muscles and bones) **of participating in regular physical activity** (e.g., accumulating more than 60 minutes and up to several hours a day of physical activity...).
- K.5.2.B.2 Identify opportunities** (e.g., during physical education class, recess, lunch hour, before/after school, on weekends...) **to be active daily, alone or with family and others.**
- K.5.2.B.3 Identify how automation and information technology** (e.g., computers, video games, television, telecommunications...) **have an impact on participation in physical activity.**
- K.5.2.C.1a Differentiate between “everyday” and “sometime” foods in *Canada’s Food Guide to Healthy Eating*.**
- K.5.2.C.1b Identify the function of a variety of food groups for growth and development** (e.g., foods that help the body go, glow, and grow...).
- K.5.2.C.2 Identify the need for daily food and fluid to support physical activity.**
- K.5.2.E.1a Identify basic changes in growth and development from birth to childhood** (e.g., changes to teeth, brain, height, body weight, clothes size...).
- K.5.2.E.1b Describe how living things produce their offspring and care for their young** (e.g., animal mating; providing food, warmth, shelter, and protection for babies; union of egg and sperm...).

Knowledge (continued)

- K.5.2.E.1c Determine the differences and similarities between self and others** (e.g., body build, hair colour, eyes, skin colour, features, gender, body parts, fitness, interests, culture, beliefs and values...).
- K.5.2.E.2a Describe how human beings express their emotions for people about whom they care** (e.g., showing love and affection by caring, sharing, being kind and gentle, speaking affectionately, hugging, kissing...).
- K.5.2.E.3a Identify ways family or caregivers provide support and nurturing for personal growth and development** (e.g., provide food and warmth, express encouragement, listen attentively, provide advice, hugs...).
- K.5.2.E.3c Discuss the responsibilities** (e.g., respect private spaces and private parts...) **associated with gender differences.**

Skills

- S.5.2.A.1 Use a decision-making/problem-solving process, with guidance, to determine consequences of good and poor daily health habits.**
- S.5.2.A.2 Record, with assistance, daily physical activities that are enjoyable for families to do.**
- S.5.2.A.3a Sort/classify a variety of foods into the food groups according to *Canada’s Food Guide to Healthy Eating*.**
- S.5.2.A.3b Choose foods for healthy breakfasts/snacks based on *Canada’s Food Guide to Healthy Eating*.**
- S.5.2.A.5 Use appropriate language regarding private and sensitive issues** (e.g., no foul language, hurtful teasing, name calling, offensive gestures or signs...).

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.



Grade 2

Blackline Masters



-
- BLM 2–1: Good Practice Makes Perfect
 - BLM 2–2: Be Smart about Safety
 - BLM 2–3: A Helping Hand
 - BLM 2–4: Sea of Emotions
 - BLM 2–5: Health-Habits Game
 - BLM 2–6: How Do I Avoid Spreading Germs?
 - BLM 2–7: Showing Emotion

K.1.2.B.1

Good Practice Makes Perfect (continued)



Name _____ Grade _____ Date _____

6. This is a drawing of me practising my skill.



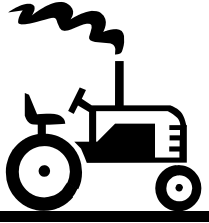
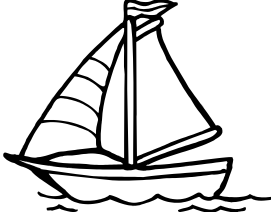
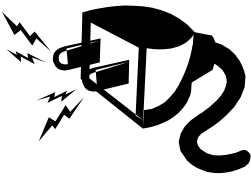


K.3.2.B.1

Be Smart about Safety



Name _____ Grade _____ Date _____

Example	Safety Rule(s)
<p>Road Crossing</p>  An illustration of a person in a blue uniform with a yellow sash holding a red octagonal stop sign. They are talking to a young girl with a pink backpack.	
<p>Bus Ridership</p>  A black and white line drawing of a school bus.	
<p>Tractors</p>  A black and white line drawing of a tractor with smoke coming from its chimney.	
<p>Boats</p>  A black and white line drawing of a sailboat on water.	
<p>Electricity</p>  A black and white line drawing of a hand plugging a two-prong electrical cord into a wall outlet. There are lightning bolt symbols near the plug.	

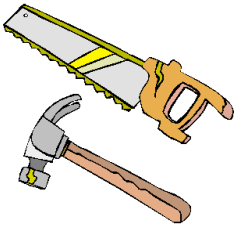
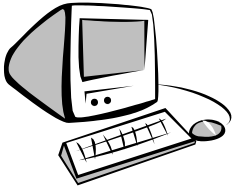


(continued)

K.3.2.B.1

Be Smart about Safety (continued)



Name _____ Grade _____ Date _____

Example	Safety Rule(s)
<p>Tools</p> 	
<p>Internet Use</p> 	
<p>Stairs/Balconies</p> 	
<p>Weather</p> 	



K.3.2.B.3

A Helping Hand



Name _____ Grade _____ Date _____

Self-Assessment	Check
1. I got someone to go for help.	
2. I told the person where to find us (location).	
3. I explained what I saw happen.	
4. I did not touch any body fluids.	
5. I did not try to move the injured person, but made him or her as comfortable as I could.	





Name _____ Grade _____ Date _____



I feel _____
because _____.



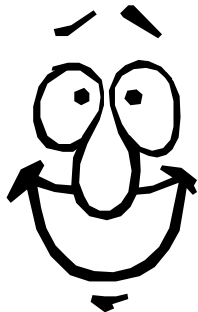
I feel _____
because _____.



I feel _____
because _____.



I feel _____
because _____.



I feel _____
because _____.

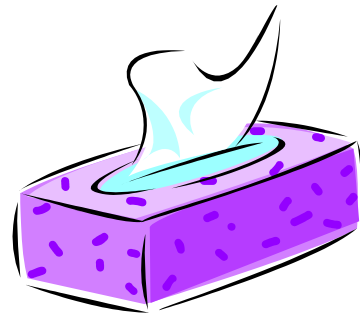
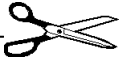
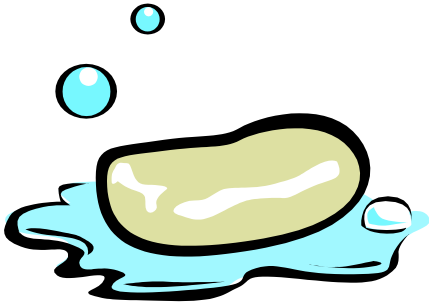


I feel _____
because _____.

Word choices: happy, sad, surprised, fearful, angry, hurt.

S.4.2.A.2

Health-Habits Game


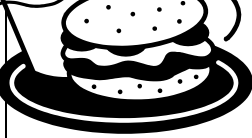
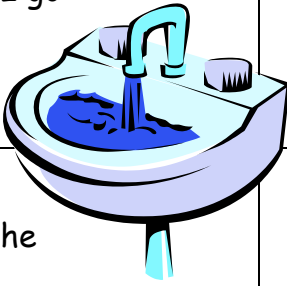


K.5.2.A.2

How Do I Avoid Spreading Germs?



Name _____ Grade _____ Class _____

What I Do	Always	Sometimes	Never
 <p>I wash my hands before mealtime.</p>			
 <p>I avoid eating and drinking from used or dirty dishes, straws, and cutlery.</p>			
<p>I cover my mouth when I sneeze or cough.</p>			
<p>I wash my hands after I go to the washroom.</p>			
 <p>I make sure that my mouth does not touch the water fountain.</p>			

What is another way that I can avoid spreading germs?

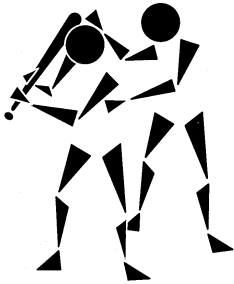
K.5.2.E.2a

Showing Emotion

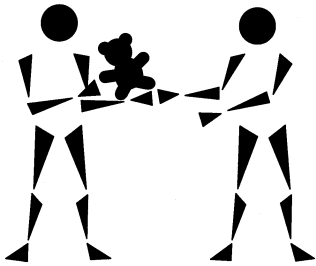


Name _____ Grade _____ Date _____

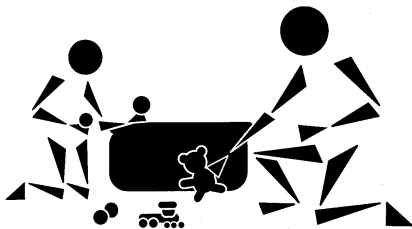
Draw a line to match each picture with the correct word.



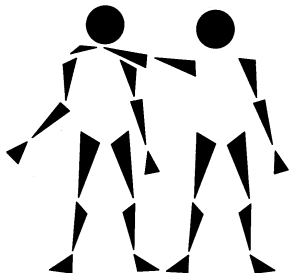
Cooperating



Helping



Caring



Sharing

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?
Curricular Connections PE/HE: K.4.3.A.2a, K.4.3.A.2b (goal setting)	◆ 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?
<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

Students will...

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...).

Curricular Connections

PE/HE: K.4.3.A.3, (decision-making/problem-solving process), K.5.2.B.1 (active living)

SUGGESTIONS FOR INSTRUCTION

◆ **Game Write-Up**

Have students write up a familiar game/activity, following the five elements that form the structure within which an inventive game can be played:

- 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

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).



See BLM 3–1: Game Write-Up. See also page 207 of *Physical Education K–4: Movement with Meaning* (Manitoba Education and Training) for a blank game write-up form.

◆ **Invent-a-Game**

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:

- number of players (not more than four players)
- area
- material or equipment needed
- object of game
- rules and skills needed

◆ **Fun for Home**

Have students teach their Invent-a-Game activity to a family member.



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
<p><i>Students will...</i></p>	
<p>☐ 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><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="115 537 548 674" style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Curricular Connections 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	SUGGESTIONS FOR INSTRUCTION
<p><i>Students will...</i></p>	
<p>☐ S.1.3.A.1 Demonstrate proficiency in basic transport skills (i.e., running, hopping, galloping, jumping, skipping).</p> <div data-bbox="115 499 550 669" style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Curricular Connections MA: Statistics and Probability (counting, measuring), Shape and Space (length, height, distance using descriptive words, shapes, measures)</p> </div>	<p>◆ Follow the Signs</p> <p>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.</p> <p>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.)</p> <p>◆ Shapes Game</p> <p>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.</p> <p>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.</p> <p>◆ Partner Challenges</p> <p>Have students pair up to take the following partner challenges at various stations:</p> <ul style="list-style-type: none"> • Shuttle run. • Jump your height measured on the floor. • Hop a hoop pattern. • Run an obstacle course. • Skip or gallop a figure-eight pattern. <p>◆ Relays</p> <p>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.</p>



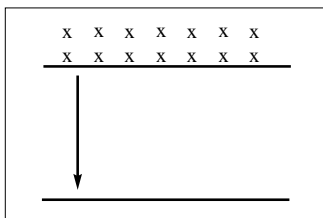
TEACHER NOTES

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
<i>Students will...</i>
<p><input type="checkbox"/> 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).</p>
<p>Curricular Connections SC: Cluster 3—Forces That Attract or Repel (gravity)</p>
<p><i>(continued)</i></p>

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.



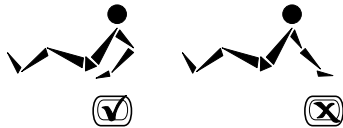
PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p><i>Students will...</i></p>	
<p>☐ S.1.3.A.3 Demonstrate competency in soft and balanced landings from developmentally appropriate heights (e.g., floor, bench, low beam, jumping box...).</p> <div data-bbox="115 537 550 690" style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <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> </div>	<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> <div data-bbox="657 1228 1404 1564" style="text-align: center;"> </div> <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:




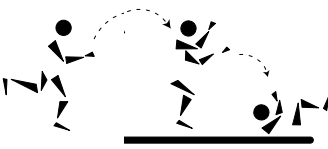
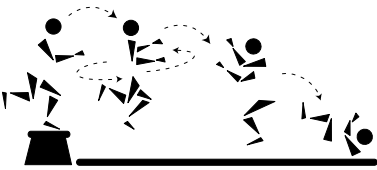
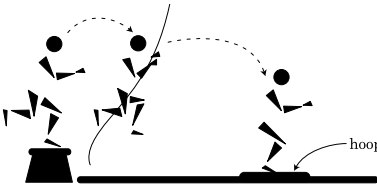
SUGGESTIONS FOR ASSESSMENT

◆ **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

SUGGESTIONS FOR ASSESSMENT

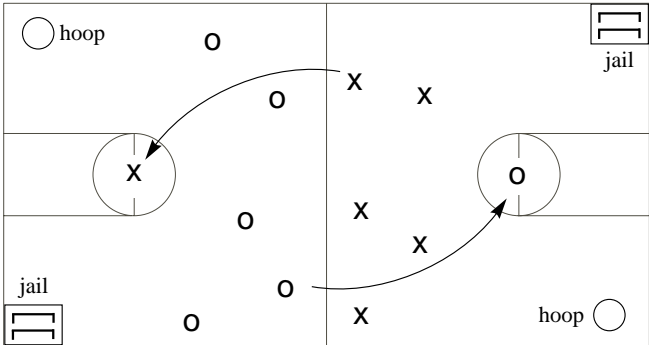
Encourage students to create challenges such as individual records or challenge a standard goal either together or individually. To create variety, provide various types of equipment.

◆ **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 ➡ 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**

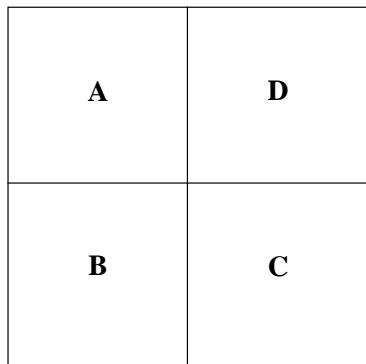
In a designated square area, have students play tag games using a ball.

- **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

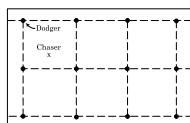
See also Create-a-Station, learning outcomes S.1.2.B.1 and S.1.3.B.1.

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	
<i>Students will...</i>		
<input type="checkbox"/> 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...).	◆ 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.	
<table border="1"><tr><td>Curricular Connections SS: connecting with communities</td></tr></table>	Curricular Connections SS: connecting with communities	
Curricular Connections SS: connecting with communities		



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="115 569 550 705" 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
<i>Students will...</i>
<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>

SUGGESTIONS FOR INSTRUCTION

◆ **Gymnastics Mats and Apparatus (transport)**

Have students explore rolls, rotations, and transports, such as the following.

On mats:

- 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

On apparatus:

- running approach to springboard
- springboard (tucks, turns)
- bench and balance beam (walks, travel, mounts, dismounts)
- horizontal bar (rotations)
- climbing frame/ropes (travel)

◆ **Rhythmic Gymnastics Hand Apparatus (manipulation)**

Have students explore and manipulate a variety of small hand apparatus such as

- hoops
- ribbon wands
- rhythmic balls
- scarves

◆ **Gymnastic Balances**

Have students explore gymnastic balances, such as the following.

On mats:

- | | |
|---|------------------------|
| • scales | • partner balances |
| • V-sit | • shoulder stand |
| • teddy-bear stand | • back bend (assisted) |
| • inverted balances
(headstand progressions) | • knee scale |

On apparatus:

- shapes/statics/hangs on climbing frame, balance beam, benches, and box horse

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				
<ul style="list-style-type: none"> 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...).

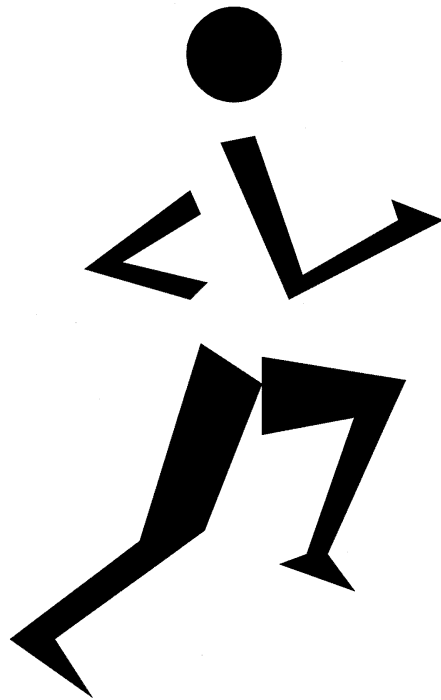
Attitude Indicators

- 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.

Grade 3

2. Fitness Management

The student will demonstrate the ability to develop and follow a personal fitness plan for lifelong physical activity and well-being.



PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<i>Students will...</i>	
<p><input type="checkbox"/> K.2.3.A.1 Discuss exercises and physical activities associated with health-related fitness components (e.g., running develops endurance of the heart, jumping activities develop muscular strength and endurance of the leg muscles...).</p>	<ul style="list-style-type: none">◆ Mighty Muscles Brainstorm with students a list of exercises/activities that increase muscular strength/endurance of the arms, legs, abdomen, and heart. ◆ Activity Word Wall Have students use the Sort and Predict strategy to post the Mighty Muscles exercises/activities into the appropriate body-part category (e.g., arms, legs, abdomen, heart) on a bulletin board. Discuss activities performed in relation to learning outcomes S.2.3.A.1a and S.2.3.A.1b and ask students to sort them into health-related fitness components: muscular strength, flexibility, muscular endurance, and cardiovascular endurance. (See Sort and Predict, <i>Success for All Learners</i>, 6.33.) ◆ Action Collage Have students bring to class pictures of people with good muscular strength/endurance, flexibility, or cardiovascular endurance and assist them in making a collage.
<p>Curricular Connections PE/HE: K.1.3.B.2 (application of force) SC: Cluster 3—Forces That Attract or Repel (strong and light force)</p>	

**TEACHER NOTES****SUGGESTIONS FOR ASSESSMENT****Health-Related Fitness****Components:**

Introduce, explain, use, and reinforce vocabulary for health-related fitness components:

- **Muscular strength**—the amount of force that can be exerted by a muscle or group of muscles in a single effort.
- **Flexibility**—the range and ease of movement of a joint (limited by bone, muscles, ligaments, tendons, and the bone-joint capsule).
- **Muscular endurance**—the ability of a muscle or group of muscles to exert force over an extended period of time without incurring fatigue.
- **Cardiovascular endurance**—the ability of the heart, blood vessels, and lungs to provide the working muscles with adequate oxygen during prolonged activity; also called aerobic endurance or capacity.

Reinforce that muscles are important for protecting the bones and organs and that strong muscles

- help us to lift things
- provide good posture
- prevent injury and back pain
- enable us to perform movement and sports skills more successfully

Fit Talk:

After each new exercise, game, or activity, discuss how the activity affects the body. Keep the discussion brief but repeat and reinforce “Fit Talks” throughout the year.



PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<i>Students will...</i>	
<p><input type="checkbox"/> K.2.3.B.1 Recognize that the body needs sustained or intermittent vigorous physical activity to improve the strength of the heart and lungs (e.g., running, skipping, cycling, swimming, soccer to accumulate at least 10 to 15 minutes of vigorous activity each day...).</p>	<p>◆ Step by Step: You Bet!</p> <p>Short- and long-term goal setting and pacing are the focus of this activity. Each week have students set a goal of continuous movement (e.g., to run or walk without stopping) for a set period of time. For example, students could set a short-term goal of moving continuously for one minute in the first week, two minutes in the second week, and so on, until they reach their long-term goal of a higher number of minutes (e.g., 12 minutes of continuous movement).</p>
<p>Curricular Connections MA: Shape and Space (length, height, distance using descriptive words, time of day, temperature, shapes, measures), Number (counting, adding with pictures, concept of half) PE/HE: S.1.3.A.1 (transport skills), K.4.3.A.2a (goal setting)</p>	<p>◆ The Heart and Lungs</p> <p>Using a Think-Pair-Share strategy, have students work with a partner to answer the following questions:</p> <ul style="list-style-type: none">• How is a heart like a turkey baster?• How are the lungs like an unused balloon?• How does exercise make your lungs more like a stretched, used balloon? <p>Have students share their answers in a large group. (See Think-Pair-Share, <i>K-4 ELA</i>, Strategies–15.)</p> <p>◆ No Sweat!</p> <p>Have students participate in various aerobic activities throughout the year and pose the following questions for reflection:</p> <ul style="list-style-type: none">• If you practise running, does it get easier?• Why is pacing important?• How many minutes are you active each day? (Refer to Activity Chart, learning outcome S.2.3.A.3a.)• Which activities are considered vigorous (see Appendix I: Glossary)?

**TEACHER NOTES**

Refer also to the learning activities suggested for learning outcome S.2.3.A.1b.

The heart is like a pump that pushes blood and oxygen through the blood vessels to the muscles on each contraction. The stronger the heart is, the more easily blood and oxygen can be pushed to the muscles.

Lungs that are not used for exercise are like unused balloons, which do not easily fill with air. Lungs used for exercise can fill with air more easily.

Laminate signs and cards for long-term use. Include a variety of shapes such as hearts, geometric shapes, food items, and colours for motivation and theme connections.

**SUGGESTIONS FOR ASSESSMENT****◆ Questioning: Step by Step: You Bet!**

Teacher: Inventory

Ask students how they improved from the beginning of the Step by Step activity until they reached their long-term goal. Have them describe the connection between physical activity and improved strength of the heart and lungs.

Suggested Criterion:

Look for

- evidence of understanding that the body needs vigorous physical activity to improve the strength of the heart and lungs

PRESCRIBED LEARNING OUTCOMES

SUGGESTIONS FOR INSTRUCTION

Students will...

☐ K.2.3.C.1a Show an understanding of the location, size, and function of the heart (e.g., in the chest area, size of a fist, pumps blood...).

Curricular Connections

MA: Shape and Space (length using descriptive words, capacity [full, empty], mass [lighter, heavier], time, shapes, measures)

◆ Heart Works

Provide the class with videos, CD-ROMs, books, models, diagrams, and/or pictures of the heart and have students research the location, size, and function of the heart. Compare the heart size and number of heartbeats per minute of different animal hearts.

◆ Body Parts

Provide students with paper to draw an outline of their bodies and have them label the various body parts affected by exercise, as reviewed in the Word Wall activity (learning outcome K.2.2.C.1a). Have them draw hearts that represent the size of their fists and place them on their outlines. Pair up students and have them use the Listen-Draw-Pair-Share strategy to activate their thinking. (See Listen-Draw-Pair-Share, *Success for All Learners*, 6.22.)

☐ K.2.3.C.1b Identify short-term effects of exercise/physical activity on the body (e.g., pulse rate increases, shortness of breath, body temperature increases, perspiration occurs, fatigue sets in...).

Curricular Connections

MA: Patterns and Relations (sorting, graphing, patterns, sequence), Statistics and Probability (counting, measuring, formulating questions, reading graphs, pictograms), Shape and Space (length, height, distance using descriptive words, capacity [full, empty], time of day, temperature, shapes, measures)

◆ Checkpoint

After students have participated in vigorous activity, ask them to record/write/draw (e.g., as a journal entry) at least three physical changes they noticed as they exercised.

◆ Learning Outcome Connections

Have students participate in the physical activities suggested for learning outcomes S.2.3.A.1a and S.2.3.A.1b and lead class discussion.

Questions for Discussion:

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

- What changes occur in your body during activity? Describe them.
- Does your heart beat more slowly or faster after activity?
- Is your body warmer or cooler after being active?
- Do you breathe faster or more slowly during activity?
- Do you feel sweat on your body?
- At what point do your muscles feel tired?

✿ K.2.3.C.2* Show an understanding of the factors (e.g., planning, regular participation, effort, adequate information, motivation, commitment, regular monitoring...) **affecting personal fitness development.**

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


TEACHER NOTES

Use analogies from The Heart and Lungs activity (see learning outcome K.2.3.B.1) to describe to students how the heart pumps oxygen and energy to the body at rest and during activity. Muscles need oxygen and energy to move at any time, and even more during exercise, which is why the heart beats faster and the lungs breathe faster during exercise. Models of the heart may be available in the school library or the school division/district resource centre.

Pulse rate—the measure of the heart’s mechanical work in the circulatory system or the number of times the heart sends blood into the blood vessels, normally expressed as beats per minute.

Although children produce more body heat than adults do during physical activity, they perspire much less. Since children cannot tolerate heat as well as adults can, be sure to provide them with water to drink. Avoid having them exercise vigorously in extremely hot and humid conditions.

Hand-held pulse rate bars can be used to give immediate results on heart rates.


SUGGESTIONS FOR ASSESSMENT
◆ Questioning/Interview: Heart Works

Teacher: Informal Inventory

Ask students to show the location, size, and function of their hearts by placing a fist on their chests. Have them open and close the fist in a pumping action.

Suggested Criteria:

Look for

- proper fist location on chest
- clenched fist to indicate approximate heart size
- continuous squeezing of fist to indicate pumping action/function of the heart

◆ Journal Entry: Checkpoint

Teacher: Checklist

Collect journals and determine whether student responses meet the suggested criterion.

Suggested Criterion:

The student

- can name three different physical changes to the body that occur during exercise

PRESCRIBED LEARNING OUTCOMES

SUGGESTIONS FOR INSTRUCTION

Students will...

K.2.2.C.3 ➔ **K.2.3.C.3**
Recognize that proper warm-up activities (i.e., light aerobic activity, stretching exercises) **prepare muscles for vigorous activities** (e.g., warm-up activities increase blood circulation and elasticity of muscles and ligaments...).

- ◆ **Warming Up**
 Have students participate in the activities suggested for learning outcome K.2.2.C.3, such as Aerobic Routine, Beach Days, and Star Adventure.
- ◆ **Mystery Leader**
 Have students form a circle. Choose one person to be the “guesser” and ask this person to close his or her eyes or leave the gymnasium. Select a “stretch leader.” When the guesser returns to the room, the appointed leader secretly leads the group in a stretch session, changing the stretch every 15 seconds. The guesser tries to guess who the mystery leader is. Select other students to be the leader and the guesser.
- ◆ **Colonel Crunch**
 Have groups of three or four students follow a leader through a warm-up activity or exercise (e.g., abdominal muscle “crunches”). After each exercise, a new group leader moves forward and suggests a warm-up activity for a new body part or area of the body.

K.2.3.C.4 **Identify personal factors** (e.g., interests, personal success, previous experiences, type of activities, developmental rates...) **that influence physical activity participation and build self-confidence.**

Curricular Connections
ELA: GLO 1—Explore thoughts, ideas, feelings, and experiences (express ideas, consider others’ ideas, experiment with language and form, express preferences, set goals, develop understanding, explain opinions, combine ideas, extend understanding)
PE/HE: K.1.3.B.1

- ◆ **Your Favourites**
 Interview students to determine their favourite sports, gym activities, recess games, and so on. Have students complete surveys to indicate their interests and preferences. Use the surveys and activities suggested for learning outcome S.2.3.A.3a to discuss individual choice and personal factors influencing participation.
- ◆ **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. Use the following questions for reflection:
 - How did you feel when you first started to juggle?
 - How did you feel after each practice session?



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

Warm-ups serve the purpose of developing physical fitness and preparing the body for the main lesson activities. Proper warm-ups include two phases: a light to moderate aerobic activity, followed by one or more dynamic stretching exercises for each muscle group. For example, for a 30-minute class, a warm-up with about three to five minutes of gentle whole-body exercise is an effective way to offer instant activity when the class arrives at the gymnasium.

Factors influencing participation in physical activity are very individualized (e.g., developmental rates, body weight); therefore, this learning outcome needs to be treated with sensitivity.

Provide students with key words to compliment each other (e.g., nice try, you can do it).



◆ Reflection: Your Favourites

Self-Assessment: Inventory

Have students list their 10 favourite physical activities in the first column of BLM 3–2. In the second column, have them put symbols that apply to each activity to show factors that affect their participation in physical activity.



See BLM 3–2: My Favourite Physical Activities.

Suggested Criterion:

Students are able to

- analyze the activities to recognize some of the factors that helped to increase their participation

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p><i>Students will...</i></p>	
<p><input type="checkbox"/> S.2.3.A.1a Participate in exercises/activities that increase flexibility, muscular strength, and muscular endurance.</p>	<p>◆ Bucket of Fun</p> <p>Laminate slips of paper, with specific stretch or strength exercises on them, and place them in a bucket. Include “fun” activities such as “Give the teacher a high-five.” or “Touch three different colours of socks.” Have students jog two laps, choose a slip from the bucket, follow the instructions, return the slip to the bucket, and then jog two more laps before pulling the next slip. Continue for a specific period of time.</p>
<div style="border: 1px solid black; padding: 5px;"> <p>Curricular Connections PE/HE: S.1.3.A.3 (transport skills)</p> </div>	
	<p>◆ Scooter Play</p> <p>Have students participate in a variety of play and game activities, where they move in many different ways using their arms and legs (e.g., scooter soccer, scooter hockey, relays).</p>
	<p>◆ Show Me a Way</p> <p>Using a movement education approach, present students with different movement tasks that include the components of fitness in a fun way (e.g., “Show me a way you can: make a bridge, turn it over, lower it, raise it, make it wider.”). Since students each do the challenges in their own way, they can all experience success.</p>
	<p>◆ Muscular Strength and Endurance Activities</p> <p>Challenge students to improve their muscular strength and endurance. Have them participate in a variety of safe activities that allow them to take their body weight partially on their hands, suspend their bodies, climb, jump, and land from playground or large equipment, and so on.</p> <p>Examples:</p> <ul style="list-style-type: none"> • Safe Landings (see learning outcome S.1.3.A.3) • Landings Circuit (see S.1.3.A.3) • frog balance, V-sit, L-sit • rope climbing • arm-hang stations • medicine ball activities • Voyageur Theme Stations (see K.1.3.B.2) • Inuit Games (see K.1.3.B.2) <p>Variation: Set up station activities and have students complete an “I can” checklist.</p>



TEACHER NOTES

Due to the importance and the nature of fitness development, learning experiences related to this outcome will be ongoing throughout the year.

Warm-up cards should include diagrams, graphics, or photographs of an exercise/activity. Take pictures (e.g., using a digital camera) of students properly performing the various exercises.

Fitness Components:

- **Flexibility**—the range and ease of movement of a joint (limited by bone, muscles, ligaments, tendons, and the bone-joint capsule).
- **Muscular strength**—the amount of force that can be exerted by a muscle or group of muscles in a single effort.
- **Muscular endurance**—the ability of a muscle or group of muscles to exert force over an extended period of time without incurring fatigue.

See *Up Down All Around* (Russell, Schembri, and Kinsman) for activities involving landings, arm hangs, and balances.

Encourage students to think of stretches that they can perform at home (e.g., while watching television).

To maintain muscular balance, it is important to involve all major muscle groups (shoulders, arms, chest, back, trunk, and legs) in muscular strength and endurance exercises/activities. Also, ensure that students perform exercises with proper body alignment, as well as on each side of the body, where applicable.



SUGGESTIONS FOR ASSESSMENT

◆ Observation: All Activities

Teacher: Participation Rubric

As students participate in physical activities, observe their levels of participation and keep ongoing records for each term.



See BLM G–3: Participation Rubric (Appendix H).

TEACHER NOTES (continued)

Many gymnastic activities effectively contribute to strength, flexibility, and, at times, cardiovascular endurance. Specifically, gymnastic activities can be adapted to enhance physical fitness, as follows:

- Enhance strength and endurance of arm and shoulder muscles with activities using climbing ropes, overhead ladders/monkey bars, and outdoor climbing apparatus that stress weight bearing and transfer of weight.
- Enhance flexibility by performing activities such as various animal walks, specific gymnastic stretches, and body rotations.

See also Parachute Fun, learning outcome S.2.K.A.1a.



PRESCRIBED LEARNING OUTCOMES

SUGGESTIONS FOR INSTRUCTION

Students will...

☐ S.2.3.A.1b Maintain participation in moderate to vigorous activity that contributes to aerobic capacity for short (e.g., intermittent...) and longer periods of time (e.g., sustained...).

Curricular Connections

MA: Shape and Space (length, height, distance using descriptive words, time of day, temperature, shapes, measures), Number (counting, adding with pictures, concept of half)

◆ Lucky 13 Run

Divide the class into teams of five or six players. Stand at the centre intersection of a running route shaped like a figure eight, holding a bag filled with many cards numbered 1 to 13. As students run the route, hand them a numbered card each time they pass by the centre. At the end of a set time, have the teams place their numbered cards together and count them using a predetermined method.

Examples:

- Pick out your five highest numbers and add them up. The team with the highest score wins.
- Pick out your five lowest numbers and add them up. The team with the lowest score wins.

Lengthen time duration as students improve their endurance. Because students run at their own rate for a set amount of time, everyone succeeds. Even though the athletic students may receive more cards, that is no guarantee that their team will win.

◆ Jump-Rope Challenges

Challenge students with the following tasks:

- How many skips can you do in one minute?
- For how long can you skip?
- Can you skip your grade in minutes? (e.g., three minutes for Grade 3)

☐ S.2.2.A.2 ➡ S.2.3.A.2 Determine own degree of exertion through simple methods (e.g., put hand on chest to feel increase in heart rate, “talk test”...) while participating in physical activities.

Curricular Connections

MA: Shape and Space (length, height, distance using descriptive words, time of day, temperature, shapes, measures), Number (counting, adding with pictures, concept of half)

◆ Heartbeat

Have students put their hands on their chests to feel their heartbeats at rest. After students have participated in activities such as those suggested for learning outcomes S.2.3.A.1a and S.2.3.A.1b, ask them to check their heartbeats again to notice the increase. Have students work in pairs using the Think-Pair-Share strategy to discuss the changes in their heart rates after the various activities and note whether the flexibility activities increase their heart rates as much as other activities do. (See Think-Pair-Share, *K-4 ELA, Strategies-15.*)

◆ Walkabout

Have students work in pairs to take the “talk test.” Encourage partners to converse as they walk at a comfortable pace for a few minutes. Increase the pace to speed walking, jogging, and then running very fast. Lead the class in a discussion about their observations during the various phases of this investigation. Have students chart or graph their “talk test” results.



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

The fitness management outcomes link to active living in GLO 5—Healthy Lifestyle Practices. There are also links between GLO 1—Movement and GLO 2—Fitness Management, since many of the movement activities also contribute to fitness development.

Examples:

K.1.3.C.2

- Fitness Dodge Ball

K.1.3.C.3

- Keep Away
- Mat Basketball

S.1.3.A.1

- Follow the Signs
- Relays

S.1.3.D.1

- More Basic Aerobic Patterns
- Jump-Rope Routine

◆ **Observation: All Activities**

Teacher: Scoring Rubric

Observe students as they participate in the activities. Using BLM G–8, fill in the names of students in the category describing their performance level. As a timesaver, fill in only the names of students achieving a “3” or a “1” during the activity and add the other names later.



See BLM G–8: Aerobic Capacity Rubric (Appendix H).

Heart rate—the number of beats of the heart, normally expressed as beats per minute.

For running activities, encourage students to “pace” themselves rather than “race.” Being able to talk while jogging serves as a benchmark for an appropriate pace.



PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p><i>Students will...</i></p>	
<p>☐ S.2.3.A.3a Record participation in daily physical activities (e.g., at home, at school, in the community...) over a period of time (e.g., a week, a day...) to determine level of physical activity participation.</p>	<p>◆ Activity Chart</p> <p>Provide students with a one-week activity chart and ask them to</p> <ul style="list-style-type: none"> record activities in which they participate at home, at school (e.g., recess), or in the community (e.g., lessons, sports teams) throughout the week list the person(s) with whom they did the activity (e.g., friend, team, grandparent, sister)
<div style="border: 1px solid black; padding: 5px;"> <p>Curricular Connections</p> <p>MA: Patterns and Relations (sorting, graphing, patterns, sequence), Statistics and Probability (counting, measuring, formulating questions, reading graphs, pictograms, predicting chance [sometimes, never]), Number (counting, adding with pictures, concept of half)</p> <p>PE/HE: K.5.3.B.2 (active living)</p> </div>	<p>◆ Activity Survey</p> <p>Discuss with students activities they do around the house/apartment or yard that help increase their heartbeats.</p> <p>◆ Recess Play</p> <p>Discuss with students activities they do at recess that help increase their heartbeats. Brainstorm a list of the various activities that students participate in at recess. Have students draw or collect pictures/graphics/clipart to be used to develop a record of the recess activities. Ask them to circle or check off the activities on the list that they participate in during recess.</p> <p>◆ Musical Mats</p> <p>Divide the class into groups of three students. Have each group place a mat inside a perimeter line in the gymnasium. When the music starts, the first student of each group starts moving around the gymnasium in the stated manner (e.g., run, hop, gallop, skip, slide). When these students return to their mats, they tag off the next runner to go, and so on. When the music stops, the runners still out on the floor must continue moving to their mats, trying not to be the last to return.</p> <div data-bbox="812 1438 1258 1837" style="text-align: center;"> </div>



TEACHER NOTES

Emphasize that many activities besides sports, playing, and exercising contribute to good health (e.g., walking the dog, participating in family hikes, shovelling snow, raking leaves, taking out garbage).

Encourage students to accumulate more than 60 minutes and up to several hours per day of appropriate activities.

Some of the daily activity should be in periods lasting 10 to 15 minutes or more and include moderate to vigorous activity. This activity will typically be intermittent in nature, involving alternating moderate to vigorous activity with brief periods of rest and recovery (Corbin and Pangrazi, 8):

- **Moderate activity**—approximately 60% to 70% of maximum aerobic capacity.
- **Vigorous activity**—approximately 70% to 85% of maximum aerobic capacity (Kirchner and Fishburne, 146).

Fitness calendars (placed either on bulletin boards or in school newsletters) are good ways to encourage students and families to participate daily in a wide range of activities. More ideas are available from Health Canada's physical activity promotions (e.g., Summeractive and Winteractive programs).

See also *The Canadian Active Living Challenge: Leader's Resource Tool Kit, Program 1* (CAHPER/CIRA).



SUGGESTIONS FOR ASSESSMENT

◆ **Journal Entry: Activity Chart**

Teacher: Inventory

Collect completed activity charts and check for the specified criteria.

Suggested Criteria:

Look for

- completed chart
- level of participation in physical activity based on the recommended amount:
 - accumulation of more than 30 minutes and up to two hours per day
 - participation in moderate to vigorous activities lasting 10 to 15 minutes each day



Fitness Management Outcomes: Grade 3



Knowledge

- K.2.3.A.1 Discuss exercises and physical activities associated with health-related fitness components** (e.g., running develops endurance of the heart, jumping activities develop muscular strength and endurance of the leg muscles...).
- K.2.3.B.1 Recognize that the body needs sustained or intermittent vigorous physical activity to improve the strength of the heart and lungs** (e.g., running, skipping, cycling, swimming, soccer to accumulate at least 10 to 15 minutes of vigorous activity each day...).
- K.2.3.C.1a Show an understanding of the location, size, and function of the heart** (e.g., in the chest area, size of a fist, pumps blood...).
- K.2.3.C.1b Identify short-term effects of exercise/physical activity on the body** (e.g., pulse rate increases, shortness of breath, body temperature increases, perspiration occurs, fatigue sets in...).
- K.2.2.C.3** \Rightarrow **Recognize that proper warm-up activities** (i.e., light aerobic activity, stretching exercises) **prepare muscles for vigorous activities** (e.g., warm-up activities increase blood circulation and elasticity of muscles and ligaments...).
- K.2.3.C.4 Identify personal factors** (e.g., interests, personal success, previous experiences, type of activities, developmental rates...) **that influence physical activity participation and build self-confidence.**

Skills

- S.2.3.A.1a Participate in exercises/activities that increase flexibility, muscular strength, and muscular endurance.**
- S.2.3.A.1b Maintain participation in moderate to vigorous activity that contributes to aerobic capacity for short** (e.g., intermittent...) **and longer periods of time** (e.g., sustained...).
- S.2.2.A.2** \Rightarrow **Determine own degree of exertion through simple methods** (e.g., put hand on chest to feel increase in heart rate, “talk test”...) **while participating in physical activities.**
- S.2.3.A.3a Record participation in daily physical activities** (e.g., at home, at school, in the community...) **over a period of time** (e.g., a week, a day...) **to determine level of physical activity participation.**

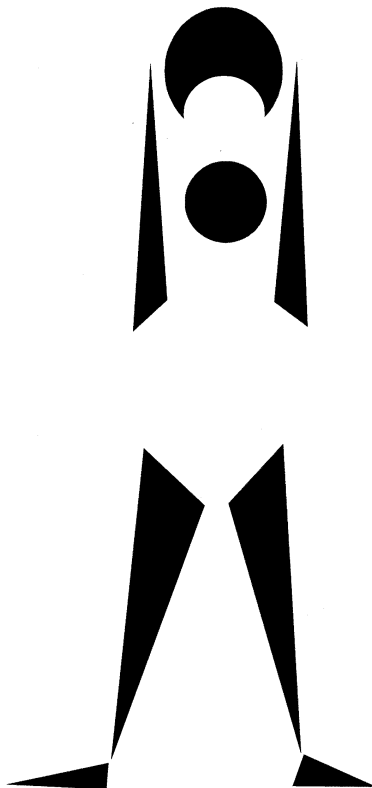
Attitude Indicators

- 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.

Grade 3

3. Safety

The student will demonstrate safe and responsible behaviours to manage risks and prevent injuries in physical activity participation and in daily living.



PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<i>Students will...</i>	
<p><input type="checkbox"/> K.3.3.A.1 Show an understanding of risk factors and safe practices associated with selected physical activities, including lead-up-type territory/invasion-type games (e.g., no body contact in lead-up games such as soccer, no slapshots or high-sticking in floor hockey...).</p>	<p>◆ Learning Outcome Connection</p> <p>Have students participate in simple lead-up-type and territory/invasion-type games/activities such as those suggested for learning outcome K.1.3.C.3. After explaining a game or activity, have students use the Think-Pair-Share strategy to think about game risk factors and to share ideas about different safe practices/game rules needed to minimize these risks. (See Think-Pair-Share, <i>K-4 ELA</i>, Strategies–15.)</p> <p>◆ Lightning Safety</p> <p>Have students work in small groups to brainstorm and list what they might do to be safe during a lightning storm when playing and participating in activities such as soccer, baseball, cycling, or fishing. Discuss with students the recommended safety precautions to take if caught outside during a storm: crouch down; spread out; avoid trees, telephone poles, and fences; do not touch metal objects (e.g., bicycle, fishing rod); and so on.</p>
<p>Curricular Connections PE/HE: K.1.3.C.3 (territory/invasion-type games/activities) SC: Cluster 3—Forces That Attract or Repel (lightning)</p>	

**TEACHER NOTES**

Refer to *Safety Guidelines for Physical Activity in Manitoba Schools* (MPETA et al.) for recommended safety directions related to various activities.

Ensure that all reasonable measures are taken to minimize risks in activities and games, including the following:

- Teach skills in progression.
- Provide careful supervision.
- Implement safety rules related to equipment use (e.g., batter’s helmet, catcher’s mask).
- Form a crease area for goalies.
- Teach students to move to open spaces rather than clustering.

**SUGGESTIONS FOR ASSESSMENT****◆ Reflection: Learning Outcome Connection**

Teacher: Checklist

After the Think-Pair-Share activity, have students express their ideas to the class.

Suggested Criteria:

The student is able to identify

- safe practices for a given activity
- rules that will minimize risks

PRESCRIBED LEARNING OUTCOMES

SUGGESTIONS FOR INSTRUCTION

Students will...

K.3.3.A.2 Recognize appropriate body alignment during specific activities (e.g., lifting, carrying, pushing, pulling...).

Curricular Connections

PE/HE: K.1.3.B.2

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

◆ **Learning Outcome Connection**

Set up activities requiring proper body alignment such as those suggested for learning outcome K.1.3.B.2 and have students demonstrate appropriate techniques. Have a few students pretend to perform the tasks with improper form (e.g., mime lifting a bench without bending the knees) and ask other students to explain why the body alignment is not safe.

◆ **Tote and Carry**

Have students investigate safe and proper ways to carry everyday items such as knapsacks, laptops, gym bags, groceries, books, and hockey bags. Have them weigh various packs to determine whether what they are carrying may cause injury (e.g., back pain, poor back alignment). Use CD-ROMs, the Internet, and books to collect information.

◆ **Heavy Object Relay**

Set up teams of three or four students. Provide each team with a variety of heavy objects such as tires, mats, boxes of books, knapsacks, scooters, ropes, a bench, containers of equipment, hand weights, and so on (limit weight from one to four kilograms). Have students predict, as a group, the most efficient way to move each object to its destination in a set amount of time, and then perform the task in the set amount of time.

K.3.2.A.3 ➔ **K.3.3.A.3 Identify the reasons for appropriate clothing and footwear for participation in physical activity** (e.g., change of clothing for safety, support, comfort, and freedom of movement; removal of jewellery for physical activities; personal hygiene...).

Curricular Connections

ELA: GLO 2—Comprehend and respond personally and critically to literary and media texts (prior knowledge, comprehension strategies, textual cues, cueing systems, symbols)

◆ **Get Activated!**

Use the KWL (Know, Want to know, Learned) strategy to activate prior knowledge related to proper clothing and footwear required for participation in a variety of physical activities. Guide students in developing questions regarding laces, socks, jewellery, and wearing others' gym clothing. Use their questions to guide a discussion about reasons for wearing appropriate clothing and footwear for physical activity. (See KWL, *K-4 ELA, Strategies-89.*)

**TEACHER NOTES**

Prior to the activities, discuss proper body alignment that students should be using while lifting, carrying, pushing, and pulling. Encourage students to

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

**SUGGESTIONS FOR ASSESSMENT****◆ Observation: Learning Outcome Connection**

Peer/Group Assessment: Inventory

Have student give a thumbs-up or a thumbs-down signal as small groups perform activities requiring proper body alignment (e.g., lifting, carrying, pushing, pulling).

PRESCRIBED LEARNING OUTCOMES
<i>Students will...</i>
<p><input type="checkbox"/> K.3.2.A.4 ➡ K.3.3.A.4 Show an understanding of general and specific safety guidelines and behaviours (e.g., change-room routines, appropriate permitted heights on climbing frame, carrying heavy equipment such as benches, size of equipment...) that are appropriate for own age and ability.</p> <div data-bbox="115 709 548 842" style="border: 1px solid black; padding: 5px;"> <p>Curricular Connections PE/HE: K.1.3.B.2 SC: Cluster 3—Forces That Attract or Repel (pulling, pushing, gravity)</p> </div>

SUGGESTIONS FOR INSTRUCTION
<p>◆ Safety Guidelines</p> <p>Brainstorm with students the safety guidelines and behaviours specific to various locations, activities, and pieces of equipment. Examples:</p> <ul style="list-style-type: none"> • change-room procedures/rules • climbing-frame guidelines/rules • lifting equipment (see learning outcome K.1.3.B.2) • selecting equipment to match ability and age (e.g., proper size and weight of equipment) <p>◆ Do You Get the Message?</p> <p>As part of a cool-down, have students sit in a circle or line. Whisper a safety message to the first student, who then whispers it to the next person. This message is repeated and passed along until the last person gets the message and says it out loud. The object of the game is to see whether the message is not changed. Variation: Have each student tell the teacher or write down a safety tip before leaving the class.</p>

<p><input type="checkbox"/> K.3.2.A.5a ➡ K.3.3.A.5a Identify the basic safety rules for selected physical activity settings (e.g., school field trips, Terry Fox walk/run, skating activity, powwows, winter festivals...).</p>

<p>◆ The Safety Memory Game</p> <p>Have students sit in a circle and play the memory game to describe what rules they need to practise on their adventures.</p> <ol style="list-style-type: none"> 1. The first person says, “When I participate in _____, I will remember to _____.” Example: “When I participate in the skating activity, I will remember to wear a helmet.” 2. The second student repeats what the first student said and adds another safety rule. Example: “When I participate in the skating activity, I will remember to wear a helmet and to wear gloves.” 3. The third student adds a safety rule, and so on.
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TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

[Empty box for teacher notes]

◆ **Observation: Safety Guidelines**

Group Assessment: Anecdotal Notes

Assign one or two students as safety monitors for the class. They review safety rules for the situation and remind those who break the rules of what should be done to perform an activity safely.

[Empty box for teacher notes]

◆ **Paper and Pencil Task: The Safety Memory Game**

Self-Assessment: Inventory

Before a physical activity, each student fills in a “participation ticket” as follows:

“When I participate in _____ (e.g., ice skating), I will remember to _____ (e.g., wear a helmet).”

When the ticket is submitted, the student is eligible to participate in the activity.



PRESCRIBED LEARNING OUTCOMES
<i>Students will...</i>
<p>☐ K.3.2.A.5b ➡ K.3.3.A.5b Identify safety rules, signals, and practices to follow when riding a bicycle (e.g., obeying traffic signs, right/left/stop signals, helmet use, mechanical workings...).</p>
<p>Curricular Connections ELA: GLO 2—Comprehend and respond personally and critically to literary and media texts (prior knowledge, comprehension strategies, symbols)</p>

<p>☐ K.3.3.B.1 Identify general safety procedures related to safety in the community (i.e., fire drills, stop/drop/roll, bus loading and evacuating, crosswalk procedures, wearing seatbelts, railway crossings, train tracks, firearms, wearing floatation devices).</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) MA: Patterns and Relations (sorting, graphing, patterns, sequence)</p>

SUGGESTIONS FOR INSTRUCTION
<p>◆ Follow the Signals</p> <p>Have pairs of students play Follow the Signals by pretending to ride a bicycle, using the lines on the floor or chalk lines on a hardtop surface as roads. Students practise using bicycle turning and safety signals to communicate, to the student following them, where they are going.</p>
<p>◆ “Sammie Says”</p> <p>Have students play “Sammie Says” (see learning outcome K.1.K.B.3b) using bicycle turning and safety signals.</p>
<p>◆ Safety Procedures in the Community</p> <p>Create simulation exercises (e.g., role-plays, skits, puppet shows) to help students understand and describe safety procedures in the community related to</p> <ul style="list-style-type: none"> • fire drills • mandatory full stops (bicycle) • bus loading and evacuating • crosswalk procedures • wearing seatbelts • railway crossings, train tracks • firearms • wearing floatation devices <p>Have students present these rules of safety procedures and post them on the class bulletin board as written texts, posters, pictograms, drawings, tables, and diagrams.</p>
<p>◆ Stop, Drop, and Roll</p> <p>Scatter mats around the gymnasium and have students move about using various forms of transport (see learning outcome S.1.3.A.1). When the teacher shouts “fire,” all students stop, drop, and roll. Discuss why they should roll.</p>
<p>◆ What’s Wrong with This Picture?</p> <p>Prepare a game using pictures of various safe and unsafe situations, and have students play in pairs or as a group to identify what is a safe or an unsafe situation. Ask them to justify their answers.</p>



TEACHER NOTES

Resources for planning bicycle safety programs and rodeos, including station activities, are available from Manitoba Public Insurance.

Given the scope and importance of the topic of safety, teachers are encouraged to introduce developmentally appropriate safety-related topics with students at the beginning of the school year and to repeat them often throughout the year, taking into account seasonal changes (e.g., slippery surfaces, snowbanks).

For information related to GLO 3—Safety, consult the appropriate resources available from Manitoba Public Insurance or the National Fire Protection Association’s fire safety education program, and school and school division/district regulations.

Encourage family participation in activities, discussions, and the preparation of escape routes, whenever possible.



SUGGESTIONS FOR ASSESSMENT

◆ **Paper and Pencil Task: Follow the Signals**

Peer Assessment: Checklist

While playing Follow the Signals, have the follower complete the checklist below.


Follow the Signals	
Student _____	Peer Assessor _____
My partner	
<input type="checkbox"/>	obeys traffic signs
<input type="checkbox"/>	indicates right signal
<input type="checkbox"/>	indicates left signal
<input type="checkbox"/>	indicates stop signal
<input type="checkbox"/>	uses a helmet

◆ **Performance Task: Safety Procedures in the Community**

Teacher: Checklist

As students present their projects on the rules of various safety procedures in the community, complete an assessment chart such as the following. Place a check mark under the face that best represents the level of understanding demonstrated by the individual students.

Knowledge of Safety Rules			
The student			
☺ knows the rules of this situation			
☹ has a general knowledge of rules			
☹ does not know the rules for this situation			
Name	Fire Drill	Riding a Bicycle	Riding in a Boat
	☺ ☹ ☹	☺ ☹ ☹	☺ ☹ ☹
1.			
2.			
3.			

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p><i>Students will...</i></p>	
<p>☐ K.3.3.B.4 Recognize roles of individuals in school and community who provide safety services (e.g., school staff, crosswalk patrols, police officers, Block Parents, firefighters, doctors, nurses, elders, ski patrols, snowmobile patrols, forest rangers, coast guards...).</p>	
<div style="border: 1px solid black; padding: 5px;"> <p>Curricular Connections</p> <p>ELA: GLO 3—Manage ideas and information (access information, make sense of information), GLO 5—Celebrate and build community (compare responses, relate texts to culture, appreciate diversity, celebrate special occasions, cooperate with others, work in groups)</p> <p>MA: Statistics and Probability (counting, measuring, formulating questions, reading graphs, pictograms related to forest fires, animal populations, snowmobile and ski accidents)</p> <p>SS: connecting with communities</p> </div>	<p>◆ Safety Person Biography</p> <p>Using photographs, pictures, films, print texts, field trips, and guests, have students identify the individuals who contribute to safety at school and in the community through the services they provide, including crosswalk patrols, Block Parents, snowmobile patrols, and forest rangers.</p> <p>Have students work in small groups on Concept Overviews that could be presented individually or by groups. (See Concept Overview, <i>Success for All Learners</i>, 6.67 and 6.112.)</p> <p>◆ What’s Your Job?</p> <p>Using BLM 3–3, have students match the safety helper to the safety situation.</p> <div style="display: flex; align-items: center; margin-top: 10px;">  <p>See BLM 3–3: What’s Your Job?</p> </div> <p>◆ Safety Helper Statues</p> <p>Have students work in groups of approximately five and designate one student per group to be the store clerk, one to be the customer, and the other three to be statues. Ask students who have been designated as statues to think of an individual in the school or in the community and the services that person provides. They then pretend to be statues at a store and, when the clerk presses their “ON button” on their hands, they come to life and act like the safety person they have chosen to be. The clerk then presses the “OFF button,” names what “safety helper” the statue is representing, and moves to the next statue. The customer then chooses which statue to buy, and the chosen statue becomes the customer, the customer becomes the clerk, and the clerk becomes a statue.</p>

**TEACHER NOTES**

To help students activate their prior knowledge, organize information, and be precise about definitions and characteristics, use a strategy such as the Concept Overview (see *Success for All Learners*, 6.67 and 6.112), as follows:

- Identify the individual’s role.
- Create a drawing or illustration.
- Explain (summarize) what the person does.
- Write down two questions about the services that the person provides.
- List words associated with this individual.

See also Rescue, learning outcome K.3.2.B.4.

**SUGGESTIONS FOR ASSESSMENT****◆ Performance Task: Safety Person Biography**

Teacher: Checklist

Have each student do a biography of a safety person using pictures, videos, posters, and so on. Complete a checklist on each student’s project.

Suggested Criteria:

Look for students’ ability to recognize the roles of individuals who provide safety services. The student

- names the safety person
- draws a visual representation
- explains what the person does
- lists words associated with these services

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p><i>Students will...</i></p> <p>☐ K.3.3.B.5a Identify examples of real violence (e.g., schoolyard fights, shaking baby, bullying...) and fictional violence (e.g., cartoons, movies, television wrestling, video games...), and their influence on well-being.</p> <div data-bbox="115 611 550 793" style="border: 1px solid black; padding: 5px;"> <p>Curricular Connections PE/HE: K.4.3.A.1 (consideration for others), K.4.3.B.1b (cooperative play and teamwork), K.4.3.B.3a (anger control strategies) SS: connecting with communities</p> </div>	<p>◆ Real and Fictional Violence</p> <p>Divide the class into small groups. Give each group a topic (e.g., examples of fictional violence) and ask students to brainstorm and organize the information using a mapping strategy. Have each group present its work to the class. (See Information Mapping, <i>Success for All Learners</i>, 6.49 and 6.50.)</p> <p>◆ Violence and Well-Being</p> <p>Have students use a T-Chart to link each example of violence (cause) to a feeling or reaction (effect, consequence). Guide students in interpreting the results and in recognizing that real violence does not contribute to well-being, while fictional violence has a variety of influences.</p> <p>Variation: Map out each example of violence. Link different feelings or reactions to it. Interpret the results.</p>
<p>☐ K.3.3.B.5b Identify strategies (e.g., say “no” assertively, seek adult help, choose good friends, follow safe routes home, communicate whereabouts, get away/stay away, conflict resolution skills...) to avoid being bullied in different case scenarios.</p> <div data-bbox="115 1461 550 1713" style="border: 1px solid black; padding: 5px;"> <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: K.4.3.3a, K.4.3.B.3b, K.4.3.B.3c (conflict resolution)</p> </div>	<p>◆ Avoidance Is the Trick</p> <p>Pair off students. Give each pair a “What should you do?” activity card. Encourage students to suggest strategies to avoid bullying and use different ways (e.g., skits) to present them.</p> <p>Variation: Have students describe a good and a bad choice for each situation presented and explain their choices.</p> <p>◆ Don’t Be a Bully!</p> <p>After listening to a story or watching a video about bullying, ask students to use the LAPS (Listen, Ask, Picture, Summarize) strategy to identify ways to avoid being bullied. Have them practise verbal responses using a tape recorder, in front of a mirror, face to face with a partner, or in small groups. (See LAPS Frame, <i>Success for All Learners</i>, 6.54.)</p>



TEACHER NOTES

For examples of mapping, consult pages 6.49 and 6.50 of *Success for All Learners*. Demonstrate the mapping strategy to students. Work may be presented in various ways: table, visual constellation, drawing, text, advertisement, and role-play.

A T-Chart using a two-column/two-category approach is helpful for students to learn cause and effect.

Example:

Example of Violence	Consequence

SUGGESTIONS FOR ASSESSMENT

◆ **Performance Task: Real and Fictional Violence**

Teacher: Checklist

Have students list different examples of violence on a chart and indicate whether they are real or fictional examples and explain how they affect people.

Real and Fictional Violence				
Examples of Violence	Real or Fictional	Consequence	Match?	
			Yes	No
kicking a friend in the knee	real	friend will be mad at me		

Check “Yes” or “No,” depending on whether or not the consequence that the student has identified matches the example. Look for an understanding of the difference between real violence and fictional violence and their influence on well-being.

Prepare “What should you do?” activity cards in advance. Write a scenario related to a bullying situation on each card.

Examples:

- Your best friend suggests stealing some candy. What should you do?
- You have to go home after playing at your friend’s house. It is late and it is dark outside. What should you do?
- Your friend asks you to go and play at his or her house. Your parents are not home. What should you do?
- On your way to school, you see one of your friends arguing with a student from another class. What should you do?

◆ **Learning Log: Avoidance Is the Trick**

Teacher: Checklist

Have students respond to “What should you do?” activity cards in their learning logs by suggesting strategies to avoid bullying.

Suggested Criterion:

The student is able to

- identify good strategies to avoid bullying

TEACHER NOTES (continued)

- You get lost on your way home from the park. It is late and it is dark outside. What should you do?
- Review conflict resolution and decision-making strategies (see GLO 4—Personal and Social Management). Show that a decision is a choice, and that it is necessary to make responsible decisions to stay safe and healthy.



PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<i>Students will...</i>	
☐ K.3.3.B.6a Identify ways to avoid dangerous and/or inappropriate situations for self and/or others in a variety of contexts (e.g., unwanted touching of the private parts, sex-related Internet sites, exploitative advertisements...).	◆ Be Body Smart <ol style="list-style-type: none">1. Talk about how wonderful the human body is and how important it is to take care of the mind and body. Use illustrations that involve examples of inappropriate situations for self and others in the following contexts: unwanted touching of private parts, sex-related Internet sites, and exploitative advertisements. Ask students what the illustration shows and how the person in the illustration might be feeling. Discuss and reinforce with students that<ul style="list-style-type: none">• parts of the body covered by a bathing suit are considered private• they should say “no” to anyone who tries to touch them in a way they don’t like• they should always tell a responsible adult if they feel unsure or unsafe• they should not feel ashamed or responsible for this type of incident2. Have students use puppets or role-play to practise saying “no” assertively in a loud voice and telling a trusted adult about the situation.
Curricular Connections <p>ELA: GLO 1—Explore thoughts, ideas, feelings, and experiences (express ideas, consider others’ ideas, experiment with language and form, express preferences, set goals, develop understanding, explain opinions, combine ideas, extend understanding)</p> <p>PE/HE: K.3.1.B.4, K.3.3.B.4, K.3.1.B.5.b, K.3.3.B.5b (community supports and services)</p>	

**TEACHER NOTES**

The learning activities suggested for this outcome contain potentially sensitive content. Before implementation, check with the school administration for school guidelines and procedures related to providing a parental option.

Encourage families to talk to their children about safety, especially with respect to unwanted touching of private parts, sex-related Internet sites, and exploitative advertisements. For further information on this topic, consult the *Safety on the Internet* website: <<http://www.sass.ca/safe.htm>>.

**SUGGESTIONS FOR ASSESSMENT****◆ Journal Entry: Be Body Smart**

Teacher: Anecdotal Notes

Have students complete a journal entry on ways in which they can avoid dangerous or inappropriate situations.

Suggested Criteria:

Look for students' knowledge of

- how to assert themselves
- avoidance strategies in various dangerous situations

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<i>Students will...</i>	
<p>☐ S.3.K.A.1 ➔ S.3.3.A.1 Follow simple rules and routines for safe, active participation and use of equipment (e.g., follow instructions, stop on signal, cooperate with others, care for and share equipment, tag lightly...) in selected activities.</p>	<p>◆ Learning Outcome Connections</p> <p>Have students participate in physical activities such as those suggested for learning outcomes K.1.3.C.1 (rules) and K.1.3.C.4 (positive social behaviours) to reinforce the importance of following rules and routines for safe, active participation.</p>
<p>Curricular Connections PE/HE: K.1.3.C.1 (following rules), K.1.3.C.4 (social behaviours)</p>	<p>◆ Safe Equipment Use</p> <p>Have students demonstrate the proper use of equipment prior to a class by brainstorming ideas for handling it safely (e.g., no high sticking when using floor hockey or ringette sticks).</p>
	<p>◆ Safety Theme Day/Week</p> <p>Organize a Safety Theme Day or Week with other teachers so that safety is promoted and integrated throughout the school. Have students keep a journal of their safety week activities that includes reflections or collections of examples related to safety in everyday living.</p>
<hr/> <p>❁ S.3.3.A.2 Demonstrate practices to assist an injured person (i.e., get help, explain what you saw, avoid contact with body fluids of others, do not try to move the injured person).</p>	



TEACHER NOTES

Introduce, use, explain, and reinforce vocabulary related to safe activity participation and equipment handling.

Due to the depth and breadth of the safety outcomes, safety-related learning experiences will be ongoing for all the general learning outcomes throughout the year.

When students are participating in any physical activity, start and end with safety tips to reinforce the importance of following rules and routines for safe, active participation.

For information related to safety and liability, see Guidelines for GLO 3—Safety in the Overview of this document (see also Framework Excerpts).

Important safety information is also available in *Safety Guidelines for Physical Activity in Manitoba Schools* (MPETA et al.).



SUGGESTIONS FOR ASSESSMENT

◆ **Questioning/Interview: All Activities**

Teacher: Inventory

At the end of a class or a specific activity, ask for a show of hands on the following questions:

- Who followed instructions?
- Who stopped on the given signal?
- Who cooperated with others?
- Who cared for and shared the equipment?
- Who tagged lightly?

◆ **Questioning/Interview: All Activities**

Teacher: Scoring Rubric

Use the following rubric to assess student performance related to safe activity participation.

