

---

Grade 2

**Physical Education/  
Health Education**

---





---

# Grade 2

## **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
<i>Students will...</i>	
<p><input type="checkbox"/> <b>K.1.2.A.1 Observe and name the basic movement patterns performed by other students</b> (i.e., running, galloping, hopping, jumping, skipping, rolling, throwing, catching, kicking, striking, bouncing, balancing).</p>	<p>◆ <b>“You Can” Checklist</b></p> <p>Provide students with a checklist of transport, manipulation, and balance skills and a wide variety of equipment. Have pairs of students work through the checklist. One partner performs the activities in any order while the other places a check mark beside the corresponding skill. Have partners trade equipment and switch roles.</p>
<p><b>Curricular Connections</b> <b>PE/HE:</b> S.1.2.A.1, S.1.2.A.2, S.1.2.A.3 (movement skills) <b>SC:</b> Cluster 3—Position and Motion (describing motion)</p>	
	<p>◆ <b>Guess That Skill</b></p> <p>Have students guess which basic movement skill they will be using in a class. Whisper a skill to a student volunteer who will demonstrate that skill for the class. Students raise their hands if they can guess the answer. Add excitement by acting as a game-show host.</p> <p><b>Variation:</b> Play a low-organized game that uses the skills guessed.</p>



## TEACHER NOTES

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

The purpose of the student learning outcomes and of this document is to ensure that all students acquire the knowledge, skills, and attitudes to become physically active and to make health-enhancing decisions designed to improve their personal quality of life.

The *knowledge outcomes* often relate closely to the *skill outcomes* and, therefore, the suggested learning activities are at times interchangeable and complementary.

*Attitude indicators* for each of the general student learning outcomes define the desired attitudes and are included to guide teachers in anecdotal reporting of attitudes. Always encourage students to develop positive attitudes through involvement in emotionally safe, enjoyable, personally meaningful, and challenging learning environments.

The learning outcomes and attitude indicators are listed

- at the end of each GLO section
- on the summary charts for each GLO (see Framework Excerpts)
- on the poster chart included with this document

Emphasize the importance of safety when using equipment such as balls and striking implements and climbing or balance apparatus.

## SUGGESTIONS FOR ASSESSMENT

### ◆ Performance Task: “You Can” Checklist

Peer Assessment: Checklist

Give each pair of students a bag of cards, each card containing the name or a drawing of one basic movement skill. One partner selects and presents a card and asks the other to name and perform the movement on the card. If the partner responds correctly, that card is put into the bag. Students show the teacher the cards not in the bag after each turn.

#### Suggested Criteria:

Look for

- number of correct responses
- skills that were unidentified

### ◆ Observation: Guess That Skill

Teacher: Inventory

Observe whether students recognize the basic movement skill demonstrated.

Does the student

- correctly identify skills as performed?
- use correct terms when identifying basic movement patterns?

## TEACHER NOTES (continued)



Use BLM G–1: Summative Checklist (see Appendix H) in conjunction with the list of specific learning outcomes provided at the end of each GLO section for recording overall student performance.



PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<i>Students will...</i>	
<p><input type="checkbox"/> <b>K.1.2.B.1 Show an understanding that personal attitudes</b> (e.g., willingness to try, level of involvement, desire to learn...) <b>affect skill development and success.</b></p>	
<p><b>Curricular Connections</b> <b>ELA:</b> GLO 1—Explore thoughts, ideas, feelings, and experiences (express ideas, set goals)</p>	
	<p><b>◆ Good Practice Makes Perfect</b></p> <p>Have students reflect on their practice of skills in activities suggested for learning outcome K.1.2.A.1.</p> <p>Using a Sharing/Talking Circle, have students listen to a story/poem from the teacher, other students, or a book, illustrating how good practice can improve performance. (See Talking Circle, <i>Success for All Learners</i>, 7.5.)</p> <p><b>Questions for Discussion:</b></p> <ul style="list-style-type: none"><li>• How does your willingness to try affect learning?</li><li>• How does your level of participation affect learning?</li><li>• How does being good at a skill affect your desire to learn?</li></ul>


**TEACHER NOTES**

Collect cartoons that illustrate positive attitudes for participation and practice.

As students practise new skills, stress the importance of having a positive attitude (e.g., willingness to try, high level of involvement, desire to learn, ability to stay on task, patience).

Assessment learning logs, like the one suggested here, could be completed by the student with the help of a parent during a student-led conference.


**SUGGESTIONS FOR ASSESSMENT**
**◆ Learning Log: Good Practice Makes Perfect**

Self-Assessment: Rating Scale

Have students reflect upon performance of skills practised in activities suggested for learning outcomes S.1.2.A.1 to S.1.2.A.3. Ask students to choose their most challenging skill and rate their practice skills.



See BLM 2–1: Good Practice Makes Perfect.

**Suggested Criterion:**

The student

- understands that personal attitudes affect skill development and success

PRESCRIBED LEARNING OUTCOMES
<i>Students will...</i>
<p><b>□ K.1.2.B.2 Recognize different ways to maintain static and dynamic balance</b> (i.e., increase base of support by widening stance, lower centre of gravity by bending knees, keeping head level) <b>in physical activities</b> (e.g., walking on a low beam, changing directions while travelling...).</p>
<p><b>Curricular Connections</b>  <b>PE/HE:</b> S.1.1.D.2 (gymnastic patterns), K.1.K.B.3b (balance)  <b>SC:</b> Cluster 3—Position and Motion (balance, push, pull)</p>
<i>(continued)</i>

**SUGGESTIONS FOR INSTRUCTION**

◆ **Partner Pull**

Have partners face each other holding right hands. After shaking hands three times, they try to pull each other off balance. Ask students to try this activity in different standing positions: feet together, feet shoulder-width apart, feet apart in a stride (one foot behind the other), on one foot, knees straight, and knees bent.

◆ **Canyon Crossing**

Have students use dynamic balance to travel along pathways made of various pieces of equipment (e.g., hoops, benches, ropes, ladders, footprints), positioned in rows from one end of the gymnasium to the other. Each pathway represents a bridge over a canyon. Students line up at opposite ends of the pathways and attempt to cross over the bridge, stepping only on the equipment, being careful not to fall into the canyon. If they fall, they can go back to the beginning of the bridge and try again.

**Variations:** Have students

- cross bridges while balancing a beanbag on their heads
- step in and out of hoops while walking along benches
- crab walk across benches while balancing a beanbag on their abdomens

◆ **Seven Jumps**

Have students perform balances to a rhythmic recording of the folk dance “Seven Jumps.” They move freely around the gymnasium to the music and, on the sustained notes, they stop and balance until the music resumes. For each sustained note, they assume a different balance.

Examples:

1. on one foot
2. other foot
3. one knee and one foot
4. other knee and one hand
5. elbow and one knee
6. other elbow, other knee
7. head and two feet

**Variation:** Have students balance at different levels, in different shapes, or in hoops.

*(continued)*





## TEACHER NOTES

### Questions for Discussion:

Use the following questions for discussion as they apply to the different learning activities:

- Is it better to stand with feet apart or together to maintain balance? Why?
- Is it better to keep knees straight or bent to maintain balance? Why?

To accommodate students' varying skills, use progressions, moving from simple to complex:

- on floor, wide to narrow lines
- on bench, wide surface to narrow surface
- low beam to high beam

Folk dance music can be borrowed from the Instructional Resources Unit (Library), Manitoba Education, Training and Youth.

For further suggestions, see “Play Gymnastics” on pages 103 to 148 of *Ready-to-Use P.E. Activities for Grades K–2* (Landy and Landy).



## SUGGESTIONS FOR ASSESSMENT

### ◆ Questioning: Partner Pull

Teacher: Informal Inventory

Pre-Activity:

1. Ask students the following pre-activity question: “Which stance provides better balance: feet apart or feet together?” Those who believe better balance is achieved with feet apart, sit in one area. Those who believe that better balance is achieved with feet together, sit in another area.

Activity:

2. Have students pair up and perform the Partner Pull activity.

Post-Activity:

3. Ask the pre-activity question again. Have students explain their answers. Probe for further details such as bent versus straight knees, position of stance (shoulder width, one foot behind the other), and body position (head, upper body).

### Suggested Criterion:

The student

- recognizes ways to adjust body position to maintain static and dynamic balance

<b>PRESCRIBED LEARNING OUTCOMES</b>
<i>Students will...</i>
<input type="checkbox"/> <b>K.1.2.B.2</b> <i>(continued)</i>

**SUGGESTIONS FOR INSTRUCTION**

*(continued)*

◆ **Balki Bop**

Have students perform the following Balki Bop dance movements: Students face their partner with hands on each other’s shoulders, swing right legs to the side, then left legs, then turn a complete circle, jump in the air, and do a “high-five.”

