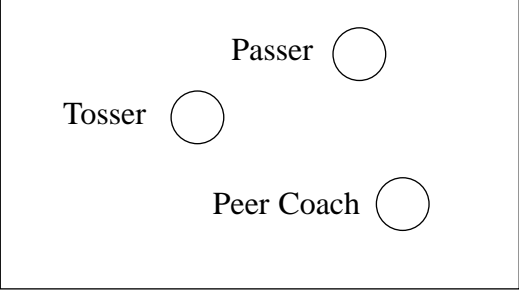

Grade 8

1. Movement

The student will demonstrate competency in selected movement skills, and knowledge of movement development and physical activities with respect to different types of learning experiences, environments, and cultures.



PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p><i>Students will...</i></p>	
<p><input type="checkbox"/> K.1.8.A.1 Recognize characteristics of selected movement skills and patterns (e.g., balance/ready position...) as applied in a variety of physical activities, including net/wall and target-type activities (e.g., badminton, paddleball, tennis, curling...).</p>	<p>◆ Ready Position</p> <p>Have students, in groups of three (a tosser, a passer, and a peer coach), perform a series of ball/shuttle passes focusing on balance and the ready position. The tosser throws the ball/shuttle to the passer who demonstrates a ready position before passing to the peer coach. The peer coach provides the passer with feedback on body positioning related to the ready position. Rotate roles after three trials.</p>
<div style="border: 1px solid black; padding: 5px;"> <p>Curricular Connections</p> <p>ELA: GLO 5—Celebrate and build community.</p> <p>PE/HE: GLO 1—Movement (S.1.8.A.1)</p> </div>	<div style="border: 1px solid black; padding: 10px; text-align: center;">  <p>The diagram shows three circles arranged in a triangle. The top circle is labeled 'Passer', the bottom-left circle is labeled 'Tosser', and the bottom-right circle is labeled 'Peer Coach'.</p> </div>
	<p>Variations: Have the tosser throw the ball to one side or the other of the passer to practise movement and the ready position. Activities that could be incorporated include</p> <ul style="list-style-type: none"> • volleyball • badminton • Sepak Takraw • tennis <p>◆ Human Opinion Line</p> <p>Have students line up in the centre of the gym. Designate one gym wall to represent “Agree” and the opposite wall “Disagree.” Perform selected movement skills and patterns using correct and incorrect form to determine whether students can recognize key characteristics. Ask students to walk/run towards the designated wall if they agree with the statement/performance or towards the other wall if they disagree.</p>



TEACHER NOTES

For information on the ready position related to different sports, see *3M National Coaching Certification Program* (Coaching Association of Canada).

Aboriginal Link:

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

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



SUGGESTIONS FOR ASSESSMENT

◆ **Performance Task: Ready Position**

Self-Assessment: Inventory

Have students repeat the Ready Position activity a few times and indicate, with a show of hands or using the Human Opinion Line strategy, whether they performed better with practice.

◆ **Performance Task: Ready Position**

Peer Assessment: Checklist

Have students complete the following checklist while watching a partner perform the Ready Position activity.

Suggested Criteria:

The student demonstrates the following:

- Feet are placed slightly more than shoulder-width apart.
- One foot is slightly ahead of the other.
- Knees are slightly bent, with knees over the big toes.
- Upper body is straight and leaning slightly forward.
- Arms are held in front of the body.
- Elbows are bent and held close to the body.
- Body weight is forward on the balls of the feet.

◆ **Paper and Pencil Task: Ready Position**

Teacher Assessment: Quiz

Draw pictures of people participating in a variety of activities. Have students make any adjustments in the illustrated body positions to place them in the ready position.

◆ **Questioning/Interview: Human Opinion Line**

Teacher Assessment: Inventory

Observe students who appear to be having difficulty in recognizing key characteristics of selected skills and patterns. In follow-up activities, check student understanding on an individual basis.

PRESCRIBED LEARNING OUTCOMES

Students will...

□ K.1.8.B.1 Explain the cross-training effect of different games/activities on fitness and movement skill development (e.g., aerobics develop coordination, agility used for fastball; golf and hockey develop hand-eye coordination/striking skills...).

Curricular Connections

ELA:

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

PE/HE:

GLO 2—Fitness Management

SC:

Cluster 1—Cells and Systems

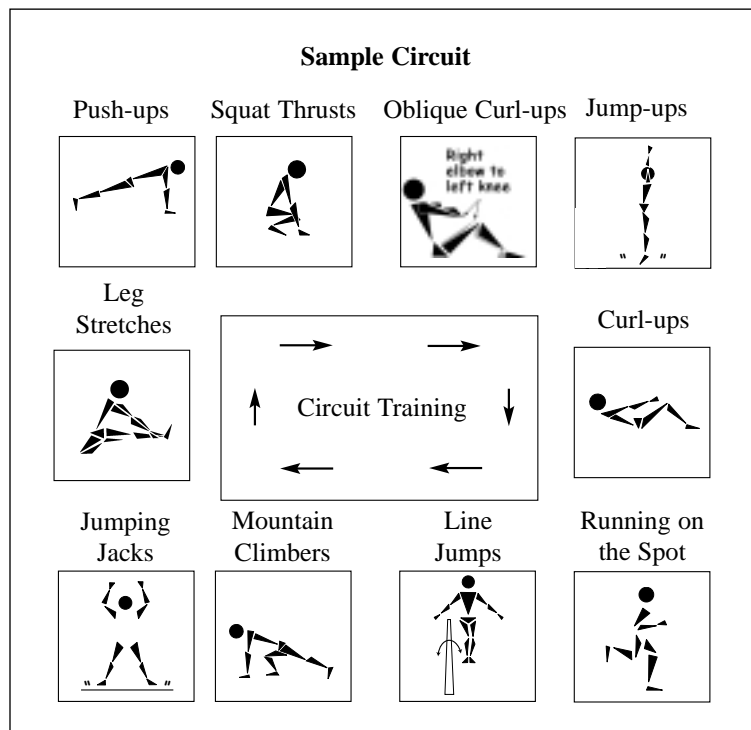
SUGGESTIONS FOR INSTRUCTION

◆ **Cardio-Fun**

Have students participate in a variety of activities to develop cardiovascular endurance (e.g., aerobics, step aerobics, skipping, Tae Box). Following the activities, discuss with students the cross-training effect of these activities related to fitness and movement skill development for participating in other sports or physical activities.

◆ **Cross-Training Circuit**

Have students participate in a circuit that includes a variety of activities from the health-related fitness components: cardiovascular endurance, muscular strength, muscular endurance, and flexibility. Place poster paper or a white board with markers at each station for students to note different sports or activities to which the exercise/activity at a given station would apply. As students move through the circuit, they can assess their own ideas. As part of the cool-down, assign a group of students to report to the class what game/activities would provide a cross-training effect.



**TEACHER NOTES**

For more information on rope-jumping skills, contact the Heart and Stroke Foundation of Manitoba.

Plyometrics comes from the Latin words *ply* (increase) and *metric* (measure). Plyometric exercises are used in aerobic workouts to train the eccentric contraction phase (when muscle lengthens) to develop speed and strength.

