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# Grade 7

## **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"/> <b>K.1.7.A.1 Recognize characteristics of selected movement skills and patterns</b> (e.g., overhead throwing pattern...) <b>as applied in a variety of physical activities, including territory/invasion-type and striking/fielding-type activities</b> (e.g., baseball, football, overhand volleyball serve...).</p> <div data-bbox="110 709 553 850" style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><b>Curricular Connections</b>  <b>ELA:</b>                      GLO 1—Explore thoughts, ideas, feelings, and experiences.</p> </div>	<p>◆ <b>Pass for Contrast</b></p> <p>Have students demonstrate various types of passes used in a variety of invasion-type games (e.g., soccer, basketball). After several attempts, have students</p> <ul style="list-style-type: none"> <li>• discuss how they were able to pass</li> <li>• demonstrate their passes</li> <li>• describe the basic movement skills used in each of the selected sports</li> <li>• discuss the similarities and differences in the passing techniques used in different sports</li> </ul> <p>◆ <b>Skill Patrols</b></p> <p>As students are participating in a selected physical activity, designate some students as skill patrols and provide them with a checklist of key characteristics for the skill they are going to observe. Have skill patrols check off how many times they see evidence of each characteristic being performed by an individual or a group of students. Have students record results on a checklist on the chalkboard or a poster.</p> <p>◆ <b>Playing the Field</b></p> <p>Explain to students the characteristics of throwing and catching skills in the context of striking/fielding-type games such as softball, cricket, and touch football. Have students work in pairs: One student demonstrates correct and incorrect characteristics and the other identifies which is correct or incorrect. Switch roles.</p>



## TEACHER NOTES

Refer to Appendix A: Physical Activity Categories for suggested territory/invasion-type and striking/fielding-type activities.



See also BLM G–17: Teaching Games for Understanding Chart.

Make or obtain posters of selected movement skills to display on the walls to assist students who are visual learners.

Contact provincial sport organizations for further information on specific skills or learning resources, such as posters, videos, and so on.

### Aboriginal Link:

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



## SUGGESTIONS FOR ASSESSMENT

### ◆ Questioning/Interview: All Activities

Teacher Assessment: Inventory

As students perform their passes, ask questions such as the following:

- With which foot do you step forwards?
- Where is your release point or follow-through?
- What mechanical principles are involved?

### ◆ Performance Task: Skill Patrols

Self-Assessment: Checklist

Have skill patrols observe the physical activity and use their checklist to determine the skills involved in the context of the game or activity being played.

#### Suggested Criteria:

Look for skills such as

- running
- hopping
- skipping
- galloping
- rolling
- bouncing
- catching
- underhand throwing
- overhand throwing
- striking
- kicking
- static balance
- dynamic balance

Or use sport-specific skill lists, as in basketball:

- dribbling
- chest pass
- bounce pass
- two-hand overhead pass
- baseball pass
- jump stop
- stride stop
- pivot

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p><i>Students will...</i></p>	
<p><input type="checkbox"/> <b>K.1.7.B.1 Examine external factors</b> (i.e., cost, facility availability, practice opportunities outside school) <b>that may affect movement skill development.</b></p>	<p>◆ <b>Brainstorming Warm-Up</b></p> <p>Post a question such as “What external factors may help or hinder a person’s skill development in sports or physical activities?” During a brainstorming warm-up, have students decide on three external factors in their own lives and write each one on individual self-adhesive notes. Have students classify their responses and stick them on the appropriate poster in the gym—posters may be labelled Cost, Facility, Availability, Practice Opportunities Outside School, or other. At the end of the warm-up, ask students to do a Gallery Walk to review the various ideas within each category. (See Gallery Walk, 5–8 ELA, Strategies–202.)</p> <p>◆ <b>Carousel Brainstorming</b></p> <p>Choose two sports or physical activities offered in the community or school and two that are not offered, and post the names at four different locations in the room. Divide students into four groups, with an equal number of students at each poster. Have them discuss for a set period of time (e.g., two minutes) external factors (i.e., cost, facility availability, practice opportunities, other) that affect movement skill development and identify the factor that affects skill development the most. Have students run for two minutes in a clockwise direction, and then stop and brainstorm for two minutes at the next physical activity/sport poster. Repeat until students have visited all four posters.</p> <p><b>Variation:</b> Discuss the external factors that may affect equitable participation related to gender, people with special needs, level of competition, and so on.</p>
<div style="border: 1px solid black; padding: 5px;"> <p><b>Curricular Connections</b></p> <p><b>ELA:</b>                      GLO 1—Explore thoughts, ideas, feelings, and experiences.                      GLO 3—Manage ideas and information.                      GLO 5—Celebrate and build community.</p> <p><b>PE/HE:</b>                      GLO 4—Personal and Social Management (K.4.7.A.2a)</p> <p><b>SS:</b>                      Economics and Resources</p> </div>	


**TEACHER NOTES**

Place posters around the gym, labelled Cost, Facility Availability, Practice Opportunities Outside School, and others for students to classify their responses.

See learning outcome K.4.7.A.2a for obstacles that may influence achievement when setting personal goals.


**SUGGESTIONS FOR ASSESSMENT**
**◆ Questioning/Interview: Brainstorming Warm-Up**

Teacher Assessment: Inventory

Ask students to highlight the common ideas in each category of identified external factors.

**Suggested Criteria:**

The student understands that

- socio-economic status may have an impact on skill development for specific sports
- gender may play a role in skill development based on interest, previous experience, or accessibility
- other

**◆ Journal/Learning Log: Carousel Brainstorming**

Self-Assessment: Inventory

Have students write a journal entry about their understanding of the external factors that affect motor skill development related to a sport of their choice.

PRESCRIBED LEARNING OUTCOMES
<i>Students will...</i>
<p><input type="checkbox"/> <b>K.1.7.B.2 Identify the biomechanical concepts for efficient movement (i.e., leverage) related to striking activities (e.g., shorter radius of rotation reduces force, as in choking up on a bat...).</b></p>
<p><b>Curricular Connections</b></p> <p><b>ELA:</b> GLO 1—Explore thoughts, ideas, feelings, and experiences. GLO 3—Manage ideas and information. GLO 5—Celebrate and build community.</p> <p><b>MA</b> Patterns and Relations Statistics and Probability</p> <p><b>SC:</b> Cluster 3—Forces and Structures</p>

**SUGGESTIONS FOR INSTRUCTION**

◆ **The Best Hit**

Have students work in groups and take turns striking a stationary ball from a T-stand, using a variety of instruments that range in length, such as bats, racquets, paddles, and hands. Have each group answer the following questions:

- Which instrument made the best hit? Why?
- Which was the easiest to use? Why?
- Which was the hardest? Why?

◆ **Size Surmise**

Have students examine a piece of striking equipment (e.g., racquet, bat, golf club, hockey stick, lacrosse stick) that they have at home. Ask students to complete the following as a take-home activity:

1. Name your implement.
2. Describe or draw its shape.
3. Measure the length of the implement.
4. Is the same length used for all ages? Why or why not?
5. Weigh the implement. How much does it weigh?
6. Is the same weight used for all ages? Explain.
7. Why do you think the implement is designed the way it is?
8. What biomechanical principles relate to the use of the selected implement?
9. What are the advantages of using an implement like this for the selected physical activity/sport?
10. What are the disadvantages of using an implement like this for the selected physical activity/sport?



## TEACHER NOTES

**Leverage**—the action of using levers to assist in work.

Teachers are encouraged to refer to the biomechanical concepts when teaching all sports or physical activities to help students understand the reasons for efficiency in human movement, proper technique, design of equipment, and so on.



## SUGGESTIONS FOR ASSESSMENT

◆ **Questioning/Interview: The Best Hit**

Teacher Assessment: Inventory

Have students identify their choice of implement for the best hit and describe why they chose it.

◆ **Journal/Learning Log: Size Surmise**

Teacher Assessment: Checklist


Have students write or draw a journal entry about leverage and how it relates to the activities in which they participate.

**Suggested Criteria:**

Look for evidence of the following concepts:

- The faster the swing, the greater the force applied.
- Maximum speed is achieved through sequential use of body segments.
- The longer the implement, the faster the speed, provided the speed of the swing is the same.

