Grade 6

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.1.6.A.1 Recognize that there are different applications of the basic movement skills to different physical activities** (e.g., striking skill used in baseball, hockey, paddleball...).

Curricular Connections

ELA:
GLO 1—Explore thoughts, ideas, feelings, and experiences.
GLO 3—Manage ideas and information.
GLO 4—Enhance the clarity and artistry of communication.
GLO 5—Celebrate and build community.

SUGGESTIONS FOR INSTRUCTION

♦ Lead-up Games

Have students participate in a variety of games and activities that use different basic movement skills. Have them discuss the basic movement skills used in each game they play.

♦ Sort and Predict

Using a Sort and Predict strategy, have pairs or small groups of students sort a list of activities by movement skills. Remind students that some activities will fit more than one category. (See *Success for All Learners* 6.33 and 6.100.)

♦ Name That Skill Tag

Play a game of Frozen Tag in which everyone is "it" (a tagger). When students are tagged, they must freeze until someone frees them by asking them to name a game that uses a basic movement skill. For example, if a student says "striking," the frozen student could respond "hockey" and run free.

Variation: The frozen student must list all the basic movement skills used in a specified game.

♦ Sports Collages

Have students make a collage of different sports that have a movement skill connection (e.g., sports that use striking).

♦ Relays

Prepare posters divided into sections for each of the manipulation skills, with a number and line under each skill. Place the posters, one per team, on the floor on the opposite side of the playing area. Have students run to the posters in relay style and write down a game that uses a manipulation skill. The relay is complete when all lines are filled in.

TEACHER NOTES

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

Basic movement skills are fundamental movement patterns that serve as prerequisites for many physical activities and sports. They are grouped into three categories:

- **Transport skills**—run, jump, hop, skip, gallop
- **Manipulation skills**—roll, bounce, catch, underhand throw, overhand throw, strike, kick
- **Balance skills**—static balance (no motion), dynamic balance (in motion)

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

SUGGESTIONS FOR ASSESSMENT

♦ **Questioning/Interview: Sort and Predict; Name That Skill Tag**

Teacher Assessment: Checklist

Have students complete the Sort and Predict activity prior to playing the tag game. As students play the game, the teacher can choose to free students and keep track of the number of correct responses, and students can check the Sort and Predict chart if they are unsure of the correct response. (See Sort and Predict, *Success for All Learners* 6.33.)

Suggested Criterion:

Look for

❑ number of correct responses

PRESCRIBED LEARNING OUTCOMES

Students will...

❑ **K.1.6.B.1 Determine personal and uncontrollable factors** (i.e., body type and physical attributes, hereditary influences, varying rates in growth and development) **that may affect movement skill development.**

Curricular Connections

ELA:
GLO 1—Explore thoughts, ideas, feelings, and experiences.
GLO 3—Manage ideas and information.
GLO 4—Enhance the clarity and artistry of communication.
GLO 5—Celebrate and build community.

PE/HE:
GLO 5—Healthy Lifestyle Practices (K.5.5.1.C)

SUGGESTIONS FOR INSTRUCTION

♦ Partner Sharing

After an activity, have students brainstorm factors that may affect their ability to perform that activity. Discuss factors over which they have control and those over which they do not have control. Have students reflect on and discuss the following questions:

- How can body type help or hinder performance in this activity?
- How can your fitness affect skill development in this activity?

♦ Sport Heroes

Have students collect pictures of their favourite athletes. Compare how factors such as body type, physical attributes, and hereditary influences differ from sport to sport.

♦ Discussion Bag

Put possible factors (body type, physical attributes, hereditary influences, and varying rates in growth and development) on small slips of paper and put them in a bag. As part of a cool-down activity, have students draw a factor from the bag and explain how it may affect movement skill development and success in particular activities.

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 and tolerance of self and others because everyone is unique.

For further information on programming for students with special needs, refer to the series *Moving to Inclusion* (National Education Steering Committee of the Moving to Inclusion Initiative).

Refer also to "Discovering Abilities" on page 3 of *The Canadian Active Living Challenge: Leader's Resource Tool Kit, Program 2* (CAHPER/CIRA).

Encourage students to collect information on sport heroes representative of their cultural background.

Aboriginal Link:

For suggestions on Aboriginal games and sports, see *North American Indigenous Games*, available from The Winnipeg School Division.

Body Types:

We can alter our bodies to a certain extent by building muscle and losing fat; however, humans are not capable of miraculous body makeovers. Due to genetics, we are all created with different body sizes and shapes.

The following are three categories of body types:

- **Mesomorphs**—have heavy bone and muscle development with broad shoulders, thick forearms, and heavy wrists and fingers.

SUGGESTIONS FOR ASSESSMENT

♦ **Observation: Partner Sharing**
Self-Assessment: Anecdotal Notes

Have students record, in their activity journals, personal factors that may affect their skill development.

TEACHER NOTES *(continued)*

- **Endomorphs**—have roundness and softness of the body, small facial features, and slender wrists and ankles.
- **Ectomorphs**—have long arms and legs, a delicate bone structure, and narrow fingers and toes.

Some body types are more suited to specific sports. However, remind students that other factors, such as personal motivation, also affect success.

PRESCRIBED LEARNING OUTCOMES

Students will...

❑ **K.1.6.B.2 Identify biomechanical concepts** (i.e., application and amount of force, range of motion, number of body segments) **related to applying force in sending and receiving activities** (e.g., overhead throwing with preparatory steps, full backswing, full trunk rotation, follow-through...).