Cross-training is a workout style that incorporates a variety of cardiovascular endurance, muscular strength, and muscular endurance activities or exercises. For example, a person could rollerblade for 15 minutes and jog for 15 minutes for a total of 30 minutes of cardiovascular training. Ensure that the student workout includes flexibility-type exercises to maintain a balanced fitness program.

For the Sample Circuit, have students perform each station exercise/activity for approximately two minutes. At the start, it is best not to have more than four people at one station. Students must remain at the beginning level until they reach their target level time. At that point, they advance to the intermediate level.

**SUGGESTIONS FOR ASSESSMENT****◆ Questioning/Interview: All Activities**

Teacher Assessment: Inventory

Observe whether students can

- discuss the health-related fitness components involved
- compare each activity for similarities and/or differences related to fitness and movement skill development

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p><i>Students will...</i></p>	
<p><input type="checkbox"/> K.1.8.B.2 Identify the biomechanical concepts (e.g., centre of gravity, body alignment...) that are important for safe exercising in lifting and carrying activities (i.e., bend knees, hold object close to body, avoid twisted positions, keep head position neutral).</p>	
<p>Curricular Connections ELA: GLO 5—Celebrate and build community.</p>	
	<p>◆ Saving Your Back</p> <p>During a warm-up, have students (working in pairs) identify their centre of gravity, base of support, and body alignment while standing. Have them demonstrate and describe the proper way to lift and carry:</p> <ul style="list-style-type: none"> • Place feet approximately shoulder-width apart for good balance. • Bend knees. • Hold load close to the centre of the body. • Gradually lift in a smooth action without jerking (power from the legs). • Remember not to twist the back while lifting, but pivot with the feet. • Coordinate the lift when working with a partner. <div data-bbox="824 877 1117 1060" style="text-align: center;"> </div> <p>◆ Carrying On</p> <p>Have students participate in relays that involve a variety of lifting tasks performed individually or in small groups. Review safe exercising principles for each of the activities, reinforcing the importance of alignment and keeping the centre of gravity low when lifting or holding objects close to the body when carrying.</p> <p>Examples of Activities:</p> <ul style="list-style-type: none"> • Pick up a laundry basket full of clothes. • Push a car (crash mat). • Carry full bags of groceries. • Carry full bags of garbage. • Move a bench (heavy furniture) from one side of the gym to the other. <p>Variation: Have students suggest other actual lifting and carrying tasks as part of an enjoyable relay.</p> <p>◆ Resistance Training Circuit</p> <p>Have students, in small groups, participate in a variety of station activities such as arm curls, push-ups, squats, rope climbing, and medicine ball passes.</p>



TEACHER NOTES

Review all aspects of proper lifting technique and identify exercises that are contraindicated or not recommended.

For more information on backs and lifting, contact a physiotherapist or refer to *Back Talk: An Owner's Manual for Backs* (Goyet and Postma).

Also refer to the Workers Compensation Board of Manitoba website: <<http://www.wcb.mb.ca>>.

Introduce proper neutral stance while using external weight for resistance training.

Discuss the following concepts as they apply to resistance training:

- **Repetitions**—the number of times a particular exercise is performed.
- **Sets**—the number of repetitions performed in a series with a break in between.



SUGGESTIONS FOR ASSESSMENT

◆ Observation: Saving Your Back

Peer Assessment: Checklist

Have students, in pairs, watch each other perform a lifting task (such as moving a bench) and use the following checklist to indicate all the correct actions and areas to improve.

Suggested Criteria: Lifting

The student demonstrates

- wide base of support
- centre of gravity over base of support
- bent knees
- straight back
- power up from the legs
- no twisting action

PRESCRIBED LEARNING OUTCOMES

Students will...

☐ K.1.8.B.3 Analyze movement concepts in net/wall activities (e.g., body awareness in ready position to receive a serve in badminton...) **and target-type activities** (e.g., effort qualities in backswing and wrist action on “out-turn” in curling...).

Curricular Connections

ELA:

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

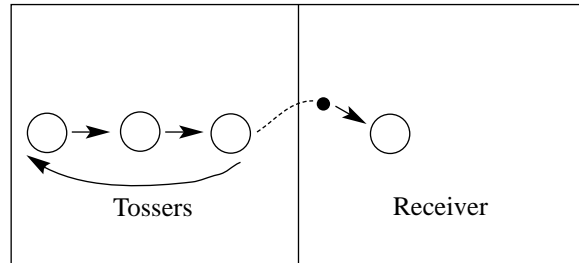
PE/HE:

GLO 1—Movement (K.1.8.B.3)

SUGGESTIONS FOR INSTRUCTION

◆ **Remember the Ready Position**

Have students, in groups of four, with three tossers and one receiver, take positions on a court as illustrated below:



Have a tosser pass a ball (or shuttle) across the centre line so that the receiver must move away from the ready position in order to contact the ball. Once the receiver has returned the serve, he or she must quickly return to the court in ready position to receive the next pass, and the tosser retrieves his or her ball. Continue until all three tossers have thrown, and then rotate positions.

Questions for Discussion:

Ask questions such as the following to help students think about the movement concepts and how to move efficiently:

- Why should players bend their knees and move their weight forward in a ready position?
- Why should players serve to the back corner close to a boundary line in badminton or volleyball?
- What kind of swing works best in baseball? In golf?

◆ **Target Time**

In a target-type activity such as curling, have students take turns releasing a curling rock from the hack on sheets of ice. Have them release it in a variety of ways and determine which method is most successful in placing the rock in the house rings. For example, players can release with

- little or no backswing
- little or no follow-through
- out-turn
- in-turn
- different levels (high, medium, low)

Ask questions that help students think about the movement concepts and which ones allow them to move efficiently while curling.



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

Aboriginal Link:

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

◆ **Performance Task: Remember the Ready Position**

Peer Assessment: Rating Scale

As students perform the suggested activity, have a student observe the receiver, using the following rating scale.

Rating Scale			
The receiver	3 Always	2 Frequently	1 Rarely
• starts in the ready position			
• contacts the serve			
• returns to the ready position			
• moves quickly and low			

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

Teacher Assessment: Inventory

After an activity, have students write a journal entry that describes how to make the body move most efficiently for the activity involved.



PRESCRIBED LEARNING OUTCOMES					
<i>Students will...</i>					
<p><input type="checkbox"/> K.1.8.C.1 Examine the reasons for rules and for adaptation of rules related to safety and risk factors (e.g., set boundaries to avoid contact with other players, equipment, or walls...) of selected sports and games.</p>					
<table border="1"> <tr> <td data-bbox="123 617 357 638">Curricular Connections</td> </tr> <tr> <td data-bbox="123 646 175 667">ELA:</td> </tr> <tr> <td data-bbox="123 669 526 720">GLO 1—Explore thoughts, ideas, feelings, and experiences.</td> </tr> <tr> <td data-bbox="123 728 196 749">PE/HE:</td> </tr> <tr> <td data-bbox="123 751 380 779">GLO 3—Safety (K.3.8.A.1)</td> </tr> </table>	Curricular Connections	ELA:	GLO 1—Explore thoughts, ideas, feelings, and experiences.	PE/HE:	GLO 3—Safety (K.3.8.A.1)
Curricular Connections					
ELA:					
GLO 1—Explore thoughts, ideas, feelings, and experiences.					
PE/HE:					
GLO 3—Safety (K.3.8.A.1)					

SUGGESTIONS FOR INSTRUCTION

◆ **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 a pinnie to each tagger. The taggers pass one spongy 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.

