

2010
Saskatchewan Curriculum

Physical Education

1



Physical Education 1

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Introduction

Physical education is a Required Area of Study in Saskatchewan's Core Curriculum. The provincial requirement for Grade 1 Physical Education is **150 minutes of instruction per week** (*Core Curriculum: Principles, Time Allocations, and Credit Policy*, 2009) for the entire school year. Ideally, physical education will be scheduled daily in order to provide opportunities for students to develop positive attitudes toward active living, to gain self-confidence as skillful movers, and to promote personal, social, cultural, and environmental growth and appreciation. Quality daily physical education, as part of the entire learning experience concerned with educating the whole person, will support students in developing a solid foundation for a balanced life.

This curriculum provides the intended learning outcomes that Grade 1 students are expected to achieve in physical education by the end of the year. Indicators are included to provide the breadth and depth of learning required by the outcomes.

The learning experiences provided for students in Grade 1 will contribute to student achievement of the provincial Goals of Education by the end of Grade 12.

The Grade 1 Physical Education curriculum provides:

- direction for supporting student achievement of the provincial Goals of Education through attending to the Broad Areas of Learning and the Cross-curricular Competencies within the physical education program
- the K–12 aim and goals of physical education in Saskatchewan
- the critical characteristics and philosophical foundations of effective physical education programs
- the learning outcomes for Grade 1 Physical Education that are based in research
- indicators related to the outcomes (i.e., evidence of student understanding) to enable teachers to assess the degree to which students have achieved each outcome
- a sample assessment rubric and evaluation guide for physical education
- ideas for connecting physical education with other subject areas.

This curriculum also provides an introduction to pedagogical understandings necessary for the effective teaching of physical education. Additional support materials that explore and demonstrate these pedagogical understandings are also available (see resource lists on the Ministry website).

Research findings ... support the inclusion of Physical Education in the overall educational experiences of children and illustrate the value of Physical Education in the holistic development of students.

(Hickson & Fishburne, n.d., p. 6)

Students who are physically educated are:

- *Able to make connections between all aspects of human nature (physical, emotional, mental, and spiritual)*
- *Working towards balance, harmony and interconnectedness on their journey*
- *Persevering, setting goals, learning patience, enjoying the benefits of a physically active lifestyle that leads to a state of wholeness and wellness and sharing this knowledge with others.*

(Kalyn, 2006, p. 195)

Core Curriculum

Core Curriculum is intended to provide all Saskatchewan students with an education that will serve them well regardless of their choices after leaving school. Through its four components and various initiatives, Core Curriculum is intended to support student achievement of the Goals of Education for Saskatchewan.

For current information regarding Core Curriculum, please refer to *Core Curriculum: Principles, Time Allocations, and Credit Policy* found on the Saskatchewan Ministry of Education website.

For additional information related to the various components and initiatives of Core Curriculum, please refer to the Ministry website (www.education.gov.sk.ca/policy) for policy and foundation documents including the following:

- *Understanding the Common Essential Learnings: A Handbook for Teachers* (1988)
- *Objectives for the Common Essential Learnings (CELS)* (1998)
- *Renewed Objectives for the Common Essential Learnings of Critical and Creative Thinking (CCT) and Personal and Social Development (PSD)* (2008)
- *The Adaptive Dimension in Core Curriculum* (1992)
- *Policy and Procedures for Locally-developed Courses of Study* (2004)
- *Connections: Policy and Guidelines for School Libraries in Saskatchewan* (2008)
- *Diverse Voices: Selecting Equitable Resources for Indian and Métis Education* (2005)
- *Gender Equity: Policies and Guidelines for Implementation* (1991)
- *Instructional Approaches: A Framework for Professional Practice* (1991)
- *Multicultural Education and Heritage Language Education Policies* (1994)
- *Physical Education: Safety Guidelines for Policy Development* (1998)
- *Classroom Curriculum Connections: A Teacher's Handbook for Personal-Professional Growth* (2001).

Broad Areas of Learning

There are three Broad Areas of Learning that reflect Saskatchewan's Goals of Education. K–12 physical education contributes to the Goals of Education through helping students achieve knowledge, skills, and attitudes related to these Broad Areas of Learning.

Lifelong Learners

Students who are engaged in constructing and applying physical education knowledge naturally build the ability to continue learning in this area of study. Throughout their study of physical education, students will develop a holistic balance in the attitudes, understandings, skills, tactics, and strategies necessary to learn in various movement activity settings. Students will develop skills in transferring this learning to a variety of contexts thus supporting them as lifelong learners.

Sense of Self, Community, and Place

In physical education, students will experience multiple opportunities to grow in all aspects of their lives, while learning to share these understandings as they support others in achieving a balanced self. In striving for this balance, students will better be able to contribute to the development of healthy individuals, families, and communities.

Engaged Citizens

In physical education, students will experience opportunities to initiate, plan for, and lead positive change that will enhance the personal well-being of self and others. Students will reflect on the various influences that affect decisions and engage in opportunities to contribute to social, cultural, and environmental activities that will benefit all citizens.

Cross-curricular Competencies

The Cross-curricular Competencies are four interrelated areas containing understandings, values, skills, and processes which are considered important for learning in all areas of study. These competencies reflect the Common Essential Learnings and are intended to be addressed in each area of study at each grade level.

Developing Thinking

Learners construct knowledge to make sense of the world around them. Their understanding develops through thinking contextually, creatively, and critically. In Grade 1 Physical Education, students

Related to the following Goals of Education:

- *Basic Skills*
- *Lifelong Learning*
- *Positive Lifestyle*

Related to the following Goals of Education:

- *Understanding and Relating to Others*
- *Self-concept Development*
- *Spiritual Development*

Related to the following Goals of Education:

- *Career and Consumer Decisions*
- *Membership in Society*
- *Growing with Change*

K-12 Goals for Developing Thinking:

- *thinking and learning contextually*
- *thinking and learning creatively*
- *thinking and learning critically*

K-12 Goals for Developing Identity and Interdependence:

- *understanding, valuing, and caring for oneself*
- *understanding, valuing, and caring for others*
- *understanding and valuing social, economic, and environmental interdependence and sustainability*

K-12 Goals for Developing Literacies:

- *constructing knowledge related to various literacies*
- *exploring and interpreting the world through various literacies*
- *expressing understanding and communicating meaning using various literacies*

K-12 Goals for Developing Social Responsibility:

- *using moral reasoning*
- *engaging in communitarian thinking and dialogue*
- *taking action*

will explore, create, express, communicate, and apply deeper understandings of skillful physical movement, active living, and relationships and the interconnectedness of the three. Students will begin to think contextually about movement and relationships. They will begin to understand how different experiences influence their thinking.

Developing Identity and Interdependence

The ability to act autonomously in an interdependent world requires an awareness of the natural environment, of social and cultural expectations, and of the possibilities for individual and group accomplishments. It assumes the possession of a positive self-concept and the ability to live in harmony with others and with the natural and constructed world. To achieve this competency requires understanding, valuing, and caring for oneself and others, and understanding and valuing social and environmental interdependence and sustainability. In physical education, Grade 1 students explore and discover who they are and how they can influence their own growth. They begin to demonstrate attitudes and skills for supporting the growth of others in both independent and cooperative ways.

Developing Literacies

Literacies provide a variety of ways, including the use of various language systems and media, to interpret the world and express understanding of it. Literacies involve the evolution of interrelated skills, strategies, and knowledge that facilitate an individual's ability to participate fully and equitably in a variety of roles and contexts – school, home, and local and global communities. To achieve this competency requires developing skills, strategies, and knowledge related to various literacies in order to explore and interpret the world and to communicate meaning. Grade 1 students develop multiple literacies to support their deeper understanding of self – physically, emotionally, mentally, and spiritually.

Developing Social Responsibility

Social responsibility is how people positively contribute to their physical, social, and cultural environments. It requires the ability to participate with others in accomplishing common goals. This competency is achieved through using moral reasoning processes, engaging in communitarian thinking and dialogue, and taking social action. In physical education, Grade 1 students will develop personal skills to support socially responsible behaviour that is considerate of others and respectful of individual differences.

K–12 Aim and Goals of Physical Education

The K–12 **aim** of the physical education curriculum is to support students in becoming physically educated individuals who have the understandings and skills to engage in movement activity, and the confidence and disposition to live a healthy, active lifestyle.

The K-12 **goals** are broad statements identifying what students are expected to know and be able to do upon completion of study in a particular area of study. The goals of physical education **are interdependent and are of equal importance**. The three goals for students from Kindergarten to Grade 12 are:

- **Active Living** – Enjoy and engage in healthy levels of participation in movement activities to support lifelong active living in the context of self, family, and community.
- **Skillful Movement** – Enhance quality of movement by understanding, developing, and transferring movement concepts, skills, tactics, and strategies to a wide variety of movement activities.
- **Relationships** – Balance self through safe and respectful personal, social, cultural, and environmental interactions in a wide variety of movement activities.

Active Living Goal

Active living is a concept that goes beyond the physiological aspects of participation in movement activity to encompass the mental, emotional, spiritual, and social dimensions that make up the entire physical experience. Active living is about individual well-being. How we experience well-being is uniquely personal; it varies over time and among individuals. Active living is also social and it goes beyond a traditional focus on individual lifestyle choices and emphasizes the physical and social environments that facilitate or hinder people's ability and motivation to be active. These environments are shaped by and with families, in the communities where people live, learn, work, and play. Active living comes to life in community settings of all kinds.

The Active Living goal emphasizes the need for children to participate in “authentic” learning experiences that are enjoyable and that lead to deeper understandings about physical fitness. Children benefit from play and purposeful play will support students in being active for life. To support personal well-being, opportunities for students to enhance each of the components of health-related fitness are interwoven throughout the program. A well-balanced physical education program goes a long way towards ensuring that the Active Living goal is achieved by all students.

By teaching students the concepts of how much, how often, and how long to engage in physical activity, physical educators can promote self-responsibility and independent, lifelong activity patterns. ... age-appropriate activities must be used to teach (health-related) fitness concepts from grade to grade.

(Gilbert, 2004, pp. 25-26)

Children who possess inadequate motor skills are often relegated to a life of exclusion from the organized and free play experiences of their peers, and subsequently, to a lifetime of inactivity because of their frustrations in early movement behaviour.

(Seefeldt, Haubenstricker, & Reuschlen [1979] in Graham, Holt/Hale, & Parker, 2007, p. 28)

The focus on holistic education is on relationship – the relationship between linear thinking and intuition, the relationship between mind and body, the relationship between the various domains of knowledge, the relationship between the individual and the community, and the relationship between self and self. In a holistic curriculum the student examines these relationships so that he or she gains both relationship awareness and the skills necessary to transform the relationship where necessary.

(Smith, 2001, p. 83)

Skillful Movement Goal

The opportunity to move is important but learning the hows and whys of movement is more important if children are to gain the confidence and ability to participate in a variety of movement activities. This Skillful Movement goal addresses all aspects of effective motor learning with students gaining a deeper understanding of the transferability of movement skills from one movement activity to another. Rather than students learning the skills of a particular game or sport, Grade 1 students learn the foundations of movement. They continue to develop an understanding of how to move their bodies efficiently and effectively.

Students are more willing to engage in movement activities if they know how to move skillfully, and understand the concepts, tactics, and strategies that support skillful and enjoyable participation. Through involvement in authentic learning experiences, students deepen their understanding of how to move which transfers to using these skills within meaningful contexts in future years. A life of active living is more likely to be a reality if students are confident in their ability to move, and if they have an understanding of, and have the ability to apply, the whats, whys, and hows of skillful movement.