(Coaching Association of Canada 5–12)

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p><i>Students will...</i></p>	
<p><b>□ K.1.7.B.3 Analyze movement concepts</b> (i.e., body awareness, space awareness, qualities of effort, relationships) <b>as they apply to territory/invasion-type activities</b> (e.g., offensive pass to an “open space”...) <b>and striking/fielding-type activities</b> (e.g., body position to catch fly ball or grounder in cricket...).</p>	<p><b>◆ Grid Games</b></p> <p>Have students work with partners or in small groups in a square grid approximately three metres by three metres marked by pylons or lines on the gym floor or in an outdoor field, and use a variety of equipment such as basketballs, soccer balls, spongy balls, rugby balls, or beanbags. Have students practise and analyze the different movement concepts.</p> <p><b>Examples of Grid Games:</b></p> <ul style="list-style-type: none"> <li>• <b>Open Spaces:</b> Have one student, standing stationary, throw a ball to the partner who is moving to an open corner of the grid. Students receiving the pass make a target for their partner to aim at. After each throw, have students change roles of thrower and receiver. Discuss the movement concepts as they relate to throwing to open spaces.</li> <li>• <b>Corner Ball:</b> Divide students into four teams and give one spongy ball to each team. Have students in each team pass the ball around to get close to their opponents and to tag them with the ball. When tagged, students move to a designated fitness area set up in each corner of the gym. Each time a person is tagged, he or she performs a different selected fitness activity and then returns to the game. Discuss the movement concepts related to space awareness.</li> <li>• <b>Defence on the Move:</b> Have students roll a ball into an open space and have the partner pick up the ball before it rolls out of the grid (like fielding a grounder in softball). Change roles after five attempts to pick up the ball. Discuss the movement concepts as they relate to fielding a moving ball.</li> </ul> <p><b>Variations:</b> Students can enlarge their grid to increase the difficulty in accomplishing the task.</p>
<p><b>Curricular Connections</b></p> <p><b>ELA:</b> GLO 1—Explore thoughts, ideas, feelings, and experiences.</p> <p><b>PE/HE:</b> GLO 1—Movement (K.1.7.C.3—offence/defence)</p>	<p> Refer to BLM G-1: Grid Activities.</p>





## TEACHER NOTES

See Appendix A: Physical Activity Categories for more information and a suggested list of territory/invasion-type and striking/fielding-type games.



See also BLM G–17: Teaching Games for Understanding Chart.

For more information on grid activities, see pages 121 to 134 of *Right Fielders Are People Too* (Hichwa).

Encourage students to corner their opponents in order to tag them.



## SUGGESTIONS FOR ASSESSMENT

### ◆ Observation: Grid Games

Teacher Assessment: Inventory

As students perform the grid games, ensure that all are able to complete each game and apply each strategy and concept correctly.

#### Suggested Criteria:

Observe the student's ability to do the following:

- Use a hand signal to make a target.
- Run to open spaces to receive a pass.
- Aim near boundaries.
- Throw hard/soft.
- Follow and intercept.
- Other

### ◆ Observation: Grid Games

Self-Assessment: Inventory

Videotape students performing the grid games and have them view their own movements.

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p><i>Students will...</i></p>	
<p><b>☐ K.1.7.C.1 Identify the importance of following rules</b> (i.e., safety, control, fair play, inclusion, enjoyment, entertainment) <b>of selected sports and games.</b></p> <div data-bbox="113 535 548 802" style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><b>Curricular Connections</b>  <b>ELA:</b>                      GLO 1—Explore thoughts, ideas, feelings, and experiences.                      GLO 3—Manage ideas and information.                      GLO 5—Celebrate and build community.  <b>PE/HE:</b>                      GLO 3—Safety (K.3.7.A.1, K.3.7.A.4, K.3.7.B.5b, S.3.7.A.1)</p> </div>	<p>◆ <b>Fair-Play Gallery Walk</b></p> <p>Have the class form six groups and assign each group one of the following words written on separate pieces of chart paper: Safety, Control, Fair Play, Inclusion, Enjoyment, and Entertainment. As a group, students decide how the word relates to a game or sport. Have each group post their ideas on the wall and have the class do a Gallery Walk. (See 5–8 <i>ELA, Strategies–202.</i>)</p> <p><b>Example for Softball:</b></p> <ul style="list-style-type: none"> <li>• <b>Safety:</b> Provide proper equipment for the back catcher, provide a helmet for the batter, and ensure proper distance to the pitcher’s mound.</li> <li>• <b>Control:</b> Place the bat down after hitting. Run on the baseline.</li> <li>• <b>Fair Play:</b> Cheer all good plays by both teams.</li> <li>• <b>Inclusion:</b> Adjust the distance from the pitcher’s mound to home plate, using a batting tee. Allow players to play the positions they want (feel comfortable with). Let everyone bat, and then switch to fielding (instead of having “three outs”).</li> <li>• <b>Enjoyment:</b> Play for fun and learning.</li> <li>• <b>Entertainment:</b> Watch others on the team play. Watch other teams play (live or on television).</li> </ul> <p>◆ <b>Graphic Organizer</b></p> <p>Have students in small groups create a graphic organizer for a particular sport or activity that pertains to the factors of safety, control, fair play, inclusion, enjoyment, and entertainment.</p> <p><b>Example of a Graphic Organizer:</b></p> <div data-bbox="763 1407 1299 1701" style="text-align: center;"> <pre>                     graph TD                         S((Softball)) --- Safety((Safety))                         S --- Inclusion((Inclusion))                         S --- Enjoyment((Enjoyment))                         S --- Entertainment((Entertainment))                         S --- FairPlay((Fair Play))                         S --- Control((Control))                     </pre> </div> <p>◆ <b>Why the Rule?</b></p> <p>When introducing any game, explain the safety rules for it. Lead a class discussion on why the rule is needed as it pertains to the factors of safety, control, fair play, inclusion, enjoyment, and entertainment.</p>


**TEACHER NOTES**

Visit each group during their discussion to ensure that all students understand the task.

**Fair-Play Ideals:**

- Respect the rules.
- Respect the officials and accept their decisions.
- Respect your opponent.
- Give everyone an equal/equitable opportunity to participate.
- Maintain your self-control.

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).

For more information, see *Fair Play for Kids* (Binder).

Over the years, rules have changed for various reasons in different sports. Have students determine why this occurred in specific sports. For example, volleyball games used to be 15-point games and now they are 25 points.

For more information on Graphic Organizers, see pages 6.14 and 6.15 of *Success for All Learners*.


**SUGGESTIONS FOR ASSESSMENT**
**◆ Journal/Reflection: Fair-Play Gallery Walk**

Self-Assessment: Inventory

Have students write a journal entry that looks at the importance of fair play in the games and activities in which they participate during school and out of school.

**◆ Paper and Pencil Task: Graphic Organizer**

Group Assessment: Inventory

Have students, in small groups, create a graphic organizer for a particular sport or activity that considers safety, control, fair play, inclusion, enjoyment, and entertainment.

**PRESCRIBED LEARNING OUTCOMES**

*Students will...*

**☐ K.1.7.C.2 Show an understanding of the specific terminology associated with selected sports and games, including territory/invasion-type activities (e.g., lacrosse, soccer...) and striking/fielding-type activities (e.g., baseball, cricket...).**

**Curricular Connections**

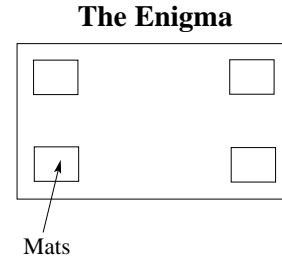
**ELA:**

- GLO 1—Explore thoughts, ideas, feelings, and experiences.
- GLO 5—Celebrate and build community.

**SUGGESTIONS FOR INSTRUCTION**

◆ **The Enigma: Territory/Invasion and Striking/Fielding**

Set up the gym with one mat at each corner, as illustrated. Divide students into four groups (one group per mat) and ensure that each group has a clue-recording sheet, a pencil, and pinnies (to identify teams) at each mat for playing the Enigma game.



**Procedure for Enigma Game:**

- Give each student a clue card and instruct everyone not to look at it. Each clue card has a sport-specific term on it.
- On the signal “go,” have students leave their mats and run all around the gym, except on the mats, and tag students from other teams.
- If tagged, students reveal their clue to their tagger.
- The tagger returns to his or her mat with the clue holder (the tagged student) to write down the clue on the team’s recording sheet. Clues should be recorded in the proper column corresponding to the applicable team. Once completed, both players are back in the game.
- Have students collect as many clues as possible and then identify the enigma for each group.

