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PHYSICAL EDUCATION 8 TO 10



Province of
British Columbia
Ministry of
Education
Curriculum Branch

Integrated Resource Package 1995

IRP 013

PREFACE: USING THIS INTEGRATED RESOURCE PACKAGE

Preface III

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Implementation of Physical Education 8 to 10 will begin in October 1995. This Integrated Resource Package (IRP) provides some of the basic information that teachers will require to implement the program.

THE INTRODUCTION

The Introduction provides general information about Physical Education 8 to 10, including special features and requirements. It also provides a rationale for the subject—why physical education is taught in B.C. schools—and an explanation of the curriculum organizers.

THE PHYSICAL EDUCATION 8 TO 10 CURRICULUM

The provincially prescribed curriculum for Physical Education 8 to 10 is structured in terms of *curriculum organizers*. The main body of this IRP consists of four columns of information for each organizer. These columns describe:

- provincially prescribed learning outcome statements for Physical Education 8 to 10
- suggested instructional strategies for achieving the outcomes
- suggested assessment strategies for determining how well students are achieving the outcomes
- provincially recommended learning resources

Learning Outcomes

Learning outcome statements are content standards for the provincial education system. Learning outcomes set out the knowledge, enduring ideas, issues, concepts, skills, and attitudes for each subject. They are

statements of what students are expected to know and do in each grade. Learning outcomes are clearly stated and expressed in measurable terms. All learning outcomes complete this stem: “It is expected that students will” Outcome statements have been written to enable teachers to use their experience and professional judgment when planning and evaluating. The outcomes are benchmarks that will permit the use of criterion-referenced performance standards. It is expected that actual student performance will vary. Evaluation, reporting, and student placement with respect to these outcomes depends on the professional judgment of teachers, guided by provincial policy.

Suggested Instructional Strategies

Instruction involves the selection of techniques, activities, and methods that can be used to meet diverse student needs and to deliver the prescribed curriculum. Teachers are free to adapt the suggested instructional strategies or substitute others that they think will enable their students to achieve the prescribed learning outcomes. These strategies have been developed by specialist and generalist teachers to assist their colleagues; they are suggestions only.

Suggested Assessment Strategies

The assessment strategies suggest a variety of ways to gather information about student performance and are based on prescribed learning outcomes. Some assessment strategies relate to specific activities; others are general. These strategies have been developed by specialist and generalist teachers to assist their colleagues; they are suggestions only.

Provincially Recommended Learning Resources

Provincially recommended learning resources are materials that have been reviewed and evaluated by British Columbia teachers in collaboration with the Ministry of Education using a stringent set of criteria. They are typically materials suitable for student use, but they may also include information primarily intended for teachers. Teachers and school districts are encouraged to select those resources that they find most relevant and useful for their students, and to supplement these with locally approved materials and resources (such as locally available guest speakers or exhibits). The *recommended* resources listed in the main body of this IRP are those that have a comprehensive coverage of significant portions of the curriculum, or those that provide a unique support to a specific segment of the curriculum. Appendix B contains a complete listing of provincially recommended learning resources to support this curriculum.

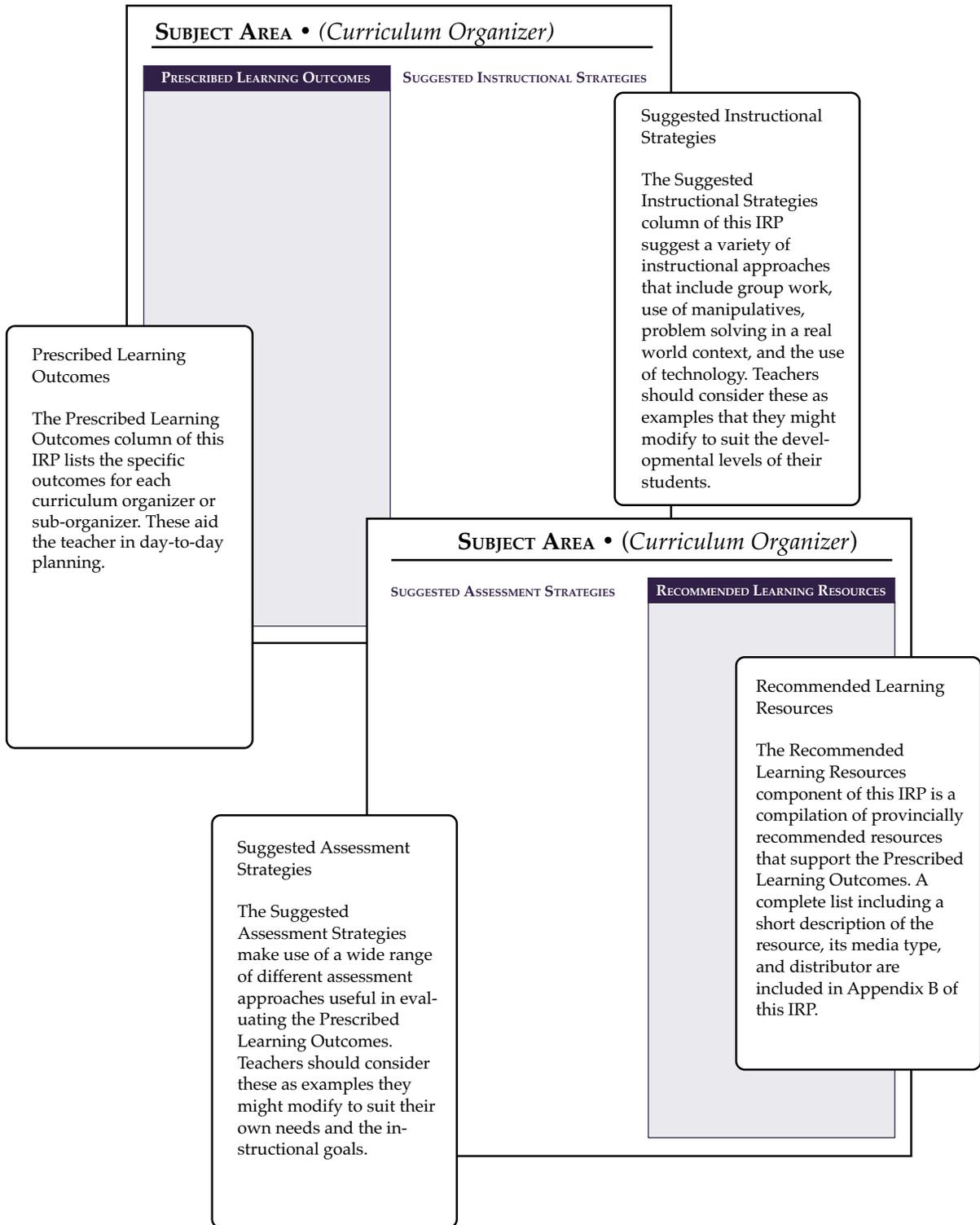
as equity, access, and the inclusion of specific topics are addressed by all components of the IRP.

- *Appendix D* contains assistance for teachers related to provincial evaluation and reporting policy. Curriculum outcomes have been used as the source for examples of criterion-referenced evaluations.
- *Appendix E* acknowledges the many people and organizations that have been involved in the development of this IRP.
- *Appendix F* contains a glossary of terms specific to the physical education curriculum.

THE APPENDICES

A series of appendices provides additional information about the curriculum, and further support for the teacher.

- *Appendix A* contains a listing of the prescribed learning outcomes for the curriculum arranged by curriculum organizer and by grade.
- *Appendix B* contains a comprehensive listing of the provincially recommended learning resources for this curriculum. As new resources are evaluated, this appendix will be updated.
- *Appendix C* outlines the cross-curricular screens used to ensure that concerns such



The new physical education program emphasizes active living through participation in a balanced variety of movement experiences. Physical education is a requirement for all Kindergarten to Grade 10 students, and schools are expected to allocate 10% of instructional time to the subject. However, facilities, equipment, and time allocation vary widely. Therefore, the suggested instructional and assessment strategies in this Integrated Resource Package must be moulded to meet the needs and circumstances of particular school and community programs.

Principles of Learning

A physical education program should be guided by the principles of learning. These are:

- Learning requires the active participation of the student.
- People learn in a variety of ways and at different rates.
- Learning is both an individual and a group process.

RATIONALE FOR PHYSICAL EDUCATION

The AIM of physical education is to enable all students to enhance their quality of life through active living.

There is an increasing awareness of the importance of providing children and youth with meaningful and enjoyable movement experiences. Movement and play are focal points of children's lives, critical to all aspects of their growth and development. A physical education program provides opportunities for all students to be physically active regularly and to develop an appreciation for and enjoyment of movement in the following categories: alternative-environ-

ment activities, dance, games, gymnastics, and individual or dual activities. Outdoor activities in a natural setting are encouraged.

The unique learning opportunities in physical education allow all students from Kindergarten to Grade 12 to acquire the knowledge, skills, and attitudes that enable them to enhance their quality of life through active living—a way of life that values physical activity as an essential component. Active living is characterized by the integration of physical activity into daily routines and leisure pursuits.

Physical education is also an integral part of the total education process. Students who participate in regular physical education classes enjoy enhanced memory and learning, better concentration, and increased problem-solving abilities. They are willing to take appropriate risks, and have a more positive attitude toward self and others. Positive personal and social behaviours improve school climate, resulting in better attendance and reduced violence and vandalism.

The physically educated person has the knowledge, skills, and attitudes necessary to incorporate physical activity into regular routines, leisure pursuits, and career requirements throughout life. Striving for an active, healthy lifestyle fosters personal growth and the ability to meet the challenges of society.

CHARACTERISTICS OF A QUALITY PHYSICAL EDUCATION PROGRAM

Quality physical education programs are structured so that the duration, intensity, and frequency of activities motivate students and meet their individual needs. When appropriate, students participate in the selection of activities from all movement categories. All students are given equal opportunity to

participate in a balanced physical education program. It is intended that a quality physical education program will:

- foster the development of positive attitudes
- foster active participation
- require problem-solving skills
- recognize the difference in students' interests, potential, and cultures
- develop personal and career-planning skills

The Development of Positive Attitudes

Students are exposed to experiences that encourage them to enjoy and value physical activity and its effect on lifelong health and well-being. They are encouraged to explore, take risks, exhibit curiosity, work with others co-operatively, and achieve a personal functional level of physical fitness. All movement experiences provide opportunities for the development of positive personal and social behaviours.

Active Participation

Learning experiences in physical education provide maximum activity and participation time for every student. During group work, every opportunity is made to ensure that each student has an active role in the learning activity.

Problem-Solving Skills

In order to develop decision-making and problem-solving skills, students are challenged to identify and investigate problems, find active ways to solve them, and represent solutions in a variety of ways.

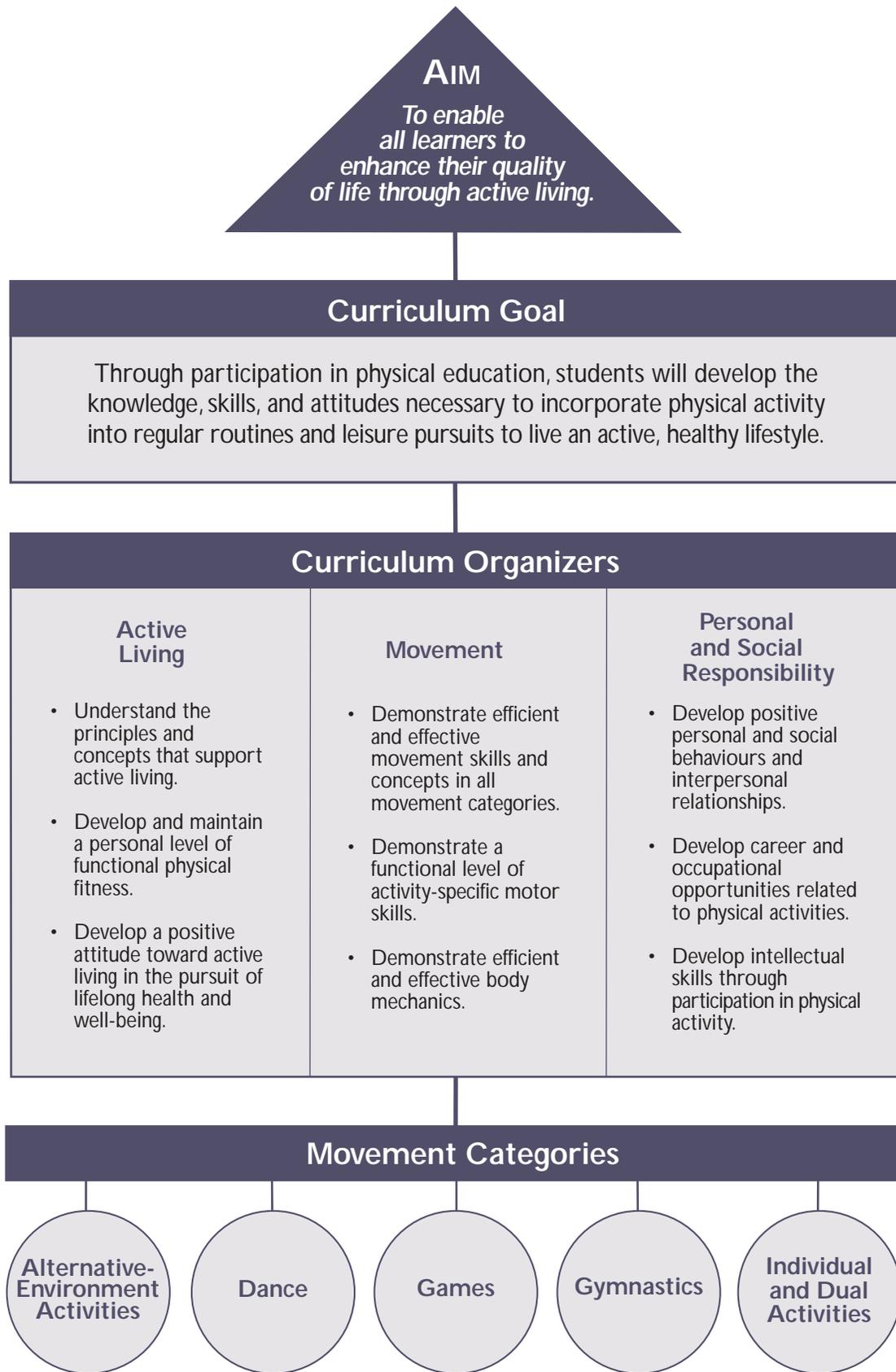
Diverse Student Characteristics

Selection of learning activities, equipment, and materials reflect students' diverse characteristics. Cultural heritage, gender, special needs, and a variety of interests are examples of characteristics to be considered when planning learning opportunities.

Personal and Career-Planning Skills

Wherever possible, a physical education program should connect students to what is happening in the community and the workplace. Students should be provided with opportunities to explore careers related to physical activity and develop basic employability skills, including teamwork, problem solving, leadership, and effective communication.

The diagram on the next page outlines the framework used to develop the physical education curriculum.



ORGANIZATION OF THE CURRICULUM

The physical education curriculum is arranged under three curriculum organizers:

- Active Living
- Movement
- Personal and Social Responsibility

These organizers form the curriculum framework. Under each organizer, learning outcomes reflect the knowledge, skills, and attitudes that students are expected to demonstrate at each grade level.

Active Living

Active living is a way of life that values physical activity and its integration into daily routines and leisure pursuits. Physical education provides opportunities for students to participate in physical activities that promote well-being and a personal functional level of physical fitness. Through active living, students have opportunities to make appropriate choices and set personal goals that enhance their quality of life.

Movement

The elements of movement include the skills, concepts, and body mechanics necessary for participation in activities from all movement categories. In all categories, students develop efficient and effective movement skills, and an understanding of the movement concepts and body mechanics that are necessary to develop activity-specific motor skills. Movement provides a unique medium in which students apply their critical-thinking processes in active and creative ways.

Personal and Social Responsibility

Positive personal and social behaviours and interpersonal relationships are developed through active involvement in a variety of physical activities in all movement categories. Students develop respect for self and others as they learn and practise the skills of communicating and co-operating. Students acquire leadership skills and an understanding of the qualifications required to pursue careers related to physical activity. In a balanced physical education program the outcomes for all three curriculum organizers are realized through a broad selection of activities from all five movement categories.

Movement Concepts and Skills

▼ Efficient and effective movement concepts

- **Body Awareness:** body shapes, parts of the body, support and transfer of weight
- **Space Awareness:** personal, general, directional, pathways, levels, planes
- **Qualities:** speed, force, time, flow
- **Relationships:** to people, to objects

▼ Efficient and effective movement skills

- **Locomotor Skills:** walk, run, hop, jump, leap, skip, climb, gallop, roll, slide, stop
- **Non-locomotor Skills:** bend, curl, hold, lift, lower, pull, push, stand, stretch, swing, twist, turn, fall, stop
- **Motor Abilities:** agility, balance, co-ordination, power, reaction time, speed
- **Manipulative Skills:** bounce, carry, catch, dribble, project, retain, roll, send, strike, throw, trap

Body Mechanics

Balance, Motion, Force, Levers, Buoyancy

Activity-Specific Motor Skills

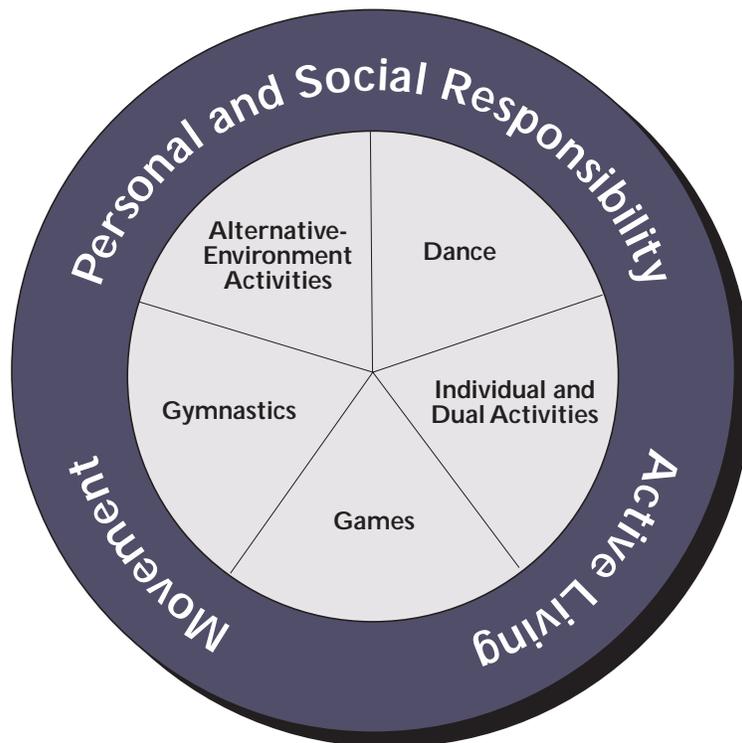


PLANNING A PHYSICAL EDUCATION PROGRAM

Planning for physical education requires a progression from a long-term overview to short-term units and the development of individual lesson plans. Teachers can do this by first selecting a main concept, skill, or theme. Once they have identified the focus, they may select prescribed learning outcomes. They can design a series of lessons that reflects the sequential nature of skill development and meets a number of prescribed learning outcomes.

When selecting appropriate activities for students, teachers should consider their own expertise, available resources, and facilities within the school and community. It is recommended that no less than 15% of instructional time be spent in any one movement category. This minimum-time percentage provides flexibility for teachers to allocate additional time in areas that best meet the needs of their students.

Physical Education Components



Lesson Design Suggested for Physical Education	
Main Concept/Skills	<i>Select the appropriate prescribed learning outcomes.</i>
Curriculum Organizer(s)	<i>Choose from Active Living, Movement, Personal and Social Responsibility.</i>
Movement Category	<i>Select from alternative-environment activities, dance, games, gymnastics, individual and dual activities.</i>
Instruction Objective(s)	<i>Identify what students should demonstrate at the end of the lesson (derived from the prescribed learning outcomes).</i>
Facility	<i>Choose possible location(s) for the activities.</i>
Equipment	<i>Identify as required.</i>
Opening (4 to 6 minutes)	<i>Choose an entry activity that introduces or reviews the skills or concepts to be taught in the lesson.</i>
Exploration and Development (5 to 10 minutes)	<i>This is the main body of the lesson. Teach new skills and concepts, using a variety of techniques; provide practice activities to emphasize skill development.</i>
Practice and Application (15 to 20 minutes)	<i>Select activities to enable students to apply knowledge and skills learned in the lesson in a number of different ways (e.g., with others, using equipment).</i>
Closing (3 to 5 minutes)	<i>Choose activities to extend learning and check for understanding of all students through demonstrating, inquiry, or explanation.</i>
Assessment Strategy(ies)	<i>Identify appropriate tools or methods to gather information about student learning.</i>

The chart on the next page lists some of the suggested activities within each of the movement categories that may be used to meet the learning outcomes in the prescribed

physical education curriculum. This does not represent an exhaustive list but rather indicates the types of activities that can be found within each category.

Curriculum Organizers	Active Living Personal and Social Responsibility Movement				
	Alternative-Environment Activities	Dance	Games	Gymnastics	Individual and Dual Activities
Activities	<p>Aquatics</p> <ul style="list-style-type: none"> - water adjustment - survival techniques - stroke development - skills application - snorkeling - water games - diving - synchronized swimming - underwater games - etc. <p>Land-based</p> <ul style="list-style-type: none"> - hiking - backpacking - rock climbing - camping - orienteering - snowshoeing - skiing - snowboarding - skating - horseback riding - etc. <p>Water-based</p> <ul style="list-style-type: none"> - canoeing - rowing - kayaking - sailing - sailboarding - etc. 	<p>Rhythmics</p> <ul style="list-style-type: none"> - singing and clapping games - aerobic dance - etc. <p>Creative</p> <ul style="list-style-type: none"> - interpretive - modern - etc. <p>Multicultural</p> <ul style="list-style-type: none"> - folk and square - First Nations - African - etc. <p>Contemporary</p> <ul style="list-style-type: none"> - line - jive - partner <p>Jazz</p> <ul style="list-style-type: none"> - traditional - hip hop - funk - etc. <p>Ballroom</p> <ul style="list-style-type: none"> - waltz - foxtrot - tango - latin-style <p>Note: also see Fine Arts Dance Curriculum</p>	<p>Formative Games</p> <ul style="list-style-type: none"> - schoolyard and backyard - chasing - throwing - kicking - etc. <p>Innovative</p> <ul style="list-style-type: none"> - creative or novel - initiative tasks - co-operative challenges - parachute activities - etc. <p>Bat and Ball</p> <ul style="list-style-type: none"> - softball - cricket or rounders - T-ball - etc. <p>Territorial</p> <ul style="list-style-type: none"> - soccer - basketball - touch football - hockey (field, floor, ice) - team handball - lacrosse - rugby - ultimate - etc. <p>Net and Wall</p> <ul style="list-style-type: none"> - volleyball - tennis - badminton - pickleball - table tennis - handball - etc. <p>Multicultural Games</p> <ul style="list-style-type: none"> - Inuit - First Nations - African - etc. 	<p>Educational Themes</p> <ul style="list-style-type: none"> - shape - balance - weight transfer - travel - flight - take off and land <p>Rhythmic</p> <ul style="list-style-type: none"> - hoop - ball - ribbon - clubs - scarf - rope - etc. <p>Acrobatic</p> <ul style="list-style-type: none"> - tumbling - pyramids - trampoline - etc. <p>Artistic</p> <ul style="list-style-type: none"> - floor exercises - uneven bars - parallel bars - high bar - vault box - pommel horse - rings - balance beam 	<p>Athletics (Track and Field)</p> <ul style="list-style-type: none"> - runs - jumps - throws <p>Combative</p> <ul style="list-style-type: none"> - martial arts - self-defence - wrestling - fencing - etc. <p>Individual Manipulatives</p> <ul style="list-style-type: none"> - juggling - skipping - hacky sack - etc. <p>Training Programs</p> <ul style="list-style-type: none"> - aerobics - rope jumping - walking - jogging - lap swimming - cycling - use of exercise equipment - weight training - etc. <p>Target</p> <ul style="list-style-type: none"> - archery - bocci - bowling - curling - golf - etc.

CONSIDERATIONS FOR INSTRUCTION IN PHYSICAL EDUCATION

When selecting learning activities, consideration must be given to health and safety, special needs, gender, and cultural issues.

Creating a Safe Learning Environment

It is essential that teachers address the following questions prior to, during, and after an activity has taken place:

- Is the activity suitable to the student's physical age, and mental and physical condition?
- Has the instruction been sequenced progressively to ensure safety?
- Have students been given specific instruction about how to use and handle the equipment appropriately?
- Is the equipment in good repair, and has it been suitably arranged?
- Are the students being properly supervised?
- Are the facilities in good repair?

Teachers should ensure that the following safety practices are implemented. This is not an all-inclusive list but a guide to help teachers establish a safe learning environment in physical education classes.

Students should:

- wear clothing and footwear appropriate for the activity
- follow established rules and routines
- respond appropriately to control signals
- select tasks that are within their ability and comfort zone
- move in the designed space with control and respect for others
- recognize hazards in the play areas

When planning instructional activities to meet the learning outcomes and needs of the students, teachers should always select appropriate exercises, drills, and activities that reflect safe practices in physical education.

When teaching activities in which contact or collisions occur (e.g., basketball, wrestling, football, rugby, hockey, soccer) or that require spotting (e.g., weight lifting and gymnastics), teachers should keep in mind the following:

- Appropriate teaching progressions and drills must be used to develop the skills required to participate in the activity safely.
- The height, weight, and age of students should be considered when planning specific drills and other activities.
- Student interest and confidence level should be considered before encouraging student participation.

Characteristics of Development for Children and Youth That Are Particularly Relevant In Physical Education

Given students have had both home and school opportunities to develop in each area, the following widely held expectations may apply to the child's development. (Source: Ministry of Education Supporting Learning, 1991, p.19.)

	Physical Characteristics	Emotional and Social Development	Intellectual Development
Ages 5 to 8	<ul style="list-style-type: none"> • eye-hand co-ordination not fully developed (lack precise focus and spatial judgement) • large muscles may be more developed than small muscles • continue to develop climbing, balancing, running, galloping, and jumping abilities (may have trouble skipping) • develop an awareness of safety with guidance • usually show enthusiasm for most physical activities 	<ul style="list-style-type: none"> • may show intense and variable emotions (may sometimes be judgmental and critical of others) • learning to co-operate with others for longer period of time (friendships may change frequently) • continue to develop feelings of independence and may begin to define themselves in terms of what they have or own • begin to develop the ability to share possessions and take turns 	<ul style="list-style-type: none"> • learn from direct experience • continue to expand their understanding and use of language to clarify thinking and learning • may understand concepts like tomorrow or yesterday but are still unsure about length of time • assert personal choice in decision making
Ages 9 to 11	<ul style="list-style-type: none"> • continue to develop eye-hand co-ordination (skill development in physical activities may depend on this increase in co-ordination) • continue to refine fine motor development (girls may reach puberty and may experience rapid growth spurt) • show increased co-ordination, but growth spurts may begin to interfere • may show more daring, exploring behaviour that could lead to accidents • may begin to show a preference for some physical activities over others • may appear to enjoy more complex group games and simple sports (show a strong sense of loyalty to a group or team) 	<ul style="list-style-type: none"> • may appear relatively calm and at peace with themselves • becoming more outgoing and develop close or best friends • generally positive about themselves (define self by physical characteristics and possessions as well as likes and dislikes) • continue to develop the ability to work and play with others (need social acceptance) 	<ul style="list-style-type: none"> • continue to use direct experience, objects, and visual aids to help understanding • can expand thinking more readily through writing, reading, and viewing (may begin to use puns) • continue to develop understanding of time, but may forget dates and responsibilities • need increased ownership in decision making
Ages 12 to 15	<ul style="list-style-type: none"> • continue to develop and refine hand-eye skills and demonstrate increased muscle co-ordination • boys reach puberty and may experience rapid and uneven growth (arms and legs may grow rapidly) • may show periods of relatively poor co-ordination and awkwardness (may show poor posture because of rapid growth) • understand safety rules but sometimes take risks • often are marked differences between sexes in their preferences for physical activity • often engage in more formal team activities (continue to show great loyalty to group or team) 	<ul style="list-style-type: none"> • may begin to show bouts of anxiety or moodiness (emotions may come close to the surface) • start to question adult authority • sometimes engage in self put-down (may begin to define self in terms of opinions, beliefs, and values and to expand their sense of self by copying the culture or current fad) • gradually gaining independence from parental influence (may view brothers and sisters as a bother or nuisance) 	<ul style="list-style-type: none"> • begin to develop abilities to manipulate thoughts and ideas, but still need some hands-on experiences • can do some abstract reasoning • often like jokes and words with double meanings • developing abilities to talk about recent events, plans for the future, and career aspirations • need ownership of decision making with responsible guidance

Sensitive Content

The body image components of the physical education curriculum address issues and concerns that may be a source of sensitivity for some students and their parents, such as self-image, body image, eating difficulties, and eating disorders. Concerns may arise about a student having an eating disorder, or a student may disclose this information directly. Eating disorders are a serious medical concern. The following are some suggested guidelines for dealing with such sensitive issues:

- Obtain the support of the school administration before beginning instruction on any potentially sensitive issues.
- Inform an administrator or counsellor when a concern arises. Warning signals may include some or all of the following: excessive perfectionism, compulsive exercising, depression, very low or high body weight, or avoidance of wearing standard gym attire.
- Be aware of provincial and district policy and legislation on disclosure related to child abuse and eating disorders or suicide.
- Do not promise that information disclosed will be kept in confidence.
- Obtain appropriate inservice training before beginning instruction in these sensitive areas.

