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Saskatchewan Curriculum

Physical Education

5



Physical Education 5

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in the development of the Grade 5 Physical Education Curriculum.

Introduction

Physical education is a Required Area of Study in Saskatchewan's Core Curriculum. The provincial requirement for Grade 5 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 5 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 5 will contribute to student achievement of the provincial Goals of Education by the end of Grade 12.

The Grade 5 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 5 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 5 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 5 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 5 students will 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 5 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 students to participate in “authentic” learning experiences that are enjoyable and that lead to deeper understandings about physical fitness. Students 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 5 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.

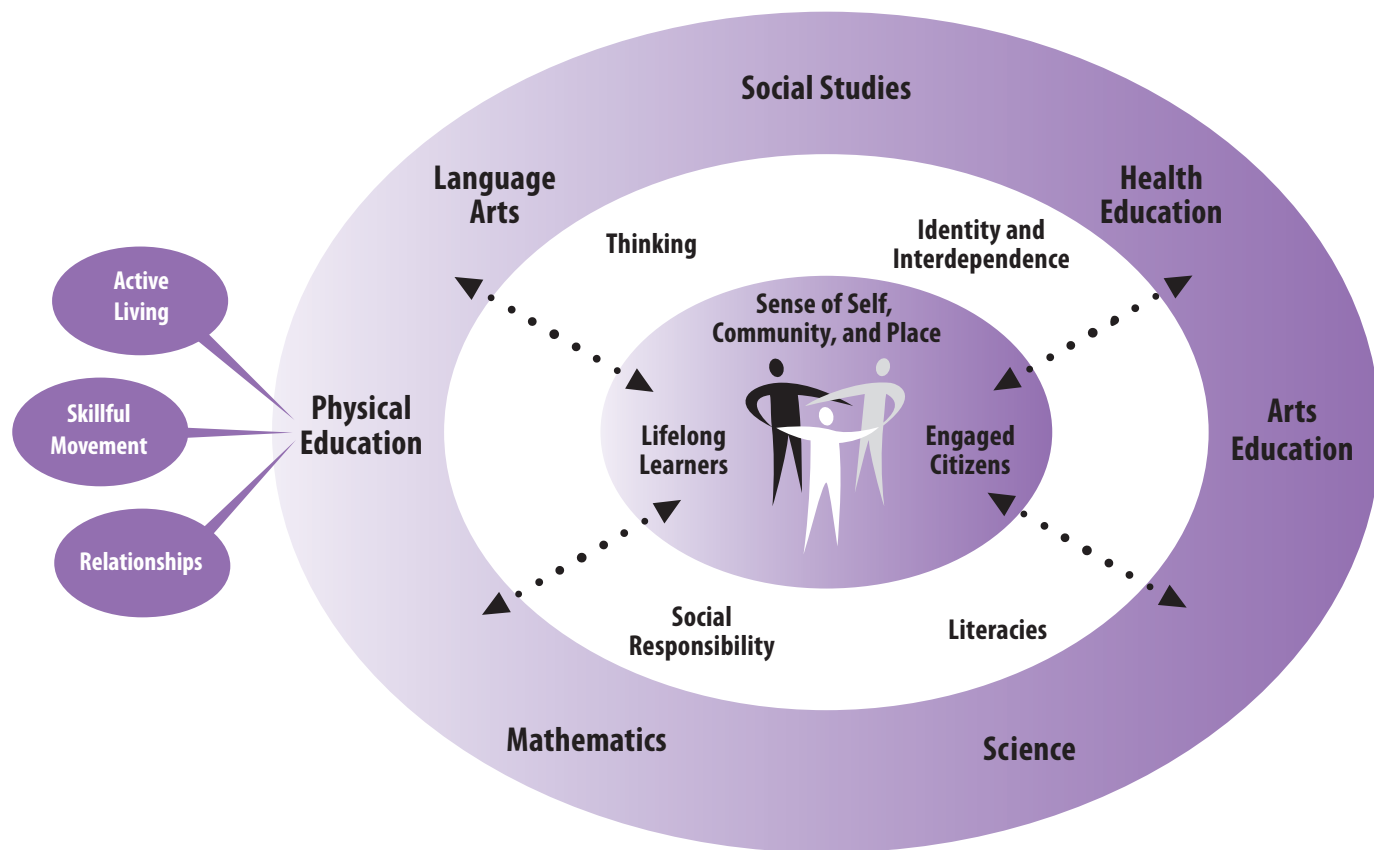
Relationships Goal

“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.)