Curricular Connections

ELA:
GLO 1—Explore thoughts, ideas, feelings, and experiences.
GLO 3—Manage ideas and information.

SUGGESTIONS FOR INSTRUCTION

♦ Overhand Throwing (Sending Activities)

Have students throw three beanbags overhand:

1. On the first try, they stand facing forward, feet together (without any step or rotation), throw the beanbag, and leave it where it lands.
2. On the second attempt, with another beanbag, they stand sideways to the direction of the throw, feet shoulder-width apart, and throw by rotating the hips and trunk (no step).
3. The third attempt includes a step forward.

Ask students to discuss the results of the three throws and explain their results using biomechanical concepts. Ensure that students are properly warmed up for this activity.

♦ Catching (Receiving Activities)

Have students play catch with a partner using a variety of balls (e.g., foam tennis balls, medicine balls). Ask students to discuss the results of the different catches and explain their results using biomechanical concepts.

♦ What's the Difference?

Have some students demonstrate catching a ball, and then catching an egg. Have others observe differences in the catching techniques used.

Variation: Videotape the demonstrations to use in future classes.

♦ Visuals in Action

Have students create posters of the terms and biomechanical concepts and post them in the gym. These can be readily used when students are practising their skills.

Variation: Use a digital camera or video to demonstrate concepts.

TEACHER NOTES

To ensure safety, do the throwing activity outdoors and have all students throw in the same direction.

Maximum Effort:

Many sport skills require maximum or near-maximum effort: maximum speed or maximum force. The Coaching Association of Canada (5–10) defines the basic concepts associated with maximum effort as follows:

- "**Force** is a push or a pull that causes motion…usually measured in newtons (N).
- **Velocity** is a measure of how fast a body is moving…usually measured in metres per second (m/s).
- **Acceleration** refers to the rate of change in velocity [speeding up and slowing down]…usually measured in metres per second per second (m/s^2)."

The two principles associated with maximum effort can be stated as follows (Coaching Association of Canada 5–11):

- "The production of maximum force requires the use of all the joints that can be used."
- "The production of maximum velocity requires the use of joints in order—from largest to smallest."

Posters identifying the biomechanical concepts should be available to assist students.

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

SUGGESTIONS FOR ASSESSMENT

♦ **Paper and Pencil Task: Overhand Throwing (Sending Activities)**

Teacher Assessment: Checklist

Have students, working in groups, discuss the results of their throwing and record on chart paper the biomechanical concepts that explain their results.

Suggested Criterion:

Look for

❑ number of correct responses

Refer to BLM 6–1: Overhand Throwing for Distance.

TEACHER NOTES *(continued)*

Newton's Laws of Motion:

Review (from Grade 5 Science) the three **laws of motion** that govern all human movement:

- **Newton's first law of motion** states that "every body will remain in a state of constant motion or rest unless acted upon by an outside force" (Coaching Association of Canada 5–10).
- **Newton's second law of motion** states that "the applied force is proportional to the resulting acceleration; that is, the greater the applied force, the greater the resulting acceleration—providing mass is constant" (Coaching Association of Canada 5–10).
- **Newton's third law of motion** states that for "every action force, there is an equal and opposite reaction force" (Coaching Association of Canada 5–10).

Refer to Appendix I: Glossary for definitions of terms and concepts. Select terms from the online version of the glossary for developing signs or handouts. Refer to the Manitoba Education and Youth website: <http://www.edu.gov.mb.ca/ks4/cur/physhlth/index.html>.

PRESCRIBED LEARNING OUTCOMES

Students will...

❑ **K.1.6.B.3 Design movement sequences** (e.g., group routine in rhythmic gymnastics...) **that show contrast in qualities of movement** (e.g., levels, pathways, directions...) **and formations** (e.g., circles, lines, scattered...) **performed in a group.**

Curricular Connections

ELA:
GLO 4—Enhance the clarity and artistry of communication.
GLO 5—Celebrate and build community.

MA:
Shape and Space

PE/HE:
GLO 1—Movement (S.1.6.D.1)

SUGGESTIONS FOR INSTRUCTION

♦ Design a Routine

Have students design a group routine that consists of various directions, levels, pathways, and formations. The routine can include jump rope, aerobics, dance, gymnastics, or rhythmic gymnastics.

Establish guidelines for the group routine. For example, the routine could demonstrate

- a beginning pose
- two changes of level—high, medium, low
- two changes in direction—forwards, backwards, sideways
- two changes of pathways—straight, zigzag, curved
- four different formations—horizontal lines, vertical lines, diagonal lines, triangles, circles, squares (see teacher notes)
- an ending pose

♦ Learning Outcome Connection

The routines suggested for learning outcome S.1.6.D.1 can be performed as group routines.

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.

A **formation** is a shape made by using groups of people.

Provide students with examples of movement sequences and formations for practice and then have them create their own.

Examples:

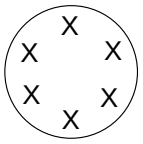
Straight Lines

X X X X X
X
X
X
X

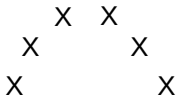
Diagonal Lines

X
X
X
X

Circles



Semicircles



Alternate Lines

X X X
X X X X

Triangles

X X X
X

A movement sequence using balls, with two changes of level, could consist of the following:

- Students kneel in alternate lines and bounce the ball four times.
- Students move into a straight line and throw the ball up and catch it. Repeat two times.
- Students move into a circle and bounce the ball to the person on their right.