**Variation:** Incorporate Balki Bop movements and music into a tag game. When tagged, students stand on one leg, with the other leg held out to the side and arms out. The student is free when another student performs the Balki Bop with him or her.

◆ **Learning Outcome Connection**

Have students explore a variety of balance positions suggested for learning outcome K.1.K.B.3b and challenge them to balance on apparatus (static) and to maintain balance positions while travelling (dynamic).

◆ **Turn the Turtle**

Have students work in pairs on a large floor area covered with mats. One person represents the “turtle” and the other, the “turner.” Ask the turtle to be long and narrow and have the turner turn him or her over. Then ask the turtle to be wide (legs and arms out to the side) and have the turner try again to turn him or her over. Have students change roles and then discuss which position was easier/harder to turn over.

**Variation:** Have students make a “human table” (hands and knees on a mat). One person tries gently to break down the table by moving the table legs (and/or arms). Look for other balance games/challenges that address support and ways to maintain static or dynamic balance.



**TEACHER NOTES**

**SUGGESTIONS FOR ASSESSMENT**

A large, empty rectangular box with a thin black border, intended for writing teacher notes. It occupies the left half of the page below the header.



PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<i>Students will...</i>	
<p><b>□ K.1.2.B.3a Recognize the terms associated with pathways</b> (i.e., straight, curved, zigzag), <b>directions</b> (i.e., up, down, right, left, forward, backward, sideways, clockwise, counter-clockwise), <b>and planes</b> (i.e., frontal, horizontal, sagittal).</p>	
<p><b>Curricular Connections</b>  <b>MA:</b> Shape and Space (comparing distances, length)  <b>PE/HE:</b> S.2.K.A.1a (fitness)  <b>SC:</b> Cluster 3—Position and Motion (vocabulary)</p>	
	<p>◆ <b>Direction Word Wall</b></p> <p>Have students develop a word list of pathways, directions, and planes. Print the movement vocabulary words on cards and post them as the skills are performed. (See Word Wall, <i>K–4 ELA, Strategies–199.</i>)</p>
	<p>◆ <b>Sketch to Stretch</b></p> <p>Have students draw arrows to indicate the various pathways and directions. Place the drawings under the appropriate Word Wall heading.</p> <p><b>Variation:</b> Have students work in pairs to create, practise, and demonstrate an illustrated sequence of various movement pathways and directions. (See Sketch to Stretch, <i>K–4 ELA, Strategies–209.</i>)</p>
	<p>◆ <b>Simple Folk and Line Dances</b></p> <p>Have students participate in a line dance (e.g., conga line) by holding the waist or shoulders of the dancer in front of them. The line moves forward on three counts: right, left, right. Pause on the fourth count. Repeat, 1, 2, 3, pause.... The leader may travel in a variety of pathways (e.g., straight, curved, circular, zigzag).</p>
	<p>◆ <b>Jiffy Mixer</b></p> <p>Pair up students and have them face their partners in a double circle formation. The inside partner starts moving with the left foot and the outside partner starts with the right foot so that all are moving in the same direction. Movements are as follows:</p> <ul style="list-style-type: none"> <li>• The outside partner steps to the right and slides left foot to right so that feet are joined.</li> <li>• Repeat three times to make a total of four step slides.</li> <li>• Repeat the above to the left four times.</li> <li>• Both partners take four jumps backward (away from each other) and clap on each jump.</li> <li>• Both partners take four jumps forward and slightly to the right so as to end with a new partner.</li> <li>• Repeat the whole dance.</li> </ul>
<i>(continued)</i>	<i>(continued)</i>



**TEACHER NOTES**

Introduce, explain, use, and reinforce terms associated with pathways, directions, and planes as students participate in the learning activities throughout the year.

**Planes:**

- **Frontal**—an imaginary division of the body along a vertical axis into front and back.
- **Horizontal**—an imaginary division of the body along a horizontal axis into top and bottom, high or low.
- **Sagittal**—an imaginary division of the body along a vertical axis into right and left sides; movements are performed parallel to either side of the body.

For further folk and line dances, see *1999 Pan American Games: Resource Kit for Physical Education Teachers* (Pan American Games Physical Activity/Physical Education Committee).



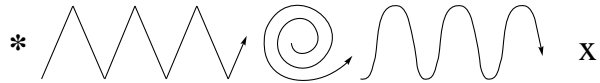
**SUGGESTIONS FOR ASSESSMENT**

◆ **Learning Log: Sketch to Stretch**

Teacher: Inventory

Have students illustrate and perform a sequence of various movement pathways and directions.

Example:

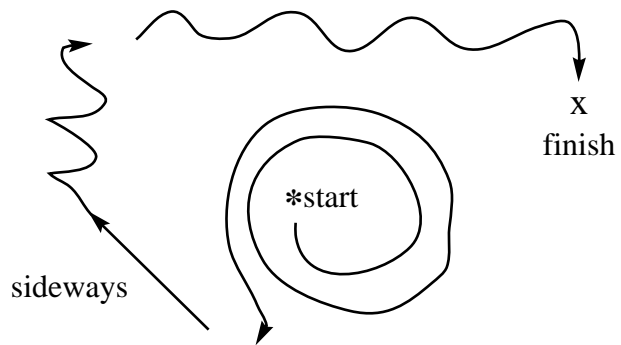


**Pathways and Directions**

Name \_\_\_\_\_ Grade \_\_\_\_\_ Date \_\_\_\_\_

Draw a map using lines and arrows to illustrate a travel plan from a starting point (\*) to a finishing point (X).

Example:



**Suggested Criterion:**

Look for

- evidence that the student understands terms associated with pathways and directions

**PRESCRIBED LEARNING OUTCOMES**

**SUGGESTIONS FOR INSTRUCTION**

*Students will...*

**K.1.2.B.3a** *(continued)*

*(continued)*

◆ **Parachute Activities**

Design a parachute routine using pathways, directions, and planes.

Example:

- hold parachute with two-hand grip in frontal plane
- lift up, pull down
- hold right-hand grip in sagittal plane
- walk clockwise in circular pathway
- hold two-hand grip, lift up, pull down
- hold left-hand grip, walk counter-clockwise in circular pathway
- hold two-hand grip, lift up, pull down
- sit with legs hidden under parachute, dividing body in horizontal plane
- shake parachute
- lie down, pull self under parachute to finish

◆ **Planes**

Have students work individually with hoops, skipping ropes, and/or scarves in personal space to explore the three planes of movement:

- **Frontal:** Swing or rotate hoop, rope, or scarf in front of body.
- **Horizontal:** Swing or rotate hoop, rope, or scarf above head or around neck or ankle.
- **Sagittal:** Swing or rotate hoop, rope, or scarf at side of body.

See rope jumping material for the following basic skipping tricks:\*

- Frontal: like a windmill
- Sagittal: like a figure eight
- Horizontal: like a helicopter



**TEACHER NOTES**

**SUGGESTIONS FOR ASSESSMENT**

For further parachute activities, see pages 225 to 230 of *Ready-to-Use P.E. Activities for Grades K–2* (Landy and Landy), as well as activities suggested for learning outcome S.2.K.A.1a.

\* Resources are available from the Heart and Stroke Foundation of Manitoba.



PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<i>Students will...</i>	
<p><input type="checkbox"/> <b>K.1.2.B.3b Recognize and use body shapes in expressive movement</b> (e.g., show three different body shapes in a movement sequence...).</p>	
<p><b>Curricular Connections</b> <b>ELA:</b> GLO 1—Explore thoughts, ideas, feelings, and experiences (express ideas through movement) <b>MA:</b> Shape and Space (compare distances, length), Patterns and Relations (identify patterns) <b>SC:</b> Cluster 3—Position and Motion (vocabulary)</p>	
	<p>◆ <b>Creative Movement</b></p> <p>Have students (alone, in pairs, or in small groups) design, refine, and perform a movement sequence that solves a movement problem.</p> <p>Example:</p> <p>The sequence must</p> <ul style="list-style-type: none"><li>• have a definite beginning and ending</li><li>• include two high-level body shapes</li><li>• include two low-level body shapes</li><li>• follow the rhythm of a beating drum</li></ul> <p>◆ <b>Dance-a-Story</b></p> <p>Have students move to stories or poems that use a body shape theme.</p> <p>Examples:</p> <ul style="list-style-type: none"><li>• a small egg on a leaf (curled, round), out pops a little caterpillar (long, narrow), twists up into a cocoon (twisted), out flutters a beautiful butterfly (wide, stretched)</li><li>• a little seed (curled), grows into a huge tree (tall, stretched), branches blow in the wind (twisted), tree is chopped down (long, narrow), rolling log</li><li>• build a snow figure (curled, round, tall) that slowly melts (bent, twisted) into a puddle (low, wide)</li></ul>



**TEACHER NOTES**

For information on sequences, refer to the teacher notes for learning outcome S.1.2.A.1.