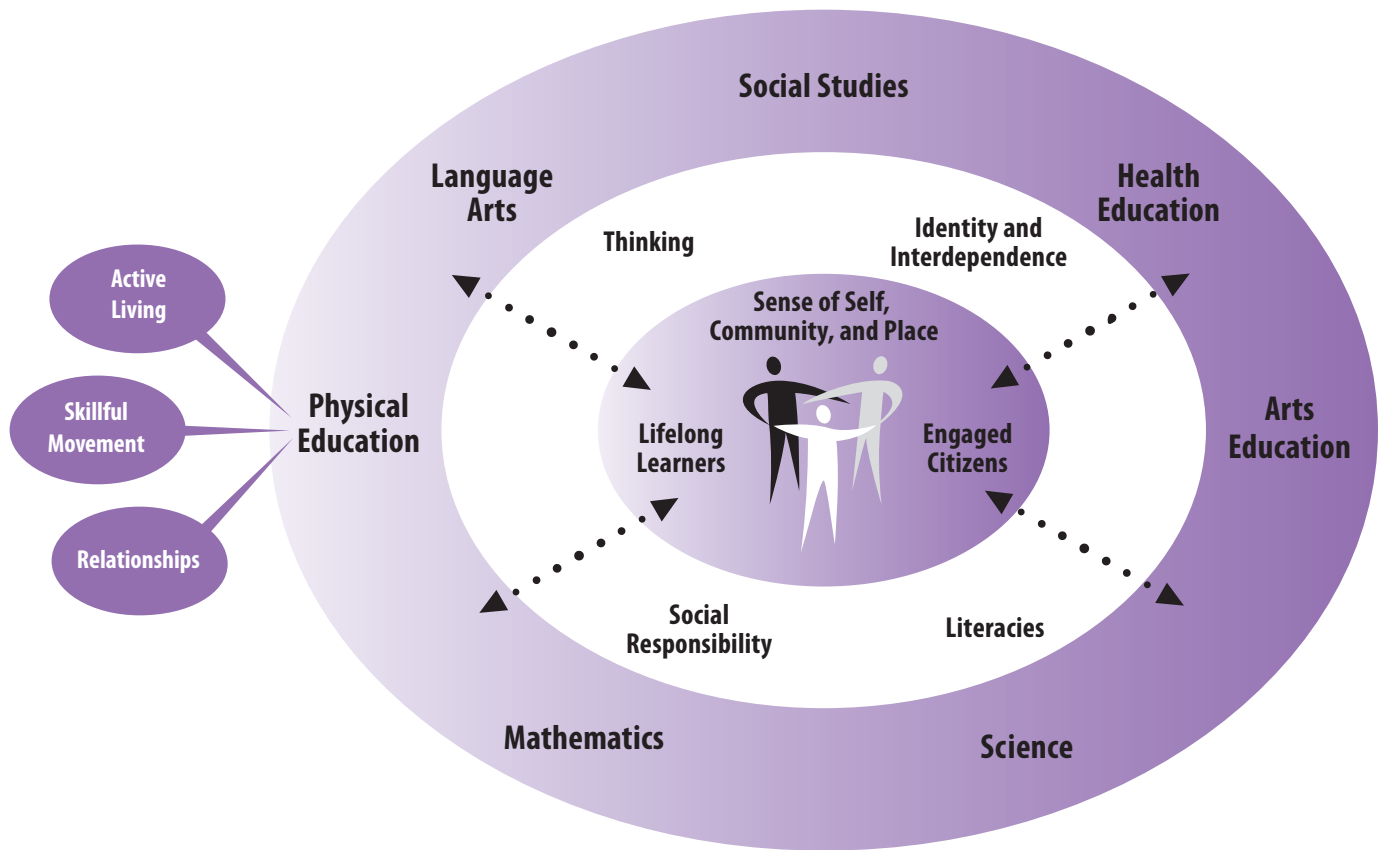
Relationships Goal

“Relationships” is a multi-faceted word in the context of the Relationships goal for physical education. On a personal level, students will develop a deeper understanding that will enhance their physical, emotional, mental, and spiritual selves through and within movement experiences. Students will also engage in a variety of experiences to support growth as social beings, whether it be cooperatively creating and performing movements, making decisions collectively about tactics to use in games, or leading others in movement activities. In turn, as students develop their social skills, students will strengthen who they are as individuals.

The Relationships goal also promotes the translation of cultural awareness into action. Authentic multicultural curricula in physical education honour and help to preserve the cultural traditions of the many groups that are part of our society. This includes the games, dances, languages, celebrations, and other forms of physical culture. When students become aware of cultural groups, values, and practices of various cultures, students are better able to engage in multiple, diverse relationships.

Through experiences in physical education, students interact both with and within their environment. Practising and internalizing the behaviours that show a respect for both the natural and the constructed environment has a significant impact on lifelong practices. This focus within the Relationships goal includes everything from proper use of equipment in the gymnasium, to making enhancements to the natural environment.

Figure 1. Physical Education Connections to other Areas of Study



An Effective Physical Education Program

There are six characteristics emphasized in this curriculum that are components of an effective physical education program. Student learning is supported by a program that:

- focuses on achieving physical literacy
- provides meaningful contexts, key ideas, and questions for Elementary Level students to explore
- teaches students how to use critical, creative, and powerful learning strategies
- sees teachers planning to meet the needs of all students
- is planned purposefully based on the curriculum
- is defined by the grade specific outcomes.

Developing Physical Literacy

Physical literacy can be described as the ability and motivation to capitalize on our movement potential to make a significant contribution to our quality of life. As humans, we all exhibit this potential; however, its specific expression will be particular to the culture in which we live and the movement capacities with which we are endowed.

An individual who is physically literate:

- moves with poise, economy, and confidence in a wide variety of physically challenging situations.*
- is perceptive in 'reading' all aspects of the physical environment, anticipating movement needs or possibilities and responding appropriately to these, with intelligence and imagination.*
- has a well established sense of self as embodied in the world. This, together with an articulate interaction with the environment, engenders positive self esteem and self confidence.*
- develops fluency in self-expression through non-verbal communication and perceptive and empathetic interaction with others.*
- can identify and articulate the essential qualities that influence the effectiveness of own movement performance, and has an understanding of the principles of embodied health, with respect to basic aspects such as exercise, sleep and nutrition.*

(Whitehead, 2006)

Our physical movements can directly influence our ability to learn, think, and remember. It has been shown that certain physical activities that have a strong mental component, such as soccer or tennis, enhance social, behavioral, and academic abilities. Evidence is mounting that each person's capacity to master new and remember old information is improved by biological changes in the brain brought on by physical activity. Our physical movements call upon some of the same neurons used for reading, writing, and math. Physically active people report an increase in academic abilities, memory, retrieval, and cognitive abilities.

What makes us move is also what makes us think. Certain kinds of exercise can produce chemical alterations that give us stronger, healthier, and happier brains. A better brain is better equipped to think, remember, and learn.

(Ratey, 2001, p. 178)

Counteracting Myths

The vision of physical education and the physically literate individual presented in this curriculum counteracts common myths:

Myth: Physical education is not an integral part of a student's learning experience. It is an extra.

Fact: Physical education is a Required Area of Study in Saskatchewan. It is interconnected with all other subject areas in the pursuit of educating the whole person. It involves students directly in thinking, creating meaning, and learning how to learn.

Myth: Committing time to physical education programs may be detrimental to student achievement in other subject areas. It is important to focus on the "academic" subjects because those are the ones that will determine a student's success in life.

Fact: Daily participation in physical education can improve students' success in all areas of study. "Adding to the growing body of research extolling the cognitive benefits of physical exercise, a recent study concludes that mental focus and concentration levels in young

children improve significantly after engaging in structured physical (movement activities)” (Caterino & Polak [1999], in Blaydes, n.d., p. 2).

Myth: As long as the children are active, having fun, and behaving, they are engaged in a quality physical education program.

Fact: Active play and enjoyment are important aspects of a quality physical education program but are not the final indicators of a beneficial program that will support children to be physically literate. Teachers need to plan purposeful learning experiences for students around the whats, hows, and whys of being active, moving skillfully, and securing strong relationships. Students who develop deeper understandings in these areas will be more willing and able to engage in active living for life. Teachers need to teach for understanding and skill through enjoyable participation in movement activity.

Myth: The main purpose of physical education is to help students achieve excellence in games and sports.

Fact: Physical education is a multifaceted process that teaches a wide range of concepts, tactics, strategies, skills, and deeper understandings with the aim of the students becoming physically educated, physically fit, able to enjoy a variety of movement activities, able to interact positively in a variety of situations, and committed to lifelong well-being. It is a continuing process of articulated, sequential development of skills, talents, attitudes, and behaviours.

Myth: Physical education only addresses the physical components of the individual.

Fact: Although physicality is of primary focus within physical education classes, it cannot stand alone. As holistic beings, we must recognize the spiritual, mental, and emotional aspects of human nature as well. These dimensions of our being must all work together as we strive for balance, harmony, and wellness.

Myth: Physical education focuses on the more athletically gifted.

Fact: All students have the potential to become physically literate, and an effective physical education program will benefit all young people regardless of their interests, skills, or abilities.

Myth: Physical education should be similar to training – highly “skill and drill” oriented. It should be mainly a mechanical process with drill and practice instructional methods being the most effective.

Fact: In physical education, emphasis must be placed on a broad spectrum of learning and personal development. Learning involves thinking and feeling, being active and processing information, thinking critically and making decisions, not just using skills. Teachers

A Quality Physical Education program includes:

- Well planned lessons incorporating a wide range of activities.
- A high level of participation by all students in each class.
- An emphasis on fun, enjoyment, success, fair play, self-fulfillment, and personal health.
- Appropriate activities for the age and stage of each student.
- Activities which enhance cardiovascular systems, muscular strength, endurance, and flexibility.
- Creative and safe use of facilities and equipment.

(Canadian Association of Health, Physical Education, Recreation, and Dance, 2006)

Inquiry is a philosophical stance rather than a set of strategies, activities, or a particular teaching method. As such, inquiry promotes intentional and thoughtful learning for teachers and children.

(Mills & Donnelly, 2001, p. xviii)

need to provide students with a diversity of learning experiences that provide students with multiple ways of showing what they know.

Myth: Students should carry out a variety of physical fitness activities but do not need to understand why they are doing so.

Fact: Learning cognitively is as important to physical education as learning specific movement skills. Students need to know why they are learning what they learn in physical education and how they are benefiting personally. Then, they will be more likely to accept responsibility for their own learning and commit to active living to enjoy the benefits of physical education over the long term.

Myth: Physical education programs that provide students with a diversity of movement experiences may be detrimental to doing one's best in a particular activity. It is important to focus on a specific activity (or sport) in order to do really well.

Fact: A well-planned, comprehensive physical education program helps children and youth develop all their abilities and talents rather than focusing exclusively on a narrow range. Because children and youth change and grow over time, they should be encouraged to become well-rounded. They should be encouraged to become proficient in, and appreciate a wide variety of, movement activities from which to choose wisely. As the educator, you may need to go outside of your comfort zone to provide activities you may not be comfortable teaching to students. This may require collaboration with colleagues, community members, and provincial organizations to ensure that activities are properly introduced.

(Adapted by permission from the California Department of Education, CDE Press, 1430 N Street, Suite 3207, Sacramento, CA 95814)

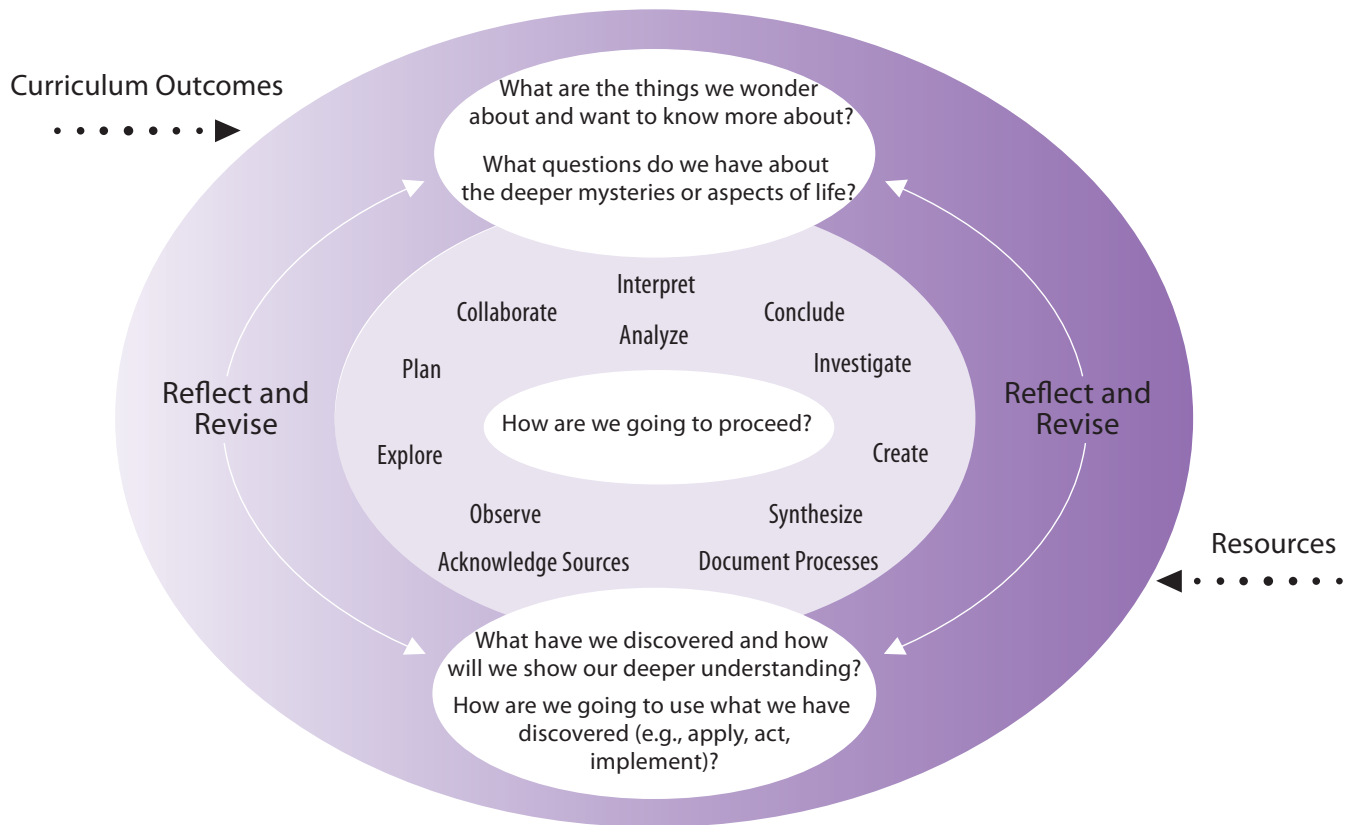
Constructing Understanding through Inquiry

Inquiry learning provides students with opportunities to build knowledge, abilities, and inquiring habits of mind that lead to deeper understanding of their world and human experience. The inquiry process focuses on the development of compelling questions, formulated by teachers and students, to motivate and guide inquiries into topics and issues related to curriculum content and outcomes.