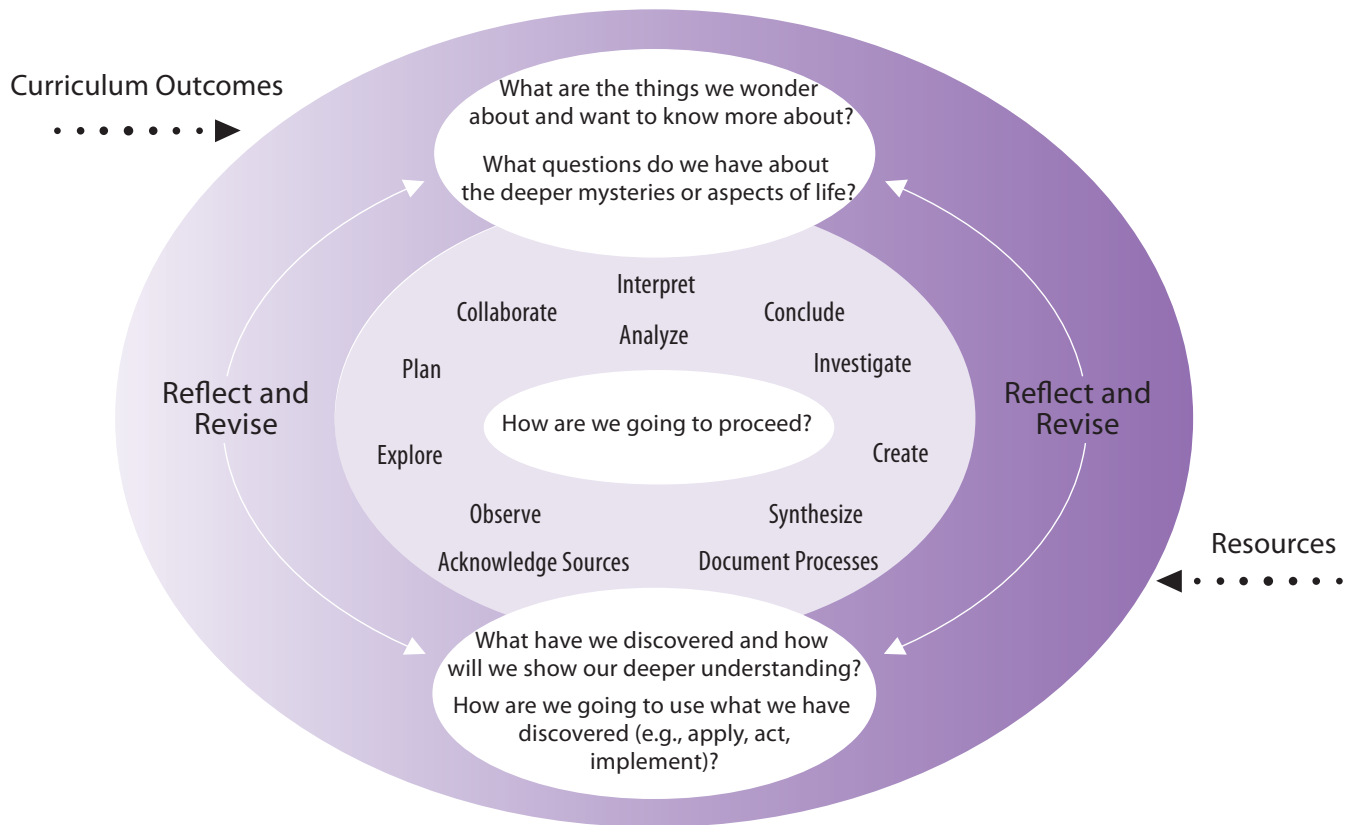
Constructing Understanding through Inquiry

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 5 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 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)

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 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 5.1 Health-related Fitness	6	6	12
Outcome 5.2 Muscular Fitness	2	4	6
Outcome 5.3 Complex Skills	5	5	10
Outcome 5.4 Manipulative Skills	3	3	6
Outcome 5.5 Complex Manipulative Skills	4	5	9
Outcome 5.6 Performance Refinement	3	4	7
Outcome 5.7 Skillful Play	4	6	10
Outcome 5.8 Rules	2	2	4
Outcome 5.9 Safety and First-Aid	2	3	5
Outcome 5.10 Social Skills	2	4	6
Outcome 5.11 Culture and History	2	3	5
Sub total	35	45	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	Muscular Fitness	Complex Skills	Manipulative Skills	Complex Manipulative Skills	Performance Refinement	Skillful Play	Rules	Safety and First Aid	Social Skills	Culture and History
	5.1	5.2	5.3	5.4	5.5	5.6	5.7	5.8	5.9	5.10	5.11
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 a 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 – December

