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PHYSICAL EDUCATION K TO 7



Province of
British Columbia
Ministry of
Education
Curriculum Branch

Integrated Resource Package 1995

IRP 011

PREFACE: USING THIS INTEGRATED RESOURCE PACKAGE

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Implementation of Physical Education K to 7 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 K to 7, 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 K TO 7 CURRICULUM

The provincially prescribed curriculum for Physical Education K to 7 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 K to 7
- 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.

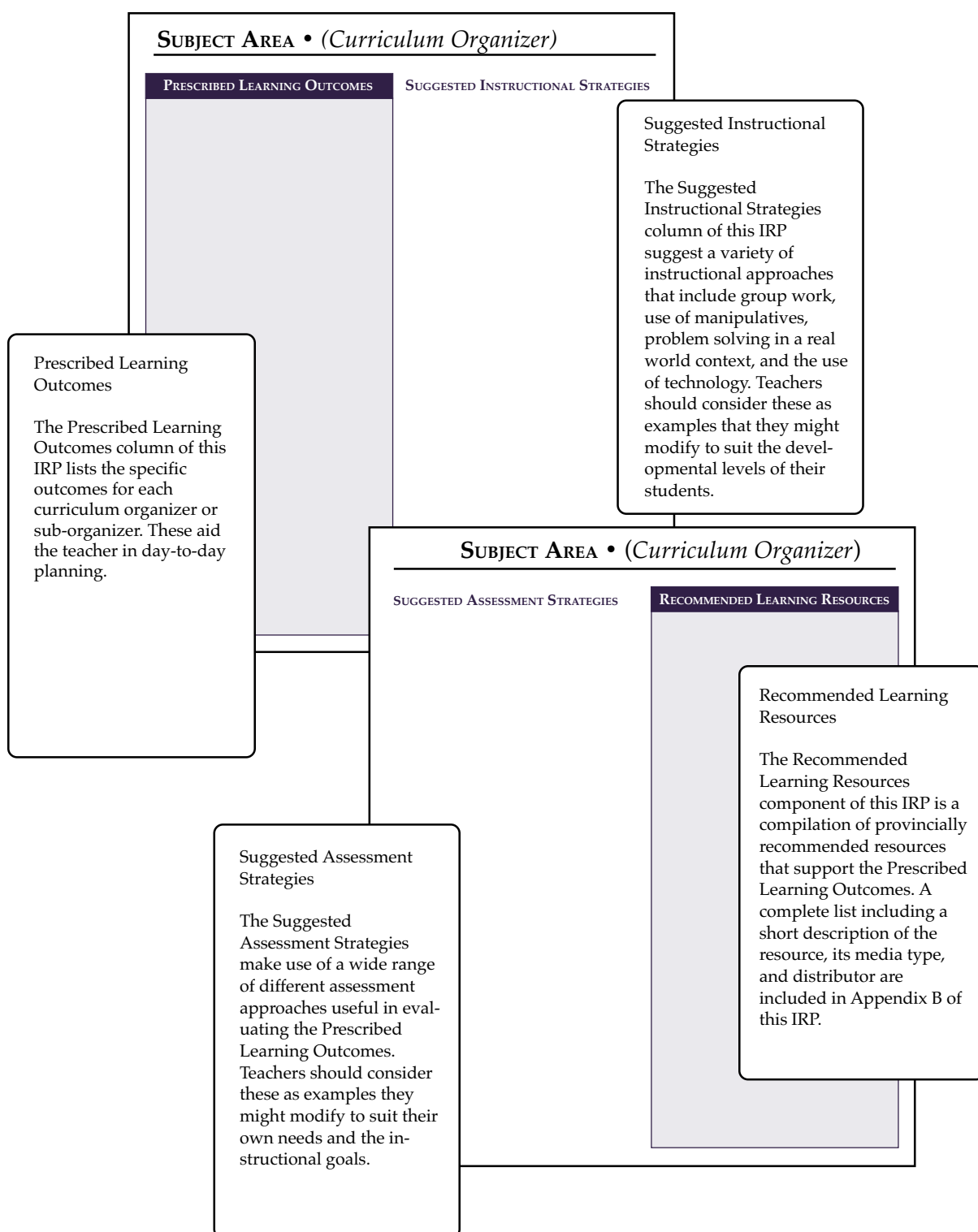
as equity, access, and the inclusion of specific topics are addressed by all components of the IRP.

- *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-environment

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.

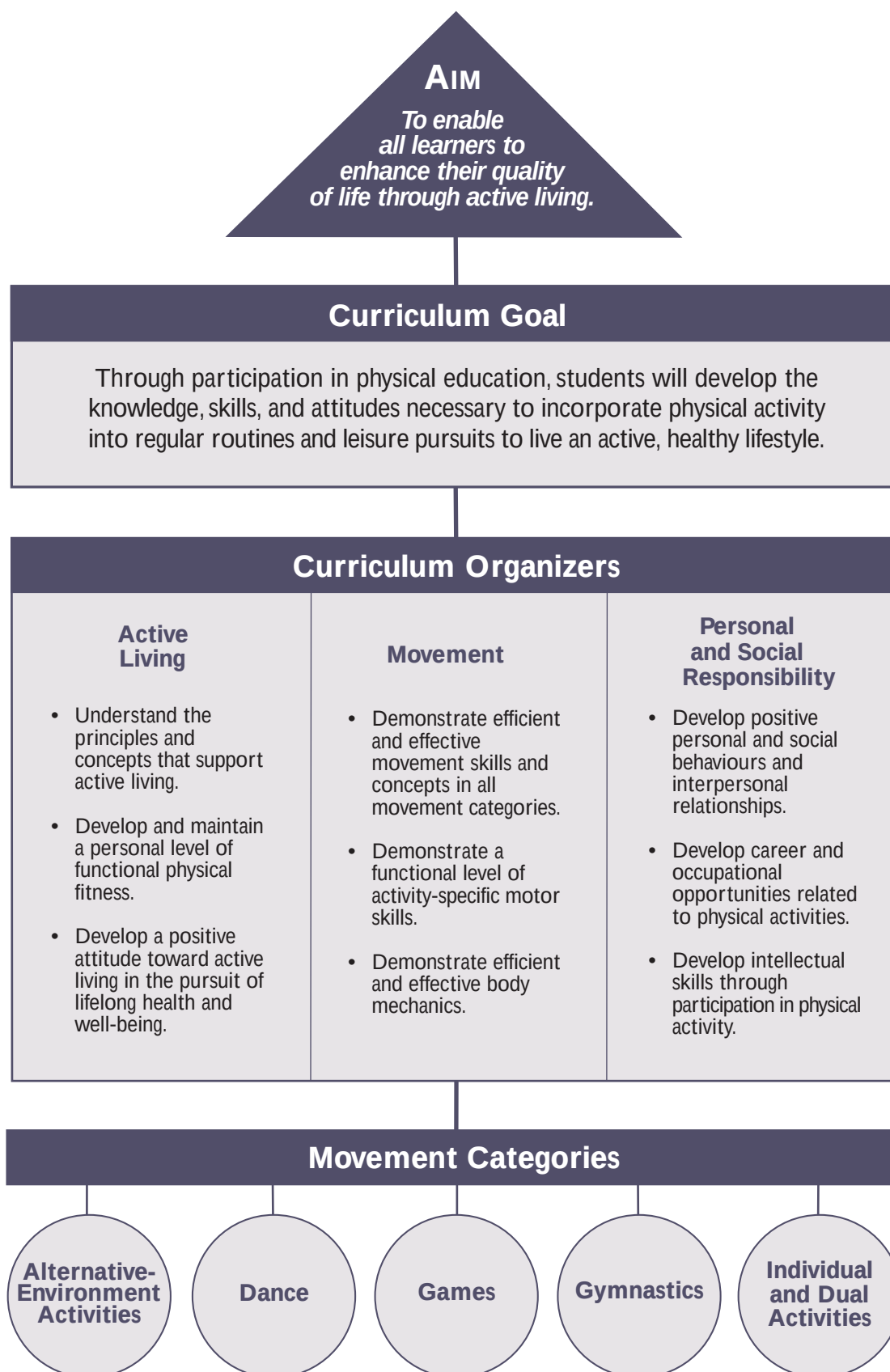
Diverse Student Characteristics

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

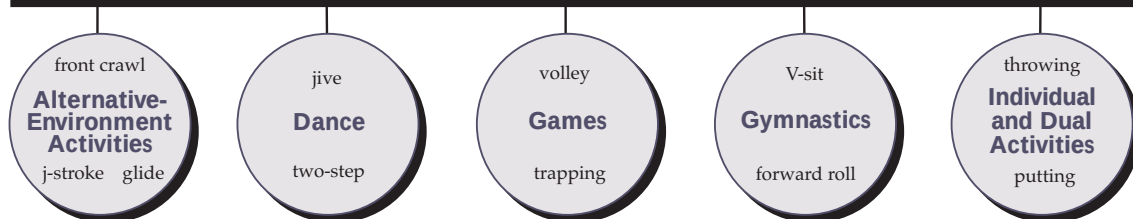
▼ Efficient and effective movement skills

- **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

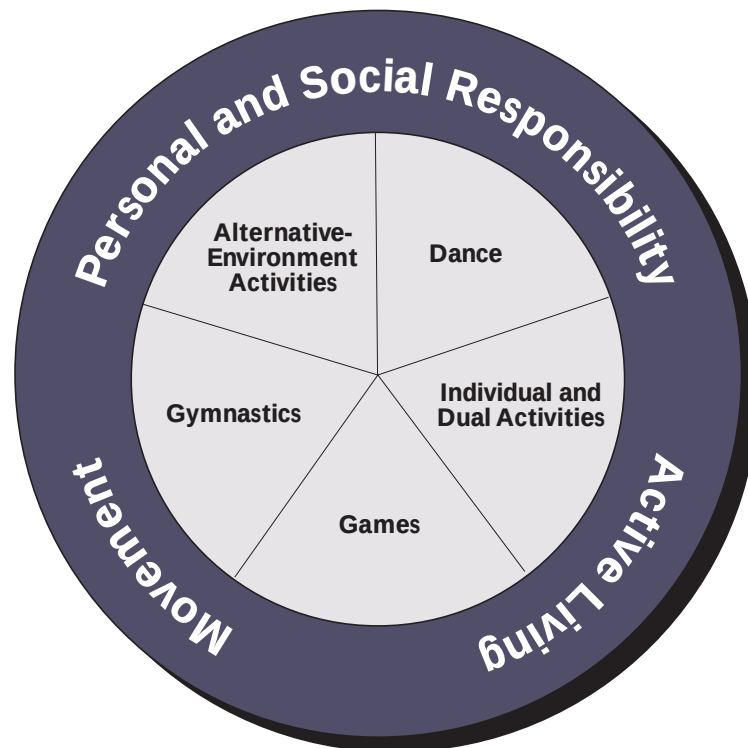


PLANNING A PHYSICAL EDUCATION PROGRAM

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	Aquatics - water adjustment - survival techniques - stroke development - skills application - snorkeling - water games - diving - synchronized swimming - underwater games - etc. Land-based - hiking - backpacking - rock climbing - camping - orienteering - snowshoeing - skiing - snowboarding - skating - horseback riding - etc. Water-based - canoeing - rowing - kayaking - sailing - sailboarding - etc.	Rhythmics - singing and clapping games - aerobic dance - etc. Creative - interpretive - modern - etc. Multicultural - folk and square - First Nations - African - etc. Contemporary - line - jive - partner Jazz - traditional - hip hop - funk - etc. Ballroom - waltz - foxtrot - tango - latin-style Note: also see Fine Arts Dance Curriculum	Formative Games - schoolyard and backyard - chasing - throwing - kicking - etc. Innovative - creative or novel - initiative tasks - co-operative challenges - parachute activities - etc. Bat and Ball - softball - cricket or rounders - T-ball - etc. Territorial - soccer - basketball - touch football - hockey (field, floor, ice) - team handball - lacrosse - rugby - ultimate - etc. Net and Wall - volleyball - tennis - badminton - pickleball - table tennis - handball - etc. Multicultural Games - Inuit - First Nations - African - etc.	Educational Themes - shape - balance - weight transfer - travel - flight - take off and land Rhythmic - hoop - ball - ribbon - clubs - scarf - rope - etc. Acrobatic - tumbling - pyramids - trampoline - etc. Artistic - floor exercises - uneven bars - parallel bars - high bar - vault box - pommel horse - rings - balance beam	Athletics (Track and Field) - runs - jumps - throws Combative - martial arts - self-defence - wrestling - fencing - etc. Individual Manipulatives - juggling - skipping - hacky sack - etc. Training Programs - aerobics - rope jumping - walking - jogging - lap swimming - cycling - use of exercise equipment - weight training - etc. Target - 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	• 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	• 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	• 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	• 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)	• 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)	• 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	• 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)	• 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)	• 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 K TO 7 CURRICULUM



PREScribed LEARNING OUTCOMES

It is expected that students will:

- 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

SUGGESTED INSTRUCTIONAL STRATEGIES

By participating throughout the year in a variety of activities from all movement categories, children learn to appreciate and value active living. Children in grades K to 1 are encouraged to participate enthusiastically and to be aware of how their body moves in different environments.

Strategies

- Have students participate in activities that name body parts, (e.g., Simon Says, people-to-people).
- Have students explore playing areas at the school (e.g., adventure playground, fields).
- Discuss the changes that take place in the body during physical activity (e.g., breathing and heart rates increase, body temperature rises).
- Outside on a sunny day, play Shadows, and notice how different body parts move.
- Have students look at food pictures (or their snacks) and identify healthy foods.
- Discuss how healthy foods provide energy, and have students identify three good nutritional habits.
- Plan trips to natural settings during different seasons (e.g., park, hiking trail).
- Safely explore possible physical activities in the outdoors (e.g., jog, walk, build snow forts).
- Have students write or draw in their journals about physical activities they enjoy.
- Have students prepare individual or group calendars charting their physical activities at recess, lunch, and after school. Discuss what is considered to be a physical activity.
- Have students bring activities played at home to share with others.

SUGGESTED ASSESSMENT STRATEGIES

- As children engage in various physical activities, look for evidence that students are participating.
- Look for evidence that they are enjoying the physical activities. (e.g., Do they say: "Is there outdoor play today?" "Do we get to go to the gym today?")
- Have students keep track of their physical activities daily, both at home and at school. Using an individual calendar, have them draw pictures of their physical activities each day. Use a group calendar to record whole-class activities. At the end of the month, have students record or describe one or two of the following:
 - To help make me physically healthy, I spent most of my time
 - To help develop our healthy bodies, we spent most of our time
 - I enjoyed ____ (draw or write the activity) the most because
- As students talk about their pictures, listen for evidence that they are enjoying participating in the physical activities.
- To assess children's understanding of nutritional food, have them draw on small squares of paper the nutritious parts of their lunches. Create a graph, and tally the number of items from each food group. Notice the extent to which students can identify healthy foods.

RECOMMENDED LEARNING RESOURCES



Print Material

- Assessing Attitudes in Physical Education: A Collection of Assessment Tools
- Canada's Food Guide to Healthy Eating (Rev.)
- The Canadian Active Living Challenge
- Fit Skip Ness: The Skipping Challenge
- Fitness for Children
- Fitness Fun (Promoting Health in P.E.)
- Inclusion of Students with Special Needs in Physical Education
- Physical Education: VCE Units 1, 2, 3, 4
- A Quality Approach to Primary Physical Education: A Resource Guide for Teachers
- Running Through My Mind
- Skip to Health
- Teaching Children Fitness



Video

- Our Wonderful Body Series
- Teaching Children Fitness



Multimedia

- Moving to Inclusion

PRESCRIBED LEARNING OUTCOMES

It is expected that students will:

- move safely in a variety of alternative environments
- use movement concepts and skills to participate in alternative-environment activities

SUGGESTED INSTRUCTIONAL STRATEGIES

Children participate in a variety of activities in an alternative environment, which may be land- or water-based. The selection of activities will depend on the climate, resources, and facilities available in the school or community.

Strategies

- Have students walk around the school observing the paths or walks and the features that assist walkers (e.g., landmarks, handrails, steps, obstacles).
- Plan a 20–30-minute walk or hike that will involve a rest or refreshment stop.
- Have students brainstorm, then draw items needed for an alternative-environment activity (e.g., clothing, food, first-aid kit).
- Discuss, demonstrate, and practise rules, safe use and care of equipment, and appropriate clothing and footwear, before and after activities (e.g., lacing skates; holding onto, stopping, and turning a toboggan; lining up; taking turns).
- Make use of lessons at the local community centre, and collaborate with staff to provide instruction in skating, swimming, skiing skills, and so on.
- Have students practise specific movements without equipment (e.g., for skiing: stopping, turning).
- Have students participate in a bike rodeo and complete activity sheets on bicycle safety.
- Have students draw the activities they like to participate in outside school.
- Have students describe, list, or draw safe use of playground equipment.

SUGGESTED ASSESSMENT STRATEGIES

- Observe students when they engage in outdoor activities, aquatics, or fitness, or when they are in community spaces such as the ice rink. Look for evidence that they are trying to:
 - move safely
 - follow safety rules
 - practise the safe use and care of equipment
 - transfer and use the movement concepts and skills they have demonstrated in school
- Gather a box of clothing and equipment (e.g., hats, scarves, gloves, boots, ice skates, swimsuits, towels, goggles, roller blades, knee pads), and ask one child, or partners, to select the appropriate clothing and equipment for safe participation in an alternative-environment activity. As students demonstrate their understanding of appropriate clothing, look for evidence that students can explain the reasons for their selections.
- Ask students to work with a partner to create a mime sequence representing a safety rule for one of the alternative-environment activities. Invite the class to guess which safety rule is being represented. Look for evidence that children accurately represent the safety rule, and observe the other children's ability to identify it.

RECOMMENDED LEARNING RESOURCES



Print Material

- Assessing Attitudes in Physical Education: A Collection of Assessment Tools
- The Canadian Active Living Challenge
- Inclusion of Students with Special Needs in Physical Education
- Lost in the Woods: Child Survival
- Moving to Inclusion
- Team Building through Physical Challenges
- Watersafe



Video

- Bicycle Safety: Zone of Danger
- Lost in the Woods
- Moving to Inclusion

PRESCRIBED LEARNING OUTCOMES

It is expected that students will:

- 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

SUGGESTED INSTRUCTIONAL STRATEGIES

Through dance experiences, children in grades K to 1 gain an awareness of their own and other cultures, enhance their self-esteem, and learn to solve problems, express feelings, and co-operate with others.

Strategies:

- Use simple movement sentences to reinforce body and space awareness, locomotor and non-locomotor skills, and control (e.g., hop forward, walk slowly).
- Have students explore specific skills such as body actions (swing, sink), relationships (mirroring, following), formations (lines, circles), and effort and qualities (time, force).
- Provide a variety of stimuli (e.g., vocabulary, poetry, story) to create movement. (e.g., "Show me how you would walk in snowshoes." "Show me different ways you can move to this piece of music.")
- Have students model and create clapping patterns and other non-locomotor movements to music to display a variety of qualities (e.g., force, speed).
- Have students create movement patterns to music using movement sentences, and teach them to a partner (e.g., two movements performed for eight beats each with a change in direction).
- Have students learn dance patterns from various cultures (e.g., European, South American, Aboriginal, African).
- Discuss the origin of dances, and find out about that country or culture.
- Create patterns of non-locomotor movements by choosing activities such as: "clap 4 times, slap knee 2 times, tap head 3 times."

SUGGESTED ASSESSMENT STRATEGIES

- To assess students' dances, observe the extent to which students develop moves that fit with rhythms, music, and lyrics.
- Have students work with a partner to create a dance sequence using some of the locomotion skills (e.g., walk, run). Look for evidence that students are able to develop a movement sequence and repeat the pattern.
- Ask other students if they are able to identify and repeat the pattern demonstrated. Collect evidence that students are able to represent movement sequences demonstrated by others.
- Ask one child to perform a series of non-locomotor movements (e.g., clapping for eight beats) in a pattern, and ask the other students to copy the pattern. Look for evidence of the student's ability to create the pattern and the other students' ability to reproduce it.
- Videotape the whole class demonstrating an aspect of dance. Have students watch the video to collect data in the following categories:
 - Someone who didn't bump into anyone was
 - Someone who moved to the music was
 - One time I moved safely was
 - One thing I noticed about myself was
- Have students record their observations on a data collection sheet by drawing or writing their responses.

RECOMMENDED LEARNING RESOURCES



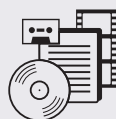
Print Material

- Assessing Attitudes in Physical Education: A Collection of Assessment Tools
- The Canadian Active Living Challenge
- Dance for Young Children: Finding the Magic in Movement
- Inclusion of Students with Special Needs in Physical Education
- A Quality Approach to Primary Physical Education: A Resource Guide for Teachers - Dance



Video

- Teaching Beginning Dance Improvisation
- Teaching Folk Dance Activities



Multimedia

- Can You Speak Dance?

PRESCRIBED LEARNING OUTCOMES

It is expected that students will:

- 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

SUGGESTED INSTRUCTIONAL STRATEGIES

Simple game activities play an important role in a child's development of physical skills and of attitudes toward physical activity. Co-operative activities and games promote active participation opportunities for students to apply and practise the concepts and skills they are learning.

Strategies

- Have students move in general space using a variety of locomotor movements (e.g., skip, hop, gallop, run).
- Have students move in general space, changing directions, levels, and pathways, and demonstrating control. Then add equipment to practise activity-specific motor skills, such as dribbling, throwing, and catching.
- Use scarves, then beanbags, balls, and hoops, to develop hand-eye co-ordination. Music can be used to establish a beat.
- Use equipment (e.g., balls, beanbags, scoops, paddles, sticks) to explore striking skills with hands, feet, implements, and so on.
- Have students find three ways to move an object in general and personal space, and then share with others.
- Have students bounce a ball using two hands, then one hand.
- Have students create simple throwing and catching sequences, alone, against the wall, and with a partner.
- Have students explore ways to move a ball using different parts of their feet, demonstrating control, and stopping on signal.
- Have students use equipment (e.g., hoop and beanbag, scoop and ball) to create simple co-operative games with a partner.
- Have students use floor hockey sticks with beanbags, then pucks, to stickhandle around cones or chairs.

