
Senior 2

Physical Education/
Health Education



Senior 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"/> K.1.S2.A.1 Analyze own level of performance of selected movement skills according to proper form/technique (e.g., use peer-coaching or video tape to analyze tennis serve for placement of toss, preparatory swing, transfer of weight, contact point, and follow-through...).</p>	<p>◆ Analyzing Peer Performance</p> <p>Arrange students in pairs and have each pair select a movement skill (e.g., tennis serve, basketball jump shot, overhand or underhand volleyball serve, badminton serve) related to the sport or physical activity that is being taught. In each pair, one student performs while the other acts as a peer coach, analyzing the movement skill according to proper form and technique. (For examples of criteria, see Suggestions for Assessment.) Students discuss the performance. Partners switch roles.</p> <p>◆ Video Check</p> <p>Organize a class tournament and have students choose partners. One student in each pair participates in a game while the other videotapes and analyzes a selected movement skill according to the pre-established movement criteria (the same as those used in Analyzing Peer Performance). Partners switch roles.</p> <p>At the end of the game or rotation, students watch the video. Each student assesses his or her own performance based on the predetermined criteria.</p>



TEACHER NOTES

Glossary

- balance
- force
- speed

Tip

- Prior to the Analyzing Peer Performance activity, ensure that students clearly understand the selected skill and performance criteria and the appropriate ways to communicate when helping their partners.

Resources

Publication

- Lund, J.L. *Creating Rubrics for Physical Education*. Reston, VA: National Association for Sport and Physical Education Publications, 2000.

Organization

- Sport Manitoba



SUGGESTIONS FOR ASSESSMENT

◆ Observation: Analyzing Peer Performance

Peer/Self-Assessment: Checklist

Students analyze their own and their partner's performances using predetermined criteria developed by the teacher and/or students. (See sample checklists below.)

Badminton: Long Serve Checklist

- Stand sideways with feet shoulder-width apart and some weight on back foot, holding racquet back and up.
- Hyperextend wrist of racquet hand.
- Hold shuttlecock between thumb and finger so it is visible to the receiver.
- Drop shuttlecock ahead of leading foot.
- Drop shuttlecock before starting the swing.
- Hyperflex wrist and rotate forearm at moment of contact between racquet and shuttlecock.
- Make sure racquet face is open (toward net) at moment of contact.
- Transfer weight from back foot to front foot at start of swing, lift back heel, and lift knees and straighten legs at moment of contact.
- Follow through with whole body. Rotate shoulders and hips at moment of contact (power phase), and follow through with racquet over opposite shoulder.

Tennis: Forehand Stroke Checklist

- Stand in ready position.
- Ensure that shoulders are turned and perpendicular to the net.
- Swing racquet head back.
- Step into the shot.
- Swing racquet in a low to high path.
- Ensure that racquet face is toward net.
- Return immediately to ready position after ball contact.

PRESCRIBED LEARNING OUTCOMES
<i>Students will...</i>
<p><input type="checkbox"/> K.1.S2.B.1 Examine the factors (e.g., personal, environmental, prior experiences...) that may have influenced own movement skill development.</p>
<p>Curricular Connections PE/HE: K.4.S1.A.3 K.4.S1.B.1b K.4.S2.A.3</p>

SUGGESTIONS FOR INSTRUCTION

◆ Influencing Factors

As a class, discuss that all people are unique and choose to participate in different sports or physical activities for different reasons. One of the reasons may be related to movement skill competency.

Students reflect on how each of the following factors has influenced their performance of a particular movement skill. Students may wish to share their reflections with a peer.

Factors Influencing Movement Skill Development	
Influencing Factors	Reflection on Influence (Examples)
• Interests	I am interested in hockey because I love to skate.
• Prior Experience	When I was younger, I spent a lot of time playing with my dad and my cousin.
• Values	I value hockey because it is a popular game in the community.
• Beliefs	I believe I have the physical ability to make a team.
• Peers	My best friend plays hockey.
• Media	I watch hockey on TV whenever I can.
• Environmental Considerations	We've always lived across the street from an outdoor rink.
• Financial Considerations	My family can afford to cover the costs related to registration, equipment, and tournaments.
• Others	



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

Tip

- Encourage class discussion of factors that might influence students' own movement skill development.

◆ **Journal/Reflection: Influencing Factors**

Teacher Assessment: Anecdotal Notes

Students reflect in their journals on the following questions:

1. When you reviewed the list of factors that may have influenced your movement skill development, were you surprised by any factors? Explain.
2. If you could “do it all over again,” would/could you change how you respond to the influence of any factors? If so, how?



PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p><i>Students will...</i></p>	
<p><input type="checkbox"/> K.1.S2.B.2 Explain biomechanical principles (i.e., force, motion) for the improvement of specific movement skills in a physical activity selected by self or others (e.g., keep head down in a golf swing, lean into the wind to reduce air resistance while cycling, rotate trunk and hips forward in batting...).</p>	<p>◆ “Talkabout”</p> <p>When introducing a sport or physical activity, explain the biomechanical principles related to</p> <ul style="list-style-type: none"> • force (e.g., force applied through the centre of mass causes a linear movement, while force not applied through the centre of mass causes rotation about an axis—angular movement) • motion (e.g., the greater the applied force, the greater the resulting acceleration) <p>◆ Think about the Principle</p> <p>Arrange students in pairs and have them select one of the following:</p> <ul style="list-style-type: none"> • tennis—forehand stroke • badminton—overhead smash • team handball—jump into crease <p>Each pair demonstrates the selected stroke/shot and discusses how the application of force and/or motion results in better technique.</p> <p>Tennis: Forehand Stroke</p> <ul style="list-style-type: none"> • Partner A throws (tosses) a tennis ball to Partner B three times. • With each throw, Partner B demonstrates one of the following techniques: <ul style="list-style-type: none"> — no backswing/no follow-through — add backswing, turning hips and shoulders — add both (full-sweep follow-through, more power) • Students switch roles. <p>Badminton: Overhead Smash</p> <ul style="list-style-type: none"> • Partners take turns tossing a shuttlecock to each other, demonstrating the following techniques: <ul style="list-style-type: none"> — only wrist flick — add backswing — include follow-through with forward rotation down <p>Team Handball: Jump into Crease</p> <ul style="list-style-type: none"> • Partners take turns performing the following three progressions: <ul style="list-style-type: none"> — stand at crease line and shoot — step back from crease to allow for space to add three steps — add a jump



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

Glossary

- force
- Newton’s laws of motion

Review

- Review peer-assessment checklist before groups demonstrate the selected strokes/shots.

Resource

Publication

- Klavora, Peter. *Foundations of Exercise Science: Studying Human Movement and Health*. Toronto, ON: Sport Books Publisher, 2004. (See Chapter 7.)



◆ **Questioning/Interview: “Talkabout”**

Teacher Assessment: Inventory

Students suggest and explain examples of how the biomechanical principles apply to the selected sport or physical activity and how they affect performance.

“Talkabout”		
Principle	Action	Result
<p>Motion:</p> <ul style="list-style-type: none"> • Lengthening the radius of the rotation (or distance the lever travels) increases linear speed. • Shortening the radius decreases linear speed. 	<ul style="list-style-type: none"> • full backswing • small/slight backswing 	<ul style="list-style-type: none"> • long distance • short distance

◆ **Performance Task: Think about the Principle**

Peer Assessment: Inventory

Students discuss the biomechanical principle involved in the selected stroke/shot and how the skill is enhanced by the use of greater force and motion.

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<i>Students will...</i>	
<p><input type="checkbox"/> K.1.S2.B.3 Analyze movement concepts related to strategies for individual physical activities (e.g., body awareness in weight training for strength, in going up an incline in cross-country skiing...).</p>	<p>◆ What’s Easier?</p> <p>On school grounds, students practise skiing to the top of cross-country ski slopes of various angles. They analyze how their body movements differ for climbing slopes and for skiing on a flat surface.</p> <p>◆ Golf Talk</p> <p>Students examine skills performed in individual sports, such as golf, in relation to the four movement concepts.</p> <p>Movement Concepts: Putting Example</p> <ul style="list-style-type: none">• Body awareness: Hold arms close to body.• Space awareness: Line up with and swing straight to the hole.• Qualities of effort in movement: Hit lightly with a soft and slight backswing.• Movement relationships: Leaning slightly forward with eyes looking down, position body so that the golf ball is directly below the eyes.



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

Review

- Review movement concepts (refer to Glossary).

Glossary

- body awareness
- movement relationships
- qualities of effort in movement
- space awareness

Tip

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

◆ **Questioning/Interview: Golf Talk**

Teacher Assessment: Inventory

As students are putting, ask questions about how the movement concepts (body awareness, space awareness, qualities of effort in movement, movement relationships) help them adjust their technique to improve performance.



PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p><i>Students will...</i></p>	
<p><input type="checkbox"/> K.1.S2.C.1 Demonstrate an understanding of rules (i.e., safety rules, game rules, etiquette, officiating signals) associated with selected sports while participating and/or officiating.</p> <div data-bbox="113 571 554 718" style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Curricular Connections PE/HE: K.1.S1.C.2 S.1.S1.B.3</p> </div>	<p>◆ Knowing the Rules</p> <p>Arrange students in groups of three or four and have each group</p> <ul style="list-style-type: none"> • select a sport that is included in their Senior Years instructional program, intramural program, or interscholastic program • identify the game rules and any safety rules, etiquette, and officiating signals that apply to the selected sport • prepare handouts and present them to the class • suggest two or three questions that could be used for a written quiz <p>Keep all handouts in a file in the gym for future reference.</p> <p>◆ Applying the Rules</p> <p>Throughout the school term/year, as students participate in various activities (either playing or officiating), keep on hand a file to assess students’ understanding of rules for games/sports. Use a rating scale for assessment.</p> <p>◆ Reviewing the Rules</p> <p>As part of a warm-up or cool-down activity, have students participate in active learning strategies such as Rotating Reel and What’s behind You? Ask questions related to the safety rules, game rules, etiquette, and officiating signals related to the physical activity performed in class.</p> <div data-bbox="659 1276 751 1381" style="text-align: center; margin-top: 20px;">  </div> <p style="text-align: center; margin-top: 5px;">Refer to RM G–2: Active Learning Strategies.</p>



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

Resources

Organization

- Sport Manitoba
Contact provincial sports organizations within Sport Manitoba for rulebooks, officiating duties, and training clinics.

Resource Master

- RM G–2: Active Learning Strategies 



- ◆ **Paper and Pencil Task: Knowing the Rules**
Peer Assessment: Inventory
Administer a quiz consisting of questions suggested by the groups. Post an answer key for peer assessment.
- ◆ **Observation: Applying the Rules**
Teacher Assessment: Rating Scale
At various times throughout the school term/year, assess students’ participation in activities using a rating scale such as the following.

