
Grade 4

**Physical Education/
Health Education**



Grade 4

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"/> K.1.4.A.1 Show an understanding of the main characteristics of the mature patterns of the basic movement skills from the three categories (i.e., transport, manipulation, and balance) in self and in others.</p>	
<p>Curricular Connections ELA: GLO 2—Comprehend and respond personally and critically to literary and media texts (prior knowledge, comprehension strategies, textual cues, cueing systems, vocabulary)</p>	
	<p>◆ Partner Performance</p> <p>Provide students with pictures of the mature patterns of the 14 basic movement skills (e.g., jumping, overhand throwing, static balance). Have them list mature-pattern characteristics for each skill. Using the Think-Pair-Share strategy, have students work in pairs to compare their lists of characteristics. The partners then take turns demonstrating a specified number of skills to determine how many of the characteristics are being achieved. (See Think-Pair-Share, <i>K-4 ELA</i>, Strategies–15.)</p> <p>◆ Picture Match</p> <p>Have students use posters of basic movement skills to match the phase of skill development to the skill performed by themselves or by a partner.</p> <p>◆ Group Challenges</p> <p>Have small groups develop word cues for each of the manipulation skills (e.g., roll: wind up, step). See learning outcome K.1.3.A.1 for more word-cue suggestions.</p>



TEACHER NOTES

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

Mature level or phase of skill development—represents a period when all aspects of a skill can be used and applied to a variety of situations. The characteristics of a mature phase include rhythmical movement, controlled and coordinated movement, and consistent performance.

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

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

Attitude indicators for each of the general 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



SUGGESTIONS FOR ASSESSMENT

◆ Observation: Partner Performance

Peer Assessment: Inventory

Working in pairs, one student attempts to perform skills following cues given by the partner who describes the mature movement pattern using skills posters (see teacher notes). Have students move from one poster to another, switching roles.

Variations: Try the simpler movement skills with one partner blindfolded.

Have students observe their partners as they perform the described movement patterns. Have them offer corrections where necessary.

TEACHER NOTES (continued)

Skills posters are available from the Manitoba Movement Skills Committee (for contact information, see the MPETA website: <<http://home.merlin.mb.ca/~mpeta/>>).

Refer to learning outcomes S.1.4.A.1, S.1.4.A.2, and S.1.4.A.3 for further suggestions for instruction.

Use BLM G–1: Summative Checklist (see Appendix H) to record student performance in all learning outcomes listed at the end of this GLO.



PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<i>Students will...</i>	
<p>☐ K.1.4.B.1 Demonstrate an understanding that rate, method, and extent of learning movement skills are unique to each person (e.g., accept own and others’ different developmental processes...).</p>	
<p>Curricular Connections ELA: GLO 1—Explore thoughts, ideas, feelings, and experiences (express ideas, consider others’ ideas, develop understanding, explain opinions, combine ideas, extend understanding), GLO 5—Celebrate and build community (compare responses, appreciate diversity, celebrate special occasions, cooperate with others, work in groups) PE/HE: S.1.4.A.2 (movement skills)</p>	<p>◆ Partner Sharing</p> <p>Together with students, brainstorm activities at which some people excel (e.g., sports they competitively train for) and activities that some might find difficult (e.g., table tennis, juggling). Ask students to find a partner and teach each other activities at which they excel. Have partners communicate and reflect on the following questions while helping each other:</p> <ul style="list-style-type: none"> • Why are you good at this activity? • How often do you participate in or practise this activity? • Why might you not have the same skill as your partner? • How might a high skill level be attained? • Is it possible that a high skill level might never be attained? <p>◆ Juggling</p> <p>Have students participate in juggling activities using scarves, then beanbags, and then balls. Progressions move from a one-object toss, to a two-object toss, to a three-object toss. Ask the following questions for reflection:</p> <ul style="list-style-type: none"> • How did you feel when you first started to juggle? • How did you feel after each practice session? • What can you do to help others improve their skills? <p>◆ Simulation Activities</p> <p>Discuss individual differences and special needs. Have students participate in simulations of activities adapted for students with special needs (e.g., leading a blindfolded partner through an obstacle course).</p> <p>◆ Target Practice</p> <p>Set up a variety of targets as station activities and have students aim for the targets using a variety of manipulation skills.</p> <p>Examples:</p> <ul style="list-style-type: none"> • Roll a ball to a pin. • Toss a ball underhand through a held hoop. • Shoot a ball at a basketball net. • Kick a ball into a goal. • Throw overhand to a target on the wall.

**TEACHER NOTES**

Treat this learning outcome with sensitivity, realizing that students may feel self-conscious about their abilities. However, it is important that students learn acceptance and tolerance of self and others because everyone is unique.

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

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

**SUGGESTIONS FOR ASSESSMENT****◆ Observation: Partner Sharing**

Peer Assessment: Anecdotal

Have students write a report card for their partners, following specific criteria.

Suggested Criteria:

The report

- is positive
- states what the partner was able to do
- gives a suggestion as to how the partner could improve

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p data-bbox="105 268 292 300"><i>Students will...</i></p> <p data-bbox="105 331 560 604">☐ K.1.4.B.2 Show an understanding of the concepts of force and motion (i.e., absorption of force) when receiving an object (i.e., “give” with the object to absorb the force in catching and receiving skills; use as many joints as possible over greatest range of movement possible).</p> <div data-bbox="113 640 552 913" style="border: 1px solid black; padding: 5px;"><p data-bbox="121 651 357 672">Curricular Connections</p><p data-bbox="121 682 535 829">ELA: GLO 3—Manage ideas and information (use personal knowledge, ask questions, contribute to group inquiry, create and follow a plan, access information, make sense of information, organize, record, and evaluate information)</p><p data-bbox="121 835 389 856">PE/HE: K.1.4.B.1, S.1.2.A.2</p></div>	<p data-bbox="609 325 950 357">◆ Passing and Catching</p> <p data-bbox="649 378 1421 472">Provide various pieces of equipment (e.g., junior-size basketball, football, softball, flying disc) for partners to use in throwing and catching activities.</p> <p data-bbox="649 483 974 514">Questions for Discussion:</p> <p data-bbox="649 535 1388 598">Use the following questions to prompt discussion of force and motion:</p> <ul data-bbox="649 609 1347 714" style="list-style-type: none">• How can you use your arms/hands to make it easier to receive/catch a football?• Why is it easier to catch a lightly thrown ball? <p data-bbox="609 756 779 787">◆ Egg Toss</p> <p data-bbox="649 808 1388 945">Have students toss a ball up to themselves or to partners, imagining that they are catching something fragile (e.g., egg, glass object, water balloon). Discuss and demonstrate how the hands move to catch a fragile object.</p>


TEACHER NOTES

Emphasize that successful performance of the skill of catching depends largely on the distance and force of the throw as well as the size of the object thrown. Encourage students to stand close together when first practising the skill and to increase distance and force as their skill improves.