Safety Rubric				
The student	4 Consistently	3 Usually	2 Sometimes	1 Rarely
<ul style="list-style-type: none"> • follows safety rules and routines in given situations 				



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



Safety Outcomes: Grade 3



Knowledge

- K.3.3.A.1 Show an understanding of risk factors and safe practices associated with selected physical activities, including lead-up-type territory/invasion-type games** (e.g., no body contact in lead-up games such as soccer, no slapshots or high-sticking in floor hockey...).
- K.3.3.A.2 Recognize appropriate body alignment during specific activities** (e.g., lifting, carrying, pushing, pulling...).
- K.3.2.A.3** \Rightarrow **Identify the reasons for appropriate clothing and footwear for participation in physical activity** (e.g., change of clothing for safety, support, comfort, and freedom of movement; removal of jewellery for physical activities; personal hygiene...).
- K.3.2.A.4** \Rightarrow **Show an understanding of general and specific safety guidelines and behaviours** (e.g., change-room routines, appropriate permitted heights on climbing frame, carrying heavy equipment such as benches, size of equipment...) **that are appropriate for own age and ability.**
- K.3.2.A.5a** \Rightarrow **Identify the basic safety rules for selected physical activity settings** (e.g., school field trips, Terry Fox walk/run, skating activity, powwows, winter festivals...).
- K.3.2.A.5b** \Rightarrow **Identify safety rules, signals, and practices to follow when riding a bicycle** (e.g., obeying traffic signs, right/left/stop signals, helmet use, mechanical workings...).
- K.3.3.B.1 Identify general safety procedures related to safety in the community** (i.e., fire drills, stop/drop/roll, bus loading and evacuating, crosswalk procedures, wearing seatbelts, railway crossings, train tracks, firearms, wearing floatation devices).
- K.3.3.B.4 Recognize roles of individuals in school and community who provide safety services** (e.g., school staff, crosswalk patrols, police officers, Block Parents, firefighters, doctors, nurses, elders, ski patrols, snowmobile patrols, forest rangers, coast guards...).

Knowledge (continued)

- K.3.3.B.5a Identify examples of real violence** (e.g., schoolyard fights, shaking baby, bullying...) **and fictional violence** (e.g., cartoons, movies, television wrestling, video games...), **and their influence on well-being.**
- K.3.3.B.5b Identify strategies** (e.g., say “no” assertively, seek adult help, choose good friends, follow safe routes home, communicate whereabouts, get away/stay away, conflict resolution skills...) **to avoid being bullied in different case scenarios.**
- K.3.3.B.6a Identify ways to avoid dangerous and/or inappropriate situations for self and/or others in a variety of contexts** (e.g., unwanted touching of the private parts, sex-related Internet sites, exploitative advertisements...).

Skills

- S.3.K.A.1** \Rightarrow **Follow simple rules and routines for safe, active participation and use of equipment** (e.g., follow instructions, stop on signal, cooperate with others, care for and share equipment, tag lightly...) **in selected activities.**

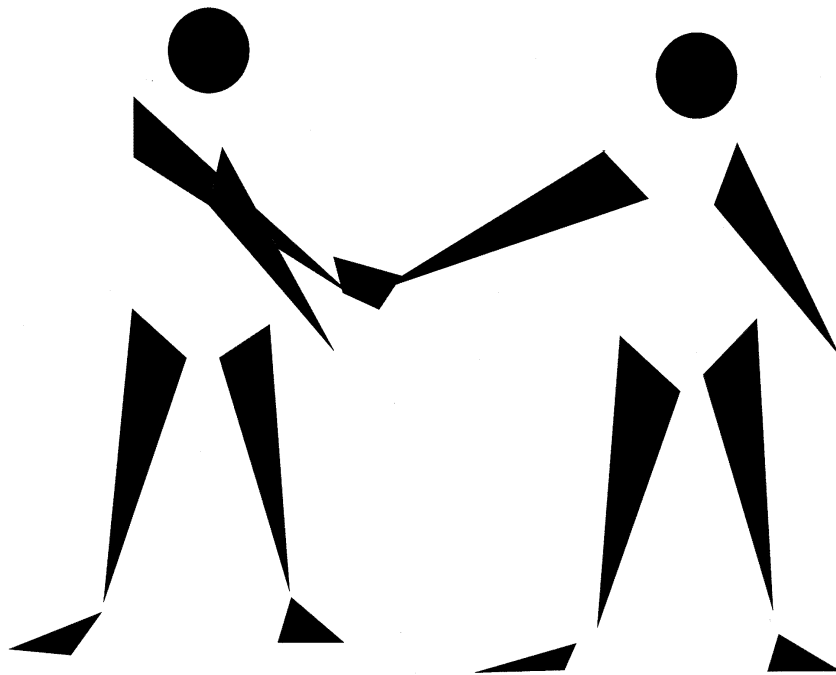
Attitude Indicators

- 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.

Grade 3

4. Personal and Social Management

The student will demonstrate the ability to develop self-understanding, to make health-enhancing decisions, to work cooperatively and fairly with others, and to build positive relationships with others.



PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p><i>Students will...</i></p>	
<p>☐ K.4.3.A.1 Identify the importance of showing consideration for self and others, and for individual differences (i.e., language, ideas, abilities, physical characteristics).</p>	
<p>Curricular Connections ELA: GLO 4—Enhance the clarity and artistry of communication (generate ideas, attentive listening and viewing, effective oral communication), GLO 5—Celebrate and build community (appreciate diversity, celebrate special occasions, cooperate with others, work in groups) SC: Cluster 1—Growth and Changes in Plants (unique differences in species) SS: building community</p>	<p>◆ <i>Vive la différence!</i></p> <p>Have students create and discuss a collective book celebrating individual differences and consideration for self and others.</p> <ul style="list-style-type: none"> • Assign each student a partner. Have partners sit together and ask questions about each other’s language, ideas, abilities, and physical characteristics. Encourage students to make notes on the elements that make their partner unique and to represent them in an artistic composition (e.g., a student could draw a stamp, a violin, and a spacecraft to indicate that his or her partner likes to collect stamps, play violin, and is fascinated by science fiction or wants to become an astronaut). Both the author and the subject of the drawings must remain anonymous. • Then, have all the authors write and sign the introduction on showing consideration for individual differences. • Once the book has been bound, present it to the class. If required, copy each page onto a transparency to show on the overhead projector. Invite students to study the details of each composition carefully and to use them as clues to guess the identity of each subject. Lead a discussion on showing consideration for individual differences. Make connections with other curricula (e.g., science: the variety and uniqueness of plants and animals, even within the same species) and point out the richness that surrounds us. • Ask students to bring to class something from home that represents them (e.g., violin) and present it to the class. <p>Variation: Tape record a short excerpt of each student’s voice (as he or she describes own physical characteristics or talks about own ideas and abilities). Have students listen to the recordings and identify the authors of each excerpt based on the audible clues and the content of each excerpt.</p> <p>◆ Sports for All</p> <p>Use an activity in the gymnasium to encourage students to take individual differences into account (e.g., motivation, interest, abilities, disabilities) to plan, lead, or participate in a game (e.g., have right-handers play or do exercises using their left hand, and vice versa).</p> <p>Variation: Share games and folk dances from different cultures.</p>



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

Be sensitive to stereotypes (physical, sexual, cultural, and religious) and all forms of bias and prejudice.

Promote the use of cooperative learning strategies that enable students to learn through interaction (exchange, help, cooperation).

In a physical education class,

- **consideration for self** is demonstrated in different ways:
 - students are able to assess their abilities realistically
 - students are not afraid to try new things or make mistakes
 - students accept constructive criticism and comments
- **consideration for others** is expressed in different ways:
 - students are aware of the abilities of others and accept them
 - students accept individual differences of others
 - students encourage and compliment others
 - students are encouraged to include others

Encourage students to play games that include several players (e.g., board games) and different team games or sports.

For multicultural games and folk dances or Canadian dance favourites, see *1999 Pan American Games: Resource Kit for Physical Education Teachers* and other resources available at the Instructional Resources Unit (Library), Manitoba Education, Training and Youth.



◆ **Performance Task: *Vive la différence!***

Teacher: Checklist

Observe students as they present their artistic compositions of their partners.

Suggested Criteria:

The presenter is able to

- identify the partner's physical characteristics
- represent the person in an artistic composition (e.g., drawing)
- identify ideas (thoughts, beliefs)
- identify unique qualities

PRESCRIBED LEARNING OUTCOMES
<i>Students will...</i>
<p><input type="checkbox"/> K.4.3.A.2a Differentiate between long-term goals (e.g., strong bones, class projects...) and short-term goals (e.g., meet recommended daily requirements of milk/milk products, daily homework assignments...).</p>
<p>Curricular Connections ELA: GLO 1—Explore thoughts, ideas, feelings, and experiences (set goals) MA: Shape and Space (comparisons, time) PE/HE: GLO 2—Fitness Management</p>

SUGGESTIONS FOR INSTRUCTION

◆ **Pick a Goal**

Explain to students that there are two types of goals: short-term and long-term goals. Setting a short-term goal makes it possible for them to complete a task in the immediate or near future (e.g., run for two minutes straight in physical education class), while long-term goals help them to accomplish tasks in the more distant future (e.g., run two kilometres in nine minutes). Some goals are life goals, such as choosing a lifestyle that is physically active and healthy.

Brainstorm for goals and sort them according to whether they are short-term (e.g., do homework every day, get ready for school on time, don't yell at teammates when they make a mistake during a game) or long-term (e.g., manage own physical fitness, learn to do a cartwheel, complete a project for year-end). Show that strategies for goal attainment can differ, depending on whether the goals are short-term (e.g., write note to self, repeat same task) or long-term (e.g., develop a plan, progress in stages).

Variation: Have students cut out magazine pictures of activities that represent short- or long-term goals and paste them on a large poster, separating them into the two groups. Have them write the goal to be attained under each picture (e.g., “train 15 minutes a day” under a picture of a child running a race).

◆ **Gym Goals**

Have students set a short-term goal in the area of skills/fitness (e.g., bounce a ball 20 times in a row, run for two minutes, catch a ball five times in a row). Allow students time to practise each physical education class for three classes (e.g., five minutes or vary according to class and/or student skill level). Select a class to reassess goals. Students may wish to write their goal on self-stick paper. Provide a poster board with two columns and have students move their sticky papers from “Goals I have set” to “Goals I have reached” when they are successful. Focus on a variety of areas (e.g., flexibility, muscular endurance, muscular strength, cardiovascular endurance, specific skill). Use the results for re-evaluating goals.



TEACHER NOTES

Encourage students to set short-term and long-term individual and group goals that are specific, concrete, and of personal interest. Goals should also contain the following elements:

- **Actions:** What are the skills, abilities, and capacities to be developed? What is the target?
- **Means:** How can this be achieved? What is the plan?
- **Assessment:** How is goal attainment displayed?

Help students to understand that some goals are easier and/or quicker to achieve than others. Also, students need to recognize that it is not always possible to attain their goals, and their personal worth does not change, regardless of successes and/or failures.

Motivation is a factor that influences the choice and attainment (or non-attainment) of a goal. Students who are not motivated by a goal proposed to them are not likely to make the necessary effort to attain it. Consult motivation theories on this topic.

When students are setting goals, encourage them to

- consider their strengths
- determine areas that need improvement with or without guidance
- use established criteria that clearly identify what the final result may look like
- identify resources that will help them to be successful
- design plans that will enable them to reach goals
- revise their goals when appropriate



SUGGESTIONS FOR ASSESSMENT

◆ **Paper and Pencil Task: Pick a Goal**

Self-Assessment: Checklist

Have students list a number of goals and check whether they are long-term or short-term goals.

List of Goals	Long-Term Goals	Short-Term Goals

Suggested Criterion:

Look for

- understanding of the difference between a short-term goal and a long-term goal

TEACHER NOTES *(continued)*

- share their specific goals with significant people in their lives
- plan timelines and deadlines for goal attainment

(Refer to *K–4 ELA*, Strategies–295 to 298, for further information and sample BLMs related to goal setting.)



PRESCRIBED LEARNING OUTCOMES

Students will...

K.4.3.A.2b Discuss how attributes (i.e., determination, being responsible, staying on task) **and desires** (i.e., willingness to help, motivation to participate or contribute) **affect personal progress and achievement.**

Curricular Connections
ELA: GLO 1—Explore thoughts, ideas, feelings, and experiences (express ideas, consider others’ ideas, experiment with language and form, express preferences, set goals, develop understanding, explain opinions, combine ideas, extend understanding), GLO 2—Comprehend and respond personally and critically to literary and media texts (connect self, texts, and culture), 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)

SUGGESTIONS FOR INSTRUCTION

◆ **Desires**

Have students select a sport/activity in which they excel. Have them list what contributes to their achievement.

Achievement and Progress	
Name _____	
Sport/activity in which I am successful _____	
I am good at this sport/activity because I ...	I can improve by ...
•	
•	
•	

◆ **“Star” Stories**

Read the story of a character whose attributes or desires contribute to his or her improvement or success (e.g., a sports hero such as Wayne Gretzky, Tiger Woods, Josée Chouinard, Hayley Wickenheiser, Jennifer Botterill, Alwyn Morris, or Michael Jordan, or an athlete/hero selected by an individual student). Ask students why the main character was successful. Define and highlight this character’s attributes (e.g., determination, being responsible, staying on task) and desires (e.g., willingness to help, motivation to participate or contribute). Ask students to predict the effect of these attributes and desires on the character’s life (e.g., personal progress and achievement). Verify these predictions in the story. Show that these persons have attributes and desires that help them to pursue their goal, in spite of obstacles.

Variation: Have students write, illustrate (e.g., drawing, painting, cartoon, collage), or present (e.g., oral presentation, skit, dialogue, multimedia project) the personal progress or achievement of a member of Canadian society, and highlight the attributes or desires that affected this achievement.



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

Students' progress (or lack of it) is influenced by

- their self-concept
- their level of confidence and/or ability
- their personal desire and beliefs
- the difficulty level of the task
- the degree of effort required to complete the task
- the satisfaction they hope to get out of it (e.g., it is really useful, it makes me feel better)

Present students with examples of persons in Canadian society and the community where they live (e.g., athletes, scientists, artists, religious or spiritual leaders, politicians, ordinary citizens) who are an inspiration because of their attributes and desires. Some examples are: Terry Fox (fight against cancer), Frederick Banting (discovery of insulin), Roberta Bondar (space travel), Melanie Goodchild (Aboriginal filmmaker and entrepreneur), and Renae Morriveau (film producer, actor, and writer).

For related resources, contact the National Native Role Model Program (1-800-363-3199).

See also Indian and Northern Affairs Canada, *Aboriginal Women: Meeting the Challenge*, at <http://www.ainc-inac.gc.ca/ch/wmn/index_e.html>.

◆ **Journal/Learning Log: Desires**

Self-Assessment: Inventory

Have students complete the following:

1. List three things that make someone good at something.

a. _____

b. _____

c. _____

2. Name something at which you are successful.

3. What helped you to be successful?

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p><i>Students will...</i></p>	
<p>☐ K.4.3.A.3 Explore the steps in the decision-making/problem-solving process (e.g., define topic or issue, explore alternatives, check and consider health knowledge and values, identify possible solutions, decide, evaluate...).</p>	
<p>Curricular Connections ELA: GLO 3—Manage ideas and information (use personal knowledge, ask questions, contribute to group inquiry, create and follow a plan, identify personal and peer knowledge, assess sources, access information, make sense of information, organize information, record information, evaluate information, develop new understanding)</p>	
	<p>◆ Make a Game</p> <p>Have groups of students invent a game with a given set of criteria and then teach it to the class.</p> <p>Examples of specific criteria:</p> <ul style="list-style-type: none"> • type of equipment to be used • boundaries • number to be involved in the game (individual/partner/small group/large group) • indoor or outdoor game • age of players <p>This learning activity involves making decisions. Use the Early Years Inquiry Model (see <i>Inquiry Strategies, K–4 ELA, Strategies–73</i>) to guide students in making a good decision:</p> <ul style="list-style-type: none"> • <i>Select and Process:</i> What does everyone want to do? Access information by brainstorming for game choices. • <i>Organize, Record, and Assess:</i> Collect ideas and information, make a judgement, and choose the most popular idea. • <i>Plan and Focus:</i> Plan what equipment they need, what the boundaries will be, how many can play, where they can play, and what happens if there is a problem. Revise, adapt, and change the plan as needed. <p>◆ Steps in the Problem-Solving Process</p> <p>Review the steps in the problem-solving process:</p> <ol style="list-style-type: none"> 1. Define the topic or issue (feelings, facts, statement). 2. Explore choices or possible options. 3. Check alternatives or choices against sound, relevant health knowledge and values (family, church, school, and community). 4. Identify possible solutions. 5. Decide or take action. 6. Evaluate and revise. <p>Have student apply the steps in a real or hypothetical class activity (e.g., help a novel character in a predicament, analyze a class, school, or social problem).</p>



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

Making decisions is often dealt with as a step in the problem-solving process. For example, settling a conflict means solving the problem and making decisions. However, it is useful to teach students to do decision-making exercises outside the problem-solving context.

In the Early Years, introduce students to decision-making models.

Example:

- Stop and think first.
- Get more information.
- Weigh the pros and cons (consequences) of each choice before taking action.
- Decide.

The expression “look before you leap” helps students to understand the first and second steps of decision making.

Decision-making and problem-solving steps and processes are very similar. The difference lies in the context (i.e., type of decision that is being made)—for example, deciding what to wear every day as opposed to finding a lost jacket.

For other systematic approaches to problem solving, refer to

- Inquiry Strategies, *K–4 ELA*, Strategies–76
- Stages of Scientific Inquiry, *K–4 Science*, 14
- social studies curriculum



◆ **Performance Task: Make a Game**

Group Assessment: Rating Scale

Have each group of students assess another group’s game according to the following criteria and rating scale.



See BLM 3–4: Make a Game: Group Assessment.

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p><i>Students will...</i></p>	
<p>☐ K.4.3.B.1a Describe the behaviours (e.g., accepting everyone into the group, inviting others to play or participate, no put-downs, recognizing feelings of others...) that show respect for the abilities and feelings of others.</p>	<p>◆ Show Respect</p> <p>Use physical activities (e.g., in the gymnasium, extracurricular activities, intramurals) or classroom activities to have students identify and describe the behaviours that show respect for others’ abilities (e.g., accepting everyone into the group, inviting others to play or participate, avoiding put-downs) and feelings (e.g., recognizing feelings of others).</p>
<p>Curricular Connections ELA: GLO 1—Explore thoughts, ideas, feelings, and experiences (express ideas, consider others’ ideas, experiment with language and form, express preferences, set goals, develop understanding, explain opinions, combine ideas, extend understanding), GLO 5—Celebrate and build community (compare responses, appreciate diversity, celebrate special occasions, cooperate with others, work in groups) PE/HE: K.4.3.A.1 (consideration for others), S.4.2.A.3 (behaviours for getting along), K.4.2.C.1b. (communication with others) SS: we need others (human interdependence)</p>	<p>◆ Feelings of Others</p> <p>Discuss the meaning of the expression “show respect for the feelings of others” (e.g., ability to empathize with others and understand and feel what they feel). Prepare simulation exercises and have students participate in role-play to demonstrate ways of showing respect for others’ feelings.</p> <p>◆ Web</p> <p>Have students sit in a circle. One student takes a ball of yarn (holding the beginning) and rolls it to another, stating a compliment (e.g., “Kyle, you are a good soccer player.”). The next student catches the ball, holds the yarn, and rolls it to another while complimenting the next student. Eventually, a web is formed. Everyone holds the yarn and the group is connected as a whole. Explain to the group how they all worked together, showing respect and being accepting of all others.</p>



TEACHER NOTES

Have students name the body parts involved in listening (showing respect for the feelings of others):

- Head: ears, eyes, mouth (repeating back), nodding
- Body: position (calm, still, facing speaker)
- Heart: open, available
- Mind: on task

Use the following strategies to avoid situations that may be difficult for some students to handle:

- Organize teams based on the colour of clothing worn rather than on level of performance.
- Use cooperative games, adapting games so that someone with a special need can participate.
- Encourage use of active listening strategies, such as nodding, focusing on the speaker, repeating back information).

Refer to resources on cooperative games/activities.

Group Formation:

When forming groups in the gymnasium, use suggestions such as the following:

- Whistle mixer: Blow the whistle (1, 2, or 3 times) and have groups (of 1, 2, or 3) form quickly.
- Birthday groups: Those with January and February birthdays move together, and so on.
- Colour of clothes: Those with red T-shirts move together.
- Addresses: Those with a number 3 in their address move together.
- Pets: Those with a pet at home form a group.



SUGGESTIONS FOR ASSESSMENT

◆ Observation: Show Respect

Teacher: Checklist

Record displays of respectful behaviours as students participate in the suggested activities.

Suggested Criteria:

The student

- plays with all students
- recognizes the feelings of others in an appropriate manner
- displays no put-downs
- communicates politely
- listens with interest
- stays on task



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

TEACHER NOTES (continued)

- Hands folded with fingers crossed: Those with right thumbs on top form a group.

When asking students to make their own groups, watch for inclusion and acceptance of others.



PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p><i>Students will...</i></p>	
<p>☐ K.4.3.B.1b Talk about personal participation and responsibility in cooperative play and teamwork for appreciation of diversity (e.g., willingness to play and work with others, acceptance of individual differences, motivation to contribute, dealing with rejection...).</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Curricular Connections ELA: GLO 1—Explore thoughts, ideas, feelings, and experiences (express ideas, consider others’ ideas, set goals, explain opinions, extend understanding), GLO 5—Celebrate and build community (compare responses, appreciate diversity, celebrate special occasions, cooperate with others, work in groups) PE/HE: K.4.3.A.1 (showing consideration) SS: we need others (human interdependency)</p> </div>	<p>◆ Crossing the Amazon</p> <p>Divide the class into groups of six (relay style) and provide each group with six pieces of equipment. They must step on the equipment to cross the Amazon (an open area). Each group decides who goes first. That person puts down an object and steps on it. The next person passes an object to the first person who places it down, and the two players move along. The third player passes another object to the second person and then to the first, who places it down. All move along, travelling until they cross the Amazon (space). At the end of the game, ask students, “What behaviours are demonstrated when a team works well together and is successful?”</p> <p>◆ We Are All Different</p> <p>Review the concepts of consideration for self and others and for individual differences. Discuss the importance of fair play, teamwork, and inclusion of others regardless of ability. For example, each participant can show a willingness to play and work with others, accept individual differences, be motivated to contribute, and deal with rejection.</p> <p>Variation: The discussion can be part of a cool-down activity called “Walkabout, Talkabout.” Students walk around the gymnasium with a partner at the end of a class, discussing the topic of participating in a responsible and cooperative manner to show teamwork and an appreciation of individual differences.</p> <p>◆ Shrinking Blanket</p> <p>Lay out a blanket in front of a group (e.g., 12 students). Ask students to stand on the blanket with no one touching the floor. Next, have the group fold the blanket in half and get back on it. Repeat this until students can no longer fit on the shrinking blanket. Let them be creative as to how to fit on. Discuss how the task promoted cooperation and inclusion.</p> <p>◆ Blanket Catch</p> <p>Divide the class into teams. Have students hold a blanket and attempt to work together to catch a ball thrown by the teacher. Watch for group diversity, willingness to accept fault, and acceptance of others. Discuss observations with students.</p> <p>Variations: Have students who are holding the blanket also attempt to toss up the ball from their blanket and then catch it. Have one team toss the ball from their blanket toward the other team’s blanket. The second team attempts to catch the ball on their blanket.</p>



TEACHER NOTES

Teaching that is mindful of multiple intelligences can offer a wide range of activities, strategies, and skills that foster individual growth and collective consideration (see references on multiple intelligences theory).

Promote consideration and appreciation of others (e.g., culture, language, traditions) by organizing multicultural events, visiting art exhibitions, inviting guest speakers, undertaking research into an aspect of the life of someone from another ethnic background, or by listening to music from other cultures.

Encourage family participation in developing students' self-esteem.

Students' motivation to contribute is demonstrated through

- contribution of new suggestions
- involvement with others (help, explain)
- active participation in decision making or problem solving
- involvement in project organization
- display of listening skills, empathy, and respect
- flexibility and openness to the contribution of others



SUGGESTIONS FOR ASSESSMENT

◆ Reflection: Crossing the Amazon

Self-Assessment: Rating Scale

Have students complete a self-assessment of their group participation.



See BLM G–10: Self-Assessment of Group Participation (Appendix H).

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p><i>Students will...</i></p>	
<p>☐ K.4.3.B.2a Identify appropriate and inappropriate ways (e.g., talking/crying, calm voice/loud voice, acceptable language/offensive language, cheering/booing...) of communicating emotions.</p>	
<p>Curricular Connections ELA: GLO 1—Explore thoughts, ideas, feelings, and experiences (express ideas, consider others’ ideas, experiment with language and form, express preferences, set goals, develop understanding, explain opinions, combine ideas, extend understanding), GLO 4—Enhance the clarity and artistry of communication (generate ideas, organize ideas, share ideas and information, effective oral communication, attentive listening and viewing)</p>	<p>◆ Help!</p> <p>Pair off students. Ask each pair to prepare a simulation exercise involving two individuals: one who does not know how to communicate emotions (e.g., gets angry or carried away quickly) and one who provides advice and shows ways of dealing with the situation (e.g. cool-down relaxation techniques). Ask those watching for other ideas. Encourage students to be creative and use humour to deal with the issue. Invite them to choose from a variety of methods to illustrate the topic (e.g., poster, pamphlet, cartoon).</p> <p>Variation: Use puppets for this role-play activity.</p> <p>◆ Control</p> <p>Explain to students that disagreements and differences of opinion are normal and appropriate, provided they are not expressed in an aggressive or abusive manner (e.g., using loud voice or offensive language, booing opponents). Model appropriate ways of communicating emotions (e.g., keeping calm voice, using acceptable language, cheering others). Have students demonstrate anger-management strategies (see learning outcome K.4.1.B.3a or K.4.3.B.3a) through role-play or simulation exercises. Use additional resources (e.g., texts, videos, guests) to help students distinguish between appropriate and inappropriate ways of communicating emotions. Have them suggest alternatives or solutions to inappropriate behaviours.</p> <p>◆ Call Out!</p> <p>Play a team game (e.g., floor hockey) in the gymnasium with half the class. Have the other half of the class call out from the sidelines: booing, yelling out unkind words, and so on. Stop the game and ask the players how they felt. List the booing, unkind words, and so on, on the board. Ask for appropriate words and also list those on the board. Start the game again and have the spectators cheer politely and call out appropriate words. Gather as a group to talk about how the players felt this time. Switch group tasks and let the spectators become the players.</p>



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

Some sport and/or competitive activities in the gymnasium or classroom can easily give rise to negative behaviours (e.g., cheating, being aggressive), given the free interaction. The atmosphere must, therefore, be positive and based on respect.

Develop strategies for and be consistent in dealing with inappropriate behaviours whenever they occur. It is important to reflect on the reasons (e.g., insecurity, rejection) why some students feel compelled to express their feelings in an inappropriate way (e.g., yelling, booing, using offensive language).

Review fair-play ideals (see learning outcome K.4.2.B.1a) and acceptable social behaviours. Make the most of mistakes and conflicts that occur in the classroom by adopting positive measures (e.g., using problem-solving strategies, following fair-play rules) to deal with them.

◆ **Performance Task: Help!**

Teacher: Inventory

Have students demonstrate, through skits, the following **inappropriate** ways to display emotions:

- get angry
- call out using a loud voice
- resort to name calling

Then have students demonstrate the following **appropriate** ways to show emotions:

- stay calm
- talk
- show relaxed body language

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p><i>Students will...</i></p>	
<p>☐ K.4.3.B.2b Recognize the importance (e.g., feeling of belonging, affiliation, learn from each other...) of friends and groups that are safe and dependable.</p>	
<div style="border: 1px solid black; padding: 5px;"> <p>Curricular Connections ELA: GLO 1—Explore thoughts, ideas, feelings, and experiences (develop understanding, explain opinions, combine ideas, extend understanding), GLO 5—Celebrate and build community (compare responses, relate texts to culture, appreciate diversity, celebrate special occasions, cooperate with others, work in groups) SS: why we live in our community: we need others (human interdependency)</p> </div>	<p>◆ Looking for a “Real Friend”</p> <p>Divide students into small groups. Ask them to use their own observations, reflections, and personal experiences of friendship to develop a pictorial representation of a good/real friend. The presentation can be done in a variety of ways (e.g., collage, magazine illustrations, drama, quotes, mime). Following the presentations of a “real friend” by the various groups, have students identify the attributes of a real friend (e.g., feeling of belonging, affiliation, being respected and valued, dependable). Question students about the meaning and importance of friendship and how it is depicted in the media. Point out that expectations or perceptions of friendship are not always realistic or fair (e.g., always expecting a friend to agree with us or do what we want to do).</p> <p>◆ Friends Forever?</p> <p>Ask the groups to reflect more deeply on friendship, based on their portrait of a “real friend.” Present a few hypothetical situations involving problem solving or a dilemma, and have each group share its reflections.</p> <p>Examples:</p> <ol style="list-style-type: none"> 1. If your friend were to invite you to participate in an exciting but dangerous activity, what would you do? How would you handle it? 2. Is it possible to be in a conflict situation with a good friend? If so, explain. What should you do? 3. You and your friend meet some other people. Your friend wants to leave you and go with the others. How do you react? Why? How could you resolve this situation? 4. You and a friend planned to spend the day (or some time) doing an activity together. Your friend cancels at the last minute. What do you do? Explain. 5. You have just had an argument with your friend. Give the reasons for the argument and your response. Could you have reacted otherwise? Explain. 6. You have received an amazing free coupon which states that you can go shopping at the “Friends R Us” store for the friend of your dreams. Explain whom you would choose, why, and what you would expect from him or her. Compare your ideas with those of your classmates, and revise your answer, as required.
<p><i>(continued)</i></p>	<p><i>(continued)</i></p>



TEACHER NOTES

Treat this learning outcome with sensitivity. Ensure that students understand that friends do not agree on everything, especially when one friend is doing something unsafe or against the law.



SUGGESTIONS FOR ASSESSMENT

◆ **Performance Task: Looking for a “Real Friend”**

Teacher: Checklist

While observing student performances, look for evidence of the following:

Suggested Criteria:

The student

- identifies the meaning of a friend
- shows the importance of the feeling of belonging
- recognizes that friends are dependable
- recognizes that there are times that you may disagree with your friends
- other

◆ **Journal Entry: All Activities**

Teacher: Anecdotal Notes

After students have participated in the learning activities, have them answer the following questions in their journals:

- Do you have a friend?
- Why is she or he your friend?
- Have you ever had a disagreement?
- Are you still friends?

Review the journal entries and make anecdotal notes as to whether students recognize the importance of safe and dependable friends.

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p><i>Students will...</i></p>	
<p><input type="checkbox"/> K.4.3.B.2b <i>(continued)</i></p>	<p><i>(continued)</i></p> <p>◆ Web a Friend</p> <p>Have students print the word “friend” on a piece of paper. Ask them to write out, connecting with a line, what they think of when they hear the word “friend.”</p> <p>Variation: Replace the word “friend” with a picture or the name of someone.</p> <div data-bbox="673 625 1356 924" data-label="Diagram"> <pre> graph TD friend((friend)) --- shares[shares] friend --- cares[cares] friend --- gives[gives of his or her time] </pre> </div> <p>◆ Books! Books!</p> <p>Read books on friendship to the class.</p> <p>Variation: Have students go to the library and find books that deal with friendship and have them share them with the class.</p> <p>◆ Friendship Day in the Gym</p> <p>Have students play in a variety of games that have to do with sharing, protecting, belonging (group work), giving, showing kindness, and so on.</p> <p>Examples:</p> <ul style="list-style-type: none"> • Dr. Dodge Ball (see learning outcome S.2.2.A.1b): In this game the team players have to protect (guard) the doctor and the doctor helps others. • Rescue Ball Tag (see learning outcome K.1.2.C.3) or Rescue Swamp Ball (learning outcome K.1.2.C.4): Once hit, a player sits down. To play again, someone must give the player a ball (encourage “thank you”).



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

A large, empty rectangular box intended for writing teacher notes.



PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p><i>Students will...</i></p>	
<p>☐ K.4.3.B.3a Recognize anger triggers for self and others (e.g., name calling, feeling inadequate, being reprimanded...), and strategies to reduce, control, or avoid anger (e.g., seek someone to talk to, take time out, participate in a diversion activity, engage in physical exercise...) in emotional situations.</p>	
<p>Curricular Connections ELA: GLO 1—Explore thoughts, ideas, feelings, and experiences (express ideas, consider others' ideas, experiment with language and form, express preferences, set goals, develop understanding, explain opinions, combine ideas, extend understanding), 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)</p>	<p>◆ My Reaction</p> <p>Ask students to think about conflict situations they have experienced and to write or illustrate their usual reactions when dealing with their own anger or that of others. Have them compare their reactions with those of other students (not everyone's reaction to a given situation is the same—everyone's feelings are unique), considering whether they are appropriate/inappropriate. Then organize role-plays (in the classroom, gymnasium, or schoolyard) to depict potential conflict situations and the appropriate ways to deal with them in an emotional situation.</p> <p>Examples:</p> <ul style="list-style-type: none"> • Take a deep breath. • Tell yourself to “cool it.” • Think of something else that is nice. • Count slowly from one to ten. • Tell someone how you feel. • Ask for or take a time out and leave the situation, if possible. • Do a physical exercise. • Do a relaxation exercise. • With arms by your side, squeeze your elbows into your body and release the tension slowly. <p>Have students practise these strategies in conflict situations.</p> <p>◆ Anger Triggers</p> <p>Read aloud a story that describes and recognizes anger in emotional situations and ask students to identify the anger triggers (e.g., name calling, being reprimanded, feeling inadequate, insecurity, betrayal, jealousy, misunderstanding, injustice, communication problem, hurtful remarks). Have students cut out illustrations, comic strips, or caricatures depicting these emotional situations and compose a dialogue or text that could explain these anger triggers. Show that anger is an emotional reaction to a situation that is perceived as a threat, but that there are appropriate ways to deal with it.</p> <p>◆ Learning Outcome Connections</p> <p>Draw connections with the learning outcomes on identifying physical anger signs (K.4.1.B.3a), relaxation techniques (S.4.2.A.5), decision making (K.4.2.A.3), and empathy and consideration for self and others (K.4.3.A.1 and K.4.3.B.1a). Review and have students practise these strategies throughout the school year.</p>



TEACHER NOTES

Students should be able to identify that not all conflict is negative. Conflict or disagreement can be healthy when it stimulates thinking or provides an opportunity for students to look at other points of view and to assert themselves to find appropriate, non-violent ways to resolve a difficulty. Conflict is unhealthy when it involves fighting or physical violence as well as verbal abuse.

There are teaching strategies that can foster or hinder the development of healthy relationships among students. For example, ensure that teams are evenly matched in competitive challenges. When teams are in competition against one another (e.g., in gymnasium, cooperative or project work) the success of one team can have a negative impact on the others.

Certain classroom management techniques (e.g., spatial layout, class council) and teaching methods (e.g., cooperative learning) contribute to creating an environment that fosters respect and understanding, thereby reducing potential conflicts. Consult the appropriate resources on teaching strategies (e.g., guidelines for effective teamwork, cooperative learning).

In the gymnasium, remind students of the importance of fair play and encourage all players to respect their opponents (e.g., avoid laughing at other players).



SUGGESTIONS FOR ASSESSMENT

◆ Paper and Pencil Task: My Reaction

Teacher: Checklist

Have each student make a deck of cards that includes different ways that could be used to calm down. Have students pick a card when they feel angry and try using the strategy. Discuss at the end of the week what cards students used and whether the strategies worked.

Suggested Criteria:

Look for decks of cards to include the following strategies to reduce, control, or avoid anger:

- Take a deep breath.
- Tell myself to “cool it.”
- Think of something else that is nice.
- Count slowly from one to ten.
- Talk about how I feel.
- Ask for or take a time out.
- Leave the situation, if possible.
- Do a physical exercise.
- Do a relaxation exercise.
- Other _____

◆ Observation: My Reaction

Teacher: Anecdotal Notes

Observe students in emotional situations and record whether they use the strategies to calm down.

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<i>Students will...</i>	
<p><input type="checkbox"/> K.4.3.B.3b Show an understanding of the steps in a conflict-resolution process (i.e., identify the goal; identify constraints, limiting conditions, and possible options; choose best option; evaluate for effectiveness).</p>	<p>◆ Understanding the Steps in a Conflict-Resolution Process</p> <p>Present the conflict-resolution model to students (see teacher notes) using 11 cards that have the four steps and the seven indicators written on them. (Write each of the four steps in capital letters.)</p>
<p>Curricular Connections ELA: GLO 1—Explore thoughts, ideas, feelings, and experiences (express ideas, consider others' ideas, experiment with language and form, express preferences, set goals, develop understanding, explain opinions, combine ideas, extend understanding), GLO 3—Manage ideas and information (ask questions, organize information), GLO 5—Celebrate and build community (compare responses, relate texts to culture, appreciate diversity, celebrate special occasions, cooperate with others, work in groups)</p>	<p><i>IDENTIFY THE GOAL</i></p> <ul style="list-style-type: none">• describe what has happened• describe how you feel and why you feel that way• make sure you understand the other student's point of view <p><i>IDENTIFY CONDITIONS AND POSSIBLE OPTIONS</i></p> <ul style="list-style-type: none">• say what you can do to solve the problem• state whether or not you agree with the other student's solution <p><i>CHOOSE THE BEST OPTION</i></p> <ul style="list-style-type: none">• together with the other student, decide on the best option <p><i>EVALUATE FOR EFFECTIVENESS</i></p> <ul style="list-style-type: none">• decide whether the problem is solved
	<p>Brainstorm for different conflicts that could arise between/among students (e.g., being excluded from a game, disagreeing on rules, telling someone a secret, spreading rumours). Form groups of two, and give each pair one scenario that can be solved using the conflict-resolution model. Each group can then present to the rest of the class.</p>



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

Conflict-Resolution Model:

1. *Identify the goal:* It is important for students to recognize each other’s viewpoint in order to identify the goal; thus, each student must
 - describe what has happened
 - say how he or she feels and why

Once the two students understand each other’s point of view, they can better understand the problem and find a common goal.
2. *Identify conditions and possible options:* Each student says what he or she can do to solve the problem and then states why he or she agrees or disagrees with the proposed solution.
3. *Choose the best option:* The process continues until each student has chosen what he or she thinks is the best option to solve the problem.
4. *Evaluate for effectiveness:* The students can resume previous activities and evaluate by asking themselves whether the problem has been solved. If not, then the students repeat the process and try a new option.



◆ Performance Task: Understanding the Steps in a Conflict-Resolution Process

Teacher/Group Assessment: Checklist

Have students arrange their conflict-resolution cards in the correct order.

Names	Steps		Indicators	
	The four main steps are in the correct order.		The indicators are located with the correct step.	
	Yes	No	Yes	No

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p><i>Students will...</i></p>	
<p>☐ K.4.3.B.3c Identify mediation skills (e.g., allow person to express opinions, summarize other person’s point of view, recognize feelings of others...) that can be used as part of the conflict-resolution process.</p>	<p>◆ Mediation Mates</p> <p>Make a small green flag out of cardboard or cloth. Prepare simulation exercises of conflict situations (see learning outcome K.4.3.B.3b) and have groups of three students act them out (role-play). Two students pretend to be in conflict, while the third student is the mediator. The latter holds the green flag and gives it, as needed, to one of the characters. The person with the green flag has the right to speak and express his or her opinion. The other person may not interrupt until the mediator has given him or her the flag to speak. Draw students’ attention to the role of the mediator, who must also listen attentively before deciding to let the other person speak.</p> <p>Once the second person has the flag, he or she must summarize, with one sentence, what the other student said. Or, before giving the green flag to the second student, the mediator summarizes what the first student said. Switch the roles so that everyone has a chance to be a character and the mediator.</p> <p>Lead a sharing session after the activity on the difficulties encountered (e.g., desire to interrupt) and on the ways to resolve them (e.g., be assertive, indicate that the other will have his or her turn).</p> <p>Variation: Have students use appropriate strategies or vocabulary for expressing points of view when they perform their role-play:</p> <p><i>Strategies</i></p> <ul style="list-style-type: none"> • Summarize each character’s point of view. • Repeat back the information. • Ask questions to clarify or verify comprehension. • Listen attentively and actively. • Encourage the expression of feelings and opinions of both parties (using “I” messages). • Recognize the feelings of others. <p><i>Vocabulary</i></p> <ul style="list-style-type: none"> • How do you feel when...? • What other ways could you...? • In your opinion... • If I understand correctly... • Tell me if I am wrong when I say that... • You seem angry (sad, scared) when... • I get the impression that...
<p>Curricular Connections</p> <p>ELA: GLO 1—Explore thoughts, ideas, feelings, and experiences (express ideas, consider others’ ideas, set goals, explain opinions, extend understanding), GLO 3—Manage ideas and information (ask questions, organize information), GLO 5—Celebrate and build community (compare responses, relate texts to culture, appreciate diversity, celebrate special occasions, cooperate with others, work in groups)</p> <p>MA: Patterns and Relations (sorting, comparisons)</p> <p>SS: appreciation of diversity</p>	
<p><i>(continued)</i></p>	<p><i>(continued)</i></p>



TEACHER NOTES

Mediation:

Explain to students that mediation is used when two or more people in confrontation are unable to come to an agreement on their own and a designated person outside the conflict helps them to resolve it in a peaceful manner. For example, a school counsellor, teacher, or principal may help two students in conflict, or a parent may help two siblings in conflict. When two countries or groups disagree on an economic issue, a mediator can be asked to help them come to some agreement. Mediation is, therefore, a normal means of using available human resources to reduce a crisis and resolve conflict situations in a peaceful manner, while taking into account the points of view of both parties concerned.

If your school has student conflict-managers, invite them to talk to the class about their role in this process. Have students prepare questions that they could ask at the end of the presentation. Organize role-plays for practising required mediation skills (e.g., be calm, know how to listen, want to help, do not take sides, remain peaceful, practise good communication and problem-solving skills, ensure confidentiality).

Help students understand what is meant by a point of view. Have them participate in activities that require them to look at different points of view, switch roles, and so on.

Apply the point-of-view technique in a variety of subject areas such as social studies (e.g., viewpoint of someone from another ethnic



SUGGESTIONS FOR ASSESSMENT

◆ **Observation: Mediation Mates**

Teacher: Rating Scale

Listen to students as they participate in the learning activities and rate their abilities to identify and use the following mediation skills:

- allows person to express opinions
- summarizes other person’s point of view
- recognizes feelings of others

Rating Scale	
Scale	The student
3	• uses all mediation skills
2	• uses some of the mediation skills
1	• does not use the mediation skills



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

TEACHER NOTES (continued)

background), science, or art (e.g., unusual perspective when an object is observed from a non-traditional angle—upside down, inversion of some elements of scenery).

When a student has had an opportunity to understand another student’s point of view, he or she is in a better position to understand what the other student is going through.



PRESCRIBED LEARNING OUTCOMES

SUGGESTIONS FOR INSTRUCTION

Students will...

K.4.3.B.3c *(continued)*

(continued)

◆ **The Feelings of Others**

Based on a hypothetical conflict situation (e.g., after a story or video), ask two students to simulate the scene of conflict. Ask the audience to comment on what they see, hear, and observe (e.g., emotions, words, body language, empathy, aggressiveness). Then ask both actors to recognize the feelings of the other. Give them a few minutes (spectators can offer suggestions and guidance) to think about it and have them act out the scene again with the roles reversed. Follow with a general discussion on what we learn by recognizing others' feelings.

Organize other simulation exercises (e.g., have students write, draw) to enhance students' awareness of the feelings of others during a conflict.

Variation: In the gymnasium, give each student the opportunity to be both a tagger and a non-tagger so that students can discuss their feelings in each situation. Allow each person to express opinions and to recognize the feelings of others.

K.4.3.B.4 Recognize verbal and non-verbal behaviours associated with assertiveness (e.g., saying “no” with a firm voice...).

◆ **Power Up!**

Explain to students that every human being has his or her own way of dealing with conflict. Ask them to identify different ways of behaving to deal with conflict. Have students assess the effectiveness of these approaches using questions such as these: “Do you think that this method really works? Why? Is there another way to react to the conflict?” Show that some ways of dealing with conflict are more effective than others because they provide greater opportunities for assertiveness or active participation in developing a solution that satisfies both parties equally. Use role-play exercises to practise these behaviours (verbal: saying “no” with a firm voice; non-verbal: maintaining direct eye contact, staying calm).

Curricular Connections

ELA: GLO 4—Enhance the clarity and artistry of communication (effective oral communication, attentive listening and viewing)



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

◆ **Observation: Power Up!**

Teacher: Checklist

While students are role-playing, use a checklist to assess whether they know when they are using verbal or non-verbal behaviours.

Suggested Criteria:

	Yes	No
The student		
• recognizes examples of verbal behaviours (e.g., saying “no” with a firm voice, saying “no” immediately)	<input type="checkbox"/>	<input type="checkbox"/>
• recognizes non-verbal behaviours (e.g., frowning, placing hands on hips, stamping foot)	<input type="checkbox"/>	<input type="checkbox"/>



PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<i>Students will...</i>	
<p>☐ S.4.1.A.1 ⇨ S.4.3.A.1 Set simple short-term goals and participate in strategies for goal attainment (e.g., running without stopping for one minute, listening attentively to the teacher reading a book, completing a task...).</p>	<p>◆ Simple Short-Term Goals</p> <p>Explain that it is sometimes necessary to make a special effort to achieve certain goals, even if they are simple. Identify some reasons why people do not always adhere to their goals (e.g., they forget, are not motivated, are interrupted, change their minds, do not remain on task).</p> <p>Ask students to identify one simple goal that they would really like to attain (e.g., complete a task). Have them suggest ways to attain this particular goal (e.g., write a reminder note on the calendar, choose a set time to work on it, make a plan). Ask students to choose the strategy that best suits them. Present alternative models, as required (e.g., use a checklist, give a small reward, develop a routine, use a visual or audible cue). Invite students to implement their individual strategies. Assess improvement or goal attainment. Revise strategies as required. Have students share the strategies that worked best and explain why.</p> <p>◆ Look at Me!</p> <p>In the gymnasium setting, ask students to set a short-term goal for themselves (e.g., bounce a ball 30 times in a row). Have all students work on the same goal (e.g., bouncing a ball) but have them set their own limit. Those who can bounce well can set a limit of 50 and those who need practice can set a limit of 20. Allow practice time each class for one week. Reassess the class to see whether students reached their goals. Sheets could be handed out for individuals to record their success.</p>
<p>Curricular Connections</p> <p>ELA: GLO 1—Explore thoughts, ideas, feelings, and experiences (express ideas, consider others' ideas, set goals, explain opinions, extend understanding), GLO 3—Manage ideas and information (ask questions, organize information, assess sources, access information)</p> <p>MA: Shape and Space (comparing length, height, distance, time)</p>	



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

Have students communicate their goals, plans, and achievements with their families. Encourage involvement of parents where applicable.

Make adaptations for students with special needs. Celebrate group successes.



◆ **Observation: Look at Me!**

Teacher: Checklist

Observe students in the gymnasium.

Suggested Criteria:

The student


- is able to set a short-term goal
- shows the ability to practise strategies to reach his or her goal
- accomplishes his or her goal
- does not accomplish his or her goal but identifies the next step

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<i>Students will...</i>	
<p>□ S.4.3.A.2 Use the steps in the decision-making/problem-solving process, with emphasis on seeking relevant knowledge related to simple and everyday-living topics or issues (e.g., choosing to play an active, safe game at recess; including everyone in a game; following class rules...).</p>	<p>◆ Mystery Box</p> <p>Tell students that they are going to participate in a mystery activity but that they first have to select an item from a box filled with assorted equipment or classroom supplies. Have students choose in rotation. Once everyone has chosen something (do not allow any discussion on the choice of item, but stress that everyone has made a choice), put students in groups of four and propose the following activity: Each team must create and demonstrate an active and safe game to the class, using the items that team members selected from the box. After the activity, ask students questions about their choice of items:</p> <ul style="list-style-type: none"> • Why did you choose this item? • Would you have chosen the same item if you had known what it would be used for? • Do you think your item was right for your game? • How does the choice of item affect the outcome? • What suggestions or recommendations would you make to another class preparing to do the same activity? <p>Help students understand that it is usually preferable to seek the relevant knowledge for solving a problem before starting an activity. For example, students could be asked to revise their game, bearing in mind the following: number and type of persons playing the game, choice of game, choice of appropriate items, conditions related to safety, location, time, and resources available.</p> <p>Variation: Use a Sharing Circle to elicit a response from each student.</p>
<div style="border: 1px solid black; padding: 5px;"> <p>Curricular Connections</p> <p>ELA: GLO 3—Manage ideas and information (ask questions, organize information, access information, identify sources)</p> <p>SC: Cluster 2—Materials and Structures (playground structures)</p> <p>SS: social responsibility</p> </div>	



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

A small illustration of a sneaker with stripes, positioned at the bottom right corner of the large empty box.

◆ **Observation: Mystery Box**

Teacher: Checklist

Observe students while they are working on developing their games.

Suggested Criteria:

The student

- shows the ability to seek relevant knowledge (i.e., reflects on past experiences, looks in books, asks a friend)
- contributes to answering the questions and making decisions
- is able to explain how choices can affect the outcome of the game
- uses decision-making/problem-solving steps in group work
- recognizes that not having all the relevant information is detrimental to the success of the group

PRESCRIBED LEARNING OUTCOMES

SUGGESTIONS FOR INSTRUCTION

Students will...

S.4.3.A.3 Demonstrate behaviours (e.g., use appropriate body language, make encouraging remarks, ask questions, help others, include others in conversation or play...) **that show respect for the abilities and feelings of others in small-group class activities.**

Curricular Connections

ELA: GLO 1—Explore thoughts, ideas, feelings, and experiences (develop understanding, explain opinions, combine ideas, extend understanding), GLO 5—Celebrate and build community (appreciate diversity, celebrate special occasions, cooperate with others, work in groups)
PE/HE: S.4.K.A.3, S.4.1.A.1
SS: citizenship, building community

◆ **Inclusion for All**

Have students prepare several short presentations (e.g., dance, gymnastic activity, play, concert) for a special event (e.g., assembly, holiday, theme day or week). Students must ensure that everyone has a role in the preparation or presentation, including students with special needs. Suggest that they adapt the presentations (e.g., story, scenery, accessories) to accommodate the needs of everyone. Encourage students to show respect for the abilities and feelings of others (e.g., use appropriate body language, make encouraging remarks, help others, include others).

Variations: In the gymnasium, encourage students to congratulate all players and make them aware that all students have different skill levels. Show students a variety of methods to select players for a team (e.g., heads or tails, names drawn out of a hat).



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

Review social responsibilities for working or having fun together: listening attentively, sharing, controlling self, managing anger, compromising.

◆ **Performance Task: Inclusion for All**

Group Assessment: Anecdotal Notes

Have students complete the following assessment of their group work.



See BLM 3–5: Inclusion for All.



PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<i>Students will...</i>	
<p>☐ S.4.3.A.4 Demonstrate the use of mediation strategies as part of a conflict-resolution process in different case scenarios (e.g., recess play, class disagreements, calling own fouls in a game...).</p>	
<p>Curricular Connections ELA: GLO 1—Explore thoughts, ideas, feelings, and experiences (express ideas, consider others’ ideas, set goals, explain opinions, extend understanding), GLO 3—Manage ideas and information (ask questions, organize information), GLO 5—Celebrate and build community (compare responses, appreciate diversity, work in groups, cooperate with others) MA: Patterns and Relations (sorting, comparisons) SS: appreciation of diversity</p>	<p>◆ Middle Ground</p> <p>Use hypothetical (role-play) or real conflict situations to have students practise the mediation process:</p> <ul style="list-style-type: none"> • stabilize the situation (practise politeness, openness) • encourage communication (listen, repeat back information) • encourage negotiation (cooperate, explore different options) • encourage consensus building (come to agreement) <p>Invite school mediators to speak to the class about their role and give a demonstration.</p> <p>◆ Conflicts</p> <p>Explain that conflicts are like big, black clouds in the sky that blow in from time to time but do not last forever. Conflicts are a part of society, just as clouds are a part of the sky. Indicate that there are acceptable and unacceptable ways to resolve conflict.</p> <ul style="list-style-type: none"> • Have students identify conflict situations (e.g., argument in a game) and ways to resolve them (e.g., avoiding/withdrawing, accommodating, competing, compromising, collaborating). • Ask them to identify unacceptable ways to resolve the conflict situations (e.g., fighting, threatening, harassing). Have them think about the consequences of an unacceptable conflict-resolution method (e.g., punishment, humiliation, fear or embarrassment).


TEACHER NOTES

Conflict is inevitable in society, but it is not necessarily negative. In fact, conflict can lead to one or more acceptable solutions to restore harmony. Aggression, on the other hand, is considered to be an unacceptable behaviour that is learned by the individual. It is, therefore, important to teach students non-violent conflict resolution. Mediation consists in having an outside person (unbiased/neutral) facilitate conflict resolution (reach an agreement) through communication, collaboration, and assertiveness.

While conflicts are generally less sensational in the Early Years than in the Senior Years, they are at least as serious, given the fragility of young students.

The Talking Circle is meant to create a safe environment in which to resolve conflict. (See Talking Circle, *Success for All Learners*, 7.5.)

Encourage students to solve conflicts without violence by providing them with a corner in the classroom where a poster outlines the steps of a conflict-resolution process (refer to learning outcomes K.4.3.B.3b and K.4.3.B.4).


SUGGESTIONS FOR ASSESSMENT
◆ Observation: Middle Ground

Self-Assessment: Frequency Index/Checklist

Post a class list (possibly in the “Conflict Corner” of the room where students are encouraged to go to solve their own conflicts) and have students check off their name every time they have demonstrated the use of a mediation strategy.



Personal and Social Management Outcomes: Grade 3



Knowledge

- K.4.3.A.1 Identify the importance of showing consideration for self and others, and for individual differences** (i.e., language, ideas, abilities, physical characteristics).
- K.4.3.A.2a Differentiate between long-term goals** (e.g., strong bones, class projects...) **and short-term goals** (e.g., meet recommended daily requirements of milk/milk products, daily homework assignments...).
- K.4.3.A.2b Discuss how attributes** (i.e., determination, being responsible, staying on task) **and desires** (i.e., willingness to help, motivation to participate or contribute) **affect personal progress and achievement.**
- K.4.3.A.3 Explore the steps in the decision-making/problem-solving process** (e.g., define topic or issue, explore alternatives, check and consider health knowledge and values, identify possible solutions, decide, evaluate...).
- K.4.3.B.1a Describe the behaviours** (e.g., accepting everyone into the group, inviting others to play or participate, no put-downs, recognizing feelings of others...) **that show respect for the abilities and feelings of others.**
- K.4.3.B.1b Talk about personal participation and responsibility in cooperative play and teamwork for appreciation of diversity** (e.g., willingness to play and work with others, acceptance of individual differences, motivation to contribute, dealing with rejection...).
- K.4.3.B.2a Identify appropriate and inappropriate ways** (e.g., talking/crying, calm voice/loud voice, acceptable language/offensive language, cheering/booing...) **of communicating emotions.**
- K.4.3.B.2b Recognize the importance** (e.g., feeling of belonging, affiliation, learn from each other...) **of friends and groups that are safe and dependable.**
- K.4.3.B.3a Recognize anger triggers for self and others** (e.g., name calling, feeling inadequate, being reprimanded...), **and strategies to reduce, control, or avoid anger** (e.g., seek someone to talk to, take time out, participate in a diversion activity, engage in physical exercise...) **in emotional situations.**

Knowledge (continued)

- K.4.3.B.3b Show an understanding of the steps in a conflict-resolution process** (i.e., identify the goal; identify constraints, limiting conditions, and possible options; choose best option; evaluate for effectiveness).
- K.4.3.B.3c Identify mediation skills** (e.g., allow person to express opinions, summarize other person's point of view, recognize feelings of others...) **that can be used as part of the conflict-resolution process.**
- K.4.3.B.4 Recognize verbal and non-verbal behaviours associated with assertiveness** (e.g., saying "no" with a firm voice...).

Skills

- S.4.1.A.1** **Set simple short-term goals and participate in strategies for goal attainment** (e.g., running without stopping for one minute, listening attentively to the teacher reading a book, completing a task...).
- S.4.3.A.2 Use the steps in the decision-making/problem-solving process, with emphasis on seeking relevant knowledge related to simple and everyday-living topics or issues** (e.g., choosing to play an active, safe game at recess; including everyone in a game; following class rules...).
- S.4.3.A.3 Demonstrate behaviours** (e.g., use appropriate body language, make encouraging remarks, ask questions, help others, include others in conversation or play...) **that show respect for the abilities and feelings of others in small-group class activities.**
- S.4.3.A.4 Demonstrate the use of mediation strategies as part of a conflict-resolution process in different case scenarios** (e.g., recess play, class disagreements, calling own fouls in a game...).

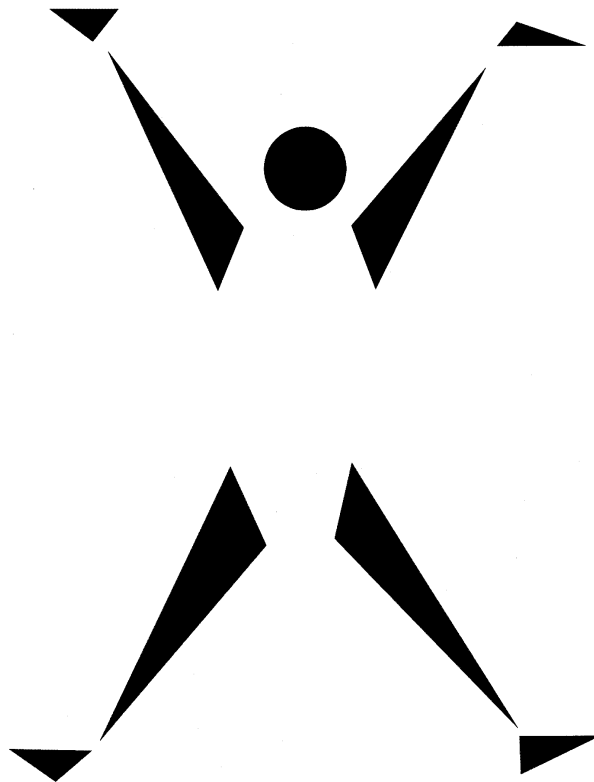
Attitude Indicators

- 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.

Grade 3

5. Healthy Lifestyle Practices

The student will demonstrate the ability to make informed decisions for healthy living related to personal health practices, active living, healthy nutritional practices, substance use and abuse, and human sexuality.



PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<i>Students will...</i>	
<p>☐ K.5.2.A.1 ➡ K.5.3.A.1 Identify the daily habits and responsibilities for leading a physically active and healthy life (e.g., self-regulation relative to practising daily health routines for cleanliness, rest, healthy eating, good posture...).</p>	
<p>Curricular Connections ELA: GLO 3—Manage ideas and information (use personal knowledge, ask questions, contribute to group inquiry, create and follow a plan, identify personal and peer knowledge, assess sources, access information, make sense of information, organize, record, and evaluate information, develop new understanding), 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)</p>	
	<p>◆ Daily Habits</p> <p>Have students use role-play, mime, or drawings (e.g., comic strips) to demonstrate daily habits for leading a physically active and healthy life. These include daily health routines for</p> <ul style="list-style-type: none">• cleanliness (e.g., shower/bathe, change clothes)• rest (e.g., nap, get adequate sleep)• healthy eating (with food from the four food groups)• exercise, including good posture (e.g., when reading, at the computer, during a physical activity) <p>◆ Daily Responsibilities</p> <p>Have students draw up a plan of action to ensure personal responsibility for one or more of their daily health habits (e.g., tidy bedroom, bathe, eat healthy and balanced meals, rest, do homework, use independent learning strategies, help family, do physical activity). For example, students can</p> <ul style="list-style-type: none">• identify the habit for which they want responsibility• indicate the means to be used• establish the steps for fulfilling this responsibility• take action and revise their plans as required <p>Encourage students to discuss their plans with one or more partners and exchange strategies for more effective implementation.</p>



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

Strategies for independent learning are part of Grade 3 students’ daily habits and responsibilities (e.g., know how to do homework, study, do research at home or school, edit, make notes, organize work, locate pertinent information). For further information, consult page 6.81 of *Success for All Learners*.

Health Habits:

- daily physical activity
- healthy eating
- personal and dental hygiene
- regular rest/sleep



PRESCRIBED LEARNING OUTCOMES

SUGGESTIONS FOR INSTRUCTION

Students will...

☐ K.5.2.A.2 ➔ K.5.3.A.2 Identify common communicable diseases/illnesses/conditions (e.g., colds, flu, pink-eye, head lice...) **in the classroom and home, and ways to prevent the spread of diseases/illnesses/conditions** (e.g., cover mouth when sneezing or coughing, wash hands regularly, share food appropriately, use own hair utensils and headwear...).

Curricular Connections

ELA: GLO 3—Manage ideas and information (use personal knowledge, ask questions, contribute to group inquiry, create and follow a plan, identify personal and peer knowledge, assess sources, access information, make sense of information, organize, record, and evaluate information, develop new understanding)
MA: Patterns and Relations (sorting, graphing, patterns, sequence)

(continued)

◆ Classify Our Illnesses

Have students name some illnesses with which they are familiar. Sort them according to communicable diseases/illnesses (e.g., cold, flu, chicken pox) or conditions (e.g., head lice, ringworm, scabies, parasitic worms). Explain that the germs around us sometimes get into our bodies through the air we breathe, the food and water we consume, or skin lesions. Ask students to describe the symptoms associated with

- illnesses such as colds, flu, and chicken pox: pain (e.g., head, stomach, throat, body aches), stuffy or runny nose, red eyes, coughing, sneezing, loss of appetite, fever, rash, chills, fatigue
- parasites such as head lice, ringworm, and scabies: patches of dry skin, itching and irritation, nits (lice eggs), burning or tingling

◆ Check the Causes

Have students research the causes of common communicable diseases and map out the findings. (See Graphic Organizers, *Success for All Learners*, 6.14 and 6.15).

Examples:

- When people sneeze or cough, their germs are projected into the air, and those around them may get the same illness by breathing in the contaminated air.
- When people who are sick do not wash their hands and touch someone else, they can transmit their infection to that person.
- When people touch something dirty and then use their hands to put food in their mouths, they may introduce germs into their bodies.
- Some contact with insects, flies, and mosquitoes can cause diseases.
- When people do not get adequate sleep/rest and are tired, their bodies are less able to fight off the germs around them. The same thing can happen to those with unhealthy eating habits.
- When people do not do enough daily physical activity, they are less resistant to illnesses/diseases.

(continued)



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

Prevention:

The following are a few ways to prevent the spread of certain diseases/illnesses/conditions:

- Get a vaccination/immunization.
- Stay at home when ill.
- Practise good hygiene habits at home, at school, and in the community (e.g., wash hands as often as necessary, get adequate sleep, eat healthy foods, share food appropriately, participate in physical activity, use own hair utensils, headwear, toothbrush, and any other personal toiletry item).
- Keep a distance from people who are sick (e.g., sneezing, coughing).
- Use a tissue when sneezing and throw it in the garbage. Cover mouth when coughing or cough into your sleeve or shirt rather than your hands.
- Visit a doctor regularly.



PRESCRIBED LEARNING OUTCOMES

SUGGESTIONS FOR INSTRUCTION

Students will...

K.5.2.A.2 ➡ **K.5.3.A.2** *(continued)*

(continued)

◆ **Spread the Word, Not the Germ!**

Have students research ways to prevent contagious diseases/illnesses/conditions. Have them use posters, comic strips, advertising pamphlets, or video presentations to present the results of their research.

Variations:

- Map out the ways to prevent communicable diseases/illnesses/conditions (see Graphic Organizers, *Success for All Learners*, 6.14 and 6.15).
- Do research using the KWL Plus strategy (see KWL Plus, *Success for All Learners*, 6.94).

◆ **The Chicken Pox Monster**

Select one student to be “it” (the chicken pox monster) and have all other students scatter within a designated area. If caught by the chicken pox monster, students must join hands with the monster. Once the monster has four people joined, they break off into smaller groups of two. Continue the game until all are caught.