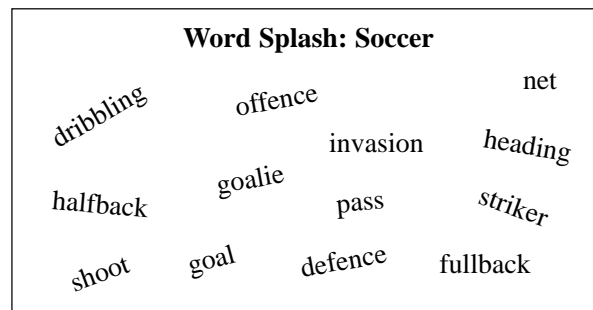


Refer to BLM 7–1a: Enigma Clue Cards for Invasion/Fielding/Striking Games and BLM 7–1b: Enigma Clues: Recording Sheet.

◆ **Word Splash**

At the beginning of a new unit of study (e.g., soccer), show students a Word Splash of related terms. Observe how many terms they are already familiar with and have them predict the new unit.

Example:



*(continued)*

**TEACHER NOTES**

Ensure that there are enough clue cards for every student in the class, plus four recording sheets.

If necessary, call health breaks, which means that all students stop running and the teacher asks a variety of students (one to three) to reveal their clues to assist in the completion of the lists and to give students a rest. Resume the game after a short break.

See Appendix A: Physical Activity Categories for a suggested list of territory/invasion-type and striking/fielding-type games.



Also see BLM G–17: Teaching Games for Understanding Chart.

**Language Link:**

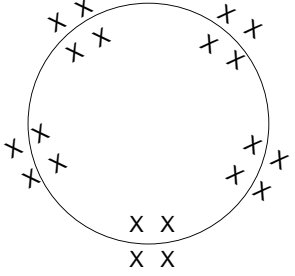
When teaching vocabulary related to health content areas or specific sports, encourage students to learn the terms in their home language or in another language (e.g., French, Ukrainian, Mandarin, Cree, Ojibway), especially in communities where a particular culture is represented.

For more information on Word Splashes, see page 6.28 of *Success for All Learners*.

**SUGGESTIONS FOR ASSESSMENT****◆ Performance Task: The Enigma**

Group Assessment: Inventory

After the activity, have students determine the number of terms they understood related to the specific sports and games.


PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p><i>Students will...</i></p>	
<p><input type="checkbox"/> <b>K.1.7.C.2</b> <i>(continued)</i></p>	<p><i>(continued)</i></p> <p>◆ <b>Find Someone Who...</b></p> <p>Have students use a Find Someone Who... questionnaire that asks about specific terminology associated with the sport or game just learned.</p> <p><b>Example for Basketball:</b></p> <p>Find Someone Who...</p> <ol style="list-style-type: none"> <li>1. Who can describe what “double dribble” means?</li> <li>2. Who can show the arm action in the set shot?</li> <li>3. Who can do a lay-up on the dominant side?</li> <li>4. Who can define what a “jump ball” is?</li> <li>5. Who can explain what “give and go” means?</li> <li>6. Who can explain what “back/over” means?</li> <li>7. Who knows what colour the basketball boundary lines are?</li> <li>8. Who can draw where people stand around the key for a free throw?</li> <li>9. Who can describe what a “pivot” is?</li> <li>10. Who can describe what “travelling” means?</li> </ol> <p><b>Variation:</b> To promote more active participation, have students perform this activity without a handout. After every question, have a student demonstrate or tell the group the correct response.</p> <p>◆ <b>Rotating Reel</b></p> <p>Have the class form a large circle of smaller groups (four students) standing in a circle. Number each person in a group from one to four. Ask the group to discuss a question and decide on a group answer. Then choose a number and ask the students with that number to move in a counter-clockwise direction to share their group’s answer with the next group. Repeat the steps, asking another question. (See Find Someone Who... for sample questions.)</p> 



**TEACHER NOTES**

**SUGGESTIONS FOR ASSESSMENT**



PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p><i>Students will...</i></p>	
<p><b>□ K.1.7.C.3 Determine basic offensive and defensive strategies (e.g., hitting to an open space, shuffle-step to maintain a guarding position...) in games, including territory/invasion-type and striking/fielding-type activities.</b></p>	
<div style="border: 1px solid black; padding: 5px;"> <p><b>Curricular Connections</b></p> <p><b>ELA:</b> GLO 1—Explore thoughts, ideas, feelings, and experiences.</p> <p><b>PE/HE:</b> GLO 1—Movement (K.1.7.B.3)</p> </div>	<p><b>◆ Grid Games</b></p> <p>Have students work with partners in a square grid approximately three metres by three metres marked by pylons or lines on the gym floor, and use a variety of equipment such as basketballs, soccer balls, spongy balls, rugby balls, and beanbags. Have students practise and determine basic offensive/defensive strategies.</p>
	<p><b>Examples of Grid Games:</b></p> <ul style="list-style-type: none"> <li>• <b>Knee Touch:</b> Have students stand facing each other and see how many times in 30 seconds each person can touch the outside of the partner’s right knee. (Offensive strategy is to touch knee. Defensive strategy is to stay low and away from partner.)</li> <li>• <b>Two Versus Two Pin Guard:</b> Have students set up a pin inside a hoop and form teams for two versus two. As a team, each pair throws a spongy ball, trying to prevent the other pair from knocking down the pin. After players have made a good defensive play, made an interception, or knocked down the pin, the ball goes to the defensive team. (Basic defensive strategy is to keep out.)</li> </ul> <p><b>Variation:</b> The person with the ball can only pivot to pass to a teammate.</p>
	<div style="display: flex; align-items: center;">  <p>Refer to BLM G–1: Grid Activities.</p> </div>
	<ul style="list-style-type: none"> <li>• <b>Chalk Talk:</b> Organize students into teams using fair methods (e.g., grouped by eye colour, birthdays, seasons, what they had for breakfast, and so on) and have students number off in their groups (e.g., one to four). As students are playing a game, call “time out” and choose a number. Have the student with that number in each group describe an offensive or defensive strategy to their group. Choose one student to draw his or her suggestion on the chalkboard and then have all groups draw the same diagram on the floor with chalk and try it. Continue playing and repeat calling “time out” throughout the class to allow others to explain different strategies.</li> </ul>





## TEACHER NOTES

See Appendix A: Physical Activity Categories for more information and a suggested list of territory/invasion-type and striking/fielding-type games.



See also BLM G–17: Teaching Games for Understanding Chart.

For more information on grid games, see pages 121 to 134 of *Right Fielders Are People Too* (Hichwa).

Develop cue words to help students understand basic offensive and defensive strategies, such as keep away, keep out, move to an open space, fake, deke, change pace, balance, person to person defence, zone defence, and zone shift.

Encourage students to guard the person and not the pin. Remind them to keep their feet moving and to follow the person they are guarding.

This learning outcome (K.1.7.C.3) identifies basic offensive and defensive strategies to be addressed at this grade. Depending on the physical activity or sport selected, teachers will need to define the activity-specific skills and strategies that align with the learning outcome.

**Aboriginal Link:**

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



## SUGGESTIONS FOR ASSESSMENT

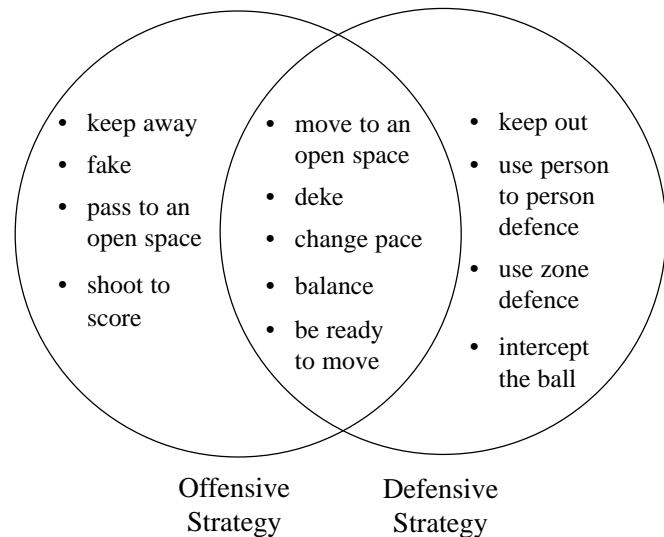
◆ **Questioning/Interview: Grid Games**

Teacher Assessment: Inventory

As part of a cool-down activity, ask students to report what offensive and defensive strategies were used in the activity using a Venn diagram.