Activity Participation Rating Scale			
	Rating Scale:		
	3 – Excellent 2 – Satisfactory 1 – Needs Improvement		
How well does the student	Rating		
	3	2	1
• demonstrate an understanding of the rules while participating in the activity?			
• officiate in terms of signalling and interpreting the rules of the sport/ game?			
• demonstrate fair play?			
• practise safety guidelines?			

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION															
<p><i>Students will...</i></p>																
<p><input type="checkbox"/> K.1.S2.C.2 Apply the terminology associated with the skills and rules for selected individual and dual activities/sports (e.g., forehand/backhand in badminton, bogey/par/birdie/eagle in golf...).</p>	<p>◆ Terminology Search</p> <p>Choose terms associated with the skills and rules of a variety of individual and dual activities or sports (see Teacher Notes). Post the terms around the classroom or gym.</p> <p>Working in pairs, students move around the classroom or gym (as in a Scavenger Hunt) and stop at each posted term, completing the following chart.</p> <table border="1" data-bbox="659 611 1356 821"> <thead> <tr> <th colspan="3">Terminology Search</th> </tr> <tr> <th>Term</th> <th>Meaning</th> <th>Activity/Sport</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table> <p> Refer to Scavenger Hunt in RM G–2: Active Learning Strategies.</p> <p>◆ What’s the Question?</p> <p>Each student selects an activity or sport, thinks of two questions that can be used in a quiz, and writes down the answers to those questions. The challenge for the quiz-takers is to come up with the question to which the answer applies.</p> <p>Examples:</p> <ul style="list-style-type: none"> • <i>Answer:</i> fore. Question: What is a warning call to other golfers that there is an approaching shot? • <i>Answer:</i> 450. Question: What is the perfect game score for five-pin bowling? • <i>Answer:</i> foil, épée, sabre. Question: What are the three types of swords used in fencing? <p>◆ Golf Terminology</p> <p>Students answer questions related to the golf scorecards provided.</p> <p> Refer to BLM S2–1: Golf Scorecards and Answer Key.</p>	Terminology Search			Term	Meaning	Activity/Sport									
Terminology Search																
Term	Meaning	Activity/Sport														



TEACHER NOTES

Tip

- Use relay activities to sort and match cards that identify terms and explain their meaning.

Resources**Blackline Master**

- BLM S2–1: Golf Scorecards and Answer Key

**Resource Master**

- RM G–2: Active Learning Strategies



SUGGESTIONS FOR ASSESSMENT

◆ **Paper and Pencil Task: What's the Question?**

Peer Assessment: Inventory

Collect students' answers and compile them into one quiz. Students identify the correct question for each answer. Peers assess the correct responses for their selected activity/sport.

◆ **Paper and Pencil Task: Golf Terminology**

Self-Assessment: Inventory

Students assess their knowledge of golf scoring rules by using the answer key provided.



Refer to BLM S2–1: Golf Scorecards and Answer Key.

Scavenger Hunt: Sport Terminology**Archery**

- bow arm guard
- cock feather
- draw
- finger tam
- nock
- notch
- quiver
- release
- trajectory

Badminton

- backhand
- clear
- drive
- drop
- foot-fault
- forehand
- hairpin
- rally
- setting
- shuttlecock
- smash

Bowling

- alley
- box
- gutter ball
- handicap
- head pin
- hook
- lane
- spare
- strike

Canoeing

- bow
- flat water
- kneeling position
- single-bladed paddle
- stern

Cross-Country Skiing

- binding
- camber
- diagonal stride
- herringbone
- kick
- wax

Cycling

- kick turn
- pole plant
- pursuit race
- road race
- side step
- tail
- tip

Diving

- degree of difficulty
- inward
- layout
- pike
- platform
- reverse
- somersault
- springboard
- tuck
- twist

Fencing

- advance
- bout
- en guard
- foil, épée, sabre
- lunge

Golf

- ace
- birdie
- bogey
- divot
- double birdie
- eagle
- fore
- hazard
- hook
- irons, putter, driver
- lie
- par
- slice

Kayaking

- bow
- double-bladed paddle
- seated
- stern

Racquetball/Handball/Squash

- cutthroat
- hinder
- screen
- service box
- service zone
- volley

Swimming

- back crawl
- breaststroke
- butterfly
- front crawl
- medley

Tennis

- backspin
- break
- deuce
- ground stroke
- let serve
- set



PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<i>Students will...</i>	
<input type="checkbox"/> K.1.S2.C.3 Analyze the effectiveness of offensive and/or defensive strategies in a variety of specific games and sport situations (e.g., analyze a team’s strategies for strengths and weaknesses...).	◆ Pros and Cons Students practise player positioning for various offensive and defensive strategies without using the equipment (e.g., the ball in basketball or the shuttlecock in badminton).
Curricular Connections PE/HE: K.1.S1.C.3	Basketball Example: <ul style="list-style-type: none">• For basketball defence, on the command “two-three zone,” the five team members move into one position or another and identify the strengths and weaknesses of that particular defence (e.g., effective against an offence that usually drives to the basketball, but weak against an offence that has consistent outside shooters).• On the next command (e.g., “person-to-person”), the defensive team moves into position against the offensive team and identifies its strengths (e.g., effective against outside shooters) and its weaknesses (e.g., weak against the success of a pick-and-roll manoeuvre by the offence).
	◆ Being Strategic in Badminton Set up a game of doubles badminton and have one team use a front-back strategy and the other a side-side strategy. The same teams play a second game with the roles reversed. The teams then identify the strengths and weaknesses of the two strategies.
	◆ Game Analysis Students watch either a live or a videotaped game played between their high school team and another high school team in their choice of sport. They identify the offensive and defensive strategies that were played.

