
Grade 5

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
<p><i>Students will...</i></p>	
<p><input type="checkbox"/> K.1.5.A.1 Detect, analyze, and correct errors in personal movement patterns (i.e., transport, manipulation, and balance skills).</p> <div data-bbox="110 499 548 688" style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Curricular Connections PE/HE: GLO 1—Movement (S.1.5.A.1, S.1.5.A.2, S.1.5.A.3, K.1.5.B.3c) SC: Cluster 3—Forces and Simple Machines</p> </div>	<p>◆ Lead-up Games and Activities</p> <p>Have students participate in a variety of games and activities using transport, manipulation, and balance skills. After students have learned a skill, they assess their ability, practise the skill, and then do a post-test.</p> <p>Examples of Games/Activities:</p> <ul style="list-style-type: none"> • Transport skills—line dancing, aerobic routines, jump rope, skating, cross-country skiing • Manipulation skills—basketball lead-up games, rhythmic gymnastics, juggling • Balance skills—gymnastics, skating <p>◆ Skill Stations</p> <p>Set up skill stations for practising different movement patterns (i.e., transport, manipulation, and balance skills), with performance criteria outlined at each station. Designate student leaders to help students assess themselves on each of the skills. Have students record their self-assessments on a recording sheet.</p>



TEACHER NOTES

Introduce, explain, use, and reinforce movement 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 learning activities are at times interchangeable and complementary.

Attitude indicators for each of the general learning outcomes (GLOs) 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 at the end of this document)
- on the poster charts included with this document



SUGGESTIONS FOR ASSESSMENT

◆ **Performance Task: Lead-up Games and Activities (Line Dancing)**

Self-Assessment: Checklist

After students have been introduced to line dancing, have them do a pre-test, give them time to practise the skill, and then do a post-test.

Suggested Criteria:

The student is able to

- detect errors in the pre-test
- analyze errors during practice times
- correct errors in the post-test
- other

◆ **Performance Task: Skill Stations**

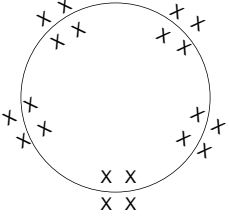
Self-Assessment: Rating Scale

Have students participate in the skill stations and assess their ability to perform each of the skills.

Rating Scale	
Score	My performance demonstrates
3	• all performance criteria identified
2	• some of the performance criteria identified
1	• few of the performance criteria identified



Refer to BLM 5–1: Self-Assessment of Movement Skills.

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p><i>Students will...</i></p>	
<p>☐ K.1.5.B.1 Identify personal and controllable factors (i.e., time, effort, interest, attitude, good practice habits) that may affect movement skill development.</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 5—Celebrate and build community. PE/HE: GLO 1—Movement (S.1.5.A.1, S.1.5.A.2, S.1.5.A.3)</p> </div>	<p>◆ Carousel Brainstorming</p> <p>Divide the class into five groups and display five posters around the room identified as Time, Effort, Interest, Attitude, and Good Practice Habits. Students start at one of the posters and record any ideas they have on personal and controllable factors that may affect movement skill development. When the music starts, students run laps in the gym until the music stops. When they stop running, they go to the next poster and write down their ideas. Students continue until they have visited all posters. As a cool-down, students walk to each poster to read all responses.</p> <p>◆ Rotating Reel</p> <p>Divide students into groups of four and ask each group to sit or stand and form a large circle. Each group member chooses a number from one to four. Have students discuss how one factor (e.g., time) affects movement skill development. Call out a number from one to four and have the students with that number move to the next group and share the discussion from their group with the members of the new group. To vary the makeup of the groups, have students move in a clockwise direction, move counter-clockwise, and so on.</p> 
	<p>◆ Interview</p> <p>Have students choose an athlete to interview about the factors that affect his or her personal skill development, and report findings to the class.</p> <p>◆ T-Chart</p> <p>Have students practise a new skill (e.g., juggling, using kick sacks, cross-country skiing, using the four-step approach in 10-pin bowling, playing Sepak Takraw—see teacher notes for learning outcome S.1.5.B.2). After their first attempt, have students record what the skill looks and feels like on a T-Chart or Y-Chart (see teacher notes). After a few practice rounds, ask students to record their feelings again on the chart. Have students share personal experiences to determine the factors that may affect movement skill development.</p>



TEACHER NOTES

Treat this learning outcome with sensitivity, recognizing that students may feel self-conscious about their abilities. It is important, however, that students learn acceptance of self and tolerance of others.

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).

Teachers may wish to use a T-Chart or a Y-Chart, such as the following.

T-Chart	
Looks Like	Sounds Like
Trial #1	
•	•
•	•
•	•
Trial #2	
•	•
•	•
•	•
Trial #3	
•	•
•	•
•	•

T-Chart: Adapted from 5–8 ELA, BLM–58.



SUGGESTIONS FOR ASSESSMENT

◆ **Questioning/Interview: Carousel Brainstorming**

Teacher Assessment: Informal Inventory

After the Carousel Brainstorming activity, ask the class to respond to the following questions orally or in a journal entry:

- What are some of the factors that may affect your movement skill development?
- What can you do if you want to improve your movement skill development?

Suggested Criteria:

Look for number of responses related to controllable factors such as

- time
- effort
- interest
- attitude
- good practice habits
- other

TEACHER NOTES (continued)

Y-Chart

Feels Like

Sounds Like

Looks Like

Y-Chart: Adapted from 5–8 ELA, BLM–59.



PRESCRIBED LEARNING OUTCOMES
<i>Students will...</i>
<p>☐ K.1.5.B.2 Identify biomechanical concepts for controlled movement, including balance activities (i.e., lower centre of gravity, increase base of support, keep line of centre of gravity in the middle of base of support).</p>
<p>Curricular Connections ELA: GLO 1—Explore thoughts, ideas, feelings, and experiences. SC: Cluster 3—Forces and Simple Machines</p>

SUGGESTIONS FOR INSTRUCTION

◆ **One-on-One Tug**

Working in pairs, students hold each other’s right wrist and stand sideways with a line on the floor between them. On a given signal, they try to pull their partner over the line. Have students do three trials:

- **First Trial:** Students try to keep their feet together.
- **Second Trial:** They move their legs apart but keep their knees straight.
- **Third Trial:** They widen their stance and bend their knees.

Have students discuss which position felt the most stable and why.

◆ **Run and Stop**

Have students run around the gym as music plays. When the music stops, students come to a stop, feet together, legs slightly bent. The next time they stop they have legs apart and knees bent. Repeat both stops several times. Ask students which position (feet apart and knees bent or feet together and knees slightly bent) feels more balanced. By bending knees, students should discover they are lowering their centre of gravity, and by stopping with feet apart, they are increasing their base of support.

Variation: Students run and stop as described above while dribbling a basketball.

◆ **Turn the Turtle**

Have students work in pairs. One partner (“turtle”) lies on his or her stomach on a mat. The other partner kneels and tries to turn the “turtle” over. The student lying down resists, using biomechanical concepts. Discuss factors that would make it harder to turn the “turtle” over:

- keeping the centre of gravity low by lying down
- keeping the body in a wide shape to increase the base of support
- having a large size (or mass)



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

Teach students the basic concepts of stability, which the Coaching Association of Canada (5–5) defines as follows:

- **“Gravity** is a force that exerts a downward pull on people and objects.”
 - “The **centre of gravity** is a balance point—the imaginary point at which a person’s or object’s mass...may be thought of as being concentrated.”
 - “The **line of gravity** is an imaginary line passing straight down through the centre of gravity to the ground.”
- **“Mass** is a measure of resistance to linear motion...usually measured in kilograms. Greater mass means greater resistance to motion.”