SUGGESTIONS FOR ASSESSMENT

♦ **Performance Task: Design a Routine**

Teacher/Peer Assessment: Checklist

The teacher or peers observe students and assess whether the routine has met 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
- ❑ four different formations—horizontal lines, vertical lines, diagonal lines, triangles, circles, squares
- ❑ an ending pose

Refer to BLM 6–2: Gymnastic Routine.

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
Students will...	
❑ **K.1.6.C.1 Adapt the rules of lead-up games based on criteria predetermined through problem-solving activities** (e.g., suggest rule changes for enhanced activity, inclusivity, safety...). **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 (K.4.6.B.1a)	♦ **Problem Solved** Ask students to sit down with the people they were playing with at recess. Ask them to identify any problems they had and suggest possible solutions. **Questions for Discussion:** • What game/activity did they play? • How could they make the game more active? • How could they include everyone who wants to play? • How could they make the game safer? • How could they change the rules so that they are encouraged to play fairly? **Variation:** Have students discuss with a partner any problems they had in a class activity. ♦ **Octopus** Have students line up at one end of the gym. They could wear heart-rate monitors, with the goal of trying to maintain their target heart rate during the game. The tagger stands in the centre circle and calls out "Octopus." The other students try to run to the opposite end of the gym without being tagged. When tagged, students must stand where they were tagged until the end of the game and become seaweed that can tag students as they run by. Ask students for suggestions to increase activity.
❑ **K.1.6.C.2 Use activity-specific terminology** (e.g., bump, volley, free throw, serve...) **associated with selected lead-up games and physical activities.** **Curricular Connections** **ELA:** GLO 1—Explore thoughts, ideas, feelings, and experiences. GLO 2—Comprehend and respond personally and critically to oral, literary, and media texts. GLO 4—Enhance the clarity and artistry of communication.	♦ **Lead-up Games/Activities** Have students discuss and record activity-specific terminology after each activity. ♦ **Crossword Puzzles** Have students complete crossword puzzles with activity-specific terminology. Students can create their own crosswords. ♦ **Word Wall** Have students develop a movement word list consisting of activity-specific terminology. Print the words on cards and post them. (See Word Wall, *5–8 ELA*, Strategies–199.)

TEACHER NOTES	SUGGESTIONS FOR ASSESSMENT
Ensure that students are familiar with the steps of a problem-solving process. For information on the DECIDE model, refer to learning outcome K.4.6.B.1a and to page 112 of the Framework. Adaptations could include alternatives to standing when tagged, such as allowing frozen players to go free when they tag another player or perform an aerobic exercise such as jumping jacks.	♦ **Questioning/Interview: Problem Solved** Teacher Assessment: Informal Inventory After students have had the opportunity to suggest changes to their group, ask them to share their ideas with the class. **Suggested Criteria:** Look for the ability to adapt rules to promote ❑ participation ❑ inclusion ❑ safety ❑ aerobic fitness ❑ other
Use activity-specific terminology when teaching skills. To create crossword puzzles, see the Discovery School's Puzzlemaker website: <http://www.puzzlemaker.com>. **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: Lead-Up Games/Activities** Teacher Assessment: Inventory Have students record activity-specific terminology for selected physical activities. ♦ **Paper and Pencil Task: Crossword Puzzles** Self-Assessment: Inventory Have students complete crossword puzzles and check answers with the answer key.

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
Students will...	
❑ **K.1.6.C.3 Identify simple offensive and defensive strategies** (e.g., "give and go," marking an opponent, formations...) **employed in lead-up games of different sports.** **Curricular Connections** **ELA:** GLO 5—Celebrate and build community. **PE/HE:** GLO 1—Movement (K.1.5.C.3)	♦ **Lead-up Games** Divide students into four teams. Two teams play and the other two teams coach. Players each have a coach on the sideline watching them play and recording their offensive and defensive skills. Have students switch positions every few minutes. **Examples of Lead-up Games:** • basketball • ultimate • floor hockey • lacrosse • football • non-contact rugby • team handball
❑ **K.1.6.C.4 Identify examples of fair play and good teamwork by others** (e.g., showing respect for all players, making encouraging remarks to other players...) **in different physical activities.** **Curricular Connections** **ELA:** GLO 5—Celebrate and build community. **PE/HE:** GLO 4—Personal and Social Management	♦ **"I Saw…"** Post sheets of paper with the heading "I Saw…." Students can write any example of fair play they see, identify who demonstrated it, note their own names as the observers, and post the information on a fair-play bulletin board. After students have participated in a lead-up game, have them sit in a circle (e.g., sharing circle) and take turns sharing any examples of fair play they observed.

TEACHER NOTES

This strategy works well for activities that require the whole gym (or an area outdoors) for a safe game (e.g., floor hockey, lacrosse). For offensive and defensive game strategies, see learning outcome K.1.5.C.3.

For more information on game strategies, refer to BLM G–17: Teaching Games for Understanding Chart.

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

Fair-Play Ideals:

- Respect the rules.
- Respect the officials and accept their decisions.
- Respect your opponents.
- Give everyone equal/equitable opportunity to participate.
- Maintain your self-control at all times.

