
Senior 1

Physical Education/
Health Education



Senior 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

Students will...

K.1.S1.A.1 Identify similarities and/or differences between characteristics of basic movement skills (e.g., striking...) as applied to different physical activities (e.g., wrist action in the tennis forehand stroke as compared to a badminton underhand clear...).

Curricular Connections
PE/HE:
 K.1.S1.B.1

SUGGESTIONS FOR INSTRUCTION

◆ **Basic Movement Skills Match-Up**

Students create a master list of all 14 basic movement skills. They match each skill with a physical activity in which the skill is used.

Examples:

- Jumping—long jump, team handball
- Striking—baseball, badminton

Basic Movement Skills		
Transport	Manipulation	Balance
<ul style="list-style-type: none"> • running • jumping • hopping • galloping • skipping 	<ul style="list-style-type: none"> • rolling • underhand throwing • overhand throwing • striking • kicking • catching • bouncing 	<ul style="list-style-type: none"> • static balance • dynamic balance

◆ **Compare and Contrast**

When introducing new sport skills, demonstrate and question students about the similarities and differences between the new skills and other related sport skills (e.g., striking skills used in badminton, tennis, squash) they have previously learned.



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

Resource

Publication


- The Winnipeg School Division. *North American Indigenous Games: Teacher’s Resource 2002*. Winnipeg, MB: The Winnipeg School Division, 2001.

◆ **Performance Task: Compare and Contrast**

Peer Assessment: Inventory

Working in pairs, students take turns demonstrating the similarities and differences between selected sport-specific movement skills.



PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION	
<p><i>Students will...</i></p>		
<p><input type="checkbox"/> K.1.S1.B.1 Describe how movement skill patterns transfer from one activity to another (e.g., overhand throw and tennis serve...).</p>		
<table border="1"> <tr> <td> <p>Curricular Connections PE/HE: K.1.S1.A.1</p> </td> </tr> </table>	<p>Curricular Connections PE/HE: K.1.S1.A.1</p>	
<p>Curricular Connections PE/HE: K.1.S1.A.1</p>		
	<p>◆ Transferring Movement Skill Patterns</p> <p>Arrange students in small home groups, with a minimum of three in each group. Using the Jigsaw learning strategy, students discuss how movement skill patterns transfer from one activity to another.</p> <ul style="list-style-type: none"> • Home group: Each student within a group selects one of the following movement skill patterns (ensuring that all three are selected within the group): <ol style="list-style-type: none"> 1. overhead throw in baseball 2. underhand serve in volleyball 3. jump steps in a layup shot in basketball <p>Each student describes how his or her choice of skill might apply to all three activities.</p> • Expert group: Students who chose the same movement skill pattern form “expert” groups, synthesize individual group discussions, and create a master list of activities that use similar movement skill patterns. • Home group: Students return to their original groups to share the master lists. 	
	<p> Refer to Jigsaw: A Cooperative Learning Strategy in RM G–2: Active Learning Strategies.</p>	
	<p>◆ Selecting a Skill</p> <p>Divide the class into pairs. Each pair selects a movement skill pattern and teaches it to another pair, including information on how the selected movement skill pattern compares from one activity to another.</p>	

**TEACHER NOTES****SUGGESTIONS FOR ASSESSMENT****Tip**

- Post various movement skill patterns around the gym or classroom walls for student reference.

Resource**Resource Master**

- RM G–2: Active Learning Strategies

**◆ Questioning/Discussion: Transferring Movement Skill Patterns**

Group Assessment: Inventory

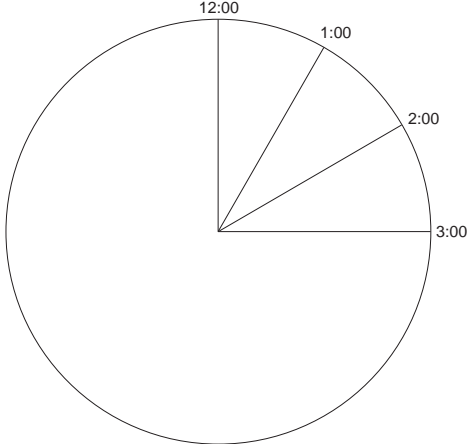
Each group discusses how various movement skill patterns could be important in the workplace (e.g., lifting a heavy object, swinging a hammer).

◆ Observation: Selecting a Skill

Peer Assessment: Checklist

As pairs present the selected movement skill patterns to each other, students check whether the presenters

- explain and demonstrate movement skill patterns clearly
- demonstrate how movement skill patterns transfer from one activity to another

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p><i>Students will...</i></p> <p><input type="checkbox"/> K.1.S1.B.2 Describe biomechanical principles (i.e., force, motion) related to projectiles and flight as applied in selected physical activity performance (e.g., 20° take-off angle in running long jump, 40° release angle for shot put...).</p>	<p>◆ Drawing the Angle</p> <p>Students brainstorm to create a master list of physical activities that require the use of projectiles in executing a skill (e.g., a shot in shot put, the body in long jump). For each physical activity identified on the master list, students draw what they think would be the best release angle (trajectory), using the analogy of a clock (as shown below).</p>  <p>◆ Analyzing the Angle</p> <p>Students place clock markings on a wall (as shown in the diagram above) and use them as a guide (targets) to show release angles for the standing shot put (use indoor shots or softballs). Students follow these steps to execute the task:</p> <ol style="list-style-type: none"> 1. Stand three metres back from the wall where the clock target is marked. Hold softball in palm, fingers apart, about thigh level. 2. Establish an imaginary release angle between 1:00 and 2:00 o'clock (40° to 43° release angle). 3. Place softball at the neck under the jaw line. 4. Face in the direction of the put. Lean back slightly. 5. Place feet a little more than shoulder-width apart. 6. Release softball (shot). <p>Students execute the same task again but without leaning back, using a release angle of 15° to 20° (almost 3:00 o'clock).</p> <p>Variation: With an overhead projector, display the clock diagram (cover whole wall). Students take turns throwing and observing their throws to analyze release angles and distances.</p>



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

Alert

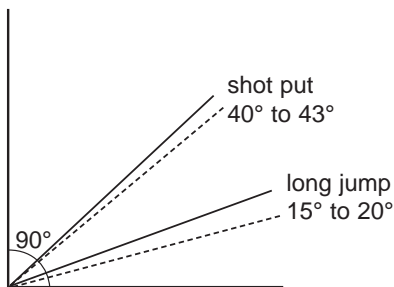
- Emphasize safety procedures for throwing implements such as the javelin, hammer, discus, and shot put.

Glossary

- force
- Newton's laws of motion

Tip

- Explain degrees of angles.

**Resource****Publication**

- Manitoba Physical Education Teachers Association (MPETA), *et al.* *Safety Guidelines for Physical Activity in Manitoba Schools*. Winnipeg, MB: MPETA, 2000.