Adapting Instruction for Students with Special Needs

Participation in physical education is important for all students. Some students with special needs may require program modification to facilitate their participation. When students with special needs are expected to achieve the learning outcomes, with or without adaptations, teachers should follow

regular grading practices and reporting procedures. When students are not expected to achieve the learning outcomes because of special needs, teachers should make program modifications. Reports should be in the form of structured written comments rather than letter grades.

The following are examples of strategies that may help students with special needs succeed in physical education:

- Adapt the task by using props, simplifying the task, or substituting skills.
- Adapt the task by decreasing the complexity.
- Adapt rules and scoring systems (e.g., allow kicking instead of throwing).
- Adapt or modify equipment (e.g., smaller, softer, or lighter equipment).
- Identify methods of providing assistance (e.g., peers or teacher assistants).
- Provide opportunities for extension and more practice.
- Adapt success-measurement criteria to meet individual students' needs.
- Modify activities by providing parallel ones for students whose special needs preclude participation.

Many resources offer ideas for integrating all students into physical education programs or for providing specialized activities for some students with special needs (see Appendix B).

Gender Issues in Physical Education

Research indicates that upon reaching secondary level, girls' participation and interest in physical education decreases significantly. Most young women do not select optional physical education in grades 11 and 12 and may develop a lifelong distaste for physical activity. A decline in

interest has been particularly evident in physical education programs that emphasize highly structured and competitive sports. However, the research shows that young women tend to be more involved in physical education programs that provide a balance of co-operative, competitive activities from all movement categories.

Equitable physical education could be attained by using the following strategies:

- **Communication Strategies**
 - Be willing to examine interaction patterns with both male and female students.
 - Use inclusive language (i.e., avoid phrases such as “throw like a girl” or “man to man defence”).
 - Use incidents of students making derogatory remarks as teaching opportunities about gender expectations.
 - Encourage students having difficulty.
 - Promote assertive behaviour rather than passive or aggressive behaviour.
 - Emphasize health and lifestyle rather than weight and appearance.
- **Planning Strategies**
 - Avoid special rules for girls’ games or for girls in co-ed games.
 - Avoid using exercise as punishment.
 - Include structured peer teaching activities.
 - Provide opportunities for specific feedback on skill development.
- **Professional Development Strategies**
 - Team with colleagues for peer coaching opportunities.
 - Develop teaching skills in an activity that is not traditional for your gender.
- **Programming Strategies**
 - Give students the opportunity to choose activities.

- Choose a wide range of non-violent activities that emphasize co-operation.
- Encourage students to engage in non-traditional activities.
- Increase the range of recreation-type activities.
- Choose activities in which both boys and girls have little experience.
- Include opportunities for co-ed and single-sex team and partner work.
- Introduce self-defence awareness and training.

ASSESSMENT AND EVALUATION

Assessment is the systematic process of gathering information about students’ learning in order to describe what they know, are able to do, and are working toward. From the evidence and information collected in assessments, teachers describe each student’s learning and performance. They use this information to provide students with ongoing feedback, plan further instructional and learning activities, set subsequent learning goals, and determine areas requiring diagnostic teaching and intervention.

Teachers determine the purpose, aspects, or attributes of learning on which to focus the assessment. They also decide when to collect the evidence and the assessment methods, tools, or techniques most appropriate to use. Assessment focusses on the critical or significant aspects of the learning students will be asked to demonstrate. Students benefit when they clearly understand the learning goals and learning expectations. Since the emphasis in physical education is on activity, teachers should use a variety of strategies to assess the ongoing development of skills in the various movement categories.

Appendix D includes a more detailed discussion of assessment and evaluation. The provincial reference sets can also help teachers assess the skills that students acquire across curricular areas. These include: *Evaluating Problem Solving Across Curriculum* and *Evaluating Group Communication Skills Across Curriculum*.

LEARNING RESOURCES

The ministry promotes the establishment of a resource-rich learning environment through the evaluation of educationally appropriate materials in a variety of media and formats. This includes, but is not limited to, materials in print, video, and software formats, as well as combinations of these formats intended for use by teachers and students. Resources that support provincial curricula are identified through an evaluation process in which practising teachers act as evaluators. Resources not on the provincially recommended list must be evaluated through a local board-approved process. It is expected that teachers will select resources from those that meet the provincial criteria and that suit their particular pedagogical needs and audiences.

The use of learning resources involves the teacher as a facilitator of learning. However, students may be expected to have some choice in materials for specific purposes such as independent reading or research. Teachers are expected to use a variety of resources to support learning outcomes at any particular level. A multimedia approach is encouraged.

Some selected resources have been identified to support cross-curricular integration. The ministry also considers special needs audiences in the evaluation and annotation of learning resources. As well, special format versions of some selected resources (Braille and taped-book formats) are available.

Learning resources for use in British Columbia schools fall into one of three categories: *provincially recommended materials*, *provincially authorized materials*, or *locally evaluated materials*. All learning resources used in schools must have either *recommended* or *authorized* designation or be approved through district evaluation and approval policies.

Provincially Recommended Materials

Materials evaluated through the provincial evaluation process, approved through minister's order, and purchased using targeted learning resource funds are categorized as *recommended* materials. These resources are listed in the print and CD-ROM versions of the *Catalogue of Learning Resources*.

Provincially Authorized Materials

Materials selected prior to 1989 by curriculum committees and purchased through the Credit Allocation Plan are categorized as *authorized* materials. These resources are listed in the print and CD-ROM versions of the *Catalogue of Learning Resources*.

Locally Evaluated Materials

These are materials evaluated through local (district and school) evaluation processes and approved for use according to district policy.

THE PHYSICAL EDUCATION 8 TO 10 CURRICULUM



PRESCRIBED LEARNING OUTCOMES

It is expected that students will:

- identify the benefits of active living
- demonstrate a willingness to participate in a wide range of activities from all movement categories
- identify and explain the effects of exercise on the body systems before, during, and after exercise
- explain fitness components and principles of training
- set and modify goals to develop personal fitness and motor abilities and to maintain a healthy lifestyle
- identify and describe factors that affect choices of physical activity for life
- explain the benefits of and demonstrate warm-up and cool-down activities
- design and analyse a personal nutritional plan
- describe and perform appropriate activities for personal stress management and relaxation
- identify environmental factors when planning and participating in physical activities in an outdoor setting
- describe how changes in body growth affect movement skills and concepts
- demonstrate a personal functional level of physical fitness

SUGGESTED INSTRUCTIONAL STRATEGIES

Students consider ways to spend their leisure time and develop a balance between work and leisure. By developing a personal exercise and nutritional program, students learn to identify and set personal goals, develop an action plan, and reflect on their achievement.

Strategies

- Have groups develop a word cluster for the term *active living* (e.g., *fitness, healthy*) and create a definition.
- Have students list their leisure activities and identify those that fit the *active living* definition.
- Have students identify on a chart personal and cultural factors that affect participation in physical activity.
- Have students create a graph listing activities at their community centre, showing how many activity programs are available.
- Have students make a chart listing positive and negative ways to deal with stress and identifying techniques for relaxation (e.g., meditation, jogging).
- Have students participate in an exercise program (e.g., walking, skipping, aerobics), recording their goals and comments in a journal.
- Have students research and complete worksheets on the four body systems: skeletal, muscular, cardiovascular, and respiratory.
- Have students plan and lead warm-up activities and participate in a training program, recording heart rates before, immediately after, and one minute after exercise.
- Have students plan and participate in an outdoor experience (e.g., hiking, canoeing).
- Invite qualified people to teach first-aid skills.
- Have students evaluate their fitness level and set personal goals.
- Have students research entrepreneurial ventures related to careers in health, sport, dance, leisure, and community activities.

SUGGESTED ASSESSMENT STRATEGIES

- After reviewing the principles of warm-up and cool-down activities, students work in pairs to plan, demonstrate, and lead class activities. Students should explain how their activities met the following criteria:
 - warm-up—raises heart rate, creates movement in the joints, stretches large muscle groups
 - cool-down—decreases heart rate, stretches small and large muscle groups, relaxes mind and body

Look for demonstrations that are easy to follow, are within the skill levels of all class members (may include options for different levels), and include activities that are interesting and engaging.
- Students develop a personal active-living profile, recording:
 - a personal definition of active living in words and pictures or symbols
 - evidence of their own active living under headings such as Extracurricular Activities, Intramural Activities, Volunteer Work, Family Pursuits, Organized Clubs or Sports, Activities with Friends, and Individual Leisure Activities
 - an analysis of the physical, emotional, social, and intellectual benefits of each activity
 - a summary of the strengths and weaknesses of their current approach to active living (This could be done with a partner.)

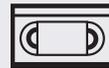
Students update this assessment at intervals during the course. At each update, they identify any changes and explain the effects.
- Look for evidence of students' ability to:
 - personalize a definition of active living
 - analyse the physical, emotional, social, and intellectual benefits of individual activities
 - recognize the extent to which their overall profile reflects an active lifestyle

RECOMMENDED LEARNING RESOURCES



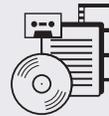
Print Material

- Assessing Attitudes in Physical Education: A Collection of Assessment Tools
- Canada's Food Guide to Healthy Eating (Revised)
- The Canadian Active Living Challenge
- On the Move
- Physical Education: VCE Units 1, 2, 3, 4
- Power Training For Sport: Plyometrics for Maximum Power Development
- Quality Lesson Plans for Secondary Physical Education
- Running Through My Mind
- Skip To Health
- Team Building Through Physical Challenges



Video

- Kids Sports



Multimedia

- Moving to Inclusion

PRESCRIBED LEARNING OUTCOMES

It is expected that students will:

- plan and participate in activity-specific motor skills in a variety of alternative environments
- plan and participate in an outdoor experience
- identify and use survival skills in a variety of environments

SUGGESTED INSTRUCTIONAL STRATEGIES

Through a variety of activities in an alternative setting (e.g., aquatics, skating, orienteering, canoeing), students develop knowledge and skills needed to appreciate, maintain, and participate in land- or water-based activities. These explorations outside the gymnasium form a basis for lifelong involvement in leisure pursuits in the community.

Strategies

- Have students run over different terrains, climbing and jumping, as a lead-up to orienteering, hiking, or cross-country skiing.
- Have students use maps and compasses to follow an orienteering course.
- Have students select equipment and clothing specific to an outdoor activity (e.g., skiing, hiking).
- Use videos, posters, or personal experiences to draw up class lists of safety and survival skills in different environments.
- Use community resources to provide opportunities for students to canoe, rollerblade, swim, and so on.
- Have students perform exercises to increase fitness levels for specific outdoor activities.
- Invite local program providers, such as a community recreation centre, outdoors club, or club for skiers who are disabled to discuss their programs.
- Have students plan activities for an overnight experience at an outdoors school, in a wilderness setting, or at a local park facility.
- Have students make a poster listing responsible behaviour in outdoor situations (e.g., emergencies, travelling, building shelters or fires, disposing of human and other waste, general courtesies).
- Have students set up a mock campsite on the school grounds (including tent set-up, site preparation).

SUGGESTED ASSESSMENT STRATEGIES

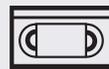
- Students work in groups to plan and participate in an outdoor experience such as hiking, cycling, or skiing. Teachers may use the Student Responsibility Scale (see Appendix D) to assess student planning strategies. Students also identify, assess and demonstrate specific motor skills used in the activity, carry out the preparatory work needed to ensure a safe and enjoyable experience, practise survival skills, and identify emergency procedures.
- In groups, students create task requirements and criteria for an orienteering course, then exchange specifications with another group. Groups draw maps of the courses and return them to the original groups for assessment and feedback. Students submit their original courses, peer evaluations, and revised courses to the teacher for marking. After revision the courses can become part of an orienteering activity.
- Have students record their activities in a journal, commenting on and rating the activities on a scale of one to three (*one* referring to low enjoyment and *three* to high enjoyment). From time to time you may wish to have students review their records and summarize their ideas by responding to prompts such as:
 - The activity(ies) I enjoyed most was because. . . .
 - The activity(ies) I enjoyed least was because. . . .
 - The most useful activity was. . . .
 - A new activity I would like to try is because. . . .
 - To do that, I would have to. . . .

RECOMMENDED LEARNING RESOURCES



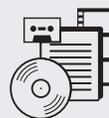
Print Material

- Assessing Attitudes in Physical Education: A Collection of Assessment Tools
- The Canadian Active Living Challenge
- Cycle Right (Can-Bike Program)—Instructor’s Guide
- Small Craft Safety: Instructor Guide and Reference
- Team Building Through Physical Challenges



Video

- On Challenged Wings



Multimedia

- Boatwise
- Moving to Inclusion
- Steps to Success

PRESCRIBED LEARNING OUTCOMES

It is expected that students will:

- select, combine, and perform locomotor and non-locomotor skills used in a variety of dance activities
- choreograph movement sequences, using the elements of movement and basic dance steps and patterns.

SUGGESTED INSTRUCTIONAL STRATEGIES

Through a variety of dance forms (e.g., square, line, multicultural, jazz, funk) students develop movement skills and concepts to help them enjoy the recreational aspects of dance. Through dance, students develop an understanding and appreciation of many cultures. They share their learned and created dances with each other and in social settings in and out of school.

Strategies

- Have students clap and move to the rhythm and beat of the music.
- Have students perform movements, using music or poetry as a stimulus.
- Have students perform dance steps (e.g., swing, skip, do-si-do, grapevine) with and without music, individually and with others.
- Have students perform a variety of dances from different cultures or historical time periods (e.g., rain dance, troika, schottiche).
- Have students create a dance sequence based on a theme (e.g., sports, water, flight, transportation).
- Have students practise the couple position and perform a variety of ballroom dances (e.g., waltz, fox trot, tango).
- Have students use a variety of objects (e.g., fans, drums) to perform or create dances (e.g., Chinese ribbon dances, Mexican Hat Dance).
- Have groups of students perform dances for the class, videotaping the presentation.
- Have students research dances from other countries or cultures and prepare a presentation.

SUGGESTED ASSESSMENT STRATEGIES

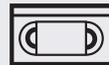
- Students work with a partner or in a small group to create and perform their own dance based on required elements such as length and styles. Use review forms to seek feedback from other students or the teacher.
- After performing an original dance, students submit a written or graphic representation of their choreography. It should include a brief statement of the purpose or theme of the sequence. Teachers may also ask for a self-assessment based on criteria that have been discussed with the class, such as:
 - flow (smooth transitions between movements)
 - effective use of space
 - fit of movements to tempo and rhythm
 - inclusion of required elements
 - reflection of theme or desired effect in movements
 - appropriate difficulty level for performers
- Students and the teacher observe individual performances and provide feedback on:
 - qualities—how the body moves in terms of time, weight, space, and flow
 - body awareness—what the body does (actions and shapes)
 - space awareness—where the body moves (directions, levels, pathways, planes, and extensions)
 - body parts—relationship of the body to other individuals or groups
 - locomotor and non-locomotor skills (e.g., run, leap, skip, bend, twist, or turn)
- Record observations in words or sketches. Provide time each day for recording and sharing observations.

RECOMMENDED LEARNING RESOURCES



Print Material

- Assessing Attitudes in Physical Education: A Collection of Assessment Tools
- Quality Lesson Plans for Secondary Physical Education



Video

- Teaching Beginning Dance Improvisation



Multimedia

- Steps to Success
- Upper Elementary Children: Moving and Learning

PRESCRIBED LEARNING OUTCOMES

It is expected that students will:

- select, combine, and perform movement concepts and skills to create co-operative and competitive game activities
- demonstrate ways to send, receive, and retain an object with increased speed, accuracy, and distance
- apply activity-specific motor skills in game activities
- apply basic offensive and defensive strategies
- use body mechanics to describe the performance of self and others

SUGGESTED INSTRUCTIONAL STRATEGIES

Through various game activities students develop individual and group skills, techniques, strategies, and body and space awareness. Activity-specific motor skills, taught in progression, provide the basis for skill development in all game activities. Students use movement concepts and skills as a basis for creating their own competitive or co-operative games.

Strategies

- Discuss equipment needs, safety, and responsibilities.
- Have students run, hop, jump, and skip safely, moving in different directions and pathways, keeping their heads up, and maintaining control to develop footwork.
- Add equipment such as balls, racquets, and sticks, and have students practise footwork.
- Have students work individually against a wall, with partners, and in small groups to practise activity-specific motor skills (e.g., kicking, forehand swing). Have them discuss the body mechanics involved.
- Have students apply activity-specific motor skills to modified, co-operative, or competitive games (e.g., bench ball, blanket volleyball, basketball, lacrosse).
- Have students use stations to practise skills (e.g., dribbling around cones, shooting at a target).
- Use task cards with movement challenges. (e.g., “Create an individual challenge with two hoops, a bean bag, and chair,” or “Create a co-operative game using two balls, two cones, and two hoops.”)
- Have students practise offensive and defensive strategies such as one-on-one, two-on-two, and weave.
- Have students research games from other countries or cultures, and teach a game to others. Have them create a poster with pictures and a write-up explaining the game.
- Have students with physical limitations use adapted equipment (or specific skills and rules may be modified.)

SUGGESTED ASSESSMENT STRATEGIES

- As students practise and refine their striking skills, complete a feedback sheet or checklist that focusses on specific features such as:
 - form—grip (on racquet, stick, or bat), stance (foot and body position), balance
 - execution—rhythm, control, power at contact, concentration and focus, consistency
 - result—accuracy, speed (if appropriate), distance (if appropriate), consistency

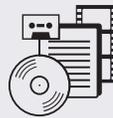
Peer feedback could involve a number of trials. The teacher can use the same task requirements to develop an evaluation rating scale or system.
- Students watch videotapes of their own or their peers' performance of game skills. They analyse and write a report on an individual performance in terms of body mechanics (balance, motion, force, levers) or technique and style. Their analysis should include:
 - a description of the body mechanics involved in performing the skill
 - strengths of the performance
 - suggestions that could improve performance
 - offensive strategies used
 - defensive strategies used
 - teamwork skills

RECOMMENDED LEARNING RESOURCES



Print Material

- Assessing Attitudes in Physical Education: A Collection of Assessment Tools
- Innovative Games
- Quality Lesson Plans for Secondary Physical Education
- Syllabus Resource Book—National Coaching Certification Program



Multimedia

- Moving to Inclusion
- Steps to Success

PRESCRIBED LEARNING OUTCOMES

It is expected that students will:

- select and safely combine gymnastic skills in complex movement sequences
- perform controlled takeoffs, landings, rolls, and balances at a variety of levels, using small and large apparatus
- perform locomotor and non-locomotor skills, showing qualities and relationships, using small and large apparatus
- identify and use body mechanics to improve performance in gymnastic skills

SUGGESTED INSTRUCTIONAL STRATEGIES

Through a variety of gymnastic activities, students develop movement skills and concepts, and effective body mechanics. Within each gymnastic theme, activity-specific motor skills are taught in progression, providing the basis for the development and performance of a variety of gymnastic sequences using small and large apparatus.

Strategies

- Discuss how gymnastic skills can enhance many fitness components, such as strength and flexibility, and select exercises to use as warm-up or cool-down activities.
- Review spotting (e.g., height, weight, strength factors) and safety procedures for working on and setting up equipment.
- Review specific gymnastic skills such as forward and backward rolls and straddle-roll on mats. Have students create a three-part rolling sequence.
- Have students explore creative ways to balance on mats or small apparatus, such as benches, boxes, or beams.
- Have students create a movement sequence with a partner, showing contrasting balances at different levels. Add two different rolls to the sequence.
- Have students perform controlled takeoffs, landings, rolls, and balances, on small apparatus, demonstrating body shapes in flight (e.g., tuck, straddle, pike).
- Set up small and large apparatus and have students create sequences individually or with others.
- Have students create sequences using small objects such as hoops, balls, clubs, or ribbons, incorporating specific gymnastic skills, with or without music.
- Have small groups create pyramids or statues that incorporate balances at different levels and a variety of shapes.

SUGGESTED ASSESSMENT STRATEGIES

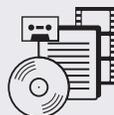
- Students work with a partner to perform a task such as the following:
 - six-part sequence with a partner on a small or large apparatus
 - three different locomotor movements (e.g., rolls, hop, jumps)
 - two balances at different levels
 - mount in a straddle, pike, or tuck position
 - dismount in a straddle, pike, or tuck position
- As students practise, they receive feedback from their peers and the teacher, or complete a self-assessment based on these criteria:
 - individual elements—difficulty, form, control
 - sequence flow—smoothness of links between elements
- Students keep a record of each gymnastic movement they are able to perform. Each entry should be validated by an observer—the teacher or another student. Columns may be headed: Movement, Date, Observer, Comments. This activity could be part of an ongoing activity portfolio, or connected to goal-setting activities.

RECOMMENDED LEARNING RESOURCES



Print Material

- Assessing Attitudes in Physical Education: A Collection of Assessment Tools



Multimedia

- Moving to Inclusion

PRESCRIBED LEARNING OUTCOMES

It is expected that students will:

- use body mechanics related to a variety of individual and dual activities to describe the performance of self and others
- apply activity-specific motor skills when performing a variety of individual and dual activities
- demonstrate ways to throw a variety of objects with accuracy toward a target

SUGGESTED INSTRUCTIONAL STRATEGIES

Through individual and dual activities, students develop throwing, running, and jumping skills that provide the foundation for a lifelong involvement in athletics (track and field), combatives (self-defence, martial arts), or training programs (aerobics, cycling), or target activities (bowling, archery, curling).

Strategies

- Invite qualified instructors from the community to provide training in activities such as martial arts or self-defence. Ensure self-defence is taught in the context of gender issues.
- Have students plan and lead aerobic activities, combining locomotor and non-locomotor skills, with or without music.
- Have students work individually and with a partner to create a juggling routine, using scarves, small balls, or juggling sticks.
- Have students use stations to practise field events (e.g., shot-put, discus, javelin, long jump). Rotate students from station to station, having them record their analyses and comments.
- Have students assess and record their individual fitness levels in a portfolio. Have them plan a training program, set and modify goals, and reflect on results.
- Show videos to demonstrate running styles and techniques involved in athletic events, being sure to include a variety of role models.
- Have teams of four or six practise baton passing for relay races.
- Have students time runs (e.g., 100 m, 200 m, 400 m).
- Have students create a miniature putting course or visit a driving range to practise golf skills.
- Have students participate in activities using community facilities (e.g., curling, bowling, archery).

SUGGESTED ASSESSMENT STRATEGIES

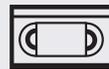
- Students develop a rating scale or checklist for an activity-specific skill or technique they wish to demonstrate and receive credit for (e.g., a wrestling hold, field event, chip shot in golf). Their ratings should include both technique and result. Students should try out their form or scale themselves as well as enlist others to help them revise it. When they are satisfied that it works effectively, they ask two or three people to observe and rate them as they perform the skill. They submit the results as evidence of their understanding of the skill and their own skill level. In assessing students' rating scales, look for evidence that they:
 - describe the components clearly
 - include key aspects of the skill or activity
 - recognize the key criteria for judging performance in this skill or activity
- Students may include a self-assessment of their rating scale by responding to prompts such as the following:
 - Which of the following best describes your rating scale: extremely useful, somewhat useful, not useful?
 - What parts of the scale provided the most helpful feedback? How could you improve it?

RECOMMENDED LEARNING RESOURCES



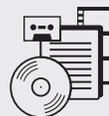
Print Material

- Assessing Attitudes in Physical Education: A Collection of Assessment Tools
- The Canadian Active Living Challenge
- Double Dutch Handbook
- Fit Skip Ness: The Skipping Challenge
- Fitness Fun
- Physical Education: VCE Units 1, 2, 3, 4
- Power Training for Sport: Plyometrics for Maximum Power Development
- Quality Lesson Plans for Secondary Physical Education
- Skip To Health
- Skip To It! The New Skipping Book



Video

- Archery: On Target for Fun



Multimedia

- Moving to Inclusion
- Steps to Success

PRESCRIBED LEARNING OUTCOMES

It is expected that students will:

- select and apply rules, routines, and procedures of safety in a variety of activities
- demonstrate self-confidence while participating in physical activity
- demonstrate appropriate social behaviour while working co-operatively in group activities
- demonstrate etiquette and fair play
- identify the relationship between physical activity and the development of self-esteem
- identify and demonstrate positive behaviours that show respect for individuals' potential, interests, and cultural backgrounds
- describe and apply leadership skills related to physical activity
- identify the knowledge, skills, and personal attributes required to qualify for specific careers related to physical activity

SUGGESTED INSTRUCTIONAL STRATEGIES

While participating in a variety of activities, students identify and demonstrate positive personal and social behaviours (e.g., teamwork, co-operation, leadership, fairness). Students develop self-confidence, self-esteem, and problem-solving ability by participating in activities that enhance their skills, and they show respect for the varied interests, potential, and cultures of others. Students also gain information regarding career opportunities related to physical activity.

Strategies

- With the students, establish safety procedures related to equipment use, set-up and take-down, and emergency situations.
- Have students create posters that highlight positive behaviours or fair-play rules.
- As a whole class or in small groups, generate a list of appropriate social behaviours (e.g., sharing equipment, passing to team members, offering to assist others).
- Discuss rules, safety considerations, and etiquette appropriate for specific activities in each movement category.
- Discuss how health relates to work and to qualifying for a job.
- Arrange field trips to community or fitness centres or invite guest speakers who present a variety of non-traditional role models, and have students research careers related to physical activity.
- Have students prepare a video presentation or slide show advertising a career related to physical activity.
- Have students design a career wheel poster with a physical activity in the centre, showing how that activity relates to a wide range of jobs and professions.
- Discuss the emotional and physical damage and risks associated with sports and fitness stereotypes. (e.g., "Girls aren't strong," "Jocks aren't smart.")

SUGGESTED ASSESSMENT STRATEGIES

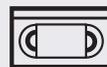
- Teachers may find the reference set *Evaluating Group Communication Skills Across Curriculum* helpful in assessing some outcomes.
- The Student Responsibility Scale (see Appendix D) may be used for self-, peer, and teacher assessments. Teachers may wish to incorporate this scale into their formal or informal reporting.
- In pairs or small groups, students prepare and present a safety demonstration as each sport or activity is introduced throughout the course. Each student participates in at least one demonstration during the course. Students are responsible for obtaining peer feedback to assess the success of their demonstrations. Teachers may also choose to assess their work.
- Students choose a sport or activity they are interested in and another that offers a strong contrast (e.g., wrestling and tennis, football and cricket). Students work in pairs; each choose a sport or activity; identify the expectations and rules that govern etiquette and fair play; then make a chart showing differences and similarities. Individual and dual activities could be compared to team activities. As a summary, have students comment on and account for some of the key differences in sports or activities and draw one or two conclusions or generalizations about fair play and etiquette. Criteria might include:
 - rules and expectations for fair play and etiquette are complete and accurate
 - appropriate identification of similarities and differences
 - understanding the factors that affect ideas of fair play /etiquette
 - recognition of the underlying principles that generalize across sports and activities

RECOMMENDED LEARNING RESOURCES



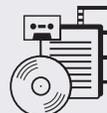
Print Material

- Assessing Attitudes in Physical Education: A Collection of Assessment Tools
- Canada's Food Guide to Healthy Eating (Revised)
- The Canadian Active Living Challenge
- Drugs and Sports: The Score
- Facts and Stats
- Fair Play—It's Your Call
- Fun 'n Motion: Helping Girls & Young Women Set Goals for Lifelong Physical Activity!
- Gender Equity Through Physical Education
- Great Careers for People Interested in Sports and Fitness
- Self Esteem, Sport and Physical Activity
- Self Esteem, Sport and Physical Activity (CAAWS)
- Smart Cycling—Instructor's Manual (Primary and Junior Levels)
- Sports First-Aid: A Guide to Sport Injuries
- The Student Leadership Development Program (Secondary)
- Teaching Children Physical Education
- Team Building Through Physical Challenges
- Towards Gender Equity For Women In Sport: A Handbook for National Sport Organizations



Video

- Kids Sports
- Lacrosse: The Creator's Game
- Steroid Alert



Multimedia

- Boatwise
- Moving to Inclusion

PRESCRIBED LEARNING OUTCOMES

It is expected that students will:

- identify and describe the benefits of active living
- demonstrate a willingness to participate in a wide range of activities from all movement categories
- set and evaluate goals to develop personal fitness abilities and maintain a healthy lifestyle
- plan and participate in personal fitness and activity programs, using the principles of training
- plan and lead appropriate warm-up and cool-down activities
- analyse and explain the effects that nutrition, fitness, and physical activity have on body systems before, during, and after exercise
- identify and describe factors that affect choices of physical activity for life
- design, analyse, and modify nutrition programs for self and others
- select and perform appropriate activities for personal stress management and relaxation
- identify outdoor living skills and a code of responsible behaviour in the outdoors
- explain how changes in body growth affect movement skills or concepts
- demonstrate a personal functional level of physical fitness

SUGGESTED INSTRUCTIONAL STRATEGIES

While participating in activities from all movement categories, students increase understanding and practise the components of healthy living. These include fitness, nutrition, goal setting, stress management, and knowledge of the effects of exercise on body systems. Students continue to develop a positive attitude toward active living in the pursuit of lifelong health and well-being.

Strategies

- Have the class list community activities in which knowledge of different dances would help students be part of a social event.
- Have students, through research and brainstorming, describe the benefits of active living. Have them create a poster that depicts various activities and identifies those that are a part of active living.
- Have students establish and evaluate personal goals related to fitness, motor abilities, and the maintenance of a healthy lifestyle, using journals, active health labs, and personal fitness assessments. Have them use computers to graph progress.
- Have students create a personal fitness log that includes specific exercises incorporating the principles of training: frequency, intensity, time (FIT).
- Have students plan and lead warm-up and cool-down activities for specific activities or personal fitness programs.
- Have students design a nutritional plan appropriate for a specific activity (e.g., cross-country running, weight lifting, aerobics).
- Have students, through brainstorming and research, identify factors that might affect physical activity choices throughout life (e.g., community resources, physical needs, career choices, climate, cost).
- Have students plan activities that would help reduce stress in their daily routines.
- Have students brainstorm and list appropriate responsibilities in an outdoor setting for land- and water-based activities.
- Have students plan and participate in an outdoor education experience at an outdoors school, in a wilderness setting, or in the community.