The fair-play ideals are identified on page 16 in the Leisure section of *The Canadian Active Living Challenge: Leader's Resource Tool Kit, Program 2* (CAHPER/CIRA).

SUGGESTIONS FOR ASSESSMENT

♦ **Observation: Lead-up Games (Basketball)**

Peer Assessment: Inventory/Checklist

Have student coaches observe their partners in action during a game and place check marks in the appropriate square when they observe the following strategies.

Observation of Partner in Action

The player

- ❑ passed the ball to an open player
- ❑ moved into an open space
- ❑ picked up an opponent to guard
- ❑ stayed between player and basket (defence)

Coaches should observe one behaviour at a time, as directed by the teacher. They use the information to advise their partners on how to improve their play.

♦ **Paper and Pencil Task: "I Saw…"**

Teacher Assessment: Inventory

Keep a record of students who were able to identify examples of fair play and teamwork by completing the "I Saw…" sheets.

PRESCRIBED LEARNING OUTCOMES

Students will...

❑ **S.1.6.A.1 Perform extensions and/or variations of transport skills** (e.g., sprinting, jumping, springing, rotating...), **applying mechanical principles** (e.g., speed is affected by body weight, range of motion, number of involved body segments, application of force...) **for speed, height, and/or distance.**

Curricular Connections
ELA:
GLO 5—Celebrate and build community.
PE/HE:
GLO 1—Movement (K.1.6.B.2)
SC:
Cluster 4—Exploring the Solar System

SUGGESTIONS FOR INSTRUCTION

♦ Athletic Activities

Have students participate in sprint, relay, and modified hurdle activities for speed development. Have them work on improving their own time or their group's speed and time. Students can participate in high-jump, long-jump, and triple-jump activities for developing height and distance, applying mechanical principles. Ask students to do a personal jump analysis, measuring the distance of a standing or running long jump, one-foot hop kick, or two-foot hop kick.

♦ Gymnastic Activities

- **Jump for Distance:** Fold gymnastics mats in half and scatter them around the gym. Have students jump, hop, and leap over the mats from a standing position. Explore a variety of takeoffs and landings, such as the following:
  — one foot to same foot
  — one foot to opposite foot
  — one foot to two feet
  — two feet to two feet
- **Jump for Height:** Using benches and low vaulting boxes, have students jump into the air and practise safe landings onto a mat. Explore different shapes (e.g., star, tuck, straight) and rotations (e.g., half turn, quarter turn). Ensure that equipment is set up in a safe manner.

♦ Jump Rope

Have students jump rope for speed development, using a variety of transport skills (e.g., running, jumping, hopping, and combinations of skills).

♦ Outer Space Orienteering

Design a nine-station orienteering course, each station representing a planet in the solar system. Each station has a question that requires students to identify the correct planet. Put students into pairs and provide each pair with a clipboard, a pencil, and a map with numbered spots that the students must find. Send pairs out in 10-second intervals and time their finish.

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.

Hop Kick:

- **One-Foot Hop Kick:** Have students jump from one foot, kick a suspended target, and land, all on the same foot, maintaining balance.
- **Two-Foot Hop Kick:** Have students jump from both feet, keep feet together, kick target, and land on two feet, holding balance.

Challenge students to strive to do their personal best rather than racing to finish first, second, third, and so on.

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.

It is important for teachers to be familiar with mechanical principles related to specific movement skills to help students understand how to perform or refine their skills.

See learning outcome K.1.6.B.2 for mechanical concepts related to maximum effort.

SUGGESTIONS FOR ASSESSMENT

♦ Performance Task: Athletic Activities

Teacher Assessment: Scoring Rubric

As students participate in the activities, observe for proficiency in the transport skills, using criteria such as the following.

Suggested Criteria: Standing Long Jump

The student

- ❑ swings arms back in preparatory stage
- ❑ bends knees in preparatory stage
- ❑ reaches forward in the air with arms and legs
- ❑ jumps for distance
- ❑ bends knees on landing to absorb weight

Scoring Rubric	
Scale	The student performs
3	• **all** criteria correctly
2	• **most** criteria correctly
1	• **some** criteria correctly

TEACHER NOTES *(continued)*

Sample Questions for Outer Space Orienteering Stations:

- **Neptune**—Which planet has an atmosphere rich in hydrogen, helium, and methane, and has a faint ring system?
- **Pluto**—Which is the the smallest planet?
- **Mercury**—Which planet is the closest planet to the sun?
- **Venus**—Which planet is the brightest object in the sky, next to the sun and the moon?
- **Earth**—Which planet has an atmosphere rich in oxygen?
- **Uranus**—Which planet appears green because of a methane cloud?
- **Mars**—Which planet is known as the red planet?
- **Jupiter**—Which is the largest planet?
- **Saturn**—Which planet has bright rings that circle its equator?

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
Students will...	
❑ **S.1.6.A.2 Perform manipulation skills** (e.g., throwing, kicking, catching...), **applying mechanical principles** (e.g., range of motion, number of body segments, application of force, absorption of force...) **for accuracy and distance.**	♦ **Lead-up Games** Have students participate in modified sports activities to practise manipulation skills for developing accuracy and distance. **Examples of Activities:** • Flying disc golf—throwing • Softball, baseball—striking, throwing • Football—kicking, throwing • Bowling—rolling • Miniature golf—putting ♦ **Target Practice** Set up a variety of targets as station activities and have students aim for the targets using a variety of manipulation skills. **Examples of Station Activities:** • Roll a ball to a pin. • Toss a ball underhand through a held hoop. • Shoot a ball at a basketball net. • Kick a ball into a goal. • Throw overhand to a target. • Throw a soft sponge-like bat through a rolling hoop, as in a hoop and dart game. (To make this activity more authentic to Aboriginal culture, use a hoop with webbing.) **Variation:** Set up targets outdoors to increase the distance. ♦ **Guard the Pin** Have students form two teams, one team on each half of the gym. Line up bowling pins on opposite end lines. The object of the game is to knock down as many of the opponents' pins as possible in a specified time by kicking, throwing, or rolling a ball without crossing the centre line.