SUGGESTED ASSESSMENT STRATEGIES

- Ask students to use three pieces of equipment to create and demonstrate their own game. Look for evidence that students move safely in the game. Note how different equipment affects the games.
- Ask students questions such as: "What parts of your game are the same as other students' games?" "Can you think of a connection to another game you know?" "Do you think you could make the same game using different equipment?"
- Have students record their game by drawing pictures of themselves moving in various ways. Use these drawings to make game books, or place them in portfolios. Look for evidence that the drawings represent their game. Invite students to talk about their drawings with the whole class, in small groups, or in individual conferences. Ask students questions such as: "What are you thinking?" "What makes your game fun?" "Is there anything you would do differently next time?"
- As students respond to challenges, look for:
 - the extent to which they move safely, not colliding with others or with equipment
 - evidence that students are able to throw, catch, and strike objects
 - the extent to which students follow the rules of a game (demonstrating their understanding and ability to co-operate with others)
 - their willingness to participate and their enthusiasm

RECOMMENDED LEARNING RESOURCES



Print Material

- Assessing Attitudes in Physical Education: A Collection of Assessment Tools
- Inclusion of Students with Special Needs in Physical Education
- A Quality Approach to Primary Physical Education: A Resource Guide for Teachers - Games



Video

- Teaching Game Activities



Multimedia

- Moving to Inclusion

PRESCRIBED LEARNING OUTCOMES

It is expected that students will:

- create shapes, balances, and weight transfer using a variety of body parts
- select ways to roll, travel, take off, and land safely
- create movements to perform in individual movement sequences in gymnastics

SUGGESTED INSTRUCTIONAL STRATEGIES

Using themes (e.g., balance, shape, weight transfer, travel, flight, take-off, and land), children gain total body awareness and co-ordination transferable to all movement categories. Children begin working on floor mats, then progress to small and large apparatus, to develop gymnastic skills.

Strategies

- Have students participate in a variety of warm-up activities to review body parts and shapes (e.g., Simon Says, frozen tag).
- Have students work individually on mats to explore balances and shapes (e.g., symmetrical, asymmetrical).
- Use movement sentences for students to explore balance and shapes. (e.g., "Show me a balance using three parts of your body touching the ground.")
- Describe and pace a movement sequence as students perform. (e.g., "Show me a three-point balance, and hold it for five seconds.")
- Discuss the performance qualities of a sequence (e.g., start position, smooth transition, well-defined shapes, control, finish position).
- Have students invent their own sequences, individually or with a partner, to perform for others.
- Have students create a booklet with drawings of their favorite balances, shapes, and sequences.
- Have students explore shapes and balances on small and large apparatus using a station approach.
- Have students create movement sequences to music using lummi sticks or any small equipment and incorporating shapes and balances. Students who are physically disabled may perform balances and shapes in a wheelchair; students with intellectual disabilities may perform with a partner or special education assistant.
- Have students jump from benches or box showing different body shapes and control in flight and landing.

SUGGESTED ASSESSMENT STRATEGIES

- Have the students draw a picture of the most challenging movement they did that day on the equipment. Have students talk to one another about their picture. Listen to the conversations, and collect evidence that students were able to do the task.
- Ask students to draw a picture of what they can do now that they could not do before they participated in gymnastics. Keep the pictures as evidence of their growth and development. Notice to what extent there is agreement between their self-assessments and your assessments of their work.
- Have students work in partners to develop a movement sequence. As students demonstrate the sequence, notice their variety of movements and use of various body parts. Look for evidence that they are able to explain their movements by recalling the sequence.
- Invite students to create gymnastic challenges for the class to demonstrate. (e.g., "Walk using all the gym space showing different directions." "Show me hopping backwards in all different ways.") Note the extent to which students are able to apply their learning to new situations.
- Have students watch their partner to see how many different ways they can make a shape with their body. During the next gymnastics lesson, have students challenge themselves to create new shapes. Students can record their experiences in a learning log or journal by drawing their favourite shapes.

RECOMMENDED LEARNING RESOURCES



Print Material

- Assessing Attitudes in Physical Education: A Collection of Assessment Tools
- Inclusion of Students with Special Needs in Physical Education
- A Quality Approach to Primary Physical Education: A Resource Guide for Teachers - Gymnastics
- Teaching Children Gymnastics



Multimedia

- Moving to Inclusion

PRESCRIBED LEARNING OUTCOMES

It is expected that students will:

- 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

SUGGESTED INSTRUCTIONAL STRATEGIES

Children in grades K to 1 explore and experience individual and dual activities using running, jumping, and throwing skills to develop stamina, strength, and co-ordination. Students develop the ability to aim and project an object toward a target by participating in a variety of target activities.

Strategies

- Have students explore different ways to run (e.g., change speed, directions, levels), and then transfer these skills to tag or other running games.
- Have students show how different creatures would move across or in a space (e.g., jumping, landing).
- Have students practise jumping and landing (two feet to two feet, one foot to two feet) in the sand, playing hopscotch, hopping over ropes, floor lines, cones, and so on.
- Have students work individually or with a partner to practise different ways to skip and to create simple skipping routines.
- Have students use objects (e.g., scarves, beanbags, balls) and practise throwing by transferring one, two, or three objects from hand to hand (lead-up to juggling activities).
- Have students throw various objects (e.g., Frisbees, softballs, beanbags) at targets and play target games, such as dodgeball, bowling, or bocci. Introduce the techniques for throwing specific objects such as Frisbees (e.g., stance, step, follow-through).
- Use visual aids to show what performing these skills looks like (e.g., pictures, charts, graphs, illustrations, videos), being sure to include a variety of role models.
- Have students throw quoits at sticks (horse-shoes), softballs at clubs (bowling), or beanbags at balls (curling) to practise aiming and projecting skills.

SUGGESTED ASSESSMENT STRATEGIES

- Videotape during whole-class and partner activities to assess ability to perform simple motor skills (e.g., running, jumping, hopping, throwing, skipping).
 - Notice the motor skills students are able to demonstrate independently.
 - Are students moving safely without bumping into objects or people?
- Challenge students to demonstrate various skills, and look for evidence that they are able to perform them. For example, ask students to:
 - run in a forward direction avoiding obstacles
 - run and stop with control
 - jump over a stationary object
 - hop on one foot, two feet
 - throw safely underhand or overhand to reach a target
 - follow through on a throw

Use a checklist or focus sheet to record your observations. (See Appendix D.)
- Have students set a personal movement goal. Ask students what they need to be able to do. Brainstorm all the movements explored, and record them on a class chart. Have students record three movements they are able to do and one movement they would like to work on. Conference with each student to negotiate personal movement goals.

RECOMMENDED LEARNING RESOURCES



Print Material

- Assessing Attitudes in Physical Education: A Collection of Assessment Tools
- The Canadian Active Living Challenge
- Fit Skip Ness: The Skipping Challenge
- Fitness for Children
- Fitness Fun
- Inclusion of Students with Special Needs in Physical Education
- Physical Education: VCE Units 1, 2, 3, 4
- A Quality Approach to Primary Physical Education: A Resource Guide for Teachers - Games
- Skip to Health
- Skip to It! The New Skipping Book



Video

- Juggletime



Multimedia

- Moving to Inclusion

PRESCRIBED LEARNING OUTCOMES

It is expected that students will:

- 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

SUGGESTED INSTRUCTIONAL STRATEGIES

Students should demonstrate an understanding of the importance of a safe, positive, and nurturing learning environment that allows all students to develop positive attitudes and meet their potential through appropriate participation.

Strategies

- With the students, establish safety procedures and routines for various work areas (e.g., adventure playground, field, classroom, gymnasium, park).
- Model and demonstrate safe ways to move and use equipment.
- Identify efficient ways to distribute and collect equipment.
- Have students identify personal and general work spaces and their responsibilities when working in these spaces (e.g., stop-and-go signals, staying on-task, working with a partner).
- Provide positive feedback and highlight student performances.
- Have students observe each other and provide positive feedback, identifying how to be a good audience.
- In a journal or class discussion, have students identify co-operative behaviour (e.g., how to listen, share with others, lead, follow).
- Have students participate in a variety of co-operative activities, creative games, or challenges (e.g., parachute activities).
- Use magazine pictures, or have students draw their out-of-school activities and their school or home chores. Discuss the links between leisure (fun activities) and work.

SUGGESTED ASSESSMENT STRATEGIES

- Help students develop criteria for creating a safe, positive, and nurturing learning environment. Have students collect evidence of a safe, positive environment during movement activities. Ask students to record evidence in a specific area (e.g., listening, safety, co-operation, inclusion) either at a specified point in the activity or after the activity. You may choose to record research data on a chart, connecting the evidence with the criteria. For example, *Including Others* may be listed on the chart. If students found evidence that showed inclusion, record it beside the comment. Listen as children record the data. Look for evidence that students are able to collect evidence of a safe, positive environment. Notice to what extent students can identify positive behaviours. Ask students questions such as: "How did you approach the task?" "Why did you do it that way?"
- Have students complete an activity wheel by drawing active things they like to do in their leisure time and in their work time. Notice to what extent students are able to identify the difference between work and leisure activities.
- Note your observations in the following areas:
 - co-operation with others
 - listening to directions and explanations
 - recognition of personal space and safety procedures
 - recognition of appropriate behavior
 - degree of responsibility when given a specific role or job
- The Student Responsibility Scale in Appendix D can be used for day-to-day observations and will be helpful in assessing the outcomes in this organizer.

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
- Fair Play - It's Your Call
- Fun 'n Motion: Helping Girls & Young Women Set Goals for Lifelong Physical Activity!
- Gender Equity through Physical Education
- Inclusion of Students with Special Needs in Physical Education
- Lost in the Woods: Child Survival
- A Quality Approach to Primary Physical Education: A Resource Guide for Teachers
- Self Esteem, Sport and Physical Activity (CAAWS)
- Sports First-Aid: A Guide to Sport Injuries
- Teaching Children Physical Education
- Team Building through Physical Challenges
- Towards Gender Equity for Women in Sport: A Handbook for National Sport Organizations
- Watersafe



Video

- Bicycle Safety: Zone of Danger
- Lost in the Woods



Multimedia

- Moving to Inclusion

PREScribed LEARNING OUTCOMES

It is expected that students will:

- participate regularly in vigorous physical activities
- demonstrate behaviours that indicate interest in and enjoyment of 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 activities performed in a natural setting

SUGGESTED INSTRUCTIONAL STRATEGIES

By participating in a variety of activities throughout the year and from all movement categories, students gain an appreciation for and value active living. In grades 2 to 3, children identify the changes that take place in their bodies and begin to take responsibility for planning physical activity goals. They continue to learn through their activity.

Strategies

- Using charts, models, or pictures, have students examine how muscles and joints move during physical activity.
- Explore the range of movement of the joints (e.g., rotation, up and down), and record this information on a chart.
- With students, design exercises that warm-up and cool-down the muscles safely.
- Have students keep a growth chart over the year, and record changes in a journal.
- Have students maintain a fitness log, set fitness goals, and plan ways to increase fitness levels (e.g., increasing running distance, repetition of a specific exercise).
- Use the *Guide to Healthy Living (Canada Food Guide)* to identify the role of food in building a healthy body and supplying energy for physical activity.
- Instruct students in taking their heart rate and recording rates at different points (e.g., at rest, after moderate and vigorous exercise).
- Discuss the physical changes that occur in the body when exercising (e.g., red face, raised temperature, faster breathing).
- Plan a cross-country run, hike, walk, or bike trip in a park or appropriate natural setting. Discuss the importance of preserving the environment and of activities that do not disturb the natural environment
- Have students participate in a daily 15–20-minute walking, jogging, or skipping program.

SUGGESTED ASSESSMENT STRATEGIES

- At the beginning of the year take a photo of each child participating in a favourite physical activity. Attach the photo to a growth chart, and have students regularly record changes in their growth and development throughout the year. Take another photo during the year, and ask students:
 - What are the similarities and differences between the two photos?
 - What were some of the things you found out by observing the measurements over the year?
 - What is something you know that has contributed to or impeded your growth and development?
 - What questions do you have?

Notice the extent to which the student is able to analyse and evaluate personal growth and development.
- Using work from student portfolios, review a series of work samples to assess progress. Look for evidence that students are able to:
 - label body parts (e.g., lungs, major muscles, heart)
 - describe how body parts move (e.g., joints, muscles)
 - explain how the body uses food to produce energy when exercising
 - list good nutritional habits, and name examples of food from the food groups
- Work with students to develop individual action plans for physical fitness that include personal fitness goals. Using a fitness log, have students record their heart rates before and after exercises, and list activities that support them in achieving their goals.

RECOMMENDED LEARNING RESOURCES



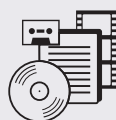
Print Material

- Assessing Attitudes in Physical Education: A Collection of Assessment Tools
- Canada's Food Guide to Healthy Eating (Revised)
- The Canadian Active Living Challenge
- Fit Skip Ness: The Skipping Challenge
- Fitness for Children
- Fitness Fun (Promoting Health in P.E.)
- Inclusion of Students with Special Needs in Physical Education
- Physical Education: VCE Units 1, 2, 3, 4
- A Quality Approach to Primary Physical Education: A Resource Guide for Teachers
- Running Through My Mind
- Skip to Health
- Teaching Children Fitness



Video

- Because They're Young
- Fitness for Good Health
- Our Wonderful Body Series
- Teaching Children Fitness



Multimedia

- Moving to Inclusion

PRESCRIBED LEARNING OUTCOMES

It is expected that students will:

- move safely in a variety of alternative environments
- demonstrate activity-specific motor skills in a variety of alternative environments

SUGGESTED INSTRUCTIONAL STRATEGIES

Children participate in a variety of activities in alternative environments, which may be land- or water-based. The selection of activities will depend on the climate, resources, and facilities available in the school or community.

Strategies

- Have students design a route for a walk or hike.
- Have students brainstorm equipment needs for a day trip (e.g., footwear, clothing, food, first-aid kit) and review safety rules.
- Have students follow an orienteering course on the school grounds or in a local park.
- Have students, with a partner or in small groups, locate checkpoints on a course, and participate in physical activities listed at each checkpoint.
- Discuss, demonstrate, and practise the safe use and care of equipment used in a variety of activities (e.g., skates, ski boots, roller blades).
- Have students plan a short bike trip using local bike trails. Review safety equipment and procedures (e.g., bike rodeo).
- Use local facilities and resource people for activities requiring special facilities and expert instruction (e.g., instructors at the local swimming pool or at the ski hill).
- Have students list the activities they enjoy participating in.
- Discuss water safety, and make a poster displaying safety rules.
- Create a collage of alternative-environment activities using magazine pictures.
- Have students play snow golf or snow ball using a brightly coloured playground ball.

SUGGESTED ASSESSMENT STRATEGIES

- As students demonstrate ways of moving safely in alternative environments (e.g., skating rink, swimming pool, nature trails), look for evidence that they show a willingness to share ideas and equipment with others, and to safely follow rules and routines.
- Make anecdotal notes to record the extent to which students' motor skills are developing.
- Have students reflect on the activity and respond to the following statements in their journals:
 - Three things I did that demonstrated how I moved safely on our field trip were
 - The hardest thing I had to do was
 - The changes I would make next time are
 - The part I enjoyed the most was
- Have students design a pennant or collage to represent one of their favorite alternative-environment activities. Show how motor skills in alternative-environment activities relate to activities from other movement categories. Invite other students to guess the name of the activity and the connection.
- Have students explain their pennant and describe the connections. Notice the extent to which students are able to explain their reasoning.

RECOMMENDED LEARNING RESOURCES



Print Material

- Assessing Attitudes in Physical Education: A Collection of Assessment Tools
- The Canadian Active Living Challenge
- Inclusion of Students with Special Needs in Physical Education
- Lost in the Woods: Child Survival
- Small Craft Safety: Instructor Guide and Reference
- Team Building through Physical Challenges
- Watersafe



Video

- Bicycle Safety: Zone of Danger
- Lost in the Woods



Multimedia

- Moving to Inclusion

PRESCRIBED LEARNING OUTCOMES

It is expected that students will:

- 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, qualities, and relationships, alone with others, with and without objects

SUGGESTED INSTRUCTIONAL STRATEGIES

Through dance, children gain an awareness of and respect for their own and other cultures, enhance their self-esteem, express feelings, and co-operate with others. Children are encouraged to create the more complex movement sequences used in different dance forms (e.g., folk, square, multicultural, jazz) in response to a variety of stimuli.

Strategies

- Use warm-up activities (e.g., locomotor tag, follow-the-leader) to explore skills.
- Using movement vocabulary flash cards, ask students to show how they move to each word (e.g., slink, creep, stretch, curl, crawl, slither, roll).
- Have students perform locomotor and non-locomotor movements with a partner, demonstrating different relationships (e.g., mirroring, leading, following).
- Have students move (e.g., hop, skip, clap, run) to 3/4 or 4/4 time. Discuss how to move to the beat of the music.
- Provide a variety of stimuli such as poetry, stories, and music. Have students create movements and then a sequence, individually and with a partner (e.g., walk like a penguin).
- Use music as a stimulus. (e.g., "Show me different ways you can move to this music.")
- Create patterns of non-locomotor or locomotor movements by choosing activities such as follow-the-leader, adding movements.
- Have students individually sequence movements into a pattern (e.g., three movements performed for eight counts, repeated three times).
- Have students create and perform a partner sequence using three non-locomotor movements.
- Have students perform rhyming patterns, (e.g., hand jive, My Mother).
- Have students perform dance patterns to music from different cultures (e.g., Aboriginal, African, Asian, European).

SUGGESTED ASSESSMENT STRATEGIES

- Observe students' movements as they practise locomotor and non-locomotor skills, following the rhythm (e.g., music, tambourine). Look for evidence that students can combine these skills into various sequences.
- Have students work, alone and with others, to create a movement sequence. As students present their movement sequence, look for evidence that the students:
 - create movements at high and low levels
 - use rhythm and musical cues to initiate direction changes
 - link movements smoothly
 - develop expressive and original movements
 - show positive attitude, effort, and participation
 - work co-operatively with partners
- Have students work with partners to develop a hand jive, using a poem, song lyrics, or music, to teach other students. Notice to what extent the presenting students:
 - explore various patterns
 - create a non-locomotor sequence that develops control and precision of hand movements
 - can recall the sequence
- As students are teaching the hand jive sequence, notice the extent to which the watching students are able to replicate the pattern, or whether they require further support to develop this skill.

RECOMMENDED LEARNING RESOURCES



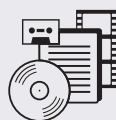
Print Material

- Assessing Attitudes in Physical Education: A Collection of Assessment Tools
- The Canadian Active Living Challenge
- Dance for Young Children: Finding the Magic in Movement
- Inclusion of Students with Special Needs in Physical Education
- A Quality Approach to Primary Physical Education: A Resource Guide for Teachers - Dance



Video

- Teaching Beginning Dance Improvisation
- Teaching Folk Dance Activities



Multimedia

- Can You Speak Dance?
- Upper Elementary Children: Moving and Learning

PRESCRIBED LEARNING OUTCOMES

It is expected that students will:

- 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

SUGGESTED INSTRUCTIONAL STRATEGIES

Game activities play an important role in the development of a child's physical skills and attitudes toward physical activities, and provide experience in working co-operatively. Students begin to develop activity-specific motor skills and more refined game rules, use a variety of equipment, and learn various scoring systems. Appropriate competition with self and others is introduced.

Strategies

- Select a variety of simple games that emphasize body and space awareness as warm-up activities.
- Have students throw and catch scarves, then beanbags, and balls (music may be used) to develop hand-eye co-ordination.
- Practise throwing and catching with two hands, one hand to same hand, one hand to other hand, and so on.
- Challenge students to create movement sequences.
- Have students dribble a ball with alternate hands, stationary and moving.
- Use beanbags and scoops to practise throwing and catching, sending and receiving. Then progress to paddles with birds and balls.
- Use whiffle balls and paddles in a variety of ways (e.g., balance ball on paddle, tap with paddle, and catch).
- Create simple co-operative or competitive games using equipment (e.g., cones, floor hockey sticks, pucks, parachutes).
- Use activities such as hop changes or dribbling to develop foot-eye co-ordination.
- Use games that provide practice sending and receiving with control, and protecting an object (e.g., line soccer, bench ball).
- Have students play modified games to develop game skills for more complex game activities.

SUGGESTED ASSESSMENT STRATEGIES

- In assessing students' ability to create and play challenging and interesting games, note the extent to which students:
 - follow the rules of the game, demonstrating their understanding and ability to co-operate with others
 - participate willingly and with enthusiasm
 - perform the specific motor skills used in the game
 - demonstrate appropriate use of body and space awareness
- Have students create a game with a partner using various objects (e.g., balls, scarves, beanbags) and demonstrate their game to the class. Students should be encouraged to explain the purpose of the game and the rules. Listen for evidence that students are able to make a connection to a game they know. Have their peers complete the following written evaluation:
 - The part that is clearest to me is
 - I'm confused about
 - Could you do it another way?
 - I would like to know more about

Ask students to identify one important piece of feedback that changed their thinking and the design of the game. Students could respond orally or in writing to their peers.

RECOMMENDED LEARNING RESOURCES



Print Materials

- Assessing Attitudes in Physical Education: A Collection of Assessment Tools
- Inclusion of Students with Special Needs in Physical Education
- A Quality Approach to Primary Physical Education: A Resource Guide for Teachers - Games



Video

- Teaching Game Activities



Multimedia

- Moving to Inclusion

PRESCRIBED LEARNING OUTCOMES

It is expected that students will:

- 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

SUGGESTED INSTRUCTIONAL STRATEGIES

Students continue to develop locomotor and non-locomotor skills in general and personal space while working through gymnastic themes, such as balance, travel, flight, takeoff and land, and weight transfer. Students perform individual and partner sequences on the floor, and on small or large apparatus. Providing movement challenges promotes problem-solving and critical-thinking skills.