K.5.2.A.3 ➡ **K.5.3.A.3** **Assess personal dental care habits and identify ways to promote dental health for self and/or others.**

◆ **Dental Health Survey**

Conduct a survey to find out how many times a day students brush their teeth. Make a bar chart to show the results. Ask questions to identify ways students can improve their dental care habits. Repeat the same activity for flossing.

◆ **Personal Dental Health Chart**

Ask students to note in a personal chart how many times a day they brush their teeth over a one-week period, and when they do it (e.g., after eating something sweet). Ask questions to identify ways students can improve their dental care habits. Repeat the same activity for flossing.



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

[Empty box for teacher notes]

Involve parents/guardians in completing the personal chart for dental care.



PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<i>Students will...</i>	
<p><input type="checkbox"/> K.5.2.B.1 ➔ K.5.3.B.1 Identify the health benefits (i.e., better health, posture, balance, self-esteem, healthy weight, stronger muscles and bones) of participating in regular physical activity (e.g., accumulating more than 60 minutes and up to several hours a day of physical activity...).</p>	<p>◆ Fit Talk</p> <p>After each physical activity (such as those suggested for learning outcome S.2.3.A.3a), discuss how participation contributes to health benefits.</p> <p>◆ Learning Outcome Connections</p> <p>Have students participate in the activities suggested for learning outcomes K.2.1.B.1 and K.1.1.B.1 to discuss physical activity for health and the learning of skills.</p> <p>◆ Card Orienteering</p> <p>Set up an outdoor orienteering course that includes different stations, each one marked by a cone. Under each cone, place a numbered card with a health benefit printed on it. Ask students to run to the stations, look for the numbered card, and print the health benefit beside the corresponding number on their recording sheets.</p> <p>Variation: Have students work cooperatively in small groups to find the numbered health benefit assigned to each group. Upon returning with the correct benefit on their recording sheet, the group is given the second number to look for. Provide each group with different sequences of numbers.</p>
<p>Curricular Connections</p> <p>ELA: GLO 1—Explore thoughts, ideas, feelings, and experiences (develop understanding, explain opinions, combine ideas, extend understanding)</p> <p>PE/HE: K.1.3.B.3b, S.1.K.A.3</p>	



TEACHER NOTES

Introduce, explain, use, and reinforce vocabulary related to the health benefits of participating in regular physical activity. Students will have a greater understanding of the concepts when they are explained in simple terms. (For a list of health benefits, see the teacher notes for learning outcome K.5.2.B.1.)

Reinforce that muscles are important for protecting the bones and organs. As well, strong muscles are important for

- lifting things
- maintaining good posture
- preventing injury and lower back pain
- performing movement and sports skills more successfully

Include mini-lessons related to knowledge outcomes as part of the warm-up or cool-down activity in a lesson. This will help ensure that students are active for the maximum amount of time.

Questions for Discussion:

Use the following questions for discussion as they apply to the different posture/balance activities:

- Is it better to stand with feet apart or together to maintain balance? Why?
- Is it better to keep knees straight or bent to maintain balance? Why?



SUGGESTIONS FOR ASSESSMENT

◆ **Observation: Fit Talk**

Teacher: Inventory

Ask students to run to a designated “True” or “False” wall if they agree or disagree with these statements:

Participating in regular physical activity

- helps maintain a healthy weight (T)
- makes you get sick more often (F)
- gives you stronger muscles and bones (T)
- gives you bad posture (F)
- contributes to feeling good about yourself (T)

◆ **Paper and Pencil Task: Card Orienteering**

Self-Assessment: Checklist


Have students use a recording sheet such as the following and fill in the health benefit hidden under each station cone. Upon completion, students check their own chart with the Health Benefits poster (see teacher notes for learning outcome K.5.2.B.1) in the gymnasium.

Recording Sheet	
Card #	Health Benefit
1.	
2.	
3.	

Suggested Criterion:

Look for

- correct identification of health benefit at each station

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p><i>Students will...</i></p>	
<p>☐ K.5.2.B.2 ➡ K.5.3.B.2 Identify opportunities (e.g., during physical education class, recess, lunch hour, before/after school, on weekends...) to be active daily, alone or with family and others.</p>	
<div style="border: 1px solid black; padding: 5px;"> <p>Curricular Connections</p> <p>ELA: GLO 3—Manage ideas and information (use personal knowledge, ask questions, contribute to group inquiry, create and follow a plan, identify personal and peer knowledge, assess sources, access information, make sense of information, organize, record, and evaluate information, develop new understanding)</p> <p>MA: Statistics and Probability (counting, measuring, formulating questions, reading graphs, pictograms)</p> <p>PE/HE: S.2.3.A.3 (record participation)</p> </div>	<p>◆ Recess Play</p> <p>Discuss with students activities they do at recess that help increase their heartbeats and list the various activities in which they participate. Have students draw or collect pictures/graphics/clip art to be used to develop a page of the recess activities. Have students circle or check off the activities on the Recess Play activity sheet in which they participate during recess.</p> <p>◆ Activity Chart</p> <p>Provide students with an activity chart (see learning outcome S.2.3.A.3a) to fill in for a one-week period. Have them list</p> <ul style="list-style-type: none"> • the activities in which they participate at home, at school (e.g., recess), or in the community (e.g., lessons, sports teams) • the person(s), where applicable, with whom they did the activity (e.g., friend, team, grandparent, sister). <p>◆ Family Triathlon</p> <p>Introduce the triathlon concept (running, swimming, and bicycling) and encourage students to have fun with their families. Have them choose three activities that their family enjoys (e.g., walking, bicycling, jogging, jumping rope, soccer, basketball, touch football) and do them one after the other for a total of 30 minutes. One activity may last longer than the others. Discuss the results of the triathlon in class. Have students write a paragraph about their Family Triathlon.</p> <p>◆ 100 at Home!</p> <p>In a two-week period, have students earn 100 points by completing some of the physical activities listed on BLM 3–6, each of which is worth 10 points. They may repeat an activity.</p>
	<div style="text-align: center;">  <p>See BLM 3–6: 100 at Home!</p> </div> <p>Variation: Brainstorm a way to make the list “winter active.”</p>



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

Remind students that planning to be active every day is just as important as making time for eating three meals a day, brushing/flossing teeth, getting proper rest/sleep, and keeping clean.

◆ **Paper and Pencil Task: Recess Play**

Teacher: Inventory

Have students complete the Recess Play activity sheet and discuss their results.

Suggested Criterion:

Look for

- types of activities in which the student participates at recess (e.g., low, medium, or high intensity)



PRESCRIBED LEARNING OUTCOMES

Students will...

☐ K.5.2.B.3 ➡ K.5.3.B.3 Identify how automation and information technology (e.g., computers, video games, television, telecommunications...) have an impact on participation in physical activity.

Curricular Connections
ELA: GLO 3—Manage ideas and information (use personal knowledge, ask questions, contribute to group inquiry, create and follow a plan, identify personal and peer knowledge, assess sources, access information, make sense of information, organize, record, and evaluate information, develop new understanding)
MA: Statistics and Probability (counting, measuring, formulating questions, reading graphs, pictograms)

SUGGESTIONS FOR INSTRUCTION

◆ **Opinion Line**

Name technology forms that have an impact on participation in physical activity (e.g., televisions, elevators, treadmills, video games, heart monitors, cars), and have students run to a designated “Increase” wall or “Decrease” wall. Designate a central area for technology that has a “Neutral” impact and ask students who go there to explain their decision.

◆ **Self-Inventory**

Have students complete a self-inventory checklist of all the automated devices that they, their parents/guardians, and neighbours use that affect participation in physical activity.

Self-Inventory			
	Student	Parents/ Guardians	Neighbours
Automated Devices			

◆ **Sort It Out**

Have students sort the pictures (or names) of objects or devices from Automation Traps (see learning outcome K.5.2.B.3) according to whether they decrease or increase physical activity. (See Sort and Predict, *Success for All Learners*, 6.33.)



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

◆ **Observation: Opinion Line**

Teacher: Checklist

As students run to the appropriate walls, observe which students are able to identify the impact that a particular technology device may have on physical energy output.



PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<i>Students will...</i>	
☐ K.5.2.C.1a ➡ K5.3.C.1a Differentiate between “everyday” and “sometime” foods in <i>Canada’s Food Guide to Healthy Eating</i>.	◆ Differentiate between “Everyday” and “Sometime” Foods <ul style="list-style-type: none">• Brainstorm a list of “sometime” foods and “everyday” foods.• List the short- and long-term advantages and disadvantages of eating “sometime” foods and “everyday” foods.• Conduct a survey of students’ favourite vegetables and fruit, meat and alternatives, grain products, and milk products that are considered “everyday” foods. Present the results using different types of charts/graphs.• Conduct a survey of how often students in the class eat “sometime” foods and how much they consume. Present the results using pie charts.• Use the Nutrition Relay cards (see learning outcome S.5.2.A.3a) for sorting.
Curricular Connections MA: Statistics and Probability (counting, measuring, formulating questions, reading graphs, pictograms, predicting chance) SC: Cluster 1—Growth and Changes in Plants (food that comes from plants)	



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

Ensure that the instruction and learning related to this outcome take into account the dangers related to food allergies, as well as cultural and religious differences.

Parents have decisive influence over how their children eat, and should be as involved as possible in activities related to good eating habits.

Canada's Food Guide to Healthy Eating (Health Canada) is a basic educational tool for Canadian consumers. It identifies “everyday” and “sometime” foods as follows:

- “Everyday” foods are essential to growth and health and should be eaten daily.
- “Sometime” foods are of little or no nutritional value and may be eaten occasionally.

The new version of *Canada's Food Guide to Healthy Eating* is based on the latest research in nutrition, eating, and health. It is available at the Health Canada website:

<<http://www.hc-sc.gc.ca/hppb/nutrition/pube/foodguid/index.html>>.

Food guides are also available from: Publications Health Canada (613-954-5995)

See also the following websites:

- Manitoba Health, Food and Nutrition:
<<http://www.gov.mb.ca/health/nutrition/index.html>>
- Manitoba Milk Producers:
<<http://www.milk.mb.ca/>>

For diabetes prevention and Aboriginal focus activities, see the Diabetes Prevention Project for Children website:

<www.mts.net/~srussell/>.



◆ **Paper and Pencil Task: Differentiate between “Everyday” and “Sometime” Foods**

Teacher: Checklist

Prepare a chart randomly listing a variety of “everyday” and “sometime” foods. Have students circle the “everyday” foods and put an X through the “sometime” foods.

Suggested Criterion:

Look for

- number of correctly identified “everyday” and “sometime” foods

PRESCRIBED LEARNING OUTCOMES

SUGGESTIONS FOR INSTRUCTION

Students will...

☐ K.5.2.C.1b ➡ K.5.3.C.1b
Identify the function of a variety of food groups for growth and development (e.g., foods that help the body go, glow, and grow...).

◆ Food Group Functions

Discuss the four food groups and have students identify their main contribution to a healthy body.

Examples:

- Breads and cereals: carbohydrates for energy, fibre
- Meats and alternatives: proteins for growth (e.g., muscles, bones)
- Milk and milk products: minerals and vitamins for bone growth
- Fruit and vegetables: vitamins, minerals, fibre, water

☐ K.5.2.C.2 ➡ K.5.3.C.2
Identify the need for daily food and fluid to support physical activity.

Curricular Connections

MA: Statistics and Probability (counting, measuring, formulating questions, reading graphs, pictograms, predicting chance)

◆ Wonders of Water and Food

Fluid:

- Discuss the importance of water for body system function (i.e., brain, blood tissue, organs).
- Brainstorm ways in which the body indicates its need for water (i.e., thirst, dry skin, yellow urine, chapped lips). Have students keep a simple chart of
 - how often they had a drink in one day
 - what they drank
 - when they needed to drink the most water

Food:

- Explain how food is an energy source essential for organs and tissues to grow, develop, and function, even when the body is at rest.
- Ask students to keep a daily logbook of their eating and physical activities over a one-week period. Display the results on a chart using pictograms, symbols, or real objects. Make a connection between the physical activity and food intake.

Variations: Have students

- keep an inventory of their daily water intake (keep a “water log”) and display results using graphs or charts
- prepare snacks (or menus of snacks) that could be served following a physical activity



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

Foods that help the body

- **go:** grain products (energy)
- **grow:** milk products and meats and alternatives
- **glow:** fruit and vegetables (vitamins, minerals)

Canada’s Food Guide to Healthy Eating also highlights the importance of adopting a physically active lifestyle.

Health Canada and the Canadian Society for Exercise Physiology (CSEP) have together developed *Canada’s Physical Activity Guide* website: <<http://www.paguide.com>>.

◆ **Performance Task: Food Group Functions**

Teacher: Checklist

Ask students to run to a “Go” wall, a “Grow” wall, and a “Glow” wall as food groups are called out.

Suggested Criterion:

The student is able to

- identify correctly the function of various food groups

◆ **Paper and Pencil Task: Food Group Functions**

Teacher: Checklist

Have students match food groups to their respective functions: go, glow, and grow.

Suggested Criterion:

Look for

- number of correct matches

Consult *Canada’s Physical Activity Guide to Healthy Active Living* at <<http://www.paguide.com>>.

The recommended daily intake of water is six to eight glasses (250-mL size). Encourage students to drink plenty of water before, during, and after exercising. Remind them to drink water before feeling thirsty to prevent dehydration.



PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p><i>Students will...</i></p>	
<p>☐ K.5.3.D.1 Identify and describe the potential dangers associated with substance use (e.g., medicines, vitamins, tobacco, alcohol, solvents, gasoline, cleaning supplies, glue, street drugs...) in the community.</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Curricular Connections ELA: GLO 1—Explore thoughts, ideas, feelings, and experiences (express ideas, consider others' ideas, experiment with language and form, express preferences, set goals, develop understanding, explain opinions, combine ideas, extend understanding), GLO 3—Manage ideas and information (use personal knowledge, ask questions, contribute to group inquiry, create and follow a plan, identify personal and peer knowledge, assess sources, access information, make sense of information, organize, record, and evaluate information, develop new understanding) PE/HE: K.4.3.B.4 and S.5.3.A.4 (avoidance and assertiveness skills), K.3.3.B.5b (strategies to avoid being bullied), K.4.3.A.3 (steps in the decision-making/problem-solving process), K.4.3.B.2b (importance of friends that are safe and dependable)</p> </div>	<p>◆ Community Cautions</p> <p>Point out to students that many places in the community may pose dangers associated with substance use, such as parks, community centres, school and recreational facilities, stores, cleaning and maintenance services, factories, construction sites, restaurants, bars, and the street (dealers). Stress that it is important to be careful and responsible at all times with respect to substance use, and to get help when necessary (from a parent or another safe adult).</p> <p>◆ Taking the Risk</p> <p>Have students use a mapping technique to name the potential dangers related to substance use (e.g., medication, tobacco, alcohol, solvents, gasoline, cleaning supplies, glue, street drugs). (See Graphic Organizers, <i>Success for All Learners</i>, 6.14.)</p> <p>◆ Role-Play</p> <p>Suggest scenarios related to substance use in the community. Have students use role-play (in teams of two or three) to show appropriate ways to react to the given situation(s). Follow with a question/suggestion period.</p> <p>Examples:</p> <ol style="list-style-type: none"> 1. You are at the community centre. You have a stomach ache. Someone offers you a pill. 2. You find an abandoned box of cleaning products (solvents) near the garbage area behind a store. 3. While crossing the soccer field, you see one of your friends smoking and laughing with some other kids. They look as if they are having fun together. You wish you were with them. 4. One of your friends needs your big brother (adult) to go with him to buy some cigarettes because he made a bet. When you hesitate, he tells you that you are his only real friend. When you refuse, he threatens to stop being your friend. 5. You go to the shopping centre with your friends. The others start to talk about things that you find disturbing, such as buying glue or solvents to go and sniff somewhere. <p>◆ Video/Film</p> <p>Show students a video/film on potential dangers related to substance use and ask them to complete a Concept Overview sheet. (See Concept Overviews, <i>Success for All Learners</i>, 6.112.)</p>



TEACHER NOTES

When dealing with potentially sensitive content such as substance use and prevention, check with school administration and school division/district guidelines before implementation.

Dangers of Substance Use:

Make certain that students understand the potential dangers associated with substance use, including the risk of

- taking the wrong medication (labelling error)
- taking the wrong dosage (overdose)
- mistaking medication (or vitamins) for candy
- poisoning
- fire hazards (flammable products) and products related to corrosion, explosions, and poisoning
- inhalation
- addiction (constant need to use substance)
- accident (fatal)
- involvement in harmful or delinquent activities
- suicide or death due to cardiac or respiratory arrest
- breaking the law or being arrested
- doing serious damage to the brain, kidneys, heart, and so on
- threats and various forms of manipulation/intimidation

Drugs are substances that have one or several effects on the natural functioning of the human body. Distinguish between legal drugs (such as medicines) and illegal drugs (such as narcotics). Impress on students that medicines are legal



SUGGESTIONS FOR ASSESSMENT

◆ **Performance Task: Role-Play**

Teacher: Scoring Rubric

Assess students on their role-play.

Scoring Rubric	
Scale	The student
4	<ul style="list-style-type: none"> • displays appropriate ways to react to pressure (says “no” with confidence, uses an assertive voice, uses proper body language, does not hesitate) • recognizes three or four effects of using various substances
3	<ul style="list-style-type: none"> • displays some appropriate ways to react to pressure • recognizes two or three effects of using various substances
2	<ul style="list-style-type: none"> • hesitates slightly when responding to pressure (displays one appropriate way to react) • is unsure about some of the effects of substance use
1	<ul style="list-style-type: none"> • reacts inappropriately to pressure • does not understand the effects of substance use

TEACHER NOTES (continued)

drugs because they are recommended by a doctor or a pharmacist or their use is medically justified. At no time should students touch or take medicines without the consent of a safe adult (e.g., parent, doctor, pharmacist).

Inhaled substances are not always part of the illegal drug category, as they are sold (at low cost) as household or craft products in the hardware section of stores. They are found in most homes, often in the form of household products (e.g., solvents) or office products (e.g., glue, corrector fluid). Children can inhale these substances by accident or out of curiosity, without being aware of their harmful effects. However, the consequences can be very serious (e.g., cardiac arrest). It is important that students understand that household and cleaning products may be used only under the supervision of a safe adult, taking into account certain conditions, such as instructions, restrictions for use, and appropriate use.



PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p><i>Students will...</i></p>	
<p>☐ K.5.3.D.2 Identify helpful and/or harmful substances (i.e., vitamins, medicines, tobacco, alcohol) and their effects on a healthy body (e.g., vitamins help build body tissues; medicines fight germs and/or reduce pain; nicotine in tobacco affects circulatory system and nervous system; first- and second-hand tobacco smoke affects lungs and may cause cancer; consuming or inhaling vapours from dangerous products harms the body or causes death...).</p>	<p>◆ Helpful and/or Harmful Substances</p> <p>Point out to students that a helpful substance can be harmful when used improperly (e.g., abusive consumption of vitamins or medicines). Have students cut out illustrations of these substances and use the Sort and Predict strategy to sort them according to whether they are helpful or harmful (i.e., vitamins, medicines, tobacco). (See Sort and Predict, <i>Success for All Learners</i>, 6.33.)</p> <p>◆ Helpful and/or Harmful Substance Switch</p>
<p>Curricular Connections</p> <p>ELA: GLO 2—Comprehend and respond personally and critically to literary and media texts (prior knowledge, comprehension strategies, textual cues, cueing systems, experience various texts, connect self, texts, and culture, appreciate the artistry of texts), GLO 3—Manage ideas and information (use personal knowledge, ask questions, contribute to group inquiry, create and follow a plan, identify personal and peer knowledge, assess sources, access information, make sense of information, organize, record, and evaluate information, develop new understanding)</p> <p>MA: Statistics and Probability (counting, measuring, formulating questions, reading graphs, pictograms, predicting chance)</p> <p>SC: Cluster 1—Growth and Changes in Plants (helpful and harmful plants)</p>	<p>Divide students into two groups and have them form two circles, one at each end of the gymnasium. One person stands at the centre of each circle. Students in each circle try to cross over to the other side without getting tagged by the centre person. Students can switch places only when the person in the middle calls out a helpful substance. Students are not allowed to switch with the person on either side of them. If students are tagged or if they move when a harmful substance is called, they switch circles. Change taggers frequently.</p>
	<p>◆ Effects of Substances on a Healthy Body</p> <p>Ask students to research and prepare a table (or a PowerPoint presentation, for example) that shows whether a substance has a good effect, a bad effect, or no effect on the body. Ask students to explain in simple terms the positive or negative effects where possible.</p>
<p><i>(continued)</i></p>	<p><i>(continued)</i></p>



TEACHER NOTES

Effects of certain substances on the body include the following:

- Vitamins have helpful effects on different body parts (e.g., building body tissues).
- Medicines have positive effects on parts of the body that are ill or in pain.
- Nicotine has negative effects on the circulatory system and nervous system. First- and second-hand tobacco smoke may cause lung cancer.
- Inhaling or consuming vapours from dangerous products can cause serious bodily harm, and even death.



SUGGESTIONS FOR ASSESSMENT

◆ **Performance Task: Helpful and/or Harmful Substances**

Teacher: Checklist

Have students cut out pictures of helpful and harmful substances and put them into the correct side of a T-chart.

Helpful	Harmful

Suggested Criteria:

The student

- recognizes helpful substances
- recognizes harmful substances
- puts substances into the correct category
- can explain the effects of substances on a healthy body
- can explain how a helpful substance can be harmful if it is not used correctly

PRESCRIBED LEARNING OUTCOMES

SUGGESTIONS FOR INSTRUCTION

Students will...

K.5.3.D.2 *(continued)*

(continued)

◆ **Tobacco Research**

Have students research the harmful effects of smoking (cigarettes) and present their findings. Explain what nicotine is and how it affects the body. Explain that no tobacco products are safe, regardless of whether they consist of cigarettes, cigars, pipes, or menthol or “additive-free” products. **All** tobacco products are harmful to health.

◆ **Sniffing: Good Versus Bad**

Explain the meaning of sniffing. Show that some things are good to sniff, such as the aroma of a delicious meal or the sweet smell of a flower. Show that some things are dangerous to sniff, even when their packaging does not display a symbol to indicate this type of hazard (e.g., odour of a chemical solvent). Explain the effects of inhaling vapours from dangerous substances on the human body (e.g., the brain).

◆ **Awareness Campaign Symbol**

Hold a competition to create a new symbol to represent the danger of inhaling/sniffing certain substances. Organize an awareness campaign on the danger associated with sniffing and present the new symbol. Write an article for the local newspaper to present the new symbol and explain the effects on the human body of sniffing harmful substances.



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

◆ **Performance Task: Tobacco Research**

Teacher: Checklist

Assess students as they present their tobacco research material.

Suggested Criteria:

The student

- lists at least two harmful effects of tobacco
- identifies nicotine and describes its effect on the body
- concludes that all tobacco products are harmful



PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p><i>Students will...</i></p>	
<p>☐ K.5.3.D.3 Recognize the factors (e.g., peer pressure, media influence...) that can influence making decisions regarding substance use (i.e., smoking).</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Curricular Connections ELA: GLO 3—Manage ideas and information (use personal knowledge, ask questions, contribute to group inquiry, create and follow a plan, identify personal and peer knowledge, assess sources, access information, make sense of information, organize, record, and evaluate information, develop new understanding) 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 4—Personal and Social Management (decision making/problem solving)</p> </div>	<p>◆ Face the Facts</p> <ol style="list-style-type: none"> 1. Ask students to name the persons or factors that can influence them to act in a certain way (e.g., choice of friends, food, activities, clothing, hairstyle): friends, peers, group, family, religion, television, school, movies, advertising, and magazines. Point out that there also are other factors that can influence people in their decisions: the need (or desire) to belong, curiosity, desire to imitate others, self-image, and family situation. 2. Have students name the factors that can influence making decisions regarding substance use (i.e., smoking): low self-esteem, curiosity, desire to be like others, to escape reality, to experiment, to feel good about oneself or to be “in,” boredom, lack of respect, and difficult living conditions. 3. Ask students to study several scenarios (acted out in class, on a film, in a documentary, or in a book) related to the factors that influence making decisions about smoking. Ask them to find and name the factors that influence young people in making their decisions. <p>Sample Scenarios:</p> <ol style="list-style-type: none"> a. One day, your sister is walking home alone from school. As she takes a shortcut across the park, she sees some kids from her class huddling under a tree. When she gets closer, she sees that they are smoking cigarettes. When they see your sister, they quickly form a circle around her and say, “If you want to be in our club, smoke this cigarette right now!” What should your sister do? What factors could influence her decision? b. Your brother is old enough to babysit and has a friend who likes to come over and help. One day when your parents aren’t home, your brother’s friend brings some cigarettes over to the house/apartment. You see them smoking. You don’t know what to do because you don’t want to get your brother into trouble. What should you do? What factors could influence your decision? c. John is bored at home. He has nothing to do. His friends call and ask him to meet them at the park. When he gets there, they are smoking and offer him a cigarette. He hesitates. Why? Why doesn’t he refuse immediately?
<p><i>(continued)</i></p>	<p><i>(continued)</i></p>


TEACHER NOTES

Many people use drugs such as alcohol and tobacco. However, regular or excessive consumption of some substances leads to dependency. The consumption of certain (legal) substances such as tobacco can also cause serious diseases, such as angina and tongue or lung cancer, and even death.

Numerous factors can influence making decisions regarding the use of substances such as tobacco, including the following:

- feeling of failure (e.g., school, at home, in sports)
- need to be accepted
- difficulty solving problems
- difficulty talking about personal problems or confiding in anyone
- low self-esteem
- fear of refusing
- desire to escape an oppressive reality (e.g., academic failure, divorce, abuse, poverty, neglect, harassment)
- desire to be “in”
- curiosity (e.g., desire to experiment)
- temptation (e.g., going along with others)
- boredom

It is important that students understand and identify the factors that can influence their decisions.

Medications or drugs must always be taken under medical care or safe adult supervision.

For further information, consult appropriate resources on this topic. Assess any material to be used in class to ensure that it complies with the school and school division/district guidelines.


SUGGESTIONS FOR ASSESSMENT
◆ Journal Entry: Face the Facts

Teacher: Anecdotal Notes

Ask students to write a journal entry identifying the people or factors that can influence decision making or behaviour related to substance use.

Suggested Criterion:

The student

- recognizes factors that can influence decisions regarding substance use

PRESCRIBED LEARNING OUTCOMES

SUGGESTIONS FOR INSTRUCTION

Students will...

K.5.3.D.3 *(continued)*

(continued)

- d. Elena is shy. When she goes to a party at a friend’s house, she feels uncomfortable. At the party, someone comes up to her and offers her a cigarette. She feels better. She takes the cigarette. Why does she accept? Is this a good decision? Why or why not? (A cigarette does not help your shyness; however, it leads to a bad habit that is harmful to your health.)
- e. Nicole very firmly turns down a cigarette that someone offers her. She has talked to her parents and they have told her never to touch them. Explain why Nicole is comfortable with her decision.

◆ **Effects of Advertising**

Have students cut out magazine illustrations that encourage smoking. Discuss the advertising strategies and tactics used in these illustrations to encourage cigarette purchases (e.g., a beautiful woman and a cigarette; money or success and cigarettes; a physically active lifestyle and cigarettes). Have students write a motivational text to denounce this misleading advertising.

Have students create a “realistic” advertising poster that shows what can happen to someone who smokes (use photographs or pictures from medical or anti-smoking campaign pamphlets). Have students cut out advertisement illustrations of products that are dangerous to inhale and make a warning poster or pamphlet.

Variation: Do smoking research on the Internet and present the results (in chart form).

◆ **Guest Speaker**

Have students use the LAPS strategy as they listen to a presentation by a Manitoba Lung Association representative. (See LAPS Frame, *Success for All Learners*, 6.54.)



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

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PRESCRIBED LEARNING OUTCOMES

SUGGESTIONS FOR INSTRUCTION

Students will...

☐ S.5.3.A.4 Use avoidance and assertiveness skills (e.g., avoid taking medicines or non-medicinal products without supervision; do not touch or play with harmful substances such as poisons, medicines, cigarettes, solvents; say “no” to use of harmful substances...) **in scenarios related to potentially dangerous situations.**

Curricular Connections

ELA: GLO 1—Explore thoughts, ideas, feelings, and experiences (express ideas, consider others’ ideas, experiment with language and form, express preferences, develop understanding, explain opinions, combine ideas, extend understanding)
PE/HE: K.4.3.A.3, S.4.3.A.2, K.4.3.B.4 (problem solving, decision making, avoidance and assertiveness techniques)

(continued)

◆ Role-Play

Ask students to use role-play to show effective ways of avoiding or being assertive in dangerous situations. Prepare scenarios (such as the examples suggested in Puppet Show below) that are appropriate for the age of students in the class.

◆ Puppet Show

Have students perform puppet shows of scenarios such as the following. At the end of each show, discuss the hazards related to each situation.

Sample Scenarios:

1. John and his young siblings (or friends) are playing alone at home. One of them discovers some round, coloured pills in a cupboard. What might they be? How could the children react? What could be the consequences of their choices? How could you help them to make a wise decision? (Review the problem-solving and decision-making models, learning outcomes S.4.3.A.2 and K.4.3.A.3).
2. Renée is in the bathroom. When she opens the cabinets, she finds an assortment of products that are labelled, some with danger symbols. She starts to open them out of curiosity. Do you think she is right in doing this? Why or why not? What would you do in her place?
3. Antonio is correcting a few mistakes in his notebook with corrector fluid. He likes the way it smells and starts to sniff it. You are his friend and see him doing this. How would you react? Why? List at least three good reasons for not inhaling this type of product.
4. Two friends are playing “doctor” with their dolls. One girl decides to pretend to give her doll some medicine to make her feel better. She gets out a bottle of medication that is in the medicine chest. She likes the colour of the little pills she is holding and wants to try one. What would you advise her to do? Why? Give at least three good reasons why she should not use the medication (e.g., does not have parents’ permission; medicine prescribed for a specific illness; not prescribed for her; dosage depends on body size, weight, age, and physical condition of the person; medicine is not candy; the bottle may contain something other than medicine).

(continued)


TEACHER NOTES

Encourage family participation in appropriate labelling and storage of substances that can be harmful (e.g., check off a table containing the names of harmful substances, where they are kept, and the associated dangers).

Encourage families to talk with their children about the dangers associated with certain substances or situations related to harmful substances and about practising avoidance or assertiveness strategies related to these dangers.

Simplify the suggested Puppet Show scenarios or record them on a tape for students to listen to.

Use this learning activity to review the steps in a problem-solving process:

- Identify the problem.
- Look for alternatives.
- Evaluate the solutions (advantages/disadvantages or use of criteria).
- Justify the best solution.


SUGGESTIONS FOR ASSESSMENT
◆ Performance Task: Role-Play

Teacher: Checklist

Observe students for proper avoidance and assertiveness skills in their role-play.

Suggested Criteria:

The student

- makes direct eye contact and says “no” assertively
- gets away/stays away from the danger
- asks permission from a safe adult or confides in a responsible person
- does not hesitate
- has assertive body language, strong posture

PRESCRIBED LEARNING OUTCOMES
<i>Students will...</i>
<p><input type="checkbox"/> S.5.3.A.4 <i>(continued)</i></p>

SUGGESTIONS FOR INSTRUCTION

(continued)

5. Susana and Heather decide to build a model airplane and paint it. Their parents are busy in the kitchen. They look in the basement and find all sorts of things they could use for their project in Susana’s mother’s workshop: model glue, spray paint can, tools, paint remover, and varnish. They set up in the basement and start to work. Can you name at least three mistakes they have made or dangers they have not considered (e.g., don’t have permission to use real tools; insufficient ventilation in basement; inhalation hazard; products are dangerous to handle)?
6. You are bored at home. A friend calls you and invites you to play an “interesting game” at his house. When you arrive, he tries to convince you to conduct a “real scientific experiment” with the household products stored in his parents’ shed. You hesitate. Why? Is it hard sometimes to say “no” to your friends? What strategies could you use to refuse this offer? What would be the consequences of the decision you make? (Have students analyze several possible decisions and their respective consequences.)

◆ **Saying “No”**

Demonstrate ways to say “no” and to be assertive in situations similar to those described in the Puppet Show scenarios. Use strategies to review assertiveness and avoidance strategies (e.g., make direct eye contact and say “no,” get away/stay away from the danger, ask permission from a safe adult, confide in a responsible person).

◆ **Body Language**

Have students do mimes that demonstrate effective ways of avoiding dangerous situations related to harmful substances or drugs (legal or illegal).

◆ **Film/Video**

Show students a video/film on the dangers associated with drugs or harmful substances and ask questions that enable them to identify the dangers and effective ways to avoid them.

◆ **Tobacco in Traditional Aboriginal Ceremonies**

Invite a local Aboriginal elder to speak to the class about the uses of tobacco in traditional ceremonies. An offering of tobacco, depending on local traditions, may or may not be practised.



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

Traditionally, tobacco was not meant to be smoked in Aboriginal cultures. It is a medicine, as are sage, cedar, and sweetgrass. If tobacco is abused, it harms the body. Some cultures use smudges for cleansing and prayer.

Different Aboriginal cultures may have different traditional practices. Check local protocol. Resources regarding elder protocol are available from Earth Concepts in Winnipeg (204-488-1451).



Healthy Lifestyle Practices Outcomes: Grade 3

Knowledge

- K.5.2.A.1** ➡ Identify the daily habits and responsibilities for leading a physically active and healthy life (e.g., self-regulation relative to practising daily health routines for cleanliness, rest, healthy eating, good posture...).
- K.5.2.A.2** ➡ Identify common communicable diseases/illnesses/conditions (e.g., colds, flu, pink-eye, head lice...) in the classroom and home, and ways to prevent the spread of diseases/illnesses/conditions (e.g., cover mouth when sneezing or coughing, wash hands regularly, share food appropriately, use own hair utensils and headwear...).
- K.5.2.A.3** ➡ Assess personal dental care habits and identify ways to promote dental health for self and/or others.
- K.5.2.B.1** ➡ Identify the health benefits (i.e., better health, posture, balance, self-esteem, healthy weight, stronger muscles and bones) of participating in regular physical activity (e.g., accumulating more than 60 minutes and up to several hours a day of physical activity...).
- K.5.2.B.2** ➡ Identify opportunities (e.g., during physical education class, recess, lunch hour, before/after school, on weekends...) to be active daily, alone or with family and others.
- K.5.2.B.3** ➡ Identify how automation and information technology (e.g., computers, video games, television, telecommunications...) have an impact on participation in physical activity.
- K.5.2.C.1a** ➡ Differentiate between “everyday” and “sometime” foods in *Canada’s Food Guide to Healthy Eating*.
- K.5.2.C.1b** ➡ Identify the function of a variety of food groups for growth and development (e.g., foods that help the body go, glow, and grow...).
- K.5.2.C.2** ➡ Identify the need for daily food and fluid to support physical activity.

Knowledge (continued)

- K.5.3.D.1** Identify and describe the potential dangers associated with substance use (e.g., medicines, vitamins, tobacco, alcohol, solvents, gasoline, cleaning supplies, glue, street drugs...) in the community.
- K.5.3.D.2** Identify helpful and/or harmful substances (i.e., vitamins, medicines, tobacco, alcohol) and their effects on a healthy body (e.g., vitamins help build body tissues; medicines fight germs and/or reduce pain; nicotine in tobacco affects circulatory system and nervous system; first- and second-hand tobacco smoke affects lungs and may cause cancer; consuming or inhaling vapours from dangerous products harms the body or causes death...).
- K.5.3.D.3** Recognize the factors (e.g., peer pressure, media influence...) that can influence making decisions regarding substance use (i.e., smoking).

Skills

- S.5.3.A.4** Use avoidance and assertiveness skills (e.g., avoid taking medicines or non-medicinal products without supervision; do not touch or play with harmful substances such as poisons, medicines, cigarettes, solvents; say “no” to use of harmful substances...) in scenarios related to potentially dangerous situations.

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.



Grade 3

Blackline Masters



-
- BLM 3–1: Game Write-Up
 - BLM 3–2: My Favourite Physical Activities
 - BLM 3–3: What’s Your Job?
 - BLM 3–4: Make a Game: Group Assessment
 - BLM 3–5: Inclusion for All
 - BLM 3–6: 100 at Home!

K.1.3.C.1

Game Write-Up



Student Names _____

Class _____ Date _____

Name of Game	
Number of Players	
Area Used	
Equipment Needed	
Object of Game	
Game Rules and Skills	
Diagram of Game	



K.2.3.C.4

My Favourite Physical Activities



Name _____ Class _____ Date _____

☆ Very successful in

B Beginner

T Team

☀ Outdoor

♥ Builds self-confidence

☾ Somewhat successful in

\$ Costs money

I Individual

🏠 Indoor

My 10 Favourite Physical Activities	Factors Affecting Participation
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	



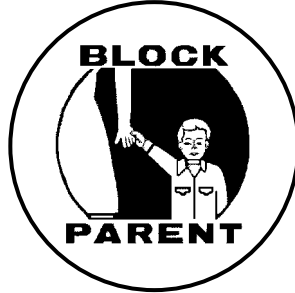
What's Your Job?



Name _____ Class _____ Date _____

Draw a line matching the safety helper (○) to the safety situation (□).

If you see smoke and fire.



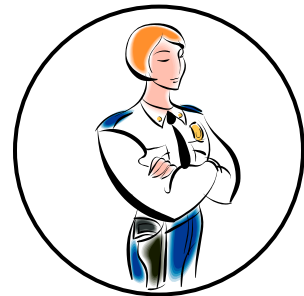
If you meet a person who scares you on the way home from school.



If you have an injury at school.



If you have a stomach ache at home.



If you break a leg.



If you cross the street near the school.



If you see a person driving over the speed limit.

K.4.3.A.3

Make a Game: Group Assessment



Name of Game _____

Student Names _____

Criteria	Rating Scale		
	3 Very Good	2 Good	1 Satisfactory
1. Did the group identify what they wanted to do?			
2. Did they plan their game?			
3. Did they include steps in the decision-making process?			
4. Did they deal with a problem, if there was one?			
General Comments			





Name(s) _____ Class _____ Date _____

1. In what ways did your group members show respect for each other?

How did these respectful behaviours help make your project successful?

2. What behaviours did not show respect for group members?

How did these behaviours affect your project?

3. Identify the behaviours that would help everyone feel included in group work.



K.5.3.B.2

100 at Home!



Name _____ Class _____

Record your physical activities for a two-week period. Activities can be repeated. Each activity is worth 10 points. The goal is to earn 100 points.

Physical Activity	Date	Points	Total
1. Miss a television show and play outside for at least 15 minutes.			
2. Help a parent or another adult with an outdoor chore.			
3. Help sweep or clean the house or apartment for 10 minutes.			
4. Play an active game with friends, family members, or a team.			
5. Do 15 curl-ups and push-ups.			
6. Take a bicycle ride.			
7. Plan/prepare a healthy picnic, meal, or snack.			
8. Jump rope for 10 minutes or jog twice around the block or 10 times around the yard.			
9. Go for a walk (or walk the dog) with a family member.			
10. Do an active favour for a relative or neighbour.			
11. Other _____			



Grade 4

**Physical Education/
Health Education**



Grade 4

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"/> K.1.4.A.1 Show an understanding of the main characteristics of the mature patterns of the basic movement skills from the three categories (i.e., transport, manipulation, and balance) in self and in others.</p>	
<p>Curricular Connections ELA: GLO 2—Comprehend and respond personally and critically to literary and media texts (prior knowledge, comprehension strategies, textual cues, cueing systems, vocabulary)</p>	
	<p>◆ Partner Performance</p> <p>Provide students with pictures of the mature patterns of the 14 basic movement skills (e.g., jumping, overhand throwing, static balance). Have them list mature-pattern characteristics for each skill. Using the Think-Pair-Share strategy, have students work in pairs to compare their lists of characteristics. The partners then take turns demonstrating a specified number of skills to determine how many of the characteristics are being achieved. (See Think-Pair-Share, <i>K-4 ELA</i>, Strategies–15.)</p> <p>◆ Picture Match</p> <p>Have students use posters of basic movement skills to match the phase of skill development to the skill performed by themselves or by a partner.</p> <p>◆ Group Challenges</p> <p>Have small groups develop word cues for each of the manipulation skills (e.g., roll: wind up, step). See learning outcome K.1.3.A.1 for more word-cue suggestions.</p>


TEACHER NOTES

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

Mature level or phase of skill development—represents a period when all aspects of a skill can be used and applied to a variety of situations. The characteristics of a mature phase include rhythmical movement, controlled and coordinated movement, and consistent performance.

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 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


SUGGESTIONS FOR ASSESSMENT
◆ Observation: Partner Performance

Peer Assessment: Inventory

Working in pairs, one student attempts to perform skills following cues given by the partner who describes the mature movement pattern using skills posters (see teacher notes). Have students move from one poster to another, switching roles.

Variations: Try the simpler movement skills with one partner blindfolded.

Have students observe their partners as they perform the described movement patterns. Have them offer corrections where necessary.

TEACHER NOTES (continued)

Skills posters are available from the Manitoba Movement Skills Committee (for contact information, see the MPETA website: <<http://home.merlin.mb.ca/~mpeta/>>).

Refer to learning outcomes S.1.4.A.1, S.1.4.A.2, and S.1.4.A.3 for further suggestions for instruction.

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



PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<i>Students will...</i>	
<p>☐ K.1.4.B.1 Demonstrate an understanding that rate, method, and extent of learning movement skills are unique to each person (e.g., accept own and others’ different developmental processes...).</p>	
<p>Curricular Connections ELA: GLO 1—Explore thoughts, ideas, feelings, and experiences (express ideas, consider others’ ideas, develop understanding, explain opinions, combine ideas, extend understanding), GLO 5—Celebrate and build community (compare responses, appreciate diversity, celebrate special occasions, cooperate with others, work in groups) PE/HE: S.1.4.A.2 (movement skills)</p>	<p>◆ Partner Sharing</p> <p>Together with students, brainstorm activities at which some people excel (e.g., sports they competitively train for) and activities that some might find difficult (e.g., table tennis, juggling). Ask students to find a partner and teach each other activities at which they excel. Have partners communicate and reflect on the following questions while helping each other:</p> <ul style="list-style-type: none"> • Why are you good at this activity? • How often do you participate in or practise this activity? • Why might you not have the same skill as your partner? • How might a high skill level be attained? • Is it possible that a high skill level might never be attained? <p>◆ Juggling</p> <p>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:</p> <ul style="list-style-type: none"> • How did you feel when you first started to juggle? • How did you feel after each practice session? • What can you do to help others improve their skills? <p>◆ Simulation Activities</p> <p>Discuss individual differences and special needs. Have students participate in simulations of activities adapted for students with special needs (e.g., leading a blindfolded partner through an obstacle course).</p> <p>◆ Target Practice</p> <p>Set up a variety of targets as station activities and have students aim for the targets using a variety of manipulation skills.</p> <p>Examples:</p> <ul style="list-style-type: none"> • Roll a ball to a pin. • Toss a ball underhand through a held hoop. • Shoot a ball at a basketball net. • Kick a ball into a goal. • Throw overhand to a target on the wall.

**TEACHER NOTES**

Treat this learning outcome with sensitivity, realizing that students may feel self-conscious about their abilities. However, it is important that students learn acceptance and tolerance of self and others because everyone is unique.

For further information on programming for students with special needs, refer to the series *Moving to Inclusion* (National Education Steering Committee of the Moving to Inclusion Initiative).

Refer to page 3 of *The Canadian Active Living Challenge: Leader's Resource Tool Kit, Program 2* (CAHPER/CIRA).

**SUGGESTIONS FOR ASSESSMENT****◆ Observation: Partner Sharing**

Peer Assessment: Anecdotal

Have students write a report card for their partners, following specific criteria.

Suggested Criteria:

The report

- is positive
- states what the partner was able to do
- gives a suggestion as to how the partner could improve

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<i>Students will...</i>	
<p><input type="checkbox"/> K.1.4.B.2 Show an understanding of the concepts of force and motion (i.e., absorption of force) when receiving an object (i.e., “give” with the object to absorb the force in catching and receiving skills; use as many joints as possible over greatest range of movement possible).</p> <div data-bbox="115 642 550 909" style="border: 1px solid black; padding: 5px;"><p>Curricular Connections ELA: GLO 3—Manage ideas and information (use personal knowledge, ask questions, contribute to group inquiry, create and follow a plan, access information, make sense of information, organize, record, and evaluate information) PE/HE: K.1.4.B.1, S.1.2.A.2</p></div>	<p>◆ Passing and Catching</p> <p>Provide various pieces of equipment (e.g., junior-size basketball, football, softball, flying disc) for partners to use in throwing and catching activities.</p> <p>Questions for Discussion:</p> <p>Use the following questions to prompt discussion of force and motion:</p> <ul style="list-style-type: none">• How can you use your arms/hands to make it easier to receive/catch a football?• Why is it easier to catch a lightly thrown ball? <p>◆ Egg Toss</p> <p>Have students toss a ball up to themselves or to partners, imagining that they are catching something fragile (e.g., egg, glass object, water balloon). Discuss and demonstrate how the hands move to catch a fragile object.</p>



TEACHER NOTES

Emphasize that successful performance of the skill of catching depends largely on the distance and force of the throw as well as the size of the object thrown. Encourage students to stand close together when first practising the skill and to increase distance and force as their skill improves.

Reinforce that some students may have to stand closer together to catch the objects successfully or further apart to create a greater challenge (link to learning outcome K.1.4.B.1).



SUGGESTIONS FOR ASSESSMENT

◆ **Paper and Pencil Task: Passing and Catching**

Teacher: Checklist

In groups, have students discuss the questions suggested for the Passing and Catching activity. Have them record their responses on chart paper.

Suggested Criterion:

Look for

- number of correct responses

◆ **Learning Log: Egg Toss**

Teacher: Inventory

As a take-home activity, ask students to play catch with a parent outdoors using first a ball and then an egg or a water balloon. Have them describe what they did differently to catch the egg or water balloon as opposed to a ball, and describe how it felt.

Suggested Criteria:

The student

- moves hands closer to the body while catching the object to absorb the force
- moves many joints over a wide range of movement to absorb the force (e.g., bend arms, legs, hips)

PRESCRIBED LEARNING OUTCOMES
<i>Students will...</i>
<p><input type="checkbox"/> K.1.4.B.3a Recognize the qualities of space awareness (i.e., levels, pathways, directions) in a variety of activities (e.g., tag game, obstacle course...).</p>
<i>(continued)</i>

SUGGESTIONS FOR INSTRUCTION

◆ **“Frogger”**

Set up the play area with “tree snakes” on mats, “cobras” on scooters, “trolls” on benches or behind standing mats, and “frog food” (beanbags) placed at one end of the gymnasium. Have “frogs,” starting at the opposite end of the gymnasium from the beanbags, try to get the frog food and take it home without being tagged by the other creatures. When tagged, the frog takes the food back and performs a skill. Frogs are safe on “lily pads” (hoops) for a maximum of five seconds at a time.

◆ **Ship to Shore (levels, pathways, directions)**

Have players imagine a ship on one side of the gymnasium (e.g., designate a line) and a shore on the other side. The teacher is the captain and the players are the crew. The crew attempts to follow the captain’s directions as quickly as possible:

- Ship—run to the ship line.
- Shore—run to the shoreline.
- Submarine—lie on back and raise a leg for a periscope.
- Crew overboard—lie on stomach and use swimming motions.
- Captain’s coming—salute the captain.
- Cook’s coming—rub stomach and say, “Yum, yum.”
- In the lifeboats—sit down with other players and pretend to row, singing, “Row, row, row your boat.”
- Iceberg—run to the centre of the gymnasium.
- Sharks—place palms together on top of head to represent shark fin.
- Scrub the deck—go to hands and knees and pretend to scrub the floor.

Variations: Add different transport methods to the commands (e.g., hop to the ship, skip to the shore). Make the gymnasium the ship and teach “bow, stern, port, and starboard” directions. Also add “crow’s nest,” directing students to pretend to climb to the lookout position and look around. When students are on either ship or shore, call out, “Here comes the fish gobbler!” and try to tag players as they move from one line across to the other. Any tagged players go to a designated ship “brig” area to perform a movement skill or fitness task before returning to the game (e.g., eight jumping jacks).

(continued)



TEACHER NOTES

For further learning activity suggestions, refer to page 43 of *Ready-to-Use P.E. Activities for Grades K–2* (Landy and Landy).

Students learn the qualities of space awareness through active participation in tag games and obstacle courses, as these activities challenge their thinking as well as their ability to move in different directions, levels, and pathways.



SUGGESTIONS FOR ASSESSMENT

◆ **Learning Log: “Frogger”**

Teacher: Checklist

After playing “Frogger,” have students complete the following knowledge assessment task.

“Frogger”
Space Awareness

Name _____ Grade ____ Date _____

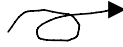

Good space awareness will help a runner move through various obstacles without being tagged.

Draw a map showing the obstacles used in the “Frogger” game and how you would move through the obstacle course.

Use the following symbols to draw your map:

☉—starting point X—stopping point

Levels: HL—high ML—medium LL—low

Pathways: →  

straight curved zigzag

Directions: ↑ ↓ → ↗

forward backward sideways diagonally

Map of Travel Plan

Suggested Criterion:

Look for

- evidence that the student recognizes and understands the qualities of space awareness

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<i>Students will...</i>	
<input type="checkbox"/> K.1.4.B.3a <i>(continued)</i>	<p><i>(continued)</i></p> <ul style="list-style-type: none">◆ Creative Obstacle Course Have students work in groups of five or six to create and move through obstacle courses that include different levels, pathways, and directions using a variety of equipment (e.g., cones, scooters, benches, carpet squares, mats, hoops, ropes). ◆ Corners (pathways, directions) Divide students into groups of five and have each group form a square, with one person in the middle. Mark each corner with a cone. Students on the corners try to switch places with each other while the middle student attempts to “steal” a corner. The student left without a corner goes to the middle. ◆ Partner Tag (levels, pathways, directions) Have pairs of students try to tag one another. When tagged, the student must perform a skill (e.g., an exercise or balance). Once the skill is completed, students reverse roles.



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

A large, empty rectangular box with a thin black border, occupying the left side of the page. It is intended for the teacher to write notes.



PRESCRIBED LEARNING OUTCOMES

Students will...

☐ K.1.4.B.3b Show different ways to propel or move (e.g., kick, strike, roll...) objects using different body parts (e.g., head, arms, hands, feet...).

Curricular Connections

PE/HE: GLO 4—Personal and Social Management, S.1.4.B.2 (problem solving), S.1.4.C.1 (interpersonal skills)

SUGGESTIONS FOR INSTRUCTION

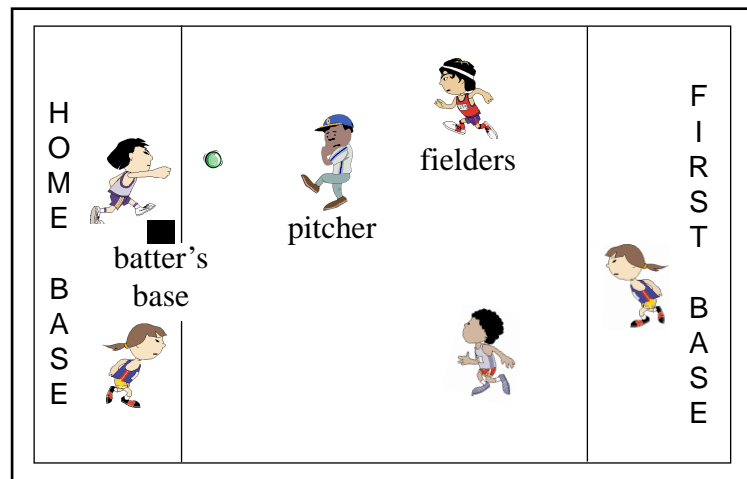
◆ **“Chapete”**

Have students play this popular Mexican circle game of balance, agility, and reflexes by having them stand close together to toss a kick sack back and forth, bouncing it off their body parts without using their hands.

◆ **Long Ball**

Have students play a two-base baseball-type game. The batter hits a sponge ball with one hand from the home base at one end of the play area and attempts to run to the opposite safety end zone (first base) without getting hit below the shoulders by the ball. The fielders retrieve and throw the ball at the runner(s) or to the pitcher to stop the play. The runner may not run when the pitcher has the ball, but may attempt to run back to the home base safety zone if the ball is still in play. There may be more than one batting player in the home base safety zone. All players on the batting team have a turn at hitting before teams switch places. Score one point for each return to the home base safety zone. Players are not out if a fly ball is caught (the ball must hit the runner).

Variations: Use the non-dominant hand to hit a ball. Kick a ball as in soccer baseball. Roll a ball.



**TEACHER NOTES**

The use of scooters challenges students to propel and move in different ways. For scooter activities and “keep away” games, refer to page 232 of *Ready-to-Use P.E. Activities for Grades 3–4* (Landy and Landy).

Use soft, sponge-like equipment when introducing manipulation activities to prevent injuries and to encourage participation.

When throwing balls in dodge-ball-type games, establish the game safety rule that a person who is hit above the shoulders (e.g., head) is not out. Ensure that games are continuous and that students are only temporarily removed from (“out”) the game.

**SUGGESTIONS FOR ASSESSMENT****◆ Questioning: All Activities**

Teacher: Inventory

After students have participated in a variety of activities, ask them to meet in small groups to brainstorm the different ways to propel or move objects using different body parts. Have a designated group reporter share the brainstorm responses with the whole class. Assess group responses for evidence of learning and understanding.

Suggested Criteria:

Look for examples showing

- a variety of ways of moving
- use of a variety of body parts

PRESCRIBED LEARNING OUTCOMES

SUGGESTIONS FOR INSTRUCTION

Students will...

K.1.4.B.3c Differentiate between qualities of effort (e.g., fast and slow, strong and light, free and bound...) **in movement sequences performed by others.**

Curricular Connections

PE/HE: GLO 2—Fitness Management

SC: Cluster 1—Habitats and Communities (moving like animals)

◆ **Create Movement Sequences**

Have each student design a five-movement sequence composed of a fast transport skill, a slow transport skill, a strong movement, a light movement, and a body shape, in any order. Ask students to write the five movements on paper. Discuss students' movement ideas as a group. Once students are satisfied with their movement choices, have them share their ideas with a partner to ensure that they have all the required components. Students then practise their movement sequences, after which they demonstrate their sequences to a different partner who determines which movements are fast, slow, strong, light, free, and bound.

◆ **Change of Pace**

Have students participate in running activities to determine different qualities of effort.

Examples:

- sprinting (fast) and jogging (slow)
- striding, lunge walking (strong), and rhythmic running (light)
- tagging (free) and relays (bound)

**TEACHER NOTES**

See Appendix I: Glossary for definitions of the qualities of effort in movement.

A **sequence** is a “movement sentence” with a beginning, a middle part, and an ending. Provide students with examples of movement sequences for practice and then have them invent their own sequences. Provide opportunities for students to observe each other and encourage them to offer positive comments as the partners perform.

Link activities to fitness-related learning outcomes, with explanations of pacing and cardiovascular fitness training.

**SUGGESTIONS FOR ASSESSMENT****◆ Performance Task: Create Movement Sequences**

Peer Assessment: Anecdotal Notes/Checklist

Have students do a peer assessment to demonstrate their knowledge of the qualities of effort.



See BLM 4–1: Movement Sequence Assessment.

PRESCRIBED LEARNING OUTCOMES
<i>Students will...</i>
<input type="checkbox"/> K.1.4.B.3d Identify characteristics (e.g., identical and contrasting movements and/or rhythms...) that enhance choreography of movement sequences with a partner and in small groups.

SUGGESTIONS FOR INSTRUCTION

◆ **Station Task Cards**

Assign a small group of students to a station with a task card instructing students to create sequences with three different movements that demonstrate key characteristics of choreography.

Examples:

Create a movement sequence that shows

- task card 1—contrast in levels
- task card 2—contrast in directions
- task card 3—unity in arm movements
- task card 4—two different pathways

Variation: Create theme cards (e.g., holidays, sporting events, celebrations) to be used in combination with the task cards.

◆ **Teach Your Creative Movement Sequence**

Have students, working in pairs, teach each other their Creative Movement Sequences (see learning outcome K.1.4.B.3c) so that partners are performing identical movements. Once the partners have performed both routines, have them choreograph their sequences together as contrasting movements. Pairs then teach their contrasting sequence to another pair.

Variations: Have students share other movement, gymnastic, aerobic, or jump-rope routines.

◆ **Friendship Dance**

Have students perform the identical movement and rhythm of the Aboriginal Friendship Dance, which encourages acceptance. All dancers hold hands in a circle and shuffle their feet clockwise in rhythm to the beat of drumming music. Encourage dancers to relax and “go with the flow,” in time and in tune with everyone else.



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

Characteristics of Choreography:

Characteristics that enhance choreography of movement sequences include

- variety in levels, directions, pathways, planes, and body shapes
- variety in qualities of effort (time, force, and flow) and relationships
- identical movements
- contrasting movements
- good use of floor space
- movement in time to music, if applicable (rhythmical)
- a beginning, a middle, and an ending
- a general presentation that has audience appeal

◆ Learning Log: Station Task Cards

Teacher: Checklist

Have students complete the knowledge assessment task suggested below.

Enhancing Choreography

Name _____ Grade _____ Date _____

You are making up a creative movement sequence. Name the ways in which you could make your movement sequence appealing.

Suggested Criterion:

Look for evidence that the student is able to

- identify characteristics that enhance choreography of movement sequences (see teacher notes)



PRESCRIBED LEARNING OUTCOMES

Students will...

☐ K.1.4.C.1 Explain simple rules used in lead-up games and activities that are suitable for recess (e.g., four-square, hopscotch, jump-rope activities, game of own design...).

☐ K.1.3.C.2 ➡ K.1.4.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...).

Curricular Connections

ELA: GLO 2—Comprehend and respond personally and critically to literary and media texts (prior knowledge, comprehension strategies, textual cues, cueing systems, vocabulary)
PE/HE: K.1.3.C.2, S.1.4.A.1

* The arrow (➡) indicates that the learning outcome is maintained from a previous grade.

SUGGESTIONS FOR INSTRUCTION

◆ **Game Write-Up**

Have students follow the inventive game structure of five elements (see teacher notes) to write up a familiar recess game/activity.



See BLM 3–1: Game Write-Up.

For a blank game write-up form, see page 207 of *Physical Education K–4: Movement with Meaning* (Manitoba Education and Training).

◆ **Invent-a-Game**

Have students use the elements of an inventive game to create and write a recess lead-up game or activity with a partner.

◆ **Teachers for a Day**

Provide students with opportunities to teach their games to a group of younger students.

◆ **Word Wall**

Have students develop a movement word list consisting of actions related to playing simple games/activities. Print the movement vocabulary words on cards and post them as the skills are performed. (See Word Wall, *K–4 ELA, Strategies–199*.)

◆ **Follow the Signs**

Set up this activity as suggested for learning outcome S.1.4.A.1 and add movement signs such as spin, deke, dodge, counter-clockwise, and so on, in a pathway throughout the gymnasium.

Variation: Have students help create signs.

◆ **Pick-a-Card Circuit**

List a series of exercises on the board. Have partners select a playing card from a pile in the centre of the gymnasium, the card number indicating the number of repetitions they will do when it is their turn in the exercise area. Partners alternate in running two laps and switching with the partner to perform a given exercise. After four to five minutes, switch to the next exercise.



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

Elements of Game Structure:

The five elements that form the structure within which an inventive game can be played are

- 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

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

Teacher: Checklist

Have students use BLM 3–1 to sort the components of a known game into appropriate sections.



See BLM 3–1: Game Write-Up.

◆ **Questioning: Teachers for a Day**

Teacher/Peer Assessment: Inventory

After a student explains his or her game, ask the class to answer the following questions with a show of hands:

1. Did the presenter know and present the game well?
 Yes No
2. Could you play the game, based on the explanation given?
 Yes No

Exercises could include

- skipping
- push-ups
- crunches (curl-ups)
- jumping jacks
- vertical jumps
- dips



PRESCRIBED LEARNING OUTCOMES

SUGGESTIONS FOR INSTRUCTION

Students will...

K.1.4.C.3 Recognize the basic concepts (e.g., accuracy, body positioning, object placement...) **of simple net/wall and striking/fielding games/activities.**

◆ **Four-Corner Soccer**

Divide the class into four equal teams, each team wearing a different colour of pinnies. To form goals, have each team turn a bench onto its side on a diagonal across a corner of the gymnasium or use cones as goal posts. Provide students with a number of indoor soccer balls and have teams attempt to score on the other goals, keeping the ball below knee level.

Variations: Have a goalie at each goal. Students can report to a recording area every time they score on another goal.

Discuss observations of the game using the following questions for reflection:

- How did aiming help you to score more goals?
- What strategies did you use with your team players to score goals?

◆ **“Newcombball”**

Create teams of three to six players who face one another across a volleyball or badminton net. Have a student from one team serve, using an underhand throw over the net. The other team catches the ball and uses a two-hand throw to return it over the net to “rally.” The opposition scores a point when a team drops the ball or sends it out of bounds. Play the game to 15 points.

Variation: Three different teammates must catch/toss the ball before sending it over the net.

Discuss observations of the game, using the following questions for reflection:

- What did you aim for when passing the ball over the net?
- How did you position your body when the ball was coming over the net toward your team?



TEACHER NOTES

These basic concepts can be emphasized in a variety of simple and/or lead-up net/wall and striking/fielding games/activities (see Appendix A: Physical Activity Categories) such as

- volleyball
- tennis
- badminton
- table tennis
- handball
- racquetball
- squash
- softball

Encourage students to practise the basic strategies of simple net/wall and striking/fielding games/activities such as the following (Belka, cited in Human Kinetics, with Pettifor, 156):

- Send objects into open spaces.
- Reposition to the area that gives the best coverage after every return.
- Vary play to make it difficult for opponents to anticipate what will happen.
- Share coverage of the playing area with teammates.
- Communicate effectively with teammates.

See page 296 of *Ready-to-Use P.E. Activities for Grades 3–4* (Landy and Landy) for paddle-type striking games.

See the *1999 Pan American Games: Resource Kit for Physical Education Teachers* for batting-type games, “The Churches” (page 21), and “Pinata” (page 24).



SUGGESTIONS FOR ASSESSMENT

◆ **Observation: Four-Corner Soccer**

Peer Assessment: Inventory

Assign two student “coaches” for each team and provide them with observation cards, such as the one below. Have the coaches observe their team in action and place check marks in the appropriate box when they see the following:

Observation of Team in Action	
Send the ball to an open space.	Move to go to the ball.
Move the ball a variety of ways.	Pass the ball to team members.
Pass and aim with accuracy.	Kick, using characteristics of the mature pattern of this skill.

Coaches use the information to advise their team on how to improve their play. Change coaches every few minutes.

Variation: Have coaches write the names of players in the appropriate box.

PRESCRIBED LEARNING OUTCOMES

Students will...

K.1.4.C.4 Identify the five fair-play ideals (i.e., respect for rules, officials, and opponents, self-control, equitable playing time).

Curricular Connections

ELA: GLO 5—Celebrate and build community (appreciate diversity, celebrate special occasions, cooperate with others, work in groups)

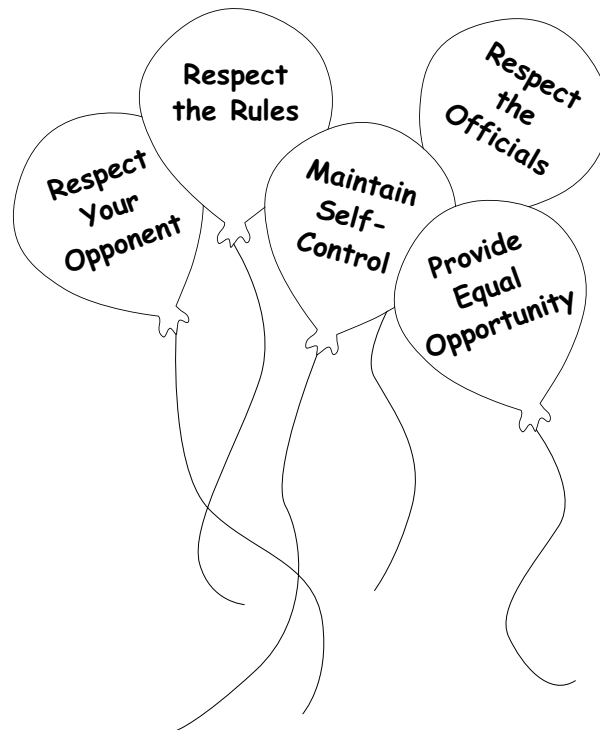
PE/HE: GLO 4—Personal and Social Management (interpersonal skills)

SS: social responsibility

SUGGESTIONS FOR INSTRUCTION

◆ **Fair Play for Kids**

Display a poster of fair-play rules on the wall. Have students work in pairs, with one student facing the poster on the wall. The student who cannot see the poster explains the five ideals/rules of fair play to the partner. The partner checks for correct identification. Switch roles. Students report the results to the teacher, if desired.