Reinforce that some students may have to stand closer together to catch the objects successfully or further apart to create a greater challenge (link to learning outcome K.1.4.B.1).


SUGGESTIONS FOR ASSESSMENT
◆ Paper and Pencil Task: Passing and Catching

Teacher: Checklist

In groups, have students discuss the questions suggested for the Passing and Catching activity. Have them record their responses on chart paper.

Suggested Criterion:

Look for

- number of correct responses

◆ Learning Log: Egg Toss

Teacher: Inventory

As a take-home activity, ask students to play catch with a parent outdoors using first a ball and then an egg or a water balloon. Have them describe what they did differently to catch the egg or water balloon as opposed to a ball, and describe how it felt.

Suggested Criteria:

The student

- moves hands closer to the body while catching the object to absorb the force
- moves many joints over a wide range of movement to absorb the force (e.g., bend arms, legs, hips)

PRESCRIBED LEARNING OUTCOMES
<i>Students will...</i>
<p>□ K.1.4.B.3a Recognize the qualities of space awareness (i.e., levels, pathways, directions) in a variety of activities (e.g., tag game, obstacle course...).</p>
<i>(continued)</i>

SUGGESTIONS FOR INSTRUCTION

◆ **“Frogger”**

Set up the 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,” starting at the opposite end of the gymnasium from the beanbags, 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.

◆ **Ship to Shore (levels, pathways, directions)**

Have players imagine a ship on one side of the gymnasium (e.g., designate a line) and a shore on the other side. The teacher is the captain and the players are the crew. The crew attempts to follow the captain’s directions as quickly as possible:

- Ship—run to the ship line.
- Shore—run to the shoreline.
- Submarine—lie on back and raise a leg for a periscope.
- Crew overboard—lie on stomach and use swimming motions.
- Captain’s coming—salute the captain.
- Cook’s coming—rub stomach and say, “Yum, yum.”
- In the lifeboats—sit down with other players and pretend to row, singing, “Row, row, row your boat.”
- Iceberg—run to the centre of the gymnasium.
- Sharks—place palms together on top of head to represent shark fin.
- Scrub the deck—go to hands and knees and pretend to scrub the floor.

Variations: Add different transport methods to the commands (e.g., hop to the ship, skip to the shore). Make the gymnasium the ship and teach “bow, stern, port, and starboard” directions. Also add “crow’s nest,” directing students to pretend to climb to the lookout position and look around. When students are on either ship or shore, call out, “Here comes the fish gobbler!” and try to tag players as they move from one line across to the other. Any tagged players go to a designated ship “brig” area to perform a movement skill or fitness task before returning to the game (e.g., eight jumping jacks).

(continued)



TEACHER NOTES

For further learning activity suggestions, refer to page 43 of *Ready-to-Use P.E. Activities for Grades K–2* (Landy and Landy).

Students learn the qualities of space awareness through active participation in tag games and obstacle courses, as these activities challenge their thinking as well as their ability to move in different directions, levels, and pathways.



SUGGESTIONS FOR ASSESSMENT

◆ **Learning Log: “Frogger”**

Teacher: Checklist

After playing “Frogger,” have students complete the following knowledge assessment task.

“Frogger”
Space Awareness

Name _____ Grade ____ Date _____

Good space awareness will help a runner move through various obstacles without being tagged.

Draw a map showing the obstacles used in the “Frogger” game and how you would move through the obstacle course.

Use the following symbols to draw your map:

☉—starting point X—stopping point

Levels: HL—high ML—medium LL—low

Pathways: →  

straight curved zigzag

Directions: ↑ ↓ → ↗

forward backward sideways diagonally

Map of Travel Plan

Suggested Criterion:

Look for

- evidence that the student recognizes and understands the qualities of space awareness

PRESCRIBED LEARNING OUTCOMES

SUGGESTIONS FOR INSTRUCTION

Students will...

K.1.4.B.3a *(continued)*

(continued)

◆ **Creative Obstacle Course**

Have students work in groups of five or six to create and move through obstacle courses that include different levels, pathways, and directions using a variety of equipment (e.g., cones, scooters, benches, carpet squares, mats, hoops, ropes).

◆ **Corners (pathways, directions)**

Divide students into groups of five and have each group form a square, with one person in the middle. Mark each corner with a cone. Students on the corners try to switch places with each other while the middle student attempts to “steal” a corner. The student left without a corner goes to the middle.

◆ **Partner Tag (levels, pathways, directions)**

Have pairs of students try to tag one another. When tagged, the student must perform a skill (e.g., an exercise or balance). Once the skill is completed, students reverse roles.



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

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PRESCRIBED LEARNING OUTCOMES

Students will...

K.1.4.B.3b Show different ways to propel or move (e.g., kick, strike, roll...) objects using different body parts (e.g., head, arms, hands, feet...).

Curricular Connections

PE/HE: GLO 4—Personal and Social Management, S.1.4.B.2 (problem solving), S.1.4.C.1 (interpersonal skills)

SUGGESTIONS FOR INSTRUCTION

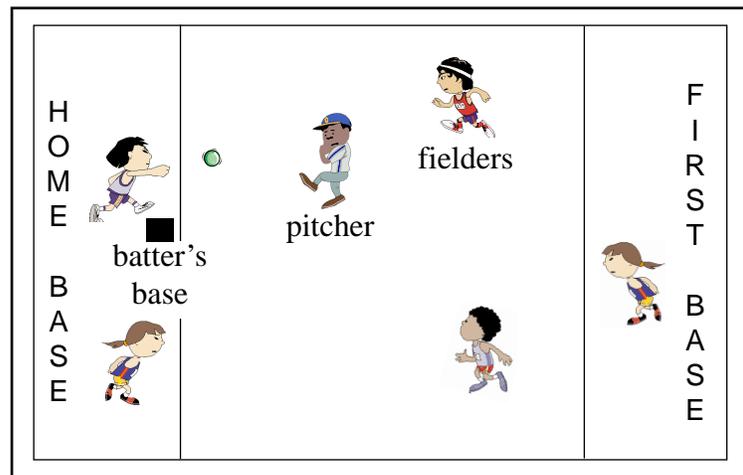
◆ **“Chapete”**

Have students play this popular Mexican circle game of balance, agility, and reflexes by having them stand close together to toss a kick sack back and forth, bouncing it off their body parts without using their hands.

◆ **Long Ball**

Have students play a two-base baseball-type game. The batter hits a sponge ball with one hand from the home base at one end of the play area and attempts to run to the opposite safety end zone (first base) without getting hit below the shoulders by the ball. The fielders retrieve and throw the ball at the runner(s) or to the pitcher to stop the play. The runner may not run when the pitcher has the ball, but may attempt to run back to the home base safety zone if the ball is still in play. There may be more than one batting player in the home base safety zone. All players on the batting team have a turn at hitting before teams switch places. Score one point for each return to the home base safety zone. Players are not out if a fly ball is caught (the ball must hit the runner).