Curricular Connections

ELA:
GLO 5—Celebrate and build community.

PE/HE:
GLO 1—Movement (K.1.6.B.2)

SC:
Cluster 2—Flight

TEACHER NOTES

Use targets that simulate actual sport targets (e.g., hockey nets, football goals, soccer goals, catcher in softball, bowling pins).

Technology Link:

Videotape skills performed by students.

Be familiar with mechanical principles related to the specific movement skills to help students understand how to perform or refine their skills. The overhand throw requires the use of all the joints that can be used, from the largest to the smallest— legs, hips, trunk, shoulder, elbow, and wrist. The rotation of the hips and shoulders causes the rapid rotation of the trunk, and this speed is transferred to the throwing arm.

The basic concepts of maximum effort are described in the teacher notes for learning outcome K.1.6.B.2.

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

Teachers are encouraged to make curricular connections with Cluster 2—Flight in Grade 6 Science to examine factors that affect flight patterns of projectiles (e.g., balls, discs).

Aboriginal Link:

Choose traditional Aboriginal games that provide challenges for developing strength, eye-hand coordination, and target/accuracy skills.

SUGGESTIONS FOR ASSESSMENT

♦ **Performance Task: Lead-up Games (Overhand Throwing in Softball)**

Peer Assessment: Checklist

Clearly outline criteria for the overhand throw. Have students work in pairs and use the suggested criteria to coach each other, observing for distance and accuracy, as well as correct technique. Ask students to put each other's score on a skill-achievement graph. This can be done with or without names identified.

Suggested Criteria: Overhand Throwing

The student

- ❑ stands so that the shoulder opposite to the throwing arm is in line with the target, focusing eyes on the target
- ❑ bends and holds the elbow back at shoulder height behind the ear
- ❑ steps forward in the direction of the throw with the foot opposite to the throwing arm
- ❑ shifts weight from the back to the front foot
- ❑ rotates hips and shoulders
- ❑ leads the throw with the elbow and follows through down and across the body

PRESCRIBED LEARNING OUTCOMES

Students will...

❑ **S.1.6.A.3 Demonstrate dynamic balance** (e.g., doing cartwheels, running backwards, kicking...), **applying mechanical principles** (i.e., lower centre of gravity, increase base of support, keep the line of centre of gravity at the edge of the base of support in the direction of force application) **for stability.**

Curricular Connections
ELA:
GLO 5—Celebrate and build community.
PE/HE:
GLO 1—Movement (K.1.5.B.2)
SC:
Cluster 2—Flight

SUGGESTIONS FOR INSTRUCTION

♦ Gymnastic Activities

Have students participate in balance activities by moving around the gym and practising safe, controlled landings when jumping off benches and boxes onto mats. Have students participate in rotation activities on mats (e.g., cartwheels, rolls, turns).

♦ Partner Tug

Have students work in pairs, each student standing on a folded mat approximately two metres apart and holding a short rope. On a given signal (e.g., counting to three), each student tries to pull his or her partner off the mat.

Variation: Have partners hold right wrists and stand with a line on the floor between them. On a given signal, students try to get their partner to move one foot.

♦ Balance Boards

Have students use a variety of balance boards, pogo balls, pogo sticks, and so on, to explore dynamic balance.

♦ Push and Pull

Have partners, in a 3 m x 3 m space on the floor, try to push or pull each other out of the specified area.

♦ Standing Stick Pull

Have two students face each other, standing with a comfortable base of support within arm's length of each other. Each student grasps one end of a stick and pulls straight back to put the opponent off balance.

TEACHER NOTES

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

Ensure that mats are arranged safely with no overlap. Teach students to check mats/equipment for safety prior to jumping.

To promote safety, students in the Partner Tug learning activity should be of similar size and ability.

Be familiar with mechanical principles related to specific movement skills to help students understand how to perform or refine their skills.

See the teacher notes for learning outcome K.1.5.B.2 for mechanical concepts related to stability. On a balance beam, the base of support is narrow, which makes movement and balance less stable.

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

SUGGESTIONS FOR ASSESSMENT

♦ **Performance Task: Gymnastic Activities (Landings)**
Teacher Assessment: Scoring Rubric

As students participate in the suggested activities, observe for proficiency in dynamic balance skills, using criteria such as the following.

Suggested Criteria: Landings

The student

- ❑ lands using a toe-to-heel movement
- ❑ bends knees on landing to absorb weight
- ❑ uses arms to help with balance
- ❑ controls landing

Scoring Rubric	
Scale	The student demonstrates
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

PRESCRIBED LEARNING OUTCOMES

Students will...

❑ **S.1.6.B.1 Apply functional use of selected movement skills** (e.g., leaping, rolling, striking a ball with or without an implement...) **to a variety of individual/dual games/sports, including multicultural games** (e.g., Inuit games, gymnastics, paddleball, handball...).