SUGGESTED ASSESSMENT STRATEGIES

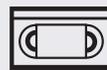
- Students identify an aspect of nutrition that is important to them. For example, they may focus on how their current eating habits affect their energy level. They record their daily food intake for two weeks. Then, using the Internet, they research current information on their particular nutritional interest and develop a set of guidelines related to it. (The teacher specifies the requirements of the assignment, such as length, format, and criteria for scoring, and explicit connections between nutrition and body systems.) Finally, students analyse their eating habits and identify at least two changes that would help them address their concern.
- Students develop an activity plan that includes short-term goals. Each week they record their activities and comment on progress. At the end of a term, students review their records and list:
 - positive changes in their activities
 - what parts of their plans seemed to work best, and why
 - what they learned from this activity that they could apply in the future

RECOMMENDED LEARNING RESOURCES



Print Material

- Assessing Attitudes in Physical Education: A Collection of Assessment Tools
- Canada's Food Guide to Healthy Eating (Revised)
- The Canadian Active Living Challenge
- On the Move
- Physical Education: VCE Units 1, 2, 3, 4
- Power Training For Sport: Plyometrics for Maximum Power Development
- Quality Lesson Plans for Secondary Physical Education
- Running Through My Mind
- Skip To Health
- Team Building Through Physical Challenges



Video

- Kids Sports



Multimedia

- Moving to Inclusion



Software

- MacDine Perfect

PRESCRIBED LEARNING OUTCOMES

It is expected that students will:

- apply movement skills and concepts to a variety of alternative-environment activities
- plan and participate in activity-specific motor skills in a variety of alternative environments
- apply survival skills in a variety of environments

SUGGESTED INSTRUCTIONAL STRATEGIES

Through a variety of alternative-environment activities (e.g., canoeing, hiking, aquatics, orienteering), students expand their knowledge of and skills in specific activities in community and outdoor settings. Students may apply movement concepts and skills to a variety of land- and water-based activities, which provide a foundation for pursuing lifelong activities in alternative settings.

Strategies

- Have students perform locomotor and non-locomotor skills as they relate to alternative-environment activities such as route finding and map reading for orienteering.
- Have groups of four to six students create an orienteering course using a compass and a map of an assigned area. Exchange courses with other groups, and follow their course.
- Have students list and perform various exercises and drills that would help prepare them for activities in alternative settings (e.g., exercises to strengthen quads for skiing activities, stretching and running activities for hiking and orienteering, upper-body exercises for canoeing or hiking).
- Have students list sports and other physical activities available in their community and discuss factors involved in accessing them (e.g., cost, location, schedule).
- Have students plan a day hike, identifying equipment needs, preparatory activities, safety considerations, environmental concerns, food, and so on.
- Have students research, discuss, and demonstrate a variety of safety techniques useful for alternative-environment activities.
- Have students participate in an aquatic program to develop strokes, water-safety and lifesaving skills.

SUGGESTED ASSESSMENT STRATEGIES

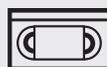
- Working in groups, students plan an orienteering activity, then write a quiz to demonstrate their understanding of safety rules and ethics for orienteering. They exchange quizzes with their classmates for answering. Quizzes might include true-or-false statements such as the following:
 - Orienteers may visit the controls in any order they wish during a cross-country orienteering event. T___ F___
 - Orienteers may cross an area marked out-of-bounds provided they feel that they can do so safely. T___ F___
 - An international distress signal is three blasts on a whistle. T___ F___
- In creating the orienteering courses, students set map requirements. They exchange maps and check for the following map features:
 - orientation by compass
 - direction-of-travel arrow
 - start and finish points
 - measurement scale
 - orienteering arrow
- After groups have created, exchanged, and followed orienteering courses, they meet to assess and report on results. Their assessments should include:
 - appropriate difficulty level of the courses
 - accuracy and clarity of the maps
 - accuracy in following course directions
 - time required to complete the course
- Students maintain a log book or journal as they participate in various activities. They may respond to the following:
 - The activity(ies) I enjoyed most are _____ because _____.
 - The activity(ies) I enjoyed least are _____ because _____.
 - A new activity I would like to try is _____ because _____.
 - A new skill(s) I learned or improved upon was _____ and this occurred because _____.

RECOMMENDED LEARNING RESOURCES



Print Material

- Assessing Attitudes in Physical Education: A Collection of Assessment Tools
- The Canadian Active Living Challenge
- Small Craft Safety: Instructor Guide and Reference
- Team Building Through Physical Challenges



Video

- On Challenged Wings



Multimedia

- Boatwise
- Moving to Inclusion
- Steps to Success

PRESCRIBED LEARNING OUTCOMES

It is expected that students will:

- apply movement skills and concepts to create movement sequences, with or without music
- create, choreograph, and perform dances for self and others in a variety of dance forms
- apply the principles of mechanics to improve performance in dance activities

SUGGESTED INSTRUCTIONAL STRATEGIES

Through a variety of dance forms (e.g., multicultural, contemporary, ballroom) students perform basic movement patterns to music. Students become familiar with the concepts of time, rhythm, spatial awareness, and sequencing. These concepts will be applied in individual, couple, and group formations.

Strategies

- Have students perform various dance steps (e.g., Slap Leather, waltz, Jiffy Mixer) individually by patterning teacher or peer demonstrations.
- Have students perform dance steps in specific formations (e.g., couple, circle, line).
- Discuss appropriate social etiquette for dances from a variety of cultures.
- Have students research dances from various cultures (e.g., Indo-Canadian, Japanese, South America, Aboriginal) and prepare a presentation to the class.
- Use music of different cultures to have students explore locomotor and non-locomotor movements (e.g., turns, hand movements, body percussions) and basic folk dance steps.
- Have students work with a partner or in small groups to create a dance. (Select music, make up a name, select a formation, and create the steps.)
- Have students work in groups of three to five to practise Tinikling steps and create one new step of their own.
- Have students select an object (e.g., fan, cane, hat, tambourine) and use it in a dance sequence.
- Use poetry, pictures, or themes (e.g., sports, nature, animals) as a stimulus for dance sequences.

SUGGESTED ASSESSMENT STRATEGIES

Teachers may wish to use the Student Responsibility Scale (see Appendix D) to assess these aspects of student development.

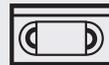
- Students work with a partner or in small groups to choose a theme based on an emotion, situation, or concept. Using a dance they have learned, students change some elements in order to convey their theme. Work with the students to develop assessment criteria such as the following:
 - Design—modification and original elements flow smoothly, movements are challenging, dance is within skill level of performers, movements fit tempo and rhythm, dance reflects intended theme.
 - Performance control—confident; interpretive; in unison, if relevant; in tempo and on beat.
- Students write a report showing evidence of their understanding of movement skills and body mechanics by analysing their own dance performance. For example, have them respond to the following:
 - Identify a dance movement that is easy for you to perform with a high degree of control. Explain why in terms of movement skills and body mechanics (balance, motion, force, levers).
 - Identify a dance movement that is difficult for you. Explain why in terms of movement skills and body mechanics (balance, motion, force, levers).
- Assess student responses using criteria such as:
 - accurate understanding of the concepts involved
 - relevance of the information included
 - logical explanation of the effect of mechanics on performance
 - clarity and comprehensiveness of the explanation

RECOMMENDED LEARNING RESOURCES



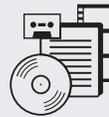
Print Material

- Assessing Attitudes in Physical Education: A Collection of Assessment Tools
- Quality Lesson Plans for Secondary Physical Education



Video

- Teaching Beginning Dance Improvisation



Multimedia

- Steps to Success
- Upper Elementary Children: Moving and Learning

PRESCRIBED LEARNING OUTCOMES

It is expected that students will:

- apply movement skills and concepts to a variety of game activities
- demonstrate ways to send, receive, and retain an object with increased speed, accuracy, and distance
- apply activity-specific motor skills in game activities
- apply and demonstrate basic offensive and defensive strategies
- apply the principles of mechanics to improve performance in game activities

SUGGESTED INSTRUCTIONAL STRATEGIES

Through a variety of games, students develop individual skills, techniques, strategies, and space awareness. Motor skills and concepts taught in progression provide a basis for participation in a variety of game activities. Inherent in playing all games are co-operation, respect for self and others, fair play, and etiquette.

Strategies

- Review equipment needs, safety rules, and responsibilities (e.g., proper handling of bats, sticks, racquets, and balls).
- Have students participate in running games, drills, warm-up exercises, and modified game activities as a lead-up to complex game skills and strategies.
- Use a variety of objects and implements (e.g., balls, racquets, quoits, hoops) to practise activity-specific motor skills such as dribbling, passing, catching, and serving.
- Have students apply motor skills, game strategies, and body mechanics to small- and large-group game activities (e.g., modified, co-operative, or competitive games such as cricket, badminton, soft lacrosse, parachute games).
- Have students create a competitive or co-operative game or challenge including selecting equipment and number of players, designing rules and strategies, and teaching the game to another group.
- Have students practise offensive and defensive strategies.
- Discuss ways in which various skills (e.g., dribbling, shooting, passing) are transferred from game to game.
- Have students, in pairs or small groups, analyse each other's performance based on predetermined mechanical criteria for specific skills.
- Have students research games from various cultures or the history of a selected game. Have them teach a game to others.
- Discuss ways to adapt game activities for students who are physically or intellectually challenged.

SUGGESTED ASSESSMENT STRATEGIES

- Students work with the teacher or in small groups to identify key criteria for assessing movement skills and concepts involved in basketball. For example:
 - dribbling—control with both hands, head up, push ball to floor, controlled
 - passing—accurate, index finger points to receiver, aims for chest, moderate pace, catchable
 - shooting—arm position follow-through, ball flies in arc pattern, accurate
 - offensive strategies—anticipates, quick adjustment from defence to offence, appropriate position, moves to open space, aware of teammates’ positions
 - defensive strategies—anticipates, quick adjustment from offence to defence, maintains position, checking stance

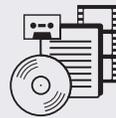
Students use a rating scale, based on these criteria, to assess demonstrations of skills.
- Assign students to develop two or three questions (e.g., “What would you do if? . . .”) that will challenge their classmates to apply the rules and strategies of a game they have learned in class.
- Students are assigned a basic manipulative skill to demonstrate. They are instructed to extend or modify the task to make it appropriate for their skill level. For example, an overhand pass to a partner can be extended by using the other hand, increasing the distance, or adding speed; it can be modified by having students move closer together or use a larger ball. Notice students who can adjust the test to their skill level while still keeping it challenging.

RECOMMENDED LEARNING RESOURCES



Print Material

- Assessing Attitudes in Physical Education: A Collection of Assessment Tools
- Innovative Games
- Quality Lesson Plans for Secondary Physical Education
- Syllabus Resource Book—National Coaching Certification Program (NCCP)



Multimedia

- Moving to Inclusion
- Steps to Success

PRESCRIBED LEARNING OUTCOMES

It is expected that students will:

- apply movement skills and concepts when performing gymnastic activities
- select, perform, and evaluate gymnastic sequences, using a variety of small and large apparatus
- apply the principles of mechanics to improve performance in gymnastic skills

SUGGESTED INSTRUCTIONAL STRATEGIES

Through gymnastics, students develop poise, grace, rhythm, co-ordination, balance, strength, flexibility, and effective body mechanics. Individual skills are taught in progression to provide the basis for the development and performance of a variety of gymnastic sequences.

Strategies

- Demonstrate and then have students work with partners to practise proper spotting techniques on mats and various apparatus.
- Have students, working individually and with partners, practise specific gymnastic skills such as forward rolls, shoulder backward rolls, headstands, and cartwheels.
- Have students experiment on various equipment to create gymnastic sequences, recognizing their limitations and potentials according to set criteria.
- Have students select an event or equipment that best suits their capabilities and practise individual stunts and motor skills necessary for creating a gymnastic sequence.
- Have students use ribbons, hoops, balls, or clubs to create rhythmic gymnastic routines (e.g., ribbon movement on various planes, combined with complementary body movement).
- Have students use station approach to develop gymnastic skills, incorporating balance, travelling weight transfer, flight, takeoff, and land.
- Have students use task cards to outline movement challenges on small and large apparatus (e.g., create a three-part sequence on the bench, showing three balances at two different levels).

SUGGESTED ASSESSMENT STRATEGIES

- The teacher discusses and provides copies of a rating sheet (see example below) on which peer observers may rate and comment on student demonstrations. The criteria chosen should fit the type of gymnastics the class is working on. For each skill performed, a peer observer rates each criterion using a three-point scale (1—needs work; 2—competent; 3—strong). Teachers may wish to specify other requirements (e.g., demonstrating a set number of skills, choosing one skill on each apparatus, choosing skills from different groupings provided by the teacher).

Criteria	Rating	Comment
poise		
grace		
balance		
rhythm		
co-ordination		
strength		
difficulty level		
safety		

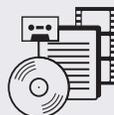
- The teacher and several students may complete independent ratings and comments for the same performance (live or on videotape). Videotaping allows students to assess their own performance. The teacher may then assess students' ability to evaluate a sequence by reviewing the rating sheets, looking for:
 - reasonableness of the ratings
 - application of knowledge about mechanics in suggestions for improvement
 - evidence of understanding of the criteria
 - clear suggestions or directions that would help the performer improve

RECOMMENDED LEARNING RESOURCES



Print Material

- Assessing Attitudes in Physical Education: A Collection of Assessment Tools



Multimedia

- Moving to Inclusion

PRESCRIBED LEARNING OUTCOMES

It is expected that students will:

- apply movement skills and concepts to a variety of individual and dual activities
- apply activity-specific motor skills when performing individual and dual activities
- apply the principles of mechanics to improve performance in individual and dual activities

SUGGESTED INSTRUCTIONAL STRATEGIES

Through a variety of individual and dual activities, students gain the knowledge and skills required for running, jumping, and throwing activities related to athletics (track and field), individual manipulatives, combatives, and target activities. Students plan training programs that involve performing, developing, and increasing their understanding of the benefits of a personal functional level of fitness for specific individual and dual activities. The skills and principles taught may be transferred to lifelong leisure pursuits.

Strategies

- Have the class discuss equipment needs, safety for self and others, and responsibilities.
- Have students research a variety of training programs (e.g., circuit, weight, interval training).
- Have students select, plan, and implement a training program to suit their personal needs, and record their progress in a log or diary.
- Demonstrate and discuss with the class techniques used in various athletic activities, such as field events (e.g., discus: holding the discus, rolling the discus, standing throw, half-turn, step and throw, full turn) and target activities (e.g., golf, archery, darts).
- Discuss ways in which various skills and mechanics are transferred from activity to activity.
- Have students, working in pairs, use a checklist based on predetermined mechanical criteria to analyse each other's performance of specific skills.
- Have students discuss and explain how body types and changes can affect performance and fitness level.
- Have students use scarves, balls, or sticks to practise juggling skills individually, with partners, and in small groups.
- Have students demonstrate and explain how to use various fitness equipment available at school or at local fitness centres.
- Have students work with partners to practise basic self-defence skills, and discuss situations that may require these skills.

SUGGESTED ASSESSMENT STRATEGIES

- At the beginning of a unit of activities (e.g., track and field, wrestling) identify the activities and skills students will work on. Each student selects a specified number (usually one to three) of skills or techniques that they will develop for presentation. Students who are working on the same skill work together to develop assessment criteria. The teacher uses the same criteria to assess students' demonstrations at the end of the unit. Sample criteria: form (body positions), control, consistency, focus or concentration, fluidity, power, speed and distance (if relevant), accuracy (if relevant).
- After evaluating their individual fitness level and identifying activity or skill goals, students design a training program to address their needs and interests. They may keep the following components in a portfolio for periodic review:
 - fitness evaluation results
 - a written analysis of fitness level
 - a plan for a personal training program outlining activities, time frame for training, and fitness components to be addressed
 - an activity log showing date, time, and activity performed
 - a journal that includes comments on their progress and strategies for overcoming obstacles
 - research articles and other information directly related to their personal training program
 - a graphic summary (possibly a computer spreadsheet) of their progress

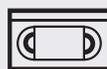
Note: this portfolio should not become a writing activity. Most entries can be lists, symbols, or graphs.

RECOMMENDED LEARNING RESOURCES



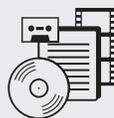
Print Material

- Assessing Attitudes in Physical Education: A Collection of Assessment Tools
- The Canadian Active Living Challenge
- Double Dutch Handbook
- Fit Skip Ness: The Skipping Challenge
- Physical Education: VCE Units 1, 2, 3, 4
- Power Training for Sport: Plyometrics for Maximum Power Development
- Quality Lesson Plans for Secondary Physical Education
- Skip To Health
- Skip To It! The New Skipping Book



Video

- Archery: On Target for Fun



Multimedia

- Moving to Inclusion
- Steps to Success

PRESCRIBED LEARNING OUTCOMES

It is expected that students will:

- select and apply rules, routines, and procedures of safety in a variety of activities from all movement categories
- demonstrate positive behaviours that indicate self-respect and self-confidence while participating in physical activity
- demonstrate appropriate social behaviour while working co-operatively in group activities
- demonstrate etiquette and fair play
- identify and demonstrate positive behaviours that show respect for individuals' potential, interests, and cultural backgrounds
- describe and apply leadership skills related to physical activity
- identify the knowledge, skills, and personal attributes required to qualify for specific careers related to physical activity

SUGGESTED INSTRUCTIONAL STRATEGIES

While participating in activities from all movement categories, students apply positive personal and social behaviours. Students demonstrate respect for self and others. They apply leadership skills, teamwork, and problem-solving skills related to physical activities to foster effective communication. Students also research career opportunities in physical activities and identify work-related health benefits.

Strategies

- Discuss with students how to set goals and accurately evaluate their abilities in relation to movement tasks.
- In small groups or as a whole class, have students list behaviours that demonstrate self-respect and respect for others (e.g., ways to assist others when participating in physical activities).
- Have students brainstorm the idea of working co-operatively, finding examples (e.g., peer coaching, sharing ideas, teamwork).
- Discuss fair-play rules and etiquette for specific activities such as tennis, dance, golf, and cricket.
- Encourage students to develop leadership skills by assuming responsibilities (e.g., leading warm-up or cool-down activities, setting up and taking down equipment, working with ESL students).
- Discuss how health relates to work life, qualifying for a job, and reducing illness and time away.
- Invite male and female guest speakers from different ethnic groups to talk about careers related to physical activities.
- Discuss the emotional and physical damage and risks associated with sports and fitness stereotypes (e.g., "Girls aren't strong," "Jocks aren't smart.")
- Discuss ways of improving sports-related career options for girls and women.

SUGGESTED ASSESSMENT STRATEGIES

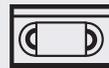
- The Student Responsibility Scale (see Appendix D) may be used as the basis for daily self-, peer, and teacher assessments during daily activities. Teachers may use this scale as part of their formal or informal reporting.
- Students may monitor their development of leadership skills using a self- and peer assessment sheet that lists several attributes of leadership. Teachers may work with students to develop a list of appropriate attributes and skills (e.g., accepts responsibility, makes plans, motivates others, makes decisions). Students indicate whether each attribute is one they currently are demonstrating, have potential for, or are not interested in at this time. This activity can be part of a goal-setting activity.
- Students set two goals related to some aspect of personal or social responsibility listed under Prescribed Learning Outcomes. For example, they may wish to develop or improve on self-confidence, co-operative behaviour, fair play, leadership, respect for others of different abilities or backgrounds, or knowledge about careers related to physical activity. Students track their progress using a goal-setting sheet (see Appendix D for a sample; other formats are included in the CAPP resource materials). Students review their progress with a peer and with a family member or other adult at least once during the course. At the end of the course, they review their progress in a brief conference with the teacher. Where it is not possible for teachers to conduct individual interviews, students may discuss their progress with another adult and submit a summary of the discussion.

RECOMMENDED LEARNING RESOURCES



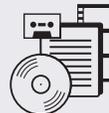
Print Material

- Assessing Attitudes in Physical Education: A Collection of Assessment Tools
- Canada's Food Guide to Healthy Eating (Revised)
- The Canadian Active Living Challenge
- Drugs and Sports: The Score
- Facts and Stats
- Fair Play—It's Your Call
- Fun 'n Motion: Helping Girls & Young Women Set Goals for Lifelong Physical Activity!
- Gender Equity Through Physical Education
- Great Careers for People Interested in Sports and Fitness
- Self Esteem, Sport and Physical Activity
- Self Esteem, Sport and Physical Activity (CAAWS)
- Sports First-Aid: A Guide to Sport Injuries
- The Student Leadership Development Program (Secondary)
- Teaching Children Physical Education
- Team Building Through Physical Challenges
- Towards Gender Equity For Women In Sport: A Handbook for National Sport Organizations



Video

- Kids Sports
- Lacrosse: The Creator's Game
- Steroid Alert



Multimedia

- Boatwise
- Moving to Inclusion

PRESCRIBED LEARNING OUTCOMES

It is expected that students will:

- demonstrate a commitment to active living as an important part of lifestyle
- demonstrate a willingness to participate in a wide range of activities from all movement categories
- plan, assess, and maintain personal fitness and activity programs using the principles of training
- identify and describe factors that affect choices of physical activity for life
- analyse and explain the effects that nutrition, fitness, and physical activity have on body systems before, during, and after exercise
- plan and lead appropriate warm-up and cool-down activities
- design, analyse, and modify nutrition programs for self and others
- select appropriate activities and design a plan for personal stress management and relaxation
- define and apply the principles of first aid
- identify outdoor-living skills and a code of responsible behaviour in the outdoors
- identify recreational and community programs that promote a healthy lifestyle

SUGGESTED INSTRUCTIONAL STRATEGIES

While participating in a variety of activities from all movement categories, students increase their understanding and practise the components of an active, healthy lifestyle. These include fitness, nutrition, goal setting, stress management, and knowledge of the effects of exercise on body systems. Students will demonstrate a commitment to an active, healthy lifestyle.

Strategies

- Have students list words for a concept map using the term *active living* (e.g., *health, relaxation*).
- Have students define *active living* in a journal listing ways to incorporate activity into daily routines.
- Have students plan, assess, and maintain a personal fitness and activity program, incorporating the principles of training.
- Have students list recreational programs that meet their personal fitness needs (e.g., private gym programs, community-based sport programs).
- Have students make charts and posters listing warm-up and cool-down activities for each movement category, and lead a group or the class.
- Have students research good nutritional practices and create and maintain a food diary for their personal fitness and nutritional needs.
- Have students list and perform a variety of activities in their daily routine that help reduce stress and promote physical health and well-being.
- Have students take a first-aid course.
- Have students help plan an outdoor activity.
- Ask students to review and discuss a code of responsible behaviour while participating in outdoor activities. Have them refer to the First Nations code.

SUGGESTED ASSESSMENT STRATEGIES

- Students and teachers write a series of quizzes to assess knowledge of topics such as first aid and prevention of athletic injuries. Student-designed quizzes may be administered orally or in written form, in small groups or in pairs.
- Working individually or in pairs, students interview three people about how they reduce stress in their lives. Students record the strategies described, then select one that could be adapted to help them with their own stress, explaining how it would be adapted and why it could be effective in their personal stress management and relaxation. Look for evidence of a reasonable rationale for the choice.
- Students develop and maintain a personal activity and fitness program that includes:
 - a chart of in- and out-of-school activities
 - an activity log showing date, activity, and time spent
 - an assessment of their personal fitness level repeated at regular intervals (e.g., monthly, once each term)
 - a list of activity and fitness goals for the term or year
 - a fitness journal in which they record weekly comments about their progress
 - a summary at the end of each term or reporting period

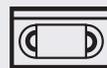
Look for evidence of commitment to the goals and plans students develop, participation in a range of activities, recognition of the principles of training, and conclusions that are supported by the information in the portfolio.

RECOMMENDED LEARNING RESOURCES



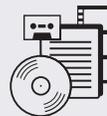
Print Material

- Assessing Attitudes in Physical Education: A Collection of Assessment Tools
- Canada's Food Guide to Healthy Eating (Revised)
- The Canadian Active Living Challenge
- On the Move
- Physical Education: VCE Units 1, 2, 3, 4
- Power Training for Sport: Plyometrics for Maximum Power Development
- Quality Lesson Plans for Secondary Physical Education
- Running Through My Mind
- Skip To Health
- Team Building Through Physical Challenges



Video

- Kids Sports



Multimedia

- Moving to Inclusion



Software

- MacDine Perfect

PRESCRIBED LEARNING OUTCOMES

It is expected that students will:

- select, plan, and participate in activity-specific motor skills in a variety of alternative-environment activities
- identify and apply survival skills needed in a variety of environments
- plan and participate in an outdoor experience

SUGGESTED INSTRUCTIONAL STRATEGIES

Through a variety of alternative-environment activities, students apply knowledge of movement skills and concepts to a variety of water- and land-based activities in alternative environments. Students learn first-aid and survival skills for use in outdoor or wilderness settings.

Strategies

- Have students run through an obstacle course and perform relay races in preparation for orienteering activities.
- Have small groups design orienteering courses, and then have others in the class participate in each orienteering activity.
- Have students plan activities in a wilderness setting (e.g., rock climbing, canoeing, camping).
- Use video instruction for activities such as rock climbing, kayaking, backpacking, or sailing.
- Use gym and school facilities (e.g., climbing frame apparatus, ropes, running course) to practise for outdoor activities.
- Review survival skills using videos, simulations, charts, books, or guest speakers.
- Have students work in partners or small groups to practise lifesaving procedures for water-based activities.
- Have students identify the appropriate attire and equipment needed for specific activities. (e.g., For backpacking, list the basic supplies needed for a day trip and overnight.)
- Have students research an alternative-environment activity that they know little about, interview people who participate in the activity to find out why they enjoy it, and prepare a media presentation advertising it.

SUGGESTED ASSESSMENT STRATEGIES

- Teachers may find the reference sets *Evaluating Group Communication Skills Across Curriculum* and *Evaluating Problem Solving Across Curriculum* useful as well as the Student Responsibility Scale. (See Appendix D.)
- Students work in small groups to select an activity that is easily accessible within their community. They should choose an activity in which they have already developed some skill. Groups plan a video presentation that shows:
 - how to prepare for the activity
 - instruction for and demonstration of key skills or movements
 - their group participating in the activity
- Prior to the activity, the teacher presents or negotiates criteria for the assignment. For example, each section of the video (preparation, skill instruction, participation) could be assessed in terms of the following criteria:
 - clear, easy to follow
 - includes all relevant information
 - shows attention to safety concerns and survival skills, if needed

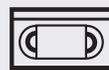
In addition, the performance of group members during the skills instruction and participation segments could be assessed for form, execution, and difficulty level (if appropriate).
- Students keep a participation record of their physical activities in the community, including physical education class activities, other school activities, and those they pursue out of school. At the end of the term or course, they submit their records along with a brief summary outlining:
 - what their participation tells about their skills and activity level
 - how their activities connect to movement skills and concepts
 - which activities are likely to become lifelong interests

RECOMMENDED LEARNING RESOURCES



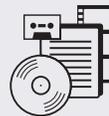
Print Material

- Assessing Attitudes in Physical Education: A Collection of Assessment Tools
- The Canadian Active Living Challenge
- Small Craft Safety: Instructor Guide and Reference
- Team Building Through Physical Challenges



Video

- On Challenged Wings



Multimedia

- Boatwise
- Moving to Inclusion
- Steps to Success

PRESCRIBED LEARNING OUTCOMES

It is expected that students will:

- apply movement skills and concepts to a variety of dance activities to create movement sequences
- create, choreograph, and perform dances for self and others in a variety of dance forms

SUGGESTED INSTRUCTIONAL STRATEGIES

Dance provides opportunities for students to learn how different cultures influence dance forms. Students develop social skills as they work together to perform a traditional dance or create dances based on movement skills and concepts they have learned. These concepts will be applied in individual, couple, and group formations.

Strategies

- Have students perform dance steps from a variety of dance forms, such as folk, square, ballroom, and jazz, individually, in partners, and in small groups.
- Have students create dance steps while counting to music, using specific formations such as couple position, square, circle, or line.
- Have students create a dance incorporating assigned movements (e.g., line dance turns, stomps, travels).
- Discuss appropriate social etiquette for dance (e.g., line dance, gracious ways to accept an invitation, showing respect).
- Ask students to research the history of various dance forms, and plan a presentation that includes teaching a dance to others, posters, pictures, and some general facts.
- Invite community dance groups (e.g., Aboriginal, Indo-Canadian, Chinese, Japanese, Ukrainian) to make presentations.
- Use videos as instructional tools, and videotape student presentations of their dances.
- Have students, with partners or in small groups, create a dance using objects such as fans, scarves, ribbons, drums, or clubs, with or without music.
- Have students list ways to move and travel on water, and then create a movement sequence that demonstrates life under the sea.

SUGGESTED ASSESSMENT STRATEGIES

Teachers may find the reference set *Evaluating Problem Solving Across Curriculum* helpful in assessing the outcomes.

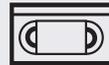
- Students work in pairs to practise ballroom dance steps and sequences that meet specific requirements or challenges. They videotape their performance, and submit the video along with a self-analysis that considers the overall impact of their performance and the extent to which they have demonstrated the following criteria: correct technique, smooth turns, effortless movement, correct body position, movement in unison, movement on tempo and beat, and poise and confidence. Students may use a rating scale or offer comments on each category. Teachers and peers may assess the performance using the same criteria. This activity can be adapted to other forms of dance.
- Students work in pairs or small groups to create and choreograph a dance sequence that they teach to the class. The teacher presents task requirements (e.g., length, choice of styles, number of students, difficulty, number of steps and changes). After each group presentation, classmates may answer the following questions:
 - Was the dance easy to learn? Why or why not?
 - Did the people who designed it demonstrate the steps or moves effectively?
 - Was the dance appropriate for the interests and skill levels of the class? Why or why not?