**TEACHER NOTES****SUGGESTIONS FOR ASSESSMENT****Review**

- Review various offensive and defensive strategies used in sport or game situations:
 - Volleyball: a “W” and a “U” service reception; coverage against a weak side and power side attack
 - Basketball: pick by the offence against a person-to-person defence; a two-three zone defence
 - Badminton: a front-back playing pattern; a side-side playing pattern

Resource**Organization**

- Sport Manitoba
Contact associations for sport-specific coaching manuals.

**◆ Observation: Game Analysis**

Teacher Assessment: Anecdotal Notes

Students write an analysis of their selected high school game, describing the offensive and defensive strategies that were used by both teams and how effective or ineffective they were in relation to the final score.

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<i>Students will...</i>	
<p><input type="checkbox"/> K.1.S2.C.4 Examine moral and ethical conduct in specific sport situations (e.g., intentional fouls in basketball, fighting in hockey...).</p>	<p>◆ Examining Ethical Issues</p> <p>Review with students the code of ethics for sport participants, spectators, coaches, and officials.</p> <p> Refer to RM S2–1: Code of Ethics.</p> <p>Arrange students in groups of four and have each group list examples of ethical misconduct in sports. Groups present their lists to the class, and the class creates a master list.</p> <p>Examples of Ethical Misconduct in Sport:</p> <ul style="list-style-type: none">• physical outbursts, attacks, riots among spectators• derogatory comments and/or attacks by spectators toward players and officials• intentional attempts to injure another player (chop block in football, fighting in hockey)• choosing a player for a team but not giving playing time• intentional fouls (basketball)• intentional hand ball (soccer) <p>◆ Ethically Speaking</p> <p>Invite local sports celebrities to speak to the class about moral and ethical conduct in sports situations. Students prepare possible questions ahead of time.</p>

**TEACHER NOTES****SUGGESTIONS FOR ASSESSMENT****Glossary**

- ethical
- moral

Aboriginal Link

- When addressing this learning outcome, refer to The Seven Teachings in the Teacher Notes for learning outcome K.4.S1.B.1a.

Resources**Organization**

- Manitoba High Schools Athletic Association

Resource Master

- RM S2–1: Code of Ethics

**◆ Journal/Reflection: All Activities**

Teacher Assessment: Inventory

Provide students with a current newspaper article or story and have them comment on the moral and ethical conduct of the athlete(s) involved.

Look for students' ability to

- explain the facts related to the article/story
- describe the feelings related to the article/story
- examine the moral and ethical conduct in question

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<i>Students will...</i>	
<p><input type="checkbox"/> S.1.S1.A.1 ⇨ S.1.S2.A.1 Select and refine transport skills, applying mechanical principles (i.e., force, motion, balance) related to activity-specific physical activity skills.</p>	<p>◆ Refining Transport Skills</p> <p>Students individually practise transport skills at various stations throughout the gym.</p> <p>Examples of Stations:</p> <ul style="list-style-type: none">• Station 1: Team Handball—Dribble a handball toward the goal line, execute the three-step-jump approach, and shoot at the goal.• Station 2: Basketball—Dribble around a course set up with pylons, finishing with a layup shot at goal.• Station 3: Triple Jump—Perform a triple jump (hop, step, jump) onto a mat or into a jump pit. <p>Students show how the biomechanical principles can help refine personal transport skills. For example, when performing a layup, the step onto the layup should be longer than the previous step(s) to help gather momentum for the one-foot takeoff into the shot.</p>

**TEACHER NOTES****SUGGESTIONS FOR ASSESSMENT****Glossary**

- balance
- force
- Newton's laws of motion

Tip

- Display pictures or diagrams showing the correct techniques for the transport skills that students are refining.

Resource**Publication**

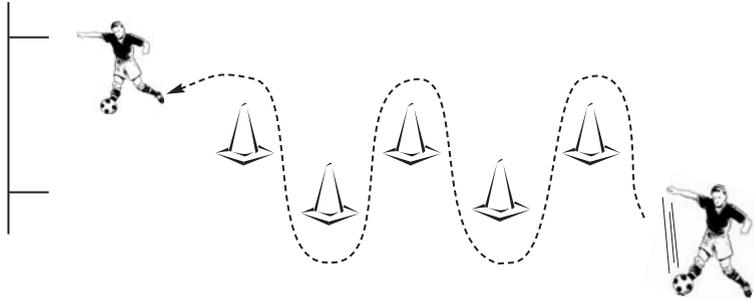
- Manitoba Physical Education Teachers Association (MPETA), *et al.* *Safety Guidelines for Physical Activity in Manitoba Schools*. Winnipeg, MB: MPETA, 2000.

◆ Performance Task: Refining Transport Skills

Peer Assessment: Inventory

Working in pairs (as in peer coaching), students select a transport skill related to a specific physical activity and help each other refine the skill. Students check each other's performance using teacher/student-generated criteria.



PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p><i>Students will...</i></p> <p>☐ S.1.S1.A.2 ⇨ S.1.S2.A.2 Select and refine manipulation skills (e.g., serve, forehand stroke, dribble, receiving a pass...), applying mechanical principles (i.e., force, motion, balance) related to activity-specific physical activity skills.</p>	<p>◆ Play Ball</p> <p>Position all students in the class on a baseball diamond (one batter, one pitcher, and the rest fielders) and have them practise and refine manipulation skills such as the underhand throw, strike, catch, and roll.</p> <p>The pitcher, using a rubber softball, throws a pitch underhand to the batter, the batter hits the ball to the fielders, and a fielder rolls the ball back to the pitcher. The batter bats for a predetermined length of time or number of pitches. Students rotate to change roles.</p> <p>As students are performing the various manipulation skills related to the game, ask them how force, motion, and balance affect the quality of movement.</p> <p>◆ Soccer Footwork</p> <p>Arrange students in pairs.</p> <ul style="list-style-type: none"> • One student in each pair dribbles a soccer ball with feet around a course set up with cones. The dribbler stops at the goal line and kicks the ball into the goal. The student retrieves the ball, dribbles it back to the beginning of the course, and repeats the task four more times. • The other student observes and assesses the partner’s skill. <p>Students reverse roles for another set of five times around the course.</p> 



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

Review

- Review manipulation skills: receiving, handling, controlling, or propelling an object with the hands, feet, and/or an implement. The skills include bouncing, catching, kicking, overhead throwing, rolling, striking, and underhand throwing.

Tip

- For the Play Ball activity, use a scoring system in which the first fielder to reach 500 points becomes the new batter. For example: 100 points for a fly ball (ball is caught in the air); 50 points when the ball bounces once; 25 points for a grounder (ball rolls on the ground).



◆ Performance Task: Soccer Footwork

Peer Assessment: Checklist

Use the following checklist for peer assessment of dribbling and kicking a soccer ball.

Soccer Footwork Checklist					
Skill	Trial (✓)				
The player	1	2	3	4	5
<ul style="list-style-type: none"> effectively manipulates around cones while transferring ball from right foot to left foot 					
<ul style="list-style-type: none"> effectively fields ball near goal line in preparation for kicking toward goal 					
<ul style="list-style-type: none"> demonstrates effective body control when kicking the ball for a goal 					

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<i>Students will...</i>	
<p><input type="checkbox"/> S.1.S1.A.3 \Rightarrow S.1.S2.A.3 Select and refine balance abilities (i.e., static, dynamic), applying mechanical principles (i.e., force, motion, balance), using a variety of equipment (e.g., skates, skis, boards, stilts, pogo sticks...) related to activity-specific physical activity skills.</p>	<p>◆ Circus Activities</p> <p>Students practise various circus skills to refine their static and dynamic balance abilities:</p> <ul style="list-style-type: none">• Unicycle: Arrange students in groups of three and have each student take a turn at riding a unicycle through a prescribed course. Within each group, one student rides while the other two students act as spotters on either side. (For an advanced version, students juggle soft foam balls while riding the unicycle.)• Log Balance: Arrange students in pairs and have each pair balance on an improvised log (e.g., a core tube from a roll of carpet). The object is for one student to stay on the log while causing the partner to lose his or her balance.• Walk the Plank: With the aid of a spotter, students walk along the length of an inverted bench. Ensure that mats are placed on the floor around the entire area. <p>◆ Winter Activities</p> <p>Students participate in winter activities (e.g., skating, skiing, curling, sliding) in which the surface (e.g., ice, snow) affects balance. Students determine how balance is affected by factors such as surface area, equipment, force, motion, and the line of centre of gravity falling outside the base of support.</p>



TEACHER NOTES

Glossary

- balance
- force
- Newton's laws of motion

Resource**Publication**

- Manitoba Physical Education Teachers Association (MPETA), *et al.* *Safety Guidelines for Physical Activity in Manitoba Schools*. Winnipeg, MB: MPETA, 2000.



SUGGESTIONS FOR ASSESSMENT

◆ **Performance Task: Circus Activities**

Teacher/Peer Assessment: Rating Scale

Students choose one of the circus tasks and have a peer or teacher assess their execution of it, using the following rating scale.

Circus Talent Rating Scale	
Scale	Skill
	The student demonstrates
3	• exceptional balance abilities in selected task
2	• effective balance abilities in selected task
1	• limited balance abilities in selected task

Ask students to set personal goals to improve their balance abilities.

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<i>Students will...</i>	
<p><input type="checkbox"/> S.1.S2.B.1 Apply and refine selected activity-specific movement skills and variations (e.g., running for long distance, dynamic balancing, double-poling, lunging, chipping, putting...) in physical activities, including individual/dual type activities (e.g., cross-country skiing, golf, cycling...).</p>	<p>◆ Mine to Refine</p> <p>Have students refine the selected activity/sport-specific skills during practice sessions in class.</p> <p>Cross-Country Skiing Example:</p> <p>Instruct students in cross-country skiing skills, such as</p> <ul style="list-style-type: none">• diagonal striding• double poling• kick turning• one-step double poling• snow plowing (for turning and stopping)• sidestepping• star turning <p>Observe students performing the above skills.</p>
<p>Curricular Connections PE/HE: S.1.S2.C.1</p>	<p>Fencing Example:</p> <p>Arrange students in groups of three. Two students in each group participate in a fencing bout while the third student records his or her assessment on a checklist. Students switch roles.</p> <p>Students must wear proper fencing equipment, including a fencing jacket, mask, gloves, and protection on the ends of the swords (foil, épée, sabre).</p> <p>Miniature Golf Example:</p> <p>Set up a miniature golf course on the school field or in the gym so that students can refine their putting skills.</p>



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

Review

- Review information about cross-country skiing (e.g., proper size of skis and poles; waxing skis; fitting boots; proper gripping of poles; the layer principle for warmth).