Refer to learning outcome K.1.1.B.3b to review Body Shapes, Turtle Tag, and Frozen Tag.

For further suggestions, see *Creative Dance Inspirations: Facilitating Expression* (Bergman-Drewe).

**Aboriginal Link:** Use indigenous music for the Creative Movement.

**SUGGESTIONS FOR ASSESSMENT****◆ Performance Task: Creative Movement**

Teacher/Peer Assessment: Checklist

The teacher or peers observe students and assess whether they meet the movement task criteria.

**Suggested Criteria:**

The sequence clearly shows

- a definite beginning
- two high-level body shapes
- two low-level body shapes
- a definite ending
- smooth, rhythmic transitions and continuity in movement

PRESCRIBED LEARNING OUTCOMES
<i>Students will...</i>
<input type="checkbox"/> <b>K.1.2.B.3c Recognize the different qualities of effort</b> (i.e., time, force, flow) <b>in own movement</b> (e.g., respond to different beats and rhythms of a drum, move to music, walk and move like various animals...).
<b>Curricular Connections</b> <b>ELA:</b> GLO 4—Enhance the clarity and artistry of communication (vocabulary) <b>MA:</b> Shape and Space (comparisons in length, distance, time) <b>SC:</b> Cluster 1—Growth and Changes in Animals (animal movements), Cluster 3—Position and Motion (force, push, pull)

**SUGGESTIONS FOR INSTRUCTION**

◆ **Effort Word Wall**

Add the qualities of effort (time, force, and flow) to the Direction Word Wall, learning outcome K.1.2.B.3a.

◆ **In the Wild**

Have students move like various animals as in the “Ani-motion” activity suggested for learning outcome K.1.1.B.3c.

**Questions for Discussion:**

- Which animals move fast?
- Name the animals that move with the greatest force.
- Which animals move more freely than others do?



**TEACHER NOTES**

Refer to Appendix I: Glossary for definitions of the qualities of effort in movement.

For further suggestions, see *Creative Dance Inspirations: Facilitating Expression* (Bergman-Drewe).



**SUGGESTIONS FOR ASSESSMENT**

◆ **Learning Log: Effort Word Wall and In the Wild**

Teacher: Inventory

Have students complete the following knowledge assessment task.

**Effort in Movement**

Name \_\_\_\_\_ Grade \_\_\_\_\_ Date \_\_\_\_\_

**Qualities of Effort**

1. Name two activities that use strong force.  
\_\_\_\_\_
2. Name two activities that use light force.  
\_\_\_\_\_

**In the Wild**

3. Show on the table below which types of effort are used by the animals and other living things listed. Add two animals of your choice.

**Time/Speed:** fast, slow  
**Force:** strong, light  
**Flow:** bound, free

Animal	Time/Speed	Force	Flow
Butterfly	slow	light	free
Mouse			
Elephant			

**Suggested Criterion:**

Look for

- evidence that the student understands the different qualities of effort found in movement

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p><i>Students will...</i></p>	
<p><input type="checkbox"/> <b>K.1.2.B.3d Recognize the different ways to move in relation to a partner</b> (e.g., lead, follow, mirror, match, dodge...) <b>and objects or equipment</b> (e.g., obstacle course, climbing frame...).</p>	
<div style="border: 1px solid black; padding: 5px;"> <p><b>Curricular Connections</b>  <b>PE/HE:</b> S.2.2.A.1a (fitness), K.3.2.A.4 (safety)  <b>SC:</b> Cluster 3—Position and Motion (position)</p> </div>	<p>◆ <b>Creative Movement Explorations</b></p> <p>Have students pair up (as leader and follower) to explore partner relationships through the following movements:</p> <ul style="list-style-type: none"> <li>• <b>Face-to-Face Mirroring:</b> Copy partner’s actions as if looking into a mirror.</li> <li>• <b>Side-by-Side Mirroring:</b> Copy partner’s actions while standing side-by-side (shoulder to shoulder).</li> <li>• <b>Equipment Mirroring:</b> Copy partner’s actions while using equipment (e.g., hoop, beanbag, bench, mat).</li> <li>• <b>Meeting, Sharing, Parting:</b> Travel with partner in the same way, exploring pathways that bring partners together and away from one another. Upon meeting, partners may “share” movement through a brief mirroring sequence before parting once again.</li> </ul>
	<p>◆ <b>Follow the Leader (lead, follow, mirror, match)</b></p> <p>On the climbing frame, students match and mirror strength moves shown by a partner (e.g., sit-ups, curl-ups, pull-ups, leg-ups). (See learning outcome S.2.2.A.1a for more suggested activities.)</p>
	<p>◆ <b>Creative Movement Sequences</b></p> <p>Have pairs of students create a rhythmical sequence to music that involves</p> <ul style="list-style-type: none"> <li>• mirroring and matching concepts</li> <li>• manipulative objects (e.g., scarves, tunnels, hoops, sheets) and non-manipulative objects (e.g., props such as chairs, mats, benches, climbing frame)</li> </ul>
	<p>◆ <b>Tiger Tail Tag (dodge)</b></p> <p>Have students pair up, one as the runner with a tail (flag football flag) tucked in the back waistband, and the other as the tagger. On a specified signal, the tagger chases and tries to pull the runner’s flag. The runner quickly changes directions and pathways in order to dodge the tagger. Once caught, the players switch positions and continue to run.</p>



## TEACHER NOTES

### Movements in Relation to Partner:

- **Mirror**—students face each other and perform the same movements, like looking in a mirror.
- **Match**—students are side by side and perform the same movements at the same time.

Change leaders and partners often.

### Leader and Follower:

Discuss characteristics of a “good leader” and a “good follower.”

A good leader

- leads at a pace that the partner can keep up with
- leads with sensitivity to the partner’s skill/ability
- leads with interesting and creative ideas

A good follower

- watches and keeps up with the leader
- tries to copy the leader as well as possible
- encourages and supports the leader’s ideas

Refer to *Safety Guidelines for Physical Activity in Manitoba Schools* (MPETA et al.) to reinforce climbing-structure safety rules.

Also stress safe running practices such as looking forward to avoid other players and walls/equipment.



## SUGGESTIONS FOR ASSESSMENT

### ◆ Observation: Creative Movement Explorations

Teacher: Inventory

Observe each student’s movement for appropriate response to a partner.

- Does the student demonstrate understanding of movement concepts specific to partner/object relationship?
- Can student appropriately perform the role of the leader? The follower?
- Are partners able to explore mirroring and matching movements in a cooperative, skillful manner?

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<i>Students will...</i>	
<p><b>☐ K.1.2.C.1 Demonstrate knowledge of fundamental rules related to different aspects</b> (e.g., purpose, number of players, role of each player, equipment, scoring...) <b>of simple games and activities</b> (e.g., grid activities...) <b>designed by self and/or others.</b></p>	<p><b>◆ Grid Activities</b></p> <p>Have students participate in a variety of activities in grid formations in the gymnasium or play area to identify the following characteristics:</p> <ul style="list-style-type: none"> <li>• purpose</li> <li>• number of players</li> <li>• role of players</li> <li>• equipment</li> <li>• scoring</li> </ul> <p>In a designated square area (see teacher notes) have students play tag games using a ball.</p> <p>Examples:</p> <ul style="list-style-type: none"> <li>• <b>Two Versus Two:</b> Pass a ball back and forth with a partner within the designated grid area. The other pair must tag the person with the ball to gain possession.</li> <li>• <b>Four Versus Four:</b> Repeat the above with four members on a team. If tagged, stand to the side. If the other team drops the ball, return to the game.</li> <li>• <b>In Fours:</b> If a single player intercepts the pass being made by a group of three, the person making the pass switches places with the interceptor. Change positions every 15 to 20 seconds if no interceptions are made. Students cannot receive the ball in the same location they passed from.</li> </ul> <p>Students then design their own grid activity with a partner and use the Think-Pair-Share strategy to think about their fundamental game rules. (See Think-Pair-Share, <i>K-4 ELA, Strategies-15.</i>)</p>
<p><b>✿ K.1.2.C.2* Recognize movement vocabulary</b> (e.g., hop, skip, spin, deke, dodge, counter-clockwise...) <b>when following directions related to simple games and activities</b> (e.g., obstacle courses...).</p>	
<p>* The flower (✿) indicates that the learning outcome could be introduced in this grade.</p>	



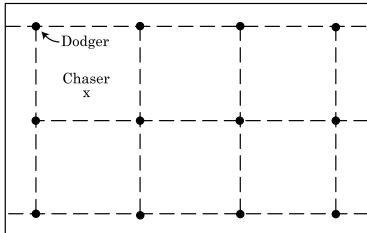
**TEACHER NOTES**

**SUGGESTIONS FOR ASSESSMENT**

Refer to learning outcomes K.1.K.C.1 and K.1.1.C.1 for additional suggestions.