Curricular Connections
ELA:
GLO 5—Celebrate and build community.
SS:
Identity, Culture, and Community

SUGGESTIONS FOR INSTRUCTION

♦ Lead-up Games

Have students participate in a variety of modified individual/dual games/sports activities for developing selected movement skills.

Examples of Individual/Dual Activities:

- Athletics—running, jumping, throwing
- Racquet sports—striking
- Bowling—rolling
- Cross-country skiing—walking, gliding
- Juggling— throwing, catching
- Rhythmic gymnastics (individual and partner routines)—throwing, catching, rolling, bouncing
- Orienteering—running
- Golf—striking
- Flying disc golf—throwing
- Skating—gliding, balancing
- In-line skating—gliding, balancing
- High kick—kicking
- Jump rope—jumping, hopping, running
- Gymnastics—balancing, performing transport skills

♦ Multicultural Games

Have students participate in a variety of multicultural games for developing selected movement skills.

Examples of Multicultural Games:

- **Jump the Muskrat:** Tie a beanbag to the end of a rope and swing it in a circle at ground level and have students jump over it.
- **Back-to-Back Stand:** Partners sit back to back with elbows locked. Legs are bent in front of them, with feet on the floor. Partners push against each other's back and try to stand up.
- **Bocce:** In this Italian rolling game, players try to roll the bocce ball closest to a small white ball.

TEACHER NOTES

Functional assessment involves assessing students using and/or applying specific skills in games/sports situations. See the definition of **functional use** in Appendix I: Glossary.

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. Assess skills in each category (transport, manipulation, and balance) separately.

For more information on multicultural games, see *1999 Pan American Games: Resource Kit for Physical Education Teachers.*

For more information on Inuit games, see *Inuit Games* (Keewatin Divisional Board of Education).

Aboriginal Link:

For suggestions on Aboriginal games and sports, see *North American Indigenous Games*, available from The Winnipeg School Division.

Develop criteria for all movement skills, including the following:

- ready position/start position
- weight transference
- sequential application of force
- follow-through/landing

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

SUGGESTIONS FOR ASSESSMENT

♦ Performance Task: Lead-up Games (Ten-Pin Bowling)

Teacher Assessment: Scoring Rubric

As students participate in activities, observe for proficiency in the selected movement skills, using criteria such as the following.

Suggested Criteria: Four-Step Approach in Ten-Pin Bowling

The student

- ❑ demonstrates proper grip on the ball
- ❑ steps forward with the foot on the same side as the ball hand
- ❑ displays the step, swing, step, roll sequence
- ❑ releases the ball with the opposite foot forward
- ❑ rolls the ball smoothly towards the pins

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

♦ Performance Task: All Activities

Teacher Assessment: Scoring Rubric

As students participate in activities, observe them demonstrating functional use of skills 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 as required (skill acquisition)					
• demonstrates functional use of selected skills while participating (skill application)					
• demonstrates cooperation and fair play (other)					

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
Students will...	
❑ **S.1.6.B.2 Apply functional use of selected movement skills** (e.g., batting, dribbling, throwing and catching with an implement...) **to a variety of team games/sports, including multicultural games** (e.g., modified lacrosse, kanga ball, modified basketball...). **Curricular Connections** **ELA:** GLO 5—Celebrate and build community. **SS:** Identity, Culture, and Community	♦ **Lead-up Games/Sports Activities** Have students participate in a variety of modified team games/sports activities for developing selected movement skills. **Examples of Team Activities:** • Basketball—throwing, catching, bouncing • Volleyball—striking • Soccer—kicking • Softball/baseball—striking, throwing, catching • Ultimate—throwing, catching • Floor/field hockey—striking • Football—throwing, catching, kicking • Rhythmic gymnastics (group routines)—throwing, catching, rolling, bouncing • Cricket—throwing, catching, striking ♦ **Multicultural Games** Have students participate in a variety of multicultural games for developing selected movement skills. **Examples of Multicultural Games:** • Sepak Takraw—kicking • Lacrosse—throwing, catching • Cricket—throwing, catching, striking

TEACHER NOTES

Functional assessment involves assessing students using and/or applying specific skills in games/sports situations.

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. Assess skills in each category (transport, manipulation, and balance) separately.

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

Develop criteria for all movement skills, including the following:

- ready position/start position
- weight transference
- sequential application of force
- follow-through/landing

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. (See <http://www.takrawcanada.com>.)

Aboriginal Links:

For suggestions on Aboriginal games and sports, see *North American Indigenous Games*, available from The Winnipeg School Division.

For more learning activity suggestions, refer to *Native Games: Teacher Handbook* (Manitoba Education).

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

SUGGESTIONS FOR ASSESSMENT

♦ Performance Task: Lead-up Games/Sports Activities (Volleyball)

Peer Assessment: Scoring Rubric

As students participate in the activities, observe for proficiency in the selected movement skills, using criteria such as the following.