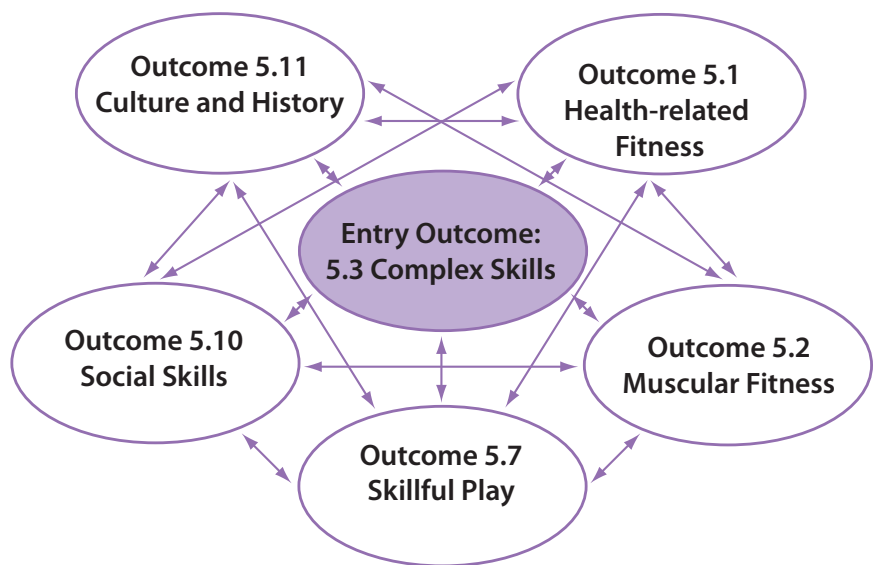


Table 3. Sample Time Frame Planning Template

Time Frame Planning												
Time Frame: (e.g., December – 8 hours of Instruction)												
Entry Outcome: [e.g., Complex Skills (5.3)]												
<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 a., b., c., e., j., and l.</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%;">Health-related Fitness (5.1)</td> <td style="width: 40%;">Indicators a., b., d., e., and g.</td> <td rowspan="5" style="width: 30%; vertical-align: middle; text-align: right;"> Note: Outcomes and indicators begin on page 30 of this curriculum. </td> </tr> <tr> <td>Muscular Fitness (5.2)</td> <td>Indicators a., e., d., and g.</td> </tr> <tr> <td>Performance Refinement (5.6)</td> <td>Indicators a., e., f., g., and i.</td> </tr> <tr> <td>Social Skills (5.10)</td> <td>Indicators a., b., and d.</td> </tr> <tr> <td>Culture and History (5.11)</td> <td>Indicators b., c., and d.</td> </tr> </table>		Health-related Fitness (5.1)	Indicators a., b., d., e., and g.	Note: Outcomes and indicators begin on page 30 of this curriculum.	Muscular Fitness (5.2)	Indicators a., e., d., and g.	Performance Refinement (5.6)	Indicators a., e., f., g., and i.	Social Skills (5.10)	Indicators a., b., and d.	Culture and History (5.11)	Indicators b., c., and d.
Health-related Fitness (5.1)	Indicators a., b., d., e., and g.	Note: Outcomes and indicators begin on page 30 of this curriculum.										
Muscular Fitness (5.2)	Indicators a., e., d., and g.											
Performance Refinement (5.6)	Indicators a., e., f., g., and i.											
Social Skills (5.10)	Indicators a., b., and d.											
Culture and History (5.11)	Indicators b., 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., 5.1 – Health-related Fitness, 5.3 – Complex Skills, 5.10 – Social Skills, and 5.11 – History and Culture) 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 outcome 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 outcome.	
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., sustain movement in time to the music for six consecutive minutes) and challenges (see how fast you need to move to the music to get your heart rate over 140 beats per minute), 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., How hard did you work during this dance? Is dancing a good activity to participate in if we want to challenge our cardiovascular fitness?). 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 – December	
Date:	
Outcome Focus: Complex Skills (5.3) Health-related Fitness (5.1) Social Skills (5.10)	
Learning Focus: (Indicators)	
<ul style="list-style-type: none"> • Perform established modern, folk, cultural/multicultural dances such as the polka from the German culture, the two step and square dance from various cultures ... (5.3). • Sustain participation in moderate to vigorous movement activities ... that increase heart rate and respiration rate, towards nine consecutive minutes on a consistent basis (5.1). • Demonstrate and practise ways to find pulse ... and to determine heart rate ... before, during, and after exercise (5.1). • Self-assess level of social skills on a regular basis through methods such as responding to prompts ... in learning logs or journals (5.10). • Acknowledge when own behaviour is irresponsible and/or lacking in self-control (5.10). 	
Assessment and Evaluation: Check for understanding by questioning throughout the lesson. Use anecdotal records to record the specifics of students who are having difficulty with the steps and rhythm of the dance, as well as those students who are not able to sustain moderate to vigorous physical activity. Assign learning log responses to pre-distributed prompts regarding social skills self-assessment.	
Organization and Management Considerations: Music, DVD player.	
Opening for Learning	
Indicators: <ul style="list-style-type: none"> • Perform established modern, folk, cultural/multicultural dances such as the polka from the German culture, the two step and square dance from various cultures ... (5.3). • Sustain participation in moderate to vigorous movement activities ... (5.1). 	Learning Experience: <ul style="list-style-type: none"> • Have music playing when the students enter the learning space. • Ask students to join with a partner, or to move on their own, using the polka steps that they learned during the previous two lessons. • Encourage students to sustain their dancing for the duration of the music trying to stay moderately to vigorously active for over six minutes. <p>[Example of Adaptation: For a student with limited leg mobility, adapt the movement so it can be from a seated position (e.g., moving arms at a moderate to vigorous level in time to the rhythm of the music). Have a partner polka on the spot facing the student with the limited mobility].</p>

Sample Lesson Plan – December (continued)

Development of Learning

Indicators:

- Perform established modern, folk, cultural/multicultural dances such as the polka from the German culture, the two step and square dance from various cultures ... (5.3).
- Demonstrate and practise ways to find pulse ... and to determine heart rate ... before, during, and after exercise (5.1).
- Self-assess level of social skills on a regular basis through methods such as responding to prompts ... in learning logs or journals (5.10).
- Acknowledge when own behaviour is irresponsible and/or lacking in self-control (5.10).

Learning Experience:

- Prior to the music ending, turn it down slightly and tell the students that as soon as the music stops, they should find their pulse using one of the previously taught and practised methods.
- After counting their pulse (time 15 seconds for them), tell the students to check the posted one-minute Heart Rate Conversion chart (which each student made in Math class) showing a range of numbers multiplied by four to equal a rate per minute. Discuss some of the heart rate numbers, referring to target heart rate, and ask whether students think this type of dancing would be a good option to include in the class plan for achieving individualized goals for cardiovascular improvement.
- Introduce the two-step dance, using a whole-to part-to whole approach. First, show the full movement in time to music. Second, with a partner, break the dance steps down into smaller segments using a slower pace. Next, students move independently to the music practising the steps, and finally, students try the full dance to the rhythm of the music while dancing with a partner.
- While the students are practising, question them on the five levels of social skills to reinforce their understanding of the levels (e.g., “When you were practising the steps alone, what level of social skills were you displaying?”, “When you are dancing with a partner, and possibly helping them, at what level are you?”).
- Circulate among the students to provide individual and partner feedback.
- If necessary, discuss, with individuals, behaviours that are irresponsible and/or lacking self-control. Ask the students how they could change their behaviour to move up the social skills levels.

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:

- Ask some students to describe how they feel physically after dancing. Question them about their heart rate. Lead them to conclude that dancing can be a good activity to participate in to improve their cardiovascular endurance.
- Discuss the social skills students displayed while dancing with a partner. Lead them to conclude that dancing can be a good activity to participate in for social experiences.
- Conclude by assigning a learning log response to the “Social Skills” prompts in the logs.

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 5 Physical Education Outcomes

The outcomes for Grade 5 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 5 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 5 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 whole 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 5 students. The level to which Grade 5 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 5 students is Control and Utilization.

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.

Utilization: The skill performance is somewhat automatic with the student performing the skill without thinking much about how to perform the skill. The skill can be used in multiple contexts.

