Physical Education

Grades 7, 8, and 9

Interim Edition

A Curriculum Guide
June 2004
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Foreword

A Curriculum Framework for Physical Education: Adjusting the Focus established the vision and foundation for the development of primary, elementary, intermediate and senior high programs. Physical Education Curriculum Guide, Intermediate provides the means by which teachers can implement the framework outcomes.

The Intermediate Physical Education Curriculum Guide is divided into four sections: Introduction, Curriculum Outcomes (In, Through and About Dimensions), The Teaching and Learning Environment, Resources and Bibliography.

The introduction includes definitions of physical education, the Personal-Global curriculum orientation in Intermediate Physical Education, the dimensions of physical education, application of the levels of responsibility in physical education, and an overview of the curriculum.

The Curriculum Outcomes section includes Essential Graduation Learnings, General Curriculum Outcomes (GCO's) and Key Stage Curriculum Outcomes (KSCO's). Six themes have been identified as providing a balanced program for adolescents. Several choices of activities within each theme have been offered. The suggested activities are not exhaustive but are a means by which to provide a broad base of activity experiences and to utilize fully the existing facilities in various schools and communities.

Section three, The Teaching and Learning Environment, introduces:

- dimensions and application to the organization of physical activities in Intermediate Physical Education
- the three major program strands (In, About and Through Movement)
- humanistic model and developmental levels
- physical education and the adolescent learner
- addressing the needs of all learners
- safety considerations
- liability
- connections across the curriculum
- instructional approaches, strategies and activities
- assessment and evaluation

Resources, Section 4, lists print resources, Internet resources and Department of Education authorized materials and recommended texts.
Appendices, provided at the end of the document offer the reader easily accessible print resources such as Canada’s Food Guide, Active Living Canada information, Fair Play Codes, assessment examples, Movement Concept Wheel and a Physical Education Lesson Plan Sheet.
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Section 1: Introduction

Background

Mission and Vision Statements

Physical Education fosters personal and community wellness by empowering students to attain healthy lifelong attitudes and behaviours through physical activity as part of the total educational experience.

According to A Curriculum Framework for Physical Education: Adjusting the Focus (CFPE), the above mission is based on a vision that sees “teachers in physical education working collaboratively to ensure that every learner attains personal wellness through planned, culturally and environmentally sensitive daily physical activity” (p. 4).

Definition of Physical Education

CFPE defines Physical Education as:

"...that part of the educational experience which provides learners with the opportunity to become aware of and engage in physical activity that is whole-bodied, intrinsically valuable and personally meaningful within the context of the learner’s social and environmental setting" (p. 3).

The Personal-Global Curriculum Orientation in Intermediate Physical Education

Jewett (1994) states that:

"...the Personal-Global curriculum orientation is based upon the assumption that each individual is a unique, holistic human being, continuously in the process of becoming, seeking full personal integration in a changing environment. It advocates balanced priorities between individual [personal] and global societal concerns. It acknowledges the need for social change" (p. 25).

Students at the intermediate level are in great need of activities (physical, cognitive and social) which explore and help create a stable identity. A Personal-Global orientation would direct students toward succeeding stages of self-control, involvement, self-responsibility and caring as described in Hellison (2003) (A Curriculum Framework for Physical Education: Adjusting the Focus).
The rationale for physical education is well documented and has long been recognized. The guiding principles of physical education are entrenched in Active Living and a quest for increasing the physical activity levels and overall wellness of students. The rationale and guiding principles for physical education are detailed on pages 7 - 16 in the CFPE.

Student participation in a strong physical education curriculum is one of the key ways that overall wellness and positive attitudes towards physical activity and active living can be fostered and developed throughout life. The adolescence years are key to developing attitudes, habits, strong bones, high fitness levels, body awareness and various skills for a person’s future years.

Current estimates from the 1999 Statistics Canada National Population Health Survey (NPHS) indicate that the majority of Canadians (55%) are physically inactive. 57% of adults aged 18 and older are considered insufficiently active for optimal health benefits (Healthy People, 2000).

Statistics Canada and the Canadian Fitness and Lifestyle Research Institute (CFLRI) have both produced research and statistics that indicate many Newfoundlanders and Labradorians are inactive. Other key findings from the Statistics Canada National Population Health Survey, 1999, include:

- Canadian youth aged 12-19 were physically inactive in the three months prior to the survey. However, as many as 84% may not have been active enough to meet international guidelines for optimal growth and development.

- Girls are significantly less active than boys, with 64% of girls and 52% of boys being considered physically inactive. In addition, youth living in higher income families are the least likely to be physically inactive (NPHS, 1998/99).

There is increasing evidence that regular physical education and physical activity, begun in childhood, may help prevent degenerative diseases. The Canadian Fitness and Lifestyle Research Institute reports that physical benefits alone could be sufficient reason for supporting physical education programs (CFLRI, 1998). Risks associated with heart disease, cancer, osteoporosis, diabetes and obesity can be lowered by participation in physical education, activity and healthy eating.

Research from the Canadian Lifestyle and Research Institute that highlights a report from Trois Rivieres (1984) and the California STAR Program (2001), shows a positive relationship between physical activity and academic achievement. In several studies,
academic achievement as well as health and fitness, discipline, and enthusiasm, were superior in the experimental program and surpassed controlled classes. Findings include the following:

- Higher achievement was associated with higher levels of fitness at each of the grade levels measured.
- A strong relationship between fitness and academic achievement was shown for both girls and boys.
- A strong relationship between fitness, reading and math scores at each grade level.
- Greatest gains were made when students met 3 or more minimum fitness standards.

**Why Physical Education?**

Students need to be educated as to the what, why and how of physical activity. Numerous reports, including *Healthy People 2000* and the recently released *Surgeon General's Report on Physical Activity and Health*, have established the benefits of physical education and active lifestyles for people of all ages.

Researchers have found that the best predictor of exercise behavior in students, was something called “perceived competence.” The teaching of skills, movement concepts and the importance of wellness and fitness in physical education classes will help students in feeling good about their fitness and movement skills abilities. These students were more likely to participate in the type of moderate-to-vigorous physical activity necessary to improve their health and fitness (Kirniecik, Horn and Shurin, 1996). Research also indicates that motor skills learned in physical education classes may be the stimulus for increased activity during leisure time. Physical education programs involving various activities encourage participants to use leisure time more actively. Thus, physical education plays a major role in promoting an active, healthy lifestyle (Tremblay et al, 1996).

The adolescence years are key to developing attitudes, habits, and confidence in fitness levels and various skills that will bode well into a person's future years (Hellison 2003) and (A Curriculum Framework for Physical Education: Adjusting the Focus, undated). Interest in activity can be lost if physical education is not a part of the school experience. Habits are a potent determinant of future behavior, and physical education programs have the potential to develop habits that will have a positive influence on adult lifestyle.

**Dimensions of Physical Education**

The subject matter of physical education is human movement. This content distinguishes physical education as a critical and essential component of school curricula. Physical education as a school subject is directed toward understanding human
movement, including the human and environmental factors that affect and are affected by movement. Human movement can be viewed in three dimensions:

1. Education in movement or the psychomotor domain, is concerned with the qualities that are an inherent part of movement itself. Education in movement has to do with knowing how to move, engaging in physical activities and having a direct, lived-body experience with movement that is intrinsic to any particular activity. An example of a curricular outcome from the in movement or psychomotor domain would be: Students are engaged in an activity where they have to create a new game or activity. The actual participation in the game/activity that was created and the movement concepts and motor skills used in playing the game would be the “in movement” outcomes in which students would be engaged. (GCO 1, KSCO 1) and (GCO 1, KSCO 2).

2. Education about movement or the cognitive domain, involves the cognitive process that is concerned with learning concepts, rules and procedures ranging from simple spontaneous movements to complex, structured movements. Using the same activity as above, an example of a curricular outcome from the about movement or cognitive domain would be: Students are engaged in an activity where they have to create a new game or activity. The creative process, the game/activity that is invented and the students’ understanding, application and demonstration of game concepts and motor skills knowledge would be the “about movement” outcomes in which students would be engaged. (GCO 2, KSCO 2) and (GCO 2, KSCO 3)

3. Education through movement or the affective domain, is concerned with the contribution of movement as a means to an end. In this dimension, movement is used to achieve outcomes such as moral values and conduct, aesthetic understanding and appreciation, social interaction and socialization, or the use of leisure time that may be extrinsic to any specific activity. Using the same activity as above, an example of a curricular outcome from the through movement or affective domain would be: Students are engaged in an activity where they have to create a new game or activity. The social dynamics and cooperation that are displayed and practised while creating and then playing the game/activity would be the “through movement” outcomes in which students would be engaged. (GCO 5, KSCO 2) and (GCO 6, KSCO 4).
All three dimensions are interconnected to encompass the entire physical activity experience that embraces the Canadian culture trademark of Active Living. Physical education, as a school subject, contributes to the promotion and building of Active Living Schools and Communities (CFPE, p. 4).

Hellison’s Levels of Responsibility

The intermediate physical education curriculum uses the levels of responsibility as described by Hellison (2003, 1995, 1985). Teachers are directed to incorporate Hellison’s Levels of Responsibility into their practice while teaching physical education. Students and schools where students are encouraged and taught to assume greater amounts of responsibility for their actions, behaviour and learning, demonstrate much success in their learning.

Hellison’s Levels of Responsibility provide guidelines to allow students to become more responsible. Level I (Respect) and Level II (Participation), address the students responsibility for personal development. Level III (Self-direction) and Level IV (Caring), address the students’ social and moral responsibility for their relationships with others and as members of groups. Level V (Transfer of Responsibility), focuses on the transfer of responsibility in physical education to the lives of students in school, on the playground, at home and in the community.

The authorized teacher resource, *Teaching Responsibility Through Physical Activity* (2003), outlines how Hellison’s levels of responsibility can be used in physical education programs to maximize student learning and support student responsibility for their actions and behaviour.

The chart on the following page outlines the Levels of Responsibility for intermediate physical education.
Teachers need to recognize that students will operate at different levels of responsibility at different times and while engaged in different activities. Indeed, a child may be operating at several different levels during the same class. For example, during a lead-up game or a specific skill development activity, a student may be able to act responsibly at Level III but in the game or more advanced activity the same student may be acting at a Level I or even Level 0. Similarly, a student may act responsibly at Level II while engaged in a team sport but act responsibly at Level IV while engaged in cooperative games.

The Intermediate Physical Education Curriculum Guide takes a Personal-Global curriculum orientation. It has been developed to meet the needs and interests of adolescent students and intermediate teachers. The intermediate physical education program extends the range of skills and knowledge acquired in the primary and elementary programs and facilitates transition to the more self-directed activities of high school. It builds upon the movement concept knowledge (Nichols, 1994) provided in the

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 0</td>
<td>Irresponsibility</td>
<td>Students who operate at Level 0 make excuses and blame others for their behaviour and deny personal responsibility for what they do or fail to do.</td>
</tr>
<tr>
<td>Level I</td>
<td>Respect</td>
<td>Students at Level I may not participate in the days' activities or show much mastery or improvement, but they are able to control their behaviour enough so that they don't interfere with the other students' right to learn or the teacher's right to teach. They do this without much prompting by the teacher and without constant supervision.</td>
</tr>
<tr>
<td>Level II</td>
<td>Participation</td>
<td>Students at Level II not only show at least minimal respect others but also willingly play, accept challenges, practice motor skills, and train for fitness under the teacher's supervision.</td>
</tr>
<tr>
<td>Level III</td>
<td>Self-DIRECTION</td>
<td>Students at Level III not only show respect and participation, but they are also able to work without direct supervision. They can identify their own needs and begin to plan and carry out their physical education programs.</td>
</tr>
<tr>
<td>Level IV</td>
<td>Caring</td>
<td>Students at Level IV, in addition to respecting others, participating, and being self-directed, are motivated to extend their sense of responsibility beyond themselves by cooperating, giving support, showing concern, and helping.</td>
</tr>
<tr>
<td>Level V</td>
<td>Outside of Physical Education</td>
<td>Students at Level V apply the behaviours of the previous four levels beyond the physical education setting, such as in the classroom, on the playground, and in other life situations.</td>
</tr>
</tbody>
</table>

Overview of the Program
primary and elementary programs and provides opportunity for personal achievement through group and individual activities. This curriculum has been designed within the framework philosophy and acknowledges the wide range of schools’ expertise and available equipment and facilities.

This program takes as its basis the need for individuals to develop their personal wellness through Active Living and their need to develop and understand personal movement skills that contribute to an active lifestyle throughout life. The CFPE reiterates that students at the intermediate level are:

"...in great need of activities (physical, cognitive and social) which explore and help create a stable identity. Students would be engaged in individual, small group and large group activities that focus on the relationships which occur between the students while physically active. Traditional (basketball, soccer, volleyball, etc.) and non-traditional (cooperative games, initiative tasks, etc.) activities would be sequenced to provide a process of self-discovery and understanding related to physical activity preferences, strengths, limitations, identity and social acceptance (Personal-Global awareness) (pp. 28-29)."

Program planning should be guided by the needs and interests of students, cultural preference, the availability of suitable environment, equipment and facilities, and the expertise of the teacher. Student input and administrative cooperation are recommended for the planning process. A variety of themes and activities is listed in order to address a diverse student population, a range of abilities and interests and learning environments with a wide range of resources (equipment, space, facilities and personnel).

Program Themes

The intermediate program is designed around six themes; the yearly plan for each grade must cover ALL six themes. Since activities from each of the themes must be chosen at each grade level, a wide variety and balance of activities are provided. This ensures that at the completion of each grade, various key stage curriculum outcomes (KSCO’s) are met. Therefore, all 33 KSCO’s will be met by the end of grade 9.

The intermediate program includes themes which provide varied movement experiences and Active Living opportunities. The activities listed are not an exhaustive set, but rather examples of what type of activities are included in a theme. Other activities can be added to the theme listings.
The themes are as follows:

1. **Alternative Activities**: Archery, Bowling, Curling, Fly Tying, Golf, Gymnastics, Judo, Multi-cultural Games, Nature, Self-defense, Sepak Takraw, Skating, Skipping, Swimming, Tai Chi, Track and Field, Wall/Rock Climbing, Wrestling, Yoga...

2. **Court and Field Activities**: Badminton, Baseball, Basketball, Field Hockey, Floor Hockey, Lacrosse, Netball, Paddle Badminton, Paddle Tennis, Pickle Ball, Racquetball, Ringette, Rugby, Squash, Soccer, Soccer Baseball, Softball, Table Tennis, Team Handball, Tennis, Touch/Flag Football, Ultimate Frisbee, Volleyball...

3. **Fitness Activities**: Aerobics, Circuit Training, Cycling, Exercise Balls, Fitness Testing, Jogging, Pilates, Skating, Skipping, Strength/Resistance Training, Swimming, Swiss Balls, Tae-Bo, Walking, Water Aerobics, Weight Training, Yoga...

4. **Leadership/Cooperative Activities**: Adventure Games, Cooperative Games, Initiative Problems, Problem Solving, Risk, Tasking, Team Building, Team Challenges, Trust...

5. **Outdoor Activities**: Camping, Canoeing, Cross Country Running, Cycling, Hiking, Kayaking, Kite Flying, Orienteering, Sailing, Skating, Skiing (cross country, downhill), Snowboarding, Snowshoeing...

6. **Rhythmic Activities**: Aerobics, Cheerleading, Dance (creative, folk, line, modern, multi-cultural, Newfoundland and Labrador traditional, square...), Rhythmic Gymnastics, Skipping...

**Instructional Time**

The Department of Education's Program of Studies allocates 6% instructional time to Intermediate Physical Education. Based on a 7 day cycle, a total of approximately 120 minutes per cycle is the minimum recommended time to be dedicated to physical education. Based on 36 school weeks per year and a 7 day cycle, students should receive approximately 3000 minutes or 50 hours of physical education in a school year. Some schools may exceed this time allocation.

The means through which this time is scheduled in a timetable often varies from district to district and school to school. Some schools provide each student with two 55 minute instruction periods per cycle, while others may offer 4 or 5 periods per 14 day cycle (or double 7 day cycle).
Two common scenarios based on the current school year of 36 weeks are:

1. (2 periods of P.E. per 7 day cycle)

36 weeks per school year using a seven day cycle give approximately twenty-six school cycles for scheduling purposes. In a school that devotes two periods per seven cycle to physical education, a minimum 50 periods are available for instructional purposes. Again, this will vary from district to district and possibly school to school.

\[2 \text{ (periods of P.E.)} \times 26 \text{ (seven day cycles a year)} = 50 - 55 \text{ classes of P.E. a year}\]

2. (5 periods of P.E. per 14 day cycle)

36 weeks per school year using a 14 day cycle give approximately thirteen school cycles for scheduling purposes. In a school that devotes five periods per fourteen day cycle to physical education, a minimum 62 periods are available for instructional purposes. Again, this will vary from district to district and possibly school to school.

\[5 \text{ (periods of P.E.)} \times 13 \text{ (fourteen day cycles a year)} = 60 - 65 \text{ periods of P.E. a year}\]

A quality program will incorporate as many activities as possible to allow the students a full and enriching experience. To ensure a balance of activity experiences, at least one activity from each theme must be provided in each year of the intermediate program.

This activity cannot be used to fulfill the requirements of a second theme in the same grade and year. As an example, if lacrosse is used to meet the court and field theme requirement, it cannot be used to also meet the outdoor activity requirement for that same grade in that same year. However, lacrosse can be used to meet the court and field theme requirement in grade 7 and then the outdoor activity theme in grade 8.

The six themes are presented with minimum and maximum unit allotments. The core program is represented in the following table. The minimum and maximum guidelines must be followed when implementing the yearly plan. The yearly plan for each grade must cover all six themes.
The list of theme activities is not exhaustive but rather a guide to activities which can be used.

As well, the activities listed for each grade are again only a guide. As an example in this document, the focus for fitness activities was fitness hustles and aerobics in grade seven, weight training in grade eight and fitness testing and alternative activities in grade nine.

The differences in activity choices within themes will vary from school to school and year to year. Each school will have a different capacity for activities, games, and sports based on resources, teacher expertise and student and teacher choice. What is important is that the teacher and students work together to achieve the curricular outcomes. Teachers, as trained professionals, must decide the proper implementation of their yearly intermediate program.

* Teachers must address all 33 KSCO’s by the end of grade 9.
* The themes and movement concepts are the vehicles through which the outcomes are met.
* All six themes must be covered at each grade level each year.
Section 2: Curriculum Outcomes

Meeting the Essential Graduation Learnings Through Physical Education

Essential Graduation Learnings (EGL's) are statements describing the knowledge, skills, and attitudes expected of all students graduating from high school. Achievement of the EGL's will prepare students to continue to learn throughout their lives. These learnings describe expectations, not in terms of individual school subjects, but in terms of the knowledge, skills, and attitudes developed throughout the curriculum. They confirm that students need to make connections and develop abilities across subject boundaries. They also prepare students to be ready to meet the current and emerging opportunities, responsibilities, and demands of life after graduation (The Atlantic Canada Framework for Essential Graduation Learnings in Schools). Physical Education, viewed as education in, about and through movement, contributes to the Essential Graduation Learnings (A Curriculum Framework for Physical Education: Adjusting the Focus, pp. 17-18).

The Curriculum Framework for Physical Education names six General Curriculum Outcomes for physical education. These six GCO's are derived from the Essential Graduation Learnings. Subsequent Keystage and Specific Curriculum Outcomes for physical education are derived from the six GCO's. The chart on the following page illustrates this relationship.
Essential Graduation Learnings

- aesthetic expression
- problem solving
- citizenship
- technological competence
- communication
- spiritual and moral development
- personal development

Vision

A vision statement for each subject area

General Curriculum Outcomes

Statements that identify what students are expected to know and be able to do upon completion of study in a subject area

Key-stage Curriculum Outcomes

Statements that identify what students are expected to know and be able to do by the end of grades 3, 6, 9 and 12

Specific Curriculum Outcomes

Statements that identify what students are expected to know and be able to do at a particular grade level
SECTION 2: CURRICULUM OUTCOMES

Essential Graduation Learnings

The seven Essential Graduation Learnings encompass all curriculum areas. The seven EGL’s are: Aesthetic Expression, Citizenship, Communication, Personal Development, Problem Solving, Technological Competence and Spiritual and Moral Development.

Aesthetic Expression: Graduates will be able to respond with critical awareness to various forms of the arts and be able to express themselves through the arts.

Multi-cultural, folk, creative and other forms of rhythmic movement provide opportunities for students to express themselves through the arts. Attending ballet or other rhythmic performances as a group, and then discussing the performance as part of several school subject areas, allows a cross-curricular link to responding with critical awareness. Something as simple as replacing divots on the local field when playing field hockey or golf allows students to understand the importance of respecting facilities which are used by multiple patrons.

Citizenship: Graduates will be able to assess social, cultural, economic and environmental interdependence in a local and global context.

Court and field games and activities allow students to demonstrate an understanding of rules and regulations. Application and transference of this concept to society would develop an understanding of citizenship. Leadership/cooperative games and activities allow students to demonstrate co-operative group skills and the need for social interdependence.

Communication: Graduates will be able to use the listening, viewing, speaking, reading and writing, modes of language(s), and mathematical and scientific concepts and symbols to think, learn and communicate effectively.

Listening is overtly and covertly learned in a physical education setting. Students must listen to instruction in a large open space, often while they are engaged in activity. Movement language expands students' knowledge and understanding of scientific concepts such as force, balance, speed and time. Body language is a mode of language which ranges from a simple widening of the eyes when a passer sees an open receiver to the intended message by a body movement during a creative dance piece. Peer feedback provides the opportunity for students to assess their performance and that of others. Journal book entries allow students to explore, reflect on, and express their own ideas, learnings and perceptions and feelings relation to movement.
SECTION 2: CURRICULUM OUTCOMES

Personal Development: Graduates will be able to learn and to pursue an active, healthy lifestyle.

A guiding principle of physical education is to provide the foundation, skills, knowledge and understanding for students to pursue active, healthy lifestyles. With the intermediate program, students are expected to be exposed to a variety of activities which will enable them to make informed choices as to what area of activity they would like to pursue and continue after grade twelve and within society.

Problem Solving: Graduates will be able to use the strategies and processes needed to solve a wide variety of problems, including those requiring language and mathematical and scientific concepts.

Leadership and Cooperative Games often require students to solve problems as a group. Decision making is required during all activities either in response to stimuli such as a frisbee coming toward a person or the force required when curling. Prediction and hypothesis is also required when making assumptions about outcomes of combining movement concepts such as speed, range and their effect on accuracy.

Technological Competence: Graduates will be able to use a variety of technologies, demonstrate an understanding of technological application and apply appropriate technologies for solving problems.

Fitness activities offer students the opportunity to use dynamometers, skin-fold calipers, fitness software, stereo and video equipment such as CD players, VCR’s and DVD players. The application and use of such technologies is then seen in the completion of a fitness appraisal form or in aerobics classes in which students are responsible for cueing up the music, or Tae Bo on DVD. Critically analysing fitness software or fitness web sites encourages students to discover ethical issues surrounding the use of technology in a local and personal-global context.

Spiritual and Moral Development: Graduates will be able to demonstrate an understanding and appreciation for the place of belief systems in shaping the development of moral values and ethical conduct.

Fair Play concepts are a belief system which concentrate on the ethical and moral behaviour and treatment of players, coaches, parents, officials and spectators. Physical education emphasizes these same codes in activities within the curriculum. Codes of conduct for each can be found in Appendix F. The application of these codes of conduct beyond the physical education setting allows students to demonstrate a commitment to an active living philosophy that promotes the good of society.
General Curriculum Outcomes

General Curriculum Outcomes (GCO's) are statements which describe the contribution of a curriculum area to the Essential Graduation Learnings. They state what students are expected to know, value and be able to do as a result of completing the curriculum.

The General Curriculum Outcomes for Physical Education are as follows:

In Movement
1. Perform efficient, creative and expressive movement patterns consistent with an active lifestyle;

About Movement
2. Demonstrate critical thinking and creative thinking skills in problem posing and problem solving relating to movements;
3. Assess attitudes and behaviours during activity in relation to self, the class, the school, and the community;

Through Movement
4. Demonstrate socially responsive behaviour within the school and community;
5. Exhibit personal responsibility for the social, physical, and natural environment during physical activity; and
6. Exhibit personal development, such as positive self-esteem, self-responsibility, leadership, decision-making, cooperation, self-reflection and empowerment during physical activity.
Key Stage Curriculum Outcomes

Following these GCO's are Key Stage Curriculum Outcomes (KSCO's) at the ends of grades three, six, nine and the completion of high school. The CFPE lists 33 KSCO's to be met by the end of grade nine as listed below:

In Movement

I. **Perform efficient, creative and expressive movement patterns consistent with an active living lifestyle.**

1. Use appropriate body mechanics in a wide variety of movement activities.
2. Apply principles of body mechanics to improve movement in all activity dimensions.
3. Participate in a variety of activities combining movement and music.
4. Participate in movement activities from a variety of cultures.
5. Participate in a variety of cooperative and competitive group activities.
6. Demonstrate cooperative and competitive strategies in a variety of group activities.
7. Demonstrate appropriate warm-up, work-out and cool-down activities.
8. Apply movement skills and concepts to a variety of activities in alternative environments.
9. Participate in a variety of personal fitness activities.

About Movement

II. **Demonstrate critical and creative thinking skills in problem posing and problem solving relating to movement.**

1. Pose and solve simple movement problems individually.
2. Pose and solve simple movement problems in cooperative groups.
3. Create competitive and cooperative games.
4. Predict consequences of various actions on performance.
5. Identify practices that promote personal fitness and a healthy lifestyle.
6. Identify qualities required to pursue careers in physical education and recreation.

III. **Assess attitudes and behaviours during activity in relation to self, the class, the school and the community.**

1. Analyse personal responses and behaviours in cooperative groups.
2. Identify the effect of growth patterns on movement.
3. Analyse the principles of fair play.
4. Analyse relationships between good nutritional practices and physical activity.
5. Analyse the degree of participation in socially responsive activity programs within their school.
6. Identify the effect of physical activity on the quality of life.
Through Movement

IV. Demonstrate socially responsive behaviour within the school and community.
1. Model socially responsive behaviour within the school and community.
2. Participate in socially responsive activity programs within the school and community.
3. Initiate socially responsive activity programs within their school.

V. Exhibit personal responsibility for the social, physical and natural environment during physical activity.
1. Demonstrate respect for the social, physical, and natural environment.
2. Show concern for the comfort and safety of others in a variety of activity environments.
3. Identify and follow the rules and principles of fair play in games and activities.

VI. Exhibit personal development including positive self-esteem, self-responsibility, leadership, decision-making, cooperation, self-reflection, and empowerment during physical activity.
1. Reflect critically on their decisions and actions.
2. Participate willingly in a variety of activities from all movement categories.
3. Identify and demonstrate leadership skills.
4. Identify and demonstrate cooperative skills.
5. Demonstrate self-confidence.
6. Demonstrate personal initiative, independence and decision making.
**Activity Themes**

Specific Curriculum Outcomes (SCO's) for each grade level contribute to the accomplishment of these KSCO's. Specific Curriculum Outcomes are organized into six themes:

1. **Alternative Activities**: Archery, Bowling, Curling, Fly Tying, Golf, Gymnastics, Judo, Multi-cultural Games, Nature, Self-defense, Sepak Takraw, Skating, Skipping, Swimming, Tai Chi, Track and Field, Wall/Rock Climbing, Wrestling, Yoga...

2. **Court and Field Activities**: Badminton, Baseball, Basketball, Field Hockey, Floor Hockey, Lacrosse, Netball, Paddle Badminton, Paddle Tennis, Pickle Ball, Racquetball, Ringette, Rugby, Squash, Soccer, Soccer Baseball, Softball, Table Tennis, Team Handball, Tennis, Touch/Flag Football, Ultimate Frisbee, Volleyball...

3. **Fitness Activities**: Aerobics, Circuit Training, Cycling, Exercise Balls, Fitness Testing, Jogging, Pilates, Skating, Skipping, Strength/Resistance Training, Swimming, Swiss Balls, Tae-Bo, Walking, Water Aerobics, Weight Training, Yoga...

4. **Leadership/Cooperative Activities**: Adventure Games, Cooperative Games, Initiative Problems, Problem Solving, Risk, Tasking, Team Building, Team Challenges, Trust...

5. **Outdoor Activities**: Camping, Canoeing, Cross Country Running, Cycling, Hiking, Kayaking, Kite Flying, Orienteering, Sailing, Skating, Skiing (cross country, downhill), Snowboarding, Snowshoeing...

6. **Rhythmic Activities**: Aerobics, Cheerleading, Dance (creative, folk, line, modern, multi-cultural, Newfoundland and Labrador traditional, square...), Rhythmic Gymnastics, Skipping ...

The Intermediate Physical Education Curriculum Guide provides Sample Learning and Teaching Strategies and Student Assessments as examples of how the Key Stage Curriculum Outcomes (KSCO's) can be met. The chart on the next page outlines the KSCO's and in which theme and grade level they are met within this document.

**Templates and charts to assist teachers in creating their yearly block plans and the tracking of curriculum outcomes and movement concepts are supplied in Appendix L.**

**Key to Curriculum Outcomes Grade Chart**

- alt = alternative activities
- crt&fld = court and field activities
- fit = fitness activities
- ldr = leadership/cooperative activities
- oa = outdoor activities
- rhy = rhythmic activities
### Curriculum Outcomes Through Grades Chart
(by Grade Level)

<table>
<thead>
<tr>
<th>THEME</th>
<th>Grade 7</th>
<th>Grade 8</th>
<th>Grade 9</th>
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<tbody>
<tr>
<td><strong>GCO 1 (IN)</strong></td>
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<tr>
<td>kSCO 1</td>
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<tr>
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How to Read the Guide

Section 2: Curriculum Outcomes contains all of the curricular outcomes and the means through which teachers are to lead their students to attaining these outcomes. Each theme is organized by grade, while the curriculum outcomes, activities, assessment and resources are presented in a four column spread. The diagram presented on page 21 illustrates this format.

The curriculum guide is presented in a 4 column spread that includes:

- Column 1 - Curriculum Outcomes
- Column 2 - Sample Learning and Teaching Strategies
- Column 3 - Student Assessment
- Column 4 - Resources and Notes

It should be noted that all Sample Learning and Teaching Strategies are found in column two of the 4 column spread; if an activity starts on a particular page but does not finish, the reader must go to the next column two on the following page to continue reading that particular activity. The same is true when reading Student Assessments and Resources; all Student Assessments are found in column three, while all Resources and Notes are found in column four.
## SECTION 2: CURRICULUM OUTCOMES

### Theme: Alternative Activities

**Outcome:** It is important that students will

**IN MOVEMENT**

1. Use proper alignment, space and purpose when participating in alternative activities such as golf and network (GDC 1, R&D 1;)
2. Apply movement concepts and strategies to determine movement in alternative activities such as golf and network (GDC 1, R&D 1;)
3. Participate in a variety of physical fitness activities such as self-defense and wrestling (GDC 1, R&D 1;)

**ABOUT MOVEMENT**

4. Students will pair and solve movement problems individually such as in golf, tennis and activities that require decision making in space, time and strategies to determine which to use, objectives and why (GDC 1, R&D 1;)
5. Students will solve individual movement and actions will be recorded in the student's record book, in terms of the outcome for and against golf (GDC 1, R&D 1;)

**THROUGH MOVEMENT**

6. Participate in small group activities such as the school such as in golf, tennis and activities. By applying concepts learned through self-defense, task and field, wrestling in terms of, (GDC 1, R&D 1;)
7. Demonstrate all confidence during activities such as in activities, golf, hockey, racketball, softball, task and field, and wrestling (GDC 1, R&D 1;)

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### Sample Learning and Teaching Strategies

**Activities:**

Wrestling, tasks, activities, games and challenges can all be used to meet the outcomes.

A good start to a class includes a fun and active warm-up. A simple tag game such as Freeze, Freeze and Freeze the other students. Once the game is started, the tagger must call out what body part is to be touched and then all students stop and perform the stretch (the tagger will need to help with getting all students to stop). The person who was tagged now becomes a tagger and the game that continues in a circle to the next person.

**Suggested Assessment:**

This column offers a wide range of assessment strategies which may be used in evaluating the extent to which students are attaining curriculum outcomes. These suggestions are examples that can be used, built upon or modified to suit teachers needs and instructional strategies.

**Resources and Notes:**

This column offers some additional, relevant information such as definitions, safety concerns or explanations that may be helpful to teachers when working through a particular theme. Also included are the resources that were used to compile the varied suggested learning and teaching strategies and student assessments.
Theme: Alternative Activities

Archery, Bowling, Curling, Fly Tying, Golf, Gymnastics, Judo, Multi-cultural Games, Nature, Self-defense, Sepak Takraw, Skating, Skipping, Swimming, Tai Chi, Track and Field, Wall/Rock Climbing, Wrestling, Yoga ...
THEME: ALTERNATIVE ACTIVITIES
**Theme: Alternative Activities**

**Grade 7**

**IN MOVEMENT**

1. Use proper body alignment, stance and posture when participating in alternative activities such as golf and archery. (GCO 1, KSCO 1)
2. Apply movement concepts and skills to a variety of activities in alternative environments such as golf and archery. (GCO 1, KSCO 8)
3. Participate in a variety of personal fitness activities such as self-defense and wrestling. (GCO 1, KSCO 9)

**ABOUT MOVEMENT**

4. Students will pose and solve movement problems individually such as the golf swing and archery shot techniques to determine which is most effective and why. (GCO 2, KSCO 1)
5. Students predict what effect movements and actions will have on students' completion of future tasks/activities such as predicting the consequence of varying the movement concepts of range, force and level on the outcome of the archery shot and golf swing. (GCO 2, KSCO 4)

**THROUGH MOVEMENT**

6. Participate in socially responsive activities within the school such as peer mediation by applying concepts learned through self-defense, track and field, wrestling or yoga. (GCO 4, KSCO 2)
7. Demonstrate self-confidence during activities such as archery, golf, gymnastics, rock/wall climbing, self-defense, track and field, and wrestling. (GCO 6, KSCO 5)

**Grade 8**

**IN MOVEMENT**

1. Demonstrate improvement in activity skills and movements by applying movement concepts such as range, level, force, balance, relationship of body parts while moving and body "language". (GCO 1, KSCO 2)
2. Demonstrate cooperative and competitive strategies which can be applied to alternative activities. (GCO 1, KSCO 6)
3. Apply movement skills and concepts such as relationship of body parts while moving, muscle tension and relaxation, possible movement of body parts, balance and direction, to a variety of alternate environments such as the swimming pool. (GCO 1, KSCO 8)

**ABOUT MOVEMENT**

4. Through alternative activities such as bowling, skate boarding, skipping and roller blading, identify practices that promote personal fitness and a healthy lifestyle. (GCO 2, KSCO 5)
5. Students recognize and identify the effect of growth patterns on movement. (GCO 3, KSCO 2)

**THROUGH MOVEMENT**

6. Show concern for the comfort and safety of others in alternative activities such as archery, gymnastics, rock/wall climbing, self-defense, skating, swimming and wrestling. (GCO 5, KSCO 2)
7. During and after activity, students are able to assess and reflect on decisions made and actions undertaken. (GCO 6, KSCO 1)
8. Students can identify and demonstrate various leadership skills while participating in alternative activities. (GCO 6, KSCO 3)
9. Students demonstrate decision making, independence and increased self-confidence while participating in alternative activities. (GCO 6, KSCO 5)

**Grade 9**

**IN MOVEMENT**

1. Participate in movement activities from a variety of cultures such as African, Australian, Celtic and Inuit games. (GCO 1, KSCO 4)
2. Students demonstrate appropriate warm-up, work-out and cool-down activities. (GCO 1, KSCO 7)
3. Apply movement skills and concepts such as relationship of body parts while moving, possible movement of body parts, balance, force and level to a variety of activities in alternative environments. (GCO 1, KSCO 8)

**ABOUT MOVEMENT**

4. Using previous experience with activities from other cultures, create competitive and cooperative games. (GCO 2, KSCO 3)
5. Students identify how the alternative activities and skills learned during such activities help build qualities needed to pursue a career in physical education and recreation. (GCO 2, KSCO 6)
6. Using previous experience with activities from other cultures and knowledge of the history of sport, identify the effect of physical activity on the quality of life. (GCO 3, KSCO 6)

**THROUGH MOVEMENT**

7. Demonstrate respect for the social, physical and natural environment while engaged in alternative activities such as archery, golf, rock climbing, skate boarding, swimming and yoga. (GCO 5, KSCO 1)
8. Students can identify and demonstrate leadership skills while participating in alternative activities. (GCO 6, KSCO 3)
9. Students demonstrate decision making, independence and increased self-confidence while participating in alternative activities. (GCO 6, KSCO 5)
Grade 7
Theme: Alternative Activities

Outcomes
It is expected that students will:

IN MOVEMENT
1. Use proper body alignment, stance and posture when participating in alternative activities such as golf and archery. (GCO 1, KSCO 1)
2. Apply movement concepts and skills to a variety of activities in alternative environments such as golf and archery. (GCO 1, KSCO 8)
3. Participate in a variety of personal fitness activities such as self-defense and wrestling. (GCO 1, KSCO 9)

ABOUT MOVEMENT
4. Students will pose and solve movement problems individually such as the golf swing and archery shot techniques to determine which is most effective and why. (GCO 2, KSCO 1)
5. Students predict what effect movements and actions will have on students’ completion of future tasks/activities such as predicting the consequence of varying the movement concepts of range, force and level on the outcome of the archery shot and golf swing. (GCO 2, KSCO 4)

THROUGH MOVEMENT
6. Participate in socially responsive activities within the school such as peer mediation by applying concepts learned through self-defense, track and field, wrestling or yoga. (GCO 4, KSCO 2)
7. Demonstrate self-confidence during activities such as archery, golf, gymnastics, rock/wall climbing, self-defense, track and field, and wrestling. (GCO 6, KSCO 5)

Sample Learning and Teaching Strategies

Alternative activities can often be life-long activities and offer involvement for the student who may not have a high interest in team and/or traditional activities. Such activities offer opportunities for students to engage in physical activity and improve upon sports skills to the best of one’s ability. Archery, golf and self-defense are activities which can be enjoyed by both sexes, varying abilities and almost all ages. Teachers should offer a wide range of these types of activities and help students recognize the recreational value of alternative activities. This will also help students further develop a repertoire of personally satisfying physical activities not limited to a school setting. Movement concepts which should be applied to the skills at all grade levels are 1. Space 2. Quality of movement 3. Body Awareness. (Appendix E)

Activities:
Warm-ups, tasks, activities, games and challenges can all be used to meet the outcomes.

A good start to a class includes a fun and active warm-up. A simple tag game such as Wrestle Tag can be used to increase the blood flow and get students ready for activity. One or more students is selected as the tagger and attempts to tag the other students. When a person is tagged, the tagger must say what body part is to be stretched and then all students stop and perform the stretch (the teacher will need to help with getting all students to stop). The person who was tagged now becomes a tagger and the tagger that tagged him/her is now free to join the others and avoid being tagged. This is a great time to teach proper names for body parts (movement concept of name and identify body parts) and is an excellent way to get the entire class ready to participate in wrestling.

Warm-up activities should also be designed to reflect the chosen alternative activity. Concentration skills are necessary for success in target activities. Games such as Passing Tag, Thieves, Protect Your Turf, The Barricade, Pendulum, Blowing in the Breeze, Minefield,
**Theme: Alternative Activities**

**Student Assessment**

Teacher Observation: Teacher notes level of responsibility reflected in games such as Minefield and Protect Your Turf.

Teacher observes students' process of determining the consequences of action on performance and provides constructive feedback.

Teacher observes students performing various skills.

Teacher notes students who are applying fair play concepts and guidelines while participating in various activities. During swimming activities are students behaving in safe appropriate ways? Checklists and anecdotal records can be used to track these behaviours.

Teachers can observe and assess how well students are able to respond to the use of guided discovery in using appropriate body mechanics. Teachers observe students demonstrating their ability to use movement concepts and alternative activity skills during practice and competition. Proper body alignment, stance and posture are basic skills which can be taught in relation to body awareness movement concepts. Students should be encouraged to experiment with body movements and respond to cues such as how you can increase accuracy, level, flow, force and/or range. Such activities can lead to student’s increased self-confidence as well as discussions about safety.

Student Performance: Student demonstrates ability to work at a high level of responsibility in a cooperative group.

Student demonstrates the ability to apply movement concepts to modify activity for varying ages and abilities.

**Resources and Notes**

Safety is a major concern for some of these activities. Special care must be taken so that all students feel safe and non-threatened and students should not attempt to engage in activity that may cause them any harm.

Choose groups by dividing them by birthdays. Split by using the day such as the 1st to 15th and 16th to 31st. Split by months, years, season of the birthday, etc.

Encourage students to demonstrate an awareness of safety, cooperation, fair play and apply these concepts during activities.

Vary the teaching styles by incorporating teacher-centered, direct styles (command, practice, reciprocal and task) and student centered, indirect styles (guided discovery, problem solving and exploration).