Variations: Use the non-dominant hand to hit a ball. Kick a ball as in soccer baseball. Roll a ball.



**TEACHER NOTES**

The use of scooters challenges students to propel and move in different ways. For scooter activities and “keep away” games, refer to page 232 of *Ready-to-Use P.E. Activities for Grades 3–4* (Landy and Landy).

Use soft, sponge-like equipment when introducing manipulation activities to prevent injuries and to encourage participation.

When throwing balls in dodge-ball-type games, establish the game safety rule that a person who is hit above the shoulders (e.g., head) is not out. Ensure that games are continuous and that students are only temporarily removed from (“out”) the game.

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

Teacher: Inventory

After students have participated in a variety of activities, ask them to meet in small groups to brainstorm the different ways to propel or move objects using different body parts. Have a designated group reporter share the brainstorm responses with the whole class. Assess group responses for evidence of learning and understanding.

Suggested Criteria:

Look for examples showing

- a variety of ways of moving
- use of a variety of body parts

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<i>Students will...</i>	
☐ K.1.4.B.3c Differentiate between qualities of effort (e.g., fast and slow, strong and light, free and bound...) in movement sequences performed by others.	◆ Create Movement Sequences Have each student design a five-movement sequence composed of a fast transport skill, a slow transport skill, a strong movement, a light movement, and a body shape, in any order. Ask students to write the five movements on paper. Discuss students' movement ideas as a group. Once students are satisfied with their movement choices, have them share their ideas with a partner to ensure that they have all the required components. Students then practise their movement sequences, after which they demonstrate their sequences to a different partner who determines which movements are fast, slow, strong, light, free, and bound. ◆ Change of Pace Have students participate in running activities to determine different qualities of effort. Examples: <ul style="list-style-type: none">• sprinting (fast) and jogging (slow)• striding, lunge walking (strong), and rhythmic running (light)• tagging (free) and relays (bound)
Curricular Connections PE/HE: GLO 2—Fitness Management SC: Cluster 1—Habitats and Communities (moving like animals)	

**TEACHER NOTES**

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

A **sequence** is a “movement sentence” with a beginning, a middle part, and an ending. Provide students with examples of movement sequences for practice and then have them invent their own sequences. Provide opportunities for students to observe each other and encourage them to offer positive comments as the partners perform.

Link activities to fitness-related learning outcomes, with explanations of pacing and cardiovascular fitness training.

**SUGGESTIONS FOR ASSESSMENT****◆ Performance Task: Create Movement Sequences**

Peer Assessment: Anecdotal Notes/Checklist

Have students do a peer assessment to demonstrate their knowledge of the qualities of effort.



See BLM 4–1: Movement Sequence Assessment.

PRESCRIBED LEARNING OUTCOMES

SUGGESTIONS FOR INSTRUCTION

Students will...

K.1.4.B.3d Identify characteristics (e.g., identical and contrasting movements and/or rhythms...) **that enhance choreography of movement sequences with a partner and in small groups.**

◆ **Station Task Cards**

Assign a small group of students to a station with a task card instructing students to create sequences with three different movements that demonstrate key characteristics of choreography.

Examples:

Create a movement sequence that shows

- task card 1—contrast in levels
- task card 2—contrast in directions
- task card 3—unity in arm movements
- task card 4—two different pathways

Variation: Create theme cards (e.g., holidays, sporting events, celebrations) to be used in combination with the task cards.

◆ **Teach Your Creative Movement Sequence**

Have students, working in pairs, teach each other their Creative Movement Sequences (see learning outcome K.1.4.B.3c) so that partners are performing identical movements. Once the partners have performed both routines, have them choreograph their sequences together as contrasting movements. Pairs then teach their contrasting sequence to another pair.

Variations: Have students share other movement, gymnastic, aerobic, or jump-rope routines.

◆ **Friendship Dance**

Have students perform the identical movement and rhythm of the Aboriginal Friendship Dance, which encourages acceptance. All dancers hold hands in a circle and shuffle their feet clockwise in rhythm to the beat of drumming music. Encourage dancers to relax and “go with the flow,” in time and in tune with everyone else.



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

Characteristics of Choreography:

Characteristics that enhance choreography of movement sequences include

- variety in levels, directions, pathways, planes, and body shapes
- variety in qualities of effort (time, force, and flow) and relationships
- identical movements
- contrasting movements
- good use of floor space
- movement in time to music, if applicable (rhythmical)
- a beginning, a middle, and an ending
- a general presentation that has audience appeal

◆ Learning Log: Station Task Cards

Teacher: Checklist

Have students complete the knowledge assessment task suggested below.

Enhancing Choreography

Name _____ Grade _____ Date _____

You are making up a creative movement sequence. Name the ways in which you could make your movement sequence appealing.

Suggested Criterion:

Look for evidence that the student is able to

- identify characteristics that enhance choreography of movement sequences (see teacher notes)



PRESCRIBED LEARNING OUTCOMES

Students will...

☐ K.1.4.C.1 Explain simple rules used in lead-up games and activities that are suitable for recess (e.g., four-square, hopscotch, jump-rope activities, game of own design...).

☐ K.1.3.C.2 ➡ K.1.4.C.2*
Recognize movement vocabulary (e.g., hop, skip, spin, deke, dodge, counter-clockwise...) **when following directions related to simple games and activities** (e.g., obstacle courses...).

Curricular Connections

ELA: GLO 2—Comprehend and respond personally and critically to literary and media texts (prior knowledge, comprehension strategies, textual cues, cueing systems, vocabulary)
PE/HE: K.1.3.C.2, S.1.4.A.1

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

SUGGESTIONS FOR INSTRUCTION

◆ **Game Write-Up**

Have students follow the inventive game structure of five elements (see teacher notes) to write up a familiar recess game/activity.



See BLM 3–1: Game Write-Up.

For a blank game write-up form, see page 207 of *Physical Education K–4: Movement with Meaning* (Manitoba Education and Training).

◆ **Invent-a-Game**

Have students use the elements of an inventive game to create and write a recess lead-up game or activity with a partner.

◆ **Teachers for a Day**

Provide students with opportunities to teach their games to a group of younger students.

◆ **Word Wall**

Have students develop a movement word list consisting of actions related to playing simple games/activities. Print the movement vocabulary words on cards and post them as the skills are performed. (See Word Wall, *K–4 ELA, Strategies–199*.)

◆ **Follow the Signs**

Set up this activity as suggested for learning outcome S.1.4.A.1 and add movement signs such as spin, deke, dodge, counter-clockwise, and so on, in a pathway throughout the gymnasium.

Variation: Have students help create signs.

◆ **Pick-a-Card Circuit**

List a series of exercises on the board. Have partners select a playing card from a pile in the centre of the gymnasium, the card number indicating the number of repetitions they will do when it is their turn in the exercise area. Partners alternate in running two laps and switching with the partner to perform a given exercise. After four to five minutes, switch to the next exercise.