Inquiry is more than a simple instructional strategy. It is a philosophical approach to teaching and learning, grounded in constructivist research and methods, which engages students in investigations that lead to disciplinary and transdisciplinary understanding.

Inquiry builds on children's inherent sense of curiosity and wonder, drawing on their diverse backgrounds, interests, and experiences. The process provides opportunities for students to become active participants in a collaborative search for meaning and understanding.

Figure 2. Constructing Understanding through Inquiry



Students who are engaged in inquiry:

- construct deep knowledge and deep understanding rather than passively receiving information
- are directly involved and engaged in the discovery of new knowledge
- encounter alternative perspectives and differing ideas that transform prior knowledge and experience into deep understandings
- transfer new knowledge and skills to new circumstances
- take ownership and responsibility for their ongoing learning and mastery of curriculum content and skills.

(Adapted from Kuhlthau, Maniotes, & Caspari, 2007)

Inquiry learning is not a step-by-step process, but rather a cyclical process, with various phases of the process being revisited and rethought as a result of students' discoveries, insights, and co-construction of new knowledge.

Effective Questions for Understanding:

- *cause genuine and relevant inquiry into the important ideas and core content.*
- *provide for thoughtful, lively discussion, sustained inquiry, and new understanding as well as more questions.*
- *require students to consider alternatives, weigh evidence, support their ideas, and justify their answers.*
- *stimulate vital, ongoing rethinking of key ideas, assumptions, and prior lessons.*
- *spark meaningful connections with prior learning and personal experiences.*
- *naturally recur, creating opportunities for transfer to other situations and subjects.*

(Wiggins & McTighe, 2005, p. 110)

Inquiry prompts and motivates students to investigate topics within meaningful contexts. The inquiry process is not linear or lock-step, but is flexible and recursive. Experienced inquirers will move back and forth among various phases as new questions arise and as students become more comfortable with the process.

Well-formulated inquiry questions are broad in scope and rich in possibilities. Such questions encourage students to explore, observe, gather information, plan, analyze, interpret, synthesize, problem solve, take risks, create, conclude, document, reflect on learning, and formulate new questions for further inquiry.

Creating Questions for Inquiry in Physical Education

Teachers and students can begin their inquiry at one or more curriculum entry points; however, the process may evolve into transdisciplinary integrated learning opportunities, as reflective of the holistic nature of our lives and interdependent global environment.

It is essential to develop questions that are evoked by student interests and have potential for rich and deep learning. Compelling questions are used to initiate and guide the inquiry and give students direction for developing deep understandings about a topic or issue under study.

The process of constructing compelling questions can help students to grasp the important disciplinary or transdisciplinary ideas that are situated at the core of a particular curricular focus or context. These broad questions will lead to more specific questions that can provide a framework, purpose, and direction for the learning activities in a lesson, or series of lessons, and help students connect what they are learning to their experiences and life beyond school.

In physical education, effective questions are the key to fostering students' critical thinking and problem solving. Questions such as "How should we respond when we are playing and someone else is cheating?" and "What are some activities we can participate in that will help to make our heart stronger?" are examples of questions that will lead to deeper understanding. Questioning should also be used to encourage students to reflect on how their actions and behaviours affect and are affected by others. Questions could be "Whose job is it to make sure we are physically active every day?" and "Is there ever a time when we are playing that we do not need to cooperate?". Examples of questions to support students' deeper understanding appear throughout the indicators related to different outcomes. Effective questioning is essential for student learning and these questions should be an integral part of teacher planning.

Learning through Critical, Creative, and Powerful Strategies

Critical and creative thinking is a central component of learning. Within physical education, one focus should be on “reflective thinking that is used to make reasonable and defensible decisions about movement tasks or challenges” (McBride, 1992, p. 115). More importantly, students need to experience opportunities to use critical and creative thinking within movement performance to understand more deeply the hows and whys of movement. Teachers should plan for authentic learning experiences that will support students in exploring, questioning, reflecting, and making decisions to develop deeper understanding that will lead to the transfer of learning to new situations. Grade 1 students need opportunities to think critically and creatively to promote deep thinking and deep understanding.

Meeting the Needs of All Students

An inclusive physical education environment is one which provides the opportunity for students of all abilities and interests to participate with their peers. Inclusive physical education recognizes the inherent value and strengths of each student, the need for independence and self-determination, and the right to choice. Inclusive physical education provides all students, including students with disabilities, the opportunity to enhance personal fitness, acquire motor skills, increase knowledge and understanding of movement, and strengthen their psychosocial well-being. Teachers can provide all students with the knowledge, understandings, and skills they need to live an active life appropriate to their abilities and interests (Rizzo, Davis, & Toussaint, 1994).

All students can learn about the talents, challenges, and abilities of all classmates, including those with disabilities. Students learn to appreciate that individual differences exist between people, and they learn that participating in an activity in a different way does not lessen its value. Inclusion recognizes the inherent value, dignity, and worth of each student, and reduces perceived differences among students. The process of identifying each student’s needs and accommodating them in a dignified and effective manner is the key to ensuring full and meaningful participation in physical education.

All students can benefit from adaptations to the learning environment and/or learning experience. They will all benefit when teachers use a variety of instructional strategies. Ideally, all students should achieve curriculum outcomes in authentic ways when basic adaptations are made.

Teachers will need to make individualized adaptations to meet the needs of some students as these students work towards achieving the grade specific outcomes. Physical education teachers can seek

Teachers should challenge and encourage all students, regardless of ability, to take healthy risks that support personal growth and development. Dignity is fostered when authentic risk taking occurs.

Because of the importance students place on feeling confident in their abilities, Physical Education teachers should work diligently to create opportunities for all of their students to experience success.

(Humbert, 2005, p. 12)

support from the school team, the school division team, and outside agencies to gain ideas on how best to work with students who have specific individual needs. Adjustments can be made in instructional material, methods, and/or the learning environment in order to assist all students in achieving the outcomes.

When teachers are initially given the challenge and opportunity of planning physical education for a student with a disability, feelings of uncertainty are to be expected. This may be due to a lack of information and experience that will change as teachers become more familiar with each student's strengths, interests, and abilities.

(For more information about *Moving to Inclusion* (1994) and facilitating inclusive physical education opportunities for students with a disability, contact the Active Living Alliance for Canadians with a Disability (ALACD) at 1-800-771-0663 or ala@ala.ca.)

Planning

Teachers can create authentic learning opportunities for their students through purposeful planning. The curriculum outcomes are the starting point for all planning.

Year Planning

The sample year plan provided on page 17 is based on the following assumptions and recommendations:

- Instructional physical education is scheduled for 150 minutes a week.
- Physical education classes are scheduled for at least 30 minutes a day, every day throughout the school year.
- Active physical education classes will take place in many locations such as the classroom, the hallways, the school yard, community facilities, and beyond. Instructional physical education will occur regardless of scheduled gym time.
- All outcomes will be addressed initially by the teacher with the teacher planning to set the context for learning so as to engage the students in the learning process. To support students in achieving the outcomes, teachers will also need to plan extending and applying/challenging learning experiences.
 - Initiating is teacher-led and is the introduction to the new learnings related to knowledge, understandings, skills, and attitudes.
 - Extending is teacher-led and builds on previously introduced learnings to support students in growth towards achieving the outcomes.

-
- Applying/challenging is teacher-facilitated with the teacher guiding students through learning experiences that challenge students to apply the knowledge, understandings, skills, and attitudes gained through previous learning opportunities.
 - All outcomes are interconnected and interdependent. Any combination of outcomes can be the focus for a time frame of instruction. Teachers should look for the connections when planning and make the connections when teaching. This will support students in developing the deeper understandings towards achieving the K-12 goals for physical education by the end of Grade 12.
 - Teachers begin by mapping out a year plan for the scaffolding of learning. The teachers first consider a progression for student learning that will support the students in achieving each outcome by the end of the year. Teachers then plan for making connections between the outcomes. This will help the teachers identify how and when to initiate and extend learnings, as well as when to challenge students to apply their learnings to ensure that students achieve the outcomes by the end of the year.

Suggested Yearly Minimum Time Commitment to Outcomes

Table 1 (on the following page) provides a recommended amount of time to commit to each outcome. Even though the focus of time is not equal for all outcomes, each outcome is important and teachers should plan to initiate and extend learnings for all outcomes.

Table 1. Recommended Hours for Each Outcome

Suggested Minimum Time Commitment to Outcomes			
	Suggested Hours of Focus		
	Initiating	Extending Applying/ Challenging	Total Hours
Outcome 1.1 Health-related Fitness	6	6	12
Outcome 1.2 Active Living	3	3	6
Outcome 1.3 Locomotor Skills	5	5	10
Outcome 1.4 Non-locomotor Skills	4	4	8
Outcome 1.5 Manipulative Skills	3	3	6
Outcome 1.6 Movement Variables	4	4	8
Outcome 1.7 Rhythmical Movement	3	3	6
Outcome 1.8 Play Strategies and Skills	6	6	12
Outcome 1.9 Safety and Cooperation	3	3	6
Outcome 1.10 Relationships	3	3	6
Sub total	40	40	80
Flexible Attention (Teacher decisions based on needs and interests of students, as well as the community context)			20
Total Hours			100

Table 2. Suggested Year Plan - Outcome Focus

Suggested Year Plan	
Outcome Emphasis	
Initiate	Teachers are initiating student learning through teacher-led learning experiences. This often involves new learnings for students.
Extend	Teachers are extending student learning by building on previously initiated and connected learnings.
Apply/Challenge	Teachers are facilitating student learning by guiding students through learning experiences that challenge them to apply the knowledge, understandings, skills, and attitudes gained through previous initiated and extended learning.

Month Time	Outcomes									
	Health-related Fitness	Active Living	Locomotor Skills	Non- locomotor Skills	Manipulative Skills	Movement Variables	Rhythmical Movement	Play Strategies and Skills	Safety and Cooperation	Relationships
	1.1	1.2	1.3	1.4	1.5	1.6	1.7	1.8	1.9	1.10
Aug./Sept. 13 hours										
October 11 hours										
November 11 hours										
December 8 hours										
January 9 hours										
February 8 hours										
March 8 hours										
April 11 hours										
May 11 hours										
June 10 hours										

Time Frame Plan

The recommended planning framework for physical education is a “time frame” plan. This planning framework encourages teachers to focus their planning for a period of time, while recognizing that students should not be expected to fully achieve an outcome by the end of a time frame. Outcomes are to be achieved by the end of the grade.

The graphic organizer, shown in Figure 3, could be followed when planning for the first month of instruction. At the centre of the graphic is the “entry” outcome. This is an outcome that could be the main focus for the month. It could influence the planning for all lessons throughout the month. The surrounding outcomes are all interconnected with the “entry” outcome and some of them would be incorporated into the learnings of each lesson throughout the month. (Note: For balanced attention to the outcomes and balanced planning, the “entry” outcome would change for most months of the year.)