**Example for Soccer:**

**Venn Diagram**



**PRESCRIBED LEARNING OUTCOMES**

*Students will...*

**☐ K.1.7.C.4 Distinguish between fair play behaviours** (e.g., showing respect for rules, officials, and opponents...) **and unethical behaviours** (e.g., cheating, arguing with an official, foul play...) **regarding participation in physical activities and/or sports.**

**Curricular Connections**

**ELA:**

GLO 4—Enhance the clarity and artistry of communication.

GLO 5—Celebrate and build community.

**SUGGESTIONS FOR INSTRUCTION**

◆ **Role-Play: It’s Only Fair**

Have pairs of students act out or describe a scenario based on a conflict or fair play in a game or activity that they have seen. Have students determine whether the behaviour is ethical or unethical. Discuss how the situation could have been handled to make an unethical example ethical.

**Examples of Ethical and Unethical Behaviours:**

- slashing in floor hockey (unethical)
- accepting the official’s call graciously (ethical)
- demonstrating anger in an inappropriate manner (e.g., hitting) after an opponent scores a goal (unethical)
- passing the ball to all the players to give everyone a turn (ethical)
- swearing because a player did not get an opportunity to contact the ball in volleyball (unethical)
- keeping the stick below the waist in playing floor hockey (ethical)
- a coach/player/spectator yelling at the referee at a school basketball game (unethical)
- saying “good shot” to an opponent who scored a goal (ethical)
- other ideas from students

◆ **Sort and Predict Relay**

Have students form groups of three or four and provide them with a variety of behaviour cards (for suggestions, see Role-Play: It’s Only Fair). Have students from each group run (one at a time) to a posted chart and categorize the behaviour identified on a given card as either Fair Play or Unfair Play.

**TEACHER NOTES**

Encourage students to think of actual situations in which they have been involved.

For more information, see *Fair Play for Kids* (Binder).

Ensure that the discussion focuses on a specific behaviour rather than a specific person.

**SUGGESTIONS FOR ASSESSMENT****◆ Learning Log/Reflection: All Games**

Self-Assessment: Inventory

As part of a cool-down activity, have students write an Exit Slip on a fair play behaviour or an unethical behaviour observed that day and suggest a solution for the conflict. (See Admit and Exit Slips, *Success for All Learners* 6.60.)

**◆ Paper and Pencil Task: All Activities**

Teacher Assessment: Quiz

Create a quiz to determine whether students can generate positive ways to solve problems that arise in physical activities and/or sports. Try to use scenarios that are similar to the ones used in class.

PRESCRIBED LEARNING OUTCOMES						
<i>Students will...</i>						
<p><b>☐ S.1.6.A.1 ➔ S.1.7.A.1 Perform extensions and/or variations of transport skills</b> (e.g., sprinting, jumping, springing, rotating...), <b>applying mechanical principles</b> (e.g., speed is affected by the weight of body, range of motion, number of involved body segments, application of force...) <b>for speed, height, and/or distance.</b></p>						
<table border="1"> <tr> <td data-bbox="115 716 358 743"><b>Curricular Connections</b></td> </tr> <tr> <td data-bbox="115 743 358 770"><b>MA:</b></td> </tr> <tr> <td data-bbox="115 770 358 798">Patterns and Relations</td> </tr> <tr> <td data-bbox="115 798 358 825">Statistics and Probability</td> </tr> <tr> <td data-bbox="115 825 358 852"><b>SC:</b></td> </tr> <tr> <td data-bbox="115 852 358 879">Cluster 3—Forces and Structures</td> </tr> </table>	<b>Curricular Connections</b>	<b>MA:</b>	Patterns and Relations	Statistics and Probability	<b>SC:</b>	Cluster 3—Forces and Structures
<b>Curricular Connections</b>						
<b>MA:</b>						
Patterns and Relations						
Statistics and Probability						
<b>SC:</b>						
Cluster 3—Forces and Structures						

SUGGESTIONS FOR INSTRUCTION

◆ **The Sky’s the Limit**

Have students participate in a variety of activities that involve direction changes, weight transfers, and transport skills. Discuss with students how form or effort (speed) can affect the distance or height a person can travel.

**Example for High Jumping:**

Have students go through the initial progressions for high jumping, using crash mats for safety:

1. Students jump backwards from both feet and land on the mats on their backs.
2. Students use their arms to improve the jump by bringing their arms up and pushing their shoulder blades together.
3. Students increase the speed of the movement by bringing their hips up and kicking their feet up so that they may roll over on the mats.
4. From a staggered stance, students take off from one foot and rotate their bodies so that they land on their backs and roll.
5. Students increase the number of steps to the take-off point.
6. Students run in for the approach.

If possible, put up a bar or elastic for students to observe their increase of height.

◆ **Vertical Jump**

Have students perform a vertical jump beside a wall and record their height monthly, tracking their improvement.

◆ **Owl Hop**

Ask students to stand on one leg, with the foot of the other leg hooked behind the knee of the standing leg. Have them squat down and jump as far as they can in a horizontal direction. Measure the distance jumped. Have students alternate legs.

◆ **Rope Jumping**

Have students perform a variety of rope-jumping tricks (e.g., double under, cross over) that require them to change speed and height. Discuss with students how speed and height can affect task completion.

*(continued)*



## TEACHER NOTES

Variations or extensions of basic transport skills may include the following: galloping sideways can be called sliding or shuffling; adding height to a run can be called leaping.

In high jumping, pushing the shoulder blades together will assist in creating an arch in the back for the “Fosbury Flop.” Encourage students to drive the outside knee up to increase the height of their take-off.

Use the same technique for each trial:

- Right-handed jumpers—left, right, together, up
- Left-handed jumpers—right, left, together, up

Refer to *Safety Guidelines for Physical Activity in Manitoba Schools* (MPETA *et al.*) for specific safety recommendations for the chosen activity.



## SUGGESTIONS FOR ASSESSMENT

### ◆ Performance Task: The Sky’s the Limit

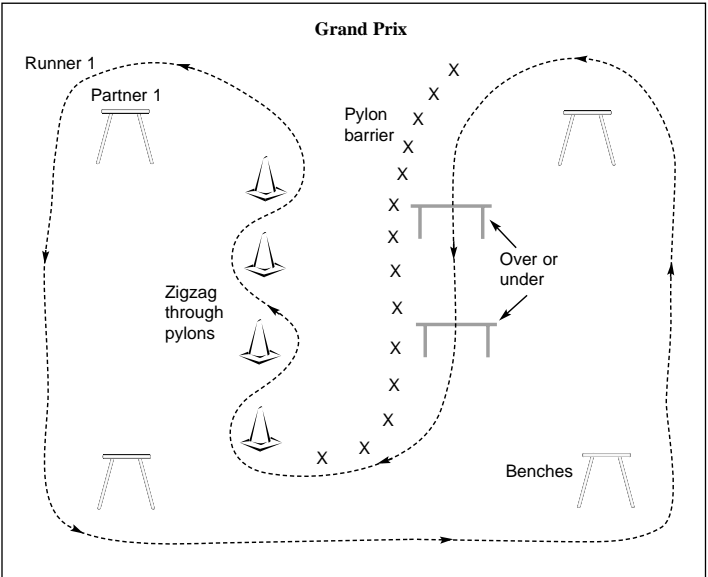
Teacher Assessment: Rating Scale

As students perform their tasks, check whether they can properly perform the key characteristics defined for the selected activity. Use a rating scale, allowing one point for each characteristic or criterion.