◆ **Journal/Reflection: All Activities**

Teacher Assessment: Anecdotal Notes

Students respond to the following questions in their journals:

1. What does release angle have to do with force?
2. How is force transformed at the point of the take-off board in the running long jump?
3. What is meant by “more force plus more motion equals greater distance”?

◆ **Questioning/Interview: Analyzing the Angle**

Peer/Teacher Assessment: Inventory

Discuss why leaning back would create more force than standing straight, and why a 40° to 43° release angle (between 1:00 and 2:00 o'clock) would result in more distance than a 15° to 20° angle (between 2:00 and 3:00 o'clock).

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<i>Students will...</i>	
<p><input type="checkbox"/> K.1.S1.B.3 Analyze movement concepts related to game strategies in team activities (e.g., space awareness and relationships as applied to person-to-person defence or zone defence...).</p>	<p>◆ Analyzing Game Strategies</p> <p>Students analyze the movement concepts in relation to game strategies when participating in different team activities.</p> <p>Basketball Example:</p> <p>Students participate in a half-court game in which one team stays on defence for a specified time period, while the other team stays on offence. Blow a whistle at specific time intervals to signal the defensive team to change their system, switching back and forth between person-to-person and zone defence systems. Teams switch from offence to defence. Question students on the movement concepts related to this situation.</p> <p>Volleyball Example:</p> <p>Working in groups of three or four, students analyze a videotaped volleyball game to identify the team’s defence movements in relation to the four attacks:</p> <ul style="list-style-type: none">• from left side• from right side• from middle• freeball <p>Students prepare a diagram showing the positions of all six players on defence for each of the four attacks (see Get Set illustrations on the next page). They discuss the following:</p> <ul style="list-style-type: none">• Was there a “weak” area on the floor (a place not covered)?• Were the players able to move quickly into a defensive position?• Was one attack more successful than others against the defensive coverage? <p>Groups share their discussions with the class.</p>

TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

Glossary

- movement relationships
- space awareness

Tips

- For information on movement concepts, refer to Basic Movement Skills Developmental Process in the Framework Excerpts at the back of this document.
- Explain the following concepts of movement in basketball:
 - person-to-person defence
 - zone defence
 - positioning
 - combination defence (e.g., box and one, 2-1-2)
- Explain the concept of players' serving position numbers on the volleyball court.

◆ **Observation: Analyzing Game Strategies (Basketball Defence)**

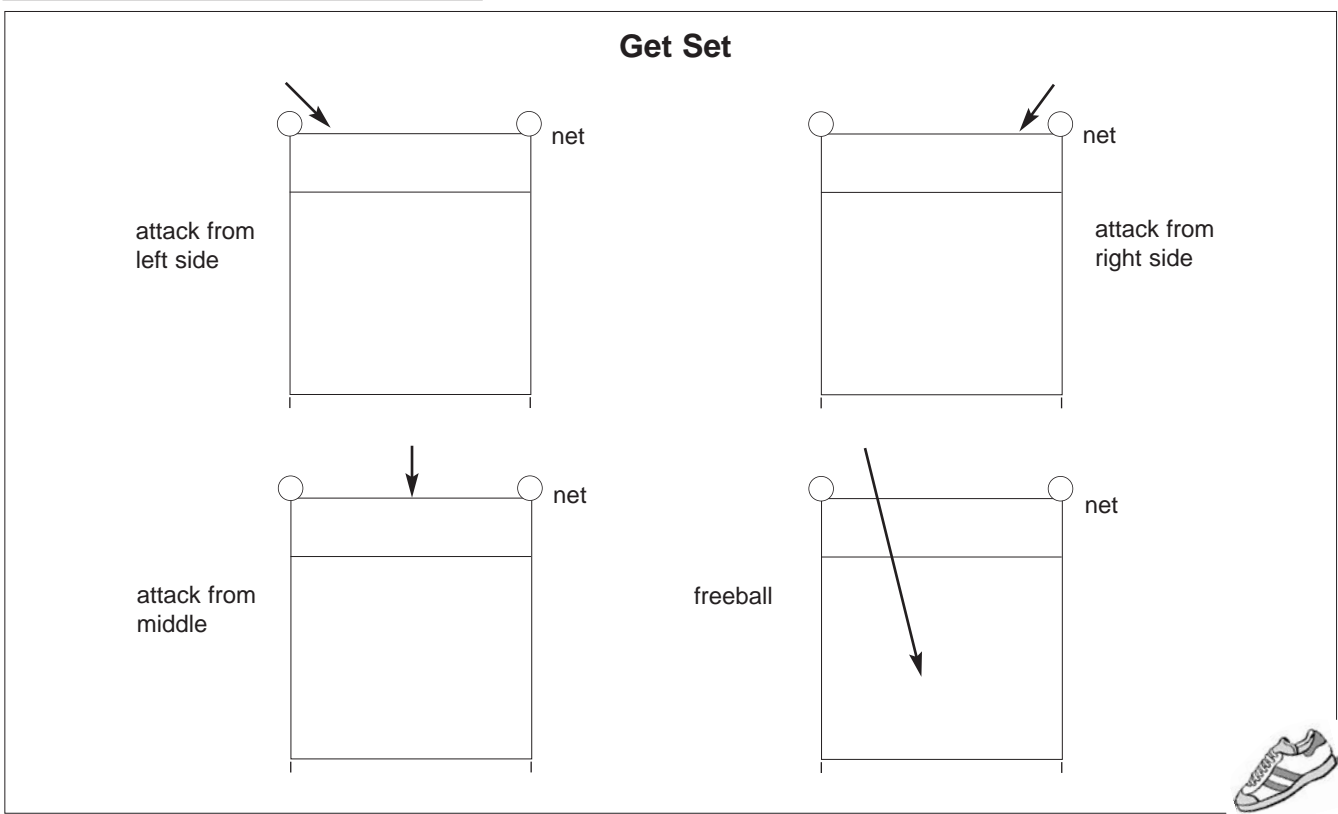
Teacher Assessment: Checklist

Observe the half-court basketball games to identify whether or not students are able to apply movement concepts (e.g., moving in relation to others, covering the space/court area effectively, responding to change of pace).

◆ **Questioning/Interview: Analyzing Game Strategies (Basketball Defence)**

Peer Assessment: Inventory

Each team analyzes its success in switching from person-to-person defence to zone defence, and assesses which defence worked best for them and why. Was it equally easy to stay between the opponent they were defending and the basket in both types of defence? Teams share their analyses with the class.



PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<i>Students will...</i>	
<p><input type="checkbox"/> K.1.S1.C.1 Demonstrate an understanding of the rules (e.g., lost serve for serving faults in volleyball...) and etiquette (e.g., no noise during a foul shot in basketball or while a golfer is teeing off, shaking hands...) associated with selected sports and games.</p>	<p>◆ Review of Rules and Etiquette</p> <p>Post a list of all the sports and games the class has participated in or will participate in during their current school term/year.</p> <p>Arrange students in groups of two or three and have each group</p> <ul style="list-style-type: none">• select a sport or game from the posted list (ensuring that all activities are selected)• research the rules and etiquette for the chosen sport or game• present the findings to the class• prepare six activity-related questions at the end of each presentation (to be used for future assessment) <p>Sample Questions: Badminton</p> <p>True or False</p> <ol style="list-style-type: none">___ 1. A point may be scored only when serving.___ 2. A player may not touch the net with the racquet or any part of his or her body while the shuttle is in play.___ 3. A shuttle that lands on the line is “good.”___ 4. Before service is made, the serving team calls out the score.___ 5. If a server, in attempting to serve, misses the shuttle entirely, the serve is lost.___ 6. A server may not take a step when serving.

**TEACHER NOTES****Review**

- Review the importance of fair play and etiquette (e.g., shaking hands with opponents after a game).

Resource**Resource Master**

- RM G–2: Active Learning Strategies

**SUGGESTIONS FOR ASSESSMENT****◆ Questioning/Interview: Review of Rules and Etiquette**

Teacher/Peer Assessment: Inventory

Create a questionnaire using the questions that students provide at the end of each presentation. Have students answer the questions using active learning strategies (e.g., People Search, Rotating Reel). Post an answer key.



Refer to RM G–2: Active Learning Strategies.

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION			
<p><i>Students will...</i></p>				
<p><input type="checkbox"/> K.1.S1.C.2 Apply the terminology associated with the skills and rules for selected team activities/sports (e.g., in-turn/out-turn in curling, travelling/double dribble in basketball...).</p>	<p>◆ Term Connection</p> <p>Arrange students in small groups and assign each group a team activity or sport. Groups list the terminology associated with the assigned activity or sport and explain the terms to the class, using demonstrations if appropriate. (See Sport Terminology list below as an example.) Each group selects four terms from their team activity or sport for a match-up quiz.</p>			
<div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p>Curricular Connections PE/HE: K.1.S2.C.1</p> </div>	<div style="border: 1px solid black; padding: 10px;"> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%; vertical-align: top;"> <p>Basketball</p> <ul style="list-style-type: none"> • backdoor • blocking out/boxing out • charging • cut • denial defence • dribble • drive • fake/feint • forward • free throw • give and go • guard • held ball • inside player (centre, post, pivot) • outlet pass • personal foul • pick • pivot • posting up • rebound • screen • switching • technical foul • throw-in • travelling • violation <p>Field Hockey</p> <ul style="list-style-type: none"> • bully • dodge • dribble • drive • fielding • flick • free hit • obstruction • offside • penalty corner • penalty stroke </td> <td style="width: 33%; vertical-align: top;"> <p>Sport Terminology</p> <ul style="list-style-type: none"> • push pass • push-in • scoop • stick side • sticks • striking circle <p>Football (Touch/Flag)</p> <ul style="list-style-type: none"> • block • bootleg play • clipping • fair catch • handoff • lateral pass • line of scrimmage • offside • screen pass • shotgun formation • shovel pass <p>Soccer</p> <ul style="list-style-type: none"> • chip • clear • corner kick • cross • dribble • drop ball • goal area • heading • kickoff • obstruction • penalty area • penalty kick • throw-in <p>Softball</p> <ul style="list-style-type: none"> • batting average • cleanup hitter/designated hitter • count • double play • error • forceout </td> <td style="width: 33%; vertical-align: top;"> <ul style="list-style-type: none"> • grand slam • hit • infield fly • on-deck circle • overthrow • put-out • sacrifice bunt • sacrifice fly • switch hitter • wild pitch <p>Team Handball</p> <ul style="list-style-type: none"> • corner throw • free-throw line • goal area • goal line • goalkeeper • penalty throw • throw-in <p>Ultimate</p> <ul style="list-style-type: none"> • pull • sidarm • skip • throw-in <p>Volleyball</p> <ul style="list-style-type: none"> • block • bump pass/forearm pass • carried ball • dig pass • down ball • free ball • kill • libero • overhand pass • rotation • serve • set • setter • spike </td> </tr> </table> </div>	<p>Basketball</p> <ul style="list-style-type: none"> • backdoor • blocking out/boxing out • charging • cut • denial defence • dribble • drive • fake/feint • forward • free throw • give and go • guard • held ball • inside player (centre, post, pivot) • outlet pass • personal foul • pick • pivot • posting up • rebound • screen • switching • technical foul • throw-in • travelling • violation <p>Field Hockey</p> <ul style="list-style-type: none"> • bully • dodge • dribble • drive • fielding • flick • free hit • obstruction • offside • penalty corner • penalty stroke 	<p>Sport Terminology</p> <ul style="list-style-type: none"> • push pass • push-in • scoop • stick side • sticks • striking circle <p>Football (Touch/Flag)</p> <ul style="list-style-type: none"> • block • bootleg play • clipping • fair catch • handoff • lateral pass • line of scrimmage • offside • screen pass • shotgun formation • shovel pass <p>Soccer</p> <ul style="list-style-type: none"> • chip • clear • corner kick • cross • dribble • drop ball • goal area • heading • kickoff • obstruction • penalty area • penalty kick • throw-in <p>Softball</p> <ul style="list-style-type: none"> • batting average • cleanup hitter/designated hitter • count • double play • error • forceout 	<ul style="list-style-type: none"> • grand slam • hit • infield fly • on-deck circle • overthrow • put-out • sacrifice bunt • sacrifice fly • switch hitter • wild pitch <p>Team Handball</p> <ul style="list-style-type: none"> • corner throw • free-throw line • goal area • goal line • goalkeeper • penalty throw • throw-in <p>Ultimate</p> <ul style="list-style-type: none"> • pull • sidarm • skip • throw-in <p>Volleyball</p> <ul style="list-style-type: none"> • block • bump pass/forearm pass • carried ball • dig pass • down ball • free ball • kill • libero • overhand pass • rotation • serve • set • setter • spike
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	<p><i>(continued)</i></p>			



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

Resource

Resource Master

- RM G–2: Active Learning Strategies



◆ **Paper and Pencil Task: Term Connection**

Peer/Teacher Assessment: Inventory

Students complete a match-up quiz such as the following.

Term Connection Match-Up		
Team Activity/Sport	#	Terminology
Basketball		1. in-turn 2. dribble 3. double dribble
Curling		4. house 5. ace
Field Hockey		6. double play 7. throw-in
Football		8. out-turn 9. travelling 10. take-out
Soccer		11. draw 12. block
Softball		13. spike 14. huddle 15. bully
Team Handball		16. pick 17. screen
Ultimate		18. jump shot 19. pull
Volleyball		20. infield fly 21. switch hitter 22. flick

Note: Terms can be used more than once.