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

Elements of Game Structure:

The five elements that form the structure within which an inventive game can be played are

- the number of players—a choice of one player, partners, or a group
- the area assigned to or available for the game
- the equipment available or chosen by the players
- the object of the game
- the rules and skills

♦ **Paper and Pencil Task: Game Write-Up**

Teacher: Checklist

Have students use BLM 3–1 to sort the components of a known game into appropriate sections.



See BLM 3–1: Game Write-Up.

♦ **Questioning: Teachers for a Day**

Teacher/Peer Assessment: Inventory

After a student explains his or her game, ask the class to answer the following questions with a show of hands:

1. Did the presenter know and present the game well?
 Yes No
2. Could you play the game, based on the explanation given?
 Yes No

Exercises could include

- skipping
- push-ups
- crunches (curl-ups)
- jumping jacks
- vertical jumps
- dips



PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<i>Students will...</i>	
<p><input type="checkbox"/> K.1.4.C.3 Recognize the basic concepts (e.g., accuracy, body positioning, object placement...) of simple net/wall and striking/fielding games/activities.</p>	<p>◆ Four-Corner Soccer</p> <p>Divide the class into four equal teams, each team wearing a different colour of pinnies. To form goals, have each team turn a bench onto its side on a diagonal across a corner of the gymnasium or use cones as goal posts. Provide students with a number of indoor soccer balls and have teams attempt to score on the other goals, keeping the ball below knee level.</p> <p>Variations: Have a goalie at each goal. Students can report to a recording area every time they score on another goal. Discuss observations of the game using the following questions for reflection:</p> <ul style="list-style-type: none">• How did aiming help you to score more goals?• What strategies did you use with your team players to score goals? <p>◆ “Newcombball”</p> <p>Create teams of three to six players who face one another across a volleyball or badminton net. Have a student from one team serve, using an underhand throw over the net. The other team catches the ball and uses a two-hand throw to return it over the net to “rally.” The opposition scores a point when a team drops the ball or sends it out of bounds. Play the game to 15 points.</p> <p>Variation: Three different teammates must catch/toss the ball before sending it over the net. Discuss observations of the game, using the following questions for reflection:</p> <ul style="list-style-type: none">• What did you aim for when passing the ball over the net?• How did you position your body when the ball was coming over the net toward your team?



TEACHER NOTES

These basic concepts can be emphasized in a variety of simple and/or lead-up net/wall and striking/fielding games/activities (see Appendix A: Physical Activity Categories) such as

- volleyball
- tennis
- badminton
- table tennis
- handball
- racquetball
- squash
- softball

Encourage students to practise the basic strategies of simple net/wall and striking/fielding games/activities such as the following (Belka, cited in Human Kinetics, with Pettifor, 156):

- Send objects into open spaces.
- Reposition to the area that gives the best coverage after every return.
- Vary play to make it difficult for opponents to anticipate what will happen.
- Share coverage of the playing area with teammates.
- Communicate effectively with teammates.

See page 296 of *Ready-to-Use P.E. Activities for Grades 3–4* (Landy and Landy) for paddle-type striking games.

See the *1999 Pan American Games: Resource Kit for Physical Education Teachers* for batting-type games, “The Churches” (page 21), and “Pinata” (page 24).



SUGGESTIONS FOR ASSESSMENT

◆ **Observation: Four-Corner Soccer**

Peer Assessment: Inventory

Assign two student “coaches” for each team and provide them with observation cards, such as the one below. Have the coaches observe their team in action and place check marks in the appropriate box when they see the following:

Observation of Team in Action	
Send the ball to an open space.	Move to go to the ball.
Move the ball a variety of ways.	Pass the ball to team members.
Pass and aim with accuracy.	Kick, using characteristics of the mature pattern of this skill.

Coaches use the information to advise their team on how to improve their play. Change coaches every few minutes.

Variation: Have coaches write the names of players in the appropriate box.

PRESCRIBED LEARNING OUTCOMES

Students will...

K.1.4.C.4 Identify the five fair-play ideals (i.e., respect for rules, officials, and opponents, self-control, equitable playing time).

Curricular Connections

ELA: GLO 5—Celebrate and build community (appreciate diversity, celebrate special occasions, cooperate with others, work in groups)

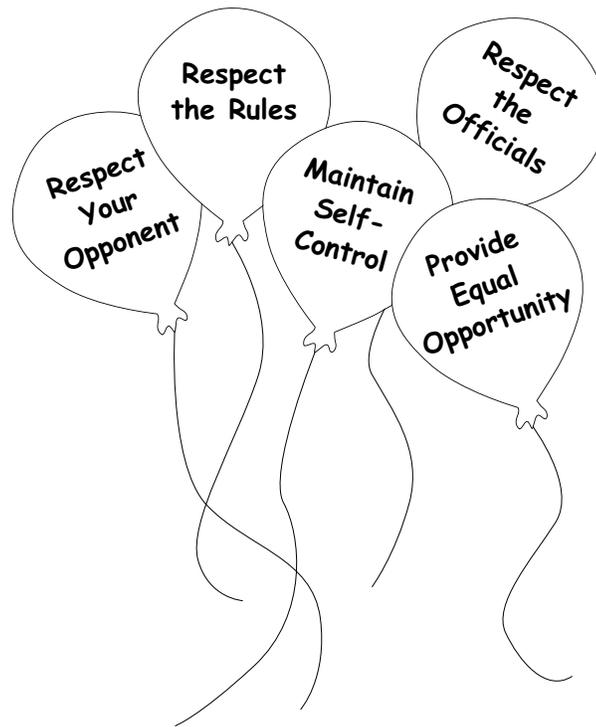
PE/HE: GLO 4—Personal and Social Management (interpersonal skills)

SS: social responsibility

SUGGESTIONS FOR INSTRUCTION

◆ **Fair Play for Kids**

Display a poster of fair-play rules on the wall. Have students work in pairs, with one student facing the poster on the wall. The student who cannot see the poster explains the five ideals/rules of fair play to the partner. The partner checks for correct identification. Switch roles. Students report the results to the teacher, if desired.



**TEACHER NOTES**

Contact Sport Manitoba for further information on fair play. See also *Fair Play for Kids: A Resource Manual* (Binder).

Fair-Play Ideals:

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

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

**SUGGESTIONS FOR ASSESSMENT****◆ Questioning: Fair Play for Kids**

Peer Assessment: Inventory

Have students stand in two circles, one inside the other: one circle faces outside and one faces inside. Have facing partners discuss one of the five fair-play ideals. Have the circles rotate for new partnerships with each new ideal.