The principle associated with stability may be stated as follows: “The lower the centre of gravity, the larger the base of support, the closer the line of gravity to the centre of support, and the greater the mass, the more stability increases” (Coaching Association of Canada 5–5).

Have students make posters using the definitions provided in Appendix I: Glossary for the concepts and terms related to balance.

For more information on biomechanical principles, see *3M National Coaching Certification Program: Coaching Theory Level 2* (Coaching Association of Canada).

◆ **Paper and Pencil Task: One-on-One Tug**

Teacher Assessment: Inventory

With their partners, students discuss the results of their tugs. Have them record on chart paper the biomechanical concepts that explain their results.

Variation: Use self-adhesive notes to report findings.

Suggested Criterion:

Look for


- number of correct responses

◆ **Journal/Learning Log: All Activities**

Self-Assessment: Anecdotal Notes

Have students keep notes in their journals related to biomechanical concepts for selected games and activities in which they participate. For example, students should be able to determine that stability will increase by

- lowering the centre of gravity
- increasing the base of support
- moving the line of gravity closer to the centre of support
- increasing the mass of the object

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p><i>Students will...</i></p> <p><input type="checkbox"/> K.1.5.B.3a Design movement sequences that show contrast in levels, planes, pathways, and directions (e.g., gymnastic floor exercise routine...).</p> <div data-bbox="110 533 550 758" style="border: 1px solid black; padding: 5px;"> <p>Curricular Connections ELA: GLO 4—Enhance the clarity and artistry of communication. GLO 5—Celebrate and build community. PE/HE: GLO 1—Movement (S.1.5.A.1)</p> </div>	<p>◆ Design a Routine</p> <p>Have students design a group routine that consists of various levels, planes, pathways, and directions. The routine can include jump rope, aerobics, dance, gymnastics or rhythmic gymnastics, or creative dance.</p> <p>◆ Obstacle Course</p> <p>Have students design an obstacle course that includes different levels, planes, pathways, and directions. See the example of an obstacle course suggested for learning outcome S.1.5.A.1.</p>
<p><input type="checkbox"/> K.1.5.B.3b Show an understanding of the terms that describe the action of the muscles and joints (e.g., flexion, extension, rotation...).</p> <div data-bbox="110 1205 550 1501" style="border: 1px solid black; padding: 5px;"> <p>Curricular Connections ELA: GLO 1—Explore thoughts, ideas, feelings, and experiences. GLO 5—Celebrate and build community. PE/HE: GLO 1—Movement (S.1.5.D.2) SC: Cluster 1—Maintaining a Healthy Body</p> </div>	<p>◆ Warm-up and Cool-down Stretches</p> <p>Have students lead warm-up and cool-down stretches using appropriate language to describe the actions of the muscles.</p> <p>◆ Gymnastic Routines</p> <p>After students have performed the gymnastic routines developed for learning outcome S.1.5.D.2, have them identify the skills in their routines that involve flexion, extension, and rotation. Discuss the importance of full extension and flexion in the aesthetics of movement.</p> <p>◆ Body Sculpture</p> <p>Prepare cards that describe a shape (e.g., flex right elbow and left knee). Have students work in pairs to make the shapes. All joints will be extended except the joints specified on the cards.</p> <div data-bbox="654 1583 760 1692" style="text-align: center;">  </div> <p style="text-align: center;">See BLM 5–3: Body Sculpture Cards.</p> <p>◆ Sport-Specific Skills</p> <p>Encourage students to use appropriate terms when coaching peers on sport-specific skills. For example, in a set shot in basketball, flex elbow and wrist back and then fully extend elbow, and flex wrist forward when releasing the ball.</p>



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

Give students examples of levels, planes, pathways, and directions prior to the activity. Clarify the routine criteria before assigning the tasks.

Refer to Basic Movement Skills Developmental Process in the Framework Excerpts at the back of this document.

◆ **Performance Task: Design a Routine**

Teacher/Peer Assessment: Checklist

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

Suggested Criteria:

The routine clearly demonstrates

- a beginning pose
- two changes of level—high, medium, low
- two changes in direction—forwards, backwards, sideways
- two changes of pathways—straight, zigzag, curved
- an ending pose



See BLM 5–2: Design a Routine Checklist.

Discuss the structure and function of the different joints and muscles in the human body. Use posters and models of skeletons to help students understand how the body moves.

Definitions:

- **Flexion**—the decrease of the angle formed by the bones in a joint.
- **Extension**—the increase of the angle formed by the bones in a joint.
- **Rotation**—movement in the horizontal plane of a joint.

See *Kinetic Anatomy* (Behnke 28–30).



◆ **Performance Task: Warm-up and Cool-down Stretches**

Peer Assessment: Rating Scale

Have students lead warm-up and/or cool-down stretches. Students rate each other on their ability to describe the movements correctly using appropriate terms (flexion, extension, rotation).

Rating Scale	
Scale	The student
3	<ul style="list-style-type: none"> • is able to describe the movements correctly
2	<ul style="list-style-type: none"> • is able to describe the movements most of the time
1	<ul style="list-style-type: none"> • has difficulty understanding and describing the movements

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p><i>Students will...</i></p>	
<p>☐ K.1.5.B.3c Recognize the qualities of effort (e.g., force, time, flow...) in a movement sequence performed with others (e.g., Inuit partner activities...).</p> <div data-bbox="110 533 550 810" style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Curricular Connections ELA: GLO 1—Explore thoughts, ideas, feelings, and experiences. GLO 5—Celebrate and build community. PE/HE: GLO 1—Movement (S.1.5.D.1, S.1.5.D.2) SS: Identity, Culture, and Community</p> </div>	<ul style="list-style-type: none"> <li data-bbox="605 323 1416 485"> <p>◆ Gymnastic Routines</p> <p>After students have performed the gymnastic routines developed for learning outcome S.1.5.D.2, have them discuss and observe the different qualities of effort in their own and others’ routines.</p> <li data-bbox="605 520 1416 705"> <p>◆ Line Dances</p> <p>Have students work with others to create their own line dances using combinations of previously learned dances. Have them discuss the different qualities of effort in their own and others’ routines.</p> <li data-bbox="605 741 1416 926"> <p>◆ Jump Rope</p> <p>Have students work with others to create their own jump rope routines using combinations of previously learned skills. Have them discuss the different qualities of effort in their own and others’ routines.</p> <li data-bbox="605 961 1416 1192"> <p>◆ Step Aerobics</p> <p>Have students participate in a step aerobic workout. Students then work in small groups to create a step aerobic routine, each student in the group taking responsibility for creating a part of the routine. Have students discuss the different qualities of effort in their own and others’ routines.</p> <li data-bbox="605 1228 1416 1413"> <p>◆ Aerobic Routines</p> <p>Have students work with others to create aerobic routines using previously learned skills. Students can lead younger students in an aerobic workout. Have them discuss the different qualities of effort in their own and others’ routines.</p> <li data-bbox="605 1449 1416 1633"> <p>◆ Hip Hop Routines</p> <p>Have students work with others to create their own music video with hip hop dancing. Have them discuss the different qualities of effort in their own and others’ routines.</p> <li data-bbox="605 1669 1416 1808"> <p>◆ Folk Dances</p> <p>Have students participate in a variety of folk dances. Have them discuss the different qualities of effort in their own and others’ routines.</p>



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, and an ending. Provide students with examples of movement sequences for practice and then have them invent their own sequences.