Term Connection Match-Up (Answer Key)	
Team Activity/Sport	#
Basketball	2, 3, 9, 16, 17, 18
Curling	1, 4, 8, 10, 11
Field Hockey	2, 15, 22
Football	12, 14, 17
Soccer	2, 7
Softball	6, 20, 21
Team Handball	3, 7, 9, 16, 17
Ultimate	19
Volleyball	5, 12, 13

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION																
<p><i>Students will...</i></p>																	
<p><input type="checkbox"/> K.1.S1.C.2 (continued)</p>	<p>(continued)</p> <p>◆ Catch the Clue</p> <p>Arrange students in groups of three or four. Provide each group with an index card and have students record six statements or clues applicable to a team activity or sport of their choice. Groups read their clues to the class, pausing after each clue, and the class tries to identify the team activity or sport with as few clues as possible.</p> <table border="1" data-bbox="659 646 1398 1033"> <thead> <tr> <th colspan="2">Examples of Index Card: Curling</th> </tr> <tr> <th>Clue Statements</th> <th>Point Values</th> </tr> </thead> <tbody> <tr> <td>• played on ice</td> <td>30 points</td> </tr> <tr> <td>• four players to a team</td> <td>25 points</td> </tr> <tr> <td>• can often hear, "Hurry, hard!"</td> <td>20 points</td> </tr> <tr> <td>• wrist action: in-turn and out-turn</td> <td>15 points</td> </tr> <tr> <td>• has a "house" that you can sweep in</td> <td>10 points</td> </tr> <tr> <td>• rocks are made of granite</td> <td>5 points</td> </tr> </tbody> </table> <p>◆ Terminology Run</p> <p>Split the class into two groups of equal size. Post the names of various sports (e.g., volleyball, basketball, tennis, soccer, rugby, golf) on the gym walls. Prepare two packages of index cards, each package consisting of the same number of cards but having different colours. Print a different sport term on each card.</p> <p>Provide each group with a package of index cards. When the teacher says "Go!" one person in each group turns over the first card and reads the term to another group member, who runs and finds the appropriate team activity or sport on the gym wall and places the card there. As soon as the first runner has returned, the next card is turned over and the process continues (similar to a Scavenger Hunt). Groups are challenged to identify all their cards in the correct categories within a certain time limit.</p> <div data-bbox="659 1612 757 1726" style="display: inline-block; vertical-align: middle;"> </div> <p style="display: inline-block; vertical-align: middle; margin-left: 10px;">Refer to the Scavenger Hunt strategy in RM G–2: Active Learning Strategies.</p>	Examples of Index Card: Curling		Clue Statements	Point Values	• played on ice	30 points	• four players to a team	25 points	• can often hear, "Hurry, hard!"	20 points	• wrist action: in-turn and out-turn	15 points	• has a "house" that you can sweep in	10 points	• rocks are made of granite	5 points
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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. At the bottom right corner of this box, there is a small illustration of a white athletic shoe with three dark stripes on the side.

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<i>Students will...</i>	
<p><input type="checkbox"/> K.1.S1.C.3 Describe the basic strategies employed in specific games and sports, including individual and team activities (e.g., pacing in running, varying placement of service...).</p>	<p>◆ Court Coverage</p> <p>As students are playing a net or wall game, have them determine</p> <ul style="list-style-type: none">• the areas on the court that are most difficult to cover during service reception• the areas on the court that are most difficult to cover during a rally <p>Volleyball Example:</p> <p>On a volleyball court, place mats marking the position each opponent would occupy during service reception. Have students practise serving to the open spaces.</p> <p>Discuss with students the importance of</p> <ul style="list-style-type: none">• looking for open spaces on the court (e.g., the best place to serve to)• determining the relationship among players on the opposing team (e.g., position of setter in relation to best hitter) <p>Badminton Example:</p> <p>Arrange students in groups of four, two assuming the position of players and two assuming the position of coaches. The two players participate in a singles half-court game, while their coaches assess the strategies used. Students reverse roles. The coaches use a rating scale to assess the players, and discuss how other strategies might be adopted to improve the game.</p> <p>◆ Pacing Relay</p> <p>Arrange students in running teams of four or five and assign each team member a number. Student A leads his or her team in running single file for one lap of the track. At the end of the lap, student A goes to the end of the line, and student B leads the team for the next lap, and so on, until each member has had a chance to lead. Leaders set the pace, and all other team members stay in their position behind the leader.</p>



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

Tips

- Monitor pace by using heart-rate monitors, timing distance, and self-knowledge (previous experience).
- In a race, slowing down or speeding up the pace is a strategic way to control the race to a team’s best advantage.

Resource

Publication

- Doolittle, Sarah, and Tom Fay. *Authentic Assessment of Physical Activity for High School Students*. Reston, VA: National Association for Sport and Physical Education Publications, 2002.



◆ **Performance/Observation: Court Coverage—Badminton Example**

Peer Assessment: Rating Scale

Student coaches use the following rating scale to assess their partners’ strategy in the selected sport.

Badminton Court Coverage Rating Scale				
Rate the player’s use of the following strategies in a given game or sport.	Rating Scale:			
	4 – Consistently 3 – Often 2 – Occasionally 1 – Rarely			
The player	Rating			
	4	3	2	1
• hits to the open space in the opponent’s court				
• moves back to home-base position after executing a stroke				
• pushes the opponent back into the court by sending the shuttle deep				
• varies strokes effectively				
• varies the placement of serves and hits so that the opponent doesn’t know what to expect				

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<i>Students will...</i>	
<p><input type="checkbox"/> K.1.S1.C.4 Identify the impact on youth of unethical issues (e.g., use of performance-enhancing substances, involvement of gambling in sports, female/male-only sports teams...) in sport as represented in the media</p>	<p>◆ Ethics in Sport</p> <p>Students research the news media (e.g., television, newspapers, magazines) for stories related to ethics in sport (e.g., use of performance-enhancing substances, involvement in gambling). They share with the class examples of how the news media deal with various ethical issues related to sport. Encourage class discussion.</p>

**TEACHER NOTES****SUGGESTIONS FOR ASSESSMENT****Tip**

- Address this learning outcome when addressing substance use and abuse related to learning outcomes in GLO 5.

Resources**Publication**

- Manitoba Addictions Awareness Week (MAAW) Committee. *Drugs and Sport*. Winnipeg, MB: MAAW Committee, published annually.

Organizations

- Canadian Centre for Ethics in Sport
- Olympic Movement
- Sport Medicine Council of Manitoba

**◆ Journal/Reflection: All Activities**

Teacher Assessment: Anecdotal Notes

Students formulate questions in their journals related to ethics in sport and how these issues affect today's youth.

Examples:

1. Why do the news media give extensive coverage for athletes who have been found using (or are rumoured to have been found using) performance-enhancing drugs?
2. Do the news media blow issues out of proportion to sell newspapers?

