**North East School Division**



**Unpacking Outcomes**

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| **Outcome (stated in its entirety) to be unpacked** | | |
| **Outcome 3.3 Locomotor Skills - Express and apply, with guidance, a variety of ways to skillfully move the body through space while participating in movement activities, including at a:• utilization level of skill when:• jumping backward and landing• hopping (body moves on one foot as in right foot to right foot)• skipping (combines a step and a hop)• leaping (body ‘takes off’ from one foot, propels through air for distance, then lands on the opposite foot)• sliding (one foot steps, body propels upward, other foot moves to meet the first foot)• galloping (one foot steps, body propels upward, other foot moves to meet the first foot)• rolling forward (see note)• rolling sideways• control level of skill when:• rolling backward (see note on page 34).** | | |
| **Outcome Unpacked** (circle the verb and underline the Nouns/Qualifiers) | | |
| **Express ways of skillfully moving at utilization level when: jumping backward and landing, hopping, skipping, leaping,**  **sliding, galloping, rolling fwd, rolling sideways.**  **Apply ways of skillfully moving at utilization level when: jumping backward and landing, hopping, skipping, leaping,**  **sliding, galloping, rolling fwd, rolling sideways.**  **Express ways of skillfully moving at a control level when rolling backward.**  **Apply ways of skillfully moving at a control level when rolling backward.** | | |
| **KNOW** | **UNDERSTAND/ Questions** | **BE ABLE TO DO** |
| **Progressing towards Control:** This level of performance “is characterized by lack of ability to either consciously control or intentionally replicate a movement …. Successful skill performances are a surprise!” (Graham, Holt/Hale, and Parker, 2007, p. 107).  **Control:** The body appears to respond somewhat accurately to the child’s intentions but the movement requires intense concentration. A movement that is repeated becomes increasingly uniform and efficient.  **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.  **Locomotor -** The act of moving from place to place.  **Performance Cue** – A verbal, descriptive hint on how to perform skills.   1. **Jumping Bwd. Utilization Level:**   bulletBend knees and hips  bulletSwing arms hard from back to front bulletPush off the ground with the balls of feet “shooting” backward.   1. **Hopping Utilization Level:**   bulletHopping is very similar to jumping but it is done on ONE foot only  bulletPush off with toes and bend your knee to lift off into the air  bulletLand softly on your toes and bend your knee and hips when landing  bulletOther leg is usually bent with foot held behind you  bulletPut arms out to the side to keep balance  bulletHopping can be done in the same place or you can move throughout an area   1. **Skipping Utilization Level:**   bulletTake a step forward on one foot and then perform a hop on that same foot  bulletStep forward on the other foot and perform a hop just like you did on the first foot  bulletKeep alternating feet doing this same procedure  bulletArms are out to the side for balance  bulletA skip has an uneven rhythm   1. **Leaping Utilization Level:**   bulletTake-off from one foot and land on the opposite foot  bulletExtend arms, legs, and toes while in the air  bulletTry to leap a long ways as that forces the body to extend  bulletBend knee and hip for cushioned landing   1. **Sliding Utilization Level:**   bulletPoint a shoulder or your side to a wall or target and move towards the wall or target. Your belly button should be pointing away from the wall  bulletTake a step sideways with the foot closest to the wall you are moving to  bulletAfter stepping with this lead foot draw the other foot to this lead foot. In other words, the back foot tries to chase and catch the front/lead foot  bulletContinue chasing with lead foot staying in the lead at all times  bulletStep far and try to get some height after you have the step mastered   1. **Galloping Utilization Level:**   bulletFace and move in a forward direction  bulletChoose a foot to start with and step forward with it.  bulletKeep that same leg in the lead during the gallop  bulletThe back leg chases the front leg but does not go ahead of it  bulletBend at the knees and try to be "light" on your feet as you gallop   1. **Rolling Fwd. Utilization Level:**   bulletBalance on feet in a tuck position  bulletPlace hands on mat, shoulder width apart in front of knees  bulletPut your chin on your chest (use a small bean bag or index card to help) and keep ankles close together (again, an Index card or small beanbag helps).  