RECOMMENDED LEARNING RESOURCES



Print Material

- Assessing Attitudes in Physical Education: A Collection of Assessment Tools
- Quality Lesson Plans for Secondary Physical Education



Video

- Teaching Beginning Dance Improvisation



Multimedia

- Steps to Success
- Upper Elementary Children: Moving and Learning

PRESCRIBED LEARNING OUTCOMES

It is expected that students will:

- apply movement skills and concepts to perform and create a variety of game activities
- demonstrate with efficiency and form ways to send, receive, project, and retain possession of an object
- analyse and demonstrate basic offensive and defensive strategies
- adapt and improve activity-specific motor skills in game activities
- apply the principles of mechanics to improve performance in game skills

SUGGESTED INSTRUCTIONAL STRATEGIES

Students develop a variety of motor skills, strategies, and techniques that may be applied to game activities. Activity-specific motor skills taught in progression provide the basis for skill development in all game activities. Inherent in playing all games are cooperation, respect for self and others, fair-play behaviours, and etiquette.

Strategies

- Discuss the importance of safe handling of bats, sticks, racquets, and so on.
- Have students practise footwork while moving in different directions and pathways without colliding, keeping their heads up, and maintaining control.
- Adding equipment, have students work individually and with others to perform activity-specific motor skills related to an activity (e.g., cricket, volleyball, badminton).
- Have students work in small groups to apply activity-specific motor skills to modified and co-operative game situations (e.g., side-line basketball, six-a-side soccer, soft lacrosse).
- Have students demonstrate offensive and defensive strategies such as one-on-one, two-on-two.
- Have students explore and research various cultures' games such as netball (England), hurling (Ireland), and lacrosse (First Nations).
- Discuss ways in which various skills are transferred from game to game.
- Have students, working in pairs or small groups, analyse each other's performance based on predetermined mechanical criteria for specific skills.
- Have students create a co-operative game or challenge with a partner or small group, selecting specific skills (e.g., throwing and catching using scoops and whiffle balls, striking skills using feet or hands).
- Students with physical disabilities may use adapted equipment (or specific skills and rules may be modified).

SUGGESTED ASSESSMENT STRATEGIES

- As students play games they have focussed on in class, the teacher and peer observers look for and document evidence of specific behaviours and skills such as the following:
 - efficiency and form in sending, passing, receiving, projecting, shooting, and retaining possession of the ball, puck, or other object.
 - footwork
 - teamwork
 - offensive strategies (e.g., moving into positions, passing)
 - defensive strategies (e.g., anticipating, adjusting, reacting, maintaining position or territory, checking)
 - concentration and anticipation

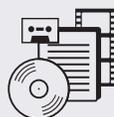
Observers rate or comment on each aspect of the player’s performance, and then give the recording sheet to the player, who can add comments or explanations before submitting it to the teacher as evidence of skill development. Teachers may spot check the observations to ensure that all students are applying similar standards.
- At the beginning of each class, all students identify a skill they wish to improve or extend. At the end of the class, students rate or comment on their level of success and effort, using a three- to five-point scale. Each day the teacher chooses four or five students to demonstrate their chosen skills, and adds his or her rating to the student sheets. These records may be kept as part of other fitness or activity files students may be keeping.

RECOMMENDED LEARNING RESOURCES



Print Material

- Assessing Attitudes in Physical Education: A Collection of Assessment Tools
- Innovative Games
- Quality Lesson Plans for Secondary Physical Education
- Syllabus Resource Book—National Coaching Certification Program (NCCP)



Multimedia

- Moving to Inclusion
- Steps to Success

PRESCRIBED LEARNING OUTCOMES

It is expected that students will:

- apply movement skills and concepts to create gymnastic sequences
- select, perform, and evaluate gymnastic sequences, using a variety of small and large apparatus
- apply the principles of mechanics to improve performance in gymnastic skills

SUGGESTED INSTRUCTIONAL STRATEGIES

Through gymnastic activities, students develop movement skills and effective body mechanics. Individual skills taught in progression provide the basis for creating and performing movement sequences on mats, and using small and large apparatus. Students select an event or piece of equipment that best suits their capabilities and learn individual stunts and gymnastic skills necessary for creating movement sequences. By participating in gymnastic activities, students develop poise, balance, rhythm, and co-ordination.

Strategies

- The teacher or students demonstrate correct spotting techniques; then students practise with a partner on mats and various apparatus. Consider same sex, height, weight, and strength when choosing partners.
- Using a station approach, review specific gymnastic skills related to the themes of travel (e.g., forward and backward rolls, straddle roll, dive roll), balance (e.g., headstand, handstand, front scale), transfer of weight (e.g., cartwheel, roundoff), and flight (straddle, pike, tuck positions).
- Have students create a gymnastic sequence on apparatus with a focus on body movement and control (e.g., for rings: hang and swing, swing up, balance and control moves, L-sit, straddle, pike, tuck, strength moves, controlled straddle dismount).
- Have students use small apparatus such as balls, ribbons, hoops, or clubs to develop movement sequences (rhythmic gymnastics), with or without music.
- Use task cards to present movement challenges focussing on themes and gymnastic skills. (e.g., “Create a movement sequence that includes two different rolls, two balance positions on one to three points, and two movements of your own choice.”)
- Have students work individually, with partners, or in small groups to create a sculpture, focussing on the theme of balance. Begin by having all gymnasts balance on two points; then try balancing on one point, three points, and so on.

SUGGESTED ASSESSMENT STRATEGIES

- Students are expected to choose, practise, and demonstrate gymnastic sequences for events or equipment that best suit their capabilities. As they work on these activities, look for evidence that individual students are:
 - challenging themselves
 - committed to improving
 - increasing poise and confidence
 - increasing body control and balance
 - aware of safety procedures
 - increasing strength and flexibility

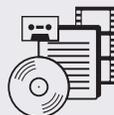
This information can assist students as they work to improve and extend their skills. Teachers may keep a checklist or comment form for recording their observations on an ongoing basis.
- Each student selects an event or piece of equipment and designs a movement sequence he or she plans to perform at the end of the unit. With teacher and peer support, students learn and practise individual stunts and motor skills necessary for the movement sequence they have planned. Teachers and peers provide ongoing feedback, rating and commenting on the extent to which students demonstrate criteria such as the following: difficulty, body control and balance, smooth transitions, safe use of equipment, and shape or form.
- Once students have mastered a task, they should find ways to extend their skill by increasing the difficulty. (e.g., To make a forward roll more difficult, add height, an incline or decline, direction change, other students or equipment, and speed.) Students then demonstrate and record the results.

RECOMMENDED LEARNING RESOURCES



Print Material

- Assessing Attitudes in Physical Education: A Collection of Assessment Tools



Multimedia

- Moving to Inclusion

PRESCRIBED LEARNING OUTCOMES

It is expected that students will:

- apply movement skills and concepts to a variety of individual and dual activities
- apply activity-specific motor skills when performing individual and dual activities
- apply the principles of mechanics to improve performance in individual and dual activities

SUGGESTED INSTRUCTIONAL STRATEGIES

Students participating in individual and dual activities develop running, jumping, and throwing skills used in athletics (track and field), juggling, and target activities. Students refine skills previously learned and increase their understanding of the mechanics involved in all activities. Students also design training programs to enhance understanding and demonstrate the benefits of a functional level of fitness. The skills and principles taught contribute to the pursuit of lifelong leisure activities.

Strategies

- Review equipment needs, safety for self and others, and responsibilities.
- Invite qualified professionals in the community to present and teach specific activities requiring certification, such as self-defence and martial arts.
- Have students use video or film to highlight body mechanics and techniques for various activities.
- Have students demonstrate and then analyse appropriate strategies for self-defence (e.g., attack and counterattack).
- Have students, working in pairs, use a checklist based on predetermined mechanical criteria to analyse each other's performance of specific skills.
- Have students review and analyse techniques involved in all aspects of various activities (e.g., warm-up, cardiovascular component, low or high impact, step class, strength and stretch exercises, floor work, cool-down).
- Have students compare and contrast body types and their effects on performance (e.g., the tall, lean high jumper versus the short, muscular wrestler).
- Have students use a station approach to practise throwing, jumping, and running events associated with athletics (track and field).
- Have students use scarves, sticks, and other objects to juggle, individually and with others.
- Have small groups select objects and create juggling routines.
- Have students assess their personal fitness levels and design a training program to develop personal fitness goals.

SUGGESTED ASSESSMENT STRATEGIES

- Students may view and analyse videos of classmates and others performing specific motor skills for various activities. Task requirements might include:
 - diagrams or sketches showing form at different stages of the skill
 - a description of the body mechanics involved in an activity or skill
 - an evaluation of the overall performance
 - suggestions for improvement, other challenges, or an increased level of difficulty

This could be a self-assessment activity in which students, working individually or in pairs, submit videos of their own performance with the analysis described above to demonstrate their understanding of the concepts.

- As students engage in various individual and dual activities, they complete a record for each, including:
 - an assessment of key movement skills at the beginning (could include teacher assessment)
 - selection of one or two skills for adaptation or improvement
 - a record of progress
 - an assessment of key movement skills at completion (could include teacher assessment)

These records could be developed as graphs, checklists, or spreadsheets with brief annotations.

In assessing student records, look for evidence of:

- appropriate selection of skills for adaptation in terms of previous experience (e.g., challenging, attainable with effort)
- complete an accurate assessment of initial and completion skill levels
- evidence of adaptation or improvement

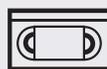
Note: Students may include these with other records (e.g., fitness or activity portfolios or files).

RECOMMENDED LEARNING RESOURCES



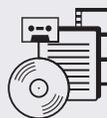
Print Material

- Assessing Attitudes in Physical Education: A Collection of Assessment Tools
- The Canadian Active Living Challenge
- Double Dutch Handbook
- Fit Skip Ness: The Skipping Challenge
- Physical Education: VCE Units 1, 2, 3, 4
- Power Training for Sport: Plyometrics for Maximum Power Development
- Quality Lesson Plans for Secondary Physical Education
- Skip To Health
- Skip To It! The New Skipping Book



Video

- Archery: On Target for Fun



Multimedia

- Moving to Inclusion
- Steps to Success

PRESCRIBED LEARNING OUTCOMES

It is expected that students will:

- select and apply rules, routines, and procedures of safety in a variety of activities from all movement categories
- demonstrate positive behaviours that indicate self-respect and self-confidence while participating in physical activity
- demonstrate appropriate social behaviour while working co-operatively with others
- demonstrate etiquette and fair play
- identify and demonstrate positive behaviours that indicate respect for individuals' potential, interests, and cultural backgrounds
- apply leadership skills related to physical activity
- identify existing careers or potential entrepreneurial ventures in the community related to physical activities

SUGGESTED INSTRUCTIONAL STRATEGIES

While participating in a variety of activities, students demonstrate positive personal and social behaviours as well as apply leadership skills, teamwork, and problem-solving skills. Students may gather information about career opportunities related to physical activity for their student learning plan, and identify the benefits of activity for lifelong health and well-being.

Strategies

- Review and reinforce rules, routines, and safety issues.
- Have students videotape one or two activity classes and record incidents in which safely procedures were followed.
- Have students list ways to show respect for others in terms of cultural, physical, and intellectual differences, and so on.
- Have students create a poster that lists co-operative or fair-play behaviours.
- Have students list their personal attributes and abilities, and discuss how everyone's potential and interests vary.
- Review etiquette and fair-play rules using posters or handouts.
- Have students assume responsibilities such as leading groups, working with ESL students, using a buddy system, monitoring equipment, officiating, and working with students with disabilities.
- Discuss how health relates to work life, qualifying for a job, and reducing illness and time away.
- Have students identify their potential for entrepreneurial community ventures related to health, sports, dance, leisure, or community activities.

SUGGESTED ASSESSMENT STRATEGIES

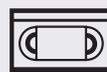
- The Student Responsibility Scale (see Appendix D) may be used by students, peers, or teachers to assess daily effort and participation. Teachers may prefer to use the scale as a model; then have students develop their own class, group, or individual scales.
- Use the reference set *Evaluating Group Communication Skills Across Curriculum* to assess students' social behaviour. You may wish to videotape groups as they work together in the classroom or gymnasium, and have them use the reference set charts to focus a discussion of their group behaviours.
- Students identify two jobs or careers that currently interest them. They research and analyse each in terms of physical requirements and develop a list of skills and attributes needed. They should include attributes that students may not immediately consider, such as high concentration (i.e., ability to sustain mental effort over a long period of time). Students write a report that assesses their current suitability for each job in terms of the qualities listed, and analyse how they might improve the physical skills that would enable or enhance their performance of these jobs. Assessment criteria might include a complete, accurate list of requirements, realistic self-assessment, and logical analysis.

RECOMMENDED LEARNING RESOURCES



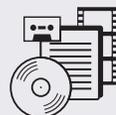
Print Material

- Assessing Attitudes in Physical Education: A Collection of Assessment Tools
- Canada's Food Guide to Healthy Eating (Revised)
- The Canadian Active Living Challenge
- Drugs and Sports: The Score
- Facts and Stats
- Fair Play—It's Your Call
- Fun 'n Motion: Helping Girls & Young Women Set Goals for Lifelong Physical Activity!
- Gender Equity Through Physical Education
- Great Careers for People Interested in Sports and Fitness
- Harassment in Sport: A Guide to Policies, Procedures and Resources
- Physical Education (Revised Edition)
- Self Esteem, Sport and Physical Activity
- Self Esteem, Sport and Physical Activity (CAAWS)
- Sports First-Aid: A Guide to Sport Injuries
- The Student Leadership Development Program (Secondary)
- Teaching Children Physical Education
- Team Building Through Physical Challenges
- Towards Gender Equity For Women In Sport: A Handbook for National Sport Organizations



Video

- Kids Sports
- Lacrosse: The Creator's Game
- Steroid Alert



Multimedia

- Boatwise
- Moving to Inclusion

PHYSICAL EDUCATION 8 TO 10

APPENDICES



APPENDIX A

LEARNING OUTCOMES



ACTIVE LIVING

It is expected that students will:

Grades K to 1	Grades 2 to 3	Grade 4
<ul style="list-style-type: none"> • participate regularly in short periods of vigorous activity with frequent rest intervals • demonstrate behaviours that indicate interest and enjoyment in physical activity • identify the importance of physical activity • identify the parts of the human body • identify the changes that take place in the body during physical activity • identify good nutritional habits • move safely and sensitively through all environments 	<ul style="list-style-type: none"> • participate regularly in vigorous physical activities • demonstrate behaviours that indicate interest and enjoyment in physical activity • describe the benefits of physical activity • identify changes in personal growth and development • describe the changes that take place in the body during physical activity • participate in warm-up and cool-down activities • identify good nutritional habits • participate in physical activity performed in a natural setting 	<ul style="list-style-type: none"> • participate regularly in physical activity • demonstrate a willingness to participate in a variety of activities from all movement categories • identify components of physical fitness and motor abilities • describe and record changes in personal growth and development • describe the importance of exercise and its effect on the body • participate in warm-up and cool-down activities • identify the nutritional needs related to physical activity • identify and describe positive benefits gained from physical activity in a natural setting • demonstrate and describe ways to achieve a personal functional level of physical fitness

ACTIVE LIVING

It is expected that students will:

Grade 5	Grade 6	Grade 7
<ul style="list-style-type: none"> • participate regularly in physical activity to develop components of fitness and motor abilities • demonstrate a willingness to participate in a variety of activities from all movement categories • describe how activity affects physical fitness • identify safe activities that promote personal fitness and a healthy lifestyle • set goals to develop personal fitness and motor abilities • identify factors that affect choices of physical activity for life • participate in and describe the benefits of warm-up and cool-down activities • explain the relationship between good nutritional habits and physical activity • identify and describe positive benefits gained from physical activity in a natural setting • demonstrate and describe ways to achieve a personal functional level of physical fitness 	<ul style="list-style-type: none"> • participate regularly in physical activities to develop components of fitness and motor abilities • demonstrate a willingness to participate in a variety of activities from all movement categories • describe how activity affects body systems and levels of physical fitness • select simple, safe activities that promote personal fitness and a healthy lifestyle • set and modify goals to develop personal fitness and motor abilities • identify factors that affect choices of physical activity for life • participate in and describe the benefits of warm-up and cool-down activities • explain the relationship between good nutritional habits and personal well-being • identify factors to consider when planning outdoor activities and the impact of physical activities on the environment • demonstrate a personal functional level of physical fitness 	<ul style="list-style-type: none"> • participate regularly in physical activity to develop components of fitness and motor abilities • demonstrate a willingness to participate in a variety of activities from all movement categories • identify and explain the effects of exercise on the body systems before, during, and after exercise • select safe activities that promote personal fitness and a healthy lifestyle • set and modify goals to develop personal fitness and motor abilities • explain fitness components and principles of training • identify factors that affect choices of physical activity for life • explain the benefits of and demonstrate warm-up and cool-down activities • record and analyse personal nutrition habits • describe the relationships between physical activity, stress management, and relaxation • identify the factors to consider when planning outdoor activities and the impact of physical activities on the environment • demonstrate a personal functional level of physical fitness

ACTIVE LIVING

It is expected that students will:

Grade 8	Grade 9	Grade 10
<ul style="list-style-type: none"> • identify the benefits of active living • demonstrate a willingness to participate in a wide range of activities from all movement categories • identify and explain the effects of exercise on the body systems before, during, and after exercise • explain fitness components and principles of training • set and modify goals to develop personal fitness and motor abilities and to maintain a healthy lifestyle • identify and describe factors that affect choices of physical activity for life • explain the benefits of and demonstrate warm-up and cool-down activities • design and analyse a personal nutrition plan • describe and perform appropriate activities for personal stress management and relaxation • identify environmental factors when planning and participating in physical activities in an outdoor setting • describe how changes in body growth affect movement skills and concepts • demonstrate a personal functional level of physical fitness 	<ul style="list-style-type: none"> • identify and describe the benefits of active living • demonstrate a willingness to participate in a wide range of activities from all movement categories • set and evaluate goals to develop personal fitness abilities and maintain a healthy lifestyle • plan and participate in personal fitness and activity programs, using the principles of training • plan and lead appropriate warm-up and cool-down activities • analyse and explain the effects that nutrition, fitness, and physical activity have on body systems before, during, and after exercise • identify and describe factors that affect choices of physical activity for life • design, analyse, and modify nutrition programs for self and others • select and perform appropriate activities for personal stress management and relaxation • identify outdoor living skills and a code of responsible behaviour in the outdoors • explain how changes in body growth affect movement skills and concepts • demonstrate a personal functional level of physical fitness 	<ul style="list-style-type: none"> • demonstrate a commitment to active living as an important part of lifestyle • demonstrate a willingness to participate in a wide range of activities from all movement categories • plan, assess, and maintain personal fitness and activity programs, using the principles of training • identify and describe factors that affect choices of physical activity for life • analyse and explain the effects that nutrition, fitness, and physical activity have on body systems before, during, and after exercise • plan and lead appropriate warm-up and cool-down activities • design, analyse, and modify nutrition programs for self and others • select appropriate activities and design a plan for personal stress management and relaxation • define and apply the principles of first aid • identify outdoor living skills and a code of responsible behaviour in the outdoors • identify recreational and community programs that promote a healthy lifestyle

MOVEMENT (*Alternative-Environment Activities*)

It is expected that students will:

Grades K to 1	Grades 2 to 3	Grade 4
<ul style="list-style-type: none"> • move safely in a variety of alternative environments • use movement concepts and skills to participate in alternative-environment activities 	<ul style="list-style-type: none"> • move safely in a variety of alternative environments • demonstrate activity-specific motor skills in a variety of alternative environments 	<ul style="list-style-type: none"> • demonstrate activity-specific motor skills in a variety of alternative environments • demonstrate locomotor and non-locomotor skills, body awareness, and space awareness when performing activities in alternative environments

MOVEMENT (*Alternative-Environment Activities*)

It is expected that students will:

Grade 5	Grade 6	Grade 7
<ul style="list-style-type: none"> • demonstrate activity-specific motor skills in a variety of alternative environments • participate safely in activities in a natural or alternative setting 	<ul style="list-style-type: none"> • demonstrate activity-specific motor skills in a variety of alternative environments • participate safely in activities in a natural or alternative setting 	<ul style="list-style-type: none"> • participate safely in an outdoor experience • demonstrate activity-specific motor skills from activities in a variety of alternative environments

MOVEMENT (*Alternative-Environment Activities*)*It is expected that students will:*

Grade 8	Grade 9	Grade 10
<ul style="list-style-type: none"> • plan and participate in activity-specific motor skills in a variety of alternative environments • plan and participate in an outdoor experience • identify and use survival skills in a variety of environments 	<ul style="list-style-type: none"> • apply movement skills and concepts to a variety of alternative-environment activities • plan and participate in activity-specific motor skills in a variety of alternative environments • apply survival skills in a variety of environments 	<ul style="list-style-type: none"> • select, plan, and participate in activity-specific motor skills in a variety of alternative-environment activities • identify and apply survival skills needed in a variety of environments • plan and participate in an outdoor experience

MOVEMENT (*Dance*)

It is expected that students will:

Grades K to 1	Grades 2 to 3	Grade 4
<ul style="list-style-type: none"> • demonstrate body awareness when performing dance activities • move safely through space when creating movement sequences with or without music • perform locomotor and non-locomotor skills individually, with a partner, and with objects • demonstrate basic dance steps, alone and with others • use movement to respond to a variety of stimuli 	<ul style="list-style-type: none"> • respond to a variety of stimuli to create movement sequences, alone and with others • demonstrate basic dance steps and patterns using locomotor and non-locomotor skills, alone and with others • perform simple movement sequences using elements of body and space awareness • perform simple movement sequences using elements of body and space awareness, qualities, and relationships, alone and with others, with and without objects 	<ul style="list-style-type: none"> • use the creative process to develop dance patterns, alone and with others • demonstrate basic dance steps and patterns, alone and with others, with and without objects • select and perform simple movement sequences using elements of body awareness, space awareness, qualities, and relationships

MOVEMENT (Dance)*It is expected that students will:*

Grade 5	Grade 6	Grade 7
<ul style="list-style-type: none"> • use the creative process to develop dance sequences, alone and with others • demonstrate dance patterns from a variety of dance forms, alone and with others • perform more complex movement sequences using elements of body awareness, space awareness, qualities, and relationships 	<ul style="list-style-type: none"> • use the creative process to develop dances, alone and with others • refine dance patterns from a variety of dance forms, alone and with others • select and perform complex movement sequences using elements of body awareness, space awareness, qualities, and relationships, alone and with others, with and without objects 	<ul style="list-style-type: none"> • use the creative process to develop dances, alone and with others • refine and present dance sequences from a variety of dance forms, alone and with others • select, refine, and present movement sequences using elements of body awareness, space awareness, qualities, and relationships in dance activities

MOVEMENT (*Dance*)

It is expected that students will:

Grade 8	Grade 9	Grade 10
<ul style="list-style-type: none"> • select, combine, and perform locomotor and non-locomotor skills used in a variety of dance activities • choreograph movement sequences, using the elements of movement and basic dance steps and patterns 	<ul style="list-style-type: none"> • apply movement skills and concepts to create movement sequences with or without music • create, choreograph, and perform dances for self and others in a variety of dance forms • apply the principles of mechanics to improve performance in dance activities 	<ul style="list-style-type: none"> • apply movement skills and concepts to a variety of dance activities to create movement sequences • create, choreograph, and perform dances for self and others in a variety of dance forms

MOVEMENT (Games)

It is expected that students will:

Grades K to 1	Grades 2 to 3	Grade 4
<ul style="list-style-type: none"> • move safely in personal and general space, demonstrating body awareness • demonstrate ways to retain possession of an object • demonstrate ways to send and project an object using a variety of body parts and implements • demonstrate ways to receive an object using a variety of body parts and implements • create and play simple games 	<ul style="list-style-type: none"> • demonstrate ways to retain possession of an object • demonstrate ways to send and receive an object using a variety of body parts and implements • demonstrate ways to project an object using a variety of body parts and movements • create and explain games that use specific skills • demonstrate body and space awareness when performing simple game-skills activities 	<ul style="list-style-type: none"> • demonstrate ways to send, project, and receive an object with control, individually and with others, using a variety of body parts and implements • demonstrate ways to retain possession of an object with control • demonstrate body and space awareness when performing game activities • select and combine locomotor and non-locomotor skills when creating and participating in game activities • use critical-thinking and problem-solving skills to create competitive and co-operative games

MOVEMENT (*Games*)

It is expected that students will:

Grade 5	Grade 6	Grade 7
<ul style="list-style-type: none"> • select and combine locomotor and non-locomotor skills when creating and participating in game activities • demonstrate body and space awareness when performing game activities • demonstrate ways to send, receive, and retain possession of an object with increasing accuracy, individually and with others, using a variety of body parts and implements • use critical-thinking and problem-solving skills to create competitive and co-operative games 	<ul style="list-style-type: none"> • demonstrate ways to send and receive an object with increasing accuracy, alone and with others • aim and project an object with increasing accuracy, with and without an implement • demonstrate basic offensive and defensive strategies • identify and use principles of mechanics to analyse performance in game activities • use movement concepts and skills to create competitive and co-operative game activities 	<ul style="list-style-type: none"> • demonstrate basic offensive and defensive strategies • demonstrate ways to send, receive, and retain possession of an object with increased speed and accuracy • demonstrate body mechanics to improve performance in game activities • demonstrate activity-specific motor skills from a variety of game activities • select and combine movement concepts and skills to create competitive and co-operative game activities

MOVEMENT (Games)

It is expected that students will:

Grade 8	Grade 9	Grade 10
<ul style="list-style-type: none"> • select, combine, and perform movement concepts and skills to create competitive and co-operative game activities • demonstrate ways to send, receive, and retain an object with increased speed, accuracy, and distance • apply activity-specific motor skills in game activities • apply basic offensive and defensive strategies • use body mechanics to describe the performance of self and others 	<ul style="list-style-type: none"> • apply movement skills and concepts to a variety of game activities • demonstrate ways to send, receive, and retain an object with increased speed, accuracy, and distance • apply activity-specific motor skills in game activities • apply and demonstrate basic offensive and defensive strategies • apply the principles of mechanics to improve performance in game activities 	<ul style="list-style-type: none"> • apply movement skills and concepts to perform and create a variety of game activities • demonstrate with efficiency and form ways to send, receive, project, and retain possession of an object • analyse and demonstrate basic offensive and defensive strategies • adapt and improve activity-specific motor skills in game activities • apply the principles of mechanics to improve performance in game skills

MOVEMENT (*Gymnastics*)

It is expected that students will:

Grades K to 1	Grades 2 to 3	Grade 4
<ul style="list-style-type: none"> • create shapes and balances, and transfer weight using a variety of body parts • select ways to roll, travel, take off, and land safely • create movements to perform individual movement sequences in gymnastics 	<ul style="list-style-type: none"> • perform simple gymnastic movements using locomotor and non-locomotor skills, elements of body and space awareness, qualities, and relationships, alone and with others, with and without objects • use a variety of gymnastic themes to create sequences using small equipment and large apparatus, individually and with others 	<ul style="list-style-type: none"> • demonstrate locomotor and non-locomotor skills, body and space awareness, qualities, and relationships when performing gymnastic activities • use a variety of gymnastic themes to create sequences using equipment and large apparatus, alone and with others • use problem-solving skills to solve movement challenges

MOVEMENT (*Gymnastics*)

It is expected that students will:

Grade 5	Grade 6	Grade 7
<ul style="list-style-type: none"> • select gymnastic movements with variations in body awareness, qualities, and relationships, working alone and with others • create and perform sequences using small equipment and large apparatus, individually and with others • select, combine, and perform locomotor and non-locomotor skills in movement sequences, alone and with others, with and without objects 	<ul style="list-style-type: none"> • perform gymnastic movements with variations in body awareness, space awareness, qualities, and relationships • perform and evaluate sequences using small equipment and large apparatus, alone and with others • select, combine, and perform locomotor and non-locomotor skills in gymnastic sequences, alone and with others, with and without objects 	<ul style="list-style-type: none"> • select, refine, and present gymnastic sequences using movement concepts and skills • select, combine, and perform gymnastic movements in complex sequences • perform sequences using small equipment and large apparatus, alone and with others • demonstrate body mechanics to improve gymnastic skills

MOVEMENT (*Gymnastics*)

It is expected that students will:

Grade 8	Grade 9	Grade 10
<ul style="list-style-type: none"> • select and safely combine gymnastic skills in complex movement sequences • perform controlled takeoffs, landings, rolls, and balances at a variety of levels, using small and large apparatus • perform locomotor and non-locomotor skills, showing qualities and relationships using small and large apparatus • identify and use body mechanics to improve performance in gymnastic skills 	<ul style="list-style-type: none"> • apply movement skills and concepts when performing gymnastic activities • select, perform, and evaluate gymnastic sequences, using a variety of small and large apparatus • apply the principles of mechanics to improve performance in gymnastic skills 	<ul style="list-style-type: none"> • apply movement skills and concepts to create gymnastic sequences • select, perform, and evaluate gymnastic sequences, using a variety of small and large apparatus • apply the principles of mechanics to improve performance in gymnastic skills

MOVEMENT (*Individual and Dual Activities*)

It is expected that students will:

Grades K to 1	Grades 2 to 3	Grade 4
<ul style="list-style-type: none"> • demonstrate ways to run, jump, and throw safely • perform simple motor skills involved in individual and dual activities • perform locomotor and non-locomotor skills, individually and with objects 	<ul style="list-style-type: none"> • select and perform locomotor and non-locomotor skills involved in a variety of individual and dual activities • demonstrate ways to throw an object at a target with increasing accuracy • select and combine activity-specific motor skills involved in individual and dual activities 	<ul style="list-style-type: none"> • demonstrate activity-specific motor skills involved in individual, dual, and group activities • aim and project an object at a target with increasing accuracy

MOVEMENT (*Individual and Dual Activities*)

It is expected that students will:

Grade 5	Grade 6	Grade 7
<ul style="list-style-type: none"> • apply activity-specific motor skills involved in individual, dual, and group activities • aim and project an object toward a target with increasing accuracy 	<ul style="list-style-type: none"> • perform activity-specific motor skills in creating individual, dual, and group activities • identify and use principles of mechanics to analyse performance in individual and dual activities 	<ul style="list-style-type: none"> • apply activity-specific motor skills related to individual and dual activities • apply body mechanics to improve performance in individual and dual activities • aim and project an object at a target with increasing accuracy and distance

MOVEMENT (*Individual and Dual Activities*)*It is expected that students will:*

Grade 8	Grade 9	Grade 10
<ul style="list-style-type: none"> • use body mechanics related to a variety of individual and dual activities to describe the performance of self and others • apply activity-specific motor skills when performing a variety of individual and dual activities • demonstrate ways to throw a variety of objects toward a target with accuracy 	<ul style="list-style-type: none"> • apply movement skills and concepts to a variety of individual and dual activities • apply activity-specific motor skills when performing individual and dual activities • apply the principles of mechanics to improve performance in individual and dual activities 	<ul style="list-style-type: none"> • apply movement skills and concepts to a variety of individual and dual activities • adapt and improve activity-specific motor skills when performing individual and dual activities • apply the principles of mechanics to improve performance in individual and dual activities

PERSONAL AND SOCIAL RESPONSIBILITY

It is expected that students will:

Grades K to 1	Grades 2 to 3	Grade 4
<ul style="list-style-type: none"> • show a willingness to listen to directions and simple explanations • use safe behaviours when responding to simple movement tasks • demonstrate self-confidence while participating in activities from different movement categories • stay on-task when participating in physical activity • display a willingness to work with others • identify different roles in a variety of physical activities • identify the links between work and leisure 	<ul style="list-style-type: none"> • demonstrate the ability to listen to directions, follow rules and routines, and stay on-task while participating in physical activity • demonstrate safe behaviours when participating in physical activity • demonstrate self-confidence while participating in activities from different movement categories • display a willingness to share ideas, space, and equipment when participating co-operatively with others • accept responsibility for assigned roles while participating in physical activity • display a willingness to work with others of various abilities, interests, and cultural backgrounds • identify the links between work and leisure 	<ul style="list-style-type: none"> • identify and follow rules, routines, and procedures of safety in a variety of activities from all movement categories • demonstrate self-confidence while participating in physical activity • identify and demonstrate etiquette and fair play • select and assume responsibility for assigned roles while participating in physical activity • identify and demonstrate positive behaviours that show respect for individuals' potential, interests, and cultural backgrounds • identify careers related to physical activity

PERSONAL AND SOCIAL RESPONSIBILITY

It is expected that students will:

Grade 5	Grade 6	Grade 7
<ul style="list-style-type: none"> • identify and follow rules, routines, and procedures of safety in a variety of activities from all movement categories • demonstrate etiquette and fair play • demonstrate self-confidence while participating in physical activity • identify and demonstrate positive behaviours that show respect for individuals' potential, interests, and cultural backgrounds • select and assume responsibility for various roles while participating in physical activity • identify and describe careers related to physical activity 	<ul style="list-style-type: none"> • follow the rules, routines, and procedures of safety in a variety of activities from all movement categories • demonstrate self-confidence while participating in physical activity • demonstrate etiquette and fair play • select and assume responsibility for various roles while participating in physical activity • identify and demonstrate positive behaviours that show respect for individuals' potential, interests, and cultural backgrounds • identify leadership skills used while participating in physical education • identify careers related to physical activity 	<ul style="list-style-type: none"> • identify, describe, and follow the rules, routines, and procedures of safety in a variety of activities in all movement categories • identify and demonstrate positive behaviours that show respect for individuals' potential, interests, and cultural backgrounds • demonstrate self-confidence while participating in physical activity • demonstrate etiquette and fair play • select and assume responsibility for various roles while participating in physical activity • describe the leadership skills used while participating in physical activity • identify the knowledge and skills required to qualify for specific careers related to physical activities

PERSONAL AND SOCIAL RESPONSIBILITY

It is expected that students will:

Grade 8	Grade 9	Grade 10
<ul style="list-style-type: none"> • select and apply rules, routines, and procedures of safety in a variety of activities • demonstrate self-confidence while participating in physical activity • demonstrate appropriate social behaviour while working co-operatively in group activities • demonstrate etiquette and fair play • identify the relationship between physical activity and the development of self-esteem • identify and demonstrate positive behaviours that show respect for individuals’ potential, interests, and cultural backgrounds • describe and apply leadership skills related to physical activity • identify the knowledge, skills, and personal attributes required to qualify for specific careers related to physical activity 	<ul style="list-style-type: none"> • select and apply rules, routines, and procedures of safety in a variety of activities from all movement categories • demonstrate positive behaviours that indicate self-respect and self-confidence while participating in physical activity • demonstrate appropriate social behaviour while working co-operatively in group activities • demonstrate etiquette and fair play • identify and demonstrate positive behaviours that show respect for individuals’ potential, interests, and cultural backgrounds • describe and apply leadership skills related to physical activity • identify the knowledge, skills, and personal attributes required to qualify for specific careers related to physical activity 	<ul style="list-style-type: none"> • select and apply rules, routines, and procedures of safety in a variety of activities from all movement categories • demonstrate positive behaviours that indicate self-respect and self-confidence while participating in physical activity • demonstrate appropriate social behaviour while working co-operatively with others • demonstrate etiquette and fair play • identify and demonstrate positive behaviours that show respect for individuals’ potential, interests, and cultural backgrounds • apply leadership skills related to physical activity • identify existing careers or potential entrepreneurial ventures in the community related to physical activities

APPENDIX B

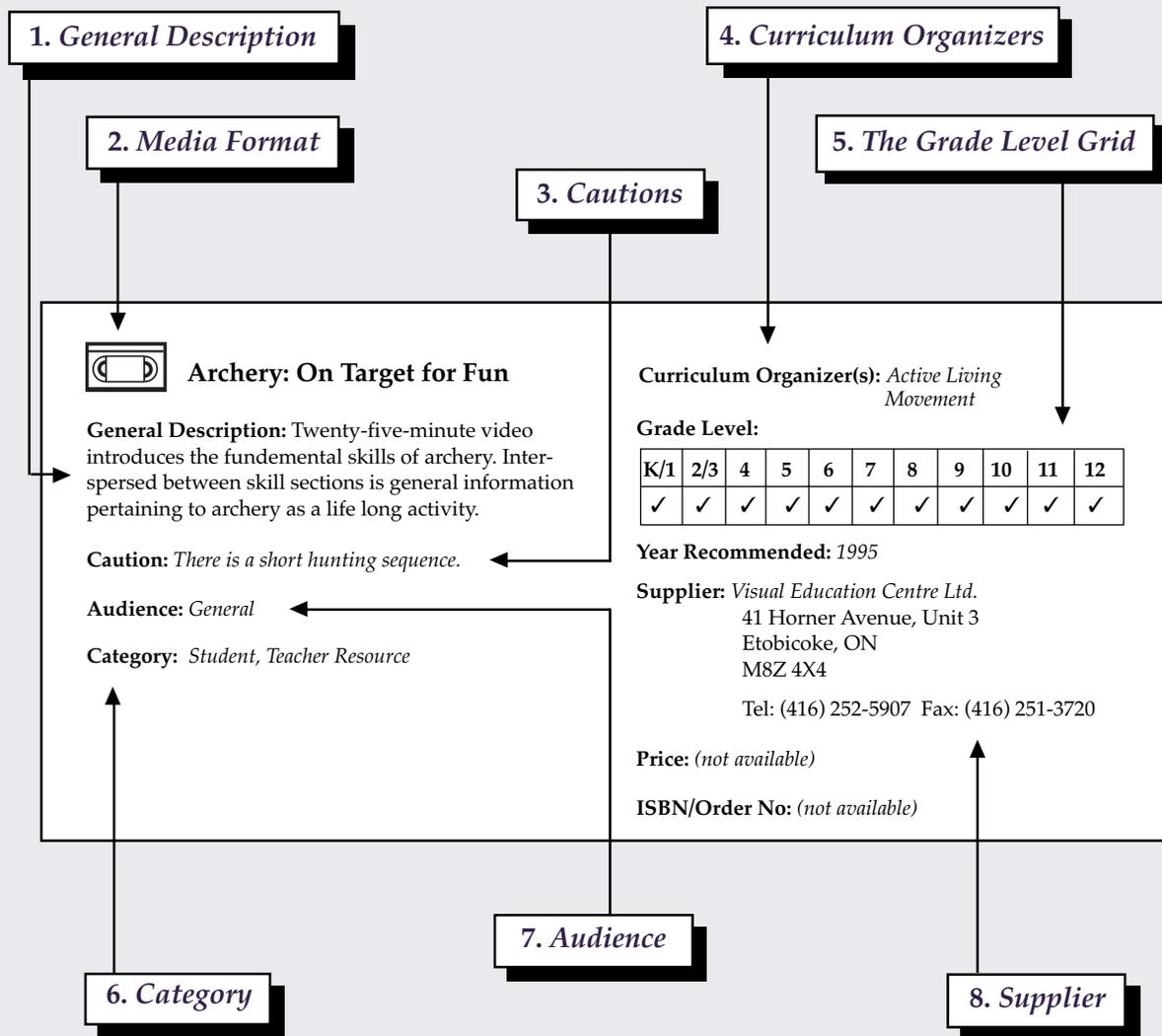
LEARNING RESOURCES



WHAT IS APPENDIX B?

Appendix B is a comprehensive list of the *recommended* learning resources for Physical Education K to 7. The titles are listed alphabetically and each resource is annotated. In addition, Appendix B contains information on selecting learning resources for the classroom.

What information does an annotation provide?



1. **General Description:** This section provides an overview of the resource.

2. **Media Format:** is represented by an icon next to the title. Possible icons include:



Audio Cassette



CD-ROM



Film



Games/Manipulatives



Laserdisc, Videodisc



Multimedia



Music CD



Print materials



Record



Slides



Software



Video

3. **Caution:** This category is used to alert teachers about potentially sensitive issues.

4. **Curriculum Organizers:** This category helps teachers make links between the resource and the curriculum.

5. **Grade Level Grid:** This category indicates the suitable age range for the resource.

6. **Category:** This section indicates whether it is a student and teacher resource, teacher resource, or professional reference.

7. **Audience:** The audience category indicates the suitability of the resource for different types of students. Possible student audiences include the following:

- general
- English as a second language (ESL)
- *Students who are:*
 - gifted
 - blind or have visual impairments
 - deaf or hard of hearing
- *Students with:*
 - severe behavioural disorders
 - dependent handicaps
 - physical disabilities
 - autism
 - learning disabilities (LD)
 - mild intellectual disabilities (ID-mild)
 - moderate to severe/profound disabilities (ID-moderate to severe/profound)

8. **Supplier:** The name and address of the supplier are included in this category. Prices shown here are approximate and subject to change. Prices should be verified with the supplier.

What about the videos?

The ministry attempts to obtain rights for most *recommended* videos. Negotiations for the most recently recommended videos may not be complete. For these titles, the original distributor is listed in this document, instead of British Columbia Learning Connection Inc. Rights for new listings take effect the year implementation begins. Please check with British Columbia Learning Connection Inc. before ordering new videos.

SELECTING LEARNING RESOURCES FOR THE CLASSROOM

Selecting a learning resource means choosing locally appropriate materials from the list of recommended resources or other lists of evaluated resources. The process of selection involves many of the same considerations as the process of evaluation, though not to the same level of detail. Content, instructional design, technical design, and social considerations may be included in the decision-making process, along with a number of other criteria.

The selection of learning resources should be an ongoing process to ensure a constant flow of new materials into the classroom. It is most effective as an exercise in group decision making, co-ordinated at the school, district, and ministry levels. To function efficiently and realize the maximum benefit from finite resources, the process should operate in conjunction with an overall district and school learning resource implementation plan.

Teachers may choose to use provincially recommended resources to support provincial or locally developed curricula; or they may choose resources that are not on the ministry's list; or they may choose to develop their own resources. Resources that are not on the provincially recommended list must

be evaluated through a local, board-approved process.

CRITERIA FOR SELECTION

There are a number of factors to consider when selecting learning resources.

Content

The foremost consideration for selection is the curriculum to be taught. Prospective resources must adequately support the particular learning objectives that the teacher wants to address. Resources on the ministry's *recommended* list are not matched directly to learning outcomes, but they are linked to the appropriate curriculum organizers. It is the responsibility of the teacher to determine whether a resource will effectively support any given learning outcomes within a curriculum organizer. This can only be done by examining descriptive information regarding that resource; acquiring additional information about the material from the supplier, published reviews, or colleagues; and by examining the resource first-hand.

Instructional Design

When selecting learning resources, teachers must keep in mind the individual learning styles and abilities of their students, as well as anticipate the students they may have in the future. Resources have been recommended to support a variety of special audiences, including gifted, learning disabled, mildly intellectually disabled, and ESL students. The suitability of a resource for any of these audiences has been noted in the resource annotation. The instructional design of a resource includes the organization and presentation techniques; the methods used to introduce, develop, and summarize concepts; and the vocabulary level. The

suitability of all of these should be considered for the intended audience.

Teachers should also consider their own teaching styles and select resources that will complement them. The list of *recommended* resources contains materials that range from prescriptive or self-contained resources, to open-ended resources that require considerable teacher preparation. There are *recommended* materials for teachers with varying levels and experience with a particular subject, as well as those that strongly support particular teaching styles.

Technology Considerations

Teachers are encouraged to embrace a variety of educational technologies in their classrooms. To do so, they will need to ensure the availability of the necessary equipment and familiarize themselves with its operation. If the equipment is not currently available, then the need must be incorporated into the school or district technology plan.

Social Considerations

All resources on the ministry's *recommended* list have been thoroughly screened for social concerns from a provincial perspective. However, teachers must consider the appropriateness of any resource from the perspective of the local community.

Media

When selecting resources, teachers should consider the advantages of various media. Some topics may be best taught using a specific medium. For example, video may be the most appropriate medium when teaching a particular, observable skill, since it provides a visual model that can be played over and over or viewed in slow motion for detailed analysis. Video can also bring

otherwise unavailable experiences into the classroom and reveal "unseen worlds" to students. Software may be particularly useful when students are expected to develop critical-thinking skills through the manipulation of a simulation, or where safety or repetition are factors. Print resources or CD-ROM can best be used to provide extensive background information on a given topic. Once again, teachers must consider the needs of their individual students, some of whom may learn better from the use of one medium than another.

Funding

As part of the selection process, teachers should determine how much money is available to spend on learning resources. This requires an awareness of school and district policies, and procedures for learning resource funding. Teachers will need to know how funding is allocated in their district and how much is available for their needs. Learning resource selection should be viewed as an ongoing process that requires a determination of needs, as well as long-term planning to co-ordinate individual goals and local priorities.

Existing Materials

Prior to selecting and purchasing new learning resources, an inventory of those resources that are already available should be established through consultation with the school and district resource centres. In some districts, this can be facilitated through the use of district and school resource management and tracking systems. Such systems usually involve a computer database program (and possibly bar-coding) to help keep track of a multitude of titles. If such a system is put on-line, then teachers can check the availability of a particular resource via a computer.

SELECTION TOOLS

The Ministry of Education has developed a variety of tools to assist teachers with the selection of learning resources.

These include:

- Integrated Resource Packages (IRPs) which contain curriculum information, teaching and assessment strategies, and *recommended* learning resources
- learning resources information via annotation sets, resource databases on disks, the Learning Resources CD-ROM, and, in the future, on-line access
- sets of the most recently recommended learning resources (provided each year to a number of host districts throughout the province to allow teachers to examine the materials first hand at regional displays)
- sample sets of provincially recommended resources (available on loan to districts on request)

A MODEL SELECTION PROCESS

The following series of steps is one way a school resource committee might go about selecting learning resources:

1. Identify a resource co-ordinator (for example, a teacher-librarian).
2. Establish a learning resources committee made up of department heads or lead teachers.
3. Develop a school vision and approach to resource-based learning.
4. Identify existing learning resource and library materials, personnel, and infrastructure.
5. Identify the strengths and weaknesses of the existing systems.
6. Examine the district Learning Resources Implementation Plan.

7. Identify resource priorities.
8. Apply criteria such as those found in *Selection and Challenge* to shortlist potential resources.
9. Examine shortlisted resources first-hand at a regional display or at a publishers' display, or borrow a set from the Learning Resources Branch.
10. Make recommendations for purchase.

FURTHER INFORMATION

For further information on evaluation and selection processes, catalogues, CD-ROM catalogues, annotation sets, or resource databases, please contact the Learning Resources Branch at 387-5331 or by fax at 387-1527.

APPENDIX B: LEARNING RESOURCES



Archery: On Target for Fun

General Description: Twenty-five-minute video introduces the fundamental skills of archery. Interspersed between skill sections is general information pertaining to archery as a lifelong activity.

Caution: *There is a short hunting sequence.*

Audience: *General*

Category: *Student, Teacher Resource*

Curriculum Organizer(s): *Active Living
Movement*

Grade Level:

K/1	2/3	4	5	6	7	8	9	10	11	12
			✓	✓	✓	✓	✓	✓	✓	✓

Year Recommended: 1995

Supplier: *Visual Education Centre Ltd.*
41 Horner Avenue, Unit 3
Etobicoke, ON
M8Z 4X4

Tel: (416) 252-5907 Fax: (416) 251-3720

Price: (not available)

ISBN/Order No: (not available)



Assessing Attitudes in Physical Education: A Collection of Assessment Tools

General Description: Book provides a variety of teacher, student, and peer assessment, evaluation and observation checklists, and data collection sheets. Useful for classroom teachers as well as specialists.

Caution: *Some visuals depict bike riders without helmets.*

Audience: *General*

ESL - useful tool for language acquisition and development of positive attitudes
Gifted - open-ended activities

Category: *Teacher Resource*

Curriculum Organizer(s): *Active Living
Movement
Personal and Social
.....*

Grade Level:

K/1	2/3	4	5	6	7	8	9	10	11	12
✓	✓	✓	✓	✓	✓	✓	✓	✓		

Year Recommended: 1995

Supplier: *School District No. 71, Physical Education Association*
c/o Glacier View Elementary School
241 Becher Drive
Courtenay, BC
V9N 3Y4

Tel: (604) 338-1425 Fax: (604) 334-4837

Price: \$10.00

ISBN/Order No: (not available)



Boatwise

General Description: *Program Leader's Resource Kit* and 34-minute video are designed to teach basic safety boating drills while developing a spirit of co-operation and a positive attitude towards the safety of themselves and others. The course can be covered in five weeks, using two-hour sessions. These sessions are also sub-divided into two one-hour sections. Canadian Power and Sail Squadrons are prepared to offer assistance to teachers delivering this program.

Audience: *General*

Category: *Teacher Resource*

Curriculum Organizer(s): *Movement
Personal and Social
Responsibility*

Grade Level:

K/1	2/3	4	5	6	7	8	9	10	11	12
		✓	✓	✓	✓	✓	✓	✓		

Year Recommended: 1995

Supplier: *Canadian Power and Sail Squadrons (CPS)*
26 Golden Gate Court
Scarborough, ON
M1P 3A5

Tel: 1-800-268-3579 Fax: (416) 293-2445

Price: \$40.00

ISBN/Order No: (not available)

APPENDIX B: LEARNING RESOURCES

Canada's Food Guide to Healthy Eating (Revised)

General Description: Three print components present the revised Canada Food Guide in its rainbow format.

Audience: *General*

Category: *Professional Reference*

Curriculum Organizer(s): *Active Living
Personal and Social
Responsibility*

Grade Level:

K/1	2/3	4	5	6	7	8	9	10	11	12
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Year Recommended: 1993

Supplier: *Health and Welfare Canada Publications Unit
4th floor, Jeanne Mance Building, Tunney's Pasture
Ottawa, ON
K1A 1B4*

Tel: (613) 954-8865 Fax: (613) 990-7067

Price: (not available)

ISBN/Order No: 0-662-19966-9

The Canadian Active Living Challenge

General Description: Seventeen-minute video and four programs in individual binders promote different themes related to participation in active living, each of which is aimed at a specific age group. Each program has three components: "Getting Started," "Doing," and "Thinking and Knowing."

Caution: In first two programs the use of helmets and life jackets for bonus points is not appropriate.

Audience: *General*

Category: *Teacher Resource*

Curriculum Organizer(s): *Active Living
Movement
Personal and Social
.....*

Grade Level:

K/1	2/3	4	5	6	7	8	9	10	11	12
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Year Recommended: 1995

Supplier: *Canadian Intramural Recreation Association (CIRA)
1600 James Naismith Drive
Gloucester, ON
K1B 5N4*

Tel: (613) 748-5639 Fax: (613) 748-5737

Price: \$29.50 per program

ISBN/Order No: (not available)

Cycle Right (Can-Bike Program) - Instructor's Guide

General Description: A beginner's bicycling course for young cyclists. The course constitutes one of the first levels of the Canadian Cycling Association's Can-Bike program of cycling education. This course teaches basic bicycle handling skills, basic traffic skills and basic safety maintenance requirements for safe and proper use of bicycles on two-lane, two-way roads.

Caution: *This manual assumes an instructor level of knowledge.*

Audience: *General*

Category: *Teacher Resource*

Curriculum Organizer(s): *Movement*

Grade Level:

K/1	2/3	4	5	6	7	8	9	10	11	12
			✓	✓	✓	✓				

Year Recommended: 1993

Supplier: *Canadian Cycling Association / Association cycliste canadien
1600 promenade James Naismith Drive
Gloucester, ON
K1B 5N4*

Tel: (613) 748-5629 Fax: (613) 748-5692

Price: (not available)

ISBN/Order No: (not available)

APPENDIX B: LEARNING RESOURCES



Double Dutch Handbook

General Description: "How-to" skipping handbook that addresses turning techniques, entering the ropes, jumping, and exiting. An instructor's section provides 20 sequential lessons and overviews for teaching skipping.

Caution: *Safety concerns need to be addressed before students attempt certain skills.*

Audience: *General*

Category: *Teacher Resource*

Curriculum Organizer(s): *Active Living
Movement
Personal and Social
Responsibility*

Grade Level:

K/1	2/3	4	5	6	7	8	9	10	11	12
		✓	✓	✓	✓	✓	✓	✓	✓	✓

Year Recommended: 1995

Supplier: *ATEC Marketing Limited*
130 Longfield Crescent
Ancaster, ON
L9G 3N7

Tel: (905) 648-0178 Fax: (905) 648-7240

Price: \$10.95

ISBN/Order No: 0-9692891-0-3



Drugs and Sports: The Score

General Description: Bilingual booklet jointly developed by the RCMP, the Canadian Centre for Drug Free Sport, and sport medicine communities. Topics cover: what drugs are used, anabolic steroids, other drug concerns, recognition of a problem, prevention, and where to get help. Current statistics.

Audience: *General*

Category: *Professional Reference*

Curriculum Organizer(s): *Personal and Social Responsibility*

Grade Level:

K/1	2/3	4	5	6	7	8	9	10	11	12
			✓	✓	✓	✓	✓	✓	✓	✓

Year Recommended: 1995

Supplier: *Sport Medicine Council of B. C.*
3055 Westbrook Mall
Vancouver, BC
V6T 1Z3

Tel: (604) 822-3049 Fax: (604) 822-4600

Price: (not available)

ISBN/Order No: 0-662-59614-5



Facts and Stats

General Description: Resource folder consists of nine photocopied articles which provide current statistics, facts, and general information on gender issues affecting females in physical activity and sport.

Audience: *General*

Category: *Professional Reference*

Curriculum Organizer(s): *Active Living
Personal and Social
Responsibility*

Grade Level:

K/1	2/3	4	5	6	7	8	9	10	11	12
		✓	✓	✓	✓	✓	✓	✓	✓	✓

Year Recommended: 1995

Supplier: *Promotion Plus*
305 - 1367 West Broadway
Vancouver, BC
V6H 4A9

Tel: (604) 737-3075 Fax: (604) 738-7175

Price: No charge

ISBN/Order No: (not available)

APPENDIX B: LEARNING RESOURCES



Fair Play - It's Your Call

Curriculum Organizer(s): *Personal and Social Responsibility*

General Description: Four manuals and one pamphlet focussing on the concept that if programs are to successfully provide social interaction and mental and physical conditioning, participants need to respect the written and unwritten rules of games.

Grade Level:

K/1	2/3	4	5	6	7	8	9	10	11	12
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Year Recommended: 1995

Supplier: *Coaching Association of Canada*
1600 James Naismith Drive
Gloucester, ON
K1B 5N4

Tel: (613) 748-5624 Fax: (613) 748-5707

Price: (not available)

ISBN/Order No: (not available)



Fit Skip Ness: The Skipping Challenge

Curriculum Organizer(s): *Active Living
Movement
Personal and Social*

General Description: Book describes single rope and double-dutch activities in progressively difficult levels. Focus is on fun and fitness while developing rhythm, balance, coordination, and endurance. Special teaching tips and achievement certificates are included.

Grade Level:

K/1	2/3	4	5	6	7	8	9	10	11	12
✓	✓	✓	✓	✓	✓	✓	✓	✓		

Year Recommended: 1995

Supplier: *ATEC Marketing Limited*
130 Longfield Crescent
Ancaster, ON
L9G 3N7

Tel: (905) 648-0178 Fax: (905) 648-7240

Price: \$19.95

ISBN/Order No: 0-9692891-2-X



Fitness Fun

Curriculum Organizer(s): *Movement*

General Description: Book provides 85 physical activities and games to help develop cardiorespiratory fitness, muscular strength, endurance, and flexibility. Lessons are divided according to warm-ups, quick activities and main activities. Teaching tips discuss age appropriateness, safety, instructions, cues, planning, etc.

Grade Level:

K/1	2/3	4	5	6	7	8	9	10	11	12
✓	✓	✓	✓	✓	✓	✓				

Year Recommended: 1995

Supplier: *Human Kinetics Canada*
Box 24040
1275 Walker Road
Windsor, ON
N8Y 4Y9

Tel: (519) 944-7774 Fax: (519) 944-7614

Price: \$17.95

ISBN/Order No: 0873223845

Caution: Teachers need to address safety concerns for activities on page 43 (hoops scattered on the floor) and page 50 (towel sliding).

Audience: *General*

Category: *Teacher Resource*

APPENDIX B: LEARNING RESOURCES



Fun 'n Motion! Helping Girls & Young Women Set Goals For Lifelong Physical Activity!

General Description: Binder with background information, activities and resources addressing issues of concern to girls and young women in sport and physical activity. Topics include: development of self-esteem, value of participation, goal setting, and motivation. Classroom activities are organized around these issues in two integrated modules.

Caution: *Three worksheets feature small, incidental diagrams of bikers, skaters, and boarders with no safety gear (pages 12, 39, 53).*

Audience: *General*

Category: *Teacher Resource*

Curriculum Organizer(s): *Personal and Social Responsibility*

Grade Level:

K/1	2/3	4	5	6	7	8	9	10	11	12
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Year Recommended: 1995

Supplier: CAHPERD

1600 James Naismith Drive
Gloucester, ON
K1B 5N4

Tel: (613) 748-5622 Fax: (613) 748-5737

Price: (not available)

ISBN/Order No: (not available)



Gender Equity Through Physical Education

General Description: Three components: a booklet addressing gender issues in physical education; ten checklist cards listing strategies for action to effect change; a pamphlet highlighting gender appropriate language. Focus is on creating a gender equitable learning environment.

Audience: *General*

Category: *Professional Reference*

Curriculum Organizer(s): *Personal and Social Responsibility*

Grade Level:

K/1	2/3	4	5	6	7	8	9	10	11	12
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Year Recommended: 1995

Supplier: CAHPERD

1600 James Naismith Drive
Gloucester, ON
K1B 5N4

Tel: (613) 748-5622 Fax: (613) 748-5737

Price: \$17.25

ISBN/Order No: PBGESI-E



Great Careers for People Interested in Sports and Fitness

General Description: Book provides career information in an interview-style personal profile with people employed in sports-related careers (such as soccer coach, health consultant, fitness club coordinator, sports nutritionist, kinesiologist, sports broadcaster). Includes planning activities to encourage further exploration by the reader. Concludes with an open-ended activity of assuming the role of an employer needing to identify which of two people to hire for a position based on the applicants' covering letters, resumé, and interviewer's notes.

Audience: *General*

Category: *Student, Teacher Resource*

Curriculum Organizer(s): *Personal and Social Responsibility*

Grade Level:

K/1	2/3	4	5	6	7	8	9	10	11	12
						✓	✓	✓	✓	✓

Year Recommended: 1995

Supplier: *Weigl Educational Publishers Ltd.*

1902 - 11th Street SE
Calgary, AB
T2G 3G2

Tel: (403) 233-7747 Fax: (403) 233-7769

Price: \$13.95

ISBN/Order No: 1-895579-16-3

APPENDIX B: LEARNING RESOURCES



Harassment in Sport: A Guide To Policies, Procedures And Resources

Curriculum Organizer(s): *Personal and Social Responsibility*

General Description: Handbook provides information on the policies and procedures regarding harassment in sport and related legal issues. Most relevant to sport organizations setting up policies. Guide does not focus specifically on physical education issues.