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<i>Students will...</i>	
<p><input type="checkbox"/> S.1.S1.A.1 Select and refine transport skills, applying mechanical principles (i.e., force, motion, balance) related to activity-specific physical activity skills.</p>	<p>◆ Refining Transport Skills</p> <p>Students participate in various physical activities to refine their transport skills, applying biomechanical principles.</p> <p>Lacrosse Example:</p> <p>To refine the transport skills of moving an object toward the goal while avoiding the defence of the opposing team, students perform the following task in pairs:</p> <ul style="list-style-type: none">• One student moves through a series of pylons (which represent opposition defenders) while protecting a lacrosse stick and a ball from the opposition. After passing the last pylon, the student shoots at the goal.• The other student assesses the partner’s performance, using a rating scale. <p>Students switch roles after the task has been performed five times.</p> <p>Softball Example:</p> <p>To practise the transport skill of running backwards and sideways, students form groups of three (each with a tosser, a catcher, and an assessor), and perform the following task:</p> <ul style="list-style-type: none">• The tosser tosses the ball to the catcher.• The catcher reacts to the toss by moving toward the ball, catching it, and throwing it back to the tosser.• The assessor assesses the catcher moving to the ball, using a frequency index. <p>Students rotate positions after they have completed the task five times.</p> <p>Variation: Students practise the same task but use a baseball and roll it along the ground (grounders).</p>



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

Glossary

- balance
- force
- Newton’s laws of motion

Tips

- Ensure that students understand the importance of various biomechanical principles related to the selected skills (particularly those involving weight transfer, rotation, and centre of gravity).
- Use other sequences that stress transport skills.


Examples:

- Badminton: move from serve position to ready position, play shuttlecock, and return to ready position
- Shot put: glide-step, step-and-throw

Resource

Publication

- Manitoba Physical Education Teachers Association (MPETA), *et al.* *Safety Guidelines for Physical Activity in Manitoba Schools*. Winnipeg, MB: MPETA, 2000.

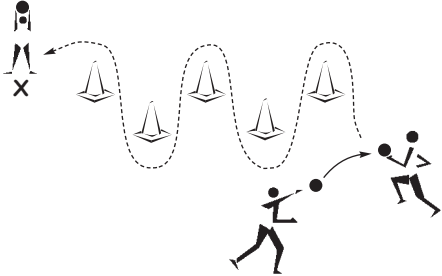
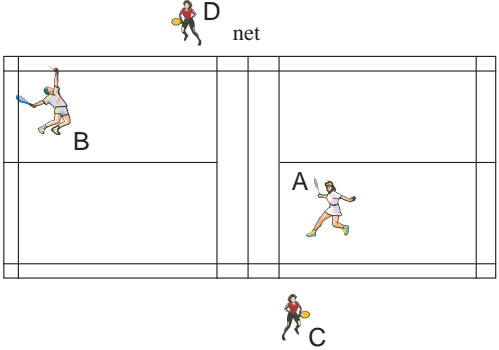


◆ **Performance Task: Refining Transport Skills**

Peer Assessment: Rating Scale


Partners assess each other’s ability to select and refine a skill using a rating scale.

Lacrosse Rating Scale				
Rate the player's ability to select and refine a transport skill.	Rating Scale:			
	4 – Consistently			
	3 – Usually			
	2 – Sometimes			
	1 – Rarely			
The player	Rating			
	4	3	2	1
• effectively transfers weight from side to side while zigzagging through pylons				
• protects the ball from defence by effectively changing stick from hand to hand				
• has strong body control when shooting at the goal				

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p><i>Students will...</i></p> <p><input type="checkbox"/> S.1.S1.A.2 Select and refine manipulation skills (e.g., serve, forehand stroke, dribble, receiving a pass...), applying mechanical principles (i.e., force, motion, balance) related to activity-specific physical activity skills.</p>	<p>◆ Refining Manipulation Skills</p> <p>Students participate in different physical activities to refine their manipulation skills, applying biomechanical principles.</p> <p>Basketball Example:</p> <p>Arrange students in pairs to perform the following task:</p> <ul style="list-style-type: none"> • One player tosses the ball to the partner. • The partner receives the pass, dribbles around cones, and stops at X to perform a jump shot. • The tosser assesses the partner, using a checklist. <p>After performing the task five times, the partners reverse roles.</p>  <p>Badminton Example:</p> <p>Arrange students in groups of four and set them up on a badminton court (as shown in the diagram below), with two players (A and B) and two assessors (C and D) performing the following tasks:</p> <ul style="list-style-type: none"> • Player A serves to Player B. • Player B receives the serves and then performs overhead clears back toward Player A. • Assessor C assesses Player A. • Assessor D assesses Player B. <p>Players continue doing overhead clears for a maximum of five rallies. They then reverse roles and repeat the task. The sequence is repeated three or four times.</p> 



TEACHER NOTES



SUGGESTIONS FOR ASSESSMENT

◆ **Performance Task: Refining Manipulation Skills**

Peer Assessment: Checklist/Rating Scale

Basketball Example:

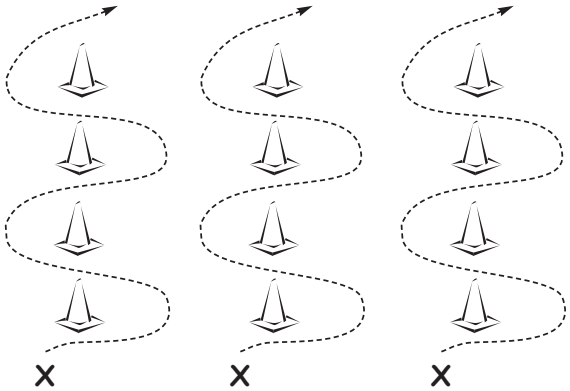
Working in pairs, students take turns assessing each other’s ability to select and refine specific manipulation skills, using a checklist.

Basketball Checklist					
Skill	Trial				
	1	2	3	4	5
The player					
<ul style="list-style-type: none"> moves into ready position to receive ball and prepares to play the ball 					
<ul style="list-style-type: none"> effectively dribbles ball while transferring weight from side to side around the pylons 					
<ul style="list-style-type: none"> uses sequential body-part movement to build force for the jump shot 					
<ul style="list-style-type: none"> has strong body control when jumping 					

Badminton Example:

Working in groups of four, students take turns assessing each other’s ability to select and refine specific manipulation skills, using a rating scale.