PRESCRIBED LEARNING OUTCOMES
<i>Students will...</i>
<p><input type="checkbox"/> S.1.4.A.1 Demonstrate proficiency in basic transport skills and other locomotor variations and extensions (e.g., slide, leap, grapevine...).</p>
<p>Curricular Connections PE/HE: S.1.4.A.1 (fair play), GLO 3—Safety SS: cultural diversity</p>
<p><i>(continued)</i></p>

SUGGESTIONS FOR INSTRUCTION

◆ **Follow the Signs**

Set up cones, with signs indicating the basic transport skills, in a pathway throughout the gymnasium. Have students read a sign (or look at the picture) and perform that skill on their pathway to the next cone. (Refer to learning outcome K.1.4.C.2.)

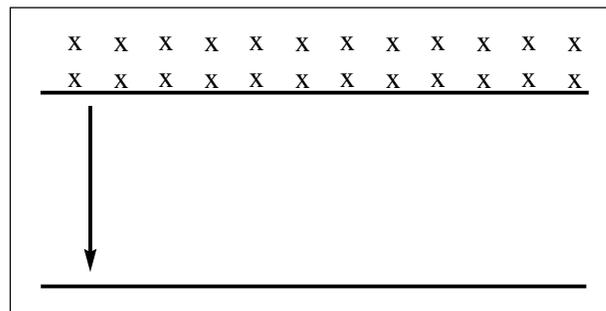
◆ **Game—Great Wall of China**

Ask three taggers (guards) to stand in the centre of the gymnasium between two parallel lines approximately three to five metres apart and have the other students line up along one end line. On the guards’ chant, “Scale the wall,” the end-line players run across the wall to the opposite end line, trying to avoid being tagged by one of the guards. If tagged, the player remains on the wall to help defend it on the next crossing.

Variations: Have the three guards each select one player to cross the wall at the same time. If any one of these three players successfully crosses, then all the other players attempt to cross. Tagged players go to an exercise area until the sixth tagged player enters the area. The first five tagged players may then return to the game. Arrange a “changing of the guards” after a specified period of time.

◆ **Relays**

Ask students to line up along one sideline in pairs or small groups and have them perform a variety of the movement transport skills.



◆ **Game—Owl Hop (Inuit)**

Have students start on a line and hop across the play area with one foot behind the knee and their bodies bent halfway down. Students attempt to cover the greatest distance with the fewest number of continuous hops.

(continued)



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.

For further instructional suggestions, see *Basic Movement Skills (K–3)* (Manitoba Education and Training).

Curricular connections can be made with music by having students match their movements to the rhythm of the music.

Perform the relays for a specified time. Play music for motivation and as a start-stop signal. Select music of appropriate tempo for the various transport skills.

Refer to Appendix C: Programming for Students with Special Needs for guidelines related to modifications, adaptations, and accommodations.



SUGGESTIONS FOR ASSESSMENT

◆ **Performance Task: All Activities**

Teacher: Scoring Rubric

While students participate in the activities, observe for proficiency in the basic transport and other locomotor skills.

Suggested Criteria: Skipping

The student

- A. displays a step-hop pattern
- B. uses both sides of body alternately
- C. swings arms in opposition to feet
- D. displays a rhythmical pattern
- E. focuses eyes forward

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

Scoring Rubric				
Rarely	With Direction	Sometimes	Frequently	Consistently
1	2	3	4	5
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

SUGGESTIONS FOR INSTRUCTION

Students will...

S.1.4.A.1 *(continued)*

(continued)

◆ **Line Dance or “Mayim”**

Have students participate in “Mayim,” a Jewish folk dance that involves the grapevine step. The movements express the joy of finding water in a very dry land. The formation is a single circle of dancers, facing inward, with hands joined. The dance proceeds as follows:

- *Grapevine step* (four times): Step right, left foot in front; step right, left foot behind, moving in a light, springy, clockwise manner.
- *Into centre and back* (two times): Beginning with right foot, take four running steps into the centre, raising hands above head; return using four running steps back, slowly lowering hands. Repeat.
- *Run-toe-touch-clap*: Beginning with right foot, move clockwise using three running steps; face centre and hop on right foot, touch left foot across front to right side; hop on right foot, touch left foot to side; repeat three times. Hop on left foot, touch right foot in front to left side, and clap hands. Hop on left foot, touch right to side, and swing arms out to sides, shoulder high; repeat three times.
- Repeat dance from the beginning.

◆ **Leaping Lizards**

Set up a variety of stations and have students leap over objects, on objects, in objects, and so on.

For example, set up

- cones with ropes across them
- cones with sticks across them
- combinations of hoops, ropes, and mats on the floor

**TEACHER NOTES****SUGGESTIONS FOR ASSESSMENT****Locomotor Variations and Extensions:**

- **Grapevine**—a step toward the left side (count 1), a step placing the right foot behind the left (count 2), a step left to the side (count 3), and then a step placing the right foot in front of or beside the left (count 4).
- **Slide**—a gallop performed in a sideways direction.
- **Leap**—taking off with one foot with a period of suspension, then landing on the other foot.

Ensure that students leap at appropriate heights and stay on the balls of their feet when landing.

For more dance ideas, see *Ready-to-Use P.E. Activities for Grades 3–4* (Landy and Landy).

Remind students to return equipment to its original place.



PRESCRIBED LEARNING OUTCOMES

SUGGESTIONS FOR INSTRUCTION

Students will...

S.1.4.A.2 Demonstrate proficiency in selected manipulation skills in a variety of individual activities (i.e., rolling, underhand and overhand throwing, catching, striking, bouncing, kicking, dribbling a ball using feet).

◆ **Target Practice (variety of manipulation skills)**

Set up a variety of targets as station activities and have students aim for the targets using a variety of manipulation skills.

Examples:

- Roll a ball to a pin.
- Toss a ball underhand through a held hoop.
- Shoot a ball at a basketball net.
- Kick a ball into a goal.
- Throw overhand to a target on the wall and catch the ball.

◆ **Hoop and Arrow (throwing)**

Have students work in pairs. One player rolls a hoop along the ground and the other tries to throw an “arrow” (e.g., beanbag) through it. Players are awarded points according to how close the arrow is to the centre of the hoop. As players become more skilful, increase the throwing distance.

◆ **Dribble Tag (hand dribbling)**

Designate three or four students as taggers and provide all the other students with a ball to bounce. Have students dribble their ball continuously. If they are “touched” (tagged) on the shoulder, they must give up their ball to the tagger and become a new tagger who tries to catch another dribbler. Students who lose control of their ball while dribbling go to a penalty station to do five jumping jacks before returning to the game.

◆ **Soccer Tag (foot dribbling)**

Have students foot dribble their soccer balls and play Dribble Tag as suggested above.



TEACHER NOTES

See also Inuit Football and Inuit Baseball (Scrub and Rounders), learning outcome S.1.3.A.2.

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

To make target activities more motivational, use a variety of shapes and colours. Also use targets painted on walls, pictures, and signs related to sports or themes (e.g., enlarged pictures or drawings of baseball gloves on the wall, carnival themes).