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 5 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 5 Movement Variables Focus

The Body as an Instrument of Movement (What)

Body parts
Body shapes
Body actions

Space (Where)

General space
Levels – High, medium, low
Directions – Up/down, forward/backward/sideways, right/left
Pathways – Straight, curved, zig-zag
Extensions – size of movement (e.g., small swing, big swing); distance of movement from the centre of the body

Effort (How)

Force – Strong, light
Time/Speed – Fast, slow
Flow – Free, controlled

Relationships (With What or Whom)

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

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

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 5, 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.

By Grade 5, students should have developed a clear understanding of what the health-related components of fitness are and the benefits of being physically active. It is in this grade that students begin to create and implement a plan for improving their own level of cardiovascular health-related fitness. Specifically, Grade 5 students focus attention on using the F.I.T.T. principle (Frequency, Intensity, Type of activity, and Time) as a guide in creating plans for improving their cardiovascular fitness. Each student sets a personal goal for growth, then follows a class-created plan for achieving individualized goals.

Grade 5 students will also start to apply beneficial and safe strategies to improve the health-related components of flexibility and muscular endurance. Students will determine, demonstrate, and express the purpose and qualities of effective and safe exercising that affects flexibility and muscular endurance. Students will be able to explain the potential consequences of poor flexibility and the benefits of improved levels of muscular endurance and flexibility on their ability to improve performance of motor skills. One way Grade 5 students can apply this learning is through collaboratively creating and participating in a flexibility routine and muscular endurance exercise.

All basic movement skills were introduced in previous grades with some being developed to the level of refinement. In Grade 5, students continue to develop some manipulative skills to a higher level of performance by applying performance cues. Students also focus on performing complex movement skills that are a combination of locomotor skills and non-locomotor skills learned in previous grades, as well as on the manipulative skills that already have been developed to a utilization level.

As students progress in their understanding of how to develop movement skills, Grade 5 students apply performance cues, movement strategies, and principles of practice in complex movement activities. The goal is to improve both students' own performance and the performance of others. Students move to the level of refining skills and strategies used in new and previously learned small-sided and lead-up net/wall games. Students critically reflect on chosen movement skills and strategies used in small-sided and lead-up target games, striking/fielding games, invasion/territorial games, and alternate environment activities and games. As well, students will demonstrate an understanding of, and willingness to, accept the rules of teacher-

selected games and adapted sport activities by officiating and participating in classmate officiated competitions. Students further develop their understanding of rules by creating and adapting rules of play.

In addition to the focus on fitness improvement, active living, and skill and game strategy development, Grade 5 students gain a deeper understanding of the safety, social, cultural, and historical factors and influences on participation in movement activities. Students identify how to prevent and care for common physical activity related discomforts and injuries. Students will examine and self-assess personal positioning within the five levels of social skills as identified by Hellison (2003). As well, Grade 5 students build on what they learned about the cultural and historical influences on participation in movement activities covered in Grade 4. Students examine, evaluate, and communicate the influence of Canadians, both historically and currently, on the development of the numerous options available to live actively in this country.

Organization of Movement Activities

The following chart clarifies which games and activities fit into the categories that have been used as the organizing structure within the physical education outcomes and indicators (Griffin & Butler, 2005). At the Grade 5 level, student learning should occur within the context of small-sided and/or lead-up games to ensure maximum engagement in the experience. For example, Grade 5 students will benefit more while participating in three-on-three soccer as opposed to the full eleven-on-eleven game. Additionally, the teacher needs to make choices that provide students with a wide range of experiences, including alternate environment and body management activities.

NOTE: The following chart does not dictate which games or activities must be covered, nor does it suggest that all games or activities must be included in a year plan. All activity choices should follow school division policies related to safety guidelines.

Sample Movement Activity Options

Target Games	Invasion/ Territorial Games	Net/Wall Games	Striking/ Fielding Games	Low- organizational and Inventive Games	Body Management Activities	Alternate Environment Activities
<ul style="list-style-type: none"> • bowling • curling • golf • bocce ball • archery • ring toss • pin guard 	<ul style="list-style-type: none"> • basketball • touch/flag football • moose skin ball • soft lacrosse • soccer • floor hockey • scoop ball • team handball • buffalo corral • ultimate frisbee • speedball • double ball 	<ul style="list-style-type: none"> • badminton • table tennis • tennis • volleyball • pickleball • wallyball 	<ul style="list-style-type: none"> • softball • longball • cricket • kickball 	<ul style="list-style-type: none"> • king's court • prisoner's base • capture the flag • bombardment • cooperative games • environmental games 	<ul style="list-style-type: none"> • dance • educational gymnastics • yoga • track and field • aerobics • pilates • wrestling • skipping 	<ul style="list-style-type: none"> • aquatics • cross-country skiing • downhill skiing • snowshoeing • cycling • hiking • skating • orienteering • skateboarding • wall climbing • kayaking • trapping • roping

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

5.1 Health-related Fitness

Create and implement, with guidance, as a class, a **health-related fitness plan targeting the health-related fitness component of cardiovascular endurance** that includes setting a personal goal for improvement, applies the **F.I.T.T. principle** (Frequency, Intensity, Type of activity, and Time), and incorporates daily moderate to vigorous movement activity.