Badminton Rating Scale			
Criteria	3 Always	2 Sometimes	1 Rarely
Server			
<ul style="list-style-type: none"> keeps racquet head below waist on contact 			
<ul style="list-style-type: none"> releases shuttle before contact with racquet 			
<ul style="list-style-type: none"> transfers weight from rear foot to front foot on contact 			
Receiver			
<ul style="list-style-type: none"> is in ready position to receive shuttle and prepares to play 			
Player Performing Overhead Clear			
<ul style="list-style-type: none"> moves into “backscratch” position with racquet 			
<ul style="list-style-type: none"> focuses eyes on shuttle 			
<ul style="list-style-type: none"> points non-racquet arm up toward shuttle for balance 			
<ul style="list-style-type: none"> transfers weight from rear foot to front foot on contact 			
<ul style="list-style-type: none"> executes follow-through correctly 			
<ul style="list-style-type: none"> moves back to ready position immediately 			

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p><i>Students will...</i></p>	
<p><input type="checkbox"/> S.1.S1.A.3 Select and refine balance abilities (i.e., static, dynamic), applying mechanical principles (i.e., force, motion, balance), using a variety of equipment (e.g., skates, skis, boards, stilts, pogo sticks...) related to activity-specific physical activity skills.</p>	<p>◆ Balancing Acts</p> <p>Students refine static and dynamic balance abilities using different objects (e.g., stilts, balance boards).</p> <p>Walking on Stilts Example:</p> <p>Students practise walking on stilts with a spotter at the side for assistance. To help ensure success, students</p> <ul style="list-style-type: none"> • wrap arms through and around stilts and grip them properly from behind • place balls of feet (not toes or heels) on the platforms • maintain centre of gravity • keep stilts close to sides of body • move one side of body as a unit, and then the other
<p>Curricular Connections PE/HE: S.1.S2.A.3</p>	
	<p>◆ Dynamic Balance on Skates</p> <p>Set up an obstacle course using pylons. As a way of refining dynamic balance (and speed), students skate (using ice skates or in-line skates) around the pylons either individually or in groups (relay-style) as a timed task.</p>  <p>Variation: Use snowshoes, cross-country skis, or scooter boards.</p>



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

Glossary

- balance (static and dynamic)
- force
- Newton's laws of motion

Resource**Publication**

- Manitoba Physical Education Teachers Association (MPETA), *et al.* *Safety Guidelines for Physical Activity in Manitoba Schools*. Winnipeg, MB: MPETA, 2000. (See page 46, in-line skating; page 67, ice skating; page 65, scooter boarding.)

◆ **Performance Task: Balancing Acts**

Peer Assessment: Scoring Rubric

Walking on Stilts Example:

Position five cones one metre apart from each other in a straight line and have students walk through the course on stilts. The more cones students reach, the more points they accumulate (e.g., a student who reaches three cones earns three points).

Once students can walk forward on stilts to cone five, they add the skill of walking backward on the stilts.

◆ **Dynamic Balance on Skates**

Self-Assessment: Checklist

After completing the skating task, students assess their performance using the following checklist.

Balance on Skates Checklist			
Skill	Yes	No	Comment
In the skating task, I			
• maintained balance (no falls)			
• lowered my centre of gravity around pylons			
• provided push-off force to gain speed throughout the course			
• used my arms for balance			
• completed turns with minimal excess space between myself and pylons			

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p><i>Students will...</i></p> <p><input type="checkbox"/> S.1.S1.B.1 Apply and adapt activity-specific movement skills (e.g., serving...) in physical activities, including individual/dual games/sports (e.g., badminton, tennis...).</p>	<p>◆ Hitting a Stable Target</p> <p>Badminton Example:</p> <p>To promote success for all students, challenge students to set up badminton serving target areas and practise serving. For example, divide the court into four large quadrants, then reduce the target area by placing four mats in the quadrants, then use four large hoops, four smaller hoops, four containers, and so on. The hoops will serve as targets. (See hoop diagram below.)</p> <div data-bbox="705 640 1347 970" data-label="Diagram"> </div> <p>Arrange students in groups of three (one server, one retriever, one observer). Give each group 12 shuttlecocks. The server executes two short or two high, deep serves toward the hoops (one serve toward each hoop). Students switch roles and continue until each group has had a chance to make 12 serves.</p> <p>Variation: For tennis, serve toward cones or mats.</p> <p>◆ Hitting a Moving Target</p> <p>Fencing Example:</p> <p>Suspend a beanbag by a piece of rope from a door frame or basketball hoop so that it is about chest high. Arrange students in pairs and have them lunge five times from a ready position at the moving beanbag. Students take turns as fencer and observer.</p> <p>Variation: Change the size of the target to challenge different skill levels.</p>



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

Resources**Publication**

- Manitoba Physical Education Teachers Association (MPETA), *et al. Safety Guidelines for Physical Activity in Manitoba Schools*. Winnipeg, MB: MPETA, 2000. (See page 28, fencing.)

Organization

- Sport Manitoba—Manitoba Fencing Association

◆ **Performance Task: Hitting a Stable Target**

Teacher/Peer Assessment: Checklist/Frequency Index

Badminton Example:

The teacher or peers assess the badminton serves using the following criteria checklist.

Badminton: Serving Checklist**Ready Position for Service**

- correct grip on racquet
- proper stance
- weight on back foot
- racquet head back, wrist cocked
- correct court position

Serve

- weight transfer to front foot
- racquet moves forward
- contact point (sweet spot) correct
- appropriate arm action (long versus short)
- complete follow-through

Total number that hit targets: ____ /12

◆ **Performance Task: Hitting a Moving Target**

Teacher/Peer Assessment: Checklist/Frequency Index

Fencing Example:

Use the following criteria checklist to assess fencing task.

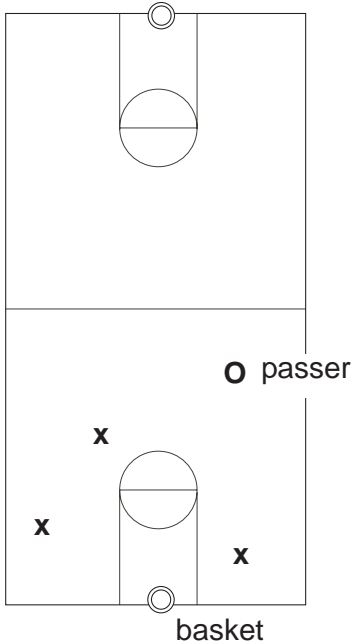
Fencing: Lunging Checklist**Ready Position: En guard**

- correct grip on foil
- mask on
- proper stance
- weight distributed equally, knees bent
- elbow (of hand with foil) bent, slightly lower than shoulder height
- tip of foil pointed straight ahead
- head forward, looking at target
- back hand/arm held up (comfortable position)

Lunge

- hand with foil extended
- 90° bend in knee
- pushed back with back leg, back leg straightened
- back hand extended down toward back leg
- body stretched forward

Total number that hit moving targets: ____ /5

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p><i>Students will...</i></p>	
<p><input type="checkbox"/> S.1.S1.B.2 Apply and adapt activity-specific movement skills (e.g., sending a pass, receiving a pass...) in physical activities, including group/team-type activities (e.g., ultimate, rugby, touch football, team handball...).</p>	<p>◆ Sending and Receiving a Pass</p> <p>Football Example:</p> <p>Arrange students in groups of four, each comprising two pairs, and have them practise sending and receiving passes.</p> <ul style="list-style-type: none"> • Pair A: One student practises passing (quarterback), while the other receives (receiver). • Pair B: Both students assess Pair A, using a checklist. <p>Pairs switch roles and rotate until all students have had a turn at each role. Adjust distances and types of throws and discuss ways to adapt the game to promote success.</p> <p>◆ Give-and-Go Movement Pattern</p> <p>Team Handball Example:</p> <p>Arrange students in pairs and have them practise the give-and-go pattern. One student at mid-court passes to his or her partner, moves to goal area, receives pass back, takes three steps, and shoots. Students switch roles. (Other examples of games using this pattern: basketball, ringette, ultimate.)</p> <p>◆ Receive, Dribble, Stop, Shoot</p> <p>Basketball Example:</p> <p>Each student in the class performs jump shots from designated spots on the basketball court. Spots can be moved to help students achieve success (further out or closer).</p> 









TEACHER NOTES


SUGGESTIONS FOR ASSESSMENT

Review

- Review passing routines in football.