Strategies

- Have students review individual balances using a variety of small equipment (e.g., beanbag, hoops, quoits).
- Review qualities of a stuck landing (i.e., land on two feet; bend ankles, knees, hips; upper body upright), and have students explore the movement on mats.
- Provide a movement sequence, and add movements from other themes. (e.g., “Show me a sequence that has a starting position; a takeoff, jump, and land; roll; balance; and a finish position.”)
- Have students practise takeoff, flight, and landing from benches, boxes, or a beat board.
- Have students practise moving from bench to mat. (e.g., Stand on a bench, jump, and land on a mat, demonstrating a controlled two-foot landing. Repeat, adding a wide shape. Land in one of these shapes: narrow, tuck, twisted, pike, straddle pike.)
- Sequence a variety of movements from the different themes that have been covered. (Ensure that flight is used with a change in direction.)
- Using small and large apparatus, set up stations, and use task cards to guide their exploration of the themes of balance, flight, takeoff and land, and travel (e.g., Using low box and beat board, find ways to travel, mount, and dismount box showing different shapes or control in flight.)
- Have students invent sequences, with a partner or small group, on mats or apparatus.

SUGGESTED ASSESSMENT STRATEGIES

- Observe students while they create sequences using gymnastic skills. Look for evidence that students:
 - are in an appropriate starting position
 - take off appropriately
 - control their landing with no extra steps
 - have smooth transitions to locomotor movements before and after jumping
- Have students draw and write their gymnastic movement sequence on a large piece of heavy card. Instruct students to create a travel map that shows the equipment used in the sequence, and the direction of travel when performing each movement. Have students draw themselves at each movement using a speaking and thinking bubble that describes what they would say to explain each movement, and what they are thinking while they are demonstrating it. Notice:
 - if the travel map corresponds to the sequence they have demonstrated
 - which elements of body and space awareness and equipment or apparatus are included in the sequence

RECOMMENDED LEARNING RESOURCES



Print Material

- Assessing Attitudes in Physical Education: A Collection of Assessment Tools
- Inclusion of Students with Special Needs in Physical Education
- A Quality Approach to Primary Physical Education: A Resource Guide for Teachers - Gymnastics
- Teaching Children Gymnastics



Multimedia

- Moving to Inclusion

PRESCRIBED LEARNING OUTCOMES

It is expected that students will:

- 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

SUGGESTED INSTRUCTIONAL STRATEGIES

Children continue to participate individually and with partners in running, jumping, and throwing activities to develop stamina, strength, and coordination. Personal fitness will be enhanced through a planned program that includes walking, jogging, running, aerobics, and rope jumping.

Strategies

- Review how to run safely within an area, avoiding obstacles while changing speed, directions, and levels.
- Have students play follow-the-leader using a variety of travel methods.
- Have students participate in a walk and jog program increasing distance over time (e.g., Run for Fun, cross country).
- Have students practise jumping and landing safely (one foot to one foot, one foot to other foot, two feet to two feet, one foot to two feet).
- Have students practise games like hopscotch, Chinese skip, single skip, long rope skipping, double-dutch, hoop skipping, and jumping over floor lines, benches, and cones.
- Have students practise throwing objects for distance and accuracy. Review the mechanics of overhand and underhand throwing and how to put using a lightweight shot or softball.
- Use Frisbees like a discus to practise holding and throwing.
- Use a variety of objects to practise throwing an object at a target (e.g., softballs, Nerf balls, balloons, scoops, whiffle balls).
- Have students run and jump (one-foot takeoff, two-foot landing) in the sand and on grass. Measure distances and set personal goals.
- In small groups, use three or four beanbags to practise team-juggling skills, using the underhand throw. (Begin with one bag, throwing in a designated pattern to each person in the circle, until everyone has thrown to another person. Then add a second, third, and fourth beanbag, until they can keep all the bags moving from person to person without dropping them.)

SUGGESTED ASSESSMENT STRATEGIES

- Videotape students demonstrating one of the individual or pair movement activities. Have students watch the video, and record their observations on a data collection sheet. They can later discuss their observations with each other. Students should look for evidence of:
 - working well with their partners (e.g., Santok, making sure Jennifer got a turn, said, "Jennifer, you missed, so you can have another turn.")
 - throwing an object accurately and with distance (e.g., Lee threw the Frisbee across the field to Nyla, and she caught it.)
 - running and changing speed with control
 - jumping (estimate how high)
 - working on their personal fitness goal (only if the personal fitness goals are known to the other students)

Have students record their observations on a data collection sheet. Students write their responses during the viewing of the video and discuss with each other.
- Combine with a younger class, and buddy the partners. Instruct the students to teach their buddies the movement activities they designed. Watch for evidence that they understand and can explain their movements. As you circulate, observe which instructions seem to be most problematic for the younger students. Ask students to reword their explanations so the younger students can understand them.

RECOMMENDED LEARNING RESOURCES



Print Material

- Assessing Attitudes in Physical Education: A Collection of Assessment Tools
- The Canadian Active Living Challenge
- Fit Skip Ness: The Skipping Challenge
- Fitness for Children
- Fitness Fun
- Inclusion of Students with Special Needs in Physical Education
- Physical Education: VCE Units 1, 2, 3, 4
- A Quality Approach to Primary Physical Education: A Resource Guide for Teachers - Games
- Skip to Health
- Skip to It! The New Skipping Book



Video

- Fitness for Good Health
- Juggletime



Multimedia

- Moving to Inclusion

PREScribed LEARNING OUTCOMES

It is expected that students will:

- 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

SUGGESTED INSTRUCTIONAL STRATEGIES

Students in grades 2 to 3 should demonstrate an understanding of the importance of a safe and positive learning environment. Participation progresses from working individually to working with a partner or in a small group. Students develop more responsibility for the use and care of their equipment, and display growing independence and the ability to be personally responsible for their behaviour.

Strategies

- Discuss and review safety procedures and routines used in the classroom (e.g., equipment distribution and collection, listening positions).
- Provide opportunities and encouragement that develop self-confidence and enable students to accept a variety of challenges.
- Have students perform movement sequences for partners, small groups, and large groups (e.g., parents, older students, younger students).
- Enhance the learning environment by encouraging acceptance of varying student potentials and interests.
- Provide a variety of activities, and acknowledge varying ability levels, interests, and cultural backgrounds.
- Provide teacher models of placing value on effort.
- Create opportunities for students to take on different roles and organizations (e.g., leading, following, group member).
- Use student performance as an opportunity to discuss appropriate attitudes and behaviours (e.g., working on-task, demonstrating appropriate audience behaviour, giving positive feedback).
- Discuss leisure activities in the community and how to become involved.
- Identify careers in leisure activities in the community.
- Invite guest speakers and sport personalities to describe the attributes and qualities required in specific professions related to physical activity.

SUGGESTED ASSESSMENT STRATEGIES

- Help students develop criteria for creating a safe, positive, and nurturing learning environment by listing how this would look and sound during a physical activity. Record their responses on a chart.
- Have students collect evidence of a safe, positive environment during movement activities. Focus the data collection by asking students to record evidence in a specific area (e.g., safe use of equipment, awareness of general and personal work spaces, co-operation). Have students collect evidence as they observe, talk, and interact with others, and record it on an evidence collection sheet.
- Record student researcher data on the chart, connecting the evidence with the criteria. For example, *Including Others* may be listed on the chart. If students found evidence that showed inclusion, record it beside the comment. It may sound like this: "I noticed Fenida asking Tina if she wanted to help look after the lunch hour equipment." Ask students to identify the category and explain the reason for their choice. Listen as they record the data. Notice the extent to which students are able to collect evidence and identify positive behaviours.
- After students have completed the data collection, ask students what they found out, what surprised them, what they decided to do, and what they would do differently next time.
- The Student Responsibility Scale in Appendix D can be used for day-to-day observations and will be helpful in assessing the outcomes in this organizer.

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
- Fair Play - It's Your Call
- Fun 'n Motion: Helping Girls & Young Women Set Goals for Lifelong Physical Activity!
- Gender Equity through Physical Education
- Inclusion of Students with Special Needs in Physical Education
- Lost in the Woods: Child Survival
- A Quality Approach to Primary Physical Education: A Resource Guide for Teachers
- Self Esteem, Sport and Physical Activity (CAAWS)
- Sports First-Aid: A Guide to Sport Injuries
- Teaching Children Physical Education
- Team Building through Physical Challenges
- Towards Gender Equity for Women in Sport: A Handbook for National Sport
- Watersafe



Video

- Bicycle Safety: Zone of Danger
- Lost in the Woods



Multimedia

- Moving to Inclusion

PREScribed LEARNING OUTCOMES

It is expected that students will:

- 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

SUGGESTED INSTRUCTIONAL STRATEGIES

By participating throughout the year in a variety of activities from all movement categories, students gain an appreciation for and value active living. Students continue to plan and monitor active-living goals.

Strategies

- When students enter the gym, have them select a piece of equipment for the first five minutes of class.
- Use stations and task cards to provide students with fitness activities as a warm-up or as a lesson focus.
- Have students use a concept map to brainstorm the meaning of active living.
- Have students work in small groups to create a movement sequence that demonstrates their idea of active living.
- Have students design posters or write a poem about active living.
- Have students work in small groups to plan a fitness circuit encompassing activities and exercises to develop muscular endurance, strength, flexibility, and cardiovascular endurance.
- Have students set and modify personal fitness goals and record in a journal. Identify the factors that influence their participation in physical activity and their ability to achieve a functional level of physical fitness.
- Have students keep an activity calendar, and record daily participation in activities in and out of school.
- Have students record their daily food intake for a week, and compare this to their activity level. Discuss the relationship between nutrition and exercise.
- Have students list the social, mental, physical, and moral benefits of physical activities for each movement category, and make bingo cards.
- Have students keep a log of activities undertaken to achieve their personal fitness goals.

SUGGESTED ASSESSMENT STRATEGIES

- Using a weekly active-living calendar, have students record their daily food intake and their daily physical activities. At the end of a week, ask students to respond to the following frames in their journal:
 - When I look at my weekly physical activity and food intake, I notice
 - One pattern I notice in my physical activities is
 - One pattern I notice in my food intake is
 - One thing I would like to change is
- Support students in developing personal-activity goals. Conference with students to design action plans to achieve their goals. You may wish to have students record their personal-activity goals on a class chart. Encourage students to support one another in achieving their goals.
- Have students work with a partner to illustrate an activity to develop flexibility and strength that includes a warm-up and stationary exercises. Students explain their illustrations and talk about the benefits of participating in their fitness activity. Use the posters as fitness stations. Invite students to provide feedback about the instructions and appropriateness of the activity.

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
- Fit Skip Ness: The Skipping Challenge
- Fitness for Children
- Fitness Fun (Promoting Health in P.E.)
- Heart Smart Kids
- Inclusion of Students with Special Needs in Physical Education
- Physical Education: VCE Units 1, 2, 3, 4
- A Quality Approach to Primary Physical Education: A Resource Guide for Teachers
- Running Through My Mind
- Skip to Health
- Teaching Children Fitness



Video

- Because They're Young
- Fitness for Good Health
- Kids Sports
- Teaching Children Fitness



Multimedia

- Moving to Inclusion

PRESCRIBED LEARNING OUTCOMES

It is expected that students will:

- demonstrate activity-specific motor skills in a variety of alternative environments
- demonstrate locomotor and non-locomotor skills, and body and space awareness when performing activities in alternative environments

SUGGESTED INSTRUCTIONAL STRATEGIES

Through participation in a variety of activities in natural or alternative settings, students develop safety, survival, orienteering skills, and an understanding of the use and preservation of natural resources. They also identify nutritional and fitness levels required to participate effectively in alternative-environment activities, and discover links between active living and our environment. Activities could take place on a ski hill, or in a wilderness setting, outdoors school, or local park.

Strategies

- Invite a local parks authority to speak to students about visiting a wilderness area without damaging the area.
- Develop a relay or game using articles of clothing suitable for the area and season.
- Set up a vigorous walking or jogging program in preparation for hiking, orienteering, snowshoeing, and so forth.
- Have students walk vigorously for 15 minutes, noting the distance covered. Over time, increase the time and distance, and chart the results.
- Prepare first-aid kit and safety provisions needed for a day trip. (Consider cuts, burns, heat exhaustion, allergies.) A district nurse or organization providing first-aid courses could be consulted.
- Have students follow directions and symbols on a map on an activity circuit around school property, locating specific landmarks (controls).
- Have students plan healthy snacks and lunch for a day trip.
- Set up an activity circuit in a park with various stations (e.g., Aboriginal and Inuit games).
- Have students plan a treasure hunt using basic orienteering skills (e.g., map reading, symbol identification).
- Use community facilities and qualified instructors to provide training in water safety, stroke techniques, skating skills, or other available activities.

SUGGESTED ASSESSMENT STRATEGIES

- Have students work together in small groups to create a treasure map that uses basic orienteering skills (e.g., map reading, symbol identification, following directions). Have students use the playground or local park to hide a treasure. Have the groups exchange maps and try to locate one another's treasures. Have each student write in a journal about what they did and what they found. Examine their work for accuracy, scale, and complexity. Have students record and present their data.
- Have students, working in pairs, create a poster representing activities that both take place in a natural setting and include active living. Alternatively, they could create a cartoon, flip book, collage, or puzzle. Have students present their poster to the class and explain it. Look for evidence that students are aware of the connections between active living and outdoor activities, and the extent to which they understand the range of physical activities possible in an alternative environment.

RECOMMENDED LEARNING RESOURCES



Print Material

- Assessing Attitudes in Physical Education: A Collection of Assessment Tools
- The Canadian Active Living Challenge
- Inclusion of Students with Special Needs in Physical Education
- Lost in the Woods: Child Survival
- Premier's Sport Awards Program
- Small Craft Safety: Instructor Guide and Reference
- Team Building through Physical Challenges



Video

- Bicycle Safety: Zone of Danger



Multimedia

- Boatwise
- Moving to Inclusion

PRESCRIBED LEARNING OUTCOMES

It is expected that students will:

- 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

SUGGESTED INSTRUCTIONAL STRATEGIES

Through dance, students can explore avenues of knowledge, creativity, and self-expression. Through rhythmic and creative activities, students are provided with opportunities to practise the elements of dance. They can create and lead movement sequences and perform a variety of dances from different cultures. Dance activities require students to work individually, with partners, and in small groups.

Strategies

- Have students perform simple rhythmic actions to songs.
- Have students imitate, copy, follow, mirror, and shadow dance steps and movements to form sequences and dances.
- Have students listen and move to a variety of music (e.g., slow, moderate, fast) from different cultures.
- Have students create a dance of their own interpretation using traditional music (e.g., polka, reel, schottische).
- Have students perform steps or patterns from traditional folk dances (e.g., square, Aboriginal, Jewish, jazz).
- Have students perform traditional dances individually, with a partner, or in small groups, using different formations (e.g., square, round, line).
- Invite local groups to perform (e.g., Aboriginal dancers and ethnic clubs) and provide information about careers related to dance.
- Have students research the origin of specific dances for a multicultural presentation.
- Have students create a story from a piece of music; then interpret the story in a dance formation in the gym.
- Use poetry, song, or objects (e.g., fans, sticks, ribbons, drums) as stimuli for creating dances.
- Use a parachute to create shapes and movement and to modify traditional dance patterns or create new ones.

SUGGESTED ASSESSMENT STRATEGIES

- To assess dance, observe the extent to which students develop moves that fit with the rhythm, music, and lyrics. Look for evidence that students are able to:
 - perform specific steps of the dance, maintaining rhythm
 - use locomotor and non-locomotor skills to accent specific beats
 - perform dance steps and sequences while dancing with others
 - attempt new dances with enthusiasm
 - create a series of movements to form a dance routine, alone or in small groups
- Have students work together to develop a dance routine, in a line or circle formation, using skills such as running, hopping, and accenting beats. To assess students' dance sequences, note:
 - the number of different steps
 - the difficulty of the steps
 - the complexity of dance formations
 - the extent to which students develop moves that fit with the rhythm, music, and lyrics. Is the student dancing with controlled, balanced steps? Is the student moving to the beat and counting phrases? Is the student able to change directions sharply and maintain rhythmic steps?
- Have other students evaluate the presentations and provide feedback to the presenters. Ask students to watch the performance and record evidence that presenters have met the task requirements by including running, hopping, accenting beats, and a dance formation of a line or a circle.

RECOMMENDED LEARNING RESOURCES



Print Material

- Assessing Attitudes in Physical Education: A Collection of Assessment Tools
- Creative Dance Experiences for Children - Volumes 1-4
- Inclusion of Students with Special Needs in Physical Education
- A Quality Approach to Primary Physical Education: A Resource Guide for Teachers - Dance
- Quality Lesson Plans for Secondary Physical Education



Video

- Teaching Beginning Dance Improvisation
- Teaching Folk Dance Activities



Multimedia

- Can You Speak Dance?
- Upper Elementary Children: Moving and Learning

PRESCRIBED LEARNING OUTCOMES

It is expected that students will:

- 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

SUGGESTED INSTRUCTIONAL STRATEGIES

Students demonstrate game skills and an understanding of terminology, etiquette, and rules. The value of teamwork is emphasized during problem-solving activities, which are used to develop game strategies. Safety of self and others is continually reinforced.

Strategies

- Have students participate in simple running games, or complete a fitness circuit related to game skills being taught.
- Have students perform locomotor movements (e.g., run and stop in various directions and pathways) to develop the footwork used in specific game activities (e.g., side slide, pivot).
- Use a variety of equipment (e.g., sticks, bats, balls, scoops, beanbags, rackets) to practise skills of sending, projecting, and receiving to a stationary or moving target.
- Have students work in small groups to practise throwing and catching skills, using modified game activities (e.g., keep away, guard-the-pin).
- Working in groups, have students invent a new co-operative or competitive game using two pieces of equipment for sending, receiving, and moving (e.g., ball and beanbag, Frisbee and quoit).
- Have students write a description of a competitive or co-operative game or activity, with illustrations. Then have them teach the game to others, including a warm-up and cool-down activity.
- Have students research games from other cultures and plan a multicultural festival.
- Have students use various pieces of equipment to practise, individually and with a partner, activity-specific motor skills (e.g., dribbling, passing, shooting).
- Have students use a parachute to create shapes (e.g., mushroom, umbrella, bubble), movements (e.g., waves, merry-go-round), and co-operative games (e.g., Popcorn).

SUGGESTED ASSESSMENT STRATEGIES

- Note the extent to which students:
 - use the task requirements established by the teacher to demonstrate body and space awareness when performing game activities
 - persevere and use critical-thinking and problem-solving skills to create games
 - are able to accurately use language, orally or in writing, that explains rules, purposes, and strategies
- Have students work in groups to create their own game. The game might include a skill (e.g., kicking, throwing, striking), designated equipment, a specific number of players, opportunities for all participants to be actively involved, rules, strategies, and a name. In groups, have students develop criteria to assess and evaluate their games, listing what makes a good game. Students can refer to the criteria as they are creating their game.
- Have students in groups assess how well they met the criteria for developing a good game.
- Have students record their experiences in their journals (e.g., how they designed and demonstrated the game) and explain their own assessment of their group's game.
- Examine responses for evidence of critical-thinking and problem-solving skills.

RECOMMENDED LEARNING RESOURCES



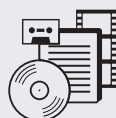
Print Material

- Assessing Attitudes in Physical Education: A Collection of Assessment Tools
- Inclusion of Students with Special Needs in Physical Education
- Innovative Games
- Premier's Sport Awards Program



Video

- Teaching Game Activities



Multimedia

- Moving to Inclusion

PRESCRIBED LEARNING OUTCOMES

It is expected that students will:

- 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 or large apparatus, alone and with others
- use problem-solving skills to solve movement challenges

SUGGESTED INSTRUCTIONAL STRATEGIES

Students refine basic gymnastic skills while working through gymnastic themes (e.g., travelling, balance, flight, weight transfer, shape, takeoff, land). Continued exploration on mats, progressing to small and large apparatus, allows students to develop new or more challenging skills. Safety should be emphasized at all times. Providing movement challenges promotes problem-solving and critical-thinking skills.

Strategies

- Review safe use of equipment, including setting up and taking down.
- Use warm-up activities to develop strength, flexibility, and endurance (e.g., upper body exercises, stretching).
- Have students work individually on mats to demonstrate a variety of rolls (e.g., shoulder roll, forward roll), reviewing correct technique.
- Have students create, individually or with partners, a three- or four-part sequence incorporating various locomotor movements and rolls.
- Have students balance on one, two, three, four, and five points, demonstrating body control and various shapes (e.g., star, wide, narrow, curled, pike, straddle).
- Have students practise specific balances (e.g., V-sit, teddy bear stand, handstands).
- With a partner, have students create a sequence for matching or mirroring and using one to three themes.
- Have students use small apparatus (e.g., hoops, clubs, ropes) to create a sequence of various gymnastic skills.
- Use stations with various apparatus and task cards to create sequences. (e.g., "Find four ways to transfer weight, on or off the apparatus.")
- Use available apparatus (e.g., benches, springboard, climbing frame), and have students mount and dismount, demonstrating body shapes in flight, and landing in control.
- Have students in groups create pyramids or statues, demonstrating balances at different levels.
- Have students respond to movement challenges to create sequences. (e.g., "Show balances at three different levels.")

SUGGESTED ASSESSMENT STRATEGIES

- Have students work in small groups to create and illustrate a gymnastic sequence. Encourage students to reflect on their choices. (e.g., “We included this movement because it helped us to balance ourselves.”) Notice the extent to which students are able to create a gymnastic sequence and explain their reasons for including specific movements.
- Have peers evaluate the sequence as the groups complete the challenges. For example, have one group evaluation sheet at each station. As participants finish the challenge, the group can record their responses to the following:
 - Write any questions you have about the sequence.
 - Were any parts confusing, unclear, or needing further practice?
 - Record one part of the sequence you want to include in your next gymnastics sequence, and explain the reason.
- In assessing gymnastic skills, look for evidence that the student is able to:
 - demonstrate safe use of equipment and space
 - travel forwards and sideways safely
 - develop and perform a gymnastic sequence with a partner or in a small group
 - demonstrate the four pathways (i.e., straight, curved, diagonal, zigzag)
 - demonstrate travelling at a high, medium, and low level
 - decide and set boundaries for working in personal space
 - perform specific gymnastic skills

RECOMMENDED LEARNING RESOURCES



Print Material

- Assessing Attitudes in Physical Education: A Collection of Assessment Tools
- Inclusion of Students with Special Needs in Physical Education
- Premier’s Sport Awards Program
- Teaching Children Gymnastics



Multimedia

- Moving to Inclusion

PRESCRIBED LEARNING OUTCOMES

It is expected that students will:

- demonstrate the activity-specific motor skills involved in individual, dual, and group activities
- aim and project an object at a target with increasing accuracy

SUGGESTED INSTRUCTIONAL STRATEGIES

Learning to run, jump, and throw correctly is the basis for many individual and dual activities. Students practise the correct techniques to safely handle equipment and to develop manipulative skills related to target activities, athletics (track and field), juggling, and skipping.