**Resources:**

- Goals and Strategies for Teaching Physical Education. By Hellison.
- Humanistic Physical Education. By Hellison.
- Teaching Responsibility Through Physical Education. By Hellison.
- [http://www.pedigest.com/sample/wrestling2.html](http://www.pedigest.com/sample/wrestling2.html) - wrestling.
THEME: ALTERNATIVE ACTIVITIES

Grade 7

Theme: Alternative Activities

Outcomes

It is expected that students will:

**IN MOVEMENT**

1. Use proper body alignment, stance and posture when participating in alternative activities such as golf and archery. (GCO 1, KSCO 1)

2. Apply movement concepts and skills to a variety of activities in alternative environments such as golf and archery. (GCO 1, KSCO 8)

3. Participate in a variety of personal fitness activities such as self-defense and wrestling. (GCO 1, KSCO 9)

**ABOUT MOVEMENT**

4. Students will pose and solve movement problems individually such as the golf swing and archery shot techniques to determine which is most effective and why. (GCO 2, KSCO 1)

5. Students predict what effect movements and actions will have on students' completion of future tasks/activities such as predicting the consequence of varying the movement concepts of range, force and level on the outcome of the archery shot and golf swing. (GCO 2, KSCO 4)

**THROUGH MOVEMENT**

6. Participate in socially responsive activities within the school such as peer mediation by applying concepts learned through self-defense, track and field, wrestling or yoga. (GCO 4, KSCO 2)

7. Demonstrate self-confidence during activities such as archery, golf, gymnastics, rock/wall climbing, self-defense, track and field, and wrestling. (GCO 6, KSCO 5)

Sample Learning and Teaching Strategies

Continuous Challenge, Space Invaders, Cover Up and Two Balls at Once are all games recommended by Hanrahan and Carlson (2000) in Game Skills: A Fun Approach to Learning Sport Skills. Minefield combines concentration, listening, empathy and communication skills into a warm-up game. With a variety of objects scattered on the floor, one partner is blindfolded and verbally guided through the objects by the other partner. Once an object is touched the blindfold is removed and roles reversed. Participation in Minefield can lead to discussion of issues such as showing concern for the comfort and safety of others (empathy) and communication (clarity, listening, speaking the same language, specificity and terminology).

Design activities which provide to students the opportunity to understand, practise and demonstrate the specific alternative activity skills. Protect Your Turf incorporates target skills with concentration. Each player stands next to an upright cone or plastic bottle with a neck. Players throw balls at other players' cones or bottles trying to knock them down while protecting their own to keep it upright. Once their object has been knocked over, players can continue to attack others, but they cannot replace their object.

The game of Kneesles is a great lead-up activity for teaching wrestling moves or wrestling matches. Each student has a knee pad placed over the kneecap of either leg. Players are not allowed to touch their own knee pad during play and wrestlers must compete from the knees or on the mat at all times (no standing). The first player to move his/her opponent's knee pad down the leg and against the shoe wins. Since the objective is to move an article and not score points or pin an opponent, issues related to safety can be emphasized. Wrestling activities provide students with opportunities to learn and use movement concepts of balance and force along with promoting knowledge of body and space awareness. Encourage students to select partners based on fair play guidelines and remind them that one of these guidelines is that one's wrestling partner is based on comparable body weight. Wrestling can help build self-confidence and can lead to a person taking personal initiative in improving one's fitness level. A safety
THEME: ALTERNATIVE ACTIVITIES

Student Assessment

Student demonstrates proper body alignment, stance and posture while engaged in alternative activities such as archery and golf.

Student describes and performs a wrestling move they were previously taught. Ask questions concerning movement concepts that would be appropriate to the move such as using the concept of range. A student can speak to how near or far he/she should be from an opponent when trying to execute a move.

Student completes a mini-project which requires students to bring in a picture of a current top female and male golfer or archer. Such a project could allow students to compare the physical attributes of athletes at the top of their sport to the general population. As an extension activity, students could try to answer the question “to what do top athletes attribute their athletic success?” Students would do this through research (TV-watching, papers, magazines...). This promotes students’ applying knowledge of fitness components, nutritional practices, intrinsic and extrinsic motivators. Projects such as this may also be a way to link physical education and technology within the school.

Self-Evaluation/Reflection: Students should ask themselves if they considered all abilities when modifying activities. If they did they should share their ideas with the class. If they did not they should build upon other groups’ ideas to consider integration.

As a journal entry, students can describe a situation or position in which they may find themselves during wrestling (their opponent is close to pinning them) and explain how they could avoid or get out of that situation. Students

Resources and Notes
Theme: Alternative Activities

Grade 7

Outcomes

It is expected that students will:

IN MOVEMENT

1. Use proper body alignment, stance and posture when participating in alternative activities such as golf and archery. (GCO 1, KSCO 1)

2. Apply movement concepts and skills to a variety of activities in alternative environments such as golf and archery. (GCO 1, KSCO 8)

3. Participate in a variety of personal fitness activities such as self-defense and wrestling. (GCO 1, KSCO 9)

ABOUT MOVEMENT

4. Students will pose and solve movement problems individually such as the golf swing and archery shot techniques to determine which is most effective and why. (GCO 2, KSCO 1)

5. Students predict what effect movements and actions will have on students’ completion of future tasks/activities such as predicting the consequence of varying the movement concepts of range, force and level on the outcome of the archery shot and golf swing. (GCO 2, KSCO 4)

THROUGH MOVEMENT

6. Participate in socially responsive activities within the school such as peer mediation by applying concepts learned through self-defense, track and field, wrestling or yoga. (GCO 4, KSCO 2)

7. Demonstrate self-confidence during activities such as archery, golf, gymnastics, rock/wall climbing, self-defense, track and field, and wrestling. (GCO 6, KSCO 5)

Sample Learning and Teaching Strategies

Concern in wrestling is the use of proper gym mats or a wrestling mat; students should always use them and be aware of their importance.

Skipping is an activity that can be enjoyed purely as a fitness activity designed to advance and/or maintain a level of fitness; alternately it can be enjoyed as a competitive activity where students perform tricks and routines. Either way the cardiovascular and coordination benefits of skipping are great. Students who are highly skilled can aid in the instruction. This allows students to develop their self-esteem and self-confidence by helping others. It also affords students the opportunity to demonstrate a higher level of responsibility such as Level IV, Caring. As well, students who could not previously perform a skipping skill get a boost to their self-esteem by being able to complete a new skill. Movement concepts such as level (low, medium, high) range (near and far) and time (fast and slow) can be discussed when various skills are executed and when students are advancing their skill level.

Modifications offer students the opportunity to identify the effects of movement concepts as integral to alternative target activities. Adjusting the distance (range) of the target will greatly impact on the force required to hit the target, the accuracy in hitting the target and the level at which the arrow or ball needs to be sent. Allow students to discover how and why such modifications impact on performance by predicting the outcome and then attempting the action. This can also lead to a discussion or reflection on how growth patterns affect participation in such activities. Cooperative groups of students can devise modifications which will provide for increased alternative activity success for all students. Therefore students will need to identify growth patterns and their effect on participation in various activities. As well, modifications developed by a group of students allow further opportunities to cooperate, set fair play standards, integrate all students, demonstrate self-responsibility and to develop understanding of movement concepts while applying them.
Theme: Alternative Activities

Student Assessment

Resources and Notes

could also explain how the application of movement concepts can increase their skill level in swimming. A student may provide an example such as “by keeping a straight pathway the distance will be covered faster.”

Swimming is another activity that teachers can use to gauge students’ fitness. It is recommended that swimming be taught by those who have received appropriate instruction (municipal swimming facilities would have lifeguards and/or instructors available). Many skills and movements can be taught during the activity and it will be up to the individual teacher what specifically may be taught (much depends on the varying degrees of skill of the students). Swimming activities improve one’s coordination and allows a person to progress with skill development at his/her own pace or to simply enjoy it as a recreational pursuit. Teachers can use any number of measures to determine if students have progressed and learned any of the swimming strokes. Students can keep a journal of what they learned in a particular class and can offer feedback to the teacher in the form of a personal report at the end of the unit. Students can also track how they feel their fitness progressed through the swimming unit. Swimming provides to students the chance to experience and learn that physical fitness can be attained through many different activities and settings.

Peer Evaluation: Students provide each other with one way in which they could have been a better communicator during Minefield.

Students can complete a skipping skills inventory with a peer. A student can perform a set of skipping skills and the partner watches and offers feedback through an inventory checklist. Items can include: Skip forwards, skip backwards or perform 2 jumps for 1 turn of the rope.
THEME: ALTERNATIVE ACTIVITIES

Grade 8
Theme: Alternative Activities

Outcomes
It is expected that students will:

IN MOVEMENT
1. Demonstrate improvement in activity skills and movements by applying movement concepts such as range, level, force, balance, relationship of body parts while moving and body “language”. (GCO 1, KSCO 2)
2. Demonstrate cooperative and competitive strategies which can be applied to alternative activities. (GCO 1, KSCO 6)
3. Apply movement skills and concepts such as relationship of body parts while moving, muscle tension and relaxation, possible movement of body parts, balance and direction, to a variety of alternate environments such as the swimming pool. (GCO 1, KSCO 8)

ABOUT MOVEMENT
4. Through alternative activities such as bowling, skate boarding, skipping and roller blading, identify practices that promote personal fitness and a healthy lifestyle. (GCO 2, KSCO 5)
5. Students recognize and identify the effect of growth patterns on movement. (GCO 3, KSCO 2)

THROUGH MOVEMENT
6. Show concern for the comfort and safety of others in alternative activities such as archery, gymnastics, rock/wall climbing, self-defense, skating, swimming and wrestling. (GCO 5, KSCO 2)
7. During and after activity, students are able to assess and reflect on decisions made and actions undertaken. (GCO 6, KSCO 1)

Sample Learning and Teaching Strategies

Activities such as cheerleading, gymnastics, stunting, swimming, track and field and yoga can be incorporated into the physical education curriculum. Students need to be exposed to the widest variety of activities in an attempt to help students make personal activity decisions in an effort to lead healthy lifestyles. Some alternative activities can require special training, advanced certification or special equipment. Therefore, teachers may opt to access community resources in such cases. Movement concepts which should be applied to the skills at all grade levels are 1. Space 2. Quality of movement 3. Body Awareness (Appendix E).

Ball and Chain is a warm-up activity which allows students to demonstrate cooperative and competitive strategies. Participants have an inflated balloon attached to their ankles with a string. All participants try to break others' balloons by stepping on them while protecting their own balloon. To limit pushing and shoving, require students to play this game with their hands held behind their back. Modifications include partners working together to protect each other's balloons and groups working together as indicated by color of balloon.

A second warm-up which is highly cardiovascular but also requires team work and introduces skills which will be helpful for relays in Track and Field is Team Relay (Progressive Relay). The first person runs the course and returns to get the second person. Both run the course and return to retrieve the third person. All three run the course, and so it continues, until the whole group has run the course as a group. Upon returning to the start, the first person is dropped off while the others continue to run the course. Then, the second person is dropped off and so it continues until the whole team is back at the start. Team relay (progressive relay) is highly cardiovascular in nature and it applies the fitness concept of overload. The fitness concept of overload specifies that physical activity must be performed in greater amounts than which the body is accustomed in order to gain a benefit to health or fitness levels.
Theme: Alternative Activities

Student Assessment

Teacher Observation: Teacher records levels of responsibility displayed by students and schedules teacher/student conferences when appropriate.

Teachers observe students while engaged in various activities. During wrestling, teachers note the progress students are making on learning the wrestling skills. Each student will have a certain skill level and teachers can encourage students to continue to work on and improve these skills.

Teachers observe students’ execution of various movement concepts. For example, movement concepts which would be used in alternate activities such as wall climbing and gymnastics, are the relationship of body parts while moving, muscle tension and relaxation, possible movement of body parts, balance and direction.

Teachers engage students in the setting of safety guidelines for these types of activities. Any physical contact activity requires all students to display an awareness and concern for the safety of other students.

Student Performance: Students select two or three skills that they would like the teacher to observe. Provide feedback and encourage the student to continue to practise. Students set short term goals with respect to the skills demonstrated and report in their journals or log books how they did with attaining those goals. Were the goals met? Were the goals too easy or too difficult?

Students demonstrate a high level of responsibility. What level of responsibility did students achieve while engaged in activities? Journals or student-submitted observations can be used to determine to what degree students were responsible.

Resources and Notes

As was mentioned in grade seven, safety is a major concern with alternative activities. Track and field activities may include the throwing of objects. Teachers must ensure that all students have and understand clear rules and guidelines to follow for these activities. Other alternative activities such as archery, gymnastics, rock/wall climbing, self-defense and wrestling also require due consideration of safety. Qualified instructors and responsible participants can both provide a safer environment.

Students who have shown past responsibility and concern for the comfort and safety of others should have been noted by the teacher. Those who were not deemed to be at a level of responsibility necessary for such activities should have had a formal or informal teacher/student conference. It should be made clear that it is necessary for students to display appropriate behaviours and a high degree of responsibility if they expect to participate in future alternative activities.

Choose partners or groups by “halving by habits”. Ask students to fold arms, those with the right arm on top join. Fold hands by interlocking fingers, those with the left thumb on top join. Those who can roll their tongues or students who stand with their left/right foot forward become partners.

Fair play and active living permeate physical education. Therefore teachers need to recognize and capitalize on teachable moments to bring their importance to life. When asked why particular activities are taught, explain that learning and gaining competence in a variety of activities contribute to a person’s ability to have an active lifestyle throughout a person’s entire life.
Grade 8

Theme: Alternative Activities

Outcomes

It is expected that students will:

IN MOVEMENT

1. Demonstrate improvement in activity skills and movements by applying movement concepts such as range, level, force, balance, relationship of body parts while moving and body "language". (GCO 1, KSCO 2)

2. Demonstrate cooperative and competitive strategies which can be applied to alternative activities. (GCO 1, KSCO 6)

3. Apply movement skills and concepts such as relationship of body parts while moving, muscle tension and relaxation, possible movement of body parts, balance and direction, to a variety of alternate environments such as the swimming pool. (GCO 1, KSCO 8)

ABOUT MOVEMENT

4. Through alternative activities such as bowling, skate boarding, skipping and roller blading, identify practices that promote personal fitness and a healthy lifestyle. (GCO 2, KSCO 5)

5. Students recognize and identify the effect of growth patterns on movement. (GCO 3, KSCO 2)

THROUGH MOVEMENT

6. Show concern for the comfort and safety of others in alternative activities such as archery, gymnastics, rock/wall climbing, self-defense, skating, swimming and wrestling. (GCO 5, KSCO 2)

7. During and after activity, students are able to assess and reflect on decisions made and actions undertaken. (GCO 6, KSCO 1)

Sample Learning and Teaching Strategies

A warm-up game that prepares students for participation in track and field activities is an Obstacle Course Relay. Students are placed in groups of four to six and they have to navigate through an obstacle course. The course obstacles will be activities and skills that must be performed in order to complete the course. Activities and skills are limited only by imagination but can include various skills that are performed in track and field: short sprints, jumping, stretches etc. Students decide in what order they can perform the skills and/or activities to complete the course most efficiently. An alternate way to do this is to give the students a list of the activities and/or skills and have them design the course and order in which the activities are to be performed. Have students report back as to the success of their choices and decisions.

Yoga is a lifelong activity that requires little equipment. Students should be taught that activities such as yoga promote personal fitness and healthy lifestyles due to the fact that they can be practised throughout their lives. Yoga is an activity that involves the gentle stretching, bending and twisting of the body; it improves the body’s circulation, breathing and posture and also relaxes the body. For many people it provides a physical challenge and a great sense of well being. Many movement concepts can be highlighted here as the body is moved and stretched into different shapes and sequences. Since there are no prerequisite skill levels to be attained, each person can proceed and succeed at his or her own pace. A guest instructor is one way that this activity can be introduced. Physical education teachers with little or no experience in yoga should make use of the expertise of others.

During wrestling matches and the teaching of wrestling moves, students can build upon and extend learning introduced in grade seven. Students should be encouraged to think in terms of movement concepts to better their skills in wrestling. Various movement concepts can be applied to improve one’s wrestling competence. Knowing what move to try when an opponent is near rather than far can prove important. Equally important is knowing at what level a person’s body is open to “attack” and a possible take down. A strong sense of balance and the ability to regain one’s balance is also crucial while wrestling. Sometimes the
Theme: Alternative Activities

Student Assessment

Student Performance: A checklist of skills for each sport is useful to ensure all skills are covered and demonstrated to a certain level of proficiency.

Students demonstrate the ability to transfer concepts such as posture and stance to cheerleading, gymnastics and track and field activities.

As a home assignment, research the history of one or more track events and write a short report to present to the class.

Students can report to teachers their involvement in other alternative activities such as in-line skating, roller blading and skate boarding. These activities can be used as examples of activities which promote Active Living. Students should be encouraged to use such alternate activities to help them identify practices that promote personal fitness and a healthy lifestyle.

Self-Evaluation/Reflection: Students rate their level of responsibility and check a “yes” or “no” box as to whether that level meets the safety expectation for the activity. As an extension activity, students schedule teacher/student conferences to discuss ways to improve responsibility and/or discrepancies between the teacher and student ratings.

Students should reflect critically on decisions and actions during alternate activities with respect to appropriate body mechanics and safety. As an example students could reflect on the view that action is a direct reflection of movement. Concepts such as follow through could be explored. If follow through is to the left then the implement will be directed left. Another example would be tumbling; appropriate rotation allows for controlled changes in speed and direction.

Resources and Notes

Some alternative activities require special training and/or equipment or a level or certification which the teacher does not have. Therefore, if teachers decide to offer such activities, they may choose to go to an alternate site. However, with the help of the teacher, students must prepare themselves for participation in such activities by learning about movement concepts and showing a high level of responsibility. Such behaviours, movement concepts and skills should then be applied to alternate environments.

Some alternative activities are best suited for a guest instructor or instructors, as a qualified person should be used in the teaching of some alternative activities.

Verbally recognize those who display leadership qualities.

Resources


Goals and Strategies for Teaching Physical Education. By Hellison.

Gymnastics: Monkey Basketball for Strength and Spatial Awareness. P.E. Digest.

Humanistic Physical Education. By Hellison.

Teaching Responsibility Through Physical Education. By Hellison.

http://www.hersheystrackandfield - Hershey Track and Field Program.

THEME: ALTERNATIVE ACTIVITIES

Grade 8

Theme: Alternative Activities

Outcomes

It is expected that students will:

IN MOVEMENT

1. Demonstrate improvement in activity skills and movements by applying movement concepts such as range, level, force, balance, relationship of body parts while moving and body “language”. (GCO 1, KSCO 2)

2. Demonstrate cooperative and competitive strategies which can be applied to alternative activities. (GCO 1, KSCO 6)

3. Apply movement skills and concepts such as relationship of body parts while moving, muscle tension and relaxation, possible movement of body parts, balance and direction, to a variety of alternate environments such as the swimming pool. (GCO 1, KSCO 8)

ABOUT MOVEMENT

4. Through alternative activities such as bowling, skate boarding, skipping and roller blading, identify practices that promote personal fitness and a healthy lifestyle. (GCO 2, KSCO 5)

5. Students recognize and identify the effect of growth patterns on movement. (GCO 3, KSCO 2)

THROUGH MOVEMENT

6. Show concern for the comfort and safety of others in alternative activities such as archery, gymnastics, rock/wall climbing, self-defense, skating, swimming and wrestling. (GCO 5, KSCO 2)

7. During and after activity, students are able to assess and reflect on decisions made and actions undertaken. (GCO 6, KSCO 1)

Sample Learning and Teaching Strategies

application of weak force is all that is needed to properly perform a skill while other times a lot more force may be required. A knowledge of body parts while moving can help participants realize when an opponent is vulnerable to a certain move. The use of body language to fake or get one’s opponent in a different position can also prove beneficial. Safety awareness is part of any activity where physical contact is present. No students should engage in any act that is unsafe to themselves or others. The use of proper gym mats or a wrestling mat is another important part of the instructional environment.

Track and Field activities allow students to practise running, jumping and throwing skills so that students can focus on developing personal training programs to improve and analyze performance. Students can practise running, sprinting, and jumping with equipment such as hurdles, benches, ropes etc. and baton passing and running a set course can also be completed. Teachers can also discuss and have students practise body position and control in the air (high jump, long jump and hurdles). The movement concepts of level, range, balance, flow, and relationship of body parts while moving are key concepts to use. Teachers can highlight how people of all different body types and bodies at different stages of development can perform various skills and varying levels of skill. A stocky person with a lot of muscle mass will be able to perform a shot put or hammer throw with a higher level of ability than a slight, tall person. Also, a light, fast person may have a higher level of ability while performing the high jump or sprints. Students should also be made aware that people’s bodies develop at different rates and therefore a wide range of ability levels will be displayed amongst students. Indeed people can expect their own ability and performance to vary greatly as their bodies mature. Muscle development, endurance, coordination of one’s body while moving are some of the concepts that can be discussed here. Track and Field is another alternative activity which can require special equipment. However, there are activities such as long-jump, high jump, team relays, long distance runs, which can be attempted with modified or little equipment. Long-jump can be done onto mats. High jump can use two old boots for post holders, tree branches for the posts and bar and a
**Theme: Alternative Activities**

**Student Assessment**

While students rotate through track and field events, they can record their times and/or distances and note improvements. These results and records can be entered into their activity log book or fitness portfolio. Furthermore, students can graph their results and make connections to mathematics and science.

Once students have shown responsibility in groups it may be appropriate to provide stations to practise skills. Student self-analysis is an inherent component of improving movement and it also provides another avenue through which to increase self-responsibility and self-confidence. Students could reflect in their journal on the levels of responsibility they demonstrated and achieved while working on movements in group settings.

Students can make entries into their journals, answering such questions such as, “Which event did you enjoy practising the most? Why?” or “What skills or activities do you have the most difficulty with? Why?”

In a journal, reflect on personal attitude toward alternative activities and on the social and physical benefits of participation. Comment on the reasons why you feel the way you do.

Identify ways of improving performance of a specified skill. Set goals for improvement and track progress over time.

**Peer Evaluation:** Students produce a tumbling or cheerleading routine which is evaluated by a peer through a checklist provided by the teacher.

Students could interview each other, ask questions and record their answers; the students would then discuss together what they learned. Questions could include “What strategy did you use during...”
Theme: Alternative Activities

Grade 8

Theme: Alternative Activities

Outcomes

It is expected that students will:

**IN MOVEMENT**

1. Demonstrate improvement in activity skills and movements by applying movement concepts such as range, level, force, balance, relationship of body parts while moving and body "language". (GCO 1, KSCO 2)

2. Demonstrate cooperative and competitive strategies which can be applied to alternative activities. (GCO 1, KSCO 6)

3. Apply movement skills and concepts such as relationship of body parts while moving, muscle tension and relaxation, possible movement of body parts, balance and direction, to a variety of alternate environments such as the swimming pool. (GCO 1, KSCO 8)

**ABOUT MOVEMENT**

4. Through alternative activities such as bowling, skate boarding, skipping and roller blading, identify practices that promote personal fitness and a healthy lifestyle. (GCO 2, KSCO 5)

5. Students recognize and identify the effect of growth patterns on movement. (GCO 3, KSCO 2)

**THROUGH MOVEMENT**

6. Show concern for the comfort and safety of others in alternative activities such as archery, gymnastics, rock/wall climbing, self-defense, skating, swimming and wrestling. (GCO 5, KSCO 2)

7. During and after activity, students are able to assess and reflect on decisions made and actions undertaken. (GCO 6, KSCO 1)

Sample Learning and Teaching Strategies

mat to land. Team relays can use rolled up newspapers as batons. Long distance runs require no special equipment other than proper footwear.

Gymnastics may not be offered due to lack of certification or equipment but modified gymnastics activities might be more feasible. Gymnastics could be broken down into sections such as tumbling, partner stunts and hoops, balls and streamers. Tumbling allows students to show increasing responsibility with increasing degree of difficulty of tumbles until they display the appropriate behaviours and level of responsibility to use more advanced equipment to tumble such as beam boards, spring boards, vaults, ropes and rings. Partner stunts offer a variation to tumbling while incorporating body control and awareness abilities. An activity which allows students to practise gripping and movement on a rope is “monkey basketball”. Students are divided into teams. A small pile of beanbags is placed behind the climbing rope while a hula hoop is several feet in front of the rope. The object of the game is to get the most beanbags into the hoop while swinging on the rope. Students have to decide the best way to maintain a grip on the rope, pick up bean bags, and drop them in the hula hoop. All team members should have an opportunity on the rope.

A combination of alternative activities could be used in place of concentrating on one. Half the gym could be used for tumbling while the other half could be used for cheerleading, thus providing the students with the choice of activity. Leaders would have to be chosen for each group to help the group stay on task and within the safety guidelines. Another leader may be more of an expert than the teacher and therefore be a valuable resource to other students. Safety controls would have to be set but this could be negotiated between the teacher and students.
Theme: Alternative Activities

Student Assessment

your wrestling match? Did your strategy work?" “What could you have done to improve on your skill development or performance?” Was there a difference between how you wrestled at the beginning of the unit and at the end? What decisions or actions did you do differently at the end as opposed to the beginning of the unit? What actions or decisions had an effect on your skill development or performance?

Program Evaluation: Students orally provide other alternative activities which they feel could legitimately be offered to enhance the current program.

Observe student willingness to participate in all games and activities.
THEME: ALTERNATIVE ACTIVITIES

Grade 9

Theme: Alternative Activities

Outcomes

It is expected that students will:

Sample Learning and Teaching Strategies

By grade nine the foundation for participating in alternative activities has been solidified. Refining, varying and creating should become the focal point. Movement concepts which should be applied to the skills at all grade levels are: 1. Space 2. Quality of movement 3. Body Awareness (Appendix E).

Demonstrate respect for the social, physical and natural environment while engaged in alternative activities such as archery, golf and rock climbing. Etiquette is a part of all games and sometimes is put in place for safety reasons as well as future use of the space. Divots must be replaced in golf, tears fixed in the netting in archery, mats reconnected when separated, faulty equipment in gymnastics reported, and only non-living natural resources such as broken tree branches used.

Activities

Refine movement concepts and skills in alternative activities. Introduce new alternative activities into which students can transfer previously learned movement concepts and skills.

Participate in alternate activities which are part of other cultures such as African, Australian, Celtic and Inuit games. Discuss why these games are part of the culture. Some Inuit games focus on strength such as One-hand reach which is difficult to execute. Balancing on two hands in the beginning, the individual reaches up with one hand toward the suspended target without letting any part of the body touch the floor. One needs to have good balance in addition to strong arms and wrists in order to complete this very challenging event. Others focus on agility where the person jumps from one leg and uses the foot from that leg to hit a bag hanging in the air (high kicks). A third example tests flexibility by requiring the participant to bend over backward to touch the nose on the ground and eventually get the nose closer and closer to the feet. Teachers should ask students what purpose did/does each serve in its society? What are the physical characteristics most likely to be of the person who will win the activities? What physical components and movement concepts are used in each? The games are easily accessible on the Internet. A
**Theme: Alternative Activities**

**Student Assessment**

Teacher Observation: Teacher monitors student progress and provides guidance with the development of a new activity which reflects Canadian or Newfoundland and Labrador culture.

Using an anecdotal report, the teacher writes the role that each member of the cooperative group has assumed.

Teacher makes anecdotal notes on how students have improved upon and developed their self-esteem and confidence during physical activity. A couple of original sentences or even a checkmark next to a given set of descriptive statements that describe the student would be appropriate.

Student Performance: Students demonstrate knowledge of other cultures through the presentation of games.

Students demonstrate the ability to transfer movement concepts and skills and apply them to new alternative activities.

Students demonstrate willing participation in activities from a variety of cultures.

Students create a list of desirable leadership traits. This can be presented in a poster format that can be displayed in the gym for future reference.

Alternately, students can produce a poster or presentation on what type of individual activities can lead to careers or job opportunities in physical education or recreation. The information they uncover while visiting the local swimming pool or speaking with the municipal recreation person about summer employment could be discussed.

Students, in cooperative groups, research an activity or game from another culture and present it to the class to play. Therefore, the class would

**Resources and Notes**

As was mentioned in grade seven and eight, safety is a major concern with alternative activities. Swimming has many rules and guidelines inherent to the activity; water safety and rules for play in the water need to be clearly outlined and understood by all participants.

Swimming is an activity that has many benefits, and while skill level will vary greatly, swimming is a skill that is very useful. Many recreational pursuits take place on or near water such as diving, sailing, water skiing, water polo and boating. As a safety measure, anyone who spends any time around water should be able to swim.

The emphasis on alternative activities such as self-defense or wrestling should be on discipline and control and the use of such skills as a means to maintain physical fitness and health of one's body.

Some alternative activities are best suited for a guest instructor or instructors, as a qualified person should be used in the teaching of certain alternative activities.

Remind students that when choosing group members to complete a project that members should complement each other. Therefore choose peers who have different strengths such as research, presentation and/or practical skills.

Verbally recognize students who demonstrate cooperation.
Theme: Alternative Activities

Outcomes

It is expected that students will:

IN MOVEMENT

1. Participate in movement activities from a variety of cultures such as African, Australian, Celtic and Inuit games. (GCO 1, KSCO 4)
2. Students demonstrate appropriate warm-up, work-out and cool-down activities. (GCO 1, KSCO 7)
3. Apply movement skills and concepts such as relationship of body parts while moving, possible movement of body parts, balance, force and level, to a variety of activities in alternative environments. (GCO 1, KSCO 8)

ABOUT MOVEMENT

4. Using previous experience with activities from other cultures, create competitive and cooperative games. (GCO 2, KSCO 3)
5. Students identify how the alternative activities and skills learned during such activities help build qualities needed to pursue a career in physical education and recreation. (GCO 2, KSCO 6)
6. Using previous experience with activities from other cultures and knowledge of the history of sport, identify the effect of physical activity on the quality of life. (GCO 3, KSCO 6)

THROUGH MOVEMENT

7. Demonstrate respect for the social, physical and natural environment while engaged in alternative activities such as archery, golf, rock climbing, skate boarding, swimming and yoga. (GCO 5, KSCO 1)
8. Students can identify and demonstrate various leadership skills while participating in alternative activities. (GCO 6, KSCO 3)
9. Students demonstrate decision-making, independence and increased self confidence while participating in alternative activities. (GCO 6, KSCO 5)

Sample Learning and Teaching Strategies

search using the words “Inuit and games” provides various sites, one of which has video clips of students performing Inuit games as part of physical education classes. This also allows for the opportunity to engage in cross-curricular programming with technology education and social studies.

Apply movement skills and concepts such as relationship of body parts while moving, possible movement of body parts, balance, force and level, while designing a game or activity that reflects Newfoundland and Labrador or Canadian culture. Students may work individually or in a cooperative group.

Any number of tag games, relay activities or obstacle courses can be used during skating, to provide a great warm-up. By using cones or other objects, a course can be laid out on the ice through which students can navigate. Students can practise any number of skills while moving through the course: skating forward, backward, stopping, turning, etc. Since there is often a wide range of skating skill among students, an idea could be to divide the ice surface into different zones; for example, a fast or high skill zone and a slow or lower skill zone. This type of activity should be fun and non-threatening for the students; students with undeveloped skating skills should not be intimidated or compared to highly skilled students. Also, since there are a number of students moving through the general space at different speeds and with varying amounts of control over their actions and body, students should be aware of safety guidelines that allow everyone the opportunity to enjoy the activity. Students can be made aware that skating is a skill used by people who enjoy it as a recreational pursuit as well.

Bowling is an activity that may involve going to an official bowling lane but it can also take place in the school gymnasium or even outside where students can play lawn bowling. Any sort of ball and various objects to knock down are all that’s needed to have a fun lesson in bowling. Students can be encouraged to invent their own bowling game or use some unique equipment as pins that they are to knock down. Students can be taught the proper form and delivery for bowling either in the gym or in a bowling lane; the approach, the release and follow through should all be
Theme: Alternative Activities

Student Assessment

be participating in games and activities which are presented to them by their peers. Alternately, using previous experience with activities from other cultures and knowledge of the history of sport, identify the effect of physical activity on the quality of life in the form of a poster, presentation and/or project.

Self-Evaluation/Reflection: Students rate their willingness to try the activities and justify their rating.

Students' journal entries reflect on what qualities they feel a leader has that makes him/her a leader. Can they identify any of these traits in themselves? Answer the question “do you feel a person must have leadership skills or be a leader to pursue a career in physical education?” Why or why not?

Students can assess personal level of skills at the beginning of the unit and at the end. Ask them to comment about how they feel they have progressed with their achievement with respect to one or more of the concepts and/or skills during the unit. Alternately they could assess how they enjoyed various activities or comment on what could be done to improve their enjoyment of the activities.

Students can make a journal entry, create a poster, a web-page or submit a report to the teacher that illustrates what it takes to become a lifeguard, fitness instructor or any type of person who works in different physical activity/fitness settings. During activities such as swimming, yoga or self-defense, the many employment opportunities and even careers for those people who develop a high level of skill can be discussed. Each summer and every year many young people get hired as lifeguards and instructors at outdoor and indoor

Resources and Notes

Resources

http://www.ahs.uwaterloo.ca/~museum/vexhibit/inuit/english/inuit.html#Table1
http://www.awg.ca - Arctic winter games
http://www.ih.k12.oh.us/p7lnuit - Inuit games
http://www.hc-sc.gc.ca/ehp/ehd/catalogue/psb_pubs/pools.htm - water safety
http://www.lifesaving.nfld.net/ - life guarding
Grade 9

Theme: Alternative Activities

Outcomes

It is expected that students will:

Sample Learning and Teaching Strategies

Theme: Alternative Activities
demonstrated. Leadership can be demonstrated by students who show a high skill level. These students can help demonstrate the skills and correct students who are learning it. Movement concepts of pathway, level, force, and balance are all used when delivering a bowling ball. Students can experiment with a straight or curved pathway when sending the ball; spins and release points affect the pathway taken. Some students release the ball at different levels; some low to the ground, others medium or even high. A discussion of the merits of each level and how the accuracy of the ball is affected by the level can be demonstrated. The amount of force used is also important as students must use enough force to knock down the pins, while using too much force can jeopardize accuracy. The amount of force needed also depends on the size and weight of the ball. Balance is required in any physical skill and if a student’s shot is to be accurate, his/her balance is important during the delivery of the ball.

Self-defense activities can help students build self-confidence and develop decision-making skills. Self-defense teaches self-control and the idea that physical force should only be used as a last resort. These are relevant qualities for adolescents to learn and practise in their everyday lives. As with Yoga, self-defense activities involve stretching, bending and twisting of the body; it improves the body’s circulation, breathing and posture and also relaxes the body. For many people it provides a physical challenge and a great sense of well-being. Many movement concepts can be highlighted here as the body is moved and stretched into different shapes and sequences. Since there are no prerequisite skill levels to be attained, each person can proceed and succeed at his or her own pace. Students should become aware that many people who practise self-defense activities often use them as a means to keep fit and lead healthy lifestyles throughout their lives.
Theme: Alternative Activities

Student Assessment

facilities around the province; often a student’s first job is as a lifeguard or recreation instructor at a pool or activity program. This is a great way for students to develop positive self-esteem and become more independent as they may make the decision to pursue a job that will lead to a high level of physical fitness, some financial independence and help cultivate leadership skills and social skills as they mature and grow.

Peer Evaluation: Students rate each group’s game development based upon fun, reflection of culture, equipment requirements, safety and promotion of Active Living and Fair Play concepts.

Students use a checklist of criteria to offer feedback to peers as to how well they are completing tasks, movements, cooperating, leading, etc. They can then reflect on the discussion or findings about their demonstration or knowledge. This makes the process non-threatening and does not single anyone out in the whole group setting.

Program Evaluation: Students rate the quality of the alternative activities theme over three years with respect to outlined criteria. Students also list the one best thing about the theme and one aspect requiring the most change.

Resources and Notes
THEME: ALTERNATIVE ACTIVITIES
Theme: Court and Field Activities

Badminton, Baseball, Basketball, Field Hockey, Floor Hockey, Lacrosse, Netball, Paddle Badminton, Paddle Tennis, Pickle Ball, Racquetball, Ringette, Rugby, Squash, Soccer, Soccer Baseball, Softball, Table Tennis, Team Handball, Tennis, Touch/Flag Football, Ultimate Frisbee, Volleyball...
Theme: Court and Field Activities

Grade 7

**IN MOVEMENT**

1. Demonstrate court and field activity basic stances by using the appropriate body mechanics and body awareness concepts such as muscle tension and relaxation and the relationship of body parts while moving. (GCO 1, KSCO 1)

2. Participate in movement activities from a variety of cultures. (GCO 1, KSCO 4)

3. Demonstrate efficient court and field activity skills and movements during cooperative and competitive activities (e.g. ready position, passing, sending/receiving, movement with and/or without implement). (GCO 1, KSCO 5)

**ABOUT MOVEMENT**

4. Demonstrate an understanding of space awareness by experimenting with ways to solve movement problems (opponent is close - what do you do to score a point?) by applying range and level movement concepts. (GCO 2, KSCO 1)

5. In a cooperative group, determine various ways to be successful at field activity tasks. (GCO 2, KSCO 2)

6. Predict the efficiency of court activity movements by applying any number of the movement concepts of space, quality of movement and body awareness. (GCO 2, KSCO 4)

**THROUGH MOVEMENT**

7. Demonstrate self-responsibility and personal development in court activities which are used in interscholastic, intramural and/ or community activities. (GCO 4, KSCO 2)

8. Demonstrate fair play concepts within cooperative and competitive theme activities (e.g. changing partners, rotating courts, keeping score, appropriate comments). (GCO 5, KSCO 3)

9. Participate willingly in non-traditional field activities such as lacrosse, football and field hockey. (GCO 6, KSCO 2)

Grade 8

**IN MOVEMENT**

1. Demonstrate improvement in court activity skills (sending/receiving, movement with or without implement) by applying movement concepts of body awareness (relationship of body parts while moving and body “language”) and space (direction, range and force). (GCO 1, KSCO 2)

2. Demonstrate cooperative and competitive court activity strategies in a variety of group activities using the movement concepts of level and body language. (GCO 1, KSCO 6)

**ABOUT MOVEMENT**

3. Create a competitive or cooperative field game which uses rules, concepts, and skills from a combination of other court and field activities. (GCO 2, KSCO 3)

4. Discuss how court activities are an excellent example of how people can achieve and maintain fitness and healthy lifestyles. (GCO 2, KSCO 5)

5. Analyze personal responses and behaviours in cooperative groups such as fair-play concepts such as caring, sharing, involving all participants, encouragement, following of basic rules. (GCO 3, KSCO 1)

**THROUGH MOVEMENT**

6. Participate in interscholastic athletics, intramural programs and/or community based activity programs. (GCO 4, KSCO 1)

7. Show concern and safety for others during field activities such as rugby scrums, soccer kicks and tackling. (GCO 5, KSCO 2)

8. Reflect critically on responses and behaviours in cooperative groups. (GCO 6, KSCO 1)

9. Identify and demonstrate cooperative behaviours that enable all students to participate and enjoy activities such as following of basic rules, sharing of court time, choosing of different partners. (GCO 6, KSCO 4)

Grade 9

**IN MOVEMENT**

1. Demonstrate appropriate application of movement concepts such as level, direction, and body “language” when throwing and striking in court and field activities. (GCO 1, KSCO 1)

2. Demonstrate offensive and defensive strategies to optimize play using several movement concepts. (GCO 1, KSCO 2)

3. Demonstrate appropriate warm-up, work-out and cool-down activities used in court activities. (GCO 1, KSCO 7)

**ABOUT MOVEMENT**

4. Create an appropriate warm-up, work-out or cool down activity for court activities. (GCO 2, KSCO 3)

5. Identify the effect of physical activity on the quality of life. (GCO 3, KSCO 6)

**THROUGH MOVEMENT**

6. Initiate an activity program that reflects the interests of the students and espouses fair-play concepts. (GCO 4, KSCO 3)

7. Reflect critically on the usage of outdoor space and the responsibility that rests with the user. (GCO 6, KSCO 1)

8. Identify and demonstrate leadership skills by officiating, running a tournament, helping other students learn. (GCO 6, KSCO 3)

9. Demonstrate the knowledge and awareness of court activities so as to officiate and/or enter tournaments. (GCO 6, KSCO 6)
Grade 7

Theme: Court and Field Activities

Outcomes

It is expected that students will:

**IN MOVEMENT**

1. Demonstrate court and field activity basic stances by using the appropriate body mechanics and body awareness concepts such as muscle tension and relaxation and the relationship of body parts while moving. (GCO 1, KSCO 1)
2. Participate in movement activities from a variety of cultures. (GCO 1, KSCO 4)
3. Demonstrate efficient court and field activity skills and movements during cooperative and competitive activities (e.g. ready position, passing, sending/receiving, movement with and/or without implement). (GCO 1, KSCO 5)

**ABOUT MOVEMENT**

4. Demonstrate an understanding of space awareness by experimenting with ways to solve movement problems (opponent is close - what do you do to score a point?) by applying range and level movement concepts. (GCO 2, KSCO 1)
5. In a cooperative group, determine various ways to be successful at field activity tasks. (GCO 2, KSCO 2)
6. Predict the efficiency of court activity movements by applying any number of the movement concepts of space, quality of movement and body awareness. (GCO 2, KSCO 4)

**THROUGH MOVEMENT**

7. Demonstrate self-responsibility and personal development in court activities which are used in interscholastic, intramural and or community activities. (GCO 4, KSCO 2)
8. Demonstrate fair play concepts within cooperative and competitive theme activities (e.g. changing partners, rotating courts, keeping score, appropriate comments). (GCO 5, KSCO 3)
9. Participate willingly in non-traditional field activities such as lacrosse, football and field hockey. (GCO 6, KSCO 2)

Sample Learning and Teaching Strategies

Introduce each concept with discussion of mechanics of the skill such as basic stance, passing, receiving, sending, and movement with and/or without implement. Movement concepts which should be applied to the skills at all grade levels are: 1. Space 2. Quality of Movement 3. Body Awareness (Appendix E).