After each completed game, ask students to describe why it is important for players (e.g., in volleyball) to stay within their specific boundaries, as related to safety, fairness, and risk management.

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

◆ **Contrast Games**

Have students play a variety of games, such as touch football, touch rugby, and non-contact floor hockey, and then have them compare their games to the contact version of the sport that they have seen on videos or television. Discuss why rules are adapted or changed, as related to safety, fairness, and risk management.

**TEACHER NOTES**

For the game of Court Tag, review how to pivot (as in basketball). Have students practise pivoting to assist them in the game. As more students are tagged, add more spongy balls to the game.

Aboriginal Link:

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

**SUGGESTIONS FOR ASSESSMENT****◆ Reflection/Journal: Court Tag**

Self-Assessment: Inventory

Have students write a journal entry that summarizes their ability to understand the boundaries of various games and the importance of staying within the boundaries.

◆ Paper and Pencil Task: Contrast Games

Teacher Assessment: Inventory

Have students explain reasons for following rules to make a game or activity as safe as possible.

Examples of Rules:

- Play flag football or touch football instead of regulation/tackle football.
- Wear helmets when cycling.
- Wear helmets and protective gear in skating activities.
- Avoid high sticking in hockey.
- Other

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p><i>Students will...</i></p>	
<p>☐ K.1.8.C.2 Show an understanding of the specific terminology associated with selected sports and games, including net/wall (e.g., volleyball, badminton, handball...) and target-type activities (e.g., archery, curling...).</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Curricular Connections ELA: GLO 1—Explore thoughts, ideas, feelings, and experiences. GLO 2—Comprehend and respond personally and critically to oral, literary, and media texts. GLO 5—Celebrate and build community.</p> </div>	<p>◆ Word Splash</p> <p>Have students make up a Word Splash (see <i>Success for All Learners</i> 6.28) for different activities that include specific terms associated with the activities. Ask students to include an answer key with the definitions to post so that others can check for meaning if they are unsure of specific terms. As a warm-up or cool-down activity, have students participate in a Word Splash to review terms.</p> <p>◆ What’s Behind You?</p> <p>Display a poster of terms and definitions on the wall. Using the What’s Behind You? strategy, organize students into pairs. Have one student stand with his or her back to the poster and the other facing it. The student facing it asks the partner specific teacher-generated question(s) related to the poster content. Partners switch roles when one student provides the correct answer. Partners may give hints when they are first learning.</p> <p>Variation: Students can make up questions related to the poster content to ask their partners.</p> <p>◆ Find Someone Who...</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>Example: Volleyball</p> <p>Find Someone Who...</p> <ol style="list-style-type: none"> 1. Who can describe what a “forearm pass” means? 2. Who can show the approach of the block? 3. Who can do a spike on the dominant side? 4. Who can define what a “net violation” is? 5. Who can explain what “back row attack” means? 6. Who can explain the “W” formation for service reception? 7. Who knows what colour the volleyball boundary lines are? 8. Who can draw where people stand on the court for service reception? 9. Who can describe what a “dive” is? 10. Who can describe what “carry ball” means? <p>Variation: To promote more active participation, have students perform this activity without a handout. After every question, have one student demonstrate or tell the group the correct response.</p> <p style="text-align: right;"><i>(continued)</i></p>



TEACHER NOTES

Use interactive strategies such as Word Splash, What's Behind You?, Find Someone Who..., and Rotating Reel to help students develop cognitive learning. Based on the latest brain research, engaging students in learning and having them apply information increases learning and retention.

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.



SUGGESTIONS FOR ASSESSMENT

◆ Paper and Pencil Task: All Activities

Teacher Assessment: Checklist

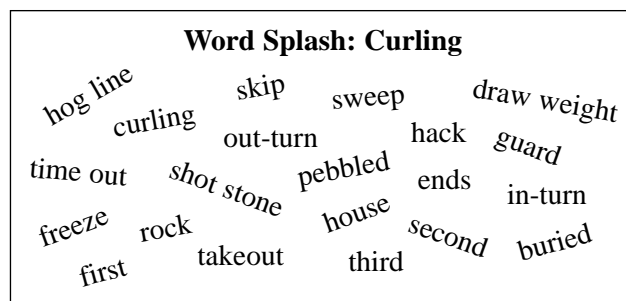
Have students create their own Word Splash and answer key with definitions using specific terminology associated with net/wall and target-type activities. Check the Word Splash sheets using the following criteria.


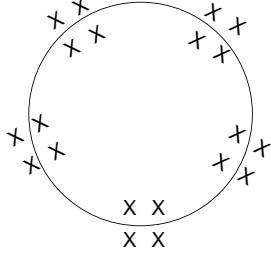
Suggested Criteria:

Students

- identified the main terms used in the particular sport or physical activity
- provided correct definitions

Example:



PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p><i>Students will...</i></p>	
<p><input type="checkbox"/> K.1.8.C.2 (continued)</p>	<p>(continued)</p> <p>◆ The Enigma: Net/Wall and Target-Type Activities</p> <p>Set up the gym with one mat at each corner. 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.</p> <p>Procedure for Enigma Game:</p> <ul style="list-style-type: none"> • Give each student a clue card that has a sport-specific term on it. Instruct everyone not to look at the card. • 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 try to identify the enigma for each group. <p> Refer to BLM 8–1: Enigma Clue Cards for Net/Wall and Target Games and BLM 7–1b: Enigma Clues: Recording Sheet.</p> <p>◆ Rotating Reel</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 steps, asking another question. (See Find Someone Who... for sample questions.)</p> <p></p> <p>Variation: Have students move in different directions and circles. For example, move counter-clockwise, move to the next circle, or move to the second circle to the right.</p>



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

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

When rest breaks are called, all students stop running. During a break, ask one to three students 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.



PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p><i>Students will...</i></p>	
<p><input type="checkbox"/> K.1.8.C.3 Describe common strategies used in various games, including net/wall and target-type activities (e.g., positioning for serve reception, speed, and control of projectiles...).</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Curricular Connections</p> <p>ELA: GLO 1—Explore thoughts, ideas, feelings, and experiences. GLO 3—Manage ideas and information. GLO 5—Celebrate and build community.</p> <p>PE/HE: GLO 1—Movement (S.1.8.B.1)</p> </div>	<p>◆ Strategic Planning for Net/Wall and Target Activities</p> <p>As students are playing selected net/wall games (e.g., badminton, handball, volleyball), have them determine the areas on the court that are</p> <ul style="list-style-type: none"> • most difficult to contact during service reception • easiest to contact during service reception • most difficult to receive from during play • easiest to receive from during play • other <p>Examples of Game Strategies:</p> <ul style="list-style-type: none"> • Badminton: Have students play badminton on a short and narrow court so that they can develop strategies for placing their shots without having to rely on their wrist action for power. Then have students play on long and narrow courts where placement of their shots depends on the power they can generate from their wrists. • Volleyball: On a volleyball court, place mats marking the spots in which opponents would be positioned during service reception and have students practise serving to the open spaces. <p>Variation: This activity could be structured as inquiry research. Each group presents a related question, and plans and implements a class activity in order to reach a conclusion.</p> <p>◆ Class Tournaments</p> <p>As students participate in class tournaments, set up a role-responsibility rotation so that each student experiences the opportunity to play, referee, coach, keep score, be a lines keeper, and so on. Prepare “job cards” and have students read the cards, reviewing their responsibilities for each position/job. Observe the students who are playing the role of the coach as they explain the strategy that their team will use in the game.</p>



TEACHER NOTES

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



For background information, refer to BLM G–17: Teaching Games for Understanding Chart.