**Grid Formations:**

The gymnasium or playing field is divided into several small play areas (e.g., 7 by 7 metres, or 14 by 7 metres). Define grid boundaries with markers such as floor lines, cones, tape, and so on.



◆ **Questioning/Interview: Grid Activities**

Teacher: Checklist

Question students as they take part in their grid activity games and check Yes or No as they identify the following aspects of the game:

<b>Game Aspects</b>	<b>Yes</b>	<b>No</b>
• purpose of the game	<input type="checkbox"/>	<input type="checkbox"/>
• number of players	<input type="checkbox"/>	<input type="checkbox"/>
• role of players	<input type="checkbox"/>	<input type="checkbox"/>
• equipment	<input type="checkbox"/>	<input type="checkbox"/>
• scoring	<input type="checkbox"/>	<input type="checkbox"/>

**PRESCRIBED LEARNING OUTCOMES**

**SUGGESTIONS FOR INSTRUCTION**

*Students will...*

**K.1.2.C.3 Recognize and discuss simple strategies** (e.g., dodging, varying speed, changing directions, funnelling in tag games...) **used in chasing/fleeing games/activities.**

◆ **Rescue Ball Tag**

Provide the class with three or four sponge balls and one or two sponge footballs. On the “go” signal, have students run in general space to dodge the sponge balls. Anyone can chase the balls and pick them up to throw at other players. Once hit below the shoulders, players sit in the space where they were caught until they catch a football tossed to them by a free player. The sitting players are then free and may run to rescue other players.

◆ **Fitness Tag**

Select two or three taggers who attempt to tag other players. Have tagged players go to a fitness centre where they must perform an assigned fitness activity before returning to the game.

**Variation:** Have the caught players remain at the fitness centre and see how long it takes the taggers to catch everyone.

**Question for Discussion:**

How can the taggers use funnelling to catch all the players more quickly?

◆ **Hospital Tag**

Select three students to be the “viruses” (taggers). Caught runners become “ill,” lie down on the floor with their knees up, and wait for a rescuer. Select five “rescue workers” who run to the casualties with a scooter and push the ill players on the scooter to an area marked with cones (the “hospital zone”). Caught students shake their rescuer’s hand to thank the person and then take their “medicine” by doing exercises or performing a movement task before returning to the game.





## TEACHER NOTES

Encourage students to use dodge ball-type rules for fair play such as

- holding the ball for only five seconds
- holding only one ball at a time
- aiming below the shoulders
- trying to rescue as many people as possible in order to keep everyone active

### Chasing/Fleeing Strategies:

- **Dodging**—moving quickly to change direction, pathway, and/or speed to evade a player or an object.
- **Deking**—using a fake movement (e.g., moving the head and shoulders one way and the body another way) to deceive another player.
- **Funnelling**—directing someone toward a direction to limit his or her movement or pathway.

Encourage taggers to work together to entrap the runners so that they have no way to run except toward one of the taggers.

Remind students of safe scooter use (e.g., no standing, use proper hand/finger placement, keep in contact with scooter without pushing it freely across the gymnasium).

See also Bumblebee Tag, learning outcome S.1.2.B.2.



## SUGGESTIONS FOR ASSESSMENT

### ◆ Questioning/Reflection: Chasing/Fleeing Games/Activities

Peer Assessment: Inventory

Before students play a game, ask them which strategy they think they will use in the game. After the game, during a cool-down, have students participate in a “Walkabout Talkabout” by walking around the gymnasium with a partner to discuss the number of strategies they used and how they used each strategy during the game.

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p><i>Students will...</i></p>	
<p><input type="checkbox"/> <b>K.1.2.C.4 Identify activity situations that require sharing, respect, honesty, and other positive social behaviours</b> (e.g., explain how the “tagger’s rule” helps improve the game of tag...).</p>	
<p><b>Curricular Connections</b>  <b>ELA:</b> GLO 5—Celebrate and build community (cooperate with others, work in groups)  <b>PE/HE:</b> K.4.2.B.1a (respectful behaviours)</p>	
	<p>◆ <b>Everyone’s “It”</b></p> <p>On the “go” signal, have students run about the room in general space, attempting to avoid all other players. Once tagged by another player, a runner must freeze in a letter T shape until a free player runs beneath his or her extended arms. If players tag each other at the same time, then both players freeze.</p> <p>◆ <b>Swamp Ball</b></p> <p>Divide the class into two equal teams. Have each team place two mats together flat on the floor near their own end line. Provide sponge balls for both teams. On the “go” signal, have students attempt to hit players on the opposing team below the shoulders with the sponge balls without crossing over the centre line. Once hit, players cross over to stand on the opposing team’s mats (swamp). From the swamp, players are able to throw sponge balls at the opposing team surrounding their swamp. The game continues until all players from one team are in the opposing team’s swamp.</p> <p><b>Variation:</b> Have students play Rescue Swamp Ball. The players in the swamp may be rescued either when they hit an opposing player from the swamp or when they catch a ball thrown to them from their own players on their originating side.</p> <p>◆ <b>Human Knot</b></p> <p>Have a group of four players form a circle. They raise right hands and shake someone’s hand. They then raise left hands and shake someone else’s hand. When everyone is holding hands, the group begins to untie the knot without letting go of hands by twisting, turning, and stepping over or ducking under arms. Once the knot is untied, have the group raise their arms with hands still joined and jump on the spot to yell out, “We did it!”</p> <p><b>Variation:</b> Have students increase the group size to six, eight, or more.</p> <p>◆ <b>Show and Tell</b></p> <p>Students bring to class items (e.g., sports equipment, team shirts, pictures, badges, certificates of participation in recreational activities) for “show and tell.” Have students tell about someone showing respect or honesty when participating in physical activity.</p> <p><b>Variation:</b> For a movement-oriented activity, use a tag game situation with only one tagger. Each new tagged person will have his or her turn to “show and tell.”</p>


**TEACHER NOTES**
**Tagger’s Rule:**

Reinforce the use of the “tagger’s rule”: The tagger is always right. This will reduce arguments and promote fair play. It is based on the premise that taggers are honest and know whether or not they felt anything when tagging.

Encourage students to avoid being tagged and to practise their dodging skills.

Emphasize fair play and positive social behaviours by observing students and selecting examples of these attitudes and behaviours.

Encourage students to comment on courteous behaviours displayed by other players.

Stress the importance of slow movements for control and injury prevention.


**SUGGESTIONS FOR ASSESSMENT**
**◆ Paper and Pencil Task: All Games**

Peer Assessment: Checklist

Have students observe others during an activity for a portion of the class and check off examples of positive social behaviours that they observe.

The student

- uses the “tagger’s rule”
- follows rules
- speaks kindly
- takes turns
- shares

Have students explain how these behaviours enhanced the activity. Rotate students frequently.

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<i>Students will...</i>	
<p><input type="checkbox"/> <b>S.1.2.A.1 Demonstrate competency in basic transport skills</b> (i.e., running, hopping, galloping, jumping, skipping), <b>moving in different directions</b> (e.g., hop consecutively in a forward direction on the right and on the left foot; jump and land using a two-foot take-off and a two-foot landing...).</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><b>Curricular Connections</b>  <b>MA:</b> Shape and Space (compare non-numerical data)  <b>PE/HE:</b> K.1.K.B.3c, S.1.K.B.1, K.1.2.B.3a (movement), K.3.2.A.5b (bicycle safety)  <b>SC:</b> Cluster 3—Position and Motion (human movement)</p> </div>	<p>◆ <b>Follow the Signs</b></p> <p>Set up cones, with signs of the five basic transport skills indicating movement in different directions, in a pathway throughout the gymnasium. Have students read the sign on a cone (or look at the picture) and perform that skill on their pathway to the next cone.</p> <p><b>Variations:</b> Have students work in pairs, as in Follow the Leader (see learning outcome S.1.K.B.1). Include movement concepts on the signs (e.g., run in a zigzag pathway, hop quickly, gallop slowly in a curved pathway). (See learning outcomes K.1.K.B.3c and K.1.2.B.3a.)</p> <p>◆ <b>Design-a-Sequence</b></p> <p>Have students use the signs from the Follow the Signs activity to create their own movement sequence with a specified number of transport skills using a variety of different directions. Use the Think-Pair-Share strategy for students to share their design with someone else. Have each pair teach their movement sequences to another pair. (See Think-Pair-Share, <i>K-4 ELA</i>, Strategies–15.)</p> <p>◆ <b>“Frogger”</b></p> <p>Set up a play area with “tree snakes” on mats, “cobras” on scooters, “trolls” on benches or behind standing mats, and “frog food” (beanbags) placed at one end of the gymnasium. Have “frogs” try to get the frog food and take it home without being tagged by the other “creatures.” When tagged, the frog takes the food back and performs a skill. Frogs are safe on “lily pads” (hoops) for a maximum of five seconds at a time.</p> <p>◆ <b>Spell It Out</b></p> <p>Have students work in pairs to spell out a variety of words (e.g., the transport skills, their names, their favourite activities, class spelling words, computer terms used in computer class, such as cursor, disk, return, and so on). They take turns choosing a card with a word on it and spell it by jumping in different directions on a teacher-made computer keyboard drawn on the gymnasium floor (masking tape) or on a concrete area outdoors (chalk).</p>