Grade Level:

K/1	2/3	4	5	6	7	8	9	10	11	12
								✓	✓	✓

Year Recommended: 1995

Supplier: *Promotion Plus*
305 - 1367 West Broadway
Vancouver, BC
V6H 4A9

Tel: (604) 737-3075 Fax: (604) 738-7175

Price: (not available)

ISBN/Order No: 1195-003-X



How to Run a Swim Meet Without Water

Curriculum Organizer(s): *Active Living Movement*

General Description: Booklet provides an alternative and creative approach to a special event. It is not an instructional book for swimming skills. It describes walking and running activities that mimic pool events on a floor area turned into "lanes." Activities are based on competitive swimming, synchronized swimming, diving, and sandcastle building.

Grade Level:

K/1	2/3	4	5	6	7	8	9	10	11	12
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Year Recommended: 1995

Supplier: *Canadian Intramural Recreation Association (CIRA)*
1600 James Naismith Drive
Gloucester, ON
K1B 5N4

Tel: (613) 748-5639 Fax: (613) 748-5737

Price: \$10.00

ISBN/Order No: 143202



Innovative Games

Curriculum Organizer(s): *Movement*

General Description: Book describes 35 traditional and non-traditional games that encourage physical activity. Choices range from the simple to the highly complex. Background information is also included.

Grade Level:

K/1	2/3	4	5	6	7	8	9	10	11	12
		✓	✓	✓	✓	✓	✓	✓	✓	✓

Year Recommended: 1995

Supplier: *Human Kinetics Canada*
Box 24040
1275 Walker Road
Windsor, ON
N8Y 4Y9

Tel: (519) 944-7774 Fax: (519) 944-7614

Price: \$22.50

ISBN/Order No: 0873224884/BLI0488

APPENDIX B: LEARNING RESOURCES



Kids Sports

General Description: Video provides a look at how psychological stress and sports injuries are manifested in young children as a result of emphasizing winning at all costs. It gives teachers, coaches, and parents alternatives to promote fitness, fun, and good health practices through athletic participation.

Audience: *General*

Category: *Professional Reference*

Curriculum Organizer(s): *Active Living
Personal and Social
Responsibility*

Grade Level:

K/1	2/3	4	5	6	7	8	9	10	11	12
		✓	✓	✓	✓	✓	✓	✓	✓	✓

Year Recommended: 1990

Supplier: *B. C. Learning Connection Inc.*
c/o Learning Resources Branch (Customer Service)
878 Viewfield Road
Victoria, BC
V9A 4V1

Tel: (604) 387-5331 Fax: (604) 387-1527

Price: \$21.00

ISBN/Order No: ILL033



Lacrosse: The Creator's Game

General Description: Twenty-five-minute video explores the history of lacrosse, its spiritual significance to First Nations, and their generosity in sharing lacrosse with white people. Interviews with modern lacrosse players and First Nations leaders are interwoven with archival footage.

Caution: *Lack of female perspective within historical context; depicts First Nations women as passive spectators and perpetuates male "macho" image.*

Audience: *General*

Category: *Student, Teacher Resource*

Curriculum Organizer(s): *Active Living
Personal and Social
Responsibility*

Grade Level:

K/1	2/3	4	5	6	7	8	9	10	11	12
		✓	✓	✓	✓	✓	✓	✓	✓	✓

Year Recommended: 1995

Supplier: *Magic Lantern Communications Ltd. (Ontario)*
775 Pacific Road, Unit 38
Oakville, ON
L6L 6M4

Tel: (905) 827-1155 Fax: (905) 827-1154

Price: \$99.00

ISBN/Order No: 785-31-100



MacDine Perfect

General Description: Macintosh software program gives the nutritional components of food items so individuals improve their diets by balancing food choices with energy expenditure and lifestyle. Information regarding personal eating habits and food choices is recorded and analyzed for strengths and weaknesses. Detailed information on diets is provided, and the user is alerted to possible health problems resulting from dietary choices. The user can create an on-going dietary journal.

Audience: *General*

Category: *Student, Teacher Resource*

Curriculum Organizer(s): *Active Living*

Grade Level:

K/1	2/3	4	5	6	7	8	9	10	11	12
							✓	✓	✓	✓

Year Recommended: 1992

Supplier: *PRS Group Inc.*
P.O. Box 1419
1425 Bishop Street
Cambridge, ON
N1R 7G7

Tel: (519) 740-3751 Fax: (519) 623-3540

Price: \$149.00

ISBN/Order No: CMP2

APPENDIX B: LEARNING RESOURCES



Moving to Inclusion

General Description: Nine distinct disability-specific resource modules provide information related to a particular disability, along with implications for the physical education setting. A tenth module presents a condensed version of the other nine. A seven-minute, open-captioned video presents examples of students with severe and multiple disabilities who have been successfully integrated into physical education classes.

Audience: *LD - promotes inclusion*
ID (Mild) - promotes inclusion
Blind/Visual Impairments - promotes inclusion
ID (Moderate to Severe/Profound) - promotes inclusion
Dependent Handicaps - promotes inclusion
Deaf or Hard of Hearing - promotes inclusion
Physical Disabilities - promotes inclusion

Category: *Teacher Resource*

Curriculum Organizer(s): *Active Living*
Movement
Personal and Social

Grade Level:

K/1	2/3	4	5	6	7	8	9	10	11	12
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Year Recommended: 1994

Supplier: *Canadian Intramural Recreation Association (CIRA)*
 1600 James Naismith Drive
 Gloucester, ON
 K1B 5N4

Tel: (613) 748-5639 Fax: (613) 748-5737

Price: \$15.00 per booklet, \$10.00 per video
 \$150.00 for introductory binder

ISBN/Order No: (not available)



On Challenged Wings

General Description: Fifty-eight-minute colour documentary video showing how five people who are physically disabled have worked to overcome obstacles to excel in recreational and competitive sports. Participants describe how they have been handicapped only by the obstacles which have been put in their way by society. They discuss how they have made adaptations to their sport and to the environment in which the sports occur.

Audience: *General*
Physical Disabilities - awareness video on striving to potential

Category: *Teacher Resource*

Curriculum Organizer(s): *Active Living*
Personal and Social
Responsibility

Grade Level:

K/1	2/3	4	5	6	7	8	9	10	11	12
					✓	✓	✓	✓	✓	✓

Year Recommended: 1994

Supplier: *B. C. Learning Connection Inc.*
 c/o Learning Resources Branch (Customer Service)
 878 Viewfield Road
 Victoria, BC
 V9A 4V1

Tel: (604) 387-5331 Fax: (604) 387-1527

Price: \$22.00

ISBN/Order No: SS0081



On the Move

General Description: Handbook outlines a process to implement an "On the Move" initiative, which increases the participation of girls and women in physical activity and sport.

Audience: *General*

Category: *Professional Reference*

Curriculum Organizer(s): *Active Living*

Grade Level:

K/1	2/3	4	5	6	7	8	9	10	11	12
			✓	✓	✓	✓	✓	✓	✓	✓

Year Recommended: 1995

Supplier: *Promotion Plus*
 305 - 1367 West Broadway
 Vancouver, BC
 V6H 4A9

Tel: (604) 737-3075 Fax: (604) 738-7175

Price: \$10.00

ISBN/Order No: 0-7726-2179-9

APPENDIX B: LEARNING RESOURCES



Physical Education (Revised Edition)

Curriculum Organizer(s): *Personal and Social Responsibility*

General Description: Booklet provides a current reference on career and occupational opportunities related to physical education. It examines post-secondary training throughout Canada; occupations in which a degree is essential; occupations in which training is useful; physical education as a stepping stone to other health professions.

Audience: *General*

Category: *Student, Teacher Resource*

Grade Level:

K/1	2/3	4	5	6	7	8	9	10	11	12
								✓	✓	✓

Year Recommended: 1995

Supplier: *Guidance Centre - O.I.S.E.*
712 Gordon Baker Road
Toronto, ON
M2H 3R7

Tel: (416) 502-1262 Fax: (416) 502-1101

Price: \$9.00

ISBN/Order No: 0-07713-0416-1/B1786-10



Physical Education: VCE Units 1, 2, 3, 4

Curriculum Organizer(s): *Active Living
Movement
Personal and Social*

General Description: Two softcover Australian texts offering a comprehensive overview and analysis of body images, health factors, learning physical skills, technique and technology, biomechanical principles, sociology of sport and fitness, and participation. Suggestions for student activities are included.

Audience: *General*

Gifted - many projects encourage critical thinking

Category: *Professional Reference*

Grade Level:

K/1	2/3	4	5	6	7	8	9	10	11	12
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Year Recommended: 1995

Supplier: *Nelson Canada*
1120 Birchmount Road
Scarborough, ON
M1K 5G4

Tel: (416) 752-9100 (ext 261) Fax: (416) 752-9365

Price: (not available)

ISBN/Order No: Units 1 and 2: 17-008829-4
Units 3 and 4: 17-008830-8



Power Training for Sport: Plyometrics for Maximum Power Development

Curriculum Organizer(s): *Active Living
Movement
Personal and Social*

General Description: Current Canadian book provides information on power training for developing individual training and fitness programs. Methodology, planning, illustrations, testing, and a glossary are included. The author has captured training principles for the normal population, rather than for athletes who have enhanced their training with drugs.

Audience: *General*

Category: *Professional Reference*

Grade Level:

K/1	2/3	4	5	6	7	8	9	10	11	12
				✓	✓	✓	✓	✓	✓	✓

Year Recommended: 1995

Supplier: *Mosaic Press / International Publishers Inc.*
1252 Speers Road, Units 1 & 2
Oakville, ON
L6L 5N9

Tel: (905) 825-2130 Fax: (905) 825-2130

Price: \$18.95

ISBN/Order No: 0-920678-58-0

APPENDIX B: LEARNING RESOURCES



Quality Lesson Plans for Secondary Physical Education

General Description: Book with 150 lessons for a wide range of physical activity and sports. Each lesson contains sections on purpose, equipment and facilities, warm-ups, skill cues, teaching cues, activities, and closure.

Caution: *American measurements used for courts, fields, weights.*

Audience: *General*

Category: *Teacher Resource*

Curriculum Organizer(s): *Active Living
Personal and Social
Responsibility*

Grade Level:

K/1	2/3	4	5	6	7	8	9	10	11	12
					✓	✓	✓	✓	✓	✓

Year Recommended: 1995

Supplier: *Human Kinetics Canada*
Box 24040
1275 Walker Road
Windsor, ON
N8Y 4Y9

Tel: (519) 944-7774 Fax: (519) 944-7614

Price: \$47.50

ISBN/Order No: 0873226712/BZAK0671



Running Through My Mind

General Description: Book takes a personal, anecdotal approach to explore the role and meaning of physical activity and sport in life.

Audience: *General*

Category: *Professional Reference*

Curriculum Organizer(s): *Active Living*

Grade Level:

K/1	2/3	4	5	6	7	8	9	10	11	12
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Year Recommended: 1995

Supplier: *3S Fitness Group Ltd.*
P.O. Box 5520, Station B
Victoria, BC
V8R 6S4

Tel: (604) 598-1426 Fax: (604) 598-1748

Price: \$9.95

ISBN/Order No: 0-920846-06-8/068



Self Esteem, Sport and Physical Activity

General Description: Professional resource folder consists of eight articles from various newspapers and journals addressing issues affecting girls and women in physical activity and sport, such as self-esteem and gender equity.

Audience: *General*

Category: *Professional Reference*

Curriculum Organizer(s): *Personal and Social Responsibility*

Grade Level:

K/1	2/3	4	5	6	7	8	9	10	11	12
		✓	✓	✓	✓	✓	✓	✓	✓	✓

Year Recommended: 1995

Supplier: *Promotion Plus*
305 - 1367 West Broadway
Vancouver, BC
V6H 4A9

Tel: (604) 737-3075 Fax: (604) 738-7175

Price: (not available)

ISBN/Order No: (not available)

APPENDIX B: LEARNING RESOURCES

Self Esteem, Sport and Physical Activity (CAAWS)

Curriculum Organizer(s): *Personal and Social Responsibility*

General Description: Canadian background report addressing issues of self esteem and physical activity as they relate to girls and women.

Grade Level:

K/1	2/3	4	5	6	7	8	9	10	11	12
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Audience: *General*

Year Recommended: 1995

Category: *Professional Reference*

Supplier: *Canadian Assn. for the Advancement of Women and Sport and Physical Activity*
1600 James Naismith Drive
Gloucester, ON
K1B 5N4

Tel: (613) 748-5793

Price: \$10.00

ISBN/Order No: (not available)

Skip To Health

Curriculum Organizer(s): *Active Living
Movement
Personal and Social*

General Description: Handbook details comprehensive methods for incorporating skipping into any fitness program. Five main sections address the skills development approach, games approach, creative approach, warming up for other activities, and training for sports.

Grade Level:

K/1	2/3	4	5	6	7	8	9	10	11	12
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Audience: *General*

Year Recommended: 1995

Category: *Teacher Resource*

Supplier: *ATEC Marketing Limited*
130 Longfield Crescent
Ancaster, ON
L9G 3N7

Tel: (905) 648-0178 Fax: (905) 648-7240

Price: \$10.95

ISBN/Order No: 0-9692891-1-1

Skip To It! The New Skipping Book

Curriculum Organizer(s): *Active Living
Movement
Personal and Social*

General Description: "How-to" skipping reference provides basic and advanced skipping instructions. Teaching tips, diagrams, creative routines, and partner and small group work are provided.

Grade Level:

K/1	2/3	4	5	6	7	8	9	10	11	12
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Audience: *General*

Year Recommended: 1995

Category: *Teacher Resource*

Supplier: *ATEC Marketing Limited*
130 Longfield Crescent
Ancaster, ON
L9G 3N7

Tel: (905) 648-0178 Fax: (905) 648-7240

Price: \$9.95

ISBN/Order No: 0-919964-65-6

APPENDIX B: LEARNING RESOURCES



Small Craft Safety: Instructor Guide and Reference

General Description: Guide deals with the basics of small craft safety (canoeing, rowing, and power) as well as related conditions (weather, water, and survival) and preventive aspects of boating (navigation, safety equipment, and emergency procedures).

Audience: *General*

Category: *Teacher Resource*

Curriculum Organizer(s): *Movement
Personal and Social
Responsibility*

Grade Level:

K/1	2/3	4	5	6	7	8	9	10	11	12
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Year Recommended: 1995

Supplier: *Canadian Red Cross Society*
400 - 4710 Kingsway
Burnaby, BC
V5H 4M2

Tel: (604) 431-4200 Fax: (604) 431- 4275

Price: \$13.00

ISBN/Order No: 0-920854-76-1



Smart Cycling - Instructor's Manual (Primary & Junior Levels)

General Description: This cycling program promotes awareness of traffic and cycling safety, encourages safe riding and maintenance skills, and illustrates fundamentals of cycling in residential areas and low traffic, two-lane roads. Lessons include lecture and practice for classroom and schoolyard.

Audience: *General*

Category: *Teacher Resource*

Curriculum Organizer(s): *Personal and Social Responsibility*

Grade Level:

K/1	2/3	4	5	6	7	8	9	10	11	12
		✓	✓	✓	✓	✓				

Year Recommended: 1993

Supplier: *Canadian Cycling Association / Association
cycliste canadien*
1600 promenade James Naismith Drive
Gloucester, ON
K1B 5N4

Tel: (613) 748-5629 Fax: (613) 748-5692

Price: (not available)

ISBN/Order No: (not available)



Sports First-Aid: A Guide to Sport Injuries

General Description: Book provides a comprehensive, practical guide to injury prevention, recognition, and on-site management of common sport injuries. A quick, ready reference is included for immediate treatment of common injuries.

Audience: *General*

Category: *Professional Reference*

Curriculum Organizer(s): *Active Living
Personal and Social
Responsibility*

Grade Level:

K/1	2/3	4	5	6	7	8	9	10	11	12
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Year Recommended: 1995

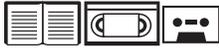
Supplier: *Sport Medicine Council of B.C.*
3055 Wesbrook Mall
Vancouver, BC
V6T 1Z3

Tel: (604) 822-3049 Fax: (604) 822-4600

Price: \$22.00

ISBN/Order No: 0-9696489-5-2

APPENDIX B: LEARNING RESOURCES



Steps to Success

Curriculum Organizer(s): *Movement*

General Description: Comprehensive set of resources for teaching and learning a variety of sports and activities. Includes: 18 participant books, instructor's guides, series textbook, one video, and five audio cassettes. The program is designed to teach basic skills in a self-paced, sequential manner.

Caution: One book in the set, "Australian Football" is not recommended due to safety considerations.

Audience: *General*
Gifted - program could be given as independent study in a particular activity area

Category: *Teacher Resource*

Grade Level:

K/1	2/3	4	5	6	7	8	9	10	11	12
			✓	✓	✓	✓	✓	✓	✓	✓

Year Recommended: 1995

Supplier: *Human Kinetics Canada*
 Box 24040
 1275 Walker Road
 Windsor, ON
 N8Y 4Y9

Tel: (519) 944-7774 Fax: (519) 944-7614

Price: \$12.50 - \$55.95 each

ISBN/Order No: various



Steroid Alert

Curriculum Organizer(s): *Active Living*
Personal and Social
Responsibility

General Description: Twenty-three-minute video gives an historical perspective on steroid use from its introduction in the 1940s for medical use to its present day abuse by athletes. Detailed explanations of long-term effects are provided by visuals, graphics, and testimonials. Physical and psychological effects of steroid use are discussed.

Audience: *General*

Category: *Student, Teacher Resource*

Grade Level:

K/1	2/3	4	5	6	7	8	9	10	11	12
						✓	✓	✓	✓	✓

Year Recommended: 1992

Supplier: *B. C. Learning Connection Inc.*
 c/o Learning Resources Branch (Customer Service)
 878 Viewfield Road
 Victoria, BC
 V9A 4V1

Tel: (604) 387-5331 Fax: (604) 387-1527

Price: \$21.00

ISBN/Order No: IGLL02



The Student Leadership Development Program (Secondary)

Curriculum Organizer(s): *Active Living*
Personal and Social
Responsibility

General Description: Teacher's guide and student leader's handbook provide a comprehensive guide to developing student leadership skills for intramural activity at the high school level.

Audience: *General*
Gifted - a program that could be given to students above and beyond the regular physical education lesson

Category: *Teacher Resource*

Grade Level:

K/1	2/3	4	5	6	7	8	9	10	11	12
						✓	✓	✓	✓	✓

Year Recommended: 1995

Supplier: *Canadian Intramural Recreation Association (CIRA)*
 1600 James Naismith Drive
 Gloucester, ON
 K1B 5N4

Tel: (613) 748-5639 Fax: (613) 748-5737

Price: \$80.00

ISBN/Order No: 18957160603/143428

APPENDIX B: LEARNING RESOURCES



Syllabus Resource Book - National Coaching Certification Program

Curriculum Organizer(s): *Movement*

General Description: Book is designed as a quick reference tool for instructors. It contains detailed descriptions of NCCP technical and practical components for 27 sports.

Grade Level:

K/1	2/3	4	5	6	7	8	9	10	11	12
				✓	✓	✓	✓	✓	✓	✓

Audience: *General*

Year Recommended: 1995

Category: *Professional Reference*

Supplier: *Coaching Association of Canada*
1600 James Naismith Drive
Gloucester, ON
K1B 5N4

Tel: (613) 748-5624 Fax: (613) 748-5707

Price: (not available)

ISBN/Order No: (not available)



Teaching Beginning Dance Improvisation

Curriculum Organizer(s): *Active Living Movement*

General Description: Two 60-minute videotapes present a series of activities for teaching improvisation from various aspects. The accompanying teacher's manual provides clearly stated objectives, lesson goals, activities, teaching hints, and coaching phrases.

Grade Level:

K/1	2/3	4	5	6	7	8	9	10	11	12
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Audience: *General*

Year Recommended: 1995

Category: *Student, Teacher Resource*

Supplier: *American Alliance for Health*
1900 Association Drive
Reston, VA
22091

Tel: (703) 476-3400

Price: \$205.00 U.S. funds

ISBN/Order No: (not available)



Teaching Children Physical Education

Curriculum Organizer(s): *Active Living Movement Personal and Social*

General Description: Book describes and analyzes the techniques, behaviours, and approaches used to develop and teach physical education lessons that are developmentally appropriate. Focus is on improving the teaching process.

Grade Level:

K/1	2/3	4	5	6	7	8	9	10	11	12
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Audience: *General*

Year Recommended: 1995

Category: *Professional Reference*

Supplier: *Human Kinetics Canada*
Box 24040
1275 Walker Road
Windsor, ON
N8Y 4Y9

Tel: (519) 944-7774 Fax: (519) 944-7614

Price: \$29.50

ISBN/Order No: 0873223403/BGRA0340

APPENDIX B: LEARNING RESOURCES

Team Building Through Physical Challenges

General Description: Book contains 22 Outward Bound-type physical tasks that require students to work together for a common end and, in the process, develop co-operative, team-building skills. Challenges are organized into three levels of difficulty.

Audience: *General*
Gifted - as a resource for senior physical education leadership students

Category: *Teacher Resource*

Curriculum Organizer(s): *Active Living
Personal and Social
Responsibility*

Grade Level:

K/1	2/3	4	5	6	7	8	9	10	11	12
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Year Recommended: 1995

Supplier: *Human Kinetics Canada*
Box 24040
1275 Walker Road
Windsor, ON
N8Y 4Y9

Tel: (519) 944-7774 Fax: (519) 944-7614

Price: \$23.95

ISBN/Order No: 0-87322-359-4/BGLO0359

Towards Gender Equity For Women In Sport: A Handbook for National Sport Organizations

General Description: Book introduces issues and concerns related to gender equity in Canadian sport. A proactive method is stressed in promoting leadership for women and activity for people with disabilities.

Audience: *General*

Category: *Professional Reference*

Curriculum Organizer(s): *Personal and Social Responsibility*

Grade Level:

K/1	2/3	4	5	6	7	8	9	10	11	12
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Year Recommended: 1995

Supplier: *CAHPERD*
1600 James Naismith Drive
Gloucester, ON
K1B 5N4

Tel: (613) 748-5622 Fax: (613) 748-5737

Price: (not available)

ISBN/Order No: 1195-003X

Upper Elementary Children: Moving and Learning

General Description: Resource binder and two audio cassettes with music provide students with opportunities to explore movement and self-expression through solving movement problems. The binder contains 120 movement activities in 40 well-organized lesson plans.

Caution: *Teachers need to be aware of comfort levels of students for sections "On Balance" and "Close Relations."*

Audience: *General*

Category: *Teacher Resource*

Curriculum Organizer(s): *Movement*

Grade Level:

K/1	2/3	4	5	6	7	8	9	10	11	12
	✓	✓	✓	✓	✓	✓	✓	✓		

Year Recommended: 1995

Supplier: *Human Kinetics Canada*
Box 24040
1275 Walker Road
Windsor, ON
N8Y 4Y9

Tel: (519) 944-7774 Fax: (519) 944-7614

Price: \$65.95

ISBN/Order No: 0-87322-468-X/PBIC0468

APPENDIX C

CROSS-CURRICULAR OUTLINES



The three principles of learning stated in the introduction of this Integrated Resource Package (IRP) support the foundation of the Kindergarten to Grade 12 Education Plan. They have guided all aspects of the development of this document, including the curriculum outcomes, instructional strategies, assessment strategies, and learning resource evaluations. In addition to these three principles, it is recognized that British Columbia's schools include young people of varied backgrounds, interests, abilities, and needs. In order to meet these needs and ensure equity and access for all learners, the development of each component of this document has also been guided by a series of cross-curricular outlines. It is expected that these principles and cross-curricular outlines will guide the users of this document as they engage in school and classroom organization and instructional planning and practice.

The following cross-curricular outlines have been used to focus the development and evaluation of the components of the IRP:

- Applied Focus in Curriculum
- Career Development
- English as a Second Language (ESL)
- Environment and Sustainability
- First Nations Studies
- Gender Equity
- Information Technology
- Media Education
- Multiculturalism and Anti-Racism Education
- Science-Technology-Society
- Special Needs

APPLIED FOCUS IN CURRICULUM

An applied focus in all subjects and courses promotes the use of practical applications to demonstrate theoretical knowledge. Using real world and workplace problems and situations as a context for the application of

theory makes school more relevant to students' needs and goals. An applied focus strengthens the link between what students need to know to function effectively in the workplace or in post-secondary education and what they learn in Kindergarten through Grade 12.

Implementation of an applied approach involves working with a wide range of partners including universities, colleges, institutes, employers, community groups, parents, and government.

The applied focus in curriculum is consistent with the following statements from *The Kindergarten to Grade 12 Education Plan*:

All levels of the program are developed around a common core of learning to ensure that students learn to read, write, and do mathematics, solve problems, and use computer-based technology.

Employers expect graduates to be good learners, to think critically and solve problems, to communicate clearly, to be self-directed, and to work well with others. The new workplace also requires people to be knowledgeable about technology and able to search out and apply information from many sources.

Some examples of an applied focus in different subjects are:

English Language Arts—increasing emphasis on language used in everyday situations and in the workplace, such as for job interviews, memo and letter writing, word processing, and technical communication (including the ability to interpret technical reports, manuals, tables, charts, and graphics)

Mathematics—more emphasis on skills needed in the workplace, including knowledge of probability and statistics,

logic, measurement theory, and problem solving

Science—more practical applications and hands-on experience of science such as reducing energy waste in school or at home, caring for a plant or animal in the classroom, using computers to produce tables and graphs and for spreadsheets

Business Education—more emphasis on real world applications such as preparing résumés and personal portfolios, participating in groups to solve business communication problems, using computer software to keep records, and using technology to create and print marketing material

Visual Arts—real world applications such as working co-operatively to make images of social significance for their classroom, school or community; viewing and analysing objects and images from their community; and experimenting with a variety of materials to make images

This summary is derived from *The Kindergarten to Grade 12 Education Plan* (September 1994), and curriculum documents from British Columbia and other jurisdictions.

CAREER DEVELOPMENT

Career development is an ongoing process through which learners integrate their personal, family, school, work, and community experiences to facilitate career and lifestyle choices. The main emphases of career development are career awareness, career exploration, career preparation, career planning, and career work experience.

In the process of career development students develop:

- an open attitude toward a variety of occupations and types of work
- an understanding of the relationship

between work and leisure, work and the family, and work and one's interests and abilities

- an understanding of the role of technology in the workplace and in daily life
- an understanding of the relationship between work and learning
- an understanding of the changes taking place in the economy, society, and the job market
- an ability to construct learning plans and reflect on the importance of lifelong learning
- an ability to prepare for multiple roles throughout life

In the Primary Years

Career awareness promotes an open attitude toward a variety of career roles and types of work. Topics include:

- the role of work and leisure
- relationships among work, the family, one's personal interests, and one's abilities

A variety of careers can be highlighted through the use of in-class learning activities focussing on the students themselves and on a range of role models, including non-traditional role models.

In Grades 4 to 8

The emphasis on self-awareness and career awareness is continued. Topics include:

- interests, aptitudes, and possible future goals
- technology in the workplace and in our daily lives
- social, family, and economic changes
- future education options
- career clusters (careers that are related to one another)
- lifestyles
- external influences on decision making

Games, role-playing, drama, and appropriate community volunteer experience can be used to help students actively explore the world of work. Field experiences in which students observe and interview workers in their occupational environments may also be appropriate. These learning activities will facilitate the development of interpersonal communications and group problem-solving skills needed in the workplace and in other life situations.

In Grades 9 and 10

The emphasis is on providing students with opportunities to prepare for and make appropriate and realistic decisions. In developing their student learning plans, they will relate self-awareness to their goals and aspirations. They will also learn many basic skills and attitudes that are required for an effective transition into adulthood. This will assist in preparing them to be responsible and self-directed throughout their lives.

Topics include:

- entrepreneurial education
- employability skills (e.g., how to find and keep a job)
- the importance of lifelong education and career planning
- involvement in the community
- the many different roles that an individual can play throughout life
- the dynamics of the working world (e.g., unions, unemployment, supply and demand, Pacific Rim, free trade)

The examination of personal interests and skills through a variety of career exploration opportunities is emphasized at this level (e.g., job shadowing). Group discussion and individual consultation can be used to help students examine and confirm their personal values and beliefs.

In Grades 11 and 12

Career development in these grades is focussed more specifically on issues related to the world of work. These include:

- dynamics of the changing work force and changing influences on the job market (e.g., developing technology and economic trends)
- job-keeping and advancement skills (interpersonal skills needed in the workplace, employment standards)
- occupational health issues and accessing health support services
- funding for further education
- alternative learning strategies and environments for different life stages
- mandatory work experience (minimum 30 hours)

Work Experience

Work experience provides students with opportunities to participate in a variety of workplace situations to help prepare them for the transition to a work environment.

Work experience also provides students with opportunities to:

- connect what they learn in school with the skills and knowledge needed in the workplace and society in general
- experience both theoretical and applied learning, which is part of a broad liberal education
- explore career directions identified in their Student Learning Plans

Descriptions of career development are drawn from the Ministry of Education's *Career Developer's Handbook, Guidelines for the Kindergarten to Grade 12 Education Plan, Implementation Resource, Part 1*, and the draft of the *Prescribed Provincial Curriculum for Personal Planning, Kindergarten to Grade 12*, January 1995.

ENGLISH AS A SECOND LANGUAGE (ESL)

ESL assistance is provided to students whose use of English is sufficiently different from standard English to prevent them from reaching their potential. Many students learning English speak it quite fluently and seem to be proficient. School, however, demands a more sophisticated version of English, both in reading and writing. Thus, even fluent speakers might require ESL to provide them with an appropriate language experience that is unavailable outside the classroom. ESL is a transitional service rather than a subject. Students are in the process of learning the language of instruction and, in many cases, the content matter of subjects appropriate to their grade level. Thus ESL does not have a specific curriculum. The provincial curriculum is the basis of much of the instruction and is used to teach English as well as individual subject areas. It is the methodology, the focus, and the level of engagement with the curriculum that differentiates ESL services from other school activities.