### ◆ Performance Task: All Activities

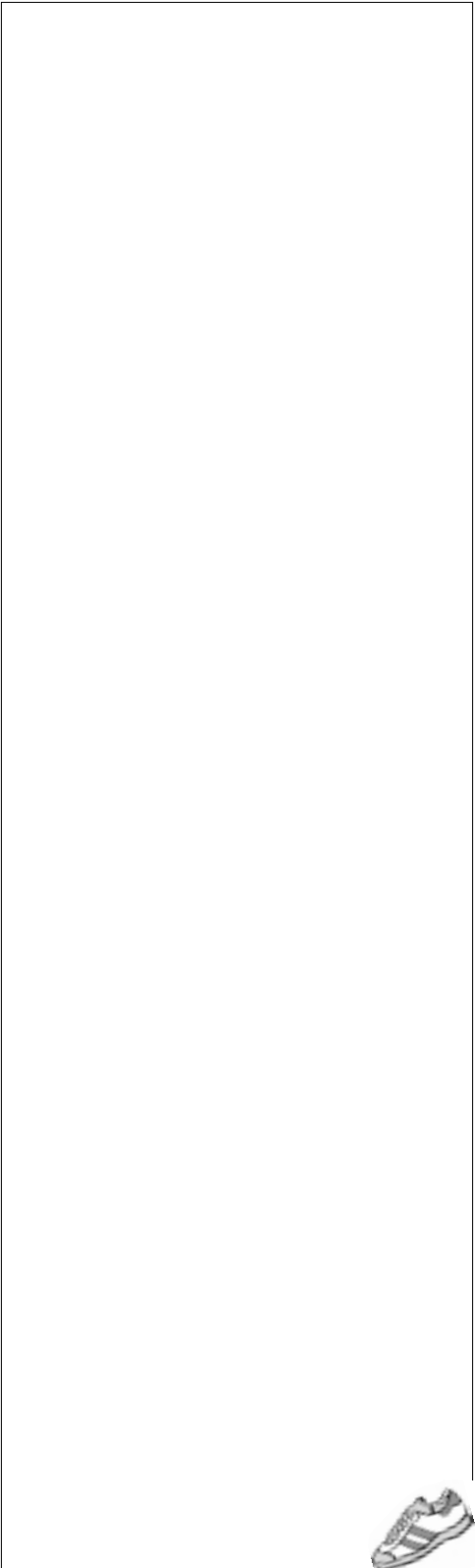
Self-Assessment: Inventory

Videotape students as they perform the task and later view the tape with them. As students view the videotape, have them identify what they are doing correctly and correct their own errors in performance.

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p><i>Students will...</i></p>	
<p><input type="checkbox"/> <b>S.1.6.A.1</b> ➔ <b>S.1.7.A.1</b> (continued)</p>	<p>(continued)</p> <p>◆ <b>Speed Grand Prix</b></p> <p>Have students work in pairs, with one person running the Grand Prix course (see illustration below) while the other rests. Each student starts and finishes a lap at the same bench. Once one student completes the course, the partner runs around the course.</p> <p>Example:</p>  <p><b>Variations:</b> Have each student complete two laps prior to changing with the partner. Add other obstacles to the course to increase the difficulty or to change the skills practised:</p> <ul style="list-style-type: none"> <li>• Run two laps and then switch.</li> <li>• Use other obstacles.</li> <li>• Use tokens and count laps.</li> <li>• Use heart-rate monitors.</li> </ul> <p>◆ <b>Distance Long Jump</b></p> <p>To help students understand the mechanical principles related to jumping for distance, have students complete the following series of tasks, each task building on the previous one(s):</p> <ol style="list-style-type: none"> <li>1. Stand with feet together, rock from heel to toe, and jump.</li> <li>2. Stand with feet together, bend at the knees, and jump.</li> <li>3. Stand with feet together, swing arms, and jump.</li> <li>4. Take a two-step walk into the jump.</li> <li>5. Take a running start into the jump.</li> </ol>

**TEACHER NOTES**

**SUGGESTIONS FOR ASSESSMENT**



**PRESCRIBED LEARNING OUTCOMES**

*Students will...*

**S.1.7.A.2 Perform manipulation skills** (e.g., bouncing, rolling, striking...), **applying mechanical principles** (e.g., length of lever, range of motion, number of body segments, application of force...) **for consistency.**

**Curricular Connections**

**PE/HE:**

GLO 1—Movement (K.1.7.B.2)

**SC:**

Cluster 3—Forces and Structures

**SUGGESTIONS FOR INSTRUCTION**

◆ **Go the Distance!**

Have students practise a variety of manipulation skills, such as striking in badminton, throwing in football, striking in volleyball, rolling in bowling, and throwing, catching, and striking in softball. Have them apply the mechanical principles involved in each skill.

**Examples of Manipulation Skill Applications:**

- **Badminton:** Have pairs of students practise the underhand/overhand clear, drop shot, and smash in badminton. One student is the feeder with three shuttles and the other is ready to return the shuttles using the clear. After three attempts, students switch roles and repeat the activity. They continue until each person has tried all three shots.
- **Football:** Have students, working with a partner, practise the proper technique of throwing a football. They start from a short distance apart and slowly increase the distance between them.
- **Volleyball:** Have students, in pairs, practise the proper serving technique for the underhand or overhand serve. Students start close to each other, gradually working their way backwards to the serving line and eventually including the net.

◆ **Cooperative Catch**

Have students practise manipulation skills (e.g., throwing, catching) to see how many times they can catch the ball consecutively in pairs or in small teams. If a player misses, the team starts counting from zero again. Have students keep track of their results and challenge themselves to beat their own record.





**TEACHER NOTES**

Ask students to think about how they are able to perform each skill as they practise.

See learning outcome K.1.7.B.2 for reference to biomechanical concepts for efficient movement.



**SUGGESTIONS FOR ASSESSMENT**

◆ **Questioning/Interview: Go the Distance!**

Teacher Assessment: Inventory

After students have practised the manipulation skills, discuss how far on the court or field each shot should land and how students were or could have been successful in performing the task. As well, break down each shot in terms of the number of body segments used.

<u>Distance of Shot</u>	<u>Number of Body Segments Used</u>

**Suggested Criteria:**


The student

- identifies that the force of a shot varies with the number of body segments involved
- understands that the point of contact and the force involved determine the distance and speed of a shot

◆ **Performance Task: All Activities**

Peer Assessment: Scoring Rubric

Use a teacher- or student-designed scoring rubric for each manipulation skill. Have pairs of students take turns observing each other’s performance in station or game activities and provide each other with verbal and/or written feedback.

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p><i>Students will...</i></p>	
<p><b>☐ S.1.7.A.3 Demonstrate balance abilities</b> (i.e., static, dynamic), <b>applying mechanical principles</b> (i.e., lower centre of gravity, increase base of support, keep line of centre of gravity within base of support) <b>for stability and strength in cooperative-type activities</b> (e.g., team-building activities, rescuing activities, pulling activities...).</p>	<p>◆ <b>Crossing the Red</b></p> <p>Have students form groups of five by finding others in the class who have the same hand size to perform the following task:</p> <ul style="list-style-type: none"> <li>• Give each group five pieces of equipment (e.g., a floor hockey stick, beanbag, skipping rope, flying disk, deflated ball) and have students stand at one end of the gym.</li> <li>• On the signal “go,” have the groups, working cooperatively, make their way across the gym by balancing on the pieces of equipment.</li> <li>• If a group member loses his or her balance, the entire group must walk backwards over the equipment to the point where he or she fell off and try again.</li> <li>• A group is successful when all its members reach the other end of the gym.</li> </ul> <p><b>Variation:</b> Have students experiment with different pieces of equipment and then challenge the entire class to use their equipment.</p>
<p><b>Curricular Connections</b>  <b>ELA:</b>                  GLO 5—Celebrate and build community.</p>	
	<p>◆ <b>Human Knot</b></p> <p>Have students form groups of five or more and stand in a circle. Students must join hands with others in the circle, but not with the person beside them and not both hands with the same person. Give students the task of untangling themselves without releasing their hands to create a circle.</p>
	<p>◆ <b>River Raft</b></p> <p>Have students form groups of four or more and stand on two opened gym mats on one side of the gym. Have students work together to move their group from one end of the gym to the other, on the mats, without anyone touching the floor.</p>
	<p>◆ <b>Pyramids</b></p> <p>Have students create simple three-person pyramids, ensuring that each formation is safe for all members of the group to perform.</p>
	



### TEACHER NOTES

Ensure that all groups have exactly the same pieces of equipment while “Crossing the Red.” Choose pieces of equipment that are safe and reliable for students to stand on.