Figure 3. Sample Graphic Organizer for Time Frame Plan – August/ September

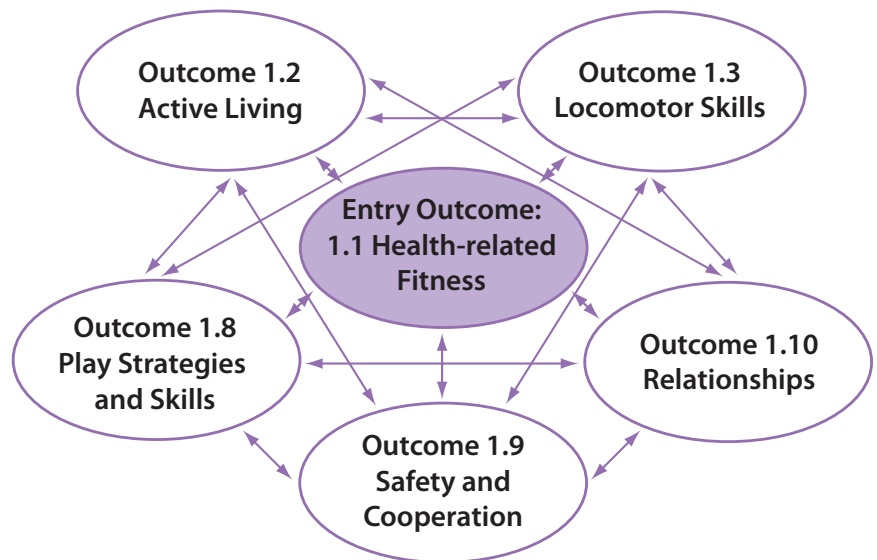


Table 3. Sample Time Frame Planning Template

Time Frame Planning												
Time Frame: (e.g., August/September –13 hours of Instruction)												
Entry Outcome: [e.g., Health-related Fitness (1.1)]												
<p>Entry Outcome Focus: The teacher identifies the specific learnings that will be the focus of planning for the time frame. The teacher could refer to specific indicators in this section. Example: Indicators b., c., d., e., f., and g.</p>												
<p>Suggested Interconnected Outcomes: The teacher identifies the outcomes that are a supporting focus and interconnected learnings for the 'entry' outcome. Students progress towards achieving each of these outcomes throughout the time frame through teacher-developed authentic learning experiences. The teacher could also identify the specific indicators that will support teacher planning and student learning. Example:</p> <table border="0" style="width: 100%;"> <tr> <td style="width: 30%;">Active Living (1.2)</td> <td style="width: 40%;">Indicators a., b., c., and d.</td> <td rowspan="5" style="width: 30%; vertical-align: middle; padding-left: 20px;">Note: Outcomes and indicators begin on page 30 of this curriculum.</td> </tr> <tr> <td>Locomotor Skills (1.3)</td> <td>Indicators a., f., g., h., l., m., n., and p.</td> </tr> <tr> <td>Play Strategies and Skills (1.8)</td> <td>Indicators b., c., d., and e.</td> </tr> <tr> <td>Safety and Cooperation (1.9)</td> <td>Indicators a., b., and g.</td> </tr> <tr> <td>Relationships (1.10)</td> <td>Indicators c. and d.</td> </tr> </table>		Active Living (1.2)	Indicators a., b., c., and d.	Note: Outcomes and indicators begin on page 30 of this curriculum.	Locomotor Skills (1.3)	Indicators a., f., g., h., l., m., n., and p.	Play Strategies and Skills (1.8)	Indicators b., c., d., and e.	Safety and Cooperation (1.9)	Indicators a., b., and g.	Relationships (1.10)	Indicators c. and d.
Active Living (1.2)	Indicators a., b., c., and d.	Note: Outcomes and indicators begin on page 30 of this curriculum.										
Locomotor Skills (1.3)	Indicators a., f., g., h., l., m., n., and p.											
Play Strategies and Skills (1.8)	Indicators b., c., d., and e.											
Safety and Cooperation (1.9)	Indicators a., b., and g.											
Relationships (1.10)	Indicators c. and d.											
<p>Learning Sequence: The teacher would map out the sequence of learnings based on the outcomes and indicators identified for the time frame. Specifically, the teacher could create a brief description of what will happen each day during this time frame. Each of these indicators provides ideas of what the teacher could connect together to create a series of lessons.</p>												

Lesson Planning

The prerequisite of a meaningful learning experience is a well-planned physical education lesson. All lesson planning should begin with an analysis of the outcomes to determine what it is students should know, understand, and be able to do. The indicators related to each outcome guide the plan for learning in each lesson and demonstrate the types of knowledge required (i.e., factual, conceptual, procedural, metacognitive, or a combination) to achieve each outcome. The teacher should also consider the types of evidence that would demonstrate students have achieved the outcome and how they will assess student progression towards achieving the indicated outcomes. After the outcomes, indicators, and assessment decisions have been made, teachers could choose to use an 'opening for learning - development of learning - closure for learning' format for the actual lesson. Teachers may also want to identify equipment, materials, and space needed, as well as organizational, safety, and management considerations to maximize learning opportunities.

As outcomes are interconnected and interdependent, any combination of the outcomes can be the focus for a lesson of instruction. The teacher will have made connections between outcomes when creating the time frame plan. These connections should also be made when the teacher is planning a lesson. This will support students in developing a deeper understanding of the separate outcomes and, more importantly, deeper understandings of the connected learnings associated with being physically literate.

Table 4. Sample Lesson Plan Template

Lesson Plan Template	
Date:	
Outcome Focus: The teacher identifies the interrelated/interconnected outcomes that are the starting point for the lesson plan (e.g., 1.1 – Health-related Fitness, 1.3 – Locomotor Skills, and 1.8 – Play Strategies and Skills) and analyzes these outcomes to determine the types of knowledge required (i.e., factual, conceptual, procedural, metacognitive, or a combination).	
Learning Focus: This is where the specific indicators for the lesson are identified.	
Assessment and Evaluation: The teacher determines the types of evidence that would demonstrate students have achieved the outcomes and plans strategies and processes to incorporate throughout the lesson that will support the teacher in determining if each student knows and can do this part of the process towards achieving the outcomes.	
Organization and Management Considerations: Planning related to organization of students, use of space, safety considerations, equipment requirements, rules, routines, and other factors can be planned here.	
Opening for Learning	
The teacher establishes the lesson focus, setting the stage for the flow of the lesson. The opening is clearly connected to the focus of the lesson and to the developmental and closure parts of the lesson. It is the initial ‘whole’ in the recommended whole-to part-to whole approach for the flow of the entire lesson.	
Indicators: The teacher identifies the specific indicator(s) that will guide the learning.	Learning Experience: The teacher can describe exactly what the students will be doing and what the teacher will be doing to open the lesson. This introductory movement activity should serve as a lead-in activity for the lesson focus. The indicators associated with the outcome focus for the lesson will provide ideas for the opening. The teacher will want to plan for adaptations and extensions in this section.
Development of Learning	
This is the instructional portion of the lesson and should include a variety of experiences that will support students in achieving the outcomes and reflect the representative list of indicators. The learning opportunities planned for this section should transition from the lesson opening experience and students should be aware of what they will be learning during the lesson.	
Indicators: The teacher identifies the specific indicator(s) that will guide the learning.	Learning Experience: The teacher develops the learning sequence. It could include demonstrations, teacher-led practice of tasks (e.g., hop forward five times) and challenges (see how high in the air you can hop), learning stations, and cooperative activities and games play. As much as possible, this plan should be built with the inquiry process as the foundation for learning and student exploration being encouraged. Throughout this learning experience, the teacher should also include plans for questioning for deeper understanding (e.g., What do you feel happening to your heart? Is this a good thing to have happen when you are exercising?) The teacher will want to plan for adaptations and extensions in this section.
Closure for Learning	
This is a plan to review the key points of the lesson as stated in the lesson focus and emphasized throughout the lesson. It may be in the form of questions allowing students to provide insights regarding the extent to which the lesson outcomes have been attained. It could include additional assessment and evaluation strategies.	
Reflection: Following the lesson, the teacher could use this section to write a few notes that will assist in making decisions regarding future lessons. The main focus of this section should be self-questioning related to how well the students achieved the intended learnings for the lesson. The key question in this post-lesson thinking time should be as follows: If students do not know or cannot do the learning focus of this lesson, what will I do? This section will serve as the pre-thinking stage for a subsequent lesson.	

Table 5. Sample Lesson Plan

Sample Lesson Plan – Early August/September	
Date:	
Outcome Focus: Health-related Fitness (1.1) Locomotor Skills (1.3) Play Strategies and Skills (1.8)	
Learning Focus: (Indicators)	
<ul style="list-style-type: none"> • Sustain participation in moderate to vigorous locomotor activities (e.g., walking, snowshoeing, running, dancing, hiking, swimming, parachute play) and lead-up games (e.g., tag games, follow-the-leader) that increase heart rate and respiration rate, towards five consecutive minutes on a consistent basis (1.1). • Identify changes in the body that are natural and safe reactions to participating in moderate to vigorous movement activities (e.g., heart beats faster, body is sweating, breathing is faster, skin gets red, body feels warm/hot) (1.1). • Explore and demonstrate a variety of ways to travel through space (e.g., imitate motorized and non-motorized vehicles, imitate animals, imitate athletes) without contacting others (1.3). • Walk, forward and backward, and run, forward, through general space trying to not make contact with others and stop on signal without falling down (1.3). • Demonstrate a willingness to try to apply discussed strategies for playing a variety of games (e.g., take turns being the leader in follow-the-leader) (1.8). • Assume responsibility for various roles (e.g., leader, follower, “it”, “not it”) while participating in low-organizational games and activities (1.8). 	
Assessment and Evaluation: Check for understanding by questioning throughout the lesson. Begin tomorrow’s lesson with an opening that will extend today’s learning and use a checklist to determine current student levels of understanding.	
Organization and Management Considerations: No equipment needed; outdoor space (playground).	
Opening for Learning	
Indicators: <ul style="list-style-type: none"> • Sustain participation in moderate to vigorous locomotor activities (e.g., walking, snowshoeing, running, dancing, hiking, swimming, parachute play) and lead-up games (e.g., tag games, follow-the-leader) that increase heart rate and respiration rate, towards five consecutive minutes on a consistent basis (1.1). • Walk, forward and backward, and run, forward, through general space trying to not make contact with others and stop on signal without falling down (1.3). 	Learning Experience: Invite the children to “follow me” walking and running through the playground, around playground equipment, and on different surfaces. Do this for about 5 minutes ending with running. (Example of Adaptation: Assign a partner to move with student needing assistance.)

Sample Lesson Plan – Early August/September (continued)

Development of Learning

Indicators:

- Identify changes in the body that are natural and safe reactions to participating in moderate to vigorous movement activities (e.g., heart beats faster, body is sweating, breathing is faster, skin gets red, body feels warm/hot) (1.1).
- Demonstrate a willingness to try to apply discussed strategies for playing a variety of games (e.g., take turns being the leader in follow-the-leader) (1.8).
- Assume responsibility for various roles (e.g., leader, follower, “it,” “not it”) while participating in low-organizational games and activities (1.8).
- Explore and demonstrate a variety of ways to travel through space (e.g., imitate motorized and non-motorized vehicles, imitate animals, imitate athletes) without contacting others (1.3).

Learning Experience:

- Immediately after stopping the “Opening for Learning”, ask the students questions related to exercising: Put your hand on your chest – What do you feel happening to your heart? Is this a good thing to have happen when we are exercising? Who is breathing faster? Why are we breathing faster? Is this a good thing to have happen when we are exercising? Does anyone feel hot? Is this a good thing to have happen when we are exercising? Assure students that these body reactions are all natural and safe.
- Move to asking children what role you were playing when class first started – “Leader”. Ask: What does a leader do? What does everyone else do? Should everyone get a chance to be the leader? What does it mean to take turns? How can we make sure that everyone is having fun and that everyone is safe and does not get hurt when we are playing follow-the-leader?
- Divide the class into small groups (3-4) and assign a leader. Instruct groups to follow the leader, who will walk and/or run in creative ways, until they hear the whistle (about 30 seconds). When students hear the whistle, they switch leaders. Assure students that everyone will get a turn at being the leader. Give them boundaries and tell them to watch out for other groups as they move through the general space.
- Have students feel their heart beating in their chests again. Ask students if this faster heart rate is natural and safe. Remind them of some of the other natural and safe reactions when exercising.
- Ask the children what other ways they can move through space. Have some of them demonstrate. Invite them to play follow-the-leader again but this time, as they lead, they can explore creative ways to move as they move safely through general space.

(The teacher will want to plan for adaptations and extensions in this section.)

Closure for Learning

Pose **questions and/or provide needed information** to reinforce the lesson focus:

- We want to be able to move in ways for longer periods of time, challenging our heart to beat faster and for breathing to be faster. This is good for our bodies. This will help us to be healthy. We all want to be working towards being able to keep our bodies moving for at least 5 minutes. Tomorrow we will feel what that means.
- Walking and running, and many other ways of moving, are good for our bodies.
- Playing games, like follow-the-leader, is a fun way to help our bodies be healthy.
- When we play and work with others, we should take turns at being both a leader and a follower.
- It is important when we are moving among others in general space, that we are careful to not bump into other people.