Strategies

- Have students practise jumping for distance and height on mats, in the sand, or on other appropriate surfaces.
- Select a track and field event, and practise running and jumping using appropriate takeoff and landing (e.g., long jump, high jump).
- Use softballs or light-weight shot to practise putting techniques.
- Use a relay to practise shot-put. (e.g., Mark a finish line. Have each person throw the shot; then run and tag the next person. Continue until the team can throw the shot past the finish line.)
- In groups, have students practise the correct technique for passing a baton. Set a course, and mark spots for the pass-off.
- Have students practise the correct technique to throw the discus (using Frisbees).
- Use scarves to practise juggling patterns.
- Practise juggling using a small sack (e.g., hacky sack) and using different body parts.
- Have students practise skipping forwards, backwards, alone, and with partners.
- Use stations to provide practice in different skills (e.g., throwing the shot, Frisbee, or discus; jumping over benches (hurdles); running relays).
- Have students use pins or clubs for targets, and benches for alleys. Use softballs or quoits to play horseshoes, bowling, and so on.

SUGGESTED ASSESSMENT STRATEGIES

- Look for evidence that students are able to:
 - put the shot or softball using the correct technique, and from a standing position
 - jump for distance (e.g., knees bent, arms out for balance) and land with weight forward
 - jump for height using correct foot to take off, raising the knee to gain height
 - describe running form (e.g., arm motion, shoulder position)
- Have students select one throwing (e.g., discus or shotput), running (e.g., 50m, 100m, 400m, 800m), and jumping event (e.g., high jump or long jump), and set a personal goal. Help them develop an individual action plan to achieve the goal. In their activity learning logs, have students record their progress over several weeks. Set target dates to time or measure progress.
- Have students create time lines to represent their growth and development. Look for evidence that students are:
 - using the correct form
 - improving their results
 - able to complete the event correctly
 - working towards achieving their goal
 - enjoying the events and the process of goal setting

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 for Children
- Fitness Fun
- Inclusion of Students with Special Needs in Physical Education
- Physical Education: VCE Units 1, 2, 3, 4
- Premier's Sport Awards Program
- Skip to Health
- Skip to It! The New Skipping Book



Video

- Fitness for Good Health
- Juggletime



Multimedia

- Moving to Inclusion

PREScribed LEARNING OUTCOMES

It is expected that students will:

- 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

SUGGESTED INSTRUCTIONAL STRATEGIES

Student participation increases when their interests and confidence levels are considered. This allows students to develop positive personal and social attitudes to meet their own potential, while helping others to achieve theirs.

Strategies

- Establish safety procedures and routines for the classroom (e.g., start-and-stop signals, listening positions, change room routines).
- Have a variety of guests speak on safety issues in their fields.
- Discuss emergency procedures used during earthquake and fire drills.
- Identify procedures for distributing and collecting equipment using monitors or group leaders.
- Have students participate in co-operative activities (e.g., using a parachute, creating movement sequences).
- Generate a list of fair-play rules by brainstorming words related to being a good sport (e.g., respectful, co-operative, honest, thoughtful).
- Have students provide positive feedback to their peers on their performance and behaviour during presentations.
- Have students perform routines for partners and for small and large groups, and highlight positive aspects.
- Have students list ways to show respect and appreciation for others and their work.
- Discuss leisure activities available in the community (e.g., YM/YWCA, community centre, sports programs) and associated careers and qualifications.
- Discuss how health relates to work life, qualifying for a job, and reducing illness and time away.
- 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

- With students, negotiate criteria for the following categories:
 - following rules, routines, and safety procedures
 - etiquette and fair play
 - including others
- Have students collect evidence of the three categories during movement activities by observing, talking to, and interacting with others, and record the results on a thinking paper. Record the results on a class chart, connecting the evidence with the criteria. For example, if students found evidence that showed including, record it beside the comment. It may sound like this: "I heard Kayla asking Sarbjeet if she wanted to be an equipment monitor with her." Ask students to identify the category, and explain the reason for their choice.
- After students have completed the data collection, ask them about what they found out, what surprised them, and what they would do differently next time. Have students record their responses in their journals or learning logs.
- The Student Responsibility Scale in Appendix D can be used for day-to-day observation and will be helpful in assessing the outcomes in this organizer.

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
- 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
- Inclusion of Students with Special Needs in Physical Education
- Lost in the Woods: Child Survival
- A Quality Approach to Primary Physical Education: A Resource Guide for Teachers
- Self Esteem, Sport and Physical Activity
- Self Esteem, Sport and Physical Activity (CAAWS)
- Smart Cycling - Instructor's Manual (Primary & Junior Levels)
- Sports First-Aid: A Guide to Sport Injuries
- The Student Leadership Development Program (Elementary)
- Teaching Children Physical Education
- Team Building through Physical Challenges
- Towards Gender Equity for Women in Sport: A Handbook for National Sport Organizations



Video

- Bicycle Safety: Zone of Danger
- Kids Sports
- Lacrosse: The Creator's Game



Multimedia

- Boatwise
- Moving to Inclusion

PREScribed LEARNING OUTCOMES

It is expected that students will:

- 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 a healthy lifestyle
- 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

SUGGESTED INSTRUCTIONAL STRATEGIES

By participating in a variety of activities from all movement categories, students gain experience and knowledge of the benefits of active living and the development of a personal functional level of physical fitness. Students continue to plan and monitor active-living and fitness goals.

Strategies

- Use stations to provide students with activity choices as an introduction to the lesson.
- Have students lead small groups using exercises to warm up different parts of the body.
- Discuss correct forms and techniques to prevent injuries.
- Discuss fitness components and ways to assess and evaluate personal fitness levels.
- In a journal or log, record personal fitness goals, and strategies to achieve those goals.
- Have students create and participate in a personal-activity plan to improve their level of fitness.
- Have students identify five good nutritional habits, and create a poster to illustrate them.
- Have students list the benefits of physical activity, and create a poem to express their ideas about active living.
- Have students list and participate in activities in an outdoor setting (e.g., orienteering, hiking, canoeing) and consider ways to avoid disturbing the natural setting.
- In small groups, have students brainstorm factors that affect choices of physical activity (e.g., interests, physical limitations, age).
- Have students maintain a physical activity calendar, with the date, type, and amount of physical activity performed in school and out of school.
- Encourage students to share their involvement and accomplishments in sports and physical activities in and out of school.

SUGGESTED ASSESSMENT STRATEGIES

- Look for evidence that students are able to:
 - participate willingly in daily physical activities
 - identify basic ideas of nutrition and body growth
 - know and understand relationships between exercise, nutrition, and physical fitness
 - appreciate their own roles in a healthy lifestyle
 - display positive attitudes toward active living
 - display confidence while participating in physical activities
- Working in small groups, have students collect empty food containers and create a collage showing foods that enhance physical activity on one side, and foods that do not on the other side. Have students present their collages to the class and explain their choices. (e.g., “We have lots of pasta on this side, because we know it’s a carbohydrate and will help your body store energy.”) Look for evidence that students are aware of and can explain the connections between nutritious food and physical activity.
- Have students record their physical activities for a week. Have them assess their own level of physical fitness by looking for evidence that they have participated in a variety of activities on a regular basis. Conference with students to help them identify a personal-activity goal and action plan.

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
- Fitness for Children
- Heart Smart Kids
- Inclusion of Students with Special Needs in Physical Education
- On the Move
- Physical Education: VCE Units 1, 2, 3, 4
- A Quality Approach to Primary Physical Education: A Resource Guide for Teachers
- Running Through My Mind
- Skip to Health
- Teaching Children Fitness



Video

- Because They’re Young
- Kids Sports
- Teaching Children Fitness



Multimedia

- Moving to Inclusion

PRESCRIBED LEARNING OUTCOMES

It is expected that students will:

- demonstrate activity-specific motor skills in a variety of alternative environments
- participate safely in activities in a natural or alternative setting

SUGGESTED INSTRUCTIONAL STRATEGIES

Students participate in a variety of activities in a natural or alternative setting. Activities could take place outdoors, perhaps in a wilderness setting, local park, or outdoors school. Students will discover links between active living and our environment.

Strategies

- Have students participate in a vigorous walking program in preparation for hiking, orienteering, snowshoeing, or skiing.
- Have students prepare a first-aid kit and safety provisions for a one- to three-day outdoor trip.
- Discuss ways to adapt to outdoor conditions in any season. Include ways to prevent hyperthermia or hypothermia.
- Use seasonal clothing to demonstrate ways to prevent hypothermia, heat exhaustion, and so forth.
- Role-play first-aid situations, and have students work individually or in teams to attend to the injuries.
- Have students read and design maps, identifying cardinal directions and following directions to complete an activity-station circuit.
- Have students plan meals for a one- to three-day trip, selecting appropriate foods.
- Invite a local conservation officer or a guest speaker from an outdoors school or parks agency to speak about protecting the environment while visiting a wilderness area.
- Have students participate in activities at an outdoors school. The program could include land- and water-based activities (e.g., orienteering, following a map while hiking, environmental awareness, plant and animal identification).
- Have students work in small groups to solve problems while participating in outdoor activities, such as scavenger hunts, wall climbing, or relay races.

SUGGESTED ASSESSMENT STRATEGIES

- Ask students to create a map, with directions, for an outdoor environment near the school. This could be the playground or a nearby park. Note the accuracy and efficiency of their responses. Invite them to explain their choice of location.
 - Check the accuracy of their map by exchanging with partners. Have them write journal entries on the processes used to develop the map, and their partner's findings.
 - Examine their work for accuracy, scale, and complexity.
 - Note the extent to which students persevere with the task.
- With partners, have students write a rap on the importance of respecting the environment and safety while engaged in outdoor activities. Have students present their rap to the class. Have peers evaluate the presentation, looking for evidence that the presenters included information on:
 - ways to demonstrate respect for the environment
 - leaving the area as it was found
 - safety skills needed to participate safely in the activity

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
- Inclusion of Students with Special Needs in Physical Education
- Premier's Sport Awards Program
- Small Craft Safety: Instructor Guide and Reference
- Team Building through Physical Challenges



Video

- Bicycle Safety: Zone of Danger
- On Challenged Wings



Multimedia

- Boatwise
- Moving to Inclusion
- Steps to Success

PRESCRIBED LEARNING OUTCOMES

It is expected that students will:

- use creative processes 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, and relationships

SUGGESTED INSTRUCTIONAL STRATEGIES

Through dance, students can explore avenues of knowledge, creativity, and self-expression. Students could connect with themes in social studies by participating in dances reflecting Canada's pioneer heritage (e.g., square, round, Aboriginal). Dance activities require students to work individually, with partners and in small groups.

Strategies

- Have students perform rhythmic actions to simple songs with actions of their own design.
- Have students learn and practise dance steps, such as promenade, skip, swing, do-si-do.
- Using traditional dance calls and music, have students learn simple dances (e.g., Canadian Breakdown, Virginia reel, La Bastringue).
- Have students perform dance steps from contemporary line dances (e.g., Texas line dance, Slap Leather).
- Have students create, perform, and teach a simple line dance of their own making.
- Invite performers to present traditional and line dances.
- Invite a caller from a local dance club.
- Research the origin of square, folk, round, and Aboriginal dances.
- Compile a list of musical instruments used to accompany these dances.
- Include dance as part of a celebration of Canadian heritage.
- Have students listen to a piece of music, a story, or poem, and create dance steps and patterns.
- Have students listen to a piece of music, a story or poem and create dance steps and patterns.
- Have students use ribbons, drums, fans, clubs, balls, hats to create dances.
- Use themes (e.g., the ocean, monsters, sports) to create dances with or without music.

SUGGESTED ASSESSMENT STRATEGIES

- Look for evidence that students are able to:
 - change direction without interruption in rhythm or footwork
 - perform a dance sequence with a group
 - move co-operatively, matching the movements of another (when appropriate to the dance)
 - make smooth transitions from one step or connection to another
 - use imaginative responses to music
 - use changes of level and direction
 - respond to music cues and rhythm or other stimuli
 - demonstrate positive attitude, effort and participation
 - use body shapes as a form of expression in dance
- Develop criteria for the dance routine presentation with the class. Have the criteria visible in the class or gym as groups of students are creating their dance sequence. Notice:
 - the number of different steps
 - the difficulty of the steps
 - the complexity of dance formations
 - the extent to which students develop moves that fit with the rhythm, music, and lyrics
- Following the presentation, have students complete the following assessment in their journals:
 - The best part about the way the group worked together was
 - The best part of our dance sequence was
 - We met the criteria for a dance sequence because we
 - One thing I noticed about myself was
- To assess students' abilities in dance, look for evidence students' are able to:
 - dance with controlled, balanced steps
 - move to the beat and count phrases
 - change directions sharply and maintain rhythmic steps
 - accurately complete the dance

RECOMMENDED LEARNING RESOURCES



Print Material

- Assessing Attitudes in Physical Education: A Collection of Assessment Tools
- Creative Dance Experiences for Children - Volumes 1-4
- Inclusion of Students with Special Needs in Physical Education
- A Quality Approach to Primary Physical Education: A Resource Guide for Teachers - Dance
- Quality Lesson Plans for Secondary Physical Education



Video

- Teaching Beginning Dance Improvisation
- Teaching Folk Dance Activities



Multimedia

- Can You Speak Dance?
- Upper Elementary Children: Moving and Learning

PRESCRIBED LEARNING OUTCOMES

It is expected that students will:

- 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 co-operative and competitive games

SUGGESTED INSTRUCTIONAL STRATEGIES

Students select and combine locomotor and non-locomotor skills in sequences using a variety of equipment. Through game activities, students learn co-operation, etiquette, fair play, and an understanding of rules and strategies.

Strategies

- Discuss group activities, and set out criteria for co-operative game challenges.
- Have students demonstrate different ways to travel using different levels, pathways, and directions (e.g., run, hop, slide).
- Use manipulative skills (e.g., throwing and catching; striking with hand, implement, or feet) when creating co-operative and competitive games.
- Ask students to find different ways to move a piece of equipment (e.g., ball, puck) in personal and general space.
- Review stationary bouncing skills, using right and left hands, while standing, kneeling, and sitting. Investigate ways to bounce with control, height, and speed.
- Have students practise bouncing balls while moving, using activities such as start-and-stop signals and obstacle courses, and while playing dribble tag and follow-the-leader.
- Have students play modified games in small groups to practise specific game skills (e.g., keep away, pig-in-the-middle).
- Have students project an object at a target (e.g., wall, cone, hoops) from a stationary position, then while moving.
- Have students play lead-up games, such as newcomb, bench ball, bucket ball.
- Have students work in pairs or groups to practise basic offensive and defensive skills.
- Have students research and write about the origin and history of a game or sport from a different culture.
- Have students write a news story about a real or imagined game as a journalist for radio, television, a magazine, or a newspaper.

SUGGESTED ASSESSMENT STRATEGIES

- Assign a group of students to research (e.g., library, Internet) and report the origin and history of a game or sport from a different country or culture. Let students decide how to work together and how to present their findings (e.g., teach others to play the game, role play, video). Ask the following questions as they work:
 - How is this game similar to or different from Canadian games?
 - How do the games from the country or culture you are researching vary?
- Students working in groups create a co-operative or competitive game and teach it to others.
- Have students in groups develop criteria to assess and evaluate the games. Record the responses of each group on a class chart.
- Notice the extent to which students are able to use critical-thinking and problem-solving skills to create games, the degree to which they communicate their game, and their ability to present information.
- Look for evidence that students are able to:
 - select the appropriate formats to display their game so that it can be understood by others
 - demonstrate body and space awareness when performing game activities
 - initiate or engage in problem-solving and decision-making processes to create their game
 - use criteria to develop their game
 - understand the implications of their choices and review their decisions
 - perform specific motor skills required in the game

RECOMMENDED LEARNING RESOURCES



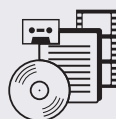
Print Material

- Assessing Attitudes in Physical Education: A Collection of Assessment Tools
- Inclusion of Students with Special Needs in Physical Education
- Innovative Games
- Premier's Sport Awards Program
- Syllabus Resource Book - National Coaching Certification Program



Video

- Teaching Game Activities



Multimedia

- Moving to Inclusion
- Steps to Success

PRESCRIBED LEARNING OUTCOMES

It is expected that students will:

- select gymnastic movements with variations in body awareness, qualities, and relationships, working alone and with others
- create and perform sequences using small equipment or large apparatus, individually and with others
- select, combine, and perform locomotor and non-locomotor skills in movement sequences, alone or with others, with or without objects

SUGGESTED INSTRUCTIONAL STRATEGIES

Students select and perform gymnastic skills on mats and using small and large apparatus. Body awareness, strength, and co-ordination are developed through gymnastic activity. Students use problem-solving skills to solve movement challenges and tasks and to create gymnastic sequences, alone and with others.

Strategies

- Review safety procedures for use of gymnastic equipment and spotting, and review conditioning techniques for rolls and bench work requiring balance.
- Have students participate in warm-up activities to develop strength, flexibility, and endurance.
- Have students find ways of moving around, over, and under small equipment in the gym, (e.g., mats, hoops, benches).
- Have students work individually on mats to demonstrate rolls (e.g., forward, tuck), reviewing correct technique.
- Have students create, individually or with partners, a three- or four-part routine, varying speed and direction.
- Have students balance on one, two, three, four, and five points, demonstrating body control and various shapes (e.g., star, curl, pike, straddle).
- Have students practise balances (e.g., V-sit, teddy bear stand, handstands).
- Using small apparatus (e.g., hoops, clubs, ropes), create a sequence selecting various gymnastic skills.
- Use stations with various apparatus and task cards to create sequences (e.g., find four ways to balance at different levels).
- Use large apparatus, and have students mount and dismount, demonstrating body shapes in flight, and landing in control.
- In small groups, have students create pyramids or statues, demonstrating balance at different levels.
- Have students respond to movement challenges to create gymnastic sequences. (e.g., "Show me balances at three different levels.")

SUGGESTED ASSESSMENT STRATEGIES

- Have students draw their gymnastic sequence in their journal, and respond to the following:
 - When I performed the sequence in my group, I was happy with
 - Next time I would like to try or to change
 - I have learned ____ from these gymnastic activities
 - The gymnastic skills I perform the best are ____ because
 - The gymnastics skills I find difficult are ____ because
 - In order to improve I will have to
- Have students keep a personal log of the activities they are able to do. For example, for the balance theme, the personal log could list these task requirements:
 - select a balance on one, two, three, or four body parts
 - perform each of the following: V-sit, stork stand, front scale, back scale, headstand, mirror imaging, and matching
 - use small equipment to create a balance sequence
- Using the theme of take-off and land, the personal record log could list these task requirements:
 - take-off and land in control
 - perform each of the following: one foot to the same foot landing, two feet to two feet, one foot to the other, one foot to two feet, two feet to one foot
 - using small apparatus to create a take-off and landing sequence

RECOMMENDED LEARNING RESOURCES



Print Material

- Assessing Attitudes in Physical Education: A Collection of Assessment Tools
- Inclusion of Students with Special Needs in Physical Education
- Premier's Sport Awards Program
- Teaching Children Gymnastics



Multimedia

- Moving to Inclusion

PRESCRIBED LEARNING OUTCOMES

It is expected that students will:

- apply activity-specific motor skills in individual, dual, and group activities
- aim and project an object toward a target with increasing accuracy

SUGGESTED INSTRUCTIONAL STRATEGIES

Students continue to participate in running, jumping, and throwing activities to develop strength, coordination, and stamina. These qualities will enhance their performance when participating in individual and dual activities.

Strategies

- Have students skip, using short and long ropes, with a partner or in small groups.
- Have students create skipping routines, individually or with partners. (Music may be added.)
- Review and practise takeoff and landing forms in preparation for long jump and high jump.
- Using stations, have students practise different athletic events, such as long jump, high jump, sprinting, and skipping.
- Review and practise aiming at a target and throwing using a variety of objects.
- Have students set goals for throwing and jumping for distance, and record progress over a set period of time (e.g., three to four weeks).
- Have students rotate through track and field stations to practise skills involved in hurdles (benches), relays, shot-put, discus, long jump, high jump, sprinting, distance runs, and so on.
- Have students use a variety of objects to practise juggling (e.g., scarves, beanbags) using a variety of patterns.
- Have the class plan and prepare for an excursion (e.g., walking, biking) or special event (Terry Fox Run, Milk Run) by discussing and implementing a training program.
- Discuss and create individual fitness sequences that include cardiovascular endurance, muscular endurance, strength, and flexibility. Have students lead the class or small groups in warm-up and cool-down activities.

SUGGESTED ASSESSMENT STRATEGIES

- Have students work in small groups to create a fitness circuit for the class. Possible criteria for assessment are that it:
 - includes an activity for each of the fitness components (e.g., strength, flexibility, muscular endurance, cardiovascular endurance)
 - includes an activity that is sustained for an appropriate time period
 - uses all major muscle groups

Note the extent to which students are able to create a safe circuit and describe their reasoning for including specific activities.
- Have students select one throwing, running, and jumping event, and set a personal short-term goal. Have students chart their progress in their logs over several weeks. Set target dates, measure throws and jumps, and time running distances. Have students reflect on their performance and results in the events selected by completing frames such as the following:
 - The goal I set was (too easy, too difficult, appropriate) because
 - I selected these four events because
 - I plan to make the following changes to improve my performance
 - I found ____ difficult because
 - One piece of advice that might help someone else with the same goal is
 - One thing I've learned is

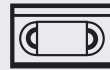
Look for evidence that students are using the correct form, improving their results, and working towards achieving their goal.