Aboriginal Link:

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

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

Make up and laminate “job cards” for each job or position so that students can quickly review their responsibilities. As well, include assessment questions on the cards to identify what students will need to know and be able to do related to the task at hand. Store the cards in a recipe box for easy access.



SUGGESTIONS FOR ASSESSMENT

◆ **Paper and Pencil Task: Strategic Planning for Net/Wall and Target Activities**

Teacher Assessment: Inventory

Have students complete a quiz on strategic planning for a variety of net/wall courts and have them indicate the best place on the courts from which to plan an attack, score a point, or serve.

Example:

Net/Wall and Target Game Strategies

Name _____ Date _____

- In the following volleyball court, draw the players who are in service reception.

net

←server

Place an “X” on the court to indicate a good place for the server to place the ball.
- Draw a picture of how a badminton player would stand in the ready position.
- On the following badminton court, place an “X” in the best place to serve the shuttle in a singles game.

net
- Place a “guard rock” on the following sheet of ice, using a star ☆.

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p><i>Students will...</i></p>	
<p>☐ K.1.8.C.4 Set and/or review expectations for personal and group conduct (i.e., ethical behaviour) regarding participation in physical activities and/or sports.</p>	
<div style="border: 1px solid black; padding: 5px;"> <p>Curricular Connections</p> <p>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. GLO 5—Celebrate and build community.</p> <p>PE/HE: GLO 1—Movement (S.1.8.D.2)</p> <p>SS: Citizenship (Core Concept)</p> </div>	<p>◆ Soccer Tag</p> <p>Have students play a game of soccer and discuss the types of accidental (unintentional) contact (e.g., kicking in the shins, bumping, tripping) that can take place between players during the game. Have students tag the student who has the ball. The tagged player then gives the ball to the closest defensive person. Discuss the importance of ethical behaviour as it applies to soccer and other contact games/sports.</p> <p>Variation: Apply this strategy to other territory/invasion games (e.g., basketball).</p> <p>◆ What’s Behind You?</p> <p>Display a poster of terms and definitions on the wall. Using the What’s Behind You? strategy, organize students into pairs. Have one student stand with his or her back to the poster and the other facing it. The student facing it asks the partner specific teacher-generated question(s) related to the poster content. Partners switch roles when one student provides the correct answer. Partners may give hints when they are first learning.</p> <p>Variation: Students can make up questions related to the poster content to ask their partners.</p> <p>◆ Learning Outcome Connection</p> <p>Make a connection to learning outcome S.1.8.D.2 in relation to personal and group conduct when designing and performing dance and gym routines (e.g., no teasing, no laughing at others when performing, respect others’ ideas).</p> <p>◆ Class Rubric</p> <p>Have students brainstorm the behaviours that are appropriate for personal and group conduct while participating in physical activity. Organize this information into a rubric to be used as a tool for ongoing assessment.</p>



TEACHER NOTES

The game strategy in Soccer Tag is to focus on the person, not the ball. Remind students to avoid contact, except when tagging.

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

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

Aboriginal Link:

For Aboriginal resources, refer to the following websites:

- Instructional Resources Unit (Library), Manitoba Education and Youth:
<<http://libinfo.merlin.mb.ca>>
- Manitoba First Nations Education Resource Centre:
<<http://www.mfnerc.com/>>
- Online resources that include Aboriginal content, such as CANTEACH:
<<http://www.canteach.org>>



SUGGESTIONS FOR ASSESSMENT

◆ Questioning/Interview: Soccer Tag

Teacher Assessment: Inventory

After the Soccer Tag activity, have the class discuss the importance of “playing the player” instead of the ball in territory/invasion-type games.

◆ Performance Task: What’s Behind You?

Peer Assessment: Checklist

Have students report to the teacher how well they were able to outline the expectations related to the code of conduct established for their school or class.

Suggested Criteria:

The student

- could describe expectations without prompting
- could describe expectations with prompting
- could not describe expectations

PRESCRIBED LEARNING OUTCOMES			
<i>Students will...</i>			
<p><input type="checkbox"/> S.1.8.A.1 Perform combinations of transport, manipulation, and balance skills (e.g., moving into a ready position to contact the ball in volleyball...), applying mechanical principles (e.g., force, motion, balance...) for control.</p>			
<table border="1"> <tr> <td data-bbox="123 615 357 638">Curricular Connections</td> </tr> <tr> <td data-bbox="123 644 198 665">PE/HE:</td> </tr> <tr> <td data-bbox="123 669 529 693">GLO 1—Movement (K.1.8.A.1, S.1.8.A.3c)</td> </tr> </table>	Curricular Connections	PE/HE:	GLO 1—Movement (K.1.8.A.1, S.1.8.A.3c)
Curricular Connections			
PE/HE:			
GLO 1—Movement (K.1.8.A.1, S.1.8.A.3c)			

SUGGESTIONS FOR INSTRUCTION

◆ **Passing Pairs**

Have students, working in pairs, perform a series of passes focusing on combinations of transport, manipulation, and balance skills.

Examples of Skill Combinations:

- **Basketball:**
 - Students run, stop, and shoot.
 - Students dribble, pass, run, catch, and shoot (give and go).
- **Tennis:** Students run, stop, strike, and take the ready position.
- **Volleyball:** Students toss a ball to one side or the other of their partners so that they must slide, bend, and volley to return the ball.

Variation: Students perform the same activity but use the forearm pass/bump and include a dive or roll to return the ball.

◆ **Skill Practice**

Have students practise combinations of skills using sport-specific drills. As students practise, provide feedback on technique and/or performance criteria. Use cue words to help students understand the parts or steps in the movement.

Example of Skill Combination:

- **Long Jumping:** Students run, leap, and land for balance.

**TEACHER NOTES**

This learning outcome identifies the general concepts and skills that are addressed at this grade. Depending on the selected physical activity or sport, teachers need to define the activity-specific concepts and skills that align with the learning outcome. For example, to perform sport-specific volleyball skills such as the volley, serve, and forearm pass, students would be able to combine the following skills:

- transport skill—sliding
- manipulation skill—striking
- balance skill—dynamic balance

It is the teacher’s responsibility to identify the skill combinations related to each selected physical activity or sport to help students achieve this learning outcome.

During these activities, have students focus on the importance of the mechanical principles (force, motion, and balance). See Appendix I: Glossary for definitions of terms.

**SUGGESTIONS FOR ASSESSMENT****◆ Performance Task: Passing Pairs**

Peer Assessment: Frequency Index

Have students make five passes and count how many they can perform correctly. Repeat the activity, and have students try to improve their results.

Have a partner or peer coach watch a student perform passes and record the number of passes performed with control.