## TEACHER NOTES

Some suggestions for instruction apply across the grades (see learning outcomes S.1.K.A.1, S.1.1.A.1, S.1.2.A.1, S.1.3.A.1, and S.1.4.A.1); however, some are grade specific. Ensure that learning activities and achievement expectations are developmentally appropriate.

Due to the depth and breadth of skill-related outcomes, learning experiences will be ongoing throughout the year. It is recommended that skills in each of the categories (transport, manipulation, and balance) be assessed separately.

See *Basic Movement Skills (K–3)* (Manitoba Education and Training).

Many learning activities can be performed outdoors or in other locations throughout the school (e.g., classroom, multi-purpose room).

A **sequence** is a “movement sentence” with a beginning, a middle, and an ending. Demonstrate examples of movement sequences for practice and then have students invent their own sequences. Acknowledge efforts and provide students with opportunities to observe each other.



## SUGGESTIONS FOR ASSESSMENT

◆ **Performance Task: Follow the Signs**

Teacher: Scoring Rubric

While students participate in Follow the Signs, look for competency in basic transport skills as students move in different directions.

**Suggested Criteria: Galloping**

The student

- A. keeps trail leg behind lead leg
- B. gallops using either leg as the lead
- C. displays rhythmical arm movement
- D. turns hips, shoulders, and eyes to direction of movement

Refer to *Physical Education K–4: Basic Movement Skills Assessment* (Movement Skills Committee) for other skills criteria (i.e., running, jumping, hopping, skipping).

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



Use BLM G–4: Movement Skills Rubric and Checklist (see Appendix H) for recording class results. See also BLM G–5: Transport Skills Criteria (Appendix H) for a summary of all transport skills criteria.

PRESCRIBED LEARNING OUTCOMES
<i>Students will...</i>
<p><b>□ S.1.2.A.2 Demonstrate the basic manipulation skills</b> (i.e., rolling, underhand throwing, overhand throwing, catching, striking, bouncing, kicking) <b>in a variety of activities to challenge different levels of ability</b> (e.g., catch a ball from different distances; strike a ball using a short-handled implement; kick a slow-rolling ball along the ground...).</p>
<p><b>Curricular Connections</b>  <b>SC:</b> Cluster 3—Position and Motion                      (describe motion of various objects)</p>
<i>(continued)</i>

**SUGGESTIONS FOR INSTRUCTION**

- ◆ **Musical Rolling Tag (rolling)**

Have students travel to music in pairs. One student has a hand-size ball or beanbag and tries to shadow or stay as close as possible to his or her partner. When the music stops, the students stop. The partner with the ball or beanbag attempts to hit the feet of his or her partner by rolling the object. The partners then switch roles.
  
- ◆ **Crystal Ball (underhand throwing)**

Have partners stand facing each other toe to toe. They take turns tossing a ball (or beanbag) to each other. If one partner catches the ball, each partner takes a step backward. They throw and catch and step backward until one partner does not catch the ball. When this happens, the pair may start over again toe to toe, or each participant may take a step forward.
  
- ◆ **Move That Ball (overhand throwing)**

Place a cage ball or any large ball in the centre of the gymnasium. Divide the class into two teams and supply each team with a variety of hand-size balls. Have the teams stand behind designated end lines and, on the “go” signal, have students throw their balls overhand, aiming at the cage ball and attempting to knock it over the opposing team’s end line.

**Variation:** Have two cage balls in the centre. Divide the class into four teams, placed on four different end lines.
  
- ◆ **Bench Ball (catching, overhand throwing)**

Divide the class into two teams, one on each side of the gymnasium. Place a bench for each team at a developmentally appropriate distance from the centre line (e.g., five to seven metres back) and have one student (captain) from each team stand on the opposite bench. Students throw sponge balls across the centre line, over the other team, to their catcher on the bench. When the catcher catches the ball, the thrower joins his or her teammate on the bench. Anyone on the bench can catch the ball. Opposing players may block balls that are thrown toward the bench but they must stay ahead of the crease in front of the bench (mats can be laid down for the crease.) The first team with all their players on the bench wins. Remind students to throw the ball within five seconds.

*(continued)*



**TEACHER NOTES**

**SUGGESTIONS FOR ASSESSMENT**

Plan skill activities to follow the progression from individual to partner to small-group to large-group challenges. For further suggestions for instruction, refer to *Physical Education K–4: Movement with Meaning* (Manitoba Education and Training).

Challenges should reflect varying distances, speeds of objects, sizes of objects or implements, and textures of objects.

Emphasize the importance of aiming low at the cage ball rather than high at the other students.

Encourage students to set up their team equipment quickly and then to assume the “ready to play position” by sitting in a designated area to wait for the “go” signal. The first team ready may receive an advantage, such as obtaining all the balls to start the game or earning an extra point.

Lower grades may use a mat instead of a bench.



◆ **Performance Task: All Activities**

Teacher: Scoring Rubric

While students are participating in the learning activities, look for the key characteristics and proper form of each of the basic manipulation skills.

**Suggested Criteria: Overhand Throwing**

The student

- A. focuses eyes on target
- B. bends and holds elbow back at shoulder height behind ear
- C. rotates hips so that opposite shoulder is in line with the target
- D. steps forward with foot opposite to throwing arm
- E. shifts weight from back to front foot
- F. leads throw with elbow and follows through down and across body

Refer to *Physical Education K–4: Basic Movement Skills Assessment* (Movement Skills Committee) for other skills criteria (i.e., rolling, bouncing, catching, underhand throwing, striking, kicking).

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



Use BLM G–4: Movement Skills Rubric and Checklist (see Appendix H) for recording class results. See also BLM G–6: Manipulation Skills Criteria (Appendix H) for a summary of all manipulation skills criteria.

**PRESCRIBED LEARNING OUTCOMES**

**SUGGESTIONS FOR INSTRUCTION**

*Students will...*

**S.1.2.A.2** *(continued)*

*(continued)*

◆ **Batting Cages (striking)**

Set up batting cages using mats. Have students take turns hitting whiffle balls or rubber balls off batting tees at four or more stations.

**Variations:** Have students hit

- balls of different sizes (e.g., beach balls, hand-size balls)
- off tees of varying heights
- off tees made of stacks of cones
- a whiffle ball suspended on a string

◆ **Switch Bounce (bouncing)**

Have students bounce balls and move freely in a defined space while music plays. When the music stops, they switch hands and bounce their balls on the spot without moving. When the music resumes, they once again move about the space.

◆ **Four-Corner Soccer (kicking)**

Divide the class into four teams, one in each corner of the gymnasium. Have each team place a bench (turned on its side) diagonally across their corner. Distribute four to eight sponge soccer balls and have each team try to score as many times as possible on the other goal areas (benches), within a specified amount of time. Have one goalie per team guard the benches.

**Variations:** Provide each team with pinnies of different colours. Students who score on another bench report to a chalkboard area where points are recorded for the appropriate team.







**TEACHER NOTES**

**SUGGESTIONS FOR ASSESSMENT**

Ensure that students follow safety rules when swinging implements.

Remind players to kick the ball below knee level and to watch where they run. Change goalies each game to ensure active participation by all.



PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p><i>Students will...</i></p>	
<p><b>☐ S.1.2.A.3 Demonstrate balancing in different ways</b> (i.e., showing symmetrical and asymmetrical shapes, balancing on different parts/number of parts of the body) <b>at different levels and/or heights.</b></p> <div data-bbox="115 611 550 867" style="border: 1px solid black; padding: 5px;"> <p><b>Curricular Connections</b>  <b>MA:</b> Shape and Space (symmetry, comparisons)  <b>PE/HE:</b> S.1.K.B.1, K.1.K.B.3b (balance), S.2.1.A.1a (fitness), GLO 4—Personal and Social Management (applying problem-solving skills to movement challenges)  <b>SC:</b> Cluster 3—Position and Motion (human movement)</p> </div>	<p>◆ <b>Balance Task Cards</b></p> <p>Have students work together in pairs or small groups to perform the tasks presented on a variety of cards. Ensure that cards represent each of the following tasks:</p> <ul style="list-style-type: none"> <li>• balances showing symmetrical shapes</li> </ul> <div data-bbox="711 541 831 716" style="text-align: center;">  </div> <ul style="list-style-type: none"> <li>• balances showing asymmetrical shapes</li> </ul> <div data-bbox="711 785 899 978" style="text-align: center;">  </div> <ul style="list-style-type: none"> <li>• balances on different body parts</li> <li>• balances on different numbers of body parts</li> </ul> <p>◆ <b>Bridge Builders</b></p> <p>Have students explore the various types of bridges that they can make with their bodies (e.g., four-point front bridge, three-point back bridge, two-point side bridge).</p> <p>◆ <b>Bridge Tag</b></p> <p>After a review of the various bridge designs from Bridge Builders, select two or three taggers to freeze players into bridge shapes. Have free players rescue the frozen bridge shapes by carefully crawling under the bridges.</p> <p><b>Variation:</b> Have all students be taggers and all students also be rescuers.</p> <p>◆ <b>Partner Pyramids</b></p> <p>Partners make long bridges by joining together in a variety of front and back supports as follows:</p> <ul style="list-style-type: none"> <li>• head to head, head to feet</li> <li>• hands on feet, hands on shoulders</li> <li>• feet to feet, feet on knees, feet on shoulders</li> <li>• side by side</li> </ul>



## TEACHER NOTES

## SUGGESTIONS FOR ASSESSMENT

**Shapes:**

- **Symmetrical**—having each side the same.
- **Asymmetrical**—having each side different.

See learning outcome S.1.K.B.1 for balance diagrams, K.1.K.B.3b for further balance activities, and Lessons A4 to A7, A18, B1, and B4 to B7 of *Up Down All Around* (Russell, Schembri, and Kinsman) for ideas of various shapes and balances at different levels.

See page 114 of *Ready-to-Use P.E. Activities for Grades K–2* (Landy and Landy).

Have half the class perform their bridges while the other half watches, and then switch. This will help ensure that all students have an opportunity to demonstrate their activity without individuals feeling self-conscious.

See also Flip-Flop, learning outcome S.2.1.A.1a.

◆ **Performance Task: Balance Task Cards**

Teacher: Checklist

While students participate in the Balance Task Cards activity, look for different ways of balancing at different levels.

**Suggested Criteria:**

Students are able to

- demonstrate symmetrical and asymmetrical shapes
- balance on different parts and numbers of parts of the body
- balance their bodies at different levels

PRESCRIBED LEARNING OUTCOMES				
<i>Students will...</i>				
<p><b>□ S.1.2.B.1 Use basic movement skills</b> (e.g., hopping, rolling, underhand throwing...) <b>and concepts</b> (i.e., body and space awareness, relationships) <b>in creating cooperative and/or low-competitive games with partners or in small groups</b> (e.g., hopscotch, playing catch with a partner, simple target games...).</p>				
<table border="1"> <thead> <tr> <th data-bbox="123 720 354 741">Curricular Connections</th> </tr> </thead> <tbody> <tr> <td data-bbox="123 747 529 827"><b>ELA:</b> GLO 5—Celebrate and build community (cooperate with others, work in groups)</td> </tr> <tr> <td data-bbox="123 827 529 877"><b>PE/HE:</b> K.1.2.B.3a, K.1.2.B.3d, K.1.1.B.3a (movement concepts)</td> </tr> <tr> <td data-bbox="123 877 529 928"><b>SC:</b> Cluster 3—Position and Motion (position, how objects move, push-pull)</td> </tr> </tbody> </table>	Curricular Connections	<b>ELA:</b> GLO 5—Celebrate and build community (cooperate with others, work in groups)	<b>PE/HE:</b> K.1.2.B.3a, K.1.2.B.3d, K.1.1.B.3a (movement concepts)	<b>SC:</b> Cluster 3—Position and Motion (position, how objects move, push-pull)
Curricular Connections				
<b>ELA:</b> GLO 5—Celebrate and build community (cooperate with others, work in groups)				
<b>PE/HE:</b> K.1.2.B.3a, K.1.2.B.3d, K.1.1.B.3a (movement concepts)				
<b>SC:</b> Cluster 3—Position and Motion (position, how objects move, push-pull)				

**SUGGESTIONS FOR INSTRUCTION**

◆ **Create-a-Station**

Have students use the Word Wall of movement skills (see learning outcome K.1.1.A.1) and movement concepts (i.e., directions, levels, pathways, planes, relationships to a person, apparatus, and the environment) to work with a partner in developing a station activity. Have them create cooperative or low-competitive games (e.g., simple target games) that use basic movement skills and concepts. Discuss what movement concepts are evident in their games (e.g., in a rolling target game students are working at a low **level**, stepping with one leg and swinging one arm in a sagittal **plane** to move the ball in a straight **pathway**).

◆ **Two on Two (manipulation)**

In a small, squared area, have partners play “keep away” with a rolling ball. Emphasize defensive covering of the opponent and moving to an open space to receive the ball. Vary the game by adding a possession time limit or changing the manner of ball movement to bouncing, throwing, or kicking.

◆ **Apparatus Balance Travels**

Set up various pieces of apparatus around the gymnasium (e.g., benches, ladders, mats, cones). On a given signal, students travel over, under, and around the apparatus. When the word “balance” is called, students perform balance tasks on the closest piece of equipment. The balance task could also involve a partner.



**TEACHER NOTES**

Refer to the following learning outcomes for suggestions related to

- space awareness
  - pathways and planes, K.1.2.B.3a
  - directions and levels, K.1.1.B.3a and K.1.2.B.3a
- relationships
  - to a partner, K.1.2.B.3d

See “Sammie Says” (transport), learning outcome K.1.K.B.3b, and Partner Pyramids (balance), learning outcome S.1.2.A.3.

See also Grid Activities, learning outcome K.1.2.C.1.



**SUGGESTIONS FOR ASSESSMENT**

◆ **Performance Task: Create-a-Station**

Self-Assessment: Rating Scale

After students have finished playing their created station activity, read the following statements and have partners rate different aspects of their game.

<b>Self-Assessment of Create-a-Station Game</b>	
<b>Rating Scale:</b> 1—Needs work. 2—Could fine-tune. 3—Keep it. Super.	
Criteria	Rating
• We made the players work hard during our game.	
• The players cooperated in playing our game.	
• Our game challenged the players to practise and perform their skills.	
• The players moved in different directions (e.g., forward, backward, sideways) during the game.	
• The game is a good one for our playing area and amount of space.	

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<i>Students will...</i>	
<p><input type="checkbox"/> <b>S.1.2.B.2 Use basic movement skills</b> (e.g., running, catching...) <b>and concepts in cooperative and/or low-competitive group games</b> (e.g., dodging activities, tag games...).</p> <div data-bbox="115 520 550 653" style="border: 1px solid black; padding: 5px;"><p><b>Curricular Connections</b> <b>PE/HE:</b> K.1.2.C.4 (fair play), K.4.2.B.2a, K.4.2.B.2b (developing relationships), S.4.2.A.3 (interpersonal skills)</p></div>	<p>◆ <b>Name Game</b></p> <p>Have students work in pairs, with one partner holding a ball. The student with the ball calls out the name of his or her partner, makes eye contact, and then throws the ball underhand toward the partner who attempts to catch the ball.</p> <p><b>Variation:</b> Have students work in groups of three and then in larger groups. Add a second or third ball to groups of eight or more.</p> <p>◆ <b>Bumblebee Tag</b></p> <p>Divide the class into four groups. “Black bees” collect nectar (beanbags) and store it in the black hive (mat). “Yellow bees” do the same, while “robber bees” (blue) steal the nectar and scatter it in the gymnasium. “Queen bees” (red) sting other bees by tagging them. Once tagged, bees perform a basic movement skill before rejoining the game.</p> <p><b>Variation:</b> Have students move about the room using different transport skills.</p> <p>◆ <b>Poison Pumpkin</b></p> <p>Have students roll six to eight basketballs (poison pumpkins) around on the floor. If a ball contacts the feet of any student, that student must perform a task (e.g., three jumping jacks) in order to return to the game. Any students can be “it” and roll the balls and any students can be hit. Students may possess only one ball at a time and must release it within five seconds.</p> <p>◆ <b>Mat Ball</b></p> <p>Play the game Bench Ball (see learning outcome S.1.2.A.2), but use two mats joined together on the floor for each team rather than benches.</p>



**TEACHER NOTES**

Stress the step of making eye contact.