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 for Children
- Fitness Fun
- Inclusion of Students with Special Needs in Physical Education
- Physical Education: VCE Units 1, 2, 3, 4
- Premier's Sport Awards Program
- Skip to Health
- Skip to It! The New Skipping Book



Video

- Archery: On Target for Fun
- Juggletime



Multimedia

- Moving to Inclusion
- Steps to Success

PREScribed LEARNING OUTCOMES

It is expected that students will:

- 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

SUGGESTED INSTRUCTIONAL STRATEGIES

Movement activities and challenges in a safe, nurturing environment help students develop self-confidence and self-esteem. Personal and social skills are developed through participating in a variety of activities from all movement categories. Students explore career opportunities in sports, health, and recreation.

Strategies

- Have students demonstrate safety procedures and routines for entering and exiting play areas, stop-and-go signals, change room procedures, staying on-task, spotting, sharing equipment, and so on.
- Have a variety of guests speak on safety issues in their fields.
- Generate a list of fair-play rules by brainstorming words related to being a good sport (e.g., respectful, co-operative, honest, thoughtful).
- Discuss risk taking and the factors that must be considered before trying a new activity or skill.
- Have students perform routines for partners and for small and large groups, and highlight positive aspects.
- Have students list the ways to show respect for others, and identify rules of etiquette for various activities.
- Discuss leisure activities available in the community (e.g., YM/YWCA, community centre, sports programs) and careers and qualifications related to these areas.
- Discuss how health relates to work life, qualifying for a job, and reducing illness and time away.
- Have students discuss how teamwork and problem-solving skills gained from participating in physical activity are important life skills that are needed to be successful.
- 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

- In class, have students brainstorm careers related to physical activity. Have students write about what life might be like for a person who has chosen one of those careers. Students could interview people at school, at home, or in the community whose careers relate to physical activity. Develop a list of interview questions with students so they have a framework. Notice the extent to which students are able to apply and extend what they have learned, and whether they appear to need additional modelling or guided practice.
- Have peers evaluate career presentations using the following frames:
 - The part that is clearest to me is
 - I'm confused about the part that
 - A question I would like to ask you is
 - The most important thing I learned about the career you presented was
 - Your presentation makes me think of a time when
- Observe students in a variety of activities. Look for evidence that students:
 - give others equal chances to participate
 - show respect for officials and opponents
 - play by the rules
 - maintain self-control
 - work as a team
- The Student Responsibility Scale in Appendix D can be used for day-to-day observations and will be helpful in assessing the outcomes in this organizer.

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
- Inclusion of Students with Special Needs in Physical Education
- A Quality Approach to Primary Physical Education: A Resource Guide for Teachers
- Self Esteem, Sport and Physical Activity
- Self Esteem, Sport and Physical Activity (CAAWS)
- Smart Cycling - Instructor's Manual (Primary & Junior Levels)
- Sports First-Aid: A Guide to Sport Injuries
- The Student Leadership Development Program (Elementary)
- Teaching Children Physical Education
- Team Building through Physical Challenges
- Towards Gender Equity for Women in Sport: A Handbook for National Sport Organizations



Video

- Bicycle Safety: Zone of Danger
- Kids Sports
- Lacrosse: The Creator's Game



Multimedia

- Boatwise
- Moving to Inclusion

PREScribed LEARNING OUTCOMES

It is expected that students will:

- 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 the 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

SUGGESTED INSTRUCTIONAL STRATEGIES

By participating in a variety of activities from all movement categories, students gain experience and knowledge of the benefits of active living and the development of a personal functional level of physical fitness. Lifelong participation is fostered through exposure to a variety of recreation and outdoor activities. Regular physical activity continues to be important for students' physical, emotional, social, and intellectual development.

Strategies

- When students enter the gym, have them choose and use a piece of equipment for the first five minutes of class.
- Use stations and task cards to provide students with fitness activities as a warm-up or a lesson focus. (e.g., "Skip for one minute." "Use the bench for step-ups.")
- Have students use a concept map to brainstorm the meaning of active living.
- Have students in groups create a movement sequence demonstrating their meaning of active living.
- Have students design posters or write poems about active living.
- Working in small groups, have students plan and participate in a fitness circuit using activities to develop muscular endurance, strength, flexibility, and cardiovascular endurance.
- Set and modify personal fitness goals, and in a journal identify the factors that influence participation in physical activity.
- Have students keep an activity calendar and record participation in activities in and out of school.
- Have students list appropriate warm-up and cool-down exercises for specific activities.
- Have students take their pulse before and after an activity. Discuss recovery rates and resting heart rates.
- Have students list the foods they eat and their nutritional value.
- Research the benefits of activity and nutrition and how the body uses food for physical activity.

SUGGESTED ASSESSMENT STRATEGIES

- In assessing and providing feedback about their participation, notice the extent to which students:
 - are dressed to participate in vigorous activities
 - talk about community or family activities
 - organize or seek out physical activities at recess or lunch hour
 - are tired or out of breath from physical activity after recess or lunch hour
 - frequently suggest specific physical education activities
 - remind you when it's time for physical education
 - are enthusiastic about a wide variety of physical education activities

Record your observations as brief notes, and conference with students about their participation.

- Assign students to work with a partner or in small groups to create a poster, chart, or other visual representation showing the relationships among physical activity, body systems, and nutrition.
- Have students keep a log of their participation in physical activities in and out of school, recording date, activity, and time spent. Students complete prompts such as:
 - Three things my activity record tells about me are
 - My activity level is (improving, staying the same, or decreasing) because
 - I'm proud of

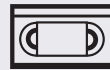
The activity logs can be part of a goal-setting activity or fitness portfolio.

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
- Fitness for Children
- Heart Smart Kids
- Inclusion of Students with Special Needs in Physical Education
- On the Move
- Physical Education: VCE Units 1, 2, 3, 4
- Power Training For Sport: Plyometrics for Maximum Power Development
- A Quality Approach to Primary Physical Education: A Resource Guide for Teachers
- Running Through My Mind
- Skip to Health
- Teaching Children Fitness



Video

- Because They're Young
- Kids Sports
- Teaching Children Fitness



Multimedia

- Moving to Inclusion

PRESCRIBED LEARNING OUTCOMES

It is expected that students will:

- demonstrate activity-specific motor skills in a variety of alternative environments
- move safely in activities in a natural or alternative setting

SUGGESTED INSTRUCTIONAL STRATEGIES

Through participation in a variety of activities in a natural or alternative setting, students will develop and demonstrate specific movement skills and safe behaviours. Activities could take place outdoors, perhaps in a wilderness setting, local park, or outdoors school. Students will discover links between active living and our environment.

Strategies

- Discuss the safety procedures and routines used when participating in an activity (e.g., skiing—with a partner, etiquette, clothing; camping—life jackets, clothing; snorkeling—with a buddy).
- Have students plan a nutritious menu for a four-day camping trip.
- Working in small groups, have students plan an exercise program in preparation for the alternative-environment activities (e.g., skiing: prepare leg muscles, shoulders).
- Have students assess student-prepared first-aid kits to ensure that appropriate supplies are available.
- Discuss how to care for minor cuts, burns, and fractures.
- Have students discuss and demonstrate how to prepare and preserve the natural environment when using it for activities (e.g., camping, backpacking, rock climbing).
- Invite local parks employees or naturalists to discuss participation in wilderness areas, the programs available, and possible career opportunities and qualifications.
- Using a compass have students follow a map to locate controls on an orienteering course.

SUGGESTED ASSESSMENT STRATEGIES

- Many of the outcomes require that students engage in creative problem-solving to design movement sequences. In order to show their development in these areas, students need opportunities to make choices and to demonstrate and evaluate their ideas. You may find the reference set, *Evaluating Problem-Solving Across the Curriculum*, helpful.
- After students participate in an activity, have them develop symbols or graphics that convey each of the following:
 - their participation
 - the skill they demonstrated
 - their enjoyment of the activity

Students can create their symbols by drawing, using photographs or other found materials, or using a computer graphics program.
- After students participate in orienteering activities to learn how to identify magnetic North, locate bearings on a compass and controls or stations on a map, complete a checklist of criteria. For example:
 - locates magnetic North on the compass
 - orients the compass on a map to locate controls or stations
 - can set the bearing on the compass and travel in the correct direction
 - completes course in the designated time frame

RECOMMENDED LEARNING RESOURCES



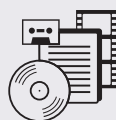
Print Material

- Assessing Attitudes in Physical Education: A Collection of Assessment Tools
- The Canadian Active Living Challenge
- Cycle Right (Can-Bike Program) - Instructor's Guide
- Inclusion of Students with Special Needs in Physical Education
- Premier's Sport Awards Program
- 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:

- 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 or with others, with or without objects.

SUGGESTED INSTRUCTIONAL STRATEGIES

Through dance, students explore their knowledge, creativity, and self-expression. Students create and practise a variety of dances from different cultures through imitation, improvisation, and exploration. They may work individually, with partners, or in small groups, to learn a variety of dance forms.

Strategies

- Have students review a previously learned dance, or learn a new dance (e.g., folk, square, jazz, Aboriginal).
- Have students perform established modern, folk, or multicultural dances using a parachute, and modifying steps when necessary.
- Have students create dance sequences using a parachute to make shapes and movements.
- Have students perform dance patterns and combinations for various audiences (e.g., peers, parents, teachers).
- Have students make musical instruments from recycled items, such as bottles, boxes, and spoons. Create movement sequences to rhythms and sounds made with these instruments.
- Have students study other cultures and countries and perform multicultural dances.
- Have students put together a sequence of four movements in 4/4 time to demonstrate rhythm.
- Use simple items (e.g., ribbons, fans) as stimuli to create dances or perform an established dance pattern.
- Use themes such as sports, transportation, or monsters to create dance sequences.

SUGGESTED ASSESSMENT STRATEGIES

- As students engage in dance activities, focus your observations on one or more of the following:
 - qualities—how the body moves (e.g., time, weight, space, flow)
 - body awareness—what the body does (e.g., actions and shapes)
 - space awareness—where the body moves (e.g., directions, levels, pathways, planes, extensions)
 - relationships—to people and objects
- Have small groups demonstrate their understanding of 4/4 time by clapping or stamping. Notice how effectively they are able to keep the beat and maintain unison.
- After designing, practising, and performing a dance sequence, have students watch a videotape. With a peer or teacher, have students analyse their own performance as follows:
 - I demonstrated the following steps and skills:
 - What I did well:
 - What I will focus on next time:
- Record observations for each heading, such as:
 - each element flows smoothly into the next
 - body shape and control are evident
 - uses space appropriately for elements selected

RECOMMENDED LEARNING RESOURCES



Print Material

- Assessing Attitudes in Physical Education: A Collection of Assessment Tools
- Creative Dance Experiences for Children - Volumes 1-4
- Inclusion of Students with Special Needs in Physical Education
- Quality Lesson Plans for Secondary Physical Education



Video

- Teaching Beginning Dance Improvisation
- Teaching Folk Dance Activities



Multimedia

- Can You Speak Dance?
- Upper Elementary Children: Moving and Learning

PRESCRIBED LEARNING OUTCOMES

It is expected that students will:

- 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

SUGGESTED INSTRUCTIONAL STRATEGIES

Students continue to develop locomotor and non-locomotor skills using a variety of equipment. They then apply these skills to specific game activities in a variety of areas, such as territorial games (e.g., soccer, lacrosse), or innovative and co-operative games (e.g., parachute activities). Through game activities, students learn co-operation, etiquette, fair play, and an understanding of rules and strategies.

Strategies

- Have students use different body parts to strike and control objects (e.g., soccer ball, volleyball) in personal or general space, and in different directions, pathways, and levels.
- Have students practise controlling an object (e.g., ball) with their foot, sending it long or short distances, and trapping it on return using different parts of the foot, leg, chest, head, or shoulders.
- Have students, individually or with a partner, strike a ball against the wall, demonstrating activity-specific motor skills, such as volleying, serving, or dribbling.
- Have students use implements (e.g., bats, rackets, lacrosse sticks) to strike and control an object (e.g., ball, birdie, puck, beanbag).
- Have students use a racket or paddle to practise various strokes (e.g., forehand, backhand, smash, lob).
- In small groups, create simple game challenges using skills and concepts taught, and add equipment. (e.g., Create a game or challenge using two different pieces of equipment.)
- Have students research and teach games from other countries.
- Have students play parachute games and discuss the components of a co-operative activity.

SUGGESTED ASSESSMENT STRATEGIES

- As students perform striking skills using body parts or an implement, you (or other students) can observe and complete a checklist of criteria. For example:
 - strikes ball with the correct part of the body or point on the implement (form)
 - strikes ball a short distance consistently (control)
 - strikes ball a long distance consistently (distance and power)
 - strikes ball to a specified position consistently (accuracy)
 - assumes correct offensive positions in a variety of situations
 - assumes appropriate stance and defensive positions in a variety of situations
- Present students with a task, and ask them to develop their own challenge or try to beat their best record (e.g., number of volleys in a row). Observe as they work to meet their challenge. Offer individual feedback and suggestions. Record their performance on feedback sheets, in notes, or as a rating (e.g., beginning, developing, proficient).
- Have students watch a videotape of their own or their peers' performance of game skills. Selecting one performance, represent it in diagrams or sketches that show one or two aspects of body mechanics (e.g., balance, motion, force, levers). As an option, students could sketch while watching a live performance. Students should include one suggestion that could improve the skill performance.

RECOMMENDED LEARNING RESOURCES



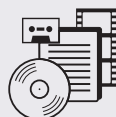
Print Material

- Assessing Attitudes in Physical Education: A Collection of Assessment Tools
- Inclusion of Students with Special Needs in Physical Education
- Innovative Games
- Premier's Sport Awards Program
- Syllabus Resource Book - National Coaching Certification Program



Video

- Teaching Game Activities



Multimedia

- Moving to Inclusion
- Steps to Success

PRESCRIBED LEARNING OUTCOMES

It is expected that students will:

- 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

SUGGESTED INSTRUCTIONAL STRATEGIES

Students explore gymnastics through floor work using themes such as balance, weight transfer, travel, and flight. When students have demonstrated gymnastic skills on the mats and floor, they may then use these skills to explore themes and create gymnastic sequences on small and large apparatus. Providing movement challenges promotes problem-solving and thinking skills.

Strategies

- Discuss and practise safety procedures and routines for spotting various gymnastic skills (e.g., headstand, handstand, rolls).
- Model correct techniques for performing basic gymnastic skills, such as:
 - rolls (e.g., forward, log, standing)
 - mounts (e.g., knee mount, straddle mount, squat mount)
 - dismounts (e.g., pike, tuck, or straddle positions; half turns; various body shapes)
 - vaults (e.g., pike, squat through, straddle through, handspring) *Caution:* vaults are a suggested progression only if the teacher is spotting and the students have the necessary skill and confidence.
- Demonstrate and practise balance skills on mats, then on small and large apparatus. (e.g., Balance on one, two, three, four, and five points at different levels.)
- Have students create a four-part sequence on benches, mats, or small apparatus (e.g., one travel, two balances, one dismount).
- Have students select two pieces of equipment, and create a sequence with a partner that demonstrates two travels, two balances, one mount, one body shape when in flight, and a dismount, landing in control.
- Use small equipment (e.g., ribbons, balls, clubs) to create rhythmic gymnastic sequences to music.
- Use task cards and stations with movement challenges. (e.g., “Find three ways to balance on the apparatus.” “Find two ways to transfer weight on and off the apparatus.”)

SUGGESTED ASSESSMENT STRATEGIES

- As students work on gymnastic movement challenges, look for evidence that students are:
 - challenging themselves
 - committed to improving
 - increasing in poise and confidence
 - increasing their body awareness and control
 - aware of safety procedures
- Share assessment information with students as they work to help them focus their efforts. You may choose to keep a checklist or comment form to record your observations.
- As students work in groups to develop sequences, have other students observe and provide feedback about the design of the sequence using task requirements and criteria they have developed. For example, criteria may include:
 - a travel movement
 - a one-point balance
 - a two-point balance
 - a dismount including a shape in flight

As students demonstrate their sequences, look for evidence of control, balance, and smooth transitions between moves. You may wish to develop a rating scale to guide your observations.
- Have students keep a record of each gymnastic skill they are able to perform. Each entry should be validated by an observer—the teacher or another student. This assessment activity could form part of an ongoing activity portfolio or be connected to a goal-setting activity.

RECOMMENDED LEARNING RESOURCES



Print Material

- Assessing Attitudes in Physical Education: A Collection of Assessment Tools
- Inclusion of Students with Special Needs in Physical Education
- Premier's Sport Awards Program
- Teaching Children Gymnastics



Multimedia

- Moving to Inclusion

PRESCRIBED LEARNING OUTCOMES

It is expected that students will:

- 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

SUGGESTED INSTRUCTIONAL STRATEGIES

Students apply their running, jumping, and throwing skills in activities such as track and field, target activities, and individual manipulatives. Students focus on developing personal training programs to improve and analyse performance, and may participate in combative activities, such as self-defence, marital arts, or wrestling.

Strategies

- Discuss and practise safety procedures for handling equipment (e.g., discus, weights).
- Have students plan and lead warm-up and cool-down activities (e.g., skipping, running).
- Have students practise ways to jump using indoor and outdoor jumping pits, high jump standards, and so on.
- Have students practise running and jumping with equipment (e.g., hurdles, benches, ropes, bar).
- Discuss and practise body position and control in the air (e.g., Brill bend, flop).
- In small groups, have students practise baton passing and running a set course.
- Using stations designed to develop the elements of fitness, have students set, record, and modify their personal fitness goals.
- Invite qualified personnel to introduce self-defence, martial arts, or wrestling skills. Ensure that self-defence is taught in the context of gender issues.
- Using items such as scarves, balls, and sticks, have students create a juggling sequence, with a partner or small group.
- Use Frisbees, softballs, and other objects to practise field events, such as shot-put and discus.
- Use quoits, balls, sticks, or hoops to create target activities related to horseshoes, archery, bocci, and bowling.

SUGGESTED ASSESSMENT STRATEGIES

- Set up a team-juggling activity, using different pieces of equipment and manipulative skills (e.g., bounce pass, between-the-legs pass) to create a new juggling routine to present to the class. Have other students observe and provide feedback on the quality and creativity of the routine.
- Work with the students to develop a list of required criteria to use in peer assessment. For example:
 - executes at least two kinds of jumps (e.g., long, standing, high, triple, hurdles)
 - accelerates to the takeoff spot
 - hits takeoff spot (e.g., paces off, executes)
 - uses proper takeoff (e.g., one or two feet)
 - controls position in air
 - lands under control
 - successfully clears barrier or attains distance (relevant to personal goal)
- At the beginning of a unit have students identify the activities and skills they will work on, and select one or two as a focus. Develop a feedback sheet with criteria such as form (body positions), focus and concentration, power, body mechanics, and movement. At the end of the unit, have students reflect on their progress and write a summary using the following prompts:
 - How do you feel about your progress?
 - What improvements did you show?
 - What helped you to improve?
 - What kinds of feedback helped you the most?

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 for Children
- Fitness Fun
- Inclusion of Students with Special Needs in Physical Education
- Physical Education: VCE Units 1, 2, 3, 4
- Power Training For Sport: Plyometrics for Maximum Power Development
- Premier's Sport Awards Program
- 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:

- 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

SUGGESTED INSTRUCTIONAL STRATEGIES

Students demonstrate an understanding of the importance of a safe, positive, and empowering learning environment. Students develop positive attitudes that allow them to meet their own potential and help others to achieve their goals. Activities connected to the community and careers reinforce teamwork, problem-solving, leadership, and effective communication.

Strategies

- Review safety procedures and routines (e.g., stop-and-go signals, change room and emergency procedures).
- Have a variety of guests speak on safety issues in their fields.
- Assign monitors for equipment collection, distribution, and set-up.
- Have students practise correct spotting techniques with a partner, and discuss how to establish trust in co-operative activities.
- Review fair-play rules and etiquette required in specific activities.
- Have students provide encouragement and positive feedback to their peers.
- Discuss with students the importance of assessing their own abilities in a given situation to avoid unnecessary risks.
- Highlight student performances with positive feedback, and discuss the qualities of a good audience.
- Discuss and demonstrate how everyone can be successful by adapting or modifying activities, thus respecting each student's potential and interests.
- Have students list ways to show respect for others and what factors contribute to the development of self-confidence and self-esteem.
- Have students create co-operative challenges (e.g., throwing and catching, parachute activities).
- Discuss leisure activities available in the community (e.g., YM/YWCA, community centre, sports programs).
- Discuss how health relates to work life, qualifying for a job, and reducing illness and time away.
- 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

- The Student Responsibility Scale in Appendix D can be used for day-to-day observations. You may also find the reference set *Evaluating Group Communication Skills Across Curriculum* helpful in assessing some of the outcomes.
- For each new activity, have partners or a small group present a safety demonstration. As part of the demonstration, have students gather feedback to determine whether or not their classmates understand and recall key information. You may choose to assess the demonstration for features such as clear presentation, and accurate, relevant, and complete information.
- Have students, in pairs or small groups, develop a plan for a safety audit of a playground or community activity (e.g., swimming pool, skating rink) and prepare a report. Their reports could include suggestions for improving the safety of participants. In assessing their reports, look for evidence that they:
 - recognized risks associated with the activity
 - identified important safety rules and procedures
 - made connections between the risks and rules identified, and the behaviours observed
 - offered logical and practical suggestions for enhancing safety
- To assist a student with self-assessment, provide prompts for learning logs or journals, such as:
 - Today in the gym I helped another student by
 - Today in the gym I helped the teacher by
 - Today in the gym I showed co-operation by
 - Today in the gym I Tomorrow in gym my goal is to

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
- Inclusion of Students with Special Needs in Physical Education
- A Quality Approach to Primary Physical Education: A Resource Guide for Teachers
- Self Esteem, Sport and Physical Activity
- Self Esteem, Sport and Physical Activity (CAAWS)
- Smart Cycling - Instructor's Manual (Primary & Junior Levels)
- Sports First-Aid: A Guide to Sport Injuries
- The Student Leadership Development Program (Elementary)
- 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



Multimedia

- Boatwise
- Moving to Inclusion

PREScribed LEARNING OUTCOMES

It is expected that students will:

- 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 warm-up and cool-down activities
- record and analyse personal nutritional habits
- identify factors to consider when planning outdoor activities and the impact of physical activities on the environment
- describe the relationships between physical activity, stress management, and relaxation
- demonstrate a personal functional level of physical fitness

SUGGESTED INSTRUCTIONAL STRATEGIES

By participating in a variety of activities from all movement categories, students gain experience and knowledge of the benefits of active living and the development of a personal functional level of physical fitness. Students apply understanding of the effects of exercise and nutrition on the body to behaviours that demonstrate a healthy, active lifestyle

Strategies

- When students enter the gym, have them select and use a piece of equipment for the first five minutes of class.
- Use stations and task cards to provide students with fitness activities as a warm-up or lesson focus. (e.g., Skip for one minute. Use the bench for step-ups or the mats for sit-ups.)
- Have students use a concept map to brainstorm the meaning of active living.
- In small groups, have students create a movement sequence that demonstrates the meaning of active living.
- Have students take and record their heart rates (e.g., resting rates, recovery rates).
- After a safety review, have students plan and complete a fitness circuit of activities that develop strength, flexibility, and cardiovascular endurance.
- Have students set and modify personal fitness goals, and identify in a journal the factors that influence participation in physical activity (e.g., time, money).
- Have students keep an activity calendar, and record participation in activities in and out of school.
- Have students record daily food intake for a week and compare this to their activity level. Discuss the relationship between nutrition and exercise.
- Have students plan and participate in a hiking or backpacking adventure. Identify ways to preserve the natural environment.
- Have students identify the main muscle groups in the body and perform exercises to develop muscles for various activities.