Students in ESL

Nearly 10% of the British Columbia school population is designated as ESL. These students come from a diversity of backgrounds. Most are recent immigrants to British Columbia. Some are Canadian-born but have not had the opportunity to learn English before entering the primary grades. The majority of ESL students have a well-developed language system and have had similar schooling to that of British Columbia-educated students. A small number, because of previous experiences, are in need of basic support such as literacy training, academic upgrading, and trauma counselling.

Teachers may have ESL students at any level in their classes. Many ESL students are placed in subject area classes primarily for the purpose of contact with English-speaking peers and experience with the subject and language. Other ESL students are wholly integrated into subject areas. A successful integration takes place when the student has reached a level of English proficiency and background knowledge in a subject to be successful with a minimum of extra support.

Optimum Learning Environment

The guiding principle for ESL support is the provision of a learning environment where the language and concepts can be understood by the students.

Good practices to enhance the learning of students include:

- using real objects and simple language at the beginning level
- taking into consideration other cultural backgrounds and learning styles at any level
- providing adapted (language-reduced) learning materials
- respecting a student's "silent period" when expression does not reflect the level of comprehension
- allowing students to practise and internalize information before giving detailed answers
- differentiating between form and content in student writing
- keeping in mind the level of demand placed on students

This summary is drawn from *Supporting Learners of English: Information for School and District Administrators*, RB0032, 1993, and *ESL Policy Discussion Paper (Draft)*, Social Equity Branch, December 1994.

ENVIRONMENT AND SUSTAINABILITY

Environmental education is defined as a way of understanding human relationships with the environment. It involves:

- students learning about their connections to the natural environment through all subjects
- students having direct experiences in the environment, both natural and human-built
- students making decisions about and acting for the environment

The term *sustainability* helps to describe societies that “promote diversity and do not compromise the natural world for any species in the future.”

Value of Integrating Environment and Sustainability Themes

Integrating these themes into the curriculum helps students develop a responsible attitude toward caring for the earth. Studies that integrate environment and sustainability themes provide students with opportunities to identify their beliefs and opinions, reflect on a range of views, and ultimately make informed and responsible choices.

The guiding principles that should be interwoven in subjects from Kindergarten to Grade 12 are:

- Direct experience is the basis of human learning.
- Analysis of interactions help humans make sense of their environment.
- Responsible action is both integral to and a consequence of environmental education.

Some organizing principles are:

- Human survival depends on complex natural and human-built systems.

- Human decisions and actions have environmental consequences.
- Students should be provided with opportunities to develop an aesthetic appreciation of the environment.

The theme study units might include: Consumerism, School Operating Systems, Pollution, or Endangered Species.

This summary is derived from *Environmental Education/Sustainable Societies: A Conceptual Framework*, Curriculum Branch, 1994.

FIRST NATIONS STUDIES

First Nations studies focus on the richness and diversity of First Nations cultures and languages. These cultures and languages are examined within their own unique contexts and within historical, contemporary, and future realities. First Nations studies are based on a holistic perspective that integrates the past, present, and future. First Nations peoples are the original inhabitants of North America and live in sophisticated, organized, and self-sufficient societies. The First Nations constitute a cultural mosaic as rich and diverse as that of Western Europe, including different cultural groups (e.g., Nisga’a, KwaKwaka’Wakw, Nlaka’pamux, Secwepemc, Skomish, Tsimshian). Each is unique and has a reason to be featured in the school system. The First Nations of British Columbia constitute an important part of the historical and contemporary fabric of the province.

Value of Integrating First Nations Studies

- First Nations values and beliefs are durable and relevant today.
- There is a need to validate and substantiate First Nations identity.
- First Nations peoples have strong, dynamic, evolving cultures that have

adapted to changing world events and trends.

- There is a need to understand similarities and differences among cultures to create tolerance, acceptance, and mutual respect.
- There is a need for informed, reasonable discussions and decisions regarding First Nations issues based on accurate information (for example, as modern treaties are negotiated by Canada, British Columbia, and First Nations).

In studying First Nations, it is expected that the students will:

- demonstrate an understanding and appreciation for the values, customs, and traditions of First Nations peoples
- demonstrate an understanding and appreciation for unique First Nations communications systems
- demonstrate a recognition of the importance of the relationship between First Nations peoples and the natural world
- recognize dimensions of First Nations art as a total cultural expression
- give examples of the diversity and functioning of the social, economic, and political systems of First Nations peoples in traditional and contemporary contexts
- describe the evolution of human rights and freedoms as they pertain to First Nations peoples

Some examples of curriculum integration include:

Visual Arts—comparing the artistic styles of two or more First Nations cultures

English Language Arts—analysing portrayals and images of First Nations peoples in various works of literature

Home Economics—identifying forms of food, clothing, and shelter in past and contemporary First Nations cultures

Technology Education—describing the sophistication of traditional First Nations technologies (e.g., bentwood or kerfed boxes, weaving, fishing gear)

Physical Education—participating in and developing an appreciation for First Nations games and dances

This summary is derived from *First Nations Studies: Curriculum Assessment Framework (Primary through Graduation)*, Aboriginal Education Branch, 1992, and *B.C. First Nations Studies 12 Curriculum*, Aboriginal Education Branch, 1994.

GENDER EQUITY

Gender equitable education involves the inclusion of the experiences, perceptions, and perspectives of girls and women, as well as boys and men, in all aspects of education. It will initially focus on girls in order to redress historical inequities. Generally, the inclusive strategies, which promote the participation of girls, also reach boys who are excluded by more traditional teaching styles and curriculum content.

Principles of Gender Equity in Education

- All students have the right to a learning environment that is gender equitable.
- All education programs and career decisions should be based on a student's interest and ability, regardless of gender.
- Gender equity incorporates a consideration of social class, culture, ethnicity, religion, sexual orientation, and age.
- Gender equity requires sensitivity, determination, commitment, and vigilance over time.
- The foundation of gender equity is cooperation and collaboration among students, educators, education organizations, families, and members of communities.

General Strategies for Gender-Equitable Teaching

- Be committed to learning about and practising equitable teaching.
- Use gender-specific terms to market opportunities—for example, if a technology fair has been designed to appeal to girls, mention girls clearly and specifically. Many girls assume that gender-neutral language in non-traditional fields means boys.
- Modify content, teaching style, and assessment practices to make non-traditional subjects more relevant and interesting for female and male students.
- Highlight the social aspects and usefulness of activities, skills, and knowledge.
- Comments received from female students suggest that they particularly enjoy integrative thinking; understanding context as well as facts; and exploring social, moral, and environmental impacts of decisions.
- When establishing relevance of material, consider the different interests and life experiences that girls and boys may have.
- Choose a variety of instructional strategies such as co-operative and collaborative work in small groups, opportunities for safe risk-taking, hands-on work, and opportunities to integrate knowledge and skills (e.g., science and communication).
- Provide specific strategies, special opportunities, and resources to encourage students to excel in areas of study in which they are typically under-represented.
- Design lessons to explore many perspectives and to use different sources of information; refer to female and male experts.
- Manage competitiveness in the classroom, particularly in areas in which male students typically excel.
- Watch for biases (e.g., in behaviour or learning resources) and teach students

strategies to recognize and work to eliminate inequities they observe.

- Be aware of accepted gender-bias practices in physical activity (e.g., in team sport, funding for athletes, and choices in physical education programs).
- Do not assume that all students are heterosexual.
- Share information and build a network of colleagues with a strong commitment to equity.
- Model non-biased behaviour: use inclusive, parallel, or gender-sensitive language; question and coach male and female students with the same frequency, specificity, and depth; allow quiet students sufficient time to respond to questions.
- Have colleagues familiar with common gender biases observe your teaching and discuss any potential bias they may observe.
- Be consistent over time.

This summary is derived from the preliminary *Report of the Gender Equity Advisory Committee*, received by the Ministry of Education in February 1994, and from a review of related material.

INFORMATION TECHNOLOGY

Information technology is the use of tools and electronic devices that allow us to create, explore, transform, and express information.

Value of Integrating Information Technology

As Canada moves from an agricultural and industrial economy to the information age, students must develop new knowledge, skills, and attitudes. The information technology curriculum has been developed to be integrated into all new curricula to ensure that students know how to use computers and gain the technological literacy demanded in the workplace.

In learning about information technology, students acquire skills in information analysis and evaluation, word processing, database analysis, information management, graphics, and multimedia applications. Students also identify ethical and social issues arising from the use of information technology.

With information technology integrated into the curriculum, students will be expected to:

- demonstrate basic skills in handling information technology tools
- demonstrate an understanding of information technology structure and concepts
- relate information technology to personal and social issues
- define a problem and develop strategies for solving it
- apply search criteria to locate or send information
- transfer information from external sources
- evaluate information for authenticity and relevance
- arrange information in different patterns to create new meaning
- modify, revise, and transform information
- apply principles of design affecting appearance of information
- deliver a message to an audience using information technology

The curriculum organizers are:

- **Foundations**—the basic physical skills, intellectual, and personal understandings required to use information technology, as well as self-directed learning skills and socially responsible attitudes
- **Explorations**—defining a problem to establish a clear purpose for search strategies and retrieval skills
- **Transformations**—filtering, organizing, and processing information

- **Expressions**—designing, integrating, and presenting a message using text, audio and visual information, and message delivery

This information is derived from the draft *Information Technology Curriculum K to 12* currently under development.

MEDIA EDUCATION

Media education is a multidisciplinary and interdisciplinary approach to the study of media. Media education deals with key media concepts and focusses on broad issues such as the history and role of media in different societies and the social, political, economic, and cultural issues related to the media. Instead of addressing the concepts in depth, as one would in media studies, media education deals with most of the central media concepts as they relate to a variety of subjects.

Value of Integrating Media Education

Popular music, television, film, radio, magazines, computer games, and information services—all supplying media messages—are pervasive in the lives of students today. Media education develops students' ability to think critically and independently about issues that affect them. Media education encourages students to identify and examine the values contained in media messages. It also cultivates the understanding that these messages are produced by others to inform, persuade, and entertain for a variety of purposes. Media education helps students understand the distortions that may result from the use of particular media practices and techniques. All curriculum areas provide learning opportunities for media education. It is not taught as a separate curriculum.

The key themes of media education are:

- media products (purpose, values, representation, codes, conventions, characteristics, production)
- audience interpretation and influence (interpretation, influence of media on audience, influence of audience on media)
- media and society (control, scope)

Examples of curriculum integration include:

English Language Arts—critiquing advertising and examine points of view

Visual Arts—analysing the appeal of an image by age, gender, status, and other characteristics of the target audience

Personal Planning—examining the influence of the media on body concepts and healthy lifestyle choices

Drama—critically viewing professional and amateur theatre productions, dramatic films, and television programs to identify purpose

Social Studies—comparing the depiction of First Nations in the media over time

This summary is derived from *A Cross-Curricular Planning Guide for Media Education* prepared by the Canadian Association for Media Education for the Curriculum Branch in 1994.

MULTICULTURALISM AND ANTI-RACISM

Multiculturalism Education

Multiculturalism education stresses the promotion of understanding, respect, and acceptance of cultural diversity within our society.

Multiculturalism education involves:

- recognizing that everyone belongs to a cultural group
- accepting and appreciating cultural diversity as a positive feature of our society
- affirming that all ethnocultural groups are

equal within our society

- understanding that multiculturalism education is for all students
- recognizing that similarities across cultures are much greater than differences and that cultural pluralism is a positive aspect in our society
- affirming and enhancing self-esteem through pride in heritage, and providing opportunities for individuals to appreciate the cultural heritages of others
- promoting cross-cultural understanding, citizenship, and racial harmony

Anti-Racism Education

Anti-racism education promotes the elimination of racism through identifying and changing institutional policies and practices as well as identifying individual attitudes and behaviours that contribute to racism.

Anti-racism education involves:

- proposing the need to reflect about one's own attitudes on race and anti-racism
- understanding what causes racism in order to achieve equality
- identifying and addressing racism at both the personal and institutional level
- acknowledging the need to take individual responsibility for eliminating racism
- working toward removing systemic barriers that marginalize groups of people
- providing opportunities for individuals to take action to eliminate all forms of racism, including stereotypes, prejudice, and discrimination

Value of Integrating Multiculturalism and Anti-Racism Education

Multiculturalism and anti-racism education provides learning experiences that promote strength through diversity and social, economic, political, and cultural equity. Multiculturalism and anti-racism education

give students learning experiences that are intended to enhance their social, emotional, aesthetic, artistic, physical, and intellectual development. It provides learners with the tools of social literacy and skills for effective cross-cultural interaction with diverse cultures. It also recognizes the importance of collaboration between students, parents, educators, and communities working toward social justice in the education system.

The key goals of multiculturalism and anti-racism education are:

- to enhance understanding of and respect for cultural diversity
- to increase creative intercultural communication in a pluralistic society
- to provide equal opportunities for educational achievement by all learners, regardless of culture, national origin, religion, or social class
- to develop self-worth, respect for oneself and others, and social responsibility
- to combat and eliminate stereotyping, prejudice, discrimination, and other forms of racism
- to include the experiences of all students in school curricula

Examples of curriculum integration include:

Fine Arts—identifying ways in which the fine arts portray cultural experiences

Humanities—identifying similarities and differences within cultural groups' lifestyles, histories, values, and beliefs

Mathematics or Science—recognizing that individuals and cultural groups have used both diverse and common methods to compute, to record numerical facts, and to measure

Physical Education—developing an appreciation of games and dances from diverse cultural groups

This summary is derived from *Multicultural and Anti-Racism Education—Planning Guide (Draft)*, developed in the Social Equity Branch in 1994.

SCIENCE-TECHNOLOGY-SOCIETY

Science-Technology-Society (STS) addresses our understanding of inventions and discoveries and of how science and technology affect the well-being of individuals and our global society.

The study of STS includes:

- the contributions of technology to scientific knowledge and vice versa
- the notion that science and technology are expressions of history, culture, and a range of personal factors
- the processes of science and technology such as experimentation, innovation, and invention
- the development of a conscious awareness of ethics, choices, and participation in science and technology

Value of Integrating STS

The aim of STS is to enable learners to investigate, analyse, understand, and experience the dynamic interconnection of science, technology, and human and natural systems.

The study of STS in a variety of subjects gives students opportunities to:

- discover knowledge and develop skills to foster critical and responsive attitudes toward innovation
- apply tools, processes, and strategies for actively challenging emerging issues

- identify and consider the evolution of scientific discovery, technological change, and human understanding over time, in the context of many societal and individual factors
- develop a conscious awareness of personal values, decisions, and responsible actions about science and technology
- explore scientific processes and technological solutions
- contribute to responsible and creative solutions using science and technology

The organizing principles of STS are: Human and Natural Systems, Inventions and Discoveries, Tools and Processes, Society and Change. Each organizer may be developed through a variety of contexts, such as the economy, environment, ethics, social structures, culture, politics, and education. Each context provides a unique perspective for exploring the critical relationships that exist and the challenges we face as individuals and as a global society.

Examples of curriculum integration include:

Visual Arts—recognizing that demands generated by visual artists have led to the development of new technologies and processes (e.g., new permanent pigments, fritted glazes, drawing instruments)

English Language Arts—analysing the recent influence of technologies on listening, speaking, and writing (e.g., CDs, voice mail, computer-generated speech)

Physical Education—studying how technology has affected our understanding of the relationship between activity and well-being

This summary is derived from *Science-Technology-Society—A Conceptual Framework*, Curriculum Branch, 1994.

SPECIAL NEEDS

Students with special needs have disabilities of an intellectual, physical, sensory, emotional, or behavioural nature; or have learning disabilities; or have exceptional gifts or talents.

All students can benefit from an inclusive learning environment that is enriched by the diversity of the people within it. Opportunities for success are enhanced when provincial learning outcomes and resources are developed with regard for a wide range of student needs, learning styles, and modes of expression.

Educators can assist in creating more inclusive learning environments by introducing the following:

- activities that focus on development and mastery of foundational skills (basic literacy)
- a range of co-operative learning activities and experiences in the school and community, including the application of practical, hands-on skills in a variety of settings
- references to specialized learning resources, equipment, and technology
- ways to accommodate special needs (e.g., incorporating adaptations and extensions to content, process, product, pacing, and learning environment; suggesting alternate methodologies or strategies; making references to special services)
- a variety of ways, other than through paper-and-pencil tasks, for students to demonstrate learning (e.g., dramatizing events to demonstrate understanding of a poem, recording observations in science by drawing or by composing and performing a music piece)
- promotion of the capabilities and contributions of children and adults with special needs
- participation in physical activity

All students can work toward achievement of the provincial learning outcomes. Many students with special needs learn what all students are expected to learn. In some cases the student's needs and abilities require that education programs be adapted or modified. A student's program may include regular instruction in some subjects, modified instruction in others and adapted instruction in still others. Adaptations and modifications are specified in the student's Individual Education Plan (IEP).

Adapted Programs

An adapted program addresses the learning outcomes of the prescribed curriculum but provides adaptations so the student can participate in the program. These adaptations may include alternative formats for resources (e.g., Braille, books-on-tape), instructional strategies (e.g., use of interpreters, visual cues, learning aids), and assessment procedures (e.g., oral exams, additional time). Adaptations may also be made in areas such as skill sequence, pacing, methodology, materials, technology, equipment, services, and setting. Students on adapted programs are assessed using the curriculum standards and can receive full credit.

Modified Programs

A modified program has learning outcomes that are substantially different from the prescribed curriculum and specifically selected to meet the student's special needs. For example, a Grade 5 student in language arts may be working on recognizing common signs and using the telephone. A student on a modified program is assessed in relation to the goals and objectives established in the student's IEP.

Ministry Resources for Teachers of Students With Special Needs

The following publications are currently available from the Learning Resources Branch or are under development and will be made available soon:

The Universal Playground: A Planning Guide (Ministry of Education, 1991, FCG 129)

Hard of Hearing and Deaf Students—A Resource Guide to Support Classroom Teachers (Ministry of Education, 1994, RB0033)

Special Education Services—A Manual of Policies, Procedures and Guidelines (Ministry of Education, 1995)

I.E.P. Planning Resource (Ministry of Education, 1995)

Students with Visual Impairments—A Resource Guide to Support Classroom Teachers (Ministry of Education, 1995)

Gifted Students—A Resource Guide to Support Classroom Teachers (Ministry of Education, 1995)

Students with Intellectual Disabilities: A Resource Guide to Support Teachers (Ministry of Education, 1995)

Teaching for Student Differences—A Resource Guide to Support Classroom Teachers (Ministry of Education, 1995)

Resource Handbook for Adapted Curriculum Software (Ministry of Education, 1995)

Awareness Series (Ministry of Education, 1995)

This summary is derived from the *Handbook for Curriculum Developers*, February 1994 and *Special Education Services—A Manual of Policies, Procedures and Guidelines*, June 1995.

APPENDIX D

ASSESSMENT AND EVALUATION



ABOUT THIS APPENDIX

Learning outcomes, expressed in measurable terms, provide the basis for the development of learning activities, and assessment and evaluation strategies. After a general discussion of assessment and evaluation, this appendix uses sample evaluation plans to show how activities, assessment, and evaluation might come together in a particular physical education program. The Student Responsibility Scale and generic assessment and evaluation tools at the end of this appendix provide further planning support for teachers.

ASSESSMENT AND EVALUATION

Assessment is the systematic gathering of information about what students know, are able to do, and are working toward. Assessment methods include: student self-assessments, reviews of performance, portfolio assessments, and conferencing. Assessment tools may include observation, daily practice assignments, quizzes, samples of student work, pencil-and-paper tests, holistic rating scales, projects, and oral and written reports.

Student performance is evaluated from the information collected through assessment activities. Teachers use their insight, knowledge about learning, and experience with students, along with the specific criteria they establish, to make judgments about student performance in relation to learning outcomes.

Students benefit most when evaluation is provided on a regular, ongoing basis. When evaluation is seen as an opportunity to promote learning rather than as a final judgment, it shows learners their strengths and suggests how they can develop further. Students can use this information to redirect efforts, make plans, and establish future learning goals.

Evaluation may take different forms, depending on the purpose.

- Criterion-referenced evaluation should be used to evaluate student performance in classrooms. It is referenced to criteria based on learning outcomes described in the provincial curriculum. The criteria reflect a student's performance based on specific learning activities. When a student's program is substantially modified, evaluation may be referenced to individual goals. These modifications are recorded in an Individual Education Plan (IEP).
- Norm-referenced evaluation is used for large-scale system assessments. A norm-referenced evaluation system is not meant for classroom assessment because a classroom does not provide a large enough reference group. Norm-referenced evaluation compares one student's achievement to that of others. The comparison is based on a "normal" distributed over an entire population. To use norm-referenced evaluation appropriately, a student's achievement must be compared to a reference group large enough to represent the population. Placing student achievement on a normal distribution curve does not accurately describe a student's individual progress; it compares student achievement to that of others rather than comparing how well a student meets the criteria of a specified set of learning outcomes.

CRITERION-REFERENCED EVALUATION

In criterion-referenced evaluation, a student's performance is compared to established criteria rather than to the performance of other students. Evaluation referenced to prescribed curriculum requires that criteria are established based on the learning out

comes listed under the curriculum organizers for Physical Education 8 to 10.

Criteria are the basis of evaluating student progress; they identify the critical aspects of a performance or a product that describes in specific terms what is involved in meeting the learning outcomes. Criteria can be used to evaluate student performance in relation to learning outcomes. For example, weighting criteria, using rating scales, or performance rubrics (reference sets) are three ways that student performance can be evaluated using criteria.

Samples of student performance should reflect learning outcomes and identified criteria. The samples clarify and make explicit the link between learning outcomes, criteria, assessment, and evaluation. Where a student's performance is not a product, and therefore not reproducible, a description of the performance sample should be provided.

Criterion-referenced evaluation may be based on these steps:

1. Identify the expected learning outcomes (as stated in the Integrated Resource Package).
2. Identify the key learning objectives for instruction and learning.
3. Establish and set criteria.
4. Involve students, when appropriate, in establishing criteria.
5. Plan learning activities that will help students gain the knowledge or skills outlined in the criteria.
6. Inform students of the criteria their work will be evaluated against prior to the learning activity.
7. Provide examples of the desired level of performance.
8. Implement the learning activities.
9. Use various assessment methods based on the particular assignment and student.
10. Review assessment of data and evaluate each student's level of performance or quality of work in relation to criteria.
11. Report the results of evaluation to students and parents.

FORMAL REPORTING OF STUDENT LEARNING

Legislation requires that teachers provide parents with three formal reports each year. The following are guidelines and suggestions for assigning letter grades. Letter grades are used to indicate a student's level of performance in relation to expected learning outcomes. They may be assigned for an activity, a unit of study, a term, as a final grade at the end of the year, or at the completion of a course or subject.

The assignment of letter grades may be based on these steps:

1. Identify learning outcomes for the activity and unit to make clear what the student is expected to know and be able to do. The provincial curriculum prescribes broad learning outcomes. From these, the teacher establishes more specific outcomes for the learning activities.
2. Establish specific criteria for the unit and activity. It is helpful for students to be involved in establishing criteria in this way they understand what is expected of them.
3. Develop different levels of performance or models. Students are more likely to be successful when they clearly understand the criteria and the level of performance expected.

4. Students participate in learning activities to allow them to practise the skills and acquire the required knowledge. Feedback is provided to help the students continue their learning. Practice exercises help students meet the criteria and achieve the expected level of performance. Results from practice exercises support the student's learning but should not contribute to the term evaluation or final letter grade.
5. Give students opportunities to demonstrate their learning. Teachers may have students represent their learning in a variety of ways. Assessment data may be collected from tests, teacher observations, conferences, student self-assessments, written assignments, portfolios, or performance tasks.
6. Evaluate students' levels of performance in relation to the criteria. Evaluation of each student's performance is based on the assessment data collected and is compared to the established criteria.
7. The teacher assigns a letter grade for a set of activities. The letter grade indicates how well the criteria were met. Teachers often include written feedback to students along with the letter grade. In this way students gain information necessary to continue their learning.

PORTFOLIO

Portfolios can be designed for a variety of purposes. They can motivate students, encourage parental participation, and provide direct evidence of student progress. Before using a portfolio approach to evaluation, the teacher should consider the following questions:

- What are the applied tasks for which the portfolio will serve as a record?
- What should be included in a portfolio?
- In what ways should students be involved in the process of answering questions one and two?

A planning sheet can be used by the teacher and student for determining and clarifying the purpose, design, and construction of a student portfolio.

SNAPSHOTS AND LONG-TERM ASSESSMENT

Many assessment procedures are like occasional "snapshots." The teacher uses them on a more or less regular basis and they take relatively little time to complete (e.g., rating scales, observation checklists). Long-term assessment procedures differ in that students assemble materials over a relatively long period of time. These procedures include the use of tools such as portfolios, logs, diaries, and periodic audio or video records. Long-term assessment procedures can:

- show student growth in an area of study over a long period of time
- use assessment criteria that are not accessible in many other forms of assessment
- engage students in reflection about their own work
- engage students in reflection about evaluation

EXAMPLES OF ASSESSMENT AND EVALUATION IN PHYSICAL EDUCATION

Physical education is an integrated program; assessment and evaluation should therefore reflect outcomes in all three curriculum organizers. For example, while evaluating Movement skills and concepts, teachers should also evaluate learning outcomes from Active Living and Personal and Social Responsibility.

Consistent feedback is particularly important to the successful development of good motor

skills, and to the development of a positive and enthusiastic attitude toward lifelong physical activity. Helping students set goals and objectives for their own physical development and healthy lifestyle choices, and then working with them to monitor their progress, is an important responsibility of all physical education teachers.

Assessment should be carried out in a variety of ways in the various environments which are a feature of the curriculum. Students particularly benefit when they participate in developing the assessment criteria.

Tools and techniques include:

- participation records
- planning and goal-setting worksheets and exercises
- short- and long-term observation reports
- practice assignments
- checklists
- self-assessment tools
- peer assessment tools
- performance and skill-testing exercises and drills
- creative performance adjudication
- projects
- journal writing
- active living portfolios
- pencil-and-paper tests
- holistic rating scales

The following examples show how some of these tools and techniques might be used in the classroom.

GRADE 8

Organizers: *Movement (Games)*
Personal and Social Responsibility

Topic: *Games*

Prescribed Learning Outcomes:

Movement

It is expected that students will:

- select, combine, and perform movement concepts and skills to create co-operative and competitive game activities
- apply basic offensive and defensive strategies

Personal and Social Responsibility

It is expected that students will:

- demonstrate appropriate social behaviour while working co-operatively in group activities
- select and apply rules, routines, and procedures of safety in a variety of activities

In addition to these outcomes, the teacher assessed each student's leadership skills and co-operative group skills using the Student Responsibility Scale (see the end of this appendix) and the *Evaluating Group Communications Skills Across Curriculum* reference set.

PLANNING FOR ASSESSMENT

The students took part in a variety of co-operative and competitive games. They practised offensive and defensive strategies, such as one-on-one, two-on-two, and weave, progressing through individual, pair, small group, and large group activities. They applied activity-specific motor skills to modified, co-operative, or competitive games. The teacher and students discussed and created charts that illustrated appropri-

ate safety and co-operative behaviours.

While participating in co-operative games, the teacher provided opportunities for self- and peer assessment. Students reflected on the elements of a co-operative game: trust, participation, fun, success, equality, and co-operation.

Students created an original co-operative game or modified a competitive game to make it a co-operative game. The students' games were to be taught and played by the class and included in a school book of co-operative games. Students practised their games and received peer feedback. Groups presented their games to the class, and the class played the games. The presentation was evaluated by another group and by the teacher.

DEFINING CRITERIA

To what extent do students:

- include three of the essential elements of a co-operative game (trust, participation, fun, co-operation, success, equality)
- select an appropriate manipulative skill (throwing, catching, striking, dribbling, collecting, carrying)
- choose an appropriate piece of equipment to match the manipulative skill
- execute the correct form and body mechanics needed for that skill when demonstrating the game
- include strategies that emphasize safety
- work co-operatively to teach the game to the class
- give understandable directions and clearly express expectations

ASSESSING AND EVALUATING STUDENT PERFORMANCE

The teacher assessed and evaluated the performances based on the above criteria.

A feedback sheet was completed by the teacher and students after each group taught their game to the class. The students completed a self-assessment task that asked them to reflect on their social behaviour by giving positive examples, evidence they worked co-operatively, and the goal they set for them-

selves. In addition, the teacher observed the students, noting their group communication skills. The *Evaluating Group Communication Skills Across Curriculum* reference set was used to assess each student's skill level in this area.

Game Feedback Sheet		
Group: _____		
Evaluated by: _____		
Game: _____		
Criteria	Group Comment	Teacher Comments
Essential Elements		
Appropriate Skill		
Appropriate Equipment		
Form and Body Mechanics		
Safety		
Co-operative work		
Clear Directions and Expectations		

GRADE 8

Organizers: *Movement*
Active Living
Personal and Social Responsibility

Topic: *Dance*

Prescribed Learning Outcomes:

Movement

It is expected that students will:

- select, combine, and perform locomotor and non-locomotor skills used in a variety of dance activities
- choreograph movement sequences using the elements of movement and basic dance steps and patterns

Personal and Social Responsibility

It is expected that students will:

- identify and demonstrate positive behaviours that show respect for individuals' potential, interests, and cultural backgrounds

Active Living

It is expected that students will:

- demonstrate a willingness to participate in a wide range of activities from all movement categories (dance)

In addition to these outcomes, the teacher assessed each student's attitudes towards dance, co-operative learning skills, and leadership skills.