For suggested Inuit partner activities, refer to *Inuit Games* (Keewatin Divisional Board of Education).

For more information on Jump Rope for Heart, contact the Heart and Stroke Foundation of Manitoba.

When doing the rhythmic or dance-type activities related to different cultures, have students describe the elements of movements significant to the particular cultures (e.g., the sounds and steps associated with Aboriginal dances).



SUGGESTIONS FOR ASSESSMENT

◆ Observation: All Sequences or Routines

Peer Assessment: Inventory

Have students watch movement sequences performed by others, and discuss the following characteristics.

Suggested Criteria:

Look for

- slow movements
- fast movements
- light movements
- strong movements
- free movements
- bound movements
- smooth transitions between moves

PRESCRIBED LEARNING OUTCOMES

Students will...

K.1.5.B.3d Describe the concept of relationships as it applies to a moving object and/or person (e.g., passing a ball in front of a person while running...).

Curricular Connections

ELA:

GLO 1—Explore thoughts, ideas, feelings, and experiences.

GLO 5—Celebrate and build community.

SC:

Cluster 3—Forces and Simple Machines

SUGGESTIONS FOR INSTRUCTION

◆ **Football Pass**

Have students play catch with a partner. One student is the quarterback and the partner runs different patterns, attempting to catch the ball. After students have had sufficient time to practise throwing in different directions, use the following questions for discussion:

- Why is it important to keep your eye on the ball as it moves towards you?
- Why is it important to throw an object ahead of a person who is moving away from you?

Variation: Have students use sidewalk chalk to draw the running patterns for their partners.

◆ **Grid Activities**

Using cones, divide the gym into six or eight spaces. Students work in groups of three, each student standing in a different corner of the designated space. One student has a ball. Students without the ball run into the empty corner. The student with the ball throws to the person moving to the open corner.

Variation: Kick a ball to persons moving into corners.

◆ **Ultimate**

Have students participate in throwing activities in the game of ultimate. As part of a cool-down activity, ask students to describe the concepts of relationships in throwing or intercepting a pass.



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

Refer to Basic Movement Skills Developmental Process in the Framework Excerpts at the back of this document.



See BLM G–1: Grid Activities.

◆ **Observation: Football Pass**

Teacher Assessment: Frequency Index

Use a class list to record a check mark each time a student correctly demonstrates the ability to determine where to throw the ball to his or her moving partner.



PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p><i>Students will...</i></p> <p>□ K.1.5.C.1 Apply the rules of lead-up games (i.e., low-organized games of own design) while participating and/or officiating.</p> <div data-bbox="110 499 548 772" 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. GLO 5—Celebrate and build community. PE/HE: GLO 1—Movement (S.1.5.B.3)</p> </div>	<ul style="list-style-type: none"> ◆ Create a Game Have students develop a lead-up game for a sport of their choice and teach their game to the class, clearly outlining the safety practices and rules of the game. ◆ Lead-up Games Have students participate in a variety of lead-up games. Explain the rules and then observe students’ ability to apply them. ◆ Tournament Play Explain the rules of selected games and have students participate in a sport tournament as described for learning outcome S.1.5.B.3. Divide the class into five teams. Four teams play on two courts and the fifth team is responsible for officiating. In a volleyball tournament, for example, there are two referees, a scorekeeper, and line officials. Assign a student to be a “rules recorder” to record who does or does not follow the rules. Variation: In a small class, divide the class into three teams and play on the full court.
<p>□ K.1.5.C.2 Use the general terminology (e.g., offence, defence, crease, pacing...) associated with lead-up games and activities.</p> <div data-bbox="110 1325 548 1556" style="border: 1px solid black; padding: 5px;"> <p>Curricular Connections ELA: GLO 1—Explore thoughts, ideas, feelings, and experiences. GLO 5—Celebrate and build community. PE/HE: GLO 1—Movement (K.1.5.C.1)</p> </div>	<ul style="list-style-type: none"> ◆ Lead-up Games and Activities Have students use correct terminology for each lead-up game and activity in which they participate. When introducing a new activity, brainstorm the terms associated with that activity, or use the Word Cycle strategy (see <i>Success for All Learners</i> 6.31). ◆ Create a Game Have students teach classmates the game they created in relation to learning outcome K.1.5.C.1, using correct terminology. ◆ Five Passes Have students play a game in small teams (two on two, three on three, and so on), using one-on-one defence. One team starts with a ball. The object of the game is to complete five consecutive ball passes. If a team drops the ball, the other team immediately attempts five passes. Upon achieving five passes, a team receives a point and gives the ball to the other team.



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

When creating a game, students should include the following elements and information:

- 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 of the game
- the safety rules or considerations

In the tournament, follow a round robin structure to allow for equal playing time. For example,

- team 1 versus 2
- team 2 versus 3
- team 1 versus 3

This can be repeated if time allows.

◆ **Performance Task: All Games**

Self-Assessment or Peer Assessment: Rating Scale

After playing a game, students rate their ability to follow and apply the rules using the following rating scale.

Rating Scale	
Scale	Criteria
4	• I understood all the rules and was able to follow them in the game.
3	• I understood all the rules and was able to follow them most of the time in the game.
2	• I understood all the rules but had difficulty following them in the game.
1	• I did not understand all the rules of this game.

It is important to use correct terminology when teaching lead-up games and activities.

Contact provincial sport organizations for more information.

Language Link:

When teaching vocabulary related to health content areas or specific sports, encourage students to learn the terms in their home language or in another language (e.g., French, Ukrainian, Mandarin, Cree, Ojibway), especially in communities where a particular culture is represented.



◆ **Journal/Learning Log: All Activities**

Self-Assessment: Anecdotal Notes

Have students record correct terminology for each lead-up game and activity in which they participate.

◆ **Performance Task: Create a Game**

Peer Assessment: Inventory

Have students submit a list of all game-specific terms used in the game. Have an observer keep a record of the terms as students use them in teaching the game.

PRESCRIBED LEARNING OUTCOMES

Students will...

☐ K.1.5.C.3 Determine effective game strategies in group activities using a problem-solving approach (e.g., devise an attacking and a defending strategy in a mass participation game...).

Curricular Connections

ELA:

GLO 5—Celebrate and build community.

PE/HE:

GLO 4—Personal and Social Management

SUGGESTIONS FOR INSTRUCTION

◆ **Spies and Chaos**

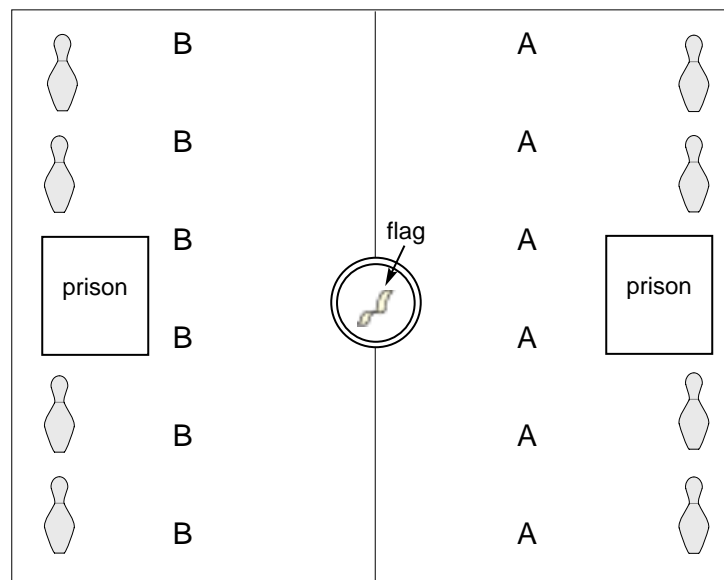
Divide the class into two teams for a timed activity. The object of the game is to deliver the greatest number of country cards to the correct countries. This game is best played on a large field or wooded area. One team, consisting of “spies,” has a set of cards that have the names of three different countries on them and tries to deliver them to the correct country locations on the field. The other team, called “chaos,” tries to stop the spies from successfully delivering their cards to the three different locations. If a spy is tagged by a chaos player, the spy must give the card he or she is carrying to the chaos player. After a specified time the teams change roles.