#### Aboriginal Link:

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



### SUGGESTIONS FOR ASSESSMENT

#### ◆ Questioning/Interview: Crossing the Red

Group Assessment: Rating Scale

After students have completed the team challenge, have the groups answer the following questions:

1. Were we successful?  Yes  No
2. What did we do well during this challenge?
3. How were we able to help each other maintain balance throughout this challenge?
4. What could we have done to make it easier for our group?
5. We rate our group cooperation throughout this activity as follows (circle one number):

Needs					Fantastic
Improvement					
1	2	3	4	5	

PRESCRIBED LEARNING OUTCOMES
<i>Students will...</i>
<p><input type="checkbox"/> <b>S.1.7.B.1 Apply functional use of selected and/or activity-specific movement skills</b> (e.g., drop shot, high jumping, kicking...) <b>in a variety of individual/dual games/sports</b> (e.g., badminton, track and field activities, kick-sack...).</p>
<p><b>Curricular Connections</b>  <b>ELA:</b>                      GLO 5—Celebrate and build community.  <b>SS:</b>                      Identity, Culture, and Community</p>

**SUGGESTIONS FOR INSTRUCTION**

◆ **One or All**

Have students participate in a variety of individual/dual activities such as handball, squash, racquetball, juggling, kick-sack, and track and field. Use the fundamental skills associated with each activity in conjunction with a lead-up game (broaden the tasks and the skills).

**Example for Sepak Takraw:**

This activity requires players to kick a ball-like object with their feet (inside, outside, and toes) as well as their heads. After learning the basic skills, students play a game of two on two over a lowered badminton net or gym mat. Allow three hits per side prior to the ball travelling over the net and allow one player to make all three contacts.

◆ **Badminton Round Robin**

As students are participating in a badminton round robin tournament, record the skills that they were able to demonstrate:

- serve
- overhead clear
- underhand clear
- smash
- drop shot



**TEACHER NOTES**

For safety considerations, refer to *Safety Guidelines for Physical Activity in Manitoba Schools* (MPETA *et al.*).

See Appendix A: Physical Activity Categories for other individual/dual sports/games.

For more information about Sepak Takraw, see the Sepak Takraw Association of Canada website: <<http://www.takrawcanada.com>>.

For more information about tournament structures, see pages 1 to 8 in the Appendix of *Student Leadership Development Program: Secondary Teacher’s Guide* (CIRA).

For suggested sport-specific assessment strategies, refer to the Alberta Learning website: <<http://ednet.edc.gov.ab.ca/physicaleducationonline/>>.

**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).



**SUGGESTIONS FOR ASSESSMENT**

◆ **Performance Task: One or All**

Peer Assessment: Inventory

Identify one person per group as the coach responsible to watch his or her group play. The coach gives feedback to the group based on observations of skills and rules demonstrated. Allow all students to have a turn at being the coach.


Skill-Assessment Card				
Name _____		Class _____		
The student	4 Always	3 Frequently	2 Sometimes	1 Rarely
• performs skills as prescribed:				
• follows activity rules of play				
Comments:				

◆ **Performance Task: Badminton Round Robin**

Teacher or Peer Assessment: Frequency Index

As students are participating in a game or tournament play situation, the teacher or a peer observes and records the skills that were used and how often they were used.

Badminton Skills					
Skills	Trials				Total
• Serve					
• Overhead clear					
• Underhand clear					
• Smash					
• Drop shot					

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p><i>Students will...</i></p>	
<p><b>□ S.1.7.B.2 Apply functional use of selected and/or activity-specific movement skills with a defensive and/or an offensive component</b> (e.g., faking out an opponent, guarding, running for positioning to catch a ball, batting...) <b>in a variety of games/sports, including territory/invasion-type activities</b> (e.g., basketball...) <b>and striking/fielding-type activities</b> (e.g., cricket, softball...).</p>	<p>◆ <b>Grid Games</b></p> <p>Have students work with partners in a square grid approximately three metres by three metres marked by pylons or lines on the gym floor, and use a variety of equipment such as basketballs, soccer balls, spongy balls, rugby balls, or beanbags.</p>
<p><b>Curricular Connections</b>  <b>MA:</b>                  Statistics and Probability                  Number  <b>PE/HE:</b>                  GLO 1—Movement (K.1.7.C.3)</p>	<p><b>Examples of Grid Games:</b></p> <ul style="list-style-type: none"> <li>• <b>Passing and Receiving:</b> Have one student throw an object to the partner using the following steps:                         <ul style="list-style-type: none"> <li>— Stand stationary and throw to a moving target.</li> <li>— Move and throw to a stationary target.</li> <li>— Move and throw to a moving target.</li> <li>— Pass to a stationary target, move, and receive a pass (give and go).</li> <li>— Fake in one direction, then move in the opposite direction to receive a ball from a partner.</li> </ul> <p>The student receiving the pass makes a target with the hand for the partner to aim at. After each throw, have students change roles of thrower and receiver.</p> <p><b>Variation:</b> Add a third person to each group to play defence, and then a fourth.</p> </li> <li>• <b>Defence on the Move:</b> Have one student roll a ball into an open space and have the partner pick up the ball before it rolls out of the grid. Change roles after five attempts to pick up the ball.</li> </ul> <p><b>Variations:</b> Students can enlarge their grid to increase the difficulty in accomplishing the task.</p>
	<p>◆ <b>Offence and Defence</b></p> <p>Have students apply offensive and defensive skills learned in the Grid Games to lead-up games for activities such as non-contact rugby, kanga ball, lacrosse, spongy polo, floor hockey, football, soccer, and basketball.</p>
	<p> Refer to BLM G-1: Grid Activities.</p>

(continued)



## TEACHER NOTES

See Appendix A: Physical Activity Categories for territory/invasion and striking/fielding activity suggestions.



See also BLM G–17: Teaching Games for Understanding Chart.

For more information on grid activities, see pages 121 to 134 of *Right Fielders Are People Too* (Hichwa). Also contact provincial sport organizations for information on rugby.

For more suggestions on assessment strategies related to specific sports, refer to the Alberta Learning website: <<http://ednet.edc.gov.ab.ca/physicaleducationonline/>>.

**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).



## SUGGESTIONS FOR ASSESSMENT

◆ **Observation: Grid Games**

Teacher Assessment: Inventory

Have students play two versus two grid activities to ensure that they are able to apply knowledge from one activity to another.

**Suggested Criteria:**

As students play, observe their ability to

- pass to a moving target
- pass to a stationary target
- move and make a pass
- give and go
- fake/deke and receive a pass
- move to an open space

(continued)

PRESCRIBED LEARNING OUTCOMES
<i>Students will...</i>
<input type="checkbox"/> <b>S.1.7.B.2</b> <i>(continued)</i>

SUGGESTIONS FOR INSTRUCTION

*(continued)*

◆ **Court Tag**

Review the court boundaries and ask students to scatter to an open space within the boundaries of their court. Choose two students to be taggers and give each a pinnie and a spongy ball to share between them. The taggers pass the ball back and forth, trying to tag other students by “cornering” them. A tagger cannot move with the ball but can pivot and tag other students. A tagger without the ball is free to move anywhere inside the boundary lines. A student who is tagged or steps out of bounds, must get a pinnie and help out the taggers. The game ends when there are two students left untagged. They will begin as taggers for the next round.

During the activity, students focus on

- moving to open spaces
- staying in boundaries to play
- passing to a moving target
- passing to a stationary target
- pivoting while possessing the ball
- making a target/calling for a pass
- faking/deking


**Variation:** Try this activity on a variety of courts (e.g., basketball, volleyball, badminton, tennis).





**TEACHER NOTES**

**SUGGESTIONS FOR ASSESSMENT**



◆ **Performance Task: All Activities**


Teacher Assessment: Scoring Rubric

For each territory/invasion-type or striking/fielding-type activity, clearly outline student- or teacher-designed performance criteria prior to assessment. As students participate in the selected activities, use the following rubric to assess their functional use of skills and concepts learned.

Scoring Rubric					
<b>Rating Scale:</b> The student meets expectations					
<b>4 Consistently</b>		<b>3 Frequently</b>		<b>2 Sometimes</b>	
				<b>1 Rarely</b>	
The student	Score				
	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)					



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

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<i>Students will...</i>	
<b>☐ S.1.6.B.3 ➔ S.1.7.B.3</b> <b>Demonstrate the ability to work cooperatively/collaboratively in planning, organizing, and/or officiating physical activities.</b>	<b>◆ Plan a Game or Activity</b> Have students work in small groups and create a game or activity for others to participate in. <b>Examples of Activities:</b> Students could plan activities for <ul style="list-style-type: none"><li>• territory/invasion-type game</li><li>• fielding/striking-type game</li><li>• tabloid day</li><li>• spirit week</li><li>• track meet</li><li>• Festival du Voyageur or another winter festival</li><li>• mini-Olympics</li></ul> Have students teach their game to a variety of students and play it with them. <b>Variation:</b> Students could teach the game to younger students as part of a tabloid day.
<b>Curricular Connections</b> <b>ELA:</b> GLO 3—Manage ideas and information. GLO 4—Enhance the clarity and artistry of communication. GLO 5—Celebrate and build community. <b>PE/HE:</b> GLO 3—Safety (K.3.7.A.4) GLO 4—Personal and Social Management (K.4.7.A.1, K.4.7.B.1a) <b>SS:</b> Historical Connections	 Refer to BLM G-2: Create a Game.