Passing Routes in Football

-  down and out
-  down and in
-  corner
-  post
-  fly
-  hook
-  hook and go
-  down, out, and up



◆ Performance Task: Sending and Receiving a Pass

Peer Assessment: Checklist

Football Example:

One assessor completes a checklist on the performance of the quarterback, and the other assessor completes a checklist on the performance of the receiver.

Checklist for Sending and Receiving a Football Pass			
Criteria	Yes	No	Comment
Sending a Pass			
• grip on football: fingers placed on laces			
• torso facing target (stance)			
• even distribution of weight on balls of feet			
• arm/elbow/finger/wrist action: — arm up — elbow pointed forward — fingers pointed forward — snap wrist			
• weight transfer from rear foot to front foot			
• focus on target			
Receiving a Pass			
• movement toward the ball (ready to move)			
• ball tracked			
• eyes focused on ball			
• chest area (target): — hands open — thumbs pointing downward and toward each other			
• below chest area: — hands open — thumbs pointing upward and toward each other			
• pass absorbed in, toward the body (soft hands)			

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<i>Students will...</i>	
<p><input type="checkbox"/> S.1.S1.B.3 Perform various officiating duties (e.g., refereeing, scorekeeping, timekeeping, making line calls for “out of bounds”...) related to a particular physical activity/sport, including the use of hand signals where applicable (e.g., signals for side out, foot fault, net ball in volleyball...).</p>	<p>◆ Identifying Officiating Duties</p> <p>Students develop job responsibility lists for officials of various physical activities selected from the school’s core curriculum or from intramural or interscholastic sports programs.</p> <p>A basketball referee, for example, would be responsible to</p> <ul style="list-style-type: none">• follow play up and down the floor/court• whistle for all play stoppages• blow whistle with authority• use clear hand signals
<p>Curricular Connections PE/HE: K.1.S1.C.1 K.1.S2.C.1</p>	<p>As a class, create a master file for the officiating duties of various sports and physical activities.</p>
	<p>◆ Practising Officiating Duties</p> <p>Set up a class tournament that includes a responsibility rotation so that each student experiences the opportunity to play and to officiate. Students review the file for their specific sport.</p>



TEACHER NOTES

Tips

- Offer instruction in the use of the school's scoreboard/clock system and the official scoresheets used in volleyball, basketball, and team handball.
- Once students are proficient and confident in the class tournaments, encourage them to officiate at intramural or interscholastic games.

Resource

Organization

- Sport Manitoba
Contact provincial sports organizations within Sport Manitoba for rulebooks, officiating duties, and training clinics.

Volleyball Officiating Responsibilities



Referee

- Check net and court surface.
- Call captains and conduct coin toss.
- Supervise team warm-up.
- Indicate the end of team warm-up.
- Direct all other officials to take their positions.
- Direct teams to line up on baseline for first set.
- Direct teams to enter court area.
- Give the signal for the service that begins the rally.
- Signal fault(s).
- Issue warnings to teams.
- Check and sign scoresheet at the end of the match.



SUGGESTIONS FOR ASSESSMENT

◆ Paper and Pencil Task: Officiating Duties

Teacher/Self-Assessment: Checklist

Use a job responsibility checklist to assess student performance in officiating roles. For an example of an assessment checklist, refer to Volleyball Officiating Responsibilities in the Teacher Notes.

TEACHER NOTES (continued)

Umpire

- Ensure that team rosters, lineups, and libero number are submitted to scorekeeper.
- Check rotational order of both teams.
- Roll ball to the first server.
- Indicate to referee that he or she and the scorekeeper are ready to start the match.
- Supervise players on the team bench.
- Report misconduct to the referee.
- Supervise players in warm-up areas.
- Authorize interruptions (time outs, player substitutions), control their duration, and reject improper requests.
- Supervise players in penalty areas and report misconduct to the referee.
- Watch for and signal
 - penetration underneath the net into opponent's court
 - positional faults of receiving team
 - net faults
 - antenna faults
 - positioning during rally, on defending side
- Ensure that final scoresheet indicates
 - correct final score
 - correct time outs
 - correct player substitutions
 - any sanctions

Lines Person

- Use flag to signal the nature of the fault called and maintain the signal for a moment.
- Signal ball in and out whenever the ball lands near line.
- Signal ball touching or passing outside antenna.
- Signal when any player (except the server) steps outside playing court at the moment of service hit.
- Signal foot-faults of the server.
- Maintain stable, upright stance when not signalling.



PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<i>Students will...</i>	
<p><input type="checkbox"/> S.1.S1.C.1 Apply and adapt selected activity-specific skills (e.g., gripping, hanging, carrying...) required in alternative pursuits (e.g., wall climbing, backpacking...) indigenous to the selected geographic area.</p>	
<p>Curricular Connections PE/HE: K.3.S1.A.3 K.3.S2.A.5</p>	
	<p>◆ Outward Bound</p> <p>Students participate in a land- or water-based alternative pursuit activity near or away from the school.</p> <p>Examples:</p> <ul style="list-style-type: none">• orienteering at a local park• hiking or backpacking• canoeing• cycling• cross-country skiing <p>Involve students in planning the outing, developing a risk-management plan, and identifying ways to accommodate the varying abilities of participants.</p> <p>◆ Games Day</p> <p>Have students research the games and activities of an Aboriginal community from a specific area/region in Manitoba and incorporate them in a games/fun day planned by students.</p>

**TEACHER NOTES****SUGGESTIONS FOR ASSESSMENT****Alert**

- Check school/division policy regarding choice of alternative pursuit activities.

Tips

- Describe different types of terrain that students may encounter on selected outings:
 - hills
 - sand
 - water
 - rocky ground
 - flat ground
 - wooded areas
- Discuss backpacks:
 - fit and size
 - how to wear
 - how to pack
 - what to pack

Resources***Publications***

- Hanna, Mike, and Glenda Hanna. *YouthSafe Outdoors Manitoba*. Edmonton, AB: Quest, 2004.
- Manitoba Physical Education Teachers Association (MPETA), *et al.* *Safety Guidelines for Physical Activity in Manitoba Schools*. Winnipeg, MB: MPETA, 2000.
- The Winnipeg School Division. *North American Indigenous Games: Teacher's Resource 2002*. Winnipeg, MB: The Winnipeg School Division, 2001.

**◆ Journal/Reflection: Outward Bound**

Self-Assessment: Inventory

After completing the alternative pursuit activity, students reflect in their journals on what activity-specific skills were needed to achieve success.