Have teams meet at the beginning to devise a plan for offence and/or for defence.

◆ **Treasure Island**

Divide the class into two teams. Each team wears corresponding flag football flags. All students attempt to steal pins from the opposite end of the playing field. If their flag is pulled, it is put in the centre hoop and the students are put in a prison area on their opponents’ side. A teammate may save them by picking up their stolen flag from the centre circle and getting it to them without being tagged. The players can then return to their side and continue to play.

Treasure Island





TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

Review the steps in the problem-solving process:

1. Define the topic or issue.
2. Explore choices or possible options.
3. Check alternatives or choices against rules and fair-play principles/ideals.
4. Identify possible solutions.
5. Decide on or take action.
6. Evaluate and revise decision.

◆ **Journal/Learning Log: All Games**

Self-Assessment: Anecdotal Notes

Have students record, in their journals, the strategies that worked and the strategies that were not successful in their offence and defence plans in group games. Also, have students indicate for the strategies that were not successful, what might work better.

◆ **Questioning/Interview: All Games**

Teacher Assessment: Inventory

After the class has played a game, ask students, on a rotational basis, which game strategies were effective and which were not.



PRESCRIBED LEARNING OUTCOMES

Students will...

K.1.5.C.4 Show an understanding of teamwork and fair play while participating in different physical activities (e.g., suggest rule changes to improve fairness of the game...).

Curricular Connections

ELA:

GLO 1—Explore thoughts, ideas, feelings, and experiences.

GLO 5—Celebrate and build community.

PE/HE:

GLO 4—Personal and Social Management

SUGGESTIONS FOR INSTRUCTION

◆ **Lead-up Games and Activities**

Discuss with students the importance of fair play in all games and activities. After the discussion, pose the following questions and have students, in pairs, share a positive personal example of each.

Questions for Discussion:

- Did you respect the rules in the game today?
- Do you believe everyone respected the rules today?
- Did you respect the officials and accept their decisions?
- Did you respect your opponents?
- Did you have an equitable amount of playing time?
- Did you maintain your self-control at all times?

◆ **Team Tunnel Ball**

With teams of eight to 12 players, using approximately seven metres of flexible tubing, 20 to 30 tennis balls, and a stop watch, have students time how long it takes them to move all the balls from one end of a tube to the other. Have teams discuss how they can work together to improve their time.





TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

For resources on fair play, see The Spirit of Sport Foundation website: <<http://www.spiritofsport.ca>>.



◆ **Observation: All Lead-up Games and Activities**

Teacher Assessment: Inventory

While observing activities, record students’ ability to follow the fair-play ideals/rules.

◆ **Questioning/Interview: All Games**

Self-Assessment: Inventory

At the end of class, have students line up and report their rating based on the following Fair-Play Rubric. If the teacher wants to discuss a student’s positive or negative rating, the student goes to the end of the line. This gives the teacher an opportunity to discuss with individual students their rationale (since students may be too hard or too easy on themselves).

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 demonstrates honesty while playing 				
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

Students will...

□ S.1.5.A.1 Perform transport skills for control, applying mechanical principles (e.g., angle of projection, gravity, absorption...) **while travelling alone and/or with others, with or without obstacles.**

Curricular Connections

ELA:

GLO 4—Enhance the clarity and artistry of communication.

GLO 5—Celebrate and build community.

PE/HE:

GLO 1—Movement (K.1.5.B.2)

SC:

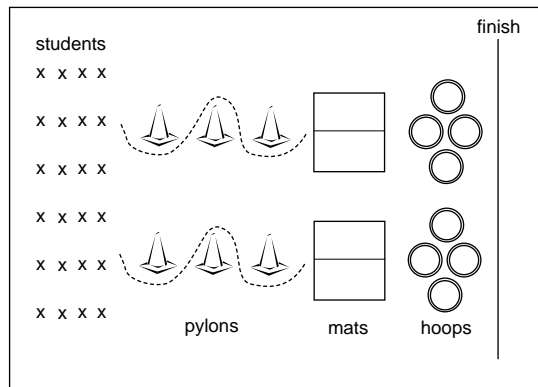
Cluster 3—Forces and Simple Machines

SUGGESTIONS FOR INSTRUCTION

◆ **Relays**

Have students participate in relays that involve running, galloping, skipping, and hopping around pylons in a slalom pattern, as well as jumping or hopping in or over obstacles. Transport skills can be performed forwards, backwards, and sideways.

Example:



◆ **Gymnastic Routines**

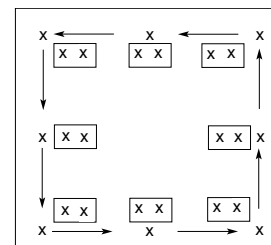
Have students perform transport skills (e.g., running, jumping, hopping, skipping, galloping) as part of a gymnastic floor routine. Ensure that students vary the direction, pathways, and height of the transport skills they perform.

◆ **Jump Rope**

Have students perform jump rope tricks using transport skills.

◆ **Musical Mats**

Divide students into groups of three or four and have them sit or stand on a mat inside the border of the volleyball court. When the music starts, one student from each group performs a selected transport skill (e.g., running, skipping, galloping, hopping, jumping) around the perimeter of the volleyball court. When a student returns to the mat, the next person goes. When the music stops, the students moving continue in the same direction and run back to their mats.



Variation: Include transport skills that involve moving backwards and sideways.

(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.

See *Up Down All Around* (Russell, Schembri, and Kinsman) for more descriptions of gymnastic activities.

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

Applying mechanical principles to the specific movement skills helps students understand why they need to perform the skills in certain ways.

See learning outcome K.1.5.B.2 for basic concepts related to stability.



SUGGESTIONS FOR ASSESSMENT

◆ **Performance Task: Relays**

Self-Assessment: Scoring Rubric

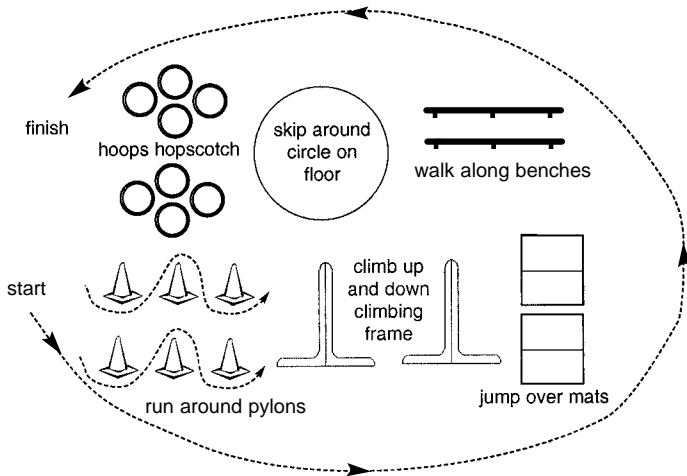
When students participate in relay activities, have them assess their skill after each turn. Students can assess each skill mentally and record the results after the activity is completed.