Link to Technology:

Review skills that are performed and videotaped by students.

Refer to *Basic Movement Skills (K–3)* (Manitoba Education and Training) for information on developing skills posters that can be used as visual tools.



SUGGESTIONS FOR ASSESSMENT

◆ **Performance Task: All Activities**

Teacher: Scoring Rubric

While students participate in Target Practice, observe for proficiency in selected manipulation skills in a variety of individual activities.

Suggested Criteria: Overhand Throwing

The student

- A. focuses eyes on the 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 the body

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

Scoring Rubric				
Rarely	With Direction	Sometimes	Frequently	Consistently
1	2	3	4	5
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.1.4.A.3 Demonstrate competency in static and dynamic balance on apparatus at a low level (e.g., on a line, bench, low beam...).

◆ **Test Your Balance**

Have students perform various gymnastic balances such as those listed below.

Static Balance:

- front scale
- bridges
- V-sit
- knee scale
- shapes/statics/hangs on structure

Dynamic Balance:

- walk on beam, bench
- walk backward
- walk sideways
- walk through hoops
- walk over obstacles
- dip step

◆ **On the Bench Tricks**

Have partners travel along one bench with a ball or balloon between their heads, stomachs, hips, and so on. Using two parallel benches, have partners travel on separate benches while throwing a ball (or different pieces of equipment) back and forth. Using one bench, have two partners meet and pass one another without falling off the bench.



TEACHER NOTES

Pictures, videos, and teacher/student demonstrations can serve as visual aids for the class.

Encourage students to participate in a variety of leisure activities such as rollerblading, skating, and skiing, supervised for safety, to continue to develop their balance.

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

Ensure that benches are stable so that students travel along them safely.



SUGGESTIONS FOR ASSESSMENT

◆ **Performance Task: Test Your Balance**

Teacher: Scoring Rubric

While students participate in the balance activities, observe for competency in static and dynamic balance on apparatus at a low level.

Suggested Criteria: Dynamic Balance

The student

- A. maintains balance while using alternate stepping action
- B. maintains an upright posture
- C. maintains balance by using arms as needed
- D. focuses eyes forward

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

Scoring Rubric				
Rarely	With Direction	Sometimes	Frequently	Consistently
1	2	3	4	5
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–11: Balance Skills Criteria (Appendix H) for a summary of all balance skills criteria.

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<i>Students will...</i>	
□ S.1.4.B.1 Demonstrate functional use of basic movement skills (e.g., jumping, hopping, throwing, catching...) in sport-related lead-up individual/dual games and physical activities (e.g., juggling, rope jumping...).	<ul style="list-style-type: none">◆ Game of Five (HOOPS) Have students shoot basketballs from the five locations around the basketball key. As they score at one location, they progress to the next location and earn a letter toward the spelling of HOOPS. If they miss a shot, they return to the end of the line at that location while the next person shoots. ◆ Jump Rope for Heart Have students create jump-rope routines. ◆ Partner Throw and Catch Volleyball Have students work in pairs to overhead throw and catch a volleyball (or modified volleyball) over a low net. ◆ Strike It Provide students with striking implements (e.g., racquets, paddles) and soft or slow-moving objects (e.g., yarn or sponge balls, shuttlecocks). Have them try to hit the objects continuously up in the air without allowing the objects to hit the floor. Students count the number of successful strikes and graph or chart their results. ◆ Two-on-Two Soccer Provide students with cones to be used as goals and soccer balls of appropriate size. Have students work in groups of four to participate in a two-on-two soccer game, changing goalie positions often. Players start the ball at the centre after each goal. After rough play or when a player intentionally touches the ball with the hands, the opposing team takes a free kick. A ball going over the end line is kicked back into play by a defensive player. A ball kicked over the end line by a defender is kicked back from a corner by an attacker. Variation: Have students work in groups of six or eight to play three-on-three or four-on-four soccer.

**TEACHER NOTES**

Where possible, lower the baskets and use a smaller ball.

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

Laminate and post a large blank graph chart with squares the size of self-stick notes. When students graph their results, ask them to sign their names on a self-stick note and place it in the appropriate square. Discuss class results.

**SUGGESTIONS FOR ASSESSMENT****◆ Observation: Game of Five (HOOPS)**

Self-Assessment: Inventory

If students successfully complete the word HOOPS during the allotted time each class, they add their names to the HOOPS list attached to the wall.

PRESCRIBED LEARNING OUTCOMES
<i>Students will...</i>
<p><input type="checkbox"/> S.1.4.B.2 Demonstrate functional use of basic movement skills (e.g., kicking, striking...) in large-group/mass-participation activities (e.g., invasion and striking/fielding-type activities...).</p>
<p>Curricular Connections PE/HE: GLO 3—Safety</p>

SUGGESTIONS FOR INSTRUCTION

◆ **Ball in the Air (Argentina)**

Divide the class into team A and team B. Team A members form a line along the home boundary and stand ready to run. Team B members form a circle, leaving a metre or so between players. On the given signal, team A members run, one at a time, around team B, while team B starts passing the ball around the circle as fast as possible, calling out the number of each pass. When the last team A player passes the boundary line, the entire team shouts, “Stop!” Team B stops passing the ball. Their score is the total number of passes. Teams change places and start again.

◆ **“Everyone Score” Soccer**

Provide one to four soccer balls for two teams, each on their own side, without a goalie. On the given signal, each player attempts to score a goal, and then goes to sit on the team bench. The first team to have everyone sitting down on the bench is the winner. Use large mats as targets so that everyone is successful. This is excellent for less skilled students as they must go after the ball and cannot rely on the stronger students’ abilities. Many strategies can be developed during the game.

Variation: Remove the mat and mark the goal with cones and goalies.

◆ **Continuous Baseball**

Use mats to set up a baseball diamond, including a pitcher’s mound. Divide the class in half as fielders and batters. Pitch a whiffle or foam ball to a batter who uses his or her arm or a small racquet to bat. Upon hitting the ball, the batter runs the bases until the fielders get the ball to the pitcher who then calls out, “Stop!” The batter either returns to the last base touched or stays where he or she is until the next batter hits. Runners continue to run past home base toward first base, stopping on the signal. Points are counted each time a runner steps on home base. No one is out, except a batter whose fly ball is caught. Change sides when all members of the batting team have had a turn to hit.



TEACHER NOTES

To add to the challenge, use different variations of passes: backward, volleyball, and basketball passes.

See also Mat Basketball, learning outcome K.1.3.C.3.

Ensure that students are aware of and follow the various sport-specific safety rules such as

- no contact in team sports
- no high sticking in floor hockey

See *Safety Guidelines for Physical Activity in Manitoba Schools* (MPETA et al.) for additional information.



SUGGESTIONS FOR ASSESSMENT

◆ **Observation: All Games**

Peer Assessment: Scoring Rubric

Have a “student assessment team” rate the functional use of players’ skills (and fair-play behaviour). For example, have two students assess skills and two others assess fair play, using the following rubric.