SUGGESTED ASSESSMENT STRATEGIES

- Work with the students to develop a one- to three-day nutrition record to track their daily food intake. Have students work independently or with a partner to analyse and summarize what they notice. For example:
 - What time of day do you eat the most?
 - What foods are represented most often?
 - What food groups are represented?
 - What are two or three positive features?
 - Identify one aspect of nutrition that is important to you (e.g., energy for sports, weight gain or loss, improved concentration, to meet *Health Guidelines*). How could you change your eating habits to match this goal or objective?
- In assessing the above activity, look for evidence that students:
 - commit to keeping and analysing their records
 - take responsibility for their own nutrition and eating patterns
 - recognize the principles of effective nutrition
 - are aware of the relationship between nutrition and their goals or activities
 - can make plans to achieve their objectives
 - identify factors that affect food choices and eating habits
- Have students develop personal-activity and fitness portfolios or binders to keep records, self-assessments, goal-setting activities, and other evidence of their activities. These portfolios can be the focus of conferences among students, parents, and teachers. (See Appendix D.)

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
- Fitness for Children
- Heart Smart Kids
- Inclusion of Students with Special Needs in Physical Education
- On the Move
- Physical Education: VCE Units 1, 2, 3, 4
- Power Training For Sport: Plyometrics for Maximum Power Development
- A Quality Approach to Primary Physical Education: A Resource Guide for Teachers
- Quality Lesson Plans for Secondary Physical Education
- Running Through My Mind
- Skip to Health
- Teaching Children Fitness



Video

- Because They're Young Kids Sports
- Teaching Children Fitness



Multimedia

- Moving to Inclusion

PRESCRIBED LEARNING OUTCOMES

It is expected that students will:

- participate safely in an outdoor experience
- demonstrate activity-specific motor skills from activities in a variety of alternative environments

SUGGESTED INSTRUCTIONAL STRATEGIES

Students participate in planning a variety of activities in a natural or alternative setting. Activities could take place outdoors, perhaps in a wilderness setting, local park, or outdoors school. Students will discover links between active living and our environment.

Strategies

- Invite a local parks employee or naturalist to speak about visiting wilderness areas.
- Have students participate in a vigorous daily walking program to prepare for activities such as hiking, camping, snowshoeing.
- Prepare a chart of factors to consider when planning outdoor activities (e.g., weather, terrain, wildlife). For each factor, list ways to adapt to outdoor conditions (e.g., use sunblock, protective clothing).
- Have students prepare a first-aid kit for a planned outing.
- Review first-aid skills (invite a trainer from St. John Ambulance or Red Cross), and use situation cards to practise skills.
- Have students participate in a fitness or orienteering circuit of four to six stations that develops the components of physical fitness.
- Make a map of the classroom, gym, playground, or local park. With an orienteering compass, locate landmarks using compass bearings.
- In groups, have students plan menus and a budget, and purchase provisions for an outdoor experience. Assign responsibilities to each group member.
- Students plan or participate in activities that do not disturb the natural environment (e.g., canoeing, sailing, kayaking, swimming, hiking).

SUGGESTED ASSESSMENT STRATEGIES

- You may find the reference set, *Evaluating Problem-Solving Across the Curriculum*, helpful. The Student Responsibility Scale in Appendix D can be used to assess participation and effort.
- As students participate in outdoor activities (e.g., hiking and camping) that combine vigorous physical activity and skill development with other subject areas (e.g., science or environmental education), look for evidence that they:
 - welcome opportunities to try new activities and skills
 - can identify proper clothing and equipment needed for the specific activity and conditions
 - follow basic safety rules, and seek assistance when unsure
 - volunteer to take part in extended or voluntary components of the activity
 - create their own opportunities within the activities to practise and extend their physical skills
 - are able to demonstrate the skills needed for specific activities
- After an outdoor activity, ask students to self-assess, with comments on:
 - their preparation
 - their participation
 - the motor skills they used
 - the motor skills they improved
 - whether they would choose to participate in this activity outside of school
 - safety procedures demonstrated
 - preserving the natural environment
- Have students list the skills associated with a selected activity. Use a checklist or rating scale to assess activity-specific motor skills (e.g., sliding, stopping, front crawl).

RECOMMENDED LEARNING RESOURCES



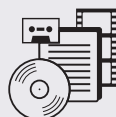
Print Material

- Assessing Attitudes in Physical Education: A Collection of Assessment Tools
- The Canadian Active Living Challenge
- Cycle Right (Can-Bike Program) - Instructor's Guide
- Inclusion of Students with Special Needs in Physical Education
- Premier's Sport Awards Program
- 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:

- 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

SUGGESTED INSTRUCTIONAL STRATEGIES

Students participate in a variety of dance forms, such as folk, line, jazz, contemporary, ballroom, and multicultural. Participation in dance provides social and recreational opportunities for students, preparing them for social events.

Strategies

- Have students plan and participate in a variety of warm-up activities and exercises to develop endurance, flexibility, and strength.
- Using music as a stimulus, have students find different ways of walking in general space (e.g., quickly, slowly, on ice).
- Have small groups create a four- or five-part walking sequence demonstrating a change in directions, levels, and pathways.
- Have students perform a variety of established dances (e.g., Virginia reel, cherkassiya, troika, tanko buschi).
- In groups of three or four, have students research a dance from another culture or country, and teach it to others.
- As a community service, have students perform dances for seniors or other groups.
- Have students interview a person who dances for a living, or research a famous dancer.
- Have students listen to a piece of music; then develop a story or poem, and interpret it in a dance form of their choice.
- Have students use scarves, fans, canes, or a parachute to create dance sequences with or without music.
- Have students create a movement sequence, and then select an Orff instrument to provide rhythm for the sequence.

SUGGESTED ASSESSMENT STRATEGIES

- Prepare a data recording sheet with these headings:
 - **Qualities**—How the Body Moves (e.g., time, weight, space, flow)
 - **Body Awareness**—What the Body Does (e.g., actions and shapes)
 - **Space Awareness**—Where the Body Moves (e.g., directions, levels, pathways, planes, extensions)
 - **Body Parts**—Relationships of the Body to Other Individuals or Groups

Record observations for each heading, such as:

 - each element flows smoothly into the next
 - body shape and control are evident
 - uses space appropriately for elements selected
- When students have created an individual dance focussing on body shapes (e.g., wide, narrow, twisted, curled), provide an opportunity for half the class to perform while the other half observes. Have students provide specific feedback focussing on the body shapes displayed in the dance.
- After small groups create a movement sequence, look for elements such as clarity of movements, patterns, steps, flow of movements, creativity, and effective group participation.
- Have students work in groups to create, practise, and teach a dance to a class of younger students. Have students assess their dance by:
 - collecting feedback from the younger students
 - reflecting and reporting on the success of their design, practices, and demonstration
 - identifying two or three things they learned that they can apply to activities outside of physical education

RECOMMENDED LEARNING RESOURCES



Print Material

- Assessing Attitudes in Physical Education: A Collection of Assessment Tools
- Creative Dance Experiences for Children - Volumes 1-4
- Inclusion of Students with Special Needs in Physical Education
- A Quality Approach to Primary Physical Education: A Resource Guide for Teachers - Dance
- Quality Lesson Plans for Secondary Physical Education



Video

- Teaching Beginning Dance Improvisation
- Teaching Folk Dance Activities



Multimedia

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

PRESCRIBED LEARNING OUTCOMES

It is expected that students will:

- demonstrate basic offensive and defensive strategies
- demonstrate ways to send, receive, and retain possession of an object with increasing speed and accuracy
- demonstrate body mechanics to improve performance in game activities
- demonstrate activity-specific motor skills from activities in a variety of games
- select and combine movement concepts and skills to create co-operative and competitive game activities

SUGGESTED INSTRUCTIONAL STRATEGIES

Activity-specific motor skills and strategies are developed through small and large group activities, and as partners or individuals. Students in Grade 7 demonstrate an increasing ability to perform specific motor skills and game strategies. Appropriate competitive and fair-play behaviour should be reinforced.

Strategies

- Have students travel, changing speed, level, and direction on signal, with and without equipment, such as sticks, balls, or rackets.
- Have students play variations of tag and other simple running games as warm-up activities.
- In pairs, have students find ways to follow the leader's pathway, with or without equipment.
- Working alone, have students find ways to dodge an imaginary object—then a real object, and people.
- Have students play modified games that use offensive and defensive strategies (e.g., bench ball, European handball, newcomb).
- Discuss positioning, game strategies, play areas, rules, fair-play behaviours, and so forth.
- With a partner or small group, use task cards that require no equipment.
- Use parachute activities to develop co-operative skills.
- Use stations to practise specific game skills (e.g., striking with an implement, throwing, catching).
- Have students interview adults (e.g., grandparents) to discover new games. In a journal describe one or two activities, and teach them to the class.
- Research games from other countries or cultures (e.g., Aboriginal), and organize a multicultural festival.
- Have students make equipment from recycled items (e.g., bleach bottles, milk cartons, old socks, coat hangers, nylons) and create a game or challenge.

SUGGESTED ASSESSMENT STRATEGIES

- As you observe the students perform a game or activity, use a checklist of movement skills such as the following:
 - lowers centre of gravity when stopping
 - stops quickly on both feet (no sliding)
 - uses pivoting to avoid others
 - turns or pivots on the spot and in control
 - identifies appropriate defensive position and stance
 - travels in various ways and with control
- Have a student work with a peer to self-test specific game skills and concepts (e.g., throwing, catching, passing), and record performance results (e.g., accuracy, speed, distance). Repeat the tests in the middle of the unit and at the end. Keep the results in the student's activity portfolio.
- At the beginning of each class, ask each student to identify a skill to improve or extend. At the end of each class, have students rate or comment on the level of success and effort using a three-point scale (1—little or no improvement; 2—some progress; 3—noticeable improvement). Choose four or five students to observe each day, and add the rating to the student sheets.

RECOMMENDED LEARNING RESOURCES



Print Material

- Assessing Attitudes in Physical Education: A Collection of Assessment Tools
- Inclusion of Students with Special Needs in Physical Education
- Innovative Games
- Premier's Sport Awards Program
- Quality Lesson Plans for Secondary Physical Education
- Syllabus Resource Book - National Coaching Certification Program



Video

- Teaching Game Activities



Multimedia

- Moving to Inclusion
- Steps to Success

PRESCRIBED LEARNING OUTCOMES

It is expected that students will:

- 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 or with others
- demonstrate body mechanics to improve gymnastic skills

SUGGESTED INSTRUCTIONAL STRATEGIES

Students refine and extend their gymnastic skills, working on mats and with small and large apparatus. Using movement concepts and skills (e.g., locomotor and non-locomotor skills, body and space awareness, qualities, relationships), students use problem-solving and thinking skills to develop gymnastics sequences, alone and with others.

Strategies

- Have students plan and lead warm-up activities that develop muscular strength, flexibility, and endurance
- Use simple game activities to develop fitness components (e.g., frozen tag).
- On mats, review forward shoulder roll, forward roll, back shoulder roll, back tuck roll, forward straddle roll, dive roll, forward straddle, backwards straddle, and so forth.
- Using gymnastic themes, present students with movement challenges. (e.g., “Find different ways to travel over, around, and under the equipment.” “Demonstrate two ways to mount and dismount the equipment.”)
- Using small and large apparatus, have students create a four-part sequence containing two balances, one transfer of weight, and one roll.
- In groups of four to six, create a pyramid or statue demonstrating balances at three different levels.
- Have students spot their partners as they balance (e.g., handstand, headstand).
- Use stations and task cards to explore gymnastic themes, and have students develop gymnastic sequences. (e.g., Demonstrate three weight-bearing movements on, over, or around the apparatus.)
- With or without equipment, have students create a rhythmic gymnastic sequence to music.

SUGGESTED ASSESSMENT STRATEGIES

- As students participate in gymnastic activities, notice the extent to which students:
 - volunteer to demonstrate when you are teaching new skills
 - are able to explain the task requirements and assessment when they are practising a sequence
 - develop interesting ways of working with a partner on a movement task
 - take a problem-solving approach to designing gymnastic sequences
 - challenge themselves to develop greater skill
- Have students work in pairs to create a sequence that includes two balances, two ways of travelling, three ways of working with a partner, and two kinds of equipment. Have students draw their equipment set-up and sequence and share their plan with others.
- To assess and provide feedback on sequences performed, teachers, students, and peers can use criteria such as the following:
 - degree of difficulty
 - body control (e.g., balances held for three to five seconds)
 - smooth transitions between elements
 - defined beginning position
 - defined ending position (e.g., held for three to five seconds)
 - effective combination of required elements

RECOMMENDED LEARNING RESOURCES



Print Material

- Assessing Attitudes in Physical Education: A Collection of Assessment Tools
- Inclusion of Students with Special Needs in Physical Education
- Premier's Sport Awards Program
- Teaching Children Gymnastics



Multimedia

- Moving to Inclusion

PRESCRIBED LEARNING OUTCOMES

It is expected that students will:

- apply activity-specific motor skills related to individual and dual activities
- apply body mechanics to improve performances in individual and dual activities
- aim and project an object at a target with increasing accuracy and distance

SUGGESTED INSTRUCTIONAL STRATEGIES

Students begin to refine and analyse running, jumping, and throwing skills through participation in track and field, target activities, individual manipulatives, and individually planned training programs. Through exposure to a variety of individual and dual activities, students set personal goals that will enhance their well-being.

Strategies

- Discuss safety procedures and routines for the activities selected (e.g., discus, archery).
- Have students participate in warm-up (e.g., stretching, strength training) and cool-down activities.
- Have students plan a personal fitness program that incorporates components such as strength, flexibility, and endurance. Have students record their progress.
- Have students select a fitness program that interests them, and set personal goals to evaluate progress.
- Have students create a fitness routine to music and teach it to the class or small groups.
- Invite people from the community to instruct such skills as wrestling, self-defence, and martial arts. Ensure self-defence is taught in the context of gender issues.
- Have students practise juggling with scarves, beanbags, balls, rings, hacky sacks, and so on.
- Use short and long skipping ropes to create skipping routines, individually, with a partner, or in small groups.
- Have students visit a local fitness club and discuss the benefits of exercise machines and weight training.
- Have students create their own fitness circuit and required equipment (e.g., bleach bottles filled with rocks for weights).

SUGGESTED ASSESSMENT STRATEGIES

- While students rotate through track and field events, have them record their times, scores, and distances, noting improvements. This sheet can become part of an activity or fitness portfolio. Ask questions such as the following in reviewing the student's self-assessment:
 - What event, accomplishment, or aspect of your performance are you most proud of?
 - Which event do you most enjoy practising right now? Why?
 - What strategies are you using to help yourself improve?
 - What skills do you have the most difficulty with? Why?
- Work with students to evaluate their individual fitness levels and activity and skill goals. Help them design their own program to address their needs and interests. Students can keep records such as the following in a portfolio or binder:
 - fitness evaluation results
 - personal training program outlining activities, time frame, fitness components to be addressed, and activities
 - an activity log showing date, time, and activity performed
 - a graphic summary (possibly a computer spreadsheet) of progress
 - a weekly or biweekly journal for comments on progress, strategies for overcoming obstacles, and new plans

Note: This portfolio is not a writing activity.

Entries can be lists, symbols, graphs, and so on.

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 for Children
- Fitness Fun
- Inclusion of Students with Special Needs in Physical Education
- Physical Education: VCE Units 1, 2, 3, 4
- Power Training For Sport: Plyometrics for Maximum Power Development
- Premier's Sport Awards Program
- 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:

- identify, describe, and follow the rules, routines, and procedures of safety in a variety of activities and 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

SUGGESTED INSTRUCTIONAL STRATEGIES

Students demonstrate positive skills related to personal and social teamwork, leadership, effective communication, fair-play behaviours, and problem-solving. By participating safely in a variety of activities from all movement categories, students develop their interests and self-confidence.

Strategies

- Review safety procedures and routines (e.g., stop-and-go signals; listening positions; following directions; change room procedures; emergency procedures; equipment collection, distribution, and safe set-up; partner work; spotting; sharing equipment).
- Have a variety of guests speak on safety issues in their fields.
- Review fair-play rules and behaviours.
- Have students provide positive feedback on performance and behaviour to their peers during student presentations.
- In small groups or as a class, have students list ways to show respect for others.
- Have students list activities they enjoy participating in, and discuss how this develops self-confidence.
- Discuss and demonstrate a variety of co-operative working organizations, such as partners, small groups, or group games working with movement challenges.
- Discuss leisure activities available in the community (e.g., YM/YWCA, community centre, sports programs).
- Discuss how health relates to work life, qualifying for a job, and reducing illness and time away.
- Invite guest speakers to discuss careers related to physical activity and the skills required for that career.
- Have students assume a leadership role at various times (e.g., equipment monitor, team leader).
- Have students officiate and organize activities or stations and equipment.
- Have students work with students from Kindergarten to Grade 3 to teach them motor skills and activities.
- Use a buddy system to assist students with disabilities.
- 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

- You may find the reference set *Evaluating Group Communication Skills Across Curriculum* helpful in assessing some of the outcomes.
 - Use the Student Responsibility Scale in Appendix D to collect information about the personal and social responsibility students demonstrate during physical education. Give students copies of the scale so they can monitor their own behaviour. You may wish to have them keep a daily record of a self-ratings and peer ratings.
 - Have students working in teams design a research project on positive behaviours that show respect for the potential, interests, and cultural backgrounds of others. Students may choose to observe and record data at school, in a community setting, or in the media. The data sheets could record the people involved, the actions that showed respect, and the place, time, and other relevant information. In their report, students could include:
 - a list of the positive incidents they recorded
 - three things they learned or noticed
 - one thing that surprised them
 - something they wondered about
- In assessing their reports, look for evidence that students recognize positive behaviours and are able to draw conclusions or make generalizations.