Indicators

- Explain a variety of factors (e.g., planning, regular participation, effort, adequate information, motivation, commitment, regular monitoring) that affect personal fitness development.
- Sustain participation in moderate to vigorous movement activities (e.g., walking, snowshoeing, running, skipping, hiking, cycling, swimming, dancing, paddling) that increase heart rate and respiration rate, towards nine consecutive minutes on a consistent basis.
- Sustain participation in lead-up games (e.g., three-on-three soccer, outdoor obstacle course races) that increase heart rate and respiration rates in a progression towards nine consecutive minutes on a consistent basis.
- Engage willingly in a variety of movement activities at a moderate to vigorous level of effort.
- Determine the intrinsic (e.g., enjoyment, enhanced health, level of success, increased energy level, reduced stress level, connection to others) and extrinsic (e.g., awards, media, sport heroes, family, peers) factors that motivate participation for fitness development.
- Make connections between the terms associated with the function of the cardiovascular system (including heart rate, pulse, resting heart rate, maximum heart rate, target heart rate zone) and health-related fitness plans.
- Demonstrate and practise ways to find pulse (e.g., pulse point location and proper finger positions on wrist and neck) and to determine heart rate (e.g., counting beats for 10 seconds and then multiplying by six; use of heart monitors) before, during, and after exercise.

Outcomes

5.1 continued

Indicators

- h. Describe how heart rate is used to monitor exercise intensity and its connection to cardiovascular fitness.
- i. Monitor personal level of activity by using a pedometer to count the number of steps taken or the distance traveled and make connections to benefits for cardiovascular endurance.
- j. Create a visual representation of the key components of the F.I.T.T. principle and how they apply to personal fitness.
- k. Record and reflect own fitness results after participation in simple health-related fitness appraisals.
- l. Apply, with guidance, methods to analyze own level of cardiovascular fitness, including the use of fitness appraisals and health-related fitness standards as identified in research-based resources [e.g., Fitnessgrams, Activitygrams (Meredith & Welk, 2007)].
- m. Discuss the positives and negatives of using standardized information related to fitness levels as a means of judging own performance.
- n. Set and work towards challenging yet obtainable individualized goals for cardiovascular fitness improvement.
- o. Share responsibility for the development and implementation of a class cardiovascular fitness plan.

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

5.2 Muscular Fitness

Apply, with guidance, beneficial and safe strategies to improve flexibility and muscular endurance through participation in a variety of movement activities.

- a. Identify the health-related fitness benefit (e.g., whether flexibility or muscular endurance; which muscles are benefiting) while participating in teacher-selected exercises and activities that enhance flexibility or muscular endurance.
- b. Explain the potential consequences of poor flexibility as related to possible injury and the ability to perform various activities, including daily living activities such as housework and yard work.
- c. Determine, demonstrate, and express the purpose and qualities of effective and safe flexibility (including dynamic stretching) and muscular endurance exercises.
- d. Analyze the flexibility and muscular endurance benefits of participation in various movement activities.
- e. Explain the benefits of an improved level of health-related fitness, specifically muscular endurance and flexibility, on personal ability to improve performance of motor skills.

Outcomes

5.2 continued

Indicators

- f. Incorporate the use of a variety of objects and equipment into muscular endurance and flexibility challenging activities (e.g., dynaband, resistance bands, surgical tubing, exercise ball, skipping rope, towel).
- g. Demonstrate and incorporate different ways to use sports-related equipment to improve muscular endurance and flexibility (e.g., stretch using a golf club or lacrosse stick for resistance, pass a basketball against the wall with two hands without stopping for one minute).
- h. Collaboratively create (in small groups) and participate in a flexibility routine and muscular endurance exercise plan that prepares the body for a specified activity (e.g., alternate environment activity – skiing: muscular endurance exercises for the leg and shoulder muscles).

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

5.3 Complex Skills

Demonstrate a progression towards control in complex movement skills that combine locomotor skills with non-locomotor skills to be used in body management activities (including dance and educational gymnastics, and others such as track and field, aquatics, aerobics, skipping, pilates, yoga) and games.

- a. Identify and apply movement concepts and cues (e.g., lower centre of gravity, increase base of support, and align centre of gravity in the middle of the base of support) for controlled movement that challenges balance (e.g., serve reception position in volleyball, defensive movement in basketball, stability for skateboarding, landing from jumps and springs).
- b. Demonstrate basic rhythmic steps, positions, and patterns in repeatable sequences (e.g., aerobics, skipping, creative dance, folk dance) showing two or more different styles/traditions.
- c. Demonstrate functional use of combinations of two or more selected movement skills (e.g., combine traveling, rolling, balancing, and weight transfer into smooth flowing sequences) while applying movement variables (e.g., showing contrast in direction, speed, flow).
- d. Combine traveling, jumping, and landing skills to practise performing a variety of sport-specific skills such as high jump, long jump, triple jump, and volleyball spike approach.
- e. Jump forward and backward over a self-turned rope, while stationary and moving, varying pathways, directions, and body movements.
- f. Demonstrate given visual representations of movement patterns (e.g., footwork of a volleyball block, dance steps for a line dance, running pattern for a football play).

Outcomes

5.3 continued

NOTE: Rolling is a safety skill that supports future participation in various movement activities. Grade five students must be reminded how to protect their necks when rolling forward and backward (see Grade 2 curriculum, Outcome 2.3, indicator 't', and Grade 3 curriculum, Outcome 3.3, indicator 's' for more information).

Indicators

- g. Apply an understanding of effective body positioning and movement during the flight phase of various jumps.
- h. Create and perform, individually or with a partner, a sequence of locomotor and non-locomotor skills that vary in directions, levels, and pathways, and include a landing on hands (e.g., balance, land on the hands by falling forward from a standing position, front support, lower to mat, roll, push up to front support, jump forward to bring feet between hands, stand, leap sideways, balance).
- i. Mount and dismount large apparatus (e.g., benches, fitness steps, stacked mats), demonstrating body shapes during flight and landing in control.
- j. Create, symbolically represent, and perform, in groups of three or more, a rhythmical movement sequence in time to a given beat which meets given criteria related to the performance of complex movement skills (e.g., basketball lay-up approach and steps: 4/4 time – dribble, dribble, dribble, dribble, step, step, jump, land).
- k. Create, symbolically represent, and perform, in groups of three or more, a dance sequence which meets given criteria related to the performance of combining movement skills (e.g., hop, hop, slide, slide, jump turn, land, repeat) in time to a given beat.
- l. Perform established modern, folk, cultural/multicultural dances such as the polka from the German culture, the two-step and square dance from various cultures, Jingle Dress dancing and the Grass Dance from the First Nations culture, and the Red River Jig from the Métis culture. (Note: Physical participation in First Nations and Métis dances should occur only after the spirit and intent of these dances have been taught in Arts Education through Outcome CH5.2.)