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p><i>Students will...</i></p>	
<p><input type="checkbox"/> S.1.8.A.2 Perform combinations of manipulation skills (e.g., dribbling/shooting, tossing/catching...), applying mechanical principles on use of projectiles (e.g., increasing relative projection height or angle tends to increase flight time...) for control.</p>	<p>◆ Manipulation Combinations</p> <p>As part of a warm-up activity, have students perform the following progressions to develop the ability to perform manipulation skills in combination.</p> <p>Examples of Progressions:</p> <ul style="list-style-type: none"> • Basketball <ol style="list-style-type: none"> 1. Individual practice: Bounce a ball in a stationary position (push ball straight down, action/reaction). 2. While moving: Bounce the ball while walking, running, or sliding (push ball slightly ahead). 3. Add another skill: Dribble, stop, jump, and shoot (push ball slightly ahead, catch ball on upward bounce). • Badminton <ol style="list-style-type: none"> 1. Individual practice: Play “keep up” with a birdie/shuttle and racquet (hit object straight up). 2. While moving: Play “keep up” while walking, running, and performing the grapevine (hit object slightly ahead). 3. Add another skill: In pairs, hit a birdie/shuttle back and forth, using an underhand and overhead clear (hit object at low level, using an underhand clear; at high level, using an overhead clear). • Volleyball <ol style="list-style-type: none"> 1. Individual practice: Play “keep up” with a volley/overhead pass or bump/forearm pass. 2. While moving: Play “keep up” while walking, running, and shuffling (hit object slightly ahead). 3. Add another skill: In pairs, pass the ball back and forth while moving around the gym by walking, running, and sliding (hit object slightly ahead of but an appropriate distance from partner).



TEACHER NOTES

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

Provide opportunities for students to perform skills at their own ability level, modifying the equipment, changing boundaries, and so on, to promote personal success.

Aboriginal Link:

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



SUGGESTIONS FOR ASSESSMENT

◆ **Performance Task: Manipulation Combinations**

Teacher Assessment: Scoring Rubric

As students are performing the skills for specific activities or sports, use the following rubric to assess their skill performance.

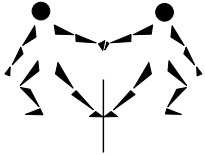

Skill-Application Assessment Rubric				
The student	4 Always	3 Frequently	2 Sometimes	1 Rarely
• performs skill as prescribed:				
• follows activity rules of play				

◆ **Performance Task: Manipulation Combinations**

Peer Assessment: Rating Scale

Have students form groups of three and assign each person a particular responsibility: two coaches and a performer. Have the performer demonstrate his or her ability to perform the activity or sport-specific skills while coaches use a rating scale to assess the skills. Change responsibilities until all three have had an opportunity to do each job.

Rating Scale: Volleyball				
During game play, the student is able to	4 Always	3 Frequently	2 Sometimes	1 Rarely
• use the forearm pass to get the ball to the setter in the front row				
• use the set/volley to pass the ball to another player on the team				
• serve the ball underhand, over the net, and in the court				
• serve the ball overhand, over the net, and in the court				
• demonstrate the proper position on the court during service reception				
• demonstrate proper positions on the court for offence and defence				

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p><i>Students will...</i></p>	
<p>□ S.1.7.A.3 ➔ S.1.8.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...).</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Curricular Connections</p> <p>ELA: GLO 1—Explore thoughts, ideas, feelings, and experiences. GLO 5—Celebrate and build community.</p> <p>PE/HE: GLO 4—Personal and Social Management (S.4.8.A.3)</p> </div>	<p>◆ Duos</p> <p>Organize two teams and have each student find a partner of the same height from the opposite team. Have students participate in the following balance activities and accumulate as many points as possible for their team.</p> <p>Examples of Balance Activities:</p> <ul style="list-style-type: none"> • Line Pull: Students stand (facing each other) on either side of a line, with right feet touching. On the signal “go,” each person tries to pull the other across the line or make the partner lose balance. The person who succeeds first, scores a point for his or her team.  • Rooster Wrestle: Have students stand (facing each other) on a large square of mats while holding one leg up behind them with a hand. The first person who can force the partner off the mat area or cause the partner to lose balance (e.g., by hopping, pushing), scores a point for his or her team.  <p>◆ Human Island</p> <p>Have students form groups of three and give each group three pieces of equipment (e.g., floor hockey sticks, beanbags, flying disks, wooden paddles)—the same equipment for all groups. Ask students to demonstrate balance abilities as a group:</p> <ul style="list-style-type: none"> • Have each group of three students balance on their equipment and hold for five seconds. • Take away one piece of equipment (the same one for all groups) and ask each group to balance on the remaining equipment. • Continue with this pattern of tasks until the entire group of three is balancing on only one piece of equipment. <p>Have students discuss ways that helped them maintain balance related to</p> <ul style="list-style-type: none"> • lowering centre of gravity (bending knees, keeping low to the ground) • increasing base of support • aligning body correctly to keep weight within the centre of gravity

**TEACHER NOTES**

Have students think about what their bodies are doing to make it easier to stay balanced or be more stable.

In combative activities, ensure that students are similar in height and weight, but allow girls and boys to challenge each other.

Stop the groups who are struggling and have them observe another group. After each success, discuss how each group was able to balance.

**SUGGESTIONS FOR ASSESSMENT****◆ Performance Task: All Activities**

Self-Assessment: Inventory

As they leave the class, have students report on whether or not they could maintain their balance in cooperative activities.

Suggested Criteria:

The student

- maintained balance
- experienced difficulty maintaining balance
- lowered centre of gravity (bending knees, keeping low to the ground)
- increased base of support
- aligned body correctly to keep weight within the centre of gravity

PRESCRIBED LEARNING OUTCOMES			
<i>Students will...</i>			
<p><input type="checkbox"/> S.1.8.B.1 Apply functional use of selected and/or activity-specific movement skills (e.g., rolling, forehand and backhand strokes...) in a variety of individual/dual games/sports, including net/wall (e.g., table tennis...) and target-type activities (e.g., miniature golf, bowling...).</p>			
<table border="1"> <tr> <td data-bbox="123 680 357 705">Curricular Connections</td> </tr> <tr> <td data-bbox="123 711 198 737">PE/HE:</td> </tr> <tr> <td data-bbox="123 739 418 764">GLO 1—Movement (K.1.8.C.3)</td> </tr> </table>	Curricular Connections	PE/HE:	GLO 1—Movement (K.1.8.C.3)
Curricular Connections			
PE/HE:			
GLO 1—Movement (K.1.8.C.3)			

SUGGESTIONS FOR INSTRUCTION

◆ **Net/Wall Challenges**

Select a net/wall game (e.g., tennis, badminton, table tennis, handball) and have students rally. Ask students to count how many consecutive shots they can make, using a variety of shots (e.g., forehand, backhand, smash).

◆ **Target Challenges**

Select a target-type game (e.g., bocce, bowling, golf, target throwing stations) and have students use various activity-specific skills (e.g., rolling, striking, throwing) to hit the target.

◆ **Strategic Planning for Net/Wall Activities**

As students are playing the selected net/wall games (e.g., badminton, handball, volleyball), have them determine the areas on the court that are

- most difficult to contact during service reception
- easiest to contact during service reception
- most difficult to receive from during play
- easiest to receive from during play
- other

Example: Badminton

Have students play badminton on a short and narrow court so that they can develop strategies for placing their shots without having to rely on their wrist action for power. Then, have students play on long and narrow courts where placement of their shots depends on the power they can generate from their wrists.