Activities

Warm-up, lead-up, modified and regulation games should be incorporated.

Games such as tag, relays, lead-up and modified games can all be used as warm-up activities. Warm-up activities should be designed to reflect the chosen Court and Field activity. Given basketball as the topic, partner tag can be used as the warm-up game thereby incorporating all of the above movement concepts. Players are required to stay in their own space while using all of the general space and various pathways to be successful. They need to get near and far from their partners. When tagging they need to use the appropriate force. Balance and coordination are fundamental in any movement. As an alternate warm-up activity, use a mound of lacrosse balls in a middle area and four teams at each of the corners of the designated area. Each team has a lacrosse stick with which to retrieve a ball from the centre, stick-handle it back to the team’s bucket, and pass the stick to the next person who repeats the task. This practises scooping and carrying (cradling) techniques while also preparing the body to work at a higher level in a cooperative and competitive atmosphere. Another variation is Basket Case which requires participants to retrieve balls from around the gym and put them in the basket in the middle of the gym faster than the person standing beside the basket can empty them out one by one. Again, the appropriate implement, such as a lacrosse stick, would be used.

During stretching exercises, a discussion about the history of field games can be initiated. Canada’s national sport, lacrosse, has been receiving more attention over the last several years with games on T.V. every couple of weeks. The discussion of lacrosse’s origins as a Native Canadian game which was used to settle disputes in place.
**Theme: Court and Field Activities**

**Student Assessment**

Teacher Observation: Teacher observes and records an anecdotal report on the level of responsibility students display with respect to the use of the implements and self-space/safety issues. Teacher schedules student/teacher conferences when appropriate.

Self-space is an important safety concept as well as a movement concept. Teachers should provide activities and assessments that help foster responsibility with students when they are using an implement such as a lacrosse or field hockey stick. Teachers should observe whether students are practising safe play when playing a game which traditionally has tackling such as football.

Compliment students on appropriate use of force and link to safety. The importance of balance and relationship of body parts to effectively completing various skills should be reinforced by offering specific feedback to students.

Teacher notes students who are using proper grip technique when holding onto a racquet. As the grip varies with different racquet activities, teachers should develop cues to help their students learn proper grip (e.g., loose wrist for badminton, tight wrist for tennis).

Teacher observes the extent to which students predict consequences of action on performance. For example, teachers can observe whether or not students can apply what was learned during one type of court and field activity, such as football, to another such as lacrosse. The relationship which exists between range, force and time exists in soccer, lacrosse and football since they involve sending a ball to a receiver. If the receiver is far in range, the force given to the pass must increase, and the more time is needed to send and receive.

**Resources and Notes**

Encourage students to select different partners and opponents each day. This will help them develop fair play and co-operation. It also affords the opportunity to learn from their classmates and also to help teach their classmates.

Encourage students to demonstrate an awareness of safety, cooperation, fair play and apply these concepts during activities.

When students are not active participants in an activity, they should provide positive, specific feedback to their peers.

Verbally recognize students who demonstrate cooperation.

Vary the amount of competition. Some students may exhibit a stronger willingness to participate in activities and to perform in a more relaxed manner. Other students may prefer highly competitive environments.

**Definitions:**

- **button hook** - A straight pattern down field 7 meters, turn around ready to receive the ball immediately. A step toward the ball protects the ball from being stolen by the defender.

- **slant** - Run a slanted pattern from the scrimmage line at a 45° angle toward the left or right.

- **in and out** - A Zig Zag pattern in which the receiver takes two or three steps in toward the middle of the field, plants the inside foot and then use a 45° angle to go toward the outside of the field. An “out and in” is then the opposite.

- **5 and 45** - A pattern straight down field 5 meters, plant and cut at a 45° angle toward the inside or outside of the field.
Theme: Court and Field Activities

Outcomes

It is expected that students will:

Sample Learning and Teaching Strategies

of wars can be used to illustrate its place in Canadian history. Also highlight the fact that athletic pursuits were often developed due to the culture. Lacrosse was developed to limit blood shed while other activities were developed merely as past-time pursuits. Football, being an American adaptation of England's "soccer", shows the relevance of modifying games to invent a new one. A link between history and physical education is also found through such discussions, thereby presenting to students the view that school subjects do not exist in isolation of other subjects and that physical education is global.

Lead up games offer students the opportunity to identify the effects of movement concepts as integral to court and field activities. An example is Touchdown where students are in a group (team) with the task of concealing a small object and getting it across a "goal line" without being tagged by a player from the other team. Cooperative and competitive strategies must be developed and refined by the group to continually reach the desired end.

Design activities which provide the students the opportunity to understand, practise and demonstrate the specific court and field activity skills. One of the skills used in team handball is sending/receiving. Having students in a circular group of 5 - 6 who are passing across the circle and then moving to an open space around the circle, highlights the concepts of space, pathway, range, force and relationship of body parts to each other. A skill used in table tennis is the forehand stroke. Having students play a game of Double Paddle where a student has a paddle in each hand. This not only ensures that the forehand stroke will be used on every stroke but it develops the ability to play with either hand. The concepts of range (near/far), force (strong/weak) and relationship of body parts to each other (grip, action, follow through and foot placement) can be emphasized.

One of the skills used in football is the running of patterns. Having students in a groups of 2 - 3 provides one quarterback, one receiver and one person observing and providing specific positive feedback. The person with the ball (quarterback) calls a pattern such as button hook, slant, in and out, 5 and 45, down out and
Theme: Court and Field Activities

Student Assessment

the ball. A decrease in range requires less force on the pass, and less time to send and receive the pass. This can be explored further with relation to accuracy with students varying their range, force and time to discover its effect on accuracy.

Student Performance: Students demonstrate the ability to use court and field space effectively while participating in activities involving passing/receiving/sending. Students demonstrate the ability to use pathways to get into an open space to pass and receive the ball.

Students demonstrate the ability to use appropriate force of body and/or implement while engaged in court and field activities.

Students demonstrate the ability to perform football patterns.

Students demonstrate the ability to work cooperatively to reach a common goal.

Students demonstrate the ability to complete tasks or movement problems/situations by predicting actions and outcomes. For example, what can a student assume will happen if, while running toward a goal, his/her teammate is getting ready to strike the ball? This thinking and experience has cross-curricular links to science; science outcomes include making and predicting hypotheses using experiments and past information. A student, upon observing an action or set of circumstances, should be able to make a reasonable prediction of an outcome when in a similar situation in the future.

Students demonstrate the ability to use coordinated movement through the summation of forces to achieve desired actions. Students demonstrate the ability to use movement concepts of force, level and range while sending/receiving.

Resources and Notes

down out and down - A straight pattern down field 7 meters, take two steps toward the outside of the field, and then run straight down field to the goal line.

banana - A curved pattern down field in the shape of crescent, half moon, or banana.

fly - A straight pattern down field to the goal line.

Resources


P.E. Games and Activities Kit. By Ken Lumsden p. 320.

Physical Education for Children: Daily Lesson Plans for Middle Schools. By Lee, Thomas and Thomas.

http://www.geocities.com/sissio/physical_education.html - Canadian physical education football website
Grade 7

Theme: Court and Field Activities

Outcomes

It is expected that students will:

Sample Learning and Teaching Strategies

down, banana, or fly. The receiver does the pattern while the quarterback throws the ball. The observer provides positive, specific feedback to either the quarterback or receiver and then roles change. The receiver becomes the quarterback, the quarterback becomes the observer and the observer becomes the receiver repeating the same activity. In addition to the movement concepts of pathway and direction, the relationship between range, force and time can be highlighted during this activity and/or later in the assessment.

Cooperation and movement concepts are used in many Court and Field activities. In the pickle-ball lead-up game Horse, a small group of 4-6 students send and receive the ball amongst themselves to see how long a rally can be maintained before the rally is lost. After a person sends the ball, the ready position should be emphasized as the state to which a person returns to get ready for the next time the ball comes their way. When a loss of rally occurs the group receives a letter toward the spelling of the word “horse” (any word can be substituted). After a while students should switch teams and choose different partners so that students who could use assistance receive it and more capable students are challenged. Students would use the basic skills of the forehand and backhand pass to send/receive the ball. The movement concepts of balance, range, level and force would be emphasized.

Modified games offer students the opportunity to identify the effects of movement concepts as integral to court and field activities. An example is Six-a-Side (or Four-a-Side) Tennis where teams of six students occupy the doubles tennis court and set themselves up in two lines (three in front court and three in back court). The game is played similarly to volleyball: the serve is completed by the middle player in the back court hitting the ball to their middle team-mate in the front row, this player then sends the ball cleanly over the net; the ball must bounce once before each hit; the ball may be hit three times on a side; the same person cannot hit the ball twice in a row; spiking is prohibited; fifteen points wins. This modification allows students to practise racquet skills, demonstrate fair play concepts and show awareness of safety.
Theme: Court and Field Activities

Student Assessment

Students demonstrate the ability to use both static and dynamic balance during performance of skills such as basic stance, sending, and receiving.

Self-Evaluation/Reflection: Students can/should assess their achievement with respect to one or more of the concepts and/or skills during the lesson. Alternately, they could comment on their overall progression throughout the theme or make a summary comment regarding their abilities now compared to their abilities when they started the theme. Are students making better use of skills and movements in activities outside of school time?

Students make an entry into their activity log book as to how they would solve a particular movement problem (if your opponent is at the front of the net, how can you win the rally?).

A journal entry commenting on how well fair play concepts were adhered to during the unit by students could also prove beneficial. Alternately, students write an anecdotal report on their level of participation to include in their portfolios.

Peer Evaluation: Provide students with a few minutes to think about safety issues with respect to any combination movement concepts (space, pathway, range, force and balance). Introduce the idea that proper use of these concepts creates a safe environment for all. Students provide examples of safe and unsafe behaviour exhibited during class.

Students have their partner complete a skill inventory on their performance. A partner could provide anecdotal information about behaviour, movements and skills during the unit. A checklist of skills and concepts that they should have achieved by the end of the unit would be helpful.
Grade 8
Theme: Court and Field Activities

Outcomes
It is expected that students will:

**IN MOVEMENT**
1. Demonstrate improvement in court activity skills (sending/receiving, movement with or without implement) by applying movement concepts of body awareness (relationship of body parts while moving and body "language") and space (direction, range and force).
   (GCO 1, KSCO 2)

2. Demonstrate cooperative and competitive court activity strategies in a variety of group activities using the movement concepts of level and body language.
   (GCO 1, KSCO 6)

**ABOUT MOVEMENT**
3. Create a competitive or cooperative field game which uses rules, concepts, and skills from a combination of other court and field activities.
   (GCO 2, KSCO 3)

4. Discuss how court activities are an excellent example of how people can achieve and maintain fitness and healthy lifestyles.
   (GCO 2, KSCO 5)

5. Analyze personal responses and behaviours in cooperative groups such as fair-play concepts such as caring, sharing, involving all participants, encouragement, following of basic rules.
   (GCO 3, KSCO 1)

**THROUGH MOVEMENT**
6. Participate in interscholastic athletics, intramural programs and/or community based activity programs.
   (GCO 4, KSCO 1)

7. Show concern and safety for others during field activities such as rugby scrums, soccer kicks and tackling.
   (GCO 5, KSCO 2)

8. Reflect critically on responses and behaviours in cooperative groups.
   (GCO 6, KSCO 1)

9. Identify and demonstrate cooperative behaviours that enable all students to participate and enjoy activities such as following of basic rules, sharing of court time, choosing of different partners.
   (GCO 6, KSCO 4)

**IN MOVEMENT**

Sample Learning and Teaching Strategies

Skills and abilities used in court and field activities such as running, jumping, sending/receiving, safe use of an implement, and striking have been practised throughout the elementary and intermediate program. Introduce/review concepts with discussion of mechanics of the skill such as basic stance, passing, receiving, sending, movement with and/or without implement. The introduction of full contact and semi-contact activities will allow students to apply previously learned skills and abilities while also giving them the opportunity to show self-responsibility, caring and safety awareness. Students need to gain the understanding that full contact and semi-contact activities can be modified to provide a safe environment in which to participate. It should become apparent that such activities do not need full contact to learn the skills and rules necessary to enjoy the activity. Many movement concepts could be applied to the skills. Examples include: self and general space, pathway, range, direction, level, force, balance, flow, relationship of body parts while moving, and body language (Appendix E).

Activities

Warm-up, lead-up, modified and regulation games should be incorporated.

Games such as tag, relays, lead-up, modified games can all be used as warm-up activities. Warm-up activities should be designed to reflect the chosen topic. Given floor hockey as the topic, ask students to move within the general space while stick-handling. On a signal they must go to the wall and use various practised skills (snap shot & wrist shot) to get the ball to rise to the three different levels before rejoining the general space. They need to avoid others' personal space by keeping their eyes up while maintaining control of the ball. When shooting, use the appropriate force. Balance and coordination are fundamental in any movement. Given paddle tennis as the topic, ask students to participate in a relay activity. Divide students into 5 or 6 groups. Each member of the group must move from one end of the general space to the other before their teammate can do so. Students are to move through the general space tapping the
**Theme: Court and Field Activities**

**Student Assessment**

**Teacher Observation:** Use a checklist of movement concepts and court and field activity skills to provide feedback to students.

**Monitor group invention of a court and field activity which combines two or more activities and provide appropriate, specific, positive feedback.**

While students are involved in small group activities, observe how well students demonstrate the use of movement concepts while varying strategies within court and field activities. Do students make use of the general space when shooting/passing? Are shots/passes varied in level and range? Do students move throughout the space so as to maximize coverage (direction and pathway)?

Students select a space where they can work safely and work independently to practise various badminton shots. Students should display the use of appropriate body mechanics and movement concepts when executing the clear shot and smash. Teachers observe and provide feedback to students as to how well they are applying the movement concepts and motor skills presented in class. Are students contacting the shuttle at a low level (below the waist) for a clear shot, or using a strong amount of force (to get the shuttle high and behind your partner)? Students then alternate to the smash shot. Teachers would note if contact with the shuttle is being made at a high level (above the head), if a strong amount of force is used, and whether the concept of body awareness is being demonstrated with regard to wrist flexion and arm action.

**Resources and Notes**

When playing rugby or similar contact sports, it is necessary to discuss self-space since tackling is part of the regulation game. Teachers need to decide what is the safest way to offer rugby and discuss it in terms of self-space. If students are included in this decision-making process there may be a stronger tendency to follow the modification. As well, it allows students to show their level of concern and safety for others during court and field activities.

Vary the amount of competition. Some students may exhibit a stronger willingness to participate in activities and to perform in a more relaxed manner. Other students may prefer highly competitive environments.

Verbally recognize students who demonstrate cooperation, safety and concern for others.

Students can demonstrate their ability to use numerous movement concepts and motor skills during regulation games. They should also be expected to exhibit fair play concepts. During rally types of activities and regulation games, it can be emphasized how court and field activities are excellent activities for practising active living.

Encourage students to demonstrate an awareness of safety, cooperation, fair play and apply these concepts during activities.

Encourage self-responsibility in peer evaluation by explaining the process and the inherent responsibility when assessing someone.

Prior to beginning partner throwing activities, explain in detail how to throw the ball in such a way that partners have ample time to move and get set under the ball.
Theme: Court and Field Activities

Outcomes

It is expected that students will:

IN MOVEMENT

1. Demonstrate improvement in court activity skills (sending/receiving, movement with or without implement) by applying movement concepts of body awareness (relationship of body parts while moving and body "language") and space (direction, range and force).
   (GCO 1, KSCO 2)
2. Demonstrate cooperative and competitive court activity strategies in a variety of group activities using the movement concepts of level and body language.
   (GCO 1, KSCO 6)

ABOUT MOVEMENT

3. Create a competitive or cooperative field game which uses rules, concepts, and skills from a combination of other court and field activities.
   (GCO 2, KSCO 3)
4. Discuss how court activities are an excellent example of how people can achieve and maintain fitness and healthy lifestyles.
   (GCO 2, KSCO 5)
5. Analyze personal responses and behaviours in cooperative groups such as fair-play concepts such as caring, sharing, involving all participants, encouragement, following of basic rules.
   (GCO 3, KSCO 1)

THROUGH MOVEMENT

6. Participate in interscholastic athletics, intramural programs and/or community based activity programs.
   (GCO 4, KSCO 1)
7. Show concern and safety for others during field activities such as rugby scrums, soccer kicks and tackling.
   (GCO 5, KSCO 2)
8. Reflect critically on responses and behaviours in cooperative groups.
   (GCO 6, KSCO 1)
9. Identify and demonstrate cooperative behaviours that enable all students to participate and enjoy activities such as following of basic rules, sharing of court time, choosing of different partners.
   (GCO 6, KSCO 4)

Sample Learning and Teaching Strategies

paddle tennis ball with the paddle tennis racquet. It is quickly discovered that keeping the ball near to the racquet (range) and using weak force while keeping a straight pathway ensures that the ball will stay under control and result in efficient movement. Participants also need to avoid other students’ personal space by keeping their eyes up while maintaining control of the ball.

Rugby requires participants to assume a low centre of gravity when being tackled, tackling others and joining a scrum. This stable position is also required in soccer when being challenged for the ball, attempting to head the ball, and kicking the ball. To illustrate the importance of having a low centre of gravity to increase stability, have partners assume a high basic stance and have the other partner attempt to push them off that centre of gravity using one shoulder at a time and using appropriate force. Then, have the student assume a low basic stance and do the same activity. Next students should join their partner and have another group try to push them off balance. Students should keep joining another group as long as they can maintain their stability. Key points such as low level and wide stance are reinforced here.

Many body mechanics are similar among court and field activities. Examples include kicking and passing from out of bounds. Such similarities should be highlighted so that students can transfer previous knowledge to new activities. Swap it is a game which has students use their non-preferred foot to kick the ball. This allows experienced soccer players the chance to understand the frustration of less experienced players and also makes it possible for them to break down the skill since they will perform it more slowly than if using the preferred foot.

Design activities which provide the students the opportunity to understand, practise and demonstrate the specific court and field activity skills. One of the skills used in volleyball is passing. Students select partners using previously discussed fair play guidelines. Using high (level) underhand throws, the receiver moves into position under the ball (sustained flow), stops, assumes a basic stance (sudden flow) and passes the ball back to his/her partner using the face pace or forearm pass. Two of the skills used in badminton are the clear shot and "smash" shot. For the clear
Theme: Court and Field Activities

Student Assessment

Student Performance: Students demonstrate the ability to assume a low centre of gravity

Students demonstrate kicking skills for soccer and rugby.

Students demonstrate proper technique in passing the ball in from the sidelines.

Students demonstrate the ability to use levels effectively while participating in court and field activities such as passing/receiving/sending.

Students demonstrate the ability to use appropriate body language to fake or make a movement.

Students demonstrate the ability to use sudden and sustained flow when moving oneself and moving with or without the implement.

Students demonstrate the ability to use coordinated movement through the summation of forces to achieve the desired action. Passing, receiving, sending, and moving with or without the implement all require body awareness and coordinated movement.

Students demonstrate the ability to use appropriate body awareness (relationship of body parts while moving and muscle tension and relaxation) and the summation of forces to achieve the desired action while engaged in court and field activities. As an example, do students move their feet and get into a proper body position before striking/passing/shooting?

Students invent a game or activity to allow further opportunities to cooperate, set fair play standards (Appendix F), demonstrate self-responsibility and to develop understanding of movement concepts while applying them. Creating a game which combines rules, concepts, skills and/or techniques

Resources and Notes

Resources


P.E. Games and Activities Kit. By Ken Lumsden p. 320.

Physical Education for Children: Daily Lesson Plans for Middle Schools. By Lee, Thomas and Thomas.
Grade 8

Theme: Court and Field Activities

Outcomes

It is expected that students will:

SAMPLE LEARNING AND TEACHING STRATEGIES

In Movement

1. Demonstrate improvement in court activity skills (sending/receiving, movement with or without implement) by applying movement concepts of body awareness (relationship of body parts while moving and body “language”) and space (direction, range and force).
   (GCO 1, KSCO 2)

2. Demonstrate cooperative and competitive court activity strategies in a variety of group activities using the movement concepts of level and body language.
   (GCO 1, KSCO 6)

About Movement

3. Create a competitive or cooperative field game which uses rules, concepts, and skills from a combination of other court and field activities.
   (GCO 2, KSCO 3)

4. Discuss how court activities are an excellent example of how people can achieve and maintain fitness and healthy lifestyles.
   (GCO 2, KSCO 5)

5. Analyze personal responses and behaviours in cooperative groups such as fair-play concepts such as caring, sharing, involving all participants, encouragement, following of basic rules.
   (GCO 3, KSCO 1)

Through Movement

6. Participate in interscholastic athletics, intramural programs and/or community based activity programs.
   (GCO 4, KSCO 1)

7. Show concern and safety for others during field activities such as rugby scrums, soccer kicks and tackling.
   (GCO 5, KSCO 2)

8. Reflect critically on responses and behaviours in cooperative groups.
   (GCO 6, KSCO 1)

9. Identify and demonstrate cooperative behaviours that enable all students to participate and enjoy activities such as following of basic rules, sharing of court time, choosing of different partners.
   (GCO 6, KSCO 4)

Lead-up games offer excellent opportunities to practise and learn concepts and skills. Lead-up and similar type games also provide the opportunity to develop cooperative strategies such as who should be strikers or goalies and whether these roles can change during play. Cooperation and fair play concepts must be used when two or more students engage in a rally; the idea here is to keep the ball or shuttle alive and in play rather than score a point. This can also be a prime opportunity for students to assist each other in the learning of how movement concepts can help them become more efficient in the activity. Students can point out to each other how well they are using space concepts to cover the court and return the ball or shuttle efficiently. Alternately, a student may point out efficient and non-efficient use of the body when executing the strokes.

Soccer and rugby, like all team sports, require cooperation within the group and competition outside of the group. End Line Soccer allows all player to practise their skills and play all positions. Students are divided into two teams, one on each base line. Each member has a number and when called must run to the center to play regulation soccer using the defined general space. All other players become goal tenders of their baseline. A goal is scored by kicking the ball at a medium to low level (below waist), over the opposing teams end line; goalies attempt to prevent goals. Kicks at a medium to low level allow for and creates awareness of safety.
Theme: Court and Field Activities

Student Assessment

from two or more games is a challenging way to get students thinking beyond what has been traditionally presented to them in court and field activities. It also allows students to identify and demonstrate cooperative skills used in competitive games. Football and baseball could be combined so that a tennis ball is thrown to receivers who wear baseball gloves. Passing and scoring follow the rules of football. Within this activity students have to identify and demonstrate the cooperative skills required to play such a game. Outcomes from all three domains, In Movement, About Movement and Through Movement (psychomotor, cognitive and affective), can be achieved through this activity.

Students define the criteria that are necessary to be successful in court and field activities. Proper use of space and alternating the use of near and far and strong and weak shots/passes would be examples of what to expect here.

Self-Evaluation/Reflection: After the previously described activity, Swap It, students should perform the skill on their dominant side. Ask each person to discover a minor or major modification they can make to his/her technique that might enhance performance. Alternately, have students reflect critically on the question “which should be held in higher importance, the perceived fun of tackling hard or the concern and safety of others?”. Place the corresponding answer card in the box upon departure.

Students can/should assess personal achievement with respect to one or more of the concepts and/or skills during the lesson. Alternately they could comment on perceived differences between
Grade 8

Theme: Court and Field Activities

Outcomes

It is expected that students will:

Sample Learning and Teaching Strategies

This activity of End Line Soccer can become more advanced by having only the first number called able to strike the ball for a goal, thereby increasing the need for cooperation within the group. It can also be modified to concentrate on controlled low kicks by deeming below the knee to be a goal.

Body “language” is used in Soccer Baseball whether as a lead-up game or main activity. Before beginning the activity, introduce the ideas that the batter’s foot, hip and shoulder position can determine the intended direction of the kick. Oftentimes, the batter’s eyes are the best predictor. This understanding should then transfer to a soccer game so that the direction of kicks can be predicted by players.

Modified activities provide students the opportunity to identify the effects of movement concepts as integral to court and field activities. One of the skills used in table tennis is a forehand or backhand stroke with spin. Students are encouraged to select their own teammate/partner ensuring that fair play concepts are practised. Another activity that can be used here is a game of Three Zone Pong where regular table tennis rules are used with the following exceptions: lower the net to 3 or 4 inches above the table; divide the table into three equal zones; the ball must bounce twice before being struck; the ball must first land in the centre zone, then bounce in the end zone before being played.

Using body awareness concepts of muscle tension/relaxation and relationship of body parts, students play the game with an emphasis on placing spin on the ball while completing their forehand and backhand strokes. Ask students to experiment with different spins and different ball placement to achieve success.

Muscle tension and relaxation and flow can be interlinked when practising running with the ball and cutting to avoid being tackled (grabbing a flag) or to break tackles (touches). In order to change flow, muscles must be tensed and relaxed in quick succession. Muscles that remain tight have a greater chance of being pulled or strained. When practising lateraling the ball in rugby, the student must be running full speed ahead, then control their pace and relax enough to laterally pass the ball with accuracy to a teammate. The three-player weave traditionally used in basketball can be modified and used here to practise lateraling the ball.
Theme: Court and Field Activities

Student Assessment

personal responses/behaviours during physical education classes and activities outside of the structured curricula.

Peer Evaluation: Again, after the activity Swap It, students use a checklist and note changes in kicking body mechanics before the skill is “swapped” and after the skill is “swapped” and practised.

Anecdotal report about specific movement concepts or activity skills.

At the conclusion of a group or partner activity, ask students to complete an inventory type rating scale of how people cooperated and used fair play concepts during the activity. Outstanding, good, satisfactory and needs practice could be the scale (provide explanation with each scale measure). This would be done anonymously so as to not pose undue stress on students who would not like to name other individuals. This provides insight into how aware a student is of cooperation and fair play and also indicates how well the class is using these fair play concepts and cooperating with one another. (Appendix F)
Grade 9

Theme: Court and Field Activities

Outcomes

It is expected that students will:

1. Demonstrate appropriate application of movement concepts such as level, direction, and body “language” when throwing and striking in court and field activities. (GCO 1, KSCO 1)

2. Demonstrate offensive and defensive strategies to optimize play using several movement concepts. (GCO 1, KSCO 2)

3. Demonstrate appropriate warm-up, work-out and cool-down activities used in court activities. (GCO 1, KSCO 7)

ABOUT MOVEMENT

4. Create an appropriate warm-up, work-out or cool-down activity for court activities. (GCO 2, KSCO 3)

5. Identify the effect of physical activity on the quality of life. (GCO 3, KSCO 6)

THROUGH MOVEMENT

6. Initiate an activity program that reflects the interests of the students and espouses fair-play concepts. (GCO 4, KSCO 3)

7. Reflect critically on the usage of outdoor space and the responsibility that rests with the user. (GCO 6, KSCO 1).

8. Identify and demonstrate leadership skills by officiating, running a tournament, helping other students learn. (GCO 6, KSCO 3)

9. Demonstrate the knowledge and awareness of court activities so as to officiate and/or enter tournaments. (GCO 6, KSCO 6)

Sample Learning and Teaching Strategies

Court and field activities use skills such as sending/receiving, safe use of an implement, utilization of space, and striking among others. These skills should have been repeatedly practised, modified and refined in grades 7 and 8. Application of these skills to warm-up, lead-up, modified and regulation games is the focus in grade 9. Introduce/review concepts with discussion of mechanics of the skill such as basic stance, passing, receiving, sending, movement with and/or without implement.

Activities

Warm-up, lead-up, modified and regulation games should be incorporated.

Opportunities for students to develop leadership skills need to be offered. Warm-up activities invented by a student or group of students allow opportunities to cooperate, set fair play standards, demonstrate self-responsibility and develop understanding of movement concepts while applying them. This will provide teachers with new ideas which can be of great interest to P.E. classes.

Games and activities which are new to students or which are highly skilled based, such as baseball, football and softball can be threatening to students already struggling with self-confidence. Ultimate frisbee is not yet a mainstream sport, therefore students’ previous knowledge and skill development are usually limited. Fun activities such as snapping a towel to teach wrist action for the frisbee throw make ultimate frisbee less intimidating (P.E. Digest, 16 (3), p. 14). Direction and time are important in ultimate frisbee. Teams who use all directions will have increased success at moving the frisbee toward the goal. Time must also be adjusted when moving oneself or throwing the frisbee. Sending and receiving skills are directly transferable to other court and field activities such as team handball and basketball. People who can use their left and right hands to throw are harder to defend. Sometimes throwing to a person behind is the solution to the problem of how to advance the frisbee toward the goal. All such concepts should be introduced at the appropriate time. To gain
**Theme: Court and Field Activities**

**Student Assessment**

Teacher Observation: Use an anecdotal report to track students' progress in movement concepts and court and field activity skills to provide feedback to students. Place in the students' portfolio.

Teacher observes students sending/receiving/striking. Do they make use of the space and different levels in order to challenge the person they are playing?

Teacher uses a checklist to ensure students are using proper throwing technique.

Teacher poses questions so as to determine the extent to which students have attained knowledge and experience about court and field activities. Sample questions include: When playing tennis or badminton, what defensive/offensive strategies could you use? What defensive strategy could you use to counteract an offensive strategy? What are some additional offensive and defensive strategies?

Teacher uses immediate, positive, specific feedback to help students apply the proper throwing mechanics used in court and field activities.

Student Performance: Students choose to do a project or a journal related to initiating an activity program that reflects the interests of students and espouses fair-play concepts.

Students demonstrate the ability to use direction effectively while participating in court and field activities such as passing/receiving/sending and moving with or without and implement.

Students demonstrate the ability to use time effectively while participating in court and field activities such as passing/receiving/sending and moving with or without an implement.

**Resources and Notes**

Court and field activities should be highlighted for their adaptiveness to many environments. Any space can be used to allow people to participate in these activities. Many communities have outdoor and indoor courts that go unused for much of the day. Squash and racquetball, while not readily available in most schools, are quite accessible in some communities. There are opportunities for people to play both recreationally and competitively in many centres thereby increasing the opportunity to lead active lifestyles.

Running records could be kept of students chosen as taggers by simply putting a checkmark to the left of the student's name on the attendance sheet.

Body "language" is used in many activities. In baseball, the positioning of the batter signifies where the ball is most likely to be hit while the position of the pitcher determines if they are ready to pitch or trying to catch the runner on a steal. In football, the eyes of the quarterback will often look briefly toward the intended receiver before the snap. A defender should anticipate the ball coming to his/her "check" by observing the receiver's widening eyes. Students can explore various ways to use body language to their advantage by changing stances just prior to a pitch, looking at a false receiver or a receiver pretending the ball is coming his/her way by running hard and looking up as if to receive a pass. Such strategies can then be applied to other activities including personal relations where eye contact is an important skill to use at job interviews.

Encourage students to help their classmates practise skills and movements.
Grade 9

Theme: Court and Field Activities

Outcomes

It is expected that students will:

Sample Learning and Teaching Strategies

In Movement

1. Demonstrate improvement in court activity skills (sending/receiving, movement with or without implement) by applying movement concepts of body awareness (relationship of body parts while moving and body "language") and space (direction, range and force). (GCO 1, KSCO 2)

2. Demonstrate cooperative and competitive court activity strategies in a variety of group activities using the movement concepts of level and body language. (GCO 1, KSCO 6)

About Movement

3. Create a competitive or cooperative field game which uses rules, concepts, and skills from a combination of other court and field activities. (GCO 2, KSCO 3)

4. Discuss how court activities are an excellent example of how people can achieve and maintain fitness and healthy lifestyles. (GCO 2, KSCO 5)

5. Analyze personal responses and behaviours in cooperative groups such as fair-play concepts such as caring, sharing, involving all participants, encouragement, following of basic rules. (GCO 3, KSCO 1)

Through Movement

6. Participate in interscholastic athletics, intramural programs and/or community-based activity programs. (GCO 4, KSCO 1)

7. Show concern and safety for others during field activities such as rugby scrums, soccer kicks and tackling. (GCO 5, KSCO 2)

8. Reflect critically on responses and behaviours in cooperative groups. (GCO 6, KSCO 1)

9. Identify and demonstrate cooperative behaviours that enable all students to participate and enjoy activities such as following of basic rules, sharing of court time, choosing of different partners. (GCO 6, KSCO 4)

the most success, all directions must be used by participants when moving and throwing and students should practise throwing the frisbee in all directions and across all pathways so that students can transfer skills to activities.

Given Pickle Ball as the activity, ask students to engage in a rally with four people where two balls are used and between the four people both balls must stay in play. Hand-eye coordination, cooperation, and continued practice of racquet skills are emphasized here. Space concepts of range and general space are useful for placing shots which a partner can return. Appropriate use of level and force will ensure that rallies stay alive.

Ask students to design an activity which provides them opportunities to understand, practise and demonstrate court and field activity skills. One of the skills used in ringette is receiving. Students may design an activity where team members need to adjust their running speed (time) in order to receive the ring. Students need to anticipate the speed at which the ring is passed, showing understanding and application of the concepts of force and time. Two skills used in tennis are the lob shot and base line shot. Discuss with students how alternating between these two shots can be a very effective offensive strategy to win points in a game. Students practise these two shots during a rally.

A lead-up game for basketball that uses direction is Dribble Tag. Half the class has basketballs while the other half avoid the dribblers who are the taggers. Students must use direction to avoid being tagged and dribblers must keep control of their ball while pursuing non-dribblers. Alternately, in the game called Thieves, the roles are reversed. The non-dribblers are the taggers and they attempt to steal the ball from the dribblers.

Cooperation and movement concepts are used in the badminton lead-up game called Courts in Session. The objective is to limit errors while playing and to subsequently get the entire team on to one side of the court and win the succeeding point. The rules are as follows: basic rules of badminton apply but teams are composed of four players. Each team lines up on its respective baseline and to begin play, one player enters the court. When a player makes an error or mistake he/she must go to the end of their team's line.
**Theme: Court and Field Activities**

**Student Assessment**

Students demonstrate the ability to use coordinated movement and body mechanics through the summation of forces to achieve the desired action. Passing, receiving, sending, and moving with or without the implement all require body awareness and coordinated movement.

Students demonstrate their ability to use movement concepts and court and field skills during regulation games. They should also be expected to exhibit fair play concepts (Appendix F).

Students may opt to complete a project surrounding the question: “What effects do physical activities have on the quality of life?” Students may choose this opportunity in lieu of doing one of the other forms of assessment. Part of the project could be a poster to be displayed in the gym which highlights the major findings of the research and compare to their earlier reflection. Activity examples that can be presented as activities which can be played long into life include ultimate frisbee and softball.

Students demonstrate an awareness of warm-up activities as being an integral part of activity. Students should perform a warm-up without having to be reminded or prompted.

Students participate in a ladder tournament where they select their own opponent and monitor their progress. Students demonstrate they are able to follow instructions and cooperate with others to ensure the smooth running of a class.

Where a student’s school provides lunch time gymnasium supervision, students may opt to complete a project where they advertise and organize lunch-time intramural leagues.

**Resources and Notes**

Verbally recognize students who display leadership qualities.

Court and field games allow students to apply respect for the facility and equipment in an alternative environment. Students should understand that in order to have fields to use that the users must willingly bear the responsibility of ensuring it is able to be used by others. Major divots should be replaced, holes should be filled, all areas of the field should be used (not just the middle), and fences should not be climbed but should be walked around.

As part of efforts to get students to take more responsibility and to show leadership, allow students to choose their own teams (using fair play guidelines) and have them officiate, thus allowing the teacher to circulate and provide positive, specific feedback on movements and skills.

Officiating offers the students opportunities to learn the rules and guidelines for regulation games.

Where lunch time gymnasium supervision is provided as part of the duty schedule at a school, encourage students to organize a lunchtime activity club where each day they decide to play different court games. With assistance, students can learn to tabulate records, organize varying sizes of groups and take responsibility for leading active lifestyles.
Grade 9

Theme: Court and Field Activities

Outcomes

It is expected that students will:

**IN MOVEMENT**

1. Demonstrate improvement in court activity skills (sending/receiving, movement with or without implement) by applying movement concepts of body awareness (relationship of body parts while moving and body "language") and space (direction, range and force). (GCO 1, KSCO 2)
2. Demonstrate cooperative and competitive court activity strategies in a variety of group activities using the movement concepts of level and body language. (GCO 1, KSCO 6)

**ABOUT MOVEMENT**

3. Create a competitive or cooperative field game which uses rules, concepts, and skills from a combination of other court and field activities. (GCO 2, KSCO 3)
4. Discuss how court activities are an excellent example of how people can achieve and maintain fitness and healthy lifestyles. (GCO 2, KSCO 5)
5. Analyze personal responses and behaviours in cooperative groups such as fair-play concepts such as caring, sharing, involving all participants, encouragement, following of basic rules. (GCO 3, KSCO 1)

**THROUGH MOVEMENT**

6. Participate in interscholastic athletics, intramural programs and/or community based activity programs. (GCO 4, KSCO 1)
7. Show concern and safety for others during field activities such as rugby scrums, soccer kicks and tackling. (GCO 5, KSCO 2)
8. Reflect critically on responses and behaviours in cooperative groups. (GCO 6, KSCO 1)
9. Identify and demonstrate cooperative behaviours that enable all students to participate and enjoy activities such as following of basic rules, sharing of court time, choosing of different partners. (GCO 6, KSCO 4)

Sample Learning and Teaching Strategies

and the next person moves into the court to replace him/her. The team that does not make the error gets to add the first player in line to the team’s side of the floor and when a team gets all its players on the court, they must win the next point in order to win the game. However, when one team only has one player on the court the opposing team must hit all shots to the singles court. This activity allows players to continue practising racquet skills they have learned and to develop strategies to win points and defend against attacks. As the numbers of players change back and forth, teams will use varying strategies to try and better their team’s position. Encourage students to think of some of these dynamics.

Modified games offer students the opportunity to apply skills and movement concepts in game situations. An example is Pole Ball. Instead of getting a ball in the net, a ball is placed on top of a badminton pole and students attempt to score by knocking the ball off the pole. All other basketball rules apply. Direction is practised by movement of oneself and the implement. Another example is High Nets Badminton where a game of badminton is played using a volleyball height net on a volleyball court. Each team is permitted three hits before sending the shuttle over the net. This allows students to practise using different amounts of force to either pass the shuttle to a teammate or send it over the net. As well, level and use of space awareness are incorporated so that everyone knows where each person is in relation to each other.

When playing baseball, the batter may be offered several choices: 1. bat the thrown baseball or softball, 2. have the ball thrown underhand or overhand 3. bat using a tee, 4. kick the soccer ball in place of batting. This provides all students with the opportunity to challenge themselves and yet be comfortable. Teachers should draw out the idea that level, time, flow, and direction are all movement concepts that can be applied. Some may prefer a ball thrown at a downward trajectory (level) and therefore choose baseball. Others may want to eliminate the need to apply the movement concept of time (speed) by using a tee. Soccer players may never have had the chance to play baseball or softball in the summer but enjoy the variety that kicking a soccer ball within the rules of a baseball or softball game provides.
Theme: Court and Field Activities

Student Assessment

Self-Evaluation/Reflection: Students make a journal entry describing how court and field activities fit into their idea of fitness and active living. Is it an activity they see people pursing into adulthood? Why or why not?

Students answer the question: “What effect does physical activity have on the quality of life?” in a journal for the student’s portfolio. Students could do a project examining the same question in lieu of one of the other forms of evaluation.

In their activity log book, students identify a skill or movement that they perform well or they feel needs work. This can then be compared to how they performed at the beginning of the unit.

Also, teachers should provide students the chance to perform their chosen skill and have teachers and peers assess how well they complete the task. Any assessments can be placed in a skills portfolio or journal.

Peer Evaluation: Checklist that provides information about specific movement concepts or activity skills.

Peers can observe each other performing and rate or comment on each part of the performance. The recording sheet or checklist is given to the student for feedback and he/she can make additional comments. Of course, discussion of the results and cues for reinforcement should also be provided.

Students ask each other what skill, technique, movement or behaviour they would like to improve upon that day and record the answer. The evaluator then helps the student being assessed improve. Then roles are reversed. At the end of the day specific, positive feedback is given by each student assessing progress during the class.

Resources and Notes

Resources

P.E. Games and Activities Kit. By Ken Lumsden p. 11, 14.

Physical Education for Children: Daily Lesson Plans for Middle Schools. By Lee, Thomas and Thomas.