## TEACHER NOTES

See *Safety Guidelines for Physical Activity in Manitoba Schools* (MPETA *et al.*) for appropriate safety guidelines for each activity.

**Territory/invasion games** involve one team invading an opponent's territory to score a goal (e.g., basketball, soccer).

**Striking/fielding games** involve one team defending a specific space against an individual opponent or object (e.g., softball, kanga ball, knee tag).



## SUGGESTIONS FOR ASSESSMENT

◆ **Performance Task: Plan a Game or Activity**

Group Assessment: Scoring Rubric

Have students teach their game (or activity) to the class and hand in a copy of their plan, including the gym set-up, equipment needed, and rules for the game. Have a few students complete the following rubric based on the game.

Group Assessment of Game			
	<b>3</b> Always	<b>2</b> Frequently	<b>1</b> Rarely
The group			
• states rules clearly			
• organizes equipment			
• ensures rules are followed			
• works cooperatively with others			

◆ **Paper and Pencil Task: Plan a Game or Activity**

Teacher Assessment: Inventory

Have students prepare a write-up of the game or activity they have planned that includes the following information:

- equipment needed
- number of players
- type of game
- object of the game
- rules of the game
- other

**PRESCRIBED LEARNING OUTCOMES***Students will...*

**☐ S.1.7.C.1 Apply functional use of selected activity-specific skills** (e.g., care and carrying of equipment, compass and map reading, star turn, snowplough...) **in alternative pursuits** (e.g., orienteering, hiking, skiing...).

**Curricular Connections****ELA:**

GLO 3—Manage ideas and information.

**MA:**

Shape and Space

**SC:**

Cluster 3—Forces and Structures

**SS:**

The Land: Places and People

**SUGGESTIONS FOR INSTRUCTION**◆ **Orienteering Relay**

Have students form groups of four to six players for an orienteering relay. Have them move to one end of the playing field or gym. Prepare cards (as described in BLM 7–2: Orienteering Relay Symbols) and place them, symbol side up, at the opposite end of the field or gym. (Ensure that each group has its own set of cards.) The first person in each group must find the symbol for “spur” and turn over the card so the word “road” appears. The student runs back to the group, and the next person must find the symbol for “road” and turn the card over. This pattern continues until the last card is turned over. If the activity was done correctly, the last word turned over will be “spur,” which corresponds to the first symbol.



Refer to BLM 7–2: Orienteering Relay Symbols.

◆ **Create a Course**

Have students, in pairs, create their own orienteering course of the school area using graph paper. Once they have completed their course design, have students exchange maps with another pair and try out their course.

◆ **Cross-Country Skiing**

During cross-country skiing, have students perform a variety of skills, such as diagonal striding, getting up from a fall, snowploughing, double poling, and using the uphill herringbone technique.

◆ **Alpine Skiing**

Plan an alpine ski trip, emphasizing the following skills:

- Use equipment properly and safely.
- Demonstrate a balanced ready position while sliding on the snow.
- Snowplough properly.
- Use ski lifts properly.
- Get up from a fall.
- Perform linked turns while controlling speed on “green” and “blue” runs.
- Use the alpine responsibility code properly.



## TEACHER NOTES

Depending on the physical activity or sport selected, teachers need to define the activity-specific concepts and skills that are developmentally and grade appropriate.

In orienteering, send students out in staggered starts and alternate the routes forward and backward at the start or have two different first checkpoints to ensure that pairs do not follow others.

See *Safety Guidelines for Physical Activity in Manitoba Schools* (MPETA *et al.*) for specific safety guidelines for each activity.

For more information, contact the applicable provincial sport organization.

Contact your administrator regarding school/division/district guidelines for organizing alternative pursuits such as downhill skiing. Develop a risk-management plan that includes an orientation session for students prior to the activity, discussing the use of equipment, proper clothing, safety rules, and the alpine responsibility code. For information related to the alpine responsibility code, contact the local ski area or the ski hill where the planned event will take place.

### Aboriginal Link:

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



## SUGGESTIONS FOR ASSESSMENT

### ◆ Performance Task: Orienteering Relay

Teacher Assessment: Inventory

Set up an orienteering course at a local park or on school grounds and have students complete the course in pairs, using only a map.

#### Suggested Criterion:

Students can

- complete the orienteering course by reading the map and its symbols

### ◆ Paper and Pencil Task: Create a Course

Teacher Assessment: Inventory

Have students draw their map on graph paper, create a legend, and colour it.

### ◆ Performance Task: Cross-Country Skiing

Teacher Assessment: Checklist

As students cross-country ski on the school grounds or at a park, use the following checklist.

#### Suggested Criteria:

The student demonstrates

- proper balanced diagonal stride technique
- the ability to get up from a fall
- proper snowploughing technique
- proper double poling technique
- uphill herringbone stride
- proper etiquette when skiing
- the ability to follow rules of the course

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION					
<p><i>Students will...</i></p>						
<p><b>☐ S.1.7.D.1 Design and perform rhythmic sequences that use movement concepts</b> (i.e., showing contrast in directions, effort, leading/following) <b>and selected rhythmic steps, positions, and patterns in rhythmic activities related to own culture or culture of interest</b> (e.g., bench-step aerobics, square dance, novelty dance, highland dance, hoop dance...).</p>	<p>◆ <b>Tae Box Circuit</b></p> <p>Have students try a variety of skills (e.g., jab, under cut, upper cut, hooks) involved in Tae Box, as led by a physical education specialist or trained fitness leader.</p> <p>Set up stations around the gym that indicate specific skills to practise, and have students work at each station for one to two minutes.</p> <p>◆ <b>Rhythmic Movement Sentences</b></p> <p>Organize the class into groups of three or four students and have them create four movement sequences, each sequence containing four different movements for a count of 32 beats. To create the movement sentence, each group performs their sequence (32 beats), then the next group performs for 32 beats, and so on.</p> <p>◆ <b>Novelty Dances</b></p> <p>Have students try a variety of novelty dances such as YMCA (forming the letters using the arms and body).</p> <p>◆ <b>Folk Dances</b></p> <p>Have students participate in a variety of folk dances representative of the culture locally and/or a social studies theme.</p>					
<table border="1"> <tr> <td data-bbox="123 751 358 779"> <p><b>Curricular Connections</b></p> </td> </tr> <tr> <td data-bbox="123 785 532 888"> <p><b>ELA:</b> GLO 4—Enhance the clarity and artistry of communication. GLO 5—Celebrate and build community.</p> </td> </tr> <tr> <td data-bbox="123 894 345 942"> <p><b>MA:</b> Patterns and Relations</p> </td> </tr> <tr> <td data-bbox="123 949 532 1077"> <p><b>PE/HE:</b> GLO 4—Personal and Social Management (K.4.7.B.1a) GLO 5—Healthy Lifestyle Practices (K.5.7.E.3b)</p> </td> </tr> <tr> <td data-bbox="123 1083 436 1136"> <p><b>SS:</b> Identity, Culture, and Community</p> </td> </tr> </table>	<p><b>Curricular Connections</b></p>	<p><b>ELA:</b> GLO 4—Enhance the clarity and artistry of communication. GLO 5—Celebrate and build community.</p>	<p><b>MA:</b> Patterns and Relations</p>	<p><b>PE/HE:</b> GLO 4—Personal and Social Management (K.4.7.B.1a) GLO 5—Healthy Lifestyle Practices (K.5.7.E.3b)</p>	<p><b>SS:</b> Identity, Culture, and Community</p>	
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## TEACHER NOTES

Remind students that Tae Box does not promote physical contact with others. To reduce the chance of injuries during this activity, show students the proper techniques through a video or demonstration.

Advise students to focus on control, not momentum, when performing Tae Box movements. Avoid overextending or locking of joints and keep the body or torso stabilized. Abdominal muscles should be contracted during punches, kicks, and knee strikes.