“Bees” may take only one beanbag at a time. Beanbags must be carried and not thrown for safety reasons.

Use fast music that is symbolic of bees flying around to enhance movement.

Change “pumpkins” to “snowballs,” “beach balls,” and so on, as the seasons dictate. Ensure that students roll the balls, not bounce them.

Encourage students to move around on the mats so that they avoid being in front of a blocker.



**SUGGESTIONS FOR ASSESSMENT**

◆ **Observation: All Games**

Teacher: Checklist

As students participate, observe the following skills and use the following code to record their performance.

Use of Movement Skills							
The student							
X is experiencing difficulty in using skills in a game context							
– is experiencing some difficulty in using skills in a game context							
✓ is experiencing no difficulty in using skills in a game context							
? has not been observed							
Skills							
Name	Run	Jump	Hop	Gallop	Skip	Bounce	etc.

**PRESCRIBED LEARNING OUTCOMES**

**SUGGESTIONS FOR INSTRUCTION**

*Students will...*

**☐ S.1.2.B.3 Set up and manage own games** (e.g., skipping games, target games, hopscotch...).

**Curricular Connections**

**ELA:** GLO 4—Enhance the clarity and artistry of communication (effective oral communication), GLO 5—Celebrate and build community (cooperate with others, work in groups)

**PE/HE:** K.1.2.C.4 (positive social behaviours), GLO 3—Safety, GLO 4—Personal and Social Management (fair play, interpersonal skills)

**SC:** Cluster 3—Position and Motion (describe motion of various objects)

**SS:** building community

**◆ Play Your Game**

Have students teach their game/activity from Create-a-Station (see learning outcome S.1.2.B.1) to another small group of students. Together with students, brainstorm a list of characteristics of a well-managed group, such as the following.

Well-managed groups

- cooperate quietly and fairly to decide on an activity
- determine what equipment players need
- quickly and safely gather equipment
- quickly and carefully find a play area
- review all rules and procedures so that all players are familiar with the game
- play fairly and enthusiastically, making adjustments and changing the challenges according to group skill level

**☐ S.1.1.C.1 ➡ S.1.2.C.1\***  
**Demonstrate functional use of basic movement skills** (e.g., hopping, jumping, kicking...) **and equipment in outdoor activities and/or special events** (e.g., hopscotch, rope skipping, snow soccer, tabloids, cultural theme days, Aboriginal games...).

**Curricular Connections**

**SC:** Cluster 3—Position and Motion (position, how objects move, push-pull)

\* The arrow (➡) indicates that the learning outcome is maintained from a previous grade.

**◆ Recess Games**

Have students participate in a variety of recess games and learning activities, such as

- hopscotch
- rope skipping
- soccer
- follow the leader
- tag games
- structure climbing





**TEACHER NOTES**

Ensure careful, proper distribution and return of equipment.

**SUGGESTIONS FOR ASSESSMENT**

◆ **Performance Task: Play Your Game**

Teacher: Scoring Rubric

Observe students as they organize their groups, equipment, and rules.

Scoring Rubric	
Scale	The student/group
4	<ul style="list-style-type: none"> <li>organizes all students into groups</li> <li>selects appropriate and safe equipment</li> <li>explains rules clearly</li> </ul>
3	<ul style="list-style-type: none"> <li>organizes friends into groups</li> <li>selects appropriate and readily available equipment</li> <li>states most rules clearly</li> </ul>
2	<ul style="list-style-type: none"> <li>selects students who will win the game</li> <li>selects equipment that may not be appropriate or safe</li> <li>is unclear on many rules</li> </ul>
1	<ul style="list-style-type: none"> <li>refuses to select certain students</li> <li>selects inappropriate and unsafe equipment</li> <li>does not understand the rules</li> </ul>



Use BLM G–2: Class Checklist (see Appendix H) to record class results.

Refer to learning outcome S.1.1.C.1 for further activity suggestions.

**Functional use of skills**—promotes actual, real-world, purposeful participation. It respects individual variation and diversity in style and/or performance. A functional approach to instruction and assessment encourages the use of basic skills in a variety of forms, to solve tasks, challenges, and problems, in a way meaningful to students and society.



PRESCRIBED LEARNING OUTCOMES
<i>Students will...</i>
<p><b>□ S.1.2.D.1 Demonstrate basic rhythmic steps and patterns</b> (e.g., walk/clap, skip, slide, stamp...), <b>applying movement concepts</b> (e.g., body awareness, qualities of effort...) <b>alone and with others in simple and/or creative rhythmic activities</b> (e.g., creative movement, multicultural activities such as folk dances, round dances...).</p>
<p><b>Curricular Connections</b>  <b>MA:</b> Patterns and Relations (identifying patterns)  <b>PE/HE:</b> S.2.2.A.1a, S.2.2.A.1b (fitness)</p>
<i>(continued)</i>

**SUGGESTIONS FOR INSTRUCTION**

◆ **“La Raspa” (Mexican hat dance)**

Using a formation of no partners (single circle) or pairs facing (double circle), have students practise the following steps:

**Part A—Bleking Steps** (measures 1 to 8)

- Hop on left foot while at the same time tapping right heel on the floor in front of body.
- Repeat opposite, tapping left heel forward, then again right heel forward.
- Continue three bleking steps (as described above) with hands on hips and two quick claps during pause in bleking step, until 24 bleking steps have been performed.

**Part B—Slide and Skip** (measures 9 to 16)

*Individually*

- With no partner, slide 16 steps clockwise, and then 16 steps counter-clockwise.
- Place hands and arms over head and spin or skip on the spot clockwise for seven counts and then counter-clockwise for seven counts.

*In Pairs*

- Facing partner, hook elbows and skip seven steps clockwise, clap on the eight count, and then hook left elbows and repeat counter-clockwise.
- Repeat to the right and left again.

**Variation:** Perform the dance holding a parachute or hoops, using lifts throughout Part B.

◆ **Creative Movement**

Have students (alone, in pairs, or in small groups) design, refine, and perform a movement sequence. Specify one transport skill that must be used in the performance task. Take this opportunity to assess basic transport skills (learning outcome S.1.2.A.1).

For example, the sequence must

- have a definite beginning and ending
- include two different transport skills (e.g., walk, skip, slide, roll)
- include two different non-locomotor body actions (e.g., twist, shake, sink, bend)
- have smooth movement, with no breaks in performance

**Variation:** Create a variety of performance tasks for students to solve with movement. Once a sequence has been performed, have students try to perform the same sequence to a new selection of music that plays at a faster (or slower) tempo.

*(continued)*



## TEACHER NOTES

**Body awareness** refers to what the body does. This includes awareness of

- **body parts** (e.g. arms, legs, elbows, knees, head)
- **body shapes** (e.g., stretched, curled, wide, narrow, twisted, symmetrical, asymmetrical)
- **body actions** (e.g., flex, extend, rotate, swing, push, pull)

**Qualities of Effort in Movement:****Time**

- Fast—quick, explosive.
- Slow—careful, drawn out, sustained.

**Force**

- Strong—intense, heavy, forceful, loud.
- Light—easy, weak, gentle, soft.

**Flow**

- Free—smooth, large, continuous movement that is flowing and ongoing and cannot be readily stopped.
- Bound—small, controlled, restricted movement that can be readily stopped.

Choose one musical selection for all to use. Play it during the creation phase so that students may match rhythm with movement while designing the sequence.

Set limitations to help guide beginners with the creative process. Use action word cards (see Action Words, learning outcome S.1.1.D.1) to dictate or guide body action choices. Make similar cards for locomotor movements.



## SUGGESTIONS FOR ASSESSMENT

◆ **Observation: “La Raspa”**

Teacher: Checklist

While students are participating, look for demonstration of the following criteria.

**Suggested Criteria:**

The student

- moves to the beat of the music
- demonstrates movement patterns specific to the dance (e.g., slide step, bleking step, skip)
- moves in appropriate direction when required
- remembers sequences of movements

◆ **Performance Task: Creative Movement**

Teacher/Peer Assessment: Checklist

Teacher or peers observe students and assess whether movement task criteria have been met.