THEME: COURT AND FIELD ACTIVITIES
Theme: Fitness Activities

Aerobics, Circuit Training, Cycling, Exercise Balls, Fitness Testing, Jogging, Pilates, Skating, Skipping, Strength/Resistance Training, Swimming, Swiss Balls, Tae-Bo, Walking, Water Aerobics, Weight Training, Yoga...
THEME: FITNESS ACTIVITIES
Theme: Fitness Activities

Grade 7

IN MOVEMENT
1. Demonstrate efficient fitness activity skills such as safe aerobic and fitness hustle techniques consistent with an active living lifestyle. (GCO 1, KSCO 1)
2. Participate in fitness activities such as aerobics, fitness hustles, jogging and walking. (GCO 1, KSCO 3)
3. Apply the movement concepts of flow, time, relationship of body parts while moving, possible movements of body parts and possible body shapes across fitness activities, such as music-based aerobics and fitness hustles. (GCO 1, KSCO 3)
4. Participate in a variety of personal fitness activities. (GCO 1, KSCO 9)

ABOUT MOVEMENT
5. Pose and solve simple movement problems individually such as comparing students’ technique with efficient, safe, recommended movement. (GCO 2, KSCO 1)
6. Analyze fair play and active living concepts. (GCO 3, KSCO 3)

THROUGH MOVEMENT
7. Participate willingly in each of the fitness activities. (GCO 6, KSCO 2)
8. Demonstrate self-confidence through self-evaluation and reflection. (GCO 6, KSCO 5)

Grade 8

IN MOVEMENT
1. Demonstrate efficient fitness activity skills such as weight training and circuit training consistent with an active living lifestyle. (GCO 1, KSCO 1)
2. Apply the movement concepts of flow and time to summation of joint forces and locate and name body parts across activities. (GCO 1, KSCO 2)

ABOUT MOVEMENT
3. Pose and solve simple movement problems in a cooperative group such as determining the cause for inefficient movement and exploring ways in which to increase the efficiency. (GCO 2, KSCO 2)
4. Identify active living concepts as a guide by which to promote personal fitness and a healthy lifestyle. (GCO 2, KSCO 5)

THROUGH MOVEMENT
5. Show concern for the comfort and safety of others in a variety of activity environments such as aerobics, circuit training, jogging, walking and weight training. (GCO 5, KSCO 2)

Grade 9

IN MOVEMENT
1. Demonstrate appropriate warm-up, work-out and cool-down activities used in fitness activities while applying movement concepts such as muscle tension, and relaxation and name and locate body parts. (GCO 1, KSCO 7)
2. Apply movement concepts to extra-curricular activities within and outside of the school such as dances, aerobics programs, training for sports, alternative activities such as rock climbing, and increasing and maintaining personal fitness goals. (GCO 1, KSCO 8)

ABOUT MOVEMENT
3. Identify qualities required to pursue careers in physical education and recreation. (GCO 2, KSCO 6)
4. Create an appropriate daily food guide for a person with a healthy, active lifestyle based upon the Canadian Food Guide recommendations (appendix I). (GCO 3, KSCO 4)

THROUGH MOVEMENT
5. Identify and apply the components of fitness by developing fitness contracts, fitness testing peers, designing circuits, etc. (GCO 6, KSCO 3 & 6)
6. Demonstrate personal initiative, independence and decision-making by developing personal fitness log books or by mapping out fitness goals. (GCO 6, KSCO 6)
Grade 7
Theme: Fitness Activities

Outcomes
It is expected that students will:

IN MOVEMENT
1. Demonstrate efficient fitness activities skills such as safe aerobic and fitness hustle techniques consistent with an active living lifestyle. (GCO 1, KSCO 1)
2. Participate in fitness activities such as aerobics, fitness hustles, jogging and walking. (GCO 1, KSCO 3)
3. Apply the movement concepts of flow, time, relationship of body parts while moving, possible movements of body parts and possible body shapes across fitness activities, such as music-based aerobics and fitness hustles. (GCO 1, KSCO 3)
4. Participate in a variety of personal fitness activities. (GCO 1, KSCO 9)

ABOUT MOVEMENT
5. Pose and solve simple movement problems individually such as comparing students’ technique with efficient, safe, recommended movement. (GCO 2, KSCO 1)
6. Analyze fair play and active living concepts. (GCO 3, KSCO 3)

THROUGH MOVEMENT
7. Participate willingly in each of the fitness activities. (GCO 6, KSCO 2)
8. Demonstrate self-confidence through self-evaluation and reflection. (GCO 6, KSCO 5)

Sample Learning and Teaching Strategies
Offer a wide variety of fitness activities for a short duration to emphasize the endless possibilities in which personal fitness can be part of an active living/healthy lifestyle. This theme could be offered for short durations, several times a year, so that fitness progress can be assessed as an on-going process. Students should be encouraged to discover and solve their own fitness concerns, realizing that everyone is unique. It is important to make students feel comfortable with their own abilities, while guiding them toward healthy decisions about their lives. Students who believe that increased effort can improve their fitness and health will gain the most from this unit. Movement concepts such as Quality of Movement (flow, time, balance) and Body Awareness (muscle tension and relaxation, relationship of body parts while moving, possible body shapes) can be accentuated during fitness activities. Fitness concepts such as intensity, frequency, overload, and the components of fitness and corresponding skills such as agility, balance and speed should be the basis for understanding how to create individualized fitness programs.

Activities
Warm-up, work-out and cool-down activities and concepts should be presented. This can also incorporate warm-up, lead-up, modified and regulation games which are aerobic, strength, endurance and/or flexibility by design.

Games such as tag, relays, lead-up, modified and regulation games can all be used to present the concept of warming-up. Activities which increase the heart rate (large muscle group activities), thereby increasing the blood flow and oxygen delivery to the muscles are essential in preparing the body to increase its workload.

An appropriate warm-up would be Roll “n” Go. Similar to Monopoly, Roll “n” Go is played by a group of students rolling dice, moving their piece to a square and then going to an open
Theme: Fitness Activities

Teacher Observation: Teacher notes students who are willingly participating, showing improved participation or non-involvement. (Refer to Appendix D - Ellison’s Levels of Responsibility)

Teacher questions students about the components of fitness (listed in the resources and notes section in grade 8, pages 79 and 81) which are used during aerobics. Alternately, ask students how fitness activities can be incorporated into their daily lives perhaps through such activities as walking or jogging.

Student Performance: Students demonstrate the ability to perform non-sequenced fitness hustle movements.

Students demonstrate the ability to perform sequenced fitness hustle movements to music.

Students demonstrate the ability to perform basic aerobic movements.

Students demonstrate a fitness hustle sequence. Alternately, students may want to create an individualized fitness hustle which concentrates on identified personal fitness concerns as well as allow for the application of movement concepts such as possible movement of body parts.

Teachers can assist students by introducing the movement concepts of flow and the creation of fluid movements with specific beginnings and endings. Time can be discussed in relation to the beat of the music or increasing and decreasing the speed of the movements to increase and decrease the oxygen processing capability of the muscles.

Possible body shapes may be explored in relation to creating a varied, unique and individualized fitness hustle.

Resources and Notes

Refer to grade 8 (pages 79 and 81) for fitness definitions.

Fitness Hustle Definitions (Lee, Thomas & Thomas, 2000):

Diagonal jog - jog diagonally forward eight steps to the right-hand corner of the room and then jog diagonally back to the starting point. Repeat to the left-hand corner and back.

Grasshopper - hop on the left foot while lifting the right knee up to the side; repeat, hopping on the right foot and lifting the left knee.

Heel and arm swing - jump in place extending the right foot forward and touch the heel to the floor while the left arm swings forward and up and the right arm swings down; jump again, alternating.

Heel lifts - similar to walking in place, the left and right heel are lifted off the ground alternately. Two heels could also be lifted at once (calf raises).

Jog-karate kick - jog in place three steps and then kick to the side. Alternate the kicking leg.

Knee bends - standing in a straddle position with heels flat, fold the arms to be parallel with the floor with elbows bent, bend the knees, and at the same time twist the body to the left or right. Return to start and repeat in the opposite direction.

Knee dip and elbow pull - bend the knees halfway keeping the back straight and return to the standing position, keeping elbows bent with arms parallel to the floor. With each knee bend, elbows are pulled backwards.

Knee touches - the left knee is lifted and the right elbow is brought to touch it. Alternate touches.
Sample Learning and Teaching Strategies

Fitness hustles, as explained in Physical Education for Children: Daily Lesson Plans for Middle School, are a sequence of movements performed to music which allow for muscles to be stretched and oxygenated. There are different levels of fitness hustles which allow for increased duration as well as more advanced movements. Teachers should post diagrams and explanations of the movements which are easily accessible to students. Students should periodically compare their technique to that of the recommended technique and make the appropriate adjustments to ensure safe movements.

Heel touches, knee touches, knee bends, step-kick and reach, jog-karate kick, scissors, twist and bounce, grasshopper, heel and arm swing, knee dip and elbow pull, diagonal jog, and rocker step are just some of the moves which can be provided and sequenced to music for a personal or group warm-up. Other warm-up games such as partner tag and circuit training can be used to offer variety. These activities are discussed in greater detail in the grade 8 and 9 sections.

Fitness hustles could also be used as a lead-up to aerobics. Students may have an experience in the area of aerobics which the teacher may not or a certified instructor from the community may be enlisted to lead such an activity. There are numerous aerobics videotapes as well. Physical Education Digest provides suggestions on how to vary the aerobics program like Interval Aerobics (13(3), Sp. 97, pp. 20-21) and Toilet Paper Aerobics (11(2), W94, p. 28).

Toilet Paper Aerobics provides the opportunity for students to cooperate, be competitive and become more fit. During an aerobics routine get partners to wrap a piece of toilet paper around their ankles. If it breaks continue with the routine. The last group with the toilet paper intact wins.

During the cool-down phase of the aerobic session a discussion about proper foot placement and relationship of body parts while moving could be highlighted.
**Theme: Fitness Activities**

**Student Assessment**

Self-Evaluation/Reflection: Students assess their achievement based upon feelings of self-confidence and willingness to participate by ranking themselves in both categories out of 5 with 1 being the lowest and 5 being the highest and telling the teacher the numbers before departure.

Students respond in their journal as to whether or not they could carry on a conversation while engaging in aerobic activity. Students can listen to their breathing rate to determine where aerobic training zone should be introduced (P.E. Digest, 15 (1), F98, p. 34). With increased training will come increased intensity and duration of aerobic work-outs while still maintaining the ability to carry on a conversation.

Peer Evaluation: Provide a “yes/no” checklist about the student meeting necessary requirements in making a fitness hustle.

Program Evaluation: Provide students with three faces: happy, sad and indifferent. Upon exiting, have students place one of the faces in the box to reflect their feelings about a certain activity, the lesson, or the unit.

**Resources and Notes**

**Rocker step** - bounce on the right foot with the left leg extended to the side, then bounce on the left foot with the right leg extended to the side, then repeat on the right foot, hopping on the last rock (i.e., rock right, left, right, hop on right).

**Scissors** - jump to a stride position with one arm swinging forward and up, and the other arm swinging down and back, jump again, changing forward and back legs and arms.

**Step-kick and reach** - step to the left on the left foot, kick the right leg forward; reach toward the kicking foot with the opposite hand. Alternate and repeat.

**Twist and bounce** - feet together, bounce in place while twisting feet and hips to the left and arms and shoulders to the right. Alternate movement.

**Interval Aerobics** research suggests periods of exercise which are separated by periods of rest produce greater fitness gains. The best cardiovascular and body fat loss results were found in those who trained using interval aerobics. The result is believed to be linked to the ability of the participant to exercise at greater intensities since they know they will get to rest. As well, interval trainers have more opportunities to monitor their target heart rate and adjust intensity.

**Resources**

Game Skills A Fun Approach to Learning Sport Skills. By Hanrahan and Carlson.


Physical Education for Children: Daily Lesson Plans for Middle Schools. By Lee, Thomas and Thomas.


Toilet Paper Aerobics. P.E. Digest, p. 28.
THEME: FITNESS ACTIVITIES

Grade 8
Theme: Fitness Activities

Outcomes
It is expected that students will:

IN MOVEMENT
1. Demonstrate efficient fitness activity skills such as weight training and circuit training consistent with an active living lifestyle. (GCO 1, KSCO 1)
2. Apply the movement concepts of flow and time to summation of joint forces and locate and name body parts across activities. (GCO 1, KSCO 2)

ABOUT MOVEMENT
3. Pose and solve simple movement problems in a cooperative group such as determining the cause for inefficient movement and exploring ways in which to increase the efficiency. (GCO 2, KSCO 2)
4. Identify active living concepts as a guide by which to promote personal fitness and a healthy lifestyle. (GCO 2, KSCO 5)

THROUGH MOVEMENT
5. Show concern for the comfort and safety of others in a variety of activity environments such as aerobics, circuit training, jogging, walking and weight training. (GCO 5, KSCO 2)

Sample Learning and Teaching Strategies

Teachers should take note of the introduction provided under this section in the grade 7 section (page 74) as it strongly applies in grade 8 as well.

Fair play and active living permeate physical education. Therefore teachers need to recognize and capitalize on teachable moments to bring their importance to life. When asked why particular activities are taught would be an appropriate time to explain that learning and gaining competence in a variety of activities contribute to a person’s ability to have an active lifestyle throughout his/her entire life.

Activities

Warm-up activities prepare students for the rest of the lesson that is to follow. Muscles that are to be used in the fitness activities should be warmed-up and made ready for movement. The benefits of a warm-up and the reasons why the body needs to be stretched should be discussed prior to full-out activity. Additional points that can be mentioned here are the different types of stretching and the benefits of each (see page 81 under Resources and Notes). An extension activity can be to ask students in groups or partners to research the different types of stretching and when are they used. A report or demonstration by the students in class can be an effective way to involve the students in the teaching of these concepts.

Partner Ball Tag is a tag game which increases the necessity for the participants to be in constant movement. The tagger has the ball and chases the partner who does not have a ball. When tagged by the ball, the roles reverse. This highly anaerobic game can only be played for a short duration but the teacher may want to increase the time as the fitness unit continues, thereby applying overload principles to increase fitness.

Strength and resistance training is an activity where safety and care must be in the forefront of teachers’ minds. Strength and resistance training at the intermediate level should concentrate with low weights and/or body weight resistance, and emphasize
THEME: FITNESS ACTIVITIES

Student Assessment

Teacher Observation: Use a rating scale based upon Hellison’s (1985 & 1995) levels to indicate the level at which a student is functioning.

Teacher observes the extent to which students are using proper spotting techniques. Spotting in weight-lifting enhances the opportunity to show concern for the safety of others.

Teachers can assess student-led warm-ups. Students come to class prepared to lead their classmates in a warm-up and stretching session. Fitness warm-up and fitness concepts may actually be presented and taught by the teacher during the fitness unit, but this student-led warm-up can be conducted during any of the activities during any of the themes throughout the year. How appropriate are the stretches? Are the stretches demonstrated properly? How was the actual presentation to class? Was their knowledge of the content apparent/adequate?

Student Performance: Students perform their favorite and least favorite exercise using proper technique.

Students demonstrate the ability to apply the concepts of time, flow and summation of joint forces to a new exercise.

Students can create or produce a poster display which outlines the activities, steps and rationale behind a warm-up and stretching routine. Poster displays can include any number of fitness concepts, warm-up or stretching activities. Posters can be placed around the gym and used throughout the year for class warm-ups, stretching and teaching points. Alternately, students can create a video or web page instead of a poster.

Resources and Notes

principal of overload - specifies that physical activity must be performed in greater amounts than which the body is accustomed. This must be done in order to gain a benefit to health or fitness levels.

principal of frequency - how often work is done. Aerobic activity should be done three to four times a week to increase fitness levels.

principal of intensity - how much work is done. To increase fitness, overload must be applied.

components of fitness - cardiorespiratory endurance, muscular endurance, muscular strength, flexibility and body composition.

cardiorespiratory endurance - ability to exercise at lower intensity levels for longer periods of time. Jogging, walking and aerobics are examples.

muscular endurance - increased by increasing the repetitions of a muscle.

muscular strength - increased by increasing the workload on the muscle.

flexibility - increased by relaxing the muscle to allow for a slow, purposeful holding of a position so that a muscle lengthens.

anaerobic endurance - ability to exercise at high intensity levels for a short period of time. Relay races, circuit training and weight-lifting are examples.

fitness skills - agility, balance and speed.

agility - ability to change directions quickly.

balance - ability to maintain a position.

speed - ability to move from one place to another in a short period of time.
Grade 8

Theme: Fitness Activities

Outcomes
It is expected that students will:

IN MOVEMENT
1. Demonstrate efficient fitness activity skills such as weight training and circuit training consistent with an active living lifestyle. (GCO 1, KSCO 1)
2. Apply the movement concepts of flow and time to summation of joint forces and locate and name body parts across activities. (GCO 1, KSCO 2)

ABOUT MOVEMENT
3. Pose and solve simple movement problems in a cooperative group such as determining the cause for inefficient movement and exploring ways in which to increase the efficiency. (GCO 2, KSCO 2)
4. Identify active living concepts as a guide by which to promote personal fitness and a healthy lifestyle. (GCO 2, KSCO 5)

THROUGH MOVEMENT
5. Show concern for the comfort and safety of others in a variety of activity environments such as aerobics, circuit training, jogging, walking and weight training. (GCO 5, KSCO 2)

Sample Learning and Teaching Strategies

It is expected that students will:

Strength/resistance training applies the movement concepts of flow, time and summation of forces while integrating them into the fitness components. Strength training is a highly technical activity which needs to use highly efficient movements to be most effective. Therefore, slow movements (time) through the full range of motion (flow) and past the critical angle (summation of joint forces) allow for the recruitment of the required major and minor muscles (name and locate body parts) thereby receiving the most gains in endurance and/or strength. Since strength training is highly technical and will use the principle of overload, a spotter is a necessity. The spotter insures the safety of the lifter while also providing encouragement and valuable feedback. Instruction should be given in proper spotting techniques before any weight is lifted.

Students should examine techniques for various strength and resistance training to explore and discuss efficient and effective movement in a cooperative group. This could be done while completing a weight lifting circuit. P.E. Games & Activities Kit for Grades 6 - 12 is one of the many resources which offers pictures and a description of resistance training techniques but it also adds a place to put a station number next to the picture thereby providing a ready-to-use circuit training sheet (a sample is provided in Appendix K).
**Theme: Fitness Activities**

**Student Assessment**

Students can be encouraged to use a commercial or advertisement format or simply take the information-sharing approach.

Students design individualized fitness programs in consultation with the teacher. This allows the student to apply fitness and movement concepts, increase self-confidence and perhaps even self-image. This activity illustrates how teachers need to be sensitive to the fact that students at this age, who are already struggling with self-confidence issues, need to be given opportunities to enhance their self-confidence.

**Self-Evaluation/Reflection:** Students should reflect and examine the fitness activities/unit and decide what activities increased or decreased their self-confidence and why. Using the appropriate sheet in their portfolio, they record this reflection.

**Peer Evaluation:** Students define Active Living to a peer and provide two examples. They then refer to the posted definition which states: “Active Living includes being active in a variety of activities for 20 minutes a day, five to seven times per week.” Students score one point for each of the following: 1. variety of activities, 2. 20 minutes a day, 3. five to seven times per week, 4. two examples.

**Resources and Notes**

Care must be taken with stretching that proper technique is used and that nothing is done to unduly increase the chance of injury. Teachers initially demonstrate and when students lead a stretching session, the teacher should supervise.

**Static stretching** - static stretching involves gradually easing into the stretch position and holding the position. A static stretch is typically held for 15-20 seconds.

**Static shoulder stretch** - place the right arm across the front of your chest, parallel with the ground. Bring the left arm over the right arm above the elbow, use the left forearm to pull the right arm closer to the chest. Alternate arms.

**Dynamic stretching** - dynamic stretching involves movement while stretching a body part. Start slowly for a couple of reps and gradually increase speed.

**Dynamic shoulder stretch** - raise shoulders towards the ear, take them backwards, down and up again to the ear.

**Assisted stretching** - assisted stretching involves the assistance of a partner who must be cooperative and understand their role. Teacher supervision is recommended. A partner assists in maintaining the stretch position. Students aim to be fully relaxed and breathe easily throughout the exercise. Partner assisted stretches are held for 15-20 seconds.

**Assisted or partner shoulder stretch** - extend both arms behind your back and clasp hands. Keep the back straight while a partner assists in raising the arms. Partners should not raise the arms beyond a comfortable range. Hold for 15-20 seconds.

**Resources**

P.E. Games & Activities Kit for Grades 6 - 12. By Lumsden.

Physical Education for Children: Daily Lesson Plans for Middle Schools. By Lee, Thomas and Thomas.

Teaching Responsibility Through Physical Education. By Hellison.
Grade 9
Theme: Fitness Activities

Outcomes
It is expected that students will:

IN MOVEMENT

1. Demonstrate appropriate warm-up, work-out and cool-down activities used in fitness activities while applying movement concepts such as muscle tension, and relaxation and name and locate body parts. (GCO 1, KSCO 7)

2. Apply movement concepts to extra-curricular activities within and outside of the school such as dances, aerobics programs, training for sports, alternative activities such as rock climbing, and increasing and maintaining personal fitness goals. (GCO 1, KSCO 8)

ABOUT MOVEMENT

3. Identify qualities required to pursue careers in physical education and recreation. (GCO 2, KSCO 6)

4. Create an appropriate daily food guide for a person with a healthy, active lifestyle based upon the Canadian Food Guide recommendations (Appendix I). (GCO 3, KSCO 4)

THROUGH MOVEMENT

5. Identify and apply the components of fitness by developing fitness contracts, fitness testing peers, designing circuits, etc. (GCO 6, KSCO 3 & 6)

6. Demonstrate personal initiative, independence and decision making by developing personal fitness log books or by mapping out fitness goals. (GCO 6, KSCO 6)

Sample Learning and Teaching Strategies

Teachers should take note of the introduction provided in the grade 7 section (page 74) as it strongly applies in grade 9 section as well.

Activities

Begin the year with growth- and health-related physical fitness testing. Measures such as weight, height, skinfold, flexibility, sit-ups, push-ups and a one-mile run provide students with a starting point and allow them to quantitatively measure and therefore monitor fitness changes. Information on how to measure these activities can be easily accessed through a number of resources. Print resources listed at the end of this section explain and show how to measure all of the above activities.

Students can develop and sign fitness contracts. One contract might be a Cardiovascular Endurance Program Contract which should indicate the person’s name, frequency, duration, and intensity of aerobic exercise, date and by whom it was approved. Students can then track their exercise on a chart. Any in-school or out-of-school activity can be used such as aerobics, cycling, dance, running, skating, stair-master, swimming, Tae-Bo, walking, water aerobics, etc. Teachers can be great role models by trying something in which they are inexperienced and becoming part of the class learning from a video. Introduce the concept that students are in their optimal training intensity when they can hear themselves breathing but still carry on a conversation. (P.E. Digest, 16 (2), Winter 99, pp. 21.)

Cooperatively, students design a new warm-up, work-out or cool-down activity and present to a class. Combining two warm-up games to develop a new one would be a good approach. The proper sequence and technique for stretching (P.E. Digest, 11(3), Spring 95, p. 16) could be varied by using new stretches which concentrate on the same major areas. Stretching should move from large muscles to small muscles. Moving from the middle of the body outward would enhance this process rather than head-to-toe or vice-versa as is the common practice. Such activities provide
Theme: Fitness Activities

Student Assessment

Teacher Observation: Teacher monitors fitness contracts. 

Teacher monitors to what degree students are completing specific exercises correctly.

Student Performance: Students demonstrate the ability to do appropriate individual warm-up activities.

Students demonstrate the ability to complete an appropriate individualized circuit training cycle.

Students demonstrate the ability to participate in an appropriate cool-down activity.

Students produce a fitness facts poster. (P.E. Digest, 15 (3), Spring 99, p. 24)

Self-Evaluation/Reflection: In a cooperative group students create a list of qualities required to pursue careers in physical education and recreation. Verbally indicate whether they have some of the qualities required and if the physical education program enhanced these qualities within themselves.

Students log their daily food consumption for one week. Students create an appropriate daily menu for a person with a healthy, active lifestyle based upon the Canadian Food Guide recommendations. Comparisons can be written in a journal, project format or incorporated in a active living log book. Alternately, comparisons can be discussed during class, or across the curriculum, during health.

Similarly, students can record their fitness activities in a Fitness Bank Account Book. At the end of each month they can see how many deposits (minutes of activity) they have made and their balance. This could be used cross-curricularly with other subjects such as math and family living.

Resources and Notes

Refer to grade 8 (pages 79 and 81) for a list of fitness definitions.

Circuit Training Definitions (Lee, Thomas & Thomas, 2000):

agility runs - using lines about 3-4 metres apart, run from one line to the other as quickly as possible until a total of 10 lines have been touched.

bench stepping - step up on a bench with the left leg, then right, then back down with the left leg then right and continue.

bridge - starting in a push-up position reach the right hand to touch the left hip, return the hand for support and then use the left hand to touch the right hip.

curl-ups - lying on the back with arms at side on mat. Curl the upper body off the mat up toward the thighs so that the upper back is off the mat. Curl back down so that shoulders come in full contact with the mat.

feet springs - begin in a push-up position with feet on one side of line and arms on the other. Jump the feet across the line, taking the weight on the arms. Continue jumping back and forth.

hip raises - sitting with the upper body supported by the arms, lift the trunk until the body is straight and then return to the sitting position.

hoop jump - jump with two feet together, or feet alternating though a series of hoops.

line jumps - using a line on the floor, jump sideways back and forth over the line. Make it more difficult by varying the height and width of jump.
THEME: FITNESS ACTIVITIES

Grade 9

Theme: Fitness Activities

Outcomes

It is expected that students will:

IN MOVEMENT

1. Demonstrate appropriate warm-up, work-out and cool-down activities used in fitness activities while applying movement concepts such as muscle tension, and relaxation and name and locate body parts. Designing a new aerobic routine or alternative cool-down activity would also meet the requirements. Teachers must ensure that warm-up, work-out and cool-down principles are all presented. (GCO 1, KSCO 7)

2. Apply movement concepts to extra-curricular activities within and outside of the school such as dances, aerobics programs, training for sports, alternative activities such as rock climbing, and increasing and maintaining personal fitness goals. (GCO 1, KSCO 8)

ABOUT MOVEMENT

3. Identify qualities required to pursue careers in physical education and recreation. (GCO 2, KSCO 6)

4. Create an appropriate daily food guide for a person with a healthy, active lifestyle based upon the Canadian Food Guide recommendations (Appendix I). (GCO 3, KSCO 4)

THROUGH MOVEMENT

5. Identify and apply the components of fitness by developing fitness contracts, fitness testing peers, designing circuits, etc. (GCO 6, KSCO 3 & 6)

6. Demonstrate personal initiative, independence and decision-making by developing personal fitness log books or by mapping out fitness goals. (GCO 6, KSCO 6)

Sample Learning and Teaching Strategies

the opportunity to apply body awareness movement concepts such as muscle tension and relaxation and naming and locating body parts. Designing a new aerobic routine or alternative cool-down activity would also meet the requirements. Teachers must ensure that warm-up, work-out and cool-down principles are all presented.

Circuit training can help students meet their fitness goals as it can combine cardiovascular endurance with the other fitness components of muscular endurance, muscular strength and flexibility. Stations should be sequenced so that the same fitness component is not targeted twice in a row. One sequence may consist of zig-zag runs, hip-raises, line jumps, sit-ups, agility runs and modified push-ups. A second sequence could be bench stepping, bridge, hoop jump, sit and stand, and feet springs. By offering the teacher new and inventive ideas of what to include in the stations, students can be involved with the planning and implementation of the circuits.
Theme: Fitness Activities

Student Assessment

Peer Evaluation: Students' initial a peer's fitness contract and/or fitness bank account/log book. Additionally, peers can provide one alternate activity which might be added to their program.

Students assist each other in developing individualized circuits. Students should be able to progress from creating basic to advanced circuits once an understanding of the concepts surrounding fitness such as frequency, overload, and components of fitness have been presented. Classes would consist of some students performing basic circuit training while others would have progressed beyond this stage. Teachers could provide the criteria that are to be used so that students can offer feedback and suggestions to their classmates as they develop and engage in their circuit.

Resources and Notes

modified push-ups - lying face down on the mat, use the knees as the pivot point to raise the torso off the ground; lower the chin and chest back to the ground and repeat upwards again.

sit and stand - sit down with the back straight and legs extended. Without using your hands, stand up straight and then sit back down.

zig-zag runs - run a zig-zag pattern up and back around pylons.

Resources


Fitness: Order of Stretching is Important. P.E. Digest, p. 16.


Ready to Use P.E. Activities for Grades 7-9. By Landy and Landy.

http://www.hc-sc.gc.ca/hppb/nutrition/pube/foodguid/foodguide.html
THEME: FITNESS ACTIVITIES
Theme: Leadership/Cooperative Activities

Adventure Games, Cooperative Games, Initiative Problems, Problem Solving, Risk, Taskings, Team Building, Team Challenges, Trust...
**Theme: Leadership/Cooperative Activities**

**Grade 7**

**IN MOVEMENT**

1. Participate in a wide range of team-building and trust activities that require students to demonstrate a variety of movements and an awareness of several movement concepts. (GCO 1, KSCO 1)

2. Participate in various activities that require students to cooperate and compete in small and large group activities. (GCO 1, KSCO 5)

**ABOUT MOVEMENT**

3. Students display a knowledge of past movements to more quickly or efficiently complete future tasks/activities. (GCO 2, KSCO 4)

4. Students will understand that it is by cooperating and inclusion of all participants that tasks/activities are completed effectively. (GCO 3, KSCO 3)

**THROUGH MOVEMENT**

5. Select and assume responsibility for various roles while participating in games or activities. (GCO 5, KSCO 3)

6. Students will display safety knowledge and help create an atmosphere of trust in all activities. (GCO 5, KSCO 3)

7. Students will display increased self-confidence, responsibility and individual initiative. (GCO 6, KSCO 5)

**Grade 8**

**IN MOVEMENT**

1. Participate in various activities that require students to use cooperative and competitive strategies in small and large groups. (GCO 1, KSCO 6)

2. Participate in various activities that allow the use of skills and movements in alternate settings such as the a field, a park, a section of forest, etc. (GCO 1, KSCO 8)

**ABOUT MOVEMENT**

3. Students can solve tasks presented to them, and initiate and solve self-generated tasks and problems. (GCO 2, KSCO 2)

4. Students are able to recognize and evaluate their own and other's behaviours and actions in small and large groups. (GCO 3, KSCO 1)

**THROUGH MOVEMENT**

5. While engaged in cooperative activities and games students display a concern for the safety of others and display fair play concepts. (GCO 5, KSCO 2)

6. During and after activity students are able to assess and reflect on decisions made and actions undertaken. (GCO 6, KSCO 1)

7. Students can identify and demonstrate various cooperative skills while participating in activities and games. (GCO 6, KSCO 4)

**Grade 9**

**IN MOVEMENT**

1. Students participate in a variety of cooperative and competitive activities and games. (GCO 1, KSCO 5)

2. Students create and demonstrate appropriate warm-up and workout activities. (GCO 1, KSCO 7)

**ABOUT MOVEMENT**

3. Students initiate and create games and activities. (GCO 2, KSCO 3)

4. Students link the development of leadership and cooperative skills as being some of the qualities needed to pursue a career in physical education and recreation. (GCO 2, KSCO 6)

**THROUGH MOVEMENT**

5. Students can identify and demonstrate various leadership skills while participating in activities and games. (GCO 6, KSCO 3)

6. Students demonstrate decision-making, independence and increased self-confidence while participating in cooperative activities and team-building activities. (GCO 6, KSCO 6)
Grade 7
Theme: Leadership/Cooperative Activities

Outcomes
It is expected that students will:

IN MOVEMENT
1. Participate in a wide range of team-building and trust activities that require students to demonstrate a variety of movements and an awareness of several movement concepts. (GCO 1, KSCO 1)

2. Participate in various activities that require students to cooperate and compete in small and large group activities. (GCO 1, KSCO 5)

ABOUT MOVEMENT
3. Students display a knowledge of past movements to more quickly or efficiently complete future tasks/activities. (GCO 2, KSCO 4)

4. Students will understand that it is by cooperating and inclusion of all participants that tasks/activities are completed effectively. (GCO 3, KSCO 3)

THROUGH MOVEMENT
5. Select and assume responsibility for various roles while participating in games or activities. (GCO 5, KSCO 3)

6. Students will display safety knowledge and help create an atmosphere of trust in all activities. (GCO 5, KSCO 3)

7. Students will display increased self-confidence, responsibility and individual initiative. (GCO 6, KSCO 5)

Sample Learning and Teaching Strategies

Everyone likes to experience success and students in physical education classes are no exception. A factor in experiencing success is self-confidence and one of the ways to build self-confidence is by successfully completing physical challenges both individually and in groups. Team-building and trusting one’s teammates fosters an atmosphere of success; teammates learn that it is through cooperation that goals are met and success achieved. It is through a wide range of tasks, activities and games that trust in one’s group can be built and that cooperative skills and self-confidence can be achieved.

These theme and related activities make frequent use of what are referred to as “Praise Phrases” which are a teacher- and student-generated list of words and phrases that allow everyone to praise and give encouragement to others. Examples of these “Praise Phrases” include: “nice job”, “good for you”, “that’s quite an improvement”, “you’re really working hard today” and “good thinking”. See Appendix G for a more detailed list. A class or part of a class where these ideas can be discussed and a list generated is an effective way to gain student input into the activities they will be completing.

Activities

Warm-ups, tasks, activities, games and challenges can all be used to meet the outcomes.

A good start to a class includes a fun, active warm-up. One way to get a group of students to start thinking and acting as a team is in the Team Workout Warm-Up. Students form in groups of 6-8; one student is either appointed or selected as the organizer. On a signal the organizer runs to the instructor and collects a list of exercises; these exercises are to be completed by all group members either in the order in which they appear on the card or the group may choose to vary the order. Exercises can include (but possibilities are endless) 10 jumping jacks, 20 crunches, 10 pushups, team lap around the gym, skip rope for 15 jumps. Rules to remember are: 1. Teammates must wait until all teammates are done before going to the next exercise; the organizer signals when the group moves on to the next exercise.
Theme: Leadership/Cooperative Activities

Student Assessment

Teacher Observation: Teacher notes students who are cooperating and attempting to include all students in the activity. A cooperative skills checklist that uses a scale from 1-5 with 1 being “excellent” and 5 being “needs improvement” could be used. The checklist could include criteria such as: listens to other teammates’ ideas; offers positive feedback to teammates and other group members; makes use of the Praise Phrases in Appendix G while engaged in activities.

Teacher makes anecdotal notes on how students have improved upon and developed their self-esteem and confidence during physical activity. A couple of original sentences or even a checkmark next to a given set of statements that describe the student would be appropriate.

Teacher observes the levels of cooperation between partners and groups, the knowledge and use of several movement concepts, and how well students can communicate and assist others while engaged in the activity named Rescue. Divide the class into two groups and have students select partners. Each player has a rope about five feet long. One partner ties the rope to his/her wrists while the other partner does the same after looping the rope under the partners rope. The object of the game is to try and escape by untangling the 2 ropes without untangling the ropes or slipping the ropes off the wrists. Once a pair solves the challenge, they are allowed to go to their other group members and show them how to untangle. The first team to get all teammates untangled wins. Students should make use of movement concepts such as personal space, range (near/far), level (low/medium/high), balance, and possible movements of body parts to untangle themselves. Students will experiment with climbing over one another, encouraging students to select different partners and groups. This will help them develop fair play, cooperation and really establish trust and the ability to work with all members of the class.

Encourage students to remain positive and encouraging; make use of the praise phrases yourself when interacting with the groups.

Students need to be reminded of safety concerns and guidelines throughout participation. Building trust and cooperating within a group can only occur if everyone feels safe throughout the activity.

Compliment students on their use and awareness of safety during activities.

Provide students with a checklist of safety guidelines which were observed during activities. Also included in this list could be observed breaches of safety.

Resources

Great Games for Young People. By Gustafson, Wolfe and King.

More Team Building Through Physical Challenges. By Midura and Glover.


Team Building Through Physical Challenges. By Glover and Midura pp.11, 72-73, 76-77.

http://www.pecentral.org/lessonIdeas/elementary/minefield.html - lesson idea
THEME: LEADERSHIP/COOPERATIVE ACTIVITIES

Grade 7

Theme: Leadership/Cooperative Activities

Outcomes
It is expected that students will:

IN MOVEMENT
1. Participate in a wide range of team-building and trust activities that require students to demonstrate a variety of movements and an awareness of several movement concepts. (GCO 1, KSCO 1)

2. Participate in various activities that require students to cooperate and compete in small and large group activities. (GCO 1, KSCO 5)

ABOUT MOVEMENT
3. Students display a knowledge of past movements to more quickly or efficiently complete future tasks/activities. (GCO 2, KSCO 4)

4. Students will understand that it is by cooperating and inclusion of all participants that tasks/activities are completed effectively. (GCO 3, KSCO 3)

THROUGH MOVEMENT
5. Select and assume responsibility for various roles while participating in games or activities. (GCO 5, KSCO 3)

6. Students will display safety knowledge and help create an atmosphere of trust in all activities. (GCO 5, KSCO 3)

7. Students will display increased self-confidence, responsibility and individual initiative. (GCO 6, KSCO 5)

Sample Learning and Teaching Strategies

2. Team members can “huddle” to choose which exercise they do next (develops team togetherness and belonging) 3. Everyone must share at least one praise phrase (Appendix G) with another teammate or other team 4. No negative putdowns or words. These exercises allow students to move in various ways and use concepts such as general and self-space (sharing of space with other group members and other groups), level (high, medium, low) depending on the particular exercise, time (moving quickly or slowly can determine how fast or slow the group will move on), muscle tension and relaxation and relationship of body parts while moving are also integral to many workout exercises.

Development of self-confidence and trust of one’s partner or group can be achieved through various activities that help students learn how each person depends on others in a group to varying degrees. Trust activities that can be used in partner or larger groups are: Blinder, Minefield, The Fallen and Circle Pass.

In Blinder one student is blind-folded (or agrees to close his/her eyes) while the other person leads him/her around the gym, field or other space. The leader ensures that the blinder does not trip, bang into anything or otherwise come to any harm while engaged in the activity. Safety is emphasized as the blinded person must be able to trust the leader absolutely. After a time, partners switch roles. Another version of this is Minefield where equipment is scattered all over the floor from one end of the activity area to the other. One partner wears a blindfold while the other works as a guide to instruct their partner across the mine field. The instructing partner is not to touch his/her partner at any time. Once they cross the minefield (i.e., activity area) they switch places. If they touch a mine at any time they are to switch places but they go back to the beginning. Make the activity harder or easier by adding or subtracting equipment. It is interesting to observe students who are initially reluctant to move and be led; they very quickly learn to trust their partner and move through space with confidence.

The Fallen is another partner activity where trust is required. One person closes his/her eyes (or is blindfolded) while the other person stands directly behind them. The partner whose eyes are closed allows him/herself to fall back into the waiting arms of his/
### Theme: Leadership/Cooperative Activities

<table>
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<tr>
<th>Student Assessment</th>
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<td>Manipulating their arms and legs in efforts to get untangled. Students who are able to cooperate and share their knowledge with others will be more efficient at completing the activity. If a partner group excludes other partner groups from their knowledge or success, then the larger group will not succeed at the task.</td>
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<tr>
<td>Student Performance: Students complete a task similar to one they have already completed and demonstrate their ability to cooperate and create solutions efficiently to complete the task. Have they extended their learning to new situations? Have they learned to apply teamwork and delegate responsibilities so as to complete the task most efficiently and thoroughly?</td>
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<tr>
<td>Students demonstrate the use of Praise Phrases (Appendix G) during activities. Is feedback positive? Are there any students using negative put-downs or negative pressure during activity?</td>
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</table>
| Students respond to teacher-posed questions or maybe enter into their journal some observations on students’ use of movement concepts such as balance, level and different body shapes. How was knowledge of these movement concepts used to stand with one foot or contort their bodies to stay on the “rock” while playing the game The Rock? The Rock activity/task requires an old tire or some equally large item. The task is to get as many people on the “rock” as possible. Teammates will have to trust each other and use all members of the group to accomplish this task. Some students will have to trust other teammates when they hold onto others to maintain their balance (using force and balance movement concepts). Other students will use different levels to maintain their position on the “rock” (students on top or bottom of one
**Grade 7**

**Theme: Leadership/Cooperative Activities**

**Outcomes**

It is expected that students will:

**IN MOVEMENT**

1. Participate in a wide range of team building and trust activities that require students to demonstrate a variety of movements and an awareness of several movement concepts. (GCO 1, KSCO 1)

2. Participate in various activities that require students to cooperate and compete in small and large group activities. (GCO 1, KSCO 5)

**ABOUT MOVEMENT**

3. Students display a knowledge of past movements to more quickly or efficiently complete future tasks/activities. (GCO 2, KSCO 4)

4. Students will understand that it is by cooperating and inclusion of all participants that tasks/activities are completed effectively. (GCO 3, KSCO 3)

**THROUGH MOVEMENT**

5. Select and assume responsibility for various roles while participating in games or activities. (GCO 5, KSCO 3)

6. Students will display safety knowledge and help create an atmosphere of trust in all activities. (GCO 5, KSCO 3)

7. Students will display increased self-confidence, responsibility and individual initiative. (GCO 6, KSCO 5)

**Sample Learning and Teaching Strategies**

her partner. It is during these type of activities that teachers must be very aware of safety concerns. There are several safety considerations: first, the task begins with the leader or catcher saying “ready?” If the person who is falling is ready he/she responds with “ready.” Then the leader says “falling?” followed with the person who is falling responding with “falling.” The final cue is for the leader or person who is catching to say “go”, at which point the person who is falling proceeds to fall into the arms of the waiting catcher. Proper catching technique would also be covered prior to the activity with students. Secondly, gym mats can be placed for extra safety. Thirdly, it must always be emphasized that under no circumstance does someone “fool around” and allow someone to fall to the floor.