Use of Skills Rubric	
Scale	The student
4	<ul style="list-style-type: none"> • always demonstrates <i>correct skill performance</i>*
3	<ul style="list-style-type: none"> • demonstrates <i>correct skill performance</i> during most game situations
2	<ul style="list-style-type: none"> • demonstrates <i>correct skill performance</i> a few times
1	<ul style="list-style-type: none"> • rarely or never demonstrates <i>correct skill performance</i>

* To assess fair play, substitute *correct skill performance* with *fair play*. Safety, fitness management, and personal/social development can also be assessed during game play by substituting words such as *safety, active participation, cooperation and helpfulness, listening skills*, and so on.



Use BLM G–2: Class Checklist or BLM G–4: Movement Skills Rubric and Checklist (see Appendix H) to record class results.

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<i>Students will...</i>	
<p><input type="checkbox"/> S.1.2.B.3 \Rightarrow S.1.4.B.3 Set up and manage own games (e.g., skipping games, target games, hopscotch...).</p>	<p>◆ Game Day</p> <p>Have students set up and participate in a variety of games and activities in which they have participated during past classes (e.g., soccer, four square, skipping, tag, invented games).</p> <p>◆ Recess Games: Twenty-Points Wall Ball</p> <p>Have players face a wall and stand behind a line approximately five metres from the wall. The thrower stands closer to the wall and tosses a tennis ball against the wall so that it lands beyond the five-metre line. A player who</p> <ul style="list-style-type: none">• catches the ball, gets 10 points• catches the ball after the first bounce, gets five points• catches the ball after the second bounce, gets two points• drops the ball, loses 10 points <p>If a player drops the ball, the play immediately stops. The ball is returned to the thrower and the game is repeated until someone reaches 20 points and becomes the new thrower.</p>


TEACHER NOTES

For skipping tricks, see pages 209 to 221 of *Ready-to-Use P.E. Activities for Grades 3–4* (Landy and Landy), as well as Jump Rope for Heart materials available from the Manitoba Heart and Stroke Foundation.

See also Four Square, learning outcome S.1.3.B.3.

Preteach strategies for selecting fair teams (e.g., avoid using “captains” to pick teams, leaving one student as last pick).


SUGGESTIONS FOR ASSESSMENT
◆ Observation: Game Day

Group Assessment: Checklist

After students have played a game, have them complete a checklist such as the following.

Game-Management Checklist

	Yes	No
1. We all helped to set up the game by volunteering for jobs.	<input type="checkbox"/>	<input type="checkbox"/>
2. We all followed the rules.	<input type="checkbox"/>	<input type="checkbox"/>
3. All players got equal turns.	<input type="checkbox"/>	<input type="checkbox"/>
4. We made safety rules and followed them.	<input type="checkbox"/>	<input type="checkbox"/>
5. We had a penalty that we used when someone broke the rules.	<input type="checkbox"/>	<input type="checkbox"/>

PRESCRIBED LEARNING OUTCOMES

Students will...

S.1.4.C.1 Demonstrate functional use of basic movement skills (e.g., striking a ball with the hand and/or implement, balancing...) **in outdoor activities on the school grounds and/or special events** (e.g., four-square ball, T-ball, skating, snowshoeing, tabloids, mini-olympics, multicultural games...).

Curricular Connections

PE/HE: GLO 2—Fitness Management, K.5.4.A.2

SUGGESTIONS FOR INSTRUCTION

◆ **Recreational Field Trips**

Take students on field trips to community recreation areas. Have students participate in a variety of recreational activities (e.g., skating at the community centre, cross-country skiing in a nearby park or field, attending a fitness/recreation centre or racquet sport facility). (See Excursions, *Success for All Learners*, 9.4.)

◆ **Tetherball**

Have two players stand on opposite sides of a line, facing a tetherball attached to a post. One player starts the game by hitting the ball in any direction with the hand or fist. The challenger strikes the ball in the opposite direction. The player who hits the ball all the way around the pole first is the winner. Players cannot touch the rope or the pole, catch or throw the ball, or touch the ball with any part of the body other than the hand.

◆ **Outdoor Fun**

Provide students with opportunities and safe equipment to

- strike a ball with an implement, as in broomball
- kick and dribble with their feet, as in snow soccer
- practise their dynamic balance, as in cross-country skiing, snowshoeing, and skating

◆ **Shinny**

Mark off a long field (using four sticks for boundary markers and four sticks for goal lines) for a game of shinny. Divide the class into two teams, giving each player a stick. Teams attempt to score at the opponents' end with no goalies in the goalie area. Emphasize that there is to be no body contact and no slashing during play and that stick blades cannot go above the player's waist even when the player shoots.

**TEACHER NOTES**

Discuss sport- and recreation-specific safety rules with students, especially as they apply to children playing near thin ice, riding bicycles or rollerblading on streets, and so on (see *Safety Guidelines for Physical Activity in Manitoba Schools* [MPETA et al.]).

Allow older students or sports leaders opportunities to conduct activities with younger students.

Use resources that are nearby, especially at times when the gymnasium is not available.

Ensure that students practise “sun smart” health habits (refer to learning outcome K.5.4.A.2).

Refer to page 7 of *Native Games: Teacher Handbook* (Manitoba Education).

**SUGGESTIONS FOR ASSESSMENT****◆ Learning Log: Recreational Field Trips**

Self-Assessment: Anecdotal Notes

After a field trip, have students pick their favourite recreational activity and describe it in their learning logs. Have them determine whether they feel they performed the activity well or require improvement.

PRESCRIBED LEARNING OUTCOMES

Students will...

S.1.4.D.1 Demonstrate functional use of basic rhythmic steps and patterns (e.g., grapevine, walk/turn, slide, stamp, run...), **applying movement concepts alone and with others in a variety of rhythmic activities** (e.g., multicultural activities to reflect different styles such as folk, country, novelty...).

Curricular Connections

MA: Patterns and Relations (patterns, sequence)

SUGGESTIONS FOR INSTRUCTION

◆ **Multicultural Folk Dances**

Have students learn and perform multicultural folk dances such as those described in *1999 Pan American Games: Resource Kit for Physical Education Teachers* (Pan American Games Physical Activity/Physical Education Committee):

- “Trick the Dancers” (page 14)
- “La Raspa” (page 20)
- “La Cucaracha” (page 22)
- “Conga” (page 33)

◆ **Line Dances**

Have students learn and perform line dances such as those described in *1999 Pan American Games: Resource Kit for Physical Education Teachers*:

- “Electric Slide” (page 15)

◆ **Aerobic Routines**

Refer to More Basic Aerobic Patterns (learning outcome S.1.3.D.1) and have students use these to create and to demonstrate their own aerobic routines.

◆ **Aboriginal Hoop Dance**

Invite a local hoop dancer to perform for students. Be sure to follow cultural protocol.