**TEACHER NOTES**

Contact Sport Manitoba for further information on fair play. See also *Fair Play for Kids: A Resource Manual* (Binder).

Fair-Play Ideals:

- Respect the rules.
- Respect the officials and accept their decisions.
- Respect your opponent.
- Give everyone equal/equitable opportunity to participate.
- Maintain your self-control at all times.

The fair-play ideals are identified on page 16 in the Leisure section of *The Canadian Active Living Challenge: Leader's Resource Tool Kit, Program 2* (CAHPER/CIRA).

**SUGGESTIONS FOR ASSESSMENT****◆ Questioning: Fair Play for Kids**

Peer Assessment: Inventory

Have students stand in two circles, one inside the other: one circle faces outside and one faces inside. Have facing partners discuss one of the five fair-play ideals. Have the circles rotate for new partnerships with each new ideal.

PRESCRIBED LEARNING OUTCOMES
<i>Students will...</i>
<p><input type="checkbox"/> S.1.4.A.1 Demonstrate proficiency in basic transport skills and other locomotor variations and extensions (e.g., slide, leap, grapevine...).</p>
<p>Curricular Connections PE/HE: S.1.4.A.1 (fair play), GLO 3—Safety SS: cultural diversity</p>
<i>(continued)</i>

SUGGESTIONS FOR INSTRUCTION

◆ **Follow the Signs**

Set up cones, with signs indicating the basic transport skills, in a pathway throughout the gymnasium. Have students read a sign (or look at the picture) and perform that skill on their pathway to the next cone. (Refer to learning outcome K.1.4.C.2.)

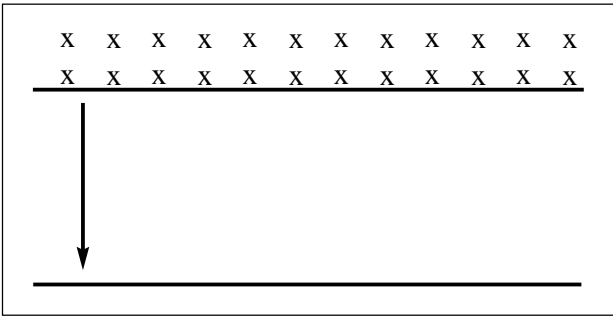
◆ **Game—Great Wall of China**

Ask three taggers (guards) to stand in the centre of the gymnasium between two parallel lines approximately three to five metres apart and have the other students line up along one end line. On the guards’ chant, “Scale the wall,” the end-line players run across the wall to the opposite end line, trying to avoid being tagged by one of the guards. If tagged, the player remains on the wall to help defend it on the next crossing.

Variations: Have the three guards each select one player to cross the wall at the same time. If any one of these three players successfully crosses, then all the other players attempt to cross. Tagged players go to an exercise area until the sixth tagged player enters the area. The first five tagged players may then return to the game. Arrange a “changing of the guards” after a specified period of time.

◆ **Relays**

Ask students to line up along one sideline in pairs or small groups and have them perform a variety of the movement transport skills.



◆ **Game—Owl Hop (Inuit)**

Have students start on a line and hop across the play area with one foot behind the knee and their bodies bent halfway down. Students attempt to cover the greatest distance with the fewest number of continuous hops.

(continued)



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.

For further instructional suggestions, see *Basic Movement Skills (K–3)* (Manitoba Education and Training).

Curricular connections can be made with music by having students match their movements to the rhythm of the music.

Perform the relays for a specified time. Play music for motivation and as a start-stop signal. Select music of appropriate tempo for the various transport skills.

Refer to Appendix C: Programming for Students with Special Needs for guidelines related to modifications, adaptations, and accommodations.



SUGGESTIONS FOR ASSESSMENT

◆ **Performance Task: All Activities**

Teacher: Scoring Rubric

While students participate in the activities, observe for proficiency in the basic transport and other locomotor skills.

Suggested Criteria: Skipping

The student

- A. displays a step-hop pattern
- B. uses both sides of body alternately
- C. swings arms in opposition to feet
- D. displays a rhythmical pattern
- E. focuses eyes forward

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

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
<i>Students will...</i>
<p><input type="checkbox"/> S.1.4.A.1 <i>(continued)</i></p>

SUGGESTIONS FOR INSTRUCTION

(continued)

◆ **Line Dance or “Mayim”**

Have students participate in “Mayim,” a Jewish folk dance that involves the grapevine step. The movements express the joy of finding water in a very dry land. The formation is a single circle of dancers, facing inward, with hands joined. The dance proceeds as follows:

- *Grapevine step* (four times): Step right, left foot in front; step right, left foot behind, moving in a light, springy, clockwise manner.
- *Into centre and back* (two times): Beginning with right foot, take four running steps into the centre, raising hands above head; return using four running steps back, slowly lowering hands. Repeat.
- *Run-toe-touch-clap*: Beginning with right foot, move clockwise using three running steps; face centre and hop on right foot, touch left foot across front to right side; hop on right foot, touch left foot to side; repeat three times. Hop on left foot, touch right foot in front to left side, and clap hands. Hop on left foot, touch right to side, and swing arms out to sides, shoulder high; repeat three times.
- Repeat dance from the beginning.

◆ **Leaping Lizards**

Set up a variety of stations and have students leap over objects, on objects, in objects, and so on.

For example, set up

- cones with ropes across them
- cones with sticks across them
- combinations of hoops, ropes, and mats on the floor

**TEACHER NOTES****SUGGESTIONS FOR ASSESSMENT****Locomotor Variations and Extensions:**

- **Grapevine**—a step toward the left side (count 1), a step placing the right foot behind the left (count 2), a step left to the side (count 3), and then a step placing the right foot in front of or beside the left (count 4).
- **Slide**—a gallop performed in a sideways direction.
- **Leap**—taking off with one foot with a period of suspension, then landing on the other foot.

Ensure that students leap at appropriate heights and stay on the balls of their feet when landing.

For more dance ideas, see *Ready-to-Use P.E. Activities for Grades 3–4* (Landy and Landy).

Remind students to return equipment to its original place.



PRESCRIBED LEARNING OUTCOMES

SUGGESTIONS FOR INSTRUCTION

Students will...

S.1.4.A.2 Demonstrate proficiency in selected manipulation skills in a variety of individual activities (i.e., rolling, underhand and overhand throwing, catching, striking, bouncing, kicking, dribbling a ball using feet).

◆ **Target Practice (variety of manipulation skills)**

Set up a variety of targets as station activities and have students aim for the targets using a variety of manipulation skills.

Examples:

- Roll a ball to a pin.
- Toss a ball underhand through a held hoop.
- Shoot a ball at a basketball net.
- Kick a ball into a goal.
- Throw overhand to a target on the wall and catch the ball.

◆ **Hoop and Arrow (throwing)**

Have students work in pairs. One player rolls a hoop along the ground and the other tries to throw an “arrow” (e.g., beanbag) through it. Players are awarded points according to how close the arrow is to the centre of the hoop. As players become more skilful, increase the throwing distance.

◆ **Dribble Tag (hand dribbling)**

Designate three or four students as taggers and provide all the other students with a ball to bounce. Have students dribble their ball continuously. If they are “touched” (tagged) on the shoulder, they must give up their ball to the tagger and become a new tagger who tries to catch another dribbler. Students who lose control of their ball while dribbling go to a penalty station to do five jumping jacks before returning to the game.

◆ **Soccer Tag (foot dribbling)**

Have students foot dribble their soccer balls and play Dribble Tag as suggested above.



TEACHER NOTES

See also Inuit Football and Inuit Baseball (Scrub and Rounders), learning outcome S.1.3.A.2.

For more learning activity suggestions, refer to *Native Games: Teacher Handbook* (Manitoba Education).

To make target activities more motivational, use a variety of shapes and colours. Also use targets painted on walls, pictures, and signs related to sports or themes (e.g., enlarged pictures or drawings of baseball gloves on the wall, carnival themes).

Link to Technology:

Review skills that are performed and videotaped by students.

Refer to *Basic Movement Skills (K–3)* (Manitoba Education and Training) for information on developing skills posters that can be used as visual tools.



SUGGESTIONS FOR ASSESSMENT

◆ **Performance Task: All Activities**

Teacher: Scoring Rubric

While students participate in Target Practice, observe for proficiency in selected manipulation skills in a variety of individual activities.

Suggested Criteria: Overhand Throwing

The student

- A. focuses eyes on the target
- B. bends and holds elbow back at shoulder height behind ear
- C. rotates hips so that opposite shoulder is in line with the target
- D. steps forward with foot opposite to throwing arm
- E. shifts weight from back to front foot
- F. leads throw with elbow and follows through down and across the body

Refer to *Physical Education K–4: Basic Movement Skills Assessment* (Movement Skills Committee) for other manipulation skills criteria (i.e., rolling, bouncing, catching, underhand 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.1.4.A.3 Demonstrate competency in static and dynamic balance on apparatus at a low level (e.g., on a line, bench, low beam...).

◆ **Test Your Balance**

Have students perform various gymnastic balances such as those listed below.

Static Balance:

- front scale
- bridges
- V-sit
- knee scale
- shapes/statics/hangs on structure

Dynamic Balance:

- walk on beam, bench
- walk backward
- walk sideways
- walk through hoops
- walk over obstacles
- dip step

◆ **On the Bench Tricks**

Have partners travel along one bench with a ball or balloon between their heads, stomachs, hips, and so on. Using two parallel benches, have partners travel on separate benches while throwing a ball (or different pieces of equipment) back and forth. Using one bench, have two partners meet and pass one another without falling off the bench.



TEACHER NOTES

Pictures, videos, and teacher/student demonstrations can serve as visual aids for the class.

Encourage students to participate in a variety of leisure activities such as rollerblading, skating, and skiing, supervised for safety, to continue to develop their balance.

See *Up Down All Around* (Russell, Schembri, and Kinsman) for more activity descriptions.

Ensure that benches are stable so that students travel along them safely.



SUGGESTIONS FOR ASSESSMENT

◆ **Performance Task: Test Your Balance**

Teacher: Scoring Rubric

While students participate in the balance activities, observe for competency in static and dynamic balance on apparatus at a low level.

Suggested Criteria: Dynamic Balance

The student

- A. maintains balance while using alternate stepping action
- B. maintains an upright posture
- C. maintains balance by using arms as needed
- D. focuses eyes forward

Refer to *Physical Education K–4: Basic Movement Skills Assessment* (Movement Skills Committee) for other balance skills criteria (i.e., static balance).

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–11: Balance Skills Criteria (Appendix H) for a summary of all balance skills criteria.

PRESCRIBED LEARNING OUTCOMES	
<i>Students will...</i>	
<p><input type="checkbox"/> S.1.4.B.1 Demonstrate functional use of basic movement skills (e.g., jumping, hopping, throwing, catching...) in sport-related lead-up individual/dual games and physical activities (e.g., juggling, rope jumping...).</p>	
<table border="1"> <tr> <td data-bbox="123 615 358 674"> <p>Curricular Connections PE/HE: K.1.4.B.1</p> </td> </tr> </table>	<p>Curricular Connections PE/HE: K.1.4.B.1</p>
<p>Curricular Connections PE/HE: K.1.4.B.1</p>	

SUGGESTIONS FOR INSTRUCTION

- ◆ **Game of Five (HOOPS)**
Have students shoot basketballs from the five locations around the basketball key. As they score at one location, they progress to the next location and earn a letter toward the spelling of HOOPS. If they miss a shot, they return to the end of the line at that location while the next person shoots.
- ◆ **Jump Rope for Heart**
Have students create jump-rope routines.
- ◆ **Partner Throw and Catch Volleyball**
Have students work in pairs to overhead throw and catch a volleyball (or modified volleyball) over a low net.
- ◆ **Strike It**
Provide students with striking implements (e.g., racquets, paddles) and soft or slow-moving objects (e.g., yarn or sponge balls, shuttlecocks). Have them try to hit the objects continuously up in the air without allowing the objects to hit the floor. Students count the number of successful strikes and graph or chart their results.
- ◆ **Two-on-Two Soccer**
Provide students with cones to be used as goals and soccer balls of appropriate size. Have students work in groups of four to participate in a two-on-two soccer game, changing goalie positions often. Players start the ball at the centre after each goal. After rough play or when a player intentionally touches the ball with the hands, the opposing team takes a free kick. A ball going over the end line is kicked back into play by a defensive player. A ball kicked over the end line by a defender is kicked back from a corner by an attacker.
Variation: Have students work in groups of six or eight to play three-on-three or four-on-four soccer.

**TEACHER NOTES**

Where possible, lower the baskets and use a smaller ball.

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

Laminate and post a large blank graph chart with squares the size of self-stick notes. When students graph their results, ask them to sign their names on a self-stick note and place it in the appropriate square. Discuss class results.

**SUGGESTIONS FOR ASSESSMENT****◆ Observation: Game of Five (HOOPS)**

Self-Assessment: Inventory

If students successfully complete the word HOOPS during the allotted time each class, they add their names to the HOOPS list attached to the wall.

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p><i>Students will...</i></p>	
<p><input type="checkbox"/> S.1.4.B.2 Demonstrate functional use of basic movement skills (e.g., kicking, striking...) in large-group/mass-participation activities (e.g., invasion and striking/fielding-type activities...).</p>	
<p>Curricular Connections PE/HE: GLO 3—Safety</p>	
	<p>◆ Ball in the Air (Argentina)</p> <p>Divide the class into team A and team B. Team A members form a line along the home boundary and stand ready to run. Team B members form a circle, leaving a metre or so between players. On the given signal, team A members run, one at a time, around team B, while team B starts passing the ball around the circle as fast as possible, calling out the number of each pass. When the last team A player passes the boundary line, the entire team shouts, “Stop!” Team B stops passing the ball. Their score is the total number of passes. Teams change places and start again.</p> <p>◆ “Everyone Score” Soccer</p> <p>Provide one to four soccer balls for two teams, each on their own side, without a goalie. On the given signal, each player attempts to score a goal, and then goes to sit on the team bench. The first team to have everyone sitting down on the bench is the winner. Use large mats as targets so that everyone is successful. This is excellent for less skilled students as they must go after the ball and cannot rely on the stronger students’ abilities. Many strategies can be developed during the game.</p> <p>Variation: Remove the mat and mark the goal with cones and goalies.</p> <p>◆ Continuous Baseball</p> <p>Use mats to set up a baseball diamond, including a pitcher’s mound. Divide the class in half as fielders and batters. Pitch a whiffle or foam ball to a batter who uses his or her arm or a small racquet to bat. Upon hitting the ball, the batter runs the bases until the fielders get the ball to the pitcher who then calls out, “Stop!” The batter either returns to the last base touched or stays where he or she is until the next batter hits. Runners continue to run past home base toward first base, stopping on the signal. Points are counted each time a runner steps on home base. No one is out, except a batter whose fly ball is caught. Change sides when all members of the batting team have had a turn to hit.</p>



TEACHER NOTES

To add to the challenge, use different variations of passes: backward, volleyball, and basketball passes.

See also Mat Basketball, learning outcome K.1.3.C.3.

Ensure that students are aware of and follow the various sport-specific safety rules such as

- no contact in team sports
- no high sticking in floor hockey

See *Safety Guidelines for Physical Activity in Manitoba Schools* (MPETA et al.) for additional information.



SUGGESTIONS FOR ASSESSMENT

◆ **Observation: All Games**

Peer Assessment: Scoring Rubric

Have a “student assessment team” rate the functional use of players’ skills (and fair-play behaviour). For example, have two students assess skills and two others assess fair play, using the following rubric.

Use of Skills Rubric	
Scale	The student
4	<ul style="list-style-type: none"> • always demonstrates <i>correct skill performance</i>*
3	<ul style="list-style-type: none"> • demonstrates <i>correct skill performance</i> during most game situations
2	<ul style="list-style-type: none"> • demonstrates <i>correct skill performance</i> a few times
1	<ul style="list-style-type: none"> • rarely or never demonstrates <i>correct skill performance</i>

* To assess fair play, substitute *correct skill performance* with *fair play*. Safety, fitness management, and personal/social development can also be assessed during game play by substituting words such as *safety, active participation, cooperation and helpfulness, listening skills*, and so on.



Use BLM G–2: Class Checklist or BLM G–4: Movement Skills Rubric and Checklist (see Appendix H) to record class results.

PRESCRIBED LEARNING OUTCOMES

SUGGESTIONS FOR INSTRUCTION

Students will...

S.1.2.B.3 \Rightarrow **S.1.4.B.3** **Set up and manage own games** (e.g., skipping games, target games, hopscotch...).

◆ **Game Day**

Have students set up and participate in a variety of games and activities in which they have participated during past classes (e.g., soccer, four square, skipping, tag, invented games).

◆ **Recess Games: Twenty-Points Wall Ball**

Have players face a wall and stand behind a line approximately five metres from the wall. The thrower stands closer to the wall and tosses a tennis ball against the wall so that it lands beyond the five-metre line. A player who

- catches the ball, gets 10 points
- catches the ball after the first bounce, gets five points
- catches the ball after the second bounce, gets two points
- drops the ball, loses 10 points

If a player drops the ball, the play immediately stops. The ball is returned to the thrower and the game is repeated until someone reaches 20 points and becomes the new thrower.



TEACHER NOTES

For skipping tricks, see pages 209 to 221 of *Ready-to-Use P.E. Activities for Grades 3–4* (Landy and Landy), as well as Jump Rope for Heart materials available from the Manitoba Heart and Stroke Foundation.

See also Four Square, learning outcome S.1.3.B.3.

Preteach strategies for selecting fair teams (e.g., avoid using “captains” to pick teams, leaving one student as last pick).



SUGGESTIONS FOR ASSESSMENT

◆ Observation: Game Day

Group Assessment: Checklist

After students have played a game, have them complete a checklist such as the following.

Game-Management Checklist

	Yes	No
1. We all helped to set up the game by volunteering for jobs.	<input type="checkbox"/>	<input type="checkbox"/>
2. We all followed the rules.	<input type="checkbox"/>	<input type="checkbox"/>
3. All players got equal turns.	<input type="checkbox"/>	<input type="checkbox"/>
4. We made safety rules and followed them.	<input type="checkbox"/>	<input type="checkbox"/>
5. We had a penalty that we used when someone broke the rules.	<input type="checkbox"/>	<input type="checkbox"/>

PRESCRIBED LEARNING OUTCOMES

Students will...

S.1.4.C.1 Demonstrate functional use of basic movement skills (e.g., striking a ball with the hand and/or implement, balancing...) **in outdoor activities on the school grounds and/or special events** (e.g., four-square ball, T-ball, skating, snowshoeing, tabloids, mini-olympics, multicultural games...).

Curricular Connections

PE/HE: GLO 2—Fitness Management, K.5.4.A.2

SUGGESTIONS FOR INSTRUCTION

◆ **Recreational Field Trips**

Take students on field trips to community recreation areas. Have students participate in a variety of recreational activities (e.g., skating at the community centre, cross-country skiing in a nearby park or field, attending a fitness/recreation centre or racquet sport facility). (See Excursions, *Success for All Learners*, 9.4.)

◆ **Tetherball**

Have two players stand on opposite sides of a line, facing a tetherball attached to a post. One player starts the game by hitting the ball in any direction with the hand or fist. The challenger strikes the ball in the opposite direction. The player who hits the ball all the way around the pole first is the winner. Players cannot touch the rope or the pole, catch or throw the ball, or touch the ball with any part of the body other than the hand.

◆ **Outdoor Fun**

Provide students with opportunities and safe equipment to

- strike a ball with an implement, as in broomball
- kick and dribble with their feet, as in snow soccer
- practise their dynamic balance, as in cross-country skiing, snowshoeing, and skating

◆ **Shinny**

Mark off a long field (using four sticks for boundary markers and four sticks for goal lines) for a game of shinny. Divide the class into two teams, giving each player a stick. Teams attempt to score at the opponents' end with no goalies in the goalie area. Emphasize that there is to be no body contact and no slashing during play and that stick blades cannot go above the player's waist even when the player shoots.

**TEACHER NOTES**

Discuss sport- and recreation-specific safety rules with students, especially as they apply to children playing near thin ice, riding bicycles or rollerblading on streets, and so on (see *Safety Guidelines for Physical Activity in Manitoba Schools* [MPETA et al.]).

Allow older students or sports leaders opportunities to conduct activities with younger students.

Use resources that are nearby, especially at times when the gymnasium is not available.

Ensure that students practise “sun smart” health habits (refer to learning outcome K.5.4.A.2).

Refer to page 7 of *Native Games: Teacher Handbook* (Manitoba Education).

**SUGGESTIONS FOR ASSESSMENT****◆ Learning Log: Recreational Field Trips**

Self-Assessment: Anecdotal Notes

After a field trip, have students pick their favourite recreational activity and describe it in their learning logs. Have them determine whether they feel they performed the activity well or require improvement.

PRESCRIBED LEARNING OUTCOMES

Students will...

S.1.4.D.1 Demonstrate functional use of basic rhythmic steps and patterns (e.g., grapevine, walk/turn, slide, stamp, run...), **applying movement concepts alone and with others in a variety of rhythmic activities** (e.g., multicultural activities to reflect different styles such as folk, country, novelty...).

Curricular Connections

MA: Patterns and Relations (patterns, sequence)

SUGGESTIONS FOR INSTRUCTION

◆ **Multicultural Folk Dances**

Have students learn and perform multicultural folk dances such as those described in *1999 Pan American Games: Resource Kit for Physical Education Teachers* (Pan American Games Physical Activity/Physical Education Committee):

- “Trick the Dancers” (page 14)
- “La Raspa” (page 20)
- “La Cucaracha” (page 22)
- “Conga” (page 33)

◆ **Line Dances**

Have students learn and perform line dances such as those described in *1999 Pan American Games: Resource Kit for Physical Education Teachers*:

- “Electric Slide” (page 15)

◆ **Aerobic Routines**

Refer to More Basic Aerobic Patterns (learning outcome S.1.3.D.1) and have students use these to create and to demonstrate their own aerobic routines.

◆ **Aboriginal Hoop Dance**

Invite a local hoop dancer to perform for students. Be sure to follow cultural protocol.


TEACHER NOTES

Encourage the use of word cues.

Follow teaching progressions of basic to complex steps/routines, using slow to fast music.

For instructions for “La Raspa,” see learning outcome S.1.2.D.1.

Integrate rhythmic instruments with movement (e.g., drum, tambourine, triangle, maraca).

Become familiar with popular dance movement styles (e.g., hip hop, jazz, step aerobics, kick box).


SUGGESTIONS FOR ASSESSMENT
◆ Performance Task: Dances

Self-Assessment: Rating Scale

Have students self-assess and rate their dance performance based on set criteria. (Videotaping small groups of students offers a view-then-assess option.)

Rating Scale	
Scale	
3	I confidently performed all dance steps and patterns with smooth, rhythmic movement.
2	I performed some of the dance steps and patterns with smooth, rhythmic movement.
1	I experienced difficulty performing dance steps and patterns with smooth, rhythmic movement.

PRESCRIBED LEARNING OUTCOMES

SUGGESTIONS FOR INSTRUCTION

Students will...

S.1.4.D.2 Demonstrate functional use of basic movement skills using two or more gymnastic movement patterns in a gymnastic sequence/routine with small hand apparatus (e.g., hoops, scarves, ropes...), or on large apparatus (e.g., mats, balance beam...), alone or with others.

Curricular Connections

MA: Patterns and Relations (patterns, sequence)

PE/HE: K.1.4.B.3d (choreography)

◆ **Gymnastic Routines**

Refer to the six gymnastic movement patterns (landings, statics, springs, rotations, locomotion, swings) listed in learning outcome S.1.K.D.2, and post printed gymnastic routines on various pieces of large apparatus (e.g., low beam/bench routines, parallel bars or mat routines). Have students practise the individual skills and then join them to develop a continuous routine alone or with a partner.

For example, a low beam/bench routine could include

- a start/mount
- a walk/locomotion
- a high-knee step
- a turn/rotation
- a balance
- a landing

◆ **Rhythmic Gymnastic Routines**

Provide students with a variety of simple hand apparatus routines. Have them practise the skills individually and then join them to develop a continuous routine.

For example, a rhythmic gymnastic routine using a ball could include

- a start/balance
- a walk/locomotion balancing or bouncing the ball
- a swinging ball skill
- a circling ball skill
- a rolling ball skill
- a locomotion using floor space
- an ending/balance



TEACHER NOTES

Characteristics of choreography are identified in the teacher notes for learning outcome K.1.4.B.3d.

SUGGESTIONS FOR ASSESSMENT

◆ **Performance Task: Gymnastic Routines**

Teacher: Checklist

After students have performed their sequence/routine, look for the following criteria.

Suggested Criteria:

The student	Yes	No
• demonstrates use of basic movement skills in a gymnastic routine (e.g., throwing, catching, rolling, skipping)	<input type="checkbox"/>	<input type="checkbox"/>
• shows two or more skills/patterns	<input type="checkbox"/>	<input type="checkbox"/>
• shows evidence of all the characteristics of choreography in the sequence/routine	<input type="checkbox"/>	<input type="checkbox"/>





Movement Outcomes: Grade 4



Knowledge

Skills

- K.1.4.A.1 Show an understanding of the main characteristics of the mature patterns of the basic movement skills from the three categories (i.e., transport, manipulation, and balance) in self and in others.**
- K.1.4.B.1 Demonstrate an understanding that rate, method, and extent of learning movement skills are unique to each person** (e.g., accept own and others' different developmental processes...).
- K.1.4.B.2 Show an understanding of the concepts of force and motion** (i.e., absorption of force) **when receiving an object** (i.e., “give” with the object to absorb the force in catching and receiving skills; use as many joints as possible over greatest range of movement possible).
- K.1.4.B.3a Recognize the qualities of space awareness** (i.e., levels, pathways, directions) **in a variety of activities** (e.g., tag game, obstacle course...).
- K.1.4.B.3b Show different ways to propel or move** (e.g., kick, strike, roll...) **objects using different body parts** (e.g., head, arms, hands, feet...).
- K.1.4.B.3c Differentiate between qualities of effort** (e.g., fast and slow, strong and light, free and bound...) **in movement sequences performed by others.**
- K.1.4.B.3d Identify characteristics** (e.g., identical and contrasting movements and/or rhythms...) **that enhance choreography of movement sequences with a partner and in small groups.**
- K.1.4.C.1 Explain simple rules used in lead-up games and activities that are suitable for recess** (e.g., four-square, hopscotch, jump-rope activities, game of own design...).
- 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.1.4.C.3 Recognize the basic concepts** (e.g., accuracy, body positioning, object placement...) **of simple net/wall and striking/fielding games/activities.**
- K.1.4.C.4 Identify the five fair-play ideals** (i.e., respect for rules, officials, and opponents, self-control, equitable playing time).

- S.1.4.A.1 Demonstrate proficiency in basic transport skills and other locomotor variations and extensions** (e.g., slide, leap, grapevine...).
- S.1.4.A.2 Demonstrate proficiency in selected manipulation skills in a variety of individual activities** (i.e., rolling, underhand and overhand throwing, catching, striking, bouncing, kicking, dribbling a ball using feet).
- S.1.4.A.3 Demonstrate competency in static and dynamic balance on apparatus at a low level** (e.g., on a line, bench, low beam...).
- S.1.4.B.1 Demonstrate functional use of basic movement skills** (e.g., jumping, hopping, throwing, catching...) **in sport-related lead-up individual/dual games and physical activities** (e.g., juggling, rope jumping...).
- S.1.4.B.2 Demonstrate functional use of basic movement skills** (e.g., kicking, striking...) **in large-group/mass-participation activities** (e.g., invasion and striking/fielding-type activities...).
- S.1.2.B.3** ➡ **Set up and manage own games** (e.g., skipping games, target games, hopscotch...).
- S.1.4.C.1 Demonstrate functional use of basic movement skills** (e.g., striking a ball with the hand and/or implement, balancing...) **in outdoor activities on the school grounds and/or special events** (e.g., four-square ball, T-ball, skating, snowshoeing, tabloids, mini-olympics, multicultural games...).
- S.1.4.D.1 Demonstrate functional use of basic rhythmic steps and patterns** (e.g., grapevine, walk/turn, slide, stamp, run...), **applying movement concepts alone and with others in a variety of rhythmic activities** (e.g., multicultural activities to reflect different styles such as folk, country, novelty...).
- S.1.4.D.2 Demonstrate functional use of basic movement skills using two or more gymnastic movement patterns in a gymnastic sequence/routine with small hand apparatus** (e.g., hoops, scarves, ropes...), **or on large apparatus** (e.g., mats, balance beam...), **alone or with others.**

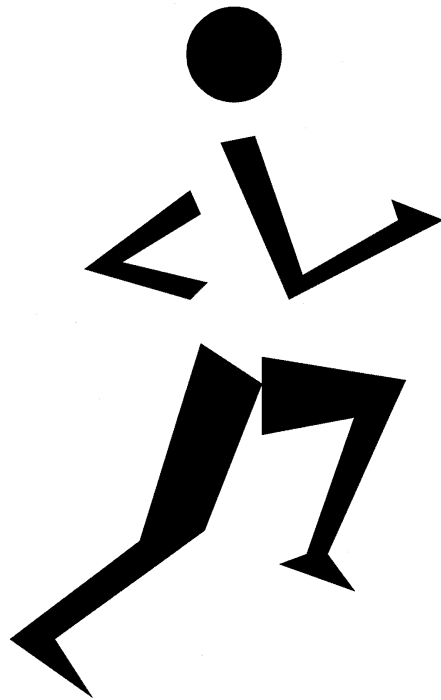
Attitude Indicators

- 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.

Grade 4

2. Fitness Management

The student will demonstrate the ability to develop and follow a personal fitness plan for lifelong physical activity and well-being.



PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p><i>Students will...</i></p>	
<p>☐ K.2.4.A.1 Recognize the health-related fitness components (e.g., cardiovascular endurance, muscular strength, muscular endurance, flexibility...).</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Curricular Connections ELA: GLO 1—Explore thoughts, ideas, feelings, and experiences (express ideas, consider others' ideas, express preferences, set goals, develop understanding, explain opinions, combine ideas, extend understanding), GLO 3—Manage ideas and information (use personal knowledge, ask questions, contribute to group inquiry, create and follow a plan, assess sources, access information, make sense of information, organize, record, and evaluate information)</p> </div>	<p>◆ Muscle Scramble</p> <p>Have students participate in activities at the following stations. After defining muscular strength and endurance, ask students to identify those stations that are associated with strength and those associated with endurance.</p> <p>Stations:</p> <ul style="list-style-type: none"> • Scooter Push-Away: Sit on a scooter facing the wall and see how far you can go with one push. • Scooter Travel: Push the scooter with legs only. • Maximum Vertical Jump: Stand with one side to the wall and try to jump as high as possible. • Mexican Jumping Bean: Do as many vertical jumps as possible in 20 seconds. • Standing Long Jump: From a stationary position, jump as far as you can. • Line Jumping: Jump back and forth over a line for 20 seconds. • Push-ups: Place hands on bathroom scale and perform a push-up. • Pull-ups: Do as many pull-ups as possible in 20 seconds. <p>◆ Create a Workout</p> <p>Assign a fitness component to groups of students and have them work at stations to create one or more exercises/activities that will serve to develop that specific component. Have students participate in an active Gallery Walk, rotating among the various stations to perform the activities, with one group member staying back at his or her own station for instruction purposes. Refer students to books, websites, CD-ROMs, and so on, in their search for appropriate fitness exercises/activities. (See Gallery Walk Alternative, <i>Success for All Learners</i>, 6.80.)</p> <p>◆ Sport Collage</p> <p>Have students bring to class pictures of people participating in activities that require cardiovascular endurance, muscular strength/endurance, or flexibility. Have groups of students make three different collages representing the various health-related fitness components.</p>
<p><i>(continued)</i></p>	<p><i>(continued)</i></p>



TEACHER NOTES

See also “Activities Bingo” on page 21 in the Health section of *The Canadian Active Living Challenge: Leader’s Resource Tool Kit, Program 2* (CAHPER/CIRA).

For knowledge-related learning outcomes, use “active” games to help students understand concepts. Use warm-up/cool-down time for “mini-lessons” and “assessment checks” for observing understanding. Some quick, efficient ways to assess in an active physical education setting are: use of exit slips, thumbs-up and thumbs-down signals, signing an inventory or “I Can” chart, human opinion lines, and use of self-stick notes for graphing results.

Health-Related Fitness Components:

Introduce, explain, use, and reinforce vocabulary for health-related fitness components:

- **Muscular strength**—the amount of force that can be exerted by a muscle or group of muscles in a single effort.
- **Flexibility**—the range and ease of movement of a joint (limited by bone, muscles, ligaments, tendons, and the bone-joint capsule).
- **Muscular endurance**—the ability of a muscle or group of muscles to exert force over an extended period of time without incurring fatigue.
- **Cardiovascular endurance**—the ability of the heart, blood vessels, and lungs to provide the working muscles with adequate oxygen during prolonged activity; also called aerobic endurance or capacity.



SUGGESTIONS FOR ASSESSMENT

◆ Questioning: Fitness Components

Teacher: Inventory

Assign the name of a fitness component to each gymnasium wall: cardiovascular endurance, muscular strength, muscular endurance, and flexibility. Call out an activity or exercise and have students run to the fitness component that the particular activity or exercise develops.

Suggested Criterion:

The student

- correctly identifies the component and runs to the correct wall

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<i>Students will...</i>	
<input type="checkbox"/> K.2.4.A.1 <i>(continued)</i>	<p><i>(continued)</i></p> <p>◆ The Muscle Circuit</p> <p>Post exercise/activity cards with a range of repetitions on the gymnasium walls. Have students design a circuit plan with a muscular strength/endurance exercise for the arms, followed by one for the legs, the abdomen, and so on, until all cards are placed on a plan. Students then use the Think-Pair-Share strategy with a partner and, once their plans are approved by the teacher, work together to perform the activities. (See Think-Pair-Share, <i>K-4 ELA, Strategies-15.</i>)</p> <p>◆ Rotating Reel</p> <p>Form groups of four or five students who number their players one to four or five. Hold up the exercise/activity cards from The Muscle Circuit above or from Bucket of Fun (learning outcome S.2.3.A.1a) and have groups decide to which fitness component it belongs (i.e., cardiovascular endurance, muscular strength, muscular endurance, flexibility). Select a card from Ace (one) through to four or five, and have the player with that number from each group rotate to the next group to discuss their group answer regarding the activity card and the fitness component. Hold up another card and repeat the procedure of discussion and rotation.</p> <p>Variation: Hold up pictures of people swimming, cycling, jumping rope, tobogganing, and doing activities around the house/apartment or yard.</p>



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

When using ranges of repetitions, encourage students to strive for their personal best and to respect individual differences in growth and development. Set realistic ranges of repetitions, considering developmental levels. Adapt exercises/activities where necessary to ensure success for all learners.



PRESCRIBED LEARNING OUTCOMES

Students will...

☐ K.2.3.C.1a ➡ K.2.4.C.1a Show an understanding of the location, size, and function of the heart (e.g., in the chest area, size of a fist, pumps blood...).

SUGGESTIONS FOR INSTRUCTION

- ◆ **Heart Works**
Provide the class with videos, CD-ROMs, books, models, diagrams, and/or pictures of the heart and have students research the location, size, and function of the heart. Compare the heart size and number of heartbeats per minute of different animal hearts.
- ◆ **My Heart**
Provide students with a diagram of a heart. Have them colour the arteries red (they carry oxygen) and the veins blue (they carry carbon dioxide).



See BLM 4–2: My Heart.

☐ K.2.3.C.1b ➡ K.2.4.C.1b Identify short-term effects of exercise/physical activity on the body (e.g., pulse rate increases, shortness of breath, body temperature increases, perspiration occurs, fatigue sets in...).

Curricular Connections
ELA: GLO 1—Explore thoughts, ideas, feelings, and experiences (express ideas, consider others' ideas, express preferences, set goals, develop understanding, explain opinions, combine ideas, extend understanding)
PE/HE: S.2.4.A.1a, S.2.4.A.1b

- ◆ **Learning Outcome Connections**
Have students participate in the physical activities suggested for learning outcomes S.2.4.A.1a and S.2.4.A.1b. Pose questions for discussion (see teacher notes).
- ◆ **Checkpoint**
After students have participated in vigorous activity, have them record/write/draw how they felt.
- ◆ **Prediction**
Have students predict their heart rate (and record their predictions) for the following activities:
 - resting for two minutes
 - walking for two minutes
 - jogging for two minutes
 Have them try the activities and record their actual results.

✿ K.2.4.C.2* Show an understanding of the factors (e.g., planning, regular participation, effort, adequate information, motivation, commitment, regular monitoring...) **affecting personal fitness development.**

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

Effects of Activities on Heart Rate			
	Prediction	Actual	Difference
Rest			
Walk			
Jog			
After Five Minutes			



TEACHER NOTES	SUGGESTIONS FOR ASSESSMENT
<p>Refer to learning outcome K.2.3.C.1a.</p> <p>Jump Rope for Heart materials are available from the Heart and Stroke Foundation of Manitoba.</p>	
<p>Questions for Discussion:</p> <p>Use the following questions for discussion as they apply to the different activities:</p> <ul style="list-style-type: none"> • What changes occur in your body after activity? Describe them. • What happens to your heart rate during and after activity? • What happens to your body temperature while being active? • How is your rate of breathing affected during activity? • Do you feel sweat on your body? • At what point do your muscles feel tired? 	<p>◆ Questioning: Learning Outcome Connections</p> <p>Group Assessment: Inventory</p> <p>Use a stand-up or hands-up response to statements about the short- and long-term effects of exercise on the body.</p>



PRESCRIBED LEARNING OUTCOMES

SUGGESTIONS FOR INSTRUCTION

Students will...

K.2.4.C.3 Recognize the importance of light aerobic activities and stretching as part of cool-down following a vigorous activity (e.g., decrease blood flow and body temperature gradually...).

◆ **Walk after You Run**

After students have participated in any of the vigorous aerobic activities, have them walk a few laps, taking in deep breaths through their noses and exhaling through their mouths. Discuss the benefits of cooling down (e.g., decreasing blood flow, heart rate, and body temperature) while performing some slow stretches after the walk.

◆ **Cool-Down Exercises/Stretches**

Design exercise/activity cards that students could use as part of a cool-down. Include light to moderate activities, as well as flexibility and strength challenges. Post the cards around the gymnasium. Have students rotate from card to card, performing the activities.

◆ **Concentration**

Have students sit down in a personal space in the gymnasium to perform stretching exercises. Select one student to go and sit behind another student, who then gets up and sits behind someone else, and so on, until everyone has had a turn or until someone selects a person who has already had a turn. The object of the game is for students to concentrate and remember who has and who has not had a turn. Should a student select someone who has already had a turn, everyone shouts out, "Concentration!" and the game ends. Remind students to cool off from their vigorous activities by breathing deeply while they are sitting on the floor.

**TEACHER NOTES****Cool-down Time:**

Cooling down is an essential part of any exercise session, as is warming up (see learning outcome K.2.2.C.3). A cool-down activity should last about three to five minutes for 30-minute classes in order to allow the body to recover gently from vigorous exercise. The best way to enhance flexibility is to stretch after exercise during the cool-down, since the muscles are already warm.

Use assessment strategies such as exit slips, thumbs-up and thumbs-down signals, or human opinion lines as part of a class cool-down activity.

For cool-down activities, see page 103 of *Health-Related Fitness for Grades 3 and 4* (Hopper, Fisher, and Munoz). See also *Ready-to-Use P.E. Activities for Grades 3–4* (Landy and Landy).

**SUGGESTIONS FOR ASSESSMENT****◆ Questioning: Walk after You Run**

Teacher: Informal Inventory

Ask students the following questions during or after the walk:

- What is an important activity to perform after vigorous activity?
- Why is a cool-down activity important?
- What types of activities should a cool-down consist of?

Suggested Criterion:

Look for

- number of correct responses

PRESCRIBED LEARNING OUTCOMES
<i>Students will...</i>
<p>□ K.2.4.C.4 Discuss how setting realistic goals and developing strategies (e.g., positive thinking, regular practice, participating with others...) can contribute to personal achievement (e.g., sense of enjoyment, self-confidence...).</p>
<p>Curricular Connections ELA: GLO 1—Explore thoughts, ideas, feelings, and experiences (express ideas, consider others’ ideas, express preferences, set goals, develop understanding, explain opinions, combine ideas, extend understanding) PE/HE: K.5.4.B.1, K.4.4.A.1, K.4.4.A.2a, K.4.4.A.2b., S.4.4.A.1, K.1.4.C.4 SS: building community</p>

SUGGESTIONS FOR INSTRUCTION

◆ **Goal Setting**

Have students review their first-attempt fitness results (see learning outcome S.2.4.A.3b) and help them to set goals after a discussion of goal setting (see teacher notes).

◆ **“I Can” Charts**

Have students review their “I Can” checklists (see learning outcome S.2.4.A.3b) to discuss how personal achievement, as indicated on their charts, and positive thinking contribute to success and a sense of enjoyment and self-confidence.

◆ **Strive to Arrive**

Have students review their goals and their second-attempt fitness results (see learning outcome S.2.4.A.3b) to determine whether they have arrived at or achieved their goals and whether they have set realistic goals.

Questions for Discussion:

- Were the goals too easy or difficult?
- Did setting specific goals motivate you to reach your target?
- Do you need to adjust your goals up or down?

◆ **Guest Speakers**

Invite parents, athletes, or sport/recreation program personnel to speak to students about the role of activity in their lives and the importance of setting goals and having a positive attitude and determination to reach for a personal best. Have students complete a LAPS activity before the speaker visits the school. (See LAPS Frame, *Success for All Learners*, 6.54.)

◆ **Guest Performance Groups**

Invite cultural dance groups, juggling experts, gymnasts, and/or specific sport agencies to school to demonstrate and possibly have students take part actively in mini-sessions.

**TEACHER NOTES****SUGGESTIONS FOR ASSESSMENT****Goal-Setting Strategies:**

To motivate students maximally toward positive behaviours and attitudes regarding physical activity and fitness, use the following strategies for successful goal setting (AAHPERD, 18–22):

- Involve students in the goal-setting process.
- Focus on improvements relative to an individual's past behaviour/performance.
- Set specific and measurable goals (e.g., in the 1600-metre run the goal should be to decrease the time rather than just to run faster).
- Set challenging and realistic goals (e.g., the goals should not be so easy that they do not challenge the student or so hard that they discourage the student).
- Write down goals.
- Provide students with strategies to improve and maintain fitness.
- Support and give feedback about progress toward goals.
- Create exercise stations where students can choose to work on personal fitness goals (i.e., goal stations) as a warm-up or class activity.
- Provide opportunities for periodic assessment.

Students whose initial fitness level is low and who have a long time between testing periods to work on fitness have greater potential for improvement than students whose fitness level is high and who have little time to work on fitness.

**◆ Reflection/Journal Entry: Goal Setting**

Self-Assessment: Inventory

Have students write in their journals about their first attempts, what goals they set for themselves, and what improvements they made in trying to reach those goals. Ask them to indicate how they feel about setting goals and making improvements.

PRESCRIBED LEARNING OUTCOMES

Students will...

☐ S.2.4.A.1a Participate regularly in a variety of purposeful and individually challenging fitness activities that develop health-related and/or skill-related fitness components (e.g., activities that increase heart rate, lung capacity, strength, muscular endurance, flexibility, coordination...).

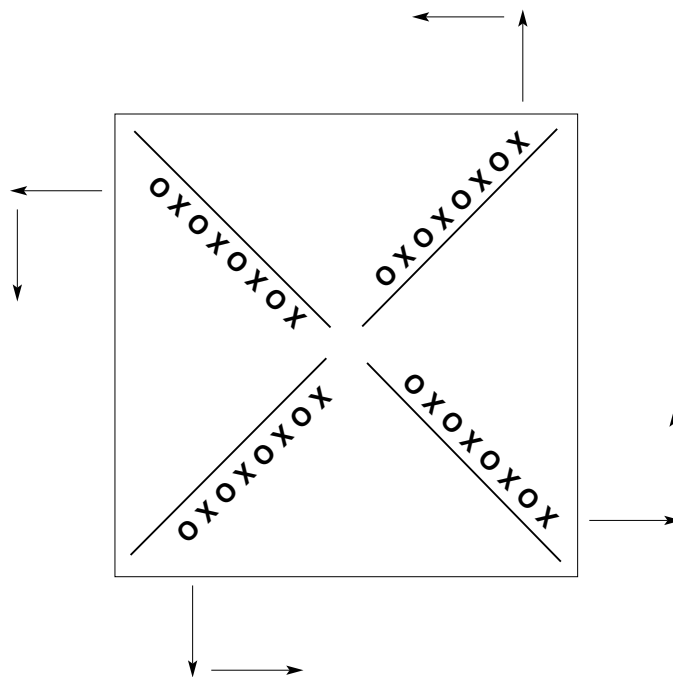
Curricular Connections
MA: Patterns and Relations (sorting, graphing, patterns, sequence), Statistics and Probability (counting, measuring, formulating questions, reading graphs, pictograms, predicting chance), Number (counting, adding with pictures, concept of half)
PE/HE: GLO 3—Safety (in all activities)

(continued)

SUGGESTIONS FOR INSTRUCTION

◆ **Swedish Bench Run (cardiovascular endurance)**

Divide the class into four teams and place four benches in the formation shown below, one bench for each team to sit on. At the “go” signal, have the first person from each team exit the square and run once around the other benches to tap the hand of the next team member before safely returning to sit at the end of the team line on the inside end of the bench. Continue for a specified amount of time.



Variations: Have students sit with a partner on the benches and have them run, one at a time, and tap the hand of the partner. Students may run two or three laps before tagging off. Students who are not running may perform a variety of exercises rather than sitting (e.g., curl-ups with toes under a bench or push-ups with hands or feet on the bench, depending on fitness levels).

◆ **Mountain Climber**

Pair students and place them on the inside of a lap track in the gymnasium. Have one partner run one lap and tag off his or her partner who also runs one lap. The first runner then runs two laps, as does the partner. They then each run three laps, then two laps, and finally one lap, alternating turns.

(continued)



TEACHER NOTES

Due to the importance and the nature of fitness development, learning experiences related to this outcome will be ongoing throughout the year. Assessment also needs to be ongoing to determine how students manage their fitness in class throughout the year.

Make appropriate adaptations or modifications for students with special needs or medical conditions in order to facilitate participation.

Provide alternative activities for students who are not able to participate fully.

Suggestions for instruction provided in previous grades can be carried forward and adjusted for Grade 4.

Refer to learning outcomes S.2.3.A.1a, S.2.3.A.1b, and K.2.3.C.3.

Provide opportunities for students to practise activities requiring coordination such as juggling and skipping rope (see learning outcome S.1.4.B.1), activity games such as Continuous Baseball (see learning outcome S.1.4.B.2), and recreational activities such as cross-country skiing.

If batons are used in relays instead of tagging, review safety guidelines for baton exchange (e.g., spacing and speed control to avoid collisions, ways of carrying the baton).

Refer to Appendix I: Glossary for definitions of health-related fitness components.



SUGGESTIONS FOR ASSESSMENT

◆ Observation: All Activities

Teacher: Participation Rubric

As students participate in physical activities, observe their levels of participation and keep ongoing records for each term.



See BLM G–3: Participation Rubric (Appendix H).

PRESCRIBED LEARNING OUTCOMES

Students will...

S.2.4.A.1a *(continued)*

(continued)

SUGGESTIONS FOR INSTRUCTION

(continued)

◆ **Cross-Country Team Challenges**

Provide groups of students with cross-country running challenges listed on one sheet of paper.

Example of Team Challenges:

1. Run to the far baseball diamond.
2. Skip to the bicycle racks.
3. Power walk to the slide.
4. Jog around the soccer posts.

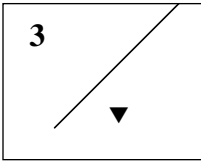
Have students predict the time it would take their team to complete the challenges. Students work together to cross the finish line with all team members striving to arrive at their predicted times, rather than racing for the fastest time.

Variation: Teams can earn extra points for performing all the challenges as a team.

◆ **Score Orienteering**

Create a map of the school grounds or the area to be used for the orienteering. Mark the map with numbered targets corresponding to the markers set out on the grounds. Each marker has a number and a symbol. Have partners or small groups each carry a copy of the map and attempt to find all the targets as quickly as possible. When they find one, they mark the symbol on their score sheet next to the correct target number. They return to the start when they have found all the targets or when the allotted time is up. Sheets can be scored by numbers found or by different scores for each target, depending on distance or difficulty. Runners can be timed by sending them out at timed intervals. Providing fun clues on the score sheets can help the searchers (e.g., north side of the slippery thing that rhymes with “hide”).

Target Example:



Score Sheet Example:

Orienteering Score Sheet	
Names _____	
Time In ____ Time Out ____ Actual Time ____	
Target Number	Symbol
1. clue	_____
2. clue	_____
3. clue	_____
4. clue	_____
5. etc.	_____
Total Correct _____	

(continued)

(continued)

**TEACHER NOTES****SUGGESTIONS FOR ASSESSMENT**

Skill-related fitness—refers to the ability to perform successfully during games and sports (also called performance fitness). The skill-related fitness components are:

- **agility**—“the ability to shift the body in different directions quickly and efficiently” (Kirchner and Fishburne, 701).
- **balance**—the ability to control or stabilize your equilibrium while moving (dynamic balance) or staying still (static balance).
- **coordination**—“the ability to use your eyes and ears to determine and direct the smooth movement of your body” (hands, feet, arms, head, and so on) (Rainey and Murray, 395).
- **speed**—“the ability to move your body or parts of your body swiftly” (Rainey and Murray, 399).
- **power**—“the ability of the body to apply a maximum muscular contraction with the quickest possible speed” (Kirchner and Fishburne, 706).
- **reaction time**—“the ability to react or respond quickly to what you hear, see, or feel” (Rainey and Murray, 398).

Emphasize with students that in order to improve personal fitness one must increase the intensity (how hard), duration (how long), or frequency (how often) of performing the activity. If one is inactive, the muscles become smaller (atrophy) and lose strength, and breathing becomes less efficient because the lungs are not forced to expand (refer to learning outcome K.2.3.B.1).



PRESCRIBED LEARNING OUTCOMES
<i>Students will...</i>
<p><input type="checkbox"/> S.2.4.A.1a <i>(continued)</i></p>

SUGGESTIONS FOR INSTRUCTION

(continued)

◆ **Partner Challenge (muscular strength/endurance)**

Set up a circuit of various muscular strength/endurance challenge cards (e.g., push-ups, skips, mountain climbing, curl-ups, line touches) around the gymnasium. Have students work with a partner of similar ability to count the number of challenges (e.g., push-ups or skips) they can complete in 30 seconds.

Variation: Have students work individually to record their scores and beat their personal best.

◆ **Gymnastic Routines (flexibility)**

Have students participate in gymnastics routines (see learning outcome S.1.4.D.2).

◆ **Rhythmic Ball Routine**

Use a large or small playground ball and slow music to demonstrate a rhythmic ball routine and have students match the movements.

For example, move the ball

- around the neck
- down and back up the arms
- around the waist
- out to the side (stretching the body)
- down and up the legs (without locking the knee joint)
- to the floor and up overhead
- around straddled feet while sitting on the floor
- around toes with legs together while sitting on the floor

◆ **Star Adventure**

Have each student stand inside a hoop (space ship) and move in his or her own path according to the music. Play the theme song from a current space movie and have students move accordingly: loud—move quickly; quiet—bend down slowly in the hoop. When the music stops, students can do challenges (e.g., push-ups, curl-ups, stretches, balances, transport skills, gymnastic movements such as weight transfer, creative movements).



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

Fitness for All:

Use strategies such as the following to accommodate fitness activities for all students, regardless of their ability levels or physical characteristics:

- Allow students to choose an activity to develop one fitness component, as well as the number of repetitions (e.g., 5, 10, 15) of an exercise.
- Challenge students to perform exercises for a set time period (e.g., number of push-ups in 30 seconds, distance covered in 10 minutes) instead of setting a number that may be too hard for some and too easy for others.
- Provide motivation using developmentally appropriate fitness progressions. For the development of upper body strength, for example, allow modified push-ups with knees touching the floor or a standing push-up against the wall. As well, the degree of difficulty can be adjusted easily by moving the feet farther from the wall to increase the degree of body lean or inclination as the child's upper body strength improves.
- Encourage all students by focusing on individual effort and improvement, rather than on the success of a few highly accomplished students.
- Establish a class atmosphere in which praise and group cooperation is evident for motivating students to achieve their personal best.

TEACHER NOTES (continued)

Help students work toward maintaining lifelong physical activity by providing motivating and varied activities that develop confidence and competency.

Refer to *1999 Pan Am Games: Resource Kit for Physical Education Teachers* for general fitness and participation activities/games from different cultures (e.g., “Indian Kickball,” page 26).

Various track and field events provide opportunities for students to improve on all aspects of their health-related and skill-related fitness.



PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p><i>Students will...</i></p>	
<p>□ S.2.4.A.1b Maintain continuous aerobic activity for a set period of time, based on functional capacity.</p>	
<div style="border: 1px solid black; padding: 5px;"> <p>Curricular Connections</p> <p>MA: Patterns and Relations (sorting, graphing, patterns, sequence), Statistics and Probability (counting, measuring, formulating questions, reading graphs, pictograms, predicting chance), Number (counting, adding with pictures, concept of half)</p> <p>PE/HE: GLO 1—Movement, GLO 3—Safety (in all activities), GLO 4—Personal and Social Management, K.4.4.B.1b</p> <p>SS: building community, cultural diversity</p> </div>	<p>◆ 4, 3, 2, 1</p> <p>Have students set a pace at which they can run/jog/speed walk in their target heart-rate zones (see teacher notes for learning outcome S.2.4.A.2) for four continuous minutes, followed by a 30-second to one-minute walk, followed by a three-minute continuous run, a 30-second walk, and so on. Provide current, up-tempo music for interest and motivation.</p> <p>Variation: Start with 3, 2, 1 according to the general endurance of the class.</p> <p>◆ Partner Interval Run</p> <p>Challenge pairs of students to count the total number of laps they run in a specified time period, alternating laps with their partner, and have them attempt to improve their own scores in another session.</p> <p>◆ Run Your Grade in Minutes</p> <p>Have students run/jog/speed walk continuously for four minutes.</p> <p>Variation: Have students run/jog/speed walk their age in laps (e.g., nine-year-olds run nine laps).</p> <p>◆ Fitness Runs</p> <p>Organize fitness runs (e.g., Run to an Olympic City, Run across Canada, Charity Runs) that challenge the class to cover a certain distance in laps by a certain date.</p> <p>Students run for a specified amount of time each day and each person contributes to the class total of laps/distance. Have students record their daily totals and have them assist in the mapping of the distances on a large wall map.</p> <p>◆ Pick-a-Paper</p> <p>Make exercise/activity cards and place them upside down in the centre of the gymnasium. Play a tape with intervals of 15 seconds of quiet followed by 30 seconds of music. During the first 15 seconds of quiet, have students select one activity card, read it, and return it to its upside-down position. When the music begins, students perform that activity for the 30 seconds of music. Repeat for a specified period of time. Include some enjoyable, easy tasks, such as the following: “Tell your physical education teacher how much fun gym class is.” “Go get a drink of water.” “Shake hands with five different people.” “Sit down on a bench.”</p>



TEACHER NOTES

When doing continuous runs, alternate clockwise and counter-clockwise laps for interest and ankle muscle development.

The fitness management outcomes link to active living in GLO 5—Healthy Lifestyle Practices. There are also links between GLO 1—Movement and GLO 2—Fitness Management since many of the movement activities can be designed to be more physically active in order to enhance students’ fitness levels.

Examples:

S.1.4.A.1

- Follow the Signs
- Relays
- Leaping Lizards

S.1.4.A.2

- Dribble Tag
- Soccer Tag

S.1.4.B.2

- Continuous Baseball

S.1.4.C.1

- Shinny

S.1.4.D.1

- Aerobic Routines

Physical Education Methods for Classroom Teachers (Human Kinetics, with Pettifor, 139) suggests teaching tips for fitness development:

- Never use fitness activities as punishment.
- Don’t overemphasize fitness testing.
- Encourage students to set realistic goals and to celebrate progress and achievement.
- Don’t underemphasize the importance of self-esteem to lifelong fitness.



SUGGESTIONS FOR ASSESSMENT

◆ Performance Task: All Activities

Teacher: Scoring Rubric

Observe students as they participate in the activities. Using BLM G–8, fill in the names of students in the category describing their performance level. As a timesaver, fill in only the names of students achieving a “3” or a “1” during the activity and add the other names later.



See BLM G–8: Aerobic Capacity Rubric (Appendix H).

TEACHER NOTES (continued)

- Clarify goals of fitness, check for understanding of why activities are done, and relate fitness concepts to everyday experiences.
- Teach children the difference between initial fatigue and pain that may result in injury.
- Always ensure that environmental conditions are safe for all lessons.



PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p><i>Students will...</i></p>	
<p><input type="checkbox"/> S.2.4.A.2 Demonstrate efficient ways (e.g., pulse point location and proper finger positions on wrist and neck, use of heart monitors...) to determine heart rate before and after exercise.</p>	
<p>Curricular Connections MA: Patterns and Relations (sorting, graphing, patterns, sequence), Statistics and Probability (counting, measuring, formulating questions, reading graphs, pictograms, predicting chance), Number (counting, adding with pictures, concept of half)</p>	
	<p>◆ Taking Your Heart Rate</p> <p>Discuss with students the normal resting heart-rate ranges for children in beats per minutes (see teacher notes). Show the class a chart for 10-second counts. Have them determine their own 10-second heart rates while resting and after participating in activities by gently placing the pads of the first two fingers on the sides of their necks (some students may not be able to feel this light pulse). Also, have students follow a demonstration of using the pads of the first two fingers to feel their pulses near their wrists (on the thumb-side of the underside of their wrists). If students are unable to locate their pulses, have them participate in a brief physical activity and then take their pulses.</p> <p>Variations: Have students count their heartbeats for six seconds and multiply by 10 to determine beats per minute and/or have them count for 30 seconds and multiply by two. If available, have students use pulse sticks or heart-rate monitors to determine their resting heart rates before exercise. Stethoscopes can also be used as a station activity.</p> <p>◆ Heart-Rate Inquiry</p> <p>Have students work individually or in pairs to answer the following inquiry questions while using heart-rate monitors (if available). Use a class Inquiry Chart to record responses.</p> <p>Inquiry Questions:</p> <ul style="list-style-type: none"> • Which of the following heart rates are most likely to be below one hundred beats per minute: <ul style="list-style-type: none"> — resting heart rates? — heart rates during activity? — heart rates five minutes after activity? • What do you predict your three heart rates to be? (See learning outcome K.2.4.C.1b.) <p>Have students participate in cardiovascular activities (refer to learning outcomes S.2.4.A.1a and S.2.4.A.1b) to complete their Inquiry Charts. (See Inquiry Chart, <i>K-4 ELA</i>, Strategies-83.)</p> <p>Variation: Have students chart or graph their heart-rate results before and after participating in various activities.</p>


TEACHER NOTES
SUGGESTIONS FOR ASSESSMENT

Remind students to use their fingers rather than the thumb when taking the pulse rate since the pulse in the thumb may be strong enough to interfere with the actual count.

Ten-Second Heart Rates

# beats in 10 sec. x 6 = # beats per min.		
8=48	13=78	18=108
9=54	14=84	19=114
10=60	15=90	20=120
11=66	16=96	etc.
12=72	17=102	

Typical resting heart rates of elementary school children are between 75 and 95 beats per minute and that the **maximum heart rate** for elementary school children is approximately 210 to 220 beats per minute (Kirchner and Fishburne, 146).

For the general activities of children, a **target heart-rate zone** of 60% to 80% of maximum heart rate has a positive effect on the heart and circulatory system without being too strenuous (Kirkpatrick and Birnbaum, 9).

See Appendix I: Glossary for suggested target heart rates related to moderate and vigorous activity.


◆ Learning Log: Heart-Rate Inquiry

Teacher Inventory

Have students complete heart-rate prediction charts (see learning outcome K.2.4.C.1b).

Suggested Criteria:

Look for

- completion of chart
- ability to find own heart rate

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p><i>Students will...</i></p>	
<p>□ S.2.4.A.3a Determine own performance level for health-related fitness components (i.e., cardiovascular endurance, muscular strength, muscular endurance, flexibility), using simple tests or tasks (e.g., sit and reach, modified curl-up, 1600-metre run...).</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Curricular Connections ELA: GLO 3—Manage ideas and information (use personal knowledge, ask questions, contribute to group inquiry, create and follow a plan, assess sources, access information, make sense of information, organize, record, and evaluate information) MA: Patterns and Relations (sorting, graphing, patterns, sequence), Statistics and Probability (counting, measuring, formulating questions, reading graphs, pictograms, predicting chance), Number (counting, adding with pictures, concept of half) PE/HE: GLO 4—Personal and Social Management (goal setting/planning)</p> </div>	<p>◆ Fitness Circuit</p> <p>Set up a fitness circuit that includes exercises or tasks that challenge the different health-related fitness components and different muscle groups (e.g. arms, legs, abdominals). Have students work in pairs. Partners take turns participating and recording at each exercise station on cue from the teacher. Have students perform the circuit several times throughout a term to set goals and monitor their own progress. Change exercises periodically for variety and interest.</p> <p>Examples of Fitness Tasks or Challenges:</p> <ul style="list-style-type: none"> • Record the number of minutes that the heart rate is in the target heart-rate zone while jumping rope or running for five minutes (cardiovascular endurance). • Record the maximum number of push-ups, choosing a progression (e.g., against the wall, with bent knees, with straight body) for measuring upper body strength and endurance. Perform shoulder stretches before and after self-assessment if waiting to switch stations. • Record the maximum number of curl-ups that the partner can do at a specified pace (e.g., rate of 20 curl-ups per minute) for abdominal strength and endurance. • Perform a shoulder-stretch challenge by raising one arm up and bending it to pat the back. With the other arm, reach down and behind the back and try to touch the fingers of the first hand, which is patting the back. Measure how many centimetres the hands are apart when fingers of the second hand attempt to reach the fingers of the first hand. Repeat the shoulder-stretch challenge, starting with the other hand (checking for flexibility). <p>◆ 6-8-10-12 Time Trials</p> <p>Have students run/jog at a steady pace and count the number of laps they complete in various minutes, gradually increasing the amount of time each session.</p> <p>Variations: Have students work in pairs, with one student sitting on the inside of the track counting his or her running partner’s laps. If heart-rate monitors are available, have students run/jog/speed walk in their target heart-rate zones for the duration of the time rather than having them count their number of laps.</p>



TEACHER NOTES

For assessment guidelines, see Guidelines for GLO 2—Fitness Management in the Overview of this document.

A variety of fitness tests or tasks have traditionally been used to measure health-related fitness components. Before choosing a fitness-assessment task, check for reliability, validity, developmental appropriateness, ease of administration, and safety considerations. Use fitness testing or assessment as a strategy to help students monitor their own progress and set personal goals rather than emphasizing the test itself. Focus on fitness management and motivation toward participation in physical activity. Comparing students' scores and using extrinsic awards are discouraged.