Circle Pass is similar to The Fallen in that one person is blindfolded and allows him/herself to fall into the arms of waiting teammates. The difference here is that the person falling is in the centre of a small circle of several people (about six). The objective is for each person in the circle to catch his/her falling teammate and pass him/her to another teammate. Again, safety must be emphasized; the use of mats and a reminder to groups to keep circles small is very important.

A game of Pin Ball is very effective in helping groups learn that people play different roles at various times in order to help the team or group become successful. In Pin Ball the class is divided into two teams and the gym, court or field space is divided into two halves. The equipment needed is several balls of varying size and several pins; the number of pins placed in a team’s half of the court will be determined by the size of your gym, court or field. The objective is for one team to knock down one team’s pins while safely guarding their own pins. The pins are placed randomly around the court and once placed cannot be moved - teachers may want to impose some restrictions or guidelines as deemed appropriate. The balls are to be randomly entered into the playing area and play commences. Balls used should be of a soft material and should not be overly heavy in weight; balls are not to be thrown at participants. Teams have to devise strategies and appoint people to guard the pins and/or attempt to knock the other team’s pins down. The team that knocks down the pins first wins.
THEME: Leadership/Cooperative Activities

Student Assessment

Resources and Notes

another). All students will be aware of their general and self-space as well as range as they are either near or far from one teammate to another.

Self-Evaluation/Reflection: Students can log responses to any number of questions. How did the partner and group activities complete activities during the unit? Ask them to note and comment on how the group cooperated and how they feel with regards to having to trust other students. Did they find it easy/difficult? Did activities become easier as time went on? Did they observe strategies and techniques that worked better than others?

Peer Evaluation: Students can provide examples of safe and unsafe behaviour they observed during class.

Students could complete a peer assessment form that provides feedback to a classmate as to what level of responsibility they were exhibiting. The peer assessment form can also demonstrate how well they were cooperating and contributing to the team's success in the task titled The Rock (see earlier description).

In a journal entry students can note how other students provided feedback to other students including him/herself. Was there an incident or activity that provided a positive/negative experience?
Grade 8

Theme: Leadership/Cooperative Activities

Outcomes

It is expected that students will:

**IN MOVEMENT**

1. Participate in various activities that require students to use cooperative and competitive strategies in small and large groups. (GCO 1, KSCO 6)

2. Participate in various activities that allow the use of skills and movements in alternate settings such as the a field, a park, a section of forest, etc. (GCO 1, KSCO 8)

**ABOUT MOVEMENT**

3. Students can solve tasks presented to them, and initiate and solve self-generated tasks and problems. (GCO 2, KSCO 2)

4. Students are able to recognize and evaluate their own and other's behaviours and actions in small and large groups. (GCO 3, KSCO 1)

**THROUGH MOVEMENT**

5. While engaged in cooperative activities and games students display a concern for the safety of others and display fair play concepts. (GCO 5, KSCO 2)

6. During and after activity students are able to assess and reflect on decisions made and actions undertaken. (GCO 6, KSCO 1)

7. Students can identify and demonstrate various cooperative skills while participating in activities and games. (GCO 6, KSCO 4)

Sample Learning and Teaching Strategies

Team building and cooperation foster an atmosphere of success. Teammates learn that it is through cooperation that goals are met and success is achieved. When students work together on a challenge they learn to disagree, to predict and think things through, take turns, and listen to others' input. They will also learn that some ideas will not be used, others tested and yet again some will be successful. It is by using a wide range of cooperative games and activities that team-building and a student's willingness to take risks such as letting one's opinions be known and contributing ideas to problem solving, can be encouraged and built upon.

**Activities**

Warm-ups, tasks, activities, games and challenges can all be used to meet the outcomes.

A good start to a class includes a fun, active warm-up. Flag Tag is a game that is very active and requires cooperation between partners. This game can also be played in any setting either a gym or a field, section of woods, playground etc. However, it is a good idea to impose a boundary limit on the size of the playing space. Each student receives two flags that are attached or tucked into the hip area of the shorts or pants. Students pair up with a partner. The object of the game is to protect your own flags and collect as many other flags as possible. Any player who loses both flags is not permitted to collect any other flags. However, a player may help his/her partner by giving up one extra flag. Flags cannot be taken from someone's hand. If a flag is lost (taken) from a person's hip and he/she has one or more flags in his/her hand then he/she must replace the lost flag. After a designated amount of time the partner group with the most flags wins. Strategies will be employed by partners to collect the maximum number of flags and to protect each other from being eliminated from the game. Variations on this game can include dividing the team into four teams of four different flag colours and have groups of larger number of students working together. Movement concepts that are used when moving through space such as awareness of general
**Theme: Leadership/Cooperative Activities**

**Student Assessment**

Teacher Observation: Teacher observes students using cooperative strategies and participating to help the group complete tasks. Compliment and single out students who are cooperating and helping others complete activities.

Teacher notes the degree to which students cooperate, strategize and include all students when engaged in activities such as a game called Move the Mountain. The class is divided into two teams. The equipment needed is 1 large oversized cageball or other heavy ball and 20 balls (playground, volleyball or foam). Each team lines up behind its restraining line with half of the balls. The object of the game is to move the cageball by hitting it with the thrown balls. Students may leave the restraining areas to retrieve the balls on their own half of the gym but must return to the restraining area to throw the balls. When a team moves the ball across the goal line a point is scored. The lines chosen will be dictated by the size of the general space. Students should make use of fair play guidelines (Appendix F) here so that everyone gets a chance to throw the balls. If necessary, the instructor can institute a few rules such as alternating between only boys and then only girls being allowed to throw the balls. Strategies will vary from the simplistic (just throw the balls each time you get them) to more advanced where a group will attempt to hoard the balls and then throw all the balls at one time attempting to give the cageball one big push towards the goal. Of course teams will attempt to defend the ball from crossing the goal line by hitting the cageball with balls just before it crosses the goal line. Students should demonstrate awareness of safety issues as well, since there are balls being thrown: students do not throw balls at other students; students are in control of their

**Resources and Notes**

Teachers need to watch the interaction within groups and teammates. Watch the creativity and problem-solving that goes on. Teachers should be more concerned with the group process that students use when arriving at conclusions or solutions as opposed to the end product.

Encourage students to be part of different partner groups and teams. This will help them develop fair play, cooperation and establish the ability to work with all members of the class.

Make note of and highlight correct usage of praise phrases (Appendix G) by students. By reinforcing the use of praise phrases as opposed to put-downs or negative comments, students will use them more often and more naturally.

Encourage students to remain positive and encouraging; make use of the praise phrases yourself when interacting with the groups.

Students need to be reminded of safety concerns and guidelines throughout participation. Team-building and problem-solving within a group can only occur if everyone feels safe throughout activity.

Verbally recognize students who demonstrate cooperation and display leadership qualities.

**Resources**

Great Games for Young People. By Gustafson, Wolfe and King. pp.74-75, 121.

More Team Building Through Physical Challenges. By Midura and Glover.

P.E. Games and Activities Kit. By Ken Lumsden pp. 208-209.

Team Building Through Physical Challenges. By Glover and Midura pp. 72-73.
Theme: Leadership/Cooperative Activities

Grade 8

Sample Learning and Teaching Strategies

Outcomes

It is expected that students will:

**IN MOVEMENT**

1. Participate in various activities that require students to use cooperative and competitive strategies in small and large groups. (GCO 1, KSCO 6)

2. Participate in various activities that allow the use of skills and movements in alternate settings such as the a field, a park, a section of forest, etc. (GCO 1, KSCO 8)

**ABOUT MOVEMENT**

3. Students can solve tasks presented to them, and initiate and solve self-generated tasks and problems. (GCO 2, KSCO 2)

4. Students are able to recognize and evaluate their own and other’s behaviours and actions in small and large groups. (GCO 3, KSCO 1)

**THROUGH MOVEMENT**

5. While engaged in cooperative activities and games students display a concern for the safety of others and display fair play concepts. (GCO 5, KSCO 2)

6. During and after activity students are able to assess and reflect on decisions made and actions undertaken. (GCO 6, KSCO 1)

7. Students can identify and demonstrate various cooperative skills while participating in activities and games. (GCO 6, KSCO 4)

and personal space, direction, pathway, range, time, force, and body language, can all be highlighted and reinforced during the game. Fair play guidelines and cooperative strategies are also in full use during this activity.

Another activity that requires students to cooperate and work on team-building skills is Jigsaw Tangle. This activity requires students to think out their actions and cooperate with one another to complete the task. Ask students to form groups of six or larger (the larger the group, the more difficult the task). The group is to stand together in a circle and reach across and link hands with another person; each person does this ensuring that they hold hands (or wrists) with two different people. Once everyone is holding hands or wrists there should be quite the tangle. The task is for everyone to become untangled so that the group forms one long single (unbroken) line. The rules are as follows: Students may not release the wrists or hands of the person they are holding; students are permitted to turn around, twist and face the other direction; students are permitted to rotate and change the way they are holding onto a person but they cannot let go; students are permitted to use any movement to help complete the task. Encourage students to try different movements and get groups talking; groups who communicate and thereby cooperate are the most successful.

Bridge Over the Raging River is an activity that requires all group members to be integral parts of the solution as they cross a river using four tires, two 8 foot long boards and two ropes. All group members travel from one end of a space (land) to the other end without touching the floor (river). All equipment must be carried over to the other side. Students must use their imaginations and work together to create a series of moving bridges to get from one end of the “land” to the other. Students will use the tires and boards to stand on and transfer equipment along the path. The ropes can be used to pull equipment forward. Let the students figure out their own strategies but offer suggestions (hints) as necessary. One possible solution is that groups make a moveable bridge. As the group advances, it passes the tires and boards forward. Group members must share space on a tire. To complete this activity,
THEME: Leadership/Cooperative Activities

**Student Assessment**

Throws; students are aware of other people’s personal space when running to collect balls for throwing. Ensure that consequences are outlined to every team if a person throws a ball at an opposing player.

**Student Performance**

Students are to invent, pose or create a movement problem or challenge and then suggest ways it can be solved. Using the activities in which they have participated as a model, students construct a task or activity that can be solved by other students. This can be done on task cards, a poster display or instruction sheet that can be passed to students and the instructor. Ask students to present the challenge to the class and lead the class through the activity.

Students compile a team-building skills inventory. Students in groups brainstorm and think of skills, strategies, and behaviours that are helpful to groups when involved in tasks, challenges or activities that require teamwork and cooperation. This can then be expanded upon using a poster to be displayed in the gym as a reminder to students about the behaviours and strategies they should employ when participating in activities.

Students engage in activities where they have to cooperate and think a plan through. As an example, cooperation and strategizing are essential in the previously mentioned game Three-Point Relay, since groups who hurry and start out crossing without too much thought usually end up falling. Encourage students to think out a plan and remind them that there is no one best way but several alternatives to solving the movement problem. Again, safety guidelines are to be used. Ensure each student’s balance is stable and do not allow any player to be placed in an unsafe position. Students can respond in their
Grade 8

Theme: Leadership/Cooperative Activities

Outcomes

It is expected that students will:

IN MOVEMENT

1. Participate in various activities that require students to use cooperative and competitive strategies in small and large groups. (GCO 1, KSCO 6)

2. Participate in various activities that allow the use of skills and movements in alternate settings such as the a field, a park, a section of forest, etc. (GCO 1, KSCO 8)

ABOUT MOVEMENT

3. Students can solve tasks presented to them, and initiate and solve self-generated tasks and problems. (GCO 2, KSCO 2)

4. Students are able to recognize and evaluate their own and other’s behaviours and actions in small and large groups. (GCO 3, KSCO 1)

THROUGH MOVEMENT

5. While engaged in cooperative activities and games students display a concern for the safety of others and display fair play concepts. (GCO 5, KSCO 2)

6. During and after activity students are able to assess and reflect on decisions made and actions undertaken. (GCO 6, KSCO 1)

7. Students can identify and demonstrate various cooperative skills while participating in activities and games. (GCO 6, KSCO 4)

Sample Learning and Teaching Strategies

participants need good balance and need to hold onto or physically assist teammates throughout the challenge. The group simply has no choice but to help each other and communicate to be successful. Students are to use the praise phrases and refrain from saying anything negative. The penalty for someone touching or falling in the river is for the group to start over again.

Encourage students to try different strategies and talk about what works, what is ineffective and what they could do to try and do it faster a second time.

Three-Pointer Relay is an activity that requires problem-solving and teamwork. Students form groups of five or seven people. If a team has five members it is permitted to use three points of contact on the floor; if the group has seven members then they are permitted four or five points of contact. The objective of the relay is to get all players across the gym or general space using only the number of points of contact allowed. If a team falls or an extra point of contact is made, then the group will have to re-start.
**Theme: Leadership/Cooperative Activities**

**Student Assessment**

Journal as to how effective their strategies were and how involved everyone was in cooperating to help the team be successful.

**Self-Evaluation/Reflection:** Students make a journal entry about their contribution to the groups in which they participated. How did the groups function together? Since a student would have been involved in different groups at different times, what observations can be made about groups that were successful and others that were not as successful?

**Peer Evaluation:** Students can complete a checklist of behaviours and skills on several group members after an activity. There can be several criteria listed on the checklist and several slots left blank for names of group members. This evaluation or checklist is shared amongst teammates only, and passed to the teacher at the conclusion of class. Since the results or behaviours are only discussed among groups, feedback should be encouraging and checklists will reflect positive as opposed to negative behaviours. Criteria can include: How many praise phrases were used? Did each person contribute to the group? Name one positive contribution each person made to the team.
Grade 9
Theme: Leadership/Cooperative Activities

Outcomes
It is expected that students will:

**IN MOVEMENT**
1. Students participate in a variety of cooperative and competitive activities and games. (GCO 1, KSCO 5)
2. Students create and demonstrate appropriate warm-up and work-out activities. (GCO 1, KSCO 7)

**ABOUT MOVEMENT**
3. Students initiate and create games and activities. (GCO 2, KSCO 3)
4. Students link the development of leadership and cooperative skills as being some of the qualities needed to pursue a career in physical education and recreation. (GCO 2, KSCO 6)

**THROUGH MOVEMENT**
5. Students can identify and demonstrate various leadership skills while participating in activities and games. (GCO 6, KSCO 3)
6. Students demonstrate decision-making, independence and increased self-confidence while participating in cooperative activities and team-building activities. (GCO 6, KSCO 6)

Sample Learning and Teaching Strategies

Every member of a team wants to be involved and contribute to the group’s efforts. Sometimes goals are met, other times groups fall short of reaching goals but the excitement, enthusiasm and process the group goes through in reaching for those goals helps groups learn about working cooperatively and how to be a member of a team. Team members need to listen to one another, praise and encourage one another and recognize everyone’s efforts. It is through the development of these skills that everyone participating in an activity becomes an integral part of the group.

It is the goal of team challenges and team-building exercises that every person in the group becomes involved and is a part of a team. Some students will develop vital leadership skills that will help steer groups through a process that results in goals being achieved and challenges being met. Other people will discover that they have ideas that are of worth and that they can contribute to the overall success of the group.

Activities

A good start to a class includes a fun active warm-up. **Four-Way Fort Knox** is an active game that requires students to cooperate and use strategy to win the game. The objectives are to score more points than the other teams, capture an opponent’s guarded “gold”, prevent your own team’s “gold” from being looted, and return frozen players back into play. The equipment needed is four hoola hoops, eight football flags and pinnies or team markers. Cones will be needed to mark the playing space if played elsewhere other than a gymnasium. Divide the playing area into four equal sections. Place a hoola hoop in the corner of each zone and place the two football flags (gold bars) in the hoop. Divide the class into four teams and distribute pinnies. Participants may enter any territory and attempt to steal the other team’s gold and return it to their own vault; a player may only possess one gold bar at a time. Players who are tagged in another territory must immediately squat down and remain frozen, and any bar they have must be forfeited. The player becomes unfrozen when a teammate leapfrogs over them. Defenders of their team’s hoop (Fort Knox) must stand at least 10 feet away from it. Once a team’s two bars of gold have been looted, that team is eliminated from the game; the
**Theme: Leadership/Cooperative Activities**

**Student Assessment**

Teacher Observation: Note how many times a student uses praise phrases during activity.

During a group’s presentation of a game it has created, note the following: How well was the team prepared and organized? Did each member of the team seem involved and aware of the activity? Did team members seem to have patience and understanding with each other? Were teammates helpful to one another?

Teachers can observe and note the degree to which groups work together and plan during games and activities such as Four Way Fort Knox. Teachers should provide a few minutes before the start of the game for team planning. Each person on a team will find he/she is a valuable member of the team as some students will be more daring and will try to capture gold thus leaving the defending to other team members. Also, people will undoubtedly get caught and they will have to rely on others to unfreeze them in the event of getting caught. How effective were the strategies? How did they adjust if a strategy was not effective? Did all students participate? What level of responsibility was being practised?

Student Performance: When students create a game or activity, have them develop a checklist of modifications and ideas used. How many people can play or participate, what equipment is needed, what rules are required, what size playing area is needed?

Students engage in a Create-A-Game activity, which is a good one for initiating and assessing group dynamics. Divide the class into groups of 6-8 and give them various pieces of equipment to use to create their own game or activity. Give each group different equipment (be creative) and assign Vary the activities. Some activities can be completed in a manner of minutes while others take much longer; be prepared to have several activities ready that keep students active and meet the outcome for the day or unit of work. Be encouraging - Some students may exhibit a stronger willingness to participate in these type of activities while others are very reluctant. Being aware of this fact will help the teacher assist students reach all outcomes.

Encourage students to make sure they belong to different groups and teams and refrain from always forming the same teams each time (teachers may have to monitor this). Reminding students of fair play concepts and making use of the praise phrases can help make this happen.

Students need to be reminded of safety concerns and guidelines throughout participation. Students should use the mats around challenge areas. Teachers should encourage students to point out any safety concerns they may have.

The use of body movement and application and knowledge of movement concepts during many leadership and cooperative activities are endless. Students must maintain their balance to avoid falling into the river; different levels will be used to reach and move through the obstacles, and the range of obstacles and their proximity to the students.

Teachers need to be aware that usually all team members are part of the decision-making process. Many solutions are offered, trials taken, and attempts made. Different roles will be assumed; some students will direct the movements and directions of other students, while others will be more creative and provide other specific roles.
Grade 9

Theme: Leadership/Cooperative Activities

Outcomes
It is expected that students will:

IN MOVEMENT
1. Students participate in a variety of cooperative and competitive activities and games. (GCO 1, KSCO 5)

2. Students create and demonstrate appropriate warm-up and work-out activities. (GCO 1, KSCO 7)

ABOUT MOVEMENT
3. Students initiate and create games and activities. (GCO 2, KSCO 3)

4. Students link the development of leadership and cooperative skills as being some of the qualities needed to pursue a career in physical education and recreation. (GCO 2, KSCO 6)

THROUGH MOVEMENT
5. Students can identify and demonstrate various leadership skills while participating in activities and games. (GCO 6, KSCO 3)

6. Students demonstrate decision-making, independence and increased self-confidence while participating in cooperative activities and team-building activities. (GCO 6, KSCO 6)

Sample Learning and Teaching Strategies

first team to eliminate all the other teams receives a point. Safe areas for participants include their own side of the field or the other team’s Fort Knox.

The Wild River Challenge will require team communication, support and thinking. The team must cross the “Wild River” by planning its route around obstacles in the river. Team members must get from one side of the space or “river” to the other side. The obstacles are rings and bases with different colours and each colour outlines how that obstacle can be used to cross the river. This activity requires creative set-up by the instructor; the obstacles can be placed (and number of obstacles) so as to make the river crossing as easy or as difficult as the instructor wishes. Cones can be placed as other obstacles to confuse and deter the team. The addition of other obstacles is fine and even a balance beam can be placed as a “fallen log”, but students can go under or above it, standing on it is not allowed. The colours of the obstacles indicate the following (colour the rings by using coloured tape).

1. A blue ring takes the weight of one or more people. It is safe.
2. A red ring is dangerous. No one can stand inside this ring.
3. An indoor base supports only one foot; no other body part can touch this base. Only one person can be on this base.
4. A yellow ring supports only two hands, either two hands from one person or one hand from each of two people.
5. A white ring supports only one hand; no other body part can touch inside this ring.

Rules include: Students must remember what each colour means i.e. what body part(s) it supports and an error or falling into the river means that person must start over. The solution to this task is simply for teams to communicate, go slowly and help each other. Team strategies will include some students being responsible to watch out for color coding of rings and bases so that their teammates will be unlikely to make mistakes; other students will coach other teammates through the course.

The activity of Junk Yard Wars is a useful activity for developing decision-making and engaging students in creative thought. The objective is to create a battering ram that can be transported from one end of the space to the other and knock down a wall (made of
Theme: Leadership/Cooperative Activities

Student Assessment

Students create a list of desirable leadership traits. This can be presented in a poster format that can be displayed in the gym for future reference.

Self-Evaluation/Reflection: Students log their progress in learning to cooperate and their level of involvement in the challenges and tasks. They can comment on how well the group works together and how well they fit into and contributed to the team's completion of the tasks.

Students journal on what qualities they feel a leader has that makes him/her a leader. Can they identify any of these traits in themselves? Answer the question “Do you feel a person must have leadership skills or be a leader to pursue a career in physical education?” Why or why not?

Peer Evaluation: During activities, appoint one person from the group (a different person each time) to track how many positive comments and feedback are given to teammates. Do the same for negative put-downs or counteractive activity (off task etc.). This feedback can be offered to the group in an ongoing effort to help the team become more cooperative and efficient in

Resources and Notes

Resources

Great Games for Young People. By Gustafson, Wolfe and King.

More Team Building Through Physical Challenges. By Midura and Glover.


Team Building Through Physical Challenges. By Glover and Midura pp. 11, 72-73, 76-77.
Theme: Leadership/Cooperative Activities

Outcomes
It is expected that students will:

IN MOVEMENT
1. Students participate in a variety of cooperative and competitive activities and games. (GCO 1, KSCO 5)
2. Students create and demonstrate appropriate warm-up and work-out activities. (GCO 1, KSCO 7)

ABOUT MOVEMENT
3. Students initiate and create games and activities. (GCO 2, KSCO 3)
4. Students link the development of leadership and cooperative skills as being some of the qualities needed to pursue a career in physical education and recreation. (GCO 2, KSCO 6)

THROUGH MOVEMENT
5. Students can identify and demonstrate various leadership skills while participating in activities and games. (GCO 6, KSCO 3)
6. Students demonstrate decision-making, independence and increased self-confidence while participating in cooperative activities and team-building activities. (GCO 6, KSCO 6)

Sample Learning and Teaching Strategies

Theme: Leadership/Cooperative Activities

Cardboard boxes) before returning to the starting point. Equipment to be used is limited only in imagination and availability but could include scooters (for the wheels), hockey sticks, rope, tables, chairs etc. The students are to be given 15-20 minutes to imagine and create their battering ram. The criteria upon which students will be judged can include level of cooperation, level of participation of all members of the group, the GDP (gross destructive power) of the ram, and time it takes to complete the task. The use of gym mats as a wall of secrecy to hide the building of the ram from other teams can be included to add an element of competition to the activity (teams don’t want their ideas to be stolen by other teams). Decisions must be made as to what emphasis the team wants to place on their ram; for instance, do they want a fast battering ram or a sturdy one?

The activity of The Black Hole is both a physical and mental challenge that requires good cooperation and the display of leadership by some students to complete the task. Group members will try to pass through a hoola hoop suspended between two volleyball net standards and braced by using a basketball net (three places of contact). Students cannot touch the hoop nor can they dive through. Students must help each other to complete this task as it can be difficult and requires group members to offer lots of physical support. Place mats under and around the hoop for safety. Students must be aware of safety concerns. The hoop should be placed at a height that makes the challenge achievable (bottom of the hoop about waist high).

Team members all start on one side of the hoop and are to pass through the hoop to the other side and need help from teammates. The challenge is complete when all members are on the other side of the hoop. Solutions vary but a usual one is when team members lift and slide one group member through the hoop while keeping his/her body straight (using movement concepts of muscle tension and relaxation, level and balance). Getting the last person through offers the biggest challenge. Team members can reach through the hoop as long as they don’t touch it. Often one or two team members takes on a leadership role and directs how the group will complete the activity.
### Theme: Leadership/Cooperative Activities

#### Student Assessment

- Completing tasks. The recorder can observe cooperative behaviour and similar behaviours as other points to highlight and emphasize.

Students write in their journal and reflect on the success they had as individuals and as groups when playing various games. How did they move through general space to avoid getting tagged by other students? What movement concepts (Direction, Pathway, Level) are there when moving and dodging or when leap frogging over teammates to unfreeze them? Students will also display use of body language to get away from taggers and to help group members. Safety is also very important here and students should display an awareness of the general and self-space while moving so as to avoid collisions and injury. Using appropriate force when tagging is also a safety concern.

Students can enter into their journal several observations after playing the previously described game of Wild River Challenge. As each student must navigate the course, self-confidence, independence and decision-making are all present. Self-confidence will be displayed when students attempt the physical challenge of crossing the river and also when students have to display confidence in their ability to complete the course.

Independence is displayed in the actual completion of the course; students must actually navigate the course by themselves (with assistance from teammates). Decision-making is a constant in this activity both independently and as a group; decisions must be made as to the route to take. Decisions about who will watch for the obstacles are also important. Teachers can also have students complete a rating scale through a rubric on how they feel about their own self-confidence independence and decision-making abilities.

#### Resources and Notes
THEME: LEADERSHIP/COOPERATIVE ACTIVITIES
Theme: Outdoor Activities

Camping, Canoeing, Cross Country Running, Cycling, Hiking, Kayaking, Kite Flying, Orienteering, Sailing Skating, Skiing (cross country, downhill), Snowboarding, Snowshoeing...
Theme: Outdoor Activities

Grade 7

IN MOVEMENT
1. Demonstrate the basic movements and body mechanics of various outdoor activity skills such as canoe strokes, kayak strokes, skiing and snowshoeing movements and running while using various movement concepts. (GCO 1, KSCO 1)

2. Participate in various outdoor activities that develop personal fitness using a variety of movement concepts. (GCO 1, KSCO 9)

ABOUT MOVEMENT
3. Foresee and understand how actions impact on safety and performance in a variety of outdoor activities. (GCO 2, KSCO 4)

4. Analyze fair play and active living concepts (GCO 3, KSCO 3)

THROUGH MOVEMENT
5. Students participate in a school or community environment awareness program or project. (GCO 4, KSCO 2)

Grade 8

IN MOVEMENT
1. Demonstrate improvement and transference in outdoor activity skills and movements by applying various movement concepts. (GCO 1, KSCO 2)

2. During various outdoor activities students demonstrate cooperative and competitive strategies to complete a task or activity. (GCO 1, KSCO 6)

ABOUT MOVEMENT
3. While using various movement concepts, students create and solve problems and situations during outdoor activities in cooperative groups. (GCO 2, KSCO 2)

4. Discuss how outdoor activities are examples of how people can achieve and maintain fitness and healthy lifestyles. (GCO 2, KSCO 5)

THROUGH MOVEMENT
4. Students initiate a program or activity that allows them the chance to be environmentally conscious citizens and practise socially responsible behaviour. (GCO 4, KSCO 3)

5. Identify and demonstrate leadership skills by helping another student complete an activity or by leading a small sub-group of students through an activity. (GCO 6, KSCO 3)

Grade 9

IN MOVEMENT
1. Continue to demonstrate improvement and participation in outdoor activities and movements. (GCO 1, KSCO 8)

ABOUT MOVEMENT
2. Discuss what type of person could make a career in outdoor activities; what are some personal characteristics people would require to pursue such a career? (GCO 2, KSCO 6)

3. Discuss proper nutrition and its relationship to participating in extended time outdoor activities (day-long hike, overnight camping etc.). (GCO 3, KSCO 4)

THROUGH MOVEMENT
4. Students initiate a program or activity that allows them the chance to be environmentally conscious citizens and practise socially responsible behaviour. (GCO 4, KSCO 3)

5. Identify and demonstrate leadership skills by helping another student complete an activity or by leading a small sub-group of students through an activity. (GCO 6, KSCO 3)
GRADE 7

THEME: OUTDOOR ACTIVITIES

Outcomes
It is expected that students will:

IN MOVEMENT
1. Demonstrate the basic movements and body mechanics of various outdoor activity skills such as canoe strokes, kayak strokes, skiing and snowshoeing movements and running while using various movement concepts. (GCO 1, KSCO 1)

2. Participate in various outdoor activities that develop personal fitness using a variety of movement concepts. (GCO 1, KSCO 9)

ABOUT MOVEMENT
3. Foresee and understand how actions impact on safety and performance in a variety of outdoor activities. (GCO 2, KSCO 4)

4. Analyze fair play and active living concepts (GCO 3, KSCO 3)

THROUGH MOVEMENT
5. Students participate in a school or community environment awareness program or project. (GCO 4, KSCO 2)

Sample Learning and Teaching Strategies

Teachers can ask students to participate in season-appropriate activities. Newfoundland and Labrador is renowned for its outdoor life and physical education affords excellent opportunities to get students involved in the outdoors. Throughout this unit of work, respect for the environment and nature should always be included in instruction. Simply going for a walk on an existing trail or to the local playground, or bringing in some snowshoes to use around the outside of the school are excellent ways for students to become active outdoors.

Activities

Warm-up, lead-up, modified and regulation games should be incorporated.

Whenever possible warm-up activities should be designed to reflect the chosen activity; other times simply a fun activity that gets the students involved is great. Ask the class to participate in a Walk for Sight activity or go on a clean-up walk or hike through a local park or a well-known trail in the community. Start the class by having students reflect and think about some of the things they will see, hear or feel on their journey. What wildlife may they encounter, what sounds are they likely to hear, what vegetation is present, how is the walk site different today from say 20 or 50 years ago and what can they do to improve or help the site or community? Review with students some of the guidelines the class should follow so that the activity can be enjoyed (make as little noise as possible, don’t yell out, and stay together and don’t go off alone).

Fun, active games such as Hide and Go Seek or Critters allow the use of almost any outdoor site. Critters is played the opposite of Hide and Go Seek; one person hides and it is everyone else’s job to find that person. When you find him/her you must remain quiet and join that person in his/her hiding place. The goal is to see how many people can hide together and stay quiet so as not to alert the other players (this is quite difficult to do once you have a group and is hilarious entertainment). These activities are great for encouraging students to appreciate and make use of the outdoors in pursuing an active lifestyle.
**Theme: Outdoor Activities**

**Student Assessment**

**Teacher Observation:** Teacher notes students who are practising safe play and being considerate of others.

A skills checklist which includes several criteria for various skills is a useful instrument for teachers to gauge how effective the students are in applying concepts and teachings to their action. The importance of balance, force and possible movements of body parts to effectively completing various skills should be reinforced by offering specific feedback to students.

**Student Performance:** Students demonstrate the ability to use the movement concept of possible movements of body parts while completing various skills e.g., Skiing - basic stride, snow plow stop, turning; Canoeing - power stroke and “J” stroke; Kayaking - basic stroke; Snowshoeing - proper placement of feet.

Students demonstrate the ability to use both static and dynamic balance during performance of various outdoor activity skills such as the start position, basic stride in skiing, power and “J” stroke for canoeing or coming to a stop while snow boarding.

During orienteering, students demonstrate their ability to orient themselves to a map. They can also find their way around a space using the map.

Students engage in teacher-provided opportunity to invent their own activity/game in the outdoors. The outdoors offers a variety of settings in which students can invent games, thereby allowing opportunities to cooperate, set fair play standards, demonstrate self-responsibility and develop understanding of movement concepts while applying them. Any modification of a game such as capture the flag or hide and seek does this very well. Once given some basic guidelines or ideas,

**Resources and Notes**

Encourage students to be part of the activity-choosing process. A lot of students have been involved in the Scouting or Guide movement and others have been involved in Cadets or summer camp groups. These students can be a fantastic resource for a physical education class.

Encourage students to demonstrate an awareness of safety, cooperation, fair play and apply these concepts during activities.

Verbally recognize students who demonstrate cooperative qualities.

Vary the amount of competition. Some students may exhibit a stronger willingness to participate in activities and to perform in a more relaxed manner. Other students may prefer highly competitive environments. Activities such as skiing and canoeing lend themselves to an enjoyable day of social activity while certain games such as capture the flag or even an orienteering meet can be very competitive in nature.

**Resources**

- Jack Rabbit Program at http://canada.x-c.com
- National Cross Country Skiing website
- Map and Compass Orienteering. By John Disley pp. 2-5
- P.E. Games and Activities Kit. By Ken Lumsden.
Grade 7

Theme: Outdoor Activities

Outcomes
It is expected that students will:

IN MOVEMENT
1. Demonstrate the basic movements and body mechanics of various outdoor activity skills such as canoe strokes, kayak strokes, skiing and snowshoeing movements and running while using various movement concepts. (GCO 1, KSCO 1)

2. Participate in various outdoor activities that develop personal fitness using a variety of movement concepts. (GCO 1, KSCO 9)

ABOUT MOVEMENT
3. Foresee and understand how actions impact on safety and performance in a variety of outdoor activities. (GCO 2, KSCO 4)

4. Analyze fair play and active living concepts (GCO 3, KSCO 3)

THROUGH MOVEMENT
5. Students participate in a school or community environment awareness program or project. (GCO 4, KSCO 2)

Sample Learning and Teaching Strategies

While on a cross-country ski trip or practice session, students can practise several of the movement skills. Knowing how much force to use to propel oneself forward and maintaining balance are two of the key concepts students will need to practise to be effective skiers. While learning any ski movement (basic stride, snowplow stop) a student's knowledge and application of the possible movements of body parts while they practise will also prove to be of great benefit. The Jack Rabbit Program is a youth-oriented cross country skiing program which can be used by teachers as a resource for lessons and teach cues. Prior to beginning any and every class of skiing, review with students both safe and dangerous movements that affect other skiers (passing on a hill, avoiding someone who has fallen in the trail, being in control of your body etc.).

Lead-up activities such as games and exercises that help prepare students for some outdoor activities would be of benefit. Canoeing and kayaking require upper body strength and muscular stamina and since activities such as these may be unfamiliar or infrequently participated in by some students, activities and exercises that help prepare students are required. Upper body exercises and stretches could be incorporated into a circuit or warm-up of other activities prior to participating in canoeing and/or kayaking. Additionally, a discussion with students or an activity that teaches about boat safety and proper behaviour guidelines prior to participation in canoeing and/or kayaking would also prove beneficial.

Students examine a simple map with several markers on it and describe how they would complete the course in the most efficient manner possible. This can take the form of a worksheet or can be less formal with a sharing of ideas around the larger group. Factors students may include are the relevant elevations, the lay of the land for getting around, or whether they should go after the markers that are near or far first. Some students will prefer to make a plan of attack such as not collecting the markers haphazardly.
Theme: Outdoor Activities

Student Assessment

Students can be very imaginative in games they create. Teachers would assess for creativity, modifications of existing games and rules, level of responsibility displayed, level of cooperation between group members, or how effectively they explain the activity to others.

Self-Evaluation/Reflection: Students can make a journal entry as to how they felt they adhered to fair play and safety principles during the activity. While completing an orienteering meet, did students read the map themselves or just follow along with everyone else? If they were with a partner did they share in the map reading and marker-finder process?

Peer Evaluation: In small groups or with a partner, students can question each other about concepts taught during the activity. A peer observation entry into a journal or comments shared in class about what students observed with regards to how well someone improved a performance of a skill could be done. Maybe a student was able to keep the canoe straight for the first time, maybe a student avoided someone who had fallen down in the ski path.

Resources and Notes
Grade 8
Theme: Outdoor Activities

Outcomes
It is expected that students will:

IN MOVEMENT
1. Demonstrate improvement and transference in outdoor activity skills and movements by applying various movement concepts. (GCO 1, KSCO 2)
2. During various outdoor activities students demonstrate cooperative and competitive strategies to complete a task or activity. (GCO 1, KSCO 6)

ABOUT MOVEMENT
3. While using various movement concepts, students create and solve problems and situations during outdoor activities in cooperative groups. (GCO 2, KSCO 2)
4. Discuss how outdoor activities are examples of how people can achieve and maintain fitness and healthy lifestyles. (GCO 2, KSCO 5)

THROUGH MOVEMENT
5. During various outdoor activity programs, students participate in a manner that ensures all students are safe and comfortable while participating in outdoor activities. (GCO 5, KSCO 2)

Sample Learning and Teaching Strategies

Teachers can ask students to participate in season-appropriate activities. Newfoundland and Labrador is renowned for its outdoor life and physical education affords excellent opportunities to get students involved in the outdoors. Throughout this unit of work, respect for the environment and nature should always be included in instruction. Simply going for a paddle on a pond, or skiing around an existing trail or in the back field of the school are excellent ways to involved students actively outdoors. Introduce/ review concepts with discussion of mechanics of outdoor skills such as the start position, various ski strokes and more advanced canoe strokes. Movement concepts which should be applied to the skills are: 1. Space: self and general space, direction (forward/ backward, right/left and up/down) range(near/far), level (high/ medium/low), 2. Quality of Movement: force (strong/weak), balance (static/dynamic/gravity), 3. Body Awareness : possible movement of body parts.

Activities

Warm-up, lead-up, modified and regulation games can be incorporated.

Whenever possible, warm-up activities should be designed to reflect the chosen topic. While canoeing, ask students to participate in an activity where the task is to get all the canoes’ bows pointing inward toward one another thereby producing a circle of canoes in the water. The use of several strokes such as the draw and sweep and other skills such as the push away have to be used to complete this activity. Movement concepts of force, direction and possible movements of body parts can be reinforced here.

Activities that encourage healthy lifestyles and a desire to remain active throughout one’s life is important to each student. Kite flying is one such activity. A day of kite flying in an open field encourages active living and can be used to explain safety and respect for nature with regards to power lines and what to do if the kite gets caught high in a tree or out in a marsh or bog. The use of any movement concept can be used here to help teach students how the kite
Theme: Outdoor Activities

Student Assessment

Teacher Observation: While students are involved in group activities, observe how well they demonstrate the use of cooperative and competitive strategies. Do students make use of the general space (areas covered); are movements varied in direction and pathway; do students move throughout the space so as to maximize coverage; are appropriate force and range used to be successful?

Teacher observes how well students are adhering to practices and guidelines of safety and fair play. For example, are students cooperating with each other or are individuals trying to do it all themselves? Are students moving in safe ways or are they moving without regard to their own safety or the safety of others? Are they in control of their bodies?

Student Performance: Students can draw a rudimentary map of an orienteering site (real or imaginary) and indicate the requirements for successful completion of the task. After some editing the map may be used in a real meet.

Students demonstrate the ability to use appropriate body awareness, possible movement of body parts and quality of movement concepts such as force and balance to achieve the desired action while engaged in outdoor activities. Can students move the canoe around using various strokes? Is balance maintained while stopping on skis? During a slight downhill, while cross country skiing, do students perform a double pole action or are they still using the basic stride?

Self-Evaluation/Reflection: Students can assess personal level of skills at the beginning of the unit and at the end. Ask them to comment how they

Resources and Notes

Encourage students to demonstrate an awareness of safety, cooperation, fair play and apply these concepts during activities. Reminders at the beginning of the day or activity will prove beneficial.

Encourage self-responsibility in peer evaluation by explaining the process and the inherent responsibility when assessing someone.

Since journal keeping or activity log books are frequently used for assessment purposes, it may be a good idea for the teacher to store these items as this may decrease the incidence of lost books.

Resources

Great Games for Young People. By Gustafson, Wolfe, King pp. 18-19.

Map and Compass Orienteering. By John Disley pp. 2-5.
THEME: OUTDOOR ACTIVITIES

Grade 8

Theme: Outdoor Activities

Outcomes
It is expected that students will:

IN MOVEMENT
1. Demonstrate improvement and transference in outdoor activity skills and movements by applying various movement concepts. (GCO 1, KSCO 2)
2. During various outdoor activities students demonstrate cooperative and competitive strategies to complete a task or activity. (GCO 1, KSCO 6)

ABOUT MOVEMENT
3. While using various movement concepts, students create and solve problems and situations during outdoor activities in cooperative groups. (GCO 2, KSCO 2)
4. Discuss how outdoor activities are examples of how people can achieve and maintain fitness and healthy lifestyles. (GCO 2, KSCO 5)

THROUGH MOVEMENT
5. During various outdoor activity programs, students participate in a manner that ensures all students are safe and comfortable while participating in outdoor activities. (GCO 5, KSCO 2)

Sample Learning and Teaching Strategies

moves and how to perform some simple tricks. General and self-space concepts will also be important to ensure kites do not get crossed and entangled, possibly ruining a fun day. Discussing with students how winds move and how they affect a kite is an excellent way to help students realize the presence of nature and its importance to our lives. Examples can include how winds are reflective of weather patterns and how wind is used by migratory birds to cover vast distances of land and water.