(continued)



TEACHER NOTES

Tactical awareness ranges from simple to complex. Its levels are as follows:

- Scoring/Offence
 - Set up an attack.
 - Score the point.
 - Attack as a team.
- Score Prevention/Defence
 - Defend space.
 - Defend against attack.
 - Defend as a team.



Refer to BLM G–17: Teaching Games for Understanding Chart.

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

In most sports serving includes

- back swing
- extension of arm and shoulder
- full range of shoulder motion
- follow-through

Aboriginal Link:

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



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



SUGGESTIONS FOR ASSESSMENT

◆ **Performance Task: Net/Wall and Target Challenges**

Teacher Assessment: Scoring Rubric

Observe students applying the preselected skills while playing net/wall and target-type games. Use the following rubric to assess their functional use of selected skills.

Skill-Application Assessment Rubric				
The student	4 Always	3 Frequently	2 Sometimes	1 Rarely
• performs skill as prescribed:				
• follows activity rules of play				

◆ **Performance Task: All Activities**

Teacher Assessment: Scoring Rubric

As students participate in activities, observe them demonstrating the 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					
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)					

(continued)

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<i>Students will...</i>	
<p><input type="checkbox"/> S.1.8.B.1 <i>(continued)</i></p>	<p><i>(continued)</i></p> <p>◆ Striking a Projectile</p> <p>Have students, working in pairs, toss or hit an object back and forth.</p> <p>Examples of Net/Wall Challenges:</p> <ul style="list-style-type: none"> • Badminton: One student serves and the other player practises shots. <ol style="list-style-type: none"> 1. Clear <ul style="list-style-type: none"> — Contact is high, with a straight follow-through. — Shuttle travels long and high. 2. Drop Shot <ul style="list-style-type: none"> — Contact is high, with no follow-through. — Shuttle travels just over the net and drops. 3. Smash <ul style="list-style-type: none"> — Contact is high, with a forceful follow-through. — Shuttle travels down from the racquet to the floor. — Shot is powerful. • Volleyball <ol style="list-style-type: none"> 1. Spike/Attack <ul style="list-style-type: none"> — Students toss a volleyball up at the net and work on the proper angle of approach and follow-through. 2. Overhand and Underhand Serves <ul style="list-style-type: none"> — Students practise their serves by changing the height of the throw, speed of contact, and angle of follow-through, and observe the impact of each technique change. • Basketball: Students practise their basketball jump shot using the proper technique.



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

(continued)

◆ **Performance Task: All Activities**

Peer Assessment: Checklist

Have pairs of students observe each other performing a selected skill, using an assessment checklist such as the following.

Badminton

Forehand Overhead Shots:

- Feet are shoulder-width apart.
- Feet are staggered.
- Both arms reach up.
- Weight shifts to rear foot.
- Racquet arm has the elbow leading (scratching back).
- Racquet arm reaches high to contact the shuttle.
- Racquet follow-through is in line with the flight of the shuttle.
- Player steps forward.

Serve:

- Feet are shoulder-width apart.
- Feet are staggered.
- Shuttle is held at waist level.
- Racquet arm has a backswing.
- Weight shifts forward.
- Shuttle flies high and deep.
- Racquet follow-through is in line with the flight of the shuttle.
- Player steps forward.



PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION	
<p><i>Students will...</i></p>		
<p><input type="checkbox"/> S.1.8.B.2 Apply functional use of selected and/or activity-specific movement skills (e.g., volleying, dynamic balancing...) in a variety of physical activities, including net/wall (e.g., volleyball...) and target-type games (e.g., curling...).</p>	<p>◆ Defend Your Side</p> <p>Have students participate in a number of activities that are classified as net and wall games (e.g., volleyball, pickleball, curling). Introduce the basic skills for each activity and then have students play the game to use their skills appropriately.</p> <p>Variation: On a volleyball court, place mats to mark spots in which opponents would be positioned during service reception, and have students practise serving to the open spaces.</p>	
<table border="1"> <tr> <td> <p>Curricular Connections PE/HE: GLO 1—Movement (K.1.8.B.3)</p> </td> </tr> </table>	<p>Curricular Connections PE/HE: GLO 1—Movement (K.1.8.B.3)</p>	<p>◆ Play It Your Way</p> <p>Review how to volley/overhead pass (as in volleyball). Divide the gym into three activity stations: a competitive challenge, a cooperative challenge, and a skill challenge. Have students choose a station that best suits them for practising their skills based on interest and/or ability.</p> <p>Examples of Activity Stations:</p> <ul style="list-style-type: none"> • Competitive Challenge: Students form groups of three or four and play “keep it up” by using a volley/overhead pass. If the ball hits the floor, the group sits down. The last group to sit down (the group that keeps the ball up the longest), scores a point. All groups stand up and start again. Teams keep track of their own points. • Cooperative Challenge: Students form groups of three or four and play “keep it up” by using a volley/overhead pass. Students count how many times they can hit the ball into the air before it hits the floor. The group tries the activity again, starting from one, and tries to beat its previous record. • Skill Challenge: Students work individually or in pairs to practise selected skills.
<p>Curricular Connections PE/HE: GLO 1—Movement (K.1.8.B.3)</p>		



TEACHER NOTES

Inform students of the performance criteria for the selected sport or activity-specific movement skills prior to assessment of skills. Post skill checklists for ease of reference.

Refer to Appendix A: Physical Activity Categories for suggested activities.



SUGGESTIONS FOR ASSESSMENT

◆ Performance Task: Defend Your Side

Peer Assessment: Checklist

Have students work in groups of three or four to perform specific skills such as the volley/overhead pass. Have one student per group complete a checklist (such as the volleyball checklist below) to indicate what skills/criteria group members demonstrate.

Volleyball

Volley/Overhead Pass:

- Player moves to the ball.
- Shoulders are squared to the net.
- Feet are staggered and approximately shoulder-width apart.
- Arms, legs, and hips are slightly bent.
- Hands are held in front of the forehead (triangle shape).
- Pads of fingers and thumbs contact the ball.
- Weight is transferred forward toward the target (player steps forward).
- Arms are extended fully.
- Hands follow through, pointed in the direction of the pass.

Overhand Serve:

- Feet are shoulder-width apart.
- Feet are staggered.
- Shoulders are squared to the net.
- Ball is tossed in front of the hitting shoulder.
- Toss is close to the body.
- Arm swings back with elbow held high.
- Arm is extended on contact with the ball.
- Weight is transferred forward (player steps forward).

PRESCRIBED LEARNING OUTCOMES
<i>Students will...</i>
<p><input type="checkbox"/> S.1.8.B.3 Contribute to the organization and administration (e.g., schedules, team formation, rules, set-up, clean-up, recording of results, promotion, announcements...) of a tournament (e.g., round robin, ladder, double consolation...).</p>
<p>Curricular Connections ELA: GLO 4—Enhance the clarity and artistry of communication. GLO 5—Celebrate and build community.</p>

SUGGESTIONS FOR INSTRUCTION

◆ **Tournament Structures**

Have students work in groups of four to plan, organize, and execute a mini-tournament in class, for an intramural or special event. Encourage students to be innovative. Explain the different types of tournament schedules, such as round robin, single elimination, double elimination, ladder, and so on. Ask students to outline the different responsibilities and sign up accordingly. After the tournament, have students complete a questionnaire indicating how much each person contributed.