The use of individual goal-setting techniques helps encourage students to focus on personal improvement and progress toward achieving personal goals rather than on comparisons. For example, cardiovascular endurance runs based on time to run rather than distances to be covered motivate students toward achieving fitness. Timing the 1600-metre (one mile) run may be a simple task to organize for large-group testing; however, having everyone run the same length of time means no waiting for slower runners and less chance of any children feeling embarrassed by their performances, as everyone succeeds at his or her own rate. (Refer to the teacher notes for learning outcomes S.2.4.A.1a and S.2.4.A.1b.)



SUGGESTIONS FOR ASSESSMENT

◆ Performance Task: Fitness Circuit

Self-Assessment: Rating Scale

Have students complete fitness assessments and determine their own results or scores. Record student results on a class status sheet.



See BLM 4–3: Fitness Assessment Results: Class Status.

◆ Reflection/Journal Entry: All Fitness Activities

Self-Assessment: Inventory

Have students choose a number of exercises or assessment tasks that measure health-related fitness components. Explain proper technique, safety precautions, and procedures for each task. Have students practise the exercise or task, perform and assess it to determine their personal best, and set goals for personal improvement. Ask them to record this information in a journal.

TEACHER NOTES (continued)

For physical fitness tests for special populations, see page 163 of *Physical Education for Elementary School Children* (Kirchner and Fishburne) and pages 25 and 29 of *Physical Best Activity Guide* (AAHPERD).



PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<i>Students will...</i>	
☐ S.2.4.A.3b Record own fitness results and physical activity participation over a period of time (e.g., beginning, middle, end of school year...) for personal progress.	<ul style="list-style-type: none"><li data-bbox="610 331 1391 527">◆ Record Your Fitness Results Provide students with charts and/or computers to enter their fitness results. Variation: Have students chart their results to notice personal progress. <li data-bbox="610 569 1391 758">◆ Learning Log Entries Have students keep a portfolio of their results in various challenges suggested for learning outcomes S.2.4.A.3a, S.2.4.A.1a, and S.2.4.A.1b in order to observe improvements and progress as a source of motivation. <li data-bbox="610 800 1391 947">◆ “I Can” Checklists Provide students with various health- and skill-related fitness challenge checklists and have them record their performances throughout the year.
<div style="border: 1px solid black; padding: 5px;"><p>Curricular Connections</p><p>ELA: GLO 3—Manage ideas and information (use personal knowledge, ask questions, contribute to group inquiry, create and follow a plan, assess sources, access information, make sense of information, organize, record, and evaluate information)</p><p>MA: Patterns and Relations (sorting, graphing, patterns, sequence), Statistics and Probability (counting, measuring, formulating questions, reading graphs, pictograms, predicting chance), Number (counting, adding with pictures, concept of half)</p><p>PE/HE: GLO 5—Healthy Lifestyle Practices</p></div>	



TEACHER NOTES

Encourage students to recognize real-world activities (e.g., going for a family walk or hike, carrying groceries or laundry, raking leaves, shovelling snow, walking a dog, delivering papers) as contributors to an active lifestyle.



SUGGESTIONS FOR ASSESSMENT

◆ **Performance Task: Record Your Fitness Results**

Self-Assessment: Inventory

Have students complete fitness profile charts to show personal progress.



See BLM 4–4: My Personal Fitness Profile.



Fitness Management Outcomes: Grade 4



Knowledge

- K.2.4.A.1 Recognize the health-related fitness components** (e.g., cardiovascular endurance, muscular strength, muscular endurance, flexibility...).
- K.2.3.C.1a** **Show an understanding of the location, size, and function of the heart** (e.g., in the chest area, size of a fist, pumps blood...).
- K.2.3.C.1b** **Identify short-term effects of exercise/physical activity on the body** (e.g., pulse rate increases, shortness of breath, body temperature increases, perspiration occurs, fatigue sets in...).
- K.2.4.C.3 Recognize the importance of light aerobic activities and stretching as part of cool-down following a vigorous activity** (e.g., decrease blood flow and body temperature gradually...).
- K.2.4.C.4 Discuss how setting realistic goals and developing strategies** (e.g., positive thinking, regular practice, participating with others...) **can contribute to personal achievement** (e.g., sense of enjoyment, self-confidence...).

Skills

- S.2.4.A.1a Participate regularly in a variety of purposeful and individually challenging fitness activities that develop health-related and/or skill-related fitness components** (e.g., activities that increase heart rate, lung capacity, strength, muscular endurance, flexibility, coordination...).
- S.2.4.A.1b Maintain continuous aerobic activity for a set period of time, based on functional capacity.**
- S.2.4.A.2 Demonstrate efficient ways** (e.g., pulse point location and proper finger positions on wrist and neck, use of heart monitors...) **to determine heart rate before and after exercise.**
- S.2.4.A.3a Determine own performance level for health-related fitness components** (i.e., cardiovascular endurance, muscular strength, muscular endurance, flexibility), **using simple tests or tasks** (e.g., sit and reach, modified curl-up, 1600-metre run...).
- S.2.4.A.3b Record own fitness results and physical activity participation over a period of time** (e.g., beginning, middle, end of school year...) **for personal progress.**

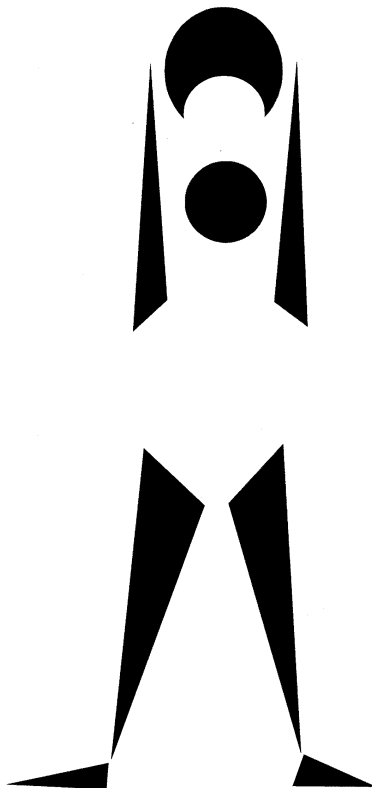
Attitude Indicators

- 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.

Grade 4

3. Safety

The student will demonstrate safe and responsible behaviours to manage risks and prevent injuries in physical activity participation and in daily living.



PRESCRIBED LEARNING OUTCOMES

SUGGESTIONS FOR INSTRUCTION

Students will...

K.3.4.A.1 Show an understanding of safe practices and risk factors associated with selected physical activities, including simple lead-up-type net/wall and striking/fielding-type games (e.g., positioning self at a safe distance in batting/striking in baseball and/or paddleball...).

Curricular Connections

ELA: GLO 3—Manage ideas and information (use personal knowledge, ask questions, contribute to group inquiry, create and follow a plan, assess sources, access information, make sense of information, organize, record, and evaluate information)

PE/HE: GLO 1—Movement

◆ Learning Outcome Connection

Have students work in small groups to perform a variety of simple lead-up-type net/wall and striking/fielding-type games such as those suggested in learning outcome K.1.4.C.3. Have them determine risk factors and list safe practices for their selected activities. Use a Jigsaw strategy to have students share their understanding of risk factors and safe practices related to the various physical activities. (See Jigsaw, *Success for All Learners*, 5.9.)

K.3.4.A.2 Recognize safe and unsafe characteristics of performing common exercises (e.g., curl-ups, neck rotations, back bends or bridges, knee bends...).

Curricular Connections

ELA: GLO 3—Manage ideas and information (use personal knowledge, ask questions, contribute to group inquiry, create and follow a plan, assess sources, access information, make sense of information, organize, record, and evaluate information)

PE/HE: GLO 1—Movement, GLO 2—Fitness Management (K.2.2.C.3, K.2.4.C.3), GLO 3—Safety (K.3.2.A.2)

◆ Learning Outcome Connections

Have students participate in the warm-up activities suggested for learning outcome K.2.2.C.3 or the cool-down stretches suggested for learning outcome K.2.4.C.3 to identify the importance of flexibility and safe and unsafe characteristics of performing common exercises.

Using pictures of contraindicated exercises, such as those discussed in *The Good, the Bad, and the Ugly* (see learning outcome K.3.2.A.2), brainstorm with students a list of unsafe characteristics of each exercise.

◆ Human Opinion Line

Have students line up along the centre line of the gymnasium and watch a demonstration of an exercise. Ask students to move to the wall on the right if they think the exercise is safe and move to the wall on the left if they think the exercise is unsafe.



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

To promote safe practices for physical activities, ensure that there is

- adequate space between play areas
- proper court etiquette when retrieving equipment from other courts (e.g., students wait for play to stop and ask permission from players before entering another play area)
- proper eye protection, where necessary (e.g., face masks for goalies) (see MPETA et al., *Safety Guidelines for Physical Activity in Manitoba Schools*)
- safe equipment set-up and use (e.g., nets, bats)
- adequate spacing between and location of players who are participating and players who are waiting
- a system for the safe distribution and collection of equipment at the beginning of, during, and at the end of the class

◆ **Observation: Learning Outcome Connection**

Teacher: Checklist

As students present the Jigsaw results, note whether they list risk factors and safe practices.

Continually check the latest information on contraindicated exercises as a safety precaution when selecting stretches and/or resources for lesson planning.

◆ **Observation: Human Opinion Line**

Teacher: Inventory

Observe students as they move to the left or to the right.

Suggested Criterion:

Look for

- number of correct responses



PRESCRIBED LEARNING OUTCOMES

Students will...

☐ K.3.2.A.3 ➡ K.3.4.A.3 Identify the reasons for appropriate clothing and footwear for participation in physical activity (e.g., change of clothing for safety, support, comfort, and freedom of movement; removal of jewellery for physical activities; personal hygiene...).

Curricular Connections

ELA: GLO 3—Manage ideas and information (use personal knowledge, ask questions, contribute to group inquiry, create and follow a plan, assess sources, access information, make sense of information, organize, record, and evaluate information)

PE/HE: GLO 1—Movement, GLO 2—Fitness Management

SUGGESTIONS FOR INSTRUCTION

◆ Safety Survey

Have students survey older students on the reasons for wearing appropriate clothing and footwear related to participation in different sports or activities.

Examples of Questions:

- What sports/activities do you participate in? (e.g., hockey/ringette, cycling, gym class, soccer, gymnastics)
- What equipment do you need to wear for your sport/activity?
- Why is this equipment important?

Safety Equipment Survey		
Sport/Activity	Equipment	Why Equipment Is Required



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

◆ **Paper and Pencil Task: Safety Survey**

Teacher: Rating Scale

Have students list (on a chart such as the following) two essential pieces of equipment for each sport/activity and indicate why they are necessary.

Essential Safety Equipment		
Sport/Activity	Equipment	Why Equipment Is Required
Hockey/ Ringette		
Physical Education Class		
Soccer		
Climbing		

Suggested Criterion:

Look for

- number of correct responses



PRESCRIBED LEARNING OUTCOMES

Students will...

☐ K.3.2.A.4 ➡ K.3.4.A.4
Show an understanding of general and specific safety guidelines and behaviours (e.g., change-room routines, appropriate permitted heights on climbing frame, carrying heavy equipment such as benches, size of equipment...) **that are appropriate for own age and ability.**

Curricular Connections
ELA: GLO 1—Explore thoughts, ideas, feelings, and experiences (express ideas, consider others' ideas, express preferences, set goals, develop understanding, explain opinions, combine ideas, extend understanding), GLO 3—Manage ideas and information (use personal knowledge, ask questions, contribute to group inquiry, create and follow a plan, assess sources, access information, make sense of information, organize, record, and evaluate information)
PE/HE: GLO 1—Movement (K.1.4.B.1)

SUGGESTIONS FOR INSTRUCTION

◆ **Learning Outcome Connections**

Have students participate in the Safety Guidelines activity suggested for learning outcome S.3.4.A.1 to review general and specific safety guidelines. Discuss how appropriate equipment for activities can vary even among same-age students (see learning outcome K.1.4.B.1). Use the following question for discussion: How can equipment be designed to match the needs of people of different ages? (See teacher notes.)

◆ **Safety-Hunt Sheet**

Prepare a list of questions related to general and specific safety guidelines and behaviours, leaving a space beside each question for responses.

Example:

Safety Hunt		
Question	Correct Response	Name
1. Name two change-room rules.		
2. Up to what height can Grade 4 students climb on the climbing frame?		
3. What is the safest way to carry heavy equipment?		
4. Why do laces on runners need to be tied?		

Ask students to interview different students to find the correct answer to each of the given questions. When students find someone who gives a correct answer, they record the name of that student and his or her answer beside that question. At the end of the activity, ask for student input on each question (e.g., Question 1: What is the name of the person on your sheet beside Question 1?). Have the named person explain the answer. Continue this strategy for the rest of the questions.

**TEACHER NOTES****Safety Guidelines for Equipment Design:**

Increase student awareness of reasons for the design of specific equipment to ensure safety relative to age, size, and ability.

For example,

- the distance between rungs on a climbing frame is too great for a preschooler to climb without assistance
- steps on slides are too far apart for a preschooler to climb without assistance
- the length of racquets should be shorter for younger children
- the size of a bicycle should be smaller for a smaller person

**SUGGESTIONS FOR ASSESSMENT****◆ Observation: Safety Guidelines**

Group Assessment: Anecdotal Notes

Assign one or two students to be safety monitors for the class. Their responsibilities are to review safety rules for the situation and remind those who break the rules of what should be done to perform activities safely.

◆ Paper and Pencil Task: Any Activity

Teacher: Checklist

Ask students to list at least four safety guidelines and behaviours.

Suggested Criterion:

Look for

- number of correct responses

PRESCRIBED LEARNING OUTCOMES

SUGGESTIONS FOR INSTRUCTION

Students will...

K.3.2.A.5a ➡ **K.3.4.A.5a**
Identify the basic safety rules for selected physical activity settings (e.g., school field trips, Terry Fox walk/run, skating activity, powwows, winter festivals...).

Curricular Connections

ELA: GLO 3—Manage ideas and information (use personal knowledge, ask questions, contribute to group inquiry, create and follow a plan, assess sources, access information, make sense of information, organize, record, and evaluate information)
PE/HE: GLO 1—Movement

◆ **Event Safety Check**

Use a KWL strategy to discuss safety rules with students before they go on a trip or participate in an event and to follow up on what they learned upon returning from the event. (See KWL, *K-4 ELA*, Strategies–89 to 91.)

K.3.4.A.5b **Identify water safety rules, hazards, and practices** (e.g., wearing floatation devices, importance of swimming lessons, recognizing safety symbols, steps in an emergency...) **related to aquatic activities** (e.g., swimming, boating...).

Curricular Connections

ELA: GLO 2—Comprehend and respond personally and critically to literary and media texts (prior knowledge, comprehension strategies, textual cues, cueing systems, vocabulary), GLO 3—Manage ideas and information (use personal knowledge, ask questions, contribute to group inquiry, assess sources, access information, make sense of information)

◆ **Guest Speaker on Water Safety**

Invite a knowledgeable guest speaker from the Canadian Red Cross Society to speak to the class about water safety.



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

Canadian Red Cross program topics related to water safety include the following:

- stop, look, and listen
- importance of swimming lessons
- personal floatation device (PFD) information
- identification of buoyant objects
- how to stay warm
- checking the weather
- when it's safe to go near water and when it isn't
- using buoyant objects for support
- how to contact emergency services
- where and when to go boating
- reasons why people choke

See <<http://www.redcross.ca/>> for additional information.



◆ **Paper and Pencil Task: Guest Speaker on Water Safety**


Teacher: Checklist

Use the Canadian Red Cross information to create a written test on water safety rules, hazards, and practices.

Suggested Criterion:

Look for

- number of correct responses

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<i>Students will...</i>	
<p>☐ K.3.4.B.1 Identify responsibilities for prevention, protection, and persuasion in the areas of fire safety, bus ridership, and road and vehicle safety (e.g., autos, boats, snowmobiles, farm equipment...).</p>	
<p>Curricular Connections ELA: GLO 2—Comprehend and respond personally and critically to literary and media texts (prior knowledge, comprehension strategies, textual cues, cueing systems, vocabulary), GLO 3—Manage ideas and information (use personal knowledge, ask questions, contribute to group inquiry, assess sources, access information, make sense of information), GLO 4—Enhance the clarity and artistry of communication (generate ideas, organize ideas, choose forms, appraise own and others' work, revise content, spelling, share ideas and information, effective oral communication, attentive listening and viewing)</p>	<p>◆ Safety Presentations</p> <p>Divide the class into groups of two or three students and assign each group a different topic, such as fire safety, bus-ridership safety, road safety, and vehicle (snowmobile or boat) safety. Have the groups research their topic and identify their responsibilities for</p> <ol style="list-style-type: none"> 1. prevention 2. protection 3. persuasion <p>Have them choose from a variety of methods to make their presentations (e.g., PowerPoint, video, cartoon, puppet show, role-play, poster).</p> <p>◆ Fire Safety</p> <p>As a class, discuss prevention, protection, and persuasion, and the role they can play related to fire safety. Define responsibility (to self and others) and how responsible behaviour can help reduce or avert dangerous situations.</p> <p>◆ Bus Safety</p> <p>Have students participate in the following learning activities:</p> <ul style="list-style-type: none"> • Develop a KWL (Know, Want to know, Learned) chart for reviewing bus-ridership safety rules. • Develop a hidden word puzzle for school-bus safety. Share puzzles with other students. • Create a song or poem related to school-bus safety. <p>(See KWL, <i>K-4 ELA</i>, Strategies–89 to 91.)</p> <p>◆ Safety Town</p> <p>In the gymnasium, develop a mini-town with road signs displayed around the area. With one student on the scooter and another one pushing him or her, have students “drive” around the town paying attention to road signs and obeying all road-safety rules. Conclude with a town meeting to discuss the rules that were obeyed and the laws that were broken.</p> <p>Variations: Add community helpers to perform their service (e.g., crosswalk patrols, police officer). Also add some pedestrians. Have students switch roles.</p>
	<p> See BLM 4–5: Road and Traffic Symbols.</p>



TEACHER NOTES

Introduce, use, explain, and reinforce vocabulary related to safety in everyday living.

Given the scope and importance of the topic of safety, teachers are encouraged to introduce developmentally appropriate safety-related topics with students at the beginning of the school year. Review the rules often throughout the year, taking into account the various play areas (e.g., gymnasium, play structure, outdoor field area) and seasonal changes (e.g., slippery surfaces, snowbanks).

For information related to GLO 3—Safety, contact local organizations or departments such Manitoba Public Insurance (for road safety information), local Fire Departments (for current fire-safety education programs), and school and school division/district regulations.

Encourage family participation in activities, discussions, and the preparation of escape routes, whenever possible.



SUGGESTIONS FOR ASSESSMENT

◆ **Performance Task: Safety Presentations**

Self-Assessment: Rating Scale

Have students check the response that best answers the statement regarding their presentation on an assigned safety topic.

Safety Presentation			
Safety Topic _____			
Criteria	Scoring Rubric		
	Very Good	Satisfactory	Needs Improvement
1. Our group worked well together.			
2. Our presentation displayed various prevention techniques.			
3. Our presentation included responsibilities for protection.			
4. We displayed the responsibilities we have regarding safety.			

◆ **Journal Entry: Safety Town**

Teacher: Anecdotal Notes

Have students write a journal entry on their experience in Safety Town, identifying their responsibilities for prevention, protection, and persuasion in road and vehicle safety. Provide students with leads, such as the following:

- A new safety rule I learned was...
- My favourite part was...
- I noticed...
- We have rules because...

PRESCRIBED LEARNING OUTCOMES

SUGGESTIONS FOR INSTRUCTION

Students will...

☐ K.3.4.B.3 Identify common injuries (e.g., cuts, bruises, scrapes, burns, bumps, fractures, insect bites and stings, frostbite...) **in everyday living, and ways to help** (e.g., seek adult help, get ice, locate first-aid kit, avoid contact with body fluids of others...).

Curricular Connections

ELA: GLO 2—Comprehend and respond personally and critically to literary and media texts (prior knowledge, comprehension strategies, textual cues, cueing systems, vocabulary), GLO 3—Manage ideas and information (use personal knowledge, ask questions, contribute to group inquiry, assess sources, access information, make sense of information), GLO 4—Enhance the clarity and artistry of communication (generate ideas, organize ideas, choose forms, appraise own and others' work, revise content, spelling, share ideas and information, effective oral communication, attentive listening and viewing)

◆ **Ways to Help**

Encourage students to use dolls or role-play to show how to treat common injuries when they occur (e.g., seek adult help, get ice, put on gloves, locate first-aid kit, avoid contact with body fluids of others).

◆ **Common Injuries**

Using real or fictional experiences (e.g., incidents in the school playground or park, films, posters, print texts), have students identify common injuries (e.g., cuts, bruises, scrapes, burns, bumps, fractures, insect bites and stings, frostbite) associated with specific situations.

◆ **Guest Speaker**

Invite a guest to give a demonstration on

- how to assist an injured person
- what steps must be followed (e.g., get help, explain what you saw, avoid all contact with body fluids of others, do not try to move the injured person)

Variation: Have students repeat this activity (with each other or with a doll) in different locations (e.g., playground, gymnasium, playing field).


TEACHER NOTES

Invite health-care professionals (nurses, paramedics) to give a demonstration to the class.

Use additional resources as required (e.g., videos, print texts, posters, Internet sites).


SUGGESTIONS FOR ASSESSMENT
◆ Paper and Pencil Task: Ways to Help

Teacher: Checklist

Have students complete the following matching activity.

How to Treat Common Injuries

1. Draw a line to match the injury with the treatment:

Injury

bruise

scratch

burn

frostbite

nosebleed

bee sting

Treatment

Clean and put on a bandage.

Apply an ice pack.

Warm up slowly.

Put on ointment and gauze.

Sit down and lean forward.

Ask an adult to remove the stinger and put an ice pack on the stung part.

2. Explain why you should seek adult help when a person is injured.

Suggested Criterion:

Look for

number of correct responses

◆ Interview: Guest Speaker

Peer Assessment: Checklist or Inventory

Have one student interview another about the treatments for certain injuries. Put a check mark beside the student's response.

Suggested Interview Questions:

What would you do for

1. a person who cut his or her knee?

clean the cut and put on a bandage

ask the injured person to sit and lean forward

2. a person who burnt himself or herself on the stove?

wash the burnt area with soap and water

run it under cool water

Add other interview questions.

PRESCRIBED LEARNING OUTCOMES

Students will...

K.3.3.B.4 ➔ **K.3.4.B.4**
Recognize roles of individuals in school and community who provide safety services (e.g., school staff, crosswalk patrols, police officers, Block Parents, firefighters, doctors, nurses, elders, ski patrols, snowmobile patrols, forest rangers, coast guards...).

Curricular Connections

ELA: GLO 2—Comprehend and respond personally and critically to literary and media texts (prior knowledge, comprehension strategies, textual cues, cueing systems, vocabulary), GLO 3—Manage ideas and information (use personal knowledge, ask questions, contribute to group inquiry, assess sources, access information, make sense of information)

SUGGESTIONS FOR INSTRUCTION

◆ **Safety Stars**

Have students draw someone who provides safety-related services (e.g., firefighter, doctor, ski patrol, forest ranger) in the centre of a sheet of paper. Have them map out the services that each individual provides and present the information as a constellation around each sketch. (See Information Mapping, *Success for All Learners*, 6.49 and 6.50.)

◆ **Safety-Person Scavenger Hunt**

Scatter numbered cones around the field or gymnasium, placing a picture of a safety person under each cone. Have students note, on a sheet of paper, the title of the safety person found at each cone and what service the person provides. After they have found all the safety people, review the scavenger hunt answers with the class.

Scavenger Hunt		
Cone Number	Safety Person	Safety Service



TEACHER NOTES

For examples of mapping, consult pages 6.49 and 6.50 of *Success for All Learners*. Demonstrate the mapping strategy to students.

Draw a parallel between the role played by certain individuals in the safety field and the role students can have in the classroom to ensure that the class functions smoothly.

See also Rescue, learning outcome K.3.2.B.4.



SUGGESTIONS FOR ASSESSMENT

◆ **Performance Task: Safety Stars**

Teacher: Scoring Rubric

Have students design a picture of a safety-service person and then map out around that individual the services that he or she provides. Assess them using the following rubric.

Scoring Rubric	
Scale	The student
3	<ul style="list-style-type: none"> • recognizes services provided • knows equipment required • includes words related to the safety person • presents information in an organized way
2	<ul style="list-style-type: none"> • recognizes some services provided • recognizes some of the equipment required • includes a few words related to the safety person • presents information in an acceptable way
1	<ul style="list-style-type: none"> • recognizes only a few services provided • shows limited understanding of equipment required • does not include any words related to the safety person • presents information in an unorganized way

PRESCRIBED LEARNING OUTCOMES

Students will...

S.3.4.A.1 Follow set rules and routines for safe participation and use of equipment in selected specific physical activities (e.g., fair-play rules, change-room routines, equipment distribution, sharing space...).

Curricular Connections

PE/HE: GLO 1—Movement (all physical activities), GLO 4—Personal and Social Management

SUGGESTIONS FOR INSTRUCTION

◆ **Learning Outcome Connections**

Have students participate in physical activities such as those suggested for learning outcomes K.1.4.C.1 and K.1.4.C.4 to reinforce the importance of following fair-play rules and procedures for equipment distribution and use.

◆ **Safety Guidelines**

Brainstorm with students the safety guidelines and behaviours specific to various locations, activities, and pieces of equipment.

Examples:

- change-room procedures/rules
- climbing-frame guidelines/rules
- routines for division and use of activity space
- proper use of all equipment (e.g., balls, racquets, floor hockey sticks, baseball bats)
- use of outdoor equipment (e.g., tetherball poles, structures)
- reporting of injuries or medical problems, equipment breakage, or hazards to the teacher

Have students demonstrate rules and routines for safe activity participation and equipment use throughout the year.



TEACHER NOTES

Introduce, use, explain, and reinforce vocabulary related to safe participation in physical activities and safe handling of equipment.

Due to the depth and breadth of the safety outcomes, safety-related learning experiences will be ongoing for all the general learning outcomes throughout the year.

For information related to safety and liability, refer to Guidelines for GLO 3—Safety in the Overview of this document (see also Framework Excerpts). Important safety information is also available in *Safety Guidelines for Physical Activity in Manitoba Schools* (MPETA et al.).

Safe Learning Environment:

Create a safe learning environment by ensuring that

- activities are suitable to the students’ age and mental and physical condition
- instruction is sequenced progressively to ensure safety
- students receive specific instruction about how to use and handle equipment properly
- equipment is in good repair and is suitably arranged
- students are properly supervised
- hazards are identified and/or removed from the facility or field of play



SUGGESTIONS FOR ASSESSMENT

◆ **Observation: Learning Outcome Connections**

Teacher: Checklist

Routinely throughout the school year, observe and assess students by using a “Yes” or “No” checklist.

Suggested Criteria:

The student	Yes	No
• follows fair-play rules	<input type="checkbox"/>	<input type="checkbox"/>
• follows change-room routines	<input type="checkbox"/>	<input type="checkbox"/>
• follows procedures for equipment distribution	<input type="checkbox"/>	<input type="checkbox"/>
• shares space	<input type="checkbox"/>	<input type="checkbox"/>



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

◆ **Observation: Safety Guidelines**

Group Assessment: Anecdotal Notes

At the end of the class, have students note on a Safety Clipboard any safety infractions they dealt with during the class or at recess that day. Check the clipboard contents regularly and review the contents with the class intermittently (immediately if the infraction causes danger).

◆ **Performance Task: All Activities**

Teacher: Scoring Rubric

Use the following rubric to assess student performance related to safe participation in activities.

Safety Rubric				
The student	4 Consistently	3 Usually	2 Frequently	1 Rarely
<ul style="list-style-type: none"> • follows safety routines and rules in given situations 				



See BLM G–9: Safety Symbols (Appendix H).

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<i>Students will...</i>	
<p><input type="checkbox"/> S.3.4.A.2 Demonstrate practices to assist an injured person (i.e., get help, explain what you saw, avoid contact with body fluids of others, do not try to move the injured person).</p>	
<p>Curricular Connections ELA: GLO 3—Manage ideas and information (use personal knowledge, ask questions, contribute to group inquiry, create and follow a plan, assess sources, access information, make sense of information, organize, record, and evaluate information), GLO 4—Enhance the clarity and artistry of communication (appraise own and others’ work, effective oral communication, attentive listening and viewing), GLO 5—Celebrate and build community (cooperate with others, work in groups)</p>	
	<p>◆ Practices to Assist an Injured Person</p> <p>Have students, working in small groups, demonstrate how to assist an injured person. One student pretends to be the injured person, one is assigned to be the rescuer, and one or two students are assigned to be the observers. Rotate positions after each turn. Ask observers to use a checklist that includes the following safe practices:</p> <ul style="list-style-type: none">• got help quickly and efficiently• explained clearly and accurately what happened• avoided contact with body fluids• did not try to move the injured person <p>◆ Helping Hands</p> <p>Provide small groups of students with different case scenarios of common injuries. Have students use an Inquiry Chart to discuss what they would do to help. Guide student inquiries by having them use the following questions:</p> <ul style="list-style-type: none">• What can I do to help?• How would I get help?• How did the injury happen?• Are there dangers to avoid (e.g., body fluids, broken glass)?• Should I move the injured person? <p>Have students demonstrate to the class what they think they should do in their assigned case scenarios and provide the groups with feedback on their responses. (See Inquiry Chart, <i>K-4 ELA, Strategies</i>–83 to 87.)</p> <p>◆ Role-Play</p> <p>Ask a student to pretend to be injured (e.g., twisted ankle, scraped knee) during a warm-up activity. Stop the class to discuss the injury and practise scene-management strategies.</p>


TEACHER NOTES

Inform the school management or parents, where necessary, that training exercises will be conducted in various school locations at different times throughout the year.

See also Guest Speaker, learning outcome K.3.4.B.3.


SUGGESTIONS FOR ASSESSMENT
◆ Performance Task: Practices to Assist an Injured Person

Peer Assessment: Checklist and Anecdotal Notes

Have students observe other students in a role-play situation in which they are assisting an injured person. Ask them to complete a checklist and write down some anecdotal notes/observations on how the other students performed.



See BLM 4–6: Practices to Assist an Injured Person.

◆ Performance Task: Helping Hands

Teacher: Checklist

Use the following checklist to evaluate student performance in the assigned scenarios.

Suggested Criteria:

The student

- gets help quickly
- explains the situation clearly and accurately
- avoids contact with body fluids
- does not try to move injured person



Safety Outcomes: Grade 4



Knowledge

- K.3.4.A.1 Show an understanding of safe practices and risk factors associated with selected physical activities, including simple lead-up-type net/wall and striking/fielding-type games** (e.g., positioning self at a safe distance in batting/striking in baseball and/or paddleball...).
- K.3.4.A.2 Recognize safe and unsafe characteristics of performing common exercises** (e.g., curl-ups, neck rotations, back bends or bridges, knee bends...).
- K.3.2.A.3** ➡ **Identify the reasons for appropriate clothing and footwear for participation in physical activity** (e.g., change of clothing for safety, support, comfort, and freedom of movement; removal of jewellery for physical activities; personal hygiene...).
- K.3.2.A.4** ➡ **Show an understanding of general and specific safety guidelines and behaviours** (e.g., change-room routines, appropriate permitted heights on climbing frame, carrying heavy equipment such as benches, size of equipment...) **that are appropriate for own age and ability.**
- K.3.2.A.5a** ➡ **Identify the basic safety rules for selected physical activity settings** (e.g., school field trips, Terry Fox walk/run, skating activity, powwows, winter festivals...).
- K.3.4.A.5b Identify water safety rules, hazards, and practices** (e.g., wearing floatation devices, importance of swimming lessons, recognizing safety symbols, steps in an emergency...) **related to aquatic activities** (e.g., swimming, boating...).
- K.3.4.B.1 Identify responsibilities for prevention, protection, and persuasion in the areas of fire safety, bus ridership, and road and vehicle safety** (e.g., autos, boats, snowmobiles, farm equipment...).
- K.3.4.B.3 Identify common injuries** (e.g., cuts, bruises, scrapes, burns, bumps, fractures, insect bites and stings, frostbite...) **in everyday living, and ways to help** (e.g., seek adult help, get ice, locate first-aid kit, avoid contact with body fluids of others...).
- K.3.3.B.4** ➡ **Recognize roles of individuals in school and community who provide safety services** (e.g., school staff, crosswalk patrols, police officers, Block Parents, firefighters, doctors, nurses, elders, ski patrols, snowmobile patrols, forest rangers, coast guards...).

Skills

- S.3.4.A.1 Follow set rules and routines for safe participation and use of equipment in selected specific physical activities** (e.g., fair-play rules, change-room routines, equipment distribution, sharing space...).
- S.3.4.A.2 Demonstrate practices to assist an injured person** (i.e., get help, explain what you saw, avoid contact with body fluids of others, do not try to move the injured person).

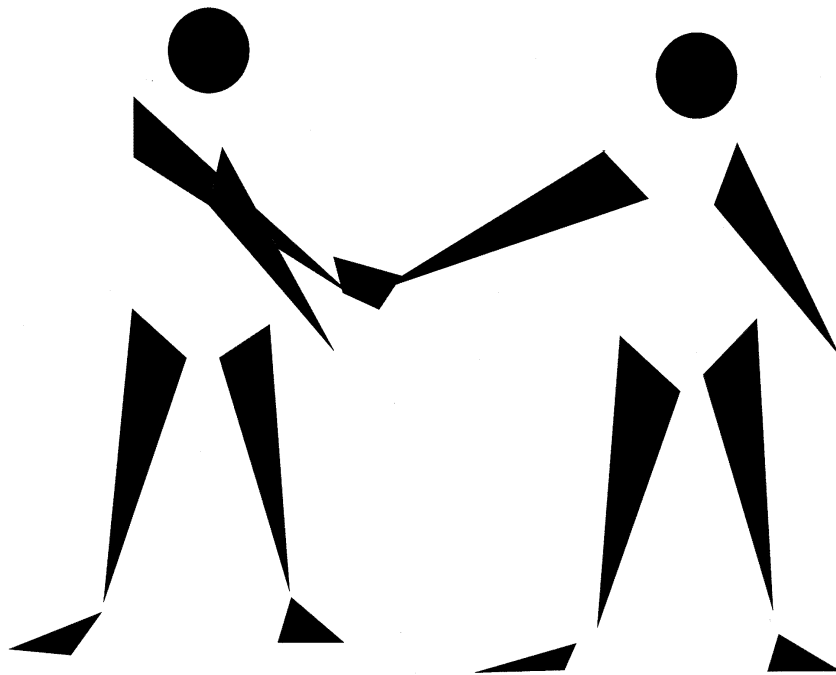
Attitude Indicators

- 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.

Grade 4

4. Personal and Social Management

The student will demonstrate the ability to develop self-understanding, to make health-enhancing decisions, to work cooperatively and fairly with others, and to build positive relationships with others.



PRESCRIBED LEARNING OUTCOMES

Students will...

☐ K.4.4.A.1 Demonstrate an awareness of factors (e.g., personal attitudes, supportive environment, accomplishments, positive thinking, genetics, media stereotyping...) **that influence self-esteem and self-confidence.**

Curricular Connections

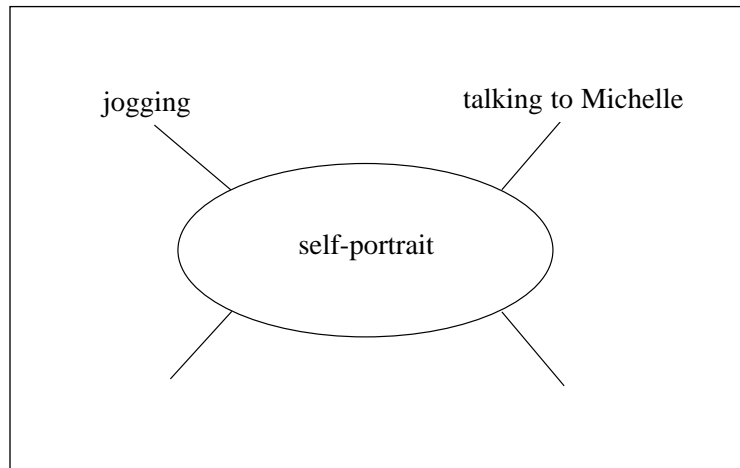
ELA: GLO 1—Explore thoughts, ideas, feelings, and experiences (express ideas, consider others' ideas, express preferences, set goals, develop understanding, explain opinions, combine ideas, extend understanding), GLO 3—Manage ideas and information (use personal knowledge, ask questions, contribute to group inquiry, create and follow a plan, assess sources, access information, make sense of information, organize, record, and evaluate information)

SUGGESTIONS FOR INSTRUCTION

◆ Feeling Good

Have students draw a picture of themselves (self-portrait) in the centre of a page. Have them identify what makes them feel good. Guide students in selecting from various components in life (e.g., foods, exercise/activity, sports, crafts, books, art, family, clothing, friends, home). Students then draw and label the things that make them feel good around their self-portrait.

Example:



Display the portraits or have students share them in small groups. Be mindful that some may not want their portraits displayed. This learning activity is intended to provide students with some direction before talking about why things make them feel good.

Variation: Use a photograph in the centre of the page. Once students identify the items that help them feel good, guide them in classifying the items into categories or factors such as genetics, accomplishments, attitudes, and environment, and discuss how these can influence self-esteem and self-confidence. Make a class chart, such as the following, to show item classification.

Example:

Self-Esteem: Feeling Good about Yourself

Contributing Factors			
Genetics	Accomplishments	Attitudes	Environment
• brown hair			• park



TEACHER NOTES

Treat this learning outcome with sensitivity. Basic psychological needs (e.g., to be loved and accepted, competent, free, happy) are not always adequately fulfilled due to a variety of factors over which students do not have full control, such as family situation or the environment and community in which they live.

Schools need to work together with parents and community services in the best interests of students.

In the physical education setting, ensure that all policies and practices promote gender fairness and inclusion in a non-threatening environment. Some students may lack self-esteem when participating in certain types of physical activities/sports, depending on factors such as body size, physical abilities, and prior experiences.



SUGGESTIONS FOR ASSESSMENT

◆ Paper and Pencil Task: Feeling Good

Self-Assessment: Checklist

Have students check their work to see whether they

- identified factors that make them feel good
- made the connection about how these factors would affect their self-esteem

Suggested Criteria:

The student

- demonstrates an awareness of factors that contribute to feeling good
- makes the connection that these factors influence self-esteem

PRESCRIBED LEARNING OUTCOMES

Students will...

☐ K.4.4.A.2a Identify a goal-setting process (e.g., assess attributes, set goals, visualize, practise, monitor, automate, enjoy...) **for establishing personal goals.**

Curricular Connections

ELA: GLO 1—Explore thoughts, ideas, feelings, and experiences (express ideas, consider others' ideas, express preferences, set goals, develop understanding, explain opinions, combine ideas, extend understanding), GLO 3—Manage ideas and information (use personal knowledge, ask questions, contribute to group inquiry, create and follow a plan, assess sources, access information, make sense of information, organize, record, and evaluate information)

SUGGESTIONS FOR INSTRUCTION

◆ Personal Goals

Ask students to identify some of the things they wish for (e.g., to win a race, read an entire novel, control anger, make a friend, master basics in mathematics). Show that meeting a goal results in a feeling of happiness and competence. Explain that fulfilling a goal requires making a personal effort, rather than waiting for a magician or parent to do things for us, and doing so in a responsible manner. Ask students to identify one of their goals related to learning (e.g., to get 100% on a spelling test, work without disturbing anyone, dribble a basketball, make a new friend).

Present a **goal-setting process** for establishing personal goals that enables students to have some degree of control over the outcome:

- identify strengths or attributes
- set goals
- think of ways to reach goals
- practise
- keep track of progress
- enjoy

Encourage students to talk about the reasons why some steps for goal attainment work better than others and to use tools (e.g., checklist, plan, calendar, self-assessment sheet, partner, mentor) to help them achieve their goal.

Have students keep a goal-setting journal that contains a clear outline of the steps they need to take to reach their goal within a specified timeline. Students can also use this journal to record goal setting pertaining to physical activities.



TEACHER NOTES

The feeling of competence that contributes to developing self-esteem and self-confidence is reinforced when students learn to set personal goals and find ways to attain them.



SUGGESTIONS FOR ASSESSMENT

◆ **Paper and Pencil Task: Goal-Setting Process**

Teacher: Inventory

Have students complete a goal-setting process for personal goals, using a guideline such as the following.

Goal-Setting Process

Name _____ Date _____

1. Goal(s) I will aim for this week:
 - a. _____
 - b. _____
 - c. _____
 - d. _____

2. Steps or strategies that will help me to reach my goal(s):
 - a. _____
 - b. _____
 - c. _____
 - d. _____

When will I practise? _____

3. What is my score, based on the following scale?

1—I need more practice.	3—I almost did it.
2—I’m on my way.	4—Super! I did it!

4. Why did I get this score? _____

See *K–4 ELA*, BLM–94, for another example.

Suggested Criteria:

The student

- sets a goal
- describes steps to be taken toward achieving the goal
- indicates times when he or she will practise
- other

PRESCRIBED LEARNING OUTCOMES

SUGGESTIONS FOR INSTRUCTION

Students will...

☐ K.4.4.A.2b Describe the factors (e.g., success/failure, attitude, support from others, commitment, intrinsic and extrinsic rewards...) **that affect personal motivation and achievement of goals.**

Curricular Connections

ELA: GLO 1—Explore thoughts, ideas, feelings, and experiences (express ideas, consider others' ideas, express preferences, set goals, develop understanding, explain opinions, combine ideas, extend understanding), GLO 3—Manage ideas and information (use personal knowledge, ask questions, contribute to group inquiry, create and follow a plan, assess sources, access information, make sense of information, organize, record, and evaluate information)

☐ K.4.4.A.3 Identify the steps of the decision-making/problem-solving process with an emphasis on the final steps (e.g., making the decision, taking action, evaluating results...).

Curricular Connections

ELA: GLO 3—Manage ideas and information (use personal knowledge, ask questions, contribute to group inquiry, create and follow a plan, assess sources, access information, make sense of information, organize, record, and evaluate information)

◆ Motivate Yourself!

Have students identify and describe several things that affect personal motivation and achievement of goals, such as

- the feeling/level of competence (success/failure)
- the feeling of being loved and belonging (support from others)
- a sense of responsibility (commitment)
- the feeling of independence and freedom (intrinsic and extrinsic rewards)

Make students aware that they can play an active role in their own learning—they are not passive subjects.

◆ Commitment

Have students depict (e.g., in a drawing, map, oral or written presentation) a personal situation in which they failed to keep a commitment (e.g., setting a personal goal and inventing excuses for not adhering to it) and say how this affected the achievement of their goals.

◆ Steps of the Decision-Making/Problem-Solving Process

Suggest scenarios that involve the decision-making or problem-solving process and have students practise the final steps of this process (e.g., making the decision, taking action, evaluating results, revising as required).

◆ Learning Outcome Connections

See learning outcomes K.4.3.A.3 and K.4.3.B.3b for steps of the problem-solving process and K.4.3.B.2b for suggested scenarios.



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

◆ **Paper and Pencil Task: Motivate Yourself!**

Teacher: Checklist

Have students list the things that help them to keep motivated and achieve their goals.

Suggested Criteria:

The student identifies things that affect

- personal motivation
- achievement of goals

See steps of the problem-solving process, learning outcomes K.4.3.A.3 and K.4.3.B.3b.

Students must make a decision after considering certain choices. Not all options are always possible. Students must choose the best solution by considering personal values and the constraints or limiting conditions of the particular situation. It is, therefore, necessary to weigh the pros and cons for each solution or consider assessment criteria, such as the following:

- Is the solution appropriate for the conflict in question?
- Is it considerate of self and others?
- Is it acceptable (for the school, teacher, students concerned, parents, community)?
- Is it feasible (considering time, means, resources, level of difficulty, safety)?



◆ **Paper and Pencil Task: Steps of the Decision-Making/Problem-Solving Process**

Teacher: Rating Scale

Have students list the steps needed for decision making and problem solving.

Decision-Making Steps	Problem-Solving Steps
1.	1.
2.	2.
3.	3.
Other	Other

Rating Scale	
Scale	The student
3	<ul style="list-style-type: none"> • identifies all the decision-making/ problem-solving steps
2	<ul style="list-style-type: none"> • identifies some of the steps
1	<ul style="list-style-type: none"> • does not identify any of the steps

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p><i>Students will...</i></p>	
<p>☐ K.4.4.B.1a Identify appropriate social behaviours (e.g., speaking kindly, acknowledging others’ ideas and opinions, offering to help...) toward others in small-group situations.</p> <div data-bbox="115 569 550 934" style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Curricular Connections ELA: GLO 1—Explore thoughts, ideas, feelings, and experiences (express ideas, consider others’ ideas, express preferences, set goals, develop understanding, explain opinions, combine ideas, extend understanding), GLO 5—Celebrate and build community (compare responses, relate texts to culture, appreciate diversity, celebrate special occasions, cooperate with others, work in groups) SS: diverse perspectives</p> </div>	<p>◆ Fitting In</p> <p>Have students imagine that they are going to move to another community and will be changing schools. Ask them to identify the appropriate social behaviours for acceptance into a small group at their new school (e.g., being kind, polite, cooperative). Have them identify the actions or body language associated with these behaviours. For example, acknowledging others’ ideas and opinions could involve listening, not interrupting, not making fun of others, thinking, and taking turns. Develop maps with students for each of these social behaviours.</p> <p>Example:</p> <div data-bbox="657 743 1411 1150" style="border: 1px solid black; padding: 10px; margin: 10px auto; width: fit-content;"> </div> <p>Compare these social behaviours with the current classroom situation. Discuss obstacles or difficulties and ways to overcome them.</p> <p>Variations: Outline (on cards) situations in which a newcomer to a place attempts to join or fit into a small-group activity (e.g., a newcomer tries to participate in a recess soccer game that the same students have been playing together for days). Have students work in small groups to act out the situations. Acceptance on a sports team or in an activity is a very realistic scenario. Puppets could also be used.</p>

**TEACHER NOTES**

Families play an important role in the development and acquisition of acceptable and appropriate social behaviours. For example, when students are encouraged to follow the rules (or routines) set out by and for the family, or are made responsible for their actions, they learn to develop appropriate social behaviours. Self-esteem and self-confidence are the foundation for responsible behaviour.

At school, certain classroom management strategies such as cooperative learning contribute to the acquisition of appropriate social behaviours.

**SUGGESTIONS FOR ASSESSMENT****◆ Performance Task: Fitting In**

Teacher: Checklist

While observing students perform the skit, complete a checklist such as the following.

Suggested Criteria:

The student

- shows kindness (words, gestures)
- acknowledges others' opinions
- offers help
- other

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<i>Students will...</i>	
<p><input type="checkbox"/> K.4.4.B.1b Discuss connections or representations of cultures in different physical and recreational activities (e.g., lacrosse from Aboriginal culture, tinkling from Philippines, voyageur games from French-Canadian culture...).</p>	<p>◆ Connections</p> <p>Following physical or recreational activities or games with a cultural connection (e.g., lacrosse, traditional dances, voyageur games), have students conduct research on the origins of the activities or games (e.g., using interviews, Internet sites, reference work). Point out the diversity of activities from different cultures. Encourage students to research games or activities from around the world and introduce them at school.</p>
<p>Curricular Connections</p> <p>ELA: GLO 1—Explore thoughts, ideas, feelings, and experiences (develop understanding, explain opinions, combine ideas, extend understanding), GLO 5—Celebrate and build community (compare responses, relate texts to culture, appreciate diversity, celebrate special occasions, cooperate with others, work in groups)</p> <p>SS: diverse perspectives, how others live, communities around the world (recreational activities, traditions and customs)</p>	<p>◆ Multicultural Activities</p> <p>Have students play games or activities and perform folk dances from different cultural communities/countries. Identify and discuss the respective cultures.</p>



TEACHER NOTES

For information on folk dances, refer to *1999 Pan American Games: Resource Kit for Physical Education Teachers* (Pan American Games Physical Activity/Physical Education Committee).



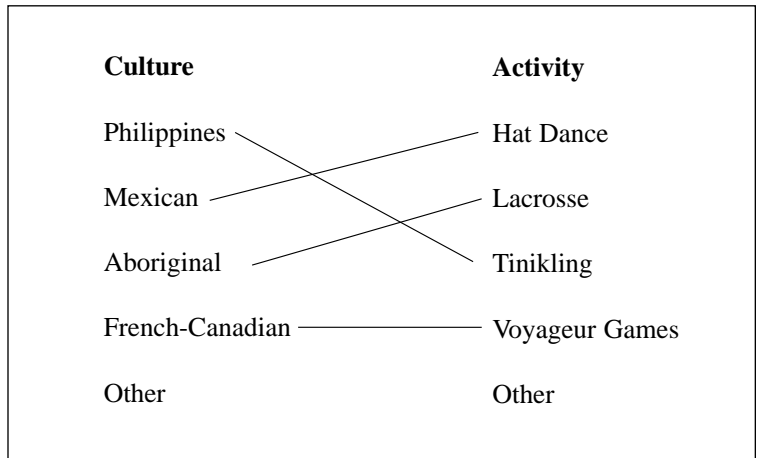
SUGGESTIONS FOR ASSESSMENT

◆ **Paper and Pencil Task: Connections**

Teacher: Checklist

Provide students with a list of activities (or games) connected with specific cultures. List as many activities and cultures as have been introduced. Ask students to connect the culture to the activity.

Example:



Suggested Criterion:

Look for

- number of correct responses

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<i>Students will...</i>	
<p>☐ K.4.4.B.2a Identify positive communication skills (e.g., encouraging remarks, using appropriate etiquette, using appropriate body language...) and behaviours (i.e., fair-play code of conduct) for getting along with others in competitive situations (i.e., as a participant, player, or spectator).</p>	<p>◆ Stay Positive</p> <p>During competitive-type physical activities or games in the gymnasium or on the playground, have students observe, identify, practise, and reinforce</p> <ul style="list-style-type: none">• positive communication skills (e.g., making encouraging remarks, using appropriate etiquette, using appropriate body language)• positive behaviours in competitive situations (i.e., fair-play code of conduct)• positive behaviours as participants, players, and/or spectators
<p>Curricular Connections</p> <p>ELA: GLO 4—Enhance the clarity and artistry of communication (generate ideas, organize ideas, appraise own and others' work, revise content, spelling, share ideas and information, effective oral communication, attentive listening and viewing), GLO 5—Celebrate and build community (compare responses, relate texts to culture, appreciate diversity, celebrate special occasions, cooperate with others, work in groups)</p> <p>PE/HE: K.4.2.B.1a, K.4.3.B.2a</p> <p>SS: diverse perspectives, how others live, communities around the world (recreational activities, traditions and customs)</p>	



TEACHER NOTES

An organizational strategy such as the one suggested below may be used for collecting student feedback or results:

- Students line up in front of the teacher at the end of a class activity.
- Students use the Fair-Play Rubric to indicate what number they scored in the day’s class activity. The teacher chooses whether or not to record the score formally. In some cases, students may be too hard or too easy on themselves.
- If the teacher agrees with the student’s assessment, the student is dismissed to the change-room.
- If the teacher disagrees, the student goes to the end of the line to wait to discuss the discrepancy with the teacher.

SUGGESTIONS FOR ASSESSMENT

◆ **Performance Task: Stay Positive**

Peer Assessment: Checklist

Have students observe a partner in a game situation and look for specific positive communication skills and behaviours.

Suggested Criteria:

The student

- encourages others
- uses proper etiquette
- shows positive body language
- is a fair player

◆ **Performance Task: All Activities**

Teacher: Scoring Rubric

Have students create a fair-play rubric to assess student behaviours (see suggestion below).



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

Fair-Play Rubric					
Fair-Play Rules*	Demonstration of Fair-Play Behaviours	4 All the Time	3 Most of the Time	2 Some of the Time	1 Rarely
Respect the rules.	The student <ul style="list-style-type: none"> • plays by rules • follows rules without being reminded • tells the truth about the calls 				
Respect the officials and accept their decisions.	<ul style="list-style-type: none"> • accepts decisions of the officials or teacher • does not complain 				
Respect your opponent.	<ul style="list-style-type: none"> • compliments other players on polite behaviour or skillful performance • encourages others by cheering or making positive statements • talks politely to others with no put-downs or name calling • refrains from bragging about accomplishments 				
Give everyone equal/ equitable opportunity to participate.	<ul style="list-style-type: none"> • shares and takes turns • offers to change players or positions to allow everyone to play • invites others to play • notices who is not playing and helps them get involved • does not complain about assigned partner or group 				
Maintain your self-control.	<ul style="list-style-type: none"> • maintains self-control with no emotional outbursts or temper tantrums • makes positive comments to others • refrains from fighting • accepts winning and losing with grace 				

* **Fair-Play Rules:** CAHPER/CIRA, *The Canadian Active Living Challenge: Leader’s Resource Tool Kit, Program 1* (Leisure section, 16).

PRESCRIBED LEARNING OUTCOMES

SUGGESTIONS FOR INSTRUCTION

Students will...

☐ K.4.4.B.2b Identify ways (e.g., assign and accept responsibility for roles in an activity, celebrate successes of self and others, say “please/thank you”...) **to get along with others in cooperative/ collaborative situations.**

Curricular Connections

ELA: GLO 1—Explore thoughts, ideas, feelings, and experiences (express ideas, consider others’ ideas, express preferences, set goals, develop understanding, explain opinions, combine ideas, extend understanding), GLO 5—Celebrate and build community (compare responses, relate texts to culture, appreciate diversity, celebrate special occasions, cooperate with others, work in groups)
SS: community building

☐ K.4.4.C.1a Identify characteristics of and/or behaviours associated with different emotions (e.g., fear, helplessness, anger, affection, excitement, frustration, disappointment, enthusiasm...) **in self and/or others.**

Curricular Connections

ELA: GLO 1—Explore thoughts, ideas, feelings, and experiences (express ideas, consider others’ ideas, express preferences, set goals, develop understanding, explain opinions, combine ideas, extend understanding), GLO 5—Celebrate and build community (compare responses, relate texts to culture, appreciate diversity, celebrate special occasions, cooperate with others, work in groups)

◆ Cooperate

Have students participate in a variety of cooperative games, team-building activities, tabloid games, or relays that require them to cooperate with others. Ask students to identify ways to get along with others.

◆ Emotion Envelope

Write typical situations on strips of paper (e.g., “You received the present you wished for on your birthday.” or “You did poorly on your last test when you thought you had done well.”) and place the strips in an envelope. Have students pull out scenes from the envelope at random and ask them to mime the emotions they experience, or divide students into groups of two or three and have them role-play the scenes, with particular emphasis on expressing their emotions (e.g., frustration, fear) and the associated behaviours (e.g., aggression).

◆ Talkabout

Use a wide variety of cross-curricular resources (e.g., films, books, guests, research, role-play) on the issue of emotions and the associated behaviours to stimulate discussion.



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

Teaching strategies such as cooperative learning and group work foster the acquisition of interpersonal skills to

- communicate verbally and non-verbally (e.g., saying “please” and “thank you”)
- work cooperatively and collaboratively (e.g., taking turns)
- show respect and consideration for the rights and feelings of others (e.g., no bullying or name calling)
- be responsible for fulfilling a commitment (e.g., completing a task on time, putting away supplies or equipment)

Look for current resources on cooperative games and fair play.

◆ **Performance Task: Cooperate**

Self-Assessment: Checklist

After a game, have students assess their performance using a checklist such as the following.

Suggested Criteria:

When I played, I...

- accepted responsibility
- used kind words
- celebrated successes
- listened well
- worked together with others to succeed

◆ **Observation: Emotion Envelope**

Teacher: Checklist

While the students are miming or role-playing, observe and check students who express the appropriate emotions (e.g., frustration) and the associated behaviours (e.g., aggression).

Emotion and Behaviour Checklist		
Group Names	Expresses Emotion	Examples of Behaviours

Use the data to plan instruction.



PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<i>Students will...</i>	
☐ K.4.4.C.1b Identify different strategies (e.g., talk with family, supportive friends, religious leader...) for coping with loss and grief.	◆ Coping Strategies Have students define and explore the concepts of loss and grief through appropriate readings and by asking questions (e.g., “What is grief?” “How do you feel inside?”). Have them identify strategies for coping with loss and grief, such as talking with family, supportive friends, a spiritual leader, or a counsellor (for emotional support). Variation: Ask students to draw a picture of an event that caused them grief. Be aware that some students may feel uncomfortable and may be unwilling to participate.
Curricular Connections ELA: GLO 1—Explore thoughts, ideas, feelings, and experiences (express ideas, consider others’ ideas, express preferences, set goals, develop understanding, explain opinions, combine ideas, extend understanding), GLO 5—Celebrate and build community (compare responses, relate texts to culture, appreciate diversity, celebrate special occasions, cooperate with others, work in groups)	

**TEACHER NOTES**

Treat this learning outcome with sensitivity. Check school guidelines and resources related to loss and grief.

Students are exposed to a wide range of experiences that elicit pain and grief, including moving, separation or divorce, neglect, abuse, injury, illness, accidents, and death. They are unprepared for grief and do not know how to react or act. They need help to express their feelings using words and body language and to understand that everyone has his or her own response to loss and grief (e.g., anger, sadness, guilt, shame, fear, apathy, despair, isolation, aggressiveness, rebellion). Be ready to listen to students and encourage them to talk to someone who understands. Encourage students experiencing difficulty to seek assistance from the school counsellor or someone with whom the student feels comfortable discussing personal concerns.

Encourage participation in physical activity as an outlet or a strategy for coping with loss and grief.

**SUGGESTIONS FOR ASSESSMENT****◆ Questioning/Interviews: Coping Strategies**

Teacher: Inventory

Have students list three strategies for coping with loss and grief. Have them choose one of the strategies and discuss it with a partner or in a small group.

Suggested Criterion:

The student

- identifies three different strategies

PRESCRIBED LEARNING OUTCOMES

SUGGESTIONS FOR INSTRUCTION

Students will...

☐ K.4.4.C.2 Recognize that people have different reactions (e.g., excitement, fear, motivation, inhibition...) **to stressors.**

Curricular Connections

ELA: GLO 1—Explore thoughts, ideas, feelings, and experiences (express ideas, consider others' ideas, express preferences, set goals, develop understanding, explain opinions, combine ideas, extend understanding)
SS: diverse perspectives

☐ K.4.4.C.3 Identify the physical responses the body may experience as a result of stress (e.g., heart-rate increase, blushing, muscles tighten, pupils of eyes widen, knots in stomach, butterflies, dry mouth...).

Curricular Connections

ELA: GLO 1—Explore thoughts, ideas, feelings, and experiences (express ideas, consider others' ideas, express preferences, set goals, develop understanding, explain opinions, combine ideas, extend understanding)

◆ **Reactions**

Present a hypothetical or real situation that is stressful (e.g., conflict with a friend or parent, competition, loss of something precious, an ill or divorced parent). Ask students to say how they would react if they were dealing with this type of situation. Point out the variety of reactions (e.g., excitement, fear, motivation, challenge, inhibition).

◆ **Social Studies Connection**

Have students do a simulation activity. Ask them to visualize what it might feel or look like when families experience a stressful event (e.g., war, natural disasters such as a fire, flood, earthquake). Have them visualize the situations for families today and/or in different historical eras.

◆ **Physical Responses to Stress**

Explain that stress has physical effects on the body. Ask students to describe some of these effects (e.g., heart rate increasing, blushing, muscles tightening, pupils of eyes widening, knots in stomach, butterflies, dry mouth) based on a hypothetical or real situation that is stressful.

Create station activities that would be representative of a high-pressure situation in different contexts (e.g., serving a volleyball or shooting a free throw in a championship game, playing a musical instrument at a recital, walking on a log over deep water). Have students pretend they are in these situations and ask them to describe and discuss how they might feel.

◆ **Stress Relief**

Have students write a poem, story, or comic strip that identifies the physical responses that may occur due to stress.



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

◆ **Paper and Pencil Task: Reactions**

Teacher: Inventory


Have students identify which of the following situations may cause different reactions from different people:

- losing something very valuable
- having a very ill friend/sibling/parent
- playing in a championship game
- walking past a big dog
- having your house burn down
- being on a high ladder
- making a speech

Suggested Criterion:

Look for

- number of correct identifications



◆ **Paper and Pencil Task: Physical Responses to Stress**

Teacher/Peer Assessment: Checklist

After students have participated in the discussion, have each student list physical responses that the body may experience as a result of stress. (Ask students to list as many as they can. If the class comes up with six in total, see how many responses a student can list out of the six.)

Suggested Criteria:

Look for at least three of the following responses:

- heart rate increasing
- blushing
- muscles tightening
- pupils of eyes widening
- knots in stomach
- butterflies
- dry mouth
- other

PRESCRIBED LEARNING OUTCOMES

Students will...

☐ K.4.4.C.4a Identify the stress management skills (e.g., relaxation skills, stress-control skills, positive thinking, guided imagery, use of humour, talking with others...) **that may be useful in coping with stress.**

Curricular Connections

ELA: GLO 1—Explore thoughts, ideas, feelings, and experiences (express ideas, consider others' ideas, express preferences, set goals, develop understanding, explain opinions, combine ideas, extend understanding), GLO 4—Enhance the clarity and artistry of communication (generate ideas, organize ideas, appraise own and others' work, revise content, effective oral communication, attentive listening and viewing), GLO 5—Celebrate and build community (compare responses, relate texts to culture, appreciate diversity, celebrate special occasions, cooperate with others, work in groups)
PE/HE: K.4.2.C.4a, S.4.2.A.5, S.4.4.A.5

SUGGESTIONS FOR INSTRUCTION

◆ **Stress-Management Skills**

Prepare simulation exercises and organize role-plays that enable students to observe and practise the skills that may be useful in coping with stress (e.g., relaxation, stress control, positive thinking, guided imagery, use of humour, talking with others).

◆ **Poster/Collage: Don't Mess with Stress**

Ask students to create a poster or collage by cutting out pictures that show ways to manage stress in the following areas.

Don't Mess with Stress	
Ways to Relax (e.g., read a book, go for a walk)	Stress-Control Skills (e.g., participation in physical activity, counting)
Positive Thinking (e.g., positive things to say)	Guided Imagery (e.g., things/places you like to think about)
Humour (e.g., jokes, riddles, cartoons)	Talking with Others (e.g., person you feel comfortable talking to)



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT



◆ **Performance Task: Stress-Management Skills**

Teacher: Checklist

When students have completed their role-playing, have them draw a picture of how they see themselves coping with stress. Check off (Yes/No) the student’s representation of successful stress-management strategies.

◆ **Performance Task: Poster/Collage: Don’t Mess with Stress**

Teacher: Checklist

Assess whether or not the posters/collages show personal and healthy ways to manage stress in each of the six specified areas:

Stress-Management Areas	Yes	No
• ways to relax	<input type="checkbox"/>	<input type="checkbox"/>
• stress-control skills	<input type="checkbox"/>	<input type="checkbox"/>
• positive thinking	<input type="checkbox"/>	<input type="checkbox"/>
• guided imagery	<input type="checkbox"/>	<input type="checkbox"/>
• humour	<input type="checkbox"/>	<input type="checkbox"/>
• talking with others	<input type="checkbox"/>	<input type="checkbox"/>

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<i>Students will...</i>	
<p><input type="checkbox"/> S.4.4.A.1 Set goals (e.g., improve fitness score, improve dietary intake, increase participation in daily physical activity, improve academic achievement...) to enhance health and physical well-being.</p>	<p>◆ Shoot and Score!</p> <p>Show students that athletes who participate in school, divisional/district, provincial, national, international, or world competitions train on a regular and disciplined basis and choose a plan for attaining their goals. Invite one such person to talk about setting goals and striving to meet those goals.</p> <p>Propose various models that will help students to become organized and set goals to enhance their health and physical well-being. For example, students could mark a calendar in advance with what they want to do and when they plan to do it. They could also make a plan for work, training, or nutrition that lists the</p> <ul style="list-style-type: none">• target goal• actions to be taken• means to be used• steps to follow <p>Have students suggest ways to bring themselves back on task when they are forgetful. Encourage them to choose the model best suited to their learning approach (e.g., use a chart with pictograms for a visual student, a list or calendar for someone who is more sequential). Arrange for students to have mentors who follow their progress and provide support and encouragement.</p>
<p>Curricular Connections ELA: GLO 1—Explore thoughts, ideas, feelings, and experiences (express ideas, express preferences, set goals, develop understanding, explain opinions, combine ideas, extend understanding) PE/HE: GLO 2—Fitness Management, GLO 5—Healthy Lifestyle Practices</p>	



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

The goals that students set, whether they are short- or long-term, must be simple, attainable (e.g., in steps), and meaningful. Ensure that students use a variety of tools to measure effectiveness (e.g., chart, table, calendar, plan).