Reflection: If students do not know or cannot do the learning focus of this lesson, what will I do?

Further Planning Considerations

During the lesson, all students should be expected to perform to the best of their ability. Adjustments may need to be made, however, to accommodate individual abilities and to support all students in experiencing success. When working with individual students, the teacher should personalize instruction and give feedback equally to both genders, to students with various skill levels, and to students with additional needs in ways that support personal growth towards achieving the learning outcomes. The teacher involves all students in developing deeper understandings such as those identified in the indicators, and provides meaningful feedback, both positive and corrective, that advances learning.

Teachers can plan for learning to continue beyond the actual scheduled physical education class. This will provide opportunities for students to develop independent learning skills and to take responsibility for learning. Families can be partners in supporting their children to engage in active living and to become skillful movers. This can also support the teacher in achieving maximum activity time during the instructional time while supporting students in achieving the learning outcomes of the curriculum.

Achieving Grade Specific Curricular Outcomes

Student learning outcomes identify what students are expected to know, understand, and be able to do (e.g., skills, knowledge, and attitudes) by the end of a specific time frame.

Learning outcomes are ultimately the subject of evaluation. Outcomes must not be rewritten or omitted. It is, however, appropriate to deconstruct an outcome and determine its relationship to student assessment and the overall intent of the curriculum. When teachers identify the main concepts and important processes in each outcome and visualize how students can achieve those outcomes, it is far easier to design and implement the most appropriate assessment and instructional tasks.

The outcomes provide guidance for program and lesson planning. Each outcome is supported by indicators which give the breadth and depth of the expectation. Teachers are encouraged to build upon and provide scaffolds so students can develop deeper understanding in relation to the outcomes.

Note: Within the outcomes and indicators in this curriculum, the terms “including” and “such as”, as well as the abbreviation “e.g.,” are each used for a specific purpose. The term “including” prescribes content, contexts, or strategies that students must experience in their learning, without excluding other possibilities. The term “such as” provides examples of possible broad categories of content, contexts,

or strategies that teachers or students may choose, without excluding other possibilities. Finally, “e.g.,” provides specific examples of what could be included as part of the learning experience.

Grade 1 Physical Education Outcomes

The outcomes for Grade 1 Physical Education relate to all three K-12 physical education goals of Active Living, Skillful Movement, and Relationships. Not only do students need to move, they need to understand the “hows, whats, wheres, and whys” of movement. In the chart of Grade 1 outcomes and indicators, all three goals are listed above the outcome, with one, two, or all three of the goals in boldface font. All three goals are reflected in each outcome, with the goals in boldface font indicating a stronger connection to the outcome.

Active living, skillful movement, and relationships are interconnected aspects of learning that address the whole person in physical education and focus on creating a balanced self. Each outcome in physical education focuses on an important aspect of this area as part of the complete physical education experience. No single outcome, however, can stand alone as a learning focus for a period of instruction. Teachers should integrate learning experiences from multiple outcomes related to all three K-12 goals into every lesson.

Mainly connected to the Active Living goal, the teacher will lead Grade 1 students to understand and practise the habits and requirements for developing health-related fitness to support personal well-being. The students will be able to express the benefits of incorporating active living into their daily lives to support their well-being.

Building towards achieving the Skillful Movement goal, the growth and development of children is of significant consideration and the Basic Movement Patterns underlie the movement skills focused outcomes and indicators. Participation in movement activities usually requires a combination of Basic Movement Patterns and these Movement Patterns are generic in the sense that they are not limited to any single movement activity. After the skills are learned, they can be combined to become the more complex skills used in settings such as those found in games, sports, and body management activities. Most importantly, when students understand the movement patterns, they will develop the confidence and competence to engage in ‘new’ movement activities.

Flowing out of these movement patterns, specific movement skills are identified for teachers to focus on when teaching Grade 1 students. The level to which Grade 1 students should be expected to perform these movement skills has been identified in the outcomes. The language used to describe and communicate levels of skill proficiency for Grade 1 students is Explore, Progressing towards Control, and Control. The additional level of Utilization is not a performance level expected of a Grade 1 student.

Explore: This is the introduction to basic movement patterns and skills where students will be discovering how their bodies move and ways that students can vary that movement. At this level, replication of a specific movement is not expected.

Progressing towards Control: This level of performance “is characterized by lack of ability to either consciously control or intentionally replicate a movement . . . Successful skill performances are a surprise!” (Graham, Holt/Hale, and Parker, 2007, p. 107).

Control: The body appears to respond somewhat accurately to the child’s intentions but the movement requires intense concentration. A movement that is repeated becomes increasingly uniform and efficient.

Detailed performance cues have been provided in the indicators of the curriculum when a Control level of skill is the focus at that grade level.

Table 6. Focus on Movement Skills by Grade Level

Movement Skills – Developmental Progression							
Grade Level Focus							
E – Explore		P – Progressing towards Control		C – Control		U – Utilization	
Basic Movement Patterns	Movement Skills	K	1	2	3	4	5
Locomotions	Locomotor Skills:						
	Walking	P	C	U	U		
	Running	P	C	U	U		
	Jumping Forward and Sideways and Landing	P	C	U	U		
	Jumping Backward and Landing	E	P	C	U	U	
	Hopping	E	P	C	U	U	
	Skipping	E	P	C	U	U	
	Galloping	E	P	C	U	U	
	Leaping	E	P	C	U	U	
	Sliding	E	P	C	U	U	
	Rolling Forward and Sideways	E	P	C	U	U	
Rolling Backward			P	C	U	U	
Statics, Landings, and Rotations	Non-locomotor Skills:						
	Balancing	P	C	U	U	U	
	Jumping and Landing on Feet on the Spot	P	C	U	U		
	Landing on Hands from Kneeling Position	E	P	C	U	U	
	Landing on Hands from Standing Position		E	P	C	U	U
	Rotating on the Spot	E	P	C	U	U	
Sending	Manipulative Skills:						
	Throwing	E	P	C	U	U	
	Kicking	E	P	C	U	U	
	Striking Objects with Hands		E	P	C	U	U
	Striking Objects with Short-handled Implements		E	P	C	U	U
	Volleying			E	P	C	U
	Striking with Long-handled Implements			E	P	C	U
	Punting				E	P	C
Receiving	Catching (Gathering, Collecting)	E	P	C	U	U	
Accompanying	Hand Dribbling		E	P	C	U	U
	Foot Dribbling		E	P	C	U	U

Skillful Movement also includes expanding students’ awareness of what the body does, where the body moves, how the body performs the movement, and with whom or with what the body moves. These understandings are referred to as the Movement Variables. During the early elementary years, emphasis is placed on establishing a movement vocabulary and on the understanding and use of movement concepts from each of the four categories of Movement Variables – Body, Space, Effort, and Relationships. Grade 1 students will benefit from developing a basic understanding of the Variables to support them in growing as skillful movers and, conversely, as students develop movement skills, their understanding of the Movement Variables will increase.

Grade 1 Movement Variables Focus
<p>The Body as an Instrument of Movement (What)</p> <p>Body parts Body shapes Body actions</p>
<p>Space (Where)</p> <p>Personal space General space Levels – High, medium, low Directions – Up/down, forward/backward/sideways, right/left Pathways – Straight, curved, zig-zag</p>
<p>Effort (How)</p> <p>Force – Strong, light Time/Speed – Fast, slow</p>
<p>Relationships (With What or Who)</p> <p>Body parts – Round, curved, wide, twisted Objects – Over/under, on/off, near/far, in front/behind, along/through Others – Around, alongside, alone in a mass, in front/behind</p>

Safe and respectful interactions that reflect a consideration of self, others, and the learning environment are essential while learning and developing as a physically educated person. In Grade 1, the outcomes that focus more deeply on the Relationships goal encourage students to develop a foundation for a balanced self in the context of moving skillfully and living actively.

The first outcome in Grade 1 Physical Education has students actively involved in developing their health-related components of fitness through a variety of teacher-selected movement activities. Students will be able to explain what it means to be physically active and the

benefits of leading a physically active lifestyle. They will begin to use the language of health-related fitness and active living correctly and transfer their understanding of the language into their actions. They will recognize what an appropriate level of physical exertion feels like and be able to identify when movement is safe. Grade 1 students will explore their own movement activity areas of interest and express feelings and sensations about participation in movement activities. They will recognize opportunities to be active both in and out of school and reflect on their own levels of participation in multiple environments.

Teachers will provide opportunities for students to participate in a variety of movements, where emphasis is on understanding the hows and whys of movement. Outcomes and indicators identify the quality of performance that Grade 1 students should be able to achieve in specific locomotor (traveling), non-locomotor (non-traveling), and manipulative (sending, receiving, and accompanying objects) skills. The students will begin to understand performance cues and the importance of knowing how to move the body effectively in order to perform a skill at a developmentally appropriate level.

The skill development focus in Grade 1 is for students to reach a control level of skill performance when walking, running, balancing, jumping forward and landing, jumping sideways and landing, and jumping and landing on the spot. Students will also experience opportunities to progress towards control level when jumping backwards and landing, hopping, skipping, galloping, leaping, sliding, rolling forward, rolling sideways, and when throwing, catching, and kicking.

Grade 1 students will begin to understand how they can use their bodies as instruments of movement. They will learn to vary movement through changes in the movement variables of space, effort, and relationships with self and equipment. They will develop a language of movement and respond physically to this language. They will begin to combine basic movement skills into sequences and explore space, directions, levels, and pathways. Building on their understanding of the movement variables, Grade 1 students will also explore and demonstrate rhythmical movement through participation in simple rhythmic and dance activities.

Engaging in game play will be valuable to support Grade 1 students in building a repertoire of strategies for active participation in movement activities, which will lead to living a more active life with others. Low organizational games involving traveling, target games, and alternate environment activities and games are identified as appropriate options for Grade 1 students. Grade 1 students should experience opportunities to play while following rules of games, to create explanations for 'how to play', and to propose options for varying the tactics and strategies used during play.

Students in Grade 1 will demonstrate an understanding of what safe and cooperative behaviours look like while willingly engaging in movement activity settings. Although students will need teacher support, they will begin to demonstrate these behaviours, including dressing appropriately for the activity, handling equipment safely, using good manners, and following rules. Grade 1 students will begin to self-assess their actions related to safe and cooperative behaviours while participating in movement activities.

The final Grade 1 outcome asks that Grade 1 students move their thinking towards the “good of all”. Grade 1s will learn that there are many differences among classmates and that they need to show respect to everyone. They will identify ways to vary activities to be inclusive of all classmates and they will participate in activities from various cultures and ethnic backgrounds, including First Nations and Métis ancestry. Grade 1 students will benefit from expressing how feelings and experiences associated with movement vary from person to person. This will strengthen Grade 1 students’ ability to show care for self and others.

Outcomes and Indicators

K-12 Goals: Active Living , Skillful Movement, Relationships

Active Living: Enjoy and engage in healthy levels of participation in movement activities to support lifelong active living in the context of self, family, and community.

Skillful Movement: Enhance quality of movement by understanding, developing, and transferring movement concepts, skills, tactics, and strategies to a wide variety of movement activities.

Relationships: Balance self through safe and respectful personal, social, cultural, and environmental interactions in a wide variety of movement activities.

K-12 Goals: Active Living, Skillful Movement, Relationships

Outcomes

1.1 Health-related Fitness

Build a repertoire of strategies, with guidance, for developing components of health-related fitness, including cardiovascular endurance, flexibility, muscular endurance, and muscular strength.

Indicators

- a. Demonstrate through movement and words an understanding of what it means to warm up for participation in moderate to vigorous movement activities.
- b. Engage in a variety of movement activities.
- c. Sustain participation in moderate to vigorous locomotor activities (e.g., walking, snowshoeing, running, dancing, hiking, swimming, parachute play) and lead-up games (e.g., tag games, follow-the-leader) that increase heart rate and respiration rate, for five consecutive minutes on a consistent basis.
- d. Explore physical movement activities to determine what types of movements and activities will cause increased heart and respiration rates.
- e. Move appropriately in response to the vocabulary of fitness as stated by others (e.g., show me how you could: make your muscles more flexible, make your body stronger, make your heart work hard).
- f. Identify changes in the body that are natural and safe reactions to participating in moderate to vigorous movement activities (e.g., heart beats faster, body is sweating, breathing is faster, skin gets red, body feels warm/hot).
- g. Identify changes in the body that are signs (e.g., dizzy, shaky, sick in the stomach) that the level of participation in moderate to vigorous activity might be too much and that it would be appropriate to take a break.
- h. Identify the main internal body parts involved in, and affected by, exercise including the brain, heart, lungs, muscles, and bones.