Orienteering is a fun, safe activity in which everyone, regardless of age, ability and movement restrictions, can participate. Lead-up games such as Blind Tree offer excellent opportunities for students to learn about nature and how to use one’s senses to orient oneself to one’s surroundings. This game can be completed by itself or used prior to completing an orienteering meet with a map and/or compass. Students are paired up and one person is blindfolded. The seeing partner leads the blinded partner through the open space, around and over any obstacles to a tree (or other recognizable item) in the general space. The blinded person can feel, smell, listen to the item for a few minutes and then the seeing partner leads him/her back out to the starting point. Now the blindfold is removed and the person has to go and find his/her tree. This activity highlights fair play concepts and safety, not to mention trust in one’s partner. It is imperative that safety of the blinded partner be paramount. This game can, of course, be modified for the indoors.

Cooperative and competitive strategies are used frequently in territorial games such as the frisbee or football modified game of Cat and Mouse. In a large open space (field) divide the class into two teams. Everyone spreads out randomly. The teacher or other designate has two stopwatches, one for each team. The object of the game is to maintain possession of the frisbee/ball; there is no scoring of points per se. The game starts with the frisbee/ball being thrown into the air, as soon as possession is made the timekeeper starts the watch for that team. The player with the frisbee/ball may run or pass it to any teammate. When a person who has the ball is tagged by an opposing team member, the timer stops the watch and the tagged person with the ball must immediately stop running and randomly
**Theme: Outdoor Activities**

**Student Assessment**

Feel they have progressed with their achievement with respect to one or more of the concepts and/or skills during the unit. Alternately they could assess how they enjoyed various activities or comment on what could be done to improve their enjoyment of the activities.

Students make an entry into their activity logbook about how well outdoor activities fit into their perception and desire for life-long fitness and active living. An essay or letter could be suggested formats.

Students make an entry into their journal reflecting on the many outdoor activities in which they often participate independently of school or even other people. Teachers can encourage and highlight the life-long aspect of outdoor activities at every opportunity. Outdoor activities such as hiking, bike riding, skateboarding or skiing are some of the activities students enjoy. These activities allow further opportunities to cooperate, follow fair play standards, demonstrate self-responsibility and the understanding of movement concepts. Students can also write about the appreciation of nature and the importance of safety while engaged in out of school activities.

**Peer Evaluation:** Students pose a problem or scenario to a partner that he/she has to solve. It can be something like, “How do you go up a hill while skiing?” Or “If you were hiking in the woods and someone got injured, what are some things you can do to help with the situation?” After answers are provided, ask the partner to provide positive and specific feedback to the answers provided. Discussion of such concepts and the sharing of ideas will enhance
Theme: Outdoor Activities

Grade 8

Sample Learning and Teaching Strategies

It is expected that students will:

IN MOVEMENT

1. Demonstrate improvement and transference in outdoor activity skills and movements by applying various movement concepts. (GCO 1, KSCO 2)

2. During various outdoor activities students demonstrate cooperative and competitive strategies to complete a task or activity. (GCO 1, KSCO 6)

ABOUT MOVEMENT

3. While using various movement concepts, students create and solve problems and situations during outdoor activities in cooperative groups. (GCO 2, KSCO 2)

4. Discuss how outdoor activities are examples of how people can achieve and maintain fitness and healthy lifestyles. (GCO 2, KSCO 5)

THROUGH MOVEMENT

5. During various outdoor activity programs, students participate in a manner that ensures all students are safe and comfortable while participating in outdoor activities. (GCO 5, KSCO 2)
Theme: Outdoor Activities

Student Assessment

understanding and enjoyment for all participants. Make entries into the activity log book as a record of the discussion.

Students work with a classmate to provide and receive feedback on an outdoor activity. Ultimate Frisbee, for example, uses any number of movement concepts and strategies while engaged in activity. The use of range to pass the frisbee successfully - obviously passing the frisbee to a teammate who is near will be more accurate and successful; running in different pathways will help the carrier elude the other team; using different time, running slowly or quickly and accelerating will also help students stay away from the other team; even body language can be used to get away from others and "fake" moves can be made to elude the other team. Teachers can provide a checklist, rubric or similar criteria that students can use while working with their classmates.

Resources and Notes
THEME: OUTDOOR ACTIVITIES

Grade 9
Theme: Outdoor Activities

Outcomes
It is expected that students will:

IN MOVEMENT
1. Continue to demonstrate improvement and participation in outdoor activities and movements. (GCO 1, KSCO 8)

ABOUT MOVEMENT
2. Discuss what type of person could make a career in outdoor activities; what are some personal characteristics people would require to pursue such a career? (GCO 2, KSCO 6)
3. Discuss proper nutrition and its relationship to participating in extended time outdoor activities (day long hike, overnight camping etc.). (GCO 3, KSCO 4)

THROUGH MOVEMENT
4. Students initiate a program or activity that allows them the chance to be environmentally conscious citizens and practice socially responsible behaviour. (GCO 4, KSCO 3)
5. Identify and demonstrate leadership skills by helping another student complete an activity or by leading a small sub-group of students through an activity. (GCO 6, KSCO 3)

Sample Learning and Teaching Strategies

Teachers can ask students to participate in season-appropriate activities. Newfoundland and Labrador is renowned for its outdoor life and physical education affords excellent opportunities to get students involved in the outdoors. Throughout this unit of work, helping students develop leadership skills and take more responsibility for their learning are emphasized. A respect for the environment and nature should be included in instruction. Asking students to help plan and lead some activities are excellent ways to involve students actively outdoors.

Activities

Warm-up, lead-up, modified and regulation games should be incorporated.

More advanced outdoor skills such as canoe over canoe rescue or skating technique while skiing can be an extension of skills and movements learned in grade 7 and 8. The use of movement concepts such as force, balance, and flow are important when teaching the various stages of these skills. While skating on skis for example, students need to be able to apply enough force to propel them forward but not so much that they lose their balance. Also, once the student exerts force, the knowledge and understanding of the concept of sustained flow will aid them in maintaining their glide on the ski.

Have a mock “camp day” where everyone brings with them what they would need to go camping for a day. The camp could be held in the gym or on a field close to school. The idea would be to set students in groups of about four and they would set up a camp site just as if they were in the woods and staying for a couple of nights. Tents would be set, sites for campfires established, means for garbage disposal and temporary toilet facilities selected. The group would have to devise a menu and plan how they would travel with and cook it. Discussion of topics such as the delegation of responsibilities, good nutrition and how to bring along adequate food for long activities would be useful activities. Also, students should discuss what items are necessary versus optional items, the criteria for picking a good site and practising no-trace camping. Respect for the environment would be the guiding focus for most of these discussions.
Theme: Outdoor Activities

Student Assessment

Teacher Observation: Teacher notes how well students help other students learn how to play a game. Are the rules explained adequately so that participants can easily and quickly get involved in the activity? Is it a fun game that everyone can enjoy? Are fair play guidelines being followed so that the level of enjoyment is increased?

A checklist of skills and movements would prove beneficial when teaching advanced or new skills and movements. A scale of good, average and needs work, could be used to indicate levels of success.

Teacher determines the extent to which students are learning any environmental messages during their participation in outdoor activities. A sample activity where this can be done is the orienteering activity which could include check points with environmentally friendly messages. Once the activity is complete, the teacher collects from students the lists they generated through the recollection of the messages they read during the activity. A ready to use form or chart that students could complete would be useful.

Student Performance: Students initiate and plan an activity that teaches environmental awareness and allows them to act in a socially responsive manner. The plan would include the what, how and why they are completing such a plan. The final stage would be to carry out the activity. Examples of such ideas may include: a bottle drive for recyclables; a garbage clean-up day at a local park; a pamphlet outlining how to conserve water; a sponsorship or fund-raising drive for an environmental group that does work in the community.

Resources and Notes

Encourage and remind students that developing leadership qualities and being able to help others are ongoing processes and that they are not expected to be perfect or proficient right away. Indeed, not everyone is a leader or even wishes to be. What is important however is that everyone contributes to the group in his/her own way; everyone has something to offer. Participating in a variety of activities and learning an appreciation for the outdoors will help develop cooperation and fair play. Students have the opportunity to learn from their classmates and also to help teach classmates.

Encourage students to demonstrate an awareness of safety, cooperation, fair play and apply these concepts during activities.

Verbally recognize students who display leadership qualities.

Encourage self-responsibility in peer evaluation by explaining the process and the inherent responsibility when assessing someone.

Activities invented by a student or group of students also allow opportunities to cooperate, set fair play standards, demonstrate self-responsibility and develop an understanding of movement concepts while applying them.

Resources

http://canada.x-c.com - National Cross Country Skiing website

Map and Compass Orienteering. By John Disley pp. 2-5.
THEME: OUTDOOR ACTIVITIES

Grade 9

Theme: Outdoor Activities

Outcomes

It is expected that students will:

IN MOVEMENT

1. Continue to demonstrate improvement and participation in outdoor activities and movements. (GCO 1, KSCO 8)

ABOUT MOVEMENT

2. Discuss what type of person could make a career in outdoor activities; what are some personal characteristics people would require to pursue such a career? (GCO 2, KSCO 6)

3. Discuss proper nutrition and its relationship to participating in extended time outdoor activities (day long hike, overnight camping etc.). (GCO 3, KSCO 4)

THROUGH MOVEMENT

4. Students initiate a program or activity that allows them the chance to be environmentally conscious citizens and practice socially responsible behaviour. (GCO 4, KSCO 3)

5. Identify and demonstrate leadership skills by helping another student complete an activity or by leading a small sub-group of students through an activity. (GCO 6, KSCO 3)

Sample Learning and Teaching Strategies

Another activity that could be completed while learning about camping is how to build a temporary shelter. Delegation of responsibilities and a “plan of attack” would have to be completed. Discussions of how to respect the environment while building a shelter would be beneficial here. The use of teamwork and cooperation can be emphasized and related to how it can make the difference in surviving; if you do not have shelter you can have a survival problem.

Provide a list of games and activities that students can choose from to lead the class. A student-generated game could be used as well; a good way to do this would be to place students in groups of 5 or 6. The group would be responsible for explaining the game, organizing the class and supervising play. This is an excellent way to encourage students to develop some leadership and take responsibility for some of their learning. Examples of games that could be provided can range from the familiar Hide and Go Seek (various modifications) to a game such as I Spy which is a game where one person is declared the Spy and everyone else has to run and hide BUT in sight of the spy. Everyone starts at home base and once the game starts the spy closes his/her eyes and everyone else has to go and hide anywhere they like (popular choices include bushes, trees, boulders etc.) But they must be able to see the spy (and thereby ensuring that the spy can see them). After about 30 seconds the spy opens his/her eyes and starts to search for the students who have hidden; the spy must remain in the same spot. The last person found or one of the persons not found gets to be the spy next round.

As an extension of the activities covered in earlier grades, instruction in activities using compasses and maps can be incorporated into a hike or camping trip. Students learn how to take a bearing and find their way from one point to another. A simple lead-up activity to this would be to provide a course around the school that offers students the opportunity to practise their reading and use of a compass before they do so on the trail or in the woods. In an activity which includes check points where markers could be gathered, the teacher could post environmentally friendly messages so that students are learning about nature and the care of it along the way.
Theme: Outdoor Activities

Student Assessment

Students create a poster or other media presentation that outlines any of the topics covered. They can include: survival skills; items to take on a camping trip; what to include in a survival kit; how to best complete an orienteering meet; a breakdown of skills for various activities: skiing, snowshoeing, canoeing, or kayaking.

Self-Evaluation/Reflection: Students make an entry into their journal about their beliefs and attitudes towards the outdoors. Included in this entry would be an answer to the question - “Do you see yourself pursuing a career in the outdoors or environment?” and “If a person were to pursue such a career, what qualities do you think they would have to possess to be successful?”

Students complete a survey where they answer questions on their own level of leadership displayed, their knowledge of environmental concerns, their level of proficiency in various outdoor activities and movements. Questions could be answered on a scale of 1-5 with 1 being very strong and 5 being not strong.

Peer Evaluation: Students can test or survey each other on their knowledge of the environment, nutrition or their ability to be prepared for a camping trip and then share their findings with that person. Alternately, a checklist of criteria could be used to offer feedback to a student as to how well they are completing tasks, movements, cooperating or leading. Each person can then reflect on the discussion or findings about his/her demonstration or knowledge. This makes the process non-threatening and does not single anyone out in the whole group setting.

Resources and Notes
THEME: OUTDOOR ACTIVITIES
Theme: Rhythmic Activities

Aerobics, Cheerleading, Dance (creative, folk, line, modern, multi-cultural, Newfoundland and Labrador traditional, square), Rhythmic Gymnastics, Skipping...
THEME: RHYTHMIC ACTIVITIES
Theme: Rhythmic Activities

Grade 7

IN MOVEMENT
1. Use appropriate body mechanics such as posture in rhythmical activities. (GCO 1, KSCO 1)
2. Participate in a variety of activities involving movement and music. (GCO 1, KSCO 3)
3. Participate in a variety of rhythmical activities to promote personal fitness. (GCO 1, KSCO 9)

ABOUT MOVEMENT
4. Pose and solve simple movement problems individually such as selecting the most appropriate movement in skipping or rhythmic gymnastics (using scarves and/or balls) to use with various music. (GCO 2, KSCO 1)
5. Predict consequences of various actions on performance such as the consequence of varying the movement concepts of time and level when skipping. (GCO 2, KSCO 4)
6. Identify the effect of growth patterns on rhythmical movements. (GCO 3, KSCO 2)

THROUGH MOVEMENT
7. Participate willingly in skipping and rhythmic gymnastics activities. (GCO 6, KSCO 2)
8. Demonstrate self-confidence when participating in a variety of rhythmical activities. (GCO 6, KSCO 5)

Grade 8

IN MOVEMENT
1. Refine appropriate body mechanics such as posture and foot placement in rhythmical activities to improve movement. (GCO 1, KSCO 2)
2. Participate in a variety of activities involving movement and music. (GCO 1, KSCO 3)

ABOUT MOVEMENT
3. In a cooperative group choose a rhythmical activity to be performed in synchronization using the movement concepts of balance, flow, force and time. (GCO 2, KSCO 2)
4. Identify practices that promote personal fitness and a healthy lifestyle. (GCO 2, KSCO 5)
5. While participating in rhythmical activities, analyse personal responses and behaviours toward rhythmical activities in cooperative groups. (GCO 3, KSCO 1)

THROUGH MOVEMENT
6. Show concern for the safety and comfort of others during rhythmical activities. (GCO 5, KSCO 2)
7. Identify and demonstrate cooperative skills in rhythmical activities. (GCO 6, KSCO 4)

Grade 9

IN MOVEMENT
1. Apply movement concepts while participating in a variety of activities involving movement and music. (GCO 1, KSCO 3)
2. Participate in movement activities from a variety of cultures such as ball room, folk, line, modern, multi-cultural and square dances. (GCO 1, KSCO 4)

ABOUT MOVEMENT
3. Analyse relationships between good nutritional practices and physical activity. (GCO 3, KSCO 4)
4. Identify the effect of physical activity on the quality of life. (GCO 3, KSCO 6)

THROUGH MOVEMENT
5. Initiate socially responsive activity programs within the school. (GCO 4, KSCO 3)
6. Demonstrate personal initiative, independence and decision-making. (GCO 6, KSCO 6)
Grade 7
Theme: Rhythmic Activities

Outcomes
It is expected that students will:

IN MOVEMENT
1. Use appropriate body mechanics such as posture in rhythmic activities. (GCO 1, KSCO 1)

2. Participate in a variety of activities involving movement and music. (GCO 1, KSCO 3)

3. Participate in a variety of rhythmic activities to promote personal fitness. (GCO 1, KSCO 9)

ABOUT MOVEMENT
4. Pose and solve simple movement problems individually such as selecting the most appropriate movement in skipping or rhythmic gymnastics (using scarves and/or balls) to use with various music. (GCO 2, KSCO 1)

5. Predict consequences of various actions on performance such as the consequence of varying the movement concepts of time and level when skipping. (GCO 2, KSCO 4)

6. Identify the effect of growth patterns on rhythmic movements. (GCO 3, KSCO 2)

ABOUT MOVEMENT
7. Participate willingly in skipping and rhythmic gymnastics activities. (GCO 6, KSCO 2)

8. Demonstrate self-confidence when participating in a variety of rhythmic activities. (GCO 6, KSCO 5)

Sample Learning and Teaching Strategies

Rhythmic activities are closely linked with fitness activities, thereby providing the teacher with easily transferrable activities. Movement concepts which should be applied to rhythmic activities at all grade levels are: 1. Space 2. Quality of movement and 3. Body Awareness. (Appendix E). A wide variety of teaching styles should be used from teacher-centered to student-centered. Incorporate music wherever possible to raise the interest of the learner.

Activities

Perform a variety of individual novelty dances for warm-ups such as Y.M.C.A., Macarena and other line dances.

The feet are only one part of the body which can produce rhythmic movements. Warm-up games can show that body parts move in a variety of ways and shapes. Later, this concept can be explored in relation to music. The warm-up game of Tail Tag involves capturing strips of cloth tucked into people’s clothing (thereby looking like a tail). The object of the game is to collect as many tails as possible while protecting your own. Once tails are collected they cannot be stolen. Players still collect other tails even if they have lost their own. Students should then be prepared to proceed to activities which involve moving oneself to music. Ways in which participants have to move to avoid the capture of a tail or to capture a tail can also be applied to rhythmical activities. Supply each student with a scarf, ribbon, ball or other implement. Using a variety of pre-taped music, students perform a movement consistent with the music. Knowledge of the movement concepts of flow and time prepare students to understand the concept that soft, flowing music requires soft, flowing movement. Conversely, hard, fast music might require a more rapid movement.

Introduce rhythmic activities by using examples with which students are familiar. Sport skills and abilities can be used to demonstrate a rhythmic movement. Sport uses skills such as running, jabbing, changing direction and avoiding obstacles. Dance and other rhythmic activities apply the same skills but use movement concept language of flow, time, balance, direction,
Theme: Rhythmic Activities

Student Assessment

Teacher Observation: Teacher uses a checklist which provides information about students’ ability to keep time with music.

Anecdotal records about attitude towards rhythmic activities at the beginning, middle and end of unit are completed by the teacher.

Student Performance: Students perform a skipping series of a determined length of time.

Students demonstrate the ability to combine movement and music appropriately.

Students demonstrate an understanding of how growth patterns affect physical performance.

Students create their own rhythmic movement incorporating a sport or other activity. The use of videos and commercials can serve to motivate students. Many videos and commercials use music and movement as a tool to attract attention. Sport advertisements are rich with clips edited to music as well as full sequences of ball movement skills choreographed to modern music. Adolescents practise the ball movement and stick handling skills demonstrated in these commercials in the court yard, back yard, living room and gym. This provides an opportunity to expand on this trend by incorporating it into class. Teachers can assess any number of outcomes and skills: level of creativity; use of various movement patterns and concepts; incorporation of other activity skills; level of cooperation and collaboration displayed if groups were involved.

Self-Evaluation/Reflection: Anecdotal record of attitude toward rhythmic activities prior to the first lesson, in the middle and at the end of the unit. A rating scale of self-confidence and willingness to participate in rhythmical activities could provide valuable information.

Resources and Notes

Practise within a familiar, non-threatening environment is essential in assisting students in developing self-confidence when participating in a variety of rhythmical activities. Incorporated variations of familiar warm-up games will lead into the days’ activities. Ask students what sparks their interest with respect to music or ask them to provide the music for some of the classes. Set aside a portion of each class when students can use their music.

Tinikling is performed by groups of students using long bamboo poles tapped on wooden blocks to produce beats. In groups of two, students kneel at opposite ends of two bamboo poles (or other suitable equipment) resting on wooden blocks which are slightly in front of the students. Students choreograph synchronized movements of the bamboo poles to cooperatively produce beats and rhythms. The poles can be struck together, on the blocks at the same time, one after another on the blocks or any other manner which the students choose to develop.

The importance of an upright posture allowing ribs to more easily expand to aid in the intake of air can be a concept that is introduced. Students can reflect on events which require cardiovascular endurance and picture the posture assumed by successful competitors. Even at the end of a marathon, runners are still running with upright posture.

Introduce the concept that “practice makes perfect” (or at least improves performance) and that this includes other areas such as mental/cognitive skills. A metaphor which illustrates this to students is the skill of zipping a coat jacket. As infants they could not zip their own clothing. As a toddler they needed some assistance. As
Theme: Rhythmic Activities

Sample Learning and Teaching Strategies

(In Movement)

1. Use appropriate body mechanics such as posture in rhythmic activities. (GCO 1, KSCO 1)

2. Participate in a variety of activities involving movement and music. (GCO 1, KSCO 3)

3. Participate in a variety of rhythmic activities to promote personal fitness. (GCO 1, KSCO 9)

(ABOUT MOVEMENT)

4. Pose and solve simple movement problems individually such as selecting the most appropriate movement in skipping or rhythmic gymnastics (using scarves and/or balls) to use with various music. (GCO 2, KSCO 1)

5. Predict consequences of various actions on performance such as the consequence of varying the movement concepts of time and level when skipping. (GCO 2, KSCO 4)

6. Identify the effect of growth patterns on rhythmic movements. (GCO 3, KSCO 2)

7. Participate willingly in skipping and rhythmic gymnastics activities. (GCO 6, KSCO 2)

8. Demonstrate self-confidence when participating in a variety of rhythmic activities. (GCO 6, KSCO 5)

Sample Learning and Teaching Strategies

It is expected that students will:

Theme: Rhythmic Activities

Grade 7

Space and force. Encourage students to give examples of actions they use which would also be used in rhythmic activities. An example would be partner tag where each pair of students is moving based upon their partner’s movements while avoiding and using the other participants to be successful. Such movements can lead into a discussion about choreography and how dancers move with and around other dancers.

Skip and jump rope to the beat of music. Vary the movements of the rope to include crossover and backward swings. Vary rope swing, and hand/foot speed (time). Activities that can extend from this are:

- Teachers make reference to the fact that rope jumping is one of the major cardiovascular conditioning techniques used by boxers. As well, jumping rope can improve jumping skill and ability, therefore it is often used by athletes who wish to improve their jumping.

- The theory of specificity of training is reflected in the fact that jumping is improved by jumping, the amount of weight that can be lifted is improved by lifting weight and the distance which can be run is improved by running. As an extension activity, students should be encouraged to continue thinking of other examples of specificity of training.

Skipping is an activity which can be enjoyed at many stages of life with little expense. However, growth patterns do affect the ability of the skipper to feel successful. In order to bring this concept to life for students, form cooperative groups of 3 to 4. Each group is given an age range. Where applicable the teacher may want to correspond the age to a grade level to help students visualize their role. As a group they discuss growth patterns of that age group and then determine how such a person may look while jumping rope. One person in the group will present to the rest of the class how a person of their designated age group would look while jumping rope as another person explains the group’s justification. This activity can be modified to include any rhythmic movement from dancing, to aerobics, to beating a drum, to tinikling (refer to resources and notes). A cross-curricular activity with music, health and/or family living would be appropriate here.
Theme: Rhythmic Activities

Student Assessment

Students can reflect on how extensive rhythmic movement is a part of everyone's lives. As an extension activity, students could be asked to equate sport terminology with movement concept language. The fact that movement concept language is more easily transferrable across activities than is sport-specific terminology (which can often be applied to only one specific sport) can be introduced by the teacher. Journal entries or even a reflective essay, poem or paper can be the means through which students express these ideas.

Peer Evaluation: Students help other students perform the letters to Y.M.C.A. and the movements to the Macarena by providing specific, positive feedback.

Students can work with a partner or in groups to conduct some experiments. Students can hypothesize on questions such as what they think will be the affect on movement and performance if rope swing speed is varied or if rope length is changed? Once hypotheses are given, the experiment can be conducted; students are now engaged in conducting research and finding answers to movement problems. Science concepts can be reinforced here by using such an activity.

Program Evaluation: Exit polls allow students to rank classes on a scale of 1 to 5 by placing the appropriate number in a box upon exiting. Various aspects of class might be rated such as level of fun, interest, applicability to physical education and fitness required.

Resources and Notes

Teenagers they zip their coat without conscious thought while running down the hall and calling out to a friend. Practice and the development of dexterity have made this possible.

Resources


Physical Education for Children: Daily Lesson Plans for Middle Schools. By Lee Thomas and Thomas.

Teaching Dance Through Sports. By Arnow.
Grade 8
Theme: Rhythmic Activities

Outcomes
It is expected that students will:

IN MOVEMENT
1. Refine appropriate body mechanics such as posture and foot placement in rhythmic activities to improve movement. (GCO 1, KSCO 2)
2. Participate in a variety of activities involving movement and music. (GCO 1, KSCO 3)

ABOUT MOVEMENT
3. In a cooperative group choose a rhythmical activity to be performed in synchronization using the movement concepts of balance, flow, force and time. (GCO 2, KSCO 2)
4. Identify practices that promote personal fitness and a healthy lifestyle. (GCO 2, KSCO 5)
5. While participating in rhythmic activities, analyse personal responses and behaviours toward rhythmic activities in cooperative groups. (GCO 3, KSCO 1)

THROUGH MOVEMENT
6. Show concern for the safety and comfort of others during rhythmic activities. (GCO 5, KSCO 2)
7. Identify and demonstrate cooperative skills in rhythmic activities. (GCO 6, KSCO 4)

Sample Learning and Teaching Strategies

Self-expression and creativity can be developed through rhythmic activity. Students interact with peers in performing and creating movement sequences while at the same time contributing to their level of fitness.

Activities

Free Your Friends allows students to take risks within a safe environment while encouraging participants to think of teammates first. Several players are taggers. Once tagged the person must go to the detention area until tagged by a free player. Modifications: class decides on rules about guarding the detention area and/or the teacher states that students must be freed in the order in which they were caught.

In a cooperative group of three or four, jump rope to the beat of music using a long rope. Vary the movements of the rope to include swings in both directions. Vary the amount of swings between beats by increasing the rope speed and increasing the level of the jump or by increasing rope and foot speed.

Aerobics and cheerleading use similar types of movements, they provide the student opportunities to transfer movements and concepts between each. Posture and foot placement are integral to safe performance of skills in aerobics and cheerleading. Students should be reminded of the effect posture has on the body’s ability for air intake. Foot placement can be introduced through command, practice, reciprocal and task teaching styles but due to the chance of ankle injuries and shin splints direct teaching styles may be most appropriate.

• using a video, the students will learn proper foot placement and body movements through the command and practice teaching styles
• teacher, students or guest instructor could also use command and practice by leading the class in an aerobic or cheerleading routine
• posting pictures of proper technique at various stations allows for students to learn using a reciprocal teaching style
Theme: Rhythmic Activities

Student Assessment

Teacher Observation: Teacher uses a rubric which provides information about students’ ability to show concern for the safety and comfort of others as well as the level of cooperative skills.

Anecdotal records about attitude towards various rhythmic activities.

Teachers could assess as to the degree of refinement of movement concepts and rhythmic movement, integration and use of different movement concepts, cooperation, and the degree of responsibility displayed. During the station activity presented in the Sample Learning and Teaching Strategies, students are given a task to complete using movements already covered during the beginning of class or previous classes.

This station work activity allows students to begin refining movements. It also provides students with the knowledge base needed to work in a cooperative group to choose and perform a rhythmic activity in synchronization. The group may choose aerobics, cheerleading, dancing, rhythmic gymnastics, skipping or any other rhythmic activity which requires full body movements. Movement concepts such as balance, flow, force and time will all need to be varied with the speed, rhythm and beats of the music. Increased time (speed) will require more balance and adjustments to flow and force depending upon the movement. Students should be aware that they are using, refining and applying these movement concepts as well as many more. Each group could be required to declare a movement concept which they refined and applied at the end of the routine. Variations on movements could include:

- making some movements larger (e.g., steps)
- making some movements smaller (e.g., arm swing)

Resources and Notes

Human Kinetics provide rhythmic activity resources which are easily accessible in the form of books and videos. The authorized resource, Multicultural Folk Dance Treasure Chest from Human Kinetics, is one such resource which allows all levels of teachers and students to enjoy the activity. As well, a wider range of dance, lesson plans and assessment tools can be found in Rhythmic Activities and Dance by John Bennett and Pamela Reimer.

Resources

Multi-cultural Folk Dance Treasure Chest.
Toilet Paper Aerobics. P.E. Digest, p. 28.
THEME: RHYTHMIC ACTIVITIES

Grade 8

Theme: Rhythmic Activities

Outcomes

It is expected that students will:

Sample Learning and Teaching Strategies

IN MOVEMENT

1. Use appropriate body mechanics such as posture in rhythmic activities. (GCO 1, KSCO 1)

2. Participate in a variety of activities involving movement and music. (GCO 1, KSCO 3)

3. Participate in a variety of rhythmic activities to promote personal fitness. (GCO 1, KSCO 9)

ABOUT MOVEMENT

4. Pose and solve simple movement problems individually such as selecting the most appropriate movement in skipping or rhythmic gymnastics (using scarves and/or balls) to use with various music. (GCO 2, KSCO 1)

5. Predict consequences of various actions on performance such as the consequence of varying the movement concepts of time and level when skipping. (GCO 2, KSCO 4)

6. Identify the effect of growth patterns on rhythmic movements. (GCO 3, KSCO 2)

ABOUT MOVEMENT

7. Participate willingly in skipping and rhythmic gymnastics activities. (GCO 6, KSCO 2)

8. Demonstrate self-confidence when participating in a variety of rhythmic activities. (GCO 6, KSCO 5)

Using rhythmic, movement and sport experience, engage students in an activity which encourages the identification of practices that promote personal fitness and a healthy lifestyle. The teacher can list fitness components on a board leaving space under each heading for student input. When the opportunity arises, students can list rhythmic activities which impact on the appropriate fitness component. At the end of the class, review the board with students.

• teachers should allow practice time for students at stations. Time may be spent trying to correspond the movement to music or combining movements from stations to develop a routine

• during station work students could be given a task to complete using movements already covered during the beginning of class or previous classes. This information needs to be easily accessible for those who were not present for previous classes. Attempts should be made to ensure that the group has a combination of students who were in attendance from previous classes so that they can help each other while displaying leadership, responsibility and peer teaching skills
THEME: RHYTHMIC ACTIVITIES

**Theme:** Rhythmic Activities

**Student Assessment**

- repeating a movement
- performing movements very quickly or very slowly
- adding turning actions
- adding jumping actions
- travel in part of the movement phase
- perform a movement at a very high level,
- perform another movement at a very low level
- repeat a movement with a different part of the body

**Student Performance:** Students perform a synchronized group rhythmic routine.

Students demonstrate the ability to combine movement and music appropriately.

Students identify practices that promote personal fitness and a healthy lifestyle.

**Self-Evaluation/Reflection:** Journal entry about students' attitudes toward working in cooperative rhythmic groups.

**Program Evaluation:** Students rank the units covered from grade 7 to now in terms of fun, interest, applicability to physical education, promotion of personal fitness and healthy lifestyle, safety and comfort.
Grade 9

Theme: Rhythmic Activities

Outcomes
It is expected that students will:

IN MOVEMENT
1. Apply movement concepts while participating in a variety of activities involving movement and music. (GCO 1, KSCO 3)
2. Participate in movement activities from a variety of cultures such as ball room, folk, line, modern, multi-cultural and square dances. (GCO 1, KSCO 4)

ABOUT MOVEMENT
3. Analyse relationships between good nutritional practices and physical activity. (GCO 3, KSCO 4)
4. Identify the effect of physical activity on the quality of life. (GCO 3, KSCO 6)

THROUGH MOVEMENT
5. Initiate socially responsive activity programs within the school. (GCO 4, KSCO 3)
6. Demonstrate personal initiative, independence and decision making. (GCO 6, KSCO 6)

Sample Learning and Teaching Strategies

Students can explore the culture of dance through cross-curricular units. Dance can also be explored as a valuable resource to competitors who are involved in traditional sport since it helps to refine locomotor and non-locomotor skills necessary to the successful performance of sport skills.

Activities

Fortune Cookies is a game which gives all participants the opportunity to experience a leadership role, keeps the heart rate up and provides a smooth transition between activities. Students are given a piece of paper which states a familiar group activity. Each person reads the slip of paper and then leads the group in that activity for a specified length of time.

An alternate warm-up activity could be an obstacle course which encourages students to move body parts in a variety of ways. Each part of the obstacle course would name the action or direct students to move in specific ways. Additionally, the participant is required to use fitness components such as muscular strength and endurance, cardiovascular endurance, flexibility, agility, balance and speed.

In a cooperative group of three or four, jump rope to the beat of music using two long ropes. Vary the movements of the rope to include double dutch and eggbeater patterns. Vary the amount of swings between beats by increasing the rope speed (time) and increasing the level of the jump or by increasing rope and foot speed.

Dance builds on the posture and foot placement and movement concepts of grade 7 and 8. There is such a wide variety of dances that nobody can be an expert in all forms, therefore resources need to be sought. People from the community (perhaps parents), videos, cassettes, and books can all be valuable resources; the authorized resource Multi-cultural Folk Dance Treasure Chest is one such resource. Ultimately, dance steps combined with music must be taught with the following suggestions being supplementary activities:

• Social studies could be linked with multi-cultural dance by providing a day when students could travel to display booths to learn about different cultures, including dance.
### Theme: Rhythmic Activities

#### Student Assessment

**Teacher Observation:** Teacher uses a rubric to rate students' skill in combining rhythmic movements into a fluid sequence.

Teachers could offer feedback to students when they complete a mini-project where students monitor their nutrition and physical activity habits to assess their level of health and wellness.

Teachers observe and assess how well students can create an original rhythmic movement using prompts provided by the teacher. The teacher lists and numbers 10 different movements on a board (1-hop, 2-skip, 3-balance on one leg, 4-slide, and so on). Then each student puts together a routine by performing the movements in the order of their telephone number. If the phone number 123-4567, the student would perform the actions that each number called for in the order of their phone number. Vary this by using another person's phone number or create a phone number that makes a flowing dance.

**Student Performance:** As an extension activity to the above mentioned mini-project, students may explore the Canada's Food Guide to ensure proper nutrition is being followed and that vitamin and mineral requirements are also being met.

Students may be interested in determining the proper nutrition and activity program which would be necessary for their favorite athlete to maintain an ideal performance and wellness level based upon the activity requirements of their bodies.

Students perform a group “sport pose” rhythmic routine as described in Suggested Learning and Teaching Strategies for grade nine.

Students demonstrate the ability to combine movement and music appropriately.

#### Resources and Notes

Students who participate in dance outside of the school can be valuable resources to the inexperienced teacher by leading a class or helping a group of students develop a dance.

Introduce rhythmic activities by using examples with which students are familiar. Sport skills and abilities can be used to demonstrate rhythmical movements. Sports use running, jabbing, changing direction, avoiding obstacles and exploding. Link sport skills and abilities to rhythmical activities to increase comfort and self-confidence.

Determining the relationship between healthy weights, proper nutrition and physical performance, leads into the effects physical activity has on the quality of life. People who are active can make informed decisions about what to eat and how much to exercise if they want to lead healthy lifestyles. Physical activity such as aerobics, cheerleading, dance, rhythmic gymnastics and skipping can then be seen as having an effect on the quality of life in terms of corresponding nutritional practices.

Teachers should note that care must be taken when discussing such issues as nutrition, calories, amount of physical activity and body type with youth. There are several ways in which to approach the relationship between good nutritional practices and physical activity. Health Canada's VITALITY's message of “feeling good about yourself” draws attention away from society's preoccupation with weight and negative body image. Self-respect and acceptance of others are shown as the ways to enhance enjoyment and family life. The slogan "Enjoy eating well, being active and feeling good about yourself. That's VITALITY" is designed to promote the spirit and meaning of this positive approach.
Theme: Rhythmic Activities

**Grade 9**

Theme: Rhythmic Activities

**Outcomes**

It is expected that students will:

**IN MOVEMENT**

1. Apply movement concepts while participating in a variety of activities involving movement and music. (GCO 1, KSCO 3)

2. Participate in movement activities from a variety of cultures such as ballroom, folk, line, modern, multi-cultural and square dances. (GCO 1, KSCO 4)

**ABOUT MOVEMENT**

3. Analyse relationships between good nutritional practices and physical activity. (GCO 3, KSCO 4)

4. Identify the effect of physical activity on the quality of life. (GCO 3, KSCO 6)

**THROUGH MOVEMENT**

5. Initiate socially responsive activity programs within the school. (GCO 4, KSCO 3)

6. Demonstrate personal initiative, independence and decision making. (GCO 6, KSCO 6)

Sample Learning and Teaching Strategies

- during assemblies, people could be invited to perform dances such as ballet, break dancing, celtic, creative, folk, hip-hop, jazz, line, modern, multi-cultural, square, and western, etc.
- concerts can incorporate dancing while the band plays or the choir sings.
- a group of students may opt to perform a dance at an assembly as part of their evaluation.
- view a movie which involves dancing such as “Grease” or “Footloose”
- apply what was learned from the above opportunities to the physical education setting by refining dances or combining dances.

Activities which link sport and dance are:

- students perform sport skills to music. An example would be Tae-Bo moves (boxing) while the Rocky theme song “Gonna Fly Now” is playing or basketball skills while “Space Jam” is played.
- students pose into their two favorite sport poses. Join this with another person until there are four in a group. Add a beginning and ending and a choreographical sequence. Now, add appropriate music.

There are several ways in which to approach the relationship between good nutritional practices and physical activity. One way would be to analyse the relationship between activity, nutrition and calorie requirements through various activities such as skipping, rhythmic activities, aerobics, cheerleading and dance, which all require a high exertion of effort. Students have had opportunities to be involved in each and should now understand the amount of effort required to participate in each activity, as well as the amount of effort which can be exerted while performing each activity. Introduce students to the concept that people at different ages must all eat a healthy diet to maintain a high degree of wellness and energy level. Eating well, being active and feeling good about oneself is key to participating in everyday activities. Energy to be involved in activities above and beyond everyday activities comes from the caloric intake of appropriate foods. Therefore there is a direct correlation between good nutritional practices and physical activity.
**Theme: Rhythmic Activities**

**Student Assessment**

Students identify the effect of physical activity on the quality of life.

**Self-Evaluation/Reflection:** Journal entry about the students' attitude toward rhythmic activities prior to grade 7 and now at the end of grade nine. Alternately ask students to list the names of athletes they know involved in rhythmic activities. Then introduce the fact that many professional athletes use dance to increase coordination, body awareness, flexibility and fitness. As an extension, ask the students to find at least one athlete who does this and the next day ask students to add to their list from the previous day.

Program Evaluation: Students rank the units covered from grade 7 to now in terms of fun, interest, applicability to physical education, promotion of personal fitness and healthy lifestyle, safety and comfort.

**Resources and Notes**

Forms of rhythmic activities such as aerobics, dance, and skipping, allow students to increase caloric output. As well, these activities require little special equipment, can be performed at home or with a group, are easily adaptable to all skill and physical fitness levels and can be performed all year round.

**Resources**


http://www.hc-sc.gc.ca/hpfb-dgpsa/onpp-bppn/leaders_approach_e.html#1 - Health Canada's VITALITY website

http://www.humankinetics.com/products/search.cfm

Multi-cultural Folk Dance Treasure Chest.
Section 3: The Learning Environment

Program Dimension and Application


The three major dimensions upon which the Intermediate Physical Education program is based are In, About and Through movement.

Outcomes are presented in all three dimensions for each theme and grade level. Through the outcomes of the “In Movement” dimension, students participate in activity and the emphasis is on the learner as a mover. Education “In Movement” has to do with knowing how to move while engaged in physical activities. The student will be able to demonstrate correct movement techniques specific to the activity or skill being taught.

Education “About Movement” involves the cognitive processes that are concerned with learning concepts, rules and procedures ranging from simple spontaneous movements to complex structured movements. This dimension deals with students' creative and critical thinking skills used to pose and solve movement problems and also with the assessment of attitudes and behaviours during participation in activity. At the intermediate level, knowledge “About Movement” may be broken down into speciality areas (anatomy, biomechanics, history of games, movement as culture and physiology) or integrated with other subjects. Learners may draw upon athletics, dance, fitness and outdoor pursuits, games, rhythmics, sport and swimming in combination with other disciplines such as aesthetics, anatomy, physics, physiology or psychology to conduct study and inquiry.

Students engaged in the “Through Movement” dimension are able to develop in areas related to the affective domain. These areas include social, moral and personal development. The outcomes are presented to help the student learn socially responsive behaviours, develop personal responsibility for the social, physical and natural environment and show personal development in self-esteem, leadership, involvement, decision making, cooperation, caring and respect for others.

These three dimensions, along with the themes and outcomes, for each grade level, promote “Active Living” through physical education.
The Humanistic Model

As outlined in the CFPE, a curriculum model which has the potential to meet the needs of intermediate students of physical education is the Humanistic Model first proposed by Hellison (1973). This model has been further elaborated and developed in subsequent writings (Hellison (1978), Hellison (2003, 1995, 1985), Hellison & Templin (1991)). Humanistic physical education is described as using “physical activity to assist the student in the search for personal identity”. It places “student self-esteem, self-actualization, self-understanding and interpersonal relations at the centre of the physical education teaching-learning act.” The Humanistic model clearly corresponds with several General Curriculum Outcomes of the Personal-Global curriculum orientation. The development of personal decision making, as it relates to lifestyle choices, the enhancement of self-esteem and the development of an outwardly moving concern for self and others closely complement the Personal-Global orientation.