Outcomes

5.4 Manipulative Skills

Express and apply, with guidance, a variety of ways to skillfully move objects while participating in movement activities, including at a:

- **utilization level of skill when:**
 - **volleying** (to send an object in the air before it comes to rest)
 - **striking with long-handled implements** (bats, golf clubs, hockey sticks)
- **control level of skill when:**
 - **punting.**

Indicators

- a. Use performance words (e.g., “extend foot downward”, “backswing”, “shift weight”, “look at the ball”) to demonstrate understanding of performance cues for sending and receiving objects.
- b. Say performance cues (think-aloud) while punting.
- c. Describe how the body will move when in control of punting skillfully and safely.

Utilization Level of Skill:

- d. Volley with hands (set) a volleyball five times consecutively against a wall in an overhead pattern using two hands by moving feet quickly to be in position to get under and behind the ball; curling the fingers so the ball contacts the pads; bending the knees in preparation, extending the legs and moving arms upward upon contact.
- e. Volley with hands (set) a soft touch volleyball or a beach ball upward above the head using proper technique while trying to maintain the volley for an indicated length of time.
- f. Volley with arms (underarm pass) a soft touch volleyball or a beach ball against the wall repeatedly (letting it bounce between passes) by moving feet quickly to be in position to get under and behind the ball; extending the arms forward, forearms and hands together to create a flat surface with thumbs pointing down; bending the knees in preparation; watching ball contact lower 1/3 of forearms; pushing forward and upward with the legs being sure to not swing the arms.
- g. Volley with one foot a lightweight ball or foot bag upward using various parts of the foot and maintaining control.
- h. Strike stationary objects using various long-handled implements while aiming at different targets (including open spaces) at varying distances.
- i. Strike moving objects (e.g., self-tossed ball with a bat, pitched ball with a bat, moving puck with a stick, partner-sent shuttlecock [birdie]) so they travel in intended direction.
- j. Strike balls and birdies over nets with racquets and paddles (e.g., badminton, table tennis, pickleball) attempting to strike the object continuously and cooperatively with a partner while using a variety of strokes (e.g., serve, overhead clear, underhand clear, lob).

Outcomes

5.4 continued

Indicators

Control Level of Skill:

- k. Punt a lightweight ball upward and forward by dropping (not tossing) the ball, extending the kicking foot downwards so as to contact the ball with the “shoelaces”; watching the ball until contact is made; following the foot through in a forward motion.
- l. Punt a variety of balls, practising for accuracy, for height, and for distance.

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

5.5 Complex Manipulative Skills

Refine manipulative (sending, receiving, and accompanying objects) skills used in increasingly complex movement activities such as lead-up games, including:

- **throwing**
- **catching (collecting, gathering)**
- **kicking**
- **hand dribbling**
- **foot dribbling**
- **striking with hands and short-handled implements (short-handled racquets and paddles).**

- a. Use performance words (e.g., “extend foot downward”, “backswing”, “shift weight”, “look at the ball”) to demonstrate understanding of the performance cues used in refined manipulative skills performance.
- b. Incorporate “talk-aloud” self-learning methods (e.g., while performing manipulative skills saying the performance cues words out loud) to strengthen the ability to skillfully move objects.
- c. Throw and catch a ball/object while being guarded by opponents.
- d. Throw and catch a frisbee, varying force, levels, and directions.
- e. Throw quickly at a target immediately after catching a ball/object.
- f. Kick a stationary ball to a moving target such as a partner by approaching the ball from various angles and making contact with both the side and outside of the foot.
- g. Kick a stationary ball accurately at small stationary targets such as pylons.
- h. Throw/strike a ball or object demonstrating both accuracy and distance.
- i. Perform a continuous foot dribble while following given directions (e.g., dribble forward using the inside of the foot, the outside of the foot; change direction of travel by sole tapping the ball and switching feet).
- j. Hand/foot dribble, maintaining control of the ball, through teacher and/or student designed obstacle courses.
- k. Hand/foot dribble while trying to prevent an opponent from stealing the ball.
- l. Strike lightweight balls (e.g., soft touch volleyball, beach balls) both underhand and overhand at targets and over nets.
- m. Strike balls (e.g., tennis, whiffle, ping-pong) with racquets and paddles, both underhand and overhand, at targets and over nets.

Outcomes

5.5 continued

Indicators

- n. Strike birdies with a badminton racquet using and adjusting performance cues to practise various introductory strokes including short serve, long serve, forehand overhead clear, and underhand drop shot.
- o. Create and perform a juggling sequence, with a partner or small group, using items such as scarves, balls, and sticks.
- p. Replicate recommended technique for field events, such as shot put and discus, using frisbees, softballs, and other objects.

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

5.6 Performance Refinement

Apply performance cues, movement variables, tactics (e.g., body fakes, change of speed, change of direction, keeping the body low while moving), and principles of practice (e.g., form, consistency, repetition) in complex movement activities to improve the performance of self and others.