Outcomes

1.1 continued

Indicators

- i. Describe what it means to stretch muscles and why stretching is good for the body.
- j. Explore movements to identify those that require and challenge upper body muscular endurance and muscular strength (e.g., walk on hands dragging legs; pull and push lightly weighted objects).
- k. Explore movements to identify those that require and challenge lower body muscular endurance and muscular strength (e.g., repeated locomotor skills – hopping for a distance; sustained non-locomotor skills – balancing on one leg).
- l. Explore movements to identify those that require and challenge core body muscular endurance and muscular strength (e.g., lying on back with bent knees and then lifting feet up and down off the floor a number of times in a row).

K-12 Goals: Active Living, Skillful Movement, Relationships

1.2 Active Living

Examine and express what it means to live actively each day and the personal benefits of being active.

- a. Explain the importance of exercise for supporting a healthy body (e.g., stronger, more energy), mind (e.g., think more clearly, stay focused longer), and spirit (e.g., happier, calmer).
- b. Recognize that participation in movement activities is a good way to have fun with friends and family.
- c. Explain what it means to be active “enough” throughout the day (See the *Canada Physical Activity Guide for Children*).
- d. Express insights in response to questions such as “Whose job is it to make sure we are physically active every day?” and “Do we need to have rules and teams to be active?”
- e. Create a visual representation of movement activities one could participate in, both inside and outside of school.
- f. Show interest and enjoyment in participating in movement activities through actions and behaviours (e.g., ask to play games or to participate in movement activities).
- g. Explore and identify places in the community where people can be active (e.g., walk to a community park observing the features that support being physically active; walk through the forest and around the lake and discuss the many opportunities present for active living).
- h. Express feelings and sensations about participation in movement activities through the use of words, symbols (e.g., happy faces, tear drops), and other media, including technology (e.g., music, digital pictures).

Outcomes

1.2 continued

Indicators

- i. Tell a story of what it means to be personally responsible for own level of participation in movement activities (e.g., “I ride my bike to school every day and my dad rides his bike to work, too.”).
- j. Share ideas, stories, and experiences of how and why to be active at recess, at noon hour, while at home, and in the local community.

K-12 Goals: Active Living, Skillful Movement, Relationships

1.3 Locomotor Skills

Explore, express, and apply, with guidance, a variety of ways to skillfully move the body through space, including at a:

- **control level of skill when:**
 - walking
 - running
 - jumping forward and landing
 - jumping sideways and landing
- **progressing-towards-control level of skill when:**
 - jumping backward and landing
 - **hopping** (body moves on one foot as in right foot to right foot)
 - **skipping** (combines a step and a hop)
 - **leaping** (body ‘takes off’ from one foot, propels through air for distance, then lands on the opposite foot)
 - **sliding** (one foot steps and the other moves to meet the first foot, “step-close”)
 - **galloping** (one foot steps, body propels upward, other foot moves to meet the first foot)
 - **rolling forward** (see note)
 - **rolling sideways.**

- a. Explore and demonstrate a variety of ways to travel through space (e.g., imitate motorized and non-motorized vehicles, imitate animals, imitate athletes) without contacting others.
- b. Respond physically and correctly to a variety of traveling skills named by others (e.g., hop, leap, jump).
- c. Use performance words (e.g., “arms close to side”, “knees bend slightly”) to demonstrate understanding of performance cues language related to skillful locomotor movement.
- d. Repeat teacher-stated performance cues (think-aloud) while performing locomotor skills.
- e. Describe how the body will move when in control of walking, running, and jumping forward and jumping sideways skillfully and safely.

Control Level of Skill

- f. Walk with body moving smoothly with little bounce; swinging arms through small arc – forward and backward, close to sides, from the shoulders; facing toes straight ahead with feet spaced slightly apart; and holding head in line with spine; moving foot opposite to arm that swings (e.g., right foot moves forward in unison with left arm).
- g. Run with trunk leaning forward slightly; moving foot opposite to arm that swings (e.g., right foot moves forward in unison with left arm); swinging arms through large arc; bending knee slightly after ground contact; leg pushing body forward and upward swinging through quickly with knee facing forward; and contacting floor with heel of foot first, then quickly rolling to entire foot.
- h. Walk, forward and backward, and run, forward, through general space trying not to make contact with others and stop on signal without falling down.

Outcomes

1.3 continued

Indicators

- i. Jump for distance by extending arms vigorously forward, then upward upon takeoff and reaching full extension about head height at lift off; extending the hips, knees, and ankles fully at takeoff, with the body angle at 45 degrees or less; moving legs forward and arms downward in preparation for landing; landing with heels contacting the ground first; knees are flexed and the body thrusting forward to maintain the momentum to carry the centre of gravity forward beyond the feet.
- j. Jump forward and jump sideways from two feet to two feet, one foot to two feet, one foot to one foot, and two feet to one foot, trying to land in control.

Progressing-towards-control Level of Skill:

- k. Explore a variety of ways of traveling based on given instructions (e.g., hop on one foot, gallop like a horse, slide like a hockey player on skates).
- l. Practise traveling through general space without making contact with others while moving in a variety of ways (e.g., hopping, leaping, skipping).
- m. Practise jumping backward on two feet and trying to land in control.
- n. Explore, with guidance, rolling like a log, trying to move in a straight line and trying to keep the body stretched with legs together.
- o. Describe how the body moves when varying rolling like a log (e.g., downhill, uphill, trying to stay on a line on the floor).
- p. Explore, with guidance, rolling forward and rolling sideways in a variety of self-determined body shapes.

Grade Two – How to roll forward in control:

Roll forward with hands and arms receiving body weight evenly at the beginning of roll, keeping chin tucked to chest, sliding head through, with it lightly touching the floor so neck does not bear weight, shifting weight from arms to shoulders, lifting arms off mat as shoulders touch the mat, shifting weight onto a curved back, and keeping body curled as weight moves to feet.

Note: Rolling is a safety skill that supports future participation in movement activities. Grade one students should be asked to show how they can roll forward and not be challenged to go beyond forward rolls of their own creation. Descriptors of how to roll safely are provided here as they appear in the Grade 2 curriculum.

Outcomes

1.4 Non-locomotor Skills

Explore, express, and apply, with guidance, a variety of ways to skillfully move the body on the spot, including at a:

- control level of skill when:
 - balancing
 - jumping on the spot
- progressing-towards-control level of skill when:
 - landing on hands from kneeling position
 - rotating on the spot.

Indicators

- a. Create a variety of ways to move the body while remaining in one spot.
- b. Move appropriately in response to a variety of non-locomotor skills named by others (e.g., twist, bend, curl, lean, sway).
- c. Use performance words (e.g., “extend arms high in the air”, “knees bend slightly”, “keep feet wide apart”) to demonstrate understanding of performance cues language related to skillful non-locomotor movement.
- d. Repeat teacher-stated performance cues (think-aloud) while performing non-locomotor skills.
- e. Describe how the body will move when in control of balancing, and jumping and landing on the spot skillfully and safely.

Control Level of Skill:

- f. Jump for height by flexing hips, knees, and ankles in a crouch to prepare for the jump; extending arms vigorously forward, then upward upon takeoff, reaching full extension above the head at lift off, and extending the body fully; landing with ankles extending in preparation for the land; contacting the ground with the balls of the feet first, followed by the heels; flexing hips, knees, and ankles to absorb the shock of the landing (e.g., “motorcycle riding position”).
- g. Balance on increasingly smaller bases of support (e.g., one foot, one foot and one hand) holding the body still while tightening the muscles of the free body parts (e.g., “pull your stomach in”) and extending free body parts (e.g., arms, a leg) for stability.
- h. Demonstrate a variety of ways to twist, turn, stretch, bend, and curl the body (as indicated by the teacher) while standing on two feet and without losing balance.
- i. Land on two feet without losing balance after jumping straight up.
- j. Perform movement sequences as described by the teacher (e.g., balance with three parts of your body touching the ground and hold it for five seconds; now, jump in the air and turn so you land facing a different direction).

Progressing-towards-control Level of Skill:

- k. Propose real life situations when it would be helpful to be able to fall onto hands without getting hurt (e.g., trip over something, playing a sport).

Outcomes

1.4 continued

Indicators

- l. Discuss and practise falling forward while starting on knees and landing on hands on soft surfaces, keeping arms reaching straight, and as hands contact surface, begin absorbing body weight and force, gently lowering self to surface.
- m. Describe and attempt a variety of ways to rotate on the spot (e.g., turn, jump turn).
- n. Explore, with guidance, and describe what happens to the body when rotating on the spot with: arms in the air, arms held tight to the sides of the body, arms reaching out wide, and arms moving to various positions while in the rotation.
- o. Explore, with guidance, and describe what happens to the rotation when the body is stretched tall compared to when the body is small and compact.
- p. Practise rotating on the spot, with guidance, in various ways without falling down.

K-12 Goals: Active Living, Skillful Movement, Relationships

1.5 Manipulative Skills

Explore, express, and apply, with guidance, a variety of ways to skillfully move objects, including at a progressing-towards-control level when:

- throwing (rolling)
- catching (collecting, gathering)
- kicking.

- a. Use performance words (e.g., “look at the ball”, “step forward”) to demonstrate understanding of performance cues language related to skillful sending and receiving of objects.
- b. Repeat teacher-stated performance cues (think-aloud) while performing manipulative skills.

Progressing-towards-control Level of Skill:

- c. Explore, with guidance, and discuss a variety of ways to throw small and large balls, scarves, beanbags, and other objects (e.g., throw underhand straight up, throw overhand far ahead, throw with right hand, throw with left hand, throw with two hands) to determine how the body movement changes when throwing in different ways.
- d. Move objects such as small balls, bean bags, and scarves by transferring one, two, or three objects between hands (e.g., juggle two bean bags).
- e. Throw various small objects (e.g., balls, beanbags) from varying distances, both underhand and overhand, under, over, through, and at obstacles such as nets and hoops, using one hand and then the other.
- f. Explore rolling balls of various sizes at targets such as pylons.

Outcomes

1.5 continued

Indicators

- g. Explore, with guidance, and discuss trying to catch in a variety of ways (e.g., with one hand, with two hands, objects thrown up high, objects thrown down low, objects that are rolling) to determine how the body movement changes when catching in different ways.
- h. Catch, using two hands, a medium size ball thrown underhand by an experienced thrower who stands a short distance away.
- i. Practise repeatedly tossing medium size balls to self and trying to catch them while not traveling.
- j. Practise throwing a ball towards a stationary surface, such as a wall, and catching it after it rebounds off the wall, and off the wall and then the floor.
- k. Gather (pick up from the floor) a large ball that is rolling towards and rolling away.
- l. Explore, with guidance, and discuss a variety of ways to kick small and large balls (e.g., while standing still, while running towards, with right foot, with left foot, with toes, with instep) to determine how the body movement changes when kicking in different ways.
- m. Kick larger balls from a stationary standing position in an indicated direction and at large targets, using one foot and then the other.
- n. Practise approaching and kicking a stationary ball forward, using one foot and then the other.
- o. Practise tapping a ball along the ground with one foot, and then the other, while moving behind it.
- p. Explore and share ways to move objects (e.g., balloons, balls of various sizes) using various body parts such as arms, legs, and head.
- q. Explore and share ways to change the flight of moving objects (e.g., balloons, balls of various sizes) by varying how the skill is performed (e.g., bend forward to roll a ball then stand tall to roll a ball; contact the object while it is high in the air, at waist height, and at knee height).

Goals: Active Living, Skillful Movement, Relationships

Outcomes

1.6 Movement Variables

Apply an understanding of how to vary the movement of the body while performing locomotor, non-locomotor, and manipulative skills through changes in:

- **space** (personal space, general space, levels, directions, pathways)
- **effort** (force, time/speed)
- **relationships** (individually and with objects).

Indicators

- Move appropriately in response to movement vocabulary words associated with body, space, effort, and relationships (e.g., wide body, narrow body, slink, creep slowly, stretch up high, curl, crawl in a straight line, slither, spin, twist, bend low).
- Use the vocabulary of movement to lead others in movements (e.g., "Follow me as I reach up high then dip down low, and slide sideways slowly and smoothly").
- Explain the difference between personal space and general space.
- Respond physically and correctly to simple movement phrases to reinforce body and space awareness, locomotor and non-locomotor skills, and control (e.g., hop forward, walk slowly, balance on one foot, slide sideways, twirl gracefully, run in a zig-zag pathway).
- Move in general space, changing directions, levels, and pathways purposefully avoiding others (e.g., slide sideways using proper foot work varying effort such as "slide like a tall dancer", "slide like a low basketball player").
- Perform movement sequences involving locomotor, non-locomotor, and manipulative skills, as described by the teacher (e.g., "roll a ball forward gently, jump in the air, land and then skip forward to collect the ball").
- Demonstrate and use various pathways, levels, and directions for a variety of purposes (e.g., to move through obstacle courses, to chase, to flee, to dodge).
- Demonstrate skills for changing directions through chasing, fleeing, and dodging movement activities (e.g., tag games).
- Explore and demonstrate ways to move a ball, hoop, or another object through space using various body parts.
- Demonstrate an understanding of specific movement variables including:
 - body actions (e.g., swing, sink)
 - relationships (e.g., over/under, on/off, near/far)
 - formations (e.g., lines, circles)
 - effort and qualities (e.g., slowly, quickly, lightly, heavily).
- Create, demonstrate, and verbally share movement patterns that include two to four movements (e.g., "I moved quickly on a low level under objects").