Suggested Criteria: Underhand Volleyball Serve

The student

- ❑ holds the ball in the non-dominant hand at hip level
- ❑ swings arm back—opposite foot forward
- ❑ swings arm forward—keeping arm straight
- ❑ transfers weight to the front foot
- ❑ contacts the ball with the heel of the hand

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

♦ Performance Task: All Activities

Teacher Assessment: Scoring Rubric

As students participate in activities, observe them demonstrating functional use of skills 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 as required (skill acquisition)					
• demonstrates functional use of selected skills while participating (skill application)					
• demonstrates cooperation and fair play (other)					

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
Students will...	
❑ **S.1.6.B.3 Demonstrate the ability to work cooperatively/ collaboratively in planning, organizing, and/or officiating physical activities.** **Curricular Connections** **ELA:** GLO 5—Celebrate and build community.	♦ **Tournament Time** Have students organize mini-tournaments for a game of their choice for their own class or for another class or grade. Ensure that students are familiar with the responsibilities and duties for each job.

TEACHER NOTES

Involve Grade 6 students in helping to set up special events (e.g., tabloids, skating days, dance festivals) for Early Years students. Both the younger and older students will benefit from this experience.

For more information, refer to *Student Leadership Development Program: Elementary Teacher's Guide* (CIRA).

SUGGESTIONS FOR ASSESSMENT

♦ Observation: Tournament Time

Self-Assessment: Rating Scale

Have students assess how well their group worked together following the event they organized or officiated.

Self-Assessment of Group Participation

Name _____ Class_____ Date _____

Group Work	3 All the Time	2 Most of the Time	1 Some of the Time
1. I shared ideas.			
2. I listened to others.			
3. I encouraged others.			
4. I helped with the group work.			
5. I stayed on task.			
6. I was willing to work with others.			

7. I noticed that the members of my group helped everyone feel included by (list behaviours) _____

_____

_____

_____

_____

_____

Self-Assessment of Group Participation: Reproduced form *K–4 PE/HE*, Appendix H, BLM G–10.

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
Students will...	
❑ **S.1.6.C.1 Apply functional use of selected movement skills and variations** (i.e., transport and balance skills), **using various equipment and in a variety of environments** (e.g., skating, swimming, cross-country skiing, snow soccer...). **Curricular Connections** **ELA:** GLO 1—Explore thoughts, ideas, feelings, and experiences. GLO 5—Celebrate and build community.	♦ **Recreational Field Trips** Take students on field trips to community recreation areas. Have them participate in a variety of recreational activities (e.g., skating at the community centre, cross-country skiing, rollerblading, cycling at a local park, swimming at a local pool, orienteering at a local course, alpine skiing). ♦ **Cross-Country Skiing** Have students participate in cross-country skiing (e.g., diagonal stride, star turns, herringbone) to develop transport and balance skills. ♦ **Orienteering** Have students participate in an orienteering course on the school grounds. Prepare a map of the school grounds, identifying areas for students to find. Place a marker at each identified position on the school grounds. Students use the map to find the markers. ♦ **Snowshoeing** Have students participate in snowshoeing activities to develop transport and balance skills.

TEACHER NOTES

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

Contact provincial sport organizations for more information on guest coaches and programs.

Develop criteria for all movement skills, including the following:

- ready position/start position
- weight transference
- sequential application of force
- follow-through/landing

Aboriginal Link:

Include traditional activities (e.g., snowshoeing, fishing) from an Aboriginal perspective.

SUGGESTIONS FOR ASSESSMENT

♦ **Performance Task: Cross-Country Skiing (Diagonal Stride)**

Teacher Assessment: Scoring Rubric

As students participate in a cross-country skiing activity, observe for proficiency in selected movement skills, using criteria such as the following.

Suggested Criteria: Diagonal Stride

The student

- ❑ bends knees to push forward on each stride
- ❑ lines up toes, knee, and nose on each stride
- ❑ swings arms alternately at side
- ❑ glides on each stride

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

♦ **Performance Task: Cross-Country Skiing (Diagonal Stride)**

Self-Assessment: Scoring Rubric

Using their activity journals, students self-assess the selected movement skills using the scoring rubric and suggested criteria above.

PRESCRIBED LEARNING OUTCOMES

Students will...

❑ **S.1.5.D.1 ➠ S.1.6.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.**

Curricular Connections
ELA:
GLO 4—Enhance the clarity and artistry of communication.
GLO 5—Celebrate and build community.
SS:
Identity, Culture, and Community

SUGGESTIONS FOR INSTRUCTION

♦ Rhythmic Routines

Have students perform routines using selected rhythmic steps, positions, and patterns showing two or more different styles/traditions.

Examples of Rhythmic Activities:

- **Multicultural Folk Dances:** Have students learn and perform multicultural folk dances such as those described in *1999 Pan American Games: Resource Kit for Physical Education Teachers* (Pan American Games Physical Activity/Physical Education Committee).
- **Line Dances:** Have students create and perform their own line dances using combinations of previously learned dances.
- **Jump Rope:** Have students create and perform their own jump rope routines using combinations of previously learned skills.
- **Aerobic Routines:** Have students create and perform aerobic routines using previously learned skills. Students can lead younger students in an aerobic workout.
- **Hip Hop Routines:** Have students create and perform their own music video with hip hop dancing.
- **Aboriginal Dances:** Have students observe and participate in First Nations dances, Métis dances, and/or Inuit dances.

TEACHER NOTES

Encourage the use of cue words.

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

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

Have videos available on line dances, jump rope routines, aerobic routines, "Tae-Bo" workouts, and hip hop dances.

Invite guest instructors to school to teach students different cultural dances. Contact a friendship centre or the Folk Arts Council of Winnipeg Inc.

Vary the activities each year or expand on previous learning. Choose learning activities that are culturally appropriate and meet the needs of the community.