- a. Explain how skill competency can lead to enhanced enjoyment of movement and support desire to participate in movement activities.
- b. Use feedback, including available technology (e.g., teacher and/or peer assessment, teacher-recorded video, digital photography), to self-analyze performance and to create plans for the improvement of performance.
- c. Develop, in cooperation with others, a list of required criteria to use in peer assessment of a skill performance [e.g., long jump - accelerates to the takeoff spot, hits takeoff spot (e.g., paces off, executes), uses proper takeoff (e.g., one or two feet), controls body position during flight phase, lands under control, attains desired distance].
- d. Develop and implement, as a class, a short-term plan to improve the performance of a skill that incorporates the principles of practice (e.g., repetitions, progression in speed of performance, using proper form, visualizing proper performance, verbalizing performance cues).
- e. Recognize the carry-over (transfer) of general movement skills (e.g., sliding) that can be applied to specific skills or activities (e.g., dances, individual basketball defensive movement, yoga, volleyball blocking movement).
- f. Communicate using the vocabulary of tactics, movement variables, and performance cues both when practising the performance skills and when supporting the performance of others.
- g. Distinguish between variations required in the application of specific performance cues and movement variables in order to vary a movement skill (e.g., foot placement when kicking a stationary ball, a ball moving away, and a ball moving towards; dance step while moving forward and moving backward).

Outcomes

5.6 continued

Indicators

- h. Teach an activity or skill to a classmate using performance cues language, movement variables language, and practice principles.
- i. Apply movement concepts related to accuracy, force, and follow-through when sending (e.g., throwing, kicking, striking, volleying, punting) objects.

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

5.7 Skillful Play

Refine, alone and with others, selected movement skills, tactics, and strategies while participating in:

- **small-sided and lead-up net/wall games** (e.g., badminton, tennis, table tennis, one bounce, three-on-three volleyball, pickleball, paddle ball)

and critically reflect on chosen movement skills, tactics, and strategies used in:

- **small-sided and lead-up target games** (e.g., bowling, curling, golf, bocce ball, archery)
- **small sided and lead-up striking/fielding games** (e.g., long ball, softball, kickball, cricket)
- **small-sided and lead-up invasion/territorial games** (e.g., two-on-two, three-on-three games using skills from games such as soccer, basketball, and soft lacrosse)
- **small-sided and lead-up alternate environment activities and games** (e.g., hiking, aquatics, orienteering, skating, roping, tobogganing, cross-country skiing, downhill skiing, tracking, cycling, wall climbing, paddling).

- a. Determine effective game tactics, in cooperation with others, using a problem-solving approach (e.g., devise an attacking and defending strategy in a small group participation game).
- b. Execute the combination of selected movement skills in a variety of games and activities (e.g., scooter soccer, kick ball, one bounce volleyball, frisbee basketball, hoop golf).
- c. Design and play an invasion/territorial type game, including rules and tactics, incorporating at least two motor skills.
- d. Distinguish between effective and ineffective individual and small group offensive and defensive tactics (i.e., body fakes, speed use, change of direction, keeping the body low while moving) to be used in specified types of games (e.g., net/wall games versus invasion/territorial games).
- e. Verbalize effective skill performance as well as tactical decisions to strengthen the internalization and application potential.
- f. Describe and apply the elements of making good decisions related to game play including paying attention to relevant actions (those that are affecting the progress of the game), anticipating responses by opponents, and choosing appropriate skills to perform (e.g., passing rather than shooting, drop shot rather than clear).
- g. Demonstrate an understanding of how the strategic components of one game can transfer to another game (e.g., make the object go to the opponents' open spaces – badminton, softball, soccer).
- h. Engage in practising the skills specific to teacher/class-chosen alternate environment activities (e.g., orienteering: design maps, identify cardinal directions (N, E, S, W), follow directions to complete classmate-created tasks, use a compass and/or a GPS device to follow a map).
- i. Demonstrate an understanding of how the skills used in one alternate environment activity can transfer to participation in another alternate environment activity (e.g., skating to skiing).
- j. Discuss and apply movement skills and strategies that will increase efficiency of movement used in a variety of alternate environment activities.

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

Outcomes

5.8 Rules

Demonstrate an understanding of and willingness to accept the rules of teacher-selected games, including lead-up games, and invented games by officiating and participating in classmate officiated competitions.

Indicators

- a. Perform simple officiating duties (e.g., refereeing, scorekeeping, timekeeping, lining) as appropriate in a variety of games and adapted sports activities.
- b. Accept willingly the “official’s” decision regarding personal rule infraction, and those of others, without displaying negative reactions toward others.
- c. Contribute to a class decision-making process on the creation or adaptation of rules to be used in class activities and games.
- d. Examine the agreed-upon rules for games, including lead-up games and invented games, to demonstrate a clear understanding of how the rules affect the play of the game and the actions of individuals.
- e. Discuss and propose alternative behaviours for examples that demonstrate inappropriate behaviours related to officiating and abiding by the rules (e.g., yelling at the referee, calling a badminton bird out when it is in).
- f. Express insights in response to questions such as “Who should be responsible for making sure that the rules of play are followed?” and “Why might it be difficult to be an official?”

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

5.9 Safety and First-Aid

Make decisions about how to prevent and care for common movement activity-related discomforts and injuries (e.g., stiffness, nose bleeds, and sprains).

- a. Assess classmates’ representation of first-aid kits (e.g., diagram, list, actual kit) to ensure that appropriate supplies have been identified.
- b. Determine causes, preventions, and care for teacher-specified discomforts and injuries by using information from a variety of sources.
- c. Present the results of a plan, developed and implemented in pairs or small groups, to conduct a safety audit of a playground or community space (e.g., swimming pool, skating rink, cultural grounds) that incorporates given criteria (e.g., recognized risks associated with the activity; identified important safety rules and procedures) for a safety audit.
- d. Propose and discuss logical and practical suggestions for enhancing safety in given situations.
- e. Research and apply recommended first-aid procedures for basic ‘role-played’ injuries such as nose bleeds, cuts, and sprained ankles.

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

Outcomes

5.10 Social Skills

Examine and critically assess personal positioning within the five levels of a social skills continuum for participation in movement activities (i.e., irresponsible behaviour, self-control, involvement).