Outcomes

1.7 Rhythmical Movement

Explore and demonstrate rhythmical movement in response to different rhythms (e.g., quick, slow, sharp, soft) and dance patterns, using locomotor skills and non-locomotor skills.

Indicators

- a. Replicate clapping patterns, drumming patterns, and other non-locomotor movements (e.g., pretend punching, kicking) led by others.
- b. Move to a rhythm (e.g., beat of a drum, clapping) trying to keep in time and using a variety of traveling (e.g., walking, hopping) and non-traveling skills (e.g., bending, leaning).
- c. Create appropriate movement patterns as suggested by vocabulary that follow a beat (e.g., slowly – show how you would walk in snowshoes; quickly – show how you would run for a pass in football).
- d. Use movement to tell a story that matches the flow and rhythm of music.
- e. Create and perform patterns of locomotor and non-locomotor combinations of movements by following indicated rhythmic patterns starting with a combination of at least 2 skills (e.g., walk forward 4 steps, walk backward, clap 4 times, then slap each knee 2 times, repeat; tap head 3 times, stomp feet 3 times, flap arms 3 times).
- f. Maintain rhythmical movement while participating in a variety of social and cultural dances (e.g., Round Dance, Hokey-pokey, Chicken Dance, Rabbit Dance). (Note: Physical participation in First Nations and Métis dances should occur after the spirit and intent of these dances have been taught in arts education through Outcome CH1.2.)

Outcomes

1.8 Play Strategies and Skills

Build a repertoire of strategies and skills, with guidance, for and through active participation in a variety of movement activities including:

- **low-organizational games involving travelling** (e.g., tag games, follow-the-leader, hopscotch, long-rope skipping)
- **target games** (e.g., ring or hoop toss, bowling, bocce ball)
- **alternate environment activities and games** (e.g., snowsnakes, hiking, skating, snowshoeing, aquatics, cycling, tobogganing, cross-country skiing).

Indicators

- a. Explain and try to follow the main purpose or objective of games and activities while participating.
- b. Practise teacher-described strategies for play that will support enjoyment in specified movement activities (e.g., tag games – move into open spaces, hide behind other people, move only when the ‘it’ person is getting close; bocce ball – release the ball close to the ground so it will roll on the ground and not fly through the air).
- c. Demonstrate a willingness to try to apply discussed strategies for playing a variety of games (e.g., take turns being the leader in follow-the-leader).
- d. Demonstrate attempts to use appropriate skills when playing games (e.g., hopping on one foot when appropriate while playing hopscotch).
- e. Assume responsibility for various roles (e.g., leader, follower, “it”, “not it”) while participating in low-organizational games and activities.
- f. Take turns setting up equipment (e.g., plastic bowling pins, a pylon, hoops) to support one another in participating in games and activities.
- g. Create and use appropriate play spaces such as hopscotch patterns on outdoor surfaces.
- h. Identify, describe, and try to use the skills and strategies needed to participate in teacher-selected, self-selected, and peer-selected games and activities.
- i. Participate willingly in moderate to vigorous movement activities (e.g., walking, hiking, snowshoeing) in a natural environment for extended periods of time, in both warm and cooler weather.

Outcomes

1.9 Safety and Cooperation

Demonstrate, with little or no support, safe and cooperative behaviours while participating in physical education activities.

Indicators

- a. Follow teacher-identified rules, routines, and safety procedures in a variety of movement activity settings.
- b. Initiate gathering and/or setting up of equipment.
- c. Demonstrate safe handling, use, and care of equipment used in movement activities.
- d. Explain why dressing appropriately (e.g., wear running shoes with laces tied when in the gym, wear mitts and a hat when participating in outdoor activities in the winter) is important for participation in a variety of movement activities, both indoors and outdoors.
- e. Suggest rules for safe use of equipment used in a specified location (e.g., playground) after participating in and/or viewing activity.
- f. Express insights on own behaviours and actions related to safe and cooperative behaviours associated with participation in movement activities.
- g. Explain what cheating looks like when playing a game.
- h. Express insights in response to questions such as “Is there ever a time when we are playing that we do not have to cooperate?” and “How should we respond to someone who is cheating when we are playing?”.
- i. Demonstrate an understanding of the guidelines and expected behaviours that promote safety and are appropriate for own age and ability (e.g., keep your shoes tied, warn others when they might be unaware of a ball rolling near their feet).
- j. Create, share, and follow simple rules of play for cooperative movement activities and games involving one or two other people.
- k. Cooperate with others to help gather and put away equipment needed for participation in movement activities.

Goals: Active Living, Skillful Movement, Relationships

Outcomes

1.10 Relationships

Communicate and demonstrate an understanding of self-control, a consideration for others, and a respect for differences among people (e.g., abilities, interests, likes and dislikes, gender, culture) while participating in physical education settings.

Indicators

- a. Identify ways to vary the use of equipment to support a peer in being included in a given movement activity (e.g., a ball with a bell in it for students who cannot see).
- b. Invent new rules that would support peers being included in a given movement activity (e.g., each person has to be the leader).
- c. Describe what it looks like and sounds like when people are being respectful and showing consideration for others, while participating in a movement activity.
- d. Demonstrate good manners (e.g., wait your turn, ask politely to use equipment) and fair play (e.g., let everyone have a turn, encourage others) while participating in movement activities.
- e. Suggest appropriate adjustments to observed actions and behaviours that do not reflect self-control and/or consideration and respect for others.
- f. Acknowledge willingly when own behaviour demonstrates a lack of self-control.
- g. Propose options for adjustments in own actions and behaviours that will enhance level of self-control and demonstration of respect for others, while participating in movement activities.
- h. Express how other people's feelings (e.g., may feel excited, happy, angry, fearful, uncomfortable, frustrated) associated with participation in a variety of movement activities can be the same or different from own feelings.

The primary goal of assessment should be seen as the enhancement of learning, rather than simply the documentation of learning.

(National Association for Sport and Physical Education, 2004)

Assessment and Evaluation of Student Learning

Assessment and evaluation require thoughtful planning and implementation to support the learning process and to inform teaching. All assessment and evaluation of student achievement must be based on the outcomes in the provincial curriculum.

Assessment involves the systematic collection of information about student learning with respect to:

- achievement of provincial curricula outcomes
- effectiveness of teaching strategies employed
- student self-reflection on learning.

Evaluation compares assessment information against criteria based on curriculum outcomes for the purpose of communicating to students, teachers, parents/caregivers, and others about student progress and to make informed decisions about the teaching and learning process. Reporting of student achievement must be based on the achievement of curriculum outcomes.

There are three interrelated purposes of assessment. Each type of assessment, systematically implemented, contributes to an overall picture of an individual student's achievement.

Assessment for learning involves the use of information about student progress to support and improve student learning, inform instructional practices, and:

- is teacher-driven for student, teacher, and parent use
- occurs throughout the teaching and learning process, using a variety of tools
- engages teachers in providing differentiated instruction, feedback to students to enhance their learning, and information to parents in support of learning.

Assessment as learning actively involves student reflection on learning, monitoring of her/his own progress, and:

- supports students in critically analyzing learning related to curricular outcomes
- is student-driven with teacher guidance
- occurs throughout the learning process.

Assessment of learning involves teachers' use of evidence of student learning to make judgements about student achievement and:

- provides opportunity to report evidence of achievement related to curricular outcomes

- occurs at the end of a learning cycle using a variety of tools
- provides the foundation for discussions on placement or promotion.

The assessment and evaluation strategies used in physical education must support teachers in designing instruction that will best help students achieve the learning outcomes for the grade and help students grow as responsible, self-confident, physically literate, active-living individuals who will seek out opportunities to support their own well-being as well as the well-being of others. Assessment and evaluation strategies employed must measure student learning and progress, provide students with feedback to use in their plans for growth, guide the planning and instructional practices of teachers, and provide a valid means to document and communicate student learning.

Assessment and Evaluation in Physical Education

It is important that teachers plan for how they will assess each student's progress towards, and attainment of, the grade specific outcomes. Table 7 provides some information on what assessment and evaluation should and should not look like in physical education.

Table 7. Assessment and Evaluation Approaches in Physical Education

What Assessment and Evaluation in Physical Education should look like ...	What Assessment and Evaluation in Physical Education should NOT look like ...
Formal and informal observation based on pre-selected and pre-communicated criteria that provide proof of student learning.	Informal observations not based on specific criteria.
Ongoing individual assessments that focus on the child's understanding and ability to perform as indicated in the grade specific outcomes.	Occasional recording of teacher's perception of the child's ability to get along with others and level of compliance with classroom rules and procedures.
A variety of assessment techniques that assess children's cognitive, affective, and motor performance.	Limited forms of assessment employed and weighted mainly on assessing motor performance based on standardized criteria.
Assessment used to determine individual needs and to support teachers in making decisions regarding future lessons.	Assessment occurring only in the context of reporting one summative evaluation statement for all aspects of physical education.
Effective questions that challenge students to think critically and creatively, and require students to synthesize and apply previous learnings in authentic situations. Student responses are received in a variety of ways (e.g., written, visual, oral).	Assessment based on a generalized perception of students' effort and attitude, and a focus on only one method for students to demonstrate learning.
Assessment based on the outcomes of the curriculum with the indicators being ways that students can show that they understand and demonstrate what is stated in the outcomes.	Assessment based on a generalized perception of the child's effort, attitude, and level of participation.
<i>Performance that is to be assessed should occur in a real-life setting, not a contrived "skills test" setting.</i>	

(Graham, Holt/Hale, & Parker, 2007, p. 204)

Teachers will find it to be helpful if they map out the sequence of learnings and the strategies for each outcome. There are a variety of assessment strategies that physical education teachers could incorporate to gather information related to assessment for, as, and of learning. Some of these strategies include documented observations, performance checklists, homework (such as family-supported recording of participation in physical activity), portfolios, and student drawings. Teachers should also consider the use of rubrics.

An Example of an Assessment Rubric for Teacher Use

Assessment and evaluation in physical education must be reflective of the three K-12 goals and, specifically, the outcomes. A rubric can be used to determine to what level students understand and are able to do what the outcome identifies. The rubric shown in Table 8 is an example of criteria to consider when assessing Outcomes 1.1 and 1.2. Both of these outcomes contribute to student achievement of the K-12 Active Living goal.

Table 8. Assessment Rubric

K-12 Goal: Active Living			
Health-related Fitness Outcome (1.1)			
Active Living Outcome (1.2)			
Level 4	Level 3	Level 2	Level 1
Always sustains participation in movement activities for 5 consecutive minutes.	Usually sustains participation in movement activities for 5 consecutive minutes.	Occasionally sustains participation in movement activities for 5 consecutive minutes.	Rarely sustains participation in movement activities for 5 consecutive minutes.
Insightfully understands the basic hows and whys for supporting health-related fitness.	Accurately understands the basic hows and whys for supporting health-related fitness.	Generally understands the basic hows and whys for supporting health-related fitness.	Lacks understanding of the basic hows and whys for supporting health-related fitness.
Always understands the language of movement that supports personal fitness.	Usually understands the language of movement that supports personal fitness.	With prompting, understands the language of movement that supports personal fitness.	Does not understand the language of movement that supports personal fitness.
Always engages willingly in movement activities.	Usually engages willingly in movement activities.	Occasionally engages willingly in movement activities.	Rarely engages willingly in movement activities.
Accurately explains what it means to be active daily and the benefits of being active.	Accurately, with limited prompting, explains what it means to be active daily and the benefits of being active.	Accurately, with much prompting, explains what it means to be active daily and the benefits of being active.	Unable to explain what it means to be active daily and the benefits of being active.
Confidently and accurately identifies options and opportunities to be physically active.	Accurately identifies options and opportunities to be physically active.	With prompting, identifies options and opportunities to be physically active.	Unable to identify options and opportunities to be physically active.

An Evaluation Guide for Teachers

A grade is a summative value used to indicate a relative measure of student achievement compared to an established set of criteria. The sample grading method presented in Table 9 is based on the curriculum outcomes – what a student knows and is able to do by the end of the grade. The determination of a final mark for physical education, when required for reporting purposes, should be a progressive process, building as students demonstrate their learnings.