TEACHER NOTES

Encourage the use of word cues.

Follow teaching progressions of basic to complex steps/routines, using slow to fast music.

For instructions for “La Raspa,” see learning outcome S.1.2.D.1.

Integrate rhythmic instruments with movement (e.g., drum, tambourine, triangle, maraca).

Become familiar with popular dance movement styles (e.g., hip hop, jazz, step aerobics, kick box).


SUGGESTIONS FOR ASSESSMENT
◆ Performance Task: Dances

Self-Assessment: Rating Scale

Have students self-assess and rate their dance performance based on set criteria. (Videotaping small groups of students offers a view-then-assess option.)

Rating Scale	
Scale	
3	I confidently performed all dance steps and patterns with smooth, rhythmic movement.
2	I performed some of the dance steps and patterns with smooth, rhythmic movement.
1	I experienced difficulty performing dance steps and patterns with smooth, rhythmic movement.

PRESCRIBED LEARNING OUTCOMES

SUGGESTIONS FOR INSTRUCTION

Students will...

☐ S.1.4.D.2 Demonstrate functional use of basic movement skills using two or more gymnastic movement patterns in a gymnastic sequence/routine with small hand apparatus (e.g., hoops, scarves, ropes...), or on large apparatus (e.g., mats, balance beam...), alone or with others.

Curricular Connections

MA: Patterns and Relations (patterns, sequence)

PE/HE: K.1.4.B.3d (choreography)

◆ Gymnastic Routines

Refer to the six gymnastic movement patterns (landings, statics, springs, rotations, locomotion, swings) listed in learning outcome S.1.K.D.2, and post printed gymnastic routines on various pieces of large apparatus (e.g., low beam/bench routines, parallel bars or mat routines). Have students practise the individual skills and then join them to develop a continuous routine alone or with a partner.

For example, a low beam/bench routine could include

- a start/mount
- a walk/locomotion
- a high-knee step
- a turn/rotation
- a balance
- a landing

◆ Rhythmic Gymnastic Routines

Provide students with a variety of simple hand apparatus routines. Have them practise the skills individually and then join them to develop a continuous routine.

For example, a rhythmic gymnastic routine using a ball could include

- a start/balance
- a walk/locomotion balancing or bouncing the ball
- a swinging ball skill
- a circling ball skill
- a rolling ball skill
- a locomotion using floor space
- an ending/balance

TEACHER NOTES

Characteristics of choreography are identified in the teacher notes for learning outcome K.1.4.B.3d.



SUGGESTIONS FOR ASSESSMENT

◆ **Performance Task: Gymnastic Routines**

Teacher: Checklist

After students have performed their sequence/routine, look for the following criteria.

Suggested Criteria:

The student	Yes	No
• demonstrates use of basic movement skills in a gymnastic routine (e.g., throwing, catching, rolling, skipping)	<input type="checkbox"/>	<input type="checkbox"/>
• shows two or more skills/patterns	<input type="checkbox"/>	<input type="checkbox"/>
• shows evidence of all the characteristics of choreography in the sequence/routine	<input type="checkbox"/>	<input type="checkbox"/>



Movement Outcomes: Grade 4



Knowledge

- K.1.4.A.1 Show an understanding of the main characteristics of the mature patterns of the basic movement skills from the three categories (i.e., transport, manipulation, and balance) in self and in others.**
- K.1.4.B.1 Demonstrate an understanding that rate, method, and extent of learning movement skills are unique to each person (e.g., accept own and others' different developmental processes...).**
- K.1.4.B.2 Show an understanding of the concepts of force and motion (i.e., absorption of force) when receiving an object (i.e., “give” with the object to absorb the force in catching and receiving skills; use as many joints as possible over greatest range of movement possible).**
- K.1.4.B.3a Recognize the qualities of space awareness (i.e., levels, pathways, directions) in a variety of activities (e.g., tag game, obstacle course...).**
- K.1.4.B.3b Show different ways to propel or move (e.g., kick, strike, roll...) objects using different body parts (e.g., head, arms, hands, feet...).**
- K.1.4.B.3c Differentiate between qualities of effort (e.g., fast and slow, strong and light, free and bound...) in movement sequences performed by others.**
- K.1.4.B.3d Identify characteristics (e.g., identical and contrasting movements and/or rhythms...) that enhance choreography of movement sequences with a partner and in small groups.**
- K.1.4.C.1 Explain simple rules used in lead-up games and activities that are suitable for recess (e.g., four-square, hopscotch, jump-rope activities, game of own design...).**
- K.1.3.C.2 ➡ Recognize movement vocabulary (e.g., hop, skip, spin, deke, dodge, counter-clockwise...) when following directions related to simple games and activities (e.g., obstacle courses...).**
- K.1.4.C.3 Recognize the basic concepts (e.g., accuracy, body positioning, object placement...) of simple net/wall and striking/fielding games/activities.**
- K.1.4.C.4 Identify the five fair-play ideals (i.e., respect for rules, officials, and opponents, self-control, equitable playing time).**

Skills

- S.1.4.A.1 Demonstrate proficiency in basic transport skills and other locomotor variations and extensions (e.g., slide, leap, grapevine...).**
- S.1.4.A.2 Demonstrate proficiency in selected manipulation skills in a variety of individual activities (i.e., rolling, underhand and overhand throwing, catching, striking, bouncing, kicking, dribbling a ball using feet).**
- S.1.4.A.3 Demonstrate competency in static and dynamic balance on apparatus at a low level (e.g., on a line, bench, low beam...).**
- S.1.4.B.1 Demonstrate functional use of basic movement skills (e.g., jumping, hopping, throwing, catching...) in sport-related lead-up individual/dual games and physical activities (e.g., juggling, rope jumping...).**
- S.1.4.B.2 Demonstrate functional use of basic movement skills (e.g., kicking, striking...) in large-group/mass-participation activities (e.g., invasion and striking/fielding-type activities...).**
- S.1.2.B.3 ➡ Set up and manage own games (e.g., skipping games, target games, hopscotch...).**
- S.1.4.C.1 Demonstrate functional use of basic movement skills (e.g., striking a ball with the hand and/or implement, balancing...) in outdoor activities on the school grounds and/or special events (e.g., four-square ball, T-ball, skating, snowshoeing, tabloids, mini-olympics, multicultural games...).**
- S.1.4.D.1 Demonstrate functional use of basic rhythmic steps and patterns (e.g., grapevine, walk/turn, slide, stamp, run...), applying movement concepts alone and with others in a variety of rhythmic activities (e.g., multicultural activities to reflect different styles such as folk, country, novelty...).**
- S.1.4.D.2 Demonstrate functional use of basic movement skills using two or more gymnastic movement patterns in a gymnastic sequence/routine with small hand apparatus (e.g., hoops, scarves, ropes...), or on large apparatus (e.g., mats, balance beam...), alone or with others.**

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.