Examples of Tournaments:

- **Rock, Paper, Scissors:** Students organize and conduct a round robin tournament that requires participants to play a hand game such as “rock, paper, and scissors.” The hand signs are:
 - Closed fist = rock
 - Two-fingered “V” shape = scissors
 - Open hand = paper

In playing the game, rock beats scissors, scissors beat paper, and paper beats rock.
- **Arm Wrestle:** Students organize and conduct a single elimination tournament (using a tier system) that requires participants to compete in an arm wrestle, for which students are either lying on a mat or sitting at a table.
- **Target Toss:** Students organize and conduct a ladder tournament that requires participants to throw a small plastic cube into a small cup taped to the floor.
- **Penny Toss:** Students organize and conduct a double elimination tournament that requires participants to compete by tossing a penny in the air and calling “heads” or “tails” to determine the winner.



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

Types of Tournament Schedules:

Ensure that students are familiar with how to construct and execute each type of tournament:

- **Round Robin:** Each team or player has the opportunity to play against every other team or player prior to the playoffs. When there are many teams to play, pools can be created to allow for a cross-representation of teams for the playoffs.
- **Ladder:** A list is created so that each person represents a rung of a ladder. Players can challenge someone who is not more than two rungs away.
- **Single Elimination:** All teams/players are guaranteed one game, but more if they win. A variation is to add tiers, and every time teams/players lose, they move down to the lower tier.
- **Double Elimination:** All teams/players are guaranteed two games, but more if they win.

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

◆ **Questioning/Interview: Tournament Structures**

Peer Assessment: Checklist

Have students complete a questionnaire indicating how each person contributed to the tournament.

Suggested Criteria:

Students

- contributed to the creation, planning, and organization of a mini-tournament for the class
- made up “the draw” for and executed a mini-tournament

◆ **Paper and Pencil Task: Tournament Structures**

Teacher Assessment: Checklist

Have students choose an activity for a particular setting or situation and design a mock tournament on paper to be handed in.

Suggested Criteria:

Students were able to

- choose the most appropriate tournament form for the chosen activity
- design a tournament and follow it through to completion on paper

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p><i>Students will...</i></p>	
<p><input type="checkbox"/> S.1.7.C.1 ➔ S.1.8.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...).</p>	<p>◆ Alpine Skiing</p> <p>Plan a class trip to a local downhill ski hill to allow students to apply their downhill skiing skills. Ensure that students follow safety guidelines and school/division/district protocol for field trips of this nature.</p> <p>◆ Alternative Activities</p> <p>Have students participate in a variety of individual or dual activities, such as snow golf, flying disk golf, table tennis, and bowling, in which they can apply specific movement skills.</p> <p>For all golf activities, set up a course on the playground or in the gym and establish holes/targets that students need to reach in a specific number of shots/throws. (For flying disk golf, ski poles and hoops can be used as holes/targets.)</p> <p>◆ Orienteering</p> <p>Have students, in pairs, participate in an orienteering course set up at a local park or field.</p>

(continued)



TEACHER NOTES

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 event will take place.

See *Safety Guidelines for Physical Activity in Manitoba Schools* (MPETA *et al.*) for safety guidelines related to specific activities.

For more information, contact applicable provincial sport organizations such as Orienteering Manitoba at Sport Manitoba.

Refer to Appendix A: Physical Activity Categories for suggested activities.

Aboriginal Link:

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



SUGGESTIONS FOR ASSESSMENT

◆ **Performance Task: Alpine Skiing**

Teacher Assessment: Checklist

While students are skiing, complete the following skills checklist for each student.

Suggested Criteria:

The student is able to	Yes	No
• demonstrate speed and control by performing linked turns	<input type="checkbox"/>	<input type="checkbox"/>
• ski the runs that are appropriate to own abilities	<input type="checkbox"/>	<input type="checkbox"/>
• demonstrate proper use of the alpine responsibility code	<input type="checkbox"/>	<input type="checkbox"/>

◆ **Performance Task: Alternative Activities**

Self-Assessment: Scoring Rubric

After students have participated in an alternative activity, have each student complete a scoring rubric.



Refer to BLM 8–2: Alternative Pursuits Scoring Rubric.

◆ **Performance Task: Orienteering**

Teacher Assessment: Inventory

After each pair has completed the orienteering course, collect students' maps and check their cards to ensure that they were able to complete the course correctly.

◆ **Paper and Pencil Task: Orienteering**

Teacher Assessment: Inventory

Have students create a map for others in the class to use in an orienteering course.

Suggested Criteria:

The map

- is clear and legible, and includes a legend
- provides clues for classmates to follow
- indicates the location of clues

(continued)

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<i>Students will...</i>	
<input type="checkbox"/> S.1.7.C.1 ➔ S.1.8.C.1 <i>(continued)</i>	<p><i>(continued)</i></p> <p>◆ Cross-Country Ski Tag</p> <p>Have students perform a variety of skills such as executing a diagonal stride or snowplough while skiing. Have students play tag on cross-country skis without poles, using a mitt or toque to designate the taggers. Mark boundaries for the playing area with ski poles and establish the rule that taggers cannot be tagged by the person whom they have just tagged. A student who is tagged becomes the tagger. Observe students for skills such as diagonal striding, turning, maintaining balance, getting up from a fall, and fair play.</p>



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

(continued)

◆ **Performance Task: Cross-Country Ski Tag**

Peer Assessment: Checklist

Have pairs of students observe and assess each other’s skills, using a skills checklist such as the following to identify what performance indicators they see their partner demonstrate.

Cross-Country Skiing	
Downhill Snowplough:	
<input type="checkbox"/>	Knees are flexed.
<input type="checkbox"/>	Hands are relaxed in front of the body, with poles trailing.
<input type="checkbox"/>	Ankles roll inward to edge skis.
<input type="checkbox"/>	Skis are in a “V” position (tips together).
<input type="checkbox"/>	Weight is evenly distributed between skis.
Uphill Herringbone:	
<input type="checkbox"/>	Skis are edged and in a “V” position.
<input type="checkbox"/>	Weight shift is rhythmical.
<input type="checkbox"/>	Arms and legs move in opposition.
<input type="checkbox"/>	Poles are planted behind skis.
<input type="checkbox"/>	Feet move uphill in a straight line.
<input type="checkbox"/>	Skis are kept low and close to the snow.

◆ **Performance Task: All Activities**


Peer Assessment: Scoring Rubric

Have students observe each other’s application of pre-selected skills, using the following assessment rubric.