Indicators

- a. Create and present representations of what behaviour looks like on each of the five levels of the social skills continuum (Hellison, 2003).
- b. Self-assess level of social skills on a regular basis through methods such as responding to prompts (e.g., today in physical education, I helped another student by ...; today in physical education, I showed cooperation by ...) in learning logs or journals.
- c. Acknowledge when own behaviour is irresponsible and/or lacking in self-control.
- d. Propose and engage in options for growth in areas that will support own achievement of higher levels of social behaviour.
- e. Engage in a class plan to show “caring for others and for self” while being physically active (e.g., clean a park in the spring, teach throwing and catching skills to grade one students, lead exercises with seniors or elders).
- f. Express insights in response to questions such as “What does it mean to take care of yourself?” and “Can you care for others if you don’t take care of yourself?”.

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

5.11 Culture and History

Examine, evaluate, and communicate the influence of Canadians, both historically and currently, on the development of the numerous options for participation in movement activities in this country.

- a. Identify sports (e.g., lacrosse, hockey, basketball) and other movement activities (e.g., tobogganing, canoeing) that are historically Canadian and share the stories of these sports and activities with others.
- b. Evaluate the impact that a diverse variety of Canadians (e.g., Terry Fox, Hayley Wickenheiser, Wayne Gretzky, Tom Longboat, Sandra Schmirler, Jacques Villeneuve, Ethel Catherwood, Alwyn Morris) have on the options for participation in movement activities in Canada.
- c. Communicate to others (e.g., audio, visual, written, oral) the contributions of Canadians towards the origin and/or promotion of participation in specific movement activities.
- d. Discuss the impact that heroes or mentors can have in motivating others to participate in movement activities.

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

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)

- 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 student's understanding and ability to perform as indicated in the grade specific outcomes.	Occasional recording of teacher's perception of the student's ability to get along with others and level of compliance with classroom rules and procedures.
A variety of assessment techniques that assess student'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 that 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 students' 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 sample assessment rubric shown in Table 8 demonstrates one way a teacher can combine the learnings from more than one outcome to create an assessment tool that reflects the interconnected learnings from multiple outcomes. It provides an example of criteria to consider when assessing Outcomes 5.9, 5.10, and 5.11. All of these outcomes contribute to student achievement of the K-12 Relationships goal.

Table 8. Assessment Rubric

K-12 Goal: Relationships			
Safety and First Aid (5.9)			
Social Skills Outcome (5.10)			
Culture and History Outcome (5.11)			
Level 4	Level 3	Level 2	Level 1
Always considers a variety of factors when making decisions about care of discomforts and injuries.	Usually considers a variety of factors when making decisions about care of discomforts and injuries.	Occasionally considers a variety of factors when making decisions about care of discomforts and injuries.	Rarely considers factors when making decisions about care of discomforts and injuries.
Always discusses logical and practical safety enhancements with ease.	Usually discusses logical and practical safety enhancements with ease.	Occasionally discusses logical and practical safety enhancements with ease.	Cannot easily discuss logical and practical safety enhancements.
Appropriately applies basic injury first-aid procedures in role-played situations without guidance.	Appropriately applies basic injury first-aid procedures in role-played situations with some guidance.	Appropriately applies basic injury first-aid procedures in role-played situations with much guidance.	Cannot appropriately apply basic injury first-aid procedures in role-played situations.
Always and accurately self-assesses positioning on the social skills continuum.	Usually accurate when self-assessing positioning on the social skills continuum.	Occasionally accurate when self-assessing positioning on the social skills continuum.	Rarely accurate when self-assessing positioning on the social skills continuum.
Always engages in personal plan to enhance own social behaviour.	Usually engages in personal plan to enhance own social behaviour.	Occasionally engages in personal plan to enhance own social behaviour.	Rarely engages in personal plan to enhance own social behaviour.
Communicates, clearly and vividly, an understanding of the influences of Canadians on movement activity participation.	Communicates an understanding of the influences of Canadians on movement activity participation.	Has a somewhat clear understanding of the influences of Canadians on movement activity participation.	Has difficulty understanding the influences of Canadians on movement activity participation.

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 5 Outcomes	Suggested Weighting for Final Mark	
	By Outcome	By Goal
Outcome 5.1 Health-related Fitness	12	18
Outcome 5.2 Muscle fitness	6	
Outcome 5.3 Complex Skills	10	42
Outcome 5.4 Manipulative Skills	6	
Outcome 5.5 Complex Manipulative Skills	9	
Outcome 5.6 Performance Refinement	7	
Outcome 5.7 Skillful play	10	
Outcome 5.8 Rules	4	20
Outcome 5.9 Safety and First-Aid	5	
Outcome 5.10 Social Skills	6	
Outcome 5.11 Culture and History	5	
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 5.1 when calculating a final mark.		

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. Teachers can build language skills during physical education lessons as seen in various indicators such as "communicate using the language of tactics, movement variables, and performance cues ..."

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: When students are composing and creating texts that explore social responsibility (e.g., teamwork), they can include learnings on social skills and the social skills continuum from physical education.

Health Education: Grade 5 students assess the importance of self-regulation and taking responsibility for one's actions. Connections can be made to taking responsibility for own social behaviour and willingness to accept the 'rules of the game' while participating in movement activities.

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)

Mathematics: When students are constructing and interpreting double bar graphs, they can use data gathered related to the results of personal fitness appraisals to compare performance over time.

Science: When students are assessing the benefits of lifestyle choice that contribute to maintaining a healthy body, students can examine the variety of factors that affect regular participation in daily physical activity.

Social Studies: When a student is developing an understanding of the functions of governance bodies, a teacher can draw examples from the rules for games and sports. Students can also express insights in response to questions such as “Who should be responsible for making sure that the rules of play and the rules of society are followed?”.

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

Grade 5 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?

2. a) Please indicate which format(s) of the curriculum you used:

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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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