Developmental Levels

The Humanistic model is developmentally appropriate for the intermediate level student as it emphasizes individual uniqueness, while at the same time, promoting peer interaction and sharing. The model is based on the idea that feelings, knowledge, and physical development are equally important, and that learning activities are determined by a collaborative effort between the teacher and the student. The teacher facilitates and counsels the students involved in self, peer and teacher-directed learning. Physical activity is a vehicle to assist the student in developing a Personal-Global understanding.

Hellison’s six developmental levels are: irresponsibility, self-control, involvement, self-responsibility, caring, and outside of the physical education setting. The intermediate physical education program follows Hellison’s (2003) implementation strategies, resulting in a number of learning experiences:

0. Level of irresponsibility, students:
   - do not participate
   - interfere with others
   - deny personal responsibility for action or inaction

1. Experiences to develop student respect/self-control:
   - exploring personal and general space
   - following class rules
   - respecting equipment
   - being on time
   - bringing appropriate clothing
• demonstrating appropriate change room etiquette
• self-officiating
• respecting the “talking bench”
• planning and implementing conflict resolution

2. Experiences to develop student participation/involvement:
• giving students an alternative
• making tournaments optional
• giving students choices
• providing challenges
• using play as motivation

3. Experiences to develop student self-direction/responsibility:
• identifying needs and interests
• setting attainable goals
• delivering on promises
• setting and fulfilling contracts
• developing a knowledge base to carry out goals

4. Experiences to develop student caring:
• cooperative games
• reciprocal teaching
• support groups
• group challenges and projects
• cross-age teaching
• spotting
• class, school and community projects
• service and leadership

5. Applications of the levels of responsibility outside of the P.E. setting:
• playground
• school
• home
• street

Students would be engaged in individual, small and large group activities. These activities focus on the relationships between students while physically active, and their relationships with broader issues such as respect for the environment, inclusion, equity, and the role of students in their own education. Traditional and non-traditional activities would be sequenced to provide a process of self-discovery and understanding related to physical activity preferences, strengths, limitations, identity and social acceptance, leading to personal-global awareness.
The Intermediate Physical Education program is designed to involve students, under teacher supervision, in appropriate learning experiences whereby students:

1. Develop successive strategies for respect/self-control by:
   a. working to control their own behaviour
   b. practising self-discipline leading to self-responsibility
   c. not interfering with other students’ right to learn

2. Develop successive strategies for participation/involvement in physical activity by:
   a. accepting challenges, practising motor skills and training for fitness
   b. recognizing the contribution their involvement makes to society
   c. experiencing the “joy of effort”

3. Develop successive strategies for self-direction/responsibility by:
   a. working independently
   b. identifying their own needs and interests
   c. taking responsibility for their intentions and actions
   d. planning and executing their own physical activity programs through goal-setting
   e. developing a strong and integrated personal identity
   f. respecting the environments within which the students interact

4. Develop successive strategies for caring for self and others by:
   a. developing cooperative skills
   b. developing confidence and appreciation of group support
   c. helping
   d. encouraging students to consider the outcomes of their actions on themselves, others, and the community, and thereby encouraging responsible decisions

5. Develop successive strategies for applying the levels of responsibility outside of P.E. by:
   a. discussing the reality of “life outside the gym”
   b. holding awareness talks
   c. convening group meetings
Adolescence represents a period or stage in the process of development leading to maturity or adulthood. Because educators play an important role in preparing young people for their roles in the adult world, knowledge and appreciation of adolescent characteristics and their application to learning is important.

The adolescent learner in the intermediate grades is involved in a period of rapid and significant change with respect to physical, emotional, social, intellectual, and spiritual and moral development. Because the nature of these changes is often intense and varied, they need to be acknowledged by all those individuals who direct and foster their development and learning.

For this document, which deals with the adolescent learner in the intermediate grades, adolescence can be subdivided into early adolescence for the 10-14 year old, encompassing the biological changes of puberty and a new interest in sexuality, and middle adolescence, ages 15 - 17, a time of increasing autonomy and self-discovery leading to clear identity formation. There is considerable difference in the characteristics of the early grade seven adolescent and the late grade nine adolescent.

While some general characteristics for adolescents have been identified, there is a need to recognize that changing characteristics are on a continuum with many variations at each grade and for different ages. Each young person is a unique individual and any attempt to classify must be regarded as extremely general.

Characteristics of the Learner

Teaching and Learning with Young Adolescents: Celebrating Diversity (2001) highlights the characteristics of all young people and outlines educational implications for initiatives related to their learning. The subsections include:

- Social Development
- Emotional Development
- Physical Development
- Intellectual Development
- Spiritual and Moral Development

This developmental outline should be considered as a working framework rather than as a definitive statement on the nature of adolescence.
Social Development

<table>
<thead>
<tr>
<th>Characteristics</th>
<th>Implications</th>
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</thead>
<tbody>
<tr>
<td>Young adolescents attempt to define themselves independent of the family unit. Family allegiance diminishes as peer relationships take on increased importance.</td>
<td>Parental involvement is still crucial at this time and should be encouraged. Teachers and parents should continue to be positive role models.</td>
</tr>
<tr>
<td>As the adolescent engages in more interactions, many involving risk-taking behaviours, there is a transference of loyalty to the peer group.</td>
<td>Provide activities (role playing, sociodramas) which allow students to explore ways of dealing with various situations that may arise.</td>
</tr>
<tr>
<td>As interpersonal skills are being developed and parental values are explored, the adolescent appears to fluctuate between a demand for independence and a desire for guidance and direction. Authority still remains primarily with the family at this time but the adolescent will reserve the right to question or reject suggestions from adults.</td>
<td>Provide opportunities for the formation of positive peer relationships.</td>
</tr>
<tr>
<td>There is a strong desire for social acceptance. Conformity to the peer group in terms of dress, speech, and behaviour is quite common.</td>
<td>Provide opportunities for students to become involved in setting standards for behaviour and establishing realistic goals.</td>
</tr>
<tr>
<td>Adolescents benefit from opportunities to work with peers in collaborative and small group learning activities. A tremendous amount of their learning occurs in a social context.</td>
<td>Adults should not over-react when extremes in those areas are displayed. Provide opportunities for positive social interaction with peer and adults.</td>
</tr>
<tr>
<td></td>
<td>Structure instructional activities to provide interaction among various groupings of students.</td>
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</table>
# Emotional Development

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<tr>
<th>Characteristics</th>
<th>Implications</th>
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<tbody>
<tr>
<td>Emerging adolescents will display a multitude of emotions and in varying degrees in their search for independence and autonomy.</td>
<td>Design activities that allow students to play out their emotions and develop decision-making skills.</td>
</tr>
<tr>
<td>While their moods, temperaments, and behaviours are profound and intense, they are often times inconsistent and unpredictable. Feelings tend to shift between superiority and inferiority.</td>
<td>Adolescents should not be pressured to explain their emotions. Provide opportunities for releasing emotional stress.</td>
</tr>
<tr>
<td>Adolescents have a strong desire to establish acceptance among their peers. Appraisals of self are often overly critical and negative. They frequently make comparisons and see themselves deficient in many ways.</td>
<td>Self-evaluation and self-responsibility should be encouraged. Provide opportunities for self-appraisal and the development of positive attitudes.</td>
</tr>
<tr>
<td>This age group is extremely sensitive to criticism of any kind. They are easily offended. Feelings of inadequacy, coupled with fear of rejection by their peer group contribute to low self-esteem.</td>
<td>Sarcasm by adults should be avoided. Activities should be structured to enhance self-esteem and recognize student accomplishments.</td>
</tr>
<tr>
<td>Adolescents see their problems as unique and often times over-exaggerate simple occurrences.</td>
<td>Plan units that revolve around student issues so that adolescents become aware that their problems are not unique.</td>
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</table>
Physical Development

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<tr>
<th>Characteristics</th>
<th>Implications</th>
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<tbody>
<tr>
<td>• Early adolescence is a period of accelerated development. This is complicated by the fact that in any group of young adolescents of similar chronological age, there is enormous variability in growth rates.</td>
<td>• The school should provide experiences and opportunities that help students understand their own physical development.</td>
</tr>
<tr>
<td>• Strength, energy levels, stamina, and sexual maturity of boys and girls increase at different times and rates. The physical changes are related to perception of self and in differing ways for boys and girls.</td>
<td>• Emphasis should be placed on how the teacher deals with the students within the social interaction of the school and the classroom. Classroom climate and methodology are extremely important.</td>
</tr>
<tr>
<td>• The acceleration of growth-related physical changes make demands on the energies of early adolescents. In learning how to pace themselves to adjust to their “new body”, they have periods of over-activity and also periodic listlessness. They tend to get more tired until they learn to moderate their activity.</td>
<td>• Opportunities must be provided for constructive social interaction and the establishment of a healthy, stable classroom environment.</td>
</tr>
<tr>
<td>• Because of the wide diversity in sexual development between boys and girls, what is taught and how it is taught should reflect the range of needs and interest of the students.</td>
<td>• Problems in the psychomotor domain should be identified and instructional strategies developed to remedy those problems while encouraging and preserving self-esteem.</td>
</tr>
<tr>
<td>• Physical activities should stress skill improvement: competition should be flexible enough to accommodate wide variations in size, weight, strength, endurance, and skill. Students should be motivated rather than forced to participate in activities.</td>
<td>• Because of the energy of young adolescents they require a great deal of physical activity. Therefore daily physical activity is essential.</td>
</tr>
<tr>
<td>• Because of the energy of young adolescents they require a great deal of physical activity. Therefore daily physical activity is essential.</td>
<td>• An activity-oriented approach to learning is important.</td>
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Intellectual Development

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<tr>
<th>Characteristics</th>
<th>Implications</th>
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<tr>
<td>Throughout early adolescence there is cognitive awakening which is characterized by an emerging ability to handle abstract and hypothetical concepts and to apply problem-solving approaches to complex issues. However this shift from concrete to operational thinking varies from individual to individual and from time to time.</td>
<td>The development of formal thinking is a major goal for the school system and the key to success in this aspect of teaching is to match the student’s level of function and to gradually raise it. The level of function will vary from topic to topic and from student to student depending on the student’s familiarity with it and the ability to deal with the concepts presented. Therefore, all programs must provide for movement from concrete to abstract thinking when and where appropriate.</td>
</tr>
<tr>
<td>Generally, eleven-year-old students are characterized by a predominance of concrete thinking where they think in terms of specifics. Fourteen- and fifteen-year-olds have the ability to do more abstract thinking. They can consider possibilities and not just realities. They are able to see things from another person’s viewpoint, are able to allow perceived consequences of behaviour to temper the desire for immediate gratification, and are also able to consider exceptions to the rule. Thirteen-year-olds on the other hand may fluctuate between the characteristics of both these groups. One day they may reason far beyond their years and the next day younger than their chronological age.</td>
<td>Young adolescents should be exposed to learning situations where they can apply skills to solve real-life problems.</td>
</tr>
<tr>
<td>Adolescents have a present focus as opposed to a future orientation. During this stage students retain a certain egocentrism which leads them to believe that they are unique, special, even invulnerable to harm.</td>
<td>Students require structure and guidance in setting clear limits that involve them in the decision-making process.</td>
</tr>
<tr>
<td>Adolescents may be unaware of the consequences of risk-taking behaviour.</td>
<td>Opportunities should be provided to affect their awareness of and attitudes about issues involving risk-taking behaviour.</td>
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<tr>
<td></td>
<td>An experiential approach is required. The demand for relevance should be met by basing concepts in life, by using real people as exemplars, and by meaningful participation in families, school and communities.</td>
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<td>Programs should provide the opportunity to question and analyze situations to develop the skills of critical analysis and decision making.</td>
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## Intellectual Development

<table>
<thead>
<tr>
<th>Characteristics</th>
<th>Implications</th>
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<tbody>
<tr>
<td>• Young adolescents demand relevance in learning. In addition to wanting concrete information, they begin to question the relevance of what is taught. As their ability to process and relate information increases, their search for structure in the information also increases.</td>
<td></td>
</tr>
<tr>
<td>• The student’s ability to process and relate information is increasing. There is a tendency to search for an understanding of rules and conventions and to question all experiences.</td>
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</table>
Spiritual and Moral Development

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<thead>
<tr>
<th>Characteristics</th>
<th>Implications</th>
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<tbody>
<tr>
<td>• Young adolescents are moving from a morally based on convention or precept to one based on personal values. Their emerging search for values, their increased sexual awareness, and their need for meaning in life are powerful forces in determining the picture or image they present to the world.</td>
<td>• The change to “personal” rather than “imposed” values requires educator awareness of the values which permeate the educational system and the ability to deal with them appropriately.</td>
</tr>
<tr>
<td>• Young adolescents now question values, cultural expressions, and religious teachings. They are developing a sense of person, a responsibility for their actions, their consciences are maturing and they often experience feelings of guilt.</td>
<td>• Young people should be given the opportunity to examine values and to understand the values held by society and the reasons for advancing them, the values they hold for themselves and how to respond to conflicts in values.</td>
</tr>
<tr>
<td>• Young adolescents have fairly rigid standards for right and wrong. As they become older, their concept of justice becomes less egocentric and rigid, accompanied by a heightened sense of fairness.</td>
<td>• Examination of values requires that they be discussed in an open, enquiring atmosphere. Authoritarian approaches and judgmental statements should be avoided as they may inhibit discussion and prevent real attitudes and misunderstandings from finding expression.</td>
</tr>
<tr>
<td>• As they begin to value the benefits of cooperative group action, adolescents exhibit more concern for others.</td>
<td>• In establishing one’s values, it is useful to ask “What would one do in specific circumstances?”, but the critical question to ask is “What should one do?” The should question implies a belief in certain enduring values. These are expressed in religious theology and are often generally accepted by moral people in all societies. Programs should invite consideration of such values.</td>
</tr>
<tr>
<td>• Young adolescents are searching for greater meaning and understanding regarding the ultimate meaning of life.</td>
<td>• Open discussion should also provide for an understanding of situations where values are in conflict. Students should be provided the time and opportunity to examine conflictual situations and to develop abilities to resolve them.</td>
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Spiritual and Moral Development

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<thead>
<tr>
<th>Characteristics</th>
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<tbody>
<tr>
<td></td>
<td>• Positive values should be developed through specific content.</td>
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<tr>
<td></td>
<td>• Opportunities should be provided for the consideration and resolution of dilemmas of a social as well as a personal nature.</td>
</tr>
<tr>
<td></td>
<td>• Through group work, opportunities should be provided to help each other to gain a better understanding of individual differences and to develop group interaction skills.</td>
</tr>
<tr>
<td></td>
<td>• Young people should be given the opportunity to demonstrate concrete expressions of concern for others, both in the school and in the larger community.</td>
</tr>
<tr>
<td></td>
<td>• Opportunities should be provided for the discussion of questions related to spiritual growth and development.</td>
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</table>
Addressing the Needs of All Learners

Physical Education is developed to address the needs of all learners. Adolescents with special needs are required to be a part of the physical education program, making the program inclusive. This inclusion of students with special needs is based upon the abilities of the students. Programs may have to be adjusted, modified or changed significantly to meet the needs of all learners.

The physical education curriculum developed and offered by teachers for adolescents with exceptionalities must take into consideration age, experience with activity, special talents, parental/guardian support, health, social maturity and community experience.

Safety is a major concern when considering the inclusion of students with special needs. Knowing the limits of the students’ abilities will help ensure safety.

A program must be adaptable to ensure that outcomes are met by all students. For some children, the provincially prescribed physical education curriculum will be appropriate to meet their individual needs, interests and abilities through full participation in all activities of the physical education curriculum.

As a result of an assessment, individual adolescents may require special considerations to be made in the way of additional support in order to participate in and meet provincially approved outcomes in physical education or to be sufficiently challenged by the prescribed curriculum. Adaptations can be made to the learning resources, instruction, and/or evaluation procedures. The teacher may decide to explore options that will enable physical education to meet the adolescent’s needs.

For some individual adolescents, adjusting learning resources, instructional and evaluation techniques as well as the environments will be insufficient to achieve the prescribed physical education outcomes. For these adolescents a modified physical education program may be required to meet individual needs. A modified physical education curriculum maintains the general goals or intent of the prescribed curriculum but the depth of treatment has been altered and/or outcomes have been changed, deleted, reduced, added or extended to suit the needs of an individual. Because modifying entails a significant alteration to the prescribed physical education curriculum outcomes, resulting in new outcomes for the adolescent and necessitating the development of an individual program plan, the decision to provide this plan must become the responsibility of a program planning team and is not the sole responsibility of the physical education teacher.
For some individual adolescents, the program planning teams will determine that modified physical education curriculum is insufficient to meet individual needs, thus necessitating the need for physical education that is alternate to the provincial curriculum. As with modified physical education, the decision to choose development of alternate physical education is the responsibility of the adolescent’s program planning team.

Further information is provided in the CFPE.

Safety Considerations in Intermediate Physical Education

The nature of the adolescent makes safety a very important issue. Adolescents have a present focus. They think of the now and rarely consider consequences or effects of current actions on the future. It is during this stage that students retain a certain egocentrism which leads them to the belief that they are unique, special, even invulnerable to harm. Adolescents may be unaware of the consequences of risk-taking behaviour. It is the physical education teacher’s responsibility to ensure that safety considerations are accounted for when planning activities. Specific criteria for safety in physical education include:

Appropriate clothing allowing unrestricted movement should be worn for all physical activity. Because of the possibility of personal injury, jewelry should not be worn during physical education activities.

Outdoor activities require special attention to climatic conditions and appropriate clothing for the type and duration of the activity.

Protective equipment should be provided for all high-risk activities where there is potential for personal injury. It should meet required safety standards and improvised protective equipment should not be used.

Teachers with training in physical education are preferred for the instructional component of the physical education program. In cases where teachers with training in physical education are not available, every effort should be made to develop and implement an appropriate on-going professional development program for classroom teachers.

Sequential skill development is essential for the safety of students. Students should never be forced or even encouraged to perform beyond their capabilities. Readiness is achieved through competence in previous levels and careful ongoing evaluation is necessary particularly in high-risk activities such as artistic gymnastics.
Safety education should be an integral part of every instructional period and should be re-emphasized in intramural and interscholastic participation. Correct spotting techniques should be taught and practised as should activity-specific behaviours and etiquette.

Medical conditions should be reported to the physical education teacher. Temporary conditions may require modified participation in the daily program while chronic conditions may require program adaptation. The physical education teacher should be aware of the effects of physical activity on the particular medical condition of the student.

Equipment and facilities should be of good quality and safety-tested periodically. Equipment designed to support students should be stable, secure, and supplied with appropriate mats. Adequate enclosed storage should be provided for equipment. Projections into the gymnasium should be remedied whenever possible. Floors should be clean, smooth, and free of foreign objects. Outdoor areas should have fixed boundaries. Surfaces should be free of glass, cans, loose boulders, bottles, etc. If fixed boundaries are not present, the teacher should identify the boundaries of the activity area and develop procedures for retrieving equipment that goes outside these boundaries.

Supervision should be provided for all instructional, intramural and interscholastic programs. Students should not be permitted to use facilities or equipment without adequate teacher supervision.

Accident reporting procedures are governed by individual districts. It is important for physical education teachers to know the policy of the school district and to ensure that accidents are duly recorded and appropriately referred.

First aid courses should be completed by all physical education teachers. In the event of an accident, they should administer only emergency first aid. An adequately stocked first aid kit should be kept in the gymnasium in a place that is easily accessible.

**Liability in Physical Education**

The prudent teacher should ensure every precaution against injury to students is taken. This should include periodic inspection of equipment, due concern for good discipline and safety practices, proper supervision, and competent teaching.

The physical education teacher should recognize potentially dangerous surroundings in the instructional areas. Any potential hazardous situations should be avoided and in order to reduce the possibility of injury physical education teachers should:
understand the safety element involved in each activity

ensure a safe teaching environment

use safe and tested equipment with which he/she is familiar

understand the rules and specific safety measures of the sport or games included in the physical education programs

avoid the teaching of highly specialized or difficult games beyond the ability of students

control and organize players to avoid accident or injury

Cross-Curricular Connections

The Personal-Global orientation attempts to make connections between local, regional and global communities. Relating the local community to the world opens the gymnasium doors for cross-curricular connections between subjects/topics. Multicultural activities, such as games and dances from around the world, can be used to make global connections. Cultural activities closer to home should also be explored, such as Inuit games, Labrador Winter Games and Jeux de Francophonie to make connections between local communities. Units on multi-cultural physical activities lend themselves to connections with other subject areas.

Connections can also be made between physical activities and the natural environment through incorporating environmental curriculum materials such as Project Wild, participating in activities in the natural environment, and creating an awareness of environmental opportunities and concerns.

Many opportunities exist for integrating physical education into other areas of curriculum at the intermediate level. Utilizing physical activity as the learning medium, the following suggestions for curriculum integration may provide additional ideas for promoting quality daily physical activity and Active Living.

French: folk dance, vocabulary.

Guidance: career opportunities, ethical behaviour, leadership, peer acceptance, peer mediation.

Health: active living (log book), discussion and planning for fitness (fitness bank account book), hygiene, nutrition (log daily food consumption), well-being.

Home Economics: discussion and planning nutrition (create menus).
Language Arts: concepts, flash cards, posters for physical education, student production of flip charts, terminology, vocabulary.

Mathematics: graphs and personal records of scores, class achievements, personal achievements.

Music: background music for action games, activity, dance, rhythmic activity.

Science: discussions of personal records of effects of exercise: heartbeat, pulse, perspiration, fatigue, body temperature. Discussing the effects of wind on the movement of a kite and the application of levers in activity. Using scientific method terminology when exploring cause and effect concepts.

Social Studies: folk dance, history of games, interviews of sports figures, jog across Canada (North America, Asia, etc.), native games, Olympic movement, Terry Fox run.

Technology Education: computer searches, construction of simple equipment such as hurdles for track and field, apparatus for measurement or using software packages to interpret data.

A continuum of teaching styles, which prescribes the varying relationships between teacher and learner has been proposed by Nichols (1994) (as adapted from Mosston and Arnsworth, 1986). These styles have been generally accepted by the physical education profession. Factors that influence the style chosen include the age and experience of the adolescent, the stage of learning, the content to be taught, the level of the task, the resources available (including the amount of equipment and space), the number of students, the time available, and the personality of the teacher.

Command: the teacher decides what to do, how to do it, and the quality of the performance that is acceptable.

Practice: the teacher is the principal decision maker, determining what information is needed by the learner to perform the task and setting up the practice session to provide optimum practice.

Reciprocal: students assume more responsibility for observing the performance of their peers and provide positive, immediate feedback on each attempt.

Task: the teacher determines the content, but the adolescents are allowed some decision-making about how to achieve the task, as well as the opportunity to work at their own pace.
**Guided Discovery:** the teacher provides a series of sequential questions or clues and students work through inquiry and discovery to reach a pre-determined target.

**Problem Solving:** problem solving is similar to guided discovery in approach, but, whereas one similar solution to the movement problem is the goal in guided discovery, many different solutions are the outcomes of problem solving.

**Exploration:** this style is similar to problem solving, but the students explore movement in a more general way with minimum teacher direction and is geared for everyone's immediate success. It is designed to enable adolescents to move as freely as they desire, within the limits of safety.

Care must be taken not to become entrenched in a particular mode of teaching physical education. The many activities within physical education provide opportunities for various teaching styles to be included in the program. Students respond to various stimuli in their classes. In order to address the auditory, kinesthetic-tactile and visual preferences of students, explanation and demonstration and practice are valuable teaching methods to be used throughout the program.

**Assessment and Evaluation**

Assessment is a comprehensive process that implies an assessment of the participants and the curriculum with which they interact. A handbook and policy guide for evaluation can be found on the Department of Education's website, [http://www.gov.nl.ca/edu/dept/pdf/final.pdf](http://www.gov.nl.ca/edu/dept/pdf/final.pdf). Assessment in physical education serves many purposes and contributes to decision-making about: classification, diagnoses and guidance, motivation, program improvement and reporting progress.

Assessing student performance is a process of collecting and interpreting information about the acquired knowledge, experiences, skills, attitudes and behaviours of learners as they interact in and with the curriculum. Operating within a Personal-Global orientation assessment, progress is viewed as a cooperative and collaborative venture, done for and with learners as they make meaning of the curriculum. As students mature within a class and throughout the program, they take on more responsibility for their own assessment as part of the teacher's on-going assessment of student performance. It is recommended that evaluation in physical education be a continuous on-going process based on the following:

1. **evaluation assesses the process as well as the product;**
2. evaluation involves feedback for active participation as well as performance;

3. evaluation involves self-management, self-assessment, and peer-assessment of attitude and behaviour toward physical activity and lifelong learning; and

4. self-reflection and collective reflection about learning and the learning environment are integral components of the evaluation process.

The Personal-Global curriculum orientation recognizes the merit of both qualitative and quantitative methods in the assessment of student progress. Assessment of personal meaning and social significance rely on qualitative methods. Assessment of student performance should rely on qualitative methods with quantitative methods supplementing or being used on occasion. Teachers may use qualitative and quantitative methods to assess the technical efficiency of the learner while performing the skill.

Teachers and students should explore assessment alternatives to supplement or replace traditional performance assessment. Assessment based on participation and involvement will create opportunities for self-management and self-assessment. Participation and involvement may be assessed throughout an activity, unit, school year and/or grade level. Opportunities for self-management and assessment can increase at each level of school from primary through Level III. Since the Personal-Global curriculum orientation to physical education seeks to develop self-managing students who have the knowledge and critical thinking skills to maintain the kind of lifestyle which promotes personal well-being, a strong element of self-reflection as individuals and in groups is an integral component of the evaluation process. Such reflection serves the purpose of having students analyze their participation, attitudes and behaviours, and deciding for themselves whether their participation and reactions are effective or appropriate.

A comprehensive assessment and evaluation system is strengthened by use of a wide variety of assessment techniques. A sample of instruments which teachers and students may select from include:

- interest inventories that survey the interest and/or awareness within specific activities or topics. (Inventories are used to plan level of detail and/or skill);
- observation gathered and recorded through checklists, anecdotal records and rating scales;
- individualized task cards;
• individualized and group progress charts and files;
• self-assessment based on informal and formalized journals, activity and exercise diaries/log books and activity records;
• peer assessment in which students are guided to collectively reflect on their experiences, achievements and weakness/deficiencies (small and large groups may be adopted for this form of assessment);
• teacher-student conferences based on structured and unstructured interviews;
• contracts based on the self-referenced criteria and negotiated between the student and teacher;
• discussions with reflection and time for follow up questionnaires;
• formalized fitness and skill-testing if deemed appropriate or requested by an individual student, group or class;
• portfolios;
• teacher-made tests based on appropriate criteria.

Please refer to Appendix B for a sample assessment outline and Appendix C for sample assessment tools and rubrics. Further information on assessment is also provided in A Curriculum Framework for Physical Education: Adjusting the Focus and on the Department of Education’s website at http://www.gov.nl.ca/edu/dept/pdf/final.pdf
### Section 4: Resources

#### Authorized Resources

<table>
<thead>
<tr>
<th>Author(s)</th>
<th>Title</th>
<th>Publisher</th>
<th>ISBN</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hellison, D.</td>
<td>Teaching Responsibility Through Physical Education</td>
<td>Human Kinetics</td>
<td>0736046011</td>
</tr>
<tr>
<td>Landy, J.M, &amp; Landy, M.J.</td>
<td>Ready to Use P.E. Activities for Grades 7 - 9</td>
<td>Parker Publishing Company</td>
<td>0136730620</td>
</tr>
<tr>
<td>Lane, C.</td>
<td>Multicultural Folk Dance Treasure Chest, Volumes 1 &amp; 2 - Video with Cassette</td>
<td>Human Kinetics</td>
<td>0880119608</td>
</tr>
<tr>
<td>PSAP Sport Specific Booklets</td>
<td>Teaching the Basics Resource Manuals (14 booklet set)</td>
<td>JW Sporta, British Columbia, Ministry of Community, Aboriginal and Women's Services, Province of British Columbia</td>
<td><a href="http://psap.jwsporta.ca/orderForm.pdf">http://psap.jwsporta.ca/orderForm.pdf</a></td>
</tr>
<tr>
<td>Barbarash, L.</td>
<td>Multicultural Games</td>
<td>Human Kinetics Books</td>
<td>0880115653</td>
</tr>
<tr>
<td>Gustafson, M A., Wolfe, S.K., &amp; King, C.L.</td>
<td>Great Games for Young People</td>
<td>Human Kinetics Books</td>
<td>0873222997</td>
</tr>
<tr>
<td>Lee, A.M., Thomas, K.T., &amp; Thomas, J.R.</td>
<td>Physical Education for Children: Daily Lesson Plans for Middle School (2nd ed.)</td>
<td>Human Kinetics Books</td>
<td>0736036857</td>
</tr>
<tr>
<td>LeFevre, D.</td>
<td>Best New Games</td>
<td>Human Kinetics Books</td>
<td>0873226399</td>
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<tr>
<td>Kasser, S.</td>
<td>Inclusive Games</td>
<td>Human Kinetics Publishers</td>
<td>08732226399</td>
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#### Recommended Resources

<table>
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<tr>
<th>Author(s)</th>
<th>Title</th>
<th>Publisher</th>
<th>ISBN</th>
</tr>
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<tr>
<td>PSAP Sport Specific Booklets</td>
<td>Teaching the Basics Resource Manuals (14 booklet set)</td>
<td>JW Sporta, British Columbia, Ministry of Community, Aboriginal and Women's Services, Province of British Columbia</td>
<td><a href="http://psap.jwsporta.ca/orderForm.pdf">http://psap.jwsporta.ca/orderForm.pdf</a></td>
</tr>
</tbody>
</table>


Internet Resources

Active Living

http://www.activehealthykids.ca - trends in physical activity, current Canadian initiatives

http://www.activeliving.ca/English/index.cfm - active living home page

http://www.hc-sc.gc.ca/hpfb-dgpsa/onpp-bppn/leaders_approach_e.html#1 - Health Canada’s VITALITY website

http://www.hc-sc.gc.ca/hpfb-dgpsa/onpp-bppn/review_food_guide_e.html - Canada’s Food Guide

http://www.hc-sc.gc.ca/hpfb-dgpsa/onpp-bppn/food_guide_rainbow_e.html - Canada’s Food Guide


http://www.nms.on.ca - Ontario site for healthy eating

Activity Websites

http://canada.x-c.com - national cross country skiing website

http://www.ahs.uwaterloo.ca/~museum/vexhibit/inuit/english/inuit.html#Table1 - Arctic games


http://www.awg.ca - Arctic winter games

http://www.cornet.nf.ca/web/bmd/jack_rabbits.htm - local cross country skiing website


http://www.geocities.com/sissio/physical_education.html - football website
http://www.hersheystrackandfield.com - Hershey Track and Field Program

http://www.ih.k12.oh.us/ps/inuit/inuitgames.htm - Inuit games


http://www.jwporta.ca - sport specific activity booklets (British Columbia)

http://www.nlaa.ca/hershey - Newfoundland and Labrador Hershey Track and Field Program


http://www.pecentral.org/lessonideas

http://www.pedigest.com/sample/

http://www.pedigest.com/sample/wrestling2.html - wrestling website

http://www.takrawcanada.com - Canadian national sepak takraw website

Assessment

http://www.bced.gov.bc.ca/irp/pe810/apdgt.htm

http://www.bced.gov.bc.ca/irp/pek7/apdgt.htm


Fair Play

http://www.erin.utoronto.ca/~w3physed/aboutus/fairplay/ - coaches, players and parents

http://www.learning.gov.ab.ca/PhysicalEducationOnline/TeacherResources/Cooperate/

General Websites

http://www.activeliving.ca/English/index.cfm

http://www.cahperd.ca/e/index.htm

http://www.humankinetics.com/

http://www.learning.gov.ab.ca/PhysicalEducationOnline/

http://www.pecentral.org/

http://www.pedigest.com/
SECTION 4: RESOURCES

Research

http://www.redcross.ca - water safety

http://www.virtualteachercentre.ca/sic/pesic/index.html - Newfoundland and Labrador Physical Education Special Interest Council website

Lesson Plans

http://lessonplancentral.com/lessons/Physical_Education/

http://www.pecentral.org/lessonideas/pelessonplans.html

http://www.virtualteachercentre.ca

http://www.virtualteachercentre.ca/sic/pesic/index.html

Research

http://www.cahperd.org/STAR_Test_Results.htm - California Star Testing Program Research

http://www.cfiri.ca/cfiri/cfiri.html - Canadian Fitness and Lifestyle Research Institute


http://www.statcan.ca/english/freepub/82-570-XIE/82-570-XIE.pdf - Statistics Canada
Section 5:  Bibliography

Print Resources


Department of Education (2001). Teaching and Learning with Adolescents Celebrating Diversity (Draft). St. John’s, Newfoundland: Division of Program Development


Department of Education. A Curriculum Framework For Physical Education: Adjusting The Focus. St. John’s, Newfoundland: Division of Program Development.


Internet Resources

Active Living

http://www.activehealthykids.ca - trends in physical activity, current Canadian initiatives

http://www.activeliving.ca/English/index.cfm - active living home page

http://www.hc-sc.gc.ca/hpfb-dgpsa/onpp-bppn/leaders_approach_e.html#1 - Health Canada's VITALITY website

http://www.hc-sc.gc.ca/hpfb-dgpsa/onpp-bppn/review_food_guide_e.html - Canada's Food Guide


http://www.nms.on.ca/ - Ontario site for healthy eating

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http://www.ahs.uwaterloo.ca/~museum/vexhibit/inuit/english/inuit.html#Table1 - Arctic games


http://www.awg.ca - Artic winter games


http://www.geocities.com/sissio/physical_education.html - football website
Assessment

http://www.bced.gov.bc.ca/irp/peB10/apdgt.htm
http://www.bced.gov.bc.ca/irp/pek7/apdgt.htm
http://www.lvcablemodem.com/esullivan/studentrubric.html
http://www.virtualteachercentre.ca/sic/pecic/index.html - Newfoundland and Labrador Physical Education Special Interest Council website

Fair Play

http://www.erin.utoronto.ca/~w3physed/aboutus/fairplay/ - coaches, players and parents
http://www.learning.gov.ab.ca/PhysicalEducationOnline/TeacherResources/Cooperate/

General Websites

http://www.activeliving.ca/English/index.cfm
http://www.cahperd.ca/e/index.htm
http://www.humankinetics.com/
http://www.learning.gov.ab.ca/PhysicalEducationOnline/
http://www.pecentral.org/
http://www.pedigest.com/
http://www.redcross.ca

http://www.virtualteachercentre.ca - Newfoundland and Labrador Teachers' Association teacher website

http://www.virtualteachercentre.ca/sic/pesic/index.html - Newfoundland and Labrador Special Interest Council website

Lesson Plans

http://lessonplancentral.com/lessons/Physical_Education/
http://www.pecentral.org/lessonideas/pelessonplans.html

http://www.virtualteachercentre.ca

http://www.virtualteachercentre.ca/sic/pesic/index.html - Newfoundland and Labrador Physical Education Special Interest Council website

Research

http://www.cahperd.org/STAR_Test_Results.htm - California Star Testing Program Research

http://www.cfiri.ca/cfiri/cfiri.html - Canadian Fitness and Lifestyle Research Institute


http://www.statcan.ca/english/freepub/82-570-XIE/82-570-XIE.pdf - Statistics Canada
Appendix A
Sample Lesson Plan Template
<table>
<thead>
<tr>
<th>Date:</th>
<th>Previous Experience:</th>
<th>Intended Outcomes Motor (in):</th>
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<tr>
<td></td>
<td></td>
<td>Cognitive (about):</td>
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<td>Affective (through):</td>
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<td>Time</td>
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<td>Organization</td>
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<td></td>
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<td>Equipment</td>
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</table>
Appendix B

Sample Evaluation Outline
Evaluation Outline for Intermediate Physical Education

Note: This is a sample evaluation scheme only. School districts may incorporate other alternative measures for evaluation in physical education.

Course/Level: Grade 7-9 Physical Education (suggested)

Course Structure
Each year of the intermediate program brings exposure to human movement and its three dimensions - in movement, about movement, through movement. This need and desire for movement comes from the awareness of, and the participation in, physical activity. It is through these experiences that the development of “healthy, lifelong attitudes and behaviors through physical activity as part of the total educational experience” (Adjusting the Focus) can occur.

Weighting of Evaluation Components
• Participation - 65%
• Fitness - 20%
• Written Assessments - 15%

Description of Evaluation Components
Participation (65%)
1. Readiness, Proper Attire, Punctuality - 10%
2. Warm-up/Outcome attainment - 10%
3. Activity/Outcome attainment/Movement and Skill learning (broken down into sub-categories) - 45%
   • Group interaction (including respect for others and self)*
   • Responsible Leadership *
   • Effort/level of engagement in activities/games/events *
   • Time on Task *
   • Skill Learning/Development
   • Positive/Appropriate Behaviors *
   • Considerations for Safety *
   • Equipment Set-up/Respect for Equipment and Facility

* These criteria form the basis for the Activity aspect of the Participation Component
Fitness Component (20%)
A student’s demonstration of personal fitness and his/her understanding of the components that make up personal fitness would be what is assessed here. The intermediate P.E. curriculum has fitness featured prominently throughout the curriculum. Indeed, the intermediate P.E. curriculum focuses on Active Living, the lifelong pursuit of activity for enjoyment and happiness, and health and physical, affective and cognitive development. At the teacher’s discretion, two or three fitness appraisals can be completed during the year. Any fitness appraisals should be offered at various times during the year, i.e., fall/winter/spring.

• The five components of health-related fitness are:
  - flexibility
  - muscular strength
  - muscular endurance
  - cardio-respiratory endurance
  - body composition
  - body composition

• The six components of skill-related fitness are:
  - speed
  - power
  - balance
  - agility
  - coordination
  - reaction time

Written Components (15%)
The written component of evaluation encompasses many different forms of written assessment. Most should be student generated and can take the form of journals, poster displays or class presentations of new activities. The intent is to offer to students an alternate format through which they can demonstrate learning and demonstrate the attainment of learning outcomes.

Actual written assignments, while useful, would be kept to a minimum. Teacher discretion should be used when determining how often and what type of assessment or evaluation are used here. Tests and quizzes are not to dominate this section of the evaluation outline. Journals can be kept throughout the year, as can written assessments in the form of peer observations or self evaluations, however, assignments or quizzes and tests should be limited in number. Three or four each year would be a suggested maximum guideline.

Examples could include:
• journals
• poster display
• bulletin board display
• quizzes (quiz on fair play)
• tests (concept of play)
• class presentations of a new activity
• others: __________________
It is suggested that a portion of the grade nine assessment could be directed towards a major goal or initiative. The grade nine year sees students assuming a greater responsibility for their own health, wellness and learning. To that end, while the format for assessment for grade nine intermediate physical education can remain the same as it was outlined for grade seven and eight, a major goal component would be added.

This major goal would be a physical activity or program in which the student would commit to further their health and wellness and demonstrate that they are taking a greater responsibility for their health and physical activity requirements. The major goal would require a basic written proposal to the teacher, the completion of the activity (major goal) and then a report outlining the activity, challenges faced, successes achieved etc.

At the intermediate level, the Physical Education Program promotes the understanding of the benefits of the effect that Physical Education has on the individual and the individual’s contribution to the global community. More specifically, it promotes the benefits of an active lifestyle and its contribution to well-being; develops skills and interests for future leisure activities; promotes positive attitude toward achievement, competition, success, and failure; helps students relate to desirable role models; shows that cooperation and sportsmanship are necessary to working together.

Each year of the intermediate program brings exposure to human movement and its three dimensions - in movement, about movement, and through movement. This need and desire for movement comes from the awareness of and the participation in physical activity. It is through these experiences that the development of “healthy, lifelong attitudes and behaviors through physical activity as part of the total educational experience” (from Adjusting the Focus) can occur.

- Participation - 55%
- Fitness - 20%
- Major Goals - 15%
- Written Component - 10%
**Description of Evaluation Components**

**Participation (55%)**
1. Readiness, Proper Attire, Punctuality - 10%
2. Warm-up/Outcome attainment - 10%
3. Activity/Outcome attainment/Movement and Skill-learning (broken down into sub-categories) - 30%
   - Group interaction (including respect for others and self)*
   - Responsible Leadership *
   - Effort/level of engagement in activities/games/events *
   - Time on Task *
   - Skill Learning/Development
   - Positive /Appropriate Behaviors *
   - Considerations for Safety *
   - Equipment Set-up/Respect for Equipment and Facility

* These criteria form the basis for the Activity aspect of the Participation Component

**Fitness Component (20%)**
A student’s demonstration to personal fitness and his/her understanding of the components that make up personal fitness would be what is assessed here. The intermediate P.E. curriculum has fitness featured prominently throughout the curriculum. Indeed, the intermediate P.E. curriculum focuses on Active Living, the lifelong pursuit of activity for enjoyment and happiness, and health and physical, affective and cognitive development. At the teacher’s discretion, fitness appraisals can be completed during the year.