◆ **Journal Entry: Shoot and Score!**

Teacher: Checklist

Have students list three goals from various areas (e.g., diet, exercise) that would enhance their health and physical well-being.

Suggested Criterion:

The student

- sets goals



PRESCRIBED LEARNING OUTCOMES

SUGGESTIONS FOR INSTRUCTION

Students will...

□ S.4.4.A.2 Design, implement, evaluate, and revise an action plan for making a group decision (e.g., classroom rules and routines, planning a class or group activity...).

Curricular Connections

ELA: GLO 1—Explore thoughts, ideas, feelings, and experiences (express ideas, consider others' ideas, express preferences, set goals, develop understanding, explain opinions, combine ideas, extend understanding), GLO 3—Manage ideas and information (use personal knowledge, ask questions, contribute to group inquiry, create and follow a plan, assess sources, access information, make sense of information, organize, record, and evaluate information)
SC: Cluster 4—Rocks, Minerals, and Erosion

◆ Action Planning

Put students in groups and ask them to design a plan for a topic that is of interest to the entire class and will be used for making a group decision (e.g., plan school-day activities, plan a field trip related to rocks, minerals, and erosion, establish rules for a new gym game or class activity, plan a party for an occasion such as Hallowe'en, Valentine's Day). Ask students what they do when they start a project. Highlight the elements that contribute to successful planning. Then present the steps in the planning process and have students apply them to various situations.

Steps in the Planning Process:

- Clearly state the goal or what you want to do.
- List needs and actions required to achieve the goal.
- Plan steps to be followed to get ready.
- Anticipate potential problems and revise the plan accordingly.
- Assign responsibilities.
- Perform the steps.
- Check and change the plan where needed.

◆ Terrific Teamwork

Have students work together to arrive at a group decision for a physical education activity such as

- an activity/game chosen by the class
- a tabloid activity station for younger students
- an intramural activity
- a gymnastics/dance routine
- a promotion project related to participation in physical activity, healthy eating, drinking milk, or participation in intramural activities



TEACHER NOTES

Planning is a cognitive and metacognitive skill that helps students with project implementation. It allows students to act and get involved in the learning process, making them aware not only of **what** they learn, but also of **how** they learn. Planning helps students become responsible and independent at school and beyond. It can be applied to a wide range of subject areas, regardless of whether they are school-related (e.g., plan research on erosion in science) or not (e.g., plan an outing with friends).

Use planning and inquiry processes from English language arts and/or science to promote consistency across the subject areas. A planning activity could also be developed around a completely hypothetical situation, such as planning

- a trip somewhere in the world (social studies—world globe and map of Canada)
- an interview with someone who lives somewhere else (social studies—how others live)
- a powwow to include Aboriginal dancers as part of a multicultural event



SUGGESTIONS FOR ASSESSMENT

◆ **Performance Task: Action Planning**

Teacher: Checklist

After a group has completed a plan, rate their work using specific criteria.

Suggested Criteria:

The group

- clearly stated what they wanted to do
- listed means
- planned steps
- dealt with problems
- revised their plan if needed

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<i>Students will...</i>	
<p><input type="checkbox"/> S.4.4.A.3 Demonstrate interpersonal skills (i.e., ability to communicate verbally and non-verbally with others, work cooperatively and collaboratively, show respect and consideration for rights and feelings of others, be responsible for self and others) for getting along with others in class activities.</p>	<p>◆ Interpersonal Skills</p> <p>Use physical activities/sports and classroom group activities to have students demonstrate interpersonal skills for getting along with others, such as the ability to</p> <ul style="list-style-type: none">• communicate verbally and non-verbally with others (see learning outcomes K.4.2.C.1a, K.4.2.C.1b, K.4.3.B.4, and K.4.4.B.2a: appropriate ways to communicate)• work cooperatively and collaboratively (see learning outcome S.4.2.A.3)• show respect and consideration for the rights and feelings of others (see learning outcomes K.4.2.B.1a, K.4.3.B.1a, and K.4.4.B.1a)• show responsibility for fulfilling a commitment (see learning outcome K.4.4.A.2b)
<p>Curricular Connections</p> <p>ELA: GLO 1—Explore thoughts, ideas, feelings, and experiences (express ideas, consider others' ideas, express preferences, set goals, develop understanding, explain opinions, combine ideas, extend understanding), GLO 4—Enhance the clarity and artistry of communication (generate ideas, organize ideas, appraise own and others' work, revise content, spelling, share ideas and information, effective oral communication, attentive listening and viewing), GLO 5—Celebrate and build community (compare responses, relate texts to culture, appreciate diversity, celebrate special occasions, cooperate with others, work in groups)</p>	<p>Help students to assess themselves and to ask for help from their peers to evaluate their interpersonal skills.</p>

**TEACHER NOTES**

Students develop personal and interpersonal skills through cooperative learning activities and group projects. In fact, to accomplish a task, students learn to communicate verbally and non-verbally, listen to others, cooperate, show respect and consideration for the rights and feelings of others, and be responsible for fulfilling a commitment.

Some items listed in BLM 4–7 (e.g., eye contact) can vary across cultures and in different situations. Be aware of second language and dialectical differences that can be present in students’ speech and adapt assessment accordingly.

**SUGGESTIONS FOR ASSESSMENT****◆ Observation: Interpersonal Skills**

Self-Assessment: Checklist/Anecdotal Notes

Throughout the year, during group activities or projects, students self-assess their interpersonal skills. Have students use a chart to help them with their assessment.



See BLM 4–7: Self-Assessment of My Interpersonal Skills.

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<i>Students will...</i>	
<p><input type="checkbox"/> S.4.4.A.5 Demonstrate use of stress-management strategies (e.g., talking to supportive others, using guided imagery to visualize positive outcomes, using positive self-talk, going for recess or family walk...) by oneself and/or with others in a variety of contexts (e.g., discussion groups, sharing circle, games...).</p>	<p>◆ Managing Personal Stress</p> <p>Encourage students to use various stress-management strategies (e.g., going for a walk with the class, the family, or a friend, practising gymnastic movements, dancing, listening to music, breathing deeply). These could be done at home or in class.</p> <p>◆ Imagination Time</p> <p>For this guided imagery activity, ask students to find a personal space in the classroom, gymnasium, or schoolyard. Have them stretch out on the ground, keeping their eyes closed. Remind them to relax every part of their body (no crossed arms or legs) and to keep their breathing regular, slow, and deep. Slowly read a descriptive passage to students and have them imagine scenes, noises, and smells associated with the passage. Gradually bring students out of the visualization (e.g., count backward from five to one and tell them they may open their eyes and slowly get up when they hear “one”). Have them share (e.g., draw, write, map) what they saw.</p> <p>Encourage students to do similar visualization exercises on their own during a reading (e.g., novel passage, poem, historical documentary) or as they work (e.g., imagine how the Aboriginal people lived before the settlers arrived). Students can also try to visualize the continuation of an event, the outcome of an action, or the consequence of a decision.</p> <p>◆ Talk It Over</p> <p>Encourage students to talk to someone (e.g., a friend, parent, teacher, student mediator, counsellor) about what is on their minds.</p>
<p>Curricular Connections</p> <p>ELA: GLO 1—Explore thoughts, ideas, feelings, and experiences (express ideas, consider others’ ideas, express preferences, set goals, develop understanding, explain opinions, combine ideas, extend understanding), GLO 4—Enhance the clarity and artistry of communication (generate ideas, organize ideas, appraise own and others’ work, revise content, spelling, share ideas and information, effective oral communication, attentive listening and viewing)</p>	



TEACHER NOTES

Stress is the body’s physiological, metabolic, and behavioural response to an unusual demand for adaptation. It is the body’s reaction to things that happen in everyday living. Stress can be a feeling of being overwhelmed or excited because of changes in one’s environment.

Experiencing stress is not unique to human beings. Animals and plants, when exposed to unusual demands, also experience stress, the signs of which can be observed (e.g., the leaves of a plant that turn yellow prematurely due to excessive dryness).

Help students recognize the importance of looking at things with a positive attitude and lowering stress for a healthy lifestyle. Students must develop coping mechanisms to resist and adapt to stress.



SUGGESTIONS FOR ASSESSMENT

◆ **Observation: Managing Personal Stress**

Self-Assessment: Rating Scale

After students have completed at least four stress-management strategies, have them rate the strategies using the scale provided below.

Stress-Management Strategies			
Name _____		Date _____	
Rating Scale:			
3 This strategy helps me most when I am worried or anxious.			
2 This strategy helps me a little when I am worried or anxious.			
1 This strategy does not help me when I am worried or anxious.			
Strategy Examples	Rating		
	1	2	3
• going for a walk			
• breathing deeply			
• listening to music			
• talking to a friend or adult			
• other			

Suggested Criterion:

Look for

- use of stress-management strategies in specific class activities



Personal and Social Management Outcomes: Grade 4



Knowledge

- K.4.4.A.1 Demonstrate an awareness of factors** (e.g., personal attitudes, supportive environment, accomplishments, positive thinking, genetics, media stereotyping...) **that influence self-esteem and self-confidence.**
- K.4.4.A.2a Identify a goal-setting process** (e.g., assess attributes, set goals, visualize, practise, monitor, automate, enjoy...) **for establishing personal goals.**
- K.4.4.A.2b Describe the factors** (e.g., success/failure, attitude, support from others, commitment, intrinsic and extrinsic rewards...) **that affect personal motivation and achievement of goals.**
- K.4.4.A.3 Identify the steps of the decision-making/problem-solving process with an emphasis on the final steps** (e.g., making the decision, taking action, evaluating results...).
- K.4.4.B.1a Identify appropriate social behaviours** (e.g., speaking kindly, acknowledging others' ideas and opinions, offering to help...) **toward others in small-group situations.**
- K.4.4.B.1b Discuss connections or representations of cultures in different physical and recreational activities** (e.g., lacrosse from Aboriginal culture, tinikling from Philippines, voyageur games from French-Canadian culture...).
- K.4.4.B.2a Identify positive communication skills** (e.g., encouraging remarks, using appropriate etiquette, using appropriate body language...) **and behaviours** (i.e., fair-play code of conduct) **for getting along with others in competitive situations** (i.e., as a participant, player, or spectator).
- K.4.4.B.2b Identify ways** (e.g., assign and accept responsibility for roles in an activity, celebrate successes of self and others, say "please/thank you"...) **to get along with others in cooperative/collaborative situations.**
- K.4.4.C.1a Identify characteristics of and/or behaviours associated with different emotions** (e.g., fear, helplessness, anger, affection, excitement, frustration, disappointment, enthusiasm...) **in self and/or others.**
- K.4.4.C.1b Identify different strategies** (e.g., talk with family, supportive friends, religious leader...) **for coping with loss and grief.**
- K.4.4.C.2 Recognize that people have different reactions** (e.g., excitement, fear, motivation, inhibition...) **to stressors.**

Knowledge (continued)

- K.4.4.C.3 Identify the physical responses the body may experience as a result of stress** (e.g., heart-rate increase, blushing, muscles tighten, pupils of eyes widen, knots in stomach, butterflies, dry mouth...).
- K.4.4.C.4a Identify the stress management skills** (e.g., relaxation skills, stress-control skills, positive thinking, guided imagery, use of humour, talking with others...) **that may be useful in coping with stress.**

Skills

- S.4.4.A.1 Set goals** (e.g., improve fitness score, improve dietary intake, increase participation in daily physical activity, improve academic achievement...) **to enhance health and physical well-being.**
- S.4.4.A.2 Design, implement, evaluate, and revise an action plan for making a group decision** (e.g., classroom rules and routines, planning a class or group activity...).
- S.4.4.A.3 Demonstrate interpersonal skills** (i.e., ability to communicate verbally and non-verbally with others, work cooperatively and collaboratively, show respect and consideration for rights and feelings of others, be responsible for self and others) **for getting along with others in class activities.**
- S.4.4.A.5 Demonstrate use of stress-management strategies** (e.g., talking to supportive others, using guided imagery to visualize positive outcomes, using positive self-talk, going for recess or family walk...) **by oneself and/or with others in a variety of contexts** (e.g., discussion groups, sharing circle, games...).

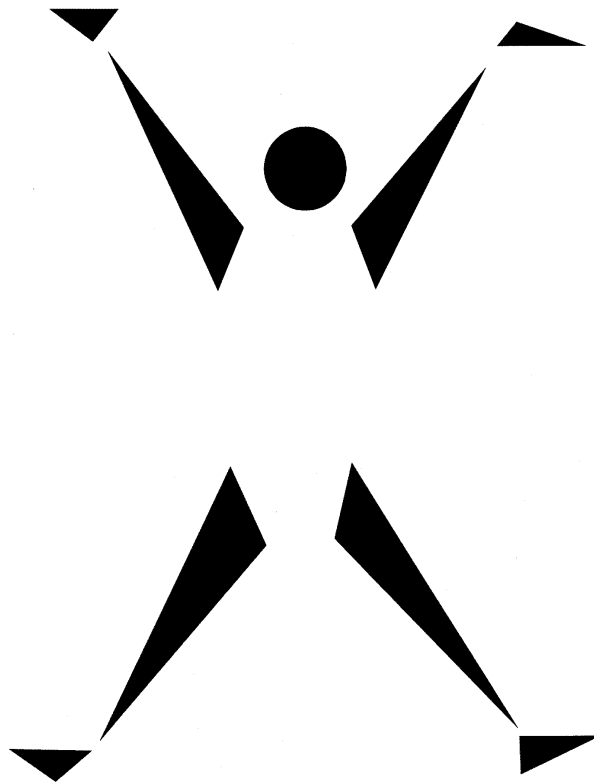
Attitude Indicators

- 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.

Grade 4

5. Healthy Lifestyle Practices

The student will demonstrate the ability to make informed decisions for healthy living related to personal health practices, active living, healthy nutritional practices, substance use and abuse, and human sexuality.



PRESCRIBED LEARNING OUTCOMES

SUGGESTIONS FOR INSTRUCTION

Students will...

☐ K.5.4.A.1 Identify the importance of taking responsibility for personal hygiene practices on a regular basis (i.e., bath/shower, wash hair, wash hands, change clothes, brush teeth, engage in physical activity).

Curricular Connections

ELA: GLO 4—Enhance the clarity and artistry of communication (generate ideas, organize ideas, appraise own and others’ work, revise content, spelling, share ideas and information, effective oral communication, attentive listening and viewing)

☐ K.5.4.A.2 Identify ways (e.g., avoid loud sounds, don’t drink or swim in contaminated water, avoid second-hand smoke, avoid plants and food that cause allergic reactions, wear a hat, wear sunscreen...) **to prevent reactions to various environmental conditions** (e.g., noise, water, sun, air, plants...).

Curricular Connections

ELA: GLO 3—Manage ideas and information (use personal knowledge, ask questions, contribute to group inquiry, create and follow a plan, assess sources, access information, make sense of information, organize, record, and evaluate information)
SC: Cluster 1—Habitats and Communities, Cluster 2—Light, Cluster 3—Sound

◆ Learning Outcome Connections

Review the concepts related to learning outcomes K.4.4.A.2a (personal goals), K.4.3.A.3 and K.4.4.A.3 (problem solving), K.5.1.A.3 (dental hygiene practices), K.5.2.A.1 (daily responsibilities), and K.5.3.B.1 (participating in regular physical activity) to help students grasp the importance of their responsibilities for personal hygiene practices (e.g., bath/shower, wash hair, wash hands, change clothes, brush teeth, engage in regular physical activity).

◆ My Responsibility

Have students use role-play, mimes, or skits to demonstrate the importance of taking responsibility for personal hygiene practices for good health (e.g., one student could show how to wash hands and face).

◆ Journal Entry

Have students write a journal entry explaining why it is important to take responsibility for personal hygiene practices.

◆ Reactions

Have students conduct and present research on one or several reactions caused by one or several environmental factors such as noise, water, sun, air, and plants.

◆ Alternatives

Using the problem-solving model, have students suggest appropriate alternatives for countering or eliminating potential reactions to various environmental conditions. Have students present their findings.



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

Treat this learning outcome with sensitivity due to its focus on personal hygiene practices.

◆ **Journal Entry: My Responsibility**

Teacher: Checklist

Ask students to explain why it is important to do the following regularly:

- bath/shower
- wash hair
- wash hands
- change clothes
- brush teeth
- engage in physical activity

Suggested Criterion:

Look for

- evidence of comments related to each practice

Explain to students that noise, water, sun, air, and plants are environmental elements that can cause reactions (e.g., hearing problems, contamination, burns, respiratory problems, hives), and that it is important to take precautions to protect ourselves against the risk of reactions.

As an extension activity, discuss ways to reduce or avoid environmental situations that cause/induce asthma.



◆ **Paper and Pencil Task: Reactions/Alternatives**

Teacher: Checklist

Have students identify the reaction to various environmental conditions and the prevention of the reactions.

1. Sun
 - Kind of reaction _____
 - Prevention _____
2. Second-hand smoke
 - Kind of reaction _____
 - Prevention _____
3. Allergies
 - Kind of reaction _____
 - Prevention _____
4. Loud noises
 - Kind of reaction _____
 - Prevention _____
5. Other

Suggested Criterion:

The student

- identifies the reaction to various environmental conditions and the prevention of the reactions

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<i>Students will...</i>	
<p>☐ K.5.4.A.3 Identify the function (i.e., biting, chewing) and structure (i.e., number, names, parts) of primary and permanent teeth.</p>	
<p>Curricular Connections ELA: GLO 3—Manage ideas and information (use personal knowledge, ask questions, contribute to group inquiry, create and follow a plan, assess sources, access information, make sense of information, organize, record, and evaluate information)</p>	<p>◆ Parts of a Tooth Have students label the parts of the tooth on a diagram. (See BLM 4–8: The Structure and Function of Teeth.)</p> <p>◆ My Teeth Tell students that our teeth change as we grow and that teeth have different shapes and functions. Have students observe their teeth using a mirror and note the following:</p> <ul style="list-style-type: none"> • types of teeth (incisors, cuspids/canines, bicuspid/premolars, molars) • shapes of teeth • exact locations of teeth • teeth that move • spaces where teeth have come out • teeth that are coming in <p>◆ Different Types of Teeth Have students place pictures of different types of teeth (incisors, cuspids/canines, bicuspid/premolars, molars) on a drawing of the mouth of a child, followed by that of an adult.</p> <p>◆ Functions of Teeth: Grinders and Chewers Ask students to match specific teeth to certain foods (e.g., incisors and cuspids/canines for cutting and shredding meat, molars for grinding or chewing grains). Use a picture of human dentition to point out the function of each tooth. Compare the teeth of humans with those of an animal.</p> <p>◆ Mr. Tooth, Ms. Tooth Ask a tagger (Mr./Ms. Tooth) to stand in the middle of the gymnasium and have the other students line up on a safety end line and recite, “Mr. Tooth/Ms. Tooth, who is in your mouth?” The tagger shouts out, “Grinders” (or “Chewers,” “Shredders,” “Tearers”). All students who are “Grinders” run to the other end line. Anyone tagged joins Mr./Ms. Tooth. Repeat the process, changing the function group until all students are at the opposite end of the gymnasium.</p> <p>Variation: Have tagged students go to a specific corner of the play area and perform their tooth function, which they can invent (e.g., “Grinders” can do the action of a coffee grinder), and then return to the game.</p>



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

The parts of a tooth consist of enamel, pulp, dentine, vessels, and nerves.

An adult has 32 teeth: eight incisors, four cuspids/canines, eight bicuspid/premolars, and 12 molars.

Dental plaque is made up of bacteria, too tiny to be seen by the unaided eye, that stick to teeth and form plaque. This plaque attacks the teeth, as well as the gums, which become red with infection. Good dental hygiene helps reduce the risk of complications.

Sugar becomes an acid when mixed with saliva in the mouth and attacks the protective enamel on the teeth.

This results in cavities. Healthy eating based on the four food groups (identified in *Canada's Food Guide to Healthy Eating*) helps protect teeth.

Growth of Teeth:

- Primary teeth grow between the ages of six months (incisors) and six years.
- By around age two and a half, a child has 20 primary teeth.
- Four permanent molars come in behind these primary teeth.
- Primary teeth are shed between the ages of six and 12.
- This is followed by the eruption of permanent teeth (located under the primary ones). There are 32 permanent teeth.
- Wisdom teeth (big molars) erupt at around age 18.

♦ **Paper and Pencil Task: Parts of a Tooth**

Teacher: Checklist

Have students label the parts of a tooth:

- enamel
- pulp
- dentine
- vessels
- nerves



See BLM 4–8: The Structure and Function of Teeth.

Suggested criterion:

Look for

- number of properly labelled tooth parts

♦ **Paper and Pencil Task: Functions of Teeth**

Teacher: Checklist

To determine student understanding of the different types of teeth and their jobs, have students write the function beside each type of tooth:

- incisor
- cuspid/canine
- bicuspid/premolar
- molar



See BLM 4–8: The Structure and Function of Teeth.

Suggested Criterion:

The student

- identifies the function of the various types of teeth

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<i>Students will...</i>	
<p><input type="checkbox"/> K.5.4.B.1 Describe feelings (e.g., enjoyment, sense of exploration, self-satisfaction, self-confidence, sense of belonging, relaxation...) associated with participation in physical activities as these feelings contribute to personal health and well-being.</p>	<p>◆ Learning Outcome Connections</p> <p>Discuss with students the feelings associated with participation in the activities suggested for learning outcomes K.2.4.C.4 and S.1.4.B.2. Similarly, discuss the feelings of relaxation after participation in a variety of cool-down activities such as those suggested for learning outcome K.2.4.C.3.</p> <p>◆ Interview</p> <p>Have students ask others at home and/or in the community (e.g., doctor, nurse, coach, fitness leader, parent, grandparent, aunt, uncle) why they think physical activity is important. Provide a sample questionnaire for students to use.</p>
<p>Curricular Connections</p> <p>ELA: GLO 1—Explore thoughts, ideas, feelings, and experiences (express ideas, consider others' ideas, express preferences, set goals, develop understanding, explain opinions, combine ideas, extend understanding)</p> <p>PE/HE: GLO 2—Fitness Management, GLO 4—Personal and Social Management</p>	



TEACHER NOTES

Include mini-lessons related to knowledge outcomes as part of the warm-up or cool-down activity in a lesson. This will help ensure that students are active for the maximum amount of time.

Refer to “Benefits Bingo” on pages 10 to 14 in the Active Living section of *The Canadian Active Living Challenge: Leader’s Resource Tool Kit, Program 2* (CAHPER/CIRA).



SUGGESTIONS FOR ASSESSMENT

◆ **Observation: All Activities**

Teacher: Inventory


At the end of a class, ask students to place a check mark (✓) or to sign their names beside a positive feeling they had during that class.

Feelings Associated with Physical Activity	
Activity _____ Grade _____ Date _____	
Feeling	Check Mark (✓) or Name
• enjoyment	
• adventure	
• success	
• confidence	
• belonging	
• relaxation	
• enthusiasm	

Suggested Criteria:

Over time, look for

- an understanding that participation in physical activity can help people feel good and healthy
- an ability to describe the positive feelings associated with participation in physical activity

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p><i>Students will...</i></p>	
<p>☐ K.5.4.B.2 Identify ways (e.g., play time, joining local teams/clubs, family events, community events...) to be physically active indoors and outdoors in own community on a daily and/or regular basis.</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Curricular Connections ELA: GLO 3—Manage ideas and information (use personal knowledge, ask questions, contribute to group inquiry, create and follow a plan, assess sources, access information, make sense of information, organize, record, and evaluate information) MA: Patterns and Relations (sorting, graphing, patterns, sequence) PE/HE: S.1.4.C.1, S.2.3.A.3a, K.3.4.A.3, S.5.4.A.2 SC: Cluster 4—Daily and Seasonal Changes (Grade 1)</p> </div>	<p>◆ Staying Active All Year Long*</p> <p>Have pairs of students develop lists of sports/activities associated with specific seasons. Have each student choose a sport/activity and draw and label it on an index card. Place labels of the four seasons on the bulletin board and have each student place his or her card with the season most commonly associated with that sport/activity. Discuss the choices with students.</p> <p>Have students reclassify the drawings based on the existence of an indoor sports complex where people could swim, play hockey, play soccer, and so on, all year round. Use the following questions for reflection:</p> <ul style="list-style-type: none"> • How have indoor sports complexes changed our seasonal activities? • Why are indoor sports complexes so important in Manitoba, as compared to places such as California? (Choose geographic reference points with which students are familiar.) <p>Make a class graph of students who take swimming lessons during the winter, play indoor soccer during the winter, skate/play hockey during the summer, and so on. (*Adapted from <i>K–4 Science</i>, 1.62.)</p> <p>◆ Activity Chart</p> <p>Provide students with an Activity Chart to fill in for a one-week period. Have them</p> <ul style="list-style-type: none"> • list activities in which they participated at home, at school (e.g., recess), or in the community (e.g., lessons, sports teams) • list the person(s), where applicable, with whom they did the activity (e.g., friend, team, grandparent, sister) • estimate the time spent participating in each activity <div style="text-align: center; margin-top: 20px;">  <p>See BLM 4–9: Activity Chart.</p> </div>



TEACHER NOTES

Include traditional activities from an Aboriginal perspective (e.g., snowshoeing, fishing).

For information/activities on being prepared for participation in outdoor activity, refer to pages 3 to 5 in the Active Living and the Environment section of *The Canadian Active Living Challenge: Leader’s Resource Tool Kit, Program 1* (CAHPER/ CIRA).

For pictures of food and activities, contact Manitoba Health, Diabetes and Chronic Diseases Unit (1-204-788-6732).



SUGGESTIONS FOR ASSESSMENT

◆ **Journal Entry: Staying Active All Year Long**

Self-Assessment: Inventory

Have students write advice to a new imaginary student on how he or she could become active indoors and outdoors in the community.

Year-Round Activities in the Community	
Indoor Activities:	
• Spring	_____
• Summer	_____
• Fall	_____
• Winter	_____
Outdoor Activities:	
• Spring	_____
• Summer	_____
• Fall	_____
• Winter	_____

Suggested Criteria:

Look for

- a variety of suggestions for indoor activities using community facilities
- a variety of suggestions for outdoor activities using community facilities

PRESCRIBED LEARNING OUTCOMES

SUGGESTIONS FOR INSTRUCTION

Students will...

K.5.4.B.3 Determine how much personal time is spent in active and sedentary activity for a set period of time (e.g., daily, weekly, monthly...).

Curricular Connections

MA: Patterns and Relations (graphing, patterns), Statistics and Probability (counting, measuring, formulating questions, reading graphs, pictograms, predicting chance), Shape and Space (time of day, seasons), Number (counting)

K.5.4.C.1a Demonstrate an understanding of food groups, serving sizes, and serving numbers that support good health.

Curricular Connections

MA: Patterns and Relations (graphing, patterns), Statistics and Probability (counting, measuring, formulating questions, reading graphs, pictograms, predicting chance), Shape and Space (amount, volume), Number (counting)
PE/HE: GLO 4—Personal and Social Management

◆ **Learning Outcome Connection**

Have students use their Activity Charts (see learning outcome K.5.4.B.2) to add up the number of minutes/hours spent daily, weekly, or monthly being active or being sedentary.

◆ **Serving Sizes**

Have students make up a menu for one day (or one week) based on the food groups and recommended serving sizes from *Canada’s Food Guide to Healthy Eating*.

Pair off students. Ask each pair to design a meal using the recommendations from the guide and to represent the serving sizes in a pictogram (e.g., one “cup” [250 mL] = one serving).

◆ **Food Groups**

Have students use the KWL strategy to research foods from the food groups (identified in *Canada’s Food Guide to Healthy Eating*) that support good health. Ask them to cut out pictures of foods from these food groups and indicate how they contribute to good health. (See KWL Plus, *Success for All Learners*, 6.94.)



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

For the “Use of Free Time” activity, see page 3 in the Active Living and Leisure section of *The Canadian Active Living Challenge: Leader’s Resource Tool Kit, Program 2* (CAHPER/CIRA).

Encourage students to accumulate more than 60 minutes and up to several hours per day of appropriate activities.

For information on physical activity requirements for children and youth, refer to the Health Canada website: <<http://www.hc-sc.gc.ca/>>.

Parents have decisive influence over how their children eat, and should be as involved as possible in activities related to good eating habits.

Canada’s Food Guide to Healthy Eating is a basic educational tool for Canadian consumers. The new version of the guide is based on the latest research in nutrition, eating, and health. It is available at the Health Canada website:

<<http://www.hc-sc.gc.ca/hppb/nutrition/pub/foodguid/index.html>>.

Food guides are also available from: Publications Health Canada (613-954-5995)

See also the Manitoba Health, Food and Nutrition website:

<<http://www.gov.mb.ca/health/nutrition/index.html>>.

For other nutrition-based resources, refer to the Manitoba Milk Producers website: <<http://www.milk.mb.ca/>>

See also Nutrition Relay, learning outcome S.5.2.A.3a.

♦ **Paper and Pencil Task: Activity Chart**

Teacher: Inventory

Collect students’ Activity Charts and review the results.

♦ **Paper and Pencil Task: Serving Sizes**

Teacher: Checklist

Have students complete a day’s menu based on food groups and serving sizes.

Suggested Criteria:

Look for

- meals containing at least one serving from each food group
- serving totals, including snacks, of
 - grains: 5 to 12 servings
 - vegetables and fruit: 5 to 10 servings
 - milk and milk products: 2 to 4 servings
 - meat and alternatives: 2 or 3 servings
- correct identification of serving sizes

PRESCRIBED LEARNING OUTCOMES

Students will...

K.5.2.C.1b ➡ **K.5.4.C.1b**
Identify the function of a variety of food groups for growth and development (e.g., foods that help the body go, glow, and grow...).

Curricular Connections

ELA: GLO 3—Manage ideas and information (use personal knowledge, ask questions, contribute to group inquiry, create and follow a plan, assess sources, access information, make sense of information, organize, record, and evaluate information)

PE/HE: K.5.2.C.1b, K.5.3.C.1b

SUGGESTIONS FOR INSTRUCTION

◆ **Food and Function**

Review the function of a variety of food groups (see learning outcomes K.5.2.C.1b and K.5.3.C.1b) for growth and development. Place a variety of foods on the food guide rainbow (based on *Canada's Food Guide to Healthy Eating*) according to the food groups to which they belong. For example, fats (fatty foods) are found in milk products, meat and alternatives, and “other foods.”



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

Food Nutrients:

- **Carbohydrates** are the body's main source of energy. Simple carbohydrates are sugars naturally found in foods such as milk and fruit and are added to foods such as candy, cake, and ice cream. Complex carbohydrates are starches and cellulose found in foods such as potatoes, bread, vegetables, and rice. Foods high in carbohydrates are considered **go** or energy foods.
- **Proteins** are the building blocks needed for growth and maintenance of the body. They are found in meat, dried beans, grains, and vegetables. Foods with high protein content are considered **grow** foods.
- **Vitamins** and **minerals** are important to the body for growth and nourishment. Milk products and raw vegetables and fruit are good sources of these nutrients. Food processing causes loss of vitamins and minerals. Foods high in vitamins and minerals are considered **glow** foods.
- **Fats** are a high-calorie source of energy needed for growth and maintenance of healthy skin. They are found in meat, nuts, cheese, butter, margarine, oil, and milk.

Canada's Food Guide to Healthy Eating highlights the importance of adopting a physically active lifestyle. Furthermore, Health Canada and the Canadian Society for Exercise Physiology (CSEP) have together developed *Canada's Physical*

**TEACHER NOTES** (continued)

Activity Guide to Healthy Active Living website:
<<http://www.paguide.com>>.

Contact the Diabetes Foundation of Manitoba for related resources, including materials designed for Aboriginal communities.



PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<i>Students will...</i>	
☐ K.5.4.C.2 Describe the best type and quantities of fluid to consume during various physical activities under different conditions (e.g., indoor, outdoor, humid, long/short duration...).	◆ “To Drink and What to Drink?” That Is the Question Ask students questions such as the following: <ul style="list-style-type: none">• How do we lose water? (e.g., shed tears when crying; perspire during a fever or when exercising; urinate when going to the washroom; bleed when cut; exhale when breathing)• What are some symptoms of dehydration? (e.g., thirst, dry mouth or throat, discomfort, fainting or weakness)• How can we replace fluid? (e.g., drink water, milk, juice, sports drinks; eat fruit, soup) Conduct a poll on favourite beverages. Discuss how these fluids support or do not support good health. Use brainstorming strategies to answer and discuss the following questions: <ul style="list-style-type: none">• What fluids are best to drink during participation in physical activity?• Do people need varying amounts of fluid during participation in physical activity<ul style="list-style-type: none">— in hot weather?— in humid weather?— of short duration?— of long duration? ◆ Poster Promotion Have students create a poster or advertisement encouraging others to drink plenty of clean, safe water daily.
Curricular Connections MA: Patterns and Relations (graphing, patterns), Statistics and Probability (counting, measuring, formulating questions, reading graphs, pictograms, predicting chance), Shape and Space (amount, volume, seasons, temperature), Number (counting)	



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

Benefits of Water:

- Water is the best and most economical drink for activities lasting less than an hour.
- The human body is approximately 60% water.
- Muscles are approximately 80% water.
- Water helps maintain body temperature.
- We need six to eight glasses of water a day.

Remind students that it is important to drink *before* we feel thirsty. By the time we feel thirsty, our fluid level has already dropped. We need to drink a greater quantity of fluid before and during physical activity. We must choose appropriate fluids that do not increase dehydration (e.g., soda and caffeinated drinks such as colas, coffee, iced tea). These fluids increase water loss through urine. Sugar increases the time it takes for fluid to reach the blood.

Sports drinks, which contain carbohydrates and/or electrolytes, are recommended for exercise over one hour or if performed in high humidity and temperature. Fruit juices can be used if diluted with water.



◆ **Paper and Pencil Task: “To Drink and What to Drink?” That Is the Question**

Teacher: Checklist

Give three examples of physical activities performed under different conditions. Have students choose appropriate fluids for activities performed in hot weather, in humid weather, of short duration, and of long duration.

Suggested Criterion:

Look for

- number of correct matches

PRESCRIBED LEARNING OUTCOMES

Students will...

☐ S.5.4.A.1 Develop a personal action plan for daily personal health practices.

Curricular Connections

ELA: GLO 3—Manage ideas and information (use personal knowledge, ask questions, contribute to group inquiry, create and follow a plan, assess sources, access information, make sense of information, organize, record, and evaluate information)

MA: Patterns and Relations (graphing, patterns), Statistics and Probability (counting, measuring, formulating questions, reading graphs, pictograms, predicting chance), Shape and Space (time of day, seasons), Number (counting)

PE/HE: K.4.4.A.2a, S.4.4.A.1, K.5.3.A.1, K.5.3.C.2, K.5.2.A.3

SC: Cluster 0—Overall Skills and Attitudes

SUGGESTIONS FOR INSTRUCTION

◆ **Personal Health Action Plan**

Review with students the goal-setting process for establishing personal goals (see learning outcome K.4.4.A.2a), daily responsibilities (K.5.3.A.1), healthy eating (K.5.3.C.1a, K.5.3.C.2), and dental care (K.5.2.A.3) in preparation for developing an action plan for personal health practices over a specified period of time.

◆ **My Responsibilities**

Have students develop an action plan for personal health practices by preparing one or several tables adapted to their needs. For example, students could use a table for each daily personal health practice (e.g., physical activity, healthy eating, dental hygiene, personal hygiene, rest/sleep, wearing appropriate clothing). Ask students to include the following elements in their tables:

- **What:** Identify what you plan to do for each health practice.
- **When:** Note the days or times (e.g., morning, lunch hour, evening) when you will put the plan into action.
- **Where:** Note the places (e.g., in the bathroom) where you will put the plan into action.
- **How:** Identify the methods (e.g., dental floss) you will use to carry out the health practices.
- **Changes:** Anticipate problems and adjust the plan as required.

My Action Plan for Personal Health Practices					
Health Habit	What	When	Where	How	Changes
Physical Activity					
Healthy Eating					
Dental Hygiene					
Personal Hygiene					
Rest/Sleep					

Encourage students to put their plan into action and to modify it (part or all) as required to ensure maximum effectiveness.

**TEACHER NOTES****SUGGESTIONS FOR ASSESSMENT****Health Habits:**

- daily physical activity
- healthy eating
- personal and dental hygiene
- regular rest/sleep

Ask students to share their action plans with their parents. Encourage parents to have students implement the action plans at home, if desired.

**◆ Paper and Pencil Task: My Responsibilities**

Teacher: Checklist

Assess the student action plans based on the specified criteria.

Suggested Criteria:

The student identifies

- What:** a personal health plan for each of the health practices
- When:** a time schedule
- Where:** an appropriate location to carry out the plan
- How:** how this practice could be carried out
- Changes:** any problems or changes

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<i>Students will...</i>	
☐ S.5.4.A.2 Develop a personal action plan for daily active living, including reasons for choice of activities.	◆ Learning Outcome Connections Review with students the strategy of setting realistic goals (refer to learning outcome K.2.4.C.4) in developing personal action plans. Have them explain reasons for their choices as they complete activities such as Goal Setting suggested for learning outcome K.2.4.C.4. ◆ My Active Action Plan! Provide students with copies of BLM 4–9: Activity Chart and ask them to fill in the activities they plan to do each day in a one-week period.
Curricular Connections ELA: GLO 3—Manage ideas and information (use personal knowledge, ask questions, contribute to group inquiry, create and follow a plan, assess sources, access information, make sense of information, organize, record, and evaluate information) MA: Patterns and Relations (graphing, patterns), Statistics and Probability (counting, measuring, formulating questions, reading graphs, pictograms, predicting chance), Shape and Space (time of day, seasons), Number (counting) PE/HE: GLO 2—Fitness Management, GLO 4—Personal and Social Management	



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

Self-Management Strategies:

Emphasize that personal achievement can be attained by following a variety of self-management strategies (Human Kinetics, with Pettifor, *Physical Education Methods for Classroom Teachers*, 130–131):

- Review reasons to be physically active.
- Choose enjoyable activities.
- Monitor activities in learning logs or on graphs or charts.
- Establish self-rewards, asking for support from family and friends.
- Write encouraging notes to self.
- Make positive, motivating statements.
- Write specific plans for accomplishing goals.

These strategies can be applied to all kinds of goals, not only fitness goals.

Refer to pages 5 to 11 in the Active Living and Leisure section of *The Canadian Active Living Challenge: Leader's Resource Tool Kit, Program 2 (CAHPER/CIRA)* for further activities:

- Free Time Time-Line
- My Activity Wheel
- Participating/Being a Spectator



◆ **Paper and Pencil Task: My Active Action Plan!**

Self-Assessment: Inventory

Have students complete the one-week Activity Chart, which can be included in their portfolios.




See BLM 4–9: Activity Chart.

Suggested Criterion:

Look for

- completed Activity Chart for a one-week period

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p><i>Students will...</i></p>	
<p>☐ S.5.4.A.3a Assess personal food intake for a period of one to three days, and identify factors (e.g., culture, religions, availability, peers, television advertising, age...) that may influence food choices.</p>	
<div style="border: 1px solid black; padding: 5px;"> <p>Curricular Connections</p> <p>ELA: GLO 3—Manage ideas and information (use personal knowledge, ask questions, contribute to group inquiry, create and follow a plan, assess sources, access information, make sense of information, organize, record, and evaluate information), GLO 4—Enhance the clarity and artistry of communication (generate ideas, organize ideas, appraise own and others’ work, revise content, spelling, share ideas and information, effective oral communication, attentive listening and viewing)</p> <p>MA: Patterns and Relations (graphing, patterns), Statistics and Probability (counting, measuring, formulating questions, reading graphs, pictograms, predicting chance), Shape and Space (time of day, days, months, seasons), Number (counting)</p> <p>PE/HE: GLO 2—Fitness Management, GLO 4—Personal and Social Management</p> <p>SS: diversity perspectives</p> </div>	<p>◆ My Daily Nutrition Log</p> <p>Review human requirements with respect to food intake, fluids, food choices, food groups, and growth and development (see learning outcomes K.5.4.C.1a, K.5.2.C.1b, K.5.4.C.2, S.5.K.A.3b, and S.5.2.A.3b) to enable students to assess their personal food intake for a period of one to three days. Have them complete an assessment table that contains the following elements:</p> <ul style="list-style-type: none"> • What: Record the foods and fluids consumed at each meal. • When: Indicate the meals during which foods and fluids are consumed (e.g., breakfast, morning snack, lunch, afternoon snack, dinner, other). • Assessment Period: Day 1, Day 2, and Day 3 • Nutritional Value: Use numbers (1, 2, 3, 4) to indicate affiliation of foods assessed with the food groups identified in <i>Canada’s Food Guide to Healthy Eating</i> or as an assessment scale (e.g., 1 = not very nutritious; 2 = fairly nutritious; 3 = nutritious; 4 = excellent). <p>Ask students to choose one of the most nutritious foods they have eaten during the assessment period, and to write a motivational paragraph (or create an advertising pamphlet) to extol the benefits of this food.</p> <div style="text-align: center;">  <p>See BLM 4–10: My Daily Nutrition Log.</p> </div> <p>◆ Food for Thought</p> <p>Have students analyze the factors that may influence food choices (e.g., culture, religion, availability of foods, cost), based on food images from advertising flyers, television, and grocery stores. Ask questions such as these: “What are the food choices of persons who live near the Arctic? Why?” or “Why do some people not eat pork?” Show the relationship between certain factors (e.g., religion, availability) and the food choices made. Use a multicultural celebration at school or in the class as an opportunity to have students sort food choices according to various factors, including culture, religion, availability, peers, television advertising, and age.</p>



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

Treat this learning outcome with sensitivity, showing consideration for factors such as culture, religion, availability of foods, cost, and body size.

◆ **Questioning/Interview: My Daily Nutrition Log**

Teacher: Checklist

Interview students with the following statement:

“Pick three foods and state why you selected them.”

Suggested Criterion:

The student

- identifies factors that influence food choices



PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<i>Students will...</i>	
<p>☐ S.5.4.A.3b Use problem-solving strategies to reduce barriers to healthy eating, and improve food choices, if appropriate.</p>	<p>◆ Food Barriers</p> <p>Review concepts related to healthy foods (see learning outcome S.5.2.A.3b), consequences of good and poor health habits (S.5.2.A.1), the food groups (K.5.4.C.1a) and their function (K.5.4.C.1b), as well as problem-solving strategies (S.4.3.A.2) to reduce barriers to healthy eating.</p> <p>Have students use the problem-solving model to do the following:</p> <ol style="list-style-type: none"> 1. Identify special barriers to healthy eating, such as body image, peer influence, misleading or exaggerated advertising (that praises the benefits of fast foods), lack of pertinent and correct information, lack of money, and fashion industry that reinforces stereotyped images (e.g., thin women, muscular men). 2. Name one or several alternatives to reduce and eliminate each barrier to healthy eating. For example, the barrier “lack of correct information” can be reduced by researching the food groups, the function of foods, and the effects of proper food intake on good health, or by inviting a nutrition expert to give a presentation. The barrier can be eliminated with food intake that reflects <i>Canada’s Food Guide to Healthy Eating</i>. 3. Choose the best alternative (i.e., the best way) to reduce the barrier to healthy food choices (e.g., base food intake on <i>Canada’s Food Guide to Healthy Eating</i> rather than on a mouth-watering advertisement). 4. Present the proposed solution in the form of a pamphlet, brochure, PowerPoint presentation, poster, or speech.
<p>Curricular Connections</p> <p>ELA: GLO 3—Manage ideas and information (use personal knowledge, ask questions, contribute to group inquiry, create and follow a plan, assess sources, access information, make sense of information, organize, record, and evaluate information)</p> <p>PE/HE: GLO 4—Personal and Social Management, K.4.4.A.3, S.4.4.A.2 (decision making/problem solving)</p> <p>SC: Cluster 0—Overall Skills and Attitudes (inquiry process)</p> <p>SS: social implications of nutrition</p>	

**TEACHER NOTES**

Refer to other learning outcomes such as S.5.2.A.3b, S.5.2.A.1, K.5.4.C.1a, and K.5.4.C.1b.

Encourage students to do the following:

- Eat a variety of foods.
- Eat foods from each food group daily.
- Know which foods are “sometimes” foods and which are “everyday” foods.
- Choose foods that are low in fat (i.e., unsaturated fat, saturated fat, cholesterol).
- Eat plenty of fruit and vegetables to meet daily requirements.
- Monitor sugar intake.
- Use salt in moderation.
- Balance input (what you eat) and output (how active you are).
- Respect and follow special diets required for certain medical conditions, including allergies.

**SUGGESTIONS FOR ASSESSMENT****◆ Performance Task: Food Barriers**

Group Assessment: Scoring Rubric

Place students in groups of three or four to discuss how to reduce one barrier to healthy eating or how to improve food choices. Have each group list their recommendations and/or make a presentation to the class.

Use a scoring rubric to identify student participation and correct responses.

Healthy Lifestyle Practices Outcomes: Grade 4

Knowledge

- K.5.4.A.1 Identify the importance of taking responsibility for personal hygiene practices on a regular basis** (i.e., bath/shower, wash hair, wash hands, change clothes, brush teeth, engage in physical activity).
- K.5.4.A.2 Identify ways** (e.g., avoid loud sounds, don't drink or swim in contaminated water, avoid second-hand smoke, avoid plants and food that cause allergic reactions, wear a hat, wear sunscreen...) **to prevent reactions to various environmental conditions** (e.g., noise, water, sun, air, plants...).
- K.5.4.A.3 Identify the function** (i.e., biting, chewing) **and structure** (i.e., number, names, parts) **of primary and permanent teeth.**
- K.5.4.B.1 Describe feelings** (e.g., enjoyment, sense of exploration, self- satisfaction, self-confidence, sense of belonging, relaxation...) **associated with participation in physical activities as these feelings contribute to personal health and well-being.**
- K.5.4.B.2 Identify ways** (e.g., play time, joining local teams/clubs, family events, community events...) **to be physically active indoors and outdoors in own community on a daily and/or regular basis.**
- K.5.4.B.3 Determine how much personal time is spent in active and sedentary activity for a set period of time** (e.g., daily, weekly, monthly...).
- K.5.4.C.1a Demonstrate an understanding of food groups, serving sizes, and serving numbers that support good health.**
- K.5.2.C.1b** **Identify the function of a variety of food groups for growth and development** (e.g., foods that help the body go, glow, and grow...).
- K.5.4.C.2 Describe the best type and quantities of fluid to consume during various physical activities under different conditions** (e.g., indoor, outdoor, humid, long/short duration...).

Skills

- S.5.4.A.1 Develop a personal action plan for daily personal health practices.**
- S.5.4.A.2 Develop a personal action plan for daily active living, including reasons for choice of activities.**
- S.5.4.A.3a Assess personal food intake for a period of one to three days, and identify factors** (e.g., culture, religions, availability, peers, television advertising, age...) **that may influence food choices.**
- S.5.4.A.3b Use problem-solving strategies to reduce barriers to healthy eating, and improve food choices, if appropriate.**

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.



Grade 4

Blackline Masters



-
- BLM 4-1: Movement Sequence Assessment
 - BLM 4-2: My Heart
 - BLM 4-3: Fitness Assessment Results: Class Status
 - BLM 4-4: My Personal Fitness Profile
 - BLM 4-5: Road and Traffic Symbols
 - BLM 4-6: Practices to Assist an Injured Person
 - BLM 4-7: Self-Assessment of My Interpersonal Skills
 - BLM 4-8: The Structure and Function of Teeth
 - BLM 4-9: Activity Chart
 - BLM 4-10: My Daily Nutrition Log



Name _____ Class _____ Date _____

I am assessing (name) _____

1. I saw

- a fast transport skill _____
- a slow transport skill _____
- a strong movement _____
- a light movement _____
- a body shape _____

2. The movement sequence used

- free movement
- bound movement

3. The movement sequence had

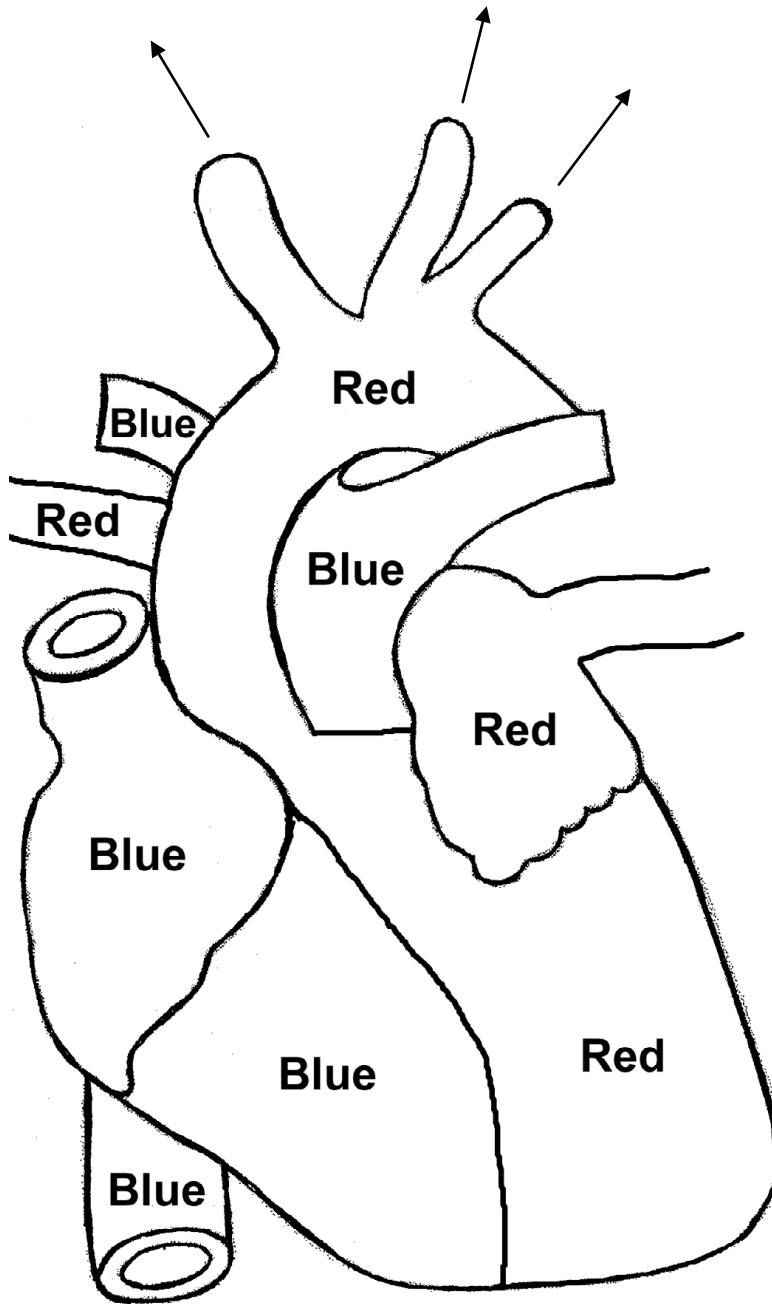
- a definite beginning
- a middle part
- a definite ending

4. Positive comments about the movement sequence:





Name _____ Class _____ Date _____



Colour the arteries red (they carry oxygen) and the veins blue (they carry carbon dioxide).

S.2.4.A.3a
S.2.4.A.3b

My Personal Fitness Profile



Name _____ Class _____ Age _____

Date	First Assessment	Personal Goal	Second Assessment	Third Assessment	Did I reach my goal?	
					Yes	No
Cardiovascular Run						
Flexibility						
Abdominal Strength and Endurance						
Arm Strength and Endurance						

I feel I did well in _____

I need to work harder in _____




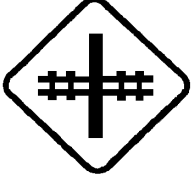




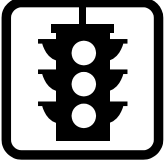






To reach my goal, I plan to do the following:

- After First Assessment

- After Second Assessment





			
 			
			
 		STOP Come to a full stop. Check for traffic all ways. Go when it's safe.	RAILWAY CROSSING Slow down. Look both ways. Listen for a train. Go if it is safe.
WILDLIFE IN AREA Go carefully. Wildlife may cross in front of you.	SLIPPERY ROAD Go carefully. The road may be slippery.	DON'T WALK	PLAYGROUND AHEAD Go carefully. Children at play.
SCHOOL ZONE	TRAFFIC LIGHTS AHEAD	DO NOT ENTER	NO BICYCLES ALLOWED
BICYCLES ALLOWED	CROSSWALK Slow down. Be ready to stop for pedestrians.	ONE WAY Go only the way the arrow is pointing.	YIELD Slow down or stop for traffic.

S.3.4.A.2

Practices to Assist an Injured Person



Name _____ Class _____ Date _____

<p>Name _____ Date _____</p> <ul style="list-style-type: none"><input type="checkbox"/> got help quickly<input type="checkbox"/> explained clearly and accurately what happened<input type="checkbox"/> avoided contact with body fluids<input type="checkbox"/> did not try to move the injured person <p>Observations:</p>	<p>Name _____ Date _____</p> <ul style="list-style-type: none"><input type="checkbox"/> got help quickly<input type="checkbox"/> explained clearly and accurately what happened<input type="checkbox"/> avoided contact with body fluids<input type="checkbox"/> did not try to move the injured person <p>Observations:</p>
<p>Name _____ Date _____</p> <ul style="list-style-type: none"><input type="checkbox"/> got help quickly<input type="checkbox"/> explained clearly and accurately what happened<input type="checkbox"/> avoided contact with body fluids<input type="checkbox"/> did not try to move the injured person <p>Observations:</p>	<p>Name _____ Date _____</p> <ul style="list-style-type: none"><input type="checkbox"/> got help quickly<input type="checkbox"/> explained clearly and accurately what happened<input type="checkbox"/> avoided contact with body fluids<input type="checkbox"/> did not try to move the injured person <p>Observations:</p>



S.4.4.A.3

Self-Assessment of My Interpersonal Skills



Name _____ Class _____ Date _____

Rating Scale: 4 = All the time 3 = Most of the time 2 = Some of the time 1 = Hardly ever

A. Please circle the number that best represents your skills/performance in group activities.

- | | | | | |
|--|---|---|---|---|
| 1. I make it a point to listen to the speaker. | 1 | 2 | 3 | 4 |
| 2. I let others know that I am listening by making eye contact or by other means. | 1 | 2 | 3 | 4 |
| 3. I do not interrupt when others are speaking. | 1 | 2 | 3 | 4 |
| 4. I encourage others to participate in the discussion. | 1 | 2 | 3 | 4 |
| 5. I do my share when working on a group activity. | 1 | 2 | 3 | 4 |
| 6. I use "I messages" instead of "you messages," especially when expressing my feelings. | 1 | 2 | 3 | 4 |
| 7. I tell the group when something is bothering me. | 1 | 2 | 3 | 4 |
| 8. I respect others' feelings even when I disagree with them. | 1 | 2 | 3 | 4 |
| 9. I try not to be aggressive to get my way. | 1 | 2 | 3 | 4 |
| 10. I praise others when appropriate. | 1 | 2 | 3 | 4 |
| 11. I share my ideas and feelings. | 1 | 2 | 3 | 4 |
| 12. I cooperate more than compete with others. | 1 | 2 | 3 | 4 |

B. Complete the following unfinished sentences:

1. My two greatest strengths from the above list are:
a. _____ b. _____
2. The two skills I have to work on from the above list are:
a. _____ b. _____

Self-Assessment of My Interpersonal Skills: Adapted, by permission, from Saskatchewan Education. *Health Education: A Curriculum Guide for the Elementary Level (Grades 1-5)*. Regina, SK: Saskatchewan Education, 1998. 52.



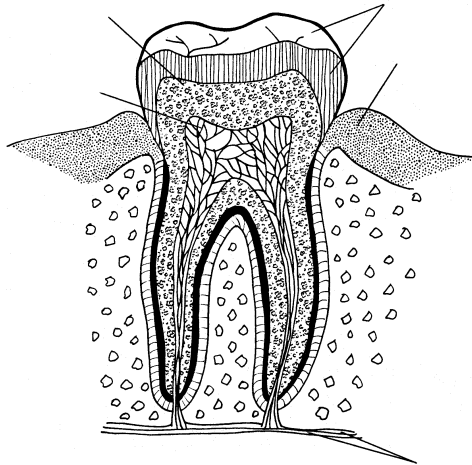
K.5.4.A.3

The Structure and Function of Teeth



Name _____ Class _____ Date _____

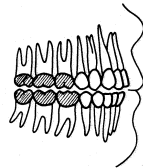
Label the parts of a tooth: enamel, pulp, dentine, vessels, nerves.



Identify the function of each tooth: biting/cutting, tearing, crushing, grinding.

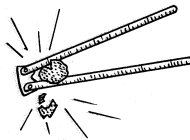
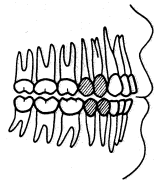


Molar



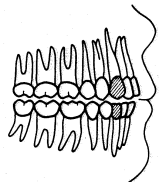


Bicuspid



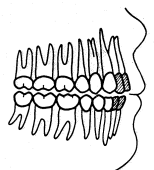


Cuspid





Incisor



K.5.4.B.2
 K.5.4.B.3
 S.5.4.A.2

Activity Chart



Name _____ Class _____ Date _____

Date and/or Time of Day	Activity	Amount of Time Spent in Activity	Active/Inactive	Indoor/Outdoor	Home/School/Community	Individual/With Others	Why I Chose This Activity

Total Active Time _____

Total Inactive Time _____

Key:

- A** Active
- I** Inactive
- Outdoor
- Indoor
- H** Home
- S** School
- C** Community
- ✓** Individual
- #** With Others



S.5.4.A.3a

My Daily Nutrition Log



Name _____ Class _____ Date _____

Date	Breakfast	Lunch	Dinner	Snacks
Day 1				
Day 2				
Day 3				



Appendices

APPENDIX A: PHYSICAL ACTIVITY CATEGORIES

The following activities contribute to the development of skills related to the five general learning outcomes. The categories and activities are provided as general suggestions and others may be added where suitable. In some cases, activities/sports are listed twice since they may relate tactically to more than one category. When planning, choose activities that are safe and age/developmentally appropriate.

Individual/Dual Sports/Games	Team Sports/Games	Alternative Pursuits	Rhythmic/Gymnastic Activities	Fitness Activities
<p>Basic Movement Activities</p> <ul style="list-style-type: none"> • hoop • beanbag • ball • station • hopscotch • kick-sack • juggling • rope jumping • scooter • scoop • balloon <p>Athletics (Track and Field Activities)</p> <ul style="list-style-type: none"> • running • jumping • throwing <p>Combatives</p> <ul style="list-style-type: none"> • martial arts • self-defence • wrestling • fencing • pulling/pushing activities <p>Innovative</p> <ul style="list-style-type: none"> • creative or novel games • cooperative challenges <p>Net/Wall</p> <ul style="list-style-type: none"> • tennis • badminton • table tennis • handball <p>Target</p> <ul style="list-style-type: none"> • archery • bocce • bowling • golf 	<p>Lead-up Games/Activities</p> <ul style="list-style-type: none"> • tag • dodge-ball-type • station • relays • cooperative • parachute • team building • modified sports/games <p>Striking/Fielding</p> <ul style="list-style-type: none"> • softball • cricket or rounder • T-ball • touch football • ultimate • kinball <p>Territory/Invasion</p> <ul style="list-style-type: none"> • soccer • basketball • touch football • hockey (field, floor, ice) • team handball • lacrosse • rugby • ultimate • bandy <p>Net/Wall</p> <ul style="list-style-type: none"> • volleyball • pickleball <p>Target</p> <ul style="list-style-type: none"> • curling • basketball • soccer • hockey (field, floor, ice) <p>Multicultural Games</p> <ul style="list-style-type: none"> • Aboriginal • African • Asian • Carribean • other cultures 	<p>Aquatics</p> <ul style="list-style-type: none"> • water adjustment • survival techniques • stroke development • skills application • snorkelling • water games • synchronized swimming • underwater games <p>Land-Based</p> <ul style="list-style-type: none"> • hiking • backpacking • wall climbing • camping • orienteering • snowshoeing • skiing (cross-country, downhill) • snowboarding • skating • in-line skating • walking • winter games • cycling <p>Water-Based</p> <ul style="list-style-type: none"> • canoeing • rowing • kayaking • sailing • sailboarding 	<p>Rhythmics</p> <ul style="list-style-type: none"> • singing and clapping games • aerobic dance • lummi sticks • tinikling <p>Creative Activities</p> <ul style="list-style-type: none"> • interpretive • modern <p>Multicultural Activities</p> <ul style="list-style-type: none"> • folk and square dances • round dance • hoop dance <p>Contemporary Activities</p> <ul style="list-style-type: none"> • line • jive/swing • partner • jazz • hip hop • funk <p>Ballroom Dances</p> <ul style="list-style-type: none"> • waltz • foxtrot • polka • mambo <p>Educational Gymnastics</p> <ul style="list-style-type: none"> • statics • locomotions • springs • rotations • landings • swings <p>Rhythmic Gymnastics</p> <ul style="list-style-type: none"> • hoop • ball • ribbon • club • scarf • rope <p>Acrobatic Gymnastics</p> <ul style="list-style-type: none"> • tumbling • pyramids • trampoline <p>Artistic Gymnastics</p> <ul style="list-style-type: none"> • floor exercises • uneven bars • parallel bars • high bar • vault box • pommel horse • rings • balance beam 	<p>Training Programs</p> <ul style="list-style-type: none"> • aerobics • rope jumping • jogging • lap swimming • cycling • use of exercise equipment • weight training • bench stepping • interval training • scooter activities • circuits • yoga • cross-country skiing • relaxation exercises

NOTES



APPENDIX B: SUGGESTIONS FOR PLANNING OVERALL IMPLEMENTATION

The Framework requires schools/divisions/districts to establish a planning process for implementing the combined physical education/health education (PE/HE) curriculum. The following steps are suggested to help teachers, administrators, and school/division/district teams with the initial planning for overall implementation.

1. Decide on a curriculum delivery model.

- 1.1. Determine staff assignment. Decide who will teach the combined PE/HE curriculum (e.g., shared or not shared).
- 1.2. Develop a timetable, scheduling the minimum recommended time for each grade (i.e., 11% of the instructional time, with 75% of the time spent on physical education-related student learning outcomes [150 minutes per six-day cycle] and 25% of the time spent on health education-related student learning outcomes [48 minutes per six-day cycle]). Refer to the Time Allotments discussion in the Framework Overview (see Framework Excerpts).
- 1.3. Review and assess available facilities, equipment, and resources. Examine ways to use existing space and resources to the fullest and assess future needs.

2. Conduct a learning outcomes analysis.

- 2.1. Examine how the PE/HE learning outcomes are organized in the Framework. (Refer to The Curriculum Map and to the Summary Chart for each of the five general learning outcomes in the Framework Excerpts. The Grade Lists of Specific Student Learning Outcomes are also available online at the Manitoba Education, Training and Youth website: <http://www.edu.gov.mb.ca/metks4/curricul/k-s4curr/physhlth/k-s4framework.html>.)
- 2.2. If the school/division/district is using a shared delivery model that supports an integrated approach, decide on a strategy to determine learning outcome distribution related to subject area connection and teacher responsibility. For example, determine which learning outcomes will be addressed in a PE setting, in an HE setting, and/or in both settings, as well as by whom.

3. Perform a curricular connection analysis.

- 3.1. Examine ways to integrate the HE and/or PE content in other subject areas, or vice versa.