Aboriginal Link:

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).

SUGGESTIONS FOR ASSESSMENT

♦ Performance Task: All Rhythmic Activities

Self-Assessment: Rating Scale

Have students rate their own performance in the sequences, using the following rating scale.

Rating Scale	
Scale	**Criteria**
3	• I was able to perform the sequence confidently.
2	• I was able to perform most of the sequence.
1	• I had difficulty with the sequence.

♦ Performance Task: All Rhythmic Activities

Teacher Assessment: Scoring Rubric

As students participate in the rhythmic/dance activities, observe them demonstrating functional use of skills 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 ➠ S.1.6.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.

SUGGESTIONS FOR INSTRUCTION

♦ Gymnastic Floor Routines

Have students develop gymnastic routines that include an identified list of skills. Build routines combining two or more selected movement skills using previously learned skills of landings, statics, supports, springs, rotations, and locomotion.

♦ Partner Acrobatics

Have students perform a series of strength and balance skills with their partner in their floor routines.

For ideas on partner skills, refer to BLM 5–4: Static Shape Cards.

♦ Rhythmic Gymnastics Routines

Have students develop routines using ropes, hoops, balls, ribbons, and scarves, applying identified skills. Students may be interested in using other sport equipment in their routines (e.g., basketballs, juggling equipment).

TEACHER NOTES

Give students the 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 Schembri, and Kinsman) for more descriptions of activities.

Ensure that students are aware of the suggested criteria before they start to choreograph their own routines.

Routines can be performed on ropes, benches, and mats, or with hoops, balls, ribbons, and scarves.

SUGGESTIONS FOR ASSESSMENT

♦ **Performance Task: Gymnastic Floor Routines**

Teacher/Peer Assessment: Checklist

Have students perform group routines and observe the following characteristics.

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
- ❑ four different formations—horizontal lines, vertical lines, diagonal lines, triangles, circles, squares
- ❑ two different combinations of gymnastic skills
- ❑ an ending pose

Refer to BLM 6–2: Gymnastic Routine.

Movement Outcomes: Grade 6

Knowledge

❑ **K.1.6.A.1 Recognize that there are different applications of the basic movement skills to different physical activities** (e.g., striking skill used in baseball, hockey, paddleball...).

❑ **K.1.6.B.1 Determine personal and uncontrollable factors** (i.e., body type and physical attributes, hereditary influences, varying rates in growth and development) **that may affect movement skill development.**

❑ **K.1.6.B.2 Identify biomechanical concepts** (i.e., application and amount of force, range of motion, number of body segments) **related to applying force in sending and receiving activities** (e.g., overhead throwing with preparatory steps, full backswing, full trunk rotation, follow-through...).

❑ **K.1.6.B.3 Design movement sequences** (e.g., group routine in rhythmic gymnastics...) **that show contrast in qualities of movement** (e.g., levels, pathways, directions...) **and formations** (e.g., circles, lines, scattered...) **performed in a group.**

❑ **K.1.6.C.1 Adapt the rules of lead-up games based on criteria predetermined through problem-solving activities** (e.g., suggest rule changes for enhanced activity, inclusivity, safety...).

❑ **K.1.6.C.2 Use activity-specific terminology** (e.g., bump, volley, free throw, serve...) **associated with selected lead-up games and physical activities.**

❑ **K.1.6.C.3 Identify simple offensive and defensive strategies** (e.g., "give and go," marking an opponent, formations...) **employed in lead-up games of different sports.**

❑ **K.1.6.C.4 Identify examples of fair play and good teamwork by others** (e.g., showing respect for all players, making encouraging remarks to other players...) **in different physical activities.**

Skills

❑ **S.1.6.A.1 Perform extensions and/or variations of transport skills** (e.g., sprinting, jumping, springing, rotating...), **applying mechanical principles** (e.g., speed is affected by body weight, range of motion, number of involved body segments, application of force...) **for speed, height, and/or distance.**

❑ **S.1.6.A.2 Perform manipulation skills** (e.g., throwing, kicking, catching...), **applying mechanical principles** (e.g., range of motion, number of body segments, application of force, absorption of force...) **for accuracy and distance.**

❑ **S.1.6.A.3 Demonstrate dynamic balance** (e.g., doing cartwheels, running backwards, kicking...), **applying mechanical principles** (i.e., lower centre of gravity, increase base of support, keep the line of centre of gravity at the edge of the base of support in the direction of force application) **for stability.**

❑ **S.1.6.B.1 Apply functional use of selected movement skills** (e.g., leaping, rolling, striking a ball with or without an implement...) **to a variety of individual/dual games/sports, including multicultural games** (e.g., Inuit games, gymnastics, paddleball, handball...).

❑ **S.1.6.B.2 Apply functional use of selected movement skills** (e.g., batting, dribbling, throwing and catching with an implement...) **to a variety of team games/sports, including multicultural games** (e.g., modified lacrosse, kanga ball, modified basketball...).

❑ **S.1.6.B.3 Demonstrate the ability to work cooperatively/collaboratively in planning, organizing, and/or officiating physical activities.**

❑ **S.1.6.C.1 Apply functional use of selected movement skills and variations** (i.e., transport and balance skills), **using various equipment and in a variety of environments** (e.g., skating, swimming, cross-country skiing, snow soccer...).

❑ **S.1.5.D.1 ➠ S.1.6.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 ➠ S.1.6.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.