- The five components of health-related fitness are:
  - flexibility
  - muscular strength
  - muscular endurance
  - cardio-respiratory endurance
  - body composition

- The six components of skill-related fitness are:
  - speed
  - power
  - balance
  - agility
  - coordination
  - reaction time
Major Goal (15%)

This major goal would be a physical activity or program in which the student would engage to further their health and wellness and demonstrate that they are taking a greater responsibility for the health and physical activity requirements. The major goal would require a basic written proposal to the teacher, the completion of the activity (major goal) and then a report outlining the activity, challenges faced, successes achieved etc.

Written Components (10%)

The written component of evaluation encompasses many different forms of written assessment. Most should be student generated and can take the form of journals, poster displays or class presentations of new activities. The intent is to offer to students an alternate format through which they can demonstrate learning and demonstrate the attainment of learning outcomes.

Actual written assignments, while useful, would be kept to a minimum. Teacher discretion should be used when determining how often and what type of assessment or evaluation are used here. Tests and quizzes are not to dominate this section of the evaluation outline. Journals can be kept throughout the year, as can written assessments in the form of peer observations or self evaluations, however, assignments or quizzes and tests should be limited in number. Three or four each year would be a suggested maximum guideline.

Examples could include:
- journals
- poster display
- bulletin board display
- quizzes (quiz on fair play)
- tests (concept of play)
- class presentations of a new activity
- others: __________________
Appendix C

Sample Assessment
Rubrics and Rating Scales
## Participation Rubric - Grade 7, 8, and 9

<table>
<thead>
<tr>
<th>Criteria</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Readiness Proper Attire (shirt, gym pants, shorts, court shoes, punctuality)</td>
<td>is fully prepared for class in acceptable time (5 minutes)</td>
<td>is fully prepared but not ready for class in acceptable time</td>
<td>is only missing one item of attire</td>
<td>is missing some attire</td>
<td>is not prepared and is late</td>
</tr>
<tr>
<td>Warm-up</td>
<td>takes initiative to fully complete warm-up without prompting</td>
<td>fully completes warm-up, but must be prompted</td>
<td>completes most of the warm-up activities</td>
<td>completes about half of warm-up activities</td>
<td>completes very little (less than half) of warm-up activities</td>
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<tr>
<td>Skill/Movement Development</td>
<td>displays excellent command and understanding of movements or skills</td>
<td>displays good command and understanding of movements or skills</td>
<td>displays adequate understanding of movements or skills</td>
<td>displays some understanding of movements or skills</td>
<td>displays very little understanding of movements or skills</td>
</tr>
<tr>
<td>Time on Task</td>
<td>is always on task</td>
<td>is usually on task</td>
<td>is frequently on task</td>
<td>is occasionally on task</td>
<td>is rarely on task</td>
</tr>
<tr>
<td>Group Interaction (including respect for others and self)</td>
<td>always cooperates, student interacts responsibly with others, exhibits leadership and role modelling</td>
<td>always cooperates</td>
<td>usually cooperates</td>
<td>occasionally cooperates</td>
<td>rarely cooperates (uncooperative)</td>
</tr>
<tr>
<td>Understands Concepts</td>
<td>shows excellent understanding, almost always displays understanding of concepts taught</td>
<td>shows good understanding, usually demonstrates understanding of concepts taught</td>
<td>sometimes demonstrates understanding of concepts taught</td>
<td>shows barely acceptable understanding of concepts taught</td>
<td>shows minimal understanding, rarely demonstrate understanding of concepts taught</td>
</tr>
</tbody>
</table>
| Positive/Appropriate Behaviors Effort         | • always demonstrates willingness to perform to the best of his/her ability  
• always displays positive attitude  
• always displays open-mindedness to new activities | • usually demonstrates willingness to perform to the best of his/her ability  
• usually displays positive attitude  
• usually displays open-mindedness to new activities | • occasionally demonstrates willingness to perform to the best of his/her ability  
• occasionally displays positive attitude  
• occasionally displays open-mindedness to new activities | • barely demonstrates willingness to perform to the best of his/her ability  
• barely displays positive attitude  
• barely displays open-mindedness to new activities | • rarely demonstrates willingness to perform to the best of his/her ability  
• rarely displays positive attitude  
• rarely displays open-mindedness to new activities |
| Equipment set-up Respect for equipment and facility | shows class leadership, helps organize others, etc.           | always demonstrates respect and care for others and equipment      | usually demonstrates respect and care for others and equipment    | occasionally demonstrates respect and care for others and equipment | rarely demonstrates respect and care for others and equipment      |
Participation Rubric - Grade 7, 8, and 9

The following codes will be used for the checklist below. UE (unable to evaluate), 1 (few outcomes met), 2 (some of the outcomes are met), 3 (half of the outcomes are met), 4 (most of the outcomes are met), and 5 (all outcomes met).

<table>
<thead>
<tr>
<th>Name</th>
<th>Proper Attire</th>
<th>Warm-up</th>
<th>Skill/ Movement Dev.</th>
<th>Time on Task</th>
<th>Group Interaction</th>
<th>Understands Concepts</th>
<th>Positive/ Appropriate Behaviors</th>
<th>Equip. Set-up Respect for Equip. &amp; Safety</th>
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</tbody>
</table>
Assessment Scoring Scale

**Course/Subject:**  ___________________________

**Prompt (Instructions to the student):**  Today you will dribble a basketball with your right and left hand for a distance of 30 feet.

<table>
<thead>
<tr>
<th>Components</th>
<th>Expert (5)</th>
<th>Proficient (4)</th>
<th>Sufficient (3)</th>
<th>Partially (2)</th>
<th>Novice (1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A) Dribbling a basketball with right hand</td>
<td>Dribbles a ball 30' with right hand without losing control and perform a cross over dribble. Keeps head up while performing the dribble</td>
<td>Dribbles a ball 30' with right hand without losing control and perform a cross over dribble or similar type of movement</td>
<td>Dribbles a ball 30' with right hand within 10 seconds without losing control</td>
<td>Dribbles a ball but must look at the ball to retain control</td>
<td>Does not complete proficient part of skill/movement</td>
</tr>
<tr>
<td>B) Dribbling a basketball with left hand</td>
<td>Dribbles a ball 30' with left hand without losing control and perform a cross over dribble. Keeps head up while performing the dribble</td>
<td>Dribbles a ball 30' with left hand without losing control and perform a cross over dribble or similar type of movement</td>
<td>Dribbles a ball 30' with left hand within 10 seconds without losing control</td>
<td>Dribbles a ball but must look at the ball to retain control</td>
<td>Does not complete proficient part of skill/movement</td>
</tr>
<tr>
<td>C)</td>
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</table>
Assessment Scoring Scale

**Course/Subject:** ___________________________

**Prompt (Instructions to the student):** Today we are going to observe your offensive and defensive tactics in major team sports (soccer, basketball and volleyball). Offensive tactics include: a) ability to score, b) pass to teammate, c) transition, d) move to open space, e) use of voice, and f) exhibit control. Defensive tactics include: a) guard an opponent, b) blocking, c) transition, d) keeps ball alive, e) takes ball away from opponent, and f) recognizes when to provide support.

<table>
<thead>
<tr>
<th>Components</th>
<th>Expert (5)</th>
<th>Proficient (4)</th>
<th>Sufficient (3)</th>
<th>Partially (2)</th>
<th>Novice (1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A) Offensive Tactics</td>
<td>Exhibits/understands more than 4 tactics/concepts</td>
<td>Exhibits/understands 4 tactics/concepts</td>
<td>Exhibits/understands 3 tactics/concepts</td>
<td>Exhibits/understands 2 tactics/concepts</td>
<td>Exhibits little understanding of tactics - just 1 tactic/concept</td>
</tr>
<tr>
<td>B) Defensive Tactics</td>
<td>Exhibits/understands more than 4 tactics/concepts</td>
<td>Exhibits/understands 4 tactics/concepts</td>
<td>Exhibits/understands 3 tactics/concepts</td>
<td>Exhibits/understands 2 tactics/concepts</td>
<td>Exhibits little understanding of tactics - just 1 tactic/concept</td>
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<tr>
<td>C)</td>
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Assessment Scoring Scale

**Course/Subject:** ____________________________

**Prompt (Instructions to the student):** Today we are going to observe you playing a competitive game of full court basketball. We will watch for skill techniques you use (skill techniques: a) shooting, b) dribbling, and c) passing).

<table>
<thead>
<tr>
<th>Components</th>
<th>Expert (5)</th>
<th>Proficient (4)</th>
<th>Sufficient (3)</th>
<th>Partially (2)</th>
<th>Novice (1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A) Basketball game</td>
<td>Completes more than 4 skill techniques/concepts</td>
<td>Completes 4 skill techniques/concepts</td>
<td>Completes 3 skill techniques/concepts</td>
<td>Completes 2 skill techniques/concepts</td>
<td>Exhibits little understanding or technique - just 1 skill technique/concept</td>
</tr>
<tr>
<td>B)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>C)</td>
<td></td>
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<td>D)</td>
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<tr>
<td>E)</td>
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</tr>
</tbody>
</table>
**Assessment Scoring Scale**

**Course/Subject:** ___________________________

**Prompt (Instructions to the student):** Today we are going to observe you through a competitive volleyball game. Skill techniques include: a) serve, b) set, c) pass, and d) hit.

<table>
<thead>
<tr>
<th>Components</th>
<th>Expert (5)</th>
<th>Proficient (4)</th>
<th>Sufficient (3)</th>
<th>Partially (2)</th>
<th>Novice (1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A) Volleyball game</td>
<td>Completes more than 4 skill techniques/concepts in a competitive game</td>
<td>Completes 4 skill techniques/concepts in a competitive game</td>
<td>Completes 3 skill techniques/concepts in a competitive game</td>
<td>Completes 2 skill techniques/concepts in a competitive game</td>
<td>Completes 1 skill technique/concept in a competitive game</td>
</tr>
<tr>
<td>B)</td>
<td></td>
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<td></td>
<td></td>
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<tr>
<td>C)</td>
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<td>D)</td>
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<tr>
<td>E)</td>
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<td></td>
</tr>
</tbody>
</table>

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Assessment Scoring Scale

**Course/Subject:** ___________________________

**Prompt (Instructions to the student):** Today we are going to complete a Physical Fitness test.

<table>
<thead>
<tr>
<th>Components</th>
<th>Expert (5)</th>
<th>Proficient (4)</th>
<th>Sufficient (3)</th>
<th>Partially (2)</th>
<th>Novice (1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A) Physical fitness test</td>
<td>Completes 5 out of 5 fitness standards</td>
<td>Completes 4 out of 5 fitness standards</td>
<td>Completes 3 out of 5 fitness standards</td>
<td>Completes 2 out of 5 fitness standards</td>
<td>Completes 1 out of 5 fitness standards</td>
</tr>
<tr>
<td>B)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td>C)</td>
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<td>D)</td>
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<tr>
<td>E)</td>
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<td></td>
</tr>
</tbody>
</table>
**Assessment Scoring Scale**

**Course/Subject:** ____________________________

**Prompt (Instructions to the student):** Today we are going to observe you in a team activity exhibiting proper teamwork. Teamwork qualities include: a) recognizing each team member, b) encouraging others, c) no putdowns, d) demonstrates safety, e) volunteers to replay a contested shot, and f) others identified by teacher or students.

<table>
<thead>
<tr>
<th>Components</th>
<th>Expert (5)</th>
<th>Proficient (4)</th>
<th>Sufficient (2)</th>
<th>Partially (2)</th>
<th>Novice (1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A) Team activity</td>
<td>Exhibits more than 4 teamwork qualities</td>
<td>Exhibits 4 teamwork qualities</td>
<td>Exhibits 3 teamwork qualities</td>
<td>Exhibits 2 teamwork qualities</td>
<td>Exhibits little understanding or just 1 teamwork quality</td>
</tr>
<tr>
<td>B)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>C)</td>
<td></td>
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<td>D)</td>
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</tr>
<tr>
<td>E)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Assessment Scoring Scale

**Course/Subject:** ___________________________

**Prompt (Instructions to the student):** Today you will juggle scarves in a random pattern.

<table>
<thead>
<tr>
<th>Components</th>
<th>Expert (5)</th>
<th>Proficient (4)</th>
<th>Sufficient (3)</th>
<th>Partially (2)</th>
<th>Novice (1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A) Juggling</td>
<td>Completes more than 4 random</td>
<td>Completes 4 random</td>
<td>Completes 3 random</td>
<td>Completes 2 random</td>
<td>Exhibits little understanding or just 1 random pattern</td>
</tr>
<tr>
<td>scarves</td>
<td>patterns</td>
<td>patterns</td>
<td>patterns</td>
<td>patterns</td>
<td>pattern</td>
</tr>
<tr>
<td>B)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>C)</td>
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<td>D)</td>
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<tr>
<td>E)</td>
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</tr>
</tbody>
</table>
Generic Tools for Physical Education Assessment

The generic tools have been divided into the following sections:

- Student journals
- Portfolios
- Interviews
- Observation Sheets
- Planning and Goal-setting Worksheets
- Checklists

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

<table>
<thead>
<tr>
<th>Prompt</th>
</tr>
</thead>
<tbody>
<tr>
<td>Today we talked/learned/participated in...</td>
</tr>
<tr>
<td>I tried to...</td>
</tr>
<tr>
<td>I asked...</td>
</tr>
<tr>
<td>I found out...</td>
</tr>
<tr>
<td>I wish I had...</td>
</tr>
<tr>
<td>One question I’m taking away to think more about is...</td>
</tr>
<tr>
<td>The steps I took to participate effectively were...</td>
</tr>
<tr>
<td>The problems I encountered were...</td>
</tr>
<tr>
<td>To solve these problems I...</td>
</tr>
<tr>
<td>The resources and people I used to help me were...</td>
</tr>
</tbody>
</table>
A portfolio is a purposeful collection of a student’s work that shows his/her 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. Entries should be dated so the teacher can track each student’s development over time.

Active living portfolios could include the student’s 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. Entries should be dated so the teacher can track each student’s development over time.
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.

<table>
<thead>
<tr>
<th>Student Comments</th>
<th>Teacher Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Two reasons I chose this item are:</td>
<td>Two positive things I noticed are:</td>
</tr>
<tr>
<td>I want you to notice:</td>
<td>One specific area to work on is:</td>
</tr>
<tr>
<td>Next time I might:</td>
<td>Others comments:</td>
</tr>
<tr>
<td>Other comments:</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Signature: Date:</th>
<th>Signature: Date:</th>
</tr>
</thead>
</table>

Reflection on Activity/Project

Student Name: Date: Activity/Project Title:

Two reasons I chose this item are: Two positive things I noticed are:

I want you to notice: One specific area to work on is:

Next time I might: Others comments:

Other comments:

Signature: Date: Signature: Date:
<table>
<thead>
<tr>
<th>Questions</th>
<th>Teacher Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>• How did you feel about your participation in this activity?</td>
<td></td>
</tr>
<tr>
<td>• What do you think about _________?</td>
<td></td>
</tr>
<tr>
<td>• How do your team members feel about you?</td>
<td></td>
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<tr>
<td>• Did you have any new thoughts when _________?</td>
<td></td>
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<tr>
<td>• How did you go about _________?</td>
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<tr>
<td>• Tell me another way of doing _________?</td>
<td></td>
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<tr>
<td>• What would happen if _________?</td>
<td></td>
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<tr>
<td>• Why did you _________?</td>
<td></td>
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<tr>
<td>• What did or did not work?</td>
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</tr>
<tr>
<td>• Tell me what you learned from _________?</td>
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</tr>
<tr>
<td>• What else would you like to know?</td>
<td></td>
</tr>
<tr>
<td>• Is there anything you would like to change?</td>
<td></td>
</tr>
<tr>
<td>• How well do you think you've done?</td>
<td></td>
</tr>
<tr>
<td>• Tell me how or where or when you might use _________?</td>
<td></td>
</tr>
<tr>
<td>• What physical education skills were taught or learned?</td>
<td></td>
</tr>
</tbody>
</table>
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.

<table>
<thead>
<tr>
<th>Student: ________________________________</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week: ________________________________</td>
</tr>
<tr>
<td>-----------------------------------------</td>
</tr>
<tr>
<td>Observation Notes:</td>
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<td></td>
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<td></td>
</tr>
</tbody>
</table>
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.

Observation Sheets

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 profile that indicates growth over time. Checklists may be created to gather information about student co-operation, participation, attitude, leadership, or skill development.
Physical Education Evaluation

What do you want to do when you come to the gym for physical education?

What do you want to achieve (accomplish/get/gain/obtain) as a participant in various activities that are conducted in physical education?

What do you think Mr. _________ wants you to achieve as a participant in various activities that are conducted in physical education?

---

**Use this chart to conduct an evaluation of physical education as a subject in the school curriculum**

<table>
<thead>
<tr>
<th>Strengths of the PE Program</th>
<th>Weaknesses of the PE Program</th>
<th>Suggestions on How to Improve the PE Program</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>You the student(s)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>The physical education teacher</td>
</tr>
<tr>
<td></td>
<td></td>
<td>The school</td>
</tr>
<tr>
<td></td>
<td></td>
<td>The school board</td>
</tr>
<tr>
<td>Students</td>
<td>Participation</td>
<td>Effort</td>
</tr>
<tr>
<td>----------</td>
<td>--------------</td>
<td>-------</td>
</tr>
<tr>
<td></td>
<td>P = Present and Participating</td>
<td>+ = Average</td>
</tr>
<tr>
<td></td>
<td>PNC = Present and Participating but not Changed</td>
<td>++ = Above Average</td>
</tr>
<tr>
<td></td>
<td>NP = Not Participating</td>
<td>+++ = Excellent</td>
</tr>
<tr>
<td></td>
<td>E = Excused</td>
<td>- = Below Average</td>
</tr>
<tr>
<td></td>
<td>S = Sick</td>
<td>H = Helped in Some Way</td>
</tr>
<tr>
<td></td>
<td>I = Injury</td>
<td>Other: M = Medical</td>
</tr>
<tr>
<td></td>
<td>T = Travel</td>
<td></td>
</tr>
</tbody>
</table>

**Physical Education Participation and Effort Record**

**Grade/Level:**

**Participation:**
- P = Present and Participating
- PNC = Present and Participating but not Changed
- NP = Not Participating
- E = Excused
- S = Sick
- I = Injury
- T = Travel

**Effort:**
- + = Average
- ++ = Above Average
- +++ = Excellent
- - = Below Average
- H = Helped in Some Way
- Other: M = Medical
Physical Education
Self-Evaluation - Term II
Basketball Unit

Student: ___________________________ Course/Grade: ___________

This self-evaluation is to help you to reflect on your Physical Education attendance, participation, and effort. The focus is on what you can do "in" basketball, what you know "about" basketball, and what you value in personal and social development "through" participation in basketball.

Attendance, Participation and Effort - Rank Yourself on Scale of 1-5

Attendance: Always=5, Frequently=4, Sometimes=3, Rarely=2, and Never=1
Participation and Effort: Excellent=5, Good=4, Fair=3, Poor=2, Very Poor=1

<table>
<thead>
<tr>
<th>Attendance</th>
<th>Participation</th>
<th>Effort</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 4 3 2 1</td>
<td>5 4 3 2 1</td>
<td>5 4 3 2 1</td>
</tr>
</tbody>
</table>

Follow the Directions in Each Column

Cite at least three examples of skills that you learned or perfected in this unit. You may list more than three skills

Cite at least three examples of specific knowledge that you became aware of or learned more about during the unit (think rules, strategy, history).

Use the Levels of Personal and Social Development to reflect on the values that are promoted in physical education. Where are you at each level?

<table>
<thead>
<tr>
<th>SELF-CONTROL</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 1 2 3 4 5</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>INVOLVEMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 1 2 3 4 5</td>
</tr>
<tr>
<td>Rank yourself on a sale of 1-5 as to how you think you performed &quot;in&quot; basketball</td>
</tr>
<tr>
<td>---</td>
</tr>
<tr>
<td>5 4 3 2 1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>State one or two &quot;skill&quot; goals (skills) that you might wish to set for future participation in a basketball unit.</th>
<th>State one or two &quot;knowledge&quot; goals that you might wish to set for future participation in a basketball unit.</th>
<th><strong>CARING</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. 2.</td>
<td>1. 2.</td>
<td>0 1 2 3 4 5</td>
</tr>
</tbody>
</table>

What does "critical" mean with respect to physical education and physical activity? Give examples. Use the space below to respond.
Physical Education
Self-Evaluation -

1. Cite at least two examples of a classmate or a group of classmates demonstrating self-responsibility and/or caring behavior towards you or a fellow classmate in Physical Education and/or Health.

Self-Responsibility
1.

2.

Caring
1.

2.

2. Cite at least two examples that demonstrate your self-responsibility and caring behavior towards a fellow-classmate in Physical Education and/or Health.

Self-Responsibility
1.

2.

Caring
1.

2.
# Student Rubric for Peer Assessment

<table>
<thead>
<tr>
<th>Topic</th>
<th>Names of Team Members</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Presentation</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>How many and what kinds of visual aids were used?</td>
<td>0 visual aids</td>
<td>1 visual aid</td>
<td>2 types of visual aids: video, overhead projection using computer, slides or original art work.</td>
<td>3 types of visual aids: video, overhead projection using computer, slides or original art work.</td>
<td>4 or more types of visual aids used in combination.</td>
<td></td>
</tr>
<tr>
<td>Did the aids offer variety and maintain interest?</td>
<td>Aids were too small to see or not presented in an appropriate way.</td>
<td>Aids were interesting but were all the same type.</td>
<td>Variety of interesting aids.</td>
<td>Wide variety, interesting and caught the attention of observers.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Did all team members have a role in delivering the presentation?</td>
<td>One person gave the entire presentation.</td>
<td>Two people gave the presentation.</td>
<td>Three people gave the presentation.</td>
<td>All members of the team participated in the presentation.</td>
<td>All participated fully. Full involvement of all.</td>
<td></td>
</tr>
<tr>
<td>Physical Education</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>--------------------</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td><strong>Was the lesson fun, relevant and/or unusual?</strong></td>
<td>This lesson was boring.</td>
<td>A few parts of the lesson were good.</td>
<td>Some of the lesson was good.</td>
<td>Most of the lesson was enjoyable - pretty good.</td>
<td>This lesson was great! We should do work like this everyday!</td>
<td></td>
</tr>
<tr>
<td><strong>Were connections made between prior learning and new material presented?</strong></td>
<td>It is not clear at all how this related to what has already been learned in class.</td>
<td>I understood a few of the connections but most were unclear.</td>
<td>I understood some (average amount) of the connections.</td>
<td>I understood most of the connections.</td>
<td>Not only were all the connections clear but presentation helped me understand previous learning even better.</td>
<td></td>
</tr>
<tr>
<td><strong>Were oral directions easy to follow?</strong></td>
<td>The directions were unclear. There was no logical order.</td>
<td>I was confused some of the time.</td>
<td>There was a good sequence of events. Directions were good.</td>
<td>Directions were clear, very few problems.</td>
<td>The directions were excellent.</td>
<td></td>
</tr>
<tr>
<td><strong>Were written directions easy to follow?</strong></td>
<td>There was no handout.</td>
<td>Handout was unclear.</td>
<td>Handout was missing some steps.</td>
<td>Handout helped make things clear, could still improve a little.</td>
<td>Handout was very clear and I could do this lesson independently.</td>
<td></td>
</tr>
<tr>
<td><strong>Assessment rubric of lesson.</strong></td>
<td>No rubric was provided.</td>
<td>Rubric was provided but criteria did not match the lesson.</td>
<td>A good rubric was provided, but some criteria were not clear.</td>
<td>A good rubric was provided. Most criteria was clear.</td>
<td>This was an excellent rubric with clear criteria given for evaluation.</td>
<td></td>
</tr>
</tbody>
</table>
Appendix D
Hellison's Levels of Responsibility
<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Level 0</strong></td>
<td>Irresponsibility</td>
</tr>
<tr>
<td>Students who operate at Level 0 make excuses and blame others for their behaviour and deny personal responsibility for what they do or fail to do.</td>
<td></td>
</tr>
<tr>
<td><strong>Level I</strong></td>
<td>Respect</td>
</tr>
<tr>
<td>Students at Level I may not participate in the day's activities or show much mastery or improvement, but they are able to control their behaviour enough so that they don't interfere with other students' right to learn or that teacher's right to teach. They do this without much prompting by the teacher and without constant supervision.</td>
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<tr>
<td><strong>Level II</strong></td>
<td>Respect</td>
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<td>Students at Level II not only show at least minimum respect for others, but also willingly play, accept challenges, practise motor skills and train for fitness under the teacher's supervision.</td>
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<td><strong>Level III</strong></td>
<td>Self-Direction</td>
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<td>Students at Level III not only show respect and participation, but they are also able to work without direct supervision. They can identify their own needs and begin to plan and carry out their physical programs.</td>
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<td><strong>Level IV</strong></td>
<td>Caring</td>
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<td>Students at Level IV, in addition to respecting others, participating, and being self-directed, are motivated to extend their sense of responsibility beyond themselves by cooperating, giving support, showing concern and helping.</td>
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<td><strong>Level V</strong></td>
<td>Outside of Physical Education</td>
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<td>Students at Level V apply the behaviours of the previous four levels beyond the physical education setting, such as the classroom, on the playground, at home, and in other life situations.</td>
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Appendix E

Movement Concept Wheel
Appendix F

Fair Play Concepts
Fair Play Code for Coaches

1. I will be reasonable when scheduling games and practices, remembering that young athletes have other interests and obligations.

2. I will teach my athletes to play honestly, fairly, and to respect the rules, officials, and opponents.

3. I will avoid overplaying the talented players. The just average players need and deserve equal time.

4. I will not ridicule or yell at my athletes for making mistakes or for performing poorly. I will remember that children play to have fun and winning is only part of it. All children must be encouraged to have confidence in themselves.

5. I will make sure that all equipment and fields are safe for the athletes.

6. I will remember that children need a coach they can respect. I will be generous with praise and set a good example.

7. I will obtain proper training and continue to upgrade my coaching skills.

Fair Play Code for Players

1. I will participate because I want to, not just to please my parents or my coach.

2. I will play by the rules, and in the spirit of the game.

3. I will control my temper - no mouthing off, throwing bats or other equipment.

4. I will never argue with the umpires’s decisions. I will let my coach ask any necessary questions.

5. I will be a good sport. I will cheer all good plays, both those of my team and my opponents.

6. I will remember that winning isn’t everything - that having fun, improving skills, making friends, and doing my best are also important.

7. I will co-operate with my coach, teammates, opponents, and the umpires, for without them there wouldn’t be a game. I will treat others the same way I would like to be treated.
Fair Play Code for Parents

1. I will not force my child to participate in softball.
2. I will remember that my child plays softball for his or her enjoyment, not for mine.
3. I will encourage my child to always play by the rules.
4. I will teach my child that doing one's best is as important as winning, so that the result of each game is accepted without undue disappointment.
5. I will make my child feel like a winner every time by offering praise for competing fairly and trying hard.
6. I will never ridicule my child for making a mistake or losing a competition. I will turn defeat into victory by helping my child work toward skill improvement and good sportsmanship.
7. I will remember that children learn best by example. I will applaud good plays/performances by both my child's team and their opponents.
8. I will never question the umpire's judgement or honesty in public.
9. I will respect and show appreciation for the volunteer coaches. They give their time and resources to provide softball for my child.

http://www.agt.net/public/nezsport/fairplay.htm
Appendix G
Praise Phrases
Praise Phrases

Praise and encouragement are two ways we can all feel good about the team. Here are 72 ways to say “Very good!” Copy and laminate this list. Give each student a copy and read through the list together.

1. Good for you!
2. Superb.
3. You did that very well.
4. You’ve got it made.
5. Terrific!
6. Couldn’t have done it better myself.
7. You’re doing fine.
8. You’re really improving.
9. Now you’ve figured it out.
10. Outstanding!
11. Incredible!
12. Good work.
13. You figured that out fast.
15. Tremendous!
16. You did well today.
17. Perfect!
18. Nice going.
19. Now you’ve got the hang of it.
20. Wow!
21. Wonderful!
22. You’re getting better every day.
23. You’re learning fast.
24. You make it look easy.
25. Super!
26. You did a lot of work today!
27. Keep it up!
28. Congratulations.
29. Exactly right!
30. Nice job.
31. Excellent!
32. Sensational!
33. You’ve just about mastered that
34. That’s really nice.
35. That’s the best ever.
36. That’s great.
37. Way to go!
38. That’s the way to do it!
39. That’s quite an improvement.
40. Good thinking.
41. You’re really going to town.
42. Keep up the good work.
43. That’s better.
44. You nailed that one.
45. You haven’t missed a thing.
46. Fantastic!
47. You’re doing a good job.
48. That’s the right way to do it.
49. Good try.
50. Right on!
51. That’s the best you’ve ever done.
52. That’s RIGHT!
53. You must have been practising!
54. Great!
55. Keep working on it. You’re getting better.
56. You remembered!
57. That kind of work makes me very happy.
58. You’re really working hard today.
59. I knew you could do it!
60. One more time and you’ll have it.
61. Fine!
62. That’s good.
63. Good job.
64. You really make this fun.
65. Good thinking.
66. Nothing can stop you now.
67. You are doing much better today.
68. Keep on trying.
69. You are really learning a lot.
70. You’ve just about got it.
71. I’ve never seen anyone do it better.
72. You are very good at that.

Can you think of more Praise Phrases? List them here.

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Appendix H

Canada's Physical Activity Guide
What is Available for your School:

**Activity Guides for Children:** Each student, age 6 - 9 would receive: The children’s physical activity guide, a copy of the P.A. magazine titled “Gotta Move” and a copy of the parent’s Children Guide to take home to his/her family.

**Activity Guides for Youth:** Each student, age 10 - 14 would receive: The youth physical activity guide, a copy of the P.A. magazine titled “Let’s Get Active” and a copy of the parent’s Youth Guide to take home to his/her family.

There are also copies of the Teacher’s Guide available to each teacher.

Here is what some of the materials will look like:

Yes, they are free!

Additional copies can be obtained by contacting Health Canada at 1-888-334-9769

**on-line at**
www.healthcanada.ca/paguide. OR
www.hc-sc.gc.ca/hppb/paguide/child_youth/index.html
Appendix I

Canada's Food Guide
Enjoy a variety of foods from each group every day.

Choose lower-fat foods more often.

Grain Products
Choose whole grain and enriched products more often

Vegetables & Fruit
Choose dark green and orange vegetables and orange fruit more often

Milk Products
Choose lower-fat milk products more often

Meat & Alternatives
Choose leaner meats, poultry and fish, as well as dried peas, beans and lentils more often
Different People Need Different Amounts of Food

The amount of food you need every day from the 4 groups and other foods depends on your age, body size, activity level, whether you are male or female and if you are pregnant or breast-feeding. That’s why the Food Guide gives a lower and higher number of servings for each food group. For example, young children can choose the number of servings, while male teenagers can go to the higher number. Most other people can choose servings somewhere in between.

Grain Products
5 – 12 servings per day

Vegetables and Fruit
5 – 10 servings per day

Milk Products
Servings per day
Children 6-8 years: 2 – 3
9-11 years: 2 – 3
Males 12+ years: 2 – 4
Females 12+ years: 1 – 2
Pregnant and Breast-feeding Women: 2 – 4

Other Foods

Taste and enjoyment can also come from other foods and beverages that are not part of the 4 food groups. Some of these foods are higher in fat or calories, so use these foods in moderation.

Enjoy eating well, being active and feeling good about yourself. That’s Vitality!
Appendix J

Equipment List
Equipment for Intermediate Physical Education

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<tr>
<th>Items</th>
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<td>Badminton nets</td>
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<td>Badminton racquets</td>
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<td>Badminton shuttles</td>
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<td>Badminton standards</td>
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<td>Balance beam</td>
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<td>Balloons</td>
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<td>Basketballs</td>
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<td>Blankets</td>
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<td>Blindfolds</td>
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<td>Boards: 8’ long</td>
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<td>Cage ball: oversized</td>
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<td>Colored rings/colored tape</td>
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<td>Compass</td>
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<td>Cosom balls</td>
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<td>Dice</td>
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<td>Discus: Indoor</td>
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<tr>
<td>Field hockey balls</td>
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<td>Field hockey sticks</td>
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<td>First Aid Kit and book</td>
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<td>Floor hockey balls</td>
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<td>Floor hockey goals: indoor</td>
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<td>Floor hockey sticks</td>
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<td>Footballs</td>
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<td>Frisbees</td>
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<td>Gymnastics Ribbons</td>
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<td>Hacky sack</td>
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<td>High jump cross bar</td>
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<td>High jump standards</td>
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<td>Hula hoops</td>
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<td>Hurdles</td>
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<tr>
<td>Kites</td>
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<tr>
<td>Lacrosse balls</td>
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<td>Lacrosse sticks</td>
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</tbody>
</table>
Magazines: sport-related
Map
Markers
Mats: floor/crash
Measuring tape
Music

Paddle ball balls
Paddle ball racquets
Paper and pencils
Parachute
Parallel bars
Pinnies
Pins (bowling type)
Plastic bottles with a neck

Ribbons
Ringette rings
Ringette sticks

Scarves/Strips of cloth
Scooters
Shot Put: Indoor
Skis
Skipping ropes: short and long
Snowshoes
Soccer balls
Soccer goals: indoor
Softballs/baseballs
Softball bats
Softball/baseball bases
Stop watches
String

Table tennis balls
Table tennis paddles
Table tennis tables
Tape recorder
Tennis balls
Traffic cones
Tug of war rope

Vault board
Vault horse/pommel horse
Videotapes
Volleyballs
Volleyball nets
Volleyball standards
Weights
Whistles
Wooden paddles
Appendix K

Circuit Training Posters
WEIGHT TRAINING

Station Number

CROSS-OVER CRUNCHES

Benefits: abdominal

- Place one foot on the floor, cross the other foot over the knee.
- Cross the arms on the chest.
- Perform a crunch while bringing the opposite elbow toward the crossed leg.
- Do 15 to 20 and then switch sides.

Instruction:
1. Attempt to do six sets in a given amount of time.
2. Each missed dot will add 1/10 of a second to the final time.

DOT HOPS

Benefits: lower body and cardiovascular

- Left foot only: 1, 2, 3, 4, 5, and 6.
- Repeat with right foot, then both feet.
- Always face forward: spread feet at ends, keep together at center.
- Same as above except jump and turn at both ends.
Weight Training

Station Number

Line Hops

Benefits: legs and cardiovascular

- Do as many jumps as possible for ten seconds at each station.

= Four square: Jump into each square.

= Heel click: Jump and click the heels together.

= Spinners: Jump and face in the opposite direction with alternate right and left turns.

= Bunny hops: Jump forward and backward.

= Cross step: Start with the legs crossed then jump and cross them on opposite sides.

= Side hop: Jump sideways back and forth.
**Weight Training**

**Lunges**

**Benefits: quadriceps**
- The barbell rests on the shoulders with both feet even.
- Step forward keeping the front knee behind the toe and the back straight.
- Drop the back knee toward the floor.
- Reverse the procedure and alternate the legs.

**Machine Toe Press**

**Benefits: gastrocnemius and ankle**
- Keep the hips under the body.
- Do not lock the knees.
- Push weight up with the shoulders.
- Stand tall with half of the foot on the pad.
- Lift with only the toes and ankles.
Appendix L

Teacher Tracking Charts
Teacher Tracking Chart for Outcomes Covered  
(by Grade Level)

<table>
<thead>
<tr>
<th>THEME</th>
<th>Grade 7</th>
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Teacher Tracking Chart for Outcomes Covered
(by Theme)

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<tr>
<th>GCL/KSCO</th>
<th>Alternate</th>
<th>Court and Field</th>
<th>Fitness</th>
<th>Leader/Co-op</th>
<th>Outdoor</th>
<th>Rhythmic</th>
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<tr>
<td>k sco 1</td>
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<tr>
<td>k sco 2</td>
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<tr>
<td>k sco 3</td>
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<tr>
<td>k sco 4</td>
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<td>k sco 5</td>
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<tr>
<td>k sco 6</td>
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</tbody>
</table>
### Teacher Tracking Chart for Movement Concepts
(by Grade Level)

<table>
<thead>
<tr>
<th></th>
<th>Grade 7</th>
<th>Grade 8</th>
<th>Grade 9</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Space</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>level</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>range</td>
<td></td>
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<tr>
<td>pathway</td>
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<td></td>
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<tr>
<td>direction</td>
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<tr>
<td>general</td>
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<td></td>
</tr>
<tr>
<td>self</td>
<td></td>
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<td></td>
</tr>
<tr>
<td><strong>Quality</strong></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>flow</td>
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<td></td>
<td></td>
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<tr>
<td>time</td>
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<td></td>
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<tr>
<td>force</td>
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<td></td>
<td></td>
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<tr>
<td>balance</td>
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<td></td>
<td></td>
</tr>
<tr>
<td><strong>Body Awareness</strong></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>muscle tension and relaxation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>body language</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>relationship of body parts while moving</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>possible movements of body parts</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>possible body shapes</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>name and locate body parts</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Each theme must be covered at each grade level. Four Lessons in each theme are the minimum requirement, while 16 is the maximum allowable in all themes except in the Court and Field Theme, where 20 is the maximum. The total number of Physical Education classes available for instructional purposes will vary from school to school as variations in time tables and scheduling exist.
## Block/Yearly Plan Example

<table>
<thead>
<tr>
<th>Themes</th>
<th>Grade 7</th>
<th>Grade 8</th>
<th>Grade 9</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Alternative</strong></td>
<td>• 3 bowling (2 in gym and 1 at a bowling facility)</td>
<td>• 3 multi-cultural games</td>
<td>• 3-4 track and field</td>
</tr>
<tr>
<td></td>
<td>• 4 wrestling</td>
<td>• 3 curling</td>
<td>• 4-5 golf (1 at a course)</td>
</tr>
<tr>
<td></td>
<td>4 + 3 = 7</td>
<td>4 + 4 = 8</td>
<td>4 + 4 = 8</td>
</tr>
<tr>
<td><strong>Court and Field</strong></td>
<td>• 5 soccer</td>
<td>• 5 lacrosse</td>
<td>• 5 ultimate frisbee</td>
</tr>
<tr>
<td></td>
<td>• 6 volleyball</td>
<td>• 4 softball</td>
<td>• 4 floor hockey</td>
</tr>
<tr>
<td></td>
<td>• 5 badminton</td>
<td>• 5 rugby</td>
<td>• 3 pickle ball</td>
</tr>
<tr>
<td></td>
<td>• 4 touch football</td>
<td>• 6 team handball</td>
<td>• 6 basketball</td>
</tr>
<tr>
<td></td>
<td>4 + 16 = 20</td>
<td>4 + 16 = 20</td>
<td>4 + 14 = 18</td>
</tr>
<tr>
<td><strong>Fitness</strong></td>
<td>• 3 aerobics</td>
<td>• 2 circuit training</td>
<td>• 2 aerobics/tae-bo</td>
</tr>
<tr>
<td></td>
<td>• 2 tae-bo</td>
<td>• 2 yoga</td>
<td>• 4 weight training</td>
</tr>
<tr>
<td></td>
<td>• 2 fitness appraisals</td>
<td>• 2 fitness appraisals</td>
<td>• 2 fitness appraisals</td>
</tr>
<tr>
<td></td>
<td>4 + 3 = 7</td>
<td>4 + 2 = 6</td>
<td>4 + 4 = 8</td>
</tr>
<tr>
<td><strong>Leadership</strong></td>
<td>• 2 cooperative games</td>
<td>• 2 cooperative games</td>
<td>• 2 cooperative games</td>
</tr>
<tr>
<td></td>
<td>• 2 risk/trust</td>
<td>• 2 team building</td>
<td>• 2 team building</td>
</tr>
<tr>
<td></td>
<td>• 2 team building</td>
<td>• 2 team challenges</td>
<td>• 2 team challenges</td>
</tr>
<tr>
<td></td>
<td>4 + 2 = 6</td>
<td>4 + 2 = 6</td>
<td>1 interactive challenge</td>
</tr>
<tr>
<td><strong>Outdoor</strong></td>
<td>• 4 cross country running</td>
<td>• 2 snowshoeing</td>
<td>• 4-6 canoe/canoe safety</td>
</tr>
<tr>
<td></td>
<td>• 3 orienteering (map)</td>
<td>• 4 cross country skiing</td>
<td>• 2 camping (winter)</td>
</tr>
<tr>
<td></td>
<td>• 1 hiking</td>
<td>• 3 orienteering (compass)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4 + 4 = 8</td>
<td>4 + 5 = 9</td>
<td>4 + 4 = 8</td>
</tr>
<tr>
<td><strong>Rhythmic</strong></td>
<td>• 4 skipping</td>
<td>• 4 dance treasure chest</td>
<td>• 3 dance treasure chest</td>
</tr>
<tr>
<td></td>
<td>• 3 dance treasure chest</td>
<td>• 2 aerobics</td>
<td>• 2 modern dance</td>
</tr>
<tr>
<td></td>
<td>4 + 3 = 7</td>
<td>4 + 2 = 6</td>
<td>• 2 create own dance</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>55 (may be more available)</td>
<td>55 (may be more available)</td>
<td>55 (may be more available)</td>
</tr>
</tbody>
</table>