- 3.2. Develop a school health-promotion plan to facilitate integration using the appropriate PE/HE strands/topics identified for each grade. Themes or topics may vary from grade to grade, depending on the content related to the specific learning outcomes for that grade. For example, schools may wish to establish a health-theme week in each month of the school year to match the health-promotion calendar, based on the strand or sub-strand titles. Doing this at the beginning of the school year would assist teachers in planning integrated units.

Example:

Health-Promotion Calendar	
Month/Week	Health Strands/Sub-strands/Themes
September	Personal Health Practices
October	Community Safety Awareness
November	Substance Use and Abuse Prevention
December	Social Development/Violence Prevention
January	Personal Development
February	Active Living
March	Nutrition
April	Personal Health Practices (dental health)
May	Mental-Emotional Development
June	Environmental Safety Awareness

APPENDIX C: PROGRAMMING FOR STUDENTS WITH SPECIAL NEEDS

Planning for Inclusion

The policy of Manitoba Education, Training and Youth is to provide all students with access to learning opportunities commensurate with their needs and abilities.

Strategies for Personalized Instruction

In planning for inclusion, educators need to consider the varying developmental rates and needs of all students.* For some students, achievement of the physical education/health education (PE/HE) learning outcomes necessitates changes and adaptations in teaching strategies, classroom organization, and assessment and evaluation practices. Good teaching practice includes the use of *differentiated* instruction to enable students to meet (or to extend their learning beyond) the learning outcomes identified in the provincial curriculum. (For additional information on differentiated instruction, see *Success for All Learners*. Additional information on terms can be found in the Framework Overview—see Framework Excerpts.)

Beyond using differentiation, teachers can personalize instruction to meet the needs of students who have more diverse needs. First, teachers can personalize their instructional methods by manipulating variables such as instructional time, classroom organization, and assessment and evaluation practices to help meet individual student needs. This strategy is referred to as *adapting* instruction.

If making adaptations to instructional methods is not sufficient, teachers (with student and parental agreement) can personalize instructional content and document the changes in a student's cumulative file.

- If the alteration to the curriculum for students with a physical disability significantly reduces the number, essence, or content of learning outcomes, the strategy is referred to as *accommodating* instruction.
- If the alteration to the curriculum for students with a significant cognitive disability significantly reduces the number, essence, or content of learning outcomes, the strategy is referred to as *modifying* instruction.

Beyond making modifications, teachers can use the strategy of *individualized* programming, which means using a different framework for developing a student's curriculum. For instance, rather than following the physical education curriculum, the student's curriculum might be developed from a recreational perspective. Regardless of whether instructional content is personalized by modifying the provincial curriculum or by designing individualized programming, an individual education plan (IEP) must be written.

* Some of the content of this appendix was adapted, by permission, from Nova Scotia Education and Culture. *Physical Education Curriculum: Grades Primary–6*. Halifax, NS: Nova Scotia Education and Culture, 1998. 145–160.

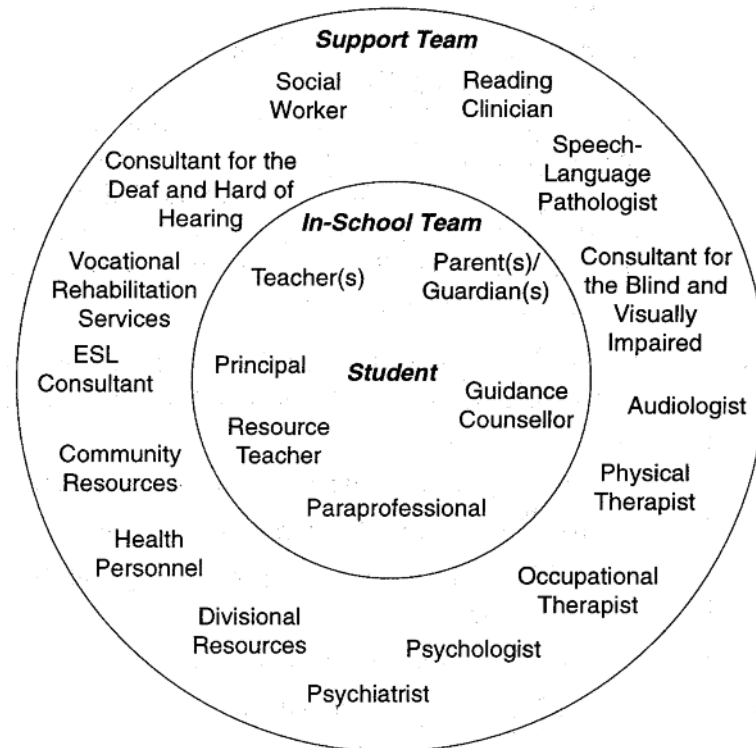
Individual Education Planning

For assistance in developing and implementing an IEP, refer to the process outlined on page 3.3 of *Individual Education Planning* (Manitoba Education and Training). When planning an IEP for a student, include the following essential components:

- student identification and background information
- current levels of performance, which reflect team consensus on the student's abilities and needs
- specific student learning outcomes
- performance expectations
- instructional methods, resources, and strategies
- the names of team members who will implement the IEP, and the setting(s) where it will be implemented
- plans and timelines for assessment, evaluation, and review

The following personnel may be part of the IEP team:

The Composition of IEP Teams



The Composition of IEP Teams: Reproduced from *Individual Education Planning: A Handbook for Developing and Implementing IEPs, Early to Senior Years*. Winnipeg, MB: Manitoba Education and Training, 1998. 3.5.

Planning Tools

The educational experience and learning outcomes should be the same for all students whenever possible. In addition to considering the suggestions provided in *Individual Education Planning*, teachers may find the following questions useful in determining the extent of change or adaptation required in a classroom or gymnasium.

- What is the student able to do and/or participate in independently within the regular classroom setting?
- What is the student able to do and/or participate in with the assistance of the usual classroom supports?
- What is the student able to do and/or participate in with the assistance of additional classroom supports?
- Which learning outcomes identified in the curriculum is the student unable to meet and which individualized learning outcomes will replace them?
- What level of support is required to assist the student in achieving the individualized learning outcomes, keeping in mind the availability of resources and supports (e.g., usual supports, additional classroom supports)?
- Are any services best provided in a setting other than the classroom? If so, how can they be scheduled to be least disruptive to the student's inclusion in his or her class?

The following pages provide several planning tools (along with completed examples) to assist in planning for inclusion of all students in physical education and/or health education settings:

- Form 1: Planning for Inclusion in Physical Education/Health Education
- Form 2: Learning Outcome Planner (for personalizing student learning in physical education and/or health education)
- Form 3: Visual Planner for Inclusion in Physical Education/Health Education

Planning for Inclusion in Physical Education/Health Education

Form 1

Name _____ Grade _____ Room _____

Process	Notes
Obtain Information Related to Disability	
Identify Supports	
Define Safety Concerns	
Assess Skills	
Provide Suggestions for <ul style="list-style-type: none"> • Adaptations (AD) • Accommodations (AC) • Modifications (M) 	
Set Realistic Learning Outcomes	
Select Learning Activities/Strategies	
Implement and Assess	
Contribute to IEP Process	

References:

National Education Steering Committee of the Moving to Inclusion Initiative. *Moving to Inclusion: Active Living through Physical Education: Maximizing Opportunities for Students with a Disability—Introduction*. Abridged version. Gloucester, ON: Active Living Alliance for Canadians with a Disability, 1994.

Nova Scotia Education and Culture. *Physical Education Curriculum: Grades Primary–6*. Halifax, NS: Nova Scotia Education and Culture, 1998.

Planning for Inclusion in Physical Education/Health Education Form 1: Example

Name _____ Grade 2 Room _____

Process	Notes
Obtain Information for Down Syndrome	Background information: <ul style="list-style-type: none"> • hypotonia—poor balance and coordination • ligament and joint laxity—risk of joint dislocation • negative atlanto-axial joint instability • short limbs and small hands affect balance and dexterity • thickness of the tongue affects verbal skills
Identify Supports	<ul style="list-style-type: none"> • Make physical adaptations to support body in comfortable positions (e.g., lean against wall to support body while sitting on the floor, lie on stomach). • Use slower pace and speed to allow for better skill performance.
Define Safety Concerns	The student may <ul style="list-style-type: none"> • exhibit restlessness, fidgeting, and task avoidance due to muscle fatigue • have difficulty controlling body—risk of bumping into things • experience difficulty in balancing • have poor grasp and control of objects
Assess Skills 1. Balance 2. Transport	<ul style="list-style-type: none"> • 1. Initial—The student cannot hold balance for longer than one second on one leg (no use of arms/body). • 2. Initial—The student is unable to hop, gallop, or skip due to difficulty in balancing (no flight in running).
Provide Suggestions for • Adaptations (AD) • Accommodations (AC) • Modifications (M)	<ul style="list-style-type: none"> • Have the student perform balance and transport activities with assistance. (AC) • Ask the student to demonstrate concept or skill rather than give a verbal or written response. (AD) • Provide assistance (e.g., partner, teacher assistant) for balance, especially at varied heights. (AC) • Keep all learning activities at a low height or level. (AC) • Use fewer repetitions at one time but repeat practice frequently over a period of time. (AD)
Set Realistic Learning Outcomes	<ul style="list-style-type: none"> • For knowledge-based learning outcomes, have the student show rather than verbalize basic movement skills (BMS). • Have the student explore and/or demonstrate BMS with assistance due to difficulty with balancing.
Select Learning Activities/Strategies	<ul style="list-style-type: none"> • Maintain a routine. • Watch for fatigue, balance difficulties, and appropriate heights. • Provide plenty of encouragement for participation in physical activities. • Ask the student to show rather than tell about skills. • Provide “hand over hand” support. • Use task analysis and progressions (small parts—last step first).
Implement and Assess	<ul style="list-style-type: none"> • Make changes or adjustments as needed.
Contribute to IEP Process	<ul style="list-style-type: none"> • Share adjustments (M, AD, AC) required for physical education with the IEP team. • Determine the role of a physical education specialist where applicable, as part of the IEP team.

References:

National Education Steering Committee of the Moving to Inclusion Initiative. *Moving to Inclusion: Active Living through Physical Education: Maximizing Opportunities for Students with a Disability—Introduction*. Abridged version. Gloucester, ON: Active Living Alliance for Canadians with a Disability, 1994.

Nova Scotia Education and Culture. *Physical Education Curriculum: Grades Primary–6*. Halifax, NS: Nova Scotia Education and Culture, 1998.

Tien, Barbara, et al. *Effective Teaching Strategies for Successful Inclusion: A Focus on Down Syndrome*. Calgary, AB: The PREP Program, 1999.

Learning Outcome Planner

Form 2

Name _____ Grade _____ Unit _____

Health and Safety Considerations for a student with _____:

- _____
- _____
- _____
- _____
- _____

Specific Learning Outcomes	Individualized Learning Outcomes	Adaptations (AD), Accommodations (AC), or Modifications (M)	Equipment, Materials, and Personnel	Comments	
				Achievement	Progress

Learning Outcome Planner

Form 2: Example 1

Name _____ Grade Kindergarten Unit Gymnastic-Type Learning Activities

Health and Safety Considerations for a student with a visual impairment:

- Request a medical release form from the student’s ophthalmologist.
- Be aware of potential risks such as a detached retina.
- Look for symptoms such as a discharge (cloudy/dicoloured) from eyes.
- Be aware of the effect of sun and glare on the student’s visual acuity.
- Check the student’s cumulative file for other information (e.g., medical history).

Specific Learning Outcomes	Individualized Learning Outcomes	Adaptations (AD), Accommodations (AC), or Modifications (M)	Equipment, Materials, and Personnel	Comments	
				Achievement	Progress
<input type="checkbox"/> 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...).	<ul style="list-style-type: none"> • Jump from a variety of heights with control and maintain balance on landing. 	<ul style="list-style-type: none"> • Use extra mats for a soft “landing.” (AD) • Hold the student’s hand for balance and security. (AD) • Provide verbal guidance to increase the student’s confidence. (AD) 	<ul style="list-style-type: none"> • buddy • trained personnel (e.g., physical education teacher) • crash mats (for extra cushioning) 		
<input type="checkbox"/> K.1.K.B.3a Recognize the terms “personal space” (i.e., space around own body) and “general space” (i.e., space available to move in) associated with space awareness.	<ul style="list-style-type: none"> • Recognize personal space and general space for each activity. 	<ul style="list-style-type: none"> • Have the student walk around and “feel” where each piece of apparatus is. (AD) 	<ul style="list-style-type: none"> • mats or brightly coloured tape to identify boundaries • buddy • gentle touch for reminders of boundaries 		

Learning Outcome Planner

Form 2: Example 2

Name _____ Grade 4 Unit Movement

Health and Safety Considerations for a student with cerebral palsy who uses a wheelchair:

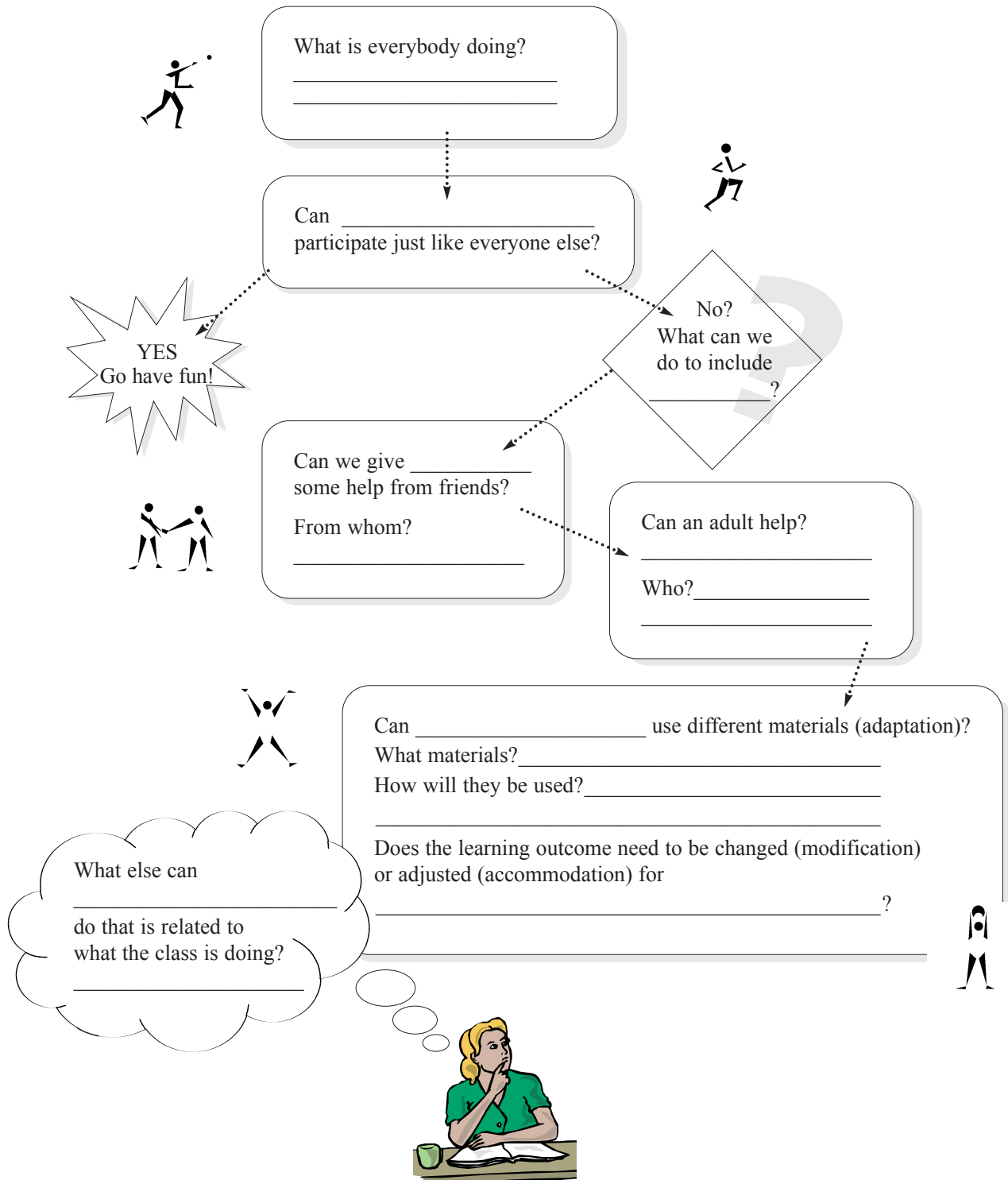
- Be aware of potential difficulties related to
 - bladder and bowel control
 - cuts, abrasions, and pressure sores
 - hypothermia
 - shunts
 - spasticity
- Ensure wheelchair safety in the gymnasium when other students are running about (e.g., in tag games).
- Establish safe playing areas, especially if hard objects (e.g., basketballs, discs) are being thrown about and the student is not able to protect himself or herself with hands.
- Refer to the student’s cumulative file for other information (e.g., medical history).

Specific Learning Outcomes	Individualized Learning Outcomes	Adaptations (AD), Accommodations (AC), or Modifications (M)	Equipment, Materials, and Personnel	Comments	
				Achievement	Progress
<input type="checkbox"/> S.1.4.A.1 Demonstrate proficiency in basic transport skills and other locomotor variations and extensions (e.g., slide, leap, grapevine...).	<ul style="list-style-type: none"> • Wheel safely in general space, moving in different directions and pathways. • Combine different movements to travel through general space. 	<ul style="list-style-type: none"> • Set up a course or a safe area for the student to travel through. (AC) • Work on backward/forward movements, turns, and movement up and down ramps. (AC) 	<ul style="list-style-type: none"> • wheelchair • pylons • large pieces of equipment • buddy • trained personnel 		
<input type="checkbox"/> K.1.4.B.3b Show different ways to propel or move (e.g., kick, strike, roll...) objects using different body parts (e.g., head, arms, hands, feet...).	<ul style="list-style-type: none"> • Show different ways to propel or move objects using different body parts or other equipment to create extensions from body. 	<ul style="list-style-type: none"> • Add pieces of equipment (e.g., hockey stick, spongy polo stick) to serve as an extension of body parts to use at different levels. (AC) • Remove the student from wheelchair to play floor games, where appropriate. (AC) 	<ul style="list-style-type: none"> • hockey stick • spongy polo stick • tabletop games • mats for floor games 		

Visual Planner for Inclusion in Physical Education/Health Education

Form 3

Name _____ Grade _____ Unit _____



Notes



APPENDIX D: SUGGESTIONS FOR YEARLY PLANNING

Examples of Yearly Plans

The following examples model two ways of organizing a yearly plan for implementing the Physical Education/Health Education curriculum, using an integrated approach.

Example 1: Yearly Planning by General Learning Outcomes (GLOs)

If teachers are organizing a yearly plan by GLOs, they could prepare a chart such as the following, outlining the GLOs, physical activity categories, and health strands/sub-strands/topics. Teachers would

- focus on addressing/assessing particular GLOs and the corresponding specific learning outcomes for a certain period of time (e.g., a week, a cycle, “x” number of classes) on a rotating basis
- choose physical activities to help students achieve the selected learning outcomes
- decide on the health strand(s)/sub-strand(s)/topic(s) that would best connect with the content addressed in a particular period of time
- use the selected period of time as a guideline while monitoring student progress and achievement

Example:

Organizing the Year by General Learning Outcomes		
GLO Focus for Instruction and Assessment	Physical Education Focus	Health Education Focus
	Physical Activity Category	Health Strand/ Sub-strand/Topic
<ul style="list-style-type: none"> • GLO 1—Movement • GLO 2—Fitness Management • GLO 3—Safety • GLO 4—Personal and Social Management • GLO 5—Healthy Lifestyle Practices 	<ul style="list-style-type: none"> • Individual/Dual Sports/Games • Team Sports/Games • Alternative Pursuits • Rhythmic/Gymnastic Activities • Fitness Activities 	<ul style="list-style-type: none"> • Safety of Self and Others • Personal Development • Social Development • Mental-Emotional Development • Personal Health Practices • Active Living • Nutrition • Substance Use and Abuse Prevention • Human Sexuality

Note that this organizational chart identifies the GLOs and related specific learning outcomes that teachers would *emphasize* and *assess* during a particular time. It is intended that all lessons or classes will address or reinforce each general learning outcome throughout the year.

A more detailed example of organizing the year by GLO follows:

Organizing the Year by General Learning Outcomes			
Cycle/ Week(s)	GLO Focus for Instruction and Assessment	Physical Education Focus	Health Education Focus
		Physical Activity Category	Health Strand/ Sub-strand/Topic
1	GLO 3—Safety	<ul style="list-style-type: none"> • Sports/Games (chasing/fleeing games, listening games) • Alternative Pursuits (playground equipment) 	Safety of Self and Others in GLO 3 (road and vehicle safety)
2	GLO 4—Personal and Social Management	<ul style="list-style-type: none"> • Sports/Games (cooperative games, mixer games) • Alternative Pursuits (recess games) • Rhythmic/Gymnastic Activities (action songs and folk dances) 	Social Development in GLO 4 (relationships)
3 and 4	GLO 1—Movement (transport skills, movement concepts, balance)	<ul style="list-style-type: none"> • Fitness Activities (relays, running games) 	Safety of Self and Others in GLO 3 (violence prevention, bullying)
5 and 6	GLO 1—Movement (manipulation skills)	<ul style="list-style-type: none"> • Sports/Games (rolling/throwing/catching) • Alternative Pursuits (kicking/striking) • Rhythmic/Gymnastic Activities (bouncing) 	Nutrition in GLO 5
7 and 8	GLO 2—Fitness Management	<ul style="list-style-type: none"> • Alternative Pursuits (soccer, lead-up activities, lacrosse) 	Personal Health Practices in GLO 5
9 and 10	GLO 3—Safety	<ul style="list-style-type: none"> • Sports/Games (manipulation-type games) 	Safety of Self and Others in GLO 3 (prevention and care of injuries)
11 and 12	GLO 4—Personal and Social Management	<ul style="list-style-type: none"> • Sports/Games (manipulation-type games) 	Personal Development in GLO 4 (self-awareness, goal setting)
First Reporting Period			
13 and 14	GLO 1—Movement (manipulation skills)	<ul style="list-style-type: none"> • Sports/Games (manipulation-type games) 	Active Living in GLO 5
Etc.			

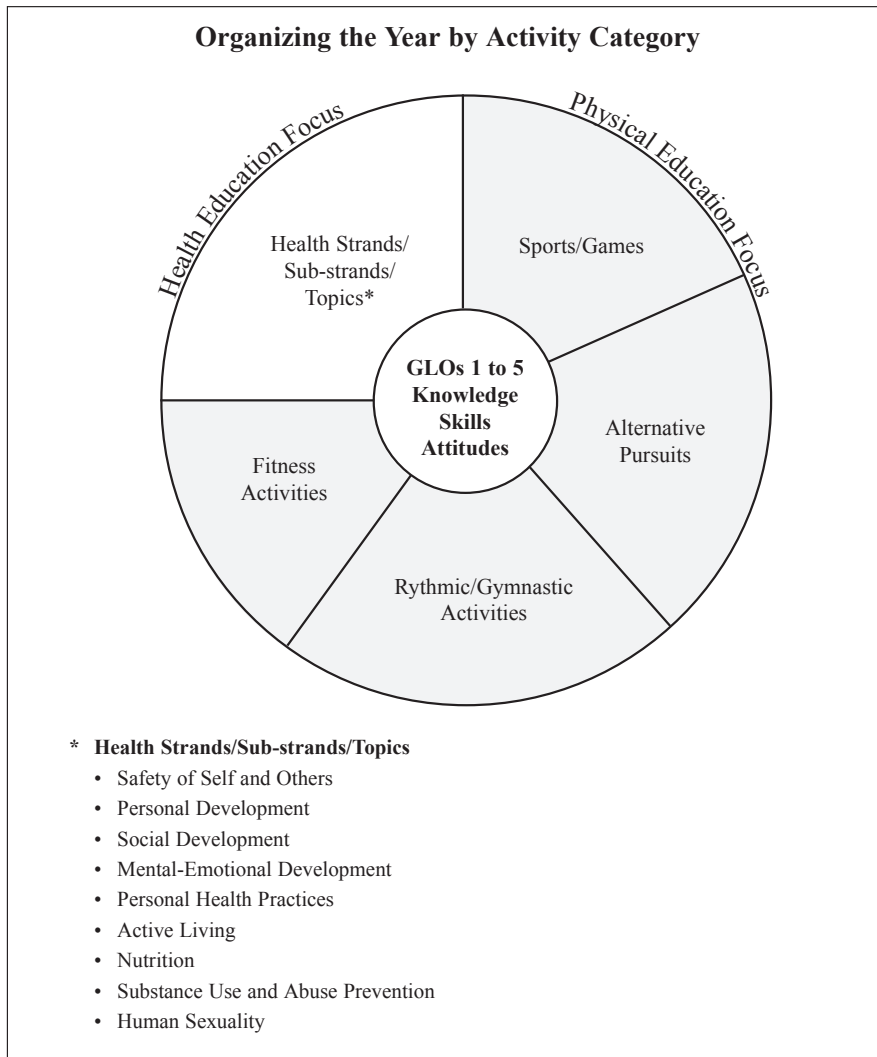
Example 2: Yearly Planning by Activity Category

In organizing a yearly plan by activity category, teachers would

- choose physical activities related to a category
- determine how much time is to be spent on these learning activities
- identify the specific learning outcomes that will be achieved through these learning activities
- decide on a health strand/sub-strand/topic that would best connect with the content addressed in the particular period of time

The following chart outlines the physical activity categories and the health strands/sub-strands/topics that contribute to the development of the five GLOs. The shaded portion indicates the 75% of the time allocated for physical education and the non-shaded portion represents the 25% of the time allocated for health education.

Example:



NOTES



APPENDIX E: UNIT PLANNER

Unit Planner

Grade: _____ Time Period: _____ GLO Focus: _____
 Physical Activity (PA) Category: _____ Strand(s)/Sub-strand(s)/Topic(s)/Theme(s): _____

General Learning Outcome	Specific Learning Outcome	Learning/Teaching Strategy	Assessment Strategy/Tool	Learning Resource	Curricular Connection
What is the student expected to know and/or be able to do?		How is the student going to learn it?	How is the student going to show his or her learning? What is the evidence (e.g., performance expectations/criteria, products)?	What learning resources will be used?	To what subject area(s) can a connection be made? (within, between, beyond)
1					
2					
3					
4					
5					
1					
2					
3					
4					
5					
1					
2					
3					
4					
5					
1					
2					
3					
4					
5					

Key: 1—Movement, 2—Fitness Management, 3—Safety, 4—Personal and Social Management, 5—Healthy Lifestyle Practices

Unit Planner: Example 1

Grade: 3

Time Period: November 1 to 12

GLO Focus: GLO 1—Movement

Physical Activity (PA) Category: Sports/Games

Strand(s)/Sub-strand(s)/Topic(s)/Theme(s): Manipulation Skills: Throwing and Catching

General Learning Outcome	Specific Learning Outcome	Learning/Teaching Strategy	Assessment Strategy/Tool	Learning Resource	Curricular Connection
What is the student expected to know and/or be able to do? ① 2 3 4 5	<input type="checkbox"/> S.1.3.A.2 Demonstrate competency in basic manipulation skills (i.e., rolling, <u>underhand and overhead</u> throwing, <u>catching</u> , bouncing, kicking, dribbling a ball using feet).	<ul style="list-style-type: none"> • Star Ball • Junkyard • Throw and Go • Crystal Ball • Elevator Ball 	<ul style="list-style-type: none"> • How is the student going to show his or her learning? What is the evidence (e.g., performance expectations/criteria, product)? • Performance Task: All Activities Teacher: Scoring Rubric See BLM G-6: Manipulation Skills Criteria (Appendix H: General Blackline Masters). 	What learning resources will be used? <ul style="list-style-type: none"> • <i>Basic Movement Skills K-3</i> (Manitoba Education and Training) • <i>Physical Education K-4: Movement with Meaning</i> (Manitoba Education and Training) 	To what subject area(s) can a connection be made? (within, between, beyond) MA: Number (counting, measurement)
① 2 3 4 5	<input type="checkbox"/> S.1.2.B.3 ➔ S.1.3.B.3 Set up and manage own games (e.g., skipping games, target games, hopscotch...).	<ul style="list-style-type: none"> • Four Square • Grid Activities 	<ul style="list-style-type: none"> • Performance Task: All Activities Teacher: Scoring Rubric The student/group — organizes all students into groups — selects appropriate and safe equipment — explains rules clearly 	<ul style="list-style-type: none"> • <i>Basic Movement Skills K-3</i> (Manitoba Education and Training) • <i>Physical Education K-4: Movement with Meaning</i> (Manitoba Education and Training) 	ELA: GLO 5—Celebrate and build community (cooperate with others, work in groups)
1 ② 3 4 5	<input type="checkbox"/> K.2.3.C.4 Identify personal factors (e.g., interests, personal success, previous experiences, type of activities, developmental rates...) that influence physical activity participation and build self-confidence.	<ul style="list-style-type: none"> • Your Favourites • Juggling • Brainstorming (to discuss personal factors during warm-up or cool-down) • Journal Entries 	<ul style="list-style-type: none"> • Reflection: Your Favourites Self-Assessment: Inventory See BLM 3-2: My Favourite Physical Activities. 	<ul style="list-style-type: none"> • sport psychology resources 	ELA: GLO 1—Explore thoughts, ideas, feelings, and experiences (consider others' ideas)
1 ② 3 4 5	<input type="checkbox"/> S.2.3.A.1b Maintain participation in moderate to vigorous activity that contributes to aerobic capacity for short (e.g., intermittent...) and longer periods of time (e.g., sustained...).	<ul style="list-style-type: none"> • Jump Rope Challenges • Cat and Mouse • Follow the Leader 	<ul style="list-style-type: none"> • Observation: All Activities Teacher: Scoring Rubric See BLM G-8: Aerobic Capacity Rubric (Appendix H). 	<ul style="list-style-type: none"> • <i>Basic Movement Skills: Supplementary Package</i> (Assiniboine South S.D. No. 3) 	SC: Cluster 3—Forces That Attract or Repel (force and motion, gravity)

(continued)

Unit Planner: Example 1 (continued)

Grade: 3

Time Period: November 1 to 12

GLO Focus: GLO 1—Movement

Physical Activity (PA) Category: Sports/Games

Strand(s)/Sub-strand(s)/Topic(s)/Theme(s): Manipulation Skills: Throwing and Catching

General Learning Outcome	Specific Learning Outcome	Learning/Teaching Strategy	Assessment Strategy/Tool	Learning Resource	Curricular Connection
<p>What is the student expected to know and/or be able to do?</p> <p>1</p> <p>2</p> <p>③</p> <p>4</p> <p>5</p>	<p><input type="checkbox"/> S.3.K.A.1 Follow simple rules and routines for safe, active participation and use of equipment (e.g., follow instructions, stop on signal, cooperate with others, care for and share equipment, tag lightly...) in selected activities.</p>	<p>How is the student going to learn it?</p> <ul style="list-style-type: none"> • Crystal Ball • Cat and Mouse • Star Ball • Junkyard • Throw and Go • Four Square • Grid Activities 	<p>How is the student going to show his or her learning? What is the evidence (e.g., performance expectations/criteria, product)?</p> <ul style="list-style-type: none"> • Questioning/Interviews: All Activities Teacher: Scoring Rubric See BLM G-2: Class Checklist. 	<p>What learning resources will be used?</p> <ul style="list-style-type: none"> • <i>Safety Guidelines for Physical Activity in Manitoba Schools</i> (MPETA et al.) 	<p>To what subject area(s) can a connection be made? (within, between, beyond)</p> <p>ELA: GLO 4—Enhance the clarity and artistry of communication (attentive listening and viewing). GLO 5—Celebrate and build community (cooperate with others)</p>
<p>1</p> <p>2</p> <p>3</p> <p>④</p> <p>5</p>	<p><input type="checkbox"/> S.4.3.A.3 Demonstrate behaviours (e.g., use appropriate body language, make encouraging remarks, ask questions, help others, include others in conversation or play...) that show respect for the abilities and feelings of others in small-group class activities.</p>	<ul style="list-style-type: none"> • Inclusion for All • Class Discussion As part of a cool-down activity, discuss the respectful behaviours that students observed during the class. 	<ul style="list-style-type: none"> • Performance Task: Inclusion for All Group Assessment: Anecdotal Notes See BLM 3-5: Inclusion for All. 	<ul style="list-style-type: none"> • <i>The Canadian Active Living Challenge</i> resources (CAHIPER/CIRA) • <i>Moving to Inclusion</i> series (National Education Steering Committee of the Moving to Inclusion Initiative) 	<p>ELA: GLO 5—Celebrate and build community (cooperate with others, work in groups, use language to show respect)</p>

Key: 1—Movement, 2—Fitness Management, 3—Safety, 4—Personal and Social Management, 5—Healthy Lifestyle Practices

Unit Planner: Example 2

Grade: 4

Time Period: November 1 to 12

GLO Focus: GLO 3—Safety

Physical Activity (PA) Category: N/A

Strand(s)/Sub-strand(s)/Topic(s)/Theme(s): Community Safety and Injury Prevention

General Learning Outcome	Specific Learning Outcome	Learning/Teaching Strategy	Assessment Strategy/Tool	Learning Resource	Curricular Connection
<p>What is the student expected to know and/or be able to do?</p> <p>1</p> <p>2</p> <p>③</p> <p>4</p> <p>5</p>	<p><input type="checkbox"/> K.3.4.B.1 Identify responsibilities for prevention, protection, and persuasion in the areas of fire safety, bus ridership, and road and vehicle safety (e.g., autos, boats, snowmobiles, farm equipment...).</p>	<p>How is the student going to learn it?</p> <ul style="list-style-type: none"> • Safety Presentations Divide the class into groups of two or three and assign each group a different topic, such as fire safety, bus ridership safety, road safety, and snowmobile or boat safety. Have the groups research the topic and identify their responsibilities for <ul style="list-style-type: none"> — prevention — protection — persuasion Have them choose from a variety of methods to make their presentations (e.g., PowerPoint, video, cartoon, puppet show, role-play, poster). 	<p>How is the student going to show his or her learning? What is the evidence (e.g., performance expectations/criteria, product)?</p> <ul style="list-style-type: none"> • Performance Task: Safety Presentation Self-Assessment: Rating Scale Have students indicate the response that best answers each statement below regarding their presentation on an assigned safety topic, using the following rating scale: — VG Very Good — S Satisfactory — NI Needs Improvement <ol style="list-style-type: none"> 1. Our group worked well together. 2. Our presentation displayed various prevention techniques. 3. Our presentation included responsibilities for protection. 4. Our presentation was convincing. 5. We displayed the responsibilities we have regarding safety. 6. Our presentation included information on the equipment required and the services provided by the safety person. 7. Our presentation included examples of common injuries that might occur related to the risk area. 	<p>What learning resources will be used?</p> <ul style="list-style-type: none"> • fire safety resources 	<p>To what subject area(s) can a connection be made? (within, between, beyond)</p> <p>ELA: GLO 2—Comprehend and respond personally and critically to literary and media texts (prior knowledge, comprehension strategies, textual cues, cueing systems, vocabulary), GLO 3—Manage ideas and information (use personal knowledge, ask questions, contribute to group inquiry, assess sources, access information, make sense of information), GLO 4—Enhance the clarity and artistry of communication (generate ideas, organize ideas, appraise own and others' work, revise content, spelling, share ideas and information, effective oral communication, attentive listening and viewing)</p>
<p>1</p> <p>2</p> <p>③</p> <p>4</p> <p>5</p>	<p><input type="checkbox"/> K.3.4.B.3 Identify common injuries (e.g., cuts, bruises, scrapes, burns, bumps, fractures, insect bites and stings, frostbite...) in everyday living, and ways to help (e.g., seek adult help, get ice, locate first-aid kit, avoid contact with body fluids of others...).</p>	<ul style="list-style-type: none"> • Ways to Help • Common Injuries 	<p>See suggestion for K.3.4.B.1.</p>	<ul style="list-style-type: none"> • first aid resources 	<p>ELA: GLO 3—Manage ideas and information (use personal knowledge, ask questions, contribute to group inquiry, assess sources, access information, make sense of information)</p>

(continued)

Unit Planner: Example 2 (continued)

Grade: 4 **Time Period:** November 1 to 12 **GLO Focus:** GLO 3—Safety
Physical Activity (PA) Category: N/A **Strand(s)/Sub-strand(s)/Topic(s)/Theme(s):** Community Safety and Injury Prevention

General Learning Outcome	Specific Learning Outcome	Learning/Teaching Strategy	Assessment Strategy/Tool	Learning Resource	Curricular Connection
What is the student expected to know and/or be able to do?	How is the student going to learn it?	How is the student going to show his or her learning? What is the evidence (e.g., performance expectations/criteria, product)?	What learning resources will be used?	To what subject area(s) can a connection be made? (within, between, beyond)	
1 2 ③ 4 5	<input type="checkbox"/> K.3.3.B.4 → K.3.4.B.4 Recognize roles of individuals in school and community who provide safety services (e.g., school staff, crosswalk patrols, police officers, Block Parents, firefighters, doctors, nurses, elders, ski patrols, snowmobile patrols, forest rangers, coast guards...).	<ul style="list-style-type: none"> • Safety Stars Have students sketch (in the centre of a sheet of paper) someone who provides safety-related services (e.g., firefighter, doctor, bus driver). Have them map out the services that each individual provides and present the information as a constellation around each sketch. (See Mapping, <i>Success for All Learners</i>, 6.49–6.50.) 	See suggestion for K.3.4.B.1.	<ul style="list-style-type: none"> • first aid resources 	<p>ELA: GLO 3—Manage ideas and information (use personal knowledge, ask questions, contribute to group inquiry, assess sources, access information, make sense of information)</p>
1 2 ③ 4 5	<input type="checkbox"/> S.3.4.A.2 Demonstrate practices to assist an injured person (i.e., get help, explain what you saw, avoid contact with body fluids of others, do not try to move the injured person).	<ul style="list-style-type: none"> • Practices to Assist an Injured Person Have students demonstrate how to assist an injured person related to their topic area. One student pretends to be the injured person, one is assigned to be the rescuer, and one or two students are observers. Rotate positions after each turn. Ask observers to use a safe-practices checklist. 	<ul style="list-style-type: none"> • Performance Task: Practices to Assist an Injured Person Peer Assessment: Checklist The student <input type="checkbox"/> quickly got help <input type="checkbox"/> explained what happened <input type="checkbox"/> avoided contact with body fluids of others <input type="checkbox"/> did not try to move the injured person Observations: 	<ul style="list-style-type: none"> • first aid resources 	<p>ELA: GLO 4—Enhance the clarity and artistry of communication (effective oral communication), GLO 5—Celebrate and build community (cooperate with others, work in groups)</p>
1 2 3 ④ 5	<input type="checkbox"/> K.4.4.C.1b Identify different strategies (e.g., talk with family, supportive friends, religious leader...) for coping with loss and grief.	<ul style="list-style-type: none"> • Coping Strategies Ask students to draw a picture of an event that caused them grief. Be aware that some students may feel uncomfortable and may be unwilling to participate. 	<ul style="list-style-type: none"> • Questioning/Interviews: Coping Strategies Teacher: Inventory Suggested Criterion: The student — identifies three different strategies for coping with loss and grief 	<ul style="list-style-type: none"> • counselling resources 	<p>ELA: GLO 1—Explore thoughts, ideas, feelings, and experiences (express ideas, consider others' ideas) GLO 5—Celebrate and build community (cooperate with others, work in groups)</p>

(continued)

Unit Planner: Example 2 (continued)

Grade: 4 **Time Period:** November 1 to 12 **GLO Focus:** GLO 3—Safety
Physical Activity (PA) Category: N/A **Strand(s)/Sub-strand(s)/Topic(s)/Theme(s):** Community Safety and Injury Prevention






General Learning Outcome	Specific Learning Outcome	Learning/Teaching Strategy	Assessment Strategy/Tool	Learning Resource	Curricular Connection
What is the student expected to know and/or be able to do?		How is the student going to learn it?	How is the student going to show his or her learning? What is the evidence (e.g., performance expectations/criteria, product)?	What learning resources will be used?	To what subject area(s) can a connection be made? (within, between, beyond)
1 2 3 ④ 5	<input type="checkbox"/> S.4.4.A.2 Design, implement, evaluate, and revise an action plan for making a group decision (e.g., classroom rules and routines, planning a class or group activity...).	<ul style="list-style-type: none"> • Action Planning Put students into groups and ask them to design a plan for their presentation on a community safety topic. Ask students what they do when they start a project. Highlight the elements that contribute to successful planning. Present the <i>steps in the planning process</i> and have students apply them to various situations. 	<ul style="list-style-type: none"> • Performance Task: Action Planning Teacher: Checklist On the completion of a group plan, rate the group work, using the following criteria. Suggested Criteria: The group <input type="checkbox"/> clearly stated what they wanted to do <input type="checkbox"/> listed means <input type="checkbox"/> planned steps <input type="checkbox"/> dealt with problems <input type="checkbox"/> revised their plan if needed 		<p>ELA: GLO 1—Explore thoughts, ideas, feelings, and experiences (express ideas, consider others' ideas, express preferences, set goals, develop understanding, explain opinions, combine ideas, extend understanding), GLO 3—Manage ideas and information (use personal knowledge, ask questions, contribute to group inquiry, create and follow a plan, assess sources, access information, make sense of information, organize, record, and evaluate information)</p>
1 2 3 ④ 5	<input type="checkbox"/> S.4.4.A.3 Demonstrate interpersonal skills (i.e., ability to communicate verbally and non-verbally with others, work cooperatively and collaboratively, show respect and consideration for rights and feelings of others, be responsible for self and others) for getting along with others in class activities.	<ul style="list-style-type: none"> • Interpersonal Skills Encourage students to demonstrate interpersonal skills when developing and presenting their project. 	<ul style="list-style-type: none"> • Observation: Interpersonal Skills Self-Assessment: Checklist/ Anecdotal Notes See BLM 4-7: Self-Assessment of My Interpersonal Skills. 		<p>ELA: GLO 1—Explore thoughts, ideas, feelings, and experiences (express ideas, consider others' ideas) GLO 5—Celebrate and build community (cooperate with others, work in groups)</p>

Key: 1—Movement, 2—Fitness Management, 3—Safety, 4—Personal and Social Management, 5—Healthy Lifestyle Practices

APPENDIX F: LESSON PLANNER

Date _____ Lesson _____ Grade _____ Class _____

Student Learning Outcomes

<input type="checkbox"/> Movement 	<input type="checkbox"/> Fitness Management 	<input type="checkbox"/> Safety 	<input type="checkbox"/> Personal and Social Management 	<input type="checkbox"/> Healthy Lifestyle Practices 

Lesson Components	Learning/Teaching Strategies	Teacher Notes (e.g., equipment, safety rules, organization, key points, curricular connections)
Activating Activities • Entry Activity • Warm-up Time: _____		
Acquiring Activity Time: _____		
Applying Activity Time: _____		
Closure Time: _____		
Assessment Strategies		
Challenges/ Modifications/ Adaptations/ Accommodations		

NOTES



APPENDIX G: INFORMATION RELATED TO PLANNING FOR ASSESSMENT OF LEARNING OUTCOMES

Planning for Assessment of Learning Outcomes

The following information explains each column of the chart Planning for Assessment of Learning Outcomes provided in the Overview of this document. Teachers may find it useful when planning their learning, teaching, and assessment strategies.

Column 1. Start with the Student Learning Outcome(s)

The Framework identifies specific student learning outcomes for each grade, organized within the five general learning outcomes (GLOs). The learning outcomes identify what students are expected to know and be able to do by the end of each grade. Starting with the end result in mind (the outcome) helps keep programming focused and consistent.

Column 2. Learning/Teaching Strategies

These are the learning activities in which students will participate to achieve the physical education/health education learning outcomes. The chart lists examples of various types of learning/teaching strategies that reflect different learning approaches, multiple intelligences, and links to assessment strategies. The list is not exhaustive. (For additional information, see *Success for All Learners*, Chapter 4. Also see *K-4 ELA*, Appendices–13.)

Column 3. Assessment Purpose(s)

The purpose can be formative, summative, and/or diagnostic.

A. Formative Assessment

- Formative assessment occurs before an instructional unit is completed to provide students and teachers with feedback about student progress in accomplishing learning outcomes and about the effectiveness of instructional programming content, methods, sequence, and pace. Fair practice ensures a connection between method of instruction and method of assessment/evaluation.
- The information should not be used for assigning marks as the assessment often occurs before students have had full opportunities to learn content or to develop skills.

B. Summative Assessment (Evaluation)

- Summative assessment is used primarily for assigning marks and is based on an interpretation of the assessment information collected at the end of a block of instruction to determine the extent to which students have attained learning outcomes.

- A variety of assessment information is to be used for reporting and determining the effectiveness of instructional programming. (See Manitoba Education and Training, *Reporting on Student Progress and Achievement.*)

C. Diagnostic Assessment

- Diagnostic assessment is a more analytical type of assessment used in situations when a student may need special help or support.

Column 4. Assessor(s)

This column identifies who will do the assessing (e.g., the teacher, the student doing self-assessment, or the student(s) assessing a peer or group).

A. Teacher Assessment

- The teacher assesses individual students or groups of students using a variety of assessment tools to implement the various assessment strategies.

B. Self-Assessment

- Students apply established criteria to reflect upon and/or assess their own progress and achievement. Through the development of self-assessment skills, students can learn accuracy and accountability.
- The ability to perform self-assessment is a critical programming goal that has implications for lifelong learning.
- Self-assessment helps students develop understanding of the established criteria. This is particularly true with respect to movement skills for which a cognitive understanding is a necessary step to good performance.
- Self-reflection is a part of self-assessment and includes personal responses and reflections about oneself or the learning process (e.g., using questionnaires, surveys, interest inventories, descriptions of likes/dislikes, responses to performance results). These reflections and responses can be recorded and included in student learning logs, journals, and portfolios.

C. Peer Assessment

- Having students make systematic judgements about each other's performance relative to stated criteria for the student learning outcomes extends the teacher's knowledge about an individual or group.
- Peer assessment is an efficient way to collect a great deal of reliable information in a short amount of time. Evaluating the work of others is a valuable learning experience for the student who is doing the assessment.
- Peers must be knowledgeable about the criteria for assessment, willing to take their responsibility seriously, and treat others with respect.
- In assessing their peers, students need to start with a limited role (e.g., count the number of skips the partner performs in one minute) and use simple checklists, rating scales, and frequency indexes.

D. Group Assessment

- Group assessment is similar to peer assessment; however, group assessment involves using groups of students to assess other groups or using one student to assess a group.

Column 5. Assessment Strategies

Assessment strategies are ways of gathering information about what a student knows, is able to do, and is learning to do. Strategies should be authentic, meaningful, and active (where applicable), as well as developmentally, culturally, and age appropriate. Assessment strategies include observation, performance tasks, questioning/interviews, journals/learning logs/reflections, and paper and pencil tasks.

A. Observation

- Observing students participating in a variety of physical activities provides daily opportunities for informal assessment of skill growth and development.
- It is important to document observations by keeping records.
- Assessment tools that assist with recording information and maintaining records include checklists, rating scales, scoring rubrics, frequency index scales, inventories, anecdotal notes, codes, and self-stick notes or grids.
- Observation Tips:
 - Observe a certain number of students per class rather than all students.
 - Focus on one skill at a time.
 - Stay at one station to assess students. Have students change stations.
 - Display scoring rubrics, rating scales, and checklist criteria.
 - Use computer/information technology to assist in recording observations.

B. Performance Tasks

- Performance tasks (e.g., skill demonstrations, games, routines, drawings, projects, presentations) are activity-based tasks used to observe student acquisition and/or application of knowledge, skills, and/or attitudes.
- Some activities (e.g., games, folk dances, routines, cycling a specific route, presentations) allow for more *authentic* assessment than other activities.
- Prior to assessing task performance, teachers (with or without students) develop descriptors/criteria based on the student learning outcomes.
- Assessment tools such as scoring rubrics and rating scales include performance descriptors/criteria.
- These tools, as well as anecdotal notes and checklists completed by the individual student, peers, groups, and/or the teacher, help measure the level of student performance, progress, and achievement, and help organize and interpret evidence.

C. Questioning/Interviews

- Effective questioning (e.g., open-ended, divergent, convergent) promotes critical thinking and allows teachers to identify what the student knows and what the student needs to learn.
- Questions can be delivered formally or informally through interviewing carried out as a station activity or through whole-class questioning.
- Student responses can be given in writing or through a variety of methods (e.g., happy or sad faces, human opinion line, thumbs-up/down/sideways signals, stand-up/sit-down indicators).
- Responses should be recorded using class checklists or other record-keeping methods.

D. Journals/Learning Logs/Reflections

- Journal writing and learning log entries in physical education/health education provide opportunities for students to record their personal thoughts, reflections, choices, feelings, progress, and/or participation, patterns, and changes related to active, healthy living.
- This type of strategy also allows for formative assessments and the development of portfolio products.
- Students can demonstrate their understanding using words, pictures, and labelled drawings. Entries could include an active living participation charts, recess participation records, personal goal-setting plans, and so on.
- Suggested sentence stems for personal journal entries:
 - I think... I feel... I know... I wonder...
 - What I like most about physical education is....
 - The most important thing I learned in physical education/health education this week was...
 - I used to think... but now I know...
 - I was surprised to learn that...
 - Three words that best describe my performance are...
 - Physical education is frustrating when... perfect when...
 - I found it easy to...
 - Next time I would...

E. Paper and Pencil Tasks

- Paper and pencil tasks may involve answering multiple-choice, true or false, open-ended, or matching questions, completing a drawing, or labelling a diagram.
- Test items tend to assess knowledge of factual information and application of basic skills in isolated, decontextualized ways rather than assessing the application of the knowledge and skills in meaningful, everyday situations.
- Because formal written tests have limitations in measuring movement-based learning outcomes, the use of paper and pencil tasks should be limited.

Column 6. Assessment Tools

Assessment tools are instruments for measurement or making judgements, based on the interpretation of evidence, to determine how well the student is performing or learning. They include the criteria or performance descriptors to determine the level of student progress and achievement. Examples of assessment tools are checklists, rating scales, scoring rubrics, frequency indexes, inventories, and anecdotal notes.

A. Checklists

- A checklist is an assessment instrument used to record the presence or absence of specific, pre-selected concepts, skills, processes, or behaviours and attitudes (see Manitoba Education and Training, *Reporting on Student Progress and Achievement*, 38).
- It includes a list of specific criteria and/or descriptors for behaviours and/or performance related to student learning outcomes and attitude indicators.
- The criteria and descriptors used in checklists should be clear, specific, easily observable, and understood by students. Students are encouraged to assist in the development of criteria and descriptors. New items can readily be added to generic forms for various assessments by the teacher or students.

B. Rating Scales

- Rating scales include clear and concise lists of criteria that allow student performance to be judged along a continuum. Rating scales can be descriptive (e.g., usually, sometimes, rarely), graphic, and/or numeric (e.g., 5, 4, 3, 2, 1, with 5 being high and 1 low).

C. Scoring Rubrics

- Separate sets of descriptors/criteria for each performance level reflect learning outcome components and distinguish the quality of a performance or product. Rubrics usually have three to five levels.
- Students assist with the development of criteria for each performance level where possible so that there are clear expectations for students at the outset of a project/assignment, performance, or demonstration.
- Rubrics provide more detail than do rating scales or checklists and are time-consuming to construct (see *K-4 ELA, Strategies-257*). They should be created for large products and processes.
- Scoring rubrics may range from two to five points:
 - two-point rubric (e.g., yes, no; developing, developed; okay, improvement desired)
 - three-point rubric (e.g., proficient, competent, improvement desired; powerful, capable, developing; mature, formative, initial; outstanding, acceptable, progressing)
 - four-point rubric (e.g., outstanding, good, okay, novice; exemplary, competent, developing, emerging)

- five-point rubric (e.g., consistently, frequently, sometimes, with direction, rarely; awesome, very good, satisfactory, minimal, non-existent; all, almost all, some, few, none; maintenance, action, preparation, contemplation, pre-contemplation)
- There are two types of scoring rubrics:
 - **Holistic rubrics** score the student's performance as a whole and combine a variety of essential performance elements in order to determine the overall level of competency (e.g., one rubric is used to assess several elements such as cooperation, participation, fair play, and communication skills).
 - **Analytical rubrics** outline specific essential elements so that the student receives feedback on the level of performance for each essential element (e.g., a separate rubric is used for elements of fair play that includes respect for opponents, rules, and officials, self-control, and equitable playing).

D. Frequency Indexes

- A frequency index indicates how often various skills, behaviours, and/or attitudes occur.
- Teachers may use a class list to add check marks each time a student performs or demonstrates a certain characteristic. For example, the student
 - properly performs an overhand throw in a game situation
 - assists other players
 - demonstrates fair or unfair play
 - works well with others
 - is active or inactive
 - follows safety procedures and game rules

E. Inventories

- An inventory is given to students in order to find out prior knowledge, past experience, abilities, and/or current interest in an activity/area.
- An inventory can be either verbal (informal inventory) or written, and can consist of a series of questions or statements requiring responses. For example, teachers may use questionnaires, surveys, and/or a show of hands on specific topic areas (e.g., sports interests, food intake, physical activity participation in leisure time).

F. Anecdotal Notes

- An anecdotal note is a brief, narrative description of observations that provide information regarding a student's learning/development/behaviours/needs. It captures observations that might otherwise be lost.

- Anecdotal recording can be time-consuming and, therefore, requires an organized, efficient approach. Teachers may find it helpful to use
 - a list of students for each class, divided into three columns: Date, Observation, Planned Action
 - brief, focused, and objective notes
 - codes for quick recording (e.g., C–cooperation, FP–fair play, IA–inattentive)
 - self-stick notes or comment forms that students fill out, including date, name, and description of behaviour (positive or negative). Notes can be placed on a class record-keeping sheet.
 - computer technology (e.g., software programs for creating class recording lists, hand-held computers)

Column 7. Implications for Future Planning and Communicating Student Progress and Achievement

Learning, teaching, assessing, evaluating, and reporting is an ongoing, cyclic process. Teachers constantly collect data or feedback to make adjustments for future planning and enhancement of student learning in light of the vision of the Framework: *physically active and healthy lifestyles for all students.*



NOTES



APPENDIX H: GENERAL BLACKLINE MASTERS



The general blackline masters presented on the following pages consist of recording sheets and general information that can be used from Kindergarten to Grade 4:

- BLM G-1: Summative Checklist
- BLM G-2: Class Checklist
- BLM G-3: Participation Rubric
- BLM G-4: Movement Skills Rubric and Checklist
- BLM G-5: Transport Skills Criteria
- BLM G-6: Manipulation Skills Criteria
- BLM G-7: Animal Movement Cards
- BLM G-8: Aerobic Capacity Rubric
- BLM G-9: Safety Symbols
- BLM G-10: Self-Assessment of Group Participation
- BLM G-11: Balance Skills Criteria

These general blackline masters (as well as the grade-specific blackline masters provided at the end of each respective grade) are available online in a format that teachers can adapt and personalize for classroom use. Please refer to the Manitoba Education, Training and Youth website:

<<http://www.edu.gov.mb.ca/metks4/curricul/k-s4curr/physhlth/index.html>>.

Transport Skills Criteria



Performance Indicators				
What to look for...to strive for...in the basic movement skills:				
Running	Jumping	Hopping	Galloping	Skipping
A. Runs with flight, extending supporting leg.	A. Takes off and lands on two feet. (Toe-Ball-Heel)	A. Takes off on one foot and lands on same foot. (Toe-Ball-Heel)	A. Keeps trail leg behind lead leg.	A. Displays a step-hop pattern.
B. Swings arms in a forward-backward motion.	B. Bends knees and body (at waist) in preparation for the jump.	B. Holds knee behind body at a 90 degree angle.	B. Gallops using either leg as the lead.	B. Uses both sides of body alternately.
C. Swings arms in opposition to feet.	C. Swings arms fully in a backward-forward direction.	C. Uses arms for lift.	C. Displays rhythmical arm movement.	C. Swings arms in opposition to feet.
D. Maintains balance.	D. Extends body in flight and lands with bent knees.	D. Displays rhythmical hopping.	D. Turns hips, shoulders, and eyes to direction of movement.	D. Displays a rhythmical pattern.
E. Focuses eyes forward.	E. Focuses eyes forward.	E. Maintains balance.		E. Focuses eyes forward.

Transport Skills Criteria: Reproduced, by permission, from *Physical Education K-4: Basic Movement Skills Assessment*. Winnipeg, MB: Movement Skills Committee, 1999.



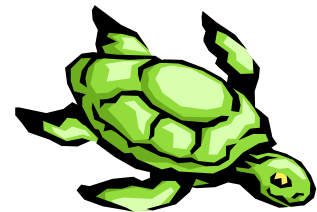
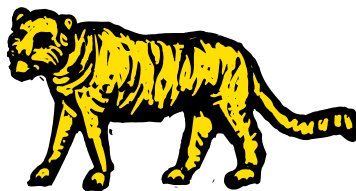
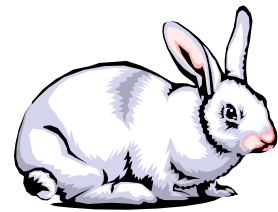
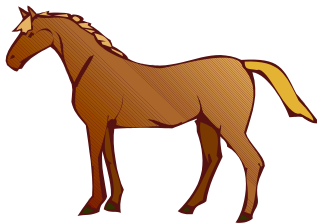
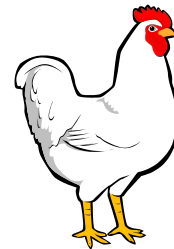
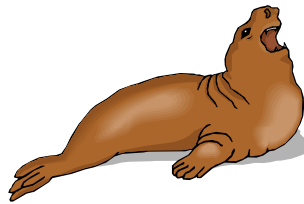
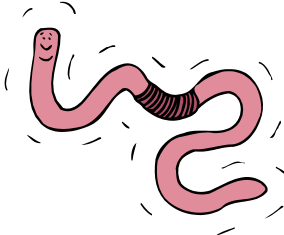
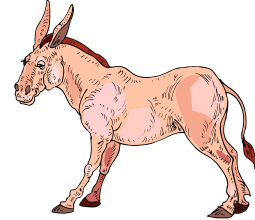
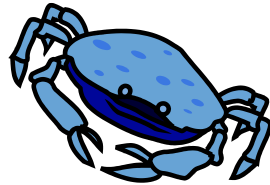
Manipulation Skills Criteria



Performance Indicators						
What to look for...to strive for...in the basic movement skills:						
Rolling	Bouncing	Catching	Underhand Throwing	Overhand Throwing	Striking	Kicking
A. Focuses eyes on target.	A. Initiates ball contact from fingertips.	A. Focuses eyes on the object throughout the catch.	A. Focuses eyes on the target.	A. Focuses eyes on the target.	A. Focuses eyes on object being struck.	A. Focuses eyes on the target.
B. Rolls ball with a backward and forward arm swing.	B. Bends and straightens wrist and elbow to push the ball.	B. Positions body in the path of the object.	B. Uses a full backward and forward arm swing.	B. Bends and holds elbow back at shoulder height behind ear.	B. Displays preparatory backswing.	B. Steps beside the ball with non-kicking foot.
C. Steps forward with leg opposite to the hand holding the ball.	C. Bounces ball in front of and to the side of body.	C. Positions one foot slightly ahead of the other in a balanced stance.	C. Transfers weight from back to front.	C. Rotates hips so that opposite shoulder is in line with the target.	C. Rotates hips and trunk in full striking action.	C. Bends body at waist, initiating kick from hip.
D. Bends knees and releases the ball along the floor.	D. Performs a rhythmical series of controlled bounces.	D. Catches the object with hands.	D. Steps forward with foot opposite to throwing arm.	D. Steps forward with foot opposite to throwing arm.	D. Transfers weight from back to front foot.	D. Bends kicking leg (knee over ball) to contact ball with shoelaces.
E. Follows through with hand pointing to the target.		E. Relaxes arms and absorbs the force of the object.	E. Releases object in front of body at approximately waist level.	E. Shifts weight from back to front foot.	E. Follows through along swinging path.	E. Swings arms in opposition to kicking foot.
			F. Follows through with hand pointing to the target.	F. Leads throw with elbow and follows through down and across the body.		F. Follows through with kicking leg pointing to the target.

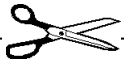
S.2.1.A.1a

Animal Movement Cards



K.3.K.B.1
S.5.1.A.4

Safety Symbols (Safety Cards)



EXPLOSIVE

Can blow up. Do not touch anything marked like this!

CORROSIVE

Can hurt eyes or skin. Do not touch anything marked like this!

FLAMMABLE

Can catch on fire. Do not play with or go near anything marked like this!

POISON

Can make you very sick. Do not eat or drink anything marked like this!




K.4.3.B.1b

Self-Assessment of Group Participation



Name _____

Grade _____ Class _____ Date _____

Group Work			
1. I shared ideas.			
2. I listened to others.			
3. I encouraged others.			
4. I helped with the group work.			
5. I stayed on task.			
6. I was willing to work with others.			
7. I noticed that the members of my group helped everyone feel included by (list behaviours) _____ _____ _____ _____			



Balance Skills Criteria



Performance Indicators What to look for...to strive for...in balance:	
Static Balance	Dynamic Balance
A. Maintains a steady balance.	A. Maintains balance while using alternate stepping action.
B. Adjusts body to maintain balance.	B. Maintains an upright posture.
C. Focuses eyes forward.	C. Maintains balance by using arms as needed.
	D. Focuses eyes forward.

Balance Skills Criteria: Reproduced, by permission, from *Physical Education K-4: Basic Movement Skills Assessment*. Winnipeg, MB: Movement Skills Committee, 1999.



APPENDIX I: GLOSSARY

Please refer to Basic Movement Skills Developmental Process (see Framework Excerpts) for additional information on terms used within this document.

Aerobic activity—playing and exercising in activities (e.g., running, playing tag, jumping, swimming) that make the heart, lungs, and muscles work harder and faster.

Agility—“the ability to shift the body in different directions quickly and efficiently” (Kirchner and Fishburne, 701).

Asymmetrical—having each side different.

Balance—the ability to control or stabilize your equilibrium while moving (**dynamic** balance) or staying still (**static** balance).

Body awareness—includes awareness of

- **body parts** (e.g., arms, legs, elbows, knees, head)
- **body shapes** (e.g., curled, stretched, narrow, wide, twisted, symmetrical, asymmetrical)
- **body actions** (e.g., flex, extend, rotate, swing, push, pull)

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.
- **Symmetrical**—each side of body the same.
- **Asymmetrical**—each side of body different.

Cardiovascular endurance—the ability of the heart, blood vessels, and lungs to provide the working muscles with adequate oxygen during prolonged activity; also called **aerobic endurance** or **capacity**.

Coordination—“the ability to use your eyes and ears to determine and direct the smooth movement of your body” (e.g., hands, feet, arms, head) (Rainey and Murray, 395).

Deking—using a fake movement (e.g., moving the head and shoulders one way and the body another way) to deceive another player.

Dodging—moving quickly to change direction, pathway, and/or speed to evade a player or an object.

Dynamic balance—controlled body position and posture while in motion.

“Everyday” foods—foods that *Canada’s Food Guide to Healthy Eating* (Health Canada) identifies as nutritious and should be eaten every day.

Flexibility—the range and ease of movement of a joint (limited by bone, muscles, ligaments, tendons, and the bone-joint capsule).

Functional capacity—performance level based on individual abilities and capabilities with respect to factors such as shortness of breath, keeping within target heart rate zone.

Functional use—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 that is meaningful to individuals and society.

Funnelling—directing someone toward a direction to limit his or her movement or pathway.

General space—the overall play area available in which to move.

Grapevine—a step toward the left side (count 1), a step placing the right foot behind the left foot (count 2), a step left to the side (count 3), and then a step placing the right foot in front of or beside the left foot (count 4).