Suggested Criteria:

Use criteria suggested in BLMs G–5, G–6, and G–11 in *Kindergarten to Grade 4 Physical Education/Health Education: A Foundation for Implementation* (Manitoba Education, Training and Youth).

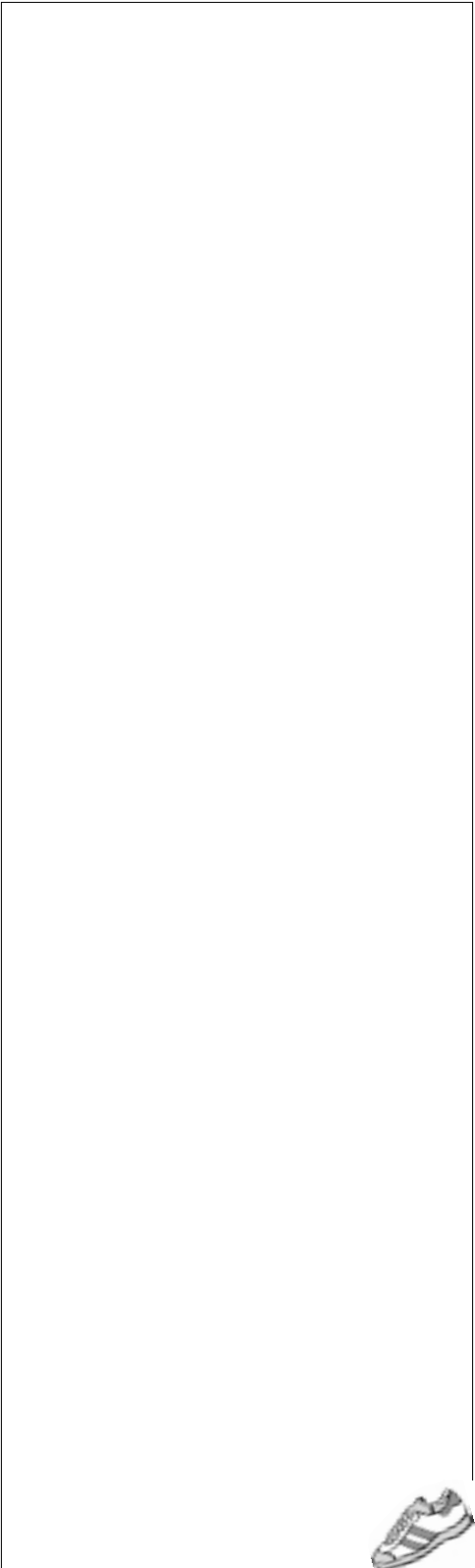
Assessment of Transport Skills	
Name _____	Class _____
Rating Scale	
Scale	The student performs
4	• all the criteria as described
3	• most of the criteria as described
2	• some of the criteria as described
1	• few of the criteria as described

Transport Assessment	Rating (Circle One)
• Running around pylons forwards	1 2 3 4
• Running around pylons backwards	1 2 3 4
• Galloping around pylons forwards	1 2 3 4
• Galloping around pylons backwards	1 2 3 4
• Sliding around pylons	1 2 3 4
• Skipping around pylons forwards	1 2 3 4
• Skipping around pylons backwards	1 2 3 4
• Performing the grapevine around pylons	1 2 3 4
• Hopping around pylons forwards	1 2 3 4
• Hopping around pylons backwards	1 2 3 4

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p><i>Students will...</i></p>	
<p><input type="checkbox"/> S.1.5.A.1 <i>(continued)</i></p>	<p><i>(continued)</i></p> <p>◆ Obstacle Course</p> <p>Have students participate in an obstacle course around the gym. Students could run around pylons in a slalom pattern, then climb up and down a climbing frame or ladder, jump over a mat, walk along a bench, skip around a circle, hop through a hopscotch pattern, and gallop to the finish line. Develop obstacle courses that use the resources available.</p> <p>Example:</p> 

TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT



PRESCRIBED LEARNING OUTCOMES

Students will...

☐ S.1.5.A.2 Perform manipulation skills for control (e.g., hand dribbling and foot dribbling a ball for maintaining control...), **applying mechanical principles** (e.g., body alignment, application of force, addition of forces...) **while travelling alone and/or with others.**

Curricular Connections

ELA:

GLO 5—Celebrate and build community.

PE/HE:

GLO 1—Movement (K.1.5.B.2, K.1.6.B.2)

SC:

Cluster 3—Forces and Simple Machines

SUGGESTIONS FOR INSTRUCTION

◆ **Lead-up Games**

Have students participate in a variety of lead-up games and activities that require control using manipulation skills (e.g., throwing, catching, bouncing).

◆ **Pirates**

Have students dribble balls with their hands. Four students who are without balls are the pirates. Each pirate tries to steal the ball away from another student. If a student with a ball loses control of the ball or stops dribbling, or if the pirate is able to touch the ball, the pirate takes the ball and begins dribbling. The student who lost the ball becomes the pirate.

Variation: Balls can be dribbled with the feet.

◆ **Curling**

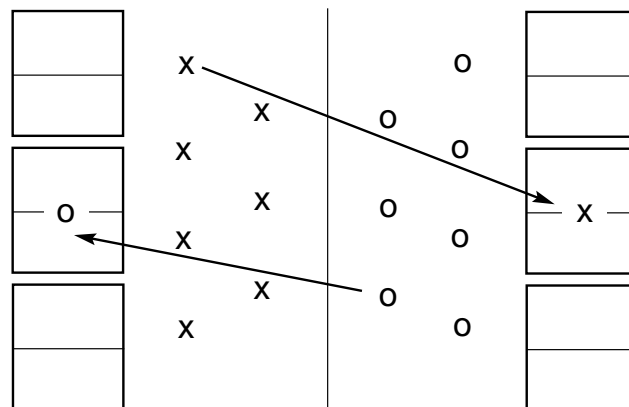
Have students participate in curling activities such as throwing a rock with proper control and force.

◆ **Bowling**

Have students participate in five- or ten-pin bowling activities, applying the skill of rolling with proper control and force.

◆ **Mat Ball**

Divide students into two teams, each in one half of the gym. Set up mats at the back of the volleyball court behind each team. Each team starts with one student on a mat behind the opposing team. A student who is able to throw a ball so that the person on the mat can catch it without falling off a mat joins the teammate on the mat. The object of the game is to be the first team to get all their players on the mats.





TEACHER NOTES

Applying mechanical principles to the specific movement skills helps students understand how to move efficiently and appreciate the science of human movement. For example, when dribbling the ball, students need to understand why they push the ball ahead rather than straight down as they move forwards. See learning outcome K.1.5.B.2 for basic concepts related to stability. See learning outcome K.1.6.B.2 for basic concepts related to maximum effort.

Contact provincial sport organizations for information on guest instructors and equipment rental.



SUGGESTIONS FOR ASSESSMENT

◆ **Performance Task: Pirates**

Teacher Assessment: Scoring Rubric

While students participate in the game of pirates, observe for proficiency in ball dribbling.