Tip

- Improve setting up holes for miniature golf in the gym (e.g., remove the pole hole covers and use them as golf holes).

Resources

Publication

- Manitoba Physical Education Teachers Association (MPETA), *et al. Safety Guidelines for Physical Activity in Manitoba Schools*. Winnipeg, MB: MPETA, 2000.

Organization

- Sport Manitoba
Contact Manitoba Fencing Association (e.g., for skill instruction, equipment supply).



◆ **Performance Task: Mine to Refine—Fencing**

Peer Assessment: Checklist

Students use the following checklist to assess each other’s fencing skills.

Fencing Skills Checklist		
Criteria	Yes	No
The student		
• maintained correct distance		
• touched target of opponent		
• extended sword arm toward opponent		
• lifted foot and took a long stretching step		
• pushed and straightened back leg		
• extended back hand down toward back leg		
• bent front knee at 90° angle		
• leaned torso forward		
• pointed sword (foil, épée, sabre) at opponent’s chest		
• held sword hand slightly higher than shoulder		

◆ **Performance Task: Mine to Refine—Miniature Golf**

Self-Assessment: Checklist

Students assess their own putting skills, using the following checklist.

Miniature Golf Skills Checklist
<input type="checkbox"/> Have I adopted a narrow stance?
<input type="checkbox"/> Am I facing square to the putting line?
<input type="checkbox"/> Are my hands leading in my stroke?
<input type="checkbox"/> Other:

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<i>Students will...</i>	
<p><input type="checkbox"/> S.1.S2.B.2 Apply and refine selected activity-specific movement skills (e.g., shooting for a goal...) in physical activities, including team games using an implement (e.g., field hockey, lacrosse, ice hockey, bandy...).</p>	<p>◆ Team Games Using an Implement</p> <p>Have students participate in team games using an implement. Provide opportunities (e.g., set up practice stations) for students to practise and refine skills (in pairs or small groups) and then return to play the game.</p> <p>Soft Lacrosse Example:</p> <p>Arrange students in pairs and have them practise passing, receiving, and shooting using soft lacrosse sticks. Pairs move down the court or field, passing the ball back and forth, and then shoot at the target (e.g., hockey goals, gym mat, archery butt in tripod stand). Students repeat this task several times.</p> <p>After students have practised the above skills, teach them how to play soft lacrosse and set up a class game.</p> <p>“Extreme” Golf Example:</p> <p>Set up a chipping and/or putting course on the school field. Arrange students in teams of four and have them complete the course in the shortest time possible and with the lowest number of strokes. This activity combines a cardiovascular workout with refining a movement skill using an implement.</p>



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

Resource**Publication**

- Manitoba Physical Education Teachers Association (MPETA), *et al. Safety Guidelines for Physical Activity in Manitoba Schools*. Winnipeg, MB: MPETA, 2000.

◆ **Performance Task: Team Games Using an Implement**
Teacher Assessment: Rating Scale

Soft Lacrosse Example:

Assess the movement skills required for soft lacrosse (passing, receiving, and shooting) using the following rating scale.

Soft Lacrosse Rating Scale	
Scale	The student
3 Outstanding	<ul style="list-style-type: none"> demonstrates skills consistently without errors
2 Satisfactory	<ul style="list-style-type: none"> demonstrates skills with some errors
1 Needs Practice	<ul style="list-style-type: none"> demonstrates underdeveloped skills with many errors



PRESCRIBED LEARNING OUTCOMES

Students will...

S.1.S2.B.3 Demonstrate the ability to keep score and/or officiate in selected organized sports (e.g., bowling, golf...).

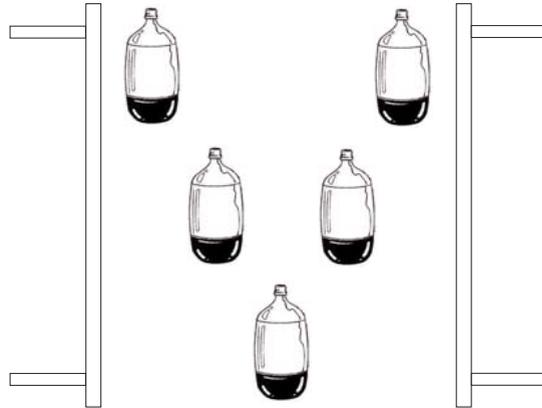
Curricular Connections

PE/HE:
K.1.S2.C.2

SUGGESTIONS FOR INSTRUCTION

◆ **Keeping Score in Five-Pin Bowling**

Create a bowling alley using five two-litre plastic drink bottles and two benches (see set-up diagram below), and provide students with three softballs or volleyballs.



Students score a five-pin bowling game using the scoresheet provided. They assess their results using the answer key.



Refer to BLM S2–2: Five-Pin Bowling Scoresheet and Answer Key.

◆ **Keeping Score in Golf**

Plan a trip to a local golf course. Arrange students in groups of four and assign each group a tee-off time for a nine-hole game. Each group keeps its own score and turns in the scorecard for teacher assessment.



TEACHER NOTES

Review

- Review instructional suggestions for specific learning outcome K.1.S2.C.2 and BLM S2–1: Golf Scorecards and Answer Key.
- In preparation for a school outing, review the following checklist.