bulletTip forward until you see the ceiling, then push forward with your toes, arms and hands  bulletDuring the roll, keep your body in a tight, rounded shape. May help to pretend you are a tire  bulletAt end of roll put your feet on the floor and remember to look forward   1. **Rolling Sideways. Utilization Level:**   bulletLie on back with legs straight and toes  pointed   bulletArms are extended over head with hands  together   bulletKnees are together   bulletKeep body stiff like a log and roll with the hips   bulletMaintain a straight pathway   1. **Rolling Bwd. Control Level:**  * Squat down with your legs and knees together.  bulletBe sure to stay on the balls of your feet, not flat-footed.  bulletKeep your body in a rounded/circular shape so that the roll will maintain its speed. Keep your chin to your chest at all times.  bulletPlace your hands next to your ears, fingers spread, facing the same direction that you are(Mickey Mouse ears).  bulletAllow your body to roll backwards. As soon as your hands(Mickey Mouse ears) feel the floor, push so that your legs will follow over your head.  bulletStay tucked while pushing off floor. | 1. **Why are Performance Cues helpful when performing locomotor movements?**  * They help us to self-direct personal improvement. * They help us to give feedback to peers.  1. **How are locomotor movements helpful to us?**  * They help us to get places. * They help us to perform well in different movement activities. * They can be used to improve fitness.  1. **Why learn how to roll?**  * To get places * To get away/dodge * Prevent injury  1. **Why is it important to pay attention to Risk Factors and Safe Practices when participating in rolls?**  * It is a body management activity that puts pressure on the neck and head. | a. Use performance words (e.g., “land on lead foot”, “stay tucked”, “swing arms through large arc”) to demonstrate understanding of performance cues language connected to skillful locomotor movement.  b. Say performance cues (think-aloud) while rolling backwards.  c. Describe how the body will move when in control of rolling backward skillfully and safely (see note on page 34).  **Utilization Level of Skill:**  d. Jump backward for height, stretching high in the air, and landing softly and safely in control, maintaining balance on the landing.  e. Jump backward and land in control repeatedly, increasing speed and control over time.  f. Jump and land in patterns of movement (e.g., backward, forward, sideways right, sideways left, backward, repeat).  g. Hop on right foot at least four times and then on left foot at least four times while changing directions by rotating along the vertical axis (e.g., quarter turns, half turns), moving forward and then backward, moving side to side, maintaining balance; continuing to alternate four times on each foot until given the signal to stop.  h. Hop on one foot in-out and/or over a series of obstacles (e.g., hoops on floor, raised hoop supported by boxes, low beam, tires).  i. Skip forward, alternating lead foot, while moving in unison with a partner.  j. Gallop through general space with right foot leading; on signal switch to left foot leading and continue to gallop until given the signal to stop.  k. Leap upward, after running forward, landing in control and continue running to leap again, alternating take-off foot.  l. Slide step sideways for a given number of steps and then slide step the opposite direction for a given number of steps, while mirroring a partner.  m. Transfer weight from two feet to two hands, kicking feet upward, momentarily taking weight on hands only, and back to feet, landing in control with a soft landing.  n. Roll forward smoothly, starting and ending in a standing straddle position.  o. Roll forward two times in a row, starting in a standing position and ending in a standing position transitioning smoothly from one roll to the next.  p. Roll forward ending in a standing position after jumping off a slightly raised object (e.g., benches, steps), landing in control then transitioning smoothly into the roll.  q. Create and present a sequence of forward and sideways rolls, demonstrating smooth transitions and safe, soft landings.  r. Avoid contact with others when utilizing locomotor skills. |
| **ESSENTIAL QUESTIONS** | | |
| 1. **Why are Performance Cues helpful when performing locomotor movements?** 2. **How are locomotor movements helpful to us?** 3. **Why learn how to roll?** 4. **Why is it important to pay attention to Risk Factors and Safe Practices when participating in rolls?** | | |