Suggested Criteria: Ball Dribbling

The student is able to

- conform the hand to the shape of the ball
- use a pushing motion to bounce the ball
- maintain the body in a stable position
- maintain control of the ball without looking directly at the ball
- control the ball when moving

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

◆ **Journal/Learning Log: All Activities**

Self-Assessment: Inventory

Using the scoring rubric provided above, and a student-developed list of performance criteria for specific sports or activities, have students do a self-assessment pre-test and post-test.

PRESCRIBED LEARNING OUTCOMES

Students will...

□ S.1.5.A.3 Demonstrate static balance showing different body shapes (e.g., tuck, straddle, pike, straight...), **applying mechanical principles** (i.e., lower centre of gravity, increase base of support, keep line of centre of gravity within base of support), **using a variety of equipment** (e.g., mats, balance boards, skates, scooters...).

Curricular Connections

PE/HE:

GLO 1—Movement (K.1.5.B.2, S.1.5.D.2)

SUGGESTIONS FOR INSTRUCTION

◆ **Learning Outcome Connection**

Have students include different body shape balances in a gymnastic floor routine. Include inverted shapes such as “teddy bear” stands, headstands, and handstands. See learning outcome S.1.5.D.2.

◆ **Static Shape Cards**

Have students explore, on mats, benches, or boxes, a variety of balances in different body shapes. Shape cards, with pictures of students performing skills, can be used to identify skills to explore (e.g., tuck shape, tuck shape on one foot, other foot extended to front, side, or back, straddle shape, inverted shapes).

Variation: Students perform the activity with a partner, mirroring each other’s shapes.



See BLM 5–4: Static Shape Cards.

◆ **Skating**

When skating, students try to glide in a tuck shape, straddle shape, tuck with one leg extended, and so on.

◆ **Cross-Country Skiing**

As part of a warm-up routine with cross-country skis, have students perform different shapes with skis on.

◆ **Balancing Acts**

Set up gymnastic equipment on the gym floor. Ask students to move to music in and around the equipment. When the music stops, students choose a piece of equipment and perform a balance based on teacher direction.



TEACHER NOTES

Take pictures of students performing different static balances. Use these pictures for the static shape cards. Check local school/division/district policies on use of student pictures.

See *Up Down All Around* (Russell, Schembri, and Kinsman) for more descriptions of gymnastic activities.

When students are working on equipment of different heights, remind them to choose heights they are comfortable with.

Applying mechanical principles to specific movement skills helps students understand why they need to perform skills in certain ways. For example, moving the line of gravity over the base of support will increase stability. Concepts of stability are described in the teacher notes for learning outcome K.1.5.B.2.

Discuss sport- and recreation-specific safety rules with students (see *Safety Guidelines for Physical Activity in Manitoba Schools*, MPETA *et al.*). Ensure that the activity complies with risk-management policies in your school/division/district.



SUGGESTIONS FOR ASSESSMENT

◆ Performance Task: Static Shape Cards

Teacher Assessment: Rating Scale

Have students, working in pairs, perform static balance on a variety of equipment. Rate each student's performance based on set criteria.

Rating Scale	
Scale	The student
3	<ul style="list-style-type: none"> confidently performed all static balances
2	<ul style="list-style-type: none"> confidently performed some of the static balances
1	<ul style="list-style-type: none"> experienced difficulty with the static balances

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p><i>Students will...</i></p>	
<p>☐ S.1.5.B.1 Combine selected movement skills (i.e., extensions or variations of basic movement skills) in a variety of individual and dual-type lead-up activities/games, including innovative activities (e.g., rallying, two-on-two activities...).</p>	<p>◆ Individual/Dual Activities</p> <p>Have students participate in a variety of modified individual/dual games/sports activities to develop selected movement skills.</p>
<p>Curricular Connections ELA: GLO 5—Celebrate and build community.</p>	<p>Examples of Individual/Dual Activities:</p> <ul style="list-style-type: none"> • Athletics—running, jumping, throwing • Racquet sports—striking • Bowling—walking, rolling • Cross-country skiing—walking, gliding, balancing • Juggling—throwing, catching • Rhythmic gymnastics (individual and partner routines)—throwing, catching, rolling, bouncing • Orienteering—running • Golf—striking • Flying disc golf—throwing • Skating—gliding, balancing • Inline skating—gliding, balancing • Kick sack—kicking • Jump rope—jumping, hopping, running • Gymnastics—balancing, performing transport skills
	<p>◆ Innovative Activities</p> <p>Have students work with partners, each student choosing a transport skill and a manipulation skill out of a hat. Students then choose a piece of equipment and make up an activity using the selected skills. For example, gallop and kick with a soccer ball, jump and bounce with a basketball, skip and throw and catch with a hoop, and so on. Ensure that students follow safety rules for use of equipment.</p>


TEACHER NOTES

Due to the depth and breadth of skill-related outcomes, learning experiences will be ongoing throughout the year. Ensure that learning activities and achievement expectations are developmentally appropriate.

Choose activities that provide a variety of experiences in all movement skills throughout the year.

Contact provincial sport organizations for more information on specific sports.

Aboriginal Link:

Include traditional Aboriginal games that develop eye-hand coordination and target/accuracy skills.


SUGGESTIONS FOR ASSESSMENT
◆ Performance Task: Individual/Dual Activities (Juggling)

Self-Assessment: Rating Scale

Have students juggle (throw and catch combination) using scarves, and rate their own performance based on the following rating scale.

Rating Scale	
Scale	I am able to
3	• juggle three scarves with confidence
2	• juggle two scarves with confidence
1	• throw and catch one scarf with confidence

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p><i>Students will...</i></p> <p>☐ S.1.5.B.2 Combine selected movement skills (e.g., extensions, variations...) in a variety of group/team activities/games, including innovative activities (e.g., modified soccer, cooperative challenges...).</p> <div data-bbox="110 604 550 886" 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. GLO 5—Celebrate and build community. SS: Identity, Culture, and Community</p> </div>	<p>◆ Create a Game</p> <p>Brainstorm with students different movement skill combinations. Have students choose movement combinations and create games that the whole class can play. Encourage maximum activity for all participants.</p> <p>Variation: Make up games that can be played in small groups at recess.</p> <p>◆ Team Activities/Games</p> <p>Have students participate in a variety of modified team games/sports activities to develop selected movement skills.</p> <p>Examples of Team Activities/Games:</p> <ul style="list-style-type: none"> • Basketball—throwing, catching, bouncing • Volleyball—striking, throwing, jumping • Soccer—running, kicking • Softball/baseball—striking, throwing, catching • Ultimate—throwing, catching, running • Floor/field hockey—striking, running • Football—throwing, catching, kicking, running • Rhythmic gymnastics (group routines)—throwing, catching, rolling, bouncing • Cricket—throwing, catching, striking • Sepak Takraw—kicking • Lacrosse—throwing, catching, running
<p>☐ S.1.5.B.3 Perform simple officiating duties (e.g., refereeing, scorekeeping, timekeeping, making line calls for “out of bounds”...) in class physical activities.</p> <div data-bbox="110 1539 550 1806" 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. GLO 5—Celebrate and build community. PE/HE: GLO 1—Movement (K.1.5.C.1, K.1.5.C.4)</p> </div>	<p>◆ Tournament Play</p> <p>Have students participate in a tournament activity. Divide the class into five teams. Four teams play on two courts and the fifth team is responsible for officiating. Rotate the teams so that everyone gets a chance to be an official. In a volleyball tournament, for example, there are referees, scorekeepers, and line officials.</p> <p>Variation: In a small class, divide the class into three teams and play on the full court.</p> <p>◆ Special Events</p> <p>Have students help with officiating for younger students at special events such as tabloid days, mini-Olympic celebrations, bike safety rodeos, or game days. Outline duties and rules for students. Have them practise explaining the rules in pairs, and then perform their officiating duties with younger students.</p>



TEACHER NOTES

Due to the depth and breadth of skill-related outcomes, learning experiences will be ongoing throughout the year. Ensure that learning activities and achievement expectations are developmentally appropriate.