PLANNING FOR ASSESSMENT

The teacher provided the students with a variety of learning experiences using square, circle, couple, and individual dance formations. They practised dance steps, clapped and moved to rhythm, and used

locomotor and non-locomotor movements to music. They learned and practised a variety of dance forms. Students were given a list of criteria and the task requirements for the dance performances.

Requirements for the Dances

1. Mixers—various partner positions, heel-toe, step-hops, chug claps, slide, stamp feet, varsouvienne position.
2. Line Dance—keeping the rhythm, stepping out on the accented beat, proper step sequence, stroll, shuffle forward, shuffle backwards, kicks, slide steps, tap touches, turns.
3. Folk Dance—grapevine step, elbow swing, single circle, double circle, step touches, clapping, polka step.
4. Social Dance—keeping yourself upright, keeping yourself moving, weight transfer smoothly from foot to foot, move on a narrow base, step out on the accented beat, following/leading rules, partner held firmly, keeping the man's rhythm, closed dance position.
5. Square Dance—allemande right, allemande left, do-si-do, promenade, cast-off, courtesy turn, ladies chain, swing, weave the ring, grande right and left.

The class participated in various dances. Students were given demonstrations of proper technique to help in their self-assessment. At the end of each lesson, students were expected to record the dances they did and complete a self-assessment form. Daily assessment and ongoing feedback based on the Student Responsibility Scale was provided for the student. At the end of the unit, the students were invited to choose two dances for a formal assessment and evaluation.

DEFINING CRITERIA

The teacher explained the criteria for assessment and expectations for learning.

To what extent do students:

- demonstrate effective movement patterns (e.g., square, circle, couple, and individual formations)
- demonstrate knowledge of basic steps (e.g., grapevine, box step, weave the ring) and elements required for the dance
- use space, direction, level, and pathways effectively
- perform movements matched to the tempo or rhythm of the music
- perform steps with body control and fluid motions that reflect theme or nature of the dance
- display a positive attitude to dance activities
- show respect for others

ASSESSING AND EVALUATING STUDENT PERFORMANCE

Students and the teacher used the outlined criteria and the following five-point scale to assess learning. The teacher also referred to the *Evaluating Group Communication Skills Across Curriculum* reference set to assess students' group interactions.

Dance Performance Scale

5—Demonstrates effective movement patterns, knowledge of dance steps, and includes all requirements for the dance performed. The steps are performed accurately, smoothly with total body control. The student uses space effectively, moving smoothly throughout the allotted area. Movements flow and body motions match the tempo and rhythm of the music. The student is able to incorporate personal and unique elements into

the dance. Student shows a high level of interest in dance, provides leadership, is a positive role model, and consistently respects and encourages other students.

- 4—Demonstrates effective movement patterns and knowledge of the steps, and includes all requirements. The steps are performed accurately and usually with a sense of body control. The movements may not always flow smoothly and occasionally do not match the music. The use of space is appropriate. Student shows interest in dance and is willing to help others.
- 3—Demonstrates most movement patterns and required steps for the dance. At times the steps are awkward and occasionally lack control. The movements show some evidence of flow, pauses are minimal, and movements usually match the music. The use of space is sometimes limited or appears crowded. Student is interested in dance and appears enthusiastic.
- 2—Demonstrates some movement patterns but has difficulty with most steps. The steps appear awkward and need more practice. The movements may not match the music. The use of space is limited. The student may need to be encouraged to stay on-task.
- 1—Dance is only partially performed with little evidence of ability to demonstrate movement patterns. Further instruction and practice is required.

GRADE 9

Organizers: *Movement*
Personal and Social Responsibility

Topic: *Gymnastics*

Prescribed Learning Outcomes:

Movement

It is expected that students will:

- apply movement skills and concepts when performing gymnastic activities
- select, perform, and evaluate gymnastic sequences using a variety of small and large apparatus

Personal and Social Responsibility

It is expected that students will:

- demonstrate appropriate social behaviour while working co-operatively in group activities
- demonstrate positive behaviours that indicate self-respect and self-confidence while participating in physical activity

PLANNING FOR ASSESSMENT

The students participated in learning activities that were designed to develop poise, balance, rhythm, coordination, and strength. Students were taught correct spotting techniques and skills related to the themes of balance, flight, take-off and land (e.g., headstand, handstand, stork stand, V-sit). Students explored these skills on small and large apparatus, such as benches or balance beam, bars, box, side horse, and rings. During each lesson the teacher observed each student's attitudes with respect to effort and participation in the various activities. The final task was to create a gymnastic sequence individually or with a partner on the apparatus of their choice. The require-

ments for the task were: a beginning position, two balance positions at different levels (e.g., low, high, or medium), a mount and dismount on the apparatus, and two or more balance positions on or near the apparatus. The sequences were videotaped for self-evaluation.

DEFINING CRITERIA

The teacher and students discussed the qualities of an outstanding performance and defined the criteria.

To what extent do students:

- have a clearly defined beginning position
- demonstrate smooth transitions between each element in the sequence
- choose appropriate balances and hold the positions for three to five seconds with body control
- show control and strength while performing movements
- perform shapes that are defined in flight or in static positions
- demonstrate smooth transitions between each element in the sequence
- perform movements that show creativity, poise, rhythm, and flow
- show correct form and technique in mounts and dismounts
- provide assistance and support to partners and classmates
- demonstrate behaviours respectful of others by listening, helping them to be successful, and promoting their confidence

ASSESSING AND EVALUATING STUDENT PERFORMANCE

The teacher videotaped the sequences. An evaluation sheet, based on the above criteria, was developed. The teacher, student, and peers used the evaluation sheet while viewing the performance.

Gymnastics Evaluation Sheet

Using the outlined criteria, identify the level of achievement and comment on the students' performance. Give a rating for each criteria:

- 3—Met all criteria at a high level.
- 2—Met most of the criteria, good level of execution.
- 1—Met some criteria but missing key components.

Criteria	Rating	Comments
Quality of Movement		
Partner Work		
Overall Performance		
Strengths		
Ideas for next time		

GRADE 10

Organizers: *Movement*
Personal and Social Responsibility

Topics: *Games, Basketball*

Prescribed Learning Outcomes:

Movement

It is expected that students will:

- demonstrate with efficiency and form ways to send, receive, project, and retain possession
- adapt and improve activity-specific motor skills in game activities
- analyse and demonstrate basic offensive and defensive strategies

Personal and Social Responsibility

It is expected that students will:

- demonstrate etiquette and fair play

In addition to these outcomes, the teacher used the Student Responsibility Scale and the *Evaluating Group Communication Skills Across Curriculum* reference set to assess each student's attitude towards physical activity, co-operation, leadership skills, and willingness to facilitate the learning of others.

PLANNING FOR ASSESSMENT

The teacher organized learning activities to help students acquire activity-specific motor skills related to basketball. Students practised individually, with partners, and in small groups to develop dribbling, passing, and shooting skills. They practised one-on-one and two-on-two to develop their offensive and defensive strategies. The teacher set up stations with activities for specific skills, such as dribbling around cones, shooting at a target, and passing to a

partner. Teacher and students discussed the important aspects of these skills and ways to modify and improve performance. The teacher engaged students as observers to provide peer feedback. Students participated in matches to further refine their skills. The students were given opportunities at the end of the unit to demonstrate the level of skill they had acquired.

DEFINING CRITERIA

To what extent do students:

- dribble the ball (fast and slow) with both hands in a variety of ways (cross-over dribble, reverse dribble, behind-the-back dribble) keeping the head up and maintaining control of the ball
- use defensive stance—use body and lower center of gravity
- pass the ball accurately, demonstrating a chest pass, one-hand push-pass, overhead pass, baseball pass and bounce pass aiming for the chest—making sure the ball is catchable
- perform a lay-up, using correct technique, hitting the backboard at a 45° angle approach
- perform a set shot, using correct technique, from maximum shooting range, aiming and hitting the backboard or back rim
- move at a moderate pace and utilize space on the court appropriately
- effectively position themselves to receive the ball
- access team members and trust others with control of the ball
- conduct themselves in an assertive but not aggressive manner and abide by the rules of the game
- demonstrate teamwork and fair-play behaviours

ASSESSING AND EVALUATING STUDENT PERFORMANCE

Students were given a reciprocal-style assessment sheet where they used the criteria for each skill and a five-point performance scale. Students monitored a peer on several occasions during the unit to note improvement and to give positive feedback. The teacher observed the students using the criteria and recorded progress and evidence that indicated the skill level of the student. When each student was ready to demonstrate the skills, the teacher and peers used the criteria to evaluate the student’s skill level. The assessment sheets were recorded for evaluation purposes. Student improvement was also noted. The final evaluation of the student was not based on the practice attempts but on the final level of skill acquired. In addition, the teacher monitored effort, attitude, and participation using the Student Responsibility Scale and *Evaluating Group Communication Skills Across Curriculum* reference set.

Rating Scale

- 5—Outstanding: demonstration of skill meets all elements with no apparent errors, consistent in performance and effectiveness
- 4—Good: demonstration of skill gives general impression of good form, but minor variations exist, consistent in performance and effectiveness
- 3—Satisfactory: can verbally correct form or visually recognize correct form; consistent, but lacks smoothness when performing the skill; and ease or lack of control in one or two respects, which affects skill as a whole
- 2—Needs attention: acceptable, but executes skills with many errors that result in inconsistency in performance and effectiveness; is unable to verbally or visually identify correct form or technique
- 1—Undeveloped: skill undeveloped

Basketball Skills Assessment Sheet

Criteria	Group Comment	Teacher Comments
Dribble		
Passing		
Lay-up		
Pacing		
Positioning		
Teamwork		
Follows the Rules		
Fair Play		

GRADE 10

Organizers: *Movement (Individual and Dual Activities, Alternative-Environment Activities)*
Active Living

Topic: *Training Programs*

Prescribed Learning Outcomes:

Movement

It is expected that students will:

- adapt and improve activity-specific motor skills when performing individual and dual activities
- apply movement skills and concepts to a variety of individual and dual activities

Active Living

It is expected that students will:

- plan, assess, and maintain personal fitness and activity programs, using the principles of training

PLANNING FOR ASSESSMENT

The teacher planned learning experiences to help the students identify their fitness and activity levels through a variety of means (e.g., flexibility, sit-reach, active living journal, standing long jump). Students were encouraged to set personal fitness activity goals that would allow them to establish a personal functional level of physical fitness. Teachers assisted students in designing a personal activity plan. The plan included a general goal statement, list of specific activities, support students would receive, timelines for reviewing the plan, and how students would know when they had achieved the goal(s). Students kept their

information in their portfolios along with regular journal entries noting the progress. Students were also assessed using the Student Responsibility Scale.

DEFINING CRITERIA

The teachers involved the students in the setting of criteria.

To what extent do students:

- complete a goal statement that addresses their personal fitness or activity level and relates to the fitness component such as strength, endurance, and flexibility
- include specific activities that address necessary components of a fitness plan (warm-up, cardio-vascular, strength, stretch, cool-down)
- list specific time, duration, and intensity for implementation of the activities
- identify appropriate support people and ensure their willingness to be involved
- include review dates to assess the plan and progress
- show a willingness to revise and change the plan as necessary
- indicate what evidence will result in the meeting of the fitness or activity goal(s)

ASSESSING AND EVALUATING STUDENT PERFORMANCE

The teacher used the criteria to build a performance scale. The teacher and students assessed the plan and the activity goals using the scale. In addition, the students kept an ongoing fitness-activity journal to document the implementation of the plan. The students assessed the effectiveness of the plan based on their results and set new goals to be implemented in a revised plan.

Performance Scale

- 5—The plan is thorough and thoughtfully completed and includes all components. The activities are appropriate for the activity goals. Revisions and updates are ongoing. There is evidence that the student is actively implementing the plan. The fitness-activity journal is up-to-date and includes insightful comments about the student's experience implementing the plan.
- 4—The plan is thoroughly completed and all components of the plan are present. The activities are appropriate for the goals. Revisions and updates do not consistently occur. The student attempts to continuously work on the plan and their fitness-activity goals. The fitness-activity journal is up-to-date and identifies the student's difficulties with the plan. The student may require some further support to implement or revise the plan.
- 3—The plan is complete. The activities may not always address the goals. The student updates and revises the plan when reminded. The student makes some attempt to implement the plan but requires ongoing support to reach his or her goals. The fitness-activity journal is generally up-to-date, with occasional omissions.
- 2—The plan is incomplete. The student requires guidance to identify activities that would address the goals and support to construct a plan. The student needs to be reminded to update the plan. There is little effort or interest in implementing the plan. There are a few attempts to make entries in the fitness-activity journal.
- 1—There is no evidence of a fitness-activity plan or active participation. The fitness-activity journal contains no entries. The student requires ongoing teacher support to meet the criteria.

GRADE 9

Organizers: *Active Living*
*Movement (Alternative-
 Environment Activities)*
Personal and Social Responsibility

Topics: *Hiking/Backpacking, and/or Cross
 Country Skiing/Snowshoeing*

Prescribed Learning Outcomes:*Active Living*

It is expected that students will:

- identify outdoor living skills and a code of responsible behaviour in the outdoors

Movement

It is expected that students will:

- select, plan, and participate in activity-specific motor skills in a variety of alternative-environment activities
- plan and participate in an outdoor experience
- identify and apply survival skills needed in a variety of environments

Personal and Social Responsibility

It is expected that students will:

- select and apply rules, routines, and procedures of safety in a variety of activities from all movement categories
- demonstrate positive behaviours that indicate self-respect and self-confidence while participating in physical activity

PLANNING FOR ASSESSMENT

The teacher generated a list of safety and survival skills necessary for participating in activities in different environments. The students listed potential hazards in an outdoor wilderness setting. They discussed weather conditions and how weather affects

the equipment, clothing, food, and other resources needed for an outdoor activity. The students listed the preparatory skills and plans needed to participate in a hiking and backpacking adventure in a wilderness setting, and a snowshoeing and cross country skiing expedition to the local ski hill. Students were divided into small groups and given responsibility for planning an aspect of the outdoor activity. For example, one group planned the food, another listed clothing and equipment, another listed responsible behaviours expected. Students also reviewed first-aid and emergency procedures.

DEFINING THE CRITERIA

The teacher and students defined the criteria for assessment and the expectations for the outdoor experiences.

To what extent do students:

- identify the specific skills and fitness level needed to participate in the activities
- perform the specific skills necessary to prepare for physical activity in an outdoor wilderness setting
- prepare for the expedition with the appropriate items (e.g., first-aid supplies, equipment, extra clothing, food, footwear, map)
- fulfil their assigned responsibilities in the group
- listen carefully to directions and instructions related to safety procedures and rules in the outdoor activity
- participate enthusiastically, showing respect and considerations for others and the natural environment
- use basic first-aid skills (e.g., dealing with hypothermia, heat exhaustion, breaks, bleeding) in real and practice situations
- enthusiastically participate in new activities, in alternative environments, challenging themselves

**ASSESSING AND EVALUATING
STUDENT PERFORMANCE**

The teacher designed a self- and peer evaluation portfolio based on the above criteria. The portfolio consisted of checklists for self-assessment and peer assessment, reflective questions about the outdoor experience, and

observation sheets for teacher, self-, and peer assessment. The students worked in small groups and with a partner to assess and evaluate their performances.

Criteria	Self-Assessment	Peer Assessment	Teacher Assessment
<p>Personal and Social Responsibility</p> <ul style="list-style-type: none"> • Fulfilled Group Role • Followed Rules • Enthusiastic About Personal Challenge <p>Active Living</p> <ul style="list-style-type: none"> • Respect for Others • Respect for the Environment <p>Movement</p> <ul style="list-style-type: none"> • Understanding of Skills • Understanding of Required Fitness Level • Performance of Skills • Preparation • First-Aid Skills 			

Rating Scale:

- 4—Always
- 3—Usually
- 2—Sometimes
- 1—Needs Improvement

STUDENT RESPONSIBILITY SCALE

This scale relates to the Personal and Social Responsibility learning outcomes in the Physical Education 8 to 10 Curriculum.

5—Outstanding

Willingly engages in physical activities in the classroom, gymnasium, and other settings, exhibiting a positive attitude and enthusiasm towards the task. Displays concentration and often puts forth extra effort when participating in physical activities. Initiates and tries new tasks and activities, demonstrating a sense of confidence. Works co-operatively and collaboratively with all class members, providing encouragement and support. Takes on varying roles and responsibilities and is respectful of class members. Plays fair and shows appropriate etiquette. Demonstrates leadership skills, accepts responsibility, organizes and makes plans, motivates others, makes thoughtful decisions, and is a positive role model for others. Is aware and interested in the safety and well-being of others. Continually sets personal goals, seeks out support, and regularly revises and modifies goals. Successfully implements plans.

4—Good

Participates in physical activities in the classroom, gymnasium, and other settings, displaying a positive attitude. Concentrates and puts forth effort when participating in physical activities. Tries new tasks and is developing a sense of confidence. Works co-operatively with all class members. Takes on roles and responsibilities willingly. Plays fair and shows appropriate etiquette. Accepts responsibility and organizes and makes

plans. Considers safety. Sets personal goals and works towards implementing them.

3—Satisfactory

Participates in physical activities and usually displays effort. Tries new activities and challenges when given peer or teacher support. Works with others co-operatively and is respectful to classmates. Will take on responsibility in areas of interest or when supported. Plays fair and follows appropriate etiquette. Usually considers safety. Sets personal goals and is developing implementation strategies.

2—Needs attention

Participates only when encouraged. Displays effort in activities of interest. Reluctant to try new activities or challenges. Needs reminders in order to work co-operatively and safely. Requires support from the teacher when in conflict situations. Sets personal goals but does not work towards implementation.

1—Not attending

Cannot evaluate progress. May be absent, unprepared for class or removed from class.

STUDENT JOURNALS

Assessment of student performance may also be supported through the use of journals. Student journals are a powerful tool for encouraging students to reflect on their experiences. Journals may be fairly structured, or they may be a general review of the events of the week in the physical education class. Entries may comment on a specific activity or topic or provide a broad reflection on progress or an issue.

Journals are an important aspect of communication between the student and teacher. Students may ask questions, indicate successes, or identify areas where they need further assistance to develop skills.

Teachers can respond to student journals in a letter, with a short comment in the journal, or verbally to the student.

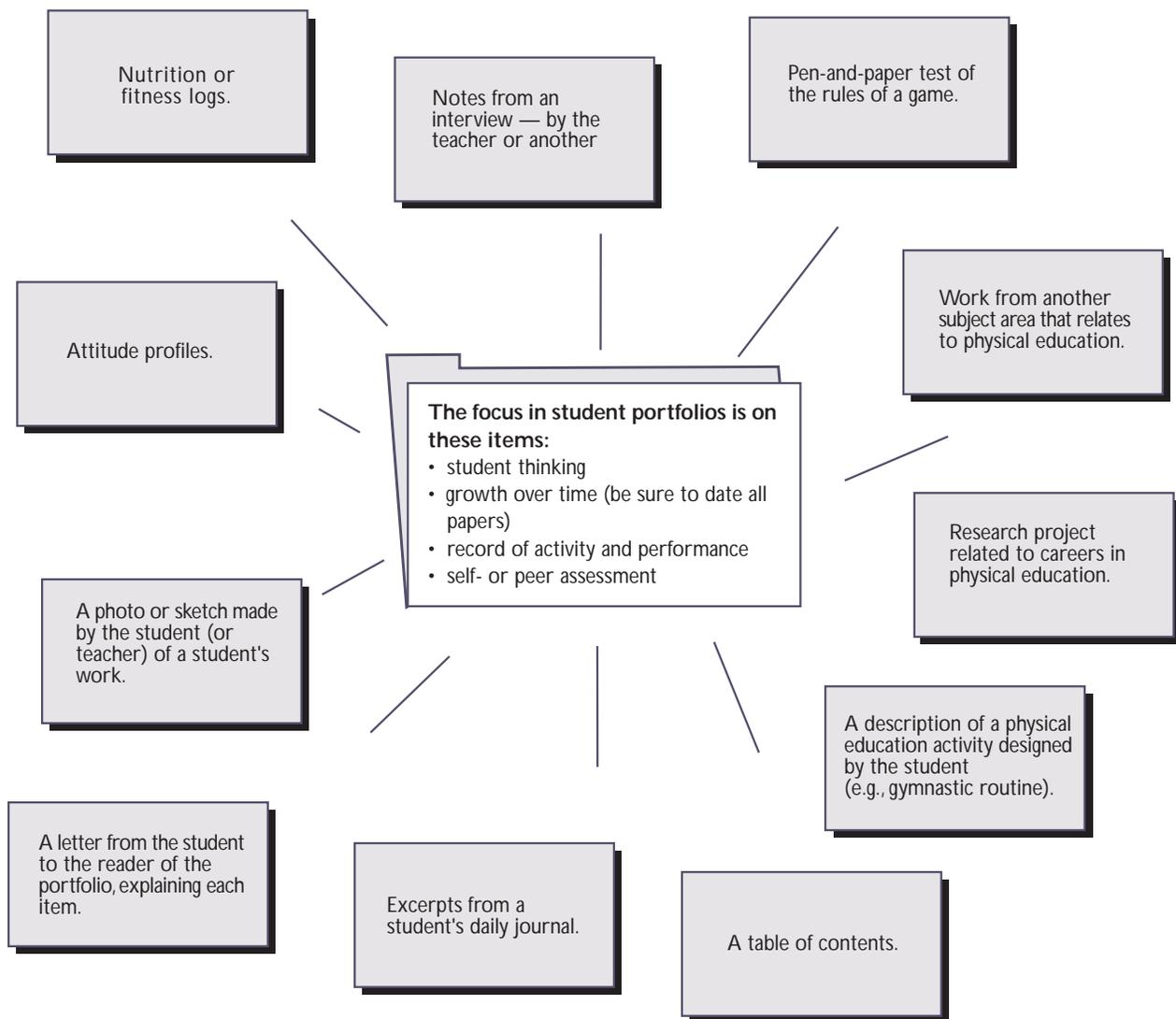
Prompts for Daily Journal Reflections
<i>Today we talked/learned/participated in. . .</i>
<i>I tried to. . .</i>
<i>I asked. . .</i>
<i>I found out. . .</i>
<i>I wish I had. . .</i>
<i>One question I'm taking away to think more about is. . .</i>
<i>The steps I took to participate effectively were. . .</i>
<i>The problems I encountered were. . .</i>
<i>To solve these problems I. . .</i>
<i>The resources and people I used to help were. . .</i>

Reflection on Activity/Project
Student Name: _____ Date: _____
Activity/Project Title: _____
Activity/Project description:
<i>The most surprising aspect of this activity/project for me was:</i>
<i>I would like to find out more about:</i>
<i>If I were to do this activity/project again I would:</i>
<i>I could help a student who is doing a similar activity/project by:</i>
<i>The biggest problem I had was:</i>
<i>I solved this problem by:</i>
<i>What I enjoyed most about this activity/project was:</i>

PORTFOLIOS

A portfolio is a purposeful collection of a student’s work that shows the student’s effort, progress, and achievement over time. Items in a portfolio can be suggested by the teacher or selected by the student. Portfolios provide information for a comprehensive

assessment of student development. Criteria for evaluation can be established for each reporting period. Student entries should be dated so the teacher can track each student’s development over time.



Active living portfolios could include the students' planning and goal-setting worksheets and activities, photographs of a student's participation in healthy physical activities, journal entries, documents sharing out-of-school accomplishments in physical

activity, or student-generated art pieces reflecting on active lifestyle experiences. Student entries should be dated so the teacher can track each student's development over time.

Portfolio Entry Conference	
Student Name: _____ Date: _____ Project: _____	
<p>Student Comments:</p> <div style="border: 1px solid #ccc; border-radius: 10px; padding: 10px; margin-top: 10px;"> <p>Two reasons I chose this item are:</p> <p>I want you to notice:</p> <p>Next time I might:</p> <p>Other comments:</p> <p style="text-align: right;">Signature: _____ Date: _____</p> </div>	<p>Teacher Comments:</p> <div style="border: 1px solid #ccc; border-radius: 10px; padding: 10px; margin-top: 10px;"> <p>Two positive things I noticed are:</p> <p>One specific area to work on is:</p> <p>Other comments:</p> <p style="text-align: right;">Signature: _____ Date: _____</p> </div>

INTERVIEWS

Interviews can provide valuable information about the understanding, thoughts, and feelings of students about physical education. Interviews may give students an opportunity to reflect on the unit of study and the teacher a chance to gather information about the student's knowledge and attitudes as well as diagnose student needs. Interviews

may take the form of a planned sequence of questions which lead to open-ended discussions, or they may require independent completion of specific questions. Informal interviews between the teacher and student should take place on a regular basis throughout instruction.

Questions	Teacher Notes
<ul style="list-style-type: none"> • How did you feel about your participation in this activity? • What do you think about _____ ? • How do your team members feel about you? • Did you have any new thoughts when _____ ? • How did you go about _____ ? • Tell me another way of doing _____ ? • What would happen if _____ ? • Why did you _____ ? • What did or did not work? • Tell me what you learned from _____ . • What else would you like to know? • Is there anything you would like to change? • How well do you think you've done? • Tell me how or where or when you might use _____ ? • What physical education skills were taught or learned? 	

PLANNING AND GOAL-SETTING WORKSHEETS

Setting individual goals for progress in physical education is an important assessment strategy. Planning and goal-setting worksheets, including reflections on physical

interests and abilities, and specifying both short- and long-term goals, can form the basis for students progress in the various units of a physical education program.

GETTING ACTIVE!

ACTION PLAN!



GOAL



**TO DEVELOP
A PHYSICALLY
ACTIVE LIFESTYLE**

<p>CHALLENGES What prevents me from starting tomorrow?</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<p>ACTIONS TO OVERCOME THE CHALLENGES What actions can I take to confront my challenges?</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<p>SUPPORT OR HELP Who can help me meet my challenges?</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
---	---	---

MY PLAN

1. Tomorrow I will _____

2. Next week I will _____

3. By next month I will _____

4. By next year I will _____

WHEN I COMPLETE ACTIVITIES ON MY PLAN I FEEL _____

Adapted from Binder, D. *Fun 'N Motion: Helping Girls and Young Women Set Goals for Lifelong Physical Activity*. Toronto: F.A.M.E. (Female Athletes Motivating Excellence), 1993, p.60

CHECKLISTS

Checklists allow the teacher to observe the entire class “at a glance.” They provide a quick reference sheet that can identify specific information regarding student attitudes, knowledge, or skills by the observing teacher. Checklists allow the teacher to create an individual record-keeping system

such as by date, legend of skill proficiency, or by use of a simple checkmark identifying a yes or no. Checklists can be useful in developing a learning profile that indicates growth over time. Checklists may be created to gather information about student co-operation, participation, attitude, leadership, or skill development.

Group Observation Form				
Course: _____ Class/Block: _____ Date: _____				
Skill/Concept: _____				
5 - Superior 4 - Satisfactory 3 - Improving 2 - Experiencing Difficulty				
Names of Students	Criteria to be Observed			
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				
11.				
12.				
13.				
14.				
15.				
16.				
17.				
18.				
19.				
20.				

Participation Profile

Class/Block: _____ Date: _____

Activity (ies): _____

Student Names

Effort/On-Task											
Encourages Others to Participate											
Enjoys Participating											
Participates Willingly											
Participates when Encouraged											
Reluctant to Participate											

APPENDIX E

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APPENDIX F

GLOSSARY



active living	A way of life valuing physical activity as an essential part of living; characterized by the integration of physical activity into daily routines and leisure pursuits.
activity-specific motor skills	Motor skills specific to a particular activity, such as square dance—do-si-do; soccer—heading; aquatics—front crawl; basketball—chest pass.
appropriate competitive behaviour	Striving for improvement while respecting and remaining sensitive to the social, emotional, and physical needs and ability levels of all participants.
asymmetrical	Having each side different.
body awareness	An element of movement; being aware of body shape, parts of the body, and the support and transfer of weight.
co-ordination	Using the senses of vision and touch together with kinesthetic (muscle) sense to accomplish accurate or well-timed body movements.
critical thinking	The ability to discern and discriminate through an individual thought process.
creative movement process	A combination of cognition and psychomotor skills in sequential movements that involve perceiving stimulus, exploring, selecting, combining, refining, and performing.
elements of movement	What the body does, how the body moves, and where the body moves, alone and in relation to objects and people.
fair play	Participating with integrity and with respect for teammates, opponents, officials, and rules.
health	A dynamic state influenced by circumstances, beliefs, and environments; soundness of mind, body, and spirit.
large apparatus	For example, trestle box, balance beam, climbing apparatus, horse.

levels	Low, medium, or high spatially.
locomotor skill	An element of movement; movement from place to place, such as walking, running, hopping, jumping, leaping, skipping, climbing, galloping, rolling, and sliding.
matching	Performing the same movement side-by-side and at the same time.
motor skill	Any muscular activity, under voluntary control of the brain, that is directed toward a specific objective.
non-locomotor skill	An element of movement; movement that does not involve locomotion, such as bending, curling, holding, lifting, pulling, pushing, stretching, swinging, twisting, and turning.
performance modifiers	Variables affecting performance and level of participation in a physical activity.
personal functional level of physical fitness	Possessing fundamental motor skills that allow a learner to participate comfortably and confidently in a selected physical activity.
play	Both an attitude and an action; characterized by freely choosing to participate in a structured or non-structured activity that may be physical, social, or mental.
qualities	An element of movement referring to speed, force, time, and flow.
relationship	An element of movement; movement in relation to people or objects.
small apparatus	For example, ball, beanbag, quoit, skittle, hoop, individual mat, bench, skipping rope, chair.
space awareness	An element of movement; being aware of personal and general space, directions, pathways, levels, and planes.

symmetrical	Having each side the same.
water adjustment	Introduction to water, which includes the development of comfort in a water environment and exposure to basic water-entry skills.
well-being	An optimum condition of health, based on a balanced lifestyle, in which an individual experiences satisfaction and confidence in personal levels of fitness and motor skill development.