**Suggested Criteria:**

The sequence clearly shows

- a definite beginning
- two different transport skills
- two different non-locomotor body actions
- a definite ending
- smooth movement, no breaks in performance

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<i>Students will...</i>	
<input type="checkbox"/> <b>S.1.2.D.1</b> <i>(continued)</i>	<p><i>(continued)</i></p> <p>◆ <b>Basic Aerobics Patterns</b></p> <p>Demonstrate actions from a Slim Jim word list of aerobic patterns and have students follow them.</p> <p>Examples:</p> <ul style="list-style-type: none"><li>• twist</li><li>• jump and twist (skier)</li><li>• walk and clap</li><li>• raise knees alternately (knee up)</li><li>• walk and kick</li><li>• step sideways (side step)</li><li>• kick heels back (hamstring curl)</li><li>• jump with feet apart and then together (jumping jacks)</li><li>• run on the spot</li></ul> <p><b>Variation:</b> Brainstorm with students various names for other movements. (See Slim Jims, <i>K-4 ELA</i>, Strategies-116.)</p>



**TEACHER NOTES**






**SUGGESTIONS FOR ASSESSMENT**

Present rhythmic steps and patterns using appropriate progressions, such as

- basic to complex
- in isolation and then in combinations
- without music and then with music
- slow music to fast music

For further suggestions, see page 21 of *1999 Pan American Games: Resource Kit for Physical Education Teachers* (Pan American Games Physical Activity/Physical Education Committee).



PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p><i>Students will...</i></p>	
<p><b>☐ S.1.2.D.2 Demonstrate functional use of basic movement skills</b> (i.e., transport, manipulation, balance), <b>applying movement concepts</b> (e.g., body and space awareness...) <b>to gymnastic-type activities</b> (e.g., balancing on different body parts, swinging and circling small hand apparatus...).</p>	
<div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p><b>Curricular Connections</b>  <b>SC:</b> Cluster 3—Position and Motion                      (position, how objects move, push-pull, gravity)</p> </div>	<p>◆ <b>Pirate Tag (transport/balance)</b></p> <p>Set up a climbing frame or various pieces of large equipment around the gymnasium (e.g., low vault box, climbing box, balance bench, ladder on the floor). Select two to four taggers (pirates) who will carry markers such as beanbags or sponge balls. Other students move around the room and avoid being tagged by having their bodies off the floor or mats for five-second periods. After five seconds of balancing on one piece of equipment, students walk to another piece of equipment. If caught, students switch places with the taggers. All students move by walking (no running) to ensure safe participation.</p> <p>◆ <b>Hoopla (manipulation)</b></p> <p>Have students perform a variety of activities in their own space with their own hoop. Provide guiding questions:</p> <ul style="list-style-type: none"> <li>• Can you circle the hoop on your arm?</li> <li>• Can you pass the hoop from one arm to the other while it is circling?</li> <li>• Who can circle the hoop on his or her neck, hand, waist, or leg?</li> <li>• Can you circle the hoop on your hand and then grip it to stop the rotation?</li> </ul> <p>◆ <b>Gymnastic Balances (balance)</b></p> <p>Have students perform various gymnastic balances such as those listed below.</p> <p>On mats:</p> <ul style="list-style-type: none"> <li>• one-foot balance  • front scale </li> <li>• V-sit  • teddy-bear stand </li> <li>• knee scale </li> </ul> <p>On large apparatus:</p> <ul style="list-style-type: none"> <li>• shapes/statics/hangs on structure</li> </ul>

**TEACHER NOTES**

**Functional use of skills**—see teacher notes for learning outcome S.1.2.C.1 for definition.

Pictures, videos, or demonstrations by the teacher or students serve as visual aids for the class.

Station work allows small groups of students to perform skills at a variety of locations at the same time, maximizing use of space, equipment, and time on task.

**Aboriginal Link:** Check for local protocol about inviting a hoop dancer to do a demonstration.

For further large-apparatus activities, see *Up Down All Around* (Russell, Schembri, Kinsman) and pages 103 to 148 of *Ready-to-Use P.E. Activities for Grades K–2* (Landy and Landy).



**SUGGESTIONS FOR ASSESSMENT**

◆ **Performance Task: All Activities**

Teacher: Rating Scale

As students participate in the learning activities, observe their functional use of basic movement skills as they apply movement concepts to gymnastic-type activities.

Rating Scale				
The student	4 All the Time	3 Most of the Time	2 Some of the Time	1 Rarely
<ul style="list-style-type: none"> <li>demonstrates use of selected movement skills and concepts in developmentally appropriate activities</li> </ul>				



Use BLM G–4: Movement Skills Rubric and Checklist (see Appendix H) to record class participation/performances.



## Movement Outcomes: Grade 2



### Knowledge

- K.1.2.A.1 Observe and name the basic movement patterns performed by other students** (i.e., running, galloping, hopping, jumping, skipping, rolling, throwing, catching, kicking, striking, bouncing, balancing).
- K.1.2.B.1 Show an understanding that personal attitudes** (e.g., willingness to try, level of involvement, desire to learn...) **affect skill development and success.**
- K.1.2.B.2 Recognize different ways to maintain static and dynamic balance** (i.e., increase base of support by widening stance, lower centre of gravity by bending knees, keeping head level) **in physical activities** (e.g., walking on a low beam, changing directions while travelling...).
- K.1.2.B.3a Recognize the terms associated with pathways** (i.e., straight, curved, zigzag), **directions** (i.e., up, down, right, left, forward, backward, sideways, clockwise, counter-clockwise), **and planes** (i.e., frontal, horizontal, sagittal).
- K.1.2.B.3b Recognize and use body shapes in expressive movement** (e.g., show three different body shapes in a movement sequence...).
- K.1.2.B.3c Recognize the different qualities of effort** (i.e., time, force, flow) **in own movement** (e.g., respond to different beats and rhythms of a drum, move to music, walk and move like various animals...).
- K.1.2.B.3d Recognize the different ways to move in relation to a partner** (e.g., lead, follow, mirror, match, dodge...) **and objects or equipment** (e.g., obstacle course, climbing frame...).
- K.1.2.C.1 Demonstrate knowledge of fundamental rules related to different aspects** (e.g., purpose, number of players, role of each player, equipment, scoring...) **of simple games and activities** (e.g., grid activities...) **designed by self and/or others.**
- K.1.2.C.3 Recognize and discuss simple strategies** (e.g., dodging, varying speed, changing directions, funnelling in tag games...) **used in chasing/fleeing games/activities.**
- K.1.2.C.4 Identify activity situations that require sharing, respect, honesty, and other positive social behaviours** (e.g., explain how the “tagger’s rule” helps improve the game of tag...).

### Skills

- S.1.2.A.1 Demonstrate competency in basic transport skills** (i.e., running, hopping, galloping, jumping, skipping), **moving in different directions** (e.g., hop consecutively in a forward direction on the right and on the left foot; jump and land using a two-foot take-off and a two-foot landing...).
- S.1.2.A.2 Demonstrate the basic manipulation skills** (i.e., rolling, underhand throwing, overhand throwing, catching, striking, bouncing, kicking) **in a variety of activities to challenge different levels of ability** (e.g., catch a ball from different distances; strike a ball using a short-handled implement; kick a slow-rolling ball along the ground...).
- S.1.2.A.3 Demonstrate balancing in different ways** (i.e., showing symmetrical and asymmetrical shapes, balancing on different parts/number of parts of the body) **at different levels and/or heights.**
- S.1.2.B.1 Use basic movement skills** (e.g., hopping, rolling, underhand throwing...) **and concepts** (i.e., body and space awareness, relationships) **in creating cooperative and/or low-competitive games with partners or in small groups** (e.g., hopscotch, playing catch with a partner, simple target games...).
- S.1.2.B.2 Use basic movement skills** (e.g., running, catching...) **and concepts in cooperative and/or low-competitive group games** (e.g., dodging activities, tag games...).
- S.1.2.B.3 Set up and manage own games** (e.g., skipping games, target games, hopscotch...).
- S.1.1.C.1 Demonstrate functional use of basic movement skills** (e.g., hopping, jumping, kicking...) **and equipment in outdoor activities and/or special events** (e.g., hopscotch, rope skipping, snow soccer, tabloids, cultural theme days, Aboriginal games...).
- S.1.2.D.1 Demonstrate basic rhythmic steps and patterns** (e.g., walk/clap, skip, slide, stamp...), **applying movement concepts** (e.g., body awareness, qualities of effort...) **alone and with others in simple and/or creative rhythmic activities** (e.g., creative movement, multicultural activities such as folk dances, round dances...).
- S.1.2.D.2 Demonstrate functional use of basic movement skills** (i.e., transport, manipulation, balance), **applying movement concepts** (e.g., body and space awareness...) **to gymnastic-type activities** (e.g., balancing on different body parts, swinging and circling small hand apparatus...).

### Attitude Indicators

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