Gymnastic movement patterns:

- **Landings**—safely taking weight on feet and/or hands to prevent injuries in falls.
- **Statics**—still positions, including static balances, hangs (suspension activities whereby the shoulders are below the point of suspension), and supports (any stable position that is not a hang).
- **Springs**—the rapid displacement of the body by either the legs (e.g., jump, leap) or arms (e.g., pop, rebound).
- **Rotations**—any turn or spin about one of the three primary axes: longitudinal (e.g., twists, pivots), transverse (e.g., rolls, somersaults), or horizontal (e.g., cartwheels).
- **Locomotion**—the movement of the body using the various forms of transport (e.g., walking, hopping, skipping).
- **Swings**—rotation around an axis outside the body, evolving from hangs or supports.

Health-related fitness components—may include cardiovascular endurance, muscular strength, muscular endurance, flexibility, and body composition.

Heart rate—the number of beats of the heart, normally expressed as beats per minute.

Leap—taking off with one foot with a period of suspension, then landing on the other foot. Ensure that students leap at appropriate heights and stay on balls of feet when landing.

Levels in space:

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

Match—students are side by side and perform the same movements at the same time.

Mature level of skill development—the mature phase represents a period when all aspects of a skill can be used and applied to a variety of situations. The characteristics of a mature phase include rhythmical movement, controlled and coordinated movement, and consistent performance.

Mirror—students face each other and perform the same movements, like looking in a mirror.

Moderate activity—approximately 60% to 70% of maximum aerobic capacity (Kichner and Fishburne, 146).

Muscular endurance—the ability of a muscle or group of muscles to exert force over an extended period of time without incurring fatigue.

Muscular strength—the amount of force that can be exerted by a muscle or group of muscles in a single effort.

“Other foods”—foods that are not included in the four food groups but can be served with them in meals and snacks, according to *Canada’s Food Guide to Healthy Eating*. Some “other foods” are high in fat, sugar, or salt, and should, therefore, be used in moderation. They include

- foods that are mostly fats and oils (e.g., butter, margarine, cooking oils, lard)
- foods that are mostly sugar (e.g., jam, honey, syrup, candies)
- high-fat and/or high-salt snack foods (e.g., chips, pretzels)
- beverages (e.g., tea, coffee, soft drinks)
- herbs, spices, and condiments (e.g., mustard, ketchup)

Personal space—the immediate empty space around an individual.

Planes:

- **Frontal plane**—an imaginary division of the body along a vertical axis into front and back.
- **Horizontal plane**—an imaginary division of the body along a horizontal axis into top and bottom, high or low.
- **Sagittal plane**—an imaginary division of the body along a vertical axis into right and left sides; movements are performed parallel to either side of the body.

Power—“the ability of the body to apply a maximum muscular contraction with the quickest possible speed” (Kirchner and Fishburne, 706).

Pulse rate—the measure of the heart’s mechanical work in the circulatory system or the number of times the heart sends blood into the blood vessels, normally expressed as beats per minute.

Qualities of effort in movement:

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

Reaction time—“the ability to react or respond quickly to what you hear, see, or feel” (Rainey and Murray, 398).

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.

Skill-related fitness—the ability to perform successfully during games and sports (also called **performance fitness**).

Skill-related fitness components—may include agility, balance, coordination, power, speed, and reaction time.

Slide—a gallop performed in a sideways direction.

“Sometime” foods—foods that are not nutritious and fall into the “other foods” category identified in *Canada’s Food Guide to Healthy Eating*. These foods may be eaten occasionally but not regularly. They may be harmful to your health.

Space awareness—refers to where the body moves with respect to

- **locations** (e.g., personal and general space)
- **directions** (e.g., forward, backward, sideways, up, down)
- **levels** (e.g., low, middle, high)
- **pathways** (e.g., curved, straight, zigzag)
- **planes** (e.g., frontal, horizontal, sagittal)

Speed—“the ability to move your body or parts of your body swiftly” (Rainey and Murray, 399).

Static balance—controlled body position and posture while at rest.

Symmetrical—having each side the same.

Vigorous activity—approximately 70% to 85% of maximum aerobic capacity (Kirchner and Fishburne, 146).

Notes



Framework Excerpts

FRAMEWORK EXCERPTS

This section contains the following excerpts reproduced from *Kindergarten to Senior 4 Physical Education/Health Education: Manitoba Curriculum Framework of Outcomes for Active Healthy Lifestyles* (2000). Page references within these excerpts apply to the Framework.

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Overview

Nature of the Discipline

Kindergarten to Senior 4 Physical Education/Health Education: Manitoba Curriculum Framework of Outcomes for Active Healthy Lifestyles (the Framework) builds on a foundation that unites the two subject areas, physical education and health education. The combined curriculum provides a connected approach to learning about the mind and body that promotes healthy and active living. Student learning outcomes have been designed to support an integrated and holistic approach to using highly active and interactive learning experiences to promote lifelong physical activity and well-being.

Vision

The vision of the Framework is:

physically active and healthy lifestyles for all students.

This Framework adopts a unified vision of physical education/health education for the future. Programming for physical education and health education together heightens the importance of both subject areas and supports a stronger message to students about making safe and healthy lifestyle choices. For example, within the delivery of integrated physical education/health education curriculum, components such as fitness management and interpersonal skills become more meaningful as students experience the health and social benefits of participation in physical activity.

Aim

The aim of the Framework is:

to provide students with planned and balanced programming to develop the knowledge, skills, and attitudes for physically active and healthy lifestyles.

Purpose of the Framework

It is the intent of the Framework 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 Framework provides the basis for teaching, learning, and assessment in physical education/health education. It also provides the foundation for the development of physical education/health education implementation documents, and assists administrators and other educational partners with their initial implementation planning processes.

The Framework identifies general student learning outcomes for Kindergarten to Senior 4. Specific student learning outcomes have been identified for Kindergarten to Senior 2, where physical education/health education is a compulsory subject area. Physical education/health education is an optional subject area at Senior 3 and Senior 4.

The design of the Framework encourages educators to make curricular connections with other subject areas, where applicable, to support an integrated approach. Some health-related topics will appear in other subject areas. For example, body systems and nutrition appear in science. It is expected that the inclusion of health components within other subject areas will help to make student learning more relevant and personally meaningful. (Refer to Appendix B: *Curricular Connections* for more details.)

As well, some areas, such as career/life management, human diversity, use of information technology, and sustainable development will appear in all subject areas in support of the broad outcomes of education for Kindergarten to Senior 4.

Background

Both physical education and health education contribute to the development of physical and social-emotional well-being. Previously in Manitoba, there were separate curricula for health education and physical education. The health education curriculum addressed environmental influences and lifestyle as the two most important determinants of well-being. The physical education curriculum used a physical activity and sport model for the promotion of sport participation and performance.

Within this Framework, an integrated approach has been established for health education and physical education programming to provide a stronger message to students related to active and healthy living. The focus is to promote the development of movement and personal management skills for lifelong physical activity and fitness and to reduce health risks

by developing skills and processes for making health-enhancing decisions for active healthy lifestyles.

The shift in emphasis in the integrated physical education/health education is not intended to be critical of former approaches, but, rather, to emphasize the importance of moving towards health promotion and of addressing risk factors facing our children and youth.

The following statement guided curriculum change for physical education/health education:

The physical education curricula and classroom instruction will undergo significant changes in order to shift the emphasis from physical fitness and exercise to an emphasis on physical well-being. The emphasis will mean that aspects such as knowledge about health and fitness, including nutrition and stress management, prevention of health problems and issues and safety and violence prevention, as well as exercise and fitness will be the focus of an integrated physical education curriculum. Physical education will be designed to lead students to lifelong fitness and to emotional and mental well-being through healthy lifestyles.

The process of developing the Framework has also been guided by current research in physical education and health education. The current literature supports a positive and preventative approach to help students make health-enhancing decisions that will result in active, healthy lifestyles and disease prevention. The research data also indicate that a skill-based approach, rather than a cognitive-based approach, is essential so that students are able to use and apply their learning effectively. Just knowing about being active and healthy is not sufficient.

Students need opportunities to acquire and apply skills to enhance physical and mental-emotional well-being.

Research indicates that traditional knowledge-based programming in health has not been shown to effect significant changes and improvements in skills and behaviours. Effective programming was defined as strategies that result in behavioural change and develop personal-social management skills to prevent a variety of health and social issues.

The research underpinning this Framework emphasizes the importance of decision-making/problem-solving and resistance skill training as part of a broader approach stressing self-efficacy, interpersonal skills, and concrete knowledge. Berliner and Bernard (1995), for example, argue for the development of policies and programming that aim to foster resilience in children and youth. Stemming from biomedical, psychological, and sociological fields, resilience research focusses attention on the variety of complex factors and processes that contribute to how well an individual responds to risk. Resiliency models propose that a variety of predictor variables or personal factors may predispose young people to unhealthy risk-taking, and, dependent upon the interaction of protective processes in their lives, individuals may develop varying levels of resilience to adversity.

Rationale

In today's society, an entire generation of children is provided with increased opportunities to live completely sedentary lifestyles with reduced social interactivity. An increase in stimulating opportunities offered through television and multimedia technology progressively consumes the leisure time of our children and youth, and leads to physical inactivity. Furthermore, physical inactivity has an impact on development of movement skills, fitness management, personal-social well-

being, and associated health problems. It is necessary for educators to examine approaches for putting physical activity back into the daily lives of our children and youth. It is a shared responsibility of the home, school, and community to ensure that students are active on a daily basis and to enable them to make active and healthy lifestyle choices.

The Centre for Disease Control and Prevention (1997), supported by the Canadian Fitness and Lifestyle Research Institute, identifies the significant behaviours that contribute to today's major health issues:

- inadequate physical activity
- unhealthy dietary behaviours
- drug use, including alcohol and tobacco
- sexual behaviours that result in sexually transmitted diseases/infections and unintended pregnancies
- behaviours that result in intentional and unintentional injuries

Despite the warnings of educators, scientists, health specialists, and medical professionals, negative health behaviours continue to be major factors in chronic disease. These behaviours are learned by children and youth, and are carried into adulthood.

For all of the above reasons, this Framework is not only critically important to the health and well-being of every school-age child, it is also a viable means of addressing the escalating costs of health care.

Research shows that the development of positive personal attributes is fostered or reinforced by the following characteristics within a child's or youth's family, community, and/or school environment:

Overview

- caring relationships that are trusting, compassionate, and respectful
- positive, high expectations, which are explicitly communicated, with students receiving adequate support in their efforts to achieve them
- meaningful opportunities to participate in valued family, school, and community activities
- supportive caring community that ensure the safety and well being of children

Each of these characteristics has an impact on how children and youth make health-enhancing decisions related to an array of health-compromising situations to which they may be exposed. Throughout the Framework, the emphasis is to develop the physical and social behaviour skills to prevent health and social difficulties. The family, school, and community can all work together to help children and youth develop the resiliency and resistance skills necessary to avoid health problems, and to deal effectively with controversial and sensitive health issues.

The school plays a partnership role in the development of physically active and healthy lifestyles. Movement skills and healthy lifestyle practices are learned throughout the school years, through quality physical education programming, quality health programming, and the integration of health content within other subject areas. Active, meaningful parental, family, and community involvement in the educational process promotes the strongest possible academic, physical, social, and emotional development of children.

Guiding Principles

Based on current research and guided by *A Foundation for Excellence* (1995), the *Kindergarten to Senior 4 Physical Education/Health Education: Manitoba Curriculum*

Physical Education/Health Education

Framework of Outcomes for Active Healthy Lifestyles (1999) reflects the following guiding principles:

1. *Movement skill based* — Students should have the opportunity to have sufficient practice for acquisition and application of the basic movement skills to a variety of physical activities/sports.
2. *Social behaviour skill based* — Students should have the opportunity to have sufficient practice for acquisition and application of personal and social management skills for building positive human relationships, resisting negative social pressures, and making health-enhancing decisions.
3. *Active participation and active learning* — Students should be physically active on a regular basis to develop personal health and fitness. Student participation in active, hands-on, and meaningful experiences is an essential part of the learning process.
4. *Learner centred* — The needs of all learners should be addressed through instruction that is relevant, current, meaningful, and balanced, and offers a variety of choices in learning experiences.
5. *Enjoyable* — Learning experiences should foster maximum participation, social acceptance, safe environments, and personal success.
6. *Developmentally and age-appropriate* — Students' learning should be achieved through appropriate, relevant, and sequential learning experiences that meet the developmental and age-appropriate needs of students.

7. *Involvement of parents¹, families, and communities* — A shared responsibility among the home, school, and community should be adopted for the development and reinforcement of healthy lifestyle behaviours.
8. *Positive and preventative* — The focus in teaching and learning should be on identifying the positive behaviours for active, healthy living that will prevent unhealthy and unsafe situations.
9. *Holistic* — Children should encounter meaningful, experiential activities and materials in purposeful and authentic contexts.
10. *Quality* — Programming should provide a climate that fosters excellence through dedication, determination, creativity, initiative, and high achievement.
11. *Accountability* — Programming should ensure that students achieve the expected general and specific student learning outcomes through effective and efficient use of resources. Each student learning outcome is observable, measurable, and/or reportable to enable connections to be made relative to teaching, learning, and assessment.
12. *Addresses foundation skill areas — Programming should address:*
 - literacy and communication
 - problem-solving
 - human relations
 - technology
13. *Addresses elements of integration — Programming should address:*
 - curriculum integration
 - human diversity

¹ In this document the term “parents” refers to both parents and guardians and is used with the recognition that in some cases only one parent may be involved in a child’s education.

- sustainable development
- anti-racist/anti-bias education
- resource-based learning
- differentiated instruction
- Aboriginal perspectives
- gender fairness
- appropriate age portrayals

Key Characteristics

The key characteristics of the Framework are as follows:

1. Student learning outcomes for physical education and health education focus on the development of physically active and healthy lifestyles.
2. Student learning outcomes related to physical education and health education are represented in one document and appear as part of each of the five interrelated general student learning outcomes.
3. The Framework emphasizes a skills-based approach, focussing on skills and behaviours, and their functional application.
4. Health components appear as part of the Framework and as part of other subject area curricula. (Refer to Appendix B: *Curricular Connections* for more details.)
5. Implementation must support a holistic, integrated approach to health that includes a high level of physically active and interactive learning experiences.
6. Student learning outcomes can be achieved using different delivery models best determined by schools

and/or school divisions/districts² through a collaborative school-based planning process. (Refer to Appendix C: *School Division/District Planning Process*)

7. A school division/district planning process must be used to determine local policy related to potentially sensitive content. This content appears in the *Human Sexuality* and *Substance Use and Abuse Prevention* strands in General Learning Outcome 5 (*Healthy Lifestyle Practices*), and in the *Personal Safety* sub-strand of the *Safety of Self and Others* in General Learning Outcome 3 (*Safety*).

Time Allotments (Kindergarten to Grade 8)

Physical education/health education is a compulsory subject area for Kindergarten to Grade 8. The following minimum time allotments for physical education/health education are recommended. Schools are encouraged to timetable in a manner that suits the composition and specific needs of their school.

- Kindergarten to Grade 6
 - 11% of instructional time (75% of the time spent on physical education-related student learning outcomes/25% of the time spent on health education-related student learning outcomes)
- Grades 7 and 8
 - 9% of instructional time (75% of the time spent on physical education-related student learning

² For the purposes of this document, references to school divisions/districts refer to the governing bodies of schools, including school divisions, school districts, Band-operated schools, and funded independent schools and school authorities.

outcomes/25% of the time spent on health education-related student learning outcomes)

Graduation Requirement (Senior 1 to 4)

Physical education/health education is a compulsory subject area at Senior 1 and Senior 2. The following two credits are required to meet graduation requirements:

- Senior 1 - one credit that includes 50% of the time spent on physical education-related student learning outcomes and 50% of the time spent on health education-related student learning outcomes
- Senior 2 - one credit that includes 50% of the time spent on physical education-related student learning outcomes and 50% of the time spent on health education-related student learning outcomes

Credits at each of Senior 1 and 2 can be reported as full credits or as half credits. However, school divisions/districts are

encouraged to offer physical education/health education as an integrated full credit to align with the vision of the Framework and to support the interrelatedness of the general student learning outcomes. As well, at Senior 3 and Senior 4, school divisions/districts may offer additional local integrated physical education/health education curricula or other curricula related to physical education/health education such as Physical Education Leadership, Health and Fitness Leadership, Outdoor Education, and Recreational Leadership as compulsory or optional credits. These additional local curricula are expected to have connections to one or more of the five general student learning outcomes in the Framework. Local curricula must be developed/acquired based on Manitoba Education and Training requirements.

Potentially Sensitive Content

Student learning outcomes in the Framework have been developed to address the five major health-risk issues listed in the *Rationale*, and to provide students with the knowledge and skills to make healthy lifestyle choices. Some of the content and issues pertaining to the student learning outcomes may be potentially sensitive for some students and their parents/families and/or communities. This sensitivity may be based on family, religious, and/or cultural values.

The three strands that may contain potentially sensitive specific student learning outcomes are: *Human Sexuality*, *Substance Use and Abuse Prevention*, and the *Personal Safety* sub-strand within *Safety of Self and Others*. For student learning outcomes related to potentially sensitive issues, schools must seek parental involvement and provide a parental option³ prior to implementation. (Refer to Appendix C: *School Division/District Planning Process* for details.)

There also are student learning outcomes in the Framework that are not considered sensitive but should be treated with sensitivity. These specific student learning outcomes relate to topics such as loss and grief, diversity related to individuals, families, and cultures; healthy weight; body image; dress; and personal hygiene. Teachers are required to follow guidelines as developed through the school division/district planning process

³ A parental option means that parents may choose a school-based or alternative delivery of potentially sensitive content that may appear in strands Substance Use and Abuse Prevention and Human Sexuality, as well as in the personal safety sub-strand. Parents have the right to opt for alternative delivery (e.g., home, professional counselling...) for their child where the content is in conflict with family, religious, and/or cultural values.

on content that requires sensitive treatment. (Refer to Appendix C: *School Division/District Planning Process* for details.)

While the home, peers, church, school, and community are primary sources of values, the media, including the World Wide Web, movies, and videos, provide a mixed and confusing array of values, beliefs, and choices for children, youth, and adults. The communication age has brought new challenges to schools, parents, families, and communities as they help students to deal with contentious issues locally and/or globally. As well, a number of significant and disturbing social trends concern parents and educators, including increased teenage sexual activity, increases in teenage pregnancy, use and abuse of substances, and other health-compromising behaviours. It is important for schools, parents, families, and communities to work together to ensure students have the knowledge and skills to make informed and responsible choices now and for the future.

Involvement of Parents, Families, and Communities

Educators are encouraged to involve parents/guardians and the community in different aspects of the school division/district and school planning processes. The Framework encourages parents, families, and communities to work more closely with educators in areas such as promotion of health, safety, and physical activity.

As in all areas of education, the home, the school, and the community have a shared responsibility to ensure that the environment, programming, and services provide opportunities for students to practise and participate safely in physical activity and healthy living.

Students with Special Needs

School divisions/districts are responsible for establishing local policy and procedures within the context of the provincial policies related to students with special needs⁴. Consideration for students with special needs is an essential component of an inclusionary, learner-centred approach. Physical education/health education programming may necessitate various changes in the form of modifications, adaptations, and/or accommodations to assist a student with limited ability to participate in physical activity.

Modifications or changes to the content of student learning outcomes in the Framework may be necessary for students identified as having significant cognitive disabilities. “Modification” refers to the altering of the number, essence, and content of the curricular outcomes that the student is expected to meet. Refer to the documents *Towards Inclusion: A Handbook for Modified Course Designation, Senior 1-4* (1995) and *Individual Education Planning: A Handbook for Developing and Implementing IEPs, Early to Senior Years* (1998) for guidelines on reporting of student achievement related to specific student learning outcomes that have been modified.

Adaptations may be necessary to facilitate success for some learners. Adaptations are the act of making changes in the teaching process, materials, or student products to help students

⁴ The literature frequently refers to Special Needs to include students who have long-term cognitive and/or physical disabilities, including sensory impairments that will affect their ability to perform and achieve expected student learning outcomes. Some examples of disabilities may include spina bifida, muscular dystrophy, muscular atrophy, multiple sclerosis, paraplegia, quadriplegia, cerebral palsy, osteomyelitis, amputations and sensory impairments (e.g., visual impairment, hearing impairments).

achieve the expected learning outcomes. They do not involve changes to the content of the student learning outcomes. The adaptations may occur in the following ways:

- in choosing facilities, equipment, and resources that are safe and appropriate
- in collaborating with available support services
- in planning, teaching, and assessment/evaluation strategies that incorporate a variety of learning approaches considering the student’s needs and disabilities
- in engaging students in planning, learning, and assessment
- in designing the frequency, intensity, and duration of physical activity where student learning outcomes require the acquisition and/or application of physical skills

When students are expected to achieve the student learning outcomes, with or without adaptations, teachers should follow regular grading practices and reporting procedures. Refer to the document *Individual Education Planning: A Handbook for Developing and Implementing IEPs, Early to Senior Years* (1998) for guidelines on reporting of student achievement related to specific student learning outcomes that have been adapted.

Special considerations may be necessary for students with physical disabilities who do not have a significant cognitive disability that prevents achievement of skill-related specific student learning outcomes. A physical disability may make it impossible for the student to achieve specific physical education/health education student learning outcomes even with the use of adaptations, especially in situations related to movement. For example, it would be impossible for a student who uses a wheelchair or walker to demonstrate competency in the transport skills identified in the Framework, which include running, hopping, galloping, jumping, and skipping. Teachers are responsible for the identification and adjustment of specific

learning outcomes, where necessary, to address programming needs for each student with a particular physical disability. In the case of a student who uses a wheelchair or walker, the specific learning outcome could be changed to emphasize competency in transport skills specific to moving in a wheelchair or walker through the use of accommodations.

Accommodations consist of adjustment to physical skill-based specific student learning outcomes or substitution of other student learning outcomes in order to make them achievable by students with identified physical limitations, including sensory impairments. Other considerations related to accommodations include:

- decisions on whether a physical limitation warrants accommodations are to be made at the school level
- identification of the skill-based specific student learning outcomes needing accommodation depends on the type and severity of the physical limitation
- accommodations should be closely related to the specific student learning outcomes and be developmentally appropriate
- information provided by a medical practitioner and allied health professionals (i.e., physical therapist, occupational therapist) should be considered when planning for accommodations
- where accommodations occur, the information related to these should be included as part of the anecdotal report. Accommodations can be reported anecdotally related to each general learning outcome where applicable
- at Senior Years, the student can complete the regular physical education/health education credit when accommodations are applied

Table 1 outlines two examples for how specific student learning outcomes could be accommodated. The first is for a *Movement* student learning outcome in the case of a Grade 3 student with a mobility impairment. The second is for a *Safety* student learning outcome for a Senior 1 student with a severe visual impairment.

Table I Examples of Accommodation

Type of Limitation	General Student Learning Outcome	Specific Student Learning Outcome	Accommodation	Teacher's Comments on Student's Progress and Achievement
Physical Disability (mobility impairment - wheelchair)	Movement	Demonstrate proficiency in basic transport skills (i.e., running, hopping, galloping, jumping, and skipping) (S.1.3.A.1) (Grade 3)	Demonstrate proficiency in <i>wheeling techniques</i> (e.g., <i>stopping with control, turning to the right, turning to the left, turning quickly, backing up, weaving around obstacles...</i>)	The student has demonstrated mastery of the given skills in a specific circuit and in cooperative activities.
Sensory Impairment (visual impairment)	Safety	Demonstrate the skills required to administer basic first aid (e.g., scene management, seeking help, treating minor injuries, applying precautions for handling of body fluids...) (S.3.S1.A.2) (Senior 1)	Demonstrate the skills required to administer basic first aid <i>with assistance</i> (e.g., scene management, seeking help, treating minor injuries, and applying precautions for handling of body fluids...)	The student demonstrated the first aid skills with assistance and responded to the voice cues in a tentative manner.

Students with Medical Problems

School divisions/districts are responsible for establishing local policy and procedures related to students with medical problems⁵ and their ability to participate in physical activity. The school principal bears the responsibility for determining whether a student has met the learning outcomes of the course, and for granting/denying credit (Senior 1 to Senior 4) or passing/failing from Kindergarten to Grade 8 where there are absences due to extenuating circumstances.

School divisions/districts should include the following when establishing local policy and procedures for students with medical problems that limit participation in physical education/health education:

- establish definition for short-term and long-term absence considering scheduling implications (e.g., may depend on number of physical education classes per week or cycle)
- require notification from parents/guardians for short-term injuries/medical problems
- require a medical certificate for students with medical problems that limit or prohibit participation in physical activity for a longer term (e.g., more than two weeks)
- seek out medical information to include in the child's specific health care plan, where appropriate

⁵ Medical Problems refers to physical illnesses, conditions, injury, or treatment that are generally of a temporary and/or recurring nature, and, that limit participation in physical activity, such as mononucleosis, diabetes type I and type II, cystic fibrosis, severe allergies, respiratory problems, broken bones, sprains/strains, surgery, and cancer treatment.

- establish a means of communication for seeking further information or direction related to policy and supports for children with special health care needs (e.g., contact divisional student service administrator)
- provide adaptations where possible
- refer to any available medical information when planning appropriate adaptations
- follow regular grading practices and reporting procedures when students with medical problems are expected to achieve the student learning outcomes, with or without adaptations

Where none of the above options is possible, and the physical education/health education credit cannot be obtained, the credit must be **substituted** from an other subject area. In such a case, medical documentation is necessary to explain the substitution when recording student marks and credits locally.

Table II outlines the options schools may provide based on local school division/district procedures and policy.

At Senior Years, two credits of physical education/health education are compulsory. Where a student's temporary physical limitations and/or medical problem prohibits him/her from participating in physical activity, it may be possible, depending on timetabling and scheduling, to **reschedule** the credit to another semester or year. In certain cases, it may be possible to apply **accommodation** procedures for students with medical problems. For example, during the last semester of Senior 4, student learning outcomes could be adjusted to accommodate a student who has sustained an injury that limits the achievement of some physical skill-based outcomes.

Table II Summary of Options for Students With Special Needs and/or Medical Problems

<i>Options</i>	<i>Definition</i>	<i>Application</i>	<i>Reporting Requirements</i>
<i>Modifications</i>	The altering of the number, essence, and content of the student learning outcomes that the student is expected to meet.	For a student identified as having significant cognitive disabilities.	Refer to <i>Toward Inclusion: A Handbook for Modified Course Designation, Senior 1-4</i> (1995) and <i>Individual Education Planning: A Handbook for Developing and Implementing IEPs, Early to Senior Years</i> (1998).
<i>Adaptations</i>	The act of making changes in the teaching process, materials, or student products to help students achieve the expected student learning outcomes.	To facilitate success for all learners without making changes to the student learning outcomes.	Follow regular grading practices and reporting procedures. Refer to <i>Individual Education Planning: A Handbook for Developing and Implementing IEPs, Early to Senior Years</i> (1998).
<i>Accommodations</i>	The adjustment of physical skill-based specific student learning outcomes or the substitution of other student learning outcomes in order to make them achievable by students with identified physical limitations including sensory impairments.	For student learning outcomes which the student can not achieve due to a physical disability or, in exceptional cases, for students with physical limitations and/or medical problems.	Follow regular grading practices and reporting procedures. Information about accommodations is included as part of the anecdotal reporting and the student completes a regular credit.
<i>Rescheduling</i>	The process of completing the requirements for credit in an alternate semester, trimester, or year.	For Senior Years students who can not achieve the required credit due to a temporary physical limitation.	Follow regular grading practices and reporting procedures.
<i>Substitution</i>	The process of replacing part or all of the physical education/health education credit with another credit.	For Senior Years students who, because of exceptional circumstances, can not achieve the required credit due to a physical limitation.	Documentation is required to explain the medical reason for the substitutions when recording student marks and credits at the local level.

Safety and Liability

Safety is of particular concern in planning and implementing physical education/health education. The primary responsibility and legal liability for ensuring safe practices rest with the school division/district and its employees.

Schools must develop safe routines and procedures, and teachers need to be knowledgeable of the best safety practices, whether teaching, learning, and assessment take place in the classroom, gymnasium, playground, or alternative environments. Teachers responsible for providing a wide variety of challenging movement experiences in physically active settings must anticipate hazards and minimize the risk inherent

in physical activity. Expertise in physical activity management is essential. For some specific physical activities/programming, such as aquatics and Cardiopulmonary Resuscitation (CPR), it is recommended that certified training be required.

As a general rule, teachers will be held to the standard of care of a careful parent of a large family, considering such factors as the number of students being supervised, the age, maturity, level of skill and knowledge, and behavioural propensities of the students, the nature of the activity, the type of equipment being used, and the location of the activity. Staff members responsible for a subject area requiring expertise may be held to a higher professional standard of care. For example, a physical education teacher may be presumed to know more about the dangers inherent in artistic gymnastics than would the average parent. Accordingly, he or she may be held to the standard of physical education specialists with training and experience in artistic gymnastics.

Sections 86, 87, and 89 of The Public Schools Act address exemption from liability in areas of physical education, and may provide some degree of exemption from liability and negligence.

However, it is important that school divisions/districts be aware that it is their primary responsibility for ensuring safe practices when planning and implementing physical education/health education.

In several litigations resulting from students' being injured during physical education classes, Canadian courts have demonstrated a clear departure from "the careful and prudent parent" standard of care when assessing teacher negligence, adopting instead a "professional" standard of care.

Trial courts, therefore, have concluded that the standard of care to be exercised in the context of instruction in a physical education class can frequently exceed the "careful parent of a large family" test, since many physical education activities require specialized knowledge, training, and experience of the teacher. For example, where students are engaging in artistic gymnastics activities, the teacher and school authorities will be required to act as a careful and prudent person having the specialized expertise demanded of an artistic gymnastic instructor.

The Supreme Court of Canada has established four criteria to determine the necessary and appropriate standard of care within the context of physical education:

- Is the activity suitable to the age, mental, and physical condition of participating students?
- Have the students been progressively taught and coached to perform the activity(ies) properly and to avoid the dangers inherent in the activity(ies)?
- Is the equipment adequate and suitably arranged?
- Is the activity being supervised properly in light of the inherent danger involved?

Organizational Structure

The purpose of this section is to provide information on the organizational structure of the Framework. Pertinent conceptual and technical details are also explained for ease in reading the Framework.

Student Learning Outcomes

Student learning outcomes are concise descriptions of the knowledge and skills that students are expected to learn in a course or grade in a subject area (*A Foundation for Excellence*, 1995). Learning outcomes are expressed as general student learning outcomes and specific student learning outcomes.

General Student Learning Outcomes

General student learning outcomes are broad statements identifying the knowledge, skills, and attitudes that students are expected to demonstrate with increasing competence and confidence from Kindergarten to Senior 4. The general student learning outcomes are interrelated, cumulative, and interdependent. It is expected that each outcome will be achieved through a variety of learning experiences contributing to physically active and healthy lifestyles.

The five general student learning outcomes, as well as the icons that represent each in the Framework, are as follows:



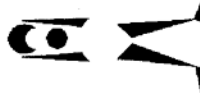
1. Movement

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



2. Fitness Management

The student will demonstrate the ability to develop and follow a personal fitness plan for lifelong physical activity and well-being.



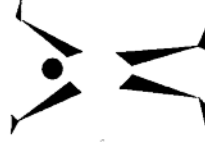
3. Safety

The student will demonstrate safe and responsible behaviours to manage risks and prevent injuries in physical activity participation and in daily living.



4. Personal and Social Management

The student will demonstrate the ability to develop self-understanding, to make health-enhancing decisions, to work cooperatively and fairly with others, and to build positive relationships with others.



5. Healthy Lifestyle Practices

The student will demonstrate the ability to make informed decisions for healthy living related to personal health practices, active living, healthy nutritional practices, substance use and abuse, and human sexuality.

Specific Student Learning Outcomes

Each general student learning outcome is further developed by specific student learning outcomes, which are categorized under strands, sub-strands, and sub-themes within this Framework.

Strand

A “strand” is a cluster of specific student learning outcomes within a general student learning outcome. It is an organizer for general topic areas.

Sub-Strand

A “sub-strand” organizes specific student learning outcomes within strands. Sub-strands represent specific topics within a strand.

Sub-Themes

A “sub-theme” organizes specific student learning outcomes within sub-strands. Sub-themes identify more specific content related to the sub-strand.

A *Guide to Reading the Outcomes* using the code is found on page 19. From left to right, the five- to six-digit code that precedes each specific student learning outcome (e.g., K.1.5.B.1.a) refers to the following:

K	Knowledge (K.) or Skill (S.)
1	General Student Learning Outcome number
5	Grade
B	Strand
1	Sub-strand
a	Sub-theme within a sub-strand (when appropriate)

Abbreviations

PE/HE - physical education/health education

PE - physical education

HE- health education

“GLO” - General Student Learning Outcome

“SLO” - Specific Student Learning Outcome

The “i.e.” refers to content that is expected to be taught, learned, and assessed in relation to the specific student learning outcome.

The “e.g.” refers to examples that could be addressed in the context of the specific student learning outcome.

Attitude Indicators

Attitude indicators represent the desired beliefs, feelings, or values for leading physically active and healthy lifestyles. However, developing positive attitudes toward active and healthy living goes beyond what is learned in physical education/health education. Attitude development is a lifelong process that involves the schools, parents, families, communities, and society at large.

Attitudes are a function of one’s beliefs about the perceived consequences of carrying out a particular action, and a personal evaluation of those consequences. Attitude formation is considered to be a product of personal experiences, emotional reactions (to experiences), and the influence of others, all of which contribute to a larger belief system that has an impact upon behavioural intention.

Students are to be always encouraged to develop positive attitudes for making responsible and health-enhancing decisions for physical and social-emotional well-being. In order for positive attitudes to be developed, the creation of emotionally safe, enjoyable, personally meaningful, and challenging learning environments must be a priority in every school.

While attitudes are difficult to measure, the Framework provides attitude indicators as part of each general student learning outcome. The purpose of the attitude indicators is to define the desired attitudes and to guide teachers in anecdotal reporting. Attitude indicators are listed on the summary pages preceding each general student learning outcome section.

Icons

In the scope and sequence charts and specific student learning outcome charts for each GLO, icons are used to indicate three stages; introductory, acquisition, and maintenance. Where an icon doesn't appear in a column for a certain sub-strand and grade, this means that it is not expected that teaching and assessing will occur in that particular year. As well, it may indicate that the content is embedded in another strand area.

- **Introductory Stage:** Students are to begin learning experiences leading to the specific student learning outcomes (concepts, procedures, knowledge, skills) in the succeeding grade(s). This stage can include teacher modelling and direction for students. Initial teaching occurs but the knowledge or skill relative to the strand is not stated as an independent specific learning outcome. Related skills and knowledge may be addressed, but student achievement relative to the specific student learning outcomes is not expected to be measured or reported formally.

- **Acquisition Stage:** Students are expected to achieve the specific student learning outcome in the designated grade. Student achievement relative to the specific student learning outcome is expected to be observed, measured, and/or reported formally.

- ▮ **Maintenance Stage:** Learning experiences must be planned and provided to students to review, reinforce, and maintain the specific student learning outcome acquired in previous years. Achievement relative to the specific student learning outcome may be measured and/or reported occasionally.

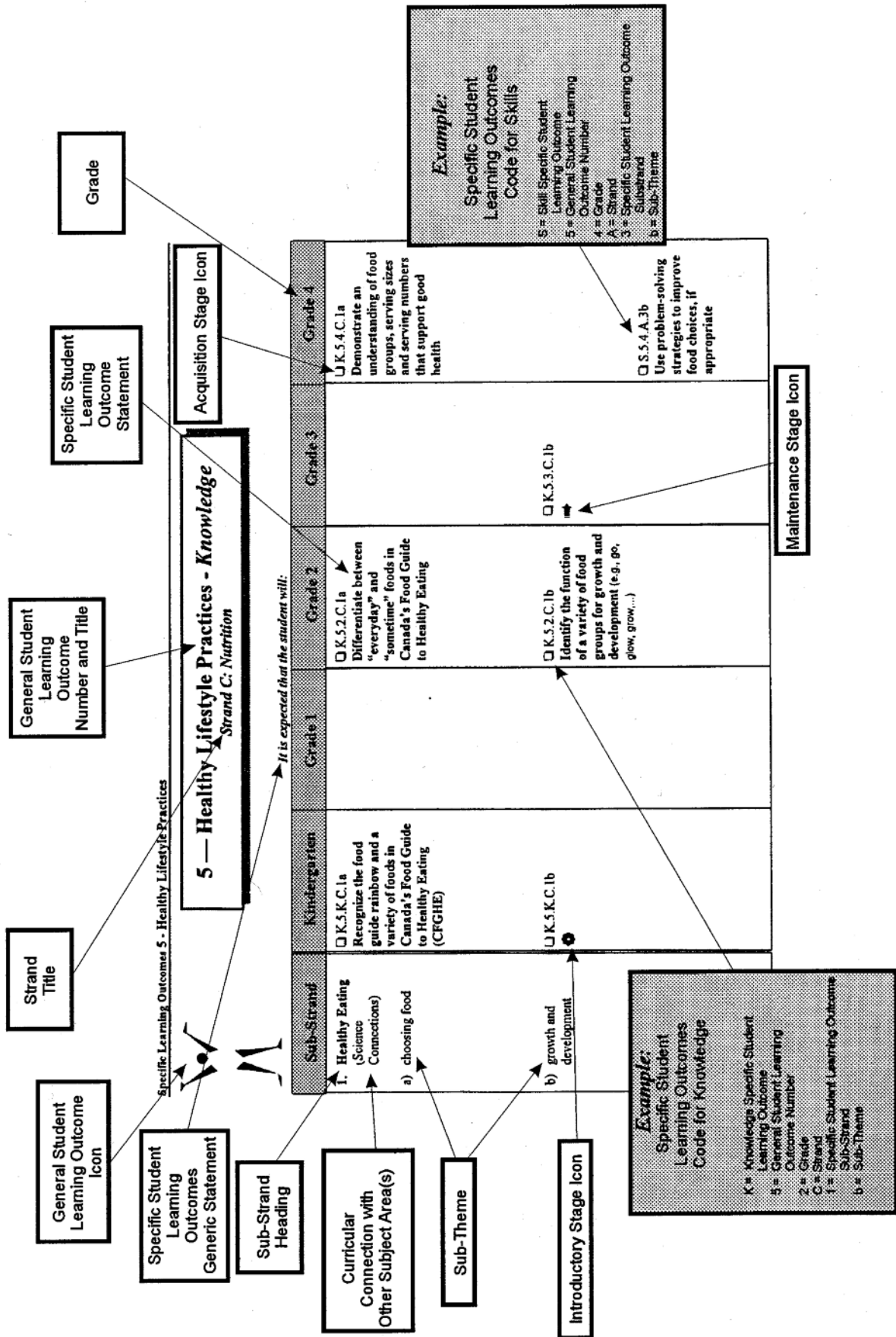
Curriculum Map

The Curriculum Map outlines the organizational structure of the general and specific student learning outcomes. The map also makes curricular connections by indicating other subject areas with specific student learning outcomes that address the physical education/health education strands. (Refer to page 20)



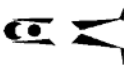


Conceptual Framework

The Conceptual Framework illustrates the key components upon which Manitoba physical education/health education curriculum is based. The design of the Framework supports the vision: “physically active and healthy lifestyles for all.” (Refer to Page 21)

A Guide to Reading the Outcomes

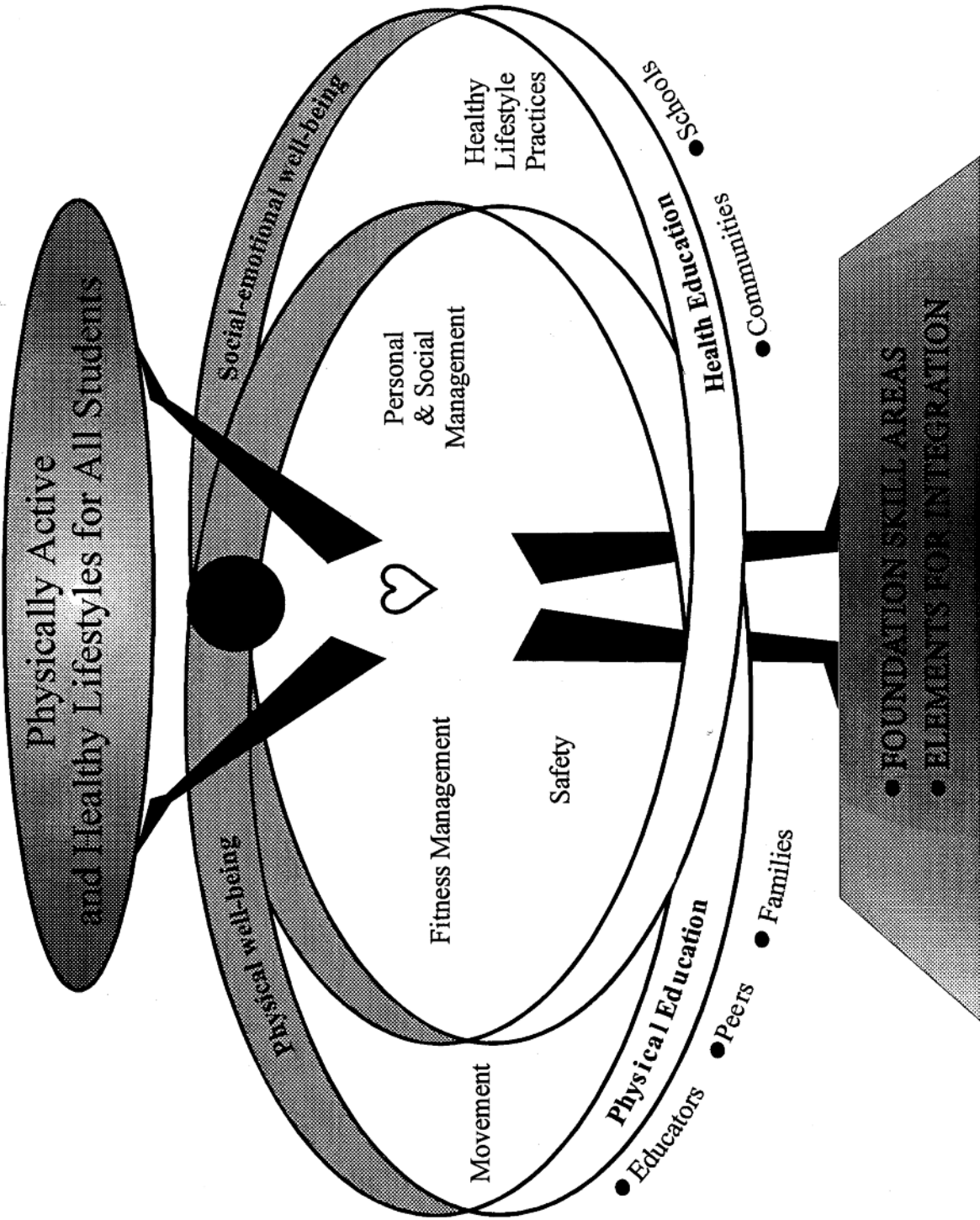


The Curriculum Map for Kindergarten to Senior 4 Physical Education/Health Education: Manitoba Curriculum Framework of Outcomes for Active Healthy Lifestyles

General Student Learning Outcomes	1. Movement 	2. Fitness Management 	3. Safety 	4. Personal and Social Management 	5. Healthy Lifestyle Practices 
Description	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.	The student will demonstrate the ability to develop and follow a personal fitness plan for lifelong physical activity and well-being.	The student will demonstrate safe and responsible behaviours to manage risks and prevent injuries in physical activity and in daily living.	The student will demonstrate the ability to develop self-understanding, to make health-enhancing decisions, to work cooperatively and fairly with others, and to build positive relationships with others.	The student will demonstrate an ability to make informed decisions for healthy living practices, active living, healthy nutritional practices, substance use and abuse, and human sexuality.
Knowledge Strands (Acquiring knowledge/ understanding)	<ul style="list-style-type: none"> A. Basic Movement (SC, MA, The Arts)* B. Movement Development C. Activity-Specific Movement 	<ul style="list-style-type: none"> A. Fitness Components (SC, MA)* B. Fitness Benefits C. Fitness Development 	<ul style="list-style-type: none"> A. Physical Activity Risk Management (SC)* B. Safety of Self and Others (SC, SS)* 	<ul style="list-style-type: none"> A. Personal Development (All)* B. Social Development (All)* C. Mental-Emotional Development (All)* 	<ul style="list-style-type: none"> A. Personal Health Practices (SC) B. Active Living (SC, MA)* C. Nutrition (SC, MA)* D. Substance Use and Abuse Prevention (SC)* E. Human Sexuality (SC, SS)*
Skill Strands (Acquiring and applying skills)	<ul style="list-style-type: none"> A. Acquisition of Movement Skills (The Arts, SS)* B. Application of Movement Skills to Sport/Games C. Application of Movement Skills to Alternative Pursuits D. Application of Movement Skills to Rhythmic/Gymnastic Activities 	<ul style="list-style-type: none"> A. Acquisition/ Application of Fitness Management Skills to Physical Activity and Healthy Lifestyle Practices (SC, MA)* 	<ul style="list-style-type: none"> A. Acquisition/ Application of Safe Practices to Physical Activity and Healthy Lifestyle Practices 	<ul style="list-style-type: none"> A. Acquisition of Personal and Social Management Skills to Physical Activity and Healthy Lifestyle Practices 	<ul style="list-style-type: none"> A. Application of Decision-making/ Problem-solving Skills to Physical Activity and Healthy Lifestyle Practices

* Curricular connections: SC-Science; SS-Social Studies; LA-Language Arts; MA- Mathematics; The Arts-Music, Visual Arts, Drama, Dance; All-All Subject Areas.

*Kindergarten to Senior 4 Physical Education/Health Education:
Manitoba Curriculum Framework of Outcomes for Active Healthy Lifestyles*
CONCEPTUAL FRAMEWORK



Basic Movement Skills Developmental Process

Movement Category	BASIC MOVEMENT SKILL	BIOMECHANICAL PRINCIPLES	EXTENSION → as applied to various sports, games, alternative environments, rhythmic activities
Transport Skills	1. Running 2. Jumping 3. Hopping 4. Galloping 5. Skipping	<ul style="list-style-type: none"> Centre of gravity and laws of motion as they apply to locomotion 	<p>Skills: leaping, sliding, step-hopping, rotating, dodging</p> <p>Suggested Activities: tag games, track and field, folk dance, hopsotch, jump rope, gymnastics, expressive movement</p>
	6. Rolling 7. Underhand throwing 8. Overhand throwing 9. Striking 10. Kicking	<ul style="list-style-type: none"> Law of force and motion as it applies to sending skills 	<p>Skills: side arm throwing, passing, heading, tossing, dribbling with feet</p> <p>Suggested Activities: baseball, volleyball, tennis, football, bowling, badminton, floor hockey, soccer</p>
Manipulation Skills	11. Catching	<ul style="list-style-type: none"> Absorption of force for receiving skills 	<p>Skills: trapping</p> <p>Suggested Activities: baseball, ball games, frisbee, juggling</p>
	12. Bouncing	<ul style="list-style-type: none"> Laws of force in accompanying skills 	<p>Skills: dribbling using hands, controlling the ball or object</p> <p>Suggested Activities: basketball, rhythmic sportive gymnastics, team handball</p>
Balance Skills	13. Static 14. Dynamic	<ul style="list-style-type: none"> Laws of motion and balance for body-management skills 	<p>Skills: static balances, landings, springs, swings</p> <p>Suggested Activities: gymnastics, station activities, dance, cross-country skiing, cycling</p>

Movement Concepts

- Body Awareness**
 - body parts (e.g., arms, legs, elbows, knees, head)
 - body shape (e.g., stretched, curled, wide, narrow, twisted, symmetrical, asymmetrical)
 - body action (e.g., flexion, extension, rotation, swing, push, pull)
- Space Awareness**
 - location (e.g., personal and general space)
 - directions (e.g., forward, backward, sideways, up, down)
 - levels (e.g., high, middle, low)
 - pathways (e.g., curved, straight, zigzag)
 - planes (e.g., frontal, horizontal, sagittal)
- Qualities of Effort**
 - time (e.g., fast, slow)
 - force (e.g., strong, light)
 - flow (e.g., free, bound)
- Relationships**
 - person (e.g., alone, with partner, with group, meet, part, match, mirror, follow, lead)
 - apparatus (e.g., near, far, in, out, over, under, around, through, on, off, above, below)
 - other (e.g., moving in relation to music, to the environment)



Summary Chart for 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.

Strand Letter		Strand	Sub-Strands	Attitude Indicators
Knowledge	A	Basic Movement	1. Basic Movement Skills	Students will: 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 practise 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
	B	Movement Development	1. Skill Development Process 2. Mechanical Principles of Human Movement 3. Movement Concepts	
	C	Activity-Specific Movement	1. Rules 2. Terminology 3. Game Strategies 4. Teamwork and Fair Play	
Skills	A	Acquisition of Movement Skills	1. Transport 2. Manipulation 3. Balance	
	B	Application of Movement Skills to Sport/Games	1. Individual/Dual Activities 2. Group/Team Activities 3. Officiating Skills	
	C	Application of Movement Skills to Alternative Pursuits	1. Alternative Pursuits	
	D	Application of Movement Skills to Rhythmic/Gymnastic Activities	1. Rhythmic Activities 2. Gymnastic-type Activities	



Scope and Sequence Chart for Movement

		<i>Sub-stands</i>										K	1	2	3	4	5	6	7	8	S1	S2		
<i>Knowledge</i>	<i>Strand A</i>	1. Basic Movement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
	<i>Strand B</i>	1. Skill Development Process	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		2. Mechanical Principles of Human Movement	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<i>Strand C</i>	3. Movement Concepts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		1. Rules	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		2. Terminology	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		3. Game Strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		4. Teamwork and Fair Play	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<i>Sub-stands</i>	K	1	2	3	4	5	6	7	8	S1	S2											
<i>Skills</i>	<i>Strand A</i>	1. Transport	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		2. Manipulation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		3. Balance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<i>Strand B</i>	1. Individual/Dual Activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		2. Group/Team Activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<i>Strand C</i>	3. Officiating Skills	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		1. Alternative Pursuits	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<i>Strand D</i>	1. Rhythmic Activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		2. Gymnastic-type Activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

See page 18 for definitions related to Introductory stage, Acquisition stage, Maintenance stage



Summary Chart for Fitness Management

The student will demonstrate the ability to develop and follow a personal fitness plan for lifelong physical activity and well-being.

Strand Letter	Strand	Sub-Strands	Attitude Indicators
A	Fitness Components	1. Fitness Components	Students will: 2.1 Show an interest in and responsibility for personal fitness 2.2 Appreciate the role and contribution of regular participation in physical activity for health and fitness 2.3 Show respect and acceptance for physical and performance limitations of self and others
	Fitness Benefits	1. Fitness Benefits	
	Fitness Development	1. Exercise Physiology 2. Training Principles 3. Warm-Up/Cool-Down 4. Motivational Factors	
A	Acquisition/Application of Fitness Management Skills to Physical Activity and Healthy Lifestyle Practices	1. Active Participation 2. Heart-Rate Monitoring 3. Fitness Assessment and Analysis	
Knowledge			
Skills			



Scope and Sequence Chart for Fitness Management

		<i>Sub-strings</i>								K	1	2	3	4	5	6	7	8	S1	S2
Knowledge	<i>Strand A</i>	1. Fitness Components	☼	☼	☼	☼	☼	☼	☼	☼	☼	☼	☼	☼	☼	☼	☼	☼	☼	☼
	<i>Strand B</i>	1. Fitness Benefits	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
	<i>Strand C</i>	1. Exercise Physiology	☼	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
		2. Training Principles	☼	☼	☼	☼	☼	☼	☼	☼	☼	☼	☼	☼	☼	☼	☼	☼	☼	☼
	3. Warm-Up/Cool-Down	☼	☼	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
	4. Motivational Factors	☼	☼	☼	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Skills	<i>Strand A</i>	1. Active Participation	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
		2. Heart-Rate Monitoring	☼	☼	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
		3. Fitness Assessment and Analysis				☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

See page 18 for definitions related to ☼ Introductory stage, ☐ Acquisition stage, ☐ Maintenance stage



Summary Chart for Safety

The student will demonstrate safe and responsible behaviours to manage risks and prevent injuries in physical activity participation and for daily living.

Strand Letter	Strand	Sub-Strands	Attitude Indicators
A	Physical Activity Risk Management	<ol style="list-style-type: none"> Physical Activity Safety Exercise Safety Dress/Footwear Equipment and Facilities Alternative Pursuits 	Students will: 3.1 Show respect for safety of self and others 3.2 Show responsibility in following rules and regulations in dealing with safety of self and others
	Safety of Self and Others	<ol style="list-style-type: none"> Community Safety Awareness Environmental Safety Awareness Prevention and Care of Injuries Community Support and Services Violence Prevention Personal Safety 	
A	Acquisition/Application of Safe Practices to Physical Activity and Healthy Lifestyle Practices	<ol style="list-style-type: none"> Physical Activity First Aid 	



Scope and Sequence Chart for Safety

		<i>Sub-strands</i>										
		K	1	2	3	4	5	6	7	8	S1	S2
<i>Strand A</i>	1. Physical Activity Safety	<input type="checkbox"/>	☞	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	☞	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	☞
	2. Exercise Safety	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	3. Dress/Footwear	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	☞	☞	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	☞	<input type="checkbox"/>	☞
	4. Equipment and Facilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	☞	☞	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	☞	<input type="checkbox"/>	☞
	5. Alternative Pursuits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	☞	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Strand B</i>	1. Community Safety Awareness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	☞	<input type="checkbox"/>
	2. Environmental Safety Awareness	☼	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	3. Prevention and Care of Injuries	<input type="checkbox"/>	☞	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	4. Community Supports and Services	<input type="checkbox"/>	<input type="checkbox"/>	☞	<input type="checkbox"/>	☞	<input type="checkbox"/>	<input type="checkbox"/>	☞	<input type="checkbox"/>	☞	<input type="checkbox"/>
	5. Violence Prevention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	6. Personal Safety	☼	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<i>Sub-strands</i>										
		K	1	2	3	4	5	6	7	8	S1	S2
<i>Strand A</i>	1. Physical Activity	<input type="checkbox"/>	☞	☞	☞	<input type="checkbox"/>	☞	☞	☞	☞	<input type="checkbox"/>	☞
	2. First Aid	<input type="checkbox"/>	<input type="checkbox"/>	☼	☼	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

See page 18 for definitions related to ☼ Introductory stage, ☐ Acquisition stage, ☞ Maintenance stage



Summary Chart for Personal and Social Management

The student will demonstrate the ability to develop self-understanding, to make health-enhancing decisions, to work cooperatively and fairly with others, and to build positive relationships with others.

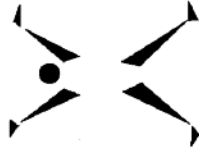
Strand Letter	Strand	Sub-Strands	Attitude Indicators
A	Personal Development	<ol style="list-style-type: none"> 1. Self-Awareness/Self-Esteem 2. Goal-Setting 3. Decision-Making/Problem-Solving Process 	<p><i>Students will:</i></p> <ol style="list-style-type: none"> 4.1 Show a positive attitude toward learning, growth, and personal health 4.2 Be sensitive to the needs and abilities of others 4.3 Demonstrate personal responsibility in daily work and play 4.4 Show a willingness to play fairly and work cooperatively/ collaboratively with others 4.5 Show a positive attitude toward change 4.6 Enjoy participation and learning
	Social Development	<ol style="list-style-type: none"> 1. Social Responsibility 2. Relationships 3. Conflict Resolution Process 4. Avoidance and Refusal Strategies 	
	Mental-Emotional Development	<ol style="list-style-type: none"> 1. Feelings and Emotions 2. Elements of Stress 3. Effects of Stress 4. Stress Management Strategies 	
C	Acquisition of Personal and Social Management Skills related to Physical Activity and Healthy Lifestyle Practices	<ol style="list-style-type: none"> 1. Goal-Setting/Planning 2. Decision-Making/Problem-Solving 3. Interpersonal Skills 4. Conflict Resolution Skills 5. Stress-Management Skills 	
Knowledge			
Skills			



Scope and Sequence Chart for Personal and Social Management

		<i>Sub-strings</i>										
		K	1	2	3	4	5	6	7	8	S1	S2
Knowledge	<i>Strand A</i>	1. Self-Awareness/Self-Esteem	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		2. Goal-Setting	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		3. Decision-Making/Problem-Solving Process	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		4. Stress Management Strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<i>Strand B</i>	1. Social Responsibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		2. Relationships	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		3. Conflict Resolution Process	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		4. Avoidance and Refusal Strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<i>Strand C</i>	1. Feelings and Emotions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		2. Elements of Stress	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		3. Effects of Stress	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		4. Stress Management Strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Skills	<i>Strand A</i>	1. Goal-Setting/Planning	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		2. Decision-Making/Problem-Solving	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		3. Interpersonal Skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		4. Conflict Resolution Skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		5. Stress-Management Skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<i>Sub-strings</i>	K	1	2	3	4	5	6	7	8	S1	S2
		1. Goal-Setting/Planning	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		2. Decision-Making/Problem-Solving	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		3. Interpersonal Skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		4. Conflict Resolution Skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		5. Stress-Management Skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		6. Goal-Setting/Planning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

See page 18 for definitions related to Introductory stage, Acquisition stage, Maintenance stage



Summary Chart for Healthy Lifestyle Practices

The student will demonstrate the ability to make informed decisions for healthy living relating to personal hygiene, active living, healthy nutritional practices, substance use and abuse, and human sexuality.

Strand Letter	Strand	Sub-Strands	Attitude Indicators
A	Personal Health Practices	<ol style="list-style-type: none"> 1. Personal Health Practices 2. Illness/Disease Prevention 3. Dental Health 	Students will: <ol style="list-style-type: none"> 5.1 Appreciate and value the benefits of healthy lifestyles practices for a healthy body 5.2 Appreciate the importance of making health-enhancing decisions in daily living 5.3 Appreciate the responsibilities and commitment associated with developing healthy relationships
	Active Living	<ol style="list-style-type: none"> 1. Benefits of Physical Activity 2. Physical Activity Choices 3. Influence of Technology on Physical Activity 	
	Nutrition	<ol style="list-style-type: none"> 1. Healthy Eating 2. Food and Fluid for Active Bodies 	
	Substance Use and Abuse Prevention	<ol style="list-style-type: none"> 1. Helpful and Harmful Substances 2. Effects of Substance Use 3. Factors Affecting Substance Use 	
	Human Sexuality	<ol style="list-style-type: none"> 1. Biological Growth and Development 2. Psychological Factors 3. Sociological Factors 4. Health Issues 	
Skills	Application of Decision-Making / Problem-Solving Skills to Physical Activity and Healthy Lifestyle Practices	<ol style="list-style-type: none"> 1. Personal Health Practices 2. Active Living 3. Healthy Food Choices 4. Substance Use and Abuse 5. Human Sexuality 	

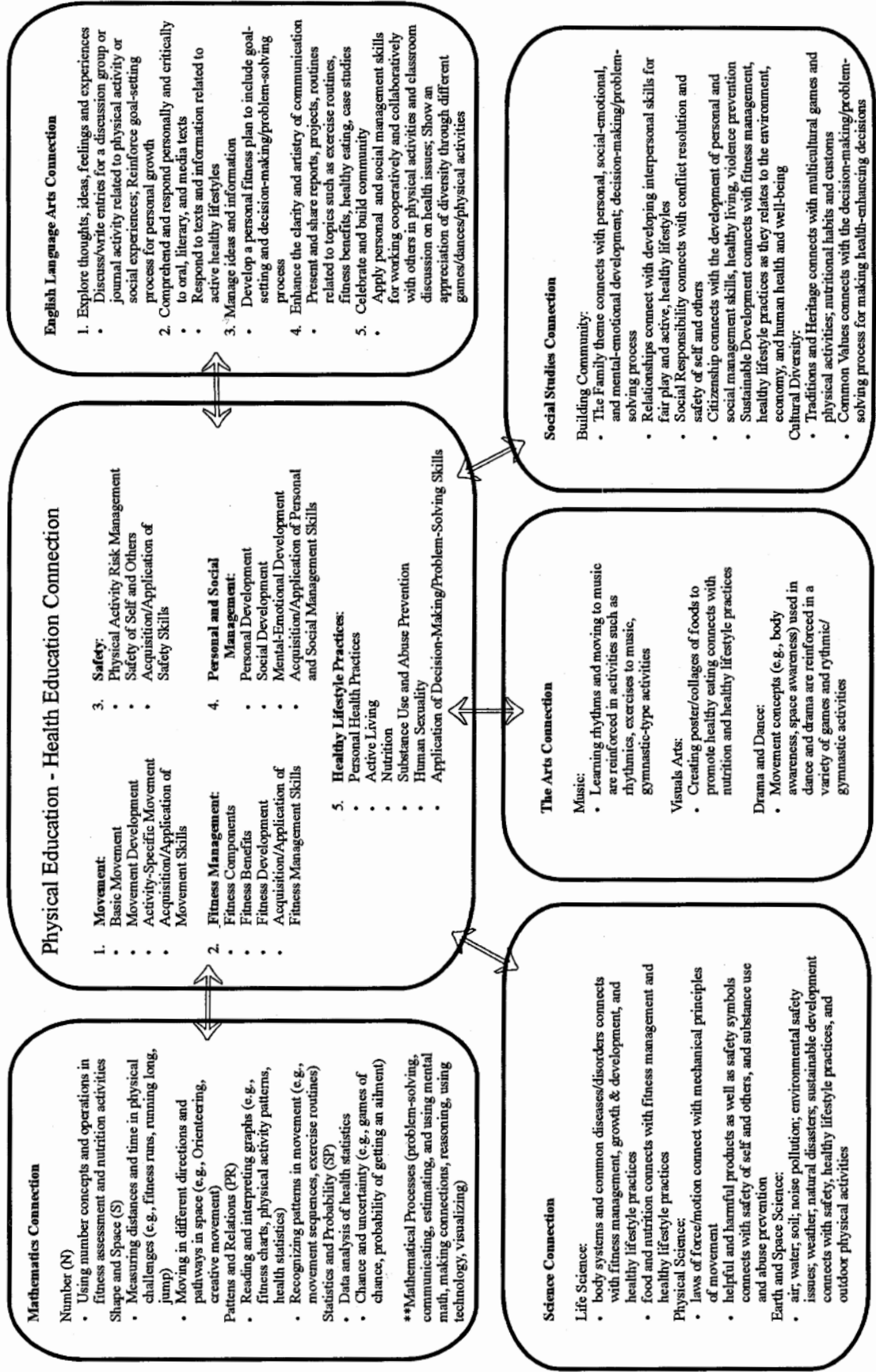


Scope and Sequence Chart for Healthy Lifestyle Practices

		Sub-strands										K	1	2	3	4	5	6	7	8	S1	S2		
Knowledge	Strand A	1. Personal Health Practices	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
		2. Illness/Disease Prevention	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		3. Dental Health	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Strand B	1. Benefits of Physical Activity	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		2. Physical Activity Choices	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		3. Influence of Technology on Physical Activity	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Strand C	1. Healthy Eating	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		2. Food and Fluid for Active Bodies	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Strand D	1. Helpful and Harmful Substances	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		2. Effects of Substance Use	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		3. Factors Affecting Substance Use	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Strand E	1. Biological Growth and Development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Psychological Factors		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3. Sociological Factors		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4. Health Issues		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Skills	Sub-strands		K	1	2	3	4	5	6	7	8	S1	S2											
	Strand A	1. Personal Health Practices	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		2. Active Living	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		3. Healthy Food Choices	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		4. Substance Use and Abuse	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Human Sexuality		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

See page 18 for definitions related to Introductory stage, Acquisition stage, Maintenance stage

Some Suggested Curricular Connections with Other Subject Areas
The purpose of this chart is to show examples of “interconnectiveness” between subject areas that support the integration of physical education and health education content.



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Safety on the Internet: <<http://www.sass.ca/safe.htm>>

Stay Alert... Stay Safe: <<http://www.sass.ca/sassinfo.htm>>



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