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
- Inclusion of Students with Special Needs in Physical Education
- A Quality Approach to Primary Physical Education: A Resource Guide for Teachers
- Self Esteem, Sport and Physical Activity
- Self Esteem, Sport and Physical Activity (CAAWS)
- Smart Cycling - Instructor's Manual (Primary & Junior)
- Sports First-Aid: A Guide to Sport Injuries
- The Student Leadership Development Program (Elementary)
- 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



Multimedia

- Boatwise
- Moving to Inclusion

PHYSICAL EDUCATION K TO 7

APPENDICES



APPENDIX A

LEARNING OUTCOMES



ACTIVE LIVING

It is expected that students will:

Grades K to 1	Grades 2 to 3	Grade 4
• 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	• 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	• 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
• 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	• 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	• 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
• 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	• 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	• 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
• move safely in a variety of alternative environments • use movement concepts and skills to participate in alternative-environment activities	• move safely in a variety of alternative environments • demonstrate activity-specific motor skills in a variety of alternative environments	• 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
• demonstrate activity-specific motor skills in a variety of alternative environments • participate safely in activities in a natural or alternative setting	• demonstrate activity-specific motor skills in a variety of alternative environments • participate safely in activities in a natural or alternative setting	• 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
• 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	• 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	• 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
• 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	• 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	• 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
• 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	• 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	• 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
• 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	• 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	• 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
• 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	• 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	• 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
• 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	• 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	• 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
• 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	• 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	• 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
• 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	• 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	• 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
• 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	• 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	• 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
• 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	• 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	• 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
• 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	• 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	• 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
• apply activity-specific motor skills involved in individual, dual, and group activities • aim and project an object toward a target with increasing accuracy	• 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	• 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
• 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	• 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	• 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
• 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	• 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	• 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
• 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	• 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	• 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
• 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	• 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	• 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

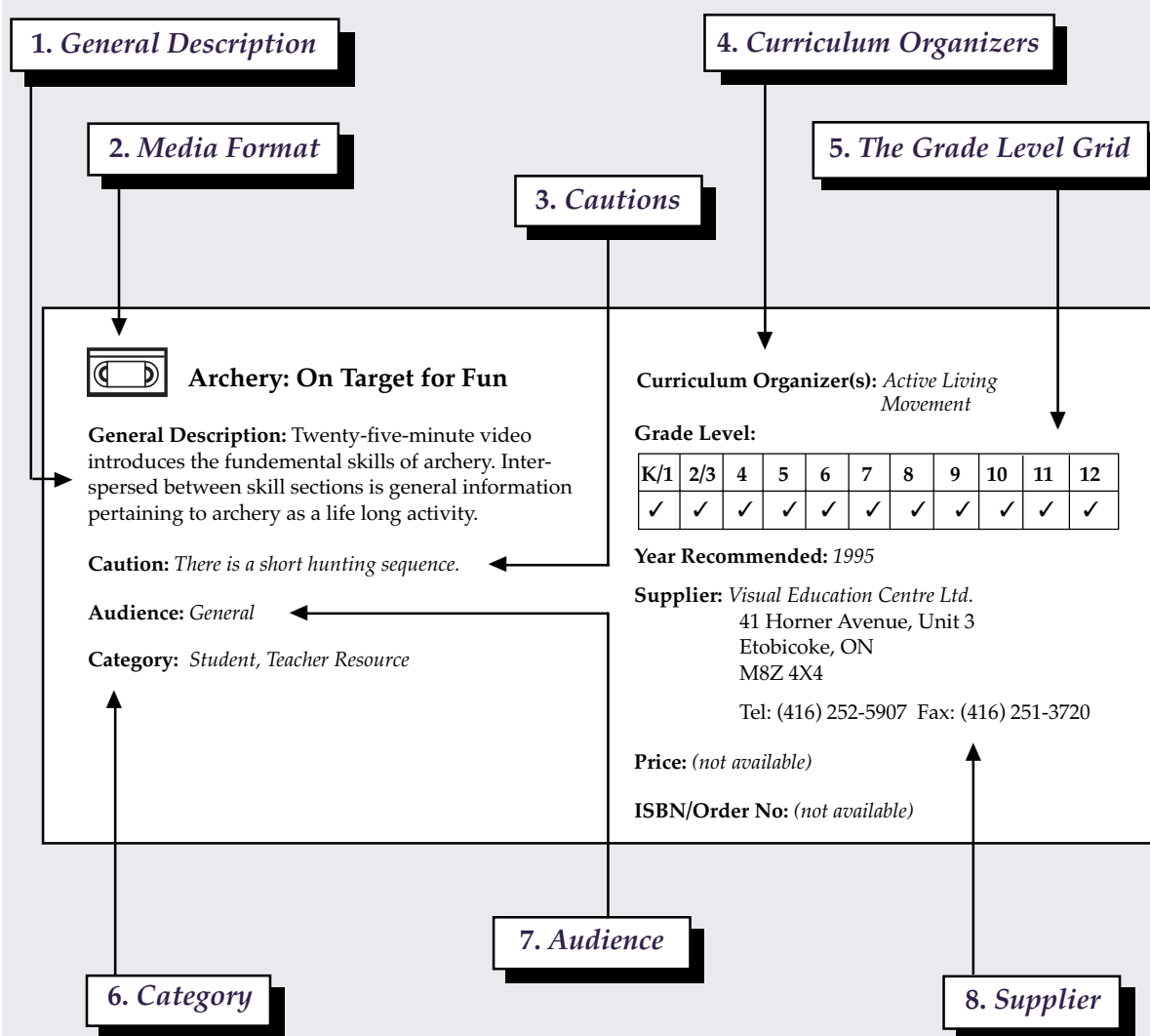
LEARNING RESOURCES



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)



Because They're Young

General Description: Video encourages adults to assist children in developing the skills, habits, and positive attitudes necessary to enjoy physical activity. It emphasizes that physical health encourages better social and emotional health, leading to better academic performance.

Audience: *General*

ESL - appropriate for ESL class as it is directed completely to the teacher

Category: *Teacher Resource*

Curriculum Organizer(s): *Active Living*

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: \$20.00

ISBN/Order No: ILL004

APPENDIX B: LEARNING RESOURCES



Bicycle Safety: Zone of Danger

General Description: Thirteen-minute video introduces young cyclists to danger zones: hills, curves, parked vehicles, and intersections. A talking-bicycle narrator introduces the danger zone and viewers are shown the safe and correct responses. Bicycle care issues are also addressed.

Audience: *General*

Category: *Student, Teacher Resource*

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

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: 372-31-529



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)



Can You Speak Dance?

General Description: Book provides teaching strategies, lesson ideas, and activities for dance in four parts: "Dance as Communication: Links to Integration," "Movement Content: The Vocabulary of Dance," "The Dance Process: Guiding the Learner," "Getting Ready to Teach." An accompanying video demonstrates sample lessons. Useful for teachers new to teaching dance.

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: *University of Victoria, Audio-Visual and TV Services*
P.O. Box 3010-MS7874
Victoria, BC
V8W 3N4

Tel: (604) 721-7860 Fax: (604) 721-6603

Price: \$20.00 - Teacher's Manual
\$90.00 - Video

ISBN/Order No: Teacher's Manual: 0-92031346-9

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 the 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
Responsibility*

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)



Creative Dance Experiences for Children - Volumes 1 to 4

General Description: Four booklets and four accompanying audio cassettes combine to provide movement ideas, music, and stories for creative expression.

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: *Can.-Ed. Media Ltd.
43 Moccasin Trail
Don Mills, ON
M3C 1Y5*

Tel: (416) 445-3900

Price: \$74.00

ISBN/Order No: DC1-593

APPENDIX B: LEARNING RESOURCES



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)



Dance for Young Children: Finding the Magic in Movement

General Description: Book explores the challenge and excitement of creating physical movement for dance. It contains lesson plans, suggested themes for using dance movements, and guidance for classroom management.

Caution: Language referring to First Nations person as "Indian" (page 136) not current practice.

Audience: General
Physical Disabilities - strategies for inclusion
Blind/Visual Impairments - strategies for inclusion
Behaviour Disorders - strategies for inclusion

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

Tel: (703) 476-3400 Fax: (703) 476-9527

Price: \$11.00 U.S. funds

ISBN/Order No: 0-88314-381-X/A381X



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

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

APPENDIX B: LEARNING RESOURCES



Drugs and Sports: The Score

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

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*

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

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

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*

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)



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.

Audience: *General*

Category: *Professional Reference*

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)

APPENDIX B: LEARNING RESOURCES



Fit Skip Ness: The Skipping Challenge

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

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: 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 for Children

General Description: Book contains 47 challenging and enjoyable activities to improve physical fitness among children. Activities in four categories: cardiorespiratory endurance, muscular strength and endurance, and flexibility. Teaching strategies are provided.

Caution: Safety considerations - pages 33 and 36, chairs may slip out.

Audience: General

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

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

Price: \$20.95

ISBN/Order No: BH1N0472



Fitness for Good Health

General Description: Ten-minute video shows how students can develop a fun and easy fitness program to do on a daily basis. Children are seen performing a variety of physical exercises for muscle development. The importance of rest, safety, and good eating habits are addressed. Demonstrates that a gym is not necessary for exercising.

Caution: Video shows a child doing a back handspring. Teachers will need to address potential safety considerations.

Audience: General

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

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

Price: \$75.00

ISBN/Order No: 372-31-464

APPENDIX B: LEARNING RESOURCES



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.

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*

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



Fitness Fun (Promoting Health in P.E.)

Curriculum Organizer(s): *Active Living*

General Description: Book provides practical ideas and guidelines for a multitude of physical activities and games that help develop stamina, suppleness, strength, and endurance in children. The focus is on introducing fitness concepts and a healthy lifestyle in an enjoyable format.

Audience: *General*
ID (Mild) - simple activities

Category: *Teacher Resource*

Grade Level:

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

Year Recommended: 1995

Supplier: *Bacon & Hughes*
13 Deerlane Ave.
Nepean, ON
K2E 6W7

Tel: (613) 226-8136 Fax: (613) 226-8121

Price: \$14.95

ISBN/Order No: 85741-026-2



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

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

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*

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)

APPENDIX B: LEARNING RESOURCES



Gender Equity Through Physical Education

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

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

Audience: *General*

Category: *Professional Reference*

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



Heart Smart Kids

Curriculum Organizer(s): *Active Living*

General Description: Educator's guide and student magazine promote a lifelong heart-healthy lifestyle. Activities focus on making informed heart-healthy food choices, being physically active, and being smoke free. Contact Heart and Stroke Foundation for free workshop.

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: *Heart and Stroke Foundation*

1212 West Broadway
Vancouver, BC
V6H 3V2

Tel: (604) 736-4404 Fax: (604) 736-8732

Price: \$13.95

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



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.

Audience: *General*

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: \$10.00

ISBN/Order No: 143202

APPENDIX B: LEARNING RESOURCES



Inclusion of Students with Special Needs in Physical Education

General Description: Manual outlines effective strategies and ideas for modifying mainstream physical education activities to allow the inclusion of all students. Two appendices highlight sensitive language and explain specific disabilities.

Audience: General

Physical Disabilities - activities provided for including students with a variety of special needs such as cerebral palsy and spina bifida

Blind/Visual Impairments - activities provided for including students with a variety of special needs

Deaf or Hard of Hearing - activities provided for including students with a variety of special needs

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: Vancouver School Board - Curriculum Publications
1595 West 10th Avenue
Vancouver, BC
V6J 1Z8

Tel: (604) 731-1131 (ext 349)

Price: \$10.00

ISBN/Order No: 1-55031-425-4



Innovative Games

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.

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: \$22.50

ISBN/Order No: 0873224884/BLI0488



Juggletime

General Description: Thirty-minute video shows how to juggle one to three scarves (which are included with the cassette). Instructions are presented in a step-by-step approach accompanied by songs.

Audience: General

Category: Student, 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: Human Kinetics Canada
Box 24040
1275 Walker Road
Windsor, ON
N8Y 4Y9

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

Price: \$24.95

ISBN/Order No: (not available)

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. 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 Rd. - Unit 38
Oakville, ON
L6L 6M4

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

Price: \$99.00

ISBN/Order No: 785-31-100



Lost In The Woods

General Description: Video realistically portrays a young boy who becomes lost in the woods while on a camping trip with his parents. He remembers the safety rules he was taught in school. These rules are repeated during the video, and for emphasis the boy is rescued. The message is that he survived due to his own safe and intelligent behaviour. Contact Gary O'Brien in Victoria, 383-1011, for a workshop.

Audience: *General*

Category: *Student, 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: 1989

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: SE0019

APPENDIX B: LEARNING RESOURCES



Lost in the Woods: Child Survival

General Description: Book begins as a story based on the real-life experiences of a lost boy. Important survival rules are incorporated into the story. The story is followed by a variety of teacher-directed activities regarding what to do when lost, as well as ways to prevent becoming lost. Contact Gary O'Brien in Victoria, 383-1011, for a workshop.

Audience: *General*

Category: *Student, 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: 1989

Supplier: *Porthole Press Ltd.*
2082 Neptune Road
RR #3
Sidney, BC
V8L 3X9

Tel: (604) 656-7902 Fax: (604) 652-1521

Price: \$7.95

ISBN/Order No: 0-919931-04-9



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
Responsibility*

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

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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



Our Wonderful Body Series

General Description: Six animated videos, each 6–10 minutes long, present a variety of health-related topics: germs, medicines, keeping fit, stress, making healthy decisions, and eating well. Each video is accompanied by a brief discussion guide with vocabulary lists, background information, and questions.

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: 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 each

ISBN/Order No: various



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

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*

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: *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

APPENDIX B: LEARNING RESOURCES



Power Training for Sport: Plyometrics for Maximum Power Development

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

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: 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



Premier's Sport Awards Program

General Description: Activity-based program teaches basic skills in badminton, basketball, field hockey, gymnastics, ice skating, orienteering, soccer, softball, track and field, and volleyball. Package has several components: 10 instructor's manuals, award badges for skill challenges, and sport-specific skill or challenge posters.

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: Premier's Sport Award Program
#228 - 1367 West Broadway
Vancouver, BC
V6H 4A9

Tel: (604) 737-3062 Fax: (604) 737-6043

Price: \$6.00 - \$8.00 per Resource Manual
\$3.00 per Poster

ISBN/Order No: various



A Quality Approach to Primary Physical Education: A Resource Guide for Teachers - Gymnastics

General Description: Book provides an overview of gymnastics progressions and skill development, and a clearly sequenced and thorough set of lessons for each of nine themes. Lessons include equipment list and setup instructions, opening and closing activities, and skill development and application progressions. Evaluation checklists are included for each theme.

Audience: General

ESL - demonstrations used frequently, language will require reinforcement; some teacher adaptation required
LD/ID (Mild) - demonstrations used frequently; some teacher adaptation required

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: Vancouver School Board - Curriculum Publications
1595 West 10th Avenue
Vancouver, BC
V6J 1Z8

Tel: (604) 731-1131 (ext 349)

Price: \$11.00

ISBN/Order No: 1-55031-428-9

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A Quality Approach to Primary Physical Education: A Resource Guide for Teachers - Planning Guide

General Description: Comprehensive planning guide provides the framework, rationale, and goals of the primary physical education program. Includes suggestions for program design and organization, guidelines for use of equipment and facilities (time-tabling), and some assessment strategies.

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: Vancouver School Board - Curriculum Publications
1595 West 10th Avenue
Vancouver, BC
V6J 1Z8

Tel: (604) 731-1131 (ext 349)

Price: \$6.00

ISBN/Order No: 1-55031-426-2



A Quality Approach to Primary Physical Education: A Resource Guide for Teachers - Dance

General Description: A primary dance resource with emphasis on dance movement analysis, progressions, and skill development in a sequential format. It includes suggested lesson plans, activities, and evaluation checklists which are organized into three themes of creative movement, rhythmic, and folk dance.

Audience: General

ESL - demonstrations used frequently

Gifted - open ended activities

ID (Mild) - creative expression

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: Vancouver School Board - Curriculum Publications
1595 West 10th Avenue
Vancouver, BC
V6J 1Z8

Tel: (604) 731-1131 (ext 349)

Price: \$11.00

ISBN/Order No: 1-55031-427-0



A Quality Approach to Primary Physical Education: A Resource Guide for Teachers - Games Activities

General Description: Lesson plans for game activities include a suggested timeline, facilities, equipment, objectives, opening, skill development, application, and closing. The lessons are sequenced to show a progression of skill development in game activities.

Audience: General

ESL - demonstrations used frequently; language will require reinforcement; some teacher adaptation required

LD - demonstrations used frequently; some teacher adaptation required

ID (Mild) - demonstrations used frequently; some teacher adaptation required

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: Vancouver School Board - Curriculum Publications
1595 West 10th Avenue
Vancouver, BC
V6J 1Z8

Tel: (604) 731-1131 (ext 349)

Price: \$11.00

ISBN/Order No: 1-55031-429-7

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-up, 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)

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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.

Audience: *General*

Category: *Professional Reference*

Grade Level:

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

Year Recommended: 1995

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.

Audience: *General*

Category: *Teacher Resource*

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: 0-9692891-1-1



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.

Audience: *General*

Category: *Teacher Resource*

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: \$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
Suite 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



The Student Leadership Development Program (Elementary)

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

General Description: Looseleaf material provides a comprehensive guide to helping students build leadership skills to successfully plan and manage their own intramural programs in the elementary school setting.

Audience: *General*
Gifted - opporutnities to develop leadership skills among peer groups

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: \$29.00

ISBN/Order No: 0969361246/143413



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.

Audience: *General*

Category: *Professional Reference*

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)

APPENDIX B: LEARNING RESOURCES



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.

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: *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 Fitness

Curriculum Organizer(s): *Active Living Movement*

General Description: Book provides developmentally appropriate practices for teaching elementary physical education. Practical, child-tested examples of fitness activities are included. Learning experiences are divided into five categories. American Food Pyramid.

Caution: *Calipers used for evaluation of fitness, pages 29, 62.*

Audience: *General*

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: \$19.50

ISBN/Order No: 0873224787/BRATO478



Teaching Children Fitness - Video

Curriculum Organizer(s): *Active Living Movement*

General Description: Thirty-minute video is a companion to the book *Teaching Children Fitness* and condenses three lessons for teaching fitness: "Being Active," "Cookie Lesson: Learning about Calories," "Cardiorespiratory Fitness." The lessons show typical class and gym situations.

Audience: *General*

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: \$27.95

ISBN/Order No: 0873227069/AMTP0323

APPENDIX B: LEARNING RESOURCES



Teaching Children Gymnastics

General Description: Book provides answers to the "whys" and "hows" of teaching developmentally appropriate gymnastics. It contains 24 practical, child-tested gymnastics activities sequentially organized into three skill areas: travelling, static balances, and rotations.

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

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

Price: \$19.50

ISBN/Order No: 0873224779/BWER0477



Teaching Children Physical Education

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.

Audience: *General*

Category: *Professional Reference*

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: *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



Teaching Folk Dance Activities

General Description: Twenty-minute video describes class management techniques and instructional strategies for use in teaching folk dance. The meanings of measure, accent, tempo, and musical phrase are explained.

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: *Times Mirror Professional Publishing Ltd.*
130 Flaska Drive
Markham, ON
L6G 1B8

Tel: (905) 470-6739 Fax: (905) 470-0050

Price: (not available)

ISBN/Order No: 0-697-15398-3

APPENDIX B: LEARNING RESOURCES



Teaching Game Activities

General Description: Twenty-five-minute video describes how game activities are organized and taught to children who fall within three developmental levels of motor skill. Teaching strategies and lessons are suggested for each level.

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: *Times Mirror Professional Publishing Ltd.*
130 Flaska Drive
Markham, ON
L6G 1B8

Tel: (905) 470-6739 Fax: (905) 470-0050

Price: (not available)

ISBN/Order No: 0-697-15401-7



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

APPENDIX B: LEARNING RESOURCES



Upper Elementary Children: Moving and Learning

Curriculum Organizer(s): *Movement*

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*

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



Watersafe

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

General Description: Lesson experiences and related activities heighten awareness of accident potential inherent in water-related activities. Topics include: swimming, boating, waterplay, water sports, self-help, rescuing others, and managing emergency situations. Includes games, activity sheets, and posters.

Audience: *General*

Gifted - games, challenging activities for independent learners

Category: *Teacher Resource*

Grade Level:

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

Year Recommended: 1989

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

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

Price: \$12.75

ISBN/Order No: 0-920-854-28-1

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 Scales 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.

GRADES K TO 1

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

Topic: *Manipulative Skills*

Prescribed Learning Outcomes:

Movement (Games)

It is expected that students will:

- 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
- move safely in personal and general space, demonstrating body awareness

Personal and Social Responsibility

It is expected that students will:

- use safe behaviours when responding to simple movement tasks
- display a willingness to work with others

PLANNING FOR ASSESSMENT

Students had the opportunity to work with a variety of equipment, play games, and practise moving safely while participating in movement activities. The students practised throwing and catching skills with different equipment, using scarves, beanbags, balls, and then hoops to develop hand-eye co-ordination. They practised simple throwing and catching sequences, individually, against the wall, and with a partner. The teacher gave the students the opportunity to work with different partners and equipment to play simple co-operative games. The teacher asked the students, on an ongoing basis, what *safe and responsible* would look and sound like. The teacher and students

discussed safety and posted the information on a chart. The teacher encouraged students to illustrate the items on the chart. Students practised taking out, playing with, and returning equipment safely and appropriately. The students created an individual and partner challenge which they demonstrated for the class.

DEFINING CRITERIA

The teacher and students worked together to establish the criteria and posted it for the students on a chart called the Student Rating Sheet.

Movement

To what extent do students:

- describe the activity and demonstrate the movements involved in the individual or partner challenge
- throw underhand and overhand with a designated piece of equipment ensuring reasonable direction and height of the throw
- throw to the target area
- catch an object with both hands or with a piece of equipment (e.g., scoop, mitt)

Personal and Social Responsibility

To what extent do students:

- wait their turn to get equipment
- watch out for other people
- put things back when they are finished
- share space safely
- watch where they throw things
- pay attention to what they are doing

ASSESSING AND EVALUATING STUDENT PERFORMANCE

The teacher guided the students through a self-evaluation sheet for safety by reading

aloud the criteria from their chart. Students circled *I remembered* or *I forgot* on their Student Rating Sheet as the teacher reviewed the list.

The teacher observed the students' challenges and demonstrations, noting the development of skills as outlined in the movement criteria.

The teacher discussed the observations with each student in an informal conference. Students decided on one thing they would like to work on next time, and recorded a personal goal on the Student Rating Sheet. The teacher also rated student behaviour using the Primary Student Responsibility Scale included at the end of this appendix.

GRADES 2 TO 3

Organizers: *Movement (Individual and Dual Activities, Games)*
Active Living
Personal and Social Responsibility

Topic: *Juggling*

Prescribed Learning Outcomes:

Movement

It is expected that students will:

- select and combine activity-specific motor skills involved in individual and dual activities
- demonstrate ways to send and receive an object using a variety of body parts and implements

Personal and Social Responsibility

It is expected that students will:

- demonstrate self-confidence while participating in activities from different movement categories
- demonstrate the ability to listen to directions, follow rules and routines, and stay on-task while participating in physical activity

Active Living

It is expected that students will:

- demonstrate behaviours that indicate interest and enjoyment in physical activity

PLANNING FOR ASSESSMENT

Through demonstration and instruction, students were given specific examples of ways to send and receive an object using various body parts and implements. For example, the teacher explained, demonstrated, and highlighted examples of the tossing technique:

- hold the scarf by the fingertips near the center of the scarf

- toss the scarf straight up in line with the body
- catch the scarf by clawing using a downward motion of the hand
- grab the scarf from above as it is falling

When working with two scarves, the next scarf is released across the body when the first scarf reaches its peak.

The teacher provided opportunities for students to practise holding, throwing, and catching one and two scarves using the tossing technique.

In small groups, students used two or three beanbags and practised team juggling skills. Using the underhand throw, students began with one bag and threw in a designated pattern to one person in the circle until everyone had thrown to another person; then additional beanbags were added one at a time, keeping all of them moving from person to person in the group without dropping them.

DEFINING CRITERIA

To what extent do students:

- listen and watch the demonstration attentively
- practise enthusiastically with the scarves
- show persistence in practising
- offer advice and support to partners and team members
- toss with control in a straight line with the body
- toss the second scarf when the first scarf reaches its peak
- release the second scarf across the body
- toss and catch in a stationary position
- catch with control
- catch the scarf using a clawing motion
- use smooth, rhythmic movements when catching and throwing

ASSESSING AND EVALUATING STUDENT PERFORMANCE

The teacher gave the students the opportunity, when they felt ready, to demonstrate their ability to send and receive the scarves while keeping control. The teacher used the list of criteria as the outline for a comment sheet. Teacher and students conferenced about their progress.

Students assessed their partner's performance and completed a checklist on the criteria for holding, throwing, and catching two scarves.