Choose activities that provide a variety of experiences in all movement skills throughout the year.

Include games and sports representative of other cultures to promote cultural diversity.

Sepak Takraw is a Malaysian kicking game played with a special ball over a badminton net on a badminton court. Rules are similar to volleyball rules. For more information, see the Sepak Takraw Association of Canada website: <<http://www.takrawcanada.com>>.



See BLM G–2: Create a Game.

SUGGESTIONS FOR ASSESSMENT

◆ **Performance Task: Create a Game**

Teacher Assessment: Inventory

Have students work in groups to create games using movement combinations. Have them teach the games to the class.

Suggested Criterion:

The student

- meets all requirements in the game plan

Create a Game: Student Plan
Names of Group Members _____
Name of Game _____
Equipment Needed _____
Skill Focus _____
Description of Activity (simple rules) _____
Safety Considerations/Rules _____
Diagrams (if necessary)

Ensure that all students are familiar with the rules of the game and the referee’s signals before beginning the tournament. Prepare handouts for students to study.

Contact provincial sport organizations for more information on rules.

Familiarize students with activities that occur at tournaments, such as team cheers and shaking hands with opponents.

Familiarize students with the fair-play ideals. (See learning outcome K.1.5.C.4.)



◆ **Observation: Tournament Play**

Peer Assessment: Checklist

The teams playing assess the referees and officials.

Officiating Checklist
Team _____
Names of Officials _____
The officials
<input type="checkbox"/> knew the rules of the game
<input type="checkbox"/> were not biased
<input type="checkbox"/> treated all players with respect
Comments _____

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p><i>Students will...</i></p>	
<p>☐ S.1.4.C.1 ➔ S.1.5.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...).</p> <div data-bbox="110 674 552 850" style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Curricular Connections ELA: GLO 5—Celebrate and build community. SS: Identity, Culture, and Community</p> </div>	<p>◆ Active Recess Games</p> <p>In class, review active games that students can play at recess to demonstrate functional use of basic movement skills.</p> <p>Examples of Active Games:</p> <ul style="list-style-type: none"> • Ultimate—throwing, catching • Touch football—throwing, catching, kicking • Tetherball—striking • Four-square ball—striking • Jump rope—performing transport skills • Softball—throwing, catching, striking • Soccer—kicking <p>◆ Cross-Country Skiing</p> <p>Have students participate in cross-country skiing lessons to develop transport skills and balance.</p> <p>◆ Festival du Voyageur</p> <p>Have students participate and apply movement skills in a special event celebrating the Festival du Voyageur or another winter festival. Students can experience snowshoeing, skating, and tobogganing as part of the celebration. The activity can be integrated with other subject areas.</p> <p>◆ Mini-Olympics</p> <p>Have students participate and apply movement skills in mini-Olympic celebrations and events. Students can experience both sporting events and cultural events.</p> <p>◆ North American Indigenous Games</p> <p>Have students participate and apply movement skills in sporting and cultural events related to the Indigenous Games.</p>



TEACHER NOTES

Discuss sport- and recreation-specific safety rules with students (see *Safety Guidelines for Physical Activity in Manitoba Schools*, MPETA *et al.*). Ensure that the activities comply with risk-management policies in your school/division/district.

For more information, visit websites such as the following:

- Festival du Voyageur:
<<http://www.festivalvoyageur.mb.ca>>
- Canadian Olympic Committee:
<<http://www.coa.ca/default.htm>>
- North American Indigenous Games:
<<http://www.firstnations.com/naig97/main/htm>>



SUGGESTIONS FOR ASSESSMENT

◆ **Performance Task: Active Recess Games (Ultimate)**

Self-Assessment: Scoring Rubric

Have students throw and catch flying discs with a partner. Observe their ability to throw, using criteria such as the following.

Suggested Criteria: Throwing in Ultimate

The student

- focuses eyes on teammate
- steps towards teammate when throwing
- throws the flying disc in front of the receiver
- controls the angle of the throw
- throws successfully so that the receiver has a chance to catch the disc

Skill-Assessment Card				
Name _____		Date _____		
The student	4 Always	3 Frequently	2 Sometimes	1 Rarely
• performs skills as described:				
• performs the activity with confidence				

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p><i>Students will...</i></p>	
<p>☐ S.1.5.D.1 Demonstrate functional use of basic rhythmic steps, positions, and patterns in repeatable sequences (e.g., aerobics, jump rope, creative dance, folk dances...), showing two or more different styles/traditions.</p>	
<div style="border: 1px solid black; padding: 5px;"> <p>Curricular Connections</p> <p>ELA: GLO 1—Explore thoughts, ideas, feelings, and experiences. GLO 4—Enhance the clarity and artistry of communication. GLO 5—Celebrate and build community.</p> <p>PE/HE: GLO 1—Movement (K.1.5.B.3c)</p> <p>SS: Identity, Culture, and Community</p> </div>	<p>◆ Rhythmic Routines</p> <p>Have students perform routines using selected rhythmic steps, positions, and patterns, showing two or more different styles/traditions.</p> <p>Examples of Routines:</p> <ul style="list-style-type: none"> • Line Dances: Teach students line dances or have students create their own line dances using combinations of previously learned dances. • Jump Rope: Have students create their own jump rope routines using combinations of previously learned skills. • Aerobic Routines: Have students create aerobic routines using previously learned skills. Students can lead younger students in an aerobic workout. • Hip Hop Routines: Have students create their own music video with hip hop dancing. • Folk Dances: Have students participate in a variety of folk dances such as the following: <ul style="list-style-type: none"> — Troika (Russia) — Polka (Germany/Ukraine) — Butterfly (America) — Gay Gordons (Scotland) — Mayim (Israel) — Teton Mountain Stomp (America) — Miserlon (Greece) <p>Selected dances can relate to Olympic, Festival du Voyageur, or Indigenous Games celebrations.</p>



TEACHER NOTES

Brainstorm ideas for different skills that could be included in routines.

Encourage the use of cue words. For example,

- forwards, 2, 3, 4
- backwards, 2, 3, 4

Posters of jump rope skills are available from the Heart and Stroke Foundation of Manitoba.

For examples of steps and routines, check for videos available on line dances, jump rope routines, aerobic routines, and music video hip hop dances.

Ensure that students use appropriate music and avoid inappropriate language or messages when creating their own routines.

Selected activities should vary from Grades 5 to 8 to expose students to different rhythmic styles.

Aboriginal Link:

When choosing Aboriginal dances, explain the significance of the dance movements, preparation, and dress to the traditions of Aboriginal peoples. As well, help students understand that performance of Aboriginal dances occurs at appropriate places and for specific purposes (e.g., powwow, grass dance, male and female dances).

Refer to *1999 Pan American Games: Resource Kit for Physical Education Teachers* (Pan American Games Physical Activity/Physical Education Committee).



SUGGESTIONS FOR ASSESSMENT

◆ **Performance Task: Rhythmic Routines**

Teacher Assessment: Checklist

Have students choreograph and perform a routine using the suggested criteria.