Skill-Application Assessment Rubric				
	4	3	2	1
The student	Always	Frequently	Sometimes	Rarely
• performs skill as prescribed:				

• follows activity rules of play				



PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p><i>Students will...</i></p>	
<p>☐ S.1.7.D.1 ➔ S.1.8.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...).</p> <div data-bbox="115 747 548 982" style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Curricular Connections ELA: GLO 4—Enhance the clarity and artistry of communication. GLO 5—Celebrate and build community. SS: Identity, Culture, and Community</p> </div>	<p>◆ What a Workout!</p> <p>Provide students with basic moves and skills related to aerobic rhythmic activities (e.g., step aerobics, floor aerobics, aqua aerobics, Tae Box.) Have students design a routine using these skills and perform it for the class.</p> <div data-bbox="651 541 760 653" style="text-align: center;">  </div> <p>For station ideas, refer to BLM 8–3: Bench-Step Circuit Cards.</p> <p>◆ Move and Groove</p> <p>Have students experience a variety of dances from different cultures and time periods by viewing, performing, or participating in the dances.</p> <p>◆ Novelty Dances</p> <p>Have students try a variety of novelty dances such as YMCA (forming the letters using arms and body).</p>



TEACHER NOTES

The aerobic workout could be led by the teacher or by a guest instructor from a local fitness club.

As students are exercising, give key words for the segments for which they will be responsible in the assessment, such as warm-up and cool-down activities and the names of specific steps (e.g., grapevine, step-touch).

Have people from your school or community (e.g., senior citizen) teach or demonstrate dances to the class.

Survey students to find out what dances represent their culture or interests. Use this list to select dances or rhythmic activities to be taught.

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: What a Workout!**

Teacher Assessment: Rating Scale

Have students, individually or in pairs, create an aerobic workout (using step benches or no equipment) and present it to the class. Each workout must

- include a warm-up
- include an aerobic section (e.g., 10 minutes)
- include a cool-down (including stretching)
- show contrast in directions
- show contrast in effort (fast and slow)
- show evidence of leading and following

Rating Scale			
The workout includes	1	2	1
• Music	good use	no rhythm	none
• Warm-up activity	appropriate	too short/long	none
• Aerobic component	10 minutes	5 to 9 minutes	1 to 4 minutes
• Cool-down activity	appropriate	too short/long	none
• Movement concepts	evidence of all concepts	some evidence of concepts	little evidence of concepts

◆ **Performance Task: Move and Groove**

Teacher Assessment: Inventory

In groups, have students research dances on the Internet or at the library and then practise a dance of their choice. Have them teach their dance to the class.

Suggested Criteria:

The student

- chooses appropriate music for his or her activity and maintains the rhythm throughout
- organizes his or her workout with a variety of steps and combinations of steps

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<i>Students will...</i>	
<p>☐ S.1.7.D.2 ⇨ S.1.8.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...).</p> <div data-bbox="115 709 550 905" style="border: 1px solid black; padding: 5px;"><p>Curricular Connections ELA: GLO 4—Enhance the clarity and artistry of communication. PE/HE: GLO 1—Movement (K.1.8.C.4)</p></div>	<p>◆ Rhythmic Gymnastic Routines</p> <p>Review the basic moves and skills for using balls, ropes, ribbons, hoops, or other small hand apparatus in rhythmic sportive gymnastics. Set up stations, with specific small hand apparatus at each station. Have groups of students choose equipment and create a routine that demonstrates the selected movement concepts (e.g., showing unison, contrast in directions, levels, effort, relationships) and at least three different skills for their selected apparatus.</p>



TEACHER NOTES

See *Safety Guidelines for Physical Activity in Manitoba Schools* (MPETA *et al.*) regarding safety for specific activities.

Contact provincial sport organizations for more information.



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



SUGGESTIONS FOR ASSESSMENT

◆ **Performance Task: Rhythmic Gymnastic Routines**

Teacher Assessment: Checklist

Have students create a rhythmic gymnastic routine individually or with a partner to present to the class.

Suggested Criteria:

The routine includes

- beginning pose
- evidence of unison
- contrast in directions (forwards, backwards, sideways)
- changes in pathways (straight, zigzag, curved)
- different levels (high, medium, low)
- contrast in qualities of effort (time, force, flow)
- variety of relationships (individual, with partners, matching, opposing)
- three different skills (balance, rotation, landing, spring)
- ending pose
- evidence of practice

◆ **Performance Task: Rhythmic Gymnastic Routines**

Teacher Assessment: Scoring Rubric

Outline the performance criteria expected for each apparatus before students create their own routines. Assess students performing the routines using the following rubric.

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)					



Movement Outcomes: Grade 8



Knowledge

- K.1.8.A.1 Recognize characteristics of selected movement skills and patterns** (e.g., balance/ready position...) **as applied in a variety of physical activities, including net/wall and target-type activities** (e.g., badminton, paddleball, tennis, curling...).
- K.1.8.B.1 Explain the cross-training effect of different games/activities on fitness and movement skill development** (e.g., aerobics develop coordination, agility used for fastball; golf and hockey develop hand-eye coordination/striking skills...).
- K.1.8.B.2 Identify the biomechanical concepts** (e.g., centre of gravity, body alignment...) **that are important for safe exercising in lifting and carrying activities** (i.e., bend knees, hold object close to body, avoid twisted positions, keep head position neutral).
- K.1.8.B.3 Analyze movement concepts in net/wall activities** (e.g., body awareness in ready position to receive a serve in badminton...) **and target-type activities** (e.g., effort qualities in backswing and wrist action on “out-turn” in curling...).
- K.1.8.C.1 Examine the reasons for rules and for adaptation of rules related to safety and risk factors** (e.g., set boundaries to avoid contact with other players, equipment, or walls...) **of selected sports and games.**
- K.1.8.C.2 Show an understanding of the specific terminology associated with selected sports and games, including net/wall** (e.g., volleyball, badminton, handball...) **and target-type activities** (e.g., archery, curling...).
- K.1.8.C.3 Describe common strategies used in various games, including net/wall and target-type activities** (e.g., positioning for serve reception, speed, and control of projectiles...).
- K.1.8.C.4 Set and/or review expectations for personal and group conduct** (i.e., ethical behaviour) **regarding participation in physical activities and/or sports.**

Skills

- S.1.8.A.1 Perform combinations of transport, manipulation, and balance skills** (e.g., moving into a ready position to contact the ball in volleyball...), **applying mechanical principles** (e.g., force, motion, balance...) **for control.**
- S.1.8.A.2 Perform combinations of manipulation skills** (e.g., dribbling/shooting, tossing/catching...), **applying mechanical principles on use of projectiles** (e.g., increasing relative projection height or angle tends to increase flight time...) **for control.**
- S.1.7.A.3** \Rightarrow **S.1.8.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.1.8.B.1 Apply functional use of selected and/or activity-specific movement skills** (e.g., rolling, forehand and backhand strokes...) **in a variety of individual/dual games/sports, including net/wall** (e.g., table tennis...) **and target-type activities** (e.g., miniature golf, bowling...).
- S.1.8.B.2 Apply functional use of selected and/or activity-specific movement skills** (e.g., volleying, dynamic balancing...) **in a variety of physical activities, including net/wall** (e.g., volleyball...) **and target-type games** (e.g., curling...).
- S.1.8.B.3 Contribute to the organization and administration** (e.g., schedules, team formation, rules, set-up, clean-up, recording of results, promotion, announcements...) **of a tournament** (e.g., round robin, ladder, double consolation...).
- S.1.7.C.1** \Rightarrow **S.1.8.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** \Rightarrow **S.1.8.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** \Rightarrow **S.1.8.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.