Table 9. Sample Grading Method

Grade 1 Outcomes	Suggested Weighting for Final Mark	
	By Outcome	By Goal
Outcome 1.1 Health-related Fitness	12	18
Outcome 1.2 Active Living	6	
Outcome 1.3 Locomotor Skills	10	50
Outcome 1.4 Non-locomotor Skills	8	
Outcome 1.5 Manipulative Skills	6	
Outcome 1.6 Movement Variables	8	
Outcome 1.7 Rhythmical Movement	6	
Outcome 1.8 Play Strategies and Skills	12	
Outcome 1.9 Safety and Cooperation	6	12
Outcome 1.10 Relationships	6	
Flexible Attention - should be allotted proportionally to the outcomes.	20	20
Total	100	100
This would mean that 12 out of 100 (or more depending on the use of the Flexible Attention) would be the weighting given to Outcome 1.1 when calculating a final mark.		

Movement as a language is a natural and powerful way to express ideas and demonstrate understanding It is through the Physical Education program, as part of an interdisciplinary approach to learning, that students gain the essential kinesthetic learning experiences that will enhance their ability to learn both movement and other subject areas through movement By providing a context in which students can see relationships among information and skills learned across subject areas, interdisciplinary teaching can improve student learning.

(Cone, Werner, Cone, & Woods, 1998, pp. 5-6)

Connections with Other Areas of Study

The curriculum is more relevant when activities are connected to students' prior learning or their daily life. Although some learning outcomes or subject area knowledge may be better achieved through discipline-specific instruction, deeper understanding may be attained through the integration of the disciplines. Some outcomes for each area of study complement each other and offer opportunities for subject area integration. Integrating physical education with another area of study can help students develop in a holistic manner, with the physical, emotional, mental, and spiritual dimensions being balanced.

By identifying a particular context to use as an organizer, the outcomes from more than one subject area can be achieved and students can make connections across areas of study. Integrated, interdisciplinary instruction, however, must be more than just a series of activities. An integrated approach must facilitate students' learning of the related disciplines and their understanding of the conceptual connections. The learning situations must achieve each individual subject area's outcomes and ensure that in-depth learning occurs. If deep understanding is to occur, the experiences cannot be based on superficial or arbitrarily connected activities (Brophy & Alleman, 1991). Further, the outcomes and activities of one area of study must not be obscured by the outcomes or activities of another area of study (Education Review Office, 1996, p. 13).

Teachers have an opportunity to integrate physical education based learnings with other subject areas in at least two different ways. First, teachers can support the learnings related to the outcomes in other subjects by incorporating them into their plans for physical education lessons. Many ideas for this form of integration exist in the indicators of the outcomes. As seen in the first indicator for Outcome 1.1 (demonstrate through movement and words an understanding of what it means to warm up for participation in moderate to vigorous movement activities), teachers can build language skills during the physical education lesson.

The second way teachers can support student learning is by making connections to physical education while teaching in other subject areas. Some examples of how this could be done are:

English Language Arts: View visual text of people being active and pose questions that lead to students constructing and confirming meaning associated with what it means to be physically active.

Health Education: When exploring what it means to be healthy, students could participate in a 'body break' and then discuss how taking breaks to move might affect personal well-being.

Mathematics: When demonstrating an understanding of counting, Grade 1 students could move in various ways (e.g., hopping, jumping) to show what they understand.

Science: When students are describing different ways that humans meet their needs, teachers can lead them to understand their physical need to be active.

Social Studies: Students will be investigating community places and landmarks. Teachers could ensure that students recognize places in the community where they could be active.

Arts Education: Multiple opportunities exist to extend student understandings in arts education while enhancing their understandings in physical education by ensuring that the outcomes in both areas of study are addressed. (Please note Table 10, on the following page, clarifies the difference between the physical education dance-related outcomes and the arts education dance-related outcomes.)

The Connection and Distinction Between Dance in Physical Education and Dance in Arts Education

It is important to understand the different approaches to the teaching of dance in the two areas of study. Teachers should first consult the subject specific outcomes and indicators to determine physical education or arts education requirements. Teachers should also refer to the sample lesson plans to gain understanding of the different pedagogical and instructional approaches. While teachers may see some similarity in elemental movement concepts (e.g., the use of actions, body, and space), the purpose of dance in the disciplines of arts education and physical education is not the same and students are developing different knowledge, skills, and processes. To avoid duplication and unnecessary overlap, it is important to understand the philosophical foundation of each subject area. Once these distinctions are made, however, multiple opportunities for cross-curricular connections can be established. The deeper understandings that students develop in each subject area will inform and enrich learning in the other.

Table 10. Differing Approaches to Teaching Dance

Dance in Physical Education	Dance in Arts Education
<p>Focus: Dance in physical education is a body management activity.</p>	<p>Focus: Dance in arts education is a performing art.</p>
<p>The purpose of dance in physical education is to engage students in:</p> <ul style="list-style-type: none"> • exploring rhythmic activities as well as cultural, social*, and contemporary dance as a means to positively influence both health-related and skill-related fitness • making critical and creative decisions about how to skillfully move the body • implementing and reflecting on positive relationship skills. 	<p>The purpose of dance in arts education is to engage students in:</p> <ul style="list-style-type: none"> • exploring and expressing ideas and communicating with an audience • learning about dance within its cultural and historical contexts • responding thoughtfully and critically when viewing dance performances.
<p>K-12 Active Living Goal</p> <ul style="list-style-type: none"> • focus on participation in moderate to vigorous movement activity, including dance • set goals to benefit health-related fitness • reflect critically on the benefits of participation in a variety of movement activities, including dance. 	<p>K-12 Creative/Productive Goal</p> <ul style="list-style-type: none"> • focus on the creative process • explore questions and solve expressive movement problems • communicate ideas through dance • participate in individual and collaborative dance making and creative problem solving • transform ideas into abstract symbolic movement representations • create and sequence dance phrases and movement transitions within a choreographic structure or form • reflect critically on own work.
<p>K-12 Skillful Movement Goal</p> <ul style="list-style-type: none"> • enhance quality of movement through critical and creative sequencing of skills • transfer movement concepts, skills, and strategies through a wide variety of movement activities, including dance. 	<p>K-12 Critical/Responsive Goal</p> <ul style="list-style-type: none"> • view and respond to the work of Canadian and International dancers and choreographers • view a wide range of dance forms and styles • research dancers and choreographers and their work • critique the work of Canadian and International dancers and choreographers.
<p>K-12 Relationships Goal</p> <ul style="list-style-type: none"> • relate respectfully in a wide variety of movement activities, including dance • promote personal, social, and cultural well-being through and in movement activities, including dance. 	<p>K-12 Cultural/Historical Goal</p> <ul style="list-style-type: none"> • understand the role of dancers and choreographers in society • discover artistic traditions and innovations (e.g., the work of contemporary Canadian choreographer Bill Coleman or pioneering American choreographer Martha Graham) • learn about the role of heritage and contemporary social dances**, past and present.
<p>* Note: If students are learning a social dance in physical education, this body management activity is being used for the purpose of engaging in a moderate to vigorous movement activity to benefit health-related fitness, to enhance locomotor, non-locomotor, and manipulative skills through critical and creative applications, and to incorporate respectful behaviours in social interactions. Historical and cultural connections will also underlie any experiences in social dance.</p> <p>**Note: If students are learning a social dance in arts education, the activity is contained within a larger unit or sequence of lessons focusing on the role of that dance within its cultural and historical tradition or time period (e.g., the shoemaker’s dance taught within a unit on occupations; the grass dance taught within First Nations powwow tradition; or hip hop as a contemporary cultural and social expression of urban youth).</p>	

Glossary

Community is a broad term but generally refers to a group of people with at least one thing in common – location, shared interest, values, experiences, or traditions. Each of us may belong to several different communities – a neighbourhood or home town, a professional community, a volunteer community, or a school community.

Control (Level of Skill Performance) is achieved when the body appears to respond somewhat accurately to the student's intentions but the movement requires obvious concentration. A movement that is repeated becomes increasingly uniform and efficient. (This level of skill performance is one level above the progressing-towards-control level.)

Dynamic Stretching is a form of stretching that uses movement and momentum to cause a muscular stretch. It involves moving parts of the body and gradually increasing reach, speed of movement, or both. The stretch becomes part of a fluid movement and is repeated with no hold to an end position (e.g., while walking forward, lift right knee to chest, pause to momentarily hold leg to chest, lower leg, continue to walk, lift left knee to chest, pause to momentarily hold leg to chest, lower leg, and repeat as you progress through space).

Explore (Level of Skill Performance) is the introductory level to basic movement patterns and skills where students will be discovering how their bodies move and ways that they can vary that movement. At this level, replication of a specific movement is not expected.

General Space is all of the space within which a body can move while travelling away from a starting point. It is the space that is shared with others.

Goals of Physical Education are broad statements that are a synthesis of what students are expected to know and be able to do upon graduation. The three K-12 goals of physical education include Active Living, Skillful Movement, and Relationships. The outcomes specify how each grade level contributes to the achievement of the K-12 goals.

Health-related Fitness is the body's ability to function efficiently and effectively in all areas impacting one's ability to achieve and maintain a healthy physical life. It includes striving for optimal functioning of the heart, blood vessels, lungs, and muscles. It includes cardiovascular endurance, flexibility, muscular endurance, muscular strength, and body composition.

Indicators are representative of what students need to know and/or be able to do in order to achieve an outcome. Indicators represent the breadth and the depth of the outcome. The list of indicators provided in the curriculum is not an exhaustive list. Teachers may develop additional and/or alternative indicators but those teacher-developed indicators must be reflective of and consistent with the breadth and depth that is defined by the given indicators.

Inquiry involves students in some type of "research" on a specific topic, problem, or issue for learning and action. Inquiry is a way of opening up spaces for students' interests and involving them in as many different aspects of a topic, problem, or issue as they can find.

Lead-up Games are games that are not as complicated as the full game/sport but provide opportunity to apply newly acquired skills and understandings in a controlled environment. These games involve one or more of the skills, rules, tactics, and/or strategies used in the complete game/sport.

Locomotor Skills are skills that see the body moving (traveling) through space. They include such skills as walking, running, leaping, and sliding.

Manipulative Skills are skills that see the body interact with objects by sending (e.g., throwing, striking), receiving (e.g., catching, collecting), deflecting, and accompanying (e.g., stick handling).

Movement Activity is the all-inclusive descriptor that includes any form of physical movement including leisure activities such as gardening, energy expending activities such as speed walking, and skillful movements used in cooperative and competitive games and sports.

Movement Variables are used to expand students' awareness of what the body does (Body), where the body moves (Space), how the body performs the movement (Effort), and with whom and with what the body moves (Relationships).

Non-locomotor Skills are skills that see the body moving while remaining in one spot (non-traveling). They include such skills as jumping and landing on the spot, balancing, twisting, and bending.

Outcome is a statement of what students are expected to know and be able to do by the end of a particular grade level.

Performance Cues provide information about specific components of a skill that help the performer move skillfully by transferring the cognitive understanding of the movement to the motor performance, thus increasing the potential for skillful movement.

Personal Space is all the space that the body or its parts can reach without traveling away from a starting point.

Physical Activity is movement of the body that expends energy; it is a vehicle that is used in physical education.

Progressing towards Control (Level of Skill Performance) is the level of performance "characterized by lack of ability to either consciously control or intentionally replicate a movement . . . Successful skill performances are a surprise!" (Graham, Holt/Hale, & Parker, 2007, p. 107).

Questions for Deeper Understanding are questions that are thought-provoking and probe a matter of considerable importance and require movement beyond present understanding and studying. They often lead to other questions posed by students.

Rubrics offer criteria that describe student performance at various levels of proficiency, provide guidelines for judging quality, and make expectations explicit. Holistic (yield a single score or rating) and analytic (yield feedback on specific dimensions for features) rubrics can be used to judge the degree of understanding or proficiency revealed through students' products or presentations.

Small-sided Games involve a smaller number of students than would be seen in the playing of a whole game/sport (e.g., two-on-two soccer as opposed to eleven-on-eleven soccer). These games are created through deconstruction of the whole game into parts to create learning experiences in a progression that will support future play within the whole game/sport.

Think-aloud is a learning strategy where students say out loud how to skillfully perform a basic motor skill or a combination of movements, while performing the skill or movements.

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Feedback Form

The Ministry of Education welcomes your response to this curriculum and invites you to complete and return this feedback form.

Grade 1 Physical Education Curriculum

1. Please indicate your role in the learning community

- parent teacher resource teacher
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What was your purpose for looking at or using this curriculum?

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3. Please respond to each of the following statements by circling the applicable number.

The curriculum content is:	Strongly Agree	Agree	Disagree	Strongly Disagree
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4. Explain which aspects you found to be:

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