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p><i>Students will...</i></p>	
<p>☐ S.1.S1.D.1 Demonstrate the ability to lead and/or follow while performing movement sequences, using complex rhythmic steps and patterns representing different cultural backgrounds and/or styles (e.g., traditional dance, jig, modern dance...) in a variety of rhythmic activities (e.g., exercise to music, jazz gymnastics, folk dances...).</p>	<p>◆ Dance Presentation</p> <p>Arrange students in groups of three or four and have each group select a culture (e.g., Aboriginal, Greek, Italian, Mexican). Each group identifies a dance that is common in the selected culture and teaches the dance to the class.</p> <p>In presenting the selected dance, students</p> <ul style="list-style-type: none"> • identify the name of the dance • identify its cultural origin (country) • explain and show the primary dance steps • explain and demonstrate the dance formations, including <ul style="list-style-type: none"> — the starting position — changes of formation — the ending position • keep tempo of music <p>Groups may invite an expert to assist in the instruction.</p> <p>◆ Rhythmic Workout</p> <p>Students follow and participate in a teacher- or student-led rhythmic exercise workout. Alternatively, use a videotaped exercise routine.</p> <p>◆ Aboriginal Dance</p> <p>Powwows are a time of gathering with family and friends to celebrate with song, dance, and food. Invite powwow dancers to introduce Aboriginal dances, explain different dance categories and their significance, demonstrate dance movements, and talk about the traditional outfits used for dances. Videos on different styles and steps could be shared and viewed.</p> <p>Examples of Dances:</p> <ul style="list-style-type: none"> • Men’s Traditional Dance • Men’s Grass Dance • Men’s Fancy Dance • Women’s Traditional Dance • Women’s Jingle Dance • Women’s Fancy Shawl Dance • Hoop Dance • Friendship Dance



TEACHER NOTES

Tips

- Obtain information about games and dances from resource kits and from sporting events (e.g., Pan American Games, Olympic Games).
- When viewing videos, ensure compliance with applicable performance rights.

Aboriginal Link

For information about and pictures of different Aboriginal dances, refer to the following resources (see Aboriginal Websites in Bibliography):

- Gathering of Nations
- Métis Culture and Heritage Resource Centre
- PowWow.com

Resources

Publications

- Lane, Christy. *Multicultural Folk Dance Treasure Chest*. Kit. Windsor, ON: Human Kinetics Publishers, 1998.
- Manitoba Education and Youth. *Integrating Aboriginal Perspectives into Curricula: A Resource for Curriculum Developers, Teachers, and Administrators*. Winnipeg, MB: Manitoba Education and Youth, 2003. (See Powwows, page 11.)
- Pan American Games Physical Activity/Physical Education Committee. *1999 Pan American Games: Resource Kit for Physical Education Teachers*. Winnipeg, MB: Pan American Games Society (Wpg. 1999) Inc., 1998.



SUGGESTIONS FOR ASSESSMENT

◆ Performance Task: Dance Presentation

Teacher Assessment: Checklist

As students present their selected dance, use the following checklist to determine whether they demonstrate the ability to lead the activity.

Dance Presentation Checklist

Students

- identify the name of the dance
- identify its cultural origin (country)
- explain and show the primary dance steps
- explain and demonstrate the dance formations, including
 - the starting position
 - formation changes
 - the ending position
- keep tempo of music

◆ Observation: Rhythmic Workout

Teacher Assessment: Inventory

As students participate in the rhythmic exercise routine, determine whether they are able to

- follow along
- perform the steps and patterns



Movement Outcomes: Senior 1



Knowledge

Skills

- K.1.S1.A.1 Identify similarities and/or differences between characteristics of basic movement skills (e.g., striking...) as applied to different physical activities (e.g., wrist action in the tennis forehand stroke as compared to a badminton underhand clear...).**
- K.1.S1.B.1 Describe how movement skill patterns transfer from one activity to another (e.g., overhand throw and tennis serve...).**
- K.1.S1.B.2 Describe biomechanical principles (i.e., force, motion) related to projectiles and flight as applied in selected physical activity performance (e.g., 20° take-off angle in running long jump, 40° release angle for shot put...).**
- K.1.S1.B.3 Analyze movement concepts related to game strategies in team activities (e.g., space awareness and relationships as applied to person-to-person defence or zone defence...).**
- K.1.S1.C.1 Demonstrate an understanding of the rules (e.g., lost serve for serving faults in volleyball...) and etiquette (e.g., no noise during a foul shot in basketball or while a golfer is teeing off, shaking hands...) associated with selected sports and games.**
- K.1.S1.C.2 Apply the terminology associated with the skills and rules for selected team activities/sports (e.g., in-turn/out-turn in curling, travelling/double dribble in basketball...).**
- K.1.S1.C.3 Describe the basic strategies employed in specific games and sports, including individual and team activities (e.g., pacing in running, varying placement of service...).**
- K.1.S1.C.4 Identify the impact on youth of unethical issues (e.g., use of performance-enhancing substances, involvement of gambling in sports, female/male-only sports teams...) in sport as represented in the media.**

- S.1.S1.A.1 Select and refine transport skills, applying mechanical principles (i.e., force, motion, balance) related to activity-specific physical activity skills.**
- S.1.S1.A.2 Select and refine manipulation skills (e.g., serve, forehand stroke, dribble, receiving a pass...), applying mechanical principles (i.e., force, motion, balance) related to activity-specific physical activity skills.**
- S.1.S1.A.3 Select and refine balance abilities (i.e., static, dynamic), applying mechanical principles (i.e., force, motion, balance), using a variety of equipment (e.g., skates, skis, boards, stilts, pogo sticks...) related to activity-specific physical activity skills.**
- S.1.S1.B.1 Apply and adapt activity-specific movement skills (e.g., serving...) in physical activities, including individual/dual games/sports (e.g., badminton, tennis...).**
- S.1.S1.B.2 Apply and adapt activity-specific movement skills (e.g., sending a pass, receiving a pass...) in physical activities, including group/team-type activities (e.g., ultimate, rugby, touch football, team handball...).**
- S.1.S1.B.3 Perform various officiating duties (e.g., refereeing, scorekeeping, timekeeping, making line calls for “out of bounds”...) related to a particular physical activity/sport, including the use of hand signals where applicable (e.g., signals for side out, foot fault, net ball in volleyball...).**
- S.1.S1.C.1 Apply and adapt selected activity-specific skills (e.g., gripping, hanging, carrying...) required in alternative pursuits (e.g., wall climbing, backpacking...) indigenous to the selected geographic area.**
- S.1.S1.D.1 Demonstrate the ability to lead and/or follow while performing movement sequences, using complex rhythmic steps and patterns representing different cultural backgrounds and/or styles (e.g., traditional dance, jig, modern dance...) in a variety of rhythmic activities (e.g., exercise to music, jazz gymnastics, folk dances...).**

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.