Checklist for School Outings beyond the School Grounds

1. Check school/division policy.
2. Check safety considerations and guidelines.
3. Obtain administration permission.
4. Receive parental permission forms.
5. Receive medication information forms (if required).
6. Consider cost factors.
7. Consider mode of transportation.
8. Determine route, travel time, and departure and return times.
9. Identify names of staff supervisors.
10. Train support staff who will be assisting.
11. Arrange for class coverage (if missing other classes).
12. Make arrangements for students who cannot attend.

Tip

- Instruct students in scoring and recording scores for five-pin bowling.



SUGGESTIONS FOR ASSESSMENT

◆ Paper and Pencil Task: Keeping Score in Five-Pin Bowling

Self-Assessment: Inventory

Students check their own scoresheets against the answer key provided.



Refer to BLM S2–2: Five-Pin Bowling Scoresheet and Answer Key.

◆ Performance Task: Keeping Score in Golf

Teacher Assessment: Anecdotal

Check completion and accuracy of each group's scorecard and provide feedback to improve their scoring.

TEACHER NOTES (continued)

Resources

Publications

- Hanna, Mike, and Glenda Hanna. *YouthSafe Outdoors Manitoba*. Edmonton, AB: Quest, 2004.
- Manitoba Physical Education Teachers Association (MPETA), et al. *Safety Guidelines for Physical Activity in Manitoba Schools*. Winnipeg, MB: MPETA, 2000.

Blackline Masters

- BLM S2–1: Golf Scorecards and Answer Key
- BLM S2–2: Five-Pin Bowling Scoresheet and Answer Key



PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<i>Students will...</i>	
<p><input type="checkbox"/> S.1.S2.C.1 Apply and refine selected activity-specific skills (e.g., balancing, turning, sculling, paddling...) required in alternative pursuits (e.g., downhill skiing, canoeing, rowing, in-line skating...) indigenous to the selected geographic area.</p>	<p>◆ Exploring the Outdoors</p> <p>For alternate pursuits, organize class trips to local areas such as a groomed cross-country skiing trail, a downhill skiing and snowboarding hill (in winter), and/or a nearby lake or river (in summer).</p> <p>Students choose a skill, identify correct and incorrect technique, set a goal to improve/refine the technique, practise the skill, and evaluate progress.</p>
<p>Curricular Connections PE/HE: S.1.S2.B.1</p>	<p>Canoeing and Paddling Skills:</p> <ul style="list-style-type: none">• use turning strokes• use forward and backward strokes to steer on a straight course• change position when paddling in tandem• get into and out of a canoe• perform canoe-over-canoe rescue <p>Cross-Country Skiing Skills:</p> <ul style="list-style-type: none">• execute a diagonal stride• make turns• recover from a fall• climb a hill• control speed on a downhill slope



TEACHER NOTES

Tips

- Organize an orientation/parent information session for all students participating in a class trip and their parents or guardians. Include the information given in the Checklist for School Outings beyond the School Grounds (see Teacher Notes for learning outcome S.1.S2.B.3).
- Have students set personal goals for improving selected skills related to a physical activity.

Aboriginal Link

- Have students plan and participate in an Aboriginal theme day that integrates traditional Aboriginal activities/games such as
 - tepee set-up
 - bannock making
 - tea boiling
 - trap setting
 - canoe packing
 - snowshoeing

Resources

Publications

- Hanna, Mike, and Glenda Hanna. *YouthSafe Outdoors Manitoba*. Edmonton, AB: Quest, 2004.
- Manitoba Physical Education Teachers Association (MPETA), *et al.* *Safety Guidelines for Physical Activity in Manitoba Schools*. Winnipeg, MB: MPETA, 2000.



SUGGESTIONS FOR ASSESSMENT

◆ Performance Task: Exploring the Outdoors

Peer/Teacher Assessment: Checklist

Use criteria checklists such as the following to assess students' ability to perform and/or refine skills related to selected alternative pursuits.

Canoeing and Paddling Skills Checklist		
Criteria	Yes	No
The student is able to		
• use turning strokes		
• steer a canoe on a straight course		
• correctly and safely change places with a partner while in a canoe		
• perform a canoe-over-canoe rescue procedure		
• get into and out of a canoe correctly and safely		
• other		

Cross-Country Skiing Skills Checklist		
Criteria	Yes	No
The student is able to		
• execute a diagonal stride		
• complete a 180° turn and a 360° turn		
• get up from a fall		
• demonstrate one way to get up an incline slope		
• control speed on a decline		
• other		

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p><i>Students will...</i></p>	
<p><input type="checkbox"/> S.1.S2.D.1 Respond and move to selected rhythms and tempos (e.g., 3/4 time waltz step, 2/4 time polka step...) in a variety of rhythmic activities (e.g., social dances, folk dances, contemporary dances, figure skating, synchronized swimming, aerobics, rhythmic gymnastics, juggling...).</p>	<p>◆ The Rhythm of the Dance</p> <p>Arrange students in small groups and have them select a dance (e.g., waltz, cha cha, line dance). Provide appropriate music and teach the selected dance.</p> <p>◆ Juggling</p> <p>Using items such as scarves, beanbags, and softballs, students practise juggling to different tempos of music.</p> <p>◆ Move to the Music: Aerobics</p> <p>Provide students with opportunities to participate in “group fitness” activities (e.g., bench step, low-impact, high-impact) led by a classroom teacher, student, or guest instructor, or demonstrated in a video recording. Have students count with the beat to help them keep the rhythm and to make transitions between movements easily.</p> <p>◆ Aboriginal Dance Movements</p> <p>Introduce and explain powwow dancing, Métis jigging, and square dancing. Invite a dancer/jigger to teach basic dance steps to the class and have students learn dance movements. Videos on different steps and styles could be shared and viewed.</p> <p>Examples of Dances:</p> <ul style="list-style-type: none"> • Men’s Traditional Dance • Men’s Grass Dance • Men’s Fancy Dance • Women’s Traditional Dance • Women’s Jingle Dance • Women’s Fancy Shawl Dance • Hoop Dance • Friendship Dance • Eagle Dance • Buffalo Dance • Horse Dance • Warrior Dance • Smoke Dance



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

Tips

- Discuss with students ground rules for dance classes (e.g., be respectful to one another).
- When viewing videos, ensure compliance with applicable performance rights.