### Aboriginal Link:

Explain the significance of 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: Tae Box Circuit

Teacher Assessment: Scoring Rubric

Have students put together a routine of Tae Box moves set to music, including a warm-up and a cool-down component. Assess their routine using the following rubric.

Scoring Rubric			
The routine includes	Rating		
	1	2	3
• music	none	no rhythm	effective use
• warm-up	none	too short	appropriate
• number of moves	one to three	four to six	seven or more
• cool-down	none	too short	appropriate

### ◆ Performance Task: Rhythmic Movement Sentences

Teacher Assessment: Checklist

As students perform their sequences to create the movement sentences, observe whether they have included all the required criteria.

#### Suggested Criteria:

The group

- performs four different sequences
- performs four different movements per sequence
- performs 32 beats per sequence
- shows contrast in direction (e.g., forwards, backwards)
- shows contrast in effort (e.g., strong, light)
- shows contrast in leading/following
- other

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION	
<p><i>Students will...</i></p>		
<p><b>☐ S.1.7.D.2 Design and perform, with others, movement sequences that use movement concepts</b> (e.g., leading, following...) <b>and selected activity-specific skills, using small or large apparatus</b> (e.g., rhythmic sportive gymnastics, artistic gymnastics, stuntastics, educational gymnastics...).</p>		
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	<p>◆ <b>Rhythmic Movement Sentences</b></p> <p>Organize the class into groups of three or four students and have them create four movement sequences, each sequence containing four different movements for a count of 32 beats. Students can use small hand apparatus such as balls, ribbons, ropes, hoops, basketballs, scarves, tambourines, golf tubes, and so on. To create the movement sentence, each group performs their sequence (32 beats), then the next group performs for 32 beats, and so on.</p>	
	<p>◆ <b>Create a Routine</b></p> <p>Have students, working in pairs or small groups, design a routine using equipment such as footballs, basketballs, volleyballs, rhythm balls, hoops, ropes, or ribbons, and perform the routine for the class.</p> <p><b>Example Using Basketballs:</b></p> <ul style="list-style-type: none"> <li>• Four beats: Move basketball around waist to the right.</li> <li>• Four beats: Move basketball around waist to the left.</li> <li>• Four beats: Move basketball around waist to the right leg.</li> <li>• Four beats: Move basketball around waist to the left leg.</li> <li>• Repeat the above.</li> </ul> <p><b>Variations:</b> Add other options such as pass the ball to a partner, pass and catch, or pass and shoot.</p>	
	<p>◆ <b>Juggling</b></p> <p>Have students create their own juggling routine using scarves, pins, or balls, and perform it for the class.</p> <p><b>Variations:</b> Have students work in pairs or small groups to create and perform their routines, ensuring that everyone within each group has the opportunity to lead and to follow.</p>	



**TEACHER NOTES**

Give students the option of performing their routine to music.

See *Safety Guidelines for Physical Activity in Manitoba Schools* (MPETA *et al.*) for safety guidelines for the various activities.

For information on movement concepts, see Basic Movement Skills Developmental Process in the Framework Excerpts at the back of this document.



**SUGGESTIONS FOR ASSESSMENT**

◆ **Performance Task: Rhythmic Movement Sentences**

Teacher Assessment: Inventory

As students perform their sequences to create the movement sentences, observe whether they include all the required criteria.

**Suggested Criteria:**

The group

- performs four different sequences
- uses small hand equipment during each sequence
- performs four different movements per sequence
- includes 32 beats per sequence
- shows evidence of applying movement concepts (shows variety and contrast related to space awareness, body awareness, quality of effort, and relationships)

◆ **Performance Task: All Activities**

Peer Assessment: Scoring Rubric

Have students use a teacher- or student-designed rubric to assess the routines created by their classmates, following the format suggested below.

<b>Skill-Assessment Card</b>				
Name _____ Class _____				
	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
The student	Always	Frequently	Sometimes	Rarely
• performs skills as prescribed:				
• performs the routine/dance with confidence				
Comments:				



## Movement Outcomes: Grade 7



### Knowledge

- K.1.7.A.1 Recognize characteristics of selected movement skills and patterns** (e.g., overhead throwing pattern...) **as applied in a variety of physical activities, including territory/invasion-type and striking/fielding-type activities** (e.g., baseball, football, overhand volleyball serve...).
- K.1.7.B.1 Examine external factors** (i.e., cost, facility availability, practice opportunities outside school) **that may affect movement skill development.**
- K.1.7.B.2 Identify the biomechanical concepts for efficient movement** (i.e., leverage) **related to striking activities** (e.g., shorter radius of rotation reduces force, as in choking up on a bat...).
- K.1.7.B.3 Analyze movement concepts** (i.e., body awareness, space awareness, qualities of effort, relationships) **as they apply to territory/invasion-type activities** (e.g., offensive pass to an “open space”...) **and striking/fielding-type activities** (e.g., body position to catch fly ball or grounder in cricket...).
- K.1.7.C.1 Identify the importance of following rules** (i.e., safety, control, fair play, inclusion, enjoyment, entertainment) **of selected sports and games.**
- K.1.7.C.2 Show an understanding of the specific terminology associated with selected sports and games, including territory/invasion-type activities** (e.g., lacrosse, soccer...) **and striking/fielding-type activities** (e.g., baseball, cricket...).
- K.1.7.C.3 Determine basic offensive and defensive strategies** (e.g., hitting to an open space, shuffle-step to maintain a guarding position...) **in games, including territory/invasion-type and striking/fielding-type activities.**
- K.1.7.C.4 Distinguish between fair play behaviours** (e.g., showing respect for rules, officials, and opponents...) **and unethical behaviours** (e.g., cheating, arguing with an official, foul play...) **regarding participation in physical activities and/or sports.**

### Skills

- S.1.6.A.1**  $\Rightarrow$  **S.1.7.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 the weight of body, range of motion, number of involved body segments, application of force...) **for speed, height, and/or distance.**
- S.1.7.A.2 Perform manipulation skills** (e.g., bouncing, rolling, striking...), **applying mechanical principles** (e.g., length of lever, range of motion, number of body segments, application of force...) **for consistency.**
- S.1.7.A.3 Demonstrate balance abilities** (i.e., static, dynamic), **applying mechanical principles** (i.e., lower centre of gravity, increase base of support, keep line of centre of gravity within base of support) **for stability and strength in cooperative-type activities** (e.g., team-building activities, rescuing activities, pulling activities...).
- S.1.7.B.1 Apply functional use of selected and/or activity-specific movement skills** (e.g., drop shot, high jumping, kicking...) **in a variety of individual/dual games/sports** (e.g., badminton, track and field activities, kick-sack...).
- S.1.7.B.2 Apply functional use of selected and/or activity-specific movement skills with a defensive and/or an offensive component** (e.g., faking out an opponent, guarding, running for positioning to catch a ball, batting...) **in a variety of games/sports, including territory/invasion-type activities** (e.g., basketball...) **and striking/fielding-type activities** (e.g., cricket, softball...).
- S.1.6.B.3**  $\Rightarrow$  **S.1.7.B.3 Demonstrate the ability to work cooperatively/collaboratively in planning, organizing, and/or officiating physical activities.**
- S.1.7.C.1 Apply functional use of selected activity-specific skills** (e.g., care and carrying of equipment, compass and map reading, star turn, snowplough...) **in alternative pursuits** (e.g., orienteering, hiking, skiing...).
- S.1.7.D.1 Design and perform rhythmic sequences that use movement concepts** (i.e., showing contrast in directions, effort, leading/following) **and selected rhythmic steps, positions, and patterns in rhythmic activities related to own culture or culture of interest** (e.g., bench-step aerobics, square dance, novelty dance, highland dance, hoop dance...).
- S.1.7.D.2 Design and perform, with others, movement sequences that use movement concepts** (e.g., leading, following...) **and selected activity-specific skills, using small or large apparatus** (e.g., rhythmic sportive gymnastics, artistic gymnastics, stuntastics, educational gymnastics...).

### Attitude Indicators

- 1.1 Show a willingness to participate in a variety of physical activities.
- 1.2 Express enjoyment in a variety of movement experiences.
- 1.3 Appreciate that time, commitment, and practice are required for skill development.
- 1.4 Appreciate the aesthetic and athletic values of movement.
- 1.5 Appreciate and respect diversity while participating in physical activity.
- 1.6 Appreciate and respect the natural environment while participating in physical activity.