Suggested Criteria:

The routine includes

- a beginning pose
- five different rhythmic steps
- sequences repeated at least twice
- a sequence in time to music
- an ending pose



Refer to BLM 5–2: Design a Routine Checklist.

◆ **Performance Task: Rhythmic Activities**

Teacher Assessment: Scoring Rubric

As students participate in the rhythmic/dance activities, observe them demonstrating functional use of skills as identified for each activity, using a general scoring rubric such as the following.

Scoring Rubric					
Rating Scale:					
The student meets expectations					
4 Consistently		3 Frequently		2 Sometimes 1 Rarely	
	Score				
The student	Date	Date	Date	Date	Date
• demonstrates the performance criteria of each skill/step as required (skill acquisition)					
• demonstrates functional use of selected skills/steps while participating (skill application)					
• demonstrates interpersonal skills (other)					



Refer to BLM G–3: Skill Acquisition and Application Recording Sheet.

PRESCRIBED LEARNING OUTCOMES

Students will...

☐ S.1.5.D.2 Demonstrate functional use of combining two or more selected movement skills and applying movement concepts (e.g., combine travelling, rolling, balancing, and weight transfer into smooth flowing sequences; showing contrast in direction, speed, flow...) **in gymnastic-type sequences/routines** (e.g., ball gymnastics, stuntastics, pyramids, creative hand apparatus...).

Curricular Connections

ELA:

GLO 4—Enhance the clarity and artistry of communication.

GLO 5—Celebrate and build community.

PE/HE:

GLO 1—Movement (K.1.5.B.3a, K.1.5.B.3b)

SC:

Cluster 3—Forces and Simple Machines

SUGGESTIONS FOR INSTRUCTION

◆ **Gymnastic Floor Routines**

Have students develop group gymnastic routines that include identified skills. Build routines using previously learned skills of landings, statics, springs, rotations, and locomotion.

◆ **Acrobatic Routines**

Have students perform a series of strength and balance skills in their floor routines such as pyramid building.

◆ **Rhythmic Gymnastics Routines**

Have students develop routines, using ropes, hoops, balls, ribbons, and/or clubs, applying the key apparatus skills where applicable. (See chart below.)

Variation: Students may be interested in using other sport equipment in their routines (e.g., basketballs, juggling equipment, scarves, tambourines).

Apparatus Skills in Rhythmic Sportive Gymnastics					
Apparatus Skills	Ball	Hoop	Club	Ribbon	Rope
Circling	x	x	x	x	x
Swinging	x	x	x	x	x
Performing a Figure Eight	x	x	x	x	x
Bouncing	x				
Throwing and Catching	x	x	x	x	x
Rolling	x	x	x		
Rotating (Spins)	x	x	x		
Balancing	x		x		
Leading Movement	x	x	x	x	
Making Serpents (Waves)				x	
Making Spirals (Circles)				x	
Forming Mills (Rotations)			x		
Striking			x		
Sliding			x		
Skipping		x			x
Rotating on Hand(s)		x			
Wrapping				x	x



TEACHER NOTES

Give students a choice of working alone, with partners, or in a group.

Allow students to choose the kind of routines they would like to perform (i.e., gymnastic, acrobatic, rhythmic).

See *Up Down All Around* (Russell, Schembrie, and Kinsman) for more descriptions of activities.

Apply concepts of choreography in developed criteria.

See *Safety Guidelines for Physical Activity in Manitoba Schools* (MPETA *et al.*). Ensure that the activities comply with risk-management policies in your school/division/district.

Contact provincial sport organizations for more information.



SUGGESTIONS FOR ASSESSMENT

◆ **Performance Task: Gymnastic Floor Routines**

Peer Assessment: Checklist

Have students choreograph and perform gymnastic routines and observe the following characteristics.

Suggested Criteria:

The routine demonstrates

- a beginning pose
- a landing skill
- two static skills
- a spring
- three rotations
- three different locomotion (transport) skills
- two different levels—high, medium, low
- two different directions
- an ending pose
- a polished routine—evidence of practice



Movement Outcomes: Grade 5



Knowledge

- K.1.5.A.1 Detect, analyze, and correct errors in personal movement patterns** (i.e., transport, manipulation, and balance skills).
- K.1.5.B.1 Identify personal and controllable factors** (i.e., time, effort, interest, attitude, good practice habits) **that may affect movement skill development.**
- K.1.5.B.2 Identify biomechanical concepts for controlled movement, including balance activities** (i.e., lower centre of gravity, increase base of support, keep line of centre of gravity in the middle of base of support).
- K.1.5.B.3a Design movement sequences that show contrast in levels, planes, pathways, and directions** (e.g., gymnastic floor exercise routine...).
- K.1.5.B.3b Show an understanding of the terms that describe the action of the muscles and joints** (e.g., flexion, extension, rotation...).
- K.1.5.B.3c Recognize the qualities of effort** (e.g., force, time, flow...) **in a movement sequence performed with others** (e.g., Inuit partner activities...).
- K.1.5.B.3d Describe the concept of relationships as it applies to a moving object and/or person** (e.g., passing a ball in front of a person while running...).
- K.1.5.C.1 Apply the rules of lead-up games** (i.e., low-organized games of own design) **while participating and/or officiating.**
- K.1.5.C.2 Use the general terminology** (e.g., offence, defence, crease, pacing...) **associated with lead-up games and activities.**
- K.1.5.C.3 Determine effective game strategies in group activities using a problem-solving approach** (e.g., devise an attacking and a defending strategy in a mass participation game...).
- K.1.5.C.4 Show an understanding of teamwork and fair play while participating in different physical activities** (e.g., suggest rule changes to improve fairness of the game...).

Skills

- S.1.5.A.1 Perform transport skills for control, applying mechanical principles** (e.g., angle of projection, gravity, absorption...) **while travelling alone and/or with others, with or without obstacles.**
- S.1.5.A.2 Perform manipulation skills for control** (e.g., hand dribbling and foot dribbling a ball for maintaining control...), **applying mechanical principles** (e.g., body alignment, application of force, addition of forces...) **while travelling alone and/or with others.**
- S.1.5.A.3 Demonstrate static balance showing different body shapes** (e.g., tuck, straddle, pike, straight...), **applying mechanical principles** (i.e., lower centre of gravity, increase base of support, keep line of centre of gravity within base of support), **using a variety of equipment** (e.g., mats, balance boards, skates, scooters...).
- S.1.5.B.1 Combine selected movement skills** (i.e., extensions or variations of basic movement skills) **in a variety of individual and dual-type lead-up activities/games, including innovative activities** (e.g., rallying, two-on-two activities...).
- S.1.5.B.2 Combine selected movement skills** (e.g., extensions, variations...) **in a variety of group/team activities/games, including innovative activities** (e.g., modified soccer, cooperative challenges...).
- S.1.5.B.3 Perform simple officiating duties** (e.g., refereeing, scorekeeping, timekeeping, making line calls for “out of bounds”...) **in class physical activities.**
- S.1.4.C.1** ➔ **S.1.5.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.1.5.D.1 Demonstrate functional use of basic rhythmic steps, positions, and patterns in repeatable sequences** (e.g., aerobics, jump rope, creative dance, folk dances...), **showing two or more different styles/traditions.**
- S.1.5.D.2 Demonstrate functional use of combining two or more selected movement skills and applying movement concepts** (e.g., combine travelling, rolling, balancing, and weight transfer into smooth flowing sequences; showing contrast in direction, speed, flow...) **in gymnastic-type sequences/routines** (e.g., ball gymnastics, stuntastics, pyramids, creative 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.