Aboriginal Link

- For information and pictures about different Aboriginal dances, refer to the following resources (see Aboriginal Websites in Bibliography):
 - Gathering of Nations
 - Métis Culture and Heritage Resource Centre
 - PowWow.com

Resources

Publications

- Lane, Christy. *Multicultural Folk Dance Treasure Chest*. Kit. Windsor, ON: Human Kinetics Publishers, 1998.
- Manitoba Education and Youth. *Integrating Aboriginal Perspectives into Curricula: A Resource for Curriculum Developers, Teachers, and Administrators*. Winnipeg, MB: Manitoba Education and Youth, 2003. (See Powwows, page 11.)
- Pan American Games Physical Activity/Physical Education Committee. *1999 Pan American Games: Resource Kit for Physical Education Teachers*. Winnipeg, MB: Pan American Games Society (Wpg. 1999) Inc., 1998.



◆ Observation: All Activities

Teacher/Self-Assessment: Inventory

Observe students in the selected activity to determine whether they

- participate in the rhythmic activity
- respond to different rhythms and tempos



Movement Outcomes: Senior 2



Knowledge

Skills

- K.1.S2.A.1 Analyze own level of performance of selected movement skills according to proper form/technique** (e.g., use peer-coaching or video tape to analyze tennis serve for placement of toss, preparatory swing, transfer of weight, contact point, and follow-through...).
- K.1.S2.B.1 Examine the factors** (e.g., personal, environmental, prior experiences...) **that may have influenced own movement skill development.**
- K.1.S2.B.2 Explain biomechanical principles** (i.e., force, motion) **for the improvement of specific movement skills in a physical activity selected by self or others** (e.g., keep head down in a golf swing, lean into the wind to reduce air resistance while cycling, rotate trunk and hips forward in batting...).
- K.1.S2.B.3 Analyze movement concepts related to strategies for individual physical activities** (e.g., body awareness in weight training for strength, in going up an incline in cross-country skiing...).
- K.1.S2.C.1 Demonstrate an understanding of rules** (i.e., safety rules, game rules, etiquette, officiating signals) **associated with selected sports while participating and/or officiating.**
- K.1.S2.C.2 Apply the terminology associated with the skills and rules for selected individual and dual activities/sports** (e.g., forehand/backhand in badminton, bogey/par/birdie/eagle in golf...).
- K.1.S2.C.2 Analyze the effectiveness of offensive and/or defensive strategies in a variety of specific games and sport situations** (e.g., analyze a team's strategies for strengths and weaknesses...).
- K.1.S2.C.4 Examine moral and ethical conduct in specific sport situations** (e.g., intentional fouls in basketball, fighting in hockey...).

- S.1.S1.A.1** \Rightarrow **S.1.S2.A.1 Select and refine transport skills, applying mechanical principles** (i.e., force, motion, balance) **related to activity-specific physical activity skills.**
- S.1.S1.A.2** \Rightarrow **S.1.S2.A.2 Select and refine manipulation skills** (e.g., serve, forehand stroke, dribble, receiving a pass...), **applying mechanical principles** (i.e., force, motion, balance) **related to activity-specific physical activity skills.**
- S.1.S1.A.3** \Rightarrow **S.1.S2.A.3 Select and refine balance abilities** (i.e., static, dynamic), **applying mechanical principles** (i.e., force, motion, balance), **using a variety of equipment** (e.g., skates, skis, boards, stilts, pogo sticks...) **related to activity-specific physical activity skills.**
- S.1.S2.B.1 Apply and refine selected activity-specific movement skills and variations** (e.g., running for long distance, dynamic balancing, double-poling, lunging, chipping, putting...) **in physical activities, including individual/dual type activities** (e.g., cross-country skiing, golf, cycling...).
- S.1.S2.B.2 Apply and refine selected activity-specific movement skills** (e.g., shooting for a goal...) **in physical activities, including team games using an implement** (e.g., field hockey, lacrosse, ice hockey, bandy...).
- S.1.S2.B.3 Demonstrate the ability to keep score and/or officiate in selected organized sports** (e.g., bowling, golf...).
- S.1.S2.C.1 Apply and refine selected activity-specific skills** (e.g., balancing, turning, sculling, paddling...) **required in alternative pursuits** (e.g., downhill skiing, canoeing, rowing, in-line skating...) **indigenous to the selected geographic area.**
- S.1.S2.D.1 Respond and move to selected rhythms and tempos** (e.g., 3/4 time waltz step, 2/4 time polka step...) **in a variety of rhythmic activities** (e.g., social dances, folk dances, contemporary dances, figure skating, synchronized swimming, aerobics, rhythmic gymnastics, juggling...).

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.