Partner Checklist

Partner's name _____

My partner demonstrates:

Yes No

- | | | |
|--------------------------|--------------------------|--|
| ☐ | ☐ | tossing the scarf straight up in line with the body |
| ☐ | ☐ | catching the scarf using a clawing motion |
| ☐ | ☐ | tossing the second scarf when the first scarf reaches its peak |
| ☐ | ☐ | tossing and catching while remaining stationary |
| ☐ | ☐ | releasing the second scarf across the body |
| ☐ | ☐ | working in a smooth and even rhythm |

Students also completed a journal, recording their individual progress in acquiring the tossing technique.

Personal Journal

Date of entry _____

This is what I was trying to do

This is how I feel about it

This is what I am able to do

This is what I would like to be able to do

This is what you can do to help me

In addition, the teacher periodically noted observations about the students' self-confidence, progress in acquiring the skills, and evidence that they were enjoying the physical activity. This information contributed to the written structured report for each student.

GRADE 4

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

Topic: *Balance and Travel*

Prescribed Learning Outcomes:

Movement

It is expected that students will:

- use a variety of gymnastic themes to create sequences using equipment and large apparatus, alone and with others
- demonstrate locomotor and non-locomotor skills, body and space awareness, qualities, and relationships when performing gymnastic activities
- use problem-solving skills to solve movement challenges

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

PLANNING FOR ASSESSMENT

The teacher reviewed safe use of gymnastic equipment and the positive-behaviour expectations with students. Students worked individually on mats practising rolls, balances, and various gymnastic skills related to the themes of travel and balance. Students made pyramids or statues by balancing on one, two, three, and four points at different levels. Students created three-or-four part sequences incorporating locomotor movements in different directions and balances at different levels, matching or mirroring their partners' movements.

The students reviewed movement concepts and skills such as:

- body awareness (body shapes, transfer of weight)
- space awareness (general, personal, directions, pathways, levels, planes)
- qualities (speed, force, flow, time)
- relationships (working with others or objects)

The instruction followed a progression within each of the themes. The students worked on the floor and with small equipment to explore balance positions and specific gymnastic skills, such as headstands, stork stands, rolling, and V-sit. The teacher set up stations which included small and large apparatus such as benches, climbing frame, beat board, box, hoops, and mats. Task cards were used to outline movement challenges related to the themes.

As a culminating activity, students created a partner sequence to present to the class. Students used the criteria to assess and evaluate each other's sequences. Students collected feedback from class members and incorporated it into their sequence prior to the final presentation.

DEFINING CRITERIA

To what extent do students:

- use a variety of body shapes such as star, pike, or straddle to demonstrate body awareness
- include a variety of directions, pathways, and levels to show awareness of space
- include a variety of speeds and flow from one movement to another
- demonstrate correct technique and form when performing specific gymnastic skills

- use small and large equipment safely and effectively when creating balances or movement sequences
- link each element of the movement sequences
- show a variety of ways of working with a partner (e.g., mirroring, matching, contrasting)
- participate co-operatively with a partner
- engage in the challenge and persevere until completion of the task

The teacher discussed the criteria with the students and illustrated different levels of performance. The teacher designed a performance scale based on the above criteria and discussions with the students. Students performed their sequences for members of the class. The performance scale was used to assess and evaluate the students' sequences. Students built the feedback into their sequence for the final class demonstration. The teacher assessed the students using the performance scale. Each student completed a self-assessment and conferenced with the teacher.

Performance Scale

- 5—The partners demonstrated a dynamic, superbly choreographed sequence which included all necessary aspects of body awareness, space awareness, qualities, and relationships. Each element in the sequence linked smoothly to the next, and correct form and technique were displayed. Small and large apparatus were used safely and the selection of elements worked very well. The partners successfully fulfilled their responsibilities in the sequence and the overall presentation was outstanding. The students accepted the challenge willingly, were motivated to solve the challenge, and were engaged until completion.
- 4—The performance was well thought-out and included all necessary aspects of body awareness, space awareness, qualities, and relationships. Movements on the apparatus were demonstrated with care. The partners used the apparatus well with good technique for each of the elements in the sequence. Some changes to the flow and timing of the elements would make the sequence smoother.
- 3—The sequence included most aspects of the criteria outlined. The performance moved along with some pauses. The partners worked co-operatively. Timing in choreographing the sequence and correct techniques are still developing.
- 2—The partners encountered some difficulty with the design and execution of the sequence. They required support from the teacher and peers. Some criteria were not addressed and the timing and flow of the sequence was erratic.
- 1—The demonstration lacked thoughtful planning. Most of the criteria for the sequence was not incorporated appropriately. The partners lacked the communication skills needed to fulfill each of their responsibilities for performing the sequence.

GRADE 5

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

Topic: *Throwing and Catching*

Prescribed Learning Outcomes:

Movement

It is expected that students will:

- 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
- demonstrate body and space awareness when performing game activities

Personal and Social Responsibility

It is expected that students will:

- identify and follow rules, routines, and procedures of safety in a variety of activities from all movement categories

PLANNING FOR ASSESSMENT

To develop striking skills, students worked individually, with a partner, and in small groups with a variety of small equipment. Students practised their sending, projecting, and receiving skills using sticks, bats, balls, paddles, and racquets. Students worked in small groups to practise striking an object with an implement (e.g., hockey sticks and puck, paddles, and whiffle balls). Students worked with partners and small groups to create challenges. The teacher observed the students and encouraged them to modify (make it easier) or extend (make it more difficult) the task by changing factors that affect the performance of motor skills.

Factors that affect motor skills:

- equipment—size, weight, texture, shape distance
- the number of people involved
- the space in which you are performing the task
- the level at which you are performing the task
- the side of the body with which you are performing the task (e.g., whether or not you are using your dominant hand)
- the weight, size, texture, and shape of the object being manipulated
- the speed of the object
- the size of the target

Students were put into “challenge situations” with a partner and were asked to modify or extend without the teacher’s assistance. The teacher observed and questioned students while they were working. The teacher videotaped the students participating in the challenge situations. Students reviewed the video and participated in the assessment of their performance.

DEFINING CRITERIA

The criteria were defined by the teacher through class discussions.

To what extent do students:

- create challenges for themselves and others while sending and receiving an object
- think critically to continually change their challenges
- stay on-task
- use equipment and space safely
- choose factors from the list provided that allow them to be successful

ASSESSING AND EVALUATING STUDENT PERFORMANCES

The teacher observed the performance on the video and evaluated the student using the above criteria and the following rating scale.

Rating Scale

- 4— All criteria were met; the challenges were unique and showed critical thinking at an exceptionally high level.
- 3— All criteria were fully met.
- 2— Most criteria were met; the student performance was safe but the challenges lacked evidence of critical thinking.
- 1— Some criteria were met but there was evidence that the student requires more practise.

In partners, the students viewed the video and recorded evidence on a Thinking Paper using the following statements:

- Describe the evidence showing that you and your partner created successful challenges.
- Include the factors you changed (e.g., “We were passing a ball with a hockey stick and it was easy, so we moved further apart and used a puck.”).
- List the evidence showing that you and your partner stayed on-task.
- Record two examples where you demonstrated safe use of space and equipment.

The teacher collected the Thinking Papers, conferenced with the students, and used the student reflections to set student goals for physical education. In addition, the teacher used the *Evaluating Problem Solving Across Curriculum* reference set to assess the students level of engagement.

GRADE 6

Organizers: *Active Living*
Movement (Dance)
Personal and Social Responsibility

Topic: *Multicultural Dance*

Prescribed Learning Outcomes:*Active Living*

It is expected that students will:

- demonstrate a willingness to participate in a variety of activities from all movement categories

Movement

It is expected that students will:

- refine dance patterns from a variety of dance forms, alone and with others
- use the creative process to develop dances, alone and with others

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
- follow the rules, routines, and procedures of safety in a variety of activities from all movement categories

PLANNING FOR ASSESSMENT

The teacher and students discussed the role of dance as a physical activity for life. The students reviewed a previously learned dance and then practised a variety of folk dances from different cultures. With partners and in groups, the students modified and created steps within their dance. The students planned a presentation using the following process:

1. Brainstorm steps, record ideas, create a dance.
2. Prepare and practise new or modified dance (e.g., La Bastringue).
3. Prepare oral introduction to dance.
4. Stage a dress rehearsal for self- or peer evaluation.
5. Incorporate feedback and refine the presentation.
6. Present the dance to an audience.

DEFINING CRITERIA

The teacher and students collaborated to establish the criteria.

To what extent do students:

- complete and modify the dance appropriately
- set dance steps to tempo
- show innovative ideas in their dance
- willingly take part in planning and performing
- follow the steps for creating and performing the dance (as indicated above)
- work co-operatively and show respect for all group members

ASSESSING AND EVALUATING STUDENT PERFORMANCE

The teacher developed a performance scale based on the above criteria. Discussions were held to ensure that all students understood the expectations. The performance scale was used by the students for the purpose of peer assessment and evaluation during the dress rehearsal and by the teacher to assess and evaluate the final presentations. Each group was responsible for peer assessment of another group. The teacher encouraged group consensus and fair judgments for each rating.

Performance Scale

- 5—All members of the group worked together co-operatively to plan their dance. There is evidence that they followed the process for creating the dance. Dance modifications were innovative and showed a great deal of thought. The tempo of the music and the steps matched perfectly. The group was able to implement feedback from the teacher and their peers. The performance flowed smoothly and was presented with poise and confidence.
- 4—The group worked well together. There was evidence that they followed the process for planning a dance. They were able to take some of the suggestions and implement them. The steps and the tempo matched. The combination of dance steps usually flowed smoothly and the dancers usually appeared poised and confident.
- 3—The group worked well together but at times required support from the teacher. The dance process appeared to be followed and the group included some suggestions from other groups. The combination of dance steps was complete but more practice was needed to create a smoother dance composition. At times the dancers seemed poised and confident.
- 2—The group had difficulty working together. They had a hard time deciding what they wanted to do. The dance was complete and was presented, but the tempo did not always match and it lacked innovative ideas. The dancers lacked poise and confidence. The dance required more practice.

- 1—The group had difficulty working together. The group was not prepared to present a dance.

In their journals, students were asked to reflect on their personal contribution to the dance and the work of their group.

- Draw or write about the dance your group created.
- Explain your specific contribution to your group.
- What worked well for you? What worked well for the group?
- What would you change about the dance?
- What would you change about your contribution?

GRADE 7

Organizers: *Active Living*
Movement (Individual and Dual Activities)
Personal and Social Responsibility

Topic: *Training Program*

Prescribed Learning Outcomes:

Active Living

It is expected that students will:

- demonstrate a willingness to participate in a variety of activities from all movement categories
- demonstrate a personal functional level of physical fitness

Movement

It is expected that students will:

- apply body mechanics to improve performance in individual and dual activities

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
- identify, describe, and follow the rules, routines, and procedures of safety in a variety of activities in all movement categories

PLANNING FOR ASSESSMENT

The teacher provided opportunities for the students to participate in warm-up activities, stretching, strength training, and cool-down activities related to various activities from the individual and dual movement category. The activities incorporated fitness components such as strength, flexibility, and cardiovascular endurance. Students had an

opportunity to work on their personal fitness level through aerobic and anaerobic activities (e.g., running, walking, skipping, aerobic dance, stretching, jumping, strength activities, isometric exercises) and to participate in activities related to track and field and combatives (e.g., wrestling, karate, and individual manipulatives). The students planned a training program to address their needs and interests. The teacher outlined activities, an appropriate time frame for training, and specific fitness components that should be included in a training program.

The following steps were used to create a small training circuit:

1. Students participated in a circuit incorporating aerobic and anaerobic activities (e.g., bench jumping, pushups, skipping, sit-ups, pylon weave) and various tasks related to activities from the individual and dual movement category.
2. Students, in small groups, designed a similar circuit following the specific task requirements given by the teacher (e.g., three aerobic and three anaerobic activities, map of circuit, one activity of their choice and list of instructions for each station). The selection was based on student assessment of needs related to developing their personal functional level of physical fitness.
3. In a large space (e.g., field or activity room) students set up and used their own stations to determine the functionality of the circuit.
4. Each group tested and evaluated their circuit, using other groups as participants.
5. The class evaluated the various circuits, deciding on the most efficient, practical, and enjoyable circuit(s) that also met the criteria.

6. The group incorporated the feedback and evaluation to revise and modify their circuit.

DEFINING CRITERIA

The teacher and students worked together to establish the criteria.

To what extent do students:

- follow the suggested steps in creating the circuit, including the required physical activities
- include a variety of activities in the circuit which address the criteria and personal fitness levels
- willingly demonstrate all the activities in the circuit
- include and encourage other members of the group to improve the skill level
- address fitness components using appropriate tasks or exercises
- include a variety of body mechanics (such as balance, motion, force, and levers) in designing the exercises in the circuit
- use correct technique to improve body mechanics

ASSESSING AND EVALUATING STUDENT PERFORMANCE

Each group explained their circuit to the class, explaining their choice of activities, the application of fitness principles, and how the personal fitness levels will improve using the circuit. The group demonstrated the three aerobic and three anaerobic activities showing specific motor skills and body mechanics and incorporated tasks or activities that address their personal functional level of physical fitness. The teacher used the above criteria and the following scale to record observations on the students' performance.

Rating Scale

- 4—All criteria were fully met; explanation and demonstration were thorough; all elements were present and expertly demonstrated; worked together to encourage others; followed required steps; selected appropriate activities or tasks to meet fitness goals.
- 3—Criteria were met; explanation and demonstration were complete; most elements were present and adequately demonstrated; evidence that students effectively worked together.
- 2—A variety of activities were present, but did not include all criteria; explanation and demonstration were limited; selection of tasks or activities to address personal fitness goals could be modified; students needed some assistance from the teacher to encourage each other and to work co-operatively
- 1—Limited activities; no explanation; inadequate demonstration (more time required to establish an effective group, create an adequate circuit, and practise the skills).

The Student Responsibility Scale was also used to evaluate individual work in Personal and Social Responsibility.

In addition, the students submitted a self- or group evaluation sheet outlining: each group member's contribution and how they assisted each other; three things they thought were effective in their circuit; the personal fitness goal for each member of the group; and a suggestion for improvement.

STUDENT RESPONSIBILITY SCALE**GRADES K TO 3**

This scale relates to the Personal and Social Responsibility learning outcomes in the Physical Education K to 7 Curriculum.

5—Outstanding

Listens intently to directions and explanations. Consistently follows the rules and routine providing support to other classmates. Takes on tasks confidently, always completing them. When given a job or role, demonstrates responsible behaviour. Demonstrates positive behaviours that show respect for individuals' potential, interests, and cultural backgrounds. Encourages other students and works to mediate conflict. Interacts with others and equipment in a safe manner and is aware of general and personal work space.

4—Good

Listens to directions and explanations. Consistently follows rules and routines. Stays on task completing most tasks. Demonstrates responsible behaviour on most jobs or roles given. Works co-operatively and shares with others. Encourages others and interacts with classmates in a positive way. Demonstrates safe behaviours while using equipment and working with others.

3—Satisfactory

Listens to most instructions and explanations. Usually follows rules and routines. Stays on-task and completes them when reminded. Work with others but needs support to solve conflict. Generally uses equipment safely.

2—Needs Attention

Has a difficult time focussing on instructions and listening to explanations. Stays on-task when supported by the teacher or peers. Needs the support of the teacher to work co-

operatively with others and has difficulty resolving conflict. Rarely participates safely in a variety of activities and needs constant supervision with equipment.

1—Not Participating

Cannot be evaluated.

STUDENT RESPONSIBILITY SCALE**GRADES 4 TO 7**

This scale relates to the Personal and Social Responsibility learning outcomes in the Physical Education K to 7 Curriculum.

5—Outstanding

Listens intently to instructions and explanations, providing support to classmates when appropriate. Follows rules, routines, and procedures of safety. Exhibits a positive attitude, high level of participation, and willingly tries new tasks in a confident manner. Works with others co-operatively, and collaboratively supports students of diverse skills, abilities, and cultural backgrounds. Provides classmates with positive constructive feedback. Demonstrates etiquette and fair play. Interacts with others and equipment safely. Displays leadership skills and assumes responsibility for assigned roles.

4—Good

Consistently listens to instructions and explanations, follows rules, routines, and procedures of safety. Willingly participates, showing confidence and a positive attitude toward physical activity. Works co-operatively, assumes responsibility for assigned roles, and provides encouragement to others. Plays fairly and interacts safely with equipment.

3—Satisfactory

Listens to instructions and explanations, generally follows rules, routines, and procedures for safety. Willing to participate in most tasks. Evidence that confidence is developing. Works with others and, when given support, will take on the responsibility for assigned roles. Generally plays fairly and interacts safely with equipment.

2—Needs Attention

Listens to instructions and explanations when reminded. Follows rules, routines, and procedures for safety when directly supervised. Participates when encouraged to do so. Needs the support of the teacher to work with others and has difficulty resolving conflicts.

1—Not Attending

Cannot evaluate progress. Does not come prepared to participate, is not attending, or may be 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

Today we talked/learned/participated in. . .

I tried to. . .

I asked. . .

I found out. . .

I wish I had. . .

One question I'm taking away to think more about is. . .

The steps I took to participate effectively were. . .

The problems I encountered were. . .

To solve these problems I. . .

The resources and people I used to help were. . .

Reflection on Activity/Project

Student Name: _____ Date: _____

Activity/Project Title: _____

Activity/Project description:

The most surprising aspect of this activity/project for me was:

I would like to find out more about:

If I were to do this activity/project again I would:

I could help a student who is doing a similar activity/project by:

The biggest problem I had was:

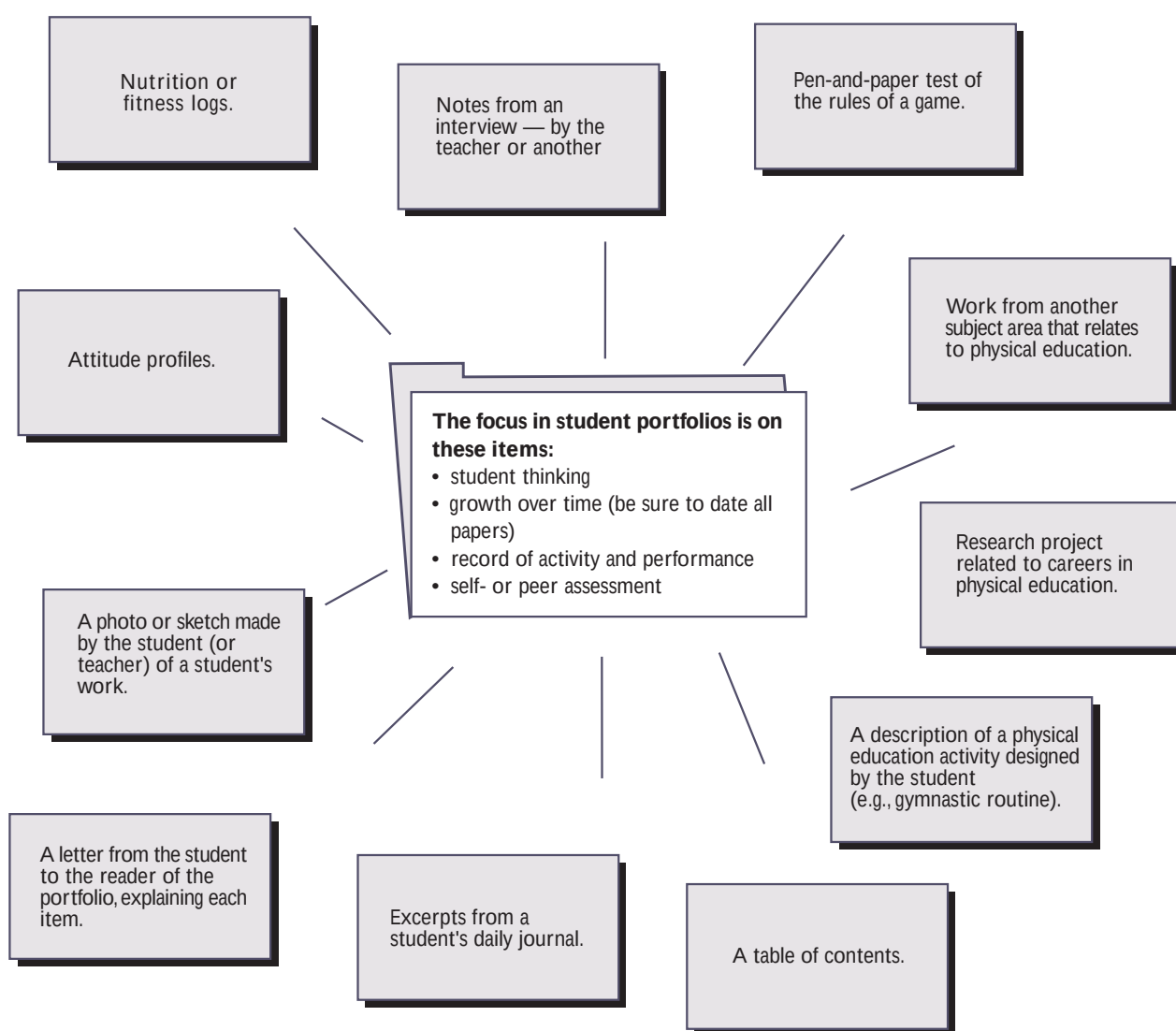
I solved this problem by:

What I enjoyed most about this activity/project was:

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: _____	
Student Comments: Two reasons I chose this item are: I want you to notice: Next time I might: Other comments: Signature: _____ Date: _____	Teacher Comments: Two positive things I noticed are: One specific area to work on is: Other comments: Signature: _____ Date: _____

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
• 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?	

Observation sheets may be used to assess an individual student or a co-operative activity. It is recommended that teachers focus their assessment by selecting only a few attributes for each observation. In any one class time,

teachers will find time to be a limiting factor and may only observe a small portion of the students in the class. This information is useful when reporting on individual student progress.

[illegible][illegible]

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**

CHALLENGES What prevents me from starting tomorrow?	ACTIONS TO OVERCOME THE CHALLENGES What actions can I take to confront my challenges?	SUPPORT OR HELP Who can help